|  |  |  |  |
| --- | --- | --- | --- |
| **FOR DISCUSSION/INFORMATION** | | | |
| Meeting: **Curriculum and Student Affairs and Outcome** | | | |
| Presented by | **Ann Baxter** | | |
| Author/Contact | **Ann Baxter** | Department / Unit | **Executive** |
| Date Created | **19th August 2024** | Telephone | **2359** |
| Appendices Attached | **Credit and Curriculum Update** | | |
| Disclosable under FOISA | | **Yes** | |

1. **PURPOSE**

To update CSAO on NCL credit target and draft KPI performance for 2023-2024 by level and mode of attendance.

1. **BACKGROUND**

Report provided to CSAO updates on progress against targets within the Regional Outcome Agreement.

1. **DETAIL**

The report includes data submitted to SFC and current draft NCL performance in 2023-2024.

1. **BENEFITS AND OPPORTUNITIES**

This report illustrates the progress made in relation to KPIs measures and gives a greater understanding of departmental activity.

1. **STRATEGIC IMPLICATIONS**

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

1. **RISK**

N/A.

1. **FINANCIAL IMPLICATIONS**

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

1. **LEGAL IMPLICATIONS**

There are no legal implications.

1. **WORKFORCE IMPLICATIONS**

There are no workforce implications.

1. **REPUTATIONAL IMPLICATIONS**

There are no reputational implications.

1. **EQUALITIES IMPLICATIONS**

There are no equality implications.

|  |
| --- |
| **CONCLUSIONS/RECOMMENDATIONS**  CSAO are asked to note the information contained in this report and raise or discuss any issues which may prevent publication. |

### **1. INTRODUCTION**

* 1. This paper seeks to provide an update on the credit target for academic year 2023-2024, recruitment, retention, the indicative funding allocation for 2024-2025 and a synopsis of learning, teaching and alternative funding activity.

### **2. CREDIT, RECRUITMENT AND RETENTION 2023-2024**

2.1 For academic year 2023–2024, New College Lanarkshire was allocated a core credit of 117,290. Foundation Apprenticeships were no longer allocated as additional credits and this activity was incorporated into core funding targets. At the time of writing this report in August 2024, student enrolments had given the college 117,577 credits.

2.3 Credit and Performance Monitoring Report was reviewed weekly by the Executive Board and Deans.

2.4 Subject to credit audit, the college has achieved the allocated credit target for session 2023-2024.

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

**Table 1**

Enrolments, Early and Further Withdrawals – 31st July 2024

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Level/Mode | Enrolled | EW | % EW | FW | % FW | Retention |
| FEFT | 3853 | 189 | 5.04% | 999 | 26.6% | 68.3% |
| FEPT | 7896 | 372 | 5.32% | 489 | 6.99% | 87.7% |
| HEFT | 2087 | 92 | 4.44% | 387 | 18.7% | 76.9% |
| HEPT | 545 | 30 | 5.81% | 42 | 8.1% | 86% |

### **3. National Examinations**

3.1 SQA results published on 6th August 2024

**Table 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LEVEL** |  | **OUTCOME** | |  |  |  |  |  |  |
| **NAT 5** |  |  |  | **23/24** | **22/23** | **21/22** | **20/21** | **19/20** | **18/19** |
|  | **FAIL** | **PASS** | **Grand Total** | **%Pass** | **%Pass** | **%Pass** | **%Pass** | **%Pass** | **%Pass** |
| ENGLISH FOR SPEAKERS OF OTHER LANGUAGES | 5 | 13 | 18 | 72.2 | 62.5 | 45.5 | 81.3 | 90.0 | 93.3 |
| APPLICATIONS OF MATHEMATICS | 1 | 10 | 11 | 90.9 | 50 | 66.7 | 53.3 | 81.3 | 0 |
| MATHEMATICS | 12 | 22 | 34 | 64.7 | 38 | 47.2 | 70.5 | 65.8 | 55.3 |
| **Total at Nat 5** | **18** | **45** | **63** | **71.4** | **40.5** | **54.3** | **71.6** | **76.2** | **62.6** |
| **LEVEL** |  | **OUTCOME** | |  |  |  |  |  |  |
| **HIGHER** |  |  |  | **23/24** | **22/23** | **21/22** | **20/21** | **19/20** | **18/19** |
|  | **FAIL** | **PASS** | **Grand Total** | **%Pass** | **%Pass** | **%Pass** | **%Pass** | **%Pass** | **%Pass** |
| ENGLISH | 8 | 21 | 29 | 72.4 | 73.3 | 73.6 | 96.8 | 80.5 | 70.4 |
|  |  |  |  |  |  |  |  |  |  |
| **Total at Higher** | **8** | **21** | **29** | **72.4** | **73.3** | **70.8** | **95.0** | **70.5** | **47** |

### **3. National Examinations (cont.)**

3.2 NQ Appeals 2024 is open and provides learners who are concerned about their grade with the opportunity to appeal through the college or directly to SQA.

Following deadlines for centre submissions:

Priority appeals service for centres closes 21 August 2024 at 5.00pm

SQA issues outcomes for priority appeals to centres. 2 September 2024 at 09.00am

SQA confirms outcomes to UCAS. 3 September 2024

Non-priority appeals service for centres closes 30 August 2024 at 5.00pm

SQA issues outcomes for non-priority appeals. October 2024

There was one priority appeal and no non-priority appeals at this moment in time.

### **4. Overall KPI five-year trend for all modes of delivery**

4.1 EIS-FELA in addition to taking strike action in session 2023-2024, they have participated in “Actions Short of Strike Action” (ASOS) that has included a resulting boycott, involving members withholding students' results.

4.2 Similar to last academic session, this action has had a significant impact on processing of results and therefore achievement reported below, will be updated when all results are submitted.

4.3 KPI five-year trend – Further Education – Full-time

**Table 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic Year** | **Early Withdrawal** | **Further Withdrawal** | **Partial Success** | **Success** | **Unknown result at 31.7.24** |
| 2019-2020 | 6.28% | 10.63% | 11.73% | 71.36% |  |
| 2020-2021 | 5.41% | 14.65% | 16.1% | 63.84% |  |
| 2021-2022 | 7.2% | 18% | 14.7% | 60.1% |  |
| 2022-2023 | 7.7% | 13.9% | 0.48% | 3.53% | 74.3% |
| 2023-2024 | 5.04% | 26.6% | - |  | 68.3% |

4.4 In session 2023-2024, Further Education – Full-time was 53.7% of activity at New College Lanarkshire.

### **4. Overall KPI five-year trend for all modes of delivery (cont.)**

4.5 KPI five-year trend – Further Education – Part-time

**Table 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic Year** | **Early Withdrawal** | **Further Withdrawal** | **Partial Success** | **Success** | **Unknown result at 31.7.24** |
| 2019-2020 | 5.36% | 6.61% | 17.6% | 70.43% |  |
| 2020-2021 | 2.89% | 5.44% | 19.75% | 71.92% |  |
| 2021-2022 | 4.4% | 7.6% | 15.52% | 72.5% |  |
| 2022-2023 | 5.02% | 6.52% | 4.88% | 36.5% | 47% |
| 2023-2024 | 5.32% | 6.99% | 0.86% | 12.6% | 74.3% |

4.6 In session 2023-2024, Further Education – Part-time was 19.3 % of SFC credit activity at New College Lanarkshire.

4.7 KPI five-year trend – Higher Education – Full-time

**Table 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic Year** | **Early Withdrawal** | **Further Withdrawal** | **Partial Success** | **Success** | **Unknown result at**  **31.7.24** |
| 2019-2020 | 6.28% | 10.63% | 11.73% | 71.36% |  |
| 2020-2021 | 5.41% | 14.65% | 16.1% | 63.84% |  |
| 2021-2022 | 7.2% | 18% | 14.7% | 60.1% |  |
| 2022-2023 | 7.7% | 13.9% | 0.48% | 3.53% | 74.3% |
| 2023-2024 | 4.44% | 18.7% | - | - | 76.9% |

4.8 In session 2023 -24, Higher Education – Full-time was 25.3 % of SFC credit activity at New College Lanarkshire.

4.9 KPI five-year trend – Higher Education – Part-time

**Table 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic Year** | **Early Withdrawal** | **Further Withdrawal** | **Partial Success** | **Success** | **Unknown result at**  **31.7.24** |
| 2019-2020 | 6.98% | 7.36% | 7.56% | 78.1% |  |
| 2020-2021 | 2.6% | 4.5% | 20.08% | 72.81% |  |
| 2021-2022 | 5.21% | 4.69% | 15.28% | 72.4% |  |
| 2022-2023 | 9.7% | 6.74% | 5.87% | 14.08% | 63.6% |
| 2033-2024 | 5.81% | 8.1% | 3.1% | 2.13% | 80.8% |

### **4. Overall KPI five-year trend for all modes of delivery (cont.)**

4.10 In session 2023-2024, Higher Education – Part-time was 1.7 % of SFC credit activity at New College Lanarkshire.

### **5. ALTERNATIVE FUNDING ACTIVITY – MODERN APPRENTICESHIPS AND EXTERNAL FUNDING**

5.1 In response to the bid made to Skills Development Scotland in January 2024, New College Lanarkshire was awarded a contract for 209 new starts and a value of £1,062,815. The volume of new starts awarded were significantly lower than the volume in the bid which was a trend across all training providers allocated Skills development Scotland modern apprenticeship contracts.

With the shortfall in anticipated allocations for new starts, a review of apprenticeship courses to be delivered was conducted and a contract adjustment was completed. The adjustment focused allocations of new starts to occupational areas which had immediate employer demand for apprenticeship training. This ensured NCL was in the best position possible to meet contract KPI targets set by Skills Development Scotland.

The plans to expand our apprenticeship pathways to include care services management, construction, creative media, customer service, digital marketing, social services, pharmacy and management were put on hold.

5.2 **UKRI:**  Project value: £1.2M. NCL share: £196K. The Colleges’ Local Innovation Centres project – or CLIC – is funded by UKRI, the UK Government’s agency for research and innovation.

The CLIC project is a network of Innovation Centres, located at the six colleges of Further and Higher Education serving the eight local authorities in Glasgow City Region. Each of the CLIC Innovation Centres is focused on assisting businesses and organisations across the City Region’s five priority clusters acquire digital capabilities that will help them to add value or become more productive in their processes and services. Doing so will contribute to increasing individual enterprises’ and the City Region’s productivity. The themes covered by the CLIC Innovation Centres are Health & Life Sciences, Energy & Net Zero, Digital Creative Industries, Advanced Manufacturing & Production, and Digital & Enabling Technologies.

New College Lanarkshire is the CLIC Innovation Centre for Digitally Enabled Health.

The Centre for Digitally Enabled Health will help companies in Glasgow City Region working in health care understand the benefits of incorporating digital and innovative methods in providing care and support to their clients. The application of digital tools and digitally enabled tools and applications can assist providers in reducing waiting times for service-users, improving providers’ response times, improving staff effectiveness and efficiency, and improving service-user experiences.

### **5. ALTERNATIVE FUNDING ACTIVITY – MODERN APPRENTICESHIPS AND EXTERNAL FUNDING (cont.)**

5.3 **UK Shared Prosperity Fund (UKSPF).** Value to NCL: £380K. This UK Government fund is allocated to and administered via local authorities. North Lanarkshire Council has awarded NCL funding to implement Phase 2 of Smart Hub Lanarkshire. This will build on the solid foundations laid during the phase 1 partnership forged between North Lanarkshire Council and the College, which was funded by a combination of funding from the European Regional Development Fund, each partner’s own resources, and the Lanarkshire Further Education Foundation. The thrust of phase 2 will be to deepen and widen the impacts that this partnership has already made and foster more engagement with companies in the region, offering them the opportunity to see and sample the benefits that that may be accrued from applying robotics and automation to manufacturing processes.

An additional benefit will be for schools in the region as the ongoing partnership between the Council and the College facilitates cooperative arrangements to allow young people to have some exposure to modern manufacturing during the years when many will be considering their career choices.

5.4 **Turing** Value to NCL: £245.5K for VET and £25.6K for HE. This funding is awarded by the UK Government to support transnational student mobility across the globe. NCL submitted two bids, one for students pursuing studies at SCQF level 6 and below (VET) and one for students at higher levels (HE). The VET funding, which is 70% of the requested amount, will result in the capacity to offer 100 VET students the opportunity of transnational mobility experiences of two weeks’ duration. The HE funding, which is all of the requested amount, will allow 20 such students to undertake transnational mobility of four weeks. It should be noted that almost all successful applications, from schools, colleges, and universities, to Turing resulted in awards of significantly less than requested.

5.5 **Digital Xtra** Value to NCL: £5K**.** This funding will support the continuation of the Vex Robotics provision in NCL for local schools.

5.6 **Connecting Scotland.** This phase of an ongoing project provides NCL with eight Chromebooks and four mi-fi devices for students in digital poverty.

5.7 **Pending application.** NCL is the Scottish partner in an application being submitted to the Chinese Government by partners in China for a grant of £200K a year for five years, to support innovation in Dental Nursing. The results of this are likely to be known towards the end of 2024.

### **6. DEPARTMENTAL UPDATES**

6.1 **Access and Progression department,** has commenced new provision “Introduction to Barista Skills” at the Cumbernauld Campus due to the surge in demand for skilled baristas, evident in the proliferation of drive-through coffee shops within Lanarkshire. In the past 12 months, Starbucks has expanded its footprint by opening over 100 stores. Recognising this industry trend, offering a Barista Course not only addresses the current market demand but also aligns with our commitment to providing education that is both relevant and practical for our students.

The primary objective of the proposed Barista Course is to equip young people with the vocational, core, meta and employability skills and knowledge necessary to pursue a career in the rapidly growing area of coffee preparation and service. The department was able to repurpose equipment from the previous ‘Wee Scone’ project and as a consequence the outlay has been minimal in relation to course set up costs.

This facility will also be accessed by some part-time groups, and as a work place opportunity for our Access and Progression and Support for Learning students where appropriate. The hands on, practical nature will be a welcomed addition to the curriculum offering.

* 1. **Automotive Studies** department have a number of updates for session 2024-2025, including the purchase of an electric motorcycle (super soco) to enable the motorcycle section to deliver up-to-date training and experience of working on an electric motorcycle for students. In addition, the college has been gifted more resources, from our training partnership with Triumph Motorcycles and includes a complete motorcycle, two rolling chassis and several engines and associated parts, to the overall of value of £10k - £15k.

Following on from Alexander Dennis of Falkirk, visit to the HGV centre, the company gifted the department two pallets of paint with an estimated value of £10k and Paintline, a Body and Paint refinishing partner supplied the refinishing section with a state of the art fully stocked paint mixing system along with a spectrometer (paint recognition and shade matching technology).

New learning resources for light vehicle students are being piloted this session. The workbooks, mapped to the qualification being undertaken, will ensure consistency of materials regardless of campus.

* 1. **Beauty, Aesthetics and Hair Design** department are excited to announce that students the opportunity to join Stylebook Education. (The first college to offer Beauty). Stylebook Education is a full service for learners and establishments; making way for learners to gain a deeper understanding of the hair industry, establishments to search for the most suitable and potential stylists for salons, and to offer advice and training for up-and-coming hair professionals.

This cutting-edge platform allows our final-year students to create a digital portfolio, showcasing their unique talents in both hairdressing and beauty. By enabling clients to select a stylist or therapist based on their specific preferences before their appointment, Stylebook not only enhances the client experience but also boosts our student’s employability and confidence.

### **6. DEPARTMENTAL UPDATES (cont.)**

6.3 This initiative empowers our students to create a digital portfolio showcasing examples of their skills to build a strong clientele, while providing our very own college training salons with a powerful tool to promote their stylists and attract new clients.

[Find Your Style | Stylebook Directory | Discover Hairdressers Near You](https://stylebookdirectory.com/)

* 1. **Computing and Digital Technologies** department was delighted to be given 25 licences to trial tis software with works with Meta Quest and PCs and we are hoping will help to enhance and develop student’s MetaSkills.

On 1st July 2024, the department hosted a WorldSkills heat and following a rigours selection a NCL student will be competing in the UK finals.

As part of the ongoing partnership working and engagement with local industry, this has resulted in a student who recently completed BSc Computer Networking students being employed by Aspen Solutions, whose MD is Paul Harking, one of NCL's newly appointed Associate Lecturers.

* 1. **Construction Trades Technology** department is planning two new approaches within the Construction Pre-Apprentice programmes in session 2024-2025. Visits both internal and external have been planned and will include visits connected directly to industry, industry ambassador talks and live site visits to immerse students in the construction sector in as wide a scope as possible. These visits will be supplemented with visits that enhance wellbeing, engagement and satisfaction in general. The visits will be to more generic locations but are designed to engage students during the actual course study period.

Planned whole person learning activities will include:

* Specific activities to enhance learning with industry specific teaching that is not part of the current trade curriculum.
* Career orientated transferable skills and team building activities, which can be used in any and all sectors.
* Specific activities to enhance wider satisfaction, team building, and working alongside general engagement and completion.
* Specific links with the Student Wellbeing Academy with dedicated time for engagement across the full remit of this activity.
  1. **Culinary Arts** have reviewed the qualifications delivered by the department and as a consequence there is a move away from SQA qualifications and replaced by City and Guilds qualifications. This ensures greater continuity between the two campuses and the currency and structure of the C&G qualifications should be more suitable for students achieving valuable employability skills. In addition, staff have invited more external speakers and visits to local establishments to raise awareness of the different parts of hospitality and job opportunities. One visit planned is to ScotHot (Culinary exhibition in Glasgow) with the opportunity to partake in various competitions. Plans are in place to raise the profile of both training restaurant to increase number of external visitors, especially in Motherwell.

### **6. DEPARTMENTAL UPDATES (cont.)**

* 1. **Dental, Health and Social Care** department will continue with Employer Engagement Events following the successful event in March 2024. One aspect the department intends to promote is ‘earn as you learn’ and early discussions with key employers, including NHS, regarding employment for students from August to enable them to attend college and work, as well as negotiating hours worked could also be attributed as placement hours required to achieve a qualification. This new approach aligns to the Retention and the Be Financially Fit campaign to support our students.

Staff continue to review and rewrite the SCQF level 6 Health and Social Care qualification for delivery in August 2025, so that on successful completion students will be able to register with SSSC and to support the staffing demands of the health and social care employers. Both students and employer partners have been involved in the design of this programme.

Introducing a part time SWAP Access to Nursing programme has been explored with SWAP West which will support students in relation to finance as well as widening access. Subject to internal approval, the aspiration is this part time option is launched in January 2025.

All three campuses now have dementia living rooms and clever touch TVs. During the summer period, Motherwell campus skills lab was up dated which will provide an enhanced teaching space for health care students.

Utilising funding from the UKRI project, 6 staff from the department have made significant progress on a number of projects including the promotion of the successful QR codes used by staff and development of AI units on health and dental care.

* 1. **Education and Counselling** department’s strategic approach this year will incorporate alternative models to deliver our curriculum. While traditional approaches to learning through a classroom-based approach work well, an increasing appetite to learn whilst at work, online, or from home is apparent. In response to a specific training need with North Lanarkshire Council, the Education team have started digitising the underpinning knowledge aspects to the core SVQ. This allows students who predominantly gain their qualifications within the workplace to study at a time and pace that suits their lifestyle and preference. This enhancement to our delivery model allows for greater flexibility, particularly for working communities and those with caring responsibilities.
  2. **Humanities** department recognising the success of last year’s Breaking the Cycle conference held at Coatbridge campus, the department will be holding a second conference this year. The aim is for this to be held around November.

For the first time, a group of five HN Social Science students went on a four-week mobility placement to Pistoia, Italy via the Turing scheme. As part of the trip they completed a Social Science based project comparing the social, economic and political differences between Italy and the UK. The students completed reports as part of the placement and met weekly with the Mobilities team/hosts.

### **6. DEPARTMENTAL UPDATES (cont.)**

6.9 Some brief feedback from the host partner:

*We are delighted to hear that the students had a positive experience. It was a pleasure to host them and assist with their research project. The guests they interviewed expressed their satisfaction with the interesting questions posed and were impressed by the students' enthusiasm and politeness. From our perspective, the experience was equally positive, and we have no suggestions for improvement. We look forward to future collaborations with you.*

The department are hoping to repeat this positive experience for students this year and will work with mobilities team to promote within the department.

* 1. **Lanarkshire Business School** is delighted to be offering two new degrees, starting in September.

**B.A. Business and Sustainability**

Recognising the significance of sustainability in the world of business, and in collaboration with UWS, we have been approved to offer the B.A. Business and Sustainability degree (3rd year entry). This is a first time offering of this degree and will be delivered solely at NCL. From September 2025, we will offer study at SCQF level 10 (Honours) which is ground breaking in terms of collaboration with UWS. We will be the first college in Scotland, working with UWS to be approved for delivery at this level. This is a testament to the level of lecturer commitment and high-quality teaching taking place in our B.A. Business (now lapsed) and the B.A. Accounting at Coatbridge campus and to the strength of our relationship with our colleagues at UWS.

**B.A. Business Enterprise and Marketing**

Further collaboration with UWS will see the initiative of a degree programme designed to develop the entrepreneurial spirit of many of our HND students in vocational areas who may not have the opportunity to further their academic studies. This new degree will equip them with the skills and knowledge needed to thrive in the dynamic world of self-employment or small and medium-sized enterprises (SMEs). Our aim is to provide our students with the opportunity to develop their business acumen, turning their vocational passion into a thriving commercial business. This exciting new venture is unique to NCL and one which we are thrilled to be part of.

* 1. **Lanarkshire Institute of Science and Technology** has invested in a smooth tool to further enhance the automated welding process that should lead to greater commercial opportunities. The department is also in discussion with a company to bring Laser welding to the department and further enhance the welding provision. Following the acquisition of a new guillotine, students are now enabled to enter the WorldSkills competitions. The Mechanical area has also updated other equipment with the purchase of three oil free air compressors and three geared drilling machines to enhance the workshop capacities.

Two former students have secured permanent full-time design engineer jobs with Scottish Power and this was largely achieved via the partnership working undertaken during their studies.

### **6. DEPARTMENTAL UPDATES (cont.)**

6.11 As a consequence of visit GCU power labs, there are now 26 confirmed places on an HND Electrical Engineering course, with most students considering progression onto a degree course after this academic year. This is the first time in four years that NCL will be running HND Electrical Engineering.

The Smart Hub has had significant funding from NLC in the region of £250k which will enable the Smart Hub to undertake work in the areas of virtual reality, cyber security and energy.

* 1. **Music and Performing Arts** department is actively engaged in several exciting initiatives that align with their core values and strategic goals:

Advancing Educational Opportunities – early stages of developing two new degree programmes: an Honour's Degree in Sound Production and Music, and a Master's degree in Performing Arts. These programs will ensure our curriculum remains future-fit and supports the ongoing pedagogy and discipline development of the department and students.

Strengthening Community Engagement - in line with the commitment to partnering to grow and expanding educational reach, the department have identified two new community partners within North Lanarkshire: Spotlight Shotts and Shotts Healthy Living. Through these partnerships, we will provide outreach classes, further embedding the College’s educational mission within the local community.

Enhancing Industry Partnerships is being achieved by expanding our collaboration with Cumbernauld FM, where a two-day-per-week course will be offered. This partnership deepens impact by providing students with practical, real-world experience in the media industry, reflecting the value of prioritising resources close to the student.

Promoting Student Engagement is being fostered by organising a Fresher's Gig at Ivory Blacks in Glasgow, featuring an Open-Mic format. This event will invite all New College Lanarkshire students to participate, promoting inclusivity and creativity. This initiative aligns with the values of advocating social justice by providing a platform for all students to express themselves and connect with peers across disciplines.

* 1. **Sports and Physical Activities** department recognises that it is essential to adapt to local and national training ensuring a flexible approach. The team have fostered new approaches to learning and teaching by digitising new and existing units to meet the demands of our partners. The collaboration with Scottish Rugby Union (SRU) has grown substantially over the year with a widening portfolio. Recently, young students have completed the online and self-paced Coping Strategies and Building Resilience unit which had been digitised in partnership with the Innovation Team at NCL. This unit equips students with essential resilience skills and introduces coping strategies like mindfulness and self-care to help them manage challenges both within and beyond the realms of sport.

### **6. DEPARTMENTAL UPDATES (cont.)**

* 1. **Staff Development Academy** has refreshed the Staff Development Strategy, which was informed by NCL’s strategic priorities recruitment, retention, attainment and progression. To achieve this, NCL is committed to an excellent employee and student experience, maximising organisational capacity that is supportive of NCL’s values.

In preparation for academic session 2024-2025, the SDA launched updated e-learning All Staff Essential Learning. The course contains five modules and completion of all five is an essential requirement of everybody. Modules include:

* Cyber Security at NCL
* Data Protection at NCL
* Understanding Race and Racism at NCL
* Display Screen Equipment at NCL
* Keeping Everyone Safe at NCL

6.14 Uptake of the learning has been high, three days after the launch of All Staff Essential Learning, 38% of staff have successfully completed it.

SDA is working in partnership with EDI adviser to produce and distribute an EDI calendar to raise awareness, to encourage conversations and on a monthly basis highlight a specific event to all staff.

The SDA will be responding to the College Development Network (CDN) survey -Workforce Survey Analysis Report by carrying out further analysis involving academic and professional services staff at NCL.

* 1. **Support for Learning** students on Skills for Life and Work Groups towards the end of academic year 2023-2024 worked with Siemens apprentices to design a rollercoaster. The apprentices joined the class online, every week, for four weeks to assist with the design. This was of benefit to both groups of students as it enabled the Siemens apprentices to enhance their skills set, by utilising skills and knowledge within the College community, as well as enhancing college student’s communication, teambuilding, working with others and numeracy skills, whilst having a lot of fun creating the rollercoaster.

Students were presented with a certificate from Siemens at a celebration of achievement event.

* 1. **Visual and Creative** **Arts** department has planned for further consolidation of good practice, which has emerged over the last two years. Art & Design staff kick things off with "Waste Stories", a collaboration with University of Glasgow on how artists respond to Sustainability. Over 50 artworks will be on display and all VCA students within the department will be encouraged to attend the exhibition at the University.

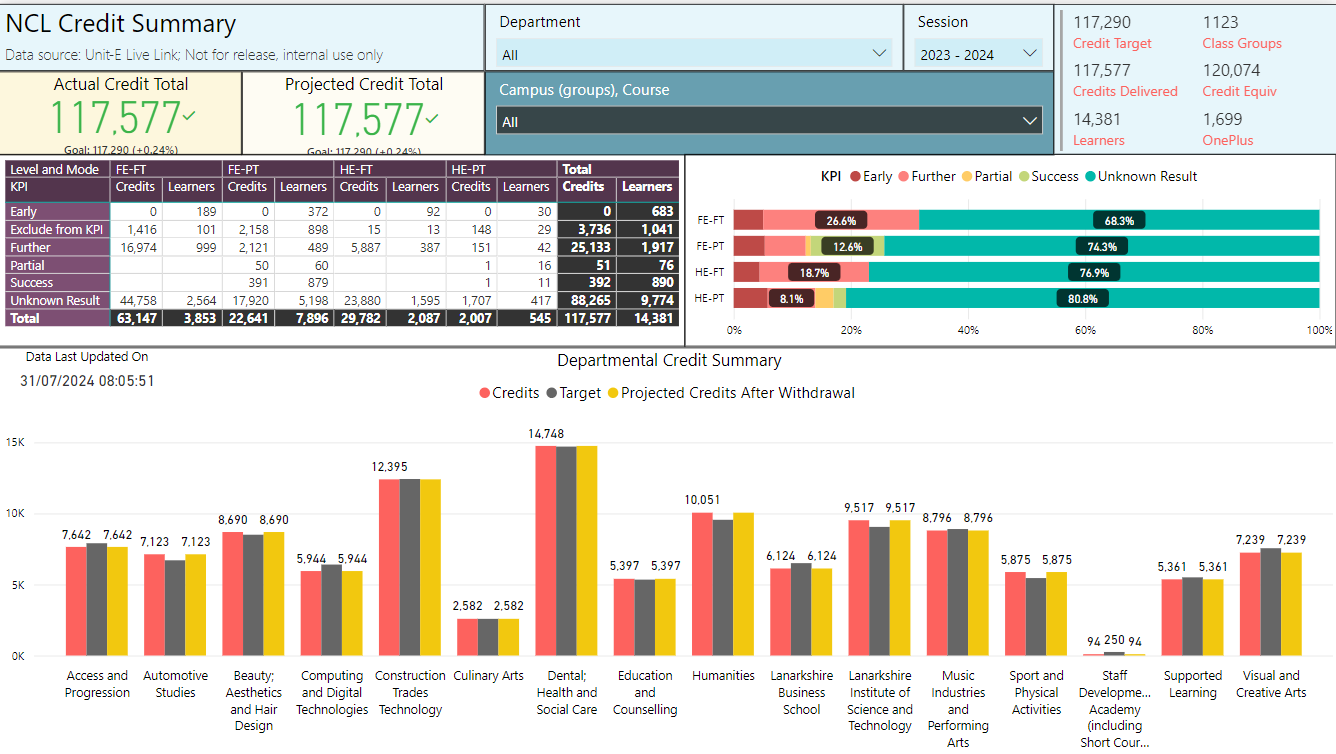
Make-up Artistry students will begin the session with a planned trip to BPerfect where they will be taken through a series of workshops and introduced to professional practice by industry leaders in this field.

### **6. DEPARTMENTAL UPDATES (cont.)**

6.16 Film & TV section will be working closely again with UWS to ensure that the planned roll out of 4th year Hons is in place for 2025-2026 and this will continue to see a collaborative approach to learning between both institutions. HN NextGen has moved out of pilot phase and this will also see further collaboration between organisations such as BBC, Albert and local businesses looking for content generation through student placements.

As a result of QA EV activity which took place in May and June, Animation have made some major adjustments to the whole curriculum which will see Autodesk Maya software being introduced to the classroom for the first time. This will allow the students to have a fuller and more industry focussed learning experience. Similarly, Photography have made changes to the curriculum at FE level where they will be working closer with the Film & TV staff to ensure the learners have a wider skillset which will inform more meaningful articulation routes to HE.

### **Appendix 1 – NCL Credit Summary – 31st July 2024**



### **Appendix 2 – Departmental Credit and Retention Summary – 31st July 2024**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Department | FEFT Enrolled | FEFT Withdrawn | FEPT Enrolled | FEFT Withdrawn | HEFT Enrolled | HEFT Withdrawn | HEPT Enrolled | HEPT Withdrawn |
| Access and Progression | 317 | 74 (26.5%) | 624 | 102 (16.3%) |  |  |  |  |
| Automotive Studies | 307 | 87 (28.3%) | 428 | 49 (11.4%) |  |  |  |  |
| Beauty, Aesthetics and Hair Design | 416 | 139 (33.4%) | 330 | 107 (32.4%) | 61 | 18 (29.5%) |  |  |
| Computing and Digital Technologies | 193 | 58 (30%) | 373 | 32 (8.6%) | 181 | 36 (19.9%) |  |  |
| Construction Trades Technologies | 488 | 152 (31.1%) | 1297 | 82 (6.3%) |  |  | 13 | 1 (7.6%) |
| Culinary Arts | 130 | 40 (30.8%) | 279 | 11 (5.8%) | 12 | 4 (33.3%) | 15 | - |
| Dental, Health and Social Care | 459 | 157 (34.2%) | 605 | 61 (10.1%) | 355 | 89 (25.1%) | 42 | 10 (23.8%) |
| Education and Counselling | 196 | 70 (35.7%) | 272 | 47 (17.3%) | 88 | 31 (35.2%) | 37 | 2 (5.4%) |
| Humanities | 303 | 106 (34.9%) | 546 | 129 (23.6%) | 231 | 61 (26.4%) | 54 | 3 (5.5%) |
| Lanarkshire Business School | 140 | 64 (45.7%) | 414 | 56 (13.5%) | 246 | 80 (32.5%) | 163 | 46 (28.2%) |
| Lanarkshire Institute of Science and Technology | 256 | 79 (30.9%) | 609 | 52 (8.5%) | 179 | 36 (20.1%) | 130 | 7 (5.4%) |
| Music and Performing Arts | 91 | 24 (26.4%) | 333 | 60 (18%) | 396 | 54 (13.6%) | 3 | 1 (33.3%) |
| Sports and Physical Activities | 144 | 48 (33.3%) | 1236 | 25 (2%) | 162 | 33 (20.4%) | 26 | 2 (7.7%) |
| Staff Development Academy |  |  | 71 | 1 (1.4%) |  |  | 57 | - |
| Supported Learning | 226 | 14 (6.2%) | 240 | 1 (0.4%) |  |  |  |  |
| Visual and Creative Arts | 187 | 66 (35.3%) | 239 | 53 (22.1%) | 176 | 37 (21%) | 2 | - |