



**GLASGOW KELVIN COLLEGE
BOARD OF MANAGEMENT
ACADEMIC BOARD
MINUTE**

**Minute of the meeting of the Academic Board held on Friday 2nd May 2025 at 1.30pm
via MS Teams**

1. Sederunt

Robin Ashton (Chair);
Tracy Leavy (Director of Wellbeing, Development and Creative Services) (WDCS);
Peter Brown (Director of Apprenticeship, Skills and Curriculum) (SEA);
James Davidson (Lecturer);
George McGuire (Senior Curriculum Manager,);
John Gallagher (Quality Enhancement & Development Manager);
Gary Sharp (Student Support Services Manager);
Alastair McGhee (Director of Student Experience and Enterprise)
Lesley Phee (Organisational Development Business Partner);
Monica McKerlie (Head of Student Support Services);
Iain Cameron (Lecturer);
Amrit Bedi (Equalities and Inclusion Lead);
Katie McAnenay (Team Leader, Library Services); and
Arlene Sweeney (Learner, Engagement Officer)

In Attendance

Debbie Friel (Senior Committee Coordinator) (purpose of the minute) and
Grant Sutherland; Active Campus Coordinator

2. Apologies

Gerry Harkins (Lecturer);
Chantell McCallum (President, Student Association);
Jason Quinn (Director of Digital and Information Services); and
Mae Smillie (Head of Student Information Services);

3. Academic Board Terms of Reference

It was confirmed that the meeting was quorate with 14 members in attendance.

4. Declarations of Interest

No declarations of interest were received.

5. Minute of the Previous Meeting held on 7 February 2025

The minute of the meeting was accepted as an accurate record of the business conducted on 7 February 2025.

6. Matters arising from Minute of Previous Meetings held on 7 February 2025

Action: D Friel to notify individuals immediately after the meeting if they have been assigned an action item in the minutes.

AI Policy Update: The Quality and Enhancement Manager updated Members on the developments regarding AI policy, including the separation of Malpractice Policy and the Procedures, the creation of a flowchart for staff, and the production of a TikTok video for students. He highlighted that the Malpractice policy is now overseen by the Learning Teaching Committee, while the procedures can be updated locally. He emphasised the importance of keeping abreast of changes from awarding bodies. He further noted that the change aimed to provide clearer guidance on the appropriate use and misuse of AI for both students and staff.

Pressure on Awarding Bodies: J Gallagher noted that there is ongoing pressure on awarding bodies like SQA to clarify their stance on AI. While SQA currently takes a hard line on AI misuse, there is a need for more defined guidelines, especially as the use of AI continues to evolve rapidly.

I Cameron remarked that he is a member of the AI Working Group and highlighted the numerous developments currently underway. He agreed that it would be beneficial for SQA to produce clearer and more specific guidelines. He expressed concern about the increasing instances of AI misuse, particularly in graded units, acknowledging that while such cases are growing, they are often difficult to prove, creating challenging circumstances. He suggested that SQA may need to review certain qualifications and consider changes to how they are assessed.

J Gallagher added that he had recently circulated a survey on the misuse of AI, receiving 49 responses. Of those, 36 indicated that AI misuse was a problem to varying degrees, and 10 described it as a significant issue. He remarked that the nature of some assessments makes them particularly vulnerable to misuse.

Action: Distribution of Actions: D Friel to include AI as a topic on the agenda for the first meeting of the next term to take stock of the current situation.

7. Student Satisfaction and Engagement Survey 2024-25

The Quality Enhancement and Development Manager shared the results of the student satisfaction survey, noting generally positive feedback, especially regarding staff, learning support, library, and guidance services. He advised members that the survey opened at the beginning of March 25 and closed at the end of April. A total of 1357 responses were received across all modes of attendance. This included 43.9% of all full-time FE students and 41.4% of all full-time HE students.

Key areas for improvement included toilet conditions, particularly at Springburn campus, which are being addressed in collaboration with the cleaning company, and financing/funding, where scores were lower. He highlighted that the College planned to improve student support services and information in this area.

M McKerlie observed that the revisions to certain questions were a positive step, as they help clarify for students exactly what is being asked. Additionally, she also enquired whether the comments would be shared with managers, noting that this would be particularly useful for evaluations. J Gallagher confirmed that the feedback would be shared with managers.

I Cameron raised a concern about the toilet cleaning schedule, noting that this is one of the most frequently mentioned issues by his students. R Ashton responded by explaining that the design of the toilets, particularly those near the stairwells, presents challenges, with water pressure being a recurring problem in those areas. He added that the College aimed to implement significant improvements this year. Furthermore, he noted that a new cleaning contractor would be in place over the summer, and toilet cleanliness would be a high priority, with the new schedule including more frequent cleaning.

G Sharp asked what the College could do to boost participation in the survey to reach the target of 50% or higher.

J Gallagher raised concerns about the current survey schedule, noting that having multiple overlapping surveys led to confusion among students and low response rates, particularly for the week 10 survey, which dragged on into February. By the time the National Student Satisfaction and Engagement Survey launched in March, some students mistakenly thought they'd already completed it. He suggested considering a dedicated "survey day" to streamline the process and improve engagement.

ACTION: Student Feedback Comments: J Gallagher to ensure that managers receive student feedback comments for their evaluations.

ACTION: Survey Participation: Develop a strategy to increase student survey participation, potentially including a survey day.

R Ashton thanked members for their input and J Gallagher for his report.

Members of the Academic Board agreed to note the contents of the report.

8. Quality Update

The Quality Enhancement and Development Manager provided an update on key quality matters for the current session. He explained that thirteen of the forty-one scheduled External Verification Events had taken place, with only one requiring additional evidence. A new format for the Curriculum Managers' log, modeled on the Senior Curriculum Managers' version, will be introduced next session, offering real-time unit results to support ongoing discussion throughout the year.

He added that the College Leavers' Destination Survey is underway, with data collection focused on 1,644 successful leavers from June 2024; results will be submitted to the SFC by June 2025. A recent staff survey on AI misuse during assessments revealed widespread concerns across several curriculum areas, and the findings are now under review by College management. Additionally, focus groups with students and staff are being held across campuses to gather feedback on support services, which will inform the self-evaluation reports of those areas.

G Sharp mentioned that it would be helpful for support staff, such as those in Learner Support and Library Staff to be aware of the responses, as they play a key role in helping students prepare for assessments. Understanding any concerns would enable them to offer more targeted support. J Gallagher agreed with G Sharp's comments.

R Ashton thanked J Gallagher for his report.

Members of the Academic Board agreed to note the contents of the report.

9. Implementation of Self-Evaluation and Action Plan (SEAP)

The Vice Principal for Curriculum and Quality reported on the College's progress in implementing the improvement actions outlined in its institutional Self-Evaluation and Action Plan (SEAP), submitted in response to new quality arrangements introduced by the Scottish Funding Council in August 2024.

He explained that as part of the national quality framework, the College implemented the SEAP 2024–25, focusing on seven key improvement priorities. Progress highlights include increased staff participation in teaching development through a Stirling University programme and peer-led activity groups, alongside greater use of AI tools. Enhanced pre-course engagement and welcome activities led to a 46% rise in student participation and a drop in early withdrawals from 6% to 3%. Retention rates improved by 12% overall, supported by expanded wellbeing services and strong uptake in physical activities. Quality enhancement efforts included a digital self-evaluation tool and targeted IMPACT Plans, resulting in significant outcome improvements—particularly a 29% average success rate increase in further education programmes. Student engagement was strengthened through over 3,000 survey responses, an active class rep network, and regular 'Meet the Managers' sessions, which led to tangible service improvements. Additionally, the College's Metaskills Project is developing a framework to support students in tracking and improving broader skillsets, with completion expected in June 2025.

R Ashton highlighted that while full evaluation of some actions will not be possible until the end of the academic year, current evidence indicates that the College is making strong progress across all identified areas for improvement.

Arlene Sweeney noted that she would take the lead on class representative training. This will be delivered in-house and tailored specifically for the staff representatives with the aim of increasing participation. The upcoming survey deadline provides an opportunity to promote this initiative. The goal is to enhance engagement and boost the number of class reps involved. R Ashton responded positively, stating that it's encouraging to hear. The more we provide services that directly address student needs, the more likely we are to see improved outcomes and satisfaction.

Class Rep Training: A Sweeney agreed to organise and implement in-house class rep training.

Members of the Academic Board agreed to note the contents of the report.

10. Implementation of New Tertiary Quality Arrangements

The Quality Enhancement and Development Manager informed member that the Scottish Funding Council (SFC) has introduced new quality assurance and enhancement arrangements for Scotland's Tertiary Sector, to be fully implemented in 2025–26. In response, Glasgow Kelvin College has developed a revised Quality Cycle that integrates these new expectations while building on its existing processes. A key feature of the new approach is the emphasis on student voice, which has been embedded throughout the cycle. The College collects both quantitative data, via three student surveys and new stakeholder surveys, and qualitative data through student and support service focus groups. These insights help shape faculty and support service evaluations, which now use streamlined digital templates and risk-based monitoring tools like RAG ratings and Impact Plans.

He added that another major addition is the Institution-Led Quality Review (ILQR), a process adapted from the university sector, which mandates a full review of all SFC-funded provision, including support services, at least once every six years. Reviews will be overseen by a steering group and carried out by teams that include students and external members. The Self-Evaluation and Action Plan (SEAP) now replaces the former annual Evaluative Report and Enhancement Plan (EREP) and Outcome Agreement processes. Looking ahead, the College is preparing for its first external Tertiary Quality Enhancement Review (TQER) in 2026–27, a peer-led process focused on evaluating internal quality systems, particularly the ILQR.

Although the external Tertiary Quality Enhancement Review (TQER) isn't due until 2026–27, the ILQR process must be firmly in place by 2025–26, as its effectiveness will be a key focus during the TQER. Emphasis is placed throughout on student involvement, aligning with national quality guidance that highlights the importance of student voice at every level of the process.

Members of the Academic Board agreed to note the contents of the report and its appendix.

11. Active Campus Engagement Update

The Active Campus Coordinator provided a presentation on the active campus activities, showcasing the increase in sessions and participants. He highlighted various events, including the women's paddle boarding session, the men's basketball team's success, and the ESOL football tournament. He reported a significant increase in the number of sessions and participants in active campus activities. The number of sessions increased from 214 in the previous year to 226 in the current year, with participant numbers rising from 1386 to 2514, reflecting an 81% increase.

In addition, G Sutherland mentioned Staff Well-being Initiatives, including cold water dips and pop-up sauna sessions. These activities received positive feedback from staff, highlighting the importance of promoting physical and mental well-being among college employees.

He further added that he's working on a video to promote the Active Campus schedule, which could be shared with staff and students during Freshers events

R Ashton thanked G Sutherland for his presentation, noting it was encouraging to hear that participation in initiatives is growing.

ACTION: Active Campus Marketing: Work with the marketing team to improve communication and awareness of Active Campus activities among students. (T Leavy/G Sutherland)

12. 2025-26 Admissions Update

The Vice Principal of Curriculum and Quality briefly presented the admissions report, noting the increase in applications and the careful selection process through interviews. He emphasised the positive impact of the marketing efforts on the number of applications.

R Ashton reported a significant increase in applications, attributing this growth to the College's enhanced marketing efforts. The number of applications has been rising year on year, reflecting the success of the marketing strategies in attracting prospective students. He noted the importance of a careful selection process through interviews. This approach aims to ensure that the college admits students who are well-suited to their chosen courses, which is expected to improve student satisfaction and success rates.

Members of the Academic Board agreed to note the contents of the report containing the most recent admissions data.

Risk, Equality and Data Protection - Discussion

- 13. Resource Implications – Issues to be considered as a consequence of the consideration of the above agenda items.**
- 14. Impact on Students – Issues to be considered as a consequence of the consideration of the above agenda items.**
- 15. Risk Management – Issues to be considered as a consequence of the consideration of the above agenda items.**
- 16. Equality Management – Issues to be considered as a consequence of the consideration of the above agenda items.**
- 17. Data Protection – Issues to be considered as a consequence of the consideration of the above agenda items.**
- 18. Environmental and Sustainability – Issues to be considered as a consequence of the consideration of the above agenda items.**

Members agreed that no issues had arisen from items 13 through to 18 as a consequence of the business conducted at the meeting.

- 19. Closure**
The meeting closed at 3pm

- 20. Date of Next Meeting**
TBC – via MS Teams