

GLASGOW KELVIN COLLEGE BOARD OF MANAGEMENT**LEARNING AND TEACHING COMMITTEE****DRAFT MINUTE****Minute of the meeting of the Learning and Teaching Committee held on
07 May 2025 at 5pm via MS Teams****1. Sederunt**

Dr Elaine Clafferty (Chair);
Dr Marion Allison (Vice Chair);
Joanna Campbell (Principal);
Ian Patrick;
John McBride; (17:10pm)
Dermot Grenham; (17.15pm)
Carol Goodwin; and
Colm Breathnach;

In Attendance

Robin Ashton; Vice Principal of Curriculum and Quality
Peter Brown; Director of Apprenticeship, Skills and Curriculum
Lisa Clark; Director of Estates and Corporate Services
Alastair McGhee; Director of Student Experience and Enterprise
John Gallagher; Quality Enhancement and Development Manager
Jason Quinn; Director of Digital and Information Services
Debbie Friel (Senior Committee Coordinator) (purpose of the minute)

The Chair requested that the Committee's appreciation be formally recorded, recognising C McCallum, the Student Association President, for her dedication and hard work during this period and for her valuable contributions to the Learning and Teaching Committee.

Additionally, the Chair thanked Secretariat for their support and for providing detailed minutes to the Committee throughout the session.

2. Apologies

Chantell McCallum

3. Terms of Reference

Review of the Learning and Teaching Terms of Reference.

It was confirmed that the meeting was quorate with 8 members in attendance

4. Declarations of Interest

No declarations of interest/connections were raised by members. The Chair reminded members that they could raise these at any point throughout the meeting.

5. Minute of the Previous Meeting held on 26 February 2025

The minute of the meeting held on 26 February 2025 was accepted as an accurate record of the business conducted.

6. a) **Matters arising from Minute of Previous Meetings held on 26 February 2025**
ai) **Staff Questionnaire on AI Misuse by Students in Assessments**

The Quality Enhancement and Development Manager informed members that a staff survey was conducted to explore the extent and impact of AI misuse in student assessments. J Gallagher provided members with an overview of the paper and advised that respondents highlighted the need for clearer policies, better detection tools, more training, and sector-wide collaboration.

The Chair remarked that AI was a concern for the College, however she noted that this generated much discussion for the whole education sector.

I Patrick thanked J Gallagher and noted that he found the report to be useful. He acknowledged that AI misuse is a significant issue, with several staff members expressing the need for clearer guidance for students. He said that whilst a robust Malpractice Policy is important, staff emphasised that practical guidance is just as essential. He suggested that a one-page summary providing clear guidance for both students and staff would be helpful.

J Gallagher confirmed that an email has been sent to all students addressing the issue of plagiarism. The message highlighted the appropriate and positive uses of AI, while clearly stating that its use is not permitted in assessments. It also outlined the position of the awarding body, SQA. R Ashton added that AI guidance would be added to the Student Induction materials.

ACTION: The Chair requested that the Student AI Guidance/Induction Material are shared with Committee members.

C Breathnach remarked that, in his experience, a large number of assessments received this year appeared to have involved some degree of AI use, though proving misuse remains extremely difficult. He raised concerns about fairness, pointing out that students face considerable pressure and may be strongly tempted to use AI. He also expressed concern that, unless SQA adapts its assessment frameworks, many current formats will no longer be fit for purpose, particularly as most do not permit closed-book assessments. While he acknowledged the positive and constructive uses of AI he stressed the urgent need for actionable measures to ensure assessments remain robust and manageable in the face of evolving AI capabilities.

The Chair asked what specific actions had been identified as a result of the survey findings.

J Gallagher noted that the survey highlighted a particular need for additional support for staff, as many lacked confidence in identifying AI-generated content. In response, he informed members that a dedicated AI working group has been working to address issues related to malpractice. As part of this effort, a flowchart is being developed to guide staff through the appropriate procedures. It was also noted that clearer guidance and wording from the SQA would be beneficial.

J McBride expressed concern about the significant challenges posed by the way SQA guidance is issued. While he believed that closed-book assessments were the way forward, after hearing C Breathnach's perspective, it became clear that this was not a viable option. He noted uncertainty about the next steps for the College.

M Allison expressed that she was heartened by the way staff have adapted their processes in response to the challenges of AI misuse. She encouraged a forward-looking perspective, asking what aspects of AI misuse the College realistically control or influence. She highlighted the importance of focusing on how to harness the benefits of AI while managing its risks, and questioned what this balance might look like over the next five to ten years. She highlighted the potential to reshape the College experience in a way that better prepares students for the workplace.

R Ashton supported the idea of a broader educational approach, helping students develop transferable skills, including responsible AI use. However, he highlighted the growing difficulty in detecting misuse. He noted that while plagiarism is not new, the scale of AI misuse is increasing significantly. He also confirmed that the College is contributing to ongoing discussions with SQA.

The Principal expressed a desire for more insight into how students could benefit from AI, as well as how staff might leverage it, particularly in areas like curriculum planning. She also emphasised the importance of adopting a more holistic perspective, cautioning that the current discussion may only capture a portion of the overall picture. She recommended waiting until the working group has completed its objectives before considering a more comprehensive, long-term strategy.

The Chair referred to the equality section of the paper and highlighted that the research suggests that AI tools may be biased towards native speakers. She asked J Gallagher to continue to monitor the equality implications of the greater use of AI and its detection in learning and teaching.

b) Learning and Teaching Action Log

The Chair noted that all items within the log have been actioned.

7. Risk Management Update and College Risk Register

The Director of Estates and Corporate Services spoke to the content of the report and reminded members that the College's Strategic Risk Register was considered annually by the Board's Standing Committees. She added that the purpose of the report was to ensure that Committee members received the aforementioned annual review.

R Ashton highlighted three curriculum-focused areas:

- i. **Curriculum Relevance** – He reminded members that the College had overseen a robust curriculum review cycle including a full assessment of employer and student demand.
- ii. **Student Experience** – He noted that the Student Satisfaction Survey reflected good levels of student satisfaction.
- iii. **Student Recruitment and Retention** – He referred to previous meetings where improvements in both recruitment and retention had been reported.

He added that, based on current progress, he did not consider the risk level in these areas to have increased.

C Breathnach drew members attention to page three of the report and referred to the recent fires near the College's Easterhouse Campus. He noted that they had occurred very close to

the College and that a nearby derelict property had also been set on fire. He asked that the minutes reflect his view, that this now represents a significant risk.

He also raised a question regarding point 4 of the report, which mentioned staffing absences in the Estates team that had led to the employment of four students for support. He enquired whether these students were employed under the same terms and conditions as Estates staff.

L Clark responded to both queries. Regarding the fires at Easterhouse, she confirmed that she had met with the College's security provider to discuss this particular issue. The security team were aware of the problem, and she is exploring adjustments to their working hours. She clarified that the individuals involved in the fires were not College students and assured the Committee that the situation is being closely monitored.

In response to the Chair's question about potential design changes to prevent such incidents, L Clark agreed that preventative measures would be explored. She noted that the grassed area near the College building is particularly close and confirmed that she would review this over the summer period.

Addressing the employment of students, L Clark confirmed that the students are employed under the same terms and conditions as Estates staff. She added that the students work an average of 10 hours per week around their studies, gaining valuable work experience, and that they are always under supervision.

M Allison spoke of the young people and the college fire situation. She informed members that Fire and Rescue Scotland have been involved in a number of initiatives with young people in this particular issue. Several partner organisations and agencies are also contributing to this work, offering support and preventative interventions. Dedicated staff have been appointed specifically to engage with young people around fire awareness and safety. In addition, concerns around mental health were raised, particularly in relation to staff supporting students. While the overall risk may appear lower at present, mental health remains a significant and ongoing issue. There is a need to continue monitoring the wellbeing of staff and students.

I Patrick acknowledged the significant progress made in the area of curriculum relevance. He asked about the outcomes of the mitigation efforts and whether the likelihood of the associated risk was expected to decrease.

R Ashton responded that a strong process was in place and explained that the College has access to extensive information on skills needs and employment trends, which is being balanced with "bottom-up" intelligence gathered through employer engagement. He further noted that, this year, the College introduced new curriculum development plans across key priority areas. He expressed confidence that the College was doing all it could to incorporate labour market intelligence and respond effectively. He also highlighted the upcoming establishment of the new National Skills Planning function within the Scottish Government, with which the College planned to engage once it becomes operational.

In response to a concern and question raised by the Chair, L Clark confirmed that the College supports several transgender students. She and C Reid, Head of Facilities, met with students to understand their needs and, in collaboration with the Equality Lead and HR Director, put appropriate arrangements in place. A designated area and agreed signage have been provided, with further guidance expected over the summer.

C Breathnach noted that he was pleased to hear that management are engaging directly with transgender students and acknowledged that this is a particularly challenging time for them. He also emphasised the importance of exercising caution, noting that he considered the legal

implications of the situation not to be fully settled and that it would be prudent not to make assumptions or commitments until further guidance is available.

The Principal highlighted that the College has responded to concerns raised by students and sought the advice of their equalities expert in relation to the recent legal ruling. The approach taken has been careful and measured, with consideration given to how best to implement changes appropriately. She also noted that the current signage has, at this point in time, addressed the matter effectively.

D Grenham raised a concern that using accessible (disabled) toilets for transgender individuals could potentially be problematic, as it may create the perception that being transgender is viewed as a disability. He noted that the importance of being mindful of how such arrangements are perceived. He also referred to the recent Supreme Court judgment, highlighting that in his opinion the legal position was clear that rights in this context are based on sex rather than gender.

The Chair thanked L Clark for her report and the committee for their input.

Members of the Learning and Teaching Committee agreed to the note the contents of the report.

8. College Local Innovation Centres (CLIC)

The Director of Student Experience and Enterprise provided members with an overview of his report on the College Local Innovation Centres (CLIC) project.

The Chair commented that this was a very positive report, highlighting the value of the group and the short courses developed. She asked members to note the proposed next steps and to endorse continued strategic and operational support for CLIC in Year 2.

D Grenham noted that the funding for Year 2 remains the same as in Year 1, which presents a potential risk of not being able to deliver the same level of activity. He raised the importance of managing any possible disappointment that may arise from this. A McGhee added that while there was a slight underspend in Year 1, partly due to a delayed start and other contributing factors, the targets were still met. However, with rising base salary rates for 2024/25 and increased staff costs, there was a potential financial risk in Year 2. That said, infrastructure and delivery are currently considered low risk, and plans are in place to ensure successful delivery.

The Principal congratulated A McGhee on securing funding for the second year of the project and expressed her support for its strategic direction. She encouraged continued progress and recommended that regular updates be brought back to the committee to ensure ongoing awareness.

Members of the Learning and Teaching Committee agreed note the achievements of Year 1 and endorse continued strategic and operational support for Year 2.

9. Apprenticeship Delivery and Development Update Report

The Director of Curriculum, Skills and Apprenticeships provided an update on the College's apprenticeship programmes, noting strong alignment with national priorities and employer demand. Key achievements include growth in provision, exceeding SDS targets, and the launch of a new SCQF Level 8 award. Planning continues for further development in priority sectors.

C Breathnach welcomed the positive update, describing it as a testament to the College's strengths and reputation. He enquired about the geographic origins of apprentices, emphasising the importance of maintaining strong ties to the local community. However, he acknowledged that the reach likely extends beyond local areas, which he considered a positive development. He also expressed interest in seeing data on apprentices from SIMD 10 and 20 areas to gain a better understanding of representation.

P Brown explained that the College attracts students from a wide geographical area, particularly highlighting the refrigeration class, which includes students from Shetland and the Isle of Man. He also noted that Liverpool is the nearest college offering similar refrigeration and air conditioning programmes.

He further explained that the SIMD 10/20 profile could be easily captured initially through the managing agent, as this information is required by Skills Development Scotland. However, gathering this data more broadly would take additional time.

ACTION: The Chair requested that data on apprentices from SIMD 10 and 20 areas be provided at a future committee meeting.

C Breathnach expressed concerns about the potential impact of the decline in automotive apprenticeships on staff in that sector. In response, P Brown confirmed that the decline has been gradual and anticipated, with no negative effect on staffing. He reassured members that there is sufficient work to support current staffing levels, and no issues are expected at this time.

R Ashton mentioned that although the College had gone through a downsizing processes, it had protected and prioritised its apprenticeship delivery. He highlighted the growth in directly managed apprenticeship numbers, which have surged to 300 plus, up from just 10 a couple of years ago. He further added that the College had the right infrastructure in place and was well-equipped to handle any growth moving forward.

The Principal advised members of the change in apprenticeship funding. She also remarked that changes to Skills Planning presented a potential opportunity for the College. Should the College look to expand further in this area, it will be important to consider the opportunities this growth could bring, potentially positioning the College as a sector leader. However, she also emphasised the need to anticipate and manage the challenges of meeting increased demand and keeping pace with developments. She added that this would require robust forecasting and a clear understanding of the challenges ahead.

The Principal assured the committee that she, along with R Ashton and P Brown were working proactively to stay ahead of developments.

Members of the Learning and Teaching Committee noted the contents of the report.

10. Student Satisfaction and Engagement Survey 2024-25

The Quality and Enhancement Manager presented findings from the 2024-25 Student Satisfaction and Engagement Survey, which received 1,357 responses. The results demonstrated high satisfaction, especially with teaching quality, staff support, and the college environment, with students praising hands-on learning, personalised support, and helpful services like the library and guidance teams.

R Ashton provided an update on the student focus groups and the feedback gathered. He mentioned that a significant issue raised was the condition of toilet facilities. In response, the College is investing in both enhanced cleaning and general improvements to these facilities. Additionally, he noted an investment being made in the Student Funding Team to better support learners. He informed members that more training was focussed for the class representatives which would strengthen their contribution also, that the overwhelming response from students were extremely positive about staff.

I Patrick commended the report as positive and suggested it would be helpful to receive a future summary of focus group outcomes, including specific actions being taken to address negative feedback. He emphasised that the positives clearly outweigh the negatives and highlighted the value of the rich insights these groups provide.

ACTION: I Patrick requested that future reports include an additional section at the end, detailing the actions undertaken and outcomes achieved in response to the survey.

J McBride commended the papers as excellent, highlighting in particular the Admissions Paper and its integration with Power BI.

J McBride left the meeting at this point.

The Chair noted that student survey response rates were lower this year. J Gallagher informed members that the timing of the surveys was under review, and it was generally felt that they had remained open for too long. The Chair asked whether the Student Association had been involved in promoting awareness of the surveys. J Gallagher confirmed that they had, noting that most of the survey engagement was facilitated through class tutors.

Members of the Learning and Teaching Committee are recommended to note the contents of the report.

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

The Vice Principal of Curriculum and Quality informed members that in August 2024, the Scottish Funding Council introduced new quality arrangements for colleges and universities. This required the College to develop and submit an institutional Self-Evaluation and Action Plan (SEAP) to the Scottish Funding Council. He provided members with an overview of progress made towards implementation of the College-level improvement actions identified within the SEAP for 2024-25.

The Principal commented on the report and praised R Ashton and the team for their focused efforts. She highlighted a recent event linked to Action 1 of the report: *Increase Staff Participation in College Teaching Development Activity*. At the event, Kevin Brosnan, Senior Teaching Fellow at the University of Stirling, gave a presentation in which he spoke very positively about the work he was undertaking with the College.

Additionally, the Principal referred to the Listening Lunches she has been attending as a means of engaging with staff and gathering their feedback. One area she highlighted was the CPD events focused on learning and teaching practice, noting that these sessions are not always consistently attended. She added that she and Robin had discussed this and were considering how best to create a stronger focus on pedagogy moving forward.

The Chair thanked the Vice Principal for his report and added that it was reassuring to see this level of progress.

Members noted the evidence regarding implementation of the areas of improvement identified within the College SEAP.

12. Implementation of New Tertiary Quality Arrangements

The Quality Enhancement and Development Manager provided members with an overview of the Scottish Funding Council's (SFC) new quality assurance and enhancement framework for the tertiary sector, to be fully implemented in 2025–26. He informed members that the College had developed a revised Quality Cycle that integrates both existing and new processes, with a strong emphasis on student voice and engagement. Key features include enhanced use of quantitative and qualitative data, new stakeholder surveys, updated self-evaluation templates for both teaching and support services, and the introduction of Institution-Led Quality Reviews (ILQRs). J Gallagher noted that the College's first external Tertiary Quality Enhancement Review (TQER) is scheduled for 2026–27.

The Chair asked how the College's approach aligns with that of other colleges and asked if there was much sharing of information. J Gallagher noted that there have been discussions within the sector and that the College's approach was consistent with that of others such as the SRUC who had given a presentation to a sector quality group.

I Patrick mentioned the Institution-Led Quality Review (ILQR), and asked what training was being provided to the review team as he felt that it was crucial to train internal staff effectively for this. J Gallagher responded and advised that the College has set up a steering group, who would provide guidance to oversee the process. Alongside this, the steering group would also be responsible for selecting members of the review teams. He added that the College was working on defining a clear timeframe and putting the right processes in place in collaboration with the review teams.

I Patrick suggested that it may be helpful to reach out to contacts within the university sector to learn from their experiences.

R Ashton commented that the College carries out a significant amount of annual evaluation and that QAA will need to take account of this in their external review activity. He added that the ILQR should enhance the College's improvement practices, adding value to its approach.

In response to C Breathnach's question regarding section 2.7 of the report, R Ashton confirmed that the review will include external peers from other colleges and universities. C Breathnach asked whether reviewers would be from management or teaching staff, emphasising the importance of including current teaching professionals. R Ashton clarified that reviewers are assessing the College's self-evaluation processes, not directly evaluating performance.

M Allison added that it is likely there would also be engagement from a professional body, depending on the course under review and its relevance.

The Principal highlighted that a key element missing from the current process is the observation of teaching practice. Unlike in the past, when Education Scotland provided this oversight, there was now an absence of such observation and this was an area which would require further discussion.

Members of the Learning and Teaching Committee noted the contents of the report.

13. College Leaver Destinations 2022-23

The Quality Enhancement and Development Manager reported on the findings from the annual College Leaver Destinations survey, conducted in March to April 2024 for students who completed full-time courses in 2022–23. He informed members that the College had achieved an 86.8% response rate from its 1,466 successful leavers. The data showed that a large proportion of FE leavers progressed to further study, with 82% continuing within GKC and 105 students moving to university, mainly from access programmes. A majority of HE leavers also progressed to university. Compared to national averages, more GKC FE leavers transitioned to university, with fewer entering direct employment.

C Breathnach asked whether the higher percentage of leavers remaining in education, compared to those entering employment, was interpreted as a positive or negative outcome by the SFC. J Gallagher responded that, according to the SFC classification, continued education is considered a positive destination. He explained that many students at GKC are progressing through SCQF Levels 4 and 5, so it is expected that they advance to the next level of study.

M Allison noted that the report was a positive one, reflecting positive destinations. Additionally, it was useful to have the national comparison data.

Following a question from D Grenham, J Gallagher noted that the trends are consistent with those observed in previous years. He highlighted that the statistical differences between the College and sector averages have remained significant, with no substantial change over time. This is largely attributable to the distinct profile of the College's provision, which differs notably from that of the wider sector.

Members of the Learning and Teaching Committee noted the contents of the report.

14. 2025-26 Admissions Update

The Digital and Information Services Director provided an update on student recruitment for 2025/26. He noted that as of 31 March 2025, the College had received 8,605 applications, which was up 2% from the previous year, and issued 4,453 offers, reflecting a 12% decrease in offers compared to 2024/25. However, accepted offers remain consistent with 2023/24 levels. A significant rise in interviews suggests that more offers will be made as the cycle progresses. Overall, recruitment is on track to meet targets.

ACTION: The Chair requested that the next Admissions Update Report be provided as a live Power BI presentation.

Members of the Learning and Teaching Committee noted the contents of the report.

15. 2024-25 Withdrawal and Credit Update Report

The Director of Digital and Information Services presented an update on student withdrawal rates and Credit delivery for 2024-25. He noted that current data suggested a decrease in withdrawal rates compared to 2023/24, with full-time projections suggesting a continued downward trend by year-end. While part-time withdrawal rates are still evolving, the overall trend remains positive. The College continues to prioritise strategies aimed at further reducing student withdrawals to support Credit target delivery.

R Ashton noted that the College has continued to see improvements in withdrawal rates which gave insights into what end of year success rates may be. He noted that as the College

continues to rise in the sector performance tables, achieving further improvements will become increasingly challenging and that while there has been significant progress made over the past few years, this year's improvement is expected to be more modest, with a smaller gain than in previous years.

J Quinn reminded members that industrial action had a noticeable impact on last year's partial success rates, particularly within Further Education (FE) programmes, more so than in Higher Education (HE).

The Chair thanked J Quinn for his report and noted the considerable hard work and efforts made from the staff and management which has contributed to this achievement.

Members of the Learning and Teaching Committee noted the contents of the report.

16. SFC College Statistics 2023-24

17. SFC - Regional Tertiary Pathfinders

Members of the Learning and Teaching Committee noted that items 16 and 17 were provided for information only.

18. Committee Self-Evaluation Template

Some members left in order to allow Board Members to discharge this item. Douglas Wilson facilitated this session.

19. Impact on Students – Issues to be considered as a consequence of the consideration of the above agenda items.

Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.

20. Risk Management – Issues to be considered as a consequence of the consideration of the above agenda items

Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.

21. Equality Management – Issues to be considered as a consequence of the consideration of the above agenda items.

Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.

22. Data Protection – Issues to be considered as a consequence of the consideration of the above agenda items

Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.

23. 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 as a consequence of the business conducted at the meeting.

24. Committee Focus Group Self-Evaluation - Members Only Session

25. Closure

The meeting closed at 19:00hrs

26. Date of Next Meeting

TBC