



GLASGOW KELVIN COLLEGE

BOARD OF MANAGEMENT

LEARNING AND TEACHING COMMITTEE

DRAFT MINUTE

Minute of the meeting of the Learning and Teaching Committee held on 10 September 2025 at 5pm, held in WG1 – Springburn Campus

1. Sederunt

Dr Elaine Clafferty (Chair);
Dr Marion Allison (Vice Chair);
Joanna Campbell (Principal);
Moir Macdonald
Dermot Grenham;
Colm Breathnach;
Carol Goodwin
John McBride; and
Jon Craig

In Attendance

Robin Ashton;
Heather Jackson: Secretary to the Board
Roddy MacKenzie;
Alastair McGhee
Jason Quinn; and
Debbie Friel (Senior Committee Coordinator) (purpose of the minute)

2. Apologies

Ian Patrick
Chantell McCallum

The Chair extended a warm welcome to our new Board Members, M Macdonald and J Craig, also welcomed and introduced the new Secretary to the Board, H Jackson.

3. Review of the Learning and Teaching Terms of Reference

It was confirmed that the meeting was quorate with 9 members in attendance.

4. Declarations of Interest

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

5. Minute of the Previous Meeting held on 07 May 2024

The minute of the meeting held on 07 May 2024 was accepted as an accurate record of the business conducted. D Grenham followed by J McBride proposed the minute.

6. a) Matters arising from Minute of Previous Meetings held on 10 May 2023:

- AI Guidance – An email was circulated to Board Members on 12/06/25.
- Student Satisfaction and Engagement Survey – scheduled for discussion under today's agenda.
- Admissions Update – Links to BI reports included under today's paper / with live presentation optional.

b) Learning and Teaching Action Log

The Chair noted that one live item remained on the log: Apprenticeship Delivery and Development Update – and that the action was scheduled for November 2025.

7. Commendations and Complaints Annual Report 2024-25

The Regulations and Compliance Manager provided an overview of the Annual Report on commendations and complaints. He highlighted a reduction in commendations compared with the previous year. Furthermore, he noted a decrease in complaints, with all cases handled within SPSO timescales. The main themes raised included student guidance and support, health and safety, and assessment and certification. Where appropriate, issues were upheld or partially upheld. He continued to say that the report evidences a robust complaints handling process aligned with SPSO guidance.

The Chair thanked R Mackenzie for his detailed report and invited comments or questions.

The Chair conveyed a comment from I Patrick to say that he felt that the report was thorough, and showed that complaints were handled professionally.

The Chair questioned the high volume of Health and Safety complaints and requested further detail on the issues underlying these cases. The Committee noted that, in the absence of the report author, a detailed breakdown could not be provided at this stage. However, R Ashton assured members that College Management would undertake a systematic review of the higher-volume complaint categories.

The Chair asked R Mackenzie to explain the difference with a complaint being 'upheld' and one being 'resolved'. R Mackenzie explained that:

- Upheld – the complaint was investigated and found to be valid.
- Resolved – the complaint had been concluded, regardless of whether it was upheld or not.

C Breathnach thanked R Mackenzie for the report and observed that the 30 complaints received annually were proportionately low relative to the College's student population of 14,000 students. He speculated on the high number of complaints relating to Guidance and Support and questioned whether this could be linked to the SFC's reduction in guidance. J Quinn noted that the reduction in guidance was unlikely to have influenced the statistics in the current annual report as this related to the year before changes were made to guidance.

The Chair noted the reduction in complaints from the previous year and confirmed the Committee was satisfied they had been appropriately addressed.

Members of the Learning and Teaching Committee agreed to:

- i. note the contents of this report and its appendix;
- ii. note that the College complaints procedure in place is in line with the Scottish Public Sector Ombudsman (SPSO) guidance as far as it possibly can be;
- iii. to approve the publication of the annual report (Appendix 1) on the College website, complying with SPSO reporting requirements; and
- iv. request that the Director of Estates and Corporate Services and Corporate Support and Administration Manager bring forward an annual report for session 2025/26 to an appropriate future meeting of the Learning and Teaching Committee.

Members approved the Commendations and Complaints Report for 2024–25.

R Mackenzie left the meeting at 17:14hrs

8. College Entrepreneurship and Innovation Activity

The Director of Student Experience and Enterprise spoke to the report and informed members that Glasgow Kelvin College was recognised as a leader in entrepreneurship and innovation, regionally and nationally. He noted that the College, through the Local Innovation Centres project and the Regional Innovation Strategy, had helped drive skills development and new opportunities in areas like net zero, digital, and creative industries. With strong support from Innovate UK and the Scottish Government, the College would deliver new programmes for employers, staff, and students. Additionally, he highlighted that the next steps identified were to secure additional funding, strengthen cross-sector partnerships, and embed innovation into the curriculum, ensuring that learners are better equipped for emerging technologies and future careers.

The Chair conveyed a comment from I Patrick to say that the report demonstrated strong engagement with regional partnerships. Additionally, she queried what impact did this innovation have on GKC Students in general. A McGhee spoke of the “No Code” project which was aimed at Students and their interaction with platforms such as ChatGPT and other technologies. He highlighted a series of bootcamps that had been organised for students’ participation. Furthermore, he mentioned the “Boosting College Capacity” project, which focuses on developing entrepreneurial skills and provides students with the opportunity to enhance their abilities through the programme.

John McBride queried:

- What proportion of funding would the College expect to receive this year, in relation to the aforementioned initiatives?
- Given that the College’s previous report on AI emphasised caution and challenges, what has changed to enable the College to now progress rapidly and take a leading role with the “No Code” initiative?

A McGhee explained that, regarding funding and the “No Code” initiative, no funding was received directly by the College, as it is allocated to the Glasgow City Region. He noted that the College’s role was to provide students to participate in the bootcamps, which incurred no cost to the College. Similarly, for the “Boosting College Capacity” initiative, the College will not receive funding, as Scottish Government support, covers the cost of the Entrepreneur in

Residence, set at £500 per day, with arrangements agreed at a regional level. He added, however, that the College does make quarterly claims in relation to the CLIC initiative.

A McGhee continued to explain that the College's main focus in the "No Code" initiative was to support students in their engagement with current AI platforms to develop their entrepreneurial and innovation skills. R Ashton added that "No Code" facilitates AI skill development.

C Breathnach asked whether data could be provided on the location of employers participating in the initiatives, specifically those local to the College's campuses, and on the proportion and distribution of these employers. A McGhee highlighted that the College had this information at hand, and he noted that there were 230 employers which was divided by six equally. He added that all the employers' required to be within the Glasgow City Region should they wish to engage with CLIC support.

Action: CLIC Programme / Data on Employers: A McGhee agreed to provide a report detailing employers involved in the CLIC initiative within the College's catchment areas.

D Grenham asked what were the next steps with CLIC when the year finishes. A McGhee advised members that the CLIC initiative is scheduled for completion in March 2026 and that it is currently unclear whether additional funding will be provided. He noted that the College has fostered strong collaboration and momentum within the project, and it would be disappointing if this were to end. The cessation of the initiative would have significant implications, not only for the College but also regionally. In the event that the initiative does end, he noted that the College would explore alternative avenues, such as commercial courses, to sustain its work and engagement in this area.

R Ashton added that, this year the College was taking a proactive approach to engage with many politicians and the Scottish Government, with the aim of promoting its initiatives and exploring funding opportunities.

The Principal highlighted that the College was working closely with the wider Glasgow Regional Colleges, enabling it to strengthen engagement with the employers involved in its programmes and on the consignment of £20 million invested through the City Growth Deal for innovation. She urged the Committee to recognise this as a significant opportunity for the College.

The Chair noted that the Committee looked forward to hearing on further updates at future meetings and thanked the Director of Student Experience and Enterprise for his comprehensive and impressive report.

A McGhee left the meeting at 17:35

Members of the Learning and Teaching Committee agreed to note the contents of the report and on the progress made by the College.

9. Review of Draft 2024-25 Student Outcomes

The Vice Principal of Curriculum and Quality presented the student outcomes report, highlighting positive trends in full-time FE and HE success rates, and explaining recent changes to performance indicator calculations by the Funding Council. He reported three consecutive years of improvement in full-time FE outcomes, with other modes also showing

positive trends. At the time of writing the average increase across all four modes was 5%. The most notable improvements were seen in full-time student outcomes, which have consistently improved year on year. Part-time outcomes, however, have not yet returned to pre-COVID levels or to national averages. Overall, he concluded that the report reflected an improving picture.

The Chair asked R Ashton to define “partial success” for the benefit of new members. He explained that partial success refers to students who have completed the course but have not met the full success criteria, and is therefore effectively classed as a fail. However, the College can identify students who have met at least half of the criteria and consider what options might be available in those individual cases. He also mentioned that there could possibly be a link between the more complex student needs and partial success.

R Ashton highlighted that members should be aware that the report indicated that there were an additional 300 successful full-time students as compared to the previous year.

The Chair thanked R Ashton for the report and was pleased to note the positive changes emerging from the College’s ongoing journey, with further improvements continuing to be made in recent years.

Members of the Learning and Teaching Committee discussed and agreed on the content of the draft 2024-25 student outcomes.

10. Changes to SFC PI Calculations

The Vice Principal of Curriculum and Quality provided an overview on recent changes introduced by the Scottish Funding Council to the reporting of the College Performance Indicators. The paper outlined the revised methodology, its impact on comparability with previous years, and the implications for how the College monitors and reports student outcomes.

R Ashton explained that the Funding Council had removed early withdrawals from performance indicators, resulting in higher reported success rates. The early withdrawal date was also moved forward, affecting the comparability of data across years.

The Chair welcomed R Ashton’s commitment to continue reporting on all PI measures, including withdrawal statistics, rather than limiting reports to the partial national statistics.

R Ashton took the opportunity to thank J Quinn and his team for their work on the PI dashboards, which he noted were invaluable in providing such accurate data in producing our reports.

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

11. Summary of 2024-25 Student Feedback

The Vice Principal of Curriculum and Quality provided an overview of student feedback processes and survey results, highlighting consistently high satisfaction rates, the influence of student feedback on college improvements, and campus-specific trends.

He explained that two internal surveys are conducted annually, followed by focus groups targeting programmes with lower satisfaction ratings. The national Student Satisfaction Engagement Survey is also used, and additional surveys were conducted to assess support areas, with results fed back to managers for self-evaluation. It was noted that the Survey results showed consistently high satisfaction rates, with the national survey placing the

College three to four points above the sector average. R Ashton informed members that included within the report members should note the breakdown data per campus.

The Chair asked about the Student Association's (SA) involvement in surveys and focus groups. R Ashton explained that surveys are primarily conducted digitally across the College, with results shared with the SA. He added that the Learner Engagement Officer facilitates focus groups, while the SA gathers feedback from Class Reps three times a year. This feedback informs meetings with managers and results in a 'You said, we did' response format.

C Breathnach emphasised the importance of the comprehensive feedback received and suggested a deeper focus on specific student needs, such as those with disabilities, whose issues may not be fully captured in cross-campus surveys. R Ashton agreed that this could be taken into consideration and additional information captured in a future report.

D Grenham asked if students provided feedback on their individual courses and teaching staff. R Ashton explained that the surveys are designed to gather feedback on learning and teaching methods more broadly, rather than collecting direct feedback on specific courses or individual staff. He noted that survey information would feed directly into the course teams, whereby management would ensure that feedback is responded to and direct actions taken from the information provided.

M Allison asked whether feedback on learning and teaching would be used to inform staff development plans, particularly by identifying wider trends such as the impact of AI. R Ashton noted that the newly created Enhancement and Assurance role would support this by providing greater focus on the expansion and development of learning and teaching approaches.

The Chair noted some positives aspects coming through on the learning environment and that the reports showed high levels of student satisfaction. She said that the Committee acknowledged this as positive and reflects well on the hard work by College staff.

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

12. Effect of Risk Based Approach to Quality Enhancement

The Vice Principal Curriculum and Quality discussed the College's risk-based approach to quality enhancement, including the RAG rating of programmes, the impact of improvement plans, and the reduction in high-risk programmes, considering how to better capture and share good practice.

R Ashton explained the annual RAG (Red, Amber, Green) rating process for programmes, noting that high-risk (red) programmes are managed by faculty directors and medium-risk (amber) programmes by senior curriculum managers, with regular updates to the Quality Forum. He added that the number of red and amber programmes have decreased over the years, with those remaining showing significant improvements: red programmes improved by over 7% and amber by 16% on average, indicating the effectiveness of targeted interventions.

J McBride observed that while the level of detail provided was perhaps more than necessary, the general approach being taken was appropriate. He emphasised the importance of the College remaining agile to meet the needs of industry and employers. He supported the process overall, noting that although some areas were being discontinued, the right approach had been adopted.

R Ashton highlighted that, especially as the College was now 10% smaller, it was important

that the curriculum offered delivers the right outcomes.

C Breathnach asked for clarification on the role of teaching staff within the process. R Ashton explained that the amber process involved close collaboration with course teams. Whilst the final decision on whether a course continues rests with the Faculty Directors, teaching staff are fully involved in this process.

C Goodwin confirmed that Curriculum Manager meetings with all teaching staff involved in the process would take place once a month. Therefore, this was not a surprise to any of the teaching staff. When courses are struggling, staff are very much aware.

The Principal remarked that R Ashton had outlined a robust process, which has been developed over a number of years. She highlighted that there were several sectors in which the College could provide greater support. However, she noted that the College must work within its resources and cannot move forward without considering how to divest to invest.

M Allison noted that many of the discontinued courses were community-based but explained that this was to be expected given the ever-changing nature of community needs. She added that the report demonstrates the College is effectively responding to those needs.

The Chair highlighted that it was encouraging to see the positive impact of this initiative becoming evident.

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

13. Review of College Curriculum

The Committee received a report from the Vice Principal Curriculum and Quality on plans for a comprehensive review of the College curriculum to inform provision from 2026–27 onwards. The review, aligned with the new College Strategy 2025–30, will examine both the content of the curriculum and the approaches to delivery.

The work will be undertaken in three phases between September and December 2025, identifying future skills needs and stakeholder priorities, evaluating current provision to address gaps and developing a detailed curriculum delivery plan, including resource requirements. A short-life Curriculum Review Advisory Group will be established to support and monitor progress, with a separate paper to be brought forward on the review of learning and teaching approaches.

He added that the review is intended to ensure the curriculum remains relevant, future-focused, and responsive to employer and student needs.

D Grenham remarked that given the timescale mentioned within the report, he asked how much pressure the College was putting itself under to complete a comprehensive review of the curriculum. In response, R Ashton said the review builds on two strands: existing external evidence, such as SDS and national reports, and internal expertise from staff with industry links. He highlighted that the process is about integrating these resources to provide a holistic view, rather than starting from scratch.

The Chair conveyed a comment from I Patrick to say that this was a good paper and linked well with the new strategy, highlighting the need for curriculum to have a key role. Furthermore, a further update at a future L & T meeting would be welcomed.

Members of the Learning and Teaching agreed to consider and discuss the proposed curriculum review.

14. Update on 2025-26 Student Recruitment and Credits

The Committee received an update from the Director of Digital and Information Systems. He presented live data from Power BI on student recruitment and credit delivery. He informed members that recruitment and enrolments for the new session were reported as being in line with expectations, with recent adjustments to course structures aimed at supporting student attainment and reducing early withdrawals.

The Committee also noted the outcome of an internal audit of Student Recruitment and Retention, which provided a level of assurance rated as 'good', with one low level recommendation for improvement in data reporting practices.

The Chair asked J Quinn to remind the committee of the implications on overshooting on the credit target. J Quinn noted that there were implications in both, over and under on the credit target. If the College fell under on delivery, it would be financially penalised and over on delivery would mean no financial gain, as the College was not funded for over delivery.

The Chair noted that it was good to see the live data.

Following a question from J McBride, J Quinn explained that some classes were oversubscribed while others were undersubscribed, and that applications remained open for the first couple of weeks after the term begins. He noted that faculties are able to anticipate whether a class is likely to be undersubscribed and take appropriate action, drawing on both planning and experience. R Ashton added that admissions are tracked through our PowerBi monitoring tool which uses algorithms to predict class sizes.

J McBride queried the Henderson Loggie Audit Report, specifically referring to the section on lagging data. In response, J Quinn noted that this was a very minor issue, largely relating to duplication in reporting. R Ashton further clarified that the auditors had been comparing data across both the old and new systems, which accounted for the apparent lag.

The Chair conveyed a comment from I Patrick and asked, what was the reason for dropping in multiple enrolments from 2025/26 from 375 in 2024-25 to 150 in 2025-26. J Quinn explained that the data only reflected the first week and that with 35 split groups, many enrolments were still expected in January. He added that the split delivery model would balance out in the full-time figures.

The Chair welcomed the reassurance that targets were being well managed and that significant experience was informing the algorithm in use. She confirmed the committee was satisfied with the processes in place.

Members of the Learning and Teaching agreed to note the most recent student recruitment and credit delivery data.

15. Refreshed SFC Guidance on Quality for Colleges and Universities

The Committee received a report on the Scottish Funding Council's refreshed quality guidance for 2025–26. The changes followed feedback from the first year of the new Tertiary Quality Enhancement Framework (TQEF) and were intended as clarifications rather than substantive revisions.

Key points noted were the full removal of Education Scotland from college quality arrangements, a clearer role for the College Development Network in supporting compliance, and updated guidance on Self-Evaluation and Action Plans (SEAPs). The College had reviewed its approach and confirmed alignment with the revised guidance.

The Chair noted that further clarification had been received from the first year of delivery, with no major changes identified. R Ashton added that it had been rewarding to work with universities and colleagues through the delivery of many joint programmes.

The Principal drew members' attention to Annex C (page 57), which outlined the principles of the new quality enhancement framework. She highlighted the section on how the College supports student success, engagement, and partnership, and asked the Committee to consider how it can assure itself that these activities are in place and aligned with the new arrangements.

Action: It was agreed that R Ashton and E Clafferty would meet to consider on ways the committee could be assured of how the college supports student success and engagement.

R Ashton highlighted that at the next meeting of the Learning and Teaching Committee would see the Draft SEAP which was due for submission in December 2025.

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

16. External Review by Qualifications Assurance Agency

The Vice Principal Curriculum and Quality informed members on preparations for the College's forthcoming Tertiary Quality Enhancement Review (TQER) by the QAA, scheduled for the 2026/27 academic year.

He highlighted that the TQER is a peer-led external review process for Scotland's tertiary sector and will result in published outcomes on the College's approach to quality assurance, improvement, and enhancement. Preparatory work has focused on embedding the new Tertiary Quality Enhancement Framework and developing a new Institution-Led Quality Review (ILQR) process from 2025/26, which will involve comprehensive reviews of student-facing services over a six-year cycle, including input from external partners. He added that a review steering group will be established to oversee improvement activities in advance of the external review. Furthermore, he advised that the first College in 2024/25 to be reviewed was Forth Valley to which a report is available on this.

The Chair conveyed a comment from I Patrick, asking if the draft SEAP for 2025/26 come to the next committee meeting, R Ashton confirmed that this would.

The Chair, on behalf of I Patrick, asked whether staff and students had been involved in external reviews at other colleges. R Ashton confirmed that staff had participated in ILQR processes elsewhere, noting that both staff and students involved held paid positions with QAA.

Action: R Ashton agreed to bring a draft copy of the SEAP to the next meeting of the Learning and Teaching Committee.

A further question posed on behalf of I Patrick, asked if the committee would be updated in the work of the sub-group. The Chair noted that the answer would be yes as this would be expected with ongoing arrangements.

A further comment from I Patrick was also shared to the committee in that he felt that the Forth Valley review seemed generally positive and that lessons could be learned from this. R Ashton informed members that arrangements to meet Forth Valley were already in hand.

Following a question from J McBride on the Forth Valley report, R Ashton confirmed that he would circulate the Forth Valley report for members information.

Action: Forth Valley report to be circulated to Committee Members.

J McBride asked whether the new process carried any additional cost and noted the creation of a new role, Head of Enhancement and Assurance, as referenced in agenda item 17. R Ashton explained that while the College is keen to invest further in learning, teaching, and quality, this requires a reshaping of resources. The new role, as outlined in agenda item 17, has been restructured specifically to strengthen quality.

The Principal noted that the appointment of the Head of Enhancement and Assurance marked the beginning of work by herself and R Ashton to identify the resources required to strengthen student support and experience. She confirmed that further updates would be provided to the Committee, with a broader report to be presented to the Board of Management by December 2025.

The Chair noted that the report provided assurance that the College is preparing appropriately.

Members of the Learning and Teaching agreed to:

- i. note the intention of QAA to undertake an external review of the College in 2026-27 and the planned College action to prepare for this; and
- ii. note that further updates on preparatory activity will be provided at future meetings of the Committee.

17. Establishment of Head of Enhancement and Assurance Role

The Committee received a report on changes to the senior leadership structure following the retirement of the Quality Enhancement and Development Manager. A new post of Head of Enhancement and Assurance has been created, combining quality assurance responsibilities with a wider remit to lead the development of learning and teaching approaches. The role is intended to strengthen capacity for improvement and support the implementation of the new Tertiary Quality Enhancement Framework.

Members of the Learning and Teaching Committee noted the establishment of the new role and its purpose.

The Chair took the opportunity on behalf of the Committee to congratulate the member of staff taking up the position of Head of Enhancement and Assurance and also thanked J Gallagher for his support on the Learning and Teaching Committee over the years and wished him a healthy happy retirement.

18. SFC Self-Evaluation and Action Plan Thematic Report

19. Economy, People and Skills

Members of the Learning and Teaching noted the contents of the reports, Items 18 and 19 for information purposes only.

Risk, Equality and Data Protection - Discussion

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. Closure

The meeting closed at 6.45pm

26. Date of Next Meeting

19 November 2023 – MS Teams