

GLASGOW KELVIN COLLEGE BOARD OF MANAGEMENT**LEARNING AND TEACHING COMMITTEE****DRAFT MINUTE**

Minute of the meeting of the Learning and Teaching Committee held on 26 February 2025 at 5pm via MS Teams

1. Sederunt

Dr Elaine Clafferty (Chair);
Dr Marion Allison (Vice Chair);
Derek Smeall (Principal);
Ian Patrick;
Dermot Grenham;
Colm Breathnach;
Marie Docherty (left the meeting: 17:48)
Heather McNeil; and
Chantell McCallum;

In Attendance

Robin Ashton; Vice Principal of Curriculum and Quality
John Clarke; Senior Curriculum Manager
Anne Gillies; Lecturer
Paul Ronald; Lecturer
John Gallagher; Quality Enhancement and Development Manager
Jason Quinn; Director of Digital and Information Services
Debbie Friel (Senior Committee Coordinator) (purpose of the minute)

2. Apologies

John McBride;
Carol Goodwin;

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 members that they could raise these at any point throughout the meeting.

The Chair informed members that Item 8a on the agenda would be addressed first, allowing the guest speakers to leave the meeting prior to the main agenda items being discussed.

8. Developing and Improving Learning and Teaching Practice:**a) Teaching Development Lead(s) Presentation and Case Studies**

08ai - Enterprise Skills Programme (Presentation by Anne Gillies)

08aii) - Project-based Learning Development (Presentation by Paul Ronald)

J Clarke provided an update on the teaching development projects. He reported that there were seven projects in the 2023-2024 academic year and six so far in the 2024-2025 academic year.

He noted that all of the projects fall under the umbrella of professional development, which also oversees formal CPD activities such as conference days and PDRs.

He introduced two of the Teaching Development Leads, who have given time away from their regular teaching duties to work on projects that benefit their teaching areas. He invited one of the leads, A Gillies to share details on her project and her experience.

A Gillies presented a case study on the Enterprise Skills Programme, detailing a Teaching Development Lead (TDL) project that promotes experiential and self-directed learning. She explained that Students start a mini-company to develop enterprise skills, addressing curriculum gaps and enhancing planning, teamwork, and self-management. This approach develops critical thinking, adaptability, and reflective practice through a collaborative, student-centred approach.

Following a question from J Clarke, A Gillies responded positively, stating that the remission time allowed for the development and modification of units, making them more practical and engaging for students. This time also provided the opportunity to address gaps in the curriculum and ensure students stayed on track. She further emphasised that without this dedicated time, it would be challenging to make such improvements while managing regular teaching duties.

J Clarke thanked A Gillies for her time and then introduced P Ronald also a Teaching Development Lead, inviting him to share his presentation.

P Ronald presented a case study on Project-based Learning Development. He provided a brief overview, describing a curriculum design project integrating six units to prepare students for coaching projects. He explained that the new model enhanced practical and theoretical preparation, avoided assessment duplication, and involved student and staff input. Overall, he informed members that the project aimed to make learning more purposeful and effective.

J Clarke noted that the remission time given for the teaching development programme was allocated in the last academic year to prepare for this year's delivery as it was on a massive scale integrating across six units. He stated that the implementation of these efforts had begun this academic year and enquired if it has made a positive difference for students.

P Ronald responded, highlighting that the changes were beneficial. The focus has been on providing a comprehensive understanding of the curriculum, reducing duplication in assessments, and addressing real-life challenges. Overall, the project has led to positive outcomes, including higher levels of student submissions and more practical learning opportunities.

J Clarke thanked both Teaching Development Leads for their time and presentations. He invited questions or comments.

The Chair thanked J Clarke for updating the members and coordinating the presentations. She remarked that while it was beneficial for committee members to be introduced to the theoretical aspects of enhancing learning and teaching practices, it was particularly valuable to hear directly from the development leads about their experience in applying these theories in practice.

H McNeil commended the initiative for its strong communicable approach. She highlighted that P Ronald emphasised on developing a growth mindset and encouraging the acceptance of errors within a supportive environment. Equally, that A Gillies approached the importance of reflective practice and self-awareness. H McNeil enquired whether these elements collectively contribute to building resilience and life skills in students.

A Gillies observed significant improvements in her Level 4 class, consisting of students who had recently left school. She noted enhanced collaboration and communication among students, who now actively engage with each other's skills and qualities. This she stated, as marking a notable change from students' previous tendency to remain quiet.

P Ronald informed members that while working across six different units, efforts were made to reduce the number of assessments and streamline the activities on which students were evaluated, however, this approach created gaps in their timetable. To address this, a fundamental coaching practical activity was designed, taking place for half a day each week over the first seven weeks. This activity was free from assessment pressure, providing ample opportunities for students to practice. As a result, students became more proactive and took greater initiative. Observations indicated an increase in confidence among coaches. He furthermore noted that the key to success was for students to rely more on a supportive network.

I Patrick commented that this was a very positive report, crediting the lecturing faculty staff for their work on these projects. He queried what, if any feedback had been given from the SQA verifiers as to the integration of assessments across a number of units. P Ronald explained that the verifiers were very open to this concept and extremely supportive, engaging in productive conversations about the challenges and the rationale for moving forward with these approaches. A major focus was on getting the mapping right, which was crucial.

I Patrick enquired about the next steps of this approach and the ambitions for the second year of the HN programme. P Ronald noted that it was extremely beneficial that remission time was allocated to these projects and expressed his belief that this approach is the way forward. He praised the staff for their openness and highlighted that time is a significant factor. He mentioned his desire to extend this approach to all levels from 4 to 8, if given the opportunity.

R Ashton noted that the College was pleased with the work carried out by the lecturing staff on these projects, noting that this approach could be extended to all other courses. He thanked J Clarke, A Gillies and P Ronald for sharing their work, not only with the wider College staff but also with the Learning and Teaching Committee.

At this point in the meeting, C Breathnach declared an interest as a member of the Teaching Development Leads within the College. He thanked J Clarke and colleagues for their work, particularly in securing buy-in from a significant range of teaching staff. He praised their efforts, noting that the recognition is well-deserved. He highlighted the College's ability to now take these lessons and ideas and apply them across more courses. He queried how these approaches could be implemented at a broader level and built upon to benefit other departments. He stated that the value of remission time is not wasted, as it allows for hard work to be done and results to be produced.

The Principal noted that the case studies provided by P Ronald and A Gillies were exemplary and universally adaptable. He remarked that the resources and remission time allocated to these projects are highly valued, and the College recognises the significant positive impact on our students. This reinvestment in resources and remission time yields substantial returns for the College.

He assured members that this initiative will continue to be pursued. He also highlighted that, while the project does not require a large financial investment, it makes a considerable overall difference.

The Chair noted that the initiative raised a lot of interesting engagement and discussion and thanked R Ashton and J Clarke for presenting this item to the committee.

J Clarke, P Roanld and A Gillies left the meeting at this point.

5. Minute of the Previous Meeting held on 20 November 2024

The minute of the meeting held on 20 November 2024 was accepted as an accurate record of the business conducted. C Breathnach followed by M Allison proposed the minute.

6. Matters arising from Minute of Previous Meetings held on 20 November 2024

R Ashton informed members that there remained two live actions on which he provided an update to:

Item 08: SDS Availability on Campus

It was noted that Skills Development Scotland (SDS) was now attending all three campuses.

Item 16: Action for Children Project

He informed members that the GCG Principal's Group, Robinson Trust and Glasgow City Council have all committed to provide funding to support and sustain the Action for Children Project for a further year.

Item 07: Curriculum Development

I Patrick drew attention to the paragraph where The Principal had suggested adopting a regional approach for Levels 7 and 8 programmes going forward. He queried how this would be progressed. He spoke of the Glasgow Leadership Group, which would replace GCRB and how it was important in fostering collaboration across the three colleges to advance the regional approach.

The Principal acknowledged the volume of work involved and highlighted the progress so far. He advised that R Ashton was involved in a curriculum mapping exercise across the region, which has been established under the Regional Learning and Teaching Group. R Ashton added that there have been several discussions on curriculum changes, including the potential withdrawal from HN Business and Computing, with ongoing conversations with Clyde to transfer Glasgow Kelvin students.

Ian Patrick noted that the Scottish Government would be interested in the work of the Glasgow Leadership Group and would seek evidence of collaboration. He highlighted the importance of being informed about ongoing collaboration efforts among the regional colleges to demonstrate progress. The Principal emphasised that the Principals' collaboration on initiatives is already well-structured and clearly documented, with Minutes from the GCG Principals' Group, the GCG Regional Learning & Teaching Group, and the

Regional GCG Sustainability Group reflecting these discussions and the flow of initiatives.

I Patrick thanked them and noted that the information was helpful.

C Breathnach expressed his gratitude, on behalf of the faculty staff, to R Ashton for his efforts in addressing the funding issue and successfully securing support to retain the *Action for Children* programme. He stated that this funding would make a significant difference for many students, particularly vulnerable ones, by helping to transform their lives. He described it as truly positive news.

b) Learning and Teaching Action Log – as at February 2025

The Chair noted all items from the action log had now been completed.

7. Academic Malpractice Policy

The Quality Enhancement and Development Manager presented an overview of the Academic Malpractice Policy, focusing on the implications of artificial intelligence (AI) in assessments. He informed members that the paper outlined current guidance from awarding bodies, including the Scottish Qualifications Authority (SQA) and the Joint Council for Qualifications (JCQ), regarding the use and potential misuse of AI in student work.

J Gallagher drew members attention to a paragraph highlighted in yellow, under candidate practice, which referred to the misuse of AI in assessments. He added that guidance on the use of AI in assessments was provided within appendices 3 and 4 *for SQA qualifications and for JCQ awarding bodies*, respectively. He went onto reference Appendix 4, of the Policy which incorporates the JCQ's guidance on use of AI in Assessments.

R Ashton thanked J Gallagher for his report and informed members that JCQ, recently, have also requested an addition to be added to the Policy on how the College alerts staff and students to the guidelines and rules round the use of AI. R Ashton subsequently requested that the Committee delegate authority to incorporate this update into the paper, should the members be in agreement.

The Principal stated that, R Ashton was referring to procedural activities and, in his view, it is unnecessary for these procedural matters to be brought back to the Committee for approval. He proposed that a statement could be added at the beginning of the policy indicating that the procedural appendices are attached for information purposes only. This approach, he added, would enable the Committee to approve the Policy without needing to address the specifics of the procedural documents R Ashton agreed, noting that this approach would be beneficial, especially given the rapid advancements in AI.

Action: Remove procedural content from the Policy and have this attached as appendices, for Committee Members, information only.

C Breathnach informed members of the challenges with AI that the Policy could not address. He highlighted the difficulty in identifying AI usage in educational institutions and the need for caution in accusations. He added that in his opinion, AI is now integrated into many assessments, making it hard to detect its use. He noted that unit descriptors and criteria are outdated and suggested that the College could engage further with the SQA to explore flexibility in how units and assessments are evaluated.

H McNeil enquired about the College's preparedness to address this issue and whether there are lessons to be learned from other institutions. She also asked if there are any proactive steps we can take to address this challenge.

D Grenham enquired about the number of cheating cases in assessments and exams and whether these were being processed through the disciplinary system. The Chair asked if any malpractice was being seen and to what extent. R Ashton responded that most cases are

managed within the faculties due to the numerous smaller units in assessments, making it hard to find a single solution. He mentioned a similar challenge during COVID and remote learning. He added that the College could gather figures on AI malpractice, if helpful, and report back to the Committee at a later date.

C Breathnach noted that gathering this information statistically could present a significant challenge, as it is primarily handled at the local level. He suggested that, instead of focusing on disciplinary action statistics, a staff survey could be conducted to gather staff opinions on the extent of AI use among students. He indicated that this approach might be a more effective method for collecting the data.

Action: R Ashton to arrange a staff survey to collect opinions on the extent of AI use among students and report back the findings at a future date.

I Patrick pointed out that while the policy references disciplinary actions, there could be greater clarity on what constitutes a disciplinary matter. Additionally, he stated that some of the terminology referenced within the policy, i.e. 'Head of Department' required to be updated accordingly.

Action: State within the policy more clearly what constitutes a disciplinary matter and update relevant job titles.

The Chair cautioned against criminalising students, stating that the College should adapt to current trends, and take responsibility for redesigning assessments, and find more effective ways to reassess students.

Following an in-depth discussion, members also highlighted that AI in assessments is a broader issue affecting all educational institutions. They acknowledged that there is no quick fix, recognising it as a long-term challenge that will persist. Additionally, it was noted that an open mind and a fresh perspective is required when considering AI in assessments. The Teaching Development Leads were referenced for their examples and the increased focus on metaskills. The Chair emphasised the importance of recognising the positive aspects of AI and considering how valuable a resource it can be.

D Grenham advised that universities are look at different approaches and may shift to invigilated, paper-based exams. He stressed the importance of monitoring this trend and maintaining a realistic view on student criminalisation. He noted that cheating remains cheating and highlighted the disadvantage to honest students.

Members of the Learning and Teaching Committee approved the Policy, subject to the edits mentioned.

b) Summary of the Block 2 Student Experience Survey

The Quality Enhancement and Development Manager provided an overview of the Block 2 Student Experience Survey results, highlighting the high levels of satisfaction with the learning environments and materials. He emphasised the students' preference for practical activities, the desire for a unified learning platform, and the need for quiet study areas.

J Gallagher reported that the survey had over 1700 responses with Students showing a strong inclination towards practical, hands-on tasks and group work. They also expressed a preference for a single learning platform, with many favouring Teams over Moodle. Additionally he added that the feedback indicated a need for consistency in the digital tools used across courses.

H McNeil remarked that this comes across as a positive survey. She questioned whether there was a formal mechanism for providing feedback to the student cohort, particularly given the volume of information shared. J Gallagher explained that class representatives are present at the meetings and are expected to relay the content back to their peers. He also mentioned the use of focus groups, which are typically formed from class groups identified through the RAG rating system, particularly the amber-rated groups on impact plans. He advised that these focus groups are used to give more detailed feedback.

I Patrick expressed support for the use of focus groups but questioned whether the feedback gathered leads to meaningful change. J Gallagher advised that self-evaluation reports include a section on student feedback and how it has been acted upon. He also mentioned that a shorter report is being developed for Curriculum Managers, in which student feedback will feature highly within this report. He also explained that under the new Quality Assurance (QA) Framework, there will be a focus on how this feedback is incorporated into the curriculum.

The Chair thanked J Gallagher for his report.

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

J Gallagher left the meeting at this point.

9. Raising the Student Voice:

a) Student Association Priorities Update

C McCallum informed members that the Student Association (SA) has made notable progress in amplifying the student voice. Training for Class Representatives and active roles in the Student Executive Committee have enhanced engagement. Fundraising efforts supported the student pantry, while new facilities like microwaves and free breakfast items addressed student needs. The student pantry and clothing bank saw increased use and donations. "Meet the Managers" events facilitated direct dialogue between students and senior management. New assistants were recruited to support the SA's activities, and the development of the Springburn student hub is ongoing, incorporating student feedback. The SA continues to promote student engagement and ensure the student voice is central to the college experience.

The Chair thanked the SA President and remarked that it was good to hear of the appointment of two Student Association Assistants.

H McNeil commended the introduction of initiatives such as the breakfast, clothing and cooking facilities, this she said would definitely have a positive contribution on retention and outcomes.

M Allison noted her agreement with H McNeil, stating that it was great to hear about the hot water and microwave initiatives. She further commented on the outstanding work carried out by the Student Association.

C Breathnach echoed H McNeil's comments, praising the proactive work being carried out by the SA. He raised a point regarding the role of class representatives, and remarked that some clarity was needed, specifically in relation to handling individual student complaints. While acknowledging the vital contribution of class representatives and the excellent work being done, he remarked that their responsibilities in this area require to be clearly defined and integrated into existing processes.

Action: Complaint Handling training to be integrated as part of the class representatives' induction training.

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

b) Meet the Managers Initiative

The Vice Principal of Curriculum and Quality informed members that in the 2023-24 academic year, the College collaborated with the Students' Association (SA) to launch the "Meet the Managers" initiative, aimed at enhancing the impact of student feedback on service delivery. This initiative involved regular online sessions where students could directly communicate with senior management about their out-of-class experiences. Class Representatives and the SA gathered student feedback and presented it to managers from various college services. Managers responded to the issues raised and developed action plans, which were shared with students in a "you said – we did" format. This initiative has successfully engaged students and influenced college services and resources.

R Ashton shared examples of the "You said, we did" approach, where student feedback on facilities like microwaves and hot water led to improvements. He noted that this process has made the management team more proactive in driving change, with concrete actions taken, including a new front door, student hub, and upgraded facilities. This approach effectively gathers student feedback and produces results. He highlighted the College's commitment to continuing these proactive meetings.

H McNeil asked for reassurance that the issues with MyKelvin App, which were noted from the presentation slide, were not material. J Quinn advised that the main concern was related to timetabling and outdated course information. He advised members that the issue has since been addressed, and students were contacted directly. He further advised that the MyKelvin app has also since been revised to further improve the student experience, with time and effort invested in these updates.

Members of the Learning and Teaching Committee agreed to note the establishment and positive impact of the Meet the Managers initiative towards strengthening the student voice in shaping College service delivery.

10. Education Scotland Glasgow Thematic Report

The Vice Principal of Curriculum and Quality reported that the Education Scotland Glasgow Thematic Report for 2023-24 identifies challenges such as financial pressures, the COVID-19 pandemic, and staff strikes affecting City of Glasgow College, Glasgow Clyde College, and Glasgow Kelvin College. It recommends improving collaboration, underperforming programmes, and essential skills development. The report aims to enhance learner outcomes without direct resource or equality implications. Key findings include the need for better data analysis training, declining success rates for full-time FE and HE programmes, and ongoing support for diverse learners.

Next steps involve boosting collaboration, improving programme success rates, and developing employability and meta skills.

I Patrick highlighted the three recommendations from the report, which, he remarked, would involve the Glasgow Leadership Group and sub-groups. He highlighted a particularly important recommendation: 'work to support learners' development of employability and meta skills.' He noted that the Teaching Development Leads had mentioned this in their earlier report and emphasised that it also lends itself to collaborative work across the region.

C Breathnach drew members attention to Section 4 of the report which touched on external factors. He remarked that the report briefly mentioned higher levels of deprivation, noting that many of Glasgow Kelvin students come from these areas and how this contributes to delivery. He highlighted that while deprivation exists throughout Scotland, it is more pronounced in Glasgow. He raised this as an ongoing factor that could impact on our delivery and stated that national comparisons should consider these regional factors. He noted his surprise that this statistical fact was not raised within the report.

The Principal remarked that he agreed with the comments made by C Breathnach and acknowledged that the report had many missing elements. He noted that there was a lot of discussion around this issue, which was highly politicised, making it difficult to understand why these points were not addressed. The Principal expressed his disappointment with the report; however, he was content with the main conclusions and the recommendations noted for action

The Chair enquired about the measures the College would implement to ensure these recommendations are effectively addressed and not overlooked. The Principal informed members that the recommendations are imbedded within the Self Evaluation Action Plan (SEAP). The Chair noted her reassurance.

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

11. 2023-24 Student Outcomes Review and Improvement Targets

The Vice Principal of Curriculum and Quality provided an in-depth analysis of the statistics within the report. He noted that the reduction in withdrawal indicated progress in the right direction. Furthermore, he mentioned that full-time further education (FT FE) maintained the same level of partial success while reducing withdrawal rates. For part-time further education (PT FE), there was minimal impact on the underlying withdrawal rate, but partial success has increased. In full-time higher education (FT HE), the underlying withdrawal rate is improving, now down from 28.6% to 22.7%. The significant increase in partial success is related to students receiving offers but not completing their courses due to industrial action. He noted however, that the College would look to maintain, if not improve on this. He continued to report on part-time higher education (PT HE), noting that HE was a small part of our provision, however noted an increase in withdrawal, increase in partial success, and reducing success rate. He noted that efforts are being prioritised to better analyse which courses are contributing to these trends and what can be done to improve this position.

The Vice Principal proceeded to discuss the targets for improving success rates. He outlined that new targets have been set for 2025/26 through 2027/28. These targets will be integrated into the College's Quality Enhancement Processes. He further noted that, with regard to full-time FE levels, the College aimed to exceed the national average. While the College has not yet achieved this target or been in this position before, it remains a key ambition.

The Chair acknowledged the extraordinary work done to reach this stage and thanked everyone for their efforts on the report.

Members of the Learning and Teaching Committee agree to:

- i. consider and discuss the 2024-25 student outcome performance data; and
- ii. endorse the proposed 2024-25 to 2027-28 outcome improvement targets

12. 2024-25 Withdrawal and Credit Update Report

The Director of Digital and Information Services presented the 2024-25 Withdrawal and Credit Update Report. He highlighted the historical impact of withdrawals on the College's performance and SFC Credit delivery, particularly in full-time programmes. The report showed that early withdrawal rates have stabilised since the significant increase during the Covid period, with current retention levels and SFC Credit delivery on track and towards target.

The Director noted that the Scottish Funding Council's new funding date allowed colleges to claim credits for full-time students on courses lasting over 20 weeks if they remain active after five weeks. This change makes early withdrawal data comparable only from 2023-24 onwards. The report indicates that early withdrawal rates for 2024-25 are broadly similar to the previous year, with a slight increase in FT FE withdrawals.

Monthly withdrawal rates for full-time students in 2024-25 remained consistent with 2023-24, with a slight increase in September due to health-related issues and caring responsibilities. Overall, the strategies aimed at reducing student withdrawal appear to be effective and sustainable.

The Director also discussed the reasons for student withdrawals, noting that health issues, employment, academic challenges, caring responsibilities, and financial issues were the main factors. The College has implemented various measures to improve retention, including enhanced pre-course activities, student engagement, curriculum redesign, and strengthened mental health support. In terms of Credit delivery, the College is on track to slightly exceed its target of 71,914 Credits for 2024-25, with a projected year-end achievement of 102.6%. This success is attributed to the sustained improvement in student retention rates.

The Director concluded by emphasising the importance of continued efforts to support student retention and achieve the College's Credit targets.

D Grenham left at this point of the meeting.

The Chair noted the positive nature of the report and requested that the presentation proceed to Item 13 before opening the floor for questions or comments.

13. Update on 2025-26 Admissions

The report, presented by the Director of Digital and Information Services, provides an update on student recruitment for the 2025/26 academic year. J Quinn noted that the report includes the most recent admissions data and comparisons with previous years. Applications for the 2025/26 academic session opened in December 2024, and as of 31 January 2025, the College received 5,041 applications and made 2,412 course offers. This represents a 15% increase in applications compared to 2024/25 and a 64% increase compared to 2023/24.

He noted a decrease in offers, approximately 12% lower than the previous year, attributing this decline to the increased number of student interviews being conducted. He further explained that, as of today's date, 2,700 offers had been made, confirming the anticipated increase. Additionally, he reported that the number of offers accepted is higher than in the previous year, highlighting this as the primary point of comparison. Overall, he noted that 2025/26 student recruitment is comparable to last year and early indicators suggest the campaign will deliver the target enrolments for next session.

The Chair thanked J Quinn for both reports presented and asked members for comments or questions.

C Breathnach raised a question in relation to Item 12. He drew members attention to the table on page three of the report, specifically addressing the reasons for student withdrawals. He noted that non-attendance was the top reason, with a significant number of students affected. He enquired whether there were any measures that could be implemented to gather feedback from students who have dropped out and whether insights could be gained from how other colleges gather information to improve the response rate from withdrawing students. Additionally, he noted the overall issue of withdrawals related to health reasons and stated that members should be aware that all colleges remain highly focused on mental health issues, which continue to be very significant. Mental health, he noted, as being one of the primary factors impacting our students.

J Quinn advised members that the College does follow up on student withdrawals. He explained that this is an automated process, which is triggered to ask students for their reasons for leaving and to encourage them to discuss other options with the College. The aim is to turn the situation into a positive where possible. He also acknowledged that some students do not wish to discuss their reasons for leaving.

The Principal stressed the importance of encouraging student responses. He recognised technology as the best current method but noted that increasing resources for personal contact isn't feasible. He suggested gathering critical intelligence from teaching staff and exploring creative ways to do this without adding additional administrative burdens on them.

M Allison agreed with the Principal and informed members that the current measures might not yield the desired statistical trends for the College. However, she highlighted the abundance of local knowledge and information that could be harnessed through the College's numerous partnerships.

I Patrick commented that the committee acknowledged the significant effort being put into the "Keep Warm" initiative, which focuses on keeping students onboard. He emphasised the importance of continuing to promote and highlight the positive impact of this significant initiative. M Allison also commented that both reports, item 12 and 13, demonstrate a positive direction of travel.

Members of the Learning and Teaching Committee agreed to note the contents of the reports, items 12 and 13.

14. Development Network Report: The Changing Learner Research Report

The Vice Principal Curriculum and Quality updated members on the key findings of the *Changing Learner Research Report*, produced by the College Development Network (CDN).

He explained that this research, based on studies at Forth Valley and Fife Colleges, highlights

challenges faced by learners in Scotland, including lower academic performance, delayed skills development, underdeveloped social skills, heightened anxiety, and decreased resilience. These trends were already emerging before the pandemic, though the crisis exacerbated the issues. He added that the report further notes that the growing dependence on digital communication is impacting students' social skills, attention spans, and ability to engage with their studies. These factors, along with increased anxiety and reduced resilience, are expected to lead to greater demand for support services from the College.

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

The Chair noted that the Committee had observed substantial evidence of sustained improvement and significant ambition. She remarked that this progress reflects the tremendous effort from management, teaching, and support staff throughout the College. She added that the Committee was grateful for and acknowledge this hard work and dedication. Furthermore, the Committee looks forward to future meetings and further updates.

15. **SFC Report on Widening Access:**
<https://www.sfc.ac.uk/publications/report-on-widening-access-2022-23/>
16. **SFC Report on National Schools Programmes**
<https://www.sfc.ac.uk/student-interests/fair-access/national-schools-programme/national-schools-programme-review/>

Members noted Items 15 and 16 which were provided for information only.

17. **Impact on Students – Issues to be considered as a consequence of the consideration of the above agenda items.**
18. **Risk Management – Issues to be considered as a consequence of the consideration of the above agenda items**
19. **Equality Management – Issues to be considered as a consequence of the consideration of the above agenda items.**
20. **Data Protection – Issues to be considered as a consequence of the consideration of the above agenda items**
21. **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 17 to 21 as a consequence of the business conducted at the meeting.

22. **Closure**
The meeting closed at 7.10pm
23. **Date of Next Meeting**
07 May 2025