Item 05
For Approval

Glasgow Kelvin College

GLASGOW KELVIN COLLEGE BOARD OF MANAGEMENT

ACADEMIC BOARD

MINUTE

Minute of the meeting of the Academic Board held on Friday 7 November 2025

at 1.30pm via MS Teams

1. Sederunt

Robin Ashton (Chair);
Tracy Leavy (Director of Faculty & Community Engagement);
Peter Brown (Director of Faculty, Apprenticeships and Skills);
Jason Quinn (Director of Digital and Information Services);
James Davidson (Lecturer);
Gerry Harkins (Lecturer);
George McGuire (Senior Curriculum Manager,);
Gary Sharp (Student Support Services Manager);
Lesley Phee (Organisational Development Business Partner);
Iain Cameron (Lecturer);
Mae Smillie (Head of Student Information Services);
John Clarke; (Head of Enhancement and Assurance);
Jon Craig (President, Student Association); and
Arlene Sweeney (Learner, Engagement Officer)

In Attendance

Debbie Friel: Senior Committee Coordinator (purpose of the minute);

2. Apologies

Chantell Mccallum (President, Student Association);
Katie McAnenay (Team Leader, Library Services);
Amrit Bedi (Equalities and Inclusion Lead); and
Alastair McGhee (Director of Student Experience and Enterprise);

3. Academic Board Terms of Reference

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

4. Declarations of Interest

No declarations of interest were received.

5. Minute of the Previous Meeting held on 5 September 2025

The minute of the meeting was accepted as an accurate record of the business conducted on 5 September 2025.

6. Matters arising from Minute of Previous Meetings held on 15 September 2025.

Item 10: Effect of Risk Based Approach to Quality Enhancement

R Ashton advised that he and J Clarke have faculty meetings scheduled for the week commencing 10 November 2025, during which they will identify opportunities and gather several examples to share during CPD Week.

Item 13: AI – Feedback from College Working Group

R Ashton confirmed that the guidance documents had been circulated to staff and students. J Quinn added that this has also been published on the student intranet areas.

7. Draft 2025-26 Self Evaluation and Action Plan

The Vice Principal of Curriculum and Quality provided a brief update on the College's draft Self-Evaluation and Action Plan (SEAP) for 2025–26. He explained that the plan forms part of national tertiary quality requirements and will be submitted to the Scottish Funding Council at the end of November. The SEAP evaluates the College's performance across key areas including learning and teaching, student success, engagement, and quality culture.

He further noted that the plan demonstrated a clear focus on continuous improvement and alignment with national and regional priorities, particularly around digital innovation and skills development. He highlighted the five key quality enhancement priorities identified for the coming year, which include increasing staff participation in teaching development, aligning the curriculum with Glasgow's future skills needs, continuing to improve student success rates, strengthening quality and self-evaluation processes, and ensuring that diverse student voices influence change.

Members discussed the need to increase staff participation in CPD activities and set measurable targets, such as achieving over 75% staff development participation and maintaining student satisfaction above 90%. G Sharp and J Clarke supported the inclusion of specific targets, particularly for strengthening student feedback mechanisms.

The group discussed improvements in college-level outcomes, noting significant progress but recognising the need to contextualise performance against other colleges. I Cameron raised concerns about data reporting, especially regarding withdrawals for reasons beyond the College's control. R Ashton noted ongoing work to better track withdrawal reasons.

G Sharp confirmed the report's comprehensiveness. R Ashton and members agreed to add contextual information about the student profile and to proceed with the action plan, with further improvements suggested to be incorporated before submission to the funding Council.

Members of the Academic Board agreed to:

i. Consider the attached draft evaluation of College performance against the principles of the new Tertiary Quality Enhancement Framework; and
ii. Consider and endorse the proposed quality enhancement priorities for 2025-26, subject to any amendments; and
iii. Note that the SEAP report will be submitted to the Scottish Funding Council by November 30, 2025.

8. Meeting Glasgow's Future Skills Needs: College Curriculum Review

The Vice Principal of Curriculum and Quality spoke to the contents of the paper. He explained that the curriculum review was undertaken to ensure the College's provision continues to meet Glasgow's and Scotland's evolving skills demands.

R Ashton outlined that six key priorities have been identified for future curriculum development:

- supporting growth sectors such as green energy, engineering, and health;
- building students' digital and AI skills;
- offering more flexible, employer-led learning; embedding employability and meta-skills;
- widening access through inclusive pathways; and
- improving efficiency to support public service reform.

He noted that implementing these changes would ensure the College remains aligned with regional workforce needs and continues to equip students for success. He noted that it provides strong assurance that the College is proactively shaping its curriculum for the future.

J Quinn and M Smillie endorsed the review, noting that most curriculum changes are incremental. The group agreed to support the strategic direction with further staff briefings and input from the Learning Teaching Committee planned.

Members of the Academic Board agreed to:

i. consider and discuss the attached curriculum review report: and
ii. endorse the curriculum review outcomes and associated year 1 implementation actions.

9. Admissions Policy

The Director of Digital and Information Services provided a short update on the proposed revisions to the College's Admissions Policy. He explained that the policy had been reviewed ahead of the new admissions cycle starting in December 2025 to ensure it remains current, fair, and responsive to students' needs.

J Quinn highlighted two key updates in sections 3.4 and 7.6 of the admissions policy: the inclusion of a new section recognising that applicants and students may wish to be known by a different name while studying, and an update to the process for removing duplicate applications from College systems. These changes aim to enhance the student experience, promote inclusivity, and improve the accuracy of application data.

He invited comments or questions.

G Harkins enquired about integration with enrolment forms and college systems, J Quinn confirmed that the process would accommodate both initial application and in-year changes, aiming to minimise administrative disruption and ensure consistency in college records.

R Ashton thanked J Quinn and M Smillie for their report.

Members of the Academic Board agreed to consider, discuss the attached Admissions Policy and endorse.

10. 2025-26 Student Engagement and Partnership Activity Update

The Head of Enhancement and Assurance provided an update on ongoing student engagement and partnership activity. He noted that early-year learner feedback indicated high levels of satisfaction with course choice, understanding of course expectations, access to support, and the overall student experience. He highlighted positive comments particularly highlighted the quality of teaching and support services, with some concerns noted regarding learning resources, facilities, and the balance of practical and theory-based learning. Senior Curriculum Managers are following up with students who expressed uncertainty about their course to provide guidance.

The Student Support Services Manager highlighted that the class representative system continues to strengthen, supported by revised training, updated guidance materials, and improved processes to track participation. Representatives are actively involved in sharing and escalating student feedback. He further updated on the Meet the Managers event which

enabled class representatives to discuss what works well and areas for improvement directly with senior leaders. He added that practical actions have already been taken to improve facilities, learning environments, and communication of outcomes through a “You Said, We Did” approach.

A Sweeney reported on the ongoing evaluation of class rep training, incorporating the Sparks SLE model and planning focus groups to refine future training and engagement strategies.

R Ashton thanked J Clarke and G Sharp for their comprehensive report and acknowledged the significant contributions of A Sweeney and J Craig to this work.

Members of the Academic Board agreed to note the contents of this report and the continuing college activity to value and incorporate the learner voice into its operations.

11. Impact of Pre-Course Welcome and Induction Activity

The Director of Digital and Information Services reported on the impact of pre-course welcome and induction activity for 2025–26. He commented that the National Opportunity Day and Open Day events successfully supported student engagement, widened access, and promoted progression through targeted marketing and storytelling. These campaigns strengthened awareness of College pathways for both new and prospective learners.

He added that the freshers activities, delivered across all campuses, contributed to a positive start to the academic year by helping students build connections and become familiar with college services. He reported that the feedback on these events was positive, and they continue to help reduce early withdrawal and support student satisfaction.

He invited comments or questions.

G Sharp commented that it was impressive to see the high number of students and their families who had attended the freshers event. He said it was very encouraging to see such high engagement.

J Davidson highlighted on how successful the day was and that it was good to see so many of his students turned up and moreover stayed for the majority of the day, which was really encouraging. This kind of engagement, he commented, feeds positively into retention, and there was a great atmosphere around campus.

I Cameron, fully agree with J Davidson’s comments. He noted that students were spending much more time in college and engaging more, which was fantastic to see.

R Ashton thanked J Quinn for his report and expressed appreciation to all colleagues for their efforts in supporting the freshers’ event.

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

12. Preparation for Tertiary Quality Enhancement Review (TQER)

The Vice Principal of Curriculum and Quality updated members on the preparations for the forthcoming Tertiary Quality Enhancement Review (TQER) by QAA, due to take place in the 2026–27 session.

He highlighted that the College had been informed that it will be reviewed in 2026-27 academic year on the following dates:

- 26 October 2026: Initial Review Visit
- 07 December 2026: Mian Review Visit

R Ashton explained that preparatory work was being overseen by a newly established Steering Group, which included senior managers and student representation. Key activity includes reviewing TQER requirements, strengthening the College's evidence base, and planning for the development of the Strategic Impact Analysis and Advance Information Set. Staff awareness activity is underway, with further development sessions planned for faculties.

He added that the College has engaged with a peer institution recently reviewed to inform its approach. Work is also underway on the first Institution-Led Quality Review, which will provide supporting evidence for TQER.

R Ashton highlighted the brief (TQER) guide attached to the report for members' information. He also assured members that the College had begun planning well in advance, up to a year ahead of the review, and confirmed that this item would remain on the agenda as a standing item, with further updates provided as appropriate

Members of the Academic Board agreed to:

i. note the attached TQER guidance and the College activity to prepare for review: and ii. note that further updates on preparatory activity will be provided at future meetings of the Committee.

13. Update on 2025-26 Student Withdrawal and Credits

The Director of Digital and Information Services spoke to the content of the paper and provided members with an update on student withdrawal rates and credit delivery.

He explained that the early withdrawal rates for full-time students have shown a slight increase compared to the previous year, though the changes are minor and not expected to significantly affect overall retention. Part-time withdrawal data remains provisional as courses continue throughout the year. He added that the College's credit target remained unchanged from last year. Full-time credit activity has been processed, and part-time delivery is ongoing.

He added that while achieving the target may be challenging due to recent workforce reductions, staff resources are being used efficiently, and contingency plans are in place to ensure the College meets its overall credit target.

G Harkins queried how withdrawals and infill affect reported figures, and M Smillie clarified that data is broken down by mode of attendance, ensuring accurate tracking and reporting for funding and performance purposes.

I Cameron highlighted challenges with large class sizes and the lack of lower-level courses for some students, suggesting these factors may contribute to withdrawal rates and impact performance indicators, with R Ashton noting the need to contextualise data given regional competition for students.

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

14. SFC Widening Access Report 2023-24

Members noted the report which was provided for information purposes.

<u>Risk, Equality and Data Protection - Discussion</u>

15. Resource Implications – 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.

16. 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.

17. 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.

18. 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.

19. 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.

20. 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.

21. Closure

The meeting closed at 14:40hrs

22. Date of Next Meeting

Friday, 6 February 2026