

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

**Minute of the meeting of the Learning and Teaching Committee held on
11 September 2024 at 5pm via MS Teams**

- 1. Sederunt**
Dr Elaine Clafferty (Chair);
Ian Patrick;
Colm Breathnach;
John McBride;
Marie Docherty;
Heather McNeil; and
Chantell McCallum

In Attendance
Robin Ashton;
Roddy Mackenzie
Ian Beach;
Jason Quinn; and
Debbie Friel (Senior Committee Coordinator) (purpose of the minute)
- 2. Apologies**
Dr Marion Allison (Vice Chair);
Derek Smeall (Principal);
Ryan Donachie;
Dermot Grenham; and
Carol Goodwin;
- 3. Review of the Learning and Teaching Terms of Reference**
It was confirmed that the meeting was quorate with 7 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 08 May 2024**
The minute of the meeting held on 08 May 2024 was accepted as an accurate record of the business conducted.

H McNeil followed by J McBride proposed the minute.

6. Matters arising from Minute of Previous Meetings held on 08 May 2024

R Ashton confirmed that the Learner Behaviour Policy had been changed to include the addition as stipulated within the previous minute.

b) Learning and Teaching Action List

The Chair noted that one live item would be carried forward on the action list.

9. Education Scotland Annual Engagement Report

The Chair welcomed Ian Beach, the College HMIE Inspector, who had been invited to the meeting to present an overview of the Education Scotland Annual Engagement Visit Report.

I Beach informed members that the College had made good progress since the last progress visit. Published data for AY 2022-2023 indicated that rates of learner withdrawal and overall success rates for most modes of attendance improved over the past year.

He added that the new quality arrangements are effective and understood well by staff. This is helping teaching staff to identify and plan improvements to learning and teaching and the learner experience. He highlighted that there are no outstanding safeguarding areas for development.

Additionally, he reported that some progress has been made in raising learners' awareness of the Student Association, its role in improving the learner experience, and class representative training. Moreover, it was identified that there was some work required to be taken forward in Student Association awareness raising, and that of the recording of Metaskills. He added that he was aware that managers had plans in place to address these areas.

The Chair thanked Inspector Ian Beach for his report and invited questions or comments.

H McNeil enquired about the report, noting that while it highlighted many good aspects of progress, the summary on the report stated that the College had made "*Satisfactory Progress*." She asked why the report did not indicate good progress. I Beach clarified that in evaluation terms, "*satisfactory*" meant that the College had made acceptable progress, but it was not to be confused with a "*Satisfactory Grading*." He added that "*Satisfactory Progress*" is the most positive grade achievable.

In the absence of D Grenham, the Chair put forward a question, she noted that the last bullet point on page 2 of the cover letter, mentioned the word "*many*" when referring to "many class representatives are not clear about their role". She queried, what is meant by many? as this was not identified within the table in Appendix 1 of the main report which referenced evaluative terms of quantity used. I Beach clarified that is quantified as more than a few, due to it being taken as a sample.

I Patrick commented that he would like to see an indication of what the sample sizes are, and an example of how many actual students had been spoken to. He also noted that the Student Association at Glasgow Kelvin faced significant challenges in engaging with a large number of students, particularly part-time students, and had only one term to make an impact and increase their visibility. He further explained that this was quite different from other colleges, where Student Associations typically held their positions for two years and did not have the same challenges.

Following a question from J McBride, members discussed if Education Scotland tried to match

the samples to the College profile. Members had a lengthy discussion and I Beach explained that the samples were provided by the College so there was opportunity to ensure appropriate representation.

C Breathnach remarked on the shift in staff understanding and valuing the role of the Students' Association, highlighting that the Student Association had become much more visible to students in recent times.

I Patrick noted that it was heartening to see this as a positive report.

On behalf of the Committee and the Board of Management, the Chair and Ian Patrick expressed their gratitude to Ian Beach for his past and present contributions to the College. They acknowledged his dedicated efforts, the care he put into his reporting, and his commitment to attending Board and Committee meetings. The members extended their best wishes to Ian Beach for the future and the opportunities it may bring.

The Learning and Teaching Committee agreed to note the positive Education Scotland Annual Engagement Report

I Beach left the meeting at this point.

7. Commendations and Complaints Handling Annual Report 2023-24

The Regulations and Compliance Manager provided members with an update in relation to commendations and complaints received over the Academic Year 2023-24.

R Mackenzie informed members of an error on page 5 of the report. The KPI Table for 2023-24 College Population should read 15370 instead of 11517.

R MacKenzie advised that the Commendations and Complaints Annual Report for 2023 - 24, referred to as Appendix 1, once approved, would be uploaded to the College website as per the Scottish Public Sector Ombudsman (SPSO) guidance.

He highlighted that commendations rose significantly from 9 in AY 2022-23 to 44 in 2023-24, while complaints decreased slightly from 37 to 35.

R MacKenzie went on to provide a detailed overview of the full report and invited questions or comments.

H McNeil commented that it was reassuring to see the College had partially upheld certain complaints and noted the overall report was very positive, particularly regarding the commendations and the progress in this area.

R Ashton mentioned that the report was positive despite the significant disruptions experienced during the last academic session. He recognised that the proactive communication efforts made by the College, such as sending updates to all students, helped address many emerging issues. Additionally, the College established a mailbox for students to email queries and complaints, which allowed for quick resolution and likely contributed to the low number of complaints received.

C Breathnach reported that it was good to see that the College was also using the text system, which was working very well in its communications with students.

The Chair queried as to what happens when complaints are not dealt with within the timescales noted. R Mackenzie explained that complaints not met by the timescale could potentially be escalated to the ombudsman.

The Chair noted the College's proactive measures to prevent potential complaints from escalating and found it reassuring that maintaining communication with students was considered a high priority.

Members of the Learning and Teaching 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
- iii) 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 2024-25 to an appropriate future meeting of the Learning and Teaching Committee.

R MacKenzie left the meeting at this point

8. Initial 2023-24 Curriculum Evaluation and Draft 2024-25 Quality Enhancement Priorities

The Vice Principal reported that under the new national tertiary sector quality arrangements, the College must submit a Self-Evaluation and Action Plan (SEAP) to the Scottish Funding Council (SFC) by 30th November 2024. To support the development of the SEAP, an initial review of 2023-24 curriculum delivery and student outcomes has been conducted, highlighting key quality enhancement priorities for 2024-25. Furthermore, he highlighted that following feedback from the Learning and Teaching Committee on this review, College management will refine the draft SEAP for approval by the Board of Management before submission to the SFC.

R Ashton delivered a thorough overview of the report, highlighting five key quality enhancement priorities for advancing student recruitment and attainment that the College would continue to progress on. Additionally, following the Education Scotland engagement, a new priority was identified: *enhancing student participation in guidance and target-setting activities*, as noted on page 7 of the report.

The Chair discussed the student health and wellbeing section of the report, noting that it was interesting to find that these factors, rather than academic issues, were identified as a major contributor to student withdrawals. R Ashton pointed out that the number of students in each class requiring additional support had steadily increased each year. The Student Association President, C McCallum, also observed that personal circumstances and challenges at home can be a contributing factor of withdrawal.

H McNeil commented that the paper read very well and contained a lot of information for a short report. She suggested including more details on the health and well-being aspects in the SEAP, as well as evidence which highlighted the College's distinct profile and role.

R Ashton agreed to highlight evidence of health and wellbeing and the wider College profile within the final SEAP.

C Breathnach raised a query regarding the student Individual Learning Plan (ILP), expressing uncertainty about the effectiveness of using the ILP to log Metaskills. R Ashton acknowledged the need for the College to find a meaningful approach to this and emphasised that the initial

priority would be to encourage teaching staff to fully support the ILP and motivate students to engage with it. He noted that current engagement with the ILP was low but agreed there was potential for improvement.

M Docherty mentioned that based on her experience, it was beneficial in community learning if learners self-evaluate at the beginning, middle, and end of their course. She emphasised that this approach is appreciated by the learners as it provides valuable insight into their progress.

I Patrick remarked that the report was a good start, however, it would benefit from further data being incorporated. He observed that within the Draft Quality Enhancement Priorities there was no mention of attainment in any of the six priorities. He asked if this should be a consideration to try and improve the attainment rate to become closer to the National Sector Average. R Ashton said that he would support this and that all of the priorities are pointing to improving the attainment.

R Ashton agreed to make improving attainment more explicit within the SEAP's quality enhancement priorities.

The Chair requested a demonstration of the new student website at the next scheduled meeting of the Learning and Teaching Committee.

The Chair thanked the Vice Principal for his report.

Members of the Learning and Teaching agreed to:

- i) consider and feedback on the above initial 2023-24 curriculum evaluation; and
- ii) consider and endorse the proposed quality enhancement priorities for 2023-24, subject to the noted amendments;
- iii) note that a draft Self-Evaluation and Action Plan will be presented to the Board of Management at its October meeting.

10. SFC Guidance on Quality for Colleges and Universities, 2024-25 to 2030-31

The Vice Principal reported that on 29 July 2024, the Scottish Funding Council (SFC) introduced new national quality arrangements for colleges and universities. This marked a significant shift in how the College manages and reports on quality monitoring and enhancement. The new guidance, effective from 1 August 2024 aligns college quality processes more closely with those of universities. It will be overseen by the Quality Assurance Agency (QAA), as detailed in the SFC's report covering 2024-25 to 2030-31, attached as Appendix 1 to the report.

He drew members' attention to the table on page two of the report which highlighted key elements within the new arrangements, highlighting the replacement of a similar approach or comprising of a completely new aspect.

R Ashton further noted that the College had received notification only four days prior to the new arrangements taking place and that he would provide the Committee with updates going forward.

I Patrick noted that the paper was both informative and useful. He also pointed out that a significant amount of work was involved in the institutional quality review, and this would be dependent on the number of reviews that were required over the six-year period.

H McNeil referenced the previously submitted paper on the new quality arrangements, noting that while it outlined shared outcomes, two; Innovation and Research were designated exclusively for Universities. She expressed concern about the College's lack of input in these

areas. R Ashton agreed, affirming the validity of her concern but noting that within the context of the document these terms referred to explicit university sector funding streams. Additionally, he confirmed that any initiatives showcasing knowledge exchange and/or innovation involving the College would be included in the wider SEAP report.

Members of the Learning and Teaching agreed to:

- i) note the contents of the new SFC Quality Arrangements for Colleges and Universities and the implications for the College;
- ii) note that further updates on the implementation of these arrangements within the College will be provided to the Committee; and
- iii) note that a draft Self-Evaluation and Action Plan will be presented to the Board of Management at its next meeting in October 2024.

11. Summary of Student Feedback 2023-24

The Vice Principal reported on student feedback collected during the 2023-24 session. Feedback was gathered through three key surveys and student focus groups. The Block 1 Stop and Check Survey received 2,386 responses, a 27% increase from the previous year. The Block 2 Student Experience Survey had 1,597 responses, covering both Further and Higher Education students. Additionally, focus groups were held across all campuses to provide more in-depth feedback. The annual Student Satisfaction and Engagement Survey received 1,426 responses, an increase from the previous year, highlighting positive student experiences, supportive teaching staff, and areas for improvement such as facilities and assessment deadlines. Survey findings were shared with curriculum and support service managers for quality enhancement planning. Adjustments to the feedback process are planned for 2024-25, including earlier surveys and continued focus on quality improvement.

The Chair thanked the Vice Principal for his report and recognised that the paper contained the breakdown analysis per campus as noted within the action list.

R Ashton requested that J Quinn demonstrate the results obtained from the survey and how this is populated via the PowerBi tool.

In response to a question from the Chair, R Ashton explained that each course team can independently view their results, but only Managers have access to the comments. At the end of the block, the course team would review their course data and addresses any relevant information or issues.

R Ashton drew members' attention to Appendix 4 of the report, which presented the results by campus. He noted that in half of the questions, the East End Campus appeared more favourably. Moving forward, he advised that the College would further expand this analysis, breaking down the data by quality characteristics and differentiating results across various groups.

The Chair remarked that even small changes are meaningful and highlighted the 10% improvement in satisfaction with the College facilities. R Ashton added that this was especially evident in out-of-class areas, where many students choose to stay on campus and appreciate the increased social spaces and opportunities for interaction.

Following a question from I Patrick, J Quinn noted that PowerBi could divide the data by FE/HN, full time and part-time cohorts.

In response to questions from C Breathnach, R Ashton explained that the stop-and-check survey had been brought forward to allow time for a second teaching surveys to be distributed at the end of Block 1. This ensured the College had enough time to thoroughly analyse the

feedback and take appropriate action based on the results.

The Chair enquired about how the College communicates back to students regarding the actions taken in response to their feedback. R Ashton explained that the College has a "You Said, We Did" approach during the "Meet the Managers" sessions. He also suggested that the College could further promote these updates using the new TV screens recently installed across the campuses.

In response to C Breathnach's question about healthy food choices for students, R Ashton mentioned that the College has worked with the caterer to offer various options. However, he noted that industrial action had impacted footfall, making it challenging for the caterer to continue subsidising healthy options due to low demand.

R Ashton recommended he would arrange for the Student Association to have direct engagement with the caterer as soon as possible to enable student views on catering to be heard and responded to.

M Docherty remarked that the figures were good and asked if there was a uniform approach that included the College's community engagement. R Ashton noted that the take-up in this area was low, however, the survey was pushed out to all students and promoting this to all learners would continue to be a priority.

The Chair remarked that the report was of much interest to the Committee and thanked the Vice Principal for his overview.

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

12. Scottish Funding Council Consultation on changes College Performance Indicators 2024-25

The Director of Digital and Information Services sought to inform members of the SFC Consultation and of its plans for changes to the College Performance Indicators for 2024-25.

He advised that the main driver for the proposed changes was to align the CPIs with the rest of the UK to address the concerns raised by the Education, Children and Young People Committee in its inquiry into College Regionalisation in 2022 and its report in 2023. Furthermore, these changes, if approved would require colleges to collect and report data on students' reasons for withdrawal which may result in additional administrative burden and data quality issues.

In response to a question from H McNeil, J Quinn acknowledged that gathering the required information would be challenging. However, he noted that the College had a dedicated team that would actively pursue the necessary data. He further noted that the College already had relevant information, such as Health and Wellbeing being a key factor in student withdrawals. He also mentioned that about half of the students typically provide reasons for withdrawing and that the College had the mechanisms in place to supply the necessary data.

The Chair, speaking on behalf of D Grenham, enquired whether it would be possible to include data from the last two most recent years in the report. J Quinn explained that, while he would have preferred to do so, he was limited to the data that he had from SFC.

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

13. Recruitment and Enrolment Update

The Director of Digital and Information Services informed members that the report sought to provide an update on full-time student recruitment and enrolment for the 2024/25 and presents the most recent admissions and enrolment data, including the number of applications received, offers made and the volume converted to enrolments. J Quinn shared the PowerBi and explained the analytical data gathered.

J Quinn proceeded to provide a comprehensive overview of the key elements from the report.

The Chair thanked the J Quinn for his report and invited questions or comments.

J Quinn reported that the College strategically recruits to account for an anticipated 10% attrition rate, which provides confidence in our progress toward meeting targets. This approach indicates that we are on track to achieve this year's recruitment and credit delivery goals.

I Patrick enquired about over-subscription, especially in part-time courses. R Ashton confirmed that most courses, such as ESOL, are over-subscribed, with Health and Social Care receiving many more applications than places. I Patrick emphasised the importance of this information and noted that if the College cannot meet demand, it should be communicated to sector agencies and the government. **R Ashton agreed to present a detailed report on over-subscribed course areas at a future meeting of the Board of Management.**

C Breathnach suggested that, given the identification of late starters as a high-risk group likely to withdraw from the course, additional support measures could be implemented, such as increased attention from course tutors.

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

14. Supporting Local Employability Activity

The Vice Principal informed members that the paper outlines the College's efforts to enhance employability across Glasgow. The Scottish Government supports this by funding both vocational training in Colleges and Universities and employability support through local authorities, guided by the No One Left Behind (NOLB) strategy. Employability services are typically personalised, and delivered by local authority staff or partner agencies. While colleges generally aren't directly involved due to this tailored approach, it's crucial for their programmes to align with local employability initiatives. He highlighted that the paper detailed recent College activities aimed at achieving this alignment.

The Chair noted that the report was particularly useful.

H McNeil remarked that, despite its brevity, the report made a significant impact, particularly in highlighting areas where pathways to work could be improved. She described the report as insightful.

J McBride noted that this was a good report, noting that it would be well-received at the Board level. He further highlighted that, given the city's demographics, there is significant potential for local LEP involvement in the north and northeast. He then asked, what opportunities exist for the College, and what are the associated costs and benefits. R Ashton explained that the approach is typically led by case workers, requiring a dedicated team but that the College could potentially move in this direction through a consortium approach.

M Docherty highlighted her current involvement in a consortium that is implementing the 'No Wrong Door' initiative, which aligns with the principles of 'No One Left Behind.' She mentioned that a pilot for this initiative could be launched by February 2025.

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

15. Independent Review of Community Learning and Development

The Vice Principal informed members that In July 2024, the Scottish Government released an Independent Review of Community Learning and Development (CLD) in Scotland. This review, building on previous independent assessments, was commissioned to better integrate CLD into a lifelong learning system. The final report includes 20 recommendations covering leadership, policy, funding, workforce development, and impact measurement.

Furthermore, he advised that the key findings emphasised the positive effects of CLD activities and a call for stronger strategic leadership and more equitable funding. It also highlighted the need for improved workforce development and consistent reporting of CLD impacts. The review notes a significant demand for ESOL services, particularly relevant to Glasgow. The College, a CLD provider and trainer, contributed evidence to the review and will continue to support the implementation of these recommendations.

The Chair thanked the Vice Principal for his report.

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

16. 2024-25 Scottish Funding Council Credit Guidance for Colleges

On 26 June 2024, the Scottish Funding Council (SFC) released the Credit Guidance for Colleges for the 2024-25 academic year, which largely mirrors the previous year's guidelines. Notably, the SFC continues to restrict Credits per full-time learner to an average of 17 for Further Education and 15 for Higher Education students, presenting a potential risk to the College.

In response to these restrictions, the College adjusted its average credit claims to align closer to the SFC limits but found that further reductions would compromise the support provided to students. The College will again request flexibility from the SFC due to the unique challenges faced and the negative impact this would have on student support.

Additionally, he advised that the College planned to review and adjust course delivery to stay within the SFC's credit limits where feasible.

R Ashton informed members that the College would be engaging in discussions with the SFC in the coming weeks to notify them that the College was currently operating slightly outside the guidelines. He also highlighted that Glasgow Kelvin's overall average Credits per student was low and demonstrated a commitment to using public funding to maximum impact.

The Chair queried if this would affect our Risk Register. R Ashton responded that currently the risk was assessed as relatively low but this would be closely monitored.

C Breathnach emphasised the importance of the Class Tutor role for students, noting that tutors would often serve as the primary point of contact when students need support.

In response to a question from J McBride, R Ashton explained that the College does claim credits for guidance. However, the SFC would not prevent the College from providing this guidance; they would simply prohibit claiming for such credits.

The Chair thanked the Vice Principal for his report.

Members of the Learning and Teaching agreed to:

- i) note the contents of the report and the attached SFC Credit guidance; and
- ii) note that the College management will engage with SFC on the implementation of the 2024-24 SFC Credit Guidance.

17. Learning and Teaching Committee – Forward Planning Agenda

Members of the Learning and Teaching Committee noted the contents of the forward planning agenda for session 2024-25

Impact on Students, Risk, Equality and Data Protection – Discussion

18. 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.

19. 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.

20. 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.

21. 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.

22. 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.

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

24. Closure

The meeting closed at 7.15pm

25. Date of Next Meeting

20 November 2024 – via Teams