

GLASGOW KELVIN COLLEGE

BOARD OF MANAGEMENT

LEARNING AND TEACHING COMMITTEE

DRAFT MINUTE

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

1. Sederunt

Dr Elaine Clafferty (Chair);
Dr Marion Allison (Vice Chair);
Ian Patrick;
Marie Docherty;
Derek Smeall (Principal);
Colm Breathnach;
Carol Goodwin; and
Chantell McCallum

In Attendance

Robin Ashton; Vice Principal, Curriculum & Quality
Linda Ellison: Secretary to the Board of Management
Monica McKerlie; Head of Student Services
John Gallagher; Quality Enhancement and Development Manager
John Clarke; Senior Curriculum Manager
Jason Quinn; Head of Digital and Information Services
Liz Breckenridge; Marketing and Communications Manager; and
Debbie Friel (Senior Committee Coordinator) (purpose of the minute)

2. Apologies

Ryan Donachie; Student Association President
Heather McNeil;
Dermot Grenham; and
John McBride;

a. Learning and Teaching Terms of Reference

It was noted that the meeting was not quorate with only four non-executive members in attendance.

b. Review of the Learning and Teaching Terms of Reference

The Vice Principal of Curriculum and Quality presented a report outlining proposed changes to the Committee's Terms of Reference (ToR), which were due for review.

L Ellison informed members that the quorum for all sub-committee meetings had been standardised to require four non-executive members, as opposed to five, ensuring consistency and alignment across all sub-committees.

Those members in attendance welcomed the changes to the Terms of Reference. As the meeting was not quorate, the Committee could not formally approve the proposed amendments to the Terms of Reference. **L Ellison agreed to circulate the proposed changes via email to the absent non-executive members for approval, following the meeting.**

3. Declarations of Interest

C Breathnach declared an interest in Item 10; Strengthening Teaching Development Activity as he currently is a member of the Teaching Activity Group.

4. Minute of the Previous Meeting held on 11 September 2024

The minute of the meeting held on 11 September 2024 was accepted as an accurate record of the business conducted.

D Smeall followed by M Docherty proposed the minute.

5. a) Matters arising from Minute of Previous Meetings held on 11 September 2024

Item 08 – 2023-24 Curriculum Evaluation and Draft 2024-25 Quality Enhancement Priorities. The Chair advised that Item 08 would remain on the action log as live with a completion dated noted as 30/11/24.

Item 11 – Summary of Student Feedback. The Chair advised that Item 11 would remain on the action log as live with the completion date noted as 25/11/24.

Item 13 - Recruitment and Enrolment Update. Members noted that this action was now complete and could be removed from the log.

b) Learning and Teaching Action Log

The Chair noted that two live items would be carried forward on the action log and that the following items were presented on the agenda:

Item 08: Review of the Learning, Teaching Assessment Strategy; addressed at Item 08 on the Agenda.

Item 08: Student Website: addressed as Item 06bi on the Agenda.

The Chair raised concerns about whether the Learning and Teaching Committee was adequately capturing the student voice, given that the Student Association Update report was no longer being presented to the committee and was instead deferred to Board of Management meetings. R Ashton noted that the Committee had reviewed the Self-Evaluation Action Plan (SEAP) at the last meeting and would see its implementation at the next, with a focus on strengthening the student voice.

The Chair requested that C McCallum provides an update at the next meeting of the Learning and Teaching Committee to hear of the progress being made with raising the profile of the student voice.

i) **Demonstration of New Student Website**

L Breckenridge, Marketing Communication Manager, delivered an engaging and detailed presentation, to the Committee, offering a comprehensive overview of the new student website. The presentation highlighted the website's key features, its user-friendly design, and the enhanced tools available to support students' academic and extracurricular needs. L Breckenridge also shared insights into the development process, including how student feedback shaped the platform, and outlined the website's goals for improving communication and accessibility across campus. The presentation concluded with a demonstration of the website's functionality.

The Chair thanked L Breckenridge for the insightful presentation.

C Breathnach noted that he had expressed initial caution regarding the expenditure on marketing and the website transformation but acknowledged the significant positive impact and value for money it has delivered. He noted the marked improvement in website performance and queried whether the high volume of course page views could be analysed in relation to applications and enrolments. He suggested tracking proportional popularity to better understand correlations and improve strategic planning. It was also observed that the mechanism for applying through the website has become significantly more functional, contributing to stronger application levels across courses.

R Ashton noted that he would address improvement and outcome rates later in the agenda, providing insights into the progress over the two-year cycle since the website's implementation. The improvements are considered a major contributory factor to these outcomes.

C McCallum praised the website, emphasising the accuracy and usefulness of the student-focused video content. She highlighted the impact of hearing from students with positive experiences, mentioning Alex as a standout contributor to the video.

M Docherty commended the website's ease of navigation from a community perspective, noting the powerful influence of personal stories in enhancing engagement and communication.

The Chair requested that C McCallum collaborates with L Breckenridge to identify and direct individuals with impactful stories to the Marketing team.

L Breckenridge noted that she would welcome additional contributions to further enhance the website content.

L Breckenridge left the meeting at 7.30pm

7. 2025-26 Curriculum Development

The Vice Principal for Curriculum and Quality presented a report detailing the 2025-26 curriculum development strategy. The report outlined the College's response to regional employment and skills needs, noting areas of significant employment demand, such as health and social care, science, and engineering. It reviewed student application trends, highlighting consistent oversubscription in key courses despite an overall reduction in applications due to economic factors and sector-wide trends.

The College continues to adapt its curriculum to align with employment demands and improve student outcomes, including the introduction of shorter courses at SCQF levels 4 and 5 and

targeted adjustments in underperforming areas. Resource planning anticipates stable funding levels for 2025-26, with priorities on expanding ESOL, Science, and Engineering provisions. Faculty managers have identified subject-specific development priorities, such as enhancing industry partnerships, revising frameworks for improved progression, and integrating employer-relevant skills.

The Chair invited comments/questions.

I Patrick noted that the report provided valuable insight, particularly regarding the demand for Level 7 and above courses. He raised concerns about the risk status of HN courses and enquired about strategies to expand offerings at this level or to enhance domestic articulation pathways into HN programmes.

R Ashton informed members that whilst the College has no current plans to expand its HN portfolio, efforts are focused on improving progressional routes for Levels 4/5 and 6, strengthening partnerships with Clyde College and City of Glasgow College to guarantee entry for our learners. He further noted the importance of maintaining a strong foundation in FE-level courses to support student progression. He also acknowledged the challenges posed by underperforming HN courses, noting their at-risk status.

The Principal observed that the Scottish Government was posing questions regarding categorisation, particularly in terms of social good, community impact, and vocational programmes. He noted that the focus should not be on separate categories but on providing opportunities for progression, ensuring the continuity of HNC-level offerings. He suggested adopting a regional approach for Levels 7 and 8 programmes going forward.

The Chair acknowledged the extensive analysis presented and noted that it served as a basis for making informed changes and decisions.

Members of the Learning and Teaching Committee endorsed the approach and curriculum plans for 2025-26, subject to the Secretary to the Board circulating the proposed paper, via email, to the absent non-executive members for approval.

8. Draft Learning Teaching Assessment Strategy 2025-28

The Vice Principal for Curriculum and Quality presented the draft Learning, Teaching, and Assessment Strategy 2025–2028 (LTAS). The report highlighted the progress made under the 2021–2024 strategy, including improved teaching environments, enhanced digital resources, and strengthened student feedback mechanisms. He mentioned that the key updates for the new strategy include revised strategic enablers, such as integrating the strategy into quality review processes, enhancing student resilience and wellbeing support, and improving learning facilities.

R Ashton noted that the draft strategy prioritises, high-quality teaching, effective assessment practices, valuing student input, embedding digital innovation, and fostering wider, transferrable skills.

He added that consultation with staff and students had taken place, approximately 60 staff members in attendance and 10 Class Representatives which confirmed strong support for the strategy, with suggestions incorporated to emphasise innovation, formative assessments, and access to career guidance. He remarked that overall, good progress had been made and that the College could continue advancing toward achieving those ambitions.

The Chair thanked the Vice Principal for the robust report.

M Allison expressed her support for the paper, commending its effectiveness in addressing the career advice aspect and the need to build on this, while also emphasising the importance of applying pressure to Skills Development Scotland (SDS). She further noted her satisfaction with the direction of travel outlined in the paper, which aligned well with previous discussions.

C McCallum informed members that SDS Career Advisors currently visit the College once a month. She noted discussions with the Vice Principal about the potential benefits of increasing this frequency to better support students. Additionally, she noted her intention to signpost this information to increase students' awareness.

C McCallum highlighted that it was important to provide students with opportunities to feedback both verbally and in written comments.

M Docherty highlighted that SDS had introduced a QR code with a service that could be used for Students' to self-refer.

C McCallum shared her opinion that face-to-face consultations with a careers advisor would be particularly beneficial for certain students, such as those in the ESOL programme. R Ashton responded by noting that a review of National Agencies was currently underway, which may require SDS to place a stronger focus in this area.

The Chair requested that:

- I. that C McCallum promote the SDS QR code to students for Career Advisor self-referral; and
- II. that the College explores the possibility of securing an additional day for SDS to be in attendance at the College.

Members of the Learning and Teaching Committee endorsed the approach and the proposed changes for the 2025-28 Learning, Teaching and Assessment Strategy, **subject to the Secretary to the Board circulating the proposed paper, via email, to the absent non-executive members for approval, following the meeting.**

9. Academic Board Terms of Reference Review

The Vice Principal for Curriculum and Quality Enhancement presented a report outlining proposed changes to the Academic Board Committee's Terms of Reference (ToR), which were due for review.

Members in attendance approved the proposed amendments to the Terms of Reference, subject to the following amendments:

- I. C Breathnach queried the term "*Voting shall be by Consensus with the Chair having a casting vote*". **Members discussed and agreed to remove this statement from the Academic Boards' Terms of Reference as it was seen as a contradiction.**
- II. I Patrick queried Point 4. The statement referring to "*The Academic Board shall offer guidance and advice to the Board of Management*" He highlighted that there was no direct line from the Academic Board to the Board of Management. **Members discussed and agreed to amend this sentence to read: *The Academic Board shall offer guidance and advice to the Learning and Teaching Committee.***

As the meeting was not quorate, the Committee could not formally approve the proposed amendments to the Terms of Reference. **L Ellison agreed to circulate the proposed changes via email to the absent non-executive members for approval, following the meeting.**

10. Strengthening Teaching Development Activity Update

The Senior Curriculum Manager presented an update on initiatives to strengthen teaching development. J Clark informed members that key activities included the establishment of the Professional Development Forum, Teaching Development Leads (TDLs), and Teaching Activity Groups (TAGs). He added that new initiatives, that had also been introduced, such as the Teaching Essentials programme, a Continuing Professional Development partnership with the University of Stirling, and the Teaching Exchange Activity (TEA) peer observation programme.

He explained that these initiatives aimed to enhance reflective practice, foster collaboration, and support innovation in teaching. Progress was noted across several projects, including readiness programmes for students transitioning to college, project-based learning (PBL) models, and enterprise skills initiatives. He noted that outcomes will be measured through various metrics such as student satisfaction and performance data.

J Clarke informed members that during the staff development week, three fully attended events were scheduled. One of these featured Stirling University conducting a session with faculty staff on the topic of Exploring Student Motivation.

The Chair thanked J Clarke for the detailed report, commending the impressive work undertaken in this area. The Chair further noted that it was encouraging to see strong engagement and commitment from staff, which highlights the importance of this initiative and its positive impact on the College.

C Breathnach highlighted the positive processes reflective of the College's cultural partnership and the strong promotion of these initiatives. Staff are being actively encouraged to translate ideas into practical actions, and he expressed gratitude to J Clarke for his efforts. Feedback from staff has been overwhelmingly positive regarding the initiatives, particularly the practical sessions held today. He noted a shift in his perspective on AI and TeacherMatics, in that he was initially sceptical, but after attending a large session on the topic, he now views them as valuable, time-saving tools with immense potential to assist educators.

R Ashton highlighted that this is not a quick fix but a cultural shift. He acknowledged that while change won't happen overnight, significant progress was being made.

I Patrick commended the impressive progress being made, highlighting the value of integrating bottom-up efforts with strategic leadership in peer review and development. He acknowledged the challenges of achieving this balance but emphasised that engaging staff at all levels is particularly effective in driving meaningful progress. He noted that he would appreciate if the Committee, at a future meeting, could have further feedback come directly from a Teaching Development Lead (TDL) on one of the projects, noting the importance of understanding both the outcomes of these initiatives and their broader impact. I Patrick also remarked on the value of seeing how the college-supported these efforts on improving individual practices, benefiting both the practitioners themselves and their peers.

The Learning and Teaching Committee agreed to note the actions to strengthening teaching development activity in 2024/25. **Additionally, the Committee requested;**

- a) to be furnished with two case studies for members information; and**
- b) an update from a Teaching Development Lead at a future meeting of the Committee.**

The Chair noted that it would be good to see the implementation of all the strands.

J Clark left the meeting at this point.

11. 2023-24 Student Outcomes Review

The Vice Principal for Curriculum and Quality presented a report on student outcomes for academic year 2023-24. He highlighted that whilst the data for Further Education (FE) courses was largely complete, results for Higher Education (HE) courses remain outstanding, delaying a full analysis of outcomes.

R Ashton advised that for FE courses, the report noted that retention had improved significantly, leading to a 5% increase in full-time success rates compared to the previous year and a 12.5% improvement since 2021-22. This improvement reflects enhanced retention and reduced rates of partial success. However, part-time FE success rates declined, largely due to the timing of courses (January–June) which were disproportionately affected by strike action.

R Ashton went on to advise that for HE courses, full-time retention and partial success have shown positive trends. However, a large number of results are still pending, making it difficult to project final success rates. Part-time HE courses saw an increase in withdrawal rates, which are currently under review. These trends, whilst mixed, suggest progress in retention efforts but indicate further work is needed to ensure student outcomes align with national benchmarks.

R Ashton highlighted that overall, the report reflected a positive trajectory in retention and partial success rates, with the potential for continued improvement as industrial action is less likely in the future.

The Chair reminded members of the previously reported College KPIs, noting that, in past years, the College's performance had ranked at the lower end of the national table. R Ashton remarked that, based on the latest results, he anticipated that the College has moved out of the lower tier of the rankings. While national results are not yet available for broader comparison, he envisions the College being elevated to the mid-zone, reflecting steady improvement.

Members of the Learning and Teaching Committee agreed to note the student outcome performance data.

12. Review of 2023-24 Quality Enhancement Arrangements

The Quality Enhancement and Development Manager presented a report on the Review of the Quality Enhancement Arrangements for 2023-24, which focussed on improving course outcomes by categorising all programmes into green (low risk), amber (medium risk), and red (high risk) based on student likelihood of successful completion.

R Ashton highlighted that the Medium-risk courses, performing 5–15% below average, were managed through “Improving Performance and Course Transformation” (IMPACT) Plans, leading to a 29% improvement in outcomes across further education programmes. For example, the Level 4 Introduction to Science and Health improved from a 50% to 86% success

rate. Retention in higher education programmes also improved by 17%, despite industrial action. However, eight medium-risk courses were discontinued due to persistent challenges, including low demand and poor performance.

J Gallagher remarked that overall, the revised approach demonstrated significant improvements in medium-risk courses and provided a clear framework for curriculum refinement and assurance.

The Chair acknowledged the improvement in retention within the amber sections and asked if there were any lessons to be learned from the green examples of best practices. J Gallagher noted that these practices should not be overlooked, as they are part of the College's standard quality framework. The impact plan, however, is an additional measure, and the "at-risk" categories are separate from this, providing a further level of assessment.

C Breathnach highlighted section 2.21 of the Amber Course Impact Plan, noting the discontinuation of the Higher Gaelic course, which had raised concerns. He added that as this was the only course of its kind on mainland Scotland, its loss was significant. However, C Breathnach expressed approval that the provision is being maintained through a part-time course. He emphasised the importance of this offering and hoped that, in the future, it could be expanded and restored as a full-time course.

M Allison expressed her satisfaction with the overall direction of progress, noting that it aligned well with the plans established in previous papers. She further observed that the initiative was largely on the right track. The Chair thanked M Allison for her comments.

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

M Allison left the meeting at this point.

13. 2023-24 National Student Satisfaction Data and 2024-25 Start of Term Student Feedback

The Quality Enhancement and Development Manager informed members that the report aimed to compare the College students' responses to the 2023-24 Scottish Funding Council's Student Satisfaction and Engagement Survey (SSES) with recently published national results. Additionally, he added that the report highlighted the outcomes of various student feedback activities conducted by the College.

J Gallacher reported that a comparison of responses to the 2023-24 SSES revealed that the College's satisfaction rates are consistently high, often exceeding national averages, particularly in the areas of learning and teaching delivery. This trend is especially notable among higher education full-time programmes. Additionally, a "Stop and Check" survey conducted early in the 2024-25 academic year showed similarly positive results to the previous year, with over 93% of respondents feeling they were on the right course and 96% understanding course requirements.

He added that further feedback activities included "Meet the Managers" session in partnership with the Student Association, where representatives raised issues such as campus cleanliness, digital student card acceptance, and parking.

He noted that overall, student feedback reflected high levels of satisfaction with the College experience, whilst providing valuable insights for continued improvement.

The Chair commented on the detailed breakdown by campus and gender presented in Appendix 2 of the report, noting the value of this insight. She also highlighted the consistently high levels of student satisfaction, emphasising that the Committee should not take these for granted. Furthermore, she commended the positive comparison to national averages.

The Chair referred to point 4. on appendix 2. She asked the Student Association President about the question referring to “College Services”, noting that it was rated lower in student satisfaction. She asked if the students fully understood the scope of this question. In response, C McCallum explained that the students might not clearly understand the range of services the question referred to, as it encompasses several areas. **The Chair requested that the Student President has a discussion with the Student Association to ascertain what could be done to ensure that students have a better understanding of this question.**

R Ashton suggested that the low satisfaction could be due to the question being asked early in the session, possibly before students had accessed the services. He agreed that it would be beneficial to explore this further.

J Gallagher also responded. He remarked that this would be a good opportunity for the focus group in block 2, to review this question further.

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

14. 2024-25 Credit Activity Report

The Director of Digital and Information Services presented the 2024-25 Credit Activity Report, which provided an update on the College's Credit delivery progress as of 12 November 2024.

J Quinn highlighted that the College has a Credit target of 71,941 for the academic year and is projected to exceed this target with a Year End forecast of 72,200 Credits. J Quinn remarked that the key factors supporting this outcome include significantly improved withdrawal rates and a successful student recruitment campaign.

The Chair thanked the Director of Digital Services for his report.

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

15. 2024-25 Early Withdrawal Update Report

The Director of Digital and Information Services presented the 2024-25 Early Withdrawal Update Report, focusing on student withdrawal trends and improvements for full-time courses. He remarked that early withdrawal rates for 2024-25 are consistent with 2023-24 and significantly reduced compared to earlier years, reflecting the College's strategic efforts to improve student retention. He highlighted that key contributory factors included enhanced pre-course engagement activities, curriculum redesign, improved mental health support, and a focus on student feedback. In addition, he added that the College continued to prioritise initiatives to maintain and improve student success rates.

The Chair commended on the hard work of the staff in implementing the strategies, noting that their efforts are clearly making progress. She described it as a positive outcome and a good news story overall.

C Breathnach acknowledged the positive news and raised a question regarding withdrawals in September of this year. He asked whether the delay in bursary payments could have contributed to the withdrawals, noting that staff had made an exceptional effort despite a tight staffing situation, which had impacted the timely processing of bursaries by approximately a month. He enquired if there was any evidence to suggest that this delay might have affected

the withdrawal figures and whether management had taken steps to address the staffing issue.

J Quinn responded that the live data for October showed a slight decrease, with trends remaining fairly consistent over time. He advised that the Power BI dashboard provides insights into the reasons for withdrawals, which include health issues and employment factors, he said that financial reason do not show prominently in this data. He also mentioned that this year's SFC return would include data on withdrawal reasons. In terms of early withdrawals, the information gathered will be valuable and will be used to inform and refine our strategy moving forward.

The Chair requested that the Director of Digital and Information Services present a report at a future meeting outlining the reasons for withdrawals.

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

16. Student Support Services Update and STAY Evaluation

The Head of Student Support Services provided an update on the College's student support provisions, focusing on Mental Health and Wellbeing services and the Action for Children STAY project. M McKerlie informed members that the College continued to offer counselling and wellbeing support, with roles funded by the SFC Student Mental Health and Wellbeing Transition Fund, extended until June 2025. She added that the focus for 2023-24 included building student resilience and providing self-help tools, contributing to a slight reduction in direct referrals, although demand remained high. The STAY project, offering tailored support for care-experienced students, is under review, with ongoing funding from various partners.

The Chair thanked the Head of Student Support Services for her detailed report and commented that it clearly highlighted the ongoing need for support and intervention, which remains a high priority.

C Breathnach raised a question regarding funding issues, specifically whether the college will continue to fund the wellbeing offices and counsellors. He also noted that there are currently three full-time support workers funded by external sources and asked what the college plans to do to ensure the continuation of this service, especially given the challenging circumstances students are facing.

The Principal assured the committee that the College regards the support of these services as a high priority. However, he indicated that it is currently too early to predict or comment on the College's position regarding the funding aspect. He highlighted that it is customary for the Scottish Government to provide clarity on such matters at a very late stage. The Principal further noted that any reduction in funding in this area would likely have an adverse impact on student success rates. He anticipated that the College would have greater clarity on the funding situation by February or March 2025.

R Ashton reported that he had discussed the matter with Tony Scally from Action for Children, exploring potential opportunities and possibilities for 2025/26. He added that these discussions were at a very early stage. He further noted that they anticipated engaging with STAY to advance these actions early in the new year.

C Breathnach emphasised the significant risks associated the funding in this area and highlighted the importance of keeping members informed about ongoing developments. He requested that this item is brought back on the agenda at a future meeting of this Committee or the Board of Management.

I Patrick enquired about the success of the resilience sessions. M McKerlie noted that whilst these sessions were highly successful last term, a slight disruption occurred this term due to a counsellor on a short-term contract leaving. This departure left the wellbeing post vacant, temporarily impacting the services resources.

The Chair highlighted the importance of identifying the source of this funding and acknowledged the committee's concerns regarding its sustainability. She expressed gratitude to the Head of Student Support Services for her insightful report and commended the significant efforts of her and her team.

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

M McKerlie left the meeting at this point

17. Scotland's Tertiary Enhancement Programme (STEP)

The Vice Principal Curriculum and Quality presented an overview of Scotland's Tertiary Enhancement Programme (STEP), a new initiative for Scottish colleges and universities under the Tertiary Quality System for 2024-2031. R Ashton informed members that STEP is a four-year cyclical programme where institutions will engage in enhancement activities focused on a selected topic. The first topic, "Supporting Diverse Learner Journeys," was announced following sector engagement. The initial year will involve collaborative projects developed through Discovery Days, facilitated by the Quality Assurance Agency (QAA) and the College Development Network (CDN). He highlighted that College representatives, Peter Brown and Chantell McCallum, will participate in the STEP network, with regular updates to be provided to the Committee.

R Ashton informed members that the College was notified that its inspection would take place in 2026/27. He assured members that he would provide updates as the new system is implemented.

The Chair thanked the Vice Principal for the update.

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

18. Child Poverty in Glasgow 2024

Members of the Learning and Teaching Committee noted the content of the report which was provided for information purposes.

19. Academic Board Minutes:

- a. 30 August 2024; Approved**
- b. 01 November 2024; Draft (NIPD)**

The Chair noted from the Academic Board Meeting minutes that there was no representation from the Student Association. She enquired on how we could be assured that we are capturing the student voice at these meetings. R Ashton explained that the Student Association President's absence was due to logistical challenges but provided assurance that the meetings would have Student Association representation going forward.

Members of the Learning and Teaching Committee noted the minutes which were provided for information purposes.

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 7.20pm

26. Date of Next Meeting

26 February 2025