



GLASGOW KELVIN COLLEGE BOARD OF MANAGEMENT

LEARNING AND TEACHING COMMITTEE

MINUTE

Minute of the meeting of the Learning and Teaching Committee

held on Wednesday 06 May 2026, at 5pm, Room S09 – Easterhouse Campus

1. Sederunt

Dr Elaine Clafferty (Chair);
 Dr Marion Allison (Vice Chair);
 Joanna Campbell (Principal);
 Ian Patrick;
 Dermot Grenham (remote)
 Colm Breathnach;
 Chantell McCallum (remote)

In Attendance

Robin Ashton (Vice Principal Curriculum and Quality); is this the correct title?
 Michelle Brand (Secretary to the Board);
 Helyn Gould (Co-opted member): ~~and~~
 Peter Brown (Assistant Principal, Apprenticeship, Skills and Curriculum)
 Tracy Leavy (Assistant Principal, Community Engagement and Curriculum); and
 Debbie Friel (Senior Committee Coordinator) (purpose of the minute)

2. Apologies

Moira Macdonald;
 John McBride;
 Carol Goodwin; and
 Jon Craig

The Chair welcomed members to the fourth and final Learning and Teaching Committee for the academic year.

3. Review of the Learning and Teaching Terms of Reference

It was confirmed that the meeting was not quorate with 4 members in attendance.

4. Declarations of Interest

C Breathnach, as the teaching staff representative member, declared an interest in Item 08: Draft Learner Behaviour Policy and Student Disciplinary Procedure. He requested the opportunity to comment on the paper, no objections were raised.

5. Minute of the Previous Meeting held on 18 February 2026

The minute of the meeting held on 18 February 2026 was accepted as an accurate record of the business conducted. I Patrick followed by M Allison proposed the minute for accuracy.

6. Matters arising from Minute of Previous Meetings held on 18 February 2026.

The Chair confirmed that all three previous actions from the meeting of 18 February 2026 had been completed and the fourth action was added to today's agenda as Item 16. This she confirmed left no remaining live actions ~~remaining~~.

7. Learning and Teaching Strategy Review

The Vice Principal, Education, Skills and Student Success informed members that strong progress has been made across all Learning and Teaching strategic priority areas, including learning and teaching quality, assessment practice, learner engagement, skills development and digital enablement. He commented that the refreshed Strategy maintains continuity of purpose while strengthening alignment with learner partnership, future-focused learning, employer relevance and effective use of digital technologies. Strategic enablers have been reconfigured to improve clarity and coherence, with quality review and professional learning continuing to underpin delivery.

R Ashton invited comment or questions.

The Chair queried how the College's performance targets aligned with national performance indicators. R Ashton advised that the KPIs presented are nationally measured and benchmarked indicators. He added that, at the Committee's next meeting in September, members would review the College's student success KPIs alongside national benchmark figures.

I Patrick noted some inconsistency within the document, as it alternates between referring to a Learning and Teaching Strategy (LTS) and a Learning, Teaching and Assessment Strategy (LTAS). He also suggested that including the four elements of the Kelvin Learning Model, rather than only referencing it, would improve clarity and readability. Overall, he felt the review of the Strategy was positive and agreed that a full refresh was not required.

M Allison asked if consideration could be given within the Welcome section of the document to including the college values, in order to underpin and reflect all that the College is seeking to achieve.

H Gould reflected on the performance targets and queried whether the projected improvements assume a linear rate of increase. She noted that, as performance approaches the benchmark, achieving further improvement becomes increasingly difficult and often relies on making only marginal gains. She suggested that it may be helpful for the document to acknowledge this more explicitly at the outset, particularly as some influencing factors may be outside the College's control. She concluded by noting that the document was otherwise very coherent.

R Ashton commented that there had been incremental increases across all KPIs, with the exception of FT HE, which had showed a more significant rise. He added that the other KPIs are already performing above, or in line with, the sector average, making it more challenging to achieve an additional increases in those areas.

H Gould commented that if the sector continues to improve, there is a risk of falling behind, and therefore consideration should be given to how the ambition is positioned. She added that it may become increasingly difficult year on year to achieve the same level of improvement.

The Principal noted she was pleased this sub-strategy contained numerical values to the targets, and suggested that the other sub-strategies should also include measurable targets. She added that targets may need to remain dynamic, as circumstances outside the institution's control could require adjustments to ensure alignment with sector averages.

She added that the Assistant Principal (Estates, Corporate Planning and Governance) would collate targets across all strategies for review at the first round of committee meetings after the summer. Corporate targets would initially be set for one year and periodically reported to the Board to demonstrate progress against agreed KPIs.

Members noted that the meeting was not quorate at this point as D Grenham had lost remote connection.

The Chair commented that the overall feedback from the room was very positive. She invited R Ashton to comment on I Patrick's observations regarding consistency of the strategy title. R Ashton noted the point raised and confirmed he was open to both approaches. The Principal informed members that she had agreed to remove the term "Assessment," on the basis that the strategy more broadly encompasses areas such as student engagement. She added that other colleges use a range of terminology for the strategy, such as "Education Strategy" or "Student Experience Strategy".

The Chair agreed that it would be appropriate for this matter to be taken forward by the Senior Leadership Team for further consideration.

Action: Members noted that the Learning and Teaching Strategy would be circulated for members approval as the committee at this time was not quorate.

8. Draft Learner Behaviour Policy and Student Disciplinary Procedure

The Vice Principal presented the report, advising that it sets out the findings of the scheduled review of both the Learner Behaviour Policy and the Student Disciplinary Procedure.

R Ashton emphasised that the review clarified the distinct purpose of each document. The Behaviour Policy outlines clear and inclusive expectations for learner conduct, while the Disciplinary Procedure provides a structured and legally robust framework for managing serious breaches of those expectations.

He added that the revisions have been made in response to staff feedback and ensure compliance with legal and equality requirements. They also improve clarity around roles and responsibilities and strengthen the College's ability to manage risk following serious incidents. A key focus of the updated documents is a stronger emphasis on proactive, trauma-informed, and restorative approaches to behaviour management. There is also greater recognition of learner voice, as well as clearer provision for reasonable adjustments for vulnerable learners.

Members were made aware that overall, the proposed revisions reduce institutional risk, strengthen equality assurance, and support a more consistent and defensible approach to behaviour management.

C Breathnach welcomed the new additional guidance on dealing with serious incidents within the new procedure. He highlighted that EIS had undertaken a staff survey during the last academic year, which indicated that a significant proportion of respondents had experienced aggression or some form of violence at the College. He further added that the survey also suggested a culture in which there was reluctance to report such incidents due to a perceived lack of support and asked that management take this feedback into consideration.

C Breathnach commented on the first paragraph in section 3 of Appendix B - in relation to the paragraph stating:

"A precautionary temporary suspension, pending disciplinary investigation and hearing, may be applied with immediate effect only in exceptional circumstances where it is necessary to protect the individual, the health and safety or other learners, or the learning environment of other learners"

He commented that:

- this should explicitly apply in cases where an individual uses or threatens violence, including threats of sexual assault;
- the wording should be extended to read: “in exceptional circumstances including the use of or threat of violence and sexual assault”; and
- the reference to health and safety should be amended to include staff, alongside other learners.

The Principal queried why this procedure had been brought to the Committee, as it was considered operational in nature, and suggested it would normally be presented for information purposes only. She added that R Ashton is working closely with HR to embed procedural clarity within the document. She highlighted that R Ashton and she had spoken at length about the undercurrent of poor student conduct and that there are plans put in place to combat such behaviours. The Principal acknowledged the comments made by C Breathnach and added that no member of staff should feel that they are not supported when raising student behavioural issues.

The Chair agreed to allow further comments on the Disciplinary Procedure but noted that no actions would arise from the Committee in relation to this item.

It was suggested that the procedure be strengthened to provide greater staff confidence that issues are appropriately addressed and to ensure clarity and robustness. Concerns were also raised regarding staff representation and the need for clearer assurance that staff interests are properly supported. It was highlighted that the wording should better align with organisational values, particularly in relation to clearer thresholds and more explicit reference to higher-level incidents.

The Chair thanked members for their input.

Action: Members noted that the Draft Learner Behaviour Policy would be circulated for members approval as the committee at this time was not quorate.

9. Summary of Positive Teaching Practice

The Assistant Principal of Community Engagement and Curriculum spoke to the presentation that summarised the Calton Demonstration of Change, a two-year, Glasgow City Council–supported initiative focused on tackling child poverty by helping families move into sustained employment through a whole-family approach. Delivered in partnership with Clyde Gateway, Glasgow Kelvin College, employers and community organisations, the programme removes barriers to work through skills development, ESOL, childcare provision and community engagement.

T Leavy highlighted that Glasgow Kelvin College contributes through the Parent Pathways Programme, offering targeted, confidence-building courses that support parents, particularly those from low-income and minority ethnic backgrounds, to progress into employment or further learning, linking education directly to wellbeing and long-term employability.

R Ashton drew members’ attention to Item 12 on the agenda, noting its relevance to the presentation and highlighting that there was an update on the RISE Initiative for Tackling Child Poverty.

C Breathnach noted that while initiatives can be highly valuable and can bring meaningful change to people’s lives, their impact is limited if the effects are not sustained over time or reflected in long-term outcomes.

C McCallum highlighted feedback from discussions with many student parents, particularly around challenges related to school hours and childcare. She noted that around 70% of mothers struggle to find work that fits within standard school hours, which presents a significant barrier.

T Leavy responded that while the current project has limited scope to address this directly, there is ongoing work with Clyde Gateway to explore more flexible childcare options, including part-time and evening provision. However, it was acknowledged that this is a wider systemic issue that extends beyond the remit of the College and Clyde Gateway, although efforts are being made to identify potential solutions.

C McCallum highlighted the importance of flexibility from employers, rather than reliance on childcare alone, as a key factor in enabling participation.

M Allison asked about engagement numbers. T Leavy advised that in Phase One, 22 parents were involved (January to March). Phase Two has been slower to start, with around 4–5 attendees initially. However, participation has since increased to 27 parents following a more targeted approach, including specific sessions such as food hygiene and digital skills. It was noted that having clear, defined topics has helped improve attendance by ensuring participants know what they are coming for.

The Chair asked how the impact of the programme was being captured. T Leavy explained that reports are produced for both Phase One and Phase Two, and data is recorded through the “Insight” portal, which includes statistics, figures, and case studies for external audit purposes.

The Principal advised that she had written to Scottish Government inviting them to visit the College and with the aim of showcasing the work being undertaken.

T Leavy added that providing food as part of the sessions has been beneficial, offering healthy options that support wellbeing and encourage attendance. She noted that this links into broader learning around child poverty and has provided valuable lessons on improving participation.

The Chair thanked T Leavy for her presentation and noted that the Committee commended the work being undertaken in this area. The Chair asked that this acknowledgement be passed on to her team.

L Leavy left the meeting at 18:07hrs.

10. Student Association Partnership Agreement – Annual Report

The Student Association President spoke to the contents of the report and outlined partnership working during the 2025–26 academic year and how the Student Partnership Agreement supports students to influence decision-making and engage in College life. Activity has focused on strengthening student representation, class representative support, communication channels and embedding student voice.

She added that partnership activity has also prioritised health, wellbeing, inclusion and equality, including student-led responses to cost-of-living challenges and sustainability. The report reflects positive impact while identifying opportunities to strengthen engagement across campuses and widen participation.

C McCallum invited questions or comments.

The Chair highlighted the importance of the ongoing good work and how the report may be interpreted by others. She emphasised the need for clarity in future reporting, particularly in relation to TQER and student voice. She suggested for example that in Section 2 of the report, the first bullet point, pertaining to “*Almost all full time classes had class representatives in place by week 5*” could be strengthened by detailing the percentage this represents in practice, and

exploring more why every class does not have a class representative and seeking clarity on what improvements could be made going forward.

The Student President advised that she was working with the Student Services Support Manager on both online and in-person engagement, noting that participation often drops after the initial weeks. She explained that they are refining the approach and intend to introduce improvements in the next academic year.

The Chair stressed the importance of carefully considering how statements are presented in reports and how they may be read by others, encouraging a reflective approach to analysing what actions or improvements result from the data. C McCallum noted the comments and agreed to revisit how the reports are presented.

The Principal thanked Chantell for the report, noting that it made for an uplifting read and reflected a number of positive developments.

H Gould queried the use of the term “almost all” and asked whether week five was the intended deadline? She noted that, at present, information does not always appear to have flowed through to the intended areas. She suggested that if week five is the agreed target, this should be specified within the report to clearly reflect this deadline.

The Chair emphasised the importance of maintaining the right mindset when preparing reports.

I Patrick acknowledged that there has been significant improvement in this area, and stressed that this should be clearly reflected in the report. He noted that, in the past, there were challenges in recruiting staff representatives, and although the position is not yet fully where it needs to be, it is important to recognise and communicate the progress that has been made. The Chair agreed, highlighting the need to reflect continuous improvement and the ongoing journey of the association.

The Chair concluded by noting they looked forward to the forthcoming Board of Management presentation.

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

11. Rail Engineering Development – Progress Update

The Assistant Principal, Apprenticeship, Skills and Curriculum informed members that the paper highlighted progress made in developing rail engineering provision at the College and provided an update on employer engagement, partnerships and planned curriculum developments.

P Brown outlined that rail engineering has been identified as a priority growth area aligned with regional skills needs and the College’s strategic role in delivering employer-led provision. Progress to date includes strong engagement with industry partners, co-design discussions to ensure curriculum relevance, and activity to strengthen apprenticeship pathways within the wider engineering portfolio.

It was noted that plans are progressing to introduce a rail engineering pre-apprenticeship programme designed to provide clear, accessible routes into employment and apprenticeships. The development was described as supporting local communities, inclusive economic growth and progression into skilled employment, while risks related to funding, capacity and ongoing employer engagement are being actively managed through phased planning and governance processes.

P Brown invited questions or comment.

C Breathnach welcomed the positive news that the College is contributing to the development of skills and paid employment opportunities, noting that this is a valuable contribution to addressing poverty and is strongly welcomed. He also observed that roles of this type have traditionally attracted predominantly male applicants. He asked whether any consideration has been given to addressing this pattern further.

P Brown highlighted that in this instance two of the three applicants received to date are female. He advised that work was being undertaken to ensure the webpage and associated materials better reflect and encourage applications from underrepresented groups, including women. He noted the importance of shifting perceptions and reducing any stigma associated with these roles.

The Principal commended the work being undertaken by P Brown and R Ashton highlighting the significant time and effort invested, including collaboration with representatives from the rail industry. She referenced an upcoming round table in autumn, with plans for an awareness raising session involving the new Transport Minister. She emphasised the strengths of the College and its close connection with the community it serves.

H Gould commended the work and described it as a strong example of strategic alignment and an agile response to emerging partnership opportunities.

The Chair thanked the Assistant Principal for his update and commented on the comprehensive report.

P Brown left meeting 18:32hrs.

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

12. Tackling Child Poverty – College Sector RISE Initiative

The Vice Principal updated members on the RISE Initiative, a national programme providing targeted funding in 2026/27 to help colleges support parents and carers from low-income households into skills, employment and increased income. He highlighted that the College is represented on the national steering group, and the funding presents an opportunity to build on existing work aligned to tackling child poverty. Further updates will follow as national arrangements are confirmed.

The Chair thanked the Vice Principal for his report and invited questions.

The Principal raised concerns about the potential risks associated with the funding. She referred to the indicative allocation and noted that it could potentially displace college activity across the sector. However, she emphasised the need for caution until the College receives formal confirmation of the allocation from the SFC.

Members held an in-depth discussion on the overall funding allocation for the region and the indicative allocation of funding across the three regional colleges.

Members of the Learning and Teaching Committee agree to:

- i. note the progress of national work relating to the RISE Initiative; and
- ii. note that further updates will be provided as national arrangements are finalised.

13. Kelvin Learning Model – Implementation Update

The Vice Principal spoke to the contents of the report. He highlighted The Kelvin Learning Model was formally launched to teaching staff in March 2026 and has been positively received

across the College. Staff engaged in structured self-evaluation and collaborative activities that demonstrated strong alignment with the Model, particularly in practical, supportive and flexible teaching approaches. A key highlight was the “Kelvin Learning Wall”, where 190 teaching staff shared real examples of effective practice, showcasing innovation, inclusivity and strong links between learning, industry and community.

He said that examples identified for wider promotion include real-world assessment projects, industry engagement, flexible and accessible learning materials, cross-department collaboration, learner peer-support groups, and teaching approaches themed around sustainability and social inclusion. These examples will be shared more widely through internal newsletters, short staff videos and CPD sessions, helping to celebrate good practice, inspire colleagues and bring the Kelvin Learning Model to life through authentic, staff-led examples across the College.

The Chair noted that it would be helpful for the committee to see Kelvin the newsletter when available.

Action: R Ashton agreed to circulate the Kelvin Learning Model newsletter when available for members information.

14. Tertiary Quality Enhancement Review (TQER) – Preparation Update

The Vice Principal spoke to the contents of the report and provided a brief update on Glasgow Kelvin College’s preparations for the forthcoming Tertiary Quality Enhancement Review (TQER), the core external quality assurance process within Scotland’s Tertiary Quality Enhancement Framework. It highlights recent engagement with the Quality Assurance Agency through the Institutional Liaison Meeting and TQER Scoping Meeting, during which the College shared evidence of self-evaluation, quality assurance arrangements, student experience, and enhancement priorities. These engagements were constructive and have helped confirm the scope, context, and focus of the review.

The paper also confirms that preparation activity is ongoing across the College, including continued development of Institution-Led Quality Review, maintenance of the TQER Action Plan and Risk Map, and collation of evidence for the Advance Information Set. Overall, the update provides assurance that TQER preparation is being managed in a structured, risk-aware way and supports continuous improvement in the student learning experience.

- **Initial Review Visit:** 26–27 October 2026
- **Main Review Visit:** 7–10 December 2026

He invited comments or questions.

H Gould noted some feedback observation, in that, the ILQR had been heavily criticised over the sector and in that respect the college must be doing something correct. R Ashton noted that Assistant Principal, J Clarke had received some very good comments back from the delivery of his presentation.

The Principal noted that it has been very beneficial that the College had a member of staff who has been out on review and that it has proven to be very helpful in bring that experience back in to the College. She noted that it would be good to have a critical eye cast over the Strategic Impact Analysis.

Chair thanked the Vice Principal for the report.

15. Risk Management Update and College Risk Register

The Vice Principal provided a brief update on the College Risk Register, outlining the key areas of risk currently being monitored by the College. Members of the Learning and Teaching

Committee were advised that this presented an opportunity to review the register and raise any specific comments, observations, or concerns in relation to risks relevant to the Committee's remit.

C Breathnach queried the section relating to Martyn's Law, on page two of the report, particularly in relation to staff training. He expressed concern with regards to the challenges associated with undertaking controlled practice scenarios, while acknowledging the importance of ensuring staff awareness and preparedness given the nature of the risk. Members discussed the current position in relation to planned training and controlled practice arrangements, recognising both the operational difficulties involved and the need to ensure appropriate procedures are in place.

The Vice Principal noted that training had been planned in relation to Martyn's Law; however, he did not have the specific details and dates available at the meeting. He agreed to provide this information to the Committee following the meeting.

Action: The Vice Principal to provide the Committee with details of the staff training arrangements planned in relation to Martyn's Law.

Members noted that the following papers were for noting.

16. Participation in Scotland's Tertiary Enhancement Programme

17. 2025–26 Withdrawal and Credit Projection

18. 2026–27 Admissions Update

Members noted that the following paper was presented for information purposes only.

19. Skills Planning Reform – Scottish Government Developments

20. Impact and Consequences

- **Resources**
- **Impact on Students**
- **Risk and Assurance**
- **Equality**
- **Data Protection**
- **Environmental and Sustainability**

Members agreed that no issues or consequences had arisen whilst discharging the business at the meeting held on 06 May 2026.

The Chair advised the Committee that M Allison's term as a Board Member had come to an end and that this would be her final meeting of the Learning and Teaching Committee. The Chair acknowledged and thanked M Allison for her eight years of service to the Board, recognising her significant contribution, commitment, and dedication to the College throughout her tenure.

21. Closure

The initial meeting concluded at 7:00 p.m.; non-executive members remained to complete the Committee Evaluation.

22. Date of Next Meeting - TBC