ITEM 05
FOR APPROVAL

GLASGOW KELVIN COLLEGE

LEARNING AND TEACHING COMMITTEE

MINUTES

Minute of the meeting held on Wednesday, 2 March 2022 at 5pm via Microsoft Teams

1. Sederunt:
Dr. Marion Allison (Chair);
Dr. Elaine Clafferty (Vice Chair);
Derek Smeall (Principal);
Ian Patrick;
Stephen Birrell;
Michael O'Donnell;
Heather McNeil; (left the meeting at 18:18);
Lauren McLaren (Student Association President) and
James McGunnigle (Student Association President).

In Attendance:
Robin Ashton (Vice Principal, Curriculum and Quality Enhancement);
Tracy Leavy, Director of Community Engagement and Curriculum;
Debbie Friel, Committee Coordinator (for recording purposes only).

2. Apologies
Linda Ellison (Secretary to the Board of Management); and
Colm Breathnach;

3. Terms of Reference

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

4. Declarations of Interest

No declarations of interest were received

5. Minute of the Previous Meeting held on 24 November 2021

I Patrick asked that the minute be reviewed at Item 10, paragraph 2/3 as he felt that it did not flow and there was content missing.

6a. Matters arising from the Minute of Previous Meeting held on 24 November 2021.

There were no matters arising from the previous meeting.

6b. Learning and Teaching Action Log as at March 2022

Members noted that there were no outstanding items from the action log.

7. Review of Higher Education and Essential Skills Strategies

The Vice Principal Curriculum and Quality Enhancement informed members that the report reviewed the need for two separate College strategies for Higher Education and Essential Skills given the development of a new College Strategy for 2022-27 and a comprehensive College Learning, Teaching and Assessment Strategy for 2021-24.

He drew member attention to the new College Strategy which was appended as Appendix A to the report. He noted that members would be aware that the Board of Management had recently approved the Learning, Teaching and Assessment Strategy for 2021-24 (attached as Appendix B) and the Access and Inclusion Strategy for 2020-23 (attached as Appendix C). He noted that both of these supporting strategies build on previous strategic aims and take account of the current operating environment. He added that two other learning and teaching related strategies had previously been in place; Essential Skills Strategy and the Higher Education Strategy. Copies of these two documents had also been attached as Appendices to the report.

He continued to say that now that the College had in place its new whole-college strategy and a supporting Learning, Teaching and Assessment Strategy, consideration required to be given on how these additional strategies could add to the strategic leadership of the College and whether there is still a need for separate strategies for these areas. He asked members to endorse the proposed changes and to have the two strategies removed.

The Chair thanked R Ashton for his report and invited questions or comment.

Members felt that the mapping was appropriately detailed and gave assurance that the aims and ambitions from the Essential Skills Strategy and Higher Education Strategy would be fully incorporated into the new strategies.

I Patrick noted from the Academic Board Committee minute that members had also agreed to the proposed changes and he additionally noted his consent.

Chair concluded that members were content to approve the proposed changes.

Members of the Learning and Teaching Committee agreed:

i. that an appropriate focus on strategic aims related to Higher Education and Essential Skills can be achieved through the new College and Learning, Teaching and Assessment strategies; and
ii. to Approve the removal of separate strategies for Higher Education and Essential Skills from the College's strategic framework.

8. Admissions Policy

The Vice Principal Curriculum and Quality Enhancement informed members that the attached College Admissions Policy was brought to the Leaning and Teaching Committee for review. He further noted that the policy was reviewed and amended by the Committee last year and it was proposed that the next review was scheduled for 2024.

He added that no substantive changes were suggested by management, however, this review provided an opportunity to update staff titles where these have changed

I Patrick queried if the Admissions Policy had a link on the amount of early withdrawal figures seen this academic session.

R Ashton responded that the Admissions Policy's main focus was on fairness of the process, however he added that it was likely that the Admissions process had impacted on retention. He explained, that in the normal circumstances students would be brought onsite, giving the student the opportunity to meet other students/lecturers and able them to explore the campus. He added because of COVID this process did not happen and was a likely factor that contributed to withdrawal rates.

Members held a considerable discussion in relation to incorporating additional contextual content into section 1.5 of the Policy which addressed additional elements on protected characteristics.

The Principal stated the College required to be cautious and to ensure that the Policy was concise and transparent in its definition.

H McNeil stated that in paragraph 1.5 it was clear that the College wanted to maintain the emphasis in attracting students that are underrepresented elsewhere currently in FE. She added that this provided comfort that SIMD was covered within this context.

The Chair noted that following considerable discussion and consideration around paragraph 1.5 of the Policy. Members agreed to approve the Policy and that no additional changes were required to be made.

Members of the Learning and Teaching Committee agreed to:

i. approve the attached Admissions Policy, subject to any amendment.

9. Code of Learner Behaviour

The Vice Principal Curriculum and Quality Enhancement reminded members that the last amendment made to the Code of Learner Behaviour was to add content in relation to compliance with COVID.

He informed members that there was no proposal intended to make further changes to the Code of Learner Behaviour. He drew members attention to the Student Charter and advised that it was proposed at the Academic Board that the Student Association, M McKerlie and G Sharp review along with the Student Executive to consider if the Charter required additional content in respect of the blended delivery approach.

I Patrick noted that he felt that the Code of Academic Standards were appropriate, however felt that the student disciplinary elements were not sufficient and required clarity.

The Principal suggested that it would be advantageous to have an individual policy statement and a separate procedural statement. Additionally, he felt that the appendices were not necessary.

The Chair noted that she was content with the decision from members to approve the Code of Learner Behaviour and to develop a separate disciplinary procedure.

Members of the Learning and Teaching Committee agreed to:

i. approve the attached Code of Learner Behaviour and request the College executive to develop a separate Student Disciplinary Policy for review at a future meeting of the Committee.

10. Student Association Update

The Student Association Presidents' highlighted that the report sought to update members on the progress of the Student Association (SA) activities for 2021-22.

J McGunnigle spoke to the content of his report and informed members that:

- the Student Association had launched their clubs and societies which had seen a positive interest from students; and
- the Student Executive Committee had now been formed. In addition, he advised that the Equality and Diversity Officer had offered to support the running of clubs and societies and work in collaboration with other Student Executives

L McLaren spoke to the content of her report and informed member that:

- a Class Representative meeting had taken place on 9th and 11th February, to which the College's Health and Safety Manager had attended to answer COVID and return to campus related questions. She advised that students had found this informative and very helpful; and
- that the SA had recently applied for the small grant through the National Union of Students, "Think Positive" campaign. The grant would support the Student Executive Committee and Class Representatives to attend a course to increase knowledge on Mental Health. The application was successful, and the Student Association was awarded £277.70. The training will be arranged in the coming weeks.

Dr. E Clafferty asked if the clubs were all online or if there was a possibility for a hybrid model. L McLaren explained that each club was different dependant on their requirements, she explained that currently the International Officer along with the SA had commenced a ESOL speaking club which preferred to be online.

R Ashton thanked the SA Presidents for their report and commended them in establishing the clubs and the Executive Committee. He noted that excellent feedback had been given by the teaching staff on these areas of activity.

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

11. 2021-22 Curriculum Delivery and Student Activity Update

The Vice Principal Curriculum and Quality Enhancement spoke to the contents of the report. He informed members that COVID had clearly impacted on the experience and outcomes of students and had seen an increased proportion of learners withdrawing and or at risk of not completing their course successfully.

He added that it was therefore a priority for the College to increase the volume of on-campus learning substantially from block three. He explained that this would provide more scope to focus on the quality of experience of our students, particularly in terms of students being able to enjoy and benefit from being on campus and meeting fellow students.

R Ashton summarised the Credit position of the College and reported that the Credits delivered were slightly lower than the previous academic session. He explained that early retention levels were approximately 4% lower than the previous year and as a result, the College were estimating that it was likely that it would not fully achieve its targeted Credits for 2021-22. He continued to explain the expected shortfall amount of credits and the financial clawback implications of this for the College.

Following a question from H McNeil, R Ashton provided clarity on the structure of the regional and national in-year redistribution of credits.

Dr. E Clafferty queried if the College could see any potential to turnaround the dropout rate of 4%. R Ashton explained that the College was looking into additional provision and was looking to bridge the remaining gap to ensure that there would be no further clawback to the College.

I Patrick noted that it was a disappointing situation the College was in and acknowledged that this was no fault of the College executive. He felt that the College was being penalised for strictly following the Scottish Government COVID guidelines and very much hoped that the clawback would not amount to 75%.

The Principal gave assurance that the College continued to explore all avenues to bridge the credit gap. He added that additional learning activity was constantly being investigated and recruitment continued.

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

12. College 2022-23 Curriculum Plan

The Vice Principal Curriculum and Quality Enhancement explained that at the time of writing, the Scottish Funding Council, had not confirmed the College Credit activity levels for 2022-23. However, based on sector discussions it seems likely that the credit target for next academic year will be lower than this year's target. This is due mainly to the expectation that credits for European Social Funds will end, and that additional credits for Foundation Apprenticeship places will be integrated into our core delivery. This he advised could represent a reduction of up to 4% on historical activity levels.

He added that the College would continue to refine and develop its curriculum plan in light of recruitment levels and publication of finalised activity levels from the SFC.

R Ashton continued to provide a summary of the curriculum innovations for 2022/23 and explained that whilst there are not very significant shifts in the curriculum plan for 2022-23 in terms of absolute volumes of activity per subject area, faculties continue to innovate and develop their curriculum offer in response to student and employer needs.

M O'Donnell said that it was positive to see that the College was looking at new innovations to plug the credit gap for next year. He asked how the College intended to remodel to ensure that it is not short of Credits next year. R Ashton responded that a key element to the Transformation and Renewal Plan was to increase the average class size from an around of 12 to 16. He further explained that the College was moving to a more hybrid course delivery and in order to support this, the College would consider each course group having a 'digital day' dependant on the subject area.

The Chair highlighted that it would be interesting to monitor the hybrid model and look at how this reflects in relation to the College retention figures.

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

13. Strategic Development of Community Outreach Activity

The Vice Principal Curriculum and Quality Enhancement provided a high-level overview on the community outreach activity. He highlighted that the community activity was grouped into three areas which comprised of Lecturer-led, CLD-led and computer based.

He drew members attention to Section B of the report which set out the enrolment, head count and credit activity for the three areas pre COVID. He spoke of the high volume enrolment figure for the computer based community activity which showed as 4,230 and highlighted that this head count contained a high proportion of SIMD10 students.

He continued to summarise future developments and trends and explained that the College did not expect the community activity to return exactly as it previously was. He spoke of the development of the Springburn Hub and that the College was adding more resource as a combined offer of CLD staff supporting lecturing staff and linking this to our mainstream curriculum offer.

T Leavy provided a detailed update on the Springburn Hub and highlighted that it had achieved good community partnerships links, some of which are Partick Thistle Football Club, Police Scotland, NG homes. She added that the College was looking to develop a similar offering to our Easterhouse Campus Community.

The Chair thanked R Ashton and T Leavy for their detailed report and invited questions or comments.

Following on from a question from J McGunnigle, T Leavy explained that the College had a joint regional project in Hair Matting, this was essentially hair that

was being recycled to create matts which would help with the growing of crops. At present she advised that they were waiting on the arrival of the hair matting machine.

S Birrell noted that the College should actively seek out the opportunities for publicity on these positive outreach community activities. He further spoke of the opportunities available for funding these projects and would be happy to liaise with T Leavy on this. T Leavy commented that she was actively seeking more funding and that any information and assistance from S Birrell would be welcomed.

M O'Donnell thank T Leavy for her report and highlighted that he was looking forward in seeing the promotional video. T Leavy extended an invitation for members to come along to the Springburn Hub on a Tuesday or Thursday evening from 5pm.

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

14. Audit Scotland Planning for Skills Report

The Vice Principal of Curriculum and Quality Enhancement informed members that Audit Scotland have undertaken a review of national skills planning, focussing on the work of the Scottish Government, the Enterprise and Skills Strategic Board established in 2017, the Scottish Funding Council (SFC) and Skills Development Scotland (SDS).

He drew members attention to the attached report which provided a number of improvement recommendations for the Scottish Government, the SFC and SDS.

I Patrick commented that it was a disappointing report and that it was frustrating that collaboration between SFC and SDS had not been as effective as hoped for, particularly in light of the need for strong leadership to bring us through economic recovery.

The Chair also commented that she had recently noted the content of the economic strategy and advised that College Development Network had issued a document which referred to the impact of colleges on tackling poverty. She suggested that it would be beneficial to have a deeper dive into these papers.

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

15. Report on SFC Discussions Regarding the Potential Development of a Single Quality Framework

The Vice Principal of Curriculum and Quality Enhancement informed members that the recent SFC review of Coherence and Sustainability proposed that as part of their responsibilities to secure high quality education across all funded provision, they would explore options for a single quality framework for tertiary education.

He added that to date SFC have held a number of focus group discussions with college and university representatives. The noted that attached for members information was the consultation document. He highlighted that the SFC plan to

establish a Tertiary Quality Framework Expert Advisory Group to take forward this work and any further updates will be provided to the Committee.

The Chair commented on the potential impact that this could have on the review of SQA and Education Scotland. She queried where does Education Scotland fit into this.

I Patrick referred to the content of the document and noted that learning and teaching did not feature within the report. He further noted that it looked as if the University system was being adopted.

Dr. E Clafferty agreed with I Patrick and highlighted that there was no sense of compromise within the report. Additionally, the different aspects between colleges and universities would be lost.

The Principal advised that it appears that some universities do not like the concept of a tertiary sector. Additionally, he felt that the SFC had not considering the impact that this framework would have on Colleges.

The Chair commented that should the College be given the opportunity to respond they should do so in order to have its opinions noted.

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

16. Student Support Internal Audit Report

The Vice Principal of Curriculum and Quality Enhancement informed members that an internal audit of Student Support was recently undertaken by the College's Internal Auditors. The attached report highlighted a large number of strengths in the College's student support arrangements with no areas of weakness identified.

He invited comments or questions.

M O'Donnell noted that he and Dr. E Clafferty were both members of the Audit and Risk Committee and highlighted on how positive the internal auditors were at the meeting and that the report was well received by members of that Committee.

The Chair congratulated the College on the positive outcome of the report and to those members of staff involved within this area.

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

17. Scottish Funding Council College Statistics 2020-21

The Vice Principal Curriculum and Quality Enhancement informed members that the document had been provided for information. He noted a key fact that the report had indicated that there was a reduction in FE whilst HE was increasing. He added that the College had predominately FE Curriculum however the College should be aware and careful with our HE provision.

I Patrick queried the reasoning in the drop of FE statistics and asked if it was perhaps a result from an increase in the Higher results in August 2020 and more students having the required qualifications to enter into a HE qualification. R Ashton agreed that this would make sense and is more likely the reasoning for this.

Dr. E Clafferty referred to Figure F on page 21 relating to the subjects college students study. She asked how closely did the college map to this and if there were any areas we need to look closer at. R Ashton explained that Health Care was the College's biggest provision and that the College had some overlay in the teaching provisions within the report. However, this was very much dependant on the teaching qualifications resources that could be matched. He added that the College profile was also determined in relation to the other regional colleges and took into consideration what they offered.

The Principal agreed with I Patrick and felt that there was a change of profile within the younger learners and their qualifications. He added that Glasgow Kelvin College was the leading college delivering students into year two at Glasgow University for Science and Mechanical Engineering. Also, he said that if demand for HN has increased and if the College was to increase their HN class provision there was a strong financial incentive to do so.

The Chair thanked members for their reports and passed over the Chair to Dr. E Clafferty. Dr. M Allison left the meeting at 18.05pm.

Dr. E Clafferty invited further questions or comment on item 17 on the agenda.

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

18. Academic Board Minute – 18 February 2022

The Vice Principal Curriculum and Quality Enhancement informed members that the Academic Board Minute was provided for members information only, he invited comment or questions.

Members of the Learning and Teaching Committee agreed to note the contents of the Draft Academic Board Minute.

19. Risk Management – Risk Issues to be considered as a consequence of the consideration of the above agenda items.

The Principal noted that there was a risk element regarding the financial clawback implications in relation to the College's credit targets as discussed at Item 11 on the agenda. Additional consideration as to the total of future allocation of credits could be considered as a risk factor and that the College required to closely monitor this further.

S Birrell noted a risk that was not related to any particular item on the agenda. He highlighted that the College should be aware of the cyber security risks with online learning and be prepared as much as possible to protect the College from this possibility.

Members agreed that no new risk management issues had arisen as a consequence of the business conducted at the meeting.

Dr. E Clafferty noted that she and the Principal had that morning, attended a College Network Development seminar which addressed the issues surrounding Cyber Security. The Principal highlighted that he found it very interesting and assured the Committee further discussions on this subject would be taken forward with the Director of Digital Skills, J Quinn.

20. Equality Management – Equality Issues to be considered as a consequence of the consideration of the above agenda items

Members agreed that no new equality management issues had arisen as a consequence of the business conducted at the meeting.

21. Data Protection – Data Protection Issues to be considered as a consequence of the consideration of the above agenda items

Members agreed that no new data protection issues had arisen as a consequence of the business conducted at the meeting.

22. Closure

The meeting closed at 6.15pm

23. Date of Next Meeting

4 May 2022