GLASGOW KELVIN COLLEGE

LEARNING AND TEACHING COMMITTEE

MINUTES

Minute of the meeting held on Thursday, 1 October 2020 at 5.00pm via Microsoft Teams

1. Sederunt

Marion Allison (Chair);
Derek Smeall (Principal);
Elaine Clafferty (Vice Chair);
Sarah Loughran (Student Association President);
Lauren McLaren (Student Association President);
Ian Patrick;
Stephen Birrell;
Michael O'Donnell;
Heather McNeil; and
Colm Breathnach

In Attendance:

Robin Ashton (Vice Principal, Curriculum and Quality Enhancement);
Ian Beach (Education Scotland);
Tracy Leavy (Director of Community Engagement and Curriculum);
Peter Brown (Director of Planning and Performance and Curriculum);
Andy Allan (Director of Learning Innovation and Curriculum); and
Deborah Friel (Committee Coordinator) for recording purposes.

2. Apologies

No apologies were received.

3. Terms of Reference

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

4. Declarations of Interest

- Colm Breathnach declared an interest as he is a member of the EIS Union.
- Michael O'Donnell declared and interest in Item 9 as he is an employee of SQA.
- Stephen Birrell declared an interest in Item 9 as his Partner is a member of the Glasgow Kelvin Learning Foundation.

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- The Chair declared an interest in Item 14 as she is the Director of the Community Learning and Development Standards Council.

5. Minute of the Previous Meeting held on 17 March 2020

The minute of the meeting held on 17 March 2020 was accepted as an accurate record of the business conducted.

6. Matters Arising from the Minute of Previous Meeting held on 17 March 2020.

There were no matters arising from the previous meeting held on 17 March 2020.

7. Review of Indicative 2019-20 Student Activity and Outcome Performance Indicators

The Vice Principal informed members that the report sought to provide an overview of the Student Activity and Outcome Performance Indicators for 2019-20. He noted that the data was based on indicative student data which had been audited but not finalised and that he did not foresee any major change.

R Ashton drew members attention to table one of the report which presented that the College had met its combined credit target with a surplus of 33 credits. He further noted that the level of delivery was a significant achievement given the impact of COVID-19 and the closure of the College in March 2020. He reflected on two significant areas of impact, the Transitions and Supported Learning Category and SIMD10. He noted that in terms of activity related in the other economic sectors, actual delivery levels were broadly in line with targeted volumes and relatively unchanged from the previous years.

He continued and highlighted the figures listed within section C of the report and added that the indicative data for 2019-20 suggested that attainment levels had improved in FE, both full time and part time cohorts. He added more notable for full time cohorts which showed an improvement of 6% to 7% which was largely due to a reduction of withdrawals. The improvement in part time cohorts was less significant and was due to a small reduction in both withdrawals and partial success.

He invited members for comments or questions.

E Clafferty commented on the effort made by the College in improving the PIS and hoped we would continue to see further success.

I Patrick spoke of SIMD10 data and emphasised that it would be beneficial to have updated information on credits and head count for 2019-20 going forward. He noted that this would assist with future correspondence with GCRB and elected members.

The Principal assured members that the College would use SIMD analytic data for both 2018/19 and 2019/20 for comparative reasons. In addition, he

commented that prior to March 2020 the College had achieved a high level of engagement from SIMD10 and he assured members that the College was continuing to review data related to this.

In response to a question from S Birrell, R Ashton commented that it would be interesting to see the national data and that the year should be considered in the context of its exceptional circumstances. He emphasised that as there were no further withdrawals from March 2020 onwards this has made a significant impact on outcomes. He informed members that it was important to note that the College would need to ensure that the figures from 2019/20 were not used in future to ascertain a base line as this could have a negative impact on future funding.

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

8. SFC Credit Guidance for 2020-21

The Vice Principal took members through the SFC Credit Guidance for 2020-21. He highlighted that the guidance stipulated that the impact of COVID-19 on the economy was likely to create new demands on the College sector for the skills training system. In addition, he highlighted that it set out requirement to deprioritise certain teaching activity due to the rise of unemployment.

He informed members that the SFC had asked College's to deprioritise school/college activity out-with senior phase (S4-S6). He provided an overview of the new provision which included significant additional pre-apprenticeship delivery across a number of trades. He added that the College had developed new flexible short course provision and that throughout the year this would continue to identify and met new learner and employer needs and reprioritise resources in order to meet the demands.

He spoke of the further guidance which informed that no additional units were to be allocated to full time FE students, which had proven to be a challenge for the College. He informed members that previously the College had allocated 18 Credits to FE learners and now the SFC expected the norm to be set at 16 Credits, this represented a significant change for the College. He informed members that in terms of guidance around FT unit volumes the College were working to reduce FT FE courses from 18 to 17 Credits.

He summarised and emphasised that it was important for the Committee to note the request from the SFC and that the College has responded to their request to the best of their ability.

Members of the Learning and Teaching Committee agreed to:

i) note the contents of the report and the attached SFC Credit guidance.

9. SQA Guidance on the Delivery, Assessment and Verification of SQA Units

The Vice Principal took members through the contents of the report. He drew members attention to the attached SQA guidance for 2020-21 which highlighted how the College was expected to revert back to a unitised assessment approach. He added that the College had only recently received the subject specific guidance, which was important to have in order to understand the implications and issues which could arise from this.

R Ashton informed members that a key aspect of the suggested approach was to increase the use of integrated assessment where one assessment was used to meet the goals of more than one unit outcome. Whilst this can involve additional work in identifying opportunities for integration through a course mapping exercise, it can lessen the overall assessment demands across the course for both staff and students. A second aspect of the simplified approach is to reduce the volume of formal closed-book assessments which would need to be implemented on campus. For courses where this applies, staff would be able to use assessment materials remotely as an alternative to on-campus exams.

He noted that the College was currently working through the detail of the subject specific guidance in conjunction with the Quality Group.

C Breathnach agreed that the Vice Principal had given an accurate picture of where the College was at with the assessments. He highlighted that the majority of staff were displeased with SQA in relation to the delay in the subject specific guidance. He added that some subject areas would require the closed book assessments and additional consideration at senior level would be required.

H McNeil emphasised how very problematic and challenging this was in the short term. She queried that in the longer term, once bedded into the Transformation Plan, would this prove to be a benefit or burden in relation to freeing up staff's time.

E Clafferty queried if the graded units were protected for entry requirements for University and asked if the College was monitoring this aspect to ensure that students were not disadvantaged. R Ashton responded that if the subject specialist felt that evidence required to be gathered using a closed book approach, then there would be no other option but to have this on campus.

D Smeall highlighted that the College would be looking to take guidance from staff, working through this together. He concurred with C Breathnach that the guidance is far too little, far too late and this had placed enormous pressure on teaching staff. He informed members that workshops were taking place 9th October 2020 and that teaching staff views would be gathered. In addition, the College would look to develop a framework and support provided to all teaching staff.

I Patrick echoed the points made by the Principal. He asked what was being done nationally in this regard. R Ashton responded that the sector had put forward a

proposal asking to keep with the holistic approach and that this had been rejected. Since then there have been increased concerns raised with SQA.

The Chair commented that it was important to ensure that the engagement with the national bodies continued to ensure that the College voice was heard.

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

10. Scottish Government – Young Persons Guarantee

The Vice Principal informed members that the report sought to update Committee members on the Scottish Government's announcement of a new 'Young Person's Guarantee'. He highlighted that a key part of this programme for government consisted of a commitment to guarantee young people a job, education or formal training under a new Scottish government scheme. He added that under a £60m initiative, everyone aged between 16 and 24 in Scotland would be guaranteed a university or college opportunity, an apprenticeship programme, employment including work experience or participating in a formal volunteering programme.

R Ashton emphasised that the funding would provide good opportunities to develop the curriculum in 2020-21. He highlighted that £30m would go to local authorities, £10m to colleges, £10m to Developing Young Workforce groups and £10m to Skills Development Scotland to support pathways to apprenticeships. He noted that this would create more work for the College, however £10m would equate to around £450k credit activity, 16-1800 credits. He added that no further information had been received as yet regarding the £10m to Colleges and on how this would be divided.

I Patrick commented that the College required to ensure that we were given the appropriate proportion of this funding.

C Breathnach queried if the SMID10 college data would be used in consideration of the £10m split and if so, what A/Y figures would be used. R Ashton responded that no information has been provided to date.

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

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11. Education Scotland Update – Education Scotland Quality Enhancement

The Chair welcomed HMI Ian Beach to the Committee.

He thanked the Chair for the invitation to attend the Committee and informed members that due to previous meetings he was aware of the history of the College and understood the significant provision the College provided to the local communities.

He continued and explained that prior to the COVID-19 pandemic, it was intended that Scotland's Colleges would undertake a full quality enhancement review and provide a new Enhancement Plan. He stated that Education Scotland had refreshed its Corporate Plan to take account of these extraordinary times and those arrangements had now been placed on hold. He explained that during 2020-21, HM inspectors would work alongside the sector to assist colleges to plan and manage adjustments and support improvement.

He referred to the appendix to the report, stating that the document attached provided an overview of the range and type of support materials being provided to the sector. In addition, he drew members attention to the link which also provided members with further information.

He continued to provide a comprehensive overview of arrangements for 2020-21.

The Chair invited comments or questions.

R Ashton commented that the College and sector have completely changed its approach to teaching and the support of Educational Scotland could be very valuable in supporting those changes.

The Chair commented that she also felt that Education Scotland's input would be invaluable and this would be seen in the months ahead.

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

12. Recruitment Update and Progress Against 2020-21 Curriculum Plan

The Director of Planning, Performance and Curriculum informed members that the overall indicative data suggested that the College was progressing relatively well in terms of achieving its Credit Target. He stated that it was too early to assess the College's main credit level, as the College was still in the recruitment stage.

P Brown continued to explain that the credit levels had been impacted on in relation to the recent SFC credit guidance and that FE full time programmes could no longer be claimed using the long-established model. Additionally, level 4

schools programmes were no longer funded via credits and COVID-19 measures have prevented the delivery of some off-campus credit funded activity.

He added that the College had invested significant resource in establishing ready to go upskilling, reskilling, pathways to apprenticeship and return to work programmes. Furthermore, he stated that the College was also in a very strong position to underpin the Scottish Government's Youth Guarantee initiative.

In a response to a question from M O'Donnell, P Brown stated that the College could not claim the credits for provision until 1 November 2020. Additionally, the College would require to look at the gaps to be filled and consider its teaching staff skill set in order to run certain programmes.

I Patrick thanked P Brown for his report and noted how vital it was for the College to meet its Credit Targets to ensure there are no clawbacks from ESF.

The Principal made an observation that the College was in difficult times but could take comfort in the experience the College had with part time provision. This he added would put the College in a good position for when there was a demand.

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

13. Student Association Update on 2020-21 Priorities

The Chair took the opportunity to welcome the Student Association Presidents, S Loughran and L McLaren to the Committee.

L McLaren informed members that the Partnership Agreement had been developed by the Student Association Presidents' and the Learner Engagement Officer. She explained that the document outlined three key priorities for 2020-21. She highlighted, Inclusion, Gender Based Violence and Health and Wellbeing as the key priorities. She continued to provide a detailed overview of the key priorities and informed member that further details could be found on MyKelvin app.

In addition, S Loughran informed members that the Student Association is interested in pursuing Digital Poverty and Digital Inclusion which they would take forward to the Glasgow Student Forum.

I Patrick queried how the work of the Student Association would be impacted due to students not being on campus. L McLaren responded that this was challenging, however, they would engage via social media and the use of MyKelvin app.

E Clafferty queried accessibility and if the Student Association would raise this issue at the Glasgow Student Forum. L McLaren responded that they have contacted J Lavery; ICT Technical Services from the College in order to arrange

Digital Champions to provide online training for those students in need. Furthermore, it was intended to advertise this in MyKelvin.

C Beathnach queried that in relation to mental health and the College counsellors, had the Student Association been aware of any increase in waiting times. Also, as to the numbers of students receiving counselling or waiting to be counselled. S Loughran noted that they did not have this information to hand, however the SA would be sending out a survey, within the next few weeks, that would give an indication to this information

In response to C Breathnach question, D Smeall responded that it is known that the counsellors have been very proactive and well utilised. Furthermore, he highlighted that it was important for the College to gather these statistics. He thanked both S Loughran and L McLaren for the work over the past months.

Members of the Learning and Teaching Committee agreed to:

i. note the contents of the report and appendix;
ii. approve the Partnership Agreement for academic year 2020/21; and
iii. note that part B of the Partnership Agreement is subject to change for each academic year, depending on the Student Association priorities.

14. Update on Community Learning and Development Funded Projects

The Director of Community Learning and Development provided an overview of funded projects supporting College Community Learning and Development Activity.

T Leavy informed members that the College had submitted an application for funding for approximately £1.5m, over the three year period under “Transforming Lives Through Education”. She explained that this application applied for funds to continue the wide range of CLD activity undertaken by the College in partnership with community organisations. In 2019, the City Council had agreed to replace the IGF with a new community fund, which had a commencement date of October 2020. The North East Section Partnership Board agreed the allocations which included an award to the College for approximately £700k over the two and half year period. She highlighted that this represented a reduction of around 50% on funds applied for and from that previously awarded through the IGF. Given the significance of this the College was working intensely to consider the implications of this and to identify ways in which any negative impacts can be mitigated.

She provided an overview of the additional initiatives that the College was exploring for its CLD activity such as child poverty orientated project with parents across all Glasgow communities. Youth Access provision serves young people by providing a safe place to engage in activities. Furthermore, the College was undertaking a new Street Work Initiative in partnership with Glasgow Life, were the College would seek young people in community to engage in our Youth Work Provision.

Director of Learning Innovation and Curriculum talked of the Learning Network, he explained that there had been a drop in face to face learning in the past. However, as the College have moved a significant amount of mainstream activity online, this has opened doors and benefitted the Learning Network.

He continued to say that the digital programmes being promoted mainstream, can now be offered out to the Learning Centres, providing the opportunity for the Learning Network to increase numbers and for classes to run feasibly.

He continued to provide an overview of the initiatives being promoted through the Learning Network.

The Chair invited comments or questions.

E Clafferty commented that she was enthused by the whole presentation and commended both T Leavy and A Allan for their passion in their areas of work. She said the Committee would look forward to hearing how the initiatives evolve in the coming months.

S Birrell, welcomed the positivity of the new initiatives and the enthusiasm received from both Directors. He queried the scale of the outreach programmes. T Leavy responded that over the year in youth access they have on average a target of approximately to engage with 800.

I Patrick commented that it was positive to see good enthusiasm from staff and in exploring wider opportunities, regardless of the reduced funding.

The Principal commented that members could take assurance that the College will pursue every avenue possible to increase activity across the College and thanked the Directors for their efforts.

The Chair commented that this was an exceptional year and the College had a great opportunity to showcase their CLD approach.

Members of the Learning and Teaching Committee agreed to:

i. note the contents of the report;
ii. provide a further update on the College's CLD plans and activity at a future meeting of the Committee; and

15. Strategic Framework for Learning and Teaching

The Vice Principal Informed members that due to the Coronavirus pandemic it was not possible to meaningfully undertake a review of the Strategic Framework. He requested that the timeframe for the review was extended with a view to refreshing the framework for 2021-22 and beyond.

He added that this would allow time to understand more clearly what the long-term impacts of the current pandemic situation would be on our learning, teaching

and assessment approaches and to undertake meaningful dialogue with staff as to how this can be articulated as a strategic framework.

I Patrick agreed that the strategic framework was out of date and that this was expected considering the given situation. He further commented he felt that it was important to make some form of update given lessons learned from this time.

The Chair stated that the Committee was content to approve the paper on the caveat that the College would look to refresh the strategy over the course of this academic year.

Members of the Learning and Teaching Committee agreed to:

i note the contents of the report;
ii approve the proposal to delay formal review of the College's Strategic Framework for Learning and Teaching with a caveat for review within six months; and
iii extend the timeframe for the existing Strategic Framework for Learning and Teaching to 2020-21.

16. Access & Inclusion Strategy 2020-23

The Vice Principal informed members as part of ROA arrangements, the College was asked to provide a refreshed Access and Inclusion Strategy for the ROA period 2020-23.

R Ashton informed members the content of the Strategy had been refreshed to make it more concise and action orientated and the format updated to mirror the recently approved Digital Transformation Strategy which was well-received by staff and the Board of Management.

He requested that the Committee endorse the Access and Inclusion Strategy 2020-23 in order to be taken to the Board of Management for approval.

I Patrick commented that over the past six months the College had seen significant digital poverty in access to learning opportunity and felt that this should be referenced within the strategic objectives.

H McNeil echoed I Patrick's sentiments and noted that it was worthy of inclusion.

The Chair agreed and asked the College to cross reference Digital Poverty in other strategies / policies.

The Committee agreed that reference to Digital Poverty required to be included under 1.1 to 1.4 of the strategic objectives.

Members of the Learning and are recommended to:
i endorse for approval to the Board of Management the attached Access and Inclusion Strategy after the agreed amendment had been included.

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

R Ashton gave reference to Item 12, Recruitment Update Paper and stated that there was a risk on Credit delivery projections and increased risk to achievement of Credit Targets. Also, CLD presenting a financial stability risk for the College in the reduction of funding and the reputational factor of not meeting the Credit Targets.

The Chair asked for the Risk Matrix to be updated to reflect the stated risks.

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

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

I Beach raised and issue in respect of increased online learning. He asked the College to consider how they were progressing with safeguarding of security and finance data.

20. Closure

The meeting closed at 7.04pm with the Chair thanking members for their contribution and attendance.

19. Date of Next Meeting

15 December 2020

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