

**GLASGOW KELVIN COLLEGE BOARD OF MANAGEMENT****LEARNING AND TEACHING COMMITTEE****MINUTE****Minute of the meeting of the Learning and Teaching Committee****held on Wednesday 18 February 2026, at 5pm via MS Teams****1. Sederunt**

Dr Elaine Clafferty (Chair);  
Dr Marion Allison (Vice Chair);  
John McBride;  
Ian Patrick;  
Joanna Campbell (Principal);  
Colm Breathnach;  
Dermot Grenham;  
Jon Craig; and  
Carol Goodwin

**In Attendance**

Robin Ashton (Vice Principal Curriculum and Quality);  
Michelle Brand (Secretary to the Board);  
John Clarke (Head of Enhancement and Assurance);  
Michelle Harding (Head of Digital and IT Operations);  
Mhari Watt; Curriculum Manager  
Jennifer McKay; Curriculum Manager  
Helyn Gould (Co-opted member): and  
Debbie Friel (Senior Committee Coordinator) (purpose of the minute)

**2. Apologies**

Chantell McCallum; and  
Moir Macdonald (access issues)

**3. Review of the Learning and Teaching Terms of Reference**

It was confirmed that the meeting was quorate with 9 members in attendance.

**4. Declarations of Interest**

No declarations of interest/connections were raised by members. The Chair reminded member that they could raise these at any point throughout the meeting.

**5. Minute of the Previous Meeting held on 19 November 2025**

The minute of the meeting held on 19 November 2025 was accepted as an accurate record of the business conducted. M Allison followed by C Breathnach proposed the minute.

## **6. Matters arising from Minute of Previous Meetings held on 19 November 2025.**

The Chair noted that Items 8, 11 and 14 were now regarded as complete and no longer remained as live on the action Log.

### **a) Matters arising from Minute of Previous Meetings held on 19 November 2025:**

#### **b) Learning and Teaching Action Log**

The Chair noted that Item 13 - Participation in Scotland's Tertiary Enhancement. This item will be added to the agenda for the meeting held in May 2026.

## **7. Meeting Glasgow's Future Skills Needs – Implementation Update**

The Vice Principal advised that strong progress has been made across all six curriculum priorities from the 2025 Curriculum Review, with particular advances in Engineering, Health & Social Care and Science pathways, supported by increased employer engagement and regional partnerships. Members were informed that curriculum planning for 2026/27 is complete, alongside the introduction of a College-wide meta-skills framework, and progress in widening inclusive pathways, including ESOL plus vocational models and the re-establishment of EVIP provision. He invited comments or questions.

The Principal highlighted the collective effort behind this work, recognising the significant contribution of R Ashton and the wider team. She stated that the new funding model would provide opportunities for further expansion, with a clear and positive direction of travel.

C Breathnach spoke about the plans outlined in the table, noting that while it is clear staff are directly involved in the process, this is not evident across all of the plans. He assumed that consultation with all relevant staff would automatically form part of the process. He also raised concerns regarding Appendix B, which links the expansion to the maritime and defence sectors. He sought clear assurance that the College would not engage with organisations involved in the supply of military equipment to states committing genocide and that any partnerships will align with international law and ethical standards.

R Ashton explained that the proposal is an engineering-focused bid, with a primary emphasis on ESOL and engineering pathways. The College is not at the stage of identifying which companies we would be working with. The Principal advised members that the Scottish Government had circulated an announcement which emphasised that public funds were not to be used to support companies whose military products might be used in situations of serious humanitarian concern or alleged breaches of international law.

**ACTION:** It was agreed to circulate a link to members on the recent Scottish Government announcement regarding public funds.

I Patrick welcomed the focus on expanding provision and growing the College. He noted that Appendix A indicated that work was already underway, while some elements remained in developed. He queried the expected timescale, including whether the proposals would be operational by the start of the next session. R Ashton responded that the ambition is to free up engineering space by August/September, and that work was currently underway with the architect and discussions with staff. He advised that the Engineering bid is scheduled to start in March and Health and Life Sciences would be next academic year and Health and Social Care would be a three-year project starting August 2026.

I Patrick referred to a paper on the agenda noting that it states that the College is on track to meet its credit target for the next session. He asked whether there would be any implications for student admissions in order to avoid exceeding the target. R Ashton advised that discussions had taken place with the Scottish Funding Council. He highlighted that the College

had removed an FE and an HN Health and Social Care group, but confirmed that there has been no reduction in the range of courses offered by the College.

The Chair thanked members for their comments.

Members of the Learning and Teaching Committee agreed to:

- i. consider and discuss the progress made against the Year 1 Curriculum Review Action Plan;
- ii. note the progress summaries and appended annexes; and
- iii. endorse the continued implementation activity and the indicative engineering-related capital costs outlined in Annex A.

J Craig left the meeting at this point.

## **8. Summary of Positive Teaching Practice – Learning for Sustainability (LfS)**

M Watt spoke to the report, noting it provides an overview of positive Learning for Sustainability (LfS) practice across Glasgow Kelvin College. Based on Faculty Manager feedback from November 2025, the report showed that LfS is well integrated into teaching, learning, and assessment across many subjects.

D Grenham left the meeting at this point.

J McKay provided members with a presentation highlighting social care and humanities. In the social care section, she discussed topics such as veganism, noting that students often see it as a trend, and initiatives like “one meat-free meal a week” to promote environmental awareness. She also highlighted challenges in NHS placements, including PPE usage, and efforts to reduce single-use plastics. In humanities, teaching focuses on underpinning knowledge in care work, diversity, and inclusion, addressing discrimination, and preparing students to work with diverse groups.

The Chair thanked everyone involved in writing and presenting the report.

J McBride thanked J McKay and M Watt for their input, describing the report as excellent. He welcomed the evidence showing that the approach is being implemented across the College. The Chair agreed, noting that it demonstrated the work was being actively put into practice rather than just discussed. M Watt emphasised that much good work is underway and highlighted the importance of celebrating these achievements.

The Principal commended J McKay and M Watt for excellent work, noting the contributions of many other staff. She asked what was needed to showcase this work. M Watt suggested exploring ways to celebrate and share it college-wide, using different platforms such as email or awards, and welcomed any suggestions at this stage.

**Action: The Chair suggested that it may be beneficial as part of these discussions to consider arranging a follow-up meeting with the Principal to discuss an action plan going forward.**

I Patrick suggested that CDN awards was one way to promote across the sector. He also noted that it was good to see that the message was getting out to students and staff.

M Watt and J McKay left the meeting at this point.

Members of the Learning and Teaching Committee agreed to note the College’s breadth of LfS practice across subject areas and consider proposals to recognise and celebrate positive practice.

## **9. Digital Inclusion Report**

The Head of Digital and IT Operations shared a short presentation and updated members on strong progress in digital inclusion, highlighting high device-loan use and improved Wi-Fi that is helping students engage more effectively with online learning. Members were advised that accessible technologies, digitised support, and stronger community partnerships are widening participation and reducing digital barriers. Embedding digital engagement across the curriculum is providing greater flexibility for learners, with feedback showing increased confidence and interest in further skills support.

The Chair commented that she was very impressed with the success of the laptop loans and noted that this would make a huge difference in making a dent in digital poverty. Also, she commended their efforts in improving digital confidence within the community.

The Chair thanked M Harding, J Quinn and K McAnenay for their report and invited any further comments.

I Patrick emphasised the importance of digital futures and collaboration with learning networks, encouraging people to engage through the learning networks and moving into full-time education. M Allion added that sometimes these behavioural changes have the greatest impact.

C Breathnach noted the progress made, highlighting improvements in student access to devices at classroom level, and praised the IT and Library Departments for their work. He asked about funding for future proposals, and R Ashton explained that the student- and staff-informed “wish list” feeds into budget planning, with priorities dependent on the funding settlement. He added that, over the past three years, any additional year-end funds have been directed to IT support.

J McBride noted that a positive outcome of the laptop lending scheme, which was introduced to address issues with unreturned devices. He also commended the Library for delivering workshops that equip students with everyday digital skills. He further highlighted the Kelvin Learning Network, referencing a previous Board presentation on its community engagement work in the North East of Glasgow. He encouraged IT to capture and monitor these interactions as they provide effective pathways into education and serve as a useful source of information for the Executive Team to support and promote the College’s activities.

C Goodwin, thanked M Harding and commented that the presentation brought life to the report. She further commented on the IT department and their collective efforts in supporting students and staff on a daily basis.

The Chair asked M Harding to convey the Committee Members’ appreciation to the team.

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

M Harding left the meeting at this point.

## **10. Update on Tertiary Quality Enhancement Review (TQER)**

The Head of Enhancement & Assurance reported that preparations for the College’s Tertiary Quality Enhancement Review (TQER) are progressing well, overseen by a cross-college Steering Group. A draft Advance Information Set (AIS) is guiding evidence collation, and risk mapping with an action plan is in place to ensure readiness for 2026/27. He also updated members on the Institution Led Quality Review (ILQR), noting that the first review of

Healthcare, Childcare, and Social Care ran successfully with only minor improvements identified, and that the next review will focus on Student Funding.

The Chair thanked J Clarke for his comprehensive report and for their oversight of the TQER preparations and noted the importance of making processes explicit, including maintaining clear minutes and providing evidence through multiple teams. She highlighted the key role of the Learning and Teaching Committee in overseeing activities and welcomed the positive feedback already received from external sources, noting that the Advance Information Set is progressing well.

C Breathnach noted that the College is taking a proactive approach and not taking anything for granted, though he suggested the RAG rating may be overly cautious. He raised a minor point regarding one item marked red, asking about the model for supporting student representation, such as course team meetings and class reps. J Clarke clarified that the RAG rating reflects how prepared the College is, not perceptions of performance, and that more evidence is needed at this stage. He did however, agree that better SA representation could be given in all campuses. The Chair emphasised that it was good that J Clarke was aware of this.

I Patrick praised the preparations. He was pleased to note that the QAA recognised the College's good work with the ILQR and was impressed that the College has been invited to speak at the QAA conference.

H Gould endorsed the approach being taken, noting that the RAG rating methodology provides a clear framework for gathering evidence. She emphasised that adopting this method from the outset positioned the College well to demonstrate its effectiveness and that a methodical review of all aspects is key.

The Principal thanked J Clarke, R Ashton, and all involved. She queried intelligence network and learning from experiences at other colleges over the last few months. She noted that having two staff members reviewing other colleges provided useful insights for both the steering group and future visits. J Clarke added that other colleges had been open and frank about their experiences, offering valuable information.

R Ashton emphasised the importance of shifting our mindset from the traditional, observation- and PI-focused inspection model to a more audit-oriented approach, one that focused on evidence-based documentation. H Gould noted that a recent QAA investigation, prompted by unfortunate circumstances, is examining systemic issues across the sector. She suggested considering what this meant from the College's perspective, as it will likely make panels more aware of systemic quality aspects. She added that it will be an interesting topic at sector level, highlighting issues emerging in higher education.

Members of the Learning and Teaching Committee agreed to:

- i. note the college's ILQR process and activity; and
- ii. make any suggestions to refine and improve the process.

## **11. 2025-26 Student Engagement and Partnership Activity Update**

The Head of Enhancement & Assurance spoke to the contents of the report and informed members that student engagement activity across 2025–26 continued to strengthen, supported by high response levels to the Stop & Check Learner Experience survey. He advised that overall satisfaction remained high, and the detailed feedback collected, covering practical learning, communication, support needs, assessment timing, and facilities, was already being used by curriculum teams to inform improvements.

R Ashton highlighted the work of Class Reps, the Student Executive Committee, and the successful Meet the Managers event, as well as recent Student Association updates, including the Partnership Agreement, Student Mental Health Agreement, and campus-wide clubs and wellbeing initiatives

The Chair thanked J Clarke and R Ashton for their report and invited comment or questions.

M Allison commented that she had enjoyed reading the paper and that it was very positive to see increased student engagement and a clear direction of travel. She acknowledged that 100% satisfaction may never be achievable but was encouraged by the continued progress being made by the College.

I Patrick commented that he was not surprised by high scores for presentation by the class lecturer, noting how COVID had impacted face-to-face contact. He also highlighted the importance of formative assessment as integral to learning and teaching, emphasising that class contact with lecturers is highly valued and encouraged.

The Chair stated that the report evidenced that the student voice within College decision making is obviously being well heard.

C Goodwin noted that the approach to gaining student feedback is highly valuable, providing insight from both staff and student viewpoints and demonstrating to students that their feedback is being heard. She also mentioned that HN students have reported limited 1:1 and guidance time, compounded by SFC funding, this is evident she said that the HN students do need guidance time.

Members of the Learning and Teaching Committee agreed to:

- i. note the contents of this report; and
- ii. note the continuing activity to value and incorporate the learner voice in College operations.

## **12. Development of a Kelvin Learning Model**

The Head of Enhancement & Assurance spoke to the contents of the report and informed members that the Kelvin Learning Model had been developed through extensive consultation with teaching staff to create a clear, practical guide to learning and teaching aligned to national TQEF principles. He explained that the Model is intended to support consistency, encourage innovation, and act as a bridge between strategic intentions and everyday classroom practice, without limiting lecturer autonomy.

Members were advised that input from staff development sessions had shaped the Model, ensuring strong alignment with both the College's Learning, Teaching & Assessment Strategy and recurring learner feedback. He added that the next phase would include a formal launch at the upcoming Staff Conference Day, opportunities for teams to evaluate their practice against the Model, and plans to embed it within self-evaluation processes to support ongoing improvement.

The Chair thanked J Clarke for the paper and invited comment or questions.

H Gould commended the work and emphasised the importance of capturing how it is being implemented. She highlighted that the TQER panel will ask Staff whether they are aware of it and how they have used it. J Clarke highlighted that this will be embedded within our reporting mechanisms and our self-evaluation reports, this he said, would be progressed after the launch.

The Principal suggested that staff should be required to implement two or three core elements of their teaching, which could then be audited. She noted that it would be helpful to understand

how students perceive the learning model and whether it aligns with their expectations and encouraged J Clarke to progress the work at pace. J Clarke responded that student feedback had informed the development of the model and confirmed that implementation would proceed as quickly as possible

The Chair commented that this was an example of good practice and that it was evident that J Clarke had a very clear view of how this would be implemented and captured.

Members of the Learning and Teaching Committee agreed to:

- i. note the development of the Kelvin Learning Model to date; and
- ii. note the planned next steps to launch and embed the Model across the College.

### **13. Widening Participation, Articulation and Progression Report**

The Vice Principal spoke to the contents of the report and informed members that the College continued to widen participation effectively, particularly for learners from disadvantaged and under-represented groups. He highlighted the strength of community-based learning, inclusive FE-focused pathways, and targeted support for vulnerable learners, all contributing to strong engagement, retention and progression outcomes. He noted planned priorities to further strengthen outreach, progression routes, wellbeing support and ESOL pathways.

The Chair thanked R Ashton for the report and invited comments or questions.

C Breathnach, commented in relation to Item 2.3 (*Strengthening Pathways and Articulation for Education*), he suggested that the report could better reflect the full footprint of access provision by including feeder courses, such as shorter summer and January programmes and lower-level provision, which prepare learners for access routes and help reduce dropout rates. He further emphasised the continued importance of university progression, noting that apprenticeships and trade qualifications are not competing pathways. University routes, particularly for learners from disadvantaged backgrounds, remain vital in widening access and improving life chances, and the College's role in supporting progression to higher education was strongly endorsed.

The Chair noted her agreement with C Breathnach's comments.

R Ashton noted that inclusion could be made in section 2.1 of the report. He agreed that the College continued to offer level 4 and 5 provision and some colleges have moved away from this because of the effect on PIs. He noted however, this was not the case for Glasgow Kelvin College and that it was very much an important aspect for us. He added, that to give reassurance to members, the College has protected that provision and it can be added into the report.

**ACTION: R Ashton agreed to update Section 2.1 of the report to include reference to feeder and lower-level access provision and to confirm the College's continued commitment to protected Level 4 and Level 5 provision, including progression to university.**

I Patrick highlighted paragraph 4, point 4 and stated that the focus on developing resilience skills in our students is very important, and it's essential that this is noted. Strengthening these skills can help reduce the need for counselling support.

Members of the Learning and Teaching Committee agreed to:

- i. Note the College's continued strengths in widening participation; and
- ii. Note the future priorities outlined.

#### **14. Update on 2025-26 Student Withdrawal and Credits**

The Vice Principal outlined the report, advising that student withdrawal levels for 2025–26 were broadly consistent with previous years. A slight increase in FE full-time withdrawals was attributed to higher enrolments, while withdrawals across other modes had decreased, reflecting improved retention, particularly within HE full-time and part-time provision. Members were informed that Credit delivery remained strong, with most credits already achieved and the College on track to meet its annual target, supported by planned community-based activity later in the year.

J McBride, while reviewing the withdrawal rates in Power BI, queried whether he was interpreting the data correctly and expressed concern that the FE and HE full-time withdrawal rates appeared unfavourable.

R Ashton advised that particular care should be taken in how early withdrawal data is managed and interpreted. He advised that early withdrawals are not included within the College's Performance Indicators (PIs), and that there has been little substantive change in withdrawal patterns with the apparent variance largely attributable to changed data management and cleansing processes. He added that this year, no data cleansing had been undertaken in this area, which explained the figures currently being presented.

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

#### **15. 2026-27 Admissions Update**

The Vice Principal advised that applications for the 2026/27 academic year have increased significantly, continuing a strong upward trend. While offers issued are lower at this stage, this is consistent with previous years and early acceptance rates remain strong. Demand is broadly spread across subject areas, with particularly high interest in construction, healthcare, automotive, social care and science. He added that recruitment remains on track to meet target enrolments, subject to timely processing of the increased volume.

The Chair thanked the Vice Principal for the report.

Members of the Learning and Teaching Committee agreed to note the most recent admissions data.

#### **16. Tertiary Education and Training Bill Briefing**

The Vice Principal advised that the Tertiary Education and Training (Funding and Governance) (Scotland) Bill introduces potential future changes for the College, including a review of the national funding model, changes to apprenticeship funding, and the development of a statutory tertiary strategy, all of which may influence future curriculum planning. He noted that enhanced expectations around Fair Work First, widening access and tackling gender-based violence largely align with existing College activity, and while there are no immediate resource implications, future guidance may bring operational or financial considerations.

The Principal confirmed that the College would continue to monitor developments closely, particularly in relation to the new funding model, noting the short timescale for its development. She also referred to the Tertiary Education Bill, highlighting that the Minister has been clear with the sector that it forms part of a wider programme of reform. While the Scottish Government has provided increased headroom within the College's financial settlement for the coming year, there is an expectation that this will be accompanied by reform. She concluded that the position would become clearer after May 2026.



The Chair thanked the Principal for her comment.

Members of the Learning and Teaching Committee agreed to note the briefing and the potential implications outlined in the report.

**17. HULL College Feedback – February 2026**

This paper was provided for members information only. No comments were presented.

**18. Draft Academic Board Minute – 06 February 2026 - NIPD**

Members noted the Draft Minute which was provided for information purposes only.

The Chair thanked members for their time and effort and noted her oversight; she Welcomed the new secretary to the Board, Michelle Brand to the Learning and Teaching Committee.

**19. 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 18 February 2026.

**20. Closure**

The meeting closed at 7.15pm

**21. Date of Next Meeting**

Wednesday, 06 May 2026, to be held S09 Easterhouse Campus