# **logo_colourBOARD OF MANAGEMENT**

**Learning, Teaching and Quality Committee**

Wednesday 14 May 2025 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 14 May 2025 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

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| **PRESENT:** | Neil Lowden  | Kelly McIntosh |
|  | Derek Smith | Simon Hewitt |
|  | Adele Lawrence | Kara Ramsay |
|  | Stephen Oakley |  |

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| **IN ATTENDANCE:** | Steve Taylor (Vice Principal / Secretary to the Board) |
|  | Julie Grace (Vice Principal Curriculum and Partnerships) |
|  | Jane Roscoe & Steph Toms (Directors of Curriculum & Partnerships)Leann Crichton (Director of Student Experience) |
|  | Penny Muir (Board Administrator) |

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|  | **WELCOME**N Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting.  |
|  | **APOLOGIES**Apologies received from Laurie O’Donnell, Lee Lappin and Helen Honeyman. |
|  | **DECLARATIONS OF INTEREST & CONNECTION**There are no declarations of interest or connection. |
|  | **MINUTE OF THE PREVIOUS MEETING** The minute of the meeting held on Wednesday 12 February 2025 was approved as an accurate record.  |
|  | **MATTERS ARISING*** 1. SEAP Feedback

S Taylor noted that minimal feedback had been received, with the overall response being positive and no red flags identified. It was noted that an institutional liaison meeting took place last week, marking a new aspect of the process. The meeting was described as constructive, with valuable discussion around the SEAP content.N Lowden thanked S Taylor for the feedback. |
|  | **CURRICULUM REVIEW & FUTURE CURRICULUM PLANNING**J Grace presented an outline of the curriculum review work being undertaken.It was noted that curriculum planning is a forward-looking and strategic task, moving beyond the previous review which took place within the context of a reduction in activity targets. With the new strategy due to be launched this was a good time to review curriculum.J Grace stated that the curriculum operates on a two-year formal review cycle. As part of this cycle, teams have been asked to confirm part-time and upskilling provision for the 2025/26 academic year. Simultaneously, work has commenced on shaping the 2026/27 full-time curriculum portfolio, considering what the curriculum should look like and what learning needs it should address.J Grace highlighted a particular emphasis on the importance of how learning is delivered, including approaches to assessment, meta-skills identification, use of digital systems, and staff development. The curriculum planning process comprises of three key stages: * analysis (both internal and external),
* identification, and
* development.

Before submitting proposals, curriculum teams are expected to engage with a set of curriculum planning checkpoints. These checkpoints support alignment across resource planning, curriculum design, staff skills development, and activity planning. An important aspect of the future delivery model will be embedding CPD more directly into classroom practice. This element is being actively developed to enhance how delivery is supported and resourced. The Committee was informed that the College is currently in stage two of the process- collating information to advise departments-after which outcomes will be brought to the Senior Leadership Team (SLT) for consideration. The Committee was assured that this is a routine and well-established process.During discussion, K McIntosh asked about the impact of changing learner demographics and the implications for finance and funding given the growth in additional support needs and the challenges this can create. J Grace confirmed that this trend is being noted, and that entry requirements and support mechanisms are under review to ensure they meet the needs of individual learners. Although the overall level of credits and funding has remained stable, the balance of provision within the curriculum is shifting. J Grace also highlighted transition points - both into college and from entry level provision into mainstream courses – were being reviewed to improve collaboration between teams and to support learners more effectively.S Hewitt reflected that the SLT is moving into a more proactive phase, with the forthcoming strategy enabling a longer-term perspective on learning, teaching, and CPD. He stressed the importance of identifying what support is needed and taking intentional steps to deliver and embed it within what we do.N Lowden referred to the curriculum improvement cycle and work connected to Education Scotland. J Grace responded that while the College’s approach has evolved, it remains aligned with Education Scotland’s development principles, particularly through ongoing workforce development. The College continues to uphold shared values and ethos, especially in supporting students with additional needs.J Roscoe concluded the discussion by noting that student voices continue to be a positive part of the review process.N Lowden thanked J Grace for the presentation.  |
|  | **STUDENTS’ ASSOCIATION REPORT**A Lawrence provided an update on recent student engagement activity. She reported that the student election closed at the start of May, with a total of 381 votes cast across campuses. Voting will reopen in October specifically for the Kingsway campus (as no Vice President candidates had come forward).The Student Led Staff Awards are progressing well, with support from class and department representatives. Students were being encouraged to participate in the Learner and Student Satisfaction Survey, which is being promoted both online and in person, resulting in an increased level of engagement.It was noted that the Thrive initiative continues to have a positive impact. The Breakfast Club remains popular, with arrangements in place to provide breakfasts on each morning of the exam period in collaboration with campus teams.Student feedback has highlighted a desire for more career guidance. In response, one-to-one career coaching has been promoted, with students being encouraged to make use of available resources.K Ramsay highlighted upcoming events including the S3 taster and Connect2 events. Recent class rep celebrations were held at the Gardyne and Arbroath campuses, providing a valuable opportunity to gather student feedback on their overall experiences. One suggestion arising from these sessions was the introduction of a feedback box for ongoing student input.K Ramsay highlighted the Student Congress was recently held and attended by S Hewitt and L O’Donnell. During the session, students explored college resources and engaged with the Miro board created for the event. There was a focus on digital access and the creation of inclusive environments, particularly with respect to mental health support.A strategy session was hosted with students and facilitated by S Hewitt and J Lawrence from Marketing. The session explored student feedback to inform the development of the College’s 2030 strategy.In terms of class rep-led actions, students expressed interest in enhancing access to careers advice and raised the value of audiobooks as a tool to support learning.S Hewitt praised the strategy event, noting the impressive contributions from students and the variety of ideas and perspectives offered. Feedback from this session has been collated by the Marketing team.N Lowden asked that congratulations be passed on to the newly elected class reps. In response to a question about the staff awards, K Ramsay explained that the event served as a celebration of staff achievement, featuring student awards, executive awards, and staff awards in an afternoon event (Thursday 26 June at 1.30pm in Gardyne Atrium) open to all staff and Board members.L Crichton commented that the awards are a great way for staff to hear about and feel the impact of their work, and that it is valuable for colleagues to be recognised. S Oakley added that recognition is often overlooked but is vitally important.S Taylor noted A Lawrence’s effective contribution to the recent Institutional Liaison Meeting.In response to a query from N Lowden regarding digital accessibility, K Ramsay confirmed that matters are referred to the appropriate teams, with resources and support available through the staff portal and other internal college channels.N Lowden formally thanked A Lawrence and K Ramsay for their report and contributions over the past year. |
|  | **SPRING 2025 LEARNER SURVEY UPDATE**S Taylor provided a verbal update on the spring student survey. Although the final report has not yet been completed, the survey has now closed. Early indications show a significant improvement in engagement, with an increase of 780 responses compared to the previous year. This brings the total number of responses to 3,884.There had also been an improvement in satisfaction rates from 4.4 to 4.5 out of 5 (88% to 90%.satisfied).Initial results are very positive, with notable improvements in two key areas: the feedback on staff and on the places and platforms for learning.S Taylor stated the survey had generated approximately 32,000 comments, providing a rich source of feedback and insight. Once finalised, the survey results will be shared with teams and staff across the College and used to inform team and course reflection / evaluation. S Taylor noted the digital dashboard will allow users to interact with the data, including the ability to view specific comments from students who selected lower scores, such as 1 or 2, offering greater depth and context to the results.J Roscoe highlighted a positive development in the participation of ESOL students. By incorporating tools such as Boar maker and simplifying the survey format, the percentage of ESOL students able to complete the survey increased from 19% to 30%, significantly improving accessibility.N Lowden thanked S Taylor for the survey update. |
|  | **CURRICULUM & PARTNERSHIPS REPORT**L Crichton provided an update on student activity and planning. She reported a 27% increase in student applications, with over 5,000 offers already made. There are still more than 1,700 applicants to process. Due to funding constraints, it is not possible to introduce additional streams to meet this demand, though some applicants may be referred on to the January provision. This, however, could present challenges, however, work is ongoing with Skills Development Scotland (SDS) partners regarding participation measures to support this.Student funding applications have opened for the next academic year. Targeted efforts have been made towards specific groups, such as Hair and Beauty students, to ensure funding is in place in time for the purchase of essential training kits.In relation to upskilling courses, a new process has been introduced that allows for group bookings - enabling multiple individuals, such as groups of ten students, to be enrolled on a course collectively, improving efficiency.The first informal contact newsletter had been issued to 2024/5 students. This initiative is seen as having real value, particularly in how it highlights the welcome hub and offers departmental tours. Feedback from students has been very positive, especially regarding access to the content via the My D&A portal.L Crichton highlighted that Connect 2 days have been organised, inviting prospective students to participate in a range of engaging and fun activities. Evidence suggests that students who attend these events are more likely to remain with the College.Regarding Modern Apprenticeships, there are currently 221 places confirmed, consistent with last year. L Crichton expressed satisfaction with this outcome, emphasising that Modern Apprenticeships remain a key strategic priority. She acknowledged the bureaucratic nature of the process, which requires extensive individual paperwork, but noted that a recent process review has introduced a unified dashboard system. This is now being used consistently by all staff working with Modern Apprenticeships, improving coordination and tracking.J Roscoe provided an update on curriculum enhancement initiatives. Two open sessions were held in March 2025 to align provision with the College’s five strategic pillars. These sessions were valuable in helping staff reflect on the current baseline, such as how physical spaces support a safe and inclusive learning environment and how this translates into teaching and learning practices.J Roscoe also discussed the *Step* programme and related networking activities, noting her attendance at three sessions across Scotland exploring enhancement themes for diverse learners and transitions. A final session was held in Dundee, where a toolkit and engagement strategies were developed. The initiative has attracted attention from the Glasgow School of Art, who have expressed interest in the project.The discovery phase of this work will conclude in the coming weeks, after which the team will identify gaps and next steps for future topics.J Roscoe also highlighted collaborative work with Abertay University students participating in the 2 plus 2 programmes. These students joined an end-of-year CPD event focused on transition strategies and data-sharing to support learner journeys.N Lowden raised a query regarding the minimum of five hours per year dedicated to trauma-informed practice training for staff. In response, it was confirmed that this topic has been consistently embedded within staff development days and supported by the dedicated working group.N Lowden concluded by commending the quality and comprehensiveness of the report. |
|  | **STRATEGIC RISK REGISTER**S Taylor noted that the item had been reviewed, and, at this stage, no changes were proposed. |
|  | **LT&Q METRICS**S Taylor highlighted the key metrics for noting, particularly in relation to this year’s activity levels against the credit target, which were reported as being significantly higher than the current credit target.K McIntosh noted that data trends over the past five years suggest a recovery to pre-COVID levels. J Grace supported this observation and stated that activity levels had returned to pre-pandemic figures and in some cases exceeded them, indicating continued improvement. |
|  | **DATE OF NEXT MEETING**Tuesday 27 August 2025, Room K-TO-624, Kingsway Campus |

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| **Action Point Summary** |  |  |
| **Action** | **Responsibility** | **Date** |
| No actions noted. |  |  |