

### Meeting of the Learning, Teaching & Student Experience Committee

**MINUTE OF THE 2<sup>nd</sup> MEETING HELD ON TUESDAY 12 NOVEMBER 2024 AT 1500 HRS (LTSEC2), CITY CAMPUS, ROOM C.06.106**

Present	
Audrey Sullivan (Convener)	Paul Little
Laura Heggie	Don MacKeen
Ewart Keep	
In Attendance	
May Miller	Valeria Ramos
May Donald	Derek Robertson
Drew McGowan	Ann Butcher (Minute)
Apologies for absence	
Claire Carney	Ciara McCarthy
Jon Gray	

*Item 4.1 was taken at this time. P Little entered the meeting during discussion.*

Item LTSEC2-4.1	Faculty Presentation: May Donald, AD Hair & Beauty	
Paper No: Verbal	Lead: M Donald	Action requested: Discuss
Discussion/ Matters Arising	<p>M Donald provided a comprehensive overview of the diverse curriculum activities offered in the department of Hair, Beauty, Complementary Therapies and Makeup Artistry with over 850 student enrolments, supported by dedicated Curriculum Heads and Lecturers who deliver 29 distinct courses, in addition to 40 cohorts of school groups.</p> <p>Members were informed that students were presenting with more challenging circumstances – including deprivation, disadvantage, mental health and gender-based violence - which can impact on engagement and attainment. Staff have implemented essential support strategies such as consultations with support advisers, one-to-one discussions and organising extra-curricular activities. These initiatives aim to engage students by connecting to their lifestyles and interests, helping them recognise their potential and build meaningful career paths. Domestic abuse recognition training will also be provided to staff through the Emily Test Charter in December, providing valuable insights on identifying and addressing such situations.</p> <p>Community engagement is a key focus, with students providing complementary therapies at locations such as the St Margaret of Scotland Hospice and the Calman Centre. They've also participated in hair and makeup events at the Glasgow School of Art, Scottish Opera, and upcoming events like Glasgow 850 and Strictly All Ability. Industry experts have given lectures on topics like trichology, providing valuable insights. These opportunities have helped students enhance their understanding of industry practices and apply them in their careers.</p>	

Sustainability is a new focus in the department through several initiatives, including partnering with the Green Salon Collective to compost towels and repurposing hair clippings and tin foil into art. The department is also the first College to receive the L'Oréal Sustainable College Award, which involves reducing water consumption and making taps more sustainable.

M Donald further advised members of the construction classroom which has been transformed into a temporary workshop for prosthetics and special effects, offering students hands-on opportunities. Additionally, the makeup room, originally a theory classroom, was reorganised over the summer to create a more practical artistry space. The former nail bar was also converted into a professional photography room for portfolio work, aimed at further developing student skills.

The success of several graduating students from the 2023-24 cohort was showcased, with their achievements highlighted, including successful transitions into both employment and higher education.

M Donald also informed that the department is going above and beyond the standard curriculum by exploring new qualifications. Six months ago, the department discussed the lack of formal qualifications in the tattoo industry with Glasgow City Council (GCC), which supported the idea of introducing this. With potential changes to skin piercing legislation by 2026, the department aims to be the first to offer a formal qualification if approved by the Scottish Qualifications Authority (SQA). The department is also working with SQA to develop a HND in Hairdressing, responding to industry demand in Scotland and the UK for more experienced graduates. The HND will include a Professional Development Award (PDA) in teaching, providing students with the option to pursue lecturing as well as senior industry roles. It will also include business-related units to help support those interested in self-employment. The team is working on updating and expanding qualifications which includes developing new, industry-relevant qualifications.

P Little praised M Donald for the initiatives she had introduced to the department since taking over, highlighting the energy and enthusiasm she had brought. He acknowledged the small businesses operating within these areas and commended the work being done on the HND, which will incorporate business skills in the new proposals – skills that are highly relevant. He also mentioned the recently redeveloped classroom area, currently on loan, and suggested it could be shared with the other department. P Little praised the forward-thinking approach, particularly the potential tattoo artistry qualification. He appreciated that the department was going above and beyond the current offerings of SQA and was pleased to note the ongoing progress.

A Sullivan thanked M Donald for her presentation, noting that the Committee was pleased to learn about the progress and initiatives within the College. She also recognised the significant effort and work being undertaken in the department.

#### Decision/Noted

To discuss the update on the department of Hair and Beauty.

*M Donald left the meeting.*

Item LTSEC2-1	Apologies for Absence	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	Apologies were received from C Carney, J Gray and C McCarthy. R Gillespie and C Singh were not in attendance.	

Item LTSEC2-2	Declarations of Interest	
Paper No:	Lead: Convener	Action requested: Note
Decision/Noted	There were no declarations of interest.	

Item LTSEC2-3.1	Minute of the meeting held on 17 September 2024	
Paper No: LTSEC2-A	Lead: Convener	Action requested: Approve
Decision/Noted	<p>That the minute was approved.</p> <p><b>Committee Vice Convener</b> A Sullivan reminded of the benefits of appointing a Vice Convener for the Committee and further encouraged anyone interested in taking on the role to contact D McGowan.</p>	

Item LTSEC2-4.2	Students' Association (SA) Update	
Paper No: LTSEC2-B	Lead: V Ramos	Action requested: Discuss
Discussion/ Matters Arising	<p>V Ramos reported on the positive engagement with Faculties during Class Rep elections, noting that 83% of classes now have an elected Class Rep, with 46% having completed their training. 96 have also achieved Bronze Rep Reward by completing both the induction and training programmes. She expressed her thanks to lecturing staff for their encouragement and Faculty Ambassadors for participating in the training process. Monthly class rep meetings are ongoing, with November's topic focussing on the Library and its Services, during which feedback will be collected from students.</p> <p>Recognising the importance of effective communication between students and Faculties a Class Rep opt-out system has been introduced in response to feedback from both students and lecturers. This system allows classes to forgo electing a Class Rep under certain circumstances. Lecturers choosing this option must complete a form explaining the reasons for not electing a Rep and describing how they will continue to ensure that student voices are heard within their classes. So far, only four requests to opt-out have been received.</p> <p>V Ramos further updated the Committee on efforts to promote events and the development of a dedicated space within the College to develop a 'Fluent Friends' group where students can come together to learn languages from one another. Recruitment of students is currently underway. The team is also working on delivering DocCity sessions, which will offer students opportunities to watch and discuss different documentaries. The first session is planned for December, with subsequent sessions scheduled monthly to coincide with significant</p>	

liberation dates and other occasions, such as Human Rights Day. Additionally, various events are being considered to strengthen community spirit among students, with a particular focus on supporting those facing challenging circumstances.

V Ramos reported that, due to unforeseen and unfortunate circumstances, the recruitment process for a new Faculty Ambassador is underway, and she has stepped into the role on an interim basis. The College has ensured that full support is being provided to those affected by this situation.

P Little expressed his reservations about not having an elected representative, noting that it could leave smaller groups without adequate representation. He emphasised that, in the past, elected Class Reps have been crucial in communication issues and providing feedback on course teaching. While he acknowledged the value of having some flexibility to opt-out, he highlighted that it could lead to unintended consequences, such as failing to engage students, particularly those who are away or at sea. He highlighted that some students may benefit greatly from having a Class Rep, while the majority may not, stressing that the College must act responsibly and uphold its duty of care to all students. V Ramos confirmed that the SA Manager is actively monitoring the implementation of this new system to ensure it is not being overused.

A Sullivan noted that each year the SA continues to improve and grow stronger, and she expressed her thanks for the update on progress provided. M Miller also commended the SA on the high number of elected representatives, while acknowledging that there is still work to be done.

**Decision/Noted**

To discuss the report.

<b>Item LTSEC2-4.3 Interim Report: College Academic Performance AY 2023-24</b>		
<b>Paper No: LTSEC2-C</b>	Lead: D Robertson (for J Gray)	Action requested: Discuss
<b>Discussion/ Matters Arising</b>	<p>The College's Academic Performance data for AY 2023-24 and the Scottish Funding Council (SFC) comparison data for AY 2022-23 were submitted for review. The Committee noted that the internal performance data will be used to inform the annual self-evaluation report which will be submitted to the SFC this month.</p> <p>D Robertson highlighted that, compared to the sector, College performance in AY 2022-23 was leading in terms of applications, recruitment, and positive leaver destinations. However, overall student success did not meet expectations and has declined. While the College ranked highly for HE learner outcomes and completion rates, learner success for full-time students plateaued, and completion rates for full-time FE courses were low. These declines were attributed to the impact of the industrial dispute. To address these issues, several actions were outlined, including the development of a Student Success Framework, and further enhancement of the annual portfolio review process.</p> <p>Outcomes in AY 23-24 improved across all modes of study, partly due to the restoration of core processes and systems, with Faculties able to fully</p>	

	<p>re-establish on-campus practical delivery. However persistent national industrial action significantly reduced the number of teaching days which negatively affected retention, completion of assessments and the resulting of students.</p> <p>Acting on its performance the College will complete portfolio reviews in November with recommendations to be implemented for AY 2025-26. Faculty decisions will be informed by their end-of-year analysis and captured in the annual Faculty Quality report, which aligns to the Tertiary Quality Enhancement Framework (TQEF) key principles.</p> <p>Additional details on the reasons for early and further withdrawals were discussed. While acknowledging that last year's withdrawals were largely due to industrial action, P Little highlighted other factors including over-recruitment, students leaving for university or employment and personal circumstances. V Ramos also pointed out that cost-of-living challenges and funding ineligibility have impacted attendance and some students have found courses unsuitable. D Robertson added that early interventions are followed up with additional support, particularly for vulnerable students, such as those from SIMD 10/20 areas and care experienced backgrounds. The Committee noted that where possible, mitigation measures are considered. L Heggie suggested additional monitoring of withdrawals and re-entries which will be investigated.</p> <p>A Sullivan acknowledged the data analysis and the extensive work involved, noting that this ties into the Student Success Framework, highlighting key areas that require attention. She also pointed out the continued downward trend in student complaints, noting that fewer were handled despite the disruption caused by the industrial dispute.</p>
<b>Decision/Noted</b>	To discuss the report.

<b>Item LTSEC2-4.4 Draft Self-Evaluation Action Plan (SEAP) AY 2023-24</b>		
<b>Paper No: LTSEC2-D</b>	Lead: D Robertson (for J Gray)	Action requested: Discuss
<b>Discussion/ Matters Arising</b>	A Sullivan acknowledged the significant work undertaken in bringing this report to the Committee, especially given the short notice involved. D Robertson added that due to the tight timeframe, student engagement was not as robust but will be strengthened as part of the process during the continued development of the SEAP as the College embeds the new TQEF.	
<b>Decision/Noted</b>	To discuss the report.	

<b>Item LTSEC2-4.5 Learning, Teaching and Student Experience Update</b>		
<b>Paper No: LTSEC2-E</b>	Lead: D Robertson (for C Carney)	Action requested: Discuss
<b>Discussion/ Matters Arising</b>	Referring to earlier discussion, D Robertson reported that the focus is now on enhancing student success and attainment and work on the Student Success Framework will continue to be developed in consultation with staff and students across the College. Student enrolment conversion for	

	<p>2024-25 is currently 100%, and a further admission cycle for January has now commenced to ensure the credit target is delivered. The Committee noted that early withdrawal figures have improved since last year and further withdrawals have also declined.</p> <p>Following the launch of the Learning and Teaching Fund, 27 applications were received from across all Faculties and 9 projects have now been funded. Successful bids will share practice on the Learning and Teaching Academy (LTA) portal and will help build staff expertise.</p> <p>The next Learning and Teaching Conference will be held on 21 January 2025 under the theme of 'A Celebration of Learning and Teaching'. A call for proposals and delegates will be sent out this week.</p> <p>The Learning Spaces Project, which includes the development of 12 learning spaces, is currently in the procurement stage with requirements being gathered from students and curriculum teams. Year 1 of the project will act as a pilot to inform capital requirements for Years 2-4.</p> <p>A new Head of the LTA has been appointed and will take up post in early December. A member of the lecturing staff has also been seconded to oversee the development, delivery and evaluation of the Learning and Teaching funded projects.</p> <p>A Sullivan acknowledged the significant progress being made on the Student Academic Experience Strategy (SAES) and noted the continued development and implementation of City Attributes.</p>
<b>Decision/Noted</b>	To discuss the report.

<b>Item LTSEC2-4.6 Student Success Framework</b>	
<b>Paper No: LTSEC2-F</b>	Lead: D Robertson      Action requested: Discuss
<b>Discussion/ Matters Arising</b>	<p>A Sullivan welcomed the detailed draft Student Success Framework particularly the diagram highlighting the four themes developed from the four top-level principles that underpin the TQEF which is also aligned to the 9 building blocks of the Student Partnerships in Quality Scotland (sparqs) Student Learning Experience Model. The Committee noted that the initial draft has been created as a starting point for the project team's discussion and development and is in line with the emphasis on TQEF and on working with students as partners. The project includes a consultation phase where the framework will be tested and refined with an intended outcome to evaluate the tool and work with stakeholders to identify how it fits in with our existing quality, engagement, and enhancement activities.</p>
<b>Decision/Noted</b>	To discuss the draft Student Success Framework.

<b>Item LTSEC2-4.7 Planting a Seed: Sustainable Education for Students with Additional Support Needs</b>	
<b>Paper No: LTSEC2-G</b>	Lead: D MacKeen      Action requested: Discuss



Discussion/ Matters Arising	<p>D MacKeen provided a brief overview of the Supported Education Programmes (SEP) in place for students with Additional Support Needs (ASN), including transitions for students with Asperger syndrome, development for students with learning disabilities and City Works. SEP courses are designed to re-engage students who are not well served by mainstream education. Recognising that neurodivergent students face challenges in understanding social interaction and communication, these courses incorporate a 'hidden curriculum' that outlines community standards and expectations. This approach is essential for these students as it contains key aspects of social behaviour that are vital for their future success in society.</p> <p>Urban gardening was introduced as a hands-on teaching tool in 2005 for Transitions students in the Gorbals as part of a Citizenship course through an initial litter-picking activity which led to establishing a vegetable garden. After merger, two rooftop gardens were created on City Campus, involving ASN students and are now primarily used by City Works students as outdoor learning environments. Developed in consultation with staff, students and community gardeners, the City Works programme uses urban gardening as a vehicle for developing citizenship, group work skills and a greater understanding of sustainability. The course was designed by employing a 'Capabilities Approach' for the successful engagement of neurodivergent students emphasising the importance of sustainability and to help them gain new ways of thinking about work opportunities and developing a more fulfilling life.</p> <p>Based on his small-scale research project with semi-structured interviews, D MacKeen reported that students participating in City Works found it valuable for their educational growth, increasing their confidence, understanding of themselves and sense of community. The blend of practical work and, formal and informal learning offers a meaningful pathway for students who have been marginalised and are less successful in mainstream education. The programme also shows potential as a platform for engaging the wider community in an educational project that could further advance social justice.</p> <p>A Sullivan thanked D MacKeen for his presentation on this inspirational work and research. P Little also commended him for the outstanding work being carried out, which is often unseen, suggesting the addition of beekeeping as an extra dimension. D MacKeen acknowledged that this had been considered but was not currently feasible. P Little also highlighted the excellent work done in the local community garden which has since been handed over to the Townhead community, with students continuing to engage in valuable work experience in the community café.</p>
Decision/Noted	To discuss the research paper on sustainable education for students with ASN.

Item LTSEC2-5	Any Other Notified Business	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	None.	

Item LTSEC2-6	Review of Meeting	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	Members welcomed the progress in delivering on the SAES and agreed that the Student Success Framework be highlighted to the Board in the Governance Report prepared by D McGowan.	

Item LTSEC2-7	Disclosability of Papers	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	Noted without change.	

Item LTSEC2-8	Date of Next Meeting	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	Tuesday 25 February 2025	

*The meeting closed at 1725 hrs.*



## ACTIONS FROM MEETING

Item	Description	Owner	Target Date
	None		

## ACTIONS FROM PREVIOUS MEETINGS

Item	Description	Owner	Target Date
LTSEC1-3.2 17 09 24	<b>LTSEC Annual Report 2023-24:</b> Update as agreed.	DM	ASAP <b>Complete</b>
LTSEC1-4.7 17 09 24	<b>Strategic Risk Review:</b> Remove SR11 and reduce risk score for SR1 to 10 (Amber).	DM	ASAP <b>Complete</b>
LTSEC1-6 17 09 24	<b>AONB, Committee Vice Convener:</b> Any member interested in taking on the role to contact D McGowan.	All Members	ASAP