

Board of Management

Date of Meeting	Wednesday 1 October 2025
Paper No.	BoM1-L
Agenda Item	5.2.3
Subject of Paper	Learning, Teaching & Student Experience Committee Meeting Minute – 16 September 2025
FOISA Status	Non Disclosable
Primary Contact	R Francis, Thorntons Law LLP, Interim Governance Support
Date of production	September 2025
Action	For Noting

1. Recommendations

To note the minute.

Board of Management

Meeting of the Learning, Teaching & Student Experience Committee

MINUTE OF THE 1st MEETING HELD ON TUESDAY 16 SEPTEMBER 2025 AT 1500 HRS (LTSEC1), CITY OF GLASGOW COLLEGE, ROOM C.06.106, MS TEAMS

Present	
Charandeep Singh (Interim Convener)	May Miller
Laura Heggie	Don MacKeen
Ewart Keep	
In Attendance	
Karen Acheson	Roy Gardner
Alison Bell	Derek Robertson
Samantha Campbell	Siobhan Wilson
James Davies	
Robbie Francis	Lauren Webster (Minute)
Flora Irvine-Hall	
Apologies for absence	
Jon Gray	Roderic Gillespie
Paul Little	Robbie Young

R. Francis welcomed members to the Committee meeting.

Item LTSEC1-1	Apologies for Absence	
Paper No:	Lead: R Francis	Action requested: Note
Decision/Noted	Apologies were received from P Little, R Young and J Gray.	

R Francis asked that item LTSEC1-3.2 be taken at this point.

Item LTSEC1-3.2	Appointment of Convener	
Paper No:	Lead: R Francis	Action requested: Decision
Discussion/ Matters Arising	<p>R. Francis outlined the process for appointing a new Convener for the Committee, noting that the position must be held by a non-executive member.</p> <p>L. Heggie declined, explaining that she currently serves as the Convener for the Finance Committee. C. Singh noted he is the Convener of the Conveners' Committee.</p> <p>With no volunteers, C. Singh proposed that the matter be taken forward outside of the meeting with all non-executive committee members. All members agreed and R. Francis noted that the conversation could extend to the wider Board if needed.</p> <p>For the purposes of chairing the current meeting only, R. Francis asked</p>	

	for a volunteer. C. Singh agreed to act as Convener for the duration of this meeting.
Decision/Noted	To agree unfilled Convener role

Item LTSEC1-2 Declarations of Interest	
Paper No:	Lead: Convener Action requested: Note
Decision/Noted	D MacKeen declared a connection to all items on the agenda due to his role as a Lecturer.

Item LTSEC1-3.1 Minute of the meeting held on 12 November 2025	
Paper No: LTSEC4-A	Lead: Convener Action requested: Decision
Decision/Noted	C Singh takes formal approval, that the minute was approved.

Item LTSEC1-3.3 Learning, Teaching & Student Experience Committee Annual Report 2024-25	
Paper No: LTSEC1-B	Lead: R Francis Action requested: Decision
Discussion/ Matters Arising	<p>R. Francis presented the report on behalf of D McGowan, providing an overview of the Committee’s activities over the past academic year. R. Francis explained that the report offers a high-level summary designed to inform the College’s Annual Report and Accounts. The report is intended to consolidate the Committees key developments and achievements.</p> <p>C. Singh responded positively, noting that the report contained valuable data and did not feel like a repetition of previous minutes. He encouraged the Committee to consider the broader narrative conveyed by the report and asked members to reflect on what it communicates, particularly from the student or teaching perspective.</p> <p>M. Miller agreed the report was well-written but commented that it felt somewhat familiar, possibly echoing previous documents.</p> <p>D. Mackeen described the report as providing a strong overall summary of the Committee’s work.</p> <p>L. Heggie was particularly supportive, stating that the report was incredibly useful—especially for new and existing members alike. She noted that it provides clarity and structure across the College’s various strategic frameworks, which can otherwise be difficult to navigate. In her view, the report offers a clear lens through which the Committee’s work can be understood.</p>
Decision/Noted	To approve the report.

Item LTSEC1-4.1	Presentation: James Davies, AD ESOL & Communities – Multiply Project	
Paper No: Verbal	Lead: J Davies	Action requested: Discussion
Discussion/ Matters Arising	<p>J. Davies presented the Multiply Project to the Committee. This UK-wide initiative, funded at £559 million—with £4.6 million allocated to the Glasgow City Region—aims to improve numeracy skills and qualifications, particularly among adults and disadvantaged groups.</p> <p>Over two years, the project engaged more than 400 students, with 95% successfully achieving accredited numeracy qualifications between levels 2 and 5. Students reported increased confidence in using maths in everyday situations. Many progressed into further college courses, with some aiming for Level 6 qualifications, including National 5 Maths—often a crucial requirement for employment. The project notably provided access to numeracy qualifications for learners unable to afford them otherwise.</p> <p>Delivery of the programme was tailored to meet the needs of individual learners. For many community learners who found maths too abstract, the curriculum was adapted to a more practical, hands-on approach. This included integrating numeracy into cookery, money management, and sewing and textile workshops. Thanks were given to N Darrach for sourcing the resources necessary to run the textile sessions. In terms of legacy planning, the team intends to continue delivering textile and cookery classes beyond the funded period.</p> <p>M. Miller expressed strong interest in the project and raised concerns about the impact of funding now that the original funding stream has ended. J. Davies explained that the team is currently seeking alternative funding and, in the meantime, is using credits to sustain delivery.</p> <p>L. Heggie emphasised the importance of everyday numeracy and suggested exploring the possibility of coordinating city-wide resources to support the course. While acknowledging the complexity of such an approach, J. Davies agreed it is worth investigating and potentially collaborating with other colleges to improve wider access.</p> <p>C. Singh thanked J. Davies and inquired about the inclusion of the Multiply Project in the Glasgow Life report. He asked whether a more College-specific report could be developed. J. Davies confirmed that the College contributes quarterly reports with case studies to the government. C. Singh suggested this presents an opportunity to produce a report with a more focused narrative on the College’s role.</p> <p>R. Gardner highlighted the importance of showcasing the backgrounds and challenges of learners in the case studies, as this could strengthen future funding bids by illustrating the real impact on underprivileged students.</p>	
Decision/Noted	To discuss the Multiply Project.	

J Davies left the meeting at 15:45

Item LTSEC1-4.2 Students' Association Update

**Paper No:
LTSEC1-C**

Lead: S Campbell

Action requested: Discussion

**Discussion/
Matters Arising**

C. Singh congratulated S. Campbell and F. Irvine-Hall on their new roles, offering support on behalf of the Board and welcoming their contributions going forward.

S. Campbell and F. Irvine-Hall provided an overview of the update and acknowledged ongoing student feedback highlighting challenges with the College's laptop loan scheme—specifically, that some students cannot access the software necessary for their course requirements.

S. Wilson commended the positive developments around the Class Rep system but raised a question about what processes are in place when no representative is elected in a class. F. Irvine-Hall did not have an immediate answer but agreed to follow up with further information.

M. Miller expressed concern regarding the issues raised with the laptop loan scheme, particularly around software access. She noted that a lack of access to specialist software was a real barrier to learning for some students.

D. Robertson added that, based on information from the IT department, the financial constraints of the College make it unfeasible to install all required software packages on every laptop. S. Wilson clarified that while specialist software is installed on classroom computers, it is not available on individually loaned laptops due to cost. She acknowledged the limitations and stressed that the College is doing what it can within budget constraints.

M. Miller then asked about the use of student-owned devices and whether software could be accessed that way. S. Wilson responded that this depends on the system and cloud compatibility, and that some students may be able to access software this way, although not all.

D. Mackeen shared a specific example from his work with schools groups and the access of free software Audacity no longer being available on loan laptops.

A. Bell, representing Creative Industries, highlighted the College's work on app streaming as a potential solution to this issue. She explained that app streaming—currently being developed with Amazon Web Services—enables students to stream required software via the cloud. This approach addresses digital poverty by allowing students to access programmes they otherwise couldn't afford on their own devices. She confirmed that faculty laptops should already have the required apps installed.

C. Singh requested that the College Executive engage directly with the Student Association to explore these concerns further. He also asked that the Library be involved in resolving these issues, to ensure the correct departments are addressing them.

It was acknowledged that one of the core problems is that the loaned laptops are simply not of a high enough specification to run the necessary software. R. Gardner pointed out that high-spec devices can cost up to

Decision/Noted

£5,000, further complicating the College's ability to supply adequate hardware.

To discuss the report.

Item LTSEC1-4.3 City Attributes Progress Report

Paper No:
LTSEC1-D

Lead: A Bell

Action requested: Discussion

A. Bell reminded the committee that the City Attributes (CA) initiative is aligned with the broader Student Experience Strategy, aiming to equip students with more than just qualifications. The focus is on the development of meta and soft skills, encapsulated by the initiative's guiding principle: the "Three Rs" – Readiness, Resilience, and Ready. An overview of the report was provided.

C. Singh thanked A. Bell and the wider team for their work, recognising the progress made and supporting the idea of creating a space for student perspectives and insights.

L. Heggie appreciated the transparency around challenges in the pilot year and asked what success might look like in 2025/26. In response, A. Bell stated that success would involve re-engaging with staff at a deeper level, working closely with curriculum teams to better map CA to course delivery, and increasing employer endorsement so that students clearly see the value of the programme.

D. Mackeen confirmed that CA is still being developed at SCQF Levels 3 and 4. He noted that once materials are ready, they would be shared with students. A. Bell added that Molly's pilot course had been well received, and that accessible digital versions are already available through Canvas.

M. Miller raised a concern about how CA is delivered, admitting that she found it hard to grasp. She asked whether it addressed basic literacy and numeracy. A. Bell clarified that CA focuses on soft skills rather than core skills, and that numeracy is only included where it already exists within the curriculum. Separate initiatives like the Multiply Project are in place to address gaps in core skills.

E. Keep highlighted that marketing is essential, especially as some students don't initially understand the point of CA. He applauded the planned campaign and wished the team well.

F. Irvine-Hall asked how the Students' Association could support the initiative. A. Bell responded that last year's collaboration with the SA had been helpful and she planned to re-engage with them this year. She noted that badges are available for class reps, which could be better promoted to raise awareness. S. Campbell supported this point, stating that many students still lack awareness of both CA and the badges.

Decision/Noted

When asked about social media presence, A. Bell confirmed that it will be a major part of the new marketing strategy.

S. Wilson acknowledged that the project had not met all expectations last year but praised the team for their openness and willingness to evaluate and adapt. She commended their resilience and stressed that CA embodies the College's core values, and expressed a hope that students will eventually drive the initiative themselves, regularly asking staff about their badge achievements.

C. Singh suggested that the funding model should be revisited at future committee and finance meetings. He proposed that CA should become a semi-regular standing item on future agendas, with A. Bell confirming quarterly updates would be appropriate.

To discuss the report.

A Bell leaves meeting 16:30.

Item LTSEC1-4.4 Learning, Teaching & Student Experience Update

Paper No: LTSEC1-E
Discussion/ Matters Arising

Lead: S. Wilson/D Robertson Action requested: Discussion

S. Wilson noted strong student recruitment this year, as highlighted in the paper. As of 8th September, the college has achieved 99% retention, up from 95%, demonstrating significant progress in student retainment. A key contributor to this improvement was a revised approach to induction week, particularly enhanced IT support. Staff were stationed on Level 2 to offer real-time assistance, which created a smoother induction experience for students and made their transition into college life much easier.

S. Wilson advised caution when interpreting student success at this early stage, noting that early indicators are showing improvement on last year. However, attainment data from the Scottish Funding Council (SFC) has not yet been published. She reminded the committee that while improvements are evident, especially when compared to previous years affected by industrial action, the college has not yet reached its desired attainment levels. These gains were expected to some degree, given the absence of strikes this year.

C. Singh commented on the positive start to the academic year, noting that the revised induction approach had created a noticeable sense of energy on campus. He extended his thanks to all staff involved.

E. Keep requested that once evaluation results from the Learning Spaces Project are available, they be shared with the Scottish Funding Council team. As the College is leading the way, the data will be crucial for informing future funding decisions.

E. Keep also raised concerns about the data on learning support, describing it as "startling." He mentioned that a board member at SFC had prompted further scrutiny of the figures and requested that learning support be

included as a future agenda item for deeper discussion, given its long-term implications.

D. Mackeen shared concerns regarding retention and the quality of student experience, particularly relating to facilities, classroom equipment and suitability. S Wilson has agreed to look at these concerns.

It was agreed by the Committee that future Learning and Teaching Committee agendas include a standing item related to schools groups.

S. Wilson acknowledged that the college—like others across the sector—is experiencing a rise in the number of students with additional support needs and PLSPs. The challenge lies in the lack of corresponding funding. While the Executive Leadership Team (ELT) is fully aware and discussions have taken place, the College has been forced to redirect funding, including money from hardship payments, to meet legal obligations for student support. This, in turn, has affected students relying on hardship funding. S. Wilson stressed that the College cannot continue servicing this growing need without formal recognition and additional support from the SFC. She raised this matter at the most recent TQEF (Tertiary Quality Enhancement Framework) quarterly meeting, warning that without intervention, the college may eventually have to turn students away—something they are deeply reluctant to do

R. Gardner acknowledged the work done to expand widening access and how it feeds into the SFC’s aims around reducing child poverty. However, he reiterated that using hardship funds to meet support needs is not sustainable.

D. Robertson echoed these concerns, pointing out the College’s legal obligation to support students with intensive needs and the funding gap this creates.

M. Miller asked whether the issue has escalated due to increased awareness. S. Wilson responded that yes, growing awareness and better recognition of learning difficulties and neurodiverse conditions have led to a rise in support needs, and that the scope of support has broadened in recent years.

R. Gardner added that recent data shows 40% of children in Scotland have some form of diagnosed condition, suggesting this trend is unlikely to reverse. The college will need to continue submitting structured funding requests to the SFC on a year-on-year basis. It is important to note that "hardship funds" refer not just to bursary support but also to students who have no financial means to access basic resources. The societal need is growing, but funding levels have not kept pace.

Decision/Noted

To discuss the report.

R Gardner left the meeting at 16.45.

Item LTSEC1-4.5 Strategic Risk Review

Paper No:
LTSEC1-F

Lead: K Acheson

Action requested: Discussion

Decision/Noted	K. Acheson noted that management action plans had been reviewed, and four strategic risks were presented to the Committee for review, with no changes to risk scores proposed during the quarterly review.
	L. Heggie suggested a deeper examination of SR 27. C. Singh noted that SR27 might soon be escalated to a red risk, depending on the outcome of discussions.
	D. Robertson noted that this risk has somewhat improved due to updated guidance from the SQA, which now includes the use of AI and its potential applications in education. L Heggie asked how the College plans to challenge and regulate the use of AI going forward. D. Robertson shared that student resource teams are already taking steps to encourage responsible use of AI. The study skills team, now based in the library, plays a key role in this effort by offering skills development and providing visible, physical support to students.
	D. Mackeen recommended that a presentation on AI be included in the agenda for the next meeting to ensure wider staff awareness and engagement.
Decision/Noted	To discuss the report.

Item LTSEC1-5.1 Academic Board Minutes – 5 March 2025		
Paper No: LTSEC1-G	Lead: P Little	Action requested: Note
Decision/Noted	To note the Academic Board minute of the meeting held on 13 May 2025.	

Item LTSEC1-6 Any Other Notified Business		
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	S Campbell adds that the Class reps spoke on AI, and is being discussed at that level. SA to be included in the AI presentation discussion.	

Paper No:	Lead: Convener	Action requested: Note
Discussion/ Matters Arising	<p>Members found the meeting informative and productive. D. Robertson reminded the Committee of the importance of recognising the positive achievements of the College, encouraging members not to dwell solely on challenges. He shared a strong example of success, highlighting that 97% of leavers achieved positive destinations.</p> <p>C. Singh expressed appreciation to K. Acheson and R. Francis for stepping into governance responsibilities following D McGowan’s departure and helping ensure continuity.</p>	

Item LTSEC1-8	Disclosability of Papers	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	Noted without change.	

Item LTSEC1-9	Date of Next Meeting	
Paper No: Verbal	Lead: Convener	Action requested: Note
Decision/Noted	Tuesday 11 November 2025	

The meeting closed at 17:05 hrs.

ACTIONS FROM MEETING

Item	Description	Owner	Target Date
LTSEC1-4.1 16 09 25	Multiply Project Report - To produce a College specific Multiply Project impact report.	JD	
LTSEC1-4.2 16 09 25	Laptop Loan Scheme – An understanding of Student software access issues.	SW/SC	
LTSEC1-4.3 16 09 25	City Attributes – A quarterly update to be provided to the Committee as a standing agenda item.	AB/RF	
LTSEC1-4.3 16 09 25	City Attributes – Clarity of long-term funding model	AB	
LTSEC1-4.4 16 09 25	Learning Support – Learning Support to be added as an agenda item	SW/RF	
LTSEC1-4.4 16 09 25	Operational Issues – Classroom allocation and set up to be reviewed to ensure adequacy	SW/DM	
LTSEC1-4.5 16 09 25	AI Presentation – An AI presentation to be delivered to the Committee for awareness.	SW	

ACTIONS FROM PREVIOUS MEETINGS

Item	Description	Owner	Target Date
LTSEC1-6 17 09 24	AONB, Committee Vice Convener: Any member interested in taking on the role to contact D McGowan.	All Members	ASAP
LTSEC4-3.5 27 05 25	Careers Framework and Strategy: Report on level of use for graduates.	DR	ASAP
LTSEC4-3.5 27 05 25	Careers Framework and Strategy: Confirm adaption of City Attributes.	SW	ASAP
LTSEC4-3.5 27 05 25	Review of Committee Terms of Reference: Consider cross referencing Schedule of Business with Terms of Reference in the future.	DM	June 2026
LTSEC4-4.3 27 05 25	2023-24 Student Leaver Destinations: Invite Faculties to discuss findings.	SW	ASAP