

John Wheatley College

Board of Management

Academic and General Purposes Committee

Minutes of the Academic and General Purposes Committee meeting held on Thursday 19 January, 2010 at 5pm in Room S09 Easterhouse Campus.

1 Sederunt

The meeting commenced at 5.00pm and was attended by:

E MacArthur (Chair);
I Graham (Principal);
A Woolley;
A Carlin (Teaching Staff Board Member);
M Axford (Fellow of Board of Management);
R Venditozzi;
S Afridi (Support Staff Board Member); and
D O'Brien (Fellow of Board of Management).

Also in attendance:

A Kirk (Depute Principal);
A Sherry (Assistant Principal);
J Gow (Chief Finance Officer);
J Wilson (Assistant Principal, Quality);
S Smith (Associate Principal, Vocational School);
A Lockyer (Associate Principal, Core School);
G Shaw (Head Teacher, Lochend Community High School);
J Butcher (Glasgow East Area Manager, Education Services); and
A McKenna (Committee Coordinator for recording purposes only).

2 Apologies

A Inglis (Assistant Principal).

3 Terms of Reference

Members noted the terms of reference for the Academic and General Purposes Committee. It was confirmed that the meeting was quorate with 6 voting members in attendance.

4 Declarations of Interest

The Principal and A Kirk declared an interest in item 16 of the agenda '*Glasgow East Arts Company – Development Priorities*' as they are both members of the Glasgow East Arts Company Board.

The Chair requested members to declare any interests which arose as a consequence of discussion during the meeting.

The Principal welcomed Mr Butcher and Mr Shaw to the meeting.

He introduced them both to members and requested that members introduce themselves for the benefit of Mr Butcher and Mr Shaw.

8 Presentation Items

a) The College Relationship with Glasgow City Council

The Chair invited J Butcher to deliver his presentation to members.

J Butcher highlighted the following in order to exemplify the relationship which the City Council has with the College:

Education Services has six key objectives:

- raise attainment and achievement levels;
- provide learning opportunities to maximise potential;
- provide additional learning support needs;
- provide early childhood and extended services;
- make best use of our resources to improve outcomes for children and young people;
- work in partnership with children, young people, families and other services to provide an integrated approach to service delivery.

SOA Objectives:

- number of parents/carers taking part in family learning programmes;
- proportion of young people going to higher education, further education, training or employment;
- number of places on schools vocational programme for 14 – 16 year olds in mainstream schools;
- Local Outcome 20: Improve Literacy and Numeracy of the population;
- Local Outcome 21: Improve educational attainment & achievement of all children and young people;
- Local Outcome 22: Improve skills for employment;
- Local Outcome 23. Improve residents' aspirations, confidence, decision making capacity and involvement in community life; and
- Local Outcome 22: Improve skills for employment.

Learning Theme:

- Learning Theme Group: key local priority outcomes which support the national priority outcomes detailed in the SOA:
- positive destinations for all young people;
- improved core skills – including ALN, ESOL, Youth and Family literacies, ICT skills;
- digital inclusion;
- raising educational attainment;
- improved skills for employment;
- sustainable community facilities
- reducing exclusions.

Glasgow's Vocational Training (GVT):

- GVT's main aim is to equip young people with the knowledge and skills to help make an informed choice about their future career and to ensure a

positive progression to employment. These awards will enable the young people to gain skills, which will help them either enter the workplace or progress onto further education in the future.

John Wheatley College's GVT -

Programme	Number of Pupils
Mainstream	193
Supported	15
Enhanced	55
Overall Total	263

Transitions to Learning and Work:

- 2008/9 John Wheatley College recruited 53 looked after and accommodated young people
- 61% retention
- Recognising Achievement
- 14,000 children in local authority care in Scotland
- 3,000 in Glasgow
- 1000 looked after children and young people in East Glasgow
- 350 in placements, 650 with parents/family
- 120 preparing to leave care

Pre-apprenticeship Construction:

- around 75% of participants have access a construction apprenticeship at age 17
- the Pre-apprenticeship Construction Course has enabled local school leavers to become more competitive in the local construction labour market
- the young people concerned have become more skilled, more knowledgeable and more prepared for a competitive process

Secondary Strategy:

- to ensure every young person develops essential life skills
- rich, broad curriculum in line with Curriculum for Excellence
- active partnerships
- positive outcomes for young people
- improve literacy and numeracy
- attendance Strategy
- positive behaviour strategy
- vocational provision, Modern Apprenticeships, MCMC, Be all you can Be.

Members discussed at length the contents of J Butcher's presentation.

The Chair thanked J Butcher for his comprehensive and interesting presentation.

**b) The College Relationship with Local Secondary Schools:
Lochend Community High School**

The Chair invited G Shaw to deliver his presentation to members.

G Shaw outlined the nature of the programme which the College offered to support the school curriculum. He highlighted that joint working provided greater choice for a range of pupils and had contributed to raising attainment.

He reported that the College was a key partner in both the Vocational Programme, previously referred to by J Butcher in his presentation, and the bespoke provision which it offered to the school.

He confirmed that he welcomed the support the College offered and anticipated that the introduction of the Curriculum for Excellence would provide further opportunities for collaboration.

G Shaw informed members that the Youthstart Programme had, over a number of years, proved to be successful in engaging with a range of pupils who had previously found participation in education challenging. He highlighted a number of pupils successes from the Youthstart programme and reminded members that a former Youthstart student was recognized as SQA Learner of the Year.

In addition he informed members of the role of the school in the Scottish Credit and Qualification Framework / Individual Learning Plan (ILP) pilot project. He informed members that the school had welcomed the opportunity to work with the College in session 2008/09 to develop the on-line use of ILPs by school based teaching staff.

Furthermore he also welcomed the offer from the College to provide a Gourmet Dinner in support of its funding raising for the Malawi project.

Members discussed at considerable length the positive collaboration between the College and Lochend Community High School.

The Chair thanked G Shaw for his interesting and informative presentation.

Members agreed that both presentations had provided an insight into the positive relationship the College has with both Glasgow City Council and Lochend Community High School.

The Principal thanked both G Shaw and J Butcher for giving up their time to attend the meeting.

G Shaw and J Butcher left the meeting at this point.

5 Minutes of the meeting held on 3 September, 2009

The minute of the meeting was accepted as read and an accurate record of the meeting held on 3 September, 2009.

6 Matters arising from the minutes of the previous meeting held on 3 September, 2009

Members agreed that any matters arising from the minutes of the previous meeting held on 3 September, 2009 would be discussed when discharging the agenda of this meeting.

7 Approved Minutes from Academic Board – 18 September, 2009

The Principal spoke to the contents of the minutes from the Academic Board meeting held on 18 September, 2009.

He informed members that the minutes were for their information.

Members of the Board's Academic and General Purposes Committee noted the contents of minutes from the Academic Board meeting held on 18 September, 2009.

9 School's Self Evaluation Annual Reports for Session 2008/09

The Chair invited Mr Smith and Ms Lockyer to speak to their School's Self Evaluation Annual Reports for session 2008/09.

Ms Lockyer spoke to the contents of the covering paper that covered both School's Self Evaluation reports.

The Associate Principal reminded members that as part of the College's commitment to continuous quality assurance and improvement within the revised HMle/SFC Quality Framework, both academic Schools provide Self Evaluation Reports to the Committee, for consideration on behalf of the Board of Management.

She added that the format of the Self Evaluation Reports were reviewed annually to ensure that they remained 'fit for purpose'.

In addition she informed members that as a consequence of that review, for session 2008/09 the school Self Evaluation Reports had adopted the reporting approaches based on the current HMle Review Reports.

She further informed members that for Session 2008/09 the Self Evaluation Reports provided an overview of the work of the schools as represented in the Self Evaluation Reports of the four curriculum sections of each School then in turn reflected the self evaluation methodology of the programme teams and the moderation groups within the Schools.

The Associate Principal commented that the process for session 2008/09 had been challenging but enjoyable and that it had received a positive response from the Curriculum Leaders involved in the process.

Mr Smith provided members with an overview of both School Self Evaluation Reports, attached to the covering report as appendices 1 and 2, for members' information.

There followed a considerable discussion on the contents of both School Self Evaluation Annual Reports for session 2008/09.

Members of the Academic and General Purposes Committee agreed to:

- note the contents of the report;
- approved the Core and Vocational School Self Evaluation Annual Reports for 2008/09.

10 Review of Progression and Attainment – Session 2008/09

The Principal spoke to the contents of the report which sought to track progression within the College's Wider Access, Youth Access, School Link and More Choices More Chances activities and to assess their impact on recruitment to mainstream College programmes.

In addition it also sought to track overall college attainment at the various SCQF levels (and in particular of core skills qualifications). It was based on a comparison of the final student records for 2007/08 and 2008/09.

He provided members with an overview of the statistics noted in the report.

Members discussed the content of the report at length.

Members of the Academic and General Purposes Committee noted the contents of the report.

11 Trends in Student Activity - from 2005/2006 to 2008/09

A Sherry spoke to the contents of the report which sought to identify trends in the College's student activity, in relation to dominant programme groups, over the four year period from session 2005/06 to session 2008/09.

The Assistant Principal reminded members that the Scottish Funding Council (SFC) categorised student activity by dominant programme group (DPG). This categorisation sought to identify the 'main' subject within each programme in order that an appropriate 'weighting' can be applied to the programme.

He further reminded members that a Student Unit of Measurement (SUM) represented 40 hours of learning/study for an individual learner and that Weighted SUMs were measured by adjusting the total SUM activity in particular area (DPG) by the weighting for that DPG.

He informed members that it was difficult to ascertain trends in enrolment as a consequence of this analysis and that provision remained demand-led and therefore subject to fluxions year on year.

The Assistant Principal further informed members that significant levels of special programmes reflected the challenges faced by residents within its East Glasgow catchment area. He reminded members that 95% of College Learners lived within 5km of one of its main buildings.

Following discussion Members of the Academic and General Purposes Committee agreed to note:

- the contents of the report;
- the extent to which College activity was demand led and varied between dominant programme groups on a year to year basis; and
- that the significant level of activity in Special Programmes reflected the increasingly challenging nature of the College's learner cohort and

the inclusive nature of the curriculum and the partnerships that the College had developed.

12 HMIe

a) Report on Computing Education in Scottish Colleges

A Sherry spoke to the contents of the report reminding members that the College had volunteered to participate in the aspect inspection on Computing Education in Scottish Colleges conducted by Her Majesty's Inspectorate of Education (HMIe) on behalf of the Scottish Funding Council in session 2008/09.

He informed members that the task had not included a review of computing as a core skill but focussed on the more technical programmes delivered in that subject area. In total ten (10) colleges were included in the HMIe task.

He provided members with an overview of the final report of the HMIe task and added that the report had previously been considered by the Academic Board, the Quality Enhancement Committee and by the appropriate programme team. As a consequence of this the ICT Team had been required to produce an Action Plan to address the recommendations which the HMIe Team had made to improve the learner experience on computing programmes and that these plans would be monitored on a routine basis by the Associate Principal – Core Skills and the College Quality Team.

He highlighted the summary of key findings and recommendations noted in the report.

Members discussed the report at length.

Members of the Academic and General Purposes Committee agreed to:

- note the contents of the report and its appendix;
- note that the HMIe Report had been considered by the Quality Enhancement Committee;
- note that the HMIe Report had been considered by the Academic Board;
- note that the HMIe Report had been considered by the ICT and Business Programme Team.

b) Report on Creative Digital Industries

A Sherry spoke to the contents of his report. He reminded members that the College had volunteered to participate in the aspect inspection on Creative Industries conducted by Her Majesty's Inspectorate of Education (HMIe) on behalf of the Scottish Funding Council in session 2008/09. In total twelve (12) colleges were included in the HMIe task.

He provided members with an overview of the final report of the HMIe task and added that the report had previously been considered by the Academic Board, the Quality Enhancement Committee and by the appropriate programme team. In addition an article on the Report had been published in the College Newsletter.

He highlighted the summary of key findings and recommendations noted in the report.

Members discussed the report.

Members of the Academic and General Purposes Committee agreed to:

- note the contents of the report and its appendix;
- note that the HMle Report had been considered by the Quality Enhancement Committee;
- note that the HMle Report had been considered by the Academic Board;
- note that the HMle Report had been considered by the appropriate programme teams.

c) Analysis of College Baseline Reports on Quality Arrangements

A Sherry spoke to the contents of his report reminding members that College Boards of Management were required to submit, as part of the revised Scottish Funding Council / Her Majesty's Inspectorate of Education (HMle) quality framework, a baseline statement on College Quality Arrangements to the Scottish Funding Council by 31 December, 2008. He further reminded that the Board had considered and endorsed the College's Baseline Report at the meeting held on 10 December, 2008.

He informed members that the Funding Council subsequently requested HMle to review all forty-three College Baseline Reports and to produce a report which analysed the contents.

He took members through the analysis report informing members that HMle had concluded that all colleges had submitted an appropriate report however that there were variations in the quality of these reports. In addition A Sherry highlighted that a few colleges had submitted the Baseline Report without the endorsement of their Boards despite such an endorsement being required by the Funding Council.

Members of the Academic and General Purposes noted the contents of the report and its appendix.

d) Recent Inspections of Community Learning and Development in East Glasgow

The Principal spoke to the contents of the report which sought to apprise members the outcomes of recent inspections of Community Learning and Development (CLD) in East Glasgow and to highlight any references to provision made by the College.

He reported that inspections of Community Learning and Development were now conducted on the basis of (non-denominational, secondary) school catchment areas ("learning communities") and that the inspection of CLD takes place at the same time as the school was being inspected.

He further reported that inspection of CLD was based on the national framework 'How Good is Our Community Learning and Development 2' and

that inspection reports sought to highlight key strengths and areas for improvement. They also provided grades for:

- improvements in performance;
- impact on young people;
- impact on adults;
- impact of capacity building services on communities; and
- improving services.

The Principal informed members that there had been two recent inspections of CLD in East Glasgow. Eastbank Learning Community had been inspected in early 2009 (report attached as appendix) and Whitehill Learning Community took place week beginning 23 November, 2009. Their report was not yet published but attached as appendix 2, was the initial feedback (powerpoint slides) provided by the inspection team.

He reported that the inspection of Eastbank Learning Community had highlighted the youth work partnerships at the College (including the College's Youth Access provision) and the development of FUSE (part of the College's learning network) as examples of good practice.

He further reported that the inspection of Whitehill Learning Community had highlighted the range and quality of informal learning opportunities and good progression to volunteering and employment and professional qualifications as a particular strength of the learning community.

In addition he reported that Bridgeton Community Learning Campus, where the College provides an extensive range of adult learning opportunities and which was a partner in the development of the College's HNC Working with Communities programmes and the College's Youth Access Programme were identified as specific examples of good practice.

Members of the Academic and General Purposes Committee agreed to note the contents of the report.

e) HMle Update – December 2009

The Principal spoke to the contents of the Update Bulletin.

He provided members with a summary of the contents and added that Mr Kenneth Muir, HM Chief Inspector of Education, was now in post and had recently visited the College as part of his induction programme.

Members of the Academic and General Purposes Committee noted the contents of the Update Bulletin.

13 Sustainability and Scotland's Colleges

The Principal spoke to the contents of his report which sought to advise members of the findings of the recent HMle Aspect Review of Sustainable Development in Scotland's Colleges and to provide an overview of the Sector's response to the challenge established by the UN Decade of Sustainable Education at its mid-point.

He provided members with an overview of the HMle Aspect Review Report of Sustainability and Sustainable Education provision in Scotland's Colleges.

He reminded members that the document had been specifically referred to in the College's *Climate Change Action Plan* for 2010-15 which had been considered and endorsed by the Board.

The Principal reported that the *Climate Change Action Plan* committed the College to respond appropriately to the HMle Sustainable Development Review's recommendations.

He further reported that HMle had concluded that Colleges should:

- provide guidance on sustainability policies and strategies to new staff as part of their induction;
- develop their strategies for sustainability to define the essential knowledge, skills and behaviours for learners to develop;
- develop and implement systematic approaches to sustainable development education in all learning programmes;
- include sustainable development with their Teaching and Learning strategies;
- encourage and support Student Associations to include events and activities which contribute to sustainable development; and
- include sustainability issues in student induction programmes.

He highlighted that the HMle Report contained numerous references to existing good practice at John Wheatley College.

He further confirmed that the Inspectorate had identified two (2) examples of *Sector Leading Innovative Practice* (SLIPs) at the College. These included:

- the design of the East End Campus and its range of sustainable development features; and
- the shared service philosophy which underpins the operation of the Bridge at the Easterhouse Campus.

He added that the College would now prepare its response to the findings of the HMle Aspect Report and it would report these to an appropriate future meeting of the Board's Academic and General Purposes Committee. These inform the

Members of the Academic and General Purposes Committee noted the contents of the report and is appendix.

14 Commendations and Complaints – Session 2008/09

J Wilson spoke to the contents of her report that sought to provide members with an overview of the complaints and commendations received as part of the formal process during session 2008/09.

She reminded members that the College had a well established Commendations and Complaints procedure as part of the College's commitment to continuous quality enhancement.

She reported that commendations received during session 2008/09 provided evidence of appreciation of the service provided by the College and the College welcomed that learners wished to acknowledge the support of its staff.

Furthermore she reported that all commendations were brought to the attention of the Principal, the relevant team manager and the team/member of staff commended and that 'commendations' was a standing agenda item for the weekly Senior Management Team meetings. She reminded members that the Principal formally recognised commendations in writing.

In addition she provided members with a summary of the complaints received over the past four (4) academic sessions that included session 2008/09.

She highlighted that in analysing the complaints for session 2008/09, from an equalities perspective, the following had been found:

- two of the complaints received were from learners who had indicated at enrolment that they were from an ethnic minority. These complaints related to staffing and facilities and both had been resolved;
- two complaints received were from learners who had declared during enrolment that they had a disability. One complaint was disability related and the other was not and both were resolved to the satisfaction of the complainants; and
- the majority of complaints received were from females (members will be aware that the majority of learners were females). No complaints were gender related.

Members discussed at length the figures for both commendations and complaints.

The Chair thanked J Wilson for her comprehensive presentation of her report.

Members of the Academic and General Purposes agreed to:

- note the contents of the report and its appendices; and
- refer this report and its appendices to the Quality Enhancement Committee and the Academic Board.

15 NUS Hardship Survey: Overstretched and Overdrawn (*carried forward from the meeting held on 3 September, 2009*)

A Sherry reminded members that the National Union of Students (NUS) Scotland had for a number of years been conducting a campaign which had sought to highlight the issue of student poverty. It had in particular focussed on the hardship faced by those learners undertaking Higher Education programmes reflecting the interests of the majority of NUS members.

He reported that in order to further support their campaign, and to influence the ***Supporting a Smarter Consultation*** exercise undertaken by the

Scottish Government, NUS Scotland had undertaken a survey of members during session 2008/09 (the outcome of the survey was attached as appendix 1 for members information). He added that that HE learners at John Wheatley College did not respond to the survey activity.

Furthermore he reported the main findings of the report as:

- the majority of students are in some form of debt. 67 per cent of students are in debt to friends and family, 61 per cent were experiencing student loan debt and 52 per cent were in commercial debt;
- College students were least likely to report being concerned about any form of debt, with a third saying that they had no debt;
- commercial debt was always the biggest concern for students, regardless of the other forms of debt the student may be in;
- students under 25 years old are less afraid of debt than mature students; students from lower socio-economic backgrounds (NS-SEC classes 4-7) were more likely to be concerned about commercial debt while students from higher socio-economic groups were marginally more likely to be concerned about student loan debt; more than half of the students surveyed were in work, with 85 per cent of those students working for extra income. Only 11 per cent of the students who worked did so for interest or to gain experience in their chosen career;
- the 1999 report Student Finance: Fairness for the Future (the Cubie Report) recommended that students should not work more than 10 hours a week to ensure their job does not interfere with their studies. This survey found that 70 per cent of students in work were working more than 10 hours a week; and
- students who are in commercial debt were more likely to be in work than other students. It is the view of the College that the findings reflect the opinions of its learners particularly with regard to the reluctance from those from the most deprived areas of Scotland to enter into debt.

He further reported that the following consideration of the findings NUS Scotland had made the following recommendations for Higher Education student support:

In the short term:

- top-slice £2 million of the £30 million available from 2010, and merge it with discretionary childcare funding and the childcare element of the lone parents' grant to create a childcare entitlement;
- increase the minimum loan available to all students; and
- increase support for the poorest students, through a mixture of loans and grants.

In the medium term:

- introduce a maintenance grant which provides non-repayable support to the poorest students, regardless of age or level of study;
- review the means-test to ensure that all students who need additional student support receive it;
- achieve a minimum income for students of £7,000; and
- increase support for part-time students and postgraduates.

In the long term:

- merge the maintenance grant and Young Students' Bursary to form a single means-tested grant that will provide an equal amount of non-repayable support to the poorest students, regardless of age or level of study;
- introduce a summer holidays maintenance grant to prevent students from falling into hardship during the summer holidays; and
- slowly decrease the student loan entitlement alongside a slow increase in grant entitlement, thereby reducing graduate debt.

He confirmed that it was the view of the College that there was merit in a number of the proposals particularly those which sought to focus grant support towards the poorest students.

Members of the Academic and General Purposes Committee agreed to note the contents of this report and its appendix.

16 Glasgow East Arts Company – Development Priorities

The Principal spoke to his report that sought to advise the Committee of the development priorities which had been identified for Glasgow East Arts Company (GEAC) in a recent Board Planning session.

He provided members with a summary of the report and highlighted that the GEAC Board had agreed at the last meeting to formally change its name as previously reported.

He confirmed that the new name was Glasgow East Arts Company that reflected the current operational environment within which it worked as a consequence of the Community Planning structures which replaced the earlier Social Inclusion Partnerships.

Members of the Academic and General Purposes Committee agreed to:

- note the contents of the Principal's report;
- note the development priorities established for the Glasgow East Arts Company (GEAC); and
- request the College to consider the priorities as part of its planning processes for academic/financial years 2010/13.

17 Learning and Teaching Scotland – Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools

The Principal provided members with a brief summary of the document for members' information.

Members of the Academic and General Purposes Committee noted the contents of the report.

18 The Scottish Government – Curriculum for Excellence: Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work

The Principal provided members with a brief summary of the document for members' information.

Members of the Academic and General Purposes Committee noted the contents of the report.

19 Risk Management – Risk Issues to be considered as a consequence of the above agenda

There were no risk issues identified as a consequence of discharging the above agenda.

20 Closure

The meeting closed at 7.05pm with the Chair thanking members for their contribution and attendance.

21 Date of Next Meeting

The next meeting of the Academic and General Purposes Committee is scheduled to be held on Thursday 10 June, 2010.