

John Wheatley College

Board of Management

Academic and General Purposes Committee

Minutes of the Academic and General Purposes Committee meeting held on Thursday 3 September, 2009 at 5pm in Room MF12/14, East End 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
Prof A Allison.

Also in attendance:

A Kirk (Depute Principal);
A Sherry (Assistant Principal);
A Inglis (Assistant Principal);
J Gow (Chief Finance Officer);
J Wilson (Assistant Principal, Quality);
H Dunlop (Assistant Associate Principal, Quality);
I Quinn (Assistant Associate Principal, Curriculum);
D Graig (International Development Manager – WoSCoP);
S Finnie (Principal Librarian – East Glasgow);
A Lockyer (Associate Principal, Core School);
C Watt (Lecturer); and
A McKenna (Committee Coordinator for recording purposes only).

2 Apologies

D O'Brien (Fellow of Board of Management).

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 8 voting members in attendance.

4 Declarations of Interest

The Principal declared an interest in item 12 of the agenda as he is a Board Member on the Local Community Planning Partnerships Board's.

A Woolley declared an interest in agenda item 20 as consequence of him formerly being a member of the SFC Property and Capital Investment Committee.

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

The Chair welcomed Ms Carlin to her first Academic and General Purposes meeting in her capacity as Teaching Staff Board Member.

She noted that she would also deliver a presentation at the Committee related to the College's Care Leavers' Project.

She further welcomed Mr Craig and Mr Finnie to the meeting.

5 Minutes of the meeting held on 13 May, 2009

Ms Venditozzi requested that '*scope of personal details*' be added to agenda item 8, paragraph 10, of the minutes for clarification purposes.

With this addition noted the minute was accepted as an accurate record of the meeting held on 13 May, 2009.

6 Matters arising from the minutes of the previous meeting held on 13 May, 2009

Members agreed that any matters arising from the minutes of the previous meeting held on 13 May, 2009 would be discussed when discharging the agenda of this meeting.

7 Approved Minutes from Academic Board – 13 March, 2009

Mr Inglis spoke to the contents of the minutes of the Academic Board held on 13 March, 2009.

He provided members with an overview of the contents and informed them that two (2) of the presentations delivered at the last Academic Board meeting would also be made for members at this meeting.

Members of the Board's Academic and General Purposes Committee noted the contents of the Academic Board Minutes of 13 March, 2009.

8 Correspondence

i) HMle Update for College Principals' – June 2009

The Principal spoke to the contents of the HMle Update and informed members that HMCle Wray Bodys had now retired and that Kenneth Muir had taken over the post of Her Majesty's Chief Inspector with responsibility for the College Sector.

He added that K Muir had already visited the College on several prior occasions.

Members of the Board's Academic and General Purposes Committee noted the contents of the HMIe Update for June 2009.

9 Topic Presentation – 2009/10

The Chair spoke to the contents of her report that sought to propose that, at each meeting of the Academic and General Purposes Committee, there would be a presentation on a particular aspect of the College's provision.

Ms MacArthur reminded members that at a previous meeting, the Committee heard a presentation about the use made by the College of Individual Learning Plans and that members felt that this event was highly successful and that it allowed them to get useful insights into an important area of work which is central to the College's 'mission'.

She proposed that a similar approach be adopted in the meetings of the Committee in 2009/10 and that an allocation of up to 30 (thirty) minutes for an in-depth presentation on a topic, selected by members, be set aside at each meeting.

In addition she intimated that it had been proposed that the forthcoming session might include presentation's on:

- the Care Leavers' Transition Programme (which had already been placed on the agenda of this meeting);
- the College's relationship with Glasgow City Council and local Secondary Schools (which was raised by a member at the last meeting);
- the College's provision for Creative Industries (which is one of the Scottish Government's priorities in its Skills Strategy); and
- the College's Youth Programmes (as part of its MC² agenda).

Members of the Board's Academic and General Purposes Committee discussed the proposal and agreed to:

- i) note the contents of the report;
- ii) the proposal to include an operational project in each meeting of the Committee (as described in the report) during academic session 2009/10;
- iii) endorse the proposed 4 topics for consideration during the session; and
- iv) requested Alan Sherry (Assistant Principal) to notify other members of the Board of this schedule and advise them that this part of the Committee's agenda would be open to all members.

10 Transitions to Learning and Work Project

Mr Sherry spoke to his report. He reminded members that the College had received funding from the Scottish Funding Council (SFC) to deliver the pilot project to support care leavers from East Glasgow into learning and employment.

The Assistant Principal further reminded members that they had requested that an update report on the work of the first year of the pilot project.

He introduced Ms Carlin, the Senior Lecturer responsible for the Transitions to Learning and Work project, and invited her to deliver her presentation on work undertaken to date.

Ms Carlin delivered a powerpoint presentation that covered the following points:

- Background to the Project:
 - More Choices More Chances
 - National Policy Priorities
 - Community Planning Priorities
 - Looked After Children
 - 1000 in East Glasgow;
- Reasons for accommodation of children;
- Factors that impact on the College Students:
 - multiple placement breakdowns;
 - special needs ranging from ASD (autistic spectrum disorder) to mental health issues
 - at risk from self harm behaviours
 - young people with addictions or offending behaviours;
- Current Transition Groups:
 - chaotic home situations
 - school refusers
 - measures of supervision
 - carer responsibilities
 - low self esteem;
- Programme Aims:
 - re-engagement
 - innovation
 - personal and social development
 - core skills qualifications
 - support
 - progression;
- Retention Strategies:
 - attendance call
 - tracking and monitoring
 - parental involvement
 - flexible timetable
 - staff development;
- Integration with partners:
 - referral stage
 - social services
 - local schools
 - youth justice
 - ongoing curriculum delivery
 - community health and care partnership
 - LAAC nurse and psychologist
 - Pre-exit

- Care Leavers' Employment Service
- Careers Scotland
- Review and Evaluation
 - John Wheatley College Quality Improvement and Self-evaluation
 - Dugald Craig (WoSCoP)
 - Scottish Funding Council;
- Transition Statistics
 - 22/36 (61%) transition students progressed to full-time courses last year
 - 16 LAAC students on other courses were offered additional support and guidance
 - 25 new transition students started in September, 2009; and
- What Next?
 - Transition to employment
 - Transition to formal study
 - Transition to apprenticeship

The Assistant Principal reminded members that the College had engaged Mr Craig, of the West of Scotland Colleges Partnership (WoSCoP), also to undertake an independent, external evaluation of the Transitions to Learning and Work Project.

He invited Mr Craig to speak to his draft Interim Report on the Project.

Mr Craig informed members that the interim evaluation focused on, in particular, upon the tasks/activities undertaken during the first eighteen months of the two-year pilot programme and compared them with the aspirations presented in the proposal that secured Scottish Funding Council (SFC) support for provision.

He further informed members that the interim evaluation, from which the initial findings had been drawn, sought to determine the impact of the programme in terms of its effect upon the target learners; review the programme's operation and performance in terms of achieving its objectives; examine the processes deployed in programme delivery; and explore the costs and added value of the programme.

He highlighted the following points from his report:

- scope of the Interim Evaluation
- background to the programme
- aim of the programme
- objectives of the programme
- structure and content of the programme
- timescale for the evaluation
- evaluation criteria
- methodology used in the evaluation

Mr Craig took members through, in great detail, the findings of his interim evaluation report. He highlighted the following:

- Initial Findings from Desk Research and Participation Observations
 - a) Recruitment – the findings suggested that the programme is appropriately targeted;
 - b) Programme Structure – the findings suggested that the programme was appropriately structured;
 - c) Programme Delivery – the findings suggested that there was no research evidence to suggest that the decision to gender stream elements of the programme was detrimental to learners;
 - d) Added Value – he intimated that every Euro spent on high quality education and care services provides a seven-fold return in terms of reduced social and health costs, better educational performance, employability and reduced criminality (this he cited as a possible Public Value justification of the project);
- Initial Findings from Interviews
 - a) Staff – the findings suggested that staff working with the learners are committed to the programme and the learners, and remain professionally inquisitive about how the programme may be continuously improved and adapted;
 - b) Students – the findings suggested that the programme was meeting learners' needs and that it had contributed to their recognition of the behavioural and educational challenges that they have to address;
- External Stakeholders
 - the findings suggested that the programme was meeting a genuine need and that it provided a different type of learning environment for its participants; and
- Engagement, Retention and Progression
 - data assembled from the 2008-09 academic year indicated that 37 young people completed the programme and progressed to positive outcomes:
 - i) 35 progressed to Further Education
 - ii) 2 to employment
 - iii) most achieved SQA Units at SCQF Level 4.

The above figures demonstrated a programme retention rate of almost 70%, which whilst below the College norm of 74%, was quite outstanding for a group of learners with such a limited degree of prior engagement with formal education.

Mr Craig informed members of his concern that the new SFC Quality Framework would not fully be able to measure the *distance* travelled by the learners' undertaking the pilot.

The Principal advised members that this was not a linear journey for those learners', it was most evidently a non-linear journey and that the data to support their achievements was being documented on the learners' ILP's.

Members discussed at considerable length the progress made by the Transitions to Learning and Work Project. Members agreed that the programme was both impressive and that it was meeting the learners' needs.

The Chair thanked Ms Carlin and Mr Craig for providing members with an insight into the Transition to Learning and Work Pilot Project.

Mr Craig, WoSCoP, left the meeting at this point.

11 Routes into Learning – Progress Report 2008-09

The Chair invited Ms Lockyer and Ms Watt to present their presentation to members.

Ms Lockyer provided members with an overview of the College's *Routes into Learning* Initiative.

She apprised members that the College had established an Adult Literacy and Numeracy (ALN) Project that sought to support women exiting prostitution or who were vulnerable to physical and mental abuse as a consequence of prostitution.

She further apprised that the Initiative was operated by the College and that it employed a dedicated ALN Development Officer, C Watt.

Furthermore she rehearsed that it was financially funded through ALN funds allocated by the Glasgow Community Learning Strategy Partnership and that in 2008/09 the College had secured funding from the Scottish Government's Offender Literacies Fund to develop related activity with Corton Vale women's prison (in Stirling).

She invited Ms Watt to present her progress report on the current work of the Routes into Learning Initiative and the development of its links with Corton Vale women's prison.

Ms Watt reported that over the past ten years the population of women in prison had increased by 87% with the majority of sentences in relation to drug offences. On average one fifth of the women population in Corton Vale prison return to Glasgow City and a significant proportion return to the East of the City. She indicated that 95% of women involved in street prostitution do so to fund drug habits.

She further reported that following a Pilot Project conducted by *Routes Out* Intervention Team in 2006/07 within HMP YOI Cornton Vale it had established that this target group of women who returned to their communities from prison (particularly those who had served a short term sentence) often had little opportunity to address the harm caused by prostitution prior to their release and in all probability would, as a consequence, relapse back into prostitution, chaotic drug use and homelessness.

In addition, she advised members that by engaging this group of women prior to release and continuing the contact within the community it was anticipated that women would be more supported in their basic needs to enable them to successfully undertake learning opportunities (as part of community transition planning).

She further reported that in the past year the Project had supported 74 women with literacy and numeracy learning. The average age of women accessing the service was 35 with the youngest aged 18 and the oldest 56. The majority of the women did not have permanent addresses (78%) and

were in receipt of benefits (98%). The majority had not ever engaged in literacy and numeracy learning in the past.

Furthermore she provided members with an overview of the referral system and the partners involved in the Project.

She further provided members with the potential progression routes for the service users and illustrated these by providing anonymous examples of 2 learners.

In addition she provided members with an overview on the future direction of the *Routes into Learning* Project.

Ms Lockyer added that HMle had been interested in the work carried out by the Project.

Mr Inglis reiterated the importance of recording the progress of the Project and the distance travelled by the learner.

Members discussed at considerable length the work undertaken by the Project and the progress it had made.

The Chair thanked Ms Lockyer and Ms Watt for their detailed and most interesting presentation.

Members of the Board's Academic and General Purposes Committee noted the contents of the *Routes into Learning* Progress Report for session 2008/09.

12 Community Planning – Learning Theme Update

The Principal declared an interest in item 12 of the agenda as he is a Board Member of Local Community Planning Partnerships.

The Principal spoke to his report that sought to apprise members of recent developments within the structure of Local Community Planning Partnerships associated with the ambition to improve the quality of Educational Services in East Glasgow.

He provided members with a summary of his report.

Members of the Academic and General Purposes Committee agreed to:

- i) note the contents of the Principal's report;
- ii) note the up-date of progress made in respect of the Local Community Learning and Development priorities;
- iii) note the priorities included in the East Glasgow Learning Theme Plan; and
- iv) note the contribution made by the College to Local Community Learning and Development priorities.

13 College Learning and Teaching Strategy 2009/10

Mr Inglis spoke to the contents of his report that sought approval for its proposed Learning and Teaching Strategy for Academic Year 2009/10.

He informed members that the Learning and Teaching Strategy for 2009/10 continued to endorse the national curriculum review, *A Curriculum for Excellence*, to respond to the feedback the College obtained through its Evaluation of the Learning Experience process, and to promote a blended approach to learning.

He further informed that the changes to the Strategy for 2009/10 related to in the main:

- the more explicit reference to the College's approach to Learner Engagement (outlined in Section 4.3 of the Draft Strategy) and related inclusion of the College's Quality Enhancement Baseline Statement (appendix 6 to the Draft Strategy); and
- the review of the College's Authorisation process (section 4.12) to better distinguish between such internal authorisation of programmes and Scottish Qualifications Agency (SQA) approval programmes.

In addition, he informed members that minor changes had been made to the document, up-dated to college arrangements and partnerships, to the more general availability of current documentation via the College's Intranet.

Members of the Board's Academic and General Purposes Committee agreed to:

- i) note the contents of the Assistant Principal's report;
- ii) note the revisions made to the College's Learning and Teaching Strategy;
- iii) approve the Learning and Teaching Strategy for 2009/10; and
- iv) request that copies of the revised Learning and Teaching Strategy are issued to the existing circulation list.

14 College Self-Evaluation Report Session 2008/09: Update Report

Mr Sherry spoke to the contents of his report that sought to apprise members of the progress made by the College in drafting the self-evaluation report for consideration at the scheduled October 2009 meeting of the Board.

The Assistant Principal reminded members that as part of its Quality Enhancement processes the College produces an annual self-evaluation report for consideration by the Board of Management in January of the academic year.

He informed members that the Scottish Funding Council had introduced a revised Quality Framework from session 2008/09 which required colleges from session 2009/10 to submit an annual self-evaluation report to the Council by 30 November of each academic year in order that they can review quality within institutions. This was in addition to work undertaken by Her Majesty's Inspectorate in their quality review role.

He further informed members that it was anticipated that the final draft of the Annual Self-evaluation Report would be available during week commencing 5 October, 2009 prior to it being considered at the Board meeting scheduled for 21 October, 2009.

Furthermore, he proposed that in order to provide members with an opportunity to comment on the draft College Self-Evaluation Report he could hold a briefing session during week commencing 12 October, 2009. This would be prior to the papers being issued to the Board.

Members agreed that, as there were not any *significant* issues identified in the report, a briefing before the Board meeting was not necessary.

In addition, he proposed that from session 2010/11 the Schedule of Meeting for Board Standing Committees was amended in order that the first meeting of the Academic and General Purposes Committee would be held in the October of each year to enable members to consider the draft Self-evaluation Report prior to the Board meeting held in that month.

Members welcomed that the proposal and agreed it would be of benefit in future.

Members of the Board's Academic and General Purposes Committee agreed to:

- note the contents of the report and its appendices;
- note the progress which the College had made in working towards the drafting of the College Self-evaluation Report;
- request the Assistant Principal to arrange a briefing for Committee members on the draft Self-Evaluation Report during week commencing 12 October, 2009; and
- endorse the proposal to hold the first meeting of the Academic and General Purposes Committee in October of each academic year in advanced of the Board meeting scheduled for that month.

15 Library and Information Services for John Wheatley College – Self Evaluation Report

Mr Sherry reminded members that the College had contracted with Culture and Sport Glasgow to be the provider of its Library and Information Services. Part of the contract agreement was that Culture and Sport Glasgow (CSG) would utilise the Scottish Library and Information Council quality framework designed for Further Education Colleges to evaluate the services which it provided to learners as part of College quality enhancement procedures.

He further informed members that production of the report was delayed as a consequence of the restructuring of the Library Service operated by Culture and Sport Glasgow which impacted on the availability of professional library staff to support this exercise. The report was co-authored by Culture and Sport Glasgow and C Green.

He then invited Mr Finnie, Principal Librarian for East Glasgow of Culture and Sport Glasgow, to take members through the content and findings of the Library and Information Services Self Evaluation Report for session 2007/09.

He highlighted the strengths of the following elements:

- Element 1 – Learning Resource Organisation
Grading: Very Good
 - the learning resource management system used is Galaxy 5, which allows professional management of resources across both Campuses.
- Element 2 – Staffing
Grading: Good
 - staff supporting the service come from a variety of public and college library backgrounds;
- Element 3 – ICT Integration
Grading: Very Good
 - Both First Class and web services are used to enable access to the digital interface for library services. First Class services are available for particular curriculum groups.
- Element 4 – User Support
Grading: Very Good
 - appropriate services are developed in support of all users;
- Element 5 – Accessibility
Grading: Very Good
 - the induction experience provided to students includes a visit to the library;
- Element 6 – Inclusiveness
Grading: Very Good
 - both Culture and Sport Glasgow and the College have inclusive access policies and comply with or exceed legislative requirements; and
- Element 7 – Quality Assurance and Improvement
Grading: Good
 - college quality systems support adequate learning materials deployment.

He added that it was hoped that the gradings would be further improved next session.

Mr Green informed members that library staff had recently received a commendation from students and staff at the College and that the Principal had subsequently written to Culture and Sport Glasgow's Head Office to apprise their management of this commendation.

The College thanked Mr Finnie and Mr Green, on behalf of the Committee, for their report and their associated presentation.

Members of the Board's Academic and General Purposes Committee agreed to:

- i) note the contents of the report and its appendix;

- ii) note the grades allocated in the Library and Information Services Self-evaluation report (attached as appendix 1);
- iii) note that the report and its appendix would be considered by the Academic Board; and
- iv) request that the Information and Learning Services Manager bring forward an update report on progress against the action plan to an appropriate future meeting of the Committee.

Members agreed, at this stage, to a proposal to suspend Standing Orders (made by the Chair) to allow the meeting to proceed beyond 6.30 pm.

16 Evaluation of the Learning Experience – Session 2008/09 (referred from Board of Management 25 August 2009)

Mr Sherry spoke to the contents of his report that had been referred to the Academic and General Purposes Committee by the Board of Management at their meeting held on 25 August, 2009.

He reminded members that, in order to further develop the quality enhancement procedures deployed by the College, it was agreed with the EIS/FELA Branch that the evaluation of the learner experience methodology, successfully piloted in session 2004/05, was embedded in its quality assurance procedures from August 2005. Members were further reminded that external consultant, D McCartney, was appointed to conduct the evaluations on behalf of the Board.

He briefly took members through the contents of D McCartney's report, attached as appendix 1, to the report.

Mr Sherry reminded members that this report would also be considered at a future Board of Management meeting.

Members of the Board's Academic and General Purposes Committee agreed to:

- i) note the contents of the report; and
- ii) note the findings contained in the external consultants' report;

17 Quality Enhancement Plan – Session 2009/10 (referred from Board of Management 25 August 2009)

Mr Sherry spoke to the contents of his report which sought to apprise members of the contents of the Quality Enhancement Plan for session 2009/10 that had been referred to the Academic and General Purposes Committee by the Board of Management at their meeting held on 25 August, 2009.

The Assistant Principal took members through the evidence taken into consideration when forming the draft Quality Enhancement Plan for session 2009/10.

The Principal then took members through the content of the draft Quality Enhancement Plan for session 2009/10.

Following discussion Members of the Board's Academic and General Purposes Committee agreed to:

- i) note the contents of the report and its appendix;
- ii) endorse the draft Quality Enhancement Plan attached as appendix 1; and
- iii) note the Senior Management Team will receive routine update reports on progress against targets during academic session 2009/10.

18 Learner Engagement in Quality Enhancement – Session 2008/09

The Chair invited J Wilson and H Dunlop to speak to their report.

Ms Wilson reminded members that over the years the College had developed and improved its approach to involving learners in contributing to the evaluation processes of teaching programmes, their own learning experiences and the wider college services.

She informed members that each learners' experience is unique and the College continued to strive to include all learners in the evaluation process throughout the College experience.

She further informed that feedback was collected from learners who had taken part in certificated and / or non-certificated educational activities both with the College and in Outreach venues and that that process was co-ordinated by the Quality Team.

In addition, the evaluation opportunities offered by the Quality Team, learners were invited to participate in other reflective activities, including:

- participation in curriculum team meetings and focus groups;
- individual guidance interviews; and
- Student Association involvement in Board and management planning events.

Ms Dunlop took members through, in considerable detail, the content and findings of the Learner Engagement in Quality Enhancement Session 2008/09 report.

She highlighted the areas for development for the College in session 2009/10 as:

- further develop the in-house support and development activities for learner representatives; and
- seek to encourage higher levels of learner engagement in the evaluation process by identifying and piloting the use of innovate technologies and approaches.

She further highlighted the areas for development for the Curriculum Teams in session 2009/10 as:

- within Quality Day programmes deliver Good Practice sessions related to successful learner engagement initiatives;

- identify and pilot additional strategies for improving learner participation in both unit and programme review and evaluation; and
- provide, to Moderation teams, analysis of learner feedback in respect of Core Skills, for inclusion in annual SE report.

The Chair thanked Ms Wilson and Ms Dunlop for their detailed report and comprehensive presentation.

Members of the Academic and General Purposes Committee agreed to:

- note the contents of the report and its appendix;
- note the range of the approaches undertaken by the College in respect of Engaging Learners in Quality Enhancement; and
- note that this report and its appendix would be considered at both the Academic Board and the Quality Enhancement Committee; and
- request the Associate Principal Quality to distribute the report and its appendix to Curriculum Leaders and Project Team managers for consideration as part of their self-evaluation activities.

19 NUS Hardship Survey: Overstretched and Overdrawn

The Principal requested that this report be carried forward to the next meeting of the Board's Academic and General Purposes Committee.

The Chair and members of the Academic and General Purposes Committee agreed.

20 Scottish Funding Council Consultation: Learning to Work Two

Mr Woolley had declared an interest in respect of agenda item 20 as consequence of him being a member of the SFC's Property and Capital Investment Committee.

The Principal spoke to his report that sought to advise members of the College's response to the Scottish Funding Council's Consultation in respect of its *Learning to Work Two* Strategy.

He took members through the contents of the College's response.

He informed members that the College's response commented on the SFC's priorities for its Employability Agenda in respect of:

- work-based learning and work placements;
- the development of Enterprise Education and Entrepreneurship; and
- workforce developments.

Members of the Board of Management's Academic and General Purposes Committee agreed to:

- note the contents of the Principal's report;
- note the contents of the SFC's *Learning to Work Two* Consultation papers (appendix 1 to the report); and
- note the College's response to that Consultation (attached as appendix 2 to this report).

21 Glasgow Disability Alliance – Good Practice Examples

The Principal spoke to his report that sought to bring to the Committee's attention examples of good practice identified by the Glasgow Disability Alliance (GDA) in ensuring the human rights for disabled people.

He informed members that the GDA had identified three (3) such examples at the College. These related to:

- the College's 'About Employment' Transition project;
- the College's links with Hazelwood School; and
- the College's DIY Dolls House with the Glasgow Association for Mental Health.

He noted that there were more 'good practice' examples at John Wheatley College than in any of the GDA's other partners.

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

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

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

23 Closure

All business on the agenda having been discharged, the meeting closed at 6.50pm. Ms MacArthur (Chair) thanked members for their contribution and attendance.

24 Date of Next Meeting

The next meeting of the Academic and General Purposes Committee is scheduled to be held on 19 January, 2010.