

# JOHN WHEATLEY COLLEGE

## Board of Management

### Academic Board

#### Minutes

Minutes of the Academic Board meeting held on Friday 27 November, 2009 at 1.30pm in Room MF12/14 East End Campus.

#### 1. Sederunt

Alan Inglis, Assistant Principal (Chair);  
Ian Graham, Principal;  
Irene Quinn, Assistant Associate Principal;  
Anne Lockyer, Assistant Principal – Core School;  
Jean Wilson, Assistant Principal – Quality;  
Jacqueline Henry, Lecturer – Hospitality;  
Carol Young, Equality and Diversity Advisor;  
Marie Woods, Curriculum Leader;  
Craig Green, Information and Learning Services Manager;  
Peter Gallagher, Curriculum Leader;  
Russell Boyd, Associate Principal (ICT Manager);  
Dave Stewart, Curriculum Leader;  
Stephen Smith, Assistant Principal – School of Vocational Skills;  
Jennifer Miller, Curriculum Leader;  
Marlyn Barr, Curriculum Leader; and  
Annette McKenna (Committee Coordinator).

#### 2. Apologies

Mae Smillie, Student Records Manager;  
Marilyn Gibson, Library Representative;  
John Knowles, Curriculum Leader;  
Ronnie Muir, Curriculum Leader;  
Andrew Macdougall, Guidance Manager; and  
Fiona Reid, Curriculum Leader.

#### 3. Terms of Reference

The Chair welcomed members to the meeting. The meeting was agreed to be quorate with 14 from the voting membership present at commencement.

#### 4. Minutes of the Previous Meeting held on 18 September, 2009

The minutes were taken as read. They were accepted as an accurate record of the meeting held on 18 September, 2009.

#### 5. Matters Arising from Minutes of Previous Meeting held on 18 September, 2009

## **Item 8: Response to Climate Change Commitment: Climate Change Action Plan**

The Principal confirmed that the College had been commended as an example of Sector Leading Innovative Practice (SLIP) by HMIE in their Aspect Review Report on *Sustainability in Scotland's Colleges*.

He further commented that the College was the first college in Scotland to produce a Climate Change Action Plan.

### **6 Correspondence**

#### **a) Scotland's Colleges – Volunteering While Learning and Working Policy**

A Inglis spoke to the contents of the Policy that included a Policy Template and Guidelines to assist colleges in their thinking about developing and volunteering.

Members of the Academic Board noted the contents of the correspondence.

### **7 Presentation Items**

#### **a) HMIE Report – A Report on Work-Related Learning for Scottish Secondary Schools S Smith**

S Smith spoke to the contents of the report that sought to describe features of emerging practice in work-related learning, based upon a sample of programmes, and identified issues to assist local authorities, schools and their partners as they planned for full implementation of *Curriculum for Excellence*.

He provided members with a summary of the report and highlighted Section 6: 6.1 Evaluation of Learners' Progress and Programmes.

He confirmed that the report stated that much of the information that school staff held about learners' progression and engagement in their learning was anecdotal rather than gathered systematically and recorded.

Members discussed at length the use local schools make of the College's Individual Learning Plans (ILPs) and that this was a highly successful way of recording students learning for schools to access.

He further highlighted the recommendations made in the report for the way ahead. He confirmed that the College currently undertook all the recommendations made in the report.

Members of the Academic Board noted the contents of the report.

#### **b) Core School Annual Self Evaluation Report - Session 2008/09**

#### **c) Vocational School Annual Self Evaluation Report – Session 2008/09**

A Inglis invited both A Lockyer and Smith to speak to both these reports together.

A Lockyer informed members that both School Self Evaluation Reports for session 2008/09 took cognisance of the changes made within the revised HMle Quality Framework, which placed greater emphasis on:

- how well are learners progressing and achieving relevant, high quality outcomes?
- How effective are the College's learning and teaching processes?

She added that the Curriculum Teams and Moderation Group Self-Evaluation reports continued to reflect the achievement of activity at operational level set within the School Operational Plans for session 2008/09.

She further added that there was now greater focus on evaluation of the activity of Curriculum Teams and Moderation Groups against the seventeen (17) reference quality indicators contained within the new HMle framework.

In addition, she confirmed that the feedback by the Principal and members of the SMT to Curriculum Team Reports had been of value and had been reflected in the School Self-Evaluation Reports.

A Lockyer provided members with an overview of the progress made by the School of Core Skills for session 2008/09 and the Action Plan Targets for Session 2009/10. She highlighted the key strengths, areas of development and good practice identified listed in the report.

S Smith provided members with an overview of the progress made by the School of Vocational Skills for session 2008/09 and the Action Plan Targets for Session 2009/10.

He confirmed that in *most* teams, within the Vocational School, teams had provided more reflective self evaluation reports for session 2008/09. The reports, in the main, were more evaluative than those produced in previous sessions and demonstrated a more focussed approach to the overall analysis of performance and trends.

He highlighted the key strengths, areas of development and good practice identified listed in the Vocational School report.

Members discussed the equalities information and the profile of learners.

The Principal confirmed that the 2½ per cent rise in the male population of learners was mainly due to Youth Access.

A Inglis thanked both A Lockyer and S Smith for their comprehensive presentation of their School Self-Evaluation Reports.

## **8 HMle:**

- a) **Aspect Report on Provision in Scotland's Colleges: Computing – 16 October 2009**

The Principal reported that HMle had undertaken an Aspect Review on the provision of Computing in Scotland's Colleges due to the falling numbers of learners enrolling on computing programmes.

He further reported that inspectors had visited ten (10) colleges when undertaking their review.

He provided members with an overview of the Aspect Review Report.

A Inglis invited P Gallagher to speak to the contents of the Field Visit Report provided by HMle.

P Gallagher took members through the contents of the Field Visits Report to John Wheatley College carried out on 2 December, 2008 and 20 May, 2009.

He highlighted the following positive and negative comments made in the report:

- the College offered computing programmes at FE and HE level, in both full-time and part-time modes. Commendably, the range includes qualifications recognised within the computing industry. The computing staff team had worked hard to introduce new SQA courses in order to update its portfolio of programmes;
- the College had commendably good links with schools, for provision of a CISCO IT Essentials programme;
- the College made good use of the facilities of the East End Community Academy, part of the Glasgow East Regeneration Agency, for the delivery of CISCO programmes; and
- learners attending classes made progress in their learning and skills development but teaching staff, in general, do not challenge learners sufficiently to achieve beyond their expectations -  
for example: staff do not communicate lesson aims to learners at the start of lessons; lessons are poorly structured; learners are not sufficiently challenged in class.

P Gallagher provided members with a comprehensive overview of the measures taken to address the above comments.

He highlighted the changes the Computing Department had made with regards to classroom observation.

He reported that the department had introduced a method of 'open lesson plans' that were written by staff and provided to all department staff to view them. This created an atmosphere of sharing good practice.

In addition, staff members now began all lessons with a review of the last week's activities and explained the structure of this week's lessons, the reason for it, and its overall place in the course. This method had produced a more measured approach by staff and a fuller understanding by students.

He further reported that all classes, where appropriate, finish with a question and answer session and a discussion on how well the lesson had been received, along with clarification of any part that had caused problems.

Members discussed at length the measures put in place by the Computing team and agreed that these had been positive.

Members noted the contents of the report.

**b) Aspect Report on Provision in Scotland's Colleges: Creative Digital Industries – 16 October, 2009**

The Principal provided members with an overview of the Aspect Review Report in Scotland's Colleges on Creative Digital Industries.

A Inglis invited D Stewart to deliver his presentation on the outcome of the Review Report.

D Stewart provided members with a comprehensive summary that included the following:

- Positive Findings across the 12 Colleges  
examples - high quality learning experience / progression;  
healthy recruitment;  
well resourced / supported by senior managers; and  
well designed programmes.
- Recommendations across the 12 Colleges  
examples – employer partnerships and work placements;  
increase introductory programmes;  
revise the delivery of art / design and computing  
(compliment and enhance); and  
improve retention / attainment.
- Positive Findings in John Wheatley College  
examples - building essential / high level vocational skills / open  
access / personal development, learner progression;  
well qualified / supportive staff;  
great resources;  
successful work with external stakeholders / live  
projects / citizenship, enterprise, transferable skills;  
productive links with FE / HE (significant progress to  
higher study); and  
good practice.
- Development Points in John Wheatley College  
examples - retention and attainment and self evaluation;  
erratic attendance;  
share good practice more effectively;  
staff should develop reflective practice around learning  
and teaching more rigorously.
- Some Underlying Themes from the Aspect Inspections  
examples - employers / work placements, entry level employees,  
transferable and employability skills;  
gap between art / design and computing;  
retention / attainment and evaluation; and  
core skills, career advice, articulation routes.

- Future Developments in Creative Digital Industries in John Wheatley College  
examples - retention / attainment / self-evaluation;  
employer contact, articulation routes / career advice;  
core skills / computing;  
NC Group Awards; and  
introductory programmes.

The Principal commented that the Aspect Review Report had been positive and thanked staff for their hard work.

S Smith reiterated the Principal's comments and added a 'well done' to both D Stewart and the team.

### **c) Feedback from College Review**

The Principal spoke to the contents of the item and reminded members that the contents of the initial feedback should not be disseminated outwith this group.

He confirmed that the College had been provided with 12 strengths and only one main point for action that was with regards to retention and attainment on HE programmes.

He requested that course teams providing (or contributing to) both full and part-time Higher Education programmes considered the following:

- how both the achievement and attainment of students might be materially improved; and
- how the retention of students on Higher Education programmes might also be improved.

Members discussed at length the HN provision provided by the College in session 2008/09.

Furthermore, the Principal further requested that course teams undertake the task of identifying steps which might reasonably be taken as part of a three (3) year Action Plan for sessions 2010 – 2013/14 to make material changes to the HE provision the College currently made or to improve performance data in this respect.

He requested that the Action Plan for improvement be made available for consideration of the next Academic Board meeting scheduled to be held on 12 March, 2010.

A Inglis and S Smith agreed that this timescale was achievable.

Members of the Academic Board noted the contents of the initial positive feedback from HMIe.

**9 Review of Progression and Attainment – 2008/09  
Report by Assistant Principal**

A Inglis spoke to the contents of his report that sought to track progression with the College's Wider Access, Youth Access, school links and More Choices More Chances activities and to assess their impact on recruitment to mainstream College programmes.

He provided members with an overview of the contents of the report.

Members discussed, at considerable length, attainment at John Wheatley College.

Members of the Academic Board noted the contents of the report.

**10 NHS Greater Glasgow and Clyde – paper from Board Meeting held on 20 October, 2009 – Mind the Gaps: Improving Services for Vulnerable Children**

The Principal spoke to the contents of the report that sought to set out the challenges faced in protecting children, the evidence base for effective intervention and the proposed series of developments which would improve the protection of children in partnership with Glasgow City.

He provided members with a summary of the contents of the report.

Members of the Academic Board noted the contents of the report.

**R Boyd left the meeting at this point.**

**11 Evaluation of the Knowledge Transfer Grant: Executive Summary**

A Inglis spoke to the contents of the report that provided an evaluation of the Knowledge Transfer Grant undertaken by SQW Consulting.

He provided members with an overview of the contents of the report and highlighted the conclusions noted in the report.

Members of the Academic Board noted the contents of the report.

**12 Health Impact Assessment of the 2014 Commonwealth Games – Summary Report: August 2009**

The Principal spoke to the contents of the summary report that sought to describe the process and the findings of a Health Impact Assessment (HIA) of the Glasgow 2014 Commonwealth Games and presented recommendations for partners to consider and implement.

He provided members with a summary of the contents of the report and informed that the College would be required to write a report on the Games Legacy.

Members of the Academic Board noted the contents of the report.

**13 Risk Management - Risk Issues to be considered as a consequence of the consideration of the above agenda**

Members of the Academic Board agreed that there were no risk issues to be considered as a consequence of the discussions of the meeting.

**14 Closure**

The meeting closed at 3.20 pm with the Chair thanking all for their attendance and contribution.

**15 Date of Next Meeting**

The next meeting of the Academic Board is scheduled to take place on 12 March, 2010 in Room S09 in the Easterhouse Campus.