A

Curriculum & Quality Committee

Teams Meeting at 4.30pm on Thursday 28 May 2020

Minutes

ITEM	MINUTES
Present	Nuala Broderick (Chair) Angela Cox Virginia Grant Sara Shinton David Johnson Dave Black David Elder (Student member)
In Attendance	Heather Anderson (VP Curriculum and Student Services) Janet Robertson (Director of Business Improvement and Performance) Elaine Acaster (Chair, Regional Board) Janet Campbell (Education Scotland) Ann Letham (President, BCSA) Jane McKenzie (Progression Manager) Ingrid Earp (Board Secretary) Sheila McColm (Minute Secretary)
19/20	**Chair's Opening Remarks** The Chair welcomed everyone to the first virtual meeting of the Curriculum and Quality Committee and her first meeting as Chair. She clarified that, in terms of Items for Discussion, the author of each paper would be asked to set the context, including purpose and reporting audience. Items for Information were for comment only.
20/20	**Apologies for Absence** There were no apologies for absence.
21/20	**Minutes of meeting held on 20 February 2020 (Paper A)** The minutes of the meeting held on Thursday 20 February 2020 were agreed as a true and accurate record.
22/20 08/20	**Matters Arising** The Director of Business Improvement and Performance reported that SFC guidelines on disability reporting were being followed when compiling the necessary data on various protected characteristics. This work was being progressed and a report would be presented at the next meeting. **ACTION: JR** Remaining actions were complete.

23/20	<u>**Declaration of any Conflicts of Interest / Register of Members Interest**</u> The student member advised of a conflict in relation to Paper I. He would not participate in this agenda item (32/20).
24/20	<u>**Draft Get that Degree Report for SOSE (Paper B)**</u> The Progression Manager presented the draft Get that Degree report prepared for the South of Scotland Enterprise. She explained that she was recruited by Borders and Dumfries & Galloway colleges to look at possibilities for progression routes to degree courses in the South of Scotland and point direction to any initiatives that could be taken forward. The role would end in June and the evidence was now being gathered for SOSE, both colleges and relevant stakeholders with a vested interest in supporting the colleges to increase HE in the region. The document would be shared with SFC and the SOSE Board therefore the content was important as it would be viewed by decision makers and funders. There was discussion around retaining talent in the region. Research on the Highlands and Islands tertiary model indicated that the outward migration of young people had decreased significantly and inward migration had increased, particularly to specialist programmes. However, this was over a 20 year period. Long term destinations were not currently tracked in the South of Scotland. However, SDS was currently looking at the Highlands & Islands model to try to track destinations in a more meaningful way. Some really good existing partnerships with HEIs in the Borders and Dumfries and Galloway should not be overlooked and would be a good way forward if fit for purpose for the regions. In exiting the COVID-19 lockdown and considering how best to serve the learners in the South of Scotland more flexible ways of learning would be required. Committee members considered the graphs and visual display of information to be useful and suggested that some of the prose on page 5 would benefit from being visually displayed. The Progression Manager would consider the best way of presenting the information once all of the content and data was added. The Chair thanked the Progression Manager and she left the meeting at this point.
25/20	<u>**Mental Health and Well Being Strategy (Paper C)**</u> The VP Curriculum and Student Services presented the Mental Health and Wellbeing Strategy progress report.

	The Strategy had been produced to support the Outcome Agreement and although in the early stages, very good progress has been made with 13 of the 19 actions completed. The remaining actions were ongoing, having been impacted by COVID-19. A Mental Health Officer had been appointed in February. Continuous online support was being provided for students during the lockdown. Staff had reported an increase in serious mental health issues and students perceiving the College as a panacea for them. It may be necessary to shift resource to support this increase in Student Support activity. Mental Health First Aid training undertaken by class reps would be added to the Progress column of action 5.2, and Healthy Body Healthy Mind would be removed as a Measure of Success. **ACTION: HA** The Strategy and Action Plan would be monitored closely going forward.
26/20	**<u>Risk Register (Paper D)</u>** The Vice Principal Curriculum and Student Services presented the Risk Register. There were four risks above target due to COVID-19. Where possible actions were being taken to mitigate the risks but it would not be possible to offer the same curriculum. Some courses would need to be changed substantially and it would not be possible to offer others. Staff continued to work with students to complete assessments and engagement had been high. However, some students would need to return after the summer to complete their programmes. It would not be possible to make up the loss in commercial income although some new opportunities were appearing. The interview process for 2020-2021 had been temporarily suspended to avoid setting expectations, but was expected to reopen soon. Offers had gone out for the school transition course starting in June. Committee members queried financial implications due to the migration towards digital and online learning, interaction and activities, and suggested adding implications on cost and training to the Risk Register. The Principal agreed this was a valid point but very difficult to quantify. The College had benefitted massively from the SOSEP investment which had enabled a quick conversion to online learning and teaching. Further investment may be available to build on this and bids had been submitted. The greatest challenge was the balance between developing as a College with online materials and taking the organisation on a transformational journey. Discussions were taking place at national level around digital pedagogies and training requirements. This was a challenge and a number of actions were planned going forward.

	SFC was allowing more flexibility in use of bursary funding rules and it would therefore be possible to purchase additional laptops.

The Exec Team would revisit the Risk Register to ensure this risk was reflected.
<div align="right">**ACTION: AC/HA**</div>
In relation to risks 5h and 5i, the Principal advised that further spend had been agreed for ISLT to ensure cyber security, and guidelines for safe use of Microsoft Teams were being produced in line with GDPR requirements. One of the data breaches was due to technical issues rather than human error.

A process for the safe recovery of around 450 laptops currently in use was queried. This risk was considered slight as each device which had left the campus was tracked.

The Principal had written to alert MSPs of possible changes to the advertised curriculum. Alternative programmes were being considered. Scottish Borders Council was updated regularly with regard to schools programmes. This would be a sector wide problem and a sector approach would be agreed. General communications around courses would be posted on the College website. |
| **27/20** | **Performance Matrix for Students (Paper E)**

The VP Curriculum and Student Services presented details of progress against the performance measures being used during lockdown.

An indication of trend had been used rather than specific numbers. The following areas were highlighted:

- Fewer individuals were accessing Moodle but it may not be required at this stage of the academic year. Some students were already finished.
- The decrease in Achievement Coach interactions was not considered a negative at this stage.
- There was also a decline in Students Association interactions.
- The increase in contacts for mental health and high risk students was of concern.
- Student engagement remained steady.
- Curriculum development had increased.
- The number of students requesting discretionary funding had increased.

The Student President reported that discretionary funding would only be available to FE students until 14 June. They would no longer be registered as students from that date.

The Principal was attending a Parliamentary meeting the following day with four other Principals to discuss the impact of COVID-19 and student poverty was one of the subjects. There was a lot of complexity around funding and the sector was lobbying Parliament in this regard.

The Principal would be provided with some anonymous information regarding student poverty ahead of this meeting.
<div align="right">**ACTION: A**L</div> |

28/20	**Learning for Leading** The VP Curriculum and Student Services shared a document depicting changes to the curriculum structure affecting some linked areas within the Learning for Leading scheme. This presented an opportunity to consider the effectiveness of the current scheme and decide if it could be restructured to become more useful. It was important not to limit this activity to curriculum areas but to include enabling support areas. Committee members considered Learning for Leading an extremely valuable mechanism but agreed this was a good time for a review and refresh. It was agreed that the Executive Team should prepare a proposal to structure a discussion at the next meeting. **ACTION: AC** The Linked Areas document would be updated and Board members allocated different areas to move into. **ACTION: IE/SMc** V Grant left the meeting at this point.
29/20	**Lesson Observation Report (Paper F)** The Committee received an update on progress with Learning Observations. The Director of Business Improvement and Performance advised that discussion was required around ensuring the quality of online teaching and learning going forward. The model of observations would need to change. Good practice was being shared via a forum across the programme areas and information was being collected to gauge requirements for teaching tools and CPD. The visual presentation of the information was considered very useful. S Shinton and A Letham left the meeting at this point.
30/20	**Trust Fund – End of Year Summary (Paper G)** The VP Curriculum and Student Services presented a summary of applications throughout the year. Only two applications had been received, one of which was declined as it did not meet the criteria of skills and competitions. It was agreed that the current use of the fund was appropriate.
31/20	**Annual Approvals Report (Paper H)** Committee members noted the content of the Approvals Report.

32/20	<u>**Quarterly Complaints and Compliments Report 2019-20 (Paper I)**</u> Due to a conflict of interest the student member did not participate in this item. The Complaints and Compliments Report was received. The importance of sharing compliments was recognised and a summary would be included in the staff newsletter at end of term.
33/20	<u>**Equality and Diversity (standing item)**</u> It was noted that equality and diversity was embedded in much of the Committee's discussions. There were no further items for discussion.
34/20	<u>**Access and Inclusion Strategy 2016-2020 – Formal Closure (Paper J)**</u> The Access and Inclusion Strategy 2016-2020 had been created in support of the College Strategic Plan, which had now come to an end. Several actions would be carried forward to the new Access and Inclusion Plan 2020-2023.
35/20	<u>**Draft Access and Inclusion Plan 2020-2023 – High Level Themes (Paper K)**</u> The Director of Business Improvement and Performance presented the draft Access and Inclusion Plan 2020-2023, which was a requirement of the Outcome Agreement process. The plan, which had been delayed due to COVID-19 was now being revisited. Consultation with staff and students would be conducted virtually when there was capacity within staff and student groups to take this forward.
36/20	<u>**Paper for Publication**</u> All papers would be published on the College website with the exception of the following: Paper B Supporting information to Paper F Supporting information to Paper I Paper K
37/20	<u>**Any Other Business**</u> In response to a question regarding the Skills Alignment process, the Principal advised that a meeting was taking place the following week. It had been necessary to cancel sessions and replace with telephone interviews. The process was being led by Glasgow University and an outcome was expected by September. The student member advised that this was his final Curriculum and Quality Committee meeting as his studies at the College would finish in June. The Chair thanked him very much for his participation and contribution and wished him well in his future studies.

	She thanked everyone for their participation in the meeting.
38/20	**Date of Next Meeting** The next meeting of the Curriculum & Quality Committee will be held at **4.30pm on Thursday 15 October 2020.**

Signed………………………………… **Signed…………………………………….**
Chairman **Secretary**

A

Actions

Item	Action	Responsibility and Date	Risk Status
08/20	Report re disability reporting would be presented at the next meeting	J Robertson – 15 October	All SFC equality reporting is on hold
25/20	Mental Health First Aid training undertaken by class reps would be added to the Progress column of action 5.2, and Healthy Body Healthy Mind would be removed as a Measure of Success	H Anderson	Complete
26/20	Revisit the Risk Register to ensure financial implication of migration towards digital and online learning was reflected	A Cox/ H Anderson	Risk 2A included in new Risk Register
27/20	The Principal would be provided with some anonymous information regarding student poverty ahead of Parliamentary meeting	A Letham	
28/20	Executive Team to prepare an L4L proposal to structure a discussion at the next meeting	A Cox/ H Anderson	Proposal being presented to Board on 20 October
	The Linked Areas document would be updated and Board members allocated different areas to move into	I Earp/ S McColm	Ongoing