



**GLASGOW KELVIN COLLEGE BOARD OF MANAGEMENT
LEARNING AND TEACHING COMMITTEE
MINUTE
Minute of the meeting of the Learning and Teaching Committee
held on Wednesday 19 November 2025, at 5pm via MS Teams**

1. Sederunt

Dr Elaine Clafferty (Chair);
Dr Marion Allison (Vice Chair);
Ian Patrick;
Joanna Campbell (Principal);
Moir Macdonald;
Colm Breathnach;
Dermot Grenham; and
Jon Craig

In Attendance

Robin Ashton; (Vice Principal Curriculum and Quality);
Heather Jackson: (Secretary to the Board);
John Clarke: (Head of Enhancement and Assurance);
Jason Quinn (Head of Digital and Information Services);
Helyn Gould (Co-opted member): and
Debbie Friel (Senior Committee Coordinator) (purpose of the minute)

2. Apologies

John McBride;
Chantell McCallum; and
Carol Goodwin

The Chair extended a warm welcome to our new Co-opted Board Member, H Gould.

3. Review of the Learning and Teaching Terms of Reference

It was confirmed that the meeting was quorate with 9 members in attendance.

4. Declarations of Interest

No declarations of interest/connections were raised by members. The Chair reminded member that they could raise these at any point throughout the meeting.

5. Minute of the Previous Meeting held on 10 September 2025

The minute of the meeting held on 10 September 2025 was accepted as an accurate record of the business conducted. M Alison followed by D Grenham proposed the minute.

6. Matters arising from Minute of Previous Meetings held on 10 September 2025.

The Chair noted that the following areas on matters arising have been completed and no longer live.

a) Matters arising from Minute of Previous Meetings held on 10 September 2025:

- Data on Apprentices from SIMD 10/20 areas to be provided: This information was provided within Item 15 under today's agenda.
- CLIC Programme, employers information within college catchment areas: An update was provided by email to members 25/9/25.
- Circulate to members the TQER review report for Forth Valley. The report was provided by email to members on 25/09/25.
- A Draft copy of the SEAP to be provided at next meeting of the Learning and Teaching Committee: This is included under Item 08: on today's agenda.
- R Ashton and E Clafferty to consider on ways the committee could be assured of how the college supports student success and engagement: A meeting was held on 13/10/25.

D Grenham queried if there was a further update available as to the CLIC Project and if the College had been informed on continued funding. R Ashton noted that he was uncertain at this point if the funding would continue for another activity.

R Ashton informed members that he had meet with the Principal and the Chair and that the Learning & Teaching Committee Agenda has had a reshape and Enabling Innovative Learning would remain on as a standing item.

b) Learning and Teaching Action Log

The Chair noted that no live items remained on the log.

7. Enabling Innovative Learning – More than Music Exchange Project

The Head of Enhancement and Assurance provided an update on the *More Than Music* (MTM) exchange project, a two-year ERASMUS+ funded international collaboration involving eight colleges across Europe. The initiative brings together students from music performance, sound production, music business and media to create, promote and release original work, supported by international mobilities and online collaboration.

He highlighted that Year 1 has been completed, with refinements made for Year 2 based on evaluation. GKC students participated in mobilities across Scotland, the Netherlands and Finland, with further visits planned to Derry/Londonderry, Munich and Tallinn. The project is supported by €240K in ERASMUS+ funding and has been shortlisted for the CDN Skills Development Award 2025.

The Committee noted the strong benefits for learners, including enhanced vocational skills, metaskills and international industry experience. Resource needs are largely covered by project funding, and all activities comply with EDI, safeguarding, risk and data protection requirements.

J Clarke invited student Caitlin Sharpe to share her experience working on the project. Caitlin informed members that she experienced successfully managed four bands independently. Caitlin highlighted how inspiring it was to work and witness the creativity and talent of the students involved within the project. In her primary role as a music manager, she emphasised the importance of media in today's industry. To build strong communication and a sense of community. She highlighted that before the students travelled to Munich, she created

'WhatsApp' group chats to help the bands get acquainted, form connections, and develop genuine friendships.

Caitlin also discussed the importance of troubleshooting and adaptability, noting that managing diverse groups required her to navigate different cultural backgrounds and maintain unity. She reflected on how valuable it was to understand varying personalities, opinions, and viewpoints throughout the project.

The Chair thanked Caitlin for her contribution, noting that her energy and enthusiasm for the project was clearly evident throughout her presentation. E Clafferty invited questions or comments:

M Alison thanked Caitlin for her insight into the project, highlighting Caitlin's account as a pleasure to listen to. She asked if there was an opportunity for students to receive formal accreditation for their involvement? She emphasised that this unique learning experience would be highly valuable if formally recognised, particularly when students present it on their CVs. J Clarke responded by explaining that student learning is already being tracked, as required by project funding guidelines, with a focus on monitoring individual competencies.

J Clarke noted that while there is currently no formal completion certificate, this is a valid suggestion and one the College could certainly explore.

M Allison added that such recognition would be greatly beneficial for students. Caitlin agreed, mentioning that she is currently completing her UCAS application, and that although she received a certificate of attendance, having formal accreditation would be extremely helpful in showcasing the impact of her involvement in the project.

J Craig remarked that it was inspiring to hear such passion from the student's perspective and reassuring to see the college actively recognising and supporting the talent of its learners.

I Patrick emphasised the value of the project and the significant benefits gained through Erasmus participation. He highlighted how exposure to different cultures broadens students' horizons and enriches their overall experience. He queried how many students from the College were involved in the project. J Clarke responded that typically around 4 or 5 students directly with a further 9–10 students involved in the mobility, with a further 15–20 students benefiting indirectly through associated activities and collaboration.

M Macdonald noted that she was impressed by Catlin's account of her experience on the project, particularly her leadership, project management and team development skills. She commented that this is an excellent example of effective engagement and good transferrable skills.

C Sharpe left the meeting at 17:26

The Learning and Teaching Committee agreed to:

- I. Note the positive impact of the project on college learners, in terms of their skills and metaskills development, building of professional relationships and confidence, and the enrichment of their college experience.
- II. Note the reputational benefit to the college, with particular reference to being shortlisted for a CDN award.
- III. Note the creation of the project toolkit, which could be used to implement further similar projects, should appropriate funding be available.

8. Draft 2025-26 Self Evaluation and Action Plan

The Vice Principal of Curriculum and Quality provided a brief update on the College's draft Self-Evaluation and Action Plan (SEAP) for 2025–26. He explained that the plan forms part of national tertiary quality requirements and will be submitted to the Scottish Funding Council at the end of November. The SEAP evaluates the College's performance across key areas including learning and teaching, student success, engagement, and quality culture.

R Ashton further noted that the plan demonstrated a clear focus on continuous improvement and alignment with national and regional priorities, particularly around digital innovation and skills development. He highlighted the five key quality enhancement priorities identified for the coming year, which include increasing staff participation in teaching development, aligning the curriculum with Glasgow's future skills needs, continuing to improve student success rates, strengthening quality and self-evaluation processes, and ensuring that diverse student voices influence change.

The Chair emphasised the significance of the report, noting that it was a strong piece of work that effectively highlighted the substantial improvements made, with a good use of case studies. She also reminded the committee of the 30 November 2025 deadline for the SEAP and encouraged members to raise any questions or provide comments.

The following suggestions/comments were raised:

The Chair referred to section 2.1 of the appendix, noting the focus on student satisfaction, and suggested that feedback could be gathered from staff involved in the projects to understand the impact on their professional practice. She highlighted the importance of demonstrating evidence of impact and evaluation. R Ashton confirmed that this would be achievable and referenced a previous case study in which several lecturers had shared their experiences and the effect the project had on their performance. He noted that a revised version of this could be brought forward. He added and highlighted that given the word count constraints, it was important to be precise and deliberate about the content.

The Chair presented the following comments:

- section 1, includes a strong concluding statement on effectiveness and impact, and suggested that similar summary statements be added to section 2.2 and 2.4 for consistency.
- section 2.4 references the previous SEAP and she commented that it felt out of place. She asked whether the previous SEAP should be introduced earlier in the report for better context.
- annex A; Page 25, observation that all the target dates were the same and suggested introducing variation, potentially including interim achievement dates.

The Principal acknowledged the significant amount of work involved in the report, noting that whilst R Ashton was leading the process, many others have also contributed. She highlighted the importance of focusing on the key messages arising from the actions, including strengthening evaluation of learning and teaching, enhancing student engagement, which she commented that it was already well reflected, and progressing work on aligning the curriculum with Glasgow's economic needs. She referenced the wider project on future skills and curriculum development, emphasising that the College was beginning to build a strong evidence base in this area. The Principal concluded by noting that she wished to reinforce and support the points R Ashton had presented on earlier in the meeting.

I Patrick presented the following comments:

- he commended the team, noting that a lot of work had gone into the report, which was both well-executed and an enjoyable read.
- he suggested including a table summarising last year's SEAP action plans, detailing the actions taken and their outcomes. This would provide a clear picture of progress made and help link last year's work with this year's report.
- sections 2.1 and 2.2 could benefit from reducing descriptive content and instead emphasising evaluation and outcomes.

C Breathnach presented the following comments:

- he highlighted that the report gives a global picture of where the College is at with our progress.
- section 3.2, National Student Context, the tables compare our data with the national average. He noted that our intake cohort includes a higher proportion of SIMD 10/20 students, and that the comparison with regional colleges is therefore not like-for-like. It would be useful to include this clarification.
- Page 16 references the BME category, but it is very broad and masks important differences within our diverse student population. While commonly used, it may not be sufficient for this report, and we may need to break it down further. R Ashton noted that the national BME categories are complex, and this is something we could share with curriculum areas to explore at subject level.

M Allison questioned section 2.1 in the appendix, figure showing 114 staff with only 50% undertaking CPD. She highlighted that many staff must complete CPD to maintain registration with their professional bodies, meaning, the College could draw on that data without adding extra workload. She added that using these existing sources may strengthen the report, as the true figure is likely higher.

D Grenham commented/suggested:

- Despite the additional CPD, student satisfaction has not increased. This may be due to already high baseline scores in the 90s, leaving little room for improvement. It may also be helpful to compare satisfaction results for staff who undertook the CPD with those who did not.
- Section 2.2 - terminology reference, Vender/Vendor qualification.
- In the Action plan: "increase participation rates of Class Reps in course team meetings" this is not very specific as the current rates are not given. Is it easily measurable?
- Final paragraph: Annex B (Statement of Assurance), should reference 2025-26?.

The Chair invited H Gould to provide some background on why she has been co-opted onto the Learning and Teaching Committee and on the experience she brings. She introduced herself as the Deputy Associate Principal at the University of Strathclyde and is currently involved in their TQER process this year, the same process she highlighted as the College will be undertaking next year. She has been asked to share insights from Strathclyde's experience, with their main review visit scheduled for December 2025, and to offer guidance based on the challenges they have encountered. She noted, for example, that many institutions struggle to

meet the suggested word count on the SEAP. She advised that her role on the committee was therefore to support our TQER journey.

The Chair noted the positive feedback from the Committee, she noted that there was a strong improvement story, and that R Ashton would take on board feedback from today's meeting.

Members of the Learning and Teaching Committee agreed to:

- i. Consider the attached draft evaluation of College performance against the principles of the new Tertiary Quality Enhancement Framework; and
- ii. Consider and endorse the proposed quality enhancement priorities for 2025-26, subject to any amendments; and
- iii. Note that the SEAP report will be submitted to the Scottish Funding Council by November 30, 2025.

9. Meeting Glasgow's Future Skills Needs: College Curriculum Review

The Vice Principal of Curriculum and Quality spoke to the contents of his presentation. He explained that the curriculum review was undertaken to ensure the College's provision continued to meet Glasgow's and Scotland's evolving skills demands.

R Ashton added that this has considered potential employer, stakeholder and learner needs and identified six key future 'asks' of the College's curriculum. The report, as detailed in Appendix 1, outlines these asks and a related curriculum development plan for the College which will strengthen alignment to future employer and student needs.

He noted that implementing these changes would ensure that the College remained aligned with regional workforce needs and continued to equip students for success. Furthermore, it provided strong assurance that the College was proactively shaping its curriculum for the future.

The Chair thanked R Ashton and invited questions or comment.

D Grenham commented on those students going into self-employment, and asked if it might be helpful teaching basic finance skills and book keeping skills. He further added that whilst the report indicates a high supply of construction workers across Scotland, there is a notable shortage in certain trades, such as plumbing and electrical work. He raised the question of whether we should focus on increasing the availability of courses in these areas. Specifically, he suggested we consider strategies for attracting students to enrol in these trades.

R Ashton responded that, in terms of financial skills, the College had previously collaborated with Bridge 2 Business and the Bank of Scotland, both of which supported students in transitioning into business. He suggested that the College could look to further strengthen its efforts in this area. On construction, R Ashton noted that apprenticeships have declined due to the rise in the minimum wage, and that there is significant competition from other colleges offering similar programmes. He highlighted that the College was focusing its efforts on Engineering, where there is strong evidence of good opportunities and where the College has established specialism and expertise.

H Gould commented that anyone external reviewing this report would see it as an excellent piece of work, coherent and clear, and would be impressed by the strategic approach being taken. The Chair added that it is easy to take for granted the high quality of reporting the College consistently produces.

M Allison referenced previous discussions about SIMD areas, particularly in the North East of Glasgow, and the issue of young people not being in work. She suggested that the curriculum review could be further refined to better address these challenges. Overall, she called it an

excellent piece, with just a minor tweak to be made, if helpful.

I Patrick highlighted that it was evident in the amount of work that had gone into the report. He mentioned the College's destination statistics, and this being below the national average for the number of students going into employment. He asked what the College could do to approach this problem. R Ashton noted that the College is aware of this and recognises that there is room for improvement. He emphasised that we should be cautious when interpreting the statistics, as they only include full-time students and do not account for part-time students, apprenticeships, or access programmes, such as those for science or healthcare students, who often progress to degree-level study.

C Breathnach commented positively on the priorities outlined in the report but expressed concern about the reference to the defence sector. He highlighted that any engagement with the defence sector could raise ethical issues and stressed the importance for the College to ensure that the organisations and companies involved are not implicated in human rights violations. He queried the table on page 14 of the appendix, pointing out that the wording used in the table, Grow, Maintain, and *Refine*, he felt that that the word refine could be misleading and implied a reduction or removal of courses. R Ashton responded, explaining that "refine" was intended to convey sensitivity, suggesting that this particular area may not be one for growth, but rather an area where adjustments could be made to better align with demand.

The Principal highlighted that this paper is one of the three strategic projects currently being prioritised and was presented at the most recent Board of Management meeting. She acknowledged that, in an ideal world, the College would like to offer all programmes out to everyone, but given the current financial constraints, difficult decisions must be made. She emphasised that the main focus was to ensure that the curriculum was aligned with the needs of the region. She advised that at present, there is no additional funding available, which makes it even more important to have a clear plan for growth in the areas we can realistically develop.

The Chair thanked R Ashton for his report and for members input.

Members of the Learning and Teaching Committee agreed to:

- i. consider and discuss the attached curriculum review report: and
- ii. endorse the curriculum review outcomes and associated year 1 implementation actions.

10. Admissions Policy

The Director of Digital and Information Services provided a short update on the proposed revisions to the College's Admissions Policy. He explained that the policy had been reviewed ahead of the new admissions cycle starting in December 2025 to ensure it remained current, fair, and responsive to students' needs.

J Quinn highlighted two key updates in sections 3.4 and 7.6 of the admissions policy: the inclusion of a new section recognising that applicants and students may wish to be known by a different name while studying, and an update to the process for removing duplicate applications from College systems. These changes aim to enhance the student experience, promote inclusivity, and improve the accuracy of application data.

He invited comments or questions.

C Breathnach thanked J Quinn and his team for enabling this, noting it allowed students to be properly recognised. He welcomed the initiative and was encouraged to see it positively impacting on the application stage of enrolment.

Members of the Learning and Teaching Committee agreed to:

- i note the content of this report and its appendix; and
- ii approve the Admissions Policy.

11. 2025-26 Student Engagement and Partnership Activity Update

The Head of Enhancement and Assurance reported on student engagement activity, noting that early-year feedback showed high satisfaction with course choice, expectations, support, and the overall experience. Students particularly praised teaching quality and support services, though some concerns were raised about learning resources, facilities, and the balance between practical and theory-based learning. Senior Curriculum Managers have received details of learners unsure about their course choice and are providing guidance interventions to address concerns and support retention.

The Chair queried how the current student response rate compares with previous years. J Clarke confirmed that it has increased slightly and is moving in the right direction. The Chair further queried the process for addressing student concerns, such as requests for updated slides.

Action: The Chair requested that future reports include a brief overview of student response trends and the processes in place for following up and addressing student feedback.

The Chair invited G Sharp to give his update on the report.

The Student Support Services Manager reported that the class representative system is strengthening through improved training, updated guidance, and better participation tracking. Class Representatives are actively sharing and escalating student feedback. He also noted that the Meet the Managers event enabled direct discussion with senior leaders, and that practical improvements to facilities, learning environments, and communication have already been made through the “You Said, We Did” approach.

In response to the Chair, G Sharp responded that 215 class representatives were the average number of representative that the College would have year on year.

The Chair thanked J Clarke and G Sharp for their comprehensive report and invited comment or questions.

J Craig noted increased engagement with staff representative training this year. He commented that the class representative network is strong, works effectively alongside the Student Association, and feels very proactive. The Chair asked J Craig if there was anything he could do to capture evidence around this. J Craig confirmed that this is already being collated.

G Sharp left the meeting 18:48

Members of the Learning and Teaching Committee agreed to note the contents of this report and the continuing college activity to value and incorporate the learner voice into its operations.

12. Impact of Pre-Course Welcome and Induction Activity

The Director of Digital and Information Systems spoke to the report and on the impact of pre-course welcome and induction activities for the 2025–26 academic year. He highlighted the continued success of external engagement initiatives, including National Opportunity Day, the College Open Day, and the Freshers “Meet Your Classmates” events.

The Committee noted that the third annual National Opportunity Day formed a key component of the College's wider engagement strategy, generating a PR reach of 21 million and contributing to over 150 Open Day registrations. Case studies, media coverage, and social-media campaigns—particularly the #AskKelvin initiative—successfully promoted learner pathways and stimulated direct engagement.

It was further noted that the Open Day held on 14 August 2025 resulted in 152 registrations and 50 on-the-day offers, with staff providing guidance to applicants seeking alternative course options.

J Quinn emphasised that the freshers' events held across all campuses, which attracted 2,084 of 2,846 invited students and continued to support retention, with attendees showing lower withdrawal rates than non-attendees.

He invited comments or questions.

The Chair thanked J Quinn for his report.

I Patrick highlighted that he was in both Springburn and East End campus during the fresher events, he noted that there was a good atmosphere in both campuses.

C Breathnach noted that, in reviewing no-shows and withdrawals within his faculty, there was a strong indication that many of these students had also not attended fresher's week. He added that freshers' week played an important role in helping students form social connections and gel as a group, which is why it's so valuable. The Chair emphasised the importance of creating a sense of belonging and making students feel welcome.

J Craig asked what steps the College took to investigate the reasons for student withdrawals. The Chair noted that she was aware that the College had processes in place to record reasons for withdrawals. R Ashton elaborated, explaining that students are contacted, but around 60% do not respond, meaning the reasons for their withdrawal cannot be captured. However, the College makes every effort to gather this information.

Members of the Learning and Teaching Committee agreed to note the contents of the report.

13. Participation in Scotland's Tertiary Enhancement Programme (STEP)

The Head of Enhancement and Assurance spoke to the content of the report. He highlighted that Glasgow Kelvin College is taking part in Scotland's Tertiary Enhancement Programme (STEP), a national initiative that supports quality improvement across the tertiary sector. The College is involved in the SAPSO (Supporting Access, Progression and Successful Outcomes project, which focuses on understanding barriers faced by disabled students and those with additional learning needs, and on developing evidence-based recommendations to improve their retention, success, and overall experience.

H Gould commented that in the SIA the College would be asked to comment on how your engagement with STEP has impacted learning and teaching.

Action: The Chair requested an update on the outcomes of the (STEP) project at a later date.

Members of the Learning and Teaching Committee agreed to note the contents of this report and the continuing college activity to value and incorporate the learner voice into its operations.

14. Preparation for Tertiary Quality Enhancement Review (TQER)

The Vice Principal of Curriculum and Quality updated members on the preparations for the forthcoming Tertiary Quality Enhancement Review (TQER) by QAA, due to take place in the 2026–27 session.

R Ashton highlighted that the College had been informed that it will be reviewed in 2026-27 academic year on the following dates:

- 26 October 2026: Initial Review Visit
- 07 December 2026: Main Review Visit

He also explained that in advance of these dates, there will be a scoping meeting eight months before the review (likely in March 2026). The College is also required to submit a Strategic Impact Analysis and Advance Information Set by the 17th August 2026.

R Ashton explained that preparatory work was being overseen by a newly established Steering Group, which included senior managers and student representation. Key activity includes reviewing TQER requirements, strengthening the College's evidence base, and planning for the development of the Strategic Impact Analysis and Advance Information Set.

Staff awareness activity is underway, with further development sessions planned for faculties.

Additionally, the College is also in the final stages of preparing for its first Institution Led Quality Review (ILQR) activity. In the first week of December, we will undertake an ILQR of Healthcare, Social Care and Childcare, including with external peer reviewers. Whilst not directly part of TQER preparations, the ILQR will form a key element of the College's evidence base during the review activity.

The Chair thanked R Ashton for his report and noted this item would remain as a standing item on the agenda.

The Chair acknowledged that R Ashton was raising awareness across the board and this she noted was a positive approach.

C Breathnach queried the establishment of the TQER Steering Group, noting the participation of SCMs and the Student Association, and asked why no lecturing staff were included. R Ashton responded that he had no objection to lecturing staff being involved, but felt that the Steering Group required high-level oversight, needed to remain a manageable size, and it involved a significant amount of work.

I Patrick suggested that it might be useful to have sight of a Project Plan which contained actions, deadlines and key milestones.

H Gould explained that her team at the University of Strathclyde developed their project plan after the SEAP was completed. She noted that the process involved significant time and relied heavily on both a steering group and a working group who would be responsible for shaping the approach, making decisions and drafting the SIA.

The Principal emphasised that the intention was for R Ashton to provide periodic updates to the Committee as the work progresses, enabling the Committee to understand how it can most effectively fulfil its oversight role. She noted that a risk map would be a more appropriate tool for illustrating the assurances already in place. R Ashton added that the foundational work had begun and managers will carry out a sense-check to identify which areas score highly or present lower levels of risk and where efforts should be prioritised.

R Ashton highlighted that the bulk of the work would be led and undertaken by himself and J Clarke, with the Steering Group acting as a sounding board to provide feedback and guidance as needed. He noted that this approach mirrors the structure used by Forth Valley's operational working group.

The Chair noted that, in effect, a two-tier process was in place. She asked C Breathnach whether he was satisfied with the Steering Group's membership and the balance of representation it provided. C Breathnach said that he was content, however asked if there would be any formal consultation with the unions. R Ashton confirmed that this would be added as an item on the agenda for the JNC meetings to provide an update.

Action: TQER Preparation update to be added on the agenda for the next JNC meeting.

The Chair spoke of the Risk Map as suggested by the Principal and felt that this was more strategic than a progress plan. I Patrick suggested that both the project plan and the risk map could work in conjunction with one another. The Principal responded by stating that the College would consider approaches taken by other Colleges to ensure that our approach remains aligned with sector practice.

Members of the Learning and Teaching Committee agreed to:

- i. note the attached TQER guidance and the College activity to prepare for review: and
- ii. note that further updates on preparatory activity will be provided at future meetings of the Committee.

15. Update on 2025-26 Student Withdrawal and Credits

The Director of Digital Information Services and provided an update on early student withdrawals and progress toward the College's Credit target for 2025–26. The report noted a slight increase in early withdrawal rates for full-time learners compared with the previous year, while part-time withdrawal figures remain subject to change as activity continues throughout the year.

In response to a question from the Chair, J Quinn noted that he would ensure consistency in the terminology used throughout the report when referring to full-time and part-time cohorts. He added that the part-time figures are more difficult to predict, as the remainder of the activity has yet to materialise, but they remain positive at this stage.

J Quinn added that in relation to Credit delivery, the College is currently on track to meet its annual target, although this is expected to be challenging due to workforce reductions arising from voluntary severance measures. Measures are in place to support full achievement of the target, including contingency plans for additional curriculum activity if required. The report also provided an update on apprenticeship-related activity for students from areas of higher deprivation, noting broadly consistent levels over recent years.

The Chair thanked J Quinn for the report and noted that the Committee had full confidence in his expertise and the rigour of the algorithms being used.

Members of the Learning and Teaching Committee agreed to note the contents of the report.

16. a. SFC Widening Access Report 2023-24 b. Academic Board Approved Minute: 5 September 2025 c. Academic Board Draft Minute: 7 November 2025

Members noted the report which was provided for information purposes.

Risk, Equality and Data Protection - Discussion

- 17. Resource Implications – Issues to be considered as a consequence of the consideration of the above agenda items**
Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.
- 18. Impact on Students – Issues to be considered as a consequence of the consideration of the above agenda items.**
Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.
- 19. Risk Management – Issues to be considered as a consequence of the consideration of the above agenda items.**
Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.
- 20. Equality Management – Issues to be considered as a consequence of the consideration of the above agenda items.**
Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.
- 21. Data Protection – Issues to be considered as a consequence of the consideration of the above agenda items.**
Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.
- 22. Environmental and Sustainability – Issues to be considered as a consequence of the consideration of the above agenda items.**
Members agreed that no issues had arisen as a consequence of the business conducted at the meeting.
- 23. Closure**
The meeting closed at 7.30pm
- 24. Date of Next Meeting**
Wednesday, 18 February 2026