Glasgow Kelvin College

Item 08
For Approval/Endorsement

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 20 November 2024

Draft Learning, Teaching and Assessment Strategy 2025 – 2028

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

In October 2021 the Board of Management agreed a refreshed Learning Teaching and Assessment Strategy for 2021-2024. This took the simplified format used for other College strategies setting out a concise set of strategic priorities, enablers and key measures of success. The 2021-2024 strategy also consolidated previously separate strategies for Higher Education and essential skills into a single strategy for all learning, teaching and assessment.

Following a review of implementation and consultation with staff and students, this paper presents a refreshed draft Learning Teaching and Assessment Strategy for 2025-28.

2. Review of the Learning Teaching and Assessment Strategy 2021-24

A) Implementation Progress

A range of approaches have been used to progress achievement of the goals and objectives set out in the Learning, Teaching and Assessment Strategy. This includes:

- Embedding of Learning, Teaching and Assessment Strategy objectives within revised cross-college quality enhancement arrangements. Actions such as evaluating course performance against the aims of the Learning, Teaching and Assessment Strategy and developing standardised course team meeting agendas which map to strategy goals are supporting achievement of the ambitions set out within the strategy.

- Orientating College professional development activities to explore and build collective skills in areas highlighted by the Learning, Teaching and Assessment Strategy. Through focussed CPD sessions, staff have had opportunities to discuss aspects of learning, teaching and assessment prioritised by the strategy. A key aspect of this has been sharing of practice opportunities, particularly in terms of cross curricular exchanges.

- Supporting the registration of our Faculty staff into the General Teaching Council Scotland (GTCS). By acting as a pilot college, we have made excellent progress in registering a high volume of our staff with GTCS and through this staff have committed to ongoing self-reflection in their teaching and assessment practice in relation to the professional standards for college lecturers which align closely to our Learning, Teaching and Assessment strategy goals.

- Investing heavily in digital training and resources for learning, teaching and assessment. Precipitated heavily by Covid-related circumstances, the College has provided very significant training and resources for online and remote

learning. Due to this, there has a been a rapid upscaling of staff digital skills and the provision of high quality online learning experiences for our students.

- Prioritising student engagement and ensuring student feedback plays an impactful role in course design and delivery. Arrangements to ensure that student feedback is consistently gathered and acted upon have been significantly strengthened within our quality enhancement arrangements.

- Organising student support services into three broad services (support, information and funding) to provide a simplified interface for students to engage with. In addition, we have strengthened support for student mental health and wellbeing, alongside providing access to wider support through our partnerships.

- More recently, new initiatives have been put in place to strengthen teaching development activity. This has led to the establishment of Teaching Development Leads, peer-based Teaching Activity Groups and stronger leadership through a new Professional Development Forum.

In February 2024, the Committee considered progress made towards strategy aims. This highlights very good progress across a large number of aspects, but also notes some areas which are not as well developed. An updated summary of the current implementation position is set out in Annex A.

Overall, taking into account the positive progress made to date in implementing the strategy objectives, and recognising that both Covid and industrial action have strongly impacted on learning and teaching delivery, there is a strong case for more time being given to progress strategy goals, before considering any significant changes to strategy objectives as agreed in 2021.

Notwithstanding this, it is suggested that the Strategic Enablers are revised to recognise the College's current operating position and environment. The three Strategic Enablers identified in 2021 were:

- *Prioritisation of teaching staff development;*
- *Digital transformation; and;*
- *Strengthening the alignment of support services.*

It is proposed that they are revised to include the integration of Learning, Teaching and Assessment Strategy aims into our quality review and enhancement arrangements, to make more specific reference to improvements in our physical estate, and to recognise more clearly the impact of mental health and wellbeing services in supporting achievement of strategy goals. As a result the following revised Strategic Enablers are proposed:

- *Prioritisation of teaching staff development;*
- *Integrating Learning, Teaching and Assessment Strategy aims into our quality review and enhancement arrangements;*
- *Improving College learning and study resources and facilities; and*
- *Supporting Student Resilience, Health and Wellbeing.*

Additionally, as the previous 2021 strategy was produced before the development of the College's overall Strategic Plan for 2022-27, a new 'Strategic Mapping' section has been developed to highlight how the Learning, Teaching and Assessment Strategy contributes to wider College ambitions.

B) Staff and Student Consultation

Staff and Student Representatives participated in consultation sessions, along with views taken across a range of College management groups and the Academic Board. In total, over 60 Lecturers, 10 Class Representatives and the Students' Association president participated in Strategy review workshops.

Overall, there was strong support for the strategy aims and objectives and no significant changes suggested. However, the following minor changes were proposed:

- The strategy should highlight the importance of appropriate teaching facilities and high quality and accessible digital technologies as a pre-condition for effective learning. As a result of this feedback, the Strategic Enablers section has been edited to include a priority on, "*improving College learning and study resources and facilities*" (page 3 of attached draft).
- To support successful student outcomes, we should raise the profile of using formative assessment to build skills prior to implementing formal summative assessments. As a result of this feedback, the Assessment Objective B2 has been reworded to say, "*Ensure approaches to assessment are diagnostic and formative to support effective learning prior to formal summative assessment*" (page 2 of attached draft) .
- We should increase the importance of innovation across all learning and teaching, not just digital innovation. As a result of this feedback, the profile of innovation has been raised in the "*Prioritisation of teaching staff development"* Strategic Enabler (page 3 of attached draft).
- We should reference the importance of being able to access careers advice. Provide students with appropriate guidance and support, referring to specialists and careers advisors where appropriate. As a result of this feedback, the Assessment Objective C4 has been reworded to say, "*Provide students with appropriate guidance and support, referring to specialists and careers advisors where appropriate*" (page 2 of attached draft) .

3. Draft Learning, Teaching and Assessment Strategy 2025-2028

Taking account of the review of implementation and the proposed changes as highlighted above, a revised strategy for 2025-2028 is attached as Appendix B for consideration by the Committee.

Following the review process a desktop published version will be produced.

4. Resource Implications

There are no resource implications arising directly from this report.

5. Impact on Students

The purpose of the Learning, Teaching and Assessment Strategy is to deliver high quality and effective learning experience and outcomes for all College students.

6. Risk and Assurance

This report provides assurance that the College is progressing achievement of the goals set within the Learning, Teaching and Assessment Strategy.

7. Equality

There are no equality implications arising directly from this report.

8. Data Protection

There are no data protection implications arising directly from this report

9. Recommendations

Members are recommended to:

i. Note the review of progress and staff and student consultation undertaken in relation to the College's Learning, Teaching and Assessment Strategy;
ii. Consider the proposed changes and refreshed 2025-2028 Learning, Teaching and Assessment Strategy; and
iii. Approve, subject to any amendments, the 2025-2028 Learning, Teaching and Assessment Strategy.

10. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

Glasgow Kelvin College
RA, 08/11/2024

Appendix A

Review of Implementation of the 2021-2024 Learning, Teaching and Assessment Strategy

Key:

	Significant progress made to progress strategy aims
	Moderate progress made to progress strategy aims
	Very limited progress made to progress strategy aims

Objective A) Deliver High Quality Learning and Teaching

Strategic Goal	Implementation Assessment- Evidence of Progress	Grading
A.1 Provide accessible, engaging and purposeful learning experiences within a supportive and safe teaching environment.	• Substantial investment has been made in improving learning and teaching facilities, with upgraded facilities for a number of subject areas including Science, Art, Sport and Fitness, Hairdressing and Beauty, Construction and Engineering, Supported Learning, Photography, Music Performance and Sound Production. • Within the 2023-24 Student Experience Survey, over 97% of students said that teaching environments and study materials supported their learning well. • Within the 2022-23 annual Student Satisfaction Survey, 93% of students agreed that, '*The way I'm taught helps me learn'* (increased from 89% the previous year).	
A.2 Implement effectively a broad range of approaches to promote active, self-directed and independent learning.	• Within the 2022-23 annual Student Satisfaction Survey, 99% of students agreed that, 'staff encourage students to take responsibility for their learning'. • Support for independent learning also highlighted by focus groups undertaken in 2021-22 and 2022-23.	
A.3 Use learning and teaching approaches and resources effectively to meet diverse learning needs.	• A new equalities KPI dashboard has been developed to inform staff awareness of, and reflection on, differing performance levels by course and subject areas. • Within the 2022-23 annual Student Satisfaction Survey, 91% of students agreed that, '*I believe all students are treated equally and fairly by staff*." • Whilst, there are similar levels of student performance across most protected characteristics, learners under 18 and care leavers have lower than average success rates.	
A.4 Evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice.	• Actions intended to strengthen arrangements for the reflection on teaching were initiated in 2023-24. This included new Teaching Development Leads, Activity Groups and a Professional Development Forum. However, activity is at an early stage with limited participation levels. • New professional reflection project delivered by the Stirling University due to be launched in w/b 18th November. This will explore approaches to improving student engagement in learning.	

Objective B) Ensure assessment promotes effective learning

Strategic Goal	Implementation Assessment- Evidence of Progress	Grading
B.1 Deliver assessments which are rigorous, fair and consistent, and open to appeal.	• Regular Quality updates provides to teaching staff on assessment practice and regulator expectations. • A full SQA systems audit was undertaken in 2023-24 and no significant improvement actions identified. • Updated guidance provided to students regarding use of Artificial Intelligence in assessment submissions. • We have improved assessment guidance in our student induction arrangements and are strengthening awarding body induction arrangements for new staff.	
B. 2 Ensure approaches to assessment are diagnostic and formative, as well as summative, in order to encourage and support effective learning.	• Our College quality system requires course teams to regularly consider assessment approaches and outcomes. • Staff development activity has provided opportunities for staff to share assessment practice and explore integrated assessment approaches. • 2022-23 saw an improvement in levels of partial success evidencing that changes in assessment practice were supporting improved student outcomes.	
B.3 Use assessment approaches which are responsive to learner needs and ensure that feedback to learners is timely, accurate and developmental.	• Our College quality system requires course teams to regularly engage with class groups on approaches to assessment within wider learning and teaching activity. • Within the 2022-23 annual Student Satisfaction Survey, 92% of students agreed that, 'staff regularly discuss my progress with me' and 94% that, '*I receive useful feedback which informs my future learning*'. This represents an increase from 88% and 83% respectively. • In the 2023-24 Student Experience Survey, 98% of students agreed their course team explains well learning goals and personal progress towards these.	
B.4 Where possible and appropriate, make greater use of integrated and project-based assessments.	• We have increased use of project-based learning (PBL) in subject areas such as Business, Computing, and Access Level Engineering. • The college is participating in SQA's next Gen HN pilot for Acting and Performance. • There is potential for greater use of PBL in more subjects and areas of future development identified within this year's quality enhancement activity.	

Objective C) Value the Learner Voice

Strategic Goal	Implementation Assessment- Evidence of Progress	Grading
C.1 Facilitate student-centred learning and encourage students to support each other in extending and enhancing their learning.	• Feedback from student focus groups provided some evidence that students have benefited from working together. • Project Based Learning initiatives also providing new opportunities for students to support each other in extending and enhancing their learning.	
C.2 Ensure students can influence and contribute to planning and shaping their own learning through participation in the design and delivery of learning activities.	• Our College quality system requires course teams to regularly engage with class groups on shaping the delivery of their learning and teaching activity. • Within the 2022-23 annual Student Satisfaction Survey, 93% of students agreed that, '*I am able to influence learning on my course*.' • Stronger direction provided to Curriculum Managers on ensuring all course teams consistently gather student feedback and using this to modify their course delivery.	
C.3 Encourage students to take responsibility for their own learning, through monitoring and reflecting on their progress.	• A new digital Individual Learning Plan (ILP) system was developed and implanted in 2022-23. Improved guidance and support has also been provided to Class Tutors on supporting students to set personal learning goals. However, there is limited participation levels in the new online ILP system by students in some curricular areas. • Education Scotland review activity reported that, "*there is no college-wide approach to the recording of learners' wider skills, including meta skills and learners are not sufficiently aware of their development of essential skills or meta skills*" and this has been identified as a quality enhancement priority.	
C.4 Provide students with appropriate guidance and support, referring to specialists where appropriate.	• We have strengthened Student Support Services referral routes and increased communication with students on the range of support services on offer. • We have increased the range of support services provided including counselling, wellbeing and a partnership with Action for Children.	

Objective D) Embed Digital Innovation

Strategic Goal	Implementation Assessment- Evidence of Progress	Grading
D.1 Ensure a high quality and integrated set of e-learning platforms and digital technologies are available to support effective learning, teaching and assessment.	• There has been significant staff investment in the development of online learning materials with all courses now supplemented by a range of online learning materials. • We have also significantly upscaled access to digital devices to students, along with increasing e-learning resources. • College Artificial Intelligence working group established to explore use of AI in learning, teaching and assessment. • Within the 2022-23 annual Student Satisfaction Survey, 92% of students agreed that, '*the online learning materials for my course have helped me learn'* (increased from 87% the year previously).	
D.2 Support staff and students to continue to develop their digital skills and make appropriate use of learning technology and e-learning resources.	• There has been a high volume of staff and student digital training provided over the previous three academic years. This includes digital skills training modules, pre-course support and ongoing support through workshops and self-access study materials. • The College is continuing to provide training based on staff and student needs, including an increased focus on the use of Artificial Intelligence within learning, teaching and assessment.	
D.3 Make best use of digital and online blended learning approaches to support effective and inclusive learning where this is appropriate.	• Post COVID, we have re-shifted the online/on-campus balance of course delivery in line with student preferences. In most cases, this has led to the majority of training provided face to face but supplemented where appropriate with online study materials. • A number of classrooms have been refitted as hybrid learning spaces allowing students from a group to choose to study onsite or online.	
D.4 Expand the range of high-quality e-learning materials available to students.	• Staff training and investment in e-learning materials has been significant over the COVID-19 period. • New high quality online self-study units have also been developed for digital skills, employability and essential skills and sustainability. • The College is playing a development role in a Virtual Reality project for Health and Social care in conjunction with six other Scottish colleges.	

Objective E) Develop Wider and Transferrable Skills

Strategic Goal	Implementation Assessment- Evidence of Progress	Grading
E.1 Deliver integrated learning activities which build wider skills within a vocational context.	• Course profiles identify both vocational and wider skills which students can develop. • Within the 2022-23 annual Student Satisfaction Survey, 95% of students agreed that, 'My time at college has helped me develop knowledge and skills for the workplace' (increased from 91% the year previously).	
E.2 Encourage the use of effective project-based and experiential learning activities which develop transferrable and meta skills.	• Metaskills development key part of Next Gen HN initiative and College is participating in pilot activity. • Work in progress to develop Kelvin College version of SDS metaskills model better aligned to our student cohort. • However, improving the signposting and contextualisation of meta skills Metaskills was highlighted by Education Scotland as area for development and this has been identified as a cross-college quality enhancement priority for 204-25.	
E.3 Prioritise opportunities for students to build experience of work though realistic work environments, practices and placements.	• A large number of college courses include high levels of work experience. • High quality opportunities exist for simulated work environments across college facilities. • Faculties also support the integration of employed learners with mainstream delivery. • Good use is also being made of volunteering in some subject areas.	
E.4 Make best use of tools and techniques which encourage students to set, review and reflect the development of personal, social and study skills.	• A new digital Individual Learning Plan (ILP) system was developed and implanted in 2022-23. Improved guidance and support provided to Class Tutors on supporting students to set personal learning goals. • However, there is currently limited participation levels in the new online ILP system by students. • Education Scotland review activity reported that, "*there is no college-wide approach to the recording of learners' wider skills, including meta skills and learners are not sufficiently aware of their development of essential skills or meta skills*" and this has been identified as a quality enhancement priority.	

Appendix B

Draft 2025-2028 Learning, Teaching and Assessment Strategy

Strategy Contents:

1. INTRODUCTION & STRATEGIC PURPOSE
2. STRATEGIC PRIORITIES & OBJECTIVES
3. STRATEGIC ENABLERS
4. MEASURES OF SUCCESS
5. STRATEGIC MAPPING

1. INTRODUCTION

We believe that students develop skills as much as a consequence of '*how'* they are taught and learn as '*what'* they are taught or learn. As such, we recognise that approaches which develop the ability to learn through planning, implementing and reviewing, which make good use of formative and summative assessment, and which encourage students to work and learn together as well as independently can have a significant role in successful outcomes and positive progression. We also appreciate that digital approaches and resources including artificial intelligence will play an increasingly significant role in delivering effective learning, teaching and assessment. Our strategy therefore emphasises the importance of all students developing a broad range of skills with the development of skills in aspects such as numeracy, literacy, digital, problem solving and interpersonal skills alongside as the development of specific vocational skills.

This Learning, Teaching and Assessment Strategy will encourage and support innovative and creative approaches to learning, teaching and assessment so that all students are enabled to achieve their potential. Through this, we will provide learning which is inclusive, engaging, stimulating, meets national standards and is relevant to needs of the economy and society. This strategy has been developed to complement College curriculum guidelines and development plans. Together they provide a statement of both "how we teach" and "what we teach". They also sit alongside a range of quality enhancement and organisational development processes that support teachers, curriculum teams and support staff to respond to key College enhancement themes, including retention, achievement and employability.

STRATEGIC PURPOSE
To provide the highest quality learning, teaching and assessment which meets the widest range of needs and supports all learners to succeed and fulfil their potential.

2. STRATEGIC PRIORITIES & OBJECTIVES

Strategic Priority	Objectives
A) Deliver High Quality Learning and Teaching	A.1 Provide accessible, engaging and purposeful learning experiences within a supportive and safe teaching environment. A.2 Implement effectively a broad range of approaches to promote active, self-directed and independent learning. A.3 Use learning and teaching approaches and resources effectively to meet diverse learning needs. A.4 Evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice.
B) Ensure assessment promotes effective learning	B.1 Deliver assessments which are robust, fair and consistent, and open to appeal. B. 2 Ensure approaches to assessment are diagnostic and formative to support effective learning prior to formal summative assessment. B.3 Use assessment approaches which are responsive to learner needs and ensure that feedback to learners is timely, accurate and developmental. B.4 Where possible and appropriate, make greater use of integrated and project-based assessments.
C) Value the Learner Voice	C.1 Facilitate student-centred learning and encourage students to support each other in extending and enhancing their learning. C.2 Ensure students can influence and contribute to planning and shaping their own learning through participation in the design and delivery of learning activities. C.3 Encourage students to take responsibility for their own learning, through monitoring and reflecting on their progress. C.4 Provide students with appropriate guidance and support, referring to specialists and careers advisors where appropriate.
D) Develop Wider and Transferrable Skills	D.1 Deliver integrated learning activities which build wider skills within a vocational context. D.2 Encourage the use of effective project-based and experiential learning activities which develop transferrable and meta skills. D.3 Prioritise opportunities for students to build experience of work though realistic work environments, practices and placements. D.4 Make best use of tools and techniques which encourage students to set, review and reflect the development of personal, social and study skills.
E) Embed Digital Innovation	E.1 Ensure a high quality and integrated set of e-learning platforms and digital technologies are available to support effective learning, teaching and assessment. E.2 Support staff and students to continue to develop their digital skills and make appropriate use of learning technology and e-learning resources. E.3 Make best use of digital and online blended learning approaches to support effective and inclusive learning where this is appropriate. E.4 Expand the range of high-quality e-learning materials available to students.

3. STRATEGIC ENABLERS

Four key enablers will underpin our delivery of our strategic priorities and aims.

i. Prioritisation of teaching staff development – Our staff development arrangements will encourage reflective practice approaches and innovation in learning and teaching, as well as facilitating cross- college professional dialogue and sharing of practice. Through these we will support lecturer-led professional development and facilitate vocational upskilling opportunities. In addition, we will provide professional development pathways from entry into teaching through to post-qualified status, supporting all staff to gain and maintain registration with the General Teaching Council, Scotland.

ii. Integrating Learning, Teaching and Assessment Strategy aims into our quality review and enhancement arrangements – We will place the aims of our Learning, Teaching and Assessment Strategy at the heart of our quality review and enhancement arrangements. For example, our Improving Performance and Course Transformation Plans will assess how well courses meet the aims of the Learning, Teaching and Assessment Strategy and identify areas for improvement. Professional development activity will also be aligned to supporting achievement of Learning, Teaching and Assessment Strategy objectives.

iii. Supporting Student Resilience, Health and Wellbeing- We will ensure the work of support service in areas such as Student Support Services and Student Information Services provides optimum support to learning, teaching and assessment. For example, our Guidance and Learning Support services will integrate closely with the Class Tutor role so that each learner is supported to develop their individual learning skills. We will also protect and prioritise the provision of mental health and wellbeing services, supporting students to stay healthy and sustain their studies.

iv. Improving College learning and study resources and facilities – We will continue to improve our learning, teaching and assessment facilities such as classrooms, workshops, libraries and student study places. This will include physical and digital resources, improving both our teaching spaces, learning and teaching materials and equipment, along with ICT resources to support learning and teaching. In doing so, we will aim to provide teaching facilities and learning resources which support students to gain industry relevant skills for both current and future labour market needs.

4. MEASURES OF SUCCESS

We will monitor these aspects to know we have successful in achieving our strategic goals:

- All students, irrespective of protected characteristics, ability or background have the best possible learning experience;
- All students, regardless of their learning styles, can access a range of teaching and assessment techniques and support appropriate to their needs;
- All staff have relevant and up-to-date skills in their subject area or specialism and maintain links with industry experts;
- Our courses use the latest technology to support learning and students have access to appropriate digital devices;
- Students have opportunities to gain both vocational skills and develop transferrable, core and meta-skills;
- the right level of support is available to students to help them stay on course and succeed;
- Students contribute effectively to the leadership and design of their learning, teaching and assessment
- All students have the best opportunity to achieve their full potential and progress to a positive post-course destination.
- Our student satisfaction and successful outcome levels compare favourably to national comparators.

5. STRATEGIC MAPPING

This survey maps closely to the College Strategic Plan 2022-27, and particularly *Ambition 1: Deliver an Inspirational and Inclusive Student Experience*. The aims and objectives of this Learning, Teaching and Assessment Strategy align to the strategy at outlined in the table below.

	Ambition 1. Deliver an Inspirational and Inclusive Student Experience		
College Strategy Ambitions	1.1 Develop employment and life skills through high quality learning teaching and assessment	1.2 Empower and Support our Students through their Life Changing Journey	1.3 Provide an Outstanding Physical and Virtual Learning Environment
Learning, Teaching and Assessment Strategy Objectives	A. Deliver High Quality Learning and Teaching B. Ensure assessment promotes effective learning	C. Value the Learner Voice D. Develop Wider and Transferrable Skills	E. Embed Digital Innovation
Learning, Teaching and Assessment Strategy Enablers	▪ Prioritisation of teaching staff development ▪ Integrating Learning, Teaching and Assessment Strategy aims into our quality review and enhancement arrangements	▪ Supporting Student Resilience, Health and Wellbeing	▪ Improving College learning and study resources and facilities
Learning, Teaching and Assessment Strategy Measures of Success	○ All staff have relevant and up-to-date skills in their subject area or specialism and maintain links with industry experts; ○ Students contribute effectively to the leadership and design of their learning, teaching and assessment ○ All students have the best opportunity to achieve their full potential and progress to a positive post-course destination. ○ Our student satisfaction and successful outcome levels compare favourably to national comparators.	○ All students, irrespective of protected characteristics, ability or background have the best possible learning experience; ○ All students, regardless of their learning styles, can access a range of teaching and assessment techniques and support appropriate to their needs; ○ Students have opportunities to gain both vocational skills and develop transferrable, core and meta-skills; ○ the right level of support is available to students to help them stay on course and succeed;	○ Our courses use the latest technology to support learning and students have access to appropriate digital devices;