

**GLASGOW KELVIN COLLEGE**

**Learning and Teaching Committee – 20 November 2024**

**Strengthening Teaching Development Activity Update**

**Report by Senior Curriculum Manager and Vice Principal of Curriculum and Quality Enhancement**

**1. Introduction**

At the meeting of the Committee in September 2023, a report was presented on the implementation of new arrangements to strengthen Teaching Development. The report outlined the establishment of the following new areas of activity in the development of learning and teaching practice at GKC:

1. Professional Development Forum
2. Teaching Development Leads (TDLs)
3. Teaching Activity Groups (TAGs)

This report will update on the activity in these areas, as well as further new developments that have since been established, including:

4. Teaching Essentials
5. Continuing Professional Development Project in partnership with University of Stirling
6. Teaching Exchange Activity (TEA)

**2. Update on Implementation of Teaching Development Arrangements**

The development of teaching is central to the College's quality enhancement planning. By encouraging reflective practice and supporting our lecturing staff to both teach and learn, we will enable the internal capacity to continue to evolve our teaching delivery to meet the changing needs of our students.

Previously, the College has supported teaching development through cross-college organisational development activity, supplemented by individual or team development facilitated by Professional Development and Review (PDR) arrangements. Since 2023-24, we have complemented this formal professional development with more structured and consistent opportunities for teaching staff to share practice, provide peer support and develop their individual practice in areas that matter to them. This should complement the existing 'top-down' provision, driven by the college's operational needs, with 'bottom-up' development provision, based on needs identified directly by college teachers.

## **2.1 Professional Development Forum**

The forum has now had several meetings and has been invaluable in providing oversight on the various strands of professional and organisational development activity, both formal and informal. The forum has established its Terms of Reference and personnel, and is a mechanism to identify, plan and monitor development activity cross-college, as well as to receive input from staff on development needs and feedback on provision. It has provided a platform with which to instigate development activity with external partners (e.g. Glasgow Clyde College and University of Stirling) and has contributed to the planning of Staff Conference days, helped identify and prioritise teaching development activity, and provided structure and cohesion to the various areas of development activity.

## **2.2 Teaching Development Leads (TDLs)**

TDL projects allow lecturers remission from contact to work on a development project that will benefit them and their students, in some cases with the potential for broader impact cross-college. They are designed to promote new and innovative approaches and support the college's Learning, Teaching and Assessment strategy as follows:

1. Deliver High Quality Learning and Teaching
2. Ensure assessment promotes effective learning
3. Value the Learner Voice
4. Embed Digital Innovation
5. Develop Wider and Transferrable Skills

TDLs submit a development idea, and those selected are given remission from contact (typically 3 hours per week for one block, though some have been extended) to work on their project, collaborating with the Teaching Development Coordinator. Projects may be specific to one curriculum area or may have the potential for wider impact. Topics covered so far are diverse, including:

- Project-Based Learning development, with TDLs using the time and support to create or further develop a PBL model for their course, plan the delivery, create the assessment-mapping documents, and collaborate with colleagues on delivery.
- Webinar development, with a TDL initially upskilling in the creation of webinars using OBS software and green-screen, before a second dissemination phase, mentoring others to do the same. This has also resulted in the creation of a green-screen webinar studio on campus.
- Teaching Exchange Activity (TEA), a voluntary initiative, providing opportunities for lecturers to share expertise and provide feedback to one another on learning and teaching approaches, based on a 'buddy system' of mutual teaching observation.
- Readiness for College units, designed to support applicants in making the transition to college, between being offered a place and starting the course. Focussed on developing resilience, meta-skills and wellbeing. Currently aimed at adult returners, with scope to expand more broadly as part of college keep-warm activity.
- Development of a 'mini-company' enterprise project to engage students, enhance metaskills and encourage retention.
- Development of a non-modular programme raising awareness of nutrition and wellbeing for learners.

In 2023/24, seven TDL projects were launched. Four were completed, with outputs being implemented with student groups in 2024/25. Two have been extended into a further phase (e.g. dissemination or further development). One was paused due to long-term absence of the TDL and has been relaunched in 2024/25. Three new projects have been launched in Block 1 of session 24/25. A summary of all previous and current TDL projects is contained in Appendix A: Teaching Development Lead Projects Summary.

The impacts of implementation will be measured in due course by the metrics most appropriate to the project type, which may include course PIs, student satisfaction data, qualitative data or feedback, bespoke learner feedback etc.

### **2.3 Teaching Activity Groups (TAGs)**

TAGs are composed of cross curricular teaching staff who undertake collective sharing of practice and professional development activities. TAG teams provide a supportive forum for lecturing staff to explore teaching practice and to work collaboratively to innovate and develop. Since their establishment in session 23/24, TAGs have:

- Taken part in informal meetings to get to know each other, and discuss shared ideas, challenges and approaches.
- Taken part in focus groups to identify and prioritise proposed staff development activity.
- Visited each other's teaching spaces and workshop facilities, and observed teaching.
- Acted as a pilot group to test the value of TeacherMatic, an AI tool specifically designed for educational establishments.
- Liaised with the University of Stirling regarding a proposed partnership project around professional development.
- Acted as a pilot group for Teaching Exchange Activity (TEA), a voluntary classroom observation programme based on a buddy system (devised as a TDL project and launched October 2024).

### **2.4 Teaching Essentials**

Through the Professional Development Forum, the college has agreed to work in partnership with Glasgow Clyde College on their Teaching Essentials programme. The forum identified a need for reflective practice development in teaching staff, particularly those without a TQFE qualification, and considered various approaches. Discussions were held with GCC and it was agreed that GKC would put forward teaching staff to join their Teaching Essentials programme. This is a weekly online programme, with both taught synchronous and self-directed elements. Based on TQFE methodology, the programme lasts for 12 weeks. All GKC new and recent teaching starts without TQFE will be enrolled on this course and volunteers without TQFE may also be admitted. Five lecturers have begun the programme to date.

### **2.5 Continuing Professional Development Project in partnership with University of Stirling**

The Vice-Principal for Curriculum & Quality Enhancement and the Teaching Development Coordinator held extensive talks with Kevin Brosnan from The University of Stirling, our TQFE provider, and have put in place a further teaching development initiative to be undertaken by all teaching staff during college inter-block weeks. This will take the form of Continuing Professional Development Sessions extending over the rest of this academic year, with a view to being continued in future years, and will offer all teaching colleagues the opportunity to explore an aspect of learning & teaching practice and share experiences and ideas with colleagues.

The project design draws on ideas from practitioner-enquiry, reflecting on and interrogating aspects of teaching practice, and joint practice development, collaborating to develop practice collectively. The sessions will also be relevant to GTCS registration and required CPD. The first sessions will be during the inter-block week in November 2024, with follow-up sessions planned for the equivalent week in March 2025.

To ensure this provision is relevant to staff needs, Teaching Activity Groups were consulted to shortlist specific topics that could be the focus for this first iteration of the project. Thereafter, all teaching staff were invited to complete an online poll to help select the final theme. Participant feedback will be sought at the conclusion of each session to gauge effectiveness and engagement.

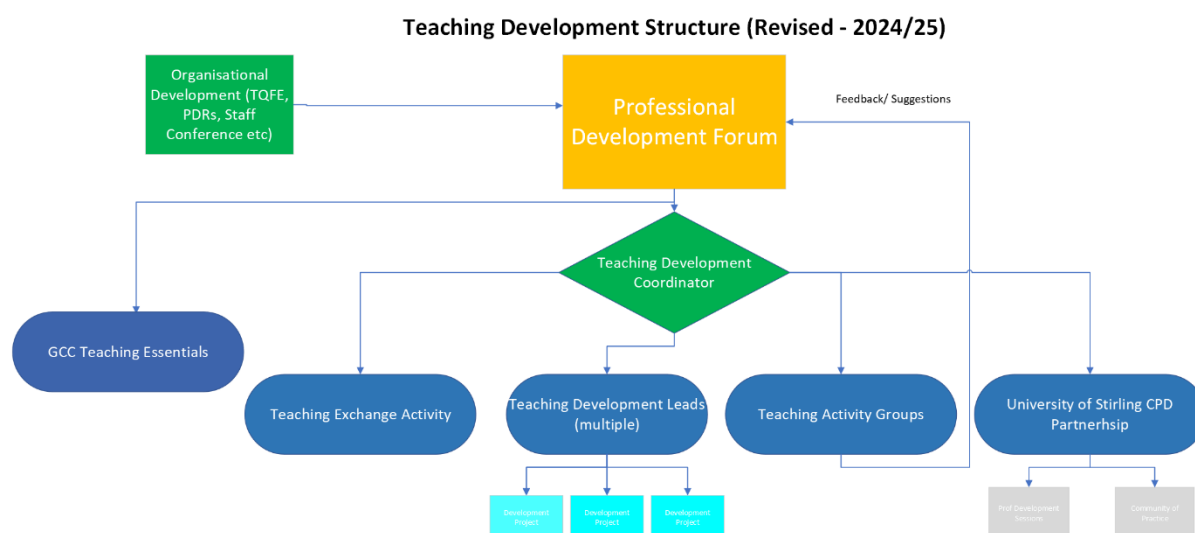
These sessions are also the first step in GKC's participation in a Community of Practice being created by the University of Stirling.

## 2.6 Teaching Exchange Activity (TEA)

A mutual teaching observation and sharing of practice was suggested by a member of teaching staff, and was subsequently developed by the lecturer, in collaboration with the Teaching Development Coordinator, as a Teaching Development Lead (TDL) project. The process was finalised in June 2024, for implementation in 2024/25. The programme is voluntary, though Teaching Activity Group members are being asked to participate throughout AY 2024/25 as a pilot group.

Participants are provided with a template to take notes on the observation and write feedback, to be presented to their partner at the end of an observation session. They also complete a feedback form on MS Forms to evaluate the process.

The programme was launched in October 2024, with TAG members either finding their own preferred partner or being paired by the Teaching Development Coordinator. Feedback on the model will be collated throughout the academic year and the process reviewed in summer 2025.



## 3. Impact on Students

By strengthening arrangements for teaching development activity, we are supporting improved experiences and outcomes for students.

## 4. Resource Implications

Funds have been set aside within the College budget to support the implementation of these teaching development arrangements.

**5. Equality**

There are no equalities implications arising directly from this report.

**6. Risk and Assurance**

This report provides assurance that the College is effectively supporting high quality learning, teaching and assessment.

**7. Data Protection**

There are no data protection implications arising directly from this report.

**8. Recommendations**

Members are recommended to:

- i. Note the actions to strengthen teaching development activity in 2024/25

**9. Further Information**

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement or John Clarke: SCM - STEM, Enterprise & Arts/Teaching Development Coordinator

Glasgow Kelvin College  
JC/RA  
12/11/2024

## Appendix A: Teaching Development Lead Projects Summary

| Subject Area         | Proposal Description                                                                                                                                                 |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performing Arts      | Development short courses on nutrition to promote student wellbeing and improve learner performance                                                                  |
| Sport                | Creation of readiness for college unit/ materials                                                                                                                    |
| Building Services    | Development of MS Teams usage in Building Services delivery                                                                                                          |
| Hospitality          | Development of online assessment/ increased practical content/ cross-course collaboration in Cookery                                                                 |
| Business & Admin     | Development of PBL and integrated assessment model for L4 and L5 Business Admin courses                                                                              |
| Fashion & Jewellery  | Creation of webinars using OBS and green-screen. Creation of green-screen studio. Mentoring of other staff in webinar creation                                       |
| Social Care          | Development of 'Prep for FE unit'. Hybrid online/ self-directed/ tutor-led module to boost enrolment and retention. May have implications for keep-warm college-wide |
| Science              | Creation of non-modular practical experiment and research unit to enhance delivery in human body sciences.                                                           |
| Performing Arts      | Creation of L&T materials to support wellbeing and resilience. For use with schools groups in Performing Arts areas but with potential to be used cross-college.     |
| Sport                | Design of a PBL delivery model for Sports Coaching: project planning, assessment mapping, creation of IAs etc                                                        |
| Social Sciences      | Design of Teaching Exchange Activity (TEA) - voluntary peer observation model. Process document, staff instructions and feedback form.                               |
| Childcare            | TeacherMatic Champion' - use remission time to train staff in use of TeacherMatic. Team meetings, online sessions etc                                                |
| Business & Admin     | Creation of non-certificated Enterprise Skills programme - 'mini-company' model                                                                                      |
| Support for Learning | Building a framework to track metaskills development and VR work experience tasters                                                                                  |
| Maths                | Further development/ collation of video L&T materials in maths and numeracy classes                                                                                  |