GLASGOW KELVIN COLLEGE

Academic Board – 2nd February 2024

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

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

A refreshed Learning Teaching and Assessment strategy was agreed by the Board of Management in October 2021. This paper reviews implementation of the strategy and assesses achievement of the objectives set out.

2. Approaches to Supporting the Implementation of the Learning, Teaching and Assessment Strategy 2021-24

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 cross-college quality enhancement activities. Actions such as evaluating course performance against the aims of the Learning, Teaching and Assessment Strategy and developing standardised course team meeting agendas are supporting achievement of the goals 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.

The college will continue to develop its approaches to supporting implementation of the Learning, Teaching and Assessment Strategy. This will be informed by the priorities identified within the review of implementation progress set out in the section below.

3. Review of Implementation Progress

The tables below provide a high-level summary of key evidence available to assess implementation of the goals of the Learning Teaching and Assessment Strategy. The majority of evidence is based on direct student feedback, along with student performance data and quality enhancement activity reports.

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.	• Significant 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 but 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 teaching development have been initiated in 2023-24, including new Teaching Development Leads, Activity Groups and a Professional Development Forum. However, activity is at an early stage with limited participation levels and staff reflection on learning and teaching approaches to inform improvements in the learning experience has been highlighted by Education Scotland as an area for development.	

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. • Full SQA systems audit undertaken in November 2023 and no significant improvement actions identified. • 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. • A review of current College reassessment guidance being undertaken. • Higher than average levels of partial success in some curricular areas suggest potential areas where changes in assessment practice could support 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. • However, there is presently a limited evidence base on which to adjudge achievement of this goal.	
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.	
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. • 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.	
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.	

4. Summary of Outcomes of this review

Based on the above assessment, good progress is being made across all elements of the Learning, Teaching and Assessment Strategy. However, there are four areas broad where evidence suggests that we need to make more significant progress.

- Firstly, **we need to strengthen our arrangements for staff reflection on learning and teaching**. Focussing on this will support achievement of '*A.4 Evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice*' and '*C.1 Facilitate student-centred learning and encourage students to support each other in extending and enhancing their learning'*. This has also been highlighted by Education Scotland and is supported by moves made already by the College to provide greater support and direction for teaching development activity.

- Secondly, **we need to review and improve student participation in guidance and target setting activity** as currently too few students participate in our student guidance and self-reflection processes. A renewed focus on this will support implementation of '*C.3 Encourage students to take responsibility for their own learning, through monitoring and reflecting on their progress'* and '*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.'*

- Aligned to increasing the engagement of students in personal reflection and target setting, **we need to improve the profile of metaskills development within our course delivery**. An effective element of this should be increased use of project based learning providing greater opportunity for students to develop interpersonal and transferrable skills. Increasing the volume of project based learning in our delivery will help progress implementation of '*B.4 Where possible and appropriate, make greater use of integrated and project-based assessments'* and '*E.2 Encourage the use of effective project-based and experiential learning activities which develop transferrable and meta skills.'* This has also been highlighted by Education Scotland as an area for development.

- Finally, **we need to explore more fully how we best prepare students for formal assessment** and do what we can to reduce partial success. This will help support implementation of '*B.2 Ensure approaches to assessment are diagnostic and formative, as well as summative, in order to encourage and support effective learning'* alongside maximising potential student achievement rates. Developing this aspect should also support more students to successfully complete their course by reducing partial success rates.

The above areas will be progressed over the remainder of the 2023-24 academic year with a further review of the Implementation of the Learning, Teaching and Assessment Strategy to be undertaken in October 2024.

5. Resource Implications

There are no resource implications arising directly from this report

6. 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.

7. Risk and Assurance

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

8. Equality

There are no equality implications arising directly from this report.

9. Data Protection

There are no data protection implications arising directly from this report

10. Recommendations

Members are recommended to:

i. note the contents of the report.

11. 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, 26/01/2023