

GLASGOW KELVIN COLLEGE**Learning and Teaching Committee – 18 February 2026****Digital Inclusion Report****Report by Head of IT and Digital Operations,
Library Services Team Leader, and
Assistant Principal of Digital and Information Systems****1. Introduction**

Glasgow Kelvin College is committed to providing an inclusive digital environment to enable learners to thrive. The College, over recent years, has expanded access to devices, modernised connectivity, simplified discovery of digital resources, and built a strong culture of skills support on campus, online, and through community learning partners. The Library Services Team has played a pivotal role through listening to classes at the start of the year, shaping targeted sessions, and providing one-to-one guidance that helps students quickly gain confidence with referencing, resource discovery, and study skills.

This effort is now visible in the data and in students' own words. LapSafe loans are heavily used with over 17,000 individual daily loans in AY 2024/25, and 8,000 loans from August to January so far in AY 2025/26. Feedback repeatedly highlights that students feel more capable, more aware of what's available, and more ready to apply digital tools in their coursework. The year ahead focuses on scaling capacity, introducing AI enabled support to meet student needs, enriching study skills, and strengthening partnerships that extend access and reduce cost.

2. Access to Devices

The College aims to accommodate learners' needs and facilitate seamless access.

- Daily laptop loans via LapSafe continue to be the backbone of inclusive access. Demand remains high, with over 17,000 individual daily loans in 2024/25. In the current year, 8,000 daily loans were recorded from August to January, already signalling strong utilisation mid-year and underlining the importance of this service to learner success.
- Library long-term loans allow students to keep a device for an agreed period such as a single teaching block or in some cases, a full academic year. This stability supports learners who rely on a single device for assignments, revision, and assessments throughout the year.
- Over the past 12–24 months, we have deployed Windows 11 laptops and Apple Macs, opened additional CAD and Mac labs, and replaced Chromebook trolleys with centrally managed Windows 11 laptop trolleys. This has improved performance and access to specialist software while retaining the simplicity students need day to day.
- Library Learning Centres at each campus provide fixed PCs and flexible study spaces, including collaborative zones, so students can work individually or in groups with reliable access to college resources.

Impact:

Students often comment that they “didn’t realise how much was at their fingertips” and that having a device, on demand, removes stress at crucial moments. Several cohorts noted they now “know where to find what they need” and feel reassured that support and devices are there when deadlines approach.

3. Reliable Connectivity

We have modernised the College Wi-Fi, replacing an ageing infrastructure to create a more stable, secure and accessible network. This has transformed the early weeks of term by enabling faster Wi-Fi connections, less error-prone, and removing the barriers to getting started. Students consistently reflect that the combination of reliable Wi-Fi and easy device access makes research and online submission feel more manageable and helps them use tools like Smart Search and MyKelvin.

Digital Skills and Confidence

The Library Services Team anchors the College’s approach to digital confidence.

- Induction and targeted sessions introduce e-books, Smart Search, referencing with Cite Them Right, ClickView, core databases (such as Gale), and specialist tools matched to each subject area.
- At the start of the year, the team engages class groups to understand needs and anxieties. These conversations shape the sessions delivered across the year, ensuring relevance and timing.
- One-to-one and small-group guidance is available to help with accessing content, structuring references, navigating Moodle, and using OneDrive. Refresher webinars run throughout the year.
- Online study skills offer structured pathways to build independent learning, critical use of sources, and the practical habits that underpin successful coursework.

Impact:

Students frequently describe “referencing made easier”, “confidence to try Smart Search first before Google”, and “discovering tools we didn’t know existed”. Many second-year students comment that they retained digital skills from the previous year and now support newer cohorts, showing sustained learning and peer mentoring in action.

4. Accessible and Inclusive Technology

We have invested in inclusive design so that technology supports all learners.

- Smart Search acts as a one-stop discovery tool, bringing together e-books, videos and subject resources in a way that is intuitive and mobile-friendly.
- E-book platforms and Moodle have been enhanced for readability, language and accessibility features. This matters especially for ESOL learners and those with additional support needs, who benefit from read-aloud options, font adjustments, and clear guidance on reliable sources.

- MyKelvin (SharePoint-based) consolidates everything students need such as Library resources, IT support, timetables, and their digital student card, making services easier to find.

Impact:

Students often remark that tools are “easier than they expected,” and several note that knowing where to start has improved their output and reduced time spent searching.

5. Support and Guidance

Digital inclusion is more than devices and platforms, it’s about the people and framework around them.

- Accessing student support services (such as wellbeing, counselling and learner support) has been digitised to allow students to reach help from any campus or even from home.
- Staff within community learning centres receive training from College staff on technologies such as Teams, OneDrive and our enrolment systems, creating local capacity to guide learners. This approach widens participation and creates pathways into college study for those building confidence outside traditional settings.
- Partnerships such as with Wheatley Care to help support the homelessness, provide outreach services for managed devices and learning routes for people who may struggle to engage through mainstream channels.

Impact:

Increased confidence among learners by digitising support services and upskilling staff at community centres. Strategic partnerships, such as with Wheatley Care, help reach vulnerable groups who might not have access to digital resources. Overall, these efforts promote inclusion, develop digital skills, and strengthen community support networks.

6. Meaningful Participation

We embed digital participation across the curriculum.

- Blended and remote learning and teaching elements give learners flexibility, with accessible resources and study skills that support diverse schedules and commitments.
- Community to College pathways making use of our Glasgow Kelvin Learning Network content, particularly ESOL and employability modules, to build confidence before in-person study. Several learning centres report that these pathways help learners to see the next step and contact the College at the right time.
- Collaborative library spaces support teamwork, digital communication and meta-skills, reinforcing the habits demanded by modern workplaces.

Impact:

Embedding digital participation has increased flexibility and continuity of learning, enabling students to engage around work, caring and other commitments. Collectively, these approaches support meaningful engagement and the development of skills aligned to modern workplace expectations.

7. Insights from Student Feedback

Across hundreds of evaluations from sessions provided by the Library Services team, the following themes have emerged.

- Confidence and capability rise after sessions, especially with referencing, resource discovery and using MyKelvin. Many students say they can apply what they've learned "immediately".
- Recurring comments show students didn't previously know the breadth of resources (Smart Search, Cite Them Right, ClickView, Gale, Anatomy.TV) and now plan to use them routinely.
- Feedback consistently praises clear, patient and friendly delivery. Names are mentioned often, reflecting strong rapport and trust in the team.
- Students want more referencing refreshers, earlier delivery, small-group practice clinics, and IT fundamentals (Word, PowerPoint, Teams/OneDrive). Several also ask for support on paraphrasing, avoiding plagiarism, and evaluating source reliability, skills that directly underpin academic integrity.

8. Future Considerations**Scaling Access and Capacity**

The College will continue to review access to devices in light of sustained demand. LapSafe usage data, including 17,000 individual daily loans in the 2024/25 academic year and strong utilisation at the mid-point of the current year, suggests there may be a case to consider increasing LapSafe capacity and the number of long-term loan laptops available to students. Alongside this, there is scope to continue refreshing elements of the wider device estate and specialist teaching labs where required, to maintain appropriate performance levels and ensure continued access to relevant software.

AI-Enabled, Multilingual Support

The College will explore the potential use of AI-enabled support tools to enhance the student digital experience. This could include consideration of a 24/7 AI student help agent within MyKelvin to assist with course and resource discovery, Wi-Fi onboarding, and signposting to study skills and support services. Emphasis should be placed upon multilingual accessibility and ensuring that clear routes to human support remain available.

Enriching Study Skills and Academic Integrity

Building on student feedback, there is an opportunity to consider further development of study skills provision delivered through Library Services. This may include expanding referencing clinics and refresher sessions, alongside the introduction of more structured support focused on paraphrasing, avoiding plagiarism, and critically evaluating sources. There is also potential to strengthen provision around core IT fundamentals, such as Word, PowerPoint, Teams, OneDrive and file management, to support students in applying digital skills directly to their coursework.

Curriculum Digitisation and Meta-Skills

The College will continue to work towards greater consistency in digital learning design across the curriculum. This could involve embedding at least one well-designed digital element within courses where appropriate, with a focus on supporting the development of digital literacy, collaboration and communication skills alongside subject-specific learning outcomes.

Partnerships and Shared Resources

There is scope to further explore collaboration with college library partners to identify opportunities for shared electronic resources, joint catalogues and potential joint funding approaches. Such collaboration could help to expand access to digital content for learners while improving value for money and reducing duplication across partners.

Evidence and Reporting

The College will look at ways of further strengthening digital inclusion activity and how it is evidenced and reported. This could include the development of dashboards showing device utilisation, Library session attendance and satisfaction, discovery tool usage, and access to student support services.

Sector Best Practice

The College will also explore external best practice by sending a small delegation to Hull College in February to observe their digital approaches first-hand and understand how these contribute to improved learner inclusion. This visit may offer valuable insights into models of digital delivery, student support and integrated learning environments, helping to inform our own future thinking. Any learning from the visit will be considered as part of ongoing reflection on how digital inclusion at Glasgow Kelvin College can continue to evolve.

9. Resource Implications

Financial resource would be required for any additional digital resources required in future, such as an expansion of the Lapsafe facilities.

10. Impact on students

Digital inclusion has a positive impact on students to support their study and chances of success at College.

11. Equalities

Providing inclusive access to digital resource for all students, helps to create an equitable environment where learners are able to thrive and engage positively in learning and teaching.

12. Risk and Assurance

There are no risks implications arising directly from this report.

13. Data Protection

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

14. Environmental and Sustainability

There are no environmental and sustainability implications arising from this report.

15. Recommendations

Members are recommended to:

- a. Note the contents of the report.

16. Further Information

Members can obtain additional information on the contents of this report from Michelle Harding, Head of IT and Digital Operations, Katie McAnenay, Library Services Team Leader, and Jason Quinn, Assistant Principal Digital and Information Services, jquinn@glasgowkelvin.ac.uk.

Glasgow Kelvin College
MH/KA/JQ
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