

**GLASGOW KELVIN COLLEGE**

**Learning and Teaching Committee – 18 February 2026**

**Development of Kelvin Learning Model**

**Report by Head of Enhancement & Assurance**

**1. Introduction**

A Kelvin Learning Model was proposed by the Head of Enhancement & Assurance and co-designed through a consultation process open to all College teaching staff. The Model is intended as:

- A visualisation of the College's approach to learning and teaching in response to the new TQEF national framework.
- A bridging document, connecting the principles of the College's Values and Learning, Teaching & Assessment Strategy with the practicalities of classroom delivery.
- A guide for teaching staff to inform their plans of work and classroom activity.

The introduction of the Model is intended to encourage development and innovation in teaching practice, improve consistency in pedagogical approaches College-wide, and ensure Quality across all delivery. It is not intended as a 'one size fits all' approach, or to instruct lecturers specifically how to teach their classes or undermine lecturer autonomy. Rather it is a set of practical statements to help shape teaching approaches, and a useful tool for teaching staff to reflect on their practice and support high-quality delivery. The Model is a series of statements, grouped into four key categories, each with a set of sub-criteria.

**2. Origin and Development**

The idea of a 'Kelvin Learning Model' grew from a range of activity in relation to the development of learning and teaching at the College. The concept of a model was proposed by the Head of Enhancement & Assurance, based on:

- Similar models that have been implemented successfully at other colleges in Scotland and beyond.
- The results of research carried out by the Head of Enhancement & Assurance, and other past and present College staff, during international projects on pedagogical development and innovation.
- The perception that, whereas the College's Learning, Teaching & Assessment Strategy is a vital document that helps shape operations, it is a high-level document that may not be widely referenced by teaching staff on a day-to-day basis. A Learning Model could bridge the gap from strategy to everyday practice.
- The need for a simple tool with which to communicate with lecturers to ensure Quality in delivery.
- The need for the College to form its own practical interpretation of the principles of TQEF.

### 3. Consultation & Co-design

The Model was always intended to be created in a spirit of co-design, collaboration and co-ownership with teaching staff. The input of lecturers is key to the design, not only to encourage staff 'buy-in' at the implementation stage, but as lecturers' experience of classroom practice and the rapidly-changing needs of learners is vital to defining the Model.

The consultation was based around development sessions, open to all teaching staff, during the Staff Conference Day in November 2025. The sessions began with a presentation by Karen Gray from the Scottish Funding Council, who, as one of the architects of TQEF, was able to clearly communicate its principles and requirements. The session then moved on to discussions around building our own learning model, which would be a practical and Kelvin-specific application of those principles.

All attendees were able to submit suggestions for inclusion in the Model, verbally, on paper and via an online poll. All input was collated, and the most frequent suggestions and common themes were grouped and incorporated into the Model. This draft model was successfully checked for alignment with TQEF principles and the College Learning, Teaching & Assessment Strategy. The Model is also consistent with recurring themes gathered from learner feedback. The current draft of the model, now approved by the Learning Teaching & Student Experience Working Group, is as follows.

## KELVIN LEARNING MODEL



### 4. Next Steps

- The draft model will be designed and desktop-published in line with the College's visual branding and identity.
- A further development session for all teaching staff will take place during the next Staff Conference Day. At this session, the Model will be launched, and course teams will be asked to rate their current delivery against each category of the Model. Activities will then take place requiring course teams to share examples of current Model-compliant practice on a 'Kelvin Learning Wall,' to inspire and support their colleagues cross-college.

- After the launch, the Model will be made available on appropriate digital platforms, with physical distribution also being considered.
- Evaluation of practice against the Model will be incorporated into College self-evaluation and reporting systems, to encourage accountability against its principles, and to ensure lecturers and course teams are consistently and continually referring to the Model in reflection on their practice. This should ensure delivery meets the requirements of the Model, and of TQEF, on an ongoing basis. The most likely platform for this is the SEAP reports written by CMs and SCMs.
- It is expected that further training and practice-sharing will occur in the future to ensure the Model is embedded into everyday practice.

## **5. Impact on Students**

Consistent and widespread application of the Kelvin Learning Model should improve student outcomes and the learner experience.

## **6. Resource Implications**

The main resource requirements will be further sessions (as above) to launch and embed the Model, and the staff time required to do so. Other minor resourcing implications include the final design, publication and dissemination of the Model.

## **7. Equality**

Consistent and widespread application of the Kelvin Learning Model should ensure an accessible, inclusive learning experience for all College students.

## **8. Risk and Assurance**

There are no risks associated with this paper.

## **9. Data Protection**

There are no data protection issues associated with this paper.

## **10. Recommendations**

Members are recommended to note the development of the Model up to this point, and the intended next steps to launch it and embed its principles.

## **11. Further Information**

Members can obtain additional information on the contents of this report from John Clarke, Head of Enhancement & Assurance

Glasgow Kelvin College  
JC  
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