

GLASGOW KELVIN COLLEGE**Learning and Teaching Committee – 06 May 2026****Learning and Teaching Strategy Review****Report by Vice Principal Curriculum and Quality Enhancement****1. Introduction**

Following the development this year of the new College Strategy 2030, work has been undertaken to refresh the existing Learning and Teaching strategy to ensure alignment of this to College strategic ambitions. Informed by a review of implementation progress, this paper makes proposals to edit some elements of the existing Learning and Teaching Strategy so that it fully supports achievement of the ambitions set out within the new College strategy 2030.

2. Review of Implementation the 2025-2028 Learning, Teaching and Assessment Strategy Aims

The most recent Learning, Teaching and Assessment Strategy was agreed by the Board of Management in December 2024. To inform the updating of this strategy, a review of implementation progress has been undertaken. The section below provides a high-level overview of the main areas of progress.

Aim1. Deliver High Quality Learning and Teaching

Activities undertaken to progress this strategic aim include:

- The College has implemented a more structured approach to monitoring course performance and quality, including strengthened annual review of performance indicators and targeted management action where provision was identified as at risk (leading to improvement plans, course remodelling and/or course withdrawal where appropriate).
- We have introduced an Institution-Led Quality Review (ILQR) process as a core internal mechanism for evaluating learning and teaching quality at curriculum level, with a review of Health and Care completed this academic year and learning used to refine subsequent cycles.
- The use of performance Power BI dashboards has been strengthened to support earlier identification of retention and achievement risks and enable timely intervention by curriculum and quality managers. This has been supported by a programme of management training on use of data to monitor course performance.
- We have aligned professional learning and development activity more closely with identified learning and teaching enhancement priorities, including reflective practice, innovation and sector updates.

Aim 2. Ensure Assessment Promotes Effective Learning

Activities undertaken to progress this strategic aim include:

- The Malpractice and Maladministration Policy has been updated to explicitly address artificial intelligence-related misconduct, strengthening clarity, academic integrity and alignment with emerging sector expectations.
- Alongside this, we have developed and implemented college-wide guidance on appropriate use of AI in assessment, developed by our AI Working Group and supporting consistent practice while enabling learners to develop relevant digital skills.
- Teaching development activity has provided lecturing staff with teaching time remission to explore practice in assessment, supporting the development of more engaging and appropriate assessment approaches.

Aim 3. Value the Learner Voice

Activities undertaken to progress this strategic aim include:

- A structured mapping of student engagement practice against the SPARQS framework has been completed collaboratively by the Students' Association and college management, identifying strengths and areas for further development in learner partnership and representation.
- We have identified and progressed actions to strengthen student representation, including clearer allocation of engagement actions and the recent development of digital introductory resources for new class representatives.
- Learner feedback has been embedded more explicitly within wider enhancement discussions, including skills development, digital inclusion and curriculum relevance.

Aim 4. Develop Wider and Transferrable Skills

Activities undertaken to progress this strategic aim include:

- We have continued to progress the development of a college-wide approach to meta-skills, informed by feedback from students, staff and employers, with the focus now on strengthening impact on learning programmes.
- We have begun work to integrate meta-skills with digital and study skills development through new online resources, supporting clearer articulation and evidencing of transferrable skills within vocational programmes.
- We have continued to embed employer-informed and experiential learning through curriculum planning and review activity.

Aim 5. Embed Digital Innovation

Activities undertaken to progress this strategic aim include:

- Substantial improvements to the digital learning environment have been delivered, including increased device availability, replacement of outdated equipment, improved wi-fi connectivity and enhanced digital induction and support.
- We have implemented targeted digital confidence-building activity for learners, including vulnerable groups, with student feedback informing further development.

- AI-enabled support and enhanced digital tracking is currently being explored, alongside undertaking planning to strengthen evaluation of digital engagement and impact on learner outcomes.

Summary of Overall Implementation Progress:

The evidence above helps demonstrate that impactful activity has been delivered across all five of the 2025-28 Learning, Teaching and Assessment Strategy strategic priorities, providing assurance that the strategic objectives are being implemented effectively.

Given this progress and the relatively recent development of the existing Learning and Teaching Strategy, this implementation evidence supports an approach which updates our current strategy aims, rather than undertaking the development of an entirely new strategy.

3. Refresh of the Learning and Teaching Strategy 2026-2030

A refreshed Learning and Teaching Strategy 2030 (as referenced in Appendix A) is for review. This has been updated to ensure alignment with the College's Strategic Plan 2030, while maintaining continuity of strategic direction and delivery (with changes highlighted in red font). The refresh has been deliberately proportionate, recognising the forthcoming Tertiary Quality Enhancement Review (TQER) and the importance of stability in the College's approach to learning, teaching and assessment. The strategy remains grounded in the College's established priorities and practices. The refresh strengthens strategic alignment and reflects practice already embedded through quality assurance, enhancement activity and recent strategic developments.

Summary of Key Changes:

1. Clearer alignment to Strategic Plan 2030

The introduction and framing of the strategy have been updated to explicitly reference the Strategic Plan 2030. Learning and teaching are positioned as both learner centred and place based, supporting an inclusive and outstanding student experience while contributing to Glasgow's economy and future skills needs. This strengthens coherence with the College's long term strategic direction without altering the core purpose of the strategy.

2. Refinement of existing strategic priorities

The four strategic priorities have been retained in full. Minor refinements to wording clarify emphasis rather than change intent:

- Deliver High Quality and Future Focused Learning and Teaching now explicitly references preparation for learning, life and work.
- Ensure Assessment Promotes Effective and Inclusive Learning acknowledges the continued evolution of assessment practice, including integrated and project-based assessment and developments in artificial intelligence.
- Value the Learner Voice strengthens the emphasis on learner partnership, with explicit reference to feedback loops demonstrating impact at course and programme level.

- Develop Wider and Transferrable Skills now makes clearer links to employer expectations, regional economic needs and meta skills.

These changes reflect current practice and enhancement activity already evidenced within the College.

3. Reconfiguration of Strategic Enablers

The number of Strategic Enablers remains unchanged at four, but they have been reconfigured to improve clarity and alignment:

- Digital Enablement has been introduced as a discrete enabler, absorbing the former “Embed Digital Innovation” objective. Digital capability is positioned as a core means of delivering consistent, inclusive and future focused learning, rather than as a standalone objective.
- Sustainability and Learning Environments brings together estates, digital infrastructure and climate responsibility, aligning learning environments with the College’s place based and sustainability ambitions.
- Continuous Professional Development strengthens the focus on professional learning, reflective practice and sustainable delivery of high-quality learning and teaching, without introducing additional performance targets.
- Quality Review and Enhancement is retained as a core enabler, reinforcing institution led review, evaluation and continuous improvement.

The previous enabler for student wellbeing has been removed as student wellbeing, engagement and belonging will be addressed more fully through a new Student Experience Strategy. This will be developed in the new academic year and will sit alongside this strategy, improving overall strategic coherence and avoiding duplication.

4. Strengthened approach to measuring impact

The original narrative Measures of Success have been retained and updated to reflect the refreshed strategy. In addition, the strategy now clearly sets out a defined set of national performance indicators, with established baselines and planned incremental improvement to 2030.

These indicators provide transparent, externally recognised measures of impact and cover:

- inclusive and place-based delivery
- attainment and achievement
- student satisfaction
- progression to positive destinations
- industry aligned and work-based learning

Performance against these indicators will be reported through existing governance and quality assurance arrangements and considered alongside qualitative evidence from learner engagement, internal review and enhancement activity.

5. Relationship to the Kelvin Learning Model

The refreshed Strategy is supported by the *Kelvin Learning Model*, which provides a practical, staff-facing articulation of the Strategy's expectations for learning and teaching. The Model acts as a bridge between strategic intent and classroom practice and supports consistency, reflection and enhancement in line with TQEF principles.

6. Summary and impact of changes

Taken together, these changes represent a refresh rather than a re-write. The strategy remains consistent in its purpose, priorities and scope, while being clearer, more future focused and more strongly aligned to the College's Strategic Plan 2030. The refreshed strategy provides a robust and proportionate framework for the delivery and enhancement of learning and teaching.

4. Development of a Student Experience Strategy

Alongside the refresh of the Learning and Teaching Strategy, the College intends to develop a Student Experience Strategy to provide a complementary and holistic framework for supporting student success across all aspects of college life.

The Learning and Teaching Strategy sets clear expectations for the quality of learning, teaching and assessment. The proposed Student Experience Strategy will focus on the wider student journey, including engagement, wellbeing, belonging, transitions and progression, ensuring that students experience the College as inclusive, supportive and joined-up.

The Student Experience Strategy will be co-designed in partnership with students during the 2026–27 academic year, working closely with the Students' Association and drawing on learner feedback, engagement activity and national good practice. Development will be informed by Scotland's Tertiary Quality Enhancement Framework and student partnership principles, ensuring alignment with external expectations while remaining responsive to the needs of the College's learner population.

At a high level, it is envisaged that the Student Experience Strategy will be structured around a small number of strategic ambitions, which may include:

- An inclusive and supportive student journey, focusing on access, transitions into and through college, and reducing barriers to participation and success.
- Students as active partners, strengthening student voice, representation and co-creation in shaping their experience beyond the classroom.
- A strong sense of belonging, community and wellbeing, supporting positive mental health, connection and engagement across physical and digital college spaces.
- A future-focused student experience, building confidence, agency and preparedness for life, work and further study through enrichment, careers and progression support.

- A consistent and high-quality experience across the College, ensuring coherence, clarity of responsibility and effective use of evidence to drive improvement.

The Student Experience Strategy will sit alongside and complement the Learning and Teaching Strategy, with clear points of alignment but distinct areas of focus. Together, the two strategies will provide a coherent institutional framework supporting high-quality learning, positive student experience, and successful outcomes.

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 Learning and Teaching strategy is fully aligned to the new College 2030 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:

- note and consider the review of progress related to delivery of the College's Learning, Teaching and Assessment Strategy 2025-2028;
- consider and agree, subject to any amendment, the draft Learning and Teaching Strategy 2026-2030; and
- note the intention to develop a new Student Experience Strategy in the 2026-27 academic year.

11. Further Information

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

