

2026 - 2030



# Glasgow Kelvin College Learning and Teaching Strategy 2026- 2030

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# Welcome

This Learning, Teaching and Assessment Strategy supports delivery of the College's Strategic Plan 2030, particularly the ambition to provide an inclusive and outstanding student experience and to contribute to Glasgow's economy and future skills needs. Learning and teaching at Kelvin is both learner-centred and place-based, preparing students for learning, life and work within a rapidly changing social, digital and economic context.

At Glasgow Kelvin College we believe that students develop skills as much as a consequence of how they are taught and learn as what they are taught or learn. As such, we recognise that approaches which develop the ability to learn through planning, implementing and reviewing, which make good use of formative and summative assessment, and which encourage students to work and learn together as well as independently can have a significant role in successful outcomes and positive progression. We also appreciate that digital approaches and resources will play an increasingly significant role in delivering effective learning, teaching and assessment. Our strategy therefore emphasises the importance of all students developing a broad range of skills with the development of skills in aspects such as numeracy, literacy, digital, problem solving and interpersonal skills being as important as the development of specific vocational skills.

This Strategy is also supported by the *Kelvin Learning Model*, which provides a practical guide for teaching staff and supports consistent, high-quality learning and teaching aligned to College values, strategic priorities and national quality expectations.

At Glasgow Kelvin College we want to provide learning which is inclusive, engaging, stimulating, meets national standards and is relevant to needs of the economy and society. This strategy will encourage and support innovative and creative approaches to learning, teaching and assessment so that all students are enabled to achieve their potential. This Learning, Teaching and Assessment Strategy has been developed to complement College curriculum guidelines and development plans. Together they provide a statement of both "how we teach" and "what we teach". They also sit alongside a range of College quality and organisation development processes that support teachers, curriculum teams and support staff to respond to key College enhancement themes, including retention, achievement and employability.

## Strategy Purpose

To provide the highest quality learning, teaching and assessment which meets the widest range of needs and supports all learners to succeed and fulfil their potential.

# Strategic Ambition, Priority and Objectives

## Strategic Ambition

<b>1) Deliver High Quality and future-focused Learning and Teaching</b>	<b>2) Ensure assessment promotes effective and inclusive learning</b>	<b>3) Value the Learner Voice</b>	<b>4) Develop Wider and Transferrable Skills</b>
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## Strategic Objectives

1.1 Provide accessible, engaging, and purposeful learning experiences within a supportive and safe teaching environment.	2.1 Deliver assessments which are robust, fair and consistent, and open to appeal.	3.1 Facilitate student-centred learning and encourage students to support each other in extending and enhancing their learning.	4.1 Deliver integrated learning activities which build wider skills within a vocational context, aligned to employer expectations and regional economic needs.
1.2 Implement effectively a broad range of approaches to promote active, self-directed and independent learning, preparing students for learning, life and work.	2.2 Ensure approaches to assessment are diagnostic and formative to support effective learning prior to formal summative assessment.	3.2 Ensure students can actively influence and contribute to planning and shaping their own learning through participation in the design and delivery of learning activities.	4.2 Encourage the use of effective project-based and experiential learning activities which develop transferrable and meta skills.
1.3 Use learning and teaching approaches and resources effectively to meet diverse learning needs and support successful progression and achievement.	2.3 Use assessment approaches which are responsive to learner needs and ensure that feedback to learners is timely, accurate and developmental.	3.3 Encourage students to take responsibility for their own learning, through monitoring and reflecting on their progress, supported by clear feedback.	4.3 Prioritise opportunities for students to build experience of work through realistic work environments, practices and placements.
1.4 Evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice.	2.4 Continue to evolve assessment practices, including making greater use of integrated and project-based assessments and responding to developments in artificial intelligence.	3.4 Provide students with appropriate guidance and support, referring to specialists where appropriate, to enable informed participation in their learning journey.	4.4 Make best use of tools and techniques which encourage students to set, review and reflect the development of personal, social and study skills.

# Strategic Enablers

Four key enablers will underpin delivery of the Learning, Teaching and Assessment Strategy and support the achievement of the College's strategic priorities.

## i. Digital Enablement

Digital enablement supports the delivery of a consistent, inclusive and future-focused learning, teaching and assessment offer across the College. Digital capability enables the modernisation of curriculum design, pedagogy and assessment, supporting high-quality delivery across all modes of learning.

The College will ensure access to a high-quality and integrated digital learning environment, including learning platforms, digital technologies and e-learning resources that support effective learning, teaching and assessment. Staff and students will be supported to develop their digital skills and confidence, enabling appropriate and effective use of learning technologies.

Digital and blended learning approaches will be used purposefully to support digital inclusion and enable technology-supported learning pathways, widening access and supporting diverse learner needs. Common digital learning standards, reusable digital content and appropriate use of artificial intelligence will underpin consistent practice and continuous improvement.

Data and analytics will further support evidence-informed curriculum planning, early intervention and enhancement, aligned to learner outcomes and employer needs.

## ii. Sustainability and Learning Environments

The College will continue to invest in and improve its learning, teaching and assessment environments, including classrooms, workshops, libraries, study spaces and digital infrastructure. This includes physical and digital resources, learning technologies, equipment and teaching materials that support high-quality and industry-relevant learning.

In developing learning environments and practices, the College will take account of sustainability and climate responsibility, supporting future-focused and socially responsible education. Learning resources and facilities will support both current and emerging labour market needs, while contributing to the College's wider place-based ambitions.

## iii. Continuous Professional Development

The College will prioritise continuous professional learning and development to support high-quality learning, teaching and assessment. Professional learning will encourage reflective practice, innovation and collaboration, enabling staff to respond effectively to changing learner needs, curriculum developments and sector expectations.

Professional learning will support staff confidence, wellbeing and sustainable practice, enabling teaching staff to deliver high-quality learning and teaching over time. The College will support lecturer-led professional development, vocational upskilling and clear development pathways from entry into teaching through to post-qualified status, including maintaining registration with the General Teaching Council for Scotland.

## iv. Quality Review and Enhancement

The aims of the Learning, Teaching and Assessment Strategy will be embedded within the College's quality review and enhancement arrangements, ensuring a clear and consistent focus on learning, teaching and assessment quality.

Institution-led review activity, including course performance review and improvement planning, will evaluate how effectively provision delivers the aims of the strategy and identify areas for enhancement. Professional learning activity will be aligned to priorities emerging from review and evaluation processes, supporting continuous improvement and an embedded quality culture.

The *Kelvin Learning Model* provides a practical articulation of the College's expectations for learning and teaching and supports staff in translating this Strategy into day-to-day practice. The Model aligns with the principles of this Strategy and Scotland's Tertiary Quality Enhancement Framework and will be used as a reference point for reflection, professional learning and enhancement activity.

### **Relationship to the Student Experience Strategy**

Student engagement, wellbeing, resilience and belonging are addressed through the College's Student Experience Strategy, which sits alongside and complements the Learning, Teaching and Assessment Strategy. Together, these strategies provide a coherent and integrated framework for supporting student success.

## Measures of Success

The impact of the Learning, Teaching and Assessment Strategy will be monitored through a combination of learner experience, quality, inclusion and outcomes, drawing on both qualitative evidence and nationally recognised performance indicators.

We will monitor the following to determine progress in achieving the aims of the strategy:

- All students, irrespective of protected characteristics, ability or background, have the best possible learning experience.
- All students, regardless of learning styles or mode of study, can access a range of effective learning and assessment approaches and appropriate support.
- Learning, teaching and assessment practice supports student success, progression and positive destinations.
- Students have opportunities to gain vocational skills and develop wider, transferrable and meta-skills aligned to employer and regional economic needs.
- Students contribute effectively to the leadership, design and enhancement of learning, teaching and assessment.
- Learning and teaching are supported by appropriate digital capability, learning resources and facilities.
- Staff maintain relevant and up-to-date skills in their subject and professional practice, supported through continuous professional learning.

In addition to these narrative measures, the Strategy will be monitored through a defined set of national performance indicators, with agreed baselines and incremental improvement targets to 2030. These indicators provide clear, externally recognised measures of impact. The table overleaf sets out planned incremental improvement year-on-year to 2030 against our current baseline performance, providing a clear and proportionate framework for monitoring progress and impact.

### 2026-2030 Performance Targets

	<b>Baseline 2025</b>	<b>Target 2026</b>	<b>Target 2027</b>	<b>Target 2028</b>	<b>Target 2029</b>	<b>Target 2030</b>
The proportion of Credits delivered to learners in the most deprived 10% postcode areas	38.0%	38.3%	38.5%	38.8%	39.0%	39.3%
The percentage of FT FE enrolled students achieving a recognised qualification	73.3%	73.6%	73.8%	74.1%	74.3%	74.6%
The percentage of PT FE enrolled students achieving a recognised qualification	81.3%	81.6%	81.8%	82.1%	82.3%	82.6%
The percentage of FT HE enrolled students achieving a recognised qualification	67.1%	68.1%	69.1%	70.1%	71.1%	72.1%
The percentage of PT HE enrolled students achieving a recognised qualification	80.3%	80.6%	80.8%	81.1%	81.3%	81.6%
The percentage of students overall satisfied with their college experience	96.0%	96.3%	96.5%	96.8%	97.0%	97.3%
The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after Qualifying	95.4%	95.7%	95.9%	96.2%	96.4%	96.7%
Volume of Credits delivered through apprenticeship programmes	15.4%	15.7%	15.9%	16.2%	16.4%	16.7%

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