Item 15
For Approval

Glasgow Kelvin College

Academic Board – 18 February 2022

Review of Higher Education and Essential Skills Strategies

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

This report reviews the need for separate College strategies for Higher Education and Essential Skills given the development of a new College Strategy for 2022-27 which has a wider set of curriculum related objectives and a new and more comprehensive College Learning, Teaching and Assessment strategy for 2021-24. A review of the aims and objectives of each has been undertaken and this provides evidence that there is substantial focus on Essential Skills and Higher Education within the two new strategic documents and further strategies therefore provide duplication of this, and potentially distract from a focus on implementing the new strategies within the College culture.

2. Review of Higher Education and Essential Skills Strategies

The College has recently approved a new College strategy for 2022 to 2027 (attached at Annex A). This new strategy forms a key part of a more concise set of College strategic documents, with a main college strategy and a smaller number of supporting strategies. Across the area of learning and teaching, the Board has also recently approved a Learning, Teaching and Assessment Strategy for 2021-24 (copy attached at Annex B), and an Access and Inclusion Strategy for 2020-23. Both of these supporting strategies build on previous strategic aims and take account of our current operating environment as we begin to live with Covid.

Two other learning and teaching related strategies have previously been in place; these are an Essential Skills strategy not reviewed since 2018 and a Higher Education strategy which was reviewed in 2021 but during which the Committee asked for further consideration of this strategy in the near future. Copies of these two documents are attached as Annexes C and D.

Now that the College has in place its new whole-college strategy and a supporting Learning, Teaching and Assessment strategy, consideration needs to be given how these additional strategies could add to the strategic leadership of the college. A key element of this review should therefore be to consider what focus and content the new College strategy or Learning, Teaching and Assessment strategies place on Higher Education and Essential Skills development, and whether there is still a need for separate strategies for these areas.

In terms of the existing Higher Education strategy, two strategic aims were previously identified:

1. *To ensure higher education provision meets local and wider economic need*
2. *To develop clear progression pathways into and from higher education programmes*

The new College Strategy includes a number of strategic aims which focus on similar objectives to these. Ambition 1.1. in the new College strategy focusses on, "*developing*

employment and life skills through high quality learning teaching and assessment." Identified objectives include to:

- *align upskilling opportunities with the needs of our economy, and the ambitions and aspirations of our employers and communities; and*
- *promote excellence in learning, teaching and skills delivery alongside the latest methods and standards of fair and effective assessment and industry/business-relevant certification.*
- Provide an integrated, joined- up approach to facilitate action and ongoing support for success.

Ambition 1.2 which seeks to, *"…empower and Support our Students through their Life Changing Journey"*, sets objectives to:

- *Ensuring that flexible entry/exit points offer clear progression pathways to employment, to better employment, personal and social development and/or to further learning.*
- *Strengthening vocational pathways from, and to, local school, college, and university programmes.*
- *Providing clear pathways to opportunity, success, and positive life experience for students of all ages.*

In addition, Ambition 2.2 focusses on, *"…deepening employer and industry engagement"* and includes an objective to, "…*regularly review our curriculum and align it closely to current and future industry, economic and learner needs."*

There is therefore significant coverage within the new College of the strategic aims previously set out in a separate Higher Education Strategy.

With respect to the previous Essential Skills Strategy, three strategic aims were identified:

1. *To ensure the College curriculum maximises opportunities for all learners to develop essential skills.*
2. *To utilise a range of integrated essential skills development approaches, appropriate to learner needs.*
3. *To support learners in evaluating and enhancing their own essential skills.*

The recently approved Learning, Teaching and Assessment Strategy contained 5 main areas of strategic focus, one of which is to, *"…develop wider and transferable skills".* Sub-objectives for this aim include:

- *Deliver integrated learning activities which build wider skills within a vocational context*
- *Encourage the use of effective project-based and experiential learning activities which develop transferable and meta skills*
- *Prioritise opportunities for students to build experience of work though realistic work environments, practices and placements*
- *Make best use of tools and techniques which encourage students to set, review and reflect the development of personal, social and study skills*

There is therefore good coverage within the College's new Learning, Teaching and Assessment strategy for what was previously a separate Essential Skills strategy.

This review therefore suggests that there is a strong focus on Higher Education and Essential Skills within the College's new strategic documents and that further separate strategies would potentially duplicate this. In addition, creating multiple documents could present additional challenges in terms of communicating clear strategic aims and engaging with staff on the delivery of these goals. It is therefore recommended that the College does not continue with separate strategies for Higher Education and Essential Skills and instead focusses its energies on delivering improvements in essential skills development and Higher Education effectiveness through the new College and Learning, Teaching and Assessment strategy.

3. Resource Implications

There are no resource implications arising directly from this report.

4. Equalities

There are no equality implications arising directly from this report.

5. Risk and Assurance

This report provides assurance that the College's new strategic documentation maintains a strong focus on strengthening Higher Education and developing essential skills.

6. Data Protection

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

7. Recommendations

Members are recommended to:

i. Agree that an appropriate focus on strategic aims related to Higher Education and Essential Skills can be achieved through the new College and Learning, Teaching and Assessment strategies; and
ii. Approve the removal of separate strategies for Higher Education and Essential Skills from the College's strategic framework.

8. 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
10/02/2022

Appendix A

Glasgow Kelvin College

2022-2027

GLASGOW KELVIN COLLEGE STRATEGY

INSPIRING
EMPOWERING
CONNECTING

Vision

Transforming lives through education

Purpose

To enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning

Values

Six key principles which drive our actions

Professionalism
Integrity
Creativity
Supportive
Respectful
Participative

Contents

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Chair's Introduction

Welcome to the Glasgow Kelvin College Strategy for 2022/27 which sets out our key priorities for the medium and long-term and the ambitions we have for our students, stakeholders and communities. The Strategy also highlights how we will work to support national sustainable economic growth and the strategic aims of our key partners.

COVID19 has had a significant impact on the learning journey of our students. Much of our learning and services have, with the considerable efforts of our staff, been delivered remotely online. To support this and to ensure our learners are digitally connected the College has distributed more than 1600 devices.

Going forward, as we emerge from the pandemic more and more of our teaching and learning will return to being on-campus and our buildings will once again be thriving environments in which our students will develop and grow. However, in the "new normal" our Virtual Learning Environment will, where appropriate, play an ever-increasing role in the learning and experience of our students and our Strategy reflects this.

The College continues to strive to meet the needs of all its stakeholders, even in these challenging times. As we move forwards re-engaging and mitigating the impact of the virus, we remain committed to embracing our aspirations, ambitions and priorities for the local, national and global communities which we serve.

These priorities provide a strategic response to the needs and aspirations of our students, staff and stakeholders and address the many challenges which the sector and College face currently. They also signpost the College's framework for its Green Kelvin agenda to provide skills and resources to address sustainability, energy efficiency and carbon reduction in a changing world. I am confident that you will recognise the spirit and ethos of the College in the ambitions set out in the Plan.

The Principal, along with the Board of Management and the staff in the College will build on the progress made over the last nine years.

Our staff remain committed to the vision and ethos of the College and the Board of Management is assured that they will continue to provide the highest standards of learning, teaching, skills development and services for our students, communities and stakeholders.

The Board is equally confident that our Strategic Plan 2022/27 provides a strong framework for the College to contribute effectively to creating and maintaining a vibrant and sustainable environment for the communities and stakeholders which we serve.

The importance of delivering high quality life and vocational skills is also central to our Plan. This ensures that our learners are equipped for their future and prepared for the challenges of a changing economy and diverse society. This is only possible through the experience and skills of our committed and excellent staff.

Our ambitions also address local, regional and national priorities and will, we anticipate, encourage inclusive growth in our communities and the continuing recovery of the economy. Our success is based on our role as a community-based college working in collaboration with grass-roots organisations and local Community Planning partners to transform the lives of our learners. Our Strategic Plan confirms our commitment to this fundamental approach to our work.

I am delighted to have your support and am confident that Glasgow Kelvin College will continue to contribute successfully to meeting the aspirations of the communities which we serve.

Best Wishes
Ian Patrick
Chair, Board of Management

Strategic Ambitions & Priorities

- *Deliver an inspirational & inclusive student experience*
- *Strengthen our communities and environment*
- *Create a high performing, resilient and responsive college*
- *Develop employment and Life Skills through high quality learning teaching and assessment*
- *Build capacity within vibrant communities and support inclusive economic growth*
- *Build an organisation that thrives with dynamic and empowered people*
- *Empower and support our students through their life changing journey*
- *Deepen employer and industry engagement, earn our reputation for our centres of excellence and be the partner of choice*
- *Drive continuous improvement and digital transformation*
- *Provide an outstanding physical and virtual learning environment*
- *Address our climate emergency – act, educate & engage*
- *Achieve financial sustainability and maintain strong and effective governance*

Who We Are

We are your College. A vibrant community made up of people coming together to find their way in the world, their community and in themselves.

People are at the centre of everything we do. We embrace diversity, are inclusive and accessible, and offer a welcoming and safe place where everyone can grow, achieve and get to where they want to be.

Glasgow Kelvin College's Vision, "Transforming Lives Through Education" is at the heart of all that we do and this is supported by the strength of our shared values and ethos. We have a talented, skilled, and dedicated team of staff and a well-deserved reputation for the support we provide to our communities, employers and students.

With four well-equipped campus buildings in the North and East of Glasgow, we offer the highest quality education, skills, personal and community development to almost 14,000 students. We aim to address local, regional and national employment needs by maintaining the highest standards and best possible experience of learning, teaching and skills development.

We invest in an inclusive community programme to support both individual and community wellbeing and growth. The location of our campus buildings within our communities gives excellent local opportunities for residents to gain the transferable skills needed for sustainable employment. In addition, our partnerships with Community Planning and local community organisations enable access to College learning opportunities across an area-wide Learning Network hosted by multiple community-based centres.

We are proud to partner with local authorities, schools, universities and employers to ensure we deliver industry-led skills, accredited qualifications and apprenticeship programmes which support a growing and environmentally sustainable economy. A diverse curriculum offer includes youth and community projects, a diverse and ambitious Senior Phase schools and Foundation Apprenticeship programme and a wide portfolio in a number of expanding vocational and academic areas. The College is recognised as a centre of excellence in specialisms such as Civil Engineering, Heating, Ventilation & Air Conditioning, Renewables, Science, Care and Creative Industries. This will be invaluable in supporting Scotland's inclusive drive towards a sustainable world and position the College as a gateway to high-value jobs and advanced learning in communities where it is most needed.

The COVID-19 virus and its negative health, social and economic impacts created a crisis which has been unprecedented and has put exceptional demands on society. Our models of delivery and support for our students, communities, employers, and stakeholders have sustained our commitment to a growing economy during this challenging period. This has created new ways of working which have proven to be innovative, supportive, agile, and effective.

There has never been a more important time for Glasgow Kelvin College to be ready to meet the challenges Scotland faces. We are committed to delivering learning, skills, and opportunities to people of all ages and abilities. We are at the cutting edge of new initiatives to support individuals and businesses back to work through reskilling our new workforce and upskilling those who strive to rebuild our economy, health, and communities.

Our Strategy sets out our Strategic Ambitions and Priorities to ensure we maximise opportunities for all in an inclusive and sustainable future.

Students by Age

Support

Student Success 2019/20

AT A GLANCE

Student activity delivered to care-experienced learners

Student activity delivered to those residing within the 10% most deprived postcode areas in Scotland

Teaching & Learning Hours of Delivery

2019/20

Subject Areas Hours of Delivery 2019/20

This Strategy seeks to supply the knowledge and skills needed to support building our economy back better than before and driving towards sustainable living regionally, nationally and indeed worldwide. It also commits to supporting the personal, social and civic development of individuals and communities to ensure fair and equal access to opportunities inherent within vibrant communities, an inclusive economy and a just transition to a sustainable world.

Strategy

We are sector leading in a number of relevant industries and are committed to the growth of Science, Technology, Engineering and Mathematics (STEM) through strategies which take a partnership approach with industry and business that strives to ensure the supply of a skilled, knowledgeable and agile workforce for the future. We continue to invest in vocational areas where there is identified demand. We have a strong focus on the delivery of Foundation and Modern Apprenticeships (FAs & MAs), Flexible Workforce Development Fund (FWDF) training, National Transition Training Fund (NTTF), Young Persons Guarantee (YPG) and other work-focused initiatives.

Knowledge and Skills provision which meets the occupational requirement of Glasgow and Scotland works hand in hand with personal, civic and social development provision which meets the needs of our communities. Both are continually evaluated and reviewed as part of our continuous curriculum and service review that encompasses regional and national monitoring, evaluation and planning. This contributes directly towards Glasgow's Regional Outcome Agreement (ROA) process.

We aim to provide accessible relevant skills development for our young learners through our Senior Phase Vocational Pathways (SPVP) frameworks. These are developed and delivered in consultation and partnership with employers, local schools and universities.

Skills development for employability and customer focussed skills continue to grow within our programmes which is intended to meet strong demand from customer service sectors. The highest employment opportunities for the future are within Health, Social and Child Care. An aging population, a continuing need for health professionals, and a national need for the expansion of Childcare ensures our focus on continuing innovation and the high proportion of delivery in Health, Care and Early Learning & Childcare. Other increasing areas of demand for skills also include Business & Administration; Hospitality & catering; and Engineering, Construction & Science

A continued focus to address the needs of those disadvantaged in the labour market is central to this strategy. Striving to ensure access for people from the widest range of backgrounds is a foundation and commitment of this strategy.

Green Kelvin is our long term initiative to percolate the understanding, knowledge, and skills we will all need on our journey to future sustainable living and working. We will work to embed this within every area of study at every level and through every mode of delivery. We are also making it our business to deliver the workforce of the future by taking advantage of our expertise and centres of excellence associated with key industries to help drive forward and accelerate the transition to a sustainable planet.

We intend to transform lives through education.

Our wide ranging College Strategy is supported by a number of concise focussed strategies:

- Learning, Teaching and Assessment
- Access & Inclusion
- People
- Digital Transformation
- Estates & Sustainability
- Financial
- Corporate

1. AMBITION

Deliver an Inspirational and Inclusive Student Experience

We place our students at the centre of everything we do. Our aim is to deliver to all our students the highest standards of education and the best possible experience of learning, teaching and assessment. Integral to this is making the lifelong learning experiences and environments we provide welcoming, flexible, adaptable and inclusive to all, supporting students from diverse backgrounds to access relevant education so that they can thrive and fulfil their potential.

1.1

Develop employment and life skills through high quality learning teaching and assessment

KEY INDICATOR: STUDENT SUCCESS

We aim to deliver learning, teaching, assessment, and skills practice which exceeds industry and employer expectations. We strive to equip our students with the highest standards of relevant knowledge, skills, agility and resilience. We help them get to where they want to be in a rapidly changing world. To achieve this, we will:

- Promote excellence in learning, teaching and skills delivery alongside the latest methods and standards of fair and effective assessment and industry/business- relevant certification.
- Optimise opportunities for student work experience, including within our own organisation.
- Align upskilling opportunities with the needs of our economy, and the ambitions and aspirations of our employers and communities.
- Provide an integrated, joined-up approach to facilitate action and ongoing support for success.
- Work to improve retention, attainment, and learner success so that we perform above national norms.

1.2

Empower and Support our Students through their Life Changing Journey

KEY INDICATOR: POSITIVE DESTINATION

We will support our students to stay the course and inspire, equip, and prepare them for success and positive destinations by:

- Providing a new cohesive approach to student support services through a "one-stop shop" that will integrate student support, funding and information services and create a single clear point of access/contact for information, advice, and support for students to continue their journey, enjoy their experience and progress onto their positive destination.
- Valuing the learner voice and supporting a strong, College Students' Association so that we inspire a sense of belonging amongst our learners.
- Ensuring that flexible entry/exit points offer clear progression pathways to employment, to better employment, personal and social development and/or to further learning.
- Strengthening vocational pathways from, and to, local school, college, and university programmes.
- Expanding apprenticeships at every level.
- Providing clear pathways to opportunity, success, and positive life experience for students of all ages.

1.3

Provide an Outstanding Physical and Virtual Learning Environment

KEY INDICATOR: STUDENT SATISFACTION

We aim to provide the highest quality resources for teaching and learning, both on-campus and online through our virtual learning platforms. We will:

- Prioritise investment in our campus estates and physical resources so that we can provide inclusive learning experiences, with high-quality and fit for purpose learner environments ranging from industry-standard simulated environments to spaces that encourage individual and group wellbeing and health.
- Provide welcoming and engaging environments which enable and inspire students and staff to work, study, socialise and enjoy a unique College experience across all our campuses.
- Invest in resources to support the College's commitment to public value by attaining best Value for Money through effective procurement, maintenance, and environmental development whilst delivering impact for the individual, communities and our economy.
- Optimise environment and space in support of effective and efficient provision of education, training, skills, and development.
- Harness the potential of existing and emerging technologies to deliver better, more engaging, personalised, and innovative teaching, learning and assessment.
- Seek to empower our students and staff, allowing them to be truly collaborative, and use digital technology to communicate, teach and learn.
- Build a digitally inclusive culture where all of our systems and content are easily accessible to all students regardless of language or ability, where those most in need have suitable equipment and environments for digital access and inclusion.
- Ensure our staff and students have trust in us to keep their digital identities and data safe.

2. AMBITION

Strengthen our Communities and Environment

Build individuals', communities', and industries' confidence to walk through a clear, open and welcoming door. Build upon our growing national and sector-leading expertise. Play our part in accelerating the transition towards a sustainable world.

2.1

KEY INDICATOR: AMOUNT OF SIMD 20 ENGAGEMENT

Build capacity within vibrant communities and support inclusive economic growth

Contributing to community development is core to the education services we provide, and we will continue to play a prominent and pro-active role in the social and economic regeneration of the North-East Glasgow. We will:

- Consult and engage with our communities so that we continue to offer a distinctive curriculum which meets the needs of our local communities, including significant youth and adult outreach programmes.
- Enhance opportunities for personal and community development through clear learning pathways which integrate our community outreach activity more coherently within our wider college learning offer.
- Make best use of new digital technologies. Spread the "net" to reach more community learners and build relationships with our community centers.
- Provide a varied and inclusive curriculum offer with strong and effective progression to sustainable employment or continuing education so that we tackle local inequalities for those from protected characteristic and socio-economic groups.
- Work with third sector partners to promote employment and volunteering opportunities for development of personal, social and employability skills.

2.2

KEY INDICATOR: COURSES WITH WORK EXPERIENCE

Deepen employer and industry engagement, earn our reputation as centres of excellence and be the partner of choice.

We will continue to work directly with a large number of local, regional and national employers and provide a very extensive apprenticeship offer across regionally and nationally significant industries, delivering the right skills for a sustainable future. We will:

- Provide a cohesive approach to extend our employer and industry engagement and increase the volume of work-based learning opportunities, live business project opportunities, and direct progression routes into employment.
- Regularly review our curriculum and align it closely to current and future industry, economic and learner needs.
- Seek out new productive partnerships, identifying opportunities and expanding our current partnerships.
- Pursue best practice and synergy in learning, teaching, and assessment, digital transformation, continuous improvement, and community and business development.
- Be proud of our achievements and ensure others know of those achievements. Invest in communication through media of various forms. Build the profile Glasgow Kelvin College deserves.

2.3

KEY INDICATOR: GROSS CARBON FOOTPRINT

Address our Climate Emergency – Act, Educate & Engage

We will pursue an ambitious agenda on climate change by:

- Ensuring estate development, maintenance and operations continually strive to reduce carbon footprint.
- Working to eliminate or mitigate against any potential negative environmental impact of our future investment in technology.
- Continuing to be proactive in supporting climate change initiatives and participate in the implementation of the Climate Change Action Plan by contributing to the achievement of Glasgow City, Scottish Government, UK Government and UN Sustainable Development targets and goals.
- Supporting Glasgow's Green Deal - Working with local communities and industry towards Glasgow Net Zero by 2030.
- Bringing together current education and skills, community engagement, and student experience strengths to become a centre of excellence for "green" education.
- Working together to help our students, communities and industry partners accelerate the transition to a sustainable world.
- Supporting access by promoting safe, sustainable, accessible and affordable travel.
- Ensuring that our procurement and supply chain contribute to our drive towards a sustainable world.

3. AMBITION

Be a High Performing, Resilient and Responsive College

We will nurture a culture of self-belief, cocreation, innovation and College community to realise our ambitions through our people. We will pursue organisational effectiveness and efficiency, engaging with those who do "the job" and those who know "the job". We will deliver public value, optimise social impact and be responsible, transparent, and accountable for our actions.

3.1

Build an organisation that thrives with dynamic and empowered people

To support the maintenance and development of environments, activities and initiatives that help staff and students maintain their physical and mental health we will provide healthy environments, safe environments, ensure safe practices, and seek to promote and optimise opportunities to enhance wellbeing by:

- Inspiring positive behaviours to support health, safety and wellbeing whilst managing, monitoring and reviewing activity in the pursuance of best practice. Placing our Health and Safety, and Wellbeing Policies at the heart of a thriving organisation.
- Working effectively with staff and providing opportunities for professional development, nurturing a valued and capable workforce, optimising working practices, taking a human-centred approach, developing talent, inspiring enterprise, and innovation, and creating organisational capacity and flexibility.
- Empowering our staff and students, keeping them informed; listening, and recognising and praising success.
- Nurturing a positive organisational culture by "living" our shared Ethos and Values framework and by creating a culture which fosters a passion for learning, creativity, and ambition for individual and organisational growth.
- Developing a thriving workforce, working in partnership with our recognised trades union colleagues to foster a culture of trust, shared values, and positive outcomes.
- Shaping a workforce that has space for individual growth, has clear career pathways and effective succession. Staff who are professionally qualified, highly skilled, resilient and agile. Where job satisfaction and pride in what we achieve is recognised and promoted.

KEY INDICATOR: STAFF ATTENDANCE

3.2

Drive Continuous Improvement and Digital Transformation

Pursuing organisational effectiveness and efficiency requires meaningful engagement with those who do "the job" and those who know "the job". A focus on workplace effectiveness will be achieved by:

- Pursuing our "Continuous Improvement Programme" which involves taking a systems-based approach to reduce "wasteful" effort and optimise "lean" processing methodologies.
- Working in partnership with staff to develop and implement teaching delivery models which support both high levels of learner success and greater operational efficiency.
- Driving digital transformation across all areas of service providing high-quality digital architecture & platforms.
- Delivering services, through technology, which allow users to interact with information and others in ways which best suit their needs.
- Utilising intelligent business processing using systems orientated solutions which integrate data and maximise the use of analytics, Artificial Intelligence (AI), and automation.
- Being cyber-resilient and protecting our corporate and personal data.

KEY INDICATOR: CREDITS PER FTE

3.3

Achieve financial sustainability and maintain strong and effective governance

We will pursue financial sustainability, provide public value and optimise social impact whilst being responsible, transparent, and accountable for our actions by:

- Continuing the development of robust medium-term financial modelling and planning; maintaining a framework for effective short-term financial and business analysis; planning, monitoring and controlling on a responsive real-time basis; and ensuring robust reporting, especially against performance and savings targets.
- Seeking to increase income, delivery and capacity, whilst providing sufficient financial surplus for reinvestment, for all non-SFC funding sources including work-based learning contracts, apprenticeship contracts and community projects.
- Controlling costs by providing effective systems, processes and management practices to ensure efficient deployment of College resources both human and material and promoting synergy and an integrated support, planning, monitoring and evaluative approach to a "whole College" culture of effective cost management.
- Ensuring standards of corporate governance are maintained in accordance with sector best practice, maintaining a policy of open-ness, transparency, and consultation.
- Exercising best practice in risk management and impact analysis.
- Ensuring best practice in all processes and procedures through appropriate training for staff and Board members.

KEY INDICATOR: ADJUSTED OPERATING POSITION

Glasgow Kelvin College

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Appendix B

Glasgow Kelvin College

2021 To 2024

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Glasgow Kelvin College

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WELCOME:

This Learning, Teaching and Assessment Strategy has been developed to encourage and support innovative and creative approaches to learning, teaching and assessment so that all students are enabled to achieve their potential. We aim to provide learning which is inclusive and encourages respect for all, is engaging, stimulating and enjoyable, meets national standards and is relevant to needs of the economy and society.

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 encourage students to work and learn together as well as independently and which ensure that students are assessed and receive constructive feedback can have a significant role in closing the attainment gap. 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 numeracy, literacy, enterprise, employability skills, digital literacy, problem solving, interpersonal skills, and personal learning and planning skills being as important as the development of specific vocational skills.

The Learning, Teaching and Assessment Strategy has been developed to complement the College Curriculum Guidelines. 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 PRIORITIES

A. Deliver High Quality Learning and Teaching

B. Ensure assessment promotes effective learning

C. Value the Learner Voice

STRATEGIC OBJECTIVES

A.1
Provide accessible, engaging and purposeful learning experiences within a supportive and safe teaching environment

A.2
Implement effectively a broad range of approaches to promote active, self-directed and independent learning

A.3
Use learning and teaching approaches and resources effectively to meet diverse learning needs

A.4
Evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice

B.1
Deliver assessments which are rigorous, fair and consistent, and open to appeal

B.2
Ensure approaches to assessment are diagnostic and formative, as well as summative, in order to encourage and support effective learning

B.3
Use assessment approaches which are responsive to learner needs and ensure that feedback to learners is timely, accurate and developmental

B.4
Where possible and appropriate, make greater use of integrated and project-based assessments

C.1.
Facilitate student-centred learning and encourage students to support each other in extending and enhancing their learning

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

C.3
Encourage students to take responsibility for their own learning, through monitoring and reflecting on their progress

C.4
Provide students with appropriate guidance and support, referring to specialists where appropriate

STRATEGIC PRIORITIES

D. Embed Digital Innovation

E. Develop Wider and Transferable Skills

STRATEGIC OBJECTIVES

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

D.2
Support staff and students to continue to develop their digital skills and make appropriate use of learning technology and e-learning resources

D.3
Make best use of digital and online blended learning approaches to support effective and inclusive learning where this is appropriate

D.4
Expand the range of high-quality e-learning materials available to students

E.1.
Deliver integrated learning activities which build wider skills within a vocational context

E.2
Encourage the use of effective project-based and experiential learning activities which develop transferable and meta skills

E.3
Prioritise opportunities for students to build experience of work though realistic work environments, practices and placements

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

MEASURES OF SUCCESS

We will monitor these aspects to know we have been successful in achieving our strategic goals.

All students, irrespective of protected characteristics, ability or background have the best possible learning experience

All students, regardless of their learning styles, can access a range of teaching and assessment techniques and support appropriate to their needs

All staff have relevant and up-to-date skills in their subject area or specialism and maintain links with industry experts

Our courses use the latest technology to support learning and students have access to appropriate digital devices

Students have opportunities to gain both vocational skills and develop transferable, core and meta-skills

The right level of support is available to students to help them stay on course and succeed

Students contribute effectively to the leadership and design of their learning, teaching and assessment

All students have the best opportunity to achieve their full potential and progress to a positive post-course destination

Our student satisfaction and successful outcome levels compare favourably to national comparators

STRATEGIC ENABLERS

Three key enablers will underpin our delivery of our strategic priorities and aims.

PRIORITISATION OF TEACHING STAFF DEVELOPMENT :

building on its role as a pilot college for GTCS registration, we will prioritise the registration and continual professional development of teaching staff. College Professional Development and Review processes will enable staff to work with line managers to plan activities in order to enhance their learning and teaching practice. Our staff development arrangements will also encourage reflective practice approaches and facilitate cross-college professional dialogue and sharing of practice. Through these we will support lecturer-led professional development and facilitate industrial placements and vocational upskilling opportunities. In addition, we will promote teaching practice development opportunities in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable students

DIGITAL TRANSFORMATION OF COLLEGE SERVICES:

the College will provide a wide range of ICT resources and other learning resources to support learning and teaching. This will include a recently established digital skills development team providing teaching staff with dedicated support in using digital approaches to learning and teaching and with e-learning content creation. Staff and students will also benefit from access to digital library resources, the MyKelvin app, MS Teams development resources and dedicated Moodle support

STRENGTHENING THE ALIGNMENT OF SUPPORT SERVICES:

we will ensure the work of support services in areas such as Student Support Services and Student Information Services provides optimum support to learning, teaching and assessment. For example, ongoing development of Guidance and Learning Support services will ensure effective integration closely with the Class Tutor role so that each learner is supported to develop their individual learning skills. In addition, our Quality Enhancement processes will involve staff teams in reflecting on how programmes have been delivered and on changes to learning and teaching which can improve retention, attainment and enhance the development of skills

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Appendix C

Essentials Skills Strategy 2018-19

Document Control Information	
Reviewed by the Strategic management Team	
Date of Next Review:	August 2019
Approved by the Academic Board:	September 2018

The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives.

Glasgow Kelvin College Board of Management

Essential Skills Strategy 2018/2019

1. Introduction

Glasgow Kelvin College is committed to ensuring that all learners develop skills for learning, skills for life and skills for work integrated with vocationally-specific knowledge and skills.

The development of learners' essential skills is central to providing inclusive and engaging learning experiences which meet the needs of all our learners and this strategy seeks to ensure that all teaching staff have an understanding of the definition and role of essential skills and that in their practice they promote and develop essential skills effectively.

The definition of essential skills used within the strategy sits within a view of the curriculum as encompassing a wide range of knowledge, skills and attributes required for people to be successful in life, learning and work. As such essential skills is defined as including personal and learning skills, skills in literacy, employability, enterprise, citizenship, sustainability and Science, Technology, Engineering and Mathematics (STEM) skills, alongside the five core skills of numeracy, communication, problem solving, working with others and information technology.

2. Context

In their Skills for Scotland Strategy, the Scottish Government states that, "*skills, when utilised effectively, are one of the key drivers of improvement in productivity*." The Scottish Government's 2015 Economic Strategy echoes this importance of skills to improving life chances, and identifies education, skills and health within one of four national strategic priorities; Investment in our people, infrastructure and assets in a sustainable way. This priority has a focus on jobs and growth and seeks to support Scotland's people at all stages in life to ensure we have a well skilled, healthy and resilient population.

The Skills for Learning, Life and Work agenda set out in *Curriculum for Excellence*, in particular in *Building the Curriculum 4*, establishes the key concept of the development of essential skills in our learners as a priority. Within this framework, the College has a key role to play in providing learning opportunities within the senior phase of *Curriculum for Excellence*, in delivering adult literacies, in working with young people and in having a positive impact on family life through developing confidence and skills in all learners.

The Scottish Government's Science, Technology, Engineering and Mathematics, Education and Training Strategy for Scotland sets out the importance of developing STEM skills, knowledge and capability to support the growth of the economy. The

College has a key role to play to support out learners to gain STEM skills required for employment today and in the future.

3. Purpose of the Essential Skills Strategy

This Essential Skills Strategy relates directly to the College's Learning, Teaching and Assessment Strategy, and its strategic aim to, *"…ensure all learners develop a full range of skills and capacities and also develop independence in learning."*

The three strategic aims contained within this strategy seek to underpin this commitment and provide further direction and support to staff in the achievement of this strategic goal.

4. Essential Skills Strategy Aims

Aim 1. To ensure the College curriculum maximises opportunities for all learners to develop essential skills.

Glasgow Kelvin College is committed to ensuring that all learners develop a wide range of skills for learning, life and work. The College's Learning, Teaching and Assessment Strategy expects that all teaching staff, individually, with colleagues and with their learners, will reflect on how best to plan learning activities to develop learners' essential skills.

All programmes should therefore support the development of essential skills and in planning of provision at all levels, whether at programme, course or individual class level, opportunities should be identified for all learners to develop a range of essential skills.

Course teams are expected to work in partnership with employers, public bodies and voluntary organisations to plan and deliver learning. These partnerships should provide additional expertise and information about the work and social environment, enabling effective, relevant and contextualised approaches to learning and teaching. Through this partnership approach, teachers and course teams are expected to consider how best work experience or the development of realistic work environments and practices can contribute to their learners' experience.

The five core skills (communication, numeracy, information and communication technology, problem solving, and working with others) should be included in all fulltime national qualification programmes either as discrete or embedded units, or through integrated learning and teaching approaches.

Aim 2. To utilise a range of integrated essential skills development approaches, appropriate to learner needs.

Glasgow Kelvin College's Essential Skills strategy aims to integrate essential skills development into vocational contexts which are meaningful and relevant to students. Staff should therefore plan and integrate activities in ways which support learners to focus on and build their essential skills through connections to more vocational aspects of their programme.

The most appropriate method of integration will be determined on the basis of learner needs, and in deciding on the appropriate method of delivery, issues of skill development and skill assessment will be planned.

Where college courses include delivery of discrete core skills units, opportunities for contextualisation should be maximised and the core skills units should be delivered in conjunction with staff input and expertise from the related vocational area.

Learners clearly benefit from higher levels of contextualisation within core skills units as they see the relevance of their core skills and understand the benefit of the development of their essential skills not only in the College context but in the context of lifelong learning.

Where discrete delivery of core skills is not thought to be the best approach in terms of engaging learners or improving retention and attainment, one way to address this situation may be to embed delivery of core skills units within vocational delivery with, for example, use of team-teaching, or development of integrated projects. Again, in order for this integration to work well, it is crucial to promote and foster a close working relationship between specialist core skills staff and vocational staff.

For many learners, the use of effective project-based and experiential learning activities maintains and increases learner engagement, and helps learners acquire a range of essential skills required for employment or further study. Similarly, well planned and integrated activities help learners to focus on and build their essential skills and make connections to other more vocational aspects of their programme.

With respect to the five core skills of communication, numeracy, problem solving, information and communication technology and working with others, the College is committed to integrating delivery of these with vocational subject delivery in the most appropriate way as determined by learner needs.

Aim 3. To support learners in evaluating and enhancing their own essential skills.

In considering how to support the development of essential skills across the curriculum it is important to recognise and value the diversity of individuals and their broad range of talents, abilities and achievements.

All learners should have the opportunity to develop their core skills beyond their entry profile, and both pre-entry and induction processes should provide opportunities for the identification of competence in core skills.

This profiling should be used to identify opportunities for skills development, both by teaching staff or where appropriate, learner support staff.

Individual Learning Plans should be used to enable all learners, with appropriate staff and where relevant/required partner agency representatives, to set, review and reflect on targets that relate to the development of a range of essential skills, such as skills for citizenship, enterprise and employability.

College staff should support learners to recognise and articulate how their College learning experience has impacted on their essential skills development both during their course of study and as they progress into employment and/or further study.

5. Supporting the Strategy

The College's Essential Skills Strategy is supported by a range of College policies, procedures and arrangements which are regularly updated and are available to all staff through the College intranet.

In addition, the College's support service delivers direct essential skills development support to learners across college campuses and its learning network centres. Staff also provide professional development support to teaching staff in the delivery of essential skills learning opportunities, enhancing the quality of essential skills content and delivery across the College curriculum.

Appendix D

Higher Education Strategy 2020-2023

Document Control Information	
Reviewed by the Learning and Teaching Committee	-
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The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives.

GLASGOW KELVIN COLLEGE

BOARD OF MANAGEMENT

HIGHER EDUCATION STRATEGY, 2020-23

1. Introduction

Glasgow Kelvin College is committed to ensuring that all learners can access coherent educational pathways that provide both progression to further study and routes into employment.

The College particularly recognises that higher education qualifications (qualifications at SCQF levels 7 and above) are often key to learners being able to access the sustainable employment likely to provide economic independence.

This Higher Education Strategy has been developed to confirm the College commitment to the provision of higher education programmes and to provide a framework for the development of such programmes within the College.

2. Context

College provision can be seen in broad terms as a combination of:

- part time programmes at SCQF levels 1-4 which support adults with low or no qualifications to return to learning;
- full-time programmes, predominantly at SCQF levels 5/6, which provide progression from access provision as well as vocational preparation and progression for school leavers; and
- higher education programmes, predominantly HNC/D, SCQF level 7 and above, which prepare learners for sustainable employment or progression to further study (usually at degree level).

There is a strong correlation between higher education qualifications and employment that is both sustainable and well enough paid to support economic independence and the College therefore values the opportunities which higher education programmes offer for the learners that it supports. It also recognises that in North East Glasgow less than 30% of residents are qualified to SCQF 8/9 compared to 41.6% in Glasgow. Furthermore, over 20% of North East Glasgow residents have no or few qualifications and are consequently not able to access higher education therefore it is essential that the College has curricular pathways to support access and articulation to HNC/D qualifications.

The Commission on Widening Access (COWA) published its final report '*A Blueprint for Fairness'* in March 2016 in response to the Scottish Government's ambition:

"that a child born today, in one of our most deprived communities will, by the time he or she leaves school, have the same chance of going to university as a child born in one of our least deprived communities"

It also acknowledges that disadvantaged learners are more likely to begin their higher education journey in colleges and therefore the importance of reliable, well designed articulation pathways to degree provision are essential to support these learners. Both COWA recommendations and SFC policy reinforce a preferred model of articulation with advanced standing to degree programmes. In this context, the importance of transitional support for learners when moving institution to continue their educational pathway has been highlighted as a key to success.

In addition to supporting progression to Higher Education Institutions (HEIs), the College also has a responsibility to support the economy by equipping learners with the skills and knowledge required to meet current and future labour market demands. In particular, the Scottish Government has emphasised the importance of STEM education as a key lever for economic growth and the College has responded by gaining STEM Assured accreditation and by supporting the Glasgow region to attain similar recognition. This focus on the needs of the labour market and STEM education is central to shaping the higher education provision which the College offers.

This strategy seeks to set out how the College will deliver higher education opportunities for the learners and communities which it supports both through its own provision and through pathways that it establishes with other providers of higher education within the City and beyond.

3. Purpose of the Higher Education Strategy

The Higher Education Strategy relates directly to the College vision of transforming life through education and to its strategic aim:

"To deliver accessible, inclusive and vibrant learning where learners develop skills, achieve accreditation valued by employers and the community and progress to positive destinations"

The aims of the Higher Education Strategy seek to underpin this commitment and provide direction and support for staff in planning and development of the College higher education curriculum.

4. Higher Education Strategic Aims

<u>Aim 1. To ensure higher education provision meets local and wider economic need</u>

Glasgow Kelvin College is committed to providing programmes based on robust labour market intelligence, economic relevance and related to the needs of the College catchment area. It recognises that higher level skills are key to economic growth, access to sustainable employment and creating a Fairer Scotland.

Therefore, it is anticipated that higher education programmes will continue to form around a third of College curricular provision and that this will be reflected annually in the Regional Outcome Agreement. It is the view of the

College that such a level of higher education, supported by broadly similar proportions of full-time further education and of part-time access provision best supports the communities that it serves. The College will continue to review this position – particularly in light of Glasgow's success in raising the attainment levels of school leavers.

In addition, when developing new or replacement higher education programmes, course teams will be required to provide a robust educational and economic argument for the development of such provision and to develop partnerships with industry to ensure that opportunities for experience of work are built into programme delivery. This may include development, in partnership with Skills Development Scotland, of technical and higher level apprenticeship programmes for delivery in partnership with employers and other providers of education.

In light of the current economic and policy environment it is anticipated that provision will focus in the main on the areas of:

- Engineering/Science/Technology;
- Care;
- Creative Industries; and
- Business and Service Sector Occupations.

In particular, all higher education provision is expected to have a clear STEM focus in order to support and enhance progression into employment. STEM activities should be identified and highlighted to learners throughout their programme of study.

Aim 2. To develop clear progression pathways into and from higher education programmes

Progression has been a key commitment of Glasgow Kelvin College since its formation. The College has worked to improve the internal progression of learners by developing clear curriculum pathways and by establishing new internal progression arrangements. It has also worked with its sister colleges in Glasgow to ensure that regional curriculum pathways have been developed for all economic sectors.

Any new or replacement higher education programmes will be required to build on this commitment. They will be part of a learner journey which provides progression for existing College learners and supporting successful learners in the transition to both work and/or further study.

When developing new or replacement higher education programmes, course teams are required to map the new programmes to current further education provision in the College, ensuring the option of a seamless transition for learners from further education to higher education programmes within the College portfolio where appropriate. Course teams are also required to develop partnerships and progression/articulation arrangements with other local providers of higher education to maximise opportunities for learners to progress to further qualifications, including degree level study, with appropriate credit for prior learning. These partnerships and arrangements should be in place prior to the commencement of delivery of the programme.

Articulation with advanced standing to degree level study (the 1+3 and 2+2 approach) is the preferred model for the College and for the sector as reinforced by COWA recommendations and SFC policy. All learners completing a higher national programme should be able to progress to HEIs with advanced standing in order to reduce the time and financial implication for learners to gain a degree if this is an appropriate articulation route. Curriculum teams should seek to strengthen links with HEIs and colleges to extend articulation agreements to increase the number of learners who progress from the College with advanced standing to degree level study. Articulation agreements should be in place prior to the commencement of the programme and future articulation agreements sought as opportunities arise. This should include consideration of the opportunities provided through the Open University. In addition, transition activities should be scheduled throughout the programme to support learners to move successfully between institutions as they continue their educational journey.

Where course teams have the opportunity to become involved in the development and delivery of the new higher level apprenticeship programmes, it is expected that they will work with HEIs to identify academic progression routes from such provision in addition to the work placement and employment opportunities developed with supporting employers or industry more generally.

5. Supporting the Strategy

The College Higher Education Strategy is supported by a range of policies, procedures and arrangements (including arrangements for learner support and arrangements for quality enhancement). These are updated routinely and are available to all staff through the College intranet.

For clarity, higher education programmes within Glasgow Kelvin College currently include Higher National Certificate (HNC), Higher National Diploma (HND) and Degree provision. The term articulation is used to refer to progression from an HNC programme to year 2 at university (1+3), or from an HND programme to year 3 at university (2+2).