

Glasgow Kelvin College**Board of Management – 7 October 2021****Learning, Teaching and Assessment Strategy****Report by Vice Principal Curriculum and Quality Enhancement****1. Introduction**

The purpose of this report is to consider and approve, subject to any amendment, the College's Learning, Teaching and Assessment strategy for 2021-2024.

2. 2021-2024 Learning, Teaching and Assessment Strategy

A review of the College's Learning, Learning, Teaching and Assessment strategy has been postponed since 2018-19, due to staff changes and Covid-related disruption. Earlier this year, the Learning and Teaching Committee considered a refreshed strategy prior to the Summer break. The attached strategy reflects those discussions and is being presented for Board approval.

The attached Learning, Teaching and Assessment strategy is a development of the existing College strategy but refreshed and updated to take account of:

- The need to reflect the revised *Professional Standards for Lecturers in Scotland's Colleges* published in 2018 and now the responsibility of the General Teaching Council for Scotland. The strategy is also informed by the lecturer role description recently agreed by the Employers' Association and the EIS.
- The continuing priority being given to widening access and inclusion. The draft strategy seeks to clearly demonstrate the importance of our learning, teaching and assessment approaches being inclusive and using learner-centred approaches to meet the needs of all learners.
- The transformational step change made over the past 12 months in staff and student use of digital technologies to deliver learning. The draft strategy seeks to build on recent developments and embed the use of digital approaches in ways which support inclusive and effective learning within our curriculum delivery.
- The increased value given to the development of wider skills (including Core or Meta skills) alongside vocational skills, supporting the development of the transferable skills required to be fully employment ready.

The attached strategy has also been considered by the Academic Board and shared with the EIS for comments.

The strategy document has been designed in a similar style to the College's Digital Transformation Strategy to begin to develop a consistent college style for supporting strategies.

3. Resource Implications

No significant resource implications are identified as a direct result of this report. However, greater use of digital technologies to deliver learning will require ongoing investment in ICT and digital skills development support.

4. Equalities

There are no equality implications arising directly from this report.

5. Risk and Assurance

No significant risks are identified as a result of this report.

6. Data Protection

There are no data protection implications arising directly from this report

7. Recommendations

Members are recommended to:

- i) Review and consider the draft Learning, Teaching and Assessment strategy;
and
- ii) Approve the strategy, subject to any amendment.

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
23/09/2021

LEARNING, TEACHING AND ASSESSMENT STRATEGY

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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



D.

Embed Digital Innovation



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.

Develop Wider and Transferable Skills



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 through 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

STRATEGIC PRIORITIES

STRATEGIC OBJECTIVES



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

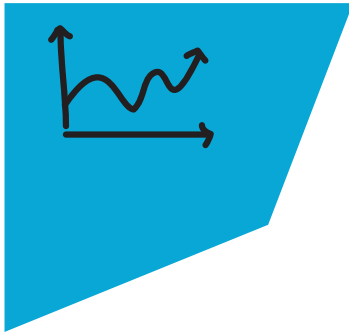
All students have the best opportunity to achieve their full potential and progress to a positive post-course destination

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



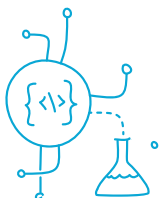
DIGITAL TRANSFORMATION OF COLLEGE SERVICES:

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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