

**GLASGOW KELVIN COLLEGE**

**Academic Board Committee - 01 May 2026**

**Kelvin Learning Model Implementation**

**Report by Assistant Principal - Performance, Planning & Student Experience**

## **1. Introduction**

This paper provides an update to an earlier report presented to the Learning & Teaching Committee on 18 February 2026, which outlined the development and co-design of the 'Kelvin Learning Model'.

The earlier paper described the rationale for the introduction of a bespoke College learning model, its alignment with the Tertiary Quality Enhancement Framework (TQEF) and the College's Learning, Teaching & Assessment Strategy, and the extensive consultation and co-design process involving teaching staff.

This follow-up paper focuses on:

- The formal launch of the Kelvin Learning Model to all teaching staff
- Initial engagement activities to support understanding, familiarity, reflection and ownership
- How the outputs from these activities will be used to inform future professional development and Quality Enhancement
- The next steps for embedding the Model systematically across College planning, self-evaluation and reporting processes

## **2. Recap of the Kelvin Learning Model**

The Kelvin Learning Model is intended to act as a practical bridge between strategy and classroom practice, providing a shared College-wide articulation of high-quality learning and teaching. It is not a prescriptive or restrictive framework, but a supportive tool designed to:

- Encourage reflection, innovation and continuous improvement in teaching practice
- Support greater consistency in learner experience across curriculum areas
- Provide a common language for Quality Enhancement discussions
- Align day-to-day delivery with TQEF principles and College values and strategy

The Model consists of four high-level categories, each supported by practical statements that lecturers can use to reflect on and develop their practice.

## KELVIN LEARNING MODEL

<b>PRACTICAL AND EXPERIENTIAL</b> Our classes use project-based learning. Our teaching is practical, active and interactive. Our classes encourage collaborative working.	<b>RELEVANT</b> Our learning is industry-facing. Our programmes provide real-world experience. Our curriculum supports the development of wider metaskills.
<b>SUPPORTIVE</b> We build positive and caring relationships. Our teaching is inclusive. We provide transparency in learner progress.	<b>FLEXIBLE BY DESIGN</b> We use varied teaching and assessment methods. Our courses are well planned and structured. Our practice is informed by student feedback.

### 3. Launch of the Kelvin Learning Model

The Kelvin Learning Model was formally launched to all teaching staff during a dedicated development session at the most recent Staff Conference Day in March 2026.

The session was designed on a hybrid model to encourage teaching teams to engage collaboratively with the Model in relation to their own practice. The session began with an online introduction delivered via Microsoft Teams, during which the finalised structure and content of the Kelvin Learning Model was presented to teaching staff for the first time. Its purpose, principles and intended use were reiterated and reassurance provided that the Model is intended to support reflection and enhancement, rather than to impose uniform teaching methods. This ensured a consistent, shared understanding of the Model across curriculum areas before staff engaged in course-level activities.

Following the online introduction, teaching staff worked face-to-face in their course teams for the remainder of the session. These activities were facilitated by Curriculum Managers. Two structured activities were undertaken:

#### Activity 1: Self-Evaluation Against the Model:

Using a provided worksheet, course teams were asked to RAG-rate their own delivery against each category of the Kelvin Learning Model. For each rating, teams were asked to provide brief explanatory commentary, encouraging discussion and consensus within the team around strengths in current practice, areas where practice is developing but not yet fully embedded, and aspects of the Model where further support, development or dialogue may be required. This activity was designed to introduce the Model as a self-evaluation and reflection tool, encourage open professional dialogue and provide a baseline view of how the Model is currently reflected across different curriculum areas.

#### Summary of Outcomes:

30 course teams completed the RAG Rating

### Overall RAG distribution:

Rating	Instances	Percentage
Green	255	71%
Amber	85	24%
Red	20	5%

### Quadrant 1: Practical & Experiential

- Teaching practice is the strongest element: over 85% Green for practical/active learning.
- Project-based learning shows the widest spread across course teams
- Most Amber ratings reflect qualification structure, skills-based delivery, or early-stage adoption.
- No evidence of resistance; many teams explicitly state intent to develop PBL further
- Collaboration is present but often episodic rather than whole-programme by design.

### Quadrant 2: Relevant

- This is the least secure quadrant overall.
- Red ratings appear most frequently in:
  - Lower-level provision
  - ESOL / academic pathways
  - Areas without placements or live industry access
  - Many Red ratings still describe authentic practice, but not recognised as “industry”
- Metaskills are widely embedded, but often not explicitly labelled or not consistently evidenced in course documentation

### Quadrant 3: Supportive

- This is one of the strongest quadrants college-wide.
- Where Amber or Red appears, explanations are structural, not pedagogical, e.g.
  - Loss of guidance hours
  - Workload pressure
  - Systems rather than will or skill
- Staff language shows very strong alignment with values of the model even where current capacity is limited.

### Quadrant 4: Flexible By Design

- This is the most consistently strong quadrant.
- Existing Quality processes (VLE use, IV, feedback cycles, Stop & Check, class reps) already align closely with the model.
- Amber ratings typically reflect:
  - Desire to modernise
  - Tension between flexibility and standardisation (e.g. vocational frameworks)

### Activity 2: Sharing Good Practice – The Kelvin Learning Wall

In the second activity, each course team was asked to identify two specific examples of good practice from their own area that aligned with one or more categories of the Kelvin Learning Model. A ‘Kelvin Learning Wall’ was set up in the Springburn Lecture Theatre, and participants were asked to:

- Add their examples of good practice to the wall
- Read examples contributed by colleagues from other curriculum areas

- Engage in informal discussion with colleagues about the approaches and ideas illustrated on the wall

This activity was designed to celebrate existing good practice, promote peer-to-peer development and cross-college dialogue, and reinforce the idea that the Model reflects and values what staff are already doing well, as well as supporting further development. The event was attended by 190 teaching staff, with most taking part in sharing discussions in the Lecture Theatre throughout the afternoon (pictured below).



Many examples of good practice were shared. Some notable examples include:

- Assessment through real projects, formatted according to subject area (e.g. employed learners, work placements, community-based projects, events, gigs and theatre productions, and many others)
- Regular liaison with industry stakeholders in curriculum design
- Learning materials made available in a range of formats to suit differing learner needs, and often available to learners in advance of lessons.
- Staff ensuring relevance of industry knowledge by participating in industry boards and committees
- Social events for subject groups to promote inclusion & ownership, and aid retention
- Projects themed around sustainability, social inclusion etc.
- Cross department/ faculty student collaborations
- Work placements, field trips, industry visits and guest speakers
- Establishment of learner peer support groups

#### 4. Next Steps

The outputs from these activities will be used in a number of purposeful and developmental ways. The completed RAG-rating worksheets will be collated, and outcomes analysed to identify common strengths across curriculum areas, recurring themes or areas of partial implementation, and aspects of the Model where additional clarification, support or development activity may be required. These findings will inform future learning and Teaching Development activity and, potentially, targeted supportive discussions with course teams and Curriculum Managers.

The examples of good practice communicated via the wall will be shared more widely across the College to influence and inspire colleagues. Current plans for dissemination include:  
Short videos of selected teaching staff discussing and illustrating their examples of good practice

CPD sessions at future Staff Conference Days, where lecturers share examples of practice with colleagues

A newsletter or news update shared via internal digital platforms, showcasing a range of examples and approaches

Together, these approaches aim to ensure the Model is brought to life through real, practice-based examples from across the College.

The next phase will focus on embedding the Kelvin Learning Model into everyday College processes and reporting, ensuring it becomes a normal reference point for reflection, planning and Quality Assurance. This will include finalising the Model graphic and publicising it widely across College digital platforms, and introducing explicit reference to the Kelvin Learning Model within College reporting and self-evaluation mechanisms, for example SCM and CM reports, Impact Plans and other relevant quality and performance documentation. This will require departments and course teams to articulate how they are embedding the Model in their practice, supporting consistency, accountability and reflective dialogue without imposing a uniform approach.

## **5. Impact on Students**

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

## **6. Resource Implications**

Resource requirements may include design, publication and dissemination of the Model and associated materials, and resources in relation to further development sessions in future.

## **7. Equality**

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

## **8. Risk and Assurance**

There are no risks associated with this paper.

## **9. Data Protection**

There are no data protection issues associated with this paper.

## **10. Recommendations**

Members are recommended to note the development of the Model up to this point, and the intended next steps.

## **11. Further Information**

Members can obtain additional information on the contents of this report from John Clarke, Assistant Principal: Performance, Planning & Student Experience.

Glasgow Kelvin College  
JC-14/04/2026