

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 16 September 2026

Meeting Glasgow's Future Skills Needs

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

In November 2025, the College concluded a major curriculum review focussed on meeting Glasgow's future skills needs. Through this it identified six key "curriculum asks" that will shape Glasgow Kelvin College's curriculum over the next 3-5 years.

This report demonstrates how the College is moving from evidence and strategic intent into funded proposals and delivery plans designed to grow high-impact curriculum provision, responding to regional and national skills needs and strengthening the sustainability and responsiveness of the College curriculum.

Four appendices provide the detailed evidence base for this update. Collectively, they demonstrate that the College is leading a connected programme of activity focused on growth, responsiveness, and collaboration.

2. Curriculum Development Update

The 2025 curriculum review established a clear direction for the future development of the College's curriculum. It identified the need to grow provision in priority sectors, strengthen alignment with regional and national skills needs, provide more flexible and employer-responsive routes, expand apprenticeship opportunities, and contribute to a more collaborative and sustainable skills system.

Since the curriculum review was completed, the College has developed a number of significant curriculum initiatives. These are brought together in this report to collectively demonstrate a planned and strategically determined approach to curriculum development.

1) Curriculum Transformation Framework: CARE

Making use of the opportunity provided by the creation of the Scottish Funding Council's Curriculum Transformation Framework, the attached **Creating Accessible Routes into Education (CARE)** proposal is a three-year initiative intended to transform elements of the College's Health and Social Care provision.

The proposal responds directly to the findings of the College curriculum review, which identified Health and Social Care as a national and regional priority and highlighted demand for more flexible pathways for employees who require qualifications to meet workforce and regulatory requirements. Employers and curriculum teams also identified a need for more part-time, online and work-compatible forms of study.

The CARE project will respond by developing high-quality digital and AI-enabled learning materials, creating more flexible and hybrid delivery models, strengthening employer involvement in curriculum design and supporting employees to achieve

relevant qualifications. The development phase is intended to support around 150 employees over three years, while establishing a sustainable model for future delivery.

The proposal is therefore about more than creating additional courses. It represents a planned transformation of how the College engages with the care workforce and delivers professional upskilling. It also provides a model that could subsequently inform the development of flexible and digital provision in other curriculum areas.

Delivery has been enabled by SFC approval of a temporary reduction in Credits which has provided protected staff capacity for curriculum development, digital content creation, employer engagement and the piloting of new delivery models.

2) Skills for Glasgow: Public Service Reform proposal

The College's curriculum review recognised that our future planning must take account not only of our own portfolio, but also of the wider regional skills offer. It highlighted the importance of stronger regional collaboration, better use of labour-market evidence and new approaches to public service reform. The attached **Skills for Glasgow** proposal translates that commitment into a defined programme of collaborative work.

The project will establish a shared evidence base across Glasgow Kelvin College, City of Glasgow College and Glasgow Clyde College, mapping current curriculum across eight sector clusters, identifying gaps and areas of unnecessary duplication, clarifying learner pathways and developing options for shared delivery, differentiated specialisms and future investment.

The proposed project will explore how three independent colleges can plan more effectively together, share intelligence and expertise, make better use of specialist staffing and facilities, and apply a more consistent evidence base to future curriculum decisions. It will also identify areas where modular provision or micro-credentials might respond to evidenced learner and employer demand.

The proposal supports the College's commitment to public service reform by placing learner access, curriculum quality, regional need and public value at the centre of collaborative planning. It is also intended to produce a repeatable operating model that could support future three-college planning and potentially inform later work across the wider Glasgow City Region.

Subject to SFC funding and approval, the proposed delivery period is October 2026 to June 2027. The intended outputs include a comparable curriculum baseline, an analysis of gaps and overlap, recommendations for collaborative delivery and specialisms, and a costed implementation and benefits framework.

3) Local Innovation Partnerships Fund: Health and Life Sciences

The third development is the proposed Health and Life Sciences Skills Programme, which forms part of the Glasgow City Region Local Innovation Partnerships Fund submission.

Health and Life Sciences was identified in the curriculum review as a priority growth area for both Glasgow City Region and Scotland. The review highlighted opportunities to expand Science provision, develop technician-level pathways, support entry into sectors such as biotechnology and pharmaceuticals, and integrate practical, digital and employability capabilities into the curriculum.

The attached **Local Innovation Partnerships Fund (LIPF) Health and Life Sciences** proposal develops this priority at a regional level. It has been informed by employer engagement identifying workforce gaps in areas including practical laboratory competence, work readiness, digital and AI fluency, regulatory and quality awareness, leadership and commercial capability. The programme therefore combines scientific and technical development with the wider capabilities required to support innovation, productivity and progression in regulated and increasingly data-enabled workplaces.

The proposed programme comprises three connected strands. The first would develop access, transition and work-ready pathways for new entrants and career changers. The second would provide modular upskilling and reskilling for the existing workforce. The third would support employers and SMEs to strengthen their innovation and commercialisation capability.

The programme is being designed as a single regional offer, led operationally by the Glasgow City Region college partnership and developed with universities, innovation centres, employers and other partners. This reflects the scale and complexity of Health and Life Sciences and recognises that no single institution can meet the full range of workforce and innovation needs across the sector.

If approved by UKRI Glasgow Kelvin College will lead the operational delivery of the project over the next five years, alongside contributing to the development of inclusive entry and technician pathways into a high-value growth sector, while drawing on the College's reach into communities that have not always benefited equally from regional economic growth.

4) Modern Apprenticeship development

The fourth development is the continued growth and diversification of the College's Modern Apprenticeship contract. Expanding apprenticeship and technical pathways was a clear priority within the curriculum review. Employers highlighted demand for apprenticeship models and significant skills needs in Engineering, net zero and related technical sectors. The review consequently identified a need to expand the College's Engineering offer while protecting and developing areas of existing specialist strength.

The attached **Modern Apprenticeship Update** demonstrates significant progress, increasing in both scale and occupational breadth our MA contract, moving from a profile primarily focused on Construction and Related and Creative and Cultural Skills to one that now also includes Engineering and Energy Related activity. The 2026/27 contract offer and planning position includes 157 starts across the three occupational groupings. This includes growth in Construction and Related provision and the introduction and planned expansion of Engineering and Energy Related starts. The College also continues to hold a nationally significant position in Refrigeration and Air-Conditioning and in Heating and Ventilation apprenticeship provision.

The next phase of development must ensure that curriculum growth is matched by delivery readiness. The accompanying action plan therefore connects apprenticeship expansion to workforce planning, lecturer and assessor capacity, apprenticeship support, employer engagement, marketing and recruitment, and specialist workshop and estate requirements.

This is important evidence of delivery against the Curriculum Review because the development is not solely aspirational or dependent upon a future project. The College has secured a broader contract profile and is now putting in place the operational conditions required to deliver that growth sustainably while protecting the quality of the learner and employer experience.

Summary

Taken together, these four developments demonstrate a consistent and strategically determined approach to curriculum development. The CARE proposal translates identified care workforce and regulatory needs into a flexible and digitally enabled curriculum model. The Skills for Glasgow proposal moves the College towards stronger regional curriculum planning and public service reform. The LIPF programme positions the College within a major regional response to Health and Life Sciences workforce and innovation needs. The Modern Apprenticeship plan demonstrates practical growth in technical and employer-facing pathways.

The four developments are at different stages and remain subject to different funding, partnership and implementation arrangements. However, they share a common direction with each is grounded in evidence of learner, employer, regional or national need, each strengthening partnership and employer involvement and each contributing to growth in a priority area, more flexible provision, clearer pathways or improved use of resources. Collectively, they therefore provide substantive evidence that the College is delivering on the commitments made through the curriculum review and is moving from strategic intent to practical action.

3. Impact on Students

The attached curriculum development projects support:

- greater alignment of curriculum provision with regional and national skills priorities;
- increased access to new and emerging pathways in Engineering, Science, Digital, and Health
- improved readiness for work through enhanced employability and meta-skills frameworks;
- more responsive and flexible delivery models suitable for both new students and existing workers; and
- stronger employer engagement, providing more relevant and work-aligned experiences.

These developments will improve student progression, support local communities, and help meet Glasgow's long-term skills needs.

4. Resource Implications

The initiatives are at different stages and several remain dependent on external funding or partner decisions. Endorsement of this report should therefore be understood as support for the strategic direction and continued development of the work, not as approval of expenditure beyond existing delegated authority. Progress will be monitored through the relevant project governance arrangements and reported through established College committees.

5. Equalities

The strategic direction places a strong emphasis on access, flexible participation and inclusive pathways and as new pathways and delivery models are developed, Equality Impact Assessments will be undertaken to ensure inclusive and accessible provision.

6. Risk and Assurance

Key risks relate to Estates timescales for Engineering workshop reconfiguration and financial risks associated with estates investment and external funding decisions. Mitigations for these risks will be identified as the project proposals are developed and monitored through relevant oversight groups.

7. Data Protection

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

8. Recommendations

Members are recommended to:

- i. note the progress being made to implement the strategic direction established through the 2025 curriculum review;
- ii. note the attached reports as evidence of a planned and strategically determined approach to curriculum growth, regional alignment and national policy priorities; and
- iii. endorse the continued development and delivery of the curriculum initiatives summarised in this report, subject to funding decisions, partner agreement and the College's normal governance arrangements.

9. Further Information

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

RA, 02/09/2026