

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 22 September 2021

2021-22 Curriculum Plan

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

This report is to update members on the planned curriculum for academic year 2021-22.

2. Overview of the 2021-22 Curriculum Plan

In previous years, whilst the College has had an overview of the planned curriculum for the year ahead, for 2021-22 this is the first year the College has developed a database setting out a class level plan which encompasses all activity projected to be delivered over the future academic year.

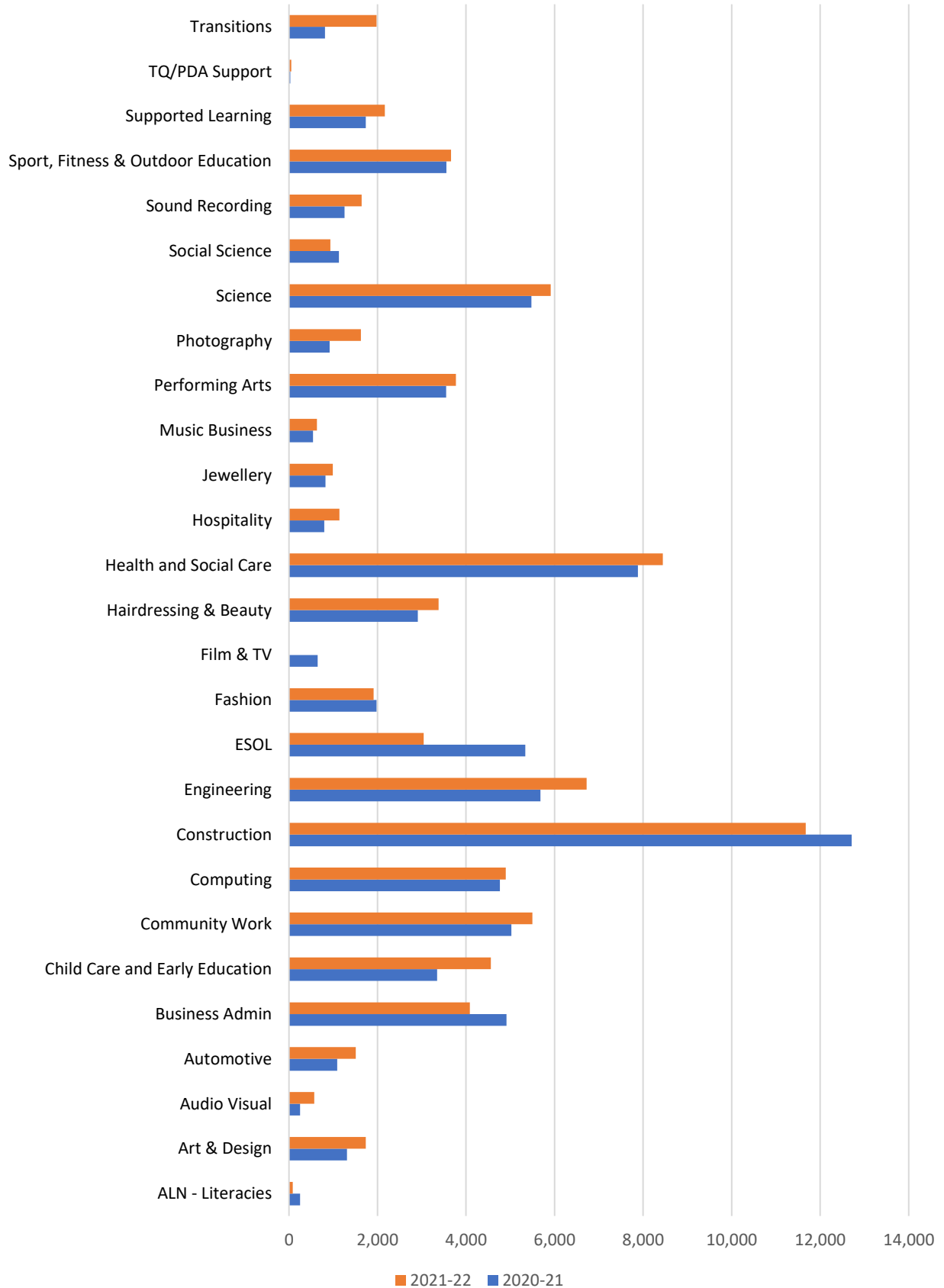
Such detailed planning is increasingly common across the College sector in order to achieve Credit targets within more restricted funding levels, enabled by improvements in database functionality and reporting software. The advantages of having a detailed curriculum plan are twofold; firstly, it provides assurance that sufficient curriculum is planned to meet the College's activity targets and that Faculty managers have specific targets to meet; and secondly, it allows for greater knowledge and control of income and expenditure, particularly teaching staffing costs which is the largest area of College expenditure.

The curriculum plan for 2021-22 has been developed within the College's Unit-e student activity reporting system and attempts to estimate expected activity levels for the year ahead. In doing so, the following assumptions underpin the plan:

- There will not be large shifts in overall activity volumes per subject area, but the plan will take account of staff leaving on Voluntary Severance in July 2021, alongside encompassing the curricular developments outlined later in this report;
- That the College will achieve implementation of its new class size framework;
- That Senior Phase and Community activity levels will increase compared to 2020-21 but remain below the levels of previous years due to Covid-related disruption and the necessity to deliver substantial online remote learning; and
- Apprentice levels will begin to rebuild from the significant reduction in 2020.

The table overleaf provides an overview of planned activity levels for 2021-22 compared to the previous academic year. In viewing the plan, please note that this is comparing projected figures for 2021-22 with actual enrolments from 2020-21.

Chart 1: 2021-22 Projected Credit Activity Levels Compared to 2020-21 Actual Data



3. Curriculum Developments in 2021-22

Whilst there are no very significant shifts in the curriculum plan for 2021-22 in terms of absolute volumes of activity per subject area, Faculties continue to innovate and develop their curriculum offer in response to student and employer needs. For example:

- For session 21/22 our catering students will pilot a lunch service for staff and students at our Easterhouse and East End campuses serving 5 days per week. This pilot will be used for teaching, learning and assessment across our level 4, 5 and 6 cohorts and will also include our supported learning level 4 class. Over the week the students will prepare food under a bistro style model which we will served over lunchtimes as a counter service take away with cafe style dinning available, this will progress to themed events along with fine dining opportunities as the students progress. The food prep, cooking, service along with pricing/marketing will be linked to learning outcomes set within SQA units to allow students to progress through course while providing employability and relevant industry skills. This pilot not only creates our students with a continual real life learning experience leading to enhancing future journey goals but an opportunity for college staff and students to purchase quality healthy lunches at cost price helping to return 'campus life' post covid assisting with health and wellbeing.
- We will shortly launch a new Springburn Community Hub which will bring together an enhanced youth access and widening access curriculum wrapped around family learning. The purpose is to provide learning opportunities to welcome our community back to college life as we move out of the pandemic crisis. In discussion with partner organisations our CLD staffing cohort will lead in delivery of personal development supported by teaching staff and our HND students. We aim to provide opportunities in sport/fitness, cooking, personal presentation along with support to undertake certificated elements including our unique Youth Access benchmarked certification programme. We plan to provide an interactive safe place where young people can attend and could include their family network to interact with college facilities, set future goals, consider positive destination to college courses and/or employment while increasing awareness and supporting good health and wellbeing. This service will run over two evening sessions per week and we will work with our local schools, partners and incorporate our CLD street work initiative to encourage attendance across the community inclusive to those most challenged and hard to reach. We plan to launch this service around October 21 with plans to mirror the service in our Easterhouse campus in 2022.
- The College has agreed to work in partnership with the Glasgow Rocks basketball team. This builds on the College's previous partnership work with the Glasgow Rocks but now enhances the opportunities for both male and female students and with a reduced financial input from the College. A Training Academy will run for academic session 21/22 open to all College students with an interest in basketball. The training will be operated by the Rocks' coaches and students will have an opportunity to meet and learn from players from the professional team and to play competitively in an amateur league. The College will also sponsor the team and this will publicise to prospective students both the College's basketball partnership and the wider sport opportunities at the College.

- In response to increasing applications in Business courses from those for whom English is not their first language, we have introduced a Level 4 Business/ESOL offer. This will provide an opportunity for students learning English to begin to undertake Business units supported by ESOL staff.
- We continue to grow the Young Enterprise Scotland (YES) Companies programme which encourages Students aged 16 to 18 to set up and run their own company over the course of one academic year. The programme runs Scotland wide and is open to all Senior Phase school pupils. The YES partnership with Kelvin delivers the Companies Programme course through the College's Virtual Learning Environment, with school and College staff supporting and assessing learners. We have also introduced the Team Programme aimed at Empowering young people with additional support needs to transition from education to independent living and employment.
- In response to the Broadcasting industry and in particular the BBC, we have developed a collaborative delivery model for the Modern Apprenticeship (MA) in Creative Digital Media. The qualification comprises the standard MA framework, delivered by GKC, but also includes the National Council for the Training of Journalists (NCTJ) Digital Journalism qualification delivered by Clyde College in parallel to their mainstream HN offer.
- With South Lanarkshire Council we are piloting a new 'Exploring Engineering' course with 2 cohorts of 16 students. This Level 5 course will give students an introduction to engineering through a multi-disciplinary approach (electrical/mechanical) and is delivered from a practical, project-based perspective in order to make it as engaging and enjoyable as possible.
- The College's Science Courses will pilot a new delivery model using the lecture/tutorial format. Utilising skills gained from our recent increase in online delivery, the use of online lectures and face to face tutorials will provide small group and individual support for students within standard allocated teaching time. The approach also aligns well with university approaches and HN learners will benefit from a more seamless progression onto HE institutions. The impact, performance and benefits to learners will be reviewed at the end of Block 1.
- We are working with Clyde Gateway to explore opportunities for delivering programmes to support employment in Engineering, Construction and Green Technologies. This includes a new programme aimed at adults to access green jobs, and a Fast Track Adult Apprentice Programme for those working in industry (useful for adults falling in PACE category returning to industry with experience and no formal qualification).

In addition to these curricular developments, College training agents and employers are benefitting from a new attendance reporting system enabled by the College's new Celcat register system. This means that employers or training agents such as CITB and BESA have the ability to directly access (via our platform) their students' attendance data. The benefits of this is that training agents can get 24/7 access and can also receive an instant update when students are absent, whilst significantly reducing the manual workload previously required by the College.

4. Resource Implications

There are no resource implications arising directly from this report.

5. Equalities

There are no equality implications arising directly from this report.

6. Risk and Assurance

This report provides assurance that the College has in place a plan to deliver, and continuing to evolve, a curriculum which meets student, employer and community needs and which meets the College's Credit target within a defined budget.

7. Data Protection

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

8. Recommendations

Members are recommended to:

- i. note the contents of the report.

9. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement at rashton@glasgowkelvin.ac.uk

Glasgow Kelvin College
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12/09/2021