



Glasgow Kelvin College

Internal Audit 2025-26

Learning & Teaching: Student Experience
November 2025

Overall Conclusion

Strong

Item 08a

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The matters raised in this report came to our attention during the course of our audit and are not necessarily a comprehensive statement of all weaknesses that exist or all improvements that might be made.

This report has been prepared solely for Glasgow Kelvin College's individual use and should not be quoted in whole or in part without prior written consent. No responsibility to any third party is accepted as the report has not been prepared, and is not intended, for any third party.

We emphasise that the responsibility for a sound system of internal control rests with management and work performed by internal audit should not be relied upon to identify all system weaknesses that may exist. Neither should internal audit be relied upon to identify all circumstances of fraud or irregularity should there be any although our audit procedures are designed so that any material irregularity has a reasonable probability of discovery. Every sound system of control may not be proof against collusive fraud. Internal audit procedures are designed to focus on areas that are considered to be of greatest risk and significance.

Overview

Purpose of review

The purpose of this review was to assess whether the mechanisms in place at Glasgow Kelvin College (the College) are effectively providing a positive experience for its students. We examined the enrolment process, course delivery, and feedback mechanisms to assess whether areas of poor performance are being identified and addressed. Our review considered the current feedback mechanisms in place as well as feedback from Student Representatives and Student Unions. We also assessed the suitability of the communications arrangements in place.

This review formed part of our 2025/26 Internal Audit Annual Plan.

Scope of review

Our objectives for this review were to assess whether:

- | The College has robust policies and procedures in place surrounding student experience.
- | There are mechanisms which the College has in place to manage student experience, through discussion with the relevant staff.
- | There are methods of feedback in place at the College regarding the student experience and these measures are evaluated and followed up on appropriately.
- | The College monitors the levels of student satisfaction and assesses the steps taken in the enrolment process and course delivery to ensure a positive student experience is consistently delivered.

Our approach to this assignment took the form of discussion with relevant staff, review of documentation and where appropriate sample testing.

1 Executive summary

Glasgow Kelvin College
Learning & Teaching: Student Experience

Limitation of scope

There was no limitation of scope.

1 Executive summary

Background

Policies and Procedures

The College have a Learning, Teaching and Assessment Strategy in place. The Strategy covers the years from 2025 to 2028 and sets out strategic aims focused on teaching quality, assessment, student voice, and transferable skills. It also targets staff development and wellbeing as indirect methods to support students. In alignment with the Strategy, the College uses measurable success indicators and a strategic map.

There is a Student Association Partnership Agreement which covers the shared goals between Management and the Student Association. The Agreement has recently been updated to reflect the College's Digital Transformation Strategy and includes new initiatives such as the 'Meet the Managers' initiative. The Agreement is reviewed annually and reported to the Board of Management.

All other policies and procedures impacting student experience can be easily accessed through the College's website.

Student Feedback Mechanisms

There are multiple methods by which students can provide feedback to the College on their experience. Each academic year there are three student experience surveys:

- | Survey 1 – Assesses how students are settling into their courses after the first few weeks;
- | Survey 2 – Assesses whether student learning needs are being met on their course; and
- | Survey 3 – The Student Satisfaction and Engagement Survey created by the Scottish Funding Council.

The first two surveys are used to improve the experience of students through their current academic year, and the final survey is used to make improvements to student experience in preparation for the following academic year. The College uses PowerBi to record and set actions in response to survey responses.

1 Executive summary

Board of Management meetings are held quarterly and at these meetings the Student Association President presents a Student Association Priority Update report. Each update covers student engagement, wellbeing, and awareness initiatives, and includes clear next steps. The meeting held in June 2025 focused on the academic year 2024/25 and made recommendations to the Board of Management for improvements to be made for student experience in September 2025. These recommendations included strengthening the Student Executive Committee engagement, continuing to enhance the Class Representative Programme, and building on the Student Association profile and reach.

Responses to Feedback

The College have documented actions that they have taken in response to student feedback. Some examples of the actions are:

- Facility improvements made to provide more quiet spaces for students;
- New pathways for students to progress to HND level from their courses if they choose; and
- Increased disabled parking spaces.

All actions have a target date and the person responsible for actioning them will be tagged. Senior Curriculum Managers (SCM) have a responsibility to implement actions in their area within the set timeframe, and the Head of Enhancement and Assurance oversees this. During our review, we found that some actions were overdue. We have raised a recommendation to improve the process of monitoring these actions. Please see **Section 3: Detailed Recommendations** for further information.

Student Support Systems

The College has several processes in place to try and support students from before the start date of their course where possible. Students who disclose additional needs during application are contacted automatically and encouraged to arrange an appointment to discuss their requirements to enable support plans and adjustments to be put in place before teaching begins. Relevant staff such as tutors are also informed early.

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A Student Welcome and Freshers Week has a clear festival theme and is held across all three campuses, featuring interactive activities and events open to both new and returning students. There is also an optional “Meet Your Classmates” session to help students build connections and feel integrated before their courses begin, with attendance monitored to assess engagement.

The English for Speakers of Other Languages (ESOL) department at the College focuses on inclusive education and there is a dedicated role to helping ESOL students access wider College support. The College’s Student Support Services are located so that financial, mental health, and childcare support all operate closely together within one department. Guidance teams also collaborate across these areas to ensure advice in these areas is easily accessible.

Engagement with Students

Updates to students are shared through Microsoft Teams, digital screens across campuses, and monthly newsletters, while urgent messages are sent by text. Social media platforms such as TikTok and Instagram are used to engage with prospective students. Departments and the Marketing Team collaborate to keep messages consistent and understandable. Staff are also encouraged to share key updates directly with students as well.

The ‘Meet the Managers’ initiative was introduced in the previous academic year, and it provides students with a direct way to share feedback on all aspects of their student experience. Three online meetings are held each year, allowing participation from all campuses. Managers respond to issues raised during the meetings, with outcomes clearly communicated to students through “You Said – We Did” summaries which are presented in reports to all students after the meetings.

During our review, we found that there is currently limited evidence of active involvement from students in course design and assessment processes. Please see **Section 3: Detailed Recommendations** for further information.

1 Executive summary

Work Undertaken

In line with our objectives, we undertook the following work:

Objective 1: The College has robust policies and procedures in place surrounding student experience.

- | We reviewed the Learning, Teaching and Assessment Strategy to assess whether it was appropriate and up to date.
- | We reviewed the policies and procedures available on the College's website that related to student experience to assess whether these were appropriate and up to date.
- | We reviewed the Student Association Partnership Agreement in place between the College and the Student Association to assess whether it is appropriate.
- | We reviewed the College's website to assess whether it includes appropriate information on what the College offers in regard to the experience of students.

Objective 2: There are mechanisms which the College has in place to manage student experience, through discussion with the relevant staff.

- | We met with the following staff members to discuss their role in student experience:
 - | Vice Principal Operation;
 - | Vice Principal Curriculum and Quality Enhancement;
 - | Head of Enhancement and Assurance;
 - | Student Support Services Manager;
 - | Student Association President, Assistant, and Class Representative;
 - | Marketing and Communications Manager; and
 - | Curriculum Managers including the ESOL provision and supported learning courses.
- | We reviewed minutes from the December 2024 to October 2025 Board of Management meetings to assess whether feedback from students is discussed.

Objective 3: There are methods of feedback in place at the College regarding the student experience and these measures are evaluated and followed up on appropriately.

- | We reviewed the latest three surveys and the responses to these to assess whether the questions were appropriate and the

1 Executive summary

responses were appropriately logged and followed up on.

- | We spoke with the Student Association President to assess whether there is appropriate discussion between management and students.

Objective 4: The College monitors the levels of student satisfaction and assesses the steps taken in the enrolment process and course delivery to ensure a positive student experience is consistently delivered.

- | We saw on MS Teams screenshare and at the College how responses to surveys are logged and monitored on the PowerBi software.
- | We discussed with staff how student satisfaction is discussed and how actions are monitored.
- | We reviewed the 'Meet the Managers' initiative and how this informs discussion between students and managers.

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Conclusion

Overall conclusion

Overall Conclusion: Strong

Follow our review, we can provide a strong level of assurance surrounding the controls in place to enhance the student experience at the College. This is further highlighted as we have raised several good practice points, however, we have raised two low grade recommendations for improvement. Please see **Section 3: Detailed Recommendations** for further information.

Summary of recommendations

Grading of recommendations

	High	Medium	Low	Total
Learning & Teaching: Student Experience	0	0	2	2

As can be seen from the above table there were no recommendations made which we have given a grading of high.

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Areas of good practice

The following is a list of areas where the College is operating effectively and following good practice.

- | | |
|----|--|
| 1. | Positive actions in response to student feedback are well documented. There have been facility improvements made to provide more quiet spaces for students, new pathways for students to progress to HND level from their courses if they choose, increased disabled parking spaces, and more. The Management Team have made it clear that all feedback raised by the Student Association should be responded to and have actions recorded. |
| 2. | Each academic year there are three student experience surveys, one in each block. The first survey is designed to understand how students are settling into their courses, the second assesses whether student learning needs are being met, and actions can be taken throughout the year based on the results of these surveys. The third is the Student Satisfaction and Engagement Survey, created by the Scottish Funding Council, which is used to make changes for the following academic year. |
| 3. | There is a Student Association Partnership Agreement in place at the College that shows collaboration between the College and its Student Association to improve the student experience. It sets out shared goals covering wellbeing, communication, sustainability, and inclusion. Recent updates reflect the College's Digital Transformation Strategy and include new initiatives such as joining the Health and Wellbeing Working Group and 'Meet the Managers'. The agreement is reviewed annually and reported to the Board of Management to make sure it stay relevant and continues to benefit students. |

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The following is a list of areas where the College is operating effectively and following good practice.

4.	The College has strong early support systems in place to help students before and from the first day of their course. Students who disclose additional needs during application are contacted automatically and encouraged to arrange an appointment to discuss their requirements. This approach allows support plans and adjustments to be put in place before teaching begins, ensuring students feel prepared and included from the start. Relevant staff such as tutors are also informed early, helping to create a supportive learning environment.
5.	The 'Meet the Managers' initiative was introduced in the previous academic year, and it provides students with a direct way to share feedback on all aspects of their student experience. Three online meetings are held each year, allowing participation from all campuses. Managers respond to issues raised during the meetings, with outcomes clearly communicated to students through "You Said – We Did" summaries which are presented in reports to all students after the meetings.
6.	Quarterly Board of Management meetings are held and the Student Association President presents a Student Association Priority Update report at each meetings. These reports cover student engagement, wellbeing, and awareness initiatives, and include clear next steps. In the meeting held June 2025, the report focused on an overview of the current academic year and made recommendations to the Board of Management for changes to be made for the next.
7.	The ESOL department at the College focuses on inclusive education with strong leadership from members of the Curriculum Management Team. Learners, where possible, receive tailored support and access to appropriate services. There is a role at the College dedicated to helping ESOL students engage with wider College support. There are community trips, ESOL tailored materials, and language assessments pre course start, which are all designed to support these students.

1 Executive summary

The following is a list of areas where the College is operating effectively and following good practice.

- | | |
|-----|---|
| 8. | The College's support services are structured so that financial, mental health, and childcare support, all operate closely together within the department and College wide. Guidance teams also collaborate across these areas to ensure academic, financial, and personal advice are readily available. |
| 9. | The College has established a clear approach to communicating with students, ensuring information is accessible and relevant. Updates are shared through Microsoft Teams, digital screens across campuses, and monthly newsletters, while urgent messages are sent by text. Social media platforms such as TikTok and Instagram are used to engage with prospective students. Collaboration between departments and the marketing team helps keep messages consistent and easy to understand, and staff are encouraged to share key updates directly with students as well. |
| 10. | The College creates an immediate sense of community at the start of the academic year. Freshers Week has a clear festival theme and is held across all three campuses, featuring interactive activities and events open to both new and returning students. There is also an optional "Meet Your Classmates" session to help students build connections and feel integrated before their courses begin, with attendance monitored to assess engagement. |
| 11. | The College has completely redesigned its website to enhance user experience. There is a direct 'Apply Now' link, which takes prospective students directly to the internal site. Course pages are also being rewritten to support searches using generative AI tools. Both of these changes help the College stand out compared to others. |

1 Executive summary

The following is a list of areas where the College is operating effectively and following good practice.

12.	The College have a Learning, Teaching and Assessment Strategy which covers from 2025 to 2028. The Strategy sets out strategic aims focused on teaching quality, assessment, student voice, and transferable skills. It also targets staff development and wellbeing support, as additional methods to support students. The College uses measurable success indicators and have a strategic map.
13.	The College provides easy access to all key policies and procedures through its website and all of these policies are up to date. Keeping all policies in one place ensures students can easily find information relevant to their experience at the College.

2 Benchmarking

We include for your reference comparative benchmarking data of the number and ranking of recommendations made for audits of a similar nature in the most recently finished internal audit year.

Learning & Teaching: Student Experience

Benchmarking				
	High	Medium	Low	Total
Average number of recommendations in similar audits	0	0	1	1
Number of recommendations at Glasgow Kelvin College	0	0	2	2

From the table above it can be seen that the College has a higher number of recommendations compared to those colleges it has been benchmarked against.

3 Detailed recommendations

Monitoring of Actions from Student Surveys			
Ref.	Finding and Risk	Grade	Recommendation
1.	The College records actions arising from student survey responses on the PowerBi software, assigning each action a target completion date and a responsible person to support delivery and accountability. During our review, we found that while actions are assigned and recorded, there is currently no formal management process in place to confirm completion. Following our analysis, the root cause is that a structured approach to tracking the completion of student survey actions has not yet been established. Without regular management oversight, there is a risk that agreed actions may not be completed, or may be delayed, reducing the effectiveness of the College's response to student feedback and potentially impacting the overall student experience.	Low	We recommend that the Head of Enhancement and Assurance introduces a formal monitoring process for student survey actions, such as incorporating a standing agenda item within the weekly Senior Curriculum Manager meetings to review progress against agreed actions.

3 Detailed recommendations

Management response	Responsibility and implementation date
Recommendation accepted.	<i>Responsible Officer:</i> John Clarke, Head of Enhancement and Assurance <i>Implementation Date: January 2026</i>

3 Detailed recommendations

Student Involvement in Course Design/Assessment/Learning Improvement			
Ref.	Finding and Risk	Grade	Recommendation
2.	The College has mechanisms in place to collect feedback from students on their learning experience, including surveys, focus groups, and representation through the Students' Association. These processes are designed to ensure that the student voice informs course review and enhancement activity. During our review, we found that while the College gathers student feedback effectively, there is limited evidence of students being actively involved in the design, review, or enhancement of courses and assessment approaches. Engagement currently operates at a consultative level rather than a collaborative one, with few structured opportunities for students to co-create curriculum or participate in teaching improvement initiatives. Following our analysis, the root cause is that current arrangements focus primarily on the student voice influencing decision making rather than co-creation and partnership	Low	We recommend that the College develop and implement a structured framework for student partnership in curriculum and assessment design. This should include clear expectations for involving students in course development discussions, defined mechanisms for student participation in curriculum review panels or working groups, and targeted training for staff on effective co-creation practices.

3 Detailed recommendations

	working. For example, there is no formal framework guiding staff on how to involve students in co-creation activities, and capacity among staff to implement partnership approaches has not yet been fully developed or embedded across the curriculum areas. There is the risk that the College may not fully meet the expectations of the QAA Scotland Tertiary Quality Enhancement Review (TQER) in relation to student partnership and engagement in enhancement activity. This may lead to missed opportunities to improve teaching quality and learning relevance and reduced student ownership of the learning experience.		
Management response			Responsibility and implementation date
Recommendation accepted.			<i>Responsible Officer: Vice Principal Curriculum and Quality</i> <i>Implementation Date:</i> June 2026

4 Audit arrangements

The table below details the actual dates for our fieldwork and the reporting on the audit area under review. The timescales set out below will enable us to present our final report at the next Audit & Risk Committee meeting.

Audit stage	Date
Fieldwork start	17 October 2025
Closing meeting	27 October 2025
Draft report issued	4 November 2025
Receipt of management responses	12 November 2025
Final report issued	17 November 2025
Audit & Risk Committee	25 November 2025
Number of audit days	6

5 Key personnel

We detail below our staff who undertook the review together with the College staff we spoke to during our review.

Wbg			
Partner	Graham Gillespie	Partner & Head of Internal Audit	gg@wbg.co.uk
Director	Stephen Pringle	Director of Internal Audit	sp@wbg.co.uk
Senior Manager	Scott McCready	Senior Internal Audit Manager	smc@wbg.co.uk
Senior	Calum Montgomery	Internal Audit Senior	chm@wbg.co.uk
Auditor	Dominic McCarthy	Internal Auditor	dmc@wbg.co.uk

Glasgow Kelvin College			
Key Contacts:	Jeanette Evans	Vice Principal Operations	jevans@glasgowkelvin.ac.uk
	Robin Ashton	Vice Principal Curriculum and Quality	rashton@glasgowkelvin.ac.uk
Wbg appreciates the time provided by all the individuals involved in this review and would like to thank them for their assistance and co-operation.			

A Grading structure

For each area of review, we assign a level of assurance in accordance with the following classification:

Assurance Classification	
Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified.
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made.
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately.
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately.

A Grading structure

For each recommendation, we assign a grading either as High, Medium, or Low priority depending on the degree of risk assessed as outlined below:

Grading	Classification
High	Major weakness that we consider needs to be brought to the attention of the Audit & Risk Committee and addressed by Senior Management of the College as a matter of urgency.
Medium	Significant issue or weakness which should be addressed by the College as soon as possible.
Low	Minor issue or weakness reported where management may wish to consider our recommendation.

Purpose of review

The purpose of this review will be to assess whether the mechanisms in place at Glasgow Kelvin College are effectively providing a positive experience for its students. We will consider the enrolment process, course delivery, and feedback mechanisms to assess whether areas of poor performance are being identified and addressed. Our review will consider the current feedback mechanisms in place as well as feedback from Student Representatives and Student Unions. We will also assess the suitability of the communications arrangements in place.

This review forms part of our 2025/26 Internal Audit Annual Plan.

Scope of review

Our objectives for this review are to assess whether:

- | The College has robust policies and procedures in place surrounding student experience.
- | There are mechanisms which the College has in place to manage student experience, through discussion with the relevant staff.
- | There are methods of feedback in place at the College regarding the student experience and these measures are evaluated and followed up on appropriately.
- | The College monitors the levels of student satisfaction and assesses the steps taken in the enrolment process and course delivery to ensure a positive student experience is consistently delivered.

Our approach to this assignment took the form of discussion with relevant staff, review of documentation and where appropriate sample testing.

Limitation of scope

There is no limitation of scope.

Audit approach

Our approach to the review will be:

- | Reviewing the relevant policies and procedures in place surrounding providing a positive experience to the students.
- | Discussions with management to determine the mechanisms in place for ensuring that the College is delivering a positive experience to its students. We shall evaluate the effectiveness of these mechanisms in practice.
- | Evaluating the College's process for promoting positive student behaviours. We shall assess these for appropriateness and to ensure these are fit for purpose. We shall also consider the arrangements in place if students do not comply with the expected behaviours.
- | Considering the level of impact which feedback has had by assessing any consequential action taken by the Senior Management.

Potential key risks

The potential key risks associated with the area under review are:

- | The College could have poor arrangements in place which can result in negative feedback, impacting future applications.
- | The College has poor mechanisms in place for providing a positive student experience.
- | The College has ineffective measures in place for obtaining feedback from both students and student representatives. This therefore reduces the opportunity to improve the service provided by the College.
- | The College is not monitoring its quality of service on a regular basis and throughout all stages of the students' tenure, resulting in poor student performance and risk of loss of funding.