

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 19 November 2025

2025-26 Student Engagement & Partnership Activity Update

**Report by Head of Enhancement & Assurance and Student Support Services
Manager**

1. Stop & Check Learner Survey October 2026 (John Clarke - Head of Enhancement & Assurance)

There were 1,988 responses to the Stop & Check start of term learner satisfaction survey carried out in October 2025. The purpose of this, the first of three learner surveys through the Academic Year, is to gain information on learners' early thoughts on the GKC student experience, establish whether they believe themselves to be on the right course, and gauge their satisfaction with the level of support in class and beyond. The survey aims to provide information that can lead to timely actions and interventions to aid retention and improve the student experience.

Overall results were very positive, as follows:

Response Option	Do you feel that you are on the right course?	Do you understand what you will have to do on the course?	Do you know how to get support?	Are you satisfied with Student Support Services?	Are you happy with the type of learning provided?	Overall, how satisfied are you with your college experience to date?
Yes	1,876	1,918	1,766	1,605	1,857	0
Not Sure	96	60	184	317	110	0
No	16	10	38	66	21	0
Satisfied	0	0	0	0	0	823
Very Satisfied	0	0	0	0	0	1,133
Not Satisfied	0	0	0	0	0	32

Themes and comments:

Respondents are given the option to provide comments in addition to the restricted-response questions. Key general themes emerging from the comments are as follows.

Main positive themes:

Theme	Mentions	Summary of student comments
Course quality	112	Students are broadly happy with their courses and experience at Kelvin.
Good / enjoyable experience	128	Many students describe being happy, feeling positive, and enjoying the college environment.
Time & pacing	66	Students generally satisfied with how the course is running so far and the time balance.
Feeling supported	63	Students feel comfortable, supported, and motivated in their learning.

Main negative themes:

Theme	Mentions	Summary of student concerns
Feelings of uncertainty or difficulty	27	Some students expressed frustration, uncertainty, or difficulty with adapting or accessing support.
Class and learning structure	11	A few students reported disorganisation in lessons or unclear course structure.
Lack of support or resources	11	Mentions of wanting more help, clarity, or better facilities.
Time / scheduling issues	6	Some students find schedules inconvenient or rushed.

Drilling down to more specific themes identifies the following commonly-raised areas:

1. Teaching: Mostly positive responses, typically praise for lecturers being supportive and friendly.
2. Support: Many comments highlight the importance of emotional and academic support, especially for students facing challenges or needing extra help. There are a mixture of positive and negative comments in this category.
3. Resources: Responses typically focussed on Moodle, Teams, and Learning & Teaching materials and are mostly positive, but with some requests for better or updated slideshows or more materials for revision.
4. Facilities: There are a few references to issues with heating, course tools and toilets.
5. Practical working: A small number of respondents comment that they find theory sessions challenging or difficult to engage with and indicate a preference for practical activity.

It is worth noting that the number of positive comments is significantly higher than the number of negative comments.

The results and comments were shared with college managers during the Training, Growth & Improvement Forum on October 31st. In addition, Senior Curriculum Managers were provided with data on all learners who responded that they were not, or were not sure that they were, on the right course, and are ensuring that guidance interventions are made to address concerns and support retention.

2. Student Engagement Activity (Gary Sharp – Student Support Services Manager)

Class Representatives – October 2025

The Class Representative system continues to develop positively, with excellent progress made this academic year. To date, 215 Class Representatives have been elected across the College, with almost all full-time classes now represented. The Student Association used a dedicated Microsoft Teams channel to support communication, share resources, and provide updates.

A new, more efficient Power BI system has streamlined the process for teaching staff to submit class representative details, enabling improved oversight of submissions and representation levels across all faculties. This enhancement has provided a clearer picture of engagement and allowed for quicker follow-up where gaps remain.

This year, Class Representative training has been delivered internally by the Learner Engagement Officer, supported by the Student Association. The sessions have been tailored to meet the needs of our students and focus on the specific mechanisms Glasgow Kelvin College uses to gather and act on student feedback. Training has been offered face-to-face across all three campuses, with 85 Class Representatives already trained, and an additional in-person session scheduled for later this week followed by an online catch-up next week.

While the College's internal training is now well established, SPARQS training remains available and will be utilised where appropriate to further enhance representative confidence and understanding of national quality processes.

In addition, an updated Class Representative Handbook has been approved and will be distributed to all reps over the coming days. The handbook provides clear guidance on the role, responsibilities, and support available, including details of how reps can record their engagement through a Personal Development and Learning Log. Class Representatives who participate in three or more engagement activities, such as training, Course Team Meetings, and Meet the Managers events, will be awarded a College certificate recognising their contribution.

Looking ahead, there will be a renewed focus on ensuring Course Team Meetings serve their purpose in relation to gathering and responding to student feedback. The Student Association will also organise regular Class Representative meetings throughout the year, offering continued support and opportunities for reps to share feedback and develop collaborative solutions to any issues raised.

Effective use of the Partnership Agreement between the College and the Student Association will ensure consistent and meaningful collaboration that benefits students and enriches their overall learning experience. Through a culture of respect, trust, and transparency, we will ensure that student feedback is prioritised and addressed in a timely and effective manner.

Overall, this year's Class Representative system is functioning effectively, with improved coordination, training delivery, and student engagement. Continued focus on feedback loops through Course Team Meetings and Learner Engagement activity will ensure that the student voice remains central to quality enhancement at Glasgow Kelvin College.

Meet the Managers - Tuesday 7 October 2025

The Student Association recently hosted a Meet the Managers event, providing Class Representatives with an important opportunity to engage directly with the College's Senior Managers. The session encouraged a live discussion about students'

experiences at Glasgow Kelvin College and focused on feedback previously gathered from two key sources:

- Class Rep feedback from discussions with their class groups.
- Student Association feedback collected from conversations with students across campuses.

The feedback centered on two key questions: *What works well within the College?* and *what could the College do to enhance the student experience?*

Senior

Manager

Panel

- Robin Ashton – Vice Principal, Curriculum and Quality Enhancement
- Jeanette Evans – Vice Principal, Operations
- Michelle Harding – Head of Digital and ICT Operations
- Claire Reid – Head of Facilities and Environmental Sustainability
- Lisa Clark – Director of Estates and Corporate Services
- Alastair McGhee – Director of Student Experience and Enterprise

The event allowed Class Reps to raise concerns from students, and for managers to provide direct responses and agree actions, ensuring a collaborative approach to enhancing the student experience.

Students provided a wide range of feedback during the event, and senior managers have already taken clear action to respond to specific points, demonstrating the College's commitment to improving the student experience. Examples include:

Area	You said	We did
Classroom facilities	Students asked for clothes hooks and reported broken chairs in Springburn classrooms.	Coat hooks have been ordered, and replacement chairs have already been delivered.
Toilets and hygiene	Concerns were raised about cleanliness, water temperature, and pressure.	Refurbishments are underway at Springburn and Easterhouse, plumbing adjustments are being made, and cleaning standards are being closely monitored.
Learning environments	Noisy classrooms and overcrowded labs were making it difficult for students to focus.	Screens have been installed where possible, seating arrangements are being reviewed, and measures such as microphones and timetabling adjustments are being considered

These examples show that the College not only listens to student feedback but also takes practical, tangible action. The session highlighted a strong partnership between

students and management, ensuring that concerns are addressed and improvements are made across all areas of campus life.

The event was a highly positive and productive session. Students actively engaged in discussions, providing valuable feedback across areas. The College responded to each point with clear actions, demonstrating a commitment to improving the student experience.

This event highlights the strong partnership between students and management, ensuring that student voices are heard and acted upon. Students are encouraged to continue providing feedback, and the College remains committed to enhancing learning, support, and campus facilities. All feedback gathered during the event, along with the College's responses and actions, will be collated and shared in a clear "You Said, We Did" format, ensuring everyone can see how their feedback has helped shape improvements across the College.

3. Impact on Students

The actions on survey results and the student engagement activity outlined above show the value of the student voice at GKC and should ensure that the college continues to improve the learner experience.

4. Resource Implications

There are no resource implications arising directly from this report.

5. Equality

There are no equality implications arising directly from this report.

6. Risk and Assurance

There are no specific risk and assurance implications arising directly from this report.

7. Data Protection

College survey results are held on a secure college platform, with any student data only accessible by required staff.

8. Recommendations

Members are recommended to note the contents of this report and the continuing college activity to value and incorporate the learner voice into its operations.

9. Further Information

Members can obtain additional information on the contents of this report from John Clarke, Head of Enhancement & Assurance or Gary Sharp, Student Support Services Manager.

Glasgow Kelvin College
JC/GS
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