

Glasgow Kelvin College**Academic Board - 02 May 2025****Implementation of Self-Evaluation and Action Plan (SEAP)****Report by Vice Principal Curriculum and Quality****1. Introduction**

In August 2024, the Scottish Funding Council introduced new quality arrangements for colleges and universities. This required the College to develop and submit an institutional Self-Evaluation and Action Plan (SEAP) to the Scottish Funding Council. The attached report provides an overview of progress made towards implementation of the College-level improvement actions identified within the SEAP for 2024-25.

2. Body of the report and impact on the College

As outlined in the attached report, the College now has evidence of progress being made to progress the improvement actions identified in the SEAP. Whilst many of the improvement actions cannot be fully assessed until the end of the academic year, evidence collated to date shows overall good progress being made to implement each of the improvement actions.

3. Resource Implications

There are no direct resource implications as a result of this report.

4. Impact on Students

The quality enhancement priorities set out in the draft SEAP focus on improving outcomes and experiences for students.

5. Risk and Assurance

The evidence set out in the attached report provides assurance that the College is effectively progressing areas of improvement identified as part of the SEAP process.

6. Equality

There are no equalities implications arising directly from this report.

7. Data Protection

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

8. Environmental and Sustainability

There are no environmental and sustainability implications arising directly from this report.

9. Recommendations

Members are recommended to consider and note the attached evidence regarding implementation of the areas of improvement identified within the College SEAP.

10. Further Information

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

Glasgow Kelvin College
RA
28/04/2025

Review of Implementation of Glasgow Kelvin College SEAP Action Plan 2024-25 (April 2025)

As part of new national tertiary sector quality arrangements, the College was required to develop an institutional Self-Evaluation and Action Plan (SEAP) for submission to the Scottish Funding Council. The College's SEAP identified seven improvement priorities linked to the new Tertiary Quality Enhancement Framework. This report provides a self-assessment of progress made in implementing these identified quality enhancement actions.

A) Excellence in Learning and Teaching

Action 1: Increase Staff Participation in College Teaching Development Activity

Across the 2024-25 academic year, a number of initiatives have supported an increase in staff teaching development participation. This includes:

- 114 Lecturing staff have participated in a new teaching development programme led by Stirling University focussed on approaches to enhancing student motivation. Through participation in facilitated development sessions, online discussion and action research, staff have explored both the theory and practice behind enhancing student engagement. Currently staff are being encouraged to complete a self-reflection task based on their own practice with staff successfully completing all elements of the course due to receive a completion certificate from the university.
- 20 staff have participated in cross-curricular Teaching Activity Groups which is a slight increase on numbers involved in 2023-24. These groups are formed of 4-5 lecturing staff from differing subject areas have focussed on sharing of practice, including undertaking peer observation of each other's teaching. Teaching Activity Groups have also made good use of Artificial Intelligence tools to develop learning and teaching materials. Feedback from the staff involved has been very positive and we plan to use these supportive testimonies to encourage greater participation by staff in 2025-26.
- 6 staff have worked as Teaching Development Leads in 2024-25, building on the 4 projects undertaken in 2023-24. These 6 projects have focussed on the development of new approaches to integrated assessment, increasing opportunities for enterprise activity, and greater integration of technology into learning and teaching such as use of green screen video capture to create more engaging online study materials. Learning from these projects has been shared amongst staff through presentations at staff development days.
- Through the establishment of a new Professional Development Forum, we have sought to increase staff involvement in CPD planning and delivery. This has influenced the provision of CPD activities across the College's two CPD days, with greater opportunities for staff to participate in activities related to teaching development. This has included new sessions on creating a positive culture of behaviour in the classroom, integrating and encouraging metaskills development, and techniques for engaging with a neurodivergent class.

Action 2: Improve Student Recruitment Performance

In 2025-26, the College has continued to extend the provision of pre-course, keep warm activity and start of term welcome and settling in support. This included implementing a more

consistent approach to Faculty led keep warm activity, with all course areas liaising with students by email, alongside providing opportunities for on site engagement.

In 2024-25, the College increased the number of students participating in welcome and keep warm activity by 46% from 1,732 students participating in 2023-24 and 2,528 in this academic year. Through this greater engagement, we successfully reduced the proportion of students dropping out prior to enrolment and attendance from 6% to 3%.

B) Supporting Student Success

Action 3: Increase Student Success Rates

The College continues to prioritise actions to support improved levels of student success. This includes a range of initiatives across the student journey, including more extensive pre-course engagement, a more impactful range of on-course student support services, improved College facilities, and an increased focus on delivering engaging and effective learning and teaching, all informed by a stronger student voice and complemented by more robust quality enhancement arrangements.

At the time of writing, it is not possible to properly assess end of course student outcomes for 2024-25. However, underlying trends in retention rates suggest that we are on track to make some improvements in student success rates, should current trends continue and partial success levels remain in line with historical levels. Currently, compared to a similar point in the previous academic year, overall retention levels are approximately 12% improved with 164 fewer students leaving their course of study in 2024-25 compared to 2023-24. For full-time Further Education courses, the current level of improvement is approximately 7% and for full-time Higher Education courses, 13% compared to this time last year as highlighted in the table below.

Comparison of August to March Withdrawal Rates by Mode and Level

	Withdrawal 2021-22	Withdrawal 2022-23	Withdrawal 2023-24	Withdrawal 2024-25	4-Year Trend	Change on Previous Year
Level Mode						
Full-Time Further Education	600	633	452	419	-30.2%	-7.3%
Part-Time Further Education	379	530	608	512	35.1%	-15.8%
Full-Time Higher Education	307	217	172	150	-51.1%	-12.8%
Full-Time Higher Education	56	47	60	47	-16.1%	-21.7%
Total	1,342	1,427	1,292	1,128	-15.9%	-12.7%

Action 4: Support Student Health and Wellbeing

The College has continued to provide a wide range of student wellbeing support services, with a particular focus on supporting mental health and residence. This has included a range of opportunities for students to engage in well-being activities, both within group settings and individually, alongside promoting participation in physical activities led by a Student Sports Co-ordinator. In addition, the College has continued to invest in counselling services, providing access to specialist support in liaison with external psychological services.

A particular focus for session 2023-24 has been to build the resilience of students and provide techniques and tools to support them deal with health and wellbeing issues. This enhanced self-help activity may account for a slight reduction in direct referrals for counselling support as shown on table below. However, numbers requiring support and interventions continue to be high with overall engagements in 2024-25 expected to be similar to the previous academic year.

Service Area	Session 2021/22 Total referrals	Session 2022/23 Total referrals	Session 2023/24	Session 2024/2025 (as of March 2025)
Counselling	155	246	231	183
Wellbeing	89	119	112	98
Total	244	365	343	281

2024-25 was the second year the College have employed a dedicated Active Campus Coordinator supported by additional funding from Sports Scotland. Building on a strong first year of engagement, levels of engagement have continued to increase with over a 1,000 students each teaching block this academic year participating in organised sporting activities.

C) Enhancement and Quality Culture

Action 5: Strengthen Quality and Self-Evaluation arrangements

This is the second year of implementation of new risk-based quality enhancement arrangements. Within this second year, we have implemented a new digital approach to subject area evaluations using an internally developed portal making best use of data reporting technologies. This has provided a more efficient and impactful tool to identify performance trends and improvement actions and the College is currently developing a similar approach to Curriculum Manager evaluations for use in 2025-26.

A key element of the new arrangements was a more focused approach on courses which have performed relatively poorly in previous academic years through new Improving Performance and Course Transformation (IMPACT) Plans, led by Senior Curriculum Managers. Evaluation in early 2025-26 showed a positive improvement in student outcome rates for courses subject to an IMPACT plan in 2023-24.

Thirty-three further education programmes were placed on IMPACT Plans during 2023-24. These programmes achieved an average improvement of 29% in successful outcome compared to 2022-23. Many of these programmes were significantly restructured. An example of this is the Level 4 Introduction to Science and Health which improved from 50% successful outcome to 86%. This was largely achieved by replacing some assessed units with non-modular units to provide additional support to subjects which previously had poor pass rates.

Although eighteen higher education programmes were placed on IMPACT Plans in 2023-24, many of these programmes were not fully completed by the end of the session due to the industrial action. Because of this, retention rates have been used to measure performance in 2023-24. Retention on these programmes improved by 17%, on average, compared with 2022-23.

Around 60 programmes have been allocated IMPACT Plans for 2024-25 with work ongoing to support implementation of this approach.

The College is also refreshing and strengthening its approach to support area evaluation with a new model agreed with support service areas for use this year, with a stronger role for student and stakeholder views to influence improvement planning. In addition, the College is currently undertaking scoping work in preparation of implementing a new Institution-Led Quality Review (ILQR) process in 2025-26.

D) Student Engagement and Partnership

Action 6: Ensure Strong Student Engagement and Representation

Areas of focus to support student engagement and representation have included:

- Organising cross-college student surveys, providing opportunities for students to feedback on their experience across the academic year. This included a opportunities for students to share their thoughts on their start of course induction, the effectiveness of learning and teaching activities , and wider college service delivery and facilities. Over 3,000 responses have been received so far with feedback distributed directly to course teams and college service areas.
- Ensuring all full-time courses have an active Class Representatives, with approximately 200 Representatives recruited in 2024-25. The Students' Association Presidents created a dedicated Teams channel for Representatives and used this to support students to become more comfortable in their new role. The College also worked closely with SPARQS (Student Partnerships in Quality Scotland) to offer Class Reps introductory training.
- Supporting the establishment of a Students' Association Executive committee early in the academic year. Across the first teaching Block, the Students' Association recruited volunteers to take up roles including Campaigns Officer, Equality and Diversity Officer, LGBTQ+ Officer, and ESOL & International Officer. These Executive Officers have provided additional capacity for the Students' Association to engage with students and ensure the views of our diverse student community are included and represented in how the college delivers services.
- Holding regular 'Meet the Managers' sessions for students to directly raise issues with College Senior Management. Prior to the meetings, Class Representatives and the Students' Association have consulted with students on how wider services were working and if there are any issues we could address. At each meeting, the Students' Association have presented their findings to Senior College Service Managers from Digital, Estates, Catering and Student Funding Services, with managers given an opportunity to respond to issues raised. After the meetings, managers have considered the issues raised and developed a set of responses in a 'you said – we did' format which has been shared with students. This has been very effective in delivering changes in response to student requests, such as the provision of self-catering facilities in all three campuses.

Through these and other activities, we have ensured a strong student voice in the life and work of the College.

Action 7: Improve student participation in guidance and target setting activity

The College has established a Metaskills Project to engage with staff and students on the development of a metaskills framework for the College which can be used by students to assess their wider skills and set improvement goals. The intention of the project is to focus on a small set of metaskills which are relevant to our students and through the use of a more consistent approach strengthen student engagement in considering their metaskills development. The work includes the development of a method to support students to reflect on and measure progress in their own metaskills development, alongside creating support materials for teachers to help them introduce metaskills into their curriculum delivery and encourage students to reflect on their development.

To date the project has developed options for a draft metaskills framework and consulted on this with student, staff and stakeholders, with the project due to complete in June 2025.