GLASGOW KELVIN COLLEGE

Academic Board - 7 November 2025

Draft 2025-26 Self Evaluation and Action Plan

Report by Vice Principal Curriculum and Quality

1. Introduction

As part of national tertiary sector quality arrangements, the College is required to submit an institutional Self-Evaluation and Action Plan (SEAP) to the Scottish Funding Council (SFC) by November 30th, 2025. The attached draft Self-Evaluation and Action Plan has been developed for consideration by the Committee.

2. Draft 2025-26 Self-Evaluation and Action Plan

The SFC published refreshed guidance on new tertiary sector quality arrangements for colleges and universities in July 2025. This guidance highlights the importance of the focus of the SEAP on the Tertiary Quality Enhancement Framework (TQEF) and requests that institutions evaluate their performance in respect of the following 4 TQEF principles:

- excellence in learning, teaching and assessment;
- supporting student success;
- student engagement and partnership; and
- enhancement and quality culture.

The SEAP is intended to support institutions to reflect on annual institutional quality assurance and enhancement activities and outcomes in relation to these TQEF principles and to identify and plan for key strategic enhancements, which will be articulated through an action plan.

For the Scottish Funding Council the SEAP will form the evidence base for individual institutions in relation to the high-quality learning and teaching outcome of the Outcomes Framework and Assurance Model. As such, it will support annual institutional engagement with SFC and provide SFC with assurance on the effective use and impact of public investment to deliver high-quality learning provision.

The SEAP will also be used by the Quality Assurance Agency to support Institutional Liaison Meetings, and as part of the evidence base for the Tertiary Quality Enhancement Review arrangements.

As outlines in the attached SEAP, the following five cross-college quality enhancement priorities are identified for the 2025-26 academic year:

1. **Increase Staff Participation in College Teaching Development Activity** – provide more focussed teaching development opportunities and encourage higher staff engagement levels

2. **Align our curriculum and learning and teaching approaches to identified curriculum asks** – undertake actions to ensure the college curriculum supports Glasgow's future skills needs.

3. **Continue to increase student success rates** – through a range of quality enhancement activity, we will improve student success rates to at least national average levels for mode/level categories.
4. **Continue to strengthen quality and self-evaluation arrangements** – continue to embed the new SFC tertiary sector quality arrangements, including establishing a new Institution Led Quality Review process.
5. **Ensure that diverse student voices can influence change** - strengthen student feedback mechanisms and evidence of the impact of this on college decision making.

These quality enhancement priorities will be progressed through established planning activity within the College. Alongside the College-level plan contained within the attached SEAP, this includes Faculty and Departmental Operational Plans and quality improvement action planning.

3. Impact on Students

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

4. Resource Implications

There are no specific resource implications arising directly from this report.

5. Equality

There are no equalities implications arising directly from this report.

6. Risk and Assurance

This report provides assurance that the College is effectively reviewing its performance and identifying areas for improvement.

7. Data Protection

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

8. Recommendations

Members are recommended to:

i. Consider the attached draft evaluation of College performance against the principles of the new Tertiary Quality Enhancement Framework; and

ii. Consider and endorse the proposed quality enhancement priorities for 2025-26, subject to any amendments; and

iii. Note that the SEAP report will be submitted to the Scottish Funding Council by November 30, 2025.

9. 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
31/10/2025

Appendix 1

Glasgow Kelvin College

Glasgow Kelvin College Self-Evaluation and Action Plan

2025-26

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1. Introduction

This Self-Evaluation and Action Plan (SEAP) has been produced by Glasgow Kelvin College in line with the quality arrangements for Scotland's colleges and universities as published by the Scottish Funding Council (SFC) in July 2025.

This SEAP is intended to support institutions to reflect on annual institutional quality assurance and enhancement activities and outcomes, including on progress made since their last external review, and to identify and plan for key strategic enhancements, which is articulated through an action plan. In addition, the SEAP should provide institutional oversight to ensure that the Accountable Officer and Board of Management is sighted on, and has ownership of, the quality of the student experience, academic standards and academic integrity.

For the Scottish Funding Council, the SEAP will form the evidence base for individual institutions in relation to the high-quality learning and teaching outcome of the Outcomes Framework and Assurance Model and will also contribute to other outcomes of the framework. As such, it will support annual institutional engagement with SFC and provide assurance on the effective use and impact of public investment to deliver high-quality learning provision.

For the Quality Assurance Agency, the SEAP will be used to support Institutional Liaison Meetings, and as part of the evidence base for the Tertiary Quality Enhancement Review arrangements.

As set out within the new guidance, this report provides an evaluation of the College's performance in relation to the four main principles of the new Tertiary Quality Enhancement Framework. These are:

1. Excellence in learning, teaching and assessment: institutions are equipped to deliver the highest possible standards of learning, teaching and student support, empowering students for success.
2. Supporting student success: high-quality learning delivers student success in all its diverse forms.
3. Student engagement and partnership: students are partners in their learning and a strong and engaged student voice improves student outcomes.
4. Enhancement and quality culture: everyone working in our colleges is part of the quality culture, driving forward improvement and sharing ideas and innovations to deliver better outcomes for their students.

2. Evaluation of Excellence in Learning, Teaching and Assessment Principle

2.1 Supporting Teaching Development

In the 2024-25 SEAP, an improvement action was set to increase staff participation in teaching development activity and across the 2024-25 academic year, a number of initiatives have supported staff teaching development participation. This included:

- 114 Lecturing staff (representing around 50% of teaching staff) 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. Following these sessions, a small number of staff completed a self-reflection task based on their own practice and received a completion certificate from the university.
- 20 staff participated in cross-curricular Teaching Activity Groups which is a slight increase on numbers involved in 2023-24. These groups were 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 also made good use of Artificial Intelligence tools to develop learning and teaching materials.
- 6 staff worked as Teaching Development Leads in 2024-25, building on the 4 projects undertaken in 2023-34. These 6 projects 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 was shared amongst staff through presentations at staff development days.
- Through the establishment of a new Professional Development Forum, we sought to increase staff involvement in CPD planning and delivery. This 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 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.

In terms of assessing the effectiveness of these approaches, student feedback trends from 2021-22 to 2024-25 show that since 2022-23 there have been only slight changes of levels of satisfaction with the quality of learning and teaching provided by the College as highlighted by the table overleaf.

Glasgow Kelvin College Student Satisfaction Trends, 2021-22 to 2024-25

Prompt	2021-22	2022-23	2023-24	2024-25	Change on last year	Change on 21-22
The way I'm taught helps me learn	89%	93%	93%	92%	-1%	+3%
Staff regularly discuss my progress with me	88%	92%	91%	91%	0%	+3%
I receive useful feedback which informs my future learning	93%	94%	93%	93%	0%	0%
My time at college has helped me develop knowledge and skills for the workplace	91%	96%	94%	95%	+1%	+4%

In order to support further improvement in these student satisfaction rates and recognising that whilst the College has made some progress with achieving greater participation of staff in teaching development activity, overall participation levels are still relatively low, improving learning and teaching through staff participation in teaching development activity remains a priority.

Quality Enhancement Priority 1:
Increase Staff Participation in College Teaching Development Activity – provide more focussed teaching development opportunities and encourage higher staff engagement levels.

2.2 Curriculum Innovation

For the 2025-26 academic year, we have continued to innovate and develop our curriculum offer in response to student and employer needs. For example:

- We are strengthening links with employers, for example through memberships with external industry bodies and use of vender qualifications to boost employability skills for our students in subjects such as Sport, Supported Learning and Barbering.
- We have invested in our training facilities for our Hospitality students developing a new bistro and cafe area to provide real life work experience for our students through formal lunch services in our restaurant or via a bistro service using a café hatch for campus students to utilise.
- We are offering greater support to our communities by providing wellbeing activities at their open days and events, for example through students to giving haircuts, providing a smoothie bar, or delivering fitness sessions, providing our students with real life experience along with a service for those most vulnerable our communities.
- We have extended our ESOL provision through bespoke government funding in partnership with Glasgow colleges and CLD sector providers. This has enabled more new arrivals in the city to gain the language skills required to access employment and further study opportunities.
- We are working in partnership with Clyde Gateway to provide learning opportunities to parents within the Calton ward who are looking to get back to work or study through supported employability, skills development and ESOL support.

- Supported by the STV Children's Appeal, we are continuing to prioritise opportunities for local communities to participate in college-based learning through our successful Community Hub activity. This provides a 'drop in' environment introducing college life to local families and young people often living in challenging circumstances. Through external funding our participants can access a range of engagement activities along with offering healthy food options and support for life skills development.
- We are leading a Glasgow City-Region innovation project across six colleges to support improvements in productivity and economic growth with a focus on digital enablement. With a combined budget of £1.2 million, the project will engage with over 200 local employers on innovation projects.
- The Green Academy has expanded its provision in renewable and sustainable technologies, including Solar Thermal, Air Source, and Ground Source Heat Pumps. Delivery of vendor-accredited qualifications supports apprentices and tradespeople to gain the practical skills required to meet Scotland's transition to net zero.
- We have strengthened our Building Services Engineering curriculum with a full progression pathway from NC to SCQF Level 8 Advanced Day-Release programmes. The updated curriculum integrates mechanical and electrical systems, BIM/Revit design, energy efficiency, and HVAC commissioning, aligned with CIBSE professional standards and industry input.
- The Science curriculum has been reviewed and adapted to reflect current developments in industry and higher education. Programmes now equip learners with knowledge and technical competencies aligned with their intended profession or degree pathway, ensuring clear articulation and improved employability outcomes.
- The College's STEM Schools Senior Phase offer has been significantly redesigned in collaboration with local authorities to reflect regional skills needs. New programmes such as the National Progression Award (NPA) in Building Services Engineering and Performing Engineering Operations (PEO) have replaced previous Foundation Apprenticeship routes, providing more targeted and flexible progression pathways for senior phase pupils.
- We have continued to make investment in specialist facilities, including Engineering, Building Services, Refrigeration Services, and Construction which has improved delivery quality, strengthened employer engagement, and enhanced the overall student experience.
- Strategic collaboration with partner universities continues to expand articulation pathways and joint degree delivery in areas such as Health and Social Care, Engineering, Science, and Music Business. These partnerships promote seamless learner progression and reinforce regional skills alignment.

2.3 Curriculum Review

On an annual basis, the College has in place a range of curriculum planning and review arrangements. This generally includes review of historical curriculum performance information such as recruitment levels, student outcomes and progression rates, and student satisfaction and feedback, alongside review of external demand data such as application and employment demand, economic indicators such as growth and workforce projections. Additionally, curriculum teams regularly receive direct feedback from employers and community partners.

However, with the development of closer City Region level working and a stronger strategic focus on meeting employer needs, a new strategic project focussed on developing a longer-term curriculum plan has been agreed by the Board of Management. This has considered more deeply

potential employer, stakeholder and learner needs and created a longer-term curriculum development plan for the College, identifying new areas of curriculum delivery which will strengthen the alignment to future employer and student needs.

Steered by a short-life Curriculum Review Advisory Group including staff and student representatives, review activity considered potential future curriculum 'asks' of the College curriculum through an assessment of information related to national economic policy and labour market intelligence relating to economic and employment indicators for the Glasgow region. Alongside this, the College undertook external engagement activities with employers and industry representatives, complemented by engagement with course teams and their local employer and stakeholder contacts.

As a result of this approach, we were able to assess both 'top-down' nationally supplied information on curriculum demand with our own 'bottom-up' engagement with employers and industry partners on their skills training needs. Based on this comprehensive review activity, a set of six future curriculum 'asks' have been identified to inform our course planning. These are:

1. Support Priority Growth Sectors – Focus curriculum design on national and regional priorities such as green energy, engineering, and health and care to address skills shortages and strengthen pathways into high-growth areas.
2. Develop Students' Digital and AI Capabilities – Embed practical digital and AI literacy across all programmes to build learners' confidence and readiness for technology-driven workplaces.
3. Enhance Flexibility and Employer Co-Design – Deliver a more agile curriculum through flexible modes (evening, part-time, modular) and deeper collaboration with employers on course design and upskilling.
4. Prioritise Employability and Meta-Skills – Integrate communication, problem-solving, teamwork, resilience, and entrepreneurship across programmes to ensure students are 'work-ready'.
5. Create Inclusive and Supportive Learner Pathways – Expand accessible routes such as bridging and pre-entry courses to support learners facing barriers like poverty, low confidence, or additional needs.
6. Drive Efficiency and Support Public Service Reform – Focus planning on high-value, blended provision and partnership working to maximise impact and contribute to wider public sector reform goals.

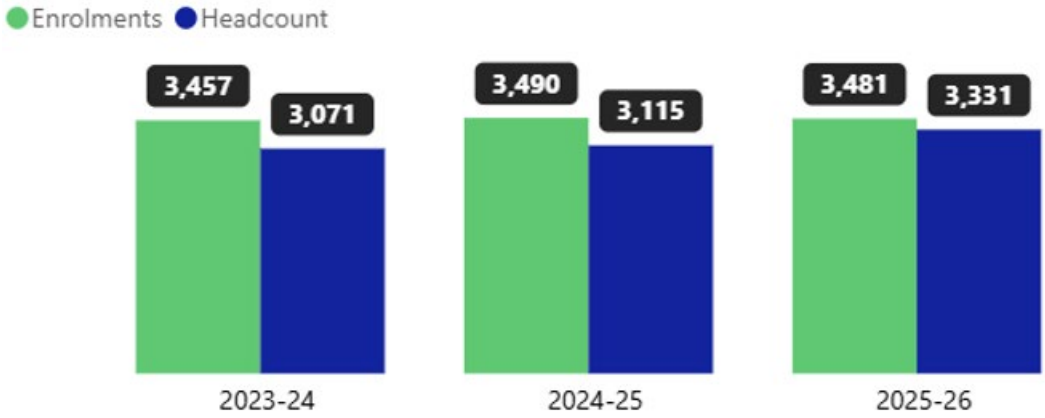
The College has evaluated our current curriculum offer in relation to these future asks and identified how we can strengthen alignment to these future needs. This includes an assessment of the impact of the six key asks on our curriculum and delivery planning, alongside setting out a series of actions to ensure that our curriculum meets Glasgow's future skills needs. Given the scale and importance of this work, delivery of these actions is a key improvement priority for the College going forwards.

Quality Enhancement Priority 2:
Align our curriculum and learning and teaching approaches to identified curriculum asks – undertake actions to ensure the college curriculum supports Glasgow's future skills needs.

2.4 Student Recruitment

In the 2024-25 SEAP, an action was set to Improve Student Recruitment Performance with a particular focus on achieving targeted class sizes. In terms of recruitment trends, overall, full-time enrolments for 2025/26 are consistent with historical trends as highlighted by the chart below for full-time enrolments.

Full-time Enrolment and Headcount Trends, 2023-24 to 2025-26



To support continued improvement in recruitment service delivery, an internal audit was carried out on our Student Recruitment and Retention procedures during the 2024/25 session. The internal audit report assigned an overall Level of Assurance of Good, indicating that the system meets control objectives. The review focused on ensuring the control environment for recruitment and retention operates effectively, noting this risk is currently deemed manageable. Out of the six objectives reviewed, five—including senior management oversight, established roles and responsibilities, strategy alignment, staff training, and complaints handling—received a "Good" rating.

The report identified numerous strengths underpinning the College's success such as the robust oversight from the Senior Management Team and the Board, supported by a strong framework of ongoing discussion and collaborative meetings. Additionally it was stated that clear roles and responsibilities are established, fostering accountability and strong relationships between the departments involved (Student Information Services, Marketing, and Curriculum Areas). Technologically, the College leverages the Curriculum Planning Tool to effectively set and refine recruitment targets using predicted conversion rates. Crucially, the College has implemented Power BI for live dashboard reporting, providing staff with real-time, easily accessible data to monitor performance. Operational strengths include a commitment to inclusivity and widening participation, the use of an upgraded website that has increased conversion rates, and a newly introduced applicant grading system which enhances recruitment accuracy by predicting conversion likelihood.

The primary area for development stems from the operational implementation of data reporting tools, leading to the only objective rated "Satisfactory" (Objective 4: Annual student recruitment plan). Although Power BI is used extensively, some Curriculum Managers noted mixed feedback, occasionally preferring to use the older Columbus system. Managers occasionally observed differences between the reports, likely due to Power BI pulling data hourly while Columbus is instantaneous. This time lag has impacted trust, leading to continued reliance on Columbus, potentially hindering the full effectiveness of recruitment monitoring.

The audit's single recommendation (a Priority 3 issue focused on enhancing efficiency) is for the College to convene a session with Curriculum Managers to capture feedback on the barriers preventing universal use of Power BI as the default reporting tool and agree on a timeline for removing duplicate reports currently available in Columbus.

2.5 Maintenance of Academic Standards

Across 2024-25, 38 External Verification visits were undertaken by Scottish Qualifications Authority staff. All of these verification visits resulted in a green rating meaning there was sufficient evidence to fully meet SQA's quality assurance criteria.

In terms of feedback provided by External Verifiers, visit reports highlighted robust and consistent internal verification processes across the College, with particular praise for the use of digital platforms to support tracking, standardisation, and communication. Good practice was also highlighted in contextualised and project-based learning, holistic assessment design, and the integration of industry engagement and innovative technologies such as VR. Effective learner support, clear induction processes, and inclusive resources for neurodivergent students were also commended.

Areas for improvement mainly centred on enhancing documentation and consistency, including ensuring more detailed records of pre-delivery meetings, verification activity, equipment maintenance, and reasonable adjustments. In some subject areas, External Verifiers also recommended some actions to strengthen standardisation of marking, feedback, and verification timing to enhance reliability of assessment decisions.

Overall, the EV activity provided evidence of a strong quality culture and robust assessment practice, whilst suggesting some opportunities to further enhance consistency and compliance across all curriculum areas.

Case Study: Enhancing Professional Learning through Partnership with the University of Stirling

In 2023–24, Glasgow Kelvin College strengthened its commitment to continuous professional development by introducing a new partnership with the University of Stirling to enhance learning, teaching and assessment practice across the College. While previous development activity had primarily supported new lecturers undertaking the TQFE, the College recognised the need to embed high-quality professional learning opportunities for all staff, including those who are already qualified and experienced.

Following consultation with Teaching Activity Groups and the wider lecturing body, the College identified a strong interest in professional learning centred on motivating and engaging learners. In collaboration with the University of Stirling's TQFE team, a programme was co-designed to address this theme, combining academic research with practical classroom application.

Two all-staff workshops were delivered by University of Stirling staff, focusing on strategies to enhance student motivation and engagement. The sessions drew on established theoretical models such as John Keller's ARCS model (Attention, Relevance, Confidence, Satisfaction) and encouraged staff to consider how these principles could be embedded across diverse vocational contexts. This face-to-face activity was complemented by online collaboration and discussion, allowing staff to continue exploring the theme in their own time and share practice examples through the College's professional learning network.

A total of 114 lecturing staff—around 50% of the College's teaching workforce—participated in the programme. Through facilitated sessions, online dialogue and action research, participants reflected on their own practice, tested new approaches in the classroom, and shared outcomes with peers. Several staff subsequently undertook a self-reflection task to consolidate their learning, receiving a certificate of completion from the University of Stirling. Feedback indicated that staff valued the opportunity to engage with theory-informed professional development that was directly relevant to their teaching. One participant noted that "*linking academic models with our own classroom experiences made the sessions both practical and inspiring.*"

This initiative has successfully established a collaborative model of continuing professional development, promoting reflective practice and the exchange of ideas between academic partners and College staff.

College and UoS staff at a course completion celebration event

3. Evaluation of Supporting Student Success Principle

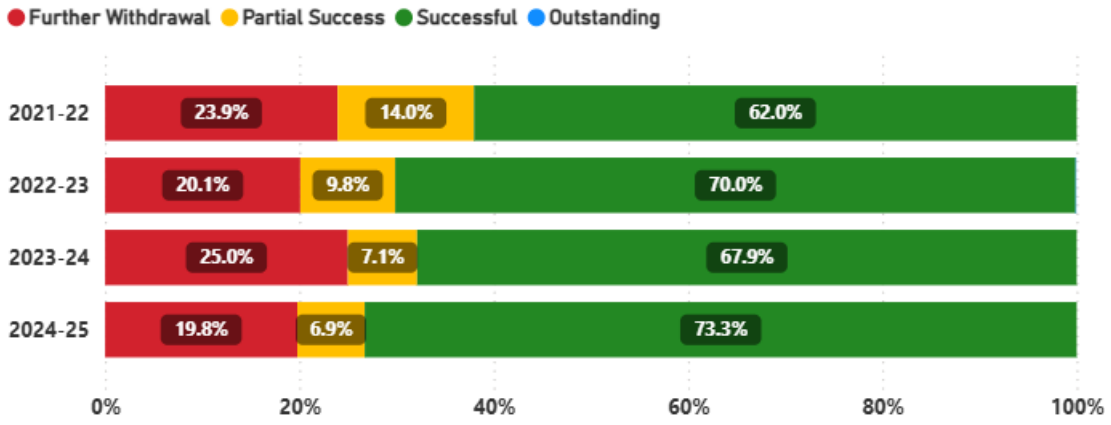
3.1 Student Success Rates

Improving student success rates has been a key improvement priority for the College particularly since the disruption of Covid and industrial action. The 2024-25 academic year represented the first year for a number of years without significant disruption and therefore provided a better basis for supporting students to succeed than in previous years. However, it should be noted that due to industrial action the previous year, all students who help conditional offers were converted to unconditional due to results being withheld. This meant that student who may not have met their conditions were offered places and this could have had a potentially negative impact on student outcomes with some students unable to cope with the higher-level study.

A) Full-Time Further Education Student Outcomes

In terms of the full-time Further Education student outcomes overleaf, data for 2024-25 shows a 5.4 percentage point improvement on the previous academic year, with almost ¾ of students successfully achieving their course of study. This is the highest level of success achieved by the College for this mode and level since the College's formation in 2012 and is a testament to the work undertaken by staff across the College to improve outcomes. However, notwithstanding this level of improvement, nearly one fifth of FT FE students still do not complete their course of study so actions focussed on reducing withdrawal and improving success levels will continue to be prioritised.

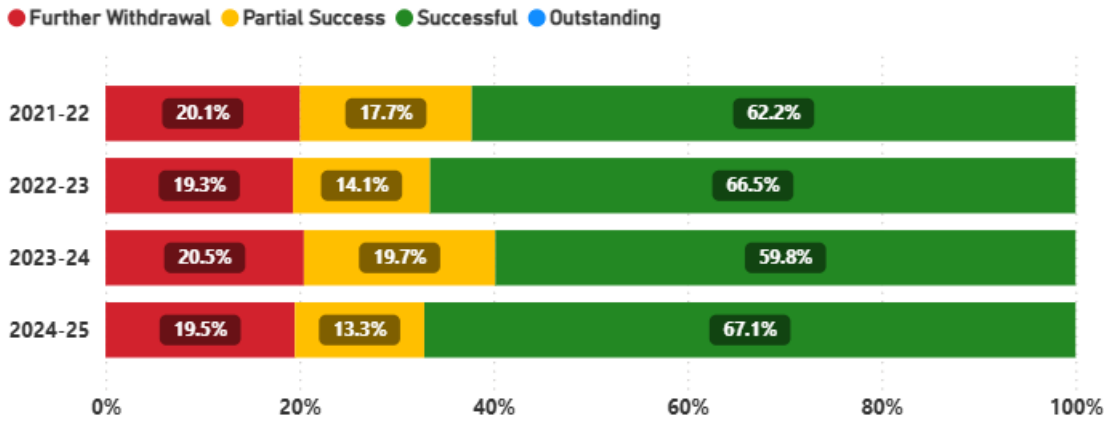
Full-Time Further Education Student Outcomes 2024-25



B) Full-Time Higher Education Student Outcomes

With respect to full-time Higher Education student outcomes below, these have improved by just over 7 percentage points compared to 2023-24 levels, albeit from a very low starting point. Historically, average levels of attainment for FT HE courses have tended to be higher than for FT FE courses. Therefore, whilst there has been an improvement in student success for 2024-25, this is still below historical levels and is a priority for further improvement. In particular, current partial success rates remain high in comparison to pre-Covid levels and converting partial success into full success will be a strong focus of quality improvement activity this year.

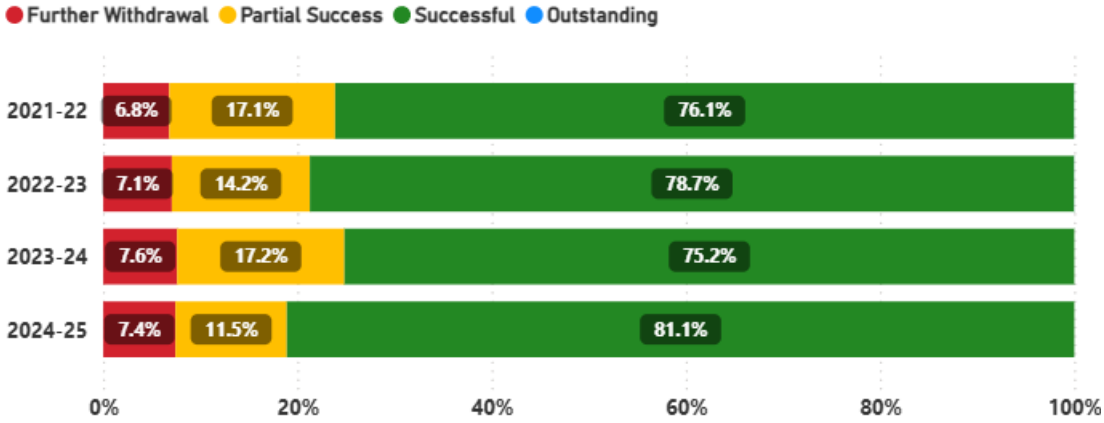
Full-Time Higher Education Student Outcomes 2024-25



C) Part-Time Further Education Student Outcomes

Further Education part-time student outcomes show an improvement on 2023-24 levels of around 6 percentage points with significantly reduced partial success. However, notwithstanding this improvement, College withdrawal rates remain above pre-Covid levels.

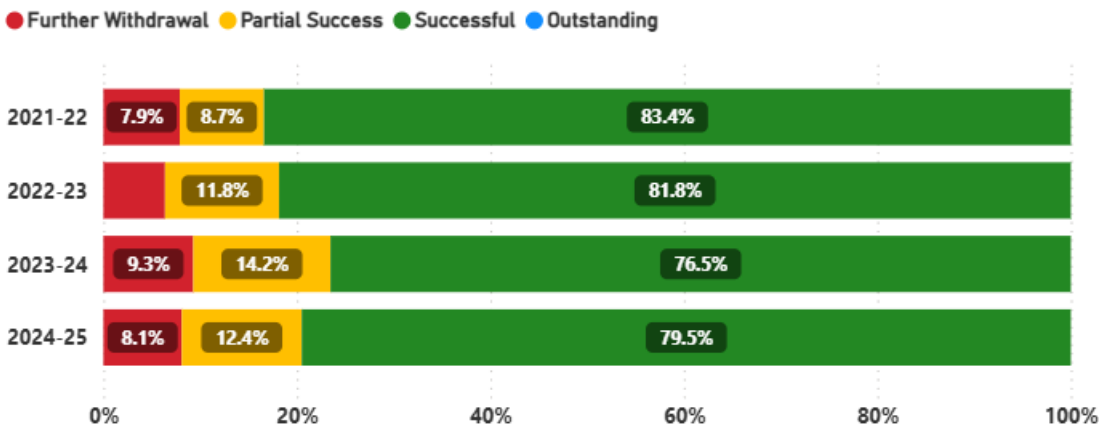
Part-Time Further Education Student Outcomes 2024-25



D) Part-Time Further Education Student Outcomes

Part-time Higher Education student outcomes have also improved by 3 percentage points with both retention and partial success reducing compared to the previous academic year. However, College partial success rates remain above pre-Covid levels.

Part-Time Higher Education Student Outcomes 2024-25



Further, more detailed evaluation of 2024-25 student outcomes levels is being undertaken by Faculty Managers as part of wider College quality enhancement activity. This will inform subject area and course level improvement activity.

3.2 National Student Success Context

Improving the proportion of students achieving successful outcomes has been a main priority for the College over recent years as a lower-than-average proportion of learners successfully complete at Glasgow Kelvin College compared to national average data.

For example, Scottish Funding Council data on national student outcomes shows that in 2023-24, the college performed above sector level for full-time Further Education courses but below the sector norm for the other mode and level categories. The tables below highlight this and our relative performance to other colleges within our region. As the national comparative data relates to 2023-24, an indication of Glasgow Kelvin College's performance in 2024-25 is also provided for context, whilst recognising that sector performance will have also changed in the previous academic year.

Full-Time Further Education

College/Region	2023-24 Success (%)
Ayrshire College	67.9
Glasgow Kelvin College	67.8
West College Scotland	67.3
Scotland	**67.1**
Glasgow Clyde College	60.7
City of Glasgow College	59
New College Lanarkshire	56.3
GKC 2024-25	73.3

Part-Time Further Education

College/Region	2023-24 Success (%)
Ayrshire College	81
Scotland	**80.4**
City of Glasgow College	79.8
New College Lanarkshire	77.8
Glasgow Clyde College	
Glasgow Kelvin College	74.8
West College Scotland	65.7
GKC 2024-25	81.1

Full-Time Higher Education	
College/Region	2023-24 Success (%)
Scotland	**66.9**
Glasgow Clyde College	66.6
City of Glasgow College	65.2
Ayrshire College	63.3
New College Lanarkshire	62.2
West College Scotland	61.6
Glasgow Kelvin College	59.1
GKC 2024-25	67.1

Part-Time Higher Education	
College/Region	2023-24 Success (%)
Ayrshire College	89.5
Scotland	**81.7**
New College Lanarkshire	77.9
City of Glasgow College	76.7
West College Scotland	76
Glasgow Clyde College	75.4
Glasgow Kelvin College	74.6
GKC 2024-25	79.5

Despite the improvements made in College student outcomes in 2024-25, the SFC national data highlights the significant a gap that exists between national and College student outcome levels and continuing to improve student outcome achievement levels therefore remains a priority for College quality enhancement activity.

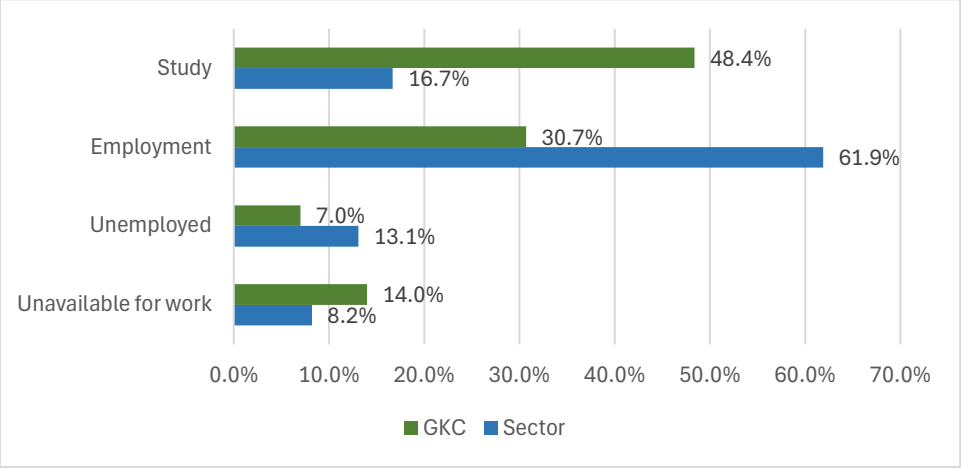
Quality Enhancement Priority 3:
Continue to increase student success rates – through a range of quality enhancement activity, we will improve student success rates to at least national average levels for mode/level categories.

3.3 Leaver Destination Trends

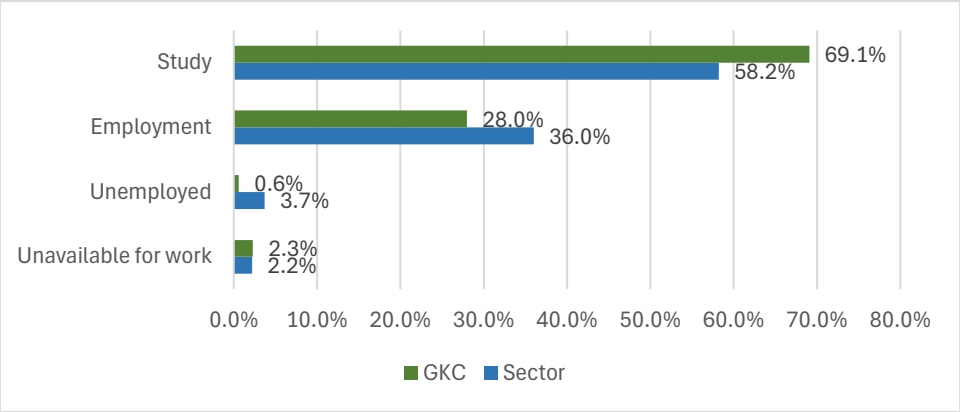
In February and March 2025, the College conducted a College Leavers' Destination survey as part of the SFC national survey. The purpose of that survey was to identify the next destination for successful full-time college leavers who completed a college course during session 2022-23. Glasgow Kelvin College had 1,466 successful full-time leavers in June 2023. The College achieved an 86.8% return which has since been ratified by the SFC.

Data collected shows that a much larger proportion of Glasgow Kelvin College students progress onto a university programme than those in the sector as whole as highlighted by the chart below.

Progression Destinations for 2021-22 Sector Leavers from SCQF levels 1-6



Progression Destinations for 2021-22 Sector Leavers from SCQF levels 7+



As can be seen above, the higher-than-average rates of progression to university is most apparent for Further Education level leavers, although there is also a significant difference for Higher Education level leavers. This is primarily due to the large number of articulation agreements and access programmes run by the College in partnership with universities or through the Scottish Wider Access Programme.

It also notable that a lower-than-average proportion of College learners become unemployed after their study at the College.

3.4 Wellbeing and Student Support

The College continued to provide a wide range of student wellbeing support services in 2024-25, with a particular focus on supporting mental health and residence. This 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 continued to invest in counselling services, providing access to specialist support in liaison with external psychological services.

The reduction in counselling referrals in 2024-25 set out in the table below should be viewed positively, reflecting the impact of preventative wellbeing work and early intervention. Increased awareness through wellbeing workshops, stalls, and campaigns has supported students to access help earlier and build resilience before difficulties escalate. Staff and students are also more aware of the Wellbeing Officer and wider support services, with greater clarity on when a counselling referral is appropriate. As a result, triage of student referrals is smoother, ensuring the correct team receives relevant referrals more quickly. Overall engagement with wellbeing services remains high, demonstrating that students continue to access appropriate support, but through a broader range of interventions.

Rates of Student Participation in Counselling and Wellbeing Services

Service Area	Session 2022-23 Referrals	Session 2023-24 Referrals	Session 2024-25 Referrals
Counselling	246	231	195
Wellbeing	119	112	109
Total	365	343	304

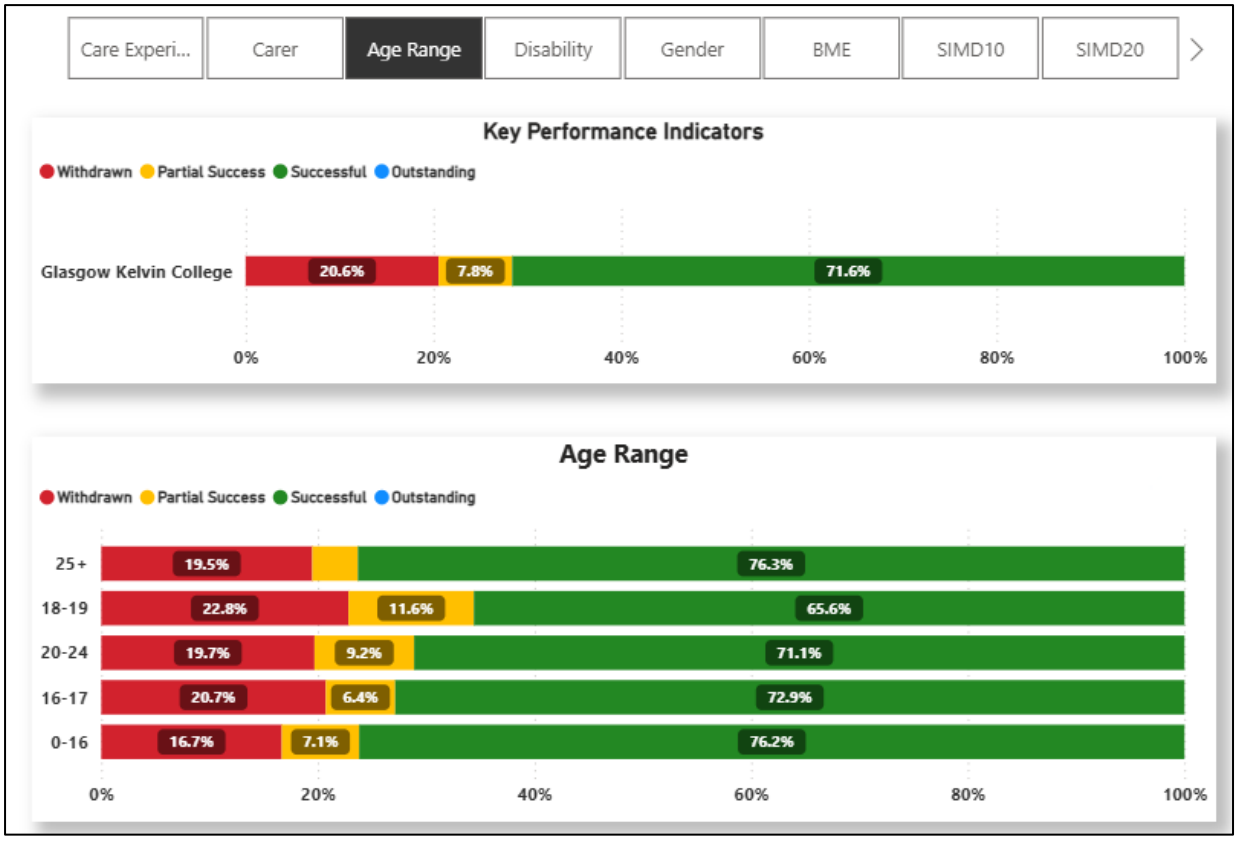
2024-25 was the second year the College have employed a dedicated Active Campus Coordinator supported by additional funding from Sports Scotland. Building on a strong first year of engagement with 1,386 students participating, levels of engagement continued to increase with 3,046 students participating in organised sporting activities in 2024-25.

3.5 Equality and Inclusion

A number of initiatives were put in place in 2024-25 to support positive outcomes for all learners. Of particular importance was the development of a new digital evaluation tool. This has allowed staff to review student satisfaction and outcome trends through an easy to use interface with functionality to record their evaluation and identify and allocate improvement actions. This improved functionality will enhance the College's ability to ensure that students from all backgrounds are being supported to succeed.

In terms of student outcome levels related to protected and priority groups, outcomes for Care experienced and disabled students show the highest negative differential (61.4% for care experienced students compared to 72.8% for non-care experienced, and 63.7% for disabled students compared to 74.1% for non-disabled students), whilst for BME there is a positive differential in outcomes (73.7% for BME students compared to 70.8% for non-BME students). Actions to address these differentials have been identified within annual course review activities, alongside college level review and improvement planning by the College's Equality and Inclusion Working Group.

Example of New Digital Equalities Outcomes Evaluation Tool Interface



Case Study: Driving Innovation through Teaching Development Leads

In 2024-25 the College continued to embed its Teaching Development Lead (TDL) initiative which offers lecturers remission from contact to work on a development project that will benefit their students, with the potential for broader impact cross-college. Initially, TDL projects were entirely 'bottom-up', with lecturers submitting development ideas based on their own identified needs or gaps in their curriculum. However in 2024-25 the initiative also included projects suggested by Curriculum Managers or Senior Curriculum Managers to address identified needs in their subject areas

TDL projects are undertaken by lecturers with support provided by the Teaching Development Coordinator and may involve collaboration with other relevant members of staff.

The purpose and proposed outputs of the projects are agreed at the approval stage, with projects monitored through regular liaison with the TDC and by updating of a project planning and review form. Project types vary widely and have included:

- A video tutorial project, where a lecturer upskilled in the use of OBS and green screens to make engaging tutorial videos for learners. This project was extended to allow the TDL to train other lecturers cross-college and also included the creation of an on-campus green-screen studio.

- Development of a short course on nutrition and wellbeing. This programme addressed an identified need in Performing Arts, around the negative impact of poor diet and lifestyle on learner performance and wellbeing. However, the materials can be adapted to any learner group.

- Several projects based around the development and mapping of project-based learning (PBL) materials, to encourage PBL, active learning, integration of assessment and reduced workload across the relevant curriculum.

- Establishing a TeacherMatic 'champion,' where the TDL prepared materials to disseminate the value and uses of the education-focused A.I. application TeacherMatic to teaching staff.

- Creation of a metaskills framework and activities specifically for Support for Learning students, who may find the language and mainstream approaches to embedding metaskills a barrier.

- Development of Virtual reality materials to create virtual familiarity with college and work environments, among students for whom new environments may be challenging (e.g. those with certain neurodiversity issues).

Thirteen TDL projects are currently complete, with new projects currently being approved and developed for AY 2025/26, including use of CAD and repurposing of underutilised equipment to introduce digital design in Fashion courses; embedding sustainability in the Business & Administration curriculum; and developing A.I. chatbots to improve learner communication skills.

4. Evaluation of Enhancement and Quality Culture Principle

4.1 College Approach to Quality Review and Enhancement

In 2023-24 the College introduced a new, risk-based approach to its quality review with differing levels of quality enhancement activity dependent on the level of student outcomes. This classified all our course delivery into three risk categories:

- Low risk courses – these are courses performing at or above the college average performance and follow standard quality enhancement processes led by the Curriculum Manager;
- Medium risk courses – these are performing below the college average performance and undertake an additional Improving Performance and Course Transformation (IMPACT) Plan led by the Senior Curriculum Manager; and
- High-risk courses – these have significantly and consistently performed below the college average performance and are subject to an At-Risk Review process led by the Director of Faculty. This process takes into account a wider range of data such as student demand and course efficiency metrics and considers removal of the course from the curriculum portfolio.

These new arrangements have embedded well, with courses prioritised for action showing an improvement overall, or being replaced by other more effective curriculum. For example:

- Sixteen programmes were categorised as red high-risk from 2023-24. As a result of the review, four of these were discontinued or replaced by a more suitable alternative. Of the remaining twelve programmes, seven showed an improvement in 2024-25 and five performed less well. The average change across all twelve programmes was a positive shift of +7.1%.
- Eighty-two programmes were categorised as amber medium-risk programmes from 2023-24. As a result of the review, twenty-eight of these were discontinued or replaced by a more suitable alternative. Of the remaining fifty-four programmes, forty-two showed an improvement in 2024-25 and twelve performed less well. The average change across all twelve programmes was a positive shift of +16.2%

In line with the positive impacts reported above, the overall number of programmes being categorised as high or medium risk have reduced from 167 in 2022-23, to 153 in 2023-24 and 146 in 2024-25 showing a consistent improvement.

Whilst the College has therefore made good progress in strengthening its quality review and enhancement arrangements, they are still at an early stage of implementation and remain a priority area of activity. In particular, new quality arrangements for Scotland's colleges mark a significant change and will require further change to our quality enhancement processes to achieve full compliance. As a result, the following cross-college quality enhancement action is identified:

Quality Enhancement Priority 4:
Continue to strengthen quality and self-evaluation arrangements – continue to embed the new SFC tertiary sector quality arrangements, including establishing a new Institution Led Quality Review process.

4.2 College Engagement in STEP Activity

During 2024-25, the College participated in the Supporting Access, Progression and Successful Outcomes in Disabled Student Communities (SAPSO) project, one of eight national enhancement projects under the STEP framework. This project, jointly led by Edinburgh College and the University of Edinburgh, focuses on identifying the barriers and enablers affecting the retention, achievement, and progression of disabled learners and others facing additional barriers such as long-term health conditions, mental health challenges, or neurodiversity.

The College is represented on the SAPSO working group by staff and student members, ensuring that both professional and learner perspectives inform the project's outcomes. The College contributed to the discovery and design stages of the project through participation in national meetings and development workshops, helping to shape the project aims, data collection methods, and outputs. The project will draw on a combination of surveys, focus groups, self-evaluation documents, and case studies to generate evidence-based recommendations for practice and policy across the tertiary sector.

Through engagement in STEP, we have benefitted from this opportunity to collaborate with national partners and participate in collaborative and research-informed approaches to inclusion. This partnership work has strengthened the College's own enhancement planning by informing internal review processes and shaping improvements in learner support and accessibility.

As the project moves into its implementation phase during 2025-26, the College will continue to engage through national meetings and events and contribute to shared outputs.

Case Study: Transforming the Science Curriculum through an Inclusive Student-Centred Approach

In response to relatively poor student success rates, the College's Science team have made a range of transformative changes to their curriculum delivery, embedding inclusion and adaptability across their learning, teaching, and assessment. Through agile curriculum design, robust learner support, and a culture of celebration and belonging, the team has created an environment where every student can thrive. These enhancements have resulted in exceptional student feedback and sector-leading achievement rates, reflecting the team's dedication to excellence in science education.

The team's agile curriculum model, endorsed by SWAP West, ensured that no learner was left behind. Mid-year course placements were managed effectively, allowing timely transitions and supporting learner retention. Staff actively monitored progress in real time, providing constructive feedback and targeted academic and pastoral support. A critical review of teaching and assessment practices led to the redesign of challenging curriculum components, making them more accessible and developmental.

For learners who experienced early challenges, the team implemented targeted interventions and, where appropriate, offered alternative pathways tailored to individual needs. Many students who transitioned to other courses reported increased confidence and skills development, with several expressing a desire to return to their original programmes which is clear evidence of the success of this flexible, student-centred approach.

A strong sense of community was nurtured through events designed to celebrate achievement and foster inclusion. These included an end-of-year Hawaiian Party Celebration that brought together students and staff, and a highly successful 'keep warm' event attended by over 100 prospective learners. Representatives from the University of Glasgow, Glasgow Caledonian University, and SWAP West joined these events, highlighting clear progression routes and reinforcing students' sense of belonging within a wider academic community.

Existing students played a vital role by sharing their own learning journeys, inspiring and supporting new entrants.

Overall, this collaborative culture of engagement and celebration has strengthened motivation, confidence, and achievement across the Science curriculum, with nearly 70 out of 80 learners across four HNC programmes successfully completing their qualifications.

Students at a Science 'keep warm' event

5. Evaluation of Student Engagement and Partnership Principle

5.1 Student Association and Student Representatives

In recent years, the College has placed a priority on strengthening student engagement and representation, supported by a more robust Student Engagement Action Plan focussed on raising the profile of both the Students' Association and their Executive, and also on enhancing the role of 'student voice' more generally through more impactful survey and focus group activity.

Actions undertaken to raise the profile of the Student Association included enhanced communication such as an improved social medial presence, alongside giving the Student Presidents a more prominent role in our student welcome and Freshers activity.

Alongside this, we have increased recruitment of Class Representatives to over 200 and provided more robust training and support. We also established a larger and more active Student Executive Committee and implemented a new Meet the Managers Forum for Class Representatives.

In terms of impact of this activity, the proportion of students reporting that they believed the College Students' Association influences change for the better increased from 93% in 2023-24 to 95% in 2024-25.

5.2 Student Engagement and Feedback

In 2024-25 the College increased the volume of student engagement activity related to student surveys and focus groups. This included greater student participation in a survey focussed on collecting to feedback on learning and teaching approaches. Across all survey and focus group activity, a priority was placed on ensuring those directly involved in delivery quickly considered and responded to student feedback to ensure impact.

Through effective use of Power BI tools, we were able to increase participation rates across all survey activity, with over 2,000 students participating in engagement activity.

Whilst these approaches have supported an increased and sustained level of overall student satisfaction with the wider college experience, the proportion of student who believe students suggestions are taken seriously, or that students feel part of the college community remains relatively low as highlighted by the table below:

Glasgow Kelvin College Student Satisfaction Trends

Prompt	2021-22	2022-23	2023-24	2024-25	Change on last year	Change on 21-22
Overall, I am satisfied with my college experience	92%	95%	96%	96%	0%	+4%
I am able to influence learning on my course	92%	93%	93%	93%	0%	+1%
I believe students suggestions are taken seriously	89%	88%	89%	88%	-1%	-1%

Given the relatively low response to students believing that their suggestions are taken seriously alongside taking account of the increased priority given to student partnership within the new national Tertiary Quality Enhancement Framework, it is important that the College strengthens evidence of student feedback influencing decision making at all levels. In doing so, the College could make greater use of the sparqs Student Learning Experience Model.

Quality Enhancement Priority 5:
Ensure that diverse student voices can influence change - strengthen student feedback mechanisms and evidence of the impact of this on college decision making.

Case Study: Glasgow Kelvin College Students' Association – Tackling Poverty through Sustainable Support Initiatives

In 2024–25, the College's Student Association demonstrated both leadership and innovation in addressing the impact of poverty on learners through the establishment of a combined Foodbank and Clothing Swap Shop initiative. This activity emerged from a recognition by one of the Student Association Presidents that many students were struggling to meet basic needs, impacting attendance, wellbeing, and academic success.

Working collaboratively with the College's Fashion department, the Student Association launched a Clothing Swap Shop that encourages both sustainability and social inclusion. Students and staff donate preloved clothing, which is then made available for others to reuse, helping reduce textile waste and support learners who may be unable to afford new clothing. The initiative quickly grew, expanding to include a dedicated area for suits and formal wear for interviews and graduations, as well as seasonal clothing drives such as winter jackets and festive items. Clothing unsuitable for reuse is repurposed through the Fashion department's rag collection, generating small funds for further sustainability projects and ensuring nothing goes to landfill.

In parallel, the Student Association established a Foodbank to support learners facing food insecurity. With national figures showing a 51% increase in foodbank use over five years, the Association recognised the urgent need to act locally. The Foodbank provides essential groceries, toiletries, and sanitary products, supported through regular donations and fundraising from both staff and students. The introduction of 'Good to Go Bags', which include recipes and ingredients for healthy family meals, has been particularly successful in promoting wellbeing and nutrition.

Beyond providing practical assistance, these initiatives have created a welcoming and supportive community space. When students access the Foodbank or Swap Shop, staff and volunteers can identify and respond to wider challenges—such as mental health, family pressures, or housing issues—connecting learners with appropriate support services.

This project exemplifies student-led partnership working, sustainability in action, and a compassionate approach to widening participation. By addressing material poverty and promoting environmental responsibility, the Student Association has strengthened student engagement, improved retention, and fostered a stronger sense of belonging across the College community.

Students' Association Clothing Swap Shop Initiative

6. Summary of College Quality Enhancement Priorities

Based on the evaluation presented above, the following five cross-college quality enhancement priorities are identified for the 2025-26 academic year:

1. **Increase Staff Participation in College Teaching Development Activity** – provide more focussed teaching development opportunities and encourage higher staff engagement levels
2. **Align our curriculum and learning and teaching approaches to identified curriculum asks** – undertake actions to ensure the college curriculum supports Glasgow's future skills needs.
3. **Continue to increase student success rates** – through a range of quality enhancement activity, we will improve student success rates to at least national average levels for mode/level categories.
4. **Continue to strengthen quality and self-evaluation arrangements** – continue to embed the new SFC tertiary sector quality arrangements, including establishing a new Institution Led Quality Review process.
5. **Ensure that diverse student voices can influence change** - strengthen student feedback mechanisms and evidence of the impact of this on college decision making.

These quality enhancement priorities will be progressed through established planning activity within the College. This includes Faculty and Departmental Operational Plans and quality improvement action planning. In addition, the attached College-level plan will be used to review progress and impact.

Annex A: Glasgow Kelvin College SEAP Action Plan 2025-26

SFC SEAP Principle	College Identified Enhancement Area	Action	Planned outcomes/impact	SMART Targets	Target Date	Responsible Lead(s)
Excellence in Learning and Teaching	Increase Staff Participation in College Teaching Development Activity	Provide more focused teaching development opportunities and encourage higher staff engagement levels in professional learning and enhancement activity.	Increased staff participation in development activity; improved teaching quality and consistency; strengthened culture of reflective practice and professional growth.	More than 75% of Lecturing staff engaging in college-led development activity across the academic year.	June 2026	Head of Enhancement and Assurance
Excellence in Learning and Teaching	Align Curriculum and Learning and Teaching Approaches to Identified Curriculum Asks	Undertake year 1 actions to ensure the College curriculum supports Glasgow's future skills needs through alignment with identified regional and national priority sectors.	Curriculum more responsive to economic and employer needs; improved learner progression into growth sectors; enhanced employer engagement and partnership working.	Development of plans to expand Curriculum in identified growth areas. Establishment of employer panels for co-design. Creation of a college-wide framework to embed meta-skills across all courses	June 2026	Vice Principal Curriculum and Quality
Supporting Student Success	Continue to increase student success rates	Through a range of quality enhancement activity, improve student success rates to at least national average levels for each mode and level category.	Higher student retention and attainment rates; improved performance against national benchmarks; enhanced learner achievement and progression outcomes.	Student satisfaction rate of +90% Improved Student Outcomes for FE and HE relative to overall sector position.	June 2026	Faculty Directors, Director of Digital Services and Head of Enhancement and Assurance

SFC SEAP Principle	College Identified Enhancement Area	Action	Planned outcomes/impact	SMART Targets	Target Date	Responsible Lead(s)
Enhancement and Quality Culture	Continue to strengthen quality and self-evaluation arrangements	Continue to embed the new SFC tertiary sector quality arrangements, including establishing a new Institution-Led Quality Review process.	Improved quality assurance and enhancement planning, including an Institution Led Quality Review process; clear alignment with national quality expectations.	Undertake Institution Led Quality Review processes and develop improvement plans for two College areas.	June 2026	Vice Principal Curriculum and Quality and Head of Enhancement and Assurance
Student Engagement and Partnership	Quality Enhancement Priority 5: Ensure that Diverse Student Voices Can Influence Change	Strengthen student feedback mechanisms and evidence of the impact of this on College decision making and enhancement activity.	Broader and more representative student engagement; demonstrable evidence of student voice influencing decisions; improved student satisfaction rates.	Increased participation rates of Class Representatives in course team meetings. Evidence of use of sparqs Student Learning Experience Model in student engagement activity.	June 2026	Director of Student Experience and Head of Enhancement and Assurance

Annex B: Statement of Assurance

As the Accountable Officer for Glasgow Kelvin College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for the 2024-25 academic year, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature:

Accountable Officer:

Joanna Campbell

Principal and Chief Executive Officer

Glasgow Kelvin College

Date: 03/11/2025