

Glasgow Kelvin College

Board of Management Meeting of 8 October 2025

2024-25 Self-Evaluation and Action Plan (SEAP) Implementation Evaluation

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

As part of new national tertiary sector quality arrangements initiated in August 2024, the College was required to submit an institutional Self-Evaluation and Action Plan (SEAP) to the Scottish Funding Council (SFC). This paper evaluates progress made to implement the improvement priorities identified within the College's SEAP.

2. Evaluation of Progress to Implement 2024-25 SEAP Improvement Priorities

The College's SEAP identified seven improvement priorities linked to the themes set out within the new national Tertiary Quality Enhancement Framework (TQEF). This report provides a self-assessment of progress made in implementing these seven cross-college quality enhancement actions.

SEAP Improvement Action 1: Increase Staff Participation in College Teaching Development Activity

Across the 2024-25 academic year, a number of initiatives 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 2023-24. 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 summary, whilst the College has made some progress with achieving greater participation of staff in teaching development activity, overall participation levels are still relatively low and increasing participation levels remains a priority.

SEAP Improvement Action 2: Improve Student Recruitment Performance

In 2025-26, the College 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 2024-25. Through this greater engagement, we successfully reduced the proportion of students dropping out prior to enrolment and attendance from 6% to 3%.

As a result of these and other actions the College successfully met recruitment targets for 2024-25 and delivered a volume of Credits above the minimum threshold set by the SFC. On this basis, very good progress was made in respect of improving our recruitment performance.

SEAP Improvement Action 3: Increase Student Success Rates

The College continues to prioritise actions to support improved levels of student success. This included 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.

As a result of these actions, student outcomes increased across all four mode level categories, as highlighted by the table below.

Level Mode	Student success 2023-24*	Student success 2024-25*	Change
Full-Time Further Education	64.8%	69.6%	+4.8pp
Part-Time Further Education	72.6%	77.5%	+4.9 pp
Full-Time Higher Education	58.1%	65.3%	+7.2 pp
Full-Time Higher Education	71.3%	74.2%	+2.9 pp
Average:			+5.0 pp

(* Note these figures include all funded students so differ from SFC published outcomes.)

Given the average improvement of 5 percentage points across all modes and levels of study, good progress has been made in improving student success rates in 2024-25. However, despite these improvements, College success rates still sit below national average performance levels for some mode/level categories and therefore improving student success rates remains a priority.

SEAP Improvement Action 4: Support Student Health and Wellbeing

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.

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.

Based on the above evidence, the College made good progress in improving the level of support for student health and wellbeing.

SEAP Improvement Action 5: Strengthen Quality and Self-Evaluation arrangements

2024-25 was the second year of implementation of new risk-based quality enhancement arrangements. Within this second year, we implemented a new digital approach to subject area evaluations using an internally developed portal making best use of data reporting technologies. This 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.

Fifty-four programmes were targeted with IMPACT plans with forty-two showing an improvement in 2024-25. The average change across all IMPACT programmes was a positive shift of +16.2pp. Additionally, a significant number of courses were changed or discontinued to provide curriculum which more closely meets current student needs.

The College also refreshed and strengthened its approach to support area evaluation with a new evaluation model agreed with support service areas. This included 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.

In summary, the College continued to make good progress in strengthening the positive impact its quality and self-evaluation arrangements.

SEAP Improvement Action 6: Ensure Strong Student Engagement and Representation

Areas of focus to support student engagement and representation in 2024-25 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 were received with feedback distributed directly to course teams and college service areas.
- Ensuring all full-time courses had 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 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 consulted with students on how wider services were working and if there are any issues we could address. At each meeting, the Students' Association 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 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 across 2024-25.

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

The College 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 was 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 included 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.

Whilst the project made some progress in developing a draft metaskills model for the College, the work was not fully completed in 2024-25. As a result, this improvement activity remains a priority for 2025-26.

3. Impact on Students

The quality enhancement priorities identified in the 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 evaluation of progress to implement cross-college improvement actions identified within the College's 2024-25 Self-Evaluation and Action Plan; and
- ii. Note that this evaluation will inform the development of a new Self-Evaluation and Action Plan for 2025-26 to be considered at the next meeting of the Learning and Teaching Committee and 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

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29/09/2025