

Glasgow Kelvin College

Board of Management Meeting of 30 September 2026

2026 Strategic Impact Assessment

Report by Vice Principal Education, Skills and Student Success

1. Introduction

As part of national Tertiary Sector quality arrangements, when a College is due to be reviewed, it is required to submit an institutional Strategic Impact Analysis (SIA) to the Qualifications Assurance Agency (QAA). As Glasgow Kelvin College is being reviewed in 2026-27, it was asked to submit its SIA by August 17th. The SIA, attached as **Appendix 1**, is being shared with the Board to note the College's self-assessment and the identified areas of strength and development.

2. 2026 Strategic Impact Assessment

The attached SIA has been prepared as part of the College's Tertiary Quality Enhancement Review (TQER). It provides a high-level, evidence-based evaluation of the College's impact, progress and continuing enhancement priorities against Tertiary Quality Enhancement Framework (TQEF) criteria. The submission of this document to QAA was supported by an accompanying Advance Information Set containing around 240 pieces of documentary evidence. For 2026-27, the SIA replaces the college-level Self-Evaluation and Action Plan (SEAP).

The initial sections of the SIA provide an assessment of progress made in implementing the College's 2025–26 enhancement priorities and strengthening learner experience and outcomes. Overall, the report concludes that the College has made very significant positive progress in improving student outcomes, strengthening learning and teaching development, enhancing student support and learner voice, and embedding more consistent quality enhancement arrangements. It identifies evidence that risk-based quality processes, targeted intervention, curriculum review, strengthened student support, student partnership and institution-led review are increasingly contributing to improved learner experience and outcomes.

The analysis also recognises that improvement is not yet consistent across all provision or learner groups. The next enhancement cycle will focus on sustaining improvements in successful completion, strengthening impact measurement, improving consistency of practice, and ensuring that student voice, externality and evidence-informed review continue to shape improvement across curriculum and support areas.

The attached SIA highlights the following aspects:

- Good or strong progress has been made across all five 2025–26 Self-Evaluation and Action Plan improvement actions.
- Student outcomes show a positive overall direction of travel, with successful completion for substantial courses slightly above the national rate in 2024–25 and Full-time Further Education performance stronger than the Scottish comparator.

- The Kelvin Learning Model, expanded professional development and new teaching development infrastructure are providing a clearer College-wide framework for high-quality learning and teaching.
- Curriculum planning is increasingly aligned to future skills needs through six strategic curriculum asks covering growth sectors, employer co-design, employability and meta-skills, inclusive pathways, digital and AI capability, and efficiency and public service reform.
- Student support is broad, integrated and responsive to the College's learner profile, with strong evidence of reach, personalised support and partnership working.
- Student satisfaction remains high and the College has strengthened the range of routes through which students can influence learning and the wider student experience.
- The revised quality framework, IMPACT Plans, At-Risk Reviews, institution-led quality review and redesigned support-area self-evaluation demonstrate a clear move towards an enhancement-led quality culture.

The main areas for further enhancement are identified:

- Sustain improvements in successful completion and address uneven performance, particularly in Higher Education and for priority learner groups.
- Strengthen evidence of how teaching development, student support, employer engagement and quality interventions improve student experience and outcomes.
- Embed employability, meta-skills, industry relevance and digital capability more consistently across all provision.
- Improve the consistency and visibility of student influence, including representative engagement and closing the feedback loop.
- Continue to refine institution-led review, action tracking and impact measurement across curriculum and support areas.
- Connect external engagement and collaboration more visibly to changes in local practice and learner outcomes.

The SIA will form a core element of the evidence considered through the College's upcoming Tertiary Quality Enhancement Review, alongside the College's Advance Information Set. The findings and areas for development will inform the next cycle of College enhancement planning and subsequent monitoring through established management and governance arrangements.

3. Impact on Students

The quality enhancement priorities set out in the College's SIA 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) note, at **Appendix 1**, Glasgow Kelvin College 2026 Strategic Impact Analysis;
- ii) recognise the significant progress made in implementing the College's 2025–26 enhancement priorities and strengthening learner experience and outcomes;
- iii) note the continuing priorities identified by the College for the next cycle of enhancement planning; and
- iv) note that a further update on the Tertiary Quality Enhancement Review of the College will be provided at a future meeting of the Board.

9. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Education, Skills and Student Success.

Glasgow Kelvin College
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21/09/2026