

**Glasgow  
Kelvin  
College**

# **GLASGOW KELVIN 2030:**

**A Strategy for a Future Ready College**



# FOREWORD FROM THE CHAIR OF THE BOARD OF MANAGEMENT

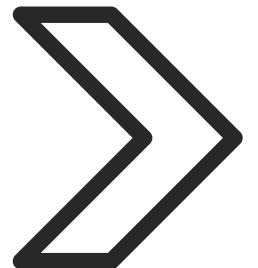
On behalf of the Board of Management, I am proud to introduce Glasgow Kelvin College's Strategic Plan. This document sets out a clear and ambitious direction for the College, building on our core values of inclusion, opportunity, and excellence, and aligning with our commitment to widening access to education and skills across Glasgow's diverse communities.

The Board fully recognises the crucial role the College plays - not only as a centre for learning, but as a regional anchor institution. In a landscape shaped by evolving workforce demands, climate responsibility, and digital transformation, this plan positions Glasgow Kelvin College to lead with confidence, resilience, and purpose.

This strategy reflects a shared vision, shaped through thoughtful engagement with staff, learners, and stakeholders. It provides a strong foundation for the College to respond to local and national priorities, while remaining true to its mission of transforming lives through education.

The Board of Management is committed to supporting the Principal, leadership team, and all staff in delivering this plan. Together, we will ensure that Glasgow Kelvin College continues to provide opportunities that matter, experiences that inspire, and outcomes that endure.

**IAN PATRICK**  
**CHAIR, BOARD OF MANAGEMENT**





## INTRODUCTION FROM THE PRINCIPAL

As Principal of Glasgow Kelvin College, I am pleased to introduce our Strategic Plan - an ambitious and forward-looking framework that sets out our vision, priorities, and direction for the years ahead. This plan reaffirms our commitment to delivering inclusive, high-quality learning opportunities that empower individuals and strengthen the communities we proudly serve.

At Glasgow Kelvin College, our mission goes beyond education. We are a catalyst for change - tackling inequality, supporting economic growth, and helping shape a fairer, more sustainable future for Glasgow and beyond. This strategy has been shaped by the voices of our learners, staff, partners, and stakeholders. It reflects our shared ambition and builds on our collective strengths.

As we navigate a rapidly changing world, our focus remains clear: to provide transformative education that is responsive, relevant, and accessible to all. We will continue to invest in our people, our communities, and our infrastructure, ensuring that we stay at the forefront of innovation, digital development, and sustainability.

This is an exciting and pivotal time for Glasgow Kelvin College. I invite you to join us on this journey as we work together to realise the full potential of every learner and contribute to a stronger, more inclusive society.

**JOANNA CAMPBELL**  
**PRINCIPAL AND CHIEF EXECUTIVE OFFICER**

# OUR VISION, PURPOSE AND VALUES

The College honours mutual respect, tolerance, equity and inclusion. We not only provide an excellent, progressive and enterprising education but one that nurtures self-worth and well-being. We want our students and staff to believe in their ability to achieve their own aspirations.

We have our community at the heart of all we do and recognise that we need to continue to build accessible and flexible learning opportunities to meet the ambitions of all, whatever their challenges. We strive to make students, staff, community members and visitors feel welcome and valued.

Our vision, mission and values define the character and ethos of Kelvin and how we provide comprehensive and high quality education, lifelong learning and vocational training opportunities for the communities and businesses we serve.

## Our values

Four key values influence our actions.

## Our vision

Transforming lives through education.

## Our mission

We will enhance our learners' aspirations, careers and lives through inclusive and high quality lifelong learning.



# TIME - Kelvin's Values

## **T**rust Through Transparency

**We communicate clearly and openly**

Act with integrity

Listen actively and respond

Deliver on our promises

## **I**nclusive and Welcoming

**We create a true sense of belonging**

Act with respect and dignity

Embrace diversity and value everyone

Support and encourage

## **M**ake Meaningful Opportunities

**We are committed to our communities**

Place communities at the centre, learners at the heart

Support learning for life

Provide accessible routes to meet students' needs

## **E**xcellence Created Together

**We move forward as a team**

Give people skills to empower themselves

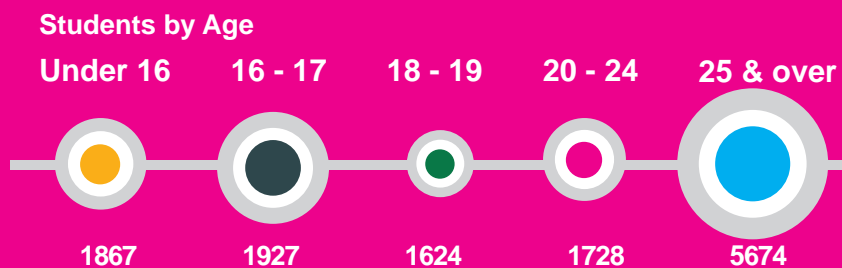
Encourage innovation and continuous improvement

Collaborate and share learning

**This is your time... your opportunity.**

## Who are our students?

Building an inclusive learning environment



Student Disability Data



Disability  
Provided

Black, Minority Ethnic Groups

3,392 → 26.5%

300

Industry Partners

Providing Training to

1200

Apprentices

62%

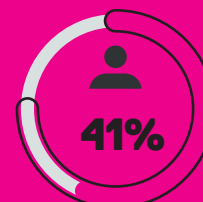
community  
course  
enrolments  
4,113

total  
(fundable)  
enrolments  
10,711

38%

Student  
Satisfaction

96%



Student activity delivered  
to those residing within  
the 10% most deprived  
postcode areas in  
Scotland

14,824  
Students

450  
Staff members

3

Campuses

- Easterhouse
- Springburn
- East End

45

Community  
Learning  
Partners

95.4%

Qualified  
students now in  
work, training or  
further study\*

\*Proportion of full-time qualifiers in work,  
training or further study 3-6 months after  
qualifying

# Scott Dickeson

**Our former Access to Paramedic Science SWAP student Scott has now progressed to Paramedic Science at Glasgow Caledonian University.**

I left school just before my 16th birthday and signed up to the British Army as a young soldier. I attended the Army Foundation College for a year, during which time I completed my phase 1 training and also achieved various NVQs in technology and communications, and completed the Duke of Edinburgh award. I was based in Germany for a couple of years, served overseas on operations in Bosnia (peacekeeping with SFOR) and was one of the first units to enter Iraq in 2003. On leaving the Army I became a service engineer for a company called Note Machine, this job entailed servicing and maintaining cash machines in Scotland, England, and N Ireland.

I decided to do the Access course because it was the best option for me to gain the grades needed to apply to the Paramedic programme at university.

Kelvin was the closest college to me, plus it had the necessary course that would aid my ambition of going to university and on asking people who had attended the college for various courses, they all came back with great reviews.

The whole course in general was excellent. Learning new skills and being around a large group of adults all aiming to achieve the same goal was pretty cool.

The staff were great from start to finish, always there if you needed extra support. I started the course while nearing the end of the pandemic so face to face didn't happen till block 3.

Getting the chance to finally meet the lecturers in person was great.

The course has given me great confidence in the important things that are needed to become a paramedic. Learning skills like essay writing and research has been invaluable.

I have moved onto university and just recently finished my first year of studies at GCU. My journey to becoming a paramedic is starting to shape up as I look forward to an 8-week placement on the ambulance.

My advice to anyone who is thinking about taking the step back into education would be, go for it, it's scary and at times puts you under great pressure. We only get one shot at this so don't live to regret the chances you didn't take, if it's something you really want to do in life then what's stopping you? Go for it!



## CASE STUDY

# OUR STRATEGIC AMBITIONS

Our Strategic Plan is rooted in our values and purpose, responding to the changing needs of our students, staff, partners, and communities.

The plan has been developed collaboratively, drawing on insights and contributions from across the College community, employers and stakeholders. It reflects our collective commitment to inclusive growth, continuous improvement, and a sustainable, digitally enabled future for all.

It is structured around four strategic ambitions that define the core areas of our activity: Our Students, Our People, Our Partners, and Our Place. Each ambition outlines specific outcomes supported by key performance indicators (KPIs) that will guide our progress and measure our impact.







# OUR STUDENTS

Be the college of choice, providing an inclusive and outstanding student experience which prepares our students for learning, life and work

## Strategic Ambition

Deliver an inclusive and engaging curriculum, reducing barriers to participation and success

Inspire and build confidence, enabling all students to realise their potential

Continually evolve an aspirational, future-focused learning environment

Deliver a distinctive and innovative student experience that adds value beyond qualifications

## How we will Measure Success

- Equalities and SIMD indicators

- Student success rates

- Student satisfaction indicators

- Student satisfaction indicators



# 2

## OUR PARTNERS

Be a partner of choice, trusted to provide the skills our regional economy needs to grow whilst also contributing to our shared regional ambitions

### Strategic Ambition

Position the College at the heart of Glasgow's economic transformation

Deliver inclusive economic growth through community and employer collaboration

Respond to current and future employer needs through agile provision

Develop a pipeline of future-ready, skilled talent

### How we will Measure Success

- Curriculum activity aligned to regional growth sectors
- Volume of work-based learning and apprenticeships
- SIMD participation levels
- Number of co-designed/ partnership-led courses
- Employer satisfaction indicators
- Alternative income levels
- Senior phase volumes
- Articulation and post-course progression rates





# 3 OUR PEOPLE

Be the employer of choice, putting our people first and fostering a culture of wellbeing, continuous learning and professional development

## Strategic Ambition

Strengthen leadership and management capability to inspire excellence and inclusion aligned to our values

Create a culture of wellbeing where staff feel supported, respected, and engaged

Invest in continuous professional learning and development for all staff.

Attract, retain, and develop a diverse, high-performing workforce that reflects our communities

## How we will Measure Success

- Staff participation in CPD
- Staff satisfaction indicators

- Staff satisfaction indicators
- Staff absence and turnover rates

- CPD participation rates
- PDR completion rate

- Workforce inclusion metrics
- Protected characteristics representation
- Staff retention rate







# 4

## OUR PLACE

Be a key enabler, aligning College activity to support place-based wealth building and enabling opportunities for all

### Strategic Ambition

Position the College as an anchor institution for inclusive growth and cohesion

Empower individuals and communities through accessible learning and innovation

Enable economic participation through collaborative community-based learning pathways

Encourage enterprise and champion technology-enabled learning pathways

### How we will Measure Success

- Number of community partnerships
- Community partner satisfaction with College provision

- Local resident participation rates

- Local resident positive post-course progression rates

- Digital course enrolment and progression rates





# STRATEGIC ENABLERS: DIGITAL CAPABILITIES AND SUSTAINABILITY

To underpin and enable the successful delivery of our strategic ambitions, Glasgow Kelvin College will embed two key cross-cutting enablers across all aspects of our work:

Sustainability will be at the heart of our decision-making and campus operations.

We will contribute to climate goals by promoting green skills, embedding environmental awareness into the curriculum, and reducing our own carbon footprint. This aligns with national and regional priorities, positioning the College as a leader in sustainable education and community development.

We will harness the power of digital technology to enhance teaching and learning, improve operational efficiency, and expand access to services and opportunities. This includes investment in digital infrastructure, upskilling staff and students, and promoting digital inclusion to ensure no one is left behind.

Together, these enablers will ensure that our strategic objectives are delivered in ways that are future-ready, inclusive, and resilient.



## Lewis Campbell

**Our former HND Mechanical Engineering student Lewis is now taking up a role as a Graduate Engineer in Energy Systems with WSP UK.**

My name is Lewis Campbell, I'm now 25 and I began studying a HND in Mechanical Engineering at Glasgow Kelvin college when I was 18 and had just left school in 6th year.

I decided to study Mechanical Engineering because I enjoyed STEM subjects at school especially Maths and Physics. I loved to solve problems and think logically and decided that mechanical engineering was the perfect fit.

I chose to study at Kelvin because I was unsure if I would prefer to continue onto further education or seek an apprenticeship or enter the engineering workforce. Obtaining a HND from Kelvin would allow me to do all of these things given the links with universities in Glasgow alongside wider industry. As well as this, the engineering workshops at Kelvin were fantastic which I believed would allow me to obtain hands-on engineering skills which are hard to get at university which is mainly theoretical.

The course provided me with an excellent understanding of the core mechanical engineering principles which allowed me to hit the ground running at university. The practical skills learned in the engineering workshop also allowed me to interact with manufacturing teams during work placements and enhanced my understanding and learning opportunities at university. Access to high quality workshops and the knowledgeable technicians is not widely part of the engineering curriculum at university and I believe this has been one of the most valuable experiences undertaken whilst at Kelvin.

I also enjoyed the campus with the friendly staff and students. The lecturers at Kelvin are what made the experience so fulfilling. The knowledge that the lecturers brought from their time in industry was invaluable in putting the theoretical engineering knowledge into a real world context. The lecturers have wide ranging backgrounds from

Aerospace to Automotive. Their ability to contextualise the knowledge which they were imparting was very inspiring and made it easy and enjoyable to learn.

After graduating from Kelvin with a HND, I decided to continue my studies at the University of Glasgow where I have just graduated with a Masters of Mechanical Engineering.

In the first 6 months of University I received the Autocar Next Generation Award. Due to the short length of time I had been at university most of the skills used to receive this award were obtained at Kelvin College. I later went on to have work placements at McLaren Automotive LTD, Toyota GB LTD, Jaguar Land Rover PLC, Nissan GB LTD, Horiba Mira LTD.

I will now be taking on a role as a Graduate Engineer in Energy systems with WSP UK.



# Siobhan Mackenzie

**Siobhan, our former fashion student has now created designs for Justin Beiber, Team Scotland's 2022 Commonwealth Games kit, Caorunn Gin and the LVMH Group.**

I was ten years old when I decided I wanted to be a fashion designer.

I used to watch my great-grandmother sewing and I was fascinated by it. From a young age, I loved nothing more than learning about design, sketching, and creating outfits.

Born and raised on The Black Isle in the Highlands, I always knew my heritage would play a big part in my designs and future brand. I knew I wanted to promote a slow fashion concept in comparison to the unsustainable fast-fashion industry, and I always had big ambitions for my brand.

The key was seizing an opportunity that would expand my horizons and for me that started at college.



It was a major decision for me to move four hours to pursue my studies – but one I knew I needed to take. I was nervous, especially about moving so far from everything I knew, but I soon realised there was no reason for me to feel like that.

The team at Glasgow Kelvin College were so welcoming that it quickly felt like a second home and the fashion department like a family.

I was incredibly lucky to have such amazing lecturers who went above and beyond for my, and my fellow students', education.

I have such fond memories studying in the fashion department with endless resources and guidance available as well as a nurturing atmosphere, college crucially prepared me for the industry.

It's here that I gained the invaluable knowledge needed to forge a career in my field.

It also gave me the confidence to pursue internship opportunities, one being with Scottish kiltmakers Glenisla where I learned the art of kiltmaking and began to experiment with new techniques. I've since honed this craft, which can be found in many of my collections today.

In the final year of my studies, I won a student competition run through the college with fashion technology software Lectra, where I won CAD licence worth £30k. This was an imperative asset and allowed me to create and communicate bespoke designs to clients throughout the period of launching my business.

College opened up a world of opportunity for me. I had the chance to develop my skills in a supportive environment, and commit time to the thing that I loved the most: fashion.

And I'm very proud that my journey started at Glasgow Kelvin College studying fashion.

## Partnership

### Rosemount Lifelong Learning Centre, Royston

Glasgow Kelvin works in partnership with Rosemount Lifelong Learning Centre in Royston, offering support and educational opportunities in a wide range of subjects including ESOL, Child Development, Photography, Community Development, Wellbeing, Employability, Beauty and Personal Presentation. Vocational and compliance-based qualifications such as Food Hygiene and First Aid are also delivered in this setting. We work together with Rosemount under the Digital Learning Network offering a much-needed provision of digital access for learners, who predominantly come from the local communities.

Without this provision, these learners may not otherwise be able to participate in education and gain valuable qualifications due to difficulties with childcare, finances, time and travel as well as barriers including confidence and self-esteem. In collaboration, we have provided learning to those looking to progress a career as well as young parents, adults returning to work or learners looking to gain critical English language skills. This community partnership makes learning more accessible for a range of adults including those who are long-term unemployed. With programmes tailored to community interests and needs, this provision helps address skills gaps in the local economy.

The learner benefits can be extensive and life changing, including raising aspirations and educational attainment whilst offering pathways to further study, employment and volunteering. Learners often become more resilient in every aspect of their life, and this can help to build stronger communities, reduce poverty, and result in a stronger local economy.

"The long-standing partnership between Rosemount Lifelong Learning and Glasgow Kelvin College demonstrates the real benefits of community learning and collaborative working. For over 20 years, this

partnership has created accessible opportunities for local people in the Northeast of Glasgow to gain new skills, build confidence, and improve their prospects for further education and employment. By delivering flexible, community-based learning, participants are supported to take their first steps back into education in a familiar and welcoming environment. Many learners have gone on to progress into further study at the college, a reflection of the high quality and responsive service provided by Kelvin. This success is built on the dedication of staff at both Rosemount and Kelvin, who work together to tailor programmes to the needs of the community, showing the positive and lasting impact that partnership working can achieve"

Marie Docherty, Operations Manager.



## Angie

"Completing the Food Hygiene course has given me the knowledge and confidence to handle, prepare, and store food safely, ensuring the highest standards of cleanliness and reducing the risk of foodborne illnesses. As we sometimes need to step in for event catering at short notice, I now feel far more confident in doing so while maintaining professional food safety."

## Renuka

"I am very happy to attend the college courses in my local community centre as it improves my skills, gives me the chance to meet new people and has really helped my confidence. I have attended First Aid, Food & Hygiene & PSD."

## Yusef

"I attended the Glasgow Kelvin College Introduction to Photography classes at Rosemount Centre every Thursday. I live locally so I have no travel cost, and the centre provides tea, coffee and snacks. The sessions are interesting, and I am learning so much and the college provides all equipment and materials. The lecturer is very patient and friendly and explains everything clearly. I have also met some friendly people in the class who share the same interests, tips and ideas."

## Learner Case study

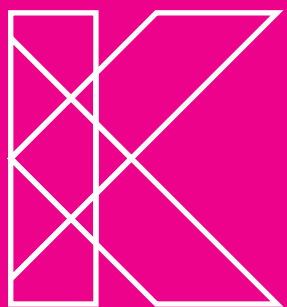
Fiona attended a personal development and employability programme and successfully moved onto a six-month funded job position, which after completion was made permanent. Fiona stated that she had applied for several jobs before coming along to the programme, without success. She believed attending the programme helped boost confidence and offered guidance and support on how to navigate the job market, including applications, interview techniques and where to search for jobs.





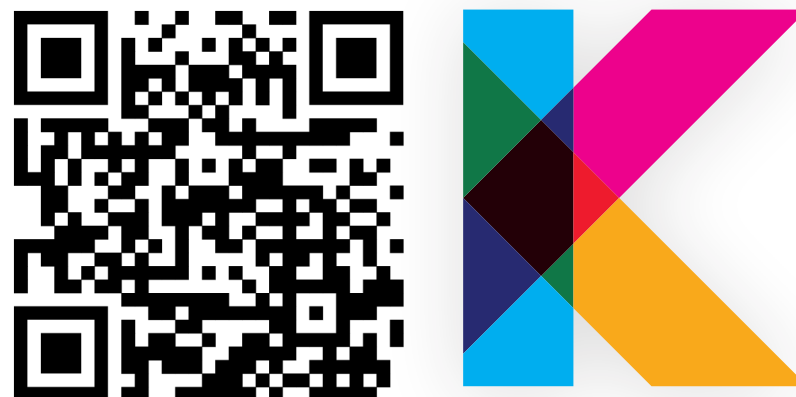
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