

GLASGOW KELVIN COLLEGE

Academic Board Committee - 01 May 2026

Meeting Community Needs 2025-26

Report by Senior Curriculum Manager, Leisure Industries, Sports and Communities

1. Introduction

Community Engagement is central to the College mission, our curriculum offer and wider role. This report reviews Glasgow Kelvin College's approach to community engagement in 2025–26 and identifies priorities for future development.

The report outlines:

- The operating environment in which our community activity is delivered
- The College's approach to meeting community needs across a range of delivery models
- Illustrative evidence of reach, impact, and learner benefit
- Reflections on effectiveness in 2025–26 and priorities for future development

Community engagement at Glasgow Kelvin College is not a single strand of activity; it is a coherent, place-based approach that connects hubs, outreach, youth work, family learning, literacies, and digital access into an inclusive learning network. The work described below plays a critical role in widening access, tackling child and family poverty, supporting wellbeing, and enabling progression into further learning, employment, and positive destinations.

2. Operating Context

Glasgow Kelvin College serves communities with some of the highest levels of deprivation in Scotland, including a high proportion of SIMD10 and SIMD20 postcodes. Many individuals and families face intersecting barriers related to poverty, low educational attainment, poor mental and physical health, language barriers, caring responsibilities, and social isolation.

Against this backdrop, the College operates as a community anchor institution, using its physical assets, professional expertise, and trusted local relationships to:

- Reduce barriers to engagement with learning
- Provide safe, welcoming environments for people of all ages
- Support re-engagement for those excluded from mainstream education
- Strengthen pathways into further education, training, and employment

Community engagement activity is aligned with national and regional priorities, including tackling child poverty, widening access, improving wellbeing, and supporting inclusive economic growth. Importantly, much of this work sits outside traditional college funding models, requiring innovation, partnership working, and a strong commitment to social purpose.

3. Community and Youth Hubs

3.1 Purpose and Approach

The College's Community and Youth Hubs at Easterhouse and Springburn campuses provide safe, inclusive spaces for children, young people, adults, and families. Using a family-focused, trauma-informed model, the hubs offer flexible drop-in provision alongside structured learning opportunities.

Delivery is underpinned by collaboration between Community Learning and Development (CLD) staff and teaching teams, enabling a blend of youth work, wellbeing support, creative learning, physical activity, and certificated outcomes.

3.2 Illustrative Reach and Activity (2025)

- Over 1,100 beneficiaries engaged across hubs
- Strong representation from SIMD10 communities
- Engagement across age groups: children (5–11), young people (12–18), parents, carers, and whole families
- Regular access to shared meals, addressing cost-of-living pressures



4. Youth Access within Hubs

Youth Access provision forms a core part of hub activity, supporting young people who are disengaged, at risk of exclusion, or experiencing complex personal circumstances.

Across Easterhouse and Springburn hubs in 2025/26:

- Young people achieved over 120 SCQF Level 3 benchmarked certificates
- Delivery included digital safety, alcohol awareness, emotional wellbeing, and social networking
- Strong creative offer including visual arts, music, and Arts Award progression
- STEM activities, VR learning, and digital skills development

- One-to-one support for college applications, UCAS, employability, and personal challenges

Relationship-based practice, choice, and non-judgemental environments were critical to engagement, particularly for young people with additional support needs, including those with ASD.



5. Family Wellbeing and Kinship Support

The Community Hubs also provide targeted support for families, including kinship carers and grandparents with full-time caring responsibilities.

Key Features

- Weekly nurture sessions delivered in partnership with Health and Social Care
- Parallel provision for children and carers
- Activities supporting routine, stability, confidence, and emotional wellbeing

Impact

- Reduced isolation for carers
- Improved wellbeing and confidence for children experiencing trauma
- Strengthened family routines and relationships
- Increased trust in services and community connection

This work demonstrates the College's role in supporting hidden carers and families facing complex challenges, contributing directly to child poverty mitigation and preventative outcomes.



6. Wider Outreach and Widening Access Curriculum

6.1 Community-Based Skills Development Service

The College delivers an on-demand, partner-led outreach service across the North East of Glasgow, working with over 20 community organisations.

Delivery Model

- Accredited and non-accredited provision
- 1-day workshops to 12-week programmes
- Delivery 5 days per week in community venues

Illustrative Activity (2025)

- Around 140 classes delivered
- Over 1,500 adult participants
- Subject areas included personal development, employability, health and safety, REHIS, resilience, family learning, and vocational tasters

This service supports adults to build confidence, skills, and capacity within their household context, often acting as a first step back into learning.



7. Literacies, Languages, and Essential Skills

A flexible, year-round core skills offer supports individuals facing barriers related to language, literacy, confidence, and prior educational experience.

Key Strands

- Care Leaver Education Service (CLES)
- Routes to Learning for women in challenging circumstances
- Adult Literacy and Numeracy (ALN)
- ESOL for community integration and employability

These programmes play a critical role in improving educational readiness, enabling progression, and supporting equality of access for minority and vulnerable groups.



8. Learning Centres and Digital Offer

8.1 Digital Learning Network

The Glasgow Kelvin Digital Learning Network provides a shared ICT infrastructure across more than 30 community locations, supporting access to:

- Secure internet and Wi-Fi
- College-maintained PCs and software
- Printing and digital learning resources

8.2 Digital Learning and Inclusion

The network enables:

- Digital access for those unable to study on campus
- Online and blended delivery models
- Support for community partners to deliver learning locally

Digital skills development is increasingly integrated across all community provision, supporting employability, confidence, and access to services.



9. Effectiveness and Impact

Across all areas of community engagement in 2025–26, consistent outcomes are evident:

- **Improved access to learning** for individuals excluded from mainstream provision
- **Positive engagement and retention** through relationship-based practice
- **Tackling child and family poverty** through whole-family support, food provision, and skill development
- **Improved wellbeing and confidence**, reducing isolation
- **Clear progression pathways** into college courses, further learning, and employment

Impact is captured through enrolments, certificated outcomes, learner and partner feedback, and qualitative case studies.

10. Reflections and Priorities for 2026–27

Reflections on Effectiveness

The College's community engagement model is effective because it is:

- Place-based and responsive to local need
- Trust-led and relational rather than compliance-driven
- Flexible in delivery models and learner pathways
- Integrated across youth, adult, family, and digital provision

However, sustainability remains a challenge due to funding misalignment with traditional college metrics.

Priorities for the Coming Year

- Consolidating and evidencing impact for quality and funding bodies
- Expanding certificated progression opportunities within hubs
- Strengthening Youth Access pathways into further education

- Enhancing digital inclusion and online learning content
- Continuing to align delivery with child poverty action plans
- Deepening partnership working across health, education, and third sector organisations

These priorities will be progressed through Faculty management planning and operating structures.

11. Conclusion

Community engagement is central to Glasgow Kelvin College's identity and mission. Through hubs, outreach, youth work, literacies, and digital access, the College continues to meet community needs in meaningful, measurable, and transformative ways.

This work supports quality, access, and enhancement across the institution and provides strong evidence of the College's contribution to learners, families, and communities in 2025–26.

12. Recommendations

Members are asked to note the contents of the report.

Further Information

Members can obtain additional information on the contents of this report from John Montgomery, Senior Curriculum Manager, Leisure Industries, Sports and Communities

Glasgow Kelvin College
JM
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