

GLASGOW KELVIN COLLEGE

Academic Board - 4 September 2026

2025-26 Student Feedback Analysis & Actions

Report by Assistant Principal - Performance Planning & Student Experience

1. Introduction

Gathering and acting on learner feedback is a key part of the College's approach to including students as co-authors of their learning experience, and ensuring they are active partners in enhancement. As well as widespread localised feedback and consultation through class representation systems, the College uses a number of centralised feedback mechanisms, including:

- Meet the Managers events (Blocks 1, 2 and 3)
- Stop & Check learner surveys (Blocks 1 and 2)
- The Student Satisfaction & Engagement Survey (national sector survey and SFC requirement, supplemented by further College-specific questions)
- Learner Focus Groups (Blocks 2 and 3)

During AY 2025/26, these collectively demonstrated a highly positive learner experience, with consistently strong satisfaction levels across learning, teaching, support services and college experience. Feedback also evidences a responsive culture, with students recognising improvements made in response to their concerns. However, recurring themes around communication, assessment feedback, practical learning opportunities, class sizes, facilities and student influence indicate further enhancement priorities.

2. Overview of Learner Feedback Activity

Activity	Time	Engagement Type & Level
Stop & Check 1 (The College Experience)	Sep 25	Potentially all students: 1,988 responses
Meet the Managers Block 1	Oct 25	Class Reps and Students' Association feedback
Meet the Managers Block 2	January 26	Class Reps and Students' Association feedback
Stop & Check 2 (The Learner Experience)	Nov/ Dec 25	Potentially all students: 2,048 responses
Learner Focus Groups Round 1	Throughout Block 2	Targeted class groups – qualitative feedback
Student Satisfaction & Engagement Survey	April 26	Potentially all students: 1,911 responses
Learner Focus Groups Round 2	Throughout Block 3	Targeted class groups – qualitative feedback
Meet the Managers Block 3	May 26	Class Reps and Students' Association feedback

3. Summary of Stop and Check Survey Feedback

Two 'Stop and Check' surveys are organised annually. These are:

- Stop & Check 1 (The College Experience) – conducted within the first 6 weeks of a course to identify any 'settling in' issues and to check that students understand what they have to do and their needs are being met.
- Stop & Check 2 (The Learner Experience) – conducted at the end of Block 1 (weeks 10-12) to request feedback on teaching and learning experiences in order to influence curriculum delivery for the remainder of the course.

The following is a summary of Stop and Check feedback for 2025-26:

- Stop & Check 1 Feedback – The College Experience.
The early-course Stop & Check 1 survey presented a strongly positive picture of students' initial settling-in experience, with 95% indicating they felt they were on the right course, 97% saying they understood what they had to do, 90% knowing how to access support, and 94% happy with the type of learning provided. Overall satisfaction was also high, with 58% very satisfied and 41% satisfied with their college experience to date. Areas for development were relatively focused rather than systemic: 15% were "not sure" about satisfaction with Student Support Services and 8% were "not sure" how to get support, suggesting scope to strengthen early signposting and reassurance. Student comments also point to some curriculum-level issues, including requests for more modern course content, clearer career options, appropriate materials, and more time in college to complete and understand assignments.
- Stop & Check 2 Feedback – The Learner Experience
The Stop & Check 2 survey indicated that students remained broadly positive about their learning experience later in Block 1, with 58% rating learning environments as supporting them "very well" and 40% "quite well"; 58% rating learning materials "very well" and 39% "quite well"; and 62% saying the course team explained learning goals and progress "very well", alongside 35% "quite well". The strongest preferences for learning activities were presentations, practical activities, working with other students, and practice tests or assessments, suggesting that students value a mix of structured input, applied learning and collaborative activity. Areas for development emerging from the comments included making instructions clearer or slower-paced, improving the structure of tasks and depth of explanation, considering the balance of breaks, encouraging more team activity, and addressing classroom distractions such as mobile phone use.

4. Meet the Managers Activity

Meet the managers is a student-led engagement session held between the Students' Association, Class Representatives and members of Senior College Management. Prior to the meetings, Class Representatives and the Students' Association consult with students on how wider services were working and if there are any issues we could address. They then prepare a Powerpoint highlighting both positive feedback and areas which could be improved. At each Meet the Managers meeting, the Students' Association present their findings to Senior College Service Managers from Digital, Estates, Catering and Student Funding Services. Managers have an opportunity to respond to issues raised

and following this, Class Representatives can ask further questions directly of management. After the meetings, managers consider the issues raised and develop a set of responses in a 'you said – we did' format which is shared with students.

Across the three meet the managers sessions the following areas were either highlighted as working positively or identified as areas of student issue/concern.

Positive themes identified by students

- Students consistently highlighted supportive, approachable and helpful teaching staff, with positive feedback on clear explanations, good quality teaching, relevant learning materials and the availability of help when needed.
- The College environment was described as welcoming, inclusive and positive, with students identifying respectful staff-student relationships, a safe atmosphere, and supportive class and departmental cultures.
- Students valued the range of support available, including guidance and learner support services, additional help, tailored support for specific groups such as ESOL learners, and wider wellbeing provision.
- Digital systems, particularly Microsoft Teams, were recognised as supporting communication, access to information and student organisation, while students also valued accessible timetables and online systems.
- Facilities and resources were also noted positively, including the new Social Hub, sports facilities, minibuses, libraries, IT access, specialist learning spaces, study materials and access to water across the College.
- By Block 3, students also recognised improvements in communication and engagement, including Student Association communications, pop-up stalls, class representative issues being addressed, and a smoother start to learning through clearer welcome communication and enrolment arrangements.

Areas for development identified by students

- Students asked for continued improvement in teaching and learning processes, including more regular and timely assessment feedback, clearer communication from lecturers, more evenly spread assessments, more practical or hands-on learning in some areas, and additional revision or one-to-one support where needed.
- A recurring theme was the need to manage class size, timetabling and learning spaces more effectively, including concerns about large classes, open-plan or noisy rooms, lack of quiet spaces for online learning or study, and requests to avoid mixing online and onsite learning within the same day.
- Students identified a number of facilities issues, including toilet cleanliness and refurbishment, classroom temperature, broken furniture or screens, lack of power sockets, insufficient lockers, noise in library areas, and the need for better maintenance of specific spaces.
- Catering and cost-of-living concerns were raised across the feedback, including food variety, portion sizes, healthier options, snacks throughout the day, gluten-free provision, milk alternatives, hot water access, and breakfast options at Easterhouse.
- Students also raised digital and ICT issues, including slow or unsuitable devices, colour printing, Wi-Fi or mobile signal in some areas, touchscreen functionality, laptop access, and the need for IT induction or training at the start of courses.
- Wider student experience issues included requests for more clubs, societies, enrichment activities, trips, peer mentoring, mentorship hubs, clearer progression support, and stronger class representative training and communication.

Summary of College responses to Meet the Manager learner feedback

The College used the Meet the Managers process as a direct “you said, we did” feedback loop, with actions taken or planned across curriculum, estates, student services, ICT, catering and facilities. Responses included feeding teaching-related issues back through staff briefings and Faculty management meetings; asking Faculty managers to review timetabling, class sizes, lab seating and arrangements for online learning; highlighting assessment feedback and practical learning requests to lecturing staff; and referring curriculum suggestions, such as an HNC Sports Coaching programme, to the relevant department for planning consideration.

The College also responded to facilities concerns through practical actions such as ordering coat hooks, replacing chairs, investigating room conditions, refurbishing toilets, reviewing quiet study and prayer space options, making additional lockers available, and using student feedback to help prioritise estates budget decisions. ICT responses included replacing Mac labs, improving Wi-Fi access in the East End hair salon area, checking Lapsafe devices, replacing printers, checking classroom touchscreens, and raising IT induction requests with Faculty and the Student Association.

Student Services responses included developing UCAS and progression support, promoting guidance appointments, classroom wellbeing visits, pop-up wellbeing stalls, and work with the Student Association to establish clubs and societies. Catering feedback was shared with Baxter Storey, with responses including review of snacks, healthier options, portion sizes, salad bar provision, new menus, expanded food choices and theme days, while limitations around guaranteed gluten-free preparation were also explained.

5. National Student Satisfaction Survey

The national Student Satisfaction & Engagement Survey demonstrates very strong levels of satisfaction across the institution. Trend data shows that overall satisfaction increased from 92% in 2021–22 to 96% in 2025–26, with satisfaction remaining consistently high across the five-year period. This indicates that most students experience the College as supportive, inclusive and effective, even though successful completion and non-completion rates vary between learner groups.

2021-22 to 2025-26 Student Satisfaction Trends

National Student Satisfaction Survey Prompt	2021-22	2022-23	2023-24	2024-25	2025-26	5-Year Change
Overall, I am satisfied with my college experience	92%	95%	95%	95%	96%	4%
Staff regularly discuss my progress with me	88%	92%	91%	91%	90%	2%
Staff encourage students to take responsibility for their learning	99%	98%	98%	98%	98%	-1%
I am able to influence learning on my course	92%	93%	93%	93%	92%	0%
I receive useful feedback which informs my future learning	93%	94%	93%	93%	93%	0%
The way I'm taught helps me learn	89%	93%	93%	92%	93%	4%
My time at college has helped me develop knowledge and skills for the workplace	91%	96%	94%	95%	95%	4%
I believe students suggestions are taken seriously	89%	88%	89%	88%	90%	1%
I believe all students are treated equally and fairly by staff	91%	92%	93%	93%	93%	2%
Any changes in my course or teaching have been communicated well	85%	90%	91%	89%	91%	6%
The online learning materials for my course have helped me learn	87%	91%	92%	92%	93%	6%
I feel that I am part of the college community	80%	87%	86%	88%	88%	8%
The College Students' Association influences change for the better.	91%	94%	93%	95%	94%	3%
College Facilities met my needs.	73%	77%	87%	86%	90%	17%
Student Support Services met my needs.	96%	93%	95%	95%	95%	-1%
ICT Services met my needs.	92%	94%	95%	96%	96%	4%
Admissions Services met my needs	96%	97%	96%	96%	95%	-1%
College Library Services met my needs.	92%	96%	94%	96%	97%	5%
Student Funding and Finance services met my needs.	88%	90%	91%	88%	91%	3%

The data shows consistently strong performance across many aspects of learning and teaching. In 2025–26, 98% of students agreed that staff encourage students to take responsibility for their learning, 93% agreed that the way they are taught helps them learn, 93% agreed that they receive useful feedback, and 95% agreed that their time at College has helped them develop knowledge and skills for the workplace. These results suggest that students generally view the quality of teaching, feedback, independence-building and skills development positively. This supports the view that the College has a strong learning and teaching culture, underpinned by staff commitment and a clear focus on employability and future learning.

There is also evidence of improvement in the wider learning environment. The largest five-year improvement is in College facilities, which increased from 73% in 2021–22 to 90% in 2025–26. Online learning materials also improved from 87% to 93%, while ICT Services increased from 92% to 96% and Library Services increased from 92% to 97%. This provides a strong positive narrative about investment in the student learning environment, digital infrastructure and learning resources. It also aligns well with the SIA evidence on library services, digital inclusion, estates improvements and the broader support environment.

A further positive trend is students' sense of belonging. The proportion of students agreeing that they feel part of the College community increased from 80% in 2021–22 to 88% in 2025–26. This is one of the largest improvements and is particularly relevant to the student outcomes analysis, because belonging, engagement and connection are all important contributors to retention and success. However, despite the improvement, this remains the lowest scoring item in 2025–26 and will continue to be a focus of enhancement activity, particularly for learners who may be at greater risk of withdrawal.

The data also suggests that student voice and influence are positive but should remain an enhancement priority. In 2025–26, 92% of students agreed that they are able to influence learning on their course, while 90% agreed that student suggestions are taken seriously. These are positive results but they are among the lower scoring satisfaction indicators and have shown limited movement over five years. The indicator on influencing learning remained unchanged at 92% between 2021–22 and 2025–26, while the indicator on student suggestions being taken seriously increased only slightly, from 89% to 90%. This suggests that the College has effective mechanisms for gathering student feedback,

but needs to continue to strengthen the visibility of student influence and the consistency with which students see feedback translated into action.

Overall, the survey trend data suggests a positive student experience narrative, with students reporting high satisfaction and a growing sense of community. However, when read alongside the outcomes data, it is notable that a positive student experience does not translate into equitable outcomes for all groups. The College will therefore continue to focus on improving those satisfaction indicators which are relatively low and in particular, strengthening the role of responding to learner voice in enhancement activity.

6. Learner Focus Groups

Learner focus groups were carried out by Learner Engagement and Quality Enhancement staff in two phases across Blocks 2 and 3. The first round targeted class groups with lower retention and achievement indicators from the previous academic year, while the second round broadened participation to ensure a more balanced spread across faculty areas and course levels. Course-specific issues identified through the focus groups were addressed directly through Senior Curriculum Managers and Curriculum Managers.

At institutional level, the themes emerging from the focus groups were broadly consistent with other feedback mechanisms. Students were positive about lecturer support, student support services and the overall learning environment, while also identifying areas for development around learning resources, communication, facilities and awareness of Students' Association activity. This confirms the value of focus groups as a complementary qualitative mechanism, particularly for exploring issues that may sit beneath headline survey satisfaction rates.

7. Key Positive Themes (from all feedback mechanisms)

Across the full range of feedback mechanisms, students presented a consistently positive view of their learning experience. The strongest recurring themes were the quality of teaching, the supportiveness and approachability of staff, the availability of wider student support, and improvements in the learning environment. The consistency of these messages across early-year surveys, Meet the Managers feedback, learner focus groups and the national Student Satisfaction and Engagement Survey provides a strong evidence base for the College's positive student experience narrative.

Quality of Teaching and Staff Support

Across all feedback sources, students consistently praised lecturers and staff support. Comments in both Stop & Check surveys highlighted positive relationships with lecturers, effective support and good learning experiences. Students frequently identified teaching staff as a major strength of their college experience. The national Student Satisfaction and Engagement Survey also indicates strong levels of satisfaction with learning and teaching, including positive responses around teaching approaches, feedback, progress discussions and support for learning.

Student Support Services

Feedback across the year indicates that students value the range of support available to them, including guidance, learner support, wellbeing activity, progression support and one-to-one support services. Meet the Managers feedback particularly identified appreciation for progression support, UCAS guidance, wellbeing initiatives and tailored

support for specific learner groups. This positive picture should also be read alongside early-year Stop & Check feedback, where a minority of students were unsure about how to access support or about their satisfaction with Student Support Services. This reinforces the need to continue strengthening early signposting, visibility and reassurance for students at the start of their course.

Feedback Loops and Impact

The Meet the Managers “You Said, We Did” evidence demonstrates that the College has established visible feedback loops between students, the Students’ Association, class representatives and senior managers. Examples include toilet refurbishment programmes, improved Wi-Fi access, replacement of Mac labs and printers, furniture repairs, classroom improvements, expanded food options, development of social and study spaces, and increased wellbeing and progression activity. This provides clear evidence that learner feedback is not only gathered but used to inform operational decision-making and enhancement planning.

8. Emerging Trends

Communication

Communication remained a recurring theme throughout the year. Early feedback identified a need for clearer communication around learning expectations, assessment deadlines, use of Microsoft Teams, and course-level changes. Later survey results show strong satisfaction with aspects of learning support and progress discussion, which is consistent with positive action during the year. However, the persistence of communication-related comments across feedback mechanisms indicates that consistency of communication should remain a priority for AY 2026/27.

Practical and Active Learning

Students generally identified practical and active learning as preferred approaches. The most commonly preferred learning activities included presentations, practical hands-on activities, collaborative learning with peers, and practice tests and assessments. Student comments and wider feedback later in the year showed continued demand for more practical learning, increased workshop and lab activity, real-world experiences and more group learning opportunities. This demand remained consistent across feedback events and illustrates the importance of learning and teaching approaches that are active, applied and engaging. The Kelvin Learning Model, launched in AY 2025/26, reflects this direction of travel, and its further embedding in AY 2026/27 should support this learner demand.

Response Rates

Available survey participation data indicates improved engagement in AY 2025/26, including a notable increase in responses from FE Part-Time learners in the national Student Satisfaction and Engagement Survey. This reflects a deliberate management and Faculty focus on increasing survey participation as part of the College’s wider approach to learner voice and enhancement. Continued work to improve response rates will help ensure that feedback is representative, meaningful and useful for planning improvement.

9. Enhancement Priorities

Assessment

Feedback throughout the academic year illustrated demand for more even scheduling of assessments across programmes, additional revision and formative assessment

opportunities, and faster return of marked assessments. While wider survey results indicate that students are generally positive about feedback and support for learning, assessment-related comments recurred across several feedback mechanisms. This suggests that the College should continue to support curriculum areas to share effective practice in assessment scheduling, formative feedback and timely return of assessed work.

Class Size and Individual Support

Feedback during the year identified concerns about large class sizes and the impact this can have on individual tutor support, access to resources and the learning environment. This related particularly to some unexpectedly large cohorts in Science. The College responded by reviewing offer modelling and, where possible, splitting classes for practical work. However, continued learner feedback indicates that the impact of class size remained a concern in some areas and should therefore remain an enhancement priority for curriculum planning in AY 2026/27.

Facilities and Learning Environment

Although Meet the Managers feedback shows that students recognise many recent improvements in the estate and learning facilities, recurring issues remain around quiet study areas, classroom temperature, power socket availability, parking, toilet facilities and catering. In relation to catering, student comments particularly focused on choice, value for money, healthier options and availability across the day. The College has taken action in a number of these areas, but the persistence of these themes indicates that estates, facilities and related services should remain a visible part of the learner voice and enhancement agenda.

Students' Association Visibility

Although feedback suggests high satisfaction among learners with regard to their voice and ability to influence their learning, satisfaction with the visibility and impact of the Students' Association was less consistently strong. This appears to relate mainly to limited awareness of the Students' Association's role and activities, rather than dissatisfaction with its services. The Students' Association has devised an action plan for AY 2026/27, focused primarily on increasing visibility across campuses, strengthening student access, and improving communication with learners.

10. Actions taken during AY 2025/26

The College implemented a number of changes during the academic year in response to student feedback, including:

- Launch of the Kelvin Learning Model to support learning, teaching and assessment approaches that meet identified learner needs.
- Staff development initiatives to enrich learning and teaching, including Teaching Development Lead activity.
- Estates and facilities improvements, including toilet refurbishment, provision of additional student lockers, improvements to student spaces such as the faith room and Student Hub, and improved Wi-Fi.
- Expanded wellbeing activity, including greater visibility of wellbeing support and targeted engagement with students.

- Improvements to catering provision, including work with the catering provider to review food choice, healthier options and availability.
- Review of timetabling, rooming and class-size issues where concerns were raised by students.
- Continued development of progression support, including UCAS guidance, personal statement support and wider next-step advice.

11. Recommendations for Actions AY 2026/27

The following actions are recommended for AY 2026/27:

- Continue to embed the Kelvin Learning Model, with particular emphasis on practical, active and applied learning.
- Expand and share effective assessment feedback practice across curriculum areas, including timely feedback, formative assessment and clearer assessment scheduling.
- Continue to review class-size planning, offer modelling and access to specialist resources in areas where student feedback has identified pressure points.
- Strengthen consistency of communication with students, including use of Microsoft Teams, assessment deadlines, course changes and progress updates.
- Increase the visibility of the Students' Association through stronger cross-campus presence, clearer communication and increased on-campus events.
- Continue to improve estates, facilities and resources where possible, with particular attention to quiet study spaces, toilet facilities, power access, catering, lockers and learning environments.
- Maintain and further develop visible "You Said, We Did" feedback loops so that students can see how their feedback influences decisions and improvements.

12. Conclusion

Learner feedback during AY 2025/26 presents a positive picture of the student experience at the College. Students value the quality of teaching, supportive staff, learning resources and wider student support available to them. Satisfaction levels remain consistently high across major surveys and engagement activities, and feedback from students indicates that the College provides a welcoming, inclusive and supportive learning environment.

The evidence also demonstrates a mature feedback culture in which students actively contribute to enhancement and the College responds visibly to concerns raised. While recurring themes around assessment feedback, communication, practical learning opportunities, class sizes and facilities remain, these represent enhancement opportunities rather than fundamental weaknesses. Continued focus on these priorities during AY 2026/27 should support further improvements in learner satisfaction, engagement, retention and success.

13. Impact on Students

Continuing improvement in seeking and responding to learner feedback will contribute to the ongoing enrichment of the student experience and further embed students as co-authors of their learning experience. The feedback mechanisms outlined in this report support a culture in which students can influence change, raise concerns, identify what is working well and contribute to the continuous enhancement of learning, teaching and support.

14. Resource Implications

There are no new direct resource implications arising from noting this report. However, a number of the enhancement actions identified, particularly in relation to estates, facilities, digital resources, catering and staff development, will continue to require prioritisation through existing planning, budgeting and staffing processes.

15. Equality

The feedback mechanisms outlined in this report are designed to ensure that a diverse range of student voices are represented within institutional decision-making. Increasing survey participation, targeted focus group activity and representative structures support the College's commitment to equality, inclusion and equitable student outcomes. Continued attention to participation across different learner groups will help ensure that enhancement activity is informed by a broad and representative evidence base.

16. Risk and Assurance

Continued improvement in gathering and responding to learner feedback will remain a key factor in College enhancement and assurance. Effective learner voice mechanisms help reduce risks in relation to retention, achievement, learner engagement and compliance with awarding body and quality enhancement expectations. The evidence outlined in this report provides assurance that the College has established mechanisms for identifying student concerns, responding to feedback and using learner voice to inform improvement.

17. Data Protection

There are no data protection implications of this paper.

18. Recommendations

Members are recommended to:

- i. note the College's continued improvements in gathering and responding to learner feedback; and
- ii. to the various noted actions and recommendations contained in this report.

19. Further Information

Members can obtain additional information on the contents of this report from John Clarke, Assistant Principal: Performance, Planning & Student Experience
Glasgow Kelvin College