

GLASGOW KELVIN COLLEGE

Academic Board - 4 September 2026

Strategic Impact Analysis 2026-27

Report by Vice Principal – Education, Skills and Student Success

1. Introduction

The College's Strategic Impact Analysis (SIA) is attached for noting (annex a). The SIA has been prepared as part of the College's Tertiary Quality Enhancement Review (TQER) and provides a high-level, evidence-based evaluation of the College's impact, progress and continuing enhancement priorities, supported by the accompanying Advance Information Set. For 2026-27, the SIA replaces the college-level Self-Evaluation and Action Plan (SEAP).

2. Strategic Impact Analysis- Key Points

The SIA 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 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

There are no issues identified that could impact students as a direct result of this report.

4. Equalities

There are no equality implications arising directly from this report.

5. Risk and Assurance

There are no equality implications arising directly from this report.

6. Data Protection

There are no data protection implications arising directly from this report.

7. Environmental and Sustainability

There are no environmental and sustainability implications arising from this report.

8. Recommendations

Members are recommended to:

- note the Glasgow Kelvin College Strategic Impact Analysis 2026;
- recognise the significant progress made in implementing the College's 2025–26 enhancement priorities and strengthening learner experience and outcomes; and
- note the continuing priorities identified for the College's next cycle of enhancement planning.

9. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton: Vice Principal – Education, Skills and Student Success: rashton@glasgowkelvin.ac.uk



Glasgow Kelvin College

Strategic Impact Analysis for Tertiary Quality Enhancement Review

2026

Introduction: Glasgow Kelvin College — Context, Purpose and Strategic Direction

Glasgow Kelvin College is proud to be rooted in the northeast of Glasgow. While our reach extends across the city and wider region, our identity, purpose and sense of responsibility are strongly shaped by the people, places and communities closest to our campuses. We operate across three campuses and support around 14,000 students each year through accessible lifelong learning, vocational education, community-based learning and skills development. We see our role as delivering learning which widens opportunity, builds confidence, supports progression and contributes to inclusive social and economic change in our communities.

The College's strategic direction is framed through [Glasgow Kelvin 2030: A Strategy for a Future Ready College](#)¹. Our strategic vision is '*Transforming lives through education*', and our mission is to enhance learners' aspirations, careers and lives through accessible, inclusive, high-quality lifelong learning. The College's strategic plan is organised around the four ambitions of 'Our Students, Our People, Our Partners and Our Place' and is underpinned by the cross-cutting enablers of digital capability and sustainability. Our College values are expressed through the TIME framework: Trust Through Transparency, Inclusive and Welcoming, Make Meaningful Opportunities, and Excellence Created Together.

The College plays an important role as an anchor institution. Its purpose extends beyond qualification delivery to supporting inclusive growth, widening participation, community cohesion and economic participation. [Economic impact analysis](#)² estimates that in 2023–24 Glasgow Kelvin College generated £194 million in benefits for Scotland, including operational, wellbeing, qualification and wage-premium benefits. Community learning is also central to Kelvin's identity, providing accessible learning routes in local neighbourhoods and helping adults, young people and families build confidence, skills and routes into further learning or work. Our place-based role is strengthened further through regional collaboration, including the Glasgow Colleges Leadership Group with City of Glasgow College and Glasgow Clyde College, and Colleges Partnership West, which brings together colleges across the wider Glasgow City Region. These structures help support shared regional planning, collaboration and alignment around learner pathways, skills needs and the contribution colleges make to inclusive economic and social development.

Glasgow Kelvin works in one of Scotland's most complex and challenging environments, shaped by significant social and economic inequality but also possessing strong community assets, resilience and huge potential. The northeast of Glasgow has significantly high levels of deprivation, unemployment, health inequality and wider social and economic disadvantage. Over half of data zones in the northeast are in SIMD10, and our learner profile reflects this context, with around 40% of our students from the most deprived communities, more than double the Scottish college average. Many of our learners come to Glasgow Kelvin having experienced poverty, disrupted educational journeys, digital exclusion, low confidence, caring responsibilities, disability, health challenges, language barriers or limited previous access to progression opportunities.

This context shapes the way the College works. For many learners, success depends not only on access to a course, but on sustained support, clear pathways, trusted relationships, confidence-building, inclusive learning, practical help and a learning environment that recognises the realities of students' lives. The College's approach to curriculum, quality, learning and teaching, student support and student partnership is therefore shaped by learner need, informed by evidence, and rooted in the communities we serve.

This Strategic Impact Analysis should therefore be read in the context of Glasgow Kelvin's distinctive operating environment and role. The College serves communities where educational participation, economic opportunity, health, wellbeing and social inclusion are deeply connected. This means our work must be broad, delivering qualifications but also raising aspirations, reducing barriers, building confidence, supporting wellbeing, responding to employer need and contributing to community regeneration.

This SIA evaluates how effectively the College is delivering that mission through the four principles of the Tertiary Quality Enhancement Framework (TQEF). It presents a high-level evaluative overview of our impact, learning and continuing enhancement priorities, linking to more detailed supporting evidence contained within our Advance Information Set.

¹ AIS Reference: 0101 GKC Strategic Plan 2030

² AIS Reference: 0105 GKC Economic and Wellbeing Impact Report

Summary of Progress on 2025–26 SEAP Improvement Actions

The College's 2025–26 SEAP identified five cross-college quality enhancement priorities. Overall, **good or strong progress** has been made across all five actions. The strongest progress has been in moving from planning to implementation such as progressing curriculum review actions linked to future skills needs, launching and beginning to embed the Kelvin Learning Model, and putting in place a new Institution Led Quality Review (ILQR) process.

Enhancement Action 1. Increase Staff Participation in College Teaching Development Activity

Progress: **Good progress**. The College has strengthened the structure, profile and participation levels in teaching development activity, particularly through the launch of the [Kelvin Learning Model](#)³. This provides a shared College-wide language for high-quality learning and teaching and connects the College's Learning and Teaching Strategy, TQEF principles and classroom practice. The model was launched through staff development activity involving almost over 90% of teaching staff, with 30 course teams completing a RAG-rated self-evaluation. Early analysis identified strong practice in practical and experiential learning, supportive learning and flexible delivery, while highlighting further development needs around industry relevance and explicit embedding of meta-skills. The next stage is to embed the model consistently into college professional development and self-evaluation processes, as well as strengthening evidence of its impact on measureable student outcomes.

Enhancement Action 2. Align our Curriculum and Learning and Teaching Approaches to Identified Curriculum Asks

Progress: **Strong progress**. The College has made significant progress in implementing the findings of a widescale curriculum review which resulted in the strategic report entitled: [Meeting Glasgow's Future Skills Needs](#)⁴. The curriculum review identified the following six future curriculum asks:

Glasgow Kelvin College Identified 'Curriculum Asks'

Meeting Glasgow's future skills needs by...					
1	2	3	4	5	6
...supporting Priority Growth Sectors	...enhancing Flexibility and Strengthening Employer Co-Design	...prioritising Employability and Work-Ready Meta-Skills	...creating Inclusive and Supportive Pathways for All Learners	...developing Students' Digital and AI Capabilities	...driving Efficiency and Contributing to Public Service Reform

Very good progress has been made towards meeting these asks, including proposals to expand Engineering provision, remodelling Health and Social Care delivery, developing Science and Life Sciences pathways, progressing ESOL and Engineering proposals, establishing a college wide approach to metaskills development, and establishing a Curriculum Optimisation and Resource Efficiency group. The next stage is to monitor the impact of these developments on recruitment, progression, employer engagement, efficient delivery and alignment with regional skills needs.

Enhancement Action 3. Continue to Increase Student Success Rates

Progress: **Good progress, with further improvement required**. Improving student success remains a central College priority. Risk-based quality enhancement arrangements are now more embedded, including IMPACT Plans, At-Risk Reviews, Power BI dashboards and more structured management review. These approaches are supporting earlier identification of underperformance and more focused course-level action. There is evidence that targeted intervention is contributing to improved outcomes in a number of areas, alongside wider work to strengthen transition, support, engagement, curriculum design and learning environments. However, student success remains an ongoing priority, particularly where outcomes remain below national benchmarks or where withdrawal and partial success remain higher than desired.

³ AIS Reference: 0109 Development of Kelvin Learning Model and AIS 0110 Implementation Update

⁴ AIS Reference: 0704 Meeting Glasgow's Future Skills Needs and AIS 0705 Implementation Update (February 25)

Enhancement Action 4. Continue to Strengthen Quality and Self-Evaluation Arrangements

Progress: **Strong progress.** The College has continued to embed the new tertiary quality arrangements and has introduced [Institution-Led Quality Review](#)⁵ as a core internal review mechanism. Early ILQR activity has supported institutional learning and refinement of the review process itself. The College has also strengthened quality infrastructure through improved performance monitoring, Power BI reporting, targeted management action and clearer alignment between professional learning and enhancement priorities. A significant further development has been the redesign of [support-area self-evaluation](#)⁶, recognising that teaching-focused quality processes do not always fit the functions and evidence base of non-teaching services. The next stage is to strengthen consistency of evidence, impact measures, action tracking and reporting as ILQR and support-area self-evaluation mature.

Enhancement Action 5. Ensure that Diverse Student Voices can Influence Change

Progress: **Good progress.** The College has strengthened student voice, representation and partnership activity during 2025–26. Student survey activity remains strong, with high levels of response to [college-wide surveys](#)⁷. Survey results are now shared through quality forums, made available to Curriculum Managers through Power BI, and linked to evaluation report fields requiring analysis and action. The class representative system has also continued to develop, supported by Teams channels, training, tracking and updated guidance. [Meet the Managers](#)⁸ provides a direct route for students to engage with senior managers, with practical responses to feedback on facilities, lockers, hot water access and classroom spaces. The Students' Association has contributed to wider engagement through representative structures, wellbeing and inclusion activity, student clubs, food and clothing support, and the [Student Mental Health Agreement](#)⁹. The College has also reviewed its [Student Support and Learner Engagement structure](#)¹⁰ to strengthen leadership, consistency and student voice within the wider support model. Further work is required to improve consistency of class representative attendance at course team meetings, strengthen feedback loops and ensure students can clearly see how their views influence decisions at course, service and College level.

Overall Evaluation

Overall, the College has made very good progress in implementing the five 2025–26 SEAP improvement actions. The progress made provides important evidence that enhancement activity is increasingly embedded across learning and teaching, curriculum planning, student success, quality culture and student partnership.

At the same time, a number of enhancement priorities remain and are highlighted within the areas of development within this SIA. These include stronger evidence of the impact of teaching development on classroom practice and student outcomes, continued progress to develop a curriculum which visibly meets employer needs and regional skills priorities, continued improvement in success rates against national benchmarks, and ensuring that more students can consistently see how their feedback influences positive change. These continuing priorities are reflected in the areas for development identified at the end of each of the following TQEF principle sections and provide a clear basis for the College's next cycle of enhancement planning.

⁵ AIS Reference: 0504 ILQR Development Overview

⁶ AIS Reference: 0517 Support Area Self-Evaluation Process and Departmental Example (Student Information Services)

⁷ AIS Reference: 0412 Summary of Student Feedback 2025-26

⁸ AIS Reference: 0205 Development of Meet the Managers Initiative

⁹ AIS Reference: 1026 Student Mental Health Agreement 2025-27 and AIS 1027 Implementation Update Report

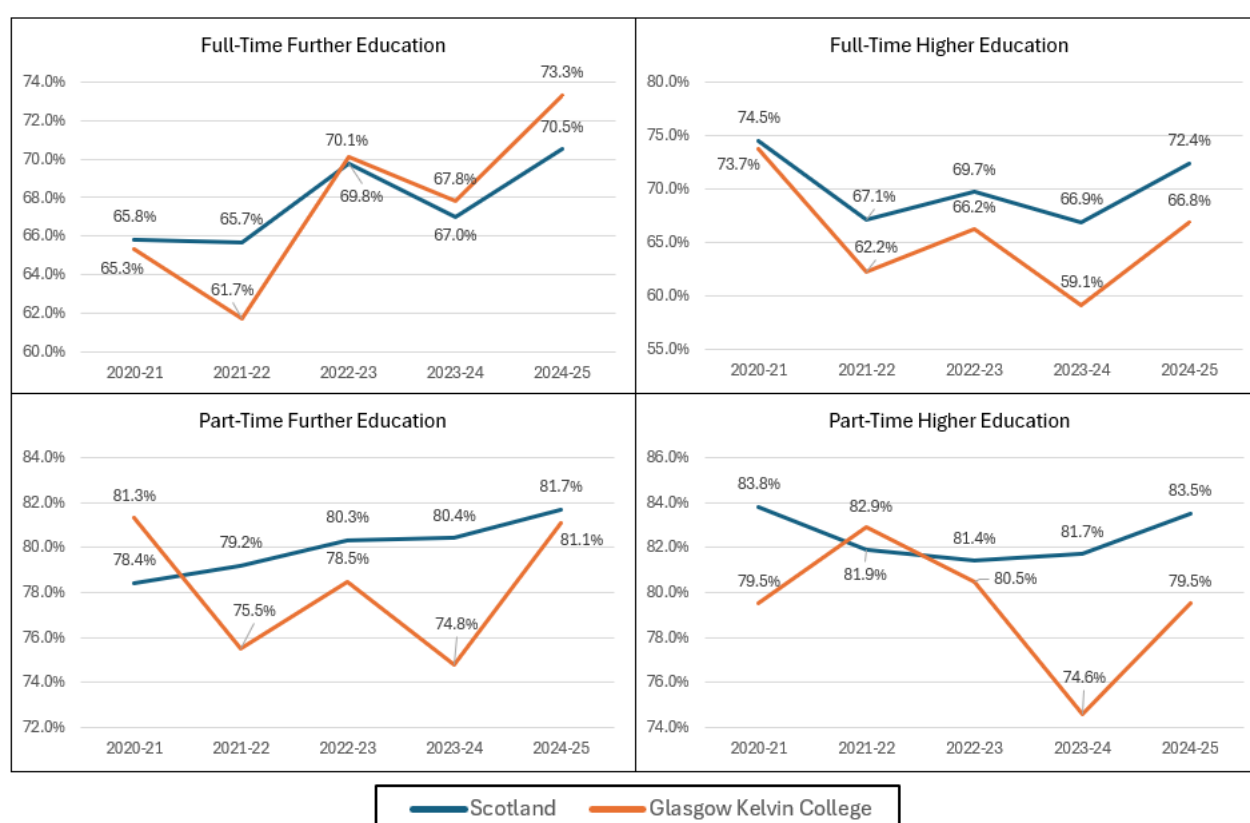
¹⁰ AIS Reference: 0314 Student Support Services and Learner Engagement Structure Consultation Proposal (April 2026)

Student Outcomes and Student Experience Analysis

Improving student success has been a central [college improvement priority](#)¹¹ over recent years. This is particularly important in Glasgow Kelvin's context, where the College serves a high proportion of learners from the most deprived communities, including substantial numbers from SIMD10 postcodes. Many students may have experienced prior educational disadvantage and may also face personal, financial, digital, wellbeing, language or caring-related barriers that affect participation, retention and achievement. The College's approach to student success therefore depends on aligning learning and teaching, student support, learner engagement, curriculum design and quality enhancement activity across the full student journey.

The 2024–25 outcome data shows a positive overall direction of travel. For courses lasting 160 hours or more, Glasgow Kelvin's successful completion rate was 75.6%, compared with 75.1% nationally. This is an important overall position because, although the College remains below the national average in three of the four mode/level categories, the scale and improved performance of full-time FE provision means that overall outcomes for substantial courses are now slightly above the Scottish rate. This provides evidence that recent whole-college improvement activity is beginning to have a positive impact.

Student Outcome Trends 2020-21 to 2024-25



Full-time further education is the strongest area of relative performance. Glasgow Kelvin's FT FE successful completion rate increased to 73.3% in 2024–25, compared with the Scottish rate of 70.5%. This is a significant improvement and indicates that activity around retention, learner support, learning and teaching, and course-level quality enhancement is beginning to translate into improved outcomes in the College's largest area of provision. Given the scale of full-time FE at Glasgow Kelvin, this improvement has a particularly important influence on the College's overall outcome position.

Part-time further education also shows a positive pattern, with successful completion at 81.1% in 2024–25, close to the Scottish rate of 81.7%. This suggests that performance in part-time FE is broadly aligned to national levels and that improvement activity is supporting provision that serves a significant number of flexible, returning and community-

¹¹ AIS Reference: 0415 GKC Self-Evaluation and Action Plan 2024-25 and AIS 0416 2025-26 SEAP

based learners. However, the slight gap to the national rate confirms the need to continue monitoring withdrawal and partial success in part-time provision.

Higher education outcomes remain a more significant area for development. Full-time HE successful completion improved to 66.8% in 2024–25 but remains below the Scottish rate of 72.4%. Part-time HE successful completion was 79.5%, compared with 83.5% nationally. This confirms that although recent quality enhancement activity is supporting improvement, HE provision continues to require focused attention, particularly in relation to recruitment support, assessment planning, progress monitoring, early identification of learners at risk, and reducing partial success and non-completion.

The pattern across the published data therefore presents a broadly improving picture, with this trend continuing into 2025-26 but still with areas for further enhancement. Overall outcomes all courses are now slightly above the national rate, and full-time FE performance is stronger than the Scottish comparator. However, performance remains uneven across modes and levels, particularly in HE provision. Continued progress will depend on sustaining early intervention, strengthening in-year monitoring, improving student engagement, and ensuring that effective practice from stronger areas is shared consistently across curriculum teams.

Equality and inclusion analysis remains central to the College's interpretation of outcomes. Student outcome evidence shows that success rates are not yet equitable for all learner groups, with lower successful completion for some priority groups, particularly care-experienced learners and learners with a declared disability. This suggests that the issue is not only withdrawal, but also supporting learners who remain engaged to achieve full success. The College will therefore continue its genuine dialogue to strengthen targeted monitoring and early intervention for learner groups with lower successful completion, alongside closer alignment between curriculum teams, learner support, guidance and quality improvement planning.

Student satisfaction data provides strong evidence that learners continue to report a positive College experience. Overall student satisfaction has increased over the five-year period and remains high, supporting the view that students generally experience the College as supportive, inclusive and effective. Satisfaction with teaching, useful feedback, development of workplace knowledge and skills, facilities, ICT Services and Library Services provides a positive student experience narrative. This is important because strong student experience is a key foundation for retention, engagement and success.

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%

There is also evidence of improvement in the wider learning environment. Satisfaction with College facilities has improved significantly over recent years, while satisfaction with online learning materials, ICT Services and Library Services has also strengthened. Students' sense of belonging has improved, which is particularly relevant because belonging, engagement and connection are important contributors to retention and success. However, belonging

remains one of the lower scoring indicators and should continue to be a focus of enhancement activity, particularly for learners at greater risk of withdrawal.

The student voice indicators are positive but also point to further enhancement. Students generally report that they are able to influence learning on their course and that suggestions are taken seriously, but these remain among the lower scoring satisfaction indicators and have shown more limited movement over time. This suggests that the College has effective mechanisms for gathering student feedback but could further strengthen the visibility of student influence and the consistency with which learners see feedback translated into action.

Taken together, the outcome and satisfaction evidence presents an improving picture but with clear areas for further enhancement. Overall successful completion for substantial courses is now slightly above the national rate and full-time FE outcomes are stronger than the Scottish comparator. Students also report a highly positive College experience, including strong satisfaction with teaching, feedback, facilities, digital provision, library services and support. However, improvement is not yet consistent across all modes, levels or learner groups. The next stage of enhancement is therefore to sustain recent gains in successful completion, strengthen student outcomes where they are lower, and make more systematic use of the learner voice, in-year monitoring, targeted support and course-level quality improvement activity.

ELT1. How is the institution ensuring that academic standards and awarding practices meet external expectations and are secure, consistent and reliable over time?

Glasgow Kelvin College ensures academic standards through a structured model of course approval, internal verification, external verification, self-evaluation and governance reporting. The [Quality Enhancement Handbook](#)¹² sets out expectations for assessment validity, internal verification, standardisation, evidence retention, external verification and corrective action. Ongoing quality matters are considered through the [Senior Curriculum Managers' Quality Forum](#)¹³ and reported through management and governance groups, including [Academic Board](#)¹⁴ and the [Learning and Teaching Committee](#)¹⁵.

External assurance provides positive evidence that awarding practices are secure. The 2023–24 [SQA Systems Verification](#)¹⁶ resulted in “High Confidence” judgements across all six categories, and [External Verification](#)¹⁷ reports have highlighted good practice in areas including digital platforms, assessment design, industry engagement, innovative technologies and inclusive resources. [IMPACT Plans](#)¹⁸ are also used where attainment falls significantly below expectations, ensuring that academic standards and student outcomes are addressed through targeted quality enhancement activity.

ELT2. Does the institution make effective use of relevant frameworks to provide clarity around level and type of qualification, including the SCQF?

The College makes effective use of qualification frameworks through curriculum authorisation, [course approval](#)¹⁹ and quality review processes. New provision is checked against awarding body criteria and, where relevant, SCQF requirements. Externally accredited provision is aligned to current awarding body documentation, while locally devised provision is benchmarked or credit-rated where appropriate to ensure clarity of level, outcomes and credit value.

The College has also improved how this information is communicated to students through enhanced website course information, clearer progression routes, pre-course activity and induction materials. In the 2025–26 start-of-term “[Stop and Check](#)” survey²⁰, completed by nearly 2,000 students, 97% agreed that they understood their course requirements. This suggests that qualification level, expectations and requirements are not only embedded in College processes, but are also sufficiently clear to students in practice.

ELT3. How does leadership enable and support a culture for excellence in learning, teaching and assessment that positively impacts at all levels?

Leadership strategically manages and strengthens the culture for excellence in learning, teaching and assessment by aligning quality enhancement activity with the TQEF, embedding the [Learning and Teaching Strategy](#)²¹ within quality processes, and developing the [Kelvin Learning Model](#)²² as a practical bridge between strategy, enhancement principles and classroom practice. The model was developed through staff consultation and early self-evaluation has identified strong practice in practical and experiential learning, supportive learning and flexible delivery, while highlighting further development needs around industry relevance and explicit embedding of meta-skills.

Leadership capacity for quality and enhancement has also been strengthened through [revised roles and structures](#)²³. The establishment of a new Head of Enhancement and Assurance role brings together quality assurance, pedagogical development, learning innovation and student support, while the creation of Quality and Compliance Manager and

¹² AIS Reference: 0117 Quality Enhancement Handbook

¹³ AIS Reference: 0113 Minutes of Senior Curriculum Managers Quality Forum Meetings

¹⁴ AIS Reference: 0111 Minutes of Academic Board Meetings Aug 2024 – May 2026

¹⁵ AIS Reference: 0112 Minutes of Learning and Teaching Committee Meetings Sept -2024 – May 2026

¹⁶ AIS Reference: 0604 SQA Systems Verification Visit Report (16.11.2023)

¹⁷ AIS Reference: 0516 Academic Board Report on External Verification AY 2025-26/2025-26 Summary & Analysis 2025-26

¹⁸ AIS Reference: 0502 IMPACT Plan Example 1 HN Art & Design; and AIS 0503 Example 2 Sport

¹⁹ AIS Reference: 0701 Course Approval Form Example: Engineering with ESOL

²⁰ AIS Reference: 0412 Summary of Student Feedback 2025-26

²¹ AIS Reference: 0106 2026-30 Learning, Teaching and Assessment Strategy and AIS 0107 Implementation Report

²² AIS Reference: 0109 Development Kelvin Learning Model and AIS 0110 Implementation update

²³ AIS Reference: 0313 Quality and Enhancement Structure Consultation Proposal (April 2026)

Teaching Innovation Manager roles are intended to strengthen implementation, evidence and professional learning. This is helping position learning, teaching, student support and quality assurance as connected elements of one enhancement culture.

LT4. How do the planning, design, approval, monitoring and delivery of the curriculum ensure programmes remain current, meet student needs and reflect workforce skills needs?

The College has a structured annual curriculum planning and review process, strengthened in 2025–26 through [Meeting Glasgow's Future Skills Needs²⁴](#). This project used labour market intelligence, national policy, regional priorities, employer engagement, staff input and student representation to identify six future curriculum asks: priority growth sectors, digital and AI capability, flexibility and employer co-design, employability and meta-skills, inclusive pathways, and efficiency/public service reform. These are now informing curriculum planning over the next five years.

There is already evidence of curriculum movement in response to these priorities, including planned developments in Engineering, Science, Health and Social Care, ESOL and Engineering pathways, rail engineering, Higher ESOL, meta-skills and curriculum optimisation. Student feedback also supports the direction of travel with 95% of student respondents agreeing that their time at college had helped them develop knowledge and skills for the workplace. The next stage is to evaluate the impact of curriculum changes on recruitment, retention, progression, employer need and efficient delivery.

ELT5. What is the impact of work with industry, employer and collaborative partners in supporting a current curriculum portfolio and progression pathways?

Employer engagement is used across the curriculum to strengthen industry relevance, inform delivery and support clearer progression pathways. The curriculum review has provided a stronger framework for connecting employer engagement to future skills priorities, while course teams continue to liaise with employers where provision is work-based, employer-led or includes placement activity.

A clear example is recent engagement with [rail engineering²⁵](#) employers, which has led to development of a new pre-apprenticeship route into the rail industry and new Modern Apprenticeship routes in Engineering. This activity will be co-delivered by industry partners and include paid work experience opportunities, showing that employer engagement is beginning to shape both curriculum design and routes into employment and apprenticeships in priority sectors. Going forwards, the College plans to now strengthen consistency in how the impact of employer engagement is recorded and evaluated across all curriculum areas.

ELT6. How is the institution ensuring the quality of learning, teaching, assessment and student learning experience in work-based learning?

The College delivers a significant volume of [apprenticeships and work-based learning²⁶](#), including around 1,200 Modern Apprentices annually across key sectors such as Building Services, Craft Construction and Civil Engineering. Quality is supported through employer and training-agent relationships, awarding-body requirements, internal verification, standardisation and evidence retention arrangements. [Education Scotland²⁷](#) has recognised the College's collaborative work with employers and stakeholders to develop Modern Apprenticeship and bespoke provision that meets business and industry need, while also identifying learner representation in MA and employer-led provision as an area for further development.

Work-based learning is also supported through structured placement activity in areas including Community Learning and Development, Childcare, supported learning and employability pathways. Students are prepared through relevant processes such as PVG, safeguarding, class-based preparation, visiting professionals, placement support and learning plans. Monitoring arrangements include placement visits, supervisor contact, logbooks, reflective activity and

²⁴ AIS Reference: 0704 Meeting Glasgow's Skills Needs report and 0705 Implementation Update

²⁵ AIS Reference: 0708 Rail Engineering Development Update (May 2026)

²⁶ AIS Reference: 0814 Apprenticeship Delivery and Development Update Report (May 25)

²⁷ AIS Reference: 0602 Education Scotland 2024 Annual Engagement Report and 0603 Areas of Development Progress Update

evidence sign-off. The College recognises that practice varies by programme and sector expectations, and that consistency of learner voice in work-based provision remains an enhancement priority.

ELT7. How does the institution ensure learning environment, resources and technologies deliver an effective student learning experience?

Despite funding pressures, the College has prioritised investment in the learning, digital and social environment. Campus rationalisation and reconfiguration have enabled recent substantial investment in specialist facilities, including for Science, Photography, Art and Supported Learning, alongside improvements to study and out of class social spaces. Student satisfaction with college facilities increased from 73% in 2021–22 to 90% in 2025–26, suggesting that investment has had a positive impact on the student experience.

The College has also strengthened [digital access](#)²⁸ and learning resources through improved connectivity, device access, digital skills support, online resources and library activity. Library Services has supported students through resource discovery, referencing, study skills and one-to-one support, while 96% of students surveyed reported that ICT Services met their needs. The College has also invested in tools such as TeacherMatic, MS Copilot and Kahoot to support teaching innovation and student engagement. The next stage is to ensure consistency of digital learning practice and student digital confidence across all curriculum areas.

ELT8. How is the institution's teaching and student-facing staff supported in professional development?

The College has significantly strengthened professional development through a more coherent [teaching development infrastructure](#)²⁹. This includes the [Professional Development Forum](#)³⁰, Teaching Development Leads, Teaching Activity Groups, Teaching Essentials, external partnership activity and the Kelvin Learning Model. Together, these provide more regular, collaborative and practice-focused opportunities for staff learning, balancing institutional priorities with practitioner-led innovation.

Participation has steadily increased with around half of the teaching workforce taking part in a University of Stirling professional development programme in 2024-25, and in 2025–26, 90% of lecturers participated in positive classroom behaviour training, with 94% engaging with training and consultation linked to the Kelvin Learning Model. These developments indicate a move towards a more embedded model of reflective practice, peer learning and collaborative professional development. The next step for the College is to strengthen evidence of how professional learning changes classroom practice and student outcomes.

ELT9. How has the institution's approach to peer review and evaluation enhanced learning, teaching and assessment across the institution?

The College is developing a more structured peer review and evaluation culture. [Teaching Exchange Activity](#)³¹ provides a voluntary, supportive observation model through which lecturers can observe each other's teaching, exchange feedback and share ideas. Faculty-level peer activity also takes place where it meets specific learner needs, such as ESOL peer observation with the Glasgow EAL Service, supporting staff understanding of school-to-college transitions.

External peer review is also being strengthened through participation in CDN's Elevate LT programme, TQFE observation activity, and the College's Institution-Led Quality Review process, which includes Students' Association members and external representatives from other colleges. The first ILQR in [Healthcare, Childcare and Social Care](#)³² and the second in [Digital Services](#)³³ have helped refine review expectations and report formats. Together, these approaches are helping normalise peer dialogue, reflective practice and supportive challenge, although the College will continue to build participation levels and evidence how peer review directly improves learning and assessment practice.

²⁸ AIS Reference: 1028 Digital Inclusion Report - 2025-26

²⁹ AIS Reference: 1107 Strengthening Teaching Development Activity Update (Nov 2024)

³⁰ AIS Reference: 0303 Professional Development Forum Minutes

³¹ AIS Reference: 1101 Teaching Exchange Activity Procedure & Guidelines and AIS 1102 Infographic

³² AIS Reference: 0505 ILQR Report: Childcare, Healthcare & Social Care AY 2025/26

³³ AIS Reference: 0507 ILQR Report: Digital & Information Services AY 2025/26

ELT10. How is the institution enabling innovation in learning, teaching and assessment?

The College is enabling innovation through a more structured teaching development model, supported by shared pedagogical frameworks and growing digital capability. Innovation is therefore not being left solely to isolated local practice, but is increasingly supported through professional development, Teaching Development Leads, Teaching Activity Groups, the Professional Development Forum, digital tools and the Kelvin Learning Model.

This infrastructure is already supporting practice in areas such as video tutorials, project-based learning, AI-supported teaching materials, meta-skills development for Support for Learning learners, and virtual reality resources to familiarise students with college and work environments. The College is therefore moving towards a more intentional model of innovation, although the next stage is to evaluate impact more consistently and ensure that effective innovations are shared across curriculum areas.

Enhancing Learning and Teaching — Summary of Strengths and Areas for Development

Strengths	Areas for Development
Academic standards are secure. Internal and external verification, SQA assurance, governance reporting and quality processes provide a clear framework for maintaining standards and strengthening provision.	Continue improving success rates and reducing gaps. HE outcomes and differential outcomes for care-experienced and disabled learners remain priorities.
Risk-based quality enhancement is improving targeted provision. IMPACT Plans and At-Risk Reviews provide focused intervention where performance is below expectations and are contributing to improved outcomes in targeted areas.	Strengthen evidence of impact. The College could evidence more consistently how quality interventions, teaching development activity, and employer engagement improve learning, teaching and student outcomes.
Curriculum planning is increasingly aligned to future skills needs. The curriculum review has created a clearer framework for employer need, digital and AI capability, meta-skills, inclusive pathways, curriculum efficiency and public service reform.	Embed employability, meta-skills and industry relevance consistently. These are evident in many areas but not yet consistently labelled, planned, delivered or evaluated across all provision.
Teaching development, innovation and learning environments have strengthened. Professional development structures, Teaching Development Leads, Teaching Activity Groups, the Kelvin Learning Model, digital tools and facilities investment are supporting reflective practice, innovation and a better student experience.	Improve consistency of professional learning impact. Staff engagement has improved, but the impact on classroom practice could be more clearly measured.

SSS1. How well do the design and availability of support arrangements enable student success by addressing challenges of wellbeing, inclusion, equality and student support?

Glasgow Kelvin College has a broad, integrated and increasingly evidence-informed support model designed to reduce the practical, emotional, financial, digital, linguistic and learning-related barriers that can affect student success. The support offer includes Advice and Guidance, Learner Support, Counselling, Wellbeing including mental health, Library Services, Active Campus, ESOL support, Learner Engagement, the Students' Association and targeted external partnerships. This reflects the College's learner profile and context, where many students require timely support, trusted relationships and practical help to remain engaged and achieve.

The scale of support activity demonstrates both need and reach. In 2025–26, [Advice and Guidance](#)³⁴ recorded 128 referrals and supported 450 UCAS applications, Wellbeing referrals increased to 169, Counselling received 196 referrals, completed 120 assessments and supported 87 students into formal counselling, and [Learner Support](#)³⁵ received 752 referrals, with just over 500 students completing a full Needs Assessment. Targeted support also includes 112 learners supported through the [Action for Children STAY Partnership](#)³⁶ and an estimated 1,700–2,000 [ESOL Student Advisor](#)³⁷ appointments, drop-ins or interactions each year.

The wider learning environment also contributes to student success. [Library Services](#)³⁸ recorded over 18,000 student interactions, 750 device issues and high student satisfaction, while Active Campus participation remained high and was associated in service evidence with stronger FE successful outcome rates among participating students. Overall, support arrangements are effective because they combine specialist intervention, preventative activity, digital inclusion, wellbeing, belonging and targeted support.

The key current College development priorities are to strengthen impact measurement, referral tracking, service visibility and consistency in implementing support recommendations across curriculum areas. The College has recognised these development priorities and has reviewed its [Student Support Services and Learner Engagement structure](#)³⁹ to strengthen leadership capacity and align student support more closely with curriculum and quality enhancement.

SSS2. How effective is the institution in ensuring that it addresses the specific support that its students need for its context and community?

The College's support arrangements are designed around the realities of the communities it serves. Glasgow Kelvin supports a diverse learner population, including many students affected by poverty, digital exclusion, disability, care experience, interrupted education, mental health challenges, language barriers, low confidence, trauma, housing issues and wider personal circumstances. This context requires support that is practical, flexible, friendly, kind and responsive.

Learner Support is needs-led, meaning students do not require a formal diagnosis before support is considered. This is particularly important for learners who may be awaiting diagnosis, may not previously have understood their learning needs, or may have experienced barriers in school. The STAY project provides targeted mentoring and practical support for care-experienced, estranged and vulnerable learners, while ESOL support helps learners navigate funding, welfare, housing, childcare, health registration, local services and wider public systems.

Wellbeing and Counselling provision also reflects the complexity of student need, with support delivered through referrals, counselling assessments, one-to-one intervention, awareness activity and class-based preventative input. Overall, the College responds effectively to its context because support is shaped around learner circumstances rather

³⁴ AIS Reference: 1021 2025-26 Annual Activity and Impact Report Advice & Guidance, Wellbeing and Counselling 2025-26

³⁵ AIS Reference: 1023 2025-26 Annual Activity and Impact Report Learner Support and Care Experienced 2025-26

³⁶ AIS Reference: 1020 Student Support Services Update and STAY Evaluation

³⁷ AIS Reference: 1022 Annual Activity and Impact Report for ESOL Student Advisor - 2025-26

³⁸ AIS Reference: 1024 Annual Activity and Impact Report Library Services 2025-26

³⁹ AIS Reference: 0314 Student Support Services and Learner Engagement Structure Consultation Proposal (April 2026)

than fixed service boundaries. The principal enhancement challenge is to evidence more clearly how this strong support activity contributes to retention, successful completion, progression, wellbeing and independence.

SSS3. How well does the institution support students through the full student lifecycle and, particularly, in making effective and successful transitions through each stage?

The College supports students across the full lifecycle, from pre-entry and transition into college through to in-course support, progression planning and exit. This includes school and community engagement, advice and guidance, testing and enrolment support, induction, learner support, counselling and wellbeing intervention, library and digital access, UCAS support, employability activity and targeted support for learners at risk of disengagement.

Pre-entry and transition support includes Advice and Guidance activity, careers engagement, UCAS support, mock interviews, SAAS advice and early contact with prospective students. The College has also strengthened the start-of-year transition experience through Freshers and Welcome Week activity for full-time groups. These activities are designed to help students build confidence, make social connections and develop a sense of belonging before formal course induction begins. This is important in the College's context, where many learners may be entering College with low confidence, limited peer networks or previous disrupted educational experiences. [Early evidence⁴⁰](#) suggests that students who engaged in Freshers or Meet Your Classmates activity were less likely to withdraw by year-end, reinforcing the importance of early connection and belonging as part of transition support.

For ESOL learners, transition also includes practical support to settle into college and life in Scotland, including help with funding, welfare, housing, childcare, GP registration, bank accounts and local services. For care-experienced, estranged and vulnerable learners, STAY provides sustained support around engagement, finance, wellbeing, housing, confidence, employability and progression.

Once on programme, students can access Learner Support, Advice and Guidance, Wellbeing, Counselling, Library Services and enrichment activity. Overall, the College supports students well through the lifecycle, particularly through early guidance, belonging-focused transition activity, targeted support, needs-led intervention and progression planning. The main development priority is to measure lifecycle impact more consistently, so the College can evidence which interventions have the greatest effect on retention, achievement, progression and confidence.

SSS4. How effective is the institution's support for employability, skills development and lifelong learning, including upskilling and reskilling short courses and careers information, advice and guidance?

The College's support for employability, skills development and lifelong learning is integrated across the student journey rather than confined to final-stage career planning. Advice and Guidance provides pre-entry advice, course guidance, progression planning, UCAS support, employability support, CV development, mock interviews, SAAS advice and referral to external agencies where appropriate. In 2025–26, the service supported 450 UCAS applications, delivered 30 mock interviews and contributed to wider university, personal statement and application support.

Employability support is also tailored for learners facing additional barriers. STAY supports care-experienced, estranged and vulnerable learners with employment applications, time management, study skills, confidence-building and progression. ESOL support contributes by helping students build independence in navigating everyday systems and, where appropriate, providing employment-related help such as referee support.

Skills development is further supported through the recent establishment of a college-wide approach to metaskills development, Library Services support, enhanced digital access, information literacy, referencing support and study skills activity. Additionally, the [Active Campus Coordinator⁴¹](#) contributes to confidence, teamwork, resilience, belonging and participation. Overall, the College is effective in supporting employability and lifelong learning because it combines careers guidance, academic and digital skills, wellbeing, confidence-building and targeted support. The next stage for the College is to strengthen evidence of impact on positive destinations, work-readiness, progression and learner independence.

⁴⁰ AIS Reference: 0510 Impact of Pre-Course Welcome and Induction Activity Report

⁴¹ AIS Reference: 1025 Annual Activity and Impact Report for Active Campus Coordinator - 2025-26

SSS5. How well does the institution provide an individualised learning experience?

The College provides an individualised learning experience through needs-led support, tailored guidance, reasonable adjustments, wellbeing and counselling provision, digital and academic resource support, and targeted support for specific learner groups. Support is increasingly personalised around learner circumstances rather than determined solely by formal diagnosis or service eligibility.

Learner Support is central to this model, supporting students with dyslexia, mental ill health, social communication barriers, ADHD, physical disabilities, sensory impairments and other challenges affecting learning. In 2025–26, 752 referrals were received, just over 500 students completed full Needs Assessments, and support recommendations were shared for classroom implementation. The service also provided scribing support and supported DSA assessments or applications.

Individualisation is also evident in counselling, wellbeing, STAY and ESOL support, where intervention is shaped around personal, welfare, transition and language-related needs. Library Services further supports individualisation through access to study spaces, digital tools, device loans, academic resources and individual assistance. Overall, whilst the College provides strong individualised support, it can enhance consistency across all learning environments and ensure that students receive clear communication about referrals and support requests.

SSS6. How effective is the institution's response to concerns?

The College's response to concerns is supported through a [formal complaints procedure⁴²](#), learner support mechanisms, referral pathways, student voice activity and service-level self-evaluation. The complaints handling process is aligned to the Scottish Public Sector Ombudsman model, providing defined stages, timescales and escalation routes for formal concerns.

However, many concerns are addressed earlier and more informally through front-line support. Students raise issues relating to course suitability, anxiety, personal circumstances, funding, progression, digital confidence, support implementation and access to quiet study. ESOL learners may also raise concerns linked to welfare, housing, childcare, homelessness, domestic abuse or access to public services, with the ESOL Student Advisor providing a trusted route for early support and referral.

Student feedback and service self-evaluation are used to identify recurring improvement themes, including response times, referral follow-up, counselling waiting times, quiet study space, library noise, digital skills support, awareness of the Students' Association and consistency of support plan implementation. Overall, the College responds effectively because it combines formal procedures with early intervention, learner voice, referral, service evaluation and improvement planning. The key development priority for the College is to strengthen consistency of follow-up, evidence of action taken, impact measurement and communication back to students.

⁴² AIS Reference: 1201 Commendations and Complaints Annual Report - AY 2024/25

Supporting Student Success — Summary of Strengths and Areas for Development

Strengths	Areas for Development
Integrated support model. Advice and Guidance, Learner Support, Counselling, Wellbeing, Library Services, Active Campus, ESOL support and external partnerships address practical, emotional, financial, digital, welfare and learning-related barriers.	Evidence impact on priority groups more clearly. Support for disabled, care-experienced, estranged and vulnerable learners is strong, but impact on retention, achievement and progression could be strengthened.
Needs-led and targeted support. Learner Support, STAY and ESOL support provide personalised and practical help for learners facing learning, welfare, language, transition or personal barriers.	Improve consistency of support implementation. Individual Learning Plans, reasonable adjustments and support recommendations are not always applied consistently across learning environments.
Wellbeing and preventative support are responding to complexity of need. Counselling, wellbeing referrals, class-based activity, campaigns, external referral and Active Campus support resilience, belonging and engagement.	Strengthen referral tracking and impact measurement. Activity and reach are well evidenced, but the impact of informal, wellbeing and co-curricular support could be clearer.
Learning environment supports student success. Library Services, digital inclusion, device access, study resources and Active Campus contribute to academic confidence, participation, wellbeing and belonging.	Increase visibility, accessibility and supportive spaces. Quiet study, service visibility and student digital confidence remain areas for enhancement.

SEP1. How effective is the institution in embedding a culture of student partnership in which students are central to shaping the quality of learning?

Student partnership is central to the College's approach to learning, teaching and enhancement. The Learning and Teaching Strategy places clear emphasis on valuing student voice, and the Kelvin Learning Model reinforces collaborative and inclusive learning informed by student feedback. [Student perceptions](#)⁴³ are positive: in 2025–26, overall satisfaction remained high at 96%, and 92% of students agreed that they were able to influence learning on their course.

The College has also strengthened partnership in relation to the wider learning environment. Through mechanisms such as [‘Meet the Managers’](#)⁴⁴, student views are informing decisions about facilities, digital services, catering, student funding and other aspects of the wider student experience. However, the College recognises that student influence on learning remains less strong than some other satisfaction indicators, and that the visibility of student impact on curriculum design, assessment and course-level decision-making should be strengthened further.

SEP2. How are students effectively involved in review and enhancement activity and what has been the impact of student involvement?

Students are involved in review and enhancement through a planned cycle of surveys, focus groups, class representative activity, Students' Association engagement and direct dialogue with managers. This includes start-of-term, block-based and national survey activity, giving students multiple opportunities to comment on both their learning and wider College experience. Participation is strong, with around 2,000 students completing each of the major College-wide surveys.

Student feedback is increasingly used to inform practical improvement. Themes from surveys and representative activity have included requests for more practical learning, more practice assessments, improved learning materials, quieter study spaces and greater consistency in digital platforms. Actions taken include improvements to study environments, Wi-Fi and MyKelvin, facilities improvements and course developments. Overall, the model is effective because it combines high participation, multiple engagement routes and visible action, although consistency of response at course level remains a continuing development priority.

SEP3. How is student partnership strategically planned, resourced, evaluated and enhanced at all levels of the institution?

Student partnership is strategically planned through annual self-evaluation, governance oversight, enhancement planning and the [Student Partnership Agreement](#)⁴⁵. The 2025–26 agreement identifies shared priorities between the College and Students' Association, including strengthening student engagement and representation, increasing participation in Students' Association activity, improving communication, promoting wellbeing and inclusion, and supporting cost-of-living initiatives.

Partnership is resourced through support for the Students' Association, the class representative system, student voice activity and engagement routes such as Meet the Managers. Student representation is also built into governance through Students' Association involvement in committees and forums. Evaluation evidence suggests that partnership is increasingly structured, but its impact is not yet equally visible to all students. In 2025–26, 22% of students strongly agreed and 37% agreed that the Students' Association influences change for the better, while 38% selected “don't know”. This indicates that visibility and communication of impact remain important enhancement priorities. In response, the College has reviewed [Student Support and Learner Engagement structures](#)⁴⁶, including proposals to integrate Learner Engagement and Students' Association support more clearly within the Student Support Services management model and strengthen leadership focus on student voice and engagement.

⁴³ AIS Reference: 0412 2Summary of Student Feedback 2025-26

⁴⁴ AIS Reference: 0205 Development of Meet the Managers Initiative

⁴⁵ AIS Reference: 0202 Students' Association Partnership Agreement - 2025-26

⁴⁶ AIS Reference: 0314 Student Support Services and Learner Engagement Structure Consultation Proposal (April 2026)

P4. What is the model for supporting student representation and how effective is it?

Student representation is supported through a multi-layered model including class representatives, Students' Association officers and executive roles, representation on College committees, and structured dialogue through Meet the Managers. This gives students routes to influence both learning and the wider student experience.

The class representative system has strengthened. In 2025–26, the College had 234 class representatives, with 211 active in the class representative Teams channel. Support included in-house training, Sparqs training, online engagement and dedicated communication channels; over 50 students participated in Sparqs training, and 83 representatives undertook in-house or face-to-face training. Meet the Managers provides a direct route for class representatives to raise issues with senior managers, with responses communicated through “You said/we did” activity. The model is increasingly mature, but participation remains variable across some learner groups and curriculum areas, and the College will continue strengthening staff and class representative training and monitoring of effective implementation of a meaningful student feedback cycle across all delivery.

SEP5. How does the institution act on feedback and communicate effectively the decisions and any action it has, or has not, taken as a result?

The College acts on feedback through immediate response mechanisms, course and service improvement planning, survey analysis and ‘closing the loop’ activity. Meet the Managers is a key mechanism: student representatives gather and present feedback, senior managers respond directly, and agreed actions are communicated through ‘You said/we did’ channels such as campus screens and Teams.

Student feedback is also embedded in quality processes. Survey results are available to course teams through Power BI, and staff are expected to record their evaluation of feedback and actions taken. Service-level self-evaluation also uses student feedback to identify improvement themes, including response times, referral follow-up, consistency of support implementation, quiet study space, library noise, funding communication, counselling waiting times and Students' Association visibility. Student perceptions are positive, with 90% agreeing that student suggestions are taken seriously and 91% agreeing that changes in courses or teaching are communicated well. The main enhancement challenge for the College is to ensure this consistency is sustained across all courses, services and campuses.

SEP6. In what ways does the institution ensure that diverse student voices can influence change and that mechanisms for engagement enable all those who wish to contribute can do so?

The College recognises that diverse student voices require multiple and accessible routes rather than reliance on a single representative model. Engagement routes at the College include surveys, focus groups, class representatives, Students' Association activity, support-service feedback and online Meet the Managers sessions. This allows students to contribute in different ways, at different levels and at different points in the year.

The College also uses engagement data and targeted activity to understand the needs of students who may be less likely to use formal structures. Examples include feedback leading to a lunchtime speaking club for students with English as a second or other language, wellbeing presentations delivered directly to classes, bespoke Active Campus activity for ESOL and Support for Learning students, library sessions, and feedback gathered through student support services. Evidence that students attending Freshers and Meet Your Classmates-style activities are less likely to withdraw also reinforces the importance of early connection, belonging and engagement as enablers of student voice. The next challenge is to strengthen consistency in how diverse voices influence action and how resulting changes are communicated back to students.

Student Engagement and Partnership — Summary of Strengths and Areas for Development

Strengths	Areas for Development
Student partnership is embedded in learning and teaching. The Learning and Teaching Strategy and Kelvin Learning Model position student voice, collaboration and inclusive learning as central to quality.	Strengthen evidence of student influence at course level. Student feedback is positive, but influence on curriculum design, assessment and learning activity could be more visible and consistently evidenced.
Multiple engagement routes are in place. Surveys, focus groups, class representatives, the Students' Association and Meet the Managers provide varied ways for students to influence learning and the wider experience.	Improve consistency of representative engagement. The class representative system has strengthened, but participation in course team activity and representative processes remains variable.
Student feedback is informing practical improvement. Student voice has contributed to changes in study spaces, digital services, facilities, support services, course developments and wider student experience activity.	Strengthen visibility of Students' Association impact. A significant proportion of students remain unsure whether the Students' Association influences change, indicating a need to communicate impact more clearly.
The College is taking a more inclusive approach to diverse voice. Targeted engagement through support services, class activity, wellbeing input, Active Campus, library sessions and ESOL support helps reach students less likely to use formal structures.	Improve consistency in closing the feedback loop. The College has good 'You said/we did' examples, but students could more consistently know what has changed, what has not changed, and why.

EQ1. How effectively is an institution-wide culture of assurance, improvement and enhancement embedded throughout the institution? How is this culture making a positive impact on the student learning experience? How well is this culture enabled by the leadership and governance arrangements?

Glasgow Kelvin College has made significant progress in embedding an institution-wide culture of assurance, improvement and enhancement through a more explicitly enhancement-led [quality framework](#)⁴⁷, strengthened risk-based review arrangements, and clearer alignment between self-evaluation, governance and learner experience. The College's [risk-based quality model](#)⁴⁸ categorises provision as low, medium or high risk, with IMPACT Plans and At-Risk Reviews providing targeted intervention where performance requires improvement. This has contributed to measurable improvement in targeted provision, including improved retention and successful outcomes in courses subject to IMPACT planning.

The College has also strengthened enhancement culture by redesigning [self-evaluation for support areas](#)⁴⁹ as well as curriculum areas. This recognises that teaching-focused quality processes do not always fit non-teaching services. The revised support-area self-evaluation approach enables areas such as Student Support Services, Student Funding, Information Services, Digital Services, Finance, Estates, Marketing and Library Services to evaluate quality and impact using evidence such as service-user views, activity data, staff reflection, stakeholder feedback, audit findings and previous improvement actions.

Leadership and governance are enabling this culture through senior oversight, revised quality processes, learner voice, support-area evaluation and reporting through college committees. External scrutiny has also validated the direction of travel, with [Education Scotland](#)⁵⁰ recognising that senior managers had introduced quality enhancement arrangements effectively and that staff understood them well. The next stage is to strengthen consistency of evidence, clarity of impact measures and visibility of enhancement outcomes across all curriculum and support areas.

EQ2. What is the institution learning from institution-led quality review activity and action planning, and how effectively is this used in the enhancement of the student learning experience and maintaining academic standards?

The College is learning from institution-led review activity through annual self-evaluation, risk-based action planning and the introduction of [Institution-Led Quality Review](#)⁵¹. The revised quality cycle draws on quantitative and qualitative evidence, including student surveys, stakeholder feedback, focus groups, course success rates, faculty evaluations, support service evaluations, SEAP activity and ILQR. Digital self-evaluation templates for managers have also helped strengthen consistency and reduce manual data collation.

Review activity is being used directly to improve the student learning experience. IMPACT Plans and At-Risk Reviews support earlier identification of underperformance and inform decisions about course design, curriculum suitability, support arrangements and improvement actions. Outcome improvements associated with IMPACT Plans provide evidence that review and action planning are contributing to stronger retention and successful completion in targeted areas.

Early ILQR activity is also generating useful institutional learning. The first ILQRs in Healthcare, Childcare and Social Care and Digital Services have helped the College refine the process itself, including consultation with areas under review, collaborative shaping of questions, improved pre-reading and clearer success measures for non-faculty areas. Support-area self-evaluation is further strengthening review by drawing together evidence from service-user feedback, activity levels, learner voice, staff reflection and improvement actions. The next stage is to continue strengthening evidence consistency, success measures, action tracking and impact evaluation.

⁴⁷ AIS Reference: 0417 Annual Quality Cycle 2026-27

⁴⁸ AIS Reference: 0501 2024-25 Courses - At Risk Review Process Outcomes

⁴⁹ AIS Reference: 0517 Support Services Self-Evaluation - Student Information Services

⁵⁰ AIS Reference: 0602 Education Scotland 2024-25 Annual Engagement Report

⁵¹ AIS Reference: 0504 ILQR Development Overview

Q3. What impact has the institution's engagement with external institutional peer review had and what opportunities are there to develop further?

External institutional peer review has had a constructive impact by validating the College's revised quality arrangements and strengthening its capacity for reflective review and enhancement. The College's ILQR process includes external peer input as part of a more outward-looking approach to self-evaluation. The first ILQR, focused on Healthcare, Childcare and Social Care, included external panellists from Glasgow Clyde College, while the Digital Services ILQR included an external peer from New College Lanarkshire's digital services.

This external perspective has helped refine review expectations, pre-reading arrangements and report formats. The College has also benefited from reciprocal engagement, with staff and students participating in ILQR processes at other institutions. External review by Education Scotland has further validated the College's quality direction while sharpening development themes, including learner representation in employer-led provision, awareness of the Students' Association, and recording of essential skills and meta-skills. Going forwards, the College aims to make the impact of reciprocal peer review more clearly connected to local improvement and the student experience.

EQ4. How has the institution engaged in sector enhancement activity and how effectively has it used that engagement?

The College has engaged in sector enhancement activity primarily through [Scotland's Tertiary Enhancement Programme](#)⁵². Participation in the SAPSO project, focused on supporting access, progression and successful outcomes in disabled student communities, aligns strongly with the College's widening participation mission and learner profile. The project's focus on barriers, enablers, student experience and inclusive decision-making is relevant to the College's continuing work on targeted support and outcome gaps.

The College has contributed through staff and student representatives and is also represented in work linked to student engagement and partnership within an increasingly time-poor and cash-poor student population. In addition, the College is engaging with STEP's REACTS project through the Glasgow and West Scotland regional network, supporting early work on smoother transitions, shared language conventions and articulation-related barriers. At this stage, the strongest evidence is of active participation, alignment of theme and early influence on internal thinking; the next step is to make local outputs and impact more explicit as the sector enhancement work develops.

EQ5. What impact have collaborations had on enhancement and the development of a quality culture?

Collaborative activity is strengthening enhancement and quality culture by bringing in external perspectives, supporting innovation, informing curriculum relevance and extending student support. At system level, work with SFC, QAA and Education Scotland has influenced the College's quality framework, including the development of the revised quality cycle, SEAP, support service evaluation, ILQR and learner voice mechanisms.

At curriculum level, employer and community collaborations support relevance, work-related learning and progression. For example, engagement with the Scottish Football Association was linked to strengthening [HND Coaching and Development \(Football\)](#)⁵³ during a period in which retention improved, while the [More Than Music project](#)⁵⁴ enabled Creative Industries students to work in interdisciplinary and international teams, supporting vocational, transferable, meta-skills and career management skills.

Collaboration also strengthens the wider conditions for student success. Action for Children supports care-experienced, estranged and vulnerable learners through STAY; Advice and Guidance partnerships support progression, funding and employability; Wellbeing and Active Campus partnerships extend mental health, inclusion, physical activity and belonging; and ESOL partnerships help learners access specialist and community support. The next stage is to evidence more consistently how collaborative activity changes practice and improves the student experience.

⁵² AIS Reference: 0009 Participation in Scotland's Tertiary Enhancement Programme (STEP) - Nov 2025 Update

⁵³ AIS Reference: 0406 Review of 2023-24 Quality Enhancement Arrangements

⁵⁴ AIS Reference: 0824 Enabling Innovative Learning - More Than Music Exchange ERASMUS+ Project

EQ6. How has the institution's external outlook driven innovations and enabled quality improvement?

The College's external outlook has supported innovation and quality improvement by encouraging alignment with national developments, sector expectations and enhancement activity beyond the institution. The revised quality cycle and [Quality Enhancement Handbook](#)⁵⁵ demonstrate this external orientation, placing greater emphasis on enhancement-led self-evaluation, learner partnership, professional judgement and the quality of learning, teaching and assessment.

Externality is also shaping ILQR through QAA engagement, TQER preparation and the inclusion of external peers, helping the College develop a more outward-looking approach to self-evaluation. Participation in STEP, including SAPSO and REACTS activity, is beginning to inform College thinking around disabled learner support, accessibility, smoother transitions and articulation-related barriers.

The College's external outlook is also visible in student-facing services. Library Services works with curriculum teams, Learner Support, ESOL, IT Services, the Students' Association, public libraries, suppliers and professional networks. Active Campus also uses national and local partnerships to broaden wellbeing opportunities, and ESOL support connects learners to specialist agencies and community organisations. Overall, external outlook is most effective where it is translated into internal systems, structured enhancement activity and stronger reflective practice. The next stage for the College is to make external engagement impact more visible in local practice, student-facing improvement and outcome evidence.

Enhancement and Quality — Summary of Strengths and Areas for Development

Strengths	Areas for Development
Enhancement-led quality culture is developing. The revised quality framework, Quality Enhancement Handbook, risk-based review, IMPACT Plans and At-Risk Reviews show a clear move from compliance towards evaluation, improvement and impact.	Continue to develop institution-led review processes. ILQR is developing positively, but evidence expectations, success measures, reporting formats and follow-up processes will continue to be refined.
Quality processes are improving targeted outcomes. IMPACT Plans and At-Risk Reviews are supporting earlier intervention and measurable improvement in retention and successful completion in targeted provision.	Strengthen evidence and impact measurement. The College could further improve consistency of evidence, action tracking and impact measurements across curriculum and support areas.
Support-area self-evaluation has been redesigned. The revised approach better fits non-teaching services and enables support areas to evidence service quality, learner impact and enhancement actions.	Make support-service impact clearer. Activity levels and reach are well evidenced, but longer-term impact on student retention, progression, wellbeing, belonging and outcomes could be better evidenced.
Externality and collaboration are strengthening quality culture. Engagement with QAA, SFC, Education Scotland, STEP, ILQR peers, employers, universities, community partners and international projects supports benchmarking, innovation and reflective practice.	Connect external engagement more visibly to local practice. Sector enhancement, peer review and collaboration could be more explicitly linked to positive impacts on student experiences and outcomes.

⁵⁵ AIS Reference: 0117 Quality Enhancement Handbook

Overall evaluative summary:

Glasgow Kelvin is strongly rooted in the communities of northeast Glasgow with a clear vision to transform lives through accessible, inclusive and high-quality lifelong learning. This SIA has presented an open and evidence-based evaluation of College performance, highlighting both strengths and areas for development.

The College had made very significant positive progress in improving student outcomes, strengthening learning and teaching development, and enhancing student support, the influence of the learner voice and the consistency and impact of quality enhancement activity. Evidence shows that risk-based quality arrangements, targeted intervention, strengthened student support, curriculum review, student partnership and institution-led review are increasingly contributing to improved learner experience and outcomes. Critically, student success and satisfaction rates are on a consistent improving trend. However, it is recognised that improvement is not yet consistent across all provision or learner groups, and that areas of differential performance still exist.

The College's next enhancement cycle will focus on sustaining improvement 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.

Accountable Officer:

Joanna Campbell, Principal and Chief Executive

Signature:

A handwritten signature in black ink that reads "Joanna Campbell". The script is cursive and fluid.

Student President:

Jon Craig, President of Welfare, Community & Sustainability

Signature:

A handwritten signature in blue ink. It is a stylized, cursive signature that appears to start with a capital 'J' followed by several loops.