

Glasgow Kelvin College

Academic Board – 4 September 2026

Student Support Services - Annual Activity and Impact Reports 2025-26

Report by Head of Quality Enhancement and Assurance

Purpose

The purpose of this paper is to provide Members with an overview of the annual activity and impact reports for five student-facing support services:

- Annex A: Advice & Guidance, Wellbeing and Counselling
- Annex B: Learner Support and Care-Experienced Support
- Annex C: ESOL Student Advisor and Support Officer
- Annex D: Library Services
- Annex E: Active Campus

These reports demonstrate the breadth and impact of support provided across the College and the contribution these services make to student engagement, wellbeing, retention, achievement and progression.

Overview

Collectively, the reports demonstrate the significant role student support services play in enabling learners to engage successfully with their studies and overcome barriers that may otherwise affect attendance, retention, achievement and progression. While the nature of each service differs, a number of common themes emerge consistently across all reports. The reports provide evidence of:

- High levels of student engagement across all services.
- Increasing complexity of student need.
- Strong support for priority and vulnerable learner groups.
- Significant partnership working with external agencies and organisations.
- Positive student feedback and satisfaction.
- A continued focus on removing barriers to learning and supporting student success.

1. Key Headlines

Supporting Students to Overcome Barriers

A consistent theme across all five reports is the importance of early intervention and personalised support in helping students overcome financial, personal, health, wellbeing and educational barriers. Services support learners not only with issues directly related to study

but also with wider challenges including mental health, welfare, housing, disability-related support, social integration and confidence building.

High Levels of Student Engagement

The reports demonstrate substantial levels of activity and engagement during 2025-26, illustrating the extensive reach of support services across the College community. Key examples include:

- 752 Learner Support referrals, resulting in 502 students receiving ongoing support and needs assessments.
- 112 care-experienced or vulnerable learners supported through the STAY and Towards Better Futures projects.
- An estimated 1,700-2,000 appointments, drop-ins and student interactions delivered through the ESOL Student Advisor and Support Officer service.
- 128 Advice & Guidance referrals, 169 Wellbeing referrals and 196 Counselling referrals.
- 450 UCAS applications supported and 29 external careers and recruitment events attended.
- More than 18,000 recorded library interactions, over 20,000 resource transactions and 750 device loans.

Supporting Priority Groups

All reports highlight the extent to which services contribute to the College's widening access and inclusion agenda. Particular support is provided for learners with disabilities, care-experienced learners, refugees and asylum seekers, students with mental health concerns, learners experiencing financial hardship, ESOL learners and students from other vulnerable or under-represented groups.

Positive Student Experience

Student feedback across the reports is consistently positive and demonstrates the value students place on accessible, personalised and responsive support. Library Services reported 96% student satisfaction, while qualitative feedback from students across Advice & Guidance, Counselling, Learner Support, ESOL and Active Campus services highlights the positive difference support has made to student confidence, wellbeing and ability to continue their studies.

Strong Partnership Working

All services demonstrate effective partnership working with external organisations. Examples include Action for Children, Sport Scotland, Scottish Student Sport, SAAS, Scottish Refugee Council, Migrant Help, Glasgow Life, local authorities, healthcare services, employers and community organisations. These partnerships enhance the support available to students and provide access to specialist expertise and opportunities beyond those available within the College.

Impact and Outcomes

A notable feature across all reports is the positive contribution student support services make to learner engagement, wellbeing and success, although this impact is not always fully captured by traditional performance measures.

The reports provide numerous examples of students overcoming significant personal, financial, health and educational challenges, enabling them to remain engaged with learning and progress successfully. Student testimonies consistently highlight the transformative impact of support services on confidence, wellbeing and achievement.

Particularly notable is the evidence presented within the Active Campus report, which indicates higher levels of successful outcomes amongst students engaging in Active Campus activities compared with those who did not participate. For Full-time FE students, success rates were reported at 83.9% for participants compared with 68.9% for non-participants. For Part-time FE students, corresponding success rates were 84.1% and 71.1% respectively.

Library Services also demonstrated exceptionally high levels of engagement, with extensive use of digital resources, assistive technologies, device loans and study spaces, supporting both digital inclusion and independent learning.

Areas for Further Development

While the reports highlight many strengths, a number of common development themes emerge:

- Improving the collection and analysis of service impact data.
- Increasing awareness and visibility of support services.
- Expanding digital and employability support.
- Strengthening engagement with identified student groups.
- Continuing to develop targeted support for vulnerable learners.
- Further enhancing partnership working and referral pathways.

Conclusion

The reports collectively demonstrate the significant contribution of student support services to the learner experience at Glasgow Kelvin College. Despite differing remits, each service plays an important role in supporting students to overcome barriers, engage fully with college life and achieve positive outcomes. The scale of activity, positive student feedback and evidence of impact provide strong assurance that these services continue to make a valuable contribution to student success and the College's wider strategic aims.

Recommendation

Members are recommended to:

- i. Note the Annual Activity and Impact Reports for 2025-26.
- ii. Recognise the significant contribution made by student support services to student wellbeing, engagement, retention, achievement and progression.
- iii. Note the priorities identified for further enhancement and development during 2026-27.

Annual Activity and Impact Report 2025-26

Name of Service: Advice & Guidance, Wellbeing and Counselling

1. Service Overview and Purpose

Advice & Guidance - supports students with pre-entry guidance relating to courses, funding and college life. The service continues this support through the college year aiming to remove barriers for students through guidance, advocacy and external referrals where needed. Advice & Guidance also focus on transition to next steps through progression support and UCAS application support. Providing impartial guidance (pre-entry and during academic year) ensures students access the correct course and are supported appropriately, increasing likelihood of retention and student success.

Wellbeing – supports students through early intervention and one-to-one support to manage stress, personal circumstances and life challenges. The focus is on prevention and resilience, and to promote positive wellbeing and connections within the student community. The service helps students remain engaged, focussed and succeed in their learning.

Counselling – provides short term therapeutic support to students experiencing mild to moderate mental health difficulties. The service provides a confidential, safe and supportive space for students to talk about issues affecting themselves and to develop strategies to help improve their mental health and wellbeing. By developing coping strategies and improving emotional resilience, students can participate fully in their studies and achieve their goals.

2. Context and Student Need

Advice & Guidance - Students increasingly require pastoral care support with life circumstances, transitions, UCAS, progression planning, financial concerns and course suitability. Many students present with a variety of issues and questions relating to college course and personal life, which require discussions, advocacy and guidance.

Wellbeing – Demand for wellbeing support continues to rise with mental health being a top disclosure made by students on pre-entry. Student stress, anxiety, low mood and relationship issues are regularly encountered throughout the college year as well as general life pressures. All of these can affect student retention, success and their ability to get the best college experience possible to them.

Counselling – Students present with a wide range of emotional and mental health needs, including anxiety, low mood, trauma, grief, self-esteem issues and complex

personal circumstances. Presentations continue to increase in complexity year-on-year with some students referred to appropriate external support.

3. Activity Levels and Reach

Support for each service area takes place across all three campuses.

Advice & Guidance – received 128 referrals during academic year 2025-26, up from 106 in academic year 2024/25. The support given following these referrals may be one-off or have further follow up appointments and liaison with other college services or faculties or with external partners and services. Due to the nature of the Advice & Guidance service, they receive and support a larger volume of drop-ins for support than the data above shows. This data capture issue is something we are aware of and putting measures in place for.

During 2025/26, staff attended 29 career events to give pre-entry advice to (mainly) school pupils and young people. Some events ran through job centres where the clientele covers many age ranges and client circumstances. We also attended 30 events in 2024/25 and 25 in 2023/24.

There was 450 UCAS applications submitted through the college in 2025/26, (443 in academic year 2024/25) where support included application submission, personal statement support appointments, application drop-in sessions.

During progression week (and surrounding weeks) we delivered 30 mock interviews to students. 26 students were supported by colleagues from SAAS for application workshop in the Springburn campus, whilst a further 13 students attended in-house SAAS workshop delivered directly from our team across the three campuses.

Wellbeing – received 169 referrals in academic year 2025/26. Up from 122 in academic year 2024/25. Whilst some of these referrals may be one-off support, the majority would meet with the Wellbeing Officer for further appointments.

The Wellbeing Officer also arranged and delivered several events and activities as part of the role or in collaboration with the wider college holistic group.

These included;

- Men's mental health & suicide prevention
- World mental health day
- Finance and housing support
- Blue Monday
- LGBTQ+ inclusion
- Neurodivergence celebration

External partners supported many of these events, building stronger links with the college.

The Wellbeing Officer delivered a wellbeing presentation to 22 class groups including

- Health & Social Care
- Childcare
- Fitness, Sport and Adventure
- Creative Industries
- Construction
- Hospitality
- Music

Counselling – received 196 referrals in academic year 2025/26, similar to the 195 referrals in academic year 2024/25. This year's referrals resulted in 120 completed assessments and 87 students beginning formal counselling within the college. Those who were assessed and didn't begin college counselling were mainly referred externally (GP/external counselling etc) or to another college service.

The demographics of students engaging in counselling assessments;

- mainly aged 16-20 years old
- majority female
- majority heterosexual
- majority white/white Scottish
- mainly from Creative Industries and Care courses

4. Priority Groups / Equality and Inclusion

Advice & Guidance – supports school pupils and members of the public across Glasgow and beyond to enter education. Within college the Advice & Guidance service supports the full college community due to the ad-hoc nature of drop-ins we receive relating to a wide variety of short-term queries. These can become internal and external referrals depending on the topic in question requiring on-going support.

Wellbeing – supports students across the college with mental health concerns through referrals. This is not limited to any sector of our college community. However, due to lower rates of male engagement with mental health services in college, which is in line with national trends, the Wellbeing Officer targeted the construction area to deliver class wellbeing talks with the aim of increasing awareness, knowledge and engagement in support. The pre-emptive support through events, workshops and activity focuses on a wide range of priority groups including but not limited to LGBTQ+, young carers neurodivergent students and males.

Counselling – all counselling is through formal college referrals and supports those with mental health struggles. The service is available to all students and operates on the basis of assessed need rather than targeted eligibility criteria.

5. Student Experience and Feedback

Advice & Guidance – some examples of feedback received;

Q) What aspects of the Advice & Guidance have been most helpful to you?

- *“Absolutely everything they’ve been a fantastic team from the first time I was recommended to them”*
- *“Helping me with my cv for future and support gave to me about what to do after college”*
- *“Thanks for everything, you’ve given me solid advice and reassurance for my future endeavours (UCAS)”*

Wellbeing – some examples of feedback received;

- *“Following class talk – Construction lecturer feedback: “The group genuinely found it really good and helpful.”*

Q) What aspects of the Advice & Guidance have been most helpful to you?

- *“Helped me feel safe”*
- *“Wellbeing- with counselling they help me with my personal problems that was disrupting my studies”*

Counselling - some examples of feedback received;

- *"Counselling was amazing for me. I was dealing with a lot of grief and insecurity from past trauma and experiences. My counsellor was able to tailor a plan to my needs and help me navigate difficult periods of uncertainty. It also gives me tools and skills that I can use and implement going forward."*
- *"I came to counselling to help me deal with my anxiety as I was finding it hard to cope, at the start I felt helpless and out of control and now I can say that I don't feel completely helpless, I have gained valuable coping strategies that help me deal with my anxiety better I feel a lot more in control of my body and thoughts."*
- *"Counselling has been a very positive and beneficial experience for me. The goals me and my counsellor made in my first couple of sessions have been achieved and I feel much better equipped to handle emotions and situations that I would previously have struggled with. I cannot fault the service at all."*

The feedback suggests support students are receiving across the three areas are supporting the students with their needs. It also suggests the experience students are having and relationships students are building with the staff in each area is enhancing their college experience, retention and chance of success.

6. Impact and Outcomes

Advice & Guidance – through this service students have been successfully supported to join Glasgow Kelvin College, transitioning from school with the knowledge the course and college is right for them. Many students have been supported with internal college and external life issues which without support would increase the likelihood of them dropping out of their course. We receive lots of informal feedback from students relating to this. Their engagement and confidence in successfully completing their course is enhanced.

Wellbeing – Whilst the one-to-one support offered, for mental health support and wellbeing support, impacts the student retention and success similar to the Advice & Guidance service, it is the pre-emptive support through events, workshops and activities which shows the greatest impact in this service. These activities help to foster a college wide approach and enhance the community feel of the college making sure all demographics are represented and supported.

Counselling – students experiencing distress who have been through college counselling have a reduced risk of withdrawing from their course. The counselling service has been able to improve their emotional wellbeing and coping strategies when dealing with specific issues they are struggling with, whether it is through a current mental health related issue or a historical trauma they continue to struggle with. By receiving counselling students are able to continue with their studies with the tools obtained through their sessions with a reduced burden on them from their mental health situation.

The impact of Advice & Guidance, Wellbeing and Counselling support is not always fully reflected through traditional performance measures alone. Many students access these services at key transition points or during periods of personal difficulty, where timely intervention can help them make informed decisions, manage challenges, improve their wellbeing, and remain engaged with their studies. While it is often difficult to directly attribute outcomes such as retention, achievement or progression to a single intervention, student feedback and engagement with the services consistently demonstrate their value in supporting students to navigate challenges, build confidence and achieve positive outcomes.

7. Partnership and External Working

Advice & Guidance – Whilst referrals and partnership links are made informally throughout the year depending on the student need and situation the partnerships with DWP and SDS have been extremely helpful to students gaining quicker access to these support channels than would have been possible without in-house availability.

Continued and growing links with organisations through UCAS and progression support have been invaluable and include organisations such as;

- SAAS
- SAMH
- Universities
- My Academic Family
- Dress for Success
- And more

Wellbeing – Throughout the year, wellbeing has developed and strengthened links with a range of organisation during the events and workshops that have been delivered. These have helped us ensure students are linked up to external services for further support and information. These partnerships include;

- Men Matter Scotland
- Citizens Advice Scotland (Parkhead, Easterhouse, Northwest)
- Glasgow Girls Club
- Rape Crisis Glasgow
- Glasgow Northeast Carers Service
- And more

Counselling – due to the confidential nature of counselling we don't create formal partnerships. However, counsellors work with a variety of organisations to refer students to if our service doesn't fit the need of a referred student. For example, students who would like to be in counselling outwith the college environment or the student is experiencing high-level difficulties that our service (with a maximum of 8 sessions) are unable to support with. In these cases, we would refer to external organisations such as;

- Life Link
- Women's Aid
- Men Matter Scotland

Counsellors also regularly liaise with students GPs to ensure support is in place outwith the college environment.

8. Areas for Further Development

Advice & Guidance – areas of development required is to capture ad-hoc support from office drop-ins. We currently do not collect this but have plans on how to do so in the next academic year. This will help us develop the service to meet the student needs and demand. We will also be looking to expand our employability support to help students enter work. This will be focused on two areas; part-time work during college

year to help with student's financial situation and gain work experience. Secondly by continuing to develop our annual progression week activity to support positive destinations at the end of the academic year.

Wellbeing – the focus will be to expand the reach and engagement of the wellbeing events and workshops to ensure, across all three campuses, all students are supported through many different areas, continuing to tie in with external organisations to deliver these. Expanding the online wellbeing toolkit and information section on MyKelvin for students (and staff) to access for self-help support.

Counselling – The main area of development will be to market the service further to encourage those from demographics which are currently underrepresented in our stats from the current academic year. We will also be reviewing the service layout with regard to when assessments and counselling sessions take place, with an eye on creating a dedicated assessment day to help standardise the assessment process.

Annual Activity and Impact Report 2025-26

Name of Service: Learner Support and Care Experienced Support

1. Service Overview and Purpose

Learner Support helps students overcome barriers to learning and achieve their academic and personal goals.

Key services include:

- Assessing individual support needs.
- Arranging Learner Support and reasonable adjustments.
- Providing general Learner Support, for example support in assessments, access to Assistive Technology and study skills.
- Writing applications for the Disabled Students' Allowance (DSA).
- Working with external agencies to provide additional support where needed.

The service is designed to ensure students can participate fully in college life and reach their potential in a supportive and inclusive environment.

Care Experienced, estranged, and vulnerable students are supported jointly by Glasgow Kelvin College and Action for Children.

The STAY project provides one to one mentoring and practical support with issues such as:

- Mental health and wellbeing
- Housing and homelessness
- Budgeting and finances
- Time management and study skills
- Employment and job applications
- Accessing support services and other agencies
- Overcoming personal barriers that may affect attendance or achievement at college.

The aim is to help students remain in college, succeed in their studies, and move on to positive destinations.

The Towards Better Futures Project at Glasgow Kelvin College is a transition and employability support programme that helps young people move successfully from school into college, training, employment, or other positive destinations. It works in partnership with Glasgow City Council and other support services to provide mentoring and guidance.

2. Context and Student Need

The Learner Support team works on a Needs Led model of support meaning that there is no requirement for a formal diagnosis. The team typically provides support for students with disabilities, learning difficulties, health conditions, or other challenges that may affect their studies. Examples of support needs include;

- Dyslexia

- Mental Ill Health
- Social Communication Barriers, such as ASD
- ADHD
- Physical disabilities and mobility problems
- Sensory Impairments

Staff supporting students who come under the 'Care Experienced' umbrella typically support students who are currently in care, have been in care at any point in their life, or are from a background where they have experienced the care system.

This can include people who have lived in:

- Foster care
- Residential children's homes
- Kinship care (living with relatives or family friends)
- Secure care
- Supported accommodation
- Adoption (after being looked after by the local authority)
- Other forms of local authority care

3. Activity Levels and Reach

The Learner Support and Care Experienced team support students in all three campuses.

In the 2025/26 academic year, Learner Support has received 752 referrals through both the referral system and the Tell Us About Your Needs (TUAYN) process. TUAYN is sent to all students who disclose a disability or difficulty during application or enrolment, while the referral system is available throughout the year for both staff and students to make referrals at any point during a student's studies.

From this, 502 students have gone through the full Needs Assessment process. Meaning that they are receiving regular support throughout the year and support recommendations have been shared for classroom implementation.

In academic year 24/25 Learner Support received 767 referrals throughout the academic year (via referral system and TUAYN). From this, 464 students went through the full Needs Assessment process. Meaning that they received regular support throughout the year and support recommendations were shared for classroom implementation.

In 25/26 the team received slightly less referrals than in 24/25, but supported more students.

In 25/26 the team started to quantify the need for readers and scribes. In term 25/26, the AGLS team have conducted 216.5 hours of scribing support for students who had this Needs Assessment recommendations.

Our DSA Needs Assessors assessed and submitted 20 Disabled Students Allowance applications on behalf of HE students.

In addition to one to one support the Learner Support team also ran bookable study skills sessions and a campaign around Dyslexia Awareness week in October. This campaign resulted in 14 self referrals from students who wanted to explore their Dyslexic tendencies.

In academic year 25/26 GKC STAY mentors have supported 112, this is broken down into 73 Towards Better Futures (TBF) Glasgow schools' pupils and 39 GKC referrals who were Care Experienced or vulnerable and in danger of disengaging.

The numbers supported are slightly less than 24/25. This can be attributed to two things, the complexity of student need which has required more intense support and less light touch, and working with one mentor as opposed to two for around 6 months due to recruitment issues.

4. Priority Groups / Equality and Inclusion

Learner Support mainly supports students from varying backgrounds, who need help on their journey to becoming more independent and confident students. These students could be disabled, have learning difficulties or poor mental health.

The STAY team support Care Experienced students and Glasgow City Council pupils who need support to enter and sustain in a positive destination upon leaving school.

5. Student Experience and Feedback

Learner Support students are reviewed officially three time per academic year (pro rata).

Below are some examples of feedback from students or their parents:

"Talking to Student, he has been very positive about his experience so far in college he is happy with his support in class and in class assessments and the support the lecturers have given him in class he has also said that he feels included which is important for him and myself thanks for making it a positive experience and he is looking forward to next term when he starts"

"I was in such a panic, and I knew I had passed everything in this course but I didn't have the right offer. Thank you so much for helping me get it sorted"

"I don't think some lecturers were aware I had an ILP. I did have to ask for extra time on a number of occasions this last block due to external issues. Some lecturers more supportive than others."

"The team were great, but it could be advertised more"

"The learning support worker I have been working with had been amazing, non judgemental and very helpful, always on hand when needed."

"Yes, from my lecturers I feel they offer a good level of support with my studies. But I still believe the college should offer a level of support at entry level at the beginning of the course for returning adults to education who have no IT skills which is required for the course for completing assignments and using technology. Maybe a few hours a week within the college, it would be good if the college offered a class for students with these specific needs in order to facilitate the learning needs and for them to progress efficiently with their studies."

"I do believe learner support is easily accessible, and contact has been maintained with me throughout the year, which has been appreciated. My experience with invigilators has been really positive as well and I am very grateful for that!"

Care Experienced students are reviewed regularly throughout the year. Below are some examples of feedback from students:

"I really appreciate your support with the Tesco vouchers. Things have been difficult financially at home and this will be a massive help"

"Thank you for listening and giving me advice on who to contact. I appreciate your help"

"Hi, thank you so much, I just got the voucher in my emails. I really appreciate the help!"

The feedback suggests that the support students receive from their Student Support Advisers is valuable and that they often would not progress without support. However, some feedback shows that we could work on highlighting our service more and work on relationships with faculty staff and other support areas, such as IT, to ensure students receive the correct support and recommendations.

Feedback received by STAY mentors suggests that support relating to external factors, including family circumstances and financial concerns, is highly valued by students and has been instrumental in enabling them to maintain engagement with their education.

6. Impact and Outcomes

The Learner Support team are often told via student reviews, faculty feedback and informally through conversation that some students would not have progressed or passed the courses without our involvement. Below is some information and a statement from an Access to Social Work Student. This student reported during her Needs Assessment that she has always had difficulties with reading and writing and that she always thought something was wrong with her. The student had never received any support in school or on previous college courses. She also said that if she receives what could be perceived as negative feedback it could severely affect her confidence and make her want to leave class or give up on the course.

"I attended Glasgow Kelvin East End campus for a SWAP Access course to Social Work, and the college changed my life. Also, the support from learner support is really amazing, they helped me to get diagnosed for Dyslexia and also have supported me with my personal life. I have passed my course and now coming back to do my HNC in Social Work in the new term. I definitely could not have done it without the support of Learner Support."

Care Experienced students face additional challenges that often, their peers, do not. Examples include disrupted education due to placement and school changes, the lasting effects of trauma and poor mental health, and a lack of consistent family support for learning, finances, and emotional wellbeing. They are more likely to experience poverty, take on independent living responsibilities at a younger age, and face stigma related to their care background. These factors can affect attendance, attainment, confidence, and progression into further or higher education. Despite these barriers, many care-experienced students demonstrate significant resilience, independence, and determination, particularly when supported by targeted educational and financial assistance. The STAY team along with AGLS, ensure that Care Experienced students feel supported in a holistic way by a team they can rely on. Below is a statement from a Care Experienced student:

"Thank you for helping me settle into college. I was anxious at first, but I feel a lot more comfortable now and I'm enjoying the course"

While quantitative measures such as retention and achievement remain important, the impact of this service is often most clearly demonstrated through individual student journeys. Many students accessing support face complex personal, social, health or educational challenges, and success may be reflected in improved wellbeing, increased confidence, sustained engagement, successful transitions, or the ability to continue participating in learning during difficult circumstances. These outcomes are not always fully captured through standard performance measures but represent significant positive impact for the students involved.

7. Partnership and External Working

Two external partnerships stand out this year:

For Learner Support, Construction Industry Training Board (CITB)

At the beginning of 25/26 Learner Support decided that it needed to tighten the support received by students working with CITB. Since the introduction of the Additional Support for Learning team at CITB, we have found it significantly easier to identify learners' needs more effectively. The most notable impact, however, has been our ability to recognise students who may require additional encouragement to feel confident in accessing support services within the college.

For example, we are now able to review SharePoint records and proactively follow up with students by phone to ensure they understand how to engage with the appropriate support channels. This approach has resulted in more students successfully accessing support, including those who were previously unsure about how to initiate a referral.

For Care Experienced Support, Action for Children (AfC)

The AGLS team provide support with mainly college-based difficulties. So, working in conjunction with AfC on the STAY project means that wraparound external support can also be offered, rather than just signposting. Many students experience issues such as financial hardship, housing problems, family difficulties, or a lack of support networks. The STAY project provides individual support and guidance to help students manage these personal challenges, access appropriate services, and build confidence and resilience. By addressing problems outside the classroom, the project reduces barriers to learning, improves wellbeing, and helps students remain focused on their studies and achieve their educational goals.

Statement from the Team Lead for STAY:

"As Programme Lead for STAY, I can say from my perspective, the partnership with the Advice and Guidance team has been a key factor in our ability to successfully support care experienced and vulnerable students. The team consistently demonstrates a genuine commitment to student wellbeing and goes above and beyond to ensure learners have access to the support they need. Their proactive communication, willingness to collaborate, and student-centred approach make it easy to work together effectively and respond quickly when challenges arise. The strong relationships they build with students help create trust and engagement, while their professionalism and dedication ensure that support is coordinated and impactful. It has been a privilege to work alongside such a knowledgeable and compassionate team, and the partnership continues to make a real difference in helping students sustain and succeed in their college journey."

8. Areas for Further Development

Learner Support

The most obvious area for improvement is strengthening links with Faculty staff. It is hoped that the introduction of new posts within in the AGLS team will help us to build more robust relationships.

Another area to improve would be to advertise our service more. We have built some links with the Marketing team this year. However, we could look at ways of raising our profile more locally within the team.

Improve links with the students who are studying for apprenticeships, making sure they feel part of the college community.

Care Experienced

Improve visibility by visiting class groups at the start of the academic year.

Deliver life skills and financial literacy workshops to support student independence and equip care-experienced students with the skills needed to effectively manage the significant bursary payments they receive.

Annual Activity and Impact Report 2025-26

Name of Service: ESOL Student Advisor and Support Officer

1. Service Overview and Purpose

As the ESOL Student Advisor and Support Officer I provide advice, guidance, and practical support to students whose first language is not English. I support students with a wide range of welfare, financial, and personal issues that may affect their ability to engage with learning. This includes assisting with applications for college funding such as bursaries, fee waivers, travel expenses, childcare support, and discretionary payments, as well as providing advice on Universal Credit, council tax, housing issues, and other welfare matters. I also signpost students to relevant external agencies and specialist support services where appropriate.

In addition to ongoing student support, I assist the wider ESOL department with the onboarding of new ESOL students during testing and enrolment periods.

The overall purpose of the role is to reduce barriers to learning by ensuring students receive the practical and emotional support they need. By helping students resolve issues outside the classroom, my role enables them to come to college and be better able to fully engage with their studies.

2. Context and Student Need

ESOL students often have complex and varied support needs. Many are unfamiliar with UK systems and processes, and language barriers can make it difficult for them to access financial support, understand their rights and engage with external services independently. Teaching staff provide essential academic support but time restraints and the complexity of these issues means that some students need to be referred to myself for specialised advice and guidance.

As the ESOL Student Advisor and Support Officer, I use my knowledge and experience of services and processes in Scotland to help students navigate these processes. I support them to complete funding applications, access welfare benefits, understand housing and council services, and build confidence in managing everyday life. By addressing these practical barriers, the service helps students engage more fully with their studies.

3. Activity Levels and Reach

My role is delivered through a one-to-one appointment system, with support available at Springburn campus three days per week and East End campus two days per week. I offer up to ten appointments per day, and currently support an estimated 40–60 appointments, drop-ins or student interactions each week. Across the year, this equates to approximately 1,700–2,000 student appointments, drop-ins or interactions.

I work with ESOL students across all stages of learning; however, the majority of my caseload is concentrated among students in beginner and elementary classes. These students often have lower levels of English language ability and require more intensive support to navigate college processes. Students at more advanced ESOL levels are generally more confident and independent in managing these processes themselves.

The ESOL department's annual intake is approximately 700–800 students. The volume of support activity therefore shows that many students use the service more than once during the year, often returning with different issues as they progress through their studies.

In addition to booked appointments, many students access the service on a drop-in basis or seek advice via Microsoft Teams and email. This means the reach of the service extends beyond formal scheduled appointments and reflects the ongoing, responsive nature of support provided throughout the year.

Demand for the service is consistently high throughout the academic year, with the busiest period typically running from June through to March, when students require increased support with funding applications and other welfare-related issues.

4. Priority Groups / Equality and Inclusion

My role involves working with a diverse student population from a wide range of nationalities, cultural backgrounds, and immigration routes. A significant proportion of students are refugees and asylum seekers, while others include EU citizens and individuals who have settled in the UK long-term and obtained British citizenship.

Many students have experienced displacement, conflict, or other traumatic events prior to arriving in Scotland and require sensitive trauma-informed support. I also work with students experiencing mental health concerns, estrangement from family, care experience, or limited family support networks.

Particular support is also provided to women who, due to cultural or religious reasons, may have limited personal independence or face additional challenges in accessing education and support services.

5. Student Experience and Feedback

Whilst I do not have any official student feedback data to refer to, informal feedback suggests that the service is well received by students. Students regularly express their appreciation for the advice, guidance, and support provided.

I aim to provide an empathetic, approachable, and non-judgemental service where students feel comfortable discussing challenges that may affect their learning. The willingness of students to share personal circumstances suggests that positive and trusting relationships have been developed.

6. Impact and Outcomes

The impact of the service is that students are better able to engage with their studies by reducing practical, financial, and personal barriers that may otherwise affect their ability to attend college. While I do not have any specific data available to directly measure the impact on retention, addressing these barriers plays an important role in enabling students to continue attending college.

The estimated 1,700–2,000 annual appointments, drop-ins and student interactions provide a clearer indication of the scale of this impact. In the context of an annual ESOL intake of around 700–800 students, the figures suggest sustained and repeated engagement with the service, rather than one-off contact only. This demonstrates the central role of the ESOL Student Advisor and Support Officer in helping students resolve barriers as they arise and remain engaged with learning.

I have supported hundreds of students with applications for bursaries, childcare support, and discretionary funding, helping them access financial assistance and alleviating money concerns during their studies. I have also helped many individual students with housing problems, social security matters, and situations involving homelessness and domestic abuse, including helping students access support services such as the police, Women's Aid, and the social work department of Glasgow City Council.

A key part of the role is supporting students to navigate life in the UK and become more independent. This includes practical guidance with tasks such as opening bank accounts, registering with GP practices, enrolling children in school, understanding local services, and accessing community support. I also support students with employment-related matters, including acting as a referee where appropriate.

7. Partnership and External Working

The role involves working closely with a range of external organisations and community partners to ensure students can access appropriate advice, services, and opportunities beyond the support available within college.

I have collaborated with Glasgow Life to support the trial rollout of the NEC card for asylum seekers, enabling them to access free travel and improving their ability to attend college. I maintain regular contact with external agencies including Migrant Help, the Scottish Refugee Council advice telephone line, and Glasgow City Council departments such as Social Work, Children and Families, and Homelessness Services to help students access specialist support.

I also volunteer as an English tutor with Springburn Unity Network. Through this work, I collaborated with them to develop a strategy aimed at increasing voter registration among refugees, supporting civic participation and integration within the community.

8. Areas for Further Development

As I am viewed as a point of contact, students may seek support with a wide range of issues beyond the remit of the role, such as housing repairs, energy bills, or job applications. While this reflects the trust students place in the service, further development of clear boundaries and referral pathways would help ensure students receive appropriate support while maintaining capacity for core ESOL advice and guidance.

Additionally, some students - particularly women with limited personal independence - face additional challenges accessing important personal documents or evidence required for funding applications and other support processes. Developing further strategies to support students in accessing documentation safely and appropriately would help reduce barriers and ensure they do not miss out on available opportunities.

Annual Activity and Impact Report 2025-26

Name of Service: Library Services

1. Service Overview and Purpose

Library Services provides inclusive access to learning resources, study spaces, digital tools, and academic support to enable student success across all curriculum areas and campuses. The service supports students throughout their learner journey by providing access to physical and digital collections, device loans, study skills resources, information literacy support, and individual assistance. Library Services contributes directly to student engagement, retention, achievement, and progression by reducing barriers to learning and promoting independent study skills.

2. Context and Student Need

Students continue to face a range of challenges including digital poverty, varying levels of academic preparedness, accessibility requirements, and financial pressures. Library Services helps address these barriers by providing flexible access to resources, technology, study spaces, and support both on campus and online.

3. Activity Levels and Reach

Estimated average usage of PCs and study areas in session 25/26, based on scheduled daily sampling:

- Springburn: ~ **71,529**
- Easterhouse: ~ **21,648**
- East End: ~ **23,346**

Library resources and referencing sessions: 24 classes (online & in-person)

- Webinars delivered: 8
- Student feedback forms completed: 305

Total recorded interactions in library: (queries, support, resources) **18,454**

Total transactions up until May 31st 2026: **20,627** (including renewals, in-centre access, and book issues)

- Springburn: **11059**
- East End: **5201**

- Easterhouse: **4367**
- Books issued across all campuses: ~approx. 500, last quarter figures still to be published
- Devices issued: **750**
- Students accessed e-book content **12,600 times** during 2025–26 across the College's digital book platforms. EBSCOhost accounted for **11,908** accesses and Browns/VLeBooks for **482** accesses, demonstrating significant engagement with online learning resources and supporting flexible study both on and off campus.
- Journals and Newspapers accessed **4,022**. Nursing Times accounted for **2,326** accesses and EBSCOhost **1,200**.
- Solar assessments set up last term: **211**

4. Priority Groups / Equality and Inclusion

Library Services supports all learners, with particular benefit for students experiencing digital poverty, students with disabilities, care-experienced learners, ESOL students, and those from widening access backgrounds. Access to technology, accessible resources, and inclusive study environments helps reduce barriers to participation and achievement. Through the provision of loan devices, access to assistive technologies, digital skills support, accessible study spaces and specialist resources, the service helps ensure that all students can engage fully with learning and college life regardless of their circumstances.

5. Student Experience and Feedback

1823 response from the Student Satisfaction and Engagement Survey

96% of students were satisfied that the Library Service met their needs.

Some students noted that they found the libraries noisy at times, which impacted their ability to study effectively. This highlights a potential area for improvement, such as creating dedicated quiet study spaces.

Approx. **300** feedback forms from information sessions

94% of students say they feel more confident in the areas covered in the sessions.

100% of students said they would recommend to other students

Some comments:

Very helpful. And good for people that haven't experienced learning for many years. To be able to go and receive help with this service

Although there was lots of information to take in, I now feel more confident about using the services available via the library.

6. Impact and Outcomes

Library Services contributes to student engagement and success by:

- Improving access to learning materials and technology.
- Supporting digital inclusion.
- Developing information literacy and study skills.
- Increasing learner confidence and independence.
- Supporting retention, progression, and successful completion through timely access to resources and support.

The high levels of student satisfaction, strong engagement with digital and physical resources, and significant uptake of devices and online content demonstrate the Library Service's central role in supporting learning across the College. This evidence indicates that the service is not only removing barriers to access, particularly in relation to digital inclusion, but is also contributing directly to student confidence, independent study skills, and engagement with learning resources, all of which support retention and successful completion.

7. Partnership and External Working

The service works closely with curriculum teams, Learner Support, ESOL, IT Services, and the Students' Association. External partnerships with public libraries, resource suppliers, and professional networks help ensure access to quality resources and sector best practice.

8. Areas for Further Development

- Increase awareness and use of digital resources.
- Further develop digital inclusion initiatives.
- Strengthen impact measurement and student feedback collection.
- Continue to enhance accessible and inclusive resources and services.

Annual Activity and Impact Report 2025-26

Name of Service: Active Campus

1. Service Overview and Purpose

(A very short description of what the service is, what it is there to do and how it supports student success.)

Active Campus was set up in partnership with Sport Scotland and Colleges Scotland in 2023. The work and role of the Active Campus Coordinator is to design, deliver and review sports clubs, fitness classes and any other bespoke type of activities for both staff and students at Glasgow Kelvin College. The aim is to have as many people taking part in an array of offerings to help promote good physical and mental health by keeping people active.

2. Context and Student Need

(A short paragraph on the type of student need the service is responding to.)

Areas of student and staff need where the Active Campus work can be particularly impactful include; Physical and Mental health, research indicates the positive impact on wellbeing through movement. With daily offerings, Active Campus work is supporting staff and student's wellbeing through activity.

Social inclusion, whereby bringing people together to take part in an activity really helps to make people feel included, especially if they don't know anyone at the college or have recently started a new course or role.

Academic pressures, the option for students to 'switch off' after classes and or during exam periods, the Active Campus timetables allow participants to take part and enjoy activities during and after college that are not related to their academic work.

3. Activity Levels and Reach

(Possible content: number of referrals / cases / users / appointments / interventions; number of students supported; trends over 2–3 years if available; participation in events; coverage across campuses or curriculum areas.)

Active Campus engagement from Academic Year 2023 to 2026 is as below:

AY 23/24

Sessions – 214 (Sessions relate to recreational, competitive and or bespoke activities)

Participants – 1,386 (These are recorded for any staff and or students who attend an activity)

AY 24/25

Sessions – 273

Participants – 3,046

119% increase in students and staff engaging in activities from year 23/24 to year 24/25

AY 25/26

Sessions - 250

Participants – 2,959

** Areas of consideration for these numbers. Projected increase from year 24/25 to 25/26 however, this was impacted due to closure of main campus sports hall caused by flooding.*

4. Priority Groups / Equality and Inclusion

(A short section on who the service is particularly supporting. Could include care-experienced students, disabled students, BME learners, SIMD10 students, students with mental health concerns and other relevant priority groups)

Active Campus activity has helped to support and engage students from various backgrounds and needs. All recreational and competitive activities are open to all students to take part in, so students need only come along. As well as this, there is bespoke offerings for specific class groups such as ESOL learners and Support for Learning among others. These bespoke offerings have often taken place off the college campuses with students having the opportunity to take part in activity at Pinkston Watersports, Golf It and the Climbing Academy. These trips have coincided with student timetables, allowing the work to be flexible and timely app to help with student academic pressures.

5. Student Experience and Feedback

(A short section on formal or informal feedback, what students have said and what this suggests.)

The feedback from both staff and students has been very positive. Staff and student have both commented on how the activities help to foster a feeling of community for those taking part. Both the team captains for our Men's competitive Football and Basketball teams both noted how their engagement in weekly training and matches

added to their college experience, helping them make new friends, keep fit and take part in the sports they enjoy while representing the college across the country. Lecturers from departments such as construction, esol and support for learning have also provided written feedback as to why they feel their student engagement in activities is beneficial to their college experience. One noted the significant change in a student's demeanour and confidence since they regularly started attending sport sessions also adding that should this student not have attended, they may have fell away from their studies.

6. Impact and Outcomes

(What has been the impact and outcome of the service? Where possible, link to student retention, progression, engagement, confidence, attendance or successful completion.)

Data gathered for the Active Campus work for academic year's 2023 to 2025 strongly indicate student engagement in Active Campus activities support's student class attendance records, improved academic performance and higher course completion rates compared to those who didn't engage with Active Campus activities. For Further Education - Full-Time students 83.9% of those who engaged with Active Campus alongside their studies achieved successful outcomes compared to 68.9% of those who didn't. For Further Education -Part Time 84.1% of those who engaged with Active Campus alongside their studies achieved successful outcomes compared to 71.1% of those who didn't.

College department engagement has also been collated in this time frame, where the data provided evidence for multiple departments engaging. Students and staff from Construction, Sport and Fitness, Esol and Engineering were the highest attendees at activities. Other departmental areas to note engaged included students and staff from Support for Learning, Health and Social Care and Photography.

7. Partnership and External Working

(Summarise any partnership or external links.)

Partnership working has been a key component of the Glasgow Kelvin College Active Campus programme, enabling students to access a diverse range of sporting and physical activity opportunities both on and off campus. Strong relationships have been developed with National Governing Bodies (NGBs), including Scottish Volleyball and Basketball Scotland, helping to introduce students to new sports, provide coaching expertise, and create pathways for continued participation and competition.

The programme has also worked closely with a variety of specialist activity providers and venues, including Golf It! The Climbing Academy, and Pinkston Watersports, allowing students to experience activities that would not otherwise be available within

the college environment. These partnerships have enhanced the student experience by providing access to high-quality facilities, coaching, and introductory sessions across a range of sports and recreational activities.

Collaboration with key national organisations such as SportScotland and Scottish Student Sport (SSS) has supported the delivery of the Active Campus programme through funding, training opportunities, networking, and student development initiatives. These relationships have strengthened links between further and higher education sport and have helped create clear pathways for students to progress into wider sporting opportunities.

At a local level, Glasgow Kelvin College Active Campus has worked alongside facility providers including Glasgow Life, with venues such as the Glasgow Club Springburn and the Easterhouse Sports Centre. These partnerships have expanded access to affordable and accessible facilities across the city, supporting regular participation opportunities and helping to remove barriers to physical activity for students.

Through effective partnership working across national, regional, and local organisations, Glasgow Kelvin College Active Campus has significantly broadened the range of activities available to students, increased participation opportunities, and strengthened connections between students and the wider sporting community.

8. Areas for Further Development

(2–4 brief points on what still needs strengthened and what improvement steps next year might be.)

Areas for strengthening and improvement would be:

Data collection processes and how to maintain accurate records that allow tracking of student academic performance and retention rates. MS Forms in place to allow for the data to be collected, this requires students to fill out the form

One or two consistent activities/programmes that are running weekly at either the Easterhouse Campus and or East End Campus as much of the current activity takes place at the Springburn Campus due to the facilities. There are plans to have indoor curling equipment acquired from Curling Scotland that would be used for the Support for Learning staff based at each of the EH and EE campuses. This would also allow for staff upskilling to help deliver activity for students. With this in place, perhaps this can open the way for one or two more activities to take place at these campuses.

Further development of projects that are created and engagement in competitive

Scottish Student Sport and British Universities and Colleges competitions as this is an area we have developed in the last few years but there are still improvements to be made. Areas for improvement include continuation of projects that have been set up with specific class groups and allowing for a structure to form that can help activities to maintain. In terms of competitive student sport, there will be 4 teams competing for the college in academic year 26/27 with a mix of Men's and Women's team's representing the college.