

Analysis of Student Success Rates 2020-21 to 2024-25

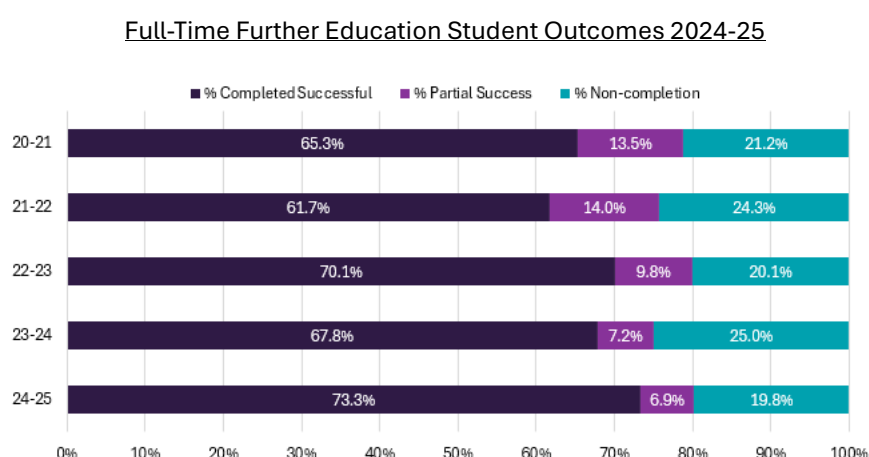
Improving student success has been a key College priority over recent years, particularly following the disruption caused by Covid and significant industrial action. The College's operating context is important. Based in North-East Glasgow, the College serves a high proportion of learners from the most deprived communities, including substantial numbers from SIMD10 postcodes. Many students may have experienced barriers to prior educational achievement and may also face wider personal, financial, digital or wellbeing challenges that affect participation, retention and success. This means that learning, teaching, support and quality enhancement activity all need to be closely aligned to student need, while recognising that withdrawal and partial success remain significant risks.

A wide range of actions has been taken to support more students to succeed across the full student journey, from application and transition through to in-course support, assessment, progression and course exit. Recent outcome data indicates that these actions are beginning to have a positive impact, with successful completion improving in 2024–25 across full-time FE, full-time HE, part-time FE and part-time HE. However, performance remains uneven, and further improvement is required, particularly in relation to HE success, partial success, non-completion and differential outcomes for key learner groups.

The following sections below provide an overview of student outcome trends by mode and level.

A) Full-Time Further Education Student Outcomes

Full-time Further Education outcomes improved strongly in 2024–25, with successful completion increasing from 67.8% in 2023–24 to 73.3%. This represents a 5.5 percentage point improvement and is the highest level of success achieved by the College for this mode and level since the College's formation in 2012. Partial success remained low at 6.9%, while non-completion reduced from 25.0% to 19.8%. This suggests that the College's recent focus on retention, support, learning and teaching, and course-level quality improvement is beginning to have a positive impact. However, despite this improvement, almost one fifth of full-time FE learners still did not complete successfully, meaning that withdrawal remains a significant risk. Continued improvement in full-time FE will therefore depend on sustaining early intervention, monitoring engagement closely, and ensuring that effective practice is shared consistently across curriculum areas.

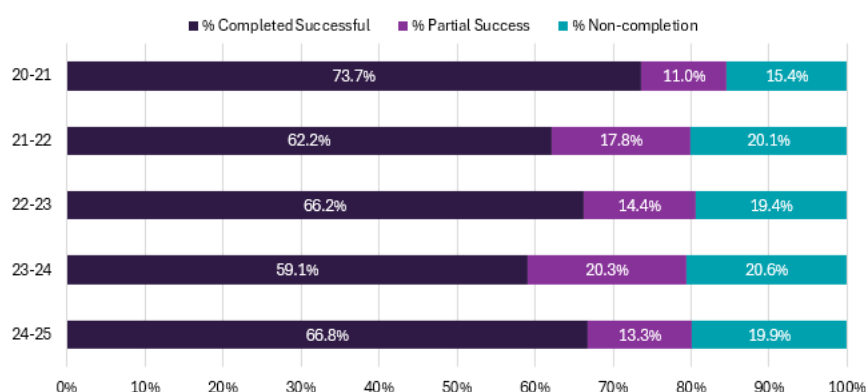


B) Full-Time Higher Education Student Outcomes

Full-time Higher Education outcomes also improved in 2024–25, with successful completion increasing from 59.1% in 2023–24 to 66.8%. This is a significant improvement from a low starting point and indicates that recent quality enhancement activity is beginning to support recovery in this area. However, full-time

HE remains below the levels historically expected for this mode of provision, and both partial success and non-completion remain areas of concern. In 2024–25, 13.3% of full-time HE learners achieved partial success and 19.9% did not complete, meaning that almost one third of learners did not achieve full success. This reinforces the need for a continued focus on assessment planning, progress monitoring, early identification of learners at risk, and converting partial success into full achievement.

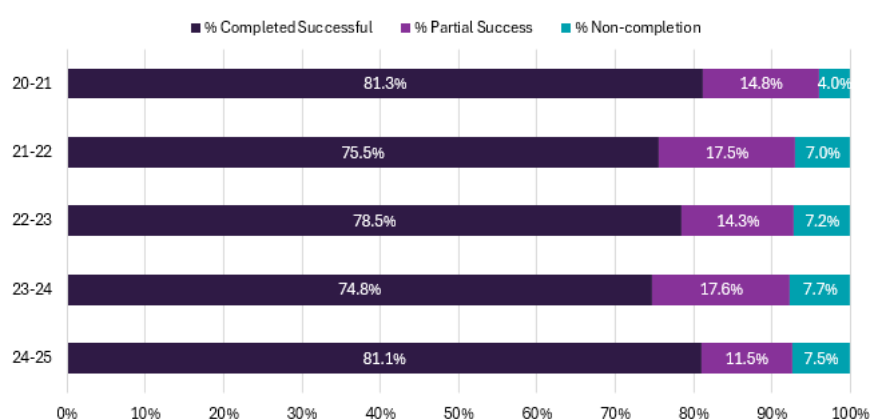
Full-Time Higher Education Student Outcomes 2024-25



C) Part-Time Further Education Student Outcomes

Part-time Further Education outcomes show one of the most positive patterns in the 2024–25 data. Successful completion increased from 74.8% in 2023–24 to 81.1%, while partial success reduced substantially from 17.6% to 11.5%. This suggests that improvement activity is having a positive impact, particularly in reducing the proportion of learners completing only part of their planned programme. However, non-completion remains above pre-Covid levels and reduced slightly from 7.7% in 2023–24 to 7.5% in 2024–25, remaining higher than the 4.0% level recorded in 2020–21. The key enhancement priority for part-time FE is therefore to sustain the improvement in successful completion and reduced partial success, while continuing to address withdrawal risks, particularly in longer part-time provision where learner engagement and persistence can be more difficult to maintain.

Part-Time Further Education Student Outcomes 2024-25

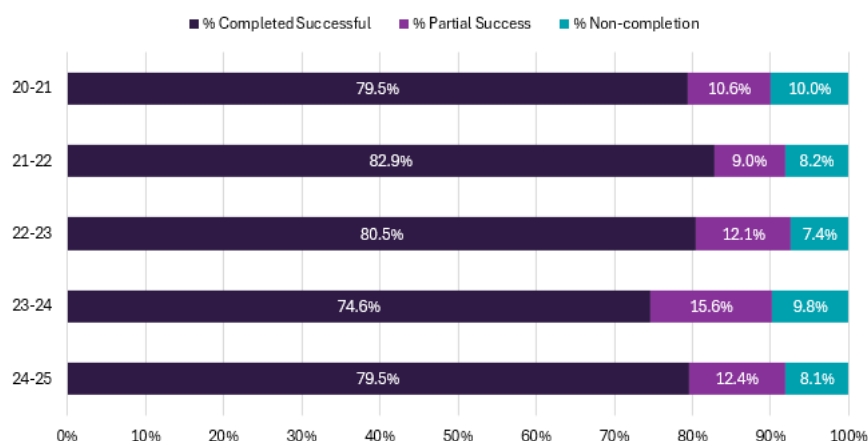


D) Part-Time Higher Education Student Outcomes

Part-time Higher Education outcomes improved in 2024–25, with successful completion increasing from 74.6% in 2023–24 to 79.5%. Partial success reduced from 15.6% to 12.4%, and non-completion reduced from 9.8% to 8.1%. This is a positive movement across all three outcome measures and suggests that part-time HE provision is beginning to recover from weaker performance in 2023–24. However, successful

completion has not yet returned to the stronger level achieved in 2021–22, when 82.9% of part-time HE learners completed successfully. Partial success also remains higher than in 2020–21 and 2021–22. The College should therefore continue to monitor part-time HE closely, with a particular focus on supporting learners to complete all planned units and on ensuring that programme design, assessment scheduling and learner support are sufficiently flexible for part-time learners.

Part-Time Higher Education Student Outcomes 2024-25



Overall, the success rate improvements achieved in 2024-25 are significant, particularly considering that around 40% of College students come from datazones identified as within the 10% most deprived in Scotland (known as SIMD10). As a result of this, many students have experienced barriers to prior educational achievement and may require additional academic, personal, financial, digital or wellbeing support to participate and succeed. These improvements suggest that the College’s whole-college approach to supporting the student journey is having a positive impact, while also confirming the need to sustain this focus in order to reduce withdrawal, partial success and gaps in outcomes for key learner groups.

National Student Success Context

Improving the proportion of students achieving successful outcomes has been a main priority for the College over recent years as a lower-than-average proportion of learners successfully complete at Glasgow Kelvin College compared to national average data, notwithstanding the high level of SIMD10 students at the college as compared to other colleges.

For example, Scottish Funding Council data on national student outcomes shows that in 2024-25, the college performed above sector level for full-time Further Education courses but below the sector norm for the other mode and level categories. The tables below highlight this and our relative performance to other colleges within our region.

2024-25 Student Success National Comparators

Full-Time Further Education		Part-Time Further Education	
College/Region	2024-25 Success %	College/Region	2024-25 Success %
South Lanarkshire College	78.8%	New College Lanarkshire	83.3%
Ayrshire College	73.3%	Scotland	81.7%
Glasgow Kelvin College	73.3%	South Lanarkshire College	81.5%
Scotland	70.5%	Ayrshire College	81.4%
West College Scotland	67.9%	Glasgow Kelvin College	81.1%
Glasgow Region	67.6%	City of Glasgow College	81.1%
Glasgow Clyde College	67.4%	Glasgow Region	80.5%
New College Lanarkshire	64.6%	Glasgow Clyde College	79.8%
City of Glasgow College	63.0%	West College Scotland	67.1%

Full-Time Higher Education		Part-Time Higher Education	
College/Region	2024-25 Success %	College/Region	2024-25 Success %
Glasgow Clyde College	76.4%	Glasgow Clyde College	85.5%
South Lanarkshire College	75.3%	Ayrshire College	84.5%
Glasgow Region	72.6%	Scotland	83.5%
Scotland	72.4%	Glasgow Region	82.1%
City of Glasgow College	72.1%	Glasgow Kelvin College	79.5%
Ayrshire College	69.3%	West College Scotland	78.4%
Glasgow Kelvin College	66.8%	City of Glasgow College	78.0%
West College Scotland	65.6%	New College Lanarkshire	77.0%
New College Lanarkshire	63.2%	South Lanarkshire College	73.7%

While the 2024–25 data shows clear improvement in College student outcomes, comparative performance remains mixed. Glasgow Kelvin College is now performing strongly in full-time FE and broadly in line with sector performance in part-time FE, while full-time HE and part-time HE remain below the strongest regional and national comparators. This confirms that the College’s improvement activity is having an impact, while also reinforcing the need to maintain student success as a central quality enhancement priority.

Equality and Inclusion

Data for key priority student groups shows that course outcomes are not yet equitable, with some groups experiencing lower success rates. This has reinforced the College focus on improving retention through early intervention and targeted support within the College’s quality enhancement activity.

The College continues to serve a high proportion of learners from areas of deprivation. Learners from the bottom 10% and bottom 20% SIMD areas achieve successful completion rates of 72.6% and 72.3% respectively, which is around three percentage points below the overall rate of 75.6%. Given the scale of deprivation within the College’s learner population, the relatively modest gap between SIMD10/SIMD20 outcomes and the overall College average suggests that the College’s support and learning environment are helping many learners to remain engaged and achieve. However, higher non-completion rates for these groups confirm that deprivation-related barriers continue to affect retention and success, and that targeted support and early intervention remain important.

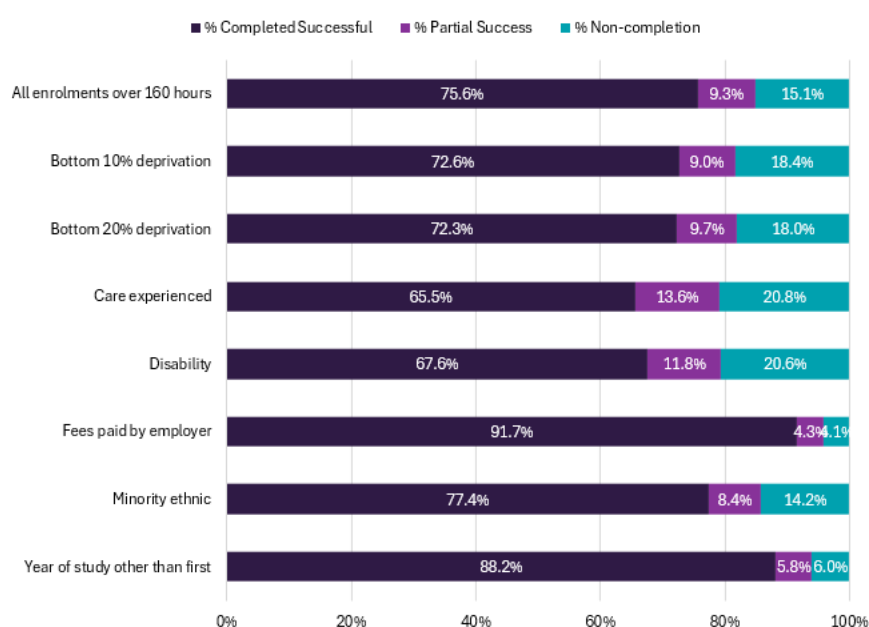
The most significant gaps are evident for care experienced learners and learners with a declared disability. Care experienced learners have a successful completion rate of 65.5%, which is 10.1 percentage points below the overall rate and learners with a disability have a successful completion rate

of 67.6%, eight percentage points below the overall rate. Both groups also have higher partial success rates than the overall cohort. This suggests that the issue is not only one of withdrawal, but also of learners remaining engaged yet not achieving full success. Therefore the College is focused on continuing to strengthen our approaches to inclusive learning, alongside ensuring that learner support and intervention provide maximum positive impact.

There are also areas of strong performance with learners whose fees are paid by employers achieving a very high successful completion rate of 91.7%. Outcomes for minority ethnic learners are also slightly higher than average, with a successful completion rate of 77.4%, compared with 75.6% overall.

The College will continue to strengthen targeted monitoring and early intervention for learner groups with lower successful completion, particularly care experienced learners and learners with a disability. This will include more systematic use of in-year data to identify learners at risk of partial success or non-completion, alongside closer alignment between curriculum teams, learner support, guidance and quality improvement planning.

Outcomes by key group on courses lasting 160 hours or more



National Student Satisfaction Survey Trends

The National Student Satisfaction Survey trend data provides strong evidence that students continue to have a positive experience at the College. Overall satisfaction increased from 92% in 2021–22 to 96% in 2025–26, with satisfaction remaining consistently high across the five-year period. This is an important strength in the context of the wider student outcomes analysis, indicating that most students experience the College as supportive, inclusive and effective, even though successful completion and non-completion rates vary between learner groups.

2021-22 to 2025-26 Student Satisfaction Trends

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

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

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

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

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

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

Summary

Taken together, the outcome and satisfaction data present a balanced picture of improvement and continuing challenge. Student outcomes improved across all modes and levels in 2024–25, and students report a highly positive College experience, including strong satisfaction with teaching, support services, digital provision, facilities and library services. However, improvement is not yet consistent across all learner groups or all types of provision. The College’s next stage of enhancement is therefore to sustain recent improvements in successful completion, reduce partial success and non-completion, and make more systematic use of learner voice, in-year monitoring, targeted support and course-level quality improvement to improve outcomes where gaps remain.