



Glasgow Kelvin College Self-Evaluation and Action Plan

2024-25

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1. Introduction

This Self-Evaluation and Action Plan (SEAP) has been produced by Glasgow Kelvin College in line with the new quality arrangements for Scotland's colleges and universities as published by the Scottish Funding Council (SFC) in July 2024.

This SEAP is intended to support institutions to reflect on annual institutional quality assurance and enhancement activities and outcomes, including on progress made since their last external review, and to identify and plan for key strategic enhancements, which is articulated through an action plan. In addition, the SEAP should provide institutional oversight to ensure that the Accountable Officer and Board of Management is sighted on, and has ownership of, the quality of the student experience, academic standards and academic integrity.

For the Scottish Funding Council, the SEAP will form the evidence base for individual institutions in relation to the high-quality learning and teaching outcome of the Outcomes Framework and Assurance Model and will also contribute to other outcomes of the framework. As such, it will support annual institutional engagement with SFC and provide assurance on the effective use and impact of public investment to deliver high-quality learning provision.

For the Quality Assurance Agency, the SEAP will be used to support Institutional Liaison Meetings, and as part of the evidence base for the Tertiary Quality Enhancement Review arrangements.

As set out within the new guidance, this report provides an evaluation of the College's performance in relation to the four main principles of the new Tertiary Quality Enhancement Framework. These are:

1. Excellence in learning, teaching and assessment: institutions are equipped to deliver the highest possible standards of learning, teaching and student support, empowering students for success.
2. Supporting student success: high-quality learning delivers student success in all its diverse forms.
3. Student engagement and partnership: students are partners in their learning and a strong and engaged student voice improves student outcomes.
4. Enhancement and quality culture: everyone working in our colleges is part of the quality culture, driving forward improvement and sharing ideas and innovations to deliver better outcomes for their students.

2. Evaluation of Excellence in Learning, Teaching and Assessment Principle

2.1 Supporting Teaching Development

A variety of approaches are in place to support the professional development of Lecturers and their teaching development. This includes:

- Embedding of Learning, Teaching and Assessment Strategy objectives within cross-college quality enhancement activities. Actions such as evaluating course performance against the aims of the Learning, Teaching and Assessment Strategy and developing standardised course team meeting agendas are supporting achievement of the goals set out within the strategy.
- Orientating College professional development activities to explore and build collective skills in areas highlighted by the Learning, Teaching and Assessment Strategy. Through focussed CPD sessions, staff have had opportunities to discuss aspects of learning, teaching and assessment prioritised by the strategy. A key aspect of this has been sharing of practice opportunities, particularly in terms of cross curricular exchanges.
- Supporting the registration of our Faculty staff into the General Teaching Council Scotland (GTCS). By acting as a pilot college, we have made excellent progress in registering a high volume of our staff with GTCS and through this staff have committed to ongoing self-reflection in their teaching and assessment practice in relation to the Professional Standards for College Lecturers which align closely to our Learning, Teaching and Assessment strategy goals.
- Substantially upgrading our teaching facilities with significant investment made for a number of subject areas including Science, Art, Sport and Fitness, Hairdressing and Beauty, Construction and Engineering, Supported Learning, Performing Arts, Photography, Music Performance and Sound Production.
- Investing heavily in digital training and resources for learning, teaching and assessment. Precipitated heavily by Covid-related circumstances, the College has provided very significant training and resources for online and remote learning. Due to this, there has been a rapid upscaling of staff digital skills and the provision of high-quality online learning experiences for our students.
- Prioritising student engagement and ensuring student feedback plays an impactful role in course design and delivery. Arrangements to ensure that student feedback is consistently gathered and acted upon by Lecturing staff in their practice have been significantly strengthened within our quality enhancement arrangements.

In terms of assessing the effectiveness of these approaches, student feedback trends from 2021-22 to 2023-24 show improving and high levels of satisfaction with the quality of learning and teaching provided by the College as highlighted by the table overleaf.

Glasgow Kelvin College Student Satisfaction Trends

Prompt:	2021-22	2022-23	2023-24	3- Year Trend
The way I'm taught helps me learn	89%	93%	93%	+4%
My time at college has helped me develop knowledge and skills for the workplace	91%	96%	94%	+3%
The online learning materials for my course have helped me learn	87%	91%	92%	+5%
Any changes in my course or teaching has been communicated well	85%	90%	91%	+6%

In May 2024, the College underwent an Annual Engagement Visit by Education Scotland. Their formal review report highlighted the following strengths in terms of the College's effectiveness in assuring and enhancing the quality of learning and teaching:

- All teaching staff engage well in the annual professional development review process and professional learning activities during quality weeks. They share and reflect on their learning and teaching approaches in teaching activity groups, overseen by a teaching development coordinator.
- Senior managers have introduced new quality enhancement arrangements and communicated these effectively to staff. Staff understand the arrangements well and use them to reflect on their quality of learning and teaching. This has supported a more consistent approach to the improvement of teaching practice across the college.
- Teaching staff access support for learning and teaching through the professional development forum and teaching development leads. These arrangements provide opportunities for staff to improve their teaching practice and share experiences with their peers.
- Curriculum managers use a good range of strategies to monitor and improve the quality of learning and teaching. These include targeted learner questionnaires, research papers, peer mentors, professional updating, sharing practice and analysis of programme performance.

No areas of development were identified by Education Scotland in respect of enhancing the quality of learning and teaching.

Notwithstanding the above positive assurances, more recently new initiatives have been put in place by the College to strengthen teaching development activity. This has led to the establishment of Teaching Development Leads, peer-based Teaching Activity Groups and stronger leadership through a new Professional Development Forum. As this activity is still at an early stage with relatively low levels of participation, the following cross-college quality enhancement priority has been identified:

Quality Enhancement Priority 1:

Increase Staff Participation in College Teaching Development Activity – we will continue to support and extend the activities initiated in 2023-24 and provide more structured and consistent opportunities for staff to share teaching practice and provide peer support.

2.2 Curriculum Planning and Delivery

The College has in place a range of curriculum planning and review arrangements. This includes:

- Review of historical curriculum performance information such as recruitment levels, student outcomes and progression rates, and student satisfaction and feedback.
- Review of external demand data such as application and employment demand, economic indicators such as growth and workforce projections, alongside direct feedback from employers and community partners.
- Engagement with student and staff representatives on potential curriculum changes through the College's Transformation and Renewal Working Group.
- Consideration of curriculum planning reports by College management groups and Board of Management Committees.

Through these arrangements, the College develops a curriculum plan by December of the preceding academic year. This is based on a digital planning tool which allows managers to evaluate the Credits fulfilment required for each course, the staff resource required, and the student numbers required for each class across the curriculum. Power BI reporting then facilitates the monitoring of key performance indicators such as admissions, enrolments, attendance, retention and attainment, which draws data from the College's student information systems.

As part of the Internal Audit programme at the College for 2023/24, Henderson Loggie carried out a review of the College's approach to Curriculum Planning. Their formal review report highlighted a large number of strengths and no areas of weakness. This provided assurance that processes and controls are in place to ensure that:

- the core College curriculum is aligned with national priorities and the needs of regional industry, employers and individual learners;
- there is a process in place to review and refresh existing programmes on a regular basis;
- adequate controls are in place over the development of new programmes including the preparation of a business case, costing and pricing;
- the College has exploited the potential of new technology in order to widen access to the curriculum and enhance the learner experience;
- the curriculum planning process takes sufficient cognisance of the College's share of the Region's Credits target; and
- there are strong links between the curriculum planning process and workforce planning and budgeting.

In terms of recent curriculum developments, for the 2023-24 academic year, the College curriculum had to respond to two significant changes.

Firstly, to reduce overall delivery costs, the College Board agreed to the closure of our West Campus and the consolidation of our curriculum across our remaining three campuses in Springburn, East End and Easterhouse. Secondly, the decision by the Scottish Funding Council to reduce Credit targets for the college sector by 10%. For Glasgow Kelvin College, this meant a reduction from circa 80,000 Credits annually, to approximately 72,000 Credits annually.

A key outcome from this enhanced curriculum review activity was a consolidation of our course provision, both in terms of number of classes and in terms of subject locations per campus.

In terms of reduction of Class Occurrences, consolidation involved reviewing historical application and recruitment levels and reducing the number of class occurrences where recruitment targets were not being met. The implementation of this reduced class offer was made by each curricular area with a view to protecting progression routes for students and maximising areas of greatest student demand. Through this action, we were able to maintain the volume of full-time study opportunities but do this through the delivery of slightly higher average class sizes.

With respect to consolidation by campus, substantial estate development works were undertaken to develop a new single site for the delivery of Art and Design, Music and Sound Production, and Science, and enabling ESOL and Support for Learning to consolidate delivery on two campuses. These changes have provided a higher quality student experience, with greater depth or expertise and opportunity provided to students.

Whilst the College has made significant progress towards achieving targeted class sizes, class sizes currently sit at approximately 90% – 95% of planned recruitment levels. As a result, the following cross-college quality enhancement priority is set:

Quality Enhancement Priority 2:

Improve Student Recruitment Performance– this will continue to include a focus on enhancing pre-course keep warm activity and start of term welcome and settling in support.

For the 2024-25 academic year, we have continued to innovate and develop our curriculum offer in response to student and employer needs. For example:

- We are growing our role as national managing agent for apprenticeships in Building Services and Heating and Ventilation services, working with Skills Development Scotland and other Scottish colleges.
- We are leading a Glasgow City-Region innovation project across six colleges to support improvements in productivity and economic growth with a focus on digital enablement. With a combined budget of £1.2 million, the project will engage with over 200 local employers on innovation projects.
- Our Green Academy training facility is supporting apprentices and upskilling existing tradespersons in green technologies such as Solar Hot Water, Air Source and Ground Source Heat Pumps and we have approval to deliver BPEC Vendor Qualifications.
- We are investing in new teaching facilities for Performing Arts, Photography, Refrigeration Services and Barbering which will deliver an improved student experience for these subject areas.
- We continue to deepen our partnerships with universities including expanding our access provision through Scottish Wider Access Programmes and directly with Strathclyde and Glasgow University, alongside strengthening our joint delivery of Degree provision in subjects such as Health and Social Care, Music Business and Science.
- Through a partnership with Glasgow Life we are delivering new numeracy related opportunities for students across the city. This will support delivery of Glasgow City's Community Learning and Development Strategy, as well as progressing plans relating to the UK Government's Shared Prosperity Fund. This fund is to support the development of numeracy skills and confidence and will support learners to improve their understanding and use of maths in their daily lives, at home and at work, and to feel more confident when doing so.

- Supported by the STV Children’s Appeal, we are continuing to prioritise opportunities for local communities to participate in college-based learning through our successful Community Hub activity. This provides a 'drop in' environment introducing college life to local families and young people often living in challenging circumstances. Through external funding our participants can access a range of engagement activities along with offering healthy food options and support for life skills development.
- We are supporting a range of Faculty staff to participate in Virtual Reality and Artificial Intelligence projects. This includes working with a creative media company who are developing Virtual Reality packages to make learning more engaging in Health and Social Care courses, alongside making use of an AI based programme to support the development of teaching materials for Lecturing staff.

2.3 Maintenance of Academic Standards

In 2023-24 the College was a Scottish Qualification Authority Systems Verification Review. The purpose of the Systems Verification Review is to satisfy the SQA that the College is meeting the rigorous academic standards set by the awarding body. Prior to the review, the College completed a self-assessment and action plan identifying any of the review criteria which needed further development. The self-assessment template covered the following six broad categories:

- Management of a Centre
- Resources
- Candidate Support
- Internal assessment and Verification
- External Assessment
- Data management

Each of these categories was broken down into a total of thirty-six criteria which were reviewed as part of the Systems Verification process. The criteria each had an impact rating of either high, medium or low. The College received ‘high confidence’ in each of the six broad categories and this provides assurance that our quality processes are working to ensure that we provide the high academic standards required by the SQA. There were four amber areas in the final report identifying aspects of our systems we could strengthen and these are being progressed in the 2024-25 academic year.

Case Study: Encouraging innovation in learning, teaching and assessment through Teaching Development Leads

In 2023-24 Glasgow Kelvin College established a programme of Teaching Development Leads, with Lecturing staff provided with remission to undertake development activity which will benefit their students, and in some cases with the potential for broader impact cross-college. A process was created for staff to propose projects and identify how this would support the college's Learning, Teaching and Assessment strategy objectives.

Seven Teaching Development projects ran in 2023-24 and the following case study provides an example of the type of activity undertaken by Teaching Development Leads.

Introducing Project-Based Learning in Sports Coaching

In this project, a staff member implemented a Project-Based Learning (PBL) model within Higher National (HN) level sports coaching programs to enhance student learning and preparedness. The project involved mapping and integrating seven units into a cohesive PBL model focusing on two coaching projects. This aimed to:

- Improve the logical flow of content delivery.
- Provide more opportunities for practice, feedback, and refinement.
- Better prepare students for practical and theoretical assessments.

Previous student cohorts were consulted for feedback on activity order, informing the model's development and the pilot cohort has input on assessment deadlines.

A Lecturer involved in the development project stated that, "*using this model as opposed to delivering SQA units as stand-alone, mean that the order of outcomes, topics and tasks is more logical and offers more opportunities for students to refine practice, gain confidence, gain feedback prior to assessed coaching observations for example.*"

Overall, this initiative successfully delivered a PBL model in a sports coaching program, emphasising student engagement, practical application, and collaborative staff effort. While challenges exist in coordinating teamwork, the project demonstrably enhanced the learning experience and spurred further professional development initiatives.

3. Evaluation of Supporting Student Success Principle

3.1 National 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. For example, in 2022-23, national average rates for student success were lower across all four mode/level categories as illustrated in the table below.

Scotland and Glasgow Kelvin 2022-23 Student Success Rates

2022-23 Success Rates:	Scotland	Glasgow Kelvin College	Variance
Full-Time Further Education	63.6%	59.2%	-4.4%
Part-Time Further Education	77.3%	75.0%	-2.3%
Full-Time Higher Education	65.5%	60.5%	-5.0%
Part-Time Higher Education	78.6%	76.0%	-2.6%

The following table highlights relative performance in respect of subject areas for Further and Higher Education courses of 160 hours or more study length across a number of comparator colleges.

2022-23 Student Success Rates for Further Education Courses (160 hours or more duration)

	Glasgow Kelvin	Scotland	Ayrshire	City of Glasgow	Dundee and Angus	Edinburgh	Fife	Forth Valley	Glasgow Clyde	New Lanarkshire	North East Scotland	South Lanarkshire	West Scotland	West Lothian
Art and design	51%	68%	91%	64%	70%	69%	63%	68%	65%	58%	63%		66%	
Business	49%	62%	50%	54%	67%	63%	61%	72%	57%	53%	58%	71%	58%	78%
Care	54%	62%	62%	70%	58%	59%	66%	64%	56%	55%	58%	70%	56%	85%
Computing and ICT	51%	61%	76%	46%	57%	62%	55%	84%	58%	62%	61%		60%	52%
Construction	75%	80%	85%	65%	72%	92%	70%	84%	79%	69%	75%	81%	80%	80%
Education/training	82%	63%	65%		53%	67%	49%			41%	76%	86%	47%	81%
Engineering	56%	75%	84%	58%	70%	76%	71%	84%	69%	73%	75%		76%	78%
Hairdressing & Beauty	49%	62%	73%	61%	64%	73%	54%	66%	58%	55%	57%	64%	60%	83%
Hospitality	57%	61%	67%	45%	75%	75%	63%	65%	60%	50%	48%	69%	57%	72%
Languages and ESOL	71%	76%	70%	83%	86%	74%	66%	68%	79%	67%	76%	73%	74%	87%
Media	57%	64%	78%	73%	69%	62%	63%	71%	64%	68%	68%	87%	46%	79%
Performing arts	49%	62%	71%		74%	60%	54%		66%	65%	58%		66%	
Science	51%	53%	53%	68%	47%	58%	63%	57%	45%	62%	55%		62%	66%
Social subjects	53%	54%	63%	50%	61%	56%	53%		46%	53%	45%	62%	56%	
Special Programmes	72%	74%	73%	78%	85%	73%	69%	79%	59%	76%	65%	78%	82%	76%
Sport and Leisure	47%	64%	64%	47%	64%	53%	68%	71%	62%	73%	73%		71%	67%

2022-23 Student Success Rates for Higher Education Courses (160 hours or more duration)

	Glasgow Kelvin	Scotland	Ayrshire	City of Glasgow	Dundee and Angus	Edinburgh	Fife	Forth Valley	Glasgow Clyde	New Lanarkshire	North East Scotland	South Lanarkshire	West Scotland	West Lothian
Art and design	75%	73%	78%	71%	78%	88%	73%	88%	71%	88%	74%		68%	
Business	64%	60%	70%	66%	67%	57%	64%	77%	61%	50%	59%	66%	58%	81%
Care	68%	69%	63%	66%	68%	76%	60%	69%	74%	54%	70%	69%	62%	79%
Computing and ICT	63%	61%	63%	49%	75%	77%	60%	77%	62%	64%	70%		56%	72%
Construction	67%	72%	81%	57%	73%	82%	60%	77%	76%	70%	57%	71%		62%
Engineering	70%	63%	75%	62%	83%	80%	70%	79%	66%	71%	69%	85%	53%	72%
Media	72%	78%	79%	70%	79%	84%	61%	83%	74%	73%	71%	55%	52%	
Performing arts	78%	65%	81%	77%	93%	78%	71%		80%	82%	77%		77%	
Science	66%	31%	67%		71%	88%	67%	66%	41%	67%	63%	53%	94%	38%
Social subjects	56%	38%	61%	51%	67%	61%	53%	83%	62%	56%	54%	79%	39%	61%
Sport and Leisure	65%	57%	77%	61%	73%	63%	58%	63%	58%	66%	78%		60%	66%

National comparator such as the above is utilised within the College's quality enhancement arrangements to identify areas for improvement. As with the mode level comparative data, the College performance often sits below national average data and quality enhancement procedures require course teams to set attainment targets for all provision and to prioritise quality improvement activities on those courses furthest from achieving at least national average levels of performance.

3.2 Enabling Student Success

The College has put in place a number of actions to improve student outcomes at the College with a strong focus on improving student retention levels, as withdrawal is the most significant reason for students not successfully completing their course.

These actions have included improving recruitment and pre-course engagement. We know that students who apply early and make informed decisions about which course to join tend to perform better. Therefore, we have substantially improved our pre-course processes, including developing a new website and increasing pre-course engagement and 'keep warm' activity across Faculty and Student Support Services engagement. As highlighted in the table below, this has substantially increased our conversion rate from application to enrolment and meant that a higher proportion of students have had more significant engagement with the college prior to their course start, improving the likelihood that they will sustain their course of study.

2024-25 Glasgow Kelvin College Full-Time Recruitment Data (December – August)

Academic Year	Applications	Offers Made	Conversion Rate
2022-23	7,718	3,662	47%
2023-24	6,157	3,276	53%
2024-25	6,112	4,298	70%

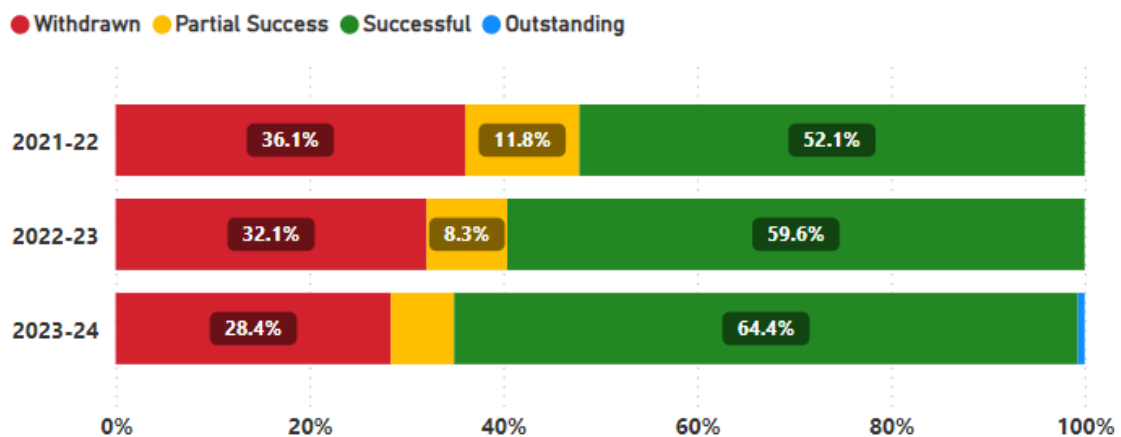
Other actions to improve student achievement rates have included:

- Implementation of substantially refreshed cross-college quality review and enhancement arrangements as set out in the *Evaluation of Enhancement and Quality Culture* section of this report.
- Leading and supporting improvements quality of teaching practice through regular CDP and sharing of practice opportunities as described in the *Evaluation of Excellence in Learning and Teaching* section of this report.
- Strengthening student engagement and representation across the College as described in the *Evaluation of Student Engagement and Partnership* section of this report.
- Introduction of an online Needs Assessment process including automated communications with students and teaching staff, allowed for earlier interventions and support to be put in place for students starting college who require reasonable adjustments while learning.
- We have prioritised the delivery of more substantial health and wellbeing support to students as student feedback has provided evidence that health and wellbeing issues are the most significant contributor to student withdrawal. Despite the cessation of additional funding Scottish Government, the College continued to fund our Wellbeing Officer and Counsellor roles to maintain services as a level consistent with previous years. In addition, we made greater use of placement counsellors working in conjunction with local universities. Alongside this level of 1:1 support, across the year, we delivered high profile events targeted on topics such as basic mental health awareness, anxiety management, wellbeing & resilience, and financial wellbeing.
- Supplementing this mental health support, in 2023-24, with the support of funding from Sports Scotland, we employed a dedicated full-time Active Campus Coordinator. With the support of an Active Campus Steering Group, the Active Campus Coordinator played a proactive role in championing the integration of sports and physical well-being into the routines of students, staff, and our local communities. Across the year, around 1,000 students engaged in directed physical activities.
- Through careful management of our funds, we have been able to make substantial investments in new and higher quality resources for learning and teaching and student social spaces. In the last academic year, this has included new teaching spaces for Art and Design, Support for Learning, Music Performance, Sound Production, Childcare, ESOL and Business. Additionally, we have continued to improve our out of class student social spaces with increased seating and self-study facilities.

In terms of student outcome and retention trends, at the point of writing, almost all results for Further Education level courses have now been submitted and processed. Therefore, overall outcome levels for Further Education are unlikely to significantly change. However, for Higher Education level courses, students are still being supported to complete their qualifications and a significant level of results is still to be submitted. Due to this, it is therefore still difficult to gauge likely final student outcome levels for Higher Education modes and levels.

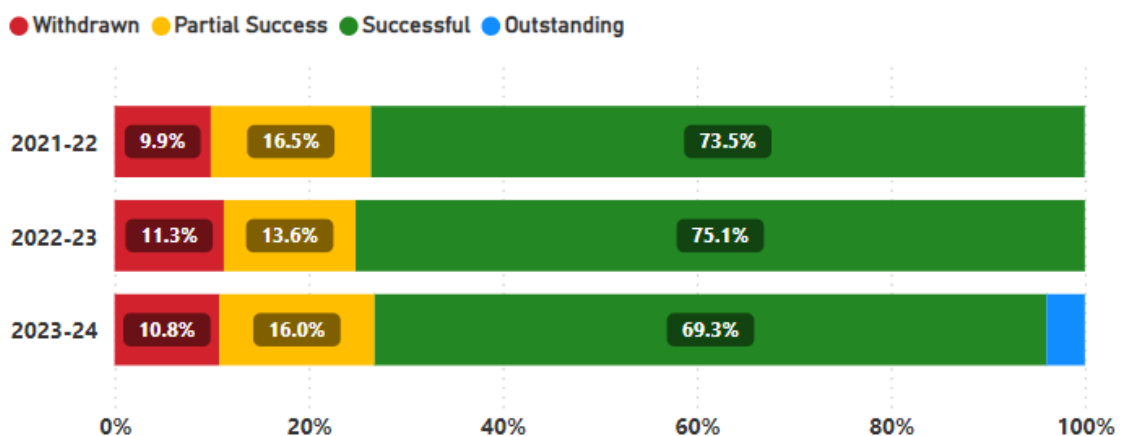
Previously, the College had reviewed retention levels for 2023-24 and this showed an improving trend, particularly for full-time courses. With Further Education resulting now complete, it is possible to show that improved retention, aligned to a lower partial success level, has supported an overall improvement in full-time Further Education levels courses of 5 percentage points compared to 2022-23 and 12.5 percentage points in total since 2021-22 as shown in the chart below.

FE-FT Trend KPI



For part-time Further Education courses, retention has improved for 2022-23 but partial success has worsened and therefore overall success rates for 2023-24 show a reduction from the previous academic year as highlighted below.

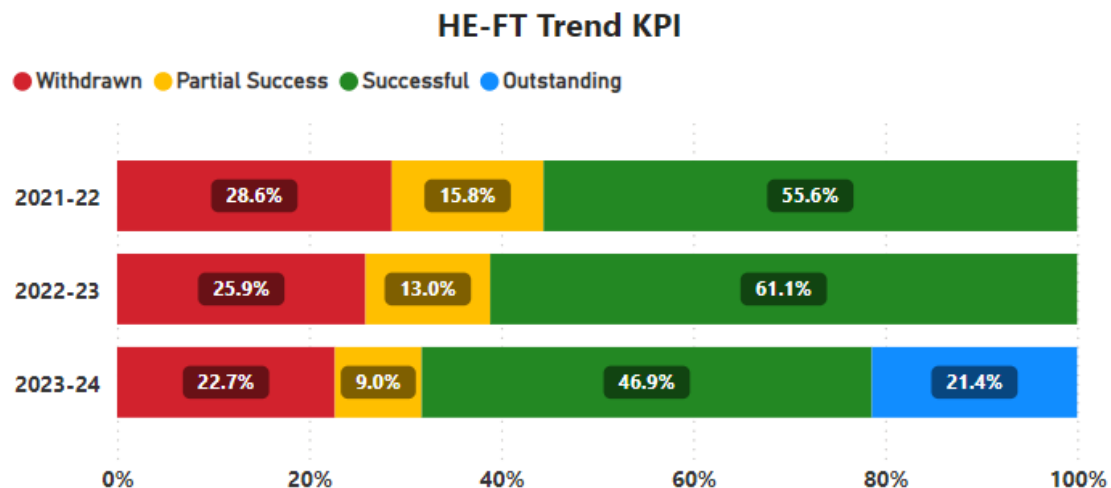
FE-PT Trend KPI



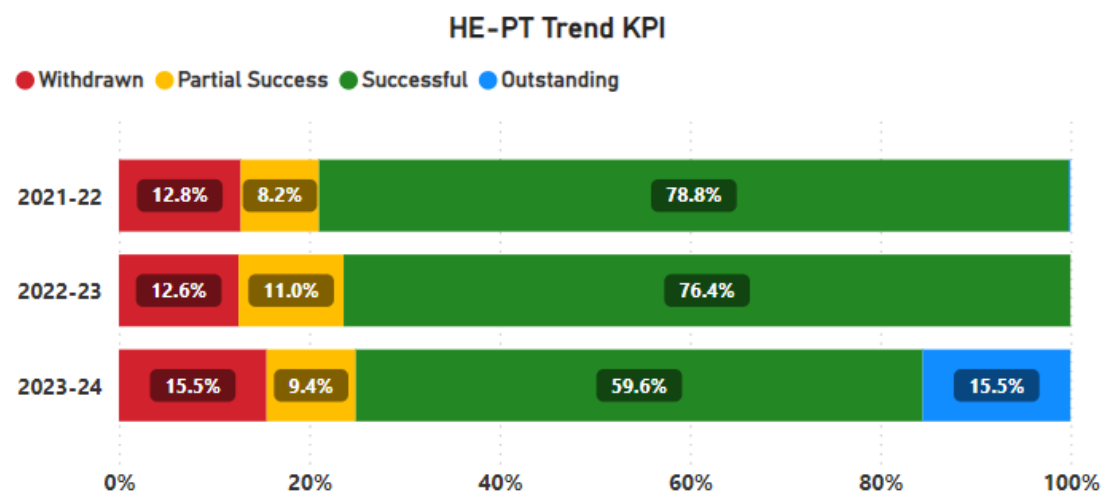
Reasons for the increase in partial success rates are being explored but as a significant volume of our part-time activity runs as courses from January to June, this would have been

disproportionately impacted by strike action and this would have reduced the likelihood of courses being successfully completed.

In terms of Higher Education levels courses, full-time courses retention data has improved along with partial success. However, it is not yet clear how this will feed through to student outcome levels due to the current volume of outstanding results as shown in the following chart.



Finally, around 6% of the College’s provision relates to part-time Higher Education courses. For 2023-24 there was an increase in withdrawal levels which is being addressed through course review activities. Partial success levels reduced slightly but again, due to missing results it is not yet possible to determine the final student outcome levels for this mode and level.



Further, more detailed analyses of 2023-24 student outcomes are being undertaken by Faculty teams as part of College quality enhancement arrangements. Overall, though, these high-level figures suggest a broadly improving picture, with retention and partial success reducing overall, and greater likelihood of success rates continuing to improve going forwards with industrial action less likely. However, whilst improvements are being made in student retention levels and outcomes rates, success levels at Glasgow Kelvin College still significantly lag national averages and therefore the following cross-college quality enhancement action is set:

Quality Enhancement Priority 3:

Increase Student Success Rates – through a range of quality enhancement activity, we will improve student success rates to at least national average levels for mode/level categories and subject areas.

Further, as health issues remains the most likely reason for students to withdraw early from their course, the following additional quality enhancement action is set:

Quality Enhancement Priority 4:

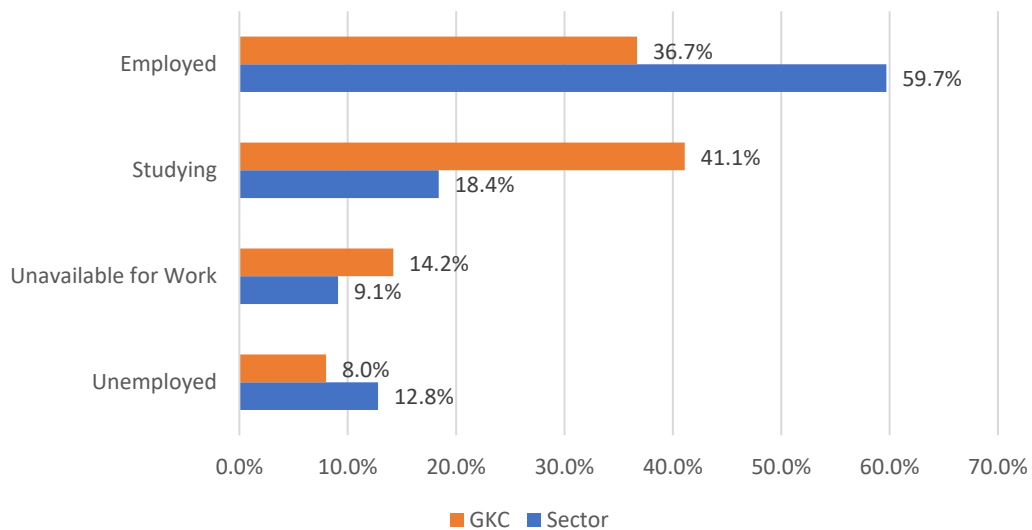
Support Student Health and Wellbeing – we will continue to provide a wide range of student mental health and wellbeing services, alongside promoting participation in physical activities.

3.3 Leaver Destination Trends

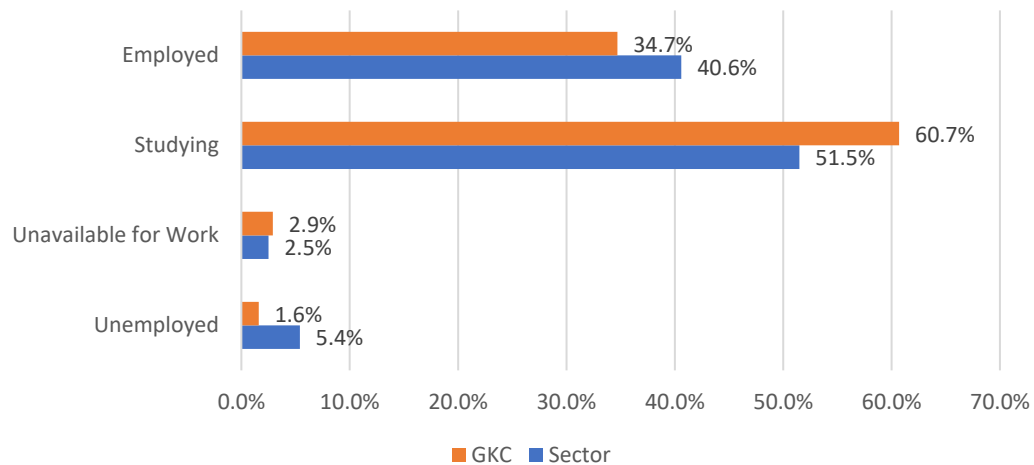
In February and March 2023, the College conducted a College Leavers’ Destination survey as part of the SFC national survey. The purpose of that survey was to identify the next destination for successful full-time college leavers who completed a college course during session 2021-22. Glasgow Kelvin College had 1,434 successful full-time leavers in June 2022. The College achieved an 83.4% return which has since been ratified by the SFC.

Data collected shows that a much larger proportion of Glasgow Kelvin College students progress onto a university programme than those in the sector as whole as highlighted by the chart below.

Progression Destinations for 2021-22 Sector Leavers from SCQF levels 1-6

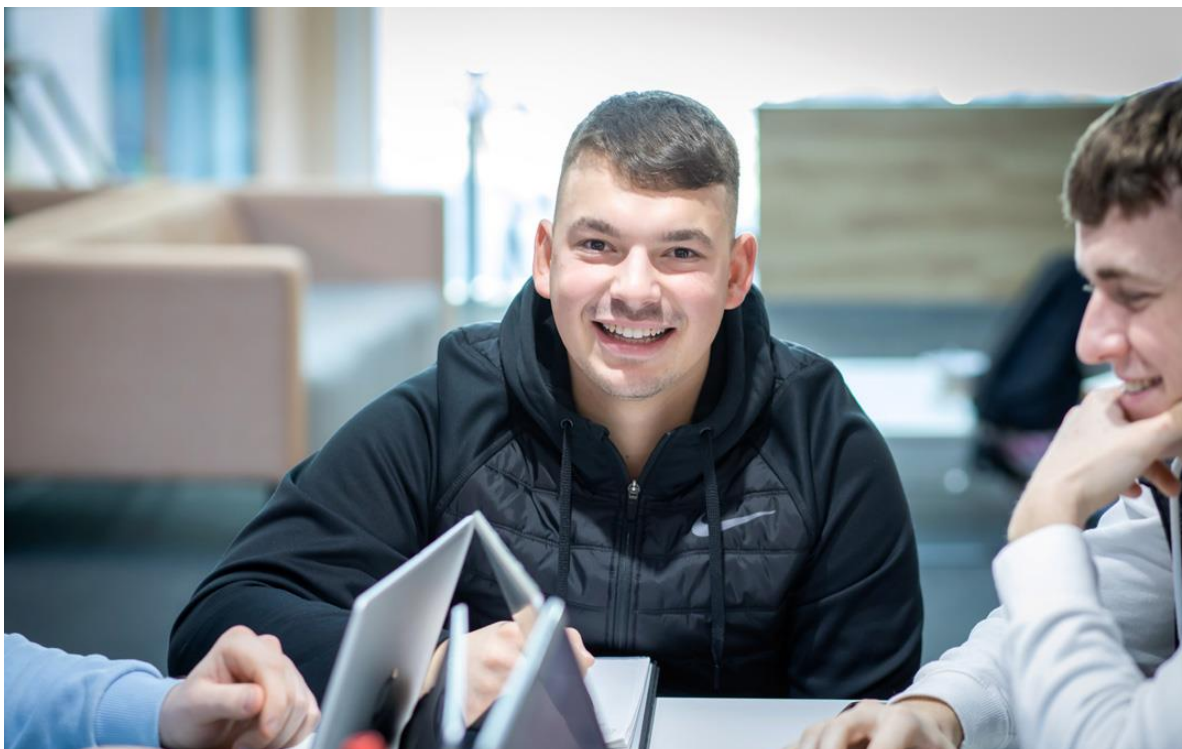


Progression Destinations for 2021-22 Sector Leavers from SCQF levels 7+



As can be seen above, the higher-than-average rates of progression to university is most apparent for Further Education level leavers, although there is also a significant difference for Higher Education level leavers. This is primarily due to the large number of articulation agreements and access programmes run by the College in partnership with universities or through the Scottish Wider Access Programme.

It also notable that a lower-than-average proportion of College learners become unemployed after their study at the College.



Case Study: Providing Supportive Routes into Vocational Training for Speakers of Other Languages

Glasgow has an increasing number of residents for whom Scotland is a new home and English is not their first language. This means that many students are applying to the college who first need to develop their English language skills prior to undertaking vocational study and moving into their chosen employment field.

To effectively support students with English language needs and to minimise situations where students cannot complete their vocational study course because of insufficient English language skills, the College has developed a consistent and college-wide approach to English language support. At application, all college courses have required language levels clearly signposted. Through the admissions process, students are supported to have their English level assessed and a recommended study route suggested. Depending on their level, this may mean undertaking an ESOL course prior to moving on to a vocational course.

For students with Intermediate level study we offer a range of combined vocational and ESOL courses which provide vocational progression with continued English language development. These provide a helpful transition between full-time ESOL study and vocational courses. This twin track offer provides students a stepping stone from focussing solely on their language development needs and concentrating on vocational skills development. These courses allow both ESOL and vocational staff to tailor their approach to suit the specific needs of ESOL learners to ensure the best chance of a successful outcome.

Staff in vocational study areas also feel supported as they may not have had to work before with students for whom English is not a first language. Through the support of our specialist ESOL staff, they can work with students to identify an achievable route to succeeding in their chosen profession.

A student participating in a Social Care and ESOL course stated, *“This course helped me adjust to a new job and society as a newcomer to the UK. The care courses equipped me for my current position as a support worker, while the ESOL lessons enhanced my communication abilities. I gained a sense of community and purpose from this training in addition to learning healthcare skills. The help I got from my classmates and tutors was crucial in enabling me to transition into a fulfilling career.”*

Another student on a Childcare and ESOL course stated, *“This course combined with English learning and basic knowledge of childcare. The English part helped me to improve my grammar and punctuation, especially when it comes to writing my essays. The childcare part was just right to get my head around of what to expect to learn in childcare. For example, I learnt how to read a job advertisement properly, how to summarise and paraphrasing an article, how to use our imagination to create outdoor activities and job interview tips.”*

The College also employs an ESOL support worker to provide bespoke support for ESOL learners. Students are offered a single point of contact for support with course applications, enrolment, funding applications, plus any ad hoc support required to remove barriers to accessing college education.

4. Evaluation of Enhancement and Quality Culture Principle

4.1 College Approach to Quality Review and Enhancement

In 2023-24 the College introduced a new, risk-based approach to its quality review with differing levels of quality enhancement activity dependent on the level of student outcomes. This classified all our course delivery into three risk categories:

- Low risk courses – these are courses performing at or above the college average performance and follow standard quality enhancement processes led by the Curriculum Manager;
- Medium risk courses – these are performing below the college average performance and undertake an additional Improving Performance and Course Transformation (IMPACT) Plan led by the Senior Curriculum Manager; and
- High-risk courses – these have significantly and consistently performed below the college average performance and are subject to an At-Risk Review process led by the Director of Faculty. This process takes into account a wider range of data such as student demand and course efficiency metrics and considers removal of the course from the curriculum portfolio.

These new arrangements have embedded well in their first year, with courses prioritised for action showing an improvement overall, or being replaced by other more effective curriculum. For example, for those courses subject to an IMPACT plan, 28 courses saw an improvement in their retention levels of an average of 15 percentage points, whilst only 9 did not improve their retention levels.

To further strengthen our capacity to make impactful improvements in the quality of our provision, we also established a new Faculty Manager Transformation, Growth and Improvement Forum. Regular meetings of this new grouping has provided an opportunity for managers to receive inputs on relevant topics such as performance indicator formulation, Credit and Student funding, and management skills, alongside providing a reflective, safe space to share practice and experiences.

Education Scotland's Annual Engagement Visit report for May 2023 reported the following areas of strength with respect the College's quality enhancement arrangements:

- College managers take effective action at strategic level to improve low performing programmes. The new quality assurance arrangements use a red, amber, green rating based on a wide range of indicators. Curriculum teams use a strengths, weaknesses, opportunities, and threats analysis to identify interventions aimed at improving learner outcomes on low performing programmes.
- Curriculum team staff report they now have more ownership of their programmes and are more involved in the evaluation process. This proactive approach has enabled key policies and strategies for improving the delivery of learning and teaching to be implemented. These include ensuring learners are recruited to an appropriate programme, better preparation for transition to college through keep in touch events, a welcome week, and an extended induction process.

- A quality action plan based on the previous annual engagement visit by HM Inspectors has been communicated well to staff. Almost all teaching staff have a good understanding of the strategies in this plan to improve the quality of learning and teaching.
- Almost all teaching staff have a good understanding of performance indicators and use them effectively to inform improvements. This is contributing to improved success and withdrawal rates.
- Curriculum teams measure and evaluate learner outcomes well. They have improved performance on their programmes by introducing project-based learning, non-modular units and dividing the academic year into two 18-week semesters.

No areas of development were identified by Education Scotland in respect the College's quality enhancement arrangements.

Whilst the College has therefore made good progress in strengthening its quality review and enhancement arrangements, they are still at an early stage of implementation and remain a priority area of activity. Additionally, in July 2024, the SFC announced new quality arrangements for Scotland's colleges which mark a significant change and will require substantial work to implement appropriately. As a result, the following cross-college quality enhancement action is identified:

Quality Enhancement Priority 5:

Strengthen Quality and Self-Evaluation Arrangements – for 2024-25 this will include realigning and developing our quality arrangements to meet the requirements set out with the new SFC tertiary sector quality arrangements.



Case Study: Implementing Improving Programme and Course Transformation (IMPACT) Plans

A new Improving Programme and Course Transformation (IMPACT) process was developed by the College for courses which were significantly below College average levels of student outcome performance for that level. By identifying a small set of courses College managers were able to prioritise their staff resources to focussing in courses where improvements would make the greatest impact on overall student success rates.

This new IMPACT process involved staff course teams analysing the course in references to the goals of the College's Learning, Teaching and Assessment Strategy. The supported staff to identify areas for development which would support stronger alignment to Learning, Teaching and Assessment Strategy ambitions and ultimately improved student success rates. Alongside this, targeted student focus groups gave staff enhanced information on learner views. Staff developed a focussed improvement action plan with the Senior Curriculum Manager for the subject area with responsibility for implementation and monitoring.

A Lecturer involved stated that, *"The content discussed during IMPACT meetings has been very beneficial. They have always encouraged a deeper analysis towards teaching and learning aspects and promoted open discussion amongst lecturing and management staff"*.

Thirty-three Further Education programmes were placed on IMPACT Plans during 2023-24. Through the IMPACT process, these programmes achieved an average improvement of 29% in student success rates compared to 2022-23 levels. Many of these programmes were significantly restructured as a part of the IMPACT process. For example, the course structure of Level 4 Introduction to Science and Health was reorganised, replacing some assessed units with non-certificated, College devised units to provide additional support to underpinning skills and knowledge required for Certificated units. As a result of these changes, success rates improved from 50% to 86%.

Similar levels of improvement were achieved in Higher Education programmes. For example, HND Coaching and Development (Football) strengthened its partnership with the Scottish Football Association and improved its retention by 30%. This was partly achieved through College study with increased hands-on coaching experience at local authority venues, significantly increasing engagement levels providing a strong foundation for students aiming to start coaching careers. Overall, Higher Education courses on IMPACT plans saw an improvement of 17%, on average, compared with 2022-23 levels.

5. Evaluation of Student Engagement and Partnership Principle

5.1 Student Association and Student Representatives

In 2023-24 the College identified as a priority strengthening student engagement and representation. This was addressed by a new more robust Student Engagement Action Plan focussed on raising the profile of both the Students' Association and their Executive, and also on enhancing the role of 'student voice' more generally through more impactful survey and focus group activity.

Actions undertaken to raise the profile of the Student Association included enhanced communication such as an improved social medial presence, alongside giving the Student Presidents a more prominent role in our student welcome and Freshers activity.

Alongside this, we achieved increased recruitment of Class Representatives to over 200 and provided more robust training and support. We also established a larger and more active Student Executive Committee and implemented a new Meet the Managers Forum for Class Representatives.

In terms of impact of this activity, an increased proportion of students surveyed reported that they believed the College Students' Association influences change for the better. Additionally, Education Scotland review activity reported the following strengths:

- The student executive committee support the Students' Association (SA) effectively to conduct its activities. Committee members meet regularly with staff and student officers to discuss learners' engagement in the development of learning and teaching.
- Student members on the board of management report positive relationships with board members. They engage well with senior managers who take good account of their contribution to improving the learner experience.
- Student officers attend community hub evenings to engage with the local community. They work effectively with timetabling teams to ensure their officers are available to meet learners during the busiest times. The executive committee and student officers use feedback from these engagements to provide curriculum teams with suggestions to improve the learning experience.

However, Education Scotland also found the following weaknesses:

- There is scope to improve learner representation on Modern Apprenticeship (MA) and employer led programmes.
- Less than half of learners are aware that the SA is a feedback route to improve the learner experience.
- Less than half of class representatives have undergone training and many class representatives are not clear about their role.

Based on this feedback, the following cross-college quality enhancement action is identified:

Quality Enhancement Priority 6:

Ensure Strong Student Engagement and Representation –we will build on improvements made in 2023-24 and increase the support for the College Students' Association and student representation activity.

5.2 Student Engagement and Feedback

In 2023-24 the College increased the volume of student engagement activity related to student surveys and focus groups. This included a new survey focussed on collecting feedback on learning and teaching approaches. Across all survey and focus group activity, a priority was placed on ensuring those directly involved in delivery quickly considered and responded to student feedback to ensure impact.

Through effective use of Power BI tools, we were able to increase participation rates across all survey activity, with over 2,000 students participating in engagement activity.

Student satisfaction responses provide evidence of increased awareness of students' ability to influence their learning and College service delivery as highlighted in the table below:

Glasgow Kelvin College Student Satisfaction Trends

Prompt:	2021-22	2022-23	2023-24	3- Year Trend
I am able to influence learning on my course	92%	93%	93%	1%
I believe students suggestions are taken seriously	89%	88%	89%	0%
I feel that I am part of the college community	80%	87%	86%	6%

Despite these improvements, the College is aware that student engagement with 1:1 guidance activity could be enhanced. All courses include a Class Tutor responsible for individual learning plans and monitoring of engagement with these through new digital functionality showed low levels of engagement across some courses. This therefore is an area identified for improvement. Additionally, Education Scotland review activity reported that, "There is no college-wide approach to the recording of learners' wider skills, including meta skills and learners are not sufficiently aware of their development of essential skills or meta skills".

The following cross-college quality enhancement action is therefore identified:

Quality Enhancement Priority 7:

Improve Student Participation in Guidance and Target Setting Activity – this will identify approaches to encourage greater participation by students in self-reflection activities including reviewing and recording their meta-skills development.

Case Study: Enhancing Student Engagement Through Meet the Managers Sessions

In 2023-24, the College established a new ‘Meet the Managers’ approach to improve the impact of student views on service delivery. Whilst there were already strong established arrangements for students to feedback on course delivery, there were fewer opportunities for students to feedback on, and influence, their wider out of class student experience.

To address this, arrangements were put in place to hold regular ‘Meet the Managers’ sessions where students were able to directly raise issues with College Senior Management. Prior to the meetings, Class Representatives and the Students’ Association consulted with students on how wider services were working and if there were any issues we could address. Three meetings were arranged across the academic year. Following consultation this was decided to be online so as many students as possible across our three campuses could participate.

At each meeting the Students’ Association presented their findings to Senior College Service Managers from Digital, Estates, Catering and Student Funding Services. Managers had an opportunity to respond to issues raised and following this, Class Representatives were able to ask further questions directly of management.

After the meeting, managers considered the issues raised and developed a set of responses in a ‘you said – we did’ format which was shared with students. The following are examples of the types of issues and actions resulting from the Meet the Managers activity:

You said...	...we did
Wi-fi isn’t working in all areas of the College.	We carried out a Wi-Fi survey across our campuses and increased the number of Wi-Fi access points in low connection areas.
There aren’t enough water fountains.	We increased the number of water fountains available in all campuses with 11 new units installed.
Could seating be provided outside the construction workshop as we want somewhere to relax in our overalls.	We placed new sofas outside the skills block on the first floor.
Can you make it easier for students to access IT support.	We created a new button on the MyKelvin app which takes you direct to an IT support form.

Commenting on the process, the Student President stated that, *“These sessions are a great opportunity to ask managers directly about the problems they were facing. This makes students feel that their concerns are being properly listened to.”*

6. Summary of College Quality Enhancement Priorities

Based on the evaluation presented above, the following seven cross-college quality enhancement priorities are identified for the 2024-25 academic year:

1. Increase Staff Participation in College Teaching Development Activity
2. Improve Student Recruitment Performance
3. Increase Student Success Rates
4. Support Student Health and Wellbeing
5. Strengthen Quality and Self-Evaluation Arrangements
6. Ensure Strong Student Engagement and Representation
7. Improve Student Participation in Guidance and Target Setting Activity

These quality enhancement priorities will be progressed through established planning activity within the College. This includes Faculty and Departmental Operational Plans and quality improvement action planning. In addition, the attached College-level plan will be used to review progress and impact.



Annex A: Glasgow Kelvin College SEAP Action Plan 2024-25

SFC SEAP Principle	College Identified Enhancement Area	Action	Planned outcomes/impact	Target Date	Responsible Lead(s)
Excellence in Learning and Teaching	Increase Staff Participation in College Teaching Development Activity	Continue to support and extend the activities initiated in 2023-24 and provide more structured and consistent opportunities for staff to share teaching practice and provide peer support.	An increased number of staff engage in College-led teaching development activity. Development of a stronger evidence base of the positive impact of teaching development activity on student outcomes and experience.	June 2025	Teaching Development Coordinator and Faculty Directors
Excellence in Learning and Teaching	Improve Student Recruitment Performance	Continue to extend pre-course keep warm activity and start of term welcome and settling in support.	An enhanced number of opportunities for course applicants to engage prior to course start. Fewer students withdrawing prior to course start.	June 2025	Director of Digital and Information Services and Faculty Directors
Supporting Student Success	Increase Student Success Rates	Through a range of quality enhancement activity improve student success rates.	College student outcome rates are at least national average levels for mode/level categories and subject areas.	June 2025	Faculty Directors, Director of Digital and Information Services and Head of Quality
Supporting Student Success	Support Student Health and Wellbeing	Continue to provide a wide range of student wellbeing support services, alongside promoting participation in physical activities.	An increased volume of students engaging with physical activity and wellbeing services. Fewer students withdrawing due to mental health and wellbeing issues.	June 2025	Head of Student Support Services and Director of Faculty for Sport.
Enhancement and Quality Culture	Strengthen Quality and Self-Evaluation arrangements	Realign and develop our quality arrangements to meet the requirements set out with the new SFC tertiary sector quality arrangements.	Development of new quality enhancement arrangements including appropriate staff capacity to meet new SFC requirements. Improved student outcomes.	June 2025	Vice Principal Curriculum and Quality and Head of Quality

SFC SEAP Principle	College Identified Enhancement Area	Action	Planned outcomes/impact	Target Date	Responsible Lead(s)
Student Engagement and Partnership	Ensure Strong Student Engagement and Representation	Build on improvements made in 2023-24 and increase the support for the College Students' Association and student representation activity.	Evidence of greater awareness by students of the role of the Students' Association. An increased proportion of Class Representatives undertaking training for the role and providing more effective representation.	June 2025	Director of Student Experience and Head of Student Services
Student Engagement and Partnership	Improve student participation in guidance and target setting activity	Identify approaches to encourage greater participation by students in self-reflection activities including reviewing and recording their meta-skills development.	Development and implementation of digital tool to review and record meta-skills development. Increased numbers of students engaging within individual learning plan activity and evidencing development of their meta-skills.	June 2025	Vice Principal Curriculum and Quality and Directors of Faculty

Annex B: Statement of Assurance

As the Accountable Officer for Glasgow Kelvin College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for the 2023-24 academic year, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature:



Accountable Officer:

Derek Smeall

Principal and Chief Executive

Glasgow Kelvin College

Date: 25/11/2024