

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 16 September 2026

Review of 2025-26 Student Outcomes

Report by Head of Enhancement and Assurance

1. Introduction

This report presents an initial review of student outcomes for the 2025-26 academic year. The findings provide an important measure of the College's effectiveness in supporting learner achievement and will inform ongoing quality enhancement activity and the development of college improvement planning.

The student outcome data presented includes all students, with no exclusions. As a result, the figures differ from published SFC student outcome measures, which exclude early leavers. Almost all results have been confirmed, with only a small volume of reassessment activity outstanding. Consequently, the figures presented within this report are unlikely to change significantly.

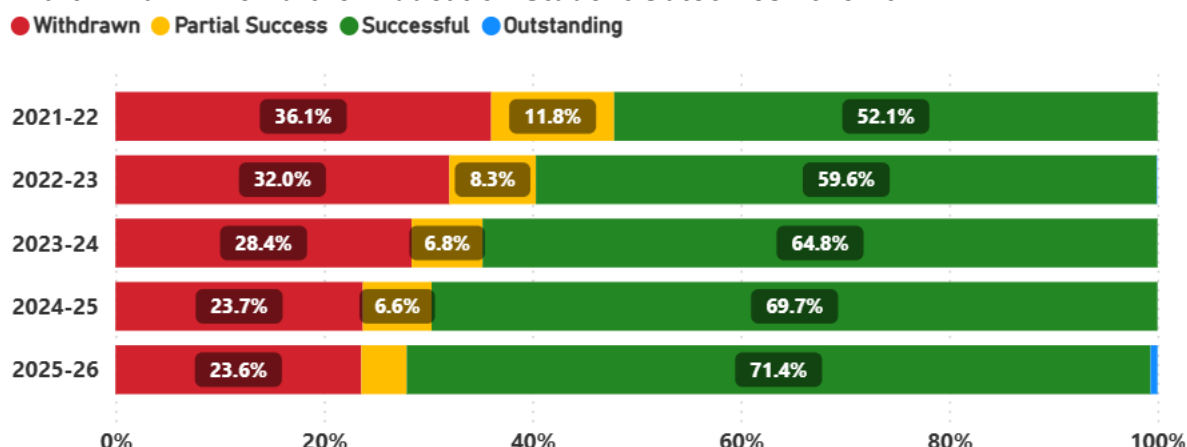
Taken together, these outcomes provide an important indication of progress towards the College's strategic ambition to improve student success and deliver more equitable outcomes. The sustained improvement across most modes of study suggests that the College's collective focus on learning, teaching, student engagement and learner support is having a positive impact. The results also indicate that the next phase of strategic improvement should focus on reducing withdrawal, converting partial achievement into full programme success, strengthening outcomes in Higher Education, and reducing persistent disparities for priority learner groups. The analysis will therefore inform institutional priorities, curriculum and support service planning, and the targeting of quality enhancement activity during 2026-27.

2. Review of 2025-26 Student Outcomes

A) Full-Time Further Education Student Outcomes

For full-time Further Education student outcomes, the 2025-26 data shown in Chart 1 demonstrates a fourth consecutive year of improvement, with overall success rising to 71.4%. This is the strongest performance recorded by Glasgow Kelvin College for this mode and level of study and represents a substantial improvement of 19.3 percentage points since 2021-22. The continued upward trend reflects the collective commitment of staff across the College to improving student attainment and achievement. While a small proportion of results (0.67%) remain outstanding, the current position demonstrates another year of strong performance. The withdrawal rate reduced only marginally from 23.7% to 23.6%; therefore, improving retention remains a key priority for further enhancement.

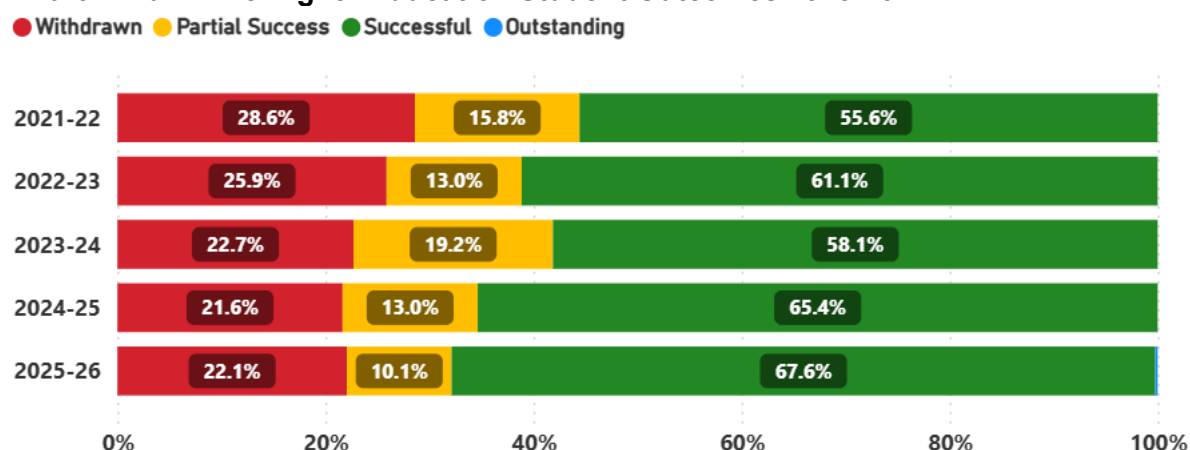
Chart 1: Full-Time Further Education Student Outcomes 2025-26



B) Full-Time Higher Education Student Outcomes

Chart 2 demonstrates continued improvement in full-time Higher Education outcomes, with overall success increasing to 67.6% in 2025-26, up 2.2 percentage points on 2024-25 and the highest level achieved in the past five years. Progress has been driven by an increase in full success and a reduction in partial success, demonstrating that more learners are successfully completing their programmes. While the direction of travel is positive, withdrawal rates remain above desired levels and overall success is still below the College's aspirations. Accordingly, improving retention and successful completion in HE will remain priorities for quality enhancement activity in 2026-27.

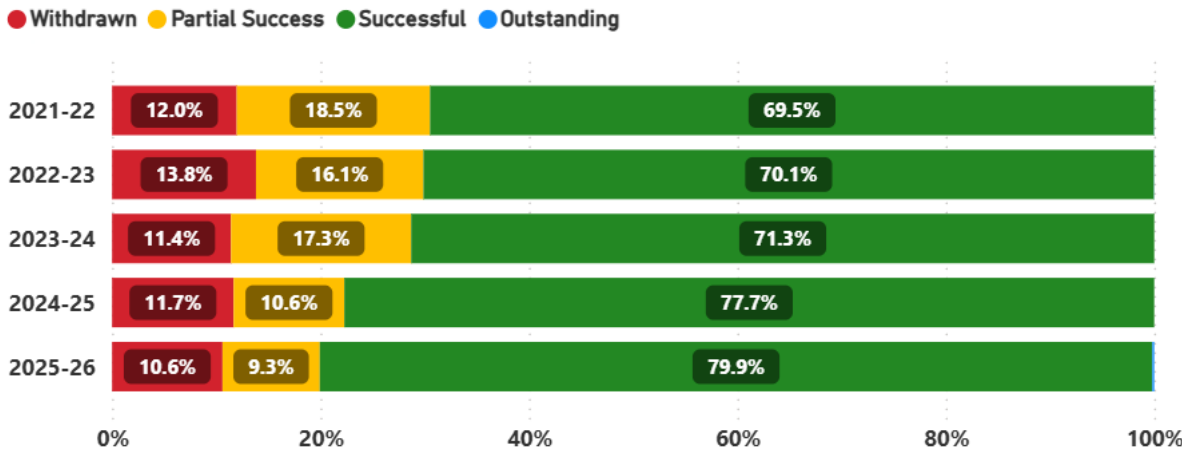
Chart 2: Full-Time Higher Education Student Outcomes 2025-26



C) Part-Time Further Education Student Outcomes

Chart 3 demonstrates continued improvement in Part-time FE outcomes in 2025-26, with overall success increasing to 79.9%, the highest level achieved during the period under review. This represents a 2.2 percentage point increase on 2024-25, reflecting reductions in both withdrawals and partial success and resulting in more students successfully completing their programmes. These strong outcomes provide further evidence of the positive impact of sustained quality enhancement activity and learner support across the College.

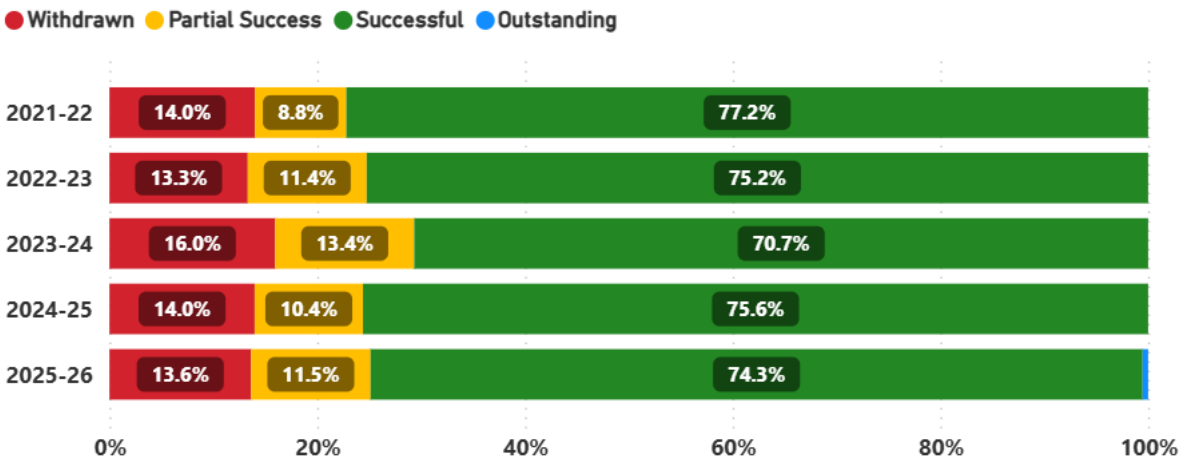
Chart 3: Part-Time Further Education Student Outcomes 2025-26



D) Part-Time Higher Education Student Outcomes

As shown in Chart 4, Part-time HE results for 2025-26 indicate overall success of 74.3%, a slight decrease from 75.6% in 2024-25. Withdrawal rates improved marginally, reducing from 14.0% to 13.6%; however, partial success increased from 10.4% to 11.5%. This suggests that, while retention has remained stable, more learners are not yet achieving full programme success. Improving attainment and reducing partial success will therefore remain key priorities for quality enhancement activity in 2026-27.

Chart 4: Part-Time Higher Education Student Outcomes 2025-26



E) Analysis of Equality and Diversity Data on Student Outcomes

The College is committed to ensuring that all learners have an equal opportunity to succeed. Analysis of equality and diversity data enables the College to monitor performance across protected and priority groups, identify attainment gaps and target support where it is most needed to improve learner success and promote equitable outcomes.

Equality and diversity analysis demonstrates generally positive outcomes across learner groups, with BME learners achieving success rates above both the College average and White learners for the third consecutive year. While modest attainment gaps remain for learners from SIMD10 communities and those with caring responsibilities, the most significant disparities continue to be for care-experienced learners and learners with a disclosed disability. In both cases, the gap is driven primarily by higher withdrawal rates, highlighting the importance of continued targeted

support, retention initiatives and early intervention to improve outcomes for these priority groups.

F) Overall Performance Summary

A particularly noteworthy highlight this year is that more than three-quarters of Further Education students are now successfully completing their programmes. Reaching this level of successful completion represents a significant milestone for the College and reflects the commitment of our students and staff, as well as the effectiveness of our continued focus on student engagement, support and achievement. Overall, student outcomes in 2025-26 demonstrate continued improvement across most modes of study, with higher levels of success achieved in Full-time FE, Full-time HE and Part-time FE. While further work is required to strengthen retention, further enhance Full-time HE outcomes and reduce attainment gaps for some priority learner groups, the overall direction of travel remains positive and reflects the impact of sustained quality enhancement activity across the College.

The results indicate that the College is moving from a period of recovery and improvement towards one in which the key strategic challenge is to secure consistently high and equitable outcomes across all provision. This will require the College to maintain the approaches that are contributing to improved success, while applying greater analytical focus to variation between curriculum areas and learner groups. The findings will therefore be used to inform prioritisation and targeted improvement activity during 2026-27.

3. Impact on Students

Review and evaluation of student outcomes support the identification of quality enhancement activity designed to improve retention, achievement and overall student success. The analysis also informs targeted interventions for priority learner groups where attainment gaps persist. A strategic focus on the consistency and equity of outcomes will help ensure that the benefits of overall College improvement are experienced by learners across all modes of study and backgrounds.

4. Resource Implications

There are no immediate additional resource implications arising directly from this report. However, the findings will inform the prioritisation and alignment of existing resources, including curriculum management, learner support, staff development and quality enhancement activity. Where subsequent analysis identifies the need for additional or differently targeted intervention, any resource implications will be considered through the College's established planning and budget processes.

5. Equality

The report includes analysis of student outcomes for a number of protected and priority groups, including care-experienced learners, learners with a disclosed disability, learners from SIMD10 communities, carers and learners from Black and Minority Ethnic backgrounds. This analysis supports the College's ongoing commitment to monitoring attainment gaps and improving equitable outcomes for all learners through targeted enhancement activity.

6. Risk and Assurance

The report provides assurance that the College is maintaining an improving overall trajectory in student outcomes across most modes of study and is identifying areas requiring further enhancement. The principal strategic risks are that progress is not

sustained, that withdrawal continues to constrain improvement in full-time provision, and that outcome gaps persist for particular learner groups. These risks will be mitigated through targeted improvement planning, regular review of performance at institutional and curriculum level, and evaluation of the impact of retention and learner-support interventions.

7. Data Protection

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

8. Recommendations

Members are recommended to:

- i. consider the indicative 2025-26 student outcomes and the extent to which they demonstrate progress towards the College's strategic ambitions for student success and equitable outcomes;
- ii. recognise the sustained improvement achieved across most modes of study, particularly the four consecutive years of improvement in Full-time Further Education;
- iii. discuss the strategic priorities arising from the analysis, particularly retention, Higher Education successful completion and persistent outcome gaps for priority learner groups; and
- iv. endorse the use of the findings to inform College improvement planning and the targeting of quality enhancement activity during 2026-27.

9. Further Information

Members can obtain additional information on the contents of this report from Susan Bunton, Head of Enhancement and Assurance, or Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

SB, 31/08/26