

GLASGOW KELVIN COLLEGE

Learning & Teaching Committee – 16 September 2026

2025-26 External Stakeholder Survey Analysis & Actions

Report by Vice Principal: Education, Skills and Student Success

1. Introduction

During 2026, Glasgow Kelvin College introduced a new External Stakeholder Survey to strengthen formal feedback from employers and key partners. The survey explored perceptions of the College's communication, responsiveness, partnership working and overall effectiveness.

This was the first year of the survey and the findings therefore provide an initial baseline for future evaluation. The survey generated 28 responses from a range of external organisations. While the results are strongly positive, the relatively small response base means they should be interpreted as an encouraging starting point rather than a comprehensive measure of stakeholder opinion. Going forwards, it is the intention to operate a more extensive stakeholder survey within the 2026-27 academic year.

2. Summary of External Stakeholder Survey Results

Survey responses were received from stakeholders across schools, universities, employers, community and third-sector organisations, public sector agencies, professional and awarding bodies, and employability and widening access partners. This mix provides feedback from organisations involved in curriculum development, learner support, progression, employability, community engagement and workforce development.

The table below summarises responses to the four core statements. No neutral or negative responses were received.

Statement	Strongly Agree	Agree
Glasgow Kelvin College communicates effectively with me/my organisation	22 (79%)	6 (21%)
Glasgow Kelvin College is responsive to the needs and priorities of my organisation	20 (71%)	8 (29%)
I would recommend working with Glasgow Kelvin College to others	24 (86%)	4 (14%)
I am satisfied with my overall experience interacting with Glasgow Kelvin College	22 (79%)	6 (21%)

Respondents also provided a number of comments balancing these quantitative results with more qualitative feedback.

3. Key Positive Themes

Strong Partnership Relationships

The strongest qualitative theme was the quality of relationships between College staff and partner organisations. Respondents described partnership working as positive, collaborative and effective, and highlighted staff willingness to provide support and address issues promptly.

Responsive and Professional Staff

Stakeholders consistently highlighted the professionalism, responsiveness and commitment of individual staff and teams. Feedback indicated that staff understand organisational priorities and work proactively to meet partner needs.

Effective Collaboration

Positive experiences were reported across learner support, curriculum planning, articulation, placements, employability programmes, widening access and community engagement. This demonstrates the breadth of activity through which the College works with external partners.

External Confidence and Reputation

The strongest quantitative result related to recommending the College as a partner: 86% strongly agreed and 14% agreed. This indicates a high level of confidence among those who responded.

Learner and Community Outcomes

Stakeholders also recognised the College's contribution to learner progression, community development and widening access, and the positive impact of collaborative working on individuals and communities.

4. Areas for Further Development

Although the feedback was positive across all four core measures, respondents identified practical opportunities to strengthen partnership working further.

Communication and Information Sharing

- Provide more regular updates on learner progress where appropriate.
- Improve the timeliness of communication about certificate requests.
- Confirm key academic dates and assessment schedules earlier.
- Offer periodic review meetings to discuss progress and partnership development.

Forward Planning and Coordination

- Plan visits and collaborative activity earlier.
- Create more structured opportunities for dialogue throughout the academic year.
- Continue stakeholder networking and engagement opportunities.

Expanding Learning Opportunities

- Explore scope for evening and weekend community provision and additional short courses.
- Develop further employability pathways and sector-specific or refresher training where demand is identified.

Deepening Collaboration

- Some respondents expressed interest in further collaboration on curriculum planning, articulation arrangements, vocational experiences and learner progression opportunities.

College managers will use the feedback from this external stakeholder survey to inform their self-evaluation and improvement planning activity.

For 2026-27, the College will build on this initial activity to develop a broader stakeholder contact base and targeted distribution plan to increase the number and range of responses. Increasing participation and broadening representation in future cycles will provide a stronger evidence base for quality enhancement and continuous improvement.

5. Impact on Students

External stakeholder feedback can support improvement in the partnerships, progression pathways, learner support, employability activity and community provision that contribute to the student experience.

6. Resource Implications

There are no new direct resource implications arising from noting this report.

7. Equality

Future external stakeholder survey activity will seek broader participation to support more inclusive partnership planning and help the College consider how external collaboration contributes to equitable learner outcomes.

8. Risk and Assurance

The results provide positive assurance about stakeholder perceptions of communication, responsiveness and partnership working. The small response base limits the extent to which the findings can be generalised, making increased participation an important priority for the next survey cycle.

9. Data Protection

There are no data protection implications of this paper.

10. Recommendations

Members are recommended to:

- i. note the establishment of an annual external stakeholder survey and the outputs of this activity; and
- ii. note the intention to build on this initial activity and develop a broader response base in 2026-27.

11. Further Information

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

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26/08/2026