

GLASGOW KELVIN COLLEGE

Learning & Teaching Committee – 18 February 2026

2025-26 Student Engagement & Partnership Activity Update

Report by Head of Enhancement & Assurance, Student President and Student Support Services Manager

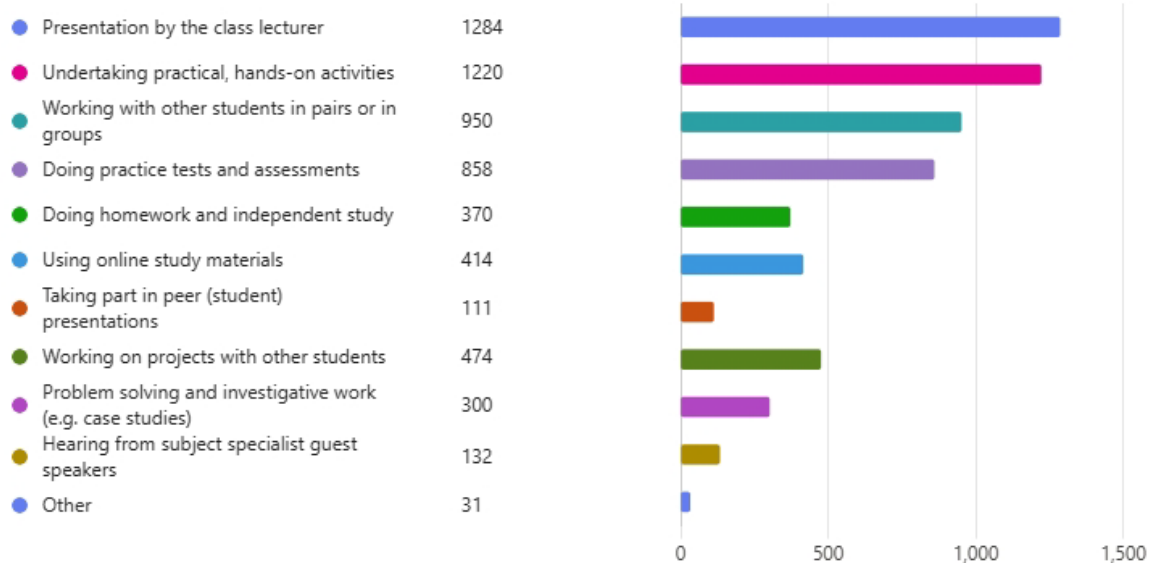
1. Stop & Check Survey: The Learner Experience - December 2025 (John Clarke: Head of Enhancement & Assurance)

There were 2,048 responses to the Stop & Check Learner Experience survey carried out in November/ December 2025. This represents a slight increase in returns from the previous surveys in September, which produced 1988 responses, and continues a longer-standing upward trend in this respect. The original survey response period was extended to maximise returns by avoiding clashing with the end of Block 2 and the increased staff and student workload typical of this period.

The purpose of this second survey, and its key point of difference from the first 'College Experience' survey, is to gain more detailed and specific information on students' experience of college and whether their learning needs are being met. The survey interrogates preferred methods of learning and teaching, suitability of learning environments and materials, and how well learners are made aware of their goals and progress, as well as allowing respondents to identify improvement actions according to their needs. The survey aims to provide information that can lead to timely actions and interventions to improve successful outcomes and the student experience.

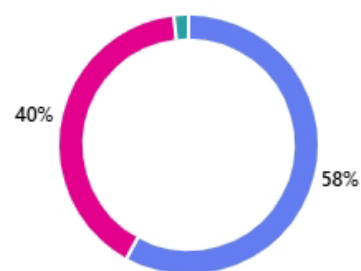
Responses to the key questions were as follows:

1. Select 3 of the following types of learning activities which best support your learning.



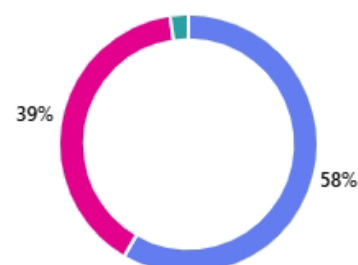
2. How well do the learning environments support your learning?

Very well	1187
Quite well	824
Not well	37



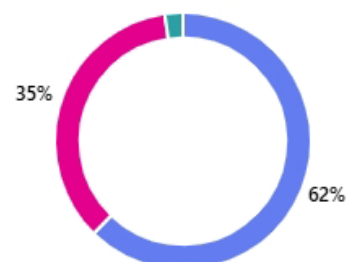
3. How well do your learning materials support your learning?

Very well	1194
Quite well	807
Not well	47



4. How well does the course team explain your learning goals and your progress?

Very well	1275
Quite well	726
Not well	47



These graphs indicate that learner satisfaction is generally high or very high, with very few negative responses.

Themes and comments:

Respondents are given the option to provide comments in addition to the restricted-response questions. These comments were analysed, with the following key themes emerging from the most frequent responses:

Theme	Example Student Asks
Increased practical activity	More hands-on learning, more time in workshops, real-world projects
Improved communication	Clearer deadlines, more updates on Teams, consistent feedback
Individual support	More one-to-one time with lecturers, individual check-ins
Assessment management	Spread out deadlines, more formative assessment
Support for additional needs	Better use of ILPs, more disability awareness, extra support for learning needs
Smaller class sizes	Reduce class sizes, more teaching support in large classes
Increased group interaction	More group projects, team-building exercises
Career guidance	More information on jobs, industry visits, progression advice
Better facilities and resources	Upgrade computers, more study spaces, fix toilets and lighting
Social and catering facilities	Better food options, more seating, pool table in hub

This detailed feedback allows the College to target improvements where learners identify the need. However, it is worth noting that all the above are areas that the College is already aware of and is already actively improving or seeking to improve where possible. This illustrates that College resources and initiatives are being directed correctly.

The results and comments were shared with college managers via the Senior Curriculum Managers' Quality Forum, and are accessible to Curriculum Managers via Power BI for immediate action. There is a new field on the digital CM evaluation reports requiring analysis and actions relating to the survey results. A recurring item has been added to the Senior Curriculum Managers' Quality Workplan ensuring that actions are followed up and reviewed.

2. Student Engagement Activity (Jon Craig – Student President: Welfare, Community & Sustainability)

Class Representatives

Since the November update, the Class Representative system has continued to embed across the College, with strong levels of representation maintained across almost all full-time classes. Communications from the Student Association reinforced expectations around gathering structured feedback in advance of Course Team Meetings, which took place during the down week of 24–28 November.

Class Representatives were reminded of their role in representing the collective student voice at Course Team Meetings and in feeding back agreed actions and outcomes to their classes afterwards. Teaching staff were encouraged to support this process by providing class time for representatives to consult with learners.

While there was a strong emphasis on Class Representative attendance at these meetings, feedback indicates that attendance levels were lower than anticipated. For the remainder of the academic year, the focus will be on strengthening feedback loops through Course Team

Meetings and on maintaining regular Class Representative meetings led by the Student Association.

Student Executive Committee

The Student Executive Committee play an active role in representing students and supporting Student Association activity across the College. The committee brings together elected officers with responsibility for specific areas of student life and provides a structured forum for student-led discussion, planning, and action.

Current roles within the Student Executive Committee include:

- Vice President (VP)
- LGBT Officers
- Helpers Team
- ESOL Officer
- Campaigns Officer
- Sports Officer

Members of the Student Executive Committee have been involved in a range of Student Association activity so far. This has included supporting the Food Bank and Clothing Bank, helping students access essential support in a supportive and respectful way, as well as taking part in inclusion and awareness activity across campus through Student Association events and stalls. Executive Officers have also shared student feedback and ideas for discussion, helping to inform priorities, projects, and upcoming activity, and have kept links with relevant NUS campaigns by sharing key issues and opportunities locally.

The Student Executive Committee will next meet on Monday 23 February, providing a further opportunity to review current activity, agree next steps, and continue developing student-led priorities.

Meet the Managers

The Student Association hosted a Block 2 Meet the Managers event on Wednesday 21 January, which provided Class Representatives with another important opportunity to engage directly with College Senior Managers. The session encouraged more live discussion about students' experiences at Glasgow Kelvin College and again focused on feedback previously gathered from two key sources:

- Class Rep feedback from discussions with their class groups.
- Student Association feedback collected from conversations with students across campuses.

The feedback centered on two key questions: What works well within the College? and, What could the College do to enhance the student experience?

Senior Manager Panel included:

- Robin Ashton – Vice Principal, Curriculum and Quality Enhancement
- Jeanette Evans – Vice Principal, Operations
- Michelle Harding – Head of Digital and ICT Operations
- Claire Reid – Head of Facilities and Environmental Sustainability
- Lisa Clark – Director of Estates and Corporate Services
- Alastair McGhee – Director of Student Experience and Enterprise

The event allowed Class Reps to raise concerns from students, and for managers to provide direct responses and agree actions, ensuring a collaborative approach to enhancing the student experience.

Students provided a wide range of feedback during the event, and senior managers have already taken clear action to respond to specific points, demonstrating the College's commitment to improving the student experience. Examples include:

Area	You said	We did
Classroom facilities	Increase availability of power sockets for laptop charging (e.g., Room 317)	The Springburn campus was built with electrical floor boxes, rather than wall sockets in most rooms. The Facilities team is working with electrical contractors to investigate how best to install more sockets in some classrooms – this is a significant project which will be costly and disruptive, so we will look to plan this for summertime, to minimise disruption to students.
Student facilities	Locker availability in East End is insufficient	The Facilities team at East End campus is making additional lockers available.
Catering facilities	Hot water access in cafeteria is limited at lunchtime	Canteen staff will assist students wherever possible. The Facilities team will look at whether it is possible to safely provide a dedicated hot water supply for students within the canteen area.

These examples demonstrate how student feedback raised through the Meet the Managers event is being actively considered and responded to. While not all issues can be resolved immediately, the session reinforced a shared commitment to listening to student concerns and taking practical steps where possible.

Overall, the event was a constructive and productive session. Students engaged openly in discussion, and senior managers responded with clarity around actions, constraints, and next steps. The event highlighted the strength of partnership working between students, the Student Association, and College management.

All feedback gathered during the session, along with agreed responses and actions, will be collated and shared in a clear 'You Said, We Did' format. This will ensure transparency and

allow students to see how their feedback continues to inform improvements across learning, teaching, support services, and campus facilities.

Student Association Partnership Agreement

At the Board of Management meeting in December, it was agreed that the approved Student Association Partnership Agreement 2025-26 would be formally signed by the Chair of the Board, the Principal, and the Student Association President. The agreement is currently with the Marketing team to support improvements to the presentation of the document. Marketing will also coordinate photography of the signing and support promotion of the agreement ahead of its launch.

Student Association Constitution

The Student Association Constitution was reviewed and approved by the Board of Management in December. In preparing the revision, the Association compared its constitution with those of other colleges, refreshed the content, and refined the language to make it more accessible and user-friendly for students. Updates were also made to better reflect current activity and operational practices within the Association. The revised constitution was also considered and endorsed by the Student Executive Committee, and it is proposed that it will be reviewed on a two-yearly basis going forward.

Student Mental Health Agreement

The Student Mental Health Agreement 2025–27 has been updated and developed through collaboration with a working group comprising the Student President, Learner Engagement Officer, Team Leader: Advice, Guidance & Learner Support, Wellbeing Officer and Student Support Services Manager. The agreement outlines nine commitments, which will be reviewed throughout the two-year period to ensure progress and accountability.

The launch of the new agreement is scheduled for 18 February across all three campuses. Activities will include on-campus information stalls, promotion on college screens, and a news article for staff.

Staff Development Week

During the next College down week, 9–13 March, the Student Association will deliver a staff CPD session focused on the role and importance of Class Representatives. The session aims to help teaching staff better understand these roles and encourage proactive engagement, including supporting attendance at end-of-course team meetings and other student representation activities.

Student Activities and Engagement

The Student Association continues to provide a wide range of opportunities for students to get involved across campuses. Current clubs and groups include:

- **Flourish Together – Peer-to-Peer Mental Health Support Group:** A safe and welcoming space for students to share experiences and support one another.
- **Dungeons & Dragons Club:** Weekly sessions offering creativity, teamwork, and social engagement.
- **LEGO Club:** A space for students to build, relax, and connect over a shared interest in LEGO.
- **Walking Club:** Opportunities to get active, explore the local area, and enjoy social interaction with peers.

In addition, the Student Association runs regular on-campus support stalls, covering topics such as sexual health and mental health and wellbeing. These provide students with access to information, resources, and guidance in an informal setting.

Looking ahead, the Association is planning Pride @ Kelvin, a campus-wide event scheduled for May, celebrating inclusion and diversity. Further details will be shared with students in the coming weeks.

3. Impact on Students

The actions on survey results and the student engagement activity outlined above show the value of the student voice to the College and should ensure that the college continues to improve the learner experience.

4. Resource Implications

There are no resource implications arising directly from this report.

5. Equality

There are no equality implications arising directly from this report.

6. Risk and Assurance

There are no specific risk and assurance implications arising directly from this report.

7. Data Protection

College survey results are held on a secure college platform, with any student data only accessible by required staff.

8. Recommendations

Members are recommended to note the contents of this report and the continuing college activity to value and incorporate the learner voice into its operations.

9. Further Information

Members can obtain additional information on the contents of this report from John Clarke, Head of Enhancement & Assurance, Jon Craig, Student President or Gary Sharp, Student Support Services Manager.

Glasgow Kelvin College
JC/JC/GS
10/02/2026