

GLASGOW KELVIN COLLEGE

BOARD OF MANAGEMENT

EVALUATIVE REPORT AND ENHANCEMENT PLAN, October 2018

1. Background information, operating context and Regional Outcome Agreement

- 1.1 Glasgow Kelvin College was created on 1st November 2013 as part of the Scottish Government policy to develop a regional, more strategic approach to organising and delivering Further Education in Scotland. It is now an assigned college of the Glasgow Colleges' Regional Board (GCRB) and works closely with its sister assigned Glasgow Colleges, Glasgow Clyde College and City of Glasgow College, in order to achieve this policy aim.

Community focus

Glasgow Kelvin College has a strong community focus. The College is primarily located within the Glasgow North East Community Planning Sector. The North East Glasgow is among the most educationally challenging areas of Scotland. It is characterised by high levels of multiple deprivation, significant population health issues, high numbers of adults with low or no qualifications, young people leaving school with fewer qualifications than their peers elsewhere in the City and across Scotland, a high proportion of young people with care experience, and relatively high youth unemployment.

The College works in partnership with a wide range of public and third sector organisations to design and deliver a curriculum that responds to the needs and aspirations of learners in North East Glasgow.

As a consequence, around 80% of the College's students are Glasgow residents and some 50% of Glasgow Kelvin students reside in the most deprived 10% of Scottish neighbourhoods, with 64% residing in the most deprived 20%. This highlights the significant role the College plays in supporting both the Scottish Government's Widening Access agenda and the aspirations of the Glasgow College Regional Board to widen access to those from the SIMD10 datazones. Of all college students in Scotland resident in SIMD20 datazones, more than a fifth (20.5%) study at Glasgow Kelvin - a level significantly above that of any other Scottish college.

In 2017/18 well over 40% of all of the activity delivered by the College was to residents of the 10% most deprived SIMD areas in Scotland and just over 25% was delivered at levels below SCQF level 5. In 2017/18, 1534 of 20,268 enrolments (7.6%) were from learners who declared current or previous care experience. The College also delivered dedicated full-time programmes for around 100 of the most vulnerable young people – many of whom are looked after at home and have no history of attendance or achievement at school. It engaged with more than 1000 young people in community venues in the evenings to encourage them to develop a positive relationship with lifelong learning and supported basic digital inclusion for local residents through its network of over 30 community based learning centres.

In addition to the well-established John Wheatley Learning Network, the College has continued to develop innovative approaches to community capacity building, particularly for the voluntary sector. 2017/18 saw further expansion of the SCQF credit-rated Community Achievement Award programme, which provides educational credit for voluntary activities undertaken by local people, from 378 enrolments in 2014/15 to 579 enrolments in 2017/18. In addition, during 2017/18, the College developed a new SCQF credit-rated initial training programme for local residents either employed or volunteering in youth work activities.

The Glasgow Curriculum and Estates Review

- 1.2 Along with its sister colleges and with the GCRB the College contributed to the development of the Glasgow Curriculum and Estates Review. This review considered regional and national labour market intelligence, City and Regional priorities and the existing Glasgow Further Education Curriculum and Estate in order to move towards delivery of the right learning in the right place. It established activity volume targets for key economic sectors. It also led to transfers of activity from Glasgow Kelvin College and Glasgow Clyde College to the city centre and to the closure and eventual sale of the Glasgow Kelvin College City Campus (Stow Building).
- 1.3 Following this sale and transfer of activity Glasgow Kelvin College now operates primarily from four main campus buildings: the Springburn Campus; the East End Campus; the Easterhouse Campus; and the West End Campus. These facilities enable the College to deliver its curriculum across the North and East of Glasgow. In addition, the College delivers teaching activity in a large number of community venues across North East Glasgow, and now further afield, in partnership with the Glasgow Community Planning Partnership North East Sector Board and the Wheatley Group. A key focus for this provision is the John Wheatley Learning Network which comprises of a series of learning centres in community venues which are networked electronically to the College and operate in partnership with a range of community organisations.

Regional Outcome Agreement

- 1.4 Glasgow Kelvin College works with its sister colleges in Glasgow and GCRB to develop and implement an annual Regional Outcome Agreement. This document plays a key role in shaping the provision made by the College. It shapes both “what” the College teaches – establishing credit volume targets for economic sectors, and “who” the College teaches – with targets aimed at widening access by growing volumes delivered to learners from SIMD10 areas (the 10% most deprived proportion of the population) and increasing the proportion of activity delivered at SCQF levels 1 to 6.

Regional Outcome Agreement Evaluation 2017/18

- 1.5 In academic year 2017/18, Glasgow Kelvin College was able to demonstrate significant evidence of progress towards its ROA related targets:
- delivering teaching activity around 2.2% beyond target;
 - meeting its target for additional early learning and childcare activity at SCQF level 7;

- delivering close to its economic sector targets;
- exceeding its key targets for widening access – increasing both the proportion of its activity delivered to SIMD 10 learners and the proportion of its activity provided at SCQF levels 1-6;
- continuing to improve already high levels of student satisfaction;
- almost all successful learners progressing to positive post course destinations; and
- extending *Developing the Young Workforce* school/college partnership activity, both in terms of the volume and the range of college learning opportunities offered to Senior Phase pupils. The College also led the expanding Glasgow Region Foundation Apprenticeship programme.

1.6 However, the following are identified as areas for improvement:

- rates of attainment are below target for 2017-18, particularly for full-time Higher Education courses; and
- levels of progression to other Glasgow Region colleges remain low in the context of strategic ambitions to widen access through regional learning pathways.

Evaluation of teaching activity (credit delivery) performance

1.7 The table below sets out College curriculum volumes delivered by type in relation to its regional outcome agreement targets for session 2017/18.

Volume of core credits and ESF credits and activity by economic sector

Curriculum Type:	17-18 Target	17-18 Projected	Variance	% from target
Core credits	77,705	79,468	1,763	2.21%
ESF credits	2,396	2,396	0	0%
Total credits	80,101	81,864	1,763	2.21%

Administration, Financial & Business Services	10,075	10,128	53	0.5%
Creative and Cultural Industries	11,587	11,597	10	0%
Engineering, Construction & Manufacturing	20,761	18,809	-1,952	-9.4%
Food, Drink, Tourism, Hospitality and Leisure	8,572	8,175	-397	-0.5%
Health, Care and Education	10,075	9,733	-342	-0.5%
Land-Based Industries	0	0	0	0
Life and Chemical Sciences	4,031	4,172	141	0.2%
Transition and Supported Learning	15,000	19,252	4,294	28.3%

1.8 The table above shows that the College met its overall regional targets for core and ESF funded activity, with over-delivery of 1,763 credits equating to 2.25% over target. This delivery level represents a significant achievement by the College, particularly given that the overall regional target for 2017-18 was approximately 5,000 Credits higher than delivered in 2017-18, and in a context of reported reduced national demand for college places across Scotland and increased recruitment competition between colleges.

1.9 In terms of activity related to economic sectors, actual delivery levels are broadly in line with targeted volumes. The main variances are:

- significant delivery over target (+4,294 Credits) for the Transition and Supported Learning sector. This reflects a continued increase in widening access activities as the College

continues to exceed its targets for delivery to SIMD10 learners and for the delivery of SCQF levels 1-6 provision.

- the relatively small under delivery against targets for Financial & Business Services, Food, Drink, Tourism, Hospitality and Leisure, and Health, Care and Education are all a consequence of these vocational areas increasing delivery of SCQF levels 3 and 4 widening access provision (consequently categorised as Transition and Supported Learning); and
- delivery under target (-1,942 Credits) for the Engineering, Construction & Manufacturing sector reflects a trend over the last two years where credit based activity has reduced but where the alternatively funded SDS FA activity and HEI additional articulation activity has grown, as this activity is not included in the credit target. In addition, there was a slight decline in volumes of employed learners and the growth of access level activities in this area (which are therefore re-classified to Transition & Supported Learning).

1.10 Reducing annually the volume of Creative and Cultural Industries activity was a key priority for the Regional Curriculum and Estates review. Delivery to an again reduced target for the Creative and Cultural Industries sector in 2017-18 was a particular achievement given the scale of continued reductions (from 16,284 credits in 2014-15 to 13,264 in 2015-16 to 12,662 in 2016/17 and now 11,597 credits in 2017-18) and the limited flexibility that the College now has in terms of staffing.

Evaluation of Widening Access Performance

1.11 Two key performance measures are used to evaluate regional progress towards ensuring that learning opportunities are accessible, supportive and representative of all:

- volume and proportion of Credits delivered to residents from postcodes classed within the 10% most deprived in Scotland, recognising that around a third of Glasgow City households fall within this category; and
- volume and proportion of Credits delivered at Further Education levels, directly addressing the significantly high levels of residents in Glasgow with low or no qualifications.

1.12 The table below shows curriculum proportions for these measures over the period 2015-16, to 2017-18.

Credit Levels for SIMD10 and SCQF Levels 1-6

Measure	17-18 Projected	17-18 Target	16 – 17 Actual	15-16 Actual
% of credits delivered to SIMD10 learners	42.9%	38%	42.2%	39.3%
% of credits delivered at SCQF levels 1-6	69.5%	65.2%	66.6%	59.1%

1.13 The data above provides evidence of the significant role played by Glasgow Kelvin College in delivery of these key regional priorities and demonstrates the positive action taken by the College in response to regional needs and the high levels of Glasgow region residents living in deprived postcodes and/or with low levels of qualifications. The respective SIMD10 targets for City of Glasgow College and Glasgow Clyde College in 2017/18 were 24% and 29%. Glasgow Kelvin College not only significantly exceeds those figures but has grown this share of its activity year on year and ahead of target.

Evaluation of Learner Attainment Performance

- 1.14 The table below sets out attainment data for 2017-18, and compares this to both target data and 2016-17 actual data.

Percentage Successful Attainment Rates

Cohort:	17-18 Target	17-18 Projected	Variance from target	2016/17 Actual
Full-time Further Education % Successful	67%	61%	-6%	61%
Part-time Further Education % Successful	81.5%	80%	-1.5%	82%
Full-time Higher Education % Successful	72%	68%	-4%	71%
Part-time Higher Education % Successful	80%	78%	-2%	80%
All Learners % Successful	(no target)	74.2%		76%

- 1.15 The indicative data for 2017-18 suggests that attainment levels are below those for 2016-17 by around 1.8% overall. This correlates closely with an overall increase of 1.5% in the rate of student withdrawals from courses. The impact of increasing levels of withdrawal has most impact on full-time programmes. In relation to all learners, the success rate of 74.2 remains above the comparator figure for Scotland of 73% successful attainment in 2016-17.

Evaluation of Learner Satisfaction Performance

- 1.16 In 2015-16 the SFC established a national College Student Satisfaction and Engagement Survey. The national survey assesses student satisfaction levels across 10 statements. The table below shows the proportion of Glasgow Kelvin College students from 2017-18 and 2016-17 who agreed with each of these prompts. It also provides the collated response from the three Glasgow colleges in 2017/18 for comparison.

Questionnaire prompt	GKC 2016-17 % Agree	GKC 2017-18 % Agree	Glasgow 2017-18 % Agree
Overall, I am satisfied with my college experience.	95.2%	97%	87.1%
Staff regularly discuss my progress with me.	89.6%	91.2%	77.3%
Staff encourage students to take responsibility for their learning.	97.5%	98.6%	89.9%
I am able to influence learning on my course.	93.2%	94.4%	81.0%
I receive useful feedback which informs my future learning.	89.6%	94.6%	81.5%
The way I'm taught helps me learn.	93.2%	94.3%	81.4%
My time at college has helped me develop knowledge and skills for the workplace.	94.2%	96%	85.6%
I believe student suggestions are taken seriously.	81.6%	86.1%	74.0%
I believe all students at the college are treated equally and fairly by staff.	87.6%	90.4%	82.7%
The college Students' Association influences change for the better.	49.3%	56.6%	54.9%

- 1.17 Almost all students expressed overall satisfaction with their college experience. At 97% the Glasgow Kelvin College figure is rising and is significantly beyond both the current regional average and the Glasgow ROA ambition for 2018-19 of 93.9% of learners to agree that overall, they are satisfied with their college experience.

- 1.18 Since its formation Glasgow Kelvin College has implemented strategies for learning and teaching which place emphasis on developing high quality learning experiences which engage learners in planning their own learning and in developing a wide range of skills. It has promoted project based learning activities and has emphasised to all staff the value of metacognition and feedback in supporting learners to progress effectively. The impact of these strategies is clear in learner responses to a number of the above questions:
- engaging learners in their learning –
 - “I am able to influence learning on my course” (94%); and
 - “Staff encourage students to take responsibility for their learning” (98%);
 - providing feedback –
 - “Staff regularly discuss my progress with me” (91%); and
 - “I receive useful feedback which informs my future learning” (95%);
 - developing skills for learning and work –
 - “The way I'm taught helps me learn” (94%); and
 - “My time at college has helped me develop knowledge and skills for the workplace” (96%).

Evaluation of Post Course Destination Performance

- 1.19 Almost all students who successfully complete full-time further and higher education programmes at Glasgow Kelvin College progress to positive destinations on a consistent basis (97% of 2016/17 leavers surveyed during 2017/18, 96% and 98% in the two previous years). Post-course destination data is seen as a key measure of the impact of undertaking a college course, and is now included in the Scottish Funding Council list of national measures for the college sector. Over recent years the College has increased the resource that it assigns to collecting this data and during 2017/18 was able to ascertain the destinations of around 85% of eligible leavers.

Evaluation of ROA Delivery of Developing the Young Workforce (DYW) Commitments

- 1.20 In support of the priorities set out within Scotland's Youth Employment Strategy (Scottish Government, 2014), the region continues collectively to prioritise the strengthening of vocational progression partnership activity with schools, universities and employers. Glasgow Kelvin College plays a significant role in this work – it leads the regional Foundation Apprenticeship programme, makes a significant contribution to the regional senior phase vocational programme, and delivers a wide range of early intervention activity with schools including taster programmes for almost 700 secondary school pupils and STEM workshops for around 200 primary school pupils. In addition, it provided taster programmes for MCR Pathways, and a range of alternative education opportunities for vulnerable young people – in particular those with care experience, and those who exhibit challenging behaviours.
- 1.21 The College has embedded the ambitions of DYW within its strategies. It has increased its school/college partnership activity in terms of both range of activity and delivery options. In particular, during session 2017/18 it introduced new one year options for Foundation Apprenticeship (FA) programmes in ICT Hardware and in Engineering Systems in addition to the five two year FA programmes it delivered. It collaborated with its sister colleges to ensure that the full suite of FAs was available within the region and to ensure that demand from the regional education authorities was met fully.

1.22 In partnership with local schools, the college has piloted an evaluation of arrangements for planning and delivery of senior phase activity. Improvements include the development of an attendance portal for session 2018/19 and improvements in internal progression processes for school partnership programmes.

Glasgow Kelvin College (summary of indicative data)

	16-17 Actual	17-18 Target	17-18 Projected	% Variance
Total credits	83,104	80,101	81,864	2.21%
ESF credits	3,801	2,396	2,396	0.0%
Administration, Financial and Business Services	11019	10,075	10,128	0.5%
Creative and Cultural Industries	11874	11,587	11,597	0%
Energy, Engineering, Construction and Manufacturing	21196	20,761	18,809	-9.4%
Food, Drink, Tourism, Hospitality and Leisure	8865	8,572	8,175	-0.5%
Health, Care and Education	8373	10,075	9,733	-0.5%
Land-Based Industries	0	0	0	0
Life and Chemical Sciences	4283	4,031	4,172	0.2%
Transition and Supported Learning	17494	15,000	19,252	28.3%
Total childcare credits	528	844	884	4.7%
Senior phase pupils (SCQF 5+)	201	350	264	-24.6%
Volume of credits at SCQF levels 1 to 6	55,343	52,226	55,637	6.5%
Percentage of credits at SCQF levels 1 to 6	66.6%	65.2%	69.5%	4.3%
Volume of credits delivered to learners in 10% SIMD	35,080	30,412	34,389	13.1%
Percentage of credits delivered to learners in 10% SIMD	42.2%	38.0%	42.9%	4.9%
FT FE Success %	60.7%	67.0%	61%	-6%
PT FE Success %	80.7%	81.5%	80%	-1.5%
FT HE Success %	70.7%	72.0%	68%	-4%
PT HE Success %	80.7%	80.0%	78%	-2%
Percentage of students overall satisfied	94.5%	NA	97.0%	NA
Full-time % successful progression to work or study	96.4%	98.0%	96.6%	-1.4%
% destinations known of qualifiers	79.8%	80.0%	85.8%	7.3%

2. Methodology used to evaluate the quality of provision and services

Glasgow Kelvin College has well established arrangements for self-evaluation that engage all staff and which have a significant focus on professional reflection and on learner/stakeholder engagement. These arrangements have been modified over the last year to take account of the recent changes to the SFC/Education Scotland *Arrangements for assuring and improving the quality of provision and services in Scotland's colleges* and *How good is our college?*

In terms of evaluation of learning and teaching effectiveness, all Faculty staff contribute to the quality functions of curriculum teams by conducting rigorous self-evaluation, agreeing targets for improvement, formulating action plans to address these targets, and by participating in monitoring and evaluation activity over the course of the academic year. This process has been embedded in the development of the Class Tutor role as central to monitoring and reviewing learner progress through provision of staff training and of support materials. Each full-time college student is assigned a Class Tutor – a lecturer on their course who knows them well and who is given time to support their progress on an individual basis. In addition to full programme team meetings, Class Tutors meet with Curriculum Managers each teaching block to review learner progress and to identify and plan support for learners at risk of not succeeding. Progress is reported to the Head of Faculty and Senior Managers on a regular basis over the course of the academic year.

Class Tutor progress reports and programme team meetings are summarised and evaluated at subject area by Curriculum Managers in their '*Programme Area Reports*'. Senior Faculty managers then undertake an evaluation across the totality of their provision in their '*Faculty Evaluation Reports*', providing a more strategic overview of quality enhancement goals.

This process culminates in formal discussion between members of the senior management team and faculty managers which reviews the evidence and judgements contained in the Faculty Evaluation Reports. Following these discussions faculty level enhancement priorities are agreed. These meetings also confirm the specific programmes for which Quality Improvement Action Plans require to be implemented.

Quality Improvement Action Plans (QIAPs) are established to support programmes which perform significantly below College norms. This approach was first implemented in academic year 2014/15 and based on clear evidence of the significant additional positive impact of this approach to quality improvement. It is now in its fifth year of operation and has become an established and valued process, with Faculties all now making their own identification of programmes which require more intensive support in order to drive improved outcomes for learners.

The college has established a Peer Review Process to enhance the quality of the learner experience by reviewing learning and teaching approaches used within the learning environment. There are two components to Peer Review:

- Teaching qualification learning and teaching practice review: staff undertaking the PDA: In Teaching Practice and the TQFE. These reviews are undertaken by a member of staff accredited by the University of Dundee.
- Peer Review Process is based on the model used by Education Scotland which is a generic reviewer observes the learning and teaching episode supported by professional dialogue. Peer reviewers are trained by a member of staff from Education Scotland, 23 member of

staff have been trained as reviewers. Following the review an agreed record is provided to the Organisational Development Manager. Peer review is a voluntary process for lecturers.

An overview report is provided by the Organisational Development Manager for consideration at the Academic Board and findings compared to findings from HMI/AA processes carried out in March 2017.

All College support services are included in the planning and review processes. Support service managers attend College planning events, operational management review meetings, develop operational plans for their service areas and produce an annual self-evaluation report with their teams. These reports are reviewed by the Quality Enhancement Manager and the Senior Management Team in the same way as they review Faculty plans and evaluations. The College template for support service self-evaluation was developed in consultation with support service managers and staff and has now been updated to respond to *How good is our college?*

In addition to self-evaluation, a number of support services are also subject to audit by both internal and external auditors. The outcome of both internal and external audit activities are reported routinely to the relevant Board of Management standing committees.

Student involvement in College planning and review processes is considerable. Learner engagement, which is central to the Board's overarching quality enhancement framework, has been developed to respond to the most recent SFC/Education Scotland/SPARQS/NUS guidance and both encourages and supports effectively the participation of learners in quality review. During the academic year, wide-ranging and supported Student Engagement activities enabled learners, from all areas of College provision, to engage in reviewing and evaluating both the quality of the learning experience and the effectiveness of services. College student engagement activities include:

- the election of over 289 Class Representative who meet regularly with their Class Tutors and Course Teams (48% increase on AY 2016/17);
- 110 learners participated in SPARQs training for class representatives (22% increase on AY 2016/17)
- Student Engagement team facilitated discussions and focus groups involving over 326 individual learners;
- Student Association led Class Representative meetings took place regularly at all main campuses;
- Over 2000 learners returning mid-block 'stop and check' evaluations; and
- Over 800 learners undertaking the (national) end of year College Experience Survey.

Learner review and evaluation covers a wide range of areas, including:

- learning and teaching;
- guidance/ advice and bursary support; and
- College facilities and resources.

The feedback obtained through these activities is considered routinely by the Senior Management Team, the Academic Board and the Learning and Teaching Committee of the Board of Management.

Over the course of the academic year, the College Board of Management and relevant standing committees scrutinise a range of quality assurance and quality enhancement information. In particular, oversight of evaluation and review activity is a key area of work for the Learning and Teaching Committee.

A fuller listing of the evaluative activities which have informed this report is set out in the Annual Enhancement and Scrutiny Activity Schedule (AESAS) and attached as Appendix 1 to this report.

Glasgow Kelvin College seeks to operate effectively within its regional context. It therefore contributes to the development and delivery of the Glasgow College Region Outcome Agreement and of the Glasgow Community Plan.

The College reviews regularly the contribution that it makes to the targets set out in the Glasgow College Region Outcome Agreement and reports progress to the GCRB Executive Director.

The college plays an active role in local (North East Glasgow) Community Planning structures and arrangements and reports annually to the North East Sector Partnership Board on the contribution that it makes to Community Plan priorities. The Contribution of Glasgow Kelvin College to the Community Plan is attached as appendix 2 to this report.

Glasgow College Principals meet regularly with the Directors of Education from the three local authorities within the Glasgow College Region and more locally, the College regularly engages with senior staff from the schools in North East Glasgow.

The feedback that the College receives from these regional partners and stakeholders contributes to ensuring that the provision that the College makes remains relevant to local and regional need and of high quality.

The describing its outcomes of evaluation the College uses the standard Education Scotland terminology:

almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

3. Outcomes of evaluation

The supplementary guidance provided by ES/SFC in May 2018 asked colleges to report on the following quality indicators:

Report Section	Theme	Quality Indicator
3.1	Governance and Leadership for Change	1.1
3.2	Evaluation leading to improvement	1.4
3.3	Curriculum	2.2
3.4	Learning, teaching and assessment	2.3
3.5	Services to support learning	2.4
3.6	Wellbeing, equality and inclusion	3.1
3.7	Equity, achievement and attainment for learners	3.2

3.1 Governance and Leadership for change (QI 1.1)

Governance and Leadership

- The Board of Management provides strong and effective strategic support and challenge to ensure on-going improvements and high quality provision and support for all learners. It has a clear sense of the purpose of the College, has established an appropriate ethos and values framework to support that purpose and has developed a learning and teaching framework which sets out both “what” provision the College will make and “how” learning is delivered.
- Board and its standing committee meetings work proactively to identify actions for continuous improvement, resulting in high quality outcomes for most learners. Annual enhancement plans are agreed at Board level and have led to improvements in outcomes for learners. The National Student Satisfaction and Engagement Survey (SSES) shows a continued positive trend in student satisfaction (92% in 2015/16, 95% in 2016/17 and 97% in 2017/18).
- Board members understand well the effectiveness of the College and the ways it meets its objectives. Board members take interest and good account of the views of learners, staff, employers and external partners systematically and comprehensively to inform internal planning and review activities which focus on identifying important areas for improvement and enhancement.
- The Board and its committees provide robust challenge to the management team and members have a strong and effective focus on ensuring improvements are planned for and delivered.
- Board members take a keen interest in the quality and outcomes of learning and teaching and comprehensive and well developed meeting and communication arrangements provide them with accurate, relevant information to drive continuous improvement in learner outcomes.
- The Board has established a good relationship with the student body and engages effectively with it to review and develop the Student Association arrangements. The first Board meeting of 2018 considered the Student Association review of the Glasgow Kelvin College/Student Association Partnership Agreement for 2017/18 and agreed a further Partnership Agreement for academic year 2018/19. This establishes a series of shared

priorities on an annual basis and progress made is reported to each meeting of the Board by the Student President.

- Feedback from learner engagement activities is routinely discussed and analysed by the Board's Learning and Teaching Committee to inform future arrangements and improvements.
- Standing Committees, including the Learning and Teaching Committee, undertook self-evaluation at the end of 2017/18. This evaluation was based on robust reflection and discussion between members rather than the more common questionnaire approach and is included in the Committee's annual report to the Board. This report also establishes the Committee agenda and business for the year ahead.
- The Board conducts its own evaluation each year which draws on the annual reports made by its standing committees as well as linking to the College evaluative report and internal and external audit reports. It also undertook an external independent review of its corporate governance in session 2016/17.

Developing a shared vision, values and aims

- Managers engage staff productively, at all levels, in the development and understanding of the College vision, aims and values. Over time, key priorities such as the promotion of initiatives on project based learning have been communicated effectively and well led through a range of forums to ensure on-going improvements in outcomes for learners.
- College strategies are linked well to the priorities identified locally, regionally and nationally. The outcomes of these strategies are analysed systematically and reviewed with staff and stakeholders to ensure they meet their needs well. This helps enhance the curriculum on an on-going basis by making it relevant to the needs of all stakeholders.
- The College engages effectively with GCRB and Glasgow Colleges Group (GCG) to develop the regional curriculum and the Regional Outcome Agreement ensuring they meet the needs of its communities. It contributed effectively to the development and delivery of the Glasgow Region Curriculum and Estates Plan which has improved the overall quality of the regional FE estate while also improving access to further education opportunities for learners from the 10% lowest SIMD areas.
- Staff Conferences provide an effective opportunity for staff to interact with key stakeholders such as the General Teaching Council for Scotland (GTCs).

Planning for continuous improvement

- Senior and operational managers consider routinely regional and national priorities at six weekly planning and review meetings and are effective in ensuring that the College responds to changing priorities.
- Almost all staff play an active and effective role in the process of change.
- Staff engage with self-evaluation and quality enhancement arrangements, committing to career long professional development and contributing to team meetings and College wide organisational development events in ways that support planning and continuous improvement.
- The Student Association participates actively and effectively in the process of change, engaging in self-evaluation and contributing to planning meetings. In addition, a first formal

Student Association/College Partnership Agreement established in session 2017/18 set agreed priorities for development. The Association has reviewed progress and presented its review to the Board as part of the process of developing a new partnership agreement for academic year 2018/19

- Outcomes from learner engagement activities and the Student Association class representative meetings provide useful mechanisms for the learner voice to be heard at all levels of the College. In the National Student Satisfaction and Engagement Survey (SSES) during 2017/18, student awareness of the Student Association influencing change for the better rose by 7%
- The ambitions of DYW are embedded in all relevant College strategies and plans. The College's leadership of the regional Foundation Apprenticeship programme demonstrates its commitment to this national strategy
 - 2 year programme: 2016/18 enrolled 78 learners; 2017/19 enrolled 203 learners; and 2018/20 enrolled 259 learners.
 - 1 year programme: 2017/18 enrolled 12 learners; and 2018/19 enrolled 58 learners.

The outcomes of these strategies and activities are analysed systematically and reviewed with stakeholders to ensure they meet their needs. The College has increased its delivery of school/college partnership activities in terms of both delivery options and activity. The Foundation Apprenticeship (FA) programme has been extended to include all available FA frameworks and now includes one-year delivery models in a number of frameworks. Again, this was an initiative led by the College in response to stakeholder feedback. The College continues to offer a significant range of senior phase options and delivers an extensive vocational menu taster programme to almost 700 pupils from local secondary schools and STEM workshops are delivered to around 200 primary pupils. The College has met all national priority targets.

- Effective evaluation activity in the College is supporting teams well to set appropriate targets to improve performance. Senior staff review targets to ensure they are realistic and sufficient to contribute to improvement as required.
- Professional learning at staff conferences focuses routinely on regional and national priorities.

Areas for improvement

- A few staff still show lack of awareness of regional and national priorities. For example – DYW is not yet consistently reflected in evaluation and planning processes.
- The College should seek to improve further student awareness of the role and impact of the Student Association.

3.2 Evaluation leading to improvement (QI 1.4)

Analysis and evaluation

- All managers lead the evaluation of College provision and service delivery well.
- Evaluative activities are well developed and enhancement actions improve outcomes for all learners.
- The class tutor role and Quality Improvement Action Plans (QIAPS) support improved outcomes for learners in courses where successful completion rates significantly lag college norms. 78% of programmes that have been subject to a QIAP over the last three years showed an improvement in learner success.

- The Empowered to Take Action initiative in conjunction with wider promotion of project based learning has led to an increase in student ownership of learning (89% in 2015/16 89%, 93% in 2016/17, and 94% in 2017/18).
- At all levels of the organisation, almost all staff engage effectively with evaluative activities.
- Increased collaborative work between academic and support functions of the College has led to improvement in the admissions and enrolments processes for learners including:
 - offering conditional offers based on application and attendance at an information session where appropriate;
 - implementation of an on-line booking system for interviews;
 - development of effective communication with successful applicants prior to enrolment;
 - implementation of a paperless admissions process; and
 - implementation of an on-line booking system for summer enrolment events and cores skills screening.

Collaborative approaches to evaluation and data sharing

- The College engages effectively with an extensive and comprehensive range of partners at both strategic and operational levels. These include schools, employers, colleges and universities, health and social care services, community planning partners and a wide range of community and third sector organisations. These partnerships inform College evaluation and planning for improvement and are effective in supporting the College to respond to national priorities such as Developing the Young Workforce as well as to contribute to local outcome improvement plans. The 'College Big Ask' event in March 2018 was attended well attended by a range of stakeholders and provided key messages for future planning.
- Recent examples of effective collaborative approaches include:
 - the introduction of the Level 8 Graduate Apprenticeship in Civil Engineering;
 - the introduction of a role to lead transforming learning and teaching to support the continuing expansion of the Empowered to Take Action project which promotes innovative and problem based learning and teaching;
 - a dedicated role to support the development of learning opportunities and SCQF credit rated qualifications for local residents engaging with local outcome improvement planning activities in the "Thriving Places" locations in the North East of Glasgow; and
 - working with Action for Children to understand why students withdraw and support learners who had withdrawn from their programme to work towards a positive destination.
- The College collaborates well with a wide range of partners to evaluate and lead activities which use relevant data to meet local, regional and national priorities.

Impact on learners' success and achievements

- Managers make good use of past, current and projected outcomes for learners to analyse trends and provide opportunities for different learner groups to develop relevant skills.

- Partial success is lower than national norms, learner satisfaction is very high (97%) and College Leaver Destination is very high (97%) evidencing that learners who stay on programmes are successful and progress to further study or employment.
- Curriculum Managers meet class tutors on a regular in-year basis to discuss progress on areas for development and consider further areas for development as required. Most course teams use quality improvement action plans well to support improvements in areas where outcomes significantly lag college norms.
- The College analyses performance data for specific groups to inform the targeting of resources and to support the development of both equality of opportunity and equity of attainment.
- In 2017/18, the College increased the number of reviews of learning and teaching undertaken by 35% to 65 reviews. Findings were very positive and broadly similar to findings from HMI/AA processes carried out in March 2017. High levels of planning of the learning experience, positive relationships between staff and learners, use of industry standard facilities and the use of a variety of learning technologies were consistent with learner feedback which indicated that:
 - 94% of learners feel able to influence learning;
 - 95% believe they receive useful feedback;
 - 96% believe they have developed skills for the workplace; and
 - 96% believe their skills for learning have improved during their course.

Further external review of learning and teaching is scheduled for early in academic year 2018/19.

- Glasgow Kelvin College works within regional arrangements to provide an extensive Senior Phase programme for young people both from its local schools, and from across the Glasgow College Region. Although the College delivered vocational programmes to over 700 S4, S5 and S6 pupils during 2018/19, only 264 were categorised as a contribution to the “DYW - studying vocational programmes” figures. This was below the College ROA target for 2017/18 but was a consequence of a substantial portion of the College Senior Phase programme being delivered at SCQF level 4 in response to the learning needs of the young people attending. Success rates on these programmes were again variable and overall lower than the College norm. This often reflected challenges that arose from inconsistent school responses to College attempts to ensure the sustained attendance of young people on these programmes.
- The College has piloted an evaluation of arrangements for planning and delivery of senior phase activity in partnership with local schools. Improvements include the development of an attendance portal for session 2018/19 and improvements in internal progression rates for young people on school programmes.

Areas for improvement

- Withdrawal rates in some full-time FE and HE programmes have increased and have a negative effect on outcomes.
- Success rates for school pupils engaged in Senior Phase programmes is lower than the overall College norms.
- In more than a few areas evaluative reports do not yet capture the impact of actions on improving performance rates.
- In a few programmes QIAPs have not led to meaningful improvement.

3.3 Curriculum (QI 2.2)

Rationale, design and development

- The college plays a full part in the development and implementation of the Glasgow Region Curriculum and Estates Review and routinely plans its curriculum as part of the development of the annual Glasgow Region Outcome Agreement and in response to the Regional Skills Assessment. This process establishes clear volume targets for activity in each of the Region's key economic sectors. It also sets key targets for widening access including for learners from the 10% most deprived data zones (39.3% in 2015/16, 42.3% in 2016/17 and 42.9% in 2017/18) and for the provision at SCQF levels 1-6 which supports Glasgow's high level of adults with low or no qualifications to access learning (59.1% in 2015/16, 66.6% in 2016/17 and 69.5% in 2017/18).
- All programmes are designed well as an integral part of a pathway to employment or to further study/higher education. The curriculum and range of provision is considered carefully, is reviewed annually, and is based on a thorough understanding and analysis of a wide range of data, Labour Market Information (LMI), Regional Skills Assessments, sector specific Skills Investment Plans, and key regional, national and local contexts.
- All course teams incorporate and plan development of employability skills within programmes. Innovative work based experience opportunities have been incorporated into the curriculum using cross college projects such as the Fashion Show and Empowered to Take Action projects such as the Survey Camp (96% of learners felt that they had developed their knowledge and skills for the workplace).
- Staff contribute effectively to the work of the Regional Curriculum Hubs to ensure that learning pathways between the Glasgow colleges are developed and promoted effectively. The College increased its range of articulation pathways with local universities during 2017/18 to include progression to Napier University and extended opportunities at the Open University.
- Almost all curriculum teams make effective use of appropriate data to plan and design curriculum programmes which align well with college, regional and national strategies to meet the needs of all learners and stakeholders.

Effectiveness and appropriateness of the curriculum

- The College worked effectively at a regional level to establish the Learning and Teaching Group of the Glasgow Colleges Group as a forum which considers routinely key stakeholder feedback (from Glasgow City Council Education and Employability Services, SDS and HEI partners) on the appropriateness and effectiveness of the curriculum.
- The College 'Big Ask' event provided the following key messages for future planning:
 - the importance of flexibility to address the modes of attendance and joint forward planning of programmes;
 - the growing need for advanced core as well as vocational level skills, including personal development and resilience;
 - the key role of work experience and project-based learning in developing the skills needed for work and further study;
 - the importance of strong partnership relationships and effective two-way communication; and

- support for students and their influencers, from early intervention to progression.
- Almost all curriculum teams make effective use of labour market intelligence (LMI) data sets including Skills Investment Plans and the Regional Skills Assessment alongside the views from stakeholders and learners to inform improvements and to ensure that the curriculum remains relevant to stakeholder requirements.
- Recent engineering workshops upgrades audited against the GATSBY/Royal Academy of Engineering publication 'Engineering Facilities in Further Education Colleges in England', confirmed the appropriateness of engineering resources.
- Course teams work well collaboratively to support more than 620 learner work placements embedded within programme delivery. In addition, many curriculum teams deliver experience of work activity as an addition to programme frameworks. Activity includes work placements, industry site visits, guest lecturers from industry and professional bodies. In addition, these visits keep staff abreast of current industrial practice.
- Internal progression is prioritised prior to the winter holiday and is supported by class tutors and specialist staff from advice and guidance. External progression is supported throughout the session by visits, guest university staff, employers and professional bodies.
- All learners are able to access one to one support with applications from the College Advice and Guidance team.
- All curriculum teams use performance data and learner engagement data to evaluate and identify areas for development through mid-block reviews and programme area reports.
- Almost all staff participated in the Professional Development Review process during session 2017/18. Most curriculum teams ensure currency of industrial and professional practice by engaging with industrial placements, industrial visits, guest lecturers from industry and professional bodies. The review of learning experience report noted that teaching staff made good use of industry standard facilities to support learners to develop their skills in realistic working environments.
- 94% of learners said that they are able to influence learning on their course. They engage effectively in their own learning and make use of a range of opportunities to personalise their own learning and to develop, consolidate and deepen their knowledge, understanding and skills.
- Almost all learners use their experiences in the workplace to further develop their knowledge, skills and understanding.

Skills for learning, life and work

- All staff plan the curriculum well to enable learners to acquire knowledge, understanding and skills which help to prepare learners well for future progression to further education or sustained employment.
- The Student Satisfaction Survey (SSES) showed that:
 - 98% of learners believe they are encouraged to take responsibility for their learning;
 - 96% believe their skills for learning improved during their course; and
 - 96% of learners believe they developed skills for the workplace.
- Post course progression rates are very good with 97% of learners who successfully complete their programmes progressing to positive destinations (College Leaver Destination Survey).

- All staff ensure that learning experiences help learners to develop skills incrementally and prepare them very well for their next steps. The Class Tutor role and the use of Individual Learning Plans support learners to reflect on essential skills development and progress made towards short and longer term goals

Learning pathways

- The College works well with its two sister colleges to develop and maintain regional curriculum maps which highlight the learner pathways to employment or higher education that are available through and amongst Glasgow colleges.
- The College has strong links with its local secondary schools providing a substantial senior phase vocational programme leading to pathways to employment through Foundation Apprenticeship/Modern Apprenticeship programmes as well as a wide range of further and higher education.
- All curriculum teams ensure that learners follow learning pathways which have appropriate entry and exit transition points.
- The College has increased the number of its articulation agreements with local universities.
- All curriculum teams ensure that career management skills are promoted and embedded in curriculum programmes to support learners to develop these skills.

Areas for Improvement

- A few programme teams have not yet established sufficient workplace experience activities.
- Although progression rates remain high, relatively few learners progress to other Glasgow colleges.

3.4 Learning, teaching and assessment (QI 2.3)

Learning and engagement

- Almost all learners are engaging in and have a positive attitude to enhancing their own learning. This is reflected in the findings from review of the learning experience report and is consistent with learner feedback which indicates that 94% of learners feel able to influence learning in their course.
- All class tutors support learners to reflect well on their own progress and on the skills that they have developed. They proactively encourage learners to obtain specialist advice and guidance where appropriate. Almost all learners who accessed these services, report that the services met their needs.

Teaching

- Almost all staff plan learning sessions well using a range of high quality teaching approaches very effectively to meet the needs of the learners. They are aware of learners' prior learning to ensure that classroom/workshop activities are sufficiently varied and challenging in terms of meeting all learners' needs.

- The Empowered to Take Action (ETA) initiative supports staff well to develop innovative learning and teaching approaches and enhance the learning experience. Projects supported by the ETA initiative have increased from 6 in 2015/16 to 20 projects in 2018/19.
- Teaching staff make good use of industry standard facilities and resources to support learners to develop vocational practical skills and use a variety of enabling digital technologies (this is supported by the Peer Review Process and learner feedback indicates that 95% of learners feel prepared and ready to progress to further study and/or work). The effective support to a positive destination is evidenced by the College Leaver Destination Survey that reported that of confirmed destinations, 97% reported a positive destination.
- Peer learning and group work are used effectively in teaching activities by most teaching staff.
- Almost all staff use questioning techniques to formatively assess knowledge and understanding effectively, supporting learner's preparation for summative assessment.
- Almost all learners benefit from extensive feedback opportunities with staff to set goals and improve.

Assessment

- All staff ensure that assessment arrangements are tailored appropriately to meet the needs of individual learners and are planned well to reduce the burden of assessment, and include careful consideration of the needs of learners with additional barriers.
- Teaching staff plan assessment schedules well and negotiate the timing of assessment with learners.
- Learners are well-supported to develop the skills required for assessment and are kept aware of their progress. Learners indicated that they discussed regularly their progress with staff (88% in 2015/16, 89% in 2016/17 and 91% in 2017/18).

Evaluation of the learning experience

- All curriculum teams draw on the views of learners and learner outcome data to reflect on programme performance, evaluate the learning experience, and plan in-year improvements.
- Almost all staff reflect effectively on their learning and teaching approaches and generate appropriate action plans to improve the experience for learners going forward.
- All staff engage in 'Stop and Check' activities with class groups. Almost all learners are aware of the mechanisms available to them for feedback - through their class representative, course team meetings, learner engagement activities and directly to their class tutor.

Areas for improvement

- A few curriculum teams do not take sufficient opportunities for peer learning.
- A few staff do not sufficiently use formative questioning well to ensure all learners are fully engaged in the learning process.
- A few staff are not confident in dealing with more severe cases of challenging behaviour.
- A few curriculum teams do not incorporate guest lecturers, industry visits and/or work experiences at appropriate points in their programmes.

3.5 Services to support learning (QI 2.4)

Management of services to support learning

- Almost all College applicants and progressing learners benefit from a prompt, accurate and personalised application process. Learners report that the admissions services (95%) and advice and guidance (95%) meet their needs. Admission and enrolment arrangements are reviewed on an annual basis in order to improve retention and the learner experience from application. Improvements to the process made during academic year 2017/18 included:
 - offering conditional offers based on application and attendance at an information session where appropriate;
 - implementation of an on-line booking system for interviews;
 - development of an effective communication with successful applicants prior to enrolment;
 - implementation of a paperless admissions process; and
 - implementation of an on-line booking system for summer enrolment events and core skills screening.
- Over 2000 internal offers were issued before commencement of the external applications processes making the journey smoother for continuing students.
- Pro-active application, interview and induction arrangements ensure prompt identification and provision of support needs for almost all learners.
- The Advice, Guidance & Learner Support Team coordinate core skills profiling for FE learners over the summer period as part of the enrolment process. This extended participation by 40% between 2015/16 and 2016/17 and by 20% 2016/17 to 2017/18 supporting class tutors and learning support tutors to provide pro-active support from enrolment onwards.
- Following recognition that a number of learners experience financial hardship at the start of their programme, CAMS on-line application process for bursaries was introduced to provide a quicker response to applications.

Services which contribute to achievement, attainment and progression

- 20% more learners undertook core skills profiling over the summer period compared with a similar period in 2017. Results are transferred to Individual Learning Plans to allow timely support by class tutors and learning support tutors.
- Support needs referral can be made by both an individual learner or a staff member. Referrals leading to a full needs assessment and support plan, increased by 10%.
- Individual Learning Plans support discussion between class tutors and learners to identify key milestones, reflect on progress made and confirm improvement targets.
- Support staff make very effective use of learner and stakeholder feedback to improve the delivery of services to support learning as part of the self-evaluation process.
- Support staff work effectively and collaboratively with external agencies to ensure learners have access to and make very good use of specialist services to support learning.
- The College worked with Action for Children to identify reasons why young people left withdrew from programmes and to support young people who have withdrawn from College to progress to employment.

Services which contribute to progression to a positive destination

- Learners receive high quality and tailored advice and guidance that supports them very well to make informed decisions about the next steps to employment or further learning. This includes specialist careers advice from Skills Development Scotland, the use of accurate LMI regarding relevant employment opportunities as well as information on the progression opportunities available through articulation arrangements that the college has made with universities and with other colleges.
- Most learners make very good progress and attain qualifications and 97% of those who complete successfully progress to positive destinations. Partial completion rates are lower than national norms and most learners who complete with partial success obtain a significant proportion of the units on their programme, allowing many to progress to positive destinations.
- Curriculum teams draw well on industry to support learners on a number of pre-apprenticeship programmes to progress directly into employment. This is particularly effective in Building Services Engineering and some other areas of construction.
- The College recognises the complexity of student funding and provides learners with early access to information and support.

Areas for Development

- The current Individual Learning Plan (ILP) does not take sufficient account of the range of learning activities and does not provide a sufficient comprehensive overview of the learner experience.

3.6 Wellbeing, equality and inclusion (QI 3.1)

Statutory duties

- Highly effective strategies respond very well to statutory requirements.

Inclusion and equality

- Almost all staff and learners actively promote and celebrate diversity and challenge discriminatory practice wherever it occurs.
- The College continues to widen access and extend opportunities for the most disadvantaged learners. It plays a key role in supporting the regional priority to widen access by increasing the proportions of activity delivered to SIMD10 learners and at SCQF levels 1 to 6. The proportion of College activity delivered to the 10% most disadvantaged SIMD data zones has continued to rise (39.3% in 2015/16, 42.3% in 2016/17 and 42.9% in 2017/18). The proportion of College activity delivered at SCQF levels 1 to 6 has also risen year on year (59.1% in 2015/16, 66.6% in 2016/17 and 69.5% in 2017/18).
- The College has a very active role in Community Planning arrangements in North East Glasgow and seeks to respond to local priorities to support vulnerable groups. It has developed its Access and Inclusion Strategy to reflect and build upon the local partnerships it has established and the culture of inclusion that the Board has sought to develop throughout the College. Specific examples of responses to local priorities are the provision that the College makes for young people with care experience and for learners for whom English is a second language.

- During 2017-18 the College worked effectively with the Students' Association to promote a number of health and wellbeing initiatives. This included the development of a joint Mental Health and Wellbeing Agreement, and a highly successful student-led White Ribbon initiative.

Areas for Development

- N/A

3.7 Equity, achievement and attainment for all learners (QI 3.2)

Learner success over time

- The College has strong evidence that, over a number of years:
 - the quality of learning and teaching provided by the College is high and is improving;
 - learner engagement and learner satisfaction rates have improved;
 - services to support learning are well regarded by those learners who access them; and
 - that levels of partial success have improved (i.e. reduced to below national norms).

At the same time however:

- withdrawal rates are higher than the national norms, for both early and further withdrawal;
- withdrawal rates have been increasing; and, as a consequence
- success rates are not improving.

It has therefore become the view of the College that improving retention is key to improving attainment. The Board is committed to improving attainment and retention, setting targets that support operational planning to enhance the learner experience.

When the Learning and Teaching Committee met on 14th December 2017 to consider the College Performance Indicators for 2016/17 it was agreed that the College would undertake some additional work to determine, and better understand, reasons for learner withdrawals in order to support the College to improve retention.

Following that meeting the College took three approaches to gathering additional information on reasons for withdrawal:

- each Faculty reviewed a sample of the withdrawals of full-time learners that took place during Block 1. Very few of these learners had given the College a reason for leaving when they left, so this review involved Class Tutors undertaking follow-up through emails/phone calls or through conversations with class mates;
- the College worked with Action for Children to try to support young people who were unemployed to progress towards employment. This involved an Action for Children Advisor working with the College Advice team to follow up learners, aged between 16 and 30, who withdrew from College programmes; and
- the College appointed a consultant to undertake data analysis related to withdrawal. This exercise sought to identify when withdrawal was most likely to occur in order that the College could better target resources at supporting retention.

The findings of these activities have been reviewed by the Learning and Teaching Committee and the College has established a working group to develop an action plan to support retention.

- In recent years there has been a substantial increase in the proportion of learners from SIMD10 and a substantial increase in the number of learners who are declaring care experience. Some of these, and other, changes to the College demographic are the result of positive action to widen access, some are consequences of regional transfers of activity, others reflect changes in the labour market and local employment opportunities. Taken together, these changes make it hard to analyse trends in performance. In addition, the College learner population contains a number of extreme groupings in relation to outcomes and performance indicators. For example, success rates for employed apprentices (generally following SVQ 3 at SCQF levels 6 and 7) are very high and success rates for second year HND students are also high. At the other extreme, success rates for vulnerable young people on introductory vocational programmes and for school pupils on some senior phase programmes (particularly at SCQF levels 4 and 5) are relatively low.
- The College reviews performance indicators more fully once finalised data from SFC becomes available. At this stage, and with unconfirmed data, early indications are that:
 - gender trends are in line with national patterns - at HE females slightly outperform males, and at FE males slightly outperform females;
 - successful completion rates vary with age - rising from around 56% for learners under 18 years of age, to 73% for learners aged 21-25, and dropping back to around 71% for those over 40 years of age;
 - withdrawal rates for learners in the 10% and 20% most deprived data zones are higher than the college average; and
 - for learners with a disability, partial success rates are higher than the College norm.
- Taken together the feedback the College receives from students, its observations of learning and teaching, and its partial success rates being below the national norm all suggest there is effective learning and teaching across the College. There are also very high levels of progression to positive destinations, including further learning or employment outcomes. These destinations are, in the main, relevant to learners' field of study and learners benefit from work-related learning experiences which enhance and develop their employability skills. At the same time, withdrawal rates that are above national norms provide a significant challenge for the College in relation to improving outcomes.

Essential skills including skills for life and work

- Learner development in core and essential skills within programmes areas is strong and enhances learner achievements within other parts of their programmes.
- Core and essential skills are contextualised to support learners to build their skills through connections to vocational aspects of their programme.
- All curriculum teams plan and incorporate essential skills into programmes and the Peer Review Process noted that the development of essential skills was embedded within almost all lessons.
- Staff make good use of progressive learning activities connected to employment and the expectations of the employers to prepare learners well for the world of work.

Equity for learners

- The College analyses learner outcomes by SIMD, gender, age, race and disability. It has identified higher levels of partial success among learners declaring a disability and the lower success rates of younger learners as priority areas for improvement.
- During 2017/18, 32.6% of applicants for 2018/19 who declared a disability were offered a place on a course. This is 2.7% higher than applicants who have not declared a disability.
- During 2017/18, 31.7% of applicants for academic year 2018/19 who have declared that they have care experience have been offered a place on a course. This is 1.4% higher than those who have not declared that they are care experienced.

Areas for development

- Higher withdrawal rates in some full-time programmes have a significant effect on success rates within programmes. This is particularly evident in HEFT programmes where increased further withdrawal correlates with decreased success.
- Attainment rates on some senior phase programmes remain low and outcomes for younger learners are below the college norm.
- Partial success rates among learners declaring a disability are higher than the College norm.

4. Review of the 2017-2018 Enhancement Plan

The College Enhancement Plan for 2017/18 established 6 key areas of action for improvement which it linked to the quality indicators in *'How Good is Our College?'*.

The areas for action were:

4.1 The College will extend and enhance its engagement with employers in order to:

- extend work experience opportunities for both learners and staff; and
- ensure that the curriculum takes account of the needs and views of employers.

4.2 For 2017/18, Career Long Professional Learning (CLPL) programmes will have a focus on:

- awareness of key regional and national strategies;
- opportunities for staff to obtain current industry experience;
- corporate parenting;
- promoting positive behaviour/dealing with challenging behaviour;
- working with younger learners;
- digital approaches in learning and teaching;
- questioning techniques for teachers;
- use of feedback to enhance learning;
- use of ILPs;
- using post course destinations in programme evaluation; and
- evaluative writing (for managers).

In addition, managers will use the Professional Development Review process to ensure that all of their staff engage with CLPL that enhances meaningfully the services that they provide for learners.

4.3. The College will work with SDS and the Glasgow Youth Employment Initiative to better track

the destinations of learners who leave without completing their programme of study.

- 4.4. The College will introduce routine auditing of ILPs (once in each teaching block) to inform further enhancement of this process
- 4.5. The College will increase the number of staff involved in regional work/regional groups by:
 - leading the regional professional learning arrangements in 2017/18;
 - leading the Regional Foundation Apprenticeship programme;
 - involving all Heads of Faculties in regional Curriculum Hubs;
 - working through the Curriculum Hubs to improve rates of progression between Glasgow colleges;
 - engaging SCMs and where appropriate CMs in aspects of the Hub work;
 - engaging teaching staff in regional curriculum development initiatives (initially in Mathematics and Early Education/Child Care); and
 - engaging managers of services to support learning in regional activities such as IT systems development, admissions arrangements and Access and Equalities developments.
- 4.6. The College will seek to improve retention and attainment. This will include a general focus on regular review of learner progress by Class Tutors, earlier identification of support needs and responses to these from services supporting individual learners (in particular this will include a focus on learners with a disability). In addition, Quality Improvement Action Plans will be developed by those areas where successful completion rates significantly lag college norms.

During 2017/18, considerable progress has been made in implementing actions and progress was formally reviewed at the Learning and Teaching Committee in February 2018. Early signs of impact are discussed below:

1. The College has extended and enhanced its engagement with employers. Work experience activities have been expanded to include guest lecturers, industrial visits, industrial challenges and work placement opportunities for both learners and staff. 96% of learners in the National Student Satisfaction and Engagement Survey (SSES) believe that they have developed skills for the work place.
2. The College delivered three staff conferences in August 2017, November 2017 and March 2018. All of listed Career Long Professional Learning (CLPL) was delivered during the three conferences. To identify individual CLPL requirements, staff took part in the Professional Development Review (PDR) process.
3. The College worked with an advisor from Action for Children to support young people who have withdrawn from their college course and who are unemployed to move towards employment. 63 young people were supported into positive destinations.
4. Faculties audited ILP each teaching block. Focus groups commented that most learners were using the ILP.
5. The College increased the number of staff involved in regional work/regional groups by:
 - leading the regional professional learning arrangements in 2017/18;
 - leading the Regional Foundation Apprenticeship programme;
 - Heads of Faculties participating in all Curriculum Hubs as Chair or member ;

- Curriculum Hubs agreed progression between Glasgow colleges;
 - Other College staff were involved in Hub activity as required;
 - Some teaching staff were involved in regional curriculum development initiatives (Mathematics and Early Education/Child Care); and
 - Managers of services to support learning were involved in regional activities -IT systems development, admissions and Access and Equalities developments.
6. Learner satisfaction rates with learning and teaching and services to support learning have increased during 2017/18. Withdrawal rates increased again in 2017/18 but learners who complete their programmes are more likely to be successful than the national norm. Outcomes for learners from SIMD10, learners with disabilities and learners from ethnic minorities are all close to the College norm.

The next section develops a new Quality Enhancement Plan for 2018/19 from areas for development within the 2017/18 evaluative report and further development of actions for improvement from the 2017/18 evaluative plan.

5. Enhancement Plan

5.1 Enhancement Plan AYs 2018/19 – 2020/21

	Action for Improvement	Addressing Areas for Development	
		EREP 2016/17	EREP 2017/18
1	<p>The College will extend and enhance its engagement with employers in order to:</p> <ul style="list-style-type: none"> Extend work experience opportunities for both learners and staff; and Ensure that the curriculum takes account of the needs and views of employers. 	4.1	3.3 (i) 3.4(iv)
2	<p>For 2018/19, CPLP programmes will have a focus on:</p> <ul style="list-style-type: none"> Awareness of key regional and national strategies; Promotion of peer learning; Use of formative questioning; Dealing with challenging behaviour; Promotion of experience of work; and Evaluative writing (for managers). <p>In addition managers should use the Professional Development Process to ensure that all their staff engage with CPLP that enhances meaningfully the services that they provide</p>	4.2	3.1 (i) 3.2(iii) 3.4(i) 3.4(ii) 3.4(iii) 2.2 2.3 2.4
3	<p>The College will develop the Individual Learning Plan to ensure compatibility with current digital systems.</p>		3.5(i)
4	<p>The College will continue to increase the number of staff involved in regional work/groups by:</p> <ul style="list-style-type: none"> Leading the professional learning arrangements in 2017/18; Leading the Regional Foundation Apprenticeship programme; Involving HoFs in Curriculum Hubs to: <ul style="list-style-type: none"> Improve rates of progression between Glasgow colleges; Engage senior faculty managers and staff in hub work; Engage managers of services to support learning in regional activities such as IT systems development, admissions, MIS development, Access and Equalities developments. 	4.5	
5	<p>The College will seek to improve retention and attainment with particular focus on</p> <ul style="list-style-type: none"> reducing withdrawal rates in all programmes; improving success rates for young learners in Senior Phase programmes; and 	4.6	3.1 3.2(i) 3.2(ii) 3.2(iv) 3.7(i)

	<ul style="list-style-type: none"> improve success for learners with disabilities. <p>In addition, Quality Improvement Plans (QIAPs) will be developed by those areas where successful completion rates significantly lag college norms. Overall in 2017/18 QIAPs were less effective than in previous sessions. As a consequence, during 2018/19 there will be greater senior management scrutiny of QIAPs .</p> <p>There will include continued focus on regular review of learner progress by Class Tutors, earlier identification of support needs and responses to these from services supporting individual learners.</p>		3.7(ii) 3.7(iii)
6	The College will work collaboratively with the Student Association to increase student awareness of the role and impact of the Student Associations		3.1 (ii)

The Enhancement Plan above was created in response to the identified areas for development within the Evaluative Report. The areas for development are summarised below:

Report Section	Quality Indicator	Area for Development
3.1	1.1	i. A few staff still show lack of awareness of regional and national priorities. For example – DYW is not yet consistently reflected in evaluation and planning processes ii. The College should seek to further improve student awareness of the role and impact of the Student Association
3.2	1.4	i. Withdrawal rates in some full-time FE and HE programmes have increased and have a negative effect on outcomes. ii. Success rates for school pupils engaged in Senior Phase programmes is lower than the overall College norms. iii. In more than a few areas evaluative reports do not yet capture the impact of actions on improving performance rates. iv. In a few programmes, QIAPs have not led to meaningful improvement.
3.3	2.2	i. A few programme teams have not yet established sufficient work place experience activities. ii. Although progression rates remain high, relatively few learners progress to other Glasgow colleges.
3.4	2.3	i. A few curriculum teams do not take sufficient opportunities for peer learning.

		<ul style="list-style-type: none"> ii. A few staff do not sufficiently use formative questioning well to ensure all learners are fully engaged in the learning process. iii. A few staff are not confident in dealing with more severe cases of challenging behaviour. iv. A few curriculum teams do not incorporate guest lecturers, industry visits and/or work experiences at appropriate points in their programmes.
3.5	2.4	i. The current Individual Learning Plan (ILP) does not take sufficient account of the range of learning activities and does not provide a sufficient comprehensive overview of the learner experience
3.6	3.1	N/A
3.7	3.2	<ul style="list-style-type: none"> i. Higher withdrawal rates in some full-time programmes have a significant effect on success rates within programmes. This is particularly evident in HEFT programmes where increased further withdrawal correlates with decreased success. ii. Attainment rates on some senior phase programmes remain low and outcomes for younger learners are below the college norm. ii. Partial success rates among learners declaring a disability are higher than the College norm

5.2 Arrangements for monitoring progress on actions for improvement

The College Enhancement Plan is operationalised within Faculty and Support Service Operational Plans for 2018/19. The targets set in these plans are reviewed routinely by Faculty/Service management teams and progress is reported at each S/OMT Planning and Review meeting (held at 6-week intervals). Mid-year and year-end progress reports are compiled for consideration by the Board of Management.

In addition, the Quality Enhancement Plan is a standing item on the agenda of the Quality Enhancement Committee and routine progress reports are provided for consideration by the Academic Board and the Learning and Teaching Committee.

6. Grading outcomes

How good is our college? provides the following guidance on grading:

An evaluation of **excellent** means that this aspect of the college's work is outstanding with excellent practice worthy of dissemination. The experiences and achievements of all learners are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the college to support system-wide improvement. It implies that very high-levels of performance are sustainable and will be maintained.

An evaluation of **very good** means that there are major strengths in this aspect of the college's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all learners and is a standard that should be achievable by all. There is an expectation that the college will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.

An evaluation of **good** means that there are important strengths within the college's work, yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all learners. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the college should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

An evaluation of **satisfactory** means that strengths within this aspect of the college's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses will not be important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The college needs to take action to address areas of weakness by building on its strengths.

An evaluation of **weak** means there are important weaknesses within this aspect of the college's work. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the college.

An evaluation of **unsatisfactory** means there are major weaknesses in this aspect of the college's work which require immediate action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside agencies who can provide support, or with staff in other colleges.

Based on the outcomes of evaluation set out in section 3 of this report the college has reasonable confidence in the following grading:

Principle	Grade
Leadership and Quality Culture	<i>Very Good</i>
Delivery of learning and services to support learning	<i>Very Good</i>
Outcomes and Impact	<i>Good</i>

7. Capacity to Improve

Glasgow Kelvin College has evidenced a significant capacity to improve during 2017/2018. It has strong systems for review and enhancement that involve all staff and which engage very well with learners and other stakeholders.

The College continues to increase its reach into its local communities, delivering significantly above its SIMD10 target (to 42.9%) and increasing its delivery at SCQF level 1-6 (to 69.5%). Partial success is lower than national norms, and learner satisfaction is very high (97%) evidencing that learners who stay on programmes are successful and are progressing to further study and employment. However, withdrawal is still a challenge for the College, particularly in HE provision.

The key risks facing the College at present, and which may in the longer term limit its capacity to improve are related largely to finance and industrial relations. The Scottish Government have not yet published clear forward expenditure plans for the FE Sector but have committed to maintaining the overall volume of Further Education to be delivered by colleges. The College therefore expects to deliver at its current baseline level for the coming years. It has an Estates Strategy, a Financial Strategy, and a Workforce Plan which have been prepared on this basis. Overall, the College believes its Estates and its Curriculum are now appropriate to its current mission and vision and the needs of the Glasgow region and economy and the College fully expects the demand and need for the services it provides to Glaswegians to continue.

It is clear however that public funding is likely to be under increasing pressure in the coming years. The College has worked hard since its formation to increase efficiency, deliver better outcomes for learners and improve the value for money its provision delivers. It is likely to be increasingly difficult to achieve further efficiency savings going forward without an adverse impact on the learner experience. The recent move to national collective bargaining in the sector has, likewise, been challenging. It has placed additional financial strain on the sector and also led to significant industrial action during session 2016/17. That industrial action by teaching staff had a significant medium term impact on learning and teaching and, subsequently, outcomes for students, the ability of the College to deliver on its commitments in the Regional Outcome Agreement, and on its Mission and Vision.