

10 September 2024

Jon Vincent
Principal and Chief Executive Officer
Glasgow Clyde College

Dear Jon,

A team of HM Inspectors from Education Scotland visited Glasgow Clyde College in May 2024 to undertake an annual engagement visit. During our visit, we talked to learners, staff and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work:

Learner progress and outcomes

Learner success rates for full-time and part-time programmes have increased and withdrawal rates have decreased, except for part-time further education programmes. Learners access a range of helpful advice and support prior to starting programmes through the Get Ready for Clyde initiative, which is impacting positively on early retention. The community learning and development team work well with a wide range of partner organisations to deliver programmes for around two thousand community-based learners. Learners who have disengaged from school, or experienced trauma in their lives, benefit from flexible timetabling and personalised wraparound services, often in partnership with youth organisations. The application process for school-age learners has been improved to enable pupils to apply directly for a college place via the admissions portal. The Students' Association (SA) organise events to promote inclusivity and celebrate diversity well.

Approaches to assuring and enhancing the quality of learning and teaching including professional updating

Senior managers use self-evaluation arrangements effectively to identify improvements to learning and teaching and plan targeted actions for improvement for low performing programmes. Support and teaching staff are comfortable identifying actions to improve the learning and teaching experience. Managers provide learners and staff with a good range of opportunities to contribute feedback on college arrangements and these are understood well by staff and learners. Learners express a preference for face-to-face teaching as they feel that this enhances the community aspect of college and fosters a sense of belonging. Managers provide autonomy for curriculum teams to develop learning, teaching, and assessment approaches in line with vocational specialisms and learner needs. Curriculum quality managers and the SA work well together to help and encourage learners to evaluate their learning experience. Most curriculum teams assess learners' development of meta skills. Staff use these assessments effectively when supporting learners to reflect on their learning experience.

Learner Engagement

The SA report that the learner voice is valued across the college and that they find staff approachable. Almost all learners enjoy their time at college and can articulate the positive impact studying has on their lives. Senior managers use comprehensive self-evaluation arrangements to assess and assure the quality of the learner experience. Managers use team meetings effectively to identify what works well and plan improvements to low performing programmes. Senior managers monitor and evaluate learner outcomes and progression effectively to analyse programme performance against college targets and national performance measures. Teaching staff use a range of approaches to involve learners in the evaluation of their learning experience and use this feedback well to inform their professional practice. College managers have established good relationships with a wide range of stakeholders, employers, and third-party agencies which help shape the delivery and content of programmes. Curriculum teams plan well for improvement by identifying skills gaps, participating in lesson observation activities, and sharing current professional practice from industry.

The following areas for improvement were identified and discussed with the senior managers:

- A few curriculum teams do not track learners' development of core, essential and meta skills to support them to become reflective learners.
- Some class representatives have not yet received appropriate training for their role.

Main points for action

There are no main points for action.

What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Ian Beach
HM Inspector