



Evaluative Report 2017-18


**GLASGOW
CLYDE
COLLEGE**

Evaluative Report 2017-18

Background and context

Glasgow Clyde College is one of Scotland's largest further education institutions and is a multi-site college with campuses in Anniesland, Cardonald and Langside delivering high quality further and higher education provision to meet the social and economic needs of the Glasgow region. The colleges' vision is that it will contribute to the prosperity and wellbeing of Scotland through exceptional achievement. The college employs 1000 staff and delivers a relevant, broad based curriculum at a range of levels, from Access level courses through to HND and Honours degree levels, together with Foundation and Modern Apprenticeships and professional workforce development qualifications.

In 2017-18 the college successfully met its credit target, had over 17,000 enrolments and had 30% of overall activity from the 10% most deprived postcodes (Scottish Index of Multiple Deprivation - SIMD10).

2017-18 Credit Targets	Target	Projected	Variance
Total credits	128,683	130,030	1.0%
ESF credits	7,319	7,333	0.2%

In 2017-18 the college delivered 130,030 credits which was 1.0% above the Scottish Funding Council (SFC) target. Further analysis of this data gives the following breakdown:

- 17,456 enrolments
- 65% of activity at FE level (SCQF levels 1 to 6)
- 30% of activity are learners from the 10% most deprived postcodes (SIMD 10)
- 70% of credit activity is from learners aged 16-24 years old
- 1200 school-college learners
- 14% of activity in price group 5
- 24% of credit activity delivered in STEM subjects

As an assigned college within the Glasgow Region, to contribute to and deliver the Regional Outcome Agreement (ROA) we will prioritise curriculum activity which:

- Meets the needs of employers
- Widens access and increases the pool of labour
- Enhances progression routes and pathways
- Provides more flexible provision

The college also has a productive partnership with the Glasgow Clyde Education Foundation which has led to a number of capital and revenue projects focused on improving the learner experience and achieving more positive learner outcomes. These include: a new innovation centre; new horticulture building; hair salon refurbishment; library refurbishment; the development of online learner resources; an assistive technologist post; learning and teaching programmes for staff; new careers education and guidance model; and a mentally healthy college support programme

Methodology used to evaluate the quality of provision and services

The college uses a range of internal and external evaluation activities to provide a strong evidence base and evaluate the quality of its provision and services. Evaluation underpins quality review activities across curriculum and support areas and uses staff, learner and stakeholder feedback to set actions for improvement. The college has a number of high level strategies which are monitored to track progress against the Development Plan 2016-20 and the Regional Outcome Agreement (ROA).

Internally, evaluation validation meetings have been introduced to scrutinise and challenge performance trends in all curriculum areas, measure against internal and external benchmarks and endorse actions for improvement. This has been successful in identifying areas of low performance, issues in relation to protected groups and developing a shared ownership of quality improvement.

The college has well established arrangements for learners to evaluate and enhance their experience. Trained class representatives are identified for each programme and work closely with the Student Association whose voice is well represented on Board committees and wider college groups. Learner satisfaction surveys and focus groups are independently carried out to gather specific feedback on the learning, teaching and assessment experience. Stakeholder feedback is gathered more formally to inform curriculum improvement and shape programme design.

Internal and external audits are used to evaluate the effectiveness of learning and teaching and review college wide processes. This has led to a wider review of the admissions process and the delivery of student support and guidance to bring about improvements in the learner experience. In 2017-18, eight different awarding bodies carried out 99 external verification visits across the college. In summary, 94 of these were very positive and five areas were required to supply additional information before successful completion. The college is accredited by a number of external organisations with recent endorsements including the Scottish Business Pledge, Glasgow Living Wage Employer and Disability Confident Employer.

In May 2018, Education Scotland carried out an external evaluation of learning and teaching across the college. This involved over 40 lesson observations, meetings with staff, teams and learners and also a full report by a student team member engaging with over 100 students from various curriculum areas. Extensive partnerships for the delivery of Modern and Foundation Apprenticeship programmes involve formal feedback and consultation with a wide range of employers and local authorities.

The college has a robust and well publicised complaints procedure to ensure learners and stakeholders can formally report any issues they are dissatisfied with. These are responded to within set timescales, reported to the Senior Leadership Team (SLT) and the Board of management (BOM) and significant issues or common themes are identified to inform improvement.

Outcomes and Impact – How good are we at ensuring the best outcomes for all learners?

The college has successfully met or exceeded almost all ROA targets for 2017-18 and delivered its grant funded activity exceeding its overall credit target by 1.0% (see Appendix 1). In the last year, the college has achieved significant success in raising attainment, against previous year's targets, across almost all categories of students with overall attainment in 2017-18 up to 71% from 69% in the previous year. FE Full time attainment has shown significant improvement over the past year and has risen to 66% in 2017-18 from 62% in the previous year. FE Part time attainment has shown good improvement over the past year and has risen to 72% from 68%. Attainment in HE Full time programmes is on a positive trend rising to 75%, however further work is required in addressing the drop in HE Part time attainment to 78%.

3.1: Wellbeing, equality and inclusion Strengths

- The college has good systems, procedures and strategies in place to meet with statutory requirements and ensure implementation of equality and inclusion duties. This includes ambitious targets in the Gender Action Plan and the Access & Inclusion Strategy and a refreshed Equality, Diversity and Inclusion committee whose structure and remit were developed with support from Advance HE.
- The college exceeds statutory compliance by effectively analysing and monitoring student equalities data, including information in relation to the Scottish Index of Multiple Deprivation (SIMD). This information informs equality impact assessments and provides curriculum teams with useful information in relation to the evaluation of learning and teaching.
- A total of 314 learners were identified as Care Experienced in 2017-18 and overall attainment for this group is 70% (against a college total of 71%). In FE Full time, attainment is 67% (against overall success in this category of 66%) whilst in FE Part time attainment sits at 73% (against 72% overall for this category).
- Glasgow has a far greater ethnic mix than the rest of the country with over 22% of its population from outwith traditional groupings. The college delivers proportionately more education to local BME/Other White community – a total of 27%. Attainment for these learners is increasing and, for both FE Full time and FE Part time, sits 3% above the college average.

Delivery Levels	UK White	BME/Other White		
Scotland	96%	4%		
Glasgow	78%	22%		
Glasgow Clyde College	73%	27%		
Attainment BME/Other White Learners	2017-18 BME/Other White	2017-18 Attainment college wide	2016-17 BME/Other White	
FE Full Time (1055 enrols)	69%	66%	63%	
FE Part Time (2415 enrols)	75%	72%	70%	
HE Full Time (598 enrols)	73%	75%	68%	

- For young learners in the 16 to 19 year old age group, attainment is up across all categories to 70% in 2017-18 from 66% in the previous year. FE Full time attainment in 2017-18 is up to 64% from 58% in the previous year whilst FE Part time attainment is up to 71% from 66%. Attainment for HE Full time learners aged 16 to 19 is also up to 74% from 72% (which is close to the overall figure of 75% in this category).
- Our Access and Inclusion Strategy ensures we are strengthening support for students without requiring the learner to provide medical evidence of a need. This has contributed to an increase in learners who have registered with our Learning Inclusion services over the past 3 years.

Learning Inclusion	15/16	16/17	17/18
Number of Learners	820	1,010	1,187

- We engage with three local authorities to provide a wide range of vocational pathways for school pupils. In 2017-18, we had 860 enrolments in mainstream FE Part time programmes with attainment levels of 67% - which is up from 62% on the previous year. Some of these groups are challenging and staff are working with learners who are not achieving high levels of success in school. Our Enhanced Vocational Inclusion Programme (EVIP) works with some of the most disengaged S4 pupils in Glasgow – however attainment on these programmes is 72% and the EVIP partnership has also been shortlisted for the SQA Star Awards and Glasgow’s Inspiring City awards this year.
- The college offers an extensive schools programme for learners with Additional Supported Learning needs – and attainment in these programmes was 82% in 2017-18.
- Our IDEAs (Inclusion, Diversity, Equality and Access) group is well established and meets to resolve and action issues for any potentially disadvantaged groups including the nine protected characteristics identified in the Equality Act 2010. The membership consists of learners and staff who have either a personal interest in related issues or who are supportive and wish to be involved in solution focused action.
- The college has established a Care@Clyde group to support staff living and working with a disability or who may have a caring responsibility for someone with a disability.
- The Student Association strongly support a range of inclusion strategies including the LGBT community and recently agreed a ‘partnership agreement’ with the college to ensure a high quality experience for all learners and commit to a positive working relationship and stronger student voice. They have also been given two stars from the NUS Healthy Body Healthy Mind award and developed a Student Mental Health agreement to support the wellbeing and positive mental health of the student population.
- In the student survey this year, 95% of respondents felt that Glasgow Clyde College is committed to advancing Equality, Diversity and Inclusion – with a response rate of over 4,500 learners.
- The strong promotion of equality and diversity in all aspects of the college’s work ensures that almost all staff and learners actively promote and celebrate diversity and challenge discriminatory practice wherever this occurs. The Students’ Association work

very well with staff to encourage cultural diversity including an annual *Embracing Diversity* competition, which engages with learners across the college and region.

- The college has two members of staff dedicated to helping some of the most vulnerable students gain employment experience and to move into sustainable employment. Our ESOL Employability and Supported Employment Officers are directly helping learners to gain work placements, paid employment and progression to mainstream courses. This has included 58 placements for learners with additional support needs and 10 ASL learners being offered places on mainstream college programmes.

Area for Development

- Further work is required in more effective target setting, performance monitoring and improving retention and attainment for different groups experiencing barriers to learning.
- There is a need to create a stronger evidence base in the development and application of Equality Impact Assessments, especially in relation to specific policies and procedures.

3.2: Equity, attainment and achievement of all learners

Strengths

- Early Withdrawal and Further Withdrawal rates have reduced across both Full time and Part time FE programmes. Withdrawal rates have also reduced in Full time HE programmes.

Early Withdrawal	2017-18	2016-17	2015-16
FE Full time	10%	11%	9%
FE Part time	7%	8%	12%
HE Full time	5%	6%	5%
HE Part time	5%	3%	3%

Overall Withdrawal	2017-18	2016-17	2015-16
FE Full time	25%	28%	26%
FE Part time	19%	20%	18%
HE Full time	18%	19%	18%
HE Part time	12%	10%	11%

- FE Full time attainment has shown significant improvement over the past year and has risen to 66% in 2017-18 from 62% the previous year.
- FE Part time attainment has shown good improvement over the past year and has risen to 72% from 68%.

Attainment	2017-18	2016-17	2015-16
FE Full time	66%	62%	64%
FE Part time	72%	68%	68%
HE Full time	75%	74%	72%
HE Part time	78%	82%	78%

- In the majority of FE Full-time programmes learners make good progress from prior levels of achievement and attain their qualification. Attainment is high in Special Programmes (89%), Performing Arts (85%), Languages and ESOL (74%), Hairdressing, Beauty and Complimentary Therapies (73%), Engineering (71%) and Art and Design (71%).
- HE Full time attainment is high and has shown further improvement rising to 75% in 2017-18 from 74% in the previous year. Attainment is particularly strong in Performing Arts (91%), Business, Management and Administration (80%), Media (82%), Art and Design (81%), Care (78%) and Hairdressing, Beauty and Complementary Therapies (78%).
- Attainment for Modern Apprenticeships (MAs) that are managed directly by the college shows that 87% of leavers achieved their qualification in 2017-18. To date for the 2018-19 session, 32 leavers have achieved their MA's resulting in an 84% attainment rate (data from SDS).

Modern Apprentices	In Training	Leavers	Achievers	% Achieved
2017-18	287	123	107	87%
2016-17	260	94	54	57%
2015-16	284	154	124	81%

- There are high levels of progression into positive destinations, including further learning or employment outcomes for learners – College Leaver Destination data shows that 97% of full-time college qualifiers are in work, training and/or further study 3-6 months after qualifying. The breakdown indicates that those entering further study is up to 83% and those entering work remains at 15%.
- Attainment levels across the four Core Skills units is high – FE Full time attainment in Communication, Numeracy, IT, Problem Solving and Working with Others for 1844 enrolled learners was 80%.
- Attainment for FE learners undertaking Personal and Social Development units was 78%, which resulted in 4,156 learners successfully achieving this component.
- Performance data is analysed well by some curriculum teams to ensure learners from different protected characteristic groups are progressing and achieving their learning goals effectively. However, there is insufficient evidence that this is carried out systematically by all curriculum teams.
- In terms of gender, attainment in FE Full time programmes for females is 69% which is up from 63% on the previous year's figure. Attainment on HE Full time programmes for females is 78% and is also up 1% on the previous year.
- For learners from ethnic minority and non-white groups, FE Full-time attainment has risen to 69% from 63% (overall 66%) and FE Part-time attainment has risen to 75% from 70% (overall 72%). Attainment for HE Full time learners in this group has risen to 73% from 68%.
- Learners from SIMD 10 postcodes account for 30% of total enrolments. In FE Full time programmes attainment for this group is 64% - which is up from 58% on the previous year. In FE Part time programmes attainment for SIMD 10 learners is up to 72% from 66% (where this group make up 36% of total enrolments).
- In terms of learners with a disability, attainment in FE programmes is up to 69% from 66% in the previous year (from 1876 enrolments from those who disclosed).

Areas for development

- FE Full-time withdrawal rates are too high and insufficient numbers of learners complete some programmes (Early Withdrawal 10%; Further Withdrawal 15% in 2017-18).
- Attainment rates in some FE Full time programmes are low in Science (52%), Computing and ICT (53%), Land-Based Industries (57%), Sport and Leisure (58%) and Social Subjects (58%).
- Whilst HE Part time is the smallest learner cohort, attainment rates have dropped (from 82% to 78%). Early analysis indicates that this is partly due to the performance by learners on qualifications offered in addition to their HN programmes to provide enhanced employability skills (e.g. journalism and IT vendor qualifications). Attainment on some HE Part time evening classes is also low.
- FE Full time and Part time attainment rates in some programmes are not yet consistent with or matching other higher performing FE areas (overall FE Full-time attainment is 66% and FE Part-time attainment is 72%).

- Outcomes for some specific groups of learners require improvement. Overall attainment rates for 16-19 year olds, whilst rising, are 70% against an overall rate of 71%. FE Full time attainment for this group is 64% (against an overall figure of 66%). The 16-19 year old age group accounts for 40% of overall enrolments.
- Attainment for learners in HE Full time programmes from SIMD 10 areas is 70% in 2017-18, which is below the overall attainment for this group and below the previous year.

Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?

The college portfolio offers a curriculum that provides breadth, depth and aspiration for learners. We have successfully contributed to the delivery of Glasgow’s ROA and respond positively to the changing economic and employment needs of the region. We recognise the importance of improving the quality of learning and teaching practice to bring about improvements and overcome the disparity in teaching qualifications of many staff entering or currently teaching in colleges.

A strong focus of our recent work has been offering opportunities for teaching staff to engage and reflect on learning and teaching approaches with colleagues as part of a professional pathway that strengthens knowledge and skills of evidence based practice. We will also be introducing a unique Research and Development programme with the aim of improving retention and attainment by mentoring and building capacity in teaching staff to better understand the evidence and good practice that leads to improvement.

2.2: Curriculum Strengths

- Individually, and as part of the Regional Outcome Agreement (ROA), the college effectively reviews curriculum alignment to the social and economic needs of the region through stakeholder engagement and an evaluation of national and local labour market intelligence, Skills Investment Plans, Regional Skills Assessments, local authority Single Outcome Agreements, economic regeneration plans and any other relevant policy, socio-demographic or environmental information.
- Curriculum teams are successfully implementing the ROA in partnership with the other two Glasgow colleges, delivering a Curriculum and Estates Plan for the Glasgow Region that is providing a more coherent, outcome focused and higher quality regional curriculum. We continue to meet our targets in relation to different economic groups.

Economic Groups – 2017-18 Credits	Target (%)	Projected (Credits)	Projected (%)
Administration, Financial and Business Services	15%	17,454	13%
Creative and Cultural Industries	15%	19,135	15%
Energy, Engineering, Construction and Manufacturing	15%	18,374	14%
Food, Drink, Tourism, Hospitality and Leisure	13%	16,945	13%
Health, Care and Education	15%	19,829	15%
Land-Based Industries	2%	2,558	2%
Life and Chemical Sciences	6%	7,951	6%
Transition and Supported Learning	19%	27,785	21%
Total	100%	130,030	100%

- Curriculum teams respond rapidly and effectively to national and local curriculum demands. They are flexible in order to meet emerging needs including the increase in provision for Foundation Apprenticeships (FAs) and Childcare places. Successful delivery of Foundation Apprenticeship’s for North Lanarkshire Council has resulted in the college

being selected to deliver up to nine FA frameworks which will provide opportunities for over 1000 school pupils over the period 2018-2023.

2017-18	Target (Headcount)	Estimated Outcome
Foundation Apprenticeships	92	151

- Curriculum teams have successfully increased the level and scale of STEM related activities across the college (almost 25% of overall activity). This includes delivering Smart STEMs events for over 500 children aged 10 to 14 and an award winning employer led development in prosthetics and orthotics (PDA Rehabilitation Technologies) which required joint curriculum development from engineering, healthcare and science staff.

STEM Activity	2016-17	2017-18 Estimated Outcome
Volume of Credits-STEM courses	30,147	31,897 (+5%)

- The college has strong and well established partnerships with employers which ensures that most programmes effectively meet the changing needs of industry and that there are suitable opportunities for learners to gain valuable work experience, undertake live project work or engage in work related learning. This is complemented by strong employer engagement through extensive commercial training services where the non-financial benefits are used to directly support curriculum staff in a range of ways (e.g. industry visits; innovation; speakers; materials). However, further work is required to intensify employer involvement in the design of new curriculum proposals and expand work related learning opportunities across all areas.
- Collaborative planning partnerships with local authorities and schools results in the delivery of the largest number of accredited school-college programmes across the region. Over 1200 school pupils enrolled on school-college pathways in 2017-18. Curriculum teams continue to successfully deliver increased opportunities for senior phase school pupils to undertake relevant vocational pathways at SCQF level 5 or above.

2017-18	Target (Headcount)	Estimated Outcome
No. of Senior Phase pupils (SCQF 5+)	285	334 (+15%)

- Almost all curriculum teams ensure that the volume and content of delivery is appropriately matched to employment demand. This is particularly important in sectors and occupations in the regional economy where replacement demand is strong. These include: business, financial and professional services; social care; child care; life sciences and tourism. The college also provides relevant skills training which meets the region's infrastructure needs. In partnership with Skills Development Scotland (SDS), local authorities and other key partners, we are delivering construction, engineering and professional skills to meet the anticipated levels of demand that will arise from the Glasgow City Region City Deal and other capital investment. The college has also signed up to the Scottish Business Pledge, a values-led partnership between Government and business with a shared ambition of boosting productivity, competitiveness, sustainable employment and workforce engagement and development.

- As a managing agent, curriculum teams work closely with SDS and employers to deliver Modern Apprenticeship (MA) contracts across a number of different industry sectors/frameworks – these include: Accounting; Automotive; Business and Administration; Creative and Digital Media; Plumbing and Heating; Engineering; Fashion and Textiles; Healthcare; Life Sciences; Pharmacy; and Social Services (Children and Young People). At present in 2018-19 we have over 300 MA candidates managed directly by the college. In addition to these numbers we deliver over 500 MA's for employers and other training providers across a wide range of economic sectors.
- The college works closely with partners and met the increasing childcare expansion targets in 2017-18. This expansion has increased our number of HNC Childhood Practice classes from four to six full-time and one part-time group, growing our full-time HN places from 96 to 142 and our part-time places from 0 to 24. We are the only college in the region offering the managerial qualification to degree level in the form of the PDA in Childhood Practice (SCQF levels 8 and 9) and have increased to 120 places at both levels.
- The responsiveness of our curriculum is demonstrated in the innovative programmes which are designed to meet the needs in the childcare sector. We again ran our award-winning *First Steps to Childcare* programme in 2017-18, this time adapting the course to enable refugees to undertake study on it. Another development was our *Career Changers* course run in partnership with the Scottish Childminding Association (SCMA), which offered an introduction to business start-up in the childminding sector. We have also embarked on an online development project which will create a distance learning version of the HNC in Childhood Practice by December 2019, and aims to offer more flexible routes to learning and be more attractive to males hoping to enter the childcare profession.
- Most curriculum teams make effective use of appropriate data and stakeholder feedback to develop and improve curriculum programmes which align well with college strategies and ensure the curriculum remains relevant. For example, our childcare expansion strategy is increasing the volume, range and flexibility of learning pathways and aligning delivery to local authority childcare provision.
- The proportion of learners undertaking work placements or work related learning opportunities is significant. Formal work placements are supplemented across most curriculum areas by the growth in 'real life' learning projects and there has been a significant increase in enterprise activities, project based learning and live briefs to help prepare learners to become career ready and embed career management skills. A recent example was our television students undertaking a number of live internships to help successfully deliver the coverage for the European Championships in Glasgow.
- A student survey this year with over 4500 respondents found that 94% of learners believed that their time at college had helped them develop knowledge and skills for the workplace.
- Most curriculum teams ensure that learners have access to high-quality real or simulated work placement activities and live projects to further develop their knowledge and skills for employability. A recent example involved a group of HN Event students who successfully took on the challenge of organising the TEDxYouth event in Glasgow for 2000 young people at the SECC. An ambitious new cross college careers advice and guidance model is close to completion and will be implemented in the coming year.

- A number of curriculum teams are effectively using SDS's My World of Work to enable learners to acquire knowledge, understanding and skills which help to prepare learners for future progression to further study or sustained employment.
- The college has created a professional learning pathway to deliver a mix of formal qualifications and college devised professional development programmes specifically focused on improving learning and teaching practice amongst teaching staff. Over 70 post TQFE qualified staff have engaged in the 'Developing Learning and Teaching' programme to reflect on evidence based practices and implement new approaches. External evaluation has been excellent and staff action research projects are available on the VLE.
- A 'Foundation Learning and Teaching' programme has also been introduced for new and recently recruited unqualified teaching staff with the aim of preparing them more effectively for working with a wide range of learners and improving their classroom practice. Feedback from participants has been excellent.

Areas for development

- A review of FE provision and design principles will help to align the curriculum with future skills requirements. This should ensure learners experience essential and 'future ready' competences across all programmes and also include professional development for staff to ensure career management skills are effectively delivered.
- Continued work is required for all staff to develop the culture of engaging in Continuous Lifelong Professional Learning activities to ensure currency and knowledge of professional practice and industry requirements. This includes better understanding of the need to incorporate essential skills, work-based learning, employability and career management skills within the curriculum.
- There is a need to intensify employer involvement in shaping curriculum developments and in the design of new curriculum proposals to help grow work related learning opportunities across all areas of the portfolio.

2.3: Learning, teaching and assessment

Strengths

- A variety of teaching approaches are used to good effect to meet individual learner needs and support good levels of attainment. There are strong examples of cooperative learning, project and group work within curriculum teams along with opportunities for volunteering, work related and community based learning. In the April 2018 student survey with over 4500 responses, 91% of learners reported that ‘lessons are interesting, motivating and challenging’.
- Most staff use their subject knowledge well to motivate and engage learners making effective use of a wide range of teaching approaches to explore and expand knowledge and understanding.
- Across most curriculum areas, staff demonstrate flexibility in adapting lessons to meet the needs of specific students. Learners who have individual challenges benefit from individualised, personal learning support plans and are supported by learning inclusion and access to assistive technology, which encourages and supports their learning. The learning inclusion team formally supported a record number of almost 1200 learners in 2017-18.
- There is a strong and increasing focus on the development of employability, career readiness and entrepreneurial skills across most curriculum teams. Most teaching staff are effective in connecting learning to industry needs, whilst a number of areas have been successful in regional and national competitions and awards which help to enhance skills and develop confidence and innovation. In the April 2018 student survey, 94% of learners strongly agreed or agreed that their programme ‘helped to develop knowledge and skills for the workplace’. However, there is scope for more staff to directly involve employers in shaping the learning experience.
- Most staff plan learning sessions well to incorporate a range of teaching approaches effectively so that almost all learners are challenged sufficiently and undertake work which helps them to progress in their learning. In the April 2018 student survey, 97% of learners strongly agreed or agreed that staff encourage learners to take responsibility for their learning (4500 responses).
- Relationships between teaching staff and learners in almost all classes are positive and productive. Learners value the positive support and encouragement they receive from teaching staff and enjoy lessons. In the April 2018 student survey, 92% of learners strongly agreed or agreed that ‘the way I’m taught helps me learn’. Student satisfaction levels are above sector benchmarks for all categories of learners.

Student Survey question	All Students (number)	FE FT	FE PT	HE FT	HE PT
Overall, I'm satisfied with my college experience					
GCC 2017-18	95.9% (4170)	96.90%	98.24%	93.17%	95.00%
Sector 2017-18		93.1%		86.3%	
GCC 2016-17	95.7% (2647)	96.60%	96.60%	94.40%	95.30%

- Both formative and summative assessment are used to good effect and a variety of assessment methods are used within the classroom and workplace. Learner feedback indicates that most staff provide specific and helpful assessment feedback to support learning (91% strongly agree/agree in the recent student satisfaction survey). However, there is insufficient evidence regarding the quality and consistency of assessment practice and feedback to learners on their progress.
- The majority of teaching staff make good use of the high quality resources and digital technologies which are available to enhance the learning experience. The College VLE is used well by some staff to support and reinforce classroom- based learning and signpost learners to additional reference materials and resources to enhance their learning. In a recent student survey 93% of learners indicated that digital technologies are used well to support their learning.
- The majority of staff reflect well on their learning and teaching approaches and regularly implement appropriate actions and changes to improve the experience for learners.
- Some staff use learner performance data well to evaluate the learning experience and plan for improvement. Learners surveys and focus groups inform improvement whilst course team meetings include scrutiny on retention and attainment data at key points in the year.

Areas for development

- Some staff do not take the opportunity to explore and implement a wider range of teaching and assessment approaches including reflection on methodologies and use of the virtual learning environment (VLE), to engage learners and enhance the learning experience. In some curriculum areas, the variety and challenge of learning does not always adapt sufficiently to meet the needs of learners.
- A refreshed Learning, Teaching and Assessment strategy should be introduced that is fully integrated with digital transformation plans and clearly articulates college values, professional standards and expectations for teaching staff.
- There is a lack of direct evidence in relation to the consistent quality of learning and teaching in the classroom, and insufficient opportunity for staff to engage in peer learning or reflect on their practice with colleagues to bring about improvement.
- Some staff do not sufficiently gather and use appropriate feedback and reflect well on learning and teaching approaches to inform action planning and lead to improvements in the outcomes of learners. Further work is required to develop the culture of ownership and develop the capacity for systematic improvement in all curriculum and support teams.
- There is a need to develop a stronger evidence based approach to improve the quality of assessment practice and ensure consistent feedback is offered to learners to inform their progress.

2.4: Services to support learning

Management of services to support learners with information, advice and guidance is comprehensive and, overall, ensures learners receive relevant and useful information to enhance their learning journey. However, there is a recognition that the college's student support and guidance model is not delivered consistently well to ensure all learners receive appropriate interventions at each stage of their journey. A full review of this service is underway with the aim of re-shaping support and curriculum delivery to improve and integrate an effective student support service that meets the needs of all learners.

A continuing challenge is also to foster good relations between those who share a protected characteristic and those who do not and advance the mainstreaming of equality, diversity and inclusion within College practices and procedures. Learners declaring poor mental health has increased significantly over the past 3 years and a significant amount of support and staff training has been provided through the Mentally Healthy College project in partnership with SAMH in recognition of this rise.

Strengths

- The Student Advice team work well with curriculum teams to implement effective arrangements for learners who require intervention and specialist support in order for them to continue successfully with their studies.
- Student service teams have been effectively involved in engaging with learners at the start of their programmes. Most curriculum teams have worked well with student services to place a strong focus on comprehensive induction activities including referral to student support in the early weeks of term. In the most recent Early Impressions survey carried out in October 2018, 95% of learners indicated they felt '*a sense of belonging*' in their class in the first few weeks of teaching (response rate of 4000 learners).
- The Learning Inclusion team systematically identify the individual support needs of learners (self-referral, staff referral, application and enrolment data). They work well with other support and curriculum teams to ensure well-planned assistance is available to learners who benefit from additional support. In 2017-18, early withdrawal and attainment has improved for FE learners.
- The college work closely with relevant stakeholders and hold successful *Inform the Informers* events with partners. Staff from schools and local authorities including SDS, Glasgow City Council, Renfrewshire Council, West Dunbartonshire Council and East Renfrewshire Council, receive insights and information about the college application process, student funding, learner support and the new college landscape in Glasgow. The aim is to lead to better informed learners applying for the right courses.
- To respond to the increased instances of mental health issues within the learner population the college is working very effectively in partnership with the Scottish Association of Mental Health (SAMH). A dedicated Mentally Healthy College Coordinator is working well to increase staff skills, confidence and capacity to support any learners experiencing mental health challenges. This has resulted in the training of over 500 staff.
- The college's dedicated student counselling service provides valuable and prompt support to those learners experiencing external challenges which may affect their learning.

- The college's e-learning and assistive technology services provide effective and tailored support to staff and learners which enables a wider range of learning approaches and assistive functions to be accessed.
- Student support funding arrangements have successfully ensured that learners have access to funds as soon as possible after completing their application. The bursary application process is very efficient in ensuring that all learners can receive allocated funds promptly with an average turnaround time of 5 days. A systematic monitoring process ensures that curriculum teams act promptly to ensure that learners required to submit further documentation are suitably supported.

Areas for development

- The delivery and impact of the current student support and guidance model is inconsistent and does not result in the comprehensive early intervention and support of all learners at critical stages of their college journey. A full review is required to enhance this service.
- Collaboration between support and curriculum teams is not always consistent and further work is required to create a seamless service for learners between support and curriculum functions.
- Student Advice and Guidance services do not systematically reflect and use performance data and relevant learner and stakeholder feedback to tailor support and improve retention and attainment for learners.
- The delivery of career education services is not sufficiently developed to meet the needs of learners. A pilot project is underway with the ambition of implementing a new structure and model for delivery to ensure the needs of all learners are met.

Leadership and Quality Culture – How good is our leadership and approach to improvement?

The college's Board of Management provide clear and effective leadership and, over the past year, have developed a set of key performance indicators to measure progress and offer scrutiny and challenge to the executive team to improve learner outcomes. The appointment of a new Principal, with an established track record of quality and financial improvement, has impacted positively on sharpening the focus and methodologies relating to the leadership of performance and quality improvement. The college contributes strongly to the leadership at regional and national level of key priorities including DYW, STEM, childcare expansion, apprenticeships, widening access and strengthening progression pathways at all stages of the learners' journey.

The college is undertaking a review of the FE portfolio to ensure the balance of vocational and essential skills is consistent, meets employer needs and provides all learners with the skills for learning, life and work. Further evidence indicates that the model for student support and guidance is not consistent and recommendations will be brought forward to offer alternative proposals to meet learner needs.

1.1: Governance and leadership of change

- The College has a clear strategic Development Plan, with ambitions for the quality and effectiveness of the services it provides within a comprehensive Regional Outcome Agreement (ROA) that also acts as a well-defined strategic driver. The Board of Management has articulated its vision clearly for senior staff and provides a robust element of scrutiny in respect of progress against a detailed set of performance measures.
- A new committee structure has been implemented to engage more widely with staff and ensure college strategies are linked closely to the priorities identified locally, regionally and nationally and take good account of ROA ambitions. This includes a strategic focus on childcare expansion, better skills alignment, STEM growth, developing the apprenticeship family, widening access, enhancing the learner journey and encouraging entrepreneurship and enterprise skills. The outcomes of these strategies are analysed effectively and reviewed with staff and stakeholders to ensure they meet their needs well. This helps enhance the curriculum by making it relevant to the needs of all stakeholders.
- The curriculum development process is effectively led and results in a portfolio offering breadth and depth across the principal economic sectors. This meets employers' demands, supports inclusive economic growth, and provides learners with the qualifications and skills they need to build successful careers.
- The college currently supports over 1,000 Modern Apprenticeships (MAs), through acting as managing agent for 300 MAs and also servicing them for a wide range of employers and training providers. Sectors supported include Accounting; Automotive; Business and Administration; Creative and Digital Media; Plumbing and Heating; Engineering; Fashion and Textiles; Healthcare; Life Sciences; Pharmacy; and Social Services (Children and Young People).
- The college is strongly committed to the growth of Foundation Apprenticeships. Working collaboratively with regional and local authority partners we successfully delivered to over 150 pupils in 2017-18 across the following disciplines: Business;

Creative and Digital Media; Financial Services; ICT; Children and Young People and Healthcare

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council's Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. The college delivers up to three programmes across different curriculum areas and attainment for this group was 72% in 2017-18.
- Glasgow has higher than average rates of residents classing themselves as disabled or incapable of work and the college undertakes a range of activity to ensure they identify and remove barriers to participation and reasons for non-disclosure. This includes work with Community Planning Partnerships and disability support agencies. A significant school-college programme is delivered for learners with additional support needs which provides pathways into mainstream vocational opportunities.

Area for development

- Further work is required in the leadership of effective target setting, accountability and performance monitoring with the aim of improving retention and attainment where performance is low. This should include senior managers setting distinctive targets for programmes drawing on external benchmarks, more effective use of PI dashboards and well defined responsibilities for managers and curriculum leaders in relation to performance improvement.
- In some areas, college wide strategies and targets are insufficiently communicated to enable all staff to understand the key ambitions and priorities of the college and region.
- Further work is required in understanding and implementing a shared culture of quality improvement across the college.

1.4: Leadership of evaluation leading to improvement

Strengths

- Managers are well informed and engaged effectively in evaluating college and ROA targets and understand how they align with college strategies. They direct staff well to monitor targets including performance indicators, economic groupings, regional skills needs, widening access groups, SIMD monitoring and progression numbers to ensure college evaluative processes take good account of ROA targets.
- Evaluation processes have evolved to focus closely on intelligence relating to current and projected outcomes for learners. Curriculum teams are scrutinised and challenged strongly to deliver improvements in programmes where outcomes are low and, in 2017-18, retention and attainment levels have improved significantly for FE learners. However, some staff teams do not take ownership of improvement and do not use performance data effectively to evaluate and plan for improvement.
- Our Developing the Young Workforce (DYW) strategies are well managed and aimed at enhancing the employment prospects of the young workforce. The college leads on DYW for the region and delivers significant provision across the apprenticeship family, school-college partnerships, STEM engagement with employers and a wide range of widening access pathways at the lower SCQF levels. The college is also undergoing re-accreditation of our STEM assured status by NEF (the Innovation Institute).
- A number of innovative professional learning programmes have effectively enabled teaching staff to reflect with colleagues, enhance their skills and consider more evidence based approaches with learners. This includes a unique programme for qualified staff to apply action research approaches to improve learning outcomes, and a programme designed to prepare unqualified staff for reflecting on learning approaches that will enhance the learning experience.
- The Students' Association are engaged well in the process of change and evaluation, have a strong link to senior managers and are involved in planning for continuous improvement. This also ensures the wide diversity of learner voices are well-considered in planning for improvement. This year, the Student Association have led in carrying out focus groups and gathering learner feedback in relation to the induction experience.
- Through a comprehensive range of strategic partnership activities, managers work well with local authorities and schools to make good use of relevant performance data to inform evaluation outcomes which result in improvement for the majority of learners. This includes the delivery of SmartSTEMs events for school pupils, collaborative delivery of Foundation Apprenticeship programmes, a regional ESOL model, new delivery partnerships with the NHS and re-shaping school-college programmes with employer input to better meet the needs of different learner groups.

Areas for development

- In some areas, managers need to ensure staff and learners take greater ownership of the evaluation process to influence and contribute to improving outcomes for all learners.
- In some curriculum and support areas, systematic target setting, the effective analysis of data and performance monitoring by managers is not always consistent to inform clear actions for improvement.

Capacity to improve

The college has the capacity and commitment to improve across all the areas identified in the Enhancement Plan. Strong and effective leadership structures are in place, including a new Principal, and this has led to a sharper emphasis on improving the quality of learning and teaching leading to improved learner outcomes. Improved outcomes across a range of delivery modes and across different groups of learners in 2017-18 demonstrate the positive direction of travel and this work will continue through well-defined target setting, accountability of managers and teams to quality improvement and more rigorous performance monitoring to drive up outcomes.

Led by the Senior Leadership Team, the college also aims to consult with staff and establish a clear vision around the culture of quality improvement and the behaviours and values expected by all staff in delivering an improved learner experience and positive learner outcomes.

As part of this we continue to develop and enhance a number of refreshed processes aimed at improving the learner journey and increasing learner outcomes. These include: a refreshed Learning, Teaching and Assessment strategy; an enhanced model for student support; a peer learning process to enable sharing of teaching practice; a review of FE provision and design principles; a revised admissions and recruitment process; a range of professional learning programmes for teaching staff; and a Research and Development programme focusing on mentoring staff in strategies that improve learner outcomes.

The college works very closely with the Glasgow Colleges Regional Board (GCRB) and our two partner colleges to monitor and deliver the Regional Outcome Agreement. Managers are experienced in working with regional colleagues to widen access to protected groups, offer more coherent pathways into work and further study and strengthen employer links.

Internally, the college has robust quality assurance systems and a significant number of staff are active external verifiers and associate assessors, which helps to build staff capacity and skills in relation to learning, teaching and assessment practice. We are building the capacity of staff through a range of innovative learning, teaching and research programmes aimed at using evidence based practice and action research projects to improve overall retention and attainment. We will continue to build on the productive links with our Students' Association to promote equity for all groups of learners, widen access and strengthen the learner voice across the college.

Externally, the college will continue to build on the very strong and successful employer links and apprenticeship models enabling us to extend our capacity to work with new employers and stakeholders. Our extensive links with local authorities and secondary schools will allow us to provide more coherent progression pathways for young people and use relevant data more effectively to support those learners preparing to make the transition to college.

Grading

Key Principle	Grade
<p>Outcomes and Impact: How good are we at ensuring the best possible outcomes for all learners?</p> <ul style="list-style-type: none"> 3.1 Wellbeing, equality and inclusion 3.2 Equity, attainment and achievement for all learners 	Good
<p>Leadership and quality culture: How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> 1.1 Governance and leadership of change 1.4 Evaluation leading to improvement 	Good
<p>Delivery of learning and services to support learning: How good is the quality of our provision and service we deliver?</p> <ul style="list-style-type: none"> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Services to support learning 	Good

Appendix 1: Evaluation against the Regional Outcome Agreement (ROA)

The table below shows the progress against ROA targets. The college has successfully delivered its grant funded activity and met or exceeded almost all ROA targets for 2017-18. The college once again exceeded its overall credit target by 1.0%.

In terms of economic group targets there has been a slight over delivery in Transition and Supported Learning. This is partly due to the increasing volume of widening access activities and also increasing demand for ESOL provision. Whilst the target for activity at SCQF levels 1 to 6 has not quite been met it is substantially up on the figure for 2016-17. There is also a significant increase in the volume of credits being delivered to learners in the lowest 10% SIMD postcodes.

The increased demand in Health and Care also led to additional provision in this area, including additional childcare provision – although it should be noted that the college started from a high baseline. The slightly reduced delivery in Engineering is partly a result of a small reduction in the volume of employed learners supported by industry and also under recruitment in some areas. Under recruitment in some Computing programmes also led to under delivery in the Business Services area.

In the last year, the college has achieved significant success in raising attainment, against previous year's targets, across almost all categories of students with overall attainment in 2017-18 up to 71% from 69% in the previous year. FE Full time attainment has shown significant improvement over the past year and has risen to 66% in 2017-18 from 62% the previous year. FE Part time attainment has shown good improvement over the past year and has risen to 72% from 68%. Whilst attainment in HE Full time programmes is on a positive trend further work is required in addressing the drop in HE Part time attainment. Attainment for a number of disadvantaged groups is rising and will continue to be a priority.

The college responds rapidly and effectively to national and local curriculum demands. We have met the emerging need to increase places in Foundation Apprenticeships and Childcare places and also responded to the government's STEM strategy and are going through a re-accreditation of our STEM assured status.

Recruitment for some programmes in 2017-18 was challenging, particularly in Computing and some Engineering courses. Targeted strategies are again taking place to reduce early withdrawal levels in 2018-19 by implementing early interventions to provide more learners with the opportunity to attain their qualifications.

Regional Outcome Agreement Monitoring 2017-18

	Target		Projected	Variance
Total credits	128,683		130,030	1.0%
ESF credits	7,319		7,333	0.2%
Total childcare credits (1)	2,221		2,202	-0.9%
One plus credits (2)			2,490	
Percentage of one plus credits			1.9%	
Number of senior phase age pupils studying vocational qualifications at SCQF 5 and above	285		334	49
Volume of credits at SCQF levels 1 to 6	86,770		84,257	-2,513
Percentage of credits at SCQF levels 1 to 6	67%		65%	-3%
Volume of credits at SCQF levels 7 and above	41,913		45,775	3,862
Percentage of credits at SCQF levels 7 and above	33%		35%	3%
Volume of credits delivered to learners in the lowest 10% SIMD 2016	37,388		38,784	1,396
Percentage of credits delivered to learners in the lowest 10% SIMD 2016	29%		30%	1%

Economic Groups - Credits	Target (%)	Target (Credits)	Projected (Credits)	Projected (%)
Administration, Financial and Business Services	15%	18,720	17,454	13%
Creative and Cultural Industries	15%	19,523	19,135	15%
Energy, Engineering, Construction and Manufacturing	15%	19,441	18,374	14%
Food, Drink, Tourism, Hospitality and Leisure	13%	17,136	16,945	13%
Health, Care and Education	15%	19,406	19,829	15%
Land-Based Industries	2%	2,830	2,558	2%
Life and Chemical Sciences	6%	7,267	7,951	6%
Transition and Supported Learning	19%	24,361	27,785	21%
Total	100%	128,684	130,030	100%

Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)	Target (%)	Total Enrols	Total Successful	% Successful
FT FE	66.5%	3,909	2,582	66.1%
PT FE	71.0%	5,754	4,159	72.3%
FT HE	75.1%	2,871	2,147	74.8%
PT HE	82.5%	1,162	901	77.5%

Proportion of enrolled SIMD10% students successfully achieving a recognised qualification (FT & PT)	Target (%)	Total Enrols	Total Successful	% Successful
FT FE	65.7%	1,300	834	64.2%
PT FE	69.3%	2,070	1,482	71.6%
FT HE	69.3%	592	417	70.4%
PT HE	78.9%	190	136	71.6%

Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	Target (%)	Total Enrols	Total Successful	% Successful
PT FE	77.0%	334	244	73.1%