

10 September 2024

Dr Paul Little  
Principal and Chief Executive Officer  
City of Glasgow College

Dear Dr Little,

A team of HM Inspectors from Education Scotland visited City of Glasgow 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**

Overall learner success rates for most modes of attendance were above national sector performance and have increased on full-time further education (FE) programmes. The City Attributes framework allows teaching staff and learners to track the development and attainment of essential skills. Staff work effectively across the city to support communities and family learning in primary schools. They work collaboratively with third party organisations and three members of staff from Action for Children are based on campus to ensure prompt and appropriate support for learners. The Students' Association (SA) organise inclusive events to celebrate diversity and helped the college achieve the LGBT Youth Scotland Gold Charter.

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

Teaching staff are supported well by the Learning and Teaching Academy, lecturer development team, and innovation in learning programme to deliver improvements to learning and teaching. Curriculum teams collaborate effectively with industry advisory panels to influence learning and teaching practice. Managers evaluate learning and teaching through a wide range of approaches to support professional development and updating of teaching staff. Almost all learners can identify ways in which their feedback is shared with staff, including surveys and the class representative system. Most curriculum teams link effectively with local, regional, and national industries to support the development of up-to-date learning and teaching practices. The majority of curriculum teams use self-evaluation and action planning arrangements effectively to enhance learning, teaching and assessment approaches. Teaching staff are developing agile delivery methods that meet the changing needs of industry and employers. The SA work closely with learning technologists to improve the usability of the college virtual learning environment for learners.

### **Learner Engagement**

Curriculum teams use feedback from learners effectively to address learner challenges and help them achieve their learning goals. Almost all programmes have a class representative.

The SA meet with class representatives at the end of each semester to evaluate how well they engage with learners and have introduced a reward system to improve this engagement. Learner satisfaction rates are high. Senior managers analyse learner destination data to determine why learners do not complete their studies, and curriculum teams use this data well to understand the impact of programmes on meeting regional skills needs. Senior managers and curriculum teams use a comprehensive range of quality arrangements to analyse programme performance and identify low performing programmes. Teaching staff make good use of performance indicator data to evaluate programme performance and plan improvement actions. Most learners can articulate confidently the essential skills they develop during their time at the college. Learners are represented well across all curriculum areas, and they are confident giving feedback to teaching staff to help improve learning, teaching, and assessment.

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

- Learner success rates on part-time programmes have decreased.
- Overall success rates for almost all key groups of learners (learners who are care-experienced, from an ethnic minority background, identify as male on FE and higher education programmes, and identify as female on FE programmes) have decreased.
- Some programmes, predominantly at FE level, do not always meet the diverse needs of all learners. These programmes have high rates of learner withdrawal and low rates of success.

### **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