

## Performance & Resources Committee Meeting

Date of Meeting	Monday 15 August 2016
Paper Title	Education Scotland Review of City of Glasgow College
Agenda Item	8
Paper Number	PRC1-D
Responsible Officer	Robin Ashton, Executive Director
Status	Disclosable
Action	For Noting

### 1. Report Purpose

- 1.1.** The purpose of this report is to provide for information the Education Scotland report on its external review of City of Glasgow College undertaken during the week beginning 11<sup>th</sup> January 2016.

### 2. Recommendations

- 2.1.** The Committee is invited to:

- **note** the report on the Education Scotland external review of City of Glasgow College;
- **note** the overarching judgement that City of Glasgow College has in place effective arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders;
- **note** the areas of positive practice and development identified and the main point for action; and
- **note** the evidence provided by this report of City of Glasgow's contribution to delivery of Glasgow Regional Outcome Agreement aims.

### 3. Background

- 3.1.** An external review of City of Glasgow College was undertaken by Education Scotland during the week beginning 11 January 2016.
- 3.2.** Education Scotland examined learning and teaching and other activities that impact on the quality of the learner experience and evaluated these against the three key principles of high quality learning, learner engagement and quality culture, using reference quality indicators outlined in External quality arrangements for Scotland's colleges.

### 4. SFC post-merger evaluations of Glasgow Clyde College and Glasgow Kelvin College

- 4.1.** The Education Scotland review concluded that City of Glasgow College has in place effective arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders.

- 4.2.** This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any identified minor weaknesses, and is likely to continue to improve the quality of its services for learners and other stakeholders.
- 4.3.** The college review summary report is attached as Annex 1. The full report is available at: [http://www.educationscotland.gov.uk/Images/CityofGlasgowRev110316\\_tcm4-875008.pdf](http://www.educationscotland.gov.uk/Images/CityofGlasgowRev110316_tcm4-875008.pdf).
- 4.4.** The Education Scotland report provides supporting statements in relation to learner progress and outcomes, learning and teaching processes, learner engagement and leadership and quality culture.
- 4.5.** The following areas of positive practice were identified in the Education Scotland report:
- the number of learners who successfully complete their programme has improved over the last three years and is now well above the sector performance level;
  - almost all successful learners, whose destination is known, progress directly to further learning, apprenticeships, or employment;
  - equality and diversity is embedded across college functions and is promoted well to learners;
  - staff ensure that the majority of learners are provided with a broad range of opportunities to achieve more widely and develop skills for learning, life and work;
  - staff in many programme teams demonstrate creativity and flexibility in adapting programmes to meet the needs of specific groups of learners;
  - where learning activities are engaging, almost all learners are well-motivated and participate productively during lessons;
  - almost all learners use the college Virtual Learning Environment (VLE), MyCity, proficiently to access learning resources during classes and in their own time;
  - most teaching staff plan lessons well, often with an emphasis on developing vocational and employability skills;
  - almost all staff have a strong focus on the performance of their programmes and have a clear understanding of where improvement in performance is required;
  - almost all learners describe a sense of pride in being part of the college and enjoy mutual respectful and productive relationships with college staff;
  - the Principal and senior managers provide strong strategic direction for the curriculum and leadership to enhance learning and teaching;
  - support staff work very effectively together in teams and with colleagues in teaching faculties to review and improve services to meet learner needs;
  - there is a positive culture of performance and quality improvement in the college and a clear commitment to improving the learner experience by all staff.
- 4.6.** Areas for development specified by Education Scotland were:
- in a few classes, teaching staff miss opportunities to promote equality and diversity when naturally occurring opportunities arise;
  - not all teaching staff, particularly guidance tutors, fully understand their role in supporting learners to develop the full range of essential skills;

- however, where learning activities are not sufficiently stimulating, some learners are passive and become disengaged in learning;
  - in the majority of lessons, the late arrival of some learners disrupts teaching activities which reduces the learning experience for other learners. Most staff do not take action to challenge learners' poor timekeeping. Arrangements for personal development planning are not used effectively by staff; and
  - the majority of teaching staff do not reflect routinely or systematically on their classroom practice as individuals or in teams.
- 4.7.** One main point for action was specified: that college managers should ensure that teaching staff reflect on their practice to ensure that an appropriate range of teaching approaches are used within lessons.
- 4.8.** During the Education Scotland external review, the college submitted examples of what it considered to be excellent practice and the review team also identified examples worthy of dissemination. Four examples are highlighted in the final report relating to:
- supporting learner skills for employability through effective employer engagement;
  - improving learner attainment and work readiness through the use of technology (online navigation tool maritime studies);
  - championing vocational skills and improving quality through engagement in Worldskills; and
  - supporting learners to succeed: improving retention and attainment through co-ordinated intervention.
- 4.9.** As the overarching Education Scotland judgement was effective, the Scottish Funding Council will expect the college to engage with Education Scotland in follow-up activity, as appropriate, and, one year after the publication of the review reports, to provide a report, endorsed by its governing setting out its response to the review. This will set out what the college has done to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities. There will be a link to this report from Education Scotland's website.

## **5. Risk Analysis**

- 5.1.** There are no specific risks associated with this paper.

## **6. Legal Implications**

- 6.1.** There are no specific legal implications arising from this paper.

## **7. Financial Implications**

- 7.1.** There are no specific financial implications arising from this paper.

## **8. Regional Outcome Agreement Implications**

- 8.1.** The Education Scotland report provides substantial evidence of City of Glasgow's contribution to delivering Regional Outcome Agreement aims.