

Board Meeting

Date of Meeting	Monday 1 June 2015
Paper Title	Education Scotland External Review: Glasgow Clyde College and Glasgow Kelvin College
Agenda Item	9
Paper Number	BM5-F
Responsible Officer	Alan Sherry, Principal, Glasgow Kelvin College
Status	Disclosable
Action	For Information

1. Report Purpose

1.1 The purpose of this report is to provide members with information on the outcome of the Education Scotland External Reviews of Glasgow Clyde and Glasgow Kelvin colleges and the action taken by the Boards of Management of the assigned colleges to address the findings contained in the review reports

2. Recommendations

2.1 Members are recommended to:

- i) note the contents of this report and its appendices;
- ii) note the overarching judgement of **Effective** for Glasgow Clyde College;
- iii) note that Glasgow Clyde College will put in place an action plan to address the main points for action contained in the Education Scotland External Review Report;
- iv) note the overarching judgement of **limited effectiveness** for Glasgow Kelvin College;
- v) note that Glasgow Kelvin College will be required to agree an action plan with the Scottish Funding Council to address the main points for action contained in the Education Scotland External Review Report; and
- vi) request the Principal of Glasgow Kelvin College to bring forward an update report on progress against that action plan to an appropriate future meeting of this Board.

3. Background

3.1 Members will be aware that both Glasgow Clyde and Glasgow Kelvin colleges underwent Education Scotland External Review in the current year. Members will also be aware that both reports have now been published. A copies of both reports and all college External Review reports are available on www.educationscotland.gov.uk

3.2 Glasgow Clyde College

Attached as appendix 1 to this report is the paper considered by the Learning & Teaching Committee of Glasgow Clyde College. This paper sets out the background to the review and highlights the overarching statement of **Effective**. In addition it highlights that the Review Team identified a number of strengths including :

- Recognising and responding to changes in its environment; and
- Extensive and effective partnerships with communities and other learning providers

In addition three examples of excellent practice were identified.

The following three main points for action were identified:

- The College should improve successful outcomes in programmes where they are low, particularly in part-time FE;
- The College should ensure that programme structure and design always supports successful attainment of the programme award; and
- The College should improve approaches to self-evaluation in programme teams to ensure that action planning leads to improvement in performance.

The College has put in place an action plan to address these main points for action with progress reported to the Board of Management.

3.3 Glasgow Kelvin College

Attached as appendix 2 to this report is the paper considered by the Board of Glasgow Kelvin College. The paper sets out the background to the Review and highlights the overarching judgement of **limited effectiveness**. This judgement means that there are some strengths in its arrangements for quality enhancement. However there are weaknesses in arrangements for high quality learning and quality culture which if not addressed will continue to limit the effectiveness of the college arrangements. This paper includes the supporting statements for this judgement.

The paper highlights a number of strengths contained in the Education Scotland Report including:

- The college offers a wide range of programmes at different levels and modes of delivery which meets the needs of learners, the local community and employers;
- The college has a strong commitment to working in partnership working with a wide range of stakeholders and external bodies; and
- The college works proactively and productively with local secondary schools to extend and enhance the curriculum on offer to school pupils.

The Review identified two examples of excellent practice.

The following four main points for action were identified:

- the college should improve successful completion rates for full-time learners, particularly those on HE programmes;
- the college should ensure that curriculum teams develop and use targets for improving retention and attainment systematically;
- senior managers should provide staff with support and direction in order to implement fully the aims of the learning, teaching and assessment strategy; and
- senior managers should provide effective leadership for quality enhancement with particular focus on learning and teaching and attainment.

The report highlights that the College had identified almost all of the areas for development and main points for action contained in the Education Scotland report through its own Institution Led Review (considered by the Learning and Teaching Committee in November 2014) in which the College had recognised the challenge of underperformance in full-time HE programmes, low levels of qualified teaching staff and the lack of systematic evaluation of learning and teaching

The College is now required to develop an **action plan** that responds to its Education Scotland report which is agreed with the Scottish Funding Council. The College has engaged with a range of staff in developing this action, a draft of which was considered at the Learning & Teaching Committee on 6 May 2015. Following comment from members a revised draft was issued to all staff on 20 May 2015 with a series of consultation activities scheduled prior to consideration of the final draft by the Board of Management on 15 June 2015.

4. Risk Analysis

- 4.1** There is a potential reputational risk to the colleges and the Region if it is not seen that the main points for action set out in the Education Scotland reviews are being addressed effectively. The processes being undertaken by the colleges should address that risk.

5. Legal Implications

- 5.1** There are no legal implications as a consequence of the matters considered in this report.

6. Financial Implications

- 6.1** There are no financial implications for GCRB as a consequence of the matters considered in this report.

LEARNING AND TEACHING COMMITTEE

TOPIC: EDUCATION SCOTLAND REVIEW

RECOMMENDATION

The Learning and Teaching Committee are asked to **DISCUSS** this paper.

1 INTRODUCTION

Education Scotland carried out a full review of the College in November 2014 and published the report on 23 January 2015. This was a significant challenge to the College in terms of the stage of the structure implementation, Glasgow regional developments and also that the review fell at the end of a teaching block for two campuses. The attached report summarises the key issues but a link to the full report is below.

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/GlasgowClydeCollege.asp>

2 BACKGROUND

During the course of the review week nearly 60 learning and teaching observations took place, whilst extensive meetings with staff, students and conversations with a range of college stakeholders were also undertaken. Two Student Team members carried out interviews and focus groups with 462 students across the College.

3 ISSUES

3.1 The review found that Glasgow Clyde College has in place effective arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This is the strongest judgement available against the following quality indicators:

- Learner Progress and Outcomes;
- Learning and Teaching Processes;
- Learner Engagement; and
- Leadership and Quality Culture.

3.2 The review also recognised that the College is working effectively in relation to the following quality indicators:

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- Recognising and responding to changes in its environment.
- Having extensive and effective partnerships with communities, other learning providers, employers and agencies.

3.3 Three examples of excellent practice featured in the report are

- Building a positive cross-college culture: College Festival of Sport;
- Enhancing employability: Additional Support Learners with additional support needs; and
- Enhancing employability: effective use of industry links.

3.4 An excellent report from the Student Team Member highlighted positive feedback from learners in relation to high quality learning, learner engagement and quality culture.

Three main points for action were identified:

- The College should improve successful outcomes in programmes where they are low, particularly in part-time FE.
- The College should ensure that programme structure and design always supports successful attainment of the programme award.
- The College should improve approaches to self-evaluation in programme teams to ensure that action planning leads to improvement in performance.

3.5 Specific issues were highlighted in relation to attainment on FE programmes – where FE Part Time attainment is significantly lower than the sector and FE Full Time attainment is slightly lower than sector performance (see PI papers). Other areas for development were identified in relation to programme structure and design and ensuring action planning leads to improvement in performance.

4 PROPOSALS

The College will put in place a clear action plan and strategy for improvement to address the issues identified in the Education Scotland review.

5 RECOMMENDATION

The Learning and Teaching Committee are asked to **DISCUSS** this paper.

LEARNING AND TEACHING COMMITTEE

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GLASGOW KELVIN COLLEGE
BOARD OF MANAGEMENT
EDUCATION SCOTLAND REVIEW OF GLASGOW KELVIN COLLEGE
Report by Principal

1. Introduction

This report seeks to inform members of the outcome of the review of Glasgow Kelvin College by Education Scotland. It also sets out the process by which the College will seek to respond to the main points for action and areas for development identified by Education Scotland.

2. Education Scotland Review of Glasgow Kelvin College

2.1 Members will recall that the Education Scotland review of Glasgow Kelvin College took place during the week beginning 19th January, 2015. During the review week, the inspection team undertook 49 observations of teaching staff and held 52 professional discussion meetings with a range of College learners and staff. Education Scotland Student Team Members also spoke to approximately 350 learners on their experiences of studying at the College,

The Education Scotland report on this review, attached as appendix 1 to this report, is due to be published on 27th March, 2015 and therefore must remain confidential until that date. Attached as appendix 2 is the Student Team Member report.

2.2 The overarching judgement reached by Education Scotland is that the **effectiveness** of Glasgow Kelvin College's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders **is limited**.

This judgement means that there are some strengths in its arrangements for quality enhancement. However there are weaknesses in arrangements for high quality learning and quality culture which if not addressed will continue to limit the effectiveness of the college arrangements.

This overarching judgement is underpinned by supporting statements (part 3 section B of the Education Scotland report) relating to *learner progress and outcomes*, *learning and teaching processes*, *learner engagement* and *leadership and quality culture*. These statements highlight that:

- in relation to *learner progress and outcomes* – learner success in HE programmes, particularly full-time, is well below national sector performance;
- in relation to *learning and teaching processes* – the majority of learners are not involved sufficiently by teaching staff in the planning of their learning; the analysis of PI data by curriculum teams is weak with very few specific actions identified to address low attainment; and the evaluation of learning and teaching is not sufficiently effective;
- in relation to *learner engagement* – most learners are not supported by staff to engage fully with planning and negotiating their own learning;
- in relation to *leadership and quality culture* – communication and engagement with staff is not always fully effective; target setting within operational plans does not always fully support achievement of objectives; senior managers have not

fully communicated the requirements of the learning teaching and assessment strategy to all staff; the college has not yet implemented systematic reflection on learning and teaching; leadership for enhancing quality is not yet fully effective; staff, particularly in programme teams, have not received sufficient guidance and support on approaches to self-evaluation; and urgent improvement is required in programmes where attainment is low.

2.3 Part 3, Section C of the Education Scotland report sets out areas of positive practice identified through the review:

- Early withdrawal rates for FE and HE programmes for 2013-14 are around the national sector performance level and further withdrawal rates for FE and HE programmes are slightly better than the national sector performance overall;
- Most learners whose destinations are known, progress to further study or employment;
- The college offers a wide range of programmes at different levels and modes of delivery which meets the needs of learners, the local community and employers;
- Almost all learners are making good progress during their programmes and gain useful skills that enable them to enter employment or further study. Learner attainment in all of the core skills is high;
- Programmes support learners effectively in the development of their skills for learning, life and work, and their aspirations for employment or further study;
- Relationships between teaching staff and learners are very positive and mutually respectful;
- The college is committed to establishing positive engagement with learners and the Student Association is supported well by the college;
- College managers and almost all staff have responded positively to major and on-going change within the college's operating environment;
- Support managers have a clear vision for developing services to support learners, and they lead their teams well;
- The college has a strong commitment to working in partnership working with a wide range of stakeholders and external bodies; and
- The college works proactively and productively with local secondary schools to extend and enhance the curriculum on offer to school pupils.

2.4 Part 3, Section D of the Education Scotland report sets out areas for development identified by the review:

- Learner success in full-time FE programmes is slightly lower than the national sector performance for 2013-14, and learner success in full-time HE programmes is well below national sector performance, and the lowest in the sector;
- The majority of learners do not reflect sufficiently on their learning during classroom activities;
- In a few subject areas, insufficient planning to respond to prolonged teaching staff absence has led to cancellation of classes, which has disadvantaged more than a few learners;
- In more than a few classes, the range of teaching approaches is too narrow to make lessons interesting and the majority of learners are not involved sufficiently by teaching staff in jointly planning aspects of their learning;
- The standard of learning environments is variable across campus locations;

- The effectiveness of guidance and support provided by *class tutors* is not consistent across the college;
- Evaluation of learning and teaching is predicated largely on learner feedback and most self-evaluation reports fail to evaluate learning and teaching effectively;
- Communication and engagement approaches adopted by senior managers are not always effective in ensuring that all staff are aware of future plans and the rationale for key strategic decisions;
- Support for staff to engage with new quality processes is not targeted sufficiently by senior staff to address all areas of low performance;
- Guidance and support for staff is not sufficient to help them implement the aims of the *learning, teaching and assessment strategy*, particularly in relation to learning and teaching and attainment;
- The college has not yet implemented systematic approaches to support staff reflection on learning and teaching;
- Self-evaluation reports vary in quality and staff do not analyse consistently the reasons underlying poor performance. Curriculum area self-evaluation reports do not yet focus sufficiently on evaluation of learning and teaching; and
- Leadership for enhancing quality is not yet fully effective and senior managers have not provided sufficient guidance and support to staff, particularly in programme teams, on approaches to self-evaluation.

2.5 Section E of the report sets out **main points for action** for the College:

- the college should improve successful completion rates for full-time learners, particularly those on HE programmes;
- the college should ensure that curriculum teams develop and use targets for improving retention and attainment systematically;
- senior managers should provide staff with support and direction in order to implement fully the aims of the learning, teaching and assessment strategy; and
- senior managers should provide effective leadership for quality enhancement with particular focus on learning and teaching and attainment.

2.6 The Education Scotland report provides fuller detail in relation to the four “standard” themes of the SFC/Education Scotland review process - *learner progress and outcomes, learning and teaching processes, learner engagement and leadership and quality culture*. It also reports on how well the College recognises and responds to changes in its environment (part 7 of the report) and on the effectiveness of college partnerships (part 9). Part 10 of the report signposts excellent practice in relation to the Engineering Scholarship programme which the College delivers in partnership with Glasgow City Council and four major engineering employers and Woodland Garden initiative for learners with additional support needs. These fuller sections of the report do provide a small element of context not provided in the overarching judgement or its supporting statements.

2.7 Members will recognise that the College had identified almost all of the areas for development and main points for action contained in the Education Scotland report through its own Institution Led Review (considered by the Learning and Teaching Committee in November 2014) in which the College had recognised the challenge of underperformance in full-time HE programmes, low levels of qualified teaching staff and the lack of systematic evaluation of learning and teaching

- 2.8 In addition, as it was in its first full academic year as a single institution, the College had prioritised the development of new policies and procedures to improve and enhance quality (including the Learning, Teaching and Assessment Strategy, the Class Tutor role and the arrangements for teacher training). The College had not yet evaluated fully these initiatives by the time of the external review and would not have expected that they would have delivered significant improvements by January 2015.
- 2.8 The College is now required to develop an **action plan** that responds to its Education Scotland report. That the action plan will be developed in consultation with staff and also with the College HMIE (Dr John Laird) and will be considered at the May 2015 meeting of the Learning and Teaching Committee prior to being considered for approval by the Board when it next meets in June 2015. It is also proposed that progress against this action plan become a standing item on the agenda of the Learning and Teaching Committee.
- 2.9 Education Scotland will continue to monitor progress during Annual Engagement Visits to the College. The College is expected to produce a report setting out what it has done to address the main points for action and areas for development. This report should be available through a link from the Education Scotland website one year after the publication of the original report.
- 2.10 In addition the College is required to produce a student report on the outcome of the review written in a more user friendly format than that of the Education Scotland document. The College will work with the Students' Association on the production of that report.

3. **Resource implications**

This report does not present any new resource issues for the College at this time. It does however reinforce the concerns that the College has previously raised about the quality of the learning and teaching environment provided by the City campus.

4. **Equalities impact**

This report does not present any new equalities issues for the College.

5. **Risk and other implications**

There is a potential reputational risk to the College if it is not seen to address effectively the main points for action set out in the Education Scotland review.

6. **Recommendations**

Members are recommended to:

- i) note the contents of this report and its appendix;
- ii) note that Education Scotland have judged the College to be limited in its effectiveness;
- iii) note the **main points for action** for the College:
 - the college should improve successful completion rates for full-time learners, particularly those on HE programmes;
 - the college should ensure that curriculum teams develop and use targets for improving retention and attainment systematically;

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- senior managers should provide staff with support and direction in order to implement fully the aims of the learning, teaching and assessment strategy; and
 - senior managers should provide effective leadership for quality enhancement with particular focus on learning and teaching and attainment;
- iv) refer this report to the May meeting of the Board's Learning and Teaching Committee;
- v) require the Principal to communicate the report and Education Scotland's findings to all staff;
- vi) require that an action plan to address the recommendations of the Education Scotland report be considered by the Learning and Teaching Committee when it meets in May 2015, prior to it being considered for approval by the Board at its June 2015 meeting; and
- vii) request that progress against this action plan be considered as a standing item at all future meetings of the Learning and Teaching Committee.

8. Further information

Further information on any aspect of this report or its appendix is available from Alan Sherry, Principal, asherry@glasgowkelvin.ac.uk .