Board of Management

Date of Meeting	**Wednesday 4 October 2023**
Paper No.	**BoM1-A**
Agenda Item	**4**
Subject of Paper	**Education Scotland Annual Engagement Visit Report**
FOISA Status	**Disclosable**
Primary Contact	**Jon Gray, Director of Excellence**
Date of production	**September 2023**
Action	**For Noting**

1. Recommendations

The Board is asked to note the Education Scotland Evaluative Report and Enhancement Plan submitted at the Learning, Teaching and Student Experience Committee meeting held on 20 September 2023.

CITY OF GLASGOW COLLEGE

Board of Management

Learning, Teaching & Student Experience Committee

Date of Meeting	**Wednesday 20 September 2023**
Paper No.	**LTSEC1-G**
Agenda Item	**4.4**
Subject of Paper	**Education Scotland Evaluative Report & Enhancement Plan**
FOISA Status	**Disclosable**
Primary Contact	**Jon Gray**
Date of production	**11 September 2023**
Action	**For Discussion**

1. Recommendations

LTC is invited to discuss the outcome of the 2023 *Annual Engagement Visit* by Education Scotland and the subsequent required points for action

2. Purpose

2.1 This paper updates the LTC on the final report of the Annual Engagement Visit undertaken by Education Scotland in April 2023.

3. Background & Consultation

3.1 Under the Quality arrangements for colleges introduced in AY 2016-17, colleges produce annual evaluative reports and enhancement plans, based on the *How Good is our College?* Framework, which are independently validated by Education Scotland and SFC.

3.2 These arrangements have been designed to integrate SFC's monitoring of outcome agreements with Education Scotland, as well as plan for improvement, reflect regional approaches and strengthen college ownership for evaluation and improvement.

3.3 The arrangements are based on an ongoing cycle of engagement between colleges, Education Scotland, Her Majesty's Inspectors (HMI) and SFC Outcome Agreement Managers.

3.4 Following our satisfactory Progress Visit in 2022, this year the College received an Annual Engagement Visit (AEV). AEV's and Progress Visits are part of a review hierarchy. Where organisations don't achieve satisfactory progress in an AEV, in the following year they will be required to undertake a PV, continuing until satisfactory progress has been achieved.

3.5 The Annual Engagement Visit was designed and developed in partnership with Education Scotland as part of a national cycle of quality assurance visits.

3.6 The Annual Engagement Visit involved contributions from across the College, involving both Faculties and services that support learning. A Student Assessor from Education Scotland also spoke with students informally across both campuses.

4. Key Insights

4.1 The College was rated has having achieved *Satisfactory Progress*. Effectively, the visit rates institutions on a 'pass' or 'fail' basis, with Satisfactory Progress representing a *pass*.

4.2 The visit to City of Glasgow College explored five overarching themes linked to the College's enhancement plans, and wider Scottish Government priorities.

4.3 The themes were:
- Curriculum, learning, teaching and assessment
- Services to support learning
- Learner engagement
- Evaluation to facilitate improvement
- Learner progress and outcomes.

4.4 The review allowed Education Scotland to assess our progress with our **Enhancement Plan** (Appendix 1) – this is a key document part of our Outcome Agreement contract of funding with the Scottish Funding Council.

Actions Arising

4.5 **Education Scotland's final report is available at Appendix 2.**

4.6 The following actions will be required to be undertaken in AY23-24 and an update provided as part of our review in 2024.

Theme	Action	Owner
L&T	• Rates of learner withdrawal for part-time programmes over time are higher than national performance levels.	JG
	• The delivery of meta skills is not yet embedded fully across all programme areas.	DR
	• Overall, the rate of successful learner completion for full-time FE programmes has declined over time.	JG
Digital	• Some learners have experienced delays in receiving a digital device and report long waiting times for the Information Technology Helpdesk to resolve technical issues. This impacts negatively on the ability of learners to engage fully in their learning, including accessing colleges digital resources.	BA
Student Experience	• Overall, learners are not aware of the SA website, or the positive work carried out by the SA. Almost all class representatives are not clear about their responsibilities, and more than half have not received training for their role.	DR

THE LTC is invited to discuss the outcome of the 2023 *Annual Engagement Visit* by Education Scotland and the subsequent required points for action

5. Impact and Implications

5.1 Assessment of the effectiveness of the College by Education Scotland is a critical performance measure, with implications to both funding and reputation.

5.2 As part of the cycle of review, the College maintains an Enhancement Plan. This supports the delivery of the Student Academic Experience Strategy and sets out our enhancement ambitions and improvement targets.

5.3 In taking forward this work, we are also mindful of the fact that the Scottish Government is currently reviewing Education Scotland, and that future frameworks for quality assurance in Colleges are likely to change.

Appendices

Appendix 1 – Enhancement Plan
Appendix 2 – Education Scotland's Final Report
Appendix 3 – HMI Guidance AY23-24

Quality Enhancement Plan
2021-2025

Version 1

Director of Excellence
Date: 1 August 2022

1.1 Context

- This document sets out the College's plan in support of the continued enhancement of its learning and teaching.

- Typically, the College writes its enhancement plan as part of the Quality Arrangements established by Education Scotland for Scottish Colleges.

- The previous College Enhancement plan expired at the end of AY2020-21. Following that, the College was reviewed in May 2022 by Education Scotland as part of a national programme of *Progress Visits*.

- Education Scotland rated the College has having achieved ***Satisfactory Progress*** with the implementation of its enhancement plan. Effectively, the visit is a 'pass' or 'fail' review, with Satisfactory Progress representing a pass.

- **The report can be found here.**

- Following the review, Education Scotland identified a series of recommendations for further enhancement.

- These are included in the plan set out overleaf. Subsequent reviews have followed and actions attributed to the plan.

- The enhancement plan supports the delivery of the College 2022 Student Academic Experience Strategy.

- To provide parameters for measuring the impact of these plans, overleaf, we have set out the performance ambition associated with the Strategy, and which this plan supports.

- It should be noted that our ambition is set out mindful of the two years of disruption to learning and teaching arising from the Covid pandemic. In that sense, it is characterised by a period of cautious recovery as the College rebuilds to let learning flourish regionally, nationally and internationally.

- The College Enhancement plan, therefore, sets out our current and emerging commitments to the continued enhancement of learning and teaching.

1.2 Performance Ambition for the period of the Enhancement Plan

Student Academic Experience Strategy	Measures	Baseline 2021	Benchmark 2021	Target 21-22	Target 22-23	Target 23-24	Target 24-25	Owner & Comments
We are the biggest college in Scotland delivering for Government • Deliver SFC Credit target while delivering efficiency gains	**Sector leading volume of provision** SFC Measure - % Credits delivered	**188,110**	**188,000** **Currently 2nd in the sector to Edinburgh**	194,000	182,000	182,000	182,000	ST Adjusted in line with Scottish Government national reductions.
	Enrolments	**28,396**	**32,595**	34,000	30,000	30,000	31,000	CC (ST)
	SFC Measure - % FTE (160 hrs)	**15,363**	**15,363** **Currently sector leading**	16,000	15,000	15,000	15,000	
We are an Inclusive college delivering for all	**Opportunities for all** SFC Measure - % credits to protected characteristics / priority groups	**23%**	**25%** **Aim is to ensure a quarter of provision is for the most disadvantaged**	23%	23%	24%	25%	CC (ST)
We are a sector leading college delivering for students • Ensure that the student experience of the College is inspirational. • Foster excellence and innovation in learning and teaching • Deliver sector leading student attainment for recognised qualifications • Realise sector leading levels of student satisfaction with Learning and Teaching • Provide access and progression opportunities for all, through a broad, industry relevant curriculum for work and advanced study. • Support and develop student engagement in all aspects of the student experience. • Achieve excellent Education Scotland reportage annually	**Sector leading attainment FE FT** SFC Measure	**62%**	**73.6%** Dundee and Angus (2978 students)	65%	68%	70%	70%	CC
	Sector leading attainment HE FT	**76%**	**81.9%** Dundee and Angus (1589 students)	76%	77%	79%	82%	CC
	Sector leading FE & HE combined outcomes SIMD10% / PC	**70%**	**70% - CoGC**	70%	70%	72%	75%	CC
	Sector leading SFC Satisfaction survey FT FE	**80%**	**87% (sector average)**	86%	88%	88%	90%	CC
	Sector Leading SFC Satisfaction survey FT HE	**74%**	**80% (sector average)**	76%	85%	88%	88%	CC
	Response rate	**36%**	**35% (sector average)**	26%	35%	45%	55%	CC
	Excellent External Assessor Rating from Education Scotland*	**Very Good 2015/16**	**Excellent**	Satisfactory	TBD	TBD	TBD	CC – * Scottish Government is reviewing the assessment process, so assessment criteria are expected to change
	Sector leading leaver positive destinations	**96%**	**96% (sector average)**	95%	96%	97%	97%	CC
We are efficient	**Average cost per student FTE**	**£5,733**	**£5,733**	£6,322	£6,320	£6,200	£6,100	ST (CC)
	Cost of early withdrawal	**£2.9M**	**£2.9M**	£4.7M	£4.0M	£3.4M	£3.0M	ST (CC)

1.3 Enhancement Plan AY2022-23

Commitments

The college's previous Enhancement Plan related principally to:

- Gender action plan progress
- Full-time further education (FT FE) retention decline affecting attainment
- Regional approach to the senior phase
- Collaborative working with Glasgow colleges
- College management adjustments
- Digital transformation model
- Work-based learning as part of curriculum planning
- Learner feedback approaches
- Mental health action progress

Continuing from the previous 2018-21 plan, we have committed to:

- Improve the gender balance within the curriculum for those subject areas with imbalanced recruitment.

- Establish a whole College commitment to enhanced outcomes for FE learners, embedding targets within Faculties operational planning and re-establishing (post pandemic)

- Embed our Schools programmes within Student Recruitment to evidence a pipeline from Schools activity to our mainstream provision, in support of increased numbers of learners progressing from School to the College

- Continue to take an evidenced based approach to the development of student support services and, in embedding mental health and well-being in learning and teaching practices. We will be seeking to enhance the quality of services in keeping with the commitments of the new Student Mental Health Strategy.

New commitments identified to date include:

- Refreshing the college employer engagement strategy so that long term strategic partnerships are better evidenced within each faculty, supporting staff development and the building of alumni & professional networks.

- Establishing an annual schedule of practice sharing events led and cohered by our LTA

The plan is updated each year with the additional actions arising from annual engagement visits from Education Scotland.

Completed actions are archived below.

1.4 City of Glasgow College Enhancement Plan 2021-2025

Report AY 2022-23

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
Equality	Aim 2 (2.1)	Continuing: Improve the gender balance within the curriculum for those subject areas with imbalanced recruitment.	• The programme of work within each Faculty is to be renewed and repurposed mindful of post Covid impact. • A faculty review with Nautical & STEM is to be undertaken to assess the impact of STEM initiatives to date – this work has already commenced as part of our recertification for STEM Assured Status. **Responsibility:** VP Student Experience (VPSE) and Dean N&S	Gender segregation within SFC Superclass course categories Progress against GA plans	Measurement of segregation. Action plans within Faculties – particular focus on Nautical & STEM gender_action_plan_1819_to_2223.xlsx All Faculties should set out the actions being undertaken to achieve a more even distribution of gender across courses. The approach and nature of activity will vary, from a substantive and continual commitment required within the Faculty of Nautical and STEM to more targeted initiatives within other Faculties. Consideration should be given to a range of initiatives. Types of things, amongst others, include: • Involvement in national schemes and representation on national initiatives • Targeted initiatives and programmes / partnership with industry and sector bodies facing similar challenges • Deliberate target marketing and gender equality commitments and case studies / how do we go out of our way to ensure inclusivity and how is this communicated • Considering the experience of the minority student and providing access to in-college support networks across Cohorts and Courses - organising coordinated events for groups of learners • Considering gendered assumptions in culture and practice and in the approaches to learning and teaching • At a college level there should be targeted support through LTA programmes for lecturers and course leaders on gendered programmes • At a college level there should be a deliberate coordinated marketing effort to support Faculties in showcasing their practice and supporting targeted recruitment		

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
FE Successful Outcomes	Aim 3 (3.2)	Continuing: Establish a whole College commitment to enhanced outcomes for FE learners, embedding targets within Faculties operational planning and re-establishing (post pandemic) Performance Action Groups **SFC Tackling Inequalities outcome** - Improve retention outcomes for students aged under 19. **HMI – Area for further progress and actions required 2023 -** Overall, the rate of successful learner completion for full-time FE programmes has declined over time. **HMI – Area for further progress and actions required 2022** - Rates of withdrawal for learners on FE programmes that incorporate large elements of practical work such as construction are high. The college should continue its focus on reducing withdrawal rates for this learner group	• Develop challenging action plans for retention and attainment for curriculum. • Develop approaches to retention and attainment within curriculum. • To develop further student pathways within the Glasgow Region. **Responsibility:** Director of Excellence / Deans	Achieve retention and attainment. Achieve ROA targets.	Stop-Check-Support meetings at the end of each semester help curriculum teams to identify issues affecting learner progress and progression. Curriculum teams use this information along with the results of learner surveys to inform improvement action plans. Senior managers hold regular portfolio review meetings at which curriculum leaders present and critically review the performance of the programmes, including progression to a positive destination.	(Amber)	College will increase face to face practical delivery with only 1 hour or 2 online delivery Focus on building peer to peer relationships for social development. Focus on development of soft skills within the curriculum. Promote opportunities to engage in student led projects at NQ levels.
Partnerships (Schools)	Aim 2 (2.1)	**Continuing:** Embed our Schools programmes within Student Recruitment to evidence a pipeline from Schools activity to our mainstream provision, in support of increased numbers of learners progressing from School to the College.	• Develop challenging action plans for retention and attainment for Senior Phase students. **Responsibility:** Director, Student Experience / Deans	Partnerships Volume Conversion Efficiency and cost	Curriculum teams host informative events, including taster sessions and visits to departmental facilities for school learners to support informed choices about progression and future programme of study when transitioning to college-based programmes. Curriculum teams have established relationships with local secondary schools. Staff contribute to school careers events to provide teachers, young people, and guidance staff with up-to-date information about the range of college programmes and progression opportunities.	(Green)	

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
					A suite of online materials produced by the college's Student Experience Directorate provides potential applicants with accessible and comprehensive information about the application and recruitment processes.	*(Green)*	
Equality	Aim 2 (New)	**SFC Tackling Inequalities outcome –** Ensure all students with a declared disability have a plan in place in relation to the access and implementation of reasonable adjustments.	**Responsibility:** VP Student Experience (VPSE) and Deans				
Student Well-Being	Aim 3 (3.2)	**Continuing** – We continue to take an evidenced based approach to the development of student support services and, in embedding mental health and well-being in learning and teaching practices. We will be seeking to enhance the quality of services in keeping with the commitments of the new Student Mental Health Strategy. **SFC Tackling Inequalities outcome –** Improve the success and retention rates of students who declare a mental health condition (including neurodiversity).	**Responsibility:** Director Student Experience				
Learning Resources IT	Aim 3 (3.1)	**HMI Action 2023: Some learners have experienced delays in receiving a digital device and report long waiting times for the Information Technology Helpdesk to resolve technical issues. This impacts negatively on the ability of learners to engage fully in their learning, including accessing colleges digital resources.**	**Responsibility:** Director of IT/ Director Student Experience				
Learning Resources IT	Aim 3 (3.1)	**New**: Encourage the use of a consistent template on Canvas and promote the services of the Canvas App, including push	Promote the Canvas App to students. **Responsibility:** Director Student Experience				

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
		notifications to address communication issues identified by students.					
Learning Resources IT	Aim 3 (3.2)	**New**: communicate and promote the new Power BI Dashboard development and implementation plans to aid understanding of the student analytics supporting student engagement and performance.	**Responsibility: Director of IT**				
Partnerships (Employers)	Aim 3 (3.4)	**New:** Refreshing the college employer engagement strategy so that long term strategic partnerships are better evidenced within each faculty, supporting staff development and the building of alumni & professional networks.	To bridge the gap between education and industry and to prepare young people for careers that help them succeed through the development of Skills Academies. Actions to follow **Responsibility:** VP Corporate Development	Performance Framework to be re-established building on Industry Academy model .		■	
Learning & Teaching	Aim 2 (2.1)	**New:** Deliver City Learning & Teaching	To enhance pedagogy, develop classroom practice and increase student engagement in learning; building shared teaching practice and broaden the range and blend of teaching styles. Actions to follow **Responsibility:** Director Student Experience	Achieve targets and internal benchmarks in line with the Student Academic Experience Strategy.			
Recruitment	TBC (3.2?)	**New: D**evelop a marketing strategy to promote courses, particularly tailored to specialist areas in order to meet recruitment targets.	**Responsibility:** Communications Director				
Recruitment	Aim 3 (3.6)	**New**: Maximise early enrolment and make much more use of the student voice in pre-arrival and induction information, encouraging student feedback and creating a sense of belonging from the start of their City journey	**Responsibility:** Admissions/ Deans				
City Student Journey	Aim 3 (3.3)	**HMI 2023: Overall, learners are not aware of the SA website, or the positive work carried out by the SA. Almost all class representatives are not clear about their responsibilities, and**	**Responsibility:** VP Student Experience		We reviewed and updated our Class Rep pages on our website including introducing a Staff Information page and a Find my Rep Function. We set up more regular Class Rep Meetings, sending comms to all students about the topics of	■	

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
		more than half have not received training for their role.			these including inviting them to feedback in advance of Class Rep discussions. We have set up a Class Rep Hub on the Canvas VLE, offering Rep Induction, resources and a space to network online. Through this we have utilised the notification system through the Canvas App to get messages to our Reps in addition to emails. We have offered more regular training opportunities to reps, highlighting their responsibility to engage with their classmates and ensure they know how to reach out to them. We have sent out regular Class Rep Meeting Summaries to Reps and Students highlighting what has been discussed and next steps through our social media and SA News systems. **Raising Awareness of Student Parliament** We reviewed existing Parliament positions and re-aligned them with core areas of work to ensure consistency of messages. During elections we sent dedicated emails to underrepresented groups to ensure uptake of candidacies. We have offered enhanced induction to new Parliament Members introducing them to relevant key college contacts (eg Faculty Reps to Faculty Deans). Student Parliament Meeting dates and calls for questions have been featured regularly in our SA News (all student emails) and Social Media Channels.We have created and shared Presidential update videos of work achieved so far through our social media channels. In Feb 2023, our Student Feedback Page has been updated to include updates from Student Parliament Meetings as well as papers taken to Committees by the Presidential Team on its behalf. **Raising Awareness of CitySA (in General)** We introduced ourselves to students earlier in the academic year, including sending interactive comms as part of Get Ready for College and embedding Freshers into Induction week, 4 weeks earlier than previous years.We have increased the numbers of SA on Campuses to engage with students more regularly		

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
					on a face to face basis. These have included call to actions for Student Parliament and Class Reps. We invested in developing the user interface of the CitySA website in response to student feedback and market research. We ran a year round "Influencing Change" campaign showcasing outcomes from student feedback received through all channels of CitySA. We centralised all of our events (including Class Rep and Parliament meetings) to a single page on our website so students can always see what's on. We introduced quick link buttons to the CityLife landing page to key areas of the SA website including; Class Reps, Clubs/Societies, Events and Volunteering.	*(Amber)*	
City Student Journey	Aim 3 (3.3)	**New**: Develop a system of comprehensive academic support in line with a changed student experience which will enable students to take ownership of their own learner journey.	**Responsibility:** VP Student Experience / Deans		A working group was set up in September 2022 to enhance the current Academic Guidance model with recommendations made and accepted by the QAEC.	Ongoing *(Green)*	Recommendations made to QAEC Actions to be embedded
City Student Journey	Aim 3 (3.2)	**New**: Create a Reasonable Adjustments Short Life Working Group to consider staff training needs to ensure all students are fully supported with their learning.					
Academic Standards	Aim 2	**New**: Guidance on resulting should be reasserted and quality arrangements re-established and a system wide approach to student assessment and resulting information being collated and stored in Curriculum Team Master Folders.	**Responsibility:** Director of Excellence Lead: Eleanor Doull		To lead a college wide review of resulting and how the process can be improved; giving consideration to; exam boards; efficiency and effectiveness of the process of recording results; recording integrated assessment; and joining up with the use of Canvas in providing student assessment feedback alerts.	*(Amber)*	
Student Pathways	Aim 1 (1.1)	**New:** Develop further progression pathways for learners, working with Universities on tertiary pathways and projects.			Marketing will highlight all articulation arrangements within the prospectus and College website. Curriculum Teams will further promote and support students on our Associate Student programmes with current partner universities.		

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
Qualifications Development	Aim 2 (2.1)	**New:** Develop guidance on the approvals process for new courses that explicitly gives consideration of the impact of using new awarding bodies.	**Responsibility:** Director of Excellence		The Approvals Policy has been updated to include the Early Notification Form which outlines resources required across the College when developing new courses.		
Learning progress and outcomes (UKVI)		**New:** *Student Route* students are not always grouped within one class group; in almost all instances their CS% PI is high. In a number of class groups the CS% PI is lower than the College and national sector performance. The College has developed robust plans for improvement to ensure that the PI is in line with College aspirations	**Responsibility:** VP Corporate Development Dean of N&S		Teaching teams have plans in place to address the high PS% that is evident in a number of class groups. The teams have initiated improvements as a result of their comprehensive review of the new Nautical and Marine qualifications to ensure that assessment is more evenly spread over the academic year.		
Learning and Teaching processes (UKVI)		**New:** The College has an informal peer observations system to evaluate classroom practice. As a result of the introduction of the NWPA the College is working with the other 2 assigned colleges in the region to develop a consistent process to evaluate classroom practice.	**Responsibility:** VP Corporate Development Dean of N&S				
Leadership and quality culture (UKVI)		**New:** There is a need for a more consistent approach to sharing pedagogical practice which will be developed as part of the College's implementation of the NWPA	**Responsibility:** VP Corporate Development Dean of N&S				
Learner experience and feedback (UKVI)		**New:** Teaching teams are using live survey information as part of their Stop – Check – Support meetings to segment this data by team, Curriculum Area or Faculty. However, a few curriculum teams are not utilising this information sufficiently within Stop – Check – Support to plans for improvement.	**Responsibility:** VP Corporate Development Dean of N&S				
Academic Standards	Aim 2.7	**New:** LTA to develop a toolbox of CPD activity to enable and evidence professional development as part of GTC registration. This will include	**Responsibility:** LTA				

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Actions taken to date	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Where behind, list the action taken in this reporting year
		guidance on a peer review approach to classroom observation, to support those seeking to develop and evidence enhancement of their own teaching style and approach.					
		New: Enhance communication to students in relation to timetabling or class changes.	**Responsibility:** Faculty Business Managers Eleanor Doull		PMO to lead a process review to identify a consistent arrangement that best safeguards effective communication by curriculum teams where changes to timetables occur.		

Completed Actions

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Action Taken this year	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Follow-Up Action required
Student Engagement	Aim 3 (3.6)	**HMI – Area for further progress and actions required** Most learners were not clear about the roles of the Student Parliament and the class representative system and were not sufficiently aware of changes made by the college to address points raised through these approaches. Most learners were unaware of the work the Students' Association and of actions taken as a result of points raised through class representatives	• Awareness Raising comms campaign • Scale and reach of annual *You Said We Did Campaign* – aligned to Stop Check Support conversations with students and Class Reps . **Responsibility:** Director Student Experience	Comms Measures Survey response rate and satisfaction against targeted questions in the My Student Experience Survey Class Reps Elected	In addition to running already established communications, several new comms measures were introduced - introducing a Staff Information page and a Find my Rep Function on the SA website, sending comms to all students about the topics of rep meeting and requesting feedback in advance of Class Rep discussions. Class Rep Hub on the Canvas VLE. Additional training opportunities to reps, highlighting their responsibility to engage with their classmates. Comms includes regular Class Rep Meeting Summaries to students highlighting what has been discussed and next steps through our social media and SA News systems. Student Parliament Meeting dates and calls for questions have been featured regularly in SA News (all student emails) and Social Media Channels.		Develop specialist feedback systems for courses that adopt alternative modes of study, re-engaging with student groups where current time frames does not suit their learning. Working with OD to establish training for Curriculum Managers around "What is Student Engagement?" Sessions are due to be available form April 2023 onwards, with managers able to request follow ups with their teams.
Learner Engagement	Aim 2 (2.10)	**HMI – Area for further progress and actions required** More than a few learners report that feedback provided to the college regarding timetabling issues has not yet resulted in improvements in planning, nor have these learners received any indication of a timescale for reducing changes or giving better notice of change.	**Responsibility:** Deans		The college created several groups to help faculties improve the timetable (Timetabling Review Group, a Structure of the Academic Year working group, Student Transition and Induction group). These groups share best practices and help faculties with IT development requests to make timetabling easier.		Curriculum Planning and design currently underway for 23/24. The College is committed to delivering the curriculum in a 2-semester period and moving away from the legacy 3 block period. This will enable better planning for curricula and a more robust timetabling process. ADs sign off and approve timetables to ensure accurate roll out. The new Associate Director of MIS will be meeting with the Associate Deans from all faculties to ensure that all gaps in the student transition journey are filled and that there is no duplication.
Student Satisfaction	Aim 2 (2.10)	**HMI – Area for further progress and actions required** Based on the last published national student satisfaction and engagement survey (completed in May 2021) overall satisfaction for both full time and part time learners is below the sector norm	In reality, in 2021 the satisfaction levels for both FE and HE have improved and are almost equivalent to the sector average. The biggest challenge, currently, then is increasing the survey response rate as well as responding to the student feedback on both Faculty and College wide issues. • Stop Check Support – Faculties engaging with Class Reps	Com Comms Measures Survey response rate and satisfaction against targeted questions in the My Student Experience Survey Class Reps Elected	Faculties have reinforced the importance of Stop-Check Support reviews to address student feedback quickly and collate evidence to inform students of actions taken as a result of feedback. Time was ring-fenced for students to complete the SFC survey. Faculty wide actions to improve the student experience go through Faculty Board and are included within existing and future Operational Plans.		Due to the practical/vocational nature of the courses, it is felt that satisfaction levels will increase with classes returning to in person.

Theme	Student Academic Experience Strategy	Action Required	Proposed enhancement action and controls	Relevant Performance Measure	Action Taken this year	Status Red – Far behind Amber – Behind Green – On Track Blue - Completed	Follow-Up Action required
			• Scale and reach of You Said We Did Campaign • Utilising guidance hours for survey completion allied to tracking of completion **Responsibility:** Director of Excellence / Deans				
Learning Resources IT	Aim 2 (2.2)	**HMI - Area for further progress and actions required** A few learners who needed access to equipment over more than one-year experienced issues in keeping accounts live throughout that period. A few learners also reported challenges accessing the Wi-Fi in some areas on the main campus.	Student Accounts are disabled once the course completion date has been passed. This can cause challenges when the current module is completed and the Cadet is at Sea. A working group has been created to work on potential solutions for this scenario. **Responsibility:** Director of IT	satisfaction against targeted questions in the My Student Experience Survey Class Reps Elected	The location of Wi-Fi access points was sub-optimal (some located in stairwells and at lifts, rather than in more populous areas) and the type of glass used internally within the Campuses blocked the Wi-Fi signal. A project was completed 21/22 to relocate the most obvious access points to the library.		The College network refresh planned for Summer 2024 will be focussed on wireless access and a more thorough survey will be completed to ensure as many Wi-Fi blackspots are eliminated as possible.
Learning Resources IT	Aim 2 (2.3)	**HMI - Area for further progress and actions required** Some software provided which helps learners with reading or writing disabilities is currently only available to learners during a twelve-hour period on weekdays. Learners who needed to use this software reported that this limited their ability to work independently and to meet deadlines	The College moved to Azure Virtual Desktop (AVD), where students can have access 24 x 7 x 365 **Responsibility:** Director of IT	satisfaction against targeted questions in the My Student Experience Survey Class Reps Elected	AVD will replace Citrix 30th March 2023.		Continue to follow our Digital Strategic objective "People Centered" where we develop solutions with stakeholders. Significant IT & Technology investment is required in the Campuses as the technology invested in from 2015 is now obsolete, due to the speed of technological change and stakeholder expectations.
Learning & Teaching	Aim 2 (2.8)	**New:** Establish an annual schedule of practice sharing events led and cohered by our LTA	**Responsibility:** VP SE		Established in June 2022.		Monitor the effectiveness of the Annual Learning & Teaching Conference.
Learning & Teaching	Aim 3 (3.1)	**New:** Curriculum teams should embed the College's blended learning principles when deciding on the appropriate blend of learning activities (face to face on campus /online /synchronous /asynchronous).	**Responsibility:** VP SE / Deans		Curriculum teams are asked to put the student at the centre when planning their timetables for learning and teaching delivery, ensuring that the timetable is tailored to meet students' needs and combine in-person and online learning in the best possible way.		Monitor, in part through survey, the effectiveness of the approach

Annual Engagement Visit Report

City of Glasgow College

1 August 2023

College Principal	Paul G K Little
Annual Engagement Visit Date	26 and 27 April 2023
College Nominee	Jon Gray
College HMI	Ian Beach

1. Background

Annual Engagement Visits (AEV) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners, and other stakeholders. This report outlines the findings from the visit, and includes aspects of positive practice, aspects for improvement, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body. An accompanying short report will be published on Education Scotland's website.

During the AEV the team explored the following overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery: learner recruitment; retention; attainment; and progression.

2. The college and its context

City of Glasgow College is the largest of Scotland's colleges and the third largest in the UK. The college has two campuses: City campus on Cathedral Street and Riverside campus on the bank of the River Clyde. It is one of three assigned colleges governed by Glasgow Colleges Regional Board.

The college provides a range of full-time and part-time education and training programmes from levels 2-10 on the Scottish Credit and Qualifications Framework (SCQF). The college's specialist maritime facility delivers training on behalf of the Merchant Navy Training Board.

Approximately 35,000 learners enrol at the City of Glasgow College each year. Around a third of these learners study on full-time programmes.

3. Summary of findings

3.1 Recruitment

Areas of positive progress

Learner progress and outcomes

- Curriculum teams host a range of informative events, including taster sessions and visits to departmental facilities for learners undertaking community programmes and those who have disengaged from compulsory education. This supports potential learners to make informed choices about their programme of study when transitioning to college-based programmes.

Curriculum, learning, teaching, and assessment

- Curriculum teams have established good relationships with local secondary schools. Staff contribute productively to school careers events to provide teachers, young people, and guidance staff with up-to-date information about the range of college programmes and progression opportunities.

- A suite of online materials produced by staff in the college's Student Experience Directorate provides potential applicants with accessible and comprehensive information about the application and recruitment processes.

Services to support learning

- Staff build positive relationships with potential learners and support them well throughout the application and enrolment processes.

- Support services staff work effectively with curriculum teams to ensure that learners who disclose an additional support need receive relevant information and assistance during the recruitment process.

- A team of Student Advisors support care experienced learners well prior to starting their programme, offering them additional support and advice that helps them prepare for their transition to college.

Learner engagement

- The college provides a Get Ready for College programme, which forms part of the extended faculty induction process. This programme introduces new learners to college facilities and IT systems, supporting them well to begin their studies.

- Almost all learners report that the college application process is straightforward and that they received an offer of a college place quickly.

- Almost all learners feel the revised induction arrangements are organised well and that delivery of induction activities over an extended period enables them to absorb information more easily.

- The Students' Association (SA) worked collaboratively with managers to embed Freshers' Week into the college welcome and induction activities. This helps learners to integrate academic and social activities early in their studies.

Evaluation to facilitate improvement

- College managers have updated the arrangements for entry to college programmes in response to feedback from learners. Group information sessions have replaced individual interviews, providing better opportunities for applicants to learn about the content and requirements of their programme prior to enrolment.

Areas for development

- None identified

3.2   Retention

Areas of positive progress

Learner progress and outcomes

- Rates of learner withdrawal for full-time programmes over time have been lower than national performance levels.

- Rates of learner early withdrawal have reduced over the past two years and have returned to pre-pandemic levels.

Curriculum, learning, teaching, and assessment

- Curriculum staff engage effectively with external industry and education partners to maintain their subject expertise and network of contacts with employers and other partners. They draw effectively on these activities to embed current industry practice within learning and teaching. Overall, this is helping to improve learner satisfaction with their programmes and reducing withdrawal rates.

- Curriculum teams are proactive in adapting delivery arrangements to meet the needs of learners. Teaching staff incorporate a mixture of online, blended and on-campus practical delivery to provide a delivery mode best suited to each programme.

- Almost all learners report teaching staff are receptive to their feedback around delivery approaches and make improvements based on their suggestions.

- The new college Virtual Learning Environment (VLE) prepares and supports learners well to engage with hybrid delivery approaches. Almost all learners make good use of the VLE mobile application and find it helpful and easy to use. Learners use this application well to keep track of assessment dates and other information relating to progress with their studies.

- Staff in community-based provision recognise that many learners need support to access college digital resources and have embedded digital literacy skills into community programmes. This enables learners to benefit fully from college online resources and extend their learning options.

- Most teaching staff form positive and supportive relationships with learners to help them maintain their studies. They draw productively on regular guidance sessions with learners to discuss their progress, provide academic support and signpost pastoral services.

Services to support learning

- Almost all learners report that services to support learning are easy to access and are working well.

- Staff provide good support to learners that have a disability or require additional support for learning. They deliver a range of workshops that help learners to develop skills for engaging productively in learning. These include Study Skills, How to use Teams and How to use the VLE.

- The college provides a range of support to assist learners experiencing financial hardship. This includes providing all learners with access to a free breakfast, a dry food pantry, advice on cost savings and referrals to external organisations to provide further support. These arrangements are helping learners to continue their studies and are impacting positively on withdrawal rates.

- The introduction of the Azure Virtual Desktop has resolved many of the Wi-Fi accessibility issues and most learners report that Wi-Fi within the main building is now working well. The college plans to roll out this digital platform to all areas of the college next academic year.

- Student Services staff maintain a Record of Contact for each learner to ensure that all staff who support learners have clear and up-to-date information about the range of support being delivered. This is helping to ensure that learners receive appropriate interventions to help them stay on their programme.

- All learners who indicate that they wish to leave their programme early are offered an impartial career guidance meeting with an external agency. These discussions help learners to plan and coordinate their employment and study options more effectively.

Learner engagement

- The SA has been effective in establishing college sports clubs and societies, one of which has recently won an award. Learner engagement in SA events has increased by 84%.

- The SA has worked hard to improve learner representation and most classes have a class representative. In this academic year, the number of class representatives attending curriculum meetings has increased significantly compared with the previous year.

- The SA offers training to class representatives and committee convenors. Topics are informed by feedback from learners and help to keep learners engaged with current social issues. The range of topics includes the use of pronouns, GBV and mental health training.

Evaluation to facilitate improvement

- Following a college wide review, managers plan to replace the current three-block teaching year with a two-semester teaching year. A pilot of the two-semester year has identified that it reduces the assessment burden on learners, provides more opportunities for integrated learning and allows time for an inter-semester remediation week.

- Managers and staff work collaboratively to monitor and respond to high learner withdrawal rates. Curriculum managers track attendance to identify learners who are not engaged fully with their studies. Heads of Curriculum meet regularly with teaching staff to evaluate learner feedback about their programme. These discussions, supported by withdrawal data, help staff to make targeted and prompt interventions to support learners at risk of leaving their programme early.

- The college has established a timetabling review group consisting of representatives from the SA and key college staff from support services and academic departments. The group meet each month to discuss time-tabling approaches, project deadlines and to share best practice. This regular evaluation helps to identify where timetabling issues are impacting negatively on learner progress, or where best practice can be used effectively to improve timetabling for learners. For example, some learners who had experienced timetabling issues at the start of the first block report that this was remedied quickly.

- Curriculum staff use a range of early interventions for learners at risk of early withdrawal. If an issue affects a whole class, the college provides a range of supported workshops and team building exercises to help learners work more collaboratively together. A toolkit is available for teaching staff to identify personal traits and personal issues of individual learners and signpost them to appropriate support services. These interventions are improving learner participation and helping more learners to remain on their programme.

Areas for development

- Rates of learner withdrawal for part-time programmes over time are higher than national performance levels.

- Some learners have experienced delays in receiving a digital device and report long waiting times for the Information Technology Helpdesk to resolve technical issues. This impacts negatively on the ability of learners to engage fully in their learning, including accessing the college's digital resources.

- Overall, learners are not aware of the SA website, or the positive work carried out by the SA. Almost all class representatives are not clear about their responsibilities, and more than half have not received training for their role.

3.3   Attainment

Areas of positive progress

Learner progress and outcomes

- Rates of learner successful completion over time for most modes of attendance have been above national performance levels.

- Attainment rates for learners from an ethnic minority background and learners with a disability are above national performance levels.

Curriculum, learning, teaching, and assessment

- Most curriculum areas use hybrid delivery models effectively to provide learners with a choice of learning environments. This is helping learners to develop their full potential and is contributing positively to attainment.

- Learners in a few curriculum areas achieved national awards. These included bakery, sports, hospitality and maritime. Several learners also gained medals at the WorldSkills national finals.

- Almost all learners report that assessment feedback from teaching staff is timely and comprehensive.

Services to support learning

- Staff work well with partner agencies to provide learners with access to external specialist support services. These include WhoCares? Scotland, Centre for Excellence for Children's Care and Protection, MCR Pathways, Skills Development Scotland (SDS), Social Work and Throughcare. These agencies support learners who are facing personal issues effectively to achieve their qualification.

Learner engagement

- Staff engage well with learners to encourage learners to engage in the annual Student Satisfaction Survey, resulting in an improved participation rate and an increase in the learner satisfaction rating.

Evaluation to facilitate improvement

- Most curriculum teams implement flexible alternative assessment arrangements that take good account of individual learner circumstances.

- In most curriculum areas better sequencing of units and greater integration of assessments across units are helping to address low levels of attainment.

- In a few programme areas, teaching staff use peer observations effectively to improve attainment. However, arrangements for the recording and sharing of improvements are mainly informal.

- Managers have developed a performance cycle and quality review cycle that support staff well to evaluate programmes and plan for improvement These arrangements provide managers and staff with a good range of opportunities to identify key issues and develop action plans to improve outcomes for learners.

- A detailed performance dashboard supports managers and staff well to monitor the performance of each college programme in real time. Managers make effective use of this system to analyse key performance measures and initiate actions to improve learner attainment.

Area for development

- The delivery of meta skills is not yet embedded fully across all programme areas.

- Overall, the rate of successful learner completion for full-time FE programmes has declined over time.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- Curriculum teams support learners progressing from community provision to college-based programmes effectively, helping them to feel comfortable in a college setting.

- Learner progression to a positive destination is high. In AY 2020/21 98% of learners progressed to a positive destination on leaving college, with around 25% progressing to employment and 75% to further studies.

Curriculum, learning, teaching, and assessment

- Curriculum teams work well with external partners and employers to provide additional curriculum experiences for learners including participation in events and competitions. These activities prepare learners well for entering the world of work.

- Learners on most programmes benefit from work experience opportunities. This experience supports learners to develop and apply practical skills and establish professional networks that help them make informed decisions about future employment.

- Curriculum teams draw productively on their collaboration with employers and industry bodies to support learners to progress into employment.

Services to support learning

- All learners who indicate that they wish to leave their programme early are offered an impartial career guidance meeting with an external agency, and the offer a place to return to college. These discussions help learners to plan their employment and study options more effectively.

- College staff and placement providers signpost employment and work-based learning opportunities to help learners extend their knowledge and skills of industry practice.

Learner engagement

- Almost all learners have plans to progress to further study at the college or university, or to move into skilled employment.

- Staff recognise that some learners need to leave their programme early to take up employment due to financial pressures. Curriculum staff work well with these learners,

wherever possible, to provide flexible study opportunities that enable them to complete their qualification during their employment.

Evaluation to facilitate improvement

- Stop-Check-Support meetings at the end of each teaching block help curriculum teams to identify issues affecting learner progress and progression. Curriculum teams use this information well along with the results of learner surveys to inform improvement action plans.

- Senior managers hold regular portfolio review meetings at which curriculum leaders present and critically review the performance of the programmes, including progression to a positive destination. This is having a positive impact on the performance of most college programmes.

- Some curriculum teams make good use of labour market information, SDS data and regional skills assessments to inform recruitment and progression strategies. However, this is not consistent across all curriculum areas.

Areas for development

- None identified

4.   Main Points for Action

- None identified

Highly Effective Practice

- The approach to delivery of meta skills in some departments.

- The impact of lesson observations in supporting improvement to retention and attainment, especially nautical studies.

5.   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

Approach to external quality assurance, engagement, and enhancement by HM Inspectors AY 2023-24

Please share this information with staff

This note contains the following information

Arrangements for external quality assurance, engagement, and enhancement for AY 2023-24

During AY 2023-24, HM Inspectors will undertake the following activities in colleges:

1. On-going engagement with a link HM Inspector

Link HM Inspectors will continue to engage with all colleges to provide tailored support and challenge in the coming year. This may be undertaken either virtually or through in-person visits as required.

2. Annual Engagement Visits

HM Inspectors will undertake an annual engagement visit (AEV) in all colleges during AY 2023-24.

2.1 Approach to AEVs

AEVs will be short, light touch visits lasting up to two days. AEVs will be undertaken by the college link HM Inspector, supported by HM Inspector colleagues, Associate Assessors (AAs), and Student Team Members (STMs) as appropriate.

2.2 What do HM Inspectors focus on during an AEV?

AEVs will explore the following themes;

- Learner progress and outcomes,
- Approaches to assuring and enhancing the quality of learning and teaching including professional updating, and
- Learner engagement.

Where we requested a progress report as a result of our engagement in AY 2022-23, this will also be reviewed during the AEV.

2.3 Notification of the AEV

AEV dates will be planned collaboratively between the college and the link HM Inspector.

2.4 How do we share our findings?

On conclusion of the AEV, the team will provide a verbal report of their findings to the college. It will provide assurance of the quality of the learning experience and may identify aspects requiring further improvement. For multi-college regions, a representative of the Regional Strategic Body (RSB) will be invited to attend.

2.5 What happens after the AEV?

Following our internal quality assurance processes, a written report will be produced and shared with the college and SFC. The college will have the opportunity to check the

report for factual accuracy. Within eight weeks of completion of the AEV, a final written report will be provided to the college and the college link Inspector will make arrangements to share the report with the college Board. For multi-college regions the report will also be shared with the RSB. At this point, a short statement confirming the outcome of the AEV, and any next steps will be published on Education Scotland's website. AEV outcomes will inform future engagement approaches with individual colleges.

3. Thematic reviews

In order to support improvement in aspects of college sector performance, HM Inspectors will undertake a programme of thematic reviews. These will evaluate the following;

- One regional thematic review focussing on learner progress and outcomes;

- One national subject review of Care, and

- One national thematic review focussing on approaches to meeting the additional needs of all learners.

We anticipate that colleges will each participate in at least one thematic review during AY 2023-24. We will contact colleges during September 2023 to discuss and agree involvement. The footprint and timing of each thematic review will be adjusted to take account of scale and reach of institutions. This will support the evaluation of approaches and impact, providing depth of intelligence about the individual organisations involved, along with providing information to inform capacity building and future approaches to improvement and enhancement. Thematic reviews will provide opportunities for collaborative working with partner quality bodies, for example QAA Scotland and sparqs, in evaluating the quality of provision and capacity for improvement.

Thematic reviews will strengthen the collective knowledge of providers to meet current and projected economic priorities at local, regional, and national levels. The findings of HM Inspectors and other bodies will be instrumental in developing the focus and scope of reviews. The approach also seeks to build, incrementally, the capacity of practitioners across tertiary organisations to engage collaboratively in implementing future arrangements to improve outcomes for learners.

HM Inspectors will also seek to identify and share examples of highly effective practice during thematic reviews, highlight what is working well, and make recommendations about what needs to improve.

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