

GLASGOW KELVIN COLLEGE**Learning and Teaching Committee – 08 May 2024 Education****Scotland Annual Engagement Visit 2023-24****Report by Vice Principal Curriculum and Quality Enhancement****1. Introduction**

The College has been informed that, on Tuesday 14th May and on Wednesday 15th May 2024, Education Scotland will undertake an Annual Engagement Visit (AEV) with the College as part of national quality arrangements for the Scotland's Colleges.

2. Annual Engagement Visit Scope

The Annual Engagement Visit will last for one day and at the end of our visit Education Scotland will provide you with verbal feedback. A draft written report will be provided to the college for accuracy checking approximately seven weeks after the visit.

The visit will focus on the following themes;

- Learner progress and outcomes,
- Curriculum, learning, teaching and assessment,
- Evaluation to facilitate improvement, and
- Learner engagement.

The College link HMIe Iain Beach will be the Lead Inspector for this visit, with a small team of reviewers including HMI Margaret Rose Livingston and Associate Assessor Alistair Rodgers.

The College is currently preparing a schedule for the AEV. This will include review of areas for development highlighted in previous engagement with Education Scotland. Appendix 1 provides a summary of progress made against these.

3. Impact on Students

The areas of improvement identified by Education Scotland are intended to improve services and outcomes for College learners.

4. Resource Implications

There are no resource implications arising directly from this report.

5. Equalities

There are no equality implications arising directly from this report.

6. Environmental and Sustainability

There are no environmental and sustainability implications arising directly from this report.

7. Risk and Assurance

This report provides assurance that the College is addressing actions identified by Education Scotland to improve the quality of its services and outcomes for students.

8. Data Protection

There are no data protection implications arising directly from this report.

9. Recommendations

Members are recommended to:

- i. Note the upcoming Education Scotland Annual Engagement Visit; and
- ii. Request an update on the outcomes of the visit at a future meeting of the Committee.

10. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement (rashton@glasgowkelvin.ac.uk).

Glasgow Kelvin College
RA/JG

Recommendation Source & Theme	Education Scotland Area for Development/Action	College response	Operational Planning Area	Lead	Progress Review (April 2024)
Progress Visit: Recruitment	Some learners, particularly those from the Easterhouse and East End campuses, experience difficulties in providing the evidence required by funding bodies to access student funding. This is impacting negatively on recruitment for these learners.	We will review our student funding support arrangements and identify opportunities to strengthen these.	Finance & Student Funding	Andrea Daly	We are providing students with an updated FAQ's and examples of the most frequently used documents. Images of relevant documents will be provided to assist students to better understand which documents are required to support their applications. A fortnightly booking system for student finance services has been implemented at East End and at Easterhouse campuses.
Regional Thematic Review	Access for learners to student finance services				
Progress Visit: Retention	The Students' Association (SA) is not sufficiently visible to learners and is not able to fully represent their views.	We will implement a more comprehensive series of coordinated student engagement events, alongside continuing to make good use of digital communication approaches to build a stronger	Student Support Services	Monica McKerlie	To improve SA visibility and engagement, the SA has implemented a more comprehensive series of coordinated student engagement events, both online and in-campus, alongside continuing to make good use of digital communication approaches to build a stronger profile for the Students' Association. A dedicated SA Teams page has been set up for all students, this is used to promote events, SA activities and encourage participation in campaigns and discussions. This page is also used to advertise job vacancies and volunteering opportunities. The Student Association recruited 12 volunteers to take up roles in the Student Executive Committee. Session

		profile for the Students' Association. This will include establishing earlier in the academic year a working student executive group and class representatives.			23/24 has seen the first election being required for SA Executive Officer positions due to the number of students volunteering. Presidents have organised monthly meetings throughout the year to ensure Executive Officers are fully supported in their role.
Progress Visit: Retention	Class representatives are not sufficiently aware of their role and its intended purpose. Many class representatives have not yet accessed the online training available, and many were unaware of its existence.	We will develop and implement a student engagement action plan with a strong focus on supporting and improving the effectiveness of Class Representatives. This will include regular meetings with the course team and the opportunity to provide feedback from the group on learning and	Student Support Services	Monica McKerlie	To SA has worked hard improve recruitment and ensure role development of Class Reps. 212 Class Representatives were recruited at an earlier point in the academic year than ever before. The SA created a dedicated Teams channel and encouraged Reps to familiarise themselves with their handbook to help them become more comfortable in their new role. The Presidents worked closely with SPARQS (Student Partnerships in Quality Scotland) to offer Class Reps introductory training to help develop confidence in their role. The SA continues to strengthen the role of the Class Representative in the design and delivery of learning and teaching, which includes regular meetings end of block Course Team discussions. Prior to the course team meeting, Reps were encouraged to meet with the class on their own to collect feedback from their class group.

		teaching approaches.			
Progress Visit: Retention	Most learners report that the MyKelvin app is difficult to use and unreliable. They highlight that the app sometimes provides inconsistent timetabling information which impacts negatively on their attendance.	We will consult with learners and identify improvements which can be made to the accuracy of MyKelvin timetabling information.	Digital Services	Jason Quinn	The Head of Digital and ICT Operations met with students as part of an arrange event called, “Meet the Managers”. At the event, student representatives were able to convey any specific issues relating to ICT matters. Of any issues raised with timetables, we were able to attribute this to course timetable amendments that were delayed in being processed on the timetabling system. Those issues were rectified and resolved. Furthermore, checks were undertaken to ensure that the integration of timetables with MyKelvin worked as expected. As a next step, and a means of determining greater control over communicating student timetables, work has commenced to rebuild the student portal on our internal Microsoft SharePoint system. Should any issues arise in future, this would give the College a greater capability in resolving issues much sooner.
Progress Visit: Retention	Rates of learner withdrawal for full-time programmes, and part-time HE programmes have been higher than national average performance levels for the last three years.	We will strengthen our quality enhancement arrangements, including implementing a new risk based approach to curriculum	Quality Department & Faculties	John Gallagher, Peter Brown, Tracy Leavy and Andy Allan	The new risk-based approach has provided the College with a sharper focus on poorly performing programmes. We have discontinued those programmes with the lowest retention rates and placed many other programmes on enhanced improvement plans. For 2023-24, programmes across full-time programmes have improved their learner withdrawal

Progress Visit: Attainment	Overall rates of learner success for full-time programmes have been below national average performance levels for the last three years. Overall rates of learner success for part-time HE programmes have been below national average performance levels for the last three years. Overall rates of learner success for part-time FE programmes are below national average performance levels.	evaluation and ensuring a more consistent and impactful approach to participation in relation to course review activities.			rates compared to historical levels. For example, the current withdrawal rate for Further Education full-time courses is 24% compared to a year end rate of 32% in 2022-23. Similarly, the current withdrawal rate for Higher Education full-time courses is 18% compared to a year end rate of 26% in 2022-23. Part-time withdrawal rates are on track to be similar to 2022-23 rates and continue to be a focus for quality enhancement activity.
Progress Visit: Attainment	The overall rate of success for learners from an ethnic minority background, learners with a disability, and care-experienced learners is lower than the national average performance level.	We will ensure curriculum quality enhancement activity includes activity focused on analysing student outcome rates by equality categories (including race, disability, and care experienced categories).	Quality Department & Faculties	John Gallagher, Peter Brown, Tracy Leavy and Andy Allan	We have developed a new dashboard showing PIs by protected and priority characteristics. This has been effectively used by staff and we are in the process of developing a new online self-evaluation portal which will ensure a consistent focus on evaluation of PIs by equality characteristics.

Progress Visit: Attainment	Staff awareness of the college's essential skills policy is not sufficiently comprehensive to fully support the development of meta skills across the curriculum.	We will provide a range of development opportunities for teaching staff to strengthen their understanding of	Quality Department & Faculties	John Gallagher, Peter Brown, Tracy Leavy and Andy Allan	All teaching staff were invited to attend a metaskills awareness session during this year's staff development day. The session focussed on Skills 4.0 and included a wider discussion on how essential skills are incorporated and recognised within a variety of programmes.
Regional Thematic Review	Signposting and contextualisation of meta skills.	the college's essential skills policy and how to effectively integrate the development of metaskills within their teaching and learning activity.			An SQA manager from the HN Next Gen project facilitated a presentation and online discussion for teaching staff. The presentation included a discussion about the resources available from the SQA to which allow students to reflect on their own metaskills and to reflect upon how they might be developed. The College is a pilot centre for the HN Next Gen in Acting and Performance. The Curriculum Manager for this area shared her experience of using the SQA Meta-Skills profiler during the staff workshop. The College is reviewing its new online ILP to strengthen the focus on students reviewing their metaskills.
Progress Visit: Attainment	In a few curriculum areas, staff are making effective use of peer observation to improve learning and teaching. However, this is not yet consistent across the college. As a result, arrangements to identify	We will undertake a refresh of College arrangements to supporting teaching development, including reviewing and improving	Quality & Teaching Development	John Gallagher and John Clarke	The College has appointed Teaching Development Coordinator for teaching staff. The Teaching Development Coordinator oversees Teaching Activity Groups across the College which allow groups of teaching staff from different areas to share and reflect upon their different experiences of teaching activities. Additionally, we have established

	the development needs of teaching staff to inform and drive improvement in learning and teaching are not yet sufficiently comprehensive.	arrangements to identify the development needs of teaching staff to identify the development needs of teaching staff.			Teaching Development Leads with allocated time to lead on innovation in learning and teaching. We have also worked in partnership with Glasgow Clyde College on teacher development by enrolling new staff on a Teaching Essentials course. This has allowed our staff to share their own early experiences of teaching with colleagues from another college.
Regional Thematic Review	Staff reflection on learning and teaching approaches to inform improvements in the learning experience.				
Progress Visit: Attainment	Some learners at Haghill campus are using digital devices which they find unfit for purpose and complex to use.	We will purchase additional laptops, alongside making better use of cloud based, remote desktop services to provide a wider range of software and functionality to students.	Digital Services	Jason Quinn	Lapsafe device have been installed at our East End Campus with 36 bays of laptops available for short term loan. A portal trolley of 20 laptops is bookable for classroom use, enabling general purpose teaching space to become ICT capable. As part of the consolidation of curriculum, due to the closure of our West End Campus, we were able to provide three portable trolleys of laptops for ESOL, Construction and Support for Learning students. Chromebooks were highlighted as problematic for some students, and where possible they have been swapped for MS Windows based laptops. Our ICT Technicians have provided training session to full classes upon request to demonstrate how best to use Chromebooks and our remote access software, Splashtop.

Regional Thematic Review	School college partnership arrangements, poor uptake of FA places and transition arrangements.			Alastair McGhee	We are in discussion with SDS and SFC regarding the reduction in FA places across the region and the impact that private training providers are having on FAs in our 10 North East partnership schools. We also continue to have regular meetings with our partnership schools in Glasgow and in East Dunbartonshire to identify ways to improve transition arrangements. We will organise taster/induction days in June 2024 for potential students starting in August 2024.
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