

Institution-Led Quality Review

Review Area(s): Healthcare, Childcare & Social Care

Date of Review Meeting: Wednesday 3rd December 2025

Review Convenor:

Peter Brown (Director of Curriculum, Apprenticeships and Skills)

Review Panellists:

John Clarke (Head of Enhancement & Assurance)

Steven Donnelly (Senior Curriculum Manager, ECS)

Mhari Watt (Curriculum Manager, Performing Arts & Creative Apprenticeships)

Judith McCool (Lecturer, Communication)

Jon Craig (Student President)

External Panellists:

Teresa Ashmead (Curriculum Manager, Glasgow Clyde College)

Victoria Parker-Gray (Curriculum Manager, Glasgow Clyde College)

Review Area Manager(s):

Barbie Jordan & George McGuire (SCMs)

Patricia Fallon, Jennifer McKay, Lynn Campbell (CMs)

Review Area Staff (represented in process):

Thomas Barrett, Janine Millward (Healthcare lecturers)

Catriona Aird, Rachel Galletly (Social Care lecturers)

Ashleigh Mackintosh, Lesley Young (Childcare lecturers)

Student Representatives at Meeting:

Modesta Banda (L6 Social Care)

Elle Connolly (HNC Social Care)

Jasmin White (HNC Childcare)

Kiera Stevenson (NC Childcare)

Shannon McCann, Alister Abbess (HN Health)

Summer Singleton (NQ L5 Health)

Andrew Martin (HNC Social Services)

Overall Evaluation:

This a well-run area with passionate and committed staff, where college systems are used effectively and student/ staff relationships are strong.

The staff in this area are pro-actively engaged with the admissions system, working collaboratively to ensure the best possible outcomes in terms of recruitment.

Practice in Learning, Teaching & Assessment is excellent, with all course teams using a range of teaching and assessment methods, and an effective understanding of additional support needs and alternative assessment arrangements. The section works effectively with service delivery partners, including employers, guest speakers, industry partners and servicing lecturers. Assessment scheduling is well organised and transparent. Where courses may be under-performing in terms of successful outcomes, the team are engaging with the appropriate college improvement processes.

The course teams use college data well, but are in fact often 'ahead' of this, using locally devised systems and the guidance system to monitor progress and intervene as required. The team work well with a student body that, in some cases, comes from challenging backgrounds.

The student voice is strongly represented, formally and informally, and learners feel they are partners in their learning.

The course folios in these areas demonstrate robust progression pathways, which are clearly signposted and communicated to learners.

Examples of Good Practice:

- The section has a rigorous and dynamic approach to the admissions process that increases the likelihood of recruiting the right students. Approaches vary according to changing external conditions (e.g. may use more rigorous vetting when applications are high). The course team is very invested in this process, and collaborate effectively, holding regular meetings to shortlist candidates and contribute to selection activities. There is a strong relationship with the college admissions team. The course team effectively signposts applicants to the right level of course for them.
- Childcare classes often use a 'soft start' model, where the early stage of morning sessions is used for ice-breaking, quizzes etc, before learning and teaching begins in earnest. The course team feels this allows for more productive sessions and is worth sacrificing the time for.
- Standardisation activity is strong in all these course areas - collaborative, supportive and focussed, with approaches updated and materials regularly improved as a result. Buddy systems are used in standardisation activity and more broadly to seek each lecturer's specialist knowledge to feed into teaching.

- There is excellent collaboration with other college departments, e.g. sport and construction, to provide relevant skills-development activity for learners, which will support their professional progression.
- Local systems are used to track learner progress and achievement, and make in-year interventions where required. The class tutor/ guidance system is used effectively where it is available, and when not possible, staff write to students with college info and updates, and responses to student queries or issues.
- The student voice is heard clearly through informal channels; issues are actioned quickly and feedback loops are completed.
- The section is very good at highlighting progression pathways to learners, both in terms of possible future courses and a range of career opportunities. UCAS support is effective.

Areas for Development

- Whereas it is clear that the student voice is generally strong in this area, there were some areas where students report they had not been invited to attend Course Team Meetings. There were other cases where reps are given this option but preferred to submit in writing instead.
- It is acknowledged that some courses, e.g. HNC Childhood Practice and NQ L4 Social Care have seen a drop in successful outcomes. This is already being addressed through the appropriate college systems (IMPACT, At-Risk). HNC Childhood Practice is also due to move to SQA's Next Gen framework for 26/27, as the current framework is seen as one of the barriers to success. Note that panellist Teresa Ashmead led the pilot for this framework at Glasgow Clyde College, and is happy to offer support, share resources etc. She is also the SQA senior verifier for this VG.
- Many students interviewed felt under-prepared for work placements. It may be that more can be done to prepare them, though learners must also acknowledge their own responsibilities in adjusting to the work environment. Expectation management may also be helpful, so learners are prepared for any feelings of stress or vulnerability when on placement.
- Learners struggle with understanding and effective use of college digital platforms - Teams, Office, VLEs etc.