

# Board of Management

<b>Date of Meeting</b>	<b>Wednesday 14 December 2022</b>
<b>Paper No.</b>	<b>BoM3-F</b>
<b>Agenda Item</b>	<b>5.1</b>
<b>Subject of Paper</b>	<b>Excellence Journey</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Jon Gray</b>
<b>Date of production</b>	<b>November 2022</b>
<b>Action</b>	<b>For Noting</b>

## Recommendation

**To note the progress made by the College on its excellence journey: AY2021-22**

## Purpose of Paper

1. To update the Board on our progress toward excellence, highlighting the key achievements in the academic year.

## Strategic Context and Key Points

2. City of Glasgow College is Scotland's largest technical and professional skills college. Its award-winning twin-site super campus in the heart of Glasgow offers outstanding resources and opportunities for students to gain essential skills for their future careers.
3. Innovative approaches to teaching and learning enable personalised development across a range of subjects on campus and online. Up to 8,000 graduates leave the college each year ready for the world of work.
4. As part of the College's guiding principles - to achieve our purpose to '*Let Learning Flourish*' - the *City Way* is to deliver, Inspiration, Excellence and Innovation.
5. This paper concerns itself with the progress being made to deliver excellence.

## Where do we want to be?

6. City of Glasgow College is committed to continuously improving all aspects of the College. To help organise how it knows where and what to improve, it adheres to a strategic planning process. This is intended to create a clear line of sight between what the college needs to achieve and what people do.
7. To help align the different asks placed upon it, the college uses a balanced scorecard. This is a planning tool, which apportions what's most important to the college's overall success:

Student & Partners	Growth & Development
Processes and Performance	Financial Sustainability

8. To deliver its ambition in each quadrant, the college has established a series of priorities. These are:

<p style="text-align: center;"><b>Student &amp; Partners</b></p> <ul style="list-style-type: none"> <li>• To be an inspirational place of learning</li> <li>• To enable individuals to excel and realize their full potential</li> </ul>	<p style="text-align: center;"><b>Growth &amp; Development</b></p> <ul style="list-style-type: none"> <li>• To live our values, value our people and innovate in partnership</li> <li>• To be a valued partner of the region, supporting the national economy and the international learning community</li> </ul>
<p style="text-align: center;"><b>Processes and Performance</b></p> <ul style="list-style-type: none"> <li>• To deliver excellence in performance</li> <li>• To be efficient, effective, innovating and vigilant</li> </ul>	<p style="text-align: center;"><b>Financial Sustainability</b></p> <ul style="list-style-type: none"> <li>• To maintain our long-term financial stability</li> <li>• To secure diversity of income and sustainable development</li> </ul>

9. In calibrating its approach, the College has been putting in place the building blocks of an excellence culture.
10. In better defining what we mean by excellence we can help to determine the activity which evidences its achievement.
11. The first thing we can say is that excellence is about surpassing expectations. In this way, its pursuit can be seen in the College's commitment to redefine tertiary education, leading the sector in terms of the role colleges can play in skills development, knowledge exchange and applied research.
12. Excellence is also deliberate. It comes about because of the freedom to know ourselves well enough that we can act to change. In this way, excellence is as much about our values - our sincerity, confidence and compassion - as it is about delivering value for all those who need us.
13. Excellence needs context. City's excellence journey started twelve years ago, in the creation of a super-college for Glasgow. To get here, the College has consistently tested itself against the standards of others, and principally against the European Foundation for Quality Management.
14. Our pursuit of excellence is also evident in our commitment to lead by example. In writing the 2020 *Cumberford & Little* report, the College asserted its expectation to teach to excellence. This commitment has seen the College achieve the status of a World Skills Centre of Excellence, such that World Skills trainers are now embedded in the ambitions of our Learning and Teaching Academy.
15. Finally, excellence, like education, involves a system not a hierarchy. It is created through collaboration and leadership. Therefore, the College is committed to remaining at the forefront of the global debate on skills and education, seeking to engage with world leaders on a global stage. Something which our International Maritime Hub during COP-26 so clearly demonstrated

### **Our Excellence Journey**

16. With reference to this broad evidence framework, below we have set out recent major achievements on our excellence journey.

- We have increased our EFQM (European Foundation for Quality Management) rating, becoming the first educational institution in the world to achieve 7-Diamond status. The rating of 'diamonds' acknowledges the extra rigour of assessment applied within the EFQM's Global Awards. The College came third overall, scoring 721 points, up from just over 500 in 2015-16, and secured the Outstanding Achievement Award for *Driving Innovation*. The Assessment team and jury were, "*greatly impressed by the leadership team, their relentless focus on innovating and adapting to change but keeping their attention firmly on the needs and welfare of student body.*"
- The College successfully retained its STEM Assured status, demonstrating best practice in 5 of the 6 assessment criteria. STEM Assured is an independent, industry-backed validation of the quality of an institution's science, technology, engineering and mathematics provision. To achieve it, the College is assessed against a framework that benchmarks our capability to design and deliver STEM courses that keep pace with emerging technology and the evolving needs of employers. The College achieved STEM Assured validation in 2018 and has also achieved two Investor in Innovations validations in 2016 and 2019. City of Glasgow College was the first organisation in the UK to achieve the Investor in Innovations aligned to the ISO 56002 Innovation Management System.
- In striving to role model excellence, our Riverside Campus hosted the International Maritime Organisation's Hub during the United Nations' seminal COP 26 conference in Glasgow. Launched by Scotland's First Minister, the IMH, in partnership with Maritime UK, brought together over 2000 visitors, from 255 organisations, across 38 countries to advance the Just Transition to green skills for the maritime industry. The IMH was built on the College's 50-year Maritime history, and significantly raising the international profile of Glasgow, it attracted HRH The Princess Royal, the Secretary General of the IMO, the Prime Ministers of Belgium and Fiji and leading international shipping companies. Uniquely, it also brought students together with the Under-Secretary General of the UN's Operations to tackle climate change.
- Reflecting our rich Maritime history - the College was awarded the Scottish Herald 2021, *Research Project of the Year*, for its work on, *Oxygen depletion in enclosed spaces* – a reminder that life-saving research is not the sole preserve of universities. Further validating our maritime pedigree, we have continued to deliver for the Merchant Navy Training Board, and the Principal was appointed as the Chair of the UK Government's Shipbuilding Skills Task Force, which has the potential to bring major new investment to the region and appointed as an Honorary Captain in the Royal Navy.
- Endorsement of the quality of the work of the College can be seen in the achievement of external awards. Between August 2021 – July 2022 the College won eight major awards, including: The Go Awards; the College Development Network Awards; The Herald Higher Education Awards; the Mark Twain Award; the China-Scotland Business Award; Nestle Professional Toque d'Or; Education Scotland, Learning for Sustainability Award; and the Enhancing Student Learning Award.

The College Executive Chef (and National Chef for Scotland), Gary Maclean, received the Mark Twain Award from the St. Andrew's Society of the State of New York. In addition, staff and students of the College won a further eight awards.

As part of a joint staff and student endeavour, the College won the Scottish Herald, *Enhancing Student Learning Award* sponsored by QAA [Scotland](#) for its '*Learn it. Earn it*' project to tackle the problem of essay mills. Building on this, the College aims to create a National Academic Integrity Network, working in partnership with the Scottish Government to address the sector wide issue of 'contract cheating'.

Student Awards in AY2021/22:

- Kenny Morrison won College Student of the Year at the Herald Higher Education Awards.

- The College won four awards at the Scottish Baker of the Year Awards. Alastair McAusland, baker for the College's City Market Bakery, won both national and regional silver awards.
- NQ bakery students, Diane Cleland and Cameron Mearns, won bronze and regional silver awards.
- 45 students contributed to the College winning the Scottish Student Sport College Cup.
- HND Professional Cookery student, Tara Humphrey was awarded, Front of House Student winner at the Nestlé Professional Toque d'Or 2022.
- Faith Wylie won a bronze medal award and Zulaa Fleming won the silver award for 2D Design Conceptual Jewellery at the Goldsmiths' Craft and Design Competition.
- Professional cookery students, Tomasz Gawron, first year HND, and Stephen Reid, HNC, won the inaugural Cooking for the Future culinary competition.
- Marine engineering graduate, Andrew Robertson was shortlisted for Bevis Minter Award in the Maritime UK Awards 2022.
- Violet Hejazi, HND Legal Services' graduate, won Student of the Year at the College Development Network Awards 2021.
- A team of students won five gold, two silver and two bronze medals at the 2021 WorldSkills UK National Finals.

Most recently, the College won three awards at the College Development Network Annual Awards including:

- Student of the Year Award, Kian Docherty,  
Highly Commended - Student of the Year Award
- Winner Sustainability Action Award - International Maritime Hub (COP26)
- Winner - The Judges Award - International Maritime Hub (COP26)

The College was the only institution in Scotland to be commended for the Association of Colleges' annual awards. This was for the work undertaken by the Creative Industries faculty, which, as part of COP-26, supported 600 students to engage with the Nations Office for Project Services (UNOPs) and involved over 100 businesses and professionals internationally. The commended project involved over 600 Media (chiefly journalism, media, television) & Photography Students and over 40 academic & support staff, in the establishment of a real-world media-hub with Newsquest (Scotland). The industry-college collaboration was designed to futureproof the media curriculum embedding the UN Sustainable Development Goals in the process.

- Central to our commitment to teaching to excellence is our ongoing commitment to WorldSkills (WS), which is helping to drive the development of international standards in skills. In 2021, the College was formally recognised as a WorldSkills Centre of Excellence and this year has continued to develop the number of skills coaches across the College, supporting the development of the WorldSkills Community of Practice to grow global standards, expertise, and best practice.

One aspect of our WorldSkills approach is to support the 'Skills Olympics', the largest international skills competition in the world, representing 84 countries and benchmarking international standards and training methods for over 40 years. In 2021, the College secured five gold medals at the WorldSkills UK National Finals and at the end of 2022, had established itself as the highest performing college in Scotland, second overall in the UK

League Table of 260 colleges, with 28 medal points including, five golds - the highest in the UK - one silver and two bronze.

- The College continued to deliver the greatest volume of skills training for employers in Scotland as part of the Scottish Government's Flexible Workforce Fund. To address the region's priority skills and skills gaps we delivered over 1,600 bespoke courses to over 12,000 trainees. The College also leads the Scottish College sector in the breadth of our overseas partnerships, generating commercial and overseas income.
- In role modelling a tertiary institution, and delivering progression to degree level study in-house through Validated Degrees, the College secured the continued delivery of three validated degrees for a further five academic sessions from 2022/23:
  - BA and BA (Hons) Photography (SCQF Level 9 and L10) (Full-Time)
  - BA and BA (Hons) Contemporary Art Practice (SCQF Level 9 and L10) (Full-Time)
  - BA and BA (Hons) Design Practice (SCQF Level 9 and L10) (Full-Time)

The College delivers 11 Degree level courses through Memoranda of Understanding (MOUs) with 4 partner universities to deliver validated degree programmes. These allow students the opportunity to remain at the College and continue their study at a higher SCQF (Scottish Credit & Qualifications Framework) level, and if successful, achieve a Degree awarded by the partner university.

- The College continued to extend its leadership in the warehousing and management of data. Its Digital Infrastructure plan and its investment in new PowerBI dashboards, will transform how we use data over the next ten years. This work has been significantly progressed this year and will provide a springboard for data driven analytics, supporting our evidence base and driving better decision making and targeting of resources.

### **Achieving Excellence: Next Steps**

17. The City of Glasgow College has demonstrated a twelve-year track record of creating social and economic value through the implementation of innovative products, services, processes and business models. The college's Blue Ocean approach sets a commitment to 'Let Learning Flourish' through a culture of 'Inspiration, Excellence and Innovation'.
18. At the heart of our performance framework, we seek to support the development of centres of excellence, whereby leaders build the capacity of their departments and themselves. To progress this, we are seeking to benchmark, review and develop practice relative to other institutions and sectors.
19. In support of the College's continuous improvement, we have also commenced work to build capacity in the EFQM (European Foundation for Quality Management) across the organisation. Staff training on the EFQM has been made available at different levels, and we are seeking to embed EFQM in the Induction & Core Skills of all staff. This will build EFQM into the Integration process; embed EFQM and principles of quality improvement in the Core Skills for Managers; and establish a developmental module for lecturers on quality standards (HGIOC), expectations of funders and EFQM.
20. In 2023, we are seeking recognition from the Queen's Anniversary Prizes for Colleges and Universities, including for Enterprise. We will also commence work on our development plan in support of the pursuit of EFQM's Global Award prize.

### **Recommendation**

- The Committee is asked to note the progress made by the College on its excellence journey: AY2021-22

#### **4. Impact, risk and Implications**

- Reliable performance information is essential for compliance and effective reporting to Funders, Auditors and regulatory bodies.
- Each year the Scottish Funding Council (SFC), the national body which funds and monitors learning and teaching in colleges and universities, measures the performance of colleges as part of a Regional Outcome Agreement. The SFC compares, amongst other things, the volume of learning delivered, the numbers enrolled, levels of satisfaction and course completion rates.
- Progress against Scottish Funding Council performance indicators has both reputational and financial risks and the quality of the learning and teaching experience impacts directly on levels of Student Satisfaction and Successful completion.
- In addition, Education Scotland oversees the quality of learning and teaching in Scottish Colleges. Colleges are asked to 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.
- Performance information for other quality marks and standards, including the EFQM, also need to be maintained, making the case for a coherent coordinated central approach.
- Combining these respective indicators and standards provides a framework for judging our excellence journey.

#### **Further Information**

Jon Gray  
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