

## Board of Management

<b>Date of Meeting</b>	<b>Thursday 14 December 2023</b>
<b>Paper No.</b>	<b>BoM3-K</b>
<b>Agenda Item</b>	<b>5.2</b>
<b>Subject of Paper</b>	<b>Final SFC Evaluation of the Regional Outcome Agreement 2022-23</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Jon Gray</b>
<b>Date of production</b>	<b>November 2023</b>
<b>Action</b>	<b>For Noting</b>

### 1. Recommendations

The Board is asked to note the final version of the AY22-23 SFC Self-Evaluation report

### 2. Purpose

2.1 This paper, and the accompanying report at **annex A**, sets out the work undertaken, and the outcomes achieved by the College in AY22-23 in return for public funding from the Scottish Funding Council (SFC).

2.2 The report is structured to reflect SFC Outcome Agreement Guidance - [Outcome Agreement Guidance AY 2022-23 \(sfc.ac.uk\)](#). The report acts as a record of the College's achievements as well as an opportunity to contextualise performance.

### 3. Consultation & background

3.1 This report has been compiled from contributions from across the College and has been discussed by SMT, and by the Board of Management at its meeting on 4 October 2023.

3.2 Changes recommended by the Board, for example, the inclusion of the work on *Graduate Attributes*, are included in this final version, along with confirmation of final performance figures.

3.3 In return for public funding, the Scottish Funding Council requires all college regions to progress and deliver performance targets established within a Regional Outcome Agreement.

3.4 The agreement is negotiated for the region, stipulating the contributions of the colleges within that region. Multi-college regions are overseen by a Regional Board, who cohere and agree the Outcome Agreement with the SFC on behalf of the member colleges.

3.5 In return for funding, each college region is required to report on the impact delivered and progress made. This involves the production of a self-evaluation report.

3.6 The College is required to produce its self-evaluation report by 31 October, for this to be seen and discussed by the Glasgow Regional Board.

#### **4. Key Insights**

4.1 The report is positive, highlighting how the College continues to meet SFC Outcome Agreement Guidance. It details the nature and extent of activity in support of the student experience, along with its impact in terms of student outcomes. The report provides updates in relation to our work on sustainability and our economic and social contribution to the Glasgow Region.

4.2 Incorporating the Board's feedback, this final version was submitted to the GCRB/SFC on the 23 October 2023.

#### **5. Impact and Implications**

5.1 Failure to submit a satisfactory self-evaluation report has both a financial and reputational risk. The report is a requirement of funding and so is not optional.

5.2 Accounting for our performance and demonstrating an institution led approach to quality is essential if we want to minimise external scrutiny and audit burden.

5.3 Mindful of the performance reported, risk is considered low.

#### **Annex A: SFC Self Evaluation Report AY2022-23 (Final)**

# Self-Evaluation Report AY2022-23

November 2023

## Self-Evaluation Report AY2022-23

### Context

City of Glasgow College (City) is Scotland's largest - and the UK's third biggest - college. It is a top tier ranked (World-skills) institution of scale and impact, supporting around 8000 graduates to progress each year. City offers post-school learning pathways from the senior phase of compulsory schooling to university, from entry level to degree level study.

Academic Year 22-23 finally saw an end to the lockdown restrictions that had impacted on learners previously and we were delighted to welcome back learners to our twin super-campus, resulting in over 30,000 course enrolments.

The year, therefore, provided a chance to get back to what the College does best – excelling as a modern tertiary institution, pioneering a real alternative to the traditional university, and enabling a return of personalised provision of practical, experiential, and digital learning.

In getting back on campus, the College met the Scottish Government's annual target for the volume of learning delivered, continued to support high numbers of learners into positive destinations and saw student satisfaction levels increase for a second year.

External assessors continued to acknowledge the efforts of staff and students, including positive endorsement this year of the quality of our learning and teaching from Education Scotland. The College also retained the British Standards Institute ISO9001 standard and its Customer Service Excellence award. As further evidence of the quality of our work, staff and students were acknowledged across external awards.

External challenges have continued, reminding us that the impact of the pandemic is far from over. Last year it was the health and well-being crisis impacting upon student outcomes. This year we have seen the emergence of the pandemic's economic impact, now manifest in the reality of the Scottish Government's reductions in college funding, raising the need for the College to achieve significant efficiency savings.

The cuts to funding have been made worse by other external factors, including rising inflation and energy costs and all colleges have had to address additional financial pressures from increased staff costs. Faced with this difficult financial situation, the College has had to address its financial sustainability, making difficult decisions on the balance of its provision, including amongst other things addressing Scottish Government priorities and ensuring the best outcomes for learners.

Difficult decisions have yet again meant staff and students have continued to experience disruption, including national strike action by lecturers in both colleges and universities, making it difficult to ensure and secure certification and ease of progression for students. In this uncertain period, by working in partnership with Scottish universities the College has been able to ensure that most of our learners have been able to convert their offers into places and continue their higher education studies. It's all part of the ongoing challenges of these VUCA – volatile, uncertain, complex and ambiguous - times and we remain grateful to the extraordinary efforts of our staff and students in helping us to continue to progress our transformational excellence journey.

### 1.Fair Access & Transitions

- For SIMD10% we delivered 39,841 credits, against a target of 40,000 credits.
- 19% (4,083) of students were from the 10% most deprived postcodes. A total of 3,155 were from Glasgow City.
- 16-19-year-olds continue to make up most enrolments, but the proportion fell by 10pp this year to 48%.
- Students with a declared disability made up 19% of enrolments, consistent with last year.
- The distribution of male and female students is even at 49% each, with the remaining not known or prefer not to say.
- Around 18% of enrolments are from students with non-white backgrounds. An increase of 4pp from last year.

This year, the College has continued to support the neighbourhoods of Glasgow, its ESOL (English for Speakers of Other Languages) learners and those from protected characteristic groups. Collaboration is at the heart of the College approach and this year we have worked in partnership with the Prince's Trust, Simon Community Glasgow City Mission, Sahelyia, the Young Women's Movement, NHS Greater Glasgow and Clyde, Maryhill Integration Network, Crossreach Youth Barn, The Learning Network, Strathclyde University, Glasgow Caledonian University, the University of Dundee, and Glasgow City Council Primary and Secondary schools.

Community learning development and education play a pivotal role in supporting communities to thrive and through these partnerships, we were able to support and empower hundreds of learners in achieving their goals.

Thanks also to our financial supporters, we have been able to deliver a programme of early intervention activity, working with primary school children to nurture young minds and provide tools for sustained educational success. Our focus has been to help learners build confidence, resilience, and the qualifications needed to progress along their educational journey. The achievements of our learners were showcased as part of an annual Community Learner Celebration, a momentous occasion where learners, stakeholders, and partners came together to share experiences, forge friendships, and triumph over challenges.

In delivering its enhancement plan, the College in recent years has significantly increased the volume of credits committed to care experienced students. In AY 22-23, care experienced students made up 5% (666 students) of all enrolments on courses of 160 hours or more, which is consistent with 21-22.

Student success is showing an improvement. Unreported outcomes, however, means an accurate comparison is not yet available. Currently we estimate 59% of Care Experienced successfully completed their course and a further 12% achieved partial success.

As part of our Enhancement Plan, support for care experienced learners is outlined on our [website](#) and we have created a specific [Guide](#) to explain what we offer and provide details of our named Advisors. The College works with several external agencies including WhoCares? Scotland, CELCIS, MCR Pathways, SDS, Social Work and Throughcare.

In AY22-23 in support of learners with additional support needs, the College has:

#### **Transitions and Induction**

- New Get Ready for College site launched with Faculty microsites and which give student access to info before enrolment.
- A communications plan was developed to ensure students get the right information at the right time, without being overwhelmed with emails/texts.

#### **Care Experienced students, student carers and estranged students.**

- Students can tell us if they are Care Experienced or Student Carers at the application stage which gives the support services the opportunity to contact the students individually to talk about support.
- 'Get Ready for College' is our transitions and induction programme which has tailored information for different groups with named Student Advisor contacts if students want to contact an Advisor directly.
- The following information is on our website as it is important that our most vulnerable students know what support is available from the start of their learning journey.
  - Named contact - Single point of contact for any queries or concerns, can act as link between you and the other teams if someone else is best placed to support you.
  - Personal Support - Mental Health and wellbeing, counselling, group work, budgeting, general advice and guidance, mindfulness.
  - Accommodation - advice and guidance on accommodation, support with homelessness.

- Financial Support - College Bursary/EMA, advice on SAAS funds, additional support through hardship funds. Any other funding such as Care Experienced bursary and Carers Grant.
  - Career Advice - help to apply for university, update your CV, assist you to apply for employment, guidance with your future plans after college and career opportunities.
  - Learning Support - help for students with a disability who have additional support needs.
- In addition to college support staff we have staff from the *Action for Children* charity working in the college to offer additional personal, practical and emotional support for Care Experienced students up to 29 years old. Lecturers can identify students who have told us they are care experienced via the digital class register.

### **Mental Health and Well Being**

- The College Student Mental Health Agreement (SMHA) was successfully completed with the Students' Association, in support of Think Positive.
- 1,437 students supported with wellbeing support by Student Advisors and Student Counsellors.
- During AY 2022/23 a new resource called Skills for Life (A Classroom Resource for Lecturers) was launched. This resource provides lesson plans and advice to staff to support embedding mental wellbeing in the curriculum.
- A new wellbeing workshop was launched in April 2023. This workshop is targeted at full class groups and is delivered during Guidance sessions. A full programme of workshops will be available in 2023/24.
- ESOL admissions reintroduced from Jan 2022. Previously our ESOL students came to us via a Glasgow Region ESOL register but in AY2021/22 we developed an ESOL application portal with supporting information on our website. ESOL students could now apply direct to the college.

### **Laptop Loan Process**

- The College laptop loan process continued in AY2022/23 with around 1,300 laptops being loaned to students.

### **Gender-Based Violence Work**

- The College applied for the Emily Test Charter in September 2022. This will take 18 months to complete.
- The Report and Support platform has been embedded into the support functions for students.
- Glasgow and Clyde Rape Crisis Counsellor is on Campus one day per week and Women's Aid provide a monthly workshop and drop-in around domestic abuse.

A range of inclusive college workshops were held with Nautical and STEM and were very well received. Deafness, ADHD, Dyslexia and Autism evaluations have been overwhelmingly positive.

### **School College Partnership Programmes**

We continue to work in partnership with the Glasgow colleges to provide a diversified course offer for school aged young people in their Senior Phase, S4-S6 (14–18 years old) to attend college for 1-2 days whilst still attending school. Programmes are offered over 1-2 years from SCQF Level 3 supported learning programmes through to HNC. All programmes lead to further study, work or an apprenticeship.

We work closely with local authority partners and schools to develop a School College Partnership (SCP) prospectus which is available digitally to schoolteachers, school pupils and their parents/guardians annually. We work with a range of employers to offer meaningful work experience to young people for which they receive learning credit. An open evening event is held to allow parents, pupils and schoolteachers to visit the College, experience the facilities and meet the teaching and support staff. Students can apply through the College website which also provides further information, our prospectus, progression pathways, student profiles and a SCP newsletter.

In Academic Year 2022/23 School College Partnership Programmes (SCP) consisted of, 35 Senior Phase class groups and 14 Foundation Apprenticeship (FA) classes across 6 FA frameworks. Working with schools across multiple local authority areas we delivered 26 courses on campus and on an outreach basis.

#### School College Partnership Enrolment and Attainment Figures

Year	Enrol	CS	CS%	PS	PS%	EW	EW%	FW	FW%	Retention
22/23	1006	463	46%	332	33%	30	3%	181	18%	79%
21/22	576	398	64%	108	17%	44	7%	73	12%	80%
20/21	306	154	50%	43	14%	45	15%	45	15%	71%
19/20	1071	780	79%	99	10%	82	4%	71	3%	86%

Whilst the enrolment figures are edging closer to pre-pandemic levels, the effects of Covid-19 are still apparent in the increased levels of further withdrawals in 2022/23. Schools reported that students were more uncertain of the academic path they wanted to take and were more prone to change their mind than in previous years. It is anticipated that a change from in-house council recruitment to online applications for SCP programmes may result in fewer withdrawals in 2023/24 as students are more invested in their course choice. Whilst the figures indicate a decrease in students successfully completing their courses (CS), it should be noted that due to industrial action, not all results are available at the time of writing. Three hundred results are still to be entered onto the system which will impact these figures.

Recognising the benefits of an established pipeline from our programmes to our full-time provision, we have implemented interventions to increase student conversion: every SCP course has a published progression pathway; early access is provided to the applications portal; guaranteed conditional offers made to courses within their curricular area; and the Schools Programme Coordinator delivers annual workshops on how to apply for College, and where appropriate provides individualised support. Whilst improvements can still be made, these interventions have resulted in a 20% increase in the conversion rate from 2021/22 to 2022/23.

#### School College Partnership to Full Time Enrolment

Session	Enrolled	Eligible	% Eligible	Converted	% of Eligible
22/23	1006	512	51%	223	44%
21/22	576	403	70%	91	23%
20/21	306	240	78%	80	33%

It is worth noting that the conversion rate was affected by courses being cancelled in 2023/24. Without these cancellations the conversion rate would have been 47%.

With many SCP students returning to school to gain further qualifications prior to entering Further or Higher education, long term conversion rates should be investigated to obtain a clearer picture of SCP impact.

SCP student satisfaction remains high as indicated by our annual survey where 98% of SCP students stated they would recommend their course to other pupils at their school, while 98% felt that the College experience had left them feeling more independent and prepared for their next steps.

## 2. Quality Learning & Teaching

Sitting alongside the College's general operating planning model, the College's Quality Cycle includes a range of discrete processes aligned to a key objective of the College's [Student Academic Experience Strategy](#) (2.10). Supporting self-evaluation, cyclical reviews of our Faculties, departments and courses plays a key role in facilitating action in response to student and stakeholder feedback, and learning analytics, to continuously enhance our provision and create a supportive and effective learning environment.

As part of the quality arrangements for colleges in Scotland, this year, Education Scotland rated the College as having achieved **Satisfactory Progress**. Education Scotland also recommended areas for future improvement, and these will now be taken forward as part of the College's Enhancement Plan. Maintaining and developing the Enhancement Plan is a key part of the Quality Cycle. Education Scotland also conducted a review and provided a *statement of assurance* of our overseas provision, enabling the College to retain its UKVI status to provide Visas for students to enter and study in the UK. Education Scotland also reviewed the College Safeguarding process and no areas for future improvement were identified. As part of the enhancement of the College's learning and teaching, the College completed its *Enhancement Theme* to support continued and systematic enhancement of student *Guidance and Support*.

Our Student Academic Experience Strategy - Student Academic Experience Strategy takes account of national priorities, especially the ambition for greater alignment within a coherent tertiary sector, is mindful of our international outlook, whilst underpinned by a commitment to the aims and principles of Curriculum for Excellence. The strategy sets out that City's Learning and Teaching approach will be *Active, Blended and Connected* where students will be co-creators of their own learning, challenged with real-life problems and be able to identify benefits to themselves and others.

Expanding and further refining on the concept of meta-skills, the College has developed *City Student Attributes* to ensure students develop a whole series of personal skills and attributes, such as soft, interpersonal and career management skills, in addition to gaining qualifications and technical skills.

Four City Student Attributes will be implemented next year to support students to be:

- **Curious:** encouraged to develop independent attributes such as critical thinking and being eager and creative.
- **Optimistic and Open:** prepared to be open to new experiences and willing to take on challenges with a positive attitude and enhance their ability to learn, grow, and adapt to a rapidly changing world.
- **Globally Ready:** prepared to understand the effects of globalisation, promote inclusiveness, interact respectfully with others and promote human rights and wellbeing.
- **Contributor:** feel a sense of belonging and connection to their learning and will be empowered to contribute, make choices, measure and reflect on their progress.

The College held its annual learning and teaching conference, *Transforming Tertiary Education*, to support our active, blended and connected approach to learning and teaching. The conference provided an opportunity for staff to network, share their practice and hear from Donald Clark, a renowned author, investor, podcaster, and blogger on technology in learning. As an adviser, designer, and deliverer of online learning for many global, public and private organisations, Donald has received many awards, including, 'Outstanding Achievement in E-learning' Award and 'Best AIM Stock Market Company', 'Most Innovative Online Product', 'Best Online Learning Project and 'JISC EdTech Award'.

In support of the Student Academic Experience Strategy's move to blended learning, academic year 2022-23 saw the roll out of our new VLE, Canvas.

Large-scale staff and student development work had taken place in academic year 2021-22, with the result that all courses were made available on Canvas in Autumn 2022.

As part of the implementation project, post-launch feedback was sought from both staff and students via surveys and meetings with student representatives. Feedback was overwhelmingly positive, with the main concern raised being the desire for consistency in use across the college.

In their annual engagement visit Education Scotland noted that 'almost all learners make good use of Canvas and find it helpful and easy to use' and that it is "helping learners to develop their full potential and is contributing positively to attainment".

Part of the rollout of Canvas included the integration of the additional tools Ally and Panopto:

- Ally is an accessibility checking and reformatting system that 'plugs in' to Canvas to allow us to make our learning and teaching content more accessible by checking, and offering solutions to accessibility issues with, files uploaded to Canvas courses. In addition, it



includes an accessibility scoring function that allows us to audit accessibility at course and system level.

- Panopto provides a video-library and recording service that eases the creation and sharing of learning and teaching videos for both staff and student. As part of this roll out a new Learning Capture policy was developed to cover the rights and responsibilities of all stakeholders in the making and sharing of recordings.

In addition to the changes to the digital infrastructure that supports learning and teaching, AY2022/23 also saw us develop three pilot 'active learning' classrooms, which include touchscreen displays, student collaboration screens, cameras, microphones, and speakers. These rooms are intended to support the integration of digital resources in the classroom, to promote collaborative working and to support hybrid teaching, where some participants are on campus and some online.

### Academic Integrity

As artificial intelligence (AI) has become all pervasive, it formed a central theme of our Learning and Teaching conference, both in the keynote and in workshop sessions. We have updated our guidance to include advice for students on how to ethically use AI and will work with awarding bodies to ensure that our recommendations are in line with their requirements.

### Digital Transformation

As part of the College's Digital Strategy, to support our Digital Aims of "Active Collaborative Learning & "Access Anywhere", the College has replaced the legacy on premise Citrix platform with Microsoft's cloud-based Azure Virtual Desktop, providing end-user computing to 1,300 students & staff. This scalable platform provides not only an improved computing experience for students but also access to College Systems 24x7x365, rather than the previous Citrix time restriction of 9am-7pm 5 days per week.

The College has made a 6-figure investment in upgrading and replacing our 2 Firewalls which will increase the network traffic capacity flowing in & out of both campuses. Increasing the network capacity of the Firewalls will improve external system and internet-based system access speeds, including internet access/MS Teams/Canvas Virtual Learning Environment (VLE) performance, which will ultimately improve our learner experience and provide the College with a network capacity that only Universities currently offer.

With the ever-increasing threat from Cyber Attack, the College has invested in a new "offline, immutable, cloud-based" backup to improve our ability to recover from a future cyber-attack. This will be provided through Amazon Web Services (AWS) which means the College now has a cloud presence (for future expansion/leverage) with both Microsoft & Amazon.

Phase 1 of our new City Data Warehouse has been completed, which will improve the reporting & analytical capability of the College further enabling "evidence-based" decisions to be made with increased confidence. Further planned phases include predictive analytics and machine learning to enrich our data with even more context, providing more accurate projected data decisions based on historical trends.

The new College Service Desk platform will "go live" in September, replacing the legacy Enquirer ticketing system. The platform will provide staff & students with easy-to-follow videos, pictorials and troubleshooting suggestions to increase their ability to "self-serve" perceived IT issues, without requiring to speak with a member of the IT Team. Service Level Agreements (SLA's) will be built in, enabling the IT Team to measure performance and identify opportunities for improvement.

To objectively assess our current levels of digital maturity and identify further opportunities for improvement, we have completed JISC's Digital Elevation Self-Assessment Tool. This will help validate the College's current position against five key themes and map our digital journey in each area.

### Volume of learning delivered

In 22-23 we delivered 172,154 credits, missing the target of 175,333 credits by 3,179 (98.2%).

### Number of learners

- 21,597 learners were recruited, resulting in 31,884 enrolments at the College.
- 9,864 enrolments were Full Time.
- 17,640 enrolments (55%) were on courses publicly funded by the SFC. The remainder were recruited on to courses delivered in partnership with industry and our overseas partners.

### College Performance in AY2021-22 compared to the rest of the sector

In AY 2021-22, the impact of persistent regional lockdowns had a negative impact on full-time learner outcomes, which, consistent with the rest of the sector, fell for both further and higher education. Typically, City of Glasgow College is one of the highest performing college's in terms of learner completion rates, particularly in relation to HE learner outcomes. In AY20-21, for example it was second only to Dundee and Angus college in terms of combined FE and HE completion rates, despite working with almost three times the number of HE learners.

In AY21-22, the College exceeded the sector average for the numbers of its learners successfully completing their full-time higher education courses and our part-time learners continued to achieve high completion rates, at or above 80% for both FE and HE.

### College and Sector Outcomes for FE and HE on recognised qualifications AY2021-22

	College Completed Successfully	Sector Completed Successfully	College Partial Success	Sector Partial Success
FE/FT	52%	59%	17%	12%
FE/PT	84%	76%	7%	13%
HE/FT	63%	62.5%	16%	14%
HE/PT	80%	79%	14%	12%

### College performance in AY2022-23

In AY22-23, with the end to regional lockdowns, Faculties were able to re-establish on campus practical delivery, which led to an increase in the number of students completing their courses.

National industrial action by lecturers at the end of the academic year, however, did impact on the completion of assessments and the resulting of students.

### College Outcomes for FE and HE on recognised qualifications AY2022-23\*

Successful Completion Rate	AY 19-20	AY 20-21	AY 21-22	AY 22-23 *	Change
FE FT	69%	62%	52%	62%	+10pp
FE PT	83%	84%	84%	88%	+4pp
HE FT	77%	77%	63%	72%	+9pp
HE PT	82%	82%	80%	81%	+1pp

\*These figures include 'unreported outcomes'.

### College Outcomes for FE and HE on recognised qualifications Trend including the Pandemic

Level	Mode	Completed Successfully											Change	Change
		12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23		
FT	FE	60%	70%	72%	72%	69%	68%	66%	69%	62%	52%	62%	-4pp	+2pp
PT	FE	68%	75%	77%	87%	88%	87%	86%	84%	84%	84%	88%	+2pp	+20pp

<b>FT</b>	<b>HE</b>	70%	74%	76%	76%	74%	74%	72%	77%	77%	63%	<b>72%</b>	-	+2pp
<b>PT</b>	<b>HE</b>	76%	84%	83%	81%	83%	82%	82%	82%	81%	80%	<b>81%</b>	-1pp	+5pp

During the pandemic, and especially during the Glasgow regional lockdowns which limited physical attendance and impacted the student experience, the number of students withdrawing from their courses increased, particularly in practical and technical subjects such as construction and hairdressing.

This year early withdrawal declined across full-time provision but remained higher than expected.

Early Withdrawal rates	AY 20-21	AY21-22	AY22-23
<b>FE/FT</b>	6% (179)	10% (351)	<b>10% (313)</b>
<b>HE/FT</b>	3% (183)	6% (443)	<b>5% (326)</b>
FE/PT	2% (259)	1% (164)	<b>4% (201)</b>
HE/PT	6% (154)	2% (559)	<b>3% (26)</b>

A total of 866 learners withdrew early from their course this year, which is an improvement of the disruption caused during lockdown, when more than fifteen hundred students left their course early.

Over the course of the year, 2742 students withdrew before the course finished, fewer than last year and with an additional 1030 learners retained. The highest levels of withdrawals were in courses most impacted by the pandemic, especially those in hospitality and tourism.

Further Withdrawal rates	AY 20-21	AY21-22	AY22-23
<b>FE/FT</b>	22% (675)	21% (729)	<b>19% (604)</b>
<b>HE/FT</b>	13.5% (943)	14% (1035)	<b>14% (873)</b>
FE/PT	3.5% (439)	2% (425)	<b>7% (335)</b>
HE/PT	5% (132)	2.5% (66)	<b>7% (64)</b>

The College undertakes a withdrawal survey at the end of each academic *block* to offer support to re-engage with the College or its impartial careers service.

### Student Satisfaction

When students returned to campus, more were surveyed, reporting higher levels of satisfaction.

This year, the average College response rate increased to **45%** (a 20pp increase on last year) and only 3pp short of 2018-19 rate (48%). The actual number of students that responded is higher than for every other college recorded last year.

### Survey response rate

Responders	College 18-19	College 20-21	College 21-22	College 22-23
Surveyed	11,055	10,236	10,246	9840
Responded	5,318	3,762	2705	4482
Rate	48%	37%	26%	<b>45%</b>

The satisfaction rate, based upon Q1 of the survey: *Overall, I am satisfied with my college experience*, has increased this year by 6pp to **85%**. Satisfaction levels have increased across all modes of study and are the highest over a three-year period.

**Survey Student Satisfaction rate**

Satisfaction	College AY18-19	College AY20-21	College AY21-22	College AY22-23	Sector 21-22
FEFT	83.20%	79.80%	85.70%	<b>86.21%</b>	92.7%
FEPT	88.30%	84.00%	85.00%	<b>94.16%</b>	93.9%
HEFT	77.10%	73.90%	75.80%	<b>82.67%</b>	85.7%
HEPT	73.30%	74.00%	70.50%	<b>83.77%</b>	89.4%
Combined FE	-	-	85.50%	<b>87.95%</b>	-
Combined HE	-	-	75.40%	<b>82.73%</b>	-
Overall	79.00%	76.00%	79.20%	<b>84.74%</b>	-

**Complaints**

In setting an ambition for a 'student first culture', a measure of the College's effectiveness is the number and nature of complaints received from students. Complaints can be wide ranging and are managed in accordance with the Scottish Public Services Ombudsman (SPSO).

Previously, complaints had been decreasing but increased this year, largely reflecting issues arising from staff industrial action. The number of complaints received increased by 15% on AY 2021-22, from 73 complaints to 84.

Positively, fewer complaints were either fully or partially upheld, down from 23% to 14%. In accordance with the procedure, complaints are assigned a handling timeframe, determining whether they can be resolved within five days (Stage 1) or within 20 days (Stage 2).

Compared with last year, around the same number of complaints were received at Stage 1, slightly fewer of them were closed in five days but far fewer were upheld, a decrease of 75%. Reflecting their complexity, a number of Stage 1 complaints were escalated to Stage 2 to allow more time for investigation and resolution. The handling time of these complaints decreased however by 12 working days, improving from 31 working days in 21/22 to 19 working days in 22/23.

More of the Stage 2 complaints also took less time to resolve, requiring an average of 17.9 working days compared to 26.6 working days in 21/22. For any Stage 2 complaints not resolved within 20 working days, an extension is sought. No Stage 2 complaints required an extension in 2022/23, compared with 1 complaint in 2021/22.

As required by the Scottish Public Services Ombudsman, the College continues to publish information on complaints. The College's Annual Complaint Report for 2021/22 is available here: <https://www.cityofglasgowcollege.ac.uk/about-us/feedback-complaints-and-appeals>

**Student Partnership and student engagement**

The College maintains a partnership agreement with its Student Association. Through its Student Partnership Forum (SPF), where students and staff work together to action change and advance Student ideas, this year the SA has:

- campaigned on the Student Cost-of-Living Crisis, sharing resources for students, working with College staff to raise awareness of financial student issues, and championing to create changes within the College system and throughout Scotland.
- celebrated the vibrant and diverse LGBTQIA+ Culture and all that it represents. We have helped to raise awareness, promote acceptance, and showcase individual contributions and stories through an end of year exhibition - a powerful and moving display of the resilience, creativity, and strength of the LGBTQIA+ community.

As part of this successful partnership this year:

- 86% of classes had an elected class rep
- 528 voluntary class rep hours were undertaken
- City SA representatives attended all meetings of the Board of Management, the Learning and Teaching Committee, the Finance and Physical Resources Committee and the Student, Staff and Equalities Committee

- 7398 votes were cast in the student elections, with a voter turnout of 1958
- 10 established clubs and societies, comprising 843 active members, were supported
- 5 recreational sports clubs were supported
- The Volunteer Hub, established in 2021/22, expanded and had 220 registered students engaging with 45 community partners.

### Learner Destinations

We are awaiting data from the SFC to analyse and compare the outcomes of our AY21-22 leavers. In the meantime, we can confirm that staff **contacted almost 5000 leavers, of which 85% were able to confirm their destination. Of these, 98% were now in a positive destination.**

### Seamless progression for students to University through Articulation Agreements

This year, the College maintained the number of articulation agreements, creating pathways for students with universities across Scotland.

### Associate Student Scheme

The College currently has 15 guaranteed pathways with Glasgow Caledonian University for over 160 Associate Students and similar, although not guaranteed pathways, for 131 students with the University of the West of Scotland.

### Delivering progression to degree level study through Validated Degrees

The College also delivers 11 Degree level courses. It does this through Memorandum of Agreements (MOAs) 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. In this year, 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, in partnership with universities, also offers two Diplomas in Higher Education, in Business Studies and Social Science.

### External Assessment

**This year the College successfully retained all external quality marks and standards.**

This included successful assessment of its Quality Management System by the British Standards Institute (BSI) to the ISO 9001:2015 standard. The BSI audit, held in November 2022, focused on performance evaluation as well as full process audits of course planning, design, delivery and assessment for the Faculties of Hospitality & Leisure and Nautical & STEM. The College successfully completed the audit with no areas of non-compliance reported. BSI recommended continued certification to the ISO 9001:2015 standard.

The College successfully met the standards of the Customer Service Excellence award and achieved recertification, retaining recognition for all services considered to be achieving 'compliance-plus'. Customer Service Excellence is a national quality mark that seeks to recognise organisations that have a truly customer-focused culture. It is also designed to promote continuous improvement. This year's audit took place on Wednesday 17th May and Thursday 18th of May, focussed on IT, Organisational Development and Health and Well-being. The assessment report, highlighted, "City of Glasgow College continues to fully meet the CSE standard requirements. It continues to evidence its commitment to delivering customer focused services across all service areas. Over time the organisation has achieved and sustained a high level of compliance with the standard including many areas of compliance plus - they continue to achieve these high levels".

### Awards

Endorsement of the quality of the work of the College can be seen in the achievement of external awards.

- Dr. Marco Federici, a television lecturer at the College, was awarded the prestigious, *Best Director* award across all genres at the Royal Television Society Scotland Awards 2023.
- The College was awarded a Silver Employer Recognition Scheme Award from the Ministry of Defence for our support to the Armed Forces community. As Scotland's leading technical and professional skills College, we have fostered close partnerships with organisations such as Babcock and BAE Systems that play an essential role in the Armed Forces supply chain and we take great pride in delivering world class training to this highly skilled workforce.
- The College City Market Bakery scooped five top prizes in the 2023 Scottish Baker of the Year Awards. The prizes were presented at a ceremony hosted by Scottish Bakers who support and promote the interests of Scottish bakers across the country. City Market won the following Regional and National awards:-
  - Carrot Cake – Best in Region Gold Award.
  - Gluten Free Orange and Cranberry Muffin – National Silver Award.
  - Gluten Free Soda bread - National Bronze Award.
  - Caramel Apple Crumble Pie – Regional Bronze Award.
  - Bolognese Pie with Grana Padano Crumb - Regional Bronze Award.
- The College won the Herald Higher Education Scotland Equality, Diversity & Inclusion Award, for our Trans Liberation work.
- The Student Association was recognised at the National Union of Students Scotland Awards, winning 3 awards including: College SA of the Year; Society of the Year; and Student of the Year.
- At the College Development Network awards, the College won: Student of the Year: Kian Docherty; The Sustainability Action Award; and The Overall Judges' Award for our Sustainability Action submission: The International Maritime Hub (COP26) ,

### World Skills

City of Glasgow College was the top performing college in Scotland at the UK WorldSkills Finals this year, with 28 medal points, including five golds - the highest number of golds in the UK. Our students also picked up a further silver and two bronze medals along with a 'Highly Commended' award.

The medals were awarded in Digital Media Production, Web Development, Creative Media Makeup, Commercial Makeup, Network Infrastructure Technician, 3D Digital Game Art, Restaurant Service and Plastering. To get there, 24 Students were selected to participate in the WorldSkills UK national competition, with apprentices competing in the finals at six different venues across the UK at the start of November.

In the World Skills World Finals, two City students were awarded Medallions for Excellence, presented to those who reach a world-class standard in their skill.

### Student Awards in AY2022/23

Kian Docherty, won the College Development Network's, *Student of the Year*:

Yasmin George, 3D Digital Game Art category and Olivia Bain, Hairdressing, were selected from hundreds of competitors for the World Skills UK Squad, to be held in Lyon 2024.

Former students, George Hutchinson and Simona Federova who both competed in the World Skills World Finals, were awarded Medallions for Excellence in their categories.

Winners at the World Skills UK Finals included:

- **GOLD**
  - Commercial Make-Up - Courtney Jane McGuire.
  - Digital Media Production Team - Fraser Morgan, Cameron Lees, Jordan Russell, Alessio De Martino.
  - Plastering - Jordan McQuilan.
  - Restaurant Service - Sharon Fiori.
  - Web Development - Lidia Modlinska.
- **SILVER**
  - Network Infrastructure Technician- Blair Denis Kinsella.

- **BRONZE**  
Creative Media Make Up - Anna Pyziolek.  
Network Infrastructure Technician - Kacper Socha.
- **HIGHLY COMMENDED**  
3D Digital Game Art - Scott Milne.

### 3. Coherent Learning Provision

In academic year 2022/23 the College delivered 1,077 bespoke courses to over 6,738 trainees.

In delivering the Scottish Government's Flexible Workforce Development Fund (FWDF) City of Glasgow College is addressing the Glasgow region's priority skills and skills gaps through a range of bespoke programmes offering short, focused, and flexible training packages that specifically target workforce skills in demand. The College conducts skills gap analyses to identify the specific skills and competencies that are in high demand resulting in a suite of flexible programs that focus on the most pressing skills needs. The training programmes offer individuals the opportunity to acquire new skills or upgrade existing ones, making them well-suited to addressing immediate workforce needs.

The College continues to help sectors disproportionately impacted by the pandemic, as well as supporting those to adapt to new labour market conditions to support growth, year on year. This has included supporting and growing SMEs, micro-businesses, family businesses and scale-ups in a new economic landscape; tackling skills gaps and enhancing labour productivity; and growing GDP via up-skilling and re-skilling.

As part of this year's fund the College supported the delivery of Unconscious Bias and Menopause Awareness Pilot Sessions for Glasgow City Council. The programme was expanded, delivering to a larger group of management staff, helping the Council be a more effective employer. Glasgow City Council is looking to expand even further with training on Inclusive Leadership and Managing Multi-Generational Teams. In the context of the Scottish Government's Fair Work Action Plan, to promote fair and inclusive workplaces across Scotland, this training is an important step for Scotland's largest local authority (with an annual budget of over £2.4 billion, Glasgow City Council is the largest local authority in Scotland serving a population of around 600,000 and has approximately 19,000 employees) helping to achieve the Government's aim of Scotland being a leading Fair Work Nation by 2025.

To remain competitive the College continues to collaborate closely with local business and industries providing professional and technical education and training solutions to address the skills needs of employers. Benefitting from our international research and expertise in addressing skills challenges adds credence to our knowledge of the wider global skills challenges facing our partners adding further international insight and value to our local and national stakeholders.

Our new SAE Strategy sets an expectation of building confident learners, providing an excellent experience with opportunities to develop life skills, and to build relationships that foster a sense of belonging. Our aim is that every student will develop and progress to take confidently those next steps into industry, work or further study. Key to this is that every student will have a City of Glasgow College digital portfolio to evidence the wider generic attributes they have gained.

### 4. Work based learning & Skills

The College is uniquely placed to offer Foundation and Modern Apprenticeships; Scottish Vocational Qualifications; Professional Development Awards – which develop vocational skills allied to National Occupational Standards; National Progression Awards, which are short employability courses to help people reskill; as well as Maritime Diploma's and Certificates.

At a time when training opportunities declined nationally, the College continued to engage employers, creating 115 new engineering apprenticeships with BAE, Thales, WGM Engineering, Aggreko, Aggregate Industries, Chivas and many others.

City of Glasgow College has worked hard and with innovation to help address the skills gaps in many industry areas such as shipbuilding and Electrical Maintenance/Installation. Many of the companies that we are working with have made innovative and positive changes in addressing future skills needs. One

particular, example is in shipbuilding skills where the College has created and embedded a full new HN Qualification in shipbuilding along with BAE systems. This has also been made generic to help all shipbuilding organisations in Scotland. Another innovation is in NPA Fabrication & Welding which is set to help industry address the skills gap in these areas with school pupils taking part in this pre apprenticeship with guaranteed interviews.

## 5. Net Zero and Climate emergency

The College has been a signatory of the SDG Accord since 2021 and reports annually on progress. Several case studies highlighting the work carried out by the curriculum and support functions, covering SDG13 Climate Action, are available on request.

The College also utilises the FE Roadmap, and an action plan is reviewed regularly by the College's Environmental Sustainability Working Group whose members are from all areas of the College. This plan includes operational performance ambitions and targets, and a progress report is available on request.

The College continue to measure all Scope 3 emissions. Total emissions will continue to increase until 2024/25 at which time we hope to have a finalised and credible baseline. Our baseline was estimated in 2015/16 at 5909tCO<sub>2e</sub>. This decreased annually, down to 3939tCO<sub>2e</sub> in 2020-21. In 2021-22, the College widened the measurement to include Scope 3 emissions, such that, post pandemic and with the additional activity included, emissions have risen to 4881tCO<sub>2e</sub>.

To note, the College was unable to establish a 1990 baseline as at that time there were 4 separate colleges dispersed across 15 buildings and 9 sites.

The College continues to drive efficiency, demonstrated by the fact that between 2015/16 and 2020-21 carbon emissions reduced by 33%. To ensure we achieve a meaningful target of net zero by 2040, the College is committed to measuring all scope 1, 2 and 3 emissions. The College is confident that working backwards through interim targets, that these have been achieved mindful of the progress made to date.

The College recognises the climate emergency and will work to draft a meaningful net zero plan by the end of 2024.

## Fair Work

The City of Glasgow College People and Culture Strategy was developed and approved in 2021. Holistically the Strategy is underpinned by the Principles of Fair Work and the College remains committed to partnership working engaging directly with our Trade Union Colleagues, employees, and stakeholders. The College is a Scottish Living Wage accredited employer and there are recognition agreements in place with [EIS](#) and [Unison](#). The College has a designated Equality, Diversity & Inclusion Manager and regularly reports equalities information. The College supports flexibility for staff working patterns, promoting a better work-life balance. All staff are encouraged to develop their skills and can access an extensive range of support and training through our recently launched Staff Development Platform.

One recent project that embodies the principles of the fair work framework is our resilience & empowerment programme. This has been delivered to teams across the college, focusing on individual and team working styles and motivators; exploring how this shapes interaction and communication with others, contribution to the team, style of management & leadership and how they organise work and time. It has allowed teams to express 'Effective Voice', while understanding their colleagues and managers on a deeper level which has instilled greater respect and empathy. It has also allowed managers to empower individuals to align their work to their needs and motivators, which promotes stress reduction and greater fulfilment in the workplace.

## 6. Knowledge exchange and innovation

Demonstrating our unique tertiary status, the College launched the UK's first open innovation competition (IPHatch®) connecting entrepreneurs and emerging start-ups with access to technologies from multinational corporations. In a new partnership with Intellectual Property (IP) Investment Bank, Piece Future, IPHatch® is a unique programme that enables a start-up business to explore overseas market expansion through partnerships with renowned multinationals including Nokia and Panasonic.



The College continued to expand Scottish IKE. We secured our largest project for geographic mobility and started working with new sectors. We also expanded our Scottish IKE delivery to include international participants and created new opportunities in entrepreneurship through the DigilInventors Challenge and IPHatch@.

The college secured its largest ever project to facilitate international mobility opportunities for students. Funded through the UK Government Turing Scheme, the Mungo Mobility Project 2022 (MMP22) secured funding for over 300 students in both Further and Higher Education programmes.

In AY 2022/23, we also successfully delivered EMIC-GEM, our Erasmus Plus Key Action 2 project predicated on standardising educator training, pedagogical approaches and resources within the field of Offsite Manufacturing (OSM) in Construction across the EU.

The college was named the Scottish education partner for the DigilInventors Challenge. This competition, in association with the Digital Health & Care Innovation Centre (DHI), Heriot Watt University (Dubai) and Glasgow Warriors, acts as a catalyst for secondary and primary school pupils to solve current health challenges using digital innovations.

The college participated in their first project in the growing Scottish Space sector. We led and continue to lead the development of skill interventions to assist the Scottish Space sector attract and retain talent across key disciplines including Manufacturing & Testing, Sustainability, Eco-Design and Electronics.

Finally, the College retained STEM Assured Status for the next three years after meeting and exceeding the UK STEM Foundation's rigorous accreditation criteria. We were awarded best practice within all six categories, showing our continued commitment to continual improvement and innovation in our STEM-related provision. This ensures we keep pace with rapid technological advances and changing job markets, while successfully engaging with employers and key stakeholders.

## 7.Mitigations

Throughout AY22-23, the College was required to implement recovery initiatives to mitigate the worst effects of the financial challenges faced, including continuing to reduce our deficit position. The corrective actions included both the generation of additional income and cost savings initiatives through VS and redeployment, which has reduced the staffing headcount. Looking ahead, the College will be seeking to conclude the structural realignment commenced last year, right sizing the curriculum to the reduced credit target in support of its financial sustainability in AY24-25.

### Further Information

Jon Gray, Director of Excellence

[Jon.gray@cityofglasgowcollege.ac.uk](mailto:Jon.gray@cityofglasgowcollege.ac.uk)

## Case Study: Outcome for Learners

Twenty-four, City of Glasgow College students and apprentices competed in the UK World Skills Finals at six different venues across the UK at the start of November.

Getting to the finals after a series of regional qualifiers meant the students were amongst the top performers in the UK in their chosen disciplines.

When the finals were concluded and the results were announced, City of Glasgow College was recognised as the top performing college in Scotland with 28 medal points, including five golds - the highest number of golds in the UK.

Students from the College also picked up a further silver and two bronze medals along with a 'Highly Commended' award.

The medals were awarded in Digital Media Production, Web Development, Creative Media Makeup, Commercial Makeup, Network Infrastructure Technician, 3D Digital Game Art, Restaurant Service and Plastering.

The full list of award winners is set out below:

### GOLD

- Commercial Make-Up - Courtney Jane McGuire.
- Digital Media Production Team - Fraser Morgan, Cameron Lees, Jordan Russell, Alessio De Martino.
- Plastering - Jordan McQuilan.
- Restaurant Service - Sharon Fiori.
- Web Development - Lidia Modlinska.

### SILVER

- Network Infrastructure Technician- Blair Denis Kinsella.

### BRONZE

- Creative Media Make Up - Anna Pyziolek.
- Network Infrastructure Technician - Kacper Socha.

### HIGHLY COMMENDED

- 3D Digital Game Art - Scott Milne.

The College is delighted to be named among the top performing organisations in the WorldSkills UK national finals - a fantastic achievement which recognises the high level of teaching standards at the College. To have excelled in such a difficult year demonstrates the high standards set by staff and students.

## Case Study: Outcomes for Economic Transformation

### A Financial Services Showcase

The Faculty of Education & Humanities organised and delivered a 3-day Financial Services conference from 7<sup>th</sup> to 9<sup>th</sup> December 2022.

The primary aims of the conference were to:

- Inspire our students to consider the attractiveness of a career in financial services
- Learn about the variety of job roles and routes into the sector
- Encourage students to develop networking skills and begin to grow their own network
- Showcase to employers the capable and diverse talent pipeline available at CoGC

These aims directly compliment the 3 elements of the Scottish Financial Enterprise Skills Action Plan for Financial and Professional Services: *Skills, Pathways and Promotion*.

The conference took place over 3 days, with each day having a specific focus.

Day One - focussed on 'Skills' and students were invited to join a range of industry experts as we focussed on understanding the current landscape and opportunities in the sector and the potential future skills gaps.

Day Two - focussed on 'Investment and Regulation' with smaller interactive workshops delivered by Investment 2020 in the morning, including networking sessions, followed by keynote speakers in senior roles within investment and regulation.

Day Three - concentrated on 'Women in Finance' to highlight the challenge and opportunities relating to diversity in the sector. There were a series of smaller sessions delivered by females working within Financial Services, discussing their experiences and journey into Financial Services. There was also a marketplace where employers or universities could promote relevant pathways.

The conference enabled City Students to experience learning out-with the formal curriculum, developing their interpersonal and career management skills. Across the three days of the conference, over 850 City students engaged in activities, from Access learners studying at SCQF levels 4/5 to HND learners at SCQF Level 8.

Learners not only participated in the formal activities in the conference agenda but were also encouraged to network with industry partners to consider the various pathways into the sector. Reflective sessions in classes following the conference supported City learners to articulate how they had benefited from these experiences in a way that will support their career aspirations. The conference also demonstrated the College's *connectedness* with employers, with over 50 industry partners contributing to the event. The requests from employers to participate exceeded capacity which highlights the strong appetite in the sector to engage with the talent pipeline. The event was also praised for the gender balance of industry participants, with diversity and inclusion being a key priority in the sector.

The industry professionals who participated in the conference acted as champions for the sector, shining a positive light on the opportunities and positive cultures that are emerging, moving away from traditional perceptions of Financial Services. The diversity of job roles and personal journey of each speaker allowed students to understand the various pathways into Financial Services and underpinned the principles of #nowrongpath. Investment 2020 organised a networking workshop for students to develop their networking skills and many of the speakers were proactive in encouraging the learners to use the conference to start building their professional network.

The students were *actively* engaged in activities to prepare for the conference and throughout the event. Lecturers ran a series of workshops with students prior the event where they researched the keynote speakers, identifying a number of questions that they would like to ask the speaker. The Panel Discussion was entirely led by questions that were pre-prepared by students. The second day of the conference consisted of a series of interactive workshops with students working in groups to complete a task set by an industry partner. The industry participants all commented positively on the calibre of questions and level of engagement at each of the sessions.

*Blended* approaches were also utilised in the conference, via a conference website and digital conference programme, and with the keynote speaker from Fintech Scotland attending virtually via MS Teams.

The Conference was a successful event with positive feedback from industry and student participants. From the sample of students that responded, 96% would recommend the conference to a friend, colleague or future student.

In addition to achieving the conference aims, the event was also a success in providing an experience for learners that aligns to the City of Glasgow College Student Academic Experience Strategy.