

Board of Management

Date of Meeting	Wednesday 11 December 2024
Paper No.	BoM2-C
Agenda Item	3.3
Subject of Paper	AY23-24 SFC Self-Evaluation Report
FOISA Status	Disclosable
Primary Contact	Jon Gray, Director of Excellence
Date of production	November 2024
Action	For approval

1. Recommendations

The Board is asked to approve the AY23-24 SFC Self-Evaluation Outcome Agreement 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 AY23-24 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 was approved by SMT on 13 November 2023.

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

3.3 The agreement is negotiated for the region, stipulating the contributions of the college's 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.

3.4 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.

3.5 The College is required to produce its self-evaluation report by 31 January 2025, 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.

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

Annex A: SFC Self Evaluation Report AY2023-24

Outcome Agreement Self-Evaluation Report

AY2023-24

November 2024

Self-Evaluation Report AY2023-24

Context

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

Excelling as a modern tertiary institution, the College this year continued to receive recognition for the reach, breadth, and quality of its work. From our students winning the Student Knorr Chef of the Year to more gold medals at the World Skills Olympics; to securing a combined Investor in Innovations and Digital Maturity Assured validation - the first time this has been achieved by an organisation in the UK; and to winning the prestigious Queen's Anniversary Award for our applied research work in saving lives by tackling oxygen depletion in enclosed spaces onboard ships.

Pioneering a compelling alternative to the traditional university, we supported sector leading numbers of learners into positive destinations and achieved the highest ever response rates to our satisfaction survey, sustaining satisfaction levels despite sustained disruption to learning and teaching.

Meeting the standards of over twenty different awarding bodies, external assessors continued to acknowledge the efforts of staff and students, including through 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 the Customer Service Excellence award.

External challenges, though, have continued, with the Scottish Government's reductions in college funding exacerbating increasing operational costs. The consequence has been continuing industrial action, including sector wide and frequent Action Short of Strike combined with a local dispute which significantly curtailed the continuity of learning and teaching. This impacted again upon learner outcomes, making it difficult to secure certification and ease of progression for students. We are particularly grateful then, to those staff who continued to ensure that most of our learners were able to guarantee internal progression or convert their offers into a place at university and continue their higher education studies.

In this challenging context, the College has made real progress to secure its financial sustainability at a time when others are still at risk, making the difficult but necessary decisions to consolidate our portfolio while ensuring continued alignment with Scottish Government priorities and the economic and civic needs of the region.

While the wider financial challenges persist, and the College is still to fully recover from the pandemic, we are pleased that this year we have *steadied the ship*, allowing us to reset and refocus on continuing the personalised provision of practical, professional, and technological learning.

1. Fair Access & Transitions

We continue to support the Scottish Government's widening access agenda, ensuring students from all backgrounds can study at the College. In AY23-24 we can report that:

- 20% (3,681) of students were from the 10% most deprived postcodes up by 2pp on last year, although the number of SIMD10 students has declined from 4035.
- 33% (6,024) of students were from the 20% most deprived postcodes up by 3pp on last year, although the number of SIMD20 students has declined from 6718.
- Students from SIMD20% postcodes made up 26% of all FT HE students, a total of 2097 students, in contrast with the University sector average of around 16%.
- For SIMD10% we delivered 37,335 credits, 835 credits above a target of 36,500 credits.
- Those under 21 years of age continue to make up the majority of students, at 46%, and the proportion has increased following a decline last year.
- Students with a declared disability increased again, up from last year by 2pp, from 10% to 12%.
- 11% of students required a Personal Learning & Support Plan – a PLSP.
- The distribution of male and female students has remained relatively even at 50% and 48% respectively.
- 26% of students are from non-white backgrounds, increasing again and up by 6pp on last year.

In recent years the College has significantly increased the volume of credits committed to care experienced students. In AY 23-24, 4% of all students were care experienced, with a total of 8,828 credits delivered, 538 above the target of 8,300.

Community Transitions

We continue to support community-based learning by focusing on lifelong, life-wide, and learner-centred education, particularly for those facing barriers to traditional learning.

"The support I've received for my mental health has been life changing. I feel more resilient and ready to face the future", Community-based learner.

Collaborating with over 16 stakeholders across the city, the College has continued to meet the diverse needs of learners to ensure education is always accessible to all. The College's commitment is reflected in the scale of its endeavour: each year, a team of 9 staff support around 2500 learners across a suite of community and college courses, working with the largest ESOL population in Scotland and generating around £250,000 in funding for community-based projects.

This year, we have worked with partners, including The Marie Trust, The Prince's Trust, Saheliya, Maryhill Integration Network, North Glasgow Integration Network, Simon Community, Glasgow City Mission, Empower Women for Change, Glasgow City Council, Virtual Schools, Mears Housing, CrossReach, and NHS Scotland.

The curriculum is a testament to the College's adaptability, evolving annually to meet the changing needs of learners - developing adaptive programmes to meet diverse needs, including for those affected by homelessness, addiction, mental health issues, and social isolation.

A new initiative this year was the Multiply project, a partnership with Glasgow City Council. This has successfully integrated applied mathematics into practical subjects such as cooking, money management, and ICT, equipping our community-based learners with essential life skills, while significantly improving their financial and mental well-being.

By collaborating within a Learning Network to provide additional support and clear transition pathways from community programmes to full-time college courses, the College continues to adapt to ensure its programmes remain responsive to community-based learner needs.

Support to enable all students to succeed is set out within the College SEAP (November 2024).

School College Partnership Programmes

We work in partnership with schools, Colleges and Local Authorities (LAs) in Greater Glasgow to deliver School College Partnership (SCP) Programmes for school pupils from Primary school age through to S6. The majority of this activity is a diversified course offer for people in their Senior Phase, S4-S6 (14–18 years old) to attend college whilst still attending school. Programmes are offered over 1-2 years from SCQF Level 3 supported learning programmes through to HNC. All programmes have a dedicated progression pathway which leads to further study, employment or an apprenticeship.

Since moving to an online recruitment model, we have received applications from and accepted school students from locations out with our usual LA areas including Renfrewshire, South Ayrshire and Dundee. We also developed partnerships with schools in North Lanarkshire in 2023/24.

Our courses are advertised to schools via their LA and our own digital prospectus and web pages which are promoted to schools, potential students, parent groups and careers advisors. Students were offered tours prior to the summer break allowing them to visit the College, experience the facilities and meet the teaching and support staff.

In Academic Year 2023/24 we delivered 52 separate School College Partnership Programmes (SCP) consisting of, 42 Senior Phase class groups and 10 Foundation Apprenticeship (FA) classes across 7 FA frameworks. We also delivered 12 courses on an outreach basis in schools or in the community.

Regional College SCP Enrolment Figures

College	2022/23	2023/24
City of Glasgow	1026	1047
Glasgow Clyde	825	633
Glasgow Kelvin	530	393

While SCP enrolments across the region dropped by 15% from 2022/23 to 2023/24, College only experienced a 2% drop in SCP enrolments during the same period. Under the existing partnership agreements, SCP Programmes recruit up to the September weekend to accommodate school students changing course selection both in school and college. This recruitment was impacted by the cessation of courses during industrial action. Furthermore, the associated faculty restructuring, meant that 6 courses filled prior to the start of the 23/24 session, didn't go ahead with the loss of 104 enrolments.

City of Glasgow College SCP Enrolment and Attainment Figures

Year	Enrol	CS	CS%	PS	PS%	EW	EW%	FW	FW%	Retention
23/24	1026	674	66%	90	9%	140	14%	122	12%	79%
22/23	1047	463	46%	332	33%	71	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%

The changes in the recruitment process, where school students apply for their own courses may be responsible for the rise in CS and the decrease in both PS and FW as detailed above. The Industrial Action may have impacted the EW figures, but this will need to be compared to figures from 2024/25 before an evaluation can be made.

School College Partnership to Full Time Enrolment

Session	Enrolled	Eligible	% Eligible	Converted	% of Eligible
23/24	1026	483	47%	286	59%
22/23	1047	512	51%	223	44%
21/22	576	403	70%	91	23%

The SCP student cohort has unique characteristics. Whilst pupils in Scotland can leave school at the age of 16, many undertake to return to school following a SCP programme to gain more qualifications and to return for a second SCP course. Consequently, not all students who enrol on SCP programmes can be considered eligible for conversion.

In 2021/22 a new survey was created to be completed in February of each year where students would identify their future intentions. The results enabled a greater understanding of progression as it detailed how many students planned to return to school, progress to College, attend university or enter the workforce.

A number of strategies have been put in place to maximise conversion: an agreement was reached with key LA partners whereby every SCP student is guaranteed an internal conditional offer for any course they apply to that follows on from their SCP programme; every SCP course has a published progression pathway; early access is provided to the applications portal; 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 35% increase in the conversion rate from 2021/22 to 2023/4. 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 96% 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. Provision

Volume of learning delivered.

In 2023-24, the College was allocated a total of 157,800 credits and delivered a total of 157,916 credits (100%).

Helping to demonstrate how funding to colleges has reduced over recent years, the level of funding and number of credits available to the College has continued to decline, from a high of 192,646 credits in 2021-22 - when colleges benefited from the additional Scottish Government investment of the Young Person's Guarantee (YPG) and the National Training Funds in response to Covid - to 157,800 credits in 2023-24.

Number of learners

More people applied for a course at the College.

In AY23-24 the number of applications for courses increased, reversing what had been a declining long-term trend; applications across the sector have been declining for almost a decade. A total of 30,795 applications were received, up almost 4,000 on the 26,957 in AY22-23. First choice applications also increased by 223, up 1%, to 17031 applications compared with 16,808 last year.

The College met its recruitment target with total enrolments of 24,751, 39% on a full-time basis, and 8,475 HE enrolments. The decline in enrolments from AY22-23 is the result of the reduced credit target and removal of additional YPG funding.

Most of these learners, around 56%, were enrolled on courses publicly funded by the Scottish Funding Council. The remainder were recruited on to courses delivered in partnership with community, business, industry and our overseas partners.

To compare student recruitment in the College with the rest of the sector, at the time of writing this report we must use AY22-23 data. From this, we can see that across Scotland the number of individual learners (headcount) increased and increased in the College. In AY 22-23, nationally, headcount increased to 248,907 up by 5pp on 236,730 in AY21-22. In AY 22-23 in the College, headcount increased to 22,152 up by 5pp on 21,079 in AY21-22.

Across Scotland, enrolments increased but declined in the College. In AY 22-23, nationally, there were 329,920 enrolments up by 2pp on 322,332 in AY21-22. In AY 22-23 in the College, there were 31,884 enrolments down by 3pp on 32,840 in AY22-23. Overall, the College accounted for 9% of all college sector students and 10% of all college sector enrolments.

Learner Success

College Performance in AY 2022-23 compared to the rest of the sector

At the time of writing last year's report, we were unable to compare student success at the College with the rest of the sector. This is now possible using last year's, AY22-23, data.

Successful Completion	Sector AY 21 -22	College AY 21-22	Sector AY22-23	College AY22-23
FE FT	59%	52%	64%	52%
FE PT	76%	84%	77%	76%
HE FT	62%	63%	65.5%	63%
HE PT	79%	80%	79%	75%

We can see that in AY 2022-23, the impact of sustained local industrial action, on top of national strikes by lecturers, impacted on full-time learner outcomes, learner success plateaued, and partial success increased.

Typically, City of Glasgow College is one of the highest performing 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 AY22-23, learner success for full-time students plateaued and fell slightly for part-time learners. Partial Completion rates at the College were amongst the highest for both part-time and full-time learners, reflecting the impact industrial dispute had on the opportunities for learners to complete their course.

Industrial action had the biggest negative impact on our further education students. For the second year in a row, the College had the lowest proportion of learners completing their full-time FE course; and the highest proportion achieving partial success. In AY22-23, the proportion of full-time FE students in the sector completing their course increased by 5pp from 59% to 64%. At the College the completion rate for full-time FE plateaued at 52% (12pp below the sector average – widening from 7pp last year – and the lowest in the sector).

Published data for AY 2022-2023 indicates that successful completion rates for all key groups of learners decreased, except for learners who identify as female on HE programmes. The proportion of full-time HE students in the sector successfully completing their course increased by 3pp to 65.5%. The College's completion rate for full-time HE plateaued at 63%, and so fell for the first time below the sector average by 2.5pp.

As a leading tertiary institution with almost 7,000 HE learners, the College still supported by far the most HE learners in the sector, almost three times that of the other large colleges and accounting for 64% of the region's HE learners. Mindful of the level of disruption, the College was pleased it was able to secure positive progression even for those not able to complete their course due to industrial action, and that all those eligible were still able to take up their university places.

Learner Success: College Performance in AY2023-24

Positively, this year the College saw outcomes improve across all modes of study. This, in part, reflects the restoration of core processes and systems, with Faculties able to fully re-establish on campus practical delivery. Persistent national industrial action by lecturers, however, significantly reduced the number of teaching days and will have had a detrimental impact on retention, the completion of assessments and the resulting of students.

College Outcomes for FE and HE on recognised qualifications AY2023-24

Successful Completion Rate	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Change
FE FT	69%	62%	52%	52%	58%	+6pp
FE PT	83%	84%	84%	76%	77%	+1pp
HE FT	77%	77%	63%	63%	65%	+2pp
HE PT	82%	82%	80%	75%	78%	+3pp

College Outcomes for FE and HE on recognised qualifications pre-pandemic

Level	Mode	Completed Successfully							Change AY12-13 to AY18-19
		12-13	13-14	14-15	15-16	16-17	17-18	18-19	
FT	FE	60%	70%	72%	72%	69%	68%	66%	+6pp
PT	FE	68%	75%	77%	87%	88%	87%	86%	+16pp
FT	HE	70%	74%	76%	76%	74%	74%	72%	+2pp
PT	HE	76%	84%	83%	81%	83%	82%	82%	+6pp

Long term trend: College Outcomes for FE and HE on recognised qualifications including the pandemic

Level	Mode	Completed Successfully								20-21	21-22	22-23	23-24	Change AY18-19 to AY23-24
		12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20					
FT	FE	60%	70%	72%	72%	69%	68%	66%	69%	62%	52%	52%	58%	-8pp
PT	FE	68%	75%	77%	87%	88%	87%	86%	84%	84%	84%	76%	77%	-9pp
FT	HE	70%	74%	76%	76%	74%	74%	72%	77%	77%	63%	63%	65%	-7%
PT	HE	76%	84%	83%	81%	83%	82%	82%	82%	81%	80%	75%	78%	-4pp

Learner Withdrawal

In AY23-24 **early withdrawal** declined across full-time provision for the second year running.

Early Withdrawal	AY 20-21	AY21-22	AY22-23	AY23-24
FE/FT	6% (179)	10% (351)	10% (319)	6% (183)
HE/FT	3% (183)	6% (443)	5% (353)	3.5% (234)
FE/PT	2% (259)	1% (164)	3% (475)	4.5% (538)
HE/PT	6% (154)	2% (559)	2% (44)	4.6% (65)

Using our own in-house data, we estimate that a total of 1020 learners withdrew early from their course this year, 180 fewer than last year. This is a further improvement on AY21-22 when a total of 1517 left their course early.

Further Withdrawal	AY20-21	AY21-22	AY22-23	AY23-24
FE/FT	22% (675)	21% (729)	20% (624)	23% (689)
HE/FT	13.5% (943)	14% (1035)	14% (908)	16% (1091)
FE/PT	3.5% (439)	2% (425)	3% (471)	4% (492)
HE/PT	5% (132)	2.5% (66)	4% (67)	3% (46)

Using our in-house data, we can see that a further 2318 students withdrew before the course finished, 135 more than last year. The highest levels of withdrawals were in courses most impacted by the industrial dispute. The College undertakes a withdrawal survey at the end of each semester to offer support to re-engage with the College or its impartial careers service.

Student Satisfaction

We achieved the highest ever response to our satisfaction survey and despite sustained industrial dispute, satisfaction levels remained high at 84% overall.

This year, positively, the survey response rate increased again by 10pp up to its highest ever at 55% (a 29pp increase on AY21-22).

Responders	College 18-19	College 20-21	College 21-22	College 22-23	College 23-24
Surveyed	11,055	10,236	10,246	9840	9218
Responded	5,318	3,762	2705	4482	5063
Rate	48.1%	36.8%	26.4%	45.3%	55%

The actual number of students that responded is higher than for every other college recorded last year.

Despite the sustained industrial dispute, the satisfaction rate, based upon Q1 of the survey: *Overall, I am satisfied with my college experience*, has remained largely the same this year as last at **84%**. We do note, though, that satisfaction levels fell among higher education students, especially those on part-time courses.

Satisfaction	College AY18-19	College AY20-21	College AY21-22	College AY22-23	College AY23-24
FEFT	83.20%	79.80%	85.70%	86.21%	89%
FEPT	88.30%	84.00%	85.00%	94.16%	94%
HEFT	77.10%	73.90%	75.80%	82.67%	81%
HEPT	73.30%	74.00%	70.50%	83.77%	69%
Combined FE	-	-	85.50%	87.95%	91%
Combined HE	-	-	75.40%	82.73%	75%
Overall	79.00%	76.00%	79.20%	84.74%	84%

Maintaining Customer Standards

This year, the College successfully met the standards of the Customer Service Excellence award and achieved recertification, increasing the number of 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 focussed took place in June, focussed on stakeholder engagement and our business and overseas partners.

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".

Learner Destinations

We continue to lead the sector in terms of learners that go on to progress to work and higher-level study.

In 2023, the College surveyed 4953 leavers from AY21-22, the most in the sector. Of those contacted, 97% were in a positive destination.

	Leavers	% Confirming a destination	% Confirming that are in a positive destination	Positive Destination		Unemployed	Unavailable for work
				Work	Study		
College	4953	86%	97%	21%	77%	1.6%	1.2%
Sector	39642	88%	94%	21%	73%	3.8%	2.3%

Confirmed leaver destinations were obtained for 86% of all leavers sampled. Of these leavers, 97% were in a positive destination, which was above the college sector average, and the third highest in the sector.

In total, 84% of the survey sample were in a positive destination compared with 83% for the sector and the College performed better than all similar sized colleges, including Edinburgh, Northeast Scotland college, and Fife college.

Overall, 21% of our leavers were in work, 77% further study, and less than two percent were unavailable for work or classified as unemployed. Of those progressing into employment, 68% work in an area related to their study, equal to the college sector average. Of those continuing within the college, 85% do so at a higher level of study, 3pp above the college average

Seamless progression for students to university through Articulation Agreements

The College maintains a range of agreements with Scottish Universities to ensure that students completing a Higher National Certificate (HNC) and Higher National Diploma (HND) course can progress to a Degree without repeating levels of academic study. This approach – referred to as "articulation" - means an HNC student can continue their studies to enter year two of a degree and an HND student, year three.

The College maintains 138 articulation pathways for students with 8 universities across Scotland. We also help our higher education students to articulate by providing support with UCAS applications.

In AY23-24, 1019 students achieved articulation to universities on completion of their HNC/D via the UCAS route. This is a decline from the 1605 in AY 2018-19, in part reflecting the continued decline in the volume of Higher Education provision funded by the Scottish Funding Council. Students were able to articulate across 31 universities and from 260 different College courses. Full articulation statistics for 2023-24 will be available in November 2024.

Associate Student Scheme

The term 'Associate Student' describes students on courses jointly delivered by a college and university. In this case, the university acts as the awarding body, students are Degree students at the outset but complete the first two years of study at the College as part of their HNC / HND.

The College currently offers over 340 Associate Students places; 165 with Glasgow Caledonian University (GCU); 131 with the University of the West of Scotland (UWS); and up to 52 places with Strathclyde University. The places available are capped according to the funding available.

This year, 310 students took advantage of the Associate Student scheme, an increase on the previous year total of 284; 142 places with Glasgow Caledonian University, 131 at the University of West Scotland and 40 with Strathclyde University.

Delivering progression to degree level study in-house through Validated Degrees

The College delivers 10 Degree level courses through Memoranda of Understanding's (MOUs) with 4 partner universities to deliver validated degree programmes. These allow students the opportunity to apply to study at SCQF (Scottish Credit & Qualifications Framework) Level 9 but remain at the College and continue their study at the higher SCQF level. If successful, they achieve a Degree awarded by the partner university.

The College secured the continued delivery of four validated degrees from 2022/23 for a further five academic sessions:

- 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)
- BA and BA (Hons) Television (SCQF Level 9 and L10) (Full-Time)

The College, in partnership with universities, also offered two Diplomas in Higher Education, in Business Studies and Social Science. The Diploma in Higher Education with Strathclyde University currently has 48 students studying across years 1 and 2.

Faculties continue to develop new University Partnerships, and this year, this has included:

Faculty	University	Course	Places
Hospitality & Leisure	QMU	BA International Tourism, Hospitality and Events Management Yr 3	20
Hospitality & Leisure	Napier	BA Hospitality YR 3 Napier	1 cohort
Education & Humanities	Napier	BA in Business Management (early stages)	TBC

A new Built Environment programme with Napier University is also currently in the early stages of development.

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.

Awards

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

Between August 2022 – July 2023 the College won the following awards:

- Dr Paul Little, Principal of the College was awarded a CBE for *Services to Education*
- The Queen's Anniversary Award for Applied Research project into 'Oxygen Depletion in enclosed spaces' on-board ships' – the QAA is regarded as the highest accolade available to UK colleges and universities.
- David Butler won the *Outstanding Contribution from a College Student* award at the Herald HE Awards
- Yasmin George, 3D Digital Game Art WorldSkills student, won Gold Medal at the *World Skills, Global Skills Challenge*
- Kenneth Hett, Professional Cookery lecturer, won the *Peter Jukes Fellowship Award for Education* at the Master Chefs of Great Britain 40th Anniversary Ceremony
- Former student, Chloe Oswald, won the *Guild of Good Food Great Taste Award* for her handcrafted chocolate
- Student, Jacintha Henderson won the *Knorr Student Chef of the Year Award*
- A team of 60 students across a wide variety of academic courses won the *Scottish Student Cup*, retaining the cup for the third year in a row
- Aaron Fallon and Faizan Rauf won first and third place at the Level 5 Barbering Awards at the Association of Hairdressers & Therapists Awards

3. Coherent Learning Provision

As part of the College's ongoing work to address regional skills gaps and improve productivity City of Glasgow College delivered over 750 bespoke courses to over 3,900 trainees under residual Flexible Workforce Development Fund (FWDF) monies extended into 2023/24. Alongside our commercial delivery – which included 179 Courses to 1220 delegates, ranging from workshops to the delivery of accredited courses, including CMI, NEBOSH and IOSH – the College continues to play a key role in skills development within the region.

With the withdrawal of the FWDF by Scottish Government, the College is working with commercial partners regionally and nationally across priority sectors to provide the upskilling and reskilling needed for economic recovery following the impacts of Brexit, COVID-19, the cost-of-living crisis and the war in Ukraine. This ongoing work means the College continues to be a pivotal economic anchor within the Glasgow region and across Scotland.

Scotrail – Recruitment training

In 2023/24, City of Glasgow College (COGC) established a strategic partnership with ScotRail, aimed at delivering tailored training for managers across the organisation. This collaboration, initiated through a series of discussions with ScotRail's senior management, led to the development of bespoke training courses designed specifically for ScotRail's hiring managers.

Following a successful pilot program, this initiative has now been expanded nationwide, with the goal of training over 475 managers within ScotRail's workforce. This partnership exemplifies the college's ongoing commitment to commercial development, showcasing our ability to create and deliver highly specialised training solutions that meet specific client needs. Additionally, it has provided valuable insights into regional training requirements and local industry demand.

Feedback from ScotRail has been extremely positive, and discussions are already underway regarding future training opportunities for their staff, reinforcing the success and potential for further collaboration.

Royal College of Physicians and Surgeons – Bespoke CMI Management Programme

In late 2023/24, the college-initiated discussions with the Royal College of Physicians and Surgeons to address their management training requirements. Leveraging our longstanding partnership with the Chartered Management Institute (CMI), the college developed a tailored, bespoke programme that received accreditation from CMI and was officially recognised within their qualification's framework.

Aligned with CMI's Professional Standards, this programme was crafted to equip the College's managers with a comprehensive skill set and behaviours aligned with 21st-century leadership principles, with a strong

emphasis on Personal Effectiveness, Interpersonal Excellence, and Organisational Performance. This collaboration enabled the College to provide a bespoke qualification, underpinned by the prestige of an internationally recognised awarding body.

Graduate Ready Programmes

CMI's recent research, *Work-Ready Graduates: Building Employability for a Hybrid World*, reveals that nearly 80% of employers believe current graduates lack the essential skills to be fully prepared for the workforce.

In response, City of Glasgow College has partnered with both Glasgow City Council and ScotRail to offer a recognised CMI Employability Skills programme to graduates within these organisations. The programme is delivered through a blended learning approach, allowing graduates to participate in highly interactive workshops where they can share insights and experiences with their peers. In addition, participants gain access to a variety of tools and resources from CMI, ultimately earning a digital badge and certificate. This qualification enhances their employability, positioning them as top candidates in the job market upon completion of their graduate programme.

To remain competitive, the College continues to forge partnerships that deliver professional and technical education and training solutions tailored to the skills needs of employers. Our extensive portfolio of domestic and international projects, combined with our research and expertise in addressing skills challenges, enhances our understanding of the global skills landscape. This, in turn, provides valuable insights to our local and national stakeholders, reinforcing our commitment to delivering relevant and impactful training solutions.

4. Work based learning & Skills

The College offers a mix of 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.

Working with employers across 24 Modern Apprenticeship Frameworks and 9 different occupational groups, this year the College supported 444 new Modern Apprenticeships, with a further 603 continuing in their apprenticeship training. Of those completing in this year, 69% achieved their apprenticeship.

Making a significant contribution, the Faculty of Nautical and STEM grew its apprenticeship numbers to 560, as well as increasing the number of programmes offered and employers engaged.

Within our Engineering department, over 230 of these apprenticeships were provided in partnership with 16 different employers, including Aggreko, BAE Systems and Chivas brothers.

Within our Built Environment team, 329 apprenticeships were offered, including in partnership with the Construction Industry Training Board (CITB). Programmes for the Built Environment department included Carpentry and Joinery, Gas Engineering, Painting and Decorating, Stonemasonry and Wall and Floor Tiling.

Demonstrating the sustainable growth in apprenticeships within the Built Environment department, three new contracts are now in place for the coming academic year, with a further three in progress and a new cohort in Joinery to be added next calendar year.

For AY24-25, the College has secured over 700 Modern Apprenticeship places, a 75% increase from the previous year and establishing the College as the largest Modern Apprenticeship Training provider in the college sector.

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.

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. In 2022-23, scope 3 supply chain emissions were added using the Higher Education Supply Chain Emissions Tool (HESCET) resulting in a new baseline of 8443 tCO₂e.

By including Scope 3 from 2021-22, total emissions will continue to increase and so we need to establish more meaningful targets and at the same time bolster our measures to control emissions. In 2024/25 we hope to have a new finalised baseline. Our baseline was estimated in 2015/16 at 5909tCO₂e. This decreased annually, down to 3939tCO₂e in 2020-21 and then post pandemic and with the additional activity included, emissions rose to 4881tCO₂e.

The College continues to drive efficiency, demonstrated by the fact that between 2015/16 and 2020-21 carbon emissions reduced by 33%. Both electrical and gas consumption were positively below target.

Procurement currently has 5 live Climate Change Actions Plans (FNT2030) for scope 3 emissions. The live plans cover the following purchasing categories - Catering; Food; Hair & Beauty; ICT and Travel. These plans map out the activities and targets needed to reduce the scope 3 emission within the supply chain, covering over 90 supplier contracts.

Fair Work

The City of Glasgow considers itself to be a fair work employer, the College's *People and Culture Strategy* was developed and approved in 2021. Holistically the Strategy is firmly 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. Recognition agreements are in place with EIS and UNISON and regular meetings are held with the Trade Unions to discuss key matters.

Since 2022, the College has undertaken major organisational change, due to budgetary constraints, which has led to a reduction in staffing. This period of change has impacted the College's ability to secure agreement on a fair work statement. However, the College has undertaken an internal audit on Fair Work, providing demonstrable examples, it also highlighted areas of good practice and areas for improvement. The College has reaffirmed its commitment to creating a Fair Work Statement with the Trade Unions.

At a national level, Fair Work has stalled, along with the job evaluation process, which is having a negative impact on the College and in particular Support staff, which in turn is having an adverse impact on the College's ability to retain and attract new staff to the sector.

The College has twice conducted the Robertson Cooper *Good Day at Work* survey with the aim of obtaining staff feedback on perceptions of the workplace and to identify areas for improvement in staff mental health and wellbeing. Staff who chose to participate completed a short survey centred around their work, health and wellbeing, and performance. Individuals received personalised reports that identified strengths and areas for improvement, as well as suggestions for how to achieve those. Managers received team reports and created action plans for improvements at local level, as well as senior management supporting cross-College improvements.

The College regularly reports and publishes 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 the College My Development Platform, as well as through financial support from our Enhanced Qualifications programme. All staff are being encouraged to participate in the My Personal Development & Review process which was launched this summer.

6. Knowledge exchange and innovation

Validating our position as a UK Best Practice tertiary institution and leader in innovation excellence, the College secured a double accreditation for both the Investor in Innovations standard & Digital Maturity Assured (DMA) accreditation from the IKE Institute, a first for any organisation in the UK.

The college played a key role in securing the College Local Innovation Centres (CLIC) project. This 12-month pilot project, funded by the Innovate UK Further Education Innovation Fund, will establish 6 specialised Innovation

Centres aligned with regional economic priorities and be dedicated to driving digital innovation and productivity across the region, helping businesses embrace and embed digital technologies.

IPHatchØUK continued to drive the college's entrepreneurship strategy and was a key catalyst for the opening of Incub8, a dedicated space designed to support and nurture startups. Through the Scottish Ecosystem Fund 2023-24, City hosted Entrepreneurship trainers from across the EU, to share best practice and explore new approaches to delivering Entrepreneurship Education, during a two-day Entrepreneurship Education Network Summit.

The College continued to expand Scottish IKE. We delivered new projects in emerging sectors, most notably, in the Space sector. We launched the college's first courses in this sector, through a series of micro-credential courses funded by the UK Space Agency. We also attended the Scottish Affairs Committee to provide evidence on Scotland's Space Sector.

In AY2023/24, we successfully delivered our final Erasmus Plus project, ADMiC, supporting colleges to implement a systematic and robust set of actions to enable digital transformation and enhance their digital maturity.

Finally, City of Glasgow College were presented with a Queen's Anniversary Prize for Higher and Further Education at a ceremony at Buckingham Palace in London. Part of the UK's Honours system, the award was presented to the college for its life-saving research highlighting the dangers of oxygen depletion in enclosed spaces on-board ships.

7.Mitigations

Throughout AY23-24, the College has been required to implement cost saving initiatives to mitigate the worst effects of the financial challenges, including continuing to reduce our deficit position. The corrective actions included compulsory redundancies and redeployment, which reduced the staffing headcount, lowering recurring staffing costs.

By acting, the College was able to improve its financial position for the second year running, addressing its deficit to end the academic year with an anticipated £100,000 surplus. The College has made £13m of financial improvements over the last two years, despite a £2m reduction in income from a declining SFC grant.

Looking ahead, in support of its long-term financial sustainability, the College will continue to seek to consolidate the recent structural realignment to right size the curriculum to the reduced volume of funded provision in the sector.

Further Information

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Case Study: Outcome for Learners

ESOL City of Poems: A Journey through emotions

Student feedback tells us that ESOL students can feel isolated from the College community. Many have been displaced, with the associated trauma of leaving their native countries, and with them, their homes, and families.

Bringing to life Scotland's *New Scots* strategy, with its ambition to recognise the strength, knowledge and skills of the refugee community, Staff sought to provide a voice to our ESOL students' experience, celebrating their positive contribution to the life of the College.

Through a multi-disciplinary production, students created poems as part of their creative writing classes and performed at a workshop with the poet Donna Ashworth.

Amplifying the students' writing, staff produced a poetry book and exhibition to provide a platform for the students' stories, which were then illustrated by Graphic Design students.

A launch event brought these stories to a wider audience, and celebrated the ESOL students' courage, determination, and creativity.

A digital book was then created and shared across all media channels, creating a platform for the students' voice, far beyond the College community.

Money was raised for Refuweegee at the ESOL students' request, creating a lasting partnership for an annual event, enhancing the profile of displaced people within the College community.

[City of Poems: Journey through Emotions - COGC_CityofPoems \(pagetiger.com\)](#)

[City of Poems: A Journey Through Emotions Launch | City of Glasgow College](#)

[World Poetry Day - A celebration of poetry for City ESOL Students | City of Glasgow College](#)

[Poetry Photos](#)

[Post | Feed | LinkedIn Refuweegee Donation](#)

Case Study: Outcomes for Economic Transformation

Saving lives through the digital transformation of emergency overdose response education.

This year, we launched a collaboration with i3 Simulations to revolutionise healthcare education via an interactive and immersive experience; tackling the escalating need to modernise emergency overdose response education.

In the last decade overdose deaths have continued to increase in Scotland. Last year alone, there were 1,197 suspected drug deaths, over a hundred more than 2022 and representing a modern crisis across Europe. At over 300, the greatest number of suspected drug deaths is in Glasgow.

Through discussion with industry partners, City of Glasgow College recognised the limitations of current approaches to preparing learners for these unpredictable situations.

Working with i3 Simulations the College co-created customisable VR training, introducing new pedagogical approaches to fill this gap.

i3 Simulations, an immersive healthcare training provider started in 2019 to develop proprietary platforms leveraging artificial intelligence, virtual/mixed reality, and advanced technologies to recreate medical simulations.

The jointly built simulations feature drug overdose scenarios, critical response, and naloxone administration protocols, creating tailored simulated environments capable of revolutionising overdose emergency preparedness across a range of subjects.

The partnership is pioneering how industry and colleges can transform the ways healthcare, social care and childhood practice students are prepared for increasingly volatile real-life emergency situations.