

An abstract graphic composed of numerous vertical purple bars of varying heights and widths, arranged in a perspective that recedes towards the top right. The bars are separated by thin white gaps, creating a grid-like structure. The overall shape is roughly rectangular but tapers as it goes up and to the right.

**CITY OF GLASGOW  
COLLEGE**

Annual Review  
2017-18





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# Introduction

## The College

At the heart of Glasgow's Learning Quarter, and embracing the River Clyde, City of Glasgow College is the largest and most diverse tertiary education establishment in Scotland.

Approximately 41% of our students are from Glasgow, with the remainder from other parts of Scotland, the UK, and from many other countries across the world. In 2017-18 we welcomed students from almost 130 different countries to our diverse and vibrant student population, of which the College is very proud.

City offers a wide range of educational and training opportunities at levels ranging from foundation courses through to Higher National Diplomas and degree programmes in association with our Higher Education partners. There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential.

The College provides over 2000 courses across a diverse range of technical, business, and professional curriculum areas, via the six Faculties of:

- Building, Engineering and Energy
- Business
- Creative Industries
- Education and Society
- Leisure and Lifestyle
- Nautical Studies

We maintain a commitment to Let Learning Flourish through the inspiration, excellence and innovation of our learning and teaching methods. City of Glasgow College was the first college in Scotland to receive the benchmark Investors in Innovation award, as well as the internationally recognised EFQM European Excellence Award 2016 for sustaining outstanding results. Our unique Industry Academy model channels our curriculum and staff expertise, along with external industry partner collaboration, to match the needs of students with the needs of employers. As a result, our students graduate with industry-relevant skills and highly valuable qualifications sought after by industry.

The College's multiple award-winning twin site Super College development represents a £228 million investment in tertiary education for Glasgow, Scotland and beyond, and is the single largest college development, not just in the UK, but also in Europe. These campus developments are meticulously designed to offer state of the art facilities and superb opportunities to our students - ready to adapt to the changing needs of future generations.





## Annual Review 2017-18

This Annual Review comprises the narrative elements of the formal College Annual Report and Accounts 2017-18, to be published later in 2019, and provides a balanced view of the activities and performance of the College in the period 2017-18. In developing this report, the Board of Management has recognised the “integrated reporting” standard for corporate communication.

In recent years, the Board of Management of City of Glasgow College has designed its Annual Report to reflect the strategic focus of the individual Board Committees, thereby providing a more rounded, balanced view of the College’s activities, functions, and responsibilities. This report also follows that structure.

Each Board Committee worked to a planned work schedule, developed for the first time in 2014-15, and further refined in subsequent years. Each Committee in turn received individual annual reports, which provided a basis for reporting the Committees’ activities within this

report. The aim of this approach is to produce a report to stakeholders that gives a complete picture of the College’s financial and non-financial profiles in such a way that the report is holistic and reliable.

The Board of Management acknowledges that the best interests of the College equates to the best interests of the College’s stakeholders: our students - past, present, and future; our staff; our partners in Scotland, the UK, and abroad; and the City of Glasgow whose name we are proud to bear.

This report therefore provides a true reflection of our progress in 2017-18, and celebrates the success of the College through that of our students, staff, and partnerships, in helping to fulfil aspirations, support industry, build communities, and in so doing, enhancing people’s lives.





# Our Purpose, Our Way, Our Values

## **Our Purpose**

Let Learning Flourish

## **Our Way**

Inspiration | Excellence | Innovation

## **Our Values**

- The Individual
- Equality, Diversity and Inclusiveness
- Integrity, Honesty and Transparency
- Excellence and Achievement
- Partnership
- Innovation and Enterprise

# Chairman's Statement



Alisdair F Barron MBE  
Chair of the Board

It is my privilege to introduce this Annual Report for 2017-2018 as Chair of the Board of Management of City of Glasgow College. It is inevitable that each year brings new challenge and change, and the past academic session was no exception. Once again, my colleagues and I have been delighted by the College's continued success, and the exceptional achievements of our students and staff. I have been fortunate to continue to serve with the help and assistance of a team of outstanding Board members, who give generously of their time and commitment, and bring a much valued range of skills and experience to the College's strategic leadership, and governance oversight. I am extremely grateful for their support, given both to me and to the executive team throughout the year.

As we continue to establish new, innovative ways of learning, teaching, and working, in our new twin-site landmark college campus buildings, I reflect on and gratefully acknowledge the immense contribution made by Board members past and present. This journey, to deliver a new kind of college provision in the City of Glasgow, has been meticulously

planned and energetically undertaken over many years, to ensure the enrichment and enhancement of the student experience at City of Glasgow College for generations to come. While we seek to continue to improve in all aspects of the education and support we provide, I am certain that City of Glasgow College has already set a new standard for college education in the UK and beyond.

This progress has been made in a time of considerable challenge, to a background of financial constraints, industry demand, skills gaps and skills needs, deep-rooted social and economic disadvantage, and political uncertainties. However, the College is fortunate to have a team of experienced and skilled professionals within the executive team, led with vision, insight, courage and enterprise by the Principal, Paul Little. With this leadership team, the Board and the public at large can be confident that the College's new strategic focus, envisaged in its Strategic Plan 2017-25, will yield even greater stability and success in the future.

The Board continues to work in collaboration with our sector colleagues in the City - the Glasgow Colleges' Regional Board, and the other Glasgow Colleges - as well as the Scottish Funding Council, to ensure a systematic, considered approach to delivering a comprehensive city-region-wide curriculum for Glasgow. It is acknowledged that Glasgow continues to face long-standing challenges of poverty, social exclusion, ill health, and unemployment, with unacceptable levels of social and economic disadvantage - in particular youth unemployment. The College is determined to enable all our students

to excel and realise their full potential, and we have made that commitment clear as a priority in our Strategic Plan. We shall do so through Inspiration, Excellence, and Innovation – Our Way.

At City of Glasgow College, in support of the Scottish Government's key priorities, we are committed to working with our colleagues and partners in the city and across the region, to maximize opportunity, liberate potential, and meet the qualification and career aspirations of all our learners, to reinvigorate the national and local economy, and build and renew communities. The City of Glasgow College Board of Management, and staff, are rightly proud of our historic industry connections – city-wide, national, and international, which, over generations, have shaped the College's provision of skills for life and work across many specialist technical and professional curriculum areas. From seafaring to the creative industries, food and hospitality, leisure, sport, building, engineering, and business, our graduates continue to make their mark in their chosen fields.

I am confident that with our renewed and revitalized strategic focus, and our Purpose to "Let Learning Flourish", we can meet our stakeholders' ever-increasing expectations, and our own aspirations to be an internationally recognised leader in College education. City of Glasgow College will continue to fulfil its role as an agent and catalyst of change, regeneration and renewal, and further enhance our reputation as a standard-bearer of excellence, innovation, and opportunity, for present and future generations of our students and partners.

# Principal's Statement

Welcome to our Annual Report and I am delighted to confirm that we continue to raise the bar high with another challenging but remarkable year of success for City of Glasgow College.

Winning the prestigious Inspiring City Legacy Award in recognition, not only of the work achieved in delivering our twin site super campus, but also for boosting social mobility and providing unrivalled access to further and higher education for all, was a gratifying moment this year as it is significant reflection of our commitment to help Scottish Government in closing the attainment gap.

I believe that colleges are the uncelebrated heroes of tertiary education. Together they make a super-sized contribution to our nation and as media reports attested this year, colleges have boosted the Scottish economy by a staggering £20 billion. We are proud of that statistic and we are particularly proud of the impact City of Glasgow College is having locally and across the UK and beyond.

I further believe that City of Glasgow College is now the standard-bearer for technical and professional education, and I am delighted to report that it was given a Royal Seal of approval this year as a result. HRH Countess of Wessex officially opened our state of the art City Campus commending it as "...a very exciting place for young people and it screams to them, as they walk in the door, of opportunity and of a future, and that is what our education system is meant to be about."

We have proven to be one of

Scotland's top performing colleges for full time and part time HE and FE. Indeed 73% of our full time curriculum is now at Higher Education level and our College is the third top destination for school leavers in Scotland progressing to Higher Education in universities and colleges.

During 2017-2018 City of Glasgow College became the first College in the UK to gain Investors in Innovation recognition and, in another first, we now have a representative on the Board of Construction Scotland Innovation Centre. We are also the only College to have Scotland's National Chef as a senior chef lecturer.

Our College continues to break the mould with important and potentially life-saving research conducted in partnership with maritime industry specialists and shipping companies. Their findings are providing industry with both a better understanding of how enclosed spaces on sea vessels become oxygen depleted, and with improved training procedures for crews and harbour workers when approaching such spaces.

As a forward thinking, continually adaptive organisation we are mindful of the need to constantly evaluate our performance and sustain our longer term financial stability. City of Glasgow College's ambitious Blue Ocean Strategic Plan 2017-2025 has a clear purpose to deliver the best student learning experience, equip them for next generation professions and enhance life chances. Our 2018 Leadership Reorganisation supports that aim, and as well as a clear focus on securing a step change in



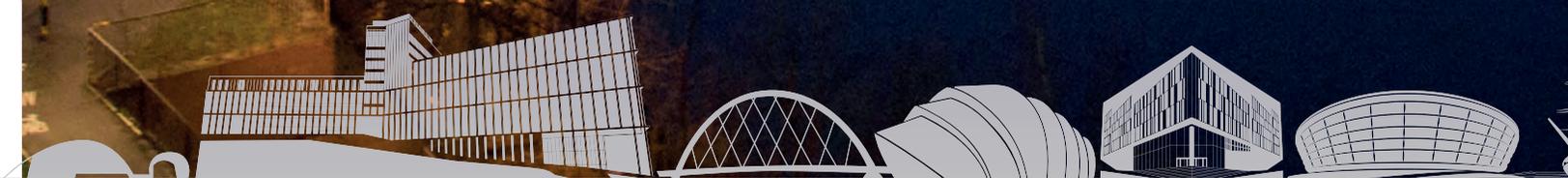
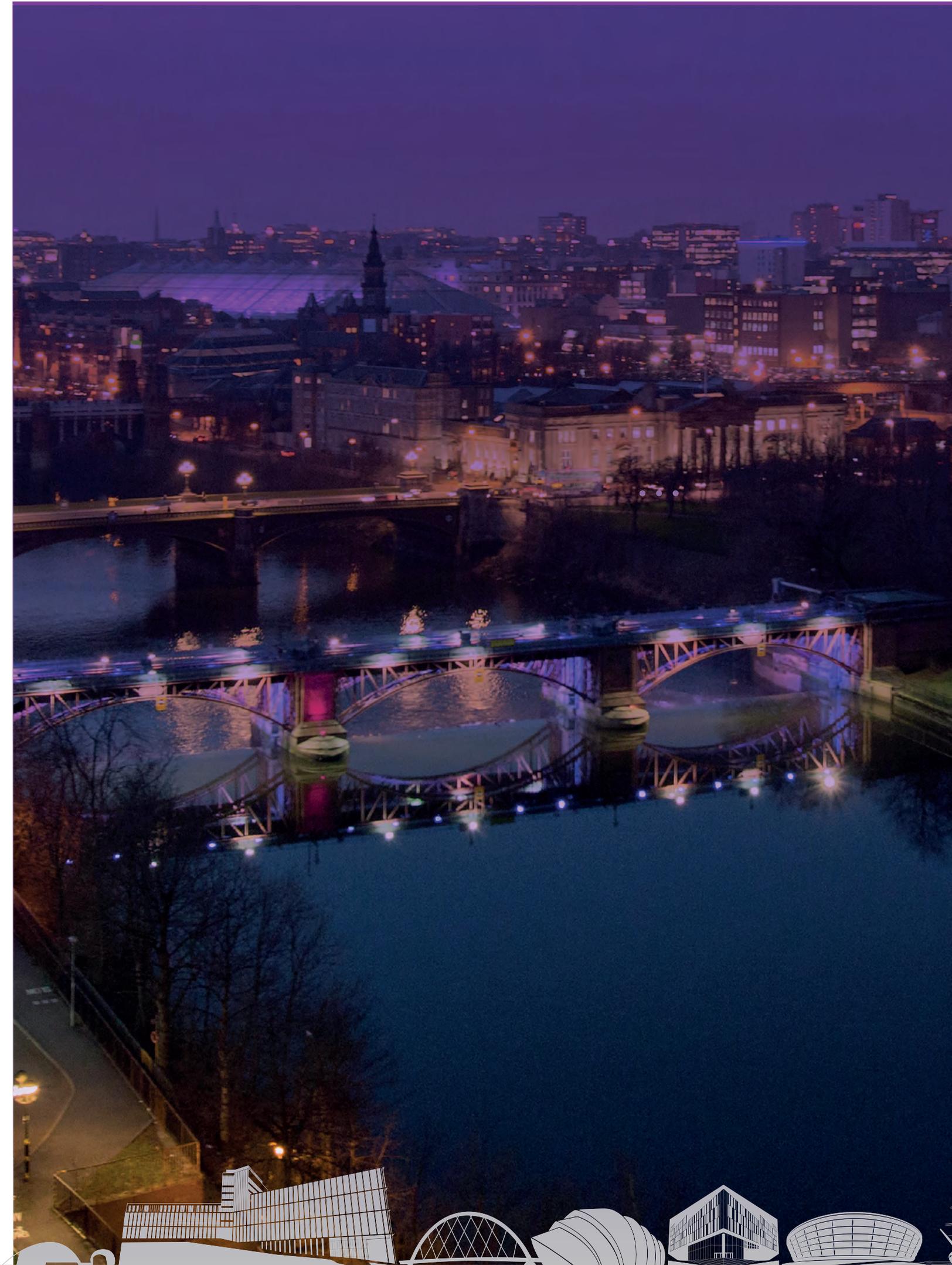
Paul Little  
Principal & CEO

performance and success rates for our students, it will reduce management costs by about £1.5 million per annum. This saving is vital in helping to mitigate the extra £5.4 million this college will need annually to fund the harmonisation of teaching staff pay and other conditions across the college sector, following national bargaining agreement.

Decisions affecting jobs are never taken lightly, and we very much value our teaching and support staff. The changes planned and implemented in 2017-18 and beyond have been structured to be affordable and achievable, while also introducing opportunities for staff to develop careers, using the skills and expertise evident across our College.

My thanks once again go to all our Team City and Board of Management. Their support and commitment to Inspiration, Excellence and Innovation is clear for everyone to see.





# Learning and Teaching

## College Strategic Priority 1:

To be an inspirational place of learning

## College Strategic Priority 2:

To enable individuals to excel and realise their full potential

## College Strategic Priority 4:

To be a valued partner of the city region, supporting the national economy, and the international learning community



Convener  
Jim Gallacher

## Governance Responsibilities

The Learning and Teaching Committee performs a vital role on behalf of the Board of Management in matters relating to the curriculum, academic policies and procedures, quality and performance, and learning, teaching and support. Particular priorities are student recruitment, retention, attainment and achievement.

The Committee's remit also includes the monitoring and review of student admissions, access and inclusion, as well as arrangements for articulation and partnerships with other providers. The student experience as a whole is also a key focus for the Committee, which includes approaches to learning and teaching, resourcing - including the use of ICT, as well as student complaints handling and outcomes. Student support and discipline also falls within the scope of the Committee, as does the conduct of the academic appeals process.

The Committee also considers new and innovative developments in all aspects of learning and teaching, and seeks to ensure that the College is actively working to meet the needs of all stakeholders in presenting learning and teaching opportunities that meet current and future needs. Strategies for pedagogical and curriculum development are overseen by the Committee, as it seeks continuous improvement in the College's principal function. The Committee considers feedback from student engagement, such as surveys and academic fora, and an overview of academic quality and improvement is maintained.

## Committee Review of 2017-18

### Curriculum Innovation and Strategy

The new landmark College Campus sites at Riverside and City have been established as major learning and working centres for three and two years respectively. These represent a highly visible statement of the College's strategic intent, providing well-resourced, technology-enriched learning spaces within which innovative learning and teaching approaches are being constantly developed and refined in support of the Glasgow Regional Curriculum, and the latest Regional Outcome Agreement for Glasgow Region.

A new Student Experience Strategy with associated initiatives was developed in 2017-18 in support of the College Strategic Plan. The plan was created in consultation with students and staff with the oversight of the Committee, and includes three key initiatives, all of which support the Regional Outcome Agreement (ROA):

- Widening Access
- Student Partnership Agreement
- City Learning 4.0

The VP Student Experience provided regular updates on these three initiatives, highlighting, among other College innovations, the work of a new Centre for Technical and Professional Education (COPTe) which supports the implementation of City Learning 4.0 - the College's new approach to learning and student engagement. A programme of staff and student support aligned to City Learning 4.0 was run by the Library and Learning Technology Team.

## Innovation

Curriculum innovation was a priority theme of the Committee in 2017-18. 40 bids were received to the Innovation Catalyst Fund, with themes ranging from crypto currency, the Internet of Things, and digitising learning.

The key aims of the Fund include:

- supporting initiatives that address key priorities of the City of Glasgow College that cannot be supported through existing resource allocation mechanisms;
- providing opportunities to trial currently untested potential practices of the future;
- encouraging staff at all levels to become involved in innovation and action research; and
- creating networks and mechanisms with the City of Glasgow College for sharing and transferring innovative practices.

The use of social media in the curriculum was also reviewed by the Committee, which aims to enhance the curriculum, promote faculty/College activities, facilitate industry engagement, and develop stakeholder relationships and communications. A programme developed with CalMac was particularly successful, and was nominated for a TES award. A partnership was developed with the Friends of the TS Queen Mary steamer, now docked on the Clyde, with some of the College's maritime cadets involved in the refurbishment, and travel, tourism and hospitality students also involved.

A new innovation and enterprise start-up space was launched at City Campus, supporting students for a six-month period to assist in establishing self-sustaining independent businesses. A £40,000 prize was awarded to the winner of a new Enterprise Competition, funded via the John Mather Trust.

## Widening Access

In relation to widening access, the Committee was pleased to note that the College has a clear statement of commitment to widening access through fairness, opportunity and respect. It was noted that there is an inclusive admissions policy and the College provides additional support to care leavers and carers. Entry requirements to the College are set at a minimum required to succeed. Applicants living in the most deprived regions of Scotland are provided with a guaranteed interview, if the applicant holds the minimum entry requirements.

A clearance system is now in place across the Region for applications/admissions. Information on recruitment and supply/demand is being shared to assist with any unmet demand for places on courses, and progress is continuing to create a common application portal. A review of inter-college progression arrangements to City of Glasgow College was undertaken with pathways now in place for the most popular subject areas.

The College was shortlisted for the AoC Beacon Awards under the widening participation category. The submission was based on the Women into Engineering programme.

A National Articulation Forum has been established to provide collaborative opportunities for colleges and universities to address the recommendations from the Commission on Widening Access, and the College continues to work towards clearer, better, and wider-ranging articulation arrangements.

## Industry Academies

The Committee received regular reports on the further development of the College's innovative Industry Academy model, with a particular focus upon external placements with industry partners; entrepreneurship, innovation and enterprise; expansion plans relating to the Industry Academies; three-year trend analyses, and Key Performance Indicators. KPIs were monitored via the College Performance Dashboard. The Committee noted the progress made since the College's award of STEM Assured status by the STEM Foundation in 2015, with an increasing shift toward digital technologies and approaches.

The Students' Association undertook an evaluation of the Student Partnership Agreement and the MyVoice platform, identifying areas for improvement and ways to further integrate the process with student satisfaction and engagement

The Committee received reports on a series of curriculum planning reviews, informed by a new approach to curriculum planning, aligning with performance improvement. A Performance Action Group (PAG) was established to identify the factors impacting on student engagement with courses, and to assist with producing a comprehensive action plan. With a focus upon the complete student journey, a number of recommendations emerging from the work of the PAG was approved and progressed.

## How Good is Our College?

The College's HMI lead reported to the Committee, providing assurance that the College's quality reporting was robust, and that College's report was a very positive one, demonstrating a strong quality structure and containing accurate descriptions of how the data had been collected. Existing processes were evaluated as good, both for data collection and for reflection and analysis.

## Developing Scotland's Young Workforce

The Committee noted ongoing contact with SDS with a view to the further development of apprenticeships. The Committee also received reports on progress against key actions for 2017-18, including:

- the increase in programmes and learners engaged in Senior Phase programmes across all faculties;
- the specific programmes to engage gender balances in Engineering, Construction, Health and Care and Early Years and Childcare;

- the increase in Modern Apprenticeships, rising to 105 by the end of March 2018;
- bids for new programme frameworks.

It was reported to the Committee that the College had expanded to 486 places for the senior phase programme, and that a bid for the next round of Foundation Apprenticeships had been submitted, increasing the College's offer into healthcare and early years.

### Early Years

The Committee noted the College's response to meeting the Scottish Government's pledge to increase the provision of free early learning and childcare. The College curriculum in this area had increased by 100% last year, with a further 500 credits being allocated this year. An additional 847 FTE childcare workers will be required for the Glasgow region by 2020, and an expansion plan is being developed and implemented to meet the needs of the sector and employers. The Committee recognised that there are risks around the recruitment of staff and physical resources to deliver the plan.

### Education Scotland

The Committee welcomed Education Scotland who provided information sessions on the new quality arrangements for the sector, both for College staff and Board members. The Committee also discussed the Annual Evaluative Report to be produced by the College and evaluated by Education Scotland and the Scottish Funding Council.

### Regional Outcome Agreement

Reportage relating to the regional curriculum was received, with senior CoGC staff chairing their respective Regional Curriculum Hub groups. The activities of the six regional curriculum hubs were noted, recognising the need for the curriculum to be sufficiently agile to fit with the economic drivers, and to provide curriculum maps to learners, indicating progression routes.

### Risk Management

The Committee conducted a regular review of the College's strategic risks, particularly those risks most closely associated with the Committee's responsibilities to students, the potential of failure to meet the strategic aims under the "Students" strategic theme, and to Learning and Teaching provision generally.

The impact of the consequences of national bargaining discussions and agreements between the Colleges (via Colleges Scotland) and EIS, were also considered. Towards the end of session 2016-17, EIS had initiated strike action with negative impact upon the learning and teaching experience for students, and the financial cost to the College sector of the emerging settlement became apparent in 2017-18. As a consequence, a number of strategic risks relating to student success, performance, and finance were re-scored upwards by the Audit Committee, to reflect increased likelihood and impact upon the organisation.

## Faculty Highlights 2017-18

### Faculty of Building Engineering & Energy



Official City Campus Opening - HRH Countess of Wessex



Official City Campus Opening - HRH Countess of Wessex

## **STEM Festival**

This festival was an employability event focusing on STEM (Science Technology Engineering Maths) careers/pathways for secondary pupils, held at the Glasgow Science Centre. Glasgow

City of Glasgow College was represented by Senior Technician Callum Calder and Technician/Instructor Russell Phelan, who put their Engineering expertise to tremendous use in demonstrating Augmented Reality Welding. At this successful event, organised by City Council Education Services in partnership with DYW Glasgow and Skills Development Scotland, young people had the chance to talk to over 30 organisations about the kinds of jobs/careers that are available, and what qualifications and skills will help them on that pathway.

## **CFJ/CFA Awards**

This year's proud winner of the CFA/CFJ Apprentice of the Year competition is Alistair Craig of Lynas Carpets in Hamilton. The CFJ/CFA Awards luncheon took place at the Imperial War Museum in Duxford and was attended by 50 leading industry figures. Alongside the prestigious award, Alistair was presented with a cheque for £500 from CITB Go Construct. CITB acting Chief Executive, Sarah Beale, who was the keynote speaker at the event, made the presentation to Alistair.

## **Engineering**

Mechanical Engineering student Caitlin Sweeney, is pushing boundaries by becoming the first female apprentice at an engineering company. Caitlin successfully gained a 4 year apprenticeship with CPA Engineered Solutions Limited.

## **SQA Star Awards: Engineering Academy**

The Engineering Academy (EA) is a highly innovative and successful course. It is a partnership between Strathclyde University and several colleges, of which City of Glasgow College is the largest partner with more than double the number of students on the course compared to the other college partners. The program won first prize in the "Best Partnership" category at the SQA Star Awards.

## **SAFEE (Scottish Association for Engineering Education) Conference**

This conference was of particular interest to those supporting the provision of engineering education: including schools, colleges, universities, industry, Scottish Funding Council, and other Government agencies. Guest Speakers at the event included:

- Bryan J Buchan – Chief Executive, Scottish Engineering
- Professor Sa'ad S Medhat, Founder & CEO of the UK Innovation Institute-IKE
- Alan Norbury – Industrial CTO, Siemens PLC

## **Bloodhound Race for the Line**

This competition is a partnership with the Learning Partnership, the Army, Royal Navy, and the College, and is intended to inspire tomorrow's engineers and scientists with

a national rocket car racing competition. The Bloodhound Project is a global Engineering Adventure, using a 1000 mph world land speed record attempt to inspire the next generation to enjoy, explore and become involved in Science, Technology, Engineering & Mathematics (STEM). In April 2018, the Regional Final Race Day was held at Riverside Campus, with 12 Secondary Schools from all over Scotland taking part.

## **Official Opening of City of Glasgow College City Campus**

The College City Campus was formally opened by HRH Countess of Wessex. As part of the occasion there were displays of craftsmanship from the Construction and Built Environment departments, reflecting the commitment and talent of our students from areas of Stonemasonry/ Sculpture, Painting/Decorating, Architecture and 21st century Building Design (using liquid polymer printing). These included Alistair Denovan – A Stonemasonry/ Advanced Certificate Stonemasonry student, winner of the Inter-Collegiate cup and was awarded a medal of excellence at last year's National finals.

The City of Glasgow College plaque unveiled by HRH Countess of Wessex was designed and crafted by staff and students using sandstone, granite and oak, and featured the College crest and Purpose: Let Learning Flourish.

## **Building and Architecture**

### **MAST Architects Senior Conservation Architect Visit**

We were delighted to welcome Matthew Holloway, Senior Conservation Architect at MAST Architects, as a guest speaker to the College. Matthew presented some of his practice work to our students undertaking their Conversion and Adaptation of Buildings course. Matthew's presentation was an inspiration to our students who gained invaluable knowledge of how one of Glasgow's main Architect Practices deliver some stunning projects such as the major repair and restoration of the historic Glasgow Art Club

### **CIAT – aspirATion and Collective Architecture**

Tom Warren, a chartered Architectural Technologist from Collective Architecture, member of CIAT, and representative of aspirATion (for young professionals and students) came into the City of Glasgow College to explain the professional body and the benefits of being a member. The College continues its productive links with Collective Architecture, with past students benefitting from placement and employment opportunities.

### **Dynamic Learning Initiative: The Arch Resettlement Centre**

The City of Glasgow College Dynamic Learning Initiative's "Make a Difference" Project involved students from Painting and Decorating, Bricklaying, Journalism and Television collaborating to refurbish Glasgow's Arch Resettlement Centre. This project provided valuable experience for the students in a community setting, and won them the Saltire Award for their volunteer work.



STEMAspire project



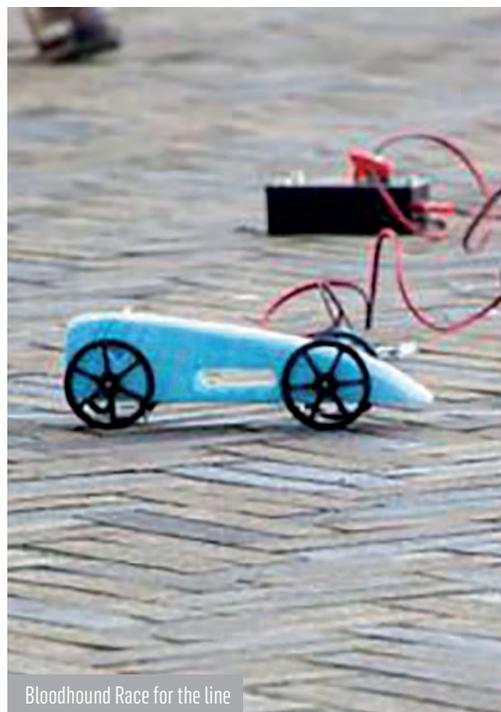
MAST Architects



Embracing Diversity Awards Regional Winners



Nil by Mouth charitys Pitch Perfect competition



Bloodhound Race for the line

The Centre is commissioned by Glasgow City Council to deliver a 10-module support programme over 26 weeks, to support men in sustaining their own tenancy when presented to social housing for consideration. Support is provided by 3 dedicated resettlement support workers (RSW's). The service offers a one-to-one, holistic approach towards support, with each support plan tailor-made for each service user.

### Hammermen Awards

The Hammermen Awards took place at the Trades Hall, Glasgow with the following students achieving recognition:

#### Mechanical Engineering

Winner: Minal Akeel, HNC Mechanical Engineering/HNC Women into Engineering

Runner-up: Scott Bryce. HND Mechanical Engineering 2nd year

#### Electronic Engineering

Winner: Rashid Mazhar, HND Electronics 2nd year

Runner-up: Cameron Kerr, HND Electronics 2nd year

## Faculty of Business

### Digital Technology

In the field of Digital Technology, the College achieved recognition through WorldSkills, where Malcolm Ireland (HND 3D Computer Animation) won the bronze medal in 3D Game Art. Four CoGC students won through to the regional final in London - the maximum number permitted from one College. The College hosted the regional heat for Web Development, with CoGC students placed second and fourth.

The College has established a partnership with the Soluis Group, an innovatory digital UK organisation, which specialises in creating visual media and interactive environments for real estate. The College also opened a new Digital Innovation Hub. These initiatives have led to summer internships, industry talks to students, sponsorship and the provision of prizes for the End of Year Show.

Other developments with industry partners included:

- Dell STEMAspire project for female students - individual mentoring project from Dell to help mentor students into STEM industry roles.
- Development of links with Everis (IT consultancy company) leading to industry talk, site visits, interviews, and direct employment for a number of students across both computing areas.
- Industry talk with Playdead - Animation VX company (<http://www.playdead.tv/>).

Our collaborative work with schools continued, with video project collaborations involving Cardinal Winning School, and Glasgow videographer Jerry Dowds. These films were made with a brief relating to the European Championships

2018 in Glasgow and Berlin, and also to the Year of The Young Person.

### Accounting

Financial Services student, Natasha Cusack, working with AXA Insurance, won the Foundation Apprentice of the Year Award at a ceremony held in Glasgow City Chambers. Other Financial Services students visited Guildhall in London to attend a lecture to celebrate the 150th Anniversary of the F&C Investment Trust, and attended an F&C Investment Trust celebration at the National Gallery in Edinburgh, where the students had the opportunity to network with experienced professionals from the investment industry.

### Marketing and Retail

The Nil By Mouth's charity's Pitch Perfect Competition is an exciting initiative which gives further and higher education students the opportunity to create and design their very own anti-sectarian awareness campaign. The students, using traditional or new technologies, must produce a campaign which stimulates and generates interest in Nil By Mouth's campaign to challenge sectarianism in our society. As part of their HN Advertising course, City of Glasgow students took part, and CoGC students won the competition for the third year in succession through the "Sing Something New" campaign, developed by Emma Coupar and Scott Canevy.

One judge commented:

*'This is an excellent campaign and I was blown away by the quality of the student's presentation. I've pitched ideas, and had them pitched to me, in boardrooms across the world and this was every bit as good as any of them. It served as a reminder of the talent which exists in our colleges.'*

This project was taken up by Clydeview Academy and St Columba's High School pupils who engaged with the Nil By Mouth through a series of workshops which culminated at a 'Sing Something New' event at the Old Gourrock and Ashton Parish Church.

HND Advertising & PR students also won the College "Embracing Diversity" Award and went on to win the Regional Final. Their client and mentor for their PR Strategy unit was Denise Connolly, Publisher & Director of DC Publishing/ Enable magazine. Their campaign to raise awareness of breast screening, "Boobs, Baps & Mammograms" to disabled women has been presented to the NHS. Student Jacqueline Finlay now has moved on to an internship with DC Publishing.

Further links with industry partners have been developed in the past year including:

- Staff and students working with Frame Agency for the graded unit and successfully presenting campaigns to clients Brewgooder and Social Bite which resulted in internships.
- Sainsbury's Scottish Leadership Team attending a management programme event with Retail Management

and hosting a student work experience initiative programme. There is now a student trainee management work experience programme being launched at designated stores.

- Nairn Paterson, Chief Financial Officer for H&M, delivering an inspiring lecture and recorded a podcast linked onto retail units.
- Inditex UK, one of the biggest global fashion retailers delivering a “live” recruitment application workshop for leading brands such as Zara, Massimo Dutti and Oysho.
- Over 50 retail management students completing on site work experience over 20 weeks with leading brands such as Tommy Hilfiger, Superdry, Debenhams and Marks & Spencer.

### Languages

All City students going on Erasmus mobility placements in 2017/18 participated in a College-devised unit in Language and Culture. This innovative collaboration between Faculty and Corporate Development teams was first piloted in Session 16/17. Languages offered included Finnish, Latvian, Maltese and Polish as well as German and Spanish. The Language aspect of the module prepares students for situations they will come across such as work placements abroad. Key aspects of culture such as work norms were also covered in class. The students took part in classes with great enthusiasm and found both the Language and the cultural knowledge very useful on placement.

## Faculty of Creative Industries

### Furniture

Students worked with the The Willow Tearoom Trust, supported by significant Heritage Lottery Funding, to complete an ambitious and very exacting restoration of Charles Rennie Mackintosh’s Willow Tearoom in Sauchiehall Street, Glasgow. This project included the construction of an Interpretation Centre adjacent to the Tearoom, and the students’ task was to produce a set of chairs, each a perfect replica of the eight designs used within the original tearoom for permanent display in the Interpretation Centre. This was a significant challenge as no original drawings or specifications existed and many of the original chairs had been inappropriately repaired. The project therefore required primary and detailed research, as well as development of traditional craft skills, to replicate what was highly innovative furniture of its time.



Charles Rennie Mackintosh Willow tea rooms

The project created opportunities for collaborative working across disciplines. Illustration students created new visual interpretations of the chairs, which were reproduced as posters and cards. Interior Design students designed the format of an “in house” exhibition of the chairs, and there was also input from Photography and Graphics areas.

HND Furniture student Alison Lee was selected to attend the prestigious Snowdon Summer School. Each year, eight students from across the UK are selected to attend a week long course at Dumfries House delivered by master craftsmen and designers.

### Photography

Students have achieved a range of notable successes in different competitions and exhibitions. At the London exhibition of the Association of Photographers (AoP), the work of sixty students was displayed. These were selected from fifteen hundred entrants from degree programmes across the UK. The work of ten of our students was selected for the final exhibition. In addition, Senior Lecturer John Carberry was also selected as “Lecturer of the Year” by the AoP.

Ilisa Stark, a student on the photography degree programme, has had her work selected for inclusion in the National Portrait of Britain, Scottish Portrait Award, and will exhibit in Berlin later in the year, supported by the Transition Gallery.

### Model Making

The College is the lead provider of model making in Scotland. This year, representatives from London-based Foster + Partners, the largest architectural practice in the world, requested a visit to the College, and gave an inspirational presentation on the global work of Fosters. Model making is understood by the practice to be a key element of the design process and client engagement. Edward Tweats, one of our HND2 students was selected for a permanent post in their model making department in London - the sixth CoGC student to join their team.

### Creative Industries Symposium

This was an inaugural Symposium organised by the Faculty. High profile presenters included Cabinet Secretary Fiona Hyslop, Kirsty Wark, Journalist and Broadcaster, the CEOs of the Design Business Association and Craft Scotland, high profile designer Jim Hamilton, and internationally acclaimed photographer David Eustace. A major theme of the Symposium was “The Value of Creativity”.



Creative Industries Symposium

The Faculty welcomed a number of high profile guest speakers with their inspiring and engaging presentations. These included Royal Academician and Printmaker, Norman Ackroyd, Martin Parr, Founder of the United Nations of Photographers, and Andrew Graham Dixon, world leading art historian and cultural television programme maker.

### **Creative City**

The Faculty's annual Arts Festival continues to grow in its ambition and delivery. This year saw 22 separate events, exhibitions, poetry readings, guest speakers, radio broadcasts, and performances, ranging from Shakespeare to Stand Up and daily musical slots. These events take place both within the College and in venues across the city. Creative City provides opportunities for students to build their personal confidence, as they engage with different audiences and collaborate with others from different courses.

## **Faculty of Education and Society**

### **ESOL**

#### **Refugee Doctors and Dentists**

Supported by lecturer Helen Jackson, the ESOL curriculum team capitalised on excellent external networks and teaching expertise to deliver IELTS preparation classes to refugee health professionals. The doctors and dentists must pass the IELTS exam before attempting their professional exams for entry to practice.

#### **ESOL Job Club**

The ESOL student experience is enhanced by a number of "ESOL Extras" such as: Help Hub, Volunteer Club, ESOL Café, ESOL Oasis Magazine, Mentoring, Interpreting and Job Club. Through the Job Club, led by Lecturer Pam Turnbull, in addition to general employability advice in course for all 1300 ESOL students, 115 students received one to one support in job searching, which led to a number of job offers, including one student who secured work as a bus driver with First Bus.

#### **Removing Barriers**

The ESOL team worked closely with the college Finance team in order to improve processes, including the issue of travel support tickets. Finance officer Amanda Howie was recognised with an ESOL award, for providing world class stakeholder service to the ESOL staff and students. This proactive collaboration between faculty and service teams brought about a significant enhancement to the ESOL student experience.

#### **Community and Supported Education Programmes**

The success of the development and validation of City Phonics has resulted in over 50 stakeholders taking part in training and developing to teach City Phonics. This initiative can now be incorporated and rolled out into community settings as well as in-College delivery. A further development is the the City Phonics App, linked with the Digital Skills Agency. It is anticipated that the greatest impact will be on our community learners, who now have the first literacy stepping stone in place.

### **Catalyst Funded Project**

This fund has enabled the College to timetable teaching outdoors, and involves student groups across the College, such as ESOL, Beauty, Princes Trust and Supported Education Students. College gardens are being redeveloped for practical use with crops being used in the College kitchens, the catering teaching area, and social community cafes. This has also involved networking across College and in the wider community, which benefits our students with work placements and community integration.

### **Social Sciences**

The growth of our partnership with the Open University resulted in the delivery of the BA (Hons) degree by College staff for its first year. 80% of CoGC students are now progressing to Year 2 of the programme and we now look forward to Year 3 and 4 delivery.

Social Science NC and HNC students collaborated with students from other disciplines including ESOL and Creative industries, winning awards in the College Equality, Diversity and Inclusion competition. The launch of the Social Science Academy lecture series engaged students and staff from across the College. Among the speakers welcomed to speak on a variety of topics was Mark Shephard, reader in Social Science at Strathclyde University

### **Health and Care - Early Years and Childhood Practice**

The Mungo Mobility Project involved 23 Students from across the Care curriculum, with 7 staff, participated in a 14 day visit to Finland's Tampere University. They visited Care provision and Early Years provision, with particular interest in intergenerational models of Care, and worked with students and practitioners. This hugely successful experience will be repeated in 2018-19.

City of Glasgow College hosted the first national "What Matters to Us" Conference in 2017-18. Aimed at final year students from Social Care and Early Years, the College welcomed students from across Scotland. This collaboration with Iriss, SSSC, CDN AND Early Years Scotland proved to be a highly successful event, with students hearing from a wide range of high profile speakers from the sector, and sharing their hopes for the future of the Care and Support sector.

Health and Care students participated in the Care skills events in Birmingham, and the College hosted the first ever demo of the Early Years World Skills competition in May. We look forward to participating in this competition in future years .

The increasing use of simulation and technology within the Care curriculum continued. The annual visit of students from Health and Social Care courses, to the Scottish Centre for Simulation & Clinical Human Factors at NHC Forth Valley, is now an established activity.

The College continued to develop Early Years and Childhood Practice curriculum and delivered full and part time programmes at SCQF level 7 in 2017-18. Since 2015 the College has increased this provision by 200%.

## Teacher Training and Education

The College developed a new Teacher training award at SCQF level 8. The PDA Technology Enhanced Learning and Teaching aims to deliver teaching skills in the use and development of digital resources, with the first cohort of learners enrolling in September 2018. In addition, six distance learning short course are now “live” for teaching via online delivery .

## Collaboration and New Course Developments and National Delivery

The Faculty of Education and Society led the successful development and validation of both HNC and HND, SCQF Level 7 and 8 awards in Facilities Management. This is a dual accredited qualification, with candidates also qualifying for awards accredited by BIFM at Diploma QCF level 4 and 5. This was a positive collaboration project involving the Faculty of Building Engineering and Energy and several employer partners, including NES, NHS Scotland, and AMEY. City of Glasgow College is the sole deliverer of this award nationally and the approving centre . Similarly, the PDA Commissioning, Contracting and Procurement of Care Services award was redesigned for delivery on a similar model. Successful national delivery in Scotland led to success in securing the contract to deliver for Northern Ireland Social Services, in partnership with the Centre for Leadership and Management in Care.

Developing the Young Workforce – School College Partnerships

- The College continues to offer a wide portfolio of senior phase programmes, to three local authority schools and to S5/6 pupils, across a range of industry and Economic sectors. Recruitment continues to be strong and there is increasing evidence of progression to full-time study at College. The introduction of new remote register access for all schools/local authorities across Glasgow, East Dunbartonshire and East Renfrewshire, has the key aim of significantly streamlining our attendance recording and reporting to Schools and Local Authorities. This secure data transfer approach is more streamlined and in line with the new GDPR regulations.
- All Senior Phase students are welcomed to the College and receive an induction pack, which encourages discussion with parents/guardians about post-school options.
- The College continues to promote Young Women into Construction, with two classes running. The intention is that students attending this course will be encouraged to consider the Construction industry as a potential career path and continue with the subject area in Senior Phase.
- The College has developed a 1 year Foundation Apprenticeship route in both Social Services and Healthcare and Social Services – Children and Young People, for delivery in August 2018.

## Faculty of Leisure and Lifestyle

### Food 1

#### Student Successes

In October Kelsey Higgins (16) won the Glasgow Heat for Springboards Future Chefs Competition, competing against 12 other pupils from the West of Scotland. Kelsey went onto an awards dinner in Prestonfield House, and finally achieved 3rd place out of 7000 school pupils.

In November Aileen O’Meara coached Rebecca Ward and Victoria Cox from 2nd year HND Professional Cookery, who were successful in qualifying for WorldSkills National Final in Confectionary and Patisserie, at which Rebecca achieved Gold and Victoria the Silver medal.

Darren Seggie coached Kevin McCafferty an HND Professional Cookery student in the Culinary WorldSkills, with Kevin achieving a Silver medal.

The Nestle Toque d’Or competition started in January, with 80 colleges participating. Following success in the Scottish Heat, CoGC students went onto a Celebration Lunch at the Dorchester Hotel in London, where it was announced that CoGC was the winning college overall. The team was mentored by Darren Seggie, and the students were HND 2 students Alan Martin, Rebecca Ward and Antonia MacFarlane.

Keneth Hett worked with the Grocers’ Company of Glasgow, and students Lee Christie, Leona Westwater and Hollie Hamilton, who were awarded £500 each to assist with their studies. Kenneth also mentored Hollie Hamilton and Lee Christie in the Gibby Scholarship and they were both successful in reaching the final selection at Gleneagles Hotel.

At the WorldSkills UK Finals in November, Leona Westwater, Ance Kristone, and Naomi Simpson won through to the next stage, the UK final Skills show.

The Country Range Student Chef Challenge is a prestigious culinary competition, and has become a firm fixture in the catering industry calendar. Following an enthralling final held under the watchful eye of a live exhibition audience at Hotelympia in March, City of Glasgow College fought off fierce competition from nine other colleges to win the prestigious Country Range Student Chef Challenge. Under the tutelage of lecturer Robbie Phillips, the winning team, consisting of Erin Sweeney, Jordan McKenzie and Lee Christie, came out on top in a highly-competitive final where they were required to cook a three-course, three-cover menu in 90 minutes.

New in 2017-18, Brakes Scotland introduced a front of house/hospitality element to the established Scottish chef challenge. This competition involves teams of two student chefs and two hospitality students competing as one team. This is an opportunity for students to develop ‘real life’ catering and hospitality skills, such as accurate costing and the sourcing of local ingredients as well as providing a platform to showcase your culinary and hospitality skills.

2017-18 Brakes Student Hospitality Challenge: Winners from City of Glasgow College:

- Jordan McKenzie - Professional Cookery HND Year 1
- Erin Sweeney - Professional Cookery HND Year 1

- Monika Barnoki - Hospitality Management HND Year 1
- Antonia McFarlane - Hospitality Management HND Year 1

Chef Lecturer Gary McLean accompanied student Kevin McCafferty to the largest College competition in the world in India, competing as team Scotland in the Young Chef Olympiad. The team achieved a highly creditable 3rd place out of 51 countries.

### Staff Recognition

Gary has had another memorable year, during which he:

- Became Scotland's first National Chef
- Presented a number of episodes of BBC Scotland's Landward, following the journey of Scottish produce to the point of demonstrating cookery with College students.
- Filmed BBC 2 MasterChef as a judge on the Chefs Table episode.
- Became a Fellow of the Masterchefs of Great Britain
- Competed in the Atlantic Cup with Team Scotland and won the cup for a second time.
- Judged the School Cook of the Year
- Was special guest at various food festivals and Highland Games (Scotland and USA)
- Appeared at various Charity Dinners and Functions

Curriculum Head for Food Willie McCurrach also had an amazing year. He was awarded the Education Chef of the Year for 2018, and Chef of the year 2018 by the Scottish Food Awards in May.

In June Willie was also awarded an OBE in the Queen's Birthday Honours List for Services to Education and the Hospitality Industry.

### Food 2: Bakery and Sugarcraft

The Bakery and Sugarcraft Curriculum Area had an exciting start to the academic year, with the official opening of the City Campus by HRH Sophie, Countess of Wessex. Her Royal Highness was presented with a cake replica of the College, which had been designed, baked and decorated by bakery staff and students, including two talented NC Bakery Students - Laura Hollywood and Ashley Gill.

### Awards and Prizes

NC Bakery Student Keavy Salt joined Laura Hollywood to win the Regional Gold Award at the prestigious Scottish Baker of the Year Awards, for their original invention of a strawberry milkshake scone. Fellow student Iain Hanna was the College's first Gold Medal Winner in the Inclusive Skills Catering Competition at the World Skills UK Live Event at the NEC in Birmingham.

The College's City Market outlet won several awards in the Scottish Baker of the Year Awards 2018. A team of four NC Bakery Students comprising of Laura Hollywood, Keavy Salt, Ashley Gill and Martin Downs, mentored by Lecturer Jason Ross, entered this prestigious competition going head-to-head with professional Bakers from all over Scotland. City Market won the Best Cake in Scotland Diamond Award for the perennial favourite, the St Clement's Cake.



City Phonics



Scottish Baker of the Year Awards



Willie McCurrach OBE



Young Chef Olympiad - Kevin McCafferty & Gary Maclean

The Incorporation of Glasgow Bakers, first established in the Trades House of Glasgow in 1556, awarded two outstanding students of the year prizes to NPA Baker, Mitchell Finnell and NC Baker, Lucy Snowball.

Our association with the Trades House continued in June 2018 when our talented Cake Decorating Students participated in the Craftex Competition. In addition to the Cake Decorating Awards, and through the generosity of Craftex sponsors The Incorporation of Glasgow Bakers, our students also won awards for Bread Modelling. Congratulations to Mitchell Finnell, who won 1st prize for his Non-Advanced Model and La Selauri who won 1st Prize for her Advanced Bread Making Model. Paul Thomson won 1st Prize in the Cake Decorating Non-Advanced Category, and Nadeeka Parakramansha won 1st prize for the Advanced Cake Decoration Category.

### **Hospitality Department**

It has been another extremely busy year for students on the events courses. A new initiative this year was to create Industry Insights. This was a timetabled session, held on the first Wednesday of the month, when industry presenters came into the College to provide an insight into their world, highlighting the diverse nature of the industry. Our industry partners were often able to offer positions of part time employment or volunteering opportunities within their organisations. This success guarantees that Industry Insights will be a continuing feature in the coming years.

### **Fundraising and Charity Work**

Fundraising for good causes continues to be important for the Events groups. 2017-18 brought a new opportunity of collaboration between constructors Sir Robert McAlpine (who constructed the new College campus buildings) and Maggie's. SRM have partnered with Maggie's over a 10-year period and plan to raise £10M. College students have been given the chance to tap into a business start-up fund to support their event – with all profits raised going to Maggie's.

Volunteering has also become an extremely relevant part of the courses, and the students recognise the value of volunteering experience, both in terms of real world experience, and the enhancement of their CVs.

### **Competitions and Awards**

The Hospitality students had an extremely successful year in 2017-18, in the competition arena. Antonia MacFarlane was part of the Nestle Toque d'Or winning team and along with Monika Barnoki was in the winning College team for Front of House in the Brakes Scotland student challenge.

In Worldskills - Emily Jackson Smith gained a bronze medal in Professional Restaurant service and Abbey Dawson gained a highly commended certificate in the same category.

Curriculum Head Gordon McIntyre was awarded the Hospitality Industry Trust Scotland Industry Award in June, recognising the work done to support the hospitality Industry. Gordon was also a shortlisted finalist for a CATEY, (the hospitality Oscar).

### **Partnerships**

Our partnerships with the school sector continue to develop well, with a variety of courses at SCQF level 4 and 5 being delivered to the pupils for schools in Glasgow and surrounding areas. The creation of the senior phase course "Up in the Air and on the Ground" has proven extremely successful with two cohorts of sixteen students. This comprises a combination of Events, Hospitality, Cabin Crew, and Resort Representative Skills, and allows students to experience the various areas of Hospitality and Tourism, helping them make future study decisions.

The Caledonian MacBrayne MA in Hospitality Services is growing in strength. The programme was shortlisted for two awards last year. TES annual awards shortlisted the course in the Apprenticeship Programme of the Year Category, where it was Highly Commended, and recognition was also achieved at the CIS Excellence awards where it was shortlisted in the innovative category.

### **Fitness**

Fitness Students Matthew Pippard and Emma Donald achieved places in the final of the Fitness Trainer competition, with Matthew achieving Silver at this year's event building on our Bronze medal from 2016.

### **June 2018: WorldSkills, Inclusive Skills Fitness, CoGC**

CoGC hosted their first Fitness Inclusive Skills, National Heat. Our NQ Level 6 students Holli Boyd and Caitlin McPhee competed and as a result, will represent the College as finalists at this year's Skills Show, Birmingham.

### **Team Scotland at Gay Games 2018, Paris**

The College, in partnership with LEAP Sports Scotland, sponsored LGBTI Team Scotland to the Gay Games 2018, Paris. For the first time in the Games' 36-year history a dedicated Team Scotland were seen flying the flag in the opening ceremony. The College hosted a successful launch night, attracting press coverage locally and nationally. The final Team Scotland Medal haul was 3 Gold, 6 Silver 1 Bronze.

The Gay Games have been running every four years since 1982. They bring together people from all walks of life, without discrimination, and are open to all, offering everyone the opportunity to participate in their own way.

### **Travel and Tourism**

Travel & Tourism NC students undertook a study visit to Tenerife, visiting three hotels. The aim of the visit was to enable students to demonstrate the skills required to select and present information appropriate for a variety of client types, in accordance with standards expected in the travel and tourism industry. Students evaluated a range of accommodation types, attractions, amenities and excursions in a resort/area from first-hand experience during a structured visit. The study visit developed others skills such as interpersonal, self-management and team work – all key skills required in the Travel and Tourism industry.



Smart Shipping Symposium

Cabin Crew students participated in a series of unique learning experiences, including a visit to Loganair and airline crew rooms at the airport, training in a local hotel pool, and mock airline interviews with airline personnel.

Year 2 HND students visited four historical Scottish attractions to enhance their knowledge of Scottish History, observing a tour guide and participating in workshops.

Tourism Hospitality and Food students and staff worked collaboratively along with Springboard to host an event for schoolchildren, with each area providing three workshops, including a practical session in the College's aircraft cabin. The event was a huge success and the young people thoroughly enjoyed taking part leaving with new skills and changed perceptions of the Tourism and Hospitality industry.



Summer Graduation 2018

## Faculty of Nautical Studies

Academic year 2017-2018 was an exciting year full of achievements and emerging potential for the City of Glasgow College Nautical Studies Faculty. The Faculty has welcomed many guests over the year, with over 200 organised visits and over 70 events.

### Events

In June 2018, this year the Faculty held their second international symposium attended by international delegates, which focussed on Smart Shipping and the future of the industry. In the same week, a recruitment event was held in conjunction with Nautilus International focusing on career prospects for the cadets who were graduating later that week.

In addition to the successful graduation ceremony, the College was also joined by 500 visiting cadets and their academic staff from the SUNY Maritime College, based in New York, who showcased their training vessel, the TS Empire State.

Earlier in the year, the faculty held the largest Merchant Navy Open day in the UK attended by companies based throughout the UK.

Other notable events in 2017-18:

- Ship Owners Club – focusing on alternative careers;
- London International Shipping week – with academic staff and cadets invited to speak;
- Skills Scotland – introducing new careers to school children;
- Erasmus Visit – developing relationships with the European nautical colleges;
- K'Nex Challenge – developing engineers of the future;
- Sea Cadets – working closely with the organisation based in the College;
- Maritime 2020 – the future leaders workshop;
- Admiral Makorov SUMIS – a visit from Prof Alexander Gorobtsov and his cadets;



SUNY Maritime College visit June 2018

- Glasgow Pride 2018 – Supporting the College and Parade;
- Merchant Navy days – supporting the events held in Glasgow, East Renfrewshire and Leith;
- Staff and students attended the International Maritime Organization (IMO) conference in London and represented the College.
- Worked with the Sir Thomas Lipton Foundation to facilitate a visit to the Faculty for children from deprived areas which was a great success.

### New Courses

Throughout the year the Faculty has continued to strive for excellence, recently achieving OPITO status and becoming the second college in Scotland to provide such training.

New courses have been introduced including:

- Ice Navigation – navigation through ice fields and the complexities involved in this;
- LEAD course – focusing on Learning and Leadership styles;
- Access courses – building upon the previous success of this course, access is now offered at two levels;
- Electro Technical Officer – a new course aimed at training of electrical officers;
- New engine simulator – a new dedicated Engine Simulation Room has been built to enable greater access to a wider range of cadets;
- OPITO Approved – Control Room Operator Emergency Response;
- OPITO Approved – OIM Controlling Emergencies;
- Lloyd's Register Graduate Training Programme;
- Teekay's Engineer Officer Command Competency Course.

### Partnerships

Throughout the year we have attracted new shipping companies and partners to work with including:

- Shell;
- AW crewing;
- Kuwait Oil;
- Saudi port authorities;
- Gamma Marine Training.

These new partnerships will enable us to continue developing the cadets of the future and continue being the largest, most respected Maritime College in the UK.

### Year of the Engineer

This year had been designated as the year of the Engineer and the IMO highlighted Wellbeing at Sea on the International Day of the Mariner in June. The Faculty developed various events supporting the cadets of the future including:

- Phase 1 Bon Voyage – this event achieved national recognition and focused on working with the phase 1

cadets before they leave to go to sea. It introduces cadets to various support networks and charities available to them and their families while they are away, helping to forge links with the wider Maritime industry;

- Tidal Tuesday – City of Glasgow College was the only nautical college in the UK to take part in this event with maritime companies promoting a career at sea;
- Maths Week – a College initiative comprising an online competition showcasing mathematics skills required at sea;
- IMO Day – This year's event focused upon the mental health and wellbeing of seafarers and the support available to cadets both at sea and in College.
- Women Engineers throughout history – an event highlighting women in engineering held by Dr Nina Baker, looking at the way women in their field influenced engineering in their time. It also highlighted LGBT engineers and the history of their place within the engineering world.

### Recognition

As well as receiving awards like the OPITO, Faculty staff and cadets have been recognised for their work. The Glasgow Humane society acknowledged the work of 2 of our lecturers who teach rescue boats and sea survival. At the summer graduation one cadet was also recognised with an award for bravery, for his courage in rescuing a man from drowning in the River Clyde. Andrew Armstrong received the Merchant Navy Medal from HRH the Princess Royal, for his Meritorious Service.

### Research

Faculty research focused upon two areas. Firstly, a research project into oxygen depletion in enclosed spaces yielded findings which will help to save lives at sea, as many lives are lost this way each year.

The Faculty has also been taking part in research into embedding decision making skills into education. The D'Ahoy project works with multiple European institutions over the European Union, and has many collaborative opportunities for the faculty. D'Ahoy aims at defining and evaluating innovative Teaching and Learning activities to be integrated in educational frameworks at a systemic level.



## WorldSkills

WorldSkills is the global hub for skills excellence and development, raising the profile and recognition of skilled professionals, and showcasing the importance of skills in achieving economic growth and personal success.

Set up in 1950, the WorldSkills movement represents more than 45 skills in 72 member countries and regions. Worldskills competitors are trained, coached, and prepared for skills competitions at regional, national, and international level. City of Glasgow College has recognized the high value of these competitions to our students, as well as to the College's reputation, and has developed a Worldskills Training Academy to support students as they progress along their Worldskills journey.

Our WorldSkills Academy provides inspiring and innovative work-relevant learning and teaching through enhanced skills development programmes. A "winning mindset" culture is embedded alongside associated behaviours to help our

competitors become the best in the UK, and on the world stage. The Academy thereby helps to shape and transform Scotland's young workforce. Working in partnership with employers, the Academy aims to equip every one of our students with the hard and soft skills required for success in the world of work.

### College Success

At the Skills Show held in Birmingham, City of Glasgow College topped the medal table with nine medals, with another Scottish College in third place. As a result, the College was named top performing college in the UK Skills League table. Almost 500 young learners took part, competing in disciplines as diverse as aircraft maintenance, cabinet making, 3D design and beauty therapy. This followed an intensive 9-month programme of work based learning focussed preparation for all of the competitors.

### WorldSkills UK National Final 2017: College Medallists

Gold	Silver	Bronze	Highly Commended
Wall and Floor Tiling <b>Mark Scott</b>	Confectionery <b>Victoria Cox</b>	Restaurant Service <b>Emily Jackson-Smith</b>	Restaurant Service <b>Alex Dawson</b>
Confectionery <b>Rebecca Ward</b>	Culinary Arts <b>Kevin McCafferty</b>	3D Digital Game Art <b>Malcolm Ireland</b>	
	Fitness Trainer <b>Mathew Pippard</b>		

Selected for Squad UK

**Beauty** Chanel Roderickson

**Culinary Arts** Nicolle Finnie

**Wall and Floor Tiling** Mark Scott

# Performance, Remuneration, Nominations

## College Strategic Priority 5:

To deliver excellence in performance

## College Strategic Priority 6:

To be efficient, effective, innovating, and vigilant



Convener  
Lesley Woolfries

## Governance Responsibilities

The Performance Remuneration and Nominations Committee (PRNC) has a broad remit and includes matters relating to College performance against targets and performance indicators, and the recruitment and nomination of candidates for membership of the Board.

Added to these main areas of responsibility, the PRNC is empowered to act on behalf of the full Board when such circumstances arise that a Board decision is required outwith the usual cycle of Board meetings. (See Appendix: Terms of Reference). The Committee comprises the Conveners of the Board's Committees, and hence encompasses the broad range of Board responsibilities and skills.

With the ever-increasing focus upon Colleges to produce results in terms of student attainment and other performance targets, together with the continued pressure upon College budgets in the sector in Scotland, the PRNC has faced another challenging year in 2017-18. Recognising that the success of the College is measured by the success of its students, the PRNC has maintained close attention to the student success performance measures and indicators, and related matters.

The Committee has also been challenged with ensuring the continuity and maintenance of the skills base of the Board of Management, as the tenures of several long-standing Board members concludes in 2019.

Towards the end of session 2017-18 the Remuneration Committee was separately established with the remuneration Terms of Reference (below) which were then removed from the PRNC Terms of Reference, with that Committee continuing to operate as the Performance and Nominations Committee (PNC).

## Committee Review of 2017-18

### Strategic Delivery

The Board of Management held two full Planning Days in October 2017 and February 2018. The first of these included discussion of an outturns report on the performance of the College in 2016-17, with reference to targets and Performance Indicators set out in the 2012-17 Strategic Plan. This marked the successful conclusion of this Strategic Plan, and implementation the new 2017-25 Plan. The second Planning Day included a scenario analysis of future possibilities in the delivery of College education regionally and nationally, and the strategic positioning and priorities of City of Glasgow College, as well as a range of financial scenarios.

This Plan encapsulates the strategic delivery of a set of wide-ranging aspirations considered by the Board with the Principal, in the 2 years leading up to 2017 under the title of the "Blue Ocean Strategy". The Board recognised in this new Plan a significant strategic shift for the College, taking account of the new operating environment and a "step change" in College ambitions. Key linkages to the Glasgow Regional College Board strategy were highlighted, as well as delivery of the Regional Outcome Agreement – a key measure of College performance. The PRNC maintained close oversight of progress against the performance measures and indicators within the planning framework outlined in the Strategic Plan throughout 2017-18.

The Committee noted that the Senior Management Team had undertaken a mapping exercise in developing 5 new Supporting Strategies to ensure delivery of all 26 Strategic Aims under the 8 Priorities and 4 themes of the College Strategic Plan 2017-25. The PRNC approved a delivery framework for the 2017-25 plan designed to deliver the

College Strategic Plan under the following development areas:

- The Student Experience
- People and Culture
- Corporate Development
- Systems Integration
- Sustainability

The Committee noted that the Senior Management Team had undertaken a mapping exercise in developing the 5 Supporting Strategies under each of the above headings, to ensure delivery of all 26 Strategic Aims under the 8 Priorities and 4 themes of the College Strategic Plan 2017-25.

Following development of detailed initiatives in support of these strategies, in April 2018 the Committee agreed a new set of outcome measures and targets to facilitate evaluation of strategic delivery.

At the same time, the Committee agreed to nominate the College as a full participant in a three-year research project starting in 2018, led by the Universities of Stirling, Birmingham, and Cardiff, and funded by the Economic and Social Research Council. The project is titled:

'Processes and practices of governing in further education colleges in the UK: how do governing boards realise the strategic aims of the organisation?'

### **Operating Environment**

Reflecting the Committee's delegated authority to act for the Board of Management as required, the Principal reported to the Committee on progress with regard to National Bargaining negotiations between the Colleges Scotland Employers Association (EA) and EIS. The College Principal acted as lead for the EA throughout the negotiations, and provided the Committee and Board with an ongoing analysis of the changing context and the potential consequences for the sector and the College. The Committee noted that these negotiations took place in a complex operating environment, with implications from financial sustainability to new ways of learning and working.

### **Performance**

The Committee received reportage on the latest Student Success PIs, and discussed the reasons for the variations (positive and negative) among the modes of learning from 2015-16 to 2016-17. These figures were compared with regional and national performance indicators. The Committee also requested and received performance reportage by Faculty to enable more targeted improvement approaches. It was recognised that there was some impact upon PIs due to industrial action by teaching staff, and also funding restrictions.

The Committee received reports on the outputs from the Performance Action Group, which was tasked with a detailed review of course performance, highlighting the

need to remove and replace courses as appropriate. The Committee noted the further development of the College's predictive analytics, and the refinement of the College Dashboard, which assists course managers in focusing upon courses with issues requiring attention, and individual students requiring further support.

The Committee noted the rise in the number of students requiring additional support for mental health issues, and that the College had in place an action plan to address this as a priority issue.

Following the very positive External Review of Board Effectiveness undertaken in 2017, and in compliance with the revised Code of Good Governance, the Board of Management undertook a self-evaluation in 2018. This evaluation provided an assessment of the Board's performance, and was designed to inform planning and delivery of Board integration and further development. It also provided evidence of compliance with the Code of Good Governance and Ministerial Guidance. For the 2018 evaluation, the format of the Board of Management evaluation was been restructured around the revised Code of Good Governance for Scotland's Colleges (2016). This ensures that the Code is further embedded into good governance practice at City of Glasgow College, and ensures that Board development is aligned with the Code.

The Committee noted that the relatively high scores achieved across all themes of the evaluation, indicated a confidence within the Board that it is discharging its responsibilities to a high standard, which reflects the finding of the previous years' external review. However, it was also recognised that there were useful variations within the report, that pointed towards relative strengths and potential areas for development.

The Board evaluation report was one of a number of evaluative processes aimed at ensuring high standards of governance, which includes Committee and Committee Convener evaluation, individual Board member appraisal, and regular external evaluation of the Board.

### **Student Experience: How Good is Our College?**

In academic year 2017/18 the College submitted its first Evaluative Report and Enhancement Plan (EREP) as part of Education Scotland's new framework for enhancement of education in the Scottish college sector. The College set a number of ambitious and challenging actions to enhance the student experience in teaching and support areas in academic year 2017/18 and beyond. In response Education Scotland identified that the College's EREP -

- provides an accurate and appropriate account of the quality of provision and services being delivered by the college;
- identifies clearly what is working well;
- identifies what needs to improve;

- takes appropriate account of the views of stakeholders, and
- is supported by appropriately robust sources of evidence

### Student Experience: Progression

The College tracks the destinations of our successful full-time students. The destinations identified for our students support our work in ensuring that students have the skills they require as part of the Scottish Government's skills strategy, Skills for Scotland and Developing the Young Workforce – Scotland's Youth Employment strategy. Our tracking work provides key measurements for progression to further study and employment for all age groups.

In academic year 2017/18 our survey identified that 97% of our student graduates progressed to positive destinations – 25% to work and 72% to further study.

### Customer Service Excellence

The College was audited by SGS, one of the world's leading independent assessment organisation in May 2018. The College assessment was undertaken in two stages; the first was a review by self-assessment and the next stage was a review of customer journeys through our processes which focused on stakeholders' views of our services.

During the visit the auditor identified 10 areas of compliance plus. These are areas where we have practices which exceed the requirements of the standard and are viewed as an exemplar to others.

### ISO 9001:2015

The College had 2 successful assessments of the College's Quality Management System by BSI during 2017-18. The auditors found that the College "system is demonstrating the ability to support the achievement of statutory, regulatory and contractual requirements" and our "specified objectives", and "to confirm the on-going achievement and applicability of the forward strategic plan"

During 2017-18 the College successfully retained certification for another 3 years of this key international standard.

### Key Performance Outcomes

The College recognises that students achieving their qualifications is fundamental to their further study and employment opportunities. The Board is pleased to report that the College maintained performance since its merger in academic year 2010/11.

During 2017-18 CoGC continued to demonstrate performance over the last 3 years which place its student attainment results above the national sector performance in all modes and levels.

The College introduced Curriculum Planning reviews in 2017-18, these reviews engage all Curriculum Area to plan curriculum in response to national priorities and Developing the Young Workforce. In addition, these reviews –

- set challenging targets and review improvement actions
- consider Industry Academy and City Learning 4.0 activity
- consider the Curriculum offer for future academic years so that any adjustments can be made prior to information being available to prospective students.
- scrutinise current delivery and consider Faculty internal and external factors in terms of strengths, opportunities, threats and trends.
- enhance the curriculum offer to meet students' needs and aspirations.

Faculty improvement plans to maintain and sustain performance for the academic year are informed by Curriculum Planning.



SFC College Performance Indicators 2016/17*					
Level	Mode	Early Withdrawal %	Further Withdrawal %	Completed Partial Success %	Completed Successful %
Higher Education	Full time	4.2	11.5	10.4	73.9
Higher Education	Part time	2.5	2.8	12.6	82.1
Further Education	Full time	8.6	15.2	8.4	67.8
Further Education	Part time	3.3	5.7	4.3	86.8

SFC Audited Figures

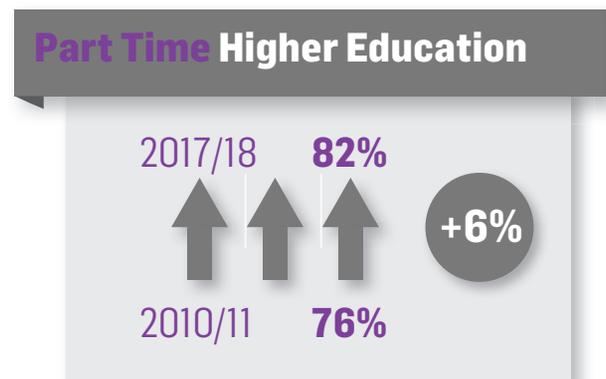
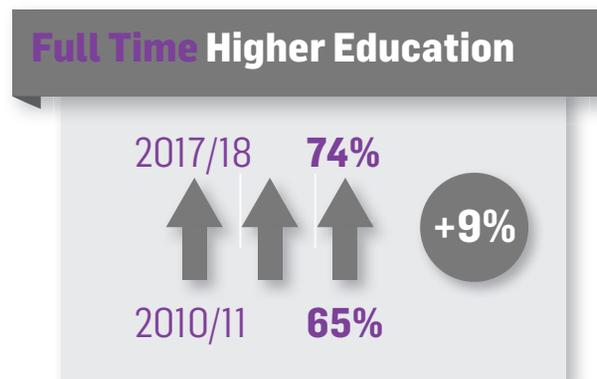
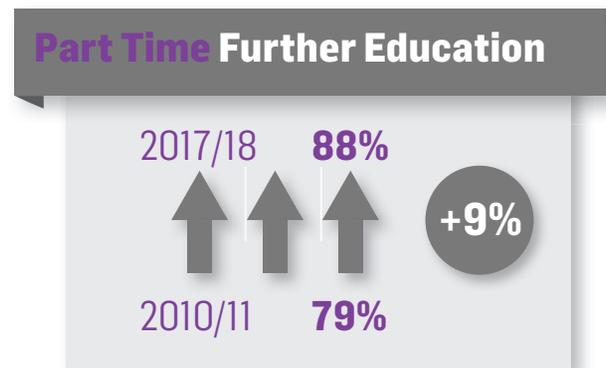
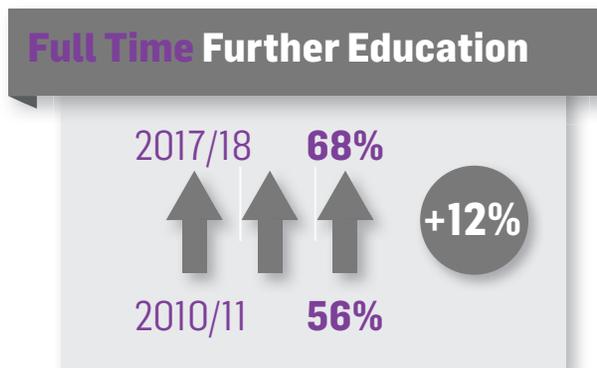
### Definitions

**Early withdrawal** - indicates that a student has withdrawn from a course of study prior to the funding qualifying date.

**Further withdrawal** - indicates that a student attended after the funding qualifying date but withdrew from their course prior to the end of the course.

**Completed partial success** - indicates that the student completed their course, however the student may have gained some of the required subjects but not the whole qualification.

**Completed successful** - indicates that a student completed the course and gained the qualification they were aiming for.



## Remuneration

In line with the Code of Good Governance (2016), the Committee noted that all Committee members had successfully completed the mandatory training for remuneration committee members via the College Development Network.

Following a full revision of the Principal's performance and remuneration review process in 2016-17, the Committee agreed to apply due consideration of public sector pay policies, as well as external factors, in consideration of the Principal's remuneration. The Committee also noted the negative publicity surrounding ministerial intervention, and subsequent revocation of proposed pay increases in a related organisation. As a consequence of this, and with due consideration of other sensitivities, proposals relating to the Principal's Remuneration were shared with the Regional Board and the Scottish Funding Council, and decisions deferred until further guidance had been received.

## Leadership Reorganisation

The Committee agreed a revised Voluntary Severance (VS) scheme in support of the leadership reorganisation, in full consultation with the Regional Board and the Funding Council. A number of changes and limitations were subsequently agreed to the VS Policy.

## Nominations

The Committee did not require to recruit any new Board members in the 2017-18 academic session. However, it was noted that several Board members were approaching the end of their periods of tenure, and Board members were asked to indicate their intentions beyond the current session.

The Committee agreed that the following considerations would apply in the process:

- Current and future skills mix of the Board
- Potential loss of knowledge base
- Future strategic needs of the Board
- Succession planning
- Gender balance
- Diversity

The Committee noted the need to address matters of unconscious bias, and to encourage applications from a variety of backgrounds.

## Property Disposals

The Committee convened a special meeting in early July 2018, to consider, on behalf of the full Board, the two final bids for the purchase and development of the North Hanover Street tower. There were a number of complexities to consider, in addition to the offer prices, including risks,

conditions, and the potential of additional financial benefits, as well as the planning priorities of Glasgow City Council. One bid emerged as the clear preference, and, in the light of all guidance sought and received, this bid was progressed.

## Governance

In April 2018 the PRNC decided that in the interests of improved governance process, that there should be a Remuneration Committee separate from the PRNC. Despite the clear record of the Principal withdrawing from meetings of PRNC at any point of possible conflict, it was agreed that a separate Remuneration Committee would meet separately, without the Principal as a member.

## Risk Management

The Committee noted the Risk Management Action Plans (MAPs) for the three highest scoring (RED) strategic risks on the Risk Register which, at April 2018 were:

- Risk 12 - Failure of Business Continuity.
- Risk 15 - Failure to achieve operating surplus via control of costs and achievement of income targets.
- Risk 23 - Failure to agree a sustainable model and level of grant funding within Glasgow Region.

Following risk management measures, these risk scores were reduced, and by the end of session 2017-18, following a significant improvement to underlying operating surplus projection, Risk 15 had been reduced to a low amber score.





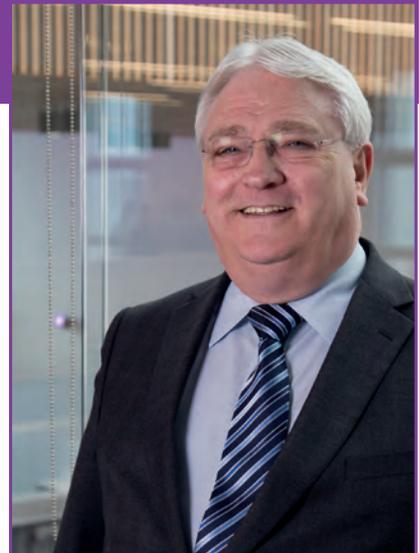
# Students, Staff and Equalities

## College Strategic Priority 2:

To enable individuals to excel and realise their full potential

## College Strategic Priority 3:

To live our values, value our people, and innovate in partnership



Convener  
Alisdair Barron

## Governance Responsibilities

The Students Staff and Equalities Committee, as the name suggests, has three distinct sets of responsibilities relating to each of the areas which are not directly relevant to the work of other committees. The Committee reviews reports, considers information relating to performance, and makes recommendations to the Board on any matters of significance which fall within the remit of this Committee.

Staffing strategy and staff development policy are regularly considered, and an overview of organisational structure is also maintained. Performance reports relating to health and safety, staff turnover, sickness, and absence, are monitored. The Learning Agreement with the trade Unions is also kept under review by the Committee.

Matters relating to employee relations fall under the Committee's responsibility, such as arrangements for negotiation and consultation, the College's processes for

dealing with discipline and grievance, and its Recognition and Procedure Agreements (RPA). The Committee also approves the parameters within which the Executive Leadership Team is authorised to negotiate pay and conditions, and receives reports in these areas.

The Committee receives reports from the Students' Association, and addresses any issues raised via the student body and student Board members.

The Committee also assumes responsibility for equality and diversity policies relating to both staff and students, monitoring compliance with statutory requirements, and ensuring that these policies are reflected in the College's strategic and operational planning. Key indicators relating to diversity and equality across the protected characteristics are overseen, to assess the implementation and impact of the College's policies.



# Committee Review of 2017-18

## Standing Items

The priorities of the Committee throughout 2016-17 were represented in the Committee's agenda standing items through the session, which were:

- Students' Association Update Report
- Staff HR Metrics Quarterly Report.
- Equality, Diversity & Inclusiveness Update Report
- Update on Student Recruitment and Admissions
- Strategic Risk Review (every second meeting)

## Student Matters

### Safeguarding

City of Glasgow College has a duty to safeguard children, young people, and vulnerable adults who may be at risk of harm, abuse, neglect, exploitation, discrimination or radicalisation. In the light of recently strengthened legislation with the introduction of both the Corporate Parent Duty and Prevent Duty, the College has undertaken a review of college safeguarding arrangements and procedures, and the Committee was pleased to approve the new College Safeguarding of Children and Vulnerable Adults (Inc. Prevent Duty) Policy, and Safeguarding Framework.

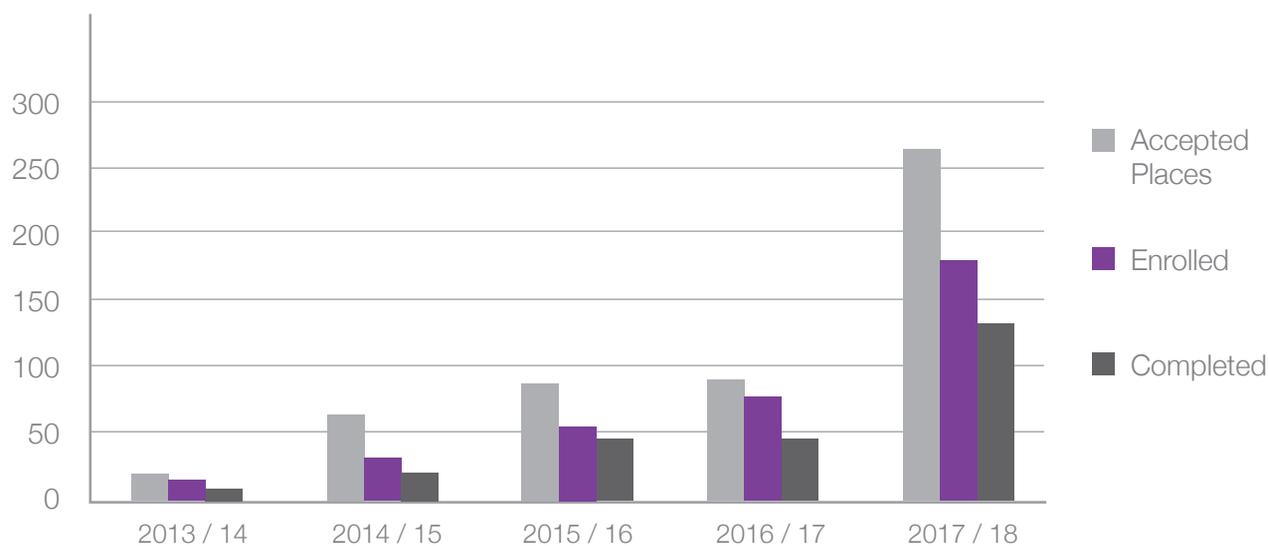
## Corporate Parenting

The Committee received updates on progress with the College's Corporate Parenting Action Plan, and statistics relating to the number of students in the College who are care leavers. In 2017-18, 195 care experienced students attended the College.

The College's Corporate Parenting Action Plan is updated quarterly, and among the actions completed in 2017-18 were:

- Completed training for key College groups such as the Board of Management, SMT and Curriculum Heads
- Reportage to SMT and the Committee
- Established baseline statistics for monitoring and evaluation
- Delivery of "Get Ready for College" events for care experienced young people;
- Creating ring-fenced bursaries for care experienced young people.

## Care Experienced Students - 5 Year Trend



## Student Experience Annual Review

The Review highlighted a number of key service initiatives to be developed and delivered from 2018-21 within the College Student Experience Strategy. These include:

- Good Mental Health Action Plan: a wide range of support for students, with well-being events, staff and student executive training, student/learning support, and other practical support for students including a well-being hub on the My City platform. 71% of counselling referrals presented with a mental health issue in 2017-18 (57% in 16-17).
- Student Partnership Agreement: now in Year 1 of the development of an agreed set of priorities for the Student Association and the College to work in partnerships on

specific ideas brought forward by the students. This is a unique live digital platform to bring forward ideas from students and provide feedback via My Voice.

- Access and Inclusion Initiative: now published on the College website, and part of the Regional Outcome Agreement; widening access through fair admissions.
- Careers Management Standard: A quality standard for careers and employability guidance for students currently in development.
- Corporate Parenting Action Plan: Year one of the Plan, with the first report submitted to Scottish Ministers in March 2018.
- Digital Democracy Platform: Year 1 of the College's digital democracy platform to ensure that the student voice is live and dynamic.
- Personalisation of Support: improving the use and analysis of student data to personalise support with a view to improving student outcomes in retention and success.
- Review of Learning Support: continued implementation of recommendations from the Internal Learning Support Review.
- British Sign Language Strategy: the College BSL Plan is framed around the same long-term goals as the National Plan, with publication following further engagement within the College.
- Smoke Free College Action Plan: linked to the Healthy Body Healthy Minds initiative.

### Admissions/Recruitment

The Committee also noted the regular review of admissions and student recruitment, with entry requirements set at the minimum threshold required for students to participate and succeed, while selection criteria is impact assessed to ensure there are no unintentional constraints or barriers to entry.

A named Student Advisor for Care Leavers is published on the College website, while Young Carers are contacted on application to ascertain what help might be provided in relation to funding, finances and flexible approaches to study.

Interview processes are supportive and consistent, accessibility issues are anticipated and met, and additional help is available with, for example, note takers or sign language interpreters; a Careers Guidance interview is offered to unsuccessful applicants.

Get Ready for College events are held to build enthusiasm and affiliation. These are open to all students with a focus on those with additional support needs such as Asperger's, Autism and mobility issues.

### Articulation

The number of College students applying to University has

increased by 45% over the last 6 years. Uni Expo 2017 was held in the College, to replace the former Information Day, with most Scottish Universities exhibiting, and over 700 students in attendance. The number of CoGC students applying to University, and the number of students articulating has been on an upward trend for some years:

CoGC Applicants to University						
	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
Applicants	1,348	1,424	1,737	1,611	1,817	1,970
Number Articulating	997	1,031	1,129	1,136	1,373	1,470

### Learning Support

The Learning Support team work with students who have a disclosed disability or additional support need. The team consists of lecturers who provide academic support and guidance to students, and a central support team who organise loan equipment, assistive technology training, arrange note-takers in class, organise assessment arrangements, and book Sign Language Interpreters for students who use British Sign Language.

The model of student support provided offers three main tiers of student support, which offers different degrees of interventions and assistance. This can range from general inclusive support, which addresses the needs of the greatest percentage of our students, to intensive help for a small percentage of our students with particularly complex and specific needs:

- Tier 1: inclusive support and experiences available for all students
- Tier 2: short-term interventions to address immediate support needs for students at risk
- Tier 3: significant long-term interventions needed for students with persistent challenges

### Student Engagement

A key strategic priority for the College is developing a strong and effective Student Voice through empowering our Students' Association, engaging with our students and developing systems for effective student representation and feedback that will create quality improvements and enhancement, and lead to greater satisfaction among the student population.

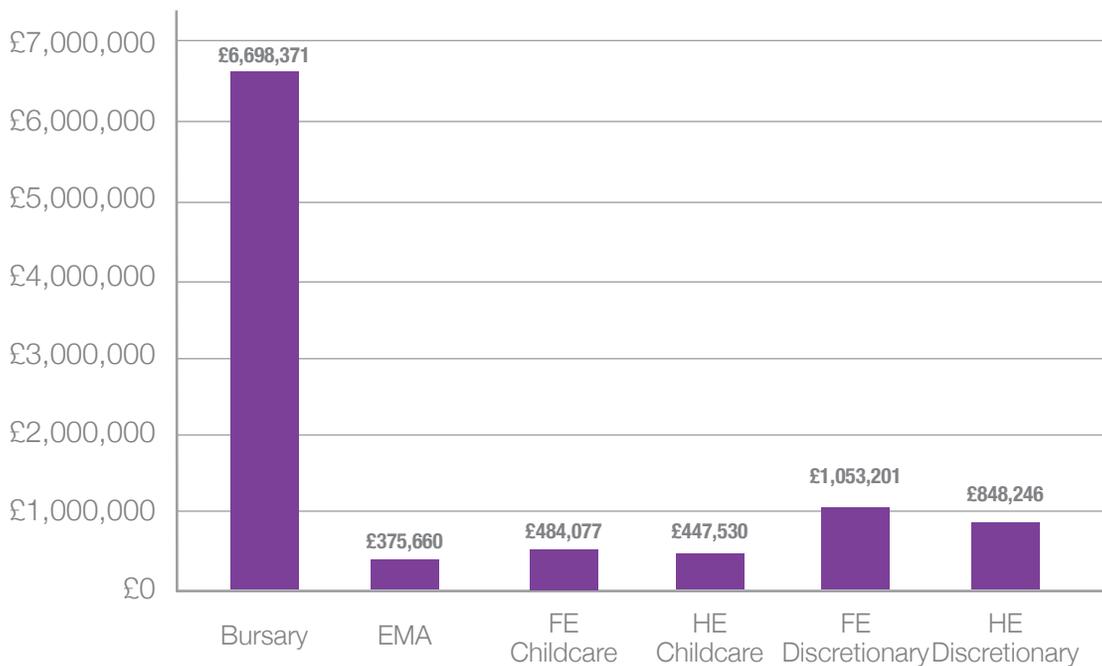
The student engagement team offer engaging, energising and supportive events for our international students to welcome and get them involved in the College and to experience Glasgow and Scotland. In 2017-18 this included visits to Edinburgh Castle, Culzean Castle, Celtic Park, a Burns Night Ceilidh and an Ice Hockey match, as well as various celebrations and social events.

### Student Funding

A total of £9.4m was allocated to student support in 2017-18, with 5,581 students assisted with Bursary, EMA, Childcare and Hardship Funds. In 2017/18 the College spent just over £9.5 million on student support which was an £800,000 increase on 2016/17. The College supports students on Further Education (FE) courses with living costs, travel expenses and course materials and also supports both Higher Education (HE) and Further Education (FE) students with childcare costs, and hardship funds for students who experience further financial difficulties. The table below provides a breakdown of the amounts spent across each of the funds in 2017/18.

Student Support Funds are an essential element of the student experience ensuring that students receive adequate

## Student Support Funding 2017-18

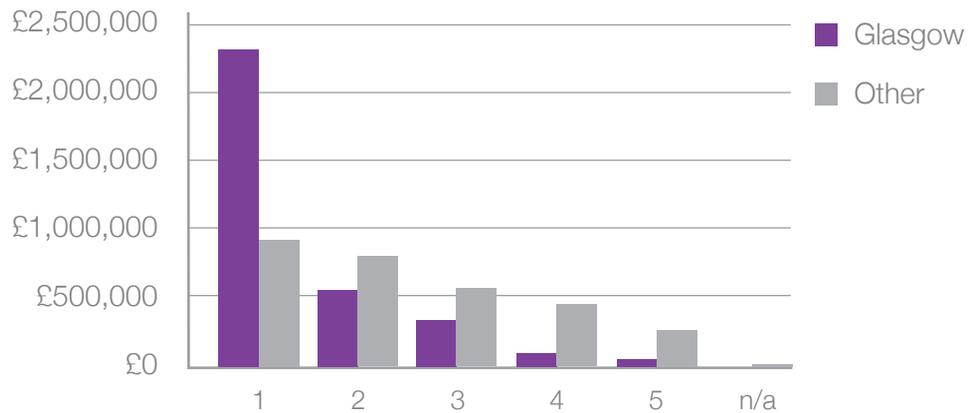


financial support to maintain their studies. For priority groups the College ensures that support funds are in place at the right time to support the learner journey, and to ensure that our Regional Outcome priorities are achieved with support going to those students most in need.



The table below provides details of how we spend our Bursary Funds by SIMD Quintile. Quintile 1 represents the 20% most deprived postcodes in Glasgow and Other Areas, and shows that 50.2% of our Bursary Funds supports students from Quintile 1.

## Bursary Spend by Scottish Index of Multiple Deprivation (SIMD)

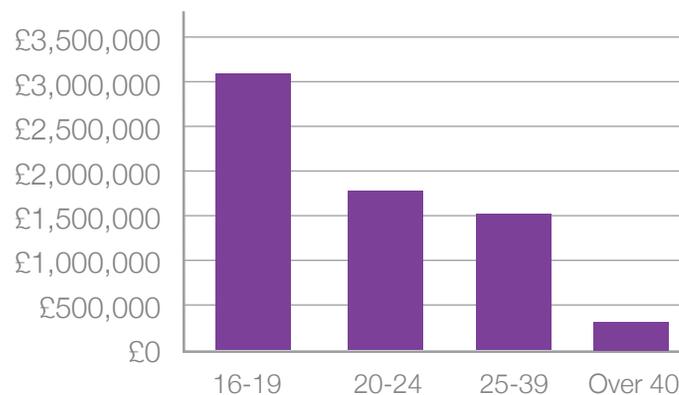


The College also monitors student support funds by expenditure and allocation across all protected characteristics, to ensure that all students have fair access to support funds and that the College is satisfied that there is no significant difference between those receiving funds and the enrolled population within the College.

The table below indicates bursary spend related to the protected characteristic 'age',

and shows that 50% of our Bursary Funds support those from the 16-19 year old age group with 24% supporting 20-24 year olds. These age groups are also the predominant groups of the enrolled student population.

## Bursary Spend - Age



## Student Experience Strategy

The Student Experience Strategy sets out the College's commitment in which: "Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way".

The strategy supports the strategic priority of Students in the College Strategic Plan, and responds to the key drivers of Scottish Government priorities, and the Glasgow Regional Outcome Agreement. A range of factors are considered in the strategy, including the skills needs of employers and skills gaps of those seeking and changing employment, as well as new and future technologies, automation, transferability of learning, and the changing nature and diversity of the the student body.

The strategy includes a Student Experience Map, which outlines how the College supports each student through their student journey from first contact with the College, through application, induction, support, academic guidance, learning employability and further study.

Delivery of the Strategy is set out under three key initiatives covering curriculum, access, and engagement:

- City Learning 4.0
- Widening Access
- Student Partnership Agreement

## Students' Association (City SA)

The Committee received regular reports on the activities of City SA, including an annual report which pointed to a very successful year for the Association. Early in the session, the Student Partnership Agreement/My Voice platform was "signed off", and the SA reported that this has proved successful in ensuring students are engaged in decisions about learning, and that their voice is heard within the College. The Committee heard that this initiative has initiated real change, including the extension of library opening hours, student led teaching awards, appropriate timetabling of open classrooms, and student gateway spaces on campus.

The number of class Reps elected in 2017/18 was up by 25% on the previous year – a total of 1161. The Student Elections was the most keenly contested ever, with a record number of candidates (24), and votes cast up 45% on the previous year at 2,441.

CitySA ran many activities for student through the session, from the two day Freshers' Fayre, to a variety of sports, social activities, and campaigns. The Students' Association enables extra-curricular activities on campus through supporting the formation and organization of student-led societies.

In 2017-18, there were more active student societies than ever before within the College. A major success in 2018 was the Men's Football Team winning their BUCS (British University and Colleges Sport) League for the very first time since their formation in 2013, and gaining promotion.

CitySA supports many charities and fundraising activities,

ranging from Glasgow Children's Hospital to Enable Scotland. In particular, the Association has supported GAMH (Glasgow Association for Mental Health) in 2017-18, through coffee mornings and donation boxes at events.

CitySA also updated their website in 2017-18, and continued to build its social medial presence, with the number of Facebook "likes" of the CitySA Page rising from 2,471 to 2,859 and Twitter followers rising from 739 to 1,109. This makes CitySA the most liked and most followed college students' association in Scotland.

## Library and Learning Technologies

The Committee was pleased to note the activities and achievements of the Libraries and Learning Technologies Teams. The Committee noted that the LLT Teams are integral in the delivery of City Learning 4.0, providing relevant training to teaching staff in the development of classroom practice and communities of practice to share pedagogical practices. The Committee noted that development was also underway to fully embed Digital Learning within all curriculum areas.

The number of permanent staff has been increased within Learning Technologies building a more stabilised team. Library opening hours have also been extended and will be closely monitored.

The performance of MyCity (the College's Virtual Learning Environment) is evaluated on an ongoing basis, working closely with IT to improve communication and technical support.

## Staff Matters

### Human Resources

#### HR Metrics

In terms of staff headcount, a total of 1419 staff were employed during the period

1 January 2018 until 31 March 2018. The staff gender balance at this point was 54% female, and 46% male. Other metrics monitored by the Committee included Sickness absence, turnover equality and diversity monitoring, and modes of employment.

#### Brexit Impact

The staff profile by nationality was discussed with particular reference to the possible impact of Brexit. The Committee noted that the College employs a total of 58 staff from the EU - 28 academic and 30 support.

#### Industrial Relations

Throughout the session the Committee received updates on progress with the activities of the Employers' Association in the context of National Bargaining involving those colleges who have signed up to the NRPA (National Recognition and Procedures Agreement). The College Board Chair and Principal both sat on the Employer's Association, and provided the Committee with updates on negotiations with both the EIS and Unison Trade Unions, and summaries of the political and economic context.

## Organisational Development

The Committee received reports on the activities of the Organisational Development Team, including various projects, teacher training, and team development, and oversaw development of the ONE CITY professional development programme. Following staff feedback from previous years, this event was extended over a five-day period.

In 2017-18, the objectives of the Organisational Development team were to:

- Create a blended integration programme for colleagues new to the College.
- Revise the Personal Development and Review Scheme (PDR) to encourage an increase in personal learning.
- Develop an agenda and approach to deepen staff engagement.
- Enhance the range of online material and e-learning available to colleagues.
- Improve our mandatory training offer.

## Enhanced Qualifications

Twenty-Six members of staff were supported through the College's Enhanced Qualification scheme during 2017/18. The College focused on developing staff in line with its strategic ambitions, by offering enhancement to those wishing to study SCQF level 10 qualifications in specialist areas of study.

During 2017/18 OD supported 22 staff to achieve the Teaching Qualification in Further Education (TQFE) qualification, through the Universities of Stirling and Dundee. Each TQFE participant is well supported through the programme by an assigned College mentor. The mentor provides guidance and assistance as well as undertaking a lesson observation as part of the TQFE assessment.

Under the Flourishing Managers Programme 12 current and aspiring managers were supported, offering colleagues the opportunity to achieve the prestigious Chartered Management Institute (CMI) Certificate in Leadership and Management.

## Corporate Responsibility

OD worked in partnership with colleagues to provide sessions on Corporate Parenting and Safeguarding while Safety and Security Awareness training was also provided for staff, in partnership with Police Scotland.

## Employee Health and Wellbeing

OD has invested in a range of health and wellbeing activities for staff targeted as provided increased engagement and general health benefits. Initiatives implemented during 2017/18 include:

- Mindfulness sessions.
- Family Cooking on a Budget.
- Languages.

## Online Staff Resource Centre

The online Staff Resource Centre has created a resource which enables staff to access meaningful categories of learning at a time, place and in a way to suit their needs. The area is continually developing and participation levels are increasing exponentially. Two further bespoke e-learning modules have been developed in Safeguarding and GDPR, relating exclusively to the College context. Further investment was made in an extensive suite of e-learning materials, providing colleagues with access to a number of bite-sized episodes of learning, covering a range of topics and themes.

## ONE CITY 2018

ONE CITY 2018, the College's signature CPD event, was extended from the traditional one-day format to cover five days of learning and engagement. During those 5 days, 1167 members of staff attended over eighty workshops. The workshops focused on sessions to develop learning and teaching practice and enhance the implementation of City Learning 4.0. Presenters comprised an excellent blend of inspiring internal and external facilitators.

There was considerable appreciation of the contributions from Dr. Anna James who provided approaches to Student Mental Health in the classroom; Sandra Millar on Storytelling with Impact; David Hodgson on Creativity in the Classroom; and conversation pieces from Aamer Anwar, Graeme Speirs and Archie McPherson. In addition, a number of academics shared their research in engaging ways through the Cabaret of Dangerous Ideas initiative.

ONE CITY provided 50 students with invaluable work experience opportunities, which were aligned to their courses of study. We are grateful to staff and students from complimentary therapies, hairdressing and barbering, sport, event management, hospitality, jewellery making, performing arts and construction areas for the support provided.

## Diversity and Equality

The ED&I team provided update reports to the Committee throughout 2017-18, which included a revised ED&I Initiative outlining the operational priorities and targets over the period 2017-21.

It was noted that the Scottish Funding Council had featured the College as a case study in their gender action plan publication in relation to the College's Women into Engineering programme.

In terms of key priorities in 2017-18, the Committee noted that:

- The Equality Mainstreaming Report is next due for submission in 2019. An interim report was published in April 2018 to maintain continuity.
- In addition to staff data, the College is required to collect data information on the Board of Management in relation to gender. To gain additional information with a view to increasing diversity of Board members across protected characteristics, additional information is being sought.

- A gender action planning framework has been devised in support of Faculty level gender action plans which are reviewed by the Student Experience Leadership Group.
- A SMART action plan from 2017-2021 is in place to support the College equal pay statement and to continue to reduce the pay gap.
- The College EDI Strategy has been revised in line with the new strategic aims within the People and Culture, and Student Experience Strategies.
- The various themed monthly EDI events being delivered during 2017-18 were noted. These events were recognised positively within the recent Education Scotland Review.
- The Embracing Diversity Competition for students is now in its 7th successful year.

### Positive about Disabled People

The College is committed to promoting and valuing equality and diversity through effective employment policies that aim to attract, recruit, and retain staff on the basis of merit.

In the Equal Pay Statement and Information Report, the College pledged to become a Disability Confident Employer by April 2019 and Disability Confident Leader by April 2021.

In 2017-18, 93 staff advised the College that they have a disability, equating to 6.4% of the workplace at 31 July 2017. This compares to 5.8% (77) in 2016-17 and 5.8% (70) in 2015-16.

### Equality Act 2010

The Equality Act 2010 has combined and superseded all previous equality legislation, including SENDA. The Act introduced a Public Sector Equality Duty, which states that a public authority must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This means that in relation to disability in particular, the College commits to:

- Ensuring fairness, opportunity and respect for all disabled students and staff, as detailed in the Equality, Diversity & Inclusion Policy.
- Equality impact assessing (EQIA) policies and practices to take account of disabilities.
- Providing training for staff in conducting EQIA.
- Enquiring about (and subsequently meeting) reasonable

adjustments for staff and students at application and interview stages.

- Providing additional support for students via Personal Learning Support Plans (PLSPs) in relation to additional support.
- Ensuring current/future buildings and work areas meet building control regulations/Equality Act 2010 requirements in relation to accessibility.
- Conducting Risk Assessments for work placements and field trips.
- Providing training for staff in conducting Risk Assessments.
- Delivering the CALM project to give staff the skills and attitudes to create and maintain accessible and electronic learning and teaching materials, uploaded to the student Virtual Learning Environment (VLE).
- Providing learning and teaching material in other formats, and assistive technologies for students and staff, such as BrowseAloud which is incorporated into the College's website, student VLE and staff intranet.
- Ensuring that our Access Guides, delivered by DisabledGo for our buildings are services, are up to date and easily accessible via our website.

### Risk Management

The Committee regularly reviewed the Risk Management Action Plans for those risks most closely aligned with the Committees areas of responsibility. These included risks and mitigations associated with the following areas: student success, outcomes and progression, duty of care to students, staff recruitment, retention and development, statutory compliance, as well as related matters such as the impact of industrial action. The Committee noted that while the College's student success PIs were at the forefront of the sector, a performance action plan was in place for each curriculum area to provide reassurance and support continued improvement.

### Student Recruitment and Admissions

The Committee received this report highlighting trends in applications for full-time courses where entry is based on selection criteria across College Faculties, and some of the initiatives employed to recruit students, such as school pupil visits to the College, School events, Open Days and employer events.

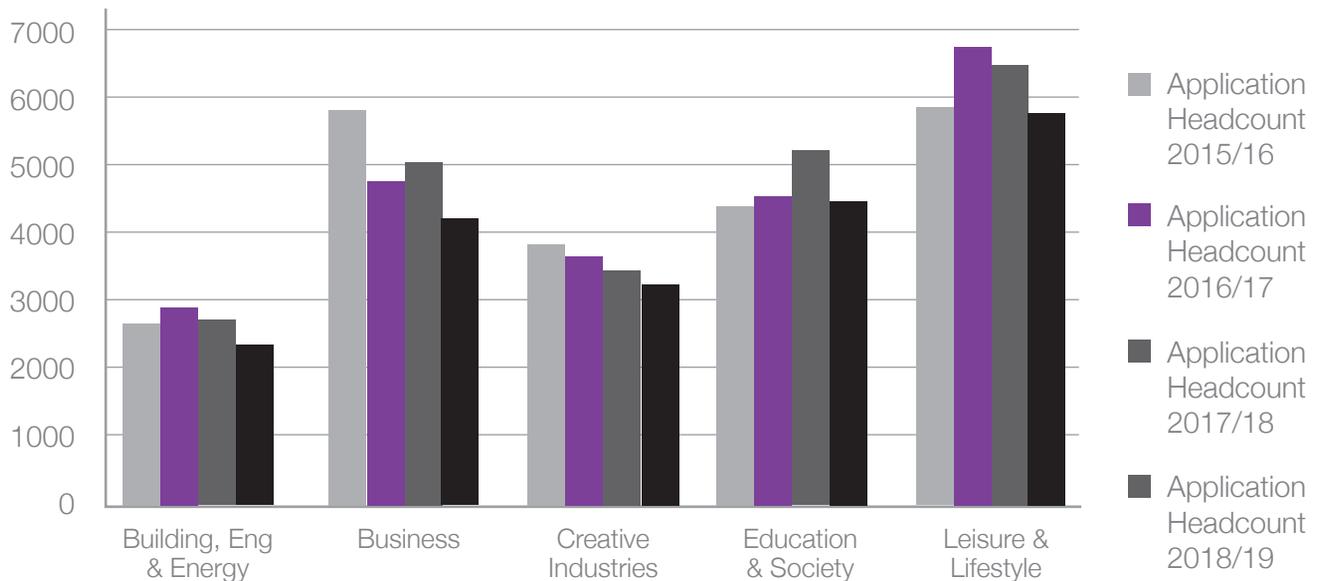
Pre-enrolment initiatives were noted, including further induction and familiarisation activity referred to as 'Get Ready for College' events. The Committee noted equalities information under protected characteristics for applications and enrolments, which indicated no significant deviation from the proportion found in the general population of Glasgow. Application information was made available via the College Dashboard. The Committee noted that widening access was reviewed across the Region to implement

inter-College progression opportunities in 2018-19 to City of Glasgow College from other regional colleges, for Social Science students at Glasgow Kelvin College, and Hairdressing and Events students at Glasgow Clyde College.

The College's 4-year trend in full time application data shows a decrease of 9% in 1st choice (headcount) applications to 20,281 applicants for just over 7,000 places. This still represents a ratio of 3:1 applications to places available and a number of courses continue to be oversubscribed. External factors are likely to have influenced this dip in applications including, a change in demographics with the number of young people in Scotland continuing to decrease, the impact of widening access policies currently being implemented by universities, and the various Government youth employment strategies spearheaded by Developing the Young Workforce. This trend in lower applications has been experienced across the FE Sector.

Details of applications and enrolments by protected characteristics, and the College's commitment to widening access are provided under Student Statistics: Access and Inclusion below.

## Applicant Trend by Faculty 2015-18

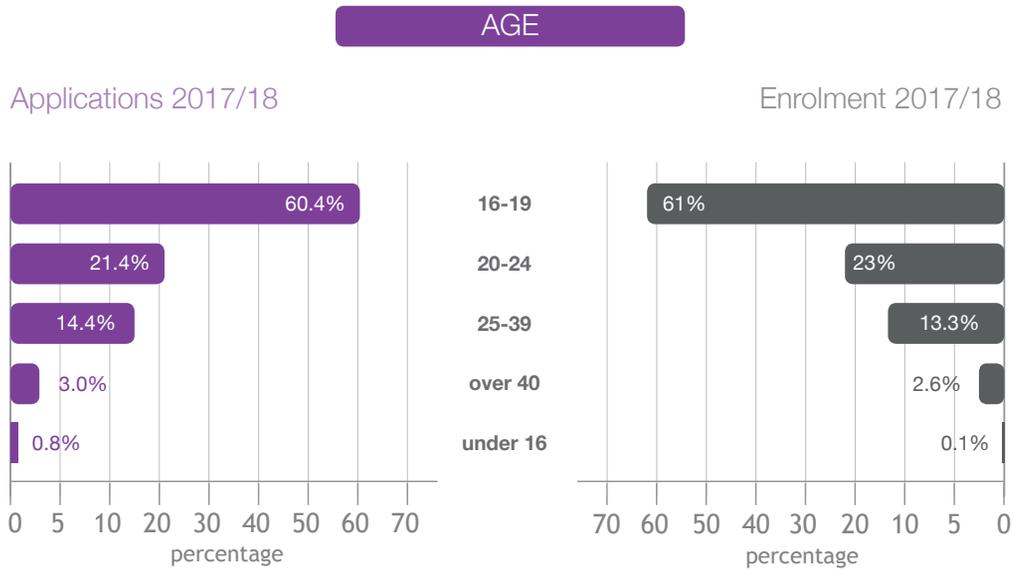


# Student Statistics: Access and Inclusion

## Age

In relation to age, the highest number of applications and enrolments continues to be from the 16-19-year-old age group with enrolments from this group increasing year on year since 2015 in line with our Regional Outcome

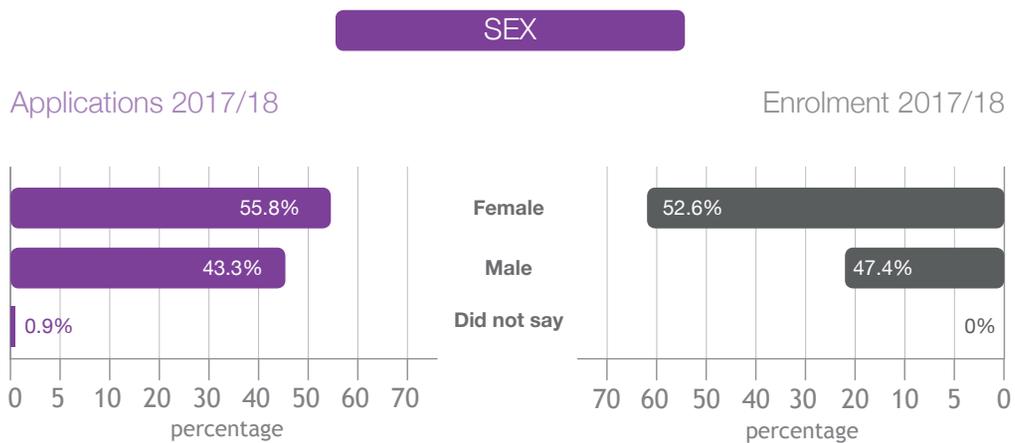
Agreement (ROA) objectives and the priorities of the Scottish Government. 'Opportunities for All' is a key Scottish Government policy that seeks to offer a place in learning and training for all 16-19 year olds.



## Sex

The Female/Male ratio at application stage was 55%/43% and at enrolment 52%/47% which is similar to the position in previous year trends. The College continues to address gender/sex imbalances within specific Curriculum areas

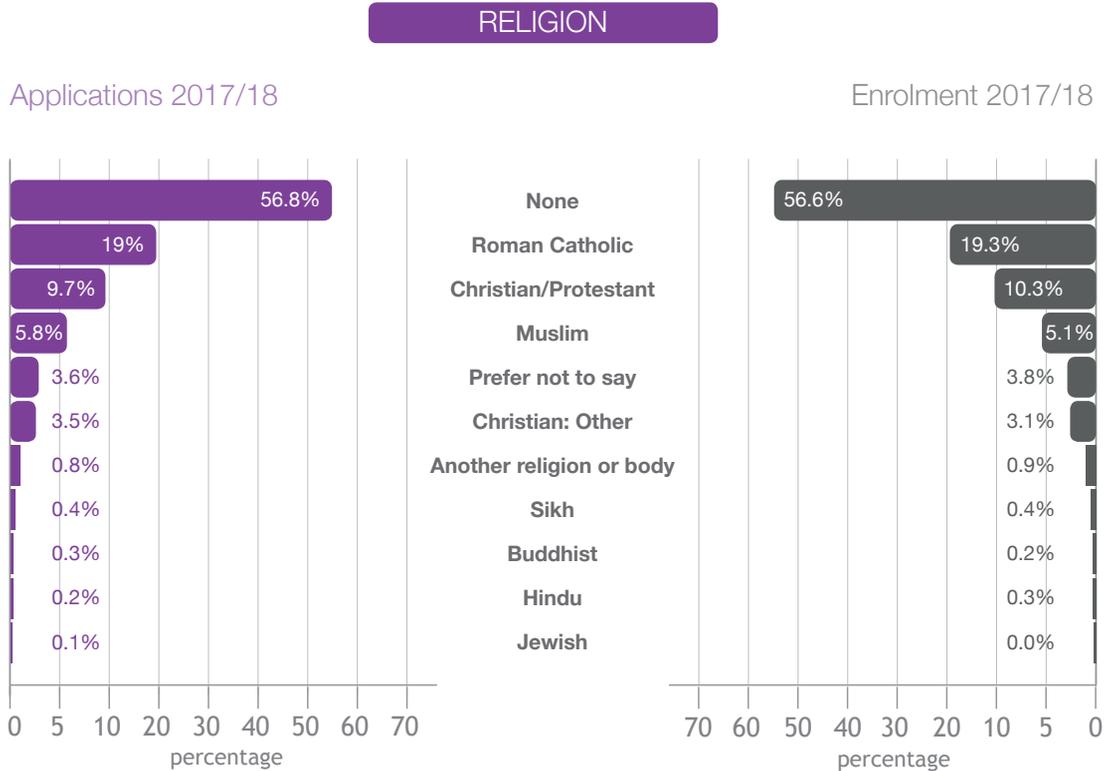
such as Engineering, Construction, Childcare and Early Years, and Beauty Therapy, through the College Gender Action Plan and collaborative work with the Equalities Challenge Unit and SFC.



## Religion

Collection of this data was introduced in 2015/16. Trends for the previous 3 years are similar; however, for 2017/18 we have seen a slight decrease of 2.5% in applications

and 1.1% in enrolments, for those declaring themselves Christian/Protestant.



## Race

Information on race is similar to last year and is for full time applications and enrolments only which exclude English as A Second or Other Language (ESOL) groups, which are part-time. When part-time groups are added the College BME participation rate is around 17%. Race data should

be viewed together with Ethnicity data to provide a full picture of the diverse student population at City of Glasgow College. There is no significant variation between those applying and those enrolling under this characteristic.





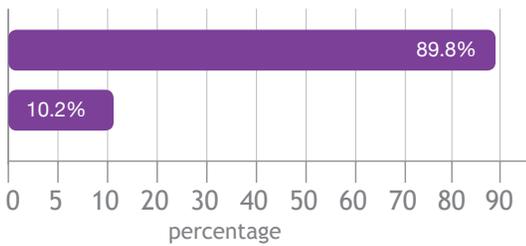
## Disability

The last annual report highlighted that the numbers of applicants and enrolments disclosing a disability over the last 3 years have risen. However, for 2017/18 there has been no significant change to last year but it should be noted that

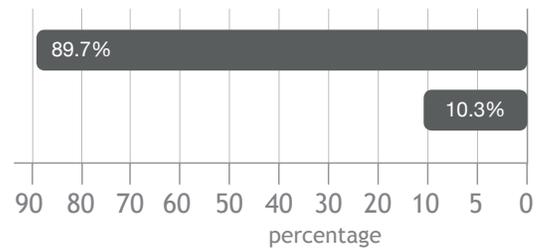
there are also a significant number of students disclosing a disability or additional support need in year through both Tutor and self-referral.

### DISABILITY

Applications 2017/18



Enrolment 2017/18



## Ethnicity

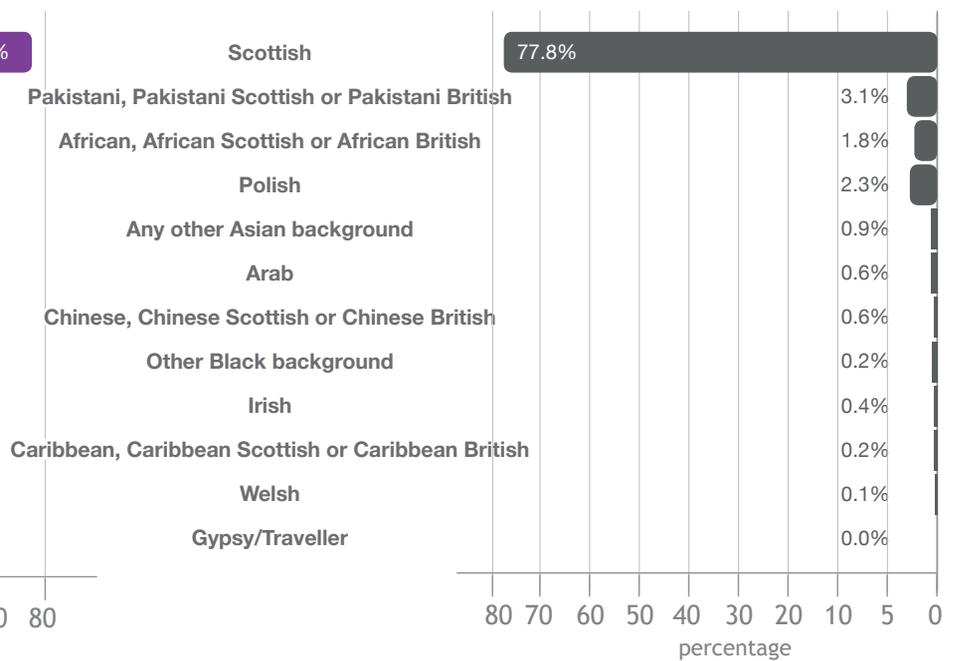
There is no significant variation between the declared ethnicity of those applying and those enrolling, and there has been no significant variation over the last 3 years.

### ETHNICITY

Applications 2017/18



Enrolment 2017/18

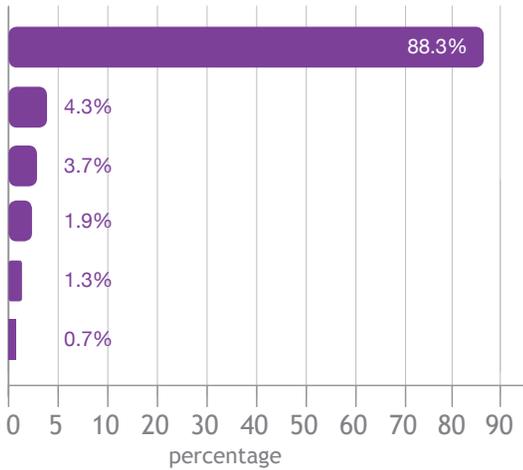


## Sexuality

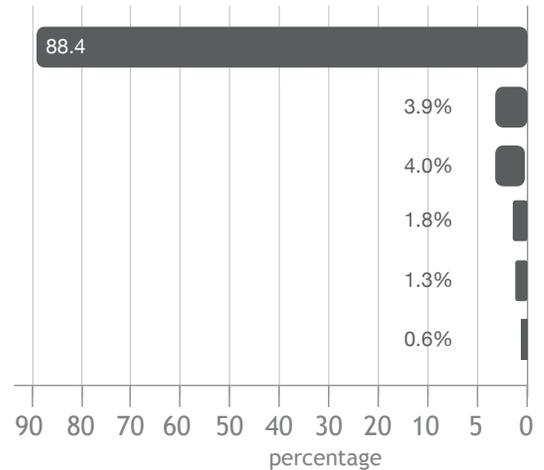
There is no significant variation between the declared sexuality of those applying and those enrolling and there has been no significant variation over the last 3 years.

### SEXUALITY

Applications 2017/18



Enrolment 2017/18



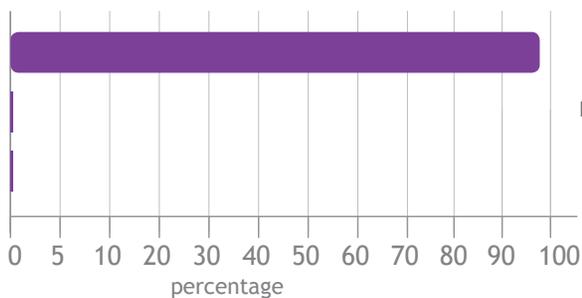
## Gender Reassignment

This protected characteristic has only recently been included in our statistical monitoring and shows a slight increase in the numbers declaring a change in their birth assigned gender. This may indicate that students feel more

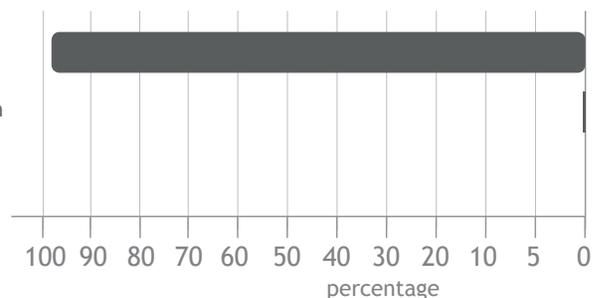
comfortable declaring this information once they have received a place on the course. However, the College is satisfied that there is no significant variation which suggests that any students were disadvantaged.

### GENDER REASSIGNMENT

Applications 2017/18

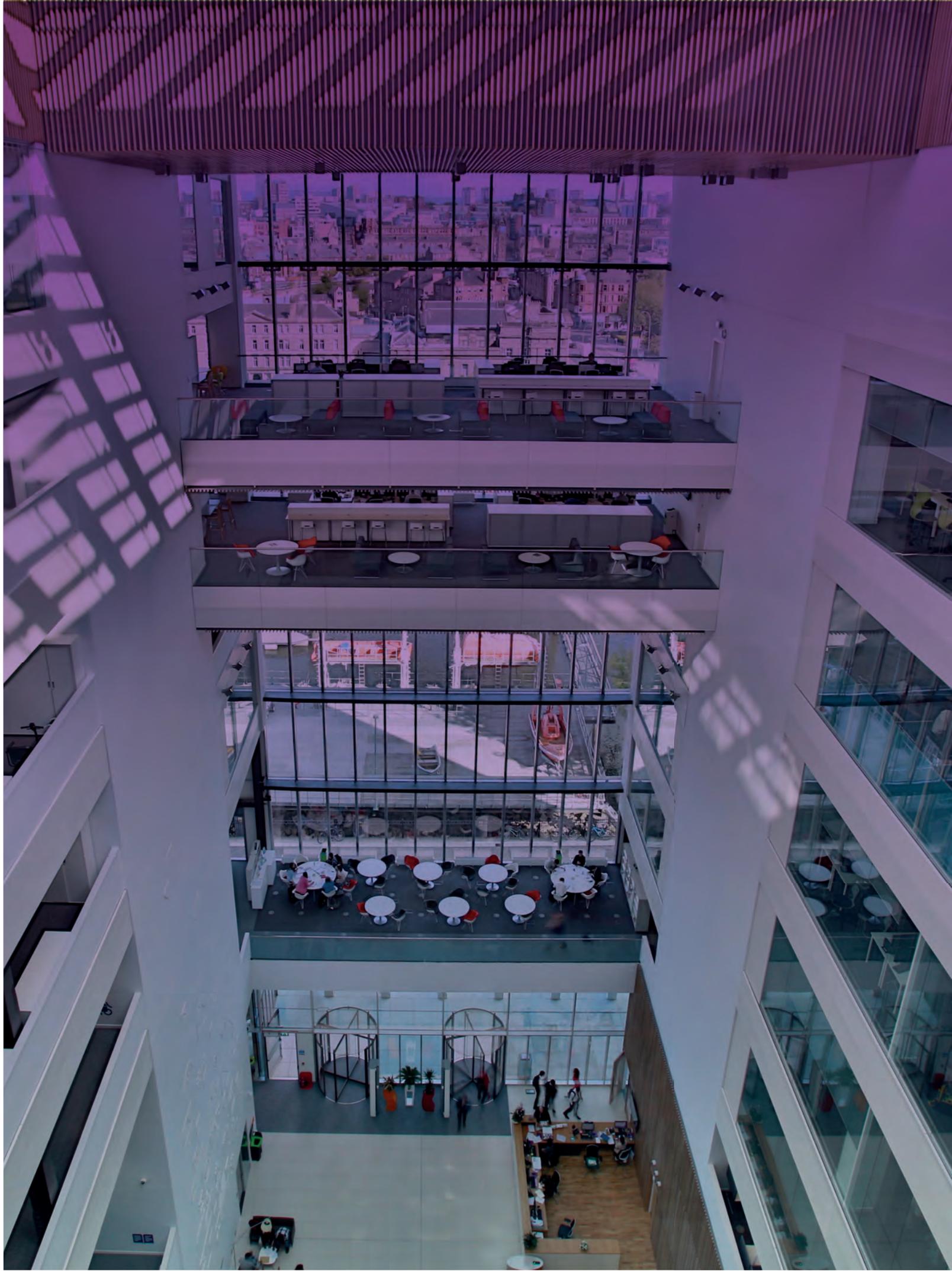


Enrolment 2017/18



Marriage and Civil Partnership is also a protected characteristic within employment. The College does not collect information on this area which is not relevant or requested in relation to course selection. The College has never received a complaint related to this protected characteristic in relation to student recruitment and selection.

Pregnancy and Maternity is also a protected characteristic. The College does not collect information on this area which is not relevant or requested in relation to course selection. The College has never received a complaint related to this protected characteristic in relation to student recruitment and selection.

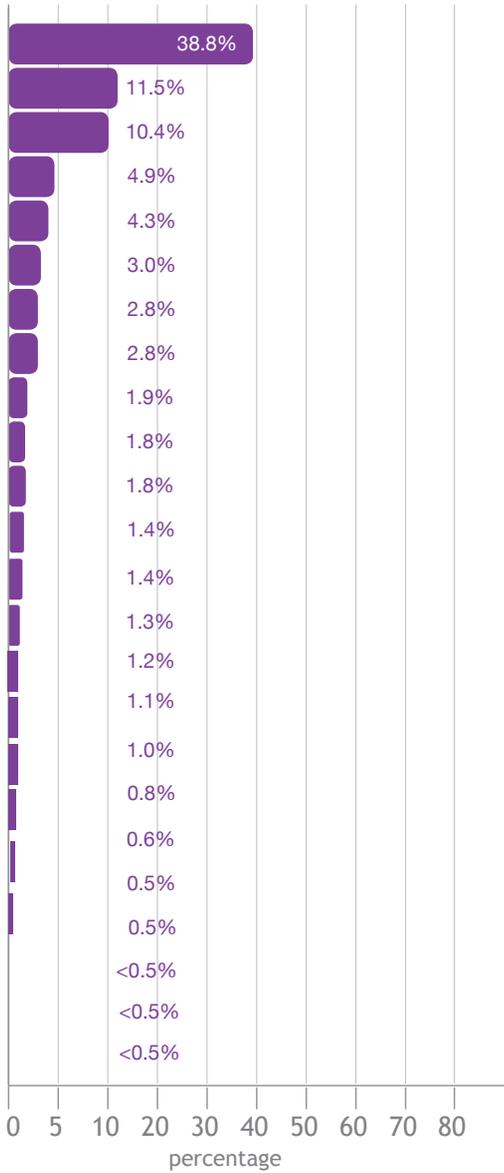


## Student Home Location

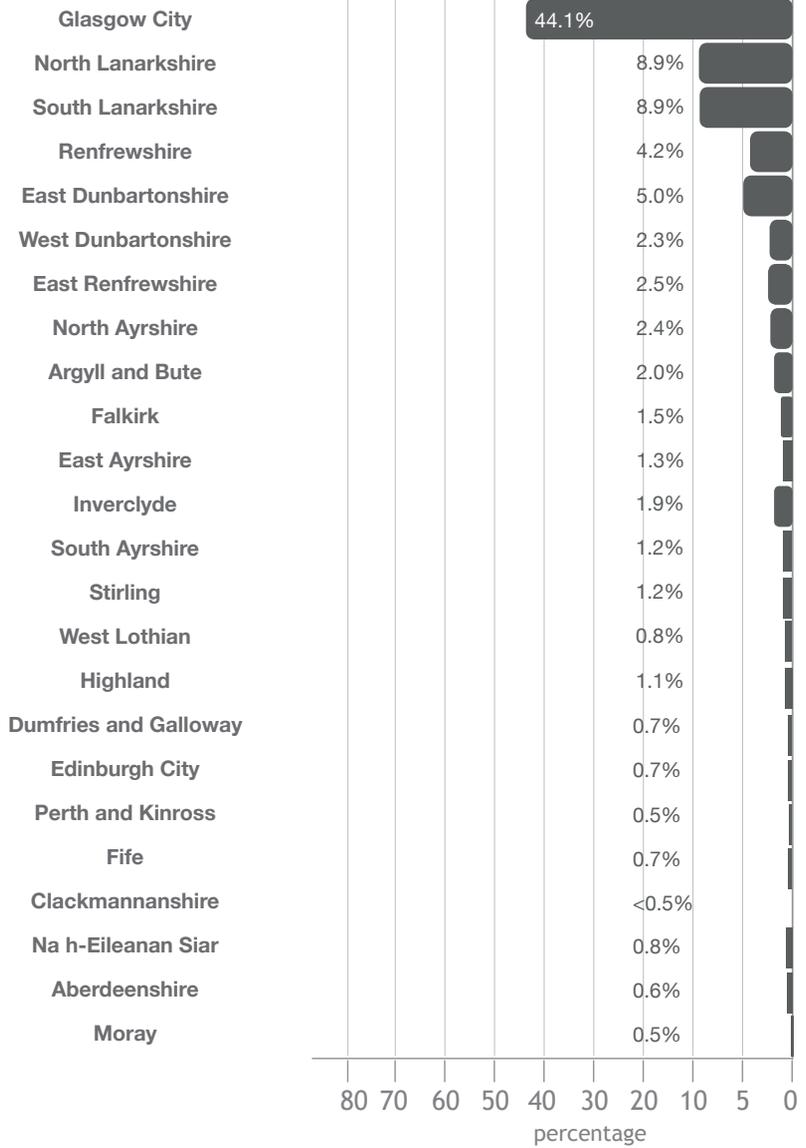
In relation to student home location applications and enrolments follow very similar trends to previous years; however, the data would suggest that applications from Glasgow City students are more likely to convert to an enrolment than students from out with Glasgow.

### HOME LOCATION

Applications 2017/18



Enrolment 2017/18



**SIMD**

The Scottish Index of Multiple Deprivation (SIMD) identifies small area concentrations of multiple deprivations across Scotland via postcode. Postcodes are divided into 5 quintiles with quintile 1 representing the 20% most deprived postcode areas in Scotland.

The table below compares full time applications and full time enrolments by quintile and location i.e. Glasgow region

and other (outwith Glasgow). The data is consistent with previous year trends and shows that the College attracts a high number of applicants from those residing in quintile 1 areas with significant numbers from the Glasgow area. However, the data also suggests that applicants from the least deprived areas are more likely to enrol.

2017	Glasgow or Other Region	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Postcode Not Found	Total
Applications	Glasgow	5445	1535	987	669	325		8961
	Other	2901	3087	2666	2311	2344	814	14123
Enrolments	Glasgow	1721	479	315	0	213		2728
	Other	743	876	839	911	824	166	4359
Enrolments as a % of Applications		30%	29%	32%	31%	39%	20%	31%



# Art Foundation

## College Strategic Priority 1:

To be an inspirational place of learning

## College Strategic Priority 2:

To enable individuals to excel and realise their full potential



Convener  
Frank Docherty RSW

## Governance Responsibilities

City of Glasgow College has a long and successful record as a cultural patron, and in continuance of this historic role, the College Art Foundation was set up as a non-profit organisation in 2015, as a catalyst for the acquisition, display, and promotion of the visual arts, and in particular the promotion of the work of young Scottish artists. The aim of the Art Foundation is to establish an art collection of merit, with which to raise awareness of, and interest in, the arts community in Scotland, especially among young people, to encourage and sponsor creativity in the visual arts, and to focus art related funding, fundraising and grant aid as a provider of education bursaries.

In addition, the Foundation exists to promote and provide exhibitor opportunity, exhibitions and exhibition spaces for Scottish artists of all ages, and through its acquisitions and loans, to complement and enhance the public space and learning and teaching environment of the City of Glasgow College and surrounding Civic Landscape.

Many of those attending the College's courses come from areas of high deprivation, and may have had little exposure to the visual arts. The spectacular new campus buildings provide an unprecedented opportunity, not only for providing access to high quality educational facilities, but also for the display and promotion of the visual arts, in both public and teaching areas of the College buildings and environs, to the benefit of students, visitors, and the public.

## Committee Review of 2017-18

### Governance Matters

The Foundation considered its constitutional and governance arrangements at the beginning of the 2016-17 session, and agreed to operate as a Committee of the College Board of Management. The Foundation considered the legal, regulatory and financial implications of its governance arrangements, and agreed that these would be best served by being constituted as a Board Committee, recognising that the objectives of the Foundation complement the College's charitable objectives. The Board of Management approved the status of the Foundation, and of its co-opted members.

The Foundation has agreed a donations procedure outlining and clarifying the responsibilities of the Foundation, the Convener, and prospective donors of items of art. As well as aesthetic quality, the procedure takes account of technical considerations, terms of loans, location, budget, maintenance and preservation, safety, durability, as well as the potential of any donations to enhance the cultural diversity of the College.

### Foundation Medals

The Foundation has agreed the creation of two medals: The Art Foundation Medal, and the St Kentigern Medal. The medal winners in 2017-18 were:

- Silver College Foundation Medal winner - Ilisha Stack (photography)
- Bronze St. Kentigern Medal winner - Fiona Marsh (Contemporary Art Practice)

Both Students gained First Class honours degrees in 2017-18.

As a Foundation Medal winner, Ilesha will have the opportunity to display her work in the College later in the year. Since winning her medal, Ilesha has been selected for the publication of the Portrait of Britain Awards. This is a national competition, and her work has been on display in public venues such as Central Station in Glasgow. Another of Ilesha's portraits, this time of a young man, was shortlisted for the Scottish Portrait Award. This work has been purchased by the Foundation for the College collection.

**Paisley Art Institute**

The Foundation continued its support for the Paisley Art Institute, which has encouraged and promoted art in Scotland since 1876, with sponsorship of the Scottish Drawing Competition.

**Current College Collection**

A substantial collection of the best work of past creative students is displayed throughout the College campus sites.. The collection currently comprises 870 pieces, predominantly the work of students. In addition, well-known artists have donated works of art on long-term loans where the College can enable the artist to hold one-man or one-women exhibits. Funding from Sir Robert McAlpine, the contractors for the new build, allowed work to be commissioned from current students and staff and as a result, there is now a collection of over 50 pieces of art.

The Foundation monitored the ongoing spend of its yearly budget, and received reports from the Convener and other members with regard to purchases made. Included among these were the acquisitions made from the RGI, RSW, and RSA exhibitions under the Foundation's Purchase Prize Scheme. The Convener reported that the College, via the Foundation, is building a broad range of work, which is highly representative of contemporary Scottish art.

New Works purchased by the Art Foundation from RSW and RSA and RGI Annual exhibitions were:

Displayed at City Campus:

- Portrait of Hugh MacDiarmid by Calum Colvin
- Woodcut by Adrian Wiszniewski
- Winter Garden by Ann Wegmuller
- Abstract Work by Simon Lawrie – donation by the Artist

Displayed at Riverside Campus:

- Beneath the Flow by Susan Mackintosh
- Locked and Unlocked by Angus McEwan
- Between the Lines by Joan Doerr
- Three Kisses Half Forgotten by Elise Alan
- Corroding Landscape by Ryan Mutter



# Finance and Physical Resources

## College Strategic Priority 7:

To maintain our long-term financial stability

## College Strategic Priority 8:

To secure diversity of income and sustainable development



Convener  
Karen Kelly

## Governance Responsibilities

The remit of the Finance and Physical Resources Committee falls into two principal areas, as its name suggests – broadly financial, and also those relating to the College estate.

The Committee therefore undertakes the Board of Management's constitutional delegation in financial matters, and specifically the duties of oversight assigned to the Committee on the Financial Regulations. The Committee is also expected to provide the Board with advice on significant financial matters, and to review approve and monitor financial plans, strategies and plans. Any recommendations emerging from this oversight is then made via the Committee to the Board of Management. The Committee receives and approves the annual budget and final accounts for recommendation to the Board. The Committee also receives and considers advice from advisory committees on major items of capital expenditure.

In terms of its responsibilities for physical resources, the Committee carries out its delegation in all matters relating to the College's estate, property and facilities, including the discharge of the Board's responsibilities for land and assets, in consultation with the Scottish Funding Council and Glasgow Colleges' Regional Board as appropriate. Estates development and disposal has been a particular focus for the Committee in recent years.

As with financial matters, the Committee will provide the Board with advice and recommendations relating to estate, property, and facilities, and related strategies, plans, and reports. In addition, the Committee considers health and safety matters where these relate to the College's operations within its estates and facilities, and reports as necessary to the Board.

The Committee was pleased to oversee a delivery of 0.1% over grant target activity in 2017-18, while recognising that continued achievement of targets, and financial sustainability, in current and future years, would require continued strategic development and innovation given projected pressures on the College budget.



# Committee Review of 2017-18

## Financial Plans 2017-18 and 2018-19

The Committee reviewed drafts of the 2017-18 Financial Plan, with a particular emphasis on considering the measures required to achieve a balanced budget by the financial year end, this being a condition of the Committee's approval of the budget. An improved financial position to July 2018 was noted as largely due to the sector-wide uplift in teaching grant from the Funding Council from the previous year's allocation, and additional funding to address the additional costs incurred in 2017-18 as a consequence of the national bargaining agreement.

The lower level of commercial activity was noted. The Committee also monitored this against projections and encouraged the provision of additional courses to ensure achievement of targets.

The draft financial plan for 2018-19 was presented and discussed. This plan fully incorporates the impact of the Curriculum for Glasgow plan, and projected a surplus as at May 2018.

## Long Term Financial Planning

Following Audit Scotland's agreed recommendation to set long term financial plans for a period of 5 years, the Committee considered a series of scenarios, including updated optimistic, realistic, and pessimistic planning projections. The 5-year financial planning report was considered in line with the approved budget for 2017-18. It was also agreed that further planning would be required for the significant increase in future costs, and the prospect of significant changes in the strategic operating environment.

## Performance Monitoring

As indicated above, Budgetary Control, Cash Flow, and Treasury Management Reports were all standing items on the Committee's Agenda. These reports provided the Committee with regular summaries of Income and Expenditure Accounts, Balance Sheets, and monthly

cash balances throughout the session, while the College's investment strategy and performance was regularly updated via Treasury Management Reports. An updated Treasury Management Policy reflecting changes in banking service provision and minor updates to dates and job titles was submitted and approved. The Committee also noted that the College met the agreed Credits delivery for 2017-18

## Procurement: Non-Compliant Spend

An update on the progress made to date against all non-compliant spend reported for 2015-16 and 2016-17 was reviewed by the Committee. Whilst members noted an improving position, the Committee emphasised the need to target significant reductions in non-compliant spend, towards elimination, in the short-term. The Committee received ongoing reports on planned improvements and progress.

## Course Fees

The Committee considered and approved a proposal to increase most part-time fees by approximately 2.5% on the 2017-18 level, recognising the current economic climate, inflation and College costs, while taking account of potential impact on student recruitment, which was expected to be minimal. A revised course Fee Policy was approved, which set a limit of three years on requests for refunds of fees.

## Annual Report and Accounts 2016-17

The Committee reviewed the College Annual Report and Accounts for 2016-17 prior to final Board approval. As well as the formal Financial Statements, the Report also included highlights of student, staff and College successes. The Report was reviewed by the College's external auditor to ensure compliance with audit and governance practices, and in line with the FRS 102 accounting standard. Although a deficit of £3.5m was recorded, the full financial statements showed an underlying operating position with a surplus of £342k.



## ICT Delivery

The Committee were provided with reports on the development and maintenance of ICT delivery.

## Property Disposals

Reports on the status of the legacy property disposals programme were considered, with the disposal of the North Hanover Street tower presenting appreciable challenges. The Committee considered various bids and proposals in the context of market conditions, a benefits vs risk analysis, stakeholder guidance, and the responsibility for the proper guardianship of public funds. As a consequence, the Committee decided to re-market the property. This decision was taken in full consultation with the Funding Council and Scottish Futures Trust, following legal advice. This recommendation was forwarded to the full Board, and subsequently approved and implemented with all due mitigations, as advised.

In 2017-18 meetings were held with shortlisted bidders for the North Hanover Street tower, and a preferred bidder selected for recommendation to the Board. Proposals were also developed for the Charles Oakley Building to provide a multi-layered, multi-disciplined collaborative working space to enable research, nurture innovation and encourage knowledge exchange, principally in the areas of STEM and health care.

## New Campus Delivery Report

Delivery progress reports for the new campus project under the NPD (Non-Profit Distributing) model were received, including reports on Health and Safety matters. The closing out of remaining issues was noted, and phase completion dates monitored. NPD risks were closed as appropriate, or transferred to the main College Risk Register. The New Campus Project was formally completed within budget and on schedule, which the Committee recognised as a considerable achievement. The strategic risk associated with successful delivery was closed.

## Facilities Management Reports

The Committee discussed reports on Facilities Management, to a level of detail agreed by the Committee as sufficient. This included consideration and oversight of contract management staffing structure, building defect management – snags and derogations, fuel/energy consumption and energy saving initiatives.

The number of reactive maintenance events reduced as expected, and among the significant repair works, the bio-diesel engines at Riverside were restored to full operation after an error in the provision of the correct fuel. The Committee also received reports of instances in which the College's Business Continuity Plan was successfully invoked in response to the temporary loss of services, extreme weather conditions, and other situations threatening the continuance of College functions.

## Environmental Sustainability

The College has developed a Sustainability Strategy, one of five such strategies in support of the College Strategic Plan. One element of this Strategy is the Environmental Theme supported by an Environmental Sustainability Initiative – Eco City. The Strategy states that with respect to environmental sustainability, City of Glasgow College will play a major role in the strategy to secure a "Sustainable Glasgow". Through a commitment to minimising the College's impact on the environment, and the development of sustainable estates initiatives, the College aims to both to improve energy efficiency, reduce its carbon footprint and influence positive behaviours amongst the staff and student population.

The key Drivers of the Strategy are:

1. UK Government's priorities for Sustainable Development which emphasise:
  - Living within Environmental Limits
  - Strong, healthy, just society
  - Sustainable economy
  - Good governance
  - Using sound science responsibly
2. The Scottish Government's priority to meet sustainable, resilient and inclusive growth by providing skills for key industries
3. Scottish Planning Policy and the ambitions therein to achieve:
  - Outcome 1: A successful, sustainable place – supporting sustainable economic growth and regeneration.
  - Outcome 2: A low carbon place – reducing our carbon emissions and adapting to climate change.
  - Outcome 3: A natural, resilient place – helping to protect and enhance our natural and cultural assets, and facilitating their sustainable use.
  - Outcome 4: A more connected place – supporting better transport and digital connectivity.
4. Contributing to Scotland's Colleges Climate Change Efficiency Scheme and the requirement for a 5-year Climate Change Action Plan.

The Environmental Sustainability Initiative includes the following long-term targets:

- Reduce the greenhouse gas emissions by at least 42% by 2020, relative to 1990 baseline.
- Reduce the greenhouse gas emissions by at least 80% by 2050, relative to baseline;

The Initiative also includes benchmarks drawn from the following agencies:

- Environmental Association for Universities and Colleges
- (EAUC).
- Scottish Environment Protection Agency (SEPA).
- Sustainable Scotland Network (SSN).
- Zero Waste Scotland.
- Recycle for Scotland.
- Love Food Hate Waste.

### Climate Change

The Committee considered the duties of public bodies to comply with the Climate Change Act, noting that a Statutory Order of the Act requires public bodies to annually report on compliance with the climate change duties. The draft CoGC Climate Change Report for 2016-17 was submitted for review. The challenges faced in reducing substantially the College's carbon footprint were recognised, and the Committee charged the Executive Leadership Team to consider and agree how this would be progressed, particularly in relation to the Sustainability Strategy.

### Health and Safety

The Committee monitored the quarterly Health and Safety Reports, which focused upon activity areas with relatively high incidences of accidents/incidents. The Committee

also maintained oversight of the management of the risk assessments put in place for all activities, and agreed spot checks and monthly reports to SMT for review.

### Strategic Risk Review

The Committee maintained an oversight of the strategic risks linked to the principal responsibilities of the Committee, with regular reviews of the updated Management Action Plans relating to these risks, and the College's Risk Register. Significant changes to risk assessment or management were highlighted and discussed by the Committee. The risk associated with new campus project completion was removed, and a new risk associated with Brexit implications was added. The strategic risk associated with the ONC reclassification of colleges was downgraded to a level 2 risk.

### Financial Performance

For the financial year 2017-18 the College made an underlying surplus of £0.6m - an increase from £0.3m in 2016-17. However, the College continues to operate in a challenging financial climate, and is facing significantly increased staff costs over the next 2 years, due mainly to harmonisation of pay levels across the sector.

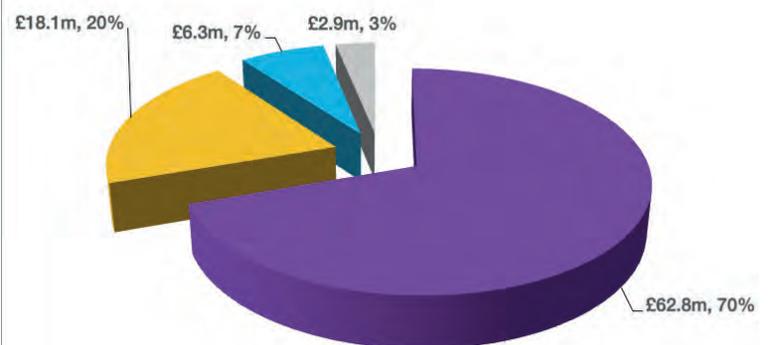
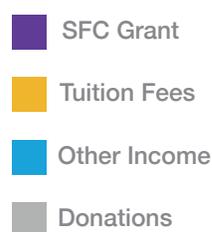
The College had net current liabilities of £4.0m at the year end, mainly due to the inclusion of NPD contract liability; however, the College continues to operate with a healthy cash balance of £7.0m at the year end.



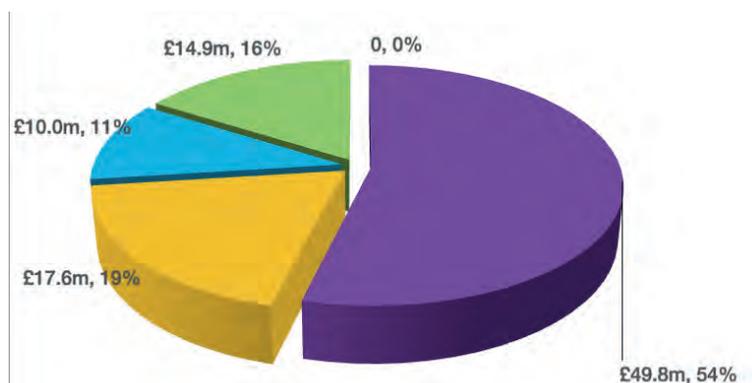
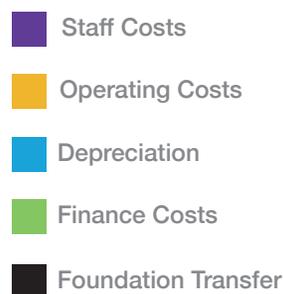
Performance Measure	Actual 2017-18	Actual 2016-17	Actual 2015-16
Underlying Operating surplus as a % of total income	0.7%	0.4%	2.0%
Income & expenditure reserves as a % of total income (excl pension reserve)	13.3%	12.5%	17.7%
Ratio of Current assets to current liabilities	0.76 : 1	0.71 : 1	0.99 : 1
Days cash to total expenditure	31	25	27

Performance Measure	Target 2017-18	Actual 2017-18	Actual 2016-17	Actual 2015-16
Capital Expenditure	£1.7m	£1.3m	£17.6m	£46.6m
Net Current Assets / (Liabilities)	(£4.0m)	(£4.4m)	(£4.5m)	(£0.5m)
Course Fees	£11.1m	£10.7m	£10.3m	£9.8m
Commercial Fees	£4.0m	£3.8m	£3.9m	£3.1m
Education Contracts	£1.7m	£1.9m	£2.0m	£2.1m
Overseas Fees	£1.9m	£1.7m	£2.0m	£2.1m
Staff Costs	£47.5m	£47.6m	£44.8m	£41.5m
Operating Expenses	£31.9m	£32.5m	£33.4m	£17.1m
Transfer to Foundation	£0m	£0m	£0m	£0m
Underlying Operating Surplus	£0.0m	£0.6m	£0.4m	£1.3m

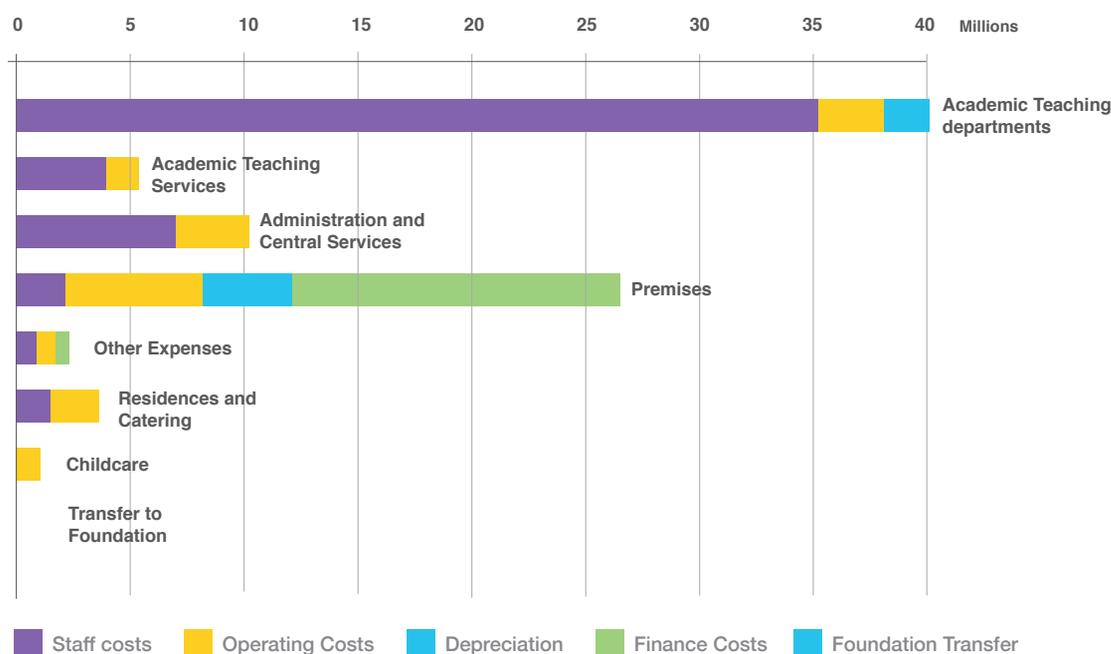
## Actual 2017-18 Income Analysis



## Actual 2017-18 Expenditure Analysis



## Actual 2017-18 Expenditure Analysis



### Underlying operating position:

	2017-18 £'000	2016-17 £'000
<b>Revenue</b>		
<b>(Deficit) before other gains &amp; losses</b>	<b>(2,298)</b>	<b>(3,495)</b>
<b>Add back:</b>		
Depreciation (net of deferred capital grant release) on both government funded and privately funded assets including NPD assets	6,520	5,604
Exceptional non-restructuring costs (e.g. impairment)	0	843
Non-cash pension adjustment – Net service cost	1,714	1,107
Non-cash pension adjustment – Net interest cost	363	312
Non-cash pension adjustment – Early retirement provision	(764)	0
Donation to Arms-Length Foundation (ALF)	0	0
<b>Deduct:</b>		
Non-Government capital grants (e.g. ALF capital grant)	(848)	(1,437)
Exceptional income (if disclosed as exceptional in accounts)	0	0
CBP allocated to loan repayments and other capital items	0	0
NPD income applied to reduce NPD balance sheet debt	(4,043)	(2,592)
<b>Adjusted operating surplus</b>	<b>644</b>	<b>342</b>

# Development

## College Strategic Priority 4:

To be a valued partner of the city region, supporting the national economy, and the international learning community

## College Strategic Priority 8:

To secure diversity of income and sustainable development



Convener  
George Black

## Governance Responsibilities

The Development Committee has a primary focus upon the College's commercial and international activities, ensuring the alignment of such activity with the Colleges strategic priorities, and monitoring the development of new business. To this end, the Committee receives regular reports enabling the Committee to assess the business risks to the College, as well as the opportunities for significant investment and development opportunities.

The College Strategic Plan 2017-18 includes a key priority "To secure diversity of income and sustainable development" which represents a significant strategic development for the College. This brings with it a revised perspective on risk appetite and tolerance in respect of new developments that may enhance the College's progress towards realising this strategic priority.

The Committee therefore has a key strategic role in College governance - considering, instigating, and co-ordinating policy and strategy development or change, and any related decisions which may be of relevance to more than one Board Committee. The Committee reports to the Board on all such matters, as well as any development related matters of unusual or special interest not within the remit of another Board Committee.

It is also a key task of the Committee to consider the environmental and policy context for College development, to ensure that the College's strategic direction is informed, up to date, proactive and responsive to external priorities

## Committee Review of 2017-18

### Standing Items

The priorities of the Committee throughout 2017-18 were represented in the Committee's agenda standing items through the session, which were:

- Performance against targets for Commercial and International activity.
- Industry Academies (progress vs targets).
- Overseas Project updates.
- Reputational and Fraud risks relating to International Operations (annual).
- Strategic Risk Review.

The Committee's commercial development focus was represented in the Corporate Development Strategy.

### Corporate Development Strategy

The Corporate Development Strategy was substantially redeveloped in for the period 2017-25, with the oversight of the Development Committee. The Strategy will continue to support the Glasgow Region and Scotland's social and economic success, by better equipping individuals for the workforce, diversifying our corporate offering, as well as providing a more financially sustainable future for the College as a whole.

A core purpose of the strategy is to increase non-government funded income through business international and European partnership activity, and diversification of services, to allow the College to further invest in its learners, staff and infrastructure.

The award winning Industry Academy model at City of Glasgow College ensures that an employability-focussed

curriculum is delivered, addressing the skills and knowledge that employers need, while supporting learners into sustainable employment. The Committee was provided with an overview of various Industry Academy developments, with a particular emphasis upon entrepreneurial and innovating partnerships with business partners and schools. Presentations were received from the Faculties of Business, Creative Industries,

The purpose of the Development Strategy may be summarised thus:

- To provide clear direction for business and international developments
- To create a framework for an Innovation and Research Academy
- To provide clear organizational goals promoting accountability and responsibility
- To identify stakeholders and set working partnership goals
- To deliver the needs of employers and businesses at regional, national and international level
- To promote consistency and a shared vision of good practice and innovation across the College

The Committee recognizes that the City of Glasgow College is inseparable from its city locations, connecting both Glasgow and Scotland with the international community. This strategy strives to take forward new initiatives, diversify activity and create strategic partnerships nationally and internationally.

### International Projects

At each of its meetings the Committee was provided with a detailed update on the key international project activity currently being undertaken by the College, including development activity at various stages from scoping, inception, development, implementation, and expansion. Among the international partners with which the College is working are:

- Zhejiang Technical Institute of Economics (ZJTIE), China
- Management Development Institute of Singapore (MDIS)
- Nigeria – Lagos Deep Offshore Logistics Base (LADOL)
- Hong Kong – Vocational Training Centre (VTC)

### Travel: Cost vs Benefits and Risk

Recognising the need to ensure best value for money, especially in the current climate of restricted public funding, the Committee have been careful to ensure an appropriate balance between investment in potential development opportunities on the international stage for the benefit of the College overall, with ensuring best value and risk analysis. To this end, the Committee received regular reports on the planned international travel undertaken by College staff, with a cost vs benefits analysis.

The Committee recognised that the benefits of such overseas trips may take time to develop a return, and that current reported growth in international activity was often a consequence of informal initial contacts made in past years.

The Committee noted that trips are only approved subject to completion of appropriate Risk Assessments, which are completed by the relevant member of staff undertaking the trip. Reference is made to up to date travel advice near the date of travel.

### Innovation

The Committee was provided with a detailed account of the recent innovation activity across the College. CoGC leads the sector in terms of innovation, and the Committee was pleased to note specific project examples under each of the strategic innovation priorities. The Committee also reviewed plans to further develop the Scottish Institution of Innovation and Knowledge Exchange, refresh the College Innovation Strategy, expand innovation and applied research activity as well as deliver existing project outputs.

### Performance

The Committee considered the College's performance against the agreed commercial and international income targets, in the context of the new College Strategic Plan with its heightened emphasis of securing non-grant-funded income streams. The Committee reviewed a three-year Faculty income trend analysis, specifically in relation to the targets set.

### Flexible Workforce Development

The Flexible Workforce Development Fund (FWDF) was launched in 2017, with a sector allocation of £10m, of which CoGC received £488,165 in 2017-18. The Committee received updates on the College's activity and employer engagement in relation to this initiative.

### Strategic Risk Review

Through the session the Committee received updates via the strategic risk management plans of the key high-level risks under the Committee's areas of responsibility, including new campus project programme completion, reputational risks, and failure to achieve performance and development targets.



# Audit

**College Strategic Priority 6:**  
To be efficient, effective, innovating, and vigilant



Convener  
Colin McMurray

## Governance Responsibilities

The Board of Management is accountable for the stewardship of funds under its control, and is therefore responsible for:

- Safeguarding assets and ensuring the regularity of transactions by establishing adequate systems of internal control;
- Maintaining proper accounting records;
- Preparing financial statements which show a true and fair view and comply with relevant accounting standards;
- Taking reasonable steps for the prevention and detection of fraud and other irregularities;
- Managing its affairs to secure the economic, efficient and effective use of resources.

The Audit Committee has the unique role among all Board and College committees and other fora, of maintaining a degree of independent overview of the effectiveness of financial and other internal control systems and functions. This relates to all aspects of College activity, and the Committee's priority is to ensure that the College's systems and processes operate efficiently, and economically, as well as effectively.

To assist the Committee in this task, the Committee has responsibility for selecting and recommending to the Board both an Internal and an External Auditor. The Committee plans and oversees the planning and operation of the auditors' work, monitoring its effectiveness, and receives their reports on the agreed scope of their reviews. These may cover any aspect of College operation, and is designed to provide the Board of Management, the Principal and

other managers with assurance on the adequacy of the College's arrangements for:

- Risk Management
- Corporate Governance, and
- Internal Control

The Committee has a specific responsibility to consider the College's annual financial statements, after review by the Finance Committee and prior to submission to the Board. Any changes to accounting policy, major decision matters, or significant audit adjustments, are closely scrutinised by the Committee. Compliance with accounting standards, and the Funding Council's Financial Memorandum, is also a priority. Where any significant losses are identified these would be fully investigated and reported through the appropriate channels by the Committee. The Audit Committee maintains oversight of the management of Data Protection, and in the past academic session has particularly focused upon the requirements and duties placed upon the College under the General Data Protection Regulations (GDPR). The Committee also scrutinises matters relating to potential fraud and cybersecurity breaches.

In 2017-18 the College's External Auditors were Scott-Moncreiff. The College's Internal Auditors were BDO LLP to July 2017, and, following a tender process Henderson Loggie were appointed Internal Auditors for four years from August 2017.

# Committee Review of 2017-18

## Internal Audit

The College's Internal Auditors were Henderson Loggie, who have been contracted to undertake this role from 1st August 2016 to 31 July 2020. The role of the internal auditor is to provide an independent, objective assurance and consulting activity designed to add value and improve the College's operations. The auditor's approach is to help the College accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

In March 2017, Henderson Loggie had provided the Committee with an Audit Needs Assessment (ANA), including a proposed internal Audit Plan covering the period 2016 – 2020. The ANA was prepared following a review of previous internal and external audits and related documents, and in consultation with a number of College managers. This assessment informed the Internal Audit plan which specified audits of particular areas of College activity throughout the period of the plan.

In their Annual Report for 2017-18 Henderson Loggie reported that:

*All work conducted in 2017/18 assessed systems as either 'Good' or 'Satisfactory', or provided an unqualified audit opinion on College returns, and there were therefore no significant issues identifying major internal control weaknesses arising from our internal audit work. In general, procedures were operating well in the areas selected, but a few areas for further strengthening were identified and action plans have been agreed to address these issues.*

*and,*

*In our opinion the College has adequate and effective arrangements for risk management, control and governance. Proper arrangements are in place to promote and secure Value for Money. This opinion has been arrived at taking into consideration the work we have undertaken during 2017/18. This included follow-up of recommendations made by the College's previous internal auditors."*

The Internal Auditors reported on the following areas in the course of 2017-18:

Internal Audit Report and Recommendations	High	Medium	Low	Overall
Planned Maintenance	0	0	4	Satisfactory
Budgetary Control	0	0	0	Good
IT Network Arrangements / Security	0	0	4	Satisfactory
Student Admissions (Business process review)	n/a	n/a	n/a	Satisfactory
Corporate Planning	0	0	7	Satisfactory
Student Welfare	0	0	3	Satisfactory
2016-17 Student Activity Data (Mandatory review)	n/a	n/a	n/a	Satisfactory
Teaching Staff Utilisation / Timetabling	0	0	3	Satisfactory
Student Engagement / Students' Association	0	0	0	Good
Business Development / International Activities	0	0	13	Satisfactory
Data Protection / Freedom of Information	0	0	6	Satisfactory
Totals	0	0	40	

Ref: Internal Audit Report to the Audit Committee 2017-18

## External Audit

The College's External Auditors are Scott-Moncreiff, having been appointed by the Auditor General for Scotland for the five-year period 2016-17 to 2020-21. In summary, the responsibilities of the College's external auditors are:

- To provide an opinion on the financial statements of the College, including an opinion on the regularity of transactions.
- To review and report on the College's corporate governance arrangements as they relate to its systems of internal control, the prevention and detection of fraud and irregularity, standards of conduct, prevention and detection of corruption and financial position.
- To review and report, as far as required by the Auditor General for Scotland, on aspects of the College's arrangements to manage its performance, as they relate to economy, efficiency and effectiveness in the use of resources.

The External Auditor's report was presented to the Committee in November 2017, for the year ended 31 July 2017, and was included in the College's Annual Report 2016-17. The report provided an unqualified audit opinion on the financial statements, and on the regularity of transactions, as required under the Public Finance and Accountability (Scotland) Act 2000.

In terms of financial sustainability, the report stated that:

*"The College has effective arrangements in place for financial planning and monitoring." and "There is recognition at the College that there are significant challenges ahead to bridge the budget gap and work is underway to identify savings options."*

Ref: City of Glasgow College Annual Audit Report 2015-16; Scott-Moncreiff Nov 1017

The report included two recommendations (rated 3 – comprising moderate risk) both of which were accepted.

## External Audit 2017-18

The external auditor has provided an unqualified audit opinion on the College's Annual Report and Accounts for 2017-18, as well as an unqualified opinion on regularity and other prescribed matters.

## Other Audit Committee Activities

In addition to the work of the Internal and External Auditors, the Committee considered a range of other matters including:

### GDPR

The Senior Management Team provided assurances to the Audit Committee, at an early stage prior to implementation in May 2018, that the implications of changes to legislation were considered, with appropriate action being taken. The Committee reviewed and approved a new Policy - fully revised to comply with the new data protection legislation.

With reference to marketing information, College clients were contacted to confirm continuation of information received from CoGC. A dedicated website was created on the College website to publish all relevant Data Protection information, including a new set of Privacy Notices, for students, staff, and Board members.

### Freedom of Information

The Committee received an overview of the Freedom of Information (Scotland) Act 2002 (FOISA) Report 2017-18 which provides information on the nature and volume of requests received in relation to FOISA and Environmental Information (Scotland) Regulations (EIRs). The following points were particularly noted:

- The volume of requests has increased significantly over the last three academic years.
- Complexity of requests continue to increase with a significant amount of in-house legal expertise now being provided.
- The percentage of responses met within the specified 20-day timescale to date is 93 % (a continuing improvement against previous years).

### ESF Project – Repayment Request

The College successfully challenged a request from the Scottish Government for the repayment of historic ESF Project grant funding, during the period 2018-10. While this represented a significant potential loss to the College (£1m+) the Committee received assurances that all necessary work had been undertaken to rectify any identified issues, and the College's appeal was upheld prior to submission of the College Accounts for 2016-17 within an extended deadline.

### Annual Report and Accounts 2016-17

The Committee had oversight of the development and completion of the College Annual Report and Accounts for 2016-17, which included an extended narrative of College successes throughout the session, for publication as the College Annual Review 2016-17. The College's accounts showed an underlying operating surplus position.

### National Fraud Initiative

Voluntary participation was undertaken by the College.

### Departmental Expenditure Limits

An update on the Departmental Expenditure Limits as stated in the College Financial Regulations for the Year 2016-17 were noted, and specific details of certain expenditure areas relating to public relations, overseas travel, hospitality/entertainment, and external consultancy were discussed. The Committee agreed that the College would completely eliminate all non-compliant procurement expenditure.

### Business Continuity

An external review of Business Continuity Management (BCM) was undertaken at the College during March 2018 by Ashton Resilience for the College's insurers, UMAL. The review looked at the activities and operations of the College, its current recovery capability and the degree to which the BCM has been implemented. The detailed findings and

Glasgow College - Let Learning Flow



recommendations were reviewed by the Committee.

It was noted that whilst all elements of incident management were graded as 'Good', the Business Recovery Plans, previously developed for former College campus sites, would need to be developed for the new campuses. It was agreed that, as a consequence, the Strategic Risk associated with Business Continuity be scored high, until this work was completed.

### Risk Management

The College Risk Management strategy is embodied in the following Documents:

- Risk Management Policy
- Risk Management Procedure
- Risk Management Guidance
- Risk Register
- Risk Management Action Plans

The College Risk Management Policy outlines its approach to risk management and internal control, and the roles of the Board of Management and senior management, while the Risk Management Procedure outlines how this is delivered.

The Committee had received a Risk Management Maturity Assessment from the Internal Auditors (BDO) in 2014-15, which reviewed risk management at the College under the five main areas of: Risk Governance, Risk Identification and Assessment, Risk Mitigation and Treatment, Reporting and Review and Continuous Improvement. While some enhancements to the current approach were suggested, the report indicated that risk management at the College "demonstrates high performance in comparison to with comparative organisations". (Paper 150527 AC4-C).

One suggested improvement from this Assessment had been the adoption of a 5x5 as opposed to the current 3x3 likelihood vs Impact Risk Scoring matrix. Following a pilot in 2016, this revised matrix was rolled out to the full College Risk Register in session 2016-17, and the Committee reviewed the Colleges Strategic Risks accordingly. The Risk score RAG rating was adjusted as follows: risk score 1 to 5 = Green, 6 to 12 = Amber, and 15 to 25 = Red.

The concept of Risk Tolerance has also been introduced to all Risk Management documents, and explained in detail within the Risk Management Guidance.

Further strategic risks were added to the College Risk Register in 2017-18:

- Risk 23: "Failure to agree a sustainable model and level of grant funding within Glasgow Region" - this risk combined and summarised two previous strategic risks;
- Risk 24: "Failure of Compliance with the General Data Protection Regulations (GDPR)"
- Risk 25: "Failure of IT system security"

The Risk associated with the completion of the new campus project was removed, while the risk relating to ONS reclassification of colleges was downgraded to a Level 2 risk.

The Committee received regular reports from the regular senior management Risk Management reviews in 2017-17. All significant changes to risk assessment or management were highlighted and discussed by the Committee, via the individual Risk Management Action Plans, as well as the College Risk Register.

The impact of the national bargaining agreement between the Colleges (via Colleges Scotland) and EIS was closely monitored and discussed, specifically as the cost to the College sector of the emerging settlement became apparent.

Towards the end of session 2016-17, EIS initiated strike action, and as a consequence, a number of strategic risks relating to student success, performance, and finance were re-scored by the Committee, resulting in a greater number of risks scored Amber and Red than at any time since the Risk Register was developed in its current form. As these risks were managed, the corresponding risk scores diminished.

The table below summarises the key Strategic Risks which the College managed, and which the Audit Committee monitored throughout 2017-18: (as approved by the Board of Management - June 2018).

It should be noted that Risk 23: Failure to agree a sustainable model and level of grant funding within Glasgow Region, has since been re-scored downwards to an Amber rating reflecting the mitigation measures of robust curriculum planning and continued close involvement with GCRB.



Strategic Theme	Risk	RAG
Students	• Failure to support student success	A
	• Failure to establish optimal pedagogical model	G
	• Failure to achieve good student outcome/progression levels	A
	• Failure of the College's Duty of Care to Students	G
Growth & Development	• Failure to realise planned benefits of Regionalisation	A
	• Negative impact upon College reputation	A
	• Failure to achieve improved business development performance with stakeholders	A
	• Failure to achieve improved performance	A
	• Failure to attract, engage, and retain suitable staff	G
Processes and Performance	• Negative impact of statutory compliance failure	A
	• Failure of Compliance with the General Data Protection Regulations (GDPR)	A
	• Failure of Corporate Governance	G
	• Failure of Business Continuity	R
	• Failure of IT system security	A
	• Failure to manage performance	G
	• Negative impact of Industrial Action	A
Finance	• Failure to achieve operating surplus via control of costs and achievement of income targets.	A
	• Failure to maximise income via diversification	A
	• Failure to obtain funds from College Foundation	G
	• Negative impact of Brexit	A
	• Failure to agree a sustainable model and level of grant funding within Glasgow Region	R

### Closed Session

In recognition of the need for furtherance of good governance practice in line with the Code of Good Governance 2016, the Committee had instigated in 2016-17 a yearly meeting with the External and Internal Auditors in a private session, at which management is not present. However, in 2017-18 the Committee agreed that this be retained as a standing item for each meeting, to be taken at the conclusion of the agenda as appropriate without management presence.

This private session provides the Audit Committee with an opportunity to ask questions on matters that might not have been specifically addressed as part of the governance of Audit, and is designed to facilitate the provision of candid, often confidential, comments to the Audit Committee on such matters from the Internal and External Auditors.

Guidance on conducting the closed session was prepared with sample questions, and has been circulated to Committee members. The Areas for discussion are set out thus:

Attitudes – management’s attitude toward financial reporting, internal controls and the Internal and External Auditors.

Resources – the adequacy of people and other resources in the financial management area and the internal audit function.

Relationships – the nature of the relationship between the External Auditor, management and the Internal Auditor.

Other issues – other issues of concern to the Audit Committee or the Auditor.

In session 2017-18, members did not identify any particular items they wished to raise with the auditors in private session.



# Board Evaluation 2018

## External Review of Governance Effectiveness

The Code of Good Governance for Scotland's Colleges (2016) requires that:

"D.23 The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally validated evaluation of its effectiveness at least every three years."

It is universally considered to be a requirement of good governance practice for Boards of Management to undertake some form of self-evaluation on a regular basis, to identify areas for improvement and related development, and thereby enhance performance. This is embedded within the Good Governance Standard for Public Services as "Developing the capacity and capability of the governing body to be effective", and is a recommendation of the UK Corporate Governance Code for FTSE 350 companies.

The Code of Good Governance for Scotland's Colleges has been developed and is owned by the college sector. It establishes standards of good governance practice for all boards, and provides the essential foundations for compliance within the legislative framework. The Code of Good Governance provides direction on the key principles of governance, under the headings of:

- A. Leadership and Strategy
- B. Quality of the Student Experience
- C. Accountability
- D. Effectiveness
- E. Relationships and Collaboration

Following the Board's highly positive external review in 2017, a self-evaluation was conducted in 2018, with a concluding report to the Board Performance and Nominations Committee. The format of this process comprised an evaluation of the activities of the Board of Management by each Board member individually, structured around the Code using the above headings. Board members were asked to express a level of agreement with a series of statements representing good governance practice, to indicate areas of strength and future development for the Board.

The results of the self-evaluation showed high scoring across all areas, and given the nature of the self-evaluation, this at least expresses a confidence within the Board that it is discharging its responsibilities to a high standard. Nevertheless, the Board differentiated some areas of governance activity as better than others, enabling focused Board member development. While improvement will be sought across all areas in pursuit of excellence in governance, a particular focus will be on those lower scoring areas.

The highest scoring areas were in the areas of Leadership and Strategy, Accountability/ Reportage, and Governance, as well as recruitment, induction and development. The lowest scoring areas related to Relationships, Collaboration, Management of Staff, and Oversight of the Student Experience. These findings informed the further development of the Board Development Plan, and provided an evidence base for future focus.



# Board of Management



*Jack McAllister, Anne Peters, George Galloway, Tracey Howe, Megan Cartwright, Graham Mitchell, Principal Paul Little, Paul Clark (College Secretary), Alisdair Barron (Chair), Colin McMurray, Karen Kelly, Jim Gallacher,*



*Left to right: George Black, David Eaton, Stuart Patrick, Lesley Woolfries (Vice Chair), Robert Morrison, Eric Tottman-Trayner*

## City of Glasgow College Board of Management 2017-18

Name	Position	Appointed	Reappointed	Resigned/ Tenure Concluded	Committee(s) Served 2017-18
Alisdair Barron (Chair)	CE, Children in Distress	Sept 2010	Dec 2012: July 2015		Students, Staff & Equalities (C), Performance, Remuneration & Nominations, Art Foundation
George Black	Former Chief Executive, Glasgow City Council	June 2015			Audit, Development (C), Performance, Remuneration & Nominations
Megan Cartwright	Student President	July 2017		31 July 2018	Students, Staff & Equalities; Learning & Teaching
David Eaton	Teaching Staff Member	Sept 2010	July 2015		Learning & Teaching
Jim Gallacher	Emeritus Professor of Lifelong Learning, Glasgow Caledonian University	Sept 2010	August 2012: July 2015		Learning & Teaching (C), Performance, Remuneration & Nominations
George Galloway	Owner/Director, GLG Consultancy Ltd	August 2016			Students, Staff & Equalities, Development
Tracey Howe	Professor of Rehabilitation Science, Glasgow Caledonian University	August 2016			Learning and Teaching; Finance & Physical Resources
Karen Kelly	Consultant: Financial Management, Governance Programme Oversight and Assurance	June 2015			Finance & Physical Resources (C), Development, Performance, Remuneration & Nominations
Paul Little	Ex Officio; Principal & CEO	Sept 2010			Finance & Physical Resources, Students, Staff & Equalities, Learning & Teaching, Development, PRNC, Art Foundation
Jack McAllister	Student Vice-President	July 2017		31 July 2018	Learning & Teaching
Colin McMurray	Managing Director Clyde Marine Training	Sept 2010	May 2013: July 2015		Students, Staff & Equalities, Audit (C), Performance, Remuneration & Nominations
Graham Mitchell	Managing Director George Davie & Sons Ltd	June 2015			Audit, Students, Staff & Equalities
Robert Morrison	Support Staff Member	July 2015		August 2018	Finance & Physical Resources; Students, Staff and Equalities
Stuart Patrick	Chief Executive, Glasgow Chamber of Commerce	August 2016			Finance & Physical Resources, Development
Anne Peters	Hotel Group Owner & Developer	August 2016			Audit, Development
Eric Tottman- Trayner	Business Development Director, Siempelkamp Nuclear Technology UK	Sept 2010	July 2015		Audit
Lesley Woolfries (Vice Chair)	Capital Project Manager, West Dunbartonshire Council	Jan. 2011	January 2015		Finance & Physical Resources, Performance, Nominations & Remuneration (C)





BOW COLLEGE

# CITY OF GLASGOW COLLEGE

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