





CONTENTS

- Introduction 5
- Our Purpose, Our Way, Our Values 8
- Chairman’s Statement 9
- Principal’s Statement 10
- Learning and Teaching..... 12
- Performance, Remuneration and Nominations... 24
- Students, Staff and Equalities 30
- Art Foundation..... 48
- Finance and Physical Resources 52
- Development 60
- Audit..... 62
- Board Evaluation 2017 69
- Board of Management..... 70





Introduction

At the heart of Glasgow's Learning Quarter, and embracing the River Clyde, City of Glasgow College is the largest and most diverse college 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 2016-17 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.

2016-17 was another momentous year for City of Glasgow College. Following the successful opening of our Riverside Campus in 2015-16, College students and staff moved into the new landmark City Campus building for the start of the 2016-17 session.

The 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 2016-17

This Annual Review comprises the narrative elements of the formal College Annual Report and Accounts 2016-17, to be published later in 2018, and provides a balanced view of the activities and performance of the College in the period 2016-17. In developing this report, the Board of Management has recognised the new “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.

In recent years, there has been a significant change to financial reporting regulations, including the implementation of the new accounting standard FRS102 and the updated SORP. Other factors have impacted on the College’s financial reporting, including the Non Profit Distributing (NPD) contract funding the new campus, campus revaluation, and pension valuation. The College is operating in a challenging economic climate, within which it has nevertheless been able to deliver small surpluses.

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 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

I am pleased to preface this Annual Report 2016-2017 as Chair of the Board of Management of City of Glasgow College. Once again, this year has been one of momentous change and innovation, and of continued success for the College, its students, and staff. It has been my privilege to serve with the help and assistance of a team of exceptional Board members, who have generously given their commitment, and wide-ranging experience and expertise to the College. I am exceptionally grateful for their support, given both to me and to the executive team throughout the year.

The Board continues to benefit from the introduction of new members, and this blend of continuity and reinvigoration has proved invaluable as we continue to establish new, innovative ways of learning, teaching, and working, guided by the new College Strategic Plan (2017-25). I also gratefully acknowledge the immense contribution made by outgoing Board members, who have, in helping to deliver the new campus buildings, ensured the enrichment and enhancement of the student

experience at City of Glasgow College for generations to come.

While recognizing the core priority of maintaining the continued success of our students in 2016-17, the past year has seen the successful migration to our new award-winning City Campus on Cathedral Street. Following completion of the Riverside Campus in 2015, this represents the second stage of our estimated £228m twin-site campus development - achieved within budget, and on time. The project has been expertly led and managed, and huge credit is due to the staff of the College, led by the senior team, and to our partner companies and organisations. 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 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 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. This has led to decades of unacceptable levels of social and economic disadvantage, in particular youth unemployment. 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 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 the historic industry connections, which, over generations, have shaped the College's provision of skills for life and work across many specialist technical and professional curriculum areas. These relationships have been established over the years with local and national partners, and also with many international organisations. Now we look forward to providing our learners, and the industries we serve, with even more innovative and industry-relevant learning opportunities in our sector leading world-class facilities.

As one era ends, it is with real anticipation and confidence that I look to an inspiring future, shaped by the College's new Purpose and Way, and guided by a revitalized strategic focus. We seek new approaches to meet the ever-increasing expectations, to excel as a College, to inspire our students, partners and stakeholders and deliver their needs and expectations. City of Glasgow College will continue to fulfil its role as an agent of change, regeneration and renewal, and 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. I am delighted to report that we continue to add to our established 'City' high standards with another year of spectacular success for the City of Glasgow College, starting with our migration into our stunning new Super College campus on Cathedral Street in August 2016.

City campus was officially launched in October by Scotland's Deputy First Minister, John Swinney, who described it to a VIP audience as simply "jaw-droppingly elegant". The Gala Launch also provided a fitting conclusion to our inaugural International Education & Maritime Symposia, which attracted eminent academics and business leaders from around the world. Our peers in the tertiary sector are now very aware that City of Glasgow College is indeed making a bold statement of intent to lead the global college community.

We have established Europe's largest college super campus designed for 40,000 students and over 1300 staff - an impressive public and private sector partnership investment of £228m in the heart of Glasgow's high tech Learning Quarter.

Our campus sites have been meticulously designed and future-proofed to adapt to and accommodate the needs of future generations of students and staff, and includes advanced technology some five years ahead of industry. Located on the banks of the River Clyde, Riverside

Campus has won an impressive 12 architectural awards in under two years, and was the first building in Scotland in over a decade to be shortlisted for the prestigious RIBA Stirling Prize for the best UK architecture. City is following suit, winning three of the nations' top architectural awards this year and a finalist for the prestigious RIBA Stirling Prize 2017.

These accolades demonstrate that an exceptional college team combined with a renowned architectural team can produce a transformational learning environment second to none. However, what matters most is that the excellence and success of our students supported by the professionalism of our staff has this year been recognised by some 40 major awards - an outstanding achievement all round. 8000 graduates leave the College each year for direct employment or more advanced study, feeding into the country's talent pipeline and closing the skills gap - crucial in revitalising the Scottish economy. This report also features success achieved by our staff - indeed one of our senior lecturers achieved national recognition winning BBC MasterChef: The Professionals 2016.

I have often said that in redefining a new era of Scottish College education and UK tertiary education, our college is not simply unique in the sheer scale of our super campus sites but also in the boldness of our strategic intent.



Paul Little
Principal & CEO

As Brexit and this year's US elections have reminded us, the world we now live in is changing rapidly and dramatically and we can no longer take the status quo for granted. Global politics reflects that disruption more than ever, so it is right that our ambitious educational journey stays on track, planned for the long term - the blue ocean of 25 years ahead.

To this end we have developed an ambitious new Strategic Plan 2017-2025, with a clear purpose to equip our students for next generation professions, and to enhance life chances for the many, and not simply for the privileged few.

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



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 2016-17

Curriculum Innovation and Strategy

The first two Strategic Priorities set out in the new College Strategic Plan are:

1. To be an inspirational place of learning, and
2. To enable individuals to excel and realise their full potential

The development of the new landmark College Campus sites is a highly visible statement of this 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.

A new Student Experience Strategy with associated initiatives was developed in 2017-18 in support of the College Strategic Plan. The plan was developed 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 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, Key Performance Indicators, three-year trend analyses and expansion plans relating to the Industry Academies. The Committee also approved the establishment of a new Learning and Teaching Academy for Technical and Professional Education.

The Committee received reports on the continuing review of College STEM provision to ensure that it anticipates future industry demand. The Committee approved proposals to develop a Scottish Institute for Innovation and Knowledge Exchange

through partnership, and the drawing together of innovation activity throughout the College.

Curriculum performance reports relating to student retention and success were submitted to the Committee, which noted the efforts of staff to sustain student success. The ESOL curriculum area was commended for its contribution to the increase in the College's part-time FE success. It was confirmed to the Committee that CoGC was delivering the highest level of ESOL enrolment in the region.

The College library team successfully moved into new state of the art library facilities over four levels at the new landmark City Campus, with footfall increasing month by month, and substantial increases in student access to library services.

The My City virtual learning environment has evolved into a portal for all of the College's student-facing systems from 2011 to the present, and survey feedback has shown a significant increase in student satisfaction with the support My City has provided (from 58% to 85%). The College facilitated the virtual reality Google Expeditions Pioneer Programme, and more than 30 class groups were guided through virtual field trips.

Regional Outcome Agreement

Reportage relating to the regional curriculum was received, with senior CoGC staff chairing their respective Regional Curriculum Hub groups. It was noted that the Regional Outcome Agreement had been agreed and a curriculum review event was held in November 2016 to consider regional needs with industry partners (The Big Ask). Among the key ROA issues addressed by the Committee in 2016-17 were:

- Childcare
- Regional Skills Investment Plan
- Funding Allocation
- Quality

The three Glasgow Colleges also collaborated to procure an Open Source Library Management System. Following feedback and recommendations from the Scottish Library and Information Council funded 'U-Lib' project, which City of Glasgow College undertook on behalf of the sector, the move to an Open Source solution would facilitate a greater level of integration with other College platforms, particularly 'My City'.

Developing Scotland's Young Workforce

The Committee noted ongoing contact with SDS with a view to the further development of apprenticeships. The Committee oversaw progress in delivering Foundation Apprenticeships in terms of bids and success rates. SDS delivered a presentation to the Board of Management at its Planning residential event, and noted the increasing importance of graduate apprenticeships, which the Committee recognised will be a growth area for the College. Senior College staff have engaged with University partners to discuss the establishment of regional skills hubs, which would encompass graduate level apprenticeships. The Committee also noted the activity undertaken by the College with S5 and S6 school pupils.

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.

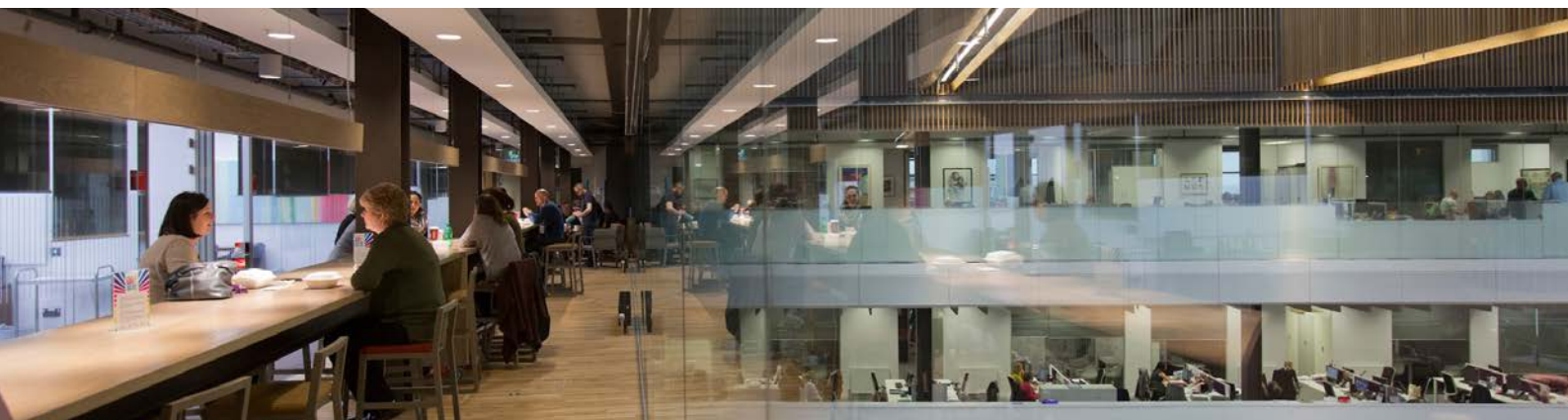
Academic Board

The Committee received regular reports from the Academic Board, which comprises staff and students from across all curriculum areas of the College.

TEDx Award Winner

The Committee was delighted to celebrate the success of one of its members, Professor Tracey Howe, who won the inaugural TEDx Glasgow Award. The award aims to celebrate and showcase innovation from Scotland and help to bring these ideas to reality. Tracey's project focuses upon customised assistive products for people with a disability. It is hoped to use Glasgow as a model that could be replicated elsewhere in the world. Many professional bodies are involved in the project, including the World Health Organisation. As a follow up, Tracey worked with College students and staff on a range of products such as supported seating, standing frames, and spinal supports.

As well as serving on the College's Board of Management, Tracey is Professor of Rehabilitation Sciences at Glasgow Caledonian University and Director of Cochrane Global Ageing.



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, and to Learning and Teaching provision generally. The impact of the consequences of national bargaining discussions between the Colleges (via Colleges Scotland) and EIS, were also considered. Towards the end of session 2016-17, EIS initiated strike action, and the financial impact of the emerging settlement upon the College sector became apparent. As a consequence, a number of strategic risks relating to student success, performance, and finance were re-scored upwards by the Committee and Board of Management, to reflect increased likelihood and impact upon the organisation.

International Education and Maritime Symposia

City of Glasgow College's very first International Education & Maritime Symposia helped mark the completion of the new £228m twin site super college. Delegates and guest speakers universally described the inaugural event, held over two days in October 2016, as a great success. One commentator wrote:

"The inaugural International Education Symposium, held on 26-27 October at City of Glasgow College, was remarkable for two main reasons. First, it was one of the few occasions I can remember when high-level strategic issues concerning tertiary education have been debated by experts from across the world in a college setting, at an event organised within the sector rather than by government or universities.

Second, the two-day event marked the launch of City of Glasgow College's inspiring new £228 million campus, dubbed, without exaggeration, by Principal Paul Little "a super-campus to rival the very best anywhere in the world".

The Symposia attracted eminent academics and business leaders from around the world to see the very best of Scottish College education and to discuss the critical role of colleges for the next generation of students. Principal and Chief Executive, Paul Little, said:

"For too long the contribution of College education has been undervalued, viewed more often as a stepping stone rather than as a final and empowering destination. Our Education and Maritime Symposia challenged that status quo and articulated the critical role of colleges for the next generation of students."

At the Maritime Symposium Some of the most influential maritime academics and business leaders gathered at the Riverside Campus to discuss the future of maritime education, and the important role it plays in delivering high quality technical and professional skills.

The Education Symposium held at the City Campus was widely considered a pioneering and thought-provoking event during which prominent academics debated the future of college education, and the role which a Super College plays in redefining the tertiary sector.



Faculty Highlights in 2016-17

Faculty of Building Engineering and Energy

Engineering Change in the Workplace – Positive Action

Representing an essential talent pipeline from education to employment, Bumni Onanuga and Laura Phillips joined the HNC Mechanical Engineering (Women into Engineering) course last year. This HNC course was Scotland's first "women only" in engineering, part of a wider effort by the College and its partners to address the stark gender inequality that exists in the Science, Technology, Engineering and Mathematical (STEM) professions.

Both Laura and Bumni have completed their HND Engineering course, and have since progressed to further study at HE institutes.

City of Glasgow College's "women only" initiative is cited as a pivotal case study within the Scottish Government's "Developing Scotland's Young Workforce" plans and features in a recent Higher Education Academy research paper.

Alongside Equate Scotland and employer groups, the College recently launched a best practice guide for employers, which offers solutions that could make a real difference within the STEM sector.

Faculty statistics show an increase in female participation in Construction trade occupations from 10.8% in 2014/15 to 14.9% in 2015/16, compared with an industry average of only 2%.

Project Steminist

Bumni and Laura developed a project, in the form of a Web-based game, Eco City, aimed at tackling the significant and global gender imbalance in Science, Technology, Engineering and Mathematics (STEM) occupations in Scotland. Funded by Skills Development Scotland, Eco City can be used as an interactive, immersive and engaging teaching tool, and the intention is for the game to be used by a global network of young people educators. Bumni and Laura competed in the Vocational Training Council International Student Symposium in Hong Kong – the first team from Scotland ever to have been chosen to present at this competition, which serves as an international platform for STEM students and teachers in Higher Education in various countries.

Student Mentoring Programme

This programme was created in partnership including City of Glasgow College, Ayrshire College and East Kilbride Group Training Association, along with Skills Development Scotland and Equate Scotland, employers, and apprentices. Aimed at young women, the project offers mentoring support to young female Modern Apprentices in Construction and Engineering, and women interested in becoming an apprentice in these sectors.

Painting and Decorating Competitions

In April 2017, the Painting and Decorating section welcomed the Scottish Association of Painting Craft Teachers for their 1st annual Gilding Competition in association with the Incorporation of Wrights. Students and lecturers from the CoGC, Angus College, City Build College, and South Lanarkshire College gathered to be shown examples of excellent work by Tommy Little and Harry Mulvenna, demonstrating the arts of gold leafing, glass gilding and sign writing. This led to students and staff taking part in the 1st annual competition for staff and students, with the College represented by four students (Jade Dallas, Caitlyn Lynn, Marjorie Martin, and Jason Edgar) and painting lecturer Michael McEwan.

The Painting and Decorating Department had further success in various competitions, winning Incorporation of Wrights, the Scottish Association of Painting Craft Teachers NPA competition (2nd year in a row), place at the S.A.P.C.T. Craft & Advance Craft competition, and Worldskills new entry level.

Stonemasonry

Alistair Denovan is a second year apprentice stonemason who is employed by The National Trust for Scotland. Alistair recently won the Non-advanced Stonemasonry Section in the Craftex Competition organised by the Trades House of Glasgow. During Alistair's first year at City of Glasgow College he participated in a competition run by the Incorporation of Masons, which led to a commission to carve two First World War centennial busts as a gift to the City of Glasgow. Alistair first carved the busts of a soldier and a nurse in clay and then created a plaster cast, which he has used as a model for the final carving in marble from Carrara in Italy, historically used by Michelangelo.

As well as his work in sculpture and stonemasonry in the College's workshops, Alistair was successful in the John Mather Trust Enterprise Competition, winning a significant sum to help him develop his business, through the College's new Innovation and Enterprise Start Up Space.

Approved Provider - EEIAS

It has been confirmed that the College's application to become an Approved Provider with the Energy & Efficiency Independent Assessment Service (EEIAS) has been successful and the College has been awarded Platinum Accreditation. The Tri-Party, which consists of City of Glasgow College, Fife, and South Lanarkshire Colleges, is the only platinum standard provider in the UK.

Construction

City of Glasgow College is supporting the development, design and construction of assistive aids made from cardboard for children with disabilities. College staff and students are working with Tracey Howe, Professor of Rehabilitation at Glasgow Caledonian University, and the TEDx Glasgow 2017 Award winner, on a range of products such as supported seating, standing frames, and spinal supports. Tracey also serves as a Board member on



Project Steminist: Bumni & Laura



Business: Kamil Polakowski



Mungo Mobility - Vitalis GmbH



the College Board of Management. Her goal is to create accessible and affordable assistive products to enable those in need to live productive, independent and dignified lives.

The Worshipful Company of Tylers & Bricklayers recently made a special presentation to the 2016 winner of Skillbuild. Gordon Cook from City of Glasgow College, with his tutor Kenny Martin, attended an Awards Evening hosted by the Worshipful Company at Trinity House in Central London in March.

At the Incorporation of Hammermen Awards 2017, City of Glasgow College students Chris Lowe and Sarah Donachie were placed as winner and runner-up respectively.

Mungo Mobility Project

A group of 9 Construction students travelled to Vitalis GmbH in Leipzig, Germany, with the Mungo Mobility Project as part of an educational and cultural programme, funded by European Erasmus Plus. Students were involved in renovating historic buildings, and it was a great opportunity to develop skills, experience and friendships.

Architecture

Dale Penman from HND Computer Aided Architectural Design and Technology, and Rehman Sheikh from HND Architectural Technology, both received AspirATion Awards from the Chartered Institute of Architectural Technologies, for their outstanding contribution and achievements in their respective courses at the City of Glasgow College 2017.

HND Architectural Technology students Ketakee Chauhan and Josh Hail won first and second prize for The Mactaggart & Mickel Award.

Faculty of Business

Marketing and Retail

The Marketing and Retail Curriculum team continue to develop building positive student engagement opportunities with over 100 organisations.

For the 3rd year running HND Advertising & PR students won the national Pitch Perfect campaign for anti-sectarian charity Nil By Mouth, following presentations to media professionals including Mark Millar, Global Comic Author and Producer, and Denise Connolly, Publisher of DC Publications. The winning campaign, "It's not just banter" had a cinema launch with Scottish media, and students Ilda Csonka and James Wan were interviewed on STV's "Live at Five". This campaign was nominated as a finalist for The Herald Higher Education Awards.

Advertising and PR students worked alongside the award-winning Leith Agency on a communications campaign for TOMS. TOMS is more of a movement than a company, and is made up of many parts, including One Day Without Shoes and World Sight Day, their annual days to raise awareness for the global issues of poverty and avoidable blindness and visual impairment. The Leith Agency was extremely impressed by the high standard of the student work in the

Advertising & PR Graded Unit, and TOMS are set to use numerous ideas set out by the students in their 2017/18 Campaign.

HND Retail Management and NQ Fashion and Retail worked with Gok Wan's Fashion Brunch Club as dressers and assistant producers on the Scottish Tour of the show. All 45 Year 2 students have each completed over 40 hours of in house work experience each, with key retail brands such as Belstaff, Marks & Spencer's, Eliganza, and Dunelm.

Business

City of Glasgow College business student Kamil Polakowski secured an internship with the Scottish Institute for Enterprise (SIE) thanks to experience he gained studying for an HND business qualification at City of Glasgow College. He was selected by bosses at SIE as intern of the year by the national body that aims to create Scotland's next generation of entrepreneurs. It is often the case that companies look to university students for such internships, however Kamil believes that his education at City of Glasgow College, combined with his work experience as an SIE intern, has paved the way for him to fulfil his lifetime goal of a career in business.

Procurement

Lecturer Alan Macdonald, in recognition of his excellent and much valued contribution to the Chartered Institute of Purchasing and Supply (CIPS) as a member of their assessment team, was invited to take part as a member of the platform party at the GCU Graduation Ceremony 2017. The first group of six City HND supply Chain Management Students (2013-2015) gained their International Supply Chain Management Honours Degree, with three gaining first class honours degrees and three gaining upper second class degrees. Four of the group have already begun graduate traineeships, and another has progressed to Masters Degree.

Faculty of Education and Society

Community Development

The accreditation by City and Guilds of our newly developed City Phonics course is an outstanding achievement. It is the first qualification in the UK which accredits study at this level. Its unique and it belongs to City of Glasgow College.

ESOL

'Computer Pals' is a one-to-one mentoring initiative for learners to improve digital literacy particularly at lower language levels. Mentors from HNC Admin/ IT are acting as mini STEM ambassadors for the English Language students.

Health and Care

External stakeholder Enable presented to students on employment opportunities in Social Care in their organisation. Students were invited to apply for vacancies on the spot and job interviews subsequently took place in College by the Recruitment Officer and other representatives from Enable.

Social Sciences

Our newly formed partnership and articulation agreement with Open University sees COGC and the OU co-delivering the BA (Hons) Social Sciences undergraduate degree programme, with students studying in the supported environment of the College for the first two years of their degree.

International

The Faculty of Education and Society has participated in overseas activity with staff, student and teaching exchanges, joint project working and hosting of visiting teachers and groups from Rotterdam, Berlin, Urbino, Strasbourg, Nantes, Tampere and China over the past 12 months.

Faculty of Creative Industries

Digital Technologies

Second year students undertook a live project with the YES Group (Young Enterprise Scotland), including a site visit to Barrhead, to 3D model the renovation process of a roundabout in Barrhead.

3D Animation held another hugely successful end of year show, the first in the new campus, with rooms packed with students, relatives and employers. The annual 'best in show' competition pulled in many votes with the eventual winner, Calum Donaghy, succeeding for the second year in a row, having previously won as a first year student.

Dave Burgess, Head of Character Animation at DreamWorks, presented a workshop to HND 3D Computer Animation, NC Computer Arts and Animation students. The first theme of the workshop focused upon how DreamWorks developed the animation style and characters for the film Trolls. He showcased and discussed early artwork and character designs, and their development process. The second part of the workshop comprised an overview on how to approach new characters, and questions to consider when defining persona and direction, then taking students through the progression of several shots from various films, and explaining the process and interactions with the directors/other animators.

In collaboration with Bala Sports, students from Cardinal Winning Secondary School, led by lecturer Jerry Dowds, collaborated with Bala Sports to develop a digital storybook, now published on the Balasport.co.uk website.

HND IT students participated in several sessions with employers – Dell, NCC, Ericsson, and Proact. All of these included sessions within the College, with follow-up activity at company premises, culminating in job interview sessions.

Degree Awards

The Faculty of Creative Industries delivers four BA Honours Degree programmes, in Interior Design, Contemporary Art Practice, Photography and Television Production in partnership with our University partners. During 2016-17, 56 students successfully completed their honours year with 18 students gaining First Class Honours. Students from

both the Interior Design and Photography programmes also exhibited in the national Free Range exhibitions in London.

Model Making

The Faculty delivers the only model-making programme within Scotland. Staff and students from the HND courses attended the exhibition and recruitment fair - New Blades in London. This is a showcase of degree level students from throughout the UK enabling them to meet employers within the specialist sectors of Television, Film and Architecture who are seeking new talent in their organisations. This year three of our students gained full time employment as a result of attending the event.

Jewellery

In conjunction with the International Dark Skies Conference at Gatehouse of Fleet in Dumfries and Galloway, first year Jewellery students produced a range of jewellery inspired by the theme of light pollution. The students were producing innovative designs using LEDs and other alternative materials, resulting in a body of contemporary "cutting edge" jewellery.

HND 1 Jewellery student, Monika Nemanyte, won first prize in the annual Gemset competition, run by the Scottish Gemmological Association. Monika attended a Presentation Ceremony for the winners and their guests at the Scottish Gemmological Association Annual Conference.

Photography

College students have had success in various competitions, winning the BIPP student photographer of the year and also the BIPP student portfolio prize. Six students were shortlisted for the Association of Photographers (AOP) national graduate student awards, one student was selected for the Retina Emerging Talent exhibition, and two students were selected for Futureproof – showcasing the best of Scottish Degree shows at Street Level Photoworks gallery. One student was selected and exhibited at the RSA, while another was selected for the Saatchi and Saatchi Art Fair.

CoGC Photography students exhibited both in Glasgow (Cass Art, Theatre Royal) and further afield, such as Freerange at Truman Brewery, London – a national showcase for Photography Degree courses. For the first time the College hosted the Association of Photography Annual exhibition on tour, which included the work of some CoGC students.

Faculty of Leisure and Lifestyle

Food

A major highlight of the year was Senior Lecturer Gary Maclean's triumph in winning BBC's MasterChef title. Over 7 weeks, Gary produced a series of spectacular dishes, many celebrating Scotland's produce, to overcome 47 rival chefs and take the coveted title. Gary has been a chef lecturer at City of Glasgow College for 16 years teaching theory and practical lessons NVQ Level 1, 2 and 3 and HND professional cookery.

Gary was also named UK Lecturer of the Year at the Craft Guild of Chefs Awards after leading a team of students to victory in a canapé competition at Buckingham Palace. As well as continuing his “dream job” of lecturing at the College, Gary is now a regular media personality, and can be seen most weeks on television promoting the industry, and working with students at prestigious events. Gary also won the Catering in Scotland Hospitality Educator of the year Award, and has since been appointed Scotland’s first National Chef.

Lecturer Darren Seggie won a Silver Medal in the Hot Kitchen at IKA Culinary Olympics, and was a Finalist in Scottish Chef of the Year, while lecturer Aileen Omeara competed at Scot Hot and received a bronze medal for Floral Sugar Craft,

College Food students have celebrated a year of success including the following:

- Participated in preparing and cooking the gala dinner at the Scottish Chefs Conference to 350 chefs.
- Won the inaugural Atlantic Cup Competition between City of Glasgow College and Anne Arundel Community College (USA), the team then went to the States in July and retained the trophy.
- Kenna Jagger, an HND Professional Cookery student competed against students from colleges all over Scotland to win the inaugural Gibby Scholarship at Gleneagles Hotel.
- Wendy Lo achieved a silver medal and best hygiene award for the Dessert Challenge, and as a winner, Wendy’s winning dessert was prepared and presented to 1000 guests at the Taste of London Festival.
- HND Professional Cookery students Kevin McCafferty and Wendy Lo, were invited to compete an International Competition in Bari in Italy.
- 11 students won 11 Gold Medals at the Hospitality Skills Show in Birmingham at La Parade de Chefs Competition.
- CoGC students reached the final of the National Student Competitions Country Range, the Brakes Student Chefs Challenge, and Nestle Toque D’or Competitions.

- Student medal success at the Worldskills UK final: Wendy Lo Gold Medal, Alyson Burns Silver Medal and Erin Macdonald Bronze medal.
- Following World Skills Success, both Cloe Oswald and Nicole Finnie secured full time employment at Andrew Fairlie’s prestigious 2 star Michelin Restaurant at the Gleneagles Hotel.

Industry partnerships:

- Q Guild of Master Butchers held their Smithfield Awards in City of Glasgow College where 3000 products were judged for excellence.
- The Royal Academy of Culinary Arts hosted a dinner at the College where Chefs from Trump Turnberry Hotel, Balmoral Hotel, Gleneagles Hotel, Old Course Hotel and the Ondine Restaurant worked with our students to produce a fund raising dinner. Students were also given a number of Master Classes throughout the day by these Michelin-starred chefs.
- Ross Sneddon, Executive Patisserie Chef from the Balmoral Hotel, provided a demonstration to our students on plated desserts, showing a range of techniques used for banqueting to Michelin-starred desserts.

Event Management

Second Year HND Student Naomi Hollas was awarded a Hospitality Industry Trust (HIT) Scotland bursary to attend a Customer Culture awareness course at Lausanne Hotel School in Switzerland – one of the top hotel schools in the world. Naomi’s fellow students were delighted and inspired to hear Naomi’s presentation on her return.

NQ and HND Events groups continued the department’s established tradition of raising significant funds for good causes, with several thousands of pounds raised via structured internal and external events.

2016-17 was also a record year for students gaining valuable work experience from the many partner organisations the department collaborates with, including St Andrew’s Hospice, the Piping Centre, and Kiltwalk among many others.





Faculty of Nautical Studies

Widening Access to Maritime Careers

Over 30 careers advisers and representatives from East Renfrewshire Council, the Employment Skills Partnership Team, Glasgow Caledonian University, St Andrews Secondary, East Dunbartonshire Council, and Skills Development Scotland, attended the faculty awareness-raising event in April 2017. This has resulted in strengthened links with individuals and organisations who working directly with young people in considering their future prospects. Following this event a one-day session for secondary school pupils was arranged with Routes For All, involving current students sharing their experiences, and practical sessions in the Welding Workshop, Engineering Workshop, Seamanship Centre, and Engine Simulator.

Other events aimed at raising awareness of the nautical curriculum included:

- Continued collaboration with the Sir Thomas Lipton Foundation - offering guided tours and taster sessions to primary school children. In April and May 2017 over three days 55 pupils visited Riverside Campus and had a chance to take part in practical sessions.
- As part of increasing awareness, encouraging applications and offering more opportunities for potential students and community to experience the Riverside Campus facilities, two Merchant Navy Open Days are being offered each year starting in 2016-17.
- In addition, an Open Day for the general public was organised in February 2017 including a tour of facilities.
- A pilot has been undertaken with the Scouts to teach various merchant navy skills to obtain Nautical badges. The skills gained during this training can be then applied to qualifications.

The Faculty has also introduced a new NC Shipping and Maritime Operations introductory qualification from September 2016, which provides a broad experiential introduction to maritime skills. The course provides a new access route into the maritime industry, developing the required skills, knowledge, and soft skills.

Nautical Student Success

The Faculty has also provided networking opportunities for current cadets, supporting their success and celebrating achievements. Student Jordan Small was awarded a 'Special Commendation' award by Sir Alan Massey in November 2016 as part of the SmarT team at the MCA in Southampton (MCA Trainee of the Year award).

Marine Engineering student, Shawn Swanney won Scottish semi-final of the national welding skills competition, taking first place in the semi-final and qualifying for the UK's most prestigious SkillWeld 2016 welder championship to be held in November 2017.

Four cadets were selected to attend evening dinner with the College Principal, Board of Management, and



representatives from the SFC, the Scottish Government and other key stakeholders in May 2017 to celebrate their excellence and achievement. Several Nautical Faculty students were presented with Excellence Awards.

Stakeholder and Community Engagement

This engagement is an important aspect of the Nautical Faculty's activity. Among the events at which the College was represented by the Faculty were:

- The 72nd annual Scottish Merchant Navy Memorial Service in Leith on 20th November 2016, attended by a group of College cadets. The event was in three phases starting with a Church service followed by a buffet reception hosted by Lord Provost of Edinburgh. The third phase took place at the Merchant Navy Memorial in Leith where wreaths were laid.
- The Faculty held a Remembrance Day Service at Riverside, on Friday 11th November 2016.
- Faculty staff and students participated in the Merchant Navy Memorial Event, held in September 2016 at the Cenotaph in George Square to commemorate the lives of merchant navy seafarers lost at sea in the course of their duties in war and peace.
- The Faculty was represented at the Merchant Navy Day at East Renfrew Council, City Chambers in September 2016.
- In May 2017 the Faculty hosted 16 primary schools that competed in the K'Nex science challenge competition.
- Faculty members volunteered to support annual Pride Glasgow 2016.

Volunteering placements were arranged for 14 international students enrolled on HND Nautical Science course and 5 UK SPD cadets over the April Spring break, and 16 cadets during May weekends, to help with restoration work on the Clyde Turbine Steamer TS Queen Mary in Glasgow. The project helped to put classroom learning into context, gaining real life hands-on experience of working on a ship, as well as developing the students' role as responsible citizens by contributing to the local community. Following excellent feedback from the management of TS Queen Mary 4 cadets were recruited by VShips India, after successfully passing a selection process.

Partnerships

The Faculty has established many new international links and partnerships such as:

- Nigeria LNG – training NLNG delegates to become professional maritime lecturers
- Sultanate of Oman – delivering HN and Scottish Professional Diploma courses
- DFDS Seaways – providing training facilities for sea cadets
- Dubai Maritime City Authority – exploring maritime training collaborative opportunities.





world **skills**uk
Competitions

Celebration of
Achievement Event



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 has been described as “the Olympic Games of Skills” and as such, 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.

WorldSkills UK National Finals 2016

Some 80 students and apprentices from Scotland competed in the UK finals with nine golds and 33 medals overall at stake. City of Glasgow College came second in the medal table (see below) with 9 medals (3 gold, 4 silver, 2 bronze). In addition, two of City of Glasgow College competitors – Nicolle Finnie (Culinary Art) and Chanel Roderickson (Beauty) have been invited to join the Squad UK Shortlist for WorldSkills Kazan 2019 in Russia.

Six College construction apprentices were named the best in the United Kingdom in their chosen discipline, with two apprentices winning gold and silver in wall and floor tiling, and one highly commended in stonemasonry.

City of Glasgow College and WSUK Scotland have led the way with the development of inclusive skills competitions. In the 2016 Inclusive Skills finals, the College was well represented with the College’s Iain Hanna winning silver.

WorldSkills UK National Final 2016: College Medallists

Gold	Silver	Bronze	Highly Commended
Network Systems Administrator Advanced Adam Kolbusz	Beauty Therapy: Body Open Chanel Roderickson*	Confectionery Advanced Erin MacDonald	Network Systems Administrator Advanced Christopher Kelly
Wall and Floor Tiling Advanced Gordon Cook	Confectionery Advanced Alyson Burns	Fitness Trainer: Gym Instructor Open Samantha Laird	Stonemasonry Advanced Alistair Denovan
Confectionery Advanced Wendy Lo	Wall and Floor Tiling Advanced Jordan Smith		
	Confectionery Advanced Iain Hanna		
	Confectionery Advanced Erin MacDonald		

* Selected for Squad UK

Nicolle Finnie (Culinary Art) and Chanel Roderickson (Beauty) secured a place in the Squad UK Shortlist for WorldSkills Kazan 2019 in Russia.



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 senior staff performance and remuneration, 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. The Committee comprises the Conveners of the Board's Committees, and hence encompasses the broad range of Board responsibilities and skills.

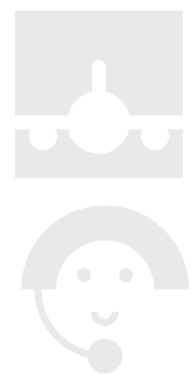
With the ever-increasing focus upon Colleges to produce results in terms of student attainment, together with the continued pressure upon College budgets in the sector in Scotland, the PRNC has faced another challenging year in 2016-17. Recognising that the success of the College is measured by the success 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 concluded in 2016 under the terms of the transition arrangements for College Boards in Scotland. The membership of Board Committees was reviewed, and, with a view to succession planning, more recently appointed Board members were encouraged to take up Convenerships and Vice Convenerships in 2016-17

Committee Review of 2016-17

Strategic Delivery

The Board of Management received a Strategic Plan update report at the Board Planning Day, held in October 2016, at which the 2013-17 College Strategic Plan was reviewed with specific reference to target achievement. This included a report of the out-turns for session 2015-16, as part of the background context for the Planning Day. The Committee maintained close oversight of progress against the performance measures and indicators within the planning framework outlined in the Strategic Plan, as the College moved towards the College's next strategic phase outlined in the new Strategic Plan 2017-25.



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 2016-17, 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 ranging from financial sustainability to new ways of learning and working.

Performance

The revised Education Scotland review cycle and format was recognised, including provision for an annual review of college performance. The Committee also considered reports and improvement planning from the internal review of Faculty performance. Following the cycle of Faculty reviews over 2016-17, the Committee received a full report on Faculty Continuous Improvement. The performance of the College in respect of measures of student success was considered (early/further withdrawal, partial/complete success). The Committee highlighted the importance of student success measures and Faculty improvement plans in improving the student experience.

The Committee also considered a revised approach to the performance of the Principal, which was subsequently undertaken by the Board Chair, with oversight from the Vice Chair as Senior Independent Member (and PRNC Convener). This revision was undertaken with due regard for the College's processes for remuneration review, pay and terms and conditions settlement, as well as job evaluation processes for all College staff. A full performance review report was submitted by the Board Chair to the Chair of the Glasgow Colleges' Regional Board (GCRB) and the process for the Principal's remuneration review was also shared with GCRB.

An External Review of Board Effectiveness was undertaken in 2016-17, in line with Ministerial requirements, and in compliance with the revised Code of Good Governance with which the review was closely aligned. The review was undertaken by Polley Solutions, and published on the College website in March 2017. This extensive and robust review included full one-to-one structured discussions with the College Secretary and all Board members, as well as Board meeting observation, a desktop review of Board documentation, and a facilitated Board workshop.

Within the Review Report, the Board's role in reviewing planning and performance was highlighted as an example of good practice, finding:

"Strong evidence of systematic strategic planning, showing alignment through associated supporting strategies, success measures, benchmarking and targets. This includes detailed surveys of staff and student views. This information is monitored by various board committees and members also have access to a 'real-time' dashboard";

and,

"Considerable evidence of strong governance processes... and a strong focus on financial sustainability at both Board and committee level."

The Committee agreed an approach for presenting performance against targets and indicators on the College Dashboard, ensuring accessibility to Board members via the College intranet.

A College Performance Report is included below.

Remuneration

In line with the Code of Good Governance (2016), all Committee members successfully completed the mandatory training for remuneration committee members via the College Development Network. Throughout the session the Committee considered its approach to consideration of the Principal's remuneration review, in the context of a revised approach to performance appraisal and further professional development options. The Committee ensured that sufficient UK-wide sectoral information was obtained to inform these considerations, with due consideration of public sector pay policies.

Nominations

The Committee did not require to recruit any new Board members in the 2016-17 academic session, following two years of significant Board member recruitment.

Risk Management

Given the cycle of strategic risk reviews by the Board Committees and Board of Management, which conducted regular reviews of the College's strategic risks, the Committee considered strategic risk at its January meeting only. The key strategic risk reviewed by the Committee related to the highest scoring risk, Risk 18 - Failure to agree a sustainable level of grant-funded activity within the Region. The Risk Management Action plan for this risk was reviewed regularly.

College Performance Report

Learning and Teaching

In academic year 2016/17 the College participated in Education Scotland's new framework for enhancement of education in the Scottish college sector. The framework - 'How good is our college?' - provides a suite of quality indicators which support City of Glasgow College practitioners at all levels and in all areas to scrutinise their work, evaluate what is working well for learners and what could be better. In support of this approach, the College has developed a comprehensive review of practice, which sets out an action plan for enhancement for academic year 2017/18.

Customer Service Excellence

The College was audited by SGS, one of the world's leading independent assessment organisation in May 2017. 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 customer's views of our services.

During the visit the auditor identified 9 areas of compliance plus. These are areas in which the College demonstrated practices which exceed the requirements of the standard, and are viewed as exemplars of best practice.

ISO 9001:2015

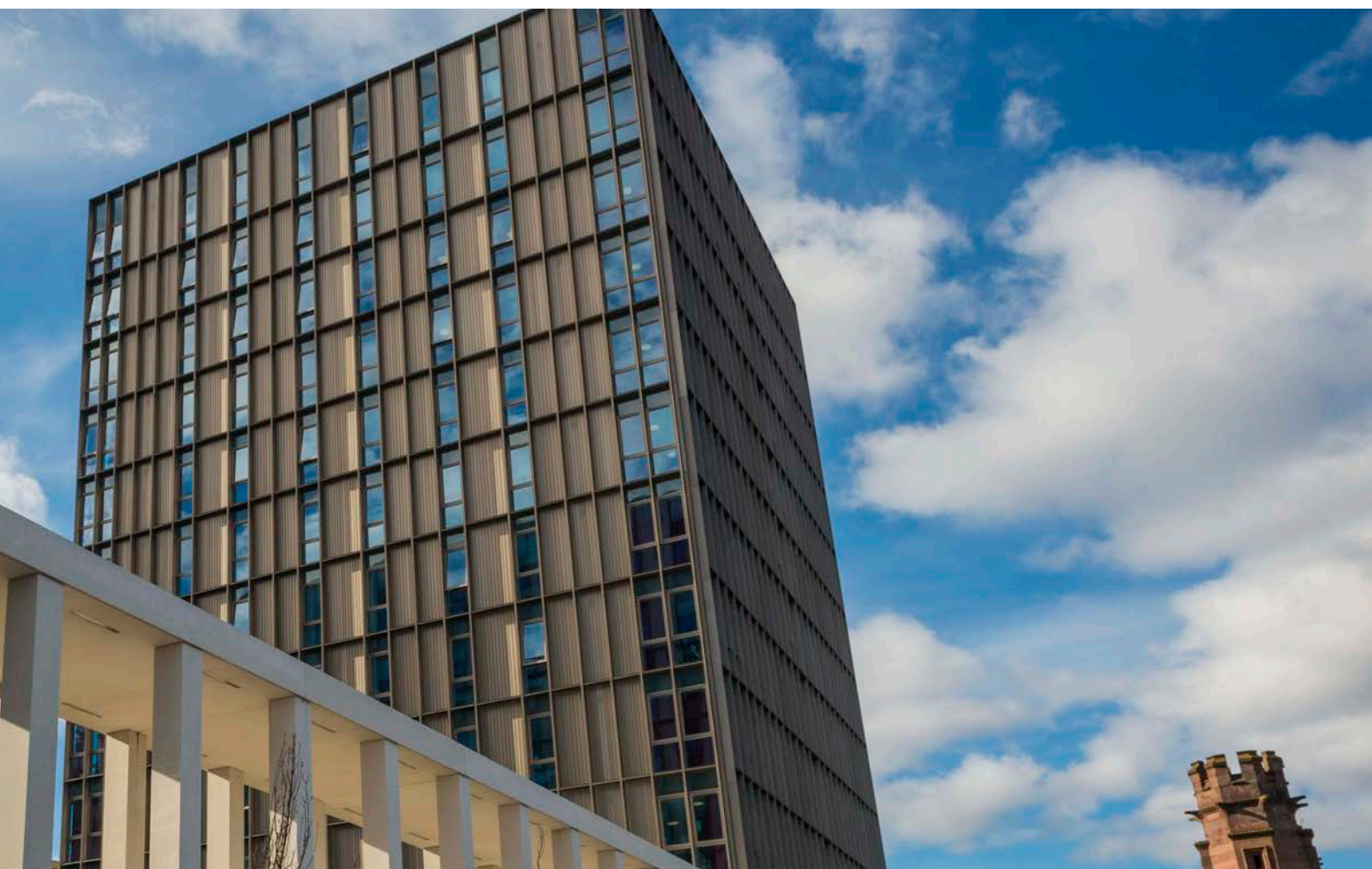
The College had 2 successful assessments of the College's Quality Management System by BSI during 2016-17. The auditors found that the College "system is demonstrating the ability to support the achievement of statutory, regulatory and contractual requirements" and our "specified objectives", and "to confirm the on-going achievement and applicability of the forward strategic plan."

During 2016-17 the College successfully transitioned to the new ISO 9001:2015 standard.

Key Performance Outcomes

The College recognises that students' achievement of qualifications is fundamental to articulation and employment opportunities. The Board is pleased to report that the College has maintained a growth in performance over the period since merger (2010/11).

During 2016-17 the College continued to make use of Performance Review to examine performance indicators and to look at enhancements to teaching practice. As part of the review process curriculum managers discussed the implementation of Industry Academies and City Learning, and the good practice that equip students with skills for life, work, and further learning. Each Faculty produced an improvement plan to maintain and sustain student performance.



SFC College Performance Indicators 2016/17*

Level	Mode	Early Withdrawal	Further Withdrawal	Completed Partial Success	Completed Successful
Higher Education	Full time	2%	11%	13%	74%
Higher Education	Part time	2%	5%	10%	83%
Further Education	Full time	4%	15%	12%	69%
Further Education	Part time	2%	5%	6%	88%

SFC Audited Figures

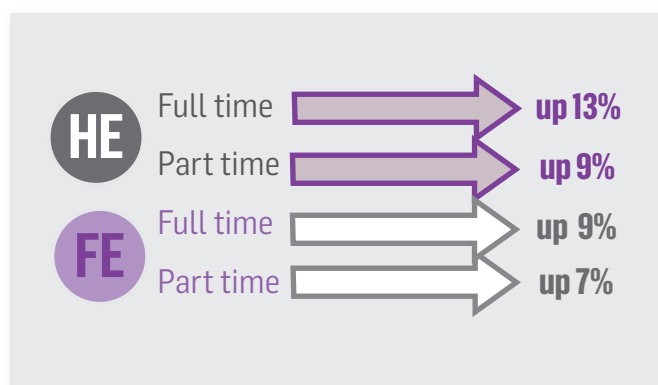
Definitions

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

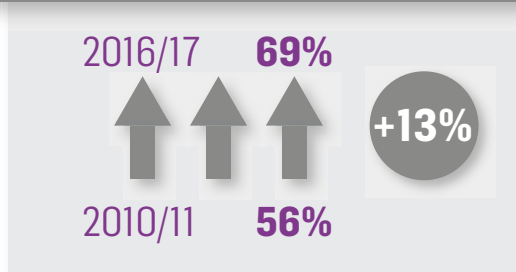
Further withdrawal - indicates that a student attended after the funding qualifying date but withdrew from their course prior to the end of the course.

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.

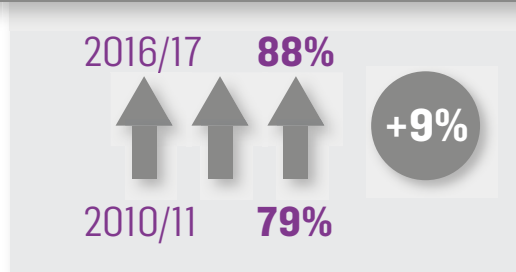
Completed successful - indicates that a student completed the course and gained the qualification they were aiming for.



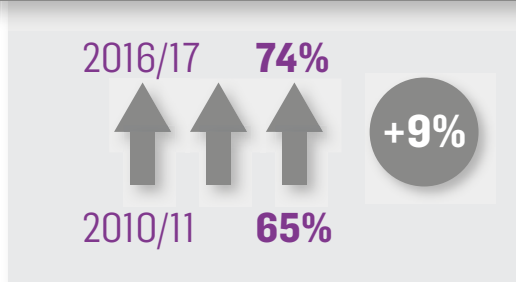
Full Time Further Education



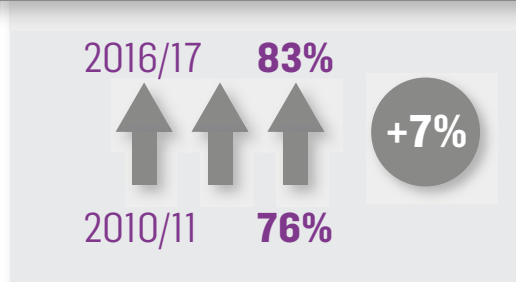
Part Time Further Education



Full Time Higher Education



Part Time Higher Education



A Year of Recognition for Excellence

In 2016-17 City of Glasgow College, including its students, staff, buildings, processes, and practice, was recognised by a wide range of awarding and accrediting bodies, institutes, and competition organisers. This Calendar of success includes some of the highlights of the year:

2016 - July:

- Awarded Investors in Innovation Standard - the first and only college or university in Scotland to gain this prestigious status
- International Student Support Team won the NUS & UKCISA 2016 Award for Excellence in International Student Support in FE
- Willie McCurrach, Curriculum Head for Food at City, won the Education and Training Award at the Catey Awards 2016

September:

- European Foundation for Quality Management (EFQM) Excellence Awards - Sustaining Outstanding Results

October:

- Riverside Campus – Building Construction Industry Awards (BCI) – winner of Building Project of the Year (£10m to £50m category)

November:

- UK Skills Show 2016 - 9 medals overall = 3 Golds, 4 Silver, 2 Bronze and 2 Highly Commended awards
- Riverside campus won the Outstanding New Festival Participant title at this 2016 Glasgow Doors Open Days Festival
- Graduate Jordan Small awarded Special Commendation in the MCA (Maritime and Coastguard Agency) Trainee of the Year Award
- BMI Ross Hall Hospital Endeavour Award presented to HNC Care & Administrative Practice graduate, Robyn Watson, for her efforts, commitment and achievement

December:

- EuroSkills 2016 - Isla McLarty won Medallion of Excellence for Beauty Therapy
- MasterChef: The Professionals 2016 – won by chef senior lecturer Gary MacLean

2017 - January

- 11 gold medals at the Great Hospitality Show - team of HND Hospitality and Professional Cookery students took part in La Parade de Chefs competition

February

- Awarded Fair Trade status

March

- Marketing & Design team took Gold for their Internal Communications strategy for the launch of the College's

digital badge scheme; Silver in the Student's Award for Website category; and Bronze in Digital Marketing for the creation of the new website

- The Students' Association won Officer Team of the Year at the NUS Scotland Awards. The award is presented in recognition of changes CitySA have made to benefit the college's students

April

- Business student, Kamil Polakowski, named Intern of the Year. He secured an internship with the Scottish Institute for Enterprise (SIE) thanks to experience he gained studying for an HND business qualification at the college

May

- Gary Maclean wins CIS Excellence Award for Hospitality Educator of the Year
- City Market Bakery won Regional Gold, National Silver and Regional Bronze in the 2017 Scottish Baker of the Year Awards
- Scottish Design Awards winner - Education Building of the Year

June

- Three CoGC students took the top prizes at Craftex:
 - Kerry Connolly, HND 3D Design, won the overall Gold Medal
 - Sharon Le Marinel, HND Art Glass Production/Art Glass Design, took the Deacon Convener's Design Prize
 - HND Furniture Craft and Design student, Sam Lauriston won the Quilter Cheviot Award for Excellence
- CoGC Board Member Professor Tracey Howe won the inaugural TEDx Glasgow 2017 Award for her idea to create more accessible and affordable healthcare resources to support people with disabilities.
- City campus awarded The Royal Incorporation of Architects in Scotland (RIAS) Best current Scottish architecture;
- Architects Journal AJ100 Building of the Year and
- AJ100's Client of the Year awarded to City campus

July

- City campus shortlisted for:
 - RIBA Stirling Prize 2017
 - Andrew Doolan Best Building in Scotland Award
- Culinary students retain prestigious Atlantic Cup in Maryland USA



Winner: Willie Mccurrach



Winner: Tracey Howe, TEDx Glasgow Award



Gary Maclean CIS Excellence Award



Winners: CDN Marketing Awards

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. 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 2016-17

Standing Items

The priorities of the Committee throughout 2015-16 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 Admissions
- Strategic Risk Review

Student Experience

Corporate Parenting

The College has a Corporate Duty defined in the Children and Young People (Scotland) Act 2014 as: "the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers". As a Corporate Parent the College is committed to working towards the National Ambition and Vision for Care Experienced Students set by the Scottish Funding Council "for there to be no difference in the outcomes of care experienced learners" compared to their peers' by 2021.

The College is committed to help care experienced young people who are students at the College, and to collaborate with other Corporate Parents to achieve results. The Committee received updates on the development and completion of the College Corporate Parent Action Plan, noting that it has received positive feedback from looked after children and care leavers. This plan will continue to be developed, and the College will maintain and report evidence of related actions and achievements.

In partnership with CELCIS (Centre for Partnership for Looked after Children in Scotland) and Who Cares? Scotland, the Board of Management and Senior Management Team undertook development in session 2016-17, recognising their statutory duties in supporting this vulnerable group. The Board also included a full session on this subject at its Planning Residential event.

For 2017/18 195 care experienced young people have enrolled at the College which constitutes a 24% conversion rate of those originally applying, and a 214% increase compared to the same period in 2016 (full-time enrolments).

Student Experience Annual Review

The Committee received the 2015-16 Annual Report for Student Services, and later in the session, the 2016-17 Student Experience Annual Review, which reflected the work of the new directorate, and the holistic approach to

supporting the student experience. The Committee was made aware of the hardships faced by some students through case studies, and the range of student challenges addressed by the College through Student Experience Directorate service delivery.

The report included feedback from students obtained via surveys and focus groups, and the Committee was pleased to note high levels of student satisfaction with student services provided in 2016-17, as well as high levels of student retention among students receiving support, and among care-experienced students.

The reports included a focus upon student articulation, which indicated an increasing number of students expressing an interest in articulating to degree level study, and an increase in successful articulation from the College. Over 600 CoGC students attended a University Information Day in October 2016, and the following table shows the four-year trend of increasing articulation to university degree study:

	2013/14	2014/15	2015/16	2016/17*
Applicants	1,348	1,424	1,737	1,785
Number of Choices	5,651	5,778	6,625	7,594
Students successfully articulating	997	1,031	1,129	n/a

The 2016-17 Student Experience Annual Review includes reports relating to the wide the range of learning support, advice, guidance and counselling provided to City of Glasgow College students over the course of the year, as well as the ongoing development of student representation.



Student Recruitment and Admissions

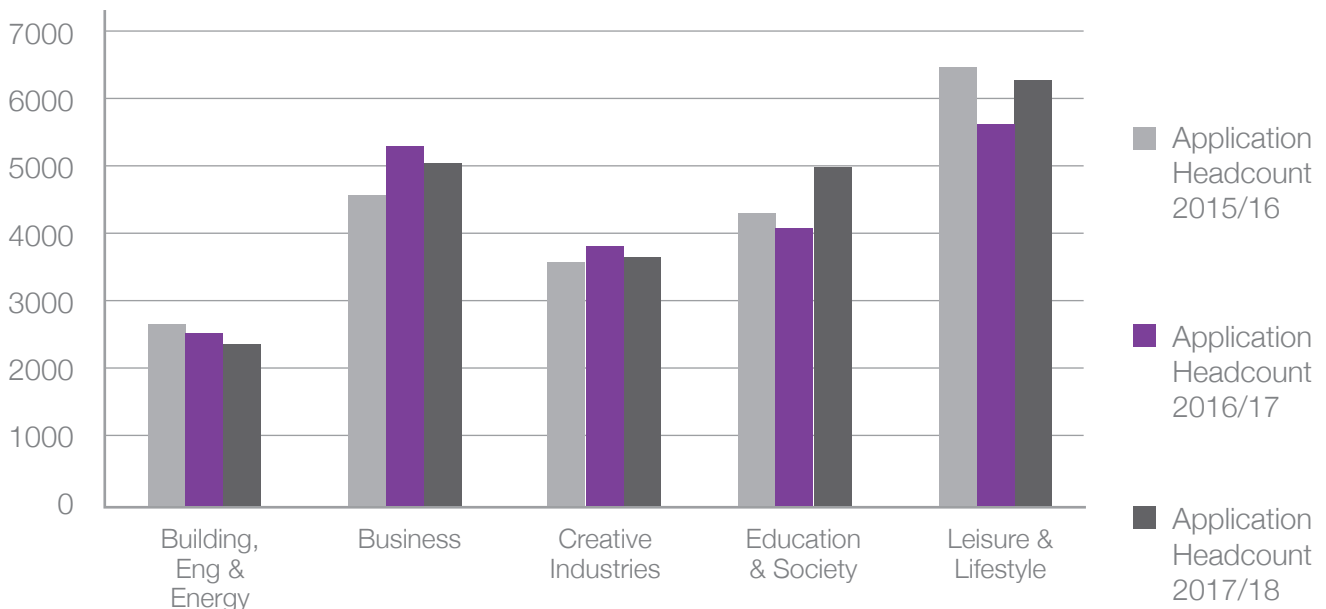
The Committee received this reports highlighting trends in applications across College Faculties, and some of the initiatives employed to recruit students, such as school pupil visits to the College through the session. Pre-enrolment initiatives were noted, included further induction and familiarisation activity.

The Committee oversaw an improvement in conversion rates in 2016-17, and also 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 2017-18 to CoGC, for Social Science students at Glasgow Kelvin College, and Hairdressing and Events students at Glasgow Clyde College.

The College's 3-year trend in full-time application data indicates an increase of 2% to 23,084 applications in August 2017 for just over 7100 places. This represents a ratio of 3 applications for each college place. However, the situation varies by Faculty and course as illustrated below. 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 2015-17



Student Experience Strategy

VP Student Experience presented the development of the Student Experience Strategy to the Committee, which 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 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:

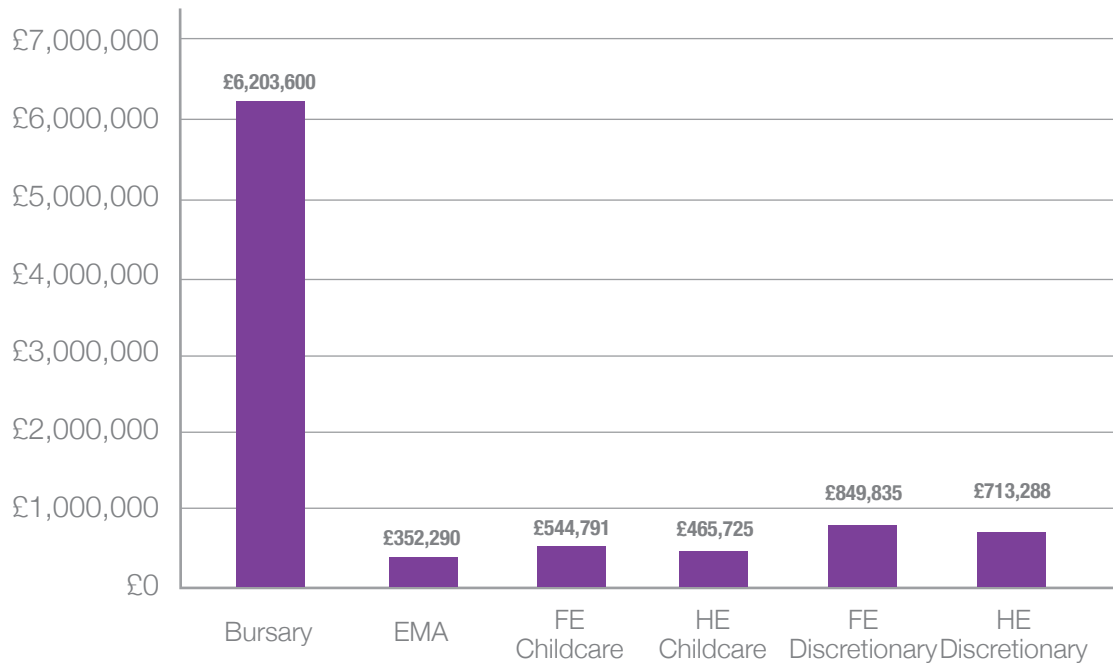
- City Learning 4.0
- Widening Access
- Student Partnership Agreement

Student Support

In 2016/17 the College spent just over £9 million on student support. The College supports students on Further Education (FE) courses with living costs, travel expenses and course materials

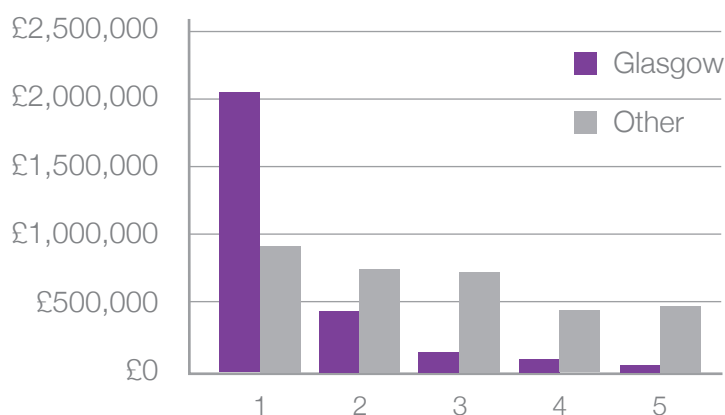
The College also supports Higher Education (HE) and Further Education (FE) students with childcare costs, and hardship funds for students who experience further financial difficulties. The table below provides a breakdown of the amounts spent across each of the Funds in 2016/17.

Student Support Funding 2016-17



The College monitors how it spends its student support funds to ensure that our Regional Outcome priorities are achieved and that support goes 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 46% of our Bursary Funds supports students from Quintile 1.

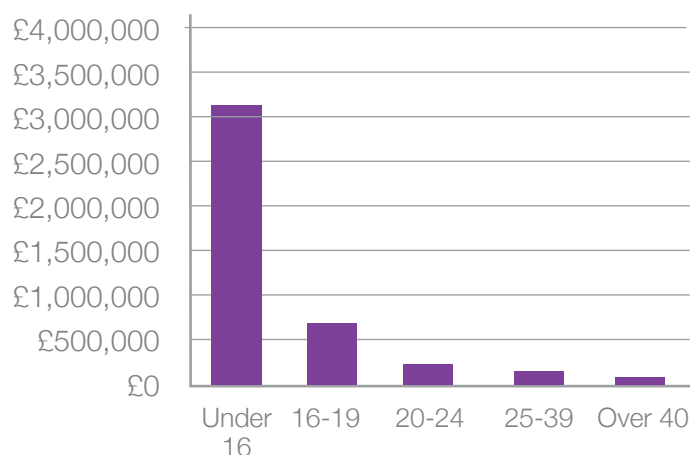
Bursary Spend by Scottish Index of Multiple Deprivation (SIMD)



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 provides an example, related to the protected characteristic 'age', and shows that 62% of our Bursary Funds support those from the 16 -19 year old age group. Our enrolled population for full time courses for this age group in 2016/17 was 63.8%.

Bursary Spend - Age



Students' Association

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. Student elections were held for the four executive positions, President and three Vice Presidents. Two student Board members (SA President and VP) were nominated to the Board of Management.

It was noted that the Regional student engagement continues through representation on the Glasgow Colleges Regional Board.

The Committee provided oversight of the Students Association Constitution, which included reference to the enhancement of student participation via new technologies, such as electronic voting, social media etc. Further advice and guidance was obtained via NUS and the College solicitor.

The Student members reported the following to the Committee:

- The development of a new Student Partnership Agreement, detailing student engagement at CoGC
- Class rep training
- New branding at the SA space at City Campus
- The SA budget was monitored for AY 2016-17

City SA Annual Report

The Student President Ian Gilmour provided members with a detailed review of the Students' Association Annual Report 2016-17. He advised that the SA now has 3 full-time staff members as well as paid President and Vice President positions. Further changes have been made to the Class Rep system with the SA providing support to students for setting up new societies and the creation of more sport club opportunities

My Voice Platform

The Committee was provided with a demonstration of the new 'MyVoice' platform provided to students through MyCity. This additional resource will enhance the student experience including student participation in the sharing of ideas, decision-making, discussion, and democratic processes.

Student Award Medal

The Committee approved a proposal, considered and submitted by the Art Foundation, for the creation of an award medal to be presented to an outstanding student on the BA Hons Contemporary Art Practice course.

Library and Learning Technologies

The Committee was pleased to note the activities and achievements of the Libraries and Learning Technologies Team, including the migration of 25,000 items to the new library facilities over four floors at the City Campus. Members also noted the following:

- MyCity VLE has been continually developed, with year on year growth in usage.

- Learning Technologists have been assigned to curriculum teams to provide appropriate support when necessary. They continue to remain part of the central Library in order to facilitate the sharing ideas and best practice.
- A PDA in Technology Enhanced Learning and Teaching has been developed and will be launched in 2017-18.
- Google are creating a virtual tour of the College facilities which will be launched later in 2017.
- A City Learning Lab which is based on a student-owned space for play and innovation was designed on the 3rd floor library space.
- An E-assessment course in collaboration with the Open University is under development.
- Open badges, to be awarded for outcomes in SQA units, is being produced with Snook design agency and will be implemented through Moodle.
- The College has successfully tendered for a cloud-based e-Portfolio which allows for assessment of criteria based qualifications.
- An Open Source Library Management System has been procured together with Glasgow Kelvin and Glasgow Clyde Colleges.

The Library team successfully migrated their transactional system to a new open source library environment. Koha provides enhanced functionality, ownership and flexibility for service developments. City Library, in its first year has tracked more than half a million visits to the library. Opening hours have increased with both campus libraries extending hours to offer a self service model for students.

The Learning Technology team continue to work closely with faculty teams to develop blended learning courses and deliver the City Learning 4.0 ethos across the curriculum.

Staff Matters

Organisational Development

In academic year 2016/17 the Organisational Development (OD) team became part of the Performance and Improvement Directorate. This alignment is a key part of the development of the College's new strategic plan. This alignment will enable OD to become more focused on ensuring that staff learning and development is matched to the College's journey to excellence.

ONE CITY

In June 2017 the College's ONE CITY event offered 65 separate workshops and provided engagement opportunities with external stakeholders with a mix of talks, workshops and master classes. Based upon the themes of Inspiration, Excellence and Innovation the event attracted 1,100 registrations from staff. In addition to the events provided by College staff and students the event was supported by high profile international contributors such as; David Price, Dr Kate Stone, Marc Donnelly (MD CISCO

Systems), entrepreneur Julieann Ponan and Natasha Lawton (ex-student and Glasgow Sport Coach of the Year).

The College's Fairtrade status was reinforced through Fairtrade "grab and go" lunch, enabled through a generous grant from the Scottish Fair Trade Forum.

Collaborative Working

In 2016-17 OD staff worked closely with both UNISON and EIS Learning Representatives on two key initiatives that extend into the 2017/18 academic year. This work resulted in the piloting of a survey to inform staff learning and development needs. The survey will inform the development of an employee journey in 2017/18, which will match the College's aspirations to develop staff and ensure that the skills are in place to realise its strategic plan.

Learning and Development Experiences

A "Learning and Development Experiences Programme" was launched during 2016/17. This programme was designed to reflect staff needs and address recommendations from the College's recent Education Scotland Review. The programme incorporated 40 separate professional learning arrangements, which included:

- 'Bite Sized' Lunch and Learn Sessions focusing on action oriented learning and development. These were arranged to ensure our people could quickly develop skills or increased knowledge and awareness, which could then be easily transferred to practice. Topics included Simple and Effective Group Engagement Techniques, Creative Thinking and Problem Solving, Techniques for Managing Time, Handling Difficult People and Situations, Confidence Building and Effective Decision Making.
- Teach Meets is an organised but informal meeting for educators to share good practice, practical innovations and personal insights in teaching. OD organised three Teach Meets were organised in partnership with the College Development Network. The themes covered were digitally enhanced learning, innovative approaches to learning and teaching and critical reflection in learning and teaching.
- Action Learning Sets – brought staff together to exchange, support and challenge one other to provide solutions to particular problems.

- Flourishing Managers Programme - a blended learning programme designed for first line and aspiring managers was offered for the first time. This initiative will enable participants to accrue credit towards Chartered Management Institute Certificate in Management and Leadership.

Team Development Sessions

A range of themed team developments were designed and delivered in 2016/17 for teaching and support colleagues. The aim of these sessions was to help teams to develop and progress, increasing their cohesiveness and effectiveness.

Coaching and Mentoring

OD continues to work with 12 TQFE and PDA Mentors each year, supporting mentors to provide relevant support and share experience with those who are undertaking training to develop their teaching practice. The College has also invested in the development of 7 colleagues on a European Mentor Coach Council (EMCC) Coach Practitioner Development programme. This helps support the incremental development of an internal coaching arrangement.

Support has been provided to those involved in the College's Worldskills UK activity by ensuring that as mentors they have the skills required to help CoGC students succeed in skill competitions. This work has led to Worldskills mentors being supported through the Chartered Management Institute (CMI) coaching qualifications.

Developing our People

OD has supported 335 individual requests for development during 2016/17, provided 60 short courses and developed 19 staff to achieve their Teaching Qualification in Further Education (TQFE).

Enhanced Qualifications

Twenty-two members of staff were supported through the College's enhanced qualification scheme. During 2016/17 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.



City Talks

A series of City Talks was organised in 2016-17, to facilitate regular community engagement. Over 550 people (staff, students, external stakeholders) visited the College to engage with Mark Thomas (comedian, broadcaster and political activist) Hugh McIlvanney (Journalist) Val McDermid (Author) David Hayman (Actor, Director, Producer) and Donald Shaw (Musician and Celtic Connections Director).

Work Experience Opportunities

Through an experiential drama initiative relating to the Prevent Duty, “live performance” and “acting for camera” work experience opportunities were created for 4 current drama students and 2 College graduates. 2 TV/Camera students were given the opportunity to work with an award winning investigative journalist filming/editing the experiential drama.

City Talks provided student development experiences as students were able to engage directly with the speakers. A journalism student secured an interview with Mark

Thomas and radio students also secured an interview with Donald Shaw.

ONE CITY also provided one day’s paid work experience for 50 College students, and 3 Glasgow Caledonian University Human Resource Management students were supported on work experience placement within OD. The cohort contributed significantly to work on development frameworks.

Impact on Student Experience

OD enjoys a close working relationship with Student Engagement and Student Executive colleagues. Examples of partnership activity from 2016/17 include: helping the Student Executive integrate into their roles, assisting with the Inspire – Student Class Rep Conference, Student Engagement/Executive -Team Development sessions, how to facilitate focus group sessions and providing Coaching/ Mentoring for members of Executive and Engagement Teams.



Human Resources

HR Metrics

In terms of staff headcount, it was noted that a total of 1364 staff were employed during the period 1 February 2017 to 30 April 2017, including 50 new appointments and 19 leavers during this period. The gender balance at this point was 732 female, and 632 male staff. As well as employee turnover and gender balance, other metrics monitored by the Committee included attendance/absence, equality and diversity monitoring, and modes of employment. The Committee noted that employee data recording and analysis continues to improve.

Brexit Impact

The staff profile by nationality was discussed with particular reference to the possible impact of Brexit. The Committee noted that the College continues to meet with non EU UK nationals to provide reassurances, and will investigate possible financial support for relevant staff wishing British citizenship.

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. Unfortunately the College, along with the rest of the sector, experienced a period of industrial action on the part of lecturing staff towards the end of the academic year, since when further progress has been made. A pay migration scale to 2019 has been agreed with teaching staff, and support staff have agreed a holiday allocation increase to 44 days per annum (including public holidays).

Equality, Diversity, and Inclusion

The Education Scotland 2016 Report on the College stated that:

“The College has a strong track record for its approach to supporting equality, diversity, and inclusion. Equality and diversity is embedded across college functions, promoted well, and celebrated through a diverse range of activities”

The Committee welcomed regular updates on Diversity, Equality and Inclusion priorities and activity throughout 2016-17, and provided oversight of the development of the Statutory Reports required in 2017 in support of the Public Sector Equality Duties under the Equality Act 2010. These reports were completed to schedule by April 2017:

- Equality Mainstreaming Report 2017
- Equality Outcome Framework 2017-2021

- Progress in Achieving Equality Outcomes 2017
- Equal Pay Statement and Information 2017

Other ED&I highlights from 2016-17 included:

- The College's Equality, Diversity and Inclusiveness (ED&I) badge initiative, launched in December 2015, shortlisted for 3 prestigious awards.
- The College ranked 133 out of 439 participating organisations in the Stonewall Workplace Equality Index - the definitive benchmarking tool for employers to measure their progress on lesbian, gay, bi and trans inclusion in the workplace.
- ED&I Cross-College Themed Events delivered covering the following months: Black History (October), Interfaith (November), Disability (December), Age (January), LGBT History (February), Gender (March) and Poverty (April).
- In its sixth year, a successful “Embracing Diversity” competition was held, with over 80 entries from across all College faculties. The judges comprised College senior members of staff and external equality charity partners.

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 2016-17, 77 staff advised the College that they have a disability, equating to 5.8% of the workplace at 31 July 2017. This compares to 5.8% (70) in 2015-16 and 5.6% (68) in 2014-15.

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:

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

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.

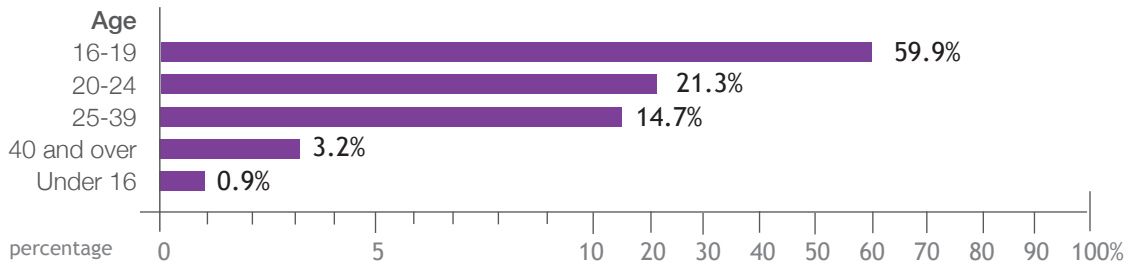


Student Statistics: Access and Inclusion

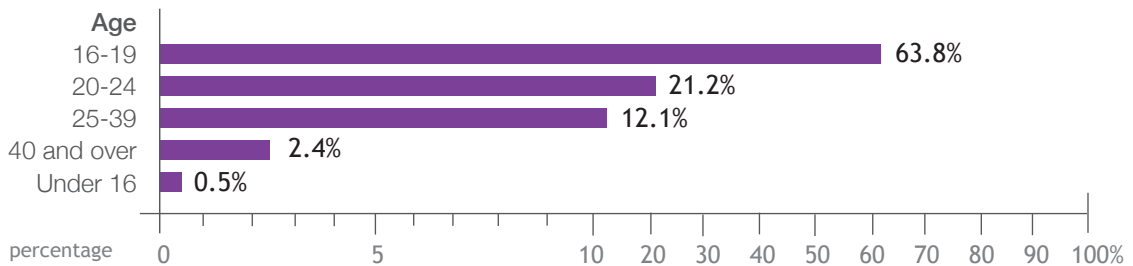
Age

In relation to age, the highest number of applications and enrolments was from the 16-19 year old age group with enrolments from this group increasing by 9.2% 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

Applications 2016/17 - Age



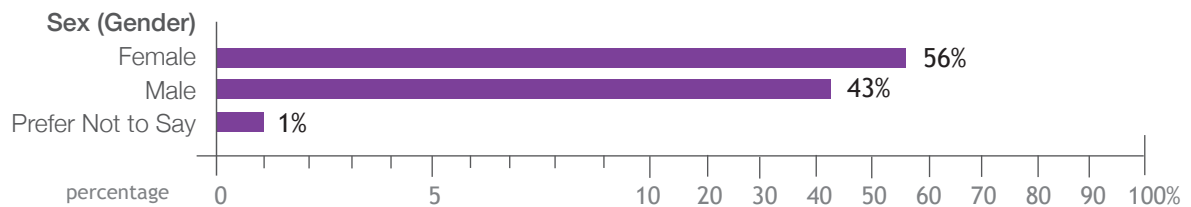
Enrolments 2016/17 - Age



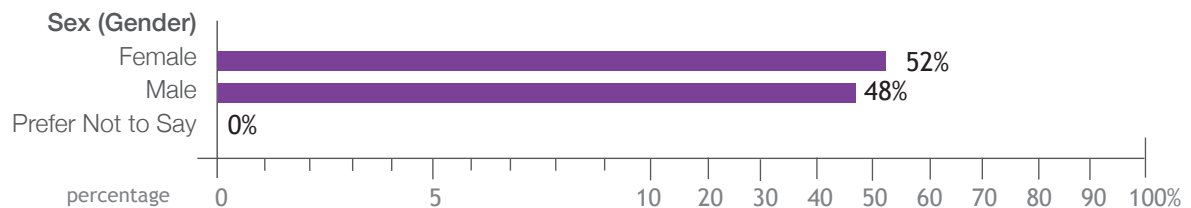
Sex

The Female/Male ratio at application stage was 56%/43% and at enrolment 52%/48% which is similar to the position in 2016 and 2015. 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.

Applications 2016/17 - Sex



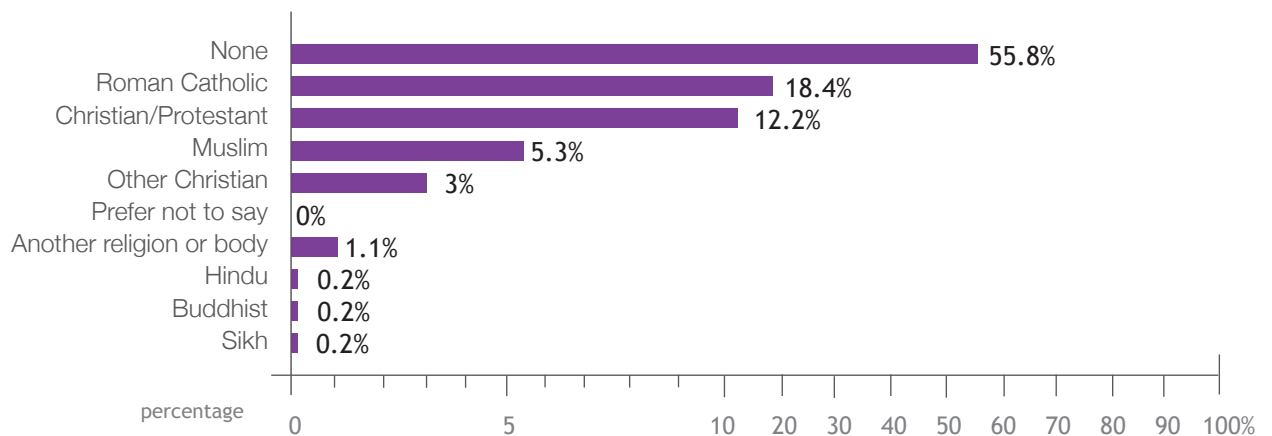
Enrolments 2016/17 - Sex



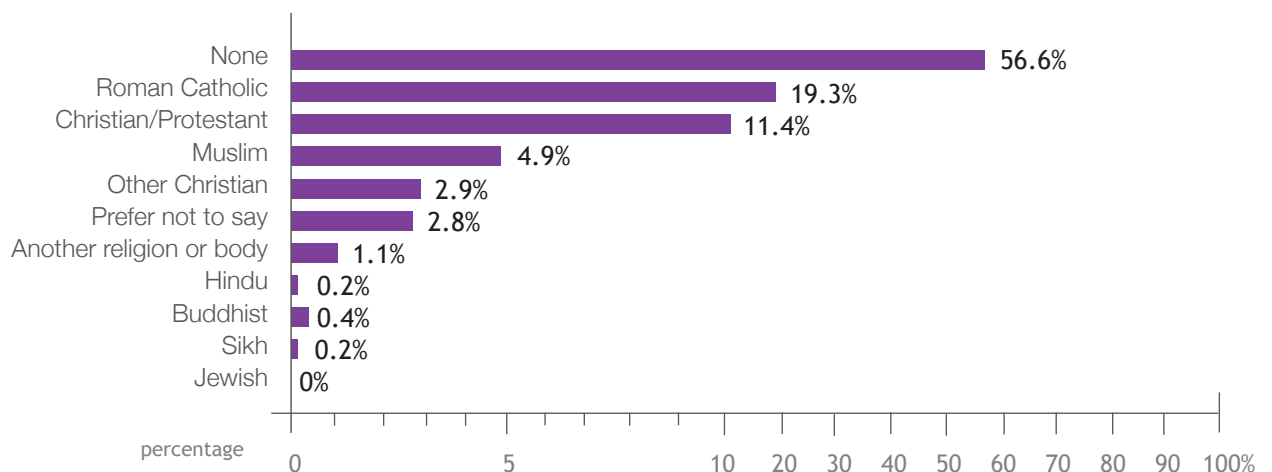
Religion

Collection of this data was introduced in 2015/16 and there is no significant variation in religious groups in either applications or enrolments for 2016/17.

Applications 2016/17 - Religion



Enrolments 2016/17 - Religion

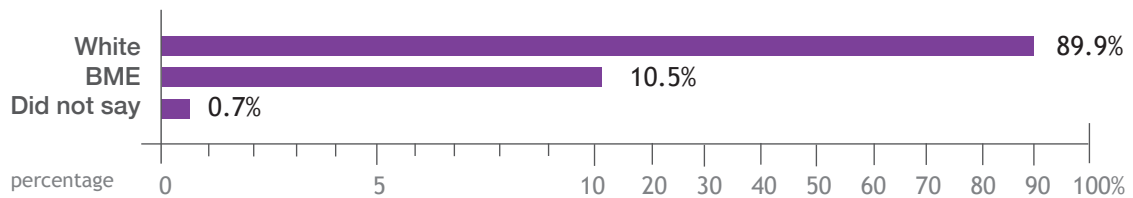


Race

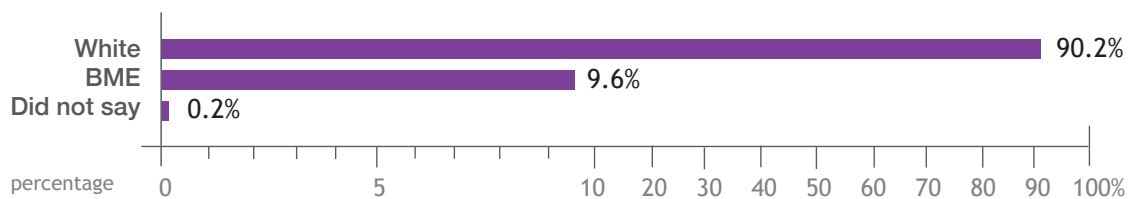
Information on race is similar to last year with a slight increase in enrolments from BME groups in 2017. This data should be viewed together with Ethnicity data to provide a full picture of the diverse student population at City of Glasgow College. This information is for full time applications and enrolments only and therefore excludes English as

A Second or Other Language (ESOL) groups, which are part-time. However, when part-time groups are added the College BME participation rate increases to 18%. There is no significant variation between those applying and those enrolling under this characteristic.

Applications 2016/17 - Race



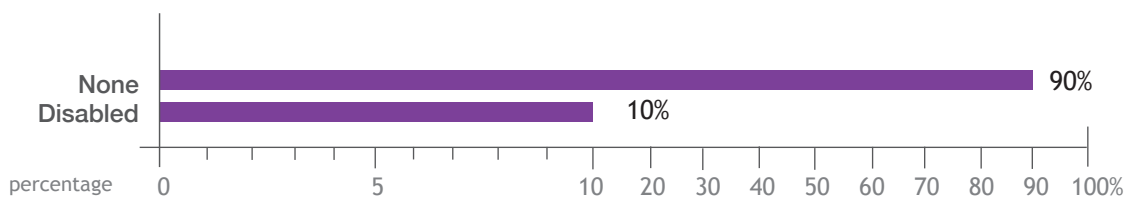
Enrolments 2016/17 - Race



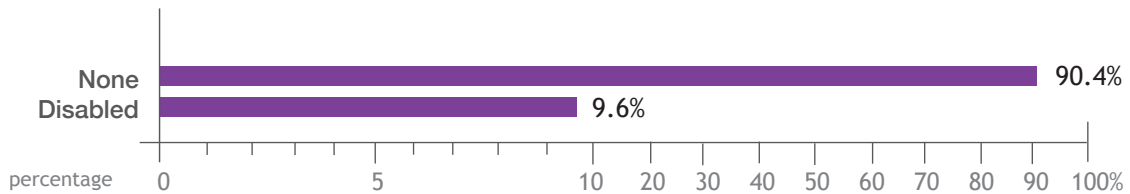
Disability

The number of applications and enrolments has increased over the last 3 years with the number of enrolments for those disclosing a disability increasing by 2.6% in 2017. These figures do not include the significant number of students disclosing a disability or additional support need in year through both Tutor and self-referral.

Applications 2016/17 - Disability



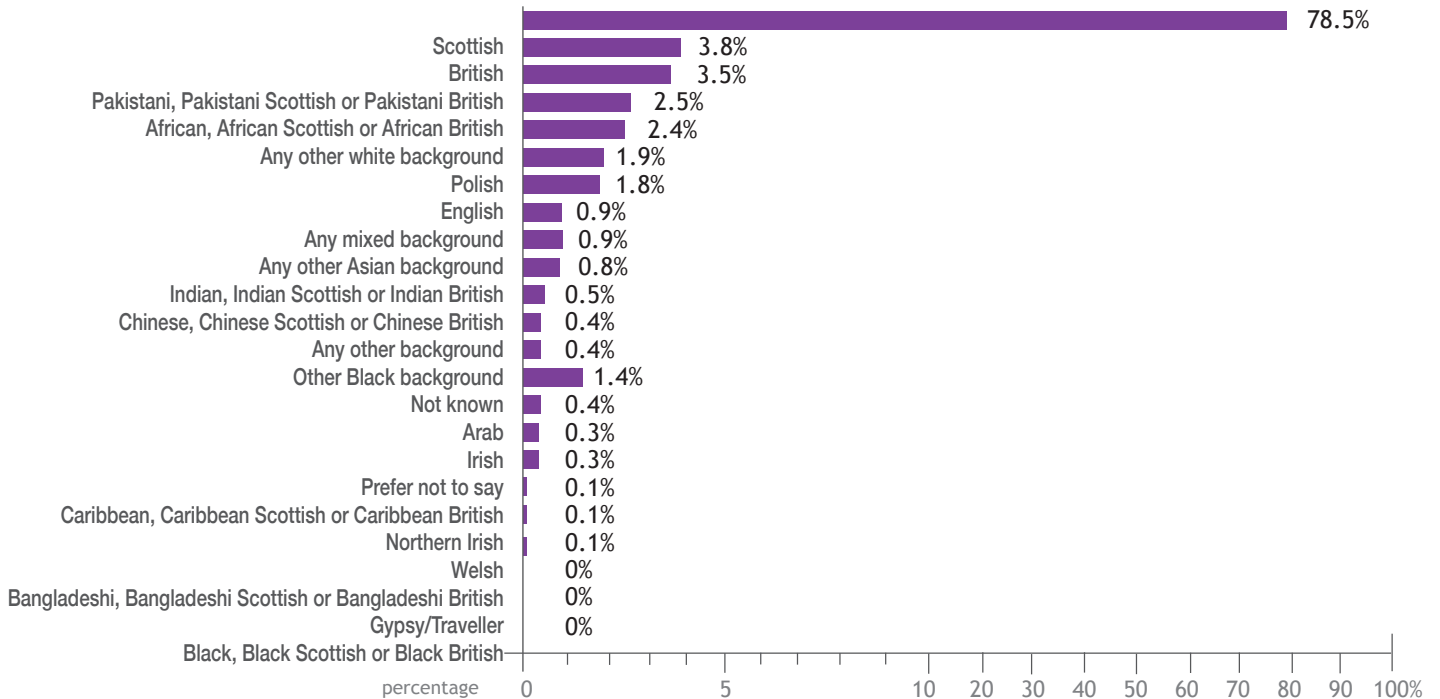
Enrolments 2016/17 - Disability



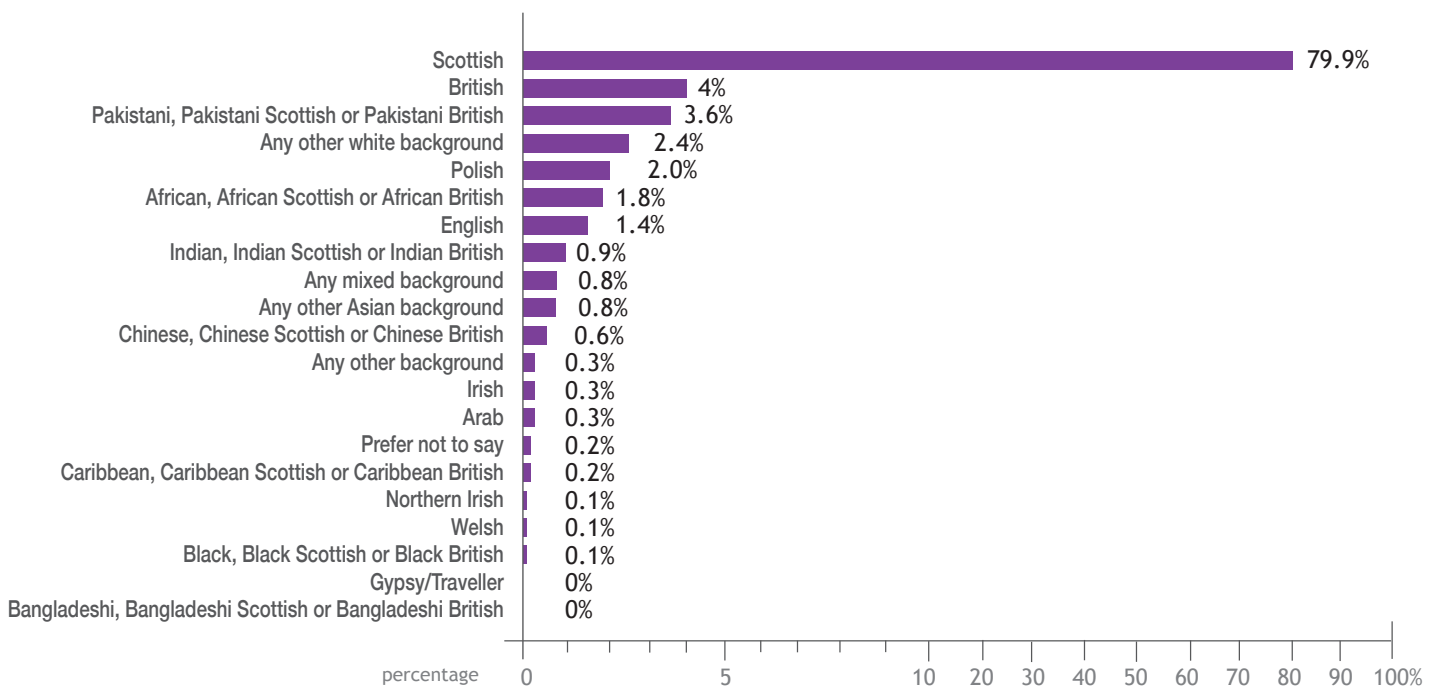
Ethnicity

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.

Applications 2016/17 - Ethnicity



Enrolments 2016/17 - Ethnicity

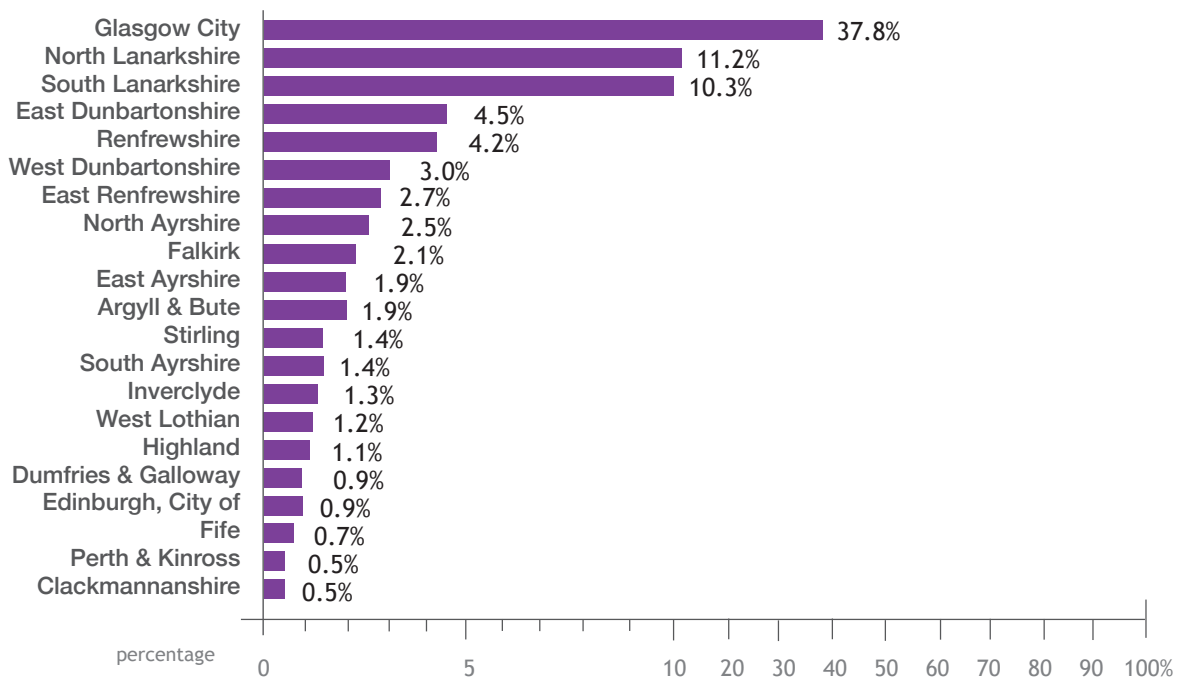


Student Home Location

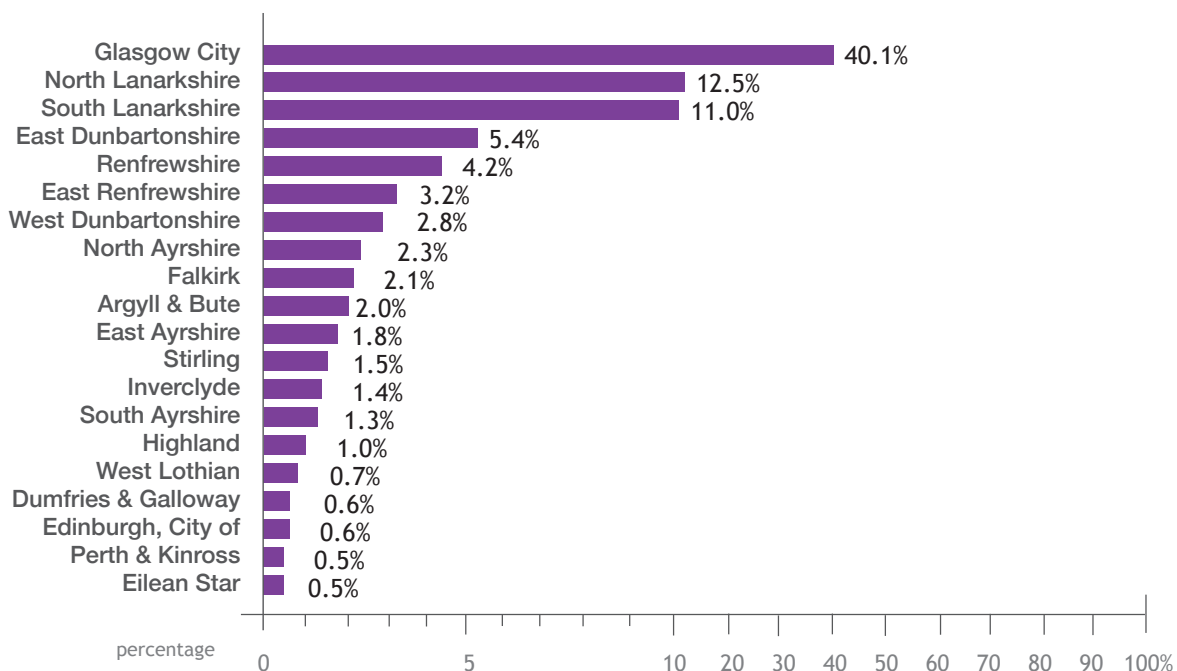
Applications and enrolments follow very similar trends to previous years, however it should be noted that applications from Glasgow City are slightly down from 39% in 2015/16 to 37.8% in 2016/17. This reflects an interest in the College

specialisms across a wider geographical area, attracting applicants from outside Glasgow, and is consistent with previous years.

Applications 2016/17 - Home Location



Enrolments 2016/17 - Home Location



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 applications and students from those residing in quintile 1 areas with significant numbers from the Glasgow area. However, applicants from the least deprived areas are more likely to enrol.

	Glasgow or Other Region	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Postcode Not Found
Applications	Glasgow	5274	1383	935	670	345	
	Other	2735	2869	2596	2244	2380	1311
Enrolments	Glasgow	1626	442	314	231	133	
	Other	750	856	746	751	862	129
Enrolments as a % of Applications		30%	31%	30%	34%	37%	

Student activity by SIMD

2016-17 Student activity data				
SIMD	Count of Students	Proportion of Students	Sum of Credits	Proportion of Credits
1	10,271	34.7%	66,376	37.3%
2	6,162	20.8%	36,145	20.3%
3	4,993	16.9%	27,924	15.7%
4	4,409	14.9%	25,336	14.2%
5	3,746	12.7%	22,189	12.5%
Grand Total	29,580	100.0%	177,971	100.0%

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.

The object of the Foundation extends to the provision of education and enhancing understanding of art and design, through programmes of guest lectures, seminars, educational insight and workshop programmes in the visual and design arts and manufacture.

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 2016-17

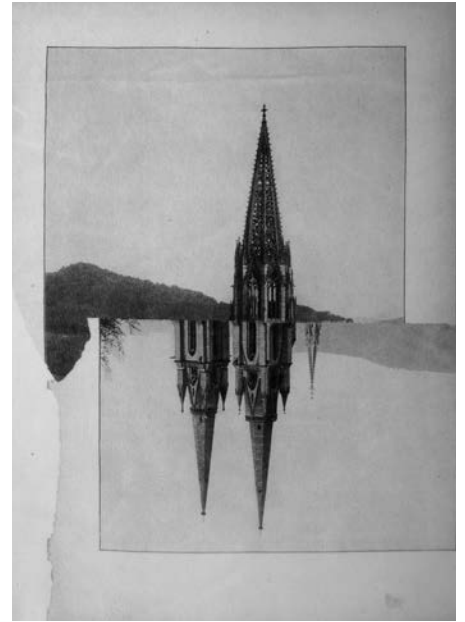
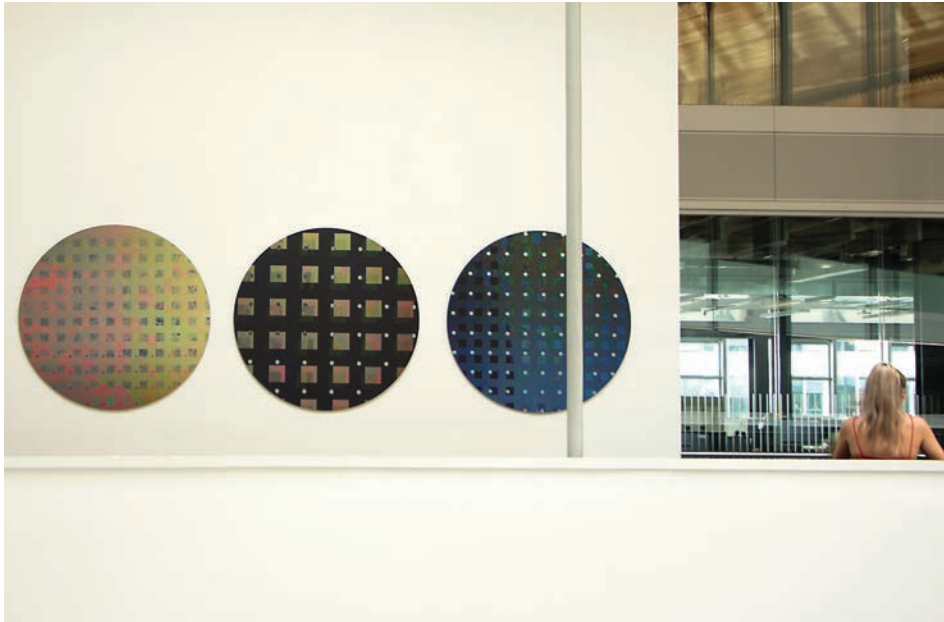
Governance and Procedural Matters

The Foundation considered its constitutional and governance arrangements at the beginning of the 2016-17 session, and with the agreement of the College Board of Management, approved a proposal to operate as a Committee of the Board. 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 College Principal and Board Chair sit on the Foundation, which is convened by renowned Scottish artist Frank Docherty.

The Foundation 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.

Spirit of St. Kentigern Sculpture

This statue, by sculptor Neil Livingstone, stood in Buchanan Street from 1977 until 2001. The abstract statue of a bird depicts the story of Glasgow founder St Mungo, also known as St. Kentigern, who was said to have restored life to a robin. Following consultation with the Foundation, Glasgow City Council has loaned the Spirit of St. Kentigern to the College for an agreed period of 30 years, and the sculpture is now located on a new, purpose built plinth near the Allan Glen entrance of City campus.



The Ralph Cowan Gallery

The 7th floor of the Creative Industries tower of City campus has a purpose-built gallery space suitable for small-scale exhibitions. As well as hosting student and staff work, the Foundation seeks to host exhibitions by both emerging and established artists from a range of disciplines including fine art, photography, design, craft and filmmaking.

Ralph Cowan was a stained-glass artist and teacher at Allan Glen's School on whose site City campus now stands. The gallery space has been named in his honour in recognition of his reputation and legacy as a highly accomplished artist and highly respected art educator.

Exhibition and Gallery Naming Ceremony

In April 2017, Scottish Artist and Foundation Convener Frank Docherty exhibited for two weeks in the gallery, and these works were therefore on display at the official naming ceremony of the Gallery. The Foundation was delighted to welcome the late Ralph Cowan's son and daughter to the ceremony, as well as several "Allan Glen's School "Old Boys".

Current College Collection

A substantial collection of the best work of past creative students had been collected by the Director for the Faculty of Creative Industries, Sandra Gunn, which is displayed throughout the College's campus. The collection currently comprises 800 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 Foundations 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,

The formal Foundation Launch event in June 2017, provided guided tours around the College to view the works in the College collection, and provided visitors with a spectacular tour of the new City Campus. The Sprit of St Kentigern sculpture was installed in time for the launch event.





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.

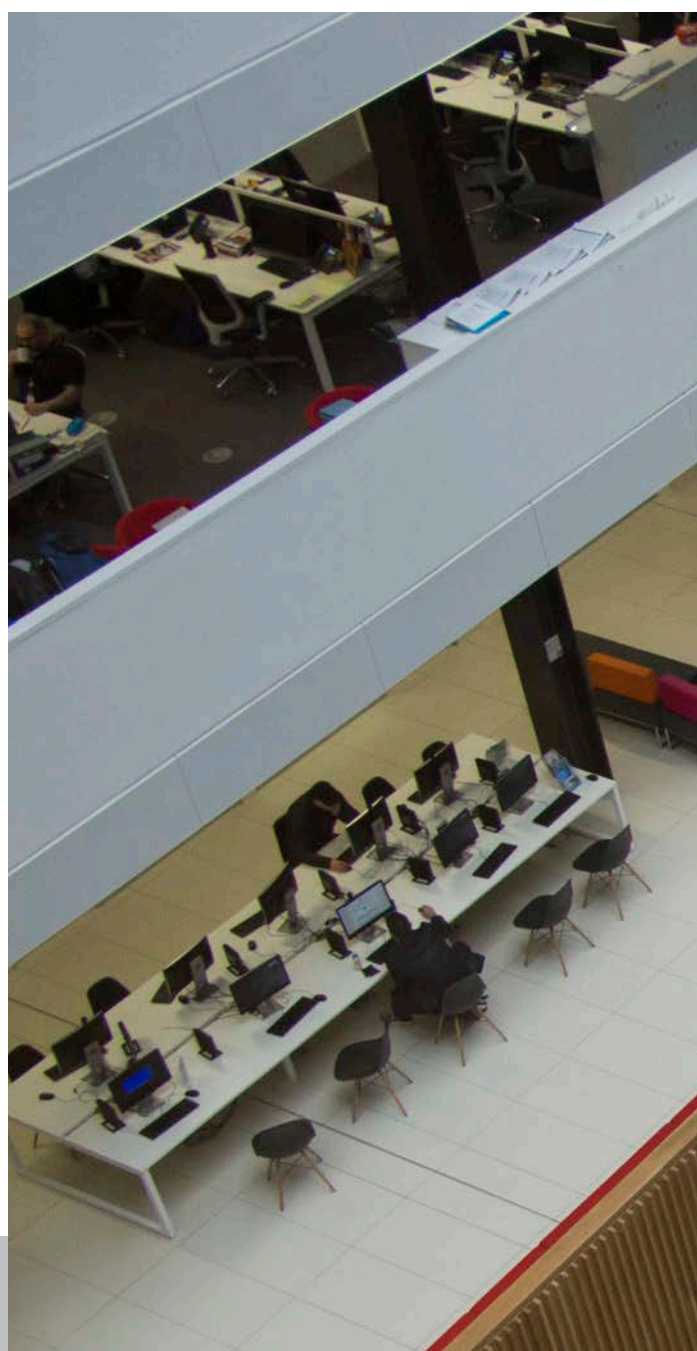
The Committee therefore undertakes the Board of Management's constitutional delegation in financial matters, and specifically the duties of oversight assigned to the Committee on the Financial Regulations. The Committee is also expected to provide the Board with advice on significant financial matters, 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.

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 activity over grant funding target in 2016-17, while recognising that continued achievement of targets, and financial sustainability, in current and future years, would require continued strategic development and innovation.



Committee Review of 2016-17

Financial Plans 2016-17 and 2017-18

The Committee reviewed drafts of the 2016-17 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. A wide range of contributory factors was considered to establish a clear risk profile of the College's budgetary position. It was recognised that 2016-17 was the first year of operation under the new FRS 102 accounting standard.

The initial financial budget plan for the period 1 August 2017 to 31 July 2018 was submitted. However the Committee refrained from approving this budget due to the projected deficit at that time, and required a revised plan to be submitted to the Board with a balanced budget. This was subsequently achieved.

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 optimistic, realistic, and pessimistic planning projections.

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 2016-17.

Course Fees and Student Accommodation Charges

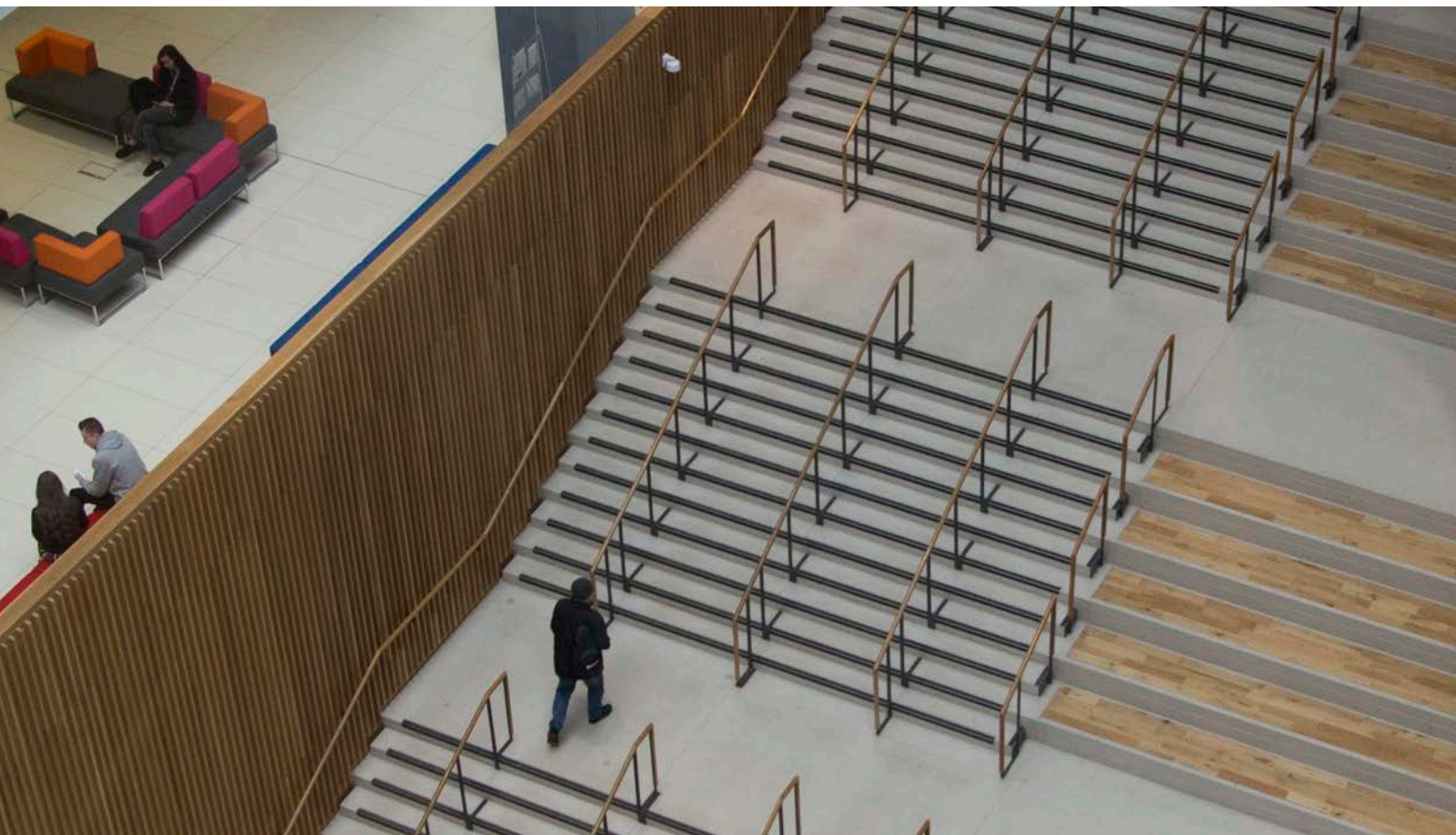
The Committee agreed an increase of 2.5% in recognition of the general economic climate, inflation and College costs, taking account of potential impact on student recruitment, which was expected to be minimal. It was noted that within the SFC main grant, full time fees for 2017-18 would be likely to remain at the 2016-17 rates. Similarly, a 2.5% increase to student accommodation charges at St Luke's and the Thistle St building was approved.

Procurement Strategy and Policy

The Committee provided oversight of the development of a Procurement Strategy for the College, in line with legislative requirements. The strategy is reviewed on a regional basis via the Regional Strategy Team. In December 2016, an audit of procurement was undertaken under the Procurement and Commercial Improvement Plan, for which the College achieved the gold standard. The College's Procurement Policy was recognized as representing best practice within the sector, and following review by the Sustainability Strategy Working Group and SMT, was approved by the Committee.

Annual Report and Accounts 2015-16

The Committee reviewed the College Annual Report and Accounts for 2015-16 prior to final Board approval. As well as the formal Financial Statements, the Report also included examples of student, staff and College successes. The Report was reviewed by the College's external auditor to ensure compliance with audit practices, and in line with the new financial reporting standard as outlined above.



New Campus Delivery

The Committee received reports at each meeting on the progress of delivery of the new campus project under the NPD (Non-Profit Distributing) model. This reportage covered a full range of themes from budget and timetable considerations, to community benefits, health and safety, completion certification, environmental standards (BREEAM), risk, and contingencies. The Committee also received updates on demolition and landscaping works undertaken at the former Townhead campus site, as well as post-occupancy evaluations and reports for Riverside and City Campuses. The successful migration to the City Campus was of the order of four times the scale of the previous year's migration to Riverside, and several Board Committees, as well as the full Board itself, maintained particularly close strategic oversight of progress to conclusion.

In terms of Community Benefits the new campus project has created 63 new apprenticeships, 390 weeks of work experience places, and a total of £58,600 approved for funded educational support activity.

Property Disposals

The Committee also received reports on the status of the legacy property disposals programme, with sale completion of most former college buildings completed. The more complex sales involved the threat of a claim of title involving one former building, for which legal assistance was obtained and indemnities secured, and ongoing discussions with a prospective buyer/developer regarding another major property of the College. The College was assisted in this disposal process by Ryden (Property Agents and Chartered Surveyors) and the Committee convened a special meeting to receive an appraisal report from Ryden in connection with the complex disposal of this significant property. This involved the management of an ambitious project proposal, and legal assistance with contractual adjustments and financial securities.

Facilities Management Reports

Facilities Management Reports were considered by the Committee, to a level of detail agreed by the Committee. This included consideration and oversight of contract management staffing structure, building defect management – snags and derogations, fuel/energy consumption and energy saving initiatives. The Committee also noted a report on the Student Halls of Residence operations, which identified the sale of the property to new owners, the lease arrangements for St Luke's residences, the ongoing cost to the College of these arrangements, and associated liabilities and risk.

ICT Delivery

The Committee were provided with reports on the development and maintenance of ICT delivery, and were advised that a new Systems Integration Strategy had been drafted for future consideration by the Committee.

Health and Safety

The Committee agreed and provided oversight of a new reporting format for Health and Safety, which involved regular reports to SMT, a quarterly report to the Committee, and an Annual Report to the Board of Management. These reports are set out under several key headings, and include a running total and comparative data over time relating to accidents and incidents within College premises. RIDDOR (reportable accidents/incidents) are included. The Committee noted the appointment of a new Health and Safety Compliance Manager during session 2016-17.

Strategic Risk Review

The Risk Management Action Plans of the strategic risks linked to the principal responsibilities of the Committee were reviewed, along with the College's Risk Register of high-level risks. All significant changes to risk assessment or management were highlighted and discussed by the Committee. Among the highest scoring risks within the Committee's purview were those associated with a failure to agree a sustainable level of grant-funded activity within the Regional funding methodology, failure to maximise income via diversification, and the negative impact of industrial action.

Financial Performance

For College financial reporting for 2016-17 there have been several significant events that have impacted on the financial reporting, including the Non Profit Distributing (NPD) contract funding the new campus, revaluing the City campus, and the pension valuation.

Overall the College made an underlying surplus of £0.4m for academic year 2016-17. The College is operating in a challenging economic climate and will face significantly increased staff cost over the next 3 years due mainly to harmonisation of pay levels across the sector.

The other significant impact is the College net current assets reducing dramatically due to the financial reporting of the NPD contract with a reduction of £4.2m in 2016-17. This reduction has created net current liabilities of £4.5m in 2016-17 however the College continues to operate with a healthy cash balance of £6.1m at the year end.

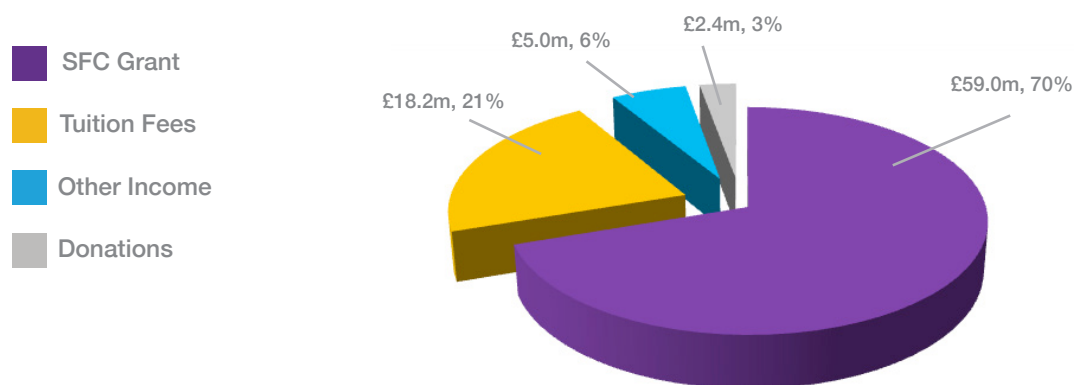




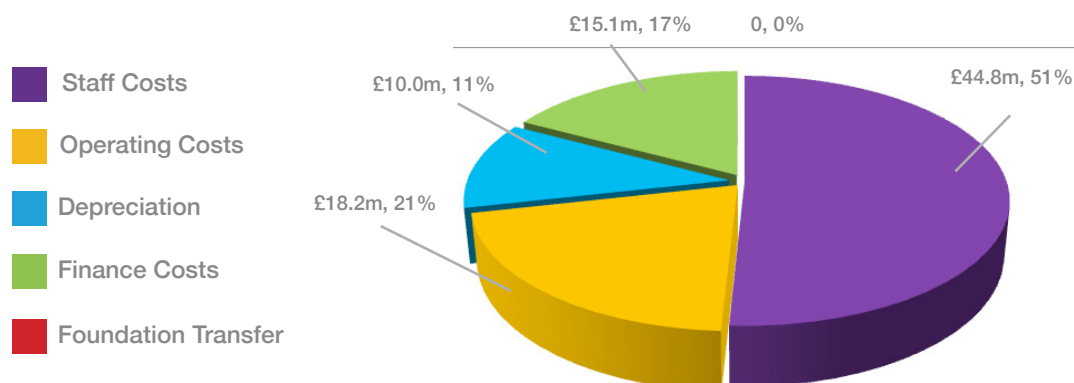
Performance Measure	Actual 2016-17	Actual 2015-16
Underlying Operating surplus as a % of total income	0.4%	2.0%
Income & expenditure reserves as a % of total income (excl pension reserve)	12.5%	17.7%
Ratio of Current assets to current liabilities	0.71 : 1	0.99 : 1
Days cash to total expenditure	25	27

Performance Measure	Target 2016-17	Actual 2016-17	Actual 2015-16
Capital Expenditure	£17.8m	£17.6m	£46.6m
Net Current Assets / (Liabilities)	(£8.3m)	(£4.5m)	(£0.5m)
Course Fees	£10.8m	£10.3m	£9.8m
Commercial Fees	£3.8m	£3.9m	£3.1m
Education Contracts	£1.9m	£2.0m	£2.1m
Overseas Fees	£2.1m	£2.0m	£2.1m
Staff Costs	£44.6m	£44.8m	£41.5m
Operating Expenses	£26.8m	£33.4m	£17.1m
Transfer to Foundation	£0m	£0m	£0m
Underlying Operating Surplus	£0.5m	£0.4m	£1.3m

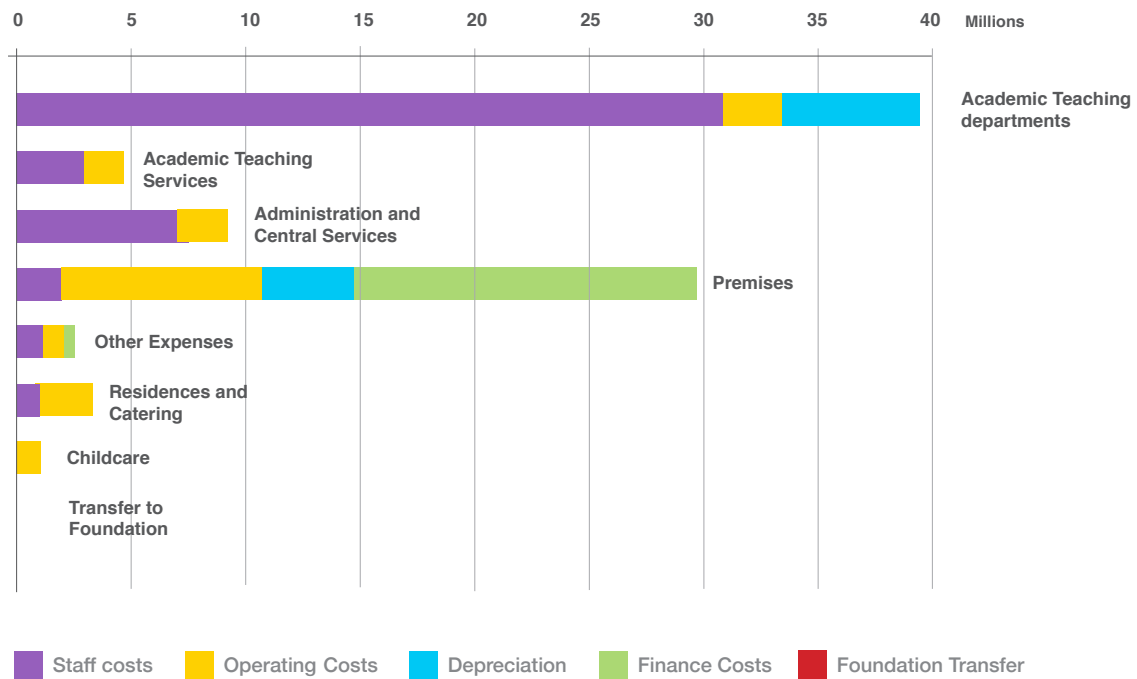
Actual 2016-17 Income Analysis



Actual 2016-17 Expenditure Analysis



Actual 2016-17 Expenditure Analysis



Estates Management

Following a successful migration into the new City Campus, feedback from staff and students has enabled the Estates Team to continue to improve how the new buildings operate and support staff and student activity. As well as ongoing maintenance and improvement, undertaken through the session with minimal disruption, a number of larger scale improvement works were undertaken at both the Riverside and City Campus sites, to further enhance the learning and working environments.

The external landscaping activity continued through 2016-17 with the demolition of the former Townhead Campus, and the creation of a park space to the west of City Campus, which will be completed in session 2017-18. This work includes the creation of a new wide pavement alongside Cathedral Street by the park.

The College has invested in new external furniture now situated in the City Campus Courtyard adjacent to the food outlets on Floor two, and at the level 7 Roof Garden next to the Red Dot Cafe. This further enhances the sheltered outdoor spaces for students and staff to enjoy.

The College already sends zero waste to landfill; however, in order to increase recycling figures, the College has replaced all desk side office and classroom bins with communal recycling points to encourage students and employees to recycle as much of our waste as possible.

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. 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:

- 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
- The Scottish Government's priority to meet sustainable, resilient and inclusive growth by providing skills for key industries
- 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.
- 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 1990 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.

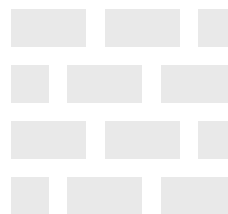
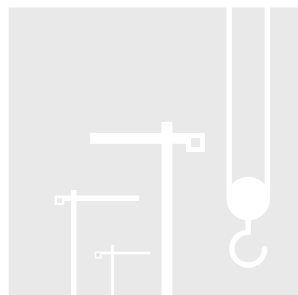
Health and Safety

The Health and Safety team continues to place the highest priority upon ensuring that the College complies with all Health & Safety corporate requirements. 2016-17 brought a restructure of the Department with the appointment of a Health and Safety Compliance Manager reporting to the Head of Estates and to the Vice Principal Infrastructure.

The improved reporting channel to the Committee continued to bring health and safety matters into a sharper focus.

In accordance with Trade Union entitlement to inspect staff working premises, an inspection of Riverside took place with Trade Union officials.

Fire safety within the new City Campus remains a priority with a Fire risk assessment completed, and remedial actions agreed within an action plan. A review of Fire Safety organisational arrangements remains a priority. A Fire risk assessment for the new student Halls of Residence premises has also been completed.





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 College's 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 Committee has therefore 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 2016-17

Key Priorities

The priorities of the Committee throughout 2016-17 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 (every second meeting)

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 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, and Creative Industries.

The purpose of the Development Strategy may be summarised thus:

- To provide clear direction for business & 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 location, 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.

The Committee received updates on the development of a new Corporate Development Strategy, including new Academy hubs, programmes and courses to coincide with the opening of the new City Campus, as well as plans to further develop the College's international footprint.

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, with the following international partners:

- Dubai Maritime City Authority (DMCA)
- Zhejiang Technical Institute of Economics (ZJTIE), China
- Management Development Institute of Singapore (MDIS)
- North Island College, Canada
- College of Engineering & Business Studies (CEBS) Training Centre, Qatar
- Hong Kong – Vocational Training Council (VTC)



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, cost benefit and risk analyses.

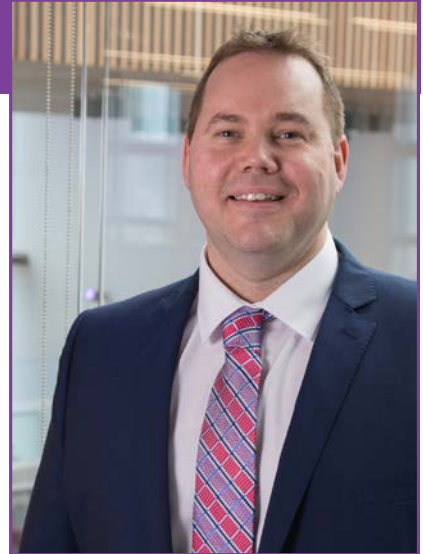
Performance

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. Commercial Income in 2016-17 stood at £3.9m an increase of 26% on 2015-16, while International Income was close to £2m - a slight decrease on the previous year. The Committee were pleased to note the successful conversion rates relating to secured income from tenders and proposals undertaken by the corporate development team.

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.

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; and
- 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.

Committee Review of 2016-17

Internal Audit

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.

The College's Internal Auditors were BDO LLP until July 2016, following which Henderson Loggie were contracted to undertake the role from 1st August 2016 to 31 July 2020.

The Committee was presented with a full review of the 2015-16 audit work undertaken by BDO. In March 2017, Henderson Loggie 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.

The ANA is based on the College's Risk Register and also on the risk prompt list for higher education institutions issued as a guide by the Higher Education Funding Council for England (HEFCE). The prompt list was compiled by HEFCE from information provided by several institutions that had carried out a full risk identification process. Risks were split into eight categories: reputation; student experience; staffing issues; estates and facilities; financial issues; commercial issues; organisational issues, and information and IT. These categories were supplemented by the auditors' own assessment of the risks faced by the College.

Following identification of the key controls and associated risks the auditors assessed the different areas of risk using the following three criteria:

- Risk Impact
- Risk Likelihood
- Present Controls

In the light of this ANA Henderson Loggie developed and presented a strategic plan to cover the 2016/17 to 2019/20 financial years, under the three main strands of Governance, Financial, and Performance. This plan will be reviewed annually prior to the finalisation of the annual internal audit plan and detailed audit scopes, which will also include consideration of Value for Money and business improvement.

In their Annual Report for 2016-17 Henderson Loggie reported that:

"All work in 2016/17 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 2016/17. This included follow-up of recommendations made by the College's previous internal auditors."

The Internal Audit Reports submitted from 2016-17 were as summarised below:

Internal Audit Report and Recommendations	High	Medium	Low
Audit Needs Assessment and Strategic Plan	n/a	n/a	n/a
Annual Plan 2016/17	n/a	n/a	n/a
Procurement and Creditors / Purchasing	0	0	2
Student Admissions/MIS	n/a	n/a	n/a
Curriculum Planning	0	0	0
IT Network Arrangements / Security	0	0	1
Student Welfare Duty of Care	0	4	1
Budgetary Control	0	0	2
Planned Maintenance	0	0	2
Corporate Planning	0	1	7
Follow-Up Reviews	0	3	3
Credits	0	0	2
Totals	0	8	20

Ref: Internal Audit Annual Report 2016-17

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 2015-16 was presented to the Committee in November 2016, for the year ended 31 July 2016, and was included in the College's Annual Report 2015-16. 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's processes over budget management appear to be robust and well embedded. Whilst the financial outlook for the College, and FE sector more generally, continues to be extremely challenging, the College is considered to be financially resilient and in a reasonably strong position."

Ref: City of Glasgow College Annual Audit Report 2015-16; Scott-Moncreiff Dec 2016

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

The External Audit for 2016-17, provided an unqualified audit opinion on the Annual Report and Accounts including:

- an unqualified opinion on the financial statements;
- an unqualified opinion on the regularity of transactions; and
- an unqualified opinion on other prescribed matters.

External Audit Report 2016-17

Opinion on financial statements

In our opinion the accompanying financial statements:

- give a true and fair view in accordance with the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council of the state of the college's affairs as at 31 July 2017 and of its deficit for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council, the Charities and Trustee Investment (Scotland) Act 2005, and regulation 14 of The Charities Accounts (Scotland) Regulations 2006 (as amended).

Opinion on regularity

In our opinion in all material respects the expenditure and income in the financial statements were incurred or applied in accordance with any applicable enactments and guidance issued by the Scottish Ministers.

Opinions on other prescribed matters

In our opinion, based on the work undertaken in the course of the audit

- the information given in the Performance Report for the financial year for which the financial statements are prepared is consistent with the financial statements and that report has been prepared in accordance with the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council; and
- the information given in the Governance Statement for the financial year for which the financial statements are prepared is consistent with the financial statements and that report has been prepared in accordance with the Further and Higher Education (Scotland) Act 1992 and directions made thereunder by the Scottish Funding Council.

Ref: External Auditor's Report – City of Glasgow College 2016-17



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”.

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.

A further strategic risk was added to the College Risk Register in 2016-17: Risk 22 “Negative Impact of Brexit”. This Risk was scored Amber, although the potential to increase to a Red RAG rating was recognised.

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

The Committee received regular reports from the regular senior management Risk Management reviews in 2016-17. 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 highest scoring risk which was consistently identified through the session due to high impact and likelihood, was associated with “Failure to agree a sustainable level of grant-funded activity within the Region” as well as the continuing financial pressure placed upon the College by funding restrictions to the sector.

However, two significant threats emerged in the course of 2015-16 and became closer to realization in 2016-17, relating to ongoing discussions to achieve national bargaining agreement between the Colleges (via Colleges Scotland) and EIS. The associated risks related to industrial action on the part of teaching staff, and the financial impact upon the College of any agreed settlement.

Towards the end of session 2016-17 EIS initiated strike action, and the cost to the College sector of the emerging settlement became apparent. 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.

The table below summarises the key Strategic Risks which the College managed, and which the Audit Committee monitored throughout 2016-17: (as approved by the Board of Management - June 2017):



Summary College Risk Register

Strategic Theme	Risk	RAG
Students	• Failure to support student success	A
	• Failure to establish optimal pedagogical model	A
	• Failure to achieve good student outcome/progression levels	A
	• Failure of the College's Duty of Care to Students	A
Growth & Development	• Failure to realise planned benefits of Regionalisation	A
	• Failure to complete project programme to schedule	G
	• 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 Corporate Governance	A
	• Failure of Business Continuity	R
	• 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	R
	• Failure to maximise income via diversification	A
	• Negative impact of funding methodology within Glasgow Region	A
	• Failure to agree a sustainable level of grant-funded activity within the Region	R
	• Impact of ONS reclassification of the status of colleges	A
	• Failure to obtain funds from College Foundation	G
	• Negative impact of Brexit	A

(High level Risk Register as at June 2017)

Closed Session

In recognition of the need for furtherance of good governance practice in line with the Code of Good Governance 2016, the Committee instigated a yearly meeting with the External and Internal Auditors in a private session where management is not present. This approach was agreed at the Audit Committee meeting on 2 March 2016. 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 provided to Committee members. The Areas for discussion were

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.

At the scheduled closed session in May 2017, members did not identify any particular items they wished to raise with the auditors. However, it was agreed that it would be more beneficial to hold the meeting once the annual accounts had been completed (November), whereby members could ask questions on the whole course of the financial year.



Board Evaluation 2017

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 facilitated evaluation of its effectiveness at least every three years.

Under ministerial direction, the Good Governance Steering Group required all colleges in Scotland to complete an independently conducted governance effectiveness review. This was undertaken through 2016-17 with a final report issued in March 2016 to the required completion schedule. The evaluation was undertaken by Polley Solutions, selected for their long association with sector, and support for the College Development Network including the development of the Board Member Induction Programme, the Guide for Board Members, and the Board Development Framework, all now adopted by the Sector.

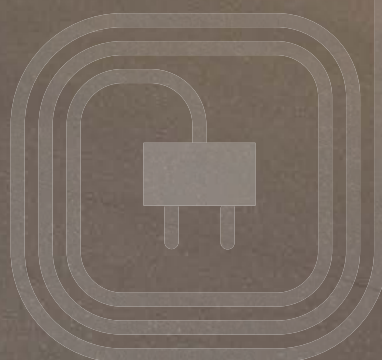
The Review comprised the following elements:

- An initial discussion with the Board Secretary
- Observation of a Board meeting
- One-to-one structured confidential discussions with most board members
- An extensive desktop review of the College's governance documentation
- A facilitated workshop for board members at which they agreed the areas for governance development over the next year.

In addition to identifying areas of good practice and future board development, the review made the following statements in the light of the review findings:

- "There is substantial evidence of adherence to the Code of Good Governance"
- "...this review has been an opportunity to identify how the Board can build on its existing strong foundations"
- "City of Glasgow College has a mature process of strategic planning"
- "Board members were very cognizant of the need for this College to balance its local responsibilities with its contribution at a national and even international level."
- "Student board members report that they feel their views are taken seriously and other board members recorded their appreciation of the contribution of student members."
- "The Board has a strong focus on financial sustainability."
- "The Board of the College has immense and diverse experience."

While clearly there are pointers for improvement from this Review, the Board is greatly encouraged and reassured by the highly positive nature of the Review Report overall, and in particular the many positive comments within it, of which the above is a selection.



Board of Management



Tracey Howe, Anne Peters, David Eaton, Lesley Woolfries (Vice Chair), Alisdair Barron (Chair), Eric Tottman-Trayner, Principal Paul Little, Paul Clark (College Secretary) Graham Mitchell, Karen Kelly, George Galloway.



Left to right: George Black, Jim Gallacher, Colin McMurray, Stuart Patrick, Ian Gilmour, Jamie-Lee Gooding, Robert Morrison

City of Glasgow College Board of Management 2016-17

Name	Position	Appointed	Reappointed	Resigned/ Tenure Concluded	Committee(s) Served 2016-17
Alisdair Barron (Chair)	CE, Children in Distress	Sept 2010	December 2012: July 2015		Students, Staff & Equalities (C), Performance, Nominations & Remuneration, Art Foundation.
George Black	Former Chief Executive, Glasgow City Council	June 2015			Audit, Development (C), Performance, Nominations & Remuneration.
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, Nominations & Remuneration.
George Galloway	Change Manager, Diamond Power	August 2016			Students, Staff & Equalities, Development.
Ian Gilmour	Student President	July 2015		31 July 2017	Students, Staff & Equalities; Learning & Teaching.
Jamie-Lee Gooding	Student Vice-President	July 2016		31 July 2017	Students, Staff & Equalities.
Tracey Howe	Professor of Rehabilitation Science, Glasgow Caledonian University	August 2016		.	Learning and Teaching; Finance and Physical Resources
Karen Kelly	Consultant: financial management, governance programme oversight and assurance	June 2015			Finance & Physical Resources, Development.
Paul Little	Ex Officio; Principal and CEO	Sept 2010			Finance & Physical Resources, Students, Staff & Equalities, Learning & Teaching, Development, PRNC, Art Foundation.
Frances McKinlay	The Marie Trust	June 2015		Resigned September 2016	Audit, Students, Staff & Equalities.
Colin McMurray	MD, Clyde Marine Training	Sept 2010	May 2013: July 2015		Students, Staff & Equalities, Audit, Performance, Nominations & Remuneration.
Graham Mitchell	Managing Director, George Davie & Sons Ltd	June 2015			Audit, Students, Staff & Equalities.
Robert Morrison	Support Staff Member	July 2015			Finance & Physical Resources; Students, Staff and Equalities.
Stuart Patrick	Chief Executive, Glasgow Chamber of Commerce	August 2016			Finance and Physical Resources, Development.
Anne Peters	Hotel Group Owner and Developer	August 2016	Audit, Development		
Eric Tottman- Trayner	Business Development Director, Siempelkamp Nuclear Technology UK	Sept 2010	July 2015		Audit;
Lesley Woolfries	Capital Project Manager, West Dunbartonshire Council	Jan. 2011	January 2015		Finance & Physical Resources, Performance, Nominations & Remuneration (C).

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