

Board of Management Learning and Teaching Committee

Date of Meeting	Tuesday 5 November 2019
Paper No.	LTC1-E
Agenda Item	9
Subject of Paper	ERASMUS Report
FOISA Status	Disclosable
Primary Contact	Stuart McDowall
Date of production	23 October 2019
Action	For Discussion

1. Recommendations

1.1 The Committee note the activity relating to Erasmus+ and the value it brings to enhancing the student experience, curriculum development and our capacity to develop new approaches for technical and professional education;

1.2 The Committee note Erasmus+ can be used to support the implementation of college-wide initiatives such as City Learning 4.0, Industry Academies 4.0 and Taught Degree Awarding Powers, and by further developing quality assurance mechanisms in Tertiary Education with a view toward enhancing the student experience and job enrichment within Team City.

1.3 That the Committee note the risks and challenges, associated with the United Kingdom's anticipated withdrawal from the European Union, in sustaining European funding levels to continue to derive value from Erasmus+ activities.

2. Purpose of report

The purpose of this report is to provide the Committee with an update on Erasmus+ activity across the college.

3. Context

Erasmus+ is the European Union programme for education, training, youth and sport. The seven-year project, from 2014 to 2020, invites organisations to apply for funding each year to undertake activities that support EU and National priorities.

Erasmus+ aims to modernise education, training and youth work across Europe and is the result of the integration of the following European programmes implemented by the European Commission:

- The Lifelong Learning Programme
- The Youth in Action Programme
- The Erasmus Mundus Programme
- Tempus
- Alfa
- Edulink
- Programmes of cooperation with industrialised countries in the field of higher education

The benefits of the programme are wide ranging and applications should consider their systematic (sectoral), organisational, staff and learners impacts. Furthermore, they should show clear impacts at a local, regional, national, EU and international level. The main benefits of these projects include:

- a. promoting and improving excellence in teaching and research;

- b. supporting improvement, innovation and collaboration in education and training;
- c. helping maintain the UK as a world leader in education, training and sport;
- d. Supporting approaches on values and citizenship to tackle extremism.

Specifically, in regards to vocational education and training, Erasmus+ projects aim to:

- promote work-based learning;
- develop quality assurance mechanisms in VET

In short, participating in these projects inspires students and staff, provides a catalyst for innovation and drives excellence in learning and teaching delivery.

The programme is divided into a series of 'Key Actions' which categorises the collaborative nature of the work between education, training, youth and sport organisations.

The actions are as follows:

Mobility of Individuals (Key Action 1)

- Key Action 1 supports mobility's that offer structured study, work experience, job shadowing, training and teaching opportunities to staff and learners.

Cooperation for Innovation and Exchange of Good Practices (Key Action 2)

- Under Key Action 2 organisations can apply for funding to work in partnership with organisations from other participating countries through innovative, collaborative projects.

Support for Policy Reform (Key Action 3)

- Under Key Action 3, the Erasmus+ programme will fund strategic activities supporting policy reform across the EU in education, training and youth.

Jean Monnet Activities

- Jean Monnet activities provide support and funding to academic institutions to promote excellence in European integration studies in higher education.

4. Impact and implications

Conducting projects under European funded programmes like Erasmus+ can support the achievement of multiple objectives contained within the College's Strategic Plan 2017-2025.

Impacts of Erasmus+ activity can be discussed across three key areas:

1. People Development (Student Experience & Job Enrichment for staff)
2. Innovation & Growth
3. Sustainability

Below you will find a matrix specifying how each 'Key Action' under the programme supports the College's aims, objectives & priorities.

Key Action	Level 1 Strategic Priority								Development Area				
	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7	Priority 8	Student Experience	People & Culture	Corporate Development	Systems Integration	Sustainability
KA1 Staff													
KA1 Student													
KA2													
KA3													
Jean Monnet													

4.1 People Development (Student Experience & Student Results)

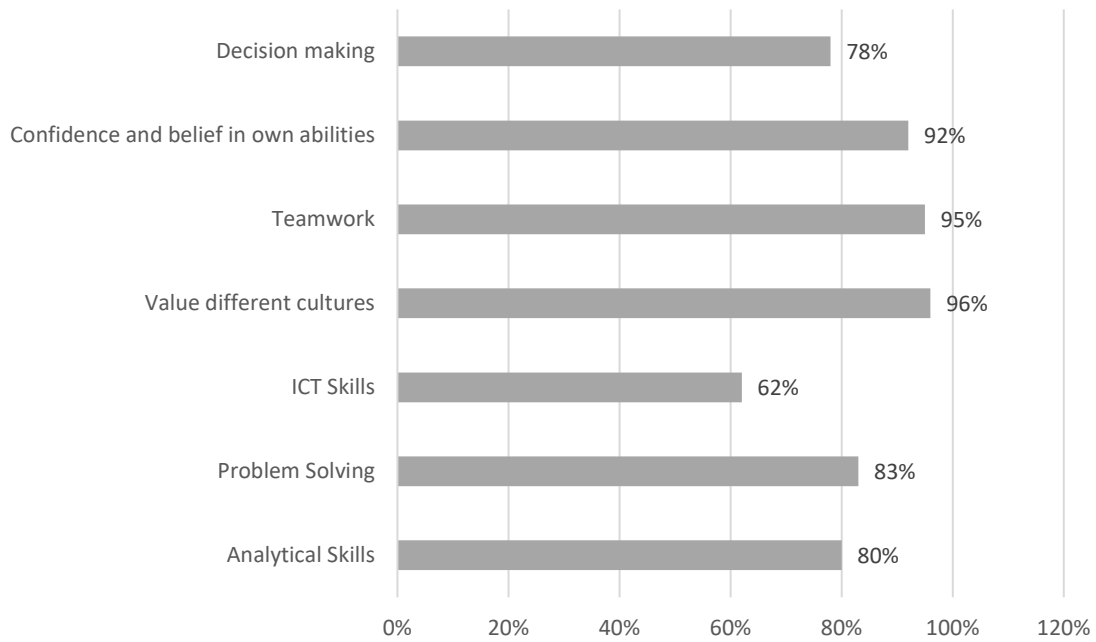
Since the first cohort in 2015/16, 640 students have studied abroad for two weeks in another European institution or gained valuable international work experience in a European organisation, through Erasmus+. Apprentices and students in further or vocational education benefit from an international experience and are global ambassadors for a tertiary education powerhouse operating on a truly world stage.

The programme offers an important contribution to our efforts relating to widening access and participation. In our most recent project, 73 of the 197 students came from the top 20% of most deprived areas, compared to only 19 students who came from the 20% least deprived areas, as identified within the Scottish Index of Multiple Deprivation (SIMD).

Students benefit from periods abroad under KA1 as it drives the skills and employability of learners. 64% of students in our 2017-19 project reported that they felt that being part of this project enhanced their future employability.

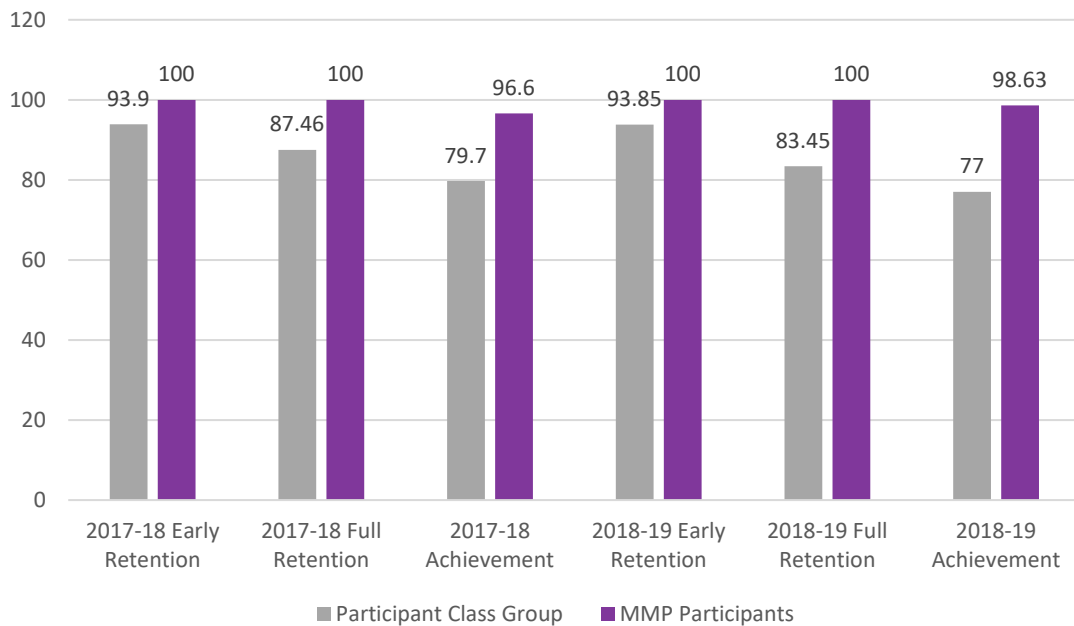
For students participating, it provided an enhanced learning experience and has had a positive impact on the development of key transferable & occupational skills.

In our 2017-19 project, key skills developed (including the percentage of those students who agreed they had developed these skills) can be seen below:



Finally, it increases student participant’s self-esteem and confidence that will also enhance their employability aspirations.

As the results below show, student participation also has a positive impact on student results. In AY2017-18 and AY2018-19 the average early retention, full retention and achievement rates of students participating in Erasmus+ programmes were higher than the college averages in the participant’s class groups.



Finally in our 2017-19 project, over 170 out of 197 participants completed a foreign language course in which they developed a conversational standard of proficiency within the native language of the country they were visiting. They

would not have had been given the opportunity to study another language if it had not been for this project.

Alignment to City Learning 4.0

Activities being undertaken through Erasmus+ KA1 mobility projects align to City Learning 4.0, a key initiative of the Student Experience Strategy.

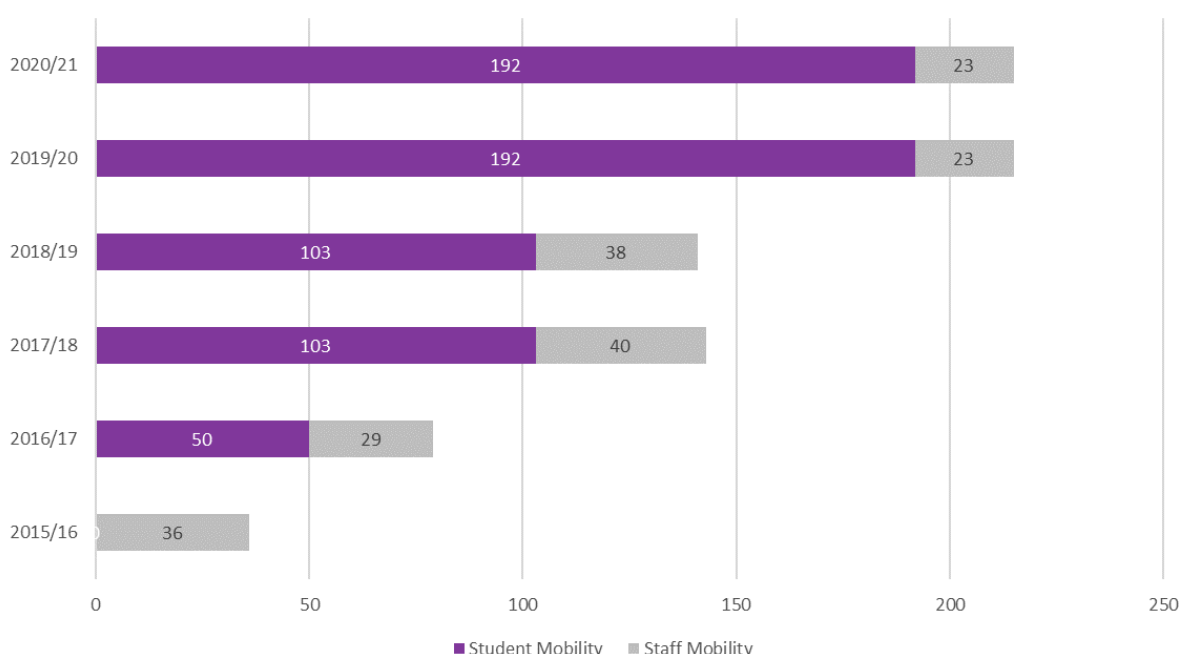
Students who participate in our student mobility projects do so through an open and competitive recruitment process to secure a place under the project. Once a place is secured, students participate in an onboarding and personal development programme including; training, work placement/industry engagement, foreign language and cultural awareness training and employability training. The provision of a holistic development programme ensures our students are directly engaged in all three elements of our City Learning 4.0 model; *Learning & Teaching, Industry and Access, Equality & Inclusion.*

People Development (Job Enrichment for Staff)

For college staff operating in an ever-changing tertiary education landscape, participation in projects funded under Erasmus+ helps teams improve competences, boost their professional profiles, and increases their capacity to initiate and embrace impactful change within an increasingly challenging and ever changing operating environment.

There has been steady growth over the past 5 years in the number of mobility places available to college, which widens access to these opportunities.

Below you can see the total funded places under Erasmus+ (2015/16 – 2020/21).



4.2 Innovation & Growth

Whilst participating in KA1 projects inspire students and staff, KA2 projects provide a catalyst for innovation and drives excellence in our learning and teaching delivery and approach. Key innovations developed through our Key Action 2 projects include:

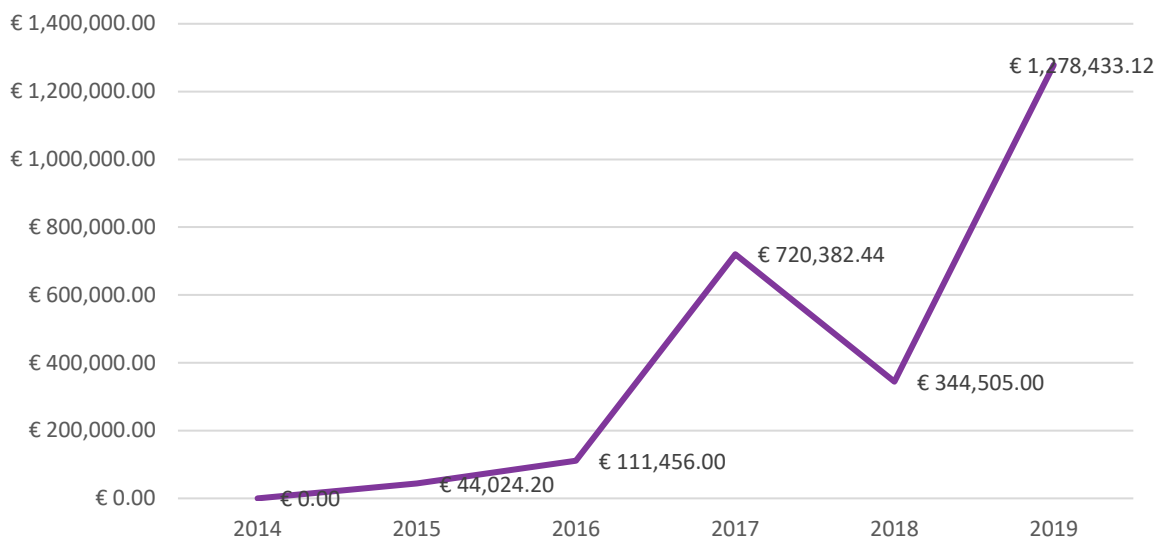
- a) *Digital assets in the form of Self-Assessment platforms in the areas of Gender Equality and Digital Adoption.*
- b) *Development of new curriculum in the areas of Entrepreneurship, Decision-Making, Gender Equality and Digital Adoption.*
- c) *Development of Training and Competency Frameworks for developing Digital Competence, Decision Making in high Pressure Environments and most recently in Off-site and Modular Construction.*
- d) *New Approaches to Learning & Teaching and Student Engagement for supporting students with disability in to Skills Competitions.*

4.3 Sustainability

We have seen an average funding growth rate of 183% per funding call since 2014. The team also secured our largest Erasmus+ fund to date in 2019, securing €1,278,433. The financial support provided through Erasmus+, totalling € 2,498,800 since 2014, is an invaluable resource to realise our goals and aims around internationalisation, which otherwise would not be available.

The funding received through this programme not only supports the implementation of college-wide initiatives, but lays the foundations for capacity building and strengthening our capabilities to develop new approaches to learning, teaching and external engagement. It also provides a resource base from which to further develop quality assurance mechanisms in VET and support the economic and social priorities of the UK and Scottish Governments.

An overview of funding growth since the Erasmus+ programme started in 2014 is shown below;



4.4 United Kingdom's Withdrawal from European Union

Undoubtedly the UK's withdrawal from the EU will present challenges for the City of Glasgow College to fully realise its aims around internationalisation. However, even the bleakest of potential outcomes should not only be viewed as a source of challenges, but also a source of opportunity.

The possible scenarios for City of Glasgow College to participate in European Cooperation projects are as follows:

1. City of Glasgow College, like all UK organisations would participate in Erasmus+ as a **Non-EU Programme Country**, as is the case for Iceland, Norway, Liechtenstein, Turkey and Serbia.
2. City of Glasgow College, like all UK organisations would participate in Erasmus+ as a **Partner Country**, as is the case for countries including; Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine. These countries can take part in certain Actions under Erasmus+, subject to specific criteria or conditions.
3. City of Glasgow College could explore applying for funds through **other UK Based Funds** to support European cooperation projects. The full criteria and scope of this fund would need to be explored?
4. City of Glasgow College could explore applying for funds to support international cooperation projects and geographic mobility projects through **the British Council and other National bodies that support internationalisation**. The availability, criteria and scope of these funds would need to be explored?

City of Glasgow College have vast experience in international projects and have an extensive network of over 50 international partners outside the EU and this network will continue to provide a rich resource of knowledge and skills to develop VET. Undertaking projects across the globe is an opportunity for the college to build capacity and internationalise our curriculum, our people and our organisation.

Therefore, if and when exit from the EU occurs, City of Glasgow College will look to one of the scenarios above to sustain working relations with EU partners. It will also look to its other international strategies to continue supporting our purpose to *Let Learning Flourish*.

References

<https://www.cityofglasgowcollege.ac.uk/work-with-us/european-projects-0>

<https://www.engenderingstem.eu/>

<https://vet-tedd.eu/en/>

<http://sets.scng.si/projekt-net-ent/>

<https://www.imt-atlantique.fr/en/international/our-network-partners/worldwide-partners-network/european-project-decisionship-ahoy-v2>

<https://natspec.org.uk/erasmus-social-inclusion-project/>