



CITY OF GLASGOW
COLLEGE

Erasmus+ Impact Paper (2014-2020 Programme)

Background

City of Glasgow College (COGC) is one of the largest colleges in Scotland, offering a wide range of programmes at non advanced, advanced and professional levels to meet the needs of industry, business and commerce.

Our extensive curriculum provision covers areas such as Accounting and Finance, Business and Administration, Construction, Creative Industries, IT, Marketing and Procurement. In addition to this we have subject specialists in Beauty, Health & Care, Design, Engineering, Food & Hospitality, Maritime Studies, Holistic Therapies and Sport.

Our purpose is Let Learning Flourish and the College's strategic priorities are:

1. To be an inspirational place of learning
2. To enable individuals to excel and realise their full potential
3. To live our values, value our people, and innovate in partnership
4. To be a valued partner of the city region, supporting the national economy, and the international learning community
5. To deliver excellence in performance
6. To be efficient, effective, innovating and vigilant
7. To maintain our long-term financial stability
8. To secure diversity of income and sustainable development

The College services over 32,000 students with 1400 staff members across the City Centre of Glasgow. Over 30% of our students come from disadvantaged post code areas, some of whom are eligible for ESF/YEI support. We have around 250 asylum seekers/refugee students in our annual cohort as well as groups of students with special educational needs (SEN). The College also enrolls over 1100 EU and 2000 overseas (non EU) students annually and the student profile is diverse with over 130 nationalities represented.

We aim to provide all our students with an experience that will support the development of their skills and employability prospects. We do this through working collaboratively alongside local, national and international partners to establish cross-referral protocols and promote joint working.

Erasmus+

Erasmus+ is the European Union programme for education, training, youth and sport. It offers opportunities for participants to study, work, volunteer, teach or train abroad in Europe. Education, training, youth and sport organisations across all sectors of lifelong learning can apply for funding to offer opportunities to their staff and learners and to take part in innovative projects to improve practice and influence policy.

How has COGC been involved in Erasmus+

City of Glasgow College has been involved in Erasmus+ since the programme launched in 2014, being approved for an Erasmus Charter for Higher Education. In 2015 we applied for our first HE Staff mobility project to allow us to form new relationships with organisations across Europe as well as cementing those partnerships we already had. These relationships enabled us to apply for our first Mungo Mobility project in 2016 and for KA2 projects across HE & VET in 2017.

Why are we measuring the impact of Erasmus+

It was announced in December 2020 that the UK would no longer be involved in the Erasmus+ programme, therefore it seemed like the perfect opportunity to pause and reflect on the impact that it has had on the College and its students. Whilst the launch of the Turing Scheme will allow us the opportunity to continue to send students out on mobilities across the world, not just Europe, we must consider the losses of mobility and strategic partnership funding. Do these types of activities provide enough benefits to the College to warrant being self-funded?

How have we measured the impact?

We have measured the impacts using a variety of information sources:

- Staff questionnaires issued via SurveyMonkey
- Student questionnaires issued via SurveyMonkey
- Partner questionnaires issued via SurveyMonkey
- Staff evaluations issued by the European Commission's Mobility Tool+
- Student evaluations issued by the European Commission's Mobility Tool+
- Staff focus groups
- Student focus groups
- Erasmus+ Interim and Final reports
- External Evaluators reports (based on interviews and research of COGC led KA2 projects)
- Pre and post-mobility student skill self-assessments.

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Portfolio of Projects

Call	Staff Mobility	Student Mobility	HE KA2	VET KA2	KA3
2015	Project approved	N/A	MAPLE – unsuccessful ILTeach21 - unsuccessful	N/A	N/A
2016	Project approved	Project approved	ESTEME - unsuccessful	N/A	N/A
2017	Project approved	Project approved	ENGENDERING STEM – Lead D'Ahoy - partner	VET-TEDD – unsuccessful NET-ENT – partner	N/A
2018	Project approved	N/A	Supporting professional skills in organising and implementing Skills competition in VET - partner	VET-TEDD – Lead HPIPSHCME - partner	N/A
2019	Project approved	Project approved	EMIC-GEM-Lead	N/A	NoN – associate partner
2020	Project approved	N/A	N/A	ADMIC* - lead (*Project will commence in June 2021)	N/A

In the future I would like to work abroad, and since I've been able to work and train abroad due to Erasmus help, I think I would be more likely to get a job abroad since I now have experience. Siri Cheshire

Participation in Erasmus+ supports the achievement of the college's strategic priorities. The table below shows the extent to which the actions under Erasmus+ align to the College's strategic 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													
KA2													
KA3													

Impact on Students



With our 2019 project on hold due to COVID-19 travel restrictions we can only assess the impacts on the 242 students who have completed their mobilities from our 2 previous projects. Whilst 256 students were initially offered places on the project, last minute drop outs by some students meant that we were unable to offer their places to students on the waiting list so 14 places were unused in the end which was disappointing.

Mungo Mobility Projects



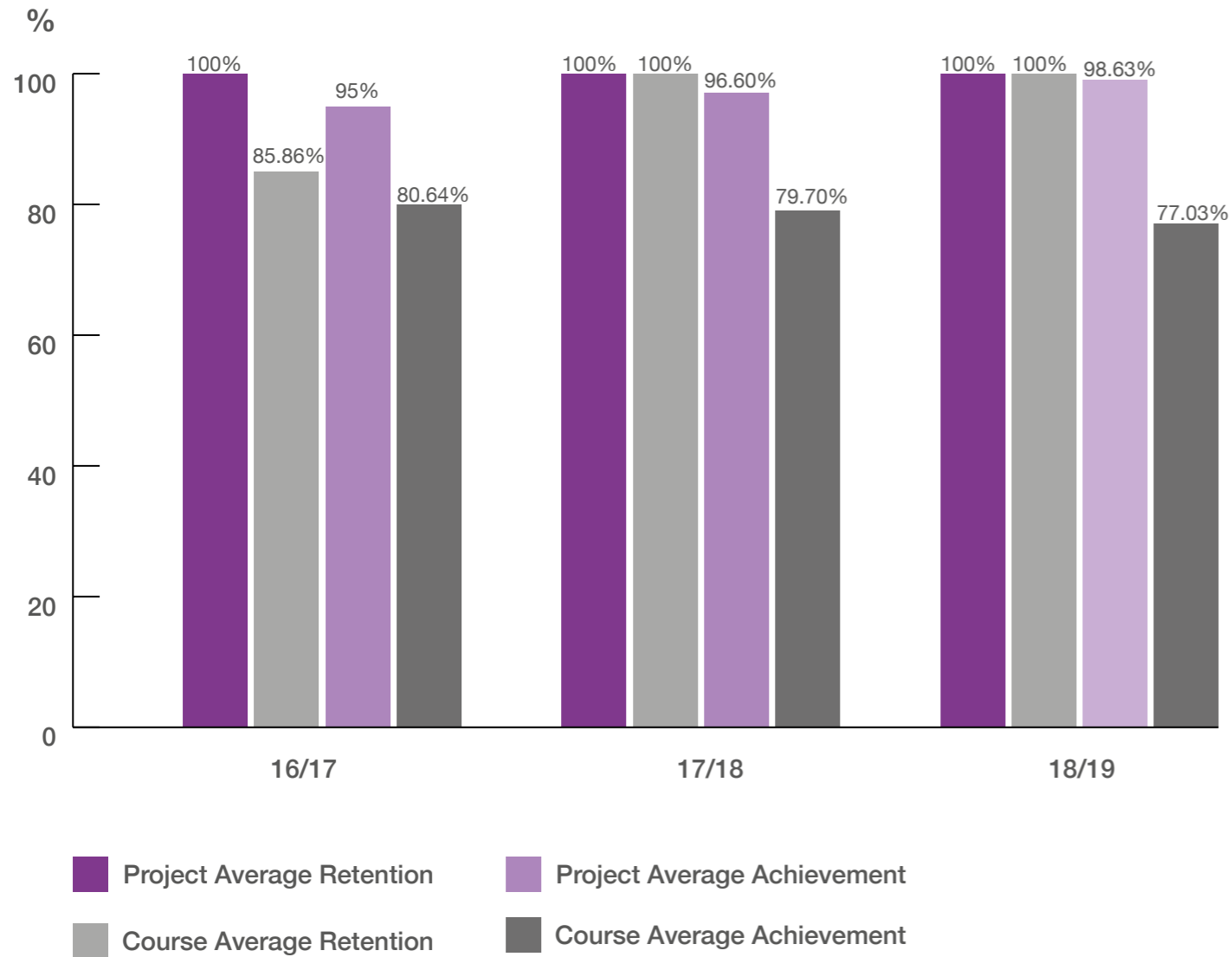
Work based and classroom learning vocational training projects which enhance work based learning, support transferable and occupational skills, and encourage accessibility, diversity and inclusiveness by providing mobility opportunities for students. They visit Vocational Training Institutes across the EU for 2 weeks following employability and language training at COGC. These projects started

in 2016 and the 2020 project will run until August 2022. To date, we have received funding for 640 student places, with 242 students having travelled with 58 staff. In February 2020, 172 students were undergoing preparatory training before the COVID-19 pandemic disrupted all forms of international travel.

Many students involved in these projects had never left Scotland before participating, so the opportunity to travel abroad was a new experience for them. As the table below shows, we had a consistent number of students from SIMD20 postcode areas, (these are deemed to be within the top 20% of areas with high levels of multiple deprivation). Participation of 37.5% is slightly above the overall college average of 30%. However, some groups involved consisted of over 65% of students from SIMD20 areas.

	2016 Project	2017 Project
Places awarded	50	206
Applications received	140	600
Participants travelled	48	194
From SIMD20 postcode areas	18 (37.5%)	73 (37.6%)

Mungo Mobility Project (MMP) Retention and Achievement rates compared to course averages

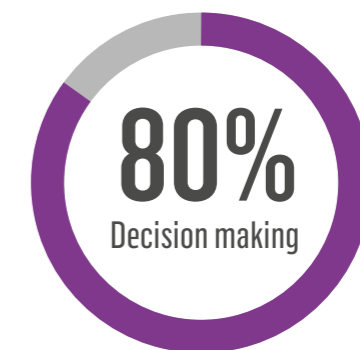
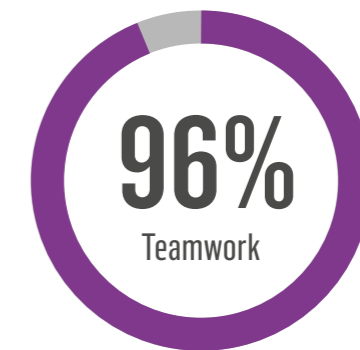
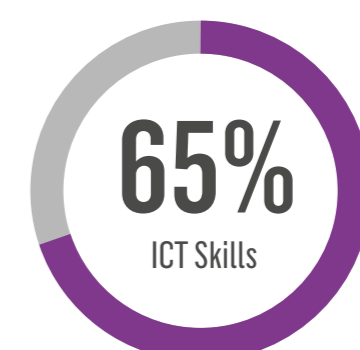
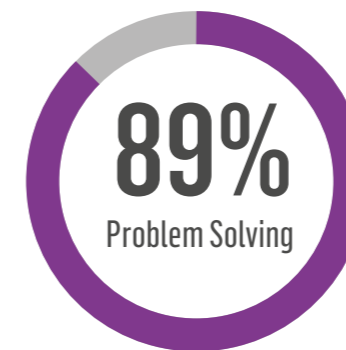
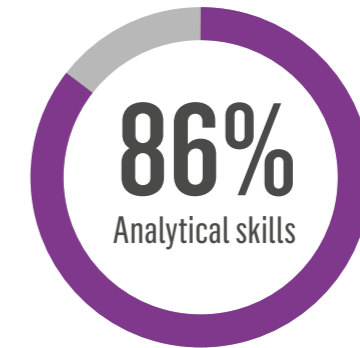


As the graph above shows, the students involved in the Mungo Mobility project had consistently better course retention and achievement statistics than their counterparts on the same courses who didn't participate in the project.

None of the students involved in this project would have had the opportunity to undertake a training mobility to Europe without this project. They have learnt new skills that they would not otherwise have had the chance to learn during their time at COGC, giving them an advantage over their rivals in the labour market when applying for jobs.

Their preparatory training provided them with not only essential skills for their time abroad but for the workplace in general, giving them the opportunity to work abroad in the future (59% could now imagine working abroad). The fact that they have taken themselves out of their comfort zone and gone beyond what was required by the college to be included in this project will stand out to employers. 82% of former students felt that by taking part in the project it has helped them find employment or go into Higher education.

Student feedback on participation in the Mungo Mobility Project illustrates the acquisition or improvement of key skills:



Course Groups per Host Partner	2016	2017	2019
MCAST, Malta	Interior Design	Interior Design Beauty	Interior Design
Institute of Tourism Studies, Malta	Tourism	Tourism	Tourism
International College of Cosmetology, Latvia	Beauty		
VITALIS, Germany	Construction	Construction	Construction
TKNIKA, Basque Country		Engineering	
TAKK, Finland		Care	Care
Vocational School No 9, Poland		Hairdressing	
Club La Santa, Lanzarote			Sports
Accademia Gilmont, Italy			Hairdressing Barbering Fashion Make-up
Deltion College, Netherlands			Events & Hospitality
Les Compagnons du Devoir, France			Stonemasons
Miguel Altuna, Basque Country			Engineering

HPIPSHCME

“Harmonisation of inclusive practices towards persons with disabilities within European Skills Competitions” is a KA2 project that aims to raise awareness among the various stakeholders involved in Skills competitions in order to increase participation by people with disabilities in a fully integrated environment. This is to reinforce the message that people with disabilities can be as highly skilled as those without.

A reference guide was created to share recommendations and conclusions to allow:

- World Skills organisers to anticipate and address the classic problems encountered by contestants with disabilities
- Instructors to best prepare their contestants for competing,
- European Institutes to increase their knowledge of the situations encountered by people with disabilities

Partners:
 Abilympics France - Lead
 Natspec, England
 WorldSkills Germany e.V.
 City of Glasgow College, Scotland
 ADAPEI de la Gironde, France
 Skills Finland

Student involvement in KA2 Projects

NET-ENT

Students were invited to take part in piloting the course materials created during the project. Students from Furniture Design, Engineering and Marketing worked together in smaller groups (consisting of students from all 3 curricular areas) to design and create a product that could then go to market. By working together all team members were encouraged to think about the whole process of designing, developing and commercialising a product idea, increasing their knowledge and strengthening their meta-skills in creativity, resilience and communicating. The groups were also mentored by industry experts to give them a deeper insight into what it is like being an entrepreneur. This involvement of industry experts also boosted the employment opportunities for the participating students by providing them with the opportunity to network with potential future employers.

D'AHoy

Nautical students were invited to undertake workshops to pilot learning materials on decision-making. These workshops took place in different partner organisations across Europe with 13 COGC students being invited to undertake workshops in Iceland and another 5 students went to France. This project gave students the opportunity to travel and experience education in another country along with developing their critical decision making skills.

ENGENDERING STEM

Whilst no students were directly involved in the project, some STEM Girls representatives were invited along to the project's final conference to hear the perspectives of different EU nations on the Gender Equality issue and how each country is trying to rectify the situation. Key Speakers involved included Gender Equality experts, STEM industry experts and governmental agencies.

By encouraging more STEM employers to look at Gender Equality in their own organisations, more of our female STEM students could be employed within the sector resulting in a reduction of the 'leaky pipeline'.

Ongoing projects

Whilst VET-TEDD (<http://www.vet-tedd.eu>) and EMIC-GEM (<http://emic-gem.eu>) are still ongoing, both projects aim to improve the delivery of learning and teaching, which will improve the student experience.

VET-TEDD aims to develop digital competence in educators, whilst EMIC-GEM is providing materials which will improve the methods used to develop construction skills, making them more relevant to a modular-construction model, driven by industry need, thus, better equipping students for the labour market.



I think having taken part in the programme gave me an advantage when I was applying for university due to the skills I learned.
 Iona Mckeown

Impact on Staff

Staff Mobility Projects

Staff mobility experiences have consisted of a training course, job shadowing or teaching in a Higher Education Institute. The 2020 call project will run until May 2023.

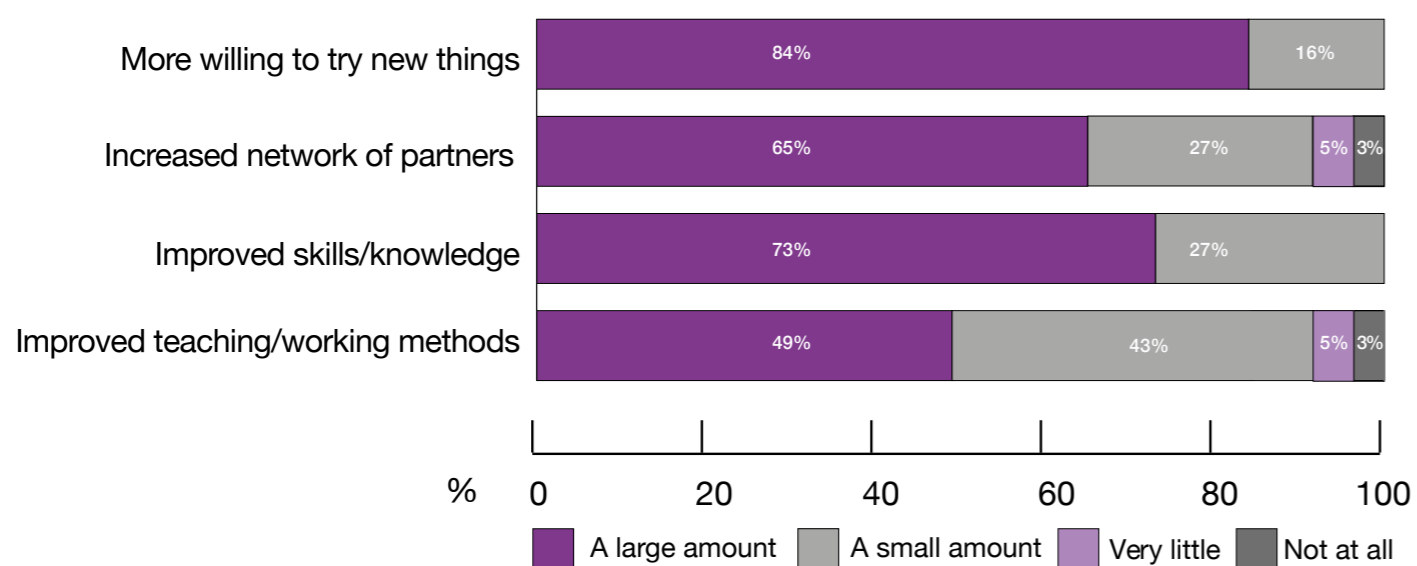
These mobility places are open to all college staff, offering them the opportunity to:

- share their expertise;
- experience new teaching environments;
- acquire new innovative learning and teaching skills;
- connect with peers across the EU, to develop common activities;
- exchange good practice and enhance cooperation.

Of the 123 staff who took part:

- 19 were from Creative industries,
- 54 were from Education & Humanities
- 33 were from Hospitality and Leisure
- 8 were from Nautical & STEM
- 9 were from support functions

A survey showed that after their mobility experience staff showed improvements in many areas:



Supporting Student Mobility

Whilst Mungo is primarily aimed at students, the accompanying staff members also benefitted from:

- Increased foreign language competency
- Increased cultural knowledge of the host country
- Evidence of Continuous Professional Development (CPD)
- Improved soft and meta skills. Such as communication, problem solving and in some cases resilience.

I thoroughly enjoyed the experience and gained confidence in my own abilities, which help in all aspects of life but especially in employment.
Kirstie Dowse

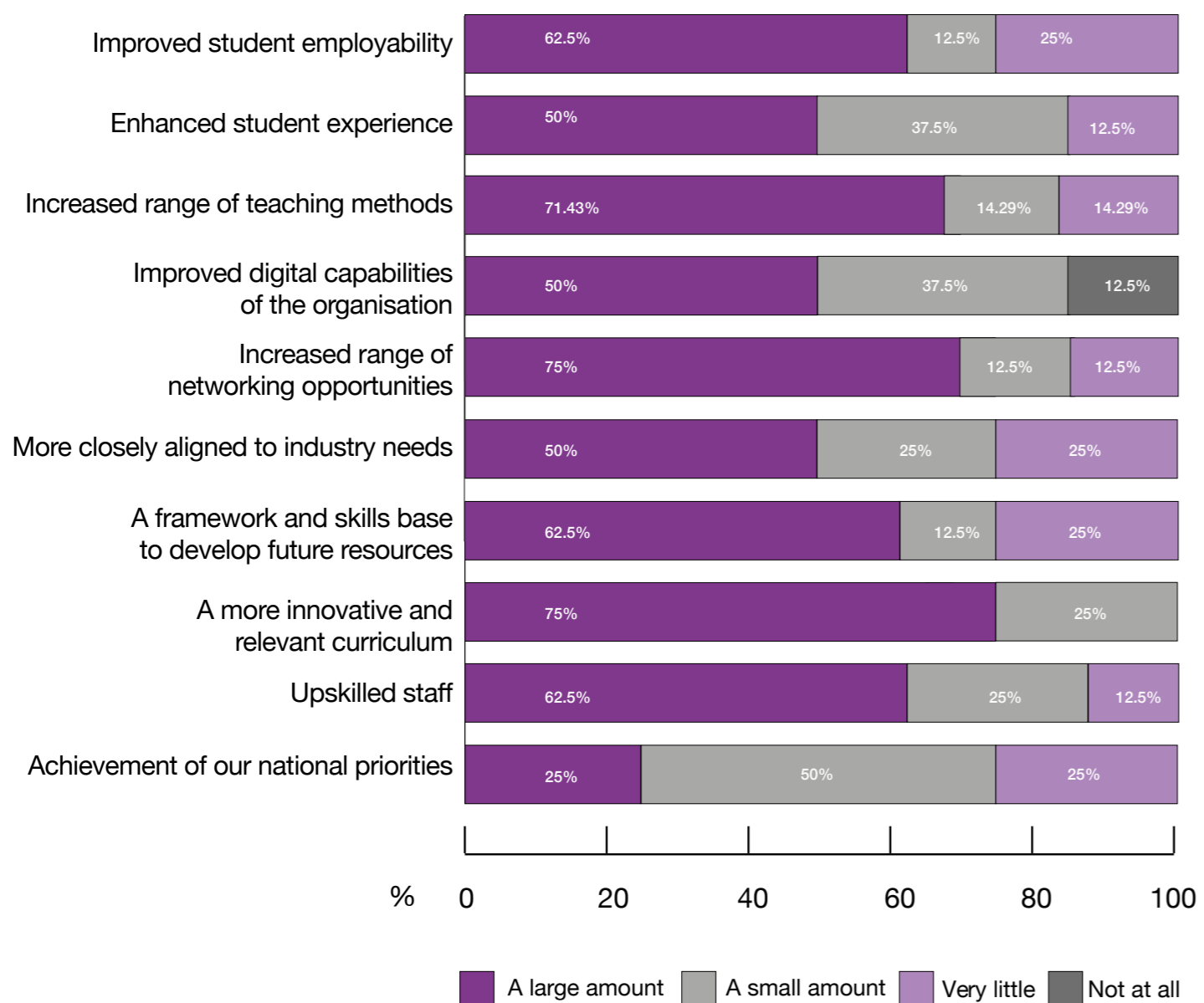
Personally, I believe that the opportunity to participate in this project has enhanced my confidence in myself.
Diane Umuhoza

A valuable experience working with others of different backgrounds and varying languages.
Lauren McPhee

This trip is very fun and a good experience, helps developing skills that needed in real life; working abroad.
Richard Levai

KA2/3 Projects

A recent survey of COGC project staff showed that they believed their participation in KA2/3 projects has led to:



These results clearly illustrate the positive impact that KA2/3 projects have on the teams involved. Teams benefit from:

- increased networking opportunities;
- the opportunity to develop a more innovative and relevant curriculum;
- access to an increased range of teaching methods that will continue to benefit staff long after the projects have been completed.

All staff (100%) who submitted feedback on their participation, said that they would work on similar projects in the future if the chance arose.

As well as the work-based impacts mentioned above, staff also benefitted from increased cultural awareness due to the transnational meetings that took place. Getting to visit partner organisations and meet their students also highlighted the differences between approaches, in terms of working methods, attitudes and educational systems.

N.B. staff who said there was no impact on the digital capability of the College were involved in a project that didn't consider the use of digital tools.

Impact on Curriculum

Participation in Erasmus+ projects can positively impact the development of new courses and curriculum, focusing not only on existing students, but on staff and local employers.

New courses and curriculum created specifically for our projects include:

Employability workshops to prepare students for mobility. These workshops (related to skills and self-assessment, digital skills - see treasure hunt map below - and building your CV) supported students in preparing to undertake their 2 week placements across the EU.

Foreign Language and Culture courses were created and tailored to the country and industry course groups would be visiting:

- German for Construction
- Maltese for Tourism and Interior Design

- Maltese for Beauty
- Latvian for Beauty
- Slovenian for Beauty
- Polish for Hairdressing
- Italian for Hairdressing, Barbering and Make-up Artistry
- Spanish for Engineering – with some Basque Country Culture included
- Finnish for Care
- Spanish for Sports
- Dutch for Hospitality and Events management
- French for Stonemasons





Engendering STEM (KA2)

The project aimed to positively impact on the flow of female recruits into (and through) the STEM sector pipeline. The project partners created resources to support employers embed unbiased recruitment and retention processes.

In order to address these key issues the project delivered three key outputs:

- Publication of Gender Equality Research and Associated Best Practice Guides
- Online Self-Assessment Gender Equality Diagnostic Toolkit
- Blended Learning Training Programme

Outcomes:

1. Enrolled 1,191 participants onto a bespoke training programme.
2. Engaged 2,587 stakeholders in web based activity over the lifespan of the project.
3. Supported 56 SME employers in using the Gender Equality Self-Assessment Diagnostic Toolkit.

Partners:

City of Glasgow College – Lead
EQUATE Scotland
VHTO, Netherlands
Miguel Altuna, Basque Country

Engendering STEM Website -
www.engenderingstem.co.uk

Engendering STEM Animation -
<https://www.youtube.com/watch?v=CJIEGcHUiZs>

The “How to improve Gender Equality & Workplace Inclusivity” course was created for use by STEM employers and features chapters on:

- Attracting Women to the Sector
- Retaining Your Talent
- Career Advancement and Enhancement
- Outreach and Engagement – Building Your Talent Pipeline
- Partnership Working
- Creating an Attractive Workplace
- Education and training – Investing in Your Workforce
- Creating an Inclusive Physical Work Environment
- Policy and Systems – A framework for equality
- Equal Pay for Equal Work
- Benchmarking and Accreditation
- Government Strategy

To date almost 2000 people have enrolled on the course which is hosted on Udemy <https://www.udemy.com/course/engenderingstem/>.





D'AHoy (KA2)

A 3 year project investigating innovative educational ideas around Decision Making, with a view to deeply reinforcing Decision Making skills for renewed and rejuvenated integrative educational programmes in Higher Education and Vocational Education and Training.

Outputs:

1. Investigate and report on the key skills required for decision making;
2. Develop a Teaching & Learning Syllabus to support skills development around decision making;
3. Develop an Innovative D-SKILLS Training Model;
4. Develop a D-SKILLS Integrative Framework.

Partners:

Ecole Nationale Supérieure Mines
Télécom Atlantique Bretagne Pays De La
Loire, France - Lead
Ecole Navale Groupement Interet Public,
France
Haskolinn I Reykjavik Ehf, Iceland
City of Glasgow College, Scotland
Scottish Credit and Qualifications

Framework Partnership Lbg, Scotland
Fundacio Universitat Empresa De Les
Illes Balears, Spain
Fondation Des Régions Européennes
Pour La Recherche, L'éducation Et La
Formation, France

D'AHoy Channel
<http://www.tinyurl.com/dahoychannel>

The Decisionship course that was created allows organisations to greatly strengthen their capacities for training programs integrating transversal decision-making skills in VUCA (Volatile, Uncertain, Complex, and Ambiguous) environments.

The Decisionship course contains the following seven chapters:

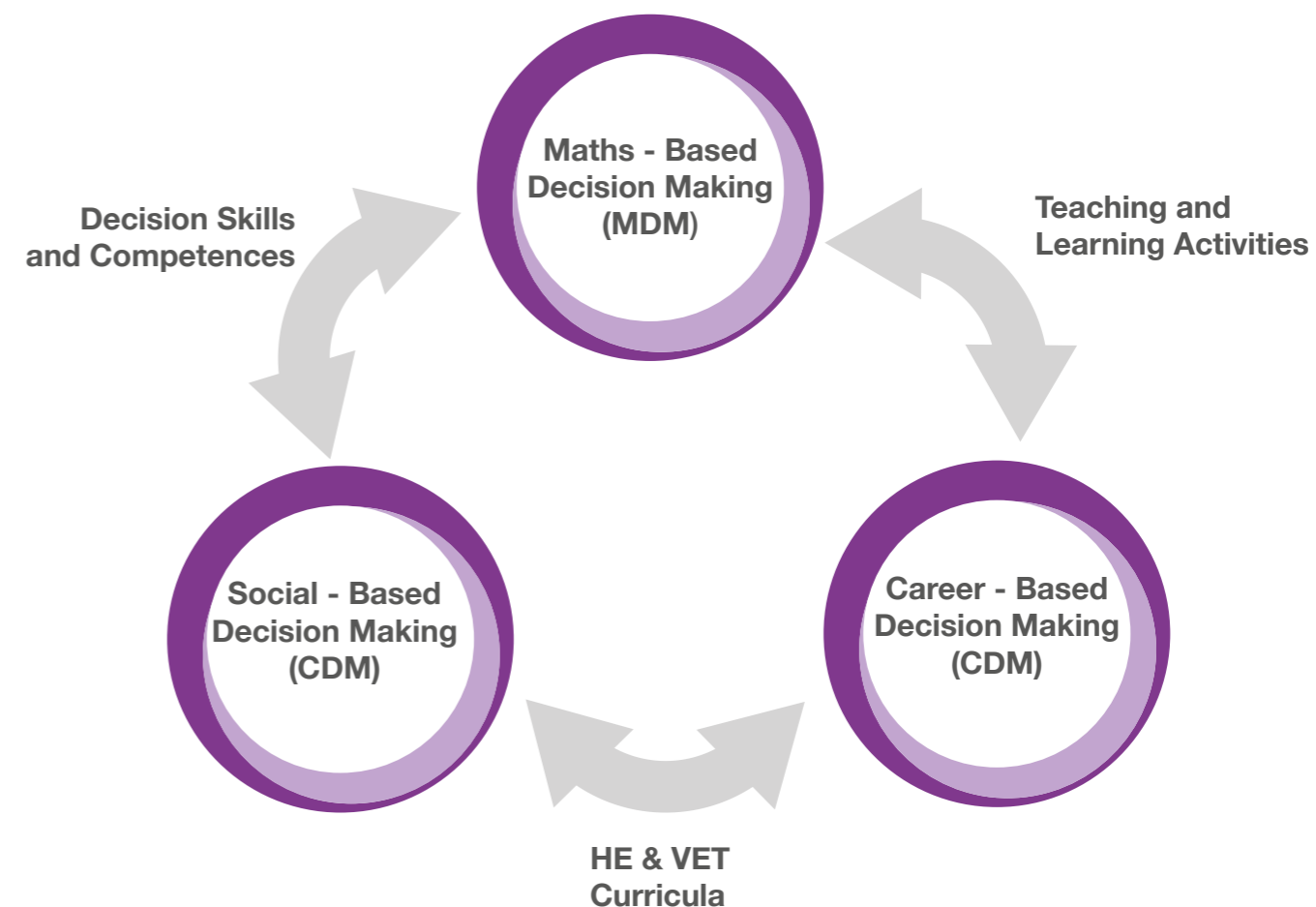
- D1 Recognise and qualify the VUCA-lity of a family of situations
- D2 Analyse VUCA situations
- D3 Make judgement in VUCA situations
- D4 Face complexity of VUCA situations
- D5 Organise and implement actions in VUCA situations
- D6 Take responsibilities in the Decision process in VUCA situations
- D7 Learn from his/her experience of VUCA situations

All resources from this project are openly available. Thanks to the project, programme designers and teachers/trainers can facilitate the transfer of new content and processes around Decision Making.

DAhoy toolkit:

- learning capsules,
- teaching models and processes,
- new courses

D-SKILLS Complementary Dimensions



NET-ENT (KA2)

The Networking for Entrepreneurship Project connected a group of teachers, industry experts and students from 3 different vocational areas (marketing, design, and production) to exchange experiences and create an international module to improve entrepreneurship training in VET.

The project created 5 outputs:

1. Report: current situation and curriculum proposal for NET-ENT MODUL
2. Manual for Teachers/trainers (including innovative teaching methods and integration of business experts)
3. Handbook – learning units for students (including innovative teaching methods and integration of business experts into the learning process)
4. Digital tools for students and teachers on the Website
5. Proposal for new curriculum NET-ENT MODUL

Partners:
Solski center Nova Gorica, Slovenia –
Lead
Srednja sola za oblikovanje in fotografijo
Ljubljana, Slovenia
Haaga-Helia Ammattikorkeakoulu Oy,
Finland

Politeknika Ikastegia Txorierra S. COOP,
Spain
City of Glasgow College, Scotland

COGC D'AHoy Channel -
[https://www.youtube.com/channel/
UC06_8Z8LageKeghBH3kJfow/featured](https://www.youtube.com/channel/UC06_8Z8LageKeghBH3kJfow/featured)

A first handbook was created for teachers on how to take on more of a coaching role, and involve students more in the syllabus decision making. The NET-ENT Module also focuses on the involvement of industry partners as mentors.

A second “Handbook - Learning units for student” was also created about teaching entrepreneurship:

PART 1 - Personal Growth and Development of Entrepreneurial Mindset:

1. Self-awareness and Self-efficacy
2. Vision
3. Motivation and Perseverance
4. Creativity
5. Spotting Opportunities

PART 2 - Development of a commercially successful product (Enterprise)

1. Generating Ideas
2. Valuing Ideas
3. Prototyping
4. Final Product



VET-TEDD (KA2)

VET Teachers Embracing Digital Disruption (VET-TEDD) supports the continuous professional development of VET teachers across the EU by providing a skills pathway and resource library that will enable and increase access to learning around digital learning. The outputs will improve VET delivery through the adoption of technologies that are disrupting VET education.

The project outputs are:

- A Self-Assessment Tool (SAT) which will analyse skills in identifying, designing, configuring and implementing technological and pedagogical tools.
- 6 Blended Learning programmes.
- Best Practice Case Studies showcasing the use of Technology Enhanced Learning and digital pedagogy.

Partners:
City of Glasgow College – Lead
TKNIKA, Basque Country
ROC a12, Netherlands
Noorderpoort, Netherlands
Elfl-Tech, Germany
Solski centre Nova Gorica, Slovenia
Society for Legal & Economic Education,
Czech Republic

VET-TEDD Website
www.vet-tedd.eu

VET-TEDD Channel
[https://www.youtube.com/
watch?v=6nLFWA4GKQc](https://www.youtube.com/watch?v=6nLFWA4GKQc)

Our Self-Assessment Tool is built on the concept of assessing the personal, professional and digital competences required to identify, design, configure, and implement Digital Learning.

We've created learning programmes in:

1. Digital Identity
2. Security & Data Handling
3. Alternative & Simulated Environments
4. Digital Education Methodologies
5. Digital Education Models
6. Media Rich Content

Each module completion will be awarded with a VET-TEDD Digital Badge.

Our Case Studies share best practice in applying e.g. MOOCs Peer Assessment, Learning Analytics, Game Based Learning, VR/AR/Mixed Reality, Mobile Learning, Podcasts and Digital Badges into learning.

EMIC-GEM (KA2)



Embracing Modular Innovation in Construction – Getting Education Modernised aims to modernise the delivery of off-site and modular (OSM) construction advanced vocational education & training (AVET) by developing an innovative training model and joint curriculum that provides a framework to benchmark the quality of delivery within the partner nations.

The objectives of this project are:

1. Design and implement an innovative training model and competency framework that modernises the delivery of off-site and modular construction AVET by Feb 2022.
2. Engage learners across the EU in innovative courses in the area of off-site and modular construction by Feb 2022. (2000 individual engagements through our platform)
3. Develop and disseminate a suite of open online educational resources to support AVET practitioners in the delivery of industry standard and emerging off-site and modular construction practices by Feb 2022. (8 modules with 40 hours of learning content each; webinars and joint teacher training)
4. Support local businesses, particularly small and micro businesses, to improve awareness and adoption of offsite and modular construction practices within their construction activity. (60 businesses engaged throughout project)

Partners:

City of Glasgow College – Lead
Construction Scotland Innovation Centre
Academia Druzba Za Storitve Doo,
Slovenia
Elfl-Tech, Germany
Berufsschule Pinkafeld, Austria

Gemeinnuetziges Berufsfoerderungswerk
GmbH, Germany
Centro Integrado de Formación
professional Construcción Bizkaia, Spain

EMIC - GEM Website -
<http://emic-gem.eu/>

Courses developed will consider all aspects of Off-Site and Modular Construction. Individual 40-hour modules will help shape improvements in:

- **Digital Design**
- **Estimating**
- **Offsite Manufacturing**
- **Logistics**
- **Onsite Placement**
- **Site Management**



Network of Networks (KA3)

Whilst no courses are being developed during this project, one of the Work Packages is focussed solely on sharing best practice with each participating organisation being asked to pilot at least one best practice example from another institution. At COGC we have committed to piloting using Digital badges as a way of certifying online courses and we will be using this to certify the blended learning programmes being developed by VET-TEDD. By sharing best practice with such a wide range of the Vocational Training institutions we are being asked to consider how we teach certain subjects and/or incorporate digital tools into our teaching methods in order to improve the quality of VET on offer in the partner countries.

Impact on Industry/Economy

Mobility Projects

These projects helped the Scottish Government's agenda: **Language Learning in Scotland A 1+2 Approach (2012)**, by providing the opportunity to learn foreign languages to student groups who don't normally undertake language units as part of their courses.

This project helped contribute to the overall level of mobility across the EU. In doing so our project along with others like it, is contributes to key objectives of the EU, including:



ENGENDERING STEM

Employer groups and educational institutes have benefited from having open access to free educational resources promoting gender equality in STEM leading to:

1. An SME workforce that is more knowledgeable and aware of gender equality issues in the workplace;
2. An SME workforce that is equipped with the information, tools, training and support necessary to implement gender equality interventions within their own organisation;
3. An SME sector that has more capacity to embrace and promote gender equality interventions to other stakeholders;
4. Bringing policy makers, education providers and industry together to look at the many barriers facing women in the STEM sector

Whilst 47% of the organisations involved in the project indicated that they have increased the number of females in their companies and 71% improved their knowledge or Gender Equality issues it is clear that there is still a lot to be done before Europe is Gender Equal.

D'Ahoy

By improving the decision making skills of people who work in volatile situations, the project is assisting their employers by ensuring they are better equipped to handle situations as they arise. This project was completed in the summer of 2020, when the whole world had been dealing with a VUCA situation in the form of COVID19. Governments and businesses have had to make a lot of difficult decisions to during the pandemic which highlights the benefits of training people to make the right decisions quickly.

NET-ENT

By involving industry experts in the teaching process the following impacts were realised:

- Connecting education with the labour market
- Long-term knowledge sharing, collaboration and networking
- Increasing the employment opportunities of the students
- Making self-employment attractive

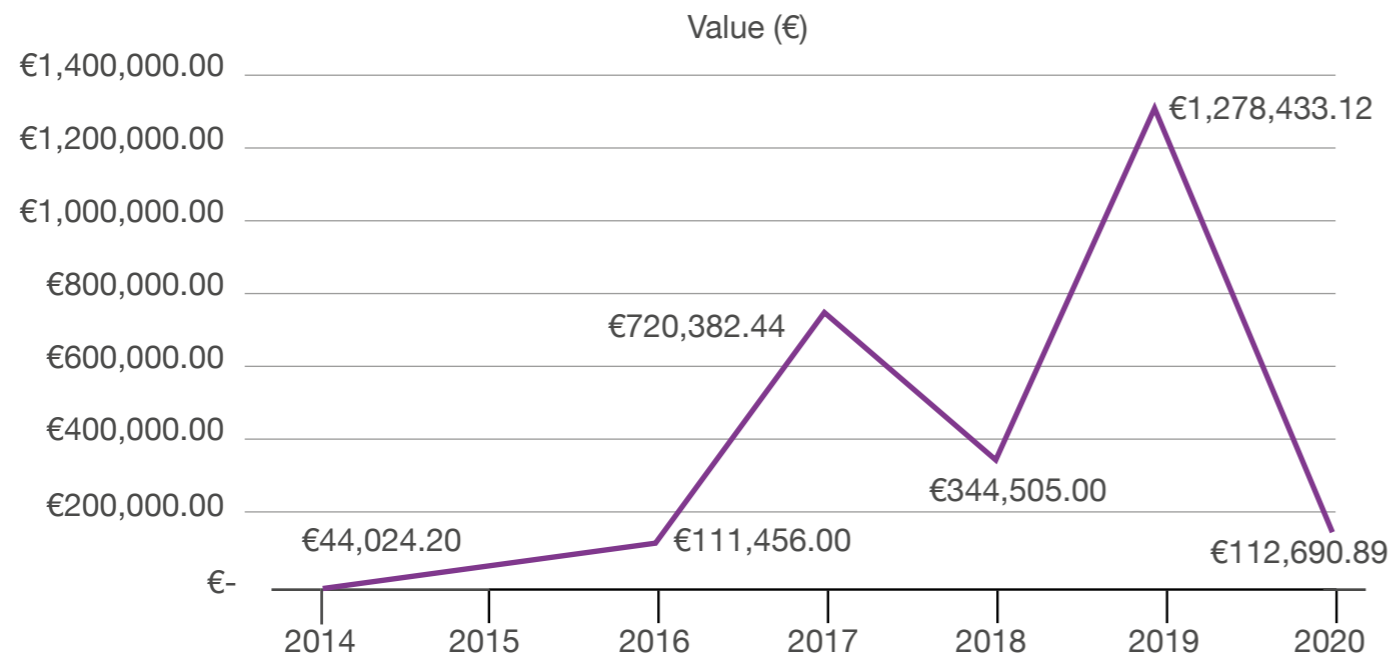
Ongoing Projects

Many of the impacts of VET-TEDD, EMIC-GEM, NoN and HPIPSHCME will be realised in the medium - longer term. However, their focus on enhancing the quality of education will ensure students complete their studies better prepared, with the skills necessary to source and retain employment and close the industry skills gaps.

EMIC-GEM in particular will align education delivery with current industry methods, to ensure students are equipped with the right skills now and in the future.



Impact on Operational Capacity



Without Erasmus+ funding, City of Glasgow College would not have been able to offer the opportunities of mobility, collaboration and innovation to our students and staff.

The funding secured through the 2014-2020 programme has enabled the college to offer unique mobility opportunities to staff and students and created capacity for the college to work with innovative organisations across Europe, on new curriculum and educational tools

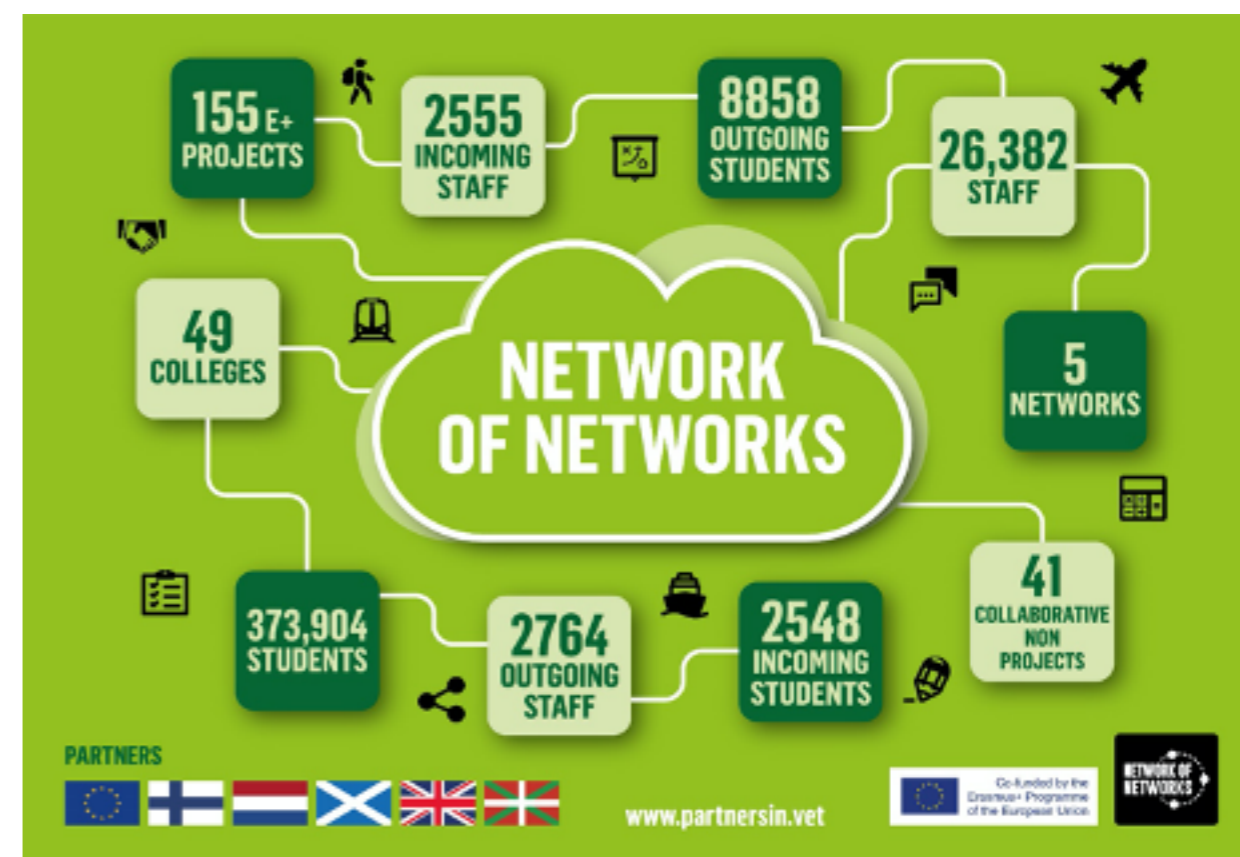
83.33% of staff said they wouldn't have undertaken a training course in the UK if the E+ funding wasn't available.

Impact on Partners

Mobility Projects

We not only send our staff and students to institutes across Europe on mobilities, but also host them from partner institutes. For example, for over 20 years we have received student groups from 3 Danish colleges, for short courses varying from 1 – 6 weeks. They primarily undertake Marketing and English courses and work on projects designed to launch Scottish products into the Danish retail market. In more recent years more groups from these Colleges were sent to undertake courses in different curricular areas such as Construction and Engineering. Whilst these courses provide a unique experience for the students involved and enhance their employability skills, the sending organisation has the knowledge that they are sending their students to a trusted and experienced partner, who always provide a quality experience for their students. Student feedback on their course and their overall experience in Glasgow is continuously very positive.

For the outgoing and incoming staff mobilities, the biggest impact on partners is increasing their networking opportunities and sharing best practice. Learning about the similarities between organisations can make organisations more inclined to want to work together, whilst the differences can highlight areas where things can be improved by learning from each other.



Network of Networks (NoN) (KA3)



Network of Networks - International Network of VET Providers, a Grass Roots Approach aims to improve improve the attractiveness of Vocational Education & Training by supporting capacity building and the testing and implementation of best practices across 5 national networks

The three main aims of the projects are:

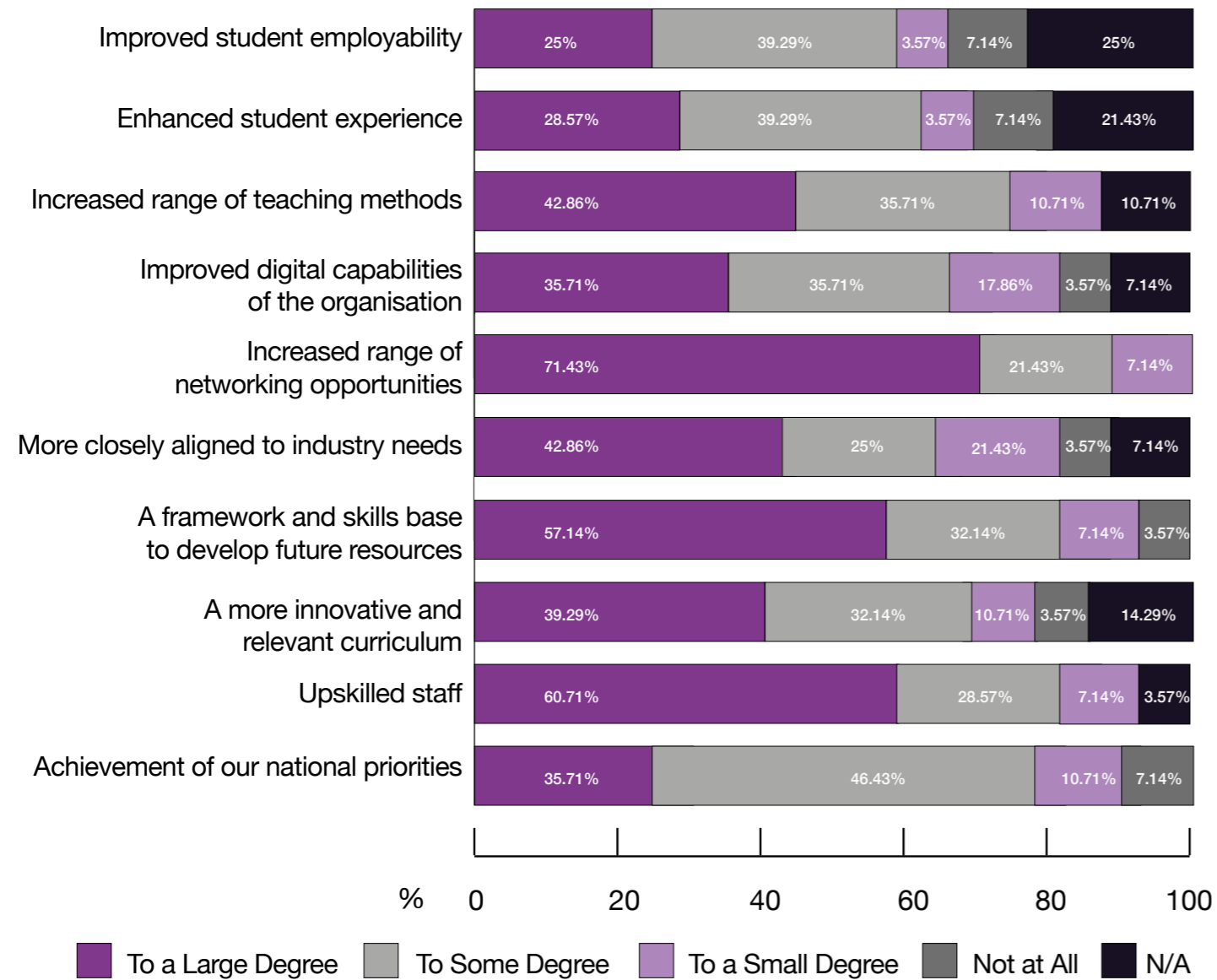
1. The creation of a transnational network of VET partnerships that already cooperate on a national level.
2. Cross-border cooperation aimed at mutual learning and the exchange of best practices.
3. The implementation of the VET policy agenda by engaging VET leaders.

Partners:
 Dutch Alliance, Netherlands – Lead
 FINN-NET, Finland
 HETEL, Basque Country
 Northern Irish Colleges
 Scotland Colleges

Network of Networks Website - <http://partnersin.vet/>

Strategic Partnership projects allow organisations across Europe to collaborate and share resources in order to improve the quality of education and training. They provide the opportunity to create new or improved curriculums; design enhanced teaching or working methods; or simply share best practice.

A recent survey of our partners showed that working on ERASMUS+ projects help to:



This clearly shows that the biggest impacts have been: greater networking opportunities, upskilling staff and creating frameworks and skills bases to develop future resources. These are all long term impacts that will benefit the organisations after the projects have been completed. The student impacts are deemed to be of a lower degree due to them being indirectly affected by the projects, and also because some of our project partners are not training providers so do not have access to students.

100% of the survey respondents stated that they would be willing to work with City of Glasgow College again if the opportunity arose. This was deeply gratifying but also shows that whilst each organisation experiences different impacts from projects, there is enough of an impact overall for each partner to want to continue to carry out these types of project.



Conclusions

Erasmus+ has had a range of positive impacts on City of Glasgow College from supporting the development of our students and staff through mobility, to providing a catalyst for innovation and achieving excellence in learning and teaching delivery. Overall, Erasmus+ provides the resources to create a better environment and learning experience for our students. It helps us support our strategic priorities:

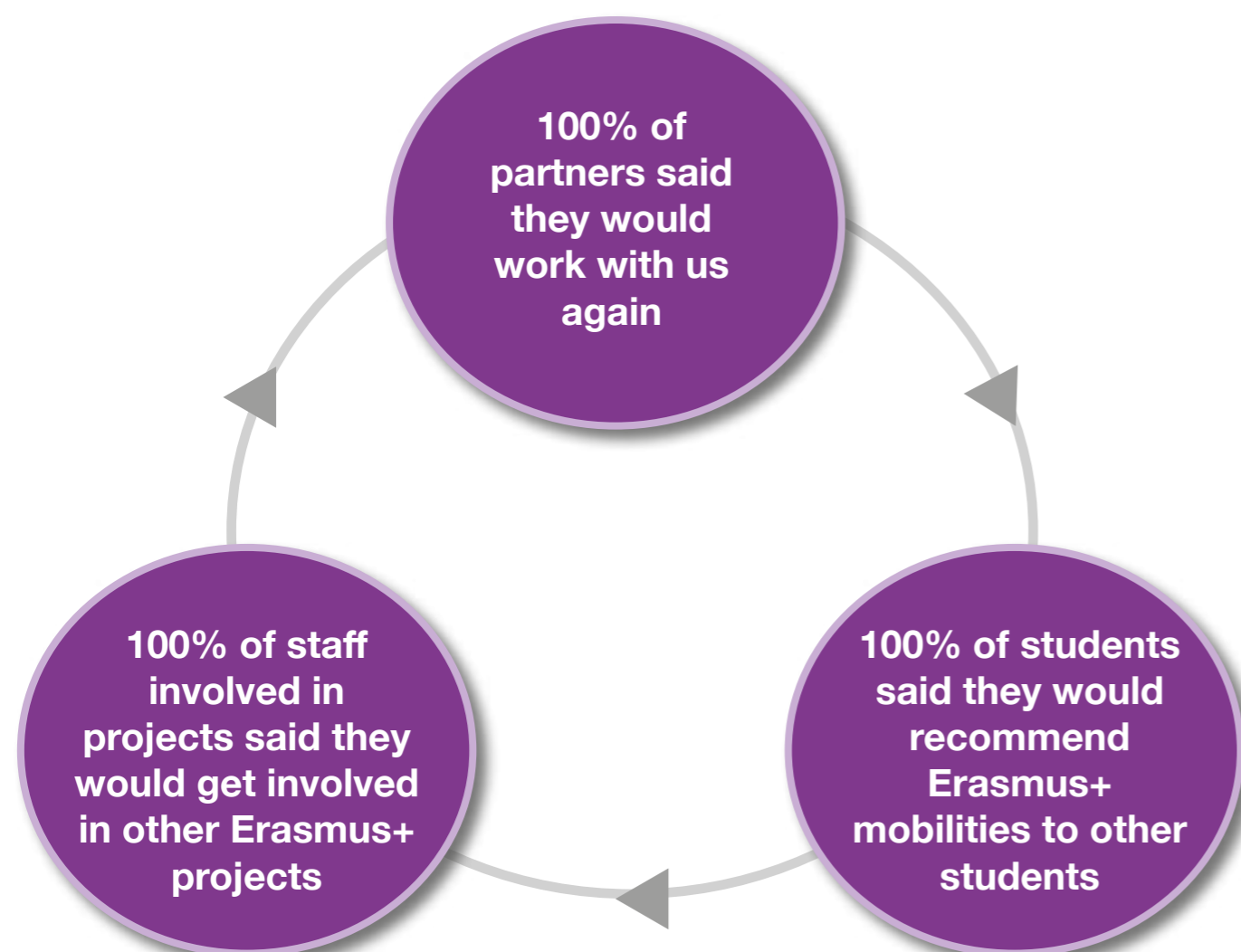
Be an inspirational place of learning

Enable individuals to excel and realise their full potential

Deliver excellence in performance

Be a valued partner of the international learning community

If the UK does become involved in Erasmus+ programmes again then COGC is well placed to continue to improve on the impacts already made and look at widening the involvement from faculties. In the meantime the EU Team will continue to investigate the opportunities that will arise from the Turing Scheme, consider Horizon Europe funding and along with our colleagues in the STEM & Innovation Team look at alternative funding sources.



ERASMUS+ ACTIVITY

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