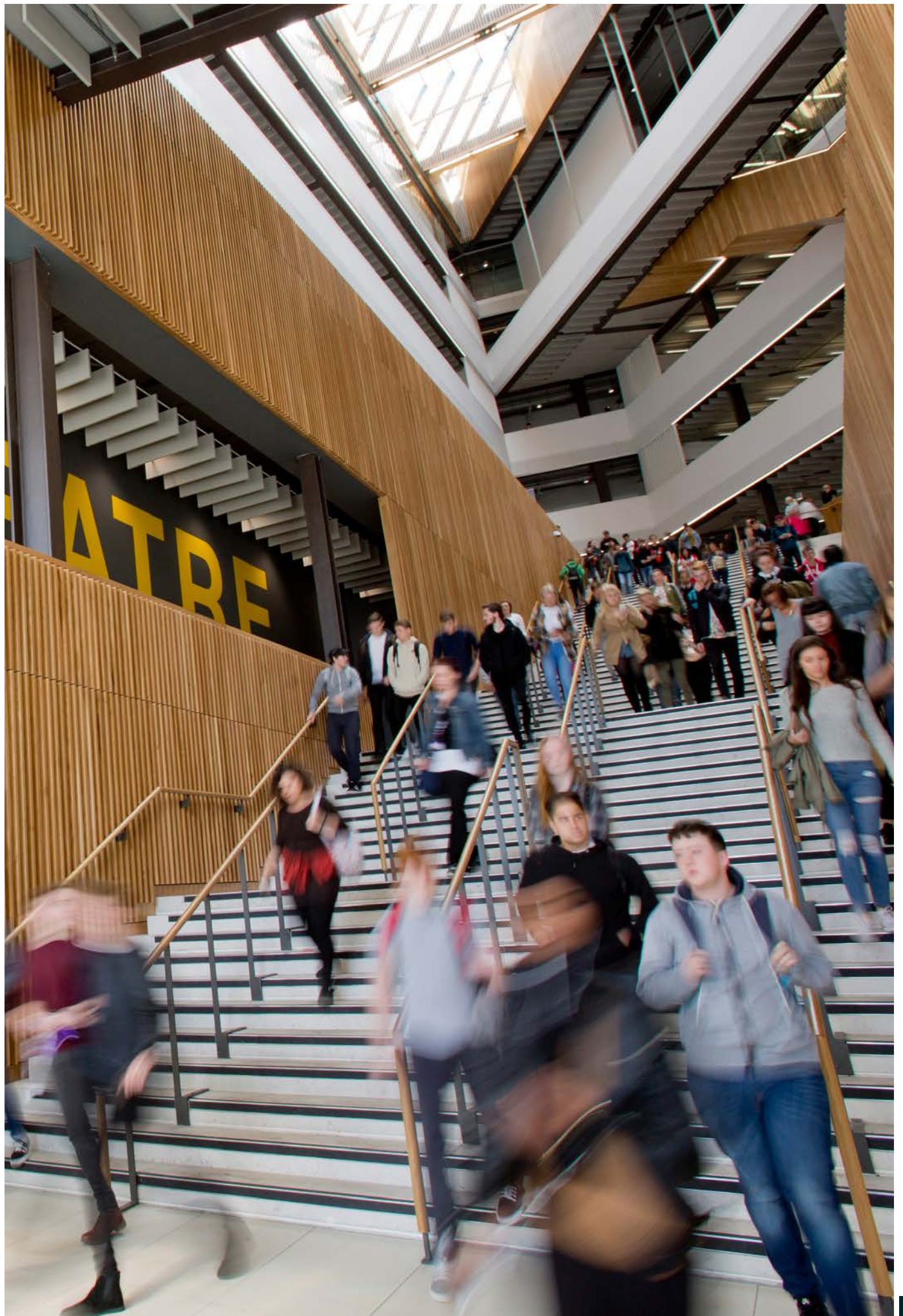

A BASELINE SOCIAL VALUE ASSESSMENT FOR City of Glasgow College

January 2023

**A REPORT PRODUCED FOR CITY OF
GLASGOW COLLEGE BY IPPR SCOTLAND**



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FOREWORD

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*Principal and Chief Executive
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City of Glasgow College – widely regarded as Scotland’s super college – makes a critical contribution to society beyond our fundamental academic role: we are a civic anchor institution contributing across economic, social, and environmental sectors. Indeed, colleges are proven economic catalysts uniquely placed rapidly to deliver creative and agile measures to support the recovery and redesign of our economy, re- and up-skilling our workforce and re-energising individuals and communities.

The Scottish Government’s National Strategy for Economic Transformation highlights colleges’ role in achieving its objectives - particularly the commitment to *“ensure that people have the skills they need at every stage of life to have rewarding careers and meet the demands of an ever-changing economy and society”*. City’s economic contribution is detailed in an impact study undertaken by the Fraser of Allander Institute, identifying that eight cohorts of City graduates between 2011/12 and 2018/19 will make the Scottish economy £6 billion better off over the long term - equating to some £56,000 per graduate.

But looking beyond our economic contribution is crucial to reflect our broader role. We are therefore delighted to have worked with IPPR Scotland to develop a tool that captures the wider social impact of colleges and applied it to City. The new tool aims to align with the Scottish Government’s National Performance Framework and considers a range of indicators to understand and articulate progress in relation to health, environment, inclusion, community engagement and international reach. As it evolves, we will also aim to align with work undertaken by the Scottish Funding Council to develop a National Impact Framework for the sector. As we review our initial performance aligned to the social value tool we see there are a range of indicators on which we are performing well; and for those areas that require improvement, we will address the challenges identified and collate data to track our progress.

In all this, we remain acutely aware of the communities for whom we act as a ‘civic anchor’, supporting economic transformation and social renewal in a city reinventing itself from rapid de-industrialisation, the blight of decades of ingrained poverty and urban disadvantage, and the disproportionately harsh impact of COVID-19.



EXECUTIVE SUMMARY

In recent years we have seen from governments around the world a growing movement to deliver more well-rounded economies and societies, through inclusive growth, wellbeing, and sustainable development. However, the contribution that colleges can make to these agendas, beyond their role in driving educational outcomes, has not been fully explored. For students, for staff, for the community, economy and the wider world, colleges in Scotland have a clear role. Whether that is delivering greater wellbeing outcomes and contributing to inclusive growth, operating as hubs for local innovation, knowledge exchange and community engagement, or driving down poverty and societal inequality. This report aims to understand the full contribution of City of Glasgow College to these broader agendas and the potential for colleges to be at the forefront of creating a Scotland with inclusive growth and wellbeing at its core.

To capture fully the contribution made by colleges involves looking at the wider scope of a college's impact in addition to traditional economic models. Analyses which measure success by the return on financial investment, such as Fraser of Allander's bespoke economic impact analysis of City of Glasgow College which measured the College's positive economic contribution to jobs and the wider Scottish economy (Fraser of Allander 2020). In addition to the economic impact, this study will look at the environmental and social impact of City of Glasgow College to Glasgow and its communities.

We have worked with City of Glasgow College to develop a comprehensive tool which captures the full social value of colleges in Scotland and then applied this tool to City of Glasgow College. To accomplish this task, we have delved into the literature to gauge how 'social value' can be defined and measured, and subsequently drawn on the Scottish Government's National Performance Framework (NPF) which aims to go beyond traditional economic metrics to quantify national progress in a fuller way.

The NPF draws directly from the United Nations Sustainable Development Goals (SDGs) and aims to capture the social, environmental, and economic progress of Scotland through a series of indicators against 11 'National Outcomes'. We have identified and measured performance against the eight NPF outcomes we have deemed most relevant to colleges. These include Environmental Sustainability, Health and Wellbeing, Tackling Poverty, Education, Fair Work and Inclusive Growth, Culture, Communities, and the International reach and impact of the college as a representative of Scotland. The tool can determine on an outcome-by-outcome (and indicator-by-indicator) basis whether the College's performance is 'improving', 'maintaining', or 'developing' year-by-year. These judgements are informed by evidence drawn from data collected by the College and the perspectives of students and staff.

Taking each in turn, we have found that City of Glasgow College is ‘maintaining’ on **Education**. While there has been an annual reduction in the admission, qualifier rate, and proportion of total credits awarded to students from SIMD10 and SIMD20 backgrounds in 2020/21, it remains true that in raw numbers, the City of Glasgow welcomes more students into HE from SIMD20 backgrounds and produces a higher number of HE qualifiers from SIMD20 backgrounds than both Glasgow Clyde and Glasgow Kelvin colleges combined. Socioeconomic demographics aside, there have been increases in the enrolment of care experienced, disabled students, and older students. Qualifier rates have increased for care experienced students while falling among disabled and ethnic minority students, whereas there have been increases in the proportion of total credits awarded to care experienced, disabled, and ethnic minority students. Meanwhile the College has secured high quality Modern Apprenticeships and in-work learning through the SVQ Hub. There remains scope to delve deeper into how well the College is reducing inequalities in education, for example gender segregation on courses.

On **Environmental Sustainability**, progress is ‘improving’ with a 33% reduction in the College’s carbon footprint since 2015/16 and a range of interventions including a considerable reduction in the amount of waste produced by the College. More data will be required to determine levels of ‘active travel’ on campus by students and staff, alongside the College’s record on enhancing biodiversity.

On **Health and Wellbeing**, progress is currently ‘developing’. While there is a strong mental health support network, with a growing number of students being referred for counselling annually, data indicates a recent decline in their uptake of counselling sessions. As for staff wellbeing, psychological issues proved to be an area of concern in 2020/21. Moving forward, more data will help determine progress on the physical and dietary standing of students and staff.

On **Tackling Poverty**, the College is ‘improving’. Efforts have been made to provide students applying for Hardship Funds with a ‘joined-up’ support system which directs them to debt and mental health support services, while a recent expansion of non-financial support (from free sanitary products to the provision of laptops) have been well utilised and received a positive response. In the future a better understanding of student poverty and in-work poverty faced by staff (and contractors) will deliver a more robust judgement.

On **Fair Work** and **Inclusive Growth**, progress is ‘maintaining’. The rate of ‘positive destinations’ for students who have completed their qualifications remains high and largely consistent; and while evaluating the College’s commitment to fair work requires further data gathering, the College is a living wage employer. Widening analysis to subcontractors would further demonstrate the College’s fair work commitment. Equally, examining the quality of work student leavers are entering, and how students from deprived and disadvantaged backgrounds are progressing in relation to their peers, is another next step.

On **Culture**, progress has been ‘developing’. While the Student Association has maintained the number of societies at its highest level, student participation has fallen against the 2019/20 peak during the height of Covid-19 and the move to a mainly digital offering. For sports clubs, the number of clubs on offer has not returned to pre-pandemic levels and student participation has fallen below pre-pandemic levels. Further data gathering is necessary to measure the attendance and participation of student and staff in cultural activities on campus.

For the **Community** outcome, progress is still ‘developing’. There was an increase in admission of students for whom English is not their first language (ESOL) coinciding with a relative stabilisation of the ESOL qualifier rate on the previous year. There is also an opportunity for the College to utilise its scale and expertise to support community wealth building programmes, and there remains further data gathering to be done to measure local engagement with college facilities as a measure of communal value.

Finally, on the **International** outcome, work is clearly ‘improving’. The College has a very strong track record in WorldSkills – a global showcase renowned as the Olympics of Skills – and has two graduates representing the college and the UK at WorldSkills Shanghai 2022. The College also engages across a range of international competitions, while there remains opportunity to measure College outreach through international exchange programmes and evaluate how exchange students evaluate the College, and their experience within Scotland’s education system.

The decision to utilise the National Performance Framework as a tool to measure the College’s social value mirrors the Scottish Funding Council’s (SFC) plans to develop a ‘National Impact Framework’ in the coming years. The National Impact Framework will be closely linked to the Scottish Government’s NPF. Therefore, moving forward as this social value tool goes through different iterations, it will need to recognise and respond to the SFC’s new National Impact Framework for educational institutions in Scotland.

Overall, this report acts as a pioneering first step in developing an evolving tool to evaluate the social value of the City of Glasgow College. We have identified throughout where additional data will be required to strengthen the tool and capture the full range of the City of Glasgow College’s contribution to wellbeing and inclusive growth. This platform will continue to evolve and grow to demonstrate how we can collectively capture social value for City of Glasgow College and other colleges across Scotland, to show their contribution to key government agendas beyond education and to global ambitions such as the Sustainable Development Goals. In the future we look forward to further work developing and refining this tool, so that we can ensure the social value of colleges is captured, recognised, and enhanced over time.



INTRODUCTION

Across the world, governments are taking steps to deliver ambitious, new agendas which build on existing economic models at both the national and international level. This involves reorganising our social and economic models to promote the wellbeing of citizens alongside economic growth, ensuring we deliver inclusive growth and sustainable development for people and planet. The Scottish Government, as a founding partner of the Wellbeing Economic Governments partnership (WEGo), has led the way in reimagining how nations quantify national prosperity against a set of outcomes in the form of the National Performance Framework (NPF), as well as taken steps towards creating a blueprint for how nations can institute a wellbeing economy, create a fair work nation for all, and move towards eliminating child poverty (Wellbeing Economy Alliance 2021; Scottish Government 2021a). For these agendas to be realised, each part of society must cohere and deliver on these common national goals, colleges being no exception.

Colleges are rightly recognised for their significant and evolving contribution to education in Scotland. However, in addition to engagement on economic agendas and driving positive educational outcomes, it is important to also capture the civic role of colleges. Looking to the future, it will be critical that policymakers and colleges themselves recognise the full role of colleges in delivering inclusive and sustainable growth in Scotland, and in laying the foundations of a wellbeing economy. This report offers a tool, developed and utilised by City of Glasgow College, which aims to capture the full social value of a college. In doing so, we can identify key areas where data collection is needed to fully capture City of Glasgow College's existing and future social value to wider society.

To achieve this, we have developed a model which draws upon the Scottish Government's NPF to capture how colleges contribute to Scotland's society and economy. Comprised of 11 National Outcomes, and a series of indicators per outcome, the NPF is informed by and consistent with the United Nations Sustainable Development Goals (SDGs), setting out broad goals which Scotland is striving to achieve. Eight National Outcomes have been selected as particularly relevant to the college sector to reflect where Scotland's colleges provide the greatest overall value to its students, staff, and the wider world. These include **Health** and wellbeing, **Environmental Sustainability**¹, **Communities, Culture, Education, Fair Work and Business**², tackling **Poverty**, and the **International** reach and impact of the college as a representative of Scotland. Within this framework it is possible to assess whether a college is 'improving', 'maintaining', or 'developing' against past performance, in accordance with a set of indicators under each of these eight outcomes.

¹ This outcome is comprised of environmental indicators under the 'Economy' within the National Performance Framework.

² We have termed Fair Work and Inclusive Growth.

Situated in the heart of Glasgow city centre, City of Glasgow College is the largest technical and professional skills college in Scotland and produces around 8,000 graduates each year (City of Glasgow College 2021a). City of Glasgow College is collaborating with IPPR Scotland to develop and trial a tool to measure the full value a college provides. We hope this will be the first step in an iterative process, through which the tool will evolve and improve over time, incorporating new indicators and more comprehensive data to measure and accelerate colleges' contribution to delivering a wellbeing economy.



PART 1: DEFINING AND MEASURING THE SOCIAL VALUE OF COLLEGES

Policy context

In recent years, the Scottish Government's policy focus has been shifting towards wellbeing as an overriding aim for government and the economy. The Scottish Government has stated its intention to reorientate the priorities of government and re-define national prosperity accordingly. This commitment has led to the development of what has been called a world-leading, outcome-based framework which measures national progress through the establishment of the National Performance Framework (NPF).

The NPF is not an altogether new development. It was launched in 2007 with an enduring aim: to measure national wellbeing beyond traditional economic metrics like Gross Domestic Product (Scottish Community Safety Network 2018). By 2018, the NPF had evolved into a 11-part outcome-based framework, comprised of 81 individual national indicators, each determining whether Scotland is 'improving', 'maintaining', or 'worsening' on everything from culture and biodiversity to productivity and mental wellbeing (Scottish Government 2021a).

Today's NPF is heavily inspired by the UN's SDGs. The SDGs are an attempt to capture national/regional/local performance against a set of 17 universal 'Global Goals' adopted by all 193 UN member states in 2015 (UN 2021). All nations are expected to fulfil these goals by the year 2030. Overall, the SDGs represent a global commitment to realise better, more sustainable outcomes for people and planet, and a wider shift away from a dependence on exclusively economic metrics in measuring national and global prosperity.

Within this report, we have examined the 11 NPF 'National Outcomes' and 17 SDGs from the perspective of a college and found that it is possible to identify areas where a college may have substantive social impact. We have selected 'Goals' and 'Outcomes' which the college sector can use to demonstrate their 'value' and outline steps toward achieving them. In Part 2 we outline the key SDGs and NPF 'National Outcomes' for City of Glasgow College in relation to social value.

A wellbeing economy is described as *'a society that is thriving across economic, social and environmental dimensions and that delivers sustainable and inclusive growth for the people of Scotland'* (Scottish Government 2020). The Scottish Government identifies four principles of a wellbeing economy:

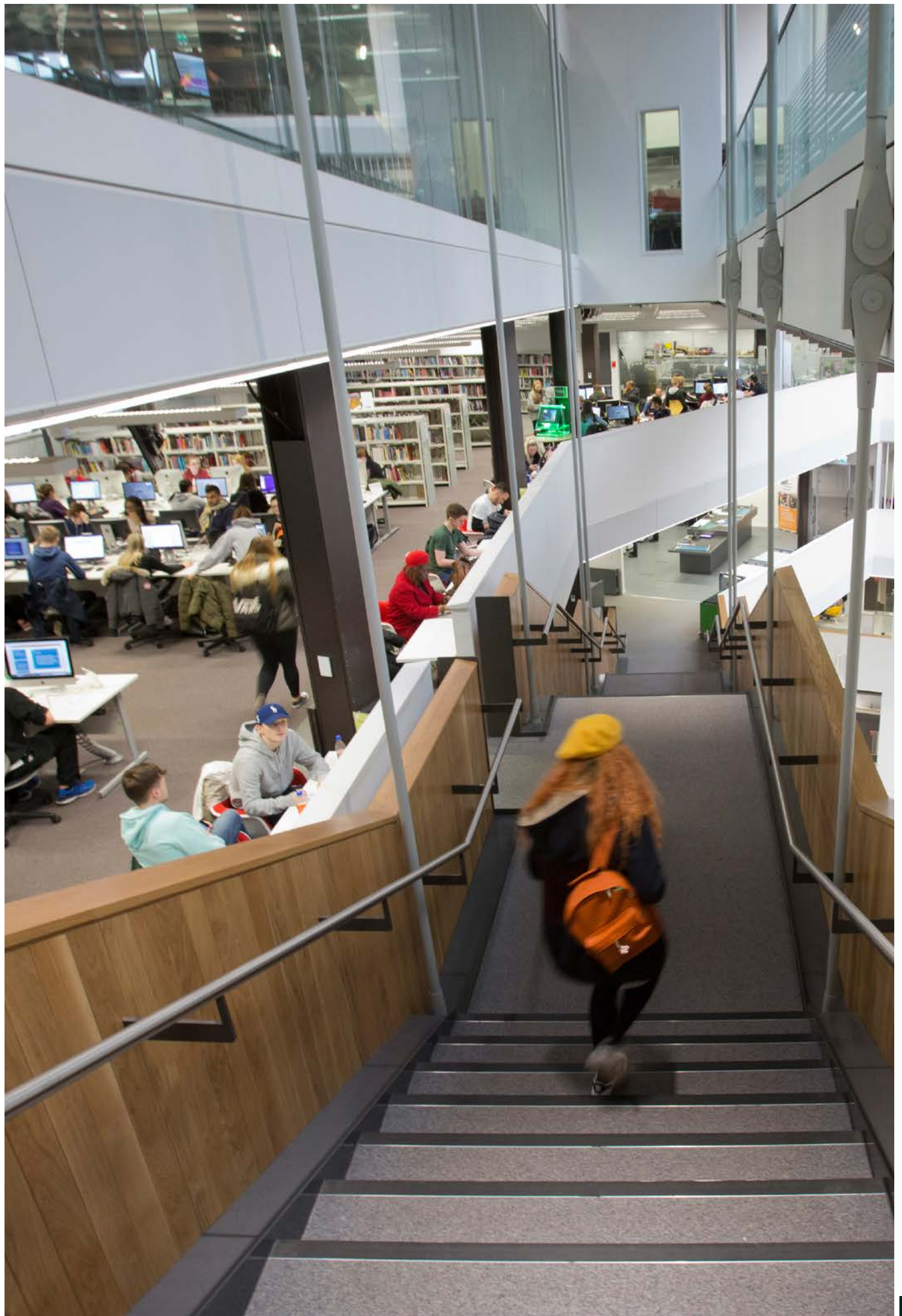
Economic progress and prosperity – a thriving private sector, driven by innovation and internationalisation, that provides quality employment for the people of Scotland.

Inclusion – ensuring that all people and communities across Scotland are able to contribute to and feel the benefits of our economy and society.

Sustainability – ensuring current and future wellbeing through environmental, social and economic sustainability through an economic model that protects and restores nature and helps us live within the planet's sustainable limits.

Resilience – an economy that is 'future proof', diverse, and capable of withstanding shocks, due to the strength of its human, natural, social and economic capital (Scottish Government 2020).

These definitions suggest substantial common ground exists between wellbeing economy and inclusive growth agendas. The Scottish Government's vision for a wellbeing economy places economic inclusion as a central component alongside a re-emphasis on environmental sustainability, and a de-emphasis on economic growth as the primary economic objective. A wellbeing economy offers a more developed vision for Scotland's economic strategy – shifting away from traditional indicators, such as GDP growth, and towards a more holistic set of ambitions for Scotland. Where previous approaches might have understood narrowing inequalities and prioritising environmental sustainability as the preserve of social policy, ambitions to deliver an inclusive economy or a wellbeing economy place them at the heart of economic policy. This was evidenced in previous IPPR Scotland research which found a shift in decision making, whereby economic policy officials understood social outcomes to be as much within their remit as health or housing policy (Statham and Gunson 2019).



Further, alongside and underneath the wellbeing agenda, the Scottish Government has laid out clear policy priorities around ‘inclusive growth’, fair work, child poverty, and a just transition to net zero. As of 2015, the Scottish Government has placed inclusive growth at the heart of Scotland’s economic strategy, moving beyond GDP as the sole measure of national prosperity through a vision for economic growth that is inherently inclusive and delivers prosperity for all (Scottish Government 2015).

As we move beyond the depths of the Covid-19 pandemic, the Scottish Government’s Economic Recovery Implementation Plan re-affirms this focus alongside new ambitions to deliver a wellbeing economy. The plan argues that by tackling entrenched inequalities by, for example, substantially reducing child poverty by 2030 in accordance with the Child Poverty Act (2017), and working to secure fair work across Scotland’s labour market, Scotland can unlock greater wellbeing while creating a stronger, fairer economy (Scottish Government 2017; Scottish Government 2020). Therefore tackling inequalities and enhancing wellbeing are considered crucial to Scotland’s post-Covid-19 recovery, while remaining consistent with efforts to tackle the climate crisis.

The promise to deliver a just transition features prominently in the Scottish Governments plans for reaching net zero. In 2019 the first meeting was held of the newly established Just Transition Commission. The commission was tasked with providing ‘practical, affordable, actionable recommendations’ to Scottish Ministers on how Scotland’s communities can simultaneously build climate resilience and achieve net zero in a fair, just manner (Scottish Government 2019). To support a consistent approach across government, the Commission plans to collaborate with the Poverty and Inequality Commission, the Fair Work Convention, and others to produce work which is coherent with the Scottish Government’s wider agendas (Scottish Government 2021b).

Fair work has been a sustained policy focus of the Scottish Government and continues to feature as a key priority for Government. Fair Work First is the Scottish Government’s flagship fair pay policy which requires employers entering procurement settlements across the public sector to adopt fair work practices like paying the Real Living Wage, tackling gender pay gaps, and recognising the rights of workers to organise collectively. ‘Action plans’ targeting fair work improvements for particular groups of people have also been utilised, for example the 2018 ‘Fairer Scotland for disabled people: employment action plan’ to support employers recruit and retain disabled people, and the 2019 ‘A fairer Scotland for women: gender pay gap action plan’. The latter outlines how everything from employability skills to childcare can be utilised to close the gender pay gap.

Other major fair work initiatives include the Scottish Business Pledge initiative, which encourages employers to reform their workplaces to promote ‘fairness, equality, and sustainable employment’ (Scottish Business Pledge 2021). The establishment of the Fair Work Convention (FWC), which acts as an independent advisory body reporting to Scottish Ministers, also has a stated goal of achieving fair work in all of Scotland’s workplaces by 2025 (Fair Work Convention 2021a). As part of the wider Fair Work Action Plan the Scottish Government aims to guarantee all workers in Scotland an ‘effective voice’ in their workplace, ‘opportunities’ to access work and excel, ‘security’ of income, individual ‘fulfilment’ through workplace relationships, and ‘respect’ and dignity in their work (Fair Work Convention 2021b). Also, as detailed in the SNP’s 2021 manifesto, the party intends to deliver a trial of a four day working week, to allow employers to acquire ‘Living Hours’ accreditation, and to further embed fair work conditionality in winning public grants through the Fair Work First programme, a promise which has been reaffirmed through the SNP-Green cooperation agreement (SNP 2021; Scottish Government 2021c).

Simultaneously, Scotland’s education sector has been adapting its approach and ascertaining how it can realign its sectoral priorities to be more coherent and consistent. In response, in October 2020, the Scottish Funding Council (SFC) published the first of its three-part ‘Coherence and Sustainability’ report, a review of Scotland’s tertiary education sector. The review followed on from the Cumberland-Little report, published in February 2020, which looked to evaluate the economic impact of Scotland’s colleges, and how to enhance business relations and productivity. Since then, the SFC has completed its ‘Coherence and Sustainability’ programme with the publication of its final phase three report in June 2021. One of the key tasks highlighted within the SFC review was to consider how existing outcome agreement arrangements can be built-on and improved.

Overall, the SFC has outlined what it sees as a college’s responsibility to promote sustainable and inclusive growth by creating opportunity, prosperity and wellbeing for all, harnessing the social, economic, and cultural potential of the college sector to transform local communities and combat social inequality and disadvantage (SFC 2020). As a result, the SFC has set the groundwork for how colleges can become more coherent in how they measure and recognise success through a renewal of SFC Outcome Agreements.

Both the SFC and the Cumberland-Little report are united in calling for reform of the existing Outcome Agreements, and for a new National Outcome and Impact Framework which would streamline its approach, with clearer goals and a “more direct line of sight” to the NPF and UN SDGs (Cumberland-Little 2020; SFC 2021). In so doing, the NPF will help inform a ‘more targeted’ negotiation of Outcome Agreements between the SFC and colleges, as well as better articulation of the social value of any given college. This will help colleges evaluate their performance in accordance with wellbeing principles and flag relevant areas for improvement.

Colleges deliver significant impact beyond education alone, important as educational outcomes are. For students, for staff, for the community, economy and the wider world, colleges in Scotland do and can have a clear role in delivering greater wellbeing, inclusive growth, and driving down poverty and inequality. However, to recognise and further develop this wider social value, it is important to begin to understand potential key social value aims and to analyse performance against them.

What is 'social value'?

How to measure the value of a college is not immediately obvious. A significant range of existing academic work has attempted to quantify 'social value' however much of the literature defines 'social value' in a broad and imprecise way of less use to building a social value tool. The term 'social value' is often used interchangeably alongside 'social impact', 'social contribution', and 'social benefit'. There is little consensus over whether 'social value' should be treated as separate and distinct from economic and environmental concerns, or as an all-encompassing umbrella term under which economic, environmental, and social metrics fall (Hall 2015).

Several models have been developed which seek to measure 'social value'. Among them are Social Return on Investment (SROI) and Socially Modified Economic Evaluation (SMEV). These are economic cost-benefit analyses which aim to quantify the value of certain 'outcomes' and 'outputs' respectively and build a picture of an institution's social value (Kelly and McNicoll 2011; NEF Consulting 2021). The problem with SROI particularly is the monetisation of the value of outcomes to produce a 'social value' return on investment which is subjective and prone to overly optimistic assessments (Lawlor et al 2008; Kelly and McNicoll 2011). Another method for calculating social value moves away from economic techniques and focuses instead on a human-centred analysis known as 'Human Capital Analysis' (HCA) (McMahon 2009). HCA acknowledges there are several nonmonetary benefits, something which is particularly true in the education sector. That said, HCA is a more intensive and analytically demanding process.

It is perhaps more helpful to reflect on how 'social value' has been defined to suit educational institutions. In the context of universities, social value has been defined as the accumulation of value 'generated through teaching, research, knowledge exchange and identifiable externalities' (Kelly and McNicoll 2011). This definition is primarily limited to the classroom, with less attention given to the wider impact. To measure the wider social value of colleges it will be important to recognise a college's ability to add value in social, economic, and environmental terms both inside and outside the classroom.

Core elements of social value of a college

From the literature that is available, it is possible to begin to understand some of the core elements that might make-up the social value of a college. For instance, a key component of what the literature describes as the social value of colleges would be their role in promoting Lifelong Learning. Lifelong Learning is predicated on the idea that colleges should provide for everyone, regardless of age or circumstance, access to education or training as a route to employment. In this respect colleges are integral to our social infrastructure, helping local communities adapt to changing economic realities. The extent to which colleges set out clearly defined entry and exit opportunities, from high school to retirement, is of critical importance, creating an inter-dependent system between education and industry (Cumberford-Little 2020; SFC 2021). Equally, organising access to funds, allowing prospective students who wish to re- and up-skill the ability to apply for financial assistance, is vital to enhancing access (SFC 2020; SFC 2021).

A college's contribution to delivering 'inclusive growth' could potentially highlight some aspects of the social value they create. Scotland's colleges are uniquely placed to reach out to the most underserved communities in society and create pathways to realising their full potential (Cumberford-Little 2020). Colleges can also play a key role in reshaping the macro-economic agenda. The SFC is explicit in its ambition to see Scotland's colleges lead the way in responding to sustained economic disruption and inequalities which arise post-crises (SFC 2020). This might be achieved by engaging in partnerships with businesses, offering expertise to drive productivity improvements; meanwhile colleges benefit from training and employment opportunities, establishing a mutually beneficial relationship (Cumberford-Little 2020). At the same time colleges may also be judged according to whether they are sufficiently committed to the principle of fair work by choosing to partner exclusively with FWC-accredited businesses (Fair Work Convention 2021a).

A commitment to diversity and inclusion is another important measurement of a college's value. Today's generation of young people are the most diverse in Scotland's history. Ensuring that students enrolled in colleges reflect and embrace that diversity will be important moving forward. Studies show that people with higher rates of education are more likely to reject negative racial stereotypes and embrace difference and diversity (Wodtke 2012). As a result, colleges are seen as pivotal in ensuring Scottish society becomes more accepting and inclusive, and less polarised (Cumberford-Little 2020).

Existing literature also highlights the role colleges might play in supporting the health and wellbeing of students and staff. A reported 82% of students are said to suffer from stress and anxiety throughout their time in Further Education (FE), with

as many as 45% reporting experience of depression (Veiber 2017). In response, colleges have an opportunity to provide students and staff with facilities which promote good mental health. This can mean anything from facilitating quiet, contemplative spaces; establishing support networks which promote mindfulness to combat anxiety, depression, and stress (Worsley et al 2020); to employing counsellors who can support students struggling with their mental health (SFC 2020).

In terms of the communal value of colleges, Scotland's colleges already operate as hubs for local innovation, knowledge exchange, and community engagement. Functioning as 'civic anchors', colleges are equipped with the tools to help their local community drive economic prosperity, resolve social problems, and enrich local culture (SFC 2020). Colleges with the greatest value social value are those that are embedded within their surrounding area, able to establish a firm local reputation, while committing to a wider civic mission to 'sustain and renew' local communities (ibid). By adopting a 'place-based approach', colleges can be invaluable local assets: providing leadership to regenerate and elevate the fortunes of their local community (Cumberford-Little 2020; SFC 2021).

A particularly pressing concern for Scotland's colleges is establishing their role in meeting the Scottish Government's 2045 target for net zero emissions. Hence, any attempt to assess the social value of colleges should ascertain whether colleges are sufficiently living up to their obligation to combat climate change. Colleges can then be judged according to whether they have a target year and realisable plan for achieving net zero emissions (SFC 2021).

Finally, the ability of a college to inspire and broaden horizons on a cultural level cannot be overlooked. Colleges can act as centres for cultural exchange, bringing artefacts and collections to local communities which might otherwise be out of reach (SFC 2020). Colleges might conduct art and design classes at discounted rates, and hold musical performances, or free public lectures and science fairs to educate and inform locals and students (Kelly and McNicoll 2011; Cumberford-Little 2020). All these events reflect the social mission of a college to provide opportunities to educate and inspire.

PART 2: DESIGNING A TOOL FOR MEASURING A COLLEGE'S VALUE

Having reviewed the existing literature concerning the measurement of 'social value' and covered the changing policy landscape away from traditional economic measurements, we attempted to bring this evidence and analysis together to design a tool for measuring a college's social value to students, staff, wider society, and the world.

Given the difficulties in defining 'social value', our tool draws upon the UN's Sustainable Development Goals (SDGs) and the Scottish Government's National Performance Framework as functional measures of national performance which capture value beyond monetary benefits. Therefore, we are able to begin to outline the full contribution from City of Glasgow College in a way that allows an understanding of the College's contribution to these important national and international policy agendas.

Looking across all 17 of the SDGs, nine were judged to be areas where colleges have impact. Similarly, eight out of a possible 11 National Outcomes are identified from the NPF, each comprised of a series of indicators.

Several of the SDGs and National Outcomes correspond with one another. For instance, the SDGs of Good Health and Wellbeing and Zero Hunger match with the NPF's ambitions for achieving the Health outcome. Likewise, the Reduced Inequalities and Gender Equality SDGs both share much in common with the NPF's ambitions for Education, widening access across existing inequalities in Scottish society, and Fair Work and Business (or as we term it Fair Work and Inclusive Growth) for similar reasons of fairness and equality in the workforce.

The three other National Outcomes chosen do not correspond as neatly with the chosen SDGs but reflect important areas where Scotland's colleges have impact. This includes, Communities, Culture, and International.

Selected SDGs and NPF Outcomes

UN Sustainable Development Goals	National Performance Framework
Good Health and Wellbeing	Health
Zero Hunger	Health
Climate Action	Environmental Sustainability*(Economic)
Sustainable Cities and Communities	Environmental Sustainability*(Economic)
No Poverty	Poverty (Tackling Poverty)
Quality Education	Education
Reduced Inequalities	Education / Fair Work and Business
Gender Equality	Education / Fair Work and Business
Decent Work and Growth	Fair Work and Business (Fair Work and Inclusive Growth)
N/A	Communities
N/A	Culture
N/A	International

When it comes to measuring a college's performance against each of these dimensions, where possible we conduct a time-series analysis as a determination of performance. This way the tool can judge, relative to previous year's performance, whether the college is 'improving' on a certain area; 'being maintained, with the status quo maintained; or highlight where progress is in a process of 'developing'. Performance is based on an individual college's performance rather than comparison between colleges or against a standard of best practice.

Detailed below is a table outlining the eight chosen National Outcomes, and their subsequent indicators, used to determine performance of the City of Glasgow College.

Social Value Tool: Outcomes and Indicators Grouped

National Outcome	Chosen Indicators
Education	Access rates for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics
	Qualifier rates for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics
	Attainment and outcome rates for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics
	In-work training opportunities
Environmental Sustainability	College's carbon footprint
	Total waste production
	Rates of active travel to and around campus
	Biodiversity on and off campus
Health and Wellbeing	Mental wellbeing of students
	Mental wellbeing of staff
	Physical and healthy activity among students and staff on campus
	Healthy eating take-up on campus

Tackling Poverty	Financial support beyond national offer for FE and HE students
	Levels of student hardship and student poverty
	Levels of in-work poverty among staff and subcontractors
	Non-financial support to tackle food, period, digital and energy poverty
Fair Work and Business	College leavers in positive destinations
	Staff and contractors in fair work
	College leavers in fair work
	Earnings premium for qualifiers from most deprived areas and other protected characteristics relative to general college leaver population
Culture	Student Association societies and attendance
	Student Association sport clubs and attendance
	Student and staff attendance at cultural events on campus
	Student and staff participation in cultural events on campus
Communities	Engagement in ESOL education
	Involvement in community ownership schemes
	Facilities utilised by locals
International	Engagement in international networks
	Overseas exchange programmes
	Positive views of Scotland college from international students

How is the City of Glasgow College performing against the tool?

We wanted to understand how City of Glasgow College is currently performing against this first iteration of a social value assessment tool. To accomplish this, we worked with the College to collect quantitative and qualitative data, including existing survey data, interviews and research events with students and staff. We have outlined where further data would be helpful to strengthen the judgements, and where data is currently not available. Furthermore, given this is the first iteration of the tool, we have not been able to undertake time-series analysis in a way that should be possible for some outcomes and indicators in future iterations.

For each of the eight outcomes we have developed a vision statement alongside whether the College is 'developing', 'maintaining' or 'improving'. We have done the same for each of the indicators that sit under the eight outcomes and highlighted, where relevant, the kind of additional data that may be useful in the future to strengthen the social value assessment tool.



National Outcome	Chosen Indicators
Education	Access rates for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics
	Qualifier rates for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics
	Attainment and outcome rates for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics
	In-work training opportunities
Environmental Sustainability	College's carbon footprint
	Total waste production
	Rates of active travel to and around campus
	Biodiversity on and off campus
Health and Wellbeing	Mental wellbeing of students
	Mental wellbeing of staff
	Physical and healthy activity among students and staff on campus
	Healthy eating take-up on campus
Tackling Poverty	Financial support beyond national offer for FE and HE students
	Levels of student hardship and student poverty
	Levels of in-work poverty among staff and subcontractors
	Non-financial support to tackle food, period, digital and energy poverty

Fair Work and Business	College leavers in positive destinations
	Staff and contractors in fair work
	College leavers in fair work
	Earnings premium for qualifiers from most deprived areas and other protected characteristics relative to general college leaver population
Culture	Student Association societies and attendance
	Student Association sport clubs and attendance
	Student and staff attendance at cultural events on campus
	Student and staff participation in cultural events on campus
Communities	Engagement in ESOL education
	Involvement in community ownership schemes
	Facilities utilised by locals
International	Engagement in international networks
	Overseas exchange programmes
	Positive views of Scotland college from international students

Key:

	To be collected		Developing		Maintaining		Improving
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OUTCOME 1 – Education – Maintaining

VISION: The college works to widen access to education and training so that everyone across society, regardless of background or circumstance, can get in, stay in, and get on in education and fulfil their full potential.

Provisional indicators:

1. Access rates improve for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics – maintaining
 2. Qualifier rates improve for students in general and from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics – maintaining
 3. Attainment and outcomes improve for students from SIMD backgrounds, by care experience, gender, race, disability, and other protected characteristics – maintaining
 4. Number of in-work training opportunities increases – improving
-

When evaluating a college's social value it is important to consider its most obvious contribution as an educational institution: the ability to elevate the fortunes of enrolled students, through education and training in a variety of different skills and disciplines, providing accredited qualifications to pursue their life ambitions. Additionally a college's social value can also be judged according to its capacity, as one educational expert who spoke to IPPR Scotland put it, to partake in 'horizon gazing', working to, flex and move [college] staff and programmes around' to meet the skill gaps of today and tomorrow.

In keeping with this understanding, a college's social value can be determined with respect to: access; qualifier; and attainment rates particularly according to SIMD, care experience, race, disability, and other protected characteristics of students. This way it is possible to gauge the extent to which a college is delivering on the promise of inclusion in whom it enrolls, and its ability to retain students for the duration of their coursework and to elevate students into positive destinations. Equally, it is important to consider the number of in-work training opportunities on offer through the college as an illustration of the college's ability to provide multiple routes into high quality employment.

On access rates, looking at the socioeconomic background of the student population, as indicated by the SIMD percentile of their postcode, in 2019/20,

24.1% of enrolled students resided in Scotland's 10% most deprived communities (SIMD10). This figure increases to 38.0% for the 20% most deprived communities (SIMD20). These same metrics for 2020/21 fell to 22.0% of student admissions from SIMD10, a reduction of 2.1%, as does the SIMD20 metric, falling to 34.7%, 3.3% fewer than 2019/20 levels. Overall, there was a decline in the total proportion of admissions from the most deprived students in 2020/21. This must not detract from the reality that in raw numbers, the City of Glasgow welcomes more students into HE from SIMD20 backgrounds and produces a higher number of HE qualifiers from SIMD20 backgrounds than both Glasgow Clyde and Glasgow Kelvin colleges combined.

The story is different when it comes to the admission of students with a disability and those who are care experienced. In 2019/20, 12.4% of student admissions had a disability. This rose substantially to 16.9% in 2020/21, an increase of 4.5%, and the highest overall share for the College on record. Likewise, the share of admissions for care experienced students also increased, this time by 0.7%, from 3.9% in 2019/20, to 4.6% in 2020/21. Meanwhile, among those students from an ethnic minority background the share of admissions has remained stable at 10% in 2020/21, identical to the 10% recorded in 2019/20.

On age, City of Glasgow College appears to be enrolling greater numbers of students above the age of 25, although younger students dominate fulltime courses in FE and HE (upwards of 80% of students were aged 24 and younger between 2019/20 and 2020/21). As for part-time FE and HE courses the proportion of students aged 25 and older is much larger. Indeed in 2019/20 only a slim majority (50.1%) of students enrolled in FE were between the ages of 16 and 24, with as much as 15.8% of students aged 40 and older. In 2020/21, the younger portion fell to 48.9% while those aged 40 and older increased to almost 20%. The same is true for HE courses, with the 16-to-24 cohort numbering 42.4% in 2019/20, before falling to 37.8% in 2020/21. Meanwhile those aged 40 and older grew from 14.2% in 2019/20 to 16.4% in 2020/21, with further increases across the 30-to-39 student cohorts. This demonstrates that greater numbers of older students are enrolling, particularly in part-time courses, reflecting well on the College's lifelong learning commitment.

Turning to the qualifier rate, measuring the College's ability to retain students throughout the duration of their course, we can look across several protected characteristics to track the percentage of students achieving 'complete success' of courses, and those withdrawing early. Among students from SIMD10 backgrounds, since 2017/18, the percentage has hovered between a low of 69.7% in 2018/19 and a high of 72.4% the following year in 2019/20. As of 2020/21 the figure has fallen just below 70.0% to 69.8% while total withdrawal rates have increased significantly on 2019/20 (16.9%) to 22.2% in 2020/21. Among SIMD20 students the trajectory is almost identical, with the 'complete success' rate falling from 72.9% in 2019/20 to 70.5% in 2020/21 while the withdrawal rate has increased to a five-year high of 21.4%, up from 16.9% in 2019/20.

For those students classified as 'care experienced', there has been a large 5% increase of students achieving 'complete success' of their course on the 2019/20 figure. Moving from 54.2% to reach 59.3% in 2020/21, however the withdrawal rate also increased on 2019/20 from 25.9% to 27.7% in 2020/21. For disabled students, the 'complete success' rate has fallen from a high of 74.3% in 2019/20 to 72.1% in 2020/21 with an accompanying 2.7% increase in the withdrawal rate on 2019/20 (at 15.7%) to 18.4% in 2020/21. Similarly for ethnic minority students the percentage who completed their course fell from a high of 78.6% in 2019/20 to 76.3% in 2020/21, while the withdrawal rate again increased from 12.0% (in 2019/20) to 15.7% in 2020/21.

Turning to attainment and outcomes, the proportion of total credits delivered to students from SIMD10 has followed a slight downward trend since 2018/19 falling from 23.7%. In 2020/21 we saw the proportion of credits fall by 0.5% against the 2019/20 figure of 23.6% to reach 23.1%. Students from SIMD20 have followed a similar trajectory, falling from a high of 38.2% of all credits awarded in 2017/18 to 37.6% in 2019/20, and 36.1% in 2020/21, a substantial decline of 1.5% against last year.

As for care experienced students, while in 2014/15 only 0.2% of all credits awarded went to care experienced students, the proportion has increased every year since reaching 4.1% in 2019/20, (where it has remained stable at 4.1% in 2020/21) a full 1.1% ahead of the 2018/19 figure of 3.2%. This is a considerable improvement over a short time where it has now stabilised.

Among students with a disability, the total proportion of credits awarded has increased consistently since 2016/17. From 10.0% of all credits to 14.0% in 2019/20, before increasing a further 1.2% in 2020/21 to five-year high of 15.2%. Meanwhile the proportion of awards to students who belong to an ethnic minority has similarly increased annually since 2016/17, from 13.1% to 14.9% in 2019/20, increasing 0.1% in 2020/21 to reach 15.0%. It is also possible to gauge the proportion of student leavers who obtained a qualification by course type.

All FE students studying on a full-time basis have seen the proportion receiving a recognised qualification fall since 2015/16, from a high of 71.7%, to a low of 65.9% in 2018/19, before rebounding to 68.8% in 2019/20. Among those enrolled in part-time FE courses, a considerably higher proportion of students have received a recognised qualification every year since 2014/15. However, progress has recently declined: peaking at 87.7% in 2016/17, the proportion has fallen to 82.9%.

As for HE, there is a similar discrepancy with full-time students on average underperforming part-time students on qualifications awarded. The proportion of full-time students receiving a qualification has been in decline between 2015/16 and 2018/19, with 76.2% being the previous high point. This fell to 71.5% in 2018/19 before peaking at 76.7% in 2019/20, a significant reversal in fortunes. Regarding part-time students, the trend is more stable with figures fluctuating between a

high of 83.1% in 2014/15 and a low of 80.8% the following year. More recently the 2019/20 figure of 81.0% has fallen against the 2018/19 figure of 82.2.

Overall, the fluctuations year-to-year are such that progress among HE and FE students is broadly maintaining, however there is a consistently large gap between the higher qualifying part-time and lower qualifying full-time students. When it comes to advancing opportunity in vocational skills through in-work learning, the City of Glasgow has a more straightforwardly positive record.

Between 2016/17 and 2019/20 the number of Modern Apprenticeships (MAs) increased significantly on an annual basis. Student MAs went from 273 in 2016/17 to a high of 590 in 2019/20, with BAE Systems, Thales, and WGM among the companies increasing investment in apprenticeship schemes. The total number then fell by 87 in 2020/21 to 503 MAs, a decline attributed to the pandemic as City of Glasgow College which otherwise remains a sector leader in terms of the volume of MAs.

City of Glasgow College's SVQ Hub is a further demonstration of the College's commitment to work with business and improve the College's work-based learning offer. With an emphasis on learning skills through practical experience, the Hub offers students the ability to gain vocational qualifications through employment, with opportunities in child and social care as well as multiple businesses across Scotland. The number of students enrolled through the Hub scheme has increased from around 75 students in 2015 to upwards of 250 as of 2019/20 where it has since remained in 2020/21, with an accompanying increase in potential commercial candidates.

Overall, aside from definitively positive signs coming out of the College's in-work learning programme, determining whether the College is progressing with respect to Education becomes more mixed when considering the admissions, qualifiers, and outcomes data previously examined. The proportion of admissions from SIMD10 and SIMD20 backgrounds has fallen on 2019/20, however there have been increases in the proportion of students admitted who are 'care experienced', have a disability, or are among older demographics. Meanwhile the qualifier rate has increased among students with care experience in 2020/21, however there has been marginal declines against 2019/20 rates among students from SIMD10 and SIMD20 backgrounds, as well as those with a disability and students from black and minority ethnic backgrounds. As for attainment and outcomes, again students in SIMD10 and SIMD20 are on a slight decline from 2019/20, whereas disabled, minority ethnic, and students with care experience have all improved on 2019/20 as a proportion of total credits awarded. Therefore, City of Glasgow College is 'maintaining' on this outcome. In the years ahead, continuing to expand the array of educational and training opportunities will help make lifelong learning a reality. There is also room for additional indicators on gender segregation of courses and more granular data around post-qualification outcome to further reinforce the quality and scope of this social value assessment.

OUTCOME 2 – Environmental Sustainability – Improving

VISION: The college works to successfully reduce greenhouse gas emissions on campus by embracing sustainable practices to contribute towards Scotland's goal of becoming net-zero by 2045.

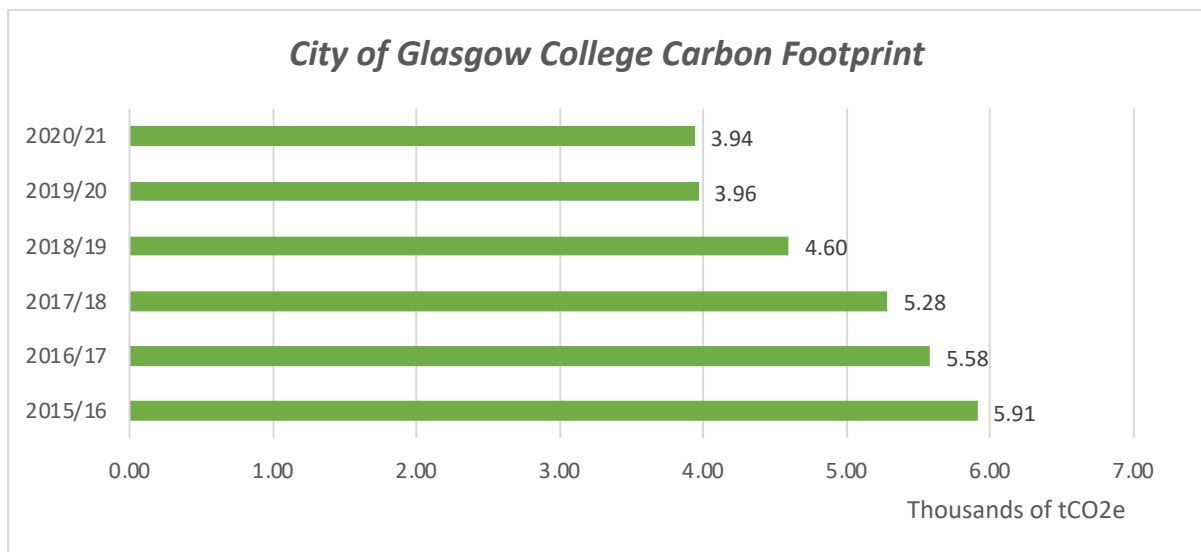
Provisional indicators:

1. Reducing the college's carbon footprint – improving
 2. Reducing total waste production – improving
 3. Increasing rates of active travel to and around campus – to be collected
 4. Improving biodiversity on and off campus – to be collected
-

Scotland has world-leading ambitions to combat climate change but we now require action to match. In line with these ambitions City of Glasgow College has been keen to ensure it embraces the environmental agenda with a commitment to reach net zero emissions by 2040, five years before the Scottish Government's target for Scotland, and 10 years before the UK government's target for the UK (Glasgow City of Science and Innovation 2021).

Progress towards environmental sustainability can be measured according to several indicators. Firstly, the carbon footprint of the college which provides a comprehensive overview of the total detrimental impact a college is having on the environment. Keeping track of how much waste is produced by a college is a good reflection of a college's commitment to advancing the principles of a circular economy, reducing and recycling waste whenever possible. Rates of 'active travel' to and around campus is indicative of how well a college helps to promote zero carbon transportation alternatives. Finally a college's efforts to enhance biodiversity on and off campus helps embed the importance of ecology and conservation in combatting climate change.

When it comes to City of Glasgow College's carbon footprint the College has made significant progress in reducing emissions across several areas. Over the course of five years the carbon footprint has fallen from 5,909.40 tonnes of carbon dioxide equivalent (5,909.40 tCO₂e) in 2015/16 to 3,939 tCO₂e in 2020/21. This represents a 33% reduction in the College's carbon emissions. This is impressive but necessary progress if the College wishes to achieve net zero by 2040.



This rapid progress was made possible by the College's taking dramatic action reducing emissions in the generation of the electricity supply, which until 2017/18 was the College's largest single source emitter, falling more than half from 3,198.60 tCO₂e in 2015/16 to 1,530.90 tCO₂e by 2019/20. Emissions from electricity generation is now substantially behind emissions produced from natural gas, the current largest emitter.

Other source emissions have been eliminated such as gas oil which in 2015/16 was the third highest emitting source at 829.20 tCO₂e. A year later in 2016/17 it had fallen to 5.99 tCO₂e, and by 2019/20 it was zero. The same is true of petrol and diesel vehicles operated by the College. Today, thanks to a full transition to electric in 2020, the current fleet produces no emissions in daily operation.

As for waste, the College has significantly reduced the overall amount of waste production in kilograms. In the last five years campus waste production peaked in 2018/19 at 596,880 kg. This has since fallen dramatically to 207,000 kg in 2020/21 thanks to increased waste management capacity and policy changes in the interests of sustainability: from charging for single use coffee cups to composting food waste. We have also seen the amount of refuse sent for combustion reduce from 355 tonnes in 2015/16, amounting to 7.50 tCO₂e, to just 28.3 tonnes and only 0.6 tCO₂e in 2019/20, providing further evidence of enhanced campus sustainability.

There remain areas in which more data is needed to capture a fuller picture of the College's contribution to combatting climate change. 'Active travel' of students and staff (cycling and walking) as a carbon-free method of transportation, alongside further evidence of efforts to safeguard and enhance the biodiversity of Glasgow and beyond (though the College Garden initiative shows the College recognises there is potential in this area).

Looking forward there are opportunities for the College to support skill needs in the transition to a net zero economy through the retrofitting of domestic and commercial properties, and other emerging green industries. This could be an additional indicator added to this outcome in the future.

Overall, in terms of environmental sustainability City of Glasgow College is deemed to be 'improving'. A 33% reduction in the College's carbon footprint over five years indicates strong progress, and reflects the work being done to reorient the College away from a high emitting status quo. This is not reason to be complacent as reducing emissions further and swiftly will remain vital to ensuring the City of Glasgow meets its ambitious 2040 net zero target.

'College Gardens'

Since moving to its new City campus in 2016, City of Glasgow College has created two rooftop gardens which grow a wide range of produce. This includes plants ranging from cherry, plum, and nut trees, to artichokes and blackcurrants. The gardens are operated and managed by the CityWorks programme which gets students with additional support needs engaged in horticulture and learning about climate change and protecting Scotland's rich biodiversity. Consistent with ideas of environmental sustainability, the produce is grown using compost derived from campus food waste, and once grown is used by the Hospitality and Leisure Faculty as ingredients or sent to a café located in Kelvingrove. The success of the garden initiative has been recognised and the team behind the project took part in a webinar as part of COP26's Food and Climate Action Project'. The future of the rooftop gardens looks bright with plans to move into rooftop beekeeping in the coming years.



OUTCOME 3 – Health and Wellbeing – Developing

VISION: The college successfully improves and sustains the health and wellbeing of students and staff.

Provisional indicators:

1. Improving the mental wellbeing of students – developing
 2. Improving the mental wellbeing of staff – developing
 3. Increasing physical and healthy activity among students and staff on campus – to be collected
 4. Increased take-up of healthy eating on campus – to be collected
-

The role a college plays in safeguarding the health and wellbeing of students and staff is particularly relevant considering the Covid-19 pandemic and its adverse effects on people's mental and physical health.

Several indicators can be used to illustrate how well City of Glasgow College is performing on this outcome including the support services on offer to help students with their mental wellbeing, reflecting the quality of the College's mental health support infrastructure. Equally, evaluating the mental wellbeing of staff will help gauge whether the dedication of a college to good mental health outcomes extends beyond the student population. Rates of physical activity among students and staff on campus is an indication of the effect colleges might be having on encouraging healthier lifestyles; similarly, determining whether there is an increased take-up of healthy eating on campus for students and staff also reflects on the College's performance on this outcome.

On the mental wellbeing of students, City of Glasgow College is evidently committed to working to improve the mental wellbeing of its students. There has been a great deal of effort to ensure students are able to reach out and receive support either through digital channels (Mental Health & Wellbeing Hub, TogetherAll) or directly through the Student Support and Wellbeing Service, comprised of a group of qualified and trainee Student Counsellors alongside a Mental Health and Wellbeing Coordinator.

However, City of Glasgow College students voiced concerns about the College's mental health offering during an IPPR Scotland discussion group. Many said that they were aware of support programmes but had little idea how they could access the service. Similar complaints were raised about support systems made available through 'MyCity'. There was agreement among students that 'signposting' of mental health support could be improved across the webspace.

In terms of gauging the delivery and efficacy of the College's mental health services, it is possible to judge performance according to the number of student referrals sent to those requiring mental health support, as well as the Counselling Service Outcomes and Evaluation (CORE) average annual scores.

Firstly, on referrals, in 2017/18, 120 students were referred for counselling of whom 93% accessed counselling. The number of referrals has increased each year since, from 201 students in 2018/19, to 207 in 2019/20, before peaking at 229 students in 2020/21. However, as referrals have increased, the percentage of students accessing counselling sessions have declined from 93% in 2017/18, to just over half at 55% in 2020/21. While the capacity to offer students referrals for mental health support has increased, actual uptake as a proportion of referrals has declined.

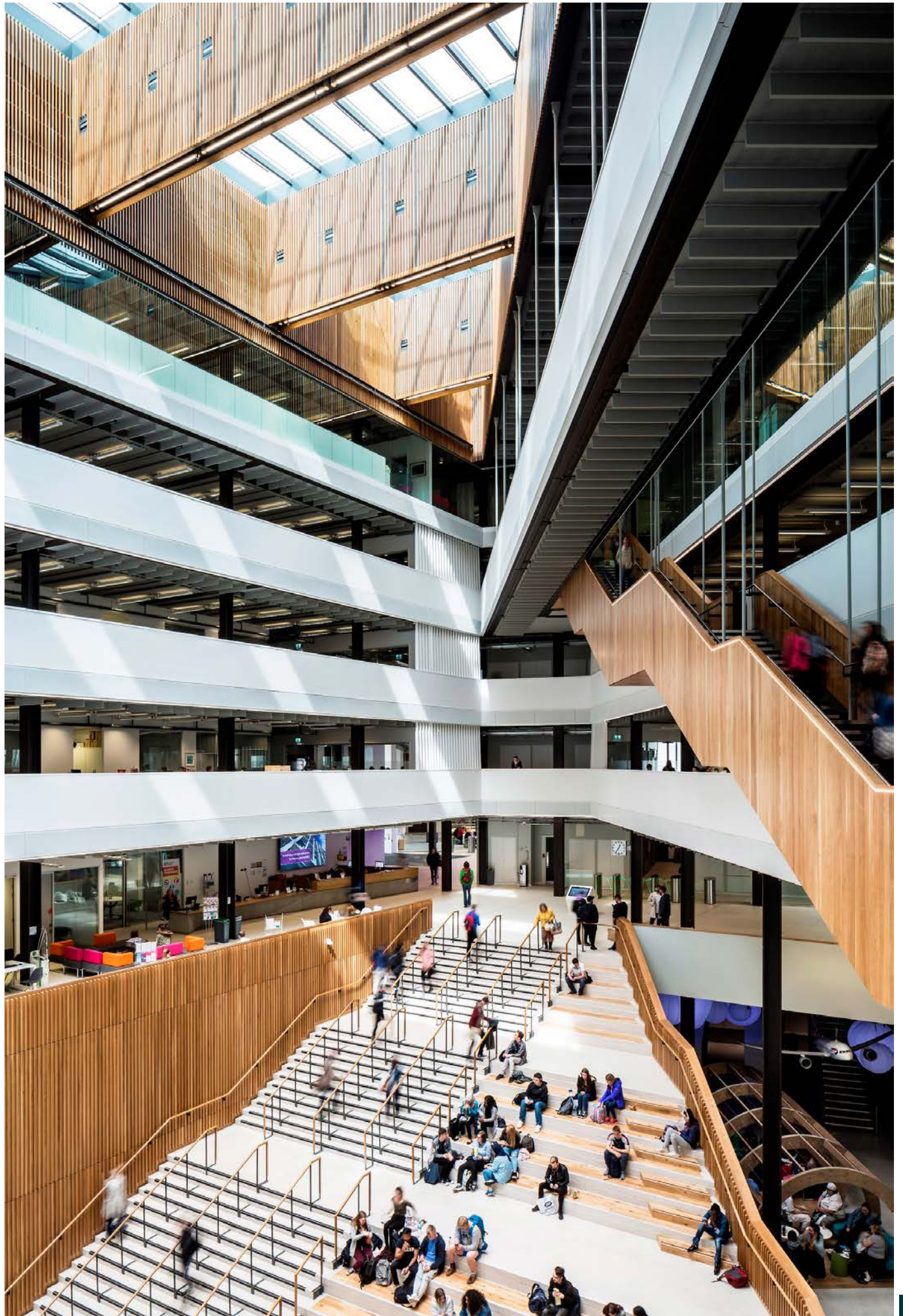
This recent decline in uptake was verified through student discussion groups with many participants praising the college counselling system but failing to 'take them up' on the offer of counselling. One student said they had been offered a session multiple times and reflected that nobody had ever offered them that kind of opportunity outside the College, but ultimately chose not to attend.

As for CORE, the quality of the counselling sessions remains at a high level with students engaged in regular sessions starting with scores (20-25) registering as 'moderately severe to mild psychological distress' and ending with scores considerably lower in severity (10-15). In 2018/19 the average entry score was 21 and 11 on leaving ('mild psychological distress'). Similar scores were recorded in 2019/20, going from 20 to 12, and 2020/21, moving from 18.5 to 9.5. Most recently, in 2021/22, the average entry score was at 18.9, and 12 after completion. It should be noted that as of 2021/22 the College introduced long term counselling, with up to 15 sessions provided through an external provider recommended to students with a greater level of need. Overall, while the service may be good, the uptake remains poor.

As for staff wellbeing, a recent survey which took place over 2020 and 2021 showed that staff struggled with their mental wellbeing, primarily owed to the pandemic and associated public health restrictions. While there is no data from prior years to compare, the study did find that the psychological health of staff was considerably worse than the 'benchmark' with lower scores on staff feeling 'relaxed', at ease with 'decision-making', or feeling able to 'cope' with their duties.

Further data will need to be gathered to determine whether students and staff are engaging in greater levels of physical and healthy activity, or that their diet is sufficiently healthy, on campus. To do so will paint a fuller picture of the impact the College may be having.

Overall, according to the available data, while there is an extensive support network at City of Glasgow College, which has grown in response to Covid-19, with more initiatives and counselling referrals than ever before, and a high-quality provision of services, issues remain in engaging students with these services. Students raised issues with 'signposting' and a general reluctance to partake. While the infrastructure is strong, effort needs to be made to close the gap between service delivery and uptake, therefore the College is deemed to be 'developing' on this outcome.



OUTCOME 4 – Tackling Poverty – Improving

VISION: The college works to eradicate student poverty and in-work poverty among its staff and suppliers.

Provisional indicators:

1. Enhancing financial support for students beyond the national offer for FE and HE – improving
 2. Reducing levels of student hardship and student poverty – to be collected
 3. Reducing levels of in-work poverty among staff and sub-contractors – to be collected
 4. Increasing non-financial support to tackle food, period, digital, and energy poverty among staff and students – improving
-

Glasgow has recorded significant levels of deprivation for decades, therefore, on poverty, City of Glasgow College has an important role to play. To have a positive social impact, colleges need to evaluate to what extent they are offering students and staff the security they deserve to help them thrive. It appears City of Glasgow College has recognised this reality and is working to alleviate the burden of poverty and enhance the financial security of students.

To capture the College's contribution to tackling poverty it is important to determine the financial support on offer to students beyond the national offer to FE and HE students as a demonstration of commitment of the College to delivering more socially just outcomes for students. Also, attaining a better understanding of actual rates of student hardship and poverty will indicate progress in tackling these social injustices year-to-year. It is important not to overlook levels of in-work poverty among staff and sub-contractors alike as a reflection of the College's credentials on worker pay in the fight against poverty. Finally, the extent to which the College provides non-financial support to students and staff to fight food, period, digital, and energy poverty is a further indication of the extent to which any college has a well-rounded plan to combat poverty.

As for the package of financial support for students, the College delivers a joined-up approach to student support. This innovative approach sees the College help students apply for additional hardship funds and direct them to additional mental health and debt support services. The reason this support system is innovative is owed to the fact the College has taken the time to understand and tackle the structural drivers of financial insecurity, and offer support which seeks to alleviate pressures relating to unmanageable debts or mental health issues strained by domestic pressures.

When it comes to measuring the levels of hardship and poverty suffered by students, data is yet to be collected but could prove a valuable indicator moving forward. The same is true for an indicator measuring levels of in-work poverty among staff and sub-contractors, recognising the obligation the College has to its staff and those who work on the College's behalf outside its formal employment structure.

Finally, on non-financial support, the College has taken steps to improve its offering. On food poverty the Students' Association coordinated the distribution of free meals throughout January 2020. This initiative provided meals to over 6,000 students and proved incredibly popular with 70% of students agreeing the initiative was 'very helpful' in managing their finances. Additionally, to tackle period poverty, the College, in line with Scottish Government policy, has stocked and provided free sanitary products since 2018 at both the City and Riverside campuses. The establishment of the 'City Laptop Loan' scheme has also worked to provide students suffering from digital poverty with access to a laptop to partake in blended learning throughout 2020 and 2021. Due to the pandemic, spending on this initiative was scaled-up considerably totalling £2 million.

Overall, initiatives such as these, and the joined-up approach to student financial support, suggest the College is serious about elevating students out of financial difficulty by providing direct monetary and non-monetary support to keep students engaged and focused on their studies. Therefore, on this outcome City of Glasgow College is 'improving'. In a wider sense, the College will continue to play a significant role in preventing poverty by offering students better routes into good quality employment through their college course, another future indicator perhaps.

OUTCOME 5 – Fair Work and Inclusive Growth – Maintaining

VISION: The college works to provide students with the skills and opportunities to enter sustainable and secure employment, and to deliver safe and fair employment for college and supplier staff.

Provisional indicators:

1. Share of college leavers in positive destinations improves – maintaining
 2. Proportion of staff and contractors in fair work increases – maintaining
 3. Share of college leavers in fair work increases – to be collected
 4. The earnings premium for qualifiers from the most deprived areas and other protected characteristic groups improves relative to the general college leaver population – to be collected
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It is critically important to the value of a college that student leavers enter secure, sustainable, high-quality employment, and that college staff and subcontractors benefit from fair work.

As a reflection of a college's commitment to fair work and inclusive growth, several indicators are considered. Firstly, the share of college leavers who find themselves in positive destinations is a reliable metric to evaluate student outcomes regarding employment and therefore the performance of a college in elevating outcomes. The proportion of staff and contractors in fair work indicates the extent to which a college practices and lives up to its fair work obligations. As for students, uncovering the share of college leavers who enter fair work employment is a demonstration of a college's success or failure in delivering students into truly positive destinations. Finally, a measure of the 'earnings premium' an individual college provides to its most deprived students, and across other protected characteristics, as measured against the general college population, provides an insight into the ability of a college to enhance the social mobility of its most disadvantaged students.

Firstly, uncovering whether former students of City of Glasgow College manage to find themselves in positive destinations within three to six months of graduation is a satisfactory metric of success. Thanks to annual surveys completed and returned by former full-time students (which regularly achieve high response rates in high-80s to low-90s) it is possible to uncover the total percentage of students who have ended up in a positive destination per year.

Looking across the last five years, the percentage of students who find themselves in positive destinations has remained largely stable in the mid-to-high-90s. For instance, in 2014/15 96.9% of all full-time students ended up in work, training, or going on to study at a higher level. In 2015/16 the figure stayed consistent at 96.6% before increasing to the highest rate in recent years in 2016/17 at 97.3%. In 2017/18 this then fell very slightly to 96.1%.

In 2018/19 the percentage of full-time students in positive destinations was at 96.2%, again, almost entirely consistent with the previous year, with only a 0.1% deviation. The following and most recent year on record, 2019/20 is the lowest yet at 95.5% but remains incredibly high and upwards of 95%. The minor fluctuations from year-to-year are such that it would be wrong to make a firm judgement either way on direction of travel thus the overall direction can be described as maintaining.

However, to maintain, and continue increasing, the currently high proportion of students in positive destinations, the College may continue to improve coordination with business to ensure employment post-college is deliverable, consistent with their skillset, and offers sustainable long-term employment. The fact that the College has moved towards ensuring each Faculty has a Curriculum Head who is chiefly responsible for engaging stakeholders across their respective industry – involving them more closely in course design and curriculum delivery – is evidence that enhancing employment prospects is central to the City of Glasgow's offer to students.

As for what the College delivers for its staff, City of Glasgow College is a living wage employer. As demonstration of this fact, according to the 2020/21 staff survey the 'pay and benefits' response was the highest rated by staff against the benchmark. However, this does not cover the full measure of what is considered fair work. More evidence beyond the living wage is necessary to build a fuller picture of the College's commitment to fair work, but as things stand progress is maintaining from the perspective of staff.

As for whether student leavers are entering fair work, and the question of the 'earnings premium' among students from the most deprived areas (and other protected characteristics), current data is insufficient to draw conclusions. To answer these questions, better post-graduate data is necessary to determine the quality of work through pay and conditions that students are entering, and whether the College can do more to support better employment outcomes.

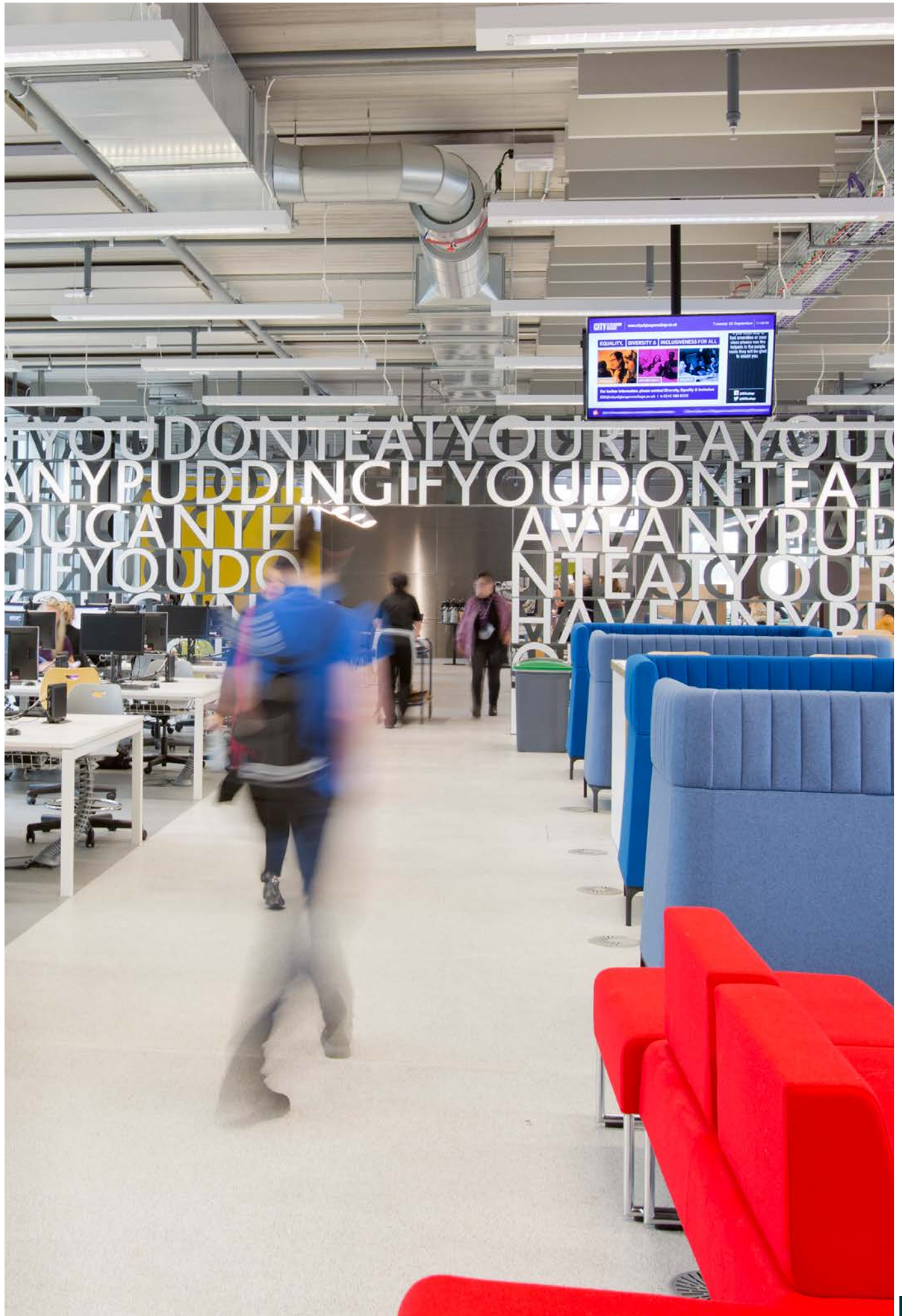
Overall, with only very marginal fluctuations in positive destinations, it is fair to say the value of the College in delivering positive destinations for its students is high and 'maintaining'. There is, however, a need for better data to keep track of student outcomes and staff employment conditions in the future to build a more accurate picture of City of Glasgow College's performance on this outcome.

‘Trade Union Education Centre and Collective Learning Partnerships’

The Trade Union Education Centre, located at the Riverside Campus, is a demonstration of City of Glasgow College’s commitment to promoting fair work. The centre provides training for TUC-affiliated trade union members in the fundamentals of effective collective bargaining and trade union organising. The centre offers students a myriad of courses, from diplomas in Occupational Health and Safety to Fire Risk Assessments, and certificates in Employment Law.

There are developments in how the Centre is adapting its educational offer to align with the environmental agenda, with modules in how workers ‘climate change proof’ their workplaces, alongside the incorporation of an environmental component into the Occupational Health and Safety diploma. There is a move towards delivering a course which will train members to become dedicated ‘Green Reps’ as an integral part of the trade union movement as they currently lack statutory recognition.

In addition, Collective Learning Partnerships offer a way for trade unions, employers and the College to coordinate skills development and work collaboratively to organise re-training schemes to suit their collective employment needs. Consistent with the guarantee of ‘Lifelong Learning’, they identify current and future skill needs and provide the relevant training through the City of Glasgow. This way the programme is accommodating and adaptable to what employees require training in. The training process is then delivered in an accessible way through online learning and in the workplace, which has been a mainstay of the initiative since long before Covid-19.



OUTCOME 6 – Culture – Developing

VISION: The college works to ensure opportunities for students and staff to engage in the arts, culture, and sport.

Provisional indicators:

1. Student Association societies and attendance – developing
 2. Student Association sport clubs and attendance – developing
 3. Student and staff attendance at cultural events on campus – to be collected
 4. Student and staff participation in cultural events on campus – to be collected
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While not a primary concern of the college sector, the capacity of a college to provide to students with opportunities which extend beyond the classroom is a worthwhile consideration in determining a college's value. In this case, this would be the extent to which City of Glasgow College can credibly claim to harness and drive the creative energies and sporting excellence of students and staff.

Those indicators which can gauge performance on this outcome include the number of societies and sporting clubs at the College, and the number of attendances, which serve to highlight the extent to which students are engaged in cultural activities outside the established curriculum. Similarly, uncovering student and staff attendance and participation in cultural events on campus provides an additional measure from which to determine the cultural engagement of students and staff.

As for student societies, in 2018/19, there was a total of 12 established student-led clubs and societies, the highest number in College history. The clubs and societies on offer included the Film Society and the African/Caribbean Society. The following year, in 2019/20, the number of societies on offer declined to 11, however it returned its previous height of 12 in 2020/21, where it has remained as of 2021/22.

In terms of active members across all clubs and societies the number increased dramatically between 2019/20 and 2020/21. In 2019/20 the number of students actively involved was at 88. As a result of Covid-19 and the shift to online, the number of active members skyrocketed to 886, by far the largest proportion of students ever record. This level of engagement was not sustained however, with the latest figures for 2021/22 indicating 223 student were actively engaged in clubs and societies. A steep decline from the extraordinary 2020/21 figure reported at the

height of the pandemic. That said, the 223 figure does represent a considerable improvement on the pre-pandemic 2019/20 figure suggesting there is a strong foundation from which to build. On that basis, while progress is technically declining on the previous year, this has more to do with the outlier that is the 2020/21 figure.

As for sport, eight sports clubs were in operation in 2018/19, with 156 individual sessions run, and 189 students attending across all sports clubs on offer. The following year, while the number of sports clubs remained the same, the individual sessions increased to 247, with an increased number of active members, rising to 196. Once more, the effect of Covid-19 motivated a shift to an online setting, and saw greater emphasis placed on the likes of yoga and fitness training. This motivated a dramatic increase in participation to 366 members across all weekly sports sessions, despite a much reduced sporting offering, with only 4 sports clubs in operation during the height of the pandemic. In 2021/22, there remains only 4 sports clubs in operation, and the number of active members across all sports clubs has fallen to 98, lower than pre-pandemic levels. Progress has more clearly declined in the College's sporting offer than other clubs and societies on offer.

Unfortunately, no data is available to track attendance or participation of students and staff in specific cultural activities on campus, but this is a potential future indicator of performance moving forward.

The impact of Covid-19 has clearly disrupted the various clubs and societies, and sport on offer within the college. While the latest 2021/22 figures suggest a decline in active members in both the clubs and societies on offer, as well as the sports clubs on offer, it is only sports clubs where active members have fallen below pre-pandemic levels. Nonetheless both indicators we have data to measure against point in the same negative direction, indicating that City of Glasgow College is 'developing' on this national outcome.

OUTCOME 7 – Communities – Developing

VISION: The college cares about their local community and contributes towards its social renewal, cohesion, and economic regeneration.

Provisional indicators:

1. Engagement in ESOL education – maintaining
 2. Involvement in community ownership schemes – developing
 3. Facilities utilised by locals – to be collected
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Consistent with the idea that colleges should be proactive institutions, City of Glasgow College's role should be to drive improvements in their immediate surroundings, making a positive difference in the lives of residents. To establish a reciprocal relationship in which residents feel their local college, as one interviewee put it to IPPR Scotland, is 'their institution'.

Those indicators which reflect a college's commitment to a local area include engaging with ESOL education programmes as a demonstration of communal outreach to those most dislocated from society and therefore maximise the tangible social value of a college. Likewise, assessing whether colleges are participating in local community ownership schemes illustrates the extent to which a college is making direct investments into the surrounding community. Finally, opening facilities to be accessed for free or discounted rates for locals is a further reflection of a college's recognition of its communal responsibility.

One way in which City of Glasgow College has proved its value to the local area is through outreach to refugees, asylum seekers, and those for whom English is not their first language (ESOL students). There is immense value in working to support these most dislocated individuals in society through college enrolment, and the chance of employment.

Currently City of Glasgow College offers a comprehensive ESOL programme which works to gauge the literacy and educational proficiency of the student, and tailors the educational programme accordingly. The College can offer a range of ESOL classes from basic English learning support to Highers and wider vocational education, including medical practitioner training. There are multiple initiatives which

fall under the ESOL Job Club umbrella including ESOL into Care and ESOL into FE which takes College lecturers and asks them to design courses for ESOL learners. City of Glasgow College is directly involved in schemes such as the Bridges Programme in Springburn, which provides migrants with employment advice and training to deliver them into secure employment, alongside a Govanhill scheme to engage the Roma community in basic employability training.

The 1,221 ESOL enrolments registered in 2021/22 is lower than previous years, such as 2018/19 when the figure reached 1,373. However, the 2021/22 figure does represent a small increase on the 2020/21 figure of 1,203 ESOL enrolments during the peak of the pandemic. Meanwhile the qualifier rate increased from 82% successfully completing the course in 2018/19 to an incredibly high 91% in 2020/21. In 2021/22, however the course success rate dipped very slightly to 89%, but nonetheless maintaining at a very high level.

Another area where City of Glasgow College might wish to engage more constructively involves assuming a role in something equivalent to existing community ownership programmes, or at the very least coordinating with other 'civic anchors' in the region to drive local prosperity, investment, and ensure wealth which is generated locally benefits the community. Participating in these initiatives, as demonstrated by Ayrshire College, goes a long way in demonstrating a college's commitment to a local area.

However, City of Glasgow College is currently not involved in any such scheme. While it is more challenging for an institution such as City of Glasgow College given the metropolitan nature of the College, there is undoubtedly untapped potential to explore community wealth building within Glasgow.

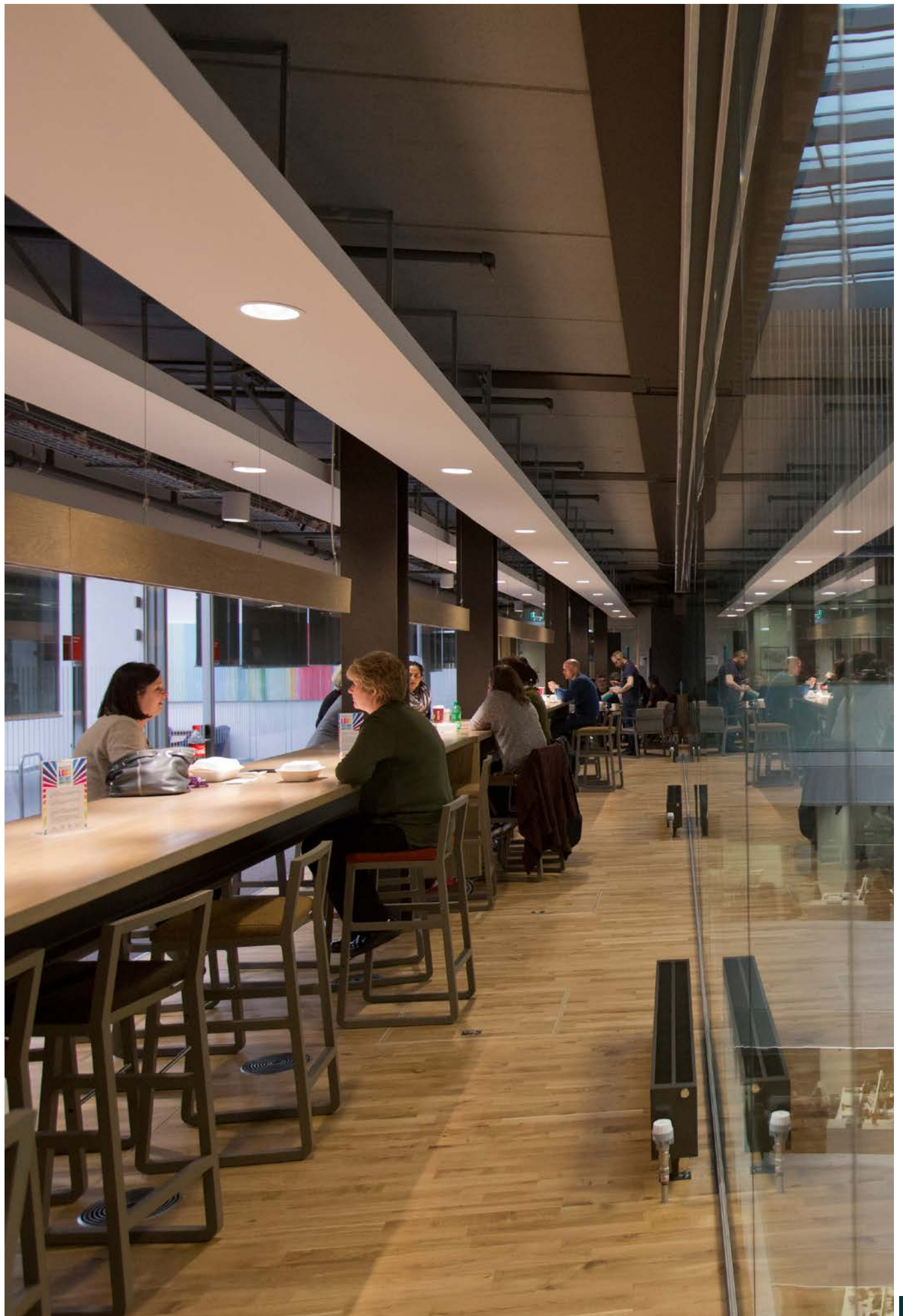
One indicator which has not been quantified is the extent to which the College opens its doors to locals to use facilities free of charge, or at discounted rates. Moving forward, being able to measure the number of locals, or events hosted through the College would demonstrate success in this field.

Overall while the capacity for influence and community transformation through community wealth building is there, the opportunity is not yet being grasped. Equally, despite the fact ESOL admission figures are higher than 2019/20, the qualifying rate for ESOL learners has slightly declined on the previous year. Therefore, it is reasonable to conclude that this outcome is still 'developing' with additional room for community engagement through the local provision of college facilities in the future.

‘College Community Wealth Building Case Study: Ayrshire College’

North Ayrshire Council has been highlighted as a leader in developing a community wealth building approach in its area. The council recently outlined its ‘Community Wealth Building Strategy’ for 2020-2025 which details how local and regional ‘Anchor Institutions’ will utilise all available ‘economic levers’ to build a more resilient local economy. ‘Anchor Institutions’ such as the NHS, Ayrshire College, and the private sector will work together to ‘support their local economies’ by developing local supply lines through procurement, recruiting and enrolling people from low-income areas, while adhering to the principles and practices of ‘Fair Work’ (North Ayrshire Council Community Wealth Building Strategy 2020).

Ayrshire College is represented on North Ayrshire’s Community Wealth Building Commission, alongside the local authority and other ‘Anchor Institutions’, where it is able to coordinate on setting goals and making interventions. Indeed, as part of the strategy for 2020-2025, ‘skills’ were identified as an area where commission members should collaborate to drive improvements (ibid). There are already signs of success with Magnox announcing in the summer of 2020 that they would commit £499,999 towards a Future Skills Hub on Kilwinning Campus, alongside a ‘curriculum in Engineering, Construction and SMART Technologies for employers, primary schools, secondary schools and college students’ (North Ayrshire Community Planning Partnership 2020). By being fully engaged in local efforts to drive societal improvement, like North Ayrshire’s Community Wealth Building Commission, colleges can demonstrate their value.



OUTCOME 8 – International – Improving

VISION: The college develops strong international links which informs their reputation as a world leading educational institution.

Provisional indicators:

1. Engagement in international networks – improving
 2. Overseas exchange programmes – to be collected
 3. Positive views of Scotland and the college from international students – to be collected
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City of Glasgow College has a unique status in Scotland. No other college in Scotland competes with City of Glasgow College's national and international profile. As a result, the College can promote Scottish interests, boost the profile of the Scottish educational system, and attract students and investment on the international stage.

Among those indicators chosen to reflect performance on this outcome are engagement in international networks; engagement in overseas exchange programmes; and the percentage of international students with positive views of Scotland and the College, all reflections of global connectivity and of how well the College cultivates both that and Scotland's reputation globally.

On the first point, one way in which City of Glasgow College is utilising and building its national and international reputation for technical brilliance is through the College's commitment to WorldSkills.

WorldSkills is an international skills-based movement, comprised of upwards of 80 countries, focused on working with employers, educational institutions, and governments to spread best practice and develop internationally recognised standards (WorldSkills UK 2021). The organisation is focused on supporting young people to take up high-quality apprenticeships and engage in technical education as a route to sustainable employment. This is achieved through the organisation of conferences and international competitions focused on different skills which are held globally.

City of Glasgow College's engagement with the WorldSkills initiative has helped the College ascend the UK Skills League table each year with more than 40 'skills coaches' helping to develop international standards within the college. As a result, WorldSkills is central to the College's strategic ambition on the international stage and the College is the Scottish lead for WorldSkills UK. Plus, City of Glasgow College is championing the WorldSkills UK Centre of Excellence programme on behalf of 18 other colleges. Having this international profile helps connect staff and students from around the world to Scotland, to learn and engage on a cooperative basis.

Students of City of Glasgow College are invited to engage with WorldSkills by representing the College in international competitions. For example, Mark Scott is a student who has been representing City of Glasgow College in WorldSkills competitions since 2017. Mark, who is a 'Wall and Floor Tiling' graduate, won gold in his specialism at WorldSkills LIVE in 2017, an achievement that earned him a spot with Team UK at EuroSkills Budapest 2018. In 2019 Mark was one of just five students from Scotland to gain a place on Team UK for the world's largest skills competition, WorldSkills Kazan. He returned with a Medallion of Excellence, which is given to competitors who have achieved the international standard in their skill. More recently, two City of Glasgow College graduates, George Hutchison and Simona Federova have qualified for WorldSkills Shanghai 2022 as part of Team UK.

Initiatives such as WorldSkills boost the profile not only of City of Glasgow College, but of Scotland's technical educational system before an international audience. For this reason, City of Glasgow College should be commended for embracing its national and international obligations.

Data which would allow for the measurement of the remaining indicators (measuring student enrolment in the College through international exchange programmes, and whether exchange students have positive views of Scotland and the City of Glasgow) is not yet available but could prove a valuable insight into the College's international reputation moving forward.

There is clear value in the College engaging in this international capacity and for this reason, City of Glasgow College is 'improving' in its contribution on this national outcome by building Scotland's - and its own - reputation.

CONCLUSION

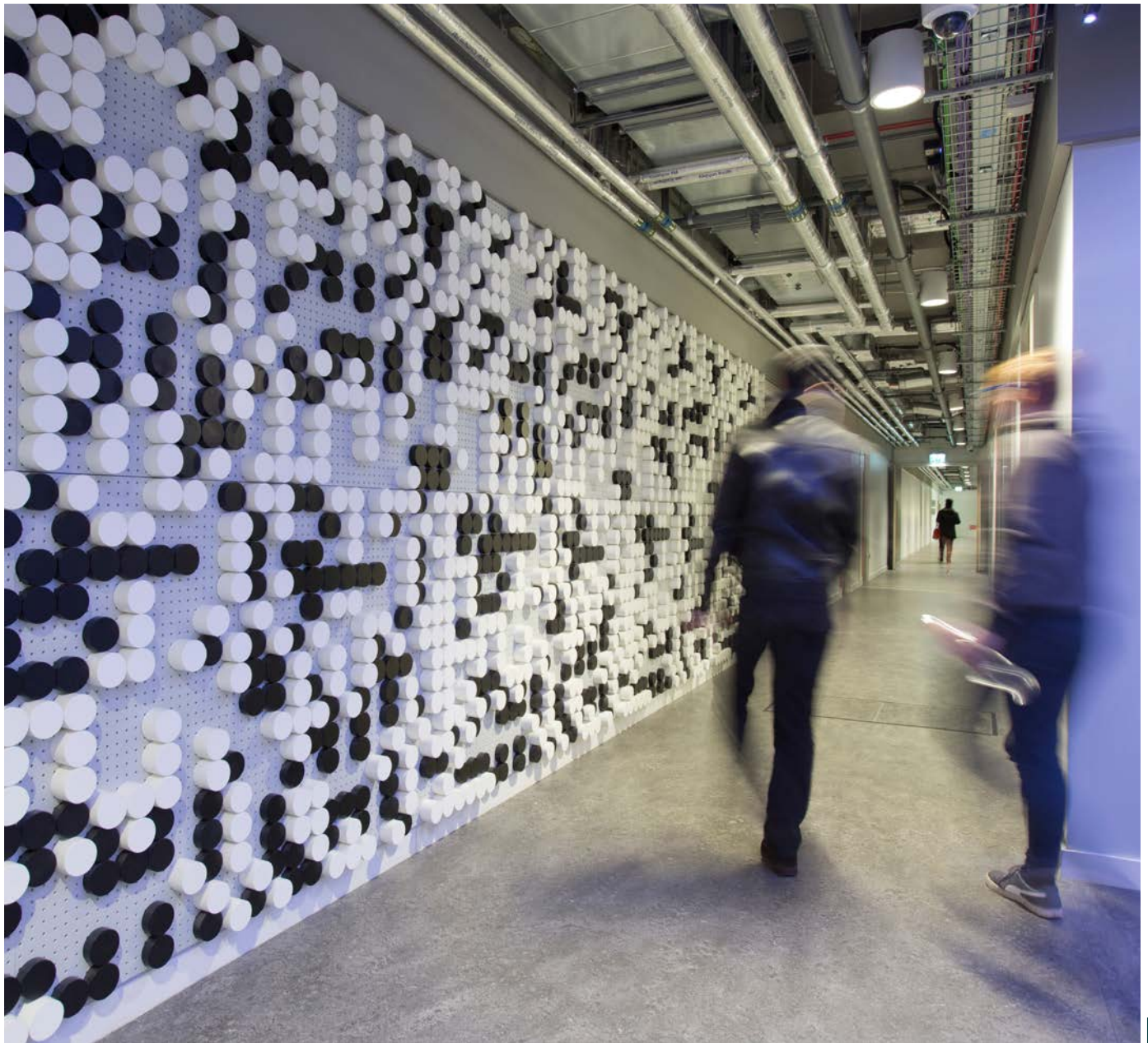
Through this paper, we have been able to develop a provisional tool for capturing a comprehensive reflection of a college's social value in a way that is consistent with the Scottish Government's ambitions for achieving a wellbeing nation. In collaborating with the City of Glasgow College, we have been able to gather relevant information and data to apply this tool and assess the College's social value contribution. By drawing upon the NPF it has been possible to ascertain how the College performs across eight 'National Outcomes' identified as most relevant to colleges. Informed by both quantitative and qualitative insights to gauge performance on each outcome, it was possible to provide a judgement on whether the City of Glasgow College was 'improving', 'maintaining', or 'developing' per outcome, per indicator.

On improvements, the College can be proud of its efforts living up to its climate obligations, tackling poverty, and building its international prestige. Progress is still developing, however, on health and wellbeing, its cultural offering post-pandemic, and how the College reaches out more proactively to the surrounding community.

It is important to recognise that this tool is evolving, and represents a first step in the direction of quantifying a college's social value. It is therefore important that moving forward this tool should be enhanced through the adoption of more indicators and improved with access to better data sources. To ensure this becomes a more comprehensive and authoritative tool, there will need to be regular data gathering on indicators in all eight of the outcomes identified. The data gathered must be consistent year-to-year allowing for a gradual build-up of reliable time-series data from which confidently to determine a college's direction of travel. This is particularly true when it comes to carrying out much more comprehensive post-graduate surveys to quantify the quality of employment outcomes, alongside highlighting any discrepancies between different demographic groups of student leavers. More data gauging staff experiences across several of the outcomes is another equally important area requiring future attention, reflecting their importance to City of Glasgow College's and the Scottish Government's wider agendas.

Nonetheless we have proved that this is a functional tool with which to gauge a college's performance on an annual basis. It also serves to highlight areas where a college is creating significant social value, and therefore playing a part in contributing to the Scottish Government's wider agendas on wellbeing, combatting inequality, and bringing about a just transition. Hence, this tool could be utilised in a similar fashion by other colleges and educational institutions across Scotland as a means to uncover the social value of colleges beyond the traditional strict focus on educational outcomes.

Overall, this tool has been able to utilise several of the national outcomes from the NPF as a framework for analysing City of Glasgow College's full value to society. The national outcomes utilised provided sufficient scope to gauge the variety of functions and duties a college carries out in its day-to-day operation. To this extent the tool was broadly successful in relaying the successes, while highlighting areas deserving further improvement. Moving forward from year one of this project, through continual expansion and improvement of the indicators chosen, this tool could develop into a robust measure of the wider value of Scotland's colleges in the years ahead.

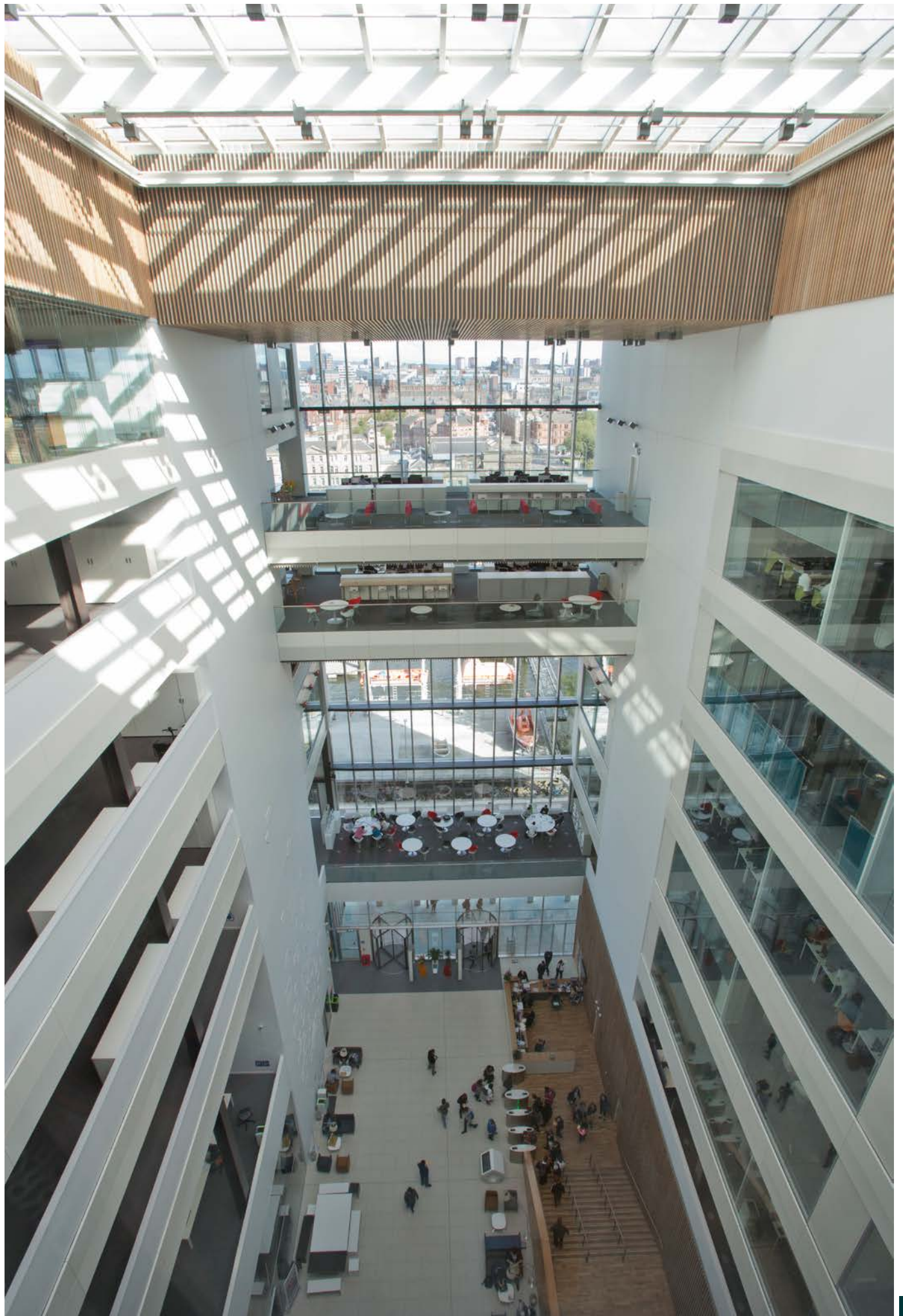


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