

# Board of Management

## Learning, Teaching & Student Experience Committee

<b>Date of Meeting</b>	<b>Tuesday 19 May 2026</b>
<b>Paper No.</b>	<b>LTSEC4-H</b>
<b>Agenda Item</b>	<b>3.6</b>
<b>Subject of Paper</b>	<b>City Attributes Progress Update</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Alison Bell Faculty Dean – Creative Industries</b>
<b>Date of production</b>	<b>10th of May 2026</b>
<b>Action</b>	<b>For Discussion</b>

### 1. Recommendations

#### 1.1. Recommendation 1

To provide the Learning and Teaching Student Experience Committee (LTSE) with an update on the progress of the planned work undertaken in academic session 25/26 and further developments.

#### 1.2. Recommendation 2

To discuss and seek support of the ongoing maintenance and recommended developments of City Attributes (CA) as Aim 1 of our Student Academic Experience Strategy and as an action of our college SEAP (Student Experience Action Plan).

## 2. Consultation

2.1. Consultation on this paper has been with the City Attributes working group (appendix 1).

## 3. Key Insights

3.1. The development of the CA supports the ambition and vision of the Student Academic Experience Strategy (SAEC).

***“The City Student will gain much more than qualifications and technical skills. The City Student will develop a whole series of personal skills and attributes - building up soft skills, interpersonal skills, career management skills, and all the attributes that are reflective of the City of Glasgow College experience that students can articulate and employers recognise.”***

3.2. The City Attributes (CA) framework was developed and approved in June 2023. The CA course was developed in academic session 2023/24 (appendix 2) and progressed from pilot to full institutional delivery in academic session 2024/25. 12% of students enrolled on CA achieved all 4 digital badges and 17% having completed at least one badge in 2024/25.

£99k external funding was secured to extend CA across SCQF Levels 3, 4, 5, 7 and 8, with development led by a trained, cross college working group to ensure quality, inclusive and credit rated course. Student feedback directly informed enhancements, including course redesign, improved accessibility for Supported Education, ESOL and Modern Apprenticeships, and professional redesign of HE digital badges.

The project remained under budget, with over £54k available to support continued delivery and growth in 2025/26, firmly embedding CA as a sustainable component of the Student Academic Experience Strategy.

## Recommendation 1

3.3. Following the LTSEC meeting on the 16<sup>th</sup> of September 2025, the committee supported and agreed the work proposed should continue to progress using the underspend of over £54k of the funding received from the colleges Arm’s Length Foundation of £99K

- Employer recognition and endorsement of CA.
- Creation of curriculum mapping across all subject areas delivered by the college.

- Internal and external marketing campaign
- Feedback and refinement of all CA Canvas courses
- Scope varying digital badging methods compatible in Canvas

**3.4.** Employer recognition and endorsement of CA remain active in development.

Progress to date reflects the need for sustained engagement with employers to secure meaningful endorsement, with activity currently targeted, faculty by faculty beginning with Creative Industries. This work will continue beyond June to ensure depth, relevance and long-term value.

**3.5.** Curriculum mapping across all subject areas is in active delivery and on track for completion by June 2026 (appendix 3). Interactive workshops have supported curriculum teams to engage directly with City Attributes and recognise their importance in making students’ transferable and professional skills explicit and valued within the curriculum.

**3.6.** £10k of ALF funding has supported an internal and external marketing campaign to raise awareness and understanding of City Attributes. Delivery is in partnership with the College marketing team, the City Attributes Working Group and external agency *The Big Think*, with activity including Principal Graduation speech at Winter Graduation, coverage in the *Glasgow Herald*, ONELAN and social media content, and the development of an impactful “hero video” will highlight the importance and distinctiveness of City Attributes to the College’s student experience.

**3.7.** The Working Group continues to engage with student feedback through class representatives and the Student Association, with only minor refinements identified. The primary enhancement has been strengthening how City Attributes are made visible to students within Canvas, clearly demonstrating where and how these attributes are being developed through their learning (appendix 4).

**3.8.** Scoping activity has confirmed that digital badging represents a significant and growing opportunity for the College to strengthen recognition of students’ skills and meta skills. The scoping of digital badging out with the Canvas VLE could prove troublesome in technical integration, value for money and recognition.

**Recommendation 2**

**3.9.** City Attributes requires ongoing institutional support as a student led programme. Long term impact is reliant on sustained commitment from the College Board, Executive and Senior Leadership Team. Work is underway between the Project Lead

and the Vice Principal Student Experience to review cross college staff capacity to support CA through a facilitated model, with proposals to be presented to ELT and SMT in June.

#### **4. Impact and Implications**

- 4.1.** City Attributes continues to achieve growing external recognition beyond the College. The work has been shared at executive level European forums, sector CPD and the Colleges annual learning and teaching conference, positioning City of Glasgow College as a leader in lifelong learning and human skills development. This external validation has led to secured commercial funding to pilot City Attributes with the Scottish Prison Service in 2026/27, extending impact to new learner communities. Furthermore, a funding bid has been submitted to further expand CA into the City Regional Secondary Schools. We are currently awaiting the outcome of this bid due late May.
  
- 4.2.** City Attributes positions the College as a sector leader in embedding attributes within the student experience, to enable students to evidence and articulate skills beyond their qualifications, consistent with employer and government priorities. As of the 11<sup>th</sup> of May 2026, we can confirm 7% of Fulltime students have completed all CA, with 12% completed at least one badge. It should be noted that completion is not expected until Fulltime courses end and some fulltime FE courses are using the workbook version that we are unable to track. Progress to date has been enabled through the dedicated capacity of a cross college working group and targeted ALF funding; however, full institutional embedding represents a longer-term strategic priority, requiring sustained commitment, consistency and coordinated effort to maintain impact and respond to evolving skills needs.

### Appendix 1: City Attributes Project Team

Working Group Representation	Member
<b>Project Sponsor</b>	<ul style="list-style-type: none"> <li>• Siobhan Wilson - Vice Principal Student Experience</li> </ul>
<b>Project lead</b>	<ul style="list-style-type: none"> <li>• Alison Bell - Dean Creative Industries</li> </ul>
<b>Student Experience – Student Development</b>	<ul style="list-style-type: none"> <li>• Hannah Ferguson - Skills Development Advisor</li> </ul>
<b>LTA (Learning and Teaching Academy)</b>	<ul style="list-style-type: none"> <li>• Dr Lewis Ross – Learning Technologist (Learning Design)</li> </ul>
<b>Academic Staff</b>	<ul style="list-style-type: none"> <li>• Creative Industries - Ruairioh Haworth, Interim Curriculum Head Marketing</li> </ul>

## Appendix 2 – City Attributes Framework



### Appendix 3 – Staff Workshop Tracker

Faculty/Directorite	AD Area
Creative Industries	Art, Craft & Design
Creative Industries	Art, Craft & Design
Creative Industries	Art, Craft & Design
Creative Industries	Art, Craft & Design
Creative Industries	Broadcasting and Multimedia
Creative Industries	Creative & Computing Technologies
Creative Industries	Creative & Computing Technologies
Creative Industries	Creative & Computing Technologies
Creative Industries	Creative & Computing Technologies
Creative Industries	Creative & Computing Technologies
Creative Industries	Broadcasting and Multimedia
Creative Industries	Broadcasting and Multimedia
Creative Industries	Broadcasting and Multimedia
Education & Humanities	Business & Humanities
Education & Humanities	Business & Humanities
Education & Humanities	Business & Humanities
Education & Humanities	Business & Humanities
Education & Humanities	Care, Finance & Fashion Retail
Education & Humanities	Care, Finance & Fashion Retail
Education & Humanities	Care, Finance & Fashion Retail
Education & Humanities	Care, Finance & Fashion Retail
Education & Humanities	Care, Finance & Fashion Retail
Hospitality & Leisure	Culinary & Hospitality
Hospitality & Leisure	Culinary & Hospitality
Hospitality & Leisure	Culinary & Hospitality
Hospitality & Leisure	Culinary & Hospitality
Hospitality & Leisure	Culinary & Hospitality
Hospitality & Leisure	Hair & Beauty
Hospitality & Leisure	Hair & Beauty
Hospitality & Leisure	Hair & Beauty
Hospitality & Leisure	Sport and Fitness
Hospitality & Leisure	Sport and Fitness
Hospitality & Leisure	Sport and Fitness
Nautical & Stem	Construction
Nautical & Stem	Construction
Nautical & Stem	Construction
Nautical & Stem	Construction
Nautical & Stem	Commercial Engineering
Nautical & Stem	Commercial Engineering
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## Appendix 4 – Course Mapping Example

2025/2026

Home

Modules

Grades

Parchment Badges

Syllabus

IgniteAI Search

Pages

Discussions

Quizzes

Assignments

Announcements

People

Files

Collaborations

Outcomes

Rubrics

Settings

Courses

Calendar

Inbox

History

Commons

Help

Library Search

### Travel and Tourism Example Goals <sup>▲</sup>

The Travel and Tourism team identified the skills below as being the most important for their students. They also created some examples goals to help inspire you, or to use if you're stuck. These are just suggestions, so you can focus on different skills if you think you're already strong in these areas or would like to focus on something different.

#### Curiosity

#### Eagerness

- Develop my eagerness within **Tour Guiding and Resort Representation** by demonstrating professionalism, attending at least [INSERT PERCENTAGE] of classes, arriving on time, and actively participating in lessons and activities throughout [INSERT SEMESTER]
- Develop my teamwork and professional eagerness by actively participating in [INSERT NUMBER] of group tasks within **Tour Operations**, contributing ideas, completing my allocated role on time, and supporting my team throughout the duration of the unit.

#### Self-Awareness

- Develop my self-awareness by creating a professional CV that reflects my skills, experience, and areas for development by [INSERT DATE]. I will have opportunities to do this in **Enhancing Skills for Employment**
- In **Applying Marketing Principles**, develop my self-awareness by taking part in [INSERT NUMBER] of group projects, reflecting on my contributions, strengths, and areas for improvement throughout the unit.
- Develop my self-awareness by attending classes punctually and recognising how my timekeeping impacts my learning and professionalism throughout [INSERT SEMESTER].

#### Optimism and Openness

#### Confidence

- Develop my confidence in communication by participating in at least [INSERT NUMBER] of class discussions for [INSERT NUMBER] weeks, sharing ideas and asking questions to build confidence for **Tour Guiding and Resort Representation** work.
- Develop my confidence by approaching my **Graded Unit** with self-belief, trusting my skills, completing [INSERT NUMBER] of tasks independently, and responding constructively to feedback by [INSERT DATE].

#### Resilience

- Develop my resilience by learning and practising emergency procedures in [INSERT UNIT], staying calm under pressure, and knowing how to respond appropriately and confidently in [INSERT

## Appendix 5 – Reference sources

Independent Review of the Skills Delivery Landscape (Withers Review) (Scottish Government, 2023)

[Skills review published - gov.scot](#)

Tertiary Education and Training (Funding and Governance) (Scotland) Act (Scottish Government, 2025–26)

[Reforming the skills system - gov.scot](#)

Scotland's Tertiary Quality Enhancement Framework

[Scotland's Tertiary Quality Enhancement Framework - Scottish Funding Council](#)

Kahle-Piasecki et al. (2024) – *Digital Badges: A Pilot Study of Employer Perceptions*

[Digital Badges: A Pilot Study of Employer Perceptions | Published in Small Business Institute Journal](#)

Brookings Institution (2024) – *Exploring the Disconnect: Digital Credentials and Employer Demand*

[Exploring the disconnect: Digital credentials and employer demand | Brookings](#)