

Learning, Teaching & Student Experience Committee

Date of Meeting	16th September 2025
Paper No.	LTSEC1-D
Agenda Item	4.3
Subject of Paper	City Attributes - Update
FOISA Status	Disclosable
Primary Contact	Alison Bell Faculty Dean – Creative Industries
Date of production	8 September 2025
Action	For Discussion

1. Recommendations

1.1. Recommendation 1

To provide the Learning and Teaching Student Experience Committee (LTSE) with an update on the implementation and key insights of the first academic year of City Attributes (CA).

1.2. Recommendation 2

1.3. To provide LTSE with the progress of the planned work for academic session 24/25 and seek support for ongoing maintenance and further developments of CA in academic session 25/26.

2. Consultation

- 2.1. Consultation on this paper has been with the Vice Principal Student Experience and the City Attributes working group.

3. Key Insights

The development of the City Attributes 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.”

Recommendation 1

- 3.1. Following the development and creation of CA framework in 22/23 (appendix 1) and subsequent course pilot in 23/24. In academic Session 24/25, the CA Canvas course; credit rated at SCQF 6 rolled out to all City Students. £99k in funding was secured from the Arm's Length Foundation in October 2024 to continue the development and creation of CA at SCQF Levels 3, 4, 5, 7, and 8 as previously endorsed by LTSEC and the College Board of Management.
- 3.2. The CA working Group comprises of cross college staff with a broad range of expertise (appendix 2). In preparation for CA work planned (appendix 3), the working group undertook training in Universal Design for Learning (UDL) and Active, Blended and Connected (ABC) workshops. In addition, the working group undertook credit rating training ensuring the working group had the knowledge and understanding in design and credit rating of CA suitable for SCQF and inclusive, equitable course design.
- 3.3. 6874 fulltime students were enrolled onto the current CA Canvas courses. 807 students completed all CA badges, with 1166 having completed at least one badge. This amounts to 12% of enrolled students having completed all badges, with 17% having completed at least one badge.
- 3.4. A core element of the CA approach is student partnership in course review and development. During 24/25, the working group have gathered feedback, both quantitative and qualitative, to evaluate user experience and perceived value of CA and the Canvas course.
- 3.5. Key insights from student feedback:

- Some students found the Canvas course difficult to navigate and requested clearer instruction and examples.
- A small number reported not receiving guidance and therefore unaware of CA.
- Feedback was mixed: some students saw CA as extremely valuable, whilst others viewed as additional work and wished to understand CA value.
- HE students felt the digital badge designs were too informal for professional use or social media sharing.

3.6. Actions taken:

- The working group conducted a full review of the Canvas course to address all feedback.
- A redesign of the digital badges was undertaken for HE students, led by original student artist Cailin Barber (appendix 4).
- The updated Canvas course and piloted across FE cohorts, incorporating student feedback.
- Feedback has shaped the future marketing of CA concentrating on the need and value of these essential skills development.

Recommendation 2

3.7. All SCQF descriptors at Levels 3,4,5,7 and 8 were the primary developments ensuring each course was at the appropriate level of learning and assessment.

3.8. CA was mapped into all support departments of the Student Experience Directorate and Student Association.

3.9. Feedback from colleagues delivering courses in Supported Education, ESOL, and Modern Apprenticeships (MAs) highlighted the Canvas Course was not fully accessible or suitable for their learners. In response, CA working group have developed CA workbooks at SCQF Levels 3 and 4 for Supported Education and ESOL, and at SCQF Level 6. for MAs, all workbooks are supported with instructional videos. In addition, the platform used by MAs, OneFile has seen CA funding used to integrate and structure CA enabling learners to demonstrate the necessary evidence as required by Skills Development Scotland apprenticeship programmes. Workbooks were piloted across a range of supported education and MA programmes on the user experience, with all necessary refinements made.

3.10. All Canvas courses have been designed and developed at each respective SCQF level. Pilots of these new courses were undertaken with students across all faculties in several discipline areas at each course level. Pilots are complete, and student engagement provided valuable observations and actions. All

recommendations from the pilot were actioned ensuring the value of the student voice and reengaged with all students who took part in the pilot to close the feedback loop.

- 3.11.** CA remained under budget in academic session 24/25 and would seek support of LTSE Committee to continue supporting the future priorities essential to sustain and grow this innovative initiative and achieve priority one of the Student Academic Experience Strategy. Of the £99,000 ALF funding dedicated to CA, £54,595.56 remains available to support future CA future priorities in academic session 25/26.

4. Impact and Implications

- 4.1.** A recent concern will see the withdrawal of the free digital badging tool in Canvas, which presents a challenge. Canvas is now transitioning to a paid version that would incur significant costs to the college. It is widely recognised that the value of digital badging, and the future to capture micro credentials and soft skills, provides individuals with the ability to showcase credentials on social media platforms and CVs. Alternatives have been agreed by the VP Student Experience and Director of Student Experience to transfer current budget to pay for Canvas Credentials in academic session 25/26. This will allow students to continue to achieve CA badges whilst we explore other options that are both tangible and affordable.
- 4.2.** CA working group will continue in academic session 25/26 session with key priorities being:
- 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
- 4.3.** CA has been presented at employer and stakeholder events across Creative Industries, Nautical and STEM, and Corporate Development. Feedback confirms strong employer support for the development of CA that enhance employability. Part of the key aim of the SAEC strategy is that CA:

“Students can articulate, and employers recognise.”

To address gaps in students’ understanding of CA value, a series of short videos featuring employer and university partner endorsements will be developed in session 25/26. These will be hosted on the college website and embedded in Canvas courses that endorse and promote the relevance of City Attributes across all disciplines.

- 4.4.** The roll out of SCQF Level 6 CA course seen 12% of students completing the CA course. Although, mapping of CA across all curriculums into course learning, teaching and assessment was undertaken through staff workshops in 24/25. CA identified through student and staff feedback the belief CA created additional work for both lecturers and staff.

To address concerns the working group will reengage through staff workshop sessions to create a mapping tool for each curriculum. This will allow students to holistically earn CA digital badges and add an element of bespoke assessment mapping to curriculum.

- 4.5. Marketing and Promotion** - Effective marketing will be essential to raise awareness of CA amongst students, staff and external stakeholders. A £10,000 marketing budget, provided as part of the Arm’s Length Foundation application, will support targeted campaigns to enhance visibility and engagement. The working Group includes a social media marketing specialist, and we have appointed a Marketing Student Intern to ensure CA is a prominent focus across the college community. A range of promotional activities and materials will be used to re-engage audiences, including:

- Social Media Campaigns
- Design and display content for TV screens and awareness campaign
- Staff pin badges and branded merchandise
- Establish a dedicated annual budget for ongoing maintenance of CA

These efforts aim to embed CA into the college culture and strengthen its recognition both internally and externally.

- 4.6.** CA positions City of Glasgow College as a sector leader in embedding attributes into the student experience. CA enables students to evidence and articulate skills beyond the qualification. The dedicated time of a working group and funding from the ALF has been an essential asset in the achievement of work to date.

Appendix 1 – City Attributes Framework

CURIOSITY

Critical Thinking / Creativity /
Eagerness / Self-Awareness

GLOBAL READINESS

Accountability / Environmental Awareness /
Digital Preparedness / Active Citizenship

OPTIMISM & OPENNESS

Receptiveness / Confidence /
Adaptability / Resilience

CONTRIBUTION

Self-Leadership / Self-Motivation / Effective
Communication / Connection & Collaboration



Appendix 2: City Attributes Project Team

Working Group Representation	Member
Project Sponsor	<ul style="list-style-type: none"> • Siobhan Wilson - Vice Principal Student Experience
Project lead	<ul style="list-style-type: none"> • Alison Bell - Dean Creative Industries
Student Experience – Learning Support	<ul style="list-style-type: none"> • Hannah Ferguson - Learning Support & Development Advisor
LTA (Learning and Teaching Academy)	<ul style="list-style-type: none"> • Dr Lewis Ross – Learning Technologist in Learning Design
Academic Staff	<ul style="list-style-type: none"> • Hospitality & Leisure - Ryan McKellar, Lecturer Sports – Canvas Course Lead • Education & Humanities – Dr Molly Taylor, Health and Early Years • Creative Industries - Ruairioh Haworth, Lecturer Marketing • Nautical & Stem – Stuart Bradnam, Curriculum Head, Construction Technology

Appendix 3: 24/25 Timeline Plan

November 2024	<ul style="list-style-type: none">• Scope project Milestones, Key outputs, assigning roles/responsibilities and deadlines
December 2024	<ul style="list-style-type: none">• Design and create CA Workbook – Modern Apprenticeships, SCQF Credit rating training• Student feedback sessions (qualitative and quantitative)• Creation of CA Mapping across student experience directorate
January 2025	<ul style="list-style-type: none">• Create CA unit descriptors and levelling at SCQF 3,4,5,7 and 8• Design and create CA Workbook – Supported Education at levels 3 and 4• Review of student feedback
February 2025	<ul style="list-style-type: none">• Complete SCQF Levelling processes• Canvas Course design fundamentals (levels 5,7, and 8)• UDL and ABC working group training• Refine current SCQF level 6 course
March 2025	<ul style="list-style-type: none">• Pilot refined SCQF Level 6 course• Canvas course design• Accessibility checks
April 2025	<ul style="list-style-type: none">• Pilot of workbooks MA and Supported Education• Pilot of Canvas course design SCQF levels 5,7, and 8• Digital badge and design assets review
May 2025	<ul style="list-style-type: none">• Refine workbooks following pilots• Refine Canvas courses following refinements

June 2025

- Create course codes 25/26
- Final amendments
- Create Marketing plan

Appendix 4 – Updated Digital Badges (SCQF Levels 6,7 and 8)

