

# **CITY** OF GLASGOW COLLEGE

Annual Review 2013-14



**Believe it. Achieve it.**



## CONTENTS

Introduction .....	4
Mission, Vision and Values .....	5
Chairman's Statement .....	6
Principal's Statement .....	8
Learning and Teaching .....	10
Performance, Remuneration and Nominations...	20
Students, Staffing and Equalities .....	28
Finance and Physical Resources .....	40
Development .....	46
Audit .....	50
Board of Management .....	54



# Introduction

City of Glasgow College is one of Scotland's major education providers, situated in the heart of Glasgow, Scotland's largest City. Around 1,200,000 people live in the Greater Glasgow urban area, and almost twice that in the regional conurbation – over 40% of Scotland's population. Approximately 45% of our students are from Glasgow, while the rest mainly originate from other areas across Scotland, UK and overseas. Students from almost 130 different countries were enrolled at the College in 2013-14, creating a diverse and vibrant student population of which the College is proud. As stated in the College's Equalities Mainstreaming Vision, our commitment is:

"To nurture an environment in which the diversity and equality of students and staff from all backgrounds is routinely anticipated, expertly accommodated and positively celebrated."

The College offers education and training opportunities ranging from foundation courses through to Higher National Diplomas, as well as a number of Degree courses with our Higher Education partners, ensuring that all our students have the opportunity to reach their full potential. Courses are delivered across the following curriculum areas:

- Art and Design
- Business and Enterprise
- Community, Care and Social Science
- Computing
- Construction, Engineering and Energy
- Creative Industries
- Food, Hospitality and Tourism
- Hair, Beauty and Sport
- Languages and ESOL
- Nautical Studies

The pedagogic model of delivery at City of Glasgow College recognises the need for students to develop the skills required by employers, and for their learning experience to mirror the working environment as closely as possible. The College achieves this by adopting a project-based approach, developed by lecturers with input from employers, to ensure that the outputs are industry-relevant.

The College employs almost 1,200 staff across 10 locations in the city centre, at the riverside, and to the east of the city.

Construction of the new campus buildings at the city centre and riverside locations began in 2013, and is on schedule with the new buildings opening at Riverside in 2015, at City Campus in 2016, with the campus development fully completed in 2017.



## OUR MISSION

We will deliver world class learning for individuals and enterprises, for Glasgow, Scotland, and the International community.

## OUR VISION

As a world class institution of the future, we seek to redefine the learners' experience of a college education. Our staff, clustered in Schools of national expertise, will pioneer new ways of learning, with seamless learning support opportunities.

Our curriculum and international partnership sharing will encourage individual learners to flourish, amidst an inclusive and diverse learning community.

Our vision is to be a positive catalyst for change via our centres of excellence, and, in partnership with other civic institutions, to regenerate and renew Glasgow City Centre and the riverside.

## OUR VALUES

- The individual.
- Equality, diversity and inclusiveness.
- Integrity, honesty and transparency.
- Excellence and achievement.
- Partnership.
- Innovation and enterprise.

## OUR BEHAVIOURS

Values reflect core beliefs and ethics. Behaviours display attitude and approach. Together they are key to the way we learn and work at City of Glasgow College.



# Chairman's Statement

It is my considerable privilege to continue to serve as the Chairman of the Board of Management, and I am, as ever, grateful for the commitment and energy shown by Board members over the past year. The College is indeed fortunate to have a Board with such a diversity and depth of talent, to guide the College so effectively and with such a clear focus upon enriching and enhancing the student experience.

Challenge and change have been constant themes in recent years, and will continue to be so for the foreseeable future. It is through the diligent management and strong leadership of the Principal, Paul Little, and his talented management team, that the Board of Management can both reflect on another successful year, and look forward to the future with confidence and optimism.

The legal framework and governance arrangements for Colleges in Scotland are now coming into position, with the new Glasgow College Regional Board appointed in May 2014, and the three Glasgow Colleges assigned in August. We have been working more closely than ever with our sector colleagues in the City, to ensure a coherent approach in delivering the breadth and depth of educational opportunities that our stakeholders require. We face long-standing challenges in the City and beyond; however I am confident that the ongoing and strengthening collaboration which we are seeing in Glasgow will provide a step change in the quality of college provision in the region.

The creation of a new £228 million City of Glasgow College campus at the riverside and in the city centre

is now well under way, signposted across the city skyline at both locations. This is possibly the foremost educational development in Europe, and offers a once in a generation opportunity to build upon the College's historic industry links and its reputation for developing skills for life and work across many specialisms, in Glasgow, nationally and internationally. This development has emerged from years of vision and planning, to emerge into a reality, with completion at Riverside in 2015, and the City Centre campus building in 2016.

Inspired by this new development, new educational initiatives and approaches are being developed and applied now. The College's Industry Academies are in readiness to strengthen the connection between education and employment. The College continues to develop further its international links, including the opening of a Maritime Centre in Angola this year, as well as further developing partnerships in Europe, USA, China, the middle east and the Indian sub-continent.

The Board continues to consider the changing strategic context that faces the College as it seeks to fulfil its unique role. To this end the Board, in 2013, outlined its ambitions to set new boundaries for achievement and innovation in the new College Strategic Plan. In alignment with the priorities of the Regional Board, City of Glasgow College is committed to meeting ever-increasing expectations, in its role as an agent of regeneration and development, and as a beacon of excellence, innovation, and opportunity for present and future generations.



Douglas Baillie  
Chairman of the Board





# Principal's Statement

This summer, Glasgow hosted the 2014 XX Commonwealth Games, welcoming over 4500 athletes from over 70 different countries.

It was an exciting and emotional time and a real milestone in Glasgow's history. It put Glasgow firmly on the map as a World Class City.

I am incredibly proud that 10 City of Glasgow College Graduates competed with Team Scotland winning well-deserved medals for their country.

Kimberley Rennicks who studied HND in Sports Coaching at City of Glasgow College, lifted the first Gold Medal for Team Scotland in the Judo. Liam Davie, who studied NQ Sports and Leisure at City of Glasgow College, won Silver with the men's gymnastics team.

And our involvement didn't end there. Our fantastic catering students also showed off their skills to people from around the globe, by cooking delicious and nutritious meals at the Athletes' Village.

Many of our staff were Games Makers and Clydesiders – volunteering their personal time to make sure every aspect of the Games went smoothly.

At official Games corporate venues, including Scotland House and British Business House, we won opportunities for international trade missions.

Our buildings also featured huge tributes to the Games and the city, with artwork by Commonwealth artists, flags of the Commonwealth and People Make Glasgow banners.

What's more, throughout the last year, we have continued to see a wide range of student and staff successes.

Having already won a BAFTA, television students scooped a prestigious Royal Television Society Scotland Award with their film 'FistPunch'.

Our students were also winners of the esteemed Toque d'Or gastronomic competition and have now been selected to compete in the revered Boscue D'or competition.

Graphic Design students had their creative designs projected on the castle esplanade as part of this year's world-famous Edinburgh Tattoo.

Willie McCurrach, our Head of School of Food, Hospitality and Tourism was honoured with a prestigious National Chairman's Award for his contribution to the sector at the Professional Association for Catering Education Awards. Willie was also given a special award at this year's CIS Excellence Awards for an Outstanding contribution in Education and Training.

The National Union of Students recognised the College's commitment to offering help and guidance to international students with the 'Excellence in International Student Support FE' award, naming us Best in Britain.

There have been other numerous successes, many of which you will read about in the coming pages. They all show that our students and graduates are excelling on the world's stage, changing the world and becoming the leaders and role models of today and tomorrow. This is testament to their hard work and determination and our staff's commitment to providing world-class inspirational teaching and learning, with a focus on innovation, enterprise and excellence.

I believe People Make This College. It is our collective effort that delivers a world class college – a dynamic hub of learning – and a great place to come to every day, whether to work or study.

This is why I firmly believe we are well placed to take full advantage of our new state of the art super campus, with our



Riverside campus less than a year from opening and our City Campus less than two years from opening.

The buildings are now starting to take shape and the scale of our new £228 million super campus is starting to emerge. This is the biggest investment ever in a Scottish college and will create a college of the future, right in the heart of Glasgow. Over the next 50 years it will educate over 6 million students, truly a nation sized project. I am very grateful to everyone involved in the build for their tremendous efforts so far and for ensuring that the building is on track to be on time and on budget.

This year, at City of Glasgow College, we are also 'upping the ante' in our relationships with employers through our pioneering Industry Academies. These are replacing our college departments and I believe they are the bedrock of 21st century education.

These Industry Academies build in academic hubs to the college's structures, with industry links hard-wired through everything they do. They are solely structured to deliver an employability-focused curriculum, created in partnership with industry and to build and offer real-life placements for both staff and students. We now have links with over 1500 industry partners, and these partnerships are helping us to create the best possible opportunities for our staff and students.

We also continue to expand our presence internationally, as we cement a global reputation for innovation and excellence. This year we became the first college in Scotland to open a campus overseas, which we did in collaboration with two of the world's biggest shipping companies. I officially opened our Angola Campus in August, welcoming the first students to this fantastic training centre for maritime studies. What's more we



Paul Little  
Principal & CEO

have established a new partnership with a Washington DC college which paves the way for exchanges for staff and students from both sides of the Atlantic. The College now has over 40 EU academic partners and 9 campus partners across the globe including in the USA, India and Bangladesh.

I would like to take this opportunity to thank again all staff and the Board of Management who, under the leadership of our Chairman, have provided wise and trusted guidance throughout the period. I value greatly the breadth of experience and expertise which Board Members bring to the College at this time of great opportunity.

This year, more than ever, I believe we have shown ourselves to be a World-Class College for a World-Class City – leading the way in equipping young people for the world of work through employer partnerships and redefining the concept of college education.

We have much to be proud of and even more to look forward to.



# Learning and Teaching



Jim Gallacher, Learning and Teaching Committee Convener 2013-14

As Convener of the Board's Learning and Teaching Committee, I am pleased to present the 2013-14 review of learning and teaching at City of Glasgow College.

It is a constant challenge to deliver the best possible experience of college for our students, in these times of continued budget restraint. Nevertheless the College continues to develop and innovate, and to ensure that the experience students gain at the College prepares them well for their first steps in their chosen careers. This focus was recognised by Education Scotland, following its Annual Engagement Review (January 2014), referring to "confident students... well-prepared for industry". The report also identifies areas of excellence in the provision of English as a Second language, Television, Art and Design (Community) and work experience for learners with additional support needs.

However the College also acknowledges the need for improvements, and the newly revised Curriculum Performance Reviews, with associated actions plans, are addressing various issues, in particular relating to FE performance indicators. Early indications are that these actions are having a positive impact, and I will ensure that this remains a priority for the College.

We also celebrate the significant success of our students, recognised nationally and internationally, some examples of which are outlined below, and we recognise the continuing dedication of staff to providing learning and teaching excellence for our students - our core function.

## Successes

### Food and Hospitality

Having won the Future Talent Restaurant Competition earlier in 2013, the College was invited to represent Scotland at the Nations Cup Challenge in Michigan USA. In what was a truly world class performance, the City of Glasgow College team won, bringing the trophy back to Scotland. Over a full week of intense cooking, the team beat challenges from Mexico, Canada, USA, and Barbados to claim the title. The team also won four gold and three silver medals, as well as three "Best in Show" awards. A truly outstanding achievement.

A team from the College won the Nestlé Toque d'Or 2014 competition. The College has entered this competition for the past 26 years, making the final on numerous occasions. However, this time our students achieved the ultimate prize. This represents a considerable achievement and honour for the College.

Four dedicated students prepared food for thousands of guests at the Open Golf Championship, at the 1000 seat Club restaurant. The students showed great commitment and enthusiasm, working from 5 am until 7 pm during the hottest week in July, alongside the Senior Chef from Sodexo Prestige at this prestigious work placement. One

HNC Professional Patisserie student has undertaken work experience with 2011 World Champion Pâtissier Jordi Bordas, in Barcelona, Spain. Twenty five hospitality students won placements at the prestigious Gleneagles Hotel over Christmas and New Year. The College has maintained a valuable partnership with the hotel for over four years, and is the only education institution to provide seasonal staff to the five-star resort.

A HND Year 2 Hospitality Management student, has been awarded the Hotel Industry Trust (HIT) Lausanne Scholarship and will attend the Hotel School, with expenses paid by HIT Scotland. The Incorporation of Maltmen has awarded bursary support to four HND Year 2 Hospitality Management students.

At the 2014 UK PACE awards, Head of School Willie McCurrach, received the National Chairman's Award for his work in Scottish catering education. With over 1,200 members across 400 organisations, PACE champions issues and supports organisations involved in the hospitality, catering, education and training sectors. At the recent Catering In Scotland Excellence Awards a special award was presented to Willie McCurrach for his Outstanding Contribution to Education and Training. The whole College is extremely proud of this recognition for one of the most long-standing and respected staff members of Team City.

Strategic Plan  
2013-17

### PRIORITY 1

Engage and inspire all our students with world-class learning and teaching.







Commonwealth Food Market



Commonwealth Food Market



P-op Shop



P-op Shop

Table created by HND Furniture Craft student Joseph Gray who won the Craftex Gold Medal in June 2014.



### Tourism

The Air Cabin Crew and Airport Ground Operations course set up in 2012 has successfully supported students in obtaining employment with Jet2, Easyjet, Thomson Fly and other airlines. Students undertake training within the College's simulated aeroplane cabin, which has featured in several press articles including the Times Educational Supplement.

The department recently participated in the Comenius programme, a European Union educational project, organizing an exchange trip to Pisa. This was the first bi-lateral school project in the area of tourism, with Students from the Ipssar G. Matteotti school in Pisa visiting Glasgow, and City of Glasgow students travelling to Pisa to develop a dual language gastronomy publication project.

### Tourism, Food and Hospitality

The Commonwealth Food Market event in May 2013 was a joint initiative with the Food and Hospitality departments. Stalls representing many countries of the commonwealth were set up outdoors at the Townhead campus. Dressed in national costumes, tourism students greeted and guided visitors around the event, providing information on commonwealth countries. The events students created innovative stalls and the food students prepared various national dishes for each of the stalls.

### Art & Design

The £1.5m Gartnavel Hospital restoration project won the National Lottery Award for Best Heritage Project 2013, beating world famous landmarks such as the Cutty Sark in Greenwich and The Giant's Causeway. This project involved students from the areas of Stonemasonry, Graphics, Illustration, Art Glass, and Model Making.

Three Fine Art Students from the School were involved in an Information assistant programme at this year's Biennale hosted in Venice. The Exhibition was curated by the Common Guild of Glasgow.

Student Kenneth Quinn won the Advanced Furniture category and the overall Gold Medal for Craftex 2013. He has also been selected along with Catherine Lowe

from the Art Glass Design to receive the Incorporation of Wrights award. Five HND students have had their designs chosen for the 'Adam and Eve collection' for Rosa Red, and the designs are now commercially available.

For the Ideal Home Show Scotland, College students were invited to create inspirational room sets alongside professional designers. Over 40,000 people viewed the room sets over the course of the show, offering students exceptional exposure and a solid industry platform to build upon.

Three Creative Industries students won the Equator Competition, run by one of the UK's leading multimedia agencies. The students created advertising proposals for Scottish Southern electricity.

### Business

HN Advertising and Public Relations year 2 student, Jennifer McGregor, won 'Best Student Business' for her business Crohnie Clothing, at the Herald Digital Business Awards in October 2013.

HN Advertising and Public Relations students enjoyed a very successful trip to New York in February. The students met a former CoGC HN ADPR student, Lisa McGhee, who is now Global New Business Executive with the Havas Agency in New York.

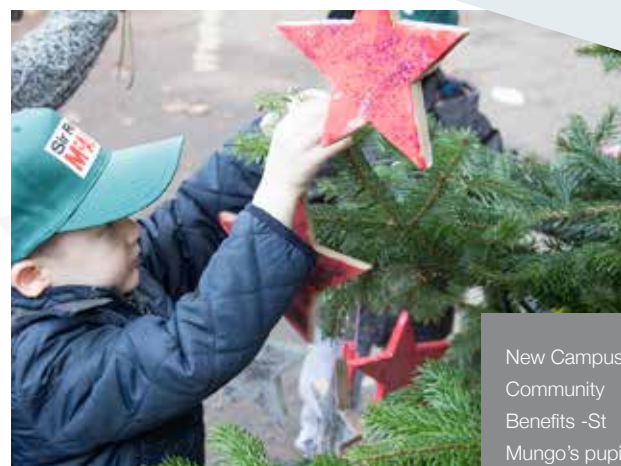
A pop up shop of opportunity raised £500 from upcycled garments that was produced and managed by students. First Minister Alex Salmond said: "Young people in Scotland shouldn't face any barriers to their education. That is why schemes such as P-op Shop are so important, giving young people a chance to challenge those barriers and offering a real taste of business as well as the opportunity to get involved with their community. I wish every success to all involved with this fantastic idea for Glasgow's students and I hope that every single P-op Shop is a real triumph."

A partnership with Loch Lomond Shores and the Darvel Music Company has established successful accredited marketing work experience projects with Danish students from 3 colleges in Jutland.





Worldskills Birmingham Nov 2013 - bronze winners in Computing



New Campus Community Benefits -St Mungo's pupils decorate the McAlpine's Christmas tree



Winners Royal Television Society Undergraduate Entertainment Award - Jan 2014

### Television

In March, the British Academy of Film and Television Arts (BAFTA) Scotland announced the winners of their New Talent Awards, which proved to be a remarkable success for a group of City of Glasgow College students. Five City students won the Comedy/Entertainment Award, presented by Muriel Gray, for "Fist Punch" - a short television sketch show pilot, written and directed by the students. In addition to the BAFTA, the students went on to further honour, winning the prestigious Royal Television Society Undergraduate Entertainment Award.

### ESOL

The department's interpreter's scheme, in which more experienced students provide interpretation for newer students, has proved a considerable success – and has been shortlisted for an Adult Learners' Group Award. The scheme has helped students to express themselves at focus group meetings, and has assisted in building confidence. The interpreters also attended a conference held in the SECC, organised by the Scottish Refugee Council, to assist other participants.

An ESOL job club has been set up with funding assistance from the Community Planning Partnership, with the aim of improving employability and volunteering skills. Several participants have now found employment and work with voluntary organisations as a result.

The ESOL choir is now operational, assisted by a choirmistress employed via the Futures Trust. Songs of many different languages, as well as in English feature in the choir's songlist. ESOL students have also worked on a project with Glasgow Life to develop a Pop-up Museum experience, featuring objects from home in an exhibition of their work. One former ESOL student has progressed to the College's NC in Journalism, and is now the editor of the student magazine, Oasis.

### Construction

The College hosted the Scottish National SkillBuild competition in May, and the College scored several successes. In the Wall and Floor Tiling Senior Competition, College students came first, second, and

third, while two further students are currently in training for Worldskills (see below). A second place was achieved in the Senior Plastering competition, and another second place gained in the new entrant competition. A former student at City of Glasgow achieved third place in the UK Masonry Skills Competition.

Construction students and staff have been active in supporting the New Campus Community Benefits initiative, building an eco house, a storage area, and timber planters for St Mungo' Primary School. In another Community Benefits project, students undertook developments at Townhead Village Hall, including site drainage and brick and timber raised beds.

Using tiles designed by internationally renowned artist Nicolas Party, Modern Apprentice groups tiled a staircase in a former College building, now functioning as a charitable art gallery in the east of the city.

### Marine

The Hammermen Awards are made at the Trades House each year in recognition of the exceptional skill and dedication of engineering students in the Strathclyde region. Two City of Glasgow College marine engineering cadets won Hammermen Awards this year.

### Computing

Students in computing achieved a bronze in Computing Network Security and a silver in Computing Web Development Intermediate at the UK Worldskills finals in Birmingham in 2013.

The College hosted the regional heats of the Worldskills Computing Competition in June 2014, with City students winning the following awards:

- Gold and Bronze for Network Infrastructure (Cisco)
- Silver and Bronze for IT Support Technician
- Gold, Silver and Bronze for IT Software Solution for Business

Four HN Networking students have secured prestigious work placements with the technology partner of the Commonwealth games Glasgow 2014, the NVT Group.



Worldskills

The College now has a Worldskills Training Academy, whose aim is to motivate and inspire more of our students to aim higher and develop and extend vocational excellence as well as personal development skills - to allow them to be successful learners, confident individuals, effective contributors, and responsible citizens. Worldskills advocates vocational excellence and celebrates expertise through regional, national, and international skills competitions.

College students have achieved notable successes achieving 32 regional medals (2014 competitions) and 4 national medals (2013). This placed the College 7th out of 250 colleges in the UK National Medal Table, with the prospect of further progress given recent successes. In addition, 2 CoGC students have been selected for the UK SQUAD at the international competition to be held in Sao Paulo in 2015. One of our students has been selected to compete in the EURO skills competition in France, October 2014

In the Regional Finals 2014, medals were awarded as follows:

SUBJECT	AWARD
Beauty Advanced	1st, 2nd and 3rd
Beauty Intermediate	1st, 2nd and 3rd
Aromatherapy	2nd
Reflexology	3rd
Nail Art Advanced	2nd
Nail Enhancement	1st (with exceptional feedback from judges on all 10 candidates)
Computing IT Software Solutions for Business	1st, 2nd, 3rd
Computing Network Infrastructure Cisco	1st and 3rd
Computing Microsoft IT Technician	2nd and 3rd
Cabinet Making Advamced	1st, 2nd, 3rd
Cabinet Making new entrant	3rd
Construction Wall and Floor Tiling (senior section)	1st, 2nd, 3rd
Construction Plastering Advanced	2nd
Construction Plastering Intermediate	2nd
Stonemasonry	3rd

Other Awards

In the Game Changer Awards 2014 (Colleges and Universities) a gold award was won for the College student drama production “Come Oan Get Aff”. The students, who have a diverse range of learning needs, developed links with Commonwealth Games 2014, City Bus Tour, and undertook research on the Games. A bronze award was won for student achievement with a public furniture entry by Interior Design students.

A Highly Commended Beacon Award was achieved for Effective Use of IT in FE, for which the College was also Highly Commended by the College Development Network (Learning and Teaching). The College was also Highly Commended by CDN for Health and Wellbeing.



Some of the Worldskills winners for Computing



Worldskills competition for Beauty



Game Changer Awards won Gold for our drama production "Come Oan Get Aff"





## Widening Access and Articulation

### Community Learning

College Community Learning staff continue to work in partnership with a wide range of community groups and organisations across Glasgow, many of which are long standing partners of the College. Courses are offered to match the particular needs of community-based learners and include: essential skills, numeracy, literacy, craft skills, creative writing, ICT, and basic cookery. The College also works in partnership with recovery hubs to offer services to those in recovery from addiction. A new partnership has been developed with the Big Issue, whereby the College offers basic essential skills training to vendors in exchange for sessions to College students on selling skills and dealing with customers.

A member of the College's Education Support Team presented his research findings to the International Geographical Union Regional Conference in Poland. The research focused upon work with College students and the local community in the field of urban gardening, based at the College allotments in Glasgow. This work involved demonstrating the value of urban gardening as a teaching tool in a real-life practical setting.

Over the last year Education Support students have been helping run the café and gardens of the Townhead Village Hall. Working in partnership with the management and staff at the hall, students take responsibility for a range of duties connected to running a successful kitchen and café, and planning and growing produce with local residents. Learning units are integrated with work experience, and hall staff and management have been involved in planning and assessment.

### Articulation and HEI links

The College is a major participant in the SFC Additional Articulation Scheme, which is taking place this year. The scheme creates opportunities for HND 1 or HNC students to automatically progress to specific university courses when they complete their college qualification. This enables students to progress their HN studies with confidence, knowing their place on degree programmes is assured. The College has secured a total of 137 places with Glasgow Caledonian University, University of the West of Scotland, and Strathclyde University.

A total of 926 City of Glasgow College students were offered places on Level 3 degree programmes at UK Universities, the majority at the above three universities and Edinburgh Napier University - although all Scottish Universities and six in England offered some places. The total offers made to CoGC students represents an increase of 10% compared to 2012-13.

City of Glasgow College delivers 100% of the teaching for the BA Interior and BA (Hons) Degree in Interior Design awarded by Glasgow Caledonian University - an arrangement that has now been in place for 10 years. The programme has a long and prestigious pedigree and this year the cohort of 14 students in the honours year were awarded 8 first class honours degrees. This represents a considerable achievement for the students and the staff who support them.

In session 2013-14 CoGC delivered, for the first time, 100% of the BA Photography and BA Contemporary Art, previously a joint delivery with University of the West of Scotland.

### Learning and Teaching Strategy

The College's Learning and Teaching strategy presents a series of key objectives to enable students from all backgrounds to achieve their maximum potential. The strategic objectives are:

- To provide world class learning experiences which enable all students, whatever their backgrounds, to reach their full potential and achieve their learning goals
- To work with students as co-creators of their own learning, fully engaged in the continuous evaluation and enhancement of the design and delivery of their programme
- To provide access and progression opportunities for all, regardless of their previous educational experience or personal background, across all parts of the curriculum
- To deliver a broad, industry relevant curriculum that enables students to be work ready or progress to higher level qualifications
- To collaborate with key employers, Sector Skills Councils and professional bodies on the planning and evaluation of programmes to ensure that the College curriculum remains responsive to current and future training needs
- To respond to the diverse and evolving needs of all students by providing effective systems of support and guidance for students which enhance the learning experience and help them to succeed
- To foster excellence and innovation in teaching through the development of highly motivated, professional staff

### Curriculum Performance Review

The Curriculum Performance Review process was itself reviewed in 2013-14, and retitled Performance Review to reflect a broader scope. The Performance Remuneration, and Nominations Committee undertook oversight of the Performance Review Process throughout 2013-14. This is referred to in the appropriate section of this report (below).



# Performance, Remuneration & Nominations



Eric Tottman-Trayner, Performance Remuneration and Nominations Committee Convener 2013-14

I am pleased to present this report on the activities of the Performance, Remuneration and Nominations Committee for 2013-14. The remit of this Committee, new in session 2013-14, encompasses senior staff performance, and the College's performance review with reference to strategic planning and performance indicators. The Committee's remit now also includes the remuneration of senior staff, and the management of the process by which members of the Board of Management are recruited to the Board, bearing in mind the skills and experience of current Board members.

City of Glasgow College once again welcomed the valuable insights provided by Education Scotland, following their Annual Engagement Visit (AEV). As well as highlighting instances of excellence across the College, as the AEV report provided in 2014, such external perspectives provide the College with an opportunity to further raise standards, as we refine and enhance our practice in learning and teaching delivery, as well as support functions.

With our ongoing and recently updated internal reviews and self-evaluation processes, I am confident that the College is maintaining a focus upon high performance, continuous improvement, and a desire to provide the best possible experience of the College for our students and other stakeholders.

## Annual Engagement Visit

The College welcomed Education Scotland in January 2014 for its Annual Engagement Visit. The subsequent report recognised the various developments shaping the operating context for the College, including regionalisation, the new campus build, developing a new model of curriculum delivery - New Campus, New Learning, management restructuring and building the organisational culture.

The AEV report also noted that the College performance indicators (PIs) for HE are broadly stable and in line with sector performance levels. However, FE PIs have dropped and sit below the sector performance levels. The reasons for this under-performance have been reviewed through a number of mechanisms including the Performance Review process and actions have been put in place. Although the full impact of these actions have still to be realised, early indications are positive, as can be seen from the Key Performance Indicators (early estimate) below).

Four Examples of Excellent Practice were identified in the report:

- Excellence in improving the quality of ESOL provision through the ESOL Interpreter scheme

- Excellence in the provision of advanced TV courses
- Excellence in the use of a community project for learning through the Art and Design work for the Gartnavel Chapel project
- Excellence in the provision of work experience for learners with additional support needs through ASN learners working within Townhead Village hall

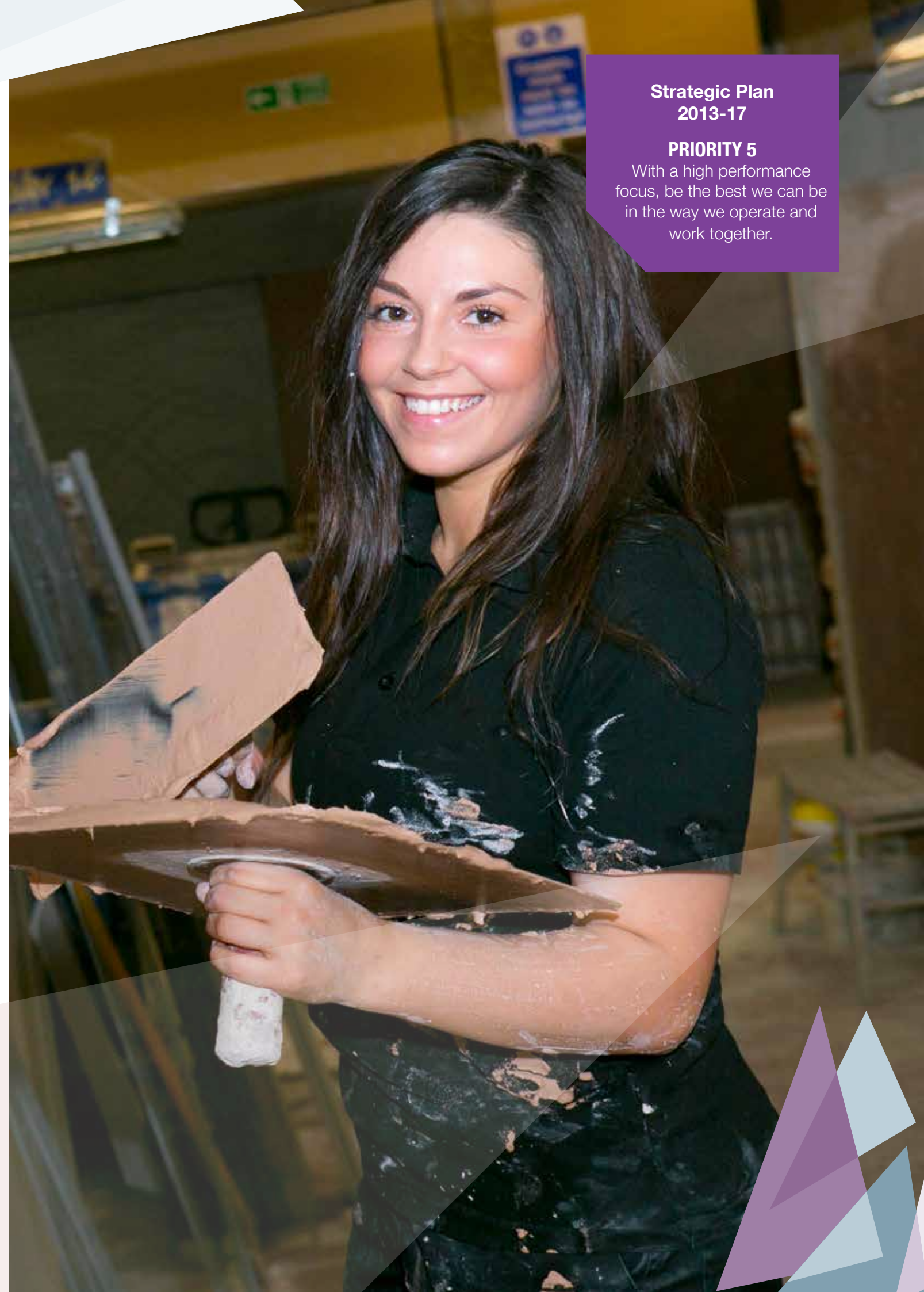
The AEV report also highlighted the benefits accruing from the high profile given by the College to Diversity and Equality issues, and the impact this has had on the culture of the College. As the report states:

"The emphasis placed by the college on diversity and equality issues has a positive influence on staff, with staff identifying that this impacts positively on learning and teaching "every day, and in every lesson". Staff and learners also appreciated the personal and curricular benefits of working and learning within a very diverse environment. The diversity of the college environment and the focus on equalities good practice has had a significant impact on the culture of the college. One member of staff commented that "equality and diversity has moved from a tick box exercise to be embedded within the culture - it doesn't feel like an added extra any more".

Strategic Plan  
2013-17

### PRIORITY 5

With a high performance focus, be the best we can be in the way we operate and work together.





## Curriculum Performance Review

The Curriculum Performance Reviews were themselves subject to review and revision for 2013-14. The name was changed to reflect the broader scope of the discussions, with Heads of Schools and their management teams more fully involved in providing information to the panels. As previously the Reviews were carried out in three phases with each phase requiring one full week of review meetings.

The Reviews included:

- A comprehensive internal review of the curriculum, focusing on quality indicators such as student withdrawal, completion, and success.
- Student satisfaction measured through questionnaires, complaints, and student feedback gathered at Course Action and Development Meetings
- Commercial and International activity, including areas of potential growth.
- Responses to key Government priorities

As part of the College's self evaluation process, Heads of School and their teams completed and regularly updated action plans addressing areas for improvement, capitalising on strengths identified either through their own self-evaluation activities or at the Reviews.

## Customer Service Excellence

In 2012-13, the College produced a Customer Care Charter, to outline our commitment to a 'Customer First' Culture and outline our standards of service. The College achieved the Award of Customer Service Excellence Standard, with the Certificate awarded in June 2013.

In May 2014, the College was audited by SGS - one of the world's leading inspection companies. The auditor met with staff across the College and was impressed with the College's implementation of a customer first culture. During the audit 'compliance plus' was identified- an indication that the College is demonstrating sector leading practice.

## ISO 9001:2008 Standard

The College continues to maintain accreditation to the ISO 9001:2008 standard as part of its overall Quality Management System. The College had two successful assessments of its Quality Management System by BSI (British Standards Institution) during 2013-14. The auditors expressed confidence that the College's quality system is demonstrating the ability to support statutory and regulatory requirements, and to achieve our objectives. The assessments found that review arrangements to progress improvement were in place in all visited areas.

## Student Focus

The College Students' Association - CitySA – achieved national recognition, being nominated by NUS for both Scottish and UK-wide awards:

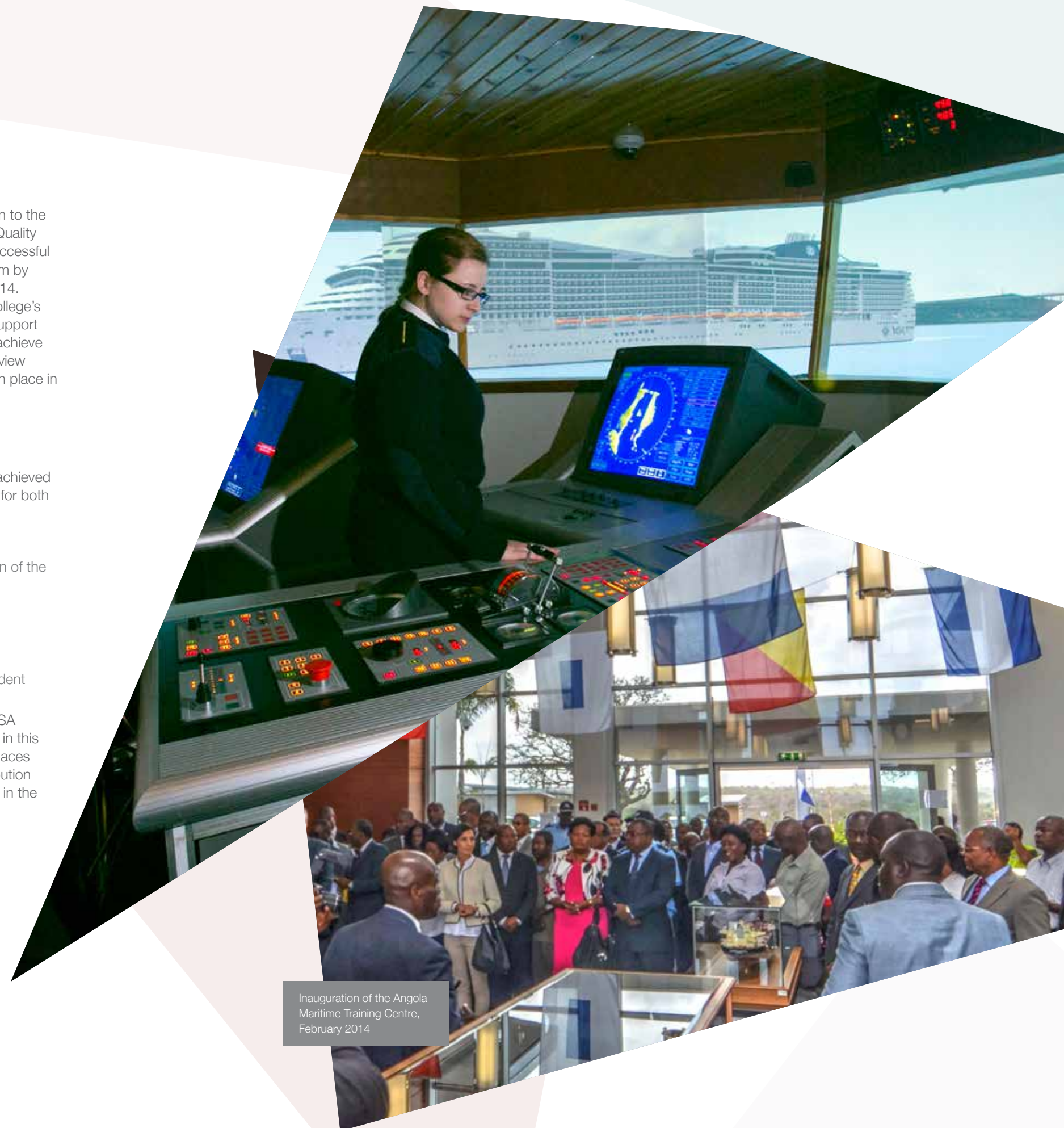
NUS Scotland Awards:

- Nominated for College Students' Association of the Year
- Nominated for Innovation & Enterprise
- Nominated for Staff Member of the Year

NUS UK Awards:

- WINNERS of Excellence in International Student Support FE

This represents a considerable honour for CitySA and the College - to be the lead British college in this category. It highlights the value which CoGC places upon its international students, and the contribution which these students make to life and learning in the College and the community of Glasgow.



Inauguration of the Angola Maritime Training Centre, February 2014



# Key Performance Indicators

The Board of Management and College Management Team maintained a particular focus upon student attainment throughout 2013-14. The Board is therefore pleased to report a significant improvement in student success, part-time and full-time, at both FE and HE level.

The positive change in performance indicators has resulted from the introduction of improved live data reportage using the College's management information system to report against sector benchmarks. This has enabled managers to scrutinise, more effectively, performance with their teams. This in turn has resulted in focused discussion of the issues and clear plans

of action for improvement of success and withdrawal figures.

In addition, analysis of improvement plans and their results at Performance Review have helped to develop further good practice within curriculum areas. Whole College meetings were held with curriculum managers during the year to discuss performance and assist the implementation of the Learning and Teaching strategy in the engagement of students in learning and assessment.

The Board is confident that these interventions have produced the improvement in student success performance indicators.

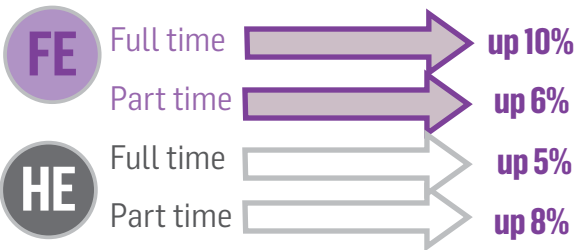
SFC College Performance Indicators 2013/14					
Level	Mode	Early Withdrawal	Further Withdrawal	Completed Partial Success	Completed Successful
Further Education	Full time	5%	15%	10%	70%
Further Education	Part time	8%	10%	8%	74%
Higher Education	Full time	3%	11%	11%	75%
Higher Education	Part time	2%	4%	10%	84%

SFC College Performance Indicators 2012/13					
Level	Mode	Early Withdrawal	Further Withdrawal	Completed Partial Success	Completed Successful
Further Education	Full time	13%	17%	10%	60%
Further Education	Part time	9%	11%	11%	68%
Higher Education	Full time	6%	13%	11%	70%
Higher Education	Part time	5%	4%	14%	76%

Source: As presented for SFC Audit

- Early withdrawal** - indicates that a student has withdrawn from a course of study prior to the funding qualifying date.
- Further withdrawal** - indicates that a student attended after the funding qualifying date but withdrew from their course prior to the end of the course.
- Completed partial success** - indicates that the student completed the course, however the student may have gained some of the required subjects but not the whole qualification.
- Completed successful** - indicates that a student completed the course and gained the qualification they were aiming for.

## STUDENT SUCCESS









# Students, Staffing, and Equalities



Alisdair Barron, Student Staff and Equalities Committee Convener 2013-14

As Committee Convener, I am very pleased to present the 2013-14 review of the Students, Staffing and Equalities Committee of the Board of Management. The College provides a wide range of services and support, to ensure that students obtain the best possible experience at City of Glasgow College at each stage of the learner journey, from application and enrolment to positive destination upon leaving.

As well as ensuring that our staff are equipped to provide excellent learning and teaching, together with guidance and support, the Committee provides oversight and support to the Students Association, CitySA. 2013-14 was a particularly active and successful year for CitySA, supported by the Student Engagement Team, increasing the profile of the student body and its Executive, within the College and nationally. As a result, student participation in various initiatives and events reached record levels.

The College continues to make progress in embedding diversity and equalities issues within the College culture. Education Scotland, in its Annual Engagement Visit Report (2014), highlighted the benefits of this emphasis, noting the positive impact upon staff, and upon learning and teaching.

## Student First Culture

During Session 2013-14 Student Services have focused on enhancing service provision, delivering advice, guidance, and support at each stage of the learner journey to help our students reach their full potential. Supporting the College's Student First culture, a wide range of services and support is delivered from one-stop Student Services bases in most College locations. 2013-14 saw the continued success of the recently refurbished base in the North Hanover Street Millennium building.

## Admissions/Applications

At April 2014 the College recorded a 3% increase in 1st choice applications (applicant headcount) compared with the same period in 2013. In addition, processing and throughput of applications has improved with the number of offers made increasing by 4%, and the number of acceptances up by 5% compared to the same period last year.

The table below provides an overview of some of the key applicant characteristics and shows that there is very little change in the age profile or gender split of applicants in 2014 compared with 2013:

Applicant Characteristic	2013	2014
16 - 19 year olds	70%	67%
20 - 24 year olds	18%	19%
25+ group	12%	14%
Female	61%	60%
Males	39%	40%

Waiting list numbers have also dropped compared to this time last year. However, this is due to a change in processing for this year, where only those applicants with the entry qualifications are placed on the waiting list. A new category – “No Entry Requirements” has been created to identify applicants without entry requirements. There are currently 1,300 applicants without entry requirements. 62% of these applicants are aged 16-19 years old.

Over the last 2 years there have been significant new digital developments related to admissions processing. Applicants can now login to the College network to select their preferred date and time for interview. By offering this service we have improved engagement and convenience for our applicants and improved attendance at these events, increasing efficiency within the admissions process.

### New in 2013/14

- Conversion rates continue to be a focus in 2014 with new initiatives this year called “Keeping Warm Initiatives”. This includes creation of an ezine for May/June/July being emailed to all new students providing student profiles, student destinations and testimonies about student life at the College
- Organised campus visits during Exhibition week for 20 of the low conversion/retention FE groups, including campus tours and meeting with current students
- Targeted twitter forum (e.g #new to cocg) to encourage new students to network and make connections
- Rollout of new online funding package to FE groups - connecting students quicker with funding entitlements, monitoring student progress, offering remote uploading of required documentation.

## Learning Support

The Learning Support team have delivered high quality academic support to students with additional support needs throughout all College campuses. There are four main central Support bases available - in Townhead, North Hanover St, Rogart St, and Riverside campuses.

During 2013-14, a total of 1,330 Personal Learning Support Plans (PLSPs) were set up with students, with 590 PLSPs created for students with Extended Learning Support needs. The team also carried out 103 needs assessments to provide supporting documentation for students applying for Disabled Student Allowance funding.

Over the last session support was delivered in a variety of ways, such as specific 1:1 support with a Learning Support lecturer, in small group tutorials, team teaching in class, integrated teaching, guidance sessions, workshops and tutorials.

The support delivered to students during session 2013-14 included specialist teaching and support for dyslexia, mental health issues, Autistic Spectrum Disorder, mobility difficulties, sensory impairment and literacy difficulties. Help was provided via study skills, academic writing, ICT support, Literacy & Numeracy support, proof-reading, exam preparation, graded unit guidance, referencing, equipment loans, assistive technology demonstrations and mobile apps training.

Education Support Workers were provided in class to support students (individual or group) with particular identified difficulties such as reading, scribing, note-taking and assessment support. Sign Language Interpreters were present in class for those with hearing impairments.

The Learning Support team at Rogart Street campus were involved in a successful digital device project (Telsic) with the staff and students from Construction Crafts. The project involved using smartphones, laptops and tablets with apps for technical drawing, and online learning applications such as Khan Academy, along with Facebook and YouTube. This project engaged and empowered learners to develop essential skills such as numeracy, communication, ICT and technical drawing. The project also provides learners with tailored teaching approaches and resources to best meet their personal learning needs.

The team were also involved in the delivery of a College-wide ‘Mindfulness’ project to support students with mental health issues such as anxiety, panic, depression, or stress. The Mindfulness techniques proved very worthwhile for students and it is planned to continue and develop this project next session.



Strategic Plan  
2013-17

### PRIORITY 2

Maximise student attainment and employability by enabling individuals to achieve their full potential.



## Student Engagement

The College is committed to encouraging students to work as partners with the College to enrich their learning experience, to enhance the life and work of the College, and to ensure their voice, opinions, and views, are heard at every stage of their College experience.

This session, induction and welcome sessions were delivered to all classes, with engagement workshops provided to class groups on aspects such as motivation, confidence building, team building, goal setting and resilience. Over 1,060 students have taken part in these engagement workshops.

Focus groups were held with students under the banner 'You are the Expert', on topics including student behaviours, staff behaviours, subject e-assessment, values, international student support and departmental promotional strategies.

Three Volunteering Fayres were set up with external organisations and businesses to advertise and promote a wide range of volunteering opportunities for our students, from working at the Commonwealth Games to working abroad with a range of charities.

For session 2013-14 there were 766 elected Class Representatives, the most the College has ever presented. The Reps were trained on various aspects of the role including their responsibility, dealing with College issues and personal development.

Students were involved in a range of events and activities throughout the session, such as Black History Month, International Women's Day, Burns Night and Chinese New Year.

## Students' Association - CitySA

### Freshers' Week

CitySA welcomed new students and returning students alike this year with a two-day Freshers' Fair. Opting for an American themed event, this welcome party was large, brash, vibrant and colourful.

### Student Representation

CitySA set a priority in 2013-14 to further develop an active student base, vital to the effectiveness of student representation. This session 289 class reps received training, from a total of 766. To help fully prepare class reps for their roles, CitySA organised the College's biggest ever class rep event: Inspire2013, with class

reps from across the College coming together to listen to inspirational speakers at Cineworld cinema in the city centre, helping to encourage a genuine spirit of activism amongst students across the College. In 2013-14 the first CitySA AGM was held.

### National and Regional Presence

The Students' Association have extended active participation in the National Union of Students (NUS). With more students at the table CitySA will have a greater input into national debates, a greater say on how national policy is shaped and greater working relationships with other institutions.

This year student representatives from City of Glasgow College have participated in double the number of NUS conferences and events as they did in 2012/2013. This has already paid dividends with next year's Student President being elected NUS Black Officer for Scotland and a CoGC student being elected onto NUS UK LGBT committee.

The CitySA Student President was appointed as the first ever Chair of Glasgow's regional student executive, comprising elected student officers from City of Glasgow College, Glasgow Kelvin College and Glasgow Clyde College.

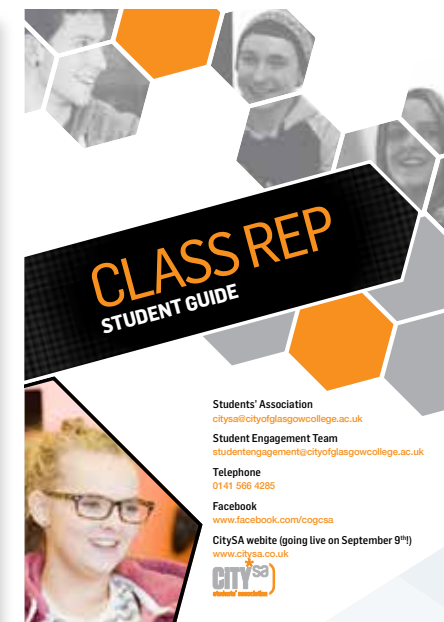
### Student Elections 2014

This year CitySA looked beyond the campuses of our College to advertise elections citywide. An innovative partnership was agreed with neighbouring institutions Strathclyde University and Glasgow Caledonian University to enter into a collaborative venture called The Big Elections. This enhanced the elections process in several ways including:

- Raising thousands of pounds in sponsorship for the Elections
  - Advertising the elections externally on Capital Radio and the Glasgow Underground.
  - A longer voting period than ever before (five days allowing more students to have their say)
  - A record number of students voting
  - A larger, more exciting announcement event at Strathclyde Union alongside Strathclyde and Glasgow Caledonian
  - Elections results streamed live across the internet
- Voter turnout in 2012-13 had increased from 354 to 471. In 2014 this was further increased to 611.



Class Rep Guides  
Staff & Students



Freshers' Fayre 2013



Gavin Quinn  
Students' Association President 2013/14



Freshers' Fayre 2013





## International Student Support

2013-14 was a busy and eventful year for International Student Support. Thirteen Induction Information sessions were set up for student groups arriving at College, as well as two large International Welcome Events. The major events include external organisations, short presentations, food, music, and games. This year saw the inaugural Cream Tea event at which the College Board of Management and senior staff met and mingled with new international students.

As well as academic and general support for our students there was also a comprehensive social calendar set up, which included orientation walks around Glasgow, weekend trips to Edinburgh and Blair Drummond Safari Park. Students also enjoyed barbeques, ceilidhs, Diwali evenings, Christmas celebrations, Cooking Skills classes, community police visits, tours of Glasgow Green, the West End, the Charles Rennie Mackintosh designed House for An Art Lover, and the Transport Museum.

The College are very proud winners of the NUS UK-wide "Excellence in International Student Support FE" leading the way for the college sector in Britain.

## Libraries and Learning Technologies

A key focus for the team has been the development of MyCity as a secure, self-service based student interface. In addition to providing access to course materials, we have integrated a number of back end systems, such as the timetabling and student records systems, to create a user friendly 'one stop shop' for student information and services. During 2013-14 this has resulted in increased visits to MyCity, in addition to a rise in the number of interactions and time spent on the site. Extensive user testing was carried out with students, which has endorsed our approach and informed our future development plans.

The team continues to support staff in their use of technology, running regular training events. Our new blended learning 'MyCity Basics' course takes staff through the steps required to create a 'new campus ready' course and received a 5 star rating from participants.

The team has also been successful in securing funding for a range of projects including £100,000 from JISC to develop a framework for e-assessment implementation in education. The Scottish Library and Information Council have funded the team for two further projects to develop an open source library management system and to create a copyright plugin for Moodle.

We continue to deliver and support the library management system shared by all the Glasgow Colleges. This has involved maintaining a stable service for all college users while integrating collections, data sets and policies as a result of ongoing mergers in the city. A reciprocal borrowing service was launched in January 2014, allowing our students to visit and borrow resources from any of the 7 campus libraries across the city and opening access to over 135,000 titles. Library staff have championed information literacy through the Reading Agency's national Six Book Challenge which helps to promote reading confidence and motivation. Uptake of our workshop portfolio continues to increase, particularly sessions on e-resources and information and study skills.

We have continued to enhance library facilities for students in 2013-14. Murals depicting Samuel Taylor Coleridge's 'The Rime of the Ancient Mariner' were created by the same illustrator who designed the city campus graphics. This has created a strong visual connection between the two campus libraries, while reflecting the unique curriculum of the Riverside campus.

### Strategic Plan 2013-17

#### PRIORITY 3

Develop our staff, embed our values, promote further culture change, and extend our reputation.

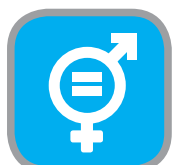


From extensive research with staff and students to identify what they believe to be the best possible behaviours, City of Glasgow College has developed behaviours directly linked to values to help achieve a single, one-team culture.



### The Individual

- Listen to and respect others
- Demonstrate a positive attitude
- Act professionally
- Be friendly and encourage others
- Lead by example and be a role model for positive behaviours



### Equality, Diversity & Inclusiveness

- Be fair
- Respect others and consider differences
- Appropriately challenge unwanted behaviour



### Integrity, Honesty & Transparency

- Respect confidentiality
- Maintain personal integrity at all times
- Be trustworthy, open and reliable



### Excellence & Achievement

- Recognise the efforts of others
- Display a 'can-do' attitude
- Take responsibility for delivering high quality work
- Be inspired to do great things and encourage others to do the same
- Be passionate, always strive to do the best



### Partnership

- Work as 'one team'
- Involve others in decision making
- Work collaboratively and build positive relationships
- Engage with others and encourage effective communication
- Be passionate, Share ideas, information and knowledge



### Innovation & Enterprise

- Be solutions focused
- Be willing to take smart risks
- Generate and encourage new ideas
- Be creative and do things differently

## Human Resources and Organisational Development

### Supporting Learning and Teaching

City of Glasgow College is the first College in Scotland to deliver the new 2-HN credit PDA in Teaching Practice in Scotland's Colleges using a blended learning approach via My City and modelling many of the features of New Campus New Learning (NCNL). To support the development of 21st century teaching practice and help prepare for the move to the new campus, NCNL awareness and self-assessment workshops were facilitated for every teaching department.

2013-14 saw the launch of the College's new Teaching Innovation Academy, focusing on good practice in project-based learning. A comprehensive programme of CPD aligned to New Campus New Learning has been planned to run next session.

### Supporting Students

In 2013-14, a coaching awareness programme was provided for 12 mentors to support the students who entered the World Skills competition. Campus CMI is a new arrangement providing free Chartered Management Institute membership to College students between age of 16-24, as well as access to a wealth of study materials.

A tailored induction programme for the CitySA Student Executive was created, as was a mentor development programme for staff providing mentor support to the Executive.

The Student Executive was supported in staging Inspire! – the Class Representative Conference - attended by approximately 400 class representatives.

### Developing Staff and College Culture

Student and staff focus groups determined our desired behaviours related to the College values, with 10% of students and 7.5% of staff involved. From this emerged the Our Behaviours booklet and new College strap line of Believe It. Achieve It. Workshops for staff are provided to help embed the values and behaviours.

Throughout the session, a regular programme of activities was continued, further contributing to a learning culture. Each member of staff on average has undertaken 18 hours of CPD activity, including e-learning, supporting students with additional support needs, Diversity and Equality, and use of social media.

Support for staff and pre-service students undertaking TQFE via our network of mentors was provided, further developing the College's reputation as an excellent provider of pre-service placements.

In addition to the funded TQFE places, 30 members of staff commenced/ continued an enhanced qualification,

34 members of staff enrolled and are working towards Microsoft Office Specialist (MOS) qualifications and 3 members of staff successfully completed the Prince2 qualification.

Business and Enterprise have been working in partnership with CMI and Organisational Development staff to deliver the First commercial CMI Diploma programme via the Leadership Academy. The Diploma includes a small number of College staff integrated with fee paying students.

The first All Staff Development Event – One City – took place in June to demonstrate how the College vision is being realised through actual practices and progressive developments, with local and international partners involved.

### Partnership and Accreditation

Continued accreditation and partnership was maintained with:

- Cycle Friendly Employer (including cycle to work scheme)
- Glasgow Living Wage Scheme
- JobCentrePlus – the College is 'Positive about Disabled People'
- "Tommy's" accreditation, providing help and advice for pregnant staff
- Macmillan Cancer Support

The College has a new Employee Assistance Programme with PPC. This includes a confidential counselling service, providing support for staff in their personal and working lives. Staff have peace of mind through our continued partnership with Occupational Health provider Integral and the support of Occupational Health Doctors.

International partnerships were cemented by hosting 13 visitors from 3 colleges in the Netherlands, providing work-shadowing opportunities across the College.

### Leadership and Management

A set of nine Leadership and Management Standards have been developed and approved by the College Senior Management Team (SMT). These are aligned to the National Occupational Standards for Leadership and Management and the College strategic themes. A three year leadership and management development plan has been developed which parallels the stages of the New Campus Development.

The College's Leadership and Management Foundations Programme was set up, with the initial stage focusing upon fundamental processes to ensure consistency across the College. SMT undertook the Emotional and Social Competency Inventory (ESCI) as part of the Leadership Development Programme.



# Equality, Diversity & Inclusiveness

Reflecting our values, the College's Diversity & Equalities (D&E) Statement states that:

"We will positively promote equality, diversity, and human rights for all.

In doing so, the College will:

- Foster good relations based on dignity and respect;
- Advance equality of opportunity for individuals; and
- Eliminate harassment, victimisation and discrimination."

## Equality Act 2010

The Equality Act 2010 has combined and superseded all previous equality legislation, including SENDA. The Act introduced a Public Sector Equality Duty (PSED), which states that a public authority must, in the exercise of its functions, have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To establish more effective performance of the PSED, or general duty, the College has committed to producing a report detailing equalities data on an annual basis and report progress on mainstreaming the duty across its functions every second year. This first interim mainstreaming report was published in 2013-14, demonstrating the College's approach to collecting and analysing equalities data, for staff and students, to better perform the Equality Act 2010 Public Sector Equality Duty (PSED).

## Positive about Disabled People

The College is committed to promoting and valuing diversity and equality through effective employment policies that aim to attract, recruit, and retain staff on the basis of merit.

The College is "two ticks" (Positive about Disabled People) accredited by JobCentrePlus, having achieved the five required commitments. Both the College Diversity & Equalities Policy, and Recruitment and Selection Policy commit to adopting the "Positive about Disabled People" symbol. This ensures that candidates with a disability who meet the minimum essential criteria for a vacancy are offered an interview.

In 2013-14, 64 employees advised the College that they have a disability, equating to 5-6% of the workplace at 31 July 2014 (6% in 2012-13, 5.8% in 2011-12). This should be seen in the context of a major management restructuring programme in 2013-14, with associated voluntary severance arrangements.

## Embracing Diversity Competition

The Embracing Diversity Competition continues to develop a high profile in the College, with over 100 entries submitted in a variety of media, such as fashion, photography, blogs, writing, video, graphics, ceramic tiles, food and jewellery.

## Equality Act 2010

The Equality Act 2010 has combined and superseded all previous equality legislation, including SENDA. The Act introduced a Public Sector Equality Duty, which states that a public authority must, in the exercise of its functions, have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This means that in relation to disability in particular, we commit to:

- Enquiring about (and subsequently meeting) reasonable adjustments at student application and interview stages
- Providing additional support for students via Personal Learning Support Plans (PLSPs) in relation to additional support
- Equality impact assessing (EQIA) policies and practices to take account of disabilities
- Providing training for staff in conducting EQIA
- Conducting Risk Assessments for work placements and field trips
- Providing training for staff in conducting Risk Assessments
- Ensuring current/future buildings meet building control regulations/Equality Act 2010 requirements in relation to accessibility
- Delivering the CALM project to give staff the skills and attitudes to create and maintain accessible and electronic learning and teaching materials, and providing a VLE to store such materials
- Providing learning and teaching material in other formats, and assistive technologies for students and staff



Embracing Diversity Competition Entry



Embracing Diversity Competition Winner

Principal Little and Ruth Davidson MSP who presented the awards.



Embracing Diversity Competition judges



Embracing Diversity Competition Entry



# Student Statistics

To aid the development of meaningful equality outcomes and equality impact assessments as defined by the Scottish Specific Duties of the Equality Act 2010, the College considers evidence relating to persons who share a relevant protected characteristic.

The College is committed to revising its management information systems for student and staff data, to take account of the need to take reasonable steps to collect information across relevant protected characteristics.

During 2012/2013, in accordance with the Scottish Funding Council (SFC) requirements, only data in relation to the age, disability, sex (formerly referred to as gender) and race (nationality and ethnicity) of students and staff was collected. During 2013/2014 data monitoring was extend to cover religion (but not belief) and sexual orientation.

Social inclusion data, was also examined for students via the Scottish index of Multiple Deprivation (SIMD).

The SIMD identifies small area concentrations of multiple deprivation across Scotland. These are grouped into 20% quintiles, with the most deprived areas grouped into Quintile 1 (Q1), to Q5 being the least deprived. Student data is based on enrolments rather than on student population.

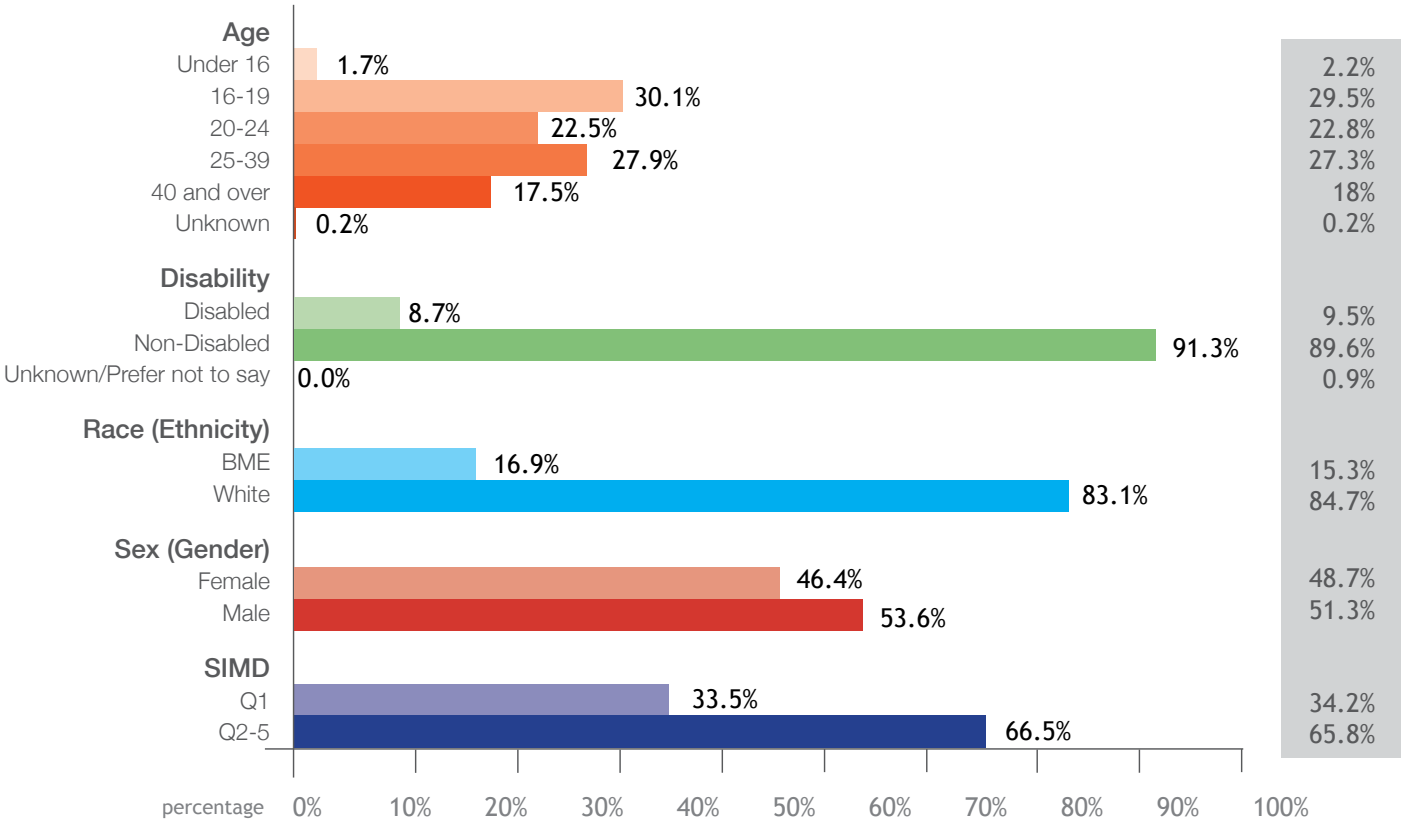
In future, data collection approaches will be revised across the sector, to ensure information is collected across the remaining relevant protected characteristics of gender reassignment and belief.

The College is committed to encouraging and supporting students in self-declaration, or disclosure, across protected characteristics. In support of this commitment, efforts will be made to nurture an environment in which individuals are comfortable in disclosing data, and promoting the rationale and benefits for data collection.

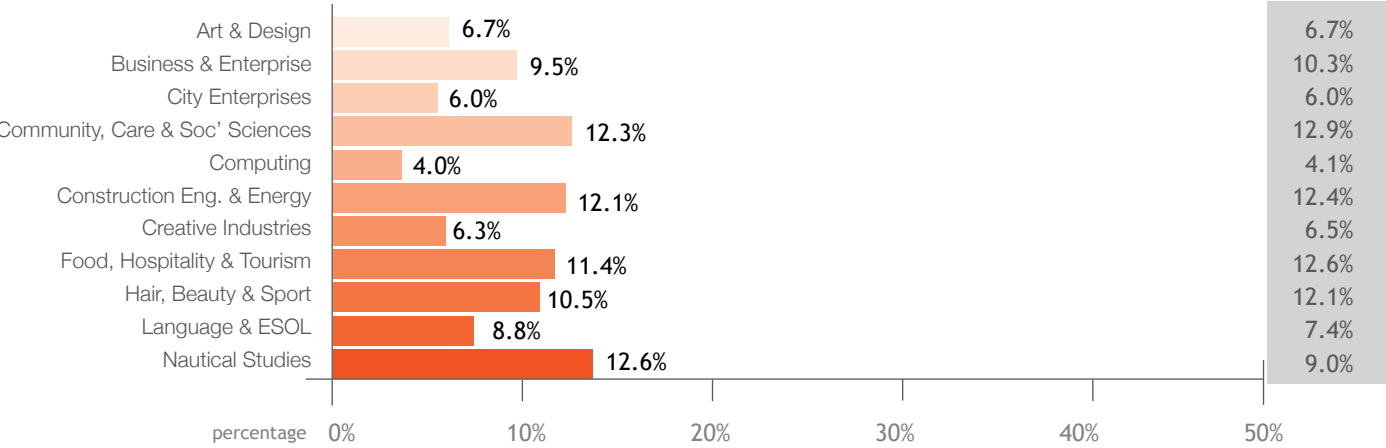
## Data Tables

(Grouped data may not total to 100% due to rounding of figures)

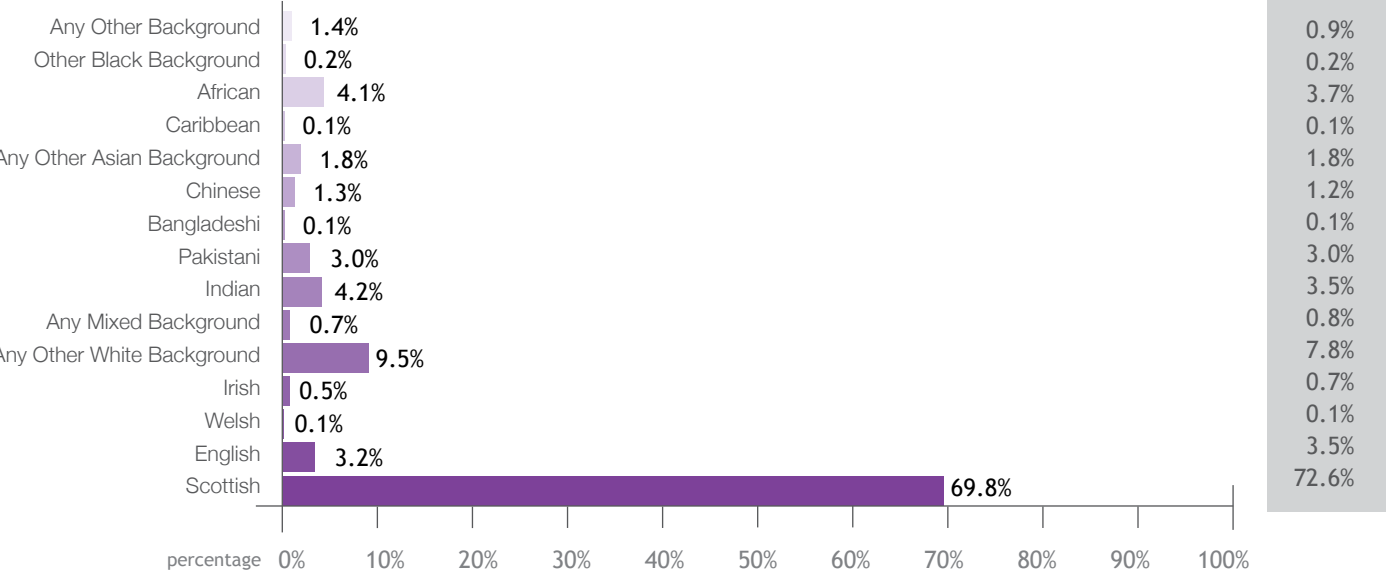
Student Enrolment 2013/2014 \* Indicative figures before completion of Student Records Audit 2012/2013



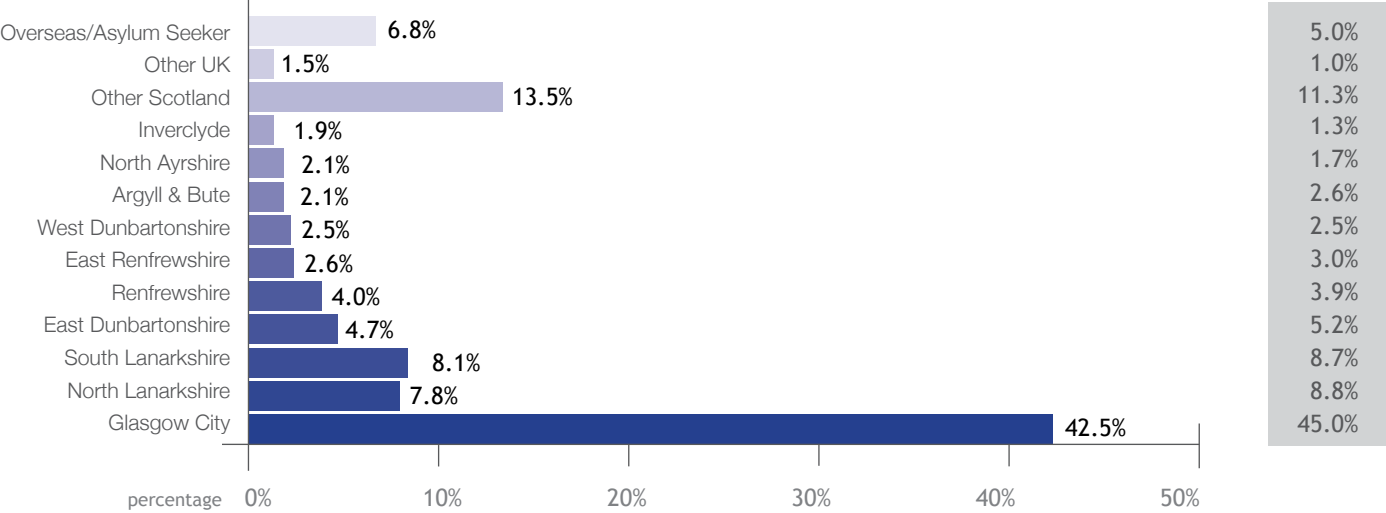
Student Enrolment by Schools 2013/2014 \* Indicative figures before completion of Student Records Audit 2012/2013



Student Enrolment by Ethnic Origin 2013/2014 \* Indicative figures before completion of Student Records Audit 2012/2013



Student Home Location 2013/2014 \* Indicative figures before completion of Student Records Audit 2012/2013

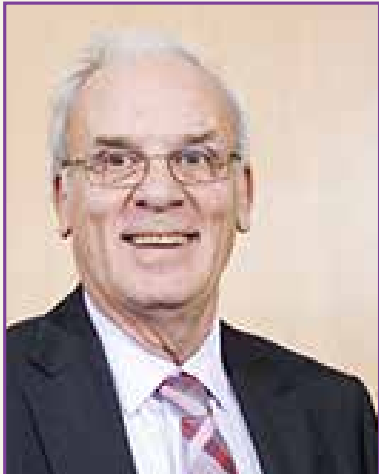




# Finance and Physical Resources

## 2013-14 Performance Management

I am very pleased to report that the College had another successful period in terms of its financial performance taking accounts of the impact and implications on the College of the Office of National Statistics (ONS) reclassification. The College met most of the financial performance targets set by the Board at the start of the 2013-14 financial period.



Peter Finch, Finance and Physical Resources Committee Convener 2013-14

## Financial Planning and Performance Monitoring

In October 2010 the ONS decided to reclassify further education colleges throughout the UK so that they would be treated as part of central government for the purposes of reporting government income, expenditure, finances and associated matters. For the purposes of HM Treasury budgeting, colleges are now classified as ‘Arms-Length Bodies’ (ALBs). Previously colleges were treated as being outside central government for these purposes. Scotland’s colleges were formally informed of this change of status in May 2013.

This change of status will not alter the Board’s strategic aim of maintaining the College’s long-term financial stability, it has presented the Board with a number of significant challenges in terms of managing the transition to a new financial and reporting environment. The reclassification took effect from 1st April 2014 and from this point onwards the College’s financial year will cover a period April to March rather than the previous August to July period.

The Board has taken steps to protect the College’s accumulated reserves, which have been earmarked for the New Campus Project. The College created an ‘Arms-Length Foundation’ City of Glasgow College Foundation in addition to the foundation created for all of Scotland’s Colleges - the Scottish Colleges Foundation. The College transferred £21.7m to these foundations in March 2014 to protect the College’s accumulated reserves. The 2013-14

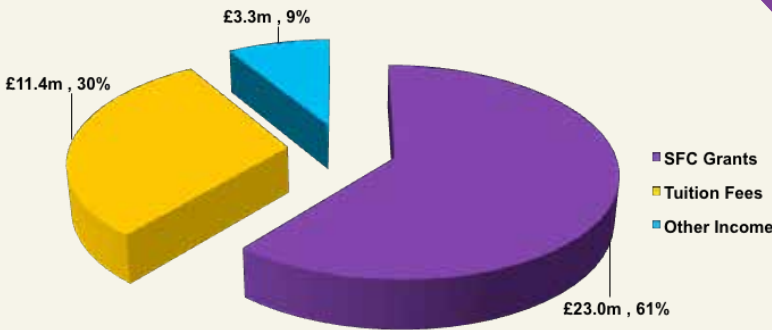
financial period covering the 8-month period from August 2013 to March 2014 has therefore recorded an operating financial deficit of £21.7m, but the College will return to a balanced budget for the subsequent financial year beginning 1st April 2014.

The financial challenges resulting from reduced grant funding and the ONS reclassification could have impacted negatively on the College’s financial objectives and the capital contribution to the New Campus Project. Given these strategic financial challenges, the Committee played an active part in developing financial plans and setting targets for 2013-14 that would protect the College’s accumulated reserves, restructure for the future financial constraints, and minimise the deficit in 2013-14. It was therefore particularly important that the Finance Committee played a more active role in monitoring the financial performance of the College throughout 2013-14.

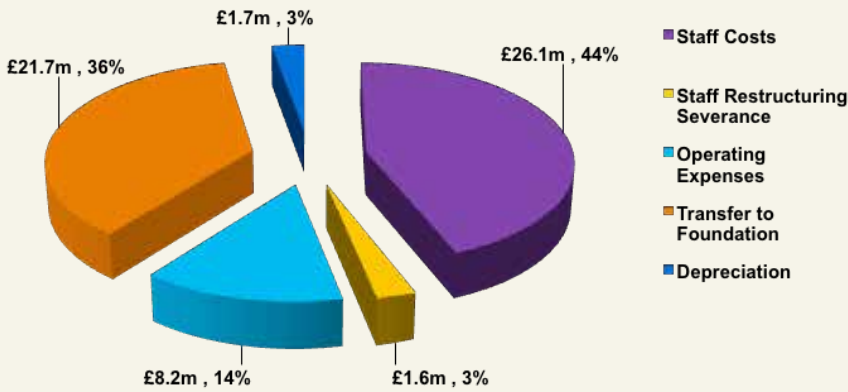
The Committee met regularly during the year and considered detailed reports at each meeting on the financial projections for the 8 month period incorporating Income & Expenditure Account and Balance Sheet. The Committee also considered cash flow projections and treasury management reports. In addition to monitoring performance against internal targets, the Committee also continued to benchmark the College’s performance against sector key financial performance indicators (KPIs).

Performance Measure	City of Glasgow College 2013-14	City of Glasgow College 2012-13	Sector Average 2012-13
Operating (deficit) / surplus as a % of total income	(57.6%)	1.0%	0.5%
Historical cost surplus as a % of total income	(57.0%)	1.4%	1.5%
Income & expenditure reserves as a % of total income (ex- pension reserve)	6%	45%	33%
Ratio of Current assets to current liabilities	1.1 : 1	4.9 : 1	1.9 : 1
Days cash to total expenditure	42	187	109

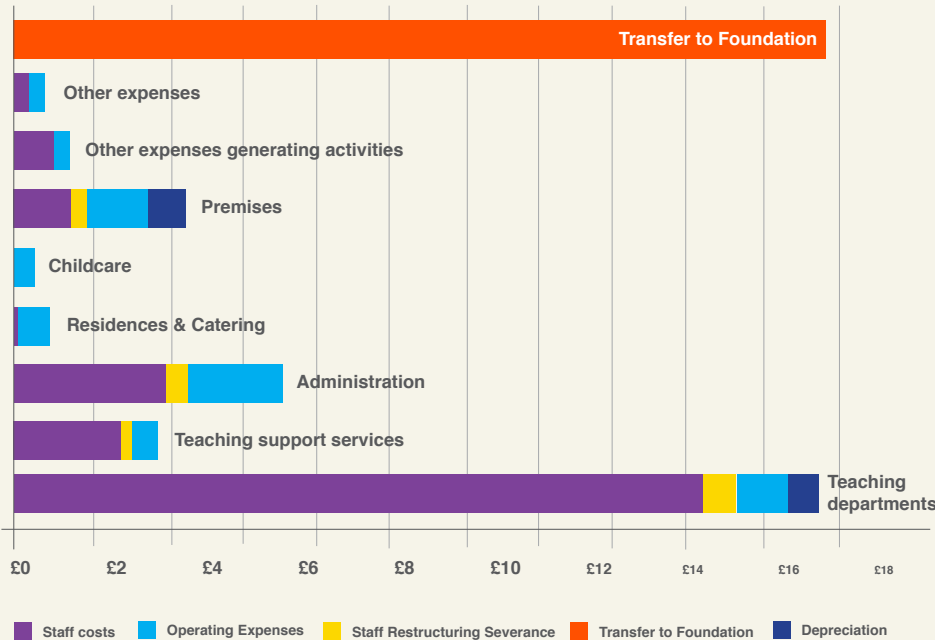
Actual 2013-14 Income Analysis



Actual 2013-14 Expenditure Analysis



Actual 2013-14 Expenditure Analysis





Performance Measure	2013-14 Target	2013-14 Actual
Capital Expenditure	£2.8m	£1.4m
Net Current Assets	£0.4m	£1.6m
Course Fees	£6.4m	£6.4m
Commercial Fees	£2.2m	£2.3m
Education Contracts	£1.3m	£1.1m
Overseas Fees	£1.6m	£1.5m
Staff Costs	£25.7m	£26.1m
Operating Expenses	£8.5m	£8.2m
Staff Restructuring Severance	£1.5m	£1.6m
Transfer to Foundation	£22m	£21.7m
Operating (Deficit):	(£23.0m)	(£21.7m)

## Procurement and Prompt Payment of Suppliers

The effectiveness of the College's procurement services was independently assessed by APUC (Advanced Procurement for Universities and Colleges) during 2013-14. The audit, known as the PCA (Procurement Capability Assessment) was introduced as part of the Public Procurement Reform Programme. The Committee was pleased to note that the College is continuing to deliver improvements verified by the PCA assessment. The College seeks to comply with the CBI Prompt Payment Code and has a policy of paying its suppliers within 30 days of invoice date unless the invoice is contested. All disputes and complaints are handled as quickly as possible. The average creditor's payment period throughout the period was 38 days. No late payment interest charges were paid during the period.

## Looking ahead

The ONS reclassification has had a significant impact on how the College operates, principally in terms of financial and business planning and reporting, and changes to accounting treatments to fit with Scottish and UK government requirements.

The major high-level impacts are;

The move to a financial year end of 31st March from the previous 31st July each year has resulted in these financial statements covering an initial 8-month accounting period to 31 March 2014. The new financial year is no longer aligned to the College's curriculum and business planning cycle and some major funding sources. Significant additional work has been involved in the re-

profiling of budgets and additional complexity around planning the new year end processes.

The College is now subject to the Scottish Public Finance Manual (SPFM) as well as HM Treasury's Consolidated Budget Guidance. This move to the government accounting framework impacts significantly on the College's cash flows, with grant receipts now being profiled to match budgeted expenditure profiles, rather than in a fixed annual profile. This has all but eliminated opportunities to the College in terms of investment of any funds received in advance; however, the College remains committed to achieving the maximum return on any funds held, within agreed risk profiles.

Perhaps the most fundamental change is the inability of the College to generate and retain its own reserves against future capital investment. In common with many other Scottish colleges, the Board of Management created an 'Arms-Length Foundation' City of Glasgow College Foundation in addition to the foundation created for all of Scotland's Colleges - the Scottish Colleges Foundation. The College transferred £21.7m to these foundations in March 2014 to protect the College's accumulated reserves. The impact of this transfer is demonstrated in these financial statements, with substantial reductions in cash held, net current assets, accumulated reserves and posting of an operating deficit on continuing operations. The ongoing activity between the College and the Foundations places additional risk on the College financial sustainability.



Architect's image of new campus Travel and Tourism area



## Estates

### Development and Maintenance

While the development of the new campus is a primary focus for the College, the Committee continues to maintain oversight of the maintenance of the fabric and services within our current estate, to ensure that we meet all our statutory duties and to continue to enable effective curriculum delivery.

Work on existing estates is undertaken in recognition of responsibilities with respect to the expenditure of public money on buildings that will not be occupied beyond 2016.

Examples of works undertaken over the past financial year include asbestos management and removal at Townhead Campus, making safe damaged cills in Rogart St, fire protection works across the campus sites, resurfacing dangerous car parks at Townhead, and upgrading safety equipment to college lifts.

Over the summer of 2013 the Committee oversaw the completion of substantial temporary teaching accommodation facilities on Riverside and City campuses, in preparation for the commencement of the new campus building works which continued through 2013-14.

Alongside the reconfiguration of the College's existing estate, the commissioning of these facilities necessitated a significant logistical exercise to migrate staff and teaching accommodation prior to the commencement of the new session. The committee is encouraged to note that the project remains on programme and within budget.

Up to 130 staff were migrated in total with 35 teaching spaces created at City and 19 spaces at Riverside within modular teaching accommodation, now known as "Allan Glen Suite" at City and "Thistle Suite" at Riverside. In addition, staff accommodation has been provided at both sites, with replacement restaurant and student association spaces created at Riverside.

All internal works were procured and managed by in-house professional estates staff. External temporary teaching accommodation was delivered by Glasgow Learning Quarter (GLQ) in liaison with the College Estates and Facilities team.

In addition, a new sports hall with treatment rooms and changing facilities was developed at the Charles Oakley Building, and a new fitness suite with state of the art fitness equipment at Townhead campus. At North

Hanover St Campus, 7 high specification IT teaching rooms and a new examination hall were developed.

The Committee will continue to prioritise works required to maintain our buildings in a fit for purpose and fit for disposal condition in the run up to August 2016.

## New Campus

It has been an eventful period for the College with construction phase of the new campus project commencing in August 2013. Construction progresses well and we closely monitor progress and quality towards the delivery of our state of the art £228M new campus twin site development. The main construction works on both sites are on programme relative to critical path activities with significant advances on the construction of the concrete cores and the steelwork now taking shape on Riverside. The College is also working on many fronts to affect those changes which will be essential to realising the educational, social and economic benefits that our new estate will bring. College teams over the period have been finalising all aspects of room layouts and those refinements associated with the process of reviewable design data.

Planning for migration to Riverside Campus in 2015 has commenced and will increase in intensity as we enter session 2014-15.

Over the session the New Campus Project and construction sites have attracted considerable political interest. John Swinney, Cabinet Secretary for Finance and Sustainable Growth, visited the Riverside site in January and was impressed both with the progress on site and with the College's aspirations. In late February, Sandra White, MSP hosted a reception in the Scottish Parliament which afforded the College an opportunity to show the designs for the new buildings to cross party members, and to explain the significant benefits of the Scottish Government's infrastructure investment. Scottish Futures Trust have also filmed on both sites and have been impressed by the positive outcomes being pursued for our students and indeed the success of the College and GLQ's ambitious Community Benefits strategy.

As an indication of progress to date, the New Campus Project has created 38 new entrant opportunities sustaining 28% of our contractually binding new employment target. Twenty three of these new entrants positions are apprenticeships, with more in the pipeline.

97 person weeks of work experience have been delivered to date (end July 2014).

Funded educational projects to the value of £31,058 have been delivered alongside a range of educational and training inputs and visits. The contract value of works placed with SMEs currently stands at nearly £12.7 million.

The project is therefore clearly demonstrating economic and educational benefits whilst making steady progress towards the final prize.

We look forward to a busy session of planning and preparation in the lead up to the first phase migration to Riverside Campus in August 2015.

## Environmental Sustainability

The College recognises the importance of environmental credentials in the submission of contract tenders, and that these should be included within appropriate communications.

The College Environmental Policy was approved in 2012, and states as its key aims:

- To minimise the use of non-renewable and environmentally-damaging resources
- To maximise recycling and minimize usage and waste of supplies such as food, paper, metals, plastics and printer cartridges
- To increase awareness of environmental issues amongst students and staff

The Policy commits the College to careful use and sourcing of natural resources, and minimising and reducing the impact of waste. A further commitment is made in the Policy to the mainstreaming of environmental issues in the curriculum.

The College has set explicit targets to reduce energy consumption by 3% annually.

## Health and Safety

The Health and Safety team continue to place the highest priority upon fire safety, with a continuing programme of fire risk assessment actions progressed through the year.

The Committee is pleased to note a significant reduction in the number of recorded accidents/incident, with a 30% reduction to date (June 2014) compared to the previous year, and a 60% reduction in the number of reportable accidents/incidents over the same period.

In accordance with Trade Union entitlement to inspect staff working premises, a series of joint inspections with Trade Union officials was planned and conducted across all campus locations, with actions agreed and followed up.

The College's Fire Safety Policy and Health and Safety Policy were both revised and updated in the past 8 month period, as were many procedures.

Much of the work of the Health and Safety team consists of maintaining adherence to systems and processes that are designed to minimise risk to staff, students, and visitors to the College. However the Committee recognises that this work, while often routine in nature, is essential and of prime importance, as is the expertise and guidance passed on to staff and students by the team on a regular basis. Training on many aspects of Health and Safety is provided to staff across the College, including out of hours training for cleaning staff.





# Development Committee

I am pleased to report as Convener of the Development Committee, that 2013-14 saw significant progress in expanding the College's global presence, and commercial activity profile, in line with our Growth and Development Strategy. The College also published its first full Strategic Plan, which sets out the College's strategic priorities and innovative approaches, in support of the Regional Outcome Agreement.

This report highlights some of the progress achieved by the College and the various staff teams involved. We continue to seek new opportunities for development via new and existing partnerships, nationally and internationally.



Tasmina Ahmed-Sheikh  
Development Committee Convener 2013-14

## Growth and Development

### Global presence

City of Glasgow College is one of the largest institutions in the UK engaged in international activity, and as such the College makes a major contribution to Glasgow, Scotland, and the UK. In session 2013/14 the College continued to grow its global reach, and welcomed students from almost 130 different countries. This was made possible due to the College's institutional delivery partners.

The College has over 40 partners across Europe that are involved in staff and student exchange and institutional links in the Middle East, Australia, USA, Canada, and China. In addition to this, the College has a campus presence with partner institutions in Angola, India, Bangladesh, Pakistan, and Hong Kong.

Under the leadership and direction of the Development Committee the College further extended its institutional partnership links with opportunities arising across India and Pakistan. These opportunities will focus on in-country delivery as the College continues to extend and diversify its curriculum offering overseas students a Scottish Higher National Qualification. In session 13/14 the College welcomed students from almost 130 different nationalities resulting in over £1.5 million of income. These students studied a variety of programmes across our full & part time portfolio, with the majority coming via our institutional partners in Angola, India, Pakistan and Bangladesh.

To support this work and promote the College internationally, staff visited Angola, China, Japan, Hong Kong, India, Oman, Pakistan, Bangladesh, the USA and several countries across Europe.

In partnership with Sonangol and Stena shipping, the

College successfully opened a Maritime Training Centre in Sumbe, Angola, welcoming its first ever cohort of students who will complete their studies in Glasgow in 2015.

### Corporate Development Strategy

The College Corporate Development Strategy comprises a set of strategies for the development of:

1. A New Pedagogical Model for Learning and Teaching delivery as set out in the Learning and Teaching Strategy
2. College Industry Academies
3. Business and International Development

The new approach to learning and teaching is designed to respond to the opportunities presented by the Classroom of the Future, and by the challenges of developments in pedagogy, Curriculum for Excellence, closer links with employers, and the Regionalisation agenda. This will involve more project-based learning, to ensure industry-relevant skills are acquired. The new College Industry Academies will facilitate closer working with employers.

The strategy also sets out the future business development opportunities for the College, in the UK and internationally, based upon an analysis of business diversification and expansion opportunities, and international market analysis.

### Commercial Activity

A strong performance by the College's commercial unit was welcomed, as income targets were exceeded for session 2013/14. This was partly due to the successful completion of a large commercial contract awarded to the

College in 2012/13, to redesign and develop new courses for the Maltese College of Arts & Science (MCAST). The College also continued to grow and offer bespoke & tailored training to both the private & public sector. The College also won a significant contract to deliver training for the highly successful Glasgow 2014 Commonwealth Games. The Scotgap Employability and Skills Security Training allowed over 240 Candidates to undertake training in preparation for the 2014 Games.

Overall, the College was able to generate a commercial income of over £2.3 million in non-government funded activity. The Corporate Development Strategy provides direction to position the College as a major player nationally for bespoke training and UK & European contract work.

### European Social Fund

Session 2013-14, saw the third year of the Scottish Funding Council's "Investing in Skills for Economic Recovery" project, involving the majority of Scotland's colleges. This project focused training on 20-24 year olds and the long term unemployed from Glasgow and East Renfrewshire, with the emphasis on skills for the identified growth areas of construction. This project provided £203,922 of additional funding to the College.

In terms of EU projects, funding was gained for an exchange project with the College of Hospitality in Pisa, and four groups were hosted from three Colleges in Denmark. The ACES project came to an end, and was successfully audited by the National Agency, and now succeeded by the SAETO Web project. The College also welcomed 5 Erasmus students from our partner University in France, who successfully completed an HNC in Marketing. A member of staff from the University also spent a week at the College teaching classes for the Tourism department. The College also hosted a group of 10 delegates from across Europe who came to a week-long seminar on Creative Industries.

### Marketing and Branding

The College website once again won an award in the "student award" category for best website at the 2013 College Development Network - Marketing Awards. The College also continued to grow its digital reach and increased its social media presence to over 12,500 followers on Facebook and almost 3500 followers on Twitter. The College continued to position itself as the student destination of choice, by extending its presence through various social media channels - targeting its core audience, with traditional methods also complimenting its promotional activity.

## Strategic Planning

The new College Strategic Plan for 2013-17 was finalised and published this session, following the Board's consideration of the changing strategic context that faces the College as it seeks to fulfil its unique role. Firstly as a metropolitan hub supporting new priorities for the City and the region, as well as a national and internationally recognised centre of excellence.

The Strategic Plan sets out the operating context for the College, with its ambitions to set new boundaries for achievement and innovation. While ensuring alignment of our strategies with the Glasgow Regional Outcome Agreement and Glasgow City priorities, the College is resolved to extend its specialist reputation nationally and internationally in meeting ever-increasing expectations.

Given the constantly changing landscape, the plan will be continually revised as the Board of Management looks to grasp the opportunities this will present, and to position the College as a beacon of excellence and innovation. The College values its long associations with industry sectors, and plans further innovative collaborations with the creation of the new Industry Academies, and the development of new pedagogical approaches.

The plan presents the College's key priorities within a framework of strategic themes, and in alignment with an emerging Glasgow regional strategic plan. Supporting aims and performance indicators are outlined, illustrating our commitment to improving performance and achieving our vision.

The plan also presents in brief the College's innovative strategies, such as those for Learning and Teaching, and for Growth and Development, while looking ahead to the completion of our new campus in the city centre, and on the banks of the world-renowned River Clyde, in 2015 and 2016.

### Strategic Plan 2013-17

#### PRIORITY 4

Position the College as a prominent partner in support of Glasgow City Region and the national economy.



# ADVENTURE CITY

END OF YEAR SHOW 2014





# Audit Committee

As Convener of the Board of Management Audit Committee, I am very pleased to report that the College received an unqualified report from our external auditors in respect of this period financial statement.

The Audit Committee has a general aim to ensure the effectiveness of the College's financial and other internal control systems and procedures. The Committee also monitors the performance and effectiveness of the College's external and internal auditors.



John MacLeod  
Audit Committee Convener 2013-14

During session 2013-14 the College's External Auditors were Scott-Moncrieff and Internal Auditors were BDO. The table below provides a summary of the work undertaken by the internal auditors during 2013-14 as set out in the agreed Internal Audit Plan.

The internal auditors are responsible for providing the Board of Management, the Principal and other managers with assurance on the adequacy of the College's arrangements for:

- Risk Management
- Corporate Governance, and
- Internal Control

In addition, the internal auditors also carried out the standard annual SUMs audit and a follow-up review.

Based on the reviews undertaken during 2013-14, the following opinions were expressed by the Internal Auditors, and reported to the Board Audit Committee:

**“The risk management activities and controls in the areas which we examined were found to be suitably designed to achieve the specific risk management, control and governance objectives.”**

**“Based on our verification reviews and sample testing, risk management, control and governance arrangements were operating with sufficient effectiveness to provide reasonable, but not absolute, assurance that the related risk management, control and governance objectives were achieved for the period under review.”**

Internal Audit Report and Recommendations	High	Medium	Low
The Student Experience	0	0	3
Statutory Responsibilities and ONS	0	0	0
Diversity and Equality	0	3	1
Learner Support	0	0	1
Virtual Learning Environment	0	3	0
Other Income	0	1	0
Timetabling	0	2	1
Overseas Projects	0	3	1
Governance and Risk Management	0	0	5
Purchase Ledger	0	1	2
New Campus Project	0	0	1
<b>Totals</b>	<b>0</b>	<b>13</b>	<b>15</b>

Scott-Moncrieff were appointed as the College's external auditor effective from 1st August 2011. The External Audit Plan for 2013-14 was considered and approved by the Committee in March 2014 for the 2013-14 period.

The Internal Audit Plan 2013-14 was also duly considered approved by the Committee in the previous academic session.

In addition to the work of the internal and external auditors, the Committee considered a range of other matters including:

- Audit Scotland Reports: Scotland's Colleges and Adam Smith College
- ONS Insurance
- Financial Regulations
- Audit Committee Annual Report
- Audit Committee Handbook
- Policies relating to Anti-Bribery and Corruption and Fraud Prevention



## Strategic Plan 2013-17

### PRIORITY 6

Achieve maximum effectiveness and efficiency through innovative practices and continuous improvement, and remain vigilant of our corporate risks.

Architect's image of inside new City Campus

# Risk Management

The College's Risk Management Policy outlines its approach to risk management and internal control, and the roles of the Board of Management and senior management. The Board of Management has a fundamental role to play in the management of risk. Its role is to:

- Set the tone and influence the culture of risk management within the College
- Approve major decisions affecting the College's risk profile or exposure
- Monitor the management of significant risks to reduce the likelihood of significant adverse outcomes
- Seek assurance that the less significant risks are being actively managed, within the appropriate controls in place and working effectively
- Annually review risks
- Annually review the College's approach to risk management and approve changes or improvements to key elements of its processes and procedures
- Review the effectiveness of internal control of the College, based on information provided by the Executive Leadership Team. Its approach is outlined in the Risk Management Procedure

The College's Risk Register provides a means to record details of all risks, and risk owners, together with risk treatment strategy and actions, dependencies, and review dates. Risk owners are required to provide a regular update on progress with regards to risk actions and other changes, via the individual Risk Management Action Plans. Identification of risk is a constituent part of operational planning, and all managers were required to undertake Risk Management training as part of the College's Leadership and Management Development Programme in 2014.

The following table outlines the principal strategic risks facing the College during 2014 and beyond. The Audit Committee will monitor the management of these risks.



## Summary Risk Register

Strategic Theme	Risk	RAG
Students	• Failure to support student success	A
	• Failure to establish optimal pedagogic model	A
	• Failure to achieve increased satisfaction with outcome / progression	A
Growth & Development	• Failure to realise planned benefits of Regionalisation	A
	• Failure to achieve New Campus objectives	G
	• Negative impact upon College reputation	G
	• Failure to achieve improved business development performance with stakeholders	A
	• Failure to achieve improved performance	G
	• Failure to recruit, retain and develop suitable staff for CoGC	G
Processes and Performance	• Negative impact of statutory compliance failure	A
	• Failure of Corporate Governance	G
	• Failure of Business Continuity	A
	• Failure to manage performance	G
	• Failure to manage Industrial Relations	A
Finance	• Failure to achieve operating surplus via control of costs & achievement of income targets	R
	• Failure to maximise income via diversification	A
	• Negative impact of funding methodology within Glasgow Region	G
	• Failure to agree with SFC a transition plan to deliver 210,000 wSUMs	R
	• Impact of ONS reclassification of the status of colleges	A
	• Failure to obtain funds from College Foundation	G





# Board of Management

Board Member	External position	Appointed	Re-appointed	Committee(s) served
Tasmina Ahmed-Sheikh	Partner, Hamilton Burns WS Solicitors	23/1/12		Development (C); Performance, Nominations and Remuneration
Douglas Baillie (Chair)	Education sector lead, Clydesdale Bank	23/1/11		Finance and Physical Resources; Performance, Nominations and Remuneration
Alisdair Barron	Chief Executive, Children in Distress	1/9/10	12/12/11	Students, Staff & Equalities (C); Development; Audit; Nominations & Remuneration
David Eaton	Teaching Staff Member	1/9/10	7/5/13	Audit; Learning & Teaching
Mark Farmer	Former Student President	1/9/12 – 31/8/13		Students, Staff & Equalities; Learning & Teaching
Peter Finch	Ex-Senior Assistant Principal, Glasgow Caledonian University		1/8/12	Finance and Physical Resources(C); Performance, Nominations and Remuneration
Jim Gallacher	Emeritus Professor of Lifelong Learning, Glasgow Caledonian University	1/9/10	1/8/12	Learning and Teaching (C); Performance, Nominations and Remuneration
Charlie Kaur	Senior Internal Auditor, Strathclyde Partnership for Transport	12/6/13		Audit (VC); Development;
Paul Little (Principal)	Ex Officio	1/9/10		Finance and Physical Resources; Learning and Teaching ; Students, Staff, and Equalities; Development; Performance, Nominations and Remuneration
Alan MacKay	Support Staff Member	17/5/13		Finance and Physical Resources; Students, Staff, and Equalities;
John MacLeod	John F MacLeod Chartered Accountants		1/8/12	Audit (C); Performance, Nominations and Remuneration
Colin McMurray	Director, Clyde Marine Training	1/9/10	31/5/13	Audit; Students, Staff, and Equalities (VC);
Debbie McNamara	Chief Executive Officer, Hub West Scotland		9/12/11	Finance and Physical Resources (VC); Development;
Gavin Quinn	Student President	1/9/13		Learning and Teaching; Students, Staff, and Equalities;
Eric Tottman-Trayner	Business Development Director, Siempelkamp Nuclear Technology UK	1/9/10		Audit; Performance, Nominations and Remuneration
Lesley Woolfries	Associate Director, Holmes' Miller	23/1/11		Learning and Teaching (VC) ; Finance and Physical Resources;

# External Advisers

Role	Adviser
<b>External Auditors:</b>	Scott Moncrieff
<b>Internal Auditors:</b>	BDO Stoy Hayward LLP
<b>Bankers</b>	Bank of Scotland, Clydesdale Bank and Royal Bank of Scotland
<b>Solicitors</b>	Maclay Murray and Spens LLP; Burness Paull LLP

New Campus Project	
Role	Adviser
<b>Legal Adviser</b>	Pinsent Masons
<b>Financial Adviser</b>	PricewaterhouseCoopers
<b>Insurance Adviser</b>	Willis
<b>NPD Adviser</b>	David Nash
<b>Project Manager and Technical Adviser</b>	Turner & Townsend
<b>Cost Manager and FM adviser</b>	Gardner & Theobald
<b>Technical Adviser - Architectural</b>	JM Architects
<b>Technical Adviser - Civil &amp; Structural</b>	Woolgar Hunter
<b>Technical Adviser - M&amp;E, sustainability &amp; acoustics</b>	Wallace Whittle
<b>Technical Adviser - Space Planning</b>	HAA
<b>Technical Adviser - FF&amp;E and Migration</b>	Space Solutions
<b>Technical Adviser - Catering</b>	Litmus
<b>Technical Adviser - ICT</b>	AECOM
<b>Town Planning Consultant</b>	GVA





#### Board of Management 2013-14

**Back row from left:** David Eaton, Debbie McNamara, Peter Finch, Leslie Woolfries, Former Chairman Eric Tottman-Trayner, David Caldwell, Colin McMurray, Jim Gallacher, John MacLeod, Allan McKay (Support Staff Member), Gavin Quinn and Alisdair Barron.

**Front row from left:** Principal Paul Little, Chairman - Douglas Baillie (Elected Chairman December 2012) , Charlie Kaur.



**Board Member - Tasmina Ahmed-Sheikh**









# CITY OF GLASGOW COLLEGE

[www.cityofglasgowcollege.ac.uk](http://www.cityofglasgowcollege.ac.uk)

60 North Hanover Street  
Glasgow G1 2BP  
tel: 0141 566 6222



City of Glasgow College Scottish Charity No SC036198.