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Introduction

This report is produced in accordance with the College Quality Arrangements introduced by the Scottish Funding Council and Education Scotland in December 2016.

City of Glasgow College Board of Management endorses this report for academic year 2017/18.

College Background Information

City of Glasgow College (CoGC) has a track record in the provision of student success that is amongst the highest in Scotland. We are an acknowledged role model European organisation and as a result of this recognition have hosted a number of good practice events to disseminate our practice.

CoGC is Scotland's largest technical and professional skills college, providing education and training across a diverse range of professional and technical disciplines. The College delivers a range of over 2000 programmes from Access level through to Master's degree level provision. Up to 30,000 students enrol each year, of whom approximately 10,000 study on full-time further and higher education courses. Over 97% of the College's graduates go on to positive destinations, with 25% going into work and 72% going on to further study.

The College's operating environment is mapped by Scottish Government policy, principally the Scottish Government's Post-16 Education (Scotland) Act 2013 which outlines changes to the governance arrangements for the College sector in Scotland. This means that in the context of Glasgow three Colleges work with the Glasgow Colleges Regional Board (GCRB) to create a Regional Outcome Agreement (ROA).

City of Glasgow College's twin site campus is one of the largest college developments in Europe. Riverside campus on the banks of the Clyde opened in August 2015 with City campus, the larger of the two buildings, following in September 2016 and forming part of Glasgow's Learning Quarter in the city centre.

The College works with partner institutions and GCRB in order to ensure Glasgow's colleges deliver a coherent regional curriculum which meets national, regional and local learner, employer and stakeholder needs within the Curriculum and Estates Plan for the Glasgow Region.

A major employer in Glasgow, it has over 1300 staff in teaching and student support roles. Its state of the art learning environments have enhanced the city's education and training provision and enriched the already extensive range of options available to the wider population.

The College's six faculties (which will be reduced to 4 in 2018-19) are under the direction of the Vice Principal Student Experience who is supported by Faculty Directors. The Faculties offer a broad range of further and higher education pathways. Industry Academies combine curriculum and staff expertise with external industry partner collaboration to meet the needs of students and employers. The model produces work-ready graduates with industry relevant skills, creating a talent pipeline for employers.

Good Practice: Curriculum Planning – Higher National

As part of the curriculum planning process, the College developed 2 qualifications to meet a major skills shortage in Facilities Management. The development team included employers who designed and developed the framework and were guided by curriculum specialist. We are now running our second full cohort of HNC candidates on a part time blended programme that is delivered by industry experts and curriculum teams from three Faculties within the College, making full use of our virtual learning environment. This is an employer-led development delivering a work-based programme that has high level satisfaction from both candidates and employers.

The College attracts students from different socio-economic backgrounds and some 25% are from SIMD decile one. Its student profile is diverse and its curriculum offerings are adapted to specific needs. Proud to serve a student cohort of over 100 different nationalities, its portfolio of courses is influenced by the Regional Outcomes Agreement (ROA) and is reviewed annually. It offers a wide range of courses in over 40 vocational disciplines, and in addition undertakes educational contracts, delivering courses on behalf of universities or secondary schools. An extensive range of programmes is offered for international students on Tier 4 visas, some of whom study the first year in their home country before completing the course at CoGC. Many other students attend short courses in the College on a UKVI visitor visa.

Evidence Gathering Methodology

The College uses a number of robust mechanisms to evaluate the provision of services in support of the student experience.

This evaluative report was given to members of staff at different levels of operation and to the Students' Association to confirm its accuracy. No contradictory comments were received.

STUDENTS

Student Engagement

The College operates a systematic process to ensure that class information from surveys is passed to student representatives. The Student Engagement team and the Students' Association work with students to identify the issues. Students are therefore well prepared to work with curriculum staff at Course Improvement and Action Meetings to find effective solutions that are implemented and fed back to students. In addition this provided a good opportunity for positive comments on good practice in learning and teaching to be reflected to teams. This reflection has meant that teams have then developed actions to enhance improvement further.

My Voice/Student Partnership Agreement

The City of Glasgow Student Partnership Agreement, established in October 2017 by the College and the Students' Association, is unique in its use of a live digital platform to bring forward ideas from students and provide feedback.

This system is designed to be responsive to student needs through the on-going development of partnership projects based on ideas submitted by students throughout the year. The topics which generate the student ideas are based around the themes of the College Student Experience Strategy. This ensures we are delivering our strategic priorities and that our Student Experience Strategy remains relevant, progressive and authentic.

QUALITY OF THE STUDENT EXPERIENCE

Team, Faculty and Service Evaluations

Each team has an opportunity to regularly reflect on its Service Area or Curriculum Area and identify actions for improvement, asking the question, "How can we make this better?"

Evaluations are further developed by Faculties or Support Directorates to determine the key improvements that should take place in the next academic year to improve the student experience. The evaluations then feed into the development of operational plans for improvement.

Student Questionnaires

During 2017/18 there were 2 student questionnaires. The 'MyStudent experience questionnaire' is used to identify initial impressions of the College from our new students and those students who continue. The second questionnaire is focused on learning and teaching and concentrates on the learning experience of students. It also includes 10 mandatory SFC student satisfaction

questions. The findings from questionnaires are subject to review and discussion at meetings which assist teams, in conjunction with student representatives, to develop actions for improvement.

Curriculum Planning

The College reviews its curriculum offering each November. This provides a focused approach to addressing palling curriculum and improving quality and performance, including attainment. The College holds a review meeting with Curriculum Heads and their Faculty Directors. This process assists Faculties to plan actions that have an impact on enhancing quality.

ENGAGEMENT WITH EXTERNAL STAKEHOLDERS

Industry Academies

To support the College's engagement with key stakeholders we have developed an Industry Academy Model designed to ensure employers have the workforce they need to grow in a global competitive marketplace. We achieve this through the delivery of an employability-focussed curriculum addressing the skills and knowledge that employers need while supporting learners into sustainable employment.

Each Faculty has a Curriculum Head responsible for engagement with stakeholders. This is secured through Industry involvement in the design, evaluation and delivery of the curriculum, allowing employers to support development not only of the key core and technical skills but also of the values and behaviours they are looking for in their employees.

Schools and Local Authorities

The College hosts an open evening for parents, school pupils and teachers. This event ensures our offer meets the requirements of schools in Glasgow, East Renfrewshire and Dunbartonshire.

External Scrutiny

The College maintains accreditation to the ISO 9001:2015. Two 2 successful BSi assessment visits happened in 2017/18. The assessments by BSi audit each Faculty and Support area on a rolling programme.

CoGC meets the Customer Service Excellence standard at its annual health check. This standard has been instrumental in driving customer-focused change within the College. The Customer Service Excellence Assessor found the College to be compliant and noted 10 areas of compliance plus (good practice).

The College also uses the EFQM Excellence framework to enhance its provision. EFQM Assessors have found the College to be a role model organisation and awarded it the European Excellence Award for sustaining outstanding results.

Outcomes & Impact

How good are we at ensuring the best outcomes for all our learners?

3.1 WELLBEING, EQUALITY AND INCLUSION

City of Glasgow College (CoGC) has a strong track record in the provision of student success that is amongst the highest in Scotland. We are an acknowledged role model European organisation, and as a result of this recognition have hosted a number of good practice events to demonstrate our practice which has ensured the highest outcomes for our students.

The College has appropriate and effective policies and procedures in place that take full account of equalities legislation. The College dashboard presents inclusion and equality data which enables analysis and ensures a consistent approach to data being taken by curriculum teams. This has helped improve attainment for students with protected characteristics.

In 2017/18 the Students' Association and College Equality, Diversity and Inclusion team took part in the NUS Scotland/ SPARQs pilot project which more effectively engaged our students with our Gender Action plan.

The College has created new programmes in Engineering and Construction which have improved the gender balance in these particular industry areas. All College Faculties have a Gender Action Plan in place, and the College has developed an effective partnership with EQUATE Scotland to promote gender equality in engineering and childcare. Ninety three percent of students surveyed identified that the College is 'committed to equality, diversity and inclusion'.

The College holds an annual Embracing Diversity competition in which all Faculties participate. The competition welcomes entries from all modes and levels of student. In addition this competition also took place on a regional basis. Almost all students surveyed (79%) identified that course activity and learning and teaching at City of Glasgow College 'represents me, my background and experiences'.

College curriculum planning and planning of services take good account of the changing needs of students. This is demonstrated by, for example:

- Effective use of the College dashboard to identify and plan for improved outcomes in attainment in gender and BME –
 - In terms of gender attainment in the last 2 academic years for females it is high in FT FE at 68% (against a College total of 67.8%) and FT HE at 76% (against a College total of 73.9%).
 - Gender attainment for males for FT FE is 68% and FT HE is 72% in academic year 2017/18, both figures are comparable with the College totals of 67.8% and 73.9% respectively.

- In terms of students with a disclosed disability, attainment in FT FE programmes is up to 76% from 69% in the previous year. In FT HE students with a disability is up to 72% from 67%. Success for FT FE students with a disability is some 8.2% above the College total, FT HE students with a disability success is comparable to the College total.

- For students from ethnic minority and non-white groups, FT FE attainment has risen to 74% in academic year 2017/18 (against a College total of 67.8%) from 66% and FT HE in 2017/18 has risen to 74% (against a College total of 73.9%) from 73%.

- the College's Mental Health and Wellbeing action plan has resulted in a 21% increase in the number of students disclosing a mental health issue at the application stage, a self-referral system for students seeking counselling and the provision of student counsellor placements through a partnership programme with Glasgow Caledonian University. Learning Support is available to those with a mental health issue and twilight classes in study skills and mind mapping are offered at both campuses.
- Curriculum planning arrangements at CoGC has ensured appropriate levels of ESOL aligned to the local population in collaboration with assigned regional colleges. This planning was based on research to identify the factors that would result in more effective engagement with students. This planning has led to closer collaboration with partners and the redesign of programmes to take account of the demands on students' time. CoGC's student success rate is 9.3% above the latest national performance in Languages and ESOL.

Success for Care Experienced Students						
	Number of Students 2017/18	Completed Successful 2017/18 %	Number of Students 2016/17	Completed Successful 2016/17 %	Number of Students 2015/16	Completed Successful 2015/16 %
FT HE	25	62.5	15	87.5	23	100
FT FE	28	57.1	29	48.3	20	75
National Sector Performance						
FT HE		n/a		65.4		64.6
FT FE		n/a		52.5		52.7

- CoGC has established an effective Corporate Parenting Plan which has improved data quality to identify care leavers since academic year 2016/17. In FT FE attainment for care experienced students is 4.6% above the latest national sector comparator. 57.1% of care experienced students completed their programme successfully, 8.8% above academic year 2016/17. Attainment for FT HE care experienced students is 2.9% lower than the latest national sector comparator. The College has identified through its careful analysis and improved tracking that care experienced students have complex needs and are likely to leave programmes early. This has resulted in additional staff support being clustered to assist care experienced students remain in College and attain their programmes. The College trend for FT HE care experienced students has declined in the last 2 academic years.

Success for SIMD 10						
	Number of Students 2017/18	Completed Successful 2017/18 %	Number of Students 2016/17	Completed Successful 2016/17 %	Number of Students 2015/16	Completed Successful 2015/16 %
FT HE	931	70.4	1213	69.9	1090	73.9
PT FE	3314	86.9	2467	88.6	2453	85.4
FT FE	540	65.7	798	67.4	715	69.4
National Sector Performance						
FTHE		n/a		68.5		67.5
PT FE		n/a		73.8		71.1
FT FE		n/a		62.0		63.4

- CoGC continues to widen access and extend opportunities for the most disadvantaged learners. The College's focus on supporting students has ensured that over the last 2 years the trend for SIMD 10 has been above the sector performance, see above. FT HE attainment of students from a SIMD 10 background was 70.4%, an increase of 0.5% from 2016/17. PT FE student attainment from a SIMD 10 background was 86.9%, a decrease of 1.7% from 2016/17. FT FE student attainment from a SIMD 10 background was 65.7%, a decrease of 1.7% from 2016/17. The College's analysis has identified that retention is a factor affecting attainment at FT FE and PT FE of SIMD 10 background students; this has resulting in a declining trend over the last 2 years. The College's action around partial success was successful in reducing it for all modes and levels of study for SIMD 10 background students. The delivery of credit targets to students from a SIMD background in 2017/18 is less than one percent lower than the ROA target.

Success for Students Aged 16-19 Years Old						
	Number of Students 2017/18	Completed Successful 2017/18 %	Number of Students 2016/17	Completed Successful 2016/17 %	Number of Students 2015/16	Completed Successful 2015/16 %
FT FE	1788	66.4	1634	68.1	1586	70.5
National Sector Performance						
FT FE		n/a		62.4		63.2

- The College continues to focus on a national priority for young learners to achieve a recognised qualification. This focus may be seen in the success of young students 16-19 year olds in 2017/18 continuing to be above the latest national sector performance by some 4%. In students 16-19 year old attainment is 66.4%, a decrease of 1.2% on academic year 2016/17. The College's intervention measures reduced partial success by 4.2% on academic year 2016/17. In students 16 to 19 year old the College has identified that retention is an issues affecting attainment.

Success for Senior Phase Age Pupils						
	Number of Students 2017/18	Completed Successful 2017/18 %	Number of Students 2016/17	Completed Successful 2016/17 %	Number of Students 2015/16	Completed Successful 2015/16 %
PT FE	293	69.3	44	47.7	44	54.5
FT FE	n/a	n/a	13	90	10	38.5
National Sector Performance						
PT FE		n/a		63.1		64.2
FT FE		n/a		56.8		70.7

- The College's collaborative planning has significantly increased the number of Senior Phase School students studying PT FE courses (from 44 to 293). Attainment for these PT FE students has improved by 21.6% and is above the latest national sector performance.

3.2 EQUITY, ATTAINMENT AND ACHIEVEMENT FOR ALL LEARNERS

City of Glasgow College has the capacity to achieve high quality outcomes for its students. Over the last 3 years CoGC has achieved student attainment results that are above the national sector performance in all modes and levels. Over 97% of the College's FE and HE graduates go on to positive destinations, with 25% going into work and 72% going on to further study.

College enhancement activities are focused appropriately on meeting regional targets in all modes and levels, recognising that there is a variance of 2.8% in FTHE, 4.4% in FTFE and 0.7% in PTFE. The College is confident that its enhancement activities in this report are leading to improvements and towards meeting ROA targets.

Continuously increasing collaborative working between academic and support functions over the last 3 years has resulted in retention remaining better than the national sector performance. Teaching teams have effective mechanisms in place to provide academic guidance and utilise the dashboard student progress tracker to ensure students achieve the qualifications on which they enrolled on and progress to further study or employment.

The extensive use of the College's dashboard by staff to predict student success and to highlight where students need support has impacted positively on retention on FE level programmes. Curriculum Teams are making good use of this information with assistance from the Student Experience Directorate to provide early interventions to retain students.

Full Time Higher Education

College			
Year	Withdrawal %	Partial Success %	Completed successfully %
2015/16	12.2	11.7	76.2
2016/17	13.4	12.7	73.8
2017/18	15.7	10.4	73.9
National sector performance			
2015/16	17.2	11.1	71.7
2016/17	17.2	11.1	71.6
ROA Target			
2017/18			76.7

Full-time HE activity represents nearly 40% of the College's activity. In full-time HE, 73.9% of students completed their College programme successfully, 0.1% above academic year 2016/17. A further 10.4% of students completed their programmes with partial success, a reduction of 2.3% on academic year 2016/17. The College through analysis with teaching

teams developed interventions targeted to reduce partial success. In FT HE the College withdrawal rate at City of Glasgow College in 2017/18 is 1.5% lower than the latest national sector performance.

Part Time Further Education

College			
Year	Withdrawal %	Partial Success %	Completed successfully %
2015/16	7.2	5.0	87.0
2016/17	6.8	5.5	87.7
2017/18	8.9	4.3	86.8
National sector performance			
2015/16	9.2	16.4	74.3
2016/17	10.0	12.9	77.1
ROA Target			
2017/18			87.5

Part-time FE activity represents nearly 40% of the College's activity. In part-time FE, 86.8% of students completed their programme successfully; this was a slight drop of 0.9 % on academic year 2016/17. This performance in the last 3 academic years has been consistently above the national sector performance rate. A further 4.5% of students completed their programmes with partial success, a reduction of 1.2% on academic year 2016/17. The College through analysis with teaching teams had developed interventions targeted to reduce partial success. The withdrawal rate at City of Glasgow College in 2017/18 is 1.1% lower than the latest national sector performance.



Full Time Further Education

College			
Year	Withdrawal %	Partial Success %	Completed successfully y%
2015/16	19.7	8.7	71.7
2016/17	19.2	11.7	69.1
2017/18	23.8	8.4	67.8
National sector performance			
2015/16	25.5	9.0	65.5
2016/17	25.1	9.6	65.3
ROA Target			
2017/18			72.2

FTFE accounts for 15% of the College's provision. Over the last 3 years FTFE attainment has been above the national sector performance, however College success has declined in the last 3 years. The College has good attainment on most FTFE programmes and has carried out a forensic analysis of the causes impacting negatively on retention of FT FE students. This has ascertained a number of reasons including curriculum design, student retention and the individual personal circumstances of students (financial and wellbeing). The College through analysis with teaching teams had developed interventions targeted to reduce partial success, which reduced it by 3.3% from academic year 2016/17. The output of teaching teams' analysis is being used productively by teaching teams and support services staff to identify and implement arrangements to assist students to achieve their full potential. The College piloted 2 initiatives in 2017/18 that are contributing to successful outcomes in FT FE.

Part Time Higher Education

College			
Year	Withdrawal %	Partial Success %	Completed successfully y%
2015/16	6.9	12.3	80.8
2016/17	6.8	10.3	82.9
2017/18	5.3	12.6	82.1
National sector performance			
2015/16	9.0	12.2	78.8
2016/17	8.1	13.4	78.6
ROA Target			
2017/18			81.8

In part-time HE, 82.1% of students complete their programme successfully; the College has a trend that demonstrates high levels of retention and success that has been better than the national sector performance. A further 12.6% of learners completed their programme with partial success; this is lower than the latest national

Good Practice: Digital Games – Further Education

City of Glasgow College has engaged hundreds of learners and employers through developing 'Construction Manager', an educational game designed to encourage the emerging workforce to consider a career within the construction industry.

'Construction Manager' aims to provide a means through which educational and industrial ambassadors can structure activities and discussions in a fun, persuasive and engaging way. It has facilitated a collaborative response to issues relating to sector attractiveness, widening skills gaps and the integration of digital skills and technologies in a co-ordinated and impactful way.

The approach has been particularly successful in engaging young learners who have disengaged, or are in the process of disengaging, from traditional approaches to learning and teaching. It encourages learners to explore wider societal issues such as gender equality, ethical and sustainable investment, environmental impact and fiscal responsibility.

The College Industry Academies, situated in each Faculty, co-ordinate and arrange purposeful and relevant work experience for students. In many Faculties work based experiences are forward thinking and take good account of the emerging practices in industry. Industry partners linked to the development of Industry Academies offers your students real and tangible benefits through work experience, employment and training.

Over the last 3 years retention and success rates for all age groups above the national sector performance. The College has particular strengths in HE – Science 92%, Performing Arts 93.4%, Nautical 89% and Art and Design 76% and FE – Special Programmes 90.7%, Nautical 83.4%, Languages and ESOL 80.5%, Social Subjects 80% and Computing and ICT 77.7%.

Students develop a range of relevant essential skills through their programmes which prepare them well for progression and success in advanced study and/or employment. Attainment rates at FE and HE in essential skills are better or on a par with national sector performance. The College is the Scottish lead in the World Skills UK and draws extensively on its involvement to provide students with wider experiences. Many students have gained significant achievement at national and international levels.

Areas for Development

- Although the College's Gender action plan has been implemented it has not yet resulted in appropriate balance across all programmes.
- The College recognise a need to further examine the success rates for FT HE Care Experienced students, as they are lower than the latest national comparator.
- In FT FE there has been a decline in student retention which has affected attainment.

Delivery of Learning and Services to Support Learning

How good is the quality of the provision and services we deliver?

2.2 CURRICULUM

The College offers an extensive and broad curriculum from access level to degree level study. The breadth and scope of the College curriculum takes good account of the ministerial letter of guidance, and ROA local and national priorities including Developing the Young Workforce, Regional Skills Assessment and Investment Plans and Curriculum for Excellence.

The Glasgow regional curriculum has been planned regionally and set out a five year curriculum and estates plan. Overall CoGC, in 2017/18, is in line with the targets set for delivery within the ROA, see Appendix 1.

The curriculum portfolio provides accessible entry and progression pathways which are communicated effectively to students and stakeholders. The extensive range of entry levels and modes of attendance provides opportunities from access to postgraduate level and/or employment in many subject areas. Over 97% of CoGC students progress to positive destinations, with almost 25% going into work and 72% going on to further study.

The effectiveness of the College's thorough and systematic approach to curriculum planning contributes to student attainment results that are above the national sector performance in all modes and levels.

All Faculties and Curriculum Areas have strong partnerships that help shape a curriculum that is relevant to the needs of students. This approach has led to the development of effective forums which provide input from stakeholders to provide an input to the design of a seamless student journey to employment or further study.

In 2017/18 the College met the targets associated with the provision of Early Education and Childcare at SCQF level 7 and 9, responding to a ROA target and a national need to ensure families within the Region have the best start to life.

All Curriculum Areas engage productively in the College's annual curriculum planning process. This includes horizon scanning utilising labour market information from the Regional Skills Assessment, national priorities, DYW, stakeholders and other sources.

Within our Faculties all Curriculum Areas make good use of Industry Academies and Employer Forums to devise or re-design courses. They make good use of these facilities to incorporate activities which support national priorities and the ambitions of DYW. Designated staff across most curriculum areas actively participate on employer regional or national forums such as the Merchant Navy Training Board, Engineering Council, Construction Scotland Innovation Centre and Glasgow Welcome.

Good Practice - Partnership in Succession Planning – SVQ

Through our Industry Academy model the College was well placed to work with CalMac from 2015 to support development of an innovative Modern Apprenticeship route that includes all Deck, Engine and Hospitality Ratings. This programme has enabled CalMac to develop a pipeline of talent as part of their succession plans.

Through collaborative engagement the College and CalMac have ensured the combination of theory and practical delivery meets CalMac's skills needs while fulfilling a commitment to student progression and development. This collaboration ensures a seamless College and seagoing learning experience.

The maritime industry worldwide suffers from an extreme gender imbalance, with females only making up 2% of the workforce. Using a gender-blind recruitment process, CalMac's first apprenticeship cohort for 2016/17 was 40% female with its second cohort for 2017/18 44%.

Working on board a ship at sea is a unique environment that requires teamwork, understanding and trust between all members of the crew. In an industry that traditionally segregates along lines of job roles, the programme actively encourages participation between all three groups of ratings, leading to respect for and knowledge of each person's role on board ship.

The College initiated a business start-up space in 2017/18 for students to develop work skills and entrepreneurship. The success of this initiative has been demonstrated by the 31 entrepreneurs that have started in the space and the 6 resulting self-sustaining businesses that have left the space.

The College places a significant emphasis on teaching staff having relevant and current industry skills. This includes a strong focus on encouraging and supporting staff to gain skills which are relevant in a continuously changing work environment. As a result the College is investing significantly in equipping staff with skills that reflect City Learning 4.0. Two DYW related CLPL projects have been developed: a half day shadowing opportunity for secondary school teachers and College lecturers to experience a different teaching and learning environment; and an 'informing the informers' programme for secondary teachers. This includes information on College admissions, curriculum and services to support students. In all these activities the College takes a

forward-thinking approach to ensuring staff have access to development activities relevant to current and emerging needs.

We have an annual career planning process which provides an opportunity for all staff to raise, discuss and plan approaches to further enhance their practice. There is a strong commitment to planned professional updating, with curriculum teams taking an active role in engaging in activities which support the curricular area. These include accessing learning symposia in digital skills and European exchange, and regional and national events.

Staff are generally well qualified, with most having TQFE, and newer staff undertaking the PDA in high numbers.

The College has increased the number of contracted apprenticeships over the last 3 academic years.

Number of Starts for Contracted Apprenticeships			
	2017/18	2016/17	2015/16
No. of Students	776	659	520

All Faculties have incorporated well established work based activities that are managed through their Industry Academies. These activities provide relevant opportunities to expose students to work practice, such as guest speakers, guaranteed interviews and work placements.

The College also develops work experience beyond the SFC definition which identify the numbers participating in work related activities –

Number of Full Time Students with Work Experience Associated with their Qualification			
	2017/18	2016/17	2015/16
No of Students	7,771	7,724	6,540

Good Practice - Programme of Prestigious Speakers (FE and HE)

'Creative Industries' is an umbrella term for a wide range of sectors. It is currently the fastest growing economic sector in the UK. Its work force is highly qualified and requires to be flexible and have highly developed digital skills, as well as being creative. Over 95% of the workforce are within SMEs and single practitioners are common. This requires the workforce and those seeking entry to those sectors to be flexible, resilient and, ideally, 'self-starters'.

Building confidence as well as skills is essential for students studying the creative industries and providing a continual range of 'role models' to inspire and help build the understanding that many 'stars' had humble and tentative beginnings, and overcame challenges in their own career development, contributes to this.

Two approaches were taken to share the individual stories of successful practitioners.

The first was through a one day Symposium drawing professionals from different sectors and at different stages in their careers to speak to students and lecturing staff. Speakers at the Symposium included professionals with international reputations in their sphere. Jim Hamilton, for examples is an alumnus of the college who is working on highly prestigious, cutting edge interior design projects in Europe, USA and Middle East; and photographer David Eustace, originally from Glasgow and a working class background, now has clients worldwide. Emerging talent also presented at the symposium representing new contemporary work in the fields of jewellery, art glass, graphic design and ceramics, alongside Scotland based design entrepreneur Gill Kyle.

The second strand was an extensive programme of external speakers. This year over 130 visited the Faculty sharing insights into their practice and personal journeys. These were drawn from the full spectrum of disciplines with Creative Industries with related course in the Faculty. Some speakers were recently qualified, others well established experienced practitioners and prominent figures with international reputations, including Norman Ackroyd, RA; the renowned print maker, Martin Parr, founder of the United Nations of Photography; and Andrew Graham-Dixon, art historian, writer and television presenter.

The impact of these events on students is both short and long term. Many found these encounters inspiring, reinforcing the message that the Creative Industries is a world where 'real people' like them can make a career and can excel through their own drive and hard work.

All Curriculum Areas work productively with the Essential Skills team. Essential and core skills elements are contextualised and embedded within the curriculum. This productive partnership working to contextualise learning, teaching and assessment is helping prepare students well for further learning or employment.

All Curriculum Areas also actively promote Career Management Skills through the curriculum and are supported by dedicated Employment Advisors in Student Services. A majority of Curriculum Areas use Industry Academy activities to assist students to explore the horizons open to them in the world of work. In most Curriculum Areas there is a focus on the career paths and skills required to progress into employment. In areas such as Nautical, Construction, Hospitality and Food there are particularly effective career development partnerships linked to employment.

2.3 LEARNING, TEACHING AND ASSESSMENT

Across all Curriculum Areas all teaching staff are encouraged and enabled to ensure they maintain and apply up to date industry knowledge. Many staff engage in activities continuously to update current knowledge on industry practice. This includes attending specific industry training and visiting workplaces. All Faculties co-ordinate a programme of guest speakers to explain current industry practice directly to students, and utilises guest speakers from their respective sectors who bring current practice directly to students. Teaching staff also draw on these events to adjust the curriculum and delivery approaches, to further re-enforce work place standards and practices.

The College is in the process of implementing a College wide peer review scheme based on recognised skill needs and pedagogical practice, with staff undertaking training to carry out this role. In observing of classes Education Scotland noted that “a good range of learning and teaching approaches [was] used, and these worked well to meet the needs of students. Good planning, variety in approaches and good use of technology characterised robust and successful teaching approaches”.

At College and Faculty levels staff across a number of curriculum teams make effective use of Wordskills to raise students' aspirations, improve confidence and develop industry standard skills for employment in broad range of areas such as hospitality, engineering, computing and sport.

Good Practice - The Willow Tearoom Trust Project (Higher National)

The 'Mackintosh' project encompassed a number of different strands. This project was based on a brief set by an external partner, the Willow Tearoom Trust, which was engaged in a multi-million pound restoration of the historic building and interior fit originally designed by Charles Rennie Mackintosh (CRM). As part of the building project an Interpretation Centre was created where exact replicas of 9 Chair designs were to be displayed.

HN Furniture students were commissioned to research the original work and reproduce perfect replicas to be displayed in the new Centre. This was a highly complex task: very few original chairs remained; most of these had been altered or damaged through time; no original drawings remained; and there was limited photographic information. Students did primary research in museums and private collections, producing full scale drawings, a range of prototypes and, finally, the exhibits for the Centre. They engaged with the client's representative, interior designers at the Centre, furniture experts, craftspeople, historians and Mackintosh experts. They worked to real timelines, facing a wide range of challenges within the project as well as developing

a comprehensive range of construction skills and knowledge.

The Project extended beyond the original brief from the client and became a multi-disciplinary endeavour involving a range of other students within the Faculty. An exhibition within the College was designed by Interior Design Students, while Illustration students utilised the Mackintosh Chairs as a source for new interpretations of CRM's work for contemporary greeting cards and poster designs. These illustrations were included in the Graphic works produced for the exhibition and subsequently made available for sale in the Willow Tearoom Shop. HN Television students produced a wide ranging documentary about the construction of the chairs and engaged with students, staff and representatives from the Willow Tearoom Trust's overall project through interviews and reportage footage.

This project had a range of outcomes and impacts which extended and supported the students' experience and understanding of working with a client and the challenges this creates, particularly against the backdrop of the exacting demands of the experts in this field, working within a real commercial deadline, and collaborating with peers from their own and other disciplines. The furniture students in particular enhanced their research skills and developed new and traditional vocational skills.

The final outputs for each element had public audiences and feedback. This provided opportunities for a celebration for all the students engaged in the project. All built excellent content for their portfolios and CVs and also personal recognition of their individual and collective achievements.

Students' satisfaction from the MyStudent Experience survey in 2017/18 was identified at 92% and in the College's Learning and Teaching survey (incorporating the SSES questions) was 81%. It is recognised that whilst these figures demonstrate most students as satisfied there is further work to meet the 2018/19 ROA target.

The College's revised evaluation arrangements (which incorporate HGIOC) are engaging staff well to reflect on, plan and improve on the learning experience for students. A system of TeachMeets is enabling practitioners to reflect on, discuss and share their teaching practice. However this practice not sufficiently widespread and there are plans in place to extend TeachMeets across all areas of the curriculum.

Staff make good use of the high quality digital resources available to them across both College sites to support student engagement in group and independent learning, and to widen understanding of the vocational aspects of their programme. Almost all students make use of digital resources to support their studies and communicate with staff and peers. Students express high satisfaction (88%) with the digital resources prepared by staff.

During academic year 2017/18 the College revised its approach to embedding digital technology within learning and teaching through the launch of City Learning 4.0.

City Learning 4.0 provides a College wide approach to harnessing digital technology to support pedagogy for the fourth industrial revolution. A dedicated central team provides a broad and responsive range of support for academic and support staff to work towards City Learning 4.0. An on-going programme of CPD events is offered to staff, frequently supported by external partners. These sessions have high take up of engagement across the staff profile.

A main feature of the College is high standard of industry equipment and resources used to teach students. These facilities reflect modern, current work environments simulating commercial pressures and vocational scenarios. For example a 360° mission simulator prepares officer trainees for their vocational area. In Hospitality and Events students are able to use industry standard restaurant and room-booking systems. The College has a restaurant and Bistro which operate on a commercial basis, allowing front and rear of house students to be taught industry service skills with real customers. In addition the College has Hair and Beauty salons which provide opportunities for students to work with members of the public.

Most classes (91%) have elected student representatives who are well supported by the Students' Office Bearers and College Engagement team. Almost all representatives have engaged in training for their role delivered by Student Associate Trainers who have themselves been trained by SPARQs. Student representatives attend Course Improvement and Action Meetings and engage in joint problem solving with staff to improve the student experience.

In 2016/17 a pilot student tracker using the College dashboard introduced staff well to utilising live data to review and monitor performance. All Curriculum Teams are utilising this data at CIAM meetings, and this allows teaching staff to analyse live performance data at unit and programme levels as part of their meetings. There are many examples of staff teams using this information to monitor student retention and progress carefully. Over the last year the data collated within the dashboard has been enhanced to integrate with the College's guidance system.

Teaching teams are using live survey information as part of their CIAM meetings to segment this data by team, Curriculum Area or Faculty. However a few curriculum teams are not utilising this information sufficiently within CIAMs to plan for improvement.

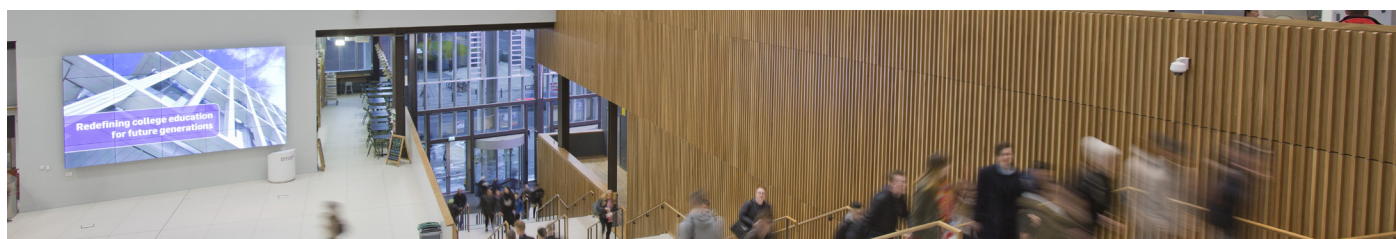
2.4 SERVICES TO SUPPORT LEARNING

The College's Student Experience Directorate has drawn on its extensive understanding of the student body to establish systems which provide effective support to students. The Directorate's arrangements are rooted in providing a 'one stop shop' from enquiry through application, enrolment and completion. These arrangements are informed by effective tracking of students to ensure that the needs of individual students are met when they are on their courses. As a result of early proactive communication with students around 1,300 students declared a request for additional support to support them in their studies which culminated in the effective initiation of Personal Learning Support Plan (PLSP).

An effective online application process provides potential students and current students with an update on the progress of their application. This service enables students to select from a menu of interview dates to accommodate work and other personal commitments. A team of College advisors supports prospective students to make informed programme choices about the level and modes of attendance. The MyStudent experience survey indicates most students 87.5% (89% in 2016/17) received sufficient information prior to applying and 88.3% (84% in 2016/17) rated the interview process as 'very good' or 'good'.

The Student Experience Directorate provides a well-judged and accessible service which take good account of the identified needs of students. A College wide Mental Health and Wellbeing action plan and tracking of Care Experienced students are providing valuable information about the barriers and challenges faced by vulnerable groups. Student surveys are used effectively to gain direct feedback from students on the quality and effectiveness of the service provided. Careful alignment of support and curriculum functions is resulting in productive partnership working which is enhancing the student experience. This effective co-ordination of services has improved success rates for vulnerable students across all age groups, SIMD 10, care experienced and FT FE students above the Glasgow region and national sector performance.

College support teams regularly and effectively initiate processes to capture and reflect upon feedback from students in order to improve the quality of the services offered. This reflection has resulted in improvements in the learning experience demonstrated through the extension of library opening hours on College sites, enhancements to the FE online application process to simplify it, free sanitary products and enhancements to the online learning environment MyCity.



Good Practice – Services to Support Learning (Part Time FE)

Karen is a highly motivated, articulate and hard-working ESOL student. She was referred to learning support by her lecturer who found it unusual that Karen was displaying persistent literacy difficulties, when her listening, understanding and speaking skills were very good. When asked Karen explained that she had been a successful journalist in Russia, however she has always struggled with word retrieval, spelling and reading.

When questioned as to why she never accessed support before, Karen explained that there was a stigma attached to asking for help in her own country and that she had developed very good coping strategies by using technology such as 'predictive text'. Karen agreed to participate in a CAML (Cognitive Assessment for Multilingual Learners) screening event. This assessment would help to pinpoint the specific difficulties that Karen experiences and enable targeted support to be put in place. The results demonstrated that Karen has poor visual and auditory memory, which would make it difficult for Karen to spell effectively and remember key information. Karen also displayed sequencing difficulties and slower reading and writing speeds than are typical. Karen also experienced visual 'noise' as bright colours could cause visual difficulties and headaches. After the CAML assessment, Karen was able to access additional time for reading and writing assessments and she benefited from alternative assessment papers. She attended assistive technology workshops for mind-mapping and dyslexia-support software which she found really useful. Karen now uses an iPad in class with the assistive software for written tasks and to take notes. Karen attends the support workshops much less frequently now, as she feels much more confident completing course work and assessments independently. Karen feels more relaxed in class and her lecturer has reported that she is making fantastic progress.

Staff ensure that all students have access to tailored advice and guidance that support them in making informed decisions about their next steps in learning or employment. A programme of workshops is organised to assist with UCAS applications and CV writing, and industry specific careers fairs are held. 1817 students were assisted to complete a UCAS application in 2017/18. It is anticipated that CoGC will meet its 2017/18 ROA target of 1,418 students progressing to a Scottish University.

Areas for Development

- The College recognises there is a need to develop a digital transformation model which harnesses new technologies to enhance pedagogy, improve services and support the lifelong learning experience.
- There is a need to re-enforce work based learning as part of Curriculum Planning.
- There is a need for a more consistent approach to sharing pedagogical practice which will be developed as part of the College's shared teaching practice approach.



Leadership and quality culture

1.1 GOVERNANCE AND LEADERSHIP OF CHANGE

The College's Blue Ocean Strategy to 2025 communicates its strategic ambitions which are underpinned by five key strategies. The targets set in the Strategy are both realistic and stretching for the College and its staff teams, to achieve its ambitions for the region and nation. The CoGC Executive team and the College's Board of Management effectively monitor and review progress on meeting College and curriculum targets. This strategic plan is communicated to all staff and ensures that teaching and support areas develop effective operational plans which result in the delivery of credits in line with regional and national priorities.

Leadership and management within the College is highly effective. Managers are encouraged to work collaboratively to improve College performance, particularly in relation to recruitment, attainment and progression. The Student Experience strategy sets clear direction for cross College working to improve and enhance the student experience. Effective learning and teaching are incorporated within all strategies to provide a holistic and unified approach to supporting students to succeed.

City of Glasgow College meets credit targets within the Regional Outcome Agreement, see Appendix 1. Student outcomes are very positive and frequently amongst the top levels of performance for Scotland.

College Managers have established productive working relationships with regional partners and national partners. They work collaboratively to ensure that the development of strategies and provision of services take full cognisance of current and projected needs. Regional Outcome priorities are well embedded in the College's Blue Ocean strategy to 2025.

Volume of Credits Delivered						
	Target 2015/16	Actual 2015/16	Target 2016/17	Actual 2016/17	Target 2017/18	Actual 2017/18
Volume of core credits delivered	157,932	165,884	169,431	169,613	183,290	183,681
ESF credits	0	0	8,357	8,357	11,296	11,871
Total credits	157,932	165,884	177,788	177,970	194,586	195,552

CoGC contributes productively to the Regional Developing the Young Workforce (DYW) group, and works in partnership with the DYW group and local authority education partners to provide school link, pathway and foundation apprenticeship opportunities that meet local needs. The College strategy takes account of the ambitions of DYW and as a result has delivered increasing numbers of credits to students who are 16-19 years of age.

Good Practice - Air Cabin Crew Operations Course (Part Time FE)

This innovative Air Cabin Crew course was a one year, full-time programme, and the first of its kind in Scotland. Employment opportunities are growing in the airline and airport sectors: but the recruitment process is rigorous and highly competitive, and success happens only when candidates have the essential skills, qualities and attitudes. This course addresses these needs. A unique resource, "CITYAIR", which is a mock airline cabin with purpose-built Airline Check-In Desks, is used for the delivery of this programme and enhances the student experience by providing a realistic environment for students to practise within.

The course has enhanced the learners' employment opportunities as students study a range of units designed to enhance skills and knowledge: confidence-building skills, citizenship skills, language skills and research skills.

The programme has been modified so that the qualification finishes in March as this is the one of the main recruitment point in the year for the industry. Previously students were leaving the course and were not completing the qualification, although they had in secured employment with airlines.

1.4 EVALUATION LEADING TO IMPROVEMENT

College managers support staff well in engaging in evaluation processes and planning for improvements which positively impact on increasing student success. All Curriculum Areas host regular formal Course Improvement and Action Meetings (CIAMs), with active student participation, which effectively address challenges and inform adjustments and approaches to the delivery of the curriculum. Support managers engage teams well to reflect on the quality of services in order to improve the student experience.

The College has a strong track record in the provision of student success that is amongst the highest in Scotland. This has been achieved through the College's effective evaluation process that utilises information from the dashboard to identify areas of high and low performance. The dashboard enables Faculties to analyse and evaluate their performance and develop action plan to target areas where attainment is low.

The College has established Curriculum Planning meetings which scrutinise and bring challenge to teams to deliver improvements to address underperformance. Areas of underperformance identified at these meetings are further supported by the establishment of a Performance Action Group (PAG). The PAG has established an effective supportive approach to evaluate, joint problem solve and secure improvements in course where performance is low. The PAG approach provides enhanced evaluation of performance and leads to the creation of effective targeted action plans to improve performance in subjects such as - FE programmes in Sport and Leisure and Hospitality and Tourism; HE programmes – Sport and Leisure and Computing and ICT.

The PAG approach has been extended to include the development of a workshop which explores how to improve performance indicators. A toolkit of performance improvement approaches utilised as part of the PAG has been developed which supports and informs curriculum teams planning in targeting low performance.

There are positive and purposeful working relationships between teaching managers and support managers. Collaboration between teaching and support functions has led to enhancements in the services to improve the learning experience.

Accessibility to the College's dashboard (available on all devices in both campuses) is providing an immediate and source of live data. The currency of data is enabling staff at all levels of College operations to make informed decisions quickly to support immediate action and future planning.

The College has invested in developing the capacity of the student body to contribute effectively to quality processes. Training for course representatives is well received and has supported students in contributing their views and assisting in the formation of policy and decision making. The Student Engagement team works well with student representatives to share key satisfaction themes prior to CIAM meetings.

This has led to students and teams working collaboratively to resolve problems and contribute effectively to CIAMs.

In academic year 2017/18, the College, in collaboration with the Student Association, introduced a Partnership Agreement to engage students more fully in reviewing and planning processes. The success of this has been evidenced through the number of improvements that have been implemented, such as extending the library opening hours at both College campuses and simplifying the bursary application process.

Good Practice: Adult Literacies (Part Time FE)

City Phonics is a completely fresh and structured approach to teaching adults how to read and write. Based on a synthetic Phonics-based system of blending sounds to create words and linking words to images, this course gives students a clear progression pathway based on an intuitive approach to learning.

The College has been delivering this course for a number of years but in academic year 2016/17 credit levelled it, and this has permitted our students to use this qualification for progression. A student studying the qualification said, "This is the first course I've stuck at. It makes sense".

Predictive analysis provided by the College's dashboard is providing staff with early information so that they can focus interventions to improve student success at course level and for individual students.

The predictive analysis has been used effectively to inform the development of Faculty Improvement Plans in 2017/18 following Curriculum Planning Review.

The College evaluates the success of students on recognised criteria. This is evidenced by the outcomes for the following groups:-

- SIMD 10 'completed successful' PI has shown a trend over the last 3 years that is been above the sector performance. Outcomes for students in 2017/18 from SIMD10 are comparable to the College PI for all categories of student.
- The College has previously recognised the need to track care experienced leavers more effectively. This information is reviewed as part of the Corporate Parenting action plan. We have appointed a Lead manager for Care Leavers and this has led to improved data quality and tracking of care leavers since academic year 2015/16. In addition there are assigned specific staff who engage with care leavers to enhance their experience at college. It is anticipated that CoGC 'completed successful' results for care experienced students will exceed the national average.
- Senior phase students have been growing in number due to the effective partnerships that have been created by CoGC with Education authorities. but the outcomes of these students are lower than the national average. Regionally and at CoGC there is recognition that more effective work needs to be complete to ensure that school

pupils are successful. The College offer to Senior Phase age pupils has been low but in PF FE there was an increase from 44 students in 2016/17 to 293 in 2017/18. Regional Senior Phase activity is centrally planned with the 2 other assigned Colleges who are geographically closer to communities.

- Student success of student aged 16-19 is above the national average over the last 3 years.

The College strategic lead for DYW works proactively with each Faculty and curriculum teams to plan the College's offer. This is demonstrated by:

- All Faculties are engaged in the Senior Phase offering with inclusion of gender-specific programmes, Foundation Apprenticeships and STEM related areas.
- We have met and exceeded our regional target for enrolment and delivery in vocational senior phase programmes.
- Increased recruitment and portfolio of delivery taking account of the ROA Economic sectors.

All curriculum teams take good account of DYW when planning their curriculum. Staff are working with the Regional assigned colleges to develop a portfolio of qualifications in response to the national aims of DYW. These qualifications meet both employer and economic sector and School needs.

This has been demonstrated by:

- the delivery of 5 FA frameworks with 114 students
- 776 students on MAs in 2017/18, up from 659 in 2016/17.

College managers engage proactively with secondary schools across the region to communicate and explain opportunities for pupils in senior phase at SCQF levels 3 to 6. The College works with 29 schools and 14 ASN Schools in Glasgow, 8 Schools in East Renfrewshire and 9 Schools in East Dunbartonshire. This activity is annually reviewed to ensure that there is a clear pathway of progression and links to Economic sector priorities.

The College plans in academic year 2018/19 to re-organise its management structure to ensure it continues to deliver high quality successful outcomes for its students. The planned reorganisation will secure –

- Prioritising our leadership capacity to enhance the student experience and performance
- Enabling the College to efficiently and effectively realise our strategy
- Deliver the three key outcomes of the Scottish Funding Council (High-quality learning and teaching, world-leading research, greater innovation in the economy)
- More fully effectively facilitate the intensification of the regional outcome agreement process and the changing tertiary landscape
- Enhance the diversification of income

- Increase accountability and performance
- Safeguard our financial sustainability with the increasing financial pressures of national bargaining.

Areas for Development

- The College has identified a need with regional colleagues to examine further the factors contributing to attainment rates for Senior Phase students.
- The College has identified a need from its analysis of the College and wider college sector to reorganise its management structure to continue to deliver a high quality student experience which meet the aims and aspirations of its strategic plan.



Capacity to Improve

The College has set a strategic plan which has challenging and relevant targets to ensure that enhancement takes place and which delivers opportunities, learning and outcomes for all students. The College has sought to develop a strong quality culture over the last 8 years. CoGC is committed to improving the experience of our students. We have in place a number of robust approaches, outlined within this report, which assist service and teaching areas to identify and plan for improvement.

The College has a track record of delivering learning and teaching to high standards which has led to success for its students over the last 3 years. CoGC teaching and support services effectively use feedback from students to plan for enhancement of the student experience using the processes outlined in this report.

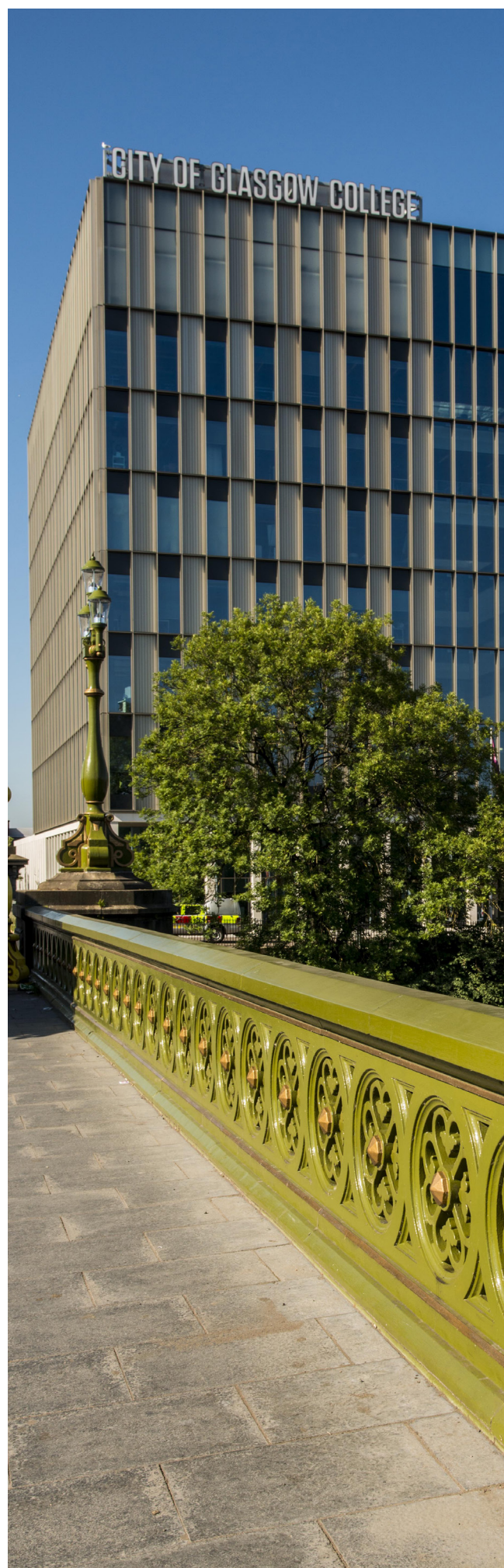
The College's outcomes for its students are high or very high and demonstrate a trend that is beyond the national average. In addition this success assists a significant number of students to continue their learning or to move into employment.

CoGC engages well with industry, GCRB and other partners to plan effectively curriculum to meet the needs of the local and national economy. In a number of instances the College engages in bespoke planning that ensures that students gain purposeful experiences in industry.

College staff reflect well on their offering to students, using evidence sources to ensure that they develop relevant action plans that enhance learning and teaching and services. To further enhance the experience of students the College will re-organise its leadership in academic year 2018/19.

The resources provided to students have been enhanced by the provision of the College's new campuses. These campuses have provided the opportunity to provide industry standard equipment which enhances students learning for further study and employment.

Our capacity to improve is monitored by Board and College Management committees to ensure that targets set are challenging and that enhancement of the student experience is achieved.



Evidence for Evaluation

College Strategic Plan 2017 – 2025
 Board of Management Meetings
 College Operational Plans
 Academic Board
 Student Experience Leadership Group
 College dashboard
 Curriculum Planning Meetings
 Staff CLPL Records
 Student Engagement Meetings
 Student Partnership Agreement – MyVoice
 Faculty Improvement Plans
 Student Surveys
 Course Improvement and Action Evaluations
 Quality Management System
 Outcomes from External Scrutiny

Internal Audit Schedule
 Personal Learning Support Plans
 Feedback from key stakeholders
 Engagement with Education Scotland
 Faculty and Service Evaluations
 Industry Academy Statistics for Links with Employers and Work Experience
 Regional Outcome Agreement
 College Annual Report
 Regional Groups Records – DYW, Learning and Teaching etc,
 College Policies and Procedures Protocol
 College Gender Action Plan
 College Student Mental Health Action Plan
 MyCity records
 Corporate Parenting Action Plan

Grading

Key Principle	Grade
Outcomes and Impact; How good are we at ensuring the best possible outcomes for all our learners? 3.1 Wellbeing, equality and inclusion 3.2 Equity, attainment and achievement for all learners	Very Good
Leadership and Quality Culture: How good is our leadership and approach to improvement? 1.1 Governance and leadership of change 1.4 Evaluation leading to improvement	Excellent
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver? 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Services to support learning	Very Good

Appendix 1 – ROA Targets and Actuals 2017/18

	17-18 Target	17-18 Actual
Total credits	183,290	183,681
ESF credits	11,296	11,871
Total childcare credits (1)	1,603	2,255
One plus credits (2)		4,953
Percentage of one plus credits		2.7%
Number of senior phase age pupils studying vocational qualifications at SCQF 5 and above	34	258
Volume of credits at SCQF levels 1 to 6	75,000	76,233
Percentage of credits at SCQF levels 1 to 6	40.9%	41.5%
Volume of credits at SCQF levels 7 and above	108,290	107,157
Percentage of credits at SCQF levels 7 and above	59%	58%
Volume of credits delivered to learners in the lowest 10% SIMD 2016	44,465	43,033
Percentage of credits delivered to learners in the lowest 10% SIMD 2016	24.3%	23.4%
Administration, Financial and Business Services	51,337	50,988
Creative and Cultural Industries	28,397	28,488
Energy, Engineering, Construction and Manufacturing	35,370	36,423
Food, Drink, Tourism, Hospitality and Leisure	42,445	36,578
Health, Care and Education	10,120	11,773
Land-Based Industries	0	12
Life and Chemical Sciences	101	1,695
Transition and Supported Learning	14,892	17,724
	182,662	183,681
FT FE Success %	72.2%	67.8%
PT FE Success %	87.5%	86.8%
FT HE Success %	76.7%	73.9%
PT HE Success %	81.8%	82.1%
All learners		79.1%
FT % successful progression to work or study	96.8%	97.3%
% destinations known of qualifiers	91.4%	93.7%
Percentage of students overall satisfied	NA	81.4%
Proportion of enrolled SIMD10% students successfully achieving a recognised qualification (FT & PT)		
FT FE		65.5%
PT FE		80.6%
FT HE		69.7%
PT HE		72.7%



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