

FUNDING INNOVATION, EQUITY AND EXCELLENCE

I'm delighted to introduce our third Annual Review of Foundation activity, which also signals my final year as Chair of the charity. Over the past three years my Board of Trustees and I have overseen the development of the Foundation, delivering nearly £8 million of awards to over thirty projects that are already benefitting the students - current and future - of Glasgow Clyde College and its surrounding communities.

2016-17 saw the completion of several large capital infrastructure projects that have provided much needed innovation and improvements to the learning environment of the College's community-based campuses. Inside this review you can read more about these projects and new initiatives that Trustees awarded funding to over this year. A breakdown of this year's grant awards, which amount to just over £900,000 can be found on page 7. The summary financial statement highlights our financial stewardship and the growth in the value of our invested funds by 14% since the inception of the charity in 2014.

DELIVERING TO COMMUNITIES AND COLLABORATING WITH PARTNERS

We are proud to support the work of a College that is rooted in the heart of its communities across the North and South of the city, delivering learning to some of the most disadvantaged communities in the west of Scotland. This year trustees were delighted to fund several new and collaborative partnerships, which utilise cross-sectoral expertise, delivering 4 projects totalling just over £100,000. These projects are enabling young people and adults to access learning opportunities and pathways into College, address family learning in STEM subjects, barriers to education caused by dyslexia and supported pathways to education and employment.

EFFECTIVE LEARNING AND IMPROVED PEDAGOGY

Equipping both Glasgow Clyde College students to succeed and achieve at College and beyond, and providing staff with the tools to support them has been the focus of 3 grant awards this year. The development of new models for delivering mental health support (working with SAMH) and careers education, information and advice will bring tangible benefits to the College's students in terms of their achievement at College and equip the staff with the tools and resources to offer effective support in these areas; a pilot Professional Foundation Programme for new lecturers will trial a systematic and consistent induction to learning and teaching that maximises blended learning approaches. Turn to page 2-3 for a full breakdown of the projects funded in 20-16/17.

As I leave my role as Chair of the Foundation, I am able to reflect on the significant achievements of our main beneficiary, Glasgow Clyde College, despite an unprecedented period of change and challenge. I would like to thank its Management Team for their continued collaboration over the last 3 years, and my fellow Trustees for consistently giving of their time voluntarily to ensure the effective stewardship of the Foundation's funds. Finally I would like to thank our Director, Pauline Radcliffe for her significant efforts in working with the College, partners and our investment managers Brewin Dolphin running our day to day operations, keeping us right on governance and managing our investments.

Stephanie Young
Chair

One of the adult learners who helped pilot the digital version Counting on a Greener Scotland tries out the digital wall at Langside Campus' new Innovation Centre funded by the Foundation (see pages 2 and 3).



MAKING AN IMPACT

INCREASING CAPABILITY AND CAPACITY IN 2016/17

Supporting the delivery of learning and attainment and a sustainable infrastructure is one of our key commitments. This year £435,000 of our funding enabled significant improvement and refurbishments to two vital student facilities at Cardonald and Langside campuses of Glasgow Clyde College.

Hair and Beauty Salon

Awarded much needed funding in May 2016, the improvements made to hair and beauty salon have already benefitted a total of 250 students, including 100 full-time students. With a new design that encourages inclusive learning and facilitates effective assessment, both staff and students have reported benefits in terms of space, light and ventilation.

A positive impact on the retention and attainment of students in this faculty has also been reported in the first year of utilising the new facilities: in 2015/16 Level 5 Hairdressing improved by 14% from 45% rising to **59%** and for Level 6 Hairdressing a 12% increase: 76% rising to **89%**. The facilities have enabled the faculty to respond to market demand by diversifying into the field of make-up.



In 2016/17 a new roof and lifts were installed to Cardonald campus tower block

Completed Infrastructure Projects

2016/17 also saw the completion of three infrastructure projects that received our funding over the 2 previous financial years. In 2015/16 funding was awarded for essential improvements to Cardonald campus building: the tower block roof replacement (350,000) and lifts replacement (£1.3 million of a larger capital award totalling £2.75 million), both vital in enabling the College to maintain delivery at this campus.



Digital Learning

The Foundation was also delighted to see the completion of the Innovation Centre, awarded £500,000 capital funding in 2014/15 to create a cutting-edge digital learning facility at Langside that uses the latest technologies to foster interactive, collaborative learning. Trustees were delighted to be among the first to use the facility, hosting the launch of our Community Partnership WEA Scotland funded projects 'E COGS' (see page 5 for further details) at the Centre.



Langside Library

The refurbishment of the student library at Langside Campus has created a transformed, lighter and more accessible learning space to support student study both individual and collaborative. Regular use of the library by students* surveyed has increased by nearly 20% and satisfaction levels with the new layout and signage by 22% (from 71% to 93%). A drive by library staff is now underway to promote the use of both independent and collaborative PCs and the increasing range of e-learning resources that the library hold.

*from a survey of 450 Langside students



EFFECTIVE LEARNING AND IMPROVING PEDAGOGY

The Foundation's funding priority of *Effective Learning* prioritises support for the College to improve learning attainment and positive transitions into and out of College, with a focus on intensive support for those who need it most, student directed learning and supporting blended learning and resources.

In 2016/17 we were excited to fund several pump priming projects that will equip College staff and enable appropriate support for the students who require additional help in navigating their pathway through and beyond College. £179,000 was awarded to develop an innovative **Mental Health Service Model** within the College. This will be developed in partnership with **Scottish Association for Mental Health** and will be designed to deliver a sustainable model of support provision beyond the period of funding, supporting existing College staff in delivery.

A project to develop and embed a robust **Careers Education, Information and Advice Model** within the College was also awarded £85,000 funding, another new development within the College sector, with the project leader working alongside the **Career Development Institute** to develop a kitemark for careers advisers in FE Colleges.

Further investment in online learning – and its commercial delivery by the College – was made through a £70,000 grant to support the development of **PDAs for Rehabilitation technicians and Care training** – just two areas for which the College provides comprehensive industry training.

Improving pedagogy within the College is the third of the Foundation's 3 outcome-focused themes. This year we funded a pilot **Foundation Programme for new academic staff** – now underway – to support new, inexperienced and unqualified lecturers to strengthen their learning and teaching practice and widen their approaches to meet the diverse needs of learners today. Through funding the first stage of a Professional Development Pathway for staff, the programme will provide a firm basis from which teaching staff can continue to develop their pedagogy in the classroom.



MCMC Students at the college

More Choices More Chances

An early award of £48,000 in 2015 from the Foundation enabled the College to pilot additional support to students without formal qualifications (studying at SCQF level 4) through a More Choices More Chances Student Support Assistant (SSA) role over a two year period. A recent evaluation of the pilot demonstrates how focused support has helped improve retention (to 72% - an increase of 12%), attainment (a 6% increase) and progression and has given students from some of the poorest areas of Scotland more confidence in their own abilities and with the College/ Education system itself. 91% of students surveyed felt more confident about their chances of progressing as a result of the support received.

"I really hated my course to start with and after spending time with (the SSA) and discussing the benefits of completing this course, I decided to continue. I might have left without (the SSA)". - Student

Worldskills

Effective learning opening up vocational pathways was effectively demonstrated by a grant of over £18,000 to enable 23 students and staff to participate in WorldSkills UK Competitions, equipping young people with the right skills to help UK businesses compete better globally. Designed by industry experts, the competitions assess an individual's knowledge, practical skills and employability attributes against a set of strict criteria. College students achieved Silver in Networking - November 2015 and a UK Silver Medal in WEB Development - November 2016.

"I'm delighted to have won Silver in the final. ...businesses and employers were there from across the country so it was a great platform so show off my skills and get noticed. I feel a great sense of achievement for me and for the College"

- Computing student, Robert Macfarlane



Worldskills team 2015

Assistive Technology

Many of the individual initiatives supported through our programmes have benefitted from major investment of nearly £200,000 in a pilot Inclusive Classroom project, recently shortlisted for the College Development Network awards of the same name, with the aim of providing advice, training and promotion of the inclusive classroom to both students and staff of the College, through the use of assistive technologies. Enabling equity in accessing learning, the project has had a particular emphasis on students receiving Extended Learning Support.

The Foundation has recently commissioned an external evaluation on the impact of this initiative and looks forward to sharing the findings across the education sector.

"Stuart provided a great wealth of knowledge about accessibility and accessible apps that I was able to implement it into my class schedule and learning. Above all, I think that the students in the class really benefited from this project; they gained valuable knowledge on accessibility and were able to use the iPad's over a period of three weeks to create their own accessible formats for their assessment"

- Kelly McKinven, Lecturer

COMMUNITY PARTNERSHIPS

An important part of the Foundation's work is supporting learning and development activities in the communities that Glasgow Clyde College serves, enabling the delivery of activities and blended learning resources that meet the needs of young people, adults and families. We want to promote a collaborative approach between the not-for-profit organisations and the College, harnessing shared knowledge and skills across sectors that create effective learning pathways.

This year trustees were delighted to fund four new Community Partnership awards amounting to just over £100,000 all of whom have worked effectively with College staff across E-learning, Extended learning support, Community Learning and Development and life sciences. Our thanks go to all College staff involved in delivering these projects.

Blended learning and open learning resources

An award of £15,000 allowed the **Workers' Educational Association Scotland** to develop, with the College's e-learning team, an interactive online version of Counting on a Greener Scotland (e-COGS) which was launched in Spring 2017, promoting access to environmental and STEM subjects for adult learners and their families. You can access the resource at: www.mycl Clyde.ac.uk/course/index.php?categoryid=5. The College's work with adult learners using the COGS resource was recently shortlisted for the Herald's first **Global Game Changers award for innovating in STEM Education**.



Trakke, a bag manufacturer based in Partick, will be one of the industry mentors for schools supporting GO4SET in Textiles. .

It's a Material World!

The Foundation awarded the Engineering Development Trust (EDT) and the (former) Scottish Textiles Skills Partnership £43,500 to create **Material World**, an industry led STEM-based online learning resource that showcases the diversity of the textiles sector in Scotland. Industry supports an EDT programme called Go4SET in Textiles, a ten-week challenge-based programme for S2 pupils, with pupil mentors. Four core units explore natural and manmade fibres, fabric structures and properties, and innovation in Scottish textiles, leather and fashion. Additional units cover specific properties of textiles such as waterproofing, insulation and dyes. Material World raises awareness of textiles manufactured in Scotland and encourages young people to consider studying and working in the sector. You can access the resource at: www.mycl Clyde.ac.uk/course/view.php?id=981t. Mycl Clyde is the College's public facing Virtual Learning Repository (VLE), which also received funding support from the Foundation as part of its award for the development of E-learning capacity at the College.



Dr Heather Reid and Foundation Treasurer Alex Muirhead at the launch of e-COGS.

COMMUNITY PARTNERSHIPS

Pathways to learning

Supporting equity in accessing opportunities to learning is a key theme for the Foundation and this year we awarded two grants to pilot projects that seek to break down barriers for young people currently disengaged from formal education and employment (a grant of £29,036 for Young Enterprise Scotland) and to encourage learning progression for people with dyslexia (an award of £16,850 to Glasgow Council for Voluntary Services) previously lacking the confidence to pursue learning pathways to College and employment.

The Young Enterprise Scotland-led pilot, which aims to provide an alternative route to College has seen 11 young people participating in the first Pathways to Success, a 10 week taster course covering various curriculum areas, with 5 of them gaining employability skills awards.



Young people completing taster course in landscaping with Young Enterprise Scotland.



Dyslexia Pathways aims to create a visible and supported learning route, so that dyslexia is not perceived as a barrier to college ambitions. A co-ordinated marketing campaign has promoted the Pathway to date with the support of a wide range of partners across the city, with over 40 College staff attending awareness raising sessions. 'Units of Sounds' 10 week training course on literacy and College skills was delivered to 12 students in the first phase of the pilot. Outcomes for individual students have included enrolments on Intermediate English, hair and nail courses and new enquiries regarding evening classes, writing and nursery courses.



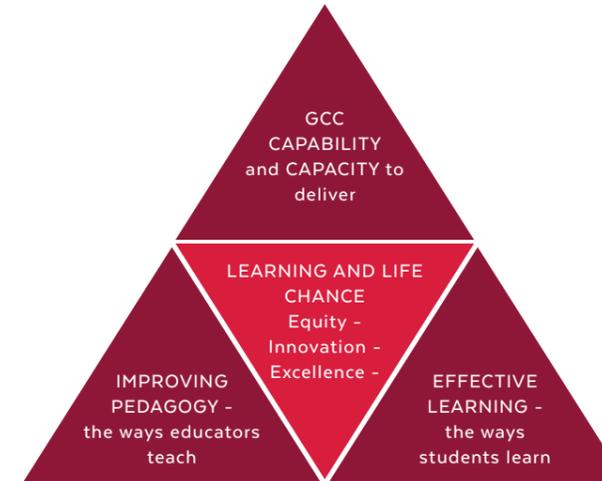
Postcard promoting the Supported Pathway



Trustees recently approved a revised Funding Strategy for the Foundation.

This Funding pyramid shows three key outcomes that the Foundation seeks to achieve through its grant funding:

- A. **Effective learning:** enabling young people and adults to learn in the best ways that meet their needs and abilities.
- B. **Improving Pedagogy:** focusing on improving pedagogy within the College which leads to increased educator confidence in delivering higher attainment amongst the College's students.
- C. **Increased capability and capacity:** of the College and its partners to deliver the first two themes.



OUR GRANT AWARDS IN 2016/17

- Awards to Glasgow Clyde College: 6 grants totalling £811,800
- Awards to Community partners: 4 grants totalling £104,386

Funding outcome: Increasing capability and capacity

Project Title	Award
Langside Library: upgrade and refurbishment to increase access and usage	£300,000
Cardonald Hair Salon	£135,000

Funding outcome: Improving Pedagogy

2 College grants

Professional Foundation Programme for Academic Lecturers	£37,800
Mental Health Service Model (with SAMH) The development of the model will equip staff and support students (also promoting Effective Learning)	£179,000

Funding outcome: Effective Learning

2 College and 4 Community Partnership Grants

College Careers Education, Information and Advice service pilot	£85,000
College online Course Development: PDA for Rehabilitation technicians and Care Training	£75,000
E-enablement of Counting on a Greener Scotland (Workers' Educational Association)	£15,000
Dyslexia Pathways to College (Glasgow Council for Voluntary Service)	£16,850
Pathways to Success (Young Enterprise Scotland)	£29,036
GoSET textiles STEM resource (Engineering Development Trust and Scottish Textiles Skills Partnership)	£43,500

OUR TRUSTEES IN 2016/17

Independent Trustees
STEPHANIE YOUNG
(Chair)

ALEX MUIRHEAD
(Treasurer)

GILL TROUP

STEPHEN CURRAN
ROBIN GILLIES

College Appointed Trustees
appointed 29.11.16

FIONA GODSMAN
KEITH ROSSER

STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 MARCH 2017

	Unrestricted Funds 2017	Restricted Funds 2017	Total Funds 2017	Total Funds 2016
	£	£	£	£
INCOME FROM:				
Investments	371,250	-	371,250	297,098
TOTAL INCOMING RESOURCES	371,250	-	371,250	297,098
EXPENDITURE ON:				
Raising funds	41,526	-	41,526	30,195
Charitable activities	2,237,213	-	2,237,213	608,656
TOTAL EXPENDITURE	2,279,687	-	2,279,213	638,851
Net expenditure before investment gains (losses)	(1,907,963)	-	(1,907,963)	(341,753)
Net gains (losses) on investments	985,009		985,009	(313,289)
NET EXPENDITURE BEFORE TRANSFERS	(922,954)	-	(922,954)	(655,042)
Transfers between Funds	36,671	(36,671)	-	-
NET MOVEMENT IN FUNDS	(866,283)	(36,671)	(922,954)	(655,042)
RECONCILIATION OF FUNDS:				
Total funds brought forward	12,519,578	1,705,508	14,225,086	14,880,128
TOTAL FUNDS CARRIED FORWARD	11,633,295	1,668,837	13,302,132	14,225,086

GROWING OUR ASSETS

Generating income: during the year 16/17 our cash management and investment policies generated an additional £344,253 of income to support the work of our beneficiaries.

Since the inception of our £10 million Investment Portfolio in 2015 its total return value has grown by 14% (£1.4 million) compared to an RPI over this period of 5.1%. This includes capital growth and income generated by investments.

BALANCE SHEET AT 31 MARCH 2017

	2017		2016	
	£	£	£	£
FIXED ASSETS				
Investments		10,533,585		9,410,263
CURRENT ASSETS				
Debtors	33,395		28,587	
Cash at bank and in hand	2,754,821		4,906,469	
	2,787,821		4,995,056	
CREDITORS: amounts falling due within one year	19,274		(10,097)	
NET CURRENT ASSETS		2,768,547		4,814,823
NET ASSETS		13,302,132		14,225,086
CHARITY FUNDS				
Restricted funds		1,668,837		1,705,508
Unrestricted funds		11,633,295		12,519,578
TOTAL FUNDS		13,302,132		14,225,086