



**GLASGOW CLYDE EDUCATION FOUNDATION**  
(Scottish Registered Charity SC044616)

# **LEGACY REPORT**

## **(2014 – 2024)**



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## FOREWORD

### Message from the Chair of Glasgow Clyde Education Foundation

This legacy report highlights the contribution of the Glasgow Clyde Education Foundation to that mission of Glasgow Clyde College from 2014 to 2024 and beyond. The Foundation was dissolved at the end of 2024 having completed its purpose of distributing £15 million of funding in support of College activities.

The report offers a glimpse into the journey of the Foundation as a grant making charity, highlighting how various funding awards have secured the success of pioneering projects and, we believe, contributed to changing the Scottish further and higher education landscape for the better. It is a celebration of all the students, staff, and other life-long learners whose education journey may have improved thanks to our input. It is a testament to the challenges the College and the Foundation have addressed in partnership, and with the hope that we have inspired individuals and learning communities across Scotland and further afield.

The journey of that partnership has not been without its trials. From the Covid-19 pandemic to economic uncertainty, growing community needs, and a severely underfunded sector, the College and the Foundation have survived some turbulent times along with the wider further and higher education sector. Thanks to the unwavering dedication of all of the people and organisations who have supported the work of the Foundation, we have enabled initiatives which have had a real and lasting impact. These include key projects that have laid out a path to success for those who might otherwise not have had the opportunity to fulfil their full academic potential. We have funded innovative programmes and community partnerships that have contributed to shape a brighter future for the Scottish learning community. Some of these are illustrated below.

The commitment to the advancement of education, as embodied by our charitable purposes, stands at the heart of everything the Foundation has so far achieved. Whether through support of learning experiences, delivery of critical infrastructure, improvement in teaching and curriculum resources, or development opportunities for staff, every one of the projects the Foundation has supported ultimately contributed to realising the potential of Glasgow Clyde College, our main beneficiary and trusted partner

The Foundation has maintained a consistent and open dialogue with the College's Chair and its Principal, holding regular meetings to review the evolving challenges within the Scottish education sector. These discussions have been a great source of insight, collaboration, and inspiration.

There are many individuals and organisations who have helped the Foundation, and me personally, over the last 10 years and without whom none of the achievements highlighted below would have been possible. Some of you are acknowledged later in this report, but there are, of course, many more of you. Thank you for your continued support and for joining us to celebrate the impact and legacy of the Glasgow Clyde Education Foundation.



**Gill Troup**  
Chair of the Glasgow Clyde Education Foundation

**“REALISING POTENTIAL” IS THE  
NAME OF GLASGOW CLYDE  
COLLEGE’S STRATEGIC PLAN.  
THE COLLEGE’S MISSION IS  
INSPIRATIONAL LEARNING;  
CHANGING LIVES.**

## Message from the Chair of Glasgow Clyde College

On behalf of the Board of Management, I'd like to thank the Foundation for the tremendous positive impact it has had over the last ten years, enabling Glasgow Clyde College to offer its students excellent learning facilities, new ways of acquiring knowledge and skills, and more effective systems of support.

The Foundation has prioritised projects that deliver better outcomes for students. With its assistance, the college has created innovative learning environments, developed new learning materials and enhanced the skillsets of its teaching staff. In the current, constrained financial circumstances of further education in Scotland, these improvements would not otherwise have been possible.

As well as having such a positive impact on student life, the Foundation has supported the college through two major crises. During the Covid pandemic, its help was crucial in enabling learning and support services to be delivered remotely. More recently, at a time of government spending cuts, the Foundation has assisted the college to maintain a full range of study opportunities while managing the effects of reduced funding.

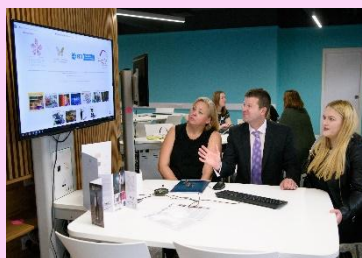
I am very grateful to Gill, to Robin and to their fellow trustees for the way in which they have worked with college managers over the years. They have always asked the college to be ambitious for its students, encouraging projects that have a transformative impact. And they have always responded in a sympathetic and constructive way when the college has sought their help in testing times. Thank you!



**David Newall**  
Chair, Glasgow Clyde College Board of Management

**WITH GCEF'S ASSISTANCE,  
THE COLLEGE HAS CREATED  
INNOVATIVE LEARNING  
ENVIRONMENTS, DEVELOPED  
NEW LEARNING MATERIALS  
AND ENHANCED THE  
SKILLSETS OF ITS TEACHING  
STAFF.**

# IN PICTURES: 10 YEARS OF GLASGOW CLYDE EDUCATION FOUNDATION



## INTRODUCTION

The Glasgow Clyde Education Foundation (**GCEF/the Foundation**) was set up in 2014 as a grant making charitable organisation, to enhance the educational opportunities and life prospects of students, prospective students, and the broader community associated with Glasgow Clyde College (**GCC/the College**). Glasgow Clyde College is an assigned college within the Glasgow Region and one of Scotland's largest further education institutions. Across its **10 years of operation**, GCEF has funded strategic projects demonstrating potential to realise significant, measurable and lasting positive impact on the student and teaching community's ability to achieve agreed learning outcomes.

Throughout its lifespan, GCEF has prioritised projects capable of creating improved access to learning opportunities, employing innovative and sustainable approaches, which represent leading and transformative educational practice within the College and wider learning sector.

As a grant maker, GCEF has focussed on the following **three key outcomes**:

- **Effective Learning (the way students learn)**: equity for students in accessing the best educational opportunities;
- **Improving Pedagogy (the ways educators teach)**: demonstrating effective practice, increasing educator confidence and increasing learner attainment; and
- **Increased capability** and capacity of the College and its partners to deliver on the first two themes through innovation and excellence.

In alignment with GCC's values, which reflect a people-centred, pioneering, principled and passionate approach to learning and development, GCEF has placed the success of learners and college staff at the forefront of the Foundation's operations.

## Challenges to the College sector and why our work matters

The further and higher education sector is facing an unprecedented crisis, which has been dubbed "existential" in several quarters. Plateaued government funding, representing a substantial real-terms cut, coupled with inflationary pressures and external changes such as Brexit, have led to the inevitable erosion of the funding system for Scotland's further and higher education sector.

Over the course of the last decade overall funding towards the college sector in Scotland has been decreasing. The Colleges Scotland Draft Budget Submission for 2025/2026 states that "Both the Financial Sustainability Report published by the SFC (January 2024) and the Audit Scotland Report (September 2024) evidence the precarious and accelerating decline in college funding. There have been steep reductions in revenue funding for colleges since 2021/22, which Audit Scotland calculates is equivalent to a 17% real terms reduction (taking into account inflation). The college sector is in a precarious financial position

Further and higher education represent a prized national asset, and, beyond that, a commitment to uphold the chances of every learner to fulfil their full potential, together with a broader commitment to social fairness and the common good, and a dedication to excellence.

In light of the above, this report aims to showcase GCEF's achievements and contribution to the work of Glasgow Clyde College across the years, focussing on the most impactful projects, success stories, and lessons learned.



## ORIGINS

### The first two years (2014 - 2016)

GCEF began its grant making journey on 29 January 2014, when it was formally registered with the Office of the Scottish Charity Regulator (OSCR) as a charity. The Foundation had started with a fund of **£15 million in 2014 (£14.4 million in March 2014 and a further £600,000 received in March 2015)**, received through a single donation made by GCC, governed by a Donation Agreement between the Foundation and the College.

The intention behind the single donation funding model was to deliver priority projects over a period of years identified, supported and evaluated by the Foundation. **From 2015 to 2024**, this model has been consolidated as the **principal funding model**, through which the Foundation delivered its key objects and charitable purposes.

The funding strategy was developed in consultation with Glasgow Clyde College and has formed the basis of grant programme application criteria and assessment.

The aims of the grant programme were to support the development of Glasgow Clyde College as an inspirational teaching and learning facility which offers unrivalled student experiences within and for its communities.

Grant making activities have been focused on enabling success that would have otherwise not been possible through:

- Supporting **Students** and improving the student learning experience
- Supporting **College staff**, course development and programmes.
- Improving **Learning and Teaching facilities** and sustainable infrastructure.

In its first year of operations, GCEF funded **nine** projects with these goals.

The Foundation also established monitoring and evaluation mechanisms through the Terms and Conditions governing each grant, to

measure indicators on key improvements to learning that these (and subsequent) projects have delivered following their reporting to the Foundation.

In 2016, the Foundation **revised its funding strategy** in relation to College-made grant programmes applications, and established a **Community Partnership programme** that encouraged partnership projects between external not for profit organisations and the College, seeking to achieve significant educational outcomes for the learning groups with which they have worked.

During the Foundation's second year of operation, the **'Learning and Life Chances'** grant making programme was launched, resulting in a total of £5,815,690 being approved for grant funding to **sixteen** projects. **Learning and Life Chances** was a pioneering programme focussed on improving support for learners and potential learners.

Further funding was awarded that year to the **Workers Educational Association** under the Community Partnerships grant programme.

The funded projects were split between Capital Projects and Revenue Projects.



*GCEF funding pyramid*

**GCEF SUPPORTED THE  
RECRUITMENT AND  
DELIVERY OF CRUCIAL  
PROJECTS THAT  
ENHANCED STUDENTS'  
EDUCATIONAL  
EXPERIENCE AND  
TRANSFORMED THE  
COLLEGE'S APPROACH  
TO LEARNING,  
TEACHING, AND  
ASSESSMENT.**

**In the first year of the Foundation's operation, Trustees awarded £63,000 in funding towards supporting College employees on lower salaries to further their education on a full paid one-year course.**

A woman with dark hair tied back, wearing a blue t-shirt, smiling and looking to her right. The background is a blue wall with a window showing a building.

**Dawn Goodwin**  
*Introduction to FE*

A woman with dark hair, wearing a purple t-shirt, smiling at the camera. The background is a blurred classroom or office setting.

**Karen Daly**  
*NC Beauty Therapy*

A woman with reddish-brown hair, wearing a black top with a patterned sleeve, holding a book. She is standing in a library with bookshelves.

**Bried Gallinagh**  
*Access to Humanities*

**The three staff members sponsored to continue their learning**

**Three employees were sponsored and released from their roles and attended College full time, achieving a National Certification in Beauty, Introduction to FE and Access to Humanities.**

## THROUGHOUT THE YEARS

### 2017 – 2019: key funding milestones achieved

In 2017, the Foundation built on the funding priorities identified in 2016, in particular on extending the reach of **emerging community partnerships** grant programmes to encourage applications that broke down barriers to learning and employment, and those which brought adult learners and employers together to promote innovation in learning. In deciding which emergency community partnerships to fund, the Foundation used best practice standards derived from pilot project evaluations received from previous applicants.

During the Foundation's third year of operation total grant making resulted in a total of £916,186 being approved for grant funding to **six College projects** (amounting to £811,800) and **four external community partnership awards** (totalling £104,386) made to the **Engineering Development Trust** and **Scottish Textiles Skills Partnership, Young Enterprise Scotland** and **Glasgow Council for Voluntary Organisations**, all of which operated within the wider communities served by Glasgow Clyde College. A total of £2,317,898 was successfully claimed by projects (including those awarded in the two previous financial years) by the end of the year.

During that year, the Foundation established **three grant claim deadlines per year** with the added requirement that each application provided a forecast of its anticipated drawn down of funds for each claim deadline, to aid cash management.

The projects approved continued to be divided into **capital grants, revenue grants, and community partnership awards**.



**2018** provided the opportunity for the Foundation to clarify its key grant making principles, preferred funding models, and grant making parameters, measured against the

three main funding themes identified above. **Effective Learning; Improving Pedagogy; and Increased capability and capacity.**

As a result of the revised grant making criteria, grant making activities for the year focussed on two new strategic projects: **Glasgow Clyde College Development and Research Programme** and **TEDxGlasgow**.

- (1) **Glasgow Clyde College Development and Research Programme** was awarded £235,825 in July 2017 for a three-year programme designed to increase the skills and confidence of educators within the College and significantly boost and enhance an evidence-based culture of evaluation and Continuing Professional Development (CPD).
- (2) **TEDxGlasgow**, a not-for-profit organisation holding 'TED like' events in Glasgow since 2012, was awarded £44,000 in September 2017 to organise, with the student body of Glasgow Clyde College, the **first TEDxYouth event held in Scotland to coincide with Scotland's Year of Young People in 2018**. The event was designed by young people, for young people and was targeted at youth aged 12 -26 living in local communities of Glasgow and beyond. An excess of 300 learners were involved from the College, with over 2000 young people benefitting from the learning experience on the day and beyond.





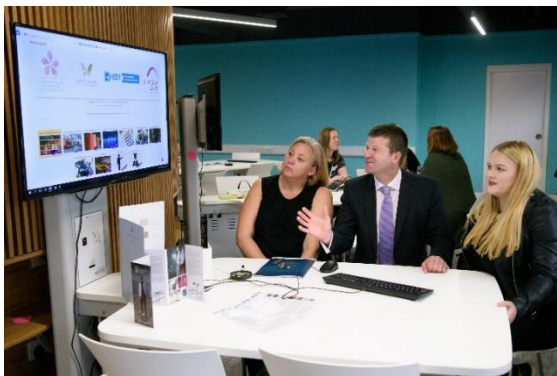
**Glasgow Clyde College students snap a selfie with the Minister for Culture, Tourism and External Affairs as they celebrate leading the launch of TEDxGlasgow.**



**The Glasgow Clyde College Students Association improved student spaces in campuses to encourage student engagement in the Association and life of the College with funding from the Foundation in year one of its grant awards.**



In 2018, celebrating beneficiary successes and supporting the promotion of new learning resources became a formal function of the Foundation, particularly where co-ordinated promotional activity with beneficiary partners was fruitful. During the financial year, the Foundation supported – through events management and PR activity – the launch of several previously funded projects including **Mentally Healthy College**; **Material World** (STEM textiles online resource for schools developed by the College for Engineering Development Trust and Scottish Textiles Skills Partnership); and **Science for a Successful Scotland**, consisting of a collection of online family learning resources accredited to SCQF level 4 by the College working with **the Workers' Education Association Scotland** (who also received funding from GCEF).



**2019** was an important year in which several key projects supported by the Foundation were completed.

Among these was the launch of the **new College website**, offering an improved user experience for both current and prospective learners.

Significantly, 2019 was also the year when the **DELTA project (Developing Excellence in Learning Teaching and Assessment)** was first approved for funding. The project was designed to increase the digital skills capabilities of teaching staff and deliver digital equipment to facilitate the use of suitable technologies for blended learning.



The Foundation also supported ongoing projects by reviewing progress and ensuring strong impact reporting through external evaluations and internal monitoring systems. These included initiatives like the **Improving Pedagogy** programmes, which helped academic staff enhance their teaching skills with a focus on **self-evaluation and digital technologies**. Additionally, the **Mentally Healthy College** model, originally awarded funding in 2016/17, advanced significantly, with an external evaluator appointed to help to integrate the results of the project into wider College practices. Another major development supported by GCEF was the commencement of a comprehensive **estates review across the College's three campuses**, which later resulted in further landmark works being carried out at the Cardonald Campus and funding awarded for the Anniesland Campus.



**Two Community Partnership awards** were also granted. One to the **Scottish Refugee Council** was to help address the language and integration needs of young, unaccompanied asylum seekers. Another was to **Beauty with a Conscience**, a charity affiliated with the **Prince and Princess of Wales Hospice**. These awards supported pioneering research and services development within the College.

## INVESTING IN YOUNG ASYLUM SEEKERS' FUTURE LEARNING AND LIFE CHANCES

*The Foundation is delighted to announce its award of £43,534 to Scottish Refugee Council*

21st October 2018

The Foundation is delighted to announce its award of £43,534 to Scottish Refugee Council, which will be working with Aberlour Childcare Trust's Scottish Guardianship Service and Glasgow Clyde College ESOL department to research, develop and promote a groundbreaking curriculum resource for use with young unaccompanied asylum seekers (aged 16-19) both within and outside the classroom.

The primary aim of the project are to enabled more effective learning for this vulnerable group of young people and increase the number of separated children who will become effective learners. Educational opportunities will be increased as Glasgow Clyde College becomes a documented centre of best practice. Currently there are approximately 300 separated children in Scotland, 80-90 of these are students at GCC. Each month approximately 5 separated children arrive in Scotland with significant increase anticipated in future years.

Aberlour provides individual guardianship support to separated children arriving in Scotland and has worked closely with the College over 10 years in the development of the College's unique and innovative language, educational and pastoral programme for this group, "16+ESOL".

With funding support from the Foundation and its partner funder Paul Hamlyn Foundation the project will research and identify the educational and well-being needs of separated children in Scotland (16-18), considering how the "16+ESOL" programme and its partners are meeting these needs inside and outside the classroom and comparing it to international good practice.

Building on these findings, the project will go on to work with College staff to develop curriculum and teaching resources, promote these across the educational sector in Scotland and the UK, supporting colleagues new to this work and providing tangible educational outcomes for all separated children in Scotland.

*Before I came to college I had no family, college is like my family now.*

*Getting the most out of my education is honouring my parents.*

*Learning to trust is like learning to walk again.*

Quotes from young unaccompanied asylum seeker attending the College.

More separated children will be effective learners, increase their education opportunities as Glasgow Clyde College becomes a documented centre of best practice. Currently there are approximately 300 separated children in Scotland, 80-90 of these are students at GCC. Each month approximately 5 separated children arrive in Scotland with significant increase anticipated.



While no direct grants were made to the College during the financial year, collaboration with the faculty for Student Experience led to a successful funding application for a **Digital Innovative and Creative Education project in April 2019**. At that time, Trustees also awaited the outcomes of the estates review and the College's revised mission and strategy, anticipating an increase in grant-making activity in the following year.

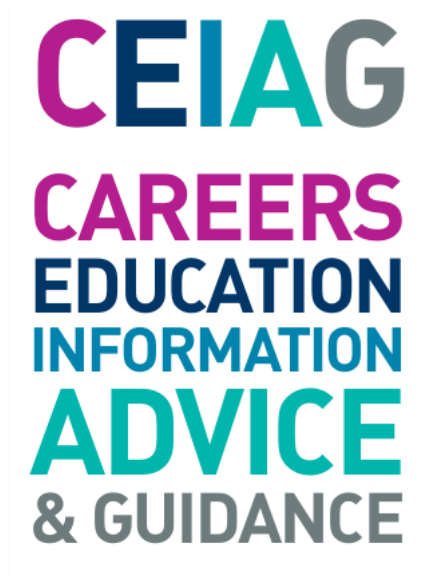
In addition to project development, the Foundation launched a new website during the year. The website was a platform to highlight the successes of grant-funded projects and featured case studies showing the real-life impact of specific initiatives.

### **2020 – 2022: resilience in a pandemic world**

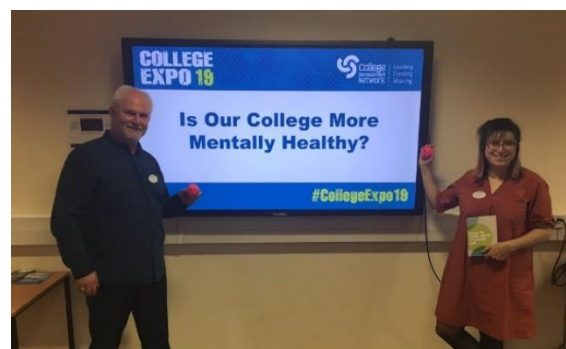
While **2020** was a year of major challenges and adjustments resulting from the unprecedented circumstances of the Covid-19 pandemic, it also represented a year of successes in terms of grant making activities, which highlighted the Foundation's resilience and adaptability in fulfilling its purposes throughout difficult periods. This was especially true when looking at the additional support and flexibility in the grant giving offered to help meet specific needs arising out of the pandemic, such as the need for enhanced digital skills and digital facilities, particularly for the most disadvantaged students facing increased barriers to learning. Two flagship initiatives - **Careers Education, Information, Advice and Guidance (CEIAG)** and the **Mentally Healthy College** model - successfully concluded their grant-funded cycles, earning national recognition for their innovative and sector-leading approaches. Both projects, developed by **Glasgow Clyde College's Student Experience** directorate, were celebrated by leading organisations such as Skills Development Scotland, Colleges Scotland, Education Scotland, and the Scottish Government.

The **CEIAG** project introduced a groundbreaking model for integrated careers development, which was piloted with nearly 600 students and 70 staff members. Its impact was widely praised for advancing career education

and guidance delivery in the higher education sector. Similarly, the Mentally Healthy College project, developed in collaboration with the Scottish Association for Mental Health, received widespread praise, including recognition from Education Scotland, the Scottish Qualifications Authority (SQA STAR award), and the College Development Network. The project won the prestigious Judges' Award for Excellence at the College Development Network annual ceremony that year.



The Mentally Healthy College initiative responded to a sevenfold increase in students declaring mental health issues over three years. During its rollout, it supported over 800 students and trained 500 staff members to improve their understanding of mental health and awareness of available resources. The project also developed a sustainable support model, which has contributed to improved student retention and learning attainment rates, which turned the project into a model of best practice for fostering a positive culture around mental health within the wider college environment.



The **Beauty with a Conscience** project, a collaboration between the College's Health and Wellbeing faculty and the **Prince and Princess of Wales Hospice**, was recognised at the SQA Awards ceremony. This innovative social enterprise project trained health and beauty students within a professional salon environment managed by experienced staff, with all profits directed to supporting hospice patients.



The Foundation also undertook a governance review during 2020, reaffirming its charitable mission and independence as a grant maker. With increasing financial challenges faced by Glasgow Clyde College, the Foundation stressed the importance of ensuring funding applications added lasting value and were not a substitute for core college funding. Training sessions were provided to support project leads in building strong business cases, and trustees took an active role in mentoring applicants to help ensure that each project proposal met the required criteria.



The Foundation continued its flexible approach in supporting projects addressing the evolving needs of Glasgow Clyde College. Particular attention was given to accelerating the development of **blended learning models** initiated through the **DELTA project**, ensuring the viability of an optimal learning experience during and beyond the COVID-19 pandemic. The DELTA project (Developing Excellence in Learning Teaching and Assessment), originally

awarded in 2019, was a key project focussed on the development of digital skills to enable teaching staff at the College to deliver accessible, engaged and high-quality learning and teaching through blended approaches. This flexible approach remained aligned with the Foundation's commitment to provide young people and lifelong learners with opportunities for growth, by supporting the College capability and capacity to deliver during a critical time, when learners and staff could not attend GCC in person.



Throughout **2021 and 2022**, the Foundation awarded four grants to Glasgow Clyde College (totalling £2,293,500), continuing to focus on GCC's capability and capacity to deliver; improving pedagogy; effective learning; and learning and life chances.

The following grants, approved by the Foundation, were driven by the pandemic and the need for new systems and infrastructure to support effective blended learning at a distance:

- Addressing digital disadvantage: emergency ICT devices for students during COVID19.
- COVID19 sustainability resources.
- Development and Research programme (extension funding).
- Financial sustainability award.

In particular, the **Financial Sustainability** ambitions of the College were supported by the Foundation. An award of £450,000 was made to enable change and remodelling in the next phase of recovery from the pandemic.

Support for DELTA continued, especially as part of a recognised need to leverage the momentum built at the peak of the pandemic to continue to employ a blended learning approach, provide equipment and support to enable remote learning, and create a model of best practice.

In November 2015, Trustees awarded nearly £80,000 to fund a groundbreaking Science resource for teaching and learning. The funding, awarded to the Workers' Educational Association (WEA) in Scotland, is the first of its Community Partnership grants to be awarded by the Foundation as part of its commitment to developing learning opportunities in the wider community, which help improve the life chances of existing and potential students of the College.



*“As science and technology continue to underpin our economy and society, it is increasingly important that all of us have an awareness of the importance of science, its relevance to everyday life and the job opportunities that exist within science and engineering.” Dr Heather Reid.*

**Foundation funding was given for an Assistive Technologist to develop resources that bring about a more accessible and inclusive learning experience for students with additional support needs, is set to deliver a number of innovative learning tools.**



In 2022, in consultation with the College's senior leadership, the Foundation worked to define strategic priorities that aligned with its charitable objectives and would ensure the impactful use of remaining funds from the College's original donation. Following an extensive consultation process involving key stakeholders, trustees adopted a **three-year strategy and legacy plan**. This strategy focused on a **streamlined portfolio of five transformative projects designed to enhance the College's teaching delivery, student experience, and facilities**. This strategy helped the Foundation to maximise the impact of its remaining resources and to leave a meaningful and lasting legacy for the College.

The legacy plan projects were DELTA, which received a two-year extension in 2023 dubbed DELTA 2 (with a budget of £500,000); and the Public Realm Infrastructure improvements at the Cardonald Campus, which provided £652,000 to upgrade the Campus environment and to improve access to and through the combined public entrance and make better use of the external space. This work was the result of the Estates Strategy Review, previously funded by the Foundation. On a site visit in August 2022, Trustees were impressed by the overall building improvement and sense of arrival, the works having created a focal point for entry for everyone to the campus, and places to gather outside and inside the building.



Throughout **2022 and 2023**, the impact of the COVID-19 pandemic on the education sector continued to create challenges and pressures for Glasgow Clyde College, which required further adaptability from the Foundation in its grant giving strategies. As a result, the Foundation adopted a tailored grant making approach, leveraging the ability to **offer “up-front” grants** prior to project expenditures being incurred (a strategy adopted for the first time in April 2020), prioritising the needs of the most disadvantaged students, who faced compounded barriers to learning due to the pandemic. As became clear, this targeted approach proved crucial in addressing the

urgent and evolving needs of applicants during a period of great uncertainty, and in particular, the needs of the College.

This was also the year in which the Foundation began to lay the ground for its dissolution by gradually scaling down its activities and annual operating costs.

The Foundation streamlined its governance arrangements; and reduced its overheads. The Director's post was removed when the incumbent moved to another organisation; its online presence reduced (and the website ultimately shutting down); and GCEF administrative arrangements reviewed, with advice, support and management moving to the WS Society.

This way, the Foundation ensured the efficient use of its remaining resources in its final years of activity, while still being able to deliver on its key strategic objectives. Among these key objectives, the focus remained on **supporting Glasgow Clyde College's adaptation to the post-pandemic educational environment**, with an emphasis on critical issues such as **blended learning and student retention**, the sustainability of the learning experience, and the ability to develop capacity well beyond the Foundation's dissolution.



## TOWARDS THE END OF THE JOURNEY

### 2023 – 2024: legacy plan and dissolution

The combination of the emerging cost-of-living crisis, persistent inflationary pressures, the prolonged impact of the COVID-19 pandemic, and lasting budget cuts to central Scottish Government funding for the further and higher education sector have created a very difficult and uncertain environment for the Glasgow Clyde College throughout the post-pandemic period, which has further amplified the challenges faced by the learning community, particularly among the most disadvantaged students who continue to battle against a range of barriers to accessing education.

The framework for the **Financial Sustainability Grant** has been a positive example of an agile development by GCEF which has worked well for both the Foundation and the College. Projects centred on **building capacity at the College**, such as **DELTA and the R&D Programmes**, have been highly successful as measure by their long-term and wide-ranging impact. Upfront funding continued to improve flexibility. The GCEF Supporting Commercial Growth project assisted GCC to recover some of the ground it lost in raising commercial income as a result of the pandemic and other external factors.



In its final year, GCEF's focus has been to ensure that the Trust's remaining resources are applied strategically to address the College's most pressing needs.

The Foundation has continued to work closely with the senior leadership at Glasgow Clyde College, to ensure that its remaining charitable funds are used appropriately and timeously to fulfil the grant objectives beyond the Foundation's dissolution. In particular, the **'Student Learning Spaces'** initiative, a project designed to develop student hubs and related infrastructure across the College's three campuses. The project relies on a comprehensive review supported by external

education and design consultants, following a feasibility study funded by GCEF and the College which completed in July 2022. These improvements reflect the Foundation's commitment to transforming the physical and learning environment for students, creating spaces that **foster innovation, inclusivity, and modern education practices**.

The implementation of the Foundation's **three-year strategy and legacy plan** has remained central to its operations. The plan focuses on the efficient use of remaining charitable resources to support **five strategic projects** aimed at transforming teaching delivery, enhancing student experiences, and improving campus facilities. With three of these projects having completed, two active grant programmes will continue to use GCEF funding, with funds held and monitored by GCC. The projects are 'Student Learning Spaces' and Financial Sustainability. Each of these projects will continue contribute to the three key outcomes identified as the focus of the Foundation's work at its foundation in 2014.

# GCEF'S FUNDING PYRAMID



**LEARNING AND LIFE CHANCES**

## JOURNEY TERMINUS

As we reflect on the Foundation's successes, challenges, and lessons learned, we are deeply grateful for the unwavering support of **Glasgow Clyde College**, whose generosity and dedication have steadily empowered us to make a meaningful difference, to students, teachers, staff, and the broader community of learners in Scotland. Together, we have delivered vital resources to strengthen teaching's capabilities for a community of young and life-long learners, and created pathways and blueprints for lasting change in the Scottish further and higher education sector.

### Lessons learned

GCEF and GCC have learned from our experiences and adapted our approaches over the 10 years of project development, grant awarding, evaluation and reporting.

A few of the significant lessons learned are identified below and may be of interest to the work of other Arm's Length Foundations, and the wider charities sector, including OSCR.

An **overarching consideration** - of which we needed to remind ourselves throughout - was that trustees and GCC staff are by-and-large contributing to this work on top of very busy day jobs and/or as volunteers.

There is an obligation on those with oversight and all trustees to ensure that expectations are clear, reasonable, achievable, desirable, impactful, and legal (not necessarily in that order). This includes the need to appoint trustees with a range of relevant skills for the Board to use, and to seek and accept, as appropriate, expert advice. Trustees should not over-reach their roles by telling others how to undertake theirs. Rather, their role should be one of oversight, advice and support.

### Project Development

GCEF found that the input and continuity provided by our Director in the gestation and development of projects was essential and certainly contributed significantly to both the

number and range of projects we were asked to support. The knowledge, enthusiasm and partnerships of GCC staff was a further essential ingredient in turning ideas into proposals and eventual projects on the ground, along with support from senior colleagues.

### Grant Making

There were several iterations of GCEF's processes for grant approval, outlined briefly in this report. The Board found over time that it was important to minimise unnecessary stages and consequent paperwork. An essential element in our decision making was the opportunity to meet project leads face-to-face to discuss their projects, both prior to award and during evaluation stages. This aided understanding on both sides, and we hope was not too daunting of a process for College participants.

### Evaluation

From the outset, the GCEF Board wanted to ensure that it had a good oversight of project delivery and impact. This needed a framework of milestones and measures which for some projects were harder to determine than others. For example, a building is a solid, tangible output, but much harder to measure is the impact of that building on the activities and learning of those who use it.

GCEF worked closely with College staff on this aspect and developed workshops on evaluation and mentoring approaches involving trustees to try to assist colleagues to meet the Board's requirements. Over time, these requirements became more focussed, relevant, and more straightforward to implement for both College staff and Foundation Trustees.

In addition, the collaboration of the Director with the Assistant Principal for Finance to monitor spend on grants helped to ensure that grants were used to achieve a lasting legacy.

### Governance

Good governance is critical and needs robust processes, implementation and review. GCEF was assisted in this by, initially, the appointment

of our own Director, followed by the WS Society, as well as our legal advisers and accountants. Our purposes did not change over time but on a couple of occasions it was essential that we sought and considered external legal advice to help make decisions where it was not entirely clear whether trustees would be acting within their powers, should they make an award. Having that advice, and the ability to refer back to it or refresh it, enabled the Board to be confident that it had a defensible position on some matters and act accordingly.

Arm's Length Foundations need to demonstrate that their decisions are made independently of the College. The composition of GCEFs Board, with a majority external membership and two GCC Board nominees, helped to ensure the right balance was struck, and independence upheld at all times.

### Investment Management

An important role of Foundation trustees is to optimise available funding and to grow available funds responsibly. In the early years GCEF agreed and adopted a medium risk long term investment strategy. Heled by our investment managers, Brewin Dolphin, this approach grew the funds available by 31% over the 10 years of operation and maximised funding available to GCC, from its initial donation of £15.0m to a total £19.7m of funds awarded over the 10 years (net of all costs of maintaining the Foundation). When accounting for the costs of operating the Foundation (approx. £0.7m), the initial £15.0m donation generated a gross total of ~£20.4m, thanks to the Foundation's investment policy. The Foundation's trustees consider such a result a success, given the heightened markets' volatility over the past few years, weighed against the trustees' ability (as guided by the investment managers) to mitigate the effects of inflation on funds over time.

### Unexpected major events

For everyone, and all organisations, the COVID pandemic was a huge and disruptive challenge from which we are all still recovering. Staff adapted quickly to the emergency circumstances by initially using whichever digital communications means they were most familiar with, and subsequently integrating more centralised digital tools to deliver virtual teaching. The introduction of **CANVAS**, a web-based learning management system, and its associated student surveys were instrumental in ensuring that the standard of teaching and learning remained high throughout lockdown while collecting real-time student feedback and enabling a healthy level of engagement. The student surveys regularly posted on Canvas were invaluable.

*"We were able to ask: 'Do you want us to do later starts? What activities would you prefer?' Individual classes responded in different ways and changed their view over time".*

In some instances, online learning proved to be more efficient than traditional face-to-face delivery, allowing less socially confident students to excel. Balancing efficiency and a sense of belonging that a College Campus provides and which students were denied throughout the pandemic remained a difficult task to achieve.

Similarly, consistency in messaging and managing students expectations in relation to the use of a blended approach to teaching and learning also proved challenging. The use of common communication platforms would have been advantageous from the outset. Perhaps the largest change has been the way in which the schools undertake assessments.

The relationship of trust built between the GCEF Board and GCC leadership team over a period of years was significant in enabling the Foundation to change priorities and processes - speedily and securely - to provide immediate support when College life changed overnight. These adaptations included funding in advance of need and diverting funds from some projects to others, in consultation with and with the agreement of GCC (some of the impact in



relation to home-based learning is outlined in this report).

Good people are the foundation for good results – this was not a lesson learned but a lesson reinforced throughout the lifetime of the Foundation. Some of these people are acknowledged in the final section of this report.

### **A final word of thanks**

The journey's overview presented in this report is a testament to the impact the Foundation has had over its 10-year lifespan; from its origins and early beginnings back in 2014, through to key funding milestones achieved in 2019 and 2020, and lastly through the pandemic years and its aftermath, showing continuous adaptability, resilience, and creativity to deliver our key outcomes, and a shared commitment to our mission and values. This highlights the resilience and commitment of all individuals involved in the operational delivery of each project.

While we celebrate these achievements, we recognise there is still much work to be done. While we have decided that this is the right moment for the Foundation to wrap up its activities, having fulfilled its primary purpose of supporting the Glasgow Clyde College in advancing and developing education through building core teaching capacity, we remain committed to raising awareness on our mission, amplifying our impact, and fostering a future where every learner has the opportunity to fulfil their true potential and thrive in the higher education system.

We hope that the contribution of the Glasgow Clyde Education Foundation highlighted in this report will inspire future progress by the ambitious and successful Glasgow Clyde College and provide a lasting legacy for the College and its communities.

Thank you all who have been a part of this journey.

## ACKNOWLEDGMENTS

The Foundation would like to extend its most heartfelt thanks to the **Chairs of Glasgow Clyde College**; the **College Principals, Vice-Principals**, and project leads; the **Chairs of the Foundation**; our **Trustees**; our **Director**; our **Accountants**; our **Investment Managers (Brewin Dolphin)**; and the staff of the **WS Society**.

In particular, we would like to personally thank **Pauline Radcliffe, Brian Hughes, Janet Thomson, Tracy Elliot, David Marshall, and Eric Brownlie**, for their tireless dedication in turning GCEF and GCC's vision into a tangible reality that benefited so many.

You can read below the list of all Trustees of the Foundation, mentioned in chronological order of appointment, from 2014 to 2024.

### Trustees of the Glasgow Clyde Education Foundation (2014 - 2024)

In chronological order of appointment	
Trustee's name	Appointment period
1. Stephanie Young	2014 - 2017
2. Mark Toma	2014 - 2014
3. Stephen Curran	2014 - 2018
4. George Chalmers	2014 - 2015
5. Jim Duffy	2014 - 2014
6. Richard Wadsworth	2014 - 2016
7. Alex Muirhead	2015 - 2020; <b>Chair</b> appointed 2018 - 2020.
8. Gill Troup	2015 - present; <b>Secretary</b> 2018; <b>Vice-Chair</b> 2019; <b>Chair</b> appointed 2020 – present.
9. Joe Wilson	2016 - 2016
10. Robin Gillies	2016 - present; <b>Treasurer</b> appointed since 2018; <b>Treasurer and Secretary</b> 2021 - present.
11. Keith Rosser	2016 - 2020
12. Fiona Godsman	2016 - 2021
13. Jeremy Chaplin	2018 - present
14. Shirley Howitt	2018 - 2020
15. Gwyn Gould	2018 - present
16. Fiona Steel	2018 - present
17. Clare Walker	2021 - present
18. Runa McNamara	2021 - present

**ANNEX: Projects funded by the Glasgow Clyde Education Foundation**

2015	
Project name	Amount awarded / claimed in the year
1. Student Services, Infrastructure Improvements & Anniesland Supported Learning	£150,000
2. Employment Support Officer	£35,760
3. Employability, Education and Civic Visits	£100,000
4. Student Association: student engagement	£12,400
5. Developing E-learning capacity	£800,000
6. Further Education / Higher Education sponsorship - lower salary employees	£63,000
7. Developing a College mediation team	£10,000
8. Assistive Technologist	£210,000
9. ESOL Support Officer	£51,530
2016	
Project name	Amount awarded / claimed in the year
10. Student Services Infrastructure improvements	£150,000
11. Major capital works upgrade, Cardonald Campus	£2,750,000
12. Cardonald Tower block roof replacement (part restricted funding)	£1,540,000
13. Landscaping and Horticultural Teaching facilities (restricted funding)	£350,000
14. College IT Finance System	£150,000
15. College Website: replacement	£162,000
16. Personal Learning Support Plans development	£17,392
17. More Choices More Chances Student Support Assistant	£48,004
18. Employment Support Officer (extension of funding)	£39,000
19. Participation in Worldskills	£18,600
20. Foundation Apprenticeships in IT	£30,000
21. Professional development for academic staff	£446,880
22. Three feasibility studies scoping development of Careers education Service, Mental Health services for students and a Centre for Educational Research	£23,813
23. WEA Science for a Successful Scotland adult learning resource	£79,180
2017	

Project name	Amount awarded / claimed in the year
24. Langside Library upgrade	£300,000
25. Cardonald Hair Salon Refurbishment	£135,000
26. Mental Health Services - A Mentally Healthy College	£179,000
27. Careers Education, Information and Advice Service	£85,000
28. Online Course Development: PDA for Rehabilitation technicians and Care Training modules	£75,000
29. Professional Foundation Programme for Academic Lecturers	£37,800
30. Counting on a Greener Scotland	£15,000
31. Dyslexia Pathways to College	£16,850
32. Pathways to Success: Young Enterprise Scotland	£29,036
33. GoSET textiles STEM resource	£43,500
<b>2018</b>	
Project name	Amount awarded / claimed in the year
34. Glasgow Clyde College Research & Development programme	£235,825
35. TEDxGlasgow / TEDxYouth	£44,000
36. Business processes review (Business Transformation Processes) and Estates review	£220,000
37. Mentally Healthy College	-
38. Material World	-
39. Science for a Successful Scotland	-
<b>2019</b>	
Project name	Amount awarded / claimed in the year
40. Major capital works upgrade phase 1	£233,181
41. Cardonald Tower block phase 2 capital works	£32,080
42. Landscaping and Horticultural Teaching facilities	£53,811
43. Professional development for academic staff	£34,951
44. College website	£5,991
45. Careers Education Information and Advice Model	£24,611
46. Mental Health Support Model	£64,147

47. Online Course Development: PDA for Rehabilitation technicians	£27,322
48. Online Course Development: Care Training	£3,159
49. Foundation Programme for Academic Lecturers	£25,970
50. Research and Development Programme	£33,713
51. College Estates Review	£25,000
52. GoSET textiles STEM resource	£21,238
53. TEDxYouth event	£44,000
54. Towards GCC as a centre of best practice in supporting separated children	£22,678
55. Beauty with a Conscience	£16,320
<b>2020</b>	
<b>Project name</b>	<b>Amount awarded / claimed in the year</b>
56. Capital In year projects 2019-20	£295,000
57. Cardonald Public Realm	£652,000
58. Delivery Excellence in Learning, Teaching & Assessment project (DELTA) phase 1	£157,000
59. Delivery Excellence in Learning, Teaching & Assessment project (DELTA) phase 2	£686,700
60. Staff development	£302,000
61. Supporting Commercial Income Growth	£745,000
62. ICT Investment	£906,669
<b>2021</b>	
<b>Project name</b>	<b>Amount awarded / claimed in the year</b>
63. Addressing digital disadvantage: emergency ICT devices for students during COVID19	£1000,000
64. COVID19 Sustainability resources	£350,000
65. Development and Research programme – extension funding	£43,500
66. Financial sustainability award	£1,800,000
67. Professional development for academic staff	£14,220
68. Delivering Excellence in Learning Teaching and Assessment	£294,030
69. Capital in-year projects	£174,872
70. ICT investment grant	£527,513
71. Online Course Development: Care Training	£28,793
72. Research and Development Programme	£93,059
73. Business Transformation Processes	£43,406

74. Staff development programme	£83,736
75. Commercial growth investment	£59,392
<b>2022</b>	
<b>Project name</b>	<b>Amount awarded / claimed in the year</b>
76. In year capital costs 2019/2020	£91,225
77. Business Transformation Processes	£109,194
78. Financial Sustainability	£450,000
79. Online Course Development	£15,600
80. DELTA	£233,155
81. E-learning Training	£15,610
82. ICT Investment	£241,286
83. Development and Research Programme	£36,229
84. Staff Development	£196,559
85. Commercial Growth	£1,413,183
<b>2023</b>	
<b>Project name</b>	<b>Amount awarded / claimed in the year</b>
86. DELTA	£62,000
87. Cardonald Campus – Public Realm Infrastructure improvements	£652,000
<b>2024</b>	
<b>Project name</b>	<b>Amount awarded / claimed in the year</b>
88. DELTA	£78,000
89. DELTA II	£145,000
90. Financial Sustainability Phase 1	£500,000
91. Financial Sustainability Phase 2	-
92. Supporting Commercial Growth Income	£186,232
93. Student Learning Spaces	£700,000