



Erasmus Policy Statement

City of Glasgow College is a HEI formed from the merger of 3 legacy colleges in 2010. It is based in the centre of Glasgow.

The college's purpose is to 'Let Learning Flourish.'

In order to meet these aspirations, European /International Strategic Objectives for 2019-2022 are:-

- to increase the number of students/staff participating in EU/international visits, exchanges or work placements by 5% p.a. Currently we send around 190 students and 30 staff pa.
- to increase the number of funding applications made to EU programmes in order to support the above and add value to our courses.
- to increase the number of international/EU full time recruitments by 5% and add to the number of curricular development projects with EU and non- participating countries to continue to host staff and students from our current partner universities and colleges and increase the numbers of each hosted
- to develop new Erasmus partnerships with 5 new institutions.
- to continue to widen partnerships with business particularly SMEs in other member states.
- to develop current and new intensive programmes involving all of the above partners.
- to devise innovative joint short cycle courses with partners to add value to and aid mutual recognition of the curricula in the participating member institutions and meet the specific objectives of supporting the development of a European Higher education area.
- to apply for additional funds to undertake non training activities such as materials development, IT products and quality procedures to assist the above.
- to seek EU support for staff development programmes in a variety of curricular areas.

Partners are chosen in a variety of ways. Glasgow City Council has a number of twinning arrangements with European cities and these have led to exchange visits from students from Nuremburg, Marseille and Rostov as well as college participation in overseas trade missions most recently to South East Asia.

The college languages section provides expertise in English Language, French, German, Spanish and Italian and this has led to educational and business partnerships within the geographical areas where these languages are spoken.

Some partnerships have also been developed through regional links such as northern periphery and cross border programme meetings as well as through regional ESF links.

The legacy colleges have been involved in EU funding streams since the early 90s and some projects and partnerships have developed and continued to grow with the result that a multiplier effect takes place whereby, one partner introduces the college to new partners from its project portfolio. Many new partnerships have been formed in this way. The college has also made use of partner search facilities available through various funding organisations.

The college has developed, maintains and supports an overarching strategy regarding access, inclusion and equalities. Activities include joint working with international colleges/ HEI partners/ lifelong learners, /speakers of other languages and communities/ students from disadvantaged areas/backgrounds.

The college has an open access policy and targets female/ ethnic minority participation towards sectors such as Computing/IT. Through local Community Planning Partnerships CGC provides training for disadvantaged groups and 60% of students on EU work placements/ exchanges have been disadvantaged in some way. Currently 1 in every 4 learners is from a deprived background.

EU projects are evaluated to assess benefits to students and staff, to assess added value for courses and to assess improvement in skills particularly language skills.

Evaluation takes place in a number of ways. Students and staff are expected to write reports and/or give presentations on their experiences as part of their unit evaluation process. Performance indicators in the form of questionnaires are completed by incoming and outgoing students. Evaluation meetings with staff, students and EU partners are also formally undertaken towards the end of each mobility.

Appropriate action in response to these PIs is taken and improvements /changes made as required for succeeding projects. Dissemination of the results of college EU/Int projects is made via the college website and presentations to All Manager Meetings as well as at external events.

Through its various mobility, curricular and other development projects, CGC aims to widen access to HE/VET, develop the European dimension within the curriculum and enhance quality/support systems

The college's EPS has been developed in response to the objectives set out in the college's Corporate Development Strategy. It is revised and updated annually in line with the increased targets and priorities set for the Internationalisation Section.

The main forum for project development at the college is the Corporate Development Group which consists of members of the Senior Management Team together, the PDAM and EU Officer.

The scope and objectives of this group are as follows:-

- a) To agree, monitor and publicise systems and procedures for the college EU provision and process.
- b) To manage this process throughout the college
- c) To generate project ideas for inclusion in funding bids
- d) To evaluate project ideas and pass to Senior Management for approval
- e) To act as an information and dissemination forum for EU issues which are then cascaded to Curriculum Heads by FD's
- f) To monitor all EU targets and recommend appropriate action.

This forum meets formally 4 times per annum to manage the above activities.

All European project activities are managed by the Partnership Development & Academy Manager (PDAM) who liaises with Curriculum Head's (CH's) and Faculty Deans to agree the way in which projects will be progressed. The PDAM makes/responds to the initial contact, participates in study visits to partners, writes project applications, makes travel arrangements, helps organize study visit programmes and evaluation and assessment activities and remains the principal contact person with EU partners.

The PDAM therefore has a hands-on role, is in regular contact with project leaders and attends information and preparation meetings with students. The PDAM has a background in International Marketing and Project Management and has facilitated contact with EU partners and also gives an appreciation of curricular issues involved in organising EU projects.

A pack of procedures for staff, students and parents has been developed for Group Leaders to follow before, during and after project visits

The college will continue with current partnerships developed under the Erasmus Plus programme and develop new projects under some of the actions we are not yet involved in.

Staff development opportunities will continue with current and new partners. In previous sessions since (15/16) we undertake approx. 30 Erasmus Plus Staff Mobility's. We plan to increase this activity to include job shadowing with new Erasmus partners.

A major part of our work is to develop and deliver vocationally oriented training courses with an element of work experience to partner colleges across the EU.

One of the legacy colleges signed an MOA in 1996 with EUC Nord (DK) to encourage joint course development and facilitate staff/student mobility. Several courses with this college and Tradium and Aars colleges have been running successfully with LdV funding. Plans to widen this project and move to joint certification for these training periods form part of the development strategy of all 3 colleges. This contributes to the Bologna process.

With non-participating countries CGC also plans to develop joint semester (short cycle courses) with Anne Arundel Community College (AACC) in Maryland and Vocational Training Council (VTC) in Hong Kong. In addition, new partnerships with India, Oman, Singapore, Vietnam, Indonesia and Malaysia have been established.

The strategy, objectives and activities described above contribute to the modernisation and internationalisation process through:-

- Developing current and initiating new EU and Non EU partnerships;
- Increasing all mobility's particularly involving socially excluded groups;
- Developing accredited joint course work with EU /non EU partners;
- Disseminating and recognising the work done by staff on all these projects through items in the college website, presentations at All staff events and recording on the staff CPD record;
- Developing the college's international performance through responding to the findings of the monitoring and evaluation processes to constantly improve project quality.