



UNIVERSITY of STRATHCLYDE  
**FRASER OF ALLANDER  
INSTITUTE**

# **The economic impact of City of Glasgow College, 2012-2020**

*December 2020*

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# Foreword

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## City of Glasgow College in a pandemic

This report was commissioned ahead of the emergence in Scotland of the global pandemic, COVID-19; its development was interrupted by the arrival of the virus in Scotland. It is worth noting, however, how the College responded to a public health crisis on a scale unprecedented in modern times.

The College proactively monitored and prepared to respond to the deteriorating position through its COVID-19 Action Group, set up before closure, and remained in regular contact with Scottish Ministers, Members of the Scottish Parliament, and local Councillors. It closed its twin campus on 17 March, and a number of tertiary institutions immediately followed that lead. In a single working day, the College transitioned 1,660 staff and tens of thousands of students relatively seamlessly to purposeful home/remote teaching and working, allocating to students in need all the laptops it had available. Uniquely within the college sector, its two halls of residence remained operational, supporting the welfare of vulnerable care-experienced students, international students and those from elsewhere in the UK who found themselves unable to travel home during the lockdown. It monitored the mental health and well-being of its Merchant Navy cadet officers who, as essential workers, were keeping Britain's ports fully supplied and observing expert health advice by staying on board. And it offered 24/7 on-line mental health and well-being support through its Togetherall digital platform – available to all our students and staff.

The College additionally contributed actively to the national and civic resilience effort, staying in touch with NHS Greater Glasgow & Clyde and providing PPE equipment to a number of local and national charities. The College continued to support its local business community, working closely with both the Glasgow Chamber of Commerce and the Glasgow Resilience Forum.

While the College buildings were closed, it remained virtually open, delivering online learning to its students. At the time of writing it has successfully achieved a phased return to both campuses, and welcomed a new intake of students in mid-September. It is also preparing support over this period for those second and third year students whose practical assessments were deferred.

Throughout the crisis, the health, safety and wellbeing of our college community of students, staff and partners remained the College's our top priority. Drawing on its expert team of learning technologists from its Learning & Teaching Academy the College developed an agile remote teaching model, supporting the continued learning and assessment of students, and helping enhance online platforms and digital pedagogy. In June alone it delivered 76 courses to companies across Scotland, through the Flexible Workforce Development Fund, whilst also delivering a three-week Supply Chain and Logistics course to 80 students in Hangzhou, China.

Throughout, it made particular efforts to support its most vulnerable students in a variety of ways, including through keeping open its two halls of residence throughout the crisis. Its students also played their role in the national response, with some 250 Merchant Navy cadets at sea helping to keep food and other supply chains open, while many of those on land supported the NHS and the care sector, and volunteered in their communities.

**Paul Little**

*Principal and Chief Executive Officer, City of Glasgow College*

*November 2020*

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The Fraser of Allander Institute

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## Disclaimer

The analysis in this report has been conducted by the Fraser of Allander Institute (FAI) at the University of Strathclyde. The FAI is a leading academic research centre focused on the Scottish economy.

The report was commissioned by the City of Glasgow College in June 2020.

The analysis and writing-up of the results was undertaken independently by the FAI. The FAI is committed to informing and encouraging public debate through the provision of the highest quality analytical advice and analysis. We are therefore happy to respond to requests for factual advice and analysis. Any technical errors or omissions are those of the FAI.

# Results at a glance

- The College employs over 1,450 staff, helping over 16,000 students gain a nationally recognised qualification every year.
- In 2018/19, the College's total expenditure supported 750 jobs outwith its own staff and a further £36 million in GVA across Scotland
- The Scottish economy will be over £6 billion better off in present value terms over the long-term<sup>1</sup> – or £56,000 per graduate
- Over the long-term these graduates will boost public sector revenues by around £2 billion (in present value terms) – leading to a net boost to the Scottish Budget of around £1.6 billion (in present value terms)
- The College's transformational capital expenditure programme – including its new City Campus completed in 2016 – has helped to support an average of 950 jobs each year, adding £414 million in GVA over the 8 year period.

**1,450**

The college employs over **1,450** staff members helping **16,000** students gain nationally recognised qualifications every year.



**6 billion**

The Scottish economy will be **£6 billion** better off in present value terms over the long term.



**36 million**

In 2018/19, the college's expenditure supported **750** jobs outwith its own staff, contributing a further **£36 million** in GVA across Scotland.



**2 billion**

Graduates will boost public sector revenues by around **£2 billion** (in present value terms) – leading to a net boost to the Scottish Budget of around **£1.6 billion** (in present value terms).



**950**

The colleges capital investment programme has helped to support **950** jobs per year on average, adding £414m in GVA over 8 years.



<sup>1</sup> The long-term constitutes the 40 years after the cohort acquires qualification, approximately.

# Executive Summary

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- City of Glasgow College makes a major contribution to the Glasgow and Scottish economies.
- The College employs over 1,450 staff, helping over 16,000 students gain a nationally recognised qualification every year.
- This ‘footprint’ supports thousands of jobs across the local and Scottish economy both directly and indirectly.
- But City of Glasgow College’s value extends much further than this:
  - By providing training and qualifications for students from across the country, it helps people into employment and supports businesses to recruit the staff that they need
  - By boosting the skills of its graduates, it helps to build a more productive and innovative workforce in Scotland
  - By training the future business leaders of Scotland it helps to create a dynamic and productive business base
  - Through its partnerships with organisations across the world – including through its world leading nautical training programmes – it supports Scotland’s international ambitions
  - By supporting many people – particularly young people – from disadvantaged backgrounds it helps to tackle poverty and to fulfil their full potential
  - And by providing learning and training opportunities for students from across the community it improves wellbeing and delivers inclusive economic growth
- In this report, we provide – for the first time – a detailed analysis of the substantial contribution that the College makes to the economy.
- We find, for example, that the College’s expenditure and capital investment has a substantial impact:
  - In 2018/19, the College’s total expenditure supported 750 jobs over and above its own staff and a further £36 million in GVA across Scotland
  - The College’s transformational capital expenditure programme – including its new City Campus completed in 2016 – has helped to support an average of 950 jobs each year, adding £414 million in GVA over the 8 year period.
- It is however, through the contribution of the College’s graduates that the greatest gains are achieved. Using a detailed model of the Scottish economy, developed by the Fraser of Allander Institute, we find that as a result of the 8 graduate cohorts covering the period 2011/12 to 2018/19:
  - The Scottish economy will be better off by over £6 billion in present value terms over the long-term – or £56,000 per graduate
  - Over the long-term these graduates will boost public sector revenues by around £2 billion (in present value terms) – leading to a net boost to the Scottish Budget of around £1.6 billion (in present value terms)

# Introduction

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In 2010, City of Glasgow College was formed through the merger of Central College Glasgow, Glasgow Metropolitan College, and Glasgow College of Nautical Studies.

Its formation secured a £228 million investment into state-of-the-art campuses on Cathedral Street (City Campus) and on the banks of the River Clyde (Riverside Campus).

These campuses are large enough to accommodate 40,000 students, making it the largest in Europe. Their design is world-leading with the very latest technology and industry-standard facilities.

The College offers around 2,000 courses each year, from Creative Industries to STEM.

Full-time and part-time courses are provided, along with distance and work-based learning. As a further and higher education institution, the College offers courses that span access level through to degree qualifications.

But the College does much more than teach.

It is a major employer in Glasgow, supporting jobs – both directly and indirectly – across the local community.

And by acting as a key anchor institution in Glasgow, it reaches and engages communities, bringing people together to learn, develop and interact.

The 16,000 graduates each year, provide local businesses with a ready supply of workers.

And the College acts to improve the wellbeing of the people of Glasgow, playing a vital role in supporting people from all backgrounds to fulfil their economic potential.

Our report is structured as follows.

- In this chapter we provide a brief overview of City of Glasgow College students and the College's role in improving economic wellbeing.
- In Chapter 2, we focus specifically upon the contribution of the College's major economic footprint to Scotland's economy.
- In Chapter 3, we model the boost that the College's graduates can be expected to make to the Scottish economy over the longer term.
- And in Chapter 4, we look beyond these 'economic' measures to assess the wider contribution that the College makes to the local community.

## Overview

City of Glasgow College is the largest college in Scotland.

In 2018/19, 31,959 students were enrolled at the College - approximately 1 in 10 of every college enrolment in Scotland.

The City's base is Glasgow. But it attracts students from far and wide. 1 in 2 students enrolled are from outside the city of Glasgow.

The College offers some 2,000 courses across a range of faculties, from Creative Industries to STEM. It offers both full time and part time courses, along with distance and work-based learning opportunities.

Students attend from all sorts of backgrounds. But the College makes a disproportionate contribution to supporting learners from less prosperous backgrounds.

Table 1 shows the student full-time enrolments by Scottish Index of Multiple Deprivation quintile, where quintile 1 represents the 20% most deprived data zones.

**Table 1:** Full-time enrolments to the College by SIMD data zone, 2017-18

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Enrolments	2,464	1,355	1,154	911	1,027
% of total	36%	20%	17%	13%	15%

*Source: City of Glasgow College*

Nearly 40% of full-time enrolments are from the 20% most deprived data zones in Scotland, with a further 20% in the next quintile.

Students of the College are highly likely to graduate into positive destinations. In 2017/18, 97% of graduates progressed to work (25%) or further study (72%).

The number of College graduates applying to university increased by 46% in 5 years, from 1,348 in 2013/14 to 1,970 in 2018/19.

### City of Glasgow College, economic wellbeing and inclusive growth

All of this ensures that the College makes a significant contribution to economic wellbeing and the productive capacity of the Scottish economy. It has a key role in supporting inclusive economic growth.

It does this through a number of channels:

- Firstly, there is the direct impact of the College itself in the local economy. The College's day-to-day spending supports economic activity and employment, much of it within the city. But this also creates multiplier effects, which generate additional growth and activity across the economy.
- Secondly, by providing skills and training opportunities, the College's activities act as an investment in the nation's human capital. As a result, this improves productivity – i.e. how efficient we are as an economy. This supports faster sustainable growth but also higher incomes for families and households.
- Thirdly, better skills help to improve employability, thereby boosting employment.
- Fourthly, the College supports wider growth in the economy by helping to boost innovation, R&D and internationalisation – key priorities of the Scottish Government's Economic Strategy.
- Finally, by acting as a bridge between learning and the world-of-work, the College acts as a key driver in efforts to tackle inequalities in society – particularly, as highlighted above, with a relatively high proportion of graduates from less affluent areas who go on to positive destinations.

Taken together, this means that the College makes a major contribution to economic wellbeing in Glasgow, the wider region, and Scotland as a whole. In what follows we describe further the nature of that contribution.

# The direct contribution of City of Glasgow College to the Scottish economy

## Introduction

City of Glasgow College is a major institution in both the Glasgow City and Scottish economic landscape.

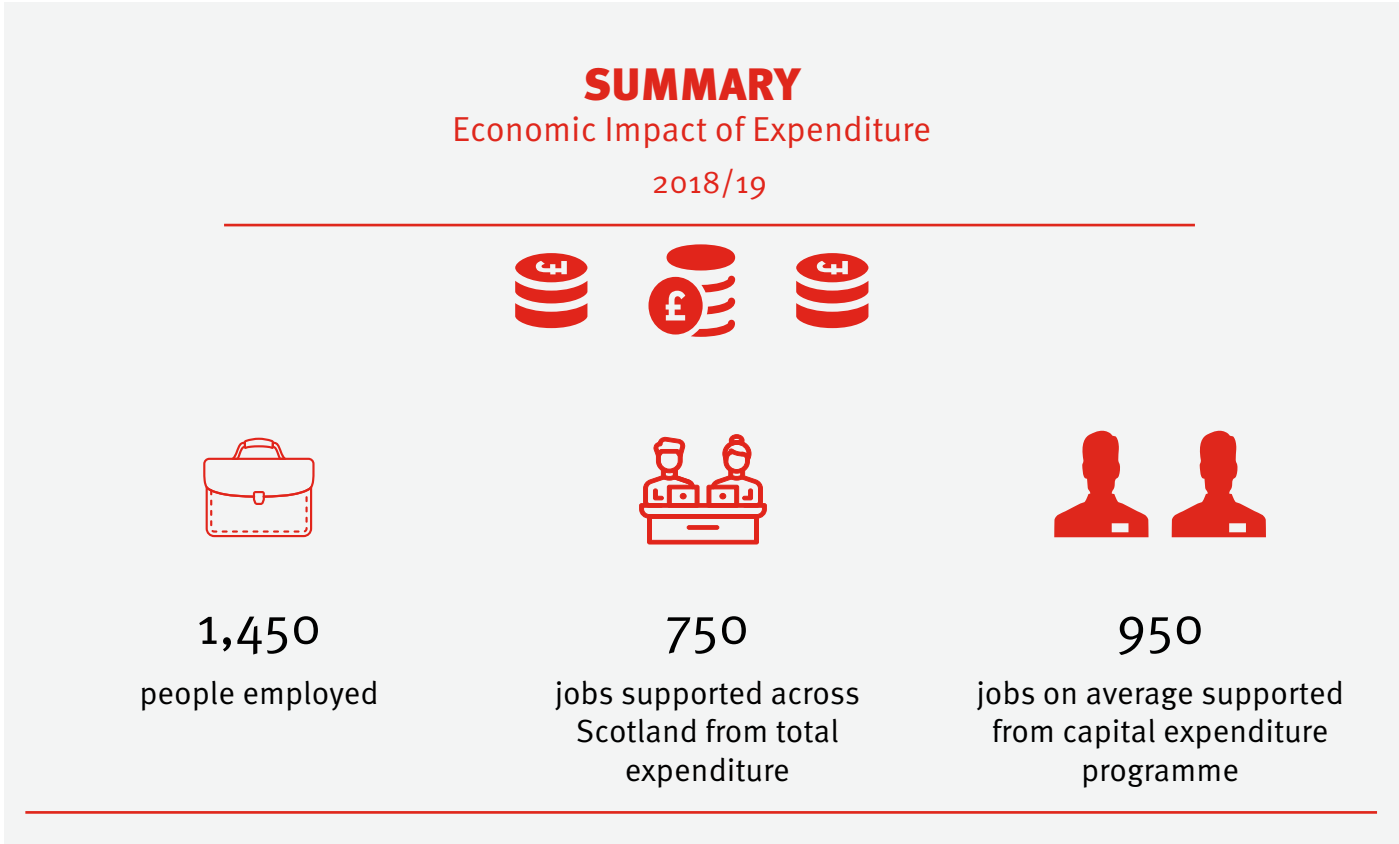
It employs over 1,000 people and helps over 16,000 students gain a nationally recognised qualification each year.

In this section, we quantify the impact of the College’s footprint on the Scottish economy.

To do this, we look at two different aspects:

- The economic impact of City of Glasgow College’s day-to-day activities in 2018/19
- The economic impact of the College’s capital expenditure programme over the last 8 years of available data

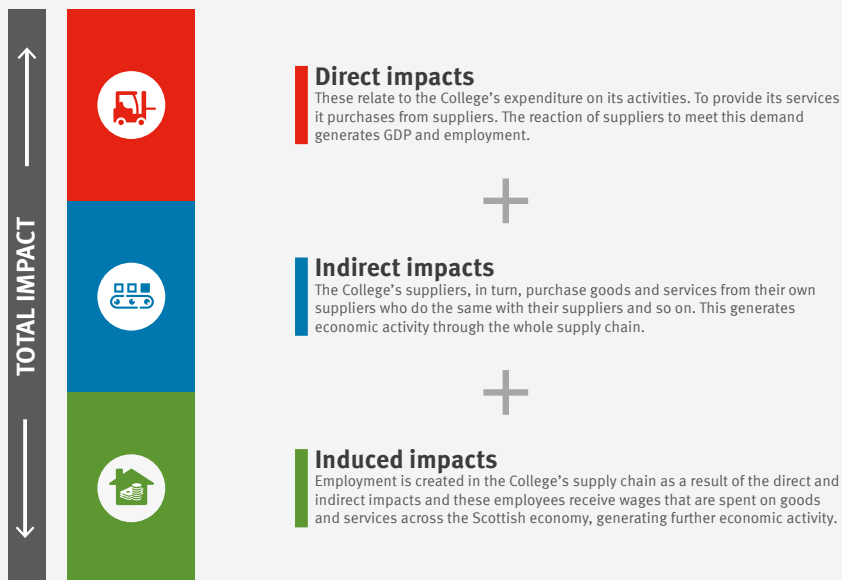
We use data provided by City of Glasgow College.





## Understanding the results

**Diagram 1:** Direct, indirect and induced impacts explained



Source: ONS

This report looks at the economic impacts of the activities of City of Glasgow College on Gross Domestic Product (GDP) and employment in Scotland.

- GDP is a measure of the size of a country's economy over a period of time.
- Employment in this report refers to full-time equivalent (FTE) – that is, one FTE job is equivalent to one person working full-time for one year and so on.

A study of the impact of City of Glasgow College needs to look further than simply its own direct spend. It needs to ask: who is supplying goods and services to the College; and on what do these suppliers spend their resulting revenues from the College's activities? Where do people spend their wages in the wider economy?

We answer these questions by examining three channels of activity: direct, indirect and induced impacts.

### Direct, indirect and induced impacts

Direct impact measures the contribution from the actual spend underpinning City of Glasgow College's own day-to-day activities – e.g. heating, lighting, stationary etc.

The second avenue through which the College has an impact is from what are referred to as indirect and induced effects.

We know for example, that employees do not just hold on to their wages and salaries but spend them on goods and services (what we call induced effects). We also know that the College is supported by a complex supply chain from across Scotland and beyond (what we call indirect effects).

To capture all these impacts we make use of an economic model for Scotland. This model provides a picture of the flows of goods and services in the economy for a given year.

## The economic impact of CoGC's total expenditure in 2018/19

Our study looks at 2018/19. The full methodology associated with the modelling can be found in Annex A.

In this year, the College's operating expenditure, excluding unitary charge interest for the new College building, was £28.3m. In the same year, the College also spent around invested £900,000 on new capital<sup>1</sup>.

Based on these figures, and our modelling, we find that the City of Glasgow College directly contributed £36 million in GDP to the Scottish economy in 2018/19.

This supported 750 full-time equivalent jobs across Scotland in 2018/19. This is in addition to the 1,450 staff it employed in the same year.

**Table 2:** Economic impact of City of Glasgow College's total expenditure, £m, 2018/19

	Output (£m)	GVA (£m)	FTE Employment
Direct	29	19	475
Indirect	8	4	75
Induced	22	13	200
Total	59	36	750
Directly Employed Staff			1,450
Total Employment Supported			2,200

*Source: Fraser of Allander Institute*

## The economic impact of CoGC's capital expenditure programme

As documented above, the creation of the City of Glasgow College was followed by a major investment in buildings and facilities. This included the creation of the largest such campus in Europe.

Total investment in capital – supported by the Scottish Government – was £386 million between 2011/12 and 2018/19 around half of which was the cost of the new City Campus. In 2018/19 prices (adjusting for inflation), this is £407 million.

We estimate the economic impact of such spending using similar methods to that used in Table 3.

The results can be found in Table 3 below.

**Table 3:** Economic impact of CoGC's capital expenditure programme, £m\*

	Output (£m)	GVA (£m)	Average Annual FTE Employment
Direct	407	169	450
Indirect	222	101	250
Induced	241	144	275
Total	870	414	950

\*Columns may not sum due to rounding.

*Source: Fraser of Allander Institute*

<sup>1</sup> Note that we exclude expenditure on staff – £51.6m in 2018/19 – so as to focus upon the additionality of college activities.

We find that City of Glasgow College's capital expenditure programme contributed £414 million in GDP to the Scottish economy between 2011/12 and 2018/19.

On average, the College's capital expenditure programme supported 950 full-time equivalent jobs across Scotland each year. A large number of jobs were supported by the construction of the new City Campus.

# 3. The contribution of graduates from City of Glasgow College to the Scottish economy

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## Overview

The results in Chapter 2 measured the direct economic contribution of City of Glasgow College as an institution, measured by its own footprint.

But the College is not like a normal business. Its outputs – i.e. its graduates – themselves go on to make a positive contribution to the Scottish economy over a number of years.

The benefits to from education and training are well documented. Studies consistently show that graduates from college receive a lifelong wage premium. Furthermore, they tend to work in more secure, long term jobs.

Not only does this benefit each individual, it benefits society and the economy at large. Improving skills and investing in human capital have an important effect on productivity, inclusive growth and economic wellbeing.

Measuring this contribution at an economy wide level is not easy. But the Fraser of Allander Institute – using its own sophisticated Computable General Equilibrium (CGE) model – did just that in 2017, as part of a project for Colleges Scotland (Fraser of Allander Institute, 2017).

We replicate this established methodology here, for the case of City of Glasgow College.

In short, our methodology is as follows. We estimate the boost to productivity from an improvement in skills as reflected in the likely wage premium a graduate can expect to obtain. We then track the long-term impact of this boost to productivity over a graduate's working life<sup>2</sup>.

For the purposes of this exercise, we combine the graduates from 2011/12 – 2018/19. We also only look at nationally-recognised qualifications<sup>3</sup>. However, it is important to note that non-recognised qualifications will also create economic benefits.

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<sup>2</sup> In the model, these effects run from year 1 to year 40, reflecting the expected 40 year working lifetime of the average college graduate.

<sup>3</sup> The econometric data underpinning this modelling is not available for non-recognised qualifications.

## SUMMARY

### Impact of 8 CoGC Cohorts 2018/19



**£6 billion**

boost to the Scottish economy in present value terms



**£2 billion**

increase in public sector revenues



**£418 million**

total cost to public sector from investing in national qualifications



**£1.6 billion**

net impact on Scottish government revenues

In total, we include 108,883 graduates with known, nationally recognised qualifications (Table 4). 9,865 of these graduates (8%) had an unknown qualification level i.e. their course could not be matched to an SCQF level, so were excluded.

**Table 4:** Number of graduates by Scottish Credit and Qualification Framework level (SCQF), 2011/12 – 2018/19

Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Total
SCQF1	-	-	88	27	44	-	-	-	159
SCQF2	57	116	195	193	215	387	233	194	1,590
SCQF3	157	284	287	246	486	434	267	232	2,393
SCQF4	404	469	924	509	537	646	350	354	4,193
SCQF5	1,113	1,824	1,947	2,813	2,299	2,074	2,138	2,095	16,303
SCQF6	981	1,144	1,762	2,649	5,825	5,833	6,416	6,338	30,948
SCQF7	1,810	2,028	2,311	2,419	2,450	2,724	3,076	2,643	19,461
SCQF8	3,216	3,432	3,875	4,080	4,078	4,240	4,255	4,026	31,202
SCQF9	79	181	335	283	369	251	241	304	2,043
SCQF10	-	-	37	94	61	132	112	92	528
SCQF11	-	17	29	12	2	2	1	-	63
Unknown	4,920	2,775	2,152	-	18	-	-	-	9,865
<b>Total</b>	<b>12,737</b>	<b>12,270</b>	<b>13,942</b>	<b>13,325</b>	<b>16,384</b>	<b>16,723</b>	<b>17,089</b>	<b>16,278</b>	<b>118,748</b>

Source: City of Glasgow College

## Results

For the period 2011/12-2018/19 we estimate that:

- The Scottish economy (as measured by GDP) has been boosted by over £6 billion in present value terms<sup>4</sup> (i.e. with future benefits discounted) over the long-term.
- This corresponds to around an additional £56,000 boost per graduate.
- The present value<sup>5</sup> of the increase in public sector revenues is estimated to be £2 billion compared to a present value of the total costs of investing in these learners of approximately £440 million<sup>6</sup>. In present value terms, the net (positive) impact on the public sector budget is therefore around £1.6 billion.
- In the long-run, the boost to the economy helps to create an additional 3,900 'FTE job years'.

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<sup>4</sup> To convert prices to present value terms, prices are discounted using a standard discount rate of 3.5%. This allows prices in different years to be compared on a like-for-like basis.

<sup>5</sup> The value of a sum of money in the present, discounted against the future value it will have.

<sup>6</sup> This includes the primary sources of Scottish Government funding to the City of Glasgow College – the Scottish Funding Council Grant (£364m undiscounted) and roughly 80% of Higher Education Tuition Fees (£54m undiscounted). The unadjusted cost is £418 million.

# Methodology

## Annex A

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### Input-Output Modelling

The data for the modelling has been provided by City of Glasgow College and the totals match the corresponding parts of the College's financial statements.

The data is split into operating expenditure and capital expenditure, with wages separated from operating expenditures. Expenditures are then matched to sectors of the economy:

- For capital expenditure, where possible, every expenditure with a company was matched.
- For operating expenditure, firms representing the top 80% of expenditure were matched and the total operating expenditure is assumed to match the same sectoral spread.

Note, part of operating expenses was a unitary interest charge for the construction of the new City Campus. The capital and interest element of this was removed from the operating expenditure analysis. Instead, the full cost of constructing the campus was included in the capital expenditure programme. The operating services part of the unitary interest charge remained in operating expenses as this related to economic activities happening at the time of payment, and the activities represented operational rather than capital activities.

Following standard regional modelling practices, our references to GDP are in fact GVA.

Additionally, our references to employment supported refer to full-time equivalent (FTE) employment. Ten FTE employment can represent ten people employed full-time for a year, or twenty people employed working part-time for a year, etc.

We use an input-output model to obtain direct, indirect and induced effects.

This analytical industry by industry framework provides a detailed view of the inputs to industries, i.e. the purchases from other industries, from labour and from other countries through imports, and of the sales of industries, including to other industries and to categories of final demand such as households, government, exports and so on (Eurostat, 2008). This can then be used to calculate output, GVA and employment impacts related to the spending of the City of Glasgow College. All modelling incorporates the latest input-output tables for Scotland (2016), published by the Scottish Government.

In order to ensure comparability of across time, all prices have been adjusted to <sup>2018</sup>/<sub>19</sub> for using HM Treasury GDP deflators, published in March 2020.

### CGE Methodology

McGregor and Ross (2017) outline a number of possible approaches to conducting an analysis of the impact on the economy of increases in human capital. The “micro-to-macro” method is the most promising. This approach uses relevant micro-econometric evidence of the returns to education to inform simulations which are then run through a detailed economic model of the Scottish economy.

We follow the same approach as outlined in Fraser of Allander Institute (2017). The key steps are as follows –

- Step 1: We identify the latest econometric evidence measuring the private returns to college graduates in terms of wage premia . In practice, this involves measuring the productivity enhancing effects associated with the additional human capital generated by Glasgow College graduation cohorts for the years 2011/12-2018/19.
- Step 2: We use this evidence to inform the specification of a Computable General Equilibrium (CGE) model of Scotland. We use the latest version of the Fraser of Allander’s AMOS model .

We focus our analysis to the impact of graduates obtaining nationally-recognised qualifications only. Finally, where a graduate has gained multiple qualifications, the data only includes one of these qualifications.

### Understanding the model

The increase in labour productivity is the only external change introduced, so that the results represent the deviation from what would have occurred; so they indicate, for example, how much higher Scottish GDP is as a consequence of the increase in human capital created by City of Glasgow College.

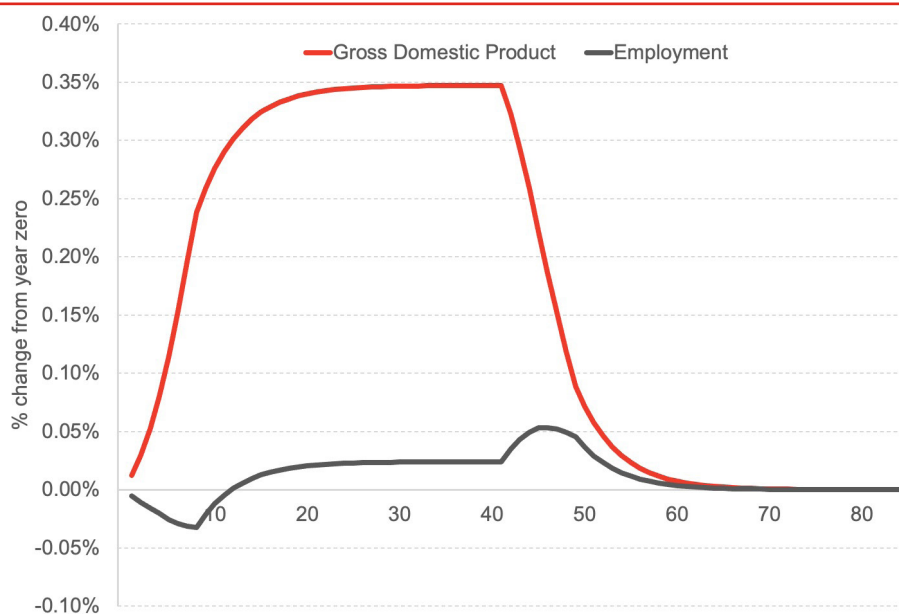
Essentially, the increase in productivity allows the same amount of output to be produced with fewer workers, decreasing the effective cost of labour.

There are conflicting forces working to change employment. Since fewer workers are now required to produce a given output, this tends to reduce demand for workers. But, against that, the improvement in competitiveness itself helps to boost demand for workers.

In the short-run the adverse effects on employment predominate, so any increase in productivity is associated with an initial fall in employment. These initial negative effects, however, do not prevail, over which period the positive competitiveness effects dominate.

The net effects of the productivity improvement unambiguously stimulate economic activity.

**Chart 1:** Percentage change in Scotland’s GDP and Employment since year zero



Source: Fraser of Allander Institute



Chart 1 shows the evolution of GDP and employment.

GDP reaches an equilibrium at around time-period 25 with an increase of 0.35%, which is sustained until time-period 40. Employment changes see an initial fall but turn positive (and remain positive thereafter).

The employment impacts across all simulation periods are captured in present value (PV) terms. The increase in full-time equivalent (FTE) employment generated by the system-wide impacts of the multiple graduation cohorts amounts to 3,900 FTE job years in PV terms as compared to the base year.

# The wider contribution of Glasgow City College

## Annex B

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Chapters 2 and 3 have demonstrated that the College makes a significant contribution to inclusive economic growth in Scotland.

But as documented above, the College makes a wider contribution to the economic wellbeing of the city via its role as a key anchor institution.

The College's Strategic Plan (2017-25) sets its guiding purpose as to "Let Learning Flourish". This is supported by six core values:

- The Individual
- Equality, Diversity and Inclusiveness
- Integrity, Honesty and Transparency
- Excellence and Achievement
- Partnership
- Innovation and Enterprise

All of these are targeted at improving economic wellbeing.

We demonstrate these values through case studies, provided by the College.

## Case Study 1

### Ilisa Stack



The Individual  
Equality, Diversity &  
Inclusiveness  
Excellence &  
Achievement



9.98% of enrolments were Black and Minority Ethnic students, up from 9.6% in 2016/17.



Disabled students accounted for 10.3% of all enrolments in 2017/18 (9.6% in 2016/17).



34% of enrolments came from students in the 20% most deprived postcodes in Scotland, approx. 2,436 students.

Ilisa Stack graduated from City of Glasgow College in November 2018 with a First Class BA (Honours) in photography.

Her story, from leaving school at 15 to returning to education as a mother of three, is humbling. She started doing evening photography classes at the College and, after 18 months, progressed to studying and achieving an HND in photography.

Her degree projects have received national and international recognition and, thanks to her photographs of Glasgow youths, showing them as noble characters, she became a winner of the 2018 Portrait of Britain competition. Ilisa's work was selected from 13,000 entries to make the final 100 images for publication and display on billboards across the country.

“My journey at City of Glasgow College started with evening photography classes. I went on to complete my HND and then gained a First Class BA Honours degree in photography. It has totally transformed my life. From leaving school at 15, to getting to where I am now, having my work exhibited in the Aff Gallery in Berlin, is amazing. Studying at the college helped me to achieve my dreams as a photographer and artist.”

Ilisa's projects typically explore themes of youth culture, community and social issues. While at College she won the Art Foundation Medallion of Excellence for outstanding achievement. She received the Colleges Scotland Inspirational Student Award and was shortlisted in the Scottish Portrait Awards.

“I'm eternally grateful to City of Glasgow College for helping me develop my photography skills. I have grown so much as a person, built up my confidence and I now try to give something back to students by sharing what I have learnt through my experiences and passing on advice whenever I can.”

## Case Study 2

### *Kristina Curran*



Excellence & Achievement  
The Individual  
Integrity, Honesty & Transparency

Kristina Curran's ambition to complete an NPA in Painting and Decorating at City of Glasgow College proved to be an inspired decision.

She excelled academically, graduated with an HND in Building Surveying and went on to university.

The return to full time education for the 26 year old came in 2012 when her youngest son started nursery.

"Studying at college gave me the foundation for a prosperous future, career and life, not only for myself but for both my children."

Having achieved an A in her HND graded unit, Kristina could articulate directly into third year BSc Building Surveying at Glasgow Caledonian University.

"I would recommend college to everyone. Before, I would never have considered university as I didn't think I was good enough. I believe college set me up for university really well and helped me achieve my First Class Honours degree.

"I'm the first in my family to attend university, and the only one in my peer group. I was in and out of the care system due to an unstable home life, which saw me living in 15 different homes and attending seven different schools. To this day I still live in social housing."

After graduating, Kristina was headhunted by construction and property consultant, Brown Wallace, as their graduate building surveyor.

This role was short-lived as Kristina's passion was to work in the public sector where she could make a difference in social housing. Within three months she secured her dream job with the Wheatley Group.

Now working through a three year graduate apprenticeship programme with the company - training as a repairs investment and compliance officer - Kristina has big plans for her future.

"I hope to build my own home one day. And all this stemmed from doing the painting and decorating course at City of Glasgow College just a few years ago!"

## Case Study 3

### Mark Scott



The Individual  
Partnership  
Innovation and Enterprise



The college awarded £7.4 million in bursaries during 2018/19.



Almost 50% of the bursary amounts awarded were received by students in the 20% most deprived postcodes in Scotland.



37% of the bursaries awarded were given to those students between the age of 16 and 19.

Mark Scott has represented City of Glasgow College in WorldSkills competitions since 2017.

The Wall and Floor Tiling graduate won gold in his specialism at WorldSkills LIVE in 2017, an achievement that earned him a spot with Team UK at EuroSkills Budapest 2018.

“Taking part in WorldSkills competitions definitely helped increase my confidence, improve my technical skills, and given me belief in my ability to succeed.

In 2018 Mark was presented with the Montgomery Award for Wall and Floor Tiling. He received the accolade from one of the oldest Livery companies in London, The Worshipful Company of Tylers and Bricklayers.

“It was a great honour for me and the culmination of an exciting few months where I took part and won gold at the UK Skills Show, which was a fantastic experience and one I learned a great deal from.”

In recognition of his successes that year, Mark was presented with a cheque from his employer, Jim McGoldrick; and he was invited to the Scottish Parliament to meet his local MSP who described him as “a talented and high achieving young man with a bright future ahead of him.”

In 2019 Mark was one of just five Scots to gain a coveted place on Team UK for the world’s largest skills competition, WorldSkills Kazan. He returned with a Medallion of Excellence, which is given to competitors who have achieved the international standard in their skill.

“I faced regional, national and European competitions, and team selection, but WorldSkills Kazan was the biggest challenge of all. I did it for my College, my country, my family and everyone that helped me get to that point.”

## Case Study 4

### *Stephen Graham*



Excellence & Achievement  
Partnership  
Innovation & Enterprise

When Steven Graham retired from his 30 year role as an Inspector with Police Scotland, he returned to full time education.

Having taken evening classes in glass design, he went back to City of Glasgow College as a full time student to fulfil his interest in art glass and make it his new career.

He graduated with an HND in Art Glass Design in 2018 and has just completed a BA (Hons) Art & Design with specialism in Glass Art.

“The college course offered much more than I anticipated. I improved my basic skills and was exposed to new ways of thinking; developing artistic ideas, applying designs to glass methods, and producing art to be proud of.

“The college encouraged me to exhibit my work and subject it to public and professional review. I was thrilled to win the Glasgow Trades House Craftex awards two years in a row, and bowled over when I received the highly regarded Quilter Cheviot Award for Excellence and Innovation.

“When asked to describe my course in one word, I said ‘empowering’. The course content, the drive and enthusiastic support of the staff, and the opportunities I was given, did empower me.”

In Steven’s final year at City of Glasgow College he took part in its annual John Mather Trust Enterprise competition, winning a cash prize for his business idea.

“This was the opportunity to start my business. The long term aim was to produce individually tailored art glass commissions and deliver art glass workshops to secondary school pupils, with the aim of promoting the medium of glass.”

Now graduated from university, having completed his dissertation during lockdown, Steven is concentrating on his business, In Glass, working on customer influenced art glass products, promoting the medium and opening up opportunities for the next generation of glass artists.

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