



Glasgow Learning Quarter:

A socio-economic,
placemaking
& academic
impact evaluation

A socio-economic, academic & placemaking impact analysis of the construction of the City of Glasgow College New Campus NPD Project.

February 2017



Foreword



Hamish James, Regional Manager, Sir Robert McAlpine

As part of our delivery of the City of Glasgow College New Campus NPD Project, we committed to attaining new standards of excellence in social sustainability through employment and skills training, community engagement and enhancement, and economic impact within the City of Glasgow and beyond via local service suppliers and supply chain.

Our achievements are inspirational, and serve as a testament to the strong relationship we enjoyed with our client, and the partnerships we formed with local authority employability partners and our supply chain, without the support of whom would have made achieving our aspirations all the more difficult.

We have raised the bar in relation to the socio-economic outcomes which projects of this magnitude can achieve, and the differences that can be made to people's lives and ultimately the communities in which they live.

I believe this evaluation should serve as a benchmark for what we as an industry can achieve in delivering social equity, impact and opportunity.



Janis MG Carson, Vice Principal, City of Glasgow College

The development of a new world class estate for City of Glasgow College has focused throughout on the realisation of a new benchmark for truly excellent industry-standard creative learning environments. A key element of our brief, alongside our very specific and detailed educationally driven requirements, was an ambitious strategy to maximise economic, social and community benefits both within the regional economy and very particularly, to take full advantage of the amazing potential for education and skills enhancement for current students.

Through working closely in partnership with GLQ, we have not only exceeded by far all measurable contractual targets but have through customised educational projects, allowed many hundreds of students to participate in stimulating curriculum ventures. In alignment with our City Learning pedagogical model, these projects have enhanced the skills and employability of our students and exploited the breadth of professional skills and live construction environments presented by a project of this scale. I believe we have gone beyond the laudable delivery of contractual requirements to provide a fantastic educational and social legacy.



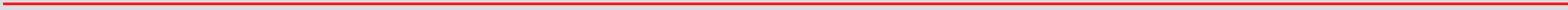
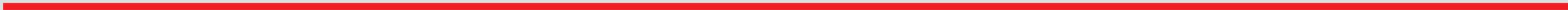
Lesley Palmer, Director, INCH Architecture & Design

The construction of the New City of Glasgow College NPD Project represents a significant investment in the City of Glasgow; its academic contribution on an international platform; its architecture and built environment; its economy and importantly its people and their health and wellbeing.

This evaluation is provided as a value added supplement in recognition of the ethos of the Procurement Reform (Scotland) Act 2014. The scope of assessment is unique, tailored to demonstrate the impact this construction project has had on the local community beyond the immediate financial contribution of the construction contract.

The delivery of this evaluation signifies a shift in the construction industry's approach to Community Benefits; acknowledging the impact the built environment can have as a determinant of health, social and economic well-being.

The positive outcomes demonstrated through this project are evidence of the presence of a construction company led by the will to improve the communities in which they work.



Executive Summary



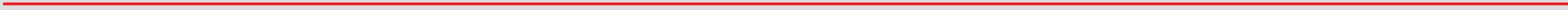
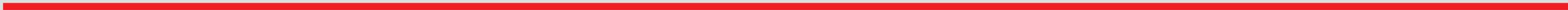
The City of Glasgow College New Campus NPD Project represents a significant investment in the City of Glasgow's learning landscape, contributing to Glasgow's international reputation as a city of learning and placing the City of Glasgow College as the most significant in size within the Further Education sector within Scotland.

The £228 million realisation of the new campus by the Glasgow Learning Quarter (the consortium team led by Sir Robert M^cAlpine Ltd.) under the Non-profit Distributing procurement model has created two integrated curriculum Centres of Excellence within the Glasgow City Centre District.

At the outset of the project the City of Glasgow College developed a 'College Community Benefits Requirement'. This outlined key benefits to the community of learners currently enrolled within the College.

In addition Glasgow Learning Quarter delivered targeted recruitment as well as training and work experience opportunities to Individuals Not in Employment Education or Training, Small to Medium Enterprises and Social Enterprises.

This evaluation provides a detailed analysis of the socio-economic, academic and placemaking impact of the construction of the new City of Glasgow College NPD Project within a 20mile radius from the campus sites.



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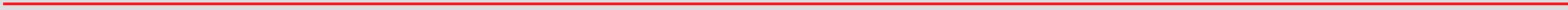
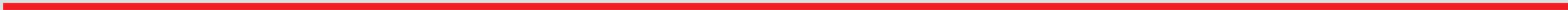
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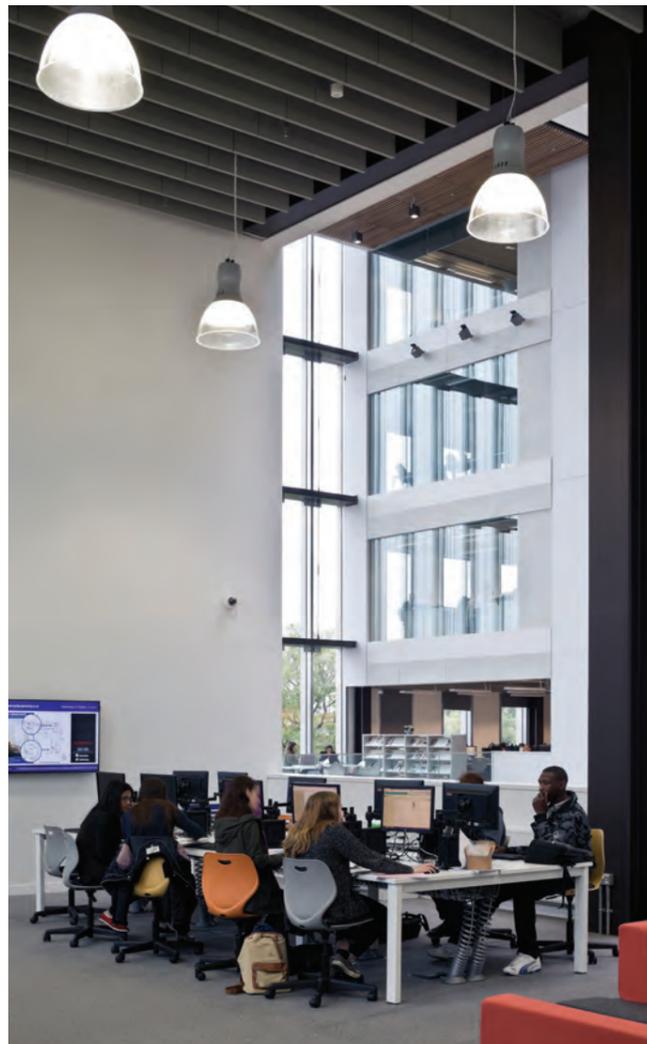


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1.1 Project background



Riverside Campus: open access computing

CITY OF GLASGOW COLLEGE

The City of Glasgow College was formed via the successful Path Finder merger in 2010 of Glasgow College of Nautical Studies, Central College Glasgow and Glasgow Metropolitan College. The new College estate consolidates this sector-leading College onto two sites within the Glasgow City district boundary.

The existing campuses of the three colleges were located over 11 separate buildings. It was considered that the replacement of this fragmented estate over two sites would offer long term benefits such as:¹

EDUCATIONAL:

- The location of the new City Campus within the Glasgow Learning Quarter (between the University of Strathclyde and the University of the West of Scotland) will provide an important focal point for vocational learning, contributing to the Glasgow learning landscape.
- New, improved learning environments will be provided equipped to industry standards.
- Accessible learning facilities will be provided to offer accommodation suitable for the College's existing diverse community of learners.
- Learning facilities designed to reflect current effective approaches to pedagogy and in recognition of the importance of 'learning styles'. In particular a move away from traditional lecturer centred teaching to peer interaction and immersive learning.
- External spaces to support learning and general wellbeing of staff and students.

¹ City of Glasgow College Full Business Case, November 2011

ORGANISATIONAL & FINANCIAL:

- The unification of organisational structures and cultures as a result of the merger will be aided by a consolidation of the campus sites.
- Reductions in utilities and energy costs as a result of a new improved campus, built and operated to new environmental standards.
- An overall reduction in the campus size and associated maintenance.

SUSTAINABILITY:

- Economic sustainability as a result of the new campus construction designed to improved standards and to achieve BREEAM 'Excellent' certification.
- Social sustainability as a result of the improved public realm works associated with both Riverside and City Campuses and the new campuses wider contribution to the cityscape of Townhead, Gorbals and the Clyde Regeneration.
- Community sustainability as a result of making available the new campus core facilities as a community asset.
- Environmental sustainability as a result of reduced CO2 from adoption of a Green Travel Plan, reduced dependence on artificial heating, cooling and lighting.

The new City of Glasgow College is now one of the most significant in size.²

The realisation of the new campuses has created two integrated curriculum Centres of Excellence, contributing to Glasgow's international reputation as a city of learning.

² City of Glasgow College Full Business Case, November 2011

PROJECT OBJECTIVES

At the outset of the project briefing, the City of Glasgow College established fourteen project objectives. These being:

1. Create a high quality, accessible and inspirational learning environment featuring spaces that encourage and facilitate new pedagogical approaches.
2. Facilitate the delivery of the College Board's and Scottish Government's strategies for a streamlined, employment-focused curriculum portfolio for Glasgow and the wider economy.
3. Provide an environment that facilitates the achievement of challenging quality improvement targets focused on positive student outcomes and sector leading practice.
4. Encourage creative collaboration between curriculum areas and realise benefits through the co-location and consolidation of activities.
5. Develop industry standard environments to enhance employability and deliver specific vocational skills.
6. Deliver a flexible environment that enables spaces to be used for multiple purposes and to respond to the changing business and educational environment without compromising specialist requirements.
7. Exploit opportunities created by new technology to enrich and improve learning experiences and support modern, flexible learning and efficient and effective business operating models.
8. Ensure an environment that is 'inclusive by design' to meet the multiple needs of a diverse learning community.
9. Deliver a sustainable low carbon solution that minimises whole life property and utility costs and achieves an effective, efficient and healthy working environment.

10. Promote the College's brand identity and values, reflecting a single college culture across both sites.
11. Establish new Glasgow landmarks in the City and Riverside developments that provide new focal points within adjacent communities, creating a welcoming and permeable campus, and exploiting opportunities for functional, social and spatial relationships with external areas.
12. Achieve a smooth migration to the new accommodation and implement service delivery arrangements which have no adverse impact on the quality of service provided to learners during the decant, construction and migration phases.
13. Achieve value for money (VfM) and meet fully the conditions that need to be satisfied to obtain funding support from the Scottish Government.
14. Manage exemplary procurement, design, construction and maintenance processes, providing an example to students participating in design, construction and related disciplines.

GLASGOW LEARNING QUARTER (GLQ)

The Glasgow Learning Quarter (GLQ) as referred to in this evaluation is the consortium team led by Sir Robert McAlpine Limited (SRM) who were appointed as the successful Project Company for the development of the new campuses in 2013 under the 'Non-Profit Distributing' (NPD) procurement model.

The NPD model has since superseded, the traditional Private Finance Initiative or "PFI" model in Scotland.³

³ NPD Model Explanatory Note, Scottish Futures Trust, 2015

Sir Robert McAlpine Ltd are the Principal Contractor for the project and commissioning body for this evaluation.

THE EVALUATION

This evaluation was commissioned by Sir Robert McAlpine and prepared by INCH Architecture & Design in collaboration with Social Value Lab, with the support of the City of Glasgow College and the GLQ supply chain.

The content of this evaluation will seek to establish the impact and delivery of 7 of the project objectives. These being:

1. Create a high quality, accessible and inspirational learning environment featuring spaces that encourage and facilitate new pedagogical approaches.
 2. Provide an environment that facilitates the achievement of challenging quality improvement targets focused on positive student outcomes and sector leading practice.
 3. Encourage creative collaboration between curriculum areas and realise benefits through the co-location and consolidation of activities.
 4. Deliver a flexible environment that enables spaces to be used for multiple purposes and to respond to the changing business and educational environment without compromising specialist requirements.
 5. Ensure an environment that is 'inclusive by design' to meet the multiple needs of a diverse learning community.
6. Deliver a sustainable low carbon solution that minimises whole life property and utility costs and achieves an effective, efficient and healthy working environment.
 7. Establish new Glasgow landmarks in the City and Riverside developments that provide new focal points within adjacent communities, creating a welcoming and permeable campus, and exploiting opportunities for functional, social and spatial relationships with external areas.

"I was very impressed with the level of involvement of the Sir Robert McAlpine team...they genuinely care about the guys on the course"

KATIE STEWART, THE PRINCE'S TRUST



View of Riverside Campus and Halls of Residence

1.2 Purpose of the evaluation

MEASURING IMPACT

The purpose of the evaluation is to provide detailed analysis of the socio-economic, academic & placemaking impact of the construction of the new City of Glasgow College on the City of Glasgow with respect to the Community Benefits (CB) clause contained within the construction contract.

For the purposes of this evaluation, impact is assessed within a 'local' catchment area defined as a 20 mile radius from the campus sites. This equates to a catchment area of 1,256 square miles containing 88 inclusive postcodes.

COMMUNITY BENEFITS

The Procurement Reform (Scotland) Act: 2014 received Royal Assent on the 17th June 2014. This act introduced a new Sustainable Procurement Duty for Contracting Authorities in relation to 'Regulated Projects' - public contracts above £50,000 or a public works contract above £2,000,000. The purpose of the Act is to establish a framework for sustainable public procurement which supports economic growth through social and environmental benefits.

Community Benefits (CB) are a key element of the Sustainable Procurement Duty introduced by this Act and should be embedded within the procurement processes of the project.

CONTRACT REQUIREMENTS

Community Benefit (CB) requirements in projects are defined as follows:

"For the purposes of this Act, a community benefit requirement is a contractual requirement imposed by a contracting authority

- a) relating to -
 - i) training and recruitment, or
 - ii) the availability of sub-contracting opportunities or
- b) which is otherwise intended to improve the economic, social or environmental well-being of the authority's area in a way additional to the main purpose of the contract in which the requirement is included."¹

PRIORITY GROUPS

Priority groups are a key element of targeted benefit through the CB requirements of a project.

In respect of the new campus project the following priority groups were identified by CGC and GLQ:

- The community of learners currently enrolled within the City of Glasgow College
- Individuals Not in Employment Education or Training
- Small to Medium Enterprises (SMEs)
- Social Enterprises (SEs)

¹ Procurement Reform (Scotland) Act 2014

"The Public Sector in Scotland spends £4 billion in construction each year. Such spending in the construction sector not only improves the infrastructure within Scotland but, harnessed correctly, can deliver significant social, economic and environmental benefits within the wider economy."

THE SCOTTISH FUTURES TRUST, COMMUNITY BENEFITS TOOLKIT, 2015

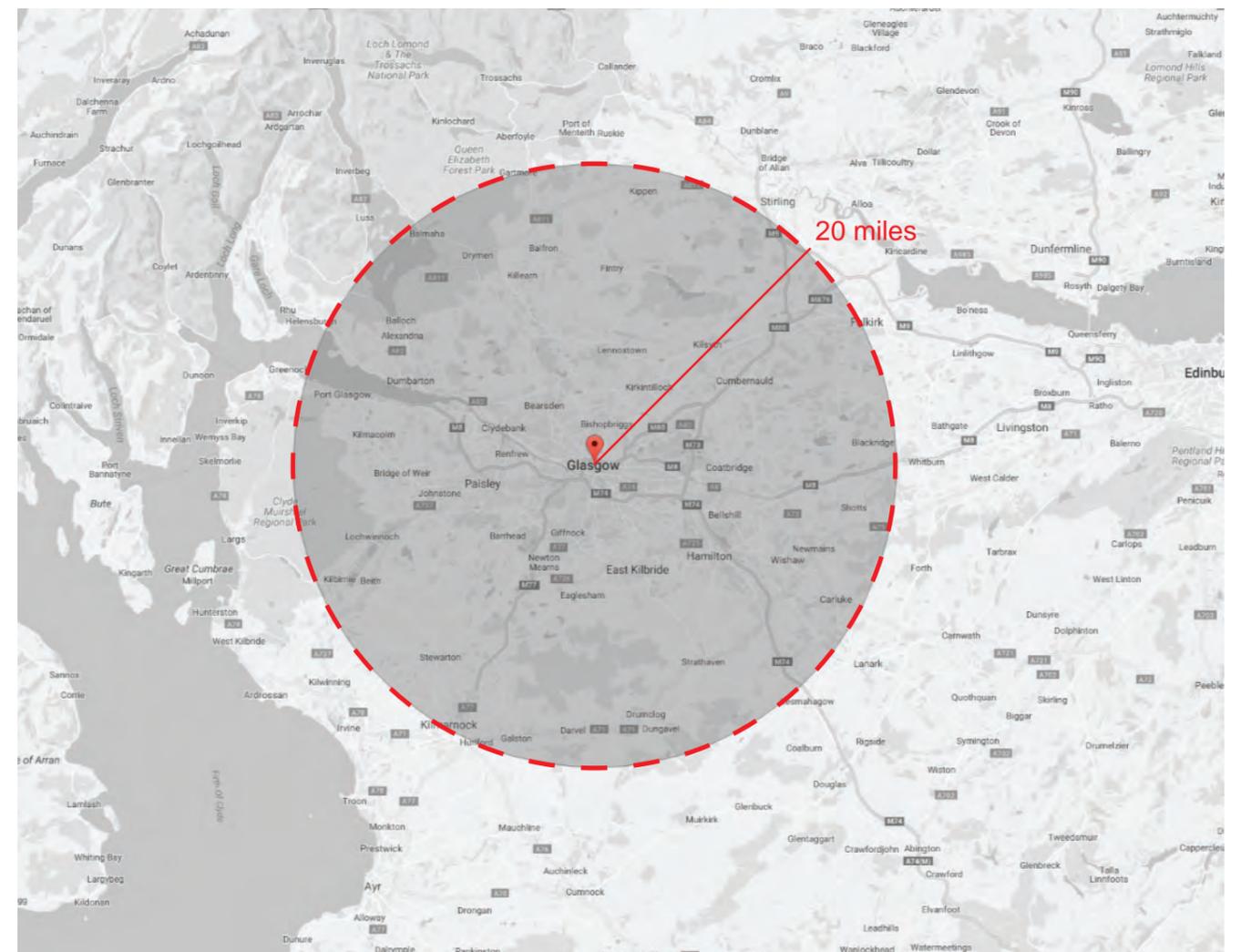


Figure 1.1: 20 mile impact radius, image adapted from Google Maps, 2016



Riverside Campus: view of atrium

1.3 City of Glasgow College Community Benefits

CONTRACT REQUIREMENTS

The City of Glasgow College developed a 'College Community Benefits Requirement' as part of the formal briefing and tendering of the project. This stipulated that the NPD Project Company provide a range of knowledge exchange opportunities including but not limited to:

- Informal visits and awareness raising within a given curriculum context
- Formal project based study: opportunities to use elements within the New Campus Project as case study teaching and / or assessment material
- Masterclasses and / or guest lectures by appropriate experienced specialist disciplines with the NPD Project Company and its sub-contractors
- Work experience placements (where there is a match between contractor disciplines and demand for placement)
- Post course employment opportunities
- Opportunities for sponsorship of individual students or of learning facilities and / or equipment
- Competitions: integration of student artefacts within the New Campus

In addition the College requested consortium bids to propose appropriate performance indicators and financial penalties for failing to meet the requirements of the College Community Benefits Requirements.

1.4 GLQ project commitment

COMMUNITY BENEFIT ETHOS

SRM routinely adopt CB clauses on their projects and consider adoption and delivery of CB clauses as an important mechanism to leverage positive change; improve the quality of their service and increase legacy impact of their clients' projects.

Of their most recent, major construction projects in Scotland 8 adopted CB clauses; 3 were contractually binding; 4 utilised 'Best Endeavours' and 1 was a voluntary commitment by SRM. Overall this has generated 59 New Entrant employment opportunities & 22 Apprenticeships for Scotland (excluding the City of Glasgow College project).

THE GLQ COMMITMENT

In response to the City of Glasgow College Community Benefit requirements, the GLQ bid proposed to deliver the following:

TARGETED RECRUITMENT:

- 170 New Entrants (NE), with a minimum of 5,203 person weeks
- New Entrants 21 years and over will be paid the Glasgow Living Wage.¹
- At least 20 New Entrant employment opportunities for long term unemployed, lasting a minimum of 52 weeks
- 40 new Apprenticeship placements for the duration of the apprenticeship, not the duration of the

¹ The Glasgow Living Wage was introduced in 2009 at £7.50 and has since increased twice. The GLW as of 1st April 2016 is £8.25

- construction project
- GLQs will enrol all CGC Students into the Glasgow Regeneration Agency

TRAINING & WORK EXPERIENCE:

- A minimum of 200 person weeks allocated to work experience placements.
- Students or graduates seeking a career in construction will have their Construction Skills Certification Scheme card funded by GLQ .
- Tailored training programme for all New Entrants, this includes work related skills development and enhanced employability skills.
- A minimum of two new partnerships with SEs.
- Maximise opportunities for local Small to Medium Enterprises (SMEs) and Social Enterprises (SEs) to win work on the Project through the use of the Glasgow Business Portal.
- A minimum of 500 hours of capacity building to SMEs and SEs.

SPECIFIC CGC BENEFITS:

- 45 City of Glasgow College Graduates will be guaranteed NE opportunities.
- A Graduate Support Programme which will assist graduates in working towards placement and employment opportunities.
- All design and construction information and material will be used in collaboration with CGC Head of Faculty to create and support an academic legacy in both physical and virtual environments.
- A programme of workshops, master classes, lectures, mentoring and supported learning which recognises the diversity of CGC's 2,600 courses and 135 different

- nationalities within the learning community.
- A Glasgow Learning Quarter Consortium / City of Glasgow College Supported Futures Trust Fund of £60,000 for the betterment of learning experiences and the wider community

Each NE employment placement was stipulated to last for a minimum of 26 weeks. Employment of less than 26 weeks was disregarded from the overall 5,203 person weeks commitment unless the NE left voluntarily or there were bona fide reasons why the NE's contract was terminated prior to the 26 weeks.

KEY PERFORMANCE INDICATORS

In addition to monthly progress monitoring and reporting GLQ proposed the following Key Performance Indicators:

- Monthly monitoring of agreed milestones of achievement against their commitments to number of person weeks of new entrants, work experience placements and SME / SE development hours.
- Recording of percentage levels of workforce against defined mileage radius on the agreed definition of 'local'².

FINANCIAL PENALTIES

Where GLQ failed to demonstrate that a milestone had been achieved within agreed timescales, a payment of £1,000 per occurrence was to be paid to CGC.

² 'Local' was determined as a radius of 20miles from the campuses

GLQ is committed to maximising the opportunity for academic and socio-economic legacy.

EXTRACT FROM GLQ FINAL BID DOCUMENT

In addition GLQ believed so strongly in their commitment and ability to meet the Community Benefit recruitment targets that they proposed a financial penalty of £1,500 to be paid back to CGC per person week for every week under the projected project target (on the basis of delivery of the number of New Entrant person weeks as opposed to number of New Entrants).

This was proposed in recognition of the added benefit to the Entrant to hold a sustained employment placement of a minimum of 26 weeks as opposed to creating several short term New Entrant employment placements.

To ensure GLQ were able to deliver upon their proposed Community Benefit commitments each Sub-Contractor was required to provide 26 person weeks employment to New Entrants. In addition SRM also required their supply chain to propose targeted recruitment benefits within their tender. This commitment was also subject to the aforementioned financial penalty of £1,500 per person per week if they failed to deliver under their proposed project target. Similarly sub-contractors were required to demonstrate achievement of this target through monthly reporting proformas.

A Community Benefits Working Group was formed between the College and SRM to drive curriculum partnerships and provide a decision making and evaluation forum.

A dedicated SRM Community Benefits Manager was available throughout the duration of the project to support the supply chain in the delivery of their CB obligations to GLQ.



Riverside Campus: view of workshop

1.5 Stakeholders

There are a number of main stakeholder groups which the Glasgow Learning Quarter project will positively impact on:

- Students - students will benefit from the new, improved learning environment
- City College staff - staff will benefit from a multifunctional, fit for purpose work environment
- Key partners - organisations working with the College and those with a direct benefit from College activity
- New entrants - employability for school leavers, people with no relevant experience and longer-term unemployed people
- Apprentices and work placements - (young) people and those disadvantaged on the labour market gaining valuable work experience and employment opportunities from the construction or operation of the new campuses
- SME and SE suppliers - (local) SE and SME's that supplied the GLQ project with goods or services
- General public around the new campuses - the innovative, high quality design will create new iconic landmarks in the city and provide a major boost to regeneration of the area and pride of the area's residents
- Glasgow economy - the £228 million investment in the construction and maintenance of the project

1.6 Methodology & structure

METHODOLOGY

Several modes of enquiry were used to assess the impact of the new campuses. We have undertaken a comprehensive programme of stakeholder consultation and analysed data provided by the City of Glasgow College, SRM and the GLQ supply-chain. This includes but is not limited to:

- Analysis of output and outcome data collected by Sir Robert M'Alpine on employment, apprenticeships, work placements and lifelong learning.
- Analysis on data collected by SRM on the supply chain, SME capacity building and community engagement.
- Analysis of 'construction issue' design data on space standards; amenity; biodiversity; utilities, teaching environment comparisons; and connectivity.
- Analysis of the tender documentation to establish project objectives, contract obligations and comparisons made to project outcomes.
- A quantitative survey of sub-contractors and SRM staff was undertaken to determine the economic impact using the LM3 methodology.
- An online survey of City of Glasgow College students with 265 responses received. The survey gauged the identity and perception of the College; the impact of the new building and learning environment; the impact of the College on the community; and the impact of design.
- An online survey of City of Glasgow College teaching and administrative staff with 157 responses received. The survey gauged job

satisfaction; the benefits from the new environment and facilities; the impact of the new building and learning environment on academic performances (students and research); the changed perception of the College with students, staff, partners and others; and the impact of the design.

- Three semi-structured telephone interviews with key partners of the College. The interviews gave key partners the opportunity to rate and comment on the effectiveness and added value of partnership arrangements and the added value of the new campuses.
- A case study on a New Entrant detailing their journey into employment and its benefits and impact on new entrants.
- A case study on an apprentice detailing their journey into their apprenticeship and its benefits and impact on others completing an apprenticeship.
- Three case studies on projects supported by the Supported Futures Trust Fund.

DATA COLLECTION

Monitoring of information during the construction period was undertaken by SRM using a site access control and time attendance digital service. This digital interface provides SRM with accurate, live site attendance records which is then correlated in support of other data such as operatives' distance travelled to site.

The routine collection of this data by SRM provided detailed information for demonstrating delivery of the CB requirements in respect of Key Performance Indicators at regular stages throughout the construction

period. In addition, the extent & accuracy of this information proved invaluable in the delivery of this report and enabled the evaluation team to efficiently assess impact across a number of areas (socio-economic, community engagement, capacity building).

Manual methods of data collection were also undertaken; a monthly 'Sustainability Report' was provided by each Sub-Contractor. This pro-forma (prepared & issued by SRM) requested detailed information on local spend, distance travelled from workforce home address to site, number of new entrants employment or work experience opportunities offered and identification information to enable monitoring of New Entrants and Work Experience during the construction period and for 6 months following.

LITERATURE REVIEW

An extensive review of literature sourced through web and journal articles was undertaken over a period of two months. Key areas of interest were:

- Health impacts of the built environment
- Placemaking, economic value of place
- Active transport
- Community benefits in contract
- Green infrastructure
- Design of education buildings
- National and Local Authority policy & strategic plans

"It is a hugely impressive building that reflects the college's investment and commitment to world class education."

CGC STAFF MEMBER

STAKEHOLDER ENGAGEMENT

To assess the impact on the various stakeholders a comprehensive picture of objective output, outcome data and qualitative fieldwork was prepared. This was undertaken in relation to the following:

STUDENTS

A bespoke survey was designed and administered on-line which was open to all College students to participate.

The survey probed for satisfaction with the new campus; the benefits of the new and improved facilities; the impact on study, and their personal and student life.

CITY COLLEGE STAFF

Data on staff efficiency (sickness, absence records, staff turnover) was collected for the new Riverside Campus and a comparison made between historic data and one year post occupancy.

An online survey was also administered for teaching and other staff to gauge job satisfaction, the benefits from the new environment and facilities and the impact of the design.

KEY PARTNERS

Structured, telephone interviews were undertaken with key partners and external organisations to provide opportunity to rate in confidence and comment on the effectiveness and added value of partnerships arrangements and the added value of the new campuses.

NEW ENTRANTS

Additionally four semi-structured interviews were held with two new entrants and concise case studies prepared of the conversation. Case studies detail the individuals' journey into employment and the benefits and impact on themselves and their families.

SME AND SOCIAL ENTERPRISE SUPPLIERS

Financial data was collected on the construction spend with SME's (sub-contractors or one-off purchases). This data was analysed in respect of overall spend on a local (20 mile) and national scale.

GLASGOW ECONOMY

An assessment of the impact on the Glasgow economy has been provided based on the LM3 methodology. This was prepared from data collected by SRM during the construction period of the campuses.

THIRD PARTY REVIEW

INCH Architecture & Design Ltd were appointed to collate, analyse and draw findings from all of the primary and secondary evidence gathered during the construction period and one year post occupancy of the Riverside College Campus.

The qualitative data derived from the consultation was subject to thematic analysis, whereby recurring impact themes and sub-themes were derived from interviews and field notes. This forms the content and structure of this report.

Where possible we have monetised the outcomes achieved from the project and compared the total added social, economic, placemaking and academic value to the initial investment.

STRUCTURE OF REPORT

The remainder of the report presents the analysis and key findings of the placemaking, academic and socio-economic impacts of the construction of the new City of Glasgow College campus, and is structured as follows:

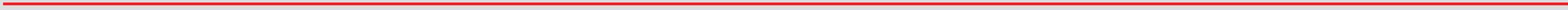
- Chapter 2 states the key findings of the evaluation.
- Chapter 3 states the project definition of placemaking, establishes the placemaking baseline and provides a quantitative and qualitative assessment of the impacts.
- Chapter 4 establishes the academic baseline. aspirations for the project as agreed at tender stage providing a quantitative assessment of the impact.
- Chapter 5 establishes the socio-economic baseline for the project providing a qualitative and quantitative assessment of the impacts of the construction.
- Chapter 6 summarises the main findings

“The timing was right, the relationship has strengthened and this couldn't have been done in the old building as there are better resources here and (progress and outcomes) are more achievable”

PARTNER



Riverside Campus: view of main refectory



Key findings

2



Riverside Campus: view of main atrium staircase

“I firmly believe that the sustainability journey must be based on education.”

JOHN LOGAN, SUSTAINABILITY MANAGER, SIR ROBERT M^CALPINE

2.1 Summary of findings

The £228¹m investment has allowed Glasgow Learning Quarter and City of Glasgow College to create two integrated Curriculum Centres of Excellence within the Glasgow City Centre district.

The impact of the new estate and in particular the contribution of the Community Benefits clause within the construction contract has been assessed across the following themes:

PLACEMAKING

The realisation of the new campuses has had a positive impact overall on the City of Glasgow's built environment. This is demonstrated by:

- The improved perception of the City of Glasgow College as a result of the construction of the new campus; its landmark design; improved facilities
- Increased Staff and Student satisfaction, including a reported positive impact on teaching
- Improved communication between Staff, Students and Partners of the College
- An increase in civic amenity
- Increased community interaction
- Improved public realm, pedestrian connections, streetscapes, lighting and passive supervision
- 3.3 hectares of new green space within the city district & 287 new trees and the 'green benefits' which can be attributed to this

- Improved biodiversity within the city centre
- A design which meets the 'Six Qualities of Place'²

ACADEMIC

One of the key priority groups within the Community Benefit clause was the community of learners currently enrolled within the College. The project benefits to this group included:

- A GLQ / CGC Supported Futures Trust fund which has to date distributed £60k on 61 student led projects, leveraging in another £53k in match funding
- A programme of workshops, masterclasses, lectures, mentoring and support learning
- Integration of student artefacts within the New Campus
- Site visits and formal project based study; utilising the construction of the new campus as a live learning environment for teaching and assessment
- 208 hours of GLQ time contributed to educational engagement with Staff and Students

SOCIO ECONOMIC

The £189m construction of the two new campuses has had a significant impact on the economy, and in particular the Glasgow economy: it generated income for local businesses and created local employment.

A brief summary of the socio-economic benefits is as follows:

- £126.7m (81%) of the contract value was spent within Scotland
- £47.1m of contracts awarded to SMEs
- £35.3m of contracts awarded to Scottish SMEs
- £34.5m of contracts awarded within Glasgow
- 71% of portal advertised work packages were responded to by SMEs, 39% 'local'
- 492 hours of tender support provided to SMEs
- 148 job opportunities created (78% 'local' & 71% remain in employment with GLQ or their supply chain
- £22,253 donated to local charities
- 102 days of community engagement
- 36 site visits for 500 people from the community and college

COMMUNITY BENEFITS

With regards to the impact of the community benefit clause, the results of this evaluation show that the targets around job opportunities, work placements, capacity building and community input have been exceeded.

SUSTAINABILITY

Monitoring of apprentices was undertaken by SRM throughout the duration of their apprenticeships / for a minimum period of six months from practical completion of the project. This evidences successful sustainability monitoring of the Community Benefits clauses beyond the initial contract obligation.

NATIONAL OUTCOMES

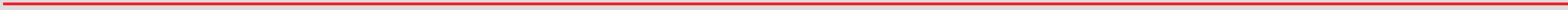
In terms of contribution to the Scottish Government's 16 Performance Framework national outcomes, the Community Benefits clause delivered upon by the construction of the New City of Glasgow College Campus primarily contributed to nine National Outcomes.

These being:

- 1: We live in a Scotland that is the most attractive place for doing business in Europe
- 2: We realise our full economic potential with more and better employment opportunities for our people
- 3: We are better educated, more skilled and more successful, renowned for our research and innovation
- 4: Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- 5: Our children have the best start in life and are ready to succeed
- 7: We have tackled the significant inequalities in Scottish society
- 8: We have improved the life chances for children, young people and families at risk
- 12: We value and enjoy our built and natural environment and protect it and enhance it for future generations
- 14: We reduce the local and global environmental impact of our consumption and production

¹ The total project cost of £228m inclusive of £189m construction cost and £39m service fee for Hard FM and Lifecycle maintenance service of the estate post completion

² www.gov.scot/Topics/Built-Environment/AandP/InspirationalDesigns/6qualities



Placemaking

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3



Riverside Campus: aerial view from East



City Campus: aerial view from East

3.1 Assessing 'Place'

PLACEMAKING

An analysis of placemaking has been incorporated into this evaluation in recognition of the role the built environment has as an important determinant of social, health and economic well-being.

This is a new and comprehensive method of evaluation, developed for the purposes of this project to highlight opportunity for social impact beyond the traditional socio-economic factors.

Quantitative analysis of placemaking aspects has been undertaken from evaluation of the existing and proposed City and Riverside Campus architectural information in respect of the schedule of accommodation; amenity; biodiversity; bike and car parking provision; room space adjacencies, facilities and access to green space.

Qualitative analysis was undertaken in the form of Staff, Student and Partner surveys one year following the occupation of the Riverside Campus. The interviews were designed to pose questions in respect of the 16 Project Objectives and mapped to the Scottish Executive's Six Qualities of 'Place'. The questions were used to gauge perceptions of the campus; its identity; facilities; position within the community and to determine perceived and actual benefits as a result of the new building.

It was not possible within the scope of this evaluation to analyse qualitative aspects of user experience of the City Campus as this was still under construction at the time of writing.

DEFINING 'PLACE'

The Scottish Executive define the Six Qualities of 'Place' as:¹

- Distinctive - creating a sense of identity
- Safe & pleasant - creating safe and pleasant places
- Easy to move around - creating easier movement
- Welcoming - creating a sense of welcome
- Adaptable - making a place adaptable
- Resource efficient - making good use of resource

The results of our quantitative and qualitative assessment of place demonstrates that the new campuses meet all of the above aspects and we set out in the forthcoming sections information in support of this position.

3.2 Perception of the new Riverside Campus

TOWN & GOWN

An important aspect of the New Campus is to provide staff, students and the community with a space that promotes academic achievement, social inclusion and impacts positively upon happiness and well-being.

The design of the New Campus was conceived as a series of complementary buildings which create memorable landmarks within Glasgow; providing confident, stimulating and secure places which will support staff and students in their work and learning environment.

Architectural precedent in the history of Higher Education buildings was considered and a conscious move was made away from the cloistered spaces of solitude and calm. Instead the campus buildings take reference from the architecture of other sectors which offer flexibility in use and adaptability in design; emulating the commercial world into which the students will progress. This (it was considered) offers a more responsive, sustainable approach to the CGC requirement for “a flexible environment that enables spaces to be used for multiple purposes and to respond to the changing business and educational environment without compromising specialist requirements”.¹

The success of this ‘outward looking’ and ‘permeable’ campus design can be seen in the improved public realm and pedestrian route along the south bank of the River Clyde; the large atrium entrances and the abundance of open public green space.

¹ CGC Project Objective No.6

The Riverside Campus occupies a corner on the Albert Bridge, one of the main arterial routes into Glasgow City Centre and lends a significant civic statement from the southern approach.

Key spaces such as corporate areas and meeting spaces were located on the upper floors of the campus to project a professional, international image to the city and to also benefit from income generated from corporate, commercial and community lets.

ACADEMIC PERCEPTION

The perception of a College is crucial to its student attendance, reputation and development. Since the new Riverside Campus has been constructed, high percentages of staff and students reported improvements in the College’s identity and perception. Staff (93%) and Students (85%) responding reported a positive impact on the College’s identity.

The new campus has received high ratings with the majority of City of Glasgow College staff (92%), and students (90%)², who responded to the surveys rating the new Riverside Campus as better than the old one.

Job satisfaction has also seen an increase for the majority of staff surveyed with over half (58%) responding noting an increase in job satisfaction since working in the new Riverside Campus.

² 33% of the responding students could not compare the new Campus to the old one.

“Establish new Glasgow landmarks in the City and Riverside developments that provide new focal points within adjacent communities, creating a welcoming and permeable campus, and exploiting opportunities for functional, social and spatial relationships with external areas.”

CGC PROJECT OBJECTIVE NO.11

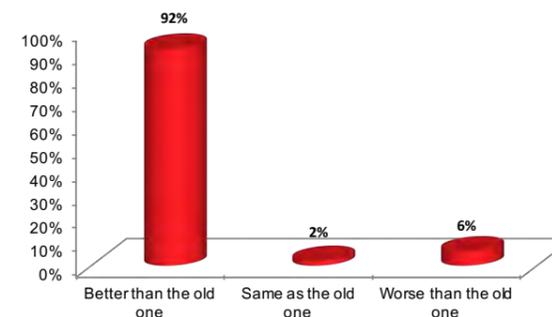


Figure 3.1: Q7 . How do you rate the new Riverside Campus? (Staff)

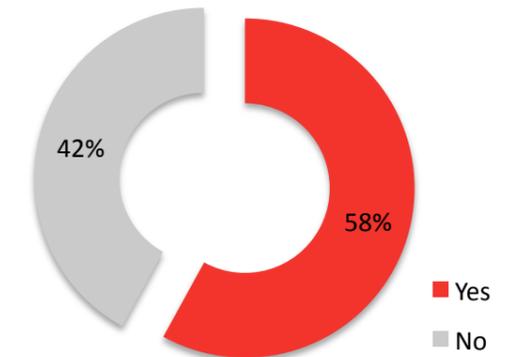


Figure 3.3: Q9 Has your job satisfaction increased through working in the new Riverside Campus? (Staff)

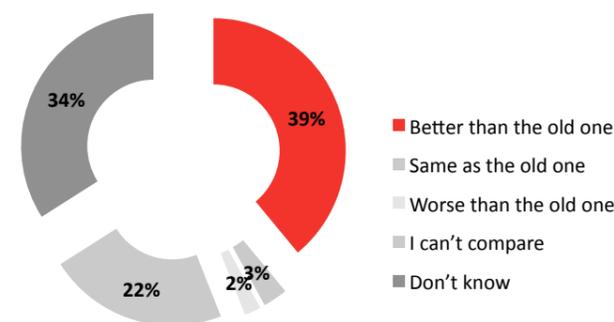


Figure 3.2: Q4 . How do you rate the new Riverside Campus? (Students)

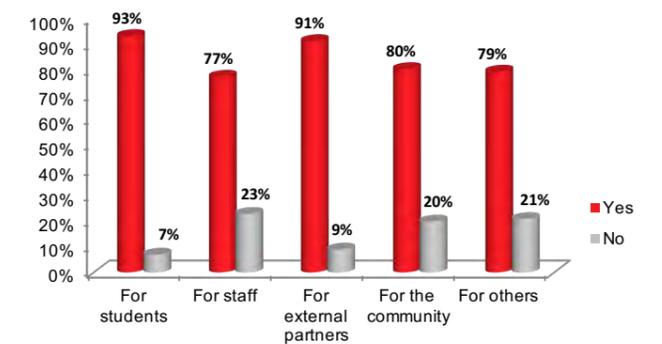


Figure 3.4: Q10 . Do you think the identity and perception of the college has improved due to the new campus? (Staff)

The new building has also contributed to attracting the College's student population for 2015/2016. More than a quarter of students reported that the new Campus influenced their decision to attend City of Glasgow College.

The new Halls of Residence for students studying at the College opened in September 2015 and has contributed well to the College's image and attraction.

Over four-in-five (83%) staff reported the Halls of Residence to be viewed positively by students.

One-in-five students were influenced in their decision to attend the College due to the newly built Halls of Residence.

As expected, the College's course offerings had the highest influence on students' decisions to choose City of Glasgow College, followed by the location. However, the new building was ranked as the third most influential factor in choosing City of Glasgow College, before other aspects and facilities. A detailed breakdown of influential factors is illustrated in the table opposite.

INTERNATIONAL INDUSTRY

The City of Glasgow College is one of the UK's four major providers of maritime training, and the only one in Scotland delivering training internationally. The projection of the College as a leading international place for further education was an important consideration in the design and its impact on industry.

As such, the perception of Partner organisations is pivotal in understanding the impact the building, its facilities and its image has had. Confidential interviews were undertaken with three Partner organisations to gauge their perceptions of the new campus.

Partner organisations interviewed all strongly agreed that the Riverside Campus is an improvement on the old Campus with two partner organisations increasing their business with the College since the opening of the Riverside Campus.

Partners also commented positively on their relationship with the College and those interviewed reported that the College's corporate identity and presence within the Further Education market has improved since the launch of the new Campus.

A SAFER CAMPUS

Safety is a key issue for the College and it is vital that all staff, students and visitors feel both welcome and safe whilst using College facilities. The College introduced a revised approach to security within the new estate whilst also seeking to animate and connect with the Riverside Walkway. The new building has seen an improvement in safety for staff with three-in-five staff members reporting feeling safer in the new Campus.

Students have also noted the impact of safety in the new Campus with over nine-in-ten stating that they feel safe using the Riverside Campus.

"I would say that it's been beneficial to meet more academic staff and other staff (as we were tucked away in the basement!). So I feel more engaged with the college and feel like I am in a community."

MEMBER OF STAFF

A DISTINCT PLACE

The landmark impact of the GLQ design operates on a number of levels:³

- The impact of the architectural quality on its users both staff and students
- The impact of the architecture on the College's capability to deliver its courses and ambitions
- The impact the architecture could make in terms of increasing educational standards

- The visibility and message that the architecture of the College gives to the city and the citizens
- The impact the architecture has in raising the college's presence on an international stage

Overall, the design of the New Campus is both distinct and welcoming.

³ Design Statement: GLQ Final Bid Document 2012

Factors	High influence	Medium influence	Low influence
Qualifications available	71%	22%	3%
Location	57%	29%	9%
Impression of the new building	24%	24%	27%
Connection to the River Clyde	11%	22%	36%
Simulation facilities	20%	23%	21%
New engineering facilities	18%	14%	24%
External space	17%	22%	28%
New Halls of Residence	15%	14%	25%

TABLE 3.5: Q8. Which of the following influenced your decision to attend the college? (students)



City Campus (under construction): City of Glasgow aerial from East

86% of staff agree that the Riverside Campus is a more aesthetically pleasing environment than the previous building, with over half of the staff responding confirming the new Riverside Campus is a more sociable building.

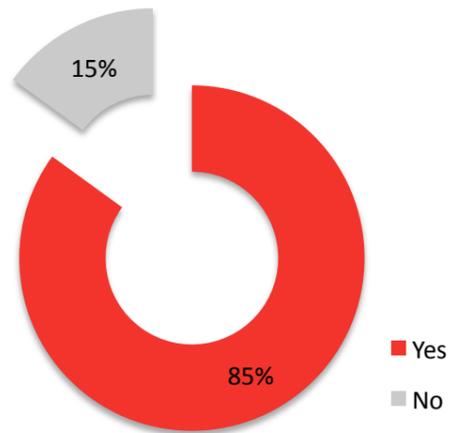


Figure 3.6: Q5 Do you think the identity and perception of the college has improved due to the new campus? (Students)

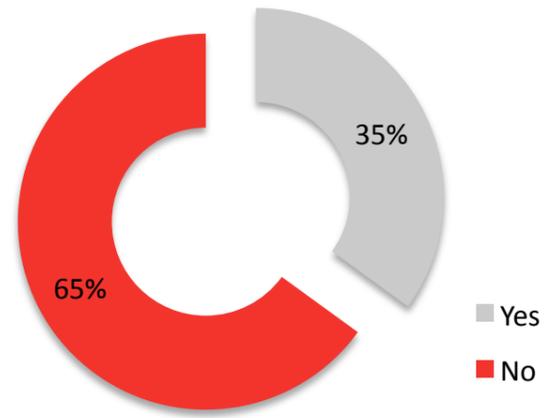


Figure 3.8: Q17. Is the design of the Halls of Residence and its spaces improving your College experience? (Students)

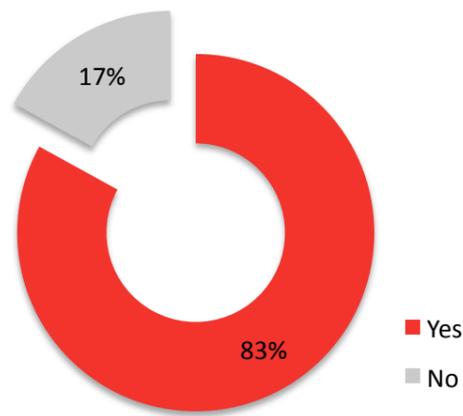


Figure 3.7: Q21 In your experience, are the Halls of Residence viewed positively by students? (Staff)

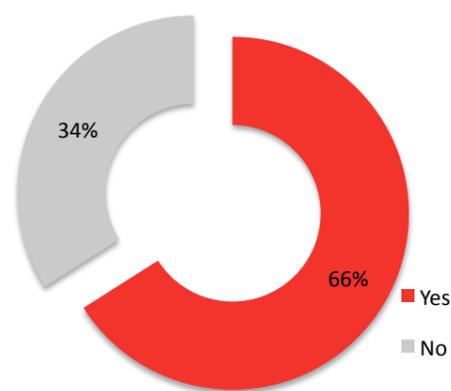


Figure 3.9: Q9 Do you think that the design of the building and the spaces enhance your College experience? (Students)

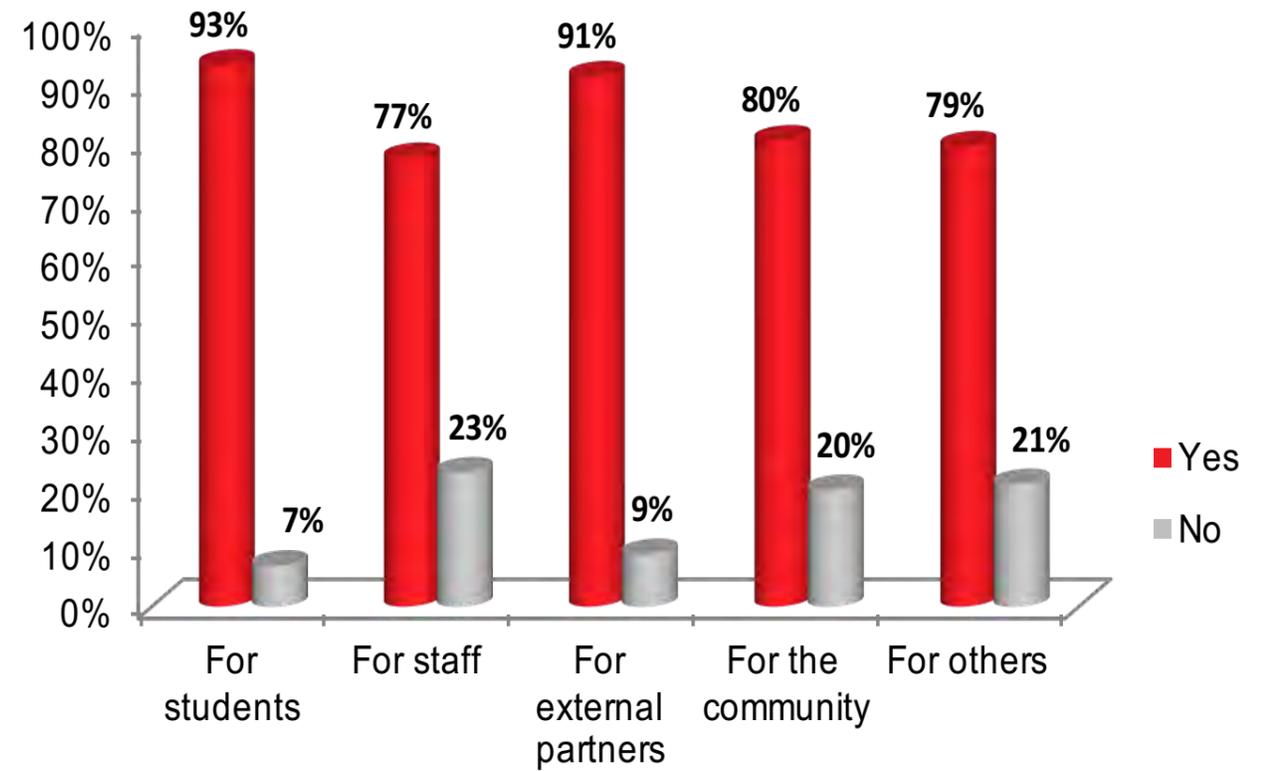


Figure 3.10: Q10 Do you think the identity and perception of the college has improved due to the new campus?(Staff)

3.3 A community friendly campus

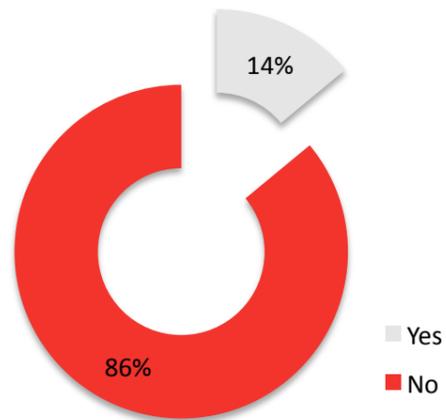


Figure 3.11: Q18 Have you increased your involvement with the community since working at the new Riverside Campus? (Staff)

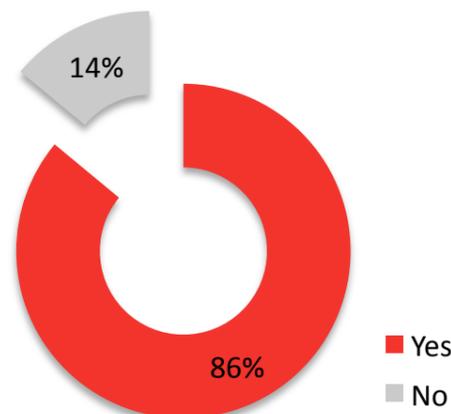


Figure 3.13: Q17 Do you think the new Riverside Campus is more appealing to the community? (Staff)

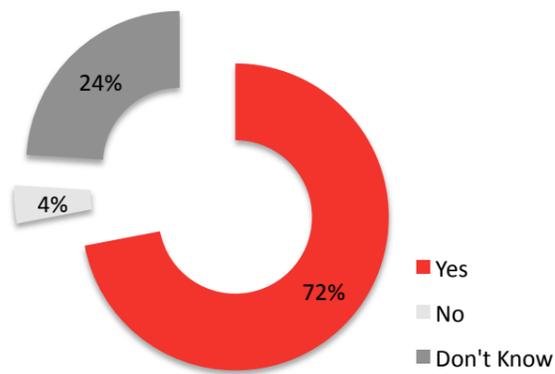


Figure 3.12: Q14 Do you think the new Riverside Campus is more appealing to the community? (Students)

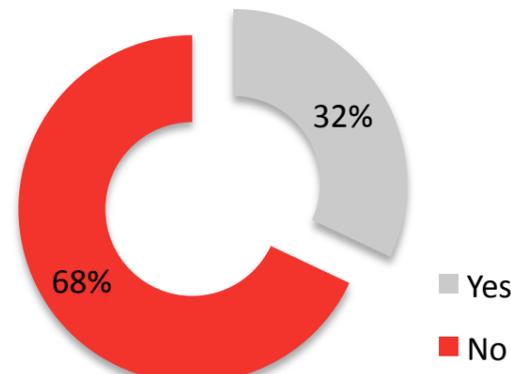


Figure 3.14: Q19 In your experience, has the community used the Riverside Campus more since the new building?(Staff)

BUSTLING STREETSCAPES

The design of the City and Riverside Campuses presents a confident approach to improving public realm; activating key routes and spaces; providing civic amenity and improving passive observation to Glasgow’s streets.

GLQ’s design proposals recognise the city streetscape as an important driver of elevational proportions, inclusive access, permeability and the community’s perception of the City of Glasgow College.

The City Campus actively encourages the public to access the threshold into the new building; the ground floor houses City Market commercial shops, hairdressers, beauty salon and training restaurant. Open to the public and staffed by students of the College, this design move offers both an immersive learning experience and a community asset to the Townhead community and the wider City of Glasgow.

The new, activated south elevation to the City Campus accounts for over 115 linear metres of improved Glasgow streetscape. Further additional amenity is provided in the way of improved public realm, green space and north-south pedestrian connections between Townhead and the City Centre.

All public routes associated with both new campuses have been designed to be activated, passively supervised from inside the building, are well lit and without dead-ends or places to loiter.

The new stepped pathway to the west of the City Campus,

leading to Townhead, is well lit and has CCTV coverage to deter anti-social behaviour. This sits adjacent to a new urban public park which straddles Cathedral Street and Grafton Place and will provide a much needed green space for the community of Townhead.

The Riverside Campus connects to the Riverside Walkway as well as creating an active frontage to Crown Street with the positioning of a ground floor, fully glazed open-plan resource space of 200sqm or 30 linear metres of improved passive supervision, improved lighting and CCTV to what was once a location of anti-social behaviour.

The ground floor public cafe, cloistered garden and Halls of Residence common room all address the Riverside Walkway. This improves visibility and lighting to the pedestrian edge of the south bank of the River Clyde.

The wild flower meadow to the south of the Riverside Campus is an open public green space. Its south-westerly aspect will catch afternoon and evening light thus providing an ideal place for recreation.

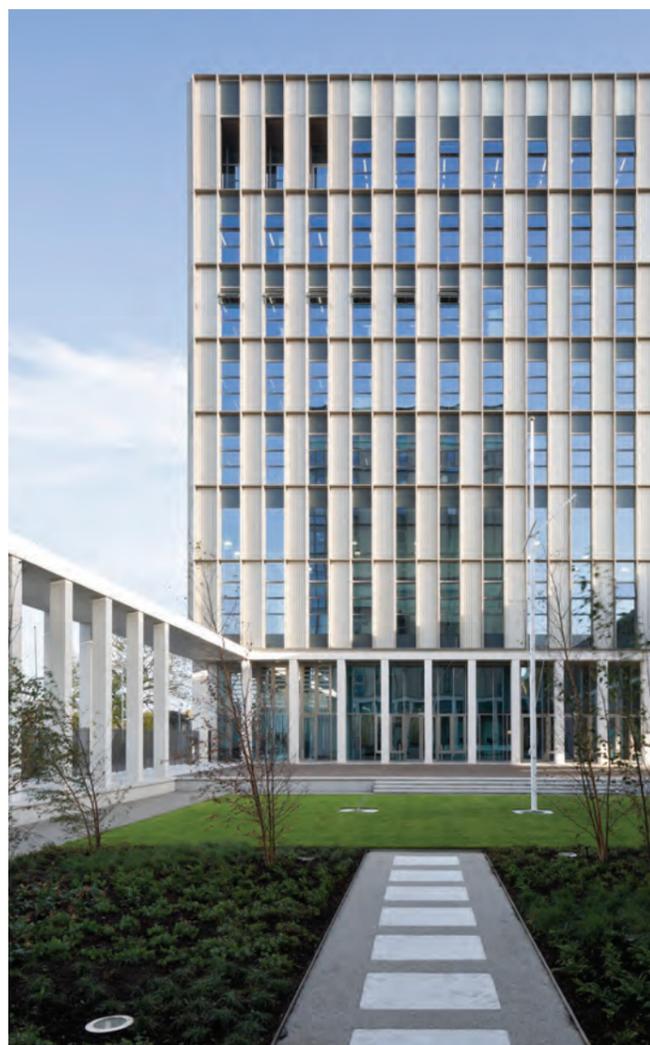
A COMMUNITY AWARE CAMPUS

The survey evidence suggests that the new Riverside Campus is currently benefiting and being utilised by the local community.

City of Glasgow College staff and students both reported positive impacts for the community due to the building of the new Riverside Campus. The vast majority of staff (86%) and students (72%) responding stated that the

“The proposals imagine a radical and courageous street frontage in terms of accessibility, with activity and entry points along its full length. Our proposals are visibly accessible, removing ‘perceived barriers’ to entry for such a large institution.”

GLQ FINAL BID DOCUMENT



Riverside Campus: view of courtyard garden



Riverside Campus: view of cloister

Riverside Campus is now more appealing to the local community. Staff at the City of Glasgow College also commented on their involvement in the community with one-in-seven (14%) reporting an increase in involvement due to the new Riverside Campus and its facilities.

Encouragingly, about a third of staff (32%) and students (33%) responding reported that the local community has used the Riverside Campus more since the new building has been constructed.

The new campus may see a further increase in community awareness and engagement in the future with continued promotion of the College and its facilities, and with the opening of the City Campus.

The New Campus is judged as a welcoming, safe and pleasant place.



Riverside Campus: aerial view before construction



Riverside Campus: aerial view during construction

3.4 The impact of design

Impact explanation	% of staff who reported this impact
Yes, better resources	49%
Yes, improved technology	55%
Yes, more appropriate spaces	40%
Yes, easier to get from A to B	35%
Yes, more efficient administration	22%
Yes, more accessible	34%
Yes, creates an inspirational learning environment	48%
Yes, delivers a flexible environment that enables spaces to be used for multi-purpose	39%
Yes, delivers an environment that encourages creative collaboration between curriculum areas	25%
Yes, creates an environment that facilitates new teaching methods / approaches	28%
No	23%

Table 3.1: Q8. Has the design and spaces of the Riverside Campus positively impacted you and made it easier to do your job? (Staff)

AN INSPIRATIONAL ENVIRONMENT

The CGC Project Objectives required that the building “Create a high quality accessible and inspirational learning environment featuring spaces that encourage and facilitate new pedagogical approaches.”¹

In addition the CGC recognises the need to be agile in responding to shifts in market demands, whilst ensuring that the design of the learning environment can facilitate the most recent effective pedagogic models and foster creativity in learning and teaching.

In response, GLQ’s ambition was to provide a new campus designed to :

- Serve the College’s educational and civic ambitions;
- Support new pedagogies;
- Enhance social and circulation zones to provide further opportunity for learning;
- Create authentic learning contexts such as hair and beauty salons, restaurants and construction and engineering workshops;
- Locate libraries at the centre of both campuses accentuating their role at the heart of each of the buildings
- Provide ICT rich layouts encouraging collaborative learning;
- Create opportunities for reflection and self-directed learning
- ‘plug & play’ designs for services to support future configurations and choice of ventilation modes

¹ CGC Project Objective No.1

The accommodation was driven by the SFC’s consultation on a Curriculum for Glasgow (2009); Guidance on the Effective Management of Spaces for Scotland’s Colleges (GEMS); Spaces for Learning Report²; WSUMS target range per square metre of 3-3.5; and the BREEAM ‘Excellent’ for the Campuses and ‘Very Good’ for the Halls of Residence.

As part of the initial briefing CGC undertook a ‘Classroom of the future’ study. This study consolidated the College’s interpretation of the Spaces for Learning Report and resulted in diversity in the proposed types of teaching spaces (open plan & closed, large and small). It also required consideration of critical adjacencies with dedicated learning spaces associated with shared and social activity areas.

Overall, the new campuses were designed to have a positive impact on staff, students, partners and the local community. Our assessment of the proposed ‘construction issue’ drawing information, alongside the qualitative survey questionnaire to Staff, Students and Partners sought to establish whether the brief requirements and resultant design delivered upon the College’s aspirations.

The results showed that more than three-quarters of staff (77%) reported a positive impact on their teaching. Partly this was due to improved technology (55%) and resources (49%), but also the innovative design of the building was credited for this.

² Spaces for Learning Report: A review of learning spaces in further & higher education. A report for the Scottish Funding Council prepared by AMA Alexi Marnot Associates in association with HAA Design

The vast majority of staff (86%) reported Riverside to be a more aesthetically pleasing environment.

The buildings have been designed to have a positive impact on staff performance and wellbeing. This was reflected in the survey results. Most staff agreed the new building feels like a healthier environment than the previous building (66%) and felt the new Campus is a more sociable building (59%).

A reduction in staff turnover and modest reduction in staff absence was recorded since occupation of the Riverside Campus.

One in five (21%) believed their work output has improved, while approximately the same number preferred the ambience in the old building (18%) and a minority reported working better in the previous estate (15%).

Almost nine-in-ten surveyed staff reported that the College has become a better environment for students to learn in. This was further underpinned by 9 in 10 students reporting the new campus was better than the previous one.

Two thirds of students also reported that the design of the new Campus has enhanced their overall College experience. Students were then asked to expand upon their reasons why their College experience was enhanced due to the new Riverside Campus. The results are shown in the Figure 3.15 opposite.

Regarding the design of the Halls of Residence, over

one-in-three (35%) students agreed that the design and spaces in the Halls has improved their College experience.

Partners also all strongly agreed that the new Riverside Campus is an asset for the area and the majority reported that the design of the building is functional and reflects the needs of stakeholders.

Partners commented positively on the spaces in the new Campus stimulating interaction between the College and external partners as well as the layout making the contact and communication with students easier.

A distinctive place.

66% of staff believe the new Riverside Campus is a healthier working environment.

CGC STAFF SURVEY

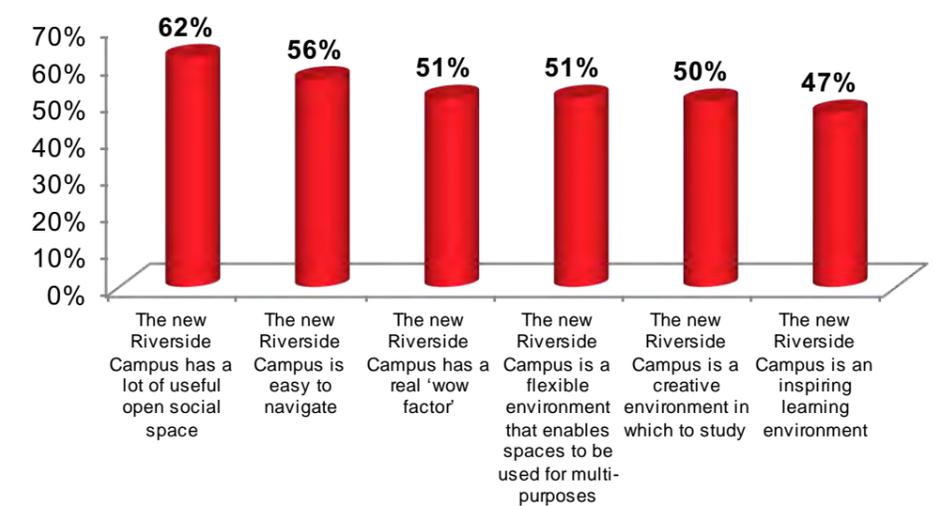
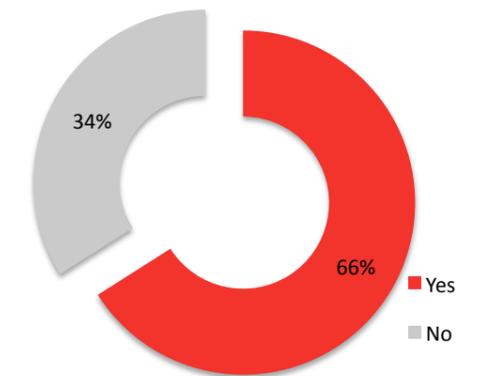


Figure 3.15: Q.9. Do you think the design of the building and space enhance your College experience? If yes, which of the above apply? (Students)

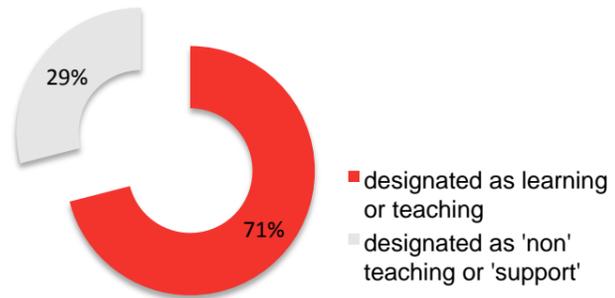


Figure 3.16: New Campus accommodation designation

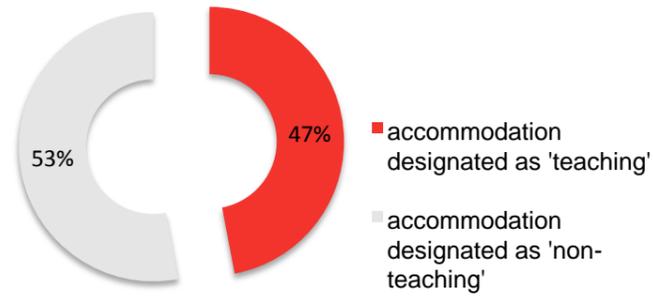


Figure 3.19: Old Campus accommodation designation

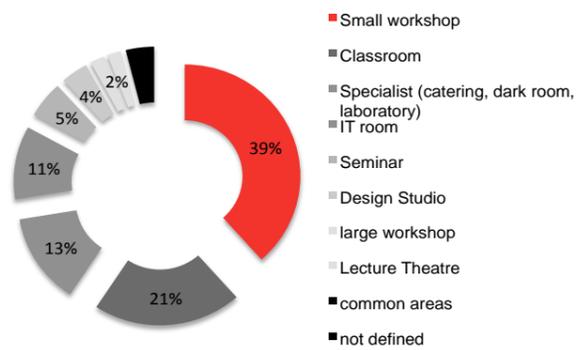


Figure 3.17: Old campus types of teaching accommodation

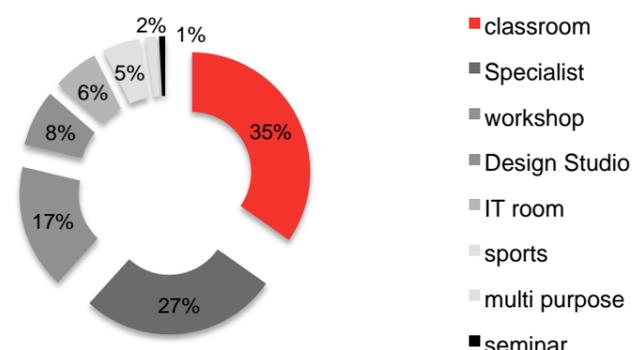


Figure 3.20: New Campus types of teaching accommodation

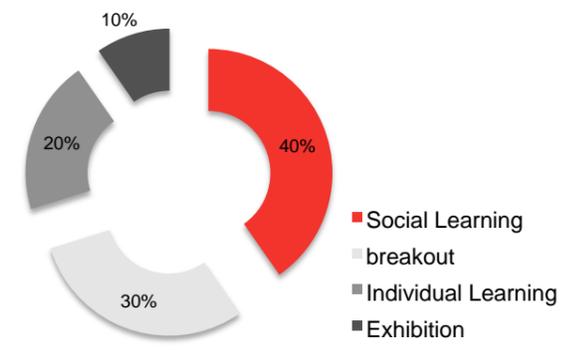


Figure 3.21 New Campus types of learning accommodation

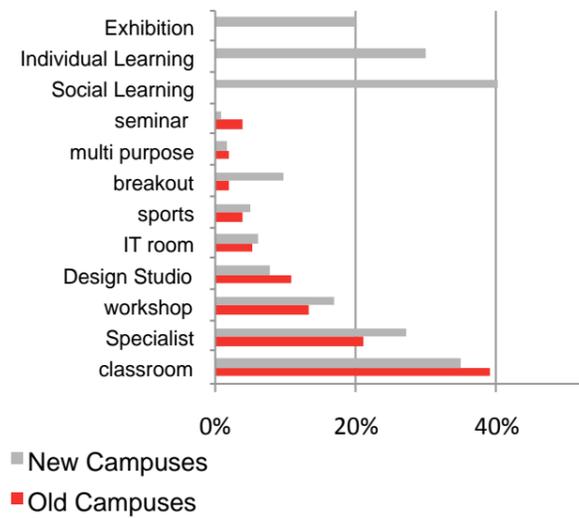


Figure 3.18: Comparison of teaching & learning accommodation

3.5 The Riverside campus facilities

NEW & IMPROVED FACILITIES

The new Campus has provided Staff, Students and Partners access to new and improved facilities in the building. Over two-in-five (41%) staff reported using facilities in the new Campus that the old Campus did not have.

Staff regarded the external views, the reception facilities, the social spaces, café facilities and meeting rooms amongst the most improved facilities in the new Campus.

Facilities in the library as well as technology in classrooms and staff rooms were also noted as having significantly improved in the Riverside Campus.

New facilities for students have also been an attraction of the new Campus with a third of surveyed students reporting that the new facilities influenced their choice in attending City of Glasgow College.

Partners interviewed commented positively on the new general facilities such as the social spaces reporting that they are an improvement on the old building, are fit for purpose and that flexible learning spaces allow them to do things they could not do before.

Teaching facilities were highly favoured by partners in the new Campus. Partners stated strongly that the new facilities such as classrooms, engineering workshops and simulation suites are an improvement on the old facilities and reported that the upgraded facilities are both in high demand and fit for purpose.

The resources such as the library and IT facilities were identified as fit for purpose for the interviewed partners and also seen as an improvement on the New Campus. They were considered to be readily available and allowed extended partners to extend the range of activities for students.

LEARNING AND TEACHING SPACES

The design of the learning and teaching spaces has been conceived as a 'learning ribbon'; a continuous loop of accommodation which can be disposed vertically or horizontally within the building diagram.¹ This offers flexibility in adaptation of the teaching diagram as space demands shift throughout the building's lifetime.

The new campus design acknowledges the complementary demands of 'learning' and 'teaching' within a Further Education building, and the need for intuitive design responses with respect to spatial requirements. This is reflected in the increased variety of learning and teaching environments provided. Areas for contemplation, self-reflection and social interaction are balanced with traditional workshops and classrooms.

The design and provision of teaching and learning spaces throughout the campus underpins CGC's requirement for a building responsive to new and evolving pedagogic methods and aligns itself with the trends in learning and

"I feel very lucky to be working in what I think is a simply stunning building. I enjoy open plan working, ease of access to colleagues, the wide open spaces and the sense that no areas are off limits."

MEMBER OF STAFF

teaching styles identified within the 'Spaces for Learning' review².

An analysis of the existing and proposed campus plans has identified a shift away from more traditional 'teaching spaces' associated with a vocational curriculum (such as small workshops, classrooms and seminar rooms) to 'learning' environments (social learning, individual learning and exhibition).

The analysis showed an increase in the overall net usable area designated to learning and teaching across the new campus (71% 'learning / teaching' to 29% 'non-teaching'). Historically the old campus was heavily weighted towards 'non-teaching' accommodation, with only 47% of the net usable area allocated for teaching. In part this was due to the fragmentation across 11 campus buildings with understandable duplication of the support facilities and circulation space. This demonstrates an improvement in the new buildings' spatial efficiency and an increase in accommodation which promotes interaction and knowledge exchange.

An adaptable, easier to move around place is formed with the new and improved facilities at the new College.

Top 8 facilities	% Of staff that reported improvement
External views	89%
Reception Facilities	86%
Social spaces	82%
Cafe facilities	81%
Meeting rooms	77%
Library facilities	75%
Technology in classrooms	72%
Technology in staff rooms	66%

Figure 3.22: Q.16 Which facilities and resources have improved in your view? (Staff)

¹ GLQ Final Bid Document 2012

² Scottish Funding Council 'Spaces for Learning: a review of learning spaces in further and higher education.'

“The office is open plan and staff communicate easier. The building is a talking point and clients are impressed. The atrium is well-designed.”

PARTNER



Riverside Campus: view of classroom from across the atrium

3.6 Communication

CO-LOCATION & CO-OPERATION

The CGC’s operational requirements were for a “combination of curriculum home bases directly related to teaching spaces and a more centralised teaching staff cluster”¹. It was envisaged this co-location would promote communication, interaction and collaboration between the 12 curriculum schools within the College.

“Encourage creative collaboration between curriculum areas and realise benefits through the co-location and consolidation of activities.”²

With this in mind, the new Campus has been designed with the aim to improve communication and increase co-operation. Routes through and within are designed to exploit opportunities for socialising and informal contact across curriculum Schools.

To establish the extent to which the building design impacted, if at all, on co-operation and communication, a qualitative survey of the staff’s perceptions of communication and inter-school collaboration was undertaken.

The results showed that majority of staff (61%) reported an improvement in communication with other departments (44%) colleagues within their department (36%) external organisations (21%) and students (17%).

This is reinforced by the students’ perception, with two-thirds of students reporting that the new building has allowed better communication with students (58%), lecturers (44%), non-teaching staff (18%), the local community (12%) and other organisations (12%).

Just over half of the students (52%) reported that the design of the new Halls of Residence has allowed them to better interact with other students (40%), friends and family (12%) and the local community (12%).

The new Campus has also helped partners make new contacts. Partners noted that they are better able to reach and work with students and make new interdepartmental connections since the new building was constructed.

“The new building makes for a more pleasant workplace and open plan office makes communication between staff better. Very little need to schedule meetings with colleagues, you can catch up over a coffee.”

MEMBER OF STAFF

¹ CGC Full Business Case: Briefing Document 2011
² CGC Project Objectives No.4

3.7 Transport

GREEN TRAVEL PLAN

Alongside the College’s key educational commitments the City of Glasgow College also places a high priority on reducing CO₂ emissions and promoting healthy living through encouraging modes of transport which involve exercise.

A Green Transport Plan was developed in support of the February 2014 planning application. This strategy aligned itself with Scotland’s National Transport Strategy and underpins Glasgow City Council’s objective to reduce air pollution due to cars in the city.

Overall the new campus development saw a reduction of 475 car parking spaces for staff and students which accounts for approximately 4,400 square metres of area (eleven 5 a-side football pitches), a significant reduction in noise associated pollution ¹ and approximately 57,600 g/km of CO₂ emissions ².

The cycling provisions at the new building are in accordance with the standards required to achieve BREEAM ‘Excellent’ for the main building and ‘Very Good’ for the Halls of Residence. The total cycle parking provision created by the new campus is 200 for the Riverside Campus and 310 for the City Campus. Additional cycling parking spaces were also provided to allow for an anticipated increase in demand.

A survey of Riverside staff identified that the majority of staff use a combination of public transport and walking to commute to and from the Riverside Campus with a slight increase in public bus users and travel by car.

The reduction in car parking provision and increase in the promotion of active travel aligns itself with the Glasgow City Council ‘Glasgow City Centre Transport Strategy 2014 -2024’ ³ and in particular with its strategic objectives to:

- Improve the health of Glasgow’s citizens by increasing the modal share of trips to / from and within the city centre by active travel modes (cycling, walking etc.)
- Enhance the quality of main pedestrian spaces, key development areas and main access routes
- Reduce harmful traffic emissions and noise

Overall the transport strategy for the new Campus helps create a positive sense of ‘place’ by creating a safe and pleasant environment through the encouragement of active travel and reduction in valuable city spaces allocated for parking.

A safe and pleasant environment, contributing to the City of Glasgow.

¹ The maximum external noise emitted by passenger cars being 76dB (a)
Source: Department for Transport 2015
² UK average passenger car emission of 121.5g/km. Source: The Society of Motor Manufacturers & Traders ‘New Car CO₂ report 2016’

³ ‘Glasgow City Centre Transport Strategy 2014-2024’, Feb 2014

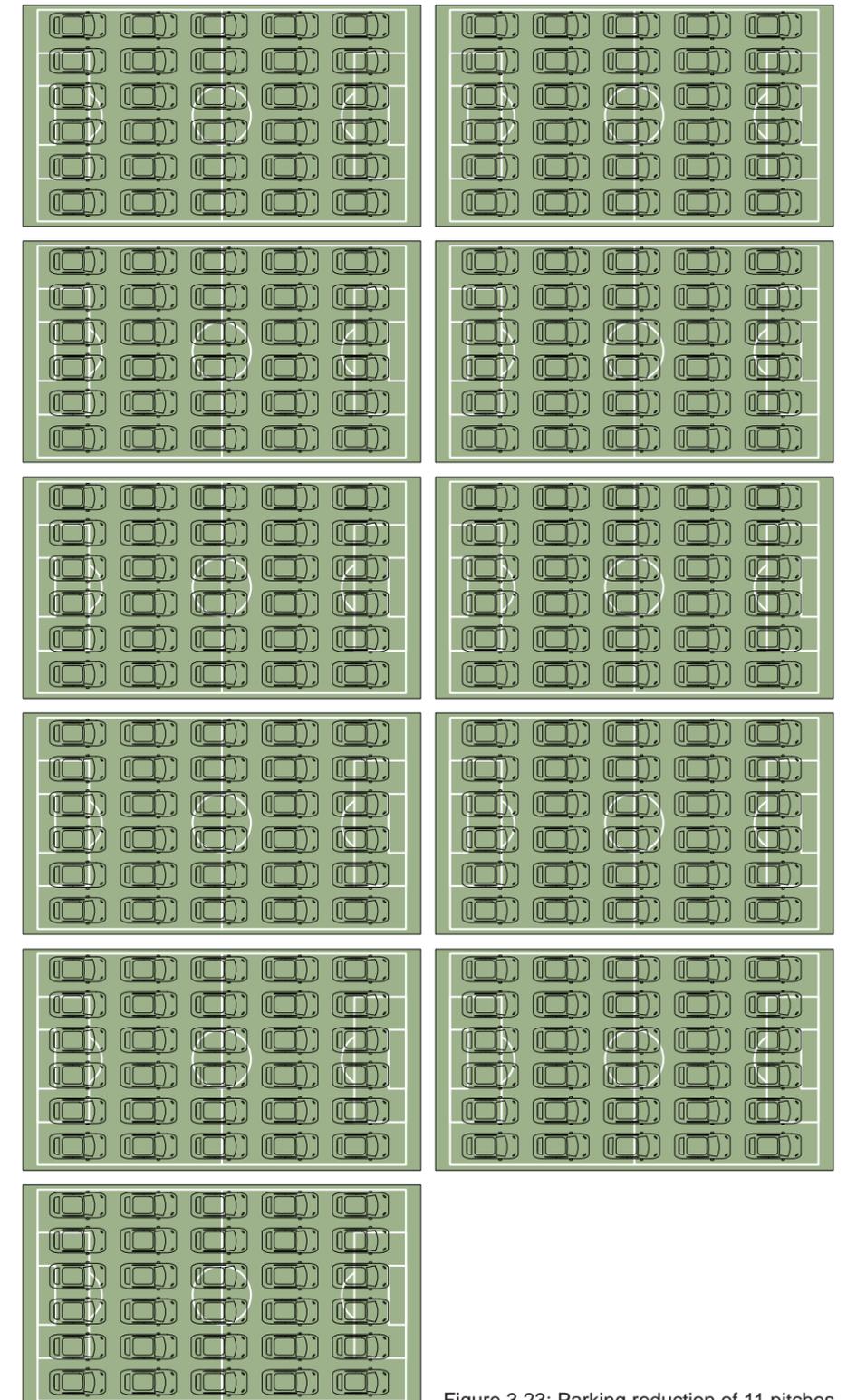


Figure 3.23: Parking reduction of 11 pitches



Figure 3.24: Location Plan showing City & Riverside Campuses

3.8 The Environment

REDUCING CO2 & ENERGY

As a commitment to bringing sustainable value to the development, both the City and Riverside campuses were designed to achieve BREEAM 'Excellent' Certification and the Riverside student residences a 'Very Good'.

The BREEAM environmental assessment methodology ensures a holistic approach to considerations such as; health and well-being; energy; land use; waste; water; materials; pollution; travel and innovation.

The Riverside Campus has been designed to reduce its energy usage, reliance on artificial lighting and mechanical ventilation and make use of renewable energy generation. This is achieved through the underlying design of building form, orientation and planning. Among the many detailed strategies adopted to achieve these sustainable outcomes are:

- The careful dimensioning of floor-to-floor heights to aid natural ventilation
- The shallow plan space for maximising daylighting
- The use of exposed concrete soffits to cool the building
- The detailed exploration of the facade design to reduce heat build-up
- High levels of insulation
- Airtightness of the envelope to reduce heat losses

The Riverside Campus and Halls of Residence achieve an 'A' Rated Energy Certificate. This is achieved through implementation of the following design features:

- A combined Heat & Power plant
- Rainwater harvesting
- Air permeability at a 20% improvement on the technical standards
- High levels of thermal insulation
- Excellent daylighting (reducing the need for artificial lighting)

With regards to energy consumption the new Riverside Campus has recorded a total electrical consumption for its first year open of 2,100,000 kWh.

A Building Management System is in place within both buildings and as such future opportunity to evaluate the overall reduction in energy consumption as an aggregate between old and new campuses could be undertaken.

As outlined in section 3.7 'Transport' the adoption of the City of Glasgow College's Green Transport Plan and the development of the new Campus as a place for the encouragement of active travel can aid the reduction of CO₂ in the city centre.

BIODIVERSITY

SRM adopt a Sustainability Strategy Target for the improvement of biodiversity across their projects. This strategy aims to underpin Government and Local Authority Biodiversity Action Plans - to act to preserve and enhance biodiversity - and is developed in recognition of the importance Natural Capital can have (both directly and indirectly) to the health and well-being of society. SRM map the importance of biodiversity across

"I've very much enjoyed myself in the City of Glasgow College this year. I love how close the College is to the river as it's a great view outside the classroom windows. Also the park is good as well during breaks!"

CGC STUDENT

five main principles:

- SRM recognise their moral obligation as a business to ensure that their projects do not have a negative impact on the natural environment;
- SRM align their biodiversity targets to match those of their Clients
- Biodiversity as added value
- Biodiversity as an important determinant of health and well being
- Biodiversity improves the quality of the end product.

To evaluate any improvement to Glasgow's biodiversity as a result of the construction of the College Campuses, an assessment of the species per hectare of habitat coverage has been undertaken of the campus as 'before' and as 'proposed'.

The existing campus consisted of small amenity grassland sites scattered across the city and was considered to be of low ecological importance¹. As such, the species per hectare was considered as nil for the purposes of this biodiversity analysis.

A desktop review of the 'construction' issue drawings was undertaken and sqm areas taken for areas identified as 'planted' which provide habitat for flora and fauna. An SRM in-house tool was used to input area data (existing and proposed); ecological value (based on plant species richness) to area of habitat coverage; and the change in species richness recorded.

¹ As per the project BREEAM Land Use & Ecology Credit Report & Ecological Appraisal Report, prepared by ARUP (2012 & 2103 respectively)

The findings showed an improvement to the City of Glasgow of 35 species / hectare for the City Campus and 28 species / hectare for the Riverside Campus.

The aggregate 'planted' area suitable for habitat for flora and fauna created by the combined campuses within the city is 2.2 hectares (or 3 football pitches). This gross area represents 34% of the total area of the Riverside and City Campuses. This is the equivalent of the combined area of the playing surfaces of Celtic Park, Hampden Park and Ibrox Stadium.

It is interesting to note that in addition to the economic and health benefits attributed to reducing CO₂, the environmental performance of the buildings is also a key consideration of the students of the City of Glasgow College.

When asked how important it is to live or study in an environmentally friendly building 57% of students responding reported it as very important and 31% somewhat important.

The City and Riverside Campuses have been designed to contribute an overall reduction in energy consumption and CO₂ within the community. However it is not possible to demonstrate the full extent of this until a full year post occupancy review of both Campuses' environmental performance has been undertaken.

A resource efficient campus which is welcoming and attractive.

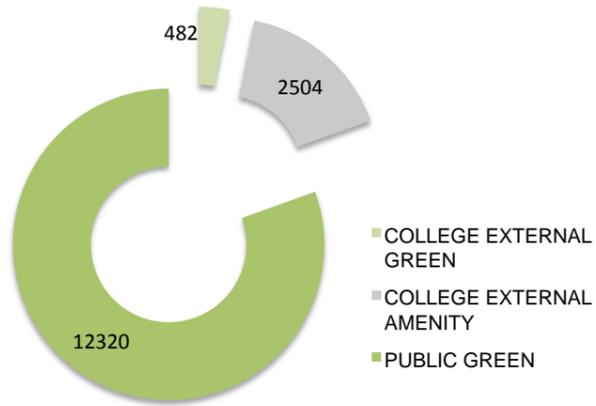


Figure 3.25: City Campus Amenity

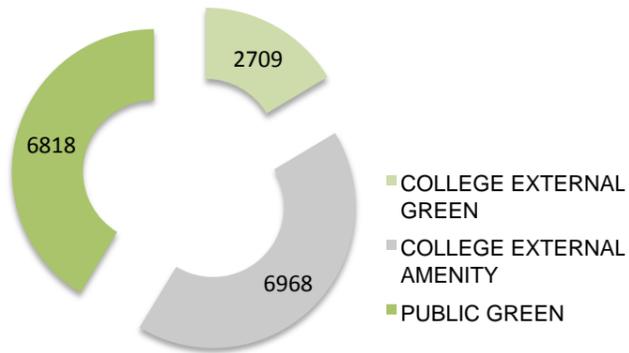


Figure 3.26: Riverside Campus Amenity

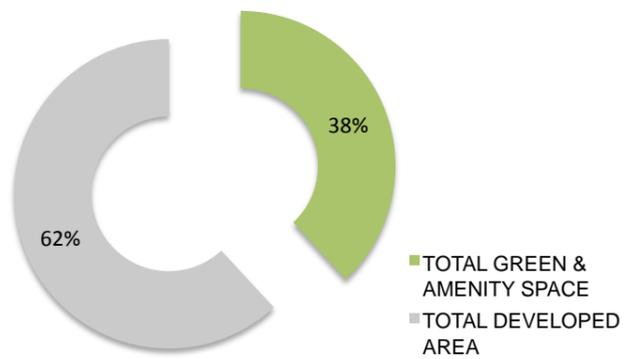


Figure 3.27: Green to developed area (net of both campuses)



3.9 Amenity

CIVIC AMENITY

The construction of the City and Riverside Campuses will contribute a significant investment of civic amenity or green infrastructure to the City of Glasgow¹. This contribution includes:

GREEN SPACE

- 3.3 hectares of green space
- 1.9 hectares of public green space
- 0.8 hectares of wild flower meadow (included within above)
- 287 new trees
- Overall 38% of the total site developable area of the City and Riverside Campus green habitat

CYCLE PARKING PROVISION

- 510 cycle parking spaces
- Capacity for 1,063 cycle spaces in the future

IMPROVED STREETS

- Over 400 linear metres of directly improved street frontage
- Improved street lighting & CCTV
- Improved passive supervision
- Improved pedestrian connections to Townhead from Cathedral Street
- Improved pedestrian connections with the River Clyde along the Riverside Walkway

EDUCATIONAL AMENITY

In addition to the civic amenity created, the new Campus has provided Staff and Students with access to 1.4 hectares of dedicated outside amenity in the form of courtyards, terraces and private gardens.

GREEN BENEFITS

EMPLOYMENT, EDUCATION & PRODUCTIVITY

The benefits of green infrastructure and access to green space include long term employment, social cohesion, better education and better health.

For the staff, students and partners of the City of Glasgow College (where access to outside space was limited in the old campus), the new green spaces are considered a valuable asset and a positive return on the investment of green amenity is anticipated over the following years.

A qualitative and quantitative assessment of this following one year occupancy may provide further evidence in support of this.

HEALTH

Overall the new campuses will contribute 287 new trees to the Glasgow's City District; 208 at City and 79 at the Riverside Campus.

It is widely understood that trees have the potential to reduce air pollution and improve air quality in our urban environments². Urban greening and tree planting when

considered at a strategic level, can contribute to improving air quality goals within the city district.

The City Campus, which sits within the City Centre Air Quality Management Area will see a net increase of 208 trees as a direct result of the development of the new campus; 29% of which are of a species identified within the Urban Tree Air Quality Score as having the greatest capacity to improve air quality.³

In accordance with the City of Glasgow 'Construction / Demolition Site Code of Practice for Dust & Emissions' regular air quality monitoring was undertaken throughout the duration of the construction of the City Campus.

This data provides a baseline from which future assessment of any improvement of air quality as a direct result of the project and its green infrastructure can be levelled.

This coupled with the College's Green Transport Plan will help contribute to the City of Glasgow Council's 'Air Quality Action Plan'.

PROPERTY VALUE & GVA

The economic benefits of green infrastructure is a developing area of interest. However two of the most direct economic benefits as noted by Natural England in a report on this subject are: property value and Gross Value Added (GVA)⁴.

³ Urban Tree Air Quality Score, Centre for Ecology & Hydrology: Trees & Sustainable Urban Air Quality, gtgkm.org.uk/documents/the-economic-value-of-green-infrastructure-1281352254.pdf

⁴ gtgkm.org.uk/documents/the-economic-value-of-green-infrastructure-1281352254.pdf

“External spaces, especially between buildings, can play an important role in aiding learning.”

SPACES FOR LEARNING, SCOTTISH FUTURES TRUST, 2006

With regards to property value, the RICS in their evaluation 'Urban Parks, Open Space and Residential Property Values' (Dunse.N, 2007)⁵ state that city parks such as the new North Hanover City Campus park can enhance property values of between 2.54% to 19.97% of an uplift. For flatted developments (the dominant property typology in Townhead) this was recorded as an uplift of 7.54%.⁶

In relation to Gross Value Added (GVA) green infrastructure is credited with increasing leverage in private sector investment, helping to attract and create employment and return on capital investment associated with higher staff retention and lower absenteeism.

QUALITY OF PLACE

The significant investment of amenity and green infrastructure as a result of the development of the new City of Glasgow Campus is an important contributor to good placemaking within the Glasgow community.

With reference to the Scottish Executive's 'Green Infrastructure: Design & Placemaking report'⁷, it reinforces the local landscape character; making places more beautiful, interesting and distinctive; giving places character and a strong identity.

A distinct safe and pleasant place which is easy to move around.

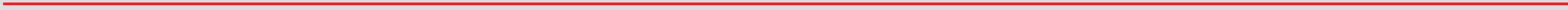
⁵ gtgkm.org.uk/documents/the-economic-value-of-green-infrastructure-1281352254.pdf

⁶ This figure is subject to variable such as geographic location, property condition, distance to park.

⁷ www.gov.scot/resource/doc/362219/0122541.pdf

¹ Phase 2 of the City Campus is included in the evaluation but was not completed at the time of writing.

² Woodland Trust, 'Urban Air Quality', 2012



Academic

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4.1 Engagement with education

ACADEMIC BENEFITS

The City of Glasgow College 'Community Benefits Requirements' outlined the project benefits to include but not be limited to the following:

- Informal visits and awareness raising within a given curriculum context
- Formal project based study: opportunities to use elements within the New Campus Project as case study teaching and / or assessment material
- Masterclasses and / or guest lectures by appropriate experienced specialist disciplines with the NPD Project Company and its sub-contractors
- Work experience placements (where there is a match between contractor disciplines and demand for placement)
- Post course employment opportunities
- Opportunities for sponsorship of individual students or of learning facilities and / or equipment
- Competitions: integration of student artefacts within the New Campus

The priority group identified within the above requirements is the current & future students of the City of Glasgow College.

In response to the above GLQ proposed a targeted approach which would offer the following academic benefits:

- GLQ's Community Team will enrol all eligible CGC Students and Graduates who meet entry criteria into

- both the Commonwealth Graduate Initiate and the client pool of Glasgow's Regeneration Agency
- Students or graduates seeking a career in construction will have their Construction Skills Certification Scheme card funded by GLQ
- 45 City of Glasgow College Graduates will be guaranteed New Entrant opportunities
- A Graduate Support Programme which will assist graduates in working towards placement and employment opportunities
- All design and construction information and material will be used in collaboration with CGC Head of Faculty to create and support an academic legacy in both physical and virtual environments
- A programme of workshops, masterclasses, lectures, mentoring and supported learning which recognises the diversity of CGC's 2,600 courses and 135 different nationalities within your learning community
- A Glasgow Learning Quarter Consortium / City of Glasgow College Supported Futures Trust Fund of £60,000 for the betterment of learning experiences and the wider community

To deliver upon the academic benefits (noted above) SRM implemented a variety of mixed methods of engagement with the College, its Students and Partners. A record of each academic opportunity, direct benefit or engagement (lecture, workshop, training etc.) was held along with information on Work Experience placements and New Entrant opportunities. A record of SRM person hours associated with this engagement was also collated.

"We were delighted to work with Sir Robert McAlpine on this new initiative with Govan High School. The staff were generous with their skills and time. It was heart warming to see the growth in confidence and self esteem when the pupils presented"

MEG WRIGHT, DIRECTOR SCOTLAND, ENGINEERING DEVELOPMENT TRUST

Overall GLQ contributed 208 hours of time (or £2,928¹) of educational engagement with the students and staff of the College. This included activities such as attending careers events; undertaking mock interviews; providing site tours; and delivering presentations and talks. An example of this engagement is provided in the case study below.

'WOMEN IN CONSTRUCTION'

The City of Glasgow College approached GLQ for their involvement in a new course titled 'Women in Construction' which provides women with an introduction to construction.

In support of the new course, GLQ offered talks on Health and Safety, Engineering as well as site visits to the new City Campus during construction.

The Women in Construction course (SCQF level 3) at the City of Glasgow College continues to attract new students.

¹ Value of time of SRM Staff. Source: Annual Survey of Hours and Earnings (ASHE), 2015 Provisional Results, Table 1.5a, Mean Hourly Rate All Employees



Riverside Campus: Ship Simulator Suite

4.2 Supported Futures Trust

ENTREPRENEURSHIP

To increase access to learning experiences for the wider community and as part of the GLQ Community Benefit commitment SRM established the Supported Futures Trust (SFT); a fund supported from SRM's own funds.

This SFT fund has to date distributed almost £60k on 61 projects designed and delivered by City of Glasgow College students and lecturers, as well as students of other educational institutions, leveraging in another £53k in match funding.

Projects funded through SFT vary in value, scale and impact; ranging from £100 to invite Big Issue Vendors to deliver talks on entrepreneurship to £5,696 for the improvement of a local Village Hall community garden.

1: BIG ISSUE VENDORS

The Department of Community Care & Social Sciences were working in collaboration with the Big Issue to encourage vendors into college education and in-fill into their Adult Literacy & Numeracy courses.

The department recognised the potential of the vendors' knowledge, skills and experience in sales and made an application to the SFT fund for £100 to invite the vendors to be guest speakers for the students to talk on motivation, selling skills and dealing with awkward customers. The department also recognised the benefits to the vendors, such as boosting self-esteem and encouraging a positive relationship with the college.

The money from the fund was used to buy magazines for the vendors to sell, in recognition that the time given by the vendors to the College was time they were not selling their magazines.

"The Big issue vendors were a great success for both our students and the vendors. The students enjoyed hearing about the facts behind being a Big Issue vendor, their code of conduct and how they budget their money. The Transition students had great empathy for the vendors when they shared some of the negative experiences they had encountered while working their pitch.

Overall the students said it changed their mind set towards Big Issue vendors. The vendors were courteous and informative and shared with the students some tips for dealing with awkward customers."

"The Big Issue Vendors were a great success for both our students and the vendors. The Transition students had great empathy for the vendors when they shared some of the negative experiences they had encountered while working their pitch."

CGC STAFF MEMBER

2: ST MUNGO STATUE

An application was made to the SFT fund by the Department of Construction for £3,000 to contribute towards the purchase of a block of sandstone (7.5Tonnes) to be used to create a large (9ft) sculpture of Saint Mungo Patron Saint and Founder of Glasgow to be installed in the grounds of the new City Campus on Cathedral Street.

Roddy McDowell, an alumni stonemasonry student of the College was asked to create the sculpture.

The project was delivered in collaboration with the Masons in Glasgow who made a significant financial contribution and commissioned Roddy McDowell to work in partnership for the Stonemasonry and Conservation students in the College. The sculptor also hosted workshops for modelling, stonemasonry and design students.

The money granted by the SFT also funded two time lapse cameras which were used by the Learning Technology team to record the process for learning materials and future use.

3: CONSTRUCTION NUMERACY

The School of Business Engineering & Development made a successful application to the Supported Futures Trust Fund for £5,000 to develop a freely available online construction numeracy package aimed at supporting school and pre-apprentice learners to overcome preconceived barriers to numeracy when considering a career in the construction industry.



St Mungo Statue, created by Roddy McDowell alumnus student



Participants of 'Project Search' employability workshop



Townhead Village Hall: Students pegging-out for the raised beds



Big Issue Vendors & Students: an alternative work workshop

The ambition of the online 'app' was to create a fun, engaging and easily accessible platform that could be tailored to meet the learners' specific learning needs.

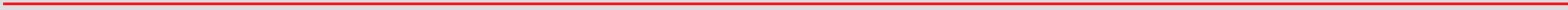
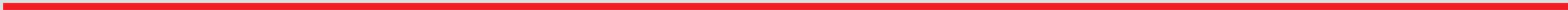
4: COMMUNITY GARDEN

The City of Glasgow College students of the NPA Bricklaying Course and the GLQ team worked in collaboration to design and construct a new community garden for the recently completed Townhead Village Hall, Glasgow, located 0.5 miles from the new City Campus.

Using skills and techniques from the College workshop, the students created a series of raised beds, reinstated paths and formed areas for members of the centre to sit.

GLQ provided £5,696 for materials from the Supported Futures Trust fund.

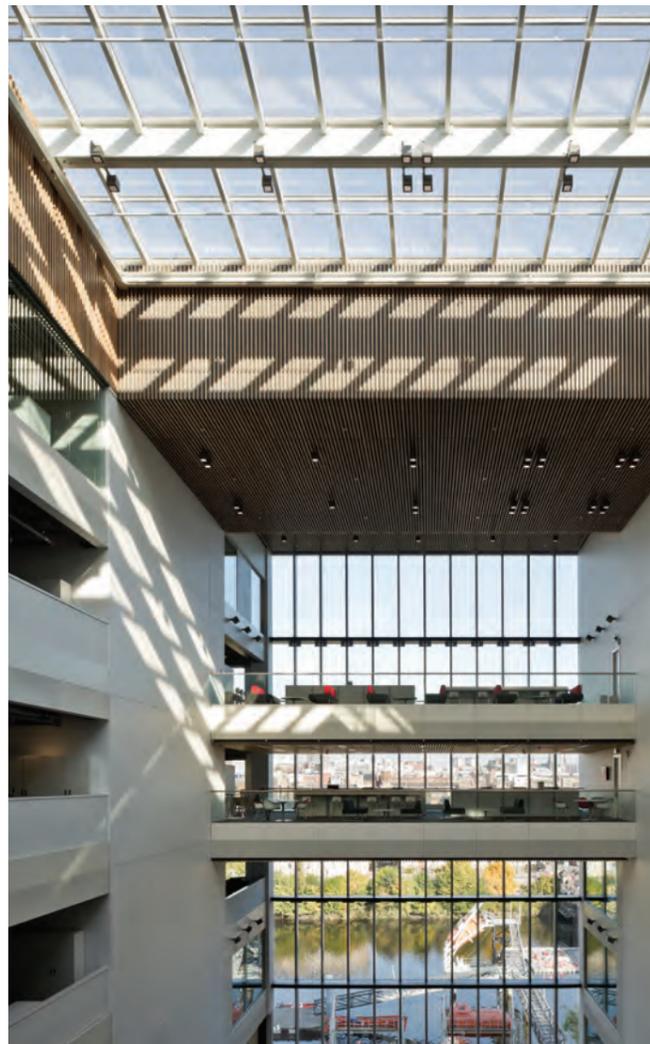
Overall the project was well received by the Community Members and the College Students. The community benefited from the newly formed garden with raised beds, formalised pathways and seating areas. The Students benefited from the opportunity to apply their skills and technique in a 'real-life' situation and gain confidence from this 'live' learning exercise.



Socio-Economic

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5



Riverside Campus: atrium



Riverside Campus: atrium staircase

5.1 Socio-economic impact

An important component of Community Benefit clauses in construction contracts is the socio-economic impact in respect of building local capacity; maximising local spend; creating employment; investing in the existing workforce and developing the skills of young people and future workforce.

This is underpinned by the Scottish Government's National Performance Framework

- "We realise our full economic potential with more and better employment opportunities for our people
- We are better educated, more skilled and more successful, renowned for our research and innovation
- Our young people are successful learners, confident individuals, effective contributors and responsive citizens
- We have tackled the significant inequalities in Scottish society"

For the purposes of this evaluation the following definitions have been used:

NEW ENTRANT

A "New Entrant" is defined as a person who is trained or employed to do a specific job and is leaving an educational establishment or a training provider, or a person that has been non-employed with no experience or a person with construction experience who has been unemployed.

WORK EXPERIENCE PLACEMENTS

The provision of work placements helps to give people the valuable experience needed to progress their development and employability.

LIFE LONG LEARNING

Improving and developing knowledge, skills and capability as a voluntary act, whilst in employment.

The following sub-chapters of this report provide a quantitative evaluation of the impact of the community benefits clause on the 'local'¹ economy, skills and workforce.

¹ Local is determined as radius of 20miles from the site

5.2 Community engagement

WORKING IN COMMUNITIES

SRM is sensitive to and supportive of the communities it works in. Throughout the construction of the Riverside Campus SRM has been involved with charities, community organisations and schools in the neighbourhood.

In total SRM staff have spent 880 hours (110 days) on community engagement activity. SRM visited three local primary schools and five secondary schools delivering advice on career choices and eco-diversity. SRM also facilitated 27 site visits attended by more than 400 CGC individuals and other FE / HE students. SRM staff also visited 12 schools addressing almost 1500 pupils.

SRM and their supply chain donated a total of £22,253 to local charities and fundraising initiatives and made in-kind donations to 26 projects, including furniture, construction materials, IT equipment and transport.

SRM and City of Glasgow College worked in partnership with the Prince's Trust to deliver the 'Get Into Construction' Programme.

A case study of this programme is provided opposite.

'GET INTO CONSTRUCTION'

SRM partnered with the City of Glasgow College and The Prince's Trust on a 'Get into Construction' pre-employment programme, with the aim of supporting unemployed young people from Glasgow to take their first steps towards a career in construction.

The programme received over 250 applicants, all of whom were given face to face interviews. Fifty candidates were selected to attend 'Taster Days' which included round table discussions and group tasks with a focus on construction.

Following the 'Taster Days' 14 candidates were invited onto a six week programme of training in skills (brick laying, wall tiling and plastering). The young people gained an in depth understanding of health and safety, and obtained their CSCS card; a fundamental requirement for working in the construction industry.

GLQ worked closely with their supply chain to ensure each of the participants received a meaningful work placement.

Ten candidates successfully completed the course and have progressed into full time employment within the GLQ supply chain.

SRM staff attended 'Insight, The World of Engineering', a Careers Carousel and Networking Event at Glasgow City Chambers for senior school pupils interested in pursuing a career in Engineering.



Charitable donation: The Prince & Princess of Wales Hospice



Charitable donation: Project Ability



Charitable donation: Glasgow City Mission



CGC 'Women In Construction' course visit City Campus

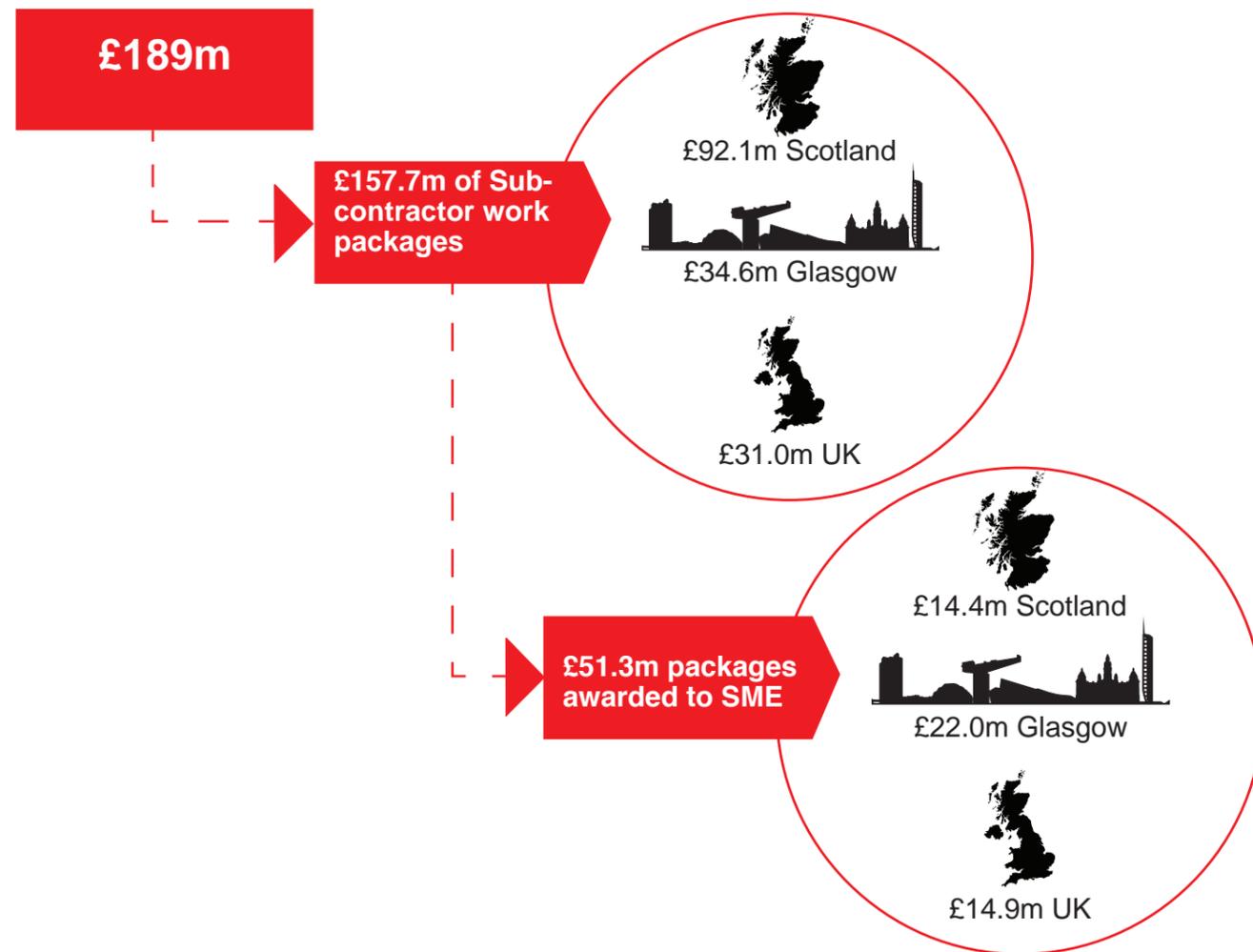


Figure 5.1, Value of supply chain work packages

5.3 Supporting local business: supply chain

MAXIMISING OPPORTUNITIES

SRM is committed to maximising opportunities for smaller and local businesses from its construction projects.

Of the £189m total project cost, £157.7m has been contracted out to sub-contractors in 166 work-packages. Of this £126.8m (80%) was spent with subcontractors in Scotland, of which £34.6m was spent with Glasgow based subcontractors.

SRM is taking its responsibility to maximise opportunities for SMEs seriously and has gone to great lengths to encourage and support smaller and local companies to tender for and win sub-contracting opportunities. SMEs won 131 sub-contracts (79% of all opportunities) with a total value of £51.3m (33% of the total value). Of these 118 were Scottish SMEs with a total value of £36.5m, of which 84 were Glasgow based with a total value of £22m.

SRM has advertised 23 sub-contracting opportunities with a total value of £6.7m on Public Contracts Scotland¹. Of the 335 responses to these opportunities, more than two-thirds (71%) were from SMEs and 39% were from local companies.

¹ www.publiccontractscotland.gov.uk/

5.4 Building local capacity

ENGAGING NEW SUPPLIERS

In order to make it easier for smaller and local businesses to win sub-contracting opportunities SRM has spent 500 hours (63 days) on providing information, tendering support and tender feedback to SMEs.

In total 584 suppliers responded to these opportunities. More than two-thirds of responses (68%) were from SMEs and 40% from local companies.

Through portal advertising¹ of sub-contracting opportunities SRM has come into contact with 347 suppliers that had previously never engaged with SRM.

In total 131 SMEs won a total of £51.4m of work for the contract. In addition, two new partnerships with SEs were created and one existing SE relationship was reinforced as a direct result of the project.

'PROJECT SEARCH'

In addition to building local capacity within the supply chain, GLQ worked with existing partners of the City of Glasgow College to help build capacity with young people. An example of this is 'Project Search'.

'Project Search' is a transition course for students with Autism who want to increase their employment prospects and prepare for the world of work.

It's a partnership run by The City of Glasgow College, Strathclyde University & Autism Network Scotland.

Two members of SRM staff attended an employability workshop to assist the students with CV writing and held mock interviews. They emphasised how confidence, body language and eye contact were key factors in giving a good first impression of yourself to a prospective employer.

The session was very well received by all who attended, with a marked improvement in confidence in some of the students by the end of the session.

The new City of Glasgow Campus NPD Project demonstrates that 'community' extends beyond contractual clauses; building relationships with all stakeholders is key.

LINDA SOUTAR, COMMUNITY MANAGER, SIR ROBERT M^cALPINE



Riverside Campus: workshop

¹ Initially sub-contractor opportunities were advertised through the Glasgow Business Portal and latterly Public Contracts Scotland

5.5 Fuelling Glasgow's economy (LM3)

LM3 METHODOLOGY

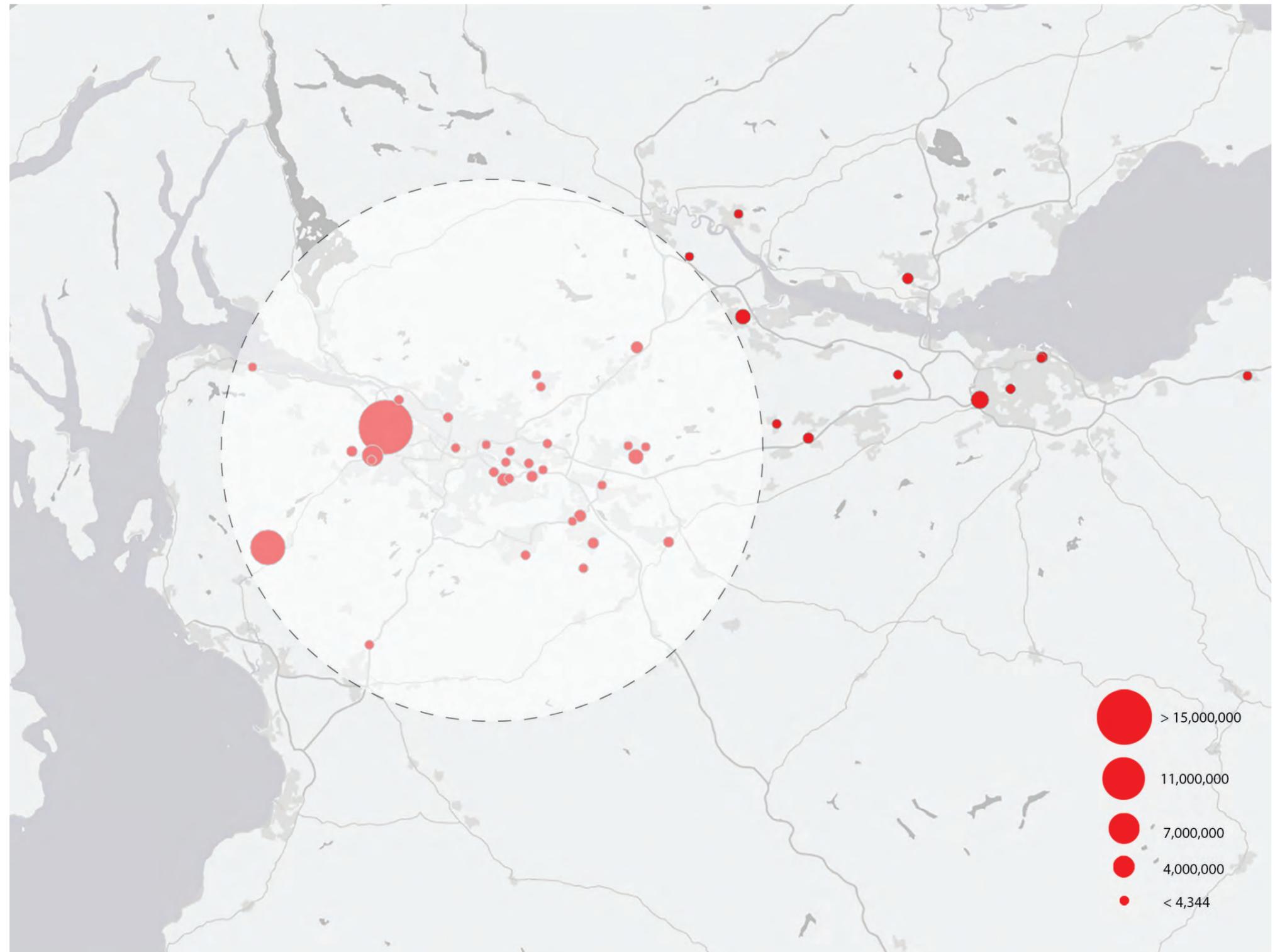
The construction of the new campuses has had a positive impact on the local economy.

We have undertaken an analysis of the money spent and recycled in the Glasgow economy using the LM3-methodology.

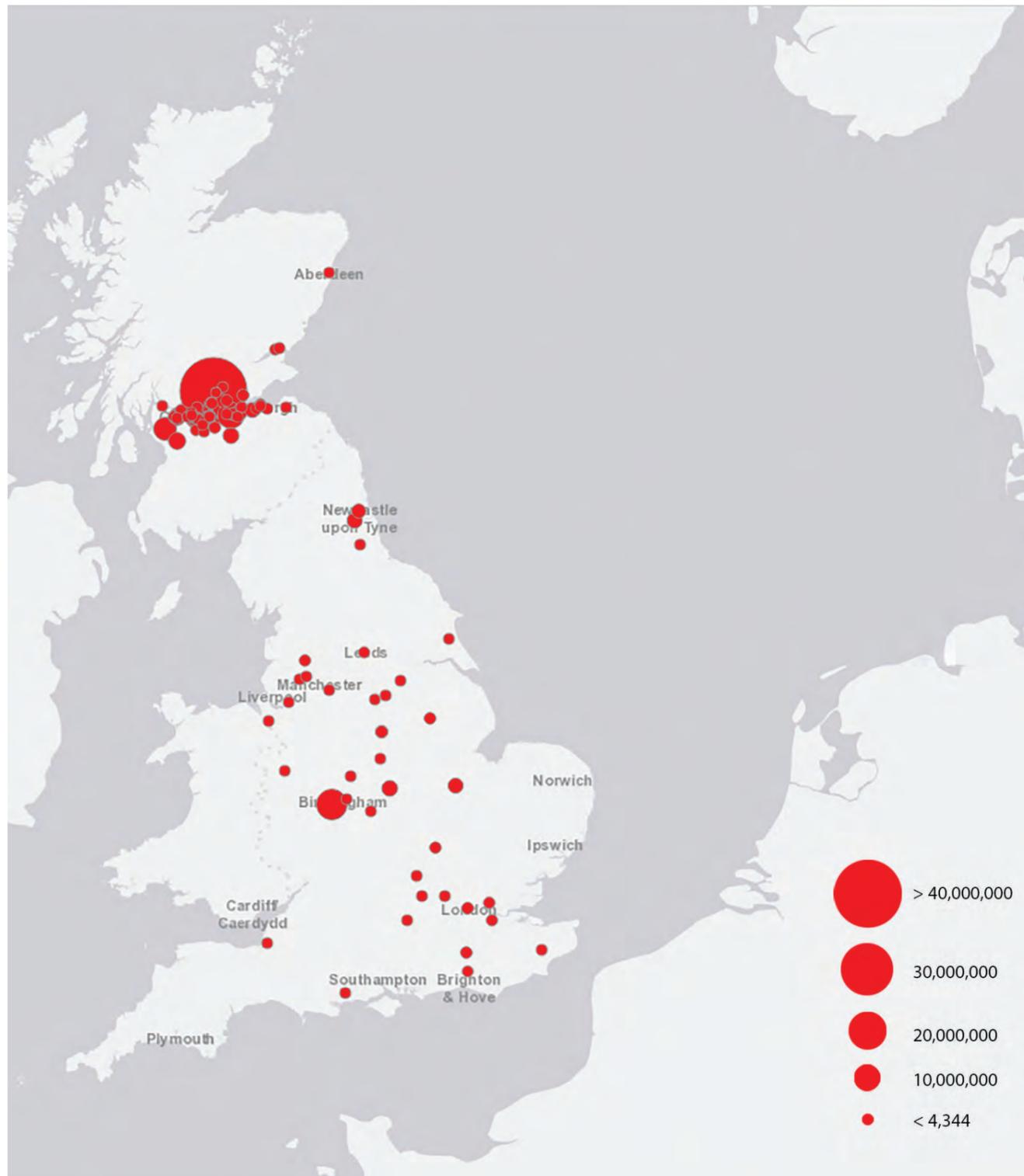
LM3 measures the multiplier effect of income into a local economy over three 'rounds' of spending:

- Round 1: The total project cost including sub-contracting.
- Round 2: An analysis of how and where the total project cost has been spent.
- Round 3: An assessment of how and where suppliers, sub-contractors and employees re-spend the money they received.

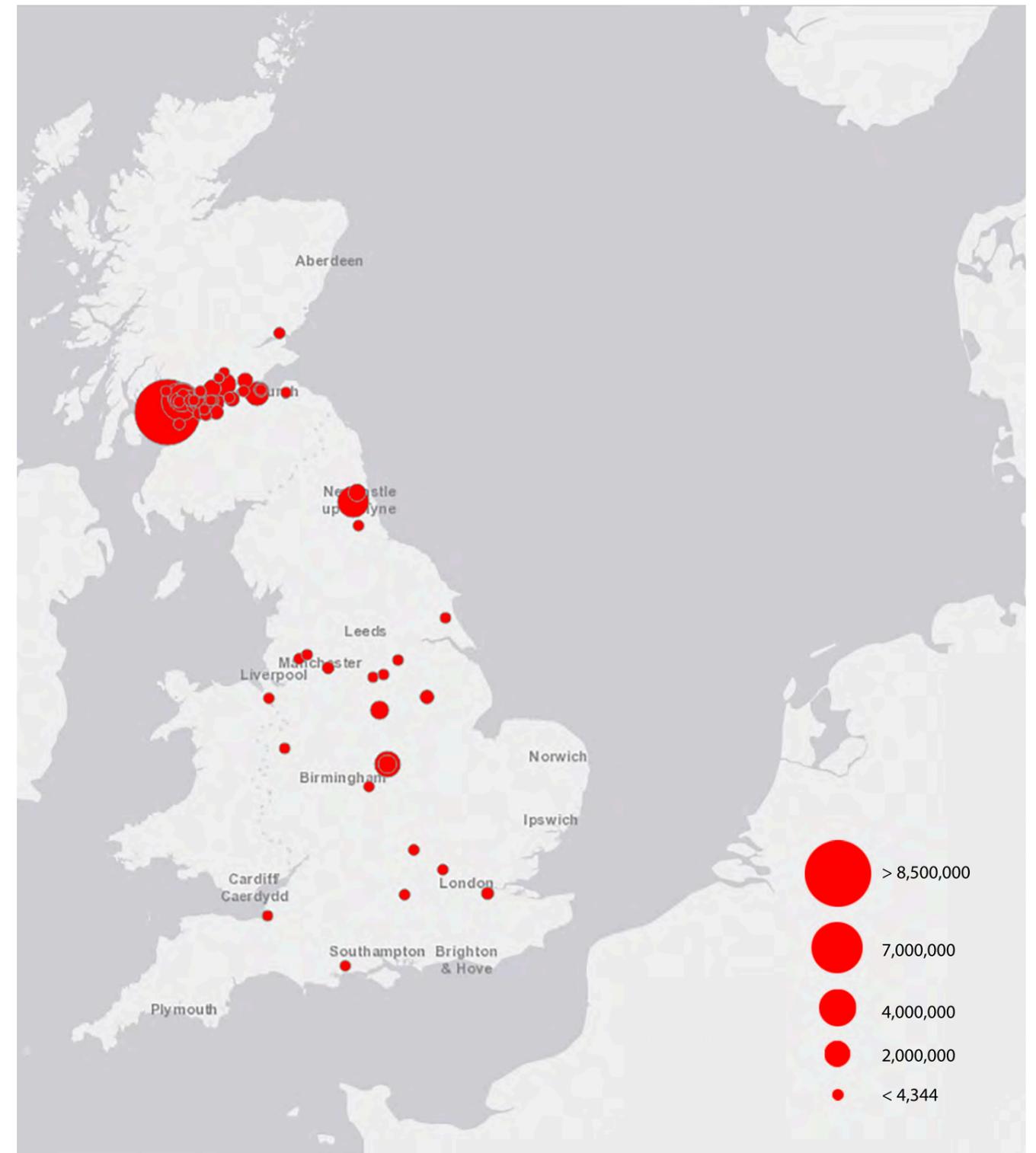
The LM3 analysis shows that every £1 of spend on the two new campuses generated an additional £1.42 for the local Glasgow economy, making the impact from the construction for the economy £268m¹.



¹ Calculated by the construction cost of £189m x the LM3 multiplier)



GIS Map illustrating total work package spend (in £ Sterling) across UK



GIS map indicating total SME work package spend (in £ Sterling) across UK

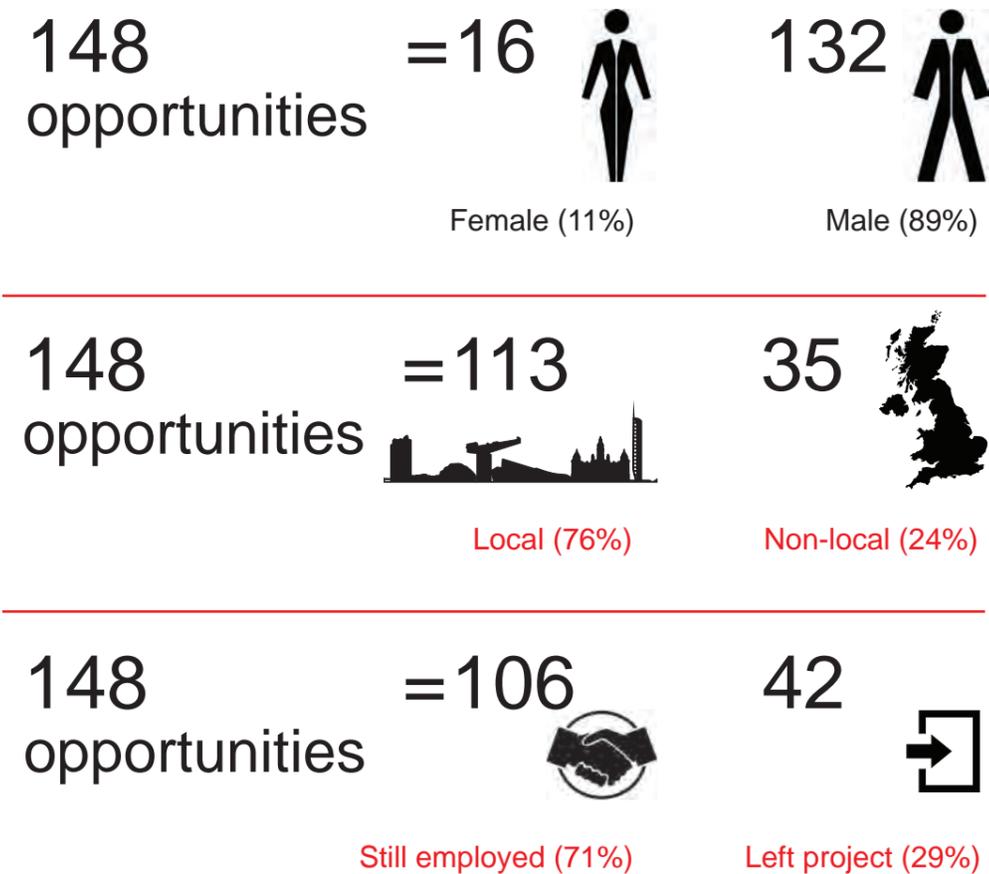


Figure 5.2, Job opportunities created

5.6 Creating employment

WORKING TOGETHER

The construction of the new Campuses has created 148 job opportunities for New Entrants, of which 71 were apprenticeships. Of these 26 opportunities were created within SRM and 122 with the sub-contractors.

Of the 148 job opportunities 106 are still in employment with GLQ or a member of their supply chain. Those who have moved on from the project have had an average of 32 weeks, more than 7 months, employment.

Of the 29% who have left the project and are no longer in employment with GLQ or their supply chain, one third have left of their own accord and one quarter secured employment elsewhere.

In order to fulfil job opportunities, and in particular, to ensure jobs were taken up by local unemployed people as much as possible, SRM and sub-contractors have worked together with a range of specialist referral partners, such as JobCentre Plus, Jobs and Business Glasgow, Routes to Work (North & South), The Prince's Trust, Action for Children, East Renfrewshire Council, West Dunbartonshire Council and local High Schools.

“I have my own house and my own money. I need to stand on my own two feet.”

CAITLIN, JUNIOR DOCUMENT CONTROLLER

“I’d recommend it for someone who had just come from school...you can learn a lot and it’s really good for sixteen year olds to get that experience”

CAITLIN, JUNIOR DOCUMENT CONTROLLER

5.7 Skills & learning

INVESTING IN THE WORKFORCE

The construction of the City of Glasgow College Campus has allowed SRM and sub-contractors to provide 48 work placements, 33 within SRM and 25 with sub-contractors, accounting for 347 weeks of work experience.

Of the work placements offered:

- 10 young people progressed into employment
- 43 were ‘local’
- 13 ‘local’ schools participated

SRM and sub-contractors facilitated 369 learning events attended by 3,606 employees, an investment in the workforce of 2,243 work days.

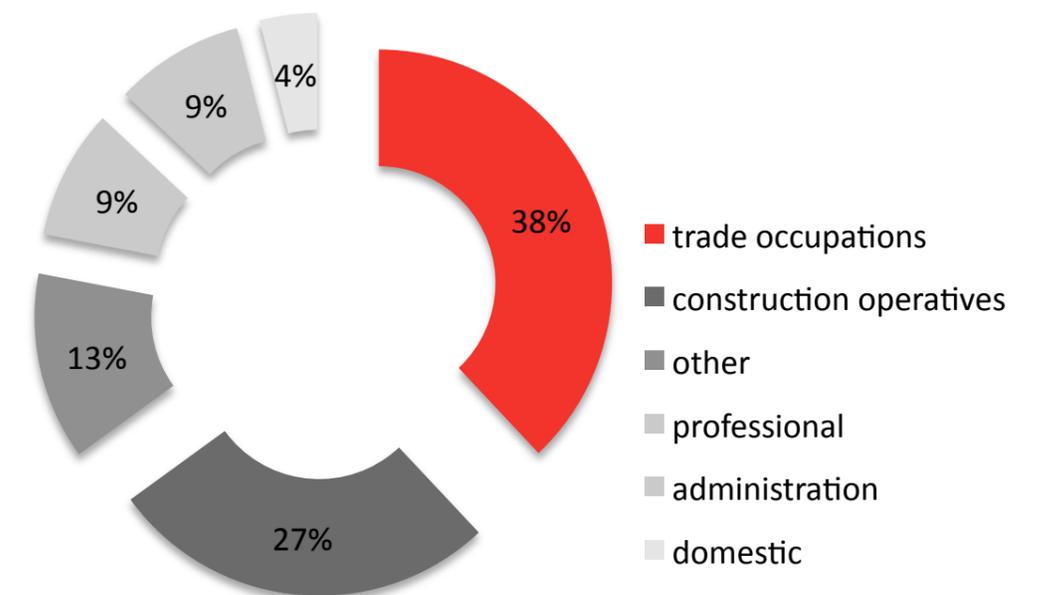


FIGURE 5.3: Types of job opportunities created

5.8 Value to the public purse

SRM's approach to Community Benefits has helped the Government to achieve its objectives by providing training and employment opportunities in addition to its work in the community SRM, which has helped to make savings of over £1.48million.

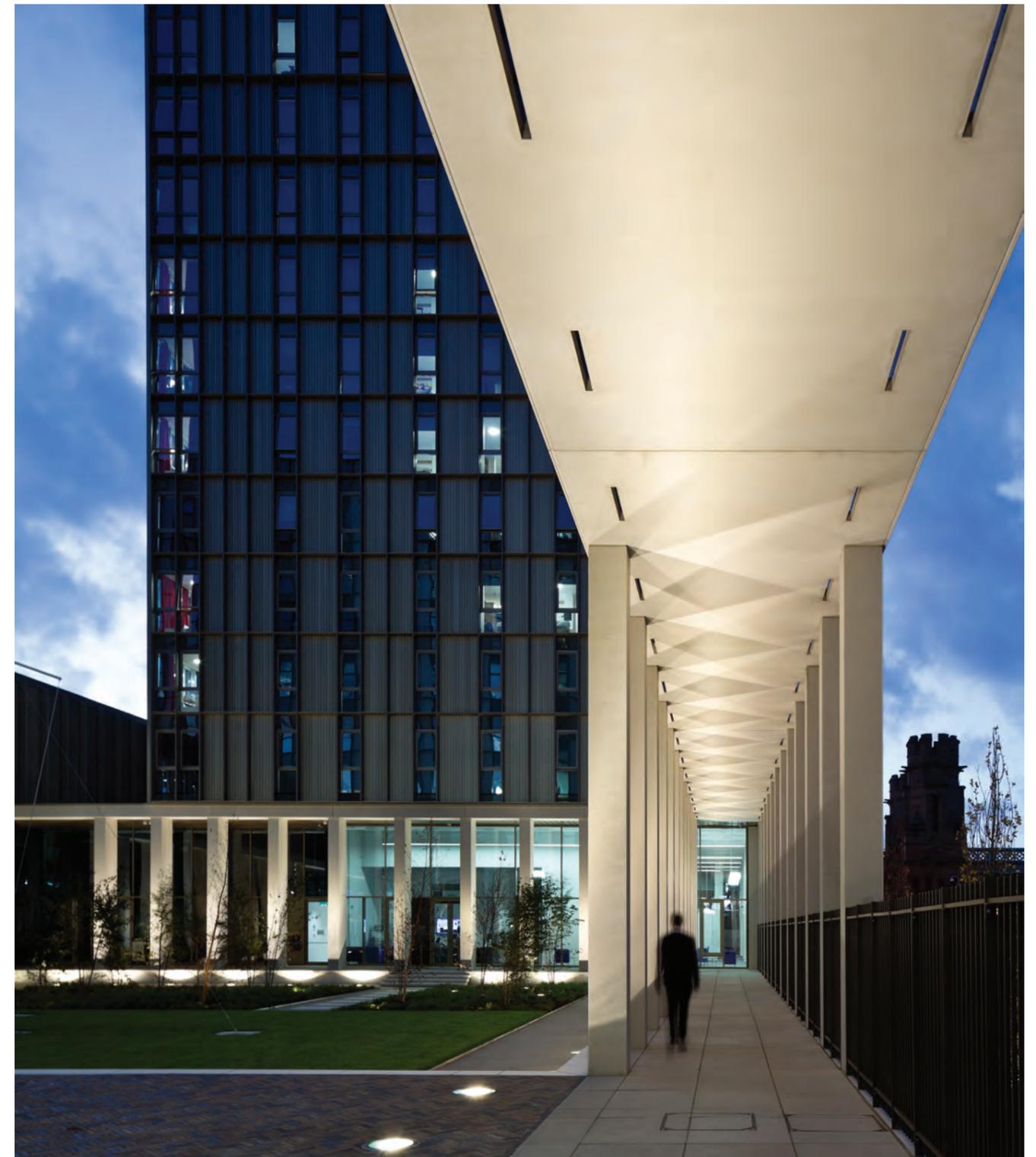
Category	Value	Financial Proxy Description	Source
Employment	£728,766	Fiscal value of getting a workless claimant entering work (JSA), for those still in employment for 95 weeks, for those who left employment for 36weeks	Cabinet Office's Unit Cost database V1.4
Employment School Leavers	£102,192	Average cost of a NEET, for those still in employment for 99 weeks, for those who left employment for 19 weeks	Cabinet Office's Unit Cost database V1.4
Apprenticeships	£172,710	Apprenticeship Level 3 Qualification - annual fiscal and economic benefits, for those still in employment for 95 weeks, for those who left employment for 52 weeks	Cabinet Office's Unit Cost database V1.4
Work experience (weeks)	£53,698	Value of work experience week	Global Value Exchange
Lifelong learning	£274,005	Value of time SRM staff	(1)
Community	£13,438	Value of time SRM staff	(1)
	£22,000	Cash donations	SRM data
Supported Futures Trust	£114,000	Trust fund plus leverage of match funding	SRM data
Building local SME capacity	£7,635	Value of time SRM staff	(1)
TOTAL	£1,488,444		

(1) - Annual Survey of Hours and Earnings (ASHE), 2015 Provisional Results, Table 1.5a, Mean Hourly Rate All Employees

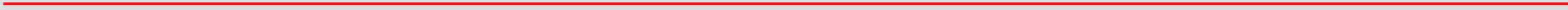
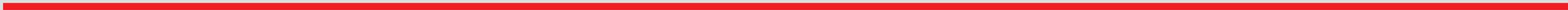
Table 5.1: Value to public purse



Riverside Campus: view south-east across the Clyde



Riverside Campus: view of halls of residence from cloister



Appendix

A

New Entrant case studies

CAITLIN'S STORY

Caitlin was studying for an HND in Administration and Information Technology and working part time as a cleaner when she heard about a prospective administrative employment opportunity with Sir Robert M^cAlpine (SRM).

Caitlin decided to apply for the position as it was more to do with her area of interest than her current job. She sent SRM her CV and filled in the application form and was quickly invited to attend an interview. After a smooth and successful interview process, a week later Caitlin was offered the Junior Document Controller position.

EMPLOYMENT AT SIR ROBERT M^cALPINE

After giving birth to her baby, Caitlin has been able to adapt her hours and now works for SRM three days a week. This allows her to manage both her professional and personal life flexibly.

Caitlin's daily duties include general office administration, working with spreadsheets, using DataScope, data entry, printing architectural drawings and greeting persons entering / exiting the property.

IMPACT

Due to a higher salary, Caitlin now has more disposable income to spend and has recently purchased her own house.

An increase in her financial status has also helped Caitlin to prepare for the arrival of her child.

Caitlin has gained practical experience and learned new skills in her workplace such as IT skills and using new IT systems.

"Everybody's been brilliant here, I've made new friends"

Working in a new environment has also helped Caitlin meet new people and make new friends. She has found that her new job requires customer service skills and she feels that she can more easily talk to people now than before.

Caitlin reported that she is now both more confident and independent about answering the phone and less unsure about her duties.

"I'm definitely more confident, at the beginning I was scared to answer the phone and talk to people, now it doesn't bother me."

If Caitlin decides to move on from her current position, she feels she has been well equipped to find future employment through her work experience at SRM, although for now she is very happy where she is.

Without the employment experience at SRM, Caitlin feels she would be unemployed and still looking for jobs.

"I'd have kept looking for jobs but it's really hard to find admin jobs. I'd applied for hundreds and heard nothing in months. I'd probably still be looking now."

"I've got a lot more responsibility; I was an 'Engineer's Assistant' in the beginning...I'm now financially independent, I don't need babysitting at work. They are happy to let me run things"

CRAIG, TRAINEE CIVIL ENGINEER

CRAIG'S STORY

After leaving school Craig was unsure as to what to do next. He was able to gain two weeks work experience within the construction of Reid Building at The Glasgow School of Art which introduced him to the possibilities of full time employment.

Craig decided to apply for the role at SRM because he felt that the variety of tasks and demands the industry offered would be interesting and challenging.

EMPLOYMENT AT SIR ROBERT M^cALPINE

Never working on the same thing for too long, Craig enjoyed the atmosphere and daily chances to try something different.

Craig has progressed well in his role and is now in control of all the defects gear, responding well to work orders, communicating throughout his team and filling out a variety of paperwork and administrative duties.

IMPACT

Craig has gained valuable practical experience and has learnt how to operate technical machinery, something he previously had no experience of. He has also been given more responsibilities and moved from a beginner's position commonly known as a 'chain boy' to the role of Trainee Civil Engineer.

Identifying Craig's skills and ambition, he was registered at college on a day release where he achieved his HNC

(SVQ level 3) in Civil Engineering; a combination of college and site based assessment. Craig is now studying towards his Degree in Environmental and Civil Engineering. Craig will be supported by SRM throughout his apprenticeship.

"Some days are stressful but it's really not bad at all."

Craig has been entrusted with more duties and being employed has helped him to improve his confidence levels as he now feels much more comfortable talking to people.

Craig feels he is more independent and a steady wage has meant that he is not reliant on his family and now able to afford to go on holidays.

Craig believes that the work experience that he has been given has put him in good stead for progressing his future career path within SRM.

"it's foot to the floor, it's that pressure aspect. I like it!"

Without SRM employment, Craig felt he'd be at a disadvantage and left wondering what to do with his future. Previous to employment, Craig felt unfocused and unaware of how to begin a career.

"I'd be worse off, I had no idea what I wanted to do. It's given me focus."

“When I started my HND I wasn’t sure what I wanted to do but I like what I have done here. I like this path.”

ANDREW, APPRENTICE WITH INTRINSIC

ANDREW’S STORY

Andrew was studying an HND in Computer Networking at the City of Glasgow College and was progressing well on his course after being selected by the College to showcase CGC in the WorldSkills Competition and earning a silver medal.

Andrew attended a lecture at the College given by a representative of the national IT company Intrinsic, a sub-contractor on the CGC contract, in which he learned about an opportunity for an apprenticeship with Intrinsic.

After deciding to apply for the position, Andrew passed the interview process and was selected for an apprenticeship.

EMPLOYMENT AT SIR ROBERT M’ALPINE

“It’s good to be pushed and the technology is great here.”

Andrew has been working closely with his seniors and shadowing consultants in his apprenticeship to ensure he has a sound knowledge of good IT practice.

“I’ve done a bit of everything and got all the support I need. I got exposure to things I’ve never done before.”

So far he has had work experience in a variety of areas in the IT field including: fault finding, configuration, IT problem solving, and finding solutions in networking, routing and switching.

IMPACT

Andrew has noted several changes in his life after beginning his apprenticeship. He has been earning his own money and become more financially self-reliant.

He has also learned to drive and is receiving a car allowance in his apprenticeship which has helped him to become more independent.

“It is good to say I have been involved in a project this size here.”

Andrew has developed new skills including technical IT skills that have given him practical insight into the job. Further to this, he has gained new corporate skills through attending meetings, experiencing business etiquette and completing general administrative tasks.

The apprenticeship has given Andrew the confidence and skills to go beyond his job requirements as he actively develops innovative solutions and has increasingly been given more responsibilities.

He has continued to develop at a high standard in his role at Intrinsic and will soon be sitting IT exams early which normally require 3-5 years’ experience.

Andrew feels his apprenticeship has put him in good stead for the future due to the high levels of experience he has gained in the past year. He intends to continue his successful career in the IT industry for the foreseeable future.

STEPHEN’S STORY

Before becoming a Trainee Services Engineer with SRM, Stephen was in high school with no previous work experience. At the end of his fifth year, a member of the SRM team visited Stephen’s school to inform pupils of the opportunity to work with SRM on the new CGC Campuses.

Stephen had always been interested in engineering and jumped at the chance to work within the field. After successfully completing the interview process, Stephen was offered a position on the Mechanical and Electrical team as a Trainee Services Engineer.

“It can be hard to make the leap from school but once you get to know people it’s a lot easier.”

EMPLOYMENT AT SIR ROBERT M’ALPINE

Stephen has been involved in a variety of duties at SRM, including assisting his manager with the management of the M&E services as well as helping contribute to the electrical wiring on the CGC Campuses.

So far Stephen is thoroughly enjoying his employment and appreciates that there are lots of different things to do on-site every day which keeps him busy.

IMPACT

There have been a variety of positive impacts for Stephen since becoming a member of the SRM team.

He has had the opportunity to interact with new people he has met on-site and has liked getting to know his colleagues.

“After university I’ll have five years of uni experience as well as five years of work experience under my belt because of this.”

Stephen is now earning his own money and has learned to drive since beginning his traineeship which has contributed to increasing his confidence levels.

He is also now more independent and feels that he can deal with things more autonomously at work without having to be consistently supervised.

Stephen has learned new management skills by shadowing seniors on his placement which has also provided him with new technical skills.

Currently, Stephen is happy with his career path and would like to continue working in the Engineering field. He has appreciated being able to combine work and study so that he gains both practical and theoretical knowledge.

Stephen feels a sense of pride in what he has accomplished with SRM and enjoys seeing the new Campuses and the benefits of his hard work. He is now looking forward to continuing his traineeship and studies.



Appendix

B



Glasgow Simon Community & Project Ability
City of Glasgow College

The Prince's Trust
City of Glasgow College

SRM and Subcontractors working on The City of Glasgow College Project, Riverside Campus collectively made donations of £1000 each to two local charities to mark no reportable injuries since August 2013. The two charities were chosen by the workforce and cheques presented to Glasgow Simon Community and Project Ability.

Glasgow Simon Community has been developing and delivering services, with and for people who experience homelessness for over four decades. Service delivery includes prevention of rough sleeping, intensive outreach, emergency access, supported accommodation and life skills development groups.

Project Ability is a Glasgow-based visual arts organisation with an international reputation for excellence.

They create opportunities for people with disabilities and people with mental health issues, aged 5 years to 80 plus, to express themselves and achieve artistic excellence. Over three hundred people each week take part in the year round programme of workshops, events and exhibitions which are held in community venues throughout the city.

The subcontractors that contributed to the donation were Wysepower, Miller Fabrications, Kone, Robert Wilson & Sons, Parkhead Welding, Veitchi Flooring, Techrete, Roskel, Interplan, PJ Carey, Veitchi Industrial Flooring, RSK, Procladd, Avesta, MacGregor Flooring, Rostek, JCC, FES, Hawkeye, AC Plc.



Building on the success of our relationship with The Prince's Trust, Sir Robert McAlpine Ltd has helped a group of unemployed young people from Glasgow take their first steps on a career in construction. With outstanding support from our supply chain, the company partnered with the Trust and The City of Glasgow College on a 'Get into Construction' pre employment programme during the delivery of the college's new twin-site campus.

After receiving over 250 applications all candidates were interviewed and 50 selected to attend taster days which included round table discussions and group tasks.

Following on from the taster days 14 candidates were invited onto the 6 week programme.

As well as receiving training in skills including plastering, bricklaying and wall tiling, the young people gained an in depth understanding of health & safety and obtained their CSCS card, a fundamental requirement for working in the industry.

They were then able to put their new skills to the test and learn from the experts during a two week work experience placement with some of our subcontractors on the Riverside Campus. We worked closely with our supply chain to ensure each of the participants was provided with a meaningful work placement which enabled them to put into practice the skills they had acquired.

10 candidates successfully completed the course and have already progressed into full time employment with our supply chain on the college project.



Community Benefit

- Provides the company with an opportunity to demonstrate our commitment to our staff going home injury free while helping a good cause

Business Benefit

- Illustrated the commitment of Sir Robert McAlpine to helping improve the communities in which we work
- Provides the company with an opportunity to build strong, lasting ties in the local community

"Please give my sincere thanks to all the staff and sub-contractors at Sir Robert McAlpines for their generosity."
Elisabeth Gibson,
Executive Artistic Director,
PROJECT ABILITY

Community Benefit

- Provision of career opportunities for local people through sustained employment on our project
- Local support and opportunities for those with the highest risk of unemployment
- Increasing individual wealth and supporting social inclusion in the local area

Business Benefit

- Continue to produce a skilled and motivated workforce from the local area
- Demonstrates our commitment to sustaining employment for young, local people requiring support into work

"I was very impressed with the level of involvement of the Sir Robert McAlpine team, it's been fantastic because they genuinely care about the guys on the course and have been very supportive"

KATIE STEWART,
PROGRAMME EXECUTIVE
PRINCE'S TRUST



Glasgow City Mission

City of Glasgow College

To mark 6 months on site without a reportable accident, Sir Robert McAlpine and subcontractors working on the City of Glasgow College Riverside campus collectively made a donation of £400 to a local charity. The charity chosen by the project staff and workforce was Glasgow City Mission, a charity working in the city for over 80 years to help the homeless and those living in poverty. Glasgow City Mission work with adults and children who are vulnerable and disadvantaged people, often leading chaotic or difficult lives.

They provide hot food and shelter to over 150 homeless men and women every night as well as organising and running a holistic programme of daytime activities designed to tackle the root causes of homelessness and poverty. The City Centre Project also runs a food bank for those facing financial difficulties. The charity also operates a Child & Family Centre in the Govan area of Glasgow, with a pre-school nursery, parent & toddler groups and family support classes and advice for parents.

"I would like to extend my thanks to all involved for coming together as a team and making a huge difference to our community. We're pleased that everyone on site has stayed safe and we're delighted that you've chosen to mark this milestone in this way"

**GRAHAM STEVEN,
MARKETING & FUNDRAISING
MANAGER,
GLASGOW CITY MISSION**

Community Benefit

- The donation will help Glasgow City Mission to provide 400 hot meals to homeless men and women in the city
- Provides the Company with an opportunity to demonstrate our commitment to our staff going home injury-free every day while helping a good cause

Business Benefit

- Illustrated the commitment of Sir Robert McAlpine to helping improve the communities in which we work
- Personal satisfaction for the project workforce that their safe working practices have been recognised and rewarded.



Employability Workshop

City of Glasgow College

Project Search is a transition course for students with Autism who want to increase their employment prospects and prepare for the world of work. It's a partnership run by The City of Glasgow College, Strathclyde University & Autism Network Scotland. Two members of SRM staff attended an employability workshop to assist the students with CV writing and held mock

interviews. They emphasised how confidence, body language and eye contact were key factors in giving a good first impression of yourself to a prospective employer. The session was very well received by all who attended, with a marked improvement in confidence in some of the students by the end of the session

Community Benefit

- Will enhance the students' prior knowledge and understanding of employment processes.
- Gaining an employer's perspective on the interview process and advice on what they are looking for will give the students confidence and motivation going forward.

Business Benefit

- Develop the existing relationship between Sir Robert McAlpine and The City of Glasgow College.
- Supports the regeneration of local communities in alignment with our clients' objectives.

"Thank you so much for all your help and support, it is very much appreciated by staff and students"

Siobhan Martin

Project Search
Lecturer



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