

BOARD OF MANAGEMENT

**23 March 2022 at 4.30pm
Cardonald Business Centre – Seminar Rooms 1 and 2**

Meeting of the Board of Management to be held on Wednesday 23rd March 2022 at 4.30pm. The meeting will be held at Cardonald Campus (Seminar Room 1 and 2).

AGENDA

22.01	Welcome and Apologies		D Newall
22.02	Declaration of Interests		D Newall
22.03	Determination of Other Business		D Newall
22.04	Draft Minute of the Board Meeting on 15 December 2021	P	D Newall
22.05	Matters Arising – Action Grid	P	D Newall

Items for Discussion

22.06	Return to Campus Update	V	J Vincent
22.07	Revised Strategic Objectives	P	J Vincent
22.08	Credit Projection	P	J Rafferty
22.09	Regional Outcome Agreement for 2022/23	P	J Rafferty
22.10	SFC Indicative Funding Allocation for 2022/23	V	T Elliott
22.11	Draft 5 year plan Update	V	T Elliott
22.12	Financial Report year to January and forecast outturn	P	T Elliott
22.13	Governance Update	P	K Mavor

Standing Items

22.14	Principal's Report	P	J Vincent
22.15	Student President's Report	P	J Thompson
22.16	Chair's Report	V	D Newall

22.17 Draft Minutes of Previous Meetings

i	Learning and Teaching Committee 9 February 2022	G McGuinness
ii	Remuneration Committee 23 February 2022	S Heidinger
iii	Organisational Development 23 February 2022	S Heidinger
iii	Audit Committee 2 March 2022	D Watt
iv	Finance and Resources Committee 9 March 2022	D Newall

Items for Noting/For approval*

22.18	Strategic Risk Register Update	J Vincent
22.19	Estates, Capital Expenditure and Masterplan Update	T Elliott
22.20	Glasgow Colleges Education Foundation Update	D Newall
22.21	Equalities Assessment Impact on decisions made	D Newall
22.22	Review of Papers (including disclosable status)	D Newall
22.23	Any Other Business	D Newall

Date of next meeting 8 June 2022

***These items will not be discussed at the meeting unless otherwise requested.**

BOARD OF MANAGEMENT

Date of Meeting	23 March 2022
Paper Title	Revised Strategic Objectives
Action	Decision
Prepared by	Jon Vincent, Principal and Chief Executive
Agenda Item	22.07
Status	Disclosable

1 EXECUTIVE SUMMARY

PURPOSE:

- 1.1** This report proposes changes to strategic objectives contained in the College strategic plan which was agreed by the Board of Management in March 2020. The proposed revisions are intended to reflect the transformations which have occurred to the College and its operating environment during the two years that have elapsed and to align its strategic direction more effectively with the post-pandemic landscape and challenges facing the sector.

2 BRIEF BACKGROUND INFORMATION

- 2.1** Following an extensive exercise of stakeholder engagement, the Board of Management approved a new strategic plan for the College in March 2020 for a period of five years. Soon after receiving approval of the plan the Covid-19 pandemic occurred and the formal launch of the new strategic plan was suspended with Board agreement.
- 2.2** The strategic plan has been used by the Senior Leadership Team of the College to drive forward developments and frame our response to the pandemic. However, at the level of strategic objective has not been formally launched with members of staff, students, or stakeholders.
- 2.3** The College wishes to formally launch the plan for the remaining three years of its agreed duration and has undertaken a review to ensure its validity and relevance to the challenges facing the College and the communities it serves. The Vision, Mission and Values of the College are not considered to require amendment. However, the strategic objectives are considered by the Senior Leadership Team to require revision and Annex I of this paper provides the proposed changes.

3 ACTION FOR THE BOARD

- 3.1** The Board of Management are requested to approve the proposed revisions to strategic objectives as detailed in Annex I.

4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

- 4.1** Annex I of this report provides an overview of the proposed revisions to strategic objectives compared to those currently agreed by the Board of Management.

5 IMPACT ON STUDENT EXPERIENCE

- 5.1** The proposed revisions to the strategic objectives are intended to align our strategic direction more effectively with the needs of students, stakeholders, and the College because of changes arising from the Covid-19 pandemic.

6 LEGAL/FINANCIAL/OTHER ADVERSE IMPACT

- 6.1** The nature of the changes proposed by this report does not significantly change the broad strategic direction or thrust of the College as agreed by the Board of Management in March 2020. The proposed revised strategic objectives do not elevate any legal, financial or equalities risks.

STRATEGIC THEMES REFRESH

	ORIGINAL THEME	REFRESHED THEME
	INSPIRATIONAL LEARNING AND TEACHING To be celebrated as the pioneering College for its approaches to learning, teaching and assessment which inspire students to achieve their potential and change their lives	To be celebrated as the pioneering College for its approaches to learning, teaching and assessment which inspire students to achieve their potential and change their lives.
1	To ensure that learning, teaching, and assessment practices are highly effective, engaging and facilitate personalisation and choice for students.	To ensure our learning, teaching and assessment approaches are developed using evidence-based practice to deliver inclusive and inspirational experiences.
2	To facilitate a learning community, which is unrelenting in its desire to improve professional practice, and which sets clear expectations using the Professional Standards for Lecturers	To facilitate a learning community engaged in career long professional learning which is focused on improving professional skills and practice in the context of the Professional Standards for Lecturers.
3	To achieve the highest levels of stakeholder satisfaction for the quality of teaching practice and service.	To act swiftly on regular feedback from learners, employers, and other stakeholders to inform and improve our learning and teaching approaches.
4	To develop the confidence and competence of staff to utilise digital technology and relevant data analytics to enhance teaching, learning and assessment.	To develop the confidence and competence of staff to utilise digital technologies and blended approaches to deliver engaging learning, teaching and assessment.
5	To establish a career-long professional learning pathway for all teachers using observation and reflection to develop and strengthen approaches.	To develop and enhance the professional skills, knowledge, and standards of teaching staff by using strong evaluation and peer observation approaches.

	ORIGINAL THEME	REFRESHED THEME
6	To ensure excellence in approaches to assessment, feedback, and progress monitoring.	To ensure approaches to assessment are effective, well developed and provide clear feedback for students leading to positive progress and success.
7	To create an environment where teachers are encouraged to take innovative approaches to learning and develop student and partner centred engagement practices, which promote the wider ownership of learning.	To deliver a dynamic and inclusive curriculum that equips our learners to gain the work-based, digital, meta, career, sustainability and life skills that prepares them for a successful future.
8	To enjoy the benefits of vibrant and pioneering research activity, which is focused on improving the quality of teaching, learning and assessment.	To develop a learning culture built on evaluation and improvement through evidence-based enquiry, capacity-building, and practice-sharing.

	ORIGINAL THEME	REFRESHED THEME
	<p>PARTNER OF CHOICE</p> <p>To be acknowledged as the partner of choice by supporting the needs of our students, employers, and communities through a growing network of strategic partnerships and collaborations leading to provision which helps them to identify their potential.</p>	<p>To be acknowledged as ‘the partner of choice’ by supporting the needs of our students, employers, and communities through a growing network of strategic partnerships and collaborations, leading to provision which helps them to fulfil their potential.</p>
1	To increase opportunities for those in the most disadvantaged communities to remove barriers to participation, widen access to provision and build strong, resilient, and prosperous communities.	To increase opportunities for those in disadvantaged groups by identifying partners who can help to remove barriers to participation, widen access to provision and build strong, resilient, and prosperous communities.
2	To co-create an economy-led curriculum where the content of courses, approaches to delivery and student experiences meet employer needs and regional economic priorities.	To co-create a curriculum that is aligned to economic skills gaps where the content of courses meets the needs of employers as well as regional economic and environmental priorities.
3	To establish externally recognised centres of vocational excellence, which are aligned to the key regional economic priority sectors.	To work with educational and training partners to create coherent tertiary learning pathways in the Glasgow Region, aligned to the regional priority sectors and which provides seamless progression.
4	To address the needs of employers through growth in Apprenticeship provision at all levels and a responsive portfolio of training services which provide upskilling and reskilling opportunities to support inclusive economic growth.	To partner with employers and stakeholders to grow our provision of apprenticeships and create a responsive portfolio of training and upskilling services to support economic growth and facilitate a just transitions into the green economy.
5	To work in partnership with Schools, other Colleges, and Higher Education Institutions to ensure that our curriculum supports seamless progression and full articulation for our students.	To develop our partnerships with employers to add value to our courses through the development of meta-skills, securing meaningful work experiences and providing opportunities for employment.

	ORIGINAL THEME	REFRESHED THEME
6	To develop and deliver a programme of participant- funded courses which meet the needs and interests of our communities.	To support the Glasgow Clyde College Student Association to jointly create a socially progressive and inclusive college which prioritises the quality of student experience.
7	To support Glasgow Clyde College Student Association to maximise their contribution to meeting the needs of our student population.	

	ORIGINAL THEME	REFRESHED THEME
	UNRIVALLED STUDENT EXPERIENCE To provide an unrivalled student experience where students achieve outstanding levels of attainment, and which are focused on making them ready for their future careers and lives.	To provide an unrivalled experience where students achieve outstanding learning outcomes which are focused on making them ready for their future careers and lives
1	To create inclusive and caring learning environments that promote and develop the diversity, wellbeing, and resilience of our students.	To create safe, inclusive, and caring learning environments, free of discrimination and harassment, that celebrate and develop the diversity, wellbeing, and resilience of our students
2	To inspire and consistently support students to achieve the highest levels of retention, attainment, and positive destinations.	To deliver hybrid approaches that will inspire and consistently support all students to achieve the best possible learning outcomes and positive destinations
3	To achieve sector-leading levels of student engagement and satisfaction.	To foster an articulate and influential student voice that will support sector-leading levels of student engagement and satisfaction
4	To ensure students are career-ready and resilient through curriculum which is enhanced by outstanding careers information, advice, and guidance throughout their learner journey.	To ensure students are career-ready and resilient through an inclusive curriculum which is enhanced by exceptional support services.
5	To ensure that, where appropriate, every course offers the opportunity for students to prepare for employment through work placements, work simulation, industry visits and engagement with employers.	To ensure that, where appropriate, every course offers pathways and the opportunity for all students to prepare for employment through engagements with employers and experiences of work.
6	To ensure that students develop the knowledge and skills to participate and excel in skills competitions and awards.	To ensure that students develop the knowledge and skills to participate and excel in skills competitions that will provide an outstanding experience and coach them for a successful future

	ORIGINAL THEME	REFRESHED THEME
7	To deliver an exceptional learner journey which is created in partnership with the Glasgow Clyde College Student Association through a vibrant programme of enrichment activities that create a sense of belonging	To deliver an exceptional learner journey which is designed in partnership with the Glasgow Clyde College Student Association through a vibrant programme of enrichment activities to create a sense of belonging
8	To invest in facilities, study spaces and recreational places to support students to enjoy, thrive and be inspired.	To provide digitally effective and flexible collaborative learning, study and recreational spaces that enable our students to enjoy, thrive and be inspired by their college experience.

	ORIGINAL THEME	REFRESHED THEME
	EMPLOYER OF CHOICE	
	To be celebrated as a great employer that values the contribution, commitment and professionalism of our staff and invests in them.	To be celebrated as a great employer that values the contribution, professionalism and diversity of our staff and creates a values-based inspiring work environment
1	To nurture a values-based culture throughout the College where the contributions of all members of staff are encouraged and respected.	To nurture a values-based culture across the College where the contributions of all members of staff are encouraged and respected.
2	To promote an environment where innovation, collaboration and challenge are encouraged, celebrated, and valued.	To promote an inclusive environment where innovation, collaboration and challenge are valued and celebrated.
3	To attract, develop and retain appropriately qualified, experienced, and motivated members of staff who are the embodiment of our values.	To attract, develop and retain appropriately qualified, experienced, and motivated staff who are the embodiment of our values.
4	To strive to ensure that the College workforce are representative of our local communities and in aspects of their employment experience equality is ensured.	To strive to ensure that the College workforce is diverse and representative of our local communities.
5	To support members of staff to achieve high levels of participation in a comprehensive annual programme of personal and professional development.	To support members of staff to achieve high levels of participation in a comprehensive annual programme of personal and professional development.
6	To establish and embed career pathways throughout the organisation which create opportunities for professional development, enhancement, and progression.	To establish and embed pathways throughout the College which create opportunities for career long professional development enhancement and progression.

	ORIGINAL THEME	REFRESHED THEME
7	To create and maintain a positive and sustainable safety culture throughout the College.	To create and maintain a positive and sustainable safety culture throughout the College.
8	To achieve high levels of staff engagement and in so doing ensure that the health, safety, and wellbeing of our employees is core to our decision making.	To ensure that the health, safety, and wellbeing of our employees is core to our decision making.
9	To nurture leadership capacity and capabilities to ensure the potential and aspirations of all members of staff are realised.	To develop a shared belief that Glasgow Clyde College is a great place to work.

	ORIGINAL THEME	REFRESHED THEME
	FINANCIAL RESILIENCE THROUGH OPERATIONAL EXCELLENCE To achieve financial resilience through ambitious growth in commercial income streams, innovative approaches to service delivery, collaboration, and sector leading efficiency levels	To achieve financial resilience through pioneering approaches to service delivery, operational excellence, and through growing and diversifying our income streams
1	To ensure that the long-term financial sustainability of the College is maintained through the efficient achievement of challenging income targets and effective expenditure controls.	To ensure that financial sustainability is achieved through effective planning, monitoring, and achievement of the College's ambitious Financial Plan to enable the most appropriate deployment of people and physical resources.
2	To increase commercial income generation through a highly sought-after range of training and learning activities and through renting out available College facilities.	To increase commercial income generation through delivering a diverse range of education services to employers, organisations, and individuals.
3	To enhance the use of data and business intelligence and to institute rigorous and robust performance monitoring and reporting to support proactive and effective management decision-making.	To support proactive and effective management decision-making through the enhanced use of data analytics and business intelligence to inform comprehensive performance monitoring.
4	To ensure optimum levels of efficiency and effectiveness across the College and to facilitate targeted investment in priority areas.	To ensure optimum levels of efficiency and effectiveness across the College and to facilitate targeted investment in priority areas.
5	To implement modern and streamlined business processes and systems, which reduce bureaucracy, meet the changing demands of students and stakeholders, and embrace digital transformation opportunities.	To implement modern and streamlined business systems and processes which meet the changing demands of customers by embracing digital transformation opportunities and reducing bureaucracy.

	ORIGINAL THEME	REFRESHED THEME
6	To ensure that the College consistently operates in a manner which is increasingly environmentally sustainable.	To ensure that environmental sustainability is embedded in the College's estates, curriculum, and other operations, and to deliver the College Climate Change action plan.

BOARD OF MANAGEMENT/ COMMITTEE MEETING

Date of Meeting	23/3/21
Paper Title	Board Credit Update 2021/22
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	22.08
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on the college's current and projected position in respect of its credit targets for the current session (2021/22) as well as highlighting any recent SFC or policy developments which may influence our forecast. Indicative allocations for session 2022/23 had not been published at the time of writing, so are not addressed in this paper.

2. ACTION FOR THE BOARD

Members are asked to **DISCUSS** this paper.

3. BACKGROUND INFORMATION

In the previous meeting of the Board in December we had outlined a slightly improved projection of -5.0% on our overall target, compared to a worst case of 8% projected earlier in the year. Since December, the college has implemented a number of credit mitigations permitted by the SFC as well as recruited a slightly enlarged January start offer. We have also increased efficiency in the delivery of ESOL provision at no extra staffing cost.

4. CREDIT ACTIVITY 2021/22

Our current credit position according to the attached snapshot of the monitoring report is that the College now currently projects a **-4.5%** on our overall target with a worst case of **-4.7%**.

In terms of individual targets, we are projected to achieve:

- An estimated 122,005 core credits against a target of 121,354 core activity credits. Approximately 96.4% of these credits are now secured with only 3.6% yet to meet their funding milestone. We can also supplement this figure with further activity in block 3.
- 652 credits for Foundation Apprenticeships against a target of 672. These credits are now achieved and we cannot recruit further FA students at this point. We have however delivered additional Year 2 FAs commercially for West College Scotland which are not part of the credit count, so are in fact exceeding our anticipated contribution to this Government priority.

- 1,359 credits to deferred students against an allocation of 2,304 deferred credits. All deferred students have now been addressed, so no further progress can be made on this target as the original target exceeded the requirement for this type of activity at Clyde, having already offered summer catch up sessions in July 2021.
- We have a remaining target of 4,998 credits for ESF which poses our main financial risk at present if we do not exceed the core target by a sufficient margin to claim all of the ESF funding.
- We have neither claimed nor delivered any NTTF courses of our own, as we did not meet the conditions for this funding. However, we have contributed to sizeable YPG and NTTF projects in cybersecurity and lab technician training as subcontractors for other organisations, as a commercial undertaking. We are therefore contributing to this Government priority outwith the credit portfolio.

4. JANUARY START PROVISION AND REMAINING OPPORTUNITIES

An extended January start offer of 1500 places was advertised in December 2021 and almost 1400 students were recruited. This, however, achieved 103% of our credit target for Jan starts, largely due to the popularity of larger engineering courses. Remaining delivery opportunities remain from March to June and some additional ESOL and taster courses are planned, using staff released from Highers and Schools provision in April. These may make a further small contribution to the overall credit target.

4. IN-YEAR REDISTRIBUTION OF CREDITS

As is normal, SFC engage in a an in-year redistribution exercise in January to re-deploy unused credits. As we were at circa -5.5% at that point, we offered 2% to this exercise as we felt that up to 3% of our credits were still in play. However, no redistribution has been enacted at this point, either regionally or nationally, and it is possible that redistribution may not occur at all.

5. RISKS

As identified in (4) above, there is remains a risk that the college will fail to achieve the entirety of its ESF credit target which will have funding implications. At the year-end, credits which have been achieved are counted firstly as Core before additional funding streams, such as ESF, are counted. The SFC have however been asked to treat the current Academic Year as an exceptional 'emergency year' or 'recovery year', as was the case in 2020/21.

6. ANY OTHER SIGNIFICANT IMPACT

There are no specific legal or equality implications relating to this paper.

Credits Monitoring Report AY2021-2022 - College Summary

Faculty	School	Frozen Portfolio Credit Target - as at 18/10/21	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate	Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled	Credits Forecast (combines real and estimated retention)	Variance on Target (based on forecast)
120 Business, Creative & Digital Industries		33,261	2,898	125	472	2,310	29,681	-11%	0	-11%	0	29,681	-11%
130 Engineering, Computing & the Built Environment		29,724	3,622	117	508	3,013	27,105	-9%	116	-8%	20	27,068	-9%
140 Health & Wellbeing		35,128	3,411	75	538	2,800	31,810	-9%	0	-9%	44	31,803	-9%
160 Access & Continuing Learning		32,410	6,332	63	567	5,721	34,003	5%	655	7%	101	33,751	4%
Total		130,523	16,263	380	2,085	13,844	122,599	-6%	771	-6%	166	122,303	-5.7%
	SFC Target Credits	129,328 (Core 121,354 + ESF 4,998 + FA 672 + DEFER 2304)						-5.2%					-5.4%
	Current Credit Estimate + Credits to Start						123,370	-4.6%				123,074	-4.8%
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						123,536	-4.5%				123,240	-4.7%

BOARD OF MANAGEMENT

Date of Meeting	23/3/21
Paper Title	Regional Outcome Agreement for 2022/23
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	22.09
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an interim update on the Regional Outcome Agreement (ROA) for session 2022/23 as well as highlighting any policy developments which may influence how this is conducted this will operate next year.

At the time of writing only a draft ROA was extant, which was due to be discussed by GCRB on the 16th March and was still subject to further SFC guidance. A verbal update will be given where any new information has come to light since the writing of this paper, which is relevant to this agenda item.

2. ACTION FOR THE BOARD

Members are asked to **DISCUSS** this paper.

3. BRIEF BACKGROUND INFORMATION

The Scottish Funding Council, as part of its on-going review of Scotland's tertiary education system, had intended to replace ROAs with new 'National Impact Framework' for 2022-23. However, this has not happened and has been postponed – possibly until the proposed move to multi-year funding allocations.

An interim single year Outcome agreement is still awaiting guidance from the SFC which has not yet been published, however it comprised a much more focused set of KPIs and high-level direction to engage in a specified set of national and regional priorities and these are set out below.

4. MAIN COMPONENTS OF THE 2022/23 ROA

4.1 Key National and Regional Priorities and Commitments

The ROA will endeavour to drive forward the following key themes in planning and monitoring its delivery in session 2022/23:

- **Fair Access and Transitions:** Continuing to operate a coherent and transparent policy of fair access which provides clear pathways through a range of provision.
- **Quality Learning and Teaching:** Monitoring teaching and learning and sharing excellent practice between colleges in the region.
- **Learning with Impact:** Building meaningful employer engagement and work experiences into all programmes.
- **Student Participation and Engagement:** Ensuring that student voices are heard and that Glasgow benefits from the work of 3 strong student Associations.
- **Equalities and Inclusion:** Putting in place planned interventions to take disadvantage and bias and sharing these across the region.
- **High Quality Research and Innovation:** Learning from the experience of the pandemic to develop innovation in teaching and learning as well as the sustainable digital delivery of services.
- **Meeting Future Skills Needs:** Including upskilling and reskilling as key parts of college delivery, delivering just transitions and embedding metaskills within all delivery.
- **Responding to the Climate Emergency:** Redesigning our procurement and support processes to not only make colleges greener but also to embed sustainability skills into the curriculum.

4.2 Programme of Action

GCRB's Programme of Action is a collection of specific strategic projects aiming to drive forward tangible benefits to all colleges in the region. The proposed projects for next year are:

- **Action for Children:** To increase funding of the 'STAY' project which aims to improve retention and attainment in our most vulnerable young people. This will unlock match funding from the Robertson Trust if progressed.
- **Young Enterprise Scotland:** To maintain the 'Bridge2Business+' initiative for all 3 colleges, delivering engaging employer experiences, mentoring and entrepreneurship training to a wider group of programmes.
- **ESOL:** To continue to support the redesign of pathways into Glasgows multi-partner ESOL provision which continues to be a critical aspect of Glasgow's diverse educational needs.
- **Curriculum and Strategic Planning:** To facilitate greater strategic research and development activity at a regional level, increasing wider partnership working and engagement.

- **Mental Health and Wellbeing:** To support college is developing improved online support, taking forward lessons learned during the pandemic.
- **Climate Change and Sustainability:** To continue the funding of this project and its Project Lead into 2023 to complete the Regional Climate Change and Sustainability Strategy. This will also help embed these important themes into the wider curriculum offered in our colleges.

4.3 Key Performance Measures

Proposed high level KPMs for the region are given below which will be firmed up once indicative allocations are provided in early April. These are based on what is currently known about SFC intentions which regards to a range of delivery. Further breakdowns per regional college will be calculated once the Glasgow allocation has been confirmed.

Proposed Key Performance Measures 2022/23	21/22	22/23
Total Credits	393,897	384,714
Core Credits	363,366	381,094
National Transition Training Fund (NTTF) Credits	4,256	<i>None anticipated</i>
Young Person's Guarantee (YPG) Credits	2,844	<i>Anticipated but not announced</i>
Foundation Apprenticeship (FA) Credits	3,218	3,620
Deferred Student Credits	6,780	<i>None anticipated</i>
European Social Fund (ESF) Credits	13,433	<i>None anticipated</i>
Proportion of Credits for SIMD10 postcode areas	25.7%	26.3%
Proportion of Credits for learners with Care Experience	4.6%	5.5%
Number of senior phase age pupils studying vocational qualifications at colleges (SCQF 5, 6 and 7)	983	1,285

5. RISKS

Late clarification of key KPMs could hamper the college's ability to timeously plan for delivery next session.

6. ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY

The ROA expressly aims to positively address issues of equality, sustainability and financial stability.

BOARD OF MANAGEMENT MEETING

Date of Meeting	15 December 2021
Agenda Item	22.13
Paper Title	Governance Update
Action	Decision and Information
Prepared by	Kirsty Mavor, Clerk to the Board of Management
Status	Disclosable

1 PURPOSE OF THE REPORT

- 1.1 This report provides the Board with details of governance related issues.

2 ACTIONS FOR THE BOARD

- 2.1 The Board is asked to:-

- Approve the policies set out in the attached schedule;
- Review and approve Policy 1.5 Quality Management;
- Note the summary of changes to the Code of Conduct; and
- Note the update on the Student Election process.

3 BRIEF BACKGROUND INFORMATION

3.1 Board Policies

As advised at the December Board Meeting, the Board has responsibility for approving a number of College policies which are listed in Appendix 1. It was agreed at the December meeting that the authority to review should be delegated to the relevant Committee with the Board ratifying any agreed changes.

The policies have now been reviewed by the relevant Committees with the following notable changes: -

- Revising the review periods so that there is a staggered approach going forward.
- Including specific reference to the Equalities Act and protected characteristics.
- A general tidy up and update of terminology to more modern and inclusive wording.

The Board is asked to: -

- Ratify the reviewed policies provided separately.
- Consider the suggest amendments to Policy 1.5 Quality Management and approve.

Please contact the Clerk if you would like to see the revised policies with tracked changes.

3.2 Standard Commission's Code of Conduct

All Board Members are required to sign up to the Code of Conduct. A revised version came into effect in December 2021 and can be viewed at [Model Code of Conduct for Members of Devolved Public Bodies \(standardscommissionscotland.org.uk\)](https://standardscommissionscotland.org.uk).

A Chairs' Workshop was held in November 2021. In summary, the main differences to the Code are: -

- (i) the provisions for respect and gift and hospitality have been strengthened,
- (ii) new provisions relating to bullying and harassment and collective responsibility have been added

- (iii) there is a new requirement to register interests of close family contacts who have transactions with the College and
- (iv) a three-stage test for identifying and declaring interests has been introduced.

The College has 6 months from the date of effect to advise that the new Code has been adopted. Steps will be taken by the Clerk and Chair to ensure this happens.

3.3 Student Election Process

The election process opened on 7 March 2022 with the deadline of 1 April 2022 for expression of interests. The campaigning and voting stage will run from 19 – 27 April 2022. The Clerk met with Jodie McNair, Development Officer, Student Association and David Marshall, Assistant Principal Student Experience to discuss the process and is pleased to report that this year, all going well, it is expected that there will be more campaigning on campuses which should have a positive impact on the level of engagement. It was also confirmed that NUS independently verify the voting process.

4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 1: Table of policies

Appendix 2: Policy 1.5 with suggested amendments

5 RISKS

Failure to review Board policies in a timely manner could mean that the policies fail to reflect changes to legislation or best practice which have occurred in the period since the last renewal.

6 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY

Reviewing policies ensures students' interests are protected and that the College complies with all legal, financial and equality and diversity issues.

Glasgow Clyde College Policy Review March 2022

Policy	Last reviewed	Review was due	Proposed next review	Committee/Board
1.1 Role and Development of Policy and Procedure	Mar 2017	Mar 2022	Mar 2027	Board (15 Dec 21)
1.2 Unethical Behavior and Whistleblowing	Mar 2017	Mar 2022	Mar 2027	Board (21 June 21)
1.3 Risk Management	Mar 2017	Mar 2022	Mar 2027	AC
1.4 Equality and Respect	Mar 2017	Mar 2022	Mar 2027	OD
1.5 Quality Management	Mar 2017	Mar 2022	Mar 2027	Board
1.6 Information and Data Management	May 2018	Mar 2022	Mar 2027	AC
1.7 Provision and Use of Digital Resources	Mar 2017	Mar 2022	Mar 2027	AC
1.8 Health and Safety	Jan 2019	Jan 2024	Mar 2027	
1.9 Information Security	Aug 2018	Aug 2023	May 2022	
1.10 Educational Copyright for Non-commercial Teaching and Learning	Mar 2019	Mar 2024	Mar 2027	

Policy	Last reviewed	Review was due	Proposed next review	
2.1 Financial Procedures and Budgetary Control	Mar 2017	Mar 2022	Mar 2025	F&R
2.2 Procurement	Oct 2018	Apr 2023	Mar 2025	
2.3 Treasury Management	Mar 2017	Mar 2022	Mar 2025	F&R
2.4 Anti Bribery, Fraud and Corruption Policy	Aug 2019	Aug 2024	Mar 2027	

Policy	Last reviewed	Review was due	Proposed next review	Committee
3.1 Staffing	Mar 2017	Mar 2022	Mar 2026	OD
3.2 Secure Handling, Use, Storage and Retention of Disclosure Information	Mar 2017	Mar 2022	Mar 2026	OD
3.3 Staff Management	Mar 2017	Mar 2022	Mar 2026	OD
3.4 Continuing Professional Development	Mar 2017	Mar 2022	Mar 2026	OD
3.5 Healthy College	Mar 2017	Mar 2022	Mar 2026	OD
3.6 Local Negotiation	Mar 2017	Mar 2022	Mar 2026	OD

Policy	Last reviewed	Review was due	Proposed next review	Committee
4.1 Curriculum Management	Mar 2017	Mar 2022	Mar 2026	L&T
4.2 Skills for Learning, Life and Work	Mar 2017	Mar 2022	Mar 2026	L&T
4.3 Work Placements	Mar 2017	Mar 2022	Mar 2026	L&T

Policy	Last reviewed	Review was due	Proposed next review	Committee
5.1 Safeguarding Children, Young People and Protected Adults	Mar 2017	Mar 2022	Mar 2026	L&T
5.2 Student Advisory and Support Services	Mar 2017	Mar 2022	Mar 2026	L&T
5.3 Extended Learning Support Services	Mar 2017	Mar 2022	Mar 2026	L&T
5.4 Student Admissions and Induction	Mar 2017	Mar 2022	Mar 2026	L&T
5.5 Student Care and Guidance	Mar 2017	Mar 2022	Mar 2026	L&T
5.6 Student Conduct	Mar 2017	Mar 2022	Mar 2026	L&T
5.7 Student Engagement	Mar 2017	Mar 2022	Mar 2026	L&T
5.8 Student Counselling	Sep 2019	Sep 2024	Mar 2026	
5.9 Gender Based Violence	NA – new	NA – new	Mar 2026	

Policy Area: Board of Management

Policy Title: Quality Management

Revision No.: 1

Review Period: 5 years

Review Due: On or before March 2022

It is the policy of the Board of Management that the College will seek to achieve the optimum level of quality in all aspects of its activities. This will be achieved by:

- recognising Board of Management responsibility for quality and consistently considering quality matters at Board level;
- promoting a culture of quality improvement and enhancement in the College;
- placing the quality **and inclusiveness** of the student experience at the centre of all activity;
- attaining the highest possible standards of learning, teaching **and positive student outcomes**;
- maintaining and operating a documented quality management system;
- implementing approval, verification, internal review and self evaluation processes;
- implementing an ongoing programme of internal quality auditing;
- actively seeking feedback on College activities from stakeholders;
- dealing with complaints and appeals in a fair and equitable manner;
- maintaining systems and procedures to ensure compliance with external bodies; and
- identifying and sharing excellent practice both internally and externally.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals including, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.

History of changes

Revision	Description	Adopted	Authorised
0	First draft	November 2013	CMcS
1	Policy Area change from Quality and Performance to Board of Management and Policy Number change from 7.2 to 1.5.	March 2017	Board of Management

BOARD OF MANAGEMENT

Date of Meeting	23 March 2022
Paper Title	Principal's Report
Action	Information
Prepared by	Jon Vincent
Agenda Item	22.14
Status	Disclosable

1 PURPOSE OF THE REPORT

- 1.1** This report provides Board members with an overview of the key internal and external developments occurring between December 2021 and March 2022 which are of relevance to the operation of the College.

2 ACTION FOR THE BOARD

- 2.1** The Board of Management are requested to note the content of this report.

3 INTERNAL ENVIRONMENT

3.1 Appointment of New Curriculum Assistant Principal – Health and Well-being

- 3.1.1** In January 2022 Claire Glen joined the College in the role of Curriculum Assistant Principal for Health and Well-being replacing John Rafferty. Claire has joined the College from West Lothian College where she held a similar role.

3.2 Return to On-campus Open Days

- 3.2.1** On Wednesday 9 March 2022 the College hosted it's first on-campus open day for over two years. Over 800 young people from local schools attended the event held at the Anniesland campus. In addition, to College Faculty staff being available to provide subject level advice, local employers were also in attendance showcasing Modern Apprenticeship opportunities in partnership with the College.

3.3 Principal Appointed to Covid Expert Advisory Group

- 3.3.1** The Principal has been appointed to serve on the Scottish Government Covid Expert Advisory Group for Universities and Colleges as the representative of the college sector. The Group is Chaired by Professor Linda Bauld and has the remit to advise the Government on matters relating to the operation of universities and colleges in response to the Covid pandemic.

3.4 Visit from Annie Wells MSP

- 3.4.1** On Friday 4 March 2022 the College hosted a visit from Annie Wells, MSP. Annie is a Conservative MSP for the Glasgow Region. During her visit Annie toured the Langside campus and discussed a range of topics including student mental health support and the financial challenge facing the college sector.

3.5 Employment Tribunal Appeal Outcome

3.5.1 In February 2020 the College unsuccessfully defended a claim of unfair dismissal raised by a former Head of Curriculum at an Employment Tribunal. The judgement concluded that the College had not taken sufficient steps to avoid dismissal. The College subsequently appealed this judgement.

3.5.2 In February 2022 the College attended an Employment Tribunal Appeal Hearing for the case. In his concluding remarks the Judge stated:

- *“This is an all singing, all dancing attempt by the employer to keep the show on the road for the employee.”*
- There has been a clear *“joined up approach”* with the employee being *“given letters, adjournments to consider options, the weekend to think about things”*. There have clearly been real efforts here.
- *“I have every sympathy with those sitting behind you”. “I get it. I understand your arguments.”* But regardless of what I might personally think *“I have to defer to the Tribunal’s right to make its own decisions”*.
- I agree that the Claimant was being “unreasonable and unrealistic in refusing the sideways move. “
- Tribunals must give employers a degree of latitude in deciding what steps are reasonable. But equally, I must allow the Tribunal at least the same degree of latitude in making its own decision about whether the employer acted reasonably. Despite what I might have decided in the matter and the frustration and *“understandable gnashing of teeth there will be”* I don’t believe there’s enough there to allow me to step in and interfere with what the Tribunal decided.
- My judgment is *“a narrow judgment”* after *“capable submissions”* and is made despite *“the sympathy I have for the employer”*

3.5.3 Despite being disappointed at losing this case the College accepts the judgement of the Appeal Court and does not intend to raise any further appeals regarding this case. Damages (accrued in 2020/21) have now been paid in full to the claimant.

3.6 Sale of Land on Anniesland Campus

3.6.1 The College has been approached by a neighbour of the Anniesland campus requesting to purchase a small area (3.5m x 3.5m) of land on the campus which is at the rear of her garden. The ownership of the land had been disputed by the neighbour since the redevelopment of the campus in 2009.

3.6.2 The land is currently unused, not easily accessible from the College and overgrown. Solicitors acting for the College have been negotiating the potential sale with the neighbours’ representative and an acceptable sale price has been agreed. The proceeds of the sale will be equal to the cost of disposal.

3.6.3 The College has requested permission from GCRB and SFC to allow the sale to go ahead.

3.7 College Shortlisted for PR Moment Awards

3.7.1 The College and its PR Agency, John Doe, have been shortlisted for the 2022 PR Moment Awards in two categories for our “the course which doesn’t exist yet” campaign [\(671\) Glasgow Clyde College Jobs of the Future - YouTube](#)

3.7.2 The two categories the College has been shortlisted in are:

- Low budget campaign of the year
- Best use of content

3.7.3 The College is up against some big brands including Ulster Bank, LNER, Zalando and Interflora. The awards take place on 12 May.

3.8 Visit from Scottish Government Senior Officials

3.8.1 On Wednesday 9 March 2022 the College hosted a visit of senior officials from the Advanced Learning and Science Directorate of the Scottish Government. The delegation included:

- Jess Dolan – Head of Tertiary Education, Economy, and Community Learning, and
- Kamran Durrani – Head of Tertiary Education Funding and Strategy

3.8.2 The Delegation met with the Principal, Deputy Principal, and the Assistant Principal for Finance and Infrastructure. Discussions centred on the following topics:

- Sector Financial Sustainability
- Mental Health and Wellbeing
- Covid 19 Operational Challenges
- Regional College Infrastructure
- Meeting Local Skills Needs and Demands

3.8.3 In addition, the delegation toured the Langside campus meeting members of staff in performing arts, horticulture, and the Innovation Centre.

3.9 Principal Addresses Scottish Government Cross-Party Group

3.9.1 On Wednesday 3 February 2022, the Principal addressed the Scottish Government Cross-party Group on Universities and Colleges. Representing the Scottish college sector the Principal provided a presentation on student mental health support developments during the pandemic period and participated in the question-and-answer session with MSPs.

3.10 Horticulture Students Excel at LANTRA Awards

3.10.1 At the LANTRA annual Awards for Land-based and Aquaculture Skills (ALBA) held on 3 March 2022 at Glasgow Clyde College students achieved first and second place in the Horticulture Learner of the Year category.

3.10.2 Eloise Fenton was the winner in this category with Natalia Reifart-Bieganska in the runner-up position.

- 3.10.3** A medicine graduate and fully qualified Doctor, Eloise Fenton, has swapped her stethoscope for a shovel in pursuit of a new career in Horticulture. She decided to do a complete career change during the pandemic and enrolled on one of Glasgow Clyde College's Horticulture courses. Initially attracted to the study of plants through a desire to learn how they can benefit the environment while also helping people's physical and mental wellbeing, Eloise is now completing an HNC in Horticulture.
- 3.11 College TV Advert Goes Live**
- 3.11.1** The new Glasgow Clyde College TV advert is currently airing on STV and All 4 online. This is our first TV ad in six years and has been developed by the Marketing team and fully supported by SLT. The aim of the ad is to drive recruitment for August 2022 starts and features a cast of our current students (including GCCSA Vice President Motwakil Muhammed) across all four Faculties.
- 3.11.2** The advert features our new campaign "**You Can**" which will also roll out on our new prospectus, which will launch soon, across our website, social media and on radio over the next few months. The advert can be viewed here [You Can - YouTube](#)
- 3.12 Student Experience Restructuring**
- 3.12.1** The Student Experience Directorate is currently undergoing a restructuring exercise. The proposed new structure which aligns the services of the directorate with the evolving needs of the College student population has been subject to consultation and the changes largely welcomed by respondents. The new structure is planned for implementation in April 2022.
- 3.13 Progress Report on Developments Between Glasgow Clyde College and Glasgow Kelvin College**
- 3.13.1** The College has agreed to undertake a series of collaborative developments with Glasgow Kelvin College. The following provides an update on progress on each development.
- 3.13.1 E-Learning and Digital Development (led by David Marshall, Assistant Principal for Student Experience)**
- 3.13.2** Meetings have taken place between members of staff from both colleges to discuss e-learning collaboration.
- 3.13.3** At a recent meeting, Glasgow Clyde College showcased our approach and progress with the development of staff e-learning and digital skills. Glasgow Kelvin College were represented by their Vice Principal, a selection of Faculty Heads and their new Head of ICT and Digital. Glasgow Clyde College were represented by the Assistant Principal for Student Experience, a Curriculum Assistant Principal, Head of ICT, and e-Learning Manager.
- 3.13.4** The GCC e-Learning Manager presented the background to the DELTA project, our aims and how we have developed digital confidence and competence of staff whilst promoting an excellent Student Experience. This

led to discussions about how we support staff, how we have promoted digital development to staff, the challenge of providing a consistent student experience in terms of learning and teaching and difficulties of resourcing such a project. The role of learning technologists was also discussed as well as the differing models for supporting teaching and support staff in their digital journey. A discussion also took place on learning spaces as both Colleges are looking at how to develop new learning spaces.

3.13.4 The discussion was left with Glasgow Kelvin College who are going to share their thoughts on how we have tried to develop digital confidence and competence of staff, as well as how we ensure a high quality, consistent student experience.

3.13.5 The next meeting will be held at the Langside campus for the next stage of our discussions to look at the Innovation Centre, look at learning spaces we are developing and to look at how we use Canvas to provide standardisation and a consistent student experience.

3.14 Senior Phase Collaboration (led by John Rafferty, Deputy Principal)

3.14.1 Following extensive discussion between both Colleges it has been agreed to pilot two collaborative courses in 2022/23, they are:

- Higher Psychology (delivered by Glasgow Clyde College staff at a Glasgow Kelvin College Campus; and
- Introduction to Civil Engineering (delivered by Glasgow Kelvin College staff at a Glasgow Clyde College campus).

3.14.2 At present Glasgow Clyde are recruiting for both areas via the Open-Door programme:

- Higher Psychology has 5 learners interested. Our own Open Door Higher Psychology from Anniesland campus is presently sitting with 52 requests. It has now been agreed that East Dunbartonshire schools will be directed to the Kelvin Springburn campus option.
- Civil Engineering (Kelvin offer from Anniesland campus) only has 2 learners interested at this stage. This may be a little more difficult to recruit in terms of re-directing learners. There could be a chance that this is not successful – this is not unusual for a course in its first year.

3.15 Community Learning and Development (led by Claire Donaghey, Curriculum Assistant Principal for Access, and Continuing Learning)

3.15.1 Meetings have taken place between the CLD managers for both colleges and a mapping exercise has been undertaken to identified current provision. In addition, it has been agreed that the CLD teams of both colleges will support each other where there are gaps in Adult Learning and Family Learning provision in particular localities.

3.15.2 Glasgow Clyde College are looking to mirror the Youth Hub provision offered by Glasgow Kelvin College as a small-scale community hub pilot using child poverty initiative funding.

- 3.15.3** At an operational level, collaboration between the CLD teams at both colleges is strengthening. The GCC CLD Manager recently sat on a working group reviewing the Working with Community Course at Glasgow Kelvin College. Plus, the GKC CLD team have provided their expertise to support design of the new Gateway to Youth Work course at GCC which is currently being offered for next year through Access to Education.

4 EXTERNAL ENVIRONMENT

4.1 SRUC Development at Queens Park, Glasgow

- 4.1.1** Two meetings have taken place in recent weeks between staff of SRUC and Glasgow Clyde College. At both meetings Martin Boyle, Executive Director of GCRB, was also in attendance.

- 4.1.2** SRUC have accepted that their decision to relocate horticulture provision from Glasgow Botanic Gardens to Queens Park without consultation was an error and they have apologised for doing so.

- 4.1.3** The following has been agreed, in principle, between SRUC and Glasgow Clyde College:

- SRUC and Glasgow Clyde College will in consultation develop and offer differing HNC/D pathways.
- SRUC and Glasgow Clyde College will develop and agree at Memorandum of Understanding which commits SRUC to no wider development of its provision at Queens Park without the agreement of the College and GCRB
- SRUC to provide Glasgow Clyde College with an articulation agreement for its HND students to progress to undergraduate study

4.2 Ukraine Crisis

- 4.2.1** Glasgow Clyde College has the largest population of Ukrainian, Belarussian, and Russian students at any Scottish college. The largest group are Russian students the majority of which are asylum seekers or those who have been granted the right to remain in the UK. In addition, the College has members of staff who are also from these countries and some with family members who are impacted by the crisis.

- 4.2.2** The Principal and GCCSA Student President have issued a joint message of support to our members of staff and students who are impacted by the crisis. The message makes clear that the College wishes to support everyone impacted by the crisis regardless of nationality.

- 4.2.3** On Wednesday 2 March 2022 the Principal participated on a call with Jamie Hepburn, MSP, and Minister for Higher/Further Education, Youth Employment and Training to discuss the impact of the crisis and what support could be offered to staff and students. The Scottish Government are working on providing additional flexibilities to student hardships funding rules.

4.3 National Bargaining Update

- 4.3.1** In recent months the Employer Association (representing each College employer) and the recognised Trade Unions have been negotiating a pay settlement for 2021/22. After many meetings of the two side-tables (Lecturing Staff and Support Staff) the negotiations have broken-down, final offers rejected and formal disputes have been raised.
- 4.3.2** The final pay settlement proposed by the Employer Association is an increase of £850 (consolidated) and a further £150 (non-consolidated) in recognition of the exceptional efforts during the pandemic. This offer is broadly equivalent to an increase of 2.2% and is above the Scottish Government Public Sector Pay Policy which is 1%.
- 4.3.3** EIS-FELA (Lecturing Trade Union) is currently balloting its members for strike action and action short of a strike. UNISON, GMB and UNITE (Support Trade Unions) are currently following the agreed dispute resolution process.
- 4.4** **Waiyin Hatton Named as New Chair of Colleges Scotland**
- 4.4.1** Colleges Scotland has welcomed Dr Waiyin Hatton as its new Chair. Dr Hatton is currently Chair of West College Scotland and has been a Board member of Colleges Scotland for two years. She is the founder/director of Wai Beyond, a consultancy which delivers personal coaching, leadership and organisational development, and motivational events. She succeeds Ken Milroy, MBE who has been in the role since 2017.
- 4.5** **GTCS Review of Registration Rules**
- 4.5.1** The National Joint Negotiating Committee circular 03/18 requires all Scottish college lecturers to register with The General Teaching Council for Scotland. To enable registration to take place revisions to the existing GTC Scotland Registration and Standards Rules (2015) are required to allow those lecturers without the TQFE teaching qualification to register on an interim basis.
- 4.5.2** GTCS have recently undertaken a public consultation on changes to the Registration and Standards Rules which included the proposal to introduce the interim registration category for college lecturer amongst wider changes. The consultation was inconclusive and the GTCS Council have agreed that further stakeholder consultation engagement will take place on this topic.
- 4.5.3** Therefore, the 2015 rules will continue to apply. This means that only those college lecturers who fully meet the entry criteria for registration may apply with the expectation that they will become registrants by April 2022.
- 4.5.4** The Principal is the Scottish college sector representative on the GTCS Council.
- 4.6** **Muir Report and Scottish Government Response**
- 4.6.1** Professor Muir's report was wide ranging although heavily weighted to the Secondary schools' sector and NQ delivery. Recognition of college sector involvement with NQ delivery is minimal throughout the report. All

stakeholders were acknowledged to varying degrees, including those who participated in the PSAG engagement sessions.

- 4.6.2** In total, Professor Muir made twenty-one recommendations covering six key areas: the case for change; a Qualifications and Assessment body; a new national agency for Scottish education; a new inspectorate; a new vision; and transitions. Not all his recommendations are relevant to the college sector.
- 4.6.3** Scottish Government also advised next steps and timescales within their response, namely, an immediate move to create the new 'Qualifications Authority'; to create a new national agency for Scottish Education; to create an independent inspectorate. Scottish Government stated that it will look to appoint a facilitator for this work as soon as possible. Further consideration on accreditation and regulation, and review of the Scottish Credit and Qualifications Framework (SCQF) Partnership impact and opportunities will be undertaken, although SCQF is expected to retain its independence.
- 4.6.4** It is important to note that the Scottish Education Council and International Council of Education Advisers will be involved in those immediate discussions regarding the new 'Qualifications Authority', new national agency for Scottish Education, and new inspectorate. Scottish Government expects to have operating models in place for Winter 2022. Further, there is an expectation that 'shadow operations will run until 2024 (i.e., post-2024 exam diet for the new Qualifications Authority), and that SQA and Education Scotland will cease thereafter.
- 4.6.5** There is an important reference within the report to previous OECD recommendations regarding *Curriculum for Excellence*, namely, 'OECD Recommendations, 3.2. Simplify policies and institutions for clarity and coherence'. This should lead to what Professor Muir termed 'Greater coherence and simplification of the policy and support landscape'. This would also align with his request for 'increased collaboration and meaningful engagement between stakeholders'. There is, at present, no end-to-end system review and this may be an opportunity for colleges to redress that.
- 4.6.6** One key reflection from the report concerns 'promoting the development of skills alongside knowledge and understanding', and this is where colleges deliver effective learning through School-College Partnerships, Foundation Apprenticeships, and other Senior Phase/Broad General Education initiatives. This would also capture the 'wider range of alternative pathways and opportunities for learners making subject choices and entering the Senior Phase' that Professor Muir emphasises, with several quotes within the report highlighting the good work of colleges.
- 4.6.7** It was acknowledged within the report that '... altering structures alone would not ... bring about the changes needed ... cultural and mindset changes are as important, if not more so, than structural change', with Professor Muir noting that '... there are significant relationship issues within the current SQA' and that there was a 'need to restore the trust and

confidence of the public, practitioners and learners in a revitalised single qualifications, examination and awarding body for Scotland'. This point was extended in suggesting that the 'new organisation's board of management should be reviewed to ensure the involvement of a wider range of stakeholders' and that '... a deeper and broader discussion needed to take place about wider education reform before proposing a new infrastructure of bodies'.

4.7 Audit Scotland Publishes Planning for Skills

4.7.1 The Auditor General for Scotland has called on the Scottish Government to take "urgent" action to ensure progress is made on improving how workforce skills are planned and provided. Stephen Boyle also found that the government has not provided the necessary leadership for joint working with Skills Development Scotland (SDS) and the Scottish Funding Council (SFC).

4.7.2 In 2017, the Scottish Government, SDS and the SFC agreed to work towards skills alignment – a more integrated approach to equipping people with the workforce skills Scotland needs. Boyle explained the government failed to provide clarity on what it wanted to achieve and what success would look like.

4.7.3 In addition, SDS and the SFC have not been able to agree how integrated approaches to skills planning should work. Together, they spend over £2bn each year on training and post-school education. Current arrangements are unlikely to achieve the Scottish Government's ambitions for skills alignment at the pace required, according to the auditor.

4.7.4 Boyle called on the government to set out its strategic aims and objectives for skills alignment, and how progress will be measured - adding that it should agree with SDS and the SFC how they will work together to deliver shared outcomes.

5 RISKS

5.1 The College is aware of the risk of adverse publicity arising from the outcome of the Employment Tribunal Appeal. A press statement has already been prepared and our PR agency is briefed to handle any enquiries.

5.2 Restructuring of the Student Experience Directorate has been subject to full consultation with the members of staff directly affected and wide stakeholders including recognised Trade Unions. The College is experienced at undertaking restructuring exercises and will ensure that an evaluation of the new structure is undertaken in due course.

5.3 GCRB are fully engaged in our discussions with SRUC regarding the development of a Memorandum of Understanding and both sides have agreed to GCRB leading the development process.

- 5.4** The College is actively engaging with our members of staff and students who are being directly impacted by the Ukraine crisis and will provide the necessary support where possible. Discussions are on-going with the Scottish Government to help inform changes to hardship fund eligibility for these students.
- 5.5** College management continue to communicate with members of staff regarding the challenging financial settlement for the sector anticipated in 2022/23. Employers Association communications regarding the dispute are used judiciously used to inform communications with members of staff and stakeholders.
- 5.6** The College and local EIS-FELA branch continue to encourage members of teaching staff to register with GTCS where they are qualified to do so.
- 6 ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/LEGAL/ FINANCIAL/EQUALITY AND DIVERSITY**
- 6.1** There are no significant legal, financial or ROA related implications arising from the contents of this report.
- 6.2** There are no matters contained in this report which require the execution of an Equality Impact Assessment.

BOARD OF MANAGEMENT

Date of Meeting	23 March 2022
Paper Title	Student President's Report
Action	Information
Prepared by	Johanna Thompson
Agenda Item	22.15
Status	Disclosable

1. PURPOSE OF THE REPORT

The purpose of this report is to inform the Board about the work and progress of the Student Association.

2. ACTION FOR THE BOARD

The Board is recommended to note the paper and is welcome to ask questions

3. BRIEF BACKGROUND INFORMATION

Update from the Student Association, on recent activity.

3.1 GCCSA ACTIVITY

Christmas seems that far gone we are now in March. It was exciting to bring some Christmas cheer on to campus during the festive period by inviting a massive Snow Globe onto Campus, not only for the students but for the wider staff and teaching staff and not to mention the nursery kids. As well as this we had put together some winter packages, sanitary packs that were sent out and food vouchers on referral, in total, we had 93 food vouchers referrals and 24 sanitary packs.

Glasgow Rocks, joined us at Anniesland Campus to promote Local Sport, bringing alongside a mobile basketball hoop where the students got to show off their basketball skills and had the chance to win some tickets. Glasgow Rocks also gave away 40-50 tickets to students and staff on the day.

We again are supporting Silverburn on an Easter Promotion, and will be giving away tickets and also a student discount code for the Easter Galactic bonanza, another reason for the students to get excited.

The Student Association love to get behind a cause and will be supporting Red Nose Day. We will be on each campus week commencing the 14th March, selling Red Noses and raising money.

3.2 Ukraine Crisis

The distressing situation in Ukraine will have many of GCC students worried and distressed, particularly those who may have family or friends who are directly affected. It is in these times that our College community can come to the fore in offering support. If any of our students need to speak to someone both the College and GCCSA will do all we can to listen and to help them by contacting students so that they know that they can get in touch with GCCSA through GCCSA@glasgowclyde.ac.uk or can call the

Time To Talk helpline. And any affected staff should consult their line manager or HR representative in the first instance. There is always someone who is prepared to listen, and offer any appropriate advice or help. There was a joint message from myself Student President and the Principal that was sent out to all students and staff, with the above information.

I have had some staff and students looking to help and support the crisis and in doing so, they will be taking up The Kilt Walk and donating money to a supportive charity. The SA will be looking to support the Kilt Walk this year in aid of Emily's test.

3.3 Class Inductions

January starts have been settling just nicely and with more students returning to campus, it is giving the Student Association team more enthusiasm, connecting and engaging with students. We have been lucky to get into several classes since January welcoming students to Glasgow Clyde and a small talk on the GCCSA, and the class rep role, what's going on in and around campus, where to find us. And more importantly, spreading the positive vibes. This is also giving the Student Association more scope to work with teaching staff college wide.

3.4 Student Focus Groups

The SA are working alongside Karen Bale putting together Student Focus Groups, focusing on 4 themes. Students preference, online or on campus? The student journey, how can we improve the induction process? - Risk of withdrawals, why do students withdraw and what could we do to help them stay? Cameras on/off which do students prefer? and a Student IDEAS Group!

Once we have had these meetings and feedback, I will feed back to the Board in the next meeting.

3.5 GCC OPEN DAY/SCHOOL VISITS

The SA are supporting Marketing on the Open days at GCC, on campus first being Anniesland. Again, it's great to work alongside the Teaching staff and the wider staff of the college. We will also be supporting Student Advice with upcoming school visits from Mearns Castle who will be visiting Langside Campus. Let's hope this is first of many, and bridging the gap between High schools and Colleges. There is so much scope for High Schools to collaborate more with Colleges.

3.6 SURVEYS AND FEEDBACK

That time of year has come around so quick, and again we have the Student Engagement Survey that will go out to each student. The Student Association will support Quality on this and do some on Campus promotion, on stalls and engaging with students to get as many of the students to engage with the survey and gives the SA more scope to engage with student in person.

3.7 ELECTIONS

That time of year is coming around once again, the elections... all student email has gone out looking for the new candidates 22/23.

Key Dates

- Nominations open 7th March 2022
- Campaigning and Voting Open from 19th April - 27th April 2022
- Results Announcement due to be on 29th April - time tbc
- Successful candidates would be in post from August 2022 through to June 2023

Myself will be looking to run again as President and I am hopeful to have another year running, it would be a pleasure to work alongside the GCCSA and GCC.

4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

N/A

5. RISKS

N/A

6. ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY

N/A

BOARD OF MANAGEMENT

Date of Meeting	22 March 2022
Paper Title	College Strategic Risk Register
Action	For Noting
Prepared by	Jon Vincent, Principal & Chief Executive
Agenda Item	22.18
Status	Disclosable

1 PURPOSE OF THE REPORT

- 1.1 This report considers the College's Strategic Risk Register which is updated regularly and reported to the Audit Committee, Finance and Resources Committee and the Board of Management on a quarterly basis.

2 ACTION FOR THE BOARD

- 2.1 Members are invited to note this paper.

3 BRIEF BACKGROUND INFORMATION

- 3.1 The College's Strategic Risk Register as at 16 February 2022 is attached. The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management. The changes since last reported to the Board in December are highlighted in red.

4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

- 4.1 The College's Risk Appetite as last reviewed by the Board in October 2020 is Open where open is defined as being willing as an organisation to consider all potential delivery options and choose the one that is most likely to result in successful delivery while also providing an acceptable level of reward. The risk appetite process is based on the HM Treasury of Management method.
- 4.2 There is a column now included in the Risk Register which shows the comparison of the residual risk score for each risk against the risk appetite scoring mapping, and indicates where the risk score is higher than, equal to or lower than the College Risk Appetite of Open (which is the score range of 15 to 19 for the residual risk).
- 4.3 Overall, there are three risks where the risk score has increased following the latest review, they are:

F1 – Failure to achieve contracted overall teaching delivery targets for any partner (SFC/SDS/ESF)

The College is now forecasting underachieving its SFC credit target by circa 2% however it is unclear if the SFC will operate its clawback mechanism at the end of 2021/22. The College (and sector) have been significantly

impacted by restrictions imposed on its operations because of the Covid-19 pandemic. These restrictions have had a limited impact on recruitment but a more profound impact on student retention, this is a common picture across the Scottish college sector. The College had a very positive January 2022 recruitment campaign which has contributed to an improving situation in comparison to that report to the Board of Management in December 2022. Discussions are ongoing between the sector, SFC and Scottish Government regarding the financial impact on colleges of under-performance against contracted delivery targets and consequences for financial sustainability. At a local level the College is in regular contact with GCRB.

F4 – Adverse funding changes in 2021/22 (SFC/SDS/ESF) and future years

Due to a reduction in UK Government Covid-19 consequential funding to the Scottish Government the flexibilities on college funding contracts employed in 2019/20 and 2020/21 have not yet been confirmed for 2021/22. Discussions are on-going between the sector, SFC and Scottish Government about the potential impact on the college sectors financial stability. At a local level the College is in regular contact with GCRB. The Scottish Government has published its draft budget for 2022/23 and have planned for a 'flat-cash' settlement for the college sector. Colleges Scotland have calculated that the settlement will result in a circa £52m 'real-terms' cut to college sector income due to inflationary pressures, pay settlement increases, National Insurance rises and the end of Covid-related funding initiatives. Based on these calculations the income reduction for Glasgow Clyde College would be circa -£2m in 2022/23. The 5yr financial forecast is currently being updated and will be presented to the next meeting of the Board's Finance & Resources Committee on 9 March 2022.

O2a – Negative impact on employee relations at a national level (e.g. national bargaining, industrial action)

EIS-FELA have formally notified the Employer Association that they are in dispute because the employers' have failed to '*...make a reasonable pay offer in the 2021-22 NJNC National Pay Negotiations.*' EIS-FELA have enacted a consultative industrial action ballot that opened on Friday 11 February 2022. Traditionally, support for national industrial action at the College has been high.

The national pay negotiations with the support staff trade unions for the 2021/22 period is currently on-going. A final offer has been made by the employers and the unions are currently considering it.

4. The Board's approach to Risk Appetite was discussed at the October Audit Committee who were comfortable with the approach adopted at this stage however there was a discussion at that Audit Committee on whether it was the most appropriate to use the same risk appetite level across each risk area.

A workshop was held on 14 January 2022 involving College senior managers and Board members. The workshop considered how risk scoring and the risk appetite could be re-considered including the possibility of introducing different risk appetite levels across the different risk areas. In addition, the workshop reviewed the Risk Register in detail against the Strategic Plan themes and it was agreed that the key risks should be mapped against the objectives contained in the Plan. Finally, because of the detailed discussion it was agreed that a comprehensive review of the current risks was required with the likelihood that some risks will be removed, and new risks added. A further workshop was planned for February 2022 to further consider matters however it was deferred due to staff absence. The workshop will be rescheduled in March 2022.

5 RISKS

- 5.1 The College Strategic Risk Register is a key part of the College's risk management framework.
- 5.2 The College is required to have a risk register as part of the Financial Memorandum and the financial implications are detailed within the financial risks section of the College Strategic Risk Register.

6 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY

- 6.1 Each of the risks in the College Strategic Risk Register reflect the current assessment of the key areas of College activity across the financial, organisational and governance risks, which include student experience, legal, financial, and equality and diversity matters.

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER								Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee, FWDF = Flexible Workforce Development Fund, VLE = Virtual Learning Environment, DELTA project = Delivering Excellence in Learning, Teaching and Assessment, VPN = Virtual Private Network			Key for Risk Appetite Residual Score Comparison: 1-6 = Averse, 7-9 = Minimalist, 10-14 = Cautious, 15-19 = Open, 20-25 = Hungry							as at 16th February 2022	
					Score Before Mitigating Actions				Score After Mitigating Actions										
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)	Risk Ranking after mitigating actions	Risk Timing Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change			
Financial Risks																			
F1	Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income	Financial / COVID impacts	Theme 2 and 5 - Partner of Choice and Financial Resilience through Operational Excellence	Assistant Principal International and Business Development	5	5	25	Short term i) Revised commercial income/surplus plan now for 2021/22 and plan to rebuild for future years by each sector area based on medium and long term impacts following COVID 19 virus. ii) FWDF key element of total activity and increased level during 2021/22 utilising CBI support to promote FWDF to larger companies. iii) Greater use of digital marketing to promote course areas as effectively as possible Long Term iv) Regular monitoring between Business Development Unit, External Funding Unit and Faculty Management of commercial activity/non-SFC activity and future replacement activity will be identified as far as can be estimated however significant impacts from COVID through 2020/21 at least. v) Pipeline of activity being re-established as much as possible based on on-line or on-site delivery vi) Costing templates completed for all commercial activity. In year staff costs transfers of permanent staff costs. vii) Increased engagement and marketing effort during COVID to try to maintain as much of business as possible and to open and grow new income streams e.g. for retraining. viii) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus. ix) Review and develop market opportunities through business development strategy and growing new markets. x) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum. xi) Continued work with key partners to ensure successful projects delivered and funding maintained as much as possible.	4	5	20	Higher than risk appetite (Hungry)	F1	Short	20	No change			
F2	Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)	Financial/ Organisational/ COVID impacts	Theme 2 and 3 - Partner of choice and Unrivalled Student Experience	Deputy Principal	5	4	20	Short Term i) Regular analysis and reporting of progress against SFC credits target for teaching delivery which is discussed at each Senior Leadership Team and Curriculum Assistant Principals meetings. ii) Continue to seek clarity on different SFC credits streams for 2021/22 & impacts for College iii) Focussed support for students to deliver student experience and to ensure stated teaching activity targets are met. iv) Closely monitor tuition fees income to assess potential COVID impacts on income Long Term iv) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, and improved retention of students. v) Discussions within Glasgow Colleges Group and with other partners to plan curriculum and make changes annually to meet market needs and Government and SFC guidance vi) Work closely with relevant partners to ensure programmes implemented as planned vii) Aim to ensure annually all relevant agency (e.g. SDS) milestones and documentation requirements achieved viii) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment. Again significant COVID impacts on ongoing basis.	5	5	25	Higher than risk appetite (Hungry)	F2	Short	20	Increasing			
F3	Failure to reduce College cost base on managed basis to meet requirements of the three year financial forecast	Financial/ Organisational/ COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Principal/ Deputy Principal & Vice Principal	5	5	25	Short Term i) Revenue budget approved for 2021/22 ii) Cost reduction plan implemented in 2020/21 with reduction in staff levels and significant cuts in non-staff budgets across the College. VS Reductions and academic management restructure implemented. Long Term iii) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes. iv) First staff restructure from October 2019 through use of VS scheme with required agreement with GCRB and SFC. v) Successful bid to GCEF for additional funding support from November 2020. vi) Discussion on future potential changes being taken forward. vii) Zero based budgeting from 19/20 onwards for non-staff costs. viii)Three year Financial Forecast Return approved by the Board of Management and submitted to SFC	3	5	15	As per Risk Appetite (Open)	F3	Medium	15	No change			

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F4	Adverse Funding changes in 2021/22 (SFC/SDS/ ESF) and future years	Financial / COVID Impacts	Theme 5 - Financial Resilience through Operational Excellence	Principal/ Deputy Principal & Vice Principal	4	5	20	Short Term i) Financial plans developed by College Senior Leadership Team and monitored within framework of available activity through Glasgow Regional funding for teaching, student support funds and capital. Portfolio planning key element of cost base and monitored on ongoing basis. Portfolio for 2020/21 being monitored with blended/ on line activity where possible. ii) College working to achieve Flexible Workforce Development Fund target levels however this was impacted by COVID 19 arrangements and number of the related areas now moved to on line delivery. iii) SFC Funding allocations for 2021/22 now finalised. Long Term iv) Continue to aim to inform and influence funding allocations through Principals' Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies. v) Work with Colleges Scotland and Scotland's Colleges Partnership on lobbying regarding impact on ESF funding and development of future alternative resources. Closely monitor ESF delivery levels and suitable record keeping. vi) Projects progressed to address priority items as per College Capital masterplan based on affordability.	4	5	20	Higher than Risk Appetite (Cautious)	F4	Medium	12	Increasing

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Organisational Risks																	
O1	Failure of College operational processes/ systems/ ICT infrastructure including risk of cyber attack or fraud	Organisational / COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development & Deputy Principal	4	5	20	Short Term i) Monitoring systems in place across College and feedback from relevant staff. Any issues addressed as necessary and action taken. Plans ensure key systems security / performance not impacted during periods of financially challenging budget. Many systems/services cloud based and using VPN/remote desktop for staff to access systems while home working. Delivered laptops and wireless devices to staff and students who need them within the available resources levels. Long Term ii) Business system improvement process in place iii) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology. iv) Virtualisation infrastructure which improves server resilience with two main data centres at different campuses with tape/offsite and cloud backups of critical systems. v) Member of HE/FE Shared Technology and Information Services (HEFESTIS) which provides support to secure against cyber attack and regular ICT network penetration testing undertaken by external bodies. vi) ICT backup procedures and Disaster Recovery planning. Cyber essentials+ status maintained. vii) Enterprise Malware detection and Web filtering technology and room based uninterruptable power supply in place with ICT climate monitoring facilities. viii) Fraud response plan in place	4	4	16	As per Risk Appetite (Open)	O1	Medium	16	No Change	
O2a	Negative impact on employee relations at a National level (e.g. national bargaining, industrial action)	Organisational / Reputational	Theme 4 - Employer of Choice	Principal/ Assistant Principal HR	4	5	20	Short Term i) Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications on any national matters. Long Term ii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. iii) Emphasis being made nationally on imperative of financial sustainability and affordability issues particularly given increased staffing costs and challenges of the Glasgow Regional context. iv) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action.	4	5	20	As per Risk Appetite (Open)	O2a	Short	15	Increasing	
O2b	Negative impact on employee relations at a local College level (e.g. local consultation)	Organisational / Reputational	Theme 4 - Employer of Choice	Principal/ Assistant Principal HR	4	5	20	Short Term i) Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications. ii) Regular direct communication with staff e.g. staff briefings, focus groups. iii) COVID 19 related communication sent regularly to all staff from the Principal and union involvement in risk assessment discussions Long Term iv) Discussion with unions on impact on College financial sustainability and organisational impacts. v) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action. vi) Ensure transparency of College consultation process to maximise opportunities for enhanced communications with Trade Unions	3	4	12	Lower than Risk Appetite (Cautious)	O2b	Short	12	No change	
O3	Failure to achieve acceptably high standard quality of teaching delivery and support for students and suitable student experience	Organisational / Financial/ COVID impacts	Theme 1 & 3 - Inspirational Learning & Teaching & Unrivalled Student Experience	Deputy Principal	5	5	25	Short Term i) Regular monitoring of teaching KPIs across relevant curriculum measures and actions implemented to develop improvement strategies . ii) Quality Assurance processes undertaken through annual cycle of activities including self evaluation, verification, feedback and audit. iii) Heads of Curriculum and Unit Managers monitor quality and delivery of service and implement actions for improvement. Extensive training on Teaching, Assessment and E learning ensure staff are updated and enabled to deliver a high quality learning experience. iv) Faculty staff work with students association, class reps and student feedback mechanisms to monitor feedback on quality and follow up on any issues v) Monitor feedback from student focus groups on student experience Long Term vi) Significant deployment of digital resources to learners and staff in areas of need to enhance delivery of blended learning approaches as well as the enhanced use of the VLE vii) A range of student feedback mechanisms are used to gather and inform improvement activities to improve the wider student experience. Development of classroom observation protocol as intimated in national bargaining. viii) Collaboration between teaching and support teams to ensure improvements and efficiencies are delivered where possible across College business processes and to deliver quality of services. ix) The DELTA E-Learning project and Research & Development Programme support a significant number of staff through capacity building, training and mentoring focused on delivering effective learning & teaching.	3	4	12	Lower than Risk Appetite (Cautious)	O3	Medium	12	No change	

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O4	Failure in any area of College data management processes	Organisational/ Reputational/ COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development & Deputy Principal	4	5	20	Short Term i) Ongoing monitoring by ICT of any potential systems being targetted ii) Multi Factor Authentication being rolled out across College staff Long Term iii) Key business systems and processes contain range of controls with agreed practices and staff training and communication on practices/guidelines. Role based user access restrictions in place. iv) Procedures and guidance in place including guide for staff on information and data security with a list of key do's and don'ts v) Data protection officer works closely with managers on any data protection matters. Clear procedures and guidelines in place including process for any potential data breaches. vi) Data privacy notices for the College in place and published and data sharing agreements with other organisations are established. vii) Document retention scheme in place for all key record types viii) Member of HE/FE Shared Technology and Information Services (HEFESTIS) which provides information on data management and any sectoral updates. ix) Homeworking guidance in place for staff x) External agencies assurance & audit processes review areas of data management and any recommendations followed up.	3	4	12	Lower than Risk Appetite (Cautious)	O4	Medium	12	No change
O5	High Impact Disaster for College e.g. fire, long term power loss	Organisational/ COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal - Resources & College Development	3	5	15	Long Term i) Health and safety risk assessments in place and required testing and audits completed on an annual cycle ii) Business Continuity Plan for College in place. iii) Estates condition survey completed and prioritising projects through estates based on affordability. iv) Business interruption insurance in place.	3	4	12	Lower than Risk Appetite (Cautious)	O5	Medium	12	No change
O6	Failure to achieve a sustainable fit for purpose College estate	Organisational/ Financial	Theme 1 & 5 - Inspirational Learning & Teaching& Financial Resilience through Operational Excellence	Vice Principal - Resources & College Development	4	4	16	Short Term i) Need to plan within College tight resources due to financially challenging budget and items rephased as required. ii) Monitor use of College estate as result of COVID impacts and updated cleaning regime in place. iii) Plans for projects for use of the estates high priority maintenance funding Long Term iv) Capital masterplan in place and related to need/estates condition survey. Funding for very high priority items allocated by GCRB to College. v) Work with GCRB and SFC to ensure fully informed of estates requirements. vi) Estates Strategy Review completed	3	3	9	Lower than Risk Appetite (Minimalist)	O6	Long	9	No change
O7	Failure to recruit and retain an appropriately skilled and effective workforce	Organisational/ Reputational	Theme 1 & 4 - Inspirational Learning & Teaching & Employer of Choice	Assistant Principal HR	3	5	15	Short Term i) Maintain open channels of communication with trade unions, college managers and their staff, and effective attendance management process in place. ii) Cover arranged as required for absence of key staff members. iii) Need to manage to retain appropriate staff through challenge of restructures Long Term iv) College Strategic Theme of Employer of choice with attractive overall terms and conditions e.g. pension schemes, flexible working. v) All new staff have an induction process and annual training programme undertaken. vi) Appropriate CPD provided for staff to meet identified skills gaps vii) Managers work with their staff to consider any enhancements to skillsets and access to training e.g. webinars. General risk across staff in new levels of home working. viii) Recruitment and retention of staff for a few skills areas remains challenging and College continues to use a range of approaches as appropriate.	2	4	8	Lower than Risk Appetite (Minimalist)	O7	Medium	8	No change

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Governance Risks																	
G1	Failure to comply with Health and Safety and Safeguarding requirements	Organisational/ COVID Impacts	Theme 1 & 5 - Inspirational Learning & Teaching& Financial Resilience through Operational Excellence	Assistant Principal HR	4	5	20	Short Term i) COVID related operating arrangements discussed at SLT. ii) Full review of Health and Safety Policy and Procedures being undertaken Long Term iii) Glasgow Clyde College Health and Safety and Safeguarding Committee and Campus Forums meet regularly to monitor health and safety arrangements and any issues are raised. iv) Safeguarding officers and safeguarding forum on each campus v) Health and Safety Officers working across the three campuses and ensure annual cycle of health and safety audits are completed vi) Regular reporting on Health and Safety to Organisational Development Committee as part of their remit requirements	2	5	10	Lower than Risk Appetite (Cautious)	G1	Short	10	No change	
G2	Failure to meet all legislative and regulatory requirements and/or recommended guidance	Governance/ Reputational/ COVID Impacts	Theme 2, 4 & 5 - Partner of choice, Employer of Choice, & Financial Resilience through Operational Excellence	Principal/ Clerk to the Board	4	5	20	Short Term i) Close involvement in ongoing discussions on COVID 19 implications with SFC and representative forums to contribute towards sector input to seek support for current and future resultant challenges ii) Ongoing engagement at Board and Senior Leadership Team level with the SFC Review Long Term iii) Work within roles, responsibilities and legal implications of Legislation and associated related guidance. iv) Liaison with and maintaining ongoing dialogue with relevant bodies e.g. SFC, GCRB and Scottish Government. College ensure full knowledge and implementation of legislative, regulatory and guidance requirements including requirements of Financial Memorandum with GCRB. v) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls vi) Ensure Board have appropriate training on key guidance and legislation and take proactive role in ensuring meet all requirements. vii) Modern Slavery statement in place viii) Quality audit process in place and DELTA project delivering greater levels of blended learning with staff. Internal audit review process considers range of areas annually. ix) Seek legal advice as required. x) Data Protection Officer in place to advise on General Data Protection Regulation/ Data Protection matters.	3	3	9	Lower than Risk Appetite (Minimalist)	G2	Medium	9	No change	
G3	Failure to recruit, train and retain an appropriately experienced Board of Management	Governance	Theme 1, 2, 3, 4 & 5 - inspirational Learning & Teaching, Partner of Choice, Unrivalled Student Experience, Employer of Choice, & Financial Resilience through Operational Excellence	Clerk to the Board	3	4	12	Long Term i) Continue to maintain membership of Board of Management at suitable level with the correct level and mix of skills. Succession planning taking place with the Nominations Committee considering future vacancies well in advance. ii) Recruitment of new Board members to consider diversity of membership (e.g. gender and ethnic background) iii) Annual self assessment for Board members and training provided as required. iv) Board effectiveness review completed. v) Induction provided for all new Board members. vi) Ensure Board undertake an ongoing programme of training to meet CPD needs. vii) Board member handbook in place and an annual review/update to be undertaken. viii) New Clerk to the Board has commenced in post.	2	3	6	Lower than Risk Appetite (Averse)	G3	Medium	6	No change	

BOARD OF MANAGEMENT MEETING

Date of Meeting	23 March 2022
Paper Title	Estates, Capital Expenditure and Masterplan Update
Agenda Item	22.19
Action	For Approval
Prepared by	Tracy Elliott, Assistant Principal Finance and Infrastructure
Status	Disclosable

1 PURPOSE OF THE REPORT

The purpose of this report is to provide a summary of the main current estates matters for Glasgow Clyde College and to provide an update on the capital expenditure against plan to date along with the capital masterplan update.

2 ACTION FOR THE BOARD

- 2.1 The Board of Management is asked to note this report and approve the updated capital masterplan.

3 BRIEF BACKGROUND INFORMATION

- 3.1 The Scottish Funding Council (SFC) provides capital funding to GCRB who then allocate it to the Glasgow Colleges and this funding is provided on a fiscal year basis, i.e. April to March.
- 3.2 The College's major Capital works are based on the College Estates Capital Masterplan, the College Estates Condition Survey of all the College buildings (as completed in 2014), plus College plans for addressing emerging needs in discussion with Estates, and the Faculties and Units.
- 3.3 The College received from GCRB its capital funding allocation for 2021/22 in early April 2021. The funding allocation to the College for 2021/22 is £2.82M of capital allocation from SFC/GCRB split into £881k of lifecycle maintenance and £1.94M of high priority maintenance.
- 3.4 The capital plan for 2021/22 which was approved by the Board of Management in December 2021 was based on early indicative estimated costs for priority needs based on discussions and an informed survey of the sites together with any brought forward remaining works. The plan was summarised into four main project areas with a balance of £503k to be assessed and allocated as required by the College. This balance has now been allocated across the relevant projects.

- 3.5 Capital works are now in progress with the project manager team at Doig and Smith. The timescale for projects completion of end March 2022 has been emphasized and projects prioritized accordingly. The attached update outlines the spend to date and latest forecasts for the projects that the College is aiming to complete by the end of March 2022.

- 3.5 In addition to the above the College is progressing the Student Space project at Anniesland which is being funded from the additional SFC/GCRB estates capital allocation in 2020/21 to support economic recovery. The College received £403k of this funding for high priority maintenance and £196k for lifecycle maintenance. This project has now commenced on site and is due to be completed by mid-April 2022. This project was previously delayed to this timeframe as a result of supply chain issues particularly for steel.

4 FUTURE YEARS' CAPITAL PLAN

- 4.1 Following the Estates Strategy Review which was funded by the Glasgow Clyde College Education Foundation (GCEF) and undertaken by Gardiner and Theobald and BDP in 2019, the Public Realm Improvements project at the Cardonald campus was approved for GCEF funding of £652k. BDP were recently appointed to provide landscape architect/design services. The timescale for completion of their design concepts and preparation of the tender for issue is through to end March and the timescale for the planned improvement works is June to August 2022. The design concept stage will include discussion with staff and student stakeholders.
- 4.2 In addition to the above the College commissioned a condition survey during 2021/22 to help inform its future capital plans which has now been received. This will be analysed and progressed from April 2022 onwards.
- 4.3 The regional capital allocations for 2022/23 are expected to be announced by SFC in mid-March 2022. Overall for the sector the capital expenditure allocation outlined in the December 2021 Scottish Government 2022/23 budget announcement remains the same as 2021/22 at £33.7m, plus an additional £41m for the Dunfermline Learning Campus and for a share of Digital investment.
- 4.4 On that basis, the College is currently anticipating a flat cash capital allocation for 2022/23 with the possibility of some additional funding for Digital investment. Once SFC announce the regional allocations, GCRB will then announce the 2022/23 allocations for the three Glasgow Colleges.

5 RISKS

- 5.1 There is a risk that if the estates planned works are not progressed annually then the College estate will not be fit-for-purpose. There is also a timing risk in completion of the 2021/22 capital projects by end March and this need continues to be emphasized to the current project

management team. However, works are progressing well and, based on the most recent communication from the Project Management Team, the College does not believe this presents a significant risk at this time.

**6 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/
LEGAL/ FINANCIAL IMPLICATIONS/EQUALITY AND DIVERSITY**

- 6.1 There are no legal implications from this paper and the capital financial implications are captured above and in the College capital masterplan. Estates changes will take account of benefits to the student experience and any equality and diversity matters.

Glasgow Clyde College
Capital Masterplan 2021/22 as at 28 February 2022

Paper 21.50A

Project Ref	Project Description - Capital Projects	Funded by	2021/22 Capital Projects Plan Approved at Dec21 Board	2021/22 Capital Expenditure April 2021 to February 2022	Updated 2021/22 Capital Projects Plan	Comments
	Structure and Roof Works	SFC/GCRB very high priority works capital funding allocation 21/22	£0	£0	£0	Any structure and roof works will now be after April 2022
1	Building Fabric Works/ Skills Centre Toilet refurbishment	SFC/GCRB very high priority works capital funding allocation 21/22	£315,000	£0	£358,646	Mainly toilets refurbishment in Skills Centre building which is now 15 years old.
2	External Grounds & Drainage	SFC/GCRB very high priority works capital funding allocation 21/22	£425,000	£84,410	£522,266	Anniesland and Langside campuses. Improvements to a range of external areas.
3	Heating, Ventilation, Air Conditioning & Water/ Mechanical Works	SFC/GCRB very high priority works capital funding allocation 21/22	£300,000	£25,980	£423,120	All three campuses. Includes air handling units, chillers replacement.
4	Electrical Systems & Controls, Fire & Security/Electrical Works	SFC/GCRB very high priority works capital funding allocation 21/22	£400,000	£132,367	£489,541	Anniesland and Langside campuses. Lighting, CCTV, fire panel upgrade.
5	Balance of funding allocated	SFC/GCRB very high priority works capital funding allocation 21/22	£503,000	£76,259	£146,430	Balance of funding allocated to Other Small Works
	Capital Masterplan 21/22 projects total		£1,943,000	£319,016	£1,940,003	

Glasgow Clyde Education Foundation (GCEF) Projects Update Report – at end December 2021

1 INTRODUCTION

As agreed with the Chair of GCEF the expenditure on approved funded GCEF projects will be monitored through the College Finance & Resources Committee and then reported to GCEF.

The previous report was to the October Finance and Resources Committee which provided the position on GCEF projects as at end July 2021 and at that point there were five projects at final drawdown stage for which all the funding had been provided by GCEF and five ongoing projects for 2021/22.

The purpose of this paper is to provide an update on expenditure and activity of GCEF projects as at December 2021 and an update on progress for the future planned bid to GCEF for Learning Spaces.

2 FULL FUNDING DRAWN DOWN PROJECTS – UPDATE AT DECEMBER

Three of the five projects which had full funding drawn down at July 2021, as indicated in the previous report, still had some expenditure and activity in 2021/22. This section provides an update on those three projects with the expenditure to December 2021 in the table below:

Project Description	Approved Bid Total	Actual to date as reported to FRC in July report	Further expend to end December	Total to date	Remaining Planned Spend	Updated Planned GCEF Total	Comments on updated planned total
Capital In Year Costs	£295k	£204k	£51k	£255k	£40k	£295k	Mainly Science Lab at Langside. Further work being completed in 21/22
Staff Development	£302k	£132k	£27k	£159k	£142k	£302k	Project continues through to 22/23
On-Line Course Development - Care Training	£57k	£41k	£0	£41k	£0	£41k	No further expenditure planned. Propose to transfer balance of £16k to DELTA.
Total	£654k	£377k	£78k	£455k	£182k	£638k	

For the capital in year costs project this was to fund capital expenditure for the College within its capital masterplan which would otherwise not have been able to be undertaken. This funding was mainly for the refurbishment of one of the Science laboratories at the Langside campus which did not have suitable disabled access plus a number of other smaller projects. There are some remaining works to be undertaken in 2021/22 to the Science Lab and other areas which will utilise the final sum.

Expenditure is ongoing on the Staff Development project. The majority of the expenditure has been on various CPD events and courses for staff, professional development sponsorship, provision of support for the Teaching Qualification in Further Education (TQFE) and Skill Boosters which is the on-line training resource for all staff. There has also been expenditure on the leadership and management development programme and the values and culture

development programme. Both of these programmes will have further activity during 2021/22 and into 2022/23. Finally, there is 0.4FTE of staffing being funded within this project to support the staff development activity.

For the third of the full funding drawn down projects above i.e. the On-Line Course Development for Care Training Project it is proposed to request from GCEF to transfer the final £15.6k to add to the total Delivering Excellence in Learning Teaching and Assessment (DELTA) project which is an ongoing project as described below. The project for on-line course development was approved in 2017 and was for the development of distance learning type study. There were six modules written which are shared across Health Care and Social Care for the College. Given the significant shift in on-line learning as a result of the pandemic it is proposed to request to transfer the balance of this funding to the DELTA project which is assisting in the delivery of on-line learning and teaching to a much wider group of the College student population and will allow that project to continue a little longer beyond the end of its current funding in November 2022.

3 FINANCIAL VALUE OF ONGOING PROJECTS IN 2021/22

There are five ongoing approved live GCEF projects during 2021/22 for which there are planned to be future claims to the Foundation. The claims dates are end March and end July hence no claims have been made since the last report to Committee. The updated expenditure on each of the five projects is summarised in the following table:

Project Description	Original Bid Total	Actual to date as reported to FRC in July report	Further expend to end December 21	Total to date	Balance planned Spend at January 21	Updated Planned Total	Comments on updated total
Delivering Excellence in Learning, Teaching & Assessment (DELTA)	£686.7k	£314k	£185k	£499k	£188k +£15.6k	£686.7k +£15.6k i.e. £702.3k	Total as per original bid plus £15.6k transfer from online care course funds
Supporting Commercial Income Growth	£745k	£140k	£39k	£179k	£271k	£450k	Reduced total as less staffing now planned from bid
Financial Sustainability Funding	£2.3M	£900k	£375k	£1.275 M	£525k	£1.8M	Reduced from original bid
Business Transformation	£175k	£65	£25k	£90k	£85k	£175k	Total as per original bid
Cardonald Public Realm	£652k	£0	£0	£0	£652k	£652k	Planned project in summer 22 to improve access and external environment
Total Ongoing Projects	£4.56M	£1.42M	£624k	£2.04M	£1.72M	£3.76M	

An overview of each of these five projects is in the following section of this report.

3.1 Delivering Excellence in Learning, Teaching and Assessment (DELTA) - £687k

As indicated in the last report the aim of this project is to achieve learning and teaching transformation through delivering a more embedded digital approach for the College and with a more engaging use of the College Virtual Learning Environment (VLE). The project's overall

purpose has been to ensure the College's academic staff have the skills, confidence and support to deliver an engaging curriculum that develops and prepares students for the digital age, and that provides a first class, inclusive learning and teaching experience. This project has been planned for a three-year timescale and continues through to late 2022.

Part of the funding was used to purchase a new VLE with the College moving to a product called CANVAS which is a more intuitive and user-friendly product than that which was previously in use (Moodle). This acted as a lever to increased digital engagement and provided a consistent benchmark for digital confidence and competency. The other main element of the funding has been to staff a team of learning technologists to work with teaching staff to deliver the transformation of the learning content for students and to make the best use of the new VLE.

This project was very well timed as the move to the VLE was taking place during 2019 with a view to switching over fully by the summer of 2020. As the pandemic began to impact on learning and teaching from March 2020 the College was then well placed to move more quickly to the new VLE and to supporting staff and students in the new mode of remote learning. The move to a new VLE has been overwhelmingly welcomed by both lecturing and support staff.

The initial priorities were in the development of staff and resources on the learning and teaching side of the College. This ensured that the student experience of our core business was at the heart of our development focus. This has now been enhanced by developmental work on a Microsoft Power BI dashboard to support management information. To provide a consistent student experience, support areas have engaged heavily with CANVAS to ensure learners have consistent access to information and services from a single portal.

The project is ongoing, and the learning technologists continue to work with teaching and support staff in providing content which uses the new VLE most effectively. It is intended this will continue to November 2022 using the remaining balance of the funding. There will then need to be a consideration of the future shape of this activity and the level of revenue funding for it from the College's annual revenue budget.

3.2 **Supporting Commercial Income Growth – £450k (reduced from original bid of £745k)**

The College had an ambitious growth plan for commercial income as agreed by the College Board of Management in last quarter of 2018 which was to increase annual commercial income up to £5M. This funding bid was submitted to GCEF to provide support for this commercial growth plan and was mainly for additional staff to provide capacity for this growth to be achieved and for annual commercial marketing expenditure. The bid was submitted in 2019/20 for a period of three years through to 2022/23.

As a result of the global pandemic there has been a significant shift in the commercial growth plan which has affected the scale and areas of demand and there has now been a revised commercial strategy put into place which involved a recovery plan in 2020/21 moving to a steady growth state in future years from 2021/22. Within this revised strategy there is a lower level of income planned and lower numbers of additional staff are required to achieve this revised position hence the original bid of £745k over the three years has now been reduced to £450k.

The updated Commercial Growth plan is below.

Table 1: Income targets	2020-21 Actual	2021-22 Target	2022-23 Target	2023-24 Target	2024-25 Target

Commercial Plan 2021-25	£1.7M	£2.25M	£3M	£3.5M	£4M
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One post which is now fully engaged is the 'Digital Commercial Marketing' post which commenced in January 2021. This post is responsible for all digital marketing campaigns for commercial activity and works closely with the Business Development Unit team to design and implement marketing campaigns.

3.3 **Financial Sustainability – £1.8M (reduced from £2.3M)**

This bid was approved for funding of a total of up to £1.8Million in 2020/21 and up to £500k in 2021/22 to provide a financial bridge for the College to achieve financial sustainability.

The College's three-year financial plan from 2020/21 to 2022/23 as agreed by the Board of Management included recurrent staff cost savings to move the College from what was forecast at that point to be an increasing financial deficit position annually, to a sustainable break-even/small surplus position annually in future by 2022/23. The approved GCEF funding in December 2020 was provided to enable the College to sustain a range of key College services during a process of financial savings and to enhance the student experience through a process of change and modernisation to meet changing student demands and the needs of learning and teaching with a greater focus on online and blended requirements and digital related student services.

During this period the College has been undertaking a programme to change and adapt particularly in relation to its student related service areas. These are designed to provide the best level of added value to the student experience and the College is modernising its structures and ways of working to best meet students' future needs. This involves reviewing the delivery of student support, introducing more interactive services for students, and improving processes and systems to deliver services in a more digitally based College environment.

A range of initiatives have taken place over the period to date, and are planned, for the student support services, including improvements in the student journey, on-line enrolment, on-line student support as well as on-line learning and teaching, on-line student cards, on-line staff learning and development services and significant ICT equipment distribution for students.

The College has undertaken this programme of change and financial savings with staff reductions mainly through the academic management restructure in 2020/21 plus reviews across a number of support areas to achieve the overall target reductions from the process. The final total of this funding to be drawn down is included in the College Revenue Budget 2021/22 which is £900k in 2021/22 in addition to the £900k already utilised in 2020/21.

3.4 **Business Transformation - £175k**

The College is reviewing its business processes to ensure they are suitable for the challenges of the future and in particular to ensure the maximum use is made of digital solutions. The business transformation project will focus on providing a methodology for the College for business improvement and innovation for the future, training a team of staff in improvement techniques to inspire and nurture future change which will then be cascaded across prioritised areas of the College. This process will seek to improve efficiency and effectiveness in key areas and to eliminate duplication in any process, removing rework and reducing potential wasted use of resources. This project will help to ensure that Glasgow Clyde College is a sustainable high performing College which can achieve business transformation to meet the challenges of the future which includes the financial environment of increasing costs without equivalent increases in funding.

The project to date has focussed on funding improvements in the College's key systems: HR & Payroll; Student Records and Finance. The GCEF funding for this project has paused at this stage. Subject to GCEF approving further spend, the next phase would see us accessing training for key staff who would lead and support College teams in identifying areas of the

business where improved systems or processes can increase our efficiency and/or deliver a better quality of service. This would be done using a train the trainer model with an initial cost to train the main practitioners, who will then train and support college managers.

The Transform Programme will have seven key priority areas as follows:

- Student experience;
- Transforming core processes;
- Agile workforce;
- Digital activities;
- Data insights;
- Commercial;
- Asset utilisation.

In recognition of the scale of the future financial challenges faced by the College the Transform programme has to contribute to improving services for staff and/or students, and/or making the College more efficient. As technology changes so do the expectations of students and staff. The Transform project is about changing the way we work and how we modernise our professional services to ensure the College provides an excellent student experience. The project is not just about saving money or replacing systems. It is about changing culture, doing things better, and making better use of technology.

Due to these changes what we then require from our workforce will undoubtedly be different. Aligned to this Transform Programme the College is undertaking a workforce planning exercise and a plan for blended working across its support services. The digital agenda is becoming more important and as an organisation we need to embrace new technology and invest in our staff to ensure that they have the necessary skills required for the future. We need to design our services from the outside in and use technology as an enabler.

Key to the success of the Transform project is developing the key messages and engaging staff from across the College in our plans for the future. Through the Transform programme we want to achieve financial savings, consistent reliable high-quality services for students, and commitment to our workforce to ensure that they are supported, informed, involved and developed.

It is intended to develop a Staff Suggestion Form for business improvements which will include the students' voice via the Students Association Staff. This will be used to inform the business transformation project and generate ideas for improvements whilst providing staff engagement in the process. The process will encourage staff to think differently, and the ideas generated will be collated into a suggestions log under the above seven key priorities.

The College's Business Improvement Group, which is already in place, has the remit to ensure that College business improvements and developments are encouraged, prioritised, progressed and communicated to achieve effective change. This group is chaired by the Vice Principal Resources and College Development and has representation from the Faculties, Organisational Development, Systems Development, MIS and the Students Association President. The group will act as the project board for the business transformation project.

To enable the business improvements process to have the greatest possible success both at the outset and for the future legacy, the College is seeking to have some external assistance appointed by end March at the latest to provide workshops for around 20 staff to raise awareness of business improvement and for more in depth training of approximately 2 days for a group of 6 staff from Organisational Development who will be facilitators for the College for the future. This will be timely given the new academic management structure in place with a range of new curriculum management in place as well as engaging with the support managers and their teams.

The plan for business improvements is to challenge College staff to think and work differently particularly following the new ways of working as a result of the pandemic and seeking benefits which can be achieved through online solutions. Business improvements will explore possibilities for approaching processes differently and will have one or more of five types of measurable benefits of financial savings, student and staff experience and engagement, quality, increasing capacity and operational improvements.

There will be regular communications on business improvement activities through the College staff fortnightly online newsletter, Clyde Connects, which is sent out by the Principal to ensure staff are informed and engaged with the business improvements aimed to achieve positive change, and the benefits will be emphasised in these updates.

The College are also collaborating with Glasgow Kelvin College who commenced a Continuous Improvement Programme in 2021 and there will be sharing of ideas across both Colleges.

3.5 Cardonald Campus Public Realm Capital Project - £652k

Following the Estates Strategy Review which was funded by GCEF and undertaken by Gardiner and Theobald and BDP in 2019, the Public Realm Improvements project at the Cardonald campus was approved for funding by GCEF. The funding was agreed for the provision of an upgraded environment at the Cardonald campus and to provide revised access through the combined entrance at the link Corridor building between the main Tower Building and the Skills Centre. This proposal will provide a better overall student environment and sense of arrival, improved security and will create a focal point for entry for all students to the campus creating a hub within the building as well as providing improved physical appearance and improved landscaping.

A tendering process for the landscape architect/ design stage was undertaken in December 2021, and BDP have now been appointed to provide these services which commenced from January 2022. There was a walkaround site visit in mid-January to enable them to have a full insight into what was to be achieved by the project and there are now fortnightly update meetings for the College on progress of the plans.

The timescale for completion of their design concepts and preparation of the tender for issue is through to end March and the timescale for the planned improvement works is June to August 2022. The design concept stage will include discussion with staff and student stakeholders.

4 FUTURE PLANNED BID FOR GCEF FUNDING

After the conclusion of the above projects there will be around £3.6 Million of GCEF funding remaining. Following discussions at the GCEF strategy meeting in August on proposals the College had provided for potential use of the remaining funding, and discussions at the College Board of Management Development Day in September, it was decided that the top priority future project was to be focussed on the College's Learning Spaces/Estate. It is therefore planned to prepare a future bid for GCEF funding for developments at each of the three campuses to open up areas of the College estate for more flexible use for students both for self-study and for social integration within the College.

The new learning spaces will be achieved through refurbishing existing spaces within the campuses and they would be intended to provide an appropriate environment for students to engage in a number of ways with the future blended learning model. The College are looking to create high quality areas, which provide practical resources, within spaces which are attractive, modern and engaging for students, focussed on enabling them in blended learning, especially for those students who may not have suitable blended learning provision within their home environment.

An important part of their design is defining the purpose of these spaces and consideration of how much they are designed to be used for teaching, study or social activities. The design

stage will engage with a range of stakeholders including students, staff from the library and ICT, and teaching staff to inform the layout and location of the new learning spaces.

This project is being taken forward through a College Steering Group and the College is seeking some specialist advice to fully develop the brief for the project to work through the design stage to enable the planned works to be tendered. This is being taken forward using agreed College contingency funding in 2021/22 of up to £50k. There has been discussion with APUC (Advanced Procurement in Universities and Colleges) on how best to take forward the necessary specialist advice for the project and the process to procure this is ongoing at the moment. The GCEF bid will be to take the designs through to contractor tender stage, project management and implementation.

It is planned to undertake a number of site visits to other educational institutions by members of the Steering Group to consider their spaces and discuss how successful or otherwise their projects have been. A meeting of the College Learning and Inspiration Committee is also planned to provide a workshop style session to discuss the target outcomes from the new learning spaces.

As these changes will involve refurbishing existing spaces each of them will involve some displacement of teaching or other activity which will need to be planned. It is anticipated that the Learning Spaces Project will be progressed in phases with some aspects being developed from the summer of 2022 and any larger scale changes/displacement of activity for summer 2023. The next update report for the College Board of Management is due for their meeting on 23 March 2022.