

# **BOARD OF MANAGEMENT**

**8 June 2022 at 4.30pm  
Langside Boardroom**

Meeting of the Board of Management to be held on Wednesday 8 June 2022 at 4.30pm. The meeting will be held at Langside Campus (Boardroom).

## AGENDA

<b>22.22</b>	Welcome and Apologies		D Newall
<b>22.23</b>	Declaration of Interests		D Newall
<b>22.24</b>	Determination of Other Business		D Newall
<b>22.25</b>	Draft Minute of the Board Meeting on 23 March 2022	P	D Newall
<b>22.26</b>	Matters Arising – Action Grid	P	D Newall

### Items for Discussion

<b>22.27</b>	Credits Projection for 2021/22	P	J Rafferty
<b>22.28</b>	Regional Outcome Agreement for 2022/23	P	J Rafferty
<b>22.29</b>	SFC Indicative Funding Allocation for 2022/23	V	T Elliott
<b>22.30</b>	Financial Report year to April and forecast outturn	P	T Elliott
<b>22.31</b>	Draft Revenue Budget for 2022/23	P	T Elliott
<b>22.32</b>	Draft 5 year plan update	V	T Elliott
<b>22.33</b>	Voluntary and Compulsory Severance Scheme 2022/23	P	J Thomson
<b>22.34</b>	Sustainability Report/Climate Action Plan Update	P	J Thomson
<b>22.35</b>	Governance Update	P	K Mavor

### Standing Items

<b>22.36</b>	Principal's Report	P	J Vincent
<b>22.37</b>	Student President's Report	P	J Thompson
<b>22.38</b>	Chair's Report	V	D Newall

### 22.39 Draft Minutes of Previous Meetings

A	Organisations Development 4 May 2022	S Heidinger
B	Learning and Teaching Committee 18 May 2022	F Godsman
C	Remuneration Committee 19 May 2022	S Heidinger
D	Audit Committee 25 May 2022	D Watt
E	Finance and Resources Committee 1 June 2022	D Newall

### Items for Noting/For approval\*

<b>22.40</b>	Strategic Objectives	J Vincent
<b>22.41</b>	Strategic Risk Register	J Thomson
<b>22.42</b>	Estates, Capital Expenditure and Masterplan Update	J Thomson
<b>22.43</b>	Glasgow Clyde Education Foundation Update	J Thomson
<b>22.44</b>	Any other Business	D Newall

Date of next meeting 12 October 2022

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

**BOARD OF MANAGEMENT MEETING**

<b>Date of Meeting</b>	08/06/22
<b>Paper Title</b>	<b>Credits Projection 2021/22</b>
<b>Action</b>	For Discussion
<b>Prepared by</b>	J Rafferty
<b>Agenda Item</b>	22.27
<b>Status</b>	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 providing information about the projected credit allocations for session 2022/23.

**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 improved projection of between -4.5% to a worst-case of -4.7%.

**4. CREDIT PROJECTION 2021/22**

Our current credit position according to the attached snapshot of the monitoring report is that the college now currently projects a worst-case scenario of **-4.4%** under target. This figure does not include a number of small projects which are still underway. In terms of individual targets, we are projected to achieve:

- An estimated 123,558 credits in total against a target of 121,354 core activity credits. Approximately 99.3% of these credits are now secured with only 0.7% yet to meet their funding milestone.
- 652 credits of these were Foundation Apprenticeships, against a target of 672.
- 1,353 of these were delivered to deferred students against an allocation of 2,304.

Under flexibilities afforded by the SFC we have some discretion as to which headings we report these credits under, and they have asked that colleges prioritise ESF credits over other pots such as FA and deferred credits. Organised in this way, we could report that we have met all of our core credit target (121,354) and 2,204 of our 4998 ESF credit target. Alternatively, if there is over delivery of core credits in the Glasgow region, we could make a greater contribution to the ESF target (4,039 credits), at the expense of a lower core credit claim (118,783 - which would be a -2.2% on our core credit target.)

**5. REMAINING OPPORTUNITIES**

The college has a number of interventions started this month which will earn additional credits using staff released by the end of schools activity and the Highers programme. These include an opportunity to certificate every student in the college with the digital skills they have learned – 500 students have already undertaken and passed this

certificate. Other projects include a Get into Care programme, as well as induction and study skills programmes in ESOL and Social Sciences, aimed at better preparing learners for further progression. These should make further small contributions to the credit target in June.

## 6. CREDIT ALLOCATION 2022/23

The final regional credit allocation for session 2022/23 has been published by the SFC. This confirms that ESF funding will be directly replaced by SFC funding and added to our core target. Additional credits granted this year for Covid consequentials are gone but an increased allocation of 6,900 credits for Foundation Apprenticeships are earmarked, of which Glasgow Clyde College will receive 2,275.

	Published credit target (incl. ESF) AY 2021-22 (incl. one-off COVID consequentials)	Baseline credit target (incl. ESF) AY 2021-22 (excl. one-off COVID consequentials)	Credit target AY 2022-23	% change from published credit target (incl. ESF) AY 2021-22	% change from baseline credit target (incl. ESF) AY 2021-22	Reduction in credit targets
Glasgow Region	396,382	384,714	381,624	-3.7%	-0.8%	-3,000

Of particular note is the fact that, in common with Edinburgh and the North East, 3000 credits will be removed from the collective target to facilitate an increase in the credit value for those regions. This represents an unexpected deviation from the indicative allocations published earlier in the year.

This represents a 3.7% decrease in the 2021/22 credit target including the Covid consequentials, or a 0.8% decrease excluding them. It has yet to be determined how this 3000 credit deduction will be distributed between the 3 Glasgow colleges but it may mean further reductions in activity for the college beyond the loss of the one-off Covid consequentials, albeit at a higher credit tariff.

Other highlights from next year's Final SFC Allocations include:

- Maintenance of FWDF funding at existing levels.
- £10M set aside nationally for YPG funding for colleges, with conditions to follow.
- Continuation of the 'Associate Student Scheme' run in partnership with universities.
- Continued enhanced credit allocations for FAs to cover admin costs.
- A 2% tolerance threshold on underachievement of credit targets.
- £2.9M set aside to tackle digital poverty in Scotland's colleges.
- Funding for counsellors confirmed up to June 2023 at roughly existing levels.

## 7. 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 for session 2021/22 which could have funding implications. This will depend on whether the region as a whole has delivered on its core credit target.

## 8. ANY OTHER SIGNIFICANT IMPACT

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

**BOARD OF MANAGEMENT MEETING**

<b>Date of Meeting</b>	08/06/22
<b>Paper Title</b>	Regional Outcome Agreement 2022/23
<b>Action</b>	For Discussion
<b>Prepared by</b>	J Rafferty
<b>Agenda Item</b>	22.28
<b>Status</b>	Disclosable

**1. PURPOSE OF THE REPORT**

This paper provides members with an update on the Regional Outcome Agreement (ROA) for session 2022/23 as well as providing some information of the projected returns for session 2021/22 submitted to GCRB.

**2. ACTION FOR THE BOARD**

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

**3. BACKGROUND INFORMATION**

At the last Board meeting in March a draft version was summarised to members. As of the 4th May, this draft ROA for next session has been through the GCRB Board and P&R Committee twice. It has been shared with colleges for feedback on a regular basis, and is progressing to a June meeting of the GCRB Board as a final version, subject to SFC guidance being published in due course. It takes the form of an interim single year Outcome agreement which is centred around a more focused set of KPIs and high-level direction to engage in a specified set of national and regional priorities. This format of ROA monitoring will eventually be replaced by the implementation of a National Improvement Framework in subsequent years.

**4. ROA PROJECTIONS 2021/22**

An interim update on ROA Outcomes for 21/22 was submitted to GCRB as follows:

Performance Indicators - May 2022	Target	Projected	Variance	Comments
Total credits	129,328	123,427	-5,901	-4.6% the overall credit position in May
Core credits	121,354	118,743	-2,611	-2.2% declared to region as interim projection in May
NTTF credits	0	0	0	Did not qualify for NTTF credits although contributed to a number of NTTF funded initiatives as a subcontractor
YPG credits	0	0	0	
Foundation Apprenticeships credits	672	645	-27	Delivered additional FA courses for West College Scotland as commercial activity, outwith the region.
Deferred Students	2,304	0	-2,304	Delivered 1353 credits but as per SFC advice declared these as Core/ESF.
ESF credits	4,998	4,039	-959	Maximised ESF claim based on current audit evidence.

Volume of credits delivered to learners in the lowest 10% SIMD 2016	41,000	36,417	-4,583	<i>This group impacted significantly by early withdrawal.</i>
%age of credits delivered to learners in the lowest 10% SIMD 2016	31.7%	29.5%		<i>In block 1 we under recruited by 3% but lost 13% to early withdrawal.</i>
Volume of credits delivered to care experienced learners	7,900	9,023	1,123	
%age of credits delivered to care experienced learners	6.1%	7.3%		
Number of senior phase age pupils studying vocational qualifications at college	525	341	-184	<i>Over 1000 school pupils study at the college, the definition of senior phase only includes particular SCQF levels.</i>

## 5. ROA 2022/23

The ROA sets out the following priorities for next year:

- Fair access and transitions.
- Quality learning and teaching.
- Learning with impact — students are equipped and ready to take up employment.
- Student participation and engagement in their educational experience.
- Equalities and inclusion.
- High quality research and innovation.
- Meeting future skills needs, skills alignment and including upskilling and reskilling.
- Responding to the climate emergency.

Because the draft was published before the final credit allocations, there are now some false assumptions embedded in the draft KPIs which are set out as follows in the draft:

Performance Measure	2021-22 Forecast	2022-23 Target	Empowerment Change
Total Credits	393,897	384,714	-9,183
Core Credits	363,366	381,094	+17,728
NTTF Credits	4,256	0	-4256
YPG Credits	2,844	0	-2844
FA Credits	3,218	3,620	+402
Deferred Credits	6,780	0	-6780
ESF Credits	13,433	0	-13,433
Proportion of Credits for SIMD10 Postcodes	25.70%	26.30%	0.60%
Proportion of Credits for Learners with care Experience	4.60%	5.50%	0.90%
No. of Senior Phase age pupils studying in college.	983	1,285	+302

These currently anticipate a loss of 'Deferred' and NTTF credits, which are ending next year. However, they assume a loss of YPG credits (which we now know will be funded by a £10M fund for colleges) and don't take account of the 3000 reduction in credits for the Glasgow Region announced last week. ESF is correctly given a target of zero because of its move to core funding but FA targets we now know will be 6,960, not 3,620.

Once amended in light of SFC final allocations, targets for specific colleges will be set. At present, only the FA credit target for Glasgow Clyde is known for certain (2,275.)

## **7. RISKS**

The primary risk with the ROA is in not meeting regional KPIs. This could lead to redistribution of funds between colleges in the Region in order to satisfy the Region's targets. There also remains some uncertainty as to how the 3000 credit reduction will be allocated within the Region which could require reductions in activity which could present challenges of overstaffing if not managed appropriately.

## **8. ANY OTHER SIGNIFICANT IMPACT**

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

## **BOARD OF MANAGEMENT MEETING**

Date of Meeting	8 June 2022
Paper Title	Sustainability Report/Climate Change Action Plan Update
Action	For Discussion and Approval
Prepared by	J Thomson, Vice Principal Resources & College Development
Agenda Item	22.34
Status	Disclosable

### **1 PURPOSE OF THE REPORT**

- 1.1 This paper provides an update to the Committee on the College's Climate Change Action Plan which is being prepared for submission to the Board of Management in June.

### **2 ACTION FOR THE AUDIT COMMITTEE**

- 2.1 Members are requested to discuss and approve the College Climate Change Action Plan and the planned activity for the College.

### **3 BRIEF BACKGROUND INFORMATION**

- 3.1 The College has a significant role to play in sustainability and climate change both in terms of its direct activity through its energy consumption/waste generation, and through more indirect activity with the potential to influence behaviours and to provide teaching and learning as part of its curriculum activity for students and their future working lives.
- 3.2 The College is committed to understanding and addressing its climate change implications, to consider those with its staff and students and other stakeholders, and helping to inform their behaviours and impacts for the future
- 3.3 The College Climate Change Action Plan is attached which indicates actions grouped into timelines for taking these actions forward including those which have been completed and those for forthcoming action. The key aspects of the planned actions are in considering and reducing the College's utilities consumption, building sustainability into the curriculum across a wider number of areas and influencing behaviours of staff and student.
- 3.4 This plan is brought to the Board of Management for approval and will be monitored regularly by the College Climate Change Group as well as an annual update being undertaken.



3.5 For information an update on the College activity to date is as below:

- The College has signed up to the Colleges Scotland Race to Net Zero Commitment which has the following four elements as shown in the Climate Change Action Plan:

**Pledge:** Pledge at the head of organisation level to reach (net) zero Greenhouse gases as soon as possible, and by mid-century at the latest, in line with global efforts to limit warming to 1.5C. Set an interim target to achieve in the next decade, which reflects maximum effort toward or beyond a fair share of the 50% global reduction in CO2 by 2030 identified in the IPCC Special Report on Global Warming of 1.5C;

**Plan:** Within 12 months of joining, explain what actions will be taken toward achieving both interim and longer-term pledges, especially in the short- to medium-term;

**Proceed:** Take immediate action toward achieving (net) zero, consistent with delivering interim targets specified;

**Publish:** Commit to report publicly both progress against interim and long-term targets, as well as the actions being taken, at least annually.

This commitment was signed by the College in October 2021 and therefore the timescale for the first phase of these actions is upon us and for the plan to be in place by October of this year.

- The College has established a Sustainability/ Climate Change Group which includes members from estates, faculties and support, the Students' Association.
- The College has prepared a draft action plan as attached which is currently shaped on the activity categories of the Climate Action Roadmap for FE Colleges. The five categories of activity within the roadmap are: Leadership and Governance, Learning, Teaching and Research, Estates and Operations, Partnerships and Engagement, and Data Collection. There are also three statuses within each activity which are emerging, established and leading. The draft College Climate Change action plan is attached;
- Significant work has been undertaken on data collection and a summary of the quarterly utilities and waste information by campus year to date is attached. Further work is to be done on this particularly on urgent reductions where possible in gas and electricity with a focus in the first instance on the Anniesland campus which has high emissions rates by comparison;
- Climate Fresk training held on 4 November 2021 with 14 College staff and GCCSA attendees;
- Carbon literacy training being planned for staff and students;

Agenda Item 22.34

- Future estates and curriculum planning to consider climate change projects and teaching opportunities;
- There is a Regional Sustainability Project Manager in place, and Regional Green Team established. Three representatives from the College which are myself, John Clark and Johanna Thompson;
- Tree planted during COP26 on 5 November 2021 as the start of a partnership with the International Tree Foundation;
- Article sent to all staff communicating College's commitment to climate change action in Clyde Connects in early May;
- Actions to reduce energy use to be developed both for Estates and Operations actions and also through behaviours of staff and students;
- College Climate Change Action Plan to be submitted to the Board of Management for 8 June 2022 meeting with future reporting planned.
- First stage College targets for Climate Change to be included in Climate Action Plan to Board.

#### **4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

The College's utilities consumption data is monitored quarterly and a quarterly reporting pack has been developed for use internally within the College. The pack of information in the attached includes the data year to date for 2021/22 to end April 22. This shows the significant impact of electricity and gas consumption where our combined costs are over £1Million per annum. The further detailed monitoring and follow on actions to reduce consumption are key to the action plan.

#### **5 RISKS**

- 5.1 There are risks for the College in its activity in this areas which are both environmental and financial particularly in respect of utilities and in potential for required investment.

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

- 6.1 As indicated above there are financial impacts of the College Climate Change activities and there are impacts for the student experience based on the College's climate credentials as an organisation and on the learning for students on sustainability within their curriculum areas.

**Glasgow Clyde College**

**Climate Change Action Plan 2021/22-2024/25**

## Contents

	<b>Page</b>
<b>Section 1</b> Executive Summary	3
<b>Section 2</b> Introduction from the Principal	4
<b>Section 3</b> Strategic Context	5
<b>Section 4</b> Current Performance	6
<b>Section 5</b> FE Climate Change Roadmap – College mapping	7
<b>Section 6</b> Glasgow Regional Plan	8
<b>Section 7</b> Progress Reporting/Governance	9
<b>Section 8</b> Climate Change Action Plan by Planned Schedule of Activity	9

## Section 1: Executive Summary

The College is committed to addressing climate change implications with its staff and students and other stakeholders, and to help to inform their behaviours and impacts for the future. The College previously signed up to the Universities and Colleges Climate Commitment for Scotland (UCCCS) and during the Autumn of 2021 the College signed the Colleges' Scotland Race to Net Zero Commitment.

There has been a great deal of focus on environmental sustainability and climate change globally in recent years and within the UK and Scottish College sector. The College has prepared this Climate Change Action Plan for the period from 2021 to 2025 to capture completed and planned activity and provide a measure of progress for the College and for its stakeholders. The actions to achieve this planned reduction in carbon emissions and the College's climate related impacts over the coming years are detailed within this Climate Change Action plan in the Activity Plan in section 8. The plan will be updated annually showing progress against the actions in the table of activities.

This College Climate Change Action Plan summarises Glasgow Clyde College's planned actions for reducing carbon emissions through to 2025 and sets out a timetable, responsibilities and resources required to deliver the programme. This plan document is structured as below:

- **Strategic Context** – Following on from the introduction by the Principal the strategic context for carbon emissions reduction in Glasgow Clyde College is set out in section 3 of this document, including the links to the College's strategic plan;
- **Carbon Measurement – Current Performance and Targets** – This is set out in section 4 of this plan document and shows the change to date from the 2014/15 baseline of tonnes of CO2 equivalent through to the most recently reported full year of 2020/21, and summarises the overall targets for the College through to the end of 2025;
- **FE Climate Change Roadmap – Mapping of College Position** - This is set out in section 5 and outlines the College's current and future position across the five key activity areas of the UK HE/FE Climate Commission's Climate Action Roadmap for FE Colleges 2021, where the five activity Roadmap areas are:
  - (i) Leadership and Governance;
  - (ii) Learning, Teaching, and Research;
  - (iii) Estates and operations;
  - (iv) Partnerships and Engagement; and
  - (v) Data Collection
- **Glasgow Regional Plan** - This is set out in section 6 and shows the strategic aims for the Glasgow Region's collaborative working in this area including the funded project officer, and the planned work of the Glasgow Regional Green Team;
- Section 7 of this document is on **Progress Reporting and Future Governance** which outlines how the climate change action plan/carbon management reduction progress will be monitored measured and communicated both internally and externally.
- The final part of this plan is section 8 which is the detailed **College Climate Change Action Plan by planned schedule of activity** which provides the completed and planned actions for the College showing proposed activity and outputs, responsibilities and timescales, and cross referencing links to the FE Climate Change Roadmap.

## **Section 2: Introduction from the Principal**

We recognise that climate change is a major issue, and the likely effect it will have on Scotland's environment, its people and its economy. Glasgow Clyde College is committed to taking action in respect of climate change through the Race to Net Zero Commitment for Scotland's Further Education Colleges which we signed in October 2021, and through the role we as a College need to fulfil in ensuring that the Scottish Government objectives for reduction in emissions are met to mitigate the impacts of climate change.

Our College vision is Inspirational learning, Changing Lives. To achieve this vision we need to ensure that the College acts responsibly in relation to its environmental impacts and to take action to achieve as low a climate change effect as possible within the constraints of affordability of individual projects and actions. We are committed to playing our part in creating an environmentally sustainable Scotland through our own actions as an organisation, through the influence we can have on the behaviours of our students and staff, and through the development and delivery of teaching and learning which supports the potential difference which can be made in respect of climate related impacts in the curriculum areas which the College delivers.

I welcome this Climate Change Action Plan for the College which has the support of the Board of Management and the College Senior Leadership Team. We are committed to using all the skills and options we have available, both in teaching and learning and in estates management, to take action to ensure that our target reductions in carbon related emissions are met and that the planned progress to deliver the pledge for the College within the Race to Net Zero Commitment is achieved.

Jon Vincent  
Principal and Chief Executive  
June 2022

### Section 3: Strategic Context

The Climate Change Action Plan is part of delivering the College Strategic Plan and within the College overall Strategic Plan's five Strategic Themes there are three directly related objectives to this climate change action plan and associated activity as follows:

- Within the Theme of Partner of Choice - 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 and national economic strategies and environmental priorities;
- Within the Theme of Partner of Choice - 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 just transitions into the green economy; and
- Within the Theme of Financial Resilience through Operational Excellence - To ensure that environmental sustainability is embedded in the College's estates, curriculum, and other operations, to achieve the commitments contained in the College Climate Change action plan.

The delivery of this Climate Change Action Plan is an important element of achieving the College's overall strategic plan delivery for the period through to 2025.

#### Glasgow Clyde College's Net Zero Commitment

The College has recently signed up to the Scottish FE sector Net Zero Commitment which is the commitment stated as below to:

**Pledge:** Pledge at the head-of-organization level to reach (net) zero Greenhouse gases as soon as possible, and by mid-century at the latest, in line with global efforts to limit warming to 1.5C. Set an interim target to achieve in the next decade, which reflects maximum effort toward or beyond a fair share of the 50% global reduction in CO2 by 2030 identified in the IPCC Special Report on Global Warming of 1.5C;

**Plan:** Within 12 months of joining, explain what actions will be taken toward achieving both interim and longer-term pledges, especially in the short- to medium-term;

**Proceed:** Take immediate action toward achieving (net) zero, consistent with delivering interim targets specified;

**Publish:** Commit to report publicly both progress against interim and long-term targets, as well as the actions being taken, at least annually.

This College Climate Change Action plan is part of the delivery against the Race to Net Zero Commitment as shown in the table below:

<b>Race to Net Zero Commitment element</b>	
College Pledge	The College has pledged through the signing of the Race to Net Zero Commitment by the Principal in October 2021 to aim to reach net zero greenhouse gases as soon as possible and before 2050. An interim target within the period to 2030 will be set to provide the College plan towards global reduction in CO2.
College Plan	This Climate Change Action Plan identifies actions that will be taken in the short to medium term in respect of climate change activity in the College.
College Proceed	The College is proceeding with taking immediate action towards achieving net zero and the delivery of interim target reductions
College Publish	The College is committed to reporting publicly on progress against climate change targets at least annually. The College already reports as part of the Public Bodies Climate Change Duties reporting each November and this will continue annually.

## Section 4: Carbon Measurement - Current Performance and Targets

Glasgow Clyde College has 3 campus sites, which are as follows:

- Anniesland Campus – consists of one building built in 2008/09 and is 16,579m<sup>2</sup>;
- Langside Campus – consists of 5 buildings of which there are three newer buildings i.e. the main Battlefield Building and the Theatre which were completed in 2010, plus the Horticulture Building completed in 2018. The two other buildings are the Mary Stuart building which was built in 1968 with a refurbishment in 1996, and the Litehouse building which was built in 2000. The total area of the buildings at the Langside campus is just over 17,000m<sup>2</sup>;
- Cardonald Campus – consists of three main buildings of which the main Tower building was built in the 1970's and was refurbished in 2006 – 2008, along with the two buildings of the Skills Centre and Childrens' Centre built in 2006.

Previously, Glasgow Clyde College had a Carbon Management Plan which used 2014/15 as the baseline year and the emission levels have been monitored and reported annually since that time. This plan was to achieve a reduction target of 25% from the baseline year, and this has been more than achieved. In 2014/15 the carbon footprint was calculated to be 4,553 tonnes of carbon dioxide equivalent (tCO<sub>2</sub>e) being a combination of electricity, natural gas, other fuels, transport (fleet), water and waste. The College has performed well since this baseline and has reduced its carbon footprint to the most recently reported year of 2020/21 by an overall reduction of 54% since the baseline of 2014/15.

The College reports annually under the Scottish Government requirements to the Sustainable Scotland Network (SSN), detailing their compliance with the climate change duties for public bodies. The College has complied with reporting requirements for 2020/21 by submitting its report by the deadline of 30 November 2021. The figure as reported at November 2021 is 2,080 tonnes of carbon dioxide equivalent (tCO<sub>2</sub>e) for the year to July 2021 for which the emissions breakdown is as per the table below:

### College Emissions Levels 2020/21 (tonnes Carbon Dioxide equivalent)

Emission Area	Consumption	tCO <sub>2</sub> e
Electricity (generation)	3,634,500 Kwh	772
Electricity (transmission & distn. losses)	As above	68
Gas	5,897,635 Kwh	1,080
Water (Supply & treatment)	25,436 m <sup>3</sup>	4
Homeworking	Estimate of 70% staff and students homeworking	150
Other (incl. waste, recycling & travel)		6
<b>Total reported for 2020/21</b>		<b>2,080</b>

The above annual measurement for 2020/21 has been impacted by organisational and behavioural differences due to the pandemic however the largest consumption levels consistently for the College are for utilities through the use of electricity and gas which account for over 92% of the College's total emissions. This will be the main focus for this College Climate Change Action Plan and for the achievement of the reductions targets.

For the Glasgow Clyde College Climate Change Action Plan the target is to reduce the College total annual carbon footprint by 3% to 5% annually through to the end of 2025 (based on the 2018/19 business as usual level of emission factors which are those pre pandemic). The scope and boundaries of the data recorded is as summarised above and new elements may be added e.g. more transport monitoring may be added which will require the baseline level to be recalibrated.



## Section 5: FE Climate Change Roadmap – College Mapping

The College plans to achieve emissions reductions through activities across the five areas in the Climate Change Roadmap for FE Colleges as follows:

### i) Leadership and Governance

This is a key element of this plan and the leadership and governance of the Climate Change Action Plan for the College will be through three groups:

- A College Sustainability Steering Group which will undertake the leadership of the delivery of the action plan including the related activities
- A Governance group including the Principal and Board representation which will provide oversight of the four-year plan and receive regular reporting on change actions
- A Regional Green Team group which will have estates, curriculum and student association representation

The College will embed its impacts on the environment in its decision-making processes. This will include SLT and board decisions and as highlighted in the Strategic Plan Objectives.

### ii) Learning Teaching and Research

The College has an important role to play in providing learning and teaching to its staff and students on climate change. This is both for their period of working or learning in the College and for the future. The actions in this area are summarised below:

**Staff and Student Carbon Awareness/Carbon Literacy** – to engage staff and students in educating and increasing awareness in sustainability. There are a range of resources available and the College will consider what is best suited to its requirements. The College will work with GCCSA and the class representatives to pass on training to students and will look to have this as part of student induction in future years.

**Curriculum Sustainability Goals** - Curriculum areas should know their carbon footprint for their specialist areas and how to measure and evaluate the impact of their activities. This will include measurement of courses with sustainability content and widening that to more areas of the curriculum.

**Sustainability champions** - The College will create staff and student sustainability champions who work together within curriculum areas to make sustainability changes and celebrate the activities already in place and new initiatives which can be taken forward. This will include work with GCCSA and the student class reps.

**Awarding Body Organisations** – The Colleges will work to influence awarding body organisations to include sustainability within qualifications and assessment criteria to build sustainability into qualifications development to ensure that sustainability is built into the curriculum.

### iii) Estates and Operations

It is important for the College to set and have emissions targets, communications and investment plans.

**Targets** - Clear targets and robust monitoring is key to focus efforts to reduce waste and carbon footprint. The College will be explicit in what the ultimate goals are which are quantified, and supported by specific activities, projects, etc.

**Communications** – Communications on sustainability actions will be emphasised with effective memorable messaging. More informative signage will be used across the College to clearly highlight waste reduction and recycling opportunities. Also focus on delivering digital by default and the consequential reduction in paper usage and copying.

**Investment** – the College will highlight through Colleges Scotland and SFC the need to secure substantial capital investment in insulation for college buildings over the coming years and transition from gas-fired central heating to a low-carbon alternative.

#### iv) Partnerships and Engagement

The College will work within its partnerships and engagement to ensure the most effective outcomes. Key partners for the College will be the other Glasgow Colleges and Glasgow City Council where there will be very practical benefits, including learning from each other's good practices.

The College plans to engage effectively with students, staff and local communities on partnerships and engagement and will initially consider the following areas in this plan including through close working with the sector centre of procurement expertise Advanced Procurement in Universities and Colleges (APUC) who are the College's key partner in all procurement activities and lead on the related framework agreements:

- a. Food sourcing, packaging and waste;
- b. Building works;
- c. Travel to work and study.

#### v) Data Collection

Data collection requires the measurement of the institution's carbon footprint which is an evolving process. The college had an initial baseline year of 2014/15. There have been significant behavioural changes as a result of the pandemic and 2018/19 will be the effective baseline year for the future of this plan given that was the last full year of activity on site for the College before the pandemic.

There will be development on the data in the College to educate and inform them of their impacts as part of this climate change action plan and there will be more frequent metering and measuring in future and in sharing of climate related data.

### Section 6: Glasgow Regional Plan

Glasgow Clyde College is part of the Glasgow Colleges Region with a joint Regional Sustainability Officer and Plan. The Glasgow Colleges Regional Environmental Sustainability Plan's aims are summarised as:

1. To reduce the Glasgow College Region's environmental footprint through complementary actions that will improve its resource efficiency and reduce its carbon emissions, reduce its waste and pollution.
2. To create a college culture that motivates and enables its learners, staff and partners to change their behavior and combat climate change, over-consumption and waste.
3. To support the Glasgow Region's - and Scotland's- Green Recovery by developing a curriculum and facilities to help deliver the Climate Emergency Skills Action Plan, the Just Transition Skills Plan, and the Sustainable Glasgow agenda.
4. To contribute to the regional and national environmental discourse, research and momentum.

This will be undertaken through a three-pronged approach which considers:

- College impacts - on carbon emissions through particularly estates, and also food and other waste
- Curriculum and Skills – new green jobs, reskilling and upskilling required
- Student/Staff behaviours – influencing these for the future

## **Section 7: Progress Reporting/Governance**

The Project Sponsor for this Climate Change Action Plan is the Vice Principal Resources and College Development, who will be assisted in its delivery by the Head of Estates, Facilities & Energy, and the College Sustainability Steering Group including key areas of the College and the GCCSA.

This College Climate Change Action Plan is a 'live' document which will be reported upon through the Sustainability Steering Group and will be updated annually.

The update process will examine a number of areas including:

- progress towards overall carbon reduction target;
- behavioural change messaging and stakeholder engagement;
- financial savings achieved as a result of carbon reduction projects;
- programme costs;
- wider benefits including procurement related areas.

## **Section 8: Climate Change Action Plan by Planned Schedule of Activity**

This is the detailed document of all the completed and planned activity to be delivered within the Climate Change Action Plan which is shown in the following table (22.34A) with action responsibilities and timescales and with cross reference to the FE Roadmap.

## College Climate Change Action Plan at May 2022 – By planned schedule of activity

\* Roadmap Link Abbreviations = Leadership and Governance (L&G); Teaching, Learning and Research (TLR); Estates and Operations (Estates/Ops); Partnership and Engagement (P&E)

Timing and Action Ref.	CDN Roadmap Action Areas Link	College Proposed Activity	Output from Activity	Action By	Date to be completed/ Update	Roadmap Activity Area Link*
<b>Completed</b>						
1.1	Sign the Global Climate Commitment	College signed up to the Race to Net Zero Greenhouse Gas Emissions Commitment	Commitment in place	J Vincent	Completed. Signed in October 2021.	P&E 4.1
1.2	Establish Sustainability Committee	College Steering Group set up	Committee established	Climate Change Group	Established. To meet 6-weekly. Schedule for 22/23 to be set up	L&G 1.2
1.3	Incorporate net zero ambitions in strategic plan	Strategic Plan – Cross cutting theme 2 updated re sustainability/ climate change objectives	Stated objectives in plan.	J Thomson	Completed. Plan objectives agreed at Board in March 22.	L&G 1.4
1.4	Upskill on measuring emissions	Review of emissions measuring process. Quarterly reporting pack to be developed.	Measuring process established.	J Clark	Significant work undertaken and quarterly reporting pack developed. Info submitted to Group May 22	Data Collection 5.1
1.5	Upskill on measuring emissions	Future monitoring at least quarterly.	Utilities quarterly monitoring established.	Estates/College Group	On agenda for each Group meeting	Data Collection 5.1
1.6	Measure college carbon footprint using existing data	Reporting of carbon footprint to SLT and Climate Change Group	Focus actions for utilities controls.	Climate Change Group	Data to May 2022 meeting. Future monitoring and reporting on quarterly basis.	Data Collection 5.2

Timing and Action Ref.	CDN Roadmap Action Areas Link	College Proposed Activity	Output from Activity	Action By	Date to be completed/ Update	Roadmap Activity Area Link*
1.7	Participate in Global Goals Teach In	Attend webinar on Global Goals Teach In Participate in 2022 Teach-In activity	Gained knowledge of scheme. Established College as participant.	J Thomson  J Rafferty/ CAPs	Completed Jan 2022	TLR 2.2
<b>By end June 2022</b>						
2.1	Establish Sustainability Committee reporting	Reporting to Board/ Committee	Action Plan submitted and agreed for monitoring at College Group.	J Thomson	Action Plan to Audit Committee end May and Board in June 2022	L&G 1.2
2.2	Establish ring-fenced budget	Estates budget to be reviewed for 2022/23.	Agree budget for estates projects with climate change benefits.	J Thomson/ Head of Estates	June 2022	L&G 1.4
2.3	Hold workshop with leaders to set net zero carbon target	Workshop session to be arranged on net zero target/ annual plan	Target levels to be set.	J Thomson/ Climate Change Group	Nov 21/May 2022 discussions on targets. To be established June 2022 for 2022/23 onwards.	L&G 1.3
2.4	Regional collaboration on activity	Member of GCRB Green Team (3 College staff)	Attend meetings of Green Team and submit returns.	Regional Officer	As requested, two meetings held March/May 2022. Next meeting June 2022	L&G 1.2
2.5	Review utilities consumption College data measures	Review Building Management System and monitoring processes	Highlight areas to target actions to achieve utilities reductions.	J Thomson/Head of Estates	End June 2022	Data Collection 5.2
2.6	Establish ring-fenced budget	Condition survey received and future budget to be considered for sustainability improvements	Agreed capital plan projects related to climate change.	J Thomson/Head of Estates	May 2022	L&G 1.4

Timing and Action Ref.	CDN Roadmap Action Areas Link	College Proposed Activity	Output from Activity	Action By	Date to be completed/ Update	Roadmap Activity Area Link*
2.7	Develop climate risk management approach	Strategic Risk Register to include climate action plan as a mitigating action	Risk captured on register.	J Thomson	Updating risk register May 2022	L&G 1.5
2.8	Gather college views on sustainability - staff	Undertake staff survey on sustainability (e.g. using HIVE)	Results inform future actions	J Thomson/OD	By end June 2022	L&G 1.1
2.9	Incorporate sustainability into governance arrangements	Cycle for reporting on climate change to SLT and Board Committee to be agreed	Reporting of actions progress.	J Vincent/ J Thomson/Audit Chair	Cycle to be agreed May 2022	L&G 1.6
2.10	Incorporate sustainability into governance arrangements	Regional reporting annually to GCG sustainability group	Reporting of actions progress.	Regional Officer	June 2022 report to GCG Group	L&G 1.6
2.11	Modify estates strategy in line with net zero target	Estates strategy updated to include referencing to net zero commitment	Strategy aligned to climate change action plan.	J Thomson	Narrative updated. Targets to be included as KPI. June 2022	Estates/ Ops 3.1
2.12	Waste - Set and implement targets to reduce waste on campus	Climate Change group to agree future targets for waste reduction	Target set for continued low waste levels.	Climate Change Group	Already significant work done on waste and recycling. Set future target June 2022	Estates/ Ops 3.7
2.13	Negotiate with food suppliers for sustainable food options	Work ongoing with food suppliers and TUCO on sustainable food supplies Reporting to be developed	Agreed requirements with food suppliers.	J Clark	Completed  June 2022	P&E 4.2
<b>By end December 2022</b>						
3.1	Utilities - Implement strategies to reduce energy use	Estates to review energy use and present future plans to Climate Change Group and SLT	Progress on plans reported.	J Thomson/ C Port	Draft of plan by July 2022	Estates/ Ops 3.2

<b>Timing and Action Ref.</b>	<b>CDN Roadmap Action Areas Link</b>	<b>College Proposed Activity</b>	<b>Output from Activity</b>	<b>Action By</b>	<b>Date to be completed/ Update</b>	<b>Roadmap Activity Area Link*</b>
3.2	Waste - Ensure recycling/signage is available in every building	Recycling signage updated in each building using key memorable messaging	Awareness raised for building users.	J Clark/GCCSA/ Building Coordinators	Review and update of signage by August 2022	Estates/ Ops 3.6
3.3	Gather college views on sustainability – students	Undertake student survey via GCCSA	Results inform future actions.	GCCSA	By end September 2022	L&G 1.1
3.4	Develop climate risk management approach	Separate risk register for climate change to be developed	Detailed risks captured.	Climate Change Group	September 2022	L&G 1.5
3.5	Embed climate responsibility into staff development	Include in College learning days/ staff development programme climate related training	Staff awareness levels raised.	Climate Change Group/OD	October 2022	L&G 1.7
3.6	Deliver carbon literacy training to staff and students	Develop carbon literacy training for staff and students	Staff and student awareness levels raised.	Climate Change Group/OD	October 2022	TLR 2.1
3.7	Develop and implement plan to measure Scope 3 emissions	Review of scope 3 emissions for the College and incorporate into future reporting to SDN	Target future actions for scope 3 areas.	J Thomson/ J Clark/APUC	October 2022	Data Collecti on 5.3
3.8	Share carbon footprint data collection approach as model to other colleges	Regional review of carbon footprint and reporting to regional green team	Reporting of data at College and Regional level.	Regional Officer/ J Thomson	Data for 2020/21 and 2021/22 to be compared and discussed. By October 2022	Data Collecti on 5.4
3.9	Work with local community/council /businesses to improve local biodiversity	Partnership with International Tree Foundation Consider options with Horticulture staff	Planting areas established.	J Rafferty/ J Thomson/ J Brickwood	Over next two years. Plan to be developed by December 2022	P&E 4.6

Timing and Action Ref.	CDN Roadmap Action Areas Link	College Proposed Activity	Output from Activity	Action By	Date to be completed/ Update	Roadmap Activity Area Link*
<b>By end June 2023</b>						
4.1	Train teaching staff to incorporate sustainability into curriculum for all courses	Future development of curriculum to include climate change/sustainability in units studied	Portfolio review includes possible climate change areas to be added.	J Rafferty/CAPs	Reviewed as part of portfolio plan by January 2023	TLR 2.4
4.2	Participate in Global Goals Teach-In	Plan for future Teach-In curriculum activity	Deliver teaching during annual event times.	J Rafferty/CAPs	Develop for Feb 2023	TLR 2.2
4.3	Audit curriculum against UN Sustainable Development Goals using Responsible Futures framework	Future curriculum to be reviewed against SDG	Portfolio review includes possible climate change areas to be added.	J Rafferty/CAPs	Reviewed as part of portfolio plan and any changes by May 2023	TLR 2.3
4.4	Sign the UN Sustainable Development Goals (SDG) accord	Sustainability Committee to consider SDG accord Complete the SDG Accord Annual Reporting	Future reporting against SDG Accord annually.	Sustainability Group/ J Thomson	December 2022  Date TBC. By May 2023	P&E 4.3
4.5	Utilities - Develop fossil fuel divestment plan	Work with APUC on reduction plans for fossil fuels	Framework agreements discussion and information shared	J Thomson/Head of Estates/ Regional Officer/ APUC	Reduction plan by July 2023	Estates/ Ops 3.3
4.6	Utilities - Implement renewable energy on a part of/all of the estate	Work with APUC on use of renewable energy	Framework agreements discussion and information shared	J Thomson/Head of Estates/ APUC	Plans to be developed by July 2023	Estates/ Ops 3.5 & 3.8



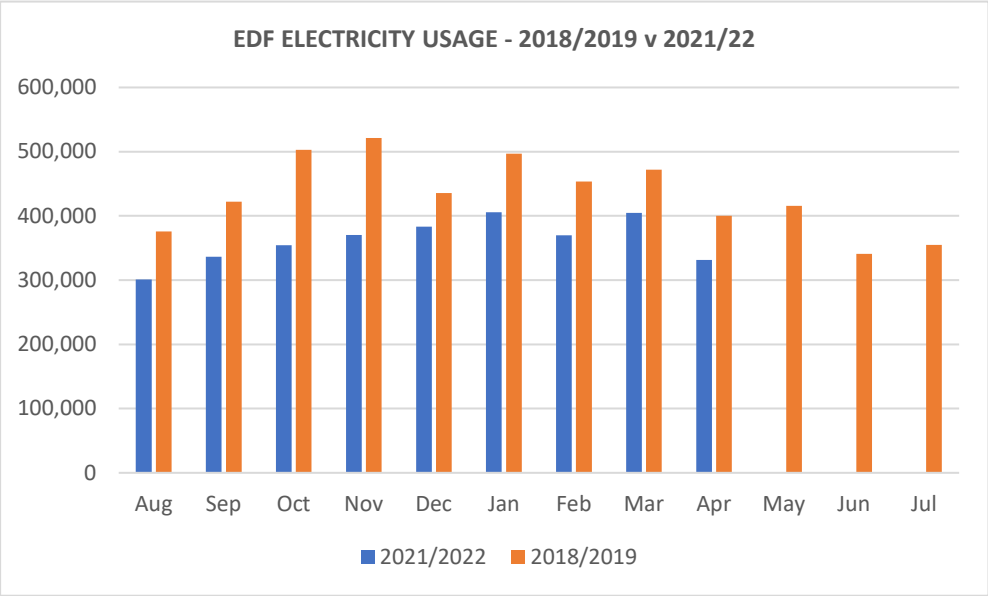
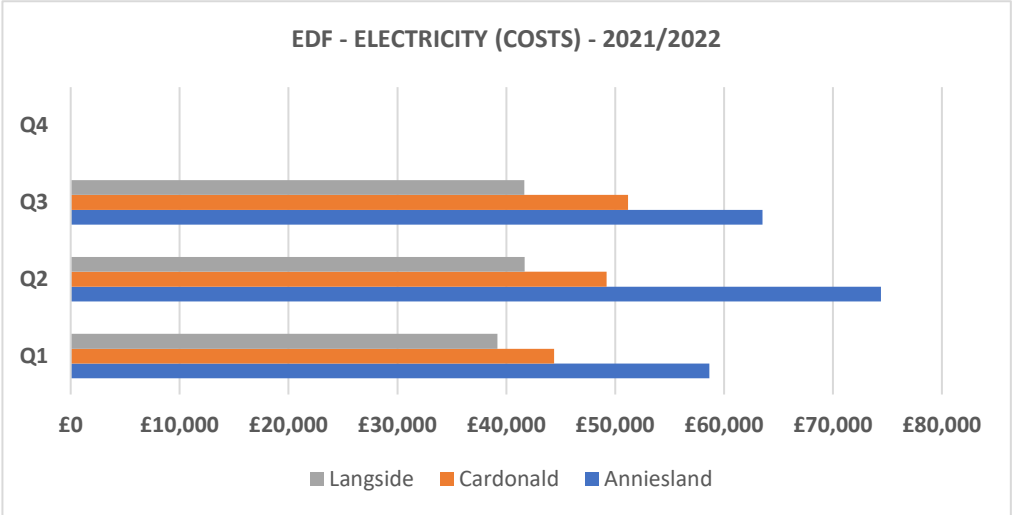
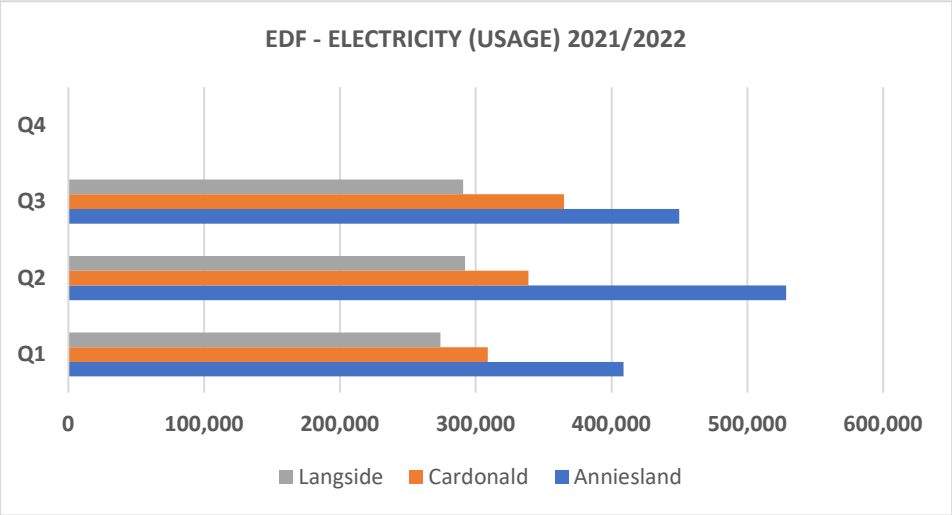
Timing and Action Ref.	CDN Roadmap Action Areas Link	College Proposed Activity	Output from Activity	Action By	Date to be completed/ Update	Roadmap Activity Area Link*
<b>Long Term Action Options</b>						
5.1	Apply for Green Gown or Association of Colleges Beacon Award (leading)	Future possible development	Potential to participate in award scheme	TBC	TBC	P&E 4.7
5.2	Establish climate action network with local council	To be considered at Regional level	Potential to have council contacts.	Regional Officer	TBC	P&E 4.4
5.3	Utilities - Apply for Salix finance loan to improve energy efficiency/reduce emission	Possible Future Development	Potential loan.	TBC. Possible future action area.	Not to be pursued at the moment until possible development option in place.	Estates/ Ops 3.4



## Utility, Waste and Emissions Report - 2021/2022

Q3 – February – April 2022

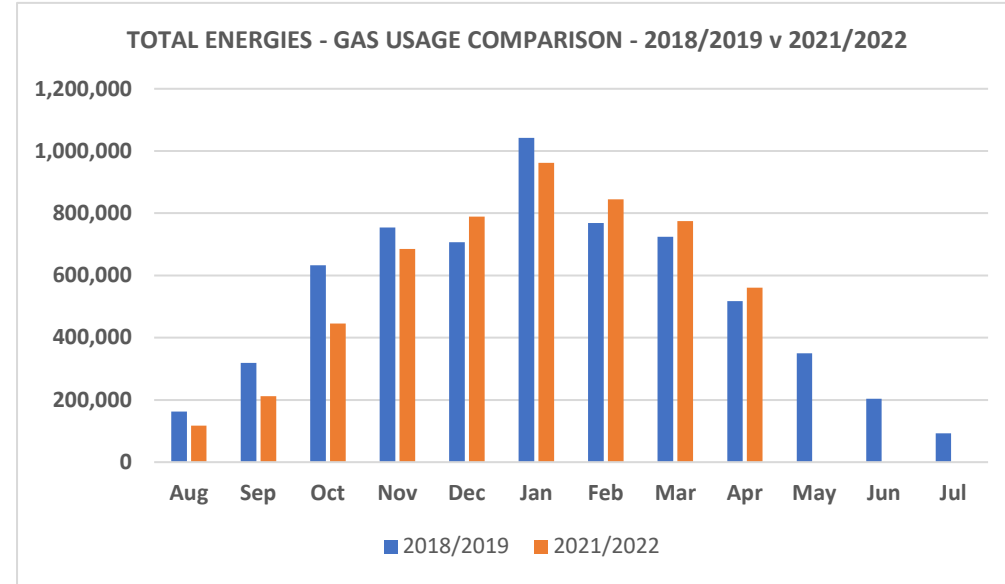
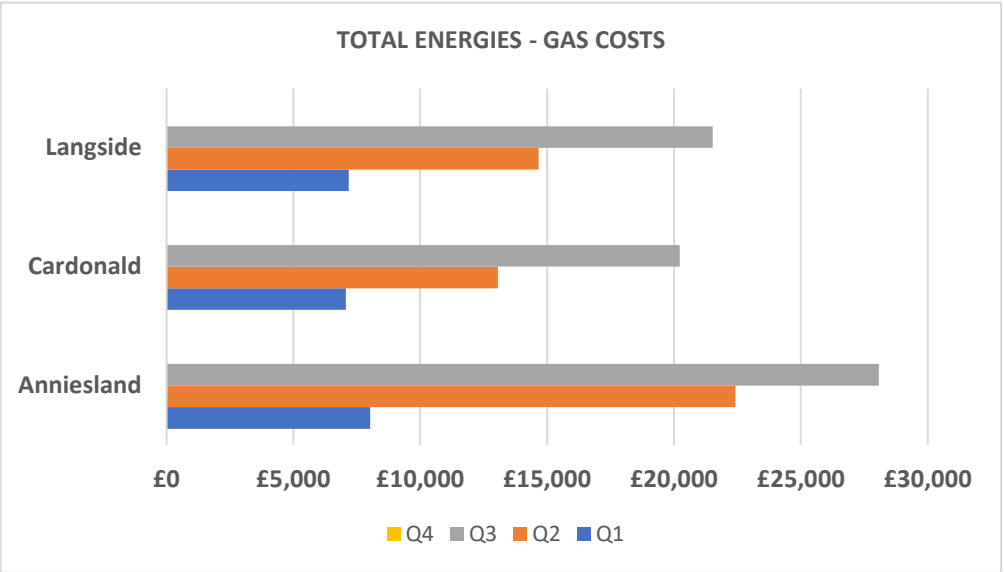
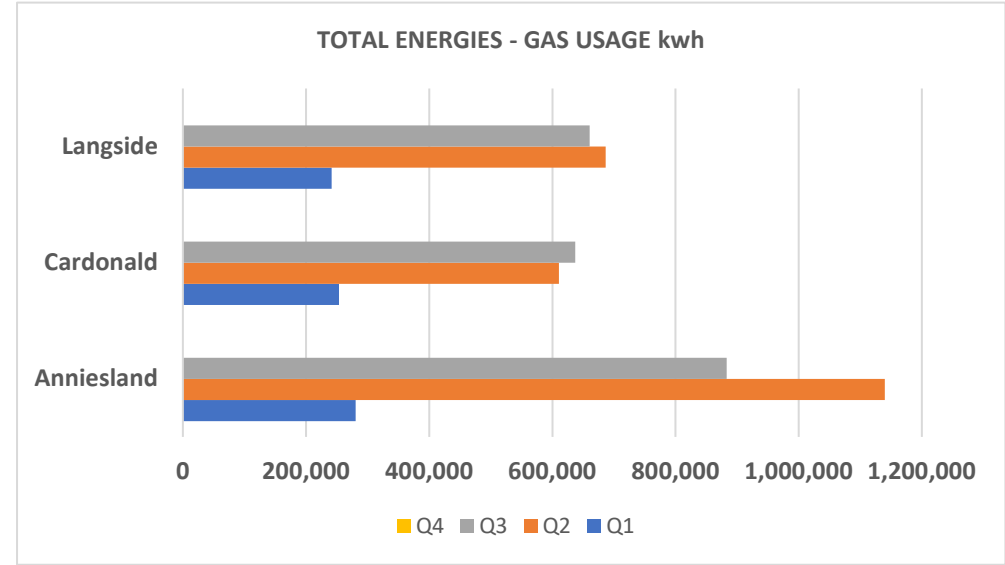
EDF – Electricity Supply



EDF - 2018/2019 v 2021/2022

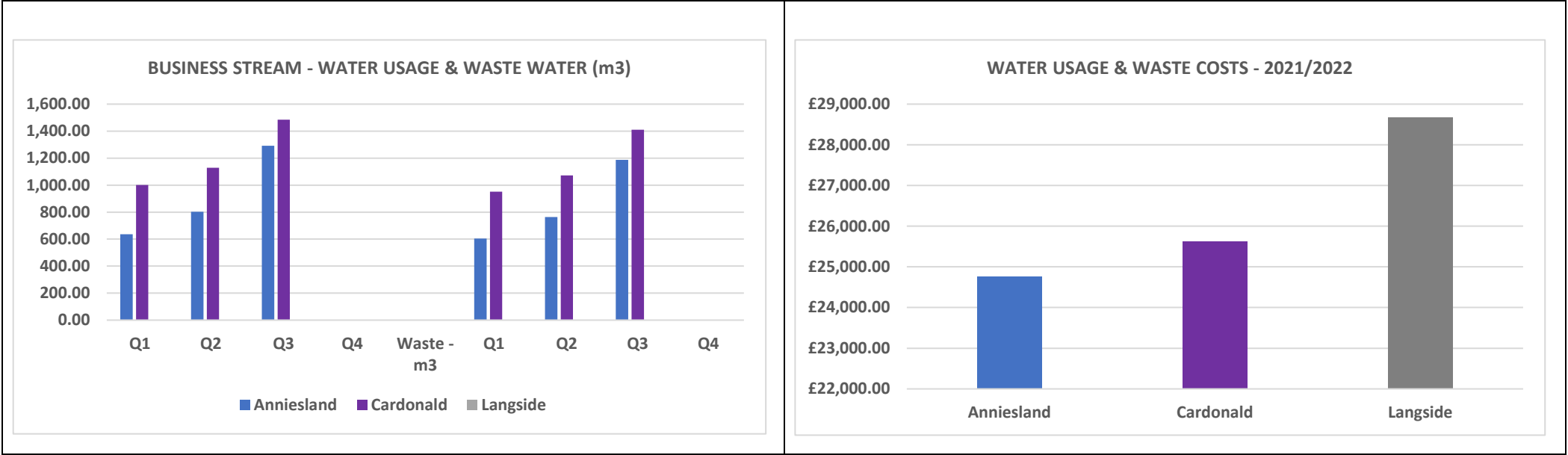
2018/2019 Total Usage (kwh)	2021/2022 Total Usage (kwh) (to date)
5,191,529	3,256,541
Total Spend	Total Spend (to date)
£629,073	£463,925

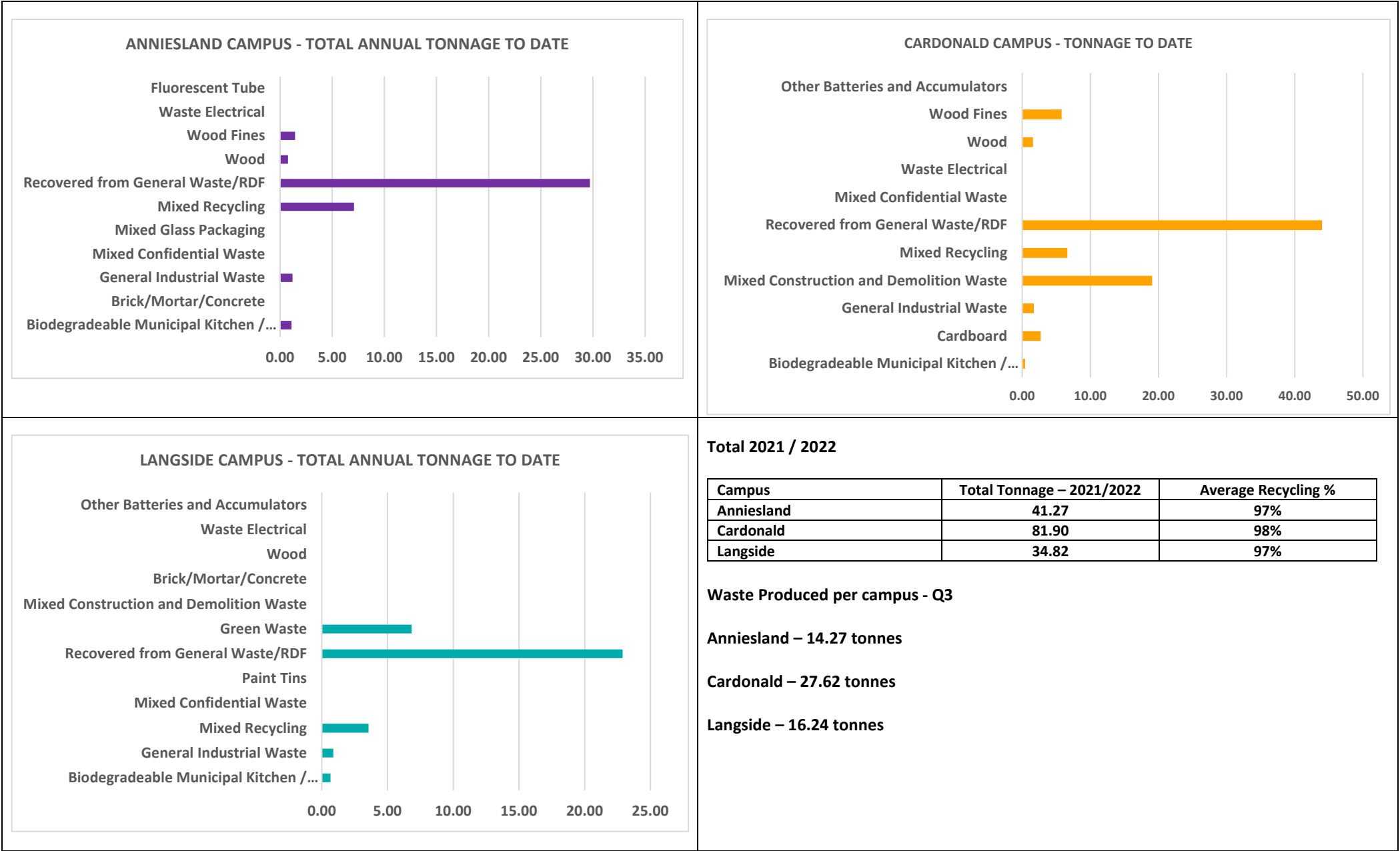
Total Energies – Gas Supply



TOTAL ENERGIES - 2018/2019 v 2021/2022	
2018/2019	2021/2022
Total Usage (kwh)	Total Usage (kwh) (to date)
6,272,702	5,392,960
Total Spend	Total Spend (to date)
£151,555	£142,264

Business Stream / Wave - Water:





**Enva – Waste Management:**

**Annual Tonnage:**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
<b>Total Monthly Tonnage - 2016/2017</b>	<b>8.20</b>	<b>21.64</b>	<b>36.15</b>	<b>26.56</b>	<b>17.51</b>	<b>23.88</b>	<b>24.56</b>	<b>31.42</b>	<b>16.71</b>	<b>29.73</b>	<b>33.33</b>	<b>12.61</b>	<b>282.30</b>
<b>Total Monthly Tonnage - 2017/2018</b>	<b>26.49</b>	<b>34.79</b>	<b>33.73</b>	<b>39.36</b>	<b>28.09</b>	<b>26.76</b>	<b>29.84</b>	<b>29.95</b>	<b>36.43</b>	<b>31.63</b>	<b>27.73</b>	<b>25.89</b>	<b>370.68</b>
<b>Total Monthly Tonnage - 2018/2019</b>	<b>45.89</b>	<b>50.52</b>	<b>38.38</b>	<b>38.72</b>	<b>31.89</b>	<b>33.09</b>	<b>35.88</b>	<b>32.70</b>	<b>27.89</b>	<b>38.07</b>	<b>28.93</b>	<b>21.12</b>	<b>423.08</b>
<b>Total Monthly Tonnage - 2019/2020</b>	<b>33.07</b>	<b>33.56</b>	<b>23.70</b>	<b>39.63</b>	<b>18.13</b>	<b>23.03</b>	<b>19.98</b>	<b>23.21</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>214.31</b>
<b>Total Monthly Tonnage - 2020/2021</b>	<b>10.87</b>	<b>17.91</b>	<b>16.18</b>	<b>8.35</b>	<b>14.00</b>	<b>1.78</b>	<b>0.00</b>	<b>13.22</b>	<b>14.70</b>	<b>7.51</b>	<b>20.58</b>	<b>8.68</b>	<b>133.78</b>

**Annual Recycling % Per Campus:**

	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Anniesland Campus	65%	73%	70%	85%	87%
Cardonald Campus	61%	71%	73%	84%	90%
Langside Campus	59%	65%	60%	78%	88%

## Cumulative Emissions Data – Academic Year 21/22

Q1 - August - October	373
Q2 - November - January	716
Q3 - February - April	658
Q4 - May - July	0
	<b>1,747</b>

Emission Source	Scope	Total Consumption Data	Units	Emissions Factor	Units	Emissions (tCO2e)	Comments
Grid Electricity (generation)	2	3,253,025	kWh	0.21233	kg CO2e/kWh	690.7	
Natural Gas	1	5,392,960	kWh	0.18316	kg CO2e/kWh	987.8	
Water - Supply	3	6,345	m3	0.11	kg CO2e/m3	0.7	
Grid Electricity (transmission & distribution losses)	3	3,253,358	kWh	0.01879	kg CO2e/kWh	61.1	
Water - Treatment	3	5,988	m3	0.23	kg CO2e/m3	1.4	
Batteries Recycling	3	0	tonnes	21.29356589	kg CO2e/tonne	-	
Organic Food and Drink waste - Combustion	3	2	tonnes	21.29356589	kgCO2e/tonne	0.0	
Mixed recycling	3	123	tonnes	21.29356589	kg CO2e/tonne	2.6	
Refuse Municipal /Commercial /Industrial to Combustion	3	4	tonnes	21.29356589	kgCO2e/tonne	0.1	
Construction (Average) Recycling	3	29	tonnes	0.9891416	kgCO2e/tonne	0.0	
Coach	1	2,043	passenger km	0.02684	kg CO2e/passenger km	0.1	College fleet
Car - petrol (average) miles	1	1,062	miles	0.280526922	kg CO2e/mile	0.3	College fleet
Van - Average (up to 3.5 tonnes) Petrol miles	1	1,362	miles	0.338721251	kg CO2e/ mile	0.5	College fleet
Coach	1	0	passenger km	0.02684	kg CO2e/passenger km	-	
Average Car - Unknown Fuel	1	4,663	km	0.17148	kg CO2e/km	0.8	Taxi on College account
Car - petrol (average) miles	1	5,705	miles	0.280526922	kg CO2e/mile	1.6	Miles calimed
Rail (National Rail)		0	passenger km	0.03549	kg CO2e/passenger km	-	
Bus (Local bus)		0	passenger km	0.11774	kg CO2e/passenger km	-	
Homeworking	3	0	% of total FTEs homeworking	0.3000	tCO2e/FTE/annum	-	
						<b>1,748</b>	

- Homeworking % to be added
- Staff and student travel to be captured and included
- Langside water to be included when updated data is available



## Quarter 1 Emissions - August 2021 – October 2021

Emission Source	Scope	Anniesland Consumption Data	Cardonald Consumption Data	Langside Consumption Data	Total Consumption Data	Units	Emissions Factor	Units	Emissions (tCO2e)	Comments
Grid Electricity (generation)	2	408,735	308,865	270,580	988,179	kWh	0.21233	kg CO2e/kWh	209.8	
Natural Gas	1	280,537	253,656	241,679	775,872	kWh	0.18316	kg CO2e/kWh	142.1	
Water - Supply	3	636	1,001		1,637	m3	0.11	kg CO2e/m3	0.2	
Grid Electricity (transmission & distribution losses)	3	408,735	308,865	270,912	988,512	kWh	0.01879	kg CO2e/kWh	18.6	
Water - Treatment	3				0	m3	0.23	kg CO2e/m3	-	
Batteries Recycling	3	0	0	0	0	tonnes	21.29356589	kg CO2e/tonne	-	
Organic Food and Drink waste - Combustion	3	1	0	0	1	tonnes	21.29356589	kgCO2e/tonne	0.0	
Mixed recycling	3	13	23	12	48	tonnes	21.29356589	kg CO2e/tonne	1.0	
Refuse Municipal /Commercial /Industrial to Combustion	3	1	1	0	2	tonnes	21.29356589	kgCO2e/tonne	0.0	
Construction (Average) Recycling	3	1	10	0		tonnes	0.9891416	kgCO2e/tonne	0.0	
Coach	1	249	182	250	681	passenger km	0.02684	kg CO2e/passenger km	0.0	College Fleet
Car - petrol (average) miles	1	354			354	miles	0.280526922	kg CO2e/mile	0.1	College Fleet
Van - Average (up to 3.5 tonnes) Petrol miles	1	97	159	198	454	miles	0.338721251	kg CO2e/ mile	0.2	College Fleet
Coach	1				0	passenger km	0.02684	kg CO2e/passenger km	-	
Average Car - Unknown Fuel	1	422	422	422	1,265	km	0.17148	kg CO2e/km	0.2	Taxi on college account
Car - petrol (average) miles	1	492	492	492	1,476	miles	0.280526922	kg CO2e/mile	0.4	Miles claimed
Rail (National Rail)						passenger km	0.03549	kg CO2e/passenger km	-	
Bus (Local bus)						passenger km	0.11774	kg CO2e/passenger km	-	
Homeworking	3					% of total FTEs homeworking	0.3000	tCO2e/FTE/annum	-	
									373	

## Quarter 2 Emissions - November 2021 – January 2022

Emission Source	Scope	Anniesland Consumption Data	Cardonald Consumption Data	Langside Consumption Data	Total Consumption Data	Units	Emissions Factor	Units	Emissions (tCO2e)	Comments
Grid Electricity (generation)	2	528,391	338,699	292,027	1,159,116	kWh	0.21233	kg CO2e/kWh	246.1	
Natural Gas	1	1,139,804	610,460	686,439	2,436,703	kWh	0.18316	kg CO2e/kWh	446.3	
Water - Supply	3	803	1,129		1,932	m3	0.11	kg CO2e/m3	0.2	
Grid Electricity (transmission & distribution losses)	3	528,391	338,699	292,027	1,159,116	kWh	0.01879	kg CO2e/kWh	21.8	
Water - Treatment	3				0	m3	0.23	kg CO2e/m3	-	
Batteries Recycling	3	0	0	0	0	tonnes	21.29356589	kg CO2e/tonne	-	
Organic Food and Drink waste - Combustion	3	0	0	0	0	tonnes	21.29356589	kgCO2e/tonne	0.0	
Mixed recycling	3	11	11	6	28	tonnes	21.29356589	kg CO2e/tonne	0.6	
Refuse Municipal /Commercial /Industrial to Combustion	3	0	0	0	1	tonnes	21.29356589	kgCO2e/tonne	0.0	
Construction (Average) Recycling	3	1	9	0	10	tonnes	0.9891416	kgCO2e/tonne	0.0	
Coach	1	249	182	250	681	passenger km	0.02684	kg CO2e/passenger km	0.0	College Fleet
Car - petrol (average) miles	1	354			354	miles	0.280526922	kg CO2e/mile	0.1	College Fleet
Van - Average (up to 3.5 tonnes) Petrol miles	1	97	159	198	454	miles	0.338721251	kg CO2e/ mile	0.2	College Fleet
Coach	1				0	passenger km	0.02684	kg CO2e/passenger km	-	
Average Car - Unknown Fuel	1	216	216	216	647	km	0.17148	kg CO2e/km	0.1	Taxi on college account
Car - petrol (average) miles	1	492	492	492	1,476	miles	0.280526922	kg CO2e/mile	0.4	Miles claimed
Rail (National Rail)						passenger km	0.03549	kg CO2e/passenger km	-	
Bus (Local bus)						passenger km	0.11774	kg CO2e/passenger km	-	
Homeworking	3					% of total FTEs homeworking	0.3000	tCO2e/FTE/annum	-	
									716	

## Quarter 3 Emissions - February 2022 – April 2022

Emission Source	Scope	Anniesland Consumption Data	Cardonald Consumption Data	Langside Consumption Data	Total Consumption Data	Units	Emissions Factor	Units	Emissions (tCO2e)	Comments
Grid Electricity (generation)	2	449,861	365,062	290,807	1,105,730	kWh	0.21233	kg CO2e/kWh	234.8	
Natural Gas	1	882,897	637,179	660,309	2,180,385	kWh	0.18316	kg CO2e/kWh	399.4	
Water - Supply	3	1,292	1,484		2,776	m3	0.11	kg CO2e/m3	0.3	
Grid Electricity (transmission & distribution losses)	3	449,861	365,062	290,807	1,105,730	kWh	0.01879	kg CO2e/kWh	20.8	
Water - Treatment	3	1,187	1,410		2,597	m3	0.23	kg CO2e/m3	0.6	
Batteries Recycling	3	0	0	0	0	tonnes	21.29356589	kg CO2e/tonne	-	
Organic Food and Drink waste - Combustion	3	0	0	0	1	tonnes	21.29356589	kgCO2e/tonne	0.0	
Mixed recycling	3	13	18	16	47	tonnes	21.29356589	kg CO2e/tonne	1.0	
Refuse Municipal /Commercial /Industrial to Combustion	3	0	1	0	1	tonnes	21.29356589	kgCO2e/tonne	0.0	
Construction (Average) Recycling	3	1	8		8	tonnes	0.9891416	kgCO2e/tonne	0.0	
Coach	1	249	182	250	681	passenger km	0.02684	kg CO2e/passenger km	0.0	College Fleet
Car - petrol (average) miles	1	354			354	miles	0.280526922	kg CO2e/mile	0.1	College Fleet
Van - Average (up to 3.5 tonnes) Petrol miles	1	97	159	198	454	miles	0.338721251	kg CO2e/ mile	0.2	College Fleet
Coach	1				0	passenger km	0.02684	kg CO2e/passenger km	-	
Average Car - Unknown Fuel	1	917	917	917	2,752	km	0.17148	kg CO2e/km	0.5	Miles claimed (Payroll)
Car - petrol (average) miles	1				0	miles	0.280526922	kg CO2e/mile	-	
Rail (National Rail)					0	passenger km	0.03549	kg CO2e/passenger km	-	
Bus (Local bus)					0	passenger km	0.11774	kg CO2e/passenger km	-	
Homeworking	3					% of total FTEs homeworking	0.3000	tCO2e/FTE/annum	-	
					0					
									658	

## BOARD OF MANAGEMENT MEETING

Date of Meeting	8 June 2022
Agenda Item	22.35
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:-

- Note the update in relation to College policies and ratify Policy 1.9 Information Security;
- Note the updates on the Code of Conduct, Student Elections and the 2022/23 meeting dates; and
- Provide a steer on the discussion topics for the September 2022 Board Development Event.

### 3 BRIEF BACKGROUND INFORMATION

#### 3.1 College Policies

The Board has responsibility for approving a number of College policies. The policies were reviewed by the relevant Committee and it was agreed at the March Board meeting that they would be ratified, subject to further information being provided about the rationale for including the equalities statement. This further information was provided by email dated 29 March and the majority of the Board approved the policies on the basis that the equality statement would be included in HR/OD policies only. These policies have now been updated and published.

The Audit Committee considered policy 1.9 Information Security at its 25 May meeting. This policy was considered before its review date so that the next review is aligned with the other policies under the Audit Committee's remit. The Board is asked to ratify this policy (attached as **appendix 22.35A** with tracked changes).

#### 3.2 Standards Commission's Code of Conduct

The updated Code of Conduct was shared with Board members in May and, at the same time, you were asked to update the Register of Interests. The College is required to advise the Scottish Government that the new code has been adopted. Once we hear back from Scottish Government, the new version of the Code of Conduct and Register of Interests will be published.

#### 3.3 Student Elections

Sunita McKenna was elected as Student President and Amie Logan, Gosia Zych and Atiqah Chaudry were re-elected/elected as Student Vice Presidents. Sunita has been invited to attend the 8 June Board meeting as an observer.

#### 3.4 2022/23 Board and Committee meeting dates

The attached schedule was shared with the Board via email. Board Members are asked to note the dates and locations. Going forward all Board meetings will hopefully be held in person with the majority of Committee meetings held virtually. One Committee meeting per calendar year is scheduled to be on campus.

### **3.5 Board Development Day**

The Board Development Day is likely to take place in September 2022. The list of topics attached has been shared with Nominations Committee and Jon Vincent, for input. The Board is asked to provide its views on the proposed list.

Board Members were asked to advise what their preference would be for the format of this event. The majority advised that they either have no preference or would prefer an overnight event. The Board is asked to briefly discuss the preferred approach taking into account the current climate of financial and other challenges.

### **3.6 Non Executive Directors Forum: Resilience, Rebuilding and Recovery in the Public Sector**

Azets, the College's external auditors, has invited all Board members to this event which is held in Edinburgh (Scotsman Hotel 9-13:30 on Thursday, 30 June). This is a free event and speakers include Jeane Freeman, former Cabinet Secretary for Health and Sport, Peter Reekie, CEO of Scottish Futures Trust and Jude McCorry, CEO of Scottish Business Resilience Centre. Please let me know if you would like to register a place.

## **4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

Appendix 1: Policy 1.9 with proposed amendments.

Appendix 2: Schedule of meetings 2022/23

Appendix 3: List of topics for Board Development Day

## **5 RISKS**

The matters in this paper address the College's governance arrangements. By ensuring that these matters are properly addressed and by regularly reviewing policies, the College will ensure that its governance meets the expectations of external stakeholders.

## **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.

**Policy Area:** Board of Management  
**Policy Title:** Information Security  
**Revision No.:** ~~10~~  
**Review Period:** ~~35~~ years  
**Review Due:** On or before ~~March 2025~~ August 2023

## 1.0 Introduction

- 1.1 It is the policy of Glasgow Clyde College that all information it manages shall be appropriately secured to protect against the consequences of ~~breaches non-compliance with of UK GDPR, Data Protection Act 2018 and associated legislation,~~ breaches of confidentiality, failures of integrity or interruptions to the availability of that information.

## 2.0 Purpose

- 2.1 This Information Security Policy provides management direction and support for information security across the College.
- 2.2 The College collects, processes, stores and uses information, including personal and special category 'sensitive' data, as part of its academic and business processes.
- 2.3 Information may be managed through electronic formats or manual ~~paper based~~ paper-based systems.
- 2.4 In all cases the College needs to ensure that adequate controls are in place so that information is appropriately available as required, is accurate, secure, and complies with legislative requirements.

## 3.0 Scope

- 3.1 The scope of this Information Security Policy extends to all Glasgow Clyde College's information including but not limited to:
- Records related to prospective, current and past students and staff including emergency and next of kin contact information;
  - Records related to workers employed through temping agencies, members of the Board, visitors, customers, and external contractors;
  - Equality Monitoring data;
  - Teaching and learning data;
  - Learner support data, including information about health and disabilities;
  - Financial records and information;

Formatted: Line spacing: Multiple 1.08 li

- [HR \(including Occupational Health records\)](#) and Organisational Development data;
- [Health and Safety records](#);
- Operational plans, account records and minutes;
- Executive level data;
- Student Association data;
- Commercial and Business Development data;
- Quality and Performance data;
- Intellectual Property data; and
- External Funding records.

#### 4.0 Policy Statement

4.1 [Controllers are accountable for the personal data they process. This extends to their use of Processors \(i.e. third-party suppliers\). It is the Controllers responsibility to ensure that any Processors they use comply with data protection law. Failure to do so, for example through the lack of appropriate due diligence, may result in the Controller facing regulatory action.](#)

4.2 Glasgow Clyde College aims, as far as reasonably practicable, to:

- Protect the confidentiality, integrity and availability of all data it holds within its systems by implementing appropriate technical and organisational measures to ensure a level of security appropriate to the risk. This includes the protection of any device that can carry data or access data, as well as protecting physical paper copies of data wherever possible;
- Take a data protection by design and default approach to any new data processing, including the use of new technology, to identify any risks by firstly carrying out a Data Protection Impact Assessment supported by the Data Protection Officer ([DPO](#));
- Meet legislative and contractual obligations as required under the General Data Protection Regulation (GDPR), Data Protection Act 2018 and the Privacy and Electronic Communications (EC Directive ) Regulations 2003;
- Protect the College's intellectual property rights;
- Produce, maintain and test business continuity plans particularly with respect to data backup and recovery;
- Prohibit unauthorised use of the College's information and systems;
- Communicate the requirements of this Information Security Policy and the information security aspect of procedures to all persons potentially accessing data as part of their role as appropriate to the data accessed;
- Provide information security training to all persons appropriate to their role; and
- Report any breaches of information security, actual or suspected to the [Data Protection Officer \(DPO\)](#) in a timely manner noting that where a significant breach has occurred, the College ~~has to~~[must](#) report this to the Information Commissioner's Office within 72 hours [and data subjects may be notified](#).

#### 5.0 Responsibilities

- 5.1 This policy covers all data access and processing within the College and through remote or mobile working.
- 5.2 All staff, Board Members, and other College users including any third parties authorised to access the College's network or computing facilities ~~All College members (students, staff, and Board members)~~ must be familiar with this policy and any appropriate supporting documentation relevant to their role.
- 5.3 This Policy should be read in conjunction with the College's Information and Data Management Policy, College Guide to Data Protection and Data Security Staff Do's and Don'ts Guidance, and should be communicated to all users and relevant external parties.
- 5.4 The Senior Leadership Team is ultimately responsible for establishing the framework and for issuing and reviewing policy statements and procedures to support Glasgow Clyde College with which members of the College must comply.
- 5.5 The Senior Leadership Team requires the Assistant Principal in each area, in conjunction with their Heads of Curriculum or Unit or Unit Manager, to be accountable for implementing an appropriate level of security control for the information owned by that department and processed by persons accessing that data. This includes undertaking a Data Protection Impact Assessment where a type of processing, in particular using new technologies, is likely to result in a high risk to the rights and freedoms of natural persons.
- 5.6 Each person is accountable to their Head of Curriculum / Unit or Unit Manager as applicable for operating an appropriate level of security control over the information and systems they use to perform their duties.
- 5.7 The Head of ICT is responsible for the overall coordination of the management of information security, maintaining this Information Security Policy and providing advice and guidance on its implementation. All staff have responsibility for adhering to information security requirements within their area. It is noted that failure to adhere to this Policy may result in the College suffering financial loss, operational incapacity, and / or loss of reputation. Data access or processing that fails to observe the provisions of this Policy may result in disciplinary action.
- 5.8 The ~~Data Protection Officer~~ DPO is responsible for informing, advising, and monitoring compliance with ~~the UK~~ the UK GDPR, Data Protection Act 2018 and other relevant legislation, and College policies and procedures. ~~The DPO and should be involved properly and in a timely manner providing advice on all data protection matters data protection impact assessments in relation to the protection of personal data, including the~~ including risks associated with processing operations ~~in relation to that may impact~~ information security.
- 5.9 Glasgow Clyde College has a responsibility to abide by and adhere to all current UK ~~and EU~~ legislation as well as a variety of regulatory and contractual requirements and agreements.

## 6.0 Supporting Policies, Codes of Practice, Procedures and Guidelines

6.1 Supporting policies have been developed to strengthen and reinforce this Policy statement.

6.2 All staff, Board Members, and other College users including any third parties authorised to access the College's network or computing facilities are required to familiarise themselves with these supporting documents and to adhere to them in the working environment as far as they relate to their role within the College.



**Supporting policies:**

1. Policy 1.6 Information and Data Management
2. Policy 1.7 Provision and Use of Digital Resources

**Information Security Procedures and Guidelines:**

3. Staff ICT Acceptable Use Agreement
4. Student ICT Acceptable Use Agreement
5. Use of ICT Resources Procedure
6. ICT Password and Passphrase Guidelines
7. ~~College ICT Information Security~~ Encryption Guidelines ~~— to be finalised~~
8. Social Media Guidelines
9. Use of ICT Legal Constraints Guidelines ~~— to be finalised~~

**Data Protection Procedures and Guidelines:**

10. Data Protection Guidelines
11. College Data Privacy Notices [s](#) (on website)
12. Data Subject Request Procedure
13. Data Protection Impact Assessment
14. Data Breach Reporting Procedure
15. Data Retention Schedule

This Policy has been developed with due regard to all relevant legislation.

**History of changes**

Revision	Description	Adopted	Authorised
0	First draft prepared with input from HE and FE Shared Technology and Information Services	Board of <del>Management</del> <u>Management</u>	August 2018
<u>1</u>	<u>Narrative revisions by DPO / Head of ICT</u>	<u>Audit Committee</u>	<u>May 2022</u>

<b>BOARD OF MANAGEMENT AND COMMITTEE MEETINGS 2022/23</b>			
<b>DATE</b> All meetings at 4.30pm	<b>COMMITTEE/BOARD</b>	<b>ZOOM/ ROOM</b>	<b>CAMPUS</b>
6/7 or 13/14 September (possible dates)	BOARD DEVELOPMENT DAY	Venue - tbc	
21 September 2022	OD	BOARDROOM	LANGSIDE
28 September 2022	Audit	ZOOM	
5 October 2021	F&R	ZOOM	
12 October 2022	Board	BOARDROOM	LANGSIDE
9 November 2022	Nominations	ZOOM	
16 November 2022	L&T	ZOOM	
23 November 2022	Audit	BOARDROOM	LANGSIDE
30 November 2022	F&R	ZOOM	
7 December 2022	Board	BOARDROOM	LANGSIDE
25 January 2023	OD	ZOOM	
1 February 2023	L&T	BOARDROOM	LANGSIDE
8 March 2023	Audit	ZOOM	
15 March 2023	F&R	ZOOM	
22 March 2023	Board	BOARDROOM	LANGSIDE
10 May 2022	OD	ZOOM	
17 May 2022	Nominations	ZOOM	
24 May 2022	L&T	ZOOM	
31 May 2022	Audit	ZOOM	
7 June 2022	F&R	BOARDROOM	LANGSIDE
14 June 2022	Board	BOARDROOM	LANGSIDE

## **Board Development Day, September 2022**

### **Possible topics (5 or 6 sessions required)**

1. A session on Delivering the Outcome Agreement. This would focus on the issues we have had over the last two years with Student Retention and consider how we are going to ensure we deliver our credit target in full in 2022/23.
2. A session for Board members only. This would have two elements. First, an 'Open Forum' slot, as we have had in recent years, where Board members can raise any topic for discussion. A second element would be a light-touch Board self-evaluation, where we would ask people, in small groups, to reflect on ways in which we can improve how the Board operates. This would include discussion of the merits of on-line versus in-person meetings. The discussion would then feed into an updated Board Development Plan, to be prepared by Nominations Committee.
3. A session where we invite our two most recent Senior leadership Team appointees, Jennifer Brickwood and Claire Glen, to brief us on their area of work, their experience through this last year and their early impressions of Glasgow Clyde College.
4. An external speaker - probably the pre-dinner slot - to discuss the local and national economy and jobs markets. This would include how they have been affected by Brexit, Covid, Inflation and Ukraine - and what the implications might be for colleges.
5. A session on digital learning. We would hear how the college is exploiting opportunities for online delivery and invite comments and suggestions from Board members.

---

**BOARD OF MANAGEMENT**


---

Date of Meeting	8 June 2022
Paper Title	Principal's Report
Action	Information
Prepared by	Jon Vincent
Agenda Item	22.36
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 April 2022 and June 2022 which are of relevance to the operation of the College.

## **2 RECOMMENDATION**

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

## **3 INTERNAL ENVIRONMENT**

### **3.1 Covid-19 Update**

- 3.1.1 On the 19 April 2022 all Covid-related legal restrictions on colleges were lifted by the Scottish Government. Since that date the proportion of students studying on campus and members of staff working on campus has grown week by week. With some students and members of staff still showing reluctance to return to campus the on-campus activity levels are operating at circa 55% of full capacity.
- 3.1.2 The College has introduced a Covid Response Committee as recommended by the Scottish Government. The Committee is comprised of representatives of college management, our recognised trade unions, and the student association. The Committee meets regularly and monitors a range of indicators relating to disease prevalence and other risk factors.
- 3.1.3 Active CO2 monitoring continues to take place throughout all rooms on all campuses. At Anniesland and Langside campuses monitoring is undertaken automatically by the Building Management System. However, at Cardonald the monitoring is undertaken via fixed and portable monitors. The results of monitoring activity are continuously evaluated, and mitigating action put into place wherever poor ventilation is found. Monitoring activity has not yet found any areas of the college where ventilation levels are sufficiently poor to cause potential harm to health.
- 3.1.4 The College continues to collect Covid-19 infection data from its students and members of staff. Reported infection rates among students and staff remain low and below the levels reported in our local communities.

### **3.2 Glasgow Clyde College launches free breakfasts for students**

- 3.2.1 Glasgow Clyde College has launched a breakfast club for students across all three of its campuses in a bid to tackle food poverty. Each of the 15,700 students will be entitled to toast/cereal and a hot drink between 8.15am – 9.15am.
- 3.2.2 The initiative, in partnership with Peak Scientific, comes as a result of the sharp increase in the cost of living. As it stands, one in seven young people go without breakfast and 20% of working age people in Scotland are in food poverty, meaning they are unable to obtain an adequate or nutritious diet due to financial constraints.
- 3.2.3 The idea for the initiative came from John Clarke (Catering & Cleaning Services Manager) and Karen Bale (Curriculum Manager – Highers & Nationals).
- 3.2.4 The college is hoping the initiative will support the return of students to campus, foster a sense of community, and alleviate financial anxiety. A study by NUS Scotland stated that 35% of students have considered dropping out of further education due to financial difficulties, and around 64% said they experienced mental ill-health as a result of financial pressures.

### **3.3 Glasgow Clyde College Graduation 2022**

The College will be hosting its first in-person graduation in three years on Saturday 5 November 2022 in the Bute Hall at the University of Glasgow. We will welcome our staff, students, and families to celebrate their success in achieving their qualifications during an incredibly challenging 2021-22 academic year. All four of our faculties will be represented and we expect up to 750 students to graduate on the day.

### **3.4 Anniesland Campus Student Space**

- 3.4.1 After many years of development, construction of the new student space at Anniesland campus has been completed. Handover of the space took place during the w/c 23 May 2022 and internal fit-out works are now currently underway. It is expected that a formal opening of the space will take place later this month. The development has cost circa £650k and has been funded primarily by Scottish Government Economic Downturn Recovery funds.

### **3.5 Cardonald Campus Public Realm Project**

- 3.5.1 The GCEF funded Cardonald Campus Public Realm Project is now well underway. Following an extensive process of stakeholder engagement, the designs have now been agreed and the works put out to tender. The project will see the partial removal of the blue security fence from the perimeter of the campus, improved visitor arrival areas, refurbished outdoor recreational spaces and the installation of a large mural. It is anticipated that capital works will commence in July/August 2022.

### **3.6 Regional Foundation Apprenticeship Collaboration**

- 3.6.1 In 2022/23 funding for Foundation Apprenticeships fully transfers from Skills Development Scotland to the Scottish Funding Council. One of the key impacts of this change is that funds will be received directly by the colleges (via GCRB) rather than through a grant. Currently, the SDS grant funds a regional FA team who are based at Glasgow Kelvin College and they administer and coordinate delivery across the regions three colleges. The new funding mechanism has led to a decision to end the FA regional team and transfer the activity directly to each college.
- 3.6.2 Senior staff from all three colleges and GCRB have invested significant time to ensure the effective transition of these arrangements in advance of the 2022/23 academic year.

### **3.7 Gold Award for College Marketing Team**

- 3.7.1 The College marketing team and PR agency John Doe have won the Gold Award at the PR Moments 2022 Awards in the 'best use of content category' for the campaign 'the course which doesn't exist yet'. The campaign attracted extensive media attention when it launched and for those of you who missed it here is a link to the video [\(671\) Glasgow Clyde College Jobs of the Future - YouTube.](#)

### **3.8 Erasmus Plus - KA2 Projects**

The College continues to be an active participant in European Union funded projects. Below are updates on key projects:

#### **3.8.1 EDGE – Empowering Digital Teachers in a changing world**

The EDGE project has two Intellectual Outcomes (IO) and has been developed by six EU Countries/Partners.

##### **IO1 Guidelines for online teaching**

Covid disruption triggered a move toward different formats of digital learning and teaching that has accelerated a shift from the traditional textbook-based classroom. However, it became clear that many educational establishments and teachers did not feel fully prepared for this sudden need of implementing digital learning on a larger scale, and have underlined several key challenges, barriers and obstacles. Therefore, the project aimed at developing guidelines, which are intuitive, easy to use, and read by trying to answer commonly asked questions, which might arise in daily practice. The Guidelines, covers all aspect of Digital Teaching that may be encountered by the teacher.

##### **IO2 Empowering Digital Teachers Training Course and platform**

Glasgow Clyde has been instrumental in the development of the training course and platform, presented on Canvas. The system, currently being tested across the partnership shall be piloted in September 2022. This system will allow for a multi-layered approach to determining when the user has completed individual modules. The College is also working to implement a system that awards digital badges to learners who undertake the EDGE online course. These badges will allow learners to collect and share digital credentials that

validate the skills and knowledge learners will gain by undertaking the course, all in partners language.

### 3.8.2 EUESOL – Entrepreneurship for Speakers of Other Languages

The EUESOL Project is led by Glasgow Clyde College and involves the five EU partners countries of Scotland, Poland, Germany, Finland, and Italy who are working together to produce resources to provide migrants in each country with the information, knowledge and skills to start-up their own business. The EUESOL project aims to deliver two Intellectual Outcomes:

#### IO 1 - Skills Mapping Exercise – Training Needs Analysis - VLE Toolkit

The Toolkit will include fact sheets on - Entrepreneurship Language Training Materials; Mentoring Materials; Counselling Materials; Business; Support Materials; Employer Links - Work Shadowing; Trainee Skills Mapping (Core and Vocational); Participants Aspirations; Barriers and Solutions; Skills and Business Start Up Guides, links to partners local government websites for new business start-up information. NI, TAX, PAYE regulations, Company Registration, etc. across partner countries and translated into partners languages.

#### IO 2 – Enterprise Training and Employability

Five training modules: Business Formation (Italy); Ethical Enterprise (Germany); Marketing Your Business (Scotland and Poland), Developing Business Awareness (Finland) and Business Employability Skills (Scotland and Poland). Glasgow Clyde is leading on the development of the training units, which shall be fully available on the college Canvas Platform.

### 3.8.3 Age On Stage Project

The Age-On Stage project is in partnership between six EU partners and is aimed at supporting motivation and confidence building for older learners in the community. The project has two Intellectual Outputs aimed at creating an Educational and inclusive pathway for older learner transforming their life through the theatre.

#### IO 1 - Pathway Development and Validation

Glasgow Clyde will provide the templates for indicative units developed by partners. These are, Introduction to Play Analysis – Associazione NET (IT); Scriptwriting - 36.6 (PL); Introduction to Performance - ACE (ES); Acting - Passerelles Théâtre (FR) and Directing - GCC (UK). Currently we have identified and developed the training materials, content, and the training pathway, on completion the materials will be piloted, and training mentors trained in the scope of the delivery, which will be provided on an interactive platform.

#### IO 2 - Interactive tool development

The material produced in IO1 (pathway development and validation) will be adapted and uploaded into a virtual platform. The platform will be firstly



developed in English and translated into the other partnership languages. The platform will separate from the website and will be divided into 2 main sections: The e-learning pathway and the private chat room. The platform will be developed by our Portuguese partner supported by the expertise of Glasgow Clyde and Passerelles Théâtre with their expertise and knowledge of theatre.

### **3.9 CDN/Glasgow Health & Social Care Partnership**

- 3.9.1 The College is delighted to be working in partnership with Glasgow Health and Social Care Partnership (GHSCP) to support our students with new opportunities and in joint planning for future workforce recruitment.
- 3.9.2 The first step in our partnership sees the launch of the 'Introduction to a Career in Social Care' a brand new, six-week, part time online tutor-supported course, developed by College Development Network (CDN) and offered widely across the college sector. This course introduces students to the many opportunities available in the Social Care sector and we are delighted to confirm that all successful students are guaranteed an interview for the position of Social Care Assistant with GHSCP. This arrangement offers a clear pathway into a fulfilling role and a very rewarding career.
- 3.9.3 Our next activity is forward planning for new placement opportunities for 2022/23 for a wide range of students, ensuring our courses are appropriately designed and delivered to maximise their employability skills. This will also be supported through a programme of training for placement mentors, virtual tours of service areas and live Q&A sessions. We are also scoping out a new bespoke course of SQA content, SSSC Open Badges and ongoing placement, that can lead to the GHSCP Induction programme, offering a fast-track route to guaranteed employment.
- 3.9.4 Continual professional learning in this sector is critical and joint mentorship training for placement tutors will support both organisations in our drive to improve retention and increase positive outcomes.

### **3.10 Community Learning & Development – Youth Hub Launch**

- 3.10.1 Youth work is an area of Community Learning & Development which the College has not developed for a number of years, and we have been keen to introduce this to the CLD portfolio. The College needs to help young people in our communities to see the college as a positive pathway by working with them in the community and building positive connections. With the Child Poverty funds, CLD have initiated a Youth Hub to help to break down barriers for young people when thinking about college as a destination and to improve the health, wellbeing and skillset of young people in our communities. Over 25 young people attended the first session coming from Govan and Ibrox.
- 3.10.2 Students were welcomed to our Cardonald campus where they received their student cards and were supported by staff from the sports team to learn badminton and boxercise. We brought in Glasgow Rocks basketball team to

teach the young people and we also provided them with pizza, which they were thrilled about. We have other staff lined up to come in to offer IT, Beauty, First Aid and BSL in the coming 4 weeks. Feedback from Govan Youth Information Staff and Turf Staff has been very positive – see below.

- 3.10.3 In the summer months we are planning a new initiative that will see engagement visits to prisons to discuss College options and to help ex-offenders to see there are pathways for them in the college

### **3.11 General Education Curriculum Realignment**

- 3.11.1 The offering in the General Education curriculum area has undergone a radical shift in terms of curriculum grouping to foster a sense of belonging and to attempt to improve the levels of retention. The Highers/Nationals programmes have been clustered around progression routes such as Primary Teaching, Medical and Health Industries and Arts and Sciences. The choices have also been limited to the most popular subjects to more streamlined delivery and to enable greater clustering so that students form courses rather than being so disparate. National 4 has also been introduced to enable students to access this essential level to progress. The effects of this won't take effect until next academic year.

### **3.12 Fast-track NCTJ Diploma in Journalism is best in the UK**

- 3.12.1 Glasgow Clyde College's fast-track NCTJ Diploma in Journalism has been named the best performing further education course in the UK by the National Council for the Training of Journalists (NCTJ) at their recent course performance awards. The accolade was based on the performance of the 2020-21 cohort.
- 3.12.2 The National Council for the Training of Journalists is one of the UK's most recognised training centres in the industry and its diploma is a benchmark for editors when recruiting new trainees.
- 3.12.3 Since the fast-track course started at Glasgow Clyde College in 2020, it has seen a success rate of 80%, with an impressive 69% of those who have passed achieving the coveted gold standard diploma. Candidates study a wide range of subjects such as news and feature writing, video journalism, digital journalism as well as media law and politics. It features lecturers who are currently working in the industry or who have extensive experience working in it. 62% of those who passed with Glasgow Clyde College have then found work in the journalism and public relations industry.
- 3.12.4 The six-month diploma is aimed at those who have a relevant degree and wish to top up their academic experience with a recognised journalism qualification.

### **3.13 Glasgow Clyde Creates 2022**

3.13.1 Glasgow Clyde Creates is the annual celebration of work from our creative students in the Faculty of Business, Creative and Digital Industries. After two years online the Faculty's end of year showcase events are returning in-person.

- **Art and Design Exhibition:** 11-12 May  
New Glasgow Society HQ, Argyle Street.  
An exhibition of our HND Art and Design and UAL Art and design students' artwork.
- **Contemporary Art Exhibition:** 17-20 May  
New Glasgow Society HQ, Argyle Street.  
An exhibition showcasing the talents of our Contemporary Art students.
- **Sound Production: 'Undulations'**  
HND Sound Production students have released an album of work from their course, titled 'Undulations'. Available on the department's record label, Squawker Records, 'Undulations' will be the first release for the new label.
- **HND Acting and Performance:** 8 - 10 June, 7.15pm  
Our final year HND Acting, and Performance students will perform their end of year production of '**Buckets**', by Adam Barnard.
- **Space Monster Project:** 8 - 11 June Hamilton Townhouse Library  
Graphic Design students have worked with P3 pupils at Glenlee School to create an exhibition of illustrated monsters, based on pupil's short narratives about a space monster.
- **Pulse 2022:** 8 - 9 June  
Our annual showcase of talent from our dance department, Dance Studio Scotland, returns with performances at our Anniesland Campus on Wednesday 8 and Thursday 9 June.
- **Fashion Show** 9 June  
Our annual Fashion Show, will be shared via a digital screening at Axiom Art on Thursday 9 June. This will celebrate the designs and garments created by our Fashion Textiles, Fashion Design and Fashion Technology students.

### 3.14 Chris McQueer launches Glasgow Clyde College book swap library

3.14.1 Scottish writer Chris McQueer launched a new swap library at Glasgow Clyde College as part of the Keep the Heid and Read campaign which promotes the benefits of books for mental health. The author and former Glasgow Clyde College student read an extract from his hit novel, "Hings: Short Stories 'n that" before donating it to the library's 'Read, Return, Repeat' bookshelf project - a section in the campuses' library where students can borrow books to either keep or return, encouraging reading and preventing titles from ending up in landfill.

3.14.2 Keep the Heid and Read, part of Mental Health Week (9-15 May) is an initiative run by the Scottish Libraries and Information Council (SLIC), in partnership with libraries, mental health charities, publishers, booksellers and authors across Scotland. The campaign urges people across the country to devote six minutes of their day during Mental Health Week 2022, to reading. According to the SLIC, reading for just six minutes can reduce stress by 68% and establishing a regular reading habit has the biggest impact on mental health and wellbeing.

3.14.3 Chris first honed his craft whilst enrolled in a creative writing night class held at Glasgow Clyde College five years ago, and has since gone on to release two books, in addition to having a successful career in TV and journalism.

### **3.15 Senior Phase pupils donate pamper baskets to NHS staff**

3.15.1 Senior phase pupils on our Introduction to Nursing course recently surprised Critical Care Nurses at the Golden Jubilee and Queen Elizabeth University Hospitals with some pamper baskets to thank them for their dedication and hard work. The baskets contained a range of pamper products, including beautiful candles and hand sanitiser donated by Ishga, as well as handwritten letters of encouragement and thanks from the students. The students all hope to go on to work in the NHS in the future.

### **3.16 Young Glaswegian scoops prestigious Prince's Trust Award**

3.16.1 Habiba Amin, 22, from Glasgow has received a top award from The Prince's Trust after persevering to build an exciting future for herself, after leaving school with no qualifications.

3.16.2 The Prince's Trust and TK Maxx & Homesense Awards recognise young people who have succeeded against the odds, improved their chances in life and had a positive impact on their local community. Habiba scooped the prestigious Ascential Educational Achiever Award for Scotland, which recognises young people who have overcome barriers to succeed in education.

3.16.3 There was a time when Habiba, from Glasgow, couldn't see a bright future ahead for herself. She had fallen behind at school and was experiencing poor mental wellbeing, all of which led to her making the difficult decision to leave school for the benefit of her health. Realising that having no qualifications could hold her back, she spoke to her school's careers advisor who recommended that she apply for courses with The Prince's Trust.

3.16.4 Habiba completed two courses with The Prince's Trust. The first was the Explore programme, which helped Habiba to build her confidence through team-building exercises and a residential trip. The second course was the Team programme, which took place over three months at Glasgow Clyde college.

3.16.5 Habiba gradually became more confident and a valued member of the team. She found college was a better setting for her than school to learn and socialise with peers. After completing the programmes, Habiba embarked on a sports

course with the college and went on to study social care. Her dream was to combine social care and sports and to find long-term employment in this industry. In 2020, Habiba found her passion in assisting people while she was studying a HNC in Additional Support Needs. Keen to learn more, in September 2021 she started a degree in Integrated Health and Social Care at the University of the West of Scotland.

### **3.17 Sale of Land on Anniesland Campus**

3.17.1 Further to the update provided in March 2022 the sale of the small area of land to a neighbour continues to slowly progress. It is expected that the sale will complete in early June.

## **4 EXTERNAL ENVIRONMENT**

### **4.1 National Bargaining Update – Lecturing Staff**

4.1.1 In recent months the College Employers Scotland (representing each College employer) and EIS-FELA (the recognised Trade Union for lecturing) have been negotiating a pay settlement for 2021/22. After many meetings the final offer has been rejected and a formal dispute has been raised.

4.1.2 EIS-FELA successfully balloted its members for strike action and action short of a strike. Strike action commenced on Wednesday 20 April 2022 and thus far (30 May 2022) eight days of action have taken place with a further twelve planned before the end of June. Nationally strike support has been low (35% of all lecturers taking action) however at Glasgow Clyde support has been firm (66%).

4.1.3 In addition to strike action EIS-FELA members are also taking the following action:

- The withdrawal of goodwill activities beyond existing duties, &
- A resulting boycott (i.e., not to share any assessment or exam results with the college or any other organisation)

4.1.4 The College has taken legal advice and the resulting boycott is a breach of contract. The Principal has written to all members of lecturing staff informing them of this and making clear that partial performance of duties is unacceptable to the college. In response, EIS-FELA have written to the College threatening a local ballot for strike action if any member of staff is penalised for supporting the national action.

4.1.5 The final pay settlement proposed by the College Employers Scotland is an increase of £900 (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%. Negotiations between the Employers and EIS-FELA are continuing.

## **4.2 National Bargaining Update – Support Staff**

- 4.2.1 Negotiations are ongoing between College Employers Scotland (representing each College employer) and support staff trade unions (UNISON, GMB & Unite) for the 2021/22 pay settlement.
- 4.2.2 In April, Unison declared itself to be in dispute with College Employers Scotland over the failure to agree the pay award. Unison balloted its members for strike action but failed to secure a sufficiently large turnout (47.8% of members eligible to vote) to make the ballot result lawful.
- 4.2.3 The final pay settlement proposed to support staff by the College Employers Scotland is the same as that offered to lecturers. This offer is broadly equivalent to an increase of at least 2.2% and is above the Scottish Government Public Sector Pay Policy which is 1%. Negotiations between the Employers and support staff trade unions are continuing.

## **4.3 Skills Development Scotland publishes Careers by Design – Report of the Career Review Programme Board**

- 4.3.1 After months of evidence gathering, insight sessions and stakeholder engagement, the Career Review has made ten recommendations, now accepted by Scottish Government, to ensure Scotland's career services support young people to thrive in the future.
- 4.3.2 Recognising the breadth of organisations and institutions that support young people's career choices, a new suite of publications has been published, designed to help a wide range of stakeholders understand more about the Career Review and its implications. These documents provide a summary of the evidence captured during the review through the lens of different parts of the career 'ecosystem'. They highlight what young people and stakeholders told us needs to change and what this change might mean.
- 4.3.3 Through the ten Career Review recommendations, young people, career practitioners, educators and employers have given a roadmap for how career services need to evolve to help people thrive in the future. Working in collaboration with partners across the ecosystem, the Career Review Programme Board are now starting to co-design the career services of the future.
- 4.3.4 The ten recommendations made by the Review are:
  - A new career development model
  - Development skills and habits essential for the future world of work
  - Creating person centred career services
  - Experiential career education
  - Community based services
  - Exposure to fair work



- Digital enablement, empowerment, and engagement
- Clear roles for the delivery of career services
- Strengthening evaluation and continuous improvement
- Creating a career services coalition

#### **4.4 Scottish Funding Council publishes College Performance Indicators 2020/21**

4.4.1 The SFC have published College Performance Indicators for the 2020/21 academic year. Due to the pandemic, comparisons with previous years are to be treated with caution. Key points are:

- 90.6% of 17,898 students who were unable to complete their course in 2019–20 had returned by 2021–22; 57.0% of 13,074 who deferred studies in 2020–21 returned by January 2022.
- 41,989 full-time further education (FE) students were enrolled on recognised qualifications (down 3,887 from 2019–20).
- 61.3% successfully completed studies (down 4.4ppt) (SFC's goal was 73.2% by 2019–20).
- 27.7% withdrew from their course (up 6.5ppt).
- 31,925 full-time higher education (HE) students were enrolled on recognised qualifications (up 78).
- 72.1% completed their studies (down 1.3ppt) (SFC's aspiration was 74.4% by 2019–20).
- 17.7% withdrew from the course (up 2.7ppt). Males are 0.5ppt more likely to successfully complete FE courses than females; but females are 5.9ppt more likely to complete HE courses than males.
- 86.8% of the 3,600 full-time permanent teaching staff held a recognised teaching qualification (down 2.0ppt).

#### **4.5 Scottish Government publishes Wider Harms of the Covid-19 pandemic**

4.5.1 The Scottish Government have published 'Wider harms of the Covid-19 pandemic on learners, students and staff within higher education, further education and community learning and development in Scotland.' This report can be accessed at [Supporting documents - Coronavirus \(COVID-19\) higher education, further education and community learning and development: wider harms - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/supporting-documents/coronavirus/covid-19-higher-education-further-education-and-community-learning-and-development-wider-harms-2020-21/pages/1-2.aspx)

4.5.2 The paper considers the indirect, wider harms of the pandemic on students, learners, and staff within the FE, HE and CLD sectors from the perspective of stakeholders and drawing on the findings or relevant reports relating to these sectors. Some of these wider harms will not be unique to these sectors and are also likely to have affected other groups.

4.5.3 This report summarises the findings of these discussions, focusing on the following themes:

- Disruption to student learning
- Mental health and wellbeing
- Social effects
- Financial effects
- Impacts on staff and CLD volunteers
- Ongoing adaptations

This report is intended to be used to support future discussions on mitigations of the wider harms' impacts of Covid-19 on FE, HE and CLD.

#### **4.6 Scottish Government publishes Adult Learning Strategy 2022 to 2027**

4.6.1 On 10 May 2022 the Scottish Government published its new Adult Learning Strategy which sets out the action to improve life chances for adult learners across Scotland. The Strategy outlines how the Government will ensure that there are accessible opportunities for adults to learn throughout their lives.

4.6.2 The Strategy sets out the following actions:

- Establish and develop a national Adult Learners Advisory Group
- Develop coherent and consistent data and measurements for the impact of community-based adult learning
- Evaluate the suitability and levels of funding arrangements for adult learning
- Undertake a review on the impact of existing ESOL and Adult Literacy strategies
- Increase access to and support for accredited learning
- Increase availability of, access to, and support for, online learning options for adults
- Increase learning activity that supports democratic involvement and community empowerment
- Increase cross-policy support for the role of community-based adult learning
- Increase availability of, access to and support for family learning
- Collaborate to act on recommendations in the SFC Review
- Connect community-based adult learning with careers and employability services
- Provide support and recognition for structured partnerships to ensure the needs of adult learners are at the heart of decision making
- Strengthen partnership arrangements which identify and meet the advice, guidance and support needs of adult learners
- Evaluate the effectiveness of existing systems for Recognition of Prior Learning
- Collaborate with adult learners and equality groups to explore, define and remove barriers to learning
- Ensure consistent and appropriate use of Impact Assessment to plan accessible provision
- Increase public awareness of adult learning opportunities
- Ensure appropriate and accessible professional learning opportunities and partnerships.
- Strengthen cross-sectoral professional learning opportunities



- Explore the development of national occupational standards for community-based adult learning
- Increase development opportunities for adult learning volunteers
- Explore and support training for practitioners to ensure adequate digital skills
- Collaborate to improve diversity and remove barriers in the workforce

#### **4.7 Scottish Funding Council publishes College Staffing Data 2020/21**

4.7.1 The Scottish Funding Council has published College Staffing Data 2020–21; staff who had been furloughed or re-joined the NHS/public health agencies to assist with the Covid-19 pandemic are included in the figures.

- There were 10,849 FTE staff (down 132 from 2019–20); 50.8% were teaching (up 0.5ppt).
- 7,387 of all staff were full time (down 4.2ppt from 2014–15), 3,462 part time (up 12.1ppt).
- Staff headcount was 14,124 (down 3ppt from 2019–20).
- 61% were female (unchanged): 55% of teaching staff (unchanged), 68% of non-teaching (down 1ppt), 53.3% of senior management (down 0.7ppt).
- 47.9% were aged 51+ (up 1.3ppt); 94.9% were of UK nationality, 3.7% from the EU.
- 2.3% were Black & minority ethnic (up 0.2ppt); 6.7% had a disability (up 0.4ppt).
- 86.8% of full-time permanent teaching staff had a recognised teaching qualification (down 2ppt).

#### **4.8 Scottish Government publishes National Strategy for Economic Transformation**

4.8.1 Scottish Government has published Scotland's National Strategy for Economic Transformation: Delivering Economic Prosperity, a new ten-year strategy based on six programmes, with 18 projects and 77 actions.

4.8.2 The programmes are:

- Entrepreneurial people and culture, (e.g. embedding a culture in the education and skills system where entrepreneurship is encouraged);
- Appointing a Chief Entrepreneurship Officer
- Skilled workforce, (e.g. embedding access to entrepreneurial learning in schools & colleges); developing a National Digital Academy focusing on transition to net zero and lifelong training
- New market opportunities
- Productive businesses and regions
- A fairer and more equal society
- A culture of delivery.

## **5 RISK ANALYSIS**

- 5.1 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.
- 5.2 The action of EIS-FELA members to participate in a resulting boycott threatens progression opportunities for our students. Where a student intends to progress within Glasgow Clyde this will be manageable. However, those students wishing to progress to other education institutions or employment will be impacted. The College is in contact with universities and HEI's throughout the UK to advise them of the industrial dispute and seek their reassurance that progressing students will not be adversely impacted.
- 5.3 The current offer from College Employers Scotland is circa +2.2% but this is within the context of an anticipated +1% increase in funding for the sector from the SFC.
- 5.4 The College continues to monitor Covid-19 cases and has arrangements in place to quickly isolate cases and attempt to prevent virus transmission within the college community.
- 5.5 The in-person Graduation ceremony is planned for November 2022. Should Covid-19 restriction be introduced at this time the ceremony will be held virtually.
- 5.6 The transition from a regional Foundation Apprentice team to local college delivery has been carefully managed by the three colleges and GCRB in consultation with trade unions. The colleges have agreed a distribution of FA Credits for 2022/23 and associated funding, subjected to ratification by the GCRB Board. Legal advice has confirmed that TUPE does not apply for members of staff current in the regional FA team however those at risk of redundancy have been given the opportunity to apply for opportunities at each college.

## **6      LEGAL                  IMPLICATIONS/FINANCIAL                  IMPLICATIONS/REGIONAL                 OUTCOME AGREEMENT IMPLICATIONS**

- 6.1 There are no significant legal or financial related implications arising from the contents of this report.
- 6.2 The EIS-FELA resulting boycott may negatively impact on student attainment rates and thus fulfilment of the ROA targets.

## **7      HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?**

- 7.1 There are no matters contained in this report which require the execution of an Equality Impact Assessment.

---

**BOARD OF MANAGEMENT**


---

<b>Date of Meeting</b>	<b>8 June 2022</b>
<b>Paper Title</b>	<b>GCCSA Update</b>
<b>Action</b>	<b>Information</b>
<b>Prepared by</b>	<b>Johanna Thompson, Student President</b>
<b>Agenda Item</b>	<b>22.37</b>
<b>Status</b>	<b>Disclosable</b>

---

**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.

**Year Overview**

As the academic year is rolling out the GCCSA couldn't be prouder with the achievements that have been made throughout the year. As we started the academic year with a little uncertainty of how things would roll out for students and staff, as the year progressed, it rolled pretty smoothly for GCCSA. We have managed to not only to gain more awards, but status, visibility, and more collective relationships with teaching staff, senior staff, and externals. It's been a remarkable year for sure. With the likes of Gaining White Ribbon Status, Silver for LGBT, more vinyl visibility for GCCSA offices and Student Spaces, creating the Student Mental Health Agreement, successful Intro into BSL for students, upgrading student spaces, re-usable cup launch, Read Return Repeat Launch, Chat with Us Sessions, and of course our Regional Football Tournament. With just a few loose ends to tie up, with the likes of our document review, the launch of GCC Hoodies/water bottles, our Cultural Event, and a final one-hour work shop with Student President. It's been another challenging year but most of all a successful one the GCCSA is proud of.

**Re-useable cups and new water bottle campaign**

As highlighted at previous meetings, GCCSA launched the re-usable cup campaign this academic year. This has been a great success and it is a sustainable project that will continue next academic year. This team has however been working on taking this project a step further and we will soon be introducing GCC Water Bottles which will also be sold alongside the re-usable coffee cups for the same price of £3. This means that students have the option to buy both

GCC branded coffee cups and water bottles to use on campus or externally. This project helps us with our environmental goals of reducing waste however also helps to give students a sense of belonging. GCCSA will do various giveaways to give all students a chance to own these items.

### **GCC Hoodies**

GCCSA have been asked for a long time now about students (and staff) being able to purchase GCC Hoodies. Therefore, we have been working with marketing and an external company to come up with an option that can soon go live to all students and staff. This will again help increase that sense of belonging to the College and will allow students to purchase their very own GCC branded hoodie that they can wear on campus or externally. The details of these are being finalised and will be revealed in due course but we are very excited about launching this.

### **Regional Football Tournament in partnership with White Ribbon Scotland**

GCCSA linked up with the Student Associations from Glasgow Kelvin College and City of Glasgow College to arrange a regional football tournament with GCRB in partnership with White Ribbon Scotland which took place on the 28<sup>th</sup> May 2022. The idea was to encourage students to take part in a 5 a side football event whilst also providing the opportunity to raise awareness around not committing or condoning gender-based violence, supporting the work of College status partners White Ribbon Scotland and also College charter partners, Emily Test. Glasgow City took home the trophy - congratulations!!!

GCCSA would like to say thanks to David McGurn and the other GCC Sports Staff who helped recruit four GCC Teams who took part in the tournament. They would also like to thank Davy Thompson from White Ribbon Scotland, Fiona Drouet from Emily test and Sue Roberts from GCRB for supporting the event and for all the great work that they do with the College. This event was a good showing of how regional activity can be a success and the hope is that this event can now become an annual one on the regional calendar for years to come.

### **GCCSA Document Review**

The GCCSA Team have been doing a review of our documentation over the last academic year. It was apparent that some aspects of our documentation were now outdated and that they did not reflect how the Student Association now operates and how we work with the college. The main document of note for the board is the GCCSA Constitution. This is close to a final draft and once it is ready to be shared we would like to distribute this via the clerk to all members who will have the opportunity to feedback any comments. GCCSA are keen to have this ready to go for next academic year and then it will be reviewed again a year after implementation and three yearly beyond that. GCCSA appreciates the Board's support with this process.

In addition, the GCCSA Team are very close to having our updated Student Partnership Agreement signed off by the college principal and in addition being able to launch our Student Mental Health Partnership Agreement (SMHA). The SMHA is a project we have been working on with NUS Think Positive alongside the college Mental Health and Counselling Team. Both of these documents will help define how the Student Association and College work together in relation to student engagement and also student mental health and wellbeing.

### **Vinyl Visibility**

GCCSA have been working alongside marketing, in the hope of making the GCCSA offices and student spaces more visible, with our bright GCC colours. The aim was to increase visibility. We plan to action Anniesland once the space is ready to open. This has gone down as a success and pictures have been shared with Board members so you can see the results.

### **Dr Bike**

Students and staff were able to have their bike checked for FREE on campus by a certified bike mechanic from Bike for Good, setting them up for summer. Over the 3 sessions Bike for Good serviced over 20 bikes. Alongside Bike for Good we invited Police Scotland, who were more than delighted to get involved. Police Scotland joined us on our last Dr Bike session with bike registration and registered over 100 bikes. Great for the community.

### **Summer Sanitary Packs**

We have also sent a message out regarding Sanitary Packs for Summer to all students, we will post out products to any student who may not have access to these when they are not on campus. This seems to be something that is highly requested with students, with just under 30 packs sent out at Christmas.

### **Workshop**

I had been working on a 4-week workshop for students, and due to time running away and other circumstances I have now developed a 1-hour workshop that I will deliver before I leave, "Creating the best version of you". This will entail 9 key points, mindfulness, and the understanding of the subconscious mind. I would have loved to have delivered this over the 4-week period to gain more momentum for students. Though I'm sure students will gain from the 1-hour workshop, to apply these tools into their daily lives, with the intention of creating the best version of themselves.

### **Saying goodbye**

It has been an absolute pleasure working with GCC and GCCSA, saddened to be leaving though excited for the new opportunities that lie ahead. Thank you to all board members, you have welcomed and created a safe place for me as Student President. It's been a privilege to know you all.

Thank you.

**4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

Photographs sent by email.

**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	8 June 2022
Paper Title	Strategic Objectives
Action	NOTING
Prepared by	Jon Vincent, Principal and Chief Executive
Agenda Item	22.40
Status	Disclosable

---

## **1 EXECUTIVE SUMMARY**

### **PURPOSE:**

- 1.1** This report confirms changes to strategic objectives contained in the College strategic plan which was agreed by the Board of Management in March 2020. The revisions have been made because of feedback provided by members of the Board of Management at their meeting in March 2022. The 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 Senior Leadership Team of the College have used the strategic plan to drive forward developments and frame our response to the pandemic. However, at the level of strategic objectives it 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.
- 2.4** Revised strategic objectives were presented to the Board of Management at their meeting in March 2022 and further revisions were made considering feedback received. Annex I of this paper provides the revised strategic objectives

## **3 ACTION REQUESTED**

- 3.1** The Board of Management are requested to note the revised strategic objectives as detailed in Annex I.

## **4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

- 4.1 Annex I of this report provides an overview of the revised to strategic objectives compared to those agreed by the Board of Management in March 2020 and the revisions presented to the Board in March 2022.

## **5 IMPACT ON STUDENT EXPERIENCE**

- 5.1 The revised 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 OBJECTIVES

	BoM March 2020	BoM March 2022	FINAL VERSION
<b>A</b>	<b>INSPIRATIONAL LEARNING AND TEACHING</b>		
	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.	Unchanged
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.	Unchanged
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.	To <b>nurture</b> 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.	To act swiftly on <b>regular</b> feedback from learners, employers, and other stakeholders to inform and improve our learning, <b>and</b> teaching <b>and assessment</b> approaches.

	BoM March 2020	BoM March 2022	FINAL VERSION
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.	To develop the confidence and <b>capability</b> 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.	To develop and enhance the professional skills, knowledge, and standards of teaching staff by using <b>robust</b> evaluation and peer observation approaches.
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.	To ensure approaches to assessment are effective, <b>well developed</b> 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.	To deliver a dynamic and inclusive curriculum that equips <del>our students to gain</del> <b>with the skills (work-based, digital, career, sustainability, and meta skills)</b> that prepare 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.	Unchanged

	BoM March 2020	BoM March 2022	FINAL VERSION
<b>B</b>	<b>PARTNER OF CHOICE</b>		
	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.	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.	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 <b>and collaborations</b> , leading to provision which helps them to fulfil their potential.
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.	To increase opportunities for those in disadvantaged groups by identifying partners who can help to remove barriers to <b>participation</b> , 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.	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 <b>and national</b> economic <b>strategies</b> 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	Unchanged

	BoM March 2020	BoM March 2022	FINAL VERSION
		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.	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 <del>and facilitate</del> and 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.	Unchanged
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.	To work in partnership with <del>support the</del> Glasgow Clyde College Student Association to <del>jointly</del> 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.		Unchanged

	BoM March 2020	BoM March 2022	FINAL VERSION
<b>C</b>	<b>UNRIVALLED STUDENT EXPERIENCE</b>		
	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	To provide an unrivalled experience where students <b>acquire a sense of belonging and</b> 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, which celebrate and develop the diversity, wellbeing, and resilience of our students	To create safe, inclusive, and caring learning environments, free of discrimination and harassment, which celebrate <del>and develop</del> 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	Unchanged
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	Unchanged
4	To ensure students are career-ready and resilient through curriculum which is enhanced by outstanding careers	To ensure students are career-ready and resilient through an inclusive curriculum which is enhanced by exceptional support services.	Unchanged

	BoM March 2020	BoM March 2022	FINAL VERSION
	information, advice, and guidance throughout their learner journey.		
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.	To ensure that, where appropriate, every course offers <del>pathways—and</del> the opportunity for all students to prepare for employment through <b>enterprise education</b> ; 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	To ensure that students develop the knowledge and skills to participate and excel in skills competitions that will provide an outstanding experience. <del>and coach them for a successful future</del>
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	To deliver an exceptional learner journey which is designed in partnership with the Glasgow Clyde College Student Association, through a vibrant programme of <b>on-campus</b> 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.	To provide digitally <b>effective connected</b> and flexible <b>collaborative</b> learning, <b>study</b> and recreational spaces that enable our students to enjoy, thrive and be inspired by their college experience.

	BoM March 2020	BoM March 2022	FINAL VERSION
<b>D</b>	<b>EMPLOYER OF CHOICE</b>		
	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	Unchanged
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.	Continue to embed 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.	To promote an inclusive and diverse 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.	To attract, develop and retain appropriately qualified, experienced, and motivated staff who 'live' the college 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.	To ensure that the College workforce is diverse; is representative of our local communities and reflects the key principles of equality and diversity to achieve an inclusive organisation.

	BoM March 2020	BoM March 2022	FINAL VERSION
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 important 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 <b>and best practice sharing.</b>
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.	To establish and embed pathways throughout the College which create opportunities for career long professional development <b>enhancement</b> and progression.
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.	Unchanged
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.	<b>Maintain a safe and healthy learning and working environment which supports wellbeing of staff, students, and other stakeholders.</b>
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.	<b>Ensuring our leaders and managers have the appropriate skills and continue to champion a positive, inclusive, and innovative culture.</b>



	BoM March 2020	BoM March 2022	FINAL VERSION
<b>E</b>	<b>FINANCIAL RESILIENCE THROUGH OPERATIONAL EXCELLENCE</b>		
	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	To achieve financial resilience through pioneering approaches to service delivery, operational excellence, and through growing and diversifying <b>key</b> 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.	To ensure <del>that</del> financial sustainability <del>is achieved</del> through effective planning, monitoring, and achievement of the College's <b>ambitious</b> 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.	Unchanged
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.	Unchanged
4	To ensure optimum levels of efficiency and effectiveness across the College and	To ensure optimum levels of efficiency and effectiveness across the College	Unchanged

	BoM March 2020	BoM March 2022	FINAL VERSION
	to facilitate targeted investment in priority areas.	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.	To implement modern and streamlined business systems and processes which meet the <del>changing</del> evolving demands of customers by embracing digital transformation opportunities and reducing bureaucracy.
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.	To ensure that environmental sustainability is embedded in the College's estates, curriculum, and other operations, <del>and</del> to <del>achieve the commitments contained in</del> the College Climate Change action plan.

---

**BOARD OF MANAGEMENT**


---

Date of Meeting	08 June 2022
Paper Title	College Strategic Risk Register
Action	For Noting
Prepared by	Janet Thomson, Vice Principal Resources & College Development
Agenda Item	22.41
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 30 May 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 March are highlighted in red.
- 3.2 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.
- 3.3 There is a column 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). An additional column has been added to indicate actions the College is taking and involved with where the residual risk score is higher than the risk appetite. This is the case for two risks which are F2 and O2a.
- 3.4 Overall, there are four risks for which there are decreased scorings since the last report to the Board which are as below:

**F1 – Failure to achieve surplus targets for commercial activity/ Failure to achieve /maintain planned levels of non-SFC income**

As there are some signs of greater demand for non-SFC activity the risk scoring of this risk has been amended with the probability slightly reduced for 2021/22 and anticipated for the future.

**F2 – Failure to achieve contracted overall teaching delivery targets for any partner (SFC/SDS/ESF)**

Although the College is forecasting underachieving its SFC credit target for 2021/22 it is possible that the clawback mechanism will take some account of this impact as 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, which is a common picture across the Scottish college sector. 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**

As the indicative SFC funding allocation for 2022/23 has now been received and there are no significant funding changes overall (with the exception of Foundation Apprenticeships) this scoring has been amended to have a lower probability than the previous scoring. However the future SFC allocation is a 'flat-cash' settlement for the college sector which means a '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. The 5yr financial forecast is currently being updated and will be presented to the next meeting of the Board's Finance & Resources Committee and the Board of Management.

**O2a – Negative impact on employee relations at a local College level (e.g. local consultation)**

The risk score for this risk has been reduced in its probability from a 3 to a 2 on the basis of maintaining good and constructive dialogue locally with the union representatives.

- 3.5 At the October Audit Committee there was a request to have a workshop to consider the Risk Register approach both in terms of its risks compared to current College activity and future planning and in relation to whether it was the most appropriate to use the same risk appetite level across each risk area.
- 3.6 A workshop was held in mid January 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 would be undertaken.

- 3.7 This work to review the College Strategic Risk Register is ongoing and there have been further discussions on the risk areas considering the key risks of achieving the five themes within the Strategic Plan. A further meeting is planned to be held in June to consider the final set of risks and mitigating actions and the Register will be submitted to the October Audit Committee and will thereafter be used for reporting to Finance and Resources Committee and the Board of Management. The current version of the Risk Register remains appropriate and hence continues to be used as attached until the new Register is completed at the next cycle of meetings.

#### **4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

The College Strategic Risk Register at 30th May is attached at Annex 22.41A

#### **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 30th May 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	Actions for risks scored higher than College risk appetite level	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	<b>Short term</b> 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 <b>Long Term</b> 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.	3	5	15	As per Risk Appetite (Open)	F1	N/A	Short	20	Decreasing	
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	<b>Short Term</b> 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 <b>Long Term</b> 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	4	20	Higher than risk appetite (Hungry)	F2	Following national updates from SFC closely. Managing impacts for current year. Detailed planning for future portfolio.	Short	25	Decreasing for 21/22	
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	<b>Short Term</b> i) Revenue budget approved prepared for 2021/22 2022/23 including estimated impact of inflation and pay awards at this stage 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. <b>Long Term</b> 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	N/A	Medium	15	No change	

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 30th May 2022	
					Score Before Mitigating Actions				Score After Mitigating Actions											
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Proba bility	Impact	Risk Score	Mitigating Actions	Probabili ty	Impact	Risk Score	Score compared to College risk appetite (see key above)	Risk Ranking after mitigating actions	Actions for risks scored higher than College risk appetite level	Risk Timing Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change			
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	<b>Short Term</b> 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. <b>Long Term</b> 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.	3	5	15	As per Risk Appetite (Open)	F4	N/A	Medium	20	Decreasing			

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER								Key for Risk Appetite Residual Score Comparison: 1-6 = Averse, 7-9 = Minimalist, 10-14 = Cautious, 15-19 = Open, 20-25 = Hungry										as at 30th May 2022	



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 30th May 2022																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

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 30th May 2022	
					Score Before Mitigating Actions				Score After Mitigating Actions									
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Proba bility	Impact	Risk Score	Mitigating Actions	Probabili ty	Impact	Risk Score	Score compared to College risk appetite (see key above)	Risk Ranking after mitigating actions	Actions for risks scored higher than College risk appetite level	Risk Timing Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change	
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	<b>Short Term</b> i) COVID related operating arrangements discussed at SLT. ii) Full review of Health and Safety Policy and Procedures being undertaken <b>Long Term</b> 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	N/A	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	<b>Short Term</b> 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 <b>Long Term</b> 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	N/A	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	<b>Long Term</b> 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	N/A	Medium	6	No change	

---

**BOARD OF MANAGEMENT MEETING**


---

Date of Meeting	8 June 2022
Paper Title	Estates, Capital Expenditure and Masterplan Update
Action	For Approval
Prepared by	Janet Thomson, Vice Principal Resources and College Development
Agenda Item	22.42, 22.42A and 22.42B
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, to provide an update on the capital expenditure against plan for current/completing projects and to provide the future capital masterplan for years 2022/23 and future years.

## **2 ACTION FOR THE BOARD**

- 2.1 Board Members are requested to approve the capital masterplan for 2022/23 and future years as attached in paper 22.42B.

## **3 BRIEF BACKGROUND INFORMATION**

The College's major Capital works are based on the College Capital Masterplan, the College Estates Condition Survey information for all the College buildings, plus College plans for addressing emerging needs in discussion with Estates, and the Faculties and Units.

### **3.1 2021/22 CAPITAL PLAN**

- 3.1.1 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 and the capital plan for 2021/22 is for the use of the high priority maintenance funding element.
- 3.1.2 The capital plan for 2021/22 was based on estimated costs for priority needs based on discussions and an informed survey of the sites together with any brought forward remaining works.
- 3.1.3 Capital works for 2021/22 have been progressed with the project manager team at Doig and Smith and with the tight timescale for projects completion of end March 2022 being worked to by all involved with projects prioritized accordingly. The first of the two papers attached to this report is the update showing the expenditure for the full year 2021/22 against the capital plan for the year.

- 3.1.4 In addition to the above for the main SFC/GCRB capital allocation the College has progressed 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 been progressing on site since Autumn 2021 and is due to be completed by the end of May.

### **3.2 COLLEGE CAPITAL PLAN FOR 2022/23 AND FUTURE YEARS**

- 3.2.1 The College's indicative SFC/GCRB capital funding allocation for 2022/23 is £3.036M of capital allocation split into £946k of lifecycle maintenance and £2.089M of high priority maintenance.
- 3.2.2 The College's capital plan from 2022/23 onwards has been discussed and prepared based on the recent College Estates Condition Survey which was completed in 2021 for all the College buildings and preparatory work already undertaken by Doig and Smith on a number of known urgent projects, combined with judgement and knowledge of projects which need to be prioritized to address emerging needs for the College.
- 3.2.3 The Condition Survey 2021 which was completed by the Oakleaf Group indicated £9.9M of estates works to be completed (with the breakdown being £3.2M at the Anniesland campus, £4.7M at the Cardonald campus, and £2.0M at the Langside campus) over the five year period. These figures exclude VAT and professional fees hence the total figure based on the survey would be over £13M.
- 3.2.4 Following on from the above assessment there are a number of priority areas to be progressed within the College's capital plans and the capital masterplan for 2022/23 and future years is attached, which provides a summary of the most urgent priority projects showing those which need to be progressed as soon as possible in year 1 of the plan i.e. in 2022/23. The other identified works which need to be completed which may be able to be phased slightly later are shown in year 2 of the plan i.e. 2023/24. More work will be undertaken to further populate year 2 and beyond for the College's capital plan and this will be done with the campus Building Coordinators and the new Head of Estates, Facilities and Energy who commences in mid July 2022.
- 3.2.5 The total capital masterplan figure as attached for 2022/23 is £2.465M which is higher than the indicative funding amount of £2.089M and the College will prioritise projects during the year based on available funding and on the actual value of the projects. All of the figures in the plan are estimates at this stage and updated figures will be used in future updates of the plan values once projects are progressed.
- 3.2.6 In addition to the SFC/GCRB related capital projects for 2022/23 and future years there are two projects which are related to GCEF funding and these are included at the bottom of the attached 2022/23 and future years capital masterplan summary. These two GCEF projects are the Cardonald Public

Realm project which is planned for summer 2022 and the College Learning Spaces project which is intended to be progressed through to summer 2023.

**4 RISKS**

- 4.1 There is a risk that if the estates planned works are not progressed annually then the College estate will not be fit-for-purpose.

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

- 5.1 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 30 April 2022**

Project Ref	Project Description - Capital Projects	Funded by	2021/22 Capital Projects Plan Approved at Mar22 Board	2021/22 Capital Expenditure April 2021 to April 2022	2021/22 Capital Projects Plan Updated Forecast at Apr22	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	£358,643	£327,721	£327,721	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	£522,266	£517,708	£517,708	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	£423,120	£334,839	£334,839	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	£489,541	£396,863	£396,863	Anniesland and Langside campuses. Lighting, CCTV, fire panel upgrade.
5	Balance of funding allocated to Small Works	SFC/GCRB very high priority works capital funding allocation 21/22	£146,430	£304,213	£304,213	Other Small Works
<b>Capital Masterplan 21/22 projects total</b>			<b>£1,940,000</b>	<b>£1,881,345</b>	<b>£1,881,345</b>	
plus remaining c/fwd project from 2020/21						
6	Student Space Project at Anniesland.	Economic Recovery SFC/GCRB Priority Maintenance 2020/21 brought forward	£599,000	£657,655	£657,655	Limited student space at Anniesland campus compared to the other two campuses. Project supported by GCCSA and using Economic Downturn Recovery funding. (Total value is for the total economic downturn recovery funding which is £403k capital plus lifecycle of £196k i.e. £599k). Supply chain delays have impacted timing of project particularly for steel. Project timescale now November 21 to Mid April 22.
<b>TOTAL 21/22 CAPITAL PROJECTS</b>			<b>£2,539,000</b>	<b>£2,539,000</b>	<b>£2,539,000</b>	

**Glasgow Clyde College**  
**Capital Masterplan 2022/23 to 2023/24 and future years**

Project Ref	Project Description - Capital Projects	To be funded by	2022/23 Capital Projects Plan	2023/24 Capital Projects Plan	Future years Capital Plan Priorities	Totals	Comments
1	Cardonald Campus Fire Alarms and Intruder Alarms Replacement	SFC/GCRB	£400,000			£400,000	High priority to progress this project. Needs to be taken forward as soon as possible as current systems needing upgraded.
2	Cardonald Skills Centre Heating and Cooling	SFC/GCRB	£400,000			£400,000	Significant issues with Heating system in the Skills Centre have been experienced over a long term basis. Works scoped and planned to proceed in summer 2022.
3	Anniesland external drainage works	SFC/GCRB	£100,000			£100,000	Drainage issues which require extensive underground works and which are causing ongoing problems. Needs initial investigation to fully scope the works required.
4	Langside - Litehouse Roof replacement	SFC/GCRB	£250,000			£250,000	Profiled metal sheet roof on Litehouse building which is considered to be beyond its expected lifespan with significant corrosion and ongoing deterioration.
5	Cardonald Car Park Entrance Enlargement	SFC/GCRB	£70,000			£70,000	Plan to widen access to Cardonald car park which is a very restricted space for two way traffic and causes issues at busy times for entry and exit as it is not sufficient for the busy traffic flows
5	All campuses - Building Management System Replacement/ Upgrade	SFC/GCRB	£250,000			£250,000	The building management system at each campus needs to be reviewed to enable a system which provides a higher degree of controls across the campuses. This is essential particularly for better utilities management and also for the comfort of building users in levels of heating across the campuses. Broad estimate only at this stage.
6	Cardonald Campus Lifts	SFC/GCRB	£300,000			£300,000	There are issues with the performance of the five main lifts at the Cardonald campus which service the ten storey Tower Building. This has a significant impact on building users, and remedial works are required to enable better control and reliability of lifts. Broad estimate only at this stage.
7	Anniesland campus - Render repair works	SFC/GCRB	£200,000			£200,000	Render repair works required as there is significant deterioration which will become worse over time and create greater problems
8	Anniesland campus - Heating & Cooling in Library & Dance areas of the building	SFC/GCRB	£200,000			£200,000	There have been issues with the heating and cooling systems in the dance area and the library for a long time and the related chillers need replaced.
9	Anniesland campus - Chillers Replacement	SFC/GCRB	£100,000			£100,000	The chillers are reaching end of useful life and need replaced.
10	Anniesland Water Ingress	SFC/GCRB	£80,000			£80,000	There is water ingress at the southern elevation of the building which needs to be remedied
11	Anniesland external works re disabled/taxi pick up and drop off	SFC/GCRB	£40,000			£40,000	This is an issue particularly at the busy drop off and pick up times for mobility impaired students and for the traffic generated by the schools groups. A solution to the collection and drop off area is required.
12	Langside campus - works to repair retaining wall at the Litehouse building	SFC/GCRB	£75,000			£75,000	There is cracking to the stone wall in this area and needs to be repaired.
13	Cardonald campus Heating System Flue	SFC/GCRB		£400,000		£400,000	The flue in the heating system is not operating as effectively as it should and this would provide a permanent fix to the issue.
14	Cardonald Campus CCTV Upgrade	SFC/GCRB		£150,000		£150,000	CCTV cameras and other equipment needs to be upgraded.
15	Cardonald Campus Roof and structure repair	SFC/GCRB		£50,000		£50,000	Specific small areas to be repaired with issues for example of loose cladding or water overflow.
16	Langside - Mary Stuart Engineering Heating and electrical Systems	SFC/GCRB		£80,000		£80,000	System elements need replaced including fan coil units, panels and distribution boards
<b>Future Projects</b>							
17	Langside campus - Floors and Corridors Redecoration/ Replacement	SFC/GCRB			£150,000	£150,000	Range of areas of flooring and redecoration need replaced
18	Anniesland Air Handling Units	SFC/GCRB			£1,000,000	£1,000,000	From condition survey report the air handling units are indicated to be replaced. Major project and would need scheduling.
19	Anniesland Fire Alarm System	SFC/GCRB			£100,000	£100,000	Fire alarm system to be reviewed and upgraded
20	Anniesland External Fire Doors	SFC/GCRB			£100,000	£100,000	External fire doors to be replaced
21	Langside Campus Heating	SFC/GCRB			£240,000	£240,000	Laboratory units require replacement within the maintenance schedule.
22	Langside campus - Lifts	SFC/GCRB			£240,000	£240,000	The two passenger lifts require replacement within the maintenance schedule.
	Other future years projects to be prioritised (based on condition survey totals)			£2,500,000	£6,500,000	£9,000,000	Overall figures based broadly on condition survey. Further analysis to be undertaken and detail of future works specified.
<b>Capital Masterplan totals</b>			<b>£2,465,000</b>	<b>£3,180,000</b>	<b>£8,330,000</b>	<b>£13,975,000</b>	
<b>plus GCEF projects</b>							
1	Cardonald Public Realm	GCEF	£652,000			£652,000	Designs completed and project team progressing project to be undertaken in summer 2022.
2	Learning Spaces	GCEF	£500,000	£1,800,000		£2,300,000	Very initial estimate at this stage for the learning spaces redevelopment project at each campus
<b>Capital Masterplan totals</b>			<b>£3,617,000</b>	<b>£4,980,000</b>	<b>£8,330,000</b>	<b>£16,927,000</b>	

---

**BOARD OF MANAGEMENT MEETING**


---

Date of Meeting	8 June 2022
Paper Title	Glasgow Clyde Education Foundation Update
Action	For noting
Prepared by	Janet Thomson, Vice Principal Resources and College Development
Agenda No	22.43
Status	Disclosable

---

## **1 PURPOSE OF THE REPORT**

- 1.1 The purpose of this report is to provide to the Board of Management an update on the College Glasgow Clyde Education Foundation (GCEF) projects as at the end of May 2022.

## **2 ACTION FOR THE BOARD**

- 2.1 The Board of Management are requested to note this paper.

## **3 BRIEF BACKGROUND INFORMATION**

- 3.1 The Glasgow Clyde Education Foundation (GCEF) is a separate independent charitable organisation from the College. The College can apply for funds to the Foundation providing they meet GCEF's charitable objectives and following full consideration by the Foundation that they are approved by the Board of Trustees of GCEF.

- 3.2 As at August 2021 there were five remaining approved GCEF funded projects from those previously approved as follows:-

1) **Cardonald Public Realm** – This project has approved funding of £652k and was approved for the redevelopment of the Cardonald campus to provide an upgraded environment for students and staff through improvements to the external areas of the campus. The project team commenced from January 2022 and the works will be undertaken in summer 2022.

2) **Financial Sustainability Funding** – This approved fund was for a total of £2.3M, which was recently agreed to be increased by GCEF to £2.4M to include the previous business transformation project remaining funding and another small balance from the on line care courses project. Of this total funding £900k was utilised in 2020/21.

3) **Business Transformation Funding** – now included in 2) above



4) **DELTA Project (Delivering Excellence in Learning, Teaching & Assessment)** - There was £188k of the funding for this project remaining at August 2021 and GCEF have recently agreed to allocate a further £500k to the DELTA project to extend it over an additional 2 year period.

5) **Supporting Commercial Income Growth** - There was £271k of GCEF funding remaining for this project from August 2021 and this is planned to be utilised over in 2021/22 and future years mainly for staffing to assist in the achievement of the commercial income recovery plan.

3.3 A paper was prepared for GCEF on the above ongoing projects and their expenditure and progress to end December 2021, which was reported to the March meeting of the Finance and Resources Committee. The College continues to progress each of these projects and to provide monitoring information as required by GCEF.

3.4 In addition to the above projects there have been discussions with the Foundation on the College's intended **Learning Spaces Project** which is to invest in the refurbishment of internal areas on all three campuses to create high quality informal learning spaces. The current stage of planning and feasibility work has been noted by GCEF and they have agreed at a recent meeting to fund up to a total of £2.3M by summer 2023 for this programme, subject to further reporting on the detailed proposals. The initial planning for this work is ongoing and it is intended to have the detail for these proposals during the first few months of academic year 2022/23.

#### 4 **SUPPORTING DOCUMENTATION/FURTHER INFORMATION**

N/A

#### 5 **RISKS**

5.1 There are no specific risk implications associated with this paper.

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

6.1 GCEF is a separate charitable organisation and hence is a separate legal entity. The financial implications of each project are indicated above. All GCEF funded projects will be progressed to enhance the student experience where possible, and take account of any equality and diversity matters.