

# **BOARD OF MANAGEMENT**

**12 October 2022 at 4.30pm  
Langside Boardroom**

Meeting of the Board of Management to be held on Wednesday 12 October 2022 at 4.30pm. The meeting will be held at Langside Campus (Boardroom).

## AGENDA

<b>22.45</b>	Welcome and Apologies		D Newall
<b>22.46</b>	Declaration of Interests		D Newall
<b>22.47</b>	Determination of Other Business		D Newall
<b>22.48</b>	Draft Minute of the Board Meeting on 8 June 2022 and Board Development Day on 13 September	P	D Newall
<b>22.49</b>	Matters Arising – Action Grid	P	D Newall

### Items for Discussion

<b>22.50</b>	Credits Projection for 2022/23	P	J Rafferty
<b>22.51</b>	2021/22 Draft Primary Financial Statements	P	T Elliott
<b>22.52</b>	Strategic Risk Register	P	J Thomson
<b>22.53</b>	Cost of Living Crisis	P	J Vincent
<b>22.54</b>	Digital Learning: further discussion following Board Development Day	V	All

### Standing Items

<b>22.55</b>	Student President's Report	P	S McKenna
<b>22.56</b>	Principal's Report	P	J Vincent
<b>22.57</b>	Chair's Report	V	D Newall

### 22.58 Draft Minutes of Previous Meetings

A	Nominations Committee 18 Aug 2022	D Newall
B	Remuneration Committee 1 Sep 2022	S Heidinger
C	Organisational Development Committee 21 Sep 2022	S Heidinger
D	Audit Committee 28 Sep 2022	D Watt
E	Finance and Resources Committee 5 Oct 2022	D Newall

### Items for Noting/For approval\*

<b>22.59</b>	Final Revenue Budget for 2022/23	T Elliott
<b>22.60</b>	SFC Financial Forecast Return*	T Elliott
<b>22.61</b>	Estates, Capital Expenditure and Masterplan Update	J Thomson
<b>22.62</b>	Governance Update (including Acronym glossary)	K Mavor
<b>22.63</b>	Glasgow Clyde Education Foundation Update	J Thomson
<b>22.64</b>	Freedom of Information Requests Summary	J Rafferty
<b>22.65</b>	Any other Business	D Newall

Date of next meeting 7 December 2022

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

**BOARD OF MANAGEMENT MEETING**

<b>Date of Meeting</b>	12/10/22
<b>Paper Title</b>	<b>Credits Projection 2022/23</b>
<b>Action</b>	For Discussion and Approval
<b>Prepared by</b>	J Rafferty
<b>Agenda Item</b>	22.50
<b>Status</b>	Disclosable

**1. PURPOSE OF THE REPORT**

This paper provides members with an update on the College's final position in session 2021-22 as well as the starting credit prediction for session 2022-23.

**2. ACTION FOR THE BOARD**

Members are asked to **DISCUSS** this paper and **APPROVE** the proposed strategies for stabilising future credit income.

**3. BACKGROUND INFORMATION**

The 2021-22 session finished with college failing to meet some of its credit targets, estimating an outturn of **-4.4%** on its combined credit allocations. At the time of writing this credit return was being audited and so far no major issues have been highlighted. We expect this audit to be concluded in early October.

**4. CREDIT OUTCOME 2021/22**

By August 2022 we were estimating a shortfall of -4.2% and a combined credit total of 123,932. However, following some data cleansing work we submitted a credit claim to the auditor of 124,538 which represents a smaller shortfall of **-3.6%** on our combined credit target. The final audited outcome will therefore likely fall between those two figures of -3.6% and -4.2%.

In terms of specific funding pots this comprised of:

	<b>Target</b>	<b>Actual</b>	<b>Percentage</b>
<b>Core Credits</b>	121,354	121,354	100%
<b>ESF</b>	4,998	1,153	23%
<b>Foundation Apprenticeships</b>	672	691	103%
<b>Deferred Students</b>	2,304	1,340	58%
<b>Total</b>	<b>129,328</b>	<b>124,538</b>	<b>96.3%</b>

As these are regional targets, we do have some discretion over how we report this return at a regional level and following SFC advice we could report our claim as meeting 99% of core credits and 90% of ESF credits (4,500 credits) to maximise our funding return (with FAs and Deferred pots reported at 0%.)

Following an analysis presented at the Board away day in September, it was concluded that the main reasons for the credit shortfall were a significant shortfall of full-time HE enrolments in August 2021 (down 5% on target) compounded by historically high early

withdrawal rates (of 16% compared to a norm of 9%). Subsequent in-year interventions addressed the enrolment shortfall but failed to completely reverse the credit shortfall with over 23,000 credits lost to early withdrawal.

## 5. CREDIT PROJECTION SESSION 2022-23

The credit targets for this session are much simplified with only two funding pots – Core Credits and Foundation Apprenticeship Credits. The college combined target is 126,357 credits of which 2,320 are for FAs. Moreover, this session, the college is given a 2% tolerance threshold on its target which it must meet in 2 of the next 3 years.

Enrolment is still ongoing, however the best-case scenario at present is a projection of **+0.7%** on target, should all remaining planned enrolments appear, and a worst-case scenario of **-3.4%**, which would occur if no outstanding enrolments appeared but withdrawal returned to more normal levels.

At the same point last year our best-case prediction was -4% and the worst was -7%, so we have created a more efficient portfolio model and improved on recruitment to some extent.

## 6. STRATEGIC MITIGATIONS

Deeper analysis suggests that recruitment levels remain fragile compared to previous years with the number of FT learners declining over the last 3 years. This is concerning because these students attract a larger credit tariff and so pose a bigger threat to our financial stability. It is also surprising given that the college receives almost 250-300% of the applications it requires to fill all of its vacancies which it fails to convert into 100% of its places being filled.

In order to avoid future instability in achieving the credit target, and the subsequent reactive in-year interventions, which can be costly, a series of strategic interventions have been devised in order to make it easier for us to convert applications into enrolments (**see Appendix 1**). This strategy includes 20 specific measures which in some cases radically alter the ways in which we recruit students and dispenses with some traditional approaches. For example, the college proposes to dispense with the use of student academic references, set tasks at interviews and substantially reduce the use of one to one interviewing as a selection model.

At present these ideas have been shared with managers for comment and feedback but formal Board approval of these interventions and direction of travel would be welcome.

## 7. RISKS

As identified in (5) above, there remains a risk that the college could fail to fall within the 2% tolerance threshold, particularly if early retention doesn't improve on last year.

## 8. ANY OTHER SIGNIFICANT IMPACT

Equality impact assessments will need to be carried out on any substantial changes to recruitment processes itemised in (6) above.

## Appendix 1:

## The ‘Come to Clyde’ Recruitment Strategy

### What is the ‘Come to Clyde’ Recruitment Strategy?

The Recruitment Strategy is a set of initiatives aimed at:

- Increasing awareness of our curriculum offer.
- Widening opportunities for access to the college.
- Shortening the time taken between application and enrolment.
- Making application to Glasgow Clyde College as easy, or easier, than the rest of the sector.
- Maximising recruitment for the college by removing unintended barriers.
- Significantly reducing workload and bureaucracy for faculty staff and administration staff.
- Improving the financial sustainability and competitiveness of our college.

This strategy will require collective action and commitment from a number of teams across the college including Admissions, Curriculum Support Assistants, Curriculum Managers, APs, CQLs, Marketing and MIS. This strategy will require a radical shift in traditional ways of thinking and working, particularly with regards to admissions protocols.

Key Components of the ‘Come to Clyde’ Strategy		
Component	Description	Lead Staff or Team
<i>For Immediate Implementation:</i>		
1. ‘Always on’ marketing	<ul style="list-style-type: none"> <li>Marketing have already initiated and will maintain a strategy of always recruiting, rather than only at key points of the year, to maintain brand awareness and stimulate year-round interest.</li> </ul>	<i>Head of Marketing</i>
2. Course titling	<ul style="list-style-type: none"> <li>Whilst all course titles normally describe the award being offered, these titles do not always make it clear to applicants or parents what is being studied. We will use ‘marketing’ titles instead of SQA titles for some programmes wherever it is not clear.</li> </ul>	<i>CQLs/CMs</i>
3. Course descriptions	<ul style="list-style-type: none"> <li>The descriptions of courses on our website need refreshed. They must make it clear to a layperson what the course involves and what differentiates it from similar courses. They should also make it clear the progression destinations from the course.</li> </ul>	<i>CMs with Course Teams</i>
4. Entrance requirements	<ul style="list-style-type: none"> <li>All entrance requirements should be reviewed and signed off by the CAP to ensure that they are consistent with the sector standard and to include mechanisms by which applicants with non-traditional qualifications can gain access.</li> </ul>	<i>CAPs/CQLs/CMs</i>
5. Interviews	<ul style="list-style-type: none"> <li>The default position for all courses will be that they will not hold one-to-one interviews as a matter of course. Most courses can recruit on entry requirements alone and they can provide information sessions to applicant groups to answer queries in a more efficient way. One-to-one interviews will be permitted by exception only, as agreed by the CAP.</li> </ul>	<i>CAPs/CQLs/CMs</i>
6. References	<ul style="list-style-type: none"> <li>The default position will be that the college will not seek references for students. Course leaders can seek exemption for this rule only in exceptional circumstances (e.g. sector skills council or employer requirement etc.)</li> </ul>	<i>CMs, Admissions, CSAs</i>

<b>7. Recruitment Tests</b>	<ul style="list-style-type: none"> <li>The default position will be that the college will not ask applicants to sit additional entrance tests or tasks, particularly where they already possess qualifications attesting to their skills. Where tests are required for students with no relevant qualifications, they should be flagged on the website as an entrance requirement and should be conducted in line with normal fair and inclusive practice for tests.</li> </ul>	<i>CMs, Admissions.</i>
<b>8. Rejection policy</b>	<ul style="list-style-type: none"> <li>Wherever possible, the college will have a 'no rejection' policy, offering students an alternative course, or releveling if necessary.</li> </ul>	<i>CMs with Course Teams and Admissions</i>
<b>9. Internal Progression between courses.</b>	<ul style="list-style-type: none"> <li>Internal applicants at a given SCQF level will be assumed to have a <i>right</i> to progress to the next level in that area where there is one, and will be guaranteed a place on passing. Guidance interviews can <i>advise</i> students on their pathway but students will ultimately decide whether to take up their entitlement.</li> </ul>	<i>CMs</i>
<b>10. Internal progression within HNDs</b>	<ul style="list-style-type: none"> <li>1<sup>st</sup> year HND students will be assumed to have automatic progression to Yr 2. Guidance interviews can <i>advise</i> students on the consequences of progressing or on the likelihood of completion but by default all 1<sup>st</sup> year students will be progressed to Yr 2.</li> </ul>	<i>CMs</i>
<b>11. Open the Website Early for HNCs</b>	<ul style="list-style-type: none"> <li>In order to support FT ADV recruitment – applications will be accepted from the end of October for HNCs which are confirmed to run the following session.</li> </ul>	<i>Marketing/Admissions</i>
<b>12. Keep Warm activities</b>	<ul style="list-style-type: none"> <li>All teams will devise 'keep warm' information, tasks or events which will encourage students to bond early with the college and so reduce no-show rates amongst students who have accepted a place or completed online enrolment.</li> </ul>	<i>Course Teams</i>
<b>For implementation by June 2023:</b>		
<b>13. The Schools Programme</b>	<ul style="list-style-type: none"> <li>All schools, programmes should guarantee progression to a college pathway (requiring additional elements if essential). Courses which do not provide or enhance progression opportunities will be removed from the schools portfolio offer.</li> </ul>	<i>Schools Liaison/CMs</i>
<b>14. Curriculum alignment analysis</b>	<ul style="list-style-type: none"> <li>Faculty portfolios should take cognisance of the actual applicant levels in each area – removing programmes in diminishing areas of demand increasing provision where there is unmet demand.</li> </ul>	<i>CAPs</i>
<b>15. Better digital onboarding support</b>	<ul style="list-style-type: none"> <li>Libraries and E-Learning will work to improve digital onboarding services as early as possible in the admissions journey.</li> </ul>	<i>AP Student Experience</i>
<b>16. Analysis of external enquiries</b>	<ul style="list-style-type: none"> <li>Student advice will analyse student enquiry information to categorise and address the chief areas of enquiry coming into the college.</li> </ul>	<i>AP Student Experience</i>
<b>17. Better timetabling information</b>	<ul style="list-style-type: none"> <li>A working group will investigate and devise improved and earlier timetabling information to applicants.</li> </ul>	<i>VP Curriculum</i>
<b>18. Review of admissions</b>	<ul style="list-style-type: none"> <li>Admission processes will be reviewed to understand any bottleneck or areas of service failure where appropriate.</li> </ul>	<i>AP Quality and Performance</i>
<b>19. Review of faculty turnaround times</b>	<ul style="list-style-type: none"> <li>Turnaround times for offers per faculty will be published to enable areas with a slow turnaround time to be identified and supported.</li> </ul>	<i>CAPs and AP Quality and Performance</i>
<b>20. 'Swap, Don't Drop' week.</b>	<ul style="list-style-type: none"> <li>2 weeks after the start of session 2023/24, a 'Swap, Don't Drop' initiative will afford students the opportunity to move to another programme where space permits, if they are considering leaving their current programme.</li> </ul>	<i>CMs</i>

## **BOARD OF MANAGEMENT MEETING**

Date of Meeting	12 October 2022
Paper Title	College Strategic Risk Register
Action	For Discussion
Prepared by	J Thomson, Vice Principal Resources & College
Agenda Item	Development 22.52
Status	Disclosable

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

- 1.1 This report considers the College's Strategic Risk Register, which is updated regularly, reported to the Audit Committee and the Finance and Resources Committee, and is submitted to the Board of Management on a quarterly basis. This report provides a new updated format of the College Strategic Risk Register following a review process as described in the paragraphs below.

### **2 ACTION FOR THE BOARD OF MANAGEMENT**

- 2.1 Members are invited to discuss this paper.

### **3 BRIEF BACKGROUND INFORMATION**

- 3.1 The College's Strategic Risk Register as at 3<sup>rd</sup> October is attached. The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management.

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

- 4.1 In late 2021 the Audit Committee requested that the College have a workshop to consider the Strategic Risk Register approach and it was agreed to undertake a comprehensive review of the risks in the Risk Register.
- 4.2 A workshop was held early this year involving College senior managers and Committee Chairs plus several other Board members. The workshop considered the key risks for the College in achieving its five Strategic Plan themes with a lead for each theme summarising the areas of key risk. For ease of reference the five themes of the Strategic Plan as approved by the Board of Management are as below:

Strategic Theme 1 – Inspirational Learning and Teaching  
Strategic Theme 2 – Partner of Choice

Strategic Theme 3 – Unrivalled Student Experience

Cross Cutting Theme 1 – Employer of Choice

Cross Cutting Theme 2 – Financial Resilience through Operational Excellence

- 4.3 After the workshop, there were further sessions with the five theme leads, and the Principal and the Clerk to the Board, to review the Risk Register. There was then a final session to agree the new Strategic Risk Register on 30<sup>th</sup> August which included the Chair of the Board and the Chair of the Audit Committee.
- 4.4 Following this review period the updated version of the College Strategic Risk Register is attached which shows the final set of risks linked to the Strategic Plan themes and with updated mitigating actions. This updated format of the Strategic Risk Register has been considered by the Senior Leadership Team, and at the recent Audit Committee and Finance and Resources Committee meetings.
- 4.5 There are thirteen risks in the updated Strategic Risk Register of which three have a high residual risk score after mitigating actions, five have a medium residual risk score and five have a low residual risk score.
- 4.6 The three high risks in the College Strategic Risk Register are :

**Risk 1 – Implications of national bargaining and possible negative impact on employee relations**

This is a high risk given the potential financial impacts on the College and the sector, of national bargaining and unfunded pay awards as well as employee relations and services risks if there is to be any disruption through industrial action.

**Risk 2 - Failure to achieve SFC credits target and clawback of funding**

The College (and many other Colleges) have not achieved their SFC credits target in each of 2020/21 and 2021/22 largely as an impact of COVID and effects on student retention. This is likely to remain a challenge for 2022/23 and could also be impacted by the future financial landscape and any reduction in the ability to deliver support services.

**Risk 3 – Failure to manage financial sustainability through period of financial plan**

There are a range of impacts from the financial plan which will be challenging including pay awards and inflation issues against a backdrop of flat cash from



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SFC funding income. This is a significant risk as has been reported on to the Board of Management through ongoing discussions. The financial plan has recently been updated and reported upon to the Finance & Resources Committee and the Revenue Budget for 2022/23 and SFC Financial Forecast Return are papers later in the agenda highlighting financial challenges over the period in the return.

- 4.7 On the attached updated Strategic Risk Register there is a column comparing the residual risk scores of each of the thirteen risks to the College Risk Appetite, which is set by the Board of Management. The appetite overall has been assessed as 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 residual risk score range for this appetite level of open is up to 19.
- 4.8 There is one risk with a score higher than the risk appetite range of open which is the “risk of implications of national bargaining and possible negative impact on employee relations”, and this has a residual risk score of 20. There are seven areas of mitigating actions for this risk, however even with these mitigating actions it still has a high residual risk score. Given that this relates to a national process there is a limit on College based mitigating actions to make full influence, hence the residual score is still higher than the risk appetite. This will continue to be monitored and updated for the Board of Management.
- 4.9 In addition, there are three columns to the right hand side of the new Strategic Risk Register which will be completed in future reporting to the Board of Management and Committees. These are firstly a column with a link to the KPIs which are being prepared by the Senior Leadership Team linked to the Strategic Plan themes. The last two columns will be reported in future, which will be to show the comparison to the risk score since last reported to the Board of Management and to indicate whether the risk is increasing, decreasing or remains unchanged.

## **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 risks causes and potential consequences are shown within 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 risks in delivering the Strategic Plan which include student experience, legal, financial, and equality and diversity matters.

Risk Ref	Risk Description - Risk Cause	Potential Consequences	Risk Score Before Mitigating Actions			Mitigating Actions	Risk Score After Mitigating Actions				Link to Strategic Theme(s)	Risk Owner	Links to KPIs (to be completed for future reporting)	Previous score at last report to Board (for future reporting)	Increasing/ Decreasing (for future reporting)			
			Probability	Impact	Risk Score		Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)								
1	Implications of national bargaining and possible negative impact on employee relations	Reputational risks Poor industrial relations Potential service disruption through removal of labour e.g. strikes, action short of strike Loss of goodwill	5	5	25	i) Engagement with national process. Representation made through College Employers Scotland, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. ii) Emphasis made on imperative of financial sustainability and affordability issues particularly given increased staffing costs and flat cash SFC funding. iii) Relationships locally to maintain and build communications on national negotiations. Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications on any national matters iv) Effective clear, consistent communications in College with unions and with wider stakeholders and related message management v) Ensure proper consultation and early engagement on any local changes vi) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action vii) Engage with awarding bodies on any potential service change	5	4	20	Higher than risk appetite (Hungry) As this relates to a national process there is a limit on mitigating actions possible, hence residual score still higher than risk appetite.	4 - Employer of choice 5 - Financial Resilience through Operational Excellence	Principal/ Assistant Principal HR	TBC	TBC	TBC			
2	Failure to achieve SFC credits target and clawback of funding	Reputational risk with SFC, GCRB Financial risk Not meeting needs of community and employers	5	5	25	i) Design and plan a curriculum that meets the needs of the community and attracts students ii) Deliver a curriculum portfolio that maximises SFC credits yield iii) Systematic monitoring of credits levels throughout the year iv) Efficient deployment of human and physical resources to deliver the curriculum and credits	4	4	16	As per Risk Appetite (Open)	3 - Unrivalled Student Experience 5 - Financial Resilience through Operational Excellence	Deputy Principal	TBC	TBC	TBC			
3	Failure to manage College financial sustainability through period of financial plan	Financial sustainability Inability to meet obligations and remain going concern Reputational risk Legal implications Not complying with SPFM Strained relationship with GCRB and SFC Pressures from national bargaining terms and conditions implications Implications for staffing	5	5	25	i) Revenue budget being prepared for 2022/23 and three year financial plan ii) 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 iii) Cost reduction plans continue to be implemented with reduction in staff levels and significant cuts in non-staff budgets across the College. First phases of VS Reductions and academic management restructure implemented. iv) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes. v) Successful bid to GCEF for additional funding support from November 2020 ongoing into 22/23.	4	4	16	As per Risk Appetite (Open)	5 - Financial Resilience through Operational Excellence	Principal/ Deputy Principal & Vice Principal	TBC	TBC	TBC			
4	High Impact Business Continuity incident for College e.g. cyber attack, pandemic, fire, long term power loss, power rationing	Business interruption Impact on ability to meet future obligations Impact on student outcomes Legal implications Data protection issues Potential loss of essential data	4	5	20	i) Health and safety risk assessments in place and required testing and audits completed on an annual cycle ii) Business Continuity Plan for College in place. iii) Business interruption insurance in place. iv) Many systems/services cloud based and using VPN/remote desktop for staff to access systems while home working. v) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology. vi) Member of HE/FE Shared Technology and Information Services (HEFESTIS) which provides support to secure against cyber attack and regular ICT network penetration testing undertaken by external bodies. vii) ICT backup procedures and Disaster Recovery planning. Cyber essentials+ status maintained. viii) Fraud response plan in place	3	5	15	As per Risk Appetite (Open)	5 - Financial Resilience through Operational Excellence	Vice Principal - Resources & College Development	TBC	TBC	TBC			
5	Failure to achieve the College Climate Change Action Plan and carbon reduction targets	Environmental impacts Financial impacts Failure to meet needs of customer base through carbon training/ carbon literacy Reputational risk Stakeholder relationships	5	5	25	i) College Climate Change Action Plan prepared and agreed by the Board ii) Carbon reduction target set over life of the climate change plan iii) College Climate Change group established and meets regularly iv) Glasgow Clyde College signed up to race to net zero pledge v) Carbon emissions data monitoring by campus on quarterly basis vi) Plans being developed to reduce utilities consumption through enhanced monitoring and targeted investment vii) Carbon literacy training for staff and students being developed viii) Plan to incorporate sustainability into wide range of College courses ix) Membership of Regional Green Team x) Annual Participation in Global Goals teach In	3	3	9	Lower than Risk Appetite (Minimalist)	1 - Inspirational Learning and Teaching 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development	TBC	TBC	TBC			
Risk Ref	Risk Description - Risk Cause	Potential Consequences	Risk Score Before Mitigating Actions			Mitigating Actions	Risk Score After Mitigating Actions				Link to Strategic Theme(s)	Risk Owner	Links to KPIs (to be completed for future reporting)	Previous score at last report to Board (for future reporting)	Increasing/ Decreasing (for future reporting)			
			Probability	Impact	Risk Score		Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)								
6	Failure to deliver full range of support for all staff including for their health and well being.	Absenteeism Impact on student experience Impact on quality of service Low staff motivation Possible backfill costs Reputational risk	3	4	12	i) Modules on wellness available to staff via the VLE ii) Sessions held during staff development days iii) Employee assistance programme iv) Support for work life balance arrangements v) Commitment to blended working vi) College Healthy Working Lives Group vii) Occupational health reviews viii) Health and Wellbeing Officer and development of associated programme of activity ix) Creation of some staff networks being considered	3	3	9	Lower than Risk Appetite (Minimalist)	3 - Unrivalled Student Experience 4 - Employer of choice 5 - Financial Resilience through Operational Excellence	Assistant Principal HR	TBC	TBC	TBC			
7	Not achieving target levels of student success through retention, attainment and progression	Low pass rates Reputational risk Sustainability risk through low internal progression Financial risk e.g. Apps Employer relationship risk	4	4	16	i) Effective use of data to monitor student attendance and attainment ii) Implementation of more effective interventions in relation to "at risk" factors for student retention iii) Providing effective guidance for students iv) Providing effective monitoring of evaluation measures by course teams v) Provision of highly effective inspiring and engaging learning and teaching approaches vi) Provision of formative and summative assessment approaches vii) Effective student feedback mechanisms viii) Digital access to learning and teaching materials to support learning through use of the VLE	3	3	9	Lower than Risk Appetite (Minimalist)	1 - Inspirational Learning & Teaching 3 - Unrivalled Student Experience	Deputy Principal	TBC	TBC	TBC			

8	Risk of not having culture of effective, capable leaders who are motivated and have ability to take staff with them.	Not developing College leadership skills Not delivering on strategic themes Failure to deliver on values Potential legal action Reputational risk Loss of key expertise Lack of scrutiny across strategic areas of the College Failure to achieve College mission and vision	4	5	20	i) CPD for managers and leaders at all levels of the organisation ii) Leaders well sighted on any issues and escalator them if required iii) College Leadership Charter and Leadership Framework in place iv) Personal Development Review/Plan process for all College managers and their staff v) Effective modelling of leadership styles vi) Provision of advice and training to encourage resilient leaders vii) College networks to create sense of community viii) Appropriately qualified, skilled and experienced staff in key positions ix) Support for managers through FE & HE sponsorship x) Satisfied that have appropriate health, safety and safeguarding arrangements in place xi) Effective Board members who are engaged with the College	3	3	9	Lower than Risk Appetite (Minimalist)	3 - Unrivalled Student Experience 4 - Employer of choice 5 - Financial Resilience through Operational Excellence	Assistant Principal HR	TBC	TBC	TBC			
9	Failure to recruit, retain and maintain effective and skilled leaders and teaching and support staff	Retention and attainment Failure to achieve ROA targets	3	4	12	i) Identifying and strengthening the key staff skills that are based on evidence, practice, and employment driven skills and in terms of future needs ii) Ensuring that we have the curriculum, leadership, expertise, resources, space and time for staff to develop these skills iii) Delivery of a professional pathway and professional development iv) Bespoke comprehensive programme for CMs support & research & dev programme v) College Strategic Theme of Employer of choice with attractive overall terms and conditions e.g. pension schemes, work life balance vi) Further & higher sponsorship programme vii) Learning development days for staff viii) DELTA developing ELearning skills for staff to deliver effective on line learning & teaching ix) Learning and teaching strategy in place with key development areas x) Ensure all new teaching staff undertake appropriate induction xi) Plan to implement effective peer observation and sharing of practice xii) Review particular curriculum areas where market forces may impact on staff retention	2	3	6	Lower than Risk Appetite (Averse)	1 - Inspirational Learning & Teaching 3 - Unrivalled Student Experience 4 - Employer of Choice	Assistant Principal Quality & Performance, Assistant Principal HR	TBC	TBC	TBC			
10	Failure to provide a smooth effective pre entry experience for College students and in College student experience	Low student recruitment Poor student experience Reputational risks Retention and attainment impacts Loss of students to other providers Failure to deliver ROA targets	4	4	16	i) Ensure faculty staff get right students on right subject area at the right level ii) Responsive and timely admissions service, student funding, and student advice and guidance services iii) Providing students with appropriate digital support iv) Providing student support funding services including discretionary and hardship funding based on individual economic circumstances v) Ensure awareness of financial and pastoral support for students vi) Ensuring that students meet the minimum entry requirements and skills levels for courses and those skills will then be developed as they progress through their course vii) Quality and accuracy of marketing materials providing information to students to make right course choices. Effective and accurate communication to students prior to course during keep warm phase and through onboarding process viii) Systematically generate, analyse and action meaningful student feedback. ix) Providing accessible and inclusive student support services x) Collaboration between teaching and support teams to ensure improvements and efficiencies are delivered where possible across College business processes and to provide effective quality services for students	2	3	6	Lower than Risk Appetite (Averse)	2 - Partner of choice 3 - Unrivalled student experience	Assistant Principal Quality & Performance, Curriculum Assistant Principals	TBC	TBC	TBC			
11	Failure to maintain and develop appropriate accessible, dynamic, flexible learning and social spaces which is fit for purpose for teaching and learning and staff working environment.	Failure to recruit Retention impacts Reputational risk Less content students and staff	3	3	9	i) Provision of inspiring spaces for study and socialising. Learning spaces project planned. ii) Maintenance of the physical environment iii) Capital masterplan in place and related to need/estates condition survey. Funding for very high priority items allocated by GCRB to College. iv) Provision of attractive well maintained flexible indoor and outdoor spaces v) Work with GCRB, SFC and GCEF to ensure fully informed estates investment vi) Provision of appropriate locations for independent study vii) Work with GCCSA in developing and promoting use of student spaces viii) Explore potential for range of stakeholders to utilise College campus facilities	2	2	4		1 - Inspirational Learning & Teaching 3 - Unrivalled Student Experience	Vice Principal - Resources & College Development	TBC	TBC	TBC			
			Risk Score Before Mitigating Actions				Risk Score After Mitigating Actions											
Risk Ref	Risk Description - Risk Cause	Potential Consequences	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)	Link to Strategic Theme(s)	Risk Owner	Links to KPIs (to be completed for future reporting)	Previous score at last report to Board (for future reporting)	Increasing/Decreasing (for future reporting)			
12	Failure to ensure the College is delivering the right curriculum portfolio to meet students and employers demand, and economic needs	Not meeting credit target Low retention Reputational risk Negative impact on College finances Not achieve College financial plan Not maintain financial sustainability Diminishing relevance of commercial course areas Failing to meet the needs of the economy Failure to meet ROA targets	3	4	12	i) Assessment annually to match portfolio to economic needs/changes including emerging priorities e.g. environmental education ii) Annual review of portfolio also to ensure an accessible and inclusive curriculum (including digital provision) iii) Facilitating strong team of curriculum leadership group who are prepared and focus on evaluation to drive change iv) Raise commercial awareness with faculty staff and significant emphasis on commercial opportunities for faculties v) Revised commercial income/ surplus plan for 22/23 to 24/25 vi) Effective digital marketing used with analytics to drive promotion of commercial courses vii) Maintain strong partnership working with universities with high level of retention and progression viii) Maintain strong partnership working with schools in the delivery of the schools curriculum portfolio ix) Deliver a responsive apprenticeship and upskilling and reskilling course portfolio x) Effective working with disadvantaged communities in relation to curriculum design xi) Monitor feedback from students, employers and other stakeholders on student experience	2	2	4	Lower than Risk Appetite (Averse)	1 - Inspirational Learning & Teaching 2 - Partner of Choice 5 - Financial resilience through operational excellence	Deputy Principal	TBC	TBC	TBC			
13	Failure to have data available to effectively inform operational and strategic decision making	Poor management decision making Inefficient and ineffective operations Failure to achieve financial sustainability Failure to meet ROA targets Unresponsive to trends Reactive rather than proactive Poor horizon scanning ability Reputational risk	3	4	12	i) Accurate and timely reporting mechanisms for key business systems ii) Integration of data from multiple sources into accessible formats iii) Business process reviews regularly undertaken iv) Regular systematic reporting of student and staff data and key business metrics to improve decision making v) Development of dashboard reporting vi) Data Protection Officer in place to advise on General Data Protection Regulation/ Data Protection matters.	2	2	4	Lower than Risk Appetite (Averse)	3 - Unrivalled Student Experience 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development / Deputy Principal	TBC	TBC	TBC			

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**BOARD OF MANAGEMENT**


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<b>Date of Meeting</b>	12 October 2022
<b>Paper Title</b>	COST OF LIVING CRISIS
<b>Action</b>	For Discussion
<b>Prepared by</b>	Jon Vincent, Principal and Chief Executive
<b>Agenda Item</b>	22.53
<b>Status</b>	Disclosable/ Non-Disclosable

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**1. PURPOSE OF THE REPORT**

- 1.1** At the Board of Management Development Day there was a substantial discussion of the impact of the cost-of-living crisis on college students and our members of staff. It was agreed that this report would be prepared for the next meeting of the Board to allow members to further consider the current and planned response by the college.

**2. ACTION FOR THE BOARD**

- 2.1** The Board of Management are requested to consider and discuss the content of this report.

**3. BACKGROUND INFORMATION**

- 3.1** Glasgow is the Local Authority with the highest levels of poverty in Scotland. Glasgow has seen sharp increases in emergency food aid triggered by job losses and now the cost-of-living crisis. Experiences of severe food insecurity in 2021 were higher in Glasgow than in any other Local Authority and this is set to increase.

- 3.2** The cost-of-living crisis is hitting our student demographic the hardest:
- 16 to 24-year-olds are more likely to be food insecure than any other age group.
  - Refugees and Asylum Seekers have no recourse to public funds and so are often left without any other means of support for food. Refugees and Asylum Seekers are also often housed in hotels where there are no cooking facilities.
  - People living in multiple areas of deprivation such as Maryhill, Drumchapel, Govan, Govanhill, Pollock.

- 3.3** Anecdotally, catering staff and academic staff are seeing daily occurrences of students struggling and coming to college without having eaten and without any recourse to food.

- 3.4** The spiralling increases in the cost-of-living is impacting all aspects of the lives of both our students and members of staff. The College is a Real Living Wage accredited employer; however, the impact of the crisis is being felt most profoundly on those who are living in low-income households and that will be the case for a proportion of College members of staff.

**4 SUPPORT FOR STUDENTS**

- 4.1** The College is currently taking the following steps to support students facing hardship:

- In partnership with a commercial sponsor the College is providing free breakfasts for all students.
- The college receives a substantial discretionary fund allocation from the Scottish Funding Council which it distributes to eligible students who are experiencing hardship.
- The College is working with Glasgow Kelvin College and City of Glasgow College to harmonise our approaches to the distribution of Discretionary Funds.
- Each College Faculty has a small ringfenced crisis budget which it uses to make emergency payments to students.
- There are well-established links with foodbanks which are local to each campus and the College frequently makes referrals for help.
- A longstanding partnership is in place with the Revolved Clothing Exchange.
- Where a student may require a one-off emergency support payment, we refer students to our partner Action 4 Children.
- A low-cost meal option of circa £2.50 is provided every day at College refectories (however, cost pressure from suppliers is making this increasingly challenging).
- In many areas of the College members of staff have voluntarily purchased food and toiletries for their most needy students.
- The College has signed-up to the new Guiding Principles for Discretionary Funding as published by the Scottish Government in September 2022.
- College management have established a Student Food Poverty Working Group led by the Principal to coordinate future activity.

**4.2** Planned further activity includes:

- The re-introduction of the Free Food Friday Scheme. This Scheme was introduced pre-pandemic, but its operation was subsequently suspended. The Scheme see us donate perishable items of food on a Friday afternoon to students free of charge.
- The nature of the support available through the Discretionary Fund and student eligibility criteria are complex. The College is planning to operate a series of staff seminars to enhance the understanding and improve referral rates.
- A campaign will be launched in October to promote the Discretionary Fund to students. This campaign will be targeted at student groups where we have intelligence to indicate vulnerability.
- The Principal intends to contact the suppliers of good and services of the College highlighting the impact of the cost-of-living crisis on our students and seeking sponsorship of support activities.

**4.3** In addition, the College is currently considering the following:

- Discussions are underway with local supermarkets to obtain donations of fresh fruit which could be provided to students.
- The College is currently considering the introduction of lunch vouchers for eligible students; however, consideration needs to be given to the wider package of support which may be available to an individual and how that may impact on their eligibility for Benefits.
- Engagement is on-going with the Scottish Funding Council to obtain further clarification on the nature of support available through the Discretionary Fund.
- Procurement processes are being reviewed to consider building-in a 'community benefit' clause.
- The possibility of using campus grounds to provide allotments and orchards is also being considered.

- The establishment of social enterprise hubs at each campus is also currently being considered. These hubs would facilitate, amongst other things, the distribution of donated goods.

## **5 SUPPORT FOR MEMBERS OF STAFF**

### **5.1** The College is currently taking the following steps to support staff facing hardship:

- The College is a longstanding holder of the Real Living Wage accreditation.
- Blended working arrangements are being piloted for most corporate staff throughout the 2022/23 academic year. The flexible approach being adopted allows members of staff to decide where they wish to locate themselves on those days where on-campus attendance is not required and reducing the cost of travel.
- In partnership with Money Advice Scotland the College offered home budgeting seminars during the recent staff development days.
- The College has a partnership with a credit union and will seek to further promote this to members of staff.
- A Cycle to Work scheme has been in place at the College for many years; however, it will be relaunched in the coming months.
- Low-cost recipes have been introduced into each edition of the College staff newsletter Clyde Connects.

### **5.2** Planned further activity includes:

- A wide range of staff seminars are planned with the following partner organisations:
  - Home Energy Scotland – advice seminars on home energy efficiency
  - Money Advice Scotland – home budgeting webinars
  - Charlie Waller Foundation – support and advice sessions for those experiencing wellbeing concerns because of financial pressures
- Establishment of a college management and trade union working group to share good practice and coordinate future activity.
- Introduce free Flu vaccination for those members of staff aged under 50yrs (i.e. not entitled to free NHS vaccination).
- Working with local shops expand our range of employee discount schemes and actively promote those already established.

### **5.3** In addition, the College is currently considering the following:

- Introducing a travel ticket loan scheme to help individual spread the cost of season tickets.
- Promoting emergency fund including payday advances for those hardship.

## **6 RISKS**

### **6.1** It is important to ensure that any financial support provided through the SFC Discretionary Funds is within the scope of the scheme. The scheme is subject of rigorous annual external audit.

### **6.2** Financial support provided by the College may have a negative impact on an individual's eligibility for state benefits.

### **6.3** The provision of free food reduces the income received by College Refectories and may undermine their financial model.

- 7 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY**
- 7.1** The College is currently subject to substantial cost-pressures and thus additional expenditure to support students and members of staff can only be made where it is considered essential.
- 7.2** The Student Discretionary Scheme is a finite budget and thus requires careful management.



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**BOARD OF MANAGEMENT**


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<b>Date of Meeting</b>	12/10/22
<b>Paper Title</b>	Student President's report
<b>Action</b>	Information
<b>Prepared by</b>	Sunita McKenna, Student President
<b>Agenda Item</b>	22.55
<b>Status</b>	Disclosable

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**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**

Action for Board is to note the paper and are welcome to ask questions

**3. BRIEF BACKGROUND INFORMATION**

Following on is some of the activity that GCCSA have been working on so far.

**2022/23 Team**

GCCSA welcomed a new elected team for 2022/23:

Sunita McKenna, Student President – formally a Horticulture student for 2 years and a background in Human Resources.

Amie Logan, Vice President – a 2<sup>nd</sup> year officer, currently studying HND Medical Administration

Atiqa Chaudry, Vice President – a new officer, currently studying HNC Computing

Gosia Zych, Vice President - a 2<sup>nd</sup> year officer, currently studying HNC Business

The Team's main goals this year are to continue working collaboratively with the college on improving student engagement and induction, mental health, environmental issues and getting clubs/sports back to pre-covid levels.

**Anniesland Space Opening and LGBTQ+ Charter**

GCCSA would like to thank the Board for their attendance at Anniesland Space opening on 2<sup>nd</sup> September where we were also delighted to be presented with the LGBT Charter Silver Award from LGBT Youth Scotland. This award marks GCCSA's commitment to including the LGBT community of all aspects of our work. GCCSA plan to continue to take this work forward.

**Staff Drop-In Sessions**

Staff were invited to attend a drop-in session to learn more about the Student Association class rep processes and activities. The whole team were involved in these sessions with one on each campus week commencing 15<sup>th</sup> August between 10 am

until 1pm. There was a low turnout rate, however, there was useful conversations with staff who attended. The Student Association will continue to offer talks to individual class throughout the year.

### **Class Representatives**

GCCSA promoted the class rep process at the beginning of September and so far, we have 333 class reps on our system with the numbers continuing to rise. Training comes in 2 parts, the first being on Canvas and the second part is online session offered by Sparqs. Class rep training is not mandatory but proves an excellent skill to put on a CV. The team are continuing to visiting classes to speak to students about GCCSA when invited by teaching staff.

Plans going forward are to arrange student voice forums on various topics, gathering feedback from students to pass onto the college.

### **Welcome Days**

Similar to freshers', Welcome Days sought to incorporate normal Freshers' events with a more balanced approach by introducing services under Student Experience such as the Library, Learning Inclusion and Equality. External organisations added some fun to the day in providing games, freebies and competitions which contributed to a great event.

GCCSA gave out around 2,000 Digin boxes to students full of goodies which included a free GCCSA merchandise, bus travel, sim card, treat sized sweets and mints, teabags, toiletry samples and much more. Students were required to follow one of GCCSA's social media pages, sign up for a student discount app or register for a freshers event in Glasgow city centre to receive a free box. We also ran competitions via social media.

Our social media gained 546 followers on Instagram, 173 on Facebook and 72 on Twitter following this event. Student feedback from the boxes was very positive as was the addition of finding out more about additional student services. External organisations were thrilled with the amount of footfall and the event overall was a huge success for all involved.

### **Clubs, Events, Sports**

GCCSA are excited about this year's clubs as they get underway after two long covid years. The expectation that clubs starting back up will help student's mental health, fitness levels and contribute to attainment.

Clubs that students have expressed interest in starting are:

- Language Exchange
- Mindfulness sessions
- Dungeons and Dragons club
- E-Sports
- Sewing Circle
- Film club
- Dance class

It is hoped that some of these clubs will start after the October break alongside the gym opening and sports clubs being available to students again.

### **Active Travel**

GCCSA ran three Dr Bike sessions cross campus with Bike for Good in October. These events allowed for students and staff to have free health checks on their bikes to make sure they were road ready and safe. This also allowed GCCSA to engage with students.

### **Climate Fresk**

Sue Roberts from GCRB will be training GCCSA on Climate Fresk before the October break the plan is the run sessions open to students after the October break. GCCSA will also share the opportunity for staff to take part.

The topics include fast fashion, plastics and carbon literacy. It is anticipated that the training will give students an appetite for being more sustainable and environmentally friendly within their own lives and positively impact the college.

### **Cost of Living Project**

Due to the rising cost of energy and food, GCCSA will be raising awareness and focussing on this throughout the year with an aim of helping students in this economic crisis. Current projects we are looking at include clothing recycling, clothes repairs, eating for less, period poverty, energy advice, consumer advice and food bank referrals. A focal point will be on sustainability and it is anticipated that this project will occur on a monthly basis from the end of October. Climate Fresk could play a part in this and give students tips on how to buy less.

### **16 Days of Action (24 November to 10 December)**

This is an ongoing campaign which has been running in the college and it continues to take an important place in the GCCSA's annual calendar, particularly as the Report and Support tool is launched to staff and students. The team are working hard to ensure that students gain useful information from the events that will take place over 16 days, from International Day of Elimination of Violence Against Women to 24<sup>th</sup> November to 10<sup>th</sup> December which is Human Rights Day. Emily Test, White Ribbon and Wise Women are expected to contribute.

### **GCCSA Constitution**

The Student Association's Constitution and other documents has been reviewed and the Principal's comments are currently being incorporated. These documents will then be shared with the Clerk/Chair who will review on behalf of the Board.

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

N/A

## **5 RISKS**

N/A

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

N/A

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**BOARD OF MANAGEMENT/ COMMITTEE MEETING**


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<b>Date of Meeting</b>	12 October 2022
<b>Paper Title</b>	Principal's Report
<b>Action</b>	For Information
<b>Prepared by</b>	Jon Vincent
<b>Agenda Item</b>	22.56
<b>Status</b>	Disclosable

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## **1 PURPOSE OF THE REPORT**

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

## **2 ACTION FOR THE BOARD**

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

## **3 INTERNAL ENVIRONMENT**

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

- 3.1.1** 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 prevalence levels reported in our local communities; however, in recent weeks there has been a slow increase in reported infections. All reported infections are investigated to identify common themes or potential sources of outbreak within the College.

- 3.1.2** The College Covid Response Committee has continued to meet every fortnight. The Committee comprises representatives of college management, our recognised trade unions, and the student association. The Committee 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.

- 3.1.4** The academic year has started with a return to campus for all students. Evidence clearly shows that most students prefer the on-campus experience. Some subjects continue to be taught on a blended basis where the course team consider this to be a better option. On-campus activity levels are being closely monitored daily to limit overcrowding in communal areas.

### **3.2 Anniesland Student Space Opening**

- 3.2.1** On 2 September 2022, the College officially opened its new student space at the Anniesland Campus. The opening was attended by students, members of staff and Board members. In addition, Linda McTavish (former Principal, Anniesland College) and Brian Hughes (former Depute Principal, Glasgow Clyde College) were in attendance. The student space was officially opened by a ribbon cutting ceremony involving the current and three former Student Association Presidents.
- 3.2.2** Construction of the space was funded by the Scottish Funding Council/GCRB Estates Capital allocation in 2020/21 to support economic recovery at a cost of circa £650k.
- 3.3 Cardonald Campus Public Realm Project**
- 3.3.1** The GCEF funded public realm improvement project at Cardonald Campus is now nearing completion. So far hard and soft landscaping works have been completed, lighting has been installed and a large section of the blue security fence which surrounds the perimeter of the campus removed. The works have received very positive feedback from students, members of staff and the local community. The replacement of street furniture has been delayed due to supply-chain issues, but it is expected to be completed by mid-October.
- 3.3.2** The final stage of the project is the installation of a large mural around the base of the Cardonald Tower. The artist is currently undertaking workshops with students and members of staff to develop a design proposal. It is anticipated that students will assist with the painting of the mural.
- 3.4 Breastfeeding Friendly Scotland Accreditation**
- 3.4.1** The College has become the first in Scotland to obtain accreditation from Breastfeeding Friendly Scotland.
- 3.4.2** Supported by the Scottish Government, the scheme aims to provide mothers with positive experiences of breastfeeding when in public places and allows organisations to display their membership of the scheme in the hope of encouraging mothers to feel comfortable breastfeeding on their premises.
- 3.4.3** Glasgow City Health and Social Care Partnership (HSCP) has been working in conjunction with Glasgow Clyde College staff and students with the aim of promoting and actively contributing towards a positive breastfeeding culture and increasing breastfeeding rates within communities across Glasgow.
- 3.4.4** All three of the College's campuses - Langside, Cardonald and Anniesland - will display the accreditation throughout their buildings and public spaces. Not only that, but there will also be support teams at each campus and each will have a dedicated breastfeeding space with fridges for the storage of breast milk.
- 3.5 College Development Network Awards 2022**
- 3.5.1** The College Development Network Awards take place on Friday 25 November 2022 and the College has been shortlisted in the following categories:
- Innovation Award – Fast Track to the Nurse Bank initiative
  - Skills Development Award – Motivation Mondays development
- 3.6. British Floristry Association Industry Awards 2022**
- 3.6.1** The British Floristry Association Industry Awards take place on 15 October 2022 and the College has been shortlisted in the following categories:
- Training Provider of the Year

- Jayne Buet, Floristry Tutor of the Year
- Rosann McKelvie, Floristry Tutor of the Year

**3.6.2** Both Jane and Rosann are previous winners of the Floristry Tutor of the Year category.

### **3.7 Glasgow Clyde College Graduation 2022**

**3.7.1** 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.

### **3.8 Strategic Plan 2022-2025 Launch**

**3.8.1** On 7 September 2022, the College's new strategic plan was launched at a conference of college managers. The conference began with a welcome address from the Chair of the Board of Management. Attendees received a series of presentations about key aspects of the strategy. The strategy has now been shared with all members of staff and further engagement activities are planned.

**3.8.2** The external launch of the plan was planned for the w/c 12 September; however, this was postponed due to the passing of HRH Queen Elizabeth II. The external launch is currently being rescheduled.

### **3.9 British eSports Champs**

**3.9.1** On Wednesday 28 September, the College held its first online game tournament for the British Esports Student Champs. Our Computing and eSport Students from our Cardonald and Langside Campuses joined forces to compete in the tournament, winning 2 out of the 3 tournaments. We are currently the only College in Glasgow registered for these matches.

**3.9.2** British Esports Student Champs is a series of competitive (PC-based) tournaments for schools and colleges across the UK, which had over 700 teams taking part last year alone.

## **4 EXTERNAL ENVIRONMENT**

### **4.1 Colleges Scotland Key Facts 2022**

**4.1.1** Colleges Scotland published Key Facts 2022, a summary of the main statistics in 2020/21:

- There were 213,135 students (down 10.8% from 2019/20): median age 22 (up from 21); 52% female (unchanged); 70% part time (down 2ppt); 80% in FE (down 3ppt).
- 16% had a disability (up 1ppt); 8% were minority ethnic (up 1ppt).
- 34% of school leavers from SIMD20 go to FE (down 4ppt).
- 1,800 were from the rest of the UK (up 547), 305 from the rest of Europe (up 38), 1,012 from the rest of the world (up 303).
- 22% of Scotland's 18–19-year-olds attended college full-time.
- The 26 colleges deliver 69m hours of learning each year: ~23% of all HE (down 1ppt).
- Top subject areas: health care/ medicine/ health & safety; engineering; family care/ personal development, care & appearance; and business management/ office studies.

- There were 10,849 FTE staff (down 132): 51% lecturing (up 0.7ppt); 68% full time (unchanged); 7% have a disability (up 1ppt); 2.3% are minority ethnic (up 0.3ppt); 48% are aged 51+ (up 1ppt).
- 87% of full-time lecturers have a recognised teaching qualification (down 2ppt).
- 61% of staff were female (unchanged); 58% of principals (up 4ppt); 53% of senior management (up 1ppt).
- 47% of boards were female, 21% of chairs.

## **4.2 Audit Scotland Published Scotland's Colleges 2022.**

**4.2.1** Audit Scotland prepare an annual review report on the Scottish College sector based on the financial statements of colleges and any associated information they have available to them. The most recent report was published in July 2022 based on the 2020/21 financial statements and a copy of this report can be located [here](#)

- Covid-19 funding contributed to a healthier than expected financial position for the sector in 2020–21; this is expected to deteriorate.
- Colleges face a challenge in balancing the delivery of high-quality learning at the volume expected, and to contribute to other Scottish Government priorities while remaining financially sustainable.
- The pandemic has had a detrimental impact on learning and student outcomes: the proportion completing and achieving their intended qualification has fallen, particularly disadvantaged and vulnerable students.
- High rates of student withdrawals may affect the life chances of individual students, impact on wider society, and risk not maximising public investment in the college sector.
- The sector needs clear strategic direction for the short and longer term; SFC's 2021 recommendations for change need to be implemented at the earliest opportunity.

**4.2.2** In addition to the above, the main points highlighted in the report for College Boards and regional bodies are as follows:

- Colleges are increasingly reliant on public funding
- Challenges of maintaining financial sustainability with the indication in the report that therefore over half of colleges are likely to consider reductions in staff.
- Effects on student outcomes from the move to on-line learning and fewer positive student destinations
- Climate change priorities will require greater capital investment
- The pace of reform in multi-college regions needs to quicken.

## **4.3 GTCS College Lecturer Registration – Consultation**

**4.3.1** The public consultation on proposed Registration Rules for college lecturers was launched by the General Teaching Council for Scotland (GTCS) in autumn 2021. GTCS has stated that the consultation on Registration Rules was “*to reflect the many changes to Scottish education, teaching and GTC Scotland's own policy context that had taken place over the preceding six years, including the introduction of mandatory registration for college lecturers. It was intended that new Registration Rules would come into place in April 2022.*”

**4.3.2** In March 2022, GTCS provided an update on the outcome of the consultation and at that time, GTCS Council determined there was a need for further engagement. This meant new registration rules did not come into place from April 2022 as originally planned.



- 4.3.4** GTCS is now proposing a form of registration with GTCS called Provisional (Conditional) Registration (PCR). For PCR to be applied in alignment with the existing Registration and Standards Rules 2015, GTCS is seeking assurance through the application process that any applicant has met a relevant “*Standard for Provisional Registration*”, this Standard would be the standard for entry to the Register of Teachers.
- 4.3.5** GTCS has advised that in line with existing and established arrangements, individuals registered with PCR would then be provisionally registered on the Register of Teachers, on the condition that they meet their condition of registration within a set period. The condition for college lecturers would be the requirement to obtain a recognised teaching qualification within five years of registration. This means that any college lecturer that does not complete a recognised teaching qualification within this timeframe would therefore fail to meet the condition placed on their registration and may be removed from the Register of Teachers in accordance with GTCS’s Registration and Standards Rules 2015.
- 4.3.6** GTCS have launched a public consultation for the proposed professional standard – the Standard for Provisional Registration (Lecturers in Scotland’s Colleges). The public consultation documentation sets out in full detail the background, extent, and parameters of the proposed Standard for Provisional Registration (Lecturers in Scotland’s Colleges) and GTCS is seeking feedback on key aspects of the proposal.
- 4.7 National Bargaining Update – EIS-FELA Lecturers’ Pay Claim 2022/23**
- 4.7.1** The EIS-FELA National Pay Claim for session 2022/23 submitted to the NJNC on 18 August 2022 is for a consolidated flat-rated pay rise of £5,000 on all national salary scale points for unpromoted and promoted lecturers, effective from 1 September 2022.
- 4.7.2** EIS/FELA states that while their members in the past few years may have accepted below inflation settlements, this cannot continue. Furthermore, they assert that, despite the context of below inflation pay, the lecturing profession has adapted admirably and with evidential commitment to the continuing challenges of the COVID pandemic, a fact that should be recognised in any pay award.
- 4.7.3** EIS/FELA is seeking a consolidated pay award of £5,000 on all scale points to reflect the significant contribution which members have made and continue to deliver in the Further Education sector both in terms of their time, commitment, and provision of personal resources, even throughout the COVID crisis.
- 4.7.4** Note, the Scottish Government Public Sector Pay Policy for 2022/23 is +£700 for those earning between £25k and £40k and +£500 for those earning over £40k. The college sector has received a flat-cash financial settlement from the Scottish Government and the Resource Spending Review indicates flat cash settlements for the next five years.
- 4.7.5** A flat-rated pay rise of £5,000 has the following impact on payrates across the college:
- Lecturer (currently £35,170 - £42,257) – circa +12.7%
  - Curriculum Manager (currently £50,394) – circa +10.6%
  - Curriculum & Quality Manager (currently £53,530) – circa +9.3%
- 4.8 Education Scotland Update**



- 4.8.1** In September 2022 Education Scotland published Approach to External Quality Assurance, Engagement and Enhancement by Inspectors for AY 2022-2023. Key features of the publication are:
- The HM Link Inspector role will continue (the Link Inspector for the college is Ian Beach HMI)
  - HM Inspectors will undertake an Annual Engagement Visit (AEV) in colleges where, based on the outcomes of previous engagement, satisfactory progress is being made against improvement priorities (the college is currently judged to be making satisfactory progress based on the ES Progress Visit undertaken in November 2021). AEVs will be short, light touch visits lasting typically one day.
  - HM Inspectors will undertake Progress Visits (PVs) in colleges where areas for improvement requiring further progress were identified during a previous engagement.
  - To support improvement in aspects of college sector performance, HM Inspectors will undertake a programme of thematic reviews at college, regional or national levels.
- 4.9 Scottish Parliament Education, Children and Young People Committee**
- 4.9.1** The Committee is undertaking an inquiry on college regionalisation. The Committee intends to look at what has been learned from regionalisation over the past decade and how this might inform future change within sector.
- 4.9.2** The Committee launched a call for views, which closed on 6 May, and has taken oral evidence at its meetings on 1 June, 8 June, and 15 June.
- 4.9.3** At its 1 June meeting, the Committee took evidence from Audrey Cumberland, Professor Sir Peter Scott, and Nora Senior. At its meeting on 8 June, the Committee took evidence from trade unions representing teaching and support staff at colleges, and from Student Partnership in Quality Scotland (sparqs), an organisation which supports student engagement in the quality of the learning experience. At its meeting on 15 June, the Committee took evidence from Student Association officers, Student Class Representatives and Student Association staff.
- 4.9.4** On 21 September, the Committee took evidence from college principals, in two panels. The first panel consisted of Principals and Deputy Principals from colleges in the multi-college regions: Lanarkshire, Highlands and Islands and Glasgow:
- Ann Baxter, Deputy Principal for Students and Curriculum at New College Lanarkshire.
  - Sue Macfarlane, Interim Principal and CEO, UHI Outer Hebrides College.
  - Derek Smeall, Principal and Chief Executive, Glasgow Kelvin College.
- 4.9.5** The second panel will consist of Principals from colleges in single college regions:
- Joanna Campbell, Principal and Chief Executive, Dumfries and Galloway College.
  - Angela Cox, Principal and Chief Executive, Ayrshire College; and
  - Hugh Hall, Principal and Chief Executive, Fife College.
  - Neil Cowie, Principal and Chief Executive, Northeast Scotland College
- 4.9.6** The written evidence supporting the meeting on 21 September 2022 is provided at Annex E on the following [link](#). The three Glasgow colleges provided a joint submission to the committee during the original call for evidence period.

## **5 RISKS**

- 5.1 The college continues to actively monitor Covid-19 infection rates, promote vaccination to our students and encourage safe working practices. Contingency arrangements are in place throughout the college to allow off-campus working should outbreaks occur. The Covid Response Committee continues to meet regularly to facilitate the sharing of information and intelligence between management and trade unions partners.
- 5.2 Proposed developments to the GTCS college lecturer registration mechanisms continue to cause the College concern. Thus far, the basis for registration is a national agreement between the primary trade unions (EIS-FELA) and the employer's representative body (College Employers Scotland), the arrangement has no legal basis and may be open to challenge. It is unclear how as the employer we provide assurance to GTCS that an applicant has met a relevant "*Standard for Provisional Registration.*" In addition, the proposed condition for college lecturers to hold Provision Registration would be the requirement to obtain a recognised teaching qualification (TQFE or equivalent) within five years of registration. Current levels of funding and capacity in Scottish Universities for the TQFE qualifications do not facilitate such timescales.
- 5.3 The National Joint Negotiating Committee are currently negotiating the 2022/23 lecturers pay settlement. The College has no direct involvement in the national process. In previous years, the negotiations have broken down and industrial action has been taken by EIS-FELA. Given the prevailing economic conditions and the pay settlements agreed by trade unions in other parts of the Scottish public sector it is unlikely that the final agreement for lecturers will be consistent with the Public Sector Pay Policy. The College has budgeted for an above PSPP settlement but no funding to support the ongoing cost of a settlement has been given by the Scottish Government thus far.
- 5.4 The College is expecting to receive an Annual Engagement Visit from Education Scotland in November or December 2022. Progress against the areas for development identified at the previous Education Scotland visit are systematically monitored by the Senior Leadership Team.
- 6 **ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY AND DIVERSITY**
- 6.1 There are no significant legal, financial or ROA related implications arising from the contents of this report.
- 6.2 There are no matters contained in this report which require the execution of an Equality Impact Assessment.

## **BOARD OF MANAGEMENT MEETING**

Date of Meeting	12 October 2022
Paper Title	Estates, Capital Expenditure and Masterplan Update
Action	For approval (for minor timing changes to 22/23 plan)
Prepared by	Janet Thomson, Vice Principal Resources and College Development
Agenda Item	22.61, 22.61A, 22.61B
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 as an update on the capital projects progress against plan for 2021/22, 2022/23 and future years. Two update papers are attached with the first one being for 2021/22, and the second one being for 2022/23 and future years' capital plan.

### **2. ACTION FOR THE BOARD OF MANAGEMENT**

- 2.1 Members are invited to approve the slight updates since the June report to the timings of three projects in the capital plan for 2022/23 and 2023/24 paper 22.61B (as highlighted in yellow).

### **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 capital funding allocation to the College for 2021/22 was £2.82M from SFC/GCRB, split into £881k of lifecycle maintenance and £1.94M of high priority maintenance and the capital plan for 2021/22 in this update 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 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 2021/22 through to July against the capital plan for the period. In summary all of the works for the 2021/22 capital plan use of SFC/GCRB funding are completed by end July.
- 3.1.4 In addition to the above for the main SFC/GCRB capital allocation the College undertook the Student Space project at Anniesland which was 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 completed at the end of June 2022. As can be seen from the attached update this project overspent against total plan and that funding will be transferred from other areas to meet these costs.

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

- 3.2.1 The College's SFC/GCRB capital funding allocation for 2022/23 is £3.036M of capital allocation, which is split into £946k of lifecycle maintenance and £2.089M of high priority maintenance.
- 3.2.2 The College are working with Doig & Smith, the appointed project manager team who were previously appointed for a two-year period following a tender process, to progress all but one of the projects in the capital plan for 2022/23. The one remaining project is the Building Management System Upgrade which is being taken forward directly by the College. The College's capital plan from 2022/23 onwards was prepared based on the recent College Estates Condition Survey 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 for all three campuses 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 of the condition survey. These figures exclude VAT and professional fees hence the total figure based on the survey would be over £13M.

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- 3.2.4 Following on from the above assessment there are fifteen priority areas to be progressed within the College's capital plans and the capital masterplan for 2022/23 with two minor timing changes as indicated in 3.2.6 below. The plans for 2022/23 are being worked upon in partnership with Doig and Smith who have a team progressing them. Fortnightly progress discussions with the College are taking place and the majority of works are about to go to tender shortly.
- 3.2.5 In addition, there are further projects for future years planned and as approved at the June 2022 Board of Management. These future years' projects are outline timings at this stage and 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 Head of Estates, Facilities and Energy.
- 3.2.6 There are two minor timing changes to the SFC/GCRB projects since the last plan submission to the Board in June which are for the Cardonald car park entrance changes and the Langside Fire Escape project as highlighted in yellow. These have both been rephased until summer 2023 due to access needs and the total capital masterplan figure as attached for 2022/23 is now £2.320M. This is higher than the indicative funding amount as noted above 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.
- 3.2.7 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 firstly the Cardonald Public Realm project which is largely now completed with £259k having been spent prior to end July (which is shown as a highlighted update since last report). Secondly, the College Learning Spaces project which is intended to be progressed through 2022/23 to 2023/24 and is anticipated to be in phases during the period. An update on the progress on this project is included within the GCEF paper number 22.63 later in the Board of Management agenda.
- 3.2.8 As indicated above the estates capital plan projects are being taken forward based on emerging needs and the condition survey. However, within the progress of the 2022/23 capital plan the College will ensure the team at Doig and Smith consider and advise of any potential climate change related benefits/impacts from the investment in the range of planned projects.

#### **4. RISKS**

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- 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 27 September 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 July 2022	2021/22 Capital Projects Plan Updated Forecast at July 22	Balance of project remaining	Comments
N/A	Structure and Roof Works	SFC/GCRB very high priority works capital funding allocation 21/22	£0	£0	£0	£0	Any structure and roof works will now be in future years
1	Building Fabric Works/ Skills Centre Toilet refurbishment	SFC/GCRB very high priority works capital funding allocation 21/22	£358,643	£342,066	£342,066	£0	Mainly toilets refurbishment in Skills Centre building at Cardonald. Completed.
2	External Grounds & Drainage	SFC/GCRB very high priority works capital funding allocation 21/22	£522,266	£518,741	£518,741	£0	Anniesland and Langside campuses. Improvements to a range of external areas. Completed
3	Heating, Ventilation, Air Conditioning & Water/ Mechanical Works	SFC/GCRB very high priority works capital funding allocation 21/22	£423,120	£334,628	£334,628	£0	All three campuses. Includes air handling units, chillers replacement. Project completed.
4	Electrical Systems & Controls, Fire & Security/Electrical Works	SFC/GCRB very high priority works capital funding allocation 21/22	£489,541	£396,689	£396,689	£0	Anniesland and Langside campuses. Lighting, CCTV, fire panel upgrade. Project completed.
5	Balance of funding allocated to Small Works	SFC/GCRB very high priority works capital funding allocation 21/22	£146,430	£225,054	£225,054	£0	Other Small Works
	Project Fees across range of projects	SFC/GCRB very high priority works capital funding allocation 21/22		£72,276	£72,276	£0	Fees across range of above projects
<b>Capital Masterplan 21/22 projects total</b>			<b>£1,940,000</b>	<b>£1,889,454</b>	<b>£1,889,454</b>	<b>£0</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	£649,543	£649,543	£0	Limited student space at Anniesland campus compared to the other two campuses. Project supported by GCCSA and using SFC Economic Downturn Recovery funding. (Total plan value was for the total economic downturn recovery funding which is £403k capital plus lifecycle of £196k i.e. £599k). Supply chain delays impacted timing of project particularly for steel. Project timescale amended to November 21 to end June 22. opened to students from August and launch event held at beginning of September.
<b>TOTAL 21/22 CAPITAL PROJECTS SFC/GCRB</b>			<b>£2,539,000</b>	<b>£2,538,997</b>	<b>£2,538,997</b>	<b>£0</b>	

**Glasgow Clyde College**  
**Capital Masterplan 2022/23 to 2023/24 and future years as at end September 2022**

Project Ref	Project Description - Capital Projects	Project managed by	To be funded by	2022/23 Approved Capital Projects Plan	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	Doig & Smith	SFC/GCRB	£400,000	£400,000			<b>£400,000</b>	High priority to progress this project. Needs to be taken forward as soon as possible as current systems needing upgraded.
2	Cardonald Campus Lifts	Doig & Smith	SFC/GCRB	£300,000	£300,000			<b>£300,000</b>	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 pending lift report.
3	Cardonald Skills Centre Heating and Cooling	Doig & Smith	SFC/GCRB	£400,000	£400,000			<b>£400,000</b>	Significant issues with Heating system in the Skills Centre have been experienced over a long term basis. Works scoped and planned to proceed.
4	Cardonald Car Park Entrance Project (amended from previously planned in 2022/23 to summer 2023)	Doig & Smith	SFC/GCRB	£70,000		£70,000		<b>£70,000</b>	Plan to amend 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. Project needs to be done out of term hence now will be summer 2023.
5	Annieland campus - Render repair works	Doig & Smith	SFC/GCRB	£200,000	£200,000			<b>£200,000</b>	Render repair works required as there is significant deterioration which will become worse over time and create greater problems.
6	Annieland Water Ingress	Doig & Smith	SFC/GCRB	£80,000	£80,000			<b>£80,000</b>	There is water ingress at the southern elevation of the building which needs to be remedied.
7	Annieland external works re disabled/taxi pick up and drop off	Doig & Smith	SFC/GCRB	£40,000	£40,000			<b>£40,000</b>	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.
8	Annieland campus - Heating & Cooling in Library & Dance areas of the building	Doig & Smith	SFC/GCRB	£200,000	£200,000			<b>£200,000</b>	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	Annieland campus - Chillers Replacement	Doig & Smith	SFC/GCRB	£100,000	£100,000			<b>£100,000</b>	The chillers are reaching end of useful life and need replaced.
10	Annieland external drainage works	Doig & Smith	SFC/GCRB	£100,000	£100,000			<b>£100,000</b>	Drainage issues which require extensive underground works and which are causing ongoing problems. Needs further investigation to fully scope the works required.
11	Langside Campus - Fire Escape at Mary Stuart building (new line on plan - costing awaited)	Doig & Smith	SFC/GCRB				TBC	<b>TBC</b>	New line in plan - costing awaited. The access here is part of a fire escape and needs to be done out of term hence now planned for summer 2023. Will be in 2022/23 column.
12	Langside Campus - Intumescent paint to columns below Theatre building overhang (new line on plan - costing awaited)	Doig & Smith	SFC/GCRB			TBC		<b>TBC</b>	New line in plan - costing awaited. Deterioration in this area and needs repaired.
13	Langside - Lighthouse Roof replacement	Doig & Smith	SFC/GCRB	£250,000	£250,000			<b>£250,000</b>	Profiled metal sheet roof on Lighthouse building which is considered to be beyond its expected lifespan with significant corrosion and ongoing deterioration.
14	Langside campus - works to repair retaining wall at the Lighthouse building (amended from previously planned in 2022/23)	Doig & Smith	SFC/GCRB	£75,000		£75,000		<b>£75,000</b>	There is cracking to the stone wall in this area and needs to be repaired.
15	All campuses - Building Management System Replacement/ Upgrade - College led project	College	SFC/GCRB	£250,000	£250,000			<b>£250,000</b>	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.
16	Cardonald campus Heating System Flue	To be planned for future years	SFC/GCRB			£400,000		<b>£400,000</b>	The flue in the heating system is not operating as effectively as it should and this would provide a permanent fix to the issue.
17	Cardonald Campus CCTV Upgrade	To be planned for future years	SFC/GCRB			£150,000		<b>£150,000</b>	CCTV cameras and other equipment needs to be upgraded.
18	Cardonald Campus Roof and structure repair	To be planned for future years	SFC/GCRB			£50,000		<b>£50,000</b>	Specific small areas to be repaired with issues for example of loose cladding or water overflow.
19	Langside - Mary Stuart Engineering Heating and electrical Systems	To be planned for future years	SFC/GCRB			£80,000		<b>£80,000</b>	System elements need replaced including fan coil units, panels and distribution boards.
20	Future Projects Langside campus - Floors and Corridors Redecoration/ Replacement	To be planned for future years	SFC/GCRB				£150,000	<b>£150,000</b>	Range of areas of flooring and redecoration need replaced.
21	Annieland Air Handling Units	To be planned for future years	SFC/GCRB				£1,000,000	<b>£1,000,000</b>	From condition survey report the air handling units are indicated to be replaced. Major project and would need scheduling.
22	Annieland Fire Alarm System	future years	SFC/GCRB				£100,000	<b>£100,000</b>	Fire alarm system to be reviewed and upgraded.
23	Annieland External Fire Doors	future years	SFC/GCRB				£100,000	<b>£100,000</b>	External fire doors to be replaced.
24	Langside Campus Heating	To be planned for future years	SFC/GCRB				£240,000	<b>£240,000</b>	Laboratory units require replacement within the maintenance schedule.
25	Langside campus - Lifts	To be planned for future years	SFC/GCRB				£240,000	<b>£240,000</b>	The two passenger lifts require replacement within the maintenance schedule.
	Other future years projects to be prioritised (based on condition survey totals)	To be planned for future years				£2,500,000	£6,500,000	<b>£9,000,000</b>	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>£2,320,000</b>	<b>£3,325,000</b>	<b>£8,330,000</b>	<b>£13,975,000</b>	
<b>plus GCEF projects</b>									
1	Cardonald Public Realm (£652k total, £259k spent by July 1/22)	Doig & Smith	GCEF	£652,000	£422,710			<b>£422,710</b>	Project progressed from June 22. Awaiting final supplies of street furniture and some remaining landscaping. Part paid by prior to end July and in 2021/22 expenditure. Final phase to complete in Autumn 2022.
2	Learning Spaces	To be planned for future years	GCEF	£500,000	£500,000	£1,800,000		<b>£2,300,000</b>	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>£3,242,710</b>	<b>£5,125,000</b>	<b>£8,330,000</b>	<b>£16,697,710</b>	

Plan amended through since approved at June Board meeting in yellow



## BOARD OF MANAGEMENT MEETING

Date of Meeting	12 October 2022
Agenda Item	22.62
Paper Title	Governance Update
Action	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 updates provided in this paper.

### 3 BRIEF BACKGROUND INFORMATION

#### 3.1 Board Development Day

The Board Development Day was held on 13 September 2022. A note of the meeting is at item 22.48 on the Agenda. The output from the Board's self-evaluation session is recorded in the attached Development Plan (**Appendix 22.62A**). This plan has been shared with GCRB and Nominations Committee will monitor progress.

Thank you to all Board Members for finding the time to attend this development day and if you have any feedback you would like to pass on please email [kmavor@glasgowclyde.ac.uk](mailto:kmavor@glasgowclyde.ac.uk).

#### 3.2 Board/Coopt Members

Maureen McKenna, Sunita McKenna and Atiq Chaudhry have all joined the Board and will sit on the following Committees: -

Maureen McKenna	Learning and Teaching
Sunita McKenna	Audit Committee and Organisational Development
Atiq Chaudhry	Finance and Resources and Learning and Teaching

The 'Process to Co-opt Members to GCC Board Committees' was reviewed by the Nominations Committee and ratified by the Board. James Olatoke and Ashleigh McCulloch have been appointed as co-opted members to Audit Committee and Learning and Teaching Committee respectively.

#### 3.3 Schedule of Work 2022/23

A schedule outlining the papers that will be considered by the Board during 2022/23 is included at **Appendix 22.62B**. This schedule will be updated throughout the year and board members are welcome to provide suggestions for Board Agenda items.

#### 3.4 Acronym Glossary

At the June meeting, the Board requested a glossary of acronyms. This is attached at **Appendix 3** and an updated version will be provided as a standing item at each meeting.

### 4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 1: Board Development Plan.  
Appendix 2: Schedule of Work 2022/23

Appendix 3: Acronym Glossary

**5 RISKS**

The matters in this paper address the College's governance arrangements. By ensuring that these matters are properly addressed the College will meet the governance expectations of external stakeholders.

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

N/A

BOARD DEVELOPMENT PLAN 2022/23			
ACTION AREA		WHAT WE WILL DO	HOW WE WILL MEASURE SUCCESS
LEADERSHIP AND STRATEGY			
1	Review approach to reporting to the Board to allow for more focussed, strategic discussion.	Short focussed papers setting out strategic position and what the Board is being asked to do.	Quality of discussions during Board Meetings, feedback at the end of each session and end of 2022/23 year.
		Detail to be provided in appendices to Report.	
		Presenters to assume papers read, present high-level points and then Board discussion follows.	
QUALITY OF THE STUDENT EXPERIENCE			
2	Cost of Living Crisis	Paper on the College’s response to the Cost of Living Crisis to be included in each Board Agenda. To include support for both staff and students.	Whether support provided by College has a positive impact on retention rates, credit targets and staff wellbeing
ACCOUNTABILITY/ RELATIONSHIPS AND COLLABORATION			
3	Transparency of SLT pay rises and salaries	Remuneration Committee will provide an Annual Report to the Board which will then be published.	Stakeholder response to publication.

EFFECTIVENESS			
4	Improving approach to recruitment and succession planning	Carry out a skills audit of existing board members and use this to inform recruitment approach/succession planning.	Success in recruiting diverse board members
		Understand the current Board diversity and carry out targeted recruitment to fill gaps.	
5	Improving governance	Approach Clerks of Glasgow City and Kelvin Colleges to exchange best practice.	Improvements incorporated into governance schedule and feedback from Board at end of 2022/23 session.
		Clerk will attend CDN Development Event to help develop best practice.	
6	Developing the Board	<p>Include Development items on the Agenda more regularly.</p> <p>Request Board Member input on what they would like to discuss prior to setting Agenda.</p>	Feedback from Board at end of each meeting and 2022/23 session

## Glasgow Clyde College Board of Management

### Schedule of Work 2022-23

<b>13 SEPTEMBER 2022</b>
<b>BOARD DEVELOPMENT DAY</b>
Board Development Plan
Board Self Appraisal
<b>STANDING ITEMS ( for every meeting)</b>
Chair's Report (verbal)
Principal's Report (paper)
Student President's Report (paper)
Minutes of Committee meetings
<b>For noting/approval</b>
Strategic Risk Register update
Estates, Capital Expenditure & Masterplan Update
Glasgow Clyde Education Foundation update
Governance Update
Acronym glossary
<b>12 OCTOBER 2022</b>
<b>FOR DISCUSSION/DECISION</b>
Strategic Plan KPIs
2022/23 Budget <ul style="list-style-type: none"> <li>Discussions with GCRB/SFC</li> <li>Financial Forecast for 2022/23</li> </ul>
5 year Plan ( Final)
Restructure Update (if relevant )
Credits – Estimate of outturn against target 2022-23
<b>FOR APPROVAL /NOTING</b>
Freedom of Information Summary
<b>7 DECEMBER 2022</b>
<b>FOR DISCUSSION/DECISION</b>
Strategic Plan KPIs
Report on Going Concern
Annual Report by Audit Committee to Board of Management
Final Annual Financial Statements for year ending 31 July 2022
Final Annual External Audit Report and Letter of Representation 2022
Regional Outcome Agreement Development update
Credits Projection current year & Final credits report 2021/22
Digital Learning Strategy
<b>FOR APPROVAL/NOTING</b>
Modern Slavery Act Statement 2022/23
Financial Report year to October 2022 and Forecast Outturn to December 2022
Health and Safety Report from OD Committee

<b>22 MARCH 2023</b>
<b>FOR DISCUSSION/DECISION</b>
Strategic Plan KPIs
SFC Indicative Funding Allocation for future year
Final Regional Outcome Agreement for future year
Financial Report year to January 2023 and Forecast Outturn
Credits Projection 2022/23
<b>FOR APPROVAL/NOTING</b>
-
<b>14 JUNE 2023</b>
<b>FOR DISCUSSION/DECISION</b>
Revenue budget for 2023/24 for approval
Financial Report year to April 2023 and Forecast Outturn to end July 2023
Strategic Plan KPIs
Equalities Report
Credits Projection 2022/23
<b>FOR APPROVAL/NOTING</b>
Capital Masterplan update
Five year Plan Update

## Glasgow Clyde College

### Board of Management - Acronym Buster

AHE	Advance Higher Education
ALF	Arms-Length Foundation
AOP	(Financial) Adjusted Operating Position
APUC	Advanced Procurement for Universities and Colleges
AS	Audit Scotland
AY	Academic Year
BAME	Black, Asian and Minority Ethnic
BDU	Business Development Unit
BME	Black & Minority Ethnic
BMS	Building Management System
BOM	Board of Management
BSL	British Sign Language
CAP	Curriculum Assistant Principal
CBI	Confederation of British Industry
CDN	College Development Network
CE	Cyber Essentials
CLD	Community Learning & Development
CES	College Employers Scotland
CfE	Curriculum for Excellence
CoGC	City of Glasgow College
CPD	Continuous Professional Development
CPG	College Principals Group
CS	Colleges Scotland
DELTA	Delivery Excellence in Learning, Teaching & Assessment (an E-Learning Project)
DPIA	Data Protection Impact Assessment
DPO	Data Protection Officer
DYW	Developing the Young Workforce
EDI	Equality, Diversity & Inclusion
ESF	European Social Fund

EIA	Equality Impact Assessment
EIS-FELA	Educational Institute of Scotland – Further Education Lecturers Association
ES	Education Scotland
EMT	Executive Management Team (comprising the Principal, Deputy Principal & Vice Principal)
ESOL	English for Speakers of Other Languages
EFU	External Funding Unit
EV	External Verification
FA	Foundation Apprenticeship
FFR	Financial Forecast Return
FE	Further Education
FReM	(Scottish Government) Financial Reporting Manual
FRS	Financial Reporting Standard
FTE	Full Time Equivalent
FWDF	Flexible Workforce Development Fund
FY	Financial Year
GCG	Glasgow Colleges Group
GCPP	Glasgow Community Planning Partnership
GCRB	Glasgow Colleges Regional Board
GCEF	Glasgow Clyde Education Foundation (our Arms-Length Foundation)
GCC	Glasgow Clyde College
GCCSA	Glasgow Clyde College Student Association
GDPR	General Data Protection Regulation
GHSCP	Glasgow Health & Social Care Partnership
GKC	Glasgow Kelvin College
GTCS	General Teaching Council of Scotland
HE	Higher Education
HEFESTIS	Higher Education Further Education Shared Technology & Information Service
HEI	Higher Education Institute
HNC	Higher National Certificate
HND	Higher National Diploma



HR	Human Resources
HSE	Health & Safety Executive
IAS	Internal Audit Service
ICO	Information Commissioner's Office
ICT	Information and Communications Technology
IV	Internal Verification
JCNC	Joint Consultation & Negotiation Committee
JISC	Joint Information Systems Committee
JRS	Job Retention Scheme
KPI	Key Performance Indicator
LGBT+	Lesbian, Gay, Bisexual & Transgender/Transsexual Plus
LGPS	Local Government Pension Scheme
MA	Modern Apprenticeship
MIS	Management Information System
MUIE	Management & Union Information Exchange
NB	National Bargaining
NC	National Certificate
NPA	National Progression Award
NQ	National Qualification
NRPA	National Recognition & Procedure Agreement
NUS	National Union of Students
NTTF	National Transitions Training Fund
OD	Organisational Development
PDA	Personal Development Award
PDP	Personal Development Plans
PI	Performance Indicator
ROA	Regional Outcome Agreement
SAR	Subject Access Request
SAAS	Student Awards Agency Scotland
SCDI	Scottish Council for Development & Industry
SCQF	Scottish Credit & Qualifications Framework

SDS	Skills Development Scotland
SFC	Scottish Funding Council
SG	Scottish Government
SIMD	Scottish Index of Multiple Deprivation
SLIC	Scottish Libraries & Information Council
SLT	Senior Leadership Team (comprising all senior managers in the college)
SOCI	Statement of Comprehensive Income
SPF	Strathclyde Pension Fund
SPSO	Scottish Public Sector Ombudsman
STEM	Science, Technology, Engineering & Mathematics
STSS	Scottish Teachers Superannuation Scheme
SQA	Scottish Qualifications Authority
SRUC	Scotland's Rural College
SSSC	Scottish Social Services Council
SVQ	Scottish Vocational Qualification
TQFE	Teaching Qualification in Further Education
TU	Trade Union
TUPE	Transfer of Undertakings Provision of Employment
UCAS	Universities & Colleges Admissions Service
US	Universities Scotland
VFM	Value for Money
VLE	Virtual Learning Environment
VPN	Virtual Private Network
VS	Voluntary Severance
WS	World Skills
YPG	Young Persons Guarantee

## **BOARD OF MANAGEMENT MEETING**

Date of Meeting	12 October 2022
Paper Title	Glasgow Clyde Education Foundation Update
Action	For noting
Prepared by	Janet Thomson, Vice Principal Resources and College Development
Agenda No	22.63
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 Glasgow Clyde Education Foundation (GCEF) funded College projects as at end September 2022.

### **2 ACTION FOR THE BOARD OF MANAGEMENT**

- 2.1 Members are invited 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 Board of Trustees.

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

- 1) **Cardonald Public Realm** – This is a project with approved funding of £652k 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 have been undertaken from June 2022 through to autumn 2022 with the remaining part of the project awaiting street furniture delivery, final landscaping, and completion of the planned mural at the base of the Tower building.
- 2) **Financial Sustainability Funding** – This approved fund was for a total of £2.3M, which was 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 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 in future years mainly for staffing as well as for digital marketing to assist in the achievement of the commercial income plan. A restructure of the commercial and external funding teams is underway with a revised focus in the structure into employer related commercial activities and into individuals' related training and funding activities.

3.3 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 the Foundation have agreed to support the College's planned Learning Spaces Project, which is to invest in the refurbishment of internal areas on all three campuses to create high quality informal learning spaces. GCEF have agreed to fund up to a total of £2.3M by 2024 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 next few months. There is a College Project Group for this and a number of site visits have been undertaken to other institutions. In addition the College Learning and Inspiration Committee considered the Learning Spaces project at a workshop in mid September with discussions on the purpose of the spaces and what success would look like, potential pedagogy changes which may be considered plus the type and size of space that may be involved and discussion on the technology impacts. Discussions are planned with wider staff groups over coming months to further inform the plans for the spaces.

#### 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.

**BOARD OF MANAGEMENT MEETING**

<b>Date of Meeting</b>	12/10/22
<b>Paper Title</b>	Freedom of Information Requests Summary
<b>Action</b>	For noting
<b>Prepared by</b>	J Rafferty
<b>Agenda Item</b>	22.64
<b>Status</b>	Disclosable

**1. PURPOSE OF THE REPORT**

This paper provides members with an update on Freedom of information requests made to the College for the period 1 July 2021 – 31 July 2022.

**2. ACTION FOR THE BOARD**

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

**3. BACKGROUND INFORMATION**

The Freedom of Information (Scotland) Act (FOISA) gives members of the public the right to see information held by the college. Requests for environmental information, are handled under the Environmental Information (Scotland) Regulations (EISRs) and are included below.

**4. REQUEST SUMMARY**

The College received **24** requests for information and all were responded to (See Appendix 1 below). 23 were handled within the recommended timescales and 1 fell outwith the proposed timeline because of the scale and complexity of the request and the requirement to seek external advice on the issue before responding. Some common themes included college expenditure; sustainability issues and ethical issues.

**7. RISKS**

The College is compliant in terms of the Act. None of the information released appeared to pose any reputational risks and in fact in many cases evidenced ethical practice by the College.

**8. ANY OTHER SIGNIFICANT IMPACT**

There are no other significant legal, financial or equalities issues associated with this paper.

## Appendix 1:

FOI Requests received from 1 July 2021 – 31 July 2022				
Number	Date Request Received	Date Response Due	Date Response Sent	Topic
23	28/07/22	25/08/22	23/08/22	Renewable Energy Courses/Modules
22	04/07/22	29/07/22	29/07/22	Recruitment Agencies Spend AY 21/22
21	22/06/22	13/07/22	04/07/22	Violent Incidents at Work
20	22/06/22	13/07/22	06/07/22	Annual Fair-Trade Purchases
19	22/06/22	13/07/22	13/07/22	FE College Spending on Employment Agencies
18	15/06/22	12/07/22	15/06/22	International Student Information
17	24/05/22	23/06/22	21/06/22	Gender Pay Gap
16	20/05/22	21/06/22	13/06/22	ICT Information
15	17/05/22	17/06/22	13/06/22	Costs of External Legal, HR or Consultancy Advice
14	29/04/22	26/05/22	06/05/22	Attendance at Colleges Scotland Dinner 23/3/22
13	29/03/22	27/04/22	21/04/22	Lighting, Electricity and On-Site Power Generation
12	02/03/22	29/03/22	10/03/22	School/College Partnership
11	02/02/22	01/03/22	17/02/22	Ventilation and CO <sup>2</sup> Monitors
10	14/12/21	14/01/22	10/01/22	Data Access Process
09	14/10/21	10/11/21	10/11/21	Funding for Mental Health in Colleges AY 21-22
08	07/10/21	03/11/21	26/10/21	Expenditure on Legal Costs
07	01/10/21	28/10/21	08/10/21	Support Staff Headcount
06	01/10/21	28/10/21	26/10/21	Community Benefits/Social Value in Procurement
05	23/09/21	21/10/21	06/10/21	Senior Staff Salaries
04	24/08/21	20/09/21	27/10/21	External Supplier Procurement Data
03	23/08/21	17/09/21	16/09/21	Use of PR & Media Firms
02	21/08/21	17/09/21	16/09/21	Student Funding - Childcare
01	19/08/21	15/09/21	03/09/21	Confidential Waste
15	09/08/21	25/08/21	25/08/21	ICT Support Structure and Job Descriptions