

BOARD OF MANAGEMENT

**22 March 2023 at 4.30pm
The Space, Langside Campus**

Meeting of the Board of Management to be held on Wednesday 22 March 2023 at 4.30pm. The meeting will be held in 'The Space', Langside Campus.

AGENDA

23.01	Welcome and Apologies		D Newall
23.02	Declaration of Interests		D Newall
23.03	Determination of Other Business		D Newall
23.04	Draft Minute of the Board Meeting on 7 December 2022	P	D Newall
23.05	Matters Arising – Action Grid	P	D Newall
Items for Discussion			
23.06	Update on Anniesland	V	J Vincent
23.07	Education Scotland – Annual engagement	P	J Rafferty
23.08	Role of Digital Technologies in Learning and Teaching	P	D Marshall
23.09	Credit Projection	P	J Rafferty
23.10	Regional Outcome Agreement for 2023/24	P	J Rafferty
23.11	Financial Sustainability Update	P	J Thomson
23.12	SFC Indicative Funding Allocation for 2023/24	V	T Elliott
23.13	Learning Spaces Project - Presentation	V	Form Design
Standing Items			
23.14	Student President's Report	P	S McKenna
23.15	Principal's Report	P	J Vincent
23.16	Chair's Report	V	D Newall
23.17	Draft Minutes of Previous Meetings		
	i Learning and Teaching Committee 1 February 2023		G McGuinness
	ii Organisational Development 8 February 2023		S Heidinger
	iii Audit Committee 8 March 2023		D Watt
	iv Finance and Resources Committee 15 March 2023		D Newall
Items for Noting/For approval*			
23.18	Financial Report year to January and forecast outturn		T Elliott
23.19	Strategic Risk Register Update		J Thomson
23.20	Estates, Capital Expenditure and Masterplan Update *		J Thomson
23.21	Glasgow Clyde Education Foundation Update		J Thomson
23.22	Governance Update (including acronym guide)*		K Mavor
23.23	Any other Business		D Newall

The items for noting will not be discussed at the meeting unless otherwise requested.

Date of next meeting 14 June 2023

BOARD OF MANAGEMENT MEETING

Date of Meeting	22 March 2023
Paper Title	Education Scotland Report – Annual Engagement Visit
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	23.07
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on the recent Education Scotland Annual Engagement Visit which formally published its findings last month.

2. ACTION FOR THE BOARD

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

3. BACKGROUND INFORMATION

Education Scotland conduct quality assurance visits to Scottish Colleges on an annual basis. The last Progress Visit was conducted on 8th Nov 2021, and was conducted virtually due to college closure during COP 26. Nonetheless it yielded 35 areas of positive progress and 5 areas for further action. This year the visit took place on the 5th December 2022 and was conducted face to face on site. Because the National KPIs for colleges for session 2021/22 had not yet been published, the HMI Inspectors referred to PI data from session 2020/21, an emergency year during the height of the Covid pandemic.

4. SUMMARY OF FINDINGS**Areas of Progress**

The Annual Engagement Visit yielded 45 areas of positive progress and 5 areas for Development, an improvement on last year. The main areas of positive progress were identified under the following 4 headings:

Recruitment

- Come to Clyde Strategy well used
- Guaranteed offer of a place for applicants
- Enhanced approach to induction
- Better digital onboarding and use of technology to communicate information.
- High levels of student satisfaction with recruitment process

Retention

- Nurturing campus initiative being developed
- Strong CPD for staff on supportive initiatives
- Timetabled guidance for all learners

- High levels of use of the VLE to complement learning
- Numerous mental health initiatives ('Time to Talk', Mental Health First Aiders, 'Support and Report')
- Free Breakfast Club and free clothing shops.
- Good use of technology to track attendance
- Excellent use of data by college managers to reduce withdrawal.

Attainment

- Good use of VLE to support digital skills.
- Students satisfied with learning resources and preparation for assessment.
- Good use of peer learning among student groups, collaboration days mixed students from different levels.
- New self-evaluation model reduced bureaucracy.
- Transition week in November was well used to remediate students and reflect on progress.

Progression

- Rates of positive progression were very high.
- Articulation arrangements with universities were very good.
- Employability and volunteering opportunities on SEN courses were excellent.
- Streamlining of UCAS applications processes was welcome.
- Learners were happy with information from CMs on progression routes and employment opportunities

5 AREAS FOR DEVELOPMENT

There were 5 areas for further development and many of these have already been addressed.

1. Attainment Rate for FE Learners:

This had dipped during the pandemic but improved in session 2021/22 in 10 of the 16 HMI subject groupings and is expected to be better in session 22/23.

2. Attainment Rate for HE Learners:

This had dipped during the pandemic and improved in only 1 of the 16 HMI subject groupings in 21/22. This is anticipated to be significantly better in session 22/23 due to improved early withdrawal rates.

3. Pre-application Funding Information:

This was highlighted by some respondents to the SFC survey and has already been addressed in this session.

4. Withdrawal Rates:

Early withdrawal in particular, reached a record high in 22/23, mainly due to the prevalence on online learning and repeated interruptions to face to face delivery. This session (22/23) early withdrawal for HE courses has reduced to 8.8%, compared to 9.9% last year, which is good progress. FE courses have improved

their early withdrawal to 12%, compared to 12.4% last year, which suggests that more work still needs to be done to persuade FE learners to stay longer.

5. Access to Social Spaces:

Some students had complained about getting access to social spaces such as gyms and other areas during the year. At the time of the visit the sports department were undergoing a phased return to gym opening, using a student support model, following the preceding 2 years of closure during the pandemic. Gyms were not open at one campus and had a limited timetable of public access at the other two.

This has continued to improve over the year although the emergency partial closure of Anniesland continues to hamper gym access at that site. A new Active College Coordinator will be appointed in Easter and will be funded for 2 years to coordinate access to fitness activities for students and staff. Furthermore, the exciting Learning Spaces project will invest £2.3M in social learning spaces at every campus which should create a quantum shift in the amount and quality of comfortable 'hang out' areas and social spaces across the college.

6. RISKS

There is a risk of reputational damage should attainment not improve in this session and improved retention at FE level is required to avoid the financial risk of students not meeting the funding eligibility date.

7. ANY OTHER SIGNIFICANT IMPACT

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

BOARD OF MANAGEMENT MEETING

Date of Meeting	22 March 2023
Paper Title	Role of Digital Technologies in Learning & Teaching
Action	For discussion
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	23.08
Status	Disclosable

1 PURPOSE OF THE REPORT

The purpose of this report is to provide an overview of activity the College is undertaking in relation to digital technologies in learning and teaching.

2 RECOMMENDATIONS

The Board is asked to DISCUSS this paper.

3 BACKGROUND INFORMATION

The prioritisation of digital skills forms a key component with the College Strategic Plan. Developmental work has been taking place in the College through the GCEF funded DELTA project since 2019 and this has been accelerated by experience and learning through the pandemic. The refreshed College Strategic Plan includes a staff and student focus for the development and enhancement of digital skills across the range of objectives. Specific objectives relating to digital skills include:

- **A4**
 - To develop the confidence and capability of staff to utilise digital technologies and blended approaches to deliver engaging learning, teaching and assessment.
- **A7**
 - To deliver a dynamic and inclusive curriculum that equips students with the skills (work-based, digital, career, sustainability, and meta skills) that prepare them for a successful future.
- **C2**
 - To deliver hybrid approaches that will inspire and consistently support all students to achieve the best possible learning outcomes and positive destinations

- **C8**
 - To provide digitally connected and flexible learning, and recreational spaces that enable our students to enjoy, thrive and be inspired by their college experience.

Staff

As well as a new Digital Strategy, a refreshed Learning, Teaching and Assessment Strategy has been produced which considers Active Blended Learning and identifies digital expectations for Learning and Teaching. This has been informed and supported by significant work by the Research and Development Team over the past few years who have delivered:

- One to one work with curriculum leaders to build capacity for improvement
- Practice-sharing and practice-development workshops
- Promoted other forms of practice-sharing platforms, channels and resources
- Informed policy development
- Development of resources to support online and blended learning
- Support for online and blended learning embedded within Teaching Essentials, Professional Development Award: Teaching in Scotland's Colleges, and TQFE

Students

Staff and employers have identified that many students enrol at College without digital skills that would support their learning and progression. Despite the term 'digital native' being applied to many learners, it is clear that their digital engagement is not always supportive of their learning and needs to be developed and supported across the college to transition that knowledge into a life and employment skill. Faculties and support areas are currently refining operational plans to prioritise Strategic Themes, Objectives and Actions and this has seen a number of initiatives being developed and implemented.

The production of the 'Come to Clyde' Strategy has provided a number of interdependent initiatives that will enhance the wider student experience and target enhanced student recruitment, retention and attainment. Component 14 targets the onboarding of students:

- **Better digital onboarding support** - Libraries and E-Learning will work to improve digital onboarding services as early as possible in the admissions journey.

All initiatives and activity are being monitored through the SLT Action Plan and the appropriate Operational Plans, Self-Evaluation processes and student feedback mechanisms.

Student ICT

Over the course of the pandemic, the College distributed significant numbers of digital devices including laptops, i-pads, chrome-books and wi-fi dongles to support staff and students. These were funded through multiple sources including SFC, GCEF, Bursary, external funds and College funds. The current year has seen provision of SFC funds for digital devices for students which is being administered and allocated through our Student Funding Team.

There is not a sustainable funding source to ensure continued provision of devices for students and the return to face-to-face delivery as the primary mode of delivery has seen a re-prioritisation of accessible ICT for students across the College.

4. INITIATIVES

A range of initiatives ensure that students have access to devices, that student digital skills are being developed and that staff are appropriately supported to deliver digital skills. These include:

- Implementation of student Lapsafe schemes on all campuses which allow students to loan out devices
- Procurement of more class-in-a-box laptops to support classroom delivery
- Focus Digital Skills for Students with plans to integrate these resources into digital onboarding for next academic year, supported by:
 - Overarching Digital Skills course for delivery by lecturers
 - 17 short videos demonstrating key digital skills for success at College
 - 4 five-minute videos on Word; PowerPoint; Edge browser; Files and Folders
 - 13 three-minute videos on specific skills such as sending zip-files; advanced searches; adding images; etc
 - Power Up Playlists - weekly announcements via Canvas direct to students, highlighting one theme per week, utilising one of the digital skills videos. Linking to playlists based on themes for further development. This follows a similar model to the very successful TMTs that are aimed at staff
 - Creation of Canvas modules with aforementioned digital skills videos - made available for staff to import directly into their own Canvas courses via Canvas Commons. This enables contextualisation and the opportunity for staff to highlight those resources that are of most value to their student cohort

- Digital Skills for Students Course - accessed via Student Association Canvas course - broad range of searchable resources on Office365; Canvas; Teams; email; college account; and more
- Canvas for Students Course - an easy-to-follow course teaching students how to use core Canvas tools
- Library staff support for students working in the library - 1-1 guidance, advice and trouble shooting
- Library delivery of course inductions to high numbers of student - supporting digital onboarding and digital skills for research
- Learning Inclusion initiated Study Skills course on Canvas - accessed via Student Association Canvas course - includes contextualised digital skills alongside more traditional study skill approaches
- Continued use and development of Canvas with most curricular areas within the faculty.
- Staff training on Canvas delivered by eLearning team
- PC Clinic – GCCSA coordinated and student led. Computing students are gaining experience working in the Libraries to support students with ICT issues
- Continued staff training to update digital skills (a number of different areas)
- Upskilling and retraining people in the communities through Glasgow Life contract
- Implementing more advanced digital skills in our courses to meet industry needs such as Data Science, AI, Web Analytics, User experience, Digital Marketing, Social Media
- Development of new induction programme and more emphasis through induction on being responsible and safe online
- Research on applications of AI within learning and teaching delivery, independent student study and student support services.

5. NEXT STEPS

After two discussions at SLT, an action plan has been developed which will enable us to prioritise the following digital initiatives going forward:

1. Implement an updated benchmark of staff digital skills through the adapted JISC survey.
2. Investigation of the practicality and value of digital badges for induction and other digital learning.
3. Implement an enhanced timetabling system with digitised access.
4. Monitor and analyse the impact of hybrid learning on attendance and attainment and the development of an outline methodology.
5. Development and planned roll-out of digital skills courses to students.

6. Focus on the development of digital skills for staff based upon evidence.
7. Investigate opportunities for commercial delivery of digital/online courses and customer preferences.
8. Enhanced monitoring and reporting in respect of the consistency, accessibility, usage and quality of online materials through the development of an enhanced QUELTUM system.
9. Investigation of the provision of inclusive work and study spaces to support hybrid learning through Learning Spaces Project.

6. RISKS

Failure to ensure that staff and students are fully supported to develop digital skills will ultimately impact upon student retention and attainment.

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

EIAs will be carried-out in relation to specific project activity. There are no other significant impacts.

BOARD OF MANAGEMENT MEETING

Date of Meeting	22 March 2023
Paper Title	Credits Projection 2022/23
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	23.09
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on the college's current and projected position in respect of its credit targets for the current session, 2022/23.

2. ACTION FOR THE BOARD

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

3. BACKGROUND INFORMATION

In the previous meeting of the Board in October 22, we had forecast a credit projection of between -1.6% and -1.9%, with new SFC credit guidelines permitting a 2% tolerance on the target.

4. CREDIT PROJECTION 2022/23

Our current credit position now forecasts a best-case credit position of **-0.5%** and a pessimistic case of **-1.0%**. This suggests that both the best-case and worst-case positions have improved and both are within the 2% tolerance. This is mainly due to good in-year enrolment in January and the transfer of the Highers programme to the credit-bearing portfolio.

As we have passed the 25% date for January start courses, most of those credits are no longer at risk and at present **95%** of these credits in our portfolio are now 'safe'. The remaining credits either haven't been enrolled yet (as their course hasn't started) or haven't passed their 25% delivery threshold date, which is required for those enrolments to be eligible for funding.

There are a number of initiatives still in play which include:

- Corrections to the engineering portfolio which may yield further credits (350).
- Digital skills certification for all students which may realise a similar sum.

5. RECRUITMENT AND RETENTION UPDATE

As we enter the 3rd and final term of the year, the college has now recruited 16,996 learners against a target of 16,687. This is 1.9% above recruitment target overall, with 2 of our faculties exceeding target (ACL and BCDI) and 2 falling short (ECBE and HWB.)

Full-time enrolments have finished at around 2.8% below target, while part-time has compensated by growing to 5.5% above target. Similarly, HE reports a figure of 2.9% below recruitment target whilst FE has grown to 3.8% over target. This HE figure is particularly worrying, though, because even though the over recruitment in FE makes good the lost HE credits, it does not make good the lost SAAS income from the HE students, which runs at £1285 per learner.

Early Withdrawal has fallen to 12% for FE and 8.8% for HE (this is the figure that will be reported to the SFC for PI purposes which excludes students who enrol but never attend.) This is an improvement on last year where those figures were 12.4% and 9.9% respectively. In general, HE withdrawal looks to have returned to pre-pandemic levels but FE withdrawal is clearly taking longer to come down to the 8.5% norm.

6. YOUNG PERSON'S GUARANTEE

Young Person's Guarantee funding was released to the sector last month, which last year would have taken the form of additional credits. Last session, Glasgow Clyde College received none of these credits as only colleges who were projecting that they would meet target were eligible for the funding. This year, however it was offered as cash funding which could be deployed for either additional course delivery; research or development projects; or additional short-term support staffing, which would help young people who were disadvantaged. Glasgow Clyde College submitted 14 projects which were all accepted and so secured a further £183,000 of funding, to complement £45,000 of Child Poverty Funding already secured. These projects included:

- Get Ahead of Maths
- STEM Inspiration through Lego Education
- Computing Community of Practice
- Green Skills
- Esports Broadcasting
- Sustainability Awareness
- 16+ ESOL Support
- Youth Community Hub
- Research into Metaskills for learners
- S4 School Vocational Bootcamps

All of these projects will be delivered between now and September 2023 and many will have a lasting resource legacy.

7. RISKS

There is a small risk that 5% of college credits are not yet 'safe' therefore there is a theoretical possibility that the college could fall outside the 2% credit target tolerance. This risk should diminish in the next 2 months. There is also a risk that around 1200 undeployed FA credits could be clawed back and redistributed elsewhere in the sector.

8. ANY OTHER SIGNIFICANT IMPACT

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

BOARD OF MANAGEMENT MEETING

Date of Meeting	23/03/23
Paper Title	Regional Outcome Agreement 2023/24
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	23.10
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper provides members with an update on the Regional Outcome Agreement (ROA) for session 2023/24 as well as providing some information of the projected returns for session 2022/23 submitted to GCRB.

2. ACTION FOR THE BOARD

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

3. BACKGROUND INFORMATION

The Interim ROA takes the form of a single year Outcome agreement which is centred around a more focused set of KPIs and high-level direction to engage in a specified set of national and regional priorities. This format of ROA monitoring will run for one more year in 2023/24 and then be replaced by the introduction of a National Improvement Framework in 2024/25.

4. ROA PROJECTIONS 2022/23

An interim update on ROA Outcomes for 22/23 was submitted to GCRB as follows:

Performance Indicators - May 2022	Target	Projected	Variance	Comments
Total credits	126,357	125,831	-526	<i>These are due to under recruitment of the FA credits but there are still initiatives in play which could mean the overall target is still met, should we be allowed to keep those credits.</i>
Core credits	124,037	124,734	+697	<i>The college is expected to achieve all of its core credits.</i>
Foundation Apprenticeships credits	2,320	1,097	-1,223	<i>All 3 regional colleges have around 1000 undeployed FA credits, so this is likely to be a national issue.</i>
Volume of credits delivered to learners in the lowest 10% SIMD 2016	36,000	36,143	+143	<i>This is a good improvement on last year, when this target wasn't met.</i>
%age of credits delivered to learners in the lowest 10% SIMD 2016	28.5%	28.7%	+0.2%	
Volume of credits delivered to care experienced learners	9,000	9,774	+774	<i>As with last year, we have already exceeded this target.</i>
%age of credits delivered to care experienced learners	7.1%	7.8%	+0.7%	
Number of senior phase age pupils studying vocational qualifications at college	525	349	-176	<i>This target will be reviewed next year as the 1000+ school pupils at Glasgow Clyde do not all meet the definition of senior phase activity which is tied to specific SCQF levels.</i>

5. ROA 2023/24

GCRB await confirmation from SFC about the measures for the 23/24 ROA. This will be the final 1-year outcome agreement and will likely follow a similar layout to this years' key anticipated changes will be:

- The integration of the FA target into the core credit allocation. This will mean that FA credits can be used for other delivery if not fully spent, which will remove the risk presently posed by the ring-fenced model currently in place. Glasgow Clyde anticipates it will need around 1300 credits for planned FA delivery (removing the FA in Laboratory Science in favour of a new one in Manufacturing Engineering.)
- The reduction of the core credit target. At the time of writing it has not been confirmed what changes to the credit model will be made, but one possibility is that the college will receive all of its funding if it meets a lower target (possibly as low as 100,000 credits.) These credits would then attract a higher cash value. This would give the college a lot of flexibility in determining for itself how far above that target it would want to deliver, as well as making it much easier to achieve the core target.

7. RISKS

The primary risk with the ROA is in not meeting regional KPIs. This could lead to redistribution of funds between colleges in the Region or other colleges in Scotland. There also remains some uncertainty as to whether the undeployed 1223 FA credits will be clawed back or if we will be allowed to keep them if we exceed our core target by the same amount.

8. ANY OTHER SIGNIFICANT IMPACT

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

BOARD OF MANAGEMENT

Date of Meeting	22 nd March 2023
Paper Title	Student President's Report
Action	Information
Prepared by	Jodie McNair, GCCSA Coordinator on behalf of Sunita McKenna, Student President
Agenda Item	23.14
Status	Disclosable

1. PURPOSE OF THE REPORT

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

2. ACTION FOR THE BOARD

Action for Board is to note the paper.

3. BRIEF BACKGROUND INFORMATION

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

Festive Markets

The last paper noted that GCCSA had arranged Festive Markets in December. We are delighted to report back that these were a great success. There was involvement from students and class groups leading on festive themed stalls as well as local external organisations. The engagement at all three events was high and we were grateful to see the number of students and staff that attended these events. It was also lovely to hear positive feedback from those who took part in hosted stalls. This was the first on campus festive event post covid and it was wonderful to be able to get back to face-to-face engagement again. The hope would be that GCCSA can get back to regularly hosted this type of event annually.

January Engagement

GCCSA student officers hosted cross campus stalls in January with the purpose of raising association awareness for January starts as well as aiming to re-engage with students returning after the break. This allowed the officer team to get their faces out there and to remind students what GCCSA are involved in activity wise.

Brit Challenge

Team GCCSA have been taking part in The Brit Challenge in order to help to improve their mental health and fitness by striving to take as many steps as possible each day and recording this. Each team member counts their daily steps and saves them in the tracker whilst feeding back to and target the 2023 miles

together with other teams from Glasgow Clyde College. In order to engage students with this challenge GCCSA have also held cross campus stalls with rowing machines and bikes so that students could help us clock up more mileage whilst also learning about the benefits of physical activity on mental health. It has been great fun for the team to get involved in as well as allowing a lot of face to face engagement with students where we have also been able to answer questions or collect feedback on other things as well as discussing the challenge.

LGBT History Month

In line with our Silver Charter Award from LGBT Youth Scotland, GCCSA wanted to continue our support of LGBT History month. This was supporting in some simply ways via a change of profile picture on social media and an online awareness raising campaign. However, in addition to this, GCCSA also held cross campus stalls to engage with students. These stalls consisted of an interactive quiz that students could take part in, officers handing out free stickers and badges to students and also support in relation to Hate Crime from an external partner. GCCSA also decorated student areas with progressive pride bunting and supported Purple Friday both by wearing purple to work and also encouraging other students and staff to take part. This activity has created new links for GCCSA with students which we hope allow us to conduct even more LGBT related activity or campaigns going forward, led by not only GCCSA but by students themselves. It is hugely important for GCCSA that we create a safe and inclusive environment.

GCCSA were also able to support the launch of the staff LGBT Network by having one of our team members attend this. It is also great to see the college taking steps forward in making the college an inclusive and safe place for staff and students.

Fairtrade Fortnight

GCCSA linked up with the Catering and Cleaning Manager to support Fairtrade Fortnight. Stalls were hosted cross campus raising awareness of what the college does to support fair trade and also running a raffle for several prizes including Tesco vouchers and a coffee house roasting tour for four people. This was a great opportunity for GCCSA to work in partnership with the college and have further engagement with students and staff face to face whilst promoting a campaign.

Climate Change Survey

In line with supporting GCRB research, GCCSA have been promoting the Climate Change Survey. This went out in communications to students but also one of the Vice Presidents went out and face to face asked students to complete the survey.

Class Representative Feedback

GCCSA organised a second set of Class Rep feedback sessions on each campus (Langside and Cardonald then online to cover Anniesland due to closure). This was the same set-up as before with an informal drop-in style to provide feedback.

The data collected was again fed back to the relevant departments and also to Class Reps themselves. We have also had feedback from staff that the feedback was sent to, letting us know that it was really helpful to hear student views.

In addition to the class rep drop in's, GCCSA also hosted Student Voice Forums with staff from around the college. So far, we have held a forum with; Catering and Cleaning Manager John Clark, Equality and Diversity Lead Caroline Hutchison, Student Information and Welfare Manager Clare Walker and Libraries and Digital Resources Manager Niall Hardie. There are plans to run one with Careers Manager Marie Anderson in the future and stay connected with all the support areas to host these sessions again in the future at times that suit GCCSA and their departments.

Cycling Activities

GCCSA have continued to have engagement with active travel and cycling and we are delighted to confirm that alongside the Health and Wellbeing Officer for the college that we have been successful in securing funding for lockers to be put in cross campus which can be used by people who cycle and also for secure D-locks which can be used by GCCSA as a campaign to make sure students and staff have high quality locks for their bikes in order to help deter theft and encourage students to feel safer bringing their bike onto campus. In line with this, GCCSA have linked in with Bike for Good for a second time this year and we have arranged DR BIKE sessions for in May where students and staff can have their bike health checked and small fixes done to it for free. GCCSA will aim to also tie in with Police Scotland to have bike marking at this event and will also be offering a lock exchange.

GCCSA are also very pleased to announce that we've as a college been awarded by Cycling Scotland for our commitment to make it easier for people to cycle. The Cycling Friendly Campus Award recognises the campuses across Scotland for their commitment to making it easier for more people to enjoy the benefits of cycling. This news has just been included in the most recent version of Clyde Connect to all staff and will soon be shared by marketing in a news article to celebrate this success. GCCSA are very happy to have played a huge part in this.

GCCSA also hosted a Cycling Committee where the funding news was shared and feedback was gathered about next steps from the group. We have a further committee meeting planned for within April to again share successes and ideas. GCCSA hope to continue our commitment to active travel on an annual basis.

Ramadan

GCCSA have prepared a poster and communications in order to raise awareness of Ramadan with students and staff. This is predominantly to inform people of how they can support those who take part in Ramadan.

Multifaith Rooms

GCCSA have been supporting the Head of Estates with regards to possible plans that are being proposed for the Multifaith Room at Langside to be upgraded. GCCSA are fully supportive of this and are glad to be involved in any way that we can. GCCSA passed on feedback from students for consideration within this.

Open Days

GCCSA are supporting the marketing team with the open days. GCCSA will host a stall to engage with students and externals who visit each event.

Future Plans

GCCSA are currently working on planning some Easter/Spring activity, as it stands it looks to be stalls before the break that give out Easter treats, an interactive quiz for students to take part in with the chance to win a prize, a guess how many eggs in the basket with a chance to win the eggs and also an Easter egg hunt cross campus. The idea behind this is to do something fun for students before the break and also to again allow GCCSA to have face to face engagement with students.

GCCSA are also in the middle of planning a Green Week in April. The current plans involve a link with Enva who will provide some resources and games to educate students on recycling and sustainability. GCCSA are also trying to connect with GCRB and other external partners to provide information to students so there is scope for this to grow and become a larger event. The key purpose is to raise awareness around recycling and sustainability both in terms of what the college is already doing to support this and what students and staff can do more to help.

GCCSA are also planning to host cultural events in May. These events will be an opportunity for students to meet other students from different cultures and have a social event where there will be snacks on offer from different countries and some games to engage with and get to know other people. This will be targeted at ESOL students but also open for any student cross campus to come along to.

GCCSA are also keen to support Mental Health week in May, particularly as this can also be a key exam time for students. The plans are in the early stages for this however we have already connected with external partners to come in and host stalls and are speaking to the Mental Health lead within the college to come up with finalised plans. This work also ties into our aim for the Healthy Body Healthy mind award which is ongoing, we have successfully completed the training towards part of the award and we are very close to achieving bronze which would be great.

4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

N/A

5 RISKS

N/A

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

N/A

BOARD OF MANAGEMENT/ COMMITTEE MEETING

Date of Meeting	22 March 2023
Paper Title	Principal's Report
Action	For Information
Prepared by	Jon Vincent, Principal and Chief Executive
Agenda Item	23.15
Status	Disclosable

1 PURPOSE OF THE REPORT

- 1.1** This report provides Board members with an overview of the key internal and external developments occurring between December 2022 and March 2023 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. All reported infections are investigated to identify common themes or potential sources of outbreak within the College. Since 1 August 2022 there have been 111 student and 68 staff cases reported. To date, this academic year we have had no reports of staff absence due to Long-Covid.

- 3.1.2** The College Covid Response Committee now meets monthly and active CO2 monitoring continues to take place throughout all rooms on all campuses. The results of monitoring activity are continuously evaluated, and mitigating action put into place wherever poor ventilation is found.

3.2 Anniesland Campus Update

- 3.2.1** On Tuesday 10 January 2023 the Principal took the decision to close the Anniesland campus due to advice received which indicated that the campus was not safe.

- 3.2.2** Initial survey work undertaken in the latter part of 2022 highlighted the need to replace and/or repair areas of render at Glasgow Clyde College's Anniesland campus. However, after tender was issued, potential contractors highlighted their concerns that the cause of the render discoloration needed further investigation.

- 3.2.3** Further investigation by surveyors highlighted that water ingress from the windows was causing the render discoloration and this was due to the poor quality of window installation. The survey raised concerns about the integrity of windows due to timber decay because of this poor installation.

- 3.2.4** Over the Christmas and New Year period extensive survey work was undertaken on windows in main three-story block which raised serious concerns about the integrity of some window units and led to the decision to temporarily close the campus to allow more extensive survey work on the main block and lower workshops. The campus closed to students and staff on Tuesday 10 January 2023.
- 3.2.5** Provision was transferred to Kelvin College (West Campus), West College (Clydebank Campus), Glasgow Caledonian University, Strathclyde University, CITB National Construction College and local community centres.
- 3.2.6** Further survey work concluded that windows throughout the campus are all the same type, but that the quality of installation in the lower workshops was much better than the main block.
- 3.2.7** Following some remedial works the lower workshops reopened for student activity on 1 February 2023 but the main block remains closed.
- 3.2.8** Contractors have now been secured to undertake remedial works to the windows in the main block which will allow the building to be reopened. It is hoped that the building will reopen on Monday 17 April 2023.
- 3.2.9** The survey work is clear that all windows in the main block require replacement as a matter of urgency and this could also require the replacement of the exterior cladding system. The windows in the lower workshops will also need to be replaced earlier than planned.
- 3.2.10** The warranty on the campus expired in 2020; however, the prime contractor, BAM, was aware of an on-going issue with the windows and water ingress throughout the campus. The College is currently taking legal advice and has written to BAM to explore appropriate next steps.
- 3.3 Cardonald Campus Update**
 - 3.3.1** On Monday 9 January 2023 the College became aware of a significant flood in the Cardonald tower building.
 - 3.3.2** In advance of the campuses reopening after the festive break, Legionella Flushing was undertaken throughout all campuses on Friday 6 January 2023. The Flushing process involves all taps being turned on for a short period before being switched off again.
 - 3.3.3** Unfortunately, due to human error, one tap was left switched on and was only discovered on the morning of Monday 9 January. The tap was located at the south-end of the fifth floor of the tower building and the flood impacted on classrooms and offices on that floor and those below.
 - 3.3.4** Classes were promptly relocated or moved on-line while the rooms affected were cleaned up and repairs undertaken to electrical systems. Fortunately,

no IT infrastructure was damaged. The total cost of repair is circa £30k and will be covered by our insurer.

- 3.3.5** A new Legionella Flushing method statement has been subsequently agreed to reduce the risk of a repeat occurrence.

3.4 Education Scotland Annual Engagement Visit

- 3.4.1** On Monday 5 December the College received a visit from a small team (3) of Education Scotland assessors who undertook the Annual Engagement Visit.

- 3.4.2** The purpose of the visit is to the review the progress being made by the College in relation to the areas for improvement identified by Education Scotland during their Progress Visit in November 2021.

- 3.4.3** On 22 February 2023, the College received the final report. Ian Beach, HMI, attend the Board's Learning and Teaching Committee on 1 February 2023 to present the findings. A separate report on the findings of Education Scotland's visit will be presented to the Board of Management meeting on 22 March 2023.

3.5 Ministerial Visit to Glasgow Clyde College

- 3.5.1** On Tuesday 7 March 2023, the Minister for Higher Education and Further Education, Youth Employment and Training, Jamie Hepburn, MSP visited our Langside campus. The Minister toured the campus with senior members of staff and observed activities in horticulture, performing arts and sport coaching.

3.6 Confederation of British Industry Conference

- 3.6.1** The Confederation of British Industry (CBI) held a conference title 'The Future Of Work' at the Langside campus on Tuesday 7 March 2023. The keynote address at the conference was provided by Jamie Hepburn, MSP, Scottish Government Minister.

- 3.6.2** The conference was attended by numerous large companies based in the Glasgow region and included inputs from Scottish Government, Skills Development Scotland, and CBI Scotland.

3.7 Catering Students Competition Success

- 3.7.1** At the Scottish Culinary Championships held on 8 March 2023, NQ Professional Cookery Level students Ruby Burgess and Gana Tsedensuren were winners in the Street Food (Team of Two) category.

- 3.7.2** The students' winning menu comprised:
- Scottish Salmon and King Prawn Ramen
 - Seared Chicken Lavash Bread with Hummus Sauerkraut, Roasted Red Pepper, and Pomegranate Syrup
 - Aubergine Parmigiana with Rocket, Olives, and Sun-Blush Tomatoes
 - Belgian Waffle with Dark Chocolate Sauce, Glazed Banana, Butterscotch, Toasted Nuts and Caramel Mascarpone

3.7.3 The students had one hour to produce the dishes. Judges were looking for modern, creative dishes served in traditional street food style containers.

3.8 Wella and Glasgow Clyde College Launch Colour Expert Course

3.8.1 A partnership between international Wella UK and Glasgow Clyde College has resulted in hairdressers being able to take an even deeper dive into the world of colour, as Wella launches The Wella Colour Higher Level Diploma. Students will study the most intricate details of being a colourist and explore the role of a colourist in greater depth than ever before. This is the first time the hairdressing industry has offered a degree-level certificate of this kind, making it a major step forward for recognizing the professionalism and technical acumen needed to be a true colour expert.

3.8.2 Students will learn everything from the highest level of practical skills at a degree course level, along with dynamic valuable modules that encompass topics such as academic writing, how the economy impacts your colour business, leadership in hairdressing, psychology, safeguarding client's responsibility and much more. Modules have been designed to push colourists to their limit, exploring everything from the hair and scalp biology to business leadership, at a level previously not possible.

3.9 University and College Admission Service (UCAS) Centre Statistical Report for 2022

3.9.1 UCAS have published a series of useful reports which enable us to assess our performance in helping our students access opportunities at university. These report that, in 2022, we had 788 applicants to university, of which 90% were made offers (up 4% on last year) and 70% accepted them (up 2%). These figures do not include 245 students on our SWAPWest University Access Programmes, who apply through a separate centre number and would bring our total number of applicants to around 1,000. Whilst our top 5 destinations are Glasgow Caledonian University (GCU), University of the West of Scotland (UWS), the Glasgow School of Art, Strathclyde University and Glasgow University, last year Clyde students also progressed to institutions in Sheffield, Leicester, London, Bristol, Brighton, and Buckinghamshire.

3.9.2 Despite the positive improvement on the percentage of offers and acceptances, the total number of applications was down in 2022 by 19% (about 184 applicants), having consistently delivered over 950 applications for 4 consecutive years. This was partly due to the reduction in HNC students at Glasgow Clyde College and possibly less confidence in the university experience so soon after lockdown. A Competitor Report from UCAS benchmarks Glasgow Clyde College against 20 local secondary schools and 6 similar-sized Scottish colleges, and it reveals that applicant rates fell by a similar margin across the sector, so it is not an issue unique to our own College and presumably a consequential impact of the pandemic period.

- 3.9.3** The competitor report also reveals some significant strengths for Clyde's progression pathways. 33% of our applicants secure places at GCU (compared to 21% for our local competitors) and 22% go to UWS (compared to 14%.) An incredible 8% of our applicants win a place at Glasgow School of Art, compared to only 1% from other institutions. Nursing, Counselling, Occupational Therapy and Midwifery are also all subjects where students significantly increase their chances of securing a place at university by coming to Clyde.

4 EXTERNAL ENVIRONMENT

4.1 External Review of Glasgow Colleges Regional Board

- 4.1.1** The Scottish Funding Council's publication 'Review of Regional Strategic Bodies – Glasgow Colleges' Regional Board' published in October 2020 made the following recommendation:

- *We propose that now is an appropriate stage in development for GCRB to begin conversations to consider further reformation of the structures in Glasgow that will facilitate the continued effective and efficient delivery of education and skills for the Region. We therefore recommend GCRB and the colleges explore other organisational options that build on and secure pan-regional planning, further efficiency gains, the financial viability of the constituent colleges, and a Glasgow front door for students, employers, and other stakeholders. This should include options that may lead to reformation of the regional structure and further consolidation that will fulfil regional and policy objectives.*

- 4.1.2** In spring 2022 the SFC asked GCRB to conclude their review activities and thereafter the SFC took over leadership of this process. In autumn 2022 the SFC and GCRB jointly commissioned an external consultant to undertake a review of four key options for reformation.

- 4.1.3** The SFC/GCRB commissioned report was received by the SFC at the end of October 2022.

- 4.1.4** In December 2022 colleges were informed, by GCRB, that the SFC now intend to carry out further consultation activity in the new year on a limited range of options, before seeking to conclude on their preferred option in summer 2023. To date, the College is unaware of any further consultation activity taking place.

4.2 National Bargaining Update – EIS-FELA Lecturers' Pay Claim 2022/23

- 4.2.1** 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.

- 4.2.2** **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.

- 4.2.3** On 9 March 2023, EIS-FELA announced the results of a national consultative ballot. On a turnout of 67% of members, 91% voted in favour of Action Short of Strike (ASOS) and 70% voted in favour of Industrial Action. It is likely that a Statutory Ballot will open during the week commencing Monday 13 March 2023.

4.3 National Bargaining Update – Support Staff Pay Claim 2022/23

- 4.3.1** The Support Staff National Pay Claim for session 2022/23 from Unison, GMB and Unite was submitted on 1 September 2022. The claim is for a consolidated flat-rate payment of £5,000 added to all support staff salary points including outsourced staff.

- 4.3.2** The claim also requests the following:

- Early payment of the new living wage rates
- Introduction of national bargaining arrangements for senior staff in the college sector
- Living Hours accreditation got the sector for all directly employed and outsourced staff.
- Reduced working week of 30hrs.
- Development of a national 'phasing into retirement' plan
- National pay and grading structure and pay harmonisation for all support staff as an outcome of the national job evaluation exercise.
- Catering subsidy for staff (£100 voucher)
- Upward harmonisation of annual leave days to 49 days for all staff
- Development of a national career break policy
- Introduction of a Union/Management NJNC Compliance Group
- Increased mileage allowance (from £0.45 to £0.55 per mile)
- Introduction of 2 flexible wellbeing days per year to support staff mental health.
- Increase in all rates and allowances to reflect the increased cost-of-living

- 4.3.3** In addition to the current pay claim, support staff unions are also seeking the implementation of what they consider to be outstanding matters from claims in previous years; which are:

- Sectoral harmonisation on the application of the Living Wage
- Upward harmonisation of miscellaneous leave across the sector (inc. parental leave, dependant leave, personal/family difficulty time-off, examination/study leave, moving house/wedding leave, religious and cultural observance time-off, Jury Duty paid time-off, and IVF leave)
- Payment of homeworking and hybrid working expenses and national policy on hybrid working

- 4.3.4 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.

- 4.3.5** On 7 March 2023, Unison announced their intention to open a Statutory Ballot for industrial action commencing on 16 March 2023. The basis of the ballot is according to Unison “...a trade dispute over a failure to agree on pay, terms and conditions and the pay harmonisation element of the 2022/23 claim for all workers whose pay, terms and conditions are determined by the National Joint Negotiating Committee (NJNC)”.

4.4 National Support Staff Job Evaluation Project

- 4.4.1** An Agreement of the National Joint Negotiating Committee (NJNC) in August 2017 committed the college sector to a national approach to job evaluation.

- 4.4.2** From the outset of the project there has been a disagreement between the employers and the trade unions about what was the August 2017 agreement commitment. The employer’s view being that it was a commitment to a national job evaluation process but not to a national pay and grading structure and the trade unions view that it was a commitment to a national approach to both job evaluation and to the development of a new national pay and grading structure for support staff in colleges.

- 4.4.3** The original project plan anticipated completion of the analysis and implementation of the pay structure by May 2020. However, there were delays in getting the role analysts started and in November 2020 there was a communication from the project that stage 2 (completion of the analysis and pay structure implementation) would now be complete by April 2021 rather than the original planned date of May 2020. However, it is envisaged at this time, that formal notification of role evaluation outcomes and ultimate pay outcomes issued to staff will be around September 2023.

- 4.4.4** On the 6 March 2023, the National Joint Negotiating Committee released the following statement:

“Following our update in December 2022, we can now report that all 22 college HR departments have received the initial outcomes from the evaluation process for feedback.

College HR department feedback is now ongoing and will be considered before the finalised outcomes from the evaluation process are ready for ratification from the NJNC Job Evaluation Working Group, and subsequently the full NJNC.

Employers and support staff trade unions met on Wednesday 22 February 2023 for informal, exploratory discussions on this area of work. This included undertaking Stage Three (development of pay and grading options) in a timeous and efficient way. Both sides reiterated their joint commitment to ensuring college staff can access the funding set aside for National Job Evaluation outcomes as soon as possible.

Further discussions will continue between employers and support staff trade unions over the coming weeks, and we will aim to provide a further update in April 2023.”

4.5 Independent Review of Qualifications and Assessment in Scotland

4.5.1 On 3 March 2023, the Scottish Government published “Independent Review of Qualifications and Assessment in Scotland: Interim report”, from the Review led by Prof Louise Hayward.

4.5.2 A process of engagement was launched for the final phase of the review, to consider the preferred model – information and questions are in a Discussion Guide for Schools, Colleges and Other Youth Settings and a Briefing Paper. The draft model includes the creation of a Scottish Diploma of Achievement (SDA). The SDA would gather evidence of progression and achievement in three areas: subjects or curricular areas; learning in context, an interdisciplinary project-based approach; and a ‘personal pathway.’

4.6 NUS Scotland – Cost of Survival Report

4.6.1 NUS Scotland published Cost of Survival, based on a survey of 5,306 college and university students and apprentices. Issues covered include housing, finances, and mental health and wellbeing.

- 37% considered dropping out for financial reasons (up 1ppt from February 2022).
- The main reason is not having enough money in their loan or bursary (34%); cost of living was cited by 19%.
- 21% have missed a class due to travel costs and a further 7% missed a placement.
- 52% skipped a meal, 11% used a foodbank (up 3ppt), 45% have gone without heating; 35% were unable to pay their rent in full.
- 11% were unable to find somewhere to live by the time their course began in September 2022.
- 10% had experienced homelessness or were currently homeless (2%).

4.7 General Teaching Council for Scotland Registration Update

4.7.1 The General Teaching Council for Scotland (GTCS) has approved the Standard for Provisional Registration (Lecturers in Scotland’s Colleges). Registration with GTCS is mandatory for college lecturers.

- This is a new ‘transitional route’ to registration for lecturers who do not yet hold a GTCSrecognised teaching qualification or equivalent for those who qualified outside Scotland.
- To be awarded Full Registration in the FE category, lecturers must meet the provisional standard and achieve a teaching qualification.

4.7.2 The provisional registration category opens for applications in April 2023.

5 RISKS

5.1 The College continues to actively monitor Covid-19 inflection rates, undertake daily analysis of CO2 levels in all areas, 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 The outcome of the external review of Glasgow Colleges' Regional Board and awaited Scottish Government decision on its future is likely to have a significant impact on the College. It is considered unlikely that the 'status quo' or 'mergers leading to a single Glasgow college' options will be favoured by the Scottish Government. Whichever option is selected there will be a period of realignment for the region.
 - 5.3 The National Joint Negotiating Committee (NJNC) are currently negotiating the 2022/23 lecturers and support staff pay settlements. The College has no direct involvement in the national process. In previous years, the negotiations have broken down leading to industrial action 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 with either group of staff will be consistent with the Public Sector Pay Policy (PSP). The College has budgeted for an above PSP settlement but no funding to support the ongoing cost of a settlement has been given by the Scottish Government thus far.
 - 5.4 The national job evaluation project has been substantially delayed due to a combination of recruitment difficulties and disagreements between the employers' representative body and TU partners. Expectations of the outcomes of the project on the salaries of members of support staff is high but it is unlikely that the actual pay awards will meet their hopes. The issue of a consistent national pay and grading structure is yet to be resolved and is likely to be the source of dispute in the months ahead.
 - 5.6 Regular dialogue is taking place with both GCRB and Scottish Funding Council regarding the ongoing problems at the Anniesland campus. However, no financial support has been given by either organisation thus far. Those students who have been able to return to campus are able to undertake their studies without further inconvenience. Students who would normally be housed in the main block are currently being taught at venues across Glasgow or remotely. Recruitment of students on to courses advertised at Anniesland in January was in line with expectation and student retention has held-up well. The cost of investigatory surveys and repair works to the windows is being met through the Annual Estates Maintenance Grant provided by the SFC. The costs associated with accommodating students at alternative venues is being met through our revenue budget. So far, media attention has been limited to one neutral article online and student complaints have been few and managed at the first level of the complaints handling procedure.
- 6 ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/LEGAL/ FINANCIAL/EQUALITY AND DIVERSITY**

- 6.1** The cost associated with any agreed national pay award will be met through the Colleges' existing revenue budget. There has been no indication from the SFC or Scottish Government that additional resource will be made available to fund any pay offer.
- 6.2** The College has engaged its legal advisors on the Anniesland campus closure. The College has written to the primary constructor BAM outlining the situation and is awaiting a response.
- 6.3** The impact of the partial closure of Anniesland campus has so far been small on student recruitment and retention and it is not anticipated that it will have a material impact on our ROA targets.
- 6.4** There are no matters contained in this report which require the execution of an Equality Impact Assessment.

BOARD OF MANAGEMENT MEETING

Date of Meeting	22 March 2023
Paper Title	College Strategic Risk Register
Action	For Noting
Prepared by	J Thomson, Vice Principal Resources & College
Agenda Item	Development 23.19
Status	Disclosable

1 PURPOSE OF THE REPORT

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

2 ACTION FOR THE BOARD

- 2.1 Members are invited to note this paper.

3 BRIEF BACKGROUND INFORMATION

- 3.1 The College's Strategic Risk Register as at 13th March 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 A comprehensive review of the risks register was undertaken in 2022 considering the key risks for the College in achieving its five Strategic Plan themes.
- 4.2 The five themes of the Strategic Plan as approved by the Board of Management are as below:
- Theme 1 – Inspirational Learning and Teaching
 Theme 2 – Partner of Choice
 Theme 3 – Unrivalled Student Experience
 Cross Cutting Theme 1 – Employer of Choice
 Cross Cutting Theme 2 – Financial Resilience through Operational Excellence
- 4.3 The College Strategic Risk Register is attached which shows the risks linked to the Strategic Plan themes and the related mitigating actions.

- 4.4 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. There have been some minor amendments to the mitigating actions for a couple of the risks and these changes are highlighted in the narrative of the actions in red.

- 4.5 The three high risks in the College Strategic Risk Register are :

Risk 1 – 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 SFC income. This is a significant risk as has been reported on to the Board of Management through many recent discussions. The three year financial forecast has been approved by the Board of Management however the plan still has annual deficits and the College are planning to make savings in staff costs and non-staff costs through the period of the plan.

Risk 2 – 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 3 - Failure to achieve SFC credits target and clawback of funding

The College (and many other Colleges) did not achieve their SFC credits target in each of 2020/21 and 2021/22 largely as an impact of COVID and effects on student retention. The College are closer to target for 2022/23 and the SFC have confirmed that Colleges have a 2% tolerance level on their credits target for the financial year. Although the College is closer to target for the year at this time this risk has remained as a residual high score as there are two factors which may still impact one of which is the closure/now partial closure of the Anniesland campus and the other is the treatment of the credits target for 2022/23 for Foundation Apprenticeships.

- 4.6 There are two risks where the residual risk score is above the College's Risk Appetite of Open which are risks 1 and 2 being above the residual score of 19 both being at a score of 20. For risk 1 which is related to implications of national bargaining and possible negative impact on employee relation there is a limit to what the College can control in relation to this risk given it is as a

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result of a national process however the College fully engages with related Employee Association, Principal and HR College Group discussions and communicates both formally and informally with the unions and staff. For risk 2 on failure to manage financial sustainability through the period of the financial plan this risk score was increased to be above the risk appetite following discussion at the Board of Management in October and the Board have tasked College management with providing a planned approach to improving College financial sustainability including how efficiency will be improved, costs decreased, prioritising the most successful areas of the curriculum over others, and developing any further revenue streams. This will be reported upon at each future Finance and Resources Committee from November for the 2022/23 year and an update given to each Board meeting.

- 4.7 Three new columns to the right of the Risk Register have now been included which provide links to KPIs for each risk, comparison of the score since last reported to the Board, and whether the risk is increasing, decreasing or there is no change.

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 cause 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.

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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	Increasing/Decreasing			
			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	Health and Wellbeing and Training KPIs measures	9	No change			
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	Student Experience KPIs	9	No change			
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	Development & Training and Staff Recruitment & Retention KPIs	9	No change			
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	Development & Training and Staff Recruitment & Retention KPIs	6	No change			
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	Student Experience ns Student Performance KPIs	6	No change			
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	Student Experience KPIs	4	No change			

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	Increasing/ Decreasing			
			Probability	Impact	Risk Score		Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)								
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	Student Performance KPIs	4	No change			
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	Student Performance and Resource Utilisation KPIs	4	No change			

BOARD OF MANAGEMENT MEETING

Date of Meeting	22 March 2023
Paper Title	Estates, Capital Expenditure and Masterplan Update
Action	For approval
Prepared by	Janet Thomson, Vice Principal Resources and College Development
Agenda Item	23.20, 23.20A, 23.20B
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 2022/23 and 2023/24 and on any other significant estates related matters.

2. ACTION FOR THE BOARD OF MANAGEMENT

- 2.1 Members are invited to approve the updated capital masterplan.

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 COLLEGE CAPITAL PLAN FOR 2022/23 AND 2023/24

- 3.1.1 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. The update on the capital projects plan for 2022/23 and 2023/24 is shown in the attached schedule 23.11B. The College's indicative capital allocation for 2023/24 is not yet known and will not be until later in March 2023 however is anticipated to be of the order of 2022/23 given that the capital allocation to the sector for 2023/24 is higher than 2022/23 overall.
- 3.1.2 The College are working with Doig & Smith, the appointed project manager team to progress the projects in the capital plan for 2022/23. Doig and Smith

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were previously appointed for a two-year period following a tender process. The College's capital plan was prepared based on the College Estates Condition Survey, which was completed in 2021 for all the College buildings, and preparatory work already undertaken by Doig and Smith on a number of known urgent projects, combined with judgement and knowledge of projects which need to be prioritized to address emerging needs for the College.

- 3.1.3 The Condition Survey 2021 which was completed by the Oakleaf Group indicated £9.9M of estates works to be completed (with the breakdown being £3.2M at the Anniesland campus, £4.7M at the Cardonald campus, and £2.0M at the Langside campus) over the five-year period. These figures exclude VAT and professional fees hence the total figure based on the survey would be over £13M.
- 3.1.4 Following on from the above assessment there were a range of priority areas to be progressed within the College's capital plans and the capital masterplan for 2022/23. The plans for 2022/23 have been worked upon in partnership with Doig and Smith with at least fortnightly progress discussions with the College taking place.
- 3.1.5 Several of the projects being managed by Doig and Smith have had updated costings through the progress of design and scope and the updated budget costs including VAT and professional fees are as in the attached plan update.
- 3.1.6 There are three projects where there have been significant changes since the original plan. The first of these is the situation in respect of the original Anniesland Render Repairs Project for which in 2022/23 is now Velfac Windows Health & Safety and Investigation Works. The changes are summarised in a separate attached annex paper i.e. annex A23.20A which is the narrative on this situation as has also been supplied to GCRB for their Performance and Resources Committee on 15th March. The other two projects with significant changes are the Cardonald Campus Lifts Project and the Heating and Cooling and Chillers at the Anniesland campus with further detail on them in the following two paragraphs. For both of these there have been significant increased budget costs from the original plan figure following review of scope and design.
- 3.1.7 The Cardonald Campus Lifts Project is a project to address significant issues with the five lifts at the ten storey Tower Building at the Cardonald campus which don't function properly, and whilst safe, there are problems in the effective functioning of their combined controls plus they break down frequently sometimes with student and/or staff entrapments. The original

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target budget cost was an estimate and the scope has changed significantly since that time to fully address the issues and to provide required improvements. This is a long programme of 46 weeks which will therefore continue into the 2023/24 capital period. The commitment of £750k is for the full five lifts upgrade project including VAT and professional fees and will span into next year with the balance of funding from the 2023/24 allocation (of around £405k). The lifts project has had a fully tendered process with four tenders returning and the College is about to commit to award this project.

- 3.1.8 The Heating and Cooling and Chillers Project at Anniesland was originally two separate projects which are now combined into one. The scope of this project was enhanced at tender stage to provide the most beneficial outcome including upgrading rather than like for like replacement and additional works. Some of these enhancements will provide more efficient equipment with lower future utility consumption hence a better overall investment.
- 3.1.9 In addition, there are further projects for future years planned with outline timings at this stage and the identified works which need to be completed are shown in year 2 of the plan i.e. 2023/24. More work will be undertaken to further consider priorities for year 2 and beyond for the College's capital plan and this will be done with the Head of Estates, Facilities and Energy and in conjunction with Doig and Smith to complete the plan for 2023/24 which will be dependent on available allocation and costs associated with the Anniesland windows project following the initial remedial repairs.
- 3.1.10 The overall capital plan for 2022/23 as attached utilizes the full allocation of £2.089Million in 2022/23 and as indicated in paragraph 3.1.7 will utilise £405k of the 2023/24 allocation in relation to the Cardonald campus lifts project.
- 3.1.11 In addition to the SFC/GCRB related capital projects for 2022/23 and 2023/24 there are two projects which are related to GCEF funding, and these are included at the bottom of the attached 2022/23 and 2023/24 masterplan summary. These two GCEF projects are the Cardonald Public Realm project which is largely now completed and the College Learning Spaces project which is £2.3Million in total and is being progressed through 2022/23 to 2023/24. A design team has been appointed to progress this and a presentation with an update on the progress on this project will be given under item 23.13 of the Board meeting agenda.
- 3.1.12 The updated capital plan for the College for 2022/23 and 2023/24 is being submitted to the Board of Management for approval.

3.2 CLEANING TENDER

- 3.2.1 The current cleaning contract for the Anniesland and Langside campuses expires on 6th May and work has been ongoing to prepare for the new contract working in partnership with the College's APUC representatives. The overall contract has a value of circa £3.3Million plus VAT i.e. around £4M over the five year contract period. There were four tenders received which have been assessed and evaluated. Given the mobilization period of 6 to 8 weeks the Chair will be requested to sign the new award of contract.

4. RISKS

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

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

- 5.1 There could possibly be legal implications from this paper in respect of the projects for the Cardonald campus lifts and the Anniesland render repair works relating to the issues with the previous works undertaken and a verbal update will be given at the meeting. 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.

Annex A

Summary of Anniesland Render Repairs Project now Velfac Windows Initial Safety & Investigation Works Project

- 1.1 There has been an impact on College operations during 2022/23 due to the significant issues the College has experienced over the evolving situation at the Anniesland campus. This is in relation to the original planned Render Repairs Project which was planned to address longstanding water ingress issues at the campus where render repairs were originally believed to be the solution to the issue based on a visual survey previously undertaken by a survey provider some time earlier. These works were tendered in September and when the tenders were returned the lowest tender for the works was £580k excluding professional fees compared to the original plan estimate of a total of £280k due to the tenders including repairs to anticipated damage to fire breaks between the three floors from water ingress and associated works needed.
- 1.2 Following the receipt of these tenders some intrusive investigative works were undertaken through Doig & Smith to enable a full review of the planned works and with a hope at that point of bringing the tendered costs down. Through these investigative works it was discovered that the problem was much more significant than originally thought and that the water ingress was actually being caused by very poor workmanship in relation to all of the windows' original installation when the Anniesland campus building was built in 2009 to 2010, which had not been picked up previously.
- 1.3 In addition, it was highlighted that the window design was not the most appropriate for the climate in the West of Scotland, as these are Velfac windows which given their construction are better suited to warmer and drier climates. However, the main water ingress issues have been caused by the poor workmanship of the original windows installation where there are a range of issues including gaps around windows and sills not properly installed leaving incomplete surrounds for some windows which has led to timber decay of the windows inside the aluminium sashes and the extent of that decay is variable.
- 1.4 Further intrusive survey work was undertaken on 5/6 January 2023 which identified that the situation was even worse than previously understood when it was discovered that a panel was unsafe to the extent that it could fall from the main three storey building. This panel had remedial repairs completed at that time however having found this issue Doig & Smith were unable to assure the College about other windows and panels being safe from falling from the building. This was reported to the College on 10 January 2023 and the Principal therefore had to take the decision to close the Anniesland campus to students and staff immediately that day for health and safety reasons.
- 1.5 Survey work continued in the days thereafter with a first focus on reopening the single storey nursery if possible and safe which was able to be done the following week, and the second focus on the lower-level areas of the building which were able to reopen for staff from 30 January 2023 and for students from 1 February 2023. These lower-level building areas contain mainly a range of specialist facilities such as sport, dance, and construction and engineering workshops.

- 1.6 The main three storey Anniesland campus building remains closed. Discussions on reopening the campus with Doig & Smith and their structural engineer Blyth and Blyth had been a plan to scaffold the entire three storey building the whole way around with crash decks, to ensure that should any window or panel fall it would be caught and not cause injury. This would require a substantial structure with a lot of windows which are very heavy in places ranging up to 176kg.
- 1.7 Three scaffolding suppliers returned tenders and their costs ranged up to £350k excluding professional fees and all had an ongoing weekly hire cost which ranged between £5k and £10k. Doig and Smith reviewed the prices and methodologies and followed up on queries over a number of weeks in February.
- 1.8 It was then reported to the College that as well as the high cost of the scaffold there was an issue with the scaffold being constructed given the extent and height of the area to be covered. The College was informed that the first of the two options was a kentledge/ballast option to secure the scaffold which would protrude circa 7.5m beyond the working platform and would result in the total width of the scaffold being circa 10m wide which would provide issues with paths, roads etc. This option would also have very high costs. The second of the two options was for the scaffold to be secured to concrete floors. This would require a contractor to attend site in conjunction with the scaffold installer to remove aluminium sashes and cladding to allow fixings to be installed and the scaffold would require to be secured between 3-5m centres. This option would require further closure time for areas where sashes or cladding had been removed, which would likely have timber framing and boarding with temporary insulation installed to prevent heat loss.
- 1.9 Given the significant cost and logistics of the scaffolding options which would have to be in place for some time there was then an alternative proposed solution which was to directly undertake remedial repairs using a separate contractor and a cost for that option was returned at £83k excluding professional fees and with no ongoing hire costs. This was only reported to the College on 27 February 2023 and was agreed as the preferred option with a single source justification being completed for the contractor as it is an urgent health and safety matter.
- 1.10 The previous Render Repairs Project in 4.1 above is now amended to “Velfac Windows Initial Safety and Investigation Works” for the direct access remedial repairs project which is £166k including professional fees. This project needs to be completed to enable the main building at Anniesland to reopen. This is being done as a matter of urgency and it is hoped the building can reopen around Easter after these works are completed having commenced on 6 March 2023. In the meantime affected classes have been decanted or have gone online and whilst this continues there is a concern that there may be an impact on student retention. There will thereafter need to be works done to replace/repair the windows for the future on a phased basis however the design and extent of these works will not be fully known until the health and safety and investigative works are completed.
- 1.11 The College is in discussion with its lawyers on potential legal recourse for the very poor workmanship of the original building. Whilst the Anniesland campus building was built over 12 years ago the College is planning to write to the construction company who built the building BAM to indicate the serious concerns and implications as a result of the poor initial workmanship on the windows installation.

Glasgow Clyde College
Capital Masterplan 2022/23 - Expenditure against plan at 6th March 23

Project Ref	Project Description - Capital Projects	Project managed by	To be funded by	2022/23 Dec Board Approved Capital Projects Plan	2023/24 Dec Board Approved Capital Projects Plan	Dec Board Approved Two Year Capital Plan		2022/23 Updated Capital Projects Plan	2023/24 Updated Capital Projects Plan	Updated Two Year Capital Plan	Capital Expenditure August 22 to Feb 23	Remaining balance of project	Comments at 13th March 2023
1	Cardonald Campus Fire Alarms and Intruder Alarms Replacement	Doig & Smith	SFC/GCRB	£371,514		£371,514		£379,000	All committed in 22/23. Spend c/fwd to 23/24.	£379,000	£54,172	£324,828	Current systems needing upgraded. Project awarded and being progressed.
2	Cardonald Campus Lifts - Project design only in 22/23. Works will be in 23/24.	Doig & Smith	SFC/GCRB	£270,000	£480,000	£750,000		£345,000	£405,000	£750,000	£51,625	£698,375	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. Design completed and tender returned to be signed off mid March with full £750k commitment. 46 week programme to complete all five lifts.
3	Cardonald Skills Centre Heating and Cooling	Doig & Smith	SFC/GCRB	£422,000		£422,000		£439,000	All committed in 22/23. Spend c/fwd to 23/24.	£439,000	£5,879	£433,121	Significant issues with Heating system in the Skills Centre have been experienced over a long term basis. Works commenced December 22 and due to complete March..
4a	Anniesland campus - Previously Render Repair works and made higher at Dec Board as larger scale of works. Now including larger scale of works	Doig & Smith	SFC/GCRB	£505,000	£120,000	£625,000		£166,000	Future costs to be confirmed after March/April health and safety and investigation works	TBC	£4,750	TBC	Render repair works were in original plan. After survey realised much more substantial works required mainly due to poor workmanship of the original windows installation. Campus closed in January due to health and safety issues with partial reopening in February. The current works are a 4 week remedial project then plan to reopen from Easter with future further works to be programmed from summer 23 and likely to be until summer 24
4b	Anniesland Water Ingress	Doig & Smith	SFC/GCRB	Included above in 4a	Included above in 4a	Included above in 4a		Included above in 4a	Included above in 4a	Included above in 4a	Included above in 4a	Included above in 4a	Originally estimate for water ingress at the southern elevation of the building which needs to be remedied. This is now included as part of the above project and the required future works.
5a	Anniesland campus - Heating & Cooling in Library & Dance areas of the building (now combined with 8 below)	Doig & Smith	SFC/GCRB	£273,000		£273,000		£504,000		£504,000	£67,843	£436,157	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. Contract awarded to progress in March and April.
5b	Anniesland campus - Chillers Replacement	Doig & Smith	SFC/GCRB	Included above in 5a	Included above in 5a	Included above in 5a			Included above in 5a	Included above in 7	Included above in 7	Included above in 7	The chillers are reaching end of useful life and need replaced. Part of the above project.
6a	Langside Campus - Intumescent paint to columns below Theatre building overhang	Doig & Smith	SFC/GCRB	Included below in 6b	Included below in 6b	Included below in 6b		Included below in 6b	Included below in 6b	Included below in 6b	Included below in 6b	Included below in 6b	Deterioration in this area and needs repaired.
6b	Langside - Litehouse Roof repairs (previously was for replacement). Now includes 10 above and retaining wall	Doig & Smith	SFC/GCRB	£193,000		£193,000		£193,000		£193,000	£17,118	£175,882	Profiled metal sheet roof on Litehouse building which needs repaired in areas of corrosion/ deterioration.
6c	Langside campus - works to repair retaining wall at the Litehouse building	Doig & Smith	SFC/GCRB	Included above in 6b	Included above in 6b	Included above in 6b		Included above in 6b	Included above in 6b	Included above in 6b	Included above in 6b	Included above in 6b	There is cracking to the stone wall in this area and needs to be repaired.
Works reprioritised below this line - to be progressed after Anniesland works for 2023/24 as first priority													
7	All campuses - Building Management System Replacement/ Upgrade	Doig & Smith	SFC/GCRB		£250,000	£250,000		£25,000	£225,000	£250,000		£250,000	The building management system at each campus needs to be reviewed to enable a system which provides a higher degree of controls across the campuses. This is essential particularly for better utilities management and also for the comfort of building users in levels of heating across the campuses. Broad estimate only at this stage.
8	Cardonald Car Park Entrance Project (amended from previously planned in 2022/23 to summer 2023)	Doig & Smith	SFC/GCRB		£66,000	£66,000		£15,000	£55,000	£70,000		£70,000	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 best to be done out of term hence now will be summer 2023.
9	Langside Mary Stuart Building Fire escape repair	Doig & Smith	SFC/GCRB			£0			TBC	TBC		TBC	Project was previously considered however can't be done in term time. To be reconsidered for summer 23. The fire escape can be used but could be much improved.
10	Cardonald Campus CCTV Upgrade	To be planned for future years	SFC/GCRB		£150,000	£150,000			£150,000	£150,000		£150,000	CCTV cameras and other equipment needs to be upgraded. Yet to be fully costed.
11	Cardonald Campus Roof and structure repair	To be planned for future years	SFC/GCRB		£50,000	£50,000			£50,000	£50,000		£50,000	Specific small areas to be repaired with issues for example of loose cladding or water overflow. Yet to be fully costed.
12	Langside - Mary Stuart Engineering Heating and electrical Systems	To be planned for future years	SFC/GCRB		£80,000	£80,000			£80,000	£80,000		£80,000	System elements need replaced including fan coil units, panels and distribution boards. Yet to be fully costed.
13	Anniesland external works re disabled/taxi pick up and drop off	Doig & Smith	SFC/GCRB		£40,000	£40,000		£3,000	£37,000	£40,000	£2,727	£37,273	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.
14	Anniesland external drainage works	Doig & Smith	SFC/GCRB	£100,000		£100,000		£20,000	£80,000	£100,000	£19,521	£80,479	Drainage issues which require extensive underground works and which are causing ongoing problems. Works due for tender.
15	Cardonald campus Heating System Flue	To be planned for future years	SFC/GCRB		£400,000	£400,000			TBC	TBC	TBC	TBC	The flue in the heating system is not operating as effectively as it should and this would provide a permanent fix to the issue. Yet to be fully costed.
16	Other future years projects to be prioritised (based on condition survey/any other priorities)	To be planned for future years			£2,500,000	£2,500,000			TBC . Balancing figure based on total allocation as available after Anniesland works	TBC	TBC	TBC	Overall figures based broadly on condition survey. Further analysis to be undertaken and detail of future works specified.
Capital Masterplan totals				£2,134,514	£4,136,000	£6,270,514		£2,089,000	£1,082,000	£3,171,000	£223,635	£2,947,365	
plus GCEF projects													
1	Cardonald Public Realm (p22/23 figure previously approved - missed from Dec 22 Board plan update report)	Doig & Smith	GCEF	£652,000		£652,000		£640,000	£20,000	£660,000	£639,332	£639,332	Main works completed summer 22. Final phase of mural to complete in 2023.
2	Learning Spaces	Doig & Smith/ Form Design	GCEF	£75,000	£1,000,000	£1,075,000		£75,000	£1,000,000	£1,075,000	£0	£0	Design works for the Learning Spaces project being undertaken with Form Design Consultants. First stage at cost to College from contingency. Presentation to GCEF on 7th March and presentation to March Board of Management.
Capital Masterplan totals				£2,861,514	£5,136,000	£7,997,514		£2,804,000	£2,102,000	£4,906,000	£862,967	£3,586,697	

BOARD OF MANAGEMENT MEETING

Date of Meeting	22 March 2023
Paper Title	Glasgow Clyde Education Foundation Update
Action	For noting
Prepared by	Janet Thomson, Vice Principal Resources and College Development
Agenda No	23.21
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 early March 2023.

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 project has 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 main works were completed in late summer/ autumn 2022. The only remaining aspect of the project is the planned mural at the base of the Tower building, which will be completed by summer 2023.
- 2) **Financial Sustainability Funding** – This approved fund was for a total of £2.3M at August 2021, 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

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care courses project. The final phase of this funding will be utilised in 2022/23.

- 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 £310k of available funds at end July 21 with no claims since then (Note this figure has slightly increased since last report to the Board of £271k due to a review of amounts claimed for the project). For 2021/22 there was expenditure of £44k on Digital Marketing Non Staff Costs and £31k on the Digital Marketing Officer post who left post in June 22 i.e. a total of £75k which leaves a balance of £235k for 22/23 onwards. This balance has been being used for Digital Marketing costs to date in 2022/23 and four appointments have now been made which will utilise the remaining funds. These posts are a new Digital Marketing Officer for twelve months who should commence in late March/early April and three posts to support the new commercial structure. The restructure was completed in November with a revised focus in the structure into employer related commercial activities and into individuals' related training and funding activities. One post is for fifteen months and two are for twelve months and all commenced in January 2023.

The College continues to progress each of the projects above and to provide monitoring information as required by GCEF.

- 3.3 In addition to the above projects the College is progressing the Learning Spaces Project which is to invest in the refurbishment of internal areas on all three campuses to create high quality informal learning spaces. There has been a College Project Group working on this and a number of site visits were 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 could be made possible, consideration of type and size of space that may be involved and discussion on the technology impacts. The discussions have included student involvement through the GCCSA.
- 3.4 The Learning Spaces Project will involve a mix of smaller scale revenue projects which will be a range of refurbishment of existing areas with

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installation on new furnishings and fittings to modernise specific spaces at each campus, and larger scale capital projects for reviewing substantial areas at the campuses.

- 3.5 A design consultancy team called Form Design Consultants has been appointed for the first phase of works to be funded from College costs at a cost of £27k which will be funded from contingency funds. They are planning for potential seven areas across the three campuses with funding of up to a total of £2.3M for this project.
- 3.6 A presentation was made by Form Design of the progress of their thoughts and plans so far to the GCEF Board on 7th March which was favourably received. A presentation will be made to the March Board of Management meeting and next steps agreed after that including approaching GCEF for the next phase of funds to take forward soon thereafter.

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

Date of Meeting	22 March 2023
Agenda Item	23.22
Paper Title	Governance Update
Action	For approval and noting
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 invited to:
- (i) **Approve** the proposed changes to the OD remit.
 - (ii) **Approve** the election process for a Staff Support Board Member.
 - (iii) Note the provisional meetings dates for 2023/24.
 - (iv) Note the Schedule of Work.
 - (v) Note the Acronym Glossaries – GCC and CDN versions.

3 BRIEF BACKGROUND INFORMATION**3.1 Committee Remits**

The majority of Committee remits were reviewed and approved by the Board in December. The Organisational Development Committee carried out a review of its own effectiveness at its February meeting. Following this review, the Board is asked **to approve** the proposed changes to its remit, as marked with tracked changes.

3.2 Election of Staff Support Member

Our current longstanding staff support member, Clare Walker's, time on the Board comes to an end on 8 September 2023 and an election needs to take place, ideally before the summer break. CDN issued a new guidance note on Staff Elections and the College's process has been updated to reflect this. The main change being that there is no longer a need for a proposer and seconder.

Nominations Committee has reviewed the process for the appointment of a support staff member. The Board is asked **to approve** this process, subject to consultation with the relevant Trade Union as required by the College's Articles of Association.

3.3 Provisional Meeting dates for 2023/24

Please see the schedule at Appendix **23.22C** setting out the likely Board and Committee meeting dates for 2023/24.

3.4 Schedule of Work 2022/23

A schedule outlining the papers that will be considered by the Board during 2022/23 is included at **Appendix 23.22D**. Board members are invited to suggest topics for the June meeting and to also advise of any topics for the 2023/24 session.

3.5 Acronym Glossaries

These are attached at **Appendix 22.89E/e** and include both the College's own glossary and a jargon buster provided by CDN.

4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 23.22A: Organisational Development Committee remit (with tracked changes).

Appendix 23.22B: Election Process

Appendix 23.22C: Schedule of 2023/24 Board and Committee meetings

Appendix 23.22D: Schedule of work

Appendix 23.22E: Acronym Glossaries

5 RISKS

This paper addresses the College's governance arrangements. By ensuring 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



ORGANISATIONAL DEVELOPMENT COMMITTEE

REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the Organisational Development Committee

REMIT

To consider policy and strategy in relation to staff governance including equality and diversity, human resources, staff well-being and health and safety matters.

To fulfil this function the Committee will:

Within the boundaries set by national bargaining, determine the parameters within which the remuneration and conditions of service of all employees, other than the Principal and Senior Management, are set. This excludes the Principal and Senior Management and decisions for other staff made through national bargaining.

Formulate the Board's People-Employer of Choice Strategy and monitor this to ensure targets are being met.

Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.

Receive reports of meetings of the Joint Consultation and Negotiation Committees of the College with the three recognised unions and to consider any matters arising which may require to be raised at Board level.

Review staff engagement including staff survey outputs and communication campaigns and consider any matters arising which may require to be monitored or raised at Board level.

Consider how Human Resources and Organisational Development targets and Key Performance Indicators, including those contained within the College Strategic Plan and balanced scorecard information are monitored and reported upon.

Make recommendations to the Board on major policy matters but with devolved powers to deal with time urgent matters seeking the Chair of the Board's approval where appropriate.

MEMBERSHIP



The membership of the Committee is a minimum of six members of the Board of Management, one of whom will be the Principal and Chief Executive. The Committee shall be chaired by a Board member other than the Chair of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews membership every four years.

The Clerk to the Board, [the Vice Principal Resources and College Development](#), the Assistant Principal Human Resources, Head of Human Resources, and the Organisational Development Manager attend the Committee as advisors. The Committee meets three times per year.

QUORUM

The quorum set by the Committee is three members.

[REVIEWED SEPTEMBER 2021 REVIEWED MARCH 2023](#)

Preliminary Steps		DATE	Comments
1.1	Formal Board approval of Process and consultation with Trade Union.		
1.2	Appointment of Returning Officer (NB:- Normally this will be the Secretary to the Board but in the event of the unavailability of the Secretary to the Board, either of the Depute Principals may act as Returning Officer)		
Nominations			
2.1	Returning Officer issues email to all support staff advising of vacancy and inviting nominations.		
2.2	Nominations to be received by Returning Officer no less than 14 days of the date of 2.1 above.		
2.3	Nominations shall be sent by email clearly marked PRIVATE AND CONFIDENTIAL – SUPPORT STAFF ELECTION NOMINATION		
2.4	Nominations must be signed by the Nominee		
2.5	Candidates may be either full time or part time members of the staff support staff (including managers) and must be on the staff support payroll.		
2.6	If more than one nomination is received, the Returning Officer shall arrange for an election.		
Election			
3.1	The Returning Officer shall arrange for an election to be conducted using an appropriate electronic system and shall notify each member of the support staff of the College of the names of the nominees and the process to be followed.		
3.2	Each member of the support staff shall be allowed one vote.		

3.3	The election shall be completed by the date and time specified in the notice issued by the Returning Officer being not less than 7 days from the date of the issue of the notice of the election.		
Counting			
4.1	The Returning Officer shall offer each nominee the opportunity to be present or represented at the counting of votes.		
4.2	The counting of votes shall take place within 24 hours of the time set for the close of the election and shall be done by the Returning Officer in the presence of such nominees or their representatives as have chosen to attend.		
4.3	The nominee receiving the most votes shall be declared elected.		
4.4	In the event of a tie, the election shall be decided by the drawing of cards or lots amongst the candidate with the most number of votes.		
4.5	The Returning Officer may use such staff of the College as may be necessary to assist in the counting of votes.		
Confirmation			
5.1	The name of the person elected shall be reported to the next meeting of the Management Board after the election and to the Glasgow Colleges Regional Board.		
5.2	In the event of an election requiring to be held because of the expiry of the term of office of the respective members of the Board the procedures set out above shall be completed no later than four weeks prior to the date of expiry.		

BOARD OF MANAGEMENT AND COMMITTEE MEETINGS 2023/24			
DATE All meetings at 4.30pm	COMMITTEE/BOARD	TEAMS/ ROOM	CAMPUS
Early September 2023	BOARD DEVELOPMENT DAY	All day event – to be arranged.	
20 September 2023	OD	BOARDROOM	LANGSIDE
27 September 2023	Audit	TEAMS	
4 October 2023	F&R	TEAMS	
11 October 2023	Board	THE SPACE	LANGSIDE
8 November 2023	Nominations	TEAMS	
15 November 2023	L&T	TEAMS	
22 November 2023	Audit	BOARDROOM	LANGSIDE
29 November 2023	F&R	TEAMS	
13 December 2023	Board	THE SPACE	LANGSIDE
31 January 2024	OD	BOARDROOM	LANGSIDE
7 February 2024	L&T	BOARDROOM	
6 March 2024	Audit	TEAMS	
13 March 2024	F&R	TEAMS	
20 March 2024	Board	THE SPACE	LANGSIDE
8 May 2024	OD	TEAMS	
15 May 2024	Nominations	TEAMS	
22 May 2024	L&T	TEAMS	
29 May 2024	Audit	TEAMS	
5 June 2024	F&R	BOARDROOM	LANGSIDE
12 June 2024	Board	THE SPACE	LANGSIDE

Glasgow Clyde College Board of Management

Schedule of Work 2022-23

13 SEPTEMBER 2022
BOARD DEVELOPMENT DAY
Board Development Plan
Board Self Appraisal
STANDING ITEMS (for every meeting)
Chair's Report (verbal)
Principal's Report (paper)
Student President's Report (paper)
Minutes of Committee meeting(s) (including Health and Safety Reports from OD Committee)
For noting/approval
Strategic Risk Register update
Estates, Capital Expenditure & Masterplan Update
Glasgow Clyde Education Foundation update
Governance Update
Acronym guide
12 OCTOBER 2022
FOR DISCUSSION/DECISION
Strategic Plan KPIs
2022/23 Budget <ul style="list-style-type: none"> Discussions with GCRB/SFC Financial Forecast for 2022/23
5 year Plan (Final)
Restructure Update (if relevant)
Credits – Estimate of outturn against target 2022-23
Climate Change Action Plan (from Sept 23 onwards)
FOR APPROVAL /NOTING
Freedom of Information Summary
7 DECEMBER 2022
FOR DISCUSSION/DECISION
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
FOR APPROVAL/NOTING
Modern Slavery Act Statement 2022/23 (to share with Chair before meeting)
Financial Report year to October 2022 and Forecast Outturn to December 2022

22 MARCH 2023
FOR DISCUSSION/DECISION
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 22/23
Digital Strategy
Education Scotland – annual engagement
FOR APPROVAL/NOTING
Health and Safety Report from OD Committee
14 JUNE 2023
FOR DISCUSSION/DECISION
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
FOR APPROVAL/NOTING
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

Jargon Buster for College Board Members

January 2023



Term	Explanation
Accountable Officer	Usually the Principal, the Accountable Officer is responsible for the propriety and regularity of the finances of the college, and for ensuring the college's economic, efficient, and effective use of resources.
Advance HE	Supports equality and diversity for staff and students in higher education institutions across all four nations of the UK and in colleges in Scotland.
AGS	The Auditor General for Scotland (AGS) is the public official in charge of Audit Scotland, the body responsible for auditing most of Scotland's public bodies. The Auditor General oversees the scrutiny of how public money is spent by the directorates of the Scottish Government, government agencies, NHS Scotland, further education colleges and most Non Departmental Public Bodies.
ALF	Arm's Length Foundation ALFs were established to mitigate the impact of ONS reclassification in relation to cash reserves and future surpluses. Colleges had the option of establishing a local ALF or participating in the sector 'umbrella' ALF (Scottish Colleges Foundation). (See ONS below)
Apprenticeships	Skills Development Scotland administers Scottish Apprenticeships on behalf of Scottish Government, which incorporates <ul style="list-style-type: none"> • Foundation Apprenticeships (FAs) - help young people still at school gain work experience and a qualification • Modern Apprenticeships (MAs) - combine a qualification with on-the-job experience • Graduate Apprenticeships (GAs) – supports employers to provide employees with work-based learning up to master's degree level
APUC	Advanced Procurement for Universities and Colleges
Assigned College	A college assigned and accountable to a Regional Board, instead of being accountable to the SFC.
Audit and Assurance Committee Handbook	Scottish Government publication which provides guidance on the principles and best practice for the organisation of Audit and Assurance committees.
AY	Academic Year, the session from 1 August to 31 July.
CBI	Confederation of British Industry.
CDN	College Development Network – the development and training agency for Scotland's Colleges
CIPFA	Chartered Institute of Public Finance and Accountancy, the professional body.
The Code	Code of Good Governance for Scotland's Colleges
Code of Audit Practice	The Code of Audit Practice sets the framework for public audit in Scotland.

Collective Responsibility	Each board member is collectively responsible and accountable for all board decisions. Board members must make decisions in the best interests of the college and/or region.
College Employers Scotland (Formerly the Employers' Association)	Established in 2016, it is the body through which the Scottish Government's Policy of National Bargaining is delivered and implemented by employers in the college sector, in partnership with the trade unions (EIS-FELA, GMB, UNISON and UNITE). Membership of College Employers Scotland is made up of senior leaders from colleges across Scotland.
Conflict of Interest Definition	Whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a member of a public body.
Corporate Governance Statement	Each college board must state its adoption of the Code in the corporate governance statement contained in its annual financial statement. The chair, on behalf of the board, is expected to report as to how the principles have been applied by the board.
Credits	SFC provides grants to colleges and college regions to deliver a specified volume of activity measured in credits. 1 credit is equivalent to 40 hours of learning.
CPD	Continuing Professional Development
CPG	College Principals Group
CPP	A Community Planning Partnership (or CPP) is the name given to all those services that come together to take part in community planning.
CS	Colleges Scotland is the membership organisation for colleges across the country: campaigning, advocating, and influencing policy on behalf of the sector.
EER	Externally facilitated effectiveness review Each college board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness every three to five years.
EIS	Education Institute of Scotland The Further Education Lecturers' Association (EIS-FELA) is a self-governing organisation within the EIS and is constitutionally autonomous in respect of the distinct interests of their members in the further education sector in Scotland.
ELS	Extended Learning Support - additional support available to students who have a disability or who have learning needs.
EMA	Education Maintenance Allowances (EMAs) give financial support to eligible 16- to 19-year-olds who want to continue learning.
ERDF	European Regional Development Fund

EREP	Evaluative Report and Enhancement Plan forms part of the quality improvement framework <i>How good is our college?</i>
ESF	European Social Fund
ESOL	English for Speakers of Other Languages - the Scottish Government's Adult ESOL strategy aims to give all Scottish residents, for whom English is not a first language, the opportunity to access high quality English language provision.
External Auditor	An auditor whose main function is to give an opinion on financial statements over a specified period.
FE	Further Education - further education courses offer a wide range of vocational qualifications below the level of HNCs and HNDs. Further education takes place in colleges.
FECs	Further Education Colleges
FES	Further Education Statistics - FES are data provided by colleges to the SFC which inform decisions relating to college grant allocations.
FM	The Financial Memoranda with colleges and universities set out the formal accountability relationship between SFC and institutions, and the requirements that institutions are expected to comply with in return for funding.
FOI	The Freedom of Information Act 2000 provides public access to information held by public authorities.
FFR	Financial Forecast Return (SFC)
FTE	Full-time equivalent (FTE) - for comparison and funding purposes, numbers of part-time students and staff are converted to full-time equivalents. This is because a direct headcount is often a poor indication of the actual volume of activity.
FWDF	Flexible Workforce Development Fund
GDPR	General Data Protection Regulation (GDPR) New laws about data protection came into force in the UK in 2018. These laws ensure that: <ul style="list-style-type: none"> • organisations can only use personal information when they are legally allowed to • the public are more aware of ways their personal information can and cannot be used.
GGSG	The Good Governance Steering Group (GGSG) was established in October 2013 at the request of the Scottish Government initially to take forward the development of the ' Code of Good Governance for Scotland's Colleges ', which was published in December 2014 and revised in 2016 and 2022.

Governance Hub	Supported by CDN, the Governance Hub provides members of boards in the college sector, and their staff, with access to the key training courses and supporting resources that they need to fulfil their roles. The college Governance Professional can arrange access.
Governance Professional	All college board members must have access to a governance professional who has an important governance role in advising the board, the committees and individual board members and supporting good governance. Also known as Board Secretary or Clerk to the Board.
GRIGGS	Griggs Review 2011/12 independent review of college governance.
GTCS	General Teaching Council for Scotland (registration body for teachers and lecturers)
HE	Higher Education - higher education courses leading to qualifications, or credits which can be counted towards qualifications. They include HNCs, HNDs, degree courses, and postgraduate courses. Higher education takes place in universities and colleges.
HEIs	Higher Education Institutions - HEIs is a general term used for education institutions that do not have a university title. However, as with universities, they provide courses that lead to qualifications including HNCs, HNDs, degree courses, and postgraduate courses.
HESA	Higher Education Statistics Agency collects, analyses and reports on higher education statistics for universities and colleges in the UK.
HIE	Highlands and Islands Enterprise is the Scottish Government's economic and community development agency for Scotland's Highlands and Islands region. HIE aims to build sustainable economic growth in all parts of the Highlands and Islands.
HNC/D	Higher National Certificate/Diploma
IiP	Investors in People
Innovation Centres	There are 8 Innovation Centres in Scotland established by the SFC which are industry-led to generate research activity and innovation needed by their sector.
IPR	Intellectual Property Rights protect the creator's right to be appropriately acknowledged for their work, such as an invention or a manuscript.
JISC	Joint Information Systems Committee - JISC is funded by the UK higher education funding bodies to provide world-class leadership in the innovative use of ICT to support education and research.
Jiscmail	An email list service to facilitate discussion, collaboration, and communication within the UK academic community.

Job Evaluation	The Job Evaluation project forms part of a national agreement between employers and support staff trade unions – UNISON, GMB and UNITE – to ensure that Equal Pay underpins all aspects of pay and reward for the purposes of National Bargaining. College Employers Scotland and trade unions are committed to joint ownership of this Job Evaluation process See College Employers Scotland above.
Knowledge Exchange	Knowledge Exchange is the process by which universities, HEIs, and colleges' knowledge, expertise and intellectually linked assets are constructively applied beyond further and higher education for the wider benefit of the economy and society, through two-way engagement with business, the public sector, cultural and community partners.
KPIs	Key Performance Indicators
LMI	Labour Market Information (LMI) is information about the current economic and employment situation. It includes data on graduate destinations, average starting salaries, current trends in employment sectors and recruitment patterns.
MA	A Modern Apprenticeship is a job which lets people earn a wage and gain an industry-recognised qualification. For employers, modern apprenticeships help develop their workforce by training new staff, and upskilling existing employees.
Ministerial Letter of Guidance	Ministerial letters of Guidance from the Scottish Government to the SFC set out their priorities for colleges and universities in Scotland. Available on the SFC website.
MIS	Management Information Systems
Model Code of Conduct	Issued by Scottish Ministers the purpose of the Code is to set out the conduct expected of those who serve on the boards of public bodies in Scotland and includes the nine principles of public life in Scotland. Each College will have a Code of Conduct based on the Model Code.
National Bargaining	See College Employers Scotland above
National Strategy for Economic Transformation (NSET)	The National Strategy for Economic Transformation is the Scottish Government's 10-year strategy for economic transformation. Published in March 2022.
NDPB	Non-Departmental Public Body - they have a role in national government but are not government departments. They operate at arm's length from Ministers, although Ministers remain accountable to Parliament for their performance. The Scottish Funding Council is an NDPB.
NED	Non-Executive Director
NES	NHS Education for Scotland

NPD	Non-Profit Distributing. A funding source that allows major infrastructure projects to be built. It replaced the PFI model. The NPD model is led by the Scottish Futures Trust.
NSS	National Student Survey, conducted annually
NUS Charity	National Union of Students - a confederation of local student representative organisations in colleges and universities throughout the United Kingdom.
NVQ	National Vocational Qualification
ONS	Office of National Statistics ONS reclassification of colleges – colleges in Scotland are now classed as public bodies, and hence fall under the accounting requirements of the ONS. This means that colleges require government consent to borrow funds and from 1 April 2014, colleges could no longer carry forward surplus funds to future years.
OSCR	Office of the Scottish Charity Regulator
Outcome Agreement	Outcome Agreements set out what colleges and universities plan to deliver in return for their funding from SFC. SFC Outcome Agreement Managers work with institutions to develop their Outcome Agreements.
PAC	Public Audit Committee, part of Scottish Parliament.
PACE	Partnership Action for Continuing Employment - the Scottish Government's national strategic partnership framework for responding to redundancy situations
PFI	Private Finance Initiative. A procurement method which uses private sector investment to fund public sector infrastructure and / or services according to a specification defined by the public sector.
PIs	Performance Indicators - a set of indicators produced which measure the performance of institutions in a number of areas (sometimes KPIs).
ROA	Regional Outcome Agreements were introduced by the Scottish Funding Council in academic year 2012/13 as the primary means for SFC and colleges to work together to demonstrate the impact of the sector and its contribution to Scottish Government priorities. See Outcome Agreement above
RSB	Regional strategic body (which is regarded as a fundable body by SFC)
SAAS	Student Awards Agency for Scotland - SAAS is a Scottish Government agency. Its purpose is to assess and pay student support for individuals entering and continuing in higher education. (HNC courses and above)

SCQF	<p>Scottish Credit and Qualifications Framework – The SCQF is the national qualifications framework for Scotland which promotes lifelong learning in Scotland. The framework is managed by the SCQF partnership, a registered charity.</p> <p>For qualifications and learning programmes to be included on the SCQF, they must have their SCQF level and credit formally confirmed. This process is called credit rating. There are a number of SCQF Credit Rating Bodies in Scotland, including the SQA, colleges, universities and approved bodies such as the Scottish Police College.</p>
SDI	<p>Scottish Development International is Scotland's trade and foreign direct investment agency. Their aim is to encourage and support more overseas businesses to set up a location here, invest in Scottish businesses or buy high quality Scottish products and services.</p>
SDS	<p>Skills Development Scotland is the national skills agency of Scotland. It is an executive non-departmental public body of the Scottish Government which was created from Careers Scotland, Learndirect Scotland and the skills functions of Scottish Enterprise and Highland & Islands Enterprise.</p>
SE	<p>Scottish Enterprise - an NDPB which encourages economic development, enterprise, innovation, and investment in business. The body covers the eastern and central parts of Scotland whilst similar bodies, Highlands and Islands Enterprise and South of Scotland Enterprise, operate in north-western and southern Scotland respectively.</p>
SFC	<p>Scottish Funding Council it is the national strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges and universities. SFC provides grants to colleges and college regions to deliver a specified volume of activity measured in credits (1 credit is equivalent to 40 hours of learning). The SFC is also an NDPB.</p>
SG	<p>Scottish Government</p>
SGLLD	<p>Scottish Government Lifelong Learning Directorate - the Directorate is responsible for Scottish Government policy on all aspects of learning that take place after people leave school - from basic employability training through to post-doctoral research.</p>
SIPs	<p>Skills Investment Plans – developed by SDS to identify skills development needs.</p>
SLA	<p>Service Level Agreement - the SLA is a part of a service contract where the level of service is formally defined.</p>
SMEs	<p>Small and Medium Enterprises - SMEs are companies whose headcount or turnover falls below certain limits (defined by the EU).</p>
SMT	<p>Senior Management Team</p>
SoRP	<p>Statement of Recommended Accounting Practice</p>

SOSE	South of Scotland Enterprise launched officially on 1 April 2020 as the Economic and Community Development Agency for Dumfries and Galloway and Scottish Borders.
sparqs	student partnerships in quality Scotland
SPFM	Scottish Public Finance Manual is issued by the Scottish Ministers to provide guidance to the Scottish Government and other relevant bodies on the proper handling and reporting of public funds.
SQA	Scottish Qualifications Authority - the national accreditation & awarding body in Scotland.
SSCs	Sector Skills Councils are independent organisations developed by employers in industry. They are employer-led and involve trade unions and professional bodies.
STEM	Science, Technology, Engineering and Mathematics subjects
STUC	Scottish Trade Union Congress - the co-ordinating body of trade unions, and local Trades Councils in Scotland.
Student Association	Students' associations are the legally representative voice of students. A strong, effective students' association should enable students to make their voices heard, and to take collective action to change and improve their student experience.
SVQ	Scottish Vocational Qualifications (SVQs) are work-based qualifications.
TES	Times Educational Supplement
TQ(FE)	Teaching Qualification (Further Education)
TUPE	Transfer of Undertakings (Protection of Employment) Regulations 1981
UCAS	University and Colleges Admissions Service
WBL	Work Based Learning

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