

# **BOARD OF MANAGEMENT**

**14 June 2023 at 4.30pm  
The Space, Langside Campus**

Meeting of the Board of Management to be held on Wednesday 14 June 2023 at 4.30pm. The meeting will be held in 'The Space', Langside Campus.

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## AGENDA

<b>23.24</b>	Welcome and Apologies		D Newall
<b>23.25</b>	Declarations of Interest		D Newall
<b>23.26</b>	Determination of Other Business		D Newall
<b>23.27</b>	Draft Minute of the Board Meeting on 22 March 2023	P	D Newall
	Letter to F&R Committee/Board	P	D Newall
<b>23.28</b>	Matters Arising – Action Grid	P	D Newall

### Items for Discussion

<b>23.29</b>	Credits Projection 22/23/Indicative Credit Funding 23/24	P	J Rafferty
<b>23.30</b>	SFC Indicative Funding Allocation for 2023/24	V	T Elliott
<b>23.31</b>	Financial Sustainability Update	P	J Thomson
<b>23.32</b>	Draft Revenue Budget for 2023/24	P	T Elliott

BREAK

### Standing Items

<b>23.33</b>	Student Association's Report	P	
<b>23.34</b>	Principal's Report	P	J Vincent
<b>23.35</b>	Chair's Report	V	D Newall

### 23.36 Draft Minutes of Previous Meetings

i	Organisational Development Committee - 10 May 2023	S Heidinger
ii	Nominations Committee – 17 May 2023	D Newall
iii	Learning and Teaching Committee – 24 May 2023	G McGuinness
iv	Audit Committee - 31 May 2023	D Watt
iv	Finance and Resources Committee - 27 April and 7 June	D Newall

### Items for Noting/For approval\*

<b>23.37</b>	Strategic Risk Register Update	J Thomson
<b>23.38</b>	Financial Report year to April and forecast outturn	T Elliott
<b>23.39</b>	Estates, Capital Expenditure and Masterplan Update *	J Thomson
<b>23.40</b>	Public Sector Equality Duty Reporting	D Marshall
<b>23.41</b>	Governance Update (including acronym guide)*	K Mavor
<b>23.42</b>	Any other Business	D Newall

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

Dates of next meetings: 30 August 2023 (Board Development Day – venue tbc) and 11 October 2023

**BOARD OF MANAGEMENT MEETING**

<b>Date of Meeting</b>	14/06/23
<b>Paper Title</b>	Credits Projection 22/23/Indicative Credit Funding 23/24
<b>Action</b>	For Discussion
<b>Prepared by</b>	J Rafferty
<b>Agenda Item</b>	23.29
<b>Status</b>	Disclosable

**1. PURPOSE OF THE REPORT**

This paper provides members with an update on the college's projected position in respect of its credit targets for the 2022/23, as we near the conclusion of the academic session. It will also, inform members about the final credit allocations for session 23/24 and the associated consequences and risks this poses for our 23/24 portfolio.

**2. ACTION FOR THE BOARD**

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

**3. BACKGROUND INFORMATION**

In the previous meeting of the Board in March 2023, we had forecast a credit projection of between -0.5% and -1.0%, with SFC credit guidelines permitting a 2% tolerance on the target. The college was also yet to receive either indicative or final funding allocations for 2023/24 which have now been received.

**4. CREDIT PROJECTION 2022/23**

Our current credit position now forecasts a credit position of **-1%**. Of the credits currently accrued, 99.7% are currently 'safe', as they have passed the census date where they are reckonable for funding. This means that, subject to audit, we will land comfortably with the 2% credit tolerance.

The credit target is made of 2 'pots' of credits: Core Activity and Foundation Apprenticeships.

<b>Credit Pots</b>	<b>Target</b>	<b>Current Position</b>	<b>%age reached</b>
Core Credits	124,357	124,096	99.7%
FAs	2,320	1091	47%
<b>Total</b>	<b>126,677</b>	<b>125,187</b>	<b>98.8%</b>

While it might seem tempting to deliver more core credits to make good the shortfall on the FA credits, a tactical decision has been taken to not do this as it has now been confirmed that FA credits cannot be assigned to any other activity. In the current funding climate, it would be a waste of resource to seek out further activity as it would not be reckonable for funding anyway. Furthermore, additional FA delivery cannot take place either because these are year-long programmes for school pupils with no possibility of in-year recruitment after the initial intake in August. These credits were taken in good faith to reflect the number of opportunities advertised, on the assumption they could be redeployed for other delivery should the FA recruitment levels not be

achieved. Meetings with GCRB aimed at making a case to the SFC for keeping these unspent FA credits were imminent at the time of writing.

## 5. SFC FINAL FUNDING ALLOCATIONS

At the end of May, the final 23/24 funding allocations were confirmed by the SFC, which confirmed the indicative allocations released in April and heavily trailed before that point. The main features of this guidance were:

- There will be 10% cut to the credit target of all colleges. This reduces our credit target from 126,357 to 113,700 which becomes our new minimum level of delivery required to avoid clawback.
- An increase in our average credit value from £274.17 to £304.66 per credit,
- Confirmation that the 2% tolerance on the core target will remain. This effectively means that we can deliver as few as 111,426 credits without experiencing any clawback.
- The flexibilities introduced during Covid will be removed, although no specific ones are mentioned, other than the 2% tolerance which is staying.
- Where clawback is applied, only 80% need be returned to SFC in recognition of the fixed costs of delivery.
- FAs will remain a priority but will not be managed by a separate funding pot and instead be merged into the core credit allocation, so allowing those credits to be used for any purpose.
- There is also a statement that the 10% cut in credits is not an instruction to reduce provision, and colleges can meet local need wherever they are able. However, it is difficult to see how the 10% credit reduction is not necessarily also a reduction in activity since if delivery levels were maintained, the credit price would effectively return to its previous lower and unsustainable value.

The *Final Funding Allocation* received in May will be followed by a detailed *Credit Guidance* document in June which will clarify specific rules for credit bearing activity. At the time of writing this had yet to be published which meant that the following critical planning details are still not confirmed:

- Whether the census date will be moved to align it with universities. At present full-time students need to attend for 12 weeks to be eligible for credit funding and this could be reduced to 6 weeks.
- Clarification about which Covid mitigations are being removed. This could include issues such as whether the delivery of HE guidance is still fundable or what the minimum and maximum sizes of full-time programmes will be.

## 6. THE 23/24 PORTFOLIO PLAN

In response to the funding guidance above, the college has implemented a revised portfolio offer which deviates in some respects from the one advertised in January. This includes the following tactical and pedagogical changes:

- A new portfolio has been constructed of around 123,000 credits (as compared to 137,000 credits planned last year.)
- All full-time programmes have been reduced by 3 units and a further unit will be integrated with another to increase the efficiency of our programmes.
- Courses with low or no recruitments have been withdrawn.
- Some low performing programmes have been deleted.

- Some partnership provision with employers and managing agents has been substantially revised to improve its efficiency, predominantly in Engineering and Construction.
- Some schools provision has been reduced or remodelled in response to local authority transport constraints, predominantly in Special Programmes.
- Some offsite delivery in schools has been deleted for efficiency reasons, predominantly in Hair and Beauty.
- Total timetabled hours per unit will remain the same (40 hrs per unit) however the average face-to-face lecturer contact time will reduce from 33 hrs per unit to 31 hours per unit in most programmes, due to the integration approach. This is illustrated in the table below:

Delivery Strategy 2023-24	Credits	Lecturer Contact Hours	Self-Study Hours	Total Course Hours	Sessions Per week	Avg. Taught Hours per Unit
Full-time NQ	15	462	138	600	5	31
Full-time HNC	13	396	124	520	4 + Guidance	31
Full-time HND	16	495	145	640	5 + Guidance	31
Short Full-time	8	247.5	72.5	320	5	31
Schools	5	165	35	200	2	33

The new portfolio plan will deliver substantial cost savings. Whilst the credits have been reduced by 10% overall, the number of teaching hours has been reduced by 13%. Furthermore, the policy of integration will improve the efficiency of the remaining delivery by 2%, thus giving the college a chance to 'get ahead' of the spiralling decline in funding.

The following table depicts the impact on specific teaching areas:

<b>Portfolio Plan 2023-24</b>	Planned Enrolmnts	Credits	Teaching Hours	Credits per Teaching Hour	Efficiency Difference	Credit Difference	Teaching Hours Difference
<b>Business, Creative &amp; Digital Ind.</b>	<b>2720</b>	<b>29788</b>	<b>58823</b>	<b>0.51</b>	<b>+2%</b>	<b>-11%</b>	<b>-14%</b>
Business & Finance	1256	12751	24018	0.53	+2%	-15%	-18%
Media & Performing Arts	693	7667	14715	0.52	+4%	-7%	-14%
Fashion, Textiles & Design	771	9370	20091	0.47	+1%	-6%	-9%
<b>Engineering, Comp. &amp; Built Env.</b>	<b>3008</b>	<b>27650</b>	<b>63593</b>	<b>0.43</b>	<b>+2%</b>	<b>-10%</b>	<b>-15%</b>
Computing	665	6751	12627	0.53	+2%	-24%	-27%
Energy & Building Services	722	5202	14239	0.37	+4%	10%	-3%
Engineering	868	8530	19961	0.43	+2%	-15%	-18%
Construction & Land Based Ind	753	7167	16766	0.43	+4%	2%	-8%
<b>Health &amp; Wellbeing</b>	<b>3036</b>	<b>32496</b>	<b>54060</b>	<b>0.60</b>	<b>0%</b>	<b>-12%</b>	<b>-12%</b>
Sport, Tourism & Hospitality	520	4795	8847	0.54	-2%	-17%	-14%
Early Years & Social Care	1142	11696	17263	0.68	0%	-10%	-10%
Health & Life Sciences	892	10846	18158	0.60	0%	-10%	-10%
Hair, Beauty & Comp Therapies	482	5159	9792	0.53	+1%	-15%	-16%
<b>Access &amp; Continuing Learning</b>	<b>6130</b>	<b>33115</b>	<b>66610</b>	<b>0.50</b>	<b>+2%</b>	<b>-9%</b>	<b>-12%</b>
ESOL	2828	13988	23340	0.60	+3%	3%	-3%
Additional Support for Learning	490	4243	14661	0.29	+2%	-4%	-11%
Employability Skills	2100	6174	14875	0.42	0%	-16%	-16%
General Education	712	8710	13734	0.63	+1%	-20%	-21%
<b>Grand Total</b>	<b>14894</b>	<b>123049</b>	<b>243084</b>	<b>0.51</b>	<b>+2%</b>	<b>-10%</b>	<b>-13%</b>

This plan removes over 37,000 teaching hours from the previous portfolio which, if applied consistently and fully realised, could save between £1.8M and £2.2M (this is because every teaching hour incurs a further 50% of prep time, paid at the same rate.)

## **7. IMPACT, RISKS AND MITIGATIONS**

This approach poses a number of potential risks but each of these have been considered and mitigated where possible, as outlined below:

### ***(a) Will the number of enrolments go down?***

The enrolments target for the portfolio is projected to decrease next year from 16,875 to 15,021 – a drop of 1,854 places. However, 'enrolments' are not the same as 'headcount', because many students, such as ESOL students, enrol on multiple programmes within a year, so it does not mean 1,854 fewer students will be served - it is possibly closer to 500 or 600. Furthermore, 800 of these places have not actually been deleted: they have simply been moved to the commercial portfolio where they will continue to be delivered, and paid for by employers or other non-credit funding. Moreover, the college tends to over-recruit by up to 1000 enrolments a year, so it is possible that as many learners will enter our campuses as before, they will simply undertake shorter programmes or be designated as commercial customers.

### ***(b) Could the college suffer reputational damage?***

This is a possibility and other colleges have been forced to withdraw offers previously made to students before the new funding allocations came out. However, it can be avoided if we handle communication effectively and are not forced to implement measures that we are currently working very hard to avoid.

For example, our strategy has predominantly been about shortening courses, not withdrawing from whole areas of delivery, so opportunities and pathways largely remain intact. Where we have deleted a course, we have usually deleted one which has a duplicate pair, so leaving pathways open. Where we recently deleted a year 2 HND class due to low recruitment (only 6 had applied), we secured articulation places for those students at GCU, who were glad of the boost to their numbers and extended their offer of this solution to other subject areas. We will also offer alternatives if any student has a place withdrawn which they thought they had secured.

We will similarly continue to communicate with our students and communities and undertake equalities risk assessments where appropriate for any curriculum decisions made.

### ***(c) Might attainment rates be impacted by the new model?***

It is worth noting that the previous models used in session 21/22 delivered the lowest attainment rates in the last decade across the whole of Scotland. This was for a range of post-pandemic reasons, but one has been the recent trend to make

courses larger and longer in an effort to maximise the credit harvest from students. It is in fact very likely that shorter 15 credit programmes with integrated assessments will drastically reduce the assessment burden on students and so make courses easier to pass, not harder.

***(d) Is the planned portfolio of 123,000 credits enough to meet the credit target?***

The new starting position of 123,000 credits leaves a buffer of only 9,300 credits to meet the credit target. If the funding rules remained the same as this year, and we experienced similar levels of enrolment and drop out, this will land us just outside the 2% threshold. To work, the plan depends on improved enrolment; improved retention; and a move in the census date and at least 2 of these 3 factors needs to obtain.

The first of these conditions has already been met as our recruitment for next session has been very strong and is in fact our best in the last 5 years. We also expect retention to continue to improve as a consequence of the shorter programmes and commitment to onsite delivery. The yet-to-be-announced alignment of the census date with universities, though, would be worth an extra 2-3000 credits to us with no additional work and would land us much more comfortably within the 2% tolerance, or even as much as 1% over target.

***(e) What will be the impact on our workforce?***

The model saves money because it removes teaching hours from the portfolio. There is no avoiding the fact that temp staff will lose work and, in many departments, there will be no temp staff required next session. We will endeavour to remain in contact and on good terms with these staff and offer them commercial and externally funded work wherever possible, which we plan to grow next year.

In teaching areas where provision has shrunk below the level of even permanent staffing, we will facilitate voluntary severance and have already targeted those areas with the highest overstaffing levels. However, in some sections, staff can and will be flexibly redeployed in those areas which are understaffed.

In terms of workload, the proposed plan preserves existing local and national terms and conditions, and although the average teaching hours per unit will go down, in practice most units will remain at 33 hours with only one unit delivered at low or no cost.

**8. ANY OTHER SIGNIFICANT IMPACT**

There remains the likelihood of clawback for unspent 22/23 FA credits for this session. This has been budgeted we will make a case for retaining these credits with GCRB. There are no specific legal implications of this paper, other than the fair and legal treatment of fixed-term staff as a consequence of the 23/24 Portfolio Plan. An equality impact assessment will need to be conducted for the change in portfolio, which can be carried out once the credit guidance is published.

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**BOARD OF MANAGEMENT**


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<b>Date of Meeting</b>	12 <sup>th</sup> June 2023
<b>Paper Title</b>	Student Association's Report
<b>Action</b>	Information
<b>Prepared by</b>	Jodie McNair, GCCSA Coordinator on behalf of the Student Association
<b>Agenda Item</b>	22.33
<b>Status</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

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

**2. ACTION FOR THE BOARD**

Action for Board is to note the paper.

**3. BRIEF BACKGROUND INFORMATION**

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

Easter/Spring Activity

GCCSA hosted Easter/Spring themed stalls cross campus before the Easter break. This activity was purely for some fun and student engagement. Easter treats were handed out, there was an interactive quiz for students to take part in with the chance to win a prize, there was a guess how many eggs in the jar with a chance to win the eggs and also an Easter egg hunt around the campus sites. The idea behind this was to do something fun for students before the break.

Green Week

GCCSA hosted a Green Week cross campus in April. The aim was to raise awareness of the work the college does to support recycling and sustainability, as well as introducing students and staff to ways that they could be more sustainable. GCCSA hosted stalls cross campus alongside external partners Enva, Eco Denva and Revolve Recycle. There was a chance for students who engaged with the stalls to win various prizes. In line with the Green Week, GCCSA also hosted an online webinar which included speakers from the college and external partners. This webinar can be sent via link to anyone who would like to see it as it was also recorded on the day.

Cultural Events

GCCSA arranged and hosted three cultural events cross campus in May. The idea here was mainly a link with the ESOL department however it was advertised to all



students with the hope of students from different cultures and backgrounds having the opportunity to meet and socialise. At the event, students highlighted where they were from on a map, took part in a guess the flag game, had a chance to chat to each other and also were able to try snacks from different countries. Over 300 students engaged with these events over the three days.

### Election Results

After a successful election, GCCSA can announce the new team for 23/24:

**Student President – Martina Tuskova and**

**Vice Presidents – Andrew Jack, Amreen Mohammed and Syed Mujtba**

### Cycling Activities

GCCSA hosted three DR BIKE events cross campus in partnership with Bike for Good throughout May. These events allowed for both students and staff to have the opportunity to bring along their bike for a free health check and have basic fixes done. GCCSA also had secure D-locks on the stall that could be swapped with old locks for students. Over the week around 17 bikes were seen to at these sessions. GCCSA plan to continue to annually host these events twice a year cross campus.

GCCSA are working on the previous funding mentioned being spent and the new lockers being installed. The D-locks funding arrived and some were used at the events but there is now also a supply which can cover next academic year.

### GCCSA 'I Can Awards'

GCCSA for the second year running gave students and staff the opportunity to recognise the hard work of other students and staff by nominating them for an 'I Can' Award, there are 7 student categories and 4 staff categories and any student or staff from GCC can nominate another student or staff member for an award.

We are delighted to announce that the winners of the awards were;

#### **Students Awards;**

##### **I can be me .....**

Winner - Kevin Talent and Khristyna Danylkiv

##### **I can be part of the buzz.....**

Liam James and Ainsley Meldrum

##### **I can develop my ideas .....**

Sarah Griffin

##### **I can do anything I put my mind too ....**

Leann Girven

##### **I can express myself...**

Martina Tuskova

**I can have ambition .....**

Heather Hamilton

**I can make a difference .....**

Declan Jennow and Mursal Noori

**Staff Awards;**

**I can get all the support to make it happen ....**

Winner: George Howie and Saranne McGee

**I can enjoy learning....**

Winner: Alistair Lamont

**I can feel inspired....**

Winner: Julie Marshall

**I can make a difference .....**

Winner: Olwen Kilpatrick

Healthy Body Healthy Mind Award

GCCSA are proud to be able to announce that we have now successfully completed the training towards award and Bronze award for Healthy Body Healthy Mind. This is in partnership with NUS Think Positive, Scottish Student Sport and Ash Scotland. The achievement of this award has been due to the effort and work over the last few years from GCCSA in relation to physical wellbeing, mental wellbeing and smoking prevention.

The hope is to start work on the Silver Award next.

Open Days

GCCSA have continued to support the marketing team with the open days. GCCSA have hosted stalls to engage with students and externals who visit each event.

**4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

N/A

**5 RISKS**

N/A

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

N/A

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**BOARD OF MANAGEMENT MEETING**


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<b>Date of Meeting</b>	14 June 2023
<b>Paper Title</b>	Principal's Report
<b>Action</b>	For Information
<b>Prepared by</b>	Jon Vincent, Principal and Chief Executive
<b>Agenda Item</b>	23.34
<b>Status</b>	Disclosable

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## **1 PURPOSE OF THE REPORT**

- 1.1 This report provides Board members with an overview of the key internal and external developments occurring between March 2023 and June 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 are very low. All reported infections are investigated to identify common themes or potential sources of outbreak within the College. Since 1 August 2022 there have been 126 student (+15 on previous report) and 97 (+29 on previous report) staff cases reported.

### **3.2 Anniesland Campus Update**

- 3.2.1 Following the successful completion of remedial works, the Anniesland Campus fully reopened for members of staff and students on Monday 17 April 2023. All teaching was relocated back to the Campus from the temporary accommodation being used across the City.
- 3.2.2 The College has exchanged correspondence with the main constructor of the Anniesland Campus (BAM) and have asked them to address the faults identified. Thus far BAM have refused to accept liability. The College is now considering taking legal action against BAM.
- 3.2.3 Working with our professional adviser the College plans to undertake replacement and repair work to the windows over the next two years. These works will be funded from SFC Estates Maintenance allocation.

### **3.3 Staff Engagement Survey 2023**

- 3.3.1 The Staff Engagement Survey 2023 ran for 3 weeks across April and May 2023. The response rate for the survey was 32%.
- 3.3.2 The full results of the survey have been shared with the Senior Leadership Team (SLT) and college teams. The SLT are putting together a high-level action plan to work on the themes identified in the survey which are:
  - the visibility of actions taken following surveys;
  - staff understanding of the College Strategy, Mission and Vision;
  - perception of Senior Leaders; and
  - how the College celebrates our success with staff.
- 3.3.3 The positive themes in this survey were around team relationships, safety in the workplace, the College contribution to our communities, ability to 'speak up', good two-way communication and the questions around whether staff were experiencing any bullying or harassment, and these were answered in a positive manner.
- 3.3.4 A full analysis of the survey results and the action plan will be taken to the next meeting of the Board of Management Organisational Development Committee.

### **3.4 Confederation of British Industry Membership**

- 3.4.1 The College is a longstanding member of Confederation of British Industry (CBI). In recent month the CBI has been engulfed in a crisis concerning allegations of serious misconduct by members of its staff. Following a briefing from the CBI the College took the decision to suspend its membership pending the outcome of the CBI's independent investigation and subsequently a satisfaction response to the issues raised.
- 3.4.2 We remain in regular contact with CBI Scotland and will review recommencing our membership once appropriate reassurances have been received.

### **3.5 Memorandum of Understanding with Scotland's Rural College (SRUC)**

- 3.5.1 In September 2022 the College became aware that SRUC had relocated its horticulture provision from the Glasgow Botanical Gardens on Great Western Road to Queen's Park in Shawlands. The new SRUC location is less than 1km from our horticulture facility at the Langside Campus.
- 3.5.2 Following extensive discussions between the College and SRUC a Memorandum of Understanding (MoU) has been signed between the two institutions. The MoU requires both parties to work in partnership to develop curriculum which is complementary and to share good practice. In addition,

the MoU restricts SRUC from diversify its range of provision without prior consultation with the College.

### **3.6 College opens state-of-the-art electronics design studio**

3.6.1 Glasgow Clyde College (GCC) has opened a state-of-the-art electronics design studio within the Skills Centre at its Cardonald Campus. The design studio, which is integrated into the College's modern labs, offers students and employers a fully equipped design hub for circuit prototyping, testing and PCB (printed circuit board) fabrication, and has been developed with leading employers in electronics to ensure that learners develop the skills needed for a successful career in the industry.

3.6.2 Equipped with 16 workstations, the studio will help students develop their skills in key areas such as power electronics, which integrate electronics across a range of industries including petrochemical, renewable technology and process manufacturing.

### **3.7 Filling the Social Care Skills Gap**

3.7.1 The College has introduced a new course in collaboration with Glasgow City Council Health and Social Care Partnership (GCHSCP), offering students the opportunity to develop skills with a paid placement in supporting social care workforce planning.

3.7.2 Unique in its offering, the 18-week Care Partnership course gives students a real insight into social care, through both classroom learning, and a placement with GCHSCP. Students enrolled in the course will be paid the Glasgow Living Wage to undertake the placement - the first social care course in the UK to offer a paid placement as part of its programme.

3.7.3 Designed for those who have a genuine interest in pursuing a career in adult social care, the course gives students the chance to learn and develop the skills required to succeed in the sector. Students will be matched to placements with their location, skills and interests in mind to offer a bespoke and tailored approach to learning. Following training, students will be guaranteed an interview for a full-time position with GCHSCP - offering job security and progression for people across Glasgow.

### **3.8 World's first TikTok Prospectus**

3.8.1 Glasgow Clyde College has created the world's first ever TikTok Prospectus, aimed at helping Gen Z-ers across Scotland make their next steps after taking exams this month.

- 3.8.2 In recent years, the social media app has exploded in popularity amongst young people, becoming the go-to search engine for 40% of 16–24-year-olds hunting for everything from restaurant and travel recommendations to cleaning or DIY hacks - and now, they can even apply to college. The College has curated a series of ‘ProspecToks’ that give real-life insight to young people who are considering going to college through short videos on the social media platform, in addition to the traditional paperback booklets.
- 3.8.3 Given the importance of the social networking app in young peoples’ lives the College is also opening up enquiries via TikTok, with anyone keen to hear more about a course being able to begin their sign-up process by simply sending a direct message to the College before being advised on next steps. Working with current students to create the ProspecToks, the video prospectus includes Beauty & Make Up, Travel & Tourism, Healthcare, Fashion & Textiles and Business, and shines a spotlight on typical classes, practical workshops, and facilities available at the College.

### **3.9 College receives artwork bequest**

- 3.9.1 Glasgow Clyde College has received a bequest of sketches and artwork from the estate of the late Lillian Muir Lawrence, known as Lin, who was originally from Glasgow and who studied Drawing and Painting at Glasgow School of Art (GSA), graduating in 1947.
- 3.9.2 Lin had a keen interest in fashion and initially developed a career in fashion illustration, receiving commissions in poster art, as well as preparing promotional advertising artwork when major Glasgow department stores brought out new lines. Lin’s interest lay with fashion design and make up supervision and she became a fashion artist in the early days of television, working for ATV in London and then for Granada television in Manchester in the 1960s, and she was involved with some of the earliest Coronation Street productions as well as working on many classical theatre productions.

## **4 EXTERNAL ENVIRONMENT**

### **4.1 Glasgow Colleges’ Regional Board (GCRB)**

- 4.1.1 The Scottish Funding Council’s (SFC) 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 December 2022 colleges were informed by GCRB that the SFC intended 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. The College was not approached for further consultation.
- 4.1.3 On 17 May 2023 the new Minister for Higher and Further Education and Veterans, Graeme Dey MSP, announced to the Scottish Parliament’s Education, Children and Young People Committee, that the SFC had completed its optional appraisal work and had made recommendations to the Scottish Government. The Minister confirmed that he expected the Government would commence a 12-week public consultation on the preferred option ‘relatively soon’. To date, the public consultation has not commenced.
- 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 In March/April 2023 EIS-FELA undertook a national ballot its members for industrial action in the form of strike action and action short of strike (ASOS). On a turnout of 52.8%, 78.2% voted in favour of strike action and 93.9% voted in favour of ASOS.
  - 4.2.4 On 2 May 2023 EIS-FELA commenced a programme of continuous industrial action short of strike. The action is in two forms:
    - ‘Working to rule’, where their members perform their duties to the letter of their contract (i.e. refusing to take on any additional duties or attend voluntary or extra-curricular meetings or events); and
    - a resulting boycott, involving their members withholding students’ results.
  - 4.2.5 The negotiators representing college employers have made three offers. On 1 June 2023 the employer tabled their ‘full and final offer’ of a £2,000 consolidated pay increase for 2022/23 and a further £1,500 consolidated increase in 2023/24 (representing a cumulative pay increase of 8% on average). The offer was rejected by the EIS-FELA negotiators.

4.2.6 EIS-FELA is seeking a consolidated, flat-rated pay rise of £7,000 over 2022/23 and 2023/24.

### 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 for the sector for all directly employed and outsourced staff;
- reduced working week of 30 hours;
- 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; and
- 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); and
- 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 The negotiators representing college employers have made three offers. On 1 June 2023 the employer tabled their 'full and final offer' of a £2,000



pay increase for 2022/23 and a further £1,500 increase in 2023/24 (representing a cumulative pay increase of 11% on average). The offer was rejected.

- 4.3.6 Both UNISON and Unite the Union have balloted their members for industrial action and received a mandate to do so. GMB is currently balloting its members.

#### 4.4 **Scottish Colleges and Universities to lose £46m in pledged money**

- 4.4.1 A decision to give millions of pounds to Colleges and Universities has been reversed by the Scottish Government. A total of £46m was due to be spent on the Scottish College and University sector, however, it has now been identified as an "essential saving". The money, which is distributed by the Scottish Funding Council (SFC), had been voted through by MSPs. The money was pledged by former Finance Minister and Deputy First Minister John Swinney MSP in the budget last December.

- 4.4.2 The College sector had been due to receive £26m and the university sector £20m. We were told the reversal was *"to meet other [Scottish government] priorities"*. In a letter to the Education Committee, Higher and Further Education Minister Graeme Dey said:

*"The Cabinet Secretary for Education and Skills (Jenny Gilruth) has today written to the SFC to advise that, with regret, this additional £46m has been identified as a necessary saving in financial year 2023-24. As set out by the previous Cabinet Secretary to the Committee on 22 February, we have had to make difficult choices in meeting new pressures on the education and skills portfolio since the 2023-24 budget announcement."*

#### 4.5 **SFC Indicative Allocations Published**

- 4.5.1 Indicative college funding allocations Academic Year 2023– 24: revenue budget is £701.7m (up 3.8% from 2022–23); teaching is £521.6m (unchanged); student support is £135.0m (unchanged); capital is £82.4m (up 10.3%).
- 4.5.2 Indicative university funding allocations Academic Year 2023–24: revenue budget is £809.2m (up 2.5% from 2022–23); teaching is £743.7m (unchanged); research & innovation is £304.6m (up 1.8%); capital is £25.1m (down 33.8%).
- 4.5.3 The indicative allocation for Academic Year 2023/24 provides a flat-cash teaching settlement for the College sector but reduces the volume of credits awarded to each college by circa 10%. The impact of this decision is to increase the cash value of each credit.

## 5 **RISKS**

- 5.1 The College continues to actively monitor COVID-19 infection 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.
- 5.2 The Scottish Government decision on the future of Glasgow Colleges' Regional Board and subsequent governance arrangements for the region is likely to have a significant impact on the College. The College will engage with the consultation once it is launched.
- 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 and the threat of action from support staff unions. 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 affordable to the sector and thus will necessitate further large-scale job losses. The Scottish Government have confirmed to the College sector that they have no additional funding to support the cost of a settlement. The 'resulting boycott' current in place is very likely to have a significant impact on the ability of students to complete their studies and progress on to their chosen destinations.
- 5.4 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.

## **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 College's existing revenue budget. The SFC or Scottish Government have stated that no 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 exchanged correspondence with the primary constructor BAM outlining the situation. BAM are unwilling to accept liability because the defects have been identified after the warranty period has lapsed.
- 6.3 There are no matters contained in this report which require the execution of an Equality Impact Assessment.

## **BOARD OF MANAGEMENT MEETING**

Date of Meeting	14 June 2023
Paper Title	College Strategic Risk Register
Action	For Noting
Prepared by	J Thomson, Vice Principal Resources & College Development
Agenda Item	23.37, 23.37A
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 5<sup>th</sup> June 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 few 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 are 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 financial forecast 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 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. Although the College will broadly achieve target in 2022/23 and the SFC have confirmed that Colleges have a 2% tolerance level on its credits target for the financial year there is a remaining question over FA credits for 2022/23 and potential clawback. And in future the College have to plan for a significantly reduced credits from 2023/24 i.e. 10% reduction which will be extremely challenging to achieve and hit target thus the risk still remains as the third risk on the Risk Register.

- 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 failure to manage financial sustainability through the period of the financial plan this risk score is high after mitigating actions as the College has a deficit budget and is planning to try to address this through a savings plan. The Board have tasked College management with providing a planned approach to improving College

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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 however there is still a significant savings gap. This is being reported upon at each Finance and Resources Committee and each Board meeting. For risk 2 which is related to implications of national bargaining and possible negative impact on employee relations there is a limit to what the College can control in relation to this risk given it is as a 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.

## **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, 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	Lower than Risk Appetite (Averse)	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	14 June 2023
Paper Title	Estates, Capital Expenditure and Masterplan Update
Action	For Approval
Prepared by	Janet Thomson, Vice Principal Resources and College Development
Agenda Item	23.39, 23.39A
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 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 2023/24**

- 3.1.1 The College's SFC/GCRB capital funding allocation for 2023/24 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 23.39A. The total capital plan for 2023/24 projects on the attached is £2.010M which leaves £79k to be allocated which allows for a small element of contingency. There are also some 2022/23 projects carried forward as indicated on the schedule due to logistics of completing these projects e.g. challenging to complete in term time hence being done in summer 2023.
- 3.1.2 The College are working with Doig & Smith, the appointed project manager

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team to progress the projects in the capital plan for 2023/24. Doig and Smith were previously appointed following a tender process. The College's capital plan has been prepared based on the College Estates Condition Survey, which was completed in 2021 for all the College buildings, 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 following the survey. 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 2023/24.
- 3.1.5 There are two key projects being taken forward in 2023/24. The first of these is the Anniesland windows repair and replace project which is being progressed as a priority following the recent survey work. This project is to repair or replace as required the windows related elements for the main three storey building at the Anniesland campus which are the worst affected areas. This will be done in summer through to October 2023. The other key project is the Cardonald Campus Lifts Project which has been awarded and will continue through the second half of 2023 on a phased basis. This Cardonald Campus Lifts Project is 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.
- 3.1.6 In addition, there are further projects planned with outline timings at this stage as shown in the attached capital masterplan.
- 3.1.7 In addition to the SFC/GCRB related capital projects for 2023/24 there are two projects which are related to GCEF funding, and these are included at the bottom of the attached masterplan summary. These two GCEF projects are the Cardonald Public Realm project which is for the final phase of this project to complete the planned mural at the base of the Tower building and the College Learning Spaces project which is £2.3Million in total in the plan for a range of projects which will be taken forward based on affordability.

3.2 **FUTURE CLEANING PROVISION**

- 3.2.1 The cleaning contract for the Anniesland and Langside campuses was due to expire on 6<sup>th</sup> May. Work had been ongoing to prepare for a new tendered contract with the College's APUC representatives. Once the tenders were received they were at a significantly increased cost and the College reconsidered its options for the future cleaning service at the two campuses. It was decided to bring these services in-house and an extension of the current contract was agreed to the 13<sup>th</sup> October after which the College will take over the management of this service. The staff which are currently ISS employees will be TUPE'd over to become College staff after that date. A full mobilization plan has been prepared and is being worked through.

#### **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 be legal implications from this paper in respect of the projects for the Cardonald campus lifts and the Anniesland windows repair works relating to the issues with the previous works undertaken. A summons has been served in respect of the Cardonald lifts project to Clyde Valley Lifts who were the previous contractor and Mott MacDonald who were the project manager. The capital financial implications are captured above and in the College capital masterplan. Estates changes will take account of benefits to the student experience and any equality and diversity matters.

Glasgow Clyde College  
Capital Masterplan 2023/24 - Expenditure against plan at 30th May 23 for 23/24 capital projects

Project Ref	Project Description - Capital Projects	Project managed by	To be funded by		March 23 Board 22/23 Approved Capital Projects Plan	March 23 Board 23/24 Approved Capital Projects Plan	March 23 Board Two Year Capital Plan	Updated 23/24 Capital Plan	24/25 Capital Plan	Capital Expenditure from 1st April to 30th May 23	Remaining balance of project	Comments at 30th May 2023
1a	Anniesland campus - Velfac Windows Phase 1 Survey and Emergency Repairs	Doig & Smith	SFC/GCRB		£166,000	Future costs to be confirmed after March/April health and safety and investigation works	TBC	22/23 project - some c/fwd		£119,245	£0	Survey and emergency repair work in 22/23 to remediate and define future works required. Remedial works completed in 22/23. Total expenditure on first phase of remedial works £161k.
1b	Anniesland campus - Velfac Windows Repair and Replace Project.	Doig & Smith	SFC/GCRB		TBC	Future costs to be confirmed after March/April health and safety and investigation works	TBC	£1,300,000			£1,300,000	Survey work in 22/23 realised substantial works required mainly due to poor workmanship of the original windows installation. Recently received estimated costs for works to be completed from July 2023.
2	Anniesland campus - Heating & Cooling in Library & Dance areas of the building and chillers replacement - c/fwd from 2022/23 funds re logistics of completing in term time hence completing in summer 2023				£504,000		£504,000	22/23 project c/fwd		£144,009	£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 chillers need replaced. Carried forward balance from 2022/23.
3	Cardonald Campus Fire Alarms and Intruder Alarms Replacement	Doig & Smith	SFC/GCRB		£379,000		£379,000	22/23 project c/fwd		£41,136	£283,692	Current systems needing upgraded. Project being progressed. All committed in 22/23. Some spend c/fwd to 23/24.
4	Cardonald Campus Lifts - Project design in 22/23. Works in 23/24.	Doig & Smith	SFC/GCRB		£345,000	£405,000	£750,000	£405,000		£4,945	£745,055	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. Tender awarded and works to commence from June 23 though to November at a cost of £750k in total.
5	All campuses - Building Management System Replacement/ Upgrade	Doig & Smith	SFC/GCRB		£25,000	£225,000	£250,000	£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. Anniesland is first priority as current system unsupported.
6	Cardonald Car Park Entrance Project	Doig & Smith	SFC/GCRB		£15,000	£55,000	£70,000	£55,000			£55,000	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 and for pedestrian safety as it is not sufficient for the busy traffic flows. Project best to be done out of term hence will be summer 2023.
Works below this line to be progressed in future years												
7	Langside Mary Stuart Building Fire escape repair	Doig & Smith	SFC/GCRB			TBC	TBC		TBC		TBC	Project was previously considered however can't be done in term time. To be reconsidered for future when funding available. The escape can be used but could be much improved.
8	Cardonald Campus CCTV Upgrade	To be planned for future years	SFC/GCRB			£150,000	£150,000		£150,000		£150,000	CCTV cameras and other equipment needs to be upgraded. Yet to be fully costed.
9	Cardonald Campus Roof and structure repair	To be planned for future years	SFC/GCRB			£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.
10	Langside - Mary Stuart Engineering Heating and electrical Systems	To be planned for future years	SFC/GCRB			£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.
11	Anniesland external works re disabled/taxi pick up and drop off	Doig & Smith	SFC/GCRB		£3,000	£37,000	£40,000		£40,000		£40,000	This is an issue particularly at the busy drop off and pick up times for mobility impaired students and for the traffic generated by the schools groups. A solution to the collection and drop off area is required.
12	Anniesland external drainage works	Doig & Smith	SFC/GCRB		£20,000	£80,000	£100,000		£100,000		£100,000	Drainage issues which require extensive underground works and which are causing ongoing problems. Works due for tender and to be complete by March.
13	Other future years projects to be prioritised (based on condition survey/any other priorities)	To be planned for future years				TBC . Balancing figure based on total allocation as available after Anniesland works	TBC		Future years		TBC	Further analysis of condition survey to be undertaken and detail of future works specified.
Capital Masterplan totals					£408,000	£1,082,000	£1,490,000	£2,010,000	£420,000	£309,335	£1,180,665	
plus GCEF projects												
1	Cardonald Public Realm	Doig & Smith	GCEF		£640,000	£20,000	£660,000	£20,000			£20,000	Main works completed summer 22. Final phase of mural to complete in 2023.
2	Learning Spaces - Total value TBC	Doig & Smith/ Form Design	GCEF		£75,000	£1,000,000	£1,075,000	£1,075,000	£1,175,000		£2,300,000	Design works for the Learning Spaces project being undertaken with Form Design Consultants. First stage at cost to College. Presented to GCEF and College Board of Management in March 23.
Capital Masterplan totals					£1,123,000	£2,102,000	£3,225,000	£3,105,000	£1,595,000	£309,335	£3,500,665	

## Board of Management

Date of Meeting	14 June 2023
Paper Title	Public Sector Equality Duty Reporting
Action	For noting
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	23.40
Status	Disclosable

### 1 PURPOSE OF THE REPORT

The purpose of this report is to provide an overview of two PSED reports to the Board. The Mainstreaming Report and the Progress Toward the Equality Outcomes Report provide a summary of activity that has been undertaken in the College over the past 2 years.

### 2 RECOMMENDATIONS

The Board is asked to NOTE this paper.

### 3 BACKGROUND INFORMATION

To ensure compliance with our General Equality Duty, the College must:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the [Equality Act \(2010\)](#)
- Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups
- Advance equality of opportunity between people from different groups

The College has 4 Equality Outcomes it has identified that will allow us to target specific protected characteristics and priorities.

1. Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative college community
2. Staff and students at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive college community
3. Our services respond to and meet the needs of all disabled staff and students, including those with a mental health condition.

4. Staff are fully supported to create and deliver an inclusive curriculum

#### **4. REPORTING**

The College has produced reports on Mainstreaming and Progress Toward Equality Outcomes in addition to HR developed equality reports on Equal Pay and Gender Pay Gap. Reports are published on the College website.

Moving forward, the focus of the Mainstreaming and Progress Toward Equality Outcomes reports will shift with the national equality outcomes that have been published. Current reporting has a staff focus with supporting information regarding student activity. The focus for the next round of reporting will be upon students and this will necessitate greater reporting and analysis of student data in respect of recruitment, retention, attainment and post-course destinations based upon protected characteristic. This will allow the College to focus upon greater evaluation of both learning and teaching and support delivery in relation to the mapped national and College equality outcomes.

#### **5. EQUALITY MAINSTREAMING REPORT 2021-23**

[Equality Mainstreaming Report 2021-2023 original.pdf \(glasgowclyde.ac.uk\)](#)

#### **6. EQUALITY OUTCOME PROGRESS REPORT 2021-23**

[Equality Outcome Progress Report 2021-2023 original.pdf \(glasgowclyde.ac.uk\)](#)

#### **7. RISKS**

Failure to ensure that the College adheres to relevant Equality legislation and guidance may result in the College not meeting it's public sector duties and ultimately, we may be acting unlawfully.

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

EIAs will be carried-out in relation to policy initiatives, project activity and changes to custom and practice. The reporting allows priorities to be identified to support the attainment of College Equality Outcomes.

## BOARD OF MANAGEMENT MEETING

Date of Meeting	14 June 2023
Agenda Item	23.41
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) Note the appointment of Rena McAdam as support staff Board member
  - (ii) **Approve** the proposed changes to Committee Membership. Board members are also asked to consider joining Nominations Committee and/or GCEF as a trustee.
  - (iii) Provide possible topics for the Board Development Day.
  - (iv) Note the proposed Schedule of Work for 2023/24.
  - (v) Note the Acronym Glossary

### 3 BRIEF BACKGROUND INFORMATION

#### 3.1 Support Staff Member Nominations

The closing date for nominations was 23 May 2023 and one nomination was received. Rena McAdam (Senior HR Adviser at the College) will be joining the Board as the Support Staff Member.

#### 3.2 Committee Membership/GCEF Trustee

As the Board is aware, this will be the last Board meeting for a number of long-standing members who have reached the end of their second term. The Chair will provide details of recent appointments in his update to the Board.

The Nominations Committee has considered the proposed membership of the Board's Committee as set out in the attached schedule – **Appendix 23.41A**. The main changes proposed are as follows: -

1. Maureen McKenna replace Gordon McGuinness as Chair of Learning and Teaching Committee.
2. The two newly appointed Board Members, Fergus Brown and Rosalind Micklem join the OD Committee.
3. Rena McAdam (the support staff elected member) join Audit Committee and potentially one further Committee.
4. The two further Board member appointments (subject to formal approval by GCRB) join F&R Committee.

The Board is asked to **approve** the Committee membership as set out in appendix 1.

There will be two vacancies on Nominations Committee and Board members are asked to consider whether they are interested in joining this Committee. The time commitment will be approximately two short meetings per year (usually via teams) and potential involvement in interview panels. Please let the Clerk know if you are interested in joining Nominations Committee.

Board members are also asked to consider if they are interested in joining GCEF as a trustee. This would involve approximately three short meetings per year which are normally held online. Please email the Clerk ([kmavor@glasgowclyde.ac.uk](mailto:kmavor@glasgowclyde.ac.uk)) with details of why you are interested and what skills and experience you would bring to the role.

### 3.3 Board Development Day

This will take place on Wednesday, 30 August 2023. The Prince and Princess of Wales Hospice (last year's venue) is booked so we have contacted House for an Art Lover and pencilled in this date. The Clerk is happy to receive any comments from Board members on the suitability of this proposed location.

The Board is also asked to provide suggested topics for the Board Development Day. Please email these to [kmavor@glasgowclyde.org.uk](mailto:kmavor@glasgowclyde.org.uk) by Friday, 23 June. The proposed agenda will be shared with the Principal, Nominations Committee and the Board before it is finalised.

### 3.4 Schedule of Work 2023/24

A schedule outlining the papers that will be considered by the Board during 2023/24 is included at **Appendix 23.41B**. This document will be regularly updated and Board members are invited to submit agenda items throughout the year.

### 3.5 Acronym Glossary

This is included as **Appendix 23.41C**.

## 4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 23.41A: Committee Membership

Appendix 23.41B: Schedule of work

Appendix 23.41C: Glossary

## 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



**APPENDIX 23.41A - PROPOSED COMMITTEE STRUCTURE 2023/24**

<b>COMMITTEE</b>	<b>CHAIR</b>	<b>MEMBERS</b>
AUDIT	David Watt	Michael Payne Lindsey Paterson Rena McAdam Student Elected Member James Olatoke (co-opted)
FINANCE AND RESOURCES	David Newall	Jon Vincent Margaret Swiderska Bill French Board Member Board Member
ORGANISATIONAL DEVELOPMENT	Sandra Heidinger	Jon Vincent Fergus Brown Rosalind Micklem vacancy Student Elected Member
LEARNING AND TEACHING	Maureen McKenna	Jon Vincent Runa McNamara Alan O'Donnell Bill French Student Elected Member Ashleigh McCulloch (co-opted)
NOMINATIONS	David Newall	Lindsey Paterson Alan O'Donnell Vacancy Vacancy
REMUNERATION	Sandra Heidinger	David Newall David Watt Maureen McKenna Vacancy

# Glasgow Clyde College Board of Management

## Schedule of Work 2023-24

<b>STANDING ITEMS (for every meeting)</b>
Chair's Report (verbal)
Principal's Report (paper)
Student President's Report (paper)
Financial Sustainability Update
Minutes of Committee meetings
<b>For noting/approval</b>
Strategic Risk Register update
Estates, Capital Expenditure & Masterplan Update
Glasgow Clyde Education Foundation update
Governance Update
Acronym guide
<b>11 OCTOBER 2023</b>
<b>FOR DISCUSSION/DECISION</b>
Draft Primary Financial Statements
2023/24 Budget <ul style="list-style-type: none"> <li>Discussions with GCRB/SFC</li> <li>Financial Forecast for 2023/24</li> </ul>
5 year Plan/SFC Financial Forecast Return
Credits – Projection for 2023-24
Climate Change Action Plan
<b>FOR APPROVAL /NOTING</b>
Freedom of Information Summary
Health and Safety Report from OD Committee
<b>13 DECEMBER 2023</b>
<b>FOR DISCUSSION/DECISION</b>
Report on Going Concern
Annual Report by Audit Committee to Board of Management
Final Annual Financial Statements for year ending 31 July 2023
Final Annual External Audit Report and Letter of Representation 2023
Regional Outcome Agreement Development update
Credits Projection current year & Final credits report 2022/23
<b>FOR APPROVAL/NOTING</b>
Modern Slavery Act Statement 2023/24 (to share with Chair before meeting)
Financial Report year to October 2023 and Forecast Outturn to December 2023

<b>20 MARCH 2024</b>
<b>FOR DISCUSSION/DECISION</b>
SFC Indicative Funding Allocation for future year
Final Regional Outcome Agreement for future year
Financial Report year to January 2024 and Forecast Outturn
Credits Projection 23/24
Education Scotland – annual engagement
<b>FOR APPROVAL/NOTING</b>
-
<b>12 JUNE 2024</b>
<b>FOR DISCUSSION/DECISION</b>
Revenue budget for 2024/25 for approval
Financial Report year to April 2024 and Forecast Outturn to end July 2024
Equalities Report
Credits Projection 23/24
<b>FOR APPROVAL/NOTING</b>
Capital Masterplan update
Five year Plan Update

## Glasgow Clyde College

### Board of Management - Acronym Buster

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

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

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

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