



# BOARD OF MANAGEMENT

**11 October 2023 at 4.30pm**  
**The Space, Langside Campus**

Meeting of the Board of Management to be held on Wednesday 11 October 2023 at 4.30pm. The meeting will be held at Langside Campus (The Space).

## AGENDA

<b>23.43</b>	Welcome and Apologies		D Newall
<b>23.44</b>	Declaration of Interests		D Newall
<b>23.45</b>	Determination of Other Business		D Newall
<b>23.46</b>	Draft Minutes of the Board Meeting on 14 June 2023 and Board Development Day on 30 August 2023	P	D Newall
<b>23.47</b>	Matters Arising – Action Grid	P	D Newall

### Items for Discussion

<b>23.48</b>	Credits Projection for 2023/24	P	J Rafferty
<b>23.49</b>	2022/23 Draft Primary Financial Statements	P	T Elliott
<b>23.50</b>	Strategic Risk Register (to be discussed in small groups)	P	J Vincent
<b>23.51</b>	Cost Reduction Update	V	J Vincent

### Standing Items

<b>23.52</b>	Student President's Report	P	M Tuskova
<b>23.53</b>	Principal's Report	P	J Vincent
<b>23.54</b>	Chair's Report	V	D Newall

### 23.55 Draft Minutes of Previous Meetings

A	Organisational Development Committee 20 Sep 2023	S Heidinger
B	Audit Committee 27 Sep 2023	D Watt
C	Finance and Resources Committee 4 Oct 2023	D Newall
D	Remuneration Committee – verbal update	S Heidinger

### Items for Noting/For Approval(\*)

<b>23.56</b>	Governance Update* (including Acronym glossary)	K Mavor
<b>23.57</b>	Glasgow Clyde Education Foundation Update (V)	J Vincent
<b>23.58</b>	Freedom of Information Requests Summary	J Rafferty
<b>23.59</b>	Health and Safety Annual Report	G Crankshaw
<b>23.60</b>	Any other Business	D Newall

Date of next meeting: 13 December 2023

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

**BOARD OF MANAGEMENT MEETING**

<b>Date of Meeting</b>	11 October 2023
<b>Paper Title</b>	<b>Credits Update 23/24</b>
<b>Action</b>	For Discussion
<b>Prepared by</b>	J Rafferty
<b>Agenda Item</b>	23.48
<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 2023/24 session, as we embark on a new academic. It will also, inform members about the final credit position for 2022/23.

**2. ACTION FOR THE BOARD**

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

**3. BACKGROUND INFORMATION**

In May 2023 the SFC announced a series of significant changes to the credit funding methodology that were intended to support colleges in the face of a flat cash settlement for colleges projected for the next 5 years. These changes included:

- A reduction in the credit target for all colleges by 10% to receive the same cash funding.
- An increase in the average credit value for Glasgow colleges to £304 per credit.
- The retention of a 2% tolerance on meeting the credit target.
- A move in the credit qualifying census date for FT programmes from 9 to 5 weeks.
- An assurance that only 80% of credits would be reclaimed in the event of clawback.
- The removal of ring-fenced nature of Foundation Apprenticeship credits.

In the previous meeting of the Board in June 2023, we had forecast a credit outturn of **-1.0%** for session 2022/23, with SFC credit guidelines permitting a 2% tolerance on the target.

**4. CREDIT OUTTURN FOR SESSION 2022/23**

The credits for session 2022/23 were audited by Henderson Loggie throughout September 2023 and will be signed off imminently. No significant issues have thus far been identified and no management points from the auditors are anticipated. The college earned **124,931** credits and there will be no adjustments to this figure.

This represents **-1.2%** on the SFC target, which is still within the 2% tolerance. Two issues remain however:

- The first issue is that the FA credits were about 1000 credits short on target, and these credits were ring-fenced for FA activity only, which does pose the risk of some clawback.
- The second issue is that we cannot close off the return because approximately 29,000 student results have not been entered by lecturers, due to ASOS action by the EIS–FELA union. We await advice from SFC as to how to record this in our return, however last week, a ballot to extend the period of ASOS action was unsuccessful, with only 43% voting in favour.

## 5. CREDIT UPDATE SESSION 2023/24

The college has enjoyed a period of strong recruitment in the new session, following a concerted effort to make enrolment easier through the *Come to Clyde* strategy. So far, the college has recorded **10,833** enrolments against a target of 10,625. In terms of credit projections, this would mean that the college would land **+6%** above target were all students to stay, or **+2.2%** above target were we to have normal levels of withdrawal. This is the first time the college has predicted positive projections in 3 years.

Moreover, we have achieved this by building in a much smaller buffer that we normally would and have delivered the portfolio in a much more efficient way. For example, despite a 10% reduction in credits instructed by the SFC, the college has now removed **15%** from its planned activity. This has removed over **50,000** taught hours from our portfolio since last year, so improving our financial sustainability. This has enhanced our overall portfolio efficiency by **3%**, in terms of credits earned per hour of teaching.

Despite cutting the 2022/23 portfolio by 15% we have sustained the same number of Full-time HE enrolments as last year. This is good news as it defends our SAAS fees income for this category of student. With a target of 2453 FT HE students we enrolled **2504**, 2% over target and only 16 students less than last year

In terms of non-advanced enrolments, we are **1%** above our planned target, but there have been about 1300 fewer enrolments than last year, mostly part-time. About half of this is accounted for by the move of some activity into the commercial portfolio, or activity that is funded by other income streams.

## 6. IMPACT, RISKS AND MITIGATIONS

In the last update a number of potential risks were outlined as a consequence of portfolio redesign. It is now possible to begin to assess whether some of these potential risks have materialised:

### ***(a) Has there been a reduction in opportunities?***

The number of enrolments, compared to last year appears to have gone down by about 1300, but this is partly due to the re-designation of some courses as commercial, and enrolments are not the same as headcount.

### ***(b) Has the college suffered reputational damage?***

The college has not received high volumes of complaints about courses that have been merged or relocated to other campuses in order to defend our efficiency. We have two main outstanding complaints from parents - one who objected to the

relocation of a computing course to Langside Campus from Cardonald Campus and another complaining about the deletion of a Foundation Apprenticeship Schools course which only had 4 applicants. There has been a higher volume of complaints about ASOS action impacting on student resulting, particularly from employers who have apprentices with us.

***(c) Are attainment rates being impacted by the new model?***

It is too early in the year to measure this, and moreover, it would require an end to the ASOS action to measure it, which will hopefully be imminent.

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

It now appears that the 123,000 credit target was more than enough to meet target and in fact, following further efficiency measures in-year, to address the potential risk of over committing to unfunded work raised at the last Board meeting, we have now reduced the portfolio to 117,000 credits which we still believe will land us within the 2% tolerance zone. The only potential risk is that early withdrawal reaches similar levels to last year where it grew to 16%. Withdrawal levels are currently at 10%.

***(e) How is the impact on our workforce playing out?***

The new portfolio has increased overstaffing of permanent staff (to about 10 FTE) and reduced the requirement for temp staff (to about 23 FTE). However, voluntary severance continues to reduce the permanent staffing complement and we are currently looking for opportunities to re-deploy the surplus permanent resource to offset the potential temp staffing requirement.

**8. ANY OTHER SIGNIFICANT RISKS**

There remains the likelihood of clawback for unspent 22/23 FA credits for last session. There is also a risk that the college could still fail to meet its target should student withdrawal not be kept under control. There are no specific legal implications of this paper, other than the fair and legal treatment of permanent and fixed-term staff as a consequence of the 23/24 Portfolio Plan.

## BOARD OF MANAGEMENT MEETING

<b>Date of Meeting:</b>	11 October 2023
<b>Paper Title:</b>	College Strategic Risk Register
<b>Action:</b>	For Discussion
<b>Prepared by:</b>	Jon Vincent, Principal & Chief Executive
<b>Agenda Item:</b>	23.50
<b>Status:</b>	Disclosable

### 1. PURPOSE OF THE REPORT

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

### 2. ACTION FOR THE BOARD OF MANAGEMENT

- 2.1 Board of Management members are invited to discuss this paper.

### 3. BRIEF BACKGROUND INFORMATION

- 3.1 The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management. The Register was refreshed ahead of the start of this academic year.

### 4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

- 4.1 **Annex 1:** College's Strategic Risk Register as at 17 September 2023

There are 13 key risks in the Strategic Risk Register of which 2 (3) have a high residual risk score after mitigating actions, 8 (5) have a medium residual risk score and 3 (5) have a low residual risk score.

Note: figures provided in brackets are those presented to the previous committee meeting.

- 4.2 The three highest risks after mitigating action in the College Strategic Risk Register are as follows:

#### **Risk 1 – Failure to manage financial sustainability through period of financial plan**

There are a range of impacts from the 2023/24 college budget and financial plan which will be challenging including unfunded pay awards and inflation pressures against a backdrop of flat cash from SFC income over the next five years. This are very significant risks that have been regularly reported on to the Board of Management and discussions are ongoing. The budget for 2023/24 anticipates at large deficit at the year-end (circa £2.6m) and a risk of negative cash balances. Reduction in non-pay budgets have taken place and the downsizing of staffing

levels is on-going through an unfunded Voluntary Severance scheme. A further bid to GCEF is planned for funds to maintain the financial stability of the College during a period of downsizing.

**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 negative employee relations risks if there is to be further disruption through industrial action. Members of the main lecturers' trade union have been undertaking Action Short of a Strike (ASOS) since spring 2023 and this primarily involves a resulting blockade. However, in September and October 2023 strike action has taken place (or are planned). Members of the support staff trade unions Unison and Unite also participated in strike action on 7 and 12 September 2023. GMB union members have voted to accept the latest offer. The rejected 'full and final' pay offer made by College Employers Scotland to both lecturers and support staff is £2k consolidated for 2022/23 and £1.5k consolidated for 2023/24. The costs of this pay award to Glasgow Clyde College would be circa £3.5m and the Scottish Government have confirmed to the College sector that they are not able to assist with the costs.

**Risk 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**

As a result of incidents in public buildings constructed from Reinforced Autoclaved Aerated Concrete (RAAC), on 9 August 2023 the Scottish Funding Council asked all Colleges to undertake survey work on their building to ascertain if RAAC is presented. The College commissioned its professional advisors Doig & Smith to undertake the survey work. Initial work identified RAAC as present in two areas of the Cardonald campus (not the Tower Building) and potentially in the Mary Stuart Building at the Langside campus. Follow-up works confirmed the presence of RAAC in the Boiler House and Sports Complex at Cardonald campus. These works also clarified that RAAC was not present in the Mary Stuart Building. The condition of the RAAC in the Boiler House is poor, this area has been closed and further survey work by a structural engineer have been commissioned. RAAC has been used extensively in the construction of roof sections throughout the Cardonald campus Sports Complex however the majority is in good condition and present no risk. However, there are areas where the RAAC is in a poor and potentially dangerous state, these areas have been closed and will be subject to survey work by the structural engineer. To date, neither the SFC or Scottish Government have communicated a plan with regard to the management or removal of RAAC.

- 4.3 There are two risks where the residual risk score is above the College's Risk Appetite of Open which are risks 1 and 2, 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 was increased to be above the risk appetite following discussion at the Board of Management meetings since October 2022, 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 is being reported upon at each Finance and Resources Committee and an update given to each Board meeting as well as a target for savings being set and reported on to the Chair.

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 eg 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.



GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER																	
Risks linked to the five strategic plan themes																	
As at- 17/09/2023 Key for Risk Appetite Residual Score Comparison: 1-6 = Averse, 7-9 = Minimalist, 10-14 = Cautious, 15-19 = Open, 20-25 = Hungry																	
Risk Score Before Mitigating Actions						Risk Score After Mitigating Actions											
Risk Ref	Risk Description - Risk Cause	Potential Consequences	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)	Link to Strategic Theme(s)	Risk Owner	Links to KPIs	Previous score at last report to Board	Increasing/ Decreasing/ No Change		
1	Failure to manage College financial sustainability through period of financial plan	Financial sustainability Inability to meet obligations Inability to remain going concern Reputational risk Legal implications Not complying with SPFM Strained relationship with GCRB and SFC Pressures from national bargaining terms and conditions implications Implications for staffing	5	5	25	i) Revenue budget for 2023/24 and future years' financial plan being prepared although not able to achieve break even and seeking to achieve significant staff reductions. ii) Financial plans developed by College Senior Leadership Team for reduced credits activity and monitored within framework of available activity through Glasgow Regional plans for funding for teaching, student support funds and capital. Portfolio planning key element of cost base and monitored on ongoing basis iii) Cost reduction plans continue to be implemented with reduction in staff levels and significant cuts in non-staff budgets across the College. iv) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes. v) Successful bid to GCEF for additional funding support from November 2020 ongoing into 22/23. New bid to GCEF for 23/24 planned.	4	5	20	Higher than risk appetite (Hungry). Reporting to each Board from December.	5 - Financial Resilience through Operational Excellence	Principal/ Deputy Principal & Vice Principal	Annual operating position	20	No Change		
2	Implications of national bargaining and possible negative impact on employee relations	Reputational risks Poor industrial relations Potential service disruption through removal of labour e.g. strikes, action short of strike Loss of goodwill	5	5	25	i) Engagement with national process. Representation made through College Employers Scotland, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. ii) Emphasis made on imperative of financial sustainability and affordability issues particularly given increased staffing costs and flat cash SFC funding. iii) Relationships locally to maintain and build communications on national negotiations. Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications on any national matters iv) Effective clear, consistent communications in College with unions and with wider stakeholders and related message management v) Ensure proper consultation and early engagement on any local changes vi) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action vii) Engage with awarding bodies on any potential service changes	5	4	20	Higher than risk appetite (Hungry) As this relates to a national process there is a limit on mitigating actions possible, hence residual score still higher than risk appetite.	4 - Employer of choice 5 - Financial Resilience through Operational Excellence	Principal/ Assistant Principal HR	Annual operating position	20	No Change		
3	Failure to achieve SFC credits target and clawback of funding	Reputational risk with SFC, GCRB Financial risk Not meeting needs of community and employers	5	5	25	i) Major redesign of curriculum due to 10% reduction in credits levels for 23/24. Focus on achieving new credits targets with staff reductions being implemented in resultant. ii) Work within 2% tolerance of new credits target. Early withdrawals funding cut off date for full time programmes now earlier. iii) Systematic monitoring of credits levels throughout the year iv) Efficient deployment of human and physical resources to deliver the curriculum and credits	3	3	9	As per Risk Appetite (Open)	3 - Unrivalled Student Experience 5 - Financial Resilience through Operational Excellence	Deputy Principal	Credits target measure	16	Decreasing		
4	High Impact Business Continuity incident for College e.g. cyber attack, pandemic, fire, long term power loss, power rationing	Business interruption Impact on ability to meet future obligations Impact on student outcomes Legal implications Data protection issues Potential loss of essential data	4	5	20	i) Health and safety risk assessments in place and required testing and audits completed on an annual cycle ii) Business Continuity Plan for College in place. iii) Business interruption insurance and cyber security insurance in place. iv) Systems/services cloud based and using VPN/remote desktop for staff to access systems while home working. v) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology. vi) Member of HE/FE Shared Technology and Information Services (HEFESTIS) which provides support to secure against cyber attack and regular ICT network penetration testing undertaken by external bodies. vii) ICT backup procedures and Disaster Recovery planning. Cyber essentials+ status maintained. viii) Fraud response plan in place	3	5	15	As per Risk Appetite (Open)	5 - Financial Resilience through Operational Excellence	Vice Principal - Resources & College Development	Health and Safety KPIs	15	No Change		
5	Failure to achieve the College Climate Change Action Plan and carbon reduction targets	Environmental impacts Financial impacts Failure to meet needs of customer base through carbon training/ carbon literacy Reputational risk Stakeholder relationships	5	5	25	i) College Climate Change Action Plan in place ii) Carbon reduction target set over life of the climate change plan iii) College Climate Change group established and meets regularly iv) Glasgow Clyde College signed up to Race to Net Zero pledge v) Carbon emissions data monitoring by campus on quarterly basis vi) Plans being developed to reduce utilities consumption through enhanced monitoring and targeted investment vii) Carbon literacy training for staff and students being developed viii) Plan to incorporate sustainability into wide range of College courses ix) Membership of Regional Green Team x) Annual Participation in Global Goals teach In	3	3	9	Lower than Risk Appetite (Minimalist)	1 - Inspirational Learning and Teaching 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development	Sustainability KPIs measure	9	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)								
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 and related activities for staff vii) Occupational health reviews viii) Creation of some staff networks being considered ix) Active campus officer commencing in September x) College Help At Hand service for staff	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 Impact of action short of strike on measuring attainment Reputational risk Sustainability risk through low internal progression Financial risk e.g. Modern Apprenticeships 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 advice and 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 Tension arising from necessary actions to address College financial challenges	4	5	20	i) CPD for managers and leaders at all levels of the organisation ii) Leaders well sighted on any issues and escalate 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, teaching and support staff	Retention and attainment Failure to achieve ROA targets Unfilled vacancies leading to workload issues for others Inability to deliver core services	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 education 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	3	3	9	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	Increasing			
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. On-going investigations are taking place into the use of RAAC in the construction of buildings on Cardonald and Langside campuses.	Failure to recruit Retention impacts Reputational risk Less content students and staff	4	4	16	i) Provision of inspiring spaces for study and socialising. Learning spaces project planned although funding and projects rephased. ii) Maintenance of the physical environment iii) Capital masterplan in place and related to need/estates condition survey. SFC 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 ix) Survey works are underway at the request of the SFC to establish if RAAC is present and if so it condition. RAAC has been located in two areas of the Cardonald campus and in areas where it is cause for concern they have been closed until investigations by a structural engineer are complete	4	4	16	Lower than Risk Appetite (Averse)	1 - Inspirational Learning & Teaching 3 - Unrivalled Student Experience	Vice Principal - Resources & College Development	Student Experience KPIs	4	Increasing			

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. Reduced SFC credit allocation in 23/24 may impact on ability to meet all needs. 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	3	2	6	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	Increasing			
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 through enhanced use of Power BI 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**

<b>Date of Meeting</b>	11 October 2023
<b>Paper Title</b>	Student President's Report
<b>Action</b>	Information
<b>Prepared by</b>	Martina Tuskova and Jodie McNair
<b>Agenda Item</b>	23.52
<b>Status</b>	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 on so far.

Team Induction

GCCSA have a fully new student officer team for 2023/24, the first few weeks of the team's role included going through the induction process with GCCSA staff.

The GCCSA team for 2023/24 include;

President; Martina Tuskova

Vice President's; Amreen Mohammed, Andrew Jack and Syed Mujtba

Staff; Jodie McNair and Toni McNally

Student Welcome Engagement

GCCSA student officers and staff supported members of SLT cross campus during the first week of students starting/returning to college. The purpose of this was to welcome back returning students and to support new students in finding their way about the college. It was also the first opportunity for GCCSA to engage with students and get the new officer's team out on campus meeting people.

GCCSA Fresher's

GCCSA hosted three fresher's events cross campus on the 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> of September. The purpose of these events is to have a mix of internal support services (e.g. Careers and Equality) and external organisations cross campus to engage with students at the start of the year so that they can find out what support is available to them during their studies however so that they can also have a bit

of fun with other students and find out what they can get involved in or do within the local community outside of their college course. GCCSA gave out over 500 'Dig In' boxes at each campus which contains freebies and discounts, as well as providing students with free face/body painting, free caricatures and the opportunity to have a photo taken in a life-sized Barbie Box. Overall these events were a great success, GCCSA have reached out for feedback from stall holders and students which the association will be able to report back on once collated.

The Fresher's events also provide a second opportunity for the officer team to engage with students and get themselves know cross campus as Team GCCSA.

#### GCCSA Awareness Stalls

GCCSA hosted awareness stalls cross campus on the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> of September. The purpose of these stalls was to have an opportunity out with the busy events of Fresher's to raise awareness around the GCCSA Team and speak to students about what the association does, the support they have at college from other areas and how they can share their feedback and ideas with GCCSA.

These stalls also provided a third early opportunity for the officer team to engage with students and start to really get to know the student body and what they want.

#### Class Representative Feedback

GCCSA have requested the support of teaching staff to select their class reps for the year and add them to the GCCSA's online system. For those reps already on the system, they have been emailed a link to an online training module which they can complete, this is not mandatory but is in partnership with sparqs and looks great on UCAS applications or CV's for students who wish to complete it.

GCCSA separately are working with the ASL and ESOL departments, like usual, to plan specific training and feedback sessions for these areas. This will be done in late October/early November. For the first time, GCCSA are also working with the Schools Liaison Department in order to try to provide training and feedback sessions for school's pupils on college courses, this will be started in November.

#### Student Feedback – Drop-in's

GCCSA hosted cross campus student feedback drop-ins on the 26<sup>th</sup>, 27<sup>th</sup> and 28<sup>th</sup> September. These were promoted to class reps in the first instance but open to any student to attend. The purpose of these was to gather feedback around the following areas; Learning and Teaching, Student Experience, Resources, Facilities and lastly any other feedback they wished to share. The aim was to find it what was going well and not so well for students within their first block. GCCSA will collate this feedback and then share it with the relevant areas for reference.

The plan for GCCSA this academic year is to host one of these at each campus near the end of each teaching block. And the feedback will always be passed on.

### Active Campus Coordinator

The new funded post of Active Campus Coordinator for the college was filled and the individual spent the first two weeks in post with GCCSA as part of her induction process. Natalie joined GCCSA's awareness stalls to start to introduce her role to students and then joined our feedback sessions to gain some initial feedback. Natalie will now also be introduced to the Health and Wellbeing Faculty and Organisational Development. Natalie will begin to partnership work within her role by working with these three areas as well as others around the college on projects related to increasing the availability of student and staff activity cross campus.

### Cycling Activities

GCCSA have not yet been able to appoint someone in the funded position as Campus Cycling Officer. This is in progress and will be updated on in due course.

### Future Plans

GCCSA are currently working with the Careers Team on a Higher Education event involving Universities visiting's the campus sites to engage with students, this will take place the week commencing 9<sup>th</sup> October. GCCSA have plans to also do a Coffee and Careers event in November with the Careers Team for students.

GCCSA are also looking into doing some activity in October around Halloween time which could be some fun engagement for students to take part in.

GCCSA along with the Active Campus Coordinator are considering planning a Health and Wellbeing week cross campus in November. This is in the early stages.

Looking forward, GCCSA will be supporting the 16 Days of Action in November/December in line with our White Ribbon Scotland Status. GCCSA are working with the Equality lead on a project that will involve White Ribbon, Scot Rail and provide an opportunity for students to get involved with the chance of their work being displayed in train stations across the city of Glasgow. More updates to come on this project in due course. The aim is for a reveal of the work on the 29<sup>th</sup> November in Glasgow Central. GCCSA annually support White Ribbon Day.

## **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 MEETING**

<b>Date of Meeting</b>	11 October 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>	23.53
<b>Status</b>	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 July 2023 and October 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 Reinforced Autoclaved Aerated Concrete**

- 3.1.1 In response to a request from the Scottish Government in August 2023 the College commissioned a comprehensive survey of all buildings to establish the presence of Reinforced Autoclaved Aerated Concrete (RAAC). RAAC was used in the construction of buildings between 1950's and 1990's. Due to the age of many buildings across our campuses the use of RAAC could be quickly ruled out.

- 3.1.2 However, the Mary Stuart Building and Litehouse Building at Langside Campus and the Cardonald Campus Tower Building (including Sports Complex) were constructed in circa 1970's and 1980's and thus considered likely to contain RAAC.

- 3.1.3 Intrusive survey works was undertaken on these buildings during August/September. RAAC was only located in the ceilings of changing rooms and resistance training room in the sports complex and ceiling of the adjacent boiler house. These areas were immediately closed and remain so.

- 3.1.4 Survey reports have been submitted to the Scottish Funding Council (SFC) and Glasgow Colleges' Regional Board (GCRB). Survey work by structural engineers is now underway to establish the condition of the RAAC to guide how the College will manage these risks.

#### **3.2 Anniesland Campus Update**

- 3.2.1 The Anniesland Campus is now fully operational with the temporary window repairs working satisfactorily. Phase one of a programme of window repair and replacement has now been agreed and will take place between October 2023 and



March 2024. Phase one sees a significant proportion of windows in the main block being addressed at a cost of £1.3m.

- 3.2.2 The College has applied to the SFC for additional capital monies to allow a further £0.5m of works to take place as part of this programme. A decision from the SFC is expected in October 2023.
- 3.2.3 Phase One sees a rolling programme of works which will require classes to be relocated for a period of up to three weeks.
- 3.2.4 Phase Two of the programme is anticipated to occur in 2024/25. It is currently unclear if Phase Two will allow all remaining windows to be repaired or replaced.

### 3.3 **Vice Principal: Resources & College Development**

- 3.3.1 In July 2023 Janet Thomson (Vice Principal: Resources & College Development) announced her intention to leave the College after nearly twenty years of service. Janet left the employment of the College on 1 September 2023.
- 3.3.2 A restructuring of the College Senior Leadership Team (SLT) was already underway, but it does not directly impact on the role of Vice Principal: Resources & College Development. Thus, it is the intention of the College to recruit a replacement for this important post.
- 3.3.3 In the intervening period the SLT have absorbed the duties of the VP: Resources & College Development role. Interim senior management support is also being explored.

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

- 3.4.1 The College is a longstanding member of Confederation of British Industry (CBI). In spring 2023 the CBI has been engulfed in a crisis concerning allegations of serious misconduct by members of its staff. The College immediately suspended its membership of the CBI to avoid any risk of associated reputational damage.
- 3.4.2 The CBI subsequently undertook extensive investigations, key personnel changed and committed itself to change. As a result, the College has restarted its membership and continues to benefit from its services.

### 3.5 **Colleges' Partnership West**

- 3.5.1 The three colleges in Glasgow work closely together on matters relating to the economic and social development with key public sector partners through the Glasgow Colleges Group.
- 3.5.2 In recent years economic planning and investment programmes have become an increasingly a city-region matter principally driven by UK and Scottish Government policies. In addition, the zone of economic activity which is characterised as Glasgow extends beyond the catchment areas of Glasgow's Colleges. This has created challenges for the Colleges and public sector bodies in developing appropriate partnership working arrangements to support regional working.



3.5.3 To address this challenge the three Glasgow Colleges have come together with West College Scotland, New College Lanarkshire and South Lanarkshire College to form Colleges' Partnership West (CPW). GCRB is also a member of the group. The Group closely aligns with the Glasgow city-region economic activity zone. The formation of CPW has been warmly welcomed public sector partner organisations and has already led to a greater level of engagement.

3.5.4 It is very early days for CPW and formal terms of reference are yet to be agreed.

### 3.6 **College in the Fastlane for the Future**

3.6.1 Glasgow Clyde College has added a new electric vehicle charging point to its automotive engineering workshops, aiming to prepare students for the world of work with sustainable technology. Working towards a greener future, the addition of the EV charging point aims to provide students with fresh knowledge and hands-on experience in dealing with electric vehicles, which are becoming increasingly popular with drivers. With more and more electric vehicles set to be common in garages and automotive centres across the country, it is hoped that the EV charging points will enable students to be trained in the latest tech. This hands-on experience will provide a greater understanding of electric vehicles allowing students to transition smoothly to the workplace.

3.6.2 The initiative comes as Glasgow Clyde College continues to strengthen its existing sustainability credentials across its three Campuses, including its contribution to reduce the amount of carbon emissions found in cars used on its automotive courses. The College itself has pledged to reduce its own carbon footprint and is taking measures to achieve the emission of net zero greenhouse gases.

3.6.3 With the introduction of initiatives such as the low emission zones (LEZs) in Glasgow in June 2023, Glasgow Clyde College is ensuring that students entering the workplace will be prepared to deal with the transition to more eco-friendly transport options.

### 3.7 **Launch of Wella Colour Higher Level Diploma**

3.7.1 Glasgow Clyde College has launched the first degree-level certificate in hair colour and styling in partnership with world-renowned hair care company, Wella Professionals. The Wella Colour Higher Level Diploma is the first degree of its kind and allows budding hair colourists to gain a deeper understanding of the world of colour, studying the most intricate details of the profession.

3.7.2 A big step forward in hairdressing, the diploma has been carefully created with Glasgow Clyde College, designed to educate hair stylists at a higher level which has never previously been available. The course will offer students both the practical and technical skills of hair colouring in a range of modules, from biology to business skills, giving them the tools to succeed in their own salons.

3.7.3 The Wella Colour Higher Level Diploma takes up to 18 months to complete and will arm colourists with the most in-depth colour qualification available. The first intake of students will start this autumn.

**3.8 Dance students take to the stage with world-renowned dance company**

- 3.8.1 Two Glasgow Clyde College dance students, Grace Diggines and Ellie Wood, have been selected to perform with the prestigious Alvin Ailey American Dance Theatre, which is based in New York City, at this year's Edinburgh International Festival.
- 3.8.2 Known around the world for its spectacular modern dance performances that bring together American and African influences, Alvin Ailey American Dance Theatre (AAADT) have selected Grace and Ellie to form part of its ensemble, performing in front of hundreds of thousands of festival goers and tourists.
- 3.8.3 Following a rigorous audition process, Ellie (19) and Grace, (21) who both live in Glasgow, were chosen among a select few of Scotland's best dancers to perform with AAADT, which regularly tours across the globe. Both dancers are recent alumni of Dance Studio Scotland, which is the dance department of Glasgow Clyde College.

**4. EXTERNAL ENVIRONMENT**

**4.1 Audit Scotland Report: Scotland's Colleges 2023**

- 4.1.1 Audit Scotland published its annual report on the college sector in Scotland on Thursday 7 September 2023.

Key messages contained in the report are:

- Scotland's Colleges are vital to learners and local communities. Risks to the College sector's financial sustainability have increased since they last reported in 2022. Rising staffing costs are Colleges' biggest financial pressure;
- the Scottish Government's funding for the sector has reduced by 8.5 per cent in real terms between 2021/22 and 2023/24, while the sector's costs have increased. Effective, affordable workforce planning is now a greater than ever priority and challenge for Colleges; and
- significant changes to how the College sector operate have been recommended by recent reviews. However, the Scottish Government and the Scottish Funding Council (SFC) urgently need to build on their ongoing work to help colleges plan for change now and make best use of available funding so that they are sustainable for the future.

- 4.1.2 Themes highlighted in the report are:

**Financial Sustainability**

Audit Scotland has identified that the risks to the College sector's financial sustainability have increased since their previous report in 2022, in which they reported that change was needed to ensure the sector's financial sustainability in the long term. It is advised that the sector reported an adjusted operating surplus of around £8 million in AY 2021/22, considerably less than its surplus of £19.3 million for the previous year. Audit Scotland is of the view that the anticipated

reduction in the surplus is partly due to increases in staff costs, reflecting the impact of the sector's pay award in AY 2021/22 and some additional recruitment as well as rising inflation, fuel costs and other pressures. With regards to Scottish Government funding, Audit Scotland has noted the revenue funding for the College sector comprising £675.7 million in each of 2021/22, 2022/23, and 2023/24, and has advised that "After taking account of inflation, this represents a reduction in real terms of 8.5 per cent from 2021/22 to 2023/24". Grant funding provided via the SFC accounted for around three quarters of the College sector's total income in AY 2021/22.

### **Staff Costs**

The report notes that rising staff costs are Colleges' biggest financial pressure, with staff costs accounting for more than two-thirds (around 70%) of the sector's expenditure in AY 2021/22, whilst staff pay awards remain a pressure on College finances.

### **Infrastructure**

Audit Scotland makes clear that "Without investing in maintenance, colleges risk their estate becoming a worsening environment for learning" and that "Emerging issues around Reinforced Autoclaved Aerated Concrete will only add to this pressure".

4.1.3 Audit Scotland also articulate a cross-section of the numerous risks affecting Colleges, composed of the following:

- inflation, interest rates and energy costs;
- the investment required to achieve public sector net zero targets, especially in relation to the College estate;
- investment required to invest in digital;
- difficulties in attracting and retaining students and staff;
- the requirement for Colleges to self-fund staff restructuring and voluntary severance package costs;
- competition from private sector training providers;
- competition from some Universities;
- the challenges of raising income from non-teaching activities; and
- the impact of cost efficiencies on staff wellbeing and the student experience.

4.1.4 Audit Scotland is of the view that the recent reviews associated with the Education Reform Agenda bring both challenges and opportunities for the Scottish Government and advises that there are questions about what can realistically be achieved in the short term and what may require a longer timescale, possibly involving new legislation. Against the context of reform, Audit Scotland has recommended that "The Scottish Government and the SFC urgently need to build on their ongoing work with Colleges and help them become sustainable now, while structural arrangements at a national level evolve". In particular, Audit Scotland is clear that it is "critical for the Scottish Government to work with the SFC during AY 2023-24 to support Colleges in planning for change now and making best use of available funding". The role of Colleges in delivering the Scottish Government ambitions of Equality, Opportunity and Community is also touched on, with it being noted that "A significant reduction in a College's range of courses, student capacity, or its closure altogether could have an unequal impact on students from

more deprived areas, plus ramifications for the wider community". Audit Scotland believes that "Policy and structural changes by the Scottish Government have the potential to improve Colleges' operating environment but Colleges face daunting challenges now to their business models and finances" and that "Addressing the challenges facing the College sector cannot be avoided or postponed".

#### 4.2 **National Bargaining Update: EIS-FELA Lecturers' Pay Claim 2022/23 & 2023/24**

- 4.2.1 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.
- 4.2.2 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.
- 4.2.3 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.
- 4.2.4 EIS-FELA is seeking a consolidated, flat-rated pay rise of £7,000 over 2022/23 and 2023/24.
- 4.2.5 On 7 and 12 September 2023 EIS-FELA (alongside UNISON) undertook strike action. 7 September 2023 was a National Day of Action and 12 September 2023 was part of a rolling programme of action. Support of the strike action was high at circa 78% and 73% of lecturers participating.
- 4.2.6 As part of EIS-FELA strike action targeted at the constituency Colleges of key Scottish Government Ministers three days of strike action took place at the College from Monday 2 October 2023 to Wednesday 4 October 2023. Strike support was at circa 81% of all lecturers on Monday 2 October 2023.
- 4.2.7 Support of the 'resulting boycott' remains resolute across the College. Circa 31% of all results expected for the 2022/23 academic remain outstanding. The College has successfully put into place mitigations to ensure that student progression to further and higher studies has not been adversely impacted. However, for Modern Apprentices the impact of industrial action has been more significant with them being unable to complete their studies.
- 4.2.8 The EIS-FELA mandate for industrial action ends of 12 October 2023. The Union re-balloted its member to seek a further mandate for both a continuation of strike and action short of a strike. The results of the ballot were published on 29

September 2023 and due to a turnout below the statutory threshold a mandate was not secured. EIS-FELA are yet to formally notify the College of its intended course of action.

- 4.2.9 The Scottish Government have made clear to the employers and EIS-FELA that they do not intend to provide any additional financial resource to bring the dispute to resolution.

4.3 **National Bargaining Update – Support Staff Pay Claim 2022/23 & 2023/24**

- 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 by UNISON (without balloting its' members) and Unite (following a member ballot). GMB members voted to accept the offer.
- 4.3.6 On 7 and 12 September 2023 UNISON and Unite (alongside EIS-FELA) undertook strike action. Support of the strike action was circa 52% and 45% of support staff participating.
- 4.3.7 UNISON has also announced with it will be taking strike action at the College on 4 October 2023 to coincide with the EIS-FELA targeted action already taking place.
- 4.3.8 The Scottish Government have made clear to the employers and the support staff trade unions that they do not intend to provide any additional financial resource to bring the dispute to resolution.
- 4.4 **Scottish Government Programme of Government 2023/24**
- 4.4.1 The Scottish Government published its Programme for Government 2023/24 on Tuesday 5 September 2023, with the First Minister setting out the Programme in the Scottish Parliament. The Programme for Government sets out the legislative priorities for the year ahead specifically and the direction of travel generally for the rest of this Parliament.
- 4.4.2 Colleges and Tertiary Education:
- lead development of a new funding model for post-school education provision which continues free tuition and improves the parity of living cost support on offer for those wishing to study part time or flexibly, and which continues to promote post-16 education as a positive destination for widening access students;
  - Scottish Government to launch a new Scottish Education Exchange Programme – building on an initial test and learn project that we are delivering in 2023-24, prioritising placements for disadvantaged groups and further demonstrate our commitment to EU and global partnerships with Schools, Colleges and Universities including through working with these sectors; and
  - Scottish Government to work with Colleges to promote good governance, including bringing forward a statutory instrument to ensure trade union representatives on College Boards.
- 4.4.3 Skills and Training:
- to support the reform agenda, Scottish Government will bring forward legislation to ensure that the right structures and organisations are in place to deliver the ambitions to make Scotland the best place in the world to be educated;
  - set out plans for implementing reform of education and skills bodies and put the voices of children, young people, and adult learners at their core,



including responding to the recommendations of the Independent Review of Qualifications and Assessment by Professor Hayward, the National Discussion on Education and the Independent Review of the Skills Delivery Landscape by James Withers, and the priorities arising from 'Purpose and Principles for Post-School Education, Skills and Research;

- create more opportunities to acquire the green skills that our economy and workers need to thrive and transition to net zero, supported by an updated Climate Emergency Skills Action Plan; and
- continue to support rural skills, acting on recommendations from the Land-Based Learning Review and taking account of the wider reforms of the education and skills system that the Scottish Government will be implementing.

#### 4.5 **Fit for the Future: Developing a post-school learning system to fuel economic transformation: Skills Delivery Landscape Review**

4.5.1 Scottish Government published Fit for the Future: Developing a post-school learning system to fuel economic transformation: Skills Delivery Landscape Review, the final report of the independent review by James Withers.

4.5.2 The following themes point to the need for 'substantive, structural reform' and clarification and/or rationalisation of national bodies' remits and roles:

- significant tensions, e.g. between national agencies, and national and local level delivery;
- a lack of strategic direction, shared narrative and measures of success;
- a complex and fragmented funding environment;
- incoherent, disjointed pathways and a failure of language;
- an absence of national prioritisation and regional flexibility;
- inconsistency of careers advice and education; and
- a complicated business interface and clarity of expectation from employers.

4.5.3 The Review makes the following fifteen recommendations:

- Scottish Government must take a clearer leadership role in post-school learning policy and stronger oversight of delivery and performance;
- Scottish Government should establish a single, coherent narrative for what a successful post school learning system looks like and how progress towards it will be measured;
- Scottish Government should be responsible for national skills planning and oversight of sector & regional needs, including collation & dissemination of relevant labour market intelligence and data;
- Scottish Government should establish a clear template for regional skills planning;
- Scottish Government should identify and establish a single national funding body with responsibility for administering and overseeing delivery of all publicly funded post-school learning and training provision
- Scottish Government should redesign the process for how funding for all learning and training provision, including apprenticeships, is allocated to ensure it is prioritised to deliver strategic outcomes and best value for public investment;

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- Scottish Government should ensure there is provision for those undertaking part-time learning or pursuing certain approved accelerated retraining programmes to receive the same pro-rata level of funding support for living costs as those in full-time education;
- Scottish Government should ensure that the new qualifications body, has a clear remit for national oversight of the post-school qualifications landscape and the development of all publicly funded post-school qualifications and awards;
- Scottish Government should carry out a comprehensive audit of post-school qualifications and pathways with a view to rationalising and refining publicly funded qualifications;
- Scottish Government, with relevant partners, should scope and commission the design of a digital training record which learners can use throughout their lives to build and evidence their development of different skills, competences and qualifications gained through learning;
- SDS should be substantively reformed and recast as the national body for careers education and promotion with a focus on providing impartial advice, guidance and information to people of all ages about careers, jobs and learning and training pathways and available support;
- wind down the existing Scottish Apprenticeship Advisory Board and establish a network of regional employer boards and a national employers forum building on the employer-led infrastructure of the DYW network, with a refreshed and expanded remit;
- responsibility for supporting businesses with skills and workforce planning should clearly sit with the three enterprise agencies as part of business and economic development support;
- Scottish Government's new national skills planning function should work with the enterprise agencies and other partners to ensure that public sector growth investment for priority sectors becomes conditional on business investment in their current and future workforce; and
- Scottish Government must clearly map, communicate and promote the entry points for different system users.

#### 4.6 **It's Our Future: Report of the Independent Review of Qualifications & Assessment**

4.6.1 Scottish Government published It's Our Future: Report of the Independent Review of Qualifications and Assessment led by Prof Louise Hayward.

4.6.2 Key recommendations include:

- adopt a Scottish Diploma of Achievement (SDA) as a 'graduation certificate' for all senior phase settings;
- the SDA to recognise achievement in each of three elements: Programmes of Learning; Project Learning; and Personal Pathway;
- no external exams at SCQF levels 1–5;
- a digital profile for all learners allowing them to record personal achievements, identify and plan future learning; and
- a coordinated national approach to Artificial Intelligence (AI) is urgently needed.



4.6.3 In response to the Hayward report, the Cabinet Secretary for Education & Skills, Jenny Gilruth MSP, made a statement to the Scottish Parliament, including:

- recommendations will be considered alongside those of other major reports (e.g. the Withers report – see page 18);
- teachers, particularly in secondary schools, will be consulted in 2023/24 on the proposed reforms before any conclusions are made;
- the legislation to create a new qualifications body and inspectorate will be delayed until the next parliamentary year;
- SQA will still be ‘abolished’ although later than planned;
- recruitment will begin for Chief Inspector of Education for the independent inspectorate; and
- A ‘short, sharp review’ of the impact of Regional Improvement Collaboratives will take place, to conclude in October 2023.

#### 4.7 **A Purpose and Principles for Post-School Education, Research & Skills**

4.7.1 Scottish Government announced key reforms and actions it plans for post-school education and skills; this includes accepting ‘a number of’ the Withers report recommendations. A Purpose and Principles for Post-School Education, Research and Skills paper describes the ‘new blueprint’. An additional paper sets out Initial Priorities under five principles: transparent, resilient & trusted; high quality; supportive & equitable; globally respected; agile & responsive.

4.7.2 Plans include:

- develop a new national model of public funding for FE, HE, apprenticeships and training;
- investigate options to deliver a single funding body, including tuition and living cost support;
- the new national qualifications body to oversee all publicly funded post-school qualifications, except degrees;
- review student support for part-time learners;
- consider options for future delivery of national careers services.
- Scottish Government to take over responsibility for skills planning at a national level;
- pilot an international mobility programme; and
- enhance and embed the role of employers in shaping system planning priorities, pathways and provision.

### 5. **RISKS**

5.1 The discovery of RAAC at the Cardonald Campus has led to the closure of three areas. Alternative arrangements have been put into place to mitigate the closure of the changing rooms. The resistance training area has been closed. Access to the boiler house is also closed. The College is awaiting the findings of latest survey work by structural engineers to determine the condition of the RAAC. The Scottish Government and SFC are yet to announce any plans to manage the removal of RAAC from public buildings.

- 5.2 The National Joint Negotiating Committee (NJNC) are currently negotiating the 2022/23 and 2023/24 lecturers and support staff pay settlements. The College has no direct involvement in this national process. 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' currently in place has had limited impact on the ability of students to progress on to their chosen destinations. However, the escalation of strike action is now impacting on the service that the College is able to provide to its students.
- 5.3 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 disruption and potential costs associated with the removal and replacement of RAAC is likely to be extensive and expensive. Without additional funding from the Scottish Government to undertake these works it is likely that the College capital plans will need to be reprioritised in future years.
- 6.2 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.
- 6.3 The College has engaged its legal advisors on the Anniesland Campus closure. The latest advice is that any claim progressed through the courts is unlikely to be successful due to the duration of time that has elapsed between the handover of the building and the issues coming to light.
- 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	11 October 2023
Agenda Item	23.56
Paper Title	Governance Update
Action	Information
Prepared by	Kirsty Mavor, Clerk to the Board of Management
Status	Disclosable

### 1 PURPOSE OF THE REPORT

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

### 2 ACTIONS FOR THE BOARD

- 2.1 The Board is asked to note the updates provided and approve the following: -
- (a) Committee membership as set out in Appendix 23.56B.
  - (b) The extension of Clare Walker's role on GCEF

### 3 BRIEF BACKGROUND INFORMATION

#### 3.1 Board Development Day

The Board Development Day was held on 30 August 2023. A note of the meeting is at item 23.46. The output from the Board's self-evaluation session is recorded in the attached Development Plan (**Appendix 23.56A**). This plan has been considered by Nominations Committee and will be shared with GCRB.

Thank you to all Board Members for finding the time to attend this development day and if you have any feedback you would like to pass on please email [kmavor@glasgowclyde.ac.uk](mailto:kmavor@glasgowclyde.ac.uk). Also, if copies of slides did not reach your inbox (some were blocked) please let me know if you would like a copy.

#### 3.2 Board/Committee/GCEF membership

A number of new members have joined the Board and details of likely Committee membership were shared and approved at the June 2023 meeting. The final Committee membership has been considered by the Nominations Committee and the Board is asked to approve the membership as set out in **Appendix 23.56B**.

Nominations have now closed for the teaching staff member (to replace Bill French) and elections will be held shortly. An update will be provided on who will be joining the Board.

Nominations Committee has considered whether Clare Walker should continue on GCEF beyond her time on the Board. Given Clare's experience and willingness to continue in this role, it was agreed that the continuation of Clare's appointment to GCEF should be recommended to the Board. It is likely that Clare will still on GCEF until it is wound up.

#### 3.3 Schedule of Work 2023/24

A schedule outlining the papers that will be considered by the Board during 2023/24 is included at **Appendix 23.56C**. This schedule will be updated throughout the year and, in response to feedback provided at the Board development day, every six months Board members will be asked to provide input into the work plan.

#### 3.4 Acronym Glossary

This is attached at **Appendix 23.56D**.

**4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

Appendix 23.56A: Board Development Plan.

Appendix 23.56B: Committee Membership

Appendix 23.56C: Schedule of Work for 2023/24

Appendix 23.56D: Acronym Glossary

**5 RISKS**

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

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

N/A

BOARD DEVELOPMENT PLAN 2023/24				
ACTION AREA		WHAT WE WILL DO	WHO WILL CARRY OUT WORK	HOW WE WILL MEASURE SUCCESS
1	<b>Quality of Reporting</b>  Review approach to reporting to allow for more focussed, strategic discussion at Board level.	Set up a small working group to review approach to reporting and propose alternatives/improvements	Clerk, one member of Executive and at least one Board member	Reduction in volume of papers at Board meetings
		Look to achieve short focussed papers setting out strategic position and what the Board is being asked to do.		Quality of discussions during Board Meetings, feedback at the end of each session and end of 2023/24 year.
		Presenters to assume papers read, present high level points and allow for Board discussion within set time limit		Quality of decision making with Board members having the information they need from Executive to make decisions including the impact on the student experience.
2	<b>Improve Governance</b>  Minutes to be distributed after each Board/Committee meeting	Clerk will distribute after Chair has provided input.	Clerk/Chair	Board members will be more informed after each meeting and more involved in agenda setting.

	<p>Opportunity for Board Members to propose new topics/agenda items</p> <p>Meeting times to be varied to account for different commitments/working pattern</p>	<p>Small group discussion to take place six monthly to discuss potential topics/agenda items</p> <p>To be considered when setting 2024/25 schedule of meetings.</p>		
3	<p><b>Board Development</b></p> <p>Ensure an improved induction plan is provided to new Board members</p> <p>Introduce more regular development sessions to all Board members</p>	<p>To be developed and tailored to individual members.</p> <p>Sessions to be included at Board meetings where APs give overview of what their Faculty does.</p> <p>Provide opportunity for Board members to have more direct involvement in seeing what students do</p>	Chair/Clerk/Executive	<p>Board members will have greater understanding of the work of the College and the challenges and opportunities for students. This understanding will help drive empathetic decision making.</p>
4	<p><b>Diversity</b></p> <p>Improve the diversity of the Board</p>	<p>Continue to monitor the Board's diversity and ask Nominations Committee consider a different approach to advertising roles to reach out to a wider range of applicants.</p>	Nominations Committee/Clerk/HR	<p>Next round of recruitment attracts a wide range of applicants with individuals from diverse backgrounds being appointed to the Board.</p>

# **COMMITTEE STRUCTURE – 2023/24**

<b>COMMITTEE</b>	<b>CHAIR</b>	<b>MEMBERS</b>
AUDIT	DAVID WATT	Michael Payne Lindsey Paterson Rena McAdam Andrew Jack Stuart Porteous James Olatoke (co-opted)
FINANCE AND RESOURCES	DAVID NEWALL	Jon Vincent Margaret Swiderska Staff elected member Martina Tuskova Kathleen Sweeney
ORGANISATIONAL DEVELOPMENT	SANDRA HEIDINGER	Jon Vincent Fergus Brown Ros Micklem Martina Tuskova vacancy
LEARNING AND TEACHING	MAUREEN MCKENNA	Jon Vincent Runa McNamara Alan O'Donnell Staff elected member Andrew Jack Ashleigh McCulloch (co-opted)
NOMINATIONS	DAVID NEWALL	Lindsey Paterson Fergus Brown Rena McAdam
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
<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
Small group discussion – areas for development/agenda items
<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

**BOARD OF MANAGEMENT MEETING**

<b>Date of Meeting</b>	11/10/23
<b>Paper Title</b>	<b>FOI Update</b>
<b>Action</b>	For noting
<b>Prepared by</b>	J Rafferty
<b>Agenda Item</b>	23.58
<b>Status</b>	Disclosable

**1. PURPOSE OF THE REPORT**

This paper provides members with an update on Freedom of information requests made to the College for the period 1 July 2022 – 31 July 2023.

**2. ACTION FOR THE BOARD**

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

**3. BACKGROUND INFORMATION**

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

**4. REQUEST SUMMARY**

The college received **29** requests for information, 5 more than the same period last year, and all were responded to (See Appendix 1 below). 28 were handled within the recommended timescales, and 1 fell outwith the proposed timeline because of the complexity of the request. 1 was declined because of the lack of available SFC information for the period in question. Some common themes included senior salaries; ICT procurement; counselling services, college funding and the impact of the college funding crisis on college staffing levels.

**7. RISKS**

The college is compliant in terms of the Act. None of the information released appeared to pose any reputational risk.

**8. ANY OTHER SIGNIFICANT IMPACT**

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

## Appendix 1:

FOI Requests received from 1 July 2022 – 31 July 2023				
No.	Request Received	Response Due	Date Response Sent	Topic
01	05/08/22	01/09/22	16/08/22	Collaboration with India
02	16/08/22	09/09/22	05/09/22	Senior Salaries
03	09/09/22	10/10/22	27/09/22	Website Accessibility
04	20/10/22	16/11/22	11/11/22	Capital Funding
05	03/11/22	30/11/22	30/11/22	Circular STL 02/21 – Lecturing Staff National Dispute Resolution
06	08/11/22	05/12/22	02/12/22	Glasgow Clyde Flexible Workforce Development Funding
07	14/11/22	09/12/22	05/12/22	Manager List/Organogram
08	23/11/22	21/12/22	21/12/22	Workforce Impact of Funding Cuts
09	30/11/22	28/12/22	02/12/23	ICT/Networking Information
10	09/12/22	19/01/23	14/12/23	EU National Student Information
11	09/12/22	19/01/23	15/12/23	Payment Data
12	13/12/22	23/01/23	18/01/23	Sex Worker Information
13	09/01/23	03/02/23	30/01/23	Student Funding: Hardship Fund
14	19/01/23	15/02/23	23/01/23	Adult Education Funding
15	31/01/23	27/02/23	20/02/23	Students Charged with Criminal Offence
16	09/02/23	09/03/23	01/03/23	Average Skills Age Reading/Maths
17	16/02/23	15/03/23	No Response	College Deficit (No response due to excessive request and would be based on estimation due to not having financial allocations from SFC for the years in question)
18	24/02/23	23/03/23	23/03/23	Counselling Services
19	27/02/23	24/03/23	23/03/23	Counselling Services
20	09/03/23	05/04/23	03/04/23	Scottish Procurement Framework for Managed Print
21	22/03/23	20/04/23	12/04/23	Zero/Variable/Casual Hours Contracts
22	20/04/23	19/05/23	15/05/23	Staff Absence
23	25/04/23	24/05/23	25/04/23	Trips by Principal
24	24/05/23	22/06/23	13/06/23	Principal's Salary
25	24/05/23	22/06/23	28/06/23	Violence at Work Incidents
26	14/06/23	11/07/23	04/07/23	IT Hardware
27	23/06/23	21/07/23	12/07/23	Networking Equipment
28	28/06/23	26/07/23	28/06/23	DBS Applications
29	14/07/23	11/08/23	25/07/23	Lecturers and Managers leaving since May 2023

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**BOARD OF MANAGEMENT MEETING**

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<b>Date of Meeting</b>	11 October 2023
<b>Paper Title</b>	Health and Safety Annual Report
<b>Action</b>	Information
<b>Prepared by</b>	Gillian Crankshaw
<b>Agenda Item</b>	23.59
<b>Status</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

This report provides the Board of Management with an overview of the work undertaken by the Organisational Development Team in respect of Health and Safety over the academic year 2022/23.

**2. ACTION FOR THE BOARD**

This paper is for noting.

**3. BRIEF BACKGROUND INFORMATION**

- 3.1 Over the last couple of years, the team have been working to streamline and develop the service offered to staff and students. In consultation with the trade unions and relevant staff, we reviewed, updated and enhanced all our policies, procedures and associated documents. We are currently have two of these still to be fully consulted on and published.
- 3.2 Working with the Systems Development team we introduced a helpdesk which staff can request assistance from the team, and this is well used.
- 3.3 With help from the Systems Development team, we also introduced an online recording system for accidents, incidents, near misses and hazard observations. The system is known as the AIR system. We had not previously been able to report on near misses and hazard observations, so at the time of introduction we did an information campaign on this. In January of this year, we added an additional category to this system to allow incidents such as lift entrapments and other unexpected events to be recorded to allow us to monitor trends.
- 3.4 We have been working with GCCSA and the eLearning team to introduce a dedicated Health and Safety area on the students Canvas page. We are in the infancy of populating this but the main feature we have rolled out so far is the ability for students to report near misses and hazard observations.
- 3.5 Again, with the assistance of the Systems Development team, we introduced a Risk Assessment Register to store all College Risk Assessments. All staff can view any risk assessment from any department and all assessments are reviewed by the Health and Safety Officers before publishing. This has removed the risk of out-of-date assessments and allows the Organisational Development team to



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monitor them. The system automatically generates reminders for managers to update their assessments at the appropriate time.

### **3.6 Accident and Incident Statistics**

3.6.1 There were 97 accidents reported compared with 66 last year. The rise can be attributed to the increased number of staff and student activity on campus compared to last year, along with a greater degree of reporting following on from promotion of the Accident Incident Reporting (AIR) system.

3.6.2 There were 11 near misses reported, last year there were 23. There were 18 hazard observations reported, last year there were 23. Promotion of the importance of reporting near misses and hazard observations will continue through this academic year.

<b>4</b>	<b>ANNUAL HEALTH &amp; SAFETY PLAN</b>
4.1	The Health, Safety and Safeguarding Committee and its sub-group, the Health and Safety Campus Forum meet regularly throughout the academic year and monitor the Annual Health & Safety Plan including Accident Statistics, the Fire Risk Assessment Action Plan and the Health and Safety Audits.
4.2	The group members include representatives from Management, Health and Safety, EIS, Unison and GMB.
<b>5.</b>	<b>SUPPORTING DOCUMENTATION/ FURTHER INFORMATION</b>
	N/A
<b>6.</b>	<b>RISKS</b>
	The frequency of the formal meetings in addition to the informal communication channels and reporting mechanisms reduces the overall risk in relation to the Health and Safety of our staff, students and visitors.
<b>7.</b>	<b>ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY&amp; DIVERSITY</b>
	N/A