

BOARD OF MANAGEMENT

Wednesday 14 March 2018
The Boardroom, Langside Campus

BOARD OF MANAGEMENT

The Twenty Second Meeting of the Board of Management will be held on Wednesday 14th March 2018 at 4.30pm in the Boardroom, Langside Campus.

AGENDA

18.01	Welcome and Apologies		D Newall
18.02	Declaration of Interests		D Newall
18.03	Determination of Other Business		D Newall

Minutes of Previous Meeting

18.04	Minute of the Board Meeting on 13 December 2017	P	D Newall
18.05	Matters Arising – Action Grid	P	D Newall
18.06	Minutes from Committee Meetings		
	i. Learning & Teaching – 07.02.18	P	G McGuiness
	ii. Organisational Development – 31.01.18		S Heidinger
	iii. Audit Committee - 21.02.18	P	D Watt
	iv. Finance & Resources – 28.02.18	P	R Fraser
	v. Nominations Committee 07.02.2018	P	D Newall
	vi. Remuneration Committee 28.02.2018	V	S Heidinger

Standing Items

18.07	Chair's Report	V	D Newall
18.08	Principal's Report	V	J Vincent
	a. Update on credits		
	b. SFC Indicative Funding Allocation 2018/19		
18.09	Student President's Report	V	K Gasiorowska

Items for Discussion/Decision

18.10	Regional Outcome Agreement update	P	B Hughes
18.11	Financial Report six months to January 2018 and Forecast to July 2018	P	T Elliott
18.12	Capital Masterplan Update	P	J Thomson
18.13	Effective Evaluation of Teaching, Learning & Assessment	P	E Brownlie
18.14	Relationship with SQA Update	P	E Brownlie
18.15	Glasgow City Council City Government Academic Memorandum of Understanding for agreement	P	J Vincent
18.16	Articles of Association Amendment	P	J Thomson
18.17	GCEF Project Approvals	P	J Thomson

BOARD OF MANAGEMENT

18.18	College Strategic Risk Register Update	P	J Thomson
18.19	Governance Update	P	G Heritage
	i.Senior Management support updating Committee structure		
	ii.Remit of Organisational Development Committee		
	iii.Remit of Learning & Teaching Committee		
	iv.Remit of Audit Committee		
	v.Remit of Nominations Committee		
	vi.Remit of Finance & Resources Committee		
	vii.Remit of Remuneration Committee		
	viii.GCC Board Development Plan		
	ix.Schedule of Meetings 2018/19		

Items for Information/Noting*

18.20	Preparations for GDPR	P	J Thomson
18.21	Report on OSCR guidance for Charities: Safeguarding of Vulnerable Groups and Notifiable Events	P	D Marshall

Continual Improvement

18.22	Equalities Impact Assessment on Decisions Made		D Newall
18.23	Review of Papers (including Disclosable Status)		All
18.24	Any Other Business		D Newall

The next Board of Management Meeting will be held at 4.30pm on Wednesday 13th June 2018, Seminar Room 2, The Business Centre, Cardonald Campus.

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

**NOTES OF MEETING OF THE BOARD OF MANAGEMENT HELD AT 4.30 PM ON
13 DECEMBER 2017, THE BOARDROOM, LANGSIDE CAMPUS**

David Newall	Chair
Jon Vincent	Principal
Sandra Heidinger	Vice Chair (Until the end of Agenda Item 17.95)
Graeme Whiteford	Board Member
Gordon McGuinness	Board Member
Carolyn Davidson	Board Member
Fiona Godsman	Board Member
Mary Docherty	Board Member
Karolina Gasiorowska	Board Member
David Perez	Board Member
David Watt	Board Member

IN ATTENDANCE:

Brian Hughes	VP Curriculum and External Relations
Janet Thomson	VP Resources and College Development
Tracy Elliott	AP Finance and Infrastructure
Gill Ritchie	HMI, Education Scotland (for Agenda Item 17.89 only)
Gillian Murray	Clerk to the Board (Minute Taker)

APOLOGIES:

Clare Walker	Board Member
Stephen Henson	Board Member
Keith Rosser	Board Member
Robert Fraser	Board Member
Scott Cooley	Board Member

17.85 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting. Apologies were noted from R Fraser, S Cooley, S Henson, K Rosser and C Walker.

17.86 DECLARATIONS OF INTEREST

F Godsman declared an interest in Agenda Item 17.107, being a trustee of the Glasgow Clyde Education Foundation. There were no other declarations of interest.

17.87 DETERMINATION OF OTHER BUSINESS

There were no other items of business.

17.88 MINUTES OF THE BOARD MEETING ON 27 OCTOBER 2017

The Minutes were approved as a true record of the meeting.

17.89 MATTERS ARISING: ACTION GRID

All updates on the Matters Arising Action Grid were noted. J Thomson advised that the action relating to 17.72 was addressed by item 17.97 on the Agenda. In relation to action 17.78, J Thomson advised that this had been addressed. G Murray circulated notes of the Open Forum discussion at the Board Development Event (action 17.80). B Hughes advised that he would report to a future meeting on action 17.81.

J Vincent provided an update on the SFC Strategic Dialogue event which was referred to in the Minute of the meeting of 27 October 2017. The event will take place on 20th March 2018 and may require some board member involvement. The three topics for discussion will be Governance and Financial Health, Community Learning and A Mentally Healthy College.

G Ritchie joined the meeting.

The Board had discussed and approved the College's Evaluative Report and Enhancement Plan at its October meeting. Gill Ritchie, HMI, Education Scotland was invited to provide a verbal update on Education Scotland's review of the Report and Plan. G Ritchie outlined the process which had been followed, including the endorsement meeting, where Education Scotland had confirmed their agreement with the contents of the Report and Plan. G Ritchie commended the College for the quality of its submission and for the evidence it provided of a strong commitment to continuous improvement of teaching. G Ritchie outlined the next stages in terms of publication of the Report and Implementation of the Plan. She advised the Board that the Plan would be a rolling Plan with not all actions being implemented within the first year.

The Board discussed the update on the Evaluative Report and Enhancement Plan and acknowledged the excellent work of E Brownlie and his team in progressing this work and preparing the Report. In response to a suggestion from a Board Member, J Vincent agreed to consider the Communication Strategy following publication of the Report.

JV

The Chair thanked G Ritchie for attending the meeting and providing an update on the process.

G Ritchie left the meeting.

17.90 **MINUTES FROM COMMITTEE MEETINGS**

17.90i Learning & Teaching 08.11.17

G McGuinness provided an overview of the recent work of the Committee. The Board noted the Minute of the Learning & Teaching Committee Meeting of 08.11.17.

17.90ii Organisational Development 15.11.17

S Heidinger provided an overview of the recent work of the Organisational Development Committee. S Heidinger informed the Board that the Staff Engagement Survey was being finalised and would go live in the New Year. The Board noted the Minute of the Organisational Development Committee Meeting of 15.11.17.

17.90iii Audit 22.11.17

D Watt provided an overview of the recent work of the Audit Committee. The Board noted the Minute of the Audit Committee Meeting of 22.11.17.

17.90iv Finance & Resources 29.11.17

In the absence of R Fraser, D Newall provided an overview of the recent work of the Finance & Resources Committee. He drew attention to the Committee's request that an updated Estates strategy document be prepared, to be considered at a future meeting of the Board alongside the Capital Masterplan. The Board noted the Minute of the Finance & Resources Committee Meeting of 29.11.17.

JT

17.91 **CHAIR'S REPORT**

The Chair provided a verbal update on the recent board member recruitment. The Board noted that the outcome of that recruitment exercise would be known following the GCRB Board Meeting on Monday 18th December. The Chair referred to G Murray's Governance Update (Agenda Item 17.105) and outlined the need to continue recruitment. The Board agreed to instruct the Nominations Committee to take forward recruitment following their first meeting in the New Year.

Nomis
Com.

The Chair reflected on the success of the Board Development Event in October and the Board agreed to hold a similar event at the same time next year.

Chair/
Clerk

The Chair invited the Board to consider the action points arising from the Open Forum session at the Board Development Event (circulated by G Murray under Matters Arising). The Board discussed the action points and agreed that items 1 and 2 were addressed by Agenda Item 17.100 – KPIs. Item 3 was endorsed, with the Board inviting the Senior Management Team to bring a paper to the March meeting discussing the importance and quality of the service provided by the Scottish Qualifications Authority. The Board agreed that steps were in hand to address Item 4, regarding issues affecting students and staff. In relation to item 5, the Board agreed to invite D McDougall to a future Board meeting to discuss Commercial Activity.

JV

DMcD

The Chair informed the Board that G Murray was stopping for Maternity Leave on 14 December and, following a successful

recruitment exercise, her maternity cover, Glenn Heritage, would be starting on 9th January 2018.

17.92 **PRINCIPAL'S REPORT**

The Chair informed the Committee that he had invited the Principal to provide verbal updates to the Board rather than written reports. This was to ensure that the information was the most up to date.

The Principal informed the Board that the first meeting of the Staff Voice would be taking place on 14th December. An update was given on the Regional Outcome Agreement process with the Board noting the deadline for the submission of the final ROA as 30th April 2018. The Principal also provided an update on the Scottish Government Draft Budget which would be presented to Parliament on 14 December. The Board received an update on National Bargaining, noting that the Unions would be balloting their members in respect of the terms and conditions of service that had been negotiated nationally. In addition, the Board noted the position in relation to the job matching exercise for Existing Promoted Lecturing Posts, noting that the College has not reached agreement with the Unions on the grading and that the matter had been referred to an independent resolutions procedure through Colleges Scotland.

The Principal outlined various events which had taken place within the College or involving students or staff of the College. One Board Member advised that she had attended the recent College Theatre performance and commended the Staff and Students for their hard work in putting together an excellent performance.

In response to a query from a Board Member, the Principal acknowledged the extra cost pressures which would be placed on the College as a result of the recent Living Wage Accreditation.

The Chair thanked the Principal for his update.

17.93 **STUDENT PRESIDENT'S REPORT**

The Student President had circulated a written report which was issued to Board Members along with the rest of the Board Papers and Agenda. K Gasiorowska took the Board through her Report.

The Board discussed the update, in particular the feedback received from the Class Representative Meetings. It was noted that students had raised a range of issues at these meetings

that GCCSA would draw to the attention of relevant staff in the College.

The Chair thanked K Gasiorowska for her update.

17.94 **2016-17 FINANCIAL STATEMENTS FOR THE TWELVE MONTH PERIOD ENDING 31 JULY 2017**

T Elliott was invited to speak to the Paper issued with the Agenda.

T Elliott took the Board through the paper, explaining that the Report had already been discussed in depth by the Audit Committee and the Finance & Resources Committee. T Elliott explained that the External Audit had been completed and that the College had received a clean, unqualified Audit Report. T Elliott highlighted that the underlying operating position for the year was in line with budget as shown in the paper. The outcome was a balanced operating position.

T Elliott tabled a few substitute pages which had been changed as a result of updated information on staff numbers.

The Board discussed the Financial Statements and a couple of requests were made for minor changes to the wording of certain parts of the Financial Statements.

JT/TE

The Chair thanked T Elliott for her update and thanked staff for the close management of resources which had resulted in a balanced operating position.

The Board approved the Glasgow Clyde College Financial Statements for the twelve month period ending 31 July 2017 and invited the Chair and the Principal to sign off the Financial Statements.

17.95 **2016-17 ANNUAL AUDIT REPORT FROM THE EXTERNAL AUDITOR AND LETTER OF REPRESENTATION**

D Newall advised that he had spoken to the External Auditors in advance of the meeting. They had advised that they would not be attending the meeting as they would generally only attend by exception. In this instance, they had nothing further to report to the Board.

The Board noted that the report contained an unqualified audit opinion, and also positive key messages regarding: Financial Sustainability; Financial management; Governance and Transparency; and Value for money. The Board agreed that a minor change should be made to the wording of the report and it was agreed that management would ask the External

JT

Auditors to make this change prior to submission to the Scottish Funding Council.

The Board discussed the Report and the Letter of Representation. The Board approved the Letter of Representation.

17.96 **ANNUAL REPORT FROM THE AUDIT COMMITTEE TO THE BOARD OF MANAGEMENT**

The Chair invited D Watt, Chair of the Audit Committee, to speak to the Report issued with the Agenda.

D Watt took the Board through the Report. The Board were satisfied with the Report and thanked the Committee and College Management for their work over the year.

The Board approved the Report for onward submission to the SFC.

17.97 **ESSENTIAL ESTATES IMPROVEMENT WORKS INCLUDING CAPITAL MASTERPLAN UPDATE**

J Thomson was invited to speak to the Report issued with the Agenda.

J Thomson took the Board through the Report highlighting the two essential estates improvement works being the Anniesland Fire Integrity Works and the Cladding at the Mary Stuart Building.

The Board discussed the Essential Improvement Works and agreed that the works should be carried out as soon as possible whilst noting the financial risks in doing so. The Board agreed to communicate by email should financial commitments require to be made in relation to these issues before the next meeting of the Board of Management.

In response to a query from a Board Member, J Thomson confirmed that the correct procurement rules had been followed in the instruction of lawyers to take forward the legal action.

In response to a query from a Board Member, J Vincent assured the Board that the fire evacuation procedures were up to date and reflected the recent findings. A recent fire evacuation at Anniesland had seen the full building evacuated within 5 minutes.

J Thomson took the Board through the Capital Masterplan highlighting the changes which were as a result of the two aforementioned essential works. The Board were invited to approve the updated Capital Masterplan.

The Student President requested that additional student space at Anniesland be put on the College's Capital Plan for the future. J Thomson agreed that this would be discussed at a future meeting at which K Gasiorowska would be present.

JT/KG

Having discussed the Essential Improvement Works the Board approved the updated Capital Masterplan.

17.98 **COLLEGE STRATEGIC RISK REGISTER**

J Thomson was invited to speak to the Report issued with the Agenda.

J Thomson took the Board through the Risk Register highlighting the key changes.

The Board discussed the Risk Register, considering in particular the Financial Risks and the possibility of them moving away from 'red' in light of the positive financial statements. Having discussed this, the Board agreed that, particularly in view of uncertainties regarding future years' funding, the risk should remain as 'red'. The Board also discussed whether or not the potential salary increases as a result of the job matching exercise for promoted posts should appear on the risk register. It was agreed that this should not be put on the Register.

The Board noted the update on the Risk Register.

17.99 **INTERNAL AUDIT REPORT ON CORPORATE GOVERNANCE**

In the absence of the Internal Auditors, J Thomson and D Watt were invited to speak to the Report issued with the Agenda. The conclusion of the report was that the College's corporate governance arrangements were satisfactory. The report contained seven recommendations with a view to complying more fully with the Code of Good Governance for Scotland's Colleges.

D Newall invited the Board to agree who should be responsible for taking forward each of the Recommendations. It was agreed that responsibility should be allocated as follows.

1. KPIs – The Board
2. Board Recruitment – Nominations Committee
3. Quality of the Student Experience - David Marshall and the GCCSA
4. Accountability – Clerk
5. Audit Committee Terms of Reference – Audit Committee
6. Remuneration Training – Remuneration Committee
7. Effectiveness - Chair

The Board noted the Report.

17.100 **KEY PERFORMANCE INDICATORS**

The Chair spoke to the Report issued with the Agenda.

The Board discussed the KPIs and their alignment with the College Development Plan. J Vincent informed the Board that he did not want to replace the existing College Development Plan at this stage but thought it would benefit from a refresh, including setting targets for the years ahead.

The Board also discussed the need to consider the Quality of Assessment in any discussion on the Quality of Learning & Teaching. In response to a suggestion from a board member, J Vincent agreed to bring a data set to the next meeting which would show what evidence is available to assess the quality of Learning & Teaching. JV

The Board agreed to the KPIs as outlined in the Report and invited the Committees to take forward the arrangements and monitoring of the KPIs falling within their area (as set out in the Report).

The Board agreed that at its next Development Event in October 2018 it should include a session on Performance Measurements with each Committee being required to prepare a report.

The Board agreed to discuss the four themes outlined in the report at future board meetings, starting with a discussion on the Quality of Learning, Teaching & Assessment at its March Board meeting.

17.101 **GCCSA – PRE-ELECTION REPORT**

The Chair invited the Board to discuss the Report issued with the Agenda.

The Board noted some inconsistency throughout the Report as to how voting was actually carried out (online or by paper vote). The Board asked that this be considered and consistency applied throughout the report. It was agreed that this Report need not come to the Board on an annual basis and that, instead, the Clerk should liaise with D Marshall going forward to ensure there is a satisfactory electoral process in place and it is being followed. The Board agreed that the outcome of the Election should still be reported to the Board.

Clerk/DM

17.102 **RISK APPETITE**

J Thomson was invited to speak to the Report issued with the Agenda.

J Thomson took the Board through the Report outlining the rationale for the change in risk appetite under each section.

The Board discussed the Risk Appetite. The Board agreed that the overall Risk Appetite should be changed to Open. However, it agreed that the Risk Appetite relating to Compliance/Legal/Regulatory should remain at Cautious.

17.103 FINANCIAL REPORT TO OCTOBER 2017 AND FORECAST OUTTURN TO JULY 2018

The Board noted the Report, and that the College's income and expenditure to date were in line with budget.

17.104 CREDITS PROJECTION 2017/18 AND FINAL AUDITED CREDITS 2016/17

The Board noted that the Credits Delivery for 2016/17 had been 1.2% above target and that the Credits Projection for 2017/18 is currently 1.0% above target. The Board noted the Report.

17.105 GOVERNANCE UPDATE

The Board agreed that the Nominations Committee should review its remit and report to a future meeting of the Board. The Board noted the Report.

17.106 REPORT ON FREEDOM OF INFORMATION REQUESTS 2016/17

The Board noted the Report.

17.107 GLASGOW CLYDE EDUCATION FOUNDATION UPDATE

The Board noted the Report.

17.108 PREPARATIONS FOR GDPR

The Board noted the Report and that a further Report would be brought to the next Meeting. It was clear that additional resource would be required to ensure compliance with GDPR. JT

17.109 PREPARATION FOR CYBER RESILIENCE STRATEGY FOR SCOTLAND PUBLIC SECTOR ACTION PLAN

The Board noted the Report.

17.110 STAFF GOVERNANCE STANDARD

The Board noted the Report.

17.111 EQUALITIES IMPACT ASSESSMENT ON DECISIONS MADE

No decisions were taken that would have an equalities impact.

17.112 REVIEW OF PAPERS (INCLUDING DISCLOSABLE STATUS)

The status of Agenda Items 17.101 and 17.108 should be changed to disclosable. All other items remain as per the Reports.

17.113 ANY OTHER BUSINESS

No other business

DATE OF NEXT MEETING

The next meeting will be held on Wednesday 15 March 2018, Seminar Room 2, The Business Centre, Cardonald Campus

DRAFT

BOARD OF MANAGEMENT ACTION GRID - MATTERS ARISING

Date of Meeting	Item	Action	Lead	Status	Notes
13-Dec-17	17.89	Communications Strategy following publication of Education Scotland report	JV	19 02 18. The SFC published the Evaluative Reports and Development Plans for all colleges 26 January 2018. The college had a press release drafted in anticipation of enquiries however none were forthcoming. JV. Updated estates strategy is being taken forward with external review advice and will report to Board development day in October.	
	17.90iv	Updated Estates Strategy document to be prepared	JT		
	17.91	Recruitment of new Board members	Noms Cttee GH	For future recruitment Proposed 23 October to be actioned	provisional dates
	17.91	Arrange next Board Development day for Oct 2018			
	17.91	Report to Board on quality of service provided by SQA	JV	The requested report on SQA will be presented to the March 2018 meeting of the Board of Management.	
	17.91	Invite Duncan McDougall to future Board meeting to discuss commercial activity	DMcD/ GH	To be invited to future Board meeting.	
	17.94/95	Minor edits to Annual Report, External Auditors Report Student space at Anniesland. The Student President requested that additional student space at Anniesland be put on the College' Capital Plan for the future	JT/TE	These minor edits were completed prior to submission of version to SFC and Audit Scotland	
	17.97		JT/GK	A meeting is being arranged for J Thomson and K Gasiorowska to have an initial discussion on options.	
	17.99	Internal Audit Report on Corporate Governance It was agreed that responsibility should be allocated for each of the findings areas in the internal audit report as below:-			
	17.99-1	KPI's	BOM	Embed KPIs and report regularly to Board	
	17.99-2	Board Recruitment	Noms Cttee	3 points regarding consideration by Nominations Committee for future recruitment.	
	17.99-3	Quality of student experience	DM/GCCSA	The self evaluation analysis against the framework for developing strong student associations to be taken to Board or Learning and Teaching Committee.	
	17.99-4	Accountability	GH	Specify in Committee Structure chart which members of management provide advice	Completed. Committee Structure chart updated.
	17.99-5	Audit Committee	Aud Cttee	The Audit Committee terms of Reference should contain details of what assurance provided by other Committees and how Audit will obtain assurances from the other Board Committees	
	17.99-6	Remuneration Cttee training	Rem Cttee	Ensure members undertake on line training within one month of appointment.	
	17.99-7	Effectiveness	DN	Ensure clear process for setting and agreeing personal measures for the Principal.	The first cycle of this process has been completed.
	17.100.	Key Performance Indicators J Vincent agreed to bring a data set to the next meeting which would show what evidence is available to assess the quality of Learning & Teaching.			
	17.100.1		JV	Paper on the Board agenda.	
	17.100.2	Each Cttee to review KPI's before October Board to include session on performance measurement against KPI's at October Development day	RF, SH, GM, DW	KPI's reviewed at OD Committee at end January. Other Committees to undertake a review of KPI's.	
	17.100.3		DN	To be at October Board Development event.	

	Board agreed to discuss the four themes outlined in the report at future board meetings beginning with discussion of Teaching, Learning & Assessment and how to measure this		
17.100.4	Clerk to liaise with D Marshall re GCCSA electoral process	BOM	On March agenda.
17.101	Preparations for GDPR. A further Report would be brought to the next Meeting.	GH	The outcome of the student Elections should still be reported to the Board
17.108		JT	Update paper on Board agenda

**NOTES OF THE FIFTEENTH MEETING OF THE LEARNING AND TEACHING
COMMITTEE HELD ON 8 NOVEMBER 2018
THE BOARDROOM, LANGSIDE CAMPUS**

PRESENT:

Gordon McGuinness	Committee Chair
Jon Vincent	Principal
Fiona Godsman	Board Member
Carolyn Davidson	Board Member
Stephen Henson	Board Member

IN ATTENDANCE:

Brian Hughes	VP, Curriculum and External Relations
Eric Brownlie	AP, Quality and Performance
N Hardie	E-Learning Manager
D Marshall	
Glenn Heritage	Clerk to the Board (Minute Taker)

18.01 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting. There were apologies from Karolina Gasiorowska.

18.02 DECLARATIONS OF INTEREST

No declarations of interest were received.

18.03 MINUTES OF MEETING HELD ON 18 MAY 2018

The minutes of the meeting of 8 November 2017 were accepted as a true record of the meeting.

18.04 MATTERS ARISING

The update on the Matters Arising Action Grid was noted.

E Brownlie gave a brief verbal update on item 17.43 which had been omitted from the Action Grid. It was clarified that students going on to further education could relate to an internal course at GCC or externally to University.

E Brownlie updated that the new website had now been launched and now hosted the online application process.

At this point the Chair invited N Hardie to give his presentation on e-Learning before the Committee Agenda items.

18.12 E-LEARNING PRESENTATION

N Hardie took the Committee through a presentation of the various areas of e-Learning which the College now offers.

The presentation explained the areas of Innovation Centre, Content Development, Repository, VLE and staff training.

N Hardie described the staff training element as the glue that holds all projects together, and hopes are to encourage greater interest in learning. The focus ahead therefore is to increase engagement, eg with VLE, develop the team, and raise the baseline.

The Committee noted that student feedback demonstrates a demand for more VLE and changing technology and approaches to learning and teaching mean a greater understanding of blended learning is important for all staff.

The Committee thanked N Hardie for his informative presentation.

N Hardie left the meeting at this point

18.05 **STUDENT PRESIDENT REPORT**

The Committee noted the paper in absence of K Gasiorowska.

The committee felt it was a positive paper albeit very similar to one presented to the Board of Management, but they would like to know what the challenges are facing students, and what the Committee could enable support within its role and remit. The Committee agreed it important to understand what students would wish them to discuss and to what purpose.

D Marshal and B Hughes spoke about the support now available to students, the administrative and officer support and agreed that they too are asking these questions. SMT members are available to meet with students to aid this process.

The Committee were asked also to acknowledge that not all students engaged with GCCSA but that the class representative system is encouraged as a communication channel across all levels.

DM/GH/KG

18.06 **LEARNING & TEACHING PORTFOLIO 2018-19**

The Chair invited B Hughes to speak to the Report issued with the papers.

B Hughes explained that due to timing issues, at time of the Report and this meeting GCC still does not have the credit targets from SFC for session 2018/19. These are believed to be available from 20th February. It is understood there will be changes with PI's and credits so the paper presented is an early indication with more robust decisions being made after release of information by SFC.

A Committee member asked about the inclusion of factors relating to skills gaps alongside recruitment levels and credit targets when making these decisions. B Hughes responded that we always look at alternatives, and removal does not

indicate that an entire subject area is always removed in total but that the number of classes may reduce for example.

Committee members raised questions around how underperformance was defined, and how the equation for success rates was cognisant of differing abilities and the progress achieved by the student.

Committee members also felt the paper was difficult to engage with, and whilst they did not necessarily require the course specifics wanted to know the criteria, what evidence was used, and what the College is doing to address underperformance.

A discussion took place around papers which were presented without options or recommendations and the clarity of SMT's expectations from the Committee.

A Committee member summarised committee needs as information relating to actions and reactions needed within scenario planning, and assured SMT it is the board role to ask what it is that the team want from the Committees and what would assist SMT.

It was agreed that, timing aside, there was a need to ascertain the right level of information. The paper presented highlights challenges we face both financial and from Scottish Government.

During discussion, the Committee asked how this fits with the College strategy, about evidencing how decisions are arrived at, and what this Committee can offer to inform decision making in the light of strategic developments.

The Chair commented that the Committee needs to be able to respond to the College Chair's ambition of delivering high quality provision and being able to evidence this. Resources are there to help achieve this, with a reliance on SMT to encourage best practice.

A discussion took place around the distribution of credits across a range of provision to ensure depth and breadth in the curriculum offer. The college could choose to disproportionately flood a curriculum area with credits at the expense of other provision but the overarching maintenance of a broad curriculum in line with Regional requirements is what drives the portfolio.

J Vincent felt that the purpose of the board is to determine the educational character and strategy of the College and that this agenda may be a topic for full board discussion around the environment in which we are operating. L&T staff could look at any systematic underperformance. J Vincent explained that demand may not always be consistent with the external career demand. B Hughes noted that he had asked these questions regionally given the impacts across the region.

All

JV/GMcG

The balance of GCC offers has been reshaped in the past eg due to merger, and we now are in a place where we need the intelligence to consider again and to bring to the board.

The Committee thanked B Hughes for the report

18.07 L & T PROGRAMMES UPDATE

The Chair invited B Hughes to speak to the Report issued with the papers.

B Hughes explained again a timing issue relating to January starts, and circulated figures recently available giving applications and enrolments to date.

It was explained that strategies to improve retention are showing results and an analysis is being undertaken to determine how many January starts continue and then access August starts at the next level.

The number of enrolments is slightly below target but credits are above target due to the courses enrolled being those which carry higher credits. Lower numbers of students can be attributed to a number of factors including staying at school longer and less students leaving at Christmas.

If required, the details of applicants not accepted can be identified. The SCQF levels predominate the middle ranges which reflects the school education levels of Glasgow as a whole.

SMT Learning and Teaching would like to drill down further into reasons for non-retention but feel that external support would be valuable to look at this in depth.

SMT/Board

Discussion followed around student experience and its impact, although overall the Committee were asked to note that we are broadly where we want to be at this stage.

The Committee thanked B Hughes for his update.

18.08 STUDENT SATISFACTION SURVEY 2016/18

The Chair invited E Brownlie to speak to the Report issued with the Agenda.

E Brownlie explained the Student Satisfaction survey 06/17 is collected by SFC and shows that GCC scores very well. The survey received over 3,500 responses giving a good response rate.

There is a uniformly low score for GCCSA and this is reflected across the country.

E Brownlie also referred to an Early Impressions survey, 2017/18 which is conducted by the college and again was very positive. Lower scores for student advice and guidance were evident.

The Committee expressed interest in the impact of interventions and E Brownlie responded that a number of

measures for improvement eg with admissions are producing an improving picture.

The Committee felt we should promote our excellent satisfactions levels (eg You said, We did). GCC is the largest FE provider with 96/97% satisfaction.

The Committee recognised the efforts which produced these outcomes, and thanked E Brownlie for his report.

18.09 **REMIT OF COMMITTEE**

The Chair invited the Committee to discuss the Remit of the Committee and to propose any changes to the Remit.

The Committee discussed the remit, and purpose of the Committee. #comments were made that the Committee should have a purposeful focus albeit with balanced granularity. The aim is for L & T to become more focussed and involved. Some of our challenges centre around the client groups served and conversations within Committee are important for assurance.

Discussion on point 5 took place and a suggestion from B Hughes that a point on student experience is added. **DM**

B Hughes suggested one aspect of the student experience could be brought to the Committee in a paper each meeting.

J Vincent suggested the Committee decide the order of aspect / topic they wish to see from a menu provided by D Marshall of possible options. The Committee agreed this.

A committee member raised student disciplinary levels and what the ambition is to reduce these over time and the efficacy of support mechanisms. Information on this can be provided. **BH**

J Vincent and Committee members felt the Remit was not yet in final form, and SMT and Committee members are invited to **All**

submit feedback to the Clerk. Some minor comments were made, with email submissions to guide the next iteration to be received by the Clerk for 14/15th February. **GH**

B Hughes to provide membership wording to Clerk **BH**

18.10 **PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF**

The Chair invited E Brownlie to speak to the Report issued with the Agenda.

E Brownlie spoke to this paper. TQFE qualified staff is low at 62% although the majority would be temporary staff who are unqualified. In response to a Committee member he explained that temporary staff can be on short contracts for up to four years before they are made permanent. .

E Brownlie explained that of the four programmes for development, both the Foundation Programme for college Lecturers and Developing Learning and Teaching Programme (both college devised programmes) are unique to GCC and could be offered commercially to other colleges.

SMT are requesting support from the Committee to engage with staff on a mandatory basis for training and to implement a mechanism for staff not engaging. The low engagement levels are a concern and SMT have full Committee support on this. **SMT**

The issue is sector wide although the Committee were asked to note that a current review into Professional Standards for Lecturing Staff is an indicator of direction of travel and likely to be helpful in encouraging and mandating staff qualifications.

The Committee thanked E Brownlie for the update.

18.11 **SFC PI ATTAINMENT**

The Chair invited E Brownlie to speak to the Report issued with the Agenda.

E Brownlie spoke to the Performance Indicators, noting that sector audited data was not yet available hence data circulated is that of GCC and fairly accurate.

The Committee noted that the key comparator is with our own past performance and the trend is important. Discussion round the attainment challenges for some groups, and key areas needing to improve. The Committee were informed that GCC has a high level of part time FE compared to other colleges and this impacts on the relevant PIs.

Methods for those with ELS needs were discussed and it was noted that the needs of current students can be far more complex than was the case historically. When support is given ELS students often outperform the mainstream.

The Committee discussed targets and were informed these are stretching but are part of and discussed within the ROA. A Committee member asked what the implications are of not achieving targets. B Hughes responded that failure to achieve the credit target carries a financial penalty but there are currently no penalties associated with failure to achieve other targets.

Discussion returned to issues of our client groups and the balance between offering a high performing curriculum and responding to the demands of our local communities. The Committee also made the link to better qualified staff.

The Committee expressed willingness to lobby or influence on behalf of GCC and its particular challenges and the importance attached to its broad curriculum and correspondent PI levels in some areas.

The Committee thanked E Brownlie for the update.

18.48 **EQUALITIES IMPACT ASSESSMENT ON DECISIONS MADE**

N/A.

18.49 REVIEW OF PAPERS (INCLUDING DISCLOSABLE STATUS)

Item 18.11 PI data is deemed non-disclosable.

18.50 ANY OTHER BUSINESS

None

DATE OF NEXT MEETING

The next meeting will take place on 9th May 2018 in The Boardroom, Langside Campus.

DRAFT

MINUTE OF THE FOURTEENTH MEETING OF THE ORGANISATIONAL DEVELOPMENT COMMITTEE HELD ON WEDNESDAY 31 JANUARY 2018, SEMINAR ROOM 4, CARDONALD CAMPUS, GLASGOW CLYDE COLLEGE

PRESENT:

S Heidinger	Committee Chair
M Docherty	Committee Member
G Whiteford	Committee Member
C Walker	Committee Member
D Perez	Committee Member

IN ATTENDANCE:

G Crankshaw	Acting Assistant Principal, Human Resources
C Crawford	Acting Organisational Development Manager
J Thomson	Vice Principal, Resources & College Development
N Patton	Head of Human Resources
G Heritage	Clerk to the Board (Minute Taker)

ACTION

18.01 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting. Apologies were noted from Jon Vincent, Principal.

18.02 DECLARATIONS OF INTEREST

There were no declarations of interest.

18.03 MINUTES OF PREVIOUS MEETING: 15 NOVEMBER 2017

The Minutes were approved as an accurate record of the meeting of 15 November 2017.

18.04 MATTERS ARISING

The Committee noted the updates within the Matters Arising Action Grid.

J Thomson gave two further updates relating to the minutes of the previous meeting which were not included on the Action Grid.

Fire Compartmentation at Anniesland Campus: The first stage of the court process has now progressed and the College awaits a response from BDP Architects on the requested documentation . A hearing date is set for 11 April 2018. The work at the Anniesland campus will go out to tender.

ACTION

Mary Stuart Building: following a report, it is thought the cladding on the building may be more fire retardant than initially indicated.. Further tests are being undertaken on cladding panels, and any potential remedial works will require to be agreed.

From the matters arising action grid it was indicated that papers for 17.38 Employee Engagement Survey and 17.39 Key Performance Indicators are both on this agenda for discussion. The Committee noted the clarification under 17.39 that turnover figure for 2016/17 for all permanent staff should have read 4.7%. Also from 17.43 the updated remit of the Committee is also on the agenda.

18.05 NOTES OF JOINT CONSULTATION AND NEGOTIATING COMMITTEE MEETINGS

- 18.05a** Lecturers Sub-Group: The Committee noted the Minutes of the 20th December 2017. It was agreed that there were no specific points therein that should be brought to the attention of the Board.

The Committee discussed the Minutes and highlighted their tone and in particular, the item reviewing the Minutes of 20 September 2017 where it had been noted that staff at GCC 'don't have a voice' which was amended in the December minute to some staff within GCC feel they don't have a voice. The Committee sought clarification on how many areas were affected and staff indicated that the comment was only relevant to one section and this was being taken forward.

There was also a discussion on the item on culture within the Minutes which prompted a query on the employee engagement survey and about the potential to identify individuals in the survey. It was agreed to discuss this during that agenda item.

- 18.05b** J Thomson circulated copies of the JCNC Support Staff Sub-Group of 3rd November 2017.

The Committee noted the Minutes. It was agreed that there was nothing therein that should be brought to the attention of the Board.

The Committee discussed the Minutes. Item 7 Terms and Conditions (Management Discretion) which noted some disquiet around annual leave flexibility in some parts of the College and the Committee were assured that, whilst this was

a general statement, if issues arise these are discussed with managers in the relevant section. In some areas of work staff cover is required at key times, and there has to be a balance of the needs of the College and its different units with discretion the manager might exercise if there are very specific reasons to request leave.

ACTION

G Crankshaw and J Thomson stressed the use of fair and balanced judgement although to deal with concerns they also require specific details.

The Committee were comfortable that GCC is reasonable and proportionate in dealing with annual leave requests.

The Committee noted the use of 'non-teaching staff' as opposed to the preferred terminology referencing 'support staff' and it was requested to amend this in future minutes and papers..

JT/GC

18.06 REMIT OF ORGANISATIONAL DEVELOPMENT COMMITTEE

The Committee discussed in detail the draft Remit, noting some amendments had already been made. The Committee noted all Remits were due to be considered at the March 2018 Board meeting.

There were some suggested style and grammar amendments as follows:

**GH
SH**

Paragraph 1 – omit the word 'issues' which is referenced twice on second line.

Paragraph 2 – the sentence is too long, some words or phrases are superfluous and it does not scan well. This will be reworded and the sentence broken up to ensure clarity.

Paragraph 1 - amend to read 'consider policy and strategy in relation to staffing.... In response to a query on the term staff governance, J Thomson highlighted that the Staff Governance Standard applies to the College and this was current terminology in the sector in this area. It was noted that the Staff Voice will contribute to the measurement of College staff governance.

GH

Paragraph 5 – omit the phrase 'with the Principal' as this is not always applicable to meetings of JCNC.

GH

Paragraph 6 – use of the term 'balanced scorecard' as a specific tool was queried. It was accepted that the aim of the

GH

Principal and SMT was to produce a balanced scorecard, and it was agreed to let that stand.

Paragraph 6 – suggested to change ‘strategy’ to ‘development plan’ to reflect the College plan and nomenclature.

GH

A lively discussion followed on whether the title of the Committee should change. Distinctions between HR and OD were discussed and the historical context. No consensus was reached on an alternative and G Heritage will ask other boards what titles they use for Committees with the same remit. For the moment, the name remains unchanged.

GH

ACTION

18.07 ASSISTANT PRINCIPAL HR REPORT

G Crankshaw was invited to speak to the Report issued with the Agenda.

The Committee discussed the Report and noted the progress which it reflected.

It was noted that the first full meeting of Staff Voice was scheduled for February with EMT attending .

G Crankshaw explained that Workplace had been piloted however it was felt that 100 staff may not be adequately representative. All staff will now be involved in a larger trial phase and this will be reviewed in February 2019.

The Committee commented on the proposed use of Sharepoint, as part of the Office 365 suite as potentially an improvement given its ease of use. The OD team have transferred their portal to Sharepoint, and it is hoped staff will make greater use of the newer version of Sharepoint than of the current intranet. Staff responsibility to update the new Sharepoint was discussed, and departments will be responsible for updating their own areas. The Committee supported the transfer.

GC

G Crankshaw circulated the question set proposed for the first set of questions in the Staff Engagement Survey. It was explained that with the software now updated, the first survey set will run from 5th February to 2nd March. Twice weekly reminders will be circulated during the survey period. OD staff will check progress.

GC

In response to questions it was confirmed that the survey will not identify individuals. The Committee raised that free text can

facilitate identification of an individual, either because of a small unit staff group or due to style and language used in free text.

The survey will indicate that if people state specific detail in free text it may be possible to identify individuals from free text responses although that is not the intent.

**GH
CC**

The Committee asked that the following be checked:

- if people can acknowledge the survey and decline to complete;
- if a partially completed form could be saved and completed on return;

ACTION

The possibility of one person making multiple responses was raised; it was thought that there would be just one option to complete, but this can be confirmed with survey providers. It was confirmed that the information can be broken down by department although the smallest group of data will be six members of staff. It was confirmed that the survey providers will have gender information from the survey.

Confirmation was given that, once the survey closed the SMT will work on identified areas for improvement. The survey will be in two tranches; that starting 5 February is the first with the second potentially going out in May dependent upon the level and scale of improvement action planning required. Feedback from part one should be available to this Committee for its 2 May 2018 meeting.

SMT

The Committee thanked G Crankshaw for her report.

18.08 ORGANISATIONAL DEVELOPMENT KEY PERFORMANCE INDICATORS

G Crankshaw was invited to speak to the Report which had been circulated as part of the agenda.

The Committee were asked to note that work on refining and developing appropriate levels of KPI's had been undertaken led by J Vincent and J Thomson. The aim is to produce a suite of KPI's which support a robust balanced scorecard with a mix of quarterly and annually reported data. Some data would not be significant on a quarterly basis, and trends would need to be identified at annual review. This would give validity to the data and narrative information presented to Committee. Those presented were felt to be the most useful.

The Committee discussed the KPI's in some depth and specific points were raised as follows:-

Annual Indicators:

Average days training/CPD offered per employee. The committee found it challenging to relate the 16/17 baseline to the target as there was a different calculation base (days vs hours). Discussion around what CPD was offered and what was taken up concluded that the target uptake needs to be reasonable, whilst recognising the importance of investment in staff. The Committee recognised this and considered there was potential to think differently about ways to make offers of CPD to staff. Whilst the employer offer reflects value placed on staff, staff members are also

ACTION

accountable and responsible for their own professional development. The Committee decided to set the target uptake figure at 3 days per year and monitor progress.

JT

Personal Development Plan Completion Rates. The Committee believed that a target of 100% was too high and agreed 95% was more realistic.

JT

Working days lost through sickness absence. The Committee questioned the target of 4.1% against performance of 3.9%. After discussion, a target of 4% was agreed.

Average time to recruit staff. The Committee felt this to be an operational matter and therefore did not require this KPI.

Number of disciplinaries and grievances per year. The Committee raised that there was no KPI on the number of dignity at work cases per year on the proposed list and also the number of Employment Tribunals as a potential KPI and felt these could be considered.

JT

Number of capability reviews per year. The Committee discussed capability review criteria and whether a target of staff who are performance managed would demonstrate the expectation of good or excellent performance and low tolerance of poor performance. The risk was felt to be that poor performance could be overlooked. The committee are keen to see fit for purpose mechanisms and such a target would demonstrate that issues are addressed.

A further point was made about the number of dismissals per year. Currently the response was that there are none. The Committee sought assurance that poor performance is being tackled.

JT

Employee engagement. The Committee discussed the extent to which this should reflect not just engagement, but feedback and actions. It was requested that consideration be given to look at KPI for participation levels.

JT/GC

The Committee queried whether we need an Equal Pay KPI. Also potential for ratio of BME staff relative to the local population, as part of diversity and equality. The Committee asked if 'gender balance' as set out would be sufficiently nuanced; the importance of recognising that gender is not binary and also how the balance shifts through progressive grade levels. It was agreed that the annual report on this would include these aspects.

JT/JV

Quarterly Indicators:

The Committee discussed the quarterly indicators with discussion around protected characteristics for staff who have completed their disclosure on ITrent.

ACTION

The Committee also would wish to see Fire Safety reflected in quarterly reporting. This to include false fire alarms, fire evacuations.

GC/CC

The Committee felt some targets needed dates to state by when it would be achieved. The Committee anticipates that statistics for annual KPI's would be provided quarterly with overall KPI out-turn annually. The Committee agreed that one meeting each year would focus on Key Performance Indicators. The Committee thanked G Crankshaw for the report and appreciated the work which has produced the KPI set and agreed it was a step forward.

GH/SH

18.09 ATTENDANCE MANAGEMENT REPORT

N Patton was invited to speak to the report issued with the papers which related to the Absence Statistics for the period 1 August 2017 to 31 October 2017.

N Patton gave an overview of progress and accompanying details. It was noted that short term absence is lower than long term absence; however, absence overall is lower than when compared to the same period for 2016/17. She indicated that the College works hard to enable people to get back to work

after absence, and Return To Work (RTW) processes are in place.

As per discussion on the above KPI's item the target for working days lost through sickness absence is now 4%.

The Committee discussed the report and positive suggestions including posters to encourage sedentary staff to move around, or exercises were made. The Healthy Working Lives Initiative and Healthy College Group provide classes and information to staff.

The Committee thanked N Patton for the report and suggested that in future capturing trends quarterly and statistics annually could facilitate a slightly less detailed report.

NP

18.10 HEALTH & SAFETY REPORT

C Crawford was invited to speak to the Report issued with the Agenda. C Crawford took the Committee through the Report highlighting the health and safety statistics within the report.

The Committee noted that over the period 1 September 2017 to 30 November 2017 the total number of accidents had decreased and no RIDDOR reporting had been required.

The Committee discussed the report noting First Aid call-outs were quite high and querying if there were underlying reasons for this. This is monitored robustly within the College Health & Safety Committee.

The Committee discussed the route by which near misses were recorded and how this could be improved to facilitate simple reporting and capture better data on this.

CC

The Committee discussed personal evacuation plans, and how these are reported and the nature of reports on each Fire drill or evacuation. These issues are part of the Health & Safety remit, however the Committee felt it would be appropriate to have some sight of this information. The Committee noted that it needs both to be sighted on and to have the assurance that fire safety, drills, and evacuations have robust data capture and mechanisms for improvement if required.

CC

The Committee thanked C Crawford for the report.

18.11 SCOTTISH FUNDING COUNCIL ANNUAL STAFFING RETURN

N Patton was invited to speak to the Report issued with the papers. The Committee noted the report.

The Committee queried the proportion of BME staff which appears to be low compared to the local population. The Committee also noted the increase in staff disclosing a disability and asked what measures are there to assist disclosure. This is addressed by GCC through a disability group, recognising that not everyone is comfortable speaking with HR. It was suggested that advertising could be targeted to under-represented groups.

NP

The Committee discussed temporary staff and at what point they would become permanent.

The Committee noted at this point that the KPI discussed above on level of teaching staff with a TQFE relates only to permanent staff and this report includes all staff.

The Committee discussed challenges around the qualifications offered and take up levels. Staff are encouraged but do not always take up opportunities. A discussion took place around extending the offers to other staff if those initially offered did not pursue the offer.

NP

The Committee thanked N Patton for the report.

ACTION

18.12 EQUALITIES IMPACT ASSESSMENT ON DECISIONS MADE

Equalities discussed and considered throughout.

18.13 REVIEW OF PAPERS (INCLUDING DISCLOSABLE STATUS)

The Committee agreed that Item 18.09 was non-disclosable and all other items were disclosable.

18.14 ANY OTHER BUSINESS

None

DATE OF NEXT MEETING

2 May 2018 at 4.30pm at Langside Campus.

**NOTES OF THE SEVENTEENTH MEETING OF THE AUDIT COMMITTEE
HELD ON 21 FEBRUARY 2018, 4.30PM, SEMINAR ROOM 4, CARDONALD
CAMPUS**

PRESENT:

David Watt	Committee Chair
Clare Walker	Committee Member
Keith Rosser	Committee Member
David Perez	Committee Member
Michael Payne	Committee Member

IN ATTENDANCE:

Jon Vincent	Principal
Janet Thomson	Vice Principal Resources & College Development
Tracy Elliott	Assistant Principal – Finance & Infrastructure
Stuart Inglis	Henderson Loggie
Michael Lavender	Scott Moncrieff
Glenn Heritage	Clerk to the Board (Minute Taker)

ACTION

18.01 WELCOME AND APOLOGIES

D Watt welcomed everyone to the meeting. Michael Payne was introduced as a new Board Member, and invited to give a brief overview of his experience.

18.02 DECLARATIONS OF INTEREST

S Inglis informed the Committee that Henderson Loggie are also internal auditors of the Glasgow Colleges Regional Board.

There were no other declarations of interest.

18.03 MINUTES OF MEETING HELD ON 22 NOVEMBER 2017

The Minutes were accepted as a true record of events.

In response to M Lavender regarding the minute of ietm 17.50, T Elliott confirmed that a paper relating to the

National Fraud Initiative will be brought to the next Committee meeting.

ACTION

The Chair asked that consideration of 'going concern' (of GCC) be submitted for the November/December meetings cycle of the Audit Committee in future.

18.04 MATTERS ARISING – ACTION GRID

Progress on all of the Matters Arising in the Action Grid was noted.

M Payne to be forwarded copy of the Internal Audit Report on Corporate Governance to give background context.

GH

Henderson Loggie intimated that they had made the requested updates to the Internal Audit Report on Corporate Governance and the Internal Audit Strategic Needs Assessment and Strategic Plan 2017 to 2020 as discussed at the meeting and as indicated in the minute.

18.05 REMIT OF COMMITTEE

J Thomson was invited to speak to the revised Remit within the agenda and circulated a copy of it with tracked change highlighted identifying the proposed revisions.

A Committee member queried point C15 from the Code of Good Governance and how this was reflected in the remit. J Thomson responded that paragraph 5 of the Internal Audit section of the remit would cover this stipulation from the Code.

J Thomson also explained that paragraph 2 of the External Audit section of the remit covered those monitoring requirements.

A Committee member queried the extent to which our Remit diverges from those of other colleges, in particular regarding the Risk Management section. J Thomson replied that the Committee's remit is not diverging, rather there are some different wordings used by other colleges and that whilst similar to others, there is some tailoring for the College as per the discussions previously at Committees.

A discussion took place over where value for money sits and whether it was for this Committee, largely operational, or another committee.

A Committee member said that the key question was the assurance which the Board requires on value for money and how this is provided. There was discussion around the areas of value for money, looking at efficiencies and a recognition that the Organisational Development Committee had a role, as well as other committees.

The College management were asked to consider how this might best be approached with consideration of an assurance framework and to revert on this.

JT

ACTION

Various amendments, re-ordering part of the proposed text were suggested and agreed. J Thomson was asked to liaise on points raised, and after discussion the Remit was endorsed, with comments, and could then be submitted to the March Board meeting

JT

18.06 INTERNAL AUDIT REPORTS - DATA PROTECTION REVIEW (Part 1)

The Committee considered the item 18.08 prior to this item for coherence with the subject matter. These notes should be read in that context.

S Inglis was invited to speak to the Data Protection Internal Audit Report. Additional copies were made available to members as these papers had been produced after the main agenda pack given the need to complete this audit work at a later stage than the papers deadline.

S Inglis explained that this report was looking at the College's preparations for the new General Data Protection Regulations (GDPR) in May and appropriate actions; the purpose was to look at strengths and weaknesses and highlight risks. S Inglis reported that their audit concluded the College workplan covers all required main areas.

The audit report concluded satisfactory assurance and had one recommendation with management responses where there were areas not explicitly covered within the

College GDPR plan. A Committee member asked if similar work is being carried out for other colleges. S Inglis responded that a number of their College clients have audit work being completed in this area. He commented that this document was a high level review with a more detailed review to follow.

J Vincent commented that collaborative activity is taking place and opportunities are pursued to work jointly and share information.

A Committee member asked if a review of the timeline was within the scope of the audit and S Inglis responded that their work for this report had been looking at the plan on the assumption of working to stated deadline dates. The second piece of work will give more detail.

ACTION

A Committee member sought confirmation that one day (of four available for this area) had been utilised to review this stage looking at the plan to identify what should be included and also any gaps and this was confirmed.

The Chair queried if management's plan should still be 'high level' or whether a degree of granularity and tactical actions are needed to achieve the objective.

A discussion followed around the wording and content of the report. The summary identifies areas management have considered giving main findings. The report refers to 'a limited number of activities' which was felt by some Committee members to imply criticism of the level of activities undertaken. S Inglis was asked if the report really meant the activities were limited in number and responded that the wording could be revisited. Consensus was that the word limited could be omitted.

SI

S Inglis said that the first day of review was just centred upon the plan and what it contained. The second part of the review will report on progress; this prompted further discussion around assurances this Committee and the Board would require, degree of granularity, what were key risks, as it was acknowledged that areas of this work had just started.

The Committee observed that considerable work will be required including around the supply chain elements and if there are any new policies which will require an approval process before 25 May 2018. A Committee

member queried engagement on any policy and procedure changes and was informed that if procedures change these can be simply noted as operational changes and if a change is such that Unions need to be engaged then that will happen.

18.07 INTERNAL AUDIT FINAL ANNUAL PLAN 2017/18

J Thomson was invited to speak to the Audit Plan Report which was issued with the agenda.

A Committee member asked whether Corporate Governance should be looked at annually. S Inglis explained that a Governance Review had taken place very recently however should the external environment change then Corporate Governance could be introduced as a priority area.

ACTION

A Committee member asked about GDPR under the Data Protection section of the Annual Plan and if the timing is adequate for the required actions. J Thomson responded that the current stage for the College is planning and doing and that time is needed to achieve all actions. A Committee member requested assurance on achieving GDPR compliance in the timescale available and J Thomson responded that the work and actions achieved will be reported upon.

A Committee member asked about areas not included in the Annual Audit Plan e.g. payroll, strategy, which therefore may not be reviewed for 3 years. S Inglis explained it is likely to be that a recent review had taken place already and that there also needed to be prioritising cognisant of resources. Asked about externally focussed areas e.g. good practice, benchmarking, S Inglis replied that this forms part of their audit review process, and that could be made clear within the report.

In response to a question on the scope for the proposed Estates audit and whether it was sufficiently clear regarding the impact of the financial constraints and the operating environment. S Inglis responded that this review would take account of resources limitations.

In discussion on the Procurement audit scope, S Inglis informed the Committee that procurement feeds in and is

part of value for money; and assessment and context would form part of their review.

A discussion followed on the proposed Business Development audit with the Audit Committee seeking to clarify whether the objectives were sufficiently broad.

A Committee member felt the plan focussed more on risk than opportunity and an approach could be to better reflect the opportunities, balancing risk and advantage.

J Vincent explained the need for the College to be clear around what commercial activity may bring to the College,

ACTION

And with cognisance that GCC cannot produce surpluses, so proceeds require to be utilised. A balance is required between growth opportunities and assessing potential for unintended consequences.

A Committee member indicated that the Audit Committee needed the assurance that we have assessed opportunities and considered risks to select the right option.

It was also noted that the corporate view held the importance of appropriate generation of income recognising there could be reasons other than financial to undertake some activities.

Following discussion the Audit Committee agreed the Plan.

18.08 UPDATE ON GENERAL DATA PROTECTION REGULATIONS

J Thomson was invited to speak to the report circulated with the agenda.

J Thomson took the Committee through the paper, highlighting preparations and that considerable time and effort is being spent on delivering the actions within the College workplan to enable GCC to be prepared for the GDPR regulations implementation.

Identifying the key steps following guidance as it exists from ICO (Information Commissioners Office) and others and the consequent key stages for preparation has facilitated production of the implementation workplan.

External assistance has been sought and following a tender process Scott Moncrieff have been interviewed and appointed to support the College through key stages of the process. This is now in place with their report due in March 2018.

The aim will be to produce a gap analysis and action plan in mid-March to inform progress ; GCC will also be required to ensure that a range of areas are considered for personal data, for example, that suppliers are compliant, length of data retention. It was noted

ACTION

this legislation is wide in its scope and impact. Whilst some elements of data retention rules are set out in areas of legislation some will be a judgement call for the College.

A Committee member asked for confirmation of the completion and reporting of gap analysis and mapping and was informed this will be mid- March. They felt this did not give very long to implement following report publication and asked if SMT felt confident we will achieve the target date of 25 May 2018.

J Thomson responded that indeed there is a lot of work being undertaken and that the College will be able to demonstrate the process and progress made for the deadline.

J Thomson was asked if the gap analysis and mapping could be available for the Board meeting on 14 March 2018. She responded that it is unlikely it can be completed a full two weeks ahead of scheduled date.

J Vincent informed the Committee that it would be appropriate to share progress or highlights with the Board but too early to finalise. He explained that the Report is intended for the SMT to use to take operational actions; the Board needed awareness and a presentation or update may be appropriate.

JT

T Elliot reassured the Committee that the focus for GCC is around taking reasonable steps to manage risk, and ensuring that any potential significant risks are closed down by 25 May 2018. It is also noted that ICO are still

developing guidance for all organisations and this has been slow in being published.

Audit Committee were asked to note that we are meeting with and sharing with the other colleges who are all in

ACTION

similar position; ideas are being shared between the Glasgow colleges; there has been shared training between GCC and Glasgow Kelvin College.

A Committee member enquired about sharing of personal data between faculties and employers and was informed that there will be a need for processes such as data sharing agreements and consideration of who holds responsibility for personal data. These issues are all part of the work being undertaken.

The Chair referred to the Remit of the Audit Committee (*External Audit, Considering the objectives and scope of any non-statutory audit work undertaken or to be undertaken, by the external auditor and advising the Board of Management of any potential conflict of interest*) and suggested that the Audit Committee should have been informed of the appointment of Scott Moncrieff with a report on any potential conflict of interest. J Thomson highlighted to the Committee that this had been considered before tender and at the presentation stage and will prepare an appropriate paper and circulate this.

JT/JV

18.09 UPDATE ON CYBER RESILIENCE

J Thomson was invited to speak to the report circulated with the agenda papers.

J Thomson took the Committee through the short update confirming that there is a detailed roadmap for Cyber Resilience which is aligned with GDPR where appropriate. She also confirmed that the report from the recent network penetration testing is not yet available but will be reported to the College shortly

The key requirements by the Scottish Government Cyber Resilience Strategy were noted and it was highlighted that one of the most challenging related to the 14 day period for IT patches to be applied to achieve the Cyber Essentials PLUS certification. T Elliott indicated that this

has been flagged directly to Scottish Government by APUC as such.

A Committee member asked for assurance that there is a plan to get to where we want to be for cyber essentials and J Thomson responded that there was.

ACTION

18.10 COLLEGE STRATEGIC REGISTER

J Thomson was invited to speak to the report circulated with the agenda papers.

J Thomson took the Committee through the College Strategic Risk Register highlighting those areas listed as high or of increasing risk.

A Committee member asked as funding allocations are a risk would business development be a mitigating factor.

J Vincent commented that it is necessary to ascertain if business development of itself achieves a return, adding that indications this year are that commercial activity is in line with budgetary targets.

T Elliot added that costing models evolve over time and the contribution from business development is meeting targets. Forward looking annual plans are reviewed quarterly.

A discussion ensued around ESF (European Social Funds) which J Vincent reminded is match funded against core SFC resources hence a reduction cannot be addressed by removing specific course due to the impact of the funds matched.

Currently the College do not know what the ESF reductions are likely to be but are very aware that they will be challenging to address and require a number or series of actions to resolve due to the operating parameters.

A short discussion on portfolio planning followed and J Vincent informed the Committee that as yet we do not know the totality of funding upon which to base a budget for 2018/19.

The Chair raised questions on capital funding and whether we have assessed the risks of absence of funding and how we would mitigate these.

A short discussion followed and J Thomson stated that plans may need to be extended out according

ACTION

to affordability. J Vincent said that we are working with the Foundation in terms of Estate plans. Also that GCRB acknowledge that Cardonald Campus is a focus for us in terms of its required maintenance in the next few years and that GCC and Cardonald Campus in particular is a significant issue in capital terms. .

A Committee member referenced the recent communication from OSCR on keeping vulnerable beneficiaries, volunteers and staff safe which had recently been circulated to Board Members. A paper to the Board of Management is to be developed which can provide a context for risk assessment.

**GH
SMT**

18.11 INTERNAL AND EXTERNAL AUDIT ROLLING ACTION PLAN

T Elliott was invited to speak to the report.

T Elliot explained the purpose is to update at each committee meeting the status of actions from any previous recommendations of internal and external audit not yet fully implemented.

A Committee member asked at what point are actions closed and how this is decided. T Elliot responded that updates are sought until completion and that there is a follow up review completed annually by the internal auditor.

18.12 EQUALITY IMPACT OF DECISIONS MADE

No decisions were made requiring an Equality Impact Assessment. It was noted that there may be some equalities related decisions related to GDPR and that the GCC Equalities team will be involved as an operational function.

**EQUALITY &
DIVERSITY**

18.13 REVIEW OF PAPERS (INCLUDING DISCLOSABLE STATUS)

A short discussion on status of papers concluded that papers were disclosable unless there was good reason not and therefore, 18.08 was disclosable but 18.09 was not.

ACTION

18.44 ANY OTHER BUSINESS

J Thomson will forward electronic copies of the Certificate of Assurance to members. There was no other business.

JT

DATE OF NEXT MEETING

4.30pm on Wednesday 23 May 2018, Seminar Room 4, Cardonald Campus.

DRAFT

MINUTES OF THE FIRST NOMINATIONS COMMITTEE MEETING HELD ON 7 FEBRUARY 2018 AT THE BOARDROOM, ANNIESLAND CAMPUS

PRESENT	
David Newall	Committee Chair
Carolyn Davidson	Board Member
Fiona Godsman	Board Member
Keith Rosser	Board Member
Graeme Whiteford	Board Member
IN ATTENDANCE	
Glenn Heritage	Clerk to the Board (Minute Taker)

18.01	WELCOME AND APOLOGIES	
	The Chair welcomed everyone to the meeting. There were no apologies.	
18.02	DECLARATIONS OF INTEREST	
	No declarations of interest were received.	
18.03	REMIT FOR NOMINATIONS COMMITTEE	
	The Committee discussed the remit. With exception of some consistency of font and minor point of grammar paragraphs 1 – 5 were agreed.	
	An additional paragraph to be added: The Nominations Committee will meet formally once each year in February or March, and otherwise as required. The business of the Nominations Committee shall be reported annually to the Board of Management. Addition to paragraph 6: The Nominations Committee will expect each Committee to appoint a Vice Chair on a longer tenure than the Committee Chair to support continuity and allow succession planning. Remaining paragraphs were agreed omitting final sentence of paragraph 7. Clerk will redraft the remit. The Committee discussed the good practice of having a Vice Chair and unanimously appointed Fiona Godsman as VC of this Committee.	GH
18.04	POTENTIAL RECRUITMENT OF ADDITIONAL BOARD MEMBERS	
	The Committee discussed recruitment of additional members in detail.	DN/GH

	<p>Whilst agreeing areas with less expertise were Estates, Legal, Community and possibly ICT it was agreed the Board also had an opportunity to broaden its diversity. Agreed that the ethnic mix of the college is not reflected in the composition of the board. There is a balance to be found between skills required and diversity and the Committee discussed ways of reaching out into the community and targeted advertising, and promoting vacancies.</p> <p>The committee queried the accuracy of the RAG skills status; Clerk will revisit with input from Chair and refine as necessary.</p>	
	<p>Priority 1 for skills is Estates and property / asset management and priority 2 is community and regeneration.</p>	
	<p>Discussions to recruit two additional members, noting that GCRB approbation is required, focussed on possible methods. These include a community event to meet board members, learn about what is expected and support required during the potentially challenging application process. In addition, seeking alternative advertising routes and email circulation to community and third sector organisations on Glasgow wide basis.</p> <p>The Committee noted that whilst we have two vacancies it would be inappropriate to recruit should a candidate meeting requirements not be found.</p>	
	<p>The Committee would aim to enthuse people to apply and seek support from Scottish Government in removing barriers to applications from the local community. GCRB would need to be advised we intend to advertise wider than immediate localities of the three campuses.</p>	
	<p>The Committee agreed that Chair and Clerk would draft on invitation / advertisement and schedule of places to advertise.</p>	DN/GH
	<p>The Committee agreed a recruitment panel would comprise two members and an Independent panellist.</p>	
18.05	ARRANGEMENTS FOR SUCCESSION PLANNING & RE-APPOINTMENT OF MEMBERS	
	<p>The Committee discussed succession and the re-appointment of board members.</p>	
	<p>The tenure of two current board members ends in July 2018. This committee would seek to make a recommendation to the March Board of Management and then seek approval from GCRB.</p>	
	<p>The Committee recognised the importance of a consistent annual process and that continuity needs consideration when looking at tenure including of newly appointed board members, as well as re-appointment.</p>	
	<p><i>This discussion item was held over until after 18.06 to allow two members whose term in office ended July 2018 to leave the room whilst process was discussed. The following minute was taken after 18.06</i></p>	
	<p>The following process was discussed and agreed by the Committee.</p>	GH/DN

	<ol style="list-style-type: none"> 1. A discussion between the Chair and individual member whose tenure is ending. This conversation will ascertain if the individual wishes to continue for a further term in office, and, if so, what would be the preferred period of reappointment. 2. An overview is taken to evaluate the individual's contribution in terms of performance, contribution, attendance and this information is shared with the Nominations Committee 3. The Committee looks at evaluation, skills mix, diversity and comes to a decision based on the evidence presented whether it is in the best interests of GCC to offer re-appointment for a period up to four years. 4. Once a decision is made this is communicated to the individual and a recommendation made to the GCRB. 	
18.06	CONSIDERATIONS TO ADDRESS EQUALITY & DIVERSITY OF BOARD MEMBERS	
	The Committee discussed equality and diversity in the context of the previous agenda items.	
	The Committee noted that the event proposed by GCRB is likely to take place week commencing 23 rd April. The Clerk to circulate this new date amended from June 2018. The Committee agreed that at least one member should attend, and information can be shared with all board members.	GH
	The Committee agreed that the balance between an appropriate skills mix and ensuring diversity of board members was a challenge to all boards. Clerk will seek further information from other Colleges, and any actions initiated by them to address this.	GH
18.07	REVIEW OF PAPERS (INCLUDING DISPOSABLE STATUS)	
	No items were deemed non-disclosable.	
18.08	ANY OTHER BUSINESS	
	There was no other business.	
18.09	DATE OF NEXT MEETING	
	The next meeting will be agreed by the Committee and scheduled for February / March 2019.	

BOARD MEETING

Date of Meeting	14.03.2018
Paper Title	GCCSA Update
Agenda Item	18.09
Paper Number	
Responsible Officer	Karolina Gasiorowska
Status	Disclosable
Action	For Discussion

1. Report Purpose

1.1 This paper will highlight the activity of the GCCSA and include targets which we are working towards.

- To advance the education and social development of its members and students of the college as a whole.
- To represent the interests of its members and act as a channel of communication in dealing with the college and other bodies.
- To promote and protect the welfare of its members.
- To promote, encourage and co-ordinate student clubs, societies, sports and social activities
- To provide a mechanism for liaison with other Student Associations or Unions

2. Recommendations

For Noting

Background/Objective/Discussion/Proposal/

The following will outline the key activities of GCCSA and how we plan to monitor our progress and the outcome of our activities, as well as working towards ensuring that our student have the best experience during their time at Glasgow Clyde College.

2.1 Volunteering:

GCCSA try to provide various volunteering opportunities for our students.

2.1.1 Executive Officers

In the academic year 2017/2018 students put themselves forward for and then were elected by the student body into the positions noted below:

- Campus Officer
- Charities & Fundraising Officer
- Mental Health Officer
- Additional Support Officer
- LGBT+ Officer
- ESOL and Independent Officer

The Sabbaticals Officers and the Executive Officers make up the Executive Committee which meet regular to discuss plans, share ideas and takes things forward throughout the academic year.

The Executive team have so far helped with the promotion of GCCSA and our events, as well as launching the Clean Air Campus – Smoking Survey in paper format (soon also due to be sent out electronically).

The Executives have set up an LGBTQ+ society (Langside and Anniesland) and also a Debate club (Langside). Our mental health Executive has also linked in with the college mental health co-ordinator and the team is keen for us to be able to offer mental health training to students.

The Executive team have also been included so far in the process of creating our partnership agreement and will continue to be involved in its development going forward.

2.1.2 Work Experience

GCCSA are happy to offer work experience placements for students where suitable, as it allows us to link further with Learning and Teaching. GCCSA currently have two students completing work experience placements, one student from a Moving onto Work course and one from an Administration course. The tasks offered to these students fit in with their abilities and course requirements, as well as also being real life tasks that are completed within GCCSA and that will benefit the team therefore it is a great link to have with lectures and students as it suits all parties involved.

2.2 Representation:

2.2.1 Class Representative Meetings:

Class Rep meetings have been booked in between now and May 2018, and run cross campus each second month by the team. The class rep meetings are aimed at providing students with a chance to feedback on issues, share ideas and be provided with information. Due to feedback from lecturers and students and in order to be certain that we reach all students, and give them an equal

opportunity to feedback, we decided to add an extra sessions for ESOL and ASL students which so far seems to be a success. All sessions are provided with the same update from GCCSA and are given the same opportunity to feedback the only difference is that the ESOL and ASL session are smaller and allow extra support to be offered to students as well as us catering to each group by bringing in relevant guests from around the College.

We try keen to try and change the focus of our Class Rep meetings to gain more feedback in relation to Learning and Teaching, as well as also general comments about the College. One step to help with this which has already been taken was revising the questions on our feedback forms and this is something we will monitor and change again if we feel necessary.

We have also had great support from Eric Brownlie to identify how best we can ensure that class reps are represented at course team meetings to ensure the student voice is heard and acted upon.

In addition, we hope to also maintain a strong partnership with the College, we have Marie Anderson attending our March Class Rep meetings in order to explain Glasgow Clyde Connects Careers project and gain input from the students around this. Marie is also going to be able to use this opportunity to gather interest from students for smaller focus groups which will take place the weeks after the meetings and will provide her with more in depth data which she requires to assist the ongoing project.

GCCSA have a feedback form which is given to all class representatives via email before the meetings and it is also made available in paper format on the day. This form allows students to write down any issues or feedback which is then collated onto a spreadsheet and split into areas for review.

The feedback is then passed on to the relevant areas, with comments from GCCSA and we ask for each area to respond to us before the next set of meeting so that we can then report back on this to students at the next meeting to update them.

2.2.2 GCCSA voice within the College:

GCCSA aim to continue to have representation and input across all areas of the College and try to attend the following meetings/groups

- Faculty Meetings (when possible/appropriate)
- SEDIA Group
- Student Advice Monthly meeting
- IDEAs Group
- H&S Meetings (cross campus)
- Meetings with Principal and Executive Team (6 weekly)
- Board of Management meetings /Committee
- Healthy Working Lives Group

- Fairtrade Steering Group
- IT User Group Forum
- Sports Working Group

A Sports Working Group was set up with representatives from GCCSA, SSS, staff from all three campuses sports faculties and students in order to work on the development of sports opportunities within the College for students. GCCSA are very keen to show engagement in relation to health and wellbeing and this will align with our pursuit of the Healthy Body Healthy Minds award.

The impact so far of this group has been connecting the campuses in relation to sport and also connecting GCCSA with the sports faculty so that we can try to work together rather than independently.

GCCSA are now more aware of what the sports faculty provides for students and help promote this.

The idea is that GCCSA can help to encourage more students from the wider college to attend the sports/classes that are available from the sports faculty and that if students want to set anything else up GCCSA will be able to go to the sports faculty for support on this.

The progress of this has halted recently as Leo from SSS stepped down from his role and we are awaiting a new replacement, however we are hopeful that this is something that can get up and running again.

2.2.3 Regional Representation:

GCCSA have a voice within the region and do so by ensuring we are represented at the following meetings:

- Glasgow Student Forum.

The sabbaticals of Glasgow Clyde College are members of this platform for the voice of students in Glasgow. Members of the Glasgow Student Forum include – Glasgow University; Strathclyde University; the University of the West of Scotland; Glasgow Clyde College; City College of Glasgow; Glasgow School of Art; Glasgow Kelvin College; and the Royal Conservatoire.

- GCRB/P&R Committee

The president of the Student Association Karolina Gasiorowska is Board Member of this the regional strategic body responsible for securing the coherent provision of high-quality fundable higher and further education in Glasgow's colleges. For more information, agendas of meetings, reports and publications: <http://www.gcrb.ac.uk/>

2.3 Health and Wellbeing:

GCCSA work in conjunction with the Mental Health College Coordinator to promote student mental health and are also pursuing the Healthy Body and Healthy Mind award (HBHM).

- GCCSA have worked with SAMH at all of our events to promote information and support to student. GCCSA are also involved in the development of the Mental Health Partnership agreement with the College has been drafted and is being taken to NUS for review in due course.
- This year we signed up for the HBHM award, GCCSA are working hard to link in with the criteria and to make positive changes around the College. As it's our first year and normally schools achieved a max of three stars, therefor we aim to try and reach this.
- The GCCSA team have undergone Mental Health training in the following areas:
 - Applied Suicide Intervention Skills Training (ASIST)
 - Mental Health First Aid.

This is being rolled out to other members of staff currently and we are working with the College in ways that this can also reach the students.

- Clubs and Societies that support Health and Wellbeing are:
 - Yoga
 - Spontaneous Movement
 - Mental Health Support Group
 - LGBT+ Group
 - Self defence
 - Various Sports (Provided via Sports Faculty)

Clubs and activities are student led, and GCCSA actively encourage students to speak to us about setting up new clubs/societies to building a stronger College community and promoting better identification of student with the College and GCCSA.

- GCCSA will be delivering a session at the **Equality Challenge Unit's Scotland conference 2018** In partnership with the College to promote the work being delivered and the impact it is having. This allow us to show the work we are involved in and the partnership working throughout the College.
- GCCSA have arranged a Wellbeing Fayre for the end of March which will run cross campus to promote positive mental and physical health, along with active lifestyle and life management. There will be a variety

of organizations in attendance provided information and support.

2.4 SPARQS Partnership Agreement:

GCCSA are working with the College to develop a partnership agreement. This is in the initial stages with GCCSA coming up with the draft and then there will be meetings arranged with students and also staff to feed into this.

Part A

The College and the Student Association have a joint commitment when it comes to the student voice and student engagement. This is considered as an ongoing process in the goal of providing students with the best possible experience throughout their time at Glasgow Clyde College.

Highlighted below are the various ways that students can get involved:

- Sabbatical Officers
- Executive Officers
- Class Representatives
- Clubs and Societies
- IDEAS Group
- Focus Groups
 - Health and Safety, Fairtrade Steering, Mental Health Forum
- Course Faculty Meetings
- Survey Feedback
 - National student survey, GCCSA event feedback survey's (e.g. Fresher's Fayre), market research survey (e.g. Clean Air Campus – Smoking Survey), College survey's (e.g. marketing designs survey).
- Event
- Informal Engagement

Part B

Highlighted below are the areas which the College and the Student Association has agreed to jointly work on as part of the wider commitment to improving students overall experience:

- Health and Wellbeing
 - Mental health partnership, Healthy Working Lives group, Healthy Body Health Mind award (HBHM), Wellbeing Fayre.
- Communication
 - Website, VLE, social media, student email, noticeboards.

- Feedback
Issues investigated and addressed
- Link between GCCSA and other departments/faculties
Focus on learning and teaching, work experience opportunities, welfare fund, faculty meetings, development of systems
- Event's co-ordination

2.6 Communication

- Students are encouraged to follow us on twitter @OfficialGCCSA and like us on facebook.com/clydestudentassociation in order to see what we have going on and stay in touch via social media.
- GCCSA also currently have our own web site <http://www.clydestudentassociation.org.uk/>, we are having conversations with marketing just now to look at options around whether we move all content to the new College site or not and once we have looked into all the options and feedback will make a decision.
- GCCSA also have noticeboards around all three campuses which we regularly update with posters and in addition send out email updates to all students or lecturers when appropriate. Work is currently underway to look at improving digital display within the College and GCCSA are very keen to contribute to the planning and delivery of this project.
- GCCSA when involved in campaigns use our stalls on campus to communicate and engage with students.

2 Risk Analysis

Potential Risks

- **Comprehensive Feedback**

Student and staff provide meaningful feedback which can be acted upon but GCCSA need to ensure that the College population is fully engaged and that their feedback can be acted upon.

3 Legal Implications

None Foreseen

4 Financial Implications

None Foreseen.

BOARD MEETING

Date of Meeting	14 March 2018
Paper Title	Regional Outcome Agreement update
Agenda Item	18.10
Paper Number	
Responsible Officer	B Hughes; Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion and Recommendation

1. Report Purpose

This paper provides Board members with an update on the progress of the development of the Regional Outcome Agreement for 2018-19 to 2020-21.

2. Recommendations

Members are asked to

- **Discuss** the attached Draft ROA and provide any comment to be included in the next version;
- **Discuss** specifically the setting of targets for attainment as outlined within the paper; and
- **Recommend** that the college executive identifies lower attainment targets than those highlighted in the paper, especially at Further Education level, for further discussion with the Executive Director of the GCRB

3. Background

The Regional Outcome Agreement [ROA] is the contract between the Regional Strategic Body and the Scottish Funding Council [SFC] through which the SFC provides funding to the Region.

In line with previous years, the development of the ROA for 2018-19 to 2020-21 has been a consultative process involving the GCRB, assigned colleges, SFC, Local Authority education services and Skills Development Scotland.

The attached draft version of the ROA (as at 26/02/18) will continue to develop and will be presented to the GCRB at its Board meeting of 26 March. Any considerations emerging from that meeting will be incorporated into a final version which will be presented to SFC by end April 2018.

To a very large extent, the narrative of the ROA outlines the ways in which the Glasgow College Region will meet the needs of the economy and employers of the Glasgow Region. This is drawn from a number of sources as outlined in the draft ROA.

In her letter of 18 October 2017, the Minister, Shirley Anne Sommerville, set out her expectations of the SFC in respect of the 2018-19 ROAs. Within her letter she outlined that the intensification of Outcome Agreements was central to achieving the Scottish Government's ambitions for learners. This has generally been interpreted as a requirement to set more ambitious targets within Outcome Agreements.

On 26 October 2017, following the letter from the Minister, SFC produced their very detailed Guidance for Outcome Agreements 2018-19 to 2020-21.

<http://www.sfc.ac.uk/publications-statistics/guidance/guidance-2017/SFCGD212017.aspx>

Within this guidance there is a requirement on colleges, or in the case of Glasgow, the GCRB, to complete the National Measures Data Table; a data set that includes baselines, milestones and targets for 102 separate measures across the three years of the ROA plan. This table is normally provided as an Annex to the ROA and, within the ROA itself, a subset of the data is summarised at appropriate points throughout the document.

Throughout its Guidance document, SFC have identified expectations of how the college sector should be performing in a range of these measures by 2020-21. In setting our college targets for each year 2018-19 to 2020-21 we have taken cognisance of these expectations. **A key issue for Glasgow Clyde however, is the extent to which we simply adopt the expectations of SFC in translating these targets into the ROA, especially in the area of attainment for full-time learners.**

SFC describe their ambition in relation to full-time learners as follows:-

*The percentage of enrolled (full-time) students successfully achieving a recognised qualification on the SCQF should increase to 73.2% by AY 2019-20 for FE and should increase to 74.4% by AY 2019-20 for HE. **We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.***

The table below shows the attainment levels of Glasgow Clyde's full-time learners over a period of 6 years: The sector's performance is shown in brackets below each figure:-

Table 1: Full-time HE and FE learners – completed successful						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
FT HE GCC Sector	70.5% (68.9)	73.8% (70.4)	74.3% (71.4)	72.8% (70.8)	72.2% (71.7)	73.8% (71.6)
FT FE GCC Sector	60.4% (63.5)	62.2% (65.5)	63.2% (65.9)	64.2% (64.0)	64.2% (65.5)	62.1% (65.3)

If the ambitions of the SFC are to be achieved by 2020-21 for ALL colleges in the sector then the following targets for Glasgow Clyde College could be set to achieve the desired attainment level by 2020-21:-

Table 2: Full-time HE and FE learners – potential ROA targets for attainment			
	2018-19	2019-20	2020-21
FT HE	75% **	76%	77%
FT FE	66%	70%	75%

** as the attainment level for FT HE learners is already close to the 2020-21 ambition, it would be reasonable to aim to meet the target in 2018-19 and then improve by 1% p.a. thereafter.

As can be seen in tables 1 and 2 above, SFC's ambition for FT FE attainment is at a significantly higher level than past performance suggests could be achieved. Setting targets at this level may be considered to be unrealistic. Currently, there are no financial penalties associated with failing to meet ROA targets, except the specific credit activity target. However, this may not always be the case. In the Ministerial letter referred to earlier, she specifically "...expects to see a focus in the guidance, including the need to drive desired behaviours through a more dynamic allocation of places and funding". This could be viewed as a desire to align finance with other ROA targets beyond the credit target.

If it is considered that the National expectation could be viewed as an average across the sector, then some college regions could be performing above the average and some below. This is already the case in respect of other measures. For example in the case of participation in colleges by residents from the most deprived 10% of Postcodes as defined in the Scottish Index of Multiple Deprivation (SIMD10).

SFC expectation is that, Nationally, 19.5% of college activity (credits) should be delivered to college learners from a SIMD10 postcode area by 2019-20 and 20% by 2020-21. This figure represents an average across the sector. In 2016-17 Glasgow Clyde College delivered 30.3% of its credit activity to learners from SIMD10 postcode areas. In the light of the fact that approximately one-third of Glasgow residents live in SIMD10 areas we would propose the following activity targets:

Table 4: SIMD10 Residents: ROA Target for participation			
	2018-19	2019-20	2020-21
% of credit activity delivered to residents of SIMD10 areas	31%	32.5%	34%

The National ambition therefore, at 20% of credit activity for the sector by 2020-21, is far lower than is currently being achieved by Glasgow Clyde and the Glasgow regional colleges. We may therefore wish to consider a similar approach to the setting of the FE FT attainment target. There is evidence of the effect of poverty upon performance (with SIMD 10 acting as a proxy for poverty) and, given the high levels of participation in Glasgow Clyde by residents of SIMD10 areas, there may be a case for lowering the FE attainment target.

The Board is asked to reflect on this position and give consideration to reducing the target to a lower level for FT FE learners. This consideration *could* result in targets for FT FE as follows:-

Table 3: Full-time HE and FE learners – potential ROA targets for attainment			
	2018-19	2019-20	2020-21
FT FE	66%	68%	70%

If applied, then these overarching attainment targets would be further applied to specific subsets of learners. For example, another of SFC's ambitions targets the learners from SIMD10 areas as set out below:

The percentage of enrolled (full-time) students from a SIMD10 postcode successfully achieving a recognised qualification on the SCQF should increase to 67.3% by AY 2019-20 and 75.0% by AY 2027-28 for FE and should increase to 70.5% by AY 2019-20 and 75.0% by AY 2027-28 for HE.

Given the large volume of data presented in the National Measures Data Table (102 measures), the following subset of key targets have been discussed by the GCRB Board and a desire to improve performance or increase attainment for each of these key measures has been identified and set out in Table 5 below:-

Table 5: Targetted key improvements in National Measures 2018-19 to 2020-21

Regional Strategic Ambition	Related Key National Performance Measure
Increase participation of learners from deprived postcodes and other priority groups	Increase the proportions of Credits delivered to: <ul style="list-style-type: none"> - SIMD10 postcode area residents - BME learners - Learners with a known disability - Learners with Care Experience
Improve regional retention and attainment rates	Increase the proportion of FT FE students achieving a qualification Increase the proportion of PT FE students achieving a qualification Increase the proportion of FT HE students achieving a qualification Increase the proportion of PT HE students achieving a qualification
Deliver more coherent Senior Phase pathways	Increase the volume of Credits delivered to senior phase age pupils
Increase opportunities for learners to progress to degree level	Increase the proportion of students articulating to degree level courses with advanced standing
Deliver a significant increase in work-based learning.	Increase the proportion of full-time learners with substantial 'work placement experience' in programme of study
Deliver an inclusive and supportive student experience.	Increase the percentage of students overall, satisfied with their college experience
Support every learner into a positive post- course destination.	Increase the proportion of full-time students progressing to work, training and/or further study

Other measures within the National Measures Data Table relate to volumes of activity, both enrolments and credits. At the time of writing this paper no credit target has been agreed in relation to the three assigned colleges within the Glasgow Region. On 27 February, SFC published the **Indicative college funding allocations for 2018-19**.

<http://www.sfc.ac.uk/publications-statistics/announcements/announcements-2018/SFCAN062018.aspx>

Although this announcement identifies an overall reduction in credits for the Glasgow Region, there has been no further redistribution of these credits to the assigned colleges. The National Measures table will be updated when this distribution of credits takes place.

4. Risk Analysis

Glasgow Clyde College's performance targets are combined with the targets of the other two assigned colleges to create the final Regional Outcome Agreement. There is a risk that the final document does not meet the expectation of the SFC Regional Outcome Agreement Manager and that more demanding targets are required to be set. As outlined above however, there is also a risk in setting targets that are considered to be unrealistic when past performance is considered

5. Legal Implications

There are no specific legal implications relating to this summary.

6. Financial Implications

There are currently no financial implications relating to this paper, however there is a possibility that, in future, there are greater linkages between performance and finance.

7. Regional Outcome Agreement Implications

This paper relates specifically to the development of the ROA.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

N/A

Glasgow College Region

Regional Outcome Agreement

2018-19

DRAFT

Chair's foreword

Meeting the ambitions of Glasgow and Scotland

The Glasgow region deserves a coherent regional college system, where all its parts and people collaborate productively to meet the skills needs of a dynamic economy and support the ambitions of our learners.

The Glasgow City Region Economic Strategy's vision for 2035 is of a strong, inclusive, competitive and outward-looking economy; sustaining growth and prosperity that allows every person and business to reach their full potential. Reflecting this ambitious vision, the *Glasgow Economic Strategy: 2016-2023* aims to make Glasgow the most productive major city in the UK.

Glasgow already generates £22 billion GVA per annum making it the fastest growing major city economy in the United Kingdom. It has thriving health, tourism, finance, digital and creative sectors and is a world leader in new industries such as stratified medicine and advanced manufacturing. Much of this success is already powered by people whose careers started with college learning.

Opportunities in Glasgow are immense but we also face social, educational and economic challenges that must be addressed if the region and its residents are to fulfil their potential. Despite all the training and employment opportunities that the city offers, it still has the highest levels of deprivation in Scotland. A powerful college education can help to address many of Glasgow's issues. It is, therefore, our ambition that this Regional Outcome Agreement will provide learning which ensures that:

- more Glasgow region residents successfully achieve qualifications and improve their life chances;
- fewer Glasgow region residents are unemployed and without the skills or qualifications required to get a job; and
- fewer people are stuck in poorly paid jobs, facing in-work poverty, and unable to progress their career.

All of Glasgow's people deserve the opportunities that result from a college education and we are committed to engaging with those people who are furthest from the labour market; helping them overcome barriers to learning and to succeed in college, work and life. Our *Regional Strategy for College Education*, supported by the commitments and delivery of this Regional Outcome Agreement, will unlock regional potential and harness our collective strengths.

- For our learners, regional added value will amplify the opportunities created by regionalisation: providing wider access; a broader and more responsive curriculum; inspiring learning environments right across our city region; strong industry links; and career chances that will power inclusive growth.
- For college staff, regional added value means having a greater say in the development of college services across the region. Fair work will drive success, wellbeing and prosperity. Regionalisation will also create more opportunities for professional development, sharing best practice across the region and supporting our staff to make a bigger difference to economic and social wellbeing.
- For our stakeholders, our new regional approach means decisions about priorities and funding are made in Glasgow, for Glasgow, and with the people who live, learn and work in the region.

Meeting the needs of the economy and employers

The Glasgow College Region offers nearly one quarter of all of Scotland's college education. Glasgow Kelvin College, City of Glasgow College and Glasgow Clyde College work with more than 2,000 employers to deliver a range and depth of training opportunities that is unmatched in Scotland. Our regional approach is designed to build on the colleges' existing strengths and, together, to develop new strengths, influence and flexibility.

The Glasgow Regional Skills Assessment (RSA) has significantly informed our understanding of the socio-economic environment in which the Glasgow colleges operate. The RSA provides a single agreed evidence base on which to base future investment in skills. It is built from existing datasets and results produced by a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED). A summary of the most recent Glasgow Region RSA is provided in Annex B and [the full RSA and associated data sets can be found online at: www.skillsdevelopmentscotland.co.uk-what-we-do-partnerships-regional-skills-assessments-](http://www.skillsdevelopmentscotland.co.uk-what-we-do-partnerships-regional-skills-assessments-)

Based on this assessment of Glasgow's socio-economic needs, this Regional Outcome Agreement gives priority to curriculum activity which:

- **Meets the needs of employers.** We should continue to ensure that the volume and content of delivery is appropriately matched to employment demand. This is particularly important in sectors and occupations in the regional economy where replacement demand is strong. These include: business services; financial and professional services; retail; social care; child care; and tourism. It is also important that we provide skills training which meets the region's infrastructure needs. We require adequate construction, engineering and professional skills to meet the anticipated levels of demand that will arise from the Glasgow City Region City Deal and other capital investment. Tackling gender imbalances in learners' programme should be part of meeting these needs.
- **Widens access and increases the pool of labour.** Economic activity levels have risen. However, more than 1 in 10 of our region's residents still have no qualifications, and proportions of deprivation remain similar to those of Scotland as a whole. Employers report skills shortages and more regional residents need to be helped to take up employment opportunities.
- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels, professional and elementary occupations. Therefore, we aim to encourage and support people's progression to upper skills levels. The region's colleges will increase the supply of well-qualified learners and build the higher-level skilled base that businesses need to increase the value of their output, improve productivity and enhance competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy. It needs a strong skills supply to sustain this transition.
- **Provides more flexible provision.** Our skills training must be flexible enough to equip learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. Non-traditional employment patterns also lead to less conventional career paths and to more movement between sectors. Our skills training provision must be equally flexible and offer more work-based learning to meet the needs of employers and learners.

This Regional Outcome Agreement sets out how the learning opportunities provided by the Glasgow colleges in 2018-19 will meet these key imperatives of meeting employers' needs, improving lives, unlocking the region's human potential, and supporting inclusive economic growth.

SFC Outcome 1: Widening Access

A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

A key priority of our 2017-2022 Glasgow Region Strategic Plan for College Education is to reach out to all potential learners and widen access to life-changing college learning. For many of our learners, college is a clear choice. However, we are also committed to attracting and working with people who are furthest from the labour market, who face barriers to learning, and who can benefit most from college learning opportunities. To intensify progress, we will work collaboratively to increase participation from under-represented groups across all subject areas and ensure that learning opportunities are accessible, supportive and representative of all.

Outcome Agreement Commitments

- Our *Regional Strategy for College Education* and college *Access and Inclusion Strategies* will drive actions to widen access to college learning and increase the participation of learners from deprived postcodes and other priority groups
- Our college *Gender Action Plans* will reduce gender disparities for learners within particular subject areas.
- We will use our regional and college engagement structures to work with partners and increase participation levels and successful outcomes of learners from priority groups such as care-experienced or disabled learners. We will also monitor and improve retention and attainment rates for different groups;
- Our regional Equalities and Access and Inclusion groups will promote the sharing of practice regarding the college *Access and Inclusion Strategies*, in relation to the mainstreaming of equality across college functions, and in conducting equality impact assessments.
- Our regional Student Experience Lead will lead collective action to:
 - improve the coherence and consistency of students' experience through the development of shared approaches to inclusive student services;
 - review admissions processes to identify and reduce barriers to access and facilitate seamless and successful progression from school, between colleges, and to university;
 - expand learner choice by promoting access to the full Glasgow region curriculum, and increase rates of progression between Glasgow colleges; and
 - enhance access to information, advice and guidance for all learners at key transition phases.
- Our regional Curriculum Hub for Supported Learning will maintain a dialogue with regional local authority education services to jointly assess and meet, within resource requirements, the level of college support required for learners with profound and complex needs.
- Our Regional Partnership Group for English for Speakers of Other Languages (ESOL) will coordinate a regional service, informed by regional demand data and delivered jointly with community-based partners.

Key national performance measures	2016-17 Benchmark	2018-19 Target
Proportion of Credits delivered to SIMD10 postcode areas*	30.2%	
Proportion of Credits delivered to BME learners	14.0%	
Proportion of Credits delivered to students with a known disability	14.0%	
Proportion of Credits delivered to students with Care Experience	1.5%	

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

(* Note: method of calculating SIMD10 Credits not consistent over above academic years)

SFC Outcome 2: Regional Learning System

An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers, and delivered in modern facilities

The following seven regional learning priorities will ensure we provide an education service which values personal development, and which builds the skills and knowledge required for everyone to share the benefits of economic growth.

1. Engage with all our communities and provide the highest quality facilities and resources for learning.
2. Offer engaging learning experiences that develop skills for learning, work and life.
3. Promote high quality and innovative learning, teaching and assessment.
4. Deliver an inclusive and supportive student experience for all learners. This will include excellent guidance and learner support.
5. Encourage all students to enhance their learning as individuals, as representatives, and as officers in strong and effective student associations.
6. Provide more opportunities for learners to develop their skills in real work environments.
7. Offer clear pathways into work and further study; supporting every learner into a positive post-course destination.

Outcome Agreement Commitments

- Our college *Evaluative Reviews* and *Enhancement Plans*, developed jointly with Education Scotland, will drive improvements in retention and attainment rates, including those for protected characteristic groups and learners from the 10% most deprived postcode areas.
- Our Regional Lead for Curriculum and Quality will work to strengthen partnerships with stakeholders including education partners, universities and local authority education services. This work will promote joint curriculum development and delivery and also support effective learner pathways and progression into work and further study.
- Our regional Curriculum Hubs will build clearer and more flexible vocational learning pathways across the regional curriculum; widening access and supporting more successful learner journeys and increased inter-college progression.
- We will continue to strengthen university partnerships, increasing the number of students articulating with advanced standing and where appropriate, develop regional strategic partnership agreements to provide a simplified interface for Glasgow college liaison.
- Our Regional CPD Lead will promote activity that nurtures a regional professional learning community, which promotes and facilitates the sharing and development of practice across the region's colleges, and which pools and extends regional CPD opportunities.
- We will continue to work with community partners to review and provide appropriate levels of community based adult learning, including English language and Adult Literacies learning tuition. This will match local population needs and support integration and access to employment.

Key national performance measures	2016-17 Benchmark	2018-19 Target
Proportion of FT FE students achieving a qualification	63.9%	
Proportion of PT FE students achieving a qualification	82.3%	
Proportion of FT HE students achieving a qualification	73.5%	
Proportion of PT HE students achieving a qualification	85.6%	
Proportion of students articulating to degrees with advanced standing	(14-15) 47.5%	
Proportion of students overall, satisfied with their college experience		

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

SFC Outcome 3: Jobs and Economy

A more successful economy and society with well-prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference

Our 2017-2022 Glasgow Region Strategic Plan for College Education will drive a regionally responsive curriculum that reacts effectively to changing economic and employment needs. Our regional collaboration and coordination will advance an integrated regional curriculum, with each college offering a breadth and depth of inter-linked learning opportunities, developing skills, meeting the needs of employers and key industries, and supporting the growth of our regional economy. Our colleges will build closer partnerships with industries across the region to create more opportunities for learners to develop their skills in real work environments. Our collective actions will allow us to intensify our contribution to Glasgow's ambition to become the most productive major city economy in the UK.

Outcome Agreement Commitments

- Our Regional Learning and Teaching Group will:
 - continue to review curriculum alignment to the social and economic needs of the region through stakeholder and employer engagement, and through evaluation of national and local labour market intelligence and any other relevant policy, socio-demographic or environmental information;
 - review baseline indicators for levels of work placements on all vocational courses and develop actions to increase these; and
 - review and enhance the range and extent of learning modes offered. The group will focus on increasing the flexibility of learning opportunities and the volume of work-based learning so that more employees are able to upskill and progress within the workplace.
- Our regional Childcare Expansion Strategy will increase the volume, range and flexibility of learning opportunities, align delivery to local authority childcare provision, and strengthen vocational pathways from school and other employment.
- We will work collectively at both regional and college levels to support implementation of the Scottish Government's Youth Employment Strategy. We will work in partnership with local authorities, schools and employers to develop a regional Developing the Workforce Plan to increase the range of high quality senior phase vocational pathways to employment.
- Our regional Foundation Apprenticeship team will lead the delivery of an enhanced regional programme across all subject frameworks.
- Our Regional Developing the Young Workforce Lead will promote joint school/college activity which:
 - enhances the monitoring of pupil performance and improved learner outcomes;
 - supports early intervention approaches and addresses subject gender imbalances; and
 - promotes opportunities for staff to share practice and develop their understanding of vocational learning pathways;
- We will continue to develop and enhance our delivery of high quality Modern Apprenticeships and to promote opportunities for the development of partnerships with universities for the delivery of Graduate Level Apprenticeships.
- Through the Community Planning Partnership infrastructure, we will work with local partners to ensure college employability work is directly aligned to the Strategic Skills Pipeline and responds to the needs of local employability partners.

Key national performance measures	2016-17 Benchmark	2018-19 Target
Number of senior phase pupils studying vocational qualifications	605	
Proportion of full-time learners with substantial work placements	12.3%	
Proportion of FT students progressing to work and/or further study	(15-16) 96.8%	
Additional Childcare Credits for a skilled workforce		

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

SFC Outcome 4: High-performing institutions

A coherent system of high- performing, sustainable institutions with modern, transparent and accountable governance arrangements

The Glasgow College Region is well placed to meet regional and national ambitions with sound governance and a management structure to implement its strategy and this Regional Outcome Agreement. The Glasgow Colleges’ Regional Board and the three Glasgow colleges will continue to operate as high-performing and effective public bodies; driving the delivery of an inclusive, responsive and effective regional college system. The College Region’s working relationship operates on the commitments agreed in our *Memorandum of Understanding: Joint Commitments to Effective Partnership Working*. These are: Open and Proactive Communication, Collaboration and Consultation Joint Development and Networking, and principles that constructively avoid and resolve any conflict.

The Scottish Government, Funding Council and our stakeholders will experience the added value that a regional approach to funding can deliver. Evidence-based and regionally- prioritised funding will drive efficiencies and ensure that learners benefit from the value that our shared strategic focus adds to the regional curriculum and student experience.

Regional commitments

- We commit fully to ROA intensification by setting more ambitious targets for key priorities, and by providing greater support and commitment to Outcome Agreements in our institutions, with more robust reports on performance and more effective external engagement.
- We will work collectively with regional stakeholders to deliver our *Regional Strategy for College Education*; widening access to college learning and realising regional added value.
- Supported by our regional memorandum of understanding, GCRB and the Glasgow colleges will continue to develop closer and more effective regional relationships; strengthening regional governance structures and deepening collaboration.
- We will promote and embed Fair Work values and behaviours as key drivers for improving services for learners.
- Our regional governance structures will monitor and ensure implementation of Regional Outcome Agreement goals, and ensure effective use of public funds.
- Our regional funding arrangements will align expenditure with areas of greatest regional need and support regional efficiencies which include a regional approach to procurement.
- Our regional engagement structures will strengthen regional relationships by offering ‘one door’ access for our partners.
- We will continue to encourage distributed leadership through the further development of our regional collaborative management structure; ensuring that staff have a greater say in the organisation of college services across the Glasgow region.
- We will continue to promote gender equality and work to achieve a 50:50 gender balance on the regional and college boards.
- Our colleges will demonstrate their commitment to embedding environmental and social sustainability ambitions through their sustainability strategies and corporate strategic plans.
- We will contribute proactively to educational and economic policy development at local, regional and national levels.
- Our student data development project will support our increased use of data analytics to inform and improve our collective service delivery.
- We will report on our institutional performance regularly to national and regional stakeholders, including the Scottish Government, Scottish Funding Council and Community Planning Partners.

Key national performance measure	2016-17 Benchmark	2018-19 Target
Gross carbon footprint (tCO2e)		

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

SFC Outcome 5: Innovation in the economy**A national culture of enterprise and innovation leading to a more productive and sustainable economy**

Promoting innovation is central to the delivery of our regional ambition to deliver Scotland's most inclusive, most responsive and most effective regional college system. We recognise innovation as a key driver for business and regional growth, and as a significant contributor to improved productivity and regional and national prosperity. Innovation in learning and teaching approaches is also central to ensuring continued effective learner engagement and high levels of attainment. GCRB and the Glasgow colleges are therefore committed to intensifying our culture of innovation so that it can flourish in all areas of our service delivery and in our work with business, industry, and the public sector. Together, we will find innovative solutions which support inclusive economic growth.

Regional commitments

- We will engage at both a collective regional and individual college level with the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government's innovation reforms.
- The Glasgow colleges will continue to prioritise innovation in learning and teaching as a driver of improved learner outcomes. This will be done through quality review and development activity, and the delivery of college-designed projects to stimulate and encourage innovation activity.
- We will work in partnership with employers, industry bodies, education partners and other college stakeholders to promote innovation and enterprise in the development and delivery of vocational training qualifications.
- We will prioritise STEM innovation, supported by a review and further development of our regional and college STEM strategies.
- We will continue to implement and develop innovation models and frameworks to promote a culture of excellence through innovation. This will include frameworks such as HE Innovate and accreditation models such as the Investor in Innovation status.
- The Glasgow colleges will continue to prioritise and strengthen their customer focus; ensuring that the portfolio of services offered to students, employers and partners are relevant, flexible and add value.
- We will work with accreditation partners to offer professional recognition status awards and develop a range of educational programmes mapped to qualifications frameworks, including in partnership with UK IKE. This will include a Certificate of Professionalism in Innovation Practice, Strategic Innovation for Business Leaders and an Innovation Booster Programme.

Our Response to the Scottish Government's Youth Employment Strategy: Glasgow Region Developing the Young Workforce (DYW) Plan

All young people have the opportunity to engage in purposeful and directly work related learning while at school

Our Developing the Young Workforce plans will enhance the employment prospects of the young workforce, building on the strong school-college partnerships that already exist across the region. By strengthening partnership approaches between schools, colleges, training providers, employers, parents and young people themselves, we will widen the range of options available to young people and support them to make the most appropriate choices for their futures. The three Glasgow colleges are working closely with local authority partners to build on well established relationships – engaging with 46 secondary schools throughout Glasgow, East Dunbartonshire and East Renfrewshire.

DYW Theme	Regional commitments
Young people able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners	<ul style="list-style-type: none"> We will deliver an enhanced regional senior phase and Foundation Apprenticeships programme, with an emphasis on efficiency and sustainability, and which ensure meaningful certification of learning wherever possible. We will continue to offer access level provision from SCQF 1-4 to provide pathways into higher level DYW study options. Our early intervention approaches will provide opportunities for S1 and S2 school pupils to experience college or vocational activity facilitated by colleges, before they make their Senior Phase subject choices. We will enhance the marketing and promotion of college vocational learning opportunities through the creation and maintenance of regional curriculum maps and through collaborative marketing and CPD events.
Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up	<ul style="list-style-type: none"> We will work with our schools and local authorities to review and evaluate performance and identify and implement interventions, both in schools and in colleges, to improve retention and attainment on vocational programmes. We will continue to identify and implement actions to improve gender balance in the 20 SFC target subject areas and also to improve opportunities and outcomes for other protected groups such as learners with disabilities and BME learners. We will align the provision of Senior Phase work experience to college vocational pathways and Modern Apprenticeships.
Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate	<ul style="list-style-type: none"> We will promote a focus on STEM, both through the Senior Phase vocational offer and through wider school engagement initiatives for younger pupils. We will address any employment sector gaps in schools vocational delivery as identified by labour market analysis. By strengthening partnerships and collaborative work, including with the three Glasgow Region local authorities, the West partnership area and Regional Invest in Youth Groups, we will ensure we fully meet regional demand.
Supporting college leaders and staff to develop the skills required to meet DYW ambitions for the college sector	<ul style="list-style-type: none"> We will enhance opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways through information sharing events and joint CPD initiatives.

Key national performance measures	2016-17 Benchmark	2018-19 Target
Volume of 'school-college' Credits delivered to learners at S3 and above	11,244	

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

Proportion of senior phase PT FE students achieving a qualification	65.8%	
Foundation Apprenticeship starts	203 - 2 Yr Prog	491 – 2 Yr Prog
	14 - 1 Yr Prog	105 – 1 Yr Prog

155 - 2 Yr Prog	192	144 - 2 Yr Prog
45 - 1 Yr Prog		60 - 1 Yr Prog

Annex A: Cross Cutting Themes

1. Aligning the Regional Curriculum to Regional and National Economic, Employment and Social Needs

The primary goal of this Regional Outcome Agreement is to deliver a regional curriculum and learning opportunities which meet employers' demands, supports inclusive economic growth and provides learners with the qualifications and skills they need to build successful long-term careers.

To enable and support the planning of a regionally coherent curriculum which responds effectively to economic, employment and social needs, the Glasgow regional curriculum has been grouped into the following eight sectors:

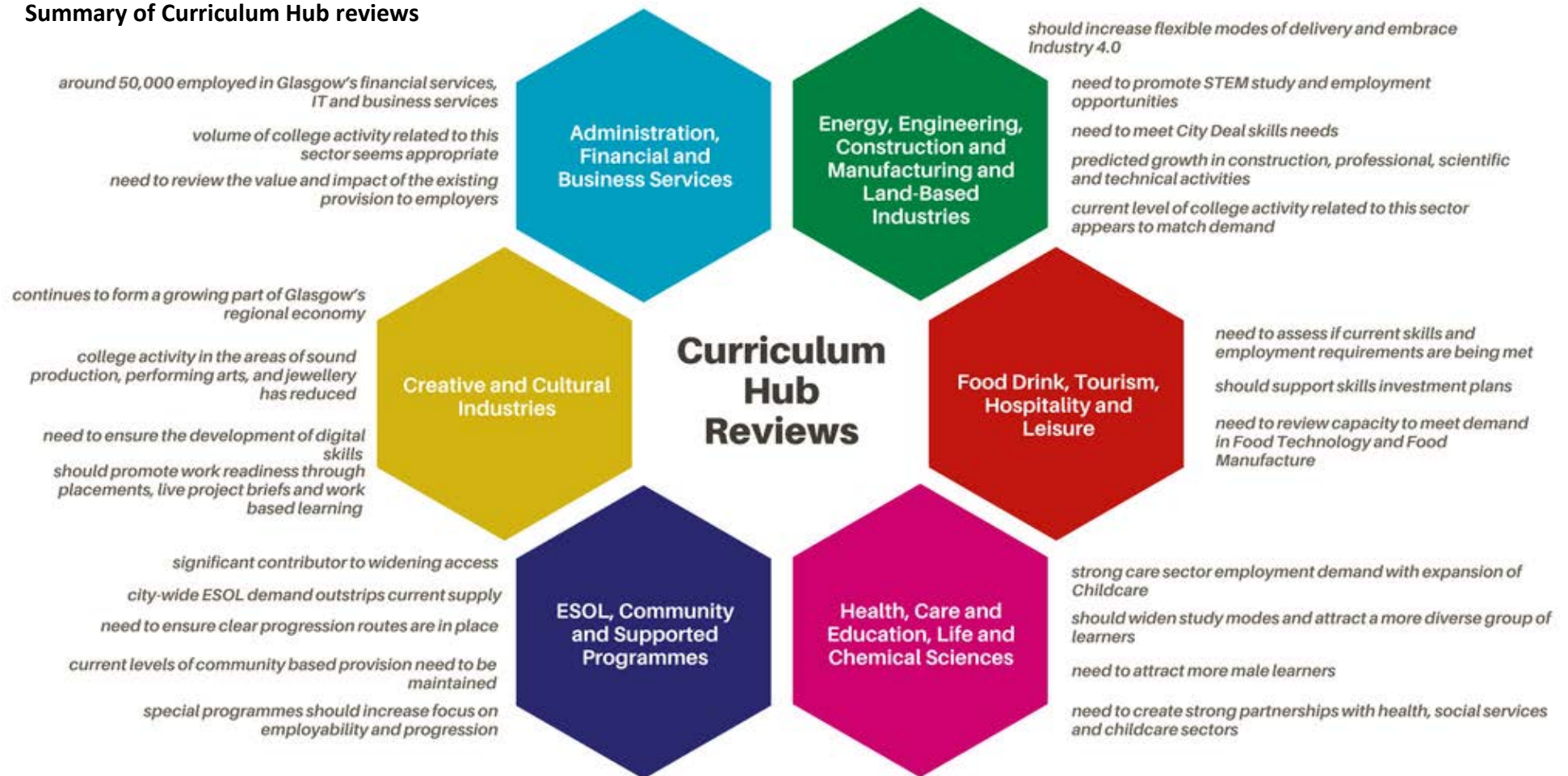
- Administration, Financial and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing
- Food Drink, Tourism, Hospitality and Leisure
- Life and Chemical Sciences
- Health, Care and Education
- Land Based Industries
- Community and Transition (includes Special Programmes and ESOL)

Our regional Learning and Teaching group and Curriculum Hubs (corresponding to the above economic sectors) lead collective curriculum review activity. This has provided evidence that the region is continuing to adapt and develop a curriculum it aligns with known economic, employment and social needs.

To support 2018-19 curriculum planning, regional Curriculum Hubs Curriculum Hubs were asked to undertake evaluative reviews of current regional delivery. They considered each curriculum's alignment with regional economic and social needs, and the effectiveness of Glasgow region's learners' journeys and outcomes. Hubs analysed this curriculum data in the context of relevant labour market information and sector-specific development plans. They also used intelligence developed through the colleges' engagement with employers.

The diagram overleaf provides a summary of the outputs of the Curriculum Hub review findings.

Summary of Curriculum Hub reviews



Cross cutting themes:

- The need to increase project based and interdisciplinary learning to support the transition to employment for college graduates.
- A curriculum that is sufficiently agile to keep pace with the key economic drivers for Glasgow and wider Scottish Government priorities.
- The need to create an efficient learner journey from Senior Phase programme, College provision and then onwards to either further study or employment. This include the range of FAs, GLAs and Senior Phase programmes being offered.
- The need to tackle gender imbalances within sectors.
- Harmonisation of entry requirements to ensure equity of access.
- CPD for teaching staff to facilitate subject upskilling or new and innovative approaches to for learning and teaching.

Based on this curriculum review activity, the following curriculum delivery volumes for 2018-19 have been agreed:

Economic Sector	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Administration, Financial & Business Services				
Creative and Cultural Industries				
Engineering, Construction & Manufacturing				
Food, Drink, Tourism, Hospitality and Leisure				
Health, Care and Education				
Land-Based Industries				
Life and Chemical Sciences				
Transition and Supported Learning				

In addition to meeting these delivery targets, the focus of regional curriculum activity for the sector groupings, led by the work of Regional Curriculum Hubs, will be to:

- enhance regional engagement with employers and stakeholders;
- increase the volume and quality of work experience for full time students, and develop additional work based learning options and pathways;
- strengthen vocational learning pathways, including seamless inter-college progression;
- increase opportunities for joint curriculum development and the sharing of practice within hub subject areas;
- promote increased participation and innovation in STEM-related course delivery;
- review subject level performance indicators and identify quality enhancement actions; and
- consider post-course progression data and identify actions to increase rates of direct progression into employment.

2. STEM

The development of STEM provision and pathways is a particular strategic priority for the Glasgow region’s colleges. In 2016, Glasgow’s colleges worked with the National Engineering Foundation (NEF) to develop individual college and regional STEM strategies. In 2018-19 these will be reviewed and developed further to contribute to the achievement of the Scottish Government’s STEM Education and Training Strategy for Scotland. Colleges are working with both employers and HE

partners to develop efficient STEM pathways from school, through colleges and university, and on to employment. This is led and supported by a range of partners and complementary initiatives and builds on the success of early programmes such as the Engineering Scholarship.

Regional STEM development focuses on improving its programmes by engaging with young people at an earlier stage in their learning. Current regional curriculum review activity seeks to ensure that provision has a strong focus on labour market need. It also seeks to create clear regional pathways to employment, both directly and via higher education. These pathways are a regional STEM priority and are being created through strong and well-defined links between school-college senior phase activity. The section above on economic sector volumes provides an indication of planned credit volumes for 2018-19 in the following STEM related economic sectors: ICT Services, Creative & Cultural Industries, Energy, Engineering, Construction & Manufacturing, Health, Care & Education, and Life & Chemical Sciences.

3. Childcare Training Provision

Through our childcare expansion strategy we will ensure the required growth in childcare provision to meet the national policy objective of increasing the free childcare allowance from 600 hours to 1,140 hours by 2020. Our regional strategy sets the following high level aims:

1. To increase the volume, range and flexibility of college learning opportunities

- Increase capacity within college delivery – this will include expanding conventional full-time delivery, evening part-time delivery, day Release HNC Provision, SVQs Levels 2-4, Modern Apprenticeships and PDA 8 and 9 provision.
- Develop more online/blended learning approaches – an example is the current PDA delivery and regional development of further online resources will provide benefits to all three colleges.
- Provide accelerated routes and staggered intakes across the calendar year - we will design bespoke courses which accelerate the path through the NC/HNC levels.

2. To align college training delivery to local authority childcare provision

- Ensure college representation and participation in local childcare consortia governance structures.
- Co-locate delivery with childcare provides across City region – we will seek to replicate our partnership work with the Blairtummock Childcare Centre of Excellence in other areas of the city, so that more students and local residents can benefit from our training opportunities.

3. To strengthen vocational pathways from school and other employment

- Develop, promote and deliver routes into Childcare within the Senior Phase, including through the expansion of our Foundation Apprenticeship offer.
- Tackle gender imbalances, building on the success of programmes such as our 'Men into Childcare' courses.
- Develop, promote and deliver routes into Childcare from the workplace, including through programmes such as our 'Career Changers' initiative.

4. Work Experience and Work Based Learning

In September 2016, the Scottish Funding Council produced guidance on a Work Placement Standard for Colleges. Its aim is to improve, significantly and consistently, the future employment prospects of all learners studying in colleges in Scotland. In addition to providing direction and highlighting best practice, the guidance sets the expectation that all college learners should benefit from high quality work placements or other workplace experience in line with the Scottish Government's Developing the Young Workforce strategy.

The national DYW plan recommends that all vocational courses should include a significant element of work experience. Therefore, supported by the work of the Curriculum Hubs, Glasgow's colleges will review the scale and quality work experience/work simulation in place within courses during session 2018-19 in order to increase in this type of activity, in line with the SFC recommendation that all vocational courses should include a significant element of work experience. They will work in closer partnership with employers and other stakeholders to deliver a range of activity, maximising opportunities for contextualised learning and practical skills development, including working with partners to align the provision of Senior Phase work experience element to college vocational pathways. They will also consider how they can extend their work based learning provision in ways which support the progression within employment which is critical to Glasgow's aspiration for inclusive growth.

5. Developing the Young Workforce (DYW), Senior Phase Vocational Pathways and Foundation Apprenticeships

Our 2018-20 Senior Phase course offer for school pupils will include:

- Foundation Apprenticeships – a full suite of 2-year programmes and select 1-year options.
- Personal Development Awards (PDA) and National Progression Awards (NPA)
- Enhanced Vocational Inclusion Programmes (EVIP) – for the most vulnerable S4 pupils and those looked after or in care
- Senior Phase Supported Programmes
- Transitions to Learning and Work
- Winter leaver programmes
- Local Open Door Programmes – bespoke arrangements with local schools in addition to the formal vocational programmes

- HNC (SCQF level 7) delivery
- NC (SCQF level 6) delivery
- Youth Access Programmes

Glasgow's Colleges are strongly committed to the growth of Foundation Apprenticeships. In 2018-19 we will collectively deliver the largest Regional Foundation Apprenticeship programme in Scotland. This will be achieved in partnership with SDS and coordinated regionally by a single team with specialist school and employer engagement staff. The table below provides a breakdown of Foundation Apprenticeship places to be offered for 2018-20 per framework.

Frameworks	2017-18/19		2018-19/20	
	2-Year	1-Year	2-Year	1-Year
Accountancy			36	
Business Skills	16		24	
Civil Engineering	20		36	
Creative and Digital Media	26		48	
Engineering Systems	20	5	36	16
Financial Services	17		36	
Food & Drink Technologies			15	
ICT Hardware	3	9	16	20
ICT Software	26		40	
Mechanical Engineering	24		24	
Scientific Technologies			16	15
Social Services - Children and Young People	28		60	39
Social Services - Healthcare	23		44	15
TOTAL:	203	14	431	105

With regard to specific frameworks, it is anticipated that, where only one college is delivering a framework, that college will lead on that framework. Where a framework is delivered by more than one college, one college will be nominated to take the lead on that framework on behalf of the partnership.

6. Access and Equality

The Glasgow College Region is committed to serving a regional college learner population which reflects the diversity of the region and which demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum.

To support a coherent regional approach, the colleges have jointly developed the following shared regional equality outcome themes:

- the diversity of students and staff reflects the communities the college serves;
- all students and staff experience and contribute to a culture of dignity and respect;
- all students and staff benefit from inclusive and accessible spaces, environments and services;
- all students and staff actively engage in fully inclusive and accessible learning; and
- successful student and staff outcomes are increased irrespective of protected characteristics.

Each college has developed specific equality outcomes, together with action plans and measures to achieve them. We will enhance accessibility, encourage greater participation from learners from all protected characteristic groups, and challenge stereotypes and under-representation.

Strategies In order to support achievement of the regional outcomes and actions set out within the draft Glasgow ROA, and in recognition of the fact that each college is provided with a specific allocation of ELS funding, Glasgow's colleges have also developed institutional level access and inclusion strategies. These define the inclusive service they provide and how they monitor its effectiveness and impact, the partnership working and how college ambitions link up with the ambitions within the region, commitment to ongoing CPD for staff in relation to access and inclusions ambitions, and processes for providing bespoke individualised support.

The college access and inclusion strategies are available at:

- https://www.glasgowclyde.ac.uk/assets/000/002/690/17.16A-GCC-Access-and-Inclusion-Strategy_original.pdf?1500024676
- <https://www.google.co.uk/url?url=https://www.glasgowkelvin.ac.uk/%3Fmdocs-file%3D23167&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwj3hpCP8LnZAhXBzxQKHZarCwwQFgggMAI&usg=AOvVaw2wQPR-2xXfvMb6T6W8AGcL>
- <https://www.cityofglasgowcollege.ac.uk/sites/default/files/170517%20SSEC3-G%20Access%20%26%20Inclusion%20Initiative.pdf>

In terms of gender balance, analysis of overall participation rates by gender do not suggest any under-representation. However, when student gender proportions are analysed at subject level, significant variations exist across different subject groupings. The Scottish Government, through DYW, has set out its ambitions for

colleges to address gender imbalances at subject level, with a KPI to 'increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24-year olds by 2021.

Within their current *Gender Action Plans*, each assigned college has set clear target outcomes focused on the subjects with the greatest gender imbalances. These focus on addressing gender imbalances in subjects where 90% or more learners are of one gender and are available through the following links:

- <https://www.cityofglasgowcollege.ac.uk/sites/default/files/gender-action-plan-2017-2021.pdf>
- https://www.glasgowclyde.ac.uk/assets/000/003/582/Gender-Action-Plan-2017_original.pdf?1513681806
- <https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf>

Glasgow's colleges will also continue to review and identify gender imbalances in completion rates of particular courses and outline their target outcomes in addressing any imbalances.

7. Meeting the needs of young people with care experience

Glasgow is a national "hotspot" in relation its numbers of young people with care experience. Many of these young people are looked after at home or in the community; increasing their likelihood of leaving school with few or no qualifications and of their failing to participate in the opportunities available nationally to all young people.

Glasgow colleges acknowledge this challenge and provide targeted approaches to working with care-experienced young people. The colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school. As a consequence, early intervention and partnership working is key to improving outcomes for these young people. Specific provision for care-experienced young people include:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council's Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council "vocational coaches" as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time pathway programme and "EVIP plus" for some of the most vulnerable and challenging young learners. EVIP plus has a significant personal development element and offers a more gradual introduction to vocational study.

- Each year, around 50 care-experienced young people receive targeted support from Transitions to Learning and Work programmes delivered in partnership with schools, social work services and health services. These flexible programmes offer personal development, youth work activities, and vocational skills development. They aim to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.
- Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people, run by NCH (Scotland), and working in partnership with colleges, GENR8 assesses and develops the independent living skills of young people who being offered tenancies. It also supports their progression on to employability programmes. The Care Leavers' Employment Service is a partnership between Social Work Services, the Careers Service and colleges which supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.

The region's colleges aim to make care-experienced learners' outcomes as successful as their peers'. To this end, the colleges will continue to engage with partners to support access and increase the participation of learners from priority groups such as care-experienced learners. In 2018-19, the colleges will review and take actions to improve engagement, retention and achievements.

8. Meeting the needs of carers

Glasgow's colleges are committed to enhancing support for students and staff who are carers. In 2018-19, this commitment will include college level improvements in identifying students and staff who become carers during the college year. The college region will also promote a positive declaration environment, and work in partnership with local authorities to help them meet their duty under the Carers (Scotland) Act 2016.

9. British Sign Language (BSL) support

Glasgow's colleges are committed to supporting the implementation of the British Sign Language (Scotland) Act 2015, and will play a role in promoting and delivering the outcomes of the BSL National Plan for Scotland. In particular, as the new legislation is implemented, college level plans will be developed to ensure compliance with the new statutory obligations.

10. Meeting the Needs of Disabled Learners

Glasgow City has higher than average rates of residents classing themselves as disabled or incapable of work and the Glasgow colleges undertake a range of activity to ensure they identify and remove barriers to participation or reasons for non-disclosure, and this includes work with Community Planning Partnerships and disability support agencies.

Glasgow City Council Education Services have well established arrangements with colleges and a range of specialist centres to ensure pupils with profound and complex needs receive appropriate support from the most suitable providers. Glasgow colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess the need for any greater level of college support for learners with profound and complex needs. Across the Glasgow colleges, there is an ongoing dialogue with Glasgow Education Services to ensure that provision continues to be sufficient to meet needs. There is also significant joint planning with the Education Services and the Additional Support Needs Schools to ensure college places on appropriate courses are optimised for the majority of leavers. A large School/College provision is in place for those young people who are still at school and can benefit from college input.

Self-Directed Support improves social inclusion and independence for young people and adults with disabilities and colleges should support learners with additional needs so that they can make informed decisions about their further education. The Glasgow colleges provide tailored information about entry requirements so that pupils and their carers/agencies can make informed choices about their college learning and make best use of the resource provided by self-directed support. Colleges also promote accurate and full information about the support available to students with disabilities to help applicants make well-informed course choices. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are in place before a student with additional support for learning needs accepts their place.

11. Meeting the Needs of English for Speakers of Other Languages (ESOL) learners

Ethnicity data on population and our colleges' headcounts suggest that the Glasgow College Region broadly reflects and represents the ethnicity grouping of the regional population. However, the impact of migration and resultant demand for English tuition, as highlighted in the 2011 census data, showed that approximately 17,000 Glasgow College Region residents claim to speak little or no English.

Corresponding to these suggested high levels of demand for English tuition, Glasgow Colleges provide a significant level of ESOL tuition. Given the rising numbers of non-UK nationals resident in Glasgow City, its colleges will continue to provide appropriate levels of English language tuition to support integration and access to employment. The region's colleges will play a lead role in the successful delivery of ESOL tuition. This will include delivery through regional partnerships with community-based providers.

12. Gaelic Language Ambitions and Current Provision

The Glasgow College Region is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume (approximately 300 Credits), but currently meets regional applicants' demand. This provision is regularly reviewed and this includes the potential to offer mainstream, vocational subjects in Gaelic medium, dependent on demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use the language in a variety of learning situations would support achievement of the aims of the National Gaelic Language Plan to 'normalise Gaelic'.

Annex B: Regional Context Statement

The 2017 Glasgow Regional Skills Assessment (RSA) highlights the following characteristics of the Glasgow College Region:

- it has a diverse economy and this characteristic is stronger because it the region includes Glasgow City, East Dunbartonshire and East Renfrewshire;
- it benefits from its central location at the hub of Scotland’s transport network, with easy access to jobs and markets in the central belt. However, parts of this region are more rural and remote;
- it benefits from Glasgow’s successful transformation to a service- driven economy, with a strong cultural and tourism offer and large health and education sectors; and
- while this is a region with considerable strengths, it is also one which faces significant challenges in reducing concentrations of low income and workless households in some areas.

The Glasgow Region RSA provides a range of evidence which suggests that the Glasgow Region’s economy and its employment base are is growing. The areas of health, education, retail and business administration and ICT show particularly strong growth trends

Glasgow’s Population and Socio-Economic Context

The current Glasgow College Region population is estimated at 816,240. This makes it the largest of all 14 college regions by population size, but one of the smallest spatially. Overall, the age profile of the Glasgow Region is younger than the population of Scotland. This is because of the large 19 to mid-30-year-old population in Glasgow City. Data projections estimate that the population of the Glasgow Region will be 857,541 by 2039; an increase of 58,781 (7%) from 2014. In the longer term, the structure of the region’s population will become older, although less markedly so than in other regions.

Glasgow Region residents have higher levels of advanced qualifications (SCQF 7-12) than the national average (48 per cent compared to 44 per cent in 2016). It also has more people with no qualifications than at the national level (14 per cent compared to ten per cent, the second highest in Scotland). The level of intermediate qualifications (SCQF levels 5 and 6) in the region is below the national average – 23 per cent compared to 28 per cent.

In line with the above, 2016 SIMD data shows that Glasgow City continues to have the largest proportion of data zones which are among the most deprived; Glasgow has 48% of the 20% most deprived data zones. This data shows that the level of relative deprivation in Glasgow has changed little since the last time this data was produced in 2012 For example, just over two-fifths (43%) of the 746 Data Zones in Glasgow are ranked in the bottom 15% most deprived neighbourhoods in Scotland. In 2012 42% of Glasgow’s Data Zones fell into this category Glasgow also continues to have the highest proportion of its neighbourhoods in the bottom 10% across Scotland, with one third of Glasgow College Region residents residing in SIMD10 datazones.

Consistent with this picture, the overall employment rate in the Glasgow Region (70 per cent) was below the national average (73 per cent), the second lowest in Scotland in 2016. The economic inactivity rate in the Glasgow Region was also nationally distinctive at 27 per cent (compared to a national rate of 23 per cent). This figure cannot be explained by the high student population attending Glasgow's colleges and universities; the economically inactive rate here is higher than in other areas with large student populations.

Travel to work patterns show very high levels of out-commuting. Only 25% of East Dunbartonshire's and 19% of East Renfrewshire's residents work within their home local authority area

Glasgow's Employment and Skills Context

During the recession, one in 11 jobs was lost in the Glasgow region. Employment has since recovered, and is expected to continue to grow steadily over the forecast period. In 2017-2027 inclusive a predicted regional employment growth rate of 6.6 per cent will outstrip the projected Scotland growth rate of 3.1 per cent. Total employment in Glasgow is forecast to rise to 520,600 by 2027; an increase of 32,400 on current levels (2017) which will surpass the pre-recession peak of 508,400 jobs in 2008.

The Glasgow Region has undergone a significant transformation in its occupational and sector structure. Professional occupations (44 per cent) and associate professional and technical occupations (46 per cent) have grown rapidly since 2000, along with certain other service occupations. These have replaced skilled trades and operative roles. Service occupations are expected to continue to grow as part of an increase in people in all occupational roles.

The occupational shifts reflect sector shifts. There has been strong growth in the service sectors of: administration and support services; professional, scientific and technical services and; in public services that include human health and social work. Employment in manufacturing continues to fall. These trends are forecast to continue, and jobs growth is expected in the largest four employment sectors: Human health and social work; Administration and support services; Wholesale and retail and; Professional, scientific and technical. Growth is also expected in other services, and in Construction.

Such jobs growth will create demand for jobs (expansion demand) and, combined with replacement demand, this is forecast to lead to some 241,300 openings. Expansion demand is projected in all occupational groups, with the greatest for Professional occupations and Elementary occupations. These are also the occupations that have the highest forecast replacement demand, meaning that between them (Professional, 62,000 and Elementary, 40,700) more than 100,000 openings are projected. In line with these trends, there is more employment projected at higher skill levels (SCQF levels 7-10) than intermediate skill levels (SCQF levels 5-6) or no/lower skills (SCQF levels 1-4). Just over half of all jobs (51 per cent) in Glasgow Region are currently at SCQF level 7 or above and this trend is forecast to continue. However, there is still likely to be substantial replacement demand for those with middle level and lower level skills.

Between 2009/10 and 2015/16, there has been an increase in the proportion of the region's school leavers progressing to study at higher education levels or into employment. Correspondingly, the proportion of young people entering further education level study or unemployment has decreased. In 2015/16, 42 per cent of school leavers in the Glasgow Region went into higher education level study, the majority delivered by Glasgow's colleges, and above the Scottish average of 37 per cent. Overall 20 per cent of school leavers in the Glasgow Region went into further education as their initial leaver destination. This was slightly lower than the national average of 22 per cent. Regionally, one quarter of school leavers entered employment.

Implications for Glasgow's Skills Planning

The Glasgow Region RSA therefore suggests that our skills planning should take account of:

- Occupational structure: job openings throughout 2017-2027 will largely be because of replacement rather than expansion demand and they will be split by 44 per cent in higher level occupations, 24 per cent in middle level occupations and 32 per cent in lower level occupations;
- Sectoral make-up of the economy: there will be high volumes of employment in industrial sectors such as Human health and social work, Administration and support services and Wholesale and retail trade.
- Demand for qualifications: the trend towards more people being qualified at higher levels over the next 10 years.
- Wider policy issues: deprivation and inequality continue to pose significant issues for the region – whilst Glasgow City has the highest levels of deprivation in Scotland, it is grouped together with the two local authorities with some of the least deprivation in Scotland. This inequality is the most pronounced of any of the RSA regions. For this reason, a 'one size fits all' approach is unlikely to be appropriate in Glasgow Region, where a more nuanced account of inequality and deep rooted deprivation is required.
- Skills to increase productivity: Skills is one of five identified drivers of productivity (the others being innovation, enterprise, competition and investment). Although skills alone will not drive improvements in productivity, they are a critical part of the mix. Aligning provision with demand will help meet existing and future demand but that, in itself, will not necessarily address the issue of low productivity.
- Encouraging high value jobs: Glasgow Region has lower levels of employment in higher valued added sectors like Professional, scientific and technical, with more jobs in the public sector (particularly Health) than other urban regions. It also has the highest Scottish rates of employment in the intermediate skilled sector, Business administration, and support services. Encouraging more employment in higher skilled and value-added sectors may help to boost Glasgow Region's productivity.
- Fair work: non-standard jobs/in-work poverty: The Scottish Government's Economic Strategy states that 'increasing growth and tackling inequality are mutually supportive.' There is a need to ensure that Glasgow's inequalities and rates of deprivation do not 'trap' people who are at the lower end of the

labour market in lower paid, non-standard, part-time or temporary jobs and self-employment. It is important that there are adequate progression routes out of low skilled work for those who choose to move, and that there is and decent pay and conditions for those who do not or cannot.

Annex C: National Performance Measures

The ambitious targets for National Performance Measures set out below will drive an intensification of the positive impact of our ROA, and provide a clear 'line of sight' to our contribution to the delivery of national priorities.

National performance measure	2016-17 Benchmark	2018-19 Target	2019-20 Target	2020-21 Target
Proportion of Credits delivered to learners aged 16-19	45.2%			
Proportion of Credits delivered to learners aged 20-24	24.5%			
Proportion of Credits delivered to full-time learners aged 16-19	51.3%			
Proportion of Credits delivered to full-time learners aged 20-24	26.5%			
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	30.2%			
Proportion of Credits delivered to Male learners	50.4%			
Proportion of Credits delivered to Female learners	49.6%			
Proportion of Credits delivered to BME learners	14.0%			
Proportion of Credits delivered to students with a known disability	14.0%			
Proportion of Credits delivered to students with Care Experience	1.5%			
The number of senior phase pupils studying vocational qualifications delivered by colleges	605			
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications	0.9%			
The proportion of Credits delivered to S3 and above as part of 'school-college' provision	2.9%			
Proportion of Credits delivered at HE level to learners from SHEP schools	15.2%			
Proportion of Credits delivered to learners enrolled on STEM courses	21.5%			
The percentage of FT FE enrolled students achieving a recognised qualification	63.9%			
The percentage of PT FE enrolled students achieving a recognised qualification	82.3%			
The percentage of FT HE enrolled students achieving a recognised qualification	73.5%			
The percentage of PT HE enrolled students achieving a recognised qualification	85.6%			

National performance measure	2016-17 Benchmark	2018-19 Target	2019-20 Target	2020-21 Target
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	63.2%			
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	79.5%			
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	71.7%			
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.0%			
The percentage of senior phase FT FE pupils achieving a vocational qualification	47.8%			
The percentage of senior phase PT FE pupils achieving a vocational qualification	65.8%			
The percentage of CE FT FE enrolled students achieving a recognised qualification	53.1%			
The percentage of CE FT HE enrolled students achieving a recognised qualification	58.2%			
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	62.1%			
The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	1,095			
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	12.3%			
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	47.5%			
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.0%			
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.1%			
The proportion of ALL qualifiers in work, training and/or further study 3-6 months after qualifying	96.5%			
The percentage of students overall, satisfied with their college experience (SSES)				
Gross carbon footprint (tCO2e)				

BOARD OF MANAGEMENT

Date of Meeting	14 March 2018
Paper Title	Capital Expenditure Report and Masterplan Update
Agenda Item	18.12
Paper Number	18.12A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Approval

1 REPORT PURPOSE

- 1.1 This report provides an update on capital expenditure against plan for the period from 1 April 2017 to 31 January 2018 and updated plan to March 2018.

2 RECOMMENDATIONS

- 2.1 Members of the Board are asked to approve the updated capital plan to March 2018.

3 BACKGROUND

- 3.1 The Scottish Funding Council (SFC) provides formula capital funding to Colleges which can be used towards estates or equipment and this funding is provided on a fiscal year basis, i.e. April to March.
- 3.2 The allocation for 2017/18 for the Region was £4.57Million. GCRB implemented a new capital funding allocation policy for 2017/18 as previously reported to the Committee and the Board of Management. The GCRB capital allocation policy for 2017/18 allocated 50% of the capital funding based on teaching credits volumes for life cycle maintenance for each of the three Glasgow Colleges which allocated £748k to Glasgow Clyde College (and this was split by the College between capital and revenue with £369k being capital and the balance being revenue used for life cycle maintenance). The remaining 50% of the SFC capital funding for the Region was allocated through a bidding process with the exception of £287k which was retained by GCRB for potential emergency needs.
- 3.3 Glasgow Clyde College received funding for two of its four bids in June 2017 which were the bids for Interactive Whiteboards replacement where £400k was bid for and £300k was allocated, and for Local Area Network Replacement at Anniesland where the bid for £475k was approved.

- 3.4 The capital expenditure from 1 April 2017 to 31 January 2018 against plan is attached which shows expenditure against the latest capital masterplan as approved at the December Board of Management meeting. The plan includes the GCRB allocation of £369k for life cycle maintenance and the two bids approved by GCRB for 2017/18 as indicated in paragraph 3.2 above. Projects shown as 1 and 2 on the attached capital masterplan for 2017/18 are the Landscaping and Horticulture building and Large Scale Plant Upgrade/ Replacement at the Cardonald campus which have been funded by the Glasgow Clyde Education Foundation.
- 3.5 The capital masterplan has been updated as attached since it was last approved at the Board and this update is shown in the column to the right of the December plan column. The updates to the 2017/18 plan are that the LAN infrastructure replacement is now going to cost £95k less than originally anticipated (at £380k rather than £475k) and the GCRB have very recently allocated the capital funding they had retained for emergency needs as noted above of which £94k is the Glasgow Clyde College allocation. Therefore, both of those two amounts, total of £189k, are planned to be used for replacing further Interactive Whiteboards which is the second phase of this project. This was an £800k project in the College's five-year masterplan and from the original bid to GCRB in June 2017 for £400k only £300k was agreed for funding at that time. The College have discussed this proposed used of these two elements of funding with GCRB.
- 3.6 The full five-year plan is also attached. The capital funding for 2018/19 has just been announced and the indicative Regional allocation is £6.252Million i.e. a 37% increase overall, of which £2.7M is indicative capital for lifecycle maintenance for the Region based on share of credits volume, and £3.5Million for the Region for very high priority items based on sector estates condition survey which will relate to survey information on Glasgow Clyde College and Glasgow Kelvin College only.

4 RISK ANALYSIS

- 4.1 There the risk that if the capital masterplan is not achieved then the correct level of investment is not made to maintain a suitable educational experience for the students of Glasgow Clyde College.

5 LEGAL IMPLICATIONS

- 5.1 There are no specific legal implications associated with this capital expenditure update.

6 FINANCIAL IMPLICATIONS

- 6.1 The financial values of each of the capital masterplan projects are highlighted within the report.

7 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

7.1 The Regional Outcome Agreement implications are that each of the Colleges in Glasgow needs to have a suitable, fit-for-purpose estate and this is being emphasised in the funding allocation discussions.

8 Has an Equality Impact Assessment been carried out?

8.1 Not applicable.

Glasgow Clyde College - Capital Masterplan

Expenditure against plan 1st April 2017 to end January 2018 and updated 2017/18 Capital projects plan

Paper 17.38A

Priority	Project Description - Capital Projects	Funded by	2017/18 Capital Projects Plan as approved at December Board	Updated 2017/18 Capital Projects Plan	2017/18 Capital Expenditure April 17 to January 18	Variance/ Balance remaining	Comments
1	Landscaping and Horticulture Teaching Accommodation including glasshouses	Foundation Approved	£1,697,303	£1,697,303	£1,647,260	£50,043	Permanent relocation of landscaping and horticulture teaching provision previously based at Langside's Woodburn campus, including glasshouses. Project completed October 2017. Foundation funded.
2	Large Scale Plant Upgrade/ Replacements from condition survey Part 1 - Cardonald Campus Lifts, Heating and Ventilation, Switchgear	Foundation Approved	£1,883,616	£1,883,616	£1,343,947	£539,669	Funding approved from Foundation for total three part large scale plant upgrade project at £2.75Million. Lifts project being progressed between May 2017 and early 2018. Phase 1 of heating and ventilation, and mechanical and electrical services completed in summer 2017. Part of total bid (£600k) deferred to consider phase 2 of heating and ventilation works.
3	Summer Works 2017	SFC/GCRB capital funding allocation	£369,000	£369,000	£338,184	£30,816	Summer works completed. Projects undertaken on a prioritised basis following planning discussions with all faculties and units.
4	Interactive Whiteboard replacement programme - Anniesland and Langside campuses phase 1	SFC Funding/Bid approved for GCRB 2017/18 capital allocation	£300,000	£300,000	£299,723	£277	Interactive whiteboards greater than 7 years old were in need of replacement and modernisation. They were no longer working effectively and having an impact on the student experience. The College bid to GCRB was for £400k of which £300k was funded. The most urgent need was Anniesland and these replacements up to the £300k level were completed.
4a	Interactive Whiteboard replacement programme - Anniesland and Langside campuses phase 2	SFC Funding/GCRB 2017/18 additional capital allocation	N/A	£189,000	£0	£189,000	See 4 above. Interactive whiteboards greater than 7 years old in need of replacement and modernisation. The College total plan over 17/18 and 18/19 was £800k. Original bid to GCRB for 2017/18 was for £400k of which £300k was funded. Underspend on LAN replacement of £95k plus additional GCRB funding allocated 9th February being used to replace second tranche of Interactive Whiteboards.
5	Local Area Network Replacement at Anniesland	SFC Funding/Bid approved for GCRB 2017/18 capital allocation	£475,000	£380,000	£0	£380,000	Replacement of LAN infrastructure will take place before end March 2018 following GCRB funding bid being approved. It needs replaced due to age and contains non-stackable switching technology which limits connectivity and data throughput. Purchase now agreed and cost is £380k. Saving on this project of £95k used to buy Interactive Whiteboards
	Capital projects sub-total		£4,724,919	£4,818,919	£3,629,114	£1,189,805	

**Glasgow Clyde College - Capital Masterplan Update for 2017/18 to 2020/21
As at February 2018**

Priority	Project Description - Capital Projects	Funded by	Capital Masterplan 2017/18 to 2020/21 Totals (as approved at December Board)	Updated Capital Masterplan 2017/18 to 2020/21 Totals	2017/18 Capital Projects	2018/19 Capital Projects	2019/20 Capital Projects	2020/21 Capital Projects	17/18 to 2020/21 Plan Total	Comments
1	Landscaping and Horticulture Teaching Accommodation including glasshouses	Foundation Approved	£1,697,303	£1,697,303	£1,697,303	Completed	Completed	Completed	£1,697,303	Permanent relocation of landscaping and horticulture teaching provision previously based at Langside's Woodburn campus, including glasshouses. Project completed October 2017. Foundation funding approved for project including additional groundworks costs identified when works commenced.
2	Large Scale Plant Upgrade/ Replacements from condition survey Part 1 - Cardonald Campus Lifts, Heating and Ventilation, Water Services and Switchgear	Foundation Approved £2.75M/ Second phase of heating and ventilation now after 2020/21	£1,883,616	£1,883,616	£1,883,616	Phase 1 Complete	Phase 1 Complete	Phase 1 Complete	£1,883,616	Funding approved from Foundation for total three part large scale plant upgrade project at £2.75M. Lifts project being progressed with three of five lifts now complete, and the other two by early 2018. Phase 1 of Heating and Ventilation and Switchgear completed in summer 2017. Lifts plus first phase heating and ventilation and electrical works now anticipated to be up to £2.15M to be completed in 2017/18. The full business case for the heating and ventilation project indicated further significant cost and will need to be considered as part of longer term with separate funding proposal.
3	Summer Works - Annual Estimate	SFC/GCRB Capital Funding Allocation	£1,476,000	£1,476,000	£369,000	£369,000	£369,000	£369,000	£1,476,000	Annual estimate through life of plan based on 2017/18 year. Planning discussions with all faculties and units during December 2016/January 2017. Projects prioritised and works undertaken in summer 2017 based on funding availability.
4	Interactive Whiteboard replacement programme - Anniesland and Langside campuses. Project rephased due to additional funding and transfer from LAN project £189k brought forward from 18/19.	Bid part approved by GCRB in June 2017 for 17/18 £300k then additional £94k in February plus transfer from LAN project £95k. Project rephased.	£800,000	£800,000	£489,000	£311,000			£800,000	Interactive whiteboards at these campuses greater than 7 years old and in need of replacement and modernisation. They were/are no longer working effectively and having an impact on the student experience. For 2017/18 the College bid to GCRB for £400k of which £300k was funded. The most urgent need was Anniesland and these replacements up to the £300k level were completed summer 2017. Additional funding allocation Feb 18 and transfer from LAN project allowed £189k of spend to be undertaken in 17/18 rather than 18/19.
5	Local Area Network infrastructure replacement for Anniesland	Bid approved by GCRB June 2017	£475,000	£380,000	£380,000				£380,000	Replacement of LAN infrastructure will now take place before end March 2018 as a result of GCRB funding bid being approved. It needs replaced due to age and contains non-stackable switching technology which limits connectivity and data throughput.
6	Anniesland Fire Integrity Works	Seeking funding from SFC and then claim from architect	£350,000	£350,000		£350,000			£350,000	Anniesland Fire Integrity works planned to be completed in summer 2018.
7	Mary Stuart Building Cladding Replacement	Seeking funding from SFC	£300,000	£300,000		£300,000			£300,000	Cladding panels replacement which plan to undertake for summer 2018.
8	Condition Survey Estimates of Works 2017 to 2021 - Split between years being reviewed to schedule priority works.	SFC/GCRB Capital Funding Allocation as available	£6,670,000	£6,670,000		£1,270,000	£2,600,000	£2,800,000	£6,670,000	Remaining condition survey works for these years which would be progressed based on affordability and available funding.
9	Changing Rooms Upgrade at Cardonald campus	Bid to GCRB June 2017 - not approved	£370,000	£370,000		£370,000			£370,000	Full refurbishment of the Sports changing rooms at the Cardonald Campus. The current facilities are not fit for purpose and do not support the college in providing a modern facility which should offer an industry standard experience for users. The project will also improve the disabled changing facilities. Bid not approved by GCRB hence carried forward to 2018/19.
10	Storage Area Network	Bid to GCRB June 2017 - not approved	£200,000	£200,000		£200,000			£200,000	Replacement of current data storage solutions with an Enterprise class solution with advanced and optimised storage techniques which maximise performance and balance costs through effective and efficient use of tiered storage. Bid not approved by GCRB hence carried forward to 2018/19.
11	Migration to Cisco Meraki Wi-Fi solution	TBC	£200,000	£200,000		£200,000			£200,000	Replacement Wi-Fi solution required as current provider is moving out of Wi-Fi market
12	Cardonald Campus - Car Park Upgrade. Three options costed by QS from £400k to £2.2M	TBC	£400,000	£400,000		£400,000	N/A	N/A	£400,000	Cardonald campus has significant drainage issues and is not fit for purpose. Three options from minor improvements to the drainage through to complete overhaul have been costed in outline at this stage. Decision yet to be made on option to be progressed and timing of project will be based on affordability. Showing lowest cost option as a working figure for capital masterplan.
Capital projects sub-total			£14,821,919	£14,726,919	£4,818,919	£3,770,000	£2,969,000	£3,169,000	£14,726,919	

Foundation Funding Bids Approved from Above Plan	
Landscaping and Horticulture Teaching Accommodation	£1,852,000
Large Scale Plant Upgrades	£2,750,000
Foundation Total for Plan above	£4,602,000

BOARD MEETING

Date of Meeting	14th March 2018
Paper Title	
Agenda Item	Evaluation of Learning, Teaching and Assessment
Paper Number	18.13
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this paper is to inform the Board of Management of the college's approaches to evaluating learning, teaching and assessment. The attached report and diagram summarises the internal and external processes used to assure the quality of our delivery and set actions for improvement.

2. Recommendations

The Board of Management are asked to discuss this report.

3. Background

The college uses a range of activities to provide an evidence base and evaluate the quality of its learning, teaching, assessment and wider student services. The college's recent Evaluative Report and Enhancement Plan was endorsed by SFC and Education Scotland and provides a detailed judgement against three high level principles - Leadership and Quality Culture; Delivery of Learning and Services to Support Learning; Outcomes and Impact. All three areas were graded internally as 'Good' which indicates that there is headroom for improvement.

4. Risk Analysis

The inability to accurately evaluate our learning and teaching provision will impact on our capacity to identify and drive improvement where required. This may result in continued under-performance in delivery approaches, retention and attainment. The introduction of more systematic approaches to evaluation and improvement, including observation of learning and teaching, will provide a stronger evidence base to inform improvements.

5. Legal Implications

N/A

6. Financial Implications

N/A

7. Regional Outcome Agreement Implications

Increasing measures related to quality and performance are now required and the college needs to be able to robustly evaluate the delivery and outcomes of our learning and teaching services.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

N/A

Evaluation of Learning, Teaching and Assessment

Introduction

The college uses a range of internal and external activities to provide an evidence base and evaluate the quality of its learning and teaching and wider student services (see attached diagram). In December 2017 the college's Evaluative Report and Enhancement Plan was endorsed by SFC and Education Scotland and provides an important improvement framework moving forward. The three high level principles (Leadership and Quality Culture; Delivery of Learning and services to Support Learning; Outcomes and Impact) were all graded internally as 'Good' which leaves clear headroom for improvement. Colleges will be required to publish grades in next years report.

Evaluation underpins quality review activities across curriculum and support areas and uses staff, learner and stakeholder feedback to set actions for improvement. The college has a number of high level strategies which are monitored to track progress against the Development Plan 2016-20. Further monitoring and analysis of performance takes place through departmental Operational plans, the Quality Standards Group, Senior Management Team (SMT) and the Regional Outcome Agreement (ROA) scrutiny process. Key summaries are reported to the Board of Management (BOM).

Internal Processes

The use of a quality 'handbook' for staff highlights the key elements of the college quality processes and promotes clear understanding of individual and team responsibilities and expectations. Internal audits of key processes are used to identify areas for improvement and an annual review of college procedures takes place to ensure they are fit for purpose and that the college continues to meet external awarding body standards.

The college has a robust and well publicised complaints procedure to ensure learners and stakeholders can formally report any issues they are dissatisfied with. These are responded to within set timescales, reported to SMT and any significant issues or common themes identified are used to inform improvement.

Using the College Development Plan, key strategy targets and the Regional Outcome Agreement as high level drivers, extensive evaluation activity takes place involving all curriculum and support teams throughout the year. Outputs feed into operational plans and are used to inform planning meetings at SMT level. Regular training and development sessions for managers and senior lecturers ensure that priority is placed on improving college performance and overall student outcomes.

The college has well established arrangements for learners to evaluate and enhance their experience. Trained class representatives are identified for each programme and contribute regularly to enhance the student experience. They work closely with the Student Association whose voice is well represented on Board committees and wider college groups. Evidence sources include:

- Performance data – this is used to evaluate against ROA targets and improve college performance in specific curriculum areas. Specific data on SIMD and other protected groups is used to help deliver enhanced equality outcomes. Quality Standards and Equality groups are used to monitor progress.
- Learner satisfaction surveys - nearly 6000 learners participated in two main surveys with a focus on learning, teaching and services to support learning.
- Learner focus groups – independently facilitated and recorded meetings with 90 class groups focused on the learning and teaching experience – resulting in the engagement of over 1000 learners. Feedback is provided to heads of curriculum and senior lecturers to action relevant improvements.
- Audits – quality audits are undertaken to evaluate the effectiveness of various processes – this included the learner induction process, admissions process and internal verification activity. Results are used with teams to deliver improvements in the service. An audit of work placement activity also took place and established that almost all programmes have some form of work related learning – ranging from formal work placement to simulated or inspirational activities.
- Stakeholder feedback – a variety of formal and informal methods are used to gather and evaluate external views – these include: programme review meetings with employers; apprenticeship partner engagement meetings; live projects; local authority Developing the Young Workforce (DYW) groups; community planning partner meetings; Higher Education Institution (HEI) articulation groups; regional curriculum hub meetings

External Processes

The college is reviewed and evaluated by a number of external bodies and uses this feedback well to inform improvement. This includes awarding bodies, SFC, SDS, Glasgow Colleges Regional Board (GCRB), Education Scotland, Community Planning Partners, Care Commission and various employers and sector skills bodies. The evidence base includes the following sources:

- In 2016-17 Education Scotland carried out subject reviews in five curriculum areas which were identified as requiring improvement (Sport, Computing, Science, Business and Special Programmes). This resulted in evidence from over 40 lesson observations, meetings with staff, teams and learners and also a full report by a student team member engaging with over 140 students from other curriculum areas.
- In 2016-17 eight different awarding bodies carried out 86 external verification visits across the college. This gives a strong readout on assessment practice and approaches across a wide range of curriculum areas. In summary, 81 of these were very positive and 5 areas were required to supply additional information before successful closure.
- The college underwent a full Systems Verification visit by SQA in 2016-17 – this was very successful and significant strengths were identified in all areas inspected: Management of a Centre; Resources; Candidate Support; Internal Assessment and Verification; External Assessment; Data Management.

- Partnerships for both Modern and Foundation Apprenticeship programmes involve formal feedback and consultation with a wide range of employers and local authorities.
- The college gained 'STEM Assured' accreditation by NEF (The Innovation Institute) which has helped to reshape the school-college portfolio, address gender imbalances and contribute to the regional STEM strategy.

Areas for Development

College performance needs to improve in some curriculum areas:

- FE Full-time withdrawal rates are high and insufficient numbers of learners complete some programmes (FE Full Time Withdrawal 28%)
- FE Full-time and Part-time attainment rates in some programmes are not yet consistent with or matching other higher performing FE areas - overall FE Full-time attainment is 62% (sector 65%) and FE Part-time attainment is 69% (sector 77%)
- Outcomes for some groups of learners require improvement. Overall attainment rates for 16-19 year olds are 66% (this group consists of 43% of overall provision) and for learners from SIMD 20 areas it is 66% (this group consists of 46% of overall provision) against an overall college attainment rate of 69%.

Work is underway to address the following issues that will help to evaluate and provide a stronger evidence base to inform improvements:

- (1) There is no formal process for the observation of learning and teaching across the college. This is a significant barrier to assessing and improving the quality of learning and teaching delivery. The college is currently carrying out a research exercise with the intention of agreeing and implementing a developmental observation model that will allow peer review to take place and more effectively inform improvement strategies.
- (2) Some curriculum teams require to use more formal evaluative mechanisms to respond more systematically to the needs of external stakeholders to help inform improvement. We will ensure that all curriculum areas more systematically engage with external stakeholders to gather feedback and ensure that provision is meeting the needs of industry, employers and relevant stakeholders.

BOARD MEETING

Date of Meeting	14th March 2018
Paper Title	
Agenda Item	Relationship with SQA
Paper Number	18.14
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this paper is to inform the Board of Management of the college's relationship with the SQA.

2. Recommendations

The Board of Management are asked to discuss this report.

3. Background

The SQA is, by far, our largest awarding body partner and the college delivers a significant number of their group awards and units in addition to offering a wide range of external examinations. Feedback at all levels indicates that our relationship is a strong one, that the SQA support our staff well and provide relevant training where required. However, some curriculum areas would like to see changes to qualifications implemented more quickly where weaknesses have been identified.

4. Risk Analysis

Reputational risk is at stake in relation to the publicity surrounding operation of examinations and changes to qualifications.

5. Legal Implications

N/A

6. Financial Implications

There is a significant registration cost and this is something we should continue to review in terms of value for money.

7. Regional Outcome Agreement Implications

N/A

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

N/A

Relationship with SQA Update

Introduction

SQA provides a wide range of high quality, internationally recognised qualifications and are, by far, the largest awarding body that we work with. They also work with schools, universities and training organisations to develop, deliver and accredit qualifications and assessments. Many of our staff also work for the SQA as external verifiers, markers and in the development of qualifications.

SQA Services

The SQA provide a dedicated Business Development Manager and Qualifications Liaison Manager who support in the following ways:

- Communicate directly with managers and provide relevant training and support for curriculum departments (eg introduction of new National 5 qualifications)
- Work with other teams within the college; MIS, Quality, ESF, commercial and finance
- Help identify new development opportunities – both in terms of qualifications and potential markets at home or abroad
- Work with the college to identify and support visits by foreign students and teaching staff e.g. gives an overview of SQA and the education system in Scotland
- Support curriculum teams in the development of new awards e.g. HNC/D in Cyber Security, SfW Textile Manufacturing, PDA Family Learning and Engagement
- Work alongside staff on industry advisory boards (e.g. The Technology Industry Advisory Board)
- Make representations to Sector Skills Councils on behalf of the college for amendments/improvements to frameworks
- Coordinate visits to departments if significant changes are about to happen e.g. CfE, National and Higher frameworks, changes to the construction qualifications.
- Connect and direct external organisations to the college to support local and national initiatives e.g. SmartSTEM
- Respond to any complaints or unsatisfactory service

Scale

In terms of formal SQA group awards:

- We offer 76 Higher National Certificate or Diploma (HNC/D) group awards.
- We offer 34 National Certificate (NC) group awards
- We offer 25 National Progression Awards (NPA)
- We offer 33 Professional Development Awards (PDA)
- We offer 33 Scottish Vocational Qualifications (SVQs)
- We offer 12 Skills for Work (SfW) qualifications (aimed at school pupils)

In addition, we deliver a wide range of SQA units, many of which will be clustered to make up locally devised programmes of study. In total, we have c 2400 SQA units on our system.

Strengths

At a strategic level, the SQA have established both Quality and Curriculum Advisory Groups which enable senior college leaders to consult, communicate and influence future developments.

Staff feedback indicates that there is a lot of support from SQA for the mainstream operational functions which include qualifications development, external verification, certification, quality assurance and approval activities. There is a Qualifications manager for each curriculum area and overall, they are very supportive and responsive to questions and issues that arise.

For example, we are currently going through major changes in the MA Construction Crafts framework, and as part of this SQA are undertaking 6 visits by Senior External Verifiers to discuss the changes and work with staff in developing their knowledge to provide appropriate portfolios of evidence from learners. These visits have been very worthwhile and although issues remain staff involved have found them valuable.

External Verification (EV) processes have improved due to a new quality management model which results in early visit allocations and the new system is helping to ensure communication from EV's is more standardised. The college received 86 EV visits last session and feedback was overwhelmingly positive in terms of professional dialogue and feedback. Any issues or concerns have been resolved promptly.

Support for examinations and certification is good and SQA are normally very prompt to identify any college related actions required that will assist candidates.

Areas for Development

Further work is required in some curriculum areas where there is an identified need to make changes to qualifications to enhance the delivery (eg assessment content). Many of our staff are part of Qualification Design Teams or attend network events but the response to feedback and proposed course/unit changes can be slow in some areas. An example is HND Accounting where further enhancements are needed to standardise marking schemes but progress is slow.

Another example last year were issues that arose around the HND Practical Journalism award in relation to one of our students who was unable to complete the shorthand component due to a disability. Initially, the SQA were reluctant to consider any changes to the award and only responded following strong pressure from the college and adverse publicity.

In these situations the SQA may refer to the national occupational standards determined by industry bodies but more flexibility is sometimes required.

BOARD OF MANAGEMENT MEETING

Date of Meeting	14 MARCH 2018
Paper Title	GLASGOW CITY COUNCIL: CITY GOVERNMENT ACADEMIC MEMORANDUM OF UNDERSTANDING
Agenda Item	18.15
Paper Number	18.15
Responsible Officer	Jon Vincent, Principal and Chief Executive
Status	Disclosable
Action	For Decision

1 REPORT PURPOSE

- 1.1 Glasgow City Council have produced an Academic Memorandum of Understanding that they are asking all colleges and higher education institutions in the City to commit. The Memorandum attempts to set out the terms in which the sector and the City Government will work together to enable academic input to enhance and enrich the policy making process. The Memorandum is provided an Annex 1 of this report.

2 RECOMMENDATION

- 2.1 The Board of Management is requested to consider the Academic Memorandum of Understanding produced by Glasgow City Council, provide any comments as considered necessary for their deliberation and an indication of willingness to commit.

3 BACKGROUND

- 3.1 Over recent months Glasgow City Council have undertaken a limited consultation with the colleges and higher education institutions across the City to develop an Academic Memorandum of Understanding. During this period, the Memorandum's content has evolved.
- 3.2 The purpose of the Memorandum is to set out the terms and understanding between academic partners and Glasgow City Council City Government 'on the manner in which each can collaborate to move forward policies which will build an inclusive, equitable city, fostering innovation and creativity and which benefits the people of Glasgow and industry and academia in the City'.

- 3.3 The Memorandum makes a series of 'asks' of academic partners and in return commits the Council to be '...a partner that is open to new ideas to solve the various challenges that we collectively face and one willing to work in collaboration to develop and implement new and innovative policies to tackle them'.
- 3.4 The Memorandum had been of the agenda for discussion at the GCRB Chairs and Principals meeting scheduled for 1 March 2017; however, due to adverse weather, this meeting was cancelled.
- 3.5 Glasgow City Council have requested any further comments or confirmation of willingness to commit to the Memorandum from each academic partner.

4 RESOURCES

- 4.1 The Memorandum makes a series of open ended 'asks' of academic partners which are thus difficult to quantify in terms of resource commitment. A specific example of '...workshops on a series of policy areas...' is identified. However, the nature and timing of these workshops is yet to be defined.
- 4.2 The Memorandum does; however, contain a section on funding which states '...there are no essential funding commitments associated with this MoU and any which arise would be on a case-by-case basis, to be discussed between parties.'

5 TIMESCALE

- 5.1 Glasgow City Council have not given an indication of the timescale on which they are open to receive any further comments or confirmation of willingness to commit to the Memorandum.

6 FINANCIAL AND LEGAL RISKS IMPLICATIONS

- 6.1 The ambiguous content of the Memorandum makes it impossible to determine the financial implications of commitment.
- 6.2 There are no specific legal risks association with the Memorandum. However, it is critical for the college to maintain a positive and productive relationship with Glasgow City Council.

7 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

None.

8 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

N/A

Memorandum of Understanding

Between the Further and Higher Education Sector across Glasgow and Glasgow City Council City Government

This Memorandum of Understanding (MOU) sets out the terms and understanding between Glasgow's Further and Higher Education Sector and Glasgow City Council City Government (City Government) on the manner in which each can collaborate to move forward policies which will build an inclusive, equitable city, fostering innovation and creativity and which benefits the people of Glasgow and industry and academia in the city.

The partners are;

- Glasgow City Council City Government
- University of Glasgow
- Strathclyde University
- Glasgow Caledonian University
- University of the West of Scotland
- City of Glasgow College
- Glasgow Clyde College
- Glasgow Kelvin College
- Glasgow School of Art
- The Royal Conservatoire of Scotland
- The Open University
- Glasgow Colleges Regional Board

Background

The City Government has key themes and priorities that it wants to deliver for the people of Glasgow which forms the Council's strategic plan. It recognises that the academic sector in the city is a key partner to enable delivery. The key themes and priorities are:

- a thriving economy
- a vibrant city
- excellent and inclusive education
- a healthier city
- a sustainable and low carbon city
- resilient and empowered neighbourhoods
- a well governed city that listens and responds

Both the sector and the City Government affirm a belief that public policy in the city should be based on the best possible evidence and that the academic expertise of the sector should be shared as far as possible in the interests of Glasgow.

Purpose

This MOU will set out the terms in which the sector and the City Government will work together to enable academic input to enhance and enrich the policy making process, on as wide a range of expertise as possible in helping to formulate policy.

Where appropriate, the City Government will have the ability to call upon the wider sector, or individuals within it, for advice and expertise on specific policy areas, and after discussion with relevant members of staff, the sector as a whole or individual organisations within it, may be able to offer to facilitate engagement with specific academics, including desktop research and on occasion more in-depth analysis of issues and outputs.

From the City Government, the academic sector across the city can expect a partner that is open to new ideas to solve the various challenges that we collectively face and one which is willing to work in collaboration to develop and implement new and innovative policies to tackle them.

It is agreed by all parties that a request for advice from the City Government will not necessarily be one that the sector is always able to meet, though the expectation would be that on most occasions guidance, at the very least, would be made available.

The sector and the City Government will also undertake a series of workshops on a range of policy areas to allow the sector the opportunity to gather academic opinion and to engage with city council officials and advisors. The goal in this case would be to work to a pre-agreed agenda between all parties to identify policy challenges and possible solutions in particular areas.

The conduct and timings of such workshops would be agreed between the parties in advance, with an internal report drawn up afterwards to be shared by all parties.

Reporting

Reporting on the effectiveness of the MoU would be conducted between the Leaders and the University of Glasgow's Public Affairs Office, the latter of which would serve as an informal secretariat for the relationship going forward.

Funding

Beyond basic administration costs, there are no essential funding commitments associated with this MoU and any which arise would be on a case-by-case basis, to be discussed between parties.

BOARD OF MANAGEMENT MEETING

Date of Meeting	14 March 2018
Paper Title	Articles of Association Amendment
Agenda Item	18.16
Paper Number	18.16A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Approval

1 REPORT PURPOSE

- 1.1 The College recently had an internal audit on Corporate Governance completed by Henderson Loggie and the purpose of this report is to seek approval from the Board to have a minor amendment made to the College's Articles of Association to ensure compliance with Scotland's Colleges Code of Good Governance in relation to the terms and conditions of the Secretary/Clerk to the Board.

2 RECOMMENDATION

- 2.1 The Board of Management is requested to approve the minor amendment below to the College's Articles of Association.

3 BACKGROUND

- 3.1 In the recent internal audit completed by Henderson Loggie they highlighted that there was an inconsistency between the College's Articles of Association and the Scotland College's Code of Good Governance in relation to the terms and conditions of the Secretary/Clerk to the Board.
- 3.2 The first attachment is an extract of section 3 of the Articles of Association which indicate that the Secretary/ Clerk to the Board as a member of College staff will be subject to all the normal terms and conditions of employment for all staff which would include College disciplinary procedures. The second extract is from the internal audit report which highlights that the Code of Good Governance indicates that in an instance of removal the Secretary/Clerk to the Board should be removed by the Board as a whole. It is therefore

proposed to amend the second sentence of the College Articles of Association Section 3.1 from: -

“Where the Secretary holds a permanent contract of employment the normal Terms and Conditions of Employment for College Support Staff will apply. “

To be amended to: -

“Where the Secretary holds a permanent contract of employment the normal Terms and Conditions of Employment for College Support Staff will apply except in the terms of a potential removal from office where a specific process will apply involving members of the Board to ensure that any action taken is in compliance with Scotland’s Colleges Code of Good Governance.”

6 FINANCIAL AND LEGAL RISKS IMPLICATIONS

- 6.1 There are legal risks in not complying with Scotland’s Colleges Code of Good Governance in the unlikely event that this circumstance would arise and hence it is requested that members approve this minor amendments.

7 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

None.

8 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

N/A

Extract from College Articles of Governance

3 Secretary to the Board

- 3.1 The Board shall appoint a person to carry out the duties of the Secretary to the Board (“Secretary”) which are imposed by these Articles of Governance and which may in addition be determined by the Board. Where the Secretary holds a permanent contract of employment the normal Terms and Conditions of Employment for College Support Staff will apply.
- 3.2 The Secretary shall be responsible for advising the Board on its obligations under and compliance with statute, good governance procedure, the Code of Good Governance for Scotland’s Colleges (the “Code of Good Governance”) and these Articles of Governance, and ensuring that the Board receives appropriate information to allow it to monitor and scrutinise the College’s activities and to challenge performance when required.
- 3.3 The Secretary shall be responsible for maintaining the Members’ Register of Interests.
- 3.4 The Secretary shall undertake his/her role in accordance with the provisions of the Code of Good Governance as they relate to the role of Secretary, as may be amended from time to time.

Section D: Effectiveness

D.13 The board as a whole must appoint a board secretary who is responsible to it and reports directly to the chair in their board secretary capacity. The board secretary may be a member of the senior management team in their board secretary capacity, but they cannot hold any other senior management team position at the same time. The appointment and removal of the board secretary is a decision of the board as a whole.

Observation

The Articles of Governance state, regarding removal of the Board Secretary, "Where the Secretary holds a permanent contract of employment the normal Terms and Conditions of Employment for College Support Staff will apply." This means that removal of the Board Secretary can only be made through the College's disciplinary process which is undertaken by management.

We note that there has not been any removal of the Board Secretary and in practice if this happened it is likely this would be undertaken by the Board, and legal advice would be sought where necessary.

We consider that there would be benefit in clarifying the processes to be applied if the Board Secretary was removed, taking into account this Code principle.

It is not clear what involvement the Board would have in the event of the Board Secretary being removed, and potentially there could be non-compliance with the Code.

R8 The College should consider what the process should be for removal of the Board Secretary and consider whether the Articles of Association require to be amended.

The Articles of Association will be amended to reflect the requirements of the Code.

To be actioned by:
Depute Principal/ Clerk to the Board

No later than:
31 March 2018

BOARD OF MANAGEMENT MEETING

Date of Meeting	14 March 2018
Paper Title	Glasgow Clyde Education Project Proposals
Agenda Item	18.17
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion and Approval

1 REPORT PURPOSE

- 1.1 The purpose of this report is to provide an update on the activity of the Glasgow Clyde Education Foundation since the last main Board meeting in December 2017.

2 RECOMMENDATION

- 2.1 Members are invited to **discuss** this paper and **approve** the two business cases for taking forward to the Foundation.

3 BACKGROUND

- 3.1 The Glasgow Clyde Education Foundation (GCEF) is a separate independent charitable organisation from the College.

- 3.2 The Foundation has three strategic funding priorities which are as follows :

Strategic Priority 1 Improved Pedagogy
 Strategic Priority 2 Effective Learning
 Strategic Priority 3 Capability and Capacity

- 3.3 A sum of £14.4M was transferred to the Foundation from the College as at the end of March 2014, which was the College cash backed reserves. A further sum of £600k was transferred at end of March 2015. There have been no further donations since that time.

- 3.4 To date, the College has had just over thirty applications supported by the Foundation which total over £8M between capital and revenue projects. The Foundation had their most recent meeting on 30 January 2018. Their next meeting is on 20 March 2018.

- 3.5 At their last two meetings in September 2017 and January 2018 there were no new funding applications from the College to the Foundation. However we

did indicate that there were two pipeline project submissions which were intended to be brought back to their March meeting as bids after they had been discussed by the College Board at its meeting on 14th March.

3.6 The bids which were indicated to the Foundation intending them to be submitted to their March meeting are as follows :

- Business improvement programme for the College. This will be a follow up to the previous pipeline submission to the Foundation in July 2017; and
- Funding to support an external review of the College long term estates needs to feed into the planned update to the Estates Strategy. This will particularly focus on the future needs for the Cardonald campus.

3.7 There has been discussion recently on the project approvals process and some amendments to this including replacing the application form with a business case and seeking a view of the College Board before the project goes forward to the Foundation.

3.8 Therefore a draft business case document has been prepared for each of the two next proposed projects for submission to the Foundation for the Cardonald Estates Review Project of £50k and the Business Improvement/Transformation project including training and systems development of £175k respectively.

4 RISK ANALYSIS

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

5 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

5.1 The GCEF is a separate charitable organisation and hence is a separate legal entity. The financial implications related to this paper are that potential future projects will be dependent on future funding applications to the Foundation being approved by the Foundation.

6 Has an Equality Impact Assessment been carried out?

N/A

Project Title – Business Improvement /Transformation

Business Case for Glasgow Clyde Education Foundation Funding Application

1. Project description

This is an application to the Glasgow Clyde Education Foundation for funding for a business improvement / transformation project to be implemented over the next eighteen months for the College and to provide capacity for future business transformation thinking to enable progressive developments on an ongoing basis.

The College is seeking to review its business processes to ensure they are suitable for the challenges of the future and in particular to ensure the maximum use is made of digital solutions.

Also the project will focus on providing a methodology for the College for business improvement and open innovation for the future, training a range of staff in improvement techniques to inspire and spawn future change. This would seek to improve efficiency and effectiveness in key areas and to eliminate duplication in any process, remove rework and reduce any wasted use of resources.

This project is to ensure that Glasgow Clyde College is a sustainable high performing College and can achieve business transformation to meet the challenges of the future with increased costs of national bargaining requiring efficiencies to be made. We are seeking funding from the Foundation to enable this business transformation to be spearheaded and to build the College's future capacity for being a fully effective dynamic organisation with an established business process improvement model and a solid skills base to continue this going forward.

The proposal would seek to have training provided to a range of staff under a recognised methodology, for a period of up to 18 months to establish open innovation thinking within teams across the College to drive change projects. The training would provide the skills to managers to enable them to redesign key processes and then support them in their implementation. This would build capacity for the College's managers for the future.

The business process improvement model will be based on principles of service design which will seek to provide greater integration of services and better use of staff and technology to achieve more efficient and effective delivery of services across the College.

The trained group would work with the College's Creative Solutions Group to identify the key projects to be taken forward. Some examples are data analytics/ dashboard development, room timetabling, iTrent and management reporting.

2. Project Sponsor

The project sponsor for this project is Janet Thomson, Vice Principal Resources and College Development.

3. Key Milestones

Milestone 1 – Approval of bid at March Foundation meeting.

Milestone 2 – Tender for business improvement technique training provider. May 2018.

Milestone 3 – Training of heads/managers on business improvement techniques and staff in business improvement/open innovation technology. June to August 2018

Milestone 4 – First tranche of improvement projects. Range of projects identified after consultation with trained staff. By December 2018. Projects progressed in consultation with Creative Solutions Group through to completion. January 2019 to December 2020.

Milestone 4 –Third - SMT and others to undertake open innovation training to embed this thinking and capacity in the College.

4. Estimated cost of project

The funding sought would be mainly to cover staff costs, and training costs, plus some systems development time and the total estimated cost is £175,000 over 18 months.

5. Which of the Foundation's three strategic priorities for funding will the project meet?

Foundation Strategic Priority 1 Improved Pedagogy – Not specifically applicable for this project.

Foundation Strategic Priority 2 Effective Learning – Not specifically applicable for this project.

Foundation Strategic Priority 3 Capability and Capacity – This project will definitely provide capability and capacity for the College through a skills growth in its staff for business improvement and open innovation, through staff engagement and through systems development.

6. How does the project fit with the College Development Plan 2016-2020?

This projects fits within three goals of the College Development Plan 2016-2020 which are as follows: -

The primary objective which this project matches with is Goal 4 of Ensuring Operational Effectiveness and Efficiency and within that goal there is the following objective which the project directly aligns with

Embracing and developing digital business transformation processes to improve business efficiency

In addition, the project would deliver on

Goal 2 Growing Excellent Partnerships and through that the following objective

- Achieving excellent staff performance and building leadership capacity through delivering effective professional development and performance management; and

Goal 1 Delivering Exceptional Learning Opportunities and through that the following objective

- Investing in the development of a workforce capable of adapting to a changing environment to best enhance the learner experience.

7. Evaluation of the project/How will project success be measured?

The development and delivery of a business transformation programme for the College

The expansion of staff knowledge of a change methodology for future use within the College across a range of staff.

Project Title - Cardonald Campus Review

Business Case for Glasgow Clyde Education Foundation Funding Application

Cardonald Review - I feel that the scope of this project needs to have a great emphasis on what the options for the campus are in the future which embraces the.

1. Project description

The project is an application to the Glasgow Clyde Education Foundation for funding for the appointment of an external consultant to provide a review document for the Cardonald campus to advice on the future options for the campus. This will summarise the current position for the campus including the scope of the current teaching delivery, investment to date, summary of already captured expenditure requirements over the next 5 to 10 years, address the practical realities of the fabric of the buildings and the direction of travel regarding curriculum offer and modes of learning.

This is an essential piece of work to consider key questions over the future plans for the Cardonald campus, to consider the whole life costing of the current campus and any potential alternative building for some of that campus. The campus requires significant life cycle maintenance investment over the next 10 years and both the Board of Management of the College and the Glasgow Colleges Regional Board have raised the question of what is the best future option for investment at the campus. The College Board are seeking an updated Estates Strategy which provides a full assessment of the options for the Cardonald campus and this project and subsequent report will provide the information needed to achieve this.

The Cardonald campus is the biggest of the three College's campuses being 26,500 sq. metres of the College's total 59,900 sq. m i.e. (44%) and delivers just under 50,000 credits of the total College 128,700 credits (i.e. 39%). It has a large amount of specialist provision in its main building which is the Tower building and this houses all of the College's Fashion and Textiles and TV production both of which are highly recognised specialist provision for the College, a significant amount of the College's Science provision, excellent hair and beauty facilities which have been recently refurbished and the College's largest library and on line access facility. There is also a substantial element of new build at the Cardonald campus which is the Skills Centre and Children's Centre (2006) and the Link Corridor with the Tower Building (2013). Therefore, it is a substantial asset to the College and the Region and the questions raised need to be fully resolved which this project will help to inform.

2. Project Sponsor

The project sponsor for this project is Janet Thomson, Vice Principal Resources and College Development.

3. Key Milestones

Milestone 1 – Approval of bid at March Foundation meeting. Tender out for appointment of services. April 2018

Milestone 2 – Work completed by adviser in discussion with College management, staff students, Chair of the Board plus other Board members as requested. May to June 2018

Milestone 3 – Report received by Management. July 2018

Milestone 4 – Updated College Estates Strategy prepared. By September 2018

Milestone 5 – Estates Strategy signed off at Board Development Event. October 2018. Future plan for Cardonald campus agreed.

4. Estimated cost of project

It is estimated that the cost of the consultant review including related discussions/workshops with staff, students and the Board and completion of an associated report including presentation of findings will be up to £50,000.

5. Which of the Foundation's three strategic priorities for funding will the project meet?

Foundation Strategic Priority 1 Improved Pedagogy – Not specifically applicable for this project.

Foundation Strategic Priority 2 Effective Learning – This project will ensure that through the detailed discussions/workshops the College considers the best method of delivering a fit for purpose estate for the future at the Cardonald campus and that this is delivered through the Estates Strategy to achieve the most effective learning.

Foundation Strategic Priority 3 Capability and Capacity – This project will ensure that the College considers the future capability and capacity of its largest campus and what investment is to be pursued to ensure that this is best delivered.

6. How does the project fit with the College Development Plan 2016-2020?

This project fits within the College Development Plan 2016-2020 Goal 4 which is Ensuring Operational Effectiveness and Efficiency and within that goal there is the following objective which the project directly aligns with

- Investing in a high quality, efficient, and sustainable Estates and ICT infrastructure, capable of adapting to changing curriculum and business needs.

It also fits with the Regional Strategy and a desire for an overall Regional perspective on Estates of which Cardonald is the one with the lowest level of Royal Institute of Chartered Surveyors (RICS) standard in the Region.

7. Evaluation of the project/How will project success be measured?

The success of the project will be achieved through the delivery of the consultant report which will be discussed and agreed with the College management

The success will be measured through the updating of the College Estates Strategy to inform the Board of the future plans for the Cardonald campus. This will consider the realities of the fabric of the buildings at the Cardonald campus with the aim of provide a future proofed view of the estates plans for the campus linked to curriculum delivery and future plans.

BOARD OF MANAGEMENT MEETING

Date of Meeting	14 March 2018
Paper Title	College Strategic Risk Register Update
Agenda Item	18.18
Paper Number	18.18A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

- 1.1 This report provides an update on the College's Strategic Risk Register to the Board of Management which is updated regularly and reported quarterly to the Board and to each Finance and Resources Committee and Audit Committee.

2 RECOMMENDATION

- 2.1 Members are invited to note this paper.

3 BACKGROUND

- 3.1 The College's Strategic Risk Register is attached as at 23rd February 2018 and the changes since last reported to the Board are highlighted in red. The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management.
- 3.2 There are 12 risks on the College Strategic Risk Register and of these three are categorised as financial risks, six are organisational risks and three are categorised as governance risks.
- 3-3 Two of the risks are shown as increasing which are G1 Failure to meet all legislative and regulatory requirements and/or recommended guidance due to the increasing proximity of the need to satisfy the General Data Protection Regulations in May 2018, and G2 Failure to recruit, train and retain an appropriately experienced Board of Management which has been increased due to the lower number of applications at the latest round of advert although a new Nominations Committee has been established which can seek for further recruitment in future as required.
- 3.3 Four of the risks are shown as decreasing which are the three financial risks i.e. F1 - Adverse Funding Changes (SFC/SDS/ESF), F2 – Failure to achieve contracted overall teaching delivery targets for any key partner

(SFC/SDS/ESF) and F3 Failure to achieve surplus targets for non-SFC commercial activity, plus O4 Failure to recruit and retain an appropriately skilled and effective workforce. The risk of each of these has decreased at this review of the risk register based on the point in the year where it is likely the College will achieve its financial targets, will retain staff and given that the new indicative SFC revenue funding allocation for 2018/19 is flat cash. There are challenges for each of these funding strands particularly in the medium term and these risks will increase again in future. One issue in respect of the SFC funding allocation is that the SFC does not fund the Region to the full value of the simplified model and this whole model is now being reconsidered. For SDS there are changes in the funding strands they provide and changes to SDS itself. ESF funding reductions for 2018/19 are now known and are not as significant as they may have been however there is a requirement for different programmes at the HE level rather than FE to be delivered.

4 RISK ANALYSIS

- 4.1 The College Strategic Risk Register is a key part of the College's risk management framework.

5 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

- 5.1 The College is required to have a risk register as part of the Financial Memorandum and the financial implications are detailed within the financial risks section of the College Strategic Risk Register.

6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

- 6.1 N/A

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER					Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee			as at 23rd February 2018						
					Score Before Mitigating Actions			Score After Mitigating Actions						
Risk Ref	New Risk Description	Risk Category	Link to Development Plan Goal	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Risk Ranking after mitigating actions	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
Financial Risks														
F1	Adverse Funding changes (SFC/SDS/ESF)	Financial	Goal 4 - Ensuring operational effectiveness and efficiency	Principal/ Vice Principals	5	5	25	<ul style="list-style-type: none"> i) Financial plans developed by College Senior Management and monitored within framework of available activity funding through Glasgow Regional funding for teaching, student support funds and capital. Portfolio planning key element of cost base and monitored on ongoing basis. ii) Continue to aim to inform and influence funding allocations through Principals Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies. Indicative funding allocation for 2018/19 announced. iii) Work with Colleges Scotland and Scotland's Colleges Partnership on lobbying regarding impact on ESF funding and development of future alternative resources iv) Projects progressed to address priority items as per College Capital masterplan based on affordability and potential for applications to Foundation v) Ensure ongoing dialogue with SDS vi) Working to achieve requirements of 2017/18 Flexible Workforce Development Fund 	4	4	16	F1	20	Decreasing
F2	Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)	Financial/ Organisational	Goal 1 & Goal 2 - Delivering exceptional learning opportunities, & growing exceptional partnerships	Vice Principal - Curriculum & External Relations	3	4	12	<ul style="list-style-type: none"> i) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, retention and profile of students. ii) Discussions within Glasgow Colleges Group and with other partners to plan curriculum and make changes annually to meet market needs and Government and SFC guidance iii) Ensure stated teaching activity targets are met. iv) Work closely with relevant partners to ensure programmes implemented as planned v) Ensure all relevant agency (e.g. SDS) milestones and documentation requirements achieved. vi) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment 	1	3	3	F2	15	Decreasing
F3	Failure to achieve surplus targets for non-SFC/ commercial activity	Financial	Goal 3 & Goal 4 - Contributing to the local, regional and national economy, & ensuring operational effectiveness and efficiency	Assistant Principal International and Business Development	4	5	20	<ul style="list-style-type: none"> i) Regular monitoring between Business Development Unit and Faculty Management of non-SFC commercial activity and replacement activity identified as required. ii) Costing templates completed for all commercial activity. Further monitoring of in year staff costs being developed during 2017/18. iii) Increased engagement and marketing effort to maintain current business but also to open and grow new income streams. iv) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus. v) Review and develop market opportunities through business development strategy and grow new markets. vi) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. 	2	5	10	F3	15	Decreasing

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER					Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee			as at 23rd February 2018						
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Risk Ref	New Risk Description	Risk Category	Link to Development Plan Goal	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Risk Ranking after mitigating actions	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
Organisational Risks														
O1	Negative impact on employee relations (e.g. national bargaining, industrial action, local consultation)	Organisational / Reputational	Goal 1 & 2 - Delivering exceptional learning opportunities & Growing exceptional partnerships	Principal/ Assistant Principal HR	4	5	20	i) Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications. ii) Regular direct communication with staff e.g. staff briefings, focus groups. iii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. iv) Emphasis being made nationally on imperative of financial sustainability and affordability issues particularly given increased staffing costs and challenges of the Glasgow Regional context. v) Discussion with unions on impact on College financial sustainability and organisational impacts. vi) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action.	3	5	15	O1	15	No change
O2	Failure of College operational processes/ systems /ICT infrastructure (including risk of fraud)	Organisational	Goal 1 & 4 -Delivering exceptional learning opportunities & Ensuring operational effectiveness and efficiency	Vice Principal Resources & College Development & Vice Principal-Curriculum & External Relations	4	5	20	i) Monitoring systems in place across College and feedback from relevant staff. Any issues addressed as necessary and action taken. ii) Business system improvement process in place iii) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology. iv) Virtualisation infrastructure which improves server resilience with two main data centres at different campuses. v) Member of JISC Information Security service which provides support to secure against cyber attack and regular ICT network penetration testing undertaken. vi) ICT backup procedures and Disaster Recovery planning. Penetration testing exercise completed. Preparations for cyber resilience requirements by October 2018 underway. vii) Web filtering technology in place and uninterruptable power supply in place. viii) Fraud response plan in place	3	5	15	O2	15	No Change
O3	Failure to achieve a sustainable fit for purpose College estate	Organisational/ Financial	Goal 4 - Ensuring operational effectiveness and efficiency	Vice Principal - Resources & College Development	4	3	12	i) Capital masterplan in place and related to estates condition survey which highlights required investment to maintain College estate. ii) Work with GCRB and SFC to ensure fully informed of estates requirements iii) New facility for horticulture and landscaping provision completed mid October 2017. iv) Action being taken on Langside residences and dialogue ongoing with administrators on potential sale or irritation of lease agreement.	3	3	9	O3	9	No Change
O4	Failure to recruit and retain an appropriately skilled and effective workforce	Organisational/ Reputational	Goal 2 & 4 - Growing exceptional partnerships & Ensuring operational effectiveness and efficiency	Assistant Principal HR	3	5	15	i) Recruitment and retention of staff for some skills areas remains challenging and College continues to use a range of approaches as appropriate. ii) Maintain open channels of communication with trade unions, college managers and their staff, and effective attendance management process in place. iii) All new staff have an induction process and annual training programme undertaken. iv) Cover arranged as required for absence of key staff members. v) Appropriate CPD provided for staff to meet identified skills gaps	2	4	8	O4	12	Decreasing
O5	High Impact Disaster for College e.g. fire, long term power loss	Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Vice Principal - Resources & College Development	3	5	15	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) Estates condition survey completed and prioritising projects through estates based on affordability. iv) Business interruption insurance in place v) Fire integrity works to be completed at Anniesland summer 2018 vi) Mary Stuart building cladding report being prepared	2	4	8	O5	8	No Change
O6	Failure to achieve acceptably high standard quality of teaching delivery and support for students	Organisational/ Financial	Goal 1 - Delivering exceptional learning opportunities	Vice Principal - Curriculum & External Relations	3	4	12	i) Monitor of teaching KPIs across all subject areas and action taken to address areas of concern. ii) Quality mechanisms undertaken through annual cycle including self evaluation and internal and external verification processes. iii) Heads of Curriculum and Unit Managers monitor quality and delivery of service during year and follow up on any issues. iv) Faculty staff work with students association, class reps and student feedback mechanisms to monitor feedback on quality and follow up on any issues	2	2	4	O6	4	No Change

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER					Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee			as at 23rd February 2018						
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Governance Risks														
G1	Failure to meet all legislative and regulatory requirements and/or recommended guidance	Governance/ Reputational	Goal 4 - Ensuring operational effectiveness and efficiency	Principal/ Clerk to the Board	4	5	20	<ul style="list-style-type: none"> i) Work within roles, responsibilities and legal implications of Post-16 Legislation and associated related guidance. ii) Liaison with and maintaining ongoing dialogue with relevant bodies e.g. SFC, GCRB and Scottish Government. iii) College ensure full knowledge and implementation of legislative, regulatory and guidance requirements including requirements of Financial Memorandum with SFC. iv) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls v) Ensure Board have appropriate training on key guidance and legislation and take proactive role of Board in ensuring meet all requirements. vi) Seek legal advice as required. vii) Prepare relevant people for potential attendance at Public Audit Committee in relation to Section 22 report and PR/media strategy and Board briefing pack to be developed viii) Prepare for General Data Protection Regulation coming into force on 25th May 2018 	3	4	12	G1	8	Increasing
G2	Failure to recruit, train and retain an appropriately experienced Board of Management	Governance	Goal 4 - Ensuring operational effectiveness and efficiency	Clerk to the Board	3	4	12	<ul style="list-style-type: none"> i) Continue to maintain membership of Board of Management at suitable level with the correct level and mix of skills. Nominations committee now established. ii) Annual self assessment for Board members and training provided as required. iii) Induction provided for all new Board members. iv) Ensure Board undertake an ongoing programme of training to meet CPD needs. v) Board member handbook in place and an annual review/update to be undertaken. 	2	3	6	G3	3	Increasing
G3	Failure to comply with Health and Safety requirements	Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Assistant Principal HR	1	5	5	<ul style="list-style-type: none"> i) Glasgow Clyde College Health and Safety Committee and Campus Forums meet regularly to monitor health and safety arrangements and any issues are raised. ii) Health and Safety Officers working across the three campuses and ensure annual cycle of health and safety audits are completed iii) Regular reporting on Health and Safety to Organisational Development Committee as part of their remit requirements. 	1	4	4	G2	4	No Change

BOARD OF MANAGEMENT MEETING

Date of Meeting	14 MARCH 2018
Paper Title	Governance Update
Agenda Item	18.09
Paper Number	18.09
Responsible Officer	Glenn Heritage, Clerk to the Board
Status	
Action	For Discussion

1. Report Purpose

The purpose of this report is

- (1) to inform the Board of Management of the progress and steps taken to ensure good governance in accordance with recommendations of the Internal Audit on Corporate Governance and progress of the Board Development Plan..
- (2) This paper seeks the approval of the Board for a range of governance related matters.

2. Recommendations

The Board is invited to

1. **Note and Agree** the amended Committee structure chart detailing the senior management team members who give support to each committee.
2. **Discuss** the Remit of the Nominations Committee and **Agree** the Remit.
3. **Discuss** the Remit of the Remuneration Committee and to **Agree** the Remit.
4. **Discuss** the Remits of Organisational Development, Learning & Teaching, Audit and Finance & Resources Committees and **Agree** amendments.
5. **Note** the progress shown on the Board Development Action Plan.

3. Background

Corporate Governance Review Internal Audit Report

The governance recommendations of Corporate Governance Internal Audit Report Section C: 4) C.9 Accountability states that the Board

'Specify in the committee structure chart members of the management team with responsibility for providing advice to a) the Nominations Committee and b) the Remuneration Committee'

This item is also included within the Board Development Plan 2017/18 with the stated ambition to 'ensure effective use of Committee and Board time'

The Nominations Committee met on 7 February 2018 and have agreed the Remit circulated with the agenda papers. This meets the recommendations of the Internal Audit review of Corporate Governance.

The Remuneration Committee met on 28 February 2018 and have agreed the Remit as provided in hard copy. This meets the recommendations of the Internal Audit Review of Corporate Governance.

Committee Remits

The Board Development Plan 2017/18 identified an area for improvement as *'Board meetings to have a greater focus on debate about the strategic direction of the college, resulting in papers that require decisions crucial to securing high quality provision and ongoing improvement'*.

An action area identified was to *'review remits of Committees to ensure effective use of Committee and Board time'*.

Each of Organisational Development, Learning & Teaching, Audit and Finance & Resources have undertaken a review of their respective Remits and these are circulated as part of the agenda for Board agreement.

Board Development Plan and Actions

An updated plan was circulated with the agenda papers. This shows progress in some areas with further work still to be undertaken to achieve the 'cycle of continuous improvement' cited within 'How Good is Our College' framework and the Student Engagement Framework for Scotland ambitions.

Copied below are the headline and underpinning indicators of 'How Good is Our College'



As shown on the action plan, certain areas require discussion and direction from the Board prior to making commitments. Plan actions under Development Areas 1 and 2 are progressing well and progress made under areas 3 and 4. Actions Area 4, A, B and C will require accord from the Board in order to take forward.

Schedule of Meetings 2018 – 19

A draft schedule had been prepared, with input from senior staff and was circulated with the agenda papers.

The Board is invited to **Agree** the dates. However, it should be noted that at the time of these papers, the relevant meeting dates for GCRB have not yet been published. We are in close contact, and the board is asked to note this may impact on dates for Audit Committee and Board of Management meetings in the autumn cycle 2018.

Once this information is available, it will be quickly established if change is necessary, and relevant Committee and Board members advised.

4. Risk Analysis

No identified risk to the governance of Glasgow Clyde College due to improvements implemented demonstrating progress.

5. Legal Implications

There are no specific legal implications. The Board is required to maintain standards as set out in the Code of Good Governance.

6. Financial Implications

None.

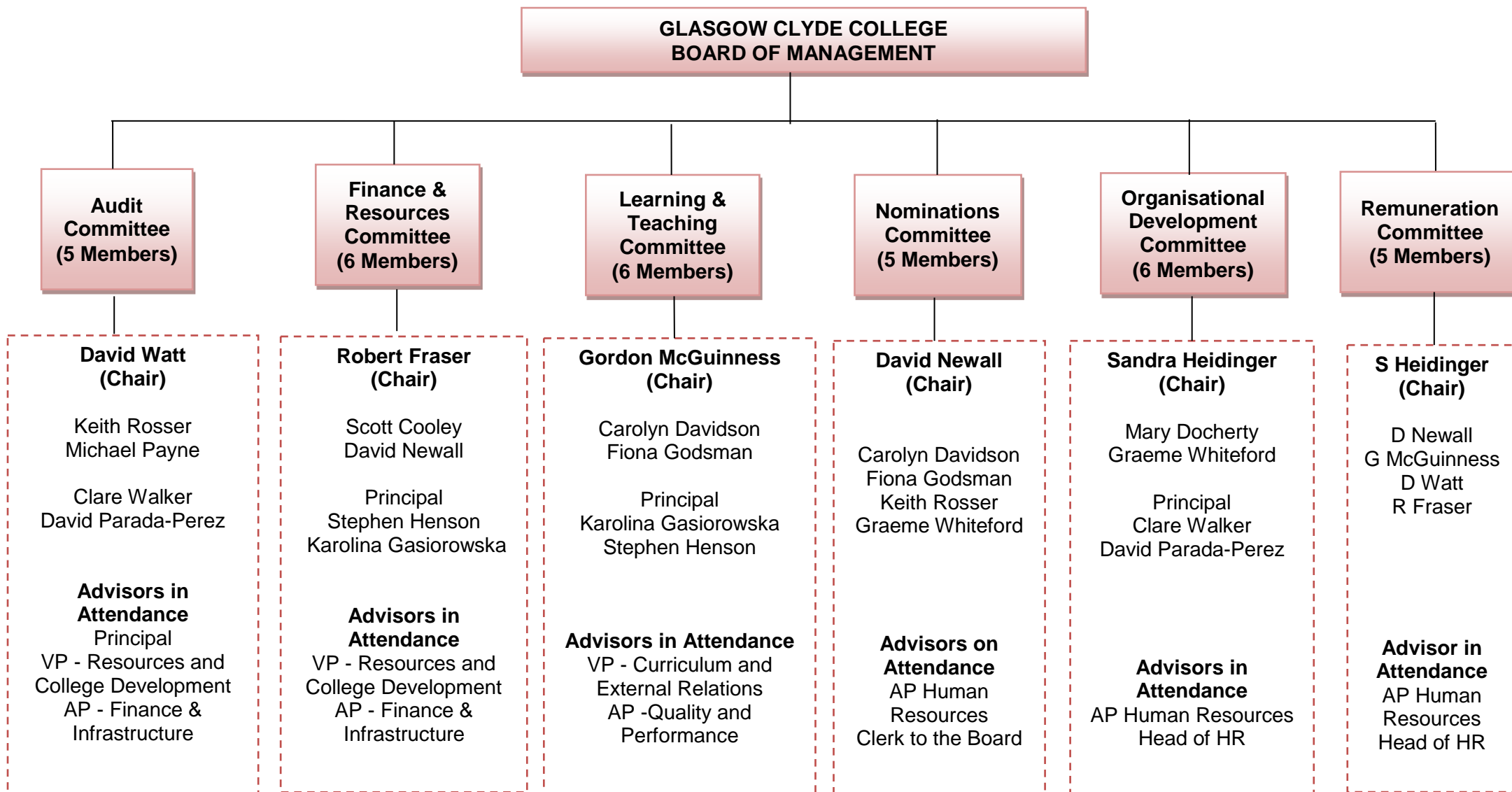
7. Regional Outcome Agreement Implications

Good Governance standards are required of the College in discharging its responsibilities under the Regional Outcome Agreement.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

No. No equality issues were specifically identified.

GLASGOW CLYDE COLLEGE GOVERNANCE STRUCTURE 2018



ORGANISATIONAL DEVELOPMENT COMMITTEE

The functions listed here are delegated by the Board to the Organisational Development Committee

ORGANISATIONAL DEVELOPMENT COMMITTEE	
REMIT	<p>To consider policy and strategy in relation to staff governance including equality and diversity issues, human resource, staff governance, staff well-being and health and safety matters.</p> <p>To determine the parameters within which the remuneration and conditions of service of all employees. This excludes the Principal and Senior Management and others agreed through national bargaining. To ensure the authority delegated to the Principal by the Board to reach a satisfactory conclusion on remuneration and conditions of service lies within those parameters.</p> <p>To formulate the Board's People Strategy and monitor this to ensure targets are being met.</p> <p>To ensure compliance with relevant legislative or professional requirements relating to the employment of staff.</p> <p>To receive reports of meetings of the Joint Consultation and Negotiation Committees and to consider any matters arising which may require to be raised at and discussed with the Board.</p> <p>To review staff engagement. To consider how HR and OD related targets, including those contained within the College Development Plan and the balanced scorecard are monitored and reported upon.</p> <p>To make recommendations to the Board on major policy matters but with devolved powers to deal with time urgent matters, seeking the Chair of the Board's approval where appropriate.</p>
MEMBERSHIP	<p>The membership of the Committee is six members of the Board of Management one of whom is the Principal and Chief Executive. The Committee should be chaired by a Board Member, other than the Chair of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews the membership every four years. The Secretary to the Board, Assistant Principal HR and the Head of HR attend the Committee as advisers. The Committee meets three times per year.</p>
QUORUM	<p>The quorum set by the Committee is three members.</p>

LEARNING AND TEACHING COMMITTEE

The functions listed here are delegated by the Board to the Learning and Teaching Committee.

REMIT

To provide assurance to the Board that all activities related to achieving excellence in learning, teaching and assessment are effective and support the overall strategic direction of the College. To fulfil this function, the Committee will:

- Be kept apprised of those aspects of the external and internal environments that affect the portfolio and learning experience of our students and how the College proposes to respond;
- monitor the College's achievement of its portfolio target and oversee relevant external reporting;
- monitor and advise on College performance indicators, self-evaluation outcomes, benchmarking and external verification feedback;
- be kept apprised of proposed improvements to the learning experience of our students and offer constructive challenge;
- consider cross-College activities that impact on learning and teaching such as overall approach to learning and teaching, eLearning, community learning, additional support for learning
To be kept apprised of opportunities and uptake of staff training and development and the contribution it makes to improving learning and teaching ;
- Consider the cross-college activities that impact on quality and development of learning, teaching and assessment throughout the college
- receive reports from Student Board Members and representatives from the student body relevant to their experience of learning and teaching;
- where required take appropriate action in all matters pertaining to student affairs, including welfare and discipline and student appeals;
- make recommendations to the Board on major policy matters but have devolved powers to deal with time urgent matters, seeking the Chairman of the Board's approval where appropriate; and

- consider and act on any other information it deems appropriate in the conduct of its business.

MEMBERSHIP The membership of the Committee is a minimum of six members of the Board of Management, of which one will be the Student Member plus the Principal and staff representative. The Committee should be chaired by a Board Member, other than the Chairman of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews the membership every four years. The Vice Principal, Curriculum and External Relations, the Assistant Principal for Student Experience, the Assistant Principal for Quality and Performance, the Secretary to the Board and from time-to-time a representative from the Curriculum Assistant Principals attend the Committee as advisers. The Committee meets four times per year.

QUORUM The quorum set by the Committee is three members.

REMIT OF THE AUDIT COMMITTEE

The Committee shall satisfy itself as to the adequacy and effectiveness of the Glasgow Clyde College's internal financial and management systems, and advising the Board on the College's processes for risk, control and corporate governance. ~~as reviewed by internal audit and external audit for each financial period.~~ The functions listed here are delegated by the Board to the Audit Committee.

INTERNAL CONTROL

Reviewing, and advising the Board of Management of, the Internal Auditor ~~or Service's (IAS)~~ and the External Auditor's assessment of the effectiveness of the ~~College's~~ College's internal financial controls and ~~other~~ internal control and risk management systems, including controls specifically to prevent or detect fraud or other irregularities as well as those for securing economy, efficiency and effectiveness, and value for money; and

Reviewing and advising the Board of Management on its compliance with corporate governance requirements, including risk management practices and best practice guidance, and compliance with the requirements of the Scottish Funding Council and the Financial memorandum with the Glasgow Colleges Regional Board.

INTERNAL AUDIT

Advising the Board of Management on the selection, appointment or reappointment and remuneration, or removal of the contracted out Internal Audit Service (IAS) provider.

Advising the Board of Management on the terms of reference for ~~the scope of~~ the IAS.

Reviewing the scope, efficiency and effectiveness of the work of internal audit, considering the adequacy of the resourcing of internal audit, and advising the Board of Management on these matters.

Advising the Board of Management of the Audit Committee's approval of the basis for and the results of the internal audit needs assessment, ~~and the strategic and operational planning processes of the College.~~

Reviewing the IAS's monitoring of management action on the implementation of agreed recommendations reported in internal audit ~~assignment~~ reports and internal audit annual reports.

Considering salient issues arising from internal audit ~~assignment~~ reports, ~~progress reports, annual reports~~ and management's responses and report to the Board on such matters thereto and informing the Board of Management thereof.

Informing the Board of Management of the Audit Committee's approval of the internal audit service's annual report.

Ensuring establishment of appropriate performance measures and indicators to monitor the effectiveness of the IAS.

Securing and monitoring appropriate liaison and co-ordination between internal and external auditors.

Ensuring good communication between the Committee and the Lead of IAS.

Responding appropriately to notification of fraud or other improprieties received from the Lead of IAS or other persons. This will include the use of the College Fraud Response Plan.

EXTERNAL AUDIT

(The College's external auditors shall be appointed by Audit Scotland.)

Reviewing the External Audit Annual Plan.

To consider the fee parameters within the external audit plan.

Monitoring the integrity of the financial statements of the College and any formal announcements relating to the College's financial performance, reviewing significant financial reporting judgements contained in them, and from an audit perspective recommending them for approval to the Board. (Note : Moved from Governance and Compliance section)

~~Considering the College's annual financial statements.~~ Reviewing the external auditor's annual Management Letter and monitoring management action on the implementation of the agreed recommendations~~contained therein.~~

Advising the Board of Management of salient issues arising from the external auditor's management letter and other external audit reports, and of management's response ~~thereto~~.

Reviewing the Statement of Corporate Governance.

Holding discussions with the external auditors and ensuring their attendance at Audit Committee and Board of Management meetings as required.

Considering the objectives and scope of any non-statutory audit work undertaken or to be undertaken, by the external auditor's ~~firm~~ and advising the Board of Management of any potential conflict of interest.

~~To consider the fee parameters within the external audit plan.~~

Securing and monitoring appropriate liaison and co-ordination between external and internal audit.

VALUE FOR MONEY

Establishing and overseeing a review process for evaluating the effectiveness of the College's arrangements for securing the economical, efficient and effective management of the College's resources and the promotion of best practice and protocols, and reporting to the Board of Management ~~thereon~~ on such matters.

~~Ensuring there are appropriate processes in place in the College to deliver value for money. Advising the Board of Management on potential topics for inclusion in a programme of value for money reviews.~~

Advising the Board of Management of action that it may wish to consider in the light of national value for money studies in the further education sector.

RISK MANAGEMENT

Reviewing the College's risk management arrangements and Risk Management Policy on the annual basis.

Reviewing the College Strategic Risk Register at least twice per year or as requested by the Chair of the Committee to ensure that the College's approach to managing risks is appropriate.

The Board of Management is responsible for the review and effectiveness of the College risk management arrangements and should form its own opinion despite these delegations to the Committee.

GOVERNANCE AND COMPLIANCE ADVICE TO THE BOARD OF MANAGEMENT

Reviewing the College's compliance with the Code of Good Governance for Scotland's Colleges and advising the Board of Management on this.

~~Monitoring the integrity of the financial statements of the College and any formal announcements relating to the College's financial performance, reviewing significant financial reporting judgements contained in them, and from an audit perspective recommending them for approval to the Board. (Note: Moved to External Audit section)~~

~~Advising the Board on the College's processes for risk, control and corporate governance. (Note: moved to start of remit)~~

Producing an annual report for the Board of Management.

Advising the Board of Management of significant, relevant reports from the Scottish Funding Council and Audit Scotland and successor bodies and, where appropriate, management's response ~~theretoto~~ these.

Reviewing reported cases of impropriety to establish whether they have been appropriately handled.

Act in accordance with the whistle blowing policy.

Undertake a regular self-evaluation of the Committee.

Meet in private with the internal and external auditors at least once annually.

Liaise as appropriate with the Finance and Resources Committee.

MEMBERSHIP

The membership of the Committee is six Board members, of which one will provide the role of Chair of the Committee, and one will act as Vice Chair if elected. The Chair is elected by the Board of Management and the Vice Chair is elected by the Committee. There should be no overlap of Board members with the Finance and Resources Committee. The Chair of the Board should not be a member of the Audit Committee, although he/she can attend as an observer. The membership should include a qualified accountant and if no member of the Committee is a qualified accountant then arrangements should be made for a co-option. A staff member of the Board can be a member of the Audit Committee, providing they do not have executive authority within the College which is taken as being the College Management Team level. The Board reviews the membership every four years. The Principal, the Vice Principal Resources and College Development and the Assistant Principal Finance & Infrastructure Director of Finance attend the Committee as advisers. The Committee meets at least four times per year.

QUORUM

The quorum set by the Committee is three members.

REMIT OF THE AUDIT COMMITTEE

The Committee shall satisfy itself as to the adequacy and effectiveness of the Glasgow Clyde College's internal financial and management systems, and advising the Board on the College's processes for risk, control and corporate governance. The functions listed here are delegated by the Board to the Audit Committee.

INTERNAL CONTROL

Reviewing, and advising the Board of Management of, the Internal Auditor and External Auditor's assessment of the effectiveness of the College's internal financial controls and internal control and risk management systems, including controls specifically to prevent or detect fraud or other irregularities as well as those for securing economy, efficiency and effectiveness, and value for money; and

Reviewing and advising the Board of Management on its compliance with corporate governance requirements, including risk management practices and best practice guidance, and compliance with the requirements of the Scottish Funding Council and the Financial memorandum with the Glasgow Colleges Regional Board.

INTERNAL AUDIT

Advising the Board of Management on the selection, appointment or reappointment and remuneration, or removal of the contracted out Internal Audit Service (IAS) provider.

Advising the Board of Management on the terms of reference for the IAS.

Reviewing the scope, efficiency and effectiveness of the work of internal audit, considering the adequacy of the resourcing of internal audit, and advising the Board of Management on these matters.

Advising the Board of Management of the Audit Committee's approval of the basis for and the results of the internal audit needs assessment.

Reviewing the IAS's monitoring of management action on the implementation of agreed recommendations reported in internal audit reports and internal audit annual reports.

Considering salient issues arising from internal audit reports, and management's responses and report to the Board on such matters.

Informing the Board of Management of the Audit Committee's approval of the internal audit service's annual report.

Ensuring establishment of appropriate performance measures and indicators to monitor the effectiveness of the IAS.

Securing and monitoring appropriate liaison and co-ordination between internal and external auditors.

Ensuring good communication between the Committee and the Lead

of IAS.

Responding appropriately to notification of fraud or other improprieties received from the Lead of IAS or other persons. This will include the use of the College Fraud Response Plan.

EXTERNAL AUDIT

(The College's external auditors shall be appointed by Audit Scotland.)

Reviewing the External Audit Annual Plan.

To consider the fee parameters within the external audit plan.

Monitoring the integrity of the financial statements of the College and any formal announcements relating to the College's financial performance, reviewing significant financial reporting judgements contained in them, and from an audit perspective recommending them for approval to the Board. *(Note : Moved from Governance and Compliance section)*

Reviewing the external auditor's annual Management Letter and monitoring management action on the implementation of the agreed recommendations

Advising the Board of Management of salient issues arising from the external auditor's management letter and other external audit reports, and of management's response .

Reviewing the Statement of Corporate Governance.

Holding discussions with the external auditors and ensuring their attendance at Audit Committee and Board of Management meetings as required.

Considering the objectives and scope of any non-statutory audit work undertaken or to be undertaken, by the external auditor and advising the Board of Management of any potential conflict of interest.

Securing and monitoring appropriate liaison and co-ordination between external and internal audit.

VALUE FOR MONEY

Establishing and overseeing a review process for evaluating the effectiveness of the College's arrangements for securing the economical, efficient and effective management of the College's resources and the promotion of best practice and protocols, and reporting to the Board of Management on such matters.

Ensuring there are appropriate processes in place in the College to

	<p>deliver value for money. .</p> <p>Advising the Board of Management of action that it may wish to consider in the light of national value for money studies in the further education sector.</p>
<p>RISK MANAGEMENT</p>	<p>Reviewing the College's risk management arrangements and Risk Management Policy on the annual basis.</p> <p>Reviewing the College Strategic Risk Register at least twice per year or as requested by the Chair of the Committee to ensure that the College's approach to managing risks is appropriate.</p> <p>The Board of Management is responsible for the review and effectiveness of the College risk management arrangements and should form its own opinion despite these delegations to the Committee.</p>
<p>GOVERNANCE AND COMPLIANCE</p>	<p>Reviewing the College's compliance with the Code of Good Governance for Scotland's Colleges and advising the Board of Management on this.</p> <p>Producing an annual report for the Board of Management.</p> <p>Advising the Board of Management of significant, relevant reports from the Scottish Funding Council and Audit Scotland and successor bodies and, where appropriate, management's response to these.</p> <p>Reviewing reported cases of impropriety to establish whether they have been appropriately handled.</p> <p>Act in accordance with the whistle blowing policy.</p> <p>Undertake a regular self-evaluation of the Committee.</p> <p>Meet in private with the internal and external auditors at least once annually.</p> <p>Liaise as appropriate with the Finance and Resources Committee.</p>
<p>MEMBERSHIP</p>	<p>The membership of the Committee is six Board members, of which one will provide the role of Chair of the Committee, and one will act as Vice Chair if elected. The Chair is elected by the Board of Management and the Vice Chair is elected by the Committee. There should be no overlap of Board members with the Finance and Resources Committee. The Chair of the Board should not be a member of the Audit Committee, although he/she can attend as an observer. The membership should include a qualified accountant and if no member of the Committee is a qualified accountant then</p>

arrangements should be made for a co-option. A staff member of the Board can be a member of the Audit Committee, providing they do not have executive authority within the College which is taken as being the College Management Team level. The Board reviews the membership every four years. The Principal, the Vice Principal Resources and College Development and the Assistant Principal Finance & Infrastructure attend the Committee as advisers. The Committee meets at least four times per year.

QUORUM

The quorum set by the Committee is three members.

NOMINATIONS COMMITTEE

REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the Nominations Committee

REMIT

1. To be responsible for selecting and nominating candidates for the approval of GCRB to fill any vacancies which arise from time to time in the membership of the Board of Management. To follow the recruitment procedure in accordance with Ministerial Guidance to College Boards and to take cognisance of equality and diversity in seeking candidates with a variety of backgrounds and skills or experience.

The process will include interviewing, assessing against specified criteria set by the Committee and recommending candidates to GCRB for membership of the Board of Management.

Note that in respect of the selection and appointment of the Chair of the Board of Management or the Principal there will be a separate procedure governed through GCRB and would be subject to separate reporting to the Board of Management.

2. To make recommendations to the Board of Management on the chairing of Committees of the Board.
3. To give full consideration to succession planning for members of the Board, taking into account the challenges and opportunities which face the College.
4. To have regard to the desire of the Board to have a diverse membership reflecting the communities which it serves.

MEETINGS

1. The Nominations Committee will meet formally once each year in February or March and otherwise as required.
2. The business of the Nominations Committee shall be reported to the next available Board of Management meeting.

MEMBERSHIP

1. The membership of the Committee is five members of the Board of Management. The Committee will be chaired by the Chair of the Board of Management. The Board may appoint a Vice Chair of the Committee having regard to succession.
2. The clerk to the Board, Assistant Principal of Organisational Development and the Head of HR may attend the Committee as appropriate.

3. The Appointments Panel will comprise two members of the Nominations Committee and an Independent Person to be appointed for that purpose in accordance with Ministerial Guidance.
4. By invitation of the Chair external advisers may attend to provide specialist advice and information to assist the Committee in its deliberations. Individuals attending on this basis may not vote on any decision made by the Committee.

QUORUM

1. The Quorum set by the Committee is three members.

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DRAFT

BOARD DEVELOPMENT PLAN AND ACTIONS**UPDATED 28 02 2018**

Development Area 1. Quality of the Student Experience			
	Actions	Delivery	Progress
A	Ensure KPI's, and other measures, are in place and regularly review and monitor these.	Development Event Oct 2017	<ul style="list-style-type: none"> • Set of KPIs agreed by Board in Dec 2017. • Each Committee actioned to monitor specific KPIs • Annual Board Development event in October to include overview of College performance.
B	How Good is Our College? Focus on quality indicators, Delivery of Learning and Services to Support Learners, in order to provide more strategic leadership and oversight of the relevance and quality of the education offered	Development Event October 2017	<ul style="list-style-type: none"> • Discussion took place at the Board Development Event. • Item 18.13 March agenda relates to quality of Learning & Teaching identified as a theme at Board Development Event. • Ongoing work in progress across all themes
Development Area 2. Develop the Board's understanding of the College			
A	Arrange Board and Committee meetings at different campuses to increase visibility	Meetings being scheduled cross campus	Meetings in 2017/18 are cross campus, this should be evaluated for impact and cognisance of both Anniesland and Cardonald Campuses being closed Wednesday evenings and requiring staff overtime.
B	Increase engagement with students, e.g. attend student events	Clerk will organise a calendar of events	<ul style="list-style-type: none"> • Invites issued to attend Class Rep Meetings May 2017 • Information is circulated to Board members by Clerk as received; ensure liaison with incoming Student representatives for 2018/19.

C	Review staff survey results to gain an overall understanding of staff perceptions, identify areas of strength and any actions to better support staff in carrying out their role	Staff survey organised in collaboration with Organisational Development Committee	<ul style="list-style-type: none"> • Ongoing • Phase 1 completed, phase 2 scheduled for May 2018
D	Board members to attend events being run within the College	Clerk will inform, and organise calendar if practical	<ul style="list-style-type: none"> • Board members have attended number of events 2017/18. • Clerk to liaise with D Marshall and Student Reps to ensure advance information is provided throughout 2018.
E	Gain a better understanding of the local community and its requirements, for example, through participation in stakeholder engagement events, meeting local providers, inviting people to speak to the Board, reading local reports and studies, identifying social, economic, community intelligence.	Development Event October 2017	<ul style="list-style-type: none"> • Further work to be undertaken. • Clerk will circulate ward information and Equality Progress Report (2017). • Initial enquiries with community based groups demonstrate appetite for speaking to the Board and / or co-hosting an engagement event – to be progressed as Board requires.
Development Area 3. Board meetings to have a greater focus on debate about the strategic direction of the college, resulting in papers that require decisions crucial to securing high quality provision and ongoing improvement.			
A	Board workshop to develop an understanding of our relevant governance and leadership responsibilities as identified in 'How Good is Our College?'	Development Event October 2017	<ul style="list-style-type: none"> • Ongoing • Development event tbc for October 2018
B	Chair and clerk to review Board papers before issue to ensure they prioritise decisions and debates	Pre-meeting arranged between Chair, Clerk and Principal.	<ul style="list-style-type: none"> • Ongoing • This requires to be diarised accordingly to ensure availability. • Paper deadline has been brought forward

	related to the college's strategic objectives	Paper deadline being brought forward.	
C	Ideas to be brought to the board at an early stage by SMT	Pre-meeting arranged between Chair, Clerk and Principal.	<ul style="list-style-type: none"> • Ongoing • This requires to be diarised accordingly to ensure availability.
D	Review Remits of Committees to ensure effective use of Committee and Board time	Development Event October 2017	Updated Remits are included in papers for Board meeting 14 March
Development Area 4. Build the Board as a collective team			
A	Hold a Board Meeting without Executive attendance annually	Development Event October 2017– include Principal	Board to consider desirability for potentially October 2018 Development day or alternative date
B	Hold a Social Event for Board Members	Development Event October 2017	<ul style="list-style-type: none"> • A Board Development Event will be organised for 2018 • Board to consider requirement for 2018
C	Hold a Development Event outwith formal meeting setting	Development Event October 2017	A Board Development Event will be organised for 2018

Glasgow Clyde College

Schedule of Board and Committee meetings 18-19

Date	Meeting	Time	Venue
29-Aug-18	Board of Management	4.30pm	Langside
26-Sep-18	Finance & Resources	4.30pm	Langside
03-Oct-18	Audit	4.30pm	Langside
17-Oct-18	Organisational Development	4.30pm	Langside
23-Oct-18	Board of Management development	4.30pm	Langside
07-Nov-18	Learning & Teaching	4.30pm	Langside
28-Nov-18	Finance & Resources	4.30pm	Langside
05-Dec-18	Audit	4.30pm	Langside
12-Dec-18	Board of Management	4.30pm	Cardonald
06-Feb-19	Remuneration Committee	3.30pm	Langside
06-Feb-19	Organisational Development	4.30pm	Langside
13-Feb-19	Learning & Teaching	4.30pm	Langside
27-Feb-19	Audit	4.30pm	Langside
06-Mar-19	Nominations committee	3.30pm	Langside
06-Mar-19	Finance & Resources	4.30pm	Langside
20-Mar-19	Board of Management	4.30pm	Anniesland
15-May-19	Learning & Teaching	4.30pm	Langside
22-May-19	Audit	4.30pm	Langside
30-May-19	Finance & Resources	4.30pm	Langside
06-Jun-19	Organisational Development	4.30pm	Langside
12-Jun-19	Board of Management	4.30pm	Cardonald

BOARD OF MANGEMENT MEETING

Date of Meeting	14 March 2018
Paper Title	Update on General Data Protection Regulations (GDPR)
Agenda Item	18.20
Paper Number	18.20
Responsible Officer	Janet Thomson, Vice-Principal: Resources and College Development
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

- 1.1 This paper provides a brief update on preparing the College for GDPR which comes into force on 25 May 2018.

2 RECOMMENDATION

- 2.1 Members of the Audit Committee are invited to note the College's plans and for preparing for this new legislation.

3 BACKGROUND AND COMMENTARY

- 3.1 The main impacts under GDPR are a number of changes to data protection legislation including:
- Enhanced rights in relation to personal information for individuals;
 - More onerous record keeping requirements in relation to data processing;
 - Privacy by Design will require that data protection is designed into the development of all business processes for products and services;
 - Requirement to appoint a Data Protection Officer;
 - Stricter rules for the legal basis of consent to data processing;
 - Changes to the subject access request regime; and
 - New principles of accountability, transparency and data minimisation.
- 3.2 There are a number of stages to be taken forward in relation to GDPR which are broadly summarised below based on a presentation given by Thorntons at a recent seminar attended by the College's APUC representative.
- Step 1: Engage with Management
 Step 2: Identify a Team
 Step 3: Data Mapping
 Step 4: Gap Analysis
 Step 5: Training
 Step 6: Implementation
 Step 7: Post GDPR

- 3.2 A College GDPR implementation work plan has been prepared based on the seven key steps above and this is being implemented. Henderson Loggie undertook an internal audit on data protection and the first element of this was for them to undertake a review of the College's GDPR work plan. Their part 1 Data Protection audit report was submitted to the Audit Committee and concluded satisfactory assurance from that review of the College plan with a few recommended additions.
- 3.3 With regard to engaging with management step 1 above, SMT members have had training on GDPR to provide awareness of the implications of GDPR and the resource requirements. There are ongoing update reports now being submitted four weekly to SMT on the implementation of the GDPR preparation tasks.
- 3.4 There is a College GDPR working group with representation from senior staff from areas across the College covering all aspects of information management. This team is meeting monthly through to the implementation date and sub groups will meet as required.
- 3.5 As well as making preparations through this working group, the College has engaged external assistance in the data mapping and gap analysis stages of its GDPR preparation. A mini competition was completed and four tenders were returned. These were assessed and the successful provider was Scott Moncrieff who have now been conducting data mapping sessions across the range of information related functions of the College charting the flows of data to highlight any potential issues and recommend updates to College practices required. They are conducting a Healthcheck workshop on 8th March to the GDPR group and they are due to report later in March once these stages are completed.
- 3.6 The College is reviewing its data retention schedule and data privacy policy which Scott Moncrieff will assist with.
- 3.7 The new role of the independent Data Protection Officer is required from 25th May who has to report to the highest level in the organisation and who needs to be protected from a conflict of interest. The College have agreed to use the APUC shared service for this which will be in place from 25 May. This will be one person employed by APUC to provide this service to the Glasgow Region with Data Protection specialist knowledge who will provide 2 days per week to Glasgow Clyde College.
- 3.8 In addition, the College is working with the other two Colleges in Glasgow and GCRB to meet and discuss progress for each College, to share potential documents and good practice and there was shared training with Glasgow Kelvin College where 6 of the College's staff underwent the 2 day Foundation level training course on GDPR with a number of staff from Kelvin which provided excellent value for money.
- 3.9 There is an opportunity in preparing for the GDPR for improvement in Information Management across the college however this will have to be done

over a relatively short timescale and involve all forms of information e.g. paper files stored in cupboards, spreadsheets, ad hoc downloads, etc.

- 3.8 There are significant resources implications mainly in respect of staff time in the coming months relating to training and rolling out GDPR requirements across the College, and then in destruction of data which should no longer be held.
- 3.9 This is the second report to the Board of Management on GDPR and further progress reports will be submitted to the Audit Committee from now through to the implementation date in May with a further internal audit report due before the implementation date.

4 RESOURCES

There are significant resources implications in reviewing and updating the related College procedures and practices, training of staff and in enabling behavioural change in relation to record keeping. There are direct resource implications in accessing the services described above.

5 RISK ANALYSIS

- 5.1 This is a legal requirement and there are significant financial risks of non-compliance with GDPR.

6 LEGAL IMPLICATIONS

- 6.1 This is a legal requirement through the new regulations.

7 FINANCIAL IMPLICATIONS

- 7.1 There are significant financial risks of non-compliance with GDPR i.e. up to 4% of turnover however that is the maximum fine and it is important that the College shows it has put steps in place to mitigate the risks from GDPR which is what is contained in the workplan and the ongoing activity.

8 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

- 8.1 There are no specific Regional Outcome Agreement implications. All three of the Glasgow Colleges and the GCRB are required to comply with GDPR so there is likely to be a need to set up data sharing agreements between the College and GCRB.

9 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

- 9.1 N/A

BOARD MEETING

Date of Meeting	14 March 2018
Paper Title	Safeguarding and Notifiable Events
Agenda Item	18.21
Papers	
Responsible Officer	David Marshall, Assistant Principal Student Experience
Status	Disclosable
Action	Noting

1 REPORT PURPOSE

- 1.1 The purpose of this report is to reassure members of the Board of Management of the current arrangements in place concerning Safeguarding of Vulnerable Individuals and Notifiable Events after recent reports of abuses connected to some charitable organisations.

2 RECOMMENDATIONS

The Board of Management notes the paper.

3 BACKGROUND

3.1 Safeguarding

The College has robust safeguarding policies, procedures and structures in place to protect both College students, staff and where appropriate, associated members of the public. Procedures are reviewed on annual basis to ensure they are fit for purpose.

A new safeguarding structure is being implemented in session 2017/18 which has seen a rise from 4 safeguarding officers to 9 safeguarding officers. This includes 2 officers per campus, 3 members of SMT acting as safeguarding officers and a dedicated member of HR to take overall responsibility for staff safeguarding. In addition, 10 Mental Health First-Aiders have been recruited to support the increasing instances of mental health issues that are arising for students and staff.

3.2 Notifiable Events

Where issues arise it is important for the Board of Management to be able to address them vigorously and transparently. Any issue should be addressed as part of the overall governance of the organisation and should be dealt with to minimise internal risk. The reporting of an issue to OSCR is a positive step and a key part of the organisation being responsible and accountable for the running of the charity. OSCR have a requirement to be notified to ensure that they can be satisfied that events are appropriately dealt with internally.

A Notifiable Event could be:

- Fraud and theft
- Significant financial loss
- Incidents of abuse or mistreatment of vulnerable beneficiaries
- A lack of charity trustees required to make a legal decision
- When a charity has been subject to a criminal investigation or an investigation by another regulator or agency
- Sanctions have been imposed, or concerns raised by another regulator or agency when significant sums of money or property to the charity from an unknown or unverified source
- Suspicions that the charity and /or its assets are being used to fund criminal activity (including terrorism)
- Charity trustees acting improperly or whilst disqualified

Full guidance is in the link below.

https://www.oscr.org.uk/media/2155/2016-03-15_guidance-for-notifiable-events_web-version.pdf#page6

The guidance document will be forwarded to Board members separately after the meeting to support member CPD.

4. RISK ANALYSIS

The risk is that should the Board of Management fail to reassure OSCR and other interested parties that they are on top of any issues they may be facing that it goes on to have a negative impact upon the organisation or the wider charity sector.

5. LEGAL IMPLICATIONS

Failure to deal with issues correctly may impact on the charitable status of the College.

6. FINANCIAL IMPLICATIONS

Failure to deal with issues correctly may impact on the charitable status of the College.

7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS

Not applicable

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

Safeguarding policies and procedures have been equality impact assessed.