

BOARD OF MANAGEMENT

Wednesday 20 March 2019
The Boardroom, Anniesland Campus

Board of Management

The Twenty Seventh Meeting of the Board of Management will be held on Wednesday 20th March 2019 at 4.30pm in The Boardroom, Anniesland Campus.

AGENDA

19.01	Welcome and Apologies		D Newall
19.02	Declaration of Interests		D Newall
19.03	Determination of Other Business		D Newall

Minutes of Previous Meeting

19.04	Minute of the Board Meeting on 12 th December 2018	P	D Newall
19.05	Matters Arising – Action Grid	P	D Newall
19.06	Minutes of Meetings	P	D Newall
	i. Organisational Development 06.02.19	P	D Watt
	ii. Learning & Teaching 13.02.19	P	G McGuinness
	iii. Audit 28.11.18	P	D Watt
	iv. Finance & Resources 05.12.18	P	D Newall

Standing Items

19.07	Chair's Report	V	D Newall
19.08	Principal's Report	V	J Vincent
19.09	Student President's Report	P	F Robinson

Items for Discussion

19.10	Presentation – Health and Safety	Pr	G Crankshaw
19.11	Presentation - Learning, Teaching and Assessment	Pr	E Brownlie
19.12	GCEF Project Bid: Learning Transformation	P	D Marshall
19.13	Vision, Mission and Values (to follow)		J Vincent
19.14	SFC Indicative Funding Allocation for future year	P	J Thomson
19.15	Financial Report year to January 2019 and Forecast to July 2019	P	T Elliott
19.16	Proposed 2019/20 Tuition Fees	P	T Elliott
19.17	Final Regional Outcome Agreement for future year	P	B Hughes
19.18	Capital Masterplan Update	P	J Thomson
19.19	Glasgow Clyde Education Foundation update	P	J Thomson
19.20	Brexit Update LATE PAPER	P	J Thomson
19.21	Governance Update including progress on Board Development	P	Clerk

Items for Noting*

19.22	Strategic Risk Register update	P	J Thomson
19.23	Credits Projection 18/19	P	B Hughes
19.24	GCCSA Election Process	P	D Marshall

Board of Management

Continual Improvement

19.25 Equalities Impact Assessment on Decisions Made

D Newall

19.26 Review of Papers (including Disclosable Status)

All

19.27 Any Other Business

D Newall

Date of next meeting 12th June 2019, 4.30pm Seminar
Room 4, Cardonald Campus

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

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	Student President Report
Agenda Item	19.09
Papers	
Responsible Officer	Fiona Robinson, Vice President
Status	Disclosable
Action	For Discussion

1 REPORT PURPOSE

- 1.1 To provide the Board with an update of GCCSA activity.

2 RECOMMENDATIONS

To note the update

3 UPDATE

The following will outline key activities of GCCSA and how we plan to monitor progress and actions of our activities during the academic year 2018/2019

3.1 Healthy Body Healthy Mind Award (HBHM)

We have been working very hard to increase our star rating for our healthy body, healthy mind award. We have hosted a large variety of different events over the past few months to ensure we are covering as many areas as possible. We have also been hosting HBHM committee meetings with different departments within the college, including the sports department, learning inclusion, SAMH, and student advice.

HBHM award has very specific guidelines that change annually to give institutions a different focus each year. This year we are focusing on Clean Air Campus/Stop Smoking, Mental Health, Guidance and Physical Activity. This should be carried out using campaigns that can be easily continued into the next year and also include the correct use of social media.

3.1.1 Mental Health

Within mental health, we have held Time to Talk day events as part of our student lead club time out. During a session we invited in Buddy Beat and held a therapeutic drum session, giving the opportunity to open up conversations about mental health. This event had a good turnout with 30 students and staff attending over one

lunchtime. We have also been asked to hold separate sessions for ASL and EVIP students as both these groups need a more tailored approach.

We have all also been attending training in mental health so there are members of the team trained to support the students on a day to day basis. We have attended Safe Talk, Living Life to the Full and Mental Health First Aid Training. This has already had an impact on the students as we have had the opportunity to offer support to several students who might not engage with College services.

We have a student led LGBT society who have held events for LGBT month, which we have supported with an LGBT history campaign during February. This group has been very beneficial to the students and allowed areas that required improvement to be highlighted and quickly acted upon to benefit all students, as well as Trans working groups. Leeds University has also been conducting Living Gender research, looking at how the youth of our societies perceive gender and if this is becoming too complicated.

3.1.2

- **Clean Air Campus / Stop Smoking**

We have been doing a lot of work in this area over the past two years. We have carried out surveys with both smokers and non-smokers to look at the facilities available on each campus and the impact on the wider College due to people not making proper use of designated areas. We are in the process of creating a proposal to have a Clean Air Campus; this proposal includes having only one smoking area on each campus. There are several other institutions who have already implemented this and have developed areas with good seating and bin facilities therefore attracting smokers and removing them from other areas. This has been a very successful campaign in institutions across Scotland.

We have also been campaigning all year to promote Help to Stop Smoking, with information posters, non – smoking days and non-smoking events. We have also had ASH Scotland and NHS Quit Your Way in each campus to help advise students and staff.

3.1.3

- **Physical Activity**

We have been working with the Sports Department to ensure we have a good variety of sports for students and staff to get involved with, as well as having the gyms open for use during non-timetabled time. We are currently undertaking gym surveys. We also have our Foodbank Cup starting soon - this is a football tournament where we collect for foodbanks at the same time. This is a fantastic opportunity to create awareness for both fitness and some fantastic Charities.

This is the second year we have delivered this event and we hope for the same continued success to create an annual event.

We have introduced a walk the stairs campaign in Cardonald prompting students and staff to take the stairs. This has several benefits, creating good habits, promoting physical health and freeing up the lifts for individuals who require them.

As well as promoting physical activity, we have been promoting general physical health, with Dry January. Glasgow's Council for Alcohol has visited each campus as well as Hearing Loss Scotland who provided free hearing tests for Staff and Students

We have been working on hosting a regional/national football cup. This has required a lot of groundwork to ensure the best event possible and we have decided to launch this next year.

3.1.4 • **Guidance**

As you are aware, we piloted our new handbook this year. We have also been working with the College developing a staff release handbook, which is due very soon. With the work we have been doing with the LGBT society we now have our own Transgender working group developing good practice for staff interactions with Transgender students.

3.2 **GENERAL UPDATE**

We have had some fantastic success with our recent events, and hope to continue this with what is still to come. The HBHM award covers the majority of our activity, however we still have other activities which run during the year.

3.2.1 • **Clean Campus Campaign**

Earlier in the year, we launched our clean campus campaign with our eco fair and the first of our litter picks. As this was such a success, we are now hosting a regional clean up during the week of the 11th of March. The GCRSA will all be holding events. City will be providing information for their students, educating them on recycling and the benefits to keeping a clean campus, Kelvin and Clyde will be hosting litter picks with the support of Community Safe Glasgow. This is looking to be a fantastic event once again.

• **Refreshers**

We held Refreshers in the last week of January for the January start students. This is a mini version of the larger Fresher's event we hosted at the start of the year. We decided to try a different approach for this event. Ordinarily, we host one large event at each campus lasting a day, and we decided to hold very small events every day for a week on all the campuses. This gave us the opportunity to reach a

larger variety of the student body as students timetables vary. With this approach, we were looking for quality of engagement over quantity. We feel this was very successful, from this we have decided to trial information stalls to be held at the end of each month to give more opportunity for us to engage with the students directly.

- **Clubs and Societies**

So far this year we have had some fantastic clubs running, which we have enjoyed supporting in their different events. We have continued to work with students to start new clubs, working with them to develop their ideas, promotions and peer support skills. This is a fantastic opportunity to create safe spaces and for students to make lasting relationships in the college.

- **Campus Cycling Officer / Cycle Friendly Campus Award**

The Campus Cycling Officer, Daniel West is funded by Cycling Scotland and is here to make improvements to cycling infrastructure and provision. The ultimate goal is to achieve the Cycle Friendly Campus Award and to increase the shift away from the car, towards cycling. Activities carried out so far are as follows:

- A **review** of the current cycling facilities, promotion of cycling and any events held to aid this prior to the cycling officer arriving
- A **Travel Survey** to understand the travel habits of the staff and students.
 - 816 people responded and we found that 3.8% of the college population cycle. The benefit of using an online survey meant that results could be isolated to each campus. Using postcodes, it was found that over 50% of respondents lived within 6km of their campus. This means there is a high potential for modal shift.
 - The survey also asked open-ended questions about opinions on cycling provision at the college, as well as barriers that inhibit people from getting on their bikes.
- **Funding** was applied for to upgrade cycling infrastructure across the three campuses and includes the following:
 - A 50-capacity bike shelter at the Cardonald campus to replace the current bike bins of which there are 16. This greatly increases capacity using the same amount of area. The campus has also suffered from bike thefts and this compound is lockable to tackle this issue and increase confidence.
 - A 10-capacity shelter for the courtyard on the Battlefield Road entrance to the campus. Cyclists arriving here currently have no parking or signage to let them know that the nearest cycle parking is up some large steps, which is not feasible for some to reach from this entrance.

- Lockers, signage, D lock swap campaign, maintenance equipment and consumables.
- We received £21,474.62 from one application and a further £992 from another.
- **Events and Promotion** are next on the agenda having spent much time procuring the bike shelters and applying for funding.
- **Living Life to the Full**

You should now have all received you invitations to a Mental Health event in Langside on the 28th of March. This event is being organised by the Mentally Healthy College Community project with SAMH and GCCSA. We are supporting them in this event to replace our Health and Wellbeing Fair. This will be a fantastic event with a variety of different Charites, external agencies, stress-busting workshops and other events.

This event is part of embedding the Living Life to the Full course within the College and helping to tackle the stigma associated with mental health and offering support to both staff and students.

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	Health and Safety Policy Presentation
Agenda Item	19.10
Papers	19.10A
Responsible Officer	Gillian Crankshaw, Organisational Development Manager
Status	Disclosable
Action	For Discussion

Please see attached draft Health and Safety Policy for reference during
Presentation.

Policy Area: Board of Management
Policy Title: Health and Safety Policy
Revision No.: 2
Review Period: 5 years
Review Due: On or before January 2024

Foreword

The Board of Management, the Principal and Chief Executive and Senior Managers of Glasgow Clyde College (GCC) recognise that the provision of a safe and healthy working environment is essential to ensure the wellbeing of staff and students and to the continuing success of the College.

As Principal and Chief Executive, I, along with the Board Management, and Senior Managers am responsible for ensuring that the people who work for Glasgow Clyde College can do so in a safe and healthy environment. We also recognise that the people we serve and those we work in partnership with should be confident that we provide the college's services in such a way that risks are minimised. Together we will ensure the effective leadership of health and safety, following the Institute of Directors and the Health and Safety Commission guidance - Leading Health and Safety at Work.

As part of continuous improvement we realise the importance of integrating health and safety into decision making, project initiation and risk management processes within Glasgow Clyde College.

Whilst ultimately the final level of responsibility for implementing GCC's Health and Safety Policy rests with the Board of Management, every employee must take an active role in implementing the policy effectively. I remind all employees of the importance of safeguarding the health and safety of themselves and others by co-operating fully in the measures GCC takes to meet the standards outlined in this statement.

This document will be central to the management of health, safety and welfare within the college. It requires the support and commitment of all employees to achieve the benefits to be derived from good health and safety management. To this end I commend this document to you.

Name: Jon Vincent
Title: Principal and Chief Executive
Location: Glasgow Clyde College

Introduction, context and key messages

This document is the Health and Safety Policy, Organisation and Arrangements for Glasgow Clyde College, having regard to the requirements of the Health and Safety at Work etc. Act 1974, Section 2 (2).

Glasgow Clyde College is required by law to set out its policy for managing health and safety. This gives us an opportunity to be clear about how we achieve the standards we strive for and to review our practices as an employer and provider of services and facilities to others. We recognise that health and safety is an important and integral part of all activities and relates to the efficiency and quality of services delivered to our students and other third parties either directly or through partnership or contract arrangements.

Policy 1.8 is set out in the following main parts:

Part 1 – General Statement of Health and Safety Policy

The general statement of the Health and Safety Policy approved by Glasgow Clyde College. The Policy Statement sets out our management commitment to health, safety and welfare.

Part 2 – The Organisation and Responsibilities for Health and Safety - Appendix 1

Identifies the College's organisation for health and safety and establishes the responsibilities for developing the organisation and arrangements for health and safety throughout the College as acknowledged in the statement.

Part 3 – Arrangements for Health and Safety - Appendix 2

Establishes the common operating standards to be achieved throughout the College. These are the College's Arrangements for health and safety.

Health and safety is a shared responsibility, although we recognise that there are specific levels of responsibility and accountability. Everyone plays a part and all employees are required, as a condition of their employment, to comply with GCC policies and procedures.

The policy applies to all staff and students of GCC while working within or on college premises or while engaged in College business in or on premises other than those of the College, for example, industrial visits.

It is important that this policy statement is brought to the attention of all staff and related organisations to reflect the fact that GCC performs its duties through its employees and others who provide services on the College's behalf.

This Health and Safety Policy has the full support of the Board of Management.

The policy will be reviewed as necessary to take account of new or changed circumstances.

Part 1 General Statement of Health and Safety Policy

- 1.1 The Board of Management, Principal and Chief Executive and Senior Managers (hereafter “the College”) of Glasgow Clyde College, recognises and accepts its statutory responsibility to provide safe and healthy working conditions for employees and students and others who use or visit college premises or may be affected by its activities. The College also recognises that health and safety is a fundamental part of both efficient and effective delivery of College services.
- 1.2 The College is committed to its responsibilities as a good employer for ensuring, so far as is reasonably practicable, the health and safety of its employees at work, any other person whether employed or otherwise and the community at large who may be affected by the activities, operations or statutory undertakings of Glasgow Clyde College.
- 1.3 The College will also take steps to ensure that its contractors and partners in service provision conduct their activities in a manner that is safe and without risk to health.
- 1.4 The College is committed to the objective of attaining a high standard of health and safety performance in the delivery of services. This standard will be achieved by:
 - fully complying with all relevant health and safety legislation, recognising that legal requirements are the minimum standard;
 - creating and maintaining a positive health and safety culture which ensures the commitment and participation of all employees;
 - adopting a planned and systematic approach to the implementation of the College’s Health and Safety Policy
- 1.5 As a demonstration of their commitment, the College will lead by example in establishing a positive safety culture and ensuring, so far as is reasonably practicable:
 - the provision and maintenance of plant equipment and systems of work that are safe and without risks to health;
 - the provision of arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
 - the provision of such information, instruction, training and supervision to employees, students and others, to enable them to undertake their assigned tasks, roles and responsibilities with due regard to themselves and other persons who may be affected by their acts or omissions in the course of their work;
 - that all places of work under College control are maintained in a condition that is safe and without risks to the health and safety, including the means of access to and egress from it;
 - the provision and maintenance of a working environment for employees, students, contractors and visitors, that is safe and without risks to health;

- the adequate and appropriate provision of facilities that meet the welfare requirements of employees, students and such other persons. This provision will be maintained at all times;
- encouragement of each employee to co-operate in accident prevention and to exercise personal responsibility so as to avoid accidents to themselves, fellow workers, students and others who may be affected by their acts or omissions;
- unsafe working practices are not to be condoned and that all employees are required to report deficiencies in the operation of safe systems of work and work equipment as soon as they become aware of such situations;
- the systematic identification and assessment of risks associated with the College, drawing the results of such assessments and the identified Control Measures to the attention of those affected; and
- supporting the identification of resources necessary to meet the requirements of this Health and Safety Policy of Glasgow Clyde College.

- 1.6 The College will plan for continued improvements in health and safety by the setting of realistic short and long-term objectives, deciding priorities and establishing adequate performance standards.
- 1.7 The College will monitor and review performance on a regular basis to ensure that high standards are maintained and support this through reporting to the College Health, Safety and Safeguarding Committee.
- 1.8 The College will encourage a system of joint consultation with trade union representatives and student representatives and provide them with facilities and assistance to enable them to carry out their functions.
- 1.9 This Health and Safety Policy Statement, along with the supporting Organisation and Arrangements for health and safety will be kept under review and all amendments made drawn to the attention to those affected.

This Policy will only be effective if all employees accept responsibility for its implementation and adhere to the policy and to the procedures and standards referred in it.

Signed: _____ Date: _____

Name: _____

Principal and Chief Executive

Part 2 The Organisation and Responsibilities for Health and Safety

1.0 Introduction

- 1.1 In compliance with the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999, the College is obliged to document the organisation it has in place for the implementation of its Health and Safety policy including the responsibilities of those charged with its implementation.
- 1.2 This document describes the health and safety organisation and key responsibilities at Glasgow Clyde College. It is applicable to all activities under the control of the College. The role of members of staff is important and therefore staff responsibilities are included in this section of the policy.
- 1.3 As a leading Further Education establishment, the Board of Management recognises the importance of their role and will strive to ensure that students develop by observing the high standards of health and safety applied in the College and take this knowledge into their professional working lives.
- 1.4 The College is responsible for providing a healthy and safe environment for all its staff, students, visitors, contractors and members of the public who may take part in, or be affected by, the College's activities.
- 1.5 In accordance with the College's Policy Statement, health and safety duties, and the necessary authority and resources to discharge them, are delegated down the line management structure as appropriate. The College will also provide the necessary guidance and training to ensure that all concerned are aware of, and are competent to carry out, their responsibilities.

2.0 Duty of Care

- 2.1 Under health and safety law a duty of care is generated between organisations and individuals when carrying out activities that could foreseeably cause harm. The primary duty of care is owed through the employer-employee relationship in which the employer owes a duty of care to ensure that work activities that could result in harm to the employee are assessed and controlled.
- 2.2 Work across line management hierarchies creates additional duties of care that must be met. For example between: colleagues; staff and students; and employees and contractors. The arrangements and control of work require that all parties with an influence on the undertaking must meet the duty of care to the others who may be affected by their acts or omissions.

2.3 The Health and Safety at Work Act specifies that an organisation has a duty of care towards their employees and people affected by their activities. This means that the College has a responsibility to protect:

- people who work for them, both in a paid or volunteer capacity;
- students attending the college;
- people who might be indirectly affected by their activities, for example contractors or the general public.

3.0 The Organisation and Responsibilities for Health and Safety

3.1 Health and safety is a shared responsibility and therefore it is important that the responsibilities of staff are properly defined and that people are held to account for meeting them. The College therefore has in place a clearly defined chain of executive responsibility for health and safety in all of its areas of operation.

3.2 Staff who have senior management duties are responsible for ensuring that within areas assigned to them, the College's Health and Safety Policy is implemented, that resources are available to ensure that strategic planning objectives and statutory requirements can be met, and that they have in place arrangements for monitoring health and safety performance. An outline of the responsibilities are set out below.

3.3 Board of Management

3.3.1 The Board of Management has the ultimate responsibility for health and safety and collectively its members must ensure that the College has the organisational arrangements and systems in place for health and safety to be collectively managed. The commitment and authority of the Board of Management is documented in the College's General Statement of Health and Safety Policy. The Board of Management is the governing body of Glasgow Clyde College and as the employer of the college's staff, the board has a duty of care to its employees, students and others.

3.3.2 Ultimate responsibility for health and safety in Glasgow Clyde College lies with the Board of Management. The Board of Management's duties include ensuring that the College has a written statement of policy on health and safety and arrangements for the implementation of that policy. The Board of Management have significant responsibilities for the College's conduct in relation to the health and safety of staff and others, including students, contractors, and visitors.

3.3.3 The Board of Management is responsible for ensuring that as the employer, the College is fully compliant with all aspects of relevant health and safety at work legislation, including occupational health, safety and wellbeing.

3.3.4 Specifically, the Board of Management should:

- be aware of the significant health and safety risks faced by the College;
- ensure the College has in place appropriate and adequate arrangements for meeting health and safety requirements;
- support and promote a positive health and safety culture;
- ensure adequate resources are allocated taking account of all legal requirements and this will need to be balanced against the constraints within the budgetary framework of the College.

3.3.5 General requirements include:

- consultation at frequent intervals with the College's Health and Safety Committees, Trade Union Safety Representatives and consideration of any reports or recommendations made by that Committee;
- ensuring that risk assessments are carried out at suitable intervals;
- that periodic audits of the effectiveness of management structures and risk controls for health and safety are completed.

3.4 Principal and Chief Executive

3.4.1 The Principal and Chief Executive is the principal executive officer of the College and is accountable to the Board of Management for ensuring the effective implementation of the College's Health and Safety Policy. The Principal and Chief Executive will therefore, develop a culture amongst the Senior Leadership Team that encompasses the integration of health and safety into the general ethos of the organisation.

3.4.2 The executive responsibility for health and safety on a day to day basis is delegated by the Principal and Chief Executive to the Vice Principal Curriculum and External Relations, and to the Vice Principal Resources and College Development.

3.4.3 The Principal and Chief Executive will ensure:

- that as far as is practicable, adequate finance and other resources are allocated to ensure the safety and health of employees and those other persons who may be affected by the activities and actions of the College, and those persons working on behalf of the College;
- adequate resources are allocated to provide for health and safety -this allocation will include the provision of competent health and safety assistance to the College as well as other technically competent individuals as may be necessary to fulfil the requirements imposed upon the College under relevant statutory provisions;
- systems are in place that makes for the provision and maintenance of a safe place of work that has adequate protection from a harmful environment;

- the establishment and maintenance of health, safety and welfare management systems within the College which will ensure the assessment of significant risks, effective planning, organisation, control, monitoring and review of the preventative and protective measures necessary to reduce and control the identified risks;
- so far as is reasonably practicable, adequate mechanisms are in place for the provision of relevant corporate training systems in all college areas.

3.5 Vice Principal Curriculum and External Relations, and Vice Principal Resources and College Development

- 3.5.1 The Vice Principal (Curriculum and External Relations) and the Vice Principal (Resources and College Development) are accountable to the Chief Executive for the health and safety management of the College's Support Services. The role of the Vice Principal (Resources and College Development) in terms of health and safety, includes the management of Assistant Principals and as such the responsibility for health and safety is cascaded through the College's management structures and requires that the Vice Principal (Resources and College Development) asks suitable and pertinent questions of the Assistant Principals to ensure that health and safety responsibilities are being correctly implemented.
- 3.5.2 The Vice Principal (Curriculum and External Relations) also holds the position of Depute Principal and will assume the responsibilities of the Principal and Chief Executive in their absence.
- 3.5.3 The Principal and Chief Executive has confirmed the Vice Principals with particular responsibility for corporate health, safety and welfare policy. The Vice Principals will take the overall lead on corporate health and safety issues. The Vice Principals will, in addition to their duties as Vice Principal, take lead responsibility for ensuring that:
- appropriate action is taken on matters pertaining corporately to health, safety and welfare, which are brought to their attention and that the Principal and Chief Executive is made aware of those matters out with his control;
 - the College Health and Safety Policy including the Arrangements section is monitored to ensure that they are relevant and reflect industry best practice;
 - the College safety auditing system is effectively supported and an appropriate programme of functional audits are undertaken, to ensure feedback is provided to assess the management of health and safety within the College;
 - arrangements are made to provide for the effective discussion and consultation on health and safety matters and that resources are made available to the recognised Trade Union Safety Representatives to allow them to carry out their prescribed function.

3.6 Assistant Principals

- 3.6.1 Assistant Principals are accountable to the Vice Principals within his / her area of responsibility, for the line management of Heads of Unit / Curriculum and Unit Managers. As such the responsibility for health and safety is cascaded through the College's management structure and requires that the Assistant Principals asks suitable and pertinent questions of the Heads of Unit / Curriculum and Unit Managers to ensure that health and safety responsibilities are being correctly implemented.
- 3.6.2 Each Assistant Principal is responsible for ensuring, so far as is reasonably practicable, the health, safety and welfare at work of employees in their respective areas and all other persons who may be affected by the work of the service.
- 3.6.3 Each Assistant Principal will:
- promote the health and safety of employees at work and of service users through the implementation of the College's Health and Safety Policy in accordance with all relevant statutory requirements, in each case leading by example;
 - ensure that there is a suitable organisation in place for each of their areas of responsibility, to implement the arrangements for health, safety and welfare in accordance with the Health and Safety Policy Statement of the College;
 - ensure that those persons with management responsibilities for health and safety are made aware of those responsibilities and receive relevant training to effectively implement the requirements of the Health and Safety Policy of the College;
 - ensure that adequate information, instruction and training are given to employees to ensure they are able to discharge their responsibilities;
 - ensure that there are adequate levels of competent supervision to provide for the safety of employees and others who may be affected by the activities and operations of the College;
 - ensure, as far as is practicable, the adequate provision of financial resources to meet the foreseeable expenditure pertaining to health, safety and welfare requirements;
 - ensure that where new work equipment or systems of work, or where significant changes in systems of work are introduced, they are appropriately assessed for their risks and consulted with the workforce in relation to health and safety matters, including what control measures are required to be implemented;
 - ensure that employees are only tasked with those duties and responsibilities for which they are competent. The Assistant Principal will therefore, ensure each employee is aware of the Health and Safety Policy in so far as it affects the operations and activities undertaken by the individual;
 - ensure the maintenance of a safe place of work that has an adequate provision of welfare. Each place of work and all services connected with it will be maintained in a condition that does not expose the users to risk;
 - support the implementation of the health and safety audit programme with outcomes being reported to the Health, Safety and Safeguarding Committee. Areas identified requiring attention will be included into the Annual Health and Safety Action Plan;

- ensure there are effective communications and consultations with employees and their recognised Trade Union representatives on matters of health, safety and welfare.

3.7 Heads of Unit / Curriculum and Unit Managers

3.7.1 Heads of Unit / Curriculum and Unit Managers are accountable to Assistant Principals within their areas of responsibility, for the line management of Managers, Team Leaders and Supervisors. As such, the responsibility for health and safety is cascaded through the college's management structure. Each Head of Unit / Curriculum and Unit Manager will lead in the promotion of a positive safe working culture by setting the standard and leading by example. They will each, in particular, ensure:

- the effective implementation of the arrangements of the Health and Safety Policy of the College in those areas under their control or influence;
- those employees for whom they are responsible are made aware of their responsibilities and what is expected of them with due regard for the health and safety of themselves in following safe working practices as dictated by applicable Regulations, Approved Codes of Practice or College Safety Standards;
- the allocation of appropriate resources to permit the operation of a safe working environment with safe systems of working being adopted by all concerned;
- that managers to whom specific duties and responsibilities are given, are made aware of and discharge them correctly, having received suitable training;
- appropriate health and safety training is programmed and provided to managers with specific responsibilities for others;
- an appropriate course of action is taken when health and safety deficiencies are brought to their attention. Where such matters are out-with their control, they in turn will ensure their Assistant Principal is informed;
- suitable access is provided to staff of the College's arrangements for safety in the form of the Health and Safety Policy and Arrangements on the College Intranet system;
- effective investigation into all incidents and near miss reports, by management, including acts of violence;
- arrangements are made for appropriate consultation with local managers, Trades Unions and employees on matters of health and safety;
- key objectives and developments are managed through structured health and safety planning, including the assessment and control of risk, with appropriate built in review mechanisms and realistic timescales;
- systems are in place to allow for the purchase and maintenance of work equipment;
- safety Representatives are allowed reasonable time and resources to allow them to fulfil their obligations.

3.8 Team Leaders and Supervisors

3.8.1 Any person who has a managerial / supervisory responsibility for others, whatever job title they are given will assist in the promotion of a positive safe working culture

by setting a standard and leading by example. They will ensure to the best of their ability that:

- they are aware of the College's Health and Safety Policy and Standards on health and safety and what is expected of them in ensuring the required standards are applied;
- those employees for whom they are responsible are made aware of their responsibilities and what is expected of them with due regard for health and safety of themselves in following safe working practices as dictated by applicable Regulations, Approved Codes of Practice or Collage Standards;
- once advised of any reports of unsafe conditions, defective work or other deficiency likely to affect the safety or health of any person, they take the necessary appropriate and immediate action to prevent injury or ill-health;
- that a system of hazard identification is in place and that risk assessment findings are communicated to staff;
- all instances of near misses, injury or ill-health reported to them are recorded, investigated appropriately and complies with the College Incident Reporting Arrangements;
- matters arising that are out with their personal experience or authority are brought to the attention of an appropriate Manager;
- Personal Protective Equipment which has been agreed as necessary as a result of applicable legislation or as a result of any Risk Assessment, is issued and correctly used for its intended purpose.

3.9. Teaching and Support Staff

3.9.1 Teaching and Support Staff are accountable to their line manager for the health and safety of all the staff he / she line manages and for others who may be affected by the work being carried out. The health and safety of students is a prime responsibility of the member of teaching staff responsible for the teaching and learning, whether activities are undertaken during formal classes, as project work, field work or placement activities, and should be part of any formal arrangement of their supervisory role. This will involve ensuring proper adherence to accepted health and safety standards. They will ensure to the best of their ability that they:

- are aware of the emergency evacuation routes of teaching rooms / buildings in the event of a fire / bomb alert; teaching staff must lead by example during practice evacuation exercises;
- appraise students of the details of the College Health and Safety Policy during their induction and at regular intervals;
- are aware of any risk assessment related to their work activities and to participate in in the development and review of risk assessments relevant to their area of work;
- instruct students in the correct use of safety equipment and personal protective equipment (PPE) where necessary; this would include ensuring PPE is worn whenever appropriate;
- closely supervise and give specific instruction in safety procedures for operations and /or processes which involve known hazards, taking into account the ability and maturity of those undertaking the activity;

- undertake health and safety training as required;
- assist in the development of and comply with the College Health and Safety Policy and Procedures.

3.10 All employees

3.10.1 Every employee of Glasgow Clyde College is required to co-operate in the implementation of the College's Health and Safety Policy by:

- undertaking activities in the course of their employment with due care for their own safety and that of others, who may be affected by their acts or omissions;
- co-operating to ensure the College undertakes its business in accordance with relevant legal requirements;
- using correctly, all work items, plant and equipment provided by the College in accordance with training or instructions they receive, or in the absence of such, to draw that fact to the attention of their line manager;
- reporting any near miss incident, injury, dangerous occurrence or case of disease to their immediate line manager and to co-operate in the ensuing investigation by appropriate persons;
- bringing to the attention of their immediate Line Manager any shortcomings they become aware of in respect of the College's health and safety arrangements;
- attending health and safety training courses, including induction training as required by the College.

3.11 Statutory Appointments relevant for Health and Safety

3.11.1 The College Health and Safety Officer(s) is the 'Competent Person' appointed by the College under Regulation 7 of The Management of Health and Safety at Work Regulations 1999.

3.11.2 The role of the Health and Safety Officer is to provide specialist advisory services to the College on all aspects of occupational safety and health, and to monitor the health and safety performance of the College on behalf of the Board of Management.

3.11.3 The Health and Safety Officer(s) will be responsible to the Organisational Development Manager. However, when required, they will have direct communications with the Principal and Chief Executive and the Vice Principals, in order that they can perform their appropriate statutory functions.

3.12 Students

3.12.1 Students are not in the legal sense employed persons and hence many of the specific provisions of the Health and Safety at Work etc. Act 1974 do not apply to them. Equally, they are not bound by the duties of employees as laid down in the Act. Nevertheless students must comply with health and safety instructions, including the College Rules and Regulation for students, not to misuse or damage equipment provided and may be responsible for the consequences should they

neglect to carry out a task required for the health or safety of others. It is the responsibility of the students to:

- take care of themselves and have regard for the safety of their class colleagues, staff, and all other people using or visiting the college;
- conform to the safety requirements and procedures of the College and co-operate fully with staff in the execution of the College's health and safety policy and procedures;
- familiarise themselves with the emergency procedures, in particular fire, first aid and the health and safety requirements specific in their teaching areas;
- comply with safety requirements regarding safety equipment and personal protective equipment and wear appropriate protective equipment as and when required;
- when on fieldwork or placement, acquaint themselves with any special precautions / regulations which may apply;
- report all accidents and near misses incurred by themselves or others and any defects in the workplace.

3.13 Contractors

3.13.1 The College has a duty under the Health and Safety at Work Act 1974 to provide a safe environment for contractors working on College property. Contractors also have a duty of care to the College when working on College property. Glasgow Clyde College expects a high standard of safe working from its employees and requires this standard to be maintained by contractors working within College premises.

3.13.2 Contractors must comply with the arrangements in place to manage their health and safety and the health and safety of any person who may be affected by their acts and or omissions. Contractors have a legal responsibility to ensure that they carry out their work in a manner that ensures, so far as is reasonably practicable, the health, safety and welfare of themselves and anyone else who may be affected by their acts or omissions. They will, as visitors to the premises, be entitled not to be put at risk by circumstances relating to the premises that are outside their control.

3.13.3 A College Procedure, namely Contractors Safe Working, includes a section; Rules for Contractors Working in Glasgow Clyde College. This Procedure will be issued to the Contractor before any work commences, and the Contractor must comply with at all times.

Part 3 Arrangements for Health and Safety

1.0 Introduction

- 1.1 Part one of the College's Health and Safety Policy outlines the College's goals and key objectives for health and safety and Part two describes the management organisation in place to implement the policy. Part three of the policy outlines the arrangements and systems that College management are required to implement in order to comply with College Policy.
- 1.2 The arrangements set out here, are based on the recommendations given by the Health and Safety Executive and reflect the requirements of the Management of Health and Safety at Work Regulations 1999.
- 1.3 Managing health and safety is an integral part of good management. This part of the Policy is set out in accordance with a Plan – Do – Check – Act management system framework, HSG 65 as recommended by the Health and Safety Executive (HSE). They lay down principles based on preventing harm and aim to control risks, react to changing demands and sustain a positive health and safety culture.
- 1.4 These standards should be seen as the level of performance that the College expects all departments to aim for. For many of the key arrangements summarised in this document, specific College health and safety performance standards will be produced to assist managers. Those already in operation will be referenced in the appropriate section of this policy and will be available on the College's Intranet.
- 1.5 This section is divided into two main groups of arrangements. The first group identify those arrangements required to ensure good health and safety management, whilst the second details the general health and safety arrangements for specific issues / hazards.

2.0 Plan

2.1 Policy Setting

- 2.2.1 The College's Health and Safety Policy expresses the College's commitment to the achievement of high standards of health and safety and its objectives for the coming years. It also sets out the responsibilities of the College's leaders, managers, employees and students; whilst this part of the policy describes the arrangements for implementation of the Policy.

2.2 College Health and Safety Plan

- 2.2.1 In drawing up the Policy, a set of health and safety objectives were agreed, taking account of where we are now, and where we need to be, giving consideration, to the College's risk profile and its strategic plans.

- 2.2.2 At the first meeting of the Health, Safety and Safeguarding Committee each academic year they will review the health and safety objectives and agree key actions for the coming teaching year. These will be developed into a more detailed plan, which will be kept under review by the Health and Safety Campus Forum.
- 2.2.3 A set of key health and safety performance indicators will also be agreed to aid measurement of progress with implementation of the Health and Safety Plan. These will be monitored during the year and reported upon as part of the annual health and safety reporting process referred to in Section 5.
- 2.3 Planning for Change
- 2.3.1 Members of the Senior Leadership Team are responsible for ensuring that health and safety risks are identified as part of the planning of new projects and that strategic plans give consideration to the impact of change on health and safety such as:
- health and safety (including fire safety) impact on employees and students through changes to environment, working practices, equipment, technology or conditions;
 - changes in employer-employee health and safety responsibilities, for example, through contracting out, or partnership agreements;
 - projects that involve complex and or high risk activities;
 - the project plan should also address the need to comply with the legal requirement to consult employees and their representatives on changes that may affect their health and safety and communicate and consult with other stakeholders whose work activities will be affected by the changes.
- 2.4 Annual Strategic Planning Process
- 2.4.1 As part of annual strategic planning process, the Senior Leadership Team will give consideration to the potential health and safety impacts of their plans and any significant resources that may be needed to address health and safety issues within the College.
- 2.4.2 The College Health and Safety Officers should be consulted in good in time on projects and plans that will have a health and safety impact, so that timely advice can be given and resources can be allocated where necessary.

3.0 Do

3.1 Risk Profile and Risk Assessment

3.1.1 The College's Risk Management strategy requires risk owners to maintain a Risk Register that identifies and monitors the actions taken to mitigate the risk noting the residual risk after the mitigation. Senior Managers need to ensure that significant health and safety risks for which they are accountable (through this Health and Safety Policy) are recorded on the operational risk register. The Board of Management will oversee this process.

3.1.2 All managers and supervisors must ensure that every work activity or location, having foreseeable risks has been subjected to a suitable and sufficient risk assessment for health and safety prior to the activity starting. Managers must identify the members of staff who will carry out risk assessments, including where applicable specific assessments of hazards such as manual handling, display screen equipment and hazardous substances.

3.1.3 Assistant Principals, Heads of Unit / Curriculum and Unit Managers are responsible for ensuring risk assessments are carried out and implemented in their area of control. The College's risk assessment template and guidance on risk assessment are available on the College's Intranet. Risk Assessments must be completed by competent persons. Training is essential and should be arranged by line management.

3.1.4 Risk Assessments should be used to prioritise the contents of the health and safety plan.

3.1.5 Arrangements must be made to review assessments regularly and to ensure that all relevant staff and students where appropriate, are made aware.

3.1.6 A written record of assessments must be completed which identifies the significant hazards and describes the preventative and protective measures required to avoid, eliminate, reduce or control the risks identified to a tolerable level.

3.2 Health Surveillance

3.2.1 The risk assessment will identify circumstances in which health surveillance is required by specific health and safety regulations such as the Control of Substances Hazardous to Health Regulations 2002.

3.3 Competence

3.3.1 The College fully understands that truly effective safety management requires competency across every facet of the organisation and through every level of the workforce. In this regard the College will ensure:

- employees have the necessary training, skills, knowledge and experience to fulfil their responsibilities and are given enough time to do so;

- those with management responsibilities are aware of relevant health and safety legislation and how to manage health and safety in accordance with the College's Health and Safety Policy;
- all employees are aware of the risks created by the College and understands how to manage them;
- key responsible people are identified and there are clearly established roles and responsibilities.

3.4 Consultation with Employees

3.4.1 The College will consult with employees and their Safety Representatives before implementing changes that may substantially affect their health and safety with regard to risk assessments that cover their work activities. This is a legal requirement.

3.4.2 Where possible managers will involve employees and their safety representatives in decisions that affect their health and safety. Employees should also be involved in the risk assessment process. This will help in the development of control measures that are practical and have employee support. In the main, consultation on local issues can be achieved through including health and safety on the agenda of management and team meetings. Team meetings can also be used by employees to discuss any concerns they have about health and safety issues affecting them or anyone else.

3.4.3 Employees will be advised by their managers on how to raise health and safety concerns.

3.4.4 Safety Representatives are employees, appointed by the trade union they belong to, to represent employees on health safety and welfare issues.

3.5 Communication

3.5.1 The College is aware that good communication systems are essential to ensure that everyone:

- knows about the risks associated with their work and what they need to do to protect themselves and others from harm;
- can contribute to a safe and healthy workplace, by raising health and safety issues they are concerned about.

3.5.2 Heads of Unit / Curriculum and Unit Managers will ensure that there are adequate arrangements in place for communicating health and safety within their department. Notice board information should be checked regularly to ensure that it remains current. Heads of Unit / Curriculum and Unit Managers need to ensure that:

- when delegating health and safety actions to someone else, they give clear instructions on what they are expected to do and check that it has been done;
- employees under their control know about the health and safety arrangements that affect their work and how to access them;

- employees know how to access health and safety information on the College's website; or that information is provided in an alternative way for employees who may not have access to computers;
- if their work can affect the health and safety of others, such as contractors or visitors to the College, that they communicate with them, to ensure that their health and safety is not adversely affected.

3.6 Co-ordination and Co-operation with Other Premises Users

3.6.1 Assistant Principals, Heads of Unit / Curriculum and Unit Managers need to ensure that where their activities may affect other departments, partners, contractors or users of the College's premises, sharing of information and co-ordination of arrangements for controlling health and safety risks take place. For example it is important that fire safety arrangements are co-ordinated in shared premises and that cleaning and maintenance employees are given appropriate information and instruction on risks to them arising from a department's activities, for example, potential exposure to hazardous substances.

3.7. Co-ordination and Co-operation with other Employers and Partners

3.7.1 Responsibilities and arrangements for health and safety must be included as part of agreements for hiring, letting or sharing premises with other employers and College partners. For the College's premises this will be the responsibility of the Head of Commercial Development, otherwise it will be the most senior manager responsible for liaising with the premises owner / landlord.

3.7.2 Where employees from the College are working in another workplace not belonging to the College, co-ordination and co-operation with the premises owner will be necessary to ensure their health and safety needs are met.

3.7.3 The College retains responsibility for the employee's health and safety, including the provision of information, instruction and training.

3.7.4 The host workplace is responsible for providing a safe working environment, including emergency procedures, first aid, relevant risk assessments, and the provision of suitable work equipment. The host workplace should induct the employee into any specific health and safety arrangements they have in place.

3.8 Supervision

3.8.1 All Managers will provide appropriate supervision to ensure employees are following the College's Health and Safety requirements. This will include observation and checking understanding as part of normal performance monitoring processes. New employees and those carrying out higher risk activities will need closer supervision than a more experienced employee who has demonstrated safe behaviour.

3.9 Work Equipment

3.9.1 Heads of Unit / Curriculum and Unit Managers or any person who has a managerial responsibility for work equipment will ensure that:

- prior to purchase (or hire), checks are carried out to confirm the work equipment complies with the relevant European requirements for safe design and construction and is suitable for use in the U.K and consideration is given to potential health and safety risk prior to purchasing work equipment;
- it is used and maintained safely, in accordance with manufacturer's recommendations;
- hazardous work equipment is only used by employees who have been authorised are trained and competent in its safe use;
- where necessary for safety, regular inspection or thorough examination is carried out by a competent person, for example, local exhaust ventilation or lifting equipment, and records retained in accordance with statutory requirements.

3.9.2 Maintaining work equipment in a safe condition includes having in place systems for in house safety checks, regular maintenance and, for some work equipment for example, local exhaust ventilation, periodic thorough examinations and tests, in accordance with statutory requirements. The frequency of safety checks and maintenance will depend on the use of the equipment and the potential risk if it develops a fault.

4.0 Check

4.1 Measuring Performance

4.1.1 The College is committed to measuring its performance against this policy, its predetermined plans and its performance standards. Measurement is essential in order to maintain and improve health and safety performance and therefore line management must put in place arrangements for both active and reactive monitoring of performance.

4.2 Monitoring

4.2.1 The College understands that monitoring and reporting are important parts of health and safety arrangements. The College has categorised its monitoring arrangements as either 'active' or 'reactive'.

4.3 Active Monitoring

4.3.1 Active Monitoring is concerned with checking standards before an unwanted event occurs, to this end Heads of Unit / Curriculum and Unit Managers are responsible for ensuring that health and safety monitoring of people, premises, plant and equipment under their control takes place. Monitoring will measure compliance with the College's health and safety standards and legal standards.

4.3.2 Active methods adopted by the College include monitoring the design, development, installation and operation of management arrangements. These tend to be preventive in nature, for example:

- routine inspection of premises, plant and equipment by appropriate staff;
- health surveillance to prevent harm to health;
- planned function check regimes for key pieces of plant.

4.4 Formal Inspections

4.4.1 Heads of Unit / Curriculum and Unit Managers must ensure that regular formal health and safety inspections are carried out for the area under their control. If the Head or Unit Manager delegates responsibility to other employees, the outcome of the inspection must be reported back to them.

4.4.2 The inspection must include a check on paperwork and systems for managing health and safety in their department or area, such as training records, and risk assessments as well as a physical inspection.

4.4.3 Formal inspections will normally be carried out at least annually. However, the actual frequency of inspections should be determined by the risk profile of the service or department and the outcome of previous inspections. In some cases more frequent inspections may be necessary. The completion of formal health and safety inspections by services or departments will be reported annually.

4.4.4 The outcome of the health and safety inspections must be recorded, along with responsibilities and timescales for action.

4.4.5 The Head of Estates will ensure that that a health and safety inspection of major refurbishment is carried out on completion, before any occupation.

4.5 Health and Safety Audits

4.5.1 ISO 45001 defines an audit as a 'systematic examination to determine whether activities and related results conform to planned arrangements and whether these arrangements are implemented effectively and are suitable for achieving the organisation's policy and objectives'.

4.5.2 The College's health and safety management systems will be subject to examination by independent audit organisations. Auditing will also be undertaken internally (first party audits).

4.5.3 The College's Health and Safety Audit Programme will be a structured activity based upon a formal programme. BS EN ISO 19011 provides guidance on the management of an audit programme, on the planning and conducting of an audit of the management system, as well as on the competence and evaluation of an auditor and audit team.

- 4.5.4 The Health, Safety and Safeguarding Committee will set objectives and timescales to establish an audit programme, to direct the planning and conduct of audits, which will be influenced by management priorities, statutory requirements and risks to the College.
- 4.5.5 As well as the objectives, the Health, Safety and Safeguarding Committee will decide the extent of the audit process in terms of its parameters and focus of attention, as audits can cover whole systems or specific elements, as well as technical and managerial aspects of the system.
- 4.5.6 In terms of prioritising the audit programme; it will be planned, established, implemented and maintained by the Health, Safety and Safeguarding Committee, based on the results of risk assessments of the College's activities, and the results of previous audits.
- 4.5.7 The College will ensure that the persons carrying out the audit are competent to do so. The audit programme will consider the following:
- the health and safety audit programme objectives and extent;
 - roles, responsibilities and resources required;
 - audit process and scope, audit team members and record keeping;
 - how the audit process will be monitored and reviewed.
- 4.5.8 As well as being competent, the persons completing the audit should be 'independent of the part of the organisation or the activity that is to be audited'.
- 4.5.9 Post-audit Action - evidence gained will be evaluated against the audit criteria in order to determine audit findings, which can indicate conformity or non-conformity with the set audit criteria.
- 4.5.10 The result of the audit, via the subsequent report, will be communicated to all relevant parties as soon as possible, to allow corrective actions to be taken. In particular, findings will be reviewed with managers responsible for the area audited in order to obtain acknowledgement that the audit evidence is accurate, and that the non-conformities are understood. The senior management should also consider the outcomes of the audit and take appropriate action as necessary within an appropriate time.
- 4.5.11 Finally, an important element of the audit process is a review and where necessary, follow-up audit to determine the success or otherwise of the implementation of the recommendations.
- 4.6 Reactive Monitoring
- 4.6.1 Reactive monitoring is about measuring safety performance by reference to accidents, incidents and ill-health that have already occurred.
- 4.6.2 The College will use incidents, ill-health and other unwanted events and situations as indicators of health and safety performance to highlight any areas of concern.

4.6.3 The Health and Safety Campus Forums will collect and report about a number of different unwanted events, such as:

- Accidents
- Dangerous occurrences
- Near misses
- Cases of work related ill-health
- Reported HandS issues from the workforce
- Enforcement action

4.6.4 The Health and Safety Campus Forums will analyse this data to see if there are any:

- Trends – consistent increases or decreases in the number of certain types of event over a period of time
- Patterns – collections of hot spots of certain types of event.

4.6.5 Records will be kept and presented to the Health, Safety and Safeguarding Committee throughout the year. Any concerns or actions will form part of the agenda at the first meeting of the Health, Safety and Safeguarding Committee each academic year.

4.7 Incident Investigations

4.7.1 Heads of Unit / Curriculum and Unit Managers must ensure that health and safety incidents are investigated. This would normally be by the manager responsible for the activity or area supported by the Health and Safety Officer if necessary.

4.7.2 The College Health and Safety Officers will take part in any serious incident investigation and will review all incident report forms and where necessary initiate their own investigation.

5.0 Act

5.1 Review

5.1.1 The College require health and safety performance information to support them in meeting their health and safety performance responsibilities.

5.1.2 Information from reviewing health and safety performance will also be taken into account when determining future health and safety objectives and plans.

5.1.3 Reviewing is the process of making judgements about the adequacy of performance and taking decisions about the nature and timing of actions necessary to remedy any deficiencies. The main sources of information come from the measuring activities referred to in the sections above.

- 5.1.4 The Health, Safety and Safeguarding Committee will undertake an annual review of the College performance, based on annual reports from the Health and Safety Campus Forum.
- 5.1.5 The Health and Safety Campus Forum will review health and safety performance at each of their meetings as part of its main remit. Their findings will be reported to the Health, Safety and Safeguarding Committee.
- 5.2 Annual Reporting on Health and Safety Performance
- 5.2.1 Reporting on health and safety performance is necessary to enable the College and the Board of Management to fulfil its leadership responsibilities. They need to be kept aware of health and safety risks and any potential shortcomings that could result in prosecution or a serious health and safety incident.
- 5.2.2 Progress with implementing the College's Health and Safety Plan will be measured in the following ways:
- **Performance targets:** A set of key health and safety performance measures will be proposed by the Health, Safety and Safeguarding Committee, which will aid measurement of progress with implementation of the Health and Safety Plan.
 - **Annual Report on Health and Safety Performance:** A qualitative report on progress with implementation of the Plan will be included in an Annual Report on Health and Safety Performance.
- 5.2.3 The Annual Report on Health and Safety Performance will be produced for the Health, Safety and Safeguarding Committee. It will be considered by the Health and Safety Campus Forum prior to being submitted for approval and submission to the Health, Safety and Safeguarding Committee.
- 5.2.4 The Annual Report will give an overview of performance against the College's health and safety objectives and performance targets, highlighting achievements, any area of concern and issues arising from the Health and Safety Campus Forum or future legislative changes that may impact on the College. High level statistical data for the previous teaching year will be provided. Where possible this will be benchmarked with previous years and comparable colleges.

Definitions used in this Health and Safety Policy

Terms used in this Policy are defined as follows:

Audits

Formal systematic, independent process for checking the implementation and effectiveness of the College's systems for managing health and safety and drawing up plans for corrective actions.

Consultation

Consultation involves not only giving information to employees and others, but also listening to them and taking account of they say before making any health and safety decisions.

Competence

Competence is the ability to do the job required to the necessary standard. It is not just training, but also experience of applying the skills and knowledge, which needs to be gained under adequate supervision.

Hazard

Something with the potential to cause harm

Health

The state of being bodily and mentally well and free from disease. In this Policy it relates to being free from mental or physical illness caused or made worse by work.

Manager / line manager / supervisor

Anyone who manages or supervises other employees.

Policy

Sets the direction the College follows, responsibilities for action and arrangements for implementation.

Review

Checking that existing systems for managing health and safety are adequate and deciding on actions and timescales to remedy deficiencies. This should be based on feedback from monitoring and auditing, current legal requirements and best practice and future requirements

Risk

A product of the likelihood of harm arising from interaction with a hazard, and the likely severity of harm.

Safety

Freedom from danger or risk of injury.

Significant risk

Risk of physical injury, ill health or mental harm to people arising out of, or in connection with work. Risks arising out of routine activities associated with life in general can be ignored, as can instances where the harm is likely to arise infrequently and be minor in nature.

Standards

This item covers various policies, codes of practice, local rules, procedures and risk assessments which describe how the Health and Safety Policy is implemented and legal requirements met. These may be specific, standalone health and safety standards or embedded into the College Policies and processes for ensuring the effective governance and management of work activities.

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History of changes

Revision	Description	Adopted	Authorised
0	First draft	November 2013	SW
1	Policy 1.1 Role of Policy amalgamated with Policy 7.3 Development of Policy and Procedure to produce revised Policy 1.1 Role and Development of Policy and Procedure.	March 2017	Board of Management
2	Revised Policy Format	January 2019	Board of Management

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BOARD OF MANAGEMENT

Date of Meeting	20 March 2018
Paper Title	Vision, Mission and Values
Agenda Item	19.13
Responsible Officer	Jon Vincent, Principal and Chief Executive
Status	Disclosable
Action	For Discussion and Approval

1 Report Purpose

- 1.1 This report provides members of the Board of Management with proposals for the revision of the Colleges' values, mission and vision statements for consideration and approval.

2 Recommendations

- 2.1 The Board are asked to **discuss** the report. Members of the Board of Management are requested to discuss and consider, for **approval**, the proposed values, mission and vision statements detailed in this report.

3 Background

- 3.1 On 5 October 2018, the Board of Management, as part of its development event, reflected on the effectiveness and impact of the current values, mission, vision and strategic plan. At the conclusion of this discussion, it was agreed that a review was necessary and that a proposal should be brought to the next Board meeting.

- 3.2 At the Board of Management meeting held on 12 December 2018, it was agreed that the College would undertake a review of its current values, mission and vision statements and bring back proposed revisions for consideration in the context of the development of a new strategic plan.

- 3.3 During the Spring term, the Senior Leadership Team (SLT) have participated in workshops with a wide range of staff to review the existing statements and develop a set of revised statements that will be fit-for-purpose in taking the College forward.

- 3.4 On 11 March 2019, the Board held a development day to consider the work undertaken and work with members of the SLT to refine the statements.

4 College Values

4.1 Since merger in 2013, the College has employed the following agreed values:

- Students first
- Aspiration
- Excellence through leadership
- Innovation
- High Quality
- Accountability
- Integrity
- Respect

4.2 The current values were considered too many in number and ambiguous in their meaning. Following a large number of workshops that engaged members of staff, students and members of the Board of Management the following values were developed:

- **People-centred**
“We are committed to acting professionally at all times with the needs and interests of our students, members of staff and stakeholders at the forefront of all decision-making.”
- **Considerate**
“We are determined to ensure that fairness, equality and inclusivity are embedded into the fabric of the College and guide all interactions.”
- **Pioneering**
“We are restless in our desire to be innovative, ambitious, forward-thinking and fearless in the pursuit of providing unrivalled inspirational learning experiences.”
- **Collegial**
“We are unwavering in our expectation that we conduct ourselves at all times in a manner which is open, respectful and with a shared responsibility to operate with uppermost integrity and commitment to a shared future.”
- **Passionate**
“We are relentless and tenacious in our ambition to inspire students to achieve their potential and change their lives and overcome barriers to them doing so.”

5 College Mission Statement

5.1 Since merger, the College has utilised the following mission statement:

“Seeing potential, finding solutions, achieving more”

5.2 Feedback from consultation and activities revealed that there was a low level of recognition of the current mission statement and it lacked a sense of ambition and impact. Resultant of development activity undertaken by members of SLT and the Board of Management and consultation with members of staff the following mission statement has been produced:

“Inspirational learning; changing lives.”

6 College Vision Statement

6.1 The Colleges’ vision statement was agreed at the time of merger and is:

“Glasgow Clyde College will contribute to the prosperity and wellbeing of Scotland through exceptional achievement.”

6.2 During the Board of Management development day on 11 March 2019, members worked with representatives of the SLT to share ideas for a revised vision statement. The current vision statement, while being concise, does not provide a clear articulation of the Colleges’ vision for its future. The following revised vision statement is a summary of the ideas from the development day:

6.3 *“By 2025* Glasgow Clyde College will be celebrated as Scotland’s most socially progressive** College which is relentlessly focused on improving the prosperity of the communities it serves. The College will be acknowledged for its unrivalled ‘career ready’ students, employment focused curriculum, pioneering approaches, financial resilience and members of staff who are passionate in their pursuit of excellence.*

6.4 *Glasgow Clyde College will be the partner of choice for employers, the employer of choice for members of staff and the College of choice for our communities.”*

* Date provided for illustrative purposes.

** Socially progressive is defined as being deeply concerned with justice, equality, and tolerance. Being socially progressive is to hold not with traditional social customs and norms, and being open to new arrangements and understandings. Social progressives think that change is possible and positive. They think that it is possible to identify areas with social flaws and change them.

7 Risk Analysis

7.1 At this stage of development, a risk analysis is not considered necessary.

8 Legal Implications

8.1 There are no specific legal implications. There are no direct legal implications arising from the contents of this report.

9 Financial Implications

9.1 There are no direct financial implications arising from the contents of this report.

10 Regional Outcome Agreement Implications

10.1 The development of the values, mission and vision statements contained in this report have been undertaken with reference to, and consideration of, the mission and statements of ambition detailed in the Glasgow Colleges Regional Board Regional Strategy for College Learning (2017-2021). The proposed values, mission and vision statements are considered complementary to the Regional Strategy and the commitments detailed in the Regional Outcome Agreement.

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

11.1 At this stage of development, an Equality Impact Assessment has not been undertaken. However, the new strategic plan will be subject to an EIA prior to Board approval.

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	SFC Indicative Funding Allocation for 2019/20
Agenda Item	19.14
Paper Number	
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1 Report Purpose

- 1.1** The Scottish Funding Council (SFC) indicative funding allocation for 2019/20 was announced on Thursday 28 February 2019. The funding document and tables are available on the SFC website on the following link:

<http://www.sfc.ac.uk/publications-statistics/announcements/2019/SFCAN052019.aspx>

This paper provides some of the key highlights overall and related to the Glasgow Region indicative figure with broad implications for Glasgow Clyde College as known at this stage. The indicative allocations to each College will be made by GCRB and there is discussion on this being undertaken at the Glasgow Colleges Group (GCG) Regional Groups.

2 Recommendations

- 2.1** The Board of Management is asked to review and discuss the SFC Indicative Funding Allocation to the Region for 2019/20.

3 Background and Commentary

- 3.1** The SFC indicative funding allocation for 2019/20 includes the following areas:

- 3.1.1 Ministerial Guidance Letters** – the announcement refers to previous Minister’s letters which are the Outcome Agreement Guidance Letter of 14 November 2018 and Joint Strategic Guidance 11 January 2019.

- 3.1.2 Student Activity Core Credits Target** – the overall core credits target for the sector are unchanged from 2018/19 and the overall funded core credits for Glasgow Region remain the same for 2019/20 at 368,592 credits. Within this total there is a childcare credits target of 6,932 (which is the same total as the previous year). In discussion with the GCRB Chief Executive Officer the core credits target for each of the three Glasgow Colleges will therefore remain the same for 2019/20 which is 120,556 credits for Glasgow Clyde College.
- 3.1.3 Main Core Grant Teaching Funding** – Overall this funding is a flat cash position of £454M for the sector (and £88.4M for the Glasgow Region).
- 3.1.4 Student Activity ESF Credits Target** – The overall ESF credits target for the sector has reduced slightly from 50,804 credits in 2018/19 to 50,119 credits in 2019/20 and this is spread across all the Colleges with this activity. For the Glasgow Region the ESF credits reduces from 17,554 in 2018/19 to 17,317 credits in 2019/20. ESF funding has slightly increased which for Glasgow is £4.596M for 2019/20 up from £4.566M in 2018/19. The reduction of 685 ESF credits will be spread across the three Colleges.
- 3.1.5 National Bargaining** - In Academic Year 2019/20 SFC are providing an uplift to all Colleges/Regions to provide funds for the costs of national bargaining plus funding of £10M for the sector to meet the costs of national bargaining harmonizing migration/job evaluation costs which is funding at the level of £10M for the sector. All Colleges/Regions have been allocated different levels of related national bargaining funding as a result, (as was the case in 2018/19), dependent upon their base position before national bargaining. This funding covers only migration/ job evaluation costs and does not cover any cost of living awards. These funds are £2.2M for the Glasgow Region and the majority of this national bargaining funding will go to City of Glasgow College. The announcement indicates that there is £12.3M that has been identified as the costs of job evaluation in 18/19 and 19/20. This is currently an estimate and that element of funding will be held back until there is greater clarity on its allocation.
- 3.1.6 Funding model** - The funding announcement indicates that over time, SFC intends to return to a “simplified” price x volume model. Previously the funding allocation model for 2017/18 showed that the Glasgow

Region received significantly less than it should through the simplified model i.e. over £1Million.

- 3.1.7** The 19/20 letter refers to the SFC's demographic model which they have recently been consulting upon with Colleges. It states that based on the feedback they intend to revise the current model and have further discussion over the coming months. There is also reference to the process of in-year reallocation of credits where if a College/Region cannot confirm it will meet its target SFC will use this information to transfer credits to other Colleges/ Regions at a reduced price. This is a relatively new process and is happening in 2018/19 where Glasgow Region has recently been contacted to ask whether it wishes to take some more credits for the current year.
- 3.1.8 Flexible Workforce Development Funding** – The announcement indicates that this fund is to continue at the same level of £10M for the sector.
- 3.1.9 University Articulation Places (HN Associate places)** – These are continued for 2019/20; subject to satisfactory outcome agreement targets with the universities who receive these places.
- 3.1.10 Student Support Funding Allocation** – This has been increased by £7M (6%) from £115.8M to £122.8M overall for the sector. The Glasgow Region figure is increased from £23.5M to £25.6M. There are some changes to student support which will have implications for students support funds and these additional funds are expected to be sufficient to address these changes. These are
- Bursary level funding will now be made available to 18-19 year old students rather than the lower previous Education Maintenance Allowance.
 - Increase in the maximum annual FE bursary by 6%
 - Continue to provide care experienced students with a bursary of £8,100.
- 3.1.11 SFC Strategic Funds** – These total £8.7M for 2019/20 which is reduced from £14.9M in 2018/19. These are to cover a range of strategic investments including APUC, JISC, Education Scotland, the College Development Network and financial sustainability requirements. The Strategic Funds no longer include the funding for

English for Speakers of Other Languages (ESOL) activity which was transferred from here to core funding in 2018/19.

3.1.12 SFC Capital Funding – The total capital funding for the sector is £47.6m which is reduced from £76.7M in 2018/19. After allowing for SFC estate project funding commitments including £22.7M for Forth Valley College’s new campus project there is £21.0M available across the sector for backlog and lifecycle maintenance. The Glasgow Regional total is £3.5M which is split into high priority backlog maintenance of £1.6M and £1.9M for lifecycle maintenance based on share of volume credits targets. This compares to a total of £6.25M for the Region in 2018/19 which was split into high priority backlog maintenance of £3.5M and £2.75M for lifecycle maintenance based on share of volume credits targets. The split across the three Glasgow Colleges for 2019/20 will be allocated by GCRB.

4 Issues

- 4.1** The main issue from the SFC indicative funding allocation for the Region is that it is a flat cash allocation which is therefore a real terms reduction given the rising costs for the College. Although there is funding for the harmonisation/ Job Evaluation national bargaining costs in 19/20, there is no funding for staff cost of living pay awards (which are higher per percentage following national bargaining) hence there are rising staff costs, plus there are rising non-staff costs e.g. utilities where there are significant price increases over the three year period ahead.
- 4.2** The second issue is that the funding model at the moment does not follow a ‘price x volume’ allocation and this means the Glasgow Region is receiving lower levels of funding than it would have done from a “simplified” calculated model. SFC have referred to addressing the model over time however it is not yet known how this will be done and what level of transition time there will have to be. From previous years’ calculations there would be a significant level of further funding due to the Region if the simplified model had been applied.
- 4.3** The proposed allocations to the three Colleges will be presented to the Performance and Resources Committee of GCRB. For revenue this will be broadly core funding allocation as last year with variations across the three Colleges based on national bargaining funding. For capital this allocation will have to be provided by GCRB however the high priority backlog maintenance should be allocated between Glasgow Clyde College and Glasgow Kelvin

College, with the lifecycle maintenance then being allocated on credits from the lower 2019/20 amount.

- 4.4** Finally there is a top slice deduction from the available Glasgow Regional funding for the running costs of the GCRB. This figure has yet to be indicated by GCRB however it is assumed the 19/20 deduction will be similar to 18/19.

5 Risk Analysis

- 5.1** There are risks associated with the SFC funding announcement to the Region which are mainly financial and relate to institutional sustainability depending on the total funding available to the Region and the distribution of these funds to individual Colleges.

6 Legal Implications

- 6.1** There are no specific legal implications associated with the SFC Indicative Funding Allocation.

7 Financial Implications

- 7.1** The financial implications are that SFC funding is the main element of the College's annual income. The funding to the Region for 2019/20 is flat cash which is a real terms reduction given rising staff and non-staff costs. In addition there is funding for harmonization migration/job evaluation costs for national bargaining however these funds are associated with high levels of additional costs which is why they have been provided in the initial years.

8 Regional Outcome Agreement Implications

- 8.1** The Regional Outcome Agreement implications are that each of the Colleges in Glasgow needs to have institutional sustainability and the funding distribution is a key element of this.

9 Has an Equality Impact Assessment Been Carried Out?

Not applicable.

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	2019/20 ROA Update
Agenda Item	19.17
Paper Number	19.17A, 19.17B, 19.17C
Responsible Officer	B Hughes; Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

This paper provides members with an update on the development of the Regional Outcome Agreement for the period 2019/20 to 2021/22.

2. Recommendations

Members are asked to **DISCUSS** this paper and feedback any high level observations that may be incorporated into the final Regional Outcome Agreement.

3. Background

At its meeting of 13 February 2019, the L&T committee were provided with a paper that set out a section of the narrative that will form part of the final Regional Outcome Agreement for the period 2019/20 to 2021/22. In the narrative, the GCRB gives particular focus to progressing the following six key areas;

- Skills alignment and Employer Engagement: improving the alignment of skills training to employment needs, with priority given to Childcare, Digital Skills and STEM;
- Access and Learning: widening access to the full regional curriculum and improving retention and attainment;
- Developing the Young Workforce: delivering on national DYW commitments and tackle gender imbalances at subject level;
- Learner Journey: creating seamless inter-college progression and increasing successful progression to work or further study;
- Mental Health and Wellbeing: providing access to high quality and consistent support for good mental health and well-being; and
- Professional Learning and Development: nurturing a regional learning community through participation in collaborative CPD opportunities.

The narrative then sets out how the GCRB and the Glasgow colleges will work together to progress;

- Inclusive Enabling Actions;
- Responsive Enabling Actions; and

- Effective Enabling Actions.

A copy of that paper is attached for information at Annex A.

Further to the development of that narrative, GCRB have detailed the way(s) in which these Enabling Actions will be progressed in a document called; “Glasgow College Region 2019-20 Regional Programme of Action”, which is attached at Annex B.

Within the Programme of Action, GCRB and the colleges make a number of very detailed commitments to be achieved / realised within the academic session 2019/20. The Programme of Action will also be incorporated into the final ROA to be agreed between the GCRB and the Scottish Funding Council.

Members of the Glasgow Colleges Group Learning and Teaching Group have already had the opportunity to comment on the Programme of Action however, any input from Board members would be useful to have incorporated into the final document.

SFC recently published the indicative funding and credit allocations for the session 2019/20 and, for the Glasgow Region, there is very little change from session 2018/19. GCRB therefore are being asked to consider that the credit allocations to the three Glasgow colleges is largely unchanged from last year. This is summarised in the attached Annex C.

4. Risk Analysis

It is unclear at present whether there will be additional costs required to meet some of the commitments outlined in the Programme of Action and, if there are associated costs, who will be required to meet these costs.

5. Legal Implications

There are no specific legal implications relating to this paper.

6. Financial Implications

There are no specific financial implications relating to this paper.

7. Regional Outcome Agreement Implications

This paper concerns the development of the ROA for the period 2019/20 to 2021/22 and specifically GCRB and college commitments for the period 2019/20.

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

N/A

Draft 2019-20 Glasgow Regional Outcome Agreement

- 1.1** The SFC guidance for the development of College Outcome Agreements: 2019-20 to 2021-22 was reviewed by the GCRB Board at its meeting on October 29, 2018.
- 1.2** It was agreed by the Board that for 2019-20, the Glasgow ROA would be formed of three components:
- a high level ROA document setting out regional commitments and planned outcomes;
 - targets for the years 2019-20 to 2021-22 for national performance measures for the region and the Glasgow colleges; and
 - annexes providing supporting narrative, mainly descriptive in nature, responding to the requirements of the SFC ROA guidance.
- 1.3** The Performance and Resources Committee reviewed draft targets and annexes providing supporting narrative at its meeting of December 19, 2018.
- 1.4** The GCRB Board meeting of Monday 28 January is due to consider the high level ROA document setting out regional commitments and planned outcomes for 2019-20.
- 1.5** The GCRB Board has agreed that the ROA for 2019-20 gives particular focus to progressing the following six areas:
- Skills alignment and Employer Engagement: improving the alignment of skills training to employment needs, with priority given to Childcare, Digital Skills and STEM.
 - Access and Learning: widening access to the full regional curriculum and improving retention and attainment.
 - Developing the Young Workforce: delivering on national DYW commitments and tackle gender imbalances at subject level.
 - Learner Journey: creating seamless inter-college progression and increasing successful progression to work or further study.
 - Mental Health and Wellbeing: providing access to high quality and consistent support for good mental health and well-being.
 - Professional Learning and Development: nurturing a regional learning community through participation in collaborative CPD opportunities.
- 1.6** The attached paper sets out draft content for 2019-20 ROA commitments in relation to these priorities and based on existing commitments made within the current ROA, alongside ongoing regional work and discussions.
- 1.7** **Members are asked to consider the attached draft ROA commitments and provide feedback.**

Annex A: Draft ROA 2019-20 Commitments

Our overarching ambition is to collectively build Scotland's most inclusive, most responsive, and most effective regional college system.

We want more Glasgow region residents to successfully achieve qualifications and improve their life chances, so that fewer residents risk being unemployed and without the skills or qualifications required to get a job, and support more people to progress their career through college training and avoid in-work poverty.

We will achieve this by creating a college region in which:

- our institutions are high performing, financially sustainable and work collaboratively to deliver an enhanced impact;
- our approaches to curriculum delivery widen access and encourage participation from under-represented groups and those who can benefit most from college learning;
- there are high levels of qualification attainment and learner satisfaction, with learners successfully progressing into employment or further study;
- our colleges provide access to the full regional curriculum for all of Glasgow's learners, with seamless pathways between the colleges, and from school and onto university or employment;
- we have strong evidence that the regional curriculum meets current and future skills needs and is effectively supporting inclusive economic growth;
- our combined regional curriculum is efficiently coordinated without any unnecessary duplication or gaps in provision; and
- innovation is encouraged in all areas of our service delivery and we contribute to improved workplace productivity and regional and national prosperity.

This commitments below set out how in 2019-20 GCRB and the three Glasgow colleges will work together to achieve these aims.

Inclusive Enabling Actions

- Supported by college Access and Inclusion Strategies, we will increase the volume of Credits delivered to learners from deprived postcodes, widening access for all of Glasgow’s learners to participate in inclusive economic growth. We will also increase participation from under-represented groups, including care leavers, disabled learners and those from black and minority ethnic backgrounds.
- Our college Gender Action Plans will reduce gender disparities for learners within particular subject areas.
- We will deliver seamless pathways across the Glasgow region curriculum through the establishment of guaranteed articulation agreements which allow students on specific programmes at one college to progress directly to programmes at the next level at another college.
- The colleges will collaborate on aligning aspects of application processes, delivering a more consistent experience for applicants and providing better reporting on demand for places.
- We will develop digital curriculum maps, providing students and stakeholders a high-level overview of vocational progression pathways and study options across the three colleges. These will be developed into an online format which links to the colleges’ live curriculum offerings, giving the student a view of where a course offering sits within the regional curriculum and the progression pathways available.
- We will strengthen our partnerships with universities across Glasgow, developing more articulation routes which provide progression to university with advanced standing for more of Glasgow’s college learners. This will include funding an additional 40 places on our new articulation programme with Glasgow University.
- We will continue to fund our ESOL Partnership initiative, delivering a fully joined-up and supportive offer to ESOL learners across the city, with college, local authority and third sector partners, working collectively to respond coherently and efficiently to regional needs.
- Working with the Action for Children charity, we will establish a new proactive support service for care experienced young people in addition to traditional student support services. This will provide support beyond the college walls for learners most at risk of not completing their studies and failing to meet their full potential.
- We will develop college and regional strategies supporting good mental health and well-being, ensuring we deliver a joined-up and high quality service to students and staff.
- We will support the coherent development of improved mental health and wellbeing support services across the region through the establishment of professionally qualified Mental Health Services leadership capacity for Glasgow’s colleges. This will align to, and support, the implementation of the Scottish Government commitment to fund additional counsellors in Scotland’s colleges.
- Our regional Equalities and Access and Inclusion groups will promote the sharing of practice regarding the colleges’ Access and Inclusion Strategies, in mainstreaming 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.
- College Gender Action Plans will identify and tackle gender imbalances, increasing the minority gender share in each of the 10 largest and most imbalanced subject areas.

Responsive Enabling Actions

- We will continue to lead our pilot work with SDS/SFC to implement the 5-step skills planning model, supporting the delivery of the Enterprise and Skills Board Strategic Plan. Supported by work of regional Learning and Teaching Group and Curriculum Hubs, this will deliver a combined curriculum plan for the Glasgow College Region.
- Our Flexible Workforce Development fund will support employers to fill skills gaps and develop new expertise that helps them to strengthen, grow and contribute more to our regional economy.
- We will develop innovative approaches to increasing participation in lifelong learning by adult returners, and particularly, employed residents with low or no qualification levels.
- We will expand work-based learning opportunities and significantly increase the volume of courses with substantial work placement experience.
- We will implement our refreshed regional STEM strategy, ensuring the regional curriculum offer is responsive to the needs of the STEM economy, increasing the proportion of learners undertaking STEM-related learning. Working closely with local and regional partners, through the Scottish Government's STEM Hubs, to ensure regional investment in STEM activity is coordinated and collaborative. In addition, our approach to capital allocation will, where allowed, prioritise regional STEM related resources and infrastructure.
- Our Regional Childcare Expansion Strategy will increase the volume and range of childcare training opportunities, supporting the Scottish Government Commitment to double the entitlement to free childcare. We will also develop new online learning resources for HNC childcare course delivery, supporting more flexible and blended delivery modes, improving access for adults seeking a career change.
- Our Regional Developing the Young Workforce Plan will increase the range and volume of high quality senior phase vocational pathways to employment. Our Developing the Young Workforce Lead will promote joint school/college activity to improve the monitoring of pupil performance and learner outcomes, and which provides opportunities for school and college staff to share practice.
- Working jointly with Skills Development Scotland, we will expand Foundation Apprenticeship delivery to Senior Phase pupils studying full-time at college, increasing the scale of work-based learning within our course offer and supporting improved attainment and successful progression to employment.
- We will continue to develop and enhance our delivery of high quality Modern Apprenticeships, alongside promoting opportunities for the development of partnerships with universities for the delivery of Graduate Level Apprenticeships.
- Through the Community Planning Partnerships, we will ensure that college employability activities are directly aligned with the Strategic Skills Pipeline and that they respond to the needs of local employability partners.

Effective Enabling Actions

- Our college's 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.
- 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 extend our Scottish living wage commitments across all our institutions to include external contractors for significant services such as catering and cleaning.
- Our regional governance structures will monitor and ensure implementation of our Annual Programme of Action goals and ensure effective use of public funds.
- Our regional funding arrangements will align expenditure to areas of greatest regional need and support regional efficiencies, including 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 college staff have a greater say in the organisation of college services across the Glasgow region.
- Our Regional CPD Lead will promote activity to expand our regional CPD offer, pooling college contributions and integrating additional CPD opportunities delivered by national bodies including the Colleges Development Network.
- 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.
- We will make increased use of data analytics to inform and improve our collective service delivery by developing a shared, regional reporting service which 'pulls' an agreed set of data from existing college systems into a central repository, and which supports the development of common data standards, in line with the implementation of the Scottish Government's Learner Journey Review..
- 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 Measures

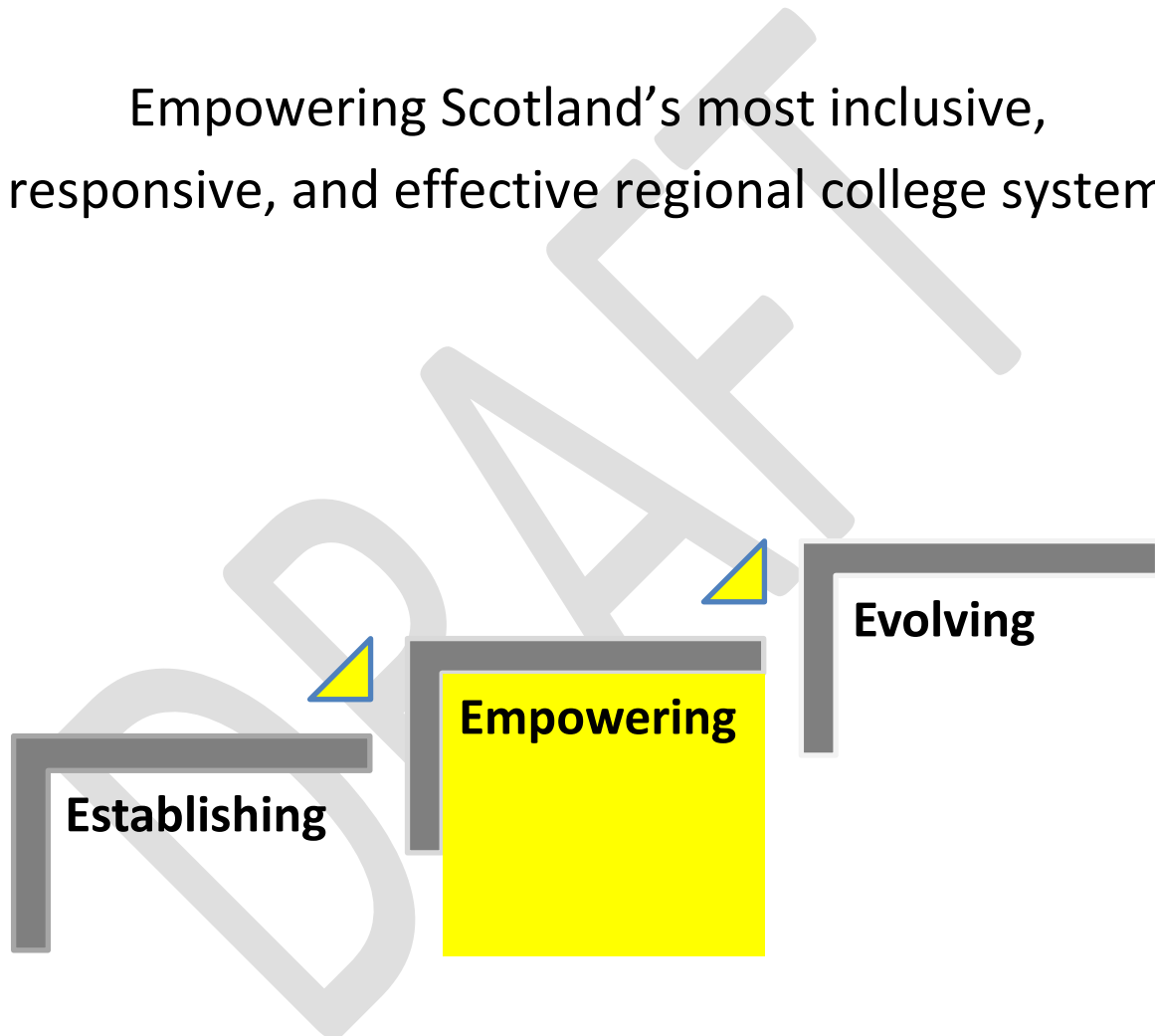
	Performance Measure	Baseline	2019-20	2020-21	2021-22
Inclusive	SIMD10 postcode areas	29.4%	30.6%	30.8%	30.9%
	BME learners	14.9%	15.0%	15.2%	15.3%
	with a known disability	14.8%	14.7%	14.8%	15.1%
	with Care Experience	2.6%	3.1%	3.2%	3.4%
	SIMD10 postcode areas	29.4%	30.6%	30.8%	30.9%
Responsive	Volume of Childcare training Credits				
	Volume of STEM related training Credits	101,160	104,045	107,114	110,400
	Volume of Credits delivered to senior phase age pupils	2,672	3,270	3,445	3,605
	Proportion of full-time learners with substantial 'work placement experience' in programme of study	19.5%	25.5%	29.0%	30.8%
Effective	Proportion of full-time Further Education level students achieving a qualification	65.5%	69.7%	71.3%	72.6%
	Proportion of full-time Higher Education level students achieving a qualification	73.4%	76.2%	76.6%	77.0%
	The proportion of students articulating to degree level courses with advanced standing	45.6%	55.6%	56.7%	57.5%
	The percentage of students overall, satisfied with their college experience	88.6%	89.8%	90.4%	91.2%
	The proportion of full-time students progressing to work, training and/or further study	96.9%	97.5%	97.7%	97.7%

Glasgow College Region

2019-20

Regional Programme of Action

Empowering Scotland's most inclusive, responsive, and effective regional college system



Introduction

It is my pleasure to introduce this 2019-20 Regional Programme of Action for the Glasgow College Region. This is an exciting time in our development. Having built the governance, structures and collaborative culture that the college region needs, we are now entering a more empowered and progressive phase during which our regional approach will impact even more positively on the lives of our learners, our colleges and on Glasgow's communities and economy.

In October 2017, we launched Glasgow's first Regional Strategy for College Learning. Developed collaboratively between GCRB and Glasgow's three colleges and based on substantial stakeholder engagement, it set itself the ambitious objective of collectively building Scotland's most inclusive, most responsive, and most effective regional college system.

This plan commits the Glasgow Colleges' Regional Board (GCRB), City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College to working together and delivering our shared ambitions.

The Glasgow College Region represents just over one fifth of all of Scotland's college education and I believe that GCRB, working closely with the Glasgow colleges, and supported by a requisite level of funding, has the capacity and flexibility to contribute significantly to meeting the economic and social needs of Scotland's largest city region.

GCRB and the three Glasgow colleges are leading a new regional approach to create a college system which works as an effective whole; delivering greater impact and value than each of the individual parts could on their own. We are ambitious for Glasgow and are leading coherent regional planning and delivery. We are ambitious for colleges and are working collaboratively to respond cohesively to skills and training needs. We are ambitious for all of Glasgow's learners, and we are working to widen their access to college education and to improve their learning experiences and outcomes.

The Glasgow colleges have achieved a great deal over recent years; exceeding targets for learner recruitment, increasing attainment, and increasing successful progression into employment or further study. This considerable progress is a product of the strong partnership and support of the three colleges and our partners. GCRB and I wish to record our appreciation for the effort of all those who are contributing so collaboratively to our regional success.

Janie McCusker

Chair of the Glasgow Colleges' Regional Board

Ambitious for learners, ambitious for colleges, ambitious for Glasgow

We are building Scotland's most inclusive, most responsive, and most effective regional college system in Glasgow.

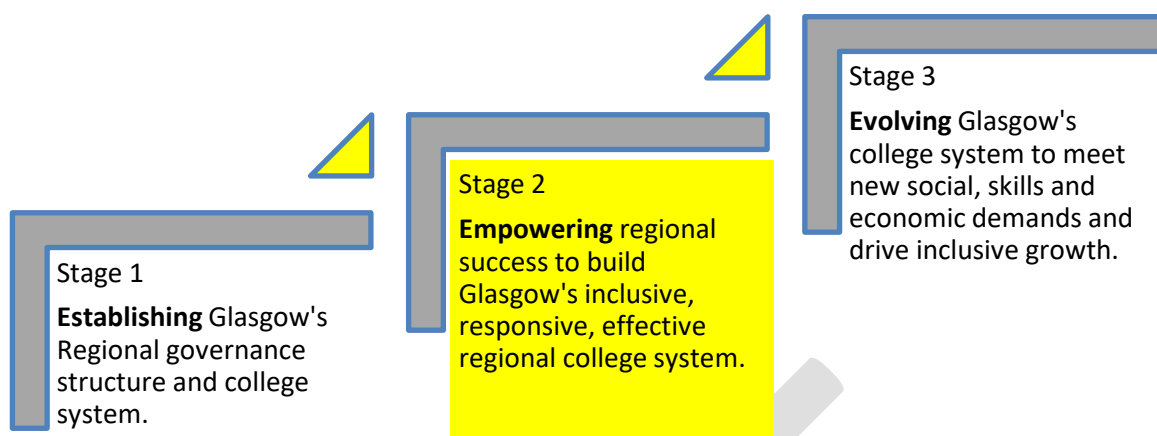
This means a regional college system where more Glasgow residents can enter employment with the skills and qualifications they need, providing learning opportunities at all stages of their careers, helping them to prosper and avoid in-work poverty, building flexible skills and contributing to Glasgow's growing, changing economy.

Our vision is that we create a college region in which:

- our institutions are high performing, financially sustainable and working collaboratively to deliver an enhanced impact;
- our curriculum widens access, draws in people from under-represented groups and reaches those who can benefit most from college learning;
- high levels of learners attain qualifications, report satisfaction and can progress successfully onto employment or further study;
- our colleges provide all Glasgow's learners access to the full regional curriculum, with seamless pathways from school, between the colleges, and onto university or employment;
- we can prove that our regional curriculum meets current and future skills needs and is effectively supporting inclusive economic growth;
- our combined regional curriculum is efficiently coordinated without unnecessary gaps or overlaps in its provision; and
- innovation is encouraged in all areas of our service delivery; contributing to improved workplace productivity and to regional and national prosperity.

This Regional Programme of Action sets out how in 2019-20 GCRB and the three Glasgow colleges will work together to achieve these aims.

Empowerment: our second strategic stage



The Scottish Government created college regions so that college provision was more effectively coordinated to meet regional and national economic and social needs. Working at a regional level means that we can better align the supply of skills training with the demands of the region's employers and economy. It also means that we can deliver a complete and responsive curriculum, without gaps or the unnecessary costs of duplicated provision.

In Glasgow, a Regional Strategic Board was established in 2014 to enable collaboration and coordination between the region's three colleges and the local authority areas of Glasgow City, East Renfrewshire and East Dunbartonshire.

We have **established** a fully-operational Glasgow College Region and a stable and effective regional strategic body, with sound financial and risk management, and a positive, pro-active approach to delivering and shaping government policy. It is a system built on the shared ambitions, expertise and commitment of all its partners and, together, we have already built the basis for truly regional success.

We are now **empowering** collaborative change, so that more Glasgow region residents succeed, achieve qualifications and improve their life chances.

Having built a solid foundation of governance, we are now entering a dynamic second stage of regionalisation; identifying, implementing and empowering actions that will strengthen and develop our collaborative planning and delivery structures and align funding more closely to regional strategic outcomes.

This second stage will intensify the impact of regionalisation; unlocking our collective potential and harnessing our combined strengths to realise our shared ambitions for Glasgow's learners, its colleges and for the city's future.

Regional empowerment means

Greater choice and smoother transitions. Access to a broader and more responsive regional curriculum taught in inspiring learning environments right across our city region.

More work ready learners. Stronger regional connections with Glasgow's employers with more learners are gaining workplace experience as part of their college courses.

Successful careers. Because our regional curriculum matches Glasgow's skills needs, our learners are more employable and can find jobs that meet their ambitions and get them earning quickly. And our in-work and lifelong learning provisions mean that people can up-skill or re-skill at any point in their careers and respond to changes in the regional economy and in their own lives.

A stronger professional learning community. College staff have a greater say in the development of the region's college provision, with more opportunities to lead regional work, undertake professional development and share best practice with peers and partners throughout the region.

Deeper more productive partnerships. Our stakeholders and funders see their goals met through strengthened regional partnerships, as decisions about priorities and funding are made in Glasgow, for Glasgow, and with the people who live, learn and work in this region.

A stronger, and more inclusive economy. Stronger links with industry and our regional commitment to reaching and teaching people from all our communities ensures that Glasgow's economic growth is truly inclusive.

By **empowering** regional structures and approaches in this second stage, we are building a strong strategic and operational coherence. We will deliver a greater collective impact on Glasgow's economic and social needs, and build Scotland's most inclusive, most responsive, and most effective regional college system.

"It is clear that regional collaboration is reaping great results for Glasgow's students and colleges. The advantages of a regional approach are creating opportunities that benefit learners, their future employers and the city's economy as a whole. I look forward to working with GCRB to realise the government's ambitions for college education in Glasgow."

Richard Lochhead MSP,
Minister for Further Education, Higher Education and Science

We empower regional inclusion

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 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. Our pivotal position between the worlds of education and work means that we contribute hugely to social mobility and to people's life chances. Our new regional approach means that we can look at Glasgow's population as a whole and plan a provision that meets the needs of this city's complex, diverse and dynamic population. Collaboration is also key to facilitating and supporting efficient and effective learner journeys. We enable learners to access study throughout their lives and to move seamlessly within the education and skills system.

“The Glasgow College Region’s commitment to inclusion means that we are reaching into all our communities to attract those people who need and can benefit most from a college education. By reflecting, serving and celebrating the region’s diversity, we are also nurturing the creativity and valuing experiences that will add resilience and flexibility to the city’s workforce. We are changing lives, creating life chances and helping to build careers. We are also building the region’s human capital, strengthening communities and contributing to the region’s growth, productivity and potential.”

Ian Patrick,
Chair of Board of Management,
Glasgow Kelvin College

Making our Region more inclusive

By 2020 we will have...

- **widened access and increased participation** in college learning by residents from deprived postcodes, care leavers, disabled learners and those from black and minority ethnic backgrounds, so that all Glasgow's learners can be part of inclusive economic growth;
- **built seamless pathways across the Glasgow region curriculum** and created guaranteed articulation agreements which allow students on programmes at one Glasgow college to progress directly to programmes at the next level at another Glasgow college;
- **developed digital curriculum maps** which provide students and stakeholders with an overview of vocational progression pathways and study options across the three colleges, and which link to colleges' live curriculum offerings to give students a clear view of where a course sits within the regional curriculum and of the progression pathways available to them;
- **strengthened our partnerships with Glasgow's universities** and developed more articulation routes to offer more college learners the opportunity to progress to university with advanced standing, including the expansion of our new articulation programme with Glasgow University;
- **empowered our ESOL Partnership** of college, local authority and third sector partners, to deliver a regional access and learning service that responds efficiently to the needs of migrants and new arrivals;
- **established a new proactive student support service for care experienced young people** with the Action for Children charity, providing support beyond the college walls to learners who are most at risk of not completing their studies and of failing to meet their full potential;
- **developed a joined-up and high-quality mental health and well-being service** for students and staff which includes professionally-qualified Mental Health Services leadership capacity and an improved counselling offer; and
- **identified and tackled gender imbalances**, increasing the minority gender share in each of the 10 largest and most imbalanced subject areas.

We empower a responsive regional curriculum

By definition, a responsive college system responds to the needs of the regional economy and we have committed to the goal of the Glasgow Economic Strategy – that this will be the most productive major city economy in the UK by 2023.

Our regional approach means we can align the complete Glasgow college provision with the complete economic need; linking learning to jobs, business success and economic growth. Our collaborative regional curriculum planning is better aligning our skills training to supply areas of greatest economic and social need. We are also forging stronger links between our colleges' delivery and industry requirements. All this supports economic growth.

We are committed to contributing fully to the achievement of our local authorities' and the City Region's economic development plans and our curriculum will:

- meet the needs of employers, ensuring that the volume and content of delivery is matched to employer demand. We will meet replacement demand in sectors such as business services, financial and professional services, retail, social and child care, and tourism. We will meet existing and anticipated skills gaps throughout the labour market.
- widen access and increase the pool of labour. Glasgow's economic activity levels have risen but more than 1 in 10 of our region's residents still has no qualifications, and proportions of deprivation remain similar to those of Scotland. We need to help more regional residents to take up employment opportunities.
- enhance progression. Regional skills demands are highest at the upper and lower skills levels. We therefore aim to encourage and support people's progression to higher skills levels, building the advanced skills base that businesses need to increase the value of their output, improve productivity and enhance competitiveness.
- provide more flexible provision to prepare learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. We will create more opportunities for work-based learning to meet the needs of employers and learners.

This Regional Programme of Action sets out how the learning opportunities provided by the Glasgow colleges in 2019-20 will meet employers' needs and unlock the region's human potential, supporting inclusive economic growth.

"Colleges in Glasgow have worked in partnership for many years and, as part of the region, we will continue to meet the aspirations of learners, and the skills needs of employers, while supporting various government agencies in growing the regional economy and promoting social inclusion".

Alisdair Barron MBE
Chair of Board of Management, City of Glasgow College

Making our Region more responsive

By 2020 we will have...

- **aligned our curriculum more closely to regional and national skills needs**, with more of our delivery targeted at areas of employment growth;
- **increased participation in lifelong learning by adults in work**, and particularly employed residents with low or no qualifications, through new and innovative access and delivery approaches;
- **delivered an expanded Flexible Workforce Development programme** for employers to fill skills gaps and develop new expertise that helps them to strengthen, grow and contribute more to our regional economy;
- **significantly increased work-based learning opportunities** and the volume of courses that include substantial elements of work placement experience;
- **implemented our refreshed regional STEM strategy** and increased the proportion of learners undertaking STEM-related learning, ensuring our regional curriculum offer responds to the needs of the STEM economy;
- **increased the volume and range of childcare training opportunities** to deliver on the Scottish Government's commitment to double the entitlement to free childcare;
- **developed new online learning resources for HNC childcare courses**; supporting more flexible and blended delivery models and improving access for adults seeking a career change;
- **increased the range and volume of high-quality senior phase vocational pathways** to employment, improved attainment and provided more opportunities for school and college staff to share practice;
- **expanded our delivery of Foundation Apprenticeships to Senior Phase pupils**, including to learners at SCQF levels 4 and 5 and those studying full-time at college, increasing the scale of work-based learning and helping to improve learners' attainment and successful progression to employment;
- **developed and enhanced our programme of high-quality Modern Apprenticeships**, and further developed partnerships with universities to deliver Graduate Level Apprenticeships;
- **created a new curriculum and resources plan for the Glasgow College Region**, replacing the current 2015-2020 plan and improving the alignment of our training supply to employment needs;
- **completed and reported on our pilot to implement the 5-step skills planning model** across Glasgow's skills training supply, delivered in partnership with Skills Development Scotland and the Scottish Funding Council; and
- **contributed fully to the implementation and achievement of Community Planning Partnership goals**, including Local Outcomes Improvement Plans and Locality Plans.

We empower an effective regional college system

The Glasgow region deserves a coherent regional college system, where all its parts and people collaborate productively. This is how we will best meet the skills needs of a dynamic economy and support the ambitions of our learners. Collaboration will make us more effective. Empowering collaboration will intensify that effectiveness.

The 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 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 Scottish Government, Scottish 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.

“Collaboration and successful partnerships between the region's colleges and partners in education, local government and industry will intensify positive outcomes in learning, employability, economic growth and throughout our communities.”

David Newall,
Chair of Board of Management,
Glasgow Clyde College

Making our Region more effective

By 2020 we will have...

- **improved retention and attainment rates**, including for people with protected characteristics and learners from the 10% most deprived postcode areas;
- **achieved our college and regional Credit targets** for core delivery and European Support Funded activity, contributing fully to the Scottish Government's commitment to deliver 116,000 full-time equivalent college places.
- **developed closer and more effective regional relationships**; strengthening regional governance structures and deepening collaboration, supported by our Regional Memorandum of Understanding;
- **strengthened institutional sustainability** and long-term financial planning;
- **maintained our Scottish living wage commitments** across all our institutions;
- **aligned our expenditure more closely to our strategic ambitions** and supported regional efficiencies, including through a regional approach to procurement;
- **developed further our regional collaborative management structure**, ensuring that college staff have a greater say in the organisation of college services across the Glasgow region;
- **expanded a programme of regional CPD opportunities** that includes courses and initiatives from our colleges and from national bodies such as the Colleges Development Network;
- **promoted gender equality** and improved gender balance on the regional and college boards;
- **improved the environmental and social sustainability of our institutions** through our sustainability strategies and corporate strategic plans;
- **contributed proactively to the development of educational and economic policy** at local, regional and national levels;
- **made greater use of data analytics** to inform and improve our regional service delivery, including 'pooling' data from college systems to inform the development of common data standards and support the Scottish Government's Learner Journey Review; and
- **reported on our institutional performance** to national and regional stakeholders, including the Scottish Government, Scottish Funding Council and Community Planning Partners.

National Performance Measures

National Performance Measure		2017-18 Baseline	2019-20 Target	2020-21 Target	2021-22 Target
Inclusive	SIMD10 postcode areas	29.4%	30.6%	30.8%	30.9%
	BME learners	14.9%	15.0%	15.2%	15.3%
	with a known disability	14.8%	15.0%	15.2%	15.5%
	with Care Experience	2.6%	3.1%	3.2%	3.4%
Responsive	Volume of Childcare training Credits	tbc	tbc	tbc	tbc
	Volume of STEM related training Credits	101,160	104,045	107,114	110,400
	Volume of Credits delivered to senior phase age pupils	2,672	3,270	3,445	3,605
	Proportion of full-time learners with substantial 'work placement experience' in programme of study	19.5%	25.5%	29.0%	30.8%
Effective	Proportion of full-time Further Education level students achieving a qualification	65.5%	69.7%	71.3%	72.6%
	Proportion of full-time Higher Education level students achieving a qualification	73.4%	76.2%	76.6%	77.0%
	The proportion of students articulating to degree level courses with advanced standing	45.6%	55.6%	56.7%	57.5%
	The percentage of students overall, satisfied with their college experience	88.6%	89.8%	90.4%	91.2%
	The proportion of full-time students progressing to work, training and/or further study	96.9%	97.5%	97.7%	97.7%

2019-20 Glasgow Regional Outcome Agreement: Indicative Credit Levels and Indicative Credit Levels

1. Context

1.1 It was agreed by the GCRB Board that for 2019-20, the Glasgow ROA would be formed of three components:

- a high level Programme of Action setting out regional commitments and planned outcomes;
- performance targets for the years 2019-20 to 2021-22 for national performance measures for the region and the Glasgow colleges; and
- annexes providing supporting narrative, mainly descriptive in nature, responding to the requirements of the SFC ROA guidance.

1.2 The programme of Action and draft performance targets were agreed by the GCRB Board at its meeting in January, 2019.

2. 2019-20 Indicative Credit Levels

2.1 On the 28th February, 2019, the SFC announced indicative Credit targets to enable college regions to begin their planning for the forthcoming academic year.

2.2 The indicative announcement suggests that activity levels for Glasgow in 2019-20 will remain at similar levels to 2018-19, with only a slight decrease (-237 Credits) in European Social Funded activity.

	Final total activity target 2018-19	Indicative core activity target 2019-20	Indicative ESF activity target 2019-20	Total activity target 2019-20
Glasgow Region	386,145	368,592	17,317	385,909

2.3 Credit targets for Childcare activity also remain at 2018-19 levels, with the region required to deliver 6,932 Credits related to Childcare training at SCQF levels 7-9.

2.4 Given this almost standstill position, if the overall Credit targets agreed for the Glasgow colleges in 2018-19 are carried over for 2019-20, less a pro-rata share of the slight ESF reduction, this would mean the following college level activity targets:

	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Core Credit activity	368,592	170,848	120,556	77,188
ESF Credit activity	17,317	9,078	6,225	2,014
Total Credit activity	385,909	179,926	126,781	79,202

3. 2019-20 Performance Targets

3.1 At its meeting in December 2018, the GCRB Performance and Resources Committee considered draft ROA performance targets and supporting narrative provided by the Glasgow colleges, prior to submission to the SFC. These targets were based on an assumption of a standstill position in overall Credit activity. Given that this is broadly the case for 2019-20 (with a change overall of only -0.06%), it will be proposed to the next meeting of the GCRB Performance and Resources Committee that the draft Credit-based performance targets are not changed, except for an amendment to the overall target for ESF.

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	Capital Masterplan Update
Agenda Item	19.18
Paper Number	19.18A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Approval

1 REPORT PURPOSE

- 1.1 This report provides the Capital Masterplan update for the College for the three years 2018/19 to 2020/21.

2 RECOMMENDATIONS

- 2.1 Members are requested to approve the updated College capital masterplan.

3 BACKGROUND

- 3.1 The Scottish Funding Council (SFC) provides capital funding to the Region for it to allocate 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. The total Glasgow Regional capital funding allocation for 2018/19 is £6.25Million which was split into £2.8M of lifecycle maintenance allocated to Colleges based on credits targets volumes, and £3.5M for very high priority maintenance. The allocations by College are shown below :-

	Glasgow Clyde College	City of Glasgow College	Glasgow Kelvin College	Total
Life cycle maintenance	£906,569	£1,286,586	£566,342	£2,759,497
Very high priority maintenance (allocated at June)	£1,250,534	N/A	£1,563,265	£2,813,799
Very high priority maintenance (allocated at October)	£681,000	N/A	N/A	£681,000
	£2,838,103	£1,286,586	£2,129,607	£6,254,296

- 3.2 The total funding for very high priority estates maintenance is £1.93M which has been used to fund five projects as shown on the capital masterplan which are the refurbishment of the Cardonald car park, and the Cardonald changing rooms upgrade, plus projects 2, 3, and 4 of the attached capital masterplan. The final allocation of £681k for very high priority items was agreed in October hence the challenge now is working within the timescales available. The total estimated expenditure for these five projects is forecast as £2.2M, hence the balance above the allocation of £1.93M i.e. £264k will be funded through the use of lifecycle maintenance funding allocation.
- 3.3 The attached capital masterplan has been updated to show the planned timescales for these projects and others with the updated plan through to 2021. The updates to the plan are in the timing of the completion of the Cardonald campus lift lobbies redecoration and in the timing and value of the Anniesland Student Space Extension where the final costing received increased to £528k from the initial estimate of £300k.

4 RISK ANALYSIS

- 4.1 There is a 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 has been emphasised through submissions in respect for the need for funding from the very high priority backlog maintenance allocation for 2018/19.

8 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

- 8.1 Not applicable.

**Glasgow Clyde College - Capital Masterplan Update
as at March 2019**

Priority	Project Description - Capital Projects	Funded by	2018/19 Capital Projects Plan as approved at December Board of Management	Updated Capital Plan 2018/19	Planned expenditure 2019/20	Planned expenditure 2020/21	Updated Capital Projects Plan Total for Approval	Comments
Completed, retentions remaining	Landscaping and Horticulture Teaching Accommodation including glasshouses	Foundation Approved.	£58,873	£74,737	Completed	Completed	£74,737	Permanent relocation of landscaping and horticulture teaching provision previously based at Langside's Woodburn campus, including glasshouses. Project completed October 2017. Foundation funded. Retentions in 2018/19.
Completed, retentions remaining	Cardonald Campus Car Park Upgrade including replacement lighting	SFC/GCRB very high priority works capital funding	£800,000	£791,000	Completed	Completed	£791,000	Cardonald campus car park had significant drainage issues and was not fit for purpose. Three options were costed at business case and decision made to go for medium option. Main car park works completed late October 2018. Final payments and retentions remaining. Lighting also being replaced as it was an inappropriate old installation which does not provide required coverage and included in total tender package for car park.
Completed, retentions remaining	Changing rooms upgrade at Cardonald campus	SFC/GCRB very high priority works capital funding	£440,000	£434,000	Completed	Completed	£434,000	Full refurbishment of the Sports changing rooms at the Cardonald campus. The previous facilities were not fit for purpose and did not support the College in providing a modern facility in which to offer an industry standard experience for users. The project has also improved the disabled changing facilities. Project complete October 2018 with final payments and retentions remaining.
	1 Large Scale Plant Upgrade/ Replacements Part 1 - Cardonald Campus Lifts project	Foundation Approved	£300,000	£265,000	£150,000	Completed	£415,000	Funding approved from Foundation for total three part large scale plant upgrade project at £2.75Million. Part of total original bid (£600k) deferred to consider phase 2 of heating and ventilation works. Lifts project progressed from May 2017 and concluded August 2018. Phase 1 of heating and ventilation, and mechanical and electrical services completed in summer 2017. Retentions and lift lobby redecorations remaining.
	2 Boiler/pipework installation at Cardonald	SFC/GCRB very high priority works capital funding	£125,000	£35,000	£235,000	Completed	£270,000	Replacement of boiler at Cardonald plus nursery pipework. Final estimate awaited.
	3 Mary Stuart Building Cladding Replacement - being designed will be completed in summer 2019. Lowest cost option being taken forward.	SFC/GCRB very high priority works capital funding	£50,000	£20,000	£379,000	Completed	£399,000	Cladding panels/curtain walling replacement. Replacement planned for summer 2019. Final estimated costing now received for lower cost option. Project planned to be committed by end March.
	4 Redecoration/Flooring	SFC/GCRB very high priority works capital funding	£265,000	£302,000	Completed	Completed	£302,000	High priority redecoration and flooring required at the Cardonald campus. This has now been undertaken. Increased costs as a result of additional works needing to be done in the Cardonald campus refectory.
	5 Lifecycle maintenance for works - Annual Estimate. For 18/19 £250k allocated to Wi Fi project below. Also used for balance of very high priority projects.	SFC/GCRB lifecycle maintenance capital funding allocation	£284,000	£284,000	£369,000	£369,000	£1,022,000	Lifecycle maintenance works which are ongoing. Projects being undertaken on a prioritised basis following planning discussions with all faculties and support teams. Used for balance of very high priority estates items.
	6 Migration to new Wi-Fi Solution as part of College ICT Infrastructure	SFC/GCRB lifecycle maintenance capital funding allocation	£250,000	£250,000	Completed	Completed	£250,000	Replacement Wi-Fi solution required as current provider is moving out of Wi-Fi market. Essential for services to students. Also review of desktop virtualisation.
	7 Student Space Extension at Anniesland. Updated estimate.	TBC. Proposed GCEF Bid	£25,000	£0	£528,000	Completed	£528,000	Limited student space at Anniesland campus compared to the other two campuses. Design prepared and costed at £528k which is higher than the original £300k plan figure submitted to the December Board. Bid submitted to GCEF in December however not approved and was postponed.
	8 Condition Survey Estimates of Works 2019 to 2021 as per previously approved plan in December 2018. This is to be reviewed and informed by priority works and estates strategy outputs.	TBC. Proposed SFC/GCRB lifecycle maintenance capital funding allocation	Shown as specific projects above	Shown as specific projects above	£2,600,000	£2,800,000	£5,400,000	Figures from previously approved plan at the Board. Possible condition survey works for future years after 2018/19 which would be progressed based on affordability and available funding.
	9 Storage Area Network	TBC	c/fwd	c/fwd	£200,000	Completed	£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.
	Capital Masterplan projects sub-total		£2,597,873	£2,455,737	£4,461,000	£3,169,000	£10,085,737	

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	Glasgow Clyde Education Foundation Update
Agenda Item	19.19
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

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 last reported.

2 RECOMMENDATION

- 2.1 Members are invited to **NOTE** this paper.

3 BACKGROUND

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 donated at the end of March 2015. There have been no further donations since that time.
- 3.4 To date, the College has had over thirty applications supported by the Foundation which total over £8M between capital and revenue projects. The Foundation had their most recent meeting on 19 December and their next meeting is on 2nd April.

3.5 There are two proposed College bids to the Glasgow Clyde Education Foundation as already indicated to the Board as follows:

- Learning and Teaching Transformation – this project will aim to deliver a new more embedded digital approach to the learning and teaching of the College with a more engaging use of the Virtual Learning Environment. The detail of this proposal is in paper 19.12 of this Board meeting agenda.
- Student Space at Anniesland Campus – a design has been prepared for an extension to create a Student Space within the courtyard at the Anniesland campus. This was taken as a bid to the GCEF December meeting however they asked for it to be put on hold for now until the Estates Strategy Review work has been completed and the associated costings for options are available. It is intended to take a bid for this project again to GCEF at a future date with amendments if required.

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 from the College being approved by the Foundation.

6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

N/A

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	Governance Update
Agenda Item	19.21
Papers	19.21A, 19.21B, 19.21C
Responsible Officer	Gillian Murray, Clerk To The Board
Status	Disclosable
Action	For Discussion

1 REPORT PURPOSE

- 1.1 This paper seeks to update the Board on a number of governance-related matters.

2 RECOMMENDATIONS

The Board is invited to

Agree the proposed Calendar of Meeting Dates for 2019/20

Discuss and **Note** the progress on the Board Development Plan.

Note the letter from Richard Lochhead MSP, to the Convener of the Scottish Parliament's Education and Skills Committee outlining his decisions following the Good College Governance Consultation

3 BACKGROUND

Calendar of Meeting Dates 2019/20

A draft Calendar of Meeting Dates for the academic session 2019/20 has been prepared, with input from senior staff. A copy is attached.

However, it should be noted that at the time of preparing the papers, the relevant meeting dates for the GCRB have not yet been circulated. Once the GCRB meeting dates are known this may have some impact on the proposed dates for the GCC Audit, F&R and Board meetings.

The Board is invited to **Agree** the proposed meeting dates, subject to any necessary changes because of the GCRB meeting schedule.

Board Development Plan

This plan was introduced for comment and feedback at the Board event on 4/5th October 2018. Comments received were then incorporated and the

Board agreed to the plan being implemented at the meeting on 12 December 2018.

The Board is invited to **discuss** and then **note** the progress on the attached plan.

Letter from Richard Lochhead MSP to the Convener

Richard Lochhead MSP, Minister for Further Education, Higher Education and Science, has written to the Convener of the Scottish Parliament's Education and Skills Committee outlining his decisions following the Good College Governance Consultation which was published in April 2017. A copy of this letter is attached.

The fundamental changes are noted below:

- The introduction of two trade union nominees to the boards of incorporated colleges, the Lanarkshire Board and the Glasgow Colleges' Regional Board in addition to the existing staff representatives.
- Amendment of Ministerial Guidance for college board appointments to:
 - a. strengthen the guidance on succession planning and multiple candidate appointments
 - b. require all board vacancies to be advertised on the College Development Network (CDN) website.
- CDN to embed teamwork within the induction training of board members.
- Developing guidance for the Scottish Funding Council (SFC) and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act.
- Introducing the ability for SFC to attend the board meetings of assigned colleges.
- Investigating the Auditor General for Scotland having the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges that are not part of a local authority.
- Bringing colleges into line with other Scottish public bodies where appointing bodies may suspend board members
- Remunerating the incorporated, assigned college chairs at a rate to be determined by the Scottish Ministers.

The Scottish Government has also published its report on the consultation responses. The report can be found here

<https://www2.gov.scot/Publications/2019/02/4636/downloads>

The Good Governance Steering Group which is chaired by Ken Milroy, Regional Chair, North East Scotland College, will be working closely with the Scottish Government to implement the above changes.

Board Members will be informed as matters develop. The Board is invited to **note** the update.

4. RISK ANALYSIS

The matters dealt with address Glasgow Clyde College's governance arrangements. By ensuring that these matters are properly addressed GCC will ensure that its governance meets the expectations of the Scottish Funding Council, Scottish Government, GCRB OSCR and other relevant stakeholders.

5. LEGAL IMPLICATIONS

There are no specific legal implications associated with this paper.

6. FINANCIAL IMPLICATIONS

There are no specific financial implications associated with this paper.

7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS

As per above at 4.

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

BOARD AND COMMITTEE MEETING DATES FULL SCHEDULE			
Date	Meeting	Time	Venue
28 th August 2019	Board	4.30pm	Anniesland
2 nd October 2019	Audit	4.30pm	Langside
9 th October 2019	F&R	4.30pm	Langside
24 th /25 th October 2019	Board Development Event and Board Meeting		TBC
25 th October 2019	OD		
13 th November 2019	L&T	4.30pm	Langside
27 th November 2019	Audit	4.30pm	Langside
4 th December 2019	F&R	4.30pm	Langside
11 th December 2019	Board	4.30pm	Cardonald
15 th January 2020	RemCom	3.30pm	Langside
15 th January 2020	OD	4.30pm	Langside
12 th February 2020	L&T	4.30pm	Langside
26 th February 2020	Audit	4.30pm	Langside
4 th March 2020	F&R	4.30pm	Langside
18 th March 2020	Board	4.30pm	Anniesland
29 th April 2020	OD	4.30pm	Langside
6 th May 2020	L&T	4.30pm	Langside
20 th May 2020	Audit	4.30pm	Langside
27 th May 2020	F&R	4.30pm	Langside
10 th June 2020	Board	4.30pm	Cardonald

Board Development Plan 2018-19

Outcome	Actions	Progress	RAG
Strategy			
The focus of Board meetings is on strategic issues	<ul style="list-style-type: none"> Papers are weighted to strategic issues Assurances are sought for operational compliance with strategy 	Ongoing	
The Board supports a compelling strategic direction for the College	<ul style="list-style-type: none"> The Principal and senior leadership are supported in the Development of a new College Strategic Plan Regular progress against strategy is reported to the Board, enabling appropriate agenda setting 	Workshop on 11.03.19	
Our People			
The Board has assurance of striving for excellence in student experience	<ul style="list-style-type: none"> Board is provided with information to give fuller understanding and assurance of quality of student teaching Board receives half yearly reports demonstrating levels of student satisfaction 	L&T training event (CDN) to aid understanding. Ongoing	
The Board is a confident employer, setting high standards of employment practice	<ul style="list-style-type: none"> Board are kept informed of key messages from staff surveys and of timely responses and actions taken 	Ongoing Ongoing	

	<ul style="list-style-type: none"> • Board monitors staff performance and attendance levels seeking assurances that issues are dealt with expertly and promptly • Evidence is provided to the Board of a continuing cycle of improvement in staff relations across the College 	Ongoing	
Ambition			
The Board is ambitious for the future development of the College and its people	<ul style="list-style-type: none"> • Senior Management are challenged to be ambitious for the College and to report on innovation and improvement practices • Commercial activity reports are provided regularly demonstrating growing financial returns • Reports on new and improved learning facilities and their impact are provided to the Board • Evidence of enhanced teaching quality is provided using current baseline to measure progress and quality 	Ongoing Ongoing Ongoing Ongoing	
Partnership			
The Board works collaboratively and supports the work of GCRB. The Board supports collaborative	<ul style="list-style-type: none"> • Individual members participate in Regional events wherever possible • Clerk reports on regular regional Board secretaries meetings 	Ongoing Ongoing Ongoing	



<p>partnerships with the independent sector.</p>	<ul style="list-style-type: none">• Board supports a collective message which promotes and encourages understanding and partnership with GCRB• Where opportunities exist Board members seek to develop or assist partnership working with local independent sector and public sector.	<p>Ongoing</p>	
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Ministear airson Foghlam Leantainneach, Foghlam
Àrd-ìre agus Saidheans
Minister for Further Education, Higher Education and
Science



Scottish Government
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Ms Clare Adamson MSP
Convenor – Education and Skills Committee
The Scottish Parliament
EDINBURGH
EH99 1SP

18 February 2019

Dear Convenor,

Colleges make a vital contribution to this Government's commitment to improving the lives and employability of all Scotland's people. Their effective governance is fundamental in securing public value; and in supporting colleges to improve the life chances of their students and the performance of businesses.

In 2016, the then Education Secretary's Good Governance Task Group reported back on the lessons learned at Glasgow Clyde, North Glasgow and Coatbridge Colleges. The Task Group also made a series of recommendations to improve governance in Scotland's colleges around four strategic themes of prevention; self-assessment; external assurance; and sanctions. These recommendations have been taken forward in conjunction with the Good Governance Steering Group which is a cross-sector body with a remit to support-ongoing good governance across the college sector.

Two of the specific recommendations suggested that the Scottish Ministers consult on the introduction of a number of new provisions, either legislatively or administratively, to the college governance framework. The Scottish Government consulted on these recommendations in April and May 2017. The Scottish Government received 39 responses to this consultation – 28 from organisations, including 10 colleges, and 11 from individuals. The majority of the questions consulted on are complex and have required lengthy consideration.

The Scottish Government proposes to take forward a number of proposals where it has been clearly demonstrated that undertaking such an action would improve governance in Scotland's colleges and would not alter the chain of accountability in the sector as introduced by the Post-16 Education (Scotland) Act 2013.

As a result, I am proposing to undertake the following actions as a consequence of this consultation:

- **Partnership working:** introduce two trade union nominees to the boards of incorporated colleges, the Lanarkshire Board and the Glasgow Colleges' Regional Board *in addition* to the existing staff representatives, bringing the college sector into line with changes made in universities by the Higher Education Governance Act 2016.
- **Board appointments:** amend ministerial guidance for college board appointments to:
 - strengthen the guidance on succession planning and multiple candidate appointments, and;
 - require all board vacancies to be advertised on the Colleges Development Network Website.
- **Training:** ask the Colleges Development Network to embed teamwork within the induction training of board members.
- **Enhanced guidance:** develop guidance for the SFC and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act (which relate to reviewing statutory criteria for a body to remain eligible for funding).
- **Board meetings:** introducing the ability of SFC to attend the board meetings of assigned colleges.
- **Auditor General reviews:** we will further investigate allowing the Auditor-General for Scotland the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges that are not part of a local authority.
- **Alignment:** bring colleges into line with other Scottish public bodies where appointing bodies may suspend board members.
- **Remuneration:** remunerate the incorporated, assigned college chairs (bringing them into line with their regional strategic body and regional college colleagues), at a rate to be determined by the Scottish Ministers.

I hope the Committee finds this information useful. Officials will work closely with the Good Governance Steering Group to take forward the implementation of these actions.

I also attach the responses to the public consultation, which will be shortly published on the Scottish Government website.



RICHARD LOCHHEAD

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	College Strategic Risk Register
Agenda Item	19.22
Paper Number	19.22A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

The Report considers the College's Strategic Risk Register which is updated regularly and reported to each Audit Committee and to the Board of Management on a quarterly basis.

2. RECOMMENDATION

Members are invited to NOTE this paper.

3. BACKGROUND

The College Strategic Risk Register is a key part of the College's risk management framework, which is updated regularly and considered quarterly by College Senior Management.

4. RISK ANALYSIS

4.1 The College Strategic Risk Register as at 6 March 2019 is attached. There are only some minor changes to the narrative since last reported to the Board of Management in December, which are highlighted in red.

4.2 There are 12 risks on the College Strategic Risk Register and of these 1 risk is scoring as high after mitigating actions. This is risk O1 – Negative impact on employee relations (e.g. national bargaining, industrial action, local consultation). This is scoring as probability of 3 and impact of 5 after mitigating actions. Some of the key issues in this risk are associated with national decisions that are not within the College's direct control.

**5. LEGAL IMPLICATIONS/ FINANCIAL IMPLICATIONS/ REGIONAL
OUTCOME AGREEMENT IMPLICATIONS**

The College is required to have a risk register as part of the Financial Memorandum.

6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

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 6th March 2019			Paper 19.22A				
					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 Timing - Short / Medium/ Long Term	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	4	5	20	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. Portfolio for 2019/20 being developed. ii) Continue to aim to inform and influence funding allocations through Principals' Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies. Final 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 Flexible Workforce Development Fund target levels.	3	4	12	F1	Medium	16	No change
F2	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	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 transfers of permanent staff costs ongoing. 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. Involvement in College sector Brexit forum and quantifying impacts.	2	5	10	F2	Medium	10	No change
F3	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	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	2	4	8	F3	Long	8	No change
					Score Before Mitigating Actions			Score After Mitigating Actions							
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) Focused 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	Short	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. Cyber essentials plus status achieved. vii) Web filtering technology in place and uninterruptable power supply in place. viii) Fraud response plan in place	3	4	12	O2	Medium	12	No change

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER													as at 6th March 2019			Paper 19.22A				
													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							
					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 Timing - Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change					
O3	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	O3	Medium	8	No change					
O4	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) Mary Stuart building cladding report received and project funding now in place	2	4	8	O4	Medium	8	No Change					
O5	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. Funding for 2018/19 for very high priority items from condition survey allocated to GCRB and now to College including additional allocation although there are logistical issues in spending the funds within the timeframe. ii) Work with GCRB and SFC to ensure fully informed of estates requirements iii) Langside residences lease assignation and guarante document now completed.	2	3	6	O5	Long	6	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	Medium	4	No Change					
					Score Before Mitigating Actions													Score After Mitigating Actions		
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	i) Work within roles, responsibilities and legal implications of Post-16 Legislation and associated related guidance. Liaison with and maintaining ongoing dialogue with relevant bodies e.g. SFC, GCRB and Scottish Government. College ensure full knowledge and implementation of legislative, regulatory and guidance requirements including requirements of Financial Memorandum with GCRB. ii) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls iii) Ensure Board have appropriate training on key guidance and legislation and take proactive role of Board in ensuring meet all requirements. vi) Modern Slavery statement in place vii) Safeguarding officers and safeguarding forum on each campus viii) Seek legal advice as required. ix) 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 x) Data Protection Officer in place to advise on General Data Protection Regulation	3	4	12	G1	Medium	12	No change					
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	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	G2	Long	6	No change					
G3	Failure to comply with Health and Safety requirements	Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Assistant Principal HR	2	5	10	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 iv) Full review of Health and Safety Policy and Procedures being undertaken	1	4	4	G3	Medium	4	No Change					

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 March 2019
Paper Title	Credits Projection 2018/19
Agenda Item	19.23
Paper Number	19.23A
Responsible Officer	B Hughes; Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

1. Report Purpose

This paper provides members with an update on the college's progress against its Credit activity target for session 2018/19.

2. Recommendations

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

3. Background

At the December meeting of the Board of Management, I provided an update on the predicted outturn of credits for 2018/19 against our credit target for the year. In that update, I identified that the position to December predicted that we would achieve our target credits for the year, but the extent to which we would over-achieve was around 0.2%. I considered that to be slightly low at that point in the academic session.

As a reminder, our activity target for session 2018/19, as agreed in the Regional Outcome Agreement, is 126,859 Credits, inclusive of 6,303 ESF Credits.

Since December, a number of adjustments have been made to the portfolio offering and the attached spreadsheet shows that the position has improved to a predicted year-end outturn of 128,073 Credits or 1% above target.

At the time of writing this report, the college has been offered the opportunity to accept an additional 427 credits by GCRB for the current session due to under-delivery by other college regions. This would result in additional income of £65,758 for no additional expenditure. This is currently being discussed by members of SLT.

4. Risk Analysis

The risk of under achieving our credit target is mitigated by the close monitoring of a range of reports that identify areas of concern. This includes a "Credits at Risk" report that identifies where there are potentially students who are being counted in the

projected credit total but for whom we will not receive the full allocation of credits because of their early departure from the programme.

5. Legal Implications

There are no specific legal implications relating to this paper.

6. Financial Implications

Failure to achieve our annual Credit target has financial implications in the form of clawback of funding by SFC / GCRB. Actions to minimise this risk are identified in (4) above, and by setting a higher internal college target than is required by SFC/GCRB.

7. Regional Outcome Agreement Implications

Our Credit target is agreed at the level of the ROA and therefore our contribution to meeting the Glasgow Region figure is vital to the region's ability to meet its required outputs.

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

N/A

Faculty	School	Frozen Credit Target	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate	Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled
120 Business, Creative & Digital Industries	111 Business & Finance	9233	1137	358	88	694	9200	0%	0	0%	0
	123 Media & Performing Arts	8070	788	41	39	708	8654	7%	0	7%	0
	125 Fashion, Textiles & Design	10375	837	64	61	713	10046	-3%	0	-3%	0
		27678	2762	463	188	2115	27899	1%	0	1%	0
130 Engineering, Computing & the Built Environment	113 Computing	9164	1205	200	80	930	8907	-3%	0	-3%	0
	131 Energy & Building Services	6859	878	203	29	648	6710	-2%	40	-2%	0
	133 Engineering	8889	1094	15	52	1027	8727	-2%	0	-2%	0
	135 Construction & Land Based Industries	6615	694	23	52	619	7156	8%	80	10%	0
		31527	3871	441	213	3224	31500	0%	120	0%	0
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	10775	978	31	86	861	10719	-1%	0	-1%	0
	141 Early Years & Social Care	12378	1229	186	94	955	11900	-4%	0	-4%	0
	145 Health & Life Sciences	10352	955	135	63	761	10223	-1%	0	-1%	0
	149 Hair, Beauty & Complementary Therapies	6184	520	0	39	481	5627	-9%	0	-9%	0
		39689	3682	352	282	3058	38469	-3%	0	-3%	0
160 Access & Continuing Learning	161 ESOL	10612	2566	7	262	2297	12031	13%	36	14%	0
	165 Additional Support for Learning	4681	594	19	31	544	4480	-4%	0	-4%	0
	167 Employability Skills	5711	2574	1	124	2449	5838	2%	374	9%	60
	169 General Education	8209	620	2	63	556	7267	-11%	0	-11%	0
		29213	6354	29	480	5846	29616	1%	410	3%	60
Total		128107	16669	1285	1163	14243	127483	-0.5%	530	0%	60
	SFC Target Credits	126859 (Core 120556 + ESF 6303)						0.5%			
	Current Credit Estimate + Credits to Start						128013	0.9%			
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						128073	1.0%			

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	15827	58	2
2	70441	36	58
3	24239	120	0
4	1995	0	0
5	14982	316	0
Total	127483	530	60

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	18531	0	0
Creative and Cultural Industries	19092	44	0
Energy, Engineering, Construction and Manufacturing	19420	76	0
Food, Drink, Tourism, Hospitality and Leisure	16234	0	0
Health, Care and Education	19809	0	0
Land-Based Industries	2780	0	0
Life and Chemical Sciences	6520	0	0
Transition and Supported Learning	25098	410	60
Total	127483	530	60

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 th March 2019
Paper Title	Glasgow Clyde College Student Association (GCCSA) Election Process
Agenda Item	19.24
Paper Number	N/A
Responsible Officer	D Marshall; Assistant Principal Student Experience
Status	Non disclosable
Action	For noting

1. Report Purpose

This paper provides members with a formal oversight of the governance procedures applied internally prior to the student elections.

2. Recommendations

The Board is asked to **NOTE** this paper

3. Background

GCCSA have been working on preparations for the election activity for the past 9 months, basing development activity upon feedback from the election in 2018. Three priorities had been identified in consultation with College staff to enhance the election process and experience:

- Deliver a more accessible voting system
 - GCCSA have been working with Glasgow Clyde College systems development staff to provide a simpler and more accessible e-voting system. This has been tested through focus groups to gain learner feedback and provide improved voting functionality and reporting capacity.
- Increase participation rates within the election process
 - The significant developments in class rep activity and delivery have been implemented with a view to increasing candidate participation and voting participation in the upcoming election. Initial figures show an increase of 100% in candidates running for President and 66% of

candidates running for Vice-President. The development to the voting system itself will make the process easier for students. In addition, the timeline has been reviewed to better align campaigning and voting.

- Improve the post-electoral transition for new sabbatical officer
 - Arrangements have been put in place to facilitate the transition and handover between sabbaticals as we move toward the end of the academic session. This will involve meetings between the outgoing and new teams, participation of new sabbatical officers in EMT/GCCSA meetings, introductions to regional partnerships and structures and the shadowing of Student Board members.

Election Timeline

Date	
4 th February - 22 nd February Extended to 1st March	Call for candidates/promotion.
1 st March	5pm Deadline for expressing interest
25 th February - 8 th March	Candidate briefing - specific date and time TBC
4 th March – 13 th March	Manifesto's to be created
13 th March	5pm deadline for manifesto submission – email to gccsa@glasgowclyde.ac.uk
18 th – 22 nd March	Campaigning Week and Voting Open
25 th March	Announcement in afternoon – time TBC
April/May/June	Handover meeting old and new team (including Board Shadowing)
August	Start month for newly elected officers

4. Risk Analysis

If the electoral process is not fair, reliable and valid the College may not be able to secure democratically elected representatives as required under the Post-16 Education (Scotland) Act 2013, to serve as Board of Management members.

5. Legal Implications

The process must satisfy the requirements of the Education Scotland Act 1994.

6. Financial Implications

There are no financial implications identified.

7. Regional Outcome Agreement Implications

N/A

8. Has an Equality Impact Assessment been carried out?

An EIA was carried out on the new e-voting system.