

The next meeting of the Board of Management will be held on Friday 25 October 2019 at 1.30 pm in the House of an Art Lover, Glasgow.

A G E N D A

19.67	Welcome and Apologies	D Newall
19.68	Determination of Other Business	D Newall
19.69	Declarations of Interest	D Newall

Minutes of Previous Meeting

19.70	Minutes of Previous Meeting – 28 August 2019	P	D Newall
19.71	Matters Arising – Action Grid	P	D Newall

Items for Discussion

19.72	Administrative and Academic Staff Restructure	V	J Thomson/B Hughes
19.73	Voluntary Severance Schemes: Submission to GCRB	P	J Thomson
19.74	2019/20 Budget <ul style="list-style-type: none"> • Discussions with GCRB/SFC • Funding applications to GCEF • Budget for 2019/20 	V V V	J Vincent J Vincent T Elliott
19.75	Learning, Teaching and Assessment: Half Yearly Report	P	E Brownlie
19.76	Governance Update	P	D Newall

Standing Items

19.77	Chair's Report	V	D Newall
19.78	Principal's Report	V	J Vincent
19.79	Student Association President's Report	P	A Szilassy

Minutes of Committee Meetings

19.80	Audit Committee	P
19.81	Finance and Resources Committee	P
19.82	Organisational Development Committee	V
19.83	Remuneration Committee	P

Items for Formal Approval and Noting*

19.84	Five-year Financial Forecast	P	T Elliott
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19.85 Strategic Risk Register P J Thomson

Continual Improvement

19.87 Equalities Impact Assessment on Decisions Made D Newall

19.88 Review of Papers (Including disclosable status) D Newall

19.89 Any Other Business D Newall

Date of Next Meeting: 11 December, Seminar Room 4, Cardonald Campus

***These items will not be discussed unless there is a request to do so.**

BOARD OF MANAGEMENT MEETING

Date of Meeting	25 October 2019
Paper Title	Voluntary Severance Schemes: Submission to GCRB
Agenda Item	19.73
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1 REPORT PURPOSE

- 1.1 This report provides the update position to the Board of the College's two Voluntary Severance Schemes that are currently being progressed as part of the planned restructuring for areas of the College.

2 RECOMMENDATION

- 2.1 Members are invited to discuss this paper.

3 BACKGROUND

- 3.1 The College has two voluntary severance (VS) schemes being progressed at this time which are the VS scheme related to the administration restructuring and the VS scheme related to teaching staff restructuring.
- 3.2 There are guidelines for voluntary severance for the sector which were prepared by SFC in February 2016 which the College has followed and which are available at the following link.
<http://www.sfc.ac.uk/publications-statistics/guidance/guidance-2016/SFCGD012016.aspx>
- 3.3 Based on these guidelines the College has to submit a summary business case to GCRB for approval which has been done for both of the schemes. The business case for the administration restructuring was submitted several months ago and the business case for the teaching staff restructure was submitted to GCRB on 4th October and considered and agreed by their Nomination and Remuneration Committee the following week.

- 3.4 The administration restructure is for the reduction of staff of just over 8FTE, which has been ongoing since May. This restructure is nearing conclusion and it is estimated that the level of voluntary severance through the process following redeployments and use of vacancies will be around 3 FTE.
- 3.5 The teaching staff restructure business case is mainly for the academic management restructure which is planned to consider the level and number of promoted teaching posts for the College, however it is also for the consideration of any potentially underutilised teaching staff within the College. These planned changes are being progressed and a consultation for the academic management restructure is due to be issued shortly. The end date for the teaching staff scheme is July 2021 to allow for the various phases to be completed with the academic management restructure providing the main savings for the College.

4 RISK ANALYSIS

- 4.1 There are risks included in the College Strategic Risk Register regarding its future financial plan and the need to make cost savings through restructure to achieve future financial sustainability.

5 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

- 5.1 There are no specific legal implications from this paper.

6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

- 6.1 N/A

BOARD OF MANAGEMENT

Date of Meeting	25 October 2019
Paper Title	Learning, Teaching and Assessment Update
Agenda Item	19.75
Paper Number	19.75, 19.75A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	
Action	For Discussion

1. Report Purpose

The purpose of this paper is to inform the Board of progress in delivering the College's Enhancement Plan in relation to actions impacting on Learning, Teaching and Assessment strategies.

2. Recommendations

The Board are asked to discuss the report.

3. Summary

- Good progress has been made against many of the college's enhancement actions.
- The launch of a new learning, teaching and assessment strategy is planned for January 2020 – and will coincide with a new strategic plan whilst being fully integrated with our new learning and teaching transformation project (DELTA).
- A range of approaches for improving retention and attainment have been implemented and helped to bring about improvements including:
 - Overall college attainment is up to 74% and up 5% over 3 years
 - Full Time FE and HE attainment is the highest across the region
 - FE Full Time attainment is up to 68% and has improved 6% over 3 years
 - FE Part Time attainment is up to 76% and improved 7% over 3 years
- Strengthening learning, teaching and assessment practice has been the central focus of our Career Long Professional Development framework – and includes:
 - all **unqualified** staff undertaking a Classroom Essentials programme;
 - over 100 **qualified** staff engaging in an 'Evidence Based' teaching course;
 - investment in more staff completing TQFE and equivalent qualifications;

- Implementation of a Research and Development programme that builds L&T capacity, shares good practice and helps inform learning strategies
- A series of new dashboards and performance monitoring tools have been successfully introduced to support staff use data analytics more effectively and take greater ownership of performance data.
- The implementation of a learning observation model did not take place in 2018-19. However, the inclusion of this within the new terms and conditions provides a clear opportunity to introduce an observation model and early discussions with the EIS are encouraging in developing a shared way forward.
- The Performance and Standards committee is leading on evaluating the quality of assessment feedback and developing resources for more consistent practice.

4. Risk Analysis

High quality learning, teaching and assessment practices, combined with strong and improving attainment levels, are a compelling indicator for potential learners and external stakeholders and may influence the college's reputation and ability to recruit.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Improving the quality of the learning and teaching experience will likely correlate in reducing early withdrawal numbers – with the outcome of increased credit funding and more positive attainment results.

7. Regional Outcome Agreement Implications

The college has a wide range of regional targets to achieve – and this is increasingly being measured for different groups of learners (eg SIMD10, 16-19 year olds, school pupils and care-experienced learners). Improving the overall quality of the learning experience will help to deliver against these measures.

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

N/A

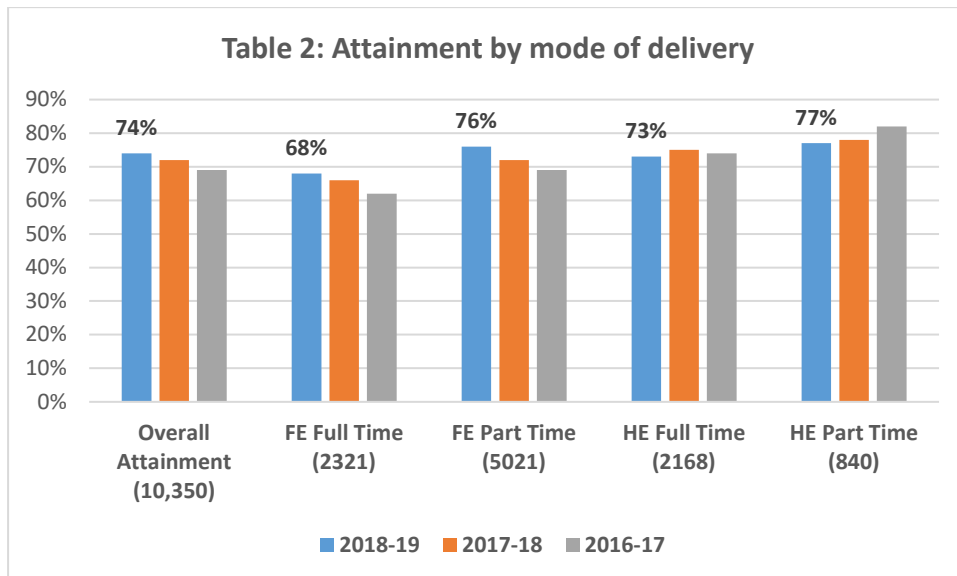
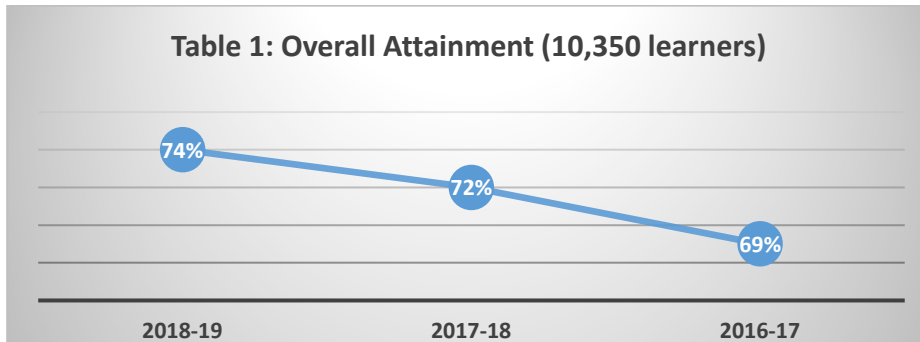
College Enhancement Plan 2018-19

Progress Dashboard: Selected actions relating directly to Learning, Teaching and Assessment

3.0	Outcomes and Impact	
Inclusion and Equality		
3.1 (a)	To set clear improvement targets and implement more targeted strategies that focus on improving retention and attainment for specific groups of learners (to include: 16-19 year olds; care experienced; ethnic groups; and those from SIMD10 areas)	Satisfactory Progress
Learner Success over Time		
3.2 (a)	To set clear and realistic targets for improving retention and attainment in low performing programmes (targets will be specific to curriculum areas and will take account of local and national benchmarks).	Good Progress
3.2 (b)	To implement targeted strategies and more rigorous performance monitoring to improve attainment in low performing FE and HE programmes.	Good Progress
3.2 (c)	Implement a Research and Development programme to build staff capacity in understanding and implementing strategies to improve retention and attainment. Appoint a team of Development Advisors to mentor staff and share good practice.	Good Progress
3.2 (d)	To implement a systematic programme of professional development workshops to ensure curriculum teams better understand approaches and responsibilities to the monitoring and improvement of learner outcomes.	Good Progress
2.0	Delivery of learning and services to support learning	
Curriculum		
2.2 (a)	To carry out a review of FE provision and design principles to ensure all relevant programmes incorporate the appropriate balance of vocational, essential and career management skills.	Satisfactory Progress
2.2 (b)	To strengthen professional development for curriculum teams to ensure appropriate essential skills, work-based learning, employability and career management skills are effectively delivered across the curriculum.	Satisfactory Progress
2.2 (c)	To work more closely with current and new industry partners to formalise partnerships and develop greater employer engagement in curriculum led developments and new programme design.	Limited Progress
Learning, teaching and assessment		
2.3 (a)	To develop and implement a refreshed Learning, Teaching and Assessment strategy that is fully integrated with our digital learning plans.	Satisfactory Progress
2.3 (b)	To deliver comprehensive and targeted professional development to support staff to implement a wider range of teaching and assessment approaches and increase the number of staff using the VLE.	Satisfactory Progress
2.3 (c)	To implement a Peer Learning model to ensure more staff effectively share good practice and reflect on improvement strategies. This will include peer support for new staff and mentoring opportunities for experienced staff.	Limited Progress
2.3 (d)	To carry out an audit of assessment practice and approaches to feedback and establish clear guidelines and standards for good practice in assessment.	Satisfactory Progress
1.0	Leadership and Quality Culture	
1.1 (c)	Carry out a comprehensive review to develop a shared vision for the culture of learning, teaching and quality improvement across the college.	Good Progress
1.4 (c)	Develop and implement the use of data analytics for more effective monitoring and reporting of learner performance data.	Good Progress

Appendix 1: Supporting Evidence

1.1 Student Attainment



- 10,350 learners successfully attained their qualification or met the success criteria for their course (600 more learners than previous year)
- Overall college attainment is up to 74% and up 5% over 3 years
- Full Time FE and HE attainment is the highest across the region
- FE Full Time attainment is up to 68% and has improved 6% over 3 years
- FE Part Time attainment is up to 76% and improved 7% over 3 years
- HE Full Time attainment is down slightly to 73% but may still be above the Scotland average
- HE Part Time attainment is down marginally to 77% on previous year

1.2 Performance Monitoring

A series of new dashboards and performance monitoring tools have been successfully introduced to support staff use data more effectively and take greater ownership of performance data. This has started to make a significant impact on the evaluation of learning, teaching and assessment and also highlight key weaknesses at an earlier stage.

Table 3: Attainment for different groups

Table 3 summarises the results for some specific groups of learners – further work is taking place to break this data down at course level.

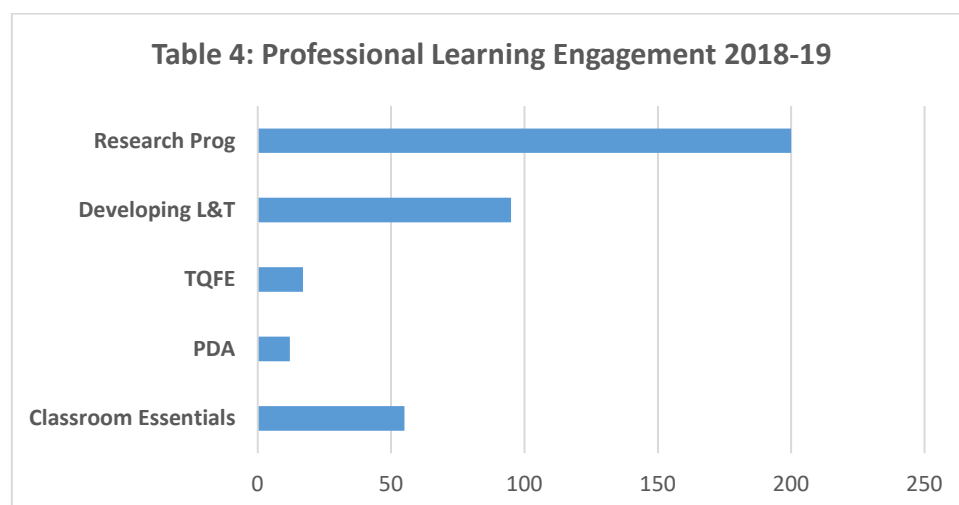
Category	2018-19	2017-18
16 – 19 Year Olds		
Overall Attainment	73%	72%
FE Full Time	65%	64%
FE Part Time	72%	71%
HE Full Time	73%	74%
HE Part Time	80%	77%
Gender		
Females	75%	74%
Males	73%	71%
SIMD 10 postcode Learners		
Overall Attainment	69%	70%
Withdrawal rates (SIMD 10)	20%	22%
BME/Other White Learners		
FE Full Time	67%	69%
FE Part Time	76%	75%
HE Full Time	74%	73%

1.3 Learning Observation

The full implementation of a formal learning observation model did not take place in 2018-19 due to a number of factors including industrial action and the removal of staff goodwill. However, the inclusion of this expectation within the new terms and conditions provides a clear opportunity to introduce a formal observation model and early discussions with the EIS and Education Scotland are encouraging in developing a shared way forward.

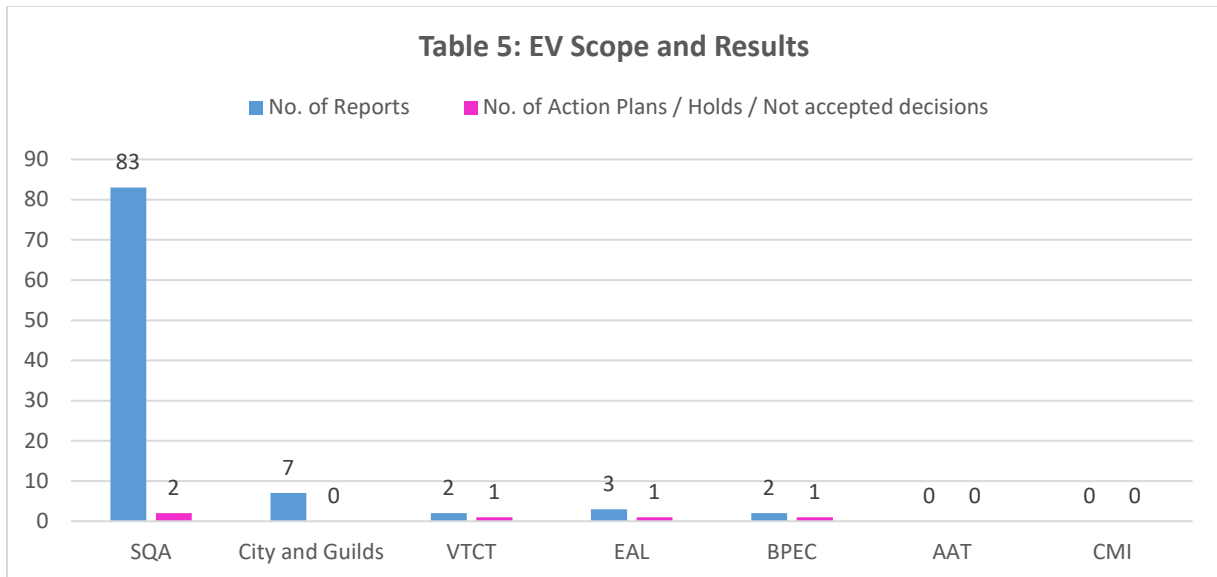
1.4 Professional Learning Pathway

A professional learning pathway is delivered to engage teaching staff from pre-entry to career long professional learning. In addition, a unique Research and Development programme is engaging with Senior Lecturers and Curriculum Teams to build learning and teaching capacity, share good practice and reflect on strategies that will improve retention and attainment. Table 4 summarises engagement with staff.



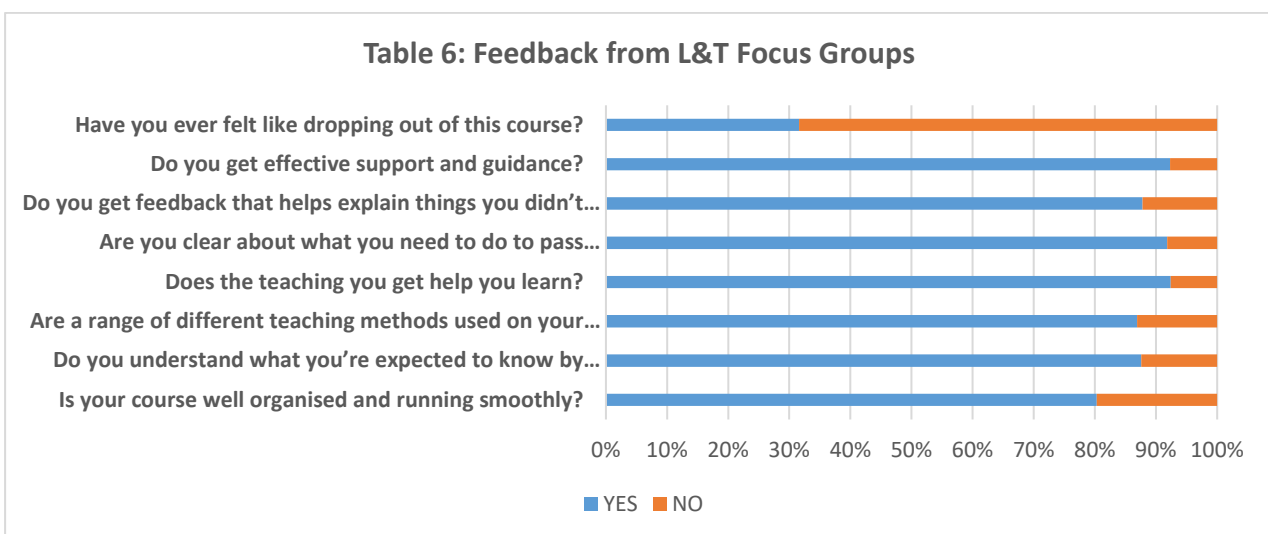
1.5 External Verification 2018-19

External Verification (EV) is the process whereby external awarding bodies evaluate the quality of teaching materials and judgements in relation to assessment practice across a sample of teaching areas. Overall 97 verification reports were received by different awarding bodies during academic year 2018-19, compared to 99 in 2017-18. The number of reports resulting in action plans/not accepted decisions was five, which remained the same as the previous year. SQA also identified two examples of unsatisfactory assessment practice in Nat 5 Biology and Chemistry – this did not affect student results but has resulted in a development visit for the staff teams. Table 5 summarises EV activity.



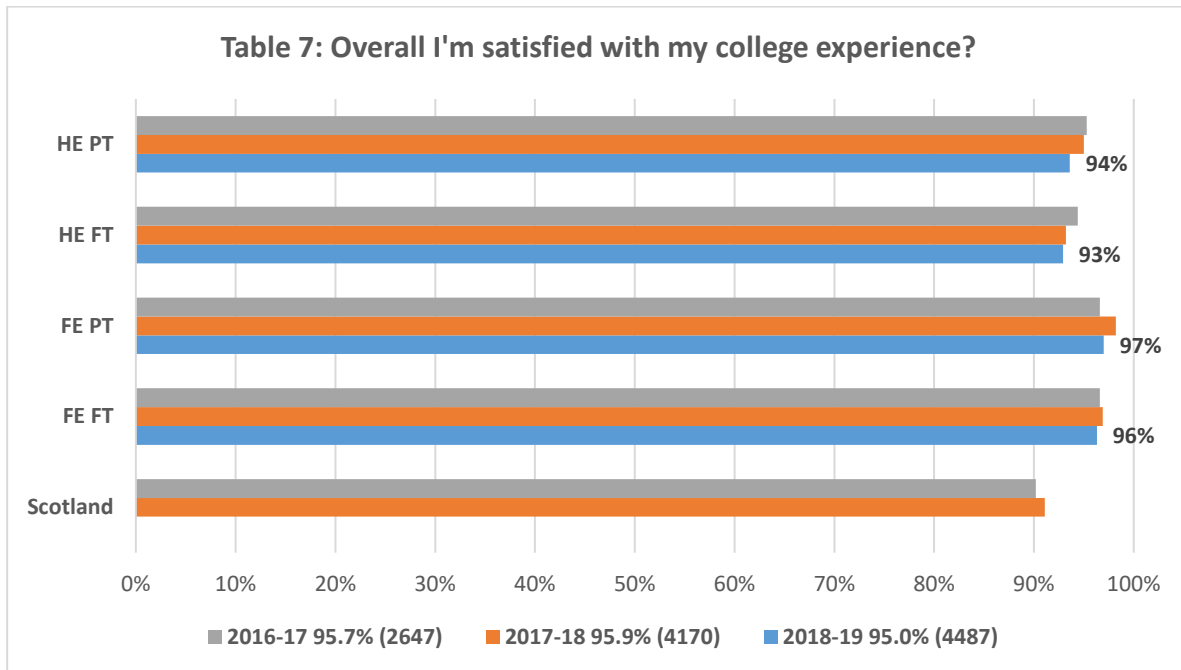
1.6 Learning and Teaching Focus Groups 2018-19

During 2018-19, **83 class groups (927 students)** participated in Learning and Teaching focus groups facilitated by Quality Coordinators. The focus groups were mainly targeted at FE programmes, which were low performing during the 2017-18 academic year. A range of qualitative feedback is gathered and provided to Curriculum Teams to inform improvement actions – however, the following questions are also used.



1.7 Student Satisfaction Survey 2019

Table 7 captures the response to the question 'I'm satisfied with my college experience?'



- More learners than any previous year (nearly 4500) took part in the survey in 2018-19
- 95% of learners reported that they are satisfied with their college experience (2018-19 Scotland wide figure not available).
- HE Full Time learners at 93% were the least satisfied group by mode of delivery
- Results for this question and other themes are broken down and returned to curriculum teams to inform action planning

BOARD OF MANAGEMENT

Date of Meeting	25 October 2019
Paper Title	Governance Update
Agenda Item	19.76
Responsible Officer	Chair
Status	Disclosable
Action	For Approval

1 REPORT PURPOSE

This paper reports on: Board membership; the recruitment of a new Clerk to the Board; and the annual process of Board member evaluation.

2 RECOMMENDATION

The Board is asked to

- discuss the suggestions on Board self-evaluation (section 6 below) and decide on what should be included in a Board Development Plan for 2019/20.
- note the other sections of the report.

3 BOARD MEMBERSHIP

3.1 Board members will be aware that Graeme Whiteford resigned as a member of the Board with effect from 31 August. The minute will record the Board's appreciation of Graeme's service to the College over the last four years.

3.2 On 11 September interviews were held for new Board members, by a panel comprising David Newall (chair), Fiona Godsmann and Deborah Maddern (independent member). Two new appointments have been recommended to GCRB, with effect from 1 November. GCRB will receive these recommendations at its meeting on 28 October.

- 3.3 Nominations Committee will meet early in 2020, reporting to the Board on 18 March. There are several Board members whose current terms of office expire in July 2020. The Chair has consulted with the relevant members to find out if they are willing to serve a second term. The Committee will consider in each case whether to recommend reappointment.
- 3.4 Early in 2020, the College should be advised on the implementation of the Scottish Government's decision to introduce two new trade union-nominated Board members. Government officials believe this can be addressed in time for Session 2020/21 through secondary legislation which will include raising the maximum size of the Board from 18 to 20 members.

4 CLERK TO THE BOARD

On 3 September interviews were held for the position of Clerk to the Board of Management. The interview panel was: David Newall (chair), Mary Docherty, Jon Vincent and Lindsey Ferries (HR). Unfortunately a suitable candidate was not recruited.

The post has been re-advertised and fresh interviews will take place on 1 November. Board members will be advised of the outcome by email.

5 BOARD MEMBER EVALUATIONS

The Chair met with each Board member in the period August/September for a discussion on performance. Discussions with committee chairs were informed by feedback from Committee members. On 9 September, the Vice-Chair, in her capacity as Senior Independent Member, reviewed the Chair's performance, with the benefit of feedback from Board members.

6 BOARD SELF-EVALUATION AND DEVELOPMENT PLAN

The Code of Good Governance requires the Board to undertake an annual self-evaluation, leading to the approval of a Board Development Plan. The outcome of the self-evaluation and the contents of the Development Plan are reported to GCRB.

At the Board meeting in June, it was agreed that, following the practice of recent years, the Clerk would send a questionnaire to Board members. However, that task has not been addressed. Rather than delay this exercise, can Board members please come ready to contribute to a discussion on Board performance on 25 October, including identifying those issues that should be included in a Development Plan?

To start discussion, the following points have been raised in Board members' meetings with the Chair and in feedback on the Chair's performance.

1. Skills and Experience. Generally this is a strength, but we rely a lot on some key Board members (particularly the Committee chairs) and we need to think about succession planning.
2. Knowledge. Most Board members are now quite experienced and have learned a lot about the internal and external environment. We need an effective induction for new members.
3. Board meetings. These need to focus on the important items so as to use time more efficiently. Some suggestions have been made:
 - Agendas to be organised so that the big issues come at the start.
 - Paperwork is good, but cover papers could be used more effectively to highlight important points and points requiring a Board decision.
 - Committee minutes would benefit from cover papers, which would identify items of importance for the Board.
 - There should be no need for lengthy introductions of Board papers.

The Board's views are sought on the points above, and on what items should be included in the Board's Development Plan for 2019/20.

7 RISK ANALYSIS, LEGAL IMPLICATIONS, FINANCIAL IMPLICATIONS, REGIONAL OUTCOME AGREEMENT IMPLICATIONS, EQUALITY IMPACT ASSESSMENT

n/a

BOARD MEETING

Date of Meeting	25.10.2019
Paper Title	GCCSA Operational Plan Report
Agenda Item	19.79
Paper Number	19.79
Responsible Officer	Dr Aranka Szilassy
Status	
Action	For noting

1. Report Purpose

The purpose of this report is to provide to the Board of Management with an update of GCCSA activities.

2. Recommendations

For noting.

3. Background

The following will outline key activities of GCCSA and how we plan to monitor progress and actions of our activities.

3.1. Glasgow Clyde Regional Board

Aranka Szilassy is a member of the GCRB representing Glasgow students and she attended to the GCRB Development Day in City of Glasgow College on 26 August.

3.2. Class Representation

Our class rep training has been developed in partnership with SPARQS, allowing us to provide training that has been specially tailored for our student's needs. This was the second year we provided class rep training in house cross campus during September. We have had a really good response so far, we have over 422 general class reps on our system and we have trained over 200 individual students. This

means we have directly reached nearly 50% of the class reps on our system within our first 3-week period. We can also provide additional training sessions around January if need as a mop up or for January start students. 34 ASL class reps attended the specific training lead by a SPARQS trainer. We also provided separate training with our in house trainers for ESOL class reps and reached 40 individual students.

We have had positive feedback from the training sessions so far with 95% of attendees rating it as very good or outstanding. Around 95% of students who attended training stated they had a better understanding of their role as a class rep on completion. Full details on evaluation will be provided to college on completion of all training sessions and full evaluation of data.

Class rep meetings have been booked between now and May 2020, and will be run cross campus every second month by Sabbatical officers. We had our first meetings at the beginning of October and 85 class reps attended cross campus. We started with a focus on the student's feelings towards their initial interactions with the college. This covered things such as inductions, services offered (library, student advice, student funding, gym, canteen, learning inclusion, GCCSA), timetables and building relationships within class groups and also students understanding of their sense of belonging at the college. We will evaluate this feedback and also share this at a later date. We will continue to develop our meetings through the year according to the feedback we received. Plans for December meetings are to include staff in relation to the VLE and gain comments and feedback from students regarding that project.

3.3. Student Voice

A new initiative is being implemented called the 'Student Voice' which will create further student engagement and greater accountability for GCCSA decision-making and activity. Student Voice was developed as part of GCCSA looking for an effective method to ensure that the student voice was heard and listened to by the College in addition to the existing Class Representative System. Student officers carried out feedback and this 'Student Voice' format was created.

Student Voice has been developed to give students the opportunity, other than through the Class Rep process or direct to their faculty, to bring their concerns, ideas or suggestions to the attention of the Student Association and in turn the College.

The aim is that through improved communication, students understand and have some say in relation to the direction of the College and can support continuous improvement. The group aim is not to duplicate work already undertaken by other areas within the college but to help to provide an opportunity for students to have a positive impact.

The objective of the group is to provide a platform of communication for students, present a forum for students to be heard, feel their opinions are being listened to and valued by the College, encourage a culture of trust and community across the College by increasing student involvement and promoting student engagement.

To ensure accessibility and to cover all three campuses of the College, one Student Forum group will be created at each campus. GCCSA student officers and staff will represent on all three groups and students from each campus will make up the rest of the Forum with other College staff added in when and where invited. GCCSA's Development Officer and the Student President will chair the Student Voice meetings cross campus. The Student Voice Forum will meet at least three times per academic year (one meeting per campus on each occasion) it may meet more regular, at the digression of those within the group to discuss particular issues or ideas. GCCSA officers and staff will pass on relevant feedback or ideas at their Executive Meetings with the principal when and where appropriate.

3.4. Communications

At the beginning of the academic year officers ran tours cross campus which were offered to any students who wanted to come along in addition to anything they may have had within their class induction. There were 47 students in total attended these.

Student President Aranka also arranged drop in sessions, in order to be available on cross campus for any student queries or questions. Further dates have been arranged.

GCCSA still make use of our ICT email system for emailing all students, per campus or just class reps as and when required with important or useful information.

Facebook page will provide regular updates on GCCSA activity and also twitter. We are looking into creating an Instagram account also due to feedback gathered, this is however in progress and not yet live. We increased followers on Facebook by over 60% in the first few weeks through promotion at Fresher's.

For the first time this year GCCSA got an invitation to Head of Curriculum Meetings at each Faculty and many Senior Lecturers Meetings to introduce our team, explain the class rep system and promote our activities. Also, we visited as many classes as possible cross campus to introduce our team, tell students who we are, what we are doing for them and encourage classes to nominate class representatives.

3.5. GCCSA Focuses on

This year GCCSA has a 'GCCSA FOCUSES ON' campaign where we have decided to focus on four key areas; Financial Wellbeing, Environmental Wellbeing, Mental Wellbeing and Physical Wellbeing. This will include a variety of activity.

So far, during September we organised 'Financial Wellbeing Week' and invited different organisation to provide information to students cross campus and raise awareness about financial issues. Money Advice Scotland also held Budgeting Training cross campus and 82 students in total attended these interactive sessions.

For Environmental Wellbeing GCCSA organised activity around 'Recycle Week' at the end of September cross campus, we had stalls with different organisations such as Revolve Recycle, Rags to Riches and also our first Clean Up Days. We had three clean up's around our campuses on different days with 47 student volunteers getting involved and helping pick up litter on campus and the surrounding area.

GCCSA had online activity around 'Mental Health Awareness Week'.

GCCSA are trying to improve links with the Sports Department to ensure we are better promoting the activity that they offer to the wider student body.

Throughout the year we will have further activities in relation to all these areas.

3.6. Clubs and Societies

GCCSA encourages students to set up their own Clubs and Societies every year. We have already got interest from students to run clubs such as:

- Basketball Club
- Sign Language Club
- Language Exchange Club
- IT Support Club
- Gaming Club
- Board Game Club
- Self Defence Club
- Netball Club

3.7. Activities

Fresher's Week

Fresher's Week was delivered, cross-campus from Tuesday 3rd – Thursday 5th September. Fresher's packs have been promoted to a number of local and regional businesses. The purpose of these events was to provide students with the chance to socialise, and find out about local opportunities. 28 Organisations at Cardonald, 25 at Langside and 24 at Anniesland participated and we also had a climbing wall on sight cross campus. We have excellent face to face feedback from students, stallholders and staff as well. GCCSA will continue to try and improve on these events each year.

Upcoming Events/Campaigns 2019/20

We will continue to engage with students and promote campaigns and activity. This will include until January:

- Hate Crime Awareness Campaign (Training sessions from Police Scotland, Police Scotland stalls and GCCSA officers stalls)
- Cigarette Swap stall with NHS Quit Your Way
- Children in Need Fundraising and Awareness
- Foodbank Big Sort Event
- White Ribbon Campaign 16 days action
- Mental Health Campaign
- Christmas Market

4. Risk Analysis

There are no risk analysis identified.

5. Legal Implications

There are no legal implications identified.

6. Financial Implications

There are no financial implications identified.

7. Regional Outcome Agreement Implications

Priorities, support regional priorities