

Board of Management

Meeting of the Board of Management to be held on Wednesday 18th March 2020 at 4.30pm in The Boardroom, Anniesland Campus.

AGENDA

20.01	Welcome and Apologies		D Newall
20.02	Declaration of Interests		D Newall
20.03	Determination of Other Business		D Newall

Items for Discussion

20.04	Minute of the Board Meeting on 12 th December 2019	P	D Newall
20.05	Matters Arising – Action Grid	P	D Newall
20.06	COVID -19 Update	P	J Vincent
20.07	Financial Report year to April 2020 and Forecast to end July 2020	P	B Hughes/ E Brownlie
20.08	SFC Indicative Funding Allocation for 20/21	P	J Thomson
20.09	Five Year Financial Plan Update 2019/20 to 2022/23	P	T Elliott
20.10	Draft Revenue Budget	V	B Hughes
20.11	Strategic Plan KPIs Feedback	V	B Hughes
20.12	Capital Masterplan Update	P	J Thomson
20.13	Governance Update	P	C McConnell

Standing Items

20.14	Chair's Report	V	D Newall
20.15	Principal's Report	P	J Vincent
20.16	Student President's Report	P	A Szilassy

20.17 Minutes of Previous Meetings

i.	Audit Committee 27 November 2019	P	D Watt
ii.	Finance & Resources 4 December 2019	P	R Fraser
iii.	Organisational Development 15 January 2020	P	S Heidinger
iv.	Nominations Committee 20 February 2020	P	F Godsman
v.	Audit Committee 26 February 2020	V	D Watt
vi.	Finance & Resources 4 March 2020	V	R Fraser

Items for Noting*

20.18	Glasgow Clyde Education Foundation update	P	J Thomson
20.19	Strategic Risk Register Update	P	J Thomson
20.20	Credits Projection 19/20	P	B Hughes

Continual Improvement

Board of Management

- | | | |
|--------------|---|----------|
| 20.21 | Equalities Impact Assessment on Decisions Made | D Newall |
| 20.22 | Review of Papers (including Disclosable Status) | All |
| 20.23 | Any Other Business | D Newall |

Date of next meeting 28th October 2020

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

BOARD OF MANAGEMENT

Date of Meeting	18 March 2020
Paper Title	SFC National Performance Indicators 2018-19
Agenda Item	20.07
Paper Number	20.07 and 20.07A
Responsible Officer	Eric Brownlie, Assistant Principal Quality and Performance
Status	Disclosable
Action	For Discussion

1. Report Purpose

The purpose of this report is to inform the committee of the Scottish Funding Council's publication of the college sector's Performance Indicators for 2018-19.

2. Recommendations

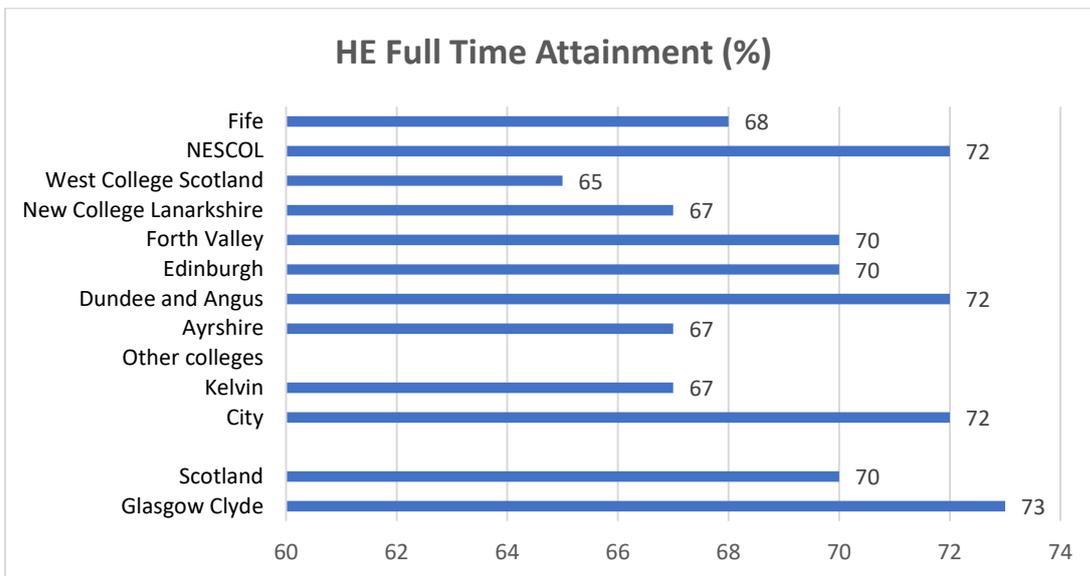
The Learning and Teaching committee are asked to discuss the report.

3. Issues

In 2018-19, the college has made good progress in raising overall attainment which is up to 74% – and showing a 5% rise over a 3 year period. In both FE Full time and FE Part time attainment has risen for the third year in a row. HE Full time attainment has dropped slightly but is highest in the sector for large colleges, whilst HE Part time attainment remains static. The college has met or exceeded almost all ROA targets for 2018-19, including successfully delivering its grant funded activity exceeding the credit target by 1.6%.

Mode of Delivery	Glasgow Clyde			Scotland		City of Glasgow	Kelvin
	2018-19	2017-18	2016-17	2018-19	2017-18	2018-19	2018-19
Overall Attainment (completed successful)	74% (10,350)	72%	69%	74%	74%	76%	72%
FE Full Time	68% (2321)	66%	62%	65%	66%	66%	64%
FE Part Time	76% (5021)	72%	69%	80%	78%	86%	83%
HE Full Time	73% (2168)	75%	74%	70%	71%	72%	67%
HE Part Time	78% (840)	78%	82%	79%	80%	82%	75%
						(1061)	(542)

- 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% - up 5% over 3 years
- Full Time FE and HE attainment is above the sector average and also the highest across the region
- FE Full Time attainment is up to 68% and has improved 6% over 3 years – 3% above the sector figure and the first time it has sat above the Scottish average (third highest in sector for a large college)
- FE Part Time attainment is up to 76% and improved 7% over 3 years
- HE Full Time attainment is down slightly to 73% but is 2% above the Scotland average and is the highest in the sector for a large college (see below)
- HE Part Time attainment has remained at 78% and sits 1% below the sector figure
- Overall Withdrawal is down to 17% from 19% in the previous year



4. Risk Analysis

Improving and maintaining strong retention and attainment levels are an important indicator for attracting potential learners, appealing to external stakeholders and the college's reputation. High priority continues to focus on improving FE and HE attainment levels.

5. Legal Implications

There are no specific legal implications.

6. Financial Implications

Reducing Early Withdrawal beyond 1st November is critical for overall credit funding and this is a high priority for the college.

7. Regional Outcome Agreement Implications

The college has an increasing number of regional and national targets that we will be measured against. This includes performance for different and protected groups of learners – eg SIMD10, 16-19 year olds, senior phase school pupils and care experienced learners.

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

No

Total FE/HE FT/PT = 14,065

Chart 1. Outcomes for FE on recognised qualifications (full-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
13-14	Full Time	2,334	499	860	3,693
14-15	Full Time	2,353	469	843	3,665
15-16	Full Time	2,353	413	898	3,664
16-17	Full Time	2,403	393	1,076	3,872
17-18	Full Time	2,582	347	980	3,909
18-19	Full Time	2,321	324	766	3,411

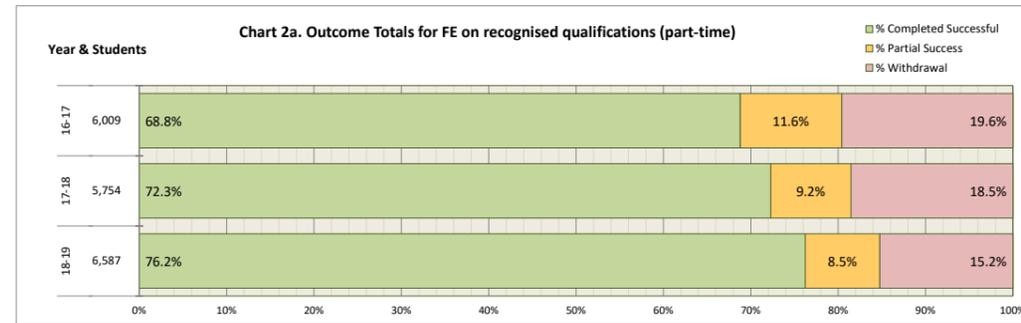
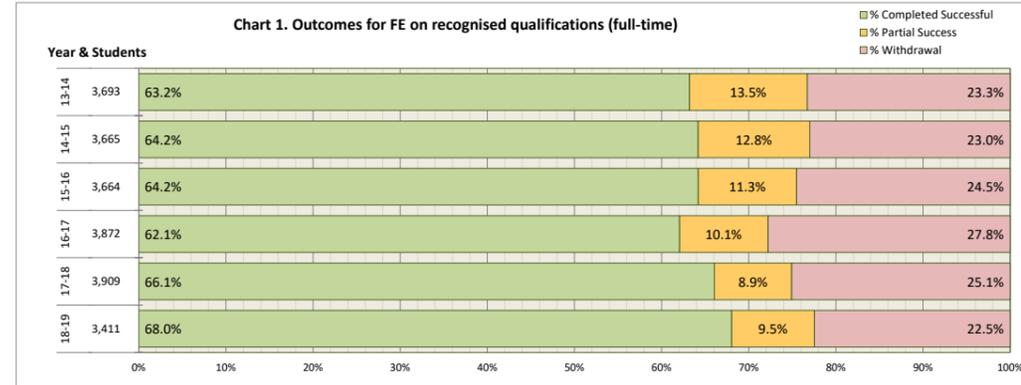
Year		% Completed Successful	% Partial Success	% Withdrawal	Total
13-14		63.2%	13.5%	23.3%	3,693
14-15		64.2%	12.8%	23.0%	3,665
15-16		64.2%	11.3%	24.5%	3,664
16-17		62.1%	10.1%	27.8%	3,872
17-18		66.1%	8.9%	25.1%	3,909
18-19		68.0%	9.5%	22.5%	3,411

Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
16-17	Total Part-Time FE	4,134	698	1,177	6,009
17-18	Total Part-Time FE	4,159	529	1,066	5,754
18-19	Total Part-Time FE	5,021	562	1,004	6,587

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
16-17		68.8%	11.6%	19.6%	6,009
17-18		72.3%	9.2%	18.5%	5,754
18-19		76.2%	8.5%	15.2%	6,587

Glasgow Clyde College 18-19 Performance Indicators



Total FE/HE FT/PT = 14,065

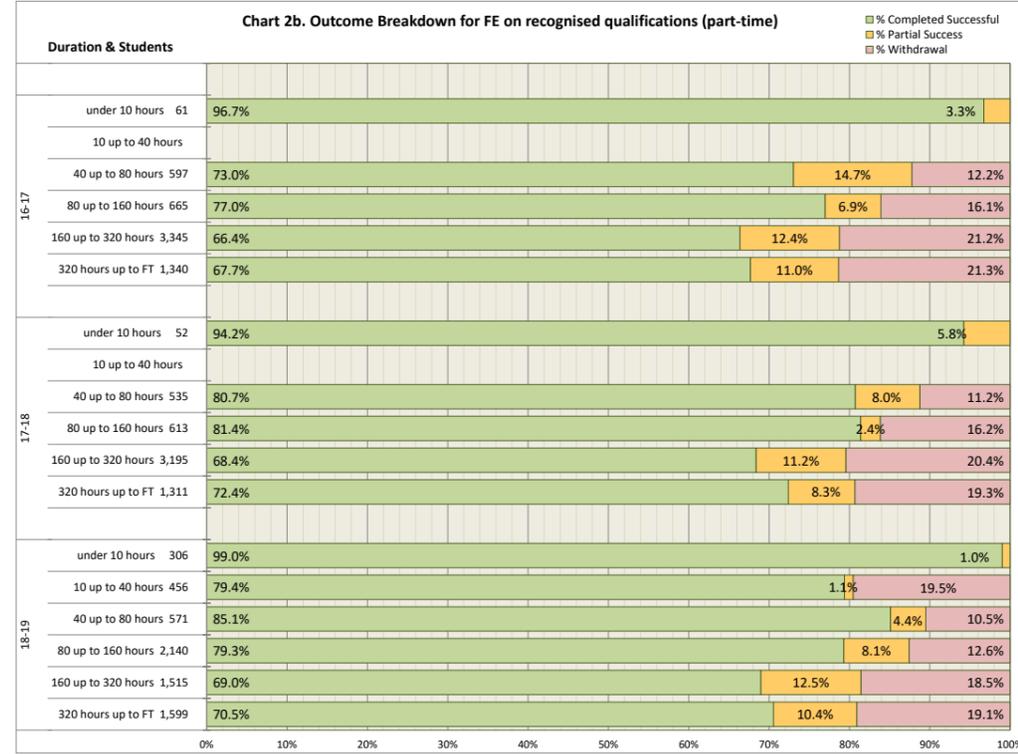
Glasgow Clyde College 18-19 Performance Indicators

Chart 2b. Outcome Breakdown for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
16-17	under 10 hours	59	2		61
	10 up to 40 hours	436	88	73	597
	40 up to 80 hours	512	46	107	665
	80 up to 160 hours	2,220	415	710	3,345
	160 up to 320 hours	907	147	286	1,340
17-18	under 10 hours	49	3		52
	10 up to 40 hours	432	43	60	535
	40 up to 80 hours	499	15	99	613
	80 up to 160 hours	2,185	357	653	3,195
	160 up to 320 hours	949	109	253	1,311
18-19	under 10 hours	303	3		306
	10 up to 40 hours	362	5	89	456
	40 up to 80 hours	486	25	60	571
	80 up to 160 hours	1,697	174	269	2,140
	160 up to 320 hours	1,045	189	281	1,515
	320 hours up to FT	1,128	166	305	1,599

Year		% Completed Successful	% Partial Success	% Withdrawal
16-17	under 10 hours 61	96.7%	3.3%	
	10 up to 40 hours 597	73.0%	14.7%	12.2%
	40 up to 80 hours 665	77.0%	6.9%	16.1%
	80 up to 160 hours 3,345	66.4%	12.4%	21.2%
	160 up to 320 hours 1,340	67.7%	11.0%	21.3%
17-18	under 10 hours 52	94.2%	5.8%	
	10 up to 40 hours 535	80.7%	8.0%	11.2%
	40 up to 80 hours 613	81.4%	2.4%	16.2%
	80 up to 160 hours 3,195	68.4%	11.2%	20.4%
	160 up to 320 hours 1,311	72.4%	8.3%	19.3%
18-19	under 10 hours 306	99.0%	1.0%	
	10 up to 40 hours 456	79.4%	1.1%	19.5%
	40 up to 80 hours 571	85.1%	4.4%	10.5%
	80 up to 160 hours 2,140	79.3%	8.1%	12.6%
	160 up to 320 hours 1,515	69.0%	12.5%	18.5%
	320 hours up to FT 1,599	70.5%	10.4%	19.1%

Chart 2b. Outcome Breakdown for FE on recognised qualifications (part-time)



Total FE/HE FT/PT = 14,065

Chart 3. Achievement for FE students with partial success

Number of students who complete their course without gaining any units / credits	85	13.4%
Number of students completing their course achieving up to 25% of planned units	31	4.9%
Number of students completing their course achieving 25 to 50% of planned units	109	17.2%
Number of students completing their course achieving 50 to 75% of planned units	245	38.6%
Number of students completing their course achieving at least 75% of planned units	164	25.9%
Total	634	100%

Glasgow Clyde College 18-19 Performance Indicators

Chart 3: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units

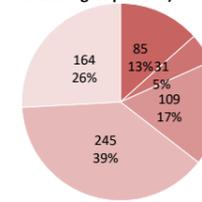
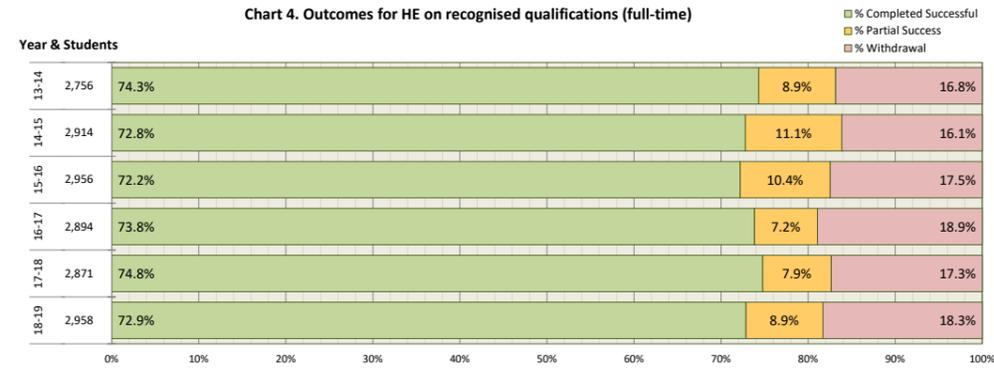


Chart 4. Outcomes for HE on recognised qualifications (full-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
13-14	Full Time	2,048	244	464	2,756
14-15	Full Time	2,121	323	470	2,914
15-16	Full Time	2,134	306	516	2,956
16-17	Full Time	2,137	209	548	2,894
17-18	Full Time	2,147	226	498	2,871
18-19	Full Time	2,155	262	541	2,958

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
13-14		74.3%	8.9%	16.8%	2,756
14-15		72.8%	11.1%	16.1%	2,914
15-16		72.2%	10.4%	17.5%	2,956
16-17		73.8%	7.2%	18.9%	2,894
17-18		74.8%	7.9%	17.3%	2,871
18-19		72.9%	8.9%	18.3%	2,958

Chart 4. Outcomes for HE on recognised qualifications (full-time)



Total FE/HE FT/PT = 14,065

Chart 5a. Outcome Totals for HE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
16-17	Total Part-Time HE	913	84	113	1,110
17-18	Total Part-Time HE	905	122	139	1,166
18-19	Total Part-Time HE	859	126	124	1,109

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
16-17		82.3%	7.6%	10.2%	1,110
17-18		77.6%	10.5%	11.9%	1,166
18-19		77.5%	11.4%	11.2%	1,109

Glasgow Clyde College 18-19 Performance Indicators

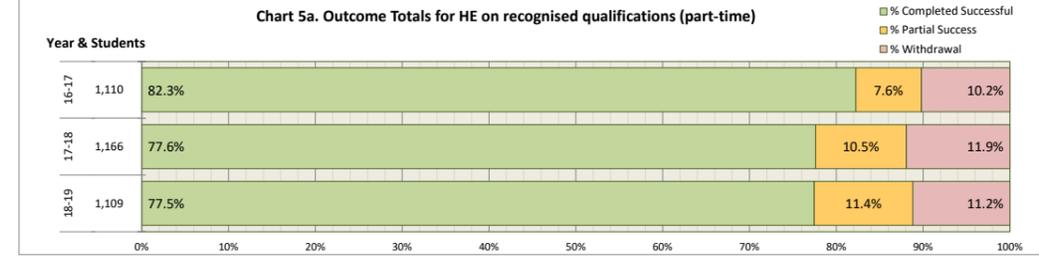
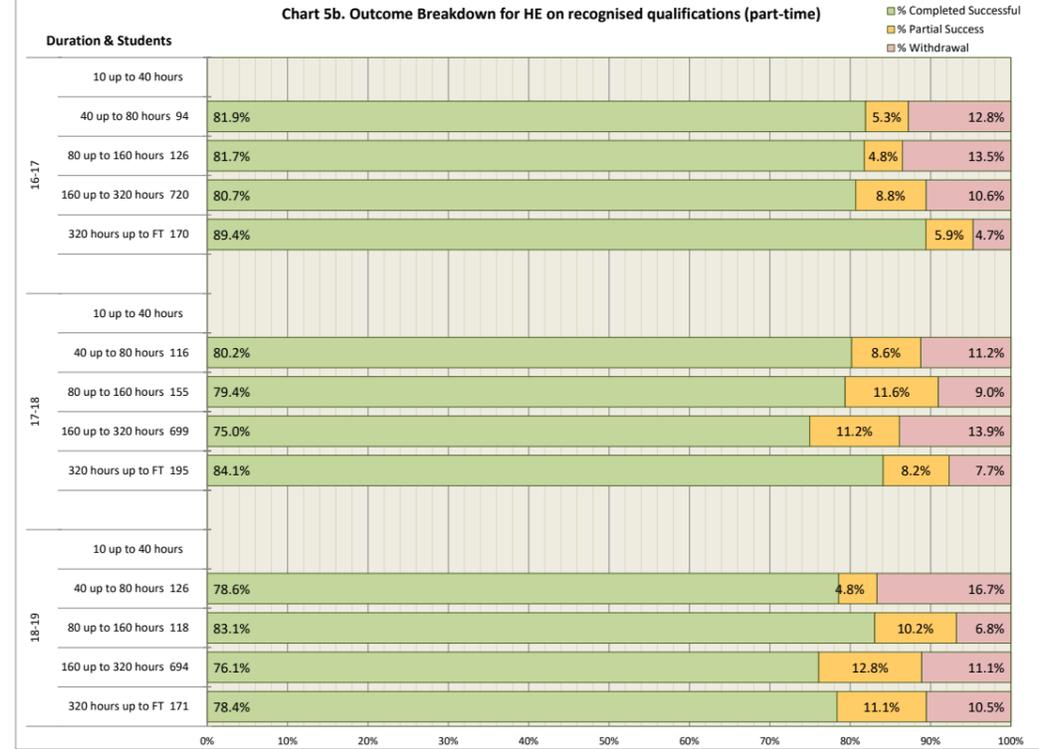


Chart 5b. Outcome Breakdown for HE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
16-17	10 up to 40 hours	77	5	12	94
	40 up to 80 hours	103	6	17	126
	80 up to 160 hours	581	63	76	720
	160 up to 320 hours	152	10	8	170
	320 hours up to FT				
17-18	10 up to 40 hours	93	10	13	116
	40 up to 80 hours	123	18	14	155
	80 up to 160 hours	524	78	97	699
	160 up to 320 hours	164	16	15	195
	320 hours up to FT				
18-19	10 up to 40 hours	99	6	21	126
	40 up to 80 hours	98	12	8	118
	80 up to 160 hours	528	89	77	694
	160 up to 320 hours	134	19	18	171
	320 hours up to FT				

Year		% Completed Successful	% Partial Success	% Withdrawal
16-17	10 up to 40 hours	81.9%	5.3%	12.8%
	40 up to 80 hours 94	81.7%	4.8%	13.5%
	80 up to 160 hours 126	80.7%	8.8%	10.6%
	160 up to 320 hours 720	89.4%	5.9%	4.7%
	320 hours up to FT 170			
17-18	10 up to 40 hours	80.2%	8.6%	11.2%
	40 up to 80 hours 116	79.4%	11.6%	9.0%
	80 up to 160 hours 155	75.0%	11.2%	13.9%
	160 up to 320 hours 699	84.1%	8.2%	7.7%
	320 hours up to FT 195			
18-19	10 up to 40 hours	78.6%	4.8%	16.7%
	40 up to 80 hours 126	83.1%	10.2%	6.8%
	80 up to 160 hours 118	76.1%	12.8%	11.1%
	160 up to 320 hours 694	78.4%	11.1%	10.5%
	320 hours up to FT 171			



Total FE/HE FT/PT = 14,065

Chart 6. Achievement for HE students with partial success

Number of students who complete their course without gaining any units / credits	14	3.8%
Number of students completing their course achieving up to 25% of planned units	53	14.4%
Number of students completing their course achieving 25 to 50% of planned units	106	28.9%
Number of students completing their course achieving 50 to 75% of planned units	124	33.8%
Number of students completing their course achieving at least 75% of planned units	70	19.1%
Total	367	100%

Glasgow Clyde College 18-19 Performance Indicators

Chart 6: Level of achievement for students funded by the SFC completing an HE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units

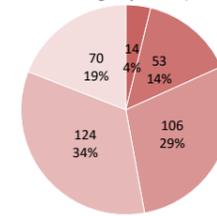
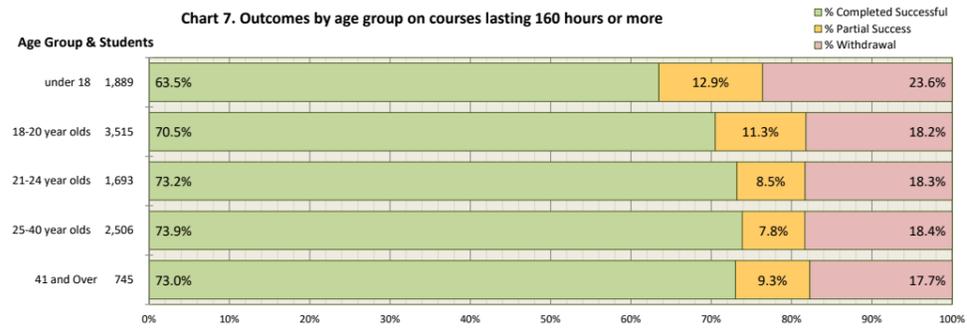


Chart 7. Outcomes by age group on courses lasting 160 hours or more

Age Group	Completed Successful	Partial Success	Withdrawal	Total
under 18	1,199	244	446	1,889
18-20 year olds	2,478	397	640	3,515
21-24 year olds	1,239	144	310	1,693
25-40 year olds	1,851	195	460	2,506
41 and Over	544	69	132	745

Age Group	% Completed Successful	% Partial Success	% Withdrawal
under 18	63.5%	12.9%	23.6%
18-20 year olds	70.5%	11.3%	18.2%
21-24 year olds	73.2%	8.5%	18.3%
25-40 year olds	73.9%	7.8%	18.4%
41 and Over	73.0%	9.3%	17.7%

Chart 7. Outcomes by age group on courses lasting 160 hours or more



Total FE/HE FT/PT = 14,065

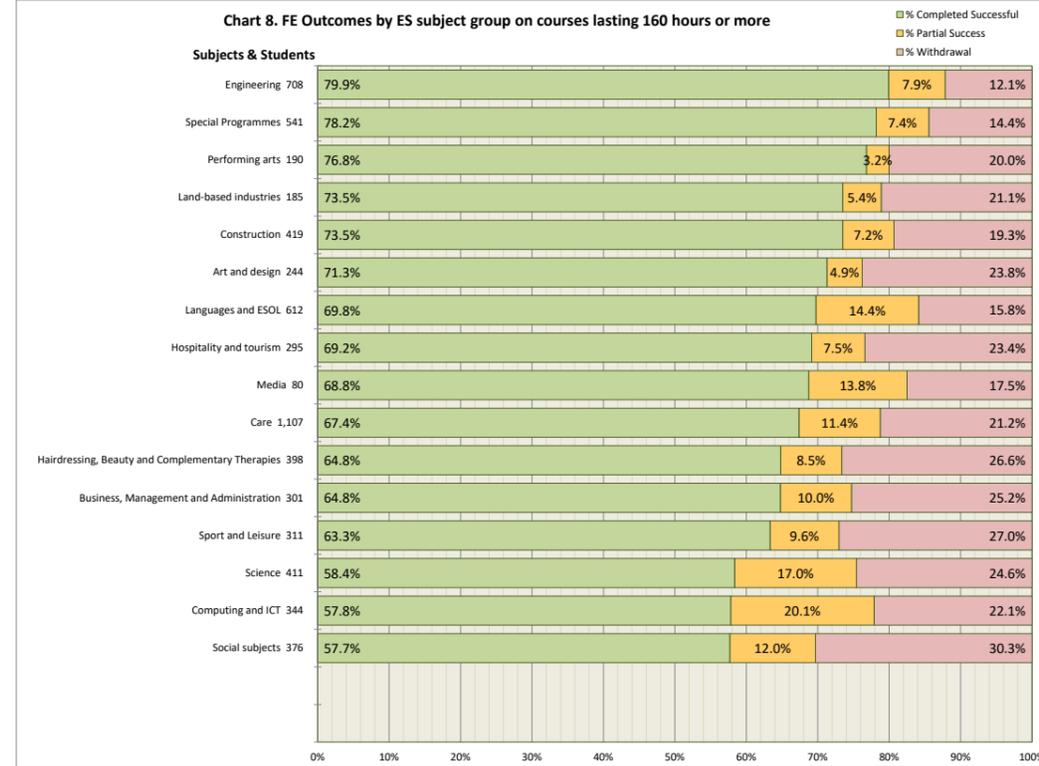
Glasgow Clyde College 18-19 Performance Indicators

Chart 8. FE Outcomes by ES subject group on courses lasting 160 hours or more

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure	63.3%	197	30	84	311
Special Programmes	78.2%	423	40	78	541
Social subjects	57.7%	217	45	114	376
Science	58.4%	240	70	101	411
Performing arts	76.8%	146	6	38	190
Nautical studies					
Media	68.8%	55	11	14	80
Languages and ESOL	69.8%	427	88	97	612
Land-based industries	73.5%	136	10	39	185
Hospitality and tourism	69.2%	204	22	69	295
Hairdressing, Beauty and Complementary Therapies	64.8%	258	34	106	398
Engineering	79.9%	566	56	86	708
Education and training					
Construction	73.5%	308	30	81	419
Computing and ICT	57.8%	199	69	76	344
Care	67.4%	746	126	235	1,107
Business, Management and Administration	64.8%	195	30	76	301
Art and design	71.3%	174	12	58	244

	% Completed Successful	% Partial Success	% Withdrawal
Engineering 708	79.9%	7.9%	12.1%
Special Programmes 541	78.2%	7.4%	14.4%
Performing arts 190	76.8%	3.2%	20.0%
Land-based industries 185	73.5%	5.4%	21.1%
Construction 419	73.5%	7.2%	19.3%
Art and design 244	71.3%	4.9%	23.8%
Languages and ESOL 612	69.8%	14.4%	15.8%
Hospitality and tourism 295	69.2%	7.5%	23.4%
Media 80	68.8%	13.8%	17.5%
Care 1,107	67.4%	11.4%	21.2%
Hairdressing, Beauty and Complementary Therapies 398	64.8%	8.5%	26.6%
Business, Management and Administration 301	64.8%	10.0%	25.2%
Sport and Leisure 311	63.3%	9.6%	27.0%
Science 411	58.4%	17.0%	24.6%
Computing and ICT 344	57.8%	20.1%	22.1%
Social subjects 376	57.7%	12.0%	30.3%

Chart 8. FE Outcomes by ES subject group on courses lasting 160 hours or more



Total FE/HE FT/PT = 14,065

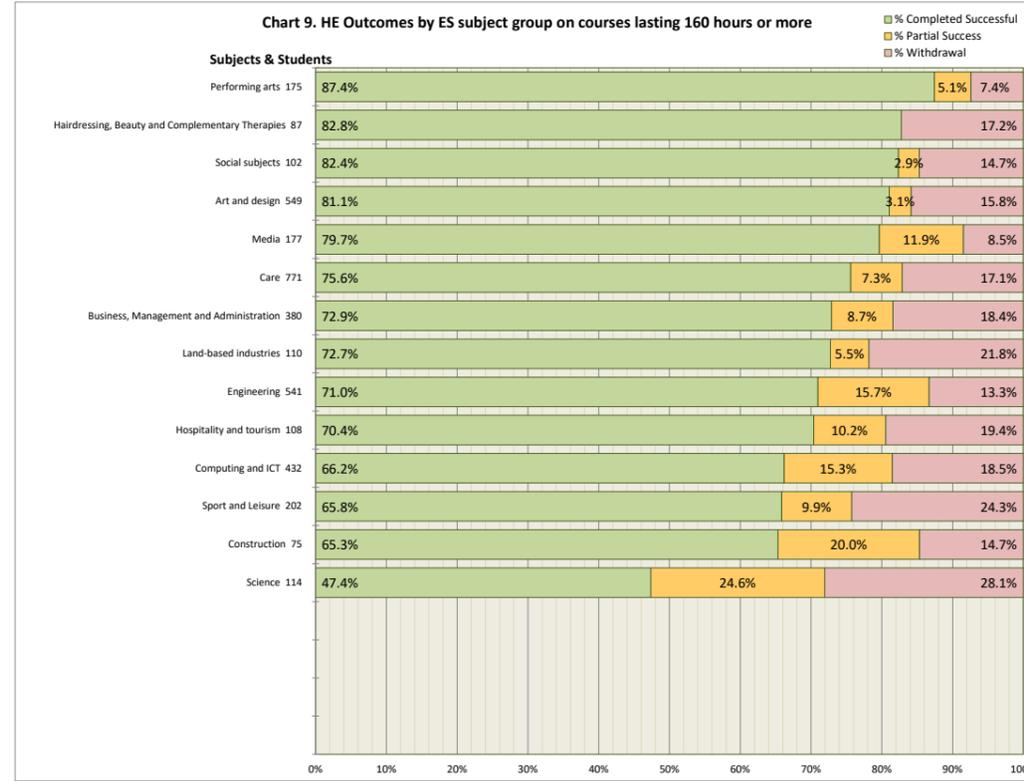
Glasgow Clyde College 18-19 Performance Indicators

Chart 9. HE Outcomes by ES subject group on courses lasting 160 hours or more

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure	65.8%	133	20	49	202
Special Programmes					
Social subjects	82.4%	84	3	15	102
Science	47.4%	54	28	32	114
Performing arts	87.4%	153	9	13	175
Nautical studies					
Media	79.7%	141	21	15	177
Languages and ESOL					
Land-based industries	72.7%	80	6	24	110
Hospitality and tourism	70.4%	76	11	21	108
Hairdressing, Beauty and Complementary Therapies	82.8%	72	15	87	174
Engineering	71.0%	384	85	72	541
Education and training					
Construction	65.3%	49	15	11	75
Computing and ICT	66.2%	286	66	80	432
Care	75.6%	583	56	132	771
Business, Management and Administration	72.9%	277	33	70	380
Art and design	81.1%	445	17	87	549

	% Completed Successful	% Partial Success	% Withdrawal
Performing arts 175	87.4%	5.1%	7.4%
Hairdressing, Beauty and Complementary Therapies 87	82.8%	17.2%	
Social subjects 102	82.4%	2.9%	14.7%
Art and design 549	81.1%	3.1%	15.8%
Media 177	79.7%	11.9%	8.5%
Care 771	75.6%	7.3%	17.1%
Business, Management and Administration 380	72.9%	8.7%	18.4%
Land-based industries 110	72.7%	5.5%	21.8%
Engineering 541	71.0%	15.7%	13.3%
Hospitality and tourism 108	70.4%	10.2%	19.4%
Computing and ICT 432	66.2%	15.3%	18.5%
Sport and Leisure 202	65.8%	9.9%	24.3%
Construction 75	65.3%	20.0%	14.7%
Science 114	47.4%	24.6%	28.1%

Chart 9. HE Outcomes by ES subject group on courses lasting 160 hours or more



Total FE/HE FT/PT = 14,065

Chart 10. Outcomes by level and gender on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
FE Females	2,329	340	716	3,385
FE Males	2,164	339	636	3,139
HE Females	1,517	147	328	1,992
HE Males	1,299	223	308	1,830

	% Completed Successful	% Partial Success	% Withdrawal
FE Females 3,385	68.8%	10.0%	21.2%
FE Males 3,139	68.9%	10.8%	20.3%
HE Females 1,992	76.2%	7.4%	16.5%
HE Males 1,830	71.0%	12.2%	16.8%

Chart 11. Outcomes by key group on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	7,311	1,049	1,988	10,348
10% Most deprived postcode areas	1,964	335	664	2,963
20% Most deprived postcode areas	3,107	492	986	4,585
Fees paid by employer	551	70	58	679
Ethnic minority	1,337	249	305	1,891
Disability	1,349	223	408	1,980
Year of study greater than first year	1,218	154	140	1,512
Care Experienced	80	16	49	145

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours 10,348	70.7%	10.1%	19.2%
10% Most deprived postcode areas 2,963	66.3%	11.3%	22.4%
20% Most deprived postcode areas 4,585	67.8%	10.7%	21.5%
Fees paid by employer 679	81.1%	10.3%	8.5%
Ethnic minority 1,891	70.7%	13.2%	16.1%
Disability 1,980	68.1%	11.3%	20.6%
Year of study greater than first year 1,512	80.6%	10.2%	9.3%
Care Experienced 145	55.2%	11.0%	33.8%

Glasgow Clyde College 18-19 Performance Indicators

Chart 10. Outcomes by level and gender on courses lasting 160 hours or more

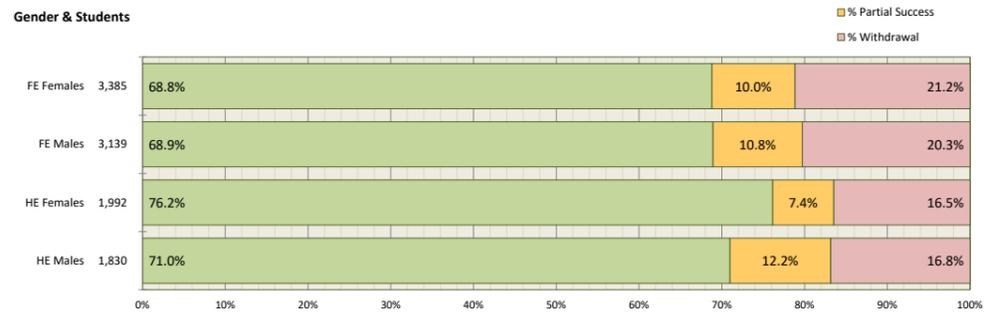
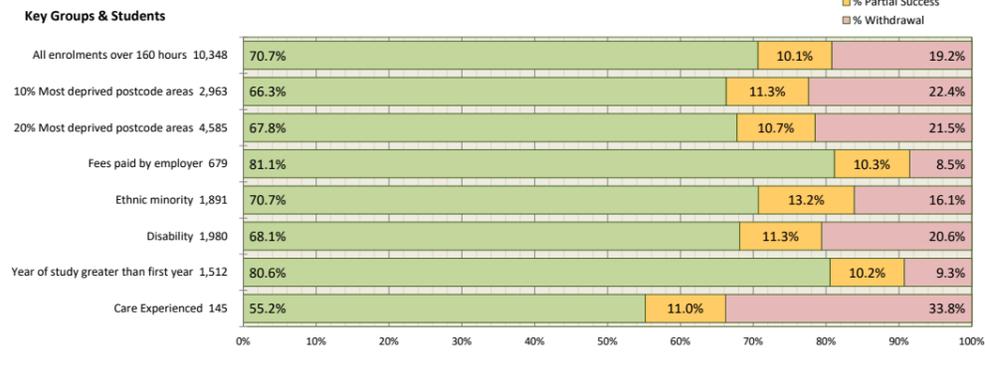


Chart 11. Outcomes by key group on courses lasting 160 hours or more



Total FE/HE FT/PT = 14,065

Chart 12. Credit targets and achieved (core plus ESF where applicable)

	Credits/WSUMs	Year	Percentage
WSUMs achieved	128,696		
16-17 WSUM target	127,091	16-17	101.26%
Credits achieved	130,030		
17-18 Credits target	128,683	17-18	101.05%
Credits achieved	128,106		
18-19 Credits target	127,286	18-19	100.64%

Glasgow Clyde College 18-19 Performance Indicators

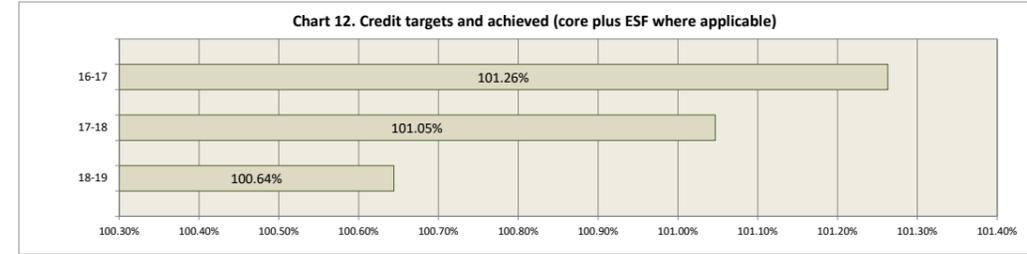
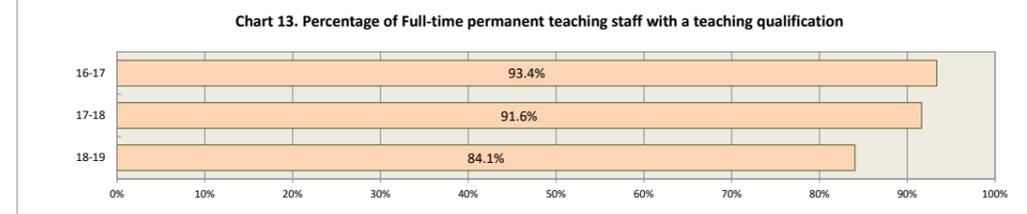


Chart 13. Percentage of Full-time permanent teaching staff with a teaching qualification

	Permanent full-time teaching staff	Number with a Teaching Qualification	Year	Percentage
16-17	226	211	16-17	93.4%
17-18	227	208	17-18	91.6%
18-19	232	195	18-19	84.1%



BOARD OF MANAGEMENT MEETING

Date of Meeting	18 March 2020
Paper Title	SFC Indicative Funding Allocation for 2020/21
Agenda Item	20.08
Paper Number	20.08A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1 Report Purpose

- 1.1 The Scottish Government published its draft budget for 2020/21 on 6 February. This was the announcement of the overall budget to the College sector for revenue and capital for 2020/21. The allocation to individual Regions / Colleges has not yet been announced. This paper provides some of the key highlights overall.

2 Recommendations

- 2.1 The Board of Management is asked to discuss the overall draft Scottish Government budget for the College sector for 2020/21.

3 Background and Commentary

- 3.1 Attached are the key elements of the Scottish Government Budget for 2020/21 in relation to the College sector and to the related skills and training announcements.
- 3.2 **SFC Revenue Funding:** there is overall a £33.5M increase in the draft revenue funding allocation for 2020/21 which is 5.52% in cash terms overall (approximately 3.6% in real terms), with the draft revenue budget for 2020/21 confirmed as £640.0m. However there are a number of financial pressures which this will have to be used to meet, and hence is important to have some caution on what this means in reality.
- 3.3 Firstly, there is the impact of annual pay awards which are already a high cost in the College's financial forecasts and have a very significant cumulative impact if these increase. The public sector pay policy has increased to 3% for staff earning

up to £80k, and if this is applied will result in higher costs than previously forecast. This is in addition to the impacts already as a result of National Bargaining.

- 3.4 Also there is the need to factor in the funding required to meet other costs, for example for the additional STSS pension costs of £11M, funding for Mental Health counselling expansion, a new Sector Change Fund of £5.5M, Sanitary Products of £1.7M and potential increases in Student Support Funding due to the expansion of care experienced funding for students above 26yrs of age. Therefore, the balance of the increase available to support core teaching may be minimal.
- 3.5 **SFC Capital Funding** – The total capital funding for the sector for 2020/21 is £35.7M which is reduced by £11.9M from 2019/20. However, last year's total included £22.7M for Forth Valley College's new campus project in Falkirk. In 2020/21, up to £3m has been allocated for the Dunfermline Community Learning Campus. This leaves £32.7m for capital, which compares to an equivalent figure of £25.6m for 2019-20, therefore representing an increase of £7.1m available for backlog maintenance and lifecycle costs.

4 Issues

- 4.1 The main issue from the SFC indicative funding allocation is what elements have to be funded from within the revenue allocation. There are rising staff costs particularly with staff cost of living pay awards (which are higher per percentage following national bargaining), 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 previously 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 Glasgow Region if the simplified model had been applied.
- 4.3 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 20/21 deduction will be similar to 19/20.

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 2020/21 has yet to be announced and will be against a backdrop of rising staff and non-staff costs.

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?

- 9.1 Not applicable.

Annex A - Extract of Sections from the Education element of the 2020/21 Scottish Government Budget Document

Scottish Funding Council priorities

The Scottish Funding Council (SFC) budget provides investment in Scotland's colleges and universities to support the development of well-educated, highly-skilled people and to enable sustainable, inclusive economic growth through enhancing skills and securing world-class research and cutting-edge innovation.

In 2020-21 we will continue to work with the SFC to:

play a leading role in improving Scotland's skills base by aligning our investment and activities with public sector partners, and ensuring that provision in colleges and universities supports employability and productivity in line with government priorities;

secure continuous improvement in learner outcomes by progressing the ambitions of our Developing the Young Workforce, Learner Journey, Widening Access and Student Support programmes, all of which contribute to improving outcomes particularly for those who may need additional support, such as ESOL (English for Speakers of Other Languages) learners, those from care-experienced backgrounds, and disabled students;

continue to make progress towards equal access to higher education by 2030; drive a partnership approach to raising attainment in further education; and fund further education bursary support;

improve the student experience by working with the sector to tackle gender-based violence through Equally Safe and improve students' mental health and wellbeing, including through the provision of additional counsellors across the sector;

deliver key commitments in the STEM Education and Training Strategy to ensure further and higher education provision meets the changing needs of employers and learners across Scotland;

maximise the impact of our investment in research, innovation and internationalisation to support a thriving, outward-looking Scotland;

work with colleges and universities to develop initiatives that will work towards reducing child poverty rates;

champion diversity at all levels, from course choice and curriculum delivery to the make-up of senior staff and boards;

maintain at least 116,000 full-time equivalent college places;

provide up to £3 million for Fife College as part of the new Dunfermline Learning Community Campus and funding to improve college campuses across Scotland;

continue to support the university sector to maintain their estate, in part by deploying Financial Transactions to support universities' estates projects, improve the student experience and contribute to efforts to address the climate emergency; and

continue our considerable investment in funding for world-class university research, which has now been reclassified following a technical review and in keeping with the UK Government approach.

Table 8.06: Scottish Funding Council Spending Plans (Level 3)

Level 3	2018-19 Budget £m	2019-20 Budget £m	2020-21 Budget £m
Scottish Funding Council Administration	7.5	7.5	7.9
College Operational Expenditure	778.2	796.5	830.0
College Operational Income	(190.0)	(190.0)	(190.0)
Net College Resource	588.2	606.5	640.0
College NPD Expenditure	29.3	29.3	29.3
College Depreciation costs	30.1	30.1	26.8
College Capital Expenditure	78.7	49.6	37.4
College Capital Receipts	(2.0)	(2.0)	(1.7)
Net College Capital	76.7	47.6	35.7
Higher Education Resource	1,024.9	1,025.3	743.2
Higher Education Capital	41.3	37.5	342.2
Higher Education Financial Transactions	40.0	55.5	55.0
Total Scottish Funding Council	1,838.0	1,839.3	1,880.1

What the Scottish Funding Council budget does

The Scottish Funding Council budget provides investment in colleges and universities, to develop well-educated, highly-skilled people and supports sustainable, inclusive economic growth through funding for skills, research and innovation.

Skills and Training priorities

The Skills and Training budget equips our workforce with the right skills and training to make progress in employment and the capability to adapt as Scotland's labour market evolves. This supports inclusive economic growth; raising attainment; reducing child poverty; and tackling inequalities in the labour market.

We will continue to ensure that apprenticeship opportunities are open to all by investing through Skills Development Scotland (SDS) to provide up to 30,000 apprenticeship starts. Aligning with the Strategic Board for Enterprise and Skills, we will maximise the collective capacity of our skills system to respond to emerging opportunities, as set out in our Future Skills Action Plan. To strengthen pathways into and from Modern Apprenticeships, we will also continue to support Foundation and Graduate Apprenticeships, underpinning our youth employment strategy. This is a key feature of our ambitions to enhance the learner journey and embed STEM in our education and skills system.

Through our new Careers Strategy we will ensure that all our partners adopt a national model for delivering careers services. This will bring consistency, coherence and greater strategic direction to Career, Information, Advice and Guidance delivery and include delivery of our all-age careers service.

We will continue funding the Education Maintenance Allowance (EMA) programme, providing financial support to young people from low-income households to overcome financial barriers and allow them to participate in appropriate school or college courses or access employability support provided by their local authority. EMA forms part of our preventative strategies to tackle child poverty, outlined in Every Child, Every Chance Tackling Child Poverty Delivery Plan 2018.

Through Developing the Young Workforce, we are committed to improving outcomes for those who experience difficulty engaging with education and the labour market, such as those from care-experienced backgrounds and disabled young people.

Table 8.08: Skills and Training Spending Plans (Level 3)

Level 3	2018-19 Budget £m	2019-20 Budget £m	2020-21 Budget £m
Skills Development Scotland	193.3	214.7	224.8
Employment and Training Interventions	39.5	39.3	39.3
Total Skills and Training	232.8	254.0	264.1

What the Skills and Training budget does

The budget provides opportunities to individuals to learn skills to help fulfil their potential. It will fund up to 30,000 Apprenticeship starts; supporting learners and employers by funding modern, foundation and graduate apprenticeship opportunities; the Education Maintenance Allowance; a new Careers Strategy; and some aspects of the Developing the Young Workforce programme. All of which contribute to supporting inclusive growth, raising attainment, reducing child poverty and inequalities in the labour market.

Scottish Funding Council

Primary National Outcome: Education

Secondary National Outcomes: Economy, Poverty, Fair Work and Business

We play a leading role in improving Scotland's skills base by aligning our investment and activities with public sector partners, and ensuring that both teaching and learning provision in colleges and universities, as well as investment in research and innovation, supports employability and productivity in line with our Economic Action Plan, the Future Skills Action Plan and the Enterprise and Skills Strategic Plan. Our investment in colleges, universities, science and research impacts all national outcomes and is key to supporting inclusive, sustainable economic growth, providing learning opportunities from school age upwards, regardless of background. Up/re-skilling increases individual employability and productivity, improves participation levels and reduces child poverty. Increasing qualification levels and improving employment outcomes has a positive impact on wellbeing and supports economic return. Investment in research and innovation levers significant funding from other sources; encourages international collaboration and exchange; attracts inward investment; drives business innovation - including new technologies central to tackling climate change; stimulates employment; supports improvement in public services; and provides benefits to wider society.

Higher Education and Student Support

Primary National Outcome: Education

Secondary National Outcomes: Economy, Poverty, International

We provide bursaries and access to student loans to support young people and adult learners to access educational opportunities, support entry to future employment and to close the poverty-related attainment gap by opening up learning and employment opportunities. We want to ensure that the role that the tertiary system - further and higher education sectors and skills provision - plays in supporting inclusive economic growth is maximised. This includes the provision of free tuition in and widening access to higher education. We provide bursaries and access to student loans to support young people and adult learners to access educational opportunities and support entry to future employment.

Skills and Training Priority

Primary National Outcome: Education

Secondary National Outcomes: Economy, Poverty, Fair Work and Business

This includes programmes aimed at supporting vulnerable groups to get the right skills that will help them engage in the labour market, increasing earning potential and household income and helping to reduce child poverty. Impartial career guidance and the development of career management skills have a significant contribution to play in helping to deliver inclusive economic growth and in equipping individuals of all ages with the skills to plan and manage their career decisions; now and in the future. Given the additional need to be ready to respond to the economic challenges anticipated in

the context of the UK's departure from the EU, we will continue to prioritise investment in skills and training.

Apprenticeships offer an alternative range of education opportunities supporting individuals to get the right skills to enter the labour market and sustain employment, support up-skilling and improve earning potential. Developing the Young Workforce enables employers to engage with education to support young people to be better prepared for the world of work.

Children and Families

Primary National Outcome: Children and Young People

Secondary National Outcomes: Human Rights, Poverty, Health

This budget supports our work to give every child the best possible start in life and to ensure every child will grow up loved, safe and respected so that they reach their potential. The actions taken to drive progress in improving the lives of children and young people do not take place in isolation, they are part of a whole system. Evidence shows that children and young people's health and wellbeing are influenced by the environments they inhabit, including: family and parent/carer environment; learning environments (including nurseries and schools); neighbourhood/community environments (including physical and social aspects); and the broader socio-economic context.

BOARD OF MANAGEMENT MEETING

Date of Meeting	18 March 2020
Paper Title	Capital Masterplan Update
Agenda Item	20.12
Paper Number	20.12A
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 2019/20 to 2021/22.

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 the three Glasgow 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 2019/20 is £3.538Million which is split into £1.915M of lifecycle maintenance allocated to Colleges based on credits targets volumes, and £1.623M 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	£629,127	£892,848	£566,342	£1,915,000
Very high priority maintenance	£1,023,000	N/A	£600,000	£1,623,000
	£1,652,127	£892,848	£1,166,342	£3,538,000

- 3.2 The total funding for very high priority estates maintenance for Glasgow Clyde College for 19/20 is £1.023M which is being used to fund five projects as shown on the capital masterplan which are chiller units and air handling units replacement, disabled access lifts replacement, a flat roof replacement and chiller units and air handling unit replacements all at the Cardonald campus, plus boiler plant replacement at the Mary Stuart/ Lighthouse buildings at the Langside campus.
- 3.3 The funding allocation from GCRB is due to be expended by end March 2020 and the College is endeavouring to achieve this. There have unfortunately been some impacts as a result of poor weather for a couple of the projects, and in addition due to supply issues with one of the replacement lifts. This is likely to mean that some of the total project costs will fall into April. This information has been included in the regular reporting to the GCRB Performance and Resources Committee.
- 3.4 The capital masterplan also shows the planned projects through to 2021/22 and reflects the four project areas agreed to be taken forward following the Estates review work completed by Gardiner and Theobald and BDP. The College presented this to the December meeting of the Glasgow Clyde Education Foundation and will continue to take bids to GCEF to fund these projects over the plan period.
- 3.5 The project for the Student Space previous “Extension” at Anniesland is being reviewed and there have been updated costs provided to the College which have risen since the original costing as shown on the attached. It is proposed to submit a bid for this to the GCEF April meeting. The Mary Stuart and Lighthouse building external works and internal refurbishment project is yet to be fully costed hence this is only included as an estimate at this stage.
- 3.6 The updated plan also reflects an estimate for high priority maintenance after April 2020 and it is anticipated that there are likely to be some works required at each of the three campuses over these two years given that the campuses at Anniesland and Langside are now around ten years old.

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.

8 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

- 8.1 Not applicable.

Glasgow Clyde College
Capital Masterplan Update as at 9th March 2020

Paper 20.12A

Priority	Project Description - Capital Projects	Funded by	2019/20 Capital Projects Plan as approved at December Board of Management	2019/20 Capital Projects Plan Updated for March Board Meeting	2020/21 Capital Projects Plan Updated for December Board Meeting	2021/22 Capital Projects Plan	Total 3 year Capital Projects plan 19/20 to 21/22	Comments
1	Cardonald Campus Lifts project final stages	Foundation Approved	£150,000	£116,000	£34,000	Completed	£150,000	Funding approved from Foundation for total three part large scale plant upgrade project. Main lifts replacement progressed from May 2017 and concluded August 2018. Phase 1 of heating and ventilation, and mechanical and electrical services completed in summer 2017. Final stage retentions and lift lobby redecorations.
2	Boiler/pipework installation at Cardonald. (Completed)	SFC/GCRB very high priority works capital funding	£235,000	£235,000	Completed	Completed	£235,000	Replacement of boilers. Third boiler at Cardonald plus nursery pipework. Total project value £270k. Project now completed.
3	Mary Stuart Building Cladding Replacement (Completed)	SFC/GCRB very high priority works capital funding	£439,000	£439,000	Completed	Completed	£439,000	Cladding panels/curtain walling replacement. Replacement completed summer 2019.
4	Cardonald Chiller Plant and Air Handling Units replacement	SFC/GCRB very high priority works capital funding	£447,000	£447,000	Completed	Completed	£447,000	Chiller plant and AHU across Cardonald campus Tower building. Works ongoing and to be completed by end March.
5	Disabled access lifts at Cardonald	SFC/GCRB very high priority works capital funding	£133,000	£133,000	Final stage in April	Completed	£133,000	Three disabled access lifts in the Tower building and Business Centre at Cardonald are being replaced. Two of the three lifts will be completed by end March with the third completing in April.
6	Replacement of flat roof area at Cardonald	SFC/GCRB very high priority works capital funding or life cycle maintenance	£138,000	£138,000	Completed	Completed	£138,000	Replacement of the one remaining flat roof area at Cardonald as high priority estates project. These works are ongoing having been affected by poor weather however due to complete by end March.
7	Replacement of boiler plant at Mary Stuart /Litehouse at Langside and replacement of some lighting at the Cardonald campus	Use of balance of 19/20 SFC/GCRB very high priority works capital funding allocation	£305,000	£305,000	Final stage in April	N/A	£305,000	Two projects from balance of 19/20 estates high priority maintenance SFC/GCRB funding allocation. Tender requested completion by end March however anticipate small c/fwd to April.
8	Condition Survey Estimates of Works. Approved plan for 19/20 shown above with specific projects. Future years are estimated and will be dependent on funding.	TBC. Possible 20/21 SFC/GCRB very high priority works capital funding allocation	N/A	N/A	£1,200,000	£1,200,000	£2,400,000	Figures from previously approved plan at the Board in December 2019 with the five projects for 2019/20 shown as separate lines above. Possible condition survey works for future years after 2019/20 which would be progressed based on affordability and available funding.
9	Lifecycle maintenance for works	Foundation funded of £250k agreed.	£80,000	£80,000	£170,000	£250,000	£500,000	Lifecycle maintenance works. Projects being undertaken on a prioritised basis following planning discussions with all faculties and units. Any future works would have to be part of a bid to GCEF or SFC high priority maintenance. Funding of £250k approved by GCEF. Any further works would have to be subject to a future bid.
10	Student Space Extension at Anniesland. Now moved to 20/21 project. Updated costs received.	TBC. Proposed GCEF Bid	N/A	N/A	£608,000	Completed	£608,000	Limited student space at Anniesland campus compared to the other two campuses. Design prepared and costed at £528k. Bid submitted to GCEF in December 18 however not approved and was postponed. Moved to future year and reviewing costs.
11	Environment Upgrades at the Cardonald Campus as per Gardiner and Theobald/BDP Review	Proposed GCEF funded	N/A	N/A	£625,000	Completed	£625,000	Project to improve the area around the campus with the change to have one combined entrance using the College link corridor between the two buildings, removal of fencing, improved landscaping and general enhancements. This would make the campus more welcoming and rationalise external circulation. The cost for this proposal is estimated at £625k
12	Two Floors Reshaped in Cardonald Campus Tower to provide modern flexible learning spaces. Lift area core refurbishment project.	Proposed GCEF bid	N/A	N/A	N/A	£850,000	£850,000	Proposal for two of the eight teaching floor levels (of levels 3 to 10) are redesigned where two classrooms opposite the lifts would be removed and the area around the lift lobby opened out to provide a flexible open space for learning, study, circulation, or social space. The cost per floor is estimated at £425k including Fixtures Fittings and Equipment (FFE).
13	Upgrade of Mary Stuart Building Internal Areas and Improvement to External space for that building and the Litehouse. Estimate at this stage.	Proposed GCEF bid	N/A	N/A	N/A	£750,000	£750,000	Planned improvements to internal of the Mary Stuart Building and to improve the external area outside the Mary Stuart building and the Litehouse, including improved signage. Estimate only at this stage.
	Capital Masterplan 19/20 projects total		£1,927,000	£1,893,000	£2,637,000	£1,450,000	£5,980,000	

BOARD OF MANAGEMENT MEETING

Date of Meeting	18 March 2020
Paper Title	Governance Update
Agenda Item	20.13
Papers	20.13
Responsible Officer	Christine McConnell, Clerk to The Board of Management
Status	Disclosable
Action	For Discussion

1 REPORT PURPOSE

- 1.1 This paper provides the Board with an update on relevant governance related issues.

The Board is provided with information on the following matters and is asked to take the various actions as referred to below:-

- Meeting dates for 20/21 Session
- Forthcoming Schedule of Board Business
- Board Development Plan
- Board Development Day
- External Effectiveness Review
- Committees Terms of Reference
- GCC Student Elections

2 RECOMMENDATIONS

The Board is invited to:

- (1) **Approve** the proposed Calendar of Meeting Dates for 2019/20
- (2) **Approve** the Proposed Schedule of Business
- (3) **Discuss** progress on Board Development Plan
- (4) **Discuss** and provide a **Steer** on the Board Development Day
- (5) **Provide a Steer** on the conduct of the External Effectiveness Review
- (6) **Approve** the recommendations in relation to Committees' Terms of Reference
- (7) **Note** the position as regards the GCC Student Election

3 REPORT

3.1 Calendar of Meeting Dates 2020/21

Appendix 1 contains a draft Schedule of Meeting Dates for the academic session 2020/21.

The Draft has been prepared to reflect known business needs, College holidays and known availability of Committee Chairs.

The Board should note 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 consider and **approve** the proposed meeting dates, subject to any necessary changes arising out of the GCRB meeting schedule.

3.2 Annual Schedule of Business

Appendix 2 contains a draft Schedule of Board Business for the 20/21 Session. The Schedule has been drafted to take account of the timing of known Board approval responsibilities including financial and audit reports. The Board is asked to **approve** the schedule and to authorise the Clerk and Chair to use this as a planning tool for forthcoming Board and Committee meetings.

3.3 Board Development Plan

The Board Development Plan was prepared to reflect matters discussed at the Board meeting on 25 October 2019.

Progress is noted at Appendix 3

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

3.4 Board Development Event

In recent years, the Board has benefitted from a Development Event which provided the Board with an opportunity to review progress and consider its objectives for the following year.

The event also enabled the Board to review its working practices and to develop the Board Development Plan referred to in Paragraph 3.3.

Given the success of the last event, it is recommended that a further Development Event is held early in the 2020/21 Session.

The Board is asked to approve the proposal to hold a Development Event and to provide a steer as to format having regard to the elements in the Table below. The Board is asked to authorise the Chair and Clerk to explore more detailed options in light of the Board's steer and to prepare the agenda for the event. Board Members are invited to advise the Clerk/ Chair of any agenda items which they would like to be included.

	Options
Date	A date late August/ early September at the start of the session to enable Board Development Plan to be developed and provide early input to the External Effectiveness Review (EER)./ Other suggestions?
Timing	Full day / Afternoon and Evening Session (including evening meal) / Afternoon and following morning (including evening meal and overnight)
Location	On campus / off campus/ Glasgow City Centre/ Other

3.5 External Effectiveness Review

Background

The Code of Good Governance for Scotland's Colleges ("the Code") requires College Boards to carry out an externally facilitated effectiveness review at least every three years. The Review for Glasgow Clyde College was last completed in 2017 by Jan Polley of Polley Solutions Ltd.

It should be noted that Board Secretaries sought to amend the timeframe for carryout such reviews to "not less than every five years" which would be in line with the University Sector. However, following various discussions with the GGSG, Scottish Government and Scottish Funding Council (SFC), along with the fact that the sector has only conducted one external review following the implementation of the Code, it has been agreed that Colleges should retain the three year external review timeframe until the second series of the external reviews have been conducted and SFC (and the GGSG) can consider the final reports.

Some flexibility on timing within the three year period has been permitted which means that the GCC's external review will be required to be completed by the end December 2020.

Proposal

The external guidance for reviews indicates that 'It is for each board to decide who it wishes to contract with but the successful person should meet the following minimum criteria:

- A clear understanding of how to undertake an external governance review of the type required
- Independent of the board and the college/strategic body being evaluated
- Expertise in board governance with knowledge of college sector governance issues and the requirements placed on its boards
- An ability to provide rigorous challenge to the board while developing a constructive relationship with it.

The Board is therefore asked to consider the timing of the review for 2020 and to give a **steer** as to which of the options in the following table it would like to consider as possible external reviewers. The options are based on previous experience and on input from Colleges Development Network members. The Clerk is obtaining details of likely costings for each which it is hoped will be available at the meeting.

Option Number	Name	Comments
1	Jan Polley, Polley Solutions Ltd	Carried out the 2017 review
2	Internal Auditors	Either the College's appointed internal auditor Henderson Loggie or another with similar experience –e.g. BDO
3	College Development Network(CDN) Appointed Reviewers	CDN has approved a list of 10 facilitators who are trained to carry out reviews
4	Advance HE Holyrood Park House, 106 Holyrood Road, Edinburgh, EH8 8AS	A charitable organisation which has been used by at least one other College. More details can be found at https://www.advance-he.ac.uk/

3.6 Board and Committees

3.6.1 Committee Terms of Reference

In terms of the Scheme of Delegation, the Board is able to establish a number of Committees and each Committee may exercise and perform on behalf of and in the name of the Board, all the powers and duties of the board in relation to the functions so delegated.

Each Committee is delegated the functions contained in their respective Terms of Reference or in any Board minute. As part of good governance due process, the Board should review the Terms of Reference of each of its Committees on a regular basis.

As the first stage of that review, it is recommended that the Board ask each Committee to consider their Terms of Reference and to report any proposed amendments to the next meeting of the Board in June 2020.

All Committees are asked to have regard to the following when preparing its report to the Board:-

- Is the existing quorum appropriate and practical?
- Should the balance between non-executive and executive members be expressly defined?

Specifically, the Finance and Resources Committee's Terms of Reference will require to be amended to reflect the Board's Decisions in March and December 2019 respectively that authority for approval of Tuition Fees and of Financial Regulations be delegated to that Committee.

Further, at present, no authority for oversight of governance matters has been delegated to a Committee. It is recommended that the Board asks the Nominations Committee to consider whether it would be appropriate to amend that Committee's Terms of Reference to include responsibility for oversight of governance issues.

3.6.2 Good Governance Code 2019 Review

The Code of Good Governance is under review and a number of changes have been proposed. The most significant will be the requirement for College Boards to add two Trade Union Member to the Board to take effect from 1st August 2020.

The Board is asked to note this amendment.

Recommendation

It is recommended that the Board invites each Committee to review its Terms of Reference with the above in mind and provide feedback to June Board.

FOR INFORMATION

3.7 GCC Student Election Process

Every year four students (one full time president and three part time vice presidents) are voted in by the student body and then work for GCCSA by taking up a role of leading the Student Association and representing its student members as well as raising the profile of GCCSA.

Nominations are currently open for students to put themselves forward as a candidate in the election.

The voting for the 2020/2021 student officer team will take place between 16th March and 20th March with the results being announced on the 23rd March. Throughout that week candidates will also be able to campaign to encourage other students to place their vote for them. The voting will be done through the online voting system that was developed last year and the link will be accessible to students via the Student Intranet, VLE, website and emailed. GCCSA staff will also host voting stalls cross campus and be out and about with tablets to encourage voting by the student body and to allow different opportunities for them to do so. This will also allow them to be visible to the candidates to support them with anything they may need throughout the process.

GCCSA will be sharing content with students and staff via email as well as using #GCCSAelec20 on all of the social media channels noted below.

Twitter-@OfficialGCCSA

Facebook–Facebook/clydestudentassociationn

Instagram–glasgowclydesa

Email–GCCSA@glasgowclyde.ac.uk

GCCSA will provide the board with a full update of the students who ran in the process, the voting numbers and also the successful candidates in due course.

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

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

APPENDIX 1

BOARD AND COMMITTEE MEETING DATES FULL SCHEDULE			
Date	Meeting	Time	Venue
2nd September	Board Development Event	TBC	TBC
30 th September	Audit	4.30pm	TBC
7 th October	F&R	4.30pm	
28 th October	Board	4.30pm	
4 th November	OD	4.30pm	
11 th November	L&T	4.30pm	
18 th November	Audit	4.30pm	
25 th November	F&R	4.30pm	
9 th December	Board	4.30pm	
27 th January	OD	4.30pm	
10 th February	L&T	4.30pm	
3 rd March	Audit	4.30pm	
10 th March	F&R	4.30pm	
24 th March	Board	4.30pm	
28 th April	OD	4.30pm	
5 th May	L&T	4.30pm	
26 th May	Audit	4.30pm	
2 nd June	F&R	4.30pm	
16 th June	Board	4.30pm	

APPENDIX 2

SCHEDULE OF WORK

FIRST MEETING
BOARD DEVELOPMENT DAY
Board Development Plan
STANDING ITEMS (for every meeting)
Chair's Report (verbal)
Principal's Report (paper)
Student President's Report (paper)
Minutes of previous meeting
Minutes of Committee meeting(s)
OCTOBER 2020
FOR DISCUSSION/DECISION
2020/21 Budget- <ul style="list-style-type: none"> • Discussions with GCRB/SFC • Funding applications to GCEF • Financial Forecast for 2020/21
5 year Plan
Annual Report on Teaching Quality
Academic Staff Restructure
Key Performance Indicators
Learning, Teaching and Assessment: half yearly report
FOR NOTING
Credits – Estimate of outturn against target 2017-18
Governance Update
Freedom of Information Summary
Capital Masterplan Update
Strategic Risk Register update

DECEMBER 2020
FOR DISCUSSION/DECISION
Report on Going Concern
Annual Report by Audit Committee to Board of Management
Final Annual Financial Statements for year ending 31 July 2020
Final Annual External Audit Report and Letter of Representation
Capital Masterplan update (June and December)
Regional Outcome Agreement Development update
FOR NOTING
Strategic Risk Register update
Modern Slavery Act Statement 2020/21
Glasgow Clyde Education Foundation update (if appropriate)
Financial Report year to October and Forecast Outturn
Credits Projection current year & Final credits report 2020/21
Governance update
MARCH 2021
FOR DISCUSSION/DECISION
Strategic Plan KPIs
SFC Indicative Funding Allocation for future year
Final Regional Outcome Agreement for future year
Financial Report year to January and Forecast Outturn
Governance Update
FOR NOTING
Strategic Risk Register update
Glasgow Clyde Education Foundation update
Capital Masterplan Update
Credits Projection 19/20
GCCSA Election Process

JUNE 2021

FOR DISCUSSION/DECISION

Revenue budget for 2020/21 for approval

Financial Report year to April 2020 and Forecast Outturn to end July 2020

Strategic Plan KPIs

FOR NOTING

Capital Masterplan update

GCEF update

Five year Plan Update

Governance update

Strategic Risk Register

Credits Projection 2019/20

APPENDIX 3

BOARD DEVELOPMENT PLAN

Action Number	Action Area	Description	Owner	Date	Comments
	Skills and Experience	The Board relies heavily on the considerable experience of its Committee Chairs.			
1		A succession plan will be developed with a view to ensuring strong future leadership.	Nominations Committee	June 2020	Nominations Committee discussed at its meeting on 20 th February 2020. The Committee suggested a recruitment initiative and a phased tenure of Committee Chairs be introduced to facilitate a smooth succession.
	Induction	New Board members and a new Clerk will be recruited in 2019/20.			
2		An effective induction programme will be prepared for all new appointees.	Chair/ Principal	November 2019	Board Induction day was held in November attended by new Clerk and 4 new Board Members. This exercise will be repeated in future years.
	Board Meetings	Board meetings need to focus more strongly on the important items, so as to use time more efficiently. To address this:			
3		Agendas will be organised in future so that the most significant issues appear at the top of the agenda,	Chair/ Clerk	December 2019	Clerk and Chair review agenda in advance of each meeting to ensure

					sufficient time and focus is given to more important issues.
4		All papers will be paginated and more effective use will be made of cover papers to highlight important matters and matters requiring a Board decision	Senior Leadership Team / Clerk	December 2019	Clerk now ensures papers are paginated; Senior Leadership Team have been reminded of need to ensure cover paper are focussed on decisions for Board
5		When Committee minutes are reported to the Board, they will have a cover paper which identifies items of importance for the Board	Clerk / Committee Chairs	December 2019	Minutes for March Board have cover papers
6		Oral Introductions to Board papers will be brief and focused on the key points.	SLT / Chair	December 2019	Chair will remind SLT of this at all meetings
	Board Business	In the course of the year, the aboard will prioritise its time so as to give sufficient weight to issues of strategic importance. These will include:-			
7 (i)		Addressing financial sustainability	Chair/Clerk	June 2020	
(ii)		Establishing a suite of high level KPIs that will accompany the new strategic plan and will assist the Board in monitoring the College's performance	Chair/Clerk	June 2020	On 18 th March agenda
8		An effective Schedule of business will be prepared to help manage the Board's time across the business year.	Clerk	March 2020	On 18 th March agenda
	Committees				
9		The Board will review the Terms of Reference of each of its Committees	Clerk	June 2020	On agenda 18 th March 2020
	Communications				
10		The Board webpages will be updated	Clerk	March 2020	Minutes have been added to website, new Board members and Register of Interests added. Work is ongoing to update individual's biographies.

BOARD OF MANAGEMENT

Date of Meeting	18 March 2020
Paper Title	PRINCIPAL'S REPORT
Agenda Item	20.15
Paper Number	20.15
Responsible Officer	Jon Vincent
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

This report provides an overview of the key internal and external developments occurring December 2019 and March 2020 which are of relevance to the operation of the College

2 RECOMMENDATION

The Board of Management are requested to note the content of this report.

3 INTERNAL ENVIRONMENT

3.1 Horticulture Student Wins at Lantra Scotland Awards

Horticulture student, Ross Yuile, was a big winner at the Lantra Scotland Awards, scooping top prize in the horticulture category at the prestigious ceremony. No stranger to the Lantra Scotland's Awards for Land-based and Aquaculture Skills (the ALBAS), Ross, from Crookston, was the joint runner up in the horticulture category at the 2019 ceremony. Ross started his horticulture journey with Glasgow Clyde College at National Certificate level, and is now in his final year of HND Horticulture.

Ross said: "I'm over the moon to have won the Horticulture award at tonight's ceremony. I have always loved horticulture, and studied the subject for a few years. I'm now in my final year at Glasgow Clyde College, and to be recognised by the industry for doing something I love before graduating is such a great feeling."

The Lantra ALBAS recognise and celebrate the achievements of trainees within Scotland's rural sector. It is also an opportunity to showcase the next generation of talent to future employers.

3.2 An Appetite for Change

Glasgow Clyde College is tackling food waste by offering excess produce to students. Launched earlier this month, and available at all three of the college's campuses, students are invited to help themselves to a range of unsold dishes and snacks, including sandwiches, cakes, fruit pots and pasta dishes, from 3 pm every Friday.

The initiative is the latest effort in Glasgow Clyde College's wider commitment to sustainability and waste management, and follows the removal of single use cups from the Cardonald campus in late 2019.

3.3 Glasgow Clyde College Achieves 95% in Student Satisfaction Survey

Glasgow Clyde College has received a 95% overall satisfaction rating from students in the Scottish Funding Council's annual college review. The survey, which asked 44,000 students across Scotland ten questions about their college experience in the year 2018-2019, included 5,000 responses from Glasgow Clyde College students, 95% of whom answered "yes" when asked if they were satisfied with their college experience.

The result places Glasgow Clyde College as the second highest rated of large colleges in Scotland, highest in the Glasgow region, and above the national average of 93%.

Additional results from the survey showed that 97% of Glasgow Clyde College graduates from the academic year 2017-2018 had progressed to a positive destination; with 83% of this group going onto further study and 15% engaging in relevant employment. In relation to learner success, over 10,000 students successfully achieved their qualification in 2018-19 with overall student attainment reaching 74%.

3.4 Procurement and Commercial Improvement Programme (PCIP)

On the 9 December 2019, the College undertook the APUC led PCIP assessment for the second time. PCIP assessments, which launched in 2015, replaced the previous Procurement Capability Assessment (PCA). The PCIP focuses on policies and procedures driving procurement performance in the College and the results they deliver. The College retained its gold score improving on the last assessment with a score of 92%.

The summary statement outlined in the PCIP report is as follows:

"The PCIP Lite score achieved by the College is excellent with the score well consolidated within the top end of the Gold range. Procurement processes are well embedded and understood and are clearly linked to outcomes and benefits that support corporate strategic outcomes, as well as the broader collaborative opportunities that arise through the GRPT and APUC networks. The College procurement operation has benefitted from solid and sustained support from senior management. This is an important element in driving improvements and benefits."

3.5 COVID-19 Preparations

Glasgow Clyde College is actively following guidance issued by the Scottish Government, Health Protection Scotland and the Department of Health and Social Care. Health Protection Scotland guidance 'COVID-19 Guidance to Educational Settings (Version 1.0)' has been issued to staff and Scottish Government communications materials have been issued to staff and students in addition to posters across all campuses. The College has initiated its Business Continuity Plan and a meeting of the Crisis Management Team has taken place to specifically consider the on-going threat of COVID-19 to the colleges' operations. Weekly updates are being provided to the Scottish Funding Council.

Student and Staff member overseas trips are still taking place in line with guidance received from our travel insurer and the Government. However, these trips will be closely monitored as updated guidance is received.

To date, there have been no reported cases of COVID-19 associated with Glasgow Clyde College. One member of staff has undertaken a voluntary self-isolation on full pay after coming into contact with someone suspected of having the virus; however, the test result was negative. One student returning from China served a period of quarantine without developing the virus and subsequently returned to their studies.

4 EXTERNAL ENVIRONMENT

4.1 SFC Report 'Financial Sustainability of Colleges and Universities in Scotland'

Published by the Scottish Funding Council in February 2020 'The Financial Sustainability of Colleges and Universities in Scotland' provides an aggregated picture of the financial health and sustainability of the college and university sector based on recent financial forecast.

The overall reported position for the college sector is stated in the report as 'challenging' across all indicators of sustainability over the next five years. The SFC report the aggregated position is an acceptable adjusted operating position overall in 2020/21 followed by increasing deficits in the later years of the plans. It also highlights significant variation between colleges and an increase in the number of colleges and regions subject to a higher level of engagement with the SFC. The main reason cited for this position is rising staff costs particularly teaching staff costs following national bargaining which has an ongoing significant impact through pay awards.

Most college forecasts include action to address deficits that include staff restructuring which is the by far largest element of costs for all colleges across their total cost base. In addition, the report notes the significant reduction in the sector's overall cash position reducing from £59.1m to £23.4m by 2023/24.

4.2 Scottish Government Draft Budget 2020-21 Analysis

The Scottish Government has published its Draft Budget for 2020-21; however, the budget will not be finalised until it has gone through the Scottish Parliament's legislative process. The Draft Budget only covers one year, so there will be another spending review for 2021- 22 onwards.

The key headlines in the 2020-21 Draft Budget in relation to the college sector are:

- The Scottish Government has increased current levels of revenue funding for the college sector by 5.52% in cash terms (approximately 3.6% in real terms), with the Draft Budget for 2020-21 confirmed as £640.0m. This represents an additional £33.5m against the Draft Budget for 2019-20.
- The Scottish Government has reduced current levels of capital funding for the college sector with the Draft Budget for 2020-21 confirmed as £35.7m. This represents a reduction of £11.9m against the draft budget for 2019-20. However, it is important to note that last year's figure included £22m of capital funding for the Forth Valley College campus build in Falkirk. In 2020-21, up to £3m has been allocated for the Dunfermline Community Learning Campus. This leaves £32.7m for capital, which compares to an equivalent figure of £25.6m for 2019-20; therefore, representing an increase of £7.1m available for backlog maintenance and lifecycle costs.

Key points to note in the Draft Budget include:

- Maintain at least 116,000 full-time equivalent college places.
- Maximising the contribution of colleges to support sustainable and inclusive economic growth.
- Colleges to play a leading role in improving Scotland's skills base by aligning investment and activities with public sector partners, and ensuring that provision in colleges supports employability and productivity in line with government priorities.
- Secure continuous improvement in learner outcomes by progressing the ambitions of Developing the Young Workforce, Learner Journey, Widening Access and Student Support programmes, all of which contribute to improving outcomes particularly for those who may need additional support, such as ESOL (English for Speakers of Other Languages) learners, those from care-experienced backgrounds, and disabled students.
- Continue the commitment to internationalisation by building on relationships, sharing the skills and expertise of our colleges.
- Improve the student experience by working with the sector to tackle gender-based violence through Equally Safe and improve students' mental health and wellbeing, including through the provision of additional counsellors across the sector.
- Deliver key commitments in the STEM Education and Training Strategy to ensure education provision meets the changing needs of employers and learners across Scotland.

- Work with colleges to develop initiatives that will work towards reducing child poverty rates and champion diversity at all levels.
- Continue to provide free period products to students in colleges.
- European Structural Fund funding continues to support learning and skills through funding for colleges and apprenticeships, including graduate and foundation apprenticeships.

4.3 New Executive Director of Glasgow Colleges' Regional Board

Martin Boyle commenced his new role as Executive Director of GCRB on 3 March 2020.

Martin's previous role was as Head of Creative, Hospitality and Sport Qualifications Development at the Scottish Qualifications Authority (SQA). Prior to this he held a senior management position at Forth Valley College and has worked as an Associate Assessor for Education Scotland. Martin commenced his career in the college sector as a lecturer in journalism at Cardonald College.

4.4 Publication of 'The Cumberford-Little Report, One Tertiary System: Agile, Collaborative, Inclusive'

The recently published Cumberford-Little report reviewing the economic impact of colleges for the Scottish Government highlights that with nearly 265,000 students, of whom over a third are from the country's lowest socio-economic backgrounds, the role of colleges in shaping the skills that Scottish industry needs is considerably less appreciated than it should be. Over a quarter of Scottish domiciled first degree entrants to university get there via college, and colleges deliver over a quarter of all higher education in Scotland.

Three detailed recommendations explore the purpose 21st century colleges should have, the measures needed to help colleges expand their current relevance to business and the adjustments needed to the sector's funding model. However, the report's dominant theme is agility.

The report asserts that the impact of artificial intelligence on the world of work is widely expected to be radical and swift and we will need a tertiary education system that can react rapidly to create new learning offers often - as the report suggests - in 'micro-chunks, validated with micro-credentials'. The system will have to increase its collaboration with industry where the impact of Industry 4.0 will be the most acute and especially with the harder to reach smaller business community - helping to both upskill and reskill staff across working lifetimes. That nearly three quarters of college students are part-time suggests the increased agility is well within the colleges' capability to grasp.

There is a suggestion that one barrier to agility is the current scope of Ministerial guidance which the colleges receive each year. That guidance comes in the form of an outcome agreement from the Scottish Funding Council and grows ever more lengthy and prescriptive with colleges having to commit to over 100 different targets. As the regional structure matures though, the Scottish Government may have to consider whether it must trust the college sector with greater freedom to manoeuvre.

4.5 Glasgow City Council Integrated Grant Fund Update

Glasgow City Council had intended to bring its Integrated Grant Fund (IGF) to a close on 31 March 2020 and to bring in a new grant fund, the Glasgow Communities Fund, from 1 April 2020. The Council have recently announced that it has been necessary to delay the start of the Glasgow Communities Fund until 1 October 2020. This is due to the decision to allow organisations that did not submit the correct documentation in the required timescales, a short extension to submit missing or incomplete documentation, and the delay within Glasgow City Council around the evaluation and monitoring of the new programme. Therefore, this has impacted on the timescales for making decisions on the Glasgow Community Fund. In order to minimise the disruption faced, the Council intends to extend funding to existing approved IGF projects from 1 April to 30 September 2020 with the expectation that future activity will be in line with previously approved programme outcomes.

Glasgow Clyde College receives £467k in 2019/20 from the IGF which it uses to fund community learning provision delivered both directly by the College and its CVS partners. The new Glasgow Communities Fund prioritises direct awards to small community and voluntary sector organisations with a maximum award value of £200k. The College has applied for the maximum award value to support its community learning provision under the Glasgow Communities Fund for a 3 Year period. The delay in implementing the new fund and the six month extension is welcome news during a prolonged period of uncertainty. However, it is expected that when the Glasgow Community Fund is implemented there will be a significant impact on the scale of the colleges' community learning activity and that of our current CVS partners. The College has kept our CVS partner organisations regularly updated on these developments and has provided support to them.

5 RISK ANALYSIS

There is a risk to the College relating to Covid-19 and the potential impact that could have on curriculum delivery and the examination diet.

6 LEGAL IMPLICATIONS/FINANCE IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

There are no legal implications associated with the update. The financial implications relate to the potential impact of Covid 19 and changes to the Integrated Grant Fund.

7 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

Not applicable.

BOARD OF MANAGEMENT MEETING

Date of Meeting	18.03.2020
Paper Title	GCCSA Update
Agenda Item	20.16
Paper Number	20.16
Responsible Officer	Dr Aranka Szilassy
Status	Disclosable
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. Communications

3.1. The Executive Management Team Meetings

The EMT meets with GCCSA team every 6 weeks to discuss plans and takes things forward throughout the academic year. The next meeting will take place on 17th March.

3.2. Class Rep Meetings

Class rep meetings have been booked between now and May 2020, and will be run cross campus every second month by Sabbatical officers. We regularly forward feedbacks to the relevant departments such as Estates, Canteen, Library etc. and taking back their answers to the next class rep meeting. The third Class Rep meetings of the year were held in February cross campus with good attendance and we sent out collated feedback to departments and to the relevant Head of Curriculums and

they have already taken actions on these feedbacks. Also, we collated feedback on assessments and will take them to the Learning & Teaching Committee.

3.3. Student Voice

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. Our second student Voice meetings will held in March. We invited our Principal to come along and student can ask him about relevant issues around the college.

3.4. Meetings GCCSA are involved in:

GCCSA are involved in the new Smoking Taskforce group to discuss and decide what the college can do to encourage people to use smoking shelters and to help students and staff who want to quit.

We are also involved in the weekly COVID 19 Crisis Management Team meeting.

3.5. Regional Representation:

GCCSA attended two GCRSE meeting in January and February and we will organising Glasgow Regional Mental Health Week on 23rd to 27th March. This event will held cross Glasgow Clyde College, Kelvin College and City of Glasgow College. We invited different Mental Health related organisations and also hold Mindfulness Session each campus, doing Social Media Campaign and other activities. Our President Aranka is also attending GCRB meetings and Regional Board Committee meetings.

4. Activities

Since the last Board Meeting, GCCSA organised the following activities and campaigns cross campus:

4.1. Food Bank 'Big Sort Event'

GCCSA went along with one of the Prince`s Trust class from Langside and some of the Senior Leadership team to help out the South East Food Bank Glasgow on 7th

January. The team volunteered at this event to sort out all the food donations for this organisation's Food Bank at Elim Church, Govanhill. GCCSA was involved with this charity last year as well and we would like to continue to help in this wonderful cause to keep strong links within the community.

4.2. Wellbeing Fortnight

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', during October we organised 'Environmental Wellbeing Week'. From the second week of January, we had Wellbeing Fortnight (Focused on Mental and Physical Wellbeing) and we invited different Sport and Mental Health organisations and launched Row Britannia Challenge to encourage students to help us to reach the 2020 miles goal.

4.3. White Ribbon Campaign

GCCSA is participating in the White Ribbon Campaign. Our Vice President Sulaiman has become an ambassador and he with help to lead the team to work towards achieving White Ribbon status. This will involve a variety of activity throughout the year. We already have a working group set up with staff in order to plan and share ideas. In connection with this we also took part in the **16 Days of Action** which ran from 25th November and finished on 10th December.

We invited White Ribbon Organisation to launch this initiative to the White Ribbon Steering Group on 6th February, our Principal and other member of Senior Leadership team also attended this event.

4.4. LGBT+ History Month

GCCSA is celebrating LGBT+ History Month every year and this year again, we put up curriculum posters cross campus with famous LGBT persons to show students their way and we also posted on our Social Media platform.

4.5. GCCSA Promotion stalls

GCCSA were held promotion stalls cross campus end of January and they ran by Sabbatical officers to engage new students in the college.

4.6. Fairtrade Fortnight

GCCSA help to organise Fairtrade Fortnight in the college on the first week of March and had stalls cross campus to promote it to students and staff.

4.7. `Pass It On Week`

GCCSA is taking part of the Scottish `Pass It On Week` and organising different activities. We have stalls cross campus to promote this event and also asked staff to donate unused, unwanted stationary products and we will pass them to students for free of charge. We organised again Clean Up Day each campus to pick up litter around our campuses and surrounding areas and encourage students and staff to take part of this campaign.

4.8. Clubs and Societies

GCCSA encourages students to set up their own Clubs and Societies every year and we have students who is running for the following clubs:

- Basketball Club - Cardonald
- Sign Language Club - Cardonald
- Language Exchange Club – all campuses
- IT Support Club – Langside
- Gaming Club – Langside
- Make Up Club – Anniesland

4.9. Cycling Events

Our Cycling officer, Stefano Caddedu is working with the Estate Department and progress is being made the new shelters we have funding for. We will continue to keep update the Board on this case. Stefano has also ran All Inclusive Cycling Events cross

campus which included DR Bikes, Bike Marking and a Lock Swap and E-Bike stall when students could test and ride.

4.11. Upcoming Events/Campaigns

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

- `Pass It On Week` in March
- Student Election in March
- Mental Health Campaign in March
- Second Clean Up Day in March
- Row Britannia Challenge
- Football Tournament

5. Risk Analysis

There are no risk analysis identified.

6. Legal Implications

There are no legal implications identified.

7. Financial Implications

There are no financial implications identified.

8. Regional Outcome Agreement Implications

Priorities, support regional priorities

BOARD OF MANAGEMENT MEETING

Date of Meeting	18 March 2020
Paper Title	Glasgow Clyde Education Foundation Update
Agenda Item	20.18
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Noting

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 to the Board of Management.

2 RECOMMENDATION

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

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 Glasgow Clyde Education Foundation's charitable objectives as listed on OSCR are as follows:-

through grant giving (with a view that the organisation will grow its own funds to generate additional income for its beneficiaries) to enhance the learning experience for students, potential students and the communities (including by supporting (financially and otherwise) community and not for profit groups and organisations operating within the communities) served by Glasgow Clyde College (a registered Scottish charity, SC021182). In furtherance of its charitable purposes, the organisation will support (a) the delivery of improved teaching accommodation, facilities, infrastructure and/or equipment; (b) the

development of teaching and curriculum resources and opportunities; and (c) staff development for the staff of the Glasgow Clyde College to assist and develop the student learning experience

- 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 and a further sum of £600k was donated at the end of March 2015. There have been no further donations since that time. The Foundation now has around £6Million remaining after allowing for all previously approved bids.
- 3.4 The Foundation had their most recent meeting on 14th January 2020 and their next meeting is on 21st April.
- 3.5 The Foundation approved a capital bid from the College to fund £250k to pay for Lifecycle Maintenance, which is shown on the Capital Masterplan, and this is being used for several projects including upgrading of a Science Lab at Langside to provide better access for those with mobility issues.
- 3.6 Since the date of the last Board meeting, the College has submitted two further revenue bids to the Glasgow Clyde Education Foundation which have been submitted for a) Staff Development, Leadership Framework and Core Values and for b) Commercial Investment during the early stages of the College's commercial income growth plan. The total value of these two projects is £302k for the Staff Development, Leadership Framework and Core Values bid and £745k for the commercial investment project through until 2023.
- 3.7 Annual Summaries for those two projects over the three/four year period are below:-

	19/20	20/21	21/22	22/23	Total
Staff Development, Leadership Framework and Core Values	£92k	£180k	£30k	N/A	£302k
Commercial Investment	£113.4k	£247k	£253.2k	£131.5k	£745.1k
Total	£205.4k	£427k	£283.2K	£131.5k	£1047.1K

- 3.8 In addition, the College presented the College Estates Strategy Review projects to the Foundation's January meeting and the overall approach with the four proposed projects was supported. It was agreed that the College progress with the Environment Upgrade at Cardonald campus and bring back further details to GCEF's April meeting on this project and the Student Space plans for Anniesland. The other two projects will be scheduled for a future

summer period. The total value of the four projects is estimated at £2.75Million.

- 3.9 The projects in paragraphs 3.6 to 3.8 above are in addition to the previously approved bid for ICT investment in innovative technology for College learners and educators investing in solutions that embed these technologies in their every-day experience. This project has a value of £396k in year 1 i.e. 19/20, and then £241k in each of the two years after that, plus £28k investment in ESports equipment.

4 RISK ANALYSIS

- 4.1 There are financial risk implications associated with this paper if the proposed projects were not agreed for funding by GCEF.

5 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

- 5.1 GCEF is a separate charitable organisation and hence is a separate legal entity. The financial implications related to this paper are the funding of these agreed projects by the Foundation.

6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

N/A

BOARD OF MANAGEMENT

Date of Meeting	18 March 2020
Paper Title	Strategic Risk Register Update
Agenda Item	20.19
Paper Number	20.19A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

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

2 RECOMMENDATION

- 2.1 Board Members are invited to note this paper.

3 BACKGROUND

- 3.1 The College's Strategic Risk Register is attached as at 9th March 2020. The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management. There are minor changes to some of the narrative and one change to the risk score after mitigating actions since it was last reported to the Board of Management at its December meeting. The updates are highlighted in red.
- 3.2 The scoring of one risk after mitigating actions has been increased i.e. risk O1 Failure of College operational processes/ systems /ICT infrastructure where the risk probability has been increased from 3 to 4 given the College's awareness of a cyber attack at a Scottish College recently.
- 3.3 There has also been an update to the title of Risk F3 which is Potential for refusal of SFC to fund VS (as assumed in 2019/20 agreed budget). This has been updated to remove the reference to 19/20. Alternatively this risk could be removed completely at this stage and the risk reconsidered when considering the 20/21 budget.

- 3.4 There are 5 risks on the College Strategic Risk Register which are scoring overall as high after mitigating actions. These are the top three financial risks which are shown on the first page of the Register and the top two organisational risks on the second page of the Risk Register. The College is monitoring each of the risks on the register on an ongoing basis and taking all relevant actions to help to mitigate them as far as possible.

4 RISK ANALYSIS

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

5 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

- 5.1 The College is required to have a risk register as part of the Financial Memorandum and the financial implications are detailed within the financial risks section of the College Strategic Risk Register. The College also submits its Risk Register to GCRB who review the Risk Registers of the three Glasgow Colleges as well as having their own Risk Register.

6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

- 6.1 N/A

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER										as at 9th March 2020						
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	Failure to achieve surplus targets for 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		5	5	25	i) Ambitious commercial income/surplus growth plan agreed for 2019/20 through to 2022/23 with detail of how this will be achieved across the five main activity types. Overall income figures have some offset from increased Flexible Workforce Development Activity. ii) Regular monitoring between Business Development Unit and Faculty Management of commercial activity and replacement activity identified as required. iii) Pipeline of activity managed to meet overall targets. iv) Costing templates completed for all commercial activity. Further monitoring of in year staff costs transfers of permanent staff costs ongoing. v) Increased engagement and marketing effort to maintain current business but also to open and grow new income streams. vi) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus. vii) Review and develop market opportunities through business development strategy and grow new markets.	4	5	20	F1	Medium	20	No change
F2	Failure to reduce College cost base on managed basis to meet requirements of the five year financial forecast	Financial/ Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Principal/ Vice Principals		5	5	25	i) Five year financial plan prepared and presented to the Board which shows required cost reductions over the period in addition to the agreed five year commercial income growth plan ii) Cost reduction plan being implemented which requires reduction in staff levels and significant cuts in non-staff budgets across the College where possible iii) College commenced process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes. iv) Plan to implement first staff area change by October 2019 and through use of current VS scheme with required agreement with GCRB and SFC. v) Discussion on future potential changes being taken forward including academic management restructuring. vi) Zero based budgeting for 19/20 onwards for non-staff costs.	4	5	20	F2	Medium	20	No change
F3	Potential for refusal of SFC to fund VS (as assumed in 2019/20 agreed budget)	Financial/ Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Principal /Vice Principals		4	5	20	i) Detailed five year financial plan prepared and FFR which show recovery after VS is funded and hence present case to SFC ii) Discussions within Glasgow Colleges Regional Board to share approach iii) Cost reduction plan being implemented which requires reduction in staff levels and significant cuts in non-staff budgets across the College where possible iv) Ensure stated teaching activity targets are met to meet SFC requirements.	3	5	15	F3	Medium	15	No change
F4	Failure to achieve/maintain planned levels of non-SFC income	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 External Funding Unit and Faculty Management of non-SFC activity and any changes in level of delivery. ii) 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. iii) Increased engagement and marketing effort to maintain current business but also to open and grow new income streams. iv) Continued work with key partners to ensure successful projects delivered and funding maintained as much as possible.	2	5	10	F4	Medium	10	No change
F5	Adverse Funding changes in 2019/20 (SFC/SDS/ESF)	Financial	Goal 4 - Ensuring operational effectiveness and efficiency	Principal/ Vice Principals		4	5	20	i) Financial plans developed by College Senior Leadership 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) Mary Stuart Building cladding now replaced. vi) Working to achieve Flexible Workforce Development Fund target levels.	2	4	8	F5	Medium	8	No change
F6	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) Annual 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	F6	Long	8	No change

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER										as at 9th March 2020					
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
Score Before Mitigating Actions										Score After Mitigating Actions					
Organisational Risks															
O1	Failure of College operational processes/ systems /ICT infrastructure (including risk of fraud and potential cyber attack)	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. Need to ensure key systems not impacted by financially challenging budget in 2019/20. 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	4	4	16	O1	Medium	12	Increasing, aware of incident at another College.
O2	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. vii) Ensure transparency of consultation process to maximise opportunities for enhanced communications with Trade Unions	3	5	15	O2	Short	15	No change, potential negative impact due to ongoing process of academic restructure
O3	Failure to achieve acceptably high standard quality of teaching delivery and support for students and suitable student experience	Organisational/ Financial	Goal 1 - Delivering exceptional learning opportunities	Vice Principal - Curriculum & External Relations	4	4	16	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 v) Development of classroom observation protocol as intimated in national bargaining vi) Make efficiencies in business processes to deliver quality of services vii) Monitor feedback from student focus groups on student experience viii) Enhance the monitoring of a range of KPI data on an ongoing basis to quickly identify any emerging negative trends in student performance.	4	3	12	O3	Medium	12	Increasing, potential negative impact due to launch of academic restructure
O4	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 2019/20 for very high priority items allocated by GCRB to College 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) Estates Strategy Review being completed by Gardiner & Theobald & BDP. iv) Need to plan within very tight resources due to financially challenging budget for 2019/20 and items will be rephased as required. v) Langside residences lease assignment and guarantee document completed.	3	3	9	O6	Long	9	No change
O5	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 a few 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 vi) Need to manage to retain appropriate staff through challenge of restructures	2	4	8	O4	Medium	8	No change
O6	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 project now completed.	2	4	8	O6	Medium	8	No Change

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER					Key of abbreviations: SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee			as at 9th March 2020							
					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

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER										as at 9th March 2020						
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	
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. iv) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls v) Ensure Board have appropriate training on key guidance and legislation and take proactive role of Board in ensuring meet all requirements. vi) Modern Slavery statement in place vii) Safeguarding officers and safeguarding forum on each campus viii) Seek legal advice as required. ix) 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. Succession planning taking place with the Nominations Committee considering future vacancies well in advance. 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	Medium	6	No change	
G3	Failure to comply with Health and Safety and Safeguarding requirements	Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Assistant Principal HR	2	5	10	i) Glasgow Clyde College Health and Safety and Safeguarding 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 MEETING

Date of Meeting	18 March 2020
Paper Title	Credits Projection 19/20
Agenda Item	20.20
Paper Number	20.20; 20.20A; 20.20B
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 2019/20.

2. Recommendations

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

3. Background

The college's activity target for session 2019/20, as agreed in the Regional Outcome Agreement, is 126,764 Credits, comprising 120,566 Core Credits plus 6,208 ESF Credits. This is slightly lower than last year's target (126,859) due to a very small reduction in ESF Credits.

The attached sheet indicates that, at 09th March 2020, we are on track to achieve our Credit activity target for the year 19/20. The current Credit forecast shows a figure of 128,191 Credits and when taken with those credits which have not yet started forecasts a total of 128,637 Credits for the year. If achieved this would represent a delivery of 1.5% above target.

All January start courses are now underway and the 25% "required date" for many courses has now passed. This means that the forecast credits are becoming increasingly "safe" as students attend their courses beyond the required date. A few courses have still to start, typically community based provision, but the Credits attaching to these are minimal.

As with all Credit reports there is still a chance that some students have not yet been withdrawn from the system and are currently being counted in error. Increasingly however additional monitoring reports that identify our credits at risk are being used to reduce this risk. A second spreadsheet is attached for information; this shows where our Credits are now "safe" i.e. students have attended beyond the required date and we now know that their Credits will be counted towards our total. Currently the data shows that 98.3% of the forecast 128,165 are safe, representing 125,986

Credits (or 99.4% of our activity target). The Credits that remain at risk typically include courses in the community where attendance data takes longer to be entered on the system.

The column “No attendance Credits” shows the number of Credits attached to students who have not yet attended beyond the required date.

4. Risk Analysis

As outlined above, Credits remain at risk until the file is actually closed at the year-end. There are however many reports that are utilised to minimise the risk of under or over-counting our Credit activity.

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.

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 at 1/10/19	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	8,918	815	90	83	646	8,677	-3%	0	-3%	0
	123 Media & Performing Arts	8,477	774	33	32	709	8,777	4%	0	4%	0
	125 Fashion, Textiles & Design	10,828	837	69	59	712	10,321	-5%	0	-5%	0
		28,223	2,426	192	174	2,067	27,775	-2%	0	-2%	0
130 Engineering, Computing & the Built Environment	113 Computing	8,078	989	89	115	791	8,099	0%	0	0%	0
	131 Energy & Building Services	6,707	754	24	45	686	7,239	8%	40	9%	0
	133 Engineering	9,066	942	0	45	897	7,962	-12%	0	-12%	0
	135 Construction & Land Based Industries	7,216	733	7	58	669	7,770	8%	48	8%	0
		31,067	3,418	120	263	3,043	31,070	0%	88	0%	0
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	10,813	1,010	10	108	893	10,757	-1%	0	-1%	0
	141 Early Years & Social Care	12,159	1,215	175	82	966	11,828	-3%	0	-3%	0
	145 Health & Life Sciences	10,084	913	110	72	733	10,076	0%	0	0%	0
	149 Hair, Beauty & Complementary Therapies	6,245	543	0	49	494	5,532	-11%	0	-11%	0
		39,301	3,681	295	311	3,086	38,192	-3%	0	-3%	0
160 Access & Continuing Learning	161 ESOL	11,156	2,559	2	161	2,396	12,842	15%	0	15%	0
	165 Additional Support for Learning	4,617	578	0	21	557	4,878	6%	0	6%	0
	167 Employability Skills	5,522	2,779	20	226	2,535	5,699	3%	300	9%	58
	169 General Education	8,183	643	0	83	560	7,735	-5%	0	-5%	0
		29,478	6,559	22	491	6,048	31,154	6%	300	7%	58
Total		128,069	16,084	629	1,239	14,244	128,191	0.1%	388	0%	58
	SFC Target Credits	126,764 (Core 120,556 + ESF 6,208)						1.1%			
	Current Credit Estimate + Credits to Start						128,579	1.4%			
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						128,637	1.5%			

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	16,488	54	10
2	70,896	25	0
3	24,911	88	0
4	2,245	0	0
5	13,652	220	48
Total	128,191	388	58

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	17,331	0	0
Creative and Cultural Industries	19,767	24	0
Energy, Engineering, Construction and Manufacturing	19,312	64	0
Food, Drink, Tourism, Hospitality and Leisure	16,153	0	0
Health, Care and Education	19,851	0	0
Land-Based Industries	2,990	0	0
Life and Chemical Sciences	6,370	0	0
Transition and Supported Learning	26,417	300	58
Total	128,191	388	58

Credit Movement History

Credit Risk

Schools Credits

7-day Credit Change

Board of Management Credit Update 09/03/2020

Risk Credits

Report shows credit estimates based on enrolment and withdrawal to date.
 Those students who have attended past the relevant 25% date are shown as 'safe'.
 Those students who have not attended past the relevant 25% date yet are shown as 'risk'.
 Those students who have no recorded attendance are shown in the 'no attendance' column.
(refreshes once per day)

Course started? [Yes](#)
[No](#)

Faculty	School	Campus	Course	Title	25% Date	Total Credits	Safe Credits %	Risk Credits %	No Attendance Credits
120 Business, Creative & Digital Industries	111 Business & Finance		Total			8,677	99.3%	0.7%	2
	123 Media & Performing Arts		Total			8,777	100.0%	0.0%	4
	125 Fashion, Textiles & Design		Total			10,321	99.6%	0.4%	6
	Total					27,775	99.6%	0.4%	12
130 Engineering, Computing & the Built Environment	113 Computing		Total			8,103	99.8%	0.2%	2
	131 Energy & Building Services		Total			7,223	99.8%	0.2%	4
	133 Engineering		Total			7,962	99.6%	0.4%	12
	135 Construction & Land Based Industries		Total			7,770	99.4%	0.6%	0
	Total					31,058	99.6%	0.4%	18
140 Health & Wellbeing	115 Sport, Tourism & Hospitality		Total			10,757	99.7%	0.3%	3
	141 Early Years & Social Care		Total			11,825	99.8%	0.2%	9
	145 Health & Life Sciences		Total			10,076	99.8%	0.2%	9
	149 Hair, Beauty & Complementary Therapies		Total			5,532	98.5%	1.5%	2
	Total					38,189	99.6%	0.4%	23
160 Access & Continuing Learning	161 ESOL		Total			12,839	89.1%	10.9%	96
	165 Additional Support for Learning		Total			4,878	99.8%	0.2%	7
	167 Employability Skills		Total			5,691	92.6%	7.4%	138
	169 General Education		Total			7,735	100.0%	0.0%	1
	Total					31,143	94.1%	5.9%	242
Total					128,165	98.3%	1.7%	295	