

# BOARD OF MANAGEMENT

Wednesday 10 June 2020

## Board of Management

Meeting of the Board of Management to be held on Wednesday 10<sup>th</sup> June 2020 at 4.30pm. The meeting will be held remotely due to COVID-19 restrictions.

### AGENDA

|              |                                 |  |          |
|--------------|---------------------------------|--|----------|
| <b>20.24</b> | Welcome and Apologies           |  | D Newall |
| <b>20.25</b> | Declaration of Interests        |  | D Newall |
| <b>20.26</b> | Determination of Other Business |  | D Newall |

### Items for Discussion

|              |   |   |             |
|--------------|---|---|-------------|
| <b>20.27</b> | Minute of the Board Meeting on 18 <sup>th</sup> March 2020        | P | D Newall    |
| <b>20.28</b> | Matters Arising – Action Grid                                     | P | D Newall    |
| <b>20.29</b> | COVID -19 Update  | P | J Vincent   |
| <b>20.30</b> | Financial Report year to April 2020 and Forecast to end July 2020 | P | T Elliott   |
| <b>20.31</b> | 2020/21 Draft Revenue Budget                                      | V | T Elliott   |
| <b>20.32</b> | Financial Forecast Return   | V | T Elliott   |
| <b>20.33</b> | Strategic Plan KPIs update  | P | C McConnell |
| <b>20.34</b> | Capital Masterplan Update   | P | J Thomson   |
| <b>20.35</b> | Governance Update   | P | C McConnell |

### Standing Items

|              |                            |   |            |
|--------------|----------------------------|---|------------|
| <b>20.36</b> | Chair's Report             | V | D Newall   |
| <b>20.37</b> | Principal's Report         | P | J Vincent  |
| <b>20.38</b> | Student President's Report | P | A Szilassy |

### 20.39 Minutes of Previous Meetings

|      |  |   |              |
|------|--|---|--------------|
| i.   | Organisational Development 29 April 2020 | P | S Heidinger  |
| ii.  | Remuneration Committee 30 April 2020     | P | S Heidinger  |
| iii. | Audit Committee 20 May 2020              | P | D Watt       |
| iv.  | Finance & Resources 27 May 2020          | V | R Fraser     |
| v.   | Learning & Teaching 3 June 2020          | V | G McGuinness |

### Items for Noting\*

|              |  |   |           |
|--------------|--|---|-----------|
| <b>20.40</b> | Glasgow Clyde Education Foundation update          | P | J Thomson |
| <b>20.41</b> | Strategic Risk Register Update                     | P | J Thomson |
| <b>20.42</b> | Credits Projection 19/20                           | P | B Hughes  |
| <b>20.43</b> | Staff Restructure                                  |   | J Thomson |
| <b>20.44</b> | Any other Business                                 |   | D Newall  |
|              | Date of next meeting 28 <sup>th</sup> October 2020 |   |           |

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

**Board of Management**

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## **BOARD OF MANAGEMENT**

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|                     |  |
|---------------------|--|
| Date of Meeting     | 10 JUNE 2020                               |
| Paper Title         | COVID19 Update                             |
| Agenda Item         | 20.29                                      |
| Responsible Officer | JON VINCENT, PRINCIPAL AND CHIEF EXECUTIVE |
| Status              | Disclosable                                |
| Action              | For Discussion                             |

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### **1 REPORT PURPOSE**

- 1.1 The purpose of this report is to provide the Board of Management with an update on the College's response to the recent COVID19 (Coronavirus) pandemic and the ongoing challenges it presents. The report provides a summary of information previously provided to the Board of Management's Organisational Development, Learning and Development and Finance and Resources Committees. In addition, the report provides information in relation to plans for the 2020/21 academic year.

### **2 RECOMMENDATION**

- 2.1 In view of the considerable financial uncertainty facing the College at this time, it is recommended that, between now and the next scheduled Board meeting (on 2 September):
1. The Board should receive a monthly report from the Principal on how the College is managing its response to COVID19;
  2. In addition, a fortnightly financial briefing should take place involving the Chair, the Committee chairs and senior members of the executive; and
  3. If urgent decisions require to be made, that group should call an additional Board meeting, giving one week's notice.
- 2.2 In addition, the Board of Management are requested to consider options for the date of commencement of the 2020/21 academic year.

### **3 BACKGROUND**

- 3.1 The decision was taken to close all three campuses of the College from 5 pm on Friday 20 March 2020. Prior to that date, the Principal had been in regular communication with staff about the unfolding situation during which time the College were following the advice from the Scottish Government and Health Protection Scotland. Also, the Senior Leadership Team and other key staff had been meeting regularly to plan actions including the

potential overall closure of the College. Since that date there has; therefore, been no campus-based delivery taking place. Teaching staff have been asked to provide learning and teaching activity for students via on line teaching wherever possible, and staff and students have been provided with ICT equipment where this was needed to enable this. However, all commercial related activity, most Flexible Workforce Development Fund (FWDF) activity and some other non-SFC income reduced to very low levels or ceased from the 20 March. This has had a significant financial impact for the College in 2019/20 and will continue to do so in 2020/21.

- 3.2 Helpfully, in February, a Business Continuity planning training exercise was held so that the College could test out our responses to an emergency scenario. This, although for a very different scenario, turned out to be very useful timing.
- 3.3 The Principal has been in correspondence on an ongoing basis to commend the work of the lecturing and support staff who are aiming to ensure that College students are supported as much as possible during these unprecedented circumstances. There has been a huge amount of activity from across the College to facilitate remote working with extra laptops delivered to staff as required and facilities made available to students via other arrangements. In addition, the College has been supporting staff who may have COVID19 symptoms, or supporting others at home who have.
- 3.4 All staff have been advised to work from home where they can; however, clearly some staff cannot e.g. College catering and cleaning staff. A small number of the campus staff are accessing the buildings on a weekly basis to undertake legionella flushing and to carry out security checks. There is no other activity taking place within the College buildings and all maintenance and contractor building works have been postponed.

## 4 **ORGANISATIONAL DEVELOPMENT**

### 4.1 **Communication**

- 4.1.1 Communication is clearly of critical importance during these uniquely challenging circumstances. The Principal is in regular contact with all staff emails, which are issued twice per week, and our internal newsletter Clyde Connects is now published weekly (rather than fortnightly as previously). Managers have also been advised to keep in regular contact with their staff and where possible to maximise the use of technology meetings in order to reduce isolation issues.
- 4.1.2 Frequently Asked Questions were produced and have been regularly updated by the OD function and a number of HR bulletins have been issued on a range of topics to keep staff informed e.g. volunteering, pay issues, home working, and leave issues. A key focus has been and continues to be to support staff health and wellbeing and regular advice and guidance on this is issued to all managers and staff in our internal newsletter, Clyde Connects.

4.1.3 The College website is also frequently being updated, particularly to keep existing and future students up to date.

#### 4.2 **Online Training**

4.2.1 There has been a range of online resources shared with staff to support them with their respective responsibilities. This has included webinars on remote learning and teaching; a variety of free training resources; sharing good practice guides on for example holding online meetings; and refresher training has been held on the VLE. The College is looking to further develop Online Learning for staff over the lockdown period.

4.2.2 In June the College will hold its annual Staff Learning Days (10 and 11 June) with a focus on training for the new virtual learning environment (Canvas), use of Microsoft Teams and well-being.

#### 4.3 **Payments To Staff**

4.3.1 Our primary focus at this time is on the wellbeing of our staff and students. All staff on College Contracts of Employment are receiving full salary.

4.3.2 For the College's catering and cleaning contracts with ISS and Sodexo, we have agreed with the Contractor that their staff will be furloughed and that the College will top up staff payments to 100% (i.e. 20% net costs paid by the College).

4.3.3 At the encouragement of the Scottish Funding Council the College has taken the decision to furlough 172 staff of which 129 are support staff and 43 are commercial/leisure staff and this equates to just under 90 FTE of staff. The process of furloughing was undertaken in consultation with our recognised Trade Unions.

#### 4.4 **Staff Absence Rates**

During the period since the closure of college campuses 154 members of staff have reported absence due to COVID19, of which, 94 are teaching and 60 are corporate staff. However, only one member of staff has actually reported as sick due to the virus.

### 5 **LEARNING AND TEACHING**

#### 5.1 **Assessment and Certification**

5.1.1 The College has introduced revised principles and a new process to complete student assessment and certification for session 2019-20. A national approach has been adopted and agreed with SQA which recommends a holistic method of estimating learner success where evidence is incomplete.

5.1.2 Where possible, learners have continued engaging in learning and teaching activities to help generate sufficient evidence to make assessment decisions and maximise the opportunity for them to complete their qualifications. Importantly, there is a clear recognition that course teams

have the capability to make professional judgements on learner outcomes where evidence is incomplete.

- 5.1.3 Where learners have significant barriers to learning, assessor judgement may be utilised to a greater extent. This enables staff to use their professional judgement to assess flexibly across a broad range of evidence and be informed by knowledge of their learners, their engagement, progress and achievements prior to face to face teaching ending.
- 5.1.4 This approach means a completely different way of determining learner outcomes – professional judgements will be required to infer learner competence against overall course or qualification aims where evidence is incomplete. Learners do not need to provide assessment evidence for all units or learning outcomes
- 5.1.5 However, in circumstances where assessment judgements cannot be safely inferred (e.g. practical specialisms, regulated or H&S elements) it may be necessary to defer assessment decisions and outcomes. SQA subject specific guidance has been issued for selected qualifications.
- 5.1.6 The process is led by SLs, supported and approved by HOCs and CAPs, and will be supported by an Internal Quality Assurance (IQA) process. Fundamentally, these arrangements aim to ensure no learner is disadvantaged in attaining their qualification during this challenging period – and relevant Support areas are important in helping this process.
- 5.1.7 This approach does not fully apply to National Courses – where estimated grades will be submitted for Nat 5 and Higher qualifications without the need for further coursework. Guidance for regulated qualifications (eg VQs) and non-SQA awarding bodies follows similar approaches and is being implemented by relevant course teams
- 5.1.8 A detailed Staff FAQs has also been made available along with relevant associated documentation.

## 5.2 **Learning and Teaching**

- 5.2.1 Since the rapidly decision to end face-to-face teaching and the closure of College campuses members of staff have excelled under very difficult circumstances to provide our students with remote tuition and support. Throughout the College there have been many examples of innovative practice which has continued to engage with students and maintain their studies. Annex I of this report provides a summary of Innovation and Good Practice during shutdown.
- 5.2.2 Although the College has a well-establish virtual learning environment it was not developed to act as a vehicle for remote learning. However, teaching staff have seized the opportunity to enhance their VLE pages and embrace other technology, for example video conferencing software, to provide students with comprehensive support.

5.2.3 The move to remote tuition largely based in digital technology has exposed two significant challenges. First, the College offers a large number of practical courses for which remote tuition is not an acceptable substitute. Second, the lack of availability of digital devices and internet connections for a significant proportion of our students. In partnership with Glasgow Clyde Education Foundation (GCEF) a large volume of digital devices and internet connection have been provided to our students; however, this has not come close to tackling the inequality of digital poverty across the city.

### 5.3 **DELTA Project**

The GCEF funded DELTA project aims to dramatically improve the digital capabilities of staff members and to enhance the use of digital technologies in supporting teaching, learning and assessment. The DELTA project and team have been invaluable throughout the lock-down period by providing support to staff as they urgently required upskilling. At the heart of the DELTA project is a move to a new VLE (Canvas) at the start of the 2020/21 academic year. The College has decided to continue with the introduction of Canvas on this timescale.

### 5.4 **Student Experience**

5.4.1 Throughout the lock-down period the Student Advice Team have continued to support student and applicants on a remote basis. This also included the additional support that is provided to care experienced and estranged students through our partner Action for Children.

5.4.2 The Learning Inclusion Team have continued to support students on a remote basis, monitor their progress and provide a conduit for communication.

5.4.3 A particular concern has been the mental health and well-being of our students during this period. Despite the cessation of face-to-face support, the College has provided a mental health helpline and introduced the online platform Big White Wall. In addition, further support to members of staff working with vulnerable students has been provided by our partners SAMH and the Charlie Waller Memorial Trust.

## 6 **FINANCE AND RESOURCES**

### 6.1 **Financial Impacts of COVID19**

6.1.1 The following areas are the main areas which will have financial impacts as a result of the current COVID19 Lockdown and potential future impacts depending upon the options for returning to College for various groups of students and staff.

6.1.2 The areas affected, their financial magnitude as previously reported to the Board and the COVID19 Impact are summarised in the table below. There is further detail within the paper on each area for impacts for 2019/20 and 2020/21 and the reference to the paragraphs for each is shown in the table.



| <b>Area Affected</b>                     | <b>2019/20<br/>Jan 20<br/>Forecast<br/>(£000s)</b> | <b>COVID19 Impact</b>  |
|--|--|--|
| <b>Income</b>                            |  |  |
| SFC Income/Activity                      | £33,100  | As per budget in 19/20 (providing ESF achieved), indicative 20/21 - potential issue re credits levels                            |
| Commercial Income                        | £2,250<br>(was<br>£2,800)                          | Significant impacts from end March 2020 and through 2020/21  |
| FWDF Income                              | £768   | Significant impacts from end March 2020 and at least first half of 2020/21   |
| Externally Funded                        | £1,400   | Impacted from March 2020 through partners no longer engaged or milestones issues   |
| Other Income                             | £1,700   | Major impact April to July 2020, hope for recovery during 2020/21  |
| <b>Expenditure</b>                       |  |  |
| Staff Costs                              | £36,400  | Costs continuing in 19/20, need to revisit in 20/21 and seek further reductions due to reduced income                            |
| Non Staff Costs – Premises               | £2,100   | Costs largely remain however some savings due to utilities if buildings closed. Some increase in materials re COVID19 equipment. |
| Non Staff Costs – Teaching, Admin, Other | £5,900   | Costs largely remain if same number of students though some savings in materials depending on student attendance face to face    |
| Contingency                              | £0.5   | Reducing in updated forecast as at April. Need to increase for 20/21   |

## 6.2 **INCOME**

6.2.1 Further detail on each of the areas of College income affected by COVID19 is given below:

### 6.2.2 **SFC Income/Activity**

The SFC have indicated that they will still provide the original allocations to Colleges for 2019/20, which is £33.1M for the main grant for Glasgow Clyde College. However, it is essential the total ESF related credits are achieved as this could affect overall funding. There are other SFC grants for life cycle maintenance and childcare, the first of which is expected to be largely unaffected and the second of which is based on expenditure so will match with the College's childcare expenditure line.

6.2.3 For 2020/21, initial GCRB SFC funding allocations have been made which are on the same basis as previous years (excluding SFC ESF), and have a

1.84% increase in the main revenue grant. This increase however is below the current Public Sector Pay Policy level of 3% which will mean an overall real terms reduction to the sector if that Policy remains as it is and the College implements it. The future credits target in the initial allocation for 2020/21 remains at broadly the same level as 2019/20.

6.2.4 Finally, in respect of 2020/21 the College may have to adapt its portfolio from the original plan based on recruitment levels e.g. it is now anticipated there will be a significant reduction in Schools activity as pupils are likely to be retained at school as part of a catch up process, and based on their willingness to attend a different venue.

### 6.3 **Commercial Income**

6.3.1 The main impact of the College closure will be in relation to commercial income. The estimated forecast commercial income for 2019/20 as at end January was £2.25M with the original budget having been £2.8M. As at the mid-year point at January, it was indicated that some of this reduction was offset by an increase in Flexible Workforce Development Fund (FWDF) income as summarised below in 3.2.3 with the net impact at that stage being a reduction of £40k margin. This area of income is highly impacted by the COVID19 virus shutdown with almost all commercial activity for the year ending as at the closure week.

6.3.2 For 2020/21 and future years the College had an ambitious Commercial Income and Margin growth plan over a five-year period to 2022/23. The College is having to rethink its entire plan based on the new potential future economic assumptions. The College is reviewing its potential commercial offering by business sector based on the impacts of COVID19 on each sector and their likely robustness and desire for training opportunities for the future. There will be some opportunities for retraining and reskilling and on line learning. For example, the College have been actively discussing moving some of the areas of commercial work to on line delivery over the coming months with the support of a specialist partner.

### 6.4 **Flexible Workforce Development Fund Income**

6.4.1 The total estimated income from this fund for 2019/20 as at the end January forecast was £768k compared to a budget of £492k and hence was partially offsetting the reduced commercial income level as summarised in 6.2.2 above. This fund is based on drawdown against specific training delivery projects across a range of employers. Again, this activity more or less ceased from the point of College closure with only a couple of exceptions where some on line activity was able to be continued. Customers have been contacted to assure them that activity is only postponed from our delivery perspective; however, the future options for delivery will need to be considered on a customer by customer basis.

6.4.2 For 2020/21, the College would aim to achieve at around the £500k level, however this will depend on contacts still wanting the previously agreed training and the timescale when this could commence.

## 6.5 Externally Funded Income

6.5.1 Externally funded income for 2019/20 was estimated at £1.4M at the end January forecast. This is less impacted than the areas in 6.2.2 and 6.2.3 above; however, there are areas of activity funded by employers and agencies which are related to students completing milestones. These will now not be able to be achieved in 2019/20 and will have to be deferred until a future date when the College can enable this to happen hence there is a potential reduction in this income.

6.5.2 For 2020/21, the College will have to work with partners to conclude the previous milestones and there is likely to be a delay in starting new milestone based students for that year. There is also the impact on Apprenticeships of some reduced industries following COVID19 so student numbers are likely to be lower as a result of this. The overall impact on externally funded income is likely to be a reduction; however, the level of this is difficult to quantify and will again depend on timing of return to study. The College is anticipating deferred start dates for Modern Apprenticeships and has already had this confirmed from some employers and in addition it is expected there will be fewer numbers being recruited next January.

6.5.3 Furthermore, it is anticipated that there will be a reduction in Foundation Apprenticeships as pupils are encouraged to follow more traditional school routes and as part of the school catching up process after the Lockdown period.

## 6.6 Other Income (including catering and nursery income)

6.6.1 The total other income for 2019/20 was forecast as £1.7M. This includes catering and nursery income which will be the main areas of other income impacted following the College closure.

6.6.2 For 2020/21, it is anticipated there will be some reduction in Other Income as it will take some time for activity to recover to previous levels. In particular, there could be impacts on the Catering Income (approx. £610k of total) depending upon national guidance for food serving from August 2020. The nursery income budget for 2019/20 was £635k which is likely to be impacted upon in 2020/21 depending on guidance on this activity and related COVID19 measures.

## 6.7 Expenditure

Further detail on each of the main areas of College expenditure affected by COVID19 is given below:

### 6.7.1 Staff Costs

The total staff costs forecast for 2019/20 was £36.4M at January and those staff costs will largely remain, even with the College closure through the COVID19 virus. The College has undertaken a significant piece of work to collate information for submission through the Government Job Retention Scheme for those staff who are unable to work from home. The number of staff being furloughed following this analysis is 172 staff of which 129 are support staff and 43 are commercial/leisure staff and this equates to just

under 90 FTE of staff. The total income from the Job Retention Scheme for the College to end July is estimated at £430k. There should also be some savings on commercial staff costs who were not employed by the College as a result of activities not running following the College closure.

- 6.7.2 For 2020/21, there will be some reductions in staff costs following the administration restructure and there should be some reductions following the staff leaving on VS within the academic management restructure which have already been agreed. However, there will be increased costs through potential pay awards and the increased STSS employer's pension contributions. The anticipated savings from the academic management restructure will not be made from the start of the academic year as per the initial plan due to the delays in this restructure as a result of the College closure. The pace of progress of this restructure in 2020/21 will depend on when the College can reopen and further engage with the unions and staff involved.
- 6.7.3 There will be issues in 2020/21 and beyond in relation to staff costs and affordability based on the anticipated reductions in income and a reshaping of the College staff structures will have to be considered with methods of achieving restructure reductions to be discussed.

#### 6.8 **Non Staff Costs – Premises**

- 6.8.1 These total £2.1M for the 2019/20 year as per the forecast at January. Whilst the majority of these costs will have been spent and are related to necessary maintenance there will be some savings in respect of utilities for the period from March.
- 6.8.2 For 2020/21, the total non-staff costs premises are likely to be unchanged from 2019/20 if the College is open from August regardless of how many students are in the buildings. However, this will be reduced if there is a later opening with a related reduction in utilities costs. Nevertheless, there will be increased costs in 2020/21 in this area as a result of COVID19 due to anticipated additional costs required as a result of social distancing with additional PPE requirements and increased/higher specification cleaning for example.

#### 6.9 **Non Staff Costs – Teaching, Admin, Other**

- 6.9.1 The non-staff costs for teaching, admin and other total £5.9M for the 2019/20 year as per the forecast at January. The majority of these costs will have been spent to March, as these are largely front loaded for the academic year; however, there will be some limited savings in respect of the period from March for teaching supplies and services for the final few months. ie printing.
- 6.9.2 For 2020/21, these costs are expected to be similar if the College has a similar number of students overall for the year. They would reduce if there were to be less students or if the College were to change its portfolio mix away from higher cost areas.

## 6.10 **Contingency**

6.10.1 The contingency for 2019/20 was £500k as at January forecast. Within the reforecast after COVID19 impacts this has been reduced to a very minimal level at £150k.

6.10.2 For 2020/21 it would be intended to have a contingency no lower than £500k for the budget.

## 6.11 **2019/20 Forecast**

6.11.1 The previously reported 2019/20 outturn forecast as reported to the Committee in March was a deficit of £158k. The College has been working on the reforecast following the impacts of the COVID19 virus which requires a number of estimates to be included. The updated financial forecast outturn position for 2019/20 is a deficit of £1.3M.

# 7 **PREPARATIONS FOR 2020/21 ACADEMIC YEAR**

## 7.1 **Scottish Government Route-Map**

The Scottish Government have published their route-map out of lock-down. Within the route-map it indicates the following key phase which have implications for the College:

**Phase 1** – contractors will be able to undertake works on College premises (June 2020)

**Phase 3** – College will be expected to reopen but operating on a remote learning and teaching model with an expectation that most staff will work from home. On campus learning and teaching will only take place where it is strictly necessary. (August/September 2020)

**Phase 4** – College campuses will reopen for face-to-face learning and teaching (TBC)

## 7.2 **EXPECTATIONS FOR REOPENING**

7.2.1 The scale of preparation which will need to be undertaken to prepare the campuses and curriculum for the 2020/21 academic year is substantial and it will be necessary to delay the commencement of the year to accommodate these preparations.

7.2.2 It is currently envisaged that the three Glasgow colleges will commence reopening on similar dates to avoid confusion for staff, students and other stakeholders.

7.2.3 A key priority for some teaching areas will be supporting students who were unable to complete their studies in 2019/20 to do so (ie those on regulated qualifications). In most cases this will require face-to-face tuition and assessment on College premises. This work needs to be undertaken promptly so not to disadvantage those students who wish to progress.

7.2.4 New starters will commence their studies on a remote basis and only attend campuses for tuition on an exceptional basis where it is strictly necessary to do so. The challenge of providing an engaging curriculum and

comprehensive support for this new students on this basis cannot be underestimated.

- 7.2.5 During the Phase 3 period it is likely that some members of staff will prefer to work at College rather than work from home. Under the current Government guidance this approach appears to be discouraged; however, we are expecting the SFC to publish sector-specific guidance soon.

### 7.3 **Partnership Working with Trade Unions**

The College has worked constructively with our recognised Trade Unions through-out the lockdown period. Recent meetings with the TUs have secured commitments to continue this constructive relationship in the planning of the reopening and a sharing of expertise. However, the Unison national FE branch announced on 4 June 2020 that they were not prepared to engage in local planning for campus reopening until they had agreed sector specific national guidance with the Scottish Government.

### 7.4 **REOPENING WORKING GROUPS**

- 7.4.1 Five cross-college working groups have been established to advise the Senior Leadership Team on the practicalities of reopening. Each group is led by a member of the SLT, with membership drawn from our recognised TUs and staff from across the College. The Groups are:

Group 1 – Physical Reopening led by Janet Thomson

Group 2 – Ensuring a Safe Return led by Lorraine McGaw and David Marshall

Group 3 – Financial and Contractual Challenges led by Tracy Elliott

Group 4 – Recruitment, Enrolment, Induction and Support led by Eric Brownlie

Group 5 – Curriculum and Pedagogy led by Brian Hughes

- 7.4.2 Please note, the membership of Group 3 does not contain TU representation

## 8 **A SECTORAL CHALLENGE**

- 8.1 The implications of the pandemic on the college sector will be serious and potentially long lasting. Forecasts prepared by Colleges Scotland estimated a combined sector deficit of circa £25m for 2019/20 and circa £100m for 2020/21. In its most recent report, published prior to the pandemic, on the Scottish college sector Audit Scotland raised concerns about the financial stability.

- 8.2 The college sector has maintained a regular dialogue with the SFC and Scottish Government throughout the pandemic period. Both bodies acknowledge the scale of the challenge facing the sector but neither have thus far been able to offer any reassurances concerning how they will be resolved.

- 8.3 Provided as Annex II is a letter received from Richard Lochhead MSP, Minister for Further Education, Higher Education and Science dated 30 April 2020.
- 8.4 Provided as Annex III of this report is a letter receive from Karen Watt, Chief Executive of Scottish Funding Council dated 28 May 2020.
- 8.5 Provided as Annex IV is a letter from Richard Lochhead MSP to Mike Cantlay, Chair of Scottish Funding Council.
- 8.6 Discussions and lobbying continue to take place between the college sector and Government.
- 8.7 In addition, GCRB have also convened regular meetings of the regions Chairs and Principals throughout this period.

## 9 **RISK ANALYSIS**

- 9.1 There are significant risks to the College from the COVID19 virus across a range of activities. The primary financial risks are associated with the income for the College in the short-term and medium-term which will extend potentially to the long-term depending upon the options to return to the College and the willingness of the customer base to attend the training offered
- 9.2 There are also financial risks associated with the potential future achievement of SFC credits upon the return to work arrangements to the College and how much activity can be achieved in 2020/21.
- 9.3 Beyond the financial risks there are risks particularly in respect of health and safety for the operation of the campuses once they resume operation.

## **Innovation and Good Practice during shutdown**

### **Sharing Practice intranet section**

There have been over 1,000 views of posts on the practice-sharing section of the intranet supported by the Research and Development Programme.

Examples include:

- A wellbeing course for staff and students developed by the Employability School (led by Joanne Kerr)
- ESOL team sharing ways of creating a sense of belonging using Zoom (led by Jeremy Idle and Susan Spence)
- The Sneaker Sculpture workshop run by the Fashion team to promote team spirit (information provided by Morag Marshall)
- Maureen Fallon describing the use of Zoom with a National 4 Maths class
- Tracey Alexander describing the use of PowerPoint as work-around for problems with poor sound quality on Zoom
- Michael Griffiths sharing positive results with the use of Discord
- Barry Gunn outlining approaches to virtual cookery in Employability
- The Hairdressing team signposting students towards useful online resources (information from Julie Wales)
- A video of dance routines students have been working on at home (compiled by Glauco Di Lieto)
- Fashion team sharing their use of WhatsApp and Zoom to support team working (shared by Amanda Buchanan)
- Supporting students with mental health issues in Business (Saranne McGee)
- Use of Microsoft Teams to support student assignments (Alex Reid)
- Textiles team sharing a range of strategies for working with the early challenges of lockdown (Angela MacMillan)
- Supporting remote learning in drama, including students self-taping auditions, which they could present to agents and casting directors (David Lee-Michael)
- Tracey Alexander on the use of WhatsApp for sending files to students
- Jeremy Idle sharing the challenges of finding new ways of working on Zoom
- Health care team at Anniesland sharing challenges and successes of working with Zoom, Teams, WhatsApp and the VLE (Rosemary Stewart)
- Use of Zoom, Daily Dance Diaries and creating dance videos at home (Glauco Di Lieto)
- Practice-sharing webinar on remote learning and teaching, led by Kyle Bettley
- Use of OBS to stream presentations, lectures and Q&A sessions with students (George Henry)
- Computing school having good results with the use of Discord Servers, a digital platform principally designed for gaming communities (Kevin MacLean)
- Delivering online classes using Skype and PowerPoint (Neil MacLeod)

Most of these examples were shared by people who may not have seen what they were doing as innovative or ground-breaking, but just as something they find is



working in their area, which they are happy to share with others. Other subject based examples include:

### **Media and Performing Arts**

- Many excellent examples of innovation and good practice within the School including: Pulse (Dance show – this Friday at 7.30); the on-line HND Acting & Performance Diploma Show; HND Journalism who managed to produce a print copy of The Pattern for their graded unit under lockdown

### **Hairdressing and Beauty**

- Used the FE Foodbank to create watch videos for Facebook so students demonstrate beauty techniques and ask watchers to make a donation as an alternative evidence source for commercial experience.
- In Hairdressing the volume of professional webinars and live streams are influencing the planning for enhanced video and interactive resources for canvas in addition to supplementing the learning resources currently available- the level 6 and HNC Hairdressing students are joining the staff on line to watch and participate in sessions led by Sassoon, Kevin O'Neill and Wella - whose trade secrets are never normally revealed.

### **Computing**

- Using Microsoft Teams and Zoom to help us communicate with each other and our student groups. However, one utility we implemented that has been a real benefit to us and specifically our Gaming groups has been **Discord**. Discord is a proprietary freeware VoIP application and digital distribution platform designed for creating communities ranging from gamers to education and businesses. Discord specializes in text, image, video and audio communication between users in a chat channel. This allowed our Gaming teams to continue to train for the British eSports Championships which is part of their course. One of our teams reached the British final of Rocket League narrowly losing to Sunderland College but taking the silver medal (a fantastic achievement!). If we did not have access to Discord this would have been more difficult. On the back of that we have also been using Discord with our other student groups as it provides a really good platform for collaboration between students and staff.
- Kevin McLean (Head) has been working with the Communication Workers Union (CWU) and BT in a commercial agreement to train their staff in a number of Computing disciplines such as Cisco and Cyber Security. Both organisations wanted their students to continue working remotely as it's critical to their business needs to continue to train their staff. We adapted our delivery model to include Zoom recorded lectures for students, we provided them with access to a remote facility we have with UWS called MATLAB to enable practical work to continue and provided live drop in sessions to provide Q&As. This ensured continuation of delivery as well as continual commercial revenue coming into the college during this difficult time.

### **Business and Finance**

- Many of the staff in Business & Finance are using these Zoom/Teams to demonstrate and teach MS applications by sharing their screen with the students. PowerPoint presentations of theory based subjects have also been delivered, as well as mock timed GU exams on the VLE.

- Been using Zoom/Teams to supervise students doing assessments – in particular open book supervised assessments by sharing the platform, observing the assessment and supporting learners where necessary

### **Hospitality**

- Sending out electronic recipe packs, work books and mock assessments to all our students. Many students have been baking at home and have sent in pictures of their excellent results and disasters! The Hospitality teams are using Microsoft Teams for daily communication and have held 'think tank' sessions. During these sessions the teams have managed to compile new workbooks, recipe packs, syllabi etc for the 4 new courses developing the Learning and Teaching approaches.

### **Sport and Fitness**

- All staff meet with each class group using Zoom once per week for guidance and to answer general questions. These sessions have been supplemented with students doing live assessments by presentation or demonstration on line. Some subjects have used the VLE lectures and added a voice over for each slide in a lecture presentation. The plan for next year is to add voice overs to lectures allowing students to access as required.

In addition to the articles on sharing practice, we have hosted a number of articles on the intranet offering a personal reflection on the experience of working in lockdown, with views of:

- Karen Bale, reflections 23.03.20: 143 views
- Karen Bale reflection 18.05.20: 39 views
- Catrina McGregor, reflections 30.04.20: 123 views
- Letitia Boyce: 01.04.20 11 views

The aim with these articles has been to foster a climate of mutual support, given the scale and complexity of the challenges we face. The most recent issues of Clyde Connects had four articles generated by Karen Bale:

- Personal reflections
- Employability mental health course for students (Joanne Kerr)
- Additional Supported Learning - Home Economics (Julie Joiner, Dorothy Morrison)
- Enhanced Vocational Inclusion Programme

The **Research and Development Programme** are also facilitating a series of (Zoom or Teams) **Discussion Groups** for Lecturers, Senior Lecturers and Heads of Curriculum to support the sharing of ideas, experiences and practices. These include:

- **Online teaching;** Planning a scheme of work for online teaching that supports active learning, student engagement, student collaboration, and a sense of belonging; Use of Zoom or Teams to support collaborative learning; Useful resources, tools, methods and strategies
- **Course design and curriculum design;** Challenges and opportunities for planning the design and delivery of courses in 2020-21
- **Student guidance and mental health** Sharing our understanding and experience of the current challenges for students and tutors in supporting

students with mental health issues; Thinking ahead for ways courses, tutors and the college can best support student resilience.

- **Student belongingness and social media;** Successes and challenges with the use of social media in our new situation; Possible approaches to supporting student belongingness, looking forward
- **Recruitment, admissions, keeping warm and welcoming students to the start of term:** This session will offer an opportunity to share experiences and consider approaches to recruitment, admissions, keeping warm and welcoming students to the start of term, 20-21.
- **Leading and supporting teams remotely (Heads of Curriculum):** This session (for Heads of Curriculum) offers an opportunity to reflect on leading and supporting teams remotely, at a time of unprecedented change and disruption.
  - **Leading and supporting teams remotely (Senior Lecturers);** This session (for Senior Lecturers) offers an opportunity to reflect on leading and supporting course teams remotely, at a time of unprecedented change and disruption.

Ministear airson Foghlam Leantainneach, Foghlam  
Àrd-ìre agus Saidheans  
Minister for Further Education, Higher Education and  
Science



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**TO: College and University Principals**

30<sup>th</sup> April 2020

## WORKING TOGETHER TO RESPOND TO COVID-19

I am writing with an update on the Scottish Government's response to the COVID-19 crisis in the college, university and community learning sectors.

In order to take a joined up, system level view of managing and recovering from this crisis, you will be aware I have established a high level leadership group across the sectors. The purpose of this group is to bring together stakeholders from across the sectors with Government and its agencies to share intelligence, utilise collective expertise and join up efforts in responding to key challenges. We are considering both the ongoing response and planning for the future, working together and supporting each other through this challenging time.

The remit and focus of the group was approved at the first meeting on Thursday 2 April and this together with its membership is attached as **Annex A**. The Group is also a forum for me to be able to extend personal thanks, and gratitude on behalf of the Government and indeed Scotland, to staff and students across our learning and research system who are making such an important and impressive contribution to this effort. From following the public health guidance to stay at home, adapting to new ways of teaching and learning and through contributing equipment and providing research expertise where it is needed most, you should be very proud of what you are contributing to the wider effort. I've written more about this in an article which was published in the Herald last week, which is attached at **Annex C** of this letter.

In addition to the Ministerial Group meetings, I continue to hold bilateral discussions with our unions, and college and university representatives. These multiple and open channels of

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communication are vital to Government understanding the impact on the ground and doing what we can to support you in identifying solutions.

I also want to summarise the headlines of our response and action to date in order to reassure you that protecting and promoting our world class tertiary sector in Scotland is a priority for this Government.

### Stability and continuity

- We fully recognise the very significant financial impact likely for our sectors, and particularly the universities, as a result of the pandemic. The Scottish Funding Council (SFC) is leading the work to gather and analyse the data on this, and we are working closely with them to establish options in terms of the response and support needed to shape the HE Financial Sustainability Action Plan
- Communication with the sector remains critical in understanding the impact and needs of the college and university sectors. I have therefore maintained close contact with not only Colleges Scotland and Universities Scotland but also directly with principals to understand the direct effect of this crisis on the individual institutions.
- The Ministerial Group will play an important role in developing and testing these options, and the Deputy First Minister and I are engaging closely and frequently with our UK counterparts (see below for more details) to communicate the position for Scottish universities and to advocate for a proportionate and substantial response to the university sector's asks from the UK Government.
- To ensure that funding continues to flow from the Scottish Government to institutions, the SFC approved the funding allocations for AY2020-21 in early April and were communicated immediately in order to support your financial position and planning.
- The SFC has also provided reassurance that they are continuing with scheduled payments to universities and colleges for the remainder of this academic year and is discussing with the sectors how it can work flexibly during this time, in order that universities and colleges can channel their efforts into their key activities of teaching, learning and research. Alongside this, the SFC will keep their returns and reporting requirements to an absolute minimum during this emergency situation.
- We continue to call on the UKG to recognise the scale of the impact of Covid-19 on higher education and the strategic economic importance of universities in recovery and for HM Treasury to ensure appropriate fiscal support is made available.
- Beyond the financial position, I am also working closely with the sectors on their planning for delivering teaching and learning in the coming academic year. It is imperative that current and potential learners in Scotland, and staff, have as clear as possible an understanding of how the year ahead is being planned for. The Ministerial Group will provide a route for ensuring a common awareness of the plans across our diverse institutions and support the communication of those plans to all with an interest in them.

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- Looking ahead, I am also looking to the sectors to continue to provide a creative and forward looking response to the economic recovery stage which will be ahead of us. People will need new skills given the inevitable labour market changes, and it will be particularly important for colleges and universities to engage with partners in their regions to ensure that our learners are given every opportunity to engage in the studies which are best preparing them for a changed world of work.
- Our colleges will be key to the economic recovery and will envisage courses to help give people the right skills to plug skills shortages, as well as assist businesses with their reach to SMEs - both new and those who have survived, with innovative ideas around business process improvements.
- While I fully welcome the leadership our university research has demonstrated in responding positively to addressing the impact of the pandemic, I also recognise the challenges it faces in the short and longer term. This is an issue I am keen to consider in partnership with the sector.

### Engagement with UK Government

- I am in close contact with the UK Government DfE Universities Minister, Michelle Donelan MP, speaking with her weekly in order to discuss the wider range of support that can be offered to institutions at this challenging time. I will be speaking to the UK Government DfE Apprenticeship and Skills Minister, Gillian Keegan MP next week.
- I also have regular calls with the UK BEIS Minister, Amanda Solloway MP to discuss how we can work together to address issues relating to the research base.
- The Deputy First Minister is also in regular contact with his UK Government counterparts, recently participating in a call with the General Public Sector Ministerial Implementation Group.

### Exams and assessment

- I welcome your continued support in engaging with SQA and partners to discuss alternative approaches to this year's exam diet and assessment more broadly. I continue to be impressed by the sector's commitment to ensuring that this year's cohort of learners is not disadvantaged by the Covid-19 pandemic.
- Officials continue to work with you and the SQA to support learner continuity and to support those who are intending to move into higher or further education from school this year or to move from college to university or into employment. I want to reassure them that they will receive their results in good time for you to be able to assess their qualifications in the normal way. SQA is also working to ensure that people receive their results no later than 4 August - the scheduled 'results day' in Scotland.

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- We have been working with UCAS to support those who are applying to university this year. UCAS has extended its May undergraduate deadlines for two weeks - both for institutions to make offers and for students to make their decisions.
- SQA is working in close partnership with Colleges Scotland, to agree a joint approach to the certification of other qualifications, including Higher National qualifications, to ensure that achievements are recognised in as fair a way as possible.

### International students

- I have written to our international students who are currently in Scotland to reassure them of our ongoing support in managing the situation they find themselves in during what is inevitably an uncertain time. I will be notifying them of a new Scottish Government publication which has been created specifically for them setting out key advice and information regarding their stay in Scotland during the coronavirus outbreak.

### Student Support and wellbeing

- On Wednesday, 8 April 2020, we announced a £5 million package of emergency financial support to help students facing increased financial hardship as a result of Covid-19. This funding is being made available immediately to support students that are most in need, and help alleviate concerns around accommodation costs, living costs, digital poverty, mental health and wellbeing.
- The Student Awards Agency Scotland (SAAS) has business continuity arrangements in place to ensure that funding continues to be available to existing and prospective students, and SAAS are engaging with HEIs and other providers to help resolve any practical issues that are emerging as the sector adjusts
- I have previously written to institutions, as well as the networks that private providers of student accommodation belong to, asking that students are treated sympathetically in relation to accommodation issues, so they are not disadvantaged. My officials are in regular discussion with providers of student accommodation and their networks to work together to support students.
- The Scottish Government are working closely with the SFC to support institutions to continue to offer mental health support to students during this time. In particular, the SFC will support institutions to flexibly utilise funding provided this academic year to continue to recruit additional counsellors and to offer counselling support to students in an appropriate non face to face format.
- The new Student Information Scotland website provides information on both FE and HE student support, including a dedicated Covid-19 section.

### Workforce

- Throughout this time, I have been keen to ensure that our Fair Work principles are to the fore in addressing the challenges facing the FE and HE sectors. Unions

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representing staff across the college and university sectors are represented on the Ministerial Leadership Group, and I greatly value their input in ensuring we understand the impact on the workforce. I massively appreciate the efforts of the college and university workforce throughout this difficult time.

## Community Learning and Development

- We are working to mitigate the impact on youth work provision and on vulnerable adults and communities. Representatives from Youthlink Scotland, Learning Link, the CLD Standards Council, College Development Network, CLD Managers Scotland and others are collaborating to ensure communities and third sector organisations are receiving the support they need and to maximise uptake of the investment of £350 million announced by the Cabinet Secretary for Local Government and Communities on the 18<sup>th</sup> March. I have written separately to colleagues in the CLD sector about the matters directly facing them and our most vulnerable learners.

As activity on each of these areas progresses I will ensure that I continue to keep you updated.

Once again, I thank you for your continued support during this unprecedented time and please do not hesitate to get in touch with me or my officials on any issues.



**Richard Lochhead**

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## FURTHER AND HIGHER EDUCATION COVID-19 MINISTERIAL LEADERSHIP GROUP – TERMS OF REFERENCE AND REMIT

### Terms of Reference and remit: Established March 2020

#### Background

1. The Covid-19 Response: Further and Higher education Covid-19 Ministerial leadership group (Ministerial Group) was established in March 2020 by the Scottish Government.
2. The group was established by the Minister for Further Education, Higher Education and Science as a key part of the response to managing the Covid-19 situation.
3. The Minister established the group to bring together the leadership of key stakeholders across the sector with Government and its agencies to provide collective leadership and continued collaboration to support each other and take necessary action in the weeks and months ahead both to deal with the immediate crisis and to plan the recovery phase.

#### Purpose and remit

4. The Ministerial Group will be an action focused leadership forum for Government and its agencies to come together with the sector and:
  - a) Share information, gather intelligence and discuss the response to key challenges across the tertiary sector as a result of the Covid-19 situation;
  - b) Unblock any issues where Government can help do this;
  - c) Enable us to progress, align and support the communication of the response across the tertiary sector;
  - d) Corral the sector's contribution to the economic and broader civic response; and
  - e) Begin planning beyond the immediate term/for recovery.
5. The group will consider the following areas:
  - a) Teaching, qualifications, admissions;
  - b) Student wellbeing (financial and other);
  - c) Staff/worker wellbeing (financial and other);
  - d) Institutional financial sustainability;
  - e) Supporting economic and civic society recovery; and
  - f) Indirect impacts and contributions
6. The Ministerial Group does not replace existing governance and decision making mechanisms at Government, agency and individual organisation level.

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## Reference /stakeholder/sectoral groups

7. In order to enable focused discussion on priority issues at meetings and make progress on the most significant issues, individual sectors or organisations may wish to form reference groups to agree issues for escalation to the Ministerial Group. Existing mechanisms can be used for this purpose.

## Lifespan

8. The Ministerial Group will operate as long as required, initially meeting weekly for two weeks. It will then move to fortnightly and frequency will remain under review.
9. Membership is determined by the Scottish Government, and regularly as will the remit of the Ministerial Group, to ensure that it continues to add value to the evolving situation. The Scottish Government will provide secretariat function. Current membership can be found at **Annex B**.
10. The Group will be chaired by the Minister for Further Education, Higher Education and Science.

## ANNEX B

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## Further and Higher education Covid-19 Ministerial leadership group Membership

- Minister for Further Education, Higher Education and Science (Chair)
- Shona Struthers (Chief Executive, Colleges Scotland)
- Carol Turnbull (Principal, Ayrshire College)
- Lydia Rohmer (Principal, West Highland College)
- Paul Little (Principal, City of Glasgow College)
- Alastair Sim (Director, Universities Scotland)
- Andrea Nolan (Principal, Napier University)
- Sally Mapstone (Principal, St Andrews University)
- Nigel Seaton (Principal, Abertay University)
- Mary Senior (Scotland Official, UCU)
- Deborah Shepherd (National Officer, EIS)
- John Gallacher (Scottish Organiser (Further Education Lead), Unison)
- Liam McCabe (President, NUS)
- Fiona Robertson (Chief Executive, Scottish Qualifications Authority)
- Karen Watt (Chief Executive, Scottish Funding Council)
- David Robb (Chief Executive, Student Awards Agency Scotland)
- Neville Prentice (Senior Director, Service Development and Delivery, Skills Development Scotland)
- Alan Sherry (Chair, Community Learning and Development Standards Council)
- Susan Stewart (Director of The Open University in Scotland)
- Dr Ailsa Crum (Head of Learning and Enhancement for Scotland, QAA)
- Lorna Gibbs (Director of Advanced Learning and Science, Scottish Government)
- Linda Pooley (Deputy Director Colleges, Young Workforce and SFC Sponsorship, Scottish Government)
- Roddy Macdonald (Deputy Director Higher Education and Science, Scottish Government)
- Danielle Hennessy (Ministerial Group lead, Scottish Government – secretariat)

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Herald Article

# Universities and colleges are vital asset in Covid-19 fight

**S**COTLAND'S 19 universities and 26 colleges are rightly world renowned for innovation and creativity – and their leadership and willingness to step up is saving lives in the face of the unprecedented challenge we all face.

Since leading the switch to home and remote learning and teaching – at remarkable speed – our staff, students and alumni have since demonstrated just how important an asset they are to our society and our economy.

As well as looking after their own, keeping staff and students informed and physically and mentally supported, the sector is directly helping save lives on the front line and in our communities.

Final-year medical and nursing and social care students from many Scottish institutions have been quickly moved onto the frontline to help health service staff in caring for coronavirus (Covid-19) patients. Online graduation 'ceremonies' have been vital to this speedy response.

At the forefront of science, our world renowned medical research community has shifted into overdrive, with our top universities spearheading the effort to tackle and ease the effects of this global pandemic.

At the very heart are the Universities of Edinburgh and Glasgow. As pivotal members of the Genomics UK Consortium of top scientists, their leading-edge laboratories are being used to sequence the genome of the



**ANALYSIS**  
Further education minister **Richard Lochhead** on how students and staff are key part of Scotland's coronavirus response

virus isolated from Scottish patients. As many as 150 researchers from Edinburgh's Centre for Inflammation Research are now being re-deployed to work on a project that aims to test existing and experimental drugs to find a treatment for Covid-19.

The team believe new therapies could be discovered and implemented before a vaccine becomes widely available by repurposing medicines for other conditions that are already in clinical use or are currently being tested. The new project – STOPCOVID – will focus on the inflammatory pathways that lead directly to lung injury, which is associated with the most severe aspects of Covid-19.

Researchers at Heriot-Watt University are accelerating the development of 'Socially Assistive Robots' to help reduce the spread of infections like Covid-19 among healthcare workers and patients – reducing person to person contact in the reception areas of surgeries and hospitals.

“  
Our world-renowned medical research community has shifted into overdrive

At the University of Dundee, two KingFisher Flex robots have been donated to the national Covid-19 Diagnostic Centre in Milton Keynes, while another research unit has identified 38 separate proteins in the Covid-19 virus, helping develop antibodies that can fight the virus.

Edinburgh Napier University reacted fantastically quickly, using a laser cutter to produce specially designed visors giving health workers the protection they need when treating Covid-19 patients, and transferring a ventilator from its campus to the intensive care ward at the Royal Infirmary of Edinburgh.

Ayrshire College is using its expertise and 3D Printers to make additional visors for health workers on the frontline. Glasgow Kelvin College, West Lothian College and the University of Stirling have provided vital medical equipment and materials helping thousands of items of PPE – including beds, masks and sterile gloves – to reach the NHS. Dumfries and Galloway College has provided the NHS with remote working tools so key workers can handle calls remotely.

Our alumni continue to make us proud with the contribution they make with their expertise. Dr Kate Broderick, a former Glasgow University student, is one of many at the forefront of the global hunt for a vaccine, alongside researchers across Scotland's institutions and Scottish researchers further afield.

Gin production lines at operations run by Heriot-Watt brewing alumni – Arbigie Highland Estate Distillery on the Angus coast and Brew Dog – have been adapted to produce hand sanitiser. Beinn an Tuirc Distillers in Kintyre, owned by a former student of Scotland's Rural University and College, also stopped all gin production in favour of a sanitiser called 'Hogg Wash' – a tribute to the English translation of their name.

These huge adjustments we're all making mean it's vital we look after our mental health, and here too our colleges and universities are leading the way. Jude Kelly, programme leader of Abertay University's Mental Health Nursing BSc, is one of a number of professionals regularly blogging, sharing tips on how to promote wellbeing.

A new online creative community has been kick-started by Glasgow's Royal Conservatoire of Scotland, to help raise spirits and help combat feelings of isolation.

Following last week's review, we now know this lockdown will be in place for at least another three weeks.

Scotland is grateful for everything our colleges and universities are doing to help our country get through this and I know I speak for us all when I say we couldn't be more proud of our world leading sector.

*Richard Lochhead is Minister for Further Education, Higher Education and Science*

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## Communication to College Principals

28 May 2020

Dear Principal,

I am writing to follow up recent conversations in a variety of forums. We are all working through the practical implications of the very exceptional circumstances we face as a result of the COVID-19 emergency. Our early actions were designed to provide stability and greater flexibility in the use of public funds. We also reprioritised our routine reporting requirements, so that you could focus on responding effectively to the needs of students and staff. As we gain a better understanding of the short and medium term implications, we can plan together for the future.

Thank you for the engagement we've had over the last few weeks, in terms of meetings, papers, and technical discussions. This has been hugely heartening. We will find solutions together that will work for learners and colleges, and, importantly, that will be fundamental to Scotland's economic recovery. We will not always have a quick or simple answer to the questions you raise, but, where that is the case, we will aim to explain why and how issues are being taken forward. You have also told us you would like us to share more internal thinking, planning and policy development. We will reflect on how we can do this better. The suggestion of partnership working over three phases - the immediate; the next academic year; and a period of wider recovery – is a helpful way of framing things.

Let me bring greater clarity to two important aspects of our credit guidance in 2019-20 that you have been engaging with us about – the one plus limit; and the need to report activity.

For the last few years we have set a 2.5% limit for one plus activity, where students undertake more than one full-time course/programme over the Academic Year. For 2019-20 we will remove this limit to support students to benefit from additional learning during this lockdown period. The audit guidance will no longer include a one plus limit, to reflect this change in policy. Colleges have also asked whether credits are claimable for timetabled guidance on Higher Education programmes. We can confirm that this is permitted and that our credit guidance will be updated to reflect this position.

We have made a commitment that we will not recover funding if colleges fall below core activity targets as a result of the pandemic in 2019-20 and 2020-21. That commitment stands. However, we have asked colleges to continue to report all activity to us for this 2019-20 year because we still need to demonstrate

accountability for public funds, for internal, external and European Social Fund audit purposes, and for national reporting. We know from returns in previous years that students recruited between August and March of the Academic Year account for around 99% of the final credit claim (including ESF) and in every year prior to 2019-20 colleges have exceeded their overall activity targets. We believe colleges are likely to have already recruited enough students to meet the core and ESF targets for 2019-20, but we do still need colleges to report this activity.

We would like to work with you to better understand the estimated number of credits that will be claimed by each college for AY 2019-20. This will help us to provide early notice of any possible redistribution of ESF funding for AY 2019-20 and to consider the financial impact of these decisions. We are, therefore, asking that you provide an estimate of the final credit claim for AY 2019-20 on that basis. A short email response to Kenny Wilson by 12 June will suffice. Our priority at this point is to estimate the likely financial impact of the policy changes I have outlined here, and to have certainty over AY 2019-20 credit count and funding.

You have asked for further relaxations of our requirements for AY 2020-21, for example, the early withdrawal date (i.e. 25% rule) and the credit claim for work placements. We would like to consider these issues in the round, particularly as we work with a range of partners on economic recovery planning, including re-skilling and upskilling, and the potential higher demand for college places in an uncertain job market.

These broader issues will also be important to the assumptions that colleges might use in preparing budgets for AY 2020-21. I am grateful to Hugh Hall and the group of Finance Directors who have been working with us to consider assumptions for budget planning in AY 2020-21. It was good to receive the assumptions suggested by the group on 21 May. We agree that this is a reasonable set of assumptions to use for the budget modelling due to be returned in the middle of June. As ever, your commentary will be as important as the figures you submit, as this will help us better understand the particular issues facing your institution, and will support follow-up engagement. We aim to share this co-produced Call for Information at the end of this week. We would like to extend the forecast to AY 2022-23, which brings consistency and greater cohesion to our planning information for colleges and universities. You may also want to consider further scenario planning, working through a range of assumptions and options that help you and us understand the trade-offs involved, and choices you could make, to reach an optimal position for your organisation and region.

Some of the clarity being sought to a broader range of questions is simply not possible at this time, but assumptions will become clearer as we work together, and with other partners, and with the Scottish Government. I have attached the current

list of issues submitted by colleges at Annex A with some initial responses. Other assumptions and mitigating options can be modelled over the coming weeks as we work through the funding and policy implications of possible changes at a sector-wide and individual institution level. Therefore, budget modelling for AY 2020-21 will continue to be an iterative process.

You will be acutely aware of the many taskforces, groups and commissions that have been established recently to make sense of the implications of COVID-19, in addition to many existing groups. These all matter, but I believe that we need a better vehicle to focus on the issues that matter most to SFC's engagement with colleges.

When we met last week, I mentioned that we were considering three work streams, to cover a range of issues. On reflection, I have concluded that we should establish a short-life advisory group to bring urgency and focus to the issues that have primacy to our funding and regulatory role, and to provide a better way of streamlining our engagement, particularly in planning for AY 2020-21 and beyond.

We will share papers and early thinking with the advisory group and this will help us bring material into other forums, such as the full Principals' group and relevant SFC decision-making committees or the Scottish Government, as appropriate. We will aim to get this up and running quickly. I will discuss the remit and membership of the advisory group with the Chair of the Principals' Group over the coming days. It does mean we will rein back our involvement in a number of other existing groups related to outcomes and funding as we focus on the issues in hand.

I'd like to thank you again for your continuing commitment and efforts during these challenging times. We are committed to working closely and collaboratively with you to deliver for students, for communities and for the economy.



**Karen Watt**  
**SFC Chief Executive**

## Issues submitted by colleges to inform financial planning for 2020-21

1. The Minister's letter of 30 April referred to an HE Financial Sustainability Action Plan. Can you confirm that SFC is preparing a College Financial Sustainability Plan? If so, what is the target date for completion? We would be happy to support the completion of the Plan.

*The Scottish Government is currently developing an action plan which it is aiming to publish in early June. The Scottish Government has asked us for further advice about the financial situation of colleges. This will be informed by recent financial returns (including the use of UK Government schemes, like the Coronavirus Job Retention Scheme) and further budget submissions in mid-June. We are considering options that might help the future financial sustainability of institutions, including additional capital funding if that becomes available from underspends within the Scottish Government. We will work closely with colleges as plans develop.*

2. Will SFC take a tertiary wide view of student recruitment and financial viability and implement additional controls on fees only/EU students to prevent universities increasing their intake of home students at the expense of college recruitment?

*We will take a tertiary wide view. There is a complex interplay between college and university recruitment within Scotland (and between some colleges); and a complex set of interactions between universities across the UK. It is too early to take a view on what controls we may or may not take, although our early commitment that we will not penalise universities for not fully recruiting to targets in non-controlled subjects should play a part in mitigating competitive behaviours. We are involved in discussions with UK counterparts on the implications of university student controls, and the consideration of college targets, along with the design of labour market and skills interventions in response to COVID-19, are likely to be relevant to possible student intake.*

3. Your confirmation that colleges will not be allowed to run out of cash is reassuring and is critical to enable colleges to keep business going. Without the guarantee, many colleges would be compelled to take immediate action to rationalise and make significant savings. Can you confirm how long that guarantee will hold for and outline what the longer term plan is likely to be to address the highlighted cash deficits in a growing number of colleges?

*The position with regard to cash is that incorporated colleges draw down SFC grant by submitting monthly statements of net cash required for the month ahead. Consequently, in the normal course of events, colleges should not be in a*





*position of having insufficient cash to meet their commitments. This continues to be the case and, therefore, colleges should not run out of cash.*

*The monthly statements of net cash required are reviewed carefully by SFC to ensure that colleges are not getting into a position whereby there will be insufficient of their grant for the remainder of the year. This process also continues to operate and, therefore, we will engage with individual colleges directly where we have any concerns about future finances. Consequently, it remains the case that each college needs to consider its financial sustainability. We will work with the sector and individual colleges and regions to help manage cash flow. We will also keep the situation under review as planning assumptions, the Scottish Government's action plan, and the impact of COVID-19 on students' intentions and local economies become clearer.*

4. When will SFC issue guidance to the sector on the preparation of 20/21 budgets and financial forecasts?

*We have worked with college Finance Directors on the best common assumptions colleges should use for their 2020-21 budget planning returns, which are due by mid-June. We aim to issue our co-produced Call for Information shortly.*

5. Notwithstanding the joint work that is underway to replace the 116,000 target, can you confirm that colleges will receive their full core funding in 2020/21 even if they don't hit their target as a consequence of COVID-19?

*As stated in our [COVID-19 general Q and A](#), at this stage it is not possible to know with certainty what the impact of COVID-19 will be on college performance against Outcome Agreement measures (including student activity targets). However, we fully expect that there may be a shortfall against the student number credit target and we will take account of these exceptional circumstances. We will not recover funds for shortfalls against core outcome agreement targets where these are related to COVID 19 for AY 2019-20 and AY 2020-21. Any decisions will be taken in full consultation with the institution.*

6. In accordance with the Financial Memorandum, Colleges must manage their activities to remain sustainable and financially viable taking one year with the next. Can you confirm that colleges must prepare a balanced budget for 2020/21 or if setting a deficit budget must have a risk assessed, deliverable plan in place to clear the deficit within a reasonable timescale?

*Yes, colleges must continue to prepare a balanced budget for 2020-21 and/or have a deliverable plan to reach a balanced budget agreed with us.*



7. For 2020/21 only, will SFC permit colleges to utilise ring-fenced backlog maintenance funding for other purposes to help enable colleges to achieve a balanced budget and reduce the number of redundancies that might otherwise be required?

*It is reasonable for colleges to choose to use some of their lifecycle maintenance budget for other priority needs, for example ICT/digital needs to support students' learning in different ways. The high priority capital grant should remain focused on already identified priority works.*

8. If SFC is unable to help colleges recover their losses, it is likely that colleges will have to implement a redundancy programme, with additional redundancies having to be made to meet the cost of the programme. Will SFC be in a position to provide strategic funds to colleges to meet all or part of the costs of redundancy?

*We will continue to work with colleges on their future plans. We have met the costs of many voluntary severance schemes in the past but we will need to have a clearer sense of mitigation strategies in the round, and our budget position, before making further blanket commitments. It is recommended that colleges plan on both possibilities – that SFC could fund VSS needs across the sector; and the impact on the institution if SFC were unable to do this.*

Ministear airson Foghlam Leantainneach, Foghlam Àrd-  
ìre agus Saidheans  
Minister for Further Education, Higher Education and  
Science



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Mike Cantlay  
Chair,  
Scottish Funding Council

([chair@sfc.ac.uk](mailto:chair@sfc.ac.uk))

03 June 2020

Dear Mike

## **SFC REVIEW OF COHERENT PROVISION AND SUSTAINABILITY**

As we look ahead to the recovery and renewal stages of the Covid-19 pandemic in Scotland, the Deputy First Minister and I will continue to support our colleges, universities, learners and research activity to be at the heart of our response.

The institutions and their staff and students, with your support, are showing tremendous adaptability, resilience and ingenuity in meeting the challenges of these unprecedented times. We know that the societal and economic impacts of the pandemic are far reaching.

Through our collective efforts we are establishing a good understanding of how our tertiary sector will be impacted over the short, medium and long term, and of how the sector can contribute to the regrowth and renewal of Scotland's prosperity.

Such is the scale of the external shock, it is clear to us all that existing models of funding, governance, collaboration and delivery will need to shift in order to meet new challenges and exploit new opportunities.

As recently discussed, I therefore invite the Scottish Funding Council to review how best it can fulfil its mission of securing coherent provision by post-16 education bodies, and the undertaking of research in these changing times. We expect this will cover future provision, delivery, outcomes and targets, funding models and support for research activity across the college and university sector in Scotland.

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Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh [www.lobbying.scot](http://www.lobbying.scot)

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Utilising the expertise you have on your Board and in the college and university sectors, and collaborating with key interests across the sectors and with Government and its agencies, we expect that the purpose of your review work would be to:

- consider how best to achieve coherence in the further and higher education sectors;
- sector should be fit for purpose to address the outcomes;
- the changes needed to existing funding, operations, and accountability frameworks in order to respond effectively to these new challenges and opportunities; and
- to provide advice, where appropriate, to Scottish Ministers on relevant changes to policy, funding and accountability frameworks for tertiary education and research in Scotland.

I would expect your review work to draw on the analysis of the fundamental strengths in, challenges for and potential of our sector as set out in your own Strategic Plan, the recent Muscatelli Report *Driving Innovation in Scotland*, the Cumberford-Little Report *One Tertiary System: agile, connected, inclusive* and other relevant reports. I know you are intent on considering perspectives from a range of stakeholders.

In particular, I want you to bear in mind the interests of the learners, potential learners and businesses who have the lived experience of the system, alongside the financial sustainability of the institutions themselves. Your consideration of Fair Work principles and what represents the most effective use of budgets to support new approaches will be very helpful in our considerations as we work together for a system that is sustainable and effective for all of Scotland.

The Deputy First Minister and I recognise that this review work may involve different phases and reporting elements, and that you will want to make a distinction between the changes required in the immediate and into the longer term. We would welcome being kept in close touch with the Council's thinking as it evolves and ask you to share early considerations in an update by the end of August. I would want my Further and Higher Education Covid-19 Ministerial Leadership Group to be consulted as your work progresses.

My officials will provide support and input to your review processes as they develop. The challenges we face are without precedent however I am confident that further and higher education and research in Scotland can emerge from this crisis even stronger.

Yours sincerely,



**RICHARD LOCHHEAD**

Tha Ministearan na h-Alba, an luchd-comhairleachaidh sònraichte agus an Rùnaire Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh [www.lobbying.scot](http://www.lobbying.scot)

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**BOARD OF MANAGEMENT MEETING**

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|                     |                     |
|---------------------|---------------------|
| Date of Meeting     | 10 June 2020        |
| Paper Title         | Strategic Plan KPIs |
| Agenda Item         | 20.33               |
| Paper Number        | 20.33               |
| Responsible Officer | Christine McConnell |
| Status              | Disclosable         |
| Action              | Action              |

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**1 REPORT PURPOSE**

The Purpose of this report is to provide the Board with feedback from each of the Committees which was asked to consider relevant elements of the Strategic KPIs as contained in Appendix 1.

**2. RECOMMENDATION**

The Board is asked: -

- to consider the feedback received in relation to Themes 1,3, 4 and 5;
- to give further consideration to the measures listed under Theme 2;
- advise the College Management of the Board's requirements.

**3. BACKGROUND**

**3.1** At its meeting on 18 March 2020, the Board considered a suite of KPIs to facilitate the monitoring of the implementation of the College's Draft Strategic Plan.

**3.2** The Board asked Committees to consider the draft KPIs most relevant to its subject area and agreed that it would give further consideration to the KPIs listed under Theme 2 at this meeting.

**3.3** The Board specifically asked the relevant Committees to consider which of the KPIs should be reported to the Board annually to allow the Board to monitor progress. The KPIs highlighted in red in the paper forming Appendix 1 were proposed as being appropriate for annual monitoring by the Board.

**4 FEEDBACK**

- 4.1** The feedback from the Learning & Teaching Committee in relation to Themes 1 and 3 will be shared verbally at the Board meeting as that Committee only met on 3 June.
- 4.2** The Organisational Committee considered Theme 4 at its meeting on 29 April and agreed that the measures listed were appropriate and that those highlighted in red should be reported annually to the Board.
- 4.3** The Finance and Resources Committee considered Theme 5 at its meeting on 27 May. The Committee agreed that in addition to those identified in the report, the following two indicators should be reported to the Board: -
- Cash balance position as forecast in approved budget/FFR (at minimum)
  - Commercial Income contribution to overhead in line with approved plan.
- 4.4** The Board is asked to consider the proposed KPIs under Theme 2 and to ask the Principal to incorporate this feedback in future reporting.

**5. RISK ANALYSIS**

The Strategic Plan is underpinned by the College Strategic Risk Register. Activity is underway to align the content of the Register with the strategic objectives contained in the new Strategic Plan. The involvement of the Board's Committees in the further development of KPIs and targets is expected to highlight where any new or emerging areas of risk may need to be considered. There are no specific risks associated with the content of this report.

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

There are no specific implications associated with the content of this report.

**6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

An Equality Impact Assessment has been carried out on the Strategic Planning Framework and no matters of concern were identified.

**Glasgow Clyde College**  
**Strategic Planning Framework 2019/20 – 2024/25**

**DRAFT Key Performance Indicators**

**Strategic Theme: 1 - Inspirational Learning and Teaching**

| <b>Strategic Objectives</b>  | <b>Proposed Key Performance Indicators</b>   |
|--|--|
| 1 <i>To ensure that learning, teaching and assessment practices are highly effective, engaging and facilitate personalisation and choice for students.</i>   | <ul style="list-style-type: none"> <li>• Number of teaching staff engaging in annual classroom observation</li> <li>• <b>% of students highly satisfied with their learning experience.</b></li> <li>• % of students who believe the way they are taught helps them learn.</li> </ul>                          |
| 2 <i>To facilitate a learning community, which is unrelenting in its desire to improve professional, practice and which sets clear expectations using the Professional Standards for Lecturers.</i>                    | <ul style="list-style-type: none"> <li>• <b>% of staff undertaking an agreed level of CPD sessions directly related to the Professional Standards for Lecturers</b></li> <li>• % of teaching staff who are registered with GTCS</li> </ul>   |
| 3 <i>To achieve the highest levels of stakeholder satisfaction for the quality of teaching practice and service.</i>   | <ul style="list-style-type: none"> <li>• % of external stakeholders satisfied with the quality of the teaching they receive.</li> </ul>  |
| 4 <i>To develop the confidence and competence of staff to utilise digital technology and relevant data analytics to enhance teaching, learning and assessment.</i>   | <ul style="list-style-type: none"> <li>• % of teaching staff self-declaring as 'confident' in utilising digital technologies</li> <li>• % of students satisfied with digital learning approaches on their course.</li> </ul>   |
| 5 <i>To establish a career-long professional learning pathway for all teachers using observation and reflection to develop and strengthen approaches.</i>  | <ul style="list-style-type: none"> <li>• % of teaching staff engaging annually in a Peer Learning programme.</li> <li>• Number of staff successfully completing Profession Learning programmes</li> <li>• % of teaching staff who hold TQFE or equivalent recognised qualification.</li> </ul>                 |
| 6 <i>To ensure excellence in approaches to assessment, feedback and progress monitoring.</i>   | <ul style="list-style-type: none"> <li>• % of successful EV visits</li> <li>• % of students satisfied with assessment practice and feedback approaches.</li> </ul>   |
| 7 <i>To create an environment where teachers are encouraged to take innovative approaches to learning and develop student and partner centred engagement practices, which promote the wider ownership of learning.</i> | <ul style="list-style-type: none"> <li>• Number of staff undertaking Open Innovation visits</li> <li>• % of students satisfied with their influence and opportunity in shaping learning experience.</li> <li>• % of external stakeholders satisfied with the quality of engagement from the college</li> </ul> |
| 8 <i>To enjoy the benefits of a vibrant and pioneering research activity, which is focused on improving the quality of teaching, learning and assessment.</i>  | <ul style="list-style-type: none"> <li>• Number of staff attending Learning &amp; Teaching 'Good Practice' workshops.</li> <li>• % of staff satisfied with their experience of the Research and Development Programme.</li> </ul>  |

## Strategic Theme: 2 - Partner of Choice

| Strategic Objectives  | Proposed Key Performance Indicators  |
|---|--|
| 1 <i>To increase opportunities for those in the most disadvantaged communities to remove barriers to participation, widen access to provision and build strong, resilient and prosperous communities</i>  | <ul style="list-style-type: none"> <li>• <b>% of credits delivered to residents of SIMD 10 postcodes.</b></li> <li>• <b>% of successful SIMD10 students.</b></li> <li>• % of credits in CLD provision.</li> <li>• % of Credits at SCQF levels 1-5</li> </ul>   |
| 2 <i>To co-create an economy-led curriculum where the content of courses, approaches to delivery and student experiences meet employer needs and regional economic priorities</i>   | <ul style="list-style-type: none"> <li>• % of credits delivered in each of the Region's Economic Sectors.</li> <li>• <b>% of employers who are satisfied with the service they receive from the College</b></li> <li>• % of full-time students with active MyWoW accounts.</li> </ul>  |
| 3 <i>To establish externally recognised centres of vocational excellence (CoVE), which are aligned to the key regional economic priority sectors.</i>   | <ul style="list-style-type: none"> <li>• Number of CoVEs with External Accreditation.</li> <li>• Number of courses with External Accreditation.</li> </ul>   |
| 4 <i>To address the needs of employers through growth in Apprenticeship provision at all levels and a responsive portfolio of training services which provide upskilling and reskilling opportunities to support inclusive economic growth.</i> | <ul style="list-style-type: none"> <li>• <b>Number of MA starts for which the College is the Managing Agent</b></li> <li>• <b>Number of MA starts sub-contracted by other Managing Agents.</b></li> <li>• Number of FA starts in partnership with Schools/ Local Authorities.</li> <li>• Number of successful FWDF engagements leading to in-work upskilling opportunities for employers/employees.</li> </ul>   |
| 5 <i>To work in partnership with Schools, other Colleges and Higher Education Institutions to ensure that our curriculum supports seamless progression and full articulation for our students.</i>  | <ul style="list-style-type: none"> <li>• Number of formal articulation agreements with HE Institutions that guarantee advanced standing for HN students.</li> <li>• % of successful HN students articulating to degree courses with advanced standing.</li> <li>• % of pupils on school-link programmes entering our FT provision the following year.</li> <li>• % of 'Early withdrawal' for students entering our FT provision directly from School.</li> <li>• % success rates of students entering our FT provision directly from Schools.</li> <li>• Number of students entering our courses from other Glasgow colleges.</li> <li>• Number of students progressing from our courses to other Glasgow colleges.</li> </ul> |
| 6 <i>To develop and deliver a programme of participant-funded courses which meet the needs and interests of our communities.</i>  | <ul style="list-style-type: none"> <li>• Number of participant funded courses on offer.</li> <li>• Number of participants enrolled on participant funded courses.</li> <li>• <b>% satisfaction on participant funded courses.</b></li> <li>• Income achieved through participant funded courses.</li> </ul>  |
| 7 <i>To support Glasgow Clyde College Student Association to maximise their contribution to meeting the needs of our student population.</i>  | <ul style="list-style-type: none"> <li>• Number of Class Reps actively engaged in meetings.</li> <li>• % of student satisfied that GCCSA influences change for the better (from SFC annual survey).</li> </ul>   |



## Strategic Theme: 3 – Unrivalled Student Experience

| Strategic Objectives   | Proposed Key Performance Indicators  |
|--|--|
| 1 <i>To create inclusive and caring learning environments that promote and develop the diversity, wellbeing and resilience of our students.</i>  | <ul style="list-style-type: none"> <li>• % of BME students.</li> <li>• % of students with a declared disability.</li> <li>• % of students with declared Care Experience.</li> <li>• Number of students receiving support in Learning Inclusion.</li> <li>• % students who believe they are treated equally and fairly.</li> </ul>  |
| 2 <i>To inspire and consistently support students to achieve the highest levels of retention, attainment and positive destinations.</i>  | <ul style="list-style-type: none"> <li>• <b>% of FE level students completing a qualification (retention).</b></li> <li>• <b>% of HE level students completing a qualification (retention).</b></li> <li>• <b>% of FE level students fully achieving a qualification.</b></li> <li>• <b>% of HE level students fully achieving a qualification.</b></li> <li>• <b>% of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.</b></li> <li>• % gap in performance level of Care Experienced students (retention and achievement)</li> <li>• % gap in performance level of BME students (retention and achievement)</li> <li>• % gap in performance levels of disabled students (retention and achievement)</li> <li>• % gap in performance levels by student gender (retention and achievement)</li> </ul> |
| 3 <i>To achieve sector-leading levels of student engagement and satisfaction.</i>  | <ul style="list-style-type: none"> <li>• <b>% of students overall, satisfied with their College experience.</b></li> <li>• % of students participating in the SFC student satisfaction survey.</li> </ul>  |
| 4 <i>To ensure students are career-ready and resilient through curriculum which is enhanced by outstanding careers information, advice and guidance throughout their student journey.</i>                                    | <ul style="list-style-type: none"> <li>• Number of students engaged in professional careers activity.</li> <li>• % of students who feel College has helped them developed knowledge and skills for the workplace.</li> </ul>   |
| 5 <i>To ensure that, where appropriate, every course offers the opportunity for students to prepare for employment through work placements, work simulation, industry visits and engagement with employers.</i>              | <ul style="list-style-type: none"> <li>• % of full-time students with substantial 'work placement experience' as part of their programme of study.</li> <li>• % of students who feel that their time at College has helped develop knowledge and skills for the workplace.</li> </ul>  |
| 6 <i>To ensure that students develop the knowledge and skills to participate and excel in skills competitions and awards.</i>  | <ul style="list-style-type: none"> <li>• Number of students participating in skills competitions and awards at regional and national levels.</li> <li>• % of participants in skills competitions and awards who are successful</li> </ul>  |
| 7 <i>To deliver an exceptional student journey which is created in partnership with the Glasgow Clyde College Student Association through a vibrant programme of enrichment activities that create a sense of belonging.</i> | <ul style="list-style-type: none"> <li>• Number of student enrichment activities organised by GCCSA.</li> <li>• % of students who feel GCCSA influences change for the better.</li> <li>• % of students who identify as having a sense of belonging.</li> </ul>  |
| 8 <i>To invest in facilities, study spaces and recreational places to support students to enjoy, thrive and be inspired.</i>   | <ul style="list-style-type: none"> <li>• Annual expenditure on estate maintenance and development</li> <li>• <b>% of students who are satisfied with the quality of facilities, study spaces and recreational area within the College.</b></li> </ul>  |

## Crosscutting Theme: 4 – Employer of Choice

| Strategic Objectives   | Proposed Key Performance Indicators   |
|--|---|
| 1 <i>To nurture a values-based culture throughout the College where the contributions of all members of staff are encouraged and respected.</i>                        | <ul style="list-style-type: none"> <li>• % of staff reporting that the College culture reflects the agreed Values</li> <li>• % of staff declaring against key protected characteristics;               <ul style="list-style-type: none"> <li>○ Sexual Orientation</li> <li>○ Disability</li> <li>○ Race</li> </ul> </li> <li>• <b>% mean gender pay gap</b></li> </ul> |
| 2 <i>To promote an environment where innovation, collaboration and challenge are encouraged, celebrated and valued.</i>  | <ul style="list-style-type: none"> <li>• Number of nominations made for internal and external awards.</li> <li>• Number of staff ideas/suggestions formally received.</li> </ul>  |
| 3 <i>To attract, develop and retain appropriately qualified, experienced and motivated members of staff who are the embodiment of our values</i>                       | <ul style="list-style-type: none"> <li>• Number of posts that require re-advertising (ie hard to fill posts).</li> <li>• <b>% of permanent staff voluntary turnover.</b></li> </ul>   |
| 4 <i>To strive to ensure that the College workforce are representative of our local communities and in aspects of their employment experience equality is ensured.</i> | <ul style="list-style-type: none"> <li>• Number of BME staff who apply for jobs at the college</li> <li>• <b>% of BME staff who work for the College.</b></li> <li>• % of staff with declared disability</li> </ul>   |
| 5 <i>To support members of staff to achieve high levels of participation in a comprehensive annual programme of personal and professional development.</i>             | <ul style="list-style-type: none"> <li>• <b>% of completed PDPs.</b></li> <li>• % of staff who attend at least one CPD event.</li> </ul>  |
| 6 <i>To establish and embed career pathways throughout the organisation which create opportunities for professional development, enhancement and progression.</i>      | <ul style="list-style-type: none"> <li>• Number of internal promotions.</li> <li>• Number of internal secondments.</li> </ul>   |
| 7 <i>To create and maintain a positive and sustainable safety culture throughout the College.</i>  | <ul style="list-style-type: none"> <li>• <b>Number of staff work days lost due to workplace accidents</b></li> <li>• Number of reported near misses/hazard observations.</li> <li>• Number of 'Health &amp; Safety Moments' and 'Tool box talks' undertaken across the college</li> <li>• % completion of in Health and Safety on-line induction.</li> </ul>            |
| 8 <i>To achieve high levels of staff engagement and in so doing ensure that the health, safety and wellbeing of our employees is core to our decision making.</i>      | <ul style="list-style-type: none"> <li>• <b>Staff engagement score through staff survey results.</b></li> <li>• <b>% of annual sickness absence.</b></li> <li>• % of staff participating in College annual Healthy Working Lives.</li> </ul>  |
| 9 <i>To nurture leadership capacity and capabilities to ensure the potential and aspirations of all members of staff are realised.</i>                                 | <ul style="list-style-type: none"> <li>• % staff survey positive feedback re leadership.</li> <li>• % of Leaders and Managers who engage in the Leadership Programme</li> </ul>   |

## Crosscutting Theme: 5 – Financial Resilience through Operational Excellence

| Strategic Objectives   | Proposed Key Performance Indicators   |
|--|---|
| 1 <i>To ensure that the long-term financial sustainability of the College is maintained through the efficient achievement of challenging income targets and effective expenditure controls.</i>                  | <ul style="list-style-type: none"> <li>• <b>Adjusted annual operating position in-line with approved budget/FFR</b></li> <li>• Annual 'staff cost' savings in-line with approved budget/FFR</li> <li>• Cash balance position as forecast in approved budget/FFR (at minimum)</li> <li>• <b>Number of days' expenditure fundable by cash balance</b></li> <li>• <b>Five-year Financial Forecast position</b></li> <li>• <b>% of total income from non-SFC sources</b></li> <li>• SFC Credit target achieved</li> </ul> |
| 2 <i>To increase commercial income generation through a highly sought-after range of training and learning activities and through renting out available College facilities.</i>                                  | <ul style="list-style-type: none"> <li>• <b>Commercial income in-line with approved budget</b></li> <li>• Commercial income contribution to overhead in-line with approved plan</li> <li>• Income from external lets of College facilities (within overall Commercial Plan)</li> </ul>  |
| 3 <i>To enhance the use of data and business intelligence and to institute rigorous and robust performance monitoring and reporting to support proactive and effective management decision-making.</i>           | <ul style="list-style-type: none"> <li>• Number of systems developments implemented</li> <li>• Level of usage of budget monitoring management reporting tool</li> <li>• Level of usage of the College Virtual Learning Environment</li> <li>• Staff costs budget versus actual variance</li> </ul>  |
| 4 <i>To ensure optimum levels of efficiency and effectiveness across the College and to facilitate targeted investment in priority areas.</i>  | <ul style="list-style-type: none"> <li>• <b>% of teaching staff utilisation</b></li> <li>• % of assessor utilisation</li> <li>• <b>% of room utilisation</b></li> <li>• Overall funding efficiency (£ per Guided Learning Hour)</li> </ul>  |
| 5 <i>To implement modern and streamlined business processes and systems, which reduce bureaucracy, meet the changing demands of students and stakeholders, and embrace digital transformation opportunities.</i> | <ul style="list-style-type: none"> <li>• Number of BIT trained staff</li> <li>• Number of key processes reviewed and refined</li> <li>• Volume of paper consumed</li> <li>• Number of print copies (both mono and colour)</li> </ul>  |
| 6 <i>To ensure that the College consistently operates in a manner which is increasingly environmentally sustainable.</i>   | <ul style="list-style-type: none"> <li>• <b>Tonnes of carbon utilisation</b></li> <li>• Tonnes of waste generated</li> <li>• Number of sustainability improvements implemented</li> </ul>   |

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**BOARD OF MANAGEMENT MEETING**

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|                     |   |
|---------------------|---|
| Date of Meeting     | 10 June 2020  |
| Paper Title         | Capital Masterplan Update                                       |
| Agenda Item         | 20.34   |
| Paper Number        | 20.34A  |
| Responsible Officer | Janet Thomson, Vice Principal Resources and College Development |
| Status              | Disclosable   |
| Action              | For Discussion and Approval                                     |

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**1 REPORT PURPOSE**

- 1.1 This report provides the Capital Masterplan update for the College for the period 2019/20 to 2022/23.

**2 RECOMMENDATIONS**

- 2.1 Members are requested to discuss and 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 was £3.538Million and Glasgow Clyde College was allocated £1.652M of funding. This was split into £629k of lifecycle maintenance which is allocated to Colleges based on credits targets volumes, and the College received £1.023M for very high priority estates maintenance which is based on need for College estates following a previous sector estates condition survey.
- 3.2 The total funding for very high priority estates maintenance for Glasgow Clyde College for 19/20 was used to fund five projects as shown on the capital masterplan which were chiller units and air handling units replacement, disabled access lifts replacement, a flat roof replacement and some lighting

replacements all at the Cardonald campus, plus boiler plant replacement at the Mary Stuart/ Litehouse buildings at the Langside campus.

- 3.3 The funding allocation from GCRB for 2019/20 was due to be expended by end March 2020 and the College was endeavouring to achieve this. There had been some impacts as a result of poor weather during January and February for a couple of the projects, and in addition due to supply issues with one of the replacement lifts. These projects have now been affected by the COVID 19 virus situation, as the contractors had to go off site when the College closed on 20<sup>th</sup> March. It is hoped that the contractors will be able to return to site some time during June to enable the work on these projects to be completed as soon as possible.
- 3.4 For 2020/21, the total Glasgow Regional capital funding is £5.32Million which is split into £2.88M of lifecycle maintenance allocated to Colleges based on credits targets volumes, and £2.44M for very high priority estates maintenance. The allocations by College are shown below:-

|   | Glasgow Clyde | City of Glasgow | Glasgow Kelvin | Total   |
|---|---------------|-----------------|----------------|---------|
| Life Cycle Maintenance                    | £945k         | £1,342k         | £591k          | £2,878k |
| High Priority Backlog Estates Maintenance | TBC           | N/A             | TBC            | £2,442k |
| Region Total                              | TBC           | £1,342k         | TBC            | £5,320k |

- 3.5 The estates high priority maintenance funding is to address the high priority estates backlog maintenance needs following the SFC Estates Condition Survey published in February 2018. The SFC report for Glasgow Clyde College was based on a desk exercise using the College's Estates Condition Survey completed in 2014, which indicated significant works at the Cardonald campus plus some works at the Anniesland and Langside campuses a number of years after their build. The survey was used to influence the 2018/19 and 2019/20 capital allocations for the Region and has now been used for the 2020/21 allocation.
- 3.6 The College has reviewed its next high priority estates maintenance needs and has submitted them to GCRB in respect of this funding allocation for 2020/21. There are six high priority project areas for 2020/21 as shown in the attached updated capital masterplan under items 2 to 7. These are phase 2 of the Cardonald Lighting replacement project, Cardonald External Drainage

and Lightning Protection Equipment Replacement, Mary Stuart Building Lighting & Fire Intruder Alarm Replacement, Replacement/Upgrade of the College Building Management System, some Heating & Ventilation Works at the Anniesland campus, and a range of replacements of Floorcoverings in each of the three College campuses. The total of these projects in the attached masterplan is £2.155M. The total allocation to the College for 2020/21 is yet to be confirmed and the floorcoverings value will be amended as required to be managed within the overall final allocation from GCRB.

- 3.7 The capital masterplan also shows the other planned projects through to 2022/23. This includes the four project areas agreed to be taken forward following the Estates Strategy 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 take bids to GCEF to fund these projects over the plan period.
- 3.8 It had been hoped to submit information on the first two of these four projects within the College's Estates Strategy plans, i.e. the Cardonald Environment Upgrade and the Student Space at Anniesland projects, to the GCEF April meeting with a view to commencing the works from summer 2020 or soon thereafter for the Anniesland project. However due to the College closure it was not possible to have design discussions and user involvement as planned plus it was impossible to predict the potential availability of contractors for 2020, hence it was decided that these two projects be postponed until 2021. This is shown in the updated attached capital masterplan. The Mary Stuart and Litehouse building external works and internal refurbishment project is included also for summer 2021, and the Tower Building Floor Refurbishment Proposal to create a modern flexible space is included for summer 2022.
- 3.9 The updated plan also reflects an estimate for high priority maintenance after April 2021.

#### **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 1st June 2020**

| Priority            | Project Description - Capital Projects  | Funded by  | 2019/20 Capital Projects Plan as approved at March Board of Management | Updated 2019/20 Capital Projects Plan | Updated 2020/21 Capital Projects Plan | 2021/22 Capital Projects Plan | 2022/23 Capital Projects Plan | Total 4 year Capital Projects plan 19/20 to 22/23 | Comments  |
|---------------------|---|--|--|---------------------------------------|---------------------------------------|-------------------------------|-------------------------------|---|---|
| Completed           | Boiler/pipework installation at Cardonald. ( Completed)   | SFC/GCRB very high priority works capital funding 18/19  | £235,000   | £126,000                              | Completed                             | Completed                     | Completed                     | £126,000  | Replacement of boilers. Third boiler at Cardonald plus nursery pipework. Total project value £270k. Project now completed. Total expenditure spread across 18/19 and 19/20.   |
| Completed           | Mary Stuart Building Cladding Replacement (Completed)   | SFC/GCRB very high priority works capital funding 18/19  | £439,000   | £439,000                              | Completed                             | Completed                     | Completed                     | £439,000  | Cladding panels/curtain walling replacement. Replacement completed summer 2019.   |
| 19/20 project c/fwd | Cardonald Chiller Plant and Air Handling Units replacement  | SFC/GCRB very high priority works capital funding 19/20  | £447,000   | £247,000                              | £200,000                              | Completed                     | Completed                     | £447,000  | Chiller plant and AHU across Cardonald campus Tower building. Works were due to be completed by end March 2020 however had to be stopped due to College closure as a result of COVID 19.  |
| 19/20 project c/fwd | Disabled access lifts at Cardonald  | SFC/GCRB very high priority works capital funding 19/20  | £133,000   | £69,000                               | £64,000                               | Completed                     | Completed                     | £133,000  | Three disabled access lifts in the Tower building and Business Centre at Cardonald being replaced. Two of the three lifts were to be completed by end March with the third completing in April. These have been delayed due to College closure as a result of COVID 19 virus.   |
| 19/20 project c/fwd | Replacement of flat roof area at Cardonald  | SFC/GCRB very high priority works capital funding 19/20  | £138,000   | £96,000                               | £42,000                               | Completed                     | Completed                     | £138,000  | Replacement of the one remaining flat roof area at Cardonald as high priority estates project. These works were affected by poor weather in Jan/Feb. Small c/fwd to 2020/21.  |
| 19/20 project c/fwd | Replacement of boiler plant at Mary Stuart /Litehouse at Langside and replacement of some lighting at the Cardonald campus  | SFC/GCRB very high priority works capital funding allocation 19/20                               | £305,000   | £45,000                               | £260,000                              | Completed                     | Completed                     | £305,000  | Two projects from 19/20 estates high priority maintenance SFC/GCRB funding allocation. Tender requested completion by end March. Carried forward due to College closure as a result of COVID 19 virus closure.  |
| 1                   | Cardonald Campus Lifts project final stages   | Foundation Approved  | £116,000   | £116,000                              | £34,000                               | Completed                     | 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 to be completed in summer 2020.  |
| 2                   | Cardonald Lighting Replacement - Phase 2  | SFC/GCRB very high priority works capital funding allocation 20/21                               | N/A  | N/A                                   | £500,000                              | Completed                     | Completed                     | £500,000  | Second phase of lighting replacement at the Cardonald campus. The replacements would be modern more efficient lighting and would result in lower utilities costs and lower maintenance costs.   |
| 3                   | Cardonald External Drainage & Lightning Protection  | SFC/GCRB very high priority works capital funding allocation 20/21                               | N/A  | N/A                                   | £175,000                              | Completed                     | Completed                     | £175,000  | The external drainage and lightning protection equipment at the Cardonald campus are in need of replacement/upgrading.  |
| 4                   | Mary Stuart Building Lighting & Fire Intruder Alarm Replacement   | SFC/GCRB very high priority works capital funding allocation 20/21                               | N/A  | N/A                                   | £260,000                              | Completed                     | Completed                     | £260,000  | The lighting and the fire intruder alarm system at the Mary Stuart Building in the Langside campus needs replacement/upgrading.   |
| 5                   | College Building Management System Replacement/Upgrade  | SFC/GCRB very high priority works capital funding allocation 20/21                               | N/A  | N/A                                   | £145,000                              | Completed                     | Completed                     | £145,000  | The College Building Management System (BMS) controls the settings of all the associated estates equipment across the College and has a major impact on the efficiency of the operation of all of these. The BMS needs upgraded/replacement to enable greater use to be made of its potential benefits for the College.   |
| 6                   | Anniesland Heating & Ventilation Works  | SFC/GCRB very high priority works capital funding allocation 20/21                               | N/A  | N/A                                   | £145,000                              | Completed                     | Completed                     | £145,000  | There are a couple of areas within the Anniesland campus where the heating and ventilation has been causing some issues. This project is to investigate these areas further and enable any potential necessary works.   |
| 7                   | Floorcoverings - range of replacements in each of the three campuses  | SFC/GCRB very high priority works capital funding allocation 20/21 - total funding level TBC     | N/A  | N/A                                   | £930,000                              | Completed                     | Completed                     | £930,000  | There are many areas of floorcovering across the College which need to be replaced and this proposed project would complete as many of these replacements as the funding would allow. The total condition survey estimate for floorcoverings was much higher than this £930k figure shown.  |
| 8                   | Condition Survey Estimates of Works. Actual for 19/20 and plan for 20/21 shown above as specific projects. Future years estimated and will be dependent on funding. | TBC. Possible 21/22 SFC/GCRB very high priority works capital funding allocation                 | N/A  | N/A                                   | N/A                                   | £1,200,000                    | £1,200,000                    | £2,400,000  | Figures from previously approved plan with the five projects for 2019/20 shown as separate lines above. Also the proposed projects for 2020/21 have been included in projects 2 to 7 above. Possible high priority works for future years after 2020/21 included as estimate overall total which would be progressed based on affordability and available funding.  |
| 9                   | Lifecycle maintenance for works   | Foundation funded of £250k agreed for 19/20 and c/fwd to 20/21. Future years subject to funding. | £80,000  | £44,000                               | £206,000                              | £250,000                      | £250,000                      | £750,000  | 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 Project at Anniesland. Now moved to 2021/22 project.  | TBC. Proposed GCEF Bid   | N/A  | 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. Plan to submit bid to GCEF in August 2020.   |
| 11                  | Environment Upgrades at the Cardonald Campus as per Gardiner and Theobald/BDP Review. Now moved to 2021/22 project.   | Proposed GCEF funded   | N/A  | N/A                                   | £50,000                               | £575,000                      | 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. Assumed some design fees and other early costs in 20/21 with main works in 2021/22. |
| 12                  | 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                      | Completed                     | £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.  |
| 13                  | Two Floors Reshaped in Cardonald Campus Tower to provide modern flexible learning spaces. Lift area core refurbishment project. Now moved to 2022/23 project.       | Proposed GCEF bid  | N/A  | 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).   |



**Glasgow Clyde College**  
**Capital Masterplan Update as at 1st June 2020**

|  |                                   |  |            |            |            |            |            |            |  |
|--|-----------------------------------|--|------------|------------|------------|------------|------------|------------|--|
|  |                                   |  |            |            |            |            |            |            |  |
|  | Capital Masterplan projects total |  | £1,893,000 | £1,182,000 | £3,011,000 | £3,383,000 | £2,300,000 | £9,876,000 |  |

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## BOARD OF MANAGEMENT MEETING

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|                     |   |
|---------------------|---|
| Date of Meeting     | 10 June 2020  |
| Paper Title         | Governance Update                                     |
| Agenda Item         | 20.35   |
| Papers              | 20.35   |
| Responsible Officer | Christine McConnell, Clerk to The Board of Management |
| Status              | Disclosable   |
| Action              | For Discussion  |

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### 1 REPORT PURPOSE

- 1.1** This paper provides the Board with updates on the following governance related issues: -
- Board Recruitment
  - Trade Union Membership
  - External Effectiveness Review
  - Committee Terms of Reference
  - GCC Student Election

### 2 RECOMMENDATIONS

The Board is invited to:

- (1) Note** the position as regards Board recruitment;
- (2) Note** the update on TU nominations;
- (3) Note** the position on the External Effectiveness Review;
- (4) Approve** the recommendations in relation to Committees' Terms of Reference
- (5) Approve** the proposal as regards the GCC Student Election

### 3 REPORT

#### 3.1 Board Recruitment

With the imminent departure of Robert Fraser from the Board and, importantly, from his role as Chair of the Finance and Resources Committee, the Board currently has two vacancies which it is seeking to fill.

An advertisement has been drafted which will appear on the College website and other recruitment channels specifically designed to attract candidates with suitable financial expertise.

A copy of the advert will be sent to Board members who are asked to use their own networks to spread the word to suitably qualified persons.

#### 3.2 Trade Union Nominations to Board

As previously advised, the Scottish Government had announced its intention to require College Boards to add two Trade Union representatives to their Boards. In the current climate, the Statutory Order required and details of the proposed Nominations Process from Trade Unions is still in the process of being finalised. It is thought unlikely to be in place for the start of the new Session. Trade Union engagement is ongoing.

### 3.3 External Effectiveness Review

At its last meeting on 18 March 2020, the Board had indicated that contact should be made with Jan Polley to ascertain her availability to carry out the required external effectiveness review of Board governance.

Jan Polley has however advised that she has since retired from this line of work.

In the meantime, Colleges Scotland has advised that the deadline for completion of such review has been extended to April 2020 in light of the Covid-19 pandemic restrictions.

The Clerk will continue to monitor the position and keep the Board apprised of developments.

### 3.4 Committee Terms of Reference

As requested by the Board at its meeting on 18 March, each of the Committees has considered its Terms of Reference. Changes for each Committee are as described in the following table: -

| Committee                  | Date of meeting | Comments   |
|----------------------------|-----------------|--|
| Organisational Development | 29 April 2020   | Some changes required to ensure consistency of language but overall Remit remains appropriate  |
| Audit                      | 20 May 2020     | Remit remains appropriate  |
| Finance & Resources        | 27 May 2020     | Changes agreed to: - <ul style="list-style-type: none"> <li>• include delegation for approval of F&amp;R policies and to agree Tuition Fees;</li> <li>• include responsibility for monitoring cash balances;</li> <li>• quorum to be 3 – of which at least 2 must be lay members;</li> </ul> |
| Learning & Teaching        | 3 June 2020     | TBC  |
| Remuneration               | TBC             | TBC  |
| Nominations                | TBC             | To include responsibility for governance issues.   |

### 3.5 GCC Student Election Process

As the Board was advised at its meeting on 18 March, the election for a new Student President and Vice Presidents was held at the end of March.

Unfortunately, there were no candidates for President, so this role will be re-elected in the new session.

Three Vice –Presidents were elected as follows: -

- Kacper Kacica
- Carol Small
- Motwakil Muhammed

The normal process is for the President to nominate one of the Vice Presidents to represent the student body on the Board.

However, in the absence of a President, it is suggested that the Board agree to one of the 3 Vice Presidents sitting on the Board in an observer capacity until formally appointed. If the Board agrees, the Vice-Presidents would be invited to agree the appointment between them in consultation with the current President.

The Board is asked to approve this approach.

#### **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





## BOARD OF MANAGEMENT

|                     |                               |
|---------------------|-------------------------------|
| Date of Meeting     | 10 June 2020                  |
| Paper Title         | Principal's Report            |
| Agenda Item         | 20.37                         |
| Paper Number        | 20.37                         |
| Responsible Officer | Principal and Chief Executive |
| Status              | Disclosable                   |
| Action              | For noting                    |

### 1 REPORT PURPOSE

- 1.1 This report provides an overview of the key internal and external developments occurring between March 2020 and June 2020 which are of relevance to the operation of the College. Please note, this report does not include reference to the recent Covid-19 pandemic which is covered in a separate report.

### 2 RECOMMENDATION

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

### 3 INTERNAL ENVIRONMENT

- 3.1 Following an application by the College, the College Development Network (CDN) have decided to admit our former student and College Fellow, Dr Julie McElroy, into the CDN College Hall of Fame! For those of you who do not know Julie here is her story:

- 3.1.1 *Born with cerebral palsy, Julie McElroy was told she would probably spend her life in a wheelchair. At the age of five, she was also diagnosed as profoundly deaf. Julie has never let this hold her back and has approached all of life's challenges with drive, motivation, passion and determination to reach her goals.*

- 3.1.2 *Julie started her journey to higher education at Cardonald College. Julie chose to study Information Technology, and was supported to ultimately achieving HND Information Technology. This enabled her to gain direct entry into third year at University of the West of Scotland (UWS), where she graduated with Honours and was awarded the Court Medal of the University. Following this, Julie returned to UWS and completed ground-breaking PhD research into Assistive Technology, gaining a PhD in 2017.*

- 3.1.3 *Julie has not stopped there and has also recently undertaken a Master of Law from the Open University and a Master of Knowledge Exchange which looked at the globalisation of disability entrepreneurship and the reutilisation of Assistive Technology at the University of Strathclyde.*
- 3.1.4 *However, the list of Julie's achievements goes beyond the academic. Aside from being the first female and youngest person to be awarded the Glasgow Clyde College Fellowship, where she continues to support the College and regularly attends events, Julie's remarkable list of achievements includes:*
- *Finalist in the Rising Star category in the Scottish Women in Technology Awards 2019.*
  - *Adult Learner of the Year Award 2012 from the Scottish Learning Partnership.*
  - *Glasgow Lord Provost's Award (2012).*
  - *Himalayan Trek (2011).*
  - *Trekking across the Andes for BBC programme 'Beyond Boundaries' (2007).*
  - *Completed Gold Duke of Edinburgh Award (and is now on the Duke of Edinburgh Awards Scottish Advisory Committee).*
  - *Ben Nevis Wheelchair Challenge for Capability Scotland.*
  - *Tall Ships voyage.*
- 3.1.5 *Julie is a supporter of Disability Rights UK and was selected by them as an Olympic Torchbearer in 2012. On a voluntary basis, Julie is also Head of Recreation for CPISRA (Cerebral Palsy International Sports and Recreation Association) which aims to engage with international organisations who deliver recreational opportunities for people with Cerebral Palsy.*
- 3.1.6 As you can see Julie is a wonderful example of the life changing work that we do and is the personification of our Mission '*Inspirational learning; changing lives*'. CDN plan to present Julie's award at their virtual College Expo on 11 June 2020.
- 3.2 **British E-Sports Association Championship**  
On Sunday 26 April, students from the College e-sports course participated in the British E-sports Association national championship final. The team competed in the Rocket League competition and narrowly lost to the reigning champions from Sunderland College in the final.
- 3.3 **FE Foodbank Friday Campaign**  
Glasgow Clyde College has become the first college in Scotland to join the UK-wide FE Foodbank Friday campaign. The campaign seeks to raise funds for foodbank in the localities of the participating colleges. Glasgow Clyde College is raising money for four foodbanks across Glasgow which are part of the Trussell Trust network. The College initially set a fund raising target of £1,500; however, this was exceeded in the first week of the participation. After four weeks of fund raising the total stands at £5,340, plus £1,191 in Gift Aid. There are circa 30 colleges across the UK involved in the campaign and the funds raised by Glasgow Clyde are over 10% of the total funds raised.



3.3.1 On Friday 29 May HND Events Management students held an on-line quiz with the top prize being a hamper donated by Marks and Spencer. The quiz raised over £450.

#### 3.4 **Donations to Foodbanks**

Glasgow Clyde College and our catering partners, Sodexo, have donated all perishable items of food and drink at the Colleges three campuses to local foodbanks. The donations were mainly sweets, chocolates, crisps and fizzy drinks. What the donations lacked in nutritional value they made up for in calories.

#### 3.5 **GCC and GCEF Tackling Digital Exclusion**

While the many of our students live in households where they can get access to a computer which is connected to the internet, many sadly do not. At the point of taking the decision to cease face-to-face teaching, the lack of access to digital resources to allow these students to continue with their studies remotely was a key concern. The College undertook a survey of students to determine the volume of those facing digital exclusion. Armed with the result of the survey the College approached Glasgow Clyde Education Foundation with an emergency request for funding to address this challenge. GCEF acted swiftly to provide £100k of funding. The funds have so far been used to purchase and loan 250 laptops and 90 mobile broadband connections to our students.

#### 3.6 **College Donates PPE to NHS and Care Settings**

In response to the widely publicised shortage of Personal Protective Equipment with both NHS and care settings, the College has donated all of its supplies of gloves, facemasks, aprons and hand gel. Plus, in support of the establishment of the NHS Louisa Jordan temporary hospital at the SEC, we have donated specialist equipment, beds and furniture from our clinical skills simulation suites. Staff from the Faculty of Engineering, Computing and Built Environment have also been busy using our 3D printers to manufacture face shields which are also being donated to local care settings. Another widely publicised shortage are uniforms for health and care workers and members of staff from the Faculty of Business, Creative and Digital Industries have been working with local groups to support production.

#### 3.7 **Enhanced Mental Health Support**

In recent years the volume of students reporting concerns about their mental health has dramatically increased. At the time of closing the College campuses the provision of support for students with mental health issues was a key issue. Working with our regional partner colleges an online support service (Big White Wall) was rapidly introduced. This service has proven to be extremely popular. In addition, face-to-face counselling sessions have been moved to telephone and video conference formats.

### 3.8 **Healthy Working Lives**

The College has a well-established Healthy Working Lives programme which provides members of staff with health and well-being activities. At a times of enforced homeworking the importance of maintaining a healthy work-life-balance has been paramount. The Healthy Working Lives team quickly moved their programme of activities on-line, providing weekly programmes of activities including yoga, mindfulness, rebound and aerobics. In addition, the team have been regularly providing resources and guides to members of staff to assist them with the challenges of homeworking and home-schooling.

### 3.9 **Pulse 2020: Digital Dance Show**

On Friday 29 May, the dance students undertook their end of year show. However, due to social distancing restrictions the traditional format of the show was not possible. Undeterred, the dance team held their show, Pulse 2020: Digital Dance Show, via a live YouTube. Students recorded their solo pieces and they were skilfully edited together to provide a captivating show.

### 3.10 **Erasmus+ Pilot Water Project**

Glasgow Clyde College Energy & Building Services department is to take part in a 24-month Erasmus+ Pilot PoVE (Platform of Vocational Excellence) Water project with partners in Malta, Czech Republic, Latvia and Netherlands. Staff and students will share expertise and establish five regional areas of excellence. The aim is to create the infrastructure needed to embed vocational education and skills in the water sector.

### 3.11 **College Internal Communication**

During the period since the College campuses closed an enhanced internal communication process has been implemented. Facebook Workplace has been relaunched to all staff. Workplace was previously trialled by the College but staff take-up was low. The relaunch has been extremely successful with the site providing an excellent forum for colleagues to share work news and lifestyle advice.

3.11.1 The College staff newsletter 'Clyde Connects' is normally published fortnightly; however, during the period of closure it has moved to weekly publication. Clyde Connects has provided colleagues with a digest of articles written by fellow members of staff and a medium to showcase examples of good practice. Recent editions have included tutorials for members of our hairdressing teaching team. The newsletter also contains a weekly virtual staff pub quiz!

3.11.2 Finally, the Principal has provided twice weekly blogs to all staff throughout the closure period. The blogs have provided staff with updates on college operations, summaries of sector developments and insights into the struggles of a lock-down Principal.

## 4 **EXTERNAL ENVIRONMENT**

### 4.1 **Emergency Financial Support Package**

On the 8 April 2020 the Scottish Government announced a £5 million package of emergency financial support to help students facing hardship as a result of the coronavirus outbreak. As part of this package the Scottish Funding Council has brought forward £2m of advance funding to help students on Further Education courses at Scotland's colleges. In addition, SFC has asked colleges to redirect any unallocated travel or childcare costs to discretionary funds which can be used to address COVID-19 related hardships.

4.1.1 Other details of the emergency package include:

- £100,000 available to support around 1,000 students studying with private providers, administered by SAAS and paid directly to affected students.
- A suspension in all 'new' student debt recovery actions for three months, which will benefit around 600 individuals; any students with existing debts experiencing problems as a result of the crisis, are encouraged to get in contact with SAAS to discuss what help could be available.
- An extension of the Care-Experienced Accommodation Grant, allowing eligible students to access support of a non-repayable grant of up to £105 per week, from early April – eight weeks earlier than usual - benefiting around 200 students worth an estimated £200,000.

4.2 **Reassurances for Students during Coronavirus Outbreak**

Prospective university and college students are being reassured that they will receive their results on time, and universities and colleges will assess qualifications as part of the admissions process. Minister for Further Education and Higher Education, Richard Lochhead, has written to students emphasising that their educational futures are being protected during the coronavirus (COVID-19) pandemic. Universities are also being urged to observe a moratorium on changing offers made to undergraduate students.

4.3 **Joint Statement from SQA and Colleges Scotland on Higher National Certification**

A joint statement by SQA and Colleges Scotland was published on Thursday 26 March 2020, it states:

4.3.1 ***Approach to assessing HNC, HND, NC, NPA and NQ units***

*We can confirm that we have aligned the approach for all these courses and units in line with our previous statement on Higher National (HN) qualifications. This means that college colleagues will be able to take a holistic approach, where necessary, in determining grades. This will enable colleges to use their professional judgement to assess other learner evidence, including knowledge of their learners' progress and achievements to date.*

4.3.2 *Today, SQA, in collaboration with Colleges Scotland and college colleagues, has provided guidance materials to all colleges in Scotland, which provides them with further information on this change in approach for this session.*

4.3.3 *We appreciate that learners may have questions about these arrangements, and their own colleges will have helpful FAQs to answer these.*

4.3.4 **Resulting and Certification**

*Once holistic assessment decisions have been finalised, learner results for the planned units contained within a group award will be submitted to SQA through normal resulting channels. Certification will be undertaken by SQA in line with normal arrangements. Any changes to these will be communicated to colleges.*

4.3.5 *It is essential that accurate and complete data is entered for certification to ensure that learners are awarded the certificates they deserve, enabling them to take their next steps into further or higher education, employment or apprenticeships.*

4.3.6 **External Verification**

*Again, in line with our previous statement, given the current situation, we will operate a reduced external verification model for HNs, NCs and NPAs, that will enable a reasonable level of quality assurance to be undertaken remotely, to support the safe and secure delivery of our qualifications, whilst recognising the current challenges we all face.*

4.4 **Delay of Evaluative Report and Action Plan**

In a letter to Principals published on 27 May 2020, the Scottish Funding Council announced that as a consequence of the disruption caused by the COVID-19 crisis it has decided to delay the requirement for submission of the Evaluative Report and Action Plan until further notice.

4.5 **Outcome Agreement Letter**

In a letter to Principals from the SFC on 29 May 2020, it was announced that in-light of the COVID-19 crisis the following changes to the Outcome Agreement Cycle for academic year 2020/21 would take effect:

- SFC will not ask governing bodies to sign off the AY2020-21 Outcome Agreements in the usual way.
- SFC will not publish the AY2020-21 Outcome Agreements on our SFC website.
- SFC will attach the allocation of core funding in AY2020-21 to refocussed sector commitments and activity which will provide us with reassurance on use of designated funding.

5 **RISK ANALYSIS**

5.1 There are no specific risks associated with the content of this paper.

6 **LEGAL IMPLICATIONS/FINANCE IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

6.1 There are no direct legal or financial implications arising from the content of this report.

6.2 Item 4.6 refers to changes announced by the SFC to the Outcome Agreement cycle for 2020-21. The College contributes to a Regional Outcome Agreement published by Glasgow Colleges Regional Board.

7 **HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?**

7.1 Not applicable.

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**BOARD MEETING**

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|                     |                    |
|---------------------|--------------------|
| Date of Meeting     | 10.06.2020         |
| Paper Title         | GCCSA Update       |
| Agenda Item         | 20.38              |
| Paper Number        | 20.38              |
| Responsible Officer | Dr Aranka Szilassy |
| Status              | Disclosable        |
| Action              | For noting         |

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### **1. Report Purpose**

The purpose of this report is to provide to the Board of Management with an update of GCCSA achievements and goals during the current academic year and a brief plan for the 2020/21 academic year.

### **2. Recommendations**

For noting

### **3. Background**

The following points will outline GCCSA`s key activities that we have been carried out in the current academic year. This paper will show our involvement throughout this academic year and all our achievements and goals which we could delivered especially during this unprecedented time.

### **4. Election 2019/20**

GCSSA elects every year a new full time President and three part-time Vice Presidents to represent the student body at Glasgow Clyde College. Unfortunately, this year we don`t have President elected yet due to both late drop offs and then the early closure of the college preventing us from being able to rearrange the election. We did however manage to run out VP election before the lockdown came into place and our three new Vice Presidents for the 2020/21 session are:

Carol Small (new to GCCSA team)

Kacica Kasper (new to GCCSA team, current class rep)

Motwakil Muhammed (new to GCCSA team, current class rep and club leader)

## **5. Representation**

### **5.1. Class Representation**

The system of class representation has been already structured and developed in partnership with SPARQS to ensure that all student groups have full representation. GCCSA are committed to ensuring that all students have the opportunity to contribute and co create their college experience, with learning and teaching being at the very heart of this. This was the second year we provided class rep training in house cross campus during September and we still believe this is the best way for us to do this.

We have had a good response this year, we have over 422 general class reps on our system and we have trained over 200 individual students. This means we have directly reached nearly 50% of the class reps on our system. We also provided separate training with our in house trainers for ESOL class reps and reached 40 individual students. 34 ASL class reps attended the specific training lead by a sparqs trainer

We organised general class rep meeting, ASL class rep meetings and ESOL class rep meetings three times this academic year cross campus and details were provided earlier on about the attendance and feedback to the Board of Management and to the Learning & Teaching Committee. We would usually run four meetings for reps throughout the academic year however due to the early college closure and lockdown measures this was not possible face-to-face. Instead, we decided to try to gain some online feedback from students about their 'remote learning experience', due to the current circumstances this was opened up to all students, not just our class reps. We sent out an email with questions and the plan is to collate and evaluate the feedback we receive. We will then pass this onto the specific areas around the college to help give them an idea of what students are saying and to support these areas in any

planning for future remote learning which may have to take place. In addition to the email that we sent, we wanted to ensure that providing feedback was accessible to all students. We contacted the ESOL and ASL departments directly to offer an opportunity for GCCSA officers or staff to attend a video call with reps or for the department staff to gather this information themselves and then share it with us. During such a difficult time we felt that these departments would know best how their students have best interacted and therefore would be best placed to advise us. The ASL department are going to speak to students and gather this information for us and we have some calls with ESOL reps lined up. Feedback will be shared once we have it.

## **5.2. Student Voice**

The new initiative this year, Student Voice was developed to give students the opportunity, other than through the class rep process or direct to their faculty, to bring their concerns, ideas or suggestions to the attention of the Student Association and in turn the college. GCCSA also wanted to be able to offer smaller meetings where more in depth conversations could take place about issues or projects around the college.

To ensure accessibility and to cover all three campuses of the college, one Student Voice group was created at each campus. GCCSA student officers and staff were represented on all three groups and students from each campus then make up the rest of the forum with other college staff often being added in when and where invited. GCCSA's Development Officer and the Student President were chair the Student Voice meetings cross campus. Our plan was, the Student Voice Forum would meet at least three times per academic year (one meeting per campus on each occasion). This year however we were only able to hold the first meetings cross campus and then the second meeting only at Langside campus as the virus outbreak and then early closure of the college meant that we had to delay these meetings and then ultimately cancel the other planned meetings, as they were unable to go ahead. We plan to continue the Student Voice Forum next academic year and despite not being able to complete



our full plan the initial meetings have given us a trial of how this forum will look and run which is a useful experience for us and hopefully we can improve on this next year.

### **5.3. GCCSA Representation**

GCCSA continued to represent students and input across all areas of the college, the regional bodies and attended the meetings/groups regularly, noted below:

- College Board of Management and Committee meetings
- IDEAS Group
- Smoking Taskforce
- Healthy Working Lives Group
- Executive Team meeting (6 weekly)
- Fairtrade Steering Group
- Creative Solution Committee
- Health & Safety and Safeguarding Committee
- Learning and Inspiration Committee
- Performance and Standard Committee
- Innovation and Transformation Committee
- Equality Diversity and Inclusion Committee
- Health & Safety Campus Forums
- Head of Curriculum meetings (beginning of the academic year)
- Glasgow Regional Board of Management and Committee meetings
- NUS Conferences
- SPARQA Conferences
- GCRSE meeting
- Glasgow Student Forum

### **6. Awards 2019/20**

GCCSA took part in the Healthy Body Healthy Mind award in 2017/18 and then in 2018/19 and achieved first off a two star rating and then a three star rating. In session 2019/20, the award was changing hands and being redeveloped so GCCSA did

connect with NUS, SSS and Ash Scotland throughout this time however; no awards were actually given out. The new process is now in place and GCCSA have signed up for the new look award for 2020/21. The award system now works on a Bronze, Silver and Gold rating rather than stars and instead of being over one year is an ongoing process where you work towards each level over a longer period of time. At the start of the new academic term, the new officer team will meet with the new leads SSS to discuss plans and set the goals and targets for our progress throughout this award.

## **7. Activities**

### **7.1. GCCSA Events/Campaign 2019/20**

- Fresher's Fayre
- Student Election
- Hate Crime Awareness Campaign
- Children in Need Fundraising
- Stair's Campaign
- Recycling Campaign
- Rainbow Laces Giveaway and Campaign
- Support for Learning and Disability Week
- Free Condom Venue
- Free Sanitary Product Venue
- No Smoking Day with ASH Scotland
- Cigarette Swap stall with NHS Quit Your Way
- Foodbank Big Sort Event at Glasgow South East Foodbank
- Clean Up Days
- GCCSA promotion stalls
- Scotland Recycling Week
- Gender Based Violence Campaign / Fearless Glasgow
- White Ribbon Campaign
- Christmas Markets

- Scotland's Charter for Tobacco-free Generation Campaign
- Stop Smoking Campaign
- Smoking Prevention Campaign
- GCCSA Focuses On Campaign
- Wellbeing Fortnight (Mental and Physical Wellbeing)
- Financial Wellbeing Week
- Environmental Wellbeing Week
- Equality and Diversity Week
- Re-usable Cup Campaign
- Stop Bullying and Sexual Harassment Campaign
- Love Food Hate Waste Campaign
- Plastic-free Campaign
- LGBT+ History Month
- Rainbow Laces Campaign
- Mental Health Awareness Week
- Show Racism the Red Card/Wear Red Day
- Do the right thing: make work fair for young people
- Row Britannia Challenge
- Stop.Think.Consider Campaign
- Pass It On Week
- Fairtrade Promotion stalls

## **7.2. Cycling**

Throughout session 2019/20 we were lucky enough to have in place our Cycling Intern funded by Bright Green Business. One of the main tasks was to plan the spending of the funding secured the previous year. Stefano our intern done a great job and arranged for a new bike storage unit for Cardonald and Langside campuses, as well as a bike maintenance station for Cardonald. Now these projects are ready to go but on hold due to the campus closures. GCCSA staff and/or a new Cycling Intern will work with estates once campuses reopen to finish off this these projects as Stefano's internship has unfortunaly now ended and he has moved on from GCCSA.

In addition to the physical resources that will be added to the campuses, Stefano also managed to run several events throughout the year for staff and students in relation to cycling and active travel, which included; Dr Bikes, bike marking, lock swaps and information stalls. Stefano set up the first Cycling Committee, which was composed of staff from round the college, who had a passion for or interest in cycling and this group met in order to discuss any new ideas and to share suggestions re cycling and the college. The hope will be that this group can continue net year again.

GCCSA will be applying to Bright Green Business again to see if we can get another intern for the 2020/21 session. At this stage, we do not know if this will be successful or not as it is dependent on the funding that they have on offer and the institutions that apply. We feel there is more work that can be carried forward by an Intern and therefore are hopeful that we will be successful in this application. Updates will follow.

### **7.3. 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
- Sign Language Club
- Language Exchange Club
- IT Support Club
- Gaming Club
- Make Up Club
- Netball Club
- Butterfly Club

### **7.4. Online Activities during lockdown**

Our planned upcoming events and physical activities for the end of the term such as Mental Health Week, Football Tournament, Clean Up Days, Class Rep meetings, Student Voice meetings, Row Britannia Challenge were all cancelled due to lockdown. Despite this our team have still been working hard and creating different online

resources and campaigns every week to support our students such as the `Thank you Keyworkers` campaign, Mental Health Awareness Week campaign, encouraging students who were able to be volunteers, Nurses` Day celebration, Lockdown Look Back, sharing awesome stories from staff and students during lockdown and more.

I held Presidential Drop-In Session every Monday and Thursday where students could chat or talk to me through Skype or email. I have planned and sent out a president update message to students every fortnight. Within this I have always tried to share important information/links such as Big White Wall, the college`s Mental Health helpline, volunteer opportunities, hardship funding, update on exams/assessments, as well as also trying to include nice stories from what I have been up to during lockdown and sharing my own experience with students.

### **7.5. Work placement**

GCCSA do not have a huge capacity to be able to offer work experience however each year we try where possible to support requests from staff to support students who may need or want to gain a placement. This year we had the delight of hosting an ASL student for one day per week over 5 weeks which was then cut short due to the early closure of the college. Our work placement student support with various admin and research tasks during her time with us and seemed to enjoy the role. We also got great value from having her in post as she was a joy to have in the office and in addition provided a different perspective to some of the work she carried out and new ideas. In future we will always be open to hosting students where we are able to.

### **7.6. Communication**

We significantly increased the number of students who follow GCCSA on Social Media channels and we could manage to launch our Instagram page beginning of the academic year. Here are our communication channels

- Twitter - @OfficialGCCSA
- Facebook- clydestudentassociation

- Instagram - glasgowclydesa
- Email – [GCCSA@glasgowclyde.ac.uk](mailto:GCCSA@glasgowclyde.ac.uk)
- Class Rep emails
- VLE
- GCCSA Handbook
- Posters and leaflets
- Campus offices

## **8. VLE/Canvas**

GCCSA are supportive of and excited for the implementation of the new Canvas system. This will be a great asset for students and staff and we think that now more than ever having useful and reliable online systems is massively important. We are working with our assigned staff on the project to create the Student Association area as well as supporting with ideas for other areas that should be on the system. In addition, we will help to plan for the launch and communication around the launch of this new system to ensure that there is a clear message to all students.

## **9. New objectives/engagements 2020/21**

Given the current circumstances and the uncertainty around the start of the next academic year, GCCSA will be starting to plan for different ways and methods of engaging with students remotely so that we can still have the ability to gain student feedback, share resources and interact with the student body regardless of what the set-up is come August/September. This will mean that we may need to adapt as we go as there could be restrictions in relation to face-to-face meetings and events but it also provides up with an opportunity to be innovative. The current team have created handover documents for the new student officers. The new officers will take part in online training days with NUS in the summer and then will get together online or face-to-face dependant on what stage we are at to plan for the academic year together.

## **10. Risk Analysis**

There are no risk analysis identified.

## **11. Legal Implications**

There are no legal implications identified.

## **12. Financial Implications**

There are no financial implications identified.

## **13. Regional Outcome Agreement Implications**

Priorities, support regional priorities

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## **BOARD OF MANAGEMENT MEETING**

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|                     |   |
|---------------------|---|
| Date of Meeting     | 10 June 2020  |
| Paper Title         | Glasgow Clyde Education Foundation Update                       |
| Agenda Item         | 20.40   |
| Responsible Officer | Janet Thomson, Vice Principal Resources and College Development |
| Status              | Disclosable   |
| Action              | For Noting  |

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### **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

- 3.4 A sum of £15M was transferred to the Foundation from the College in two sums between end of March 2014 and March 2015, which was the College cash backed reserves and a donation. There have been no further donations since that time. The Foundation now has around £6Million remaining after allowing for all previously approved bids.
- 3.5 The Foundation had their most recent meeting on 21<sup>st</sup> April 2020 and their next meeting is on 18<sup>th</sup> August.
- 3.6 As reported to the last Board of Management, the College had been successful in two revenue bids to the Glasgow Clyde Education Foundation which were 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 foundation. 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. The phasings of some of the expenditure on these two projects has been impacted by the COVID 19 virus and College closure, and adjusted phasings are being discussed with the GCEF Director. In addition the expenditure need on the Commercial Investment may need to be retargeted due to impacts of COVID 19 for this year and the future and this will be discussed with the Foundation's Director.
- 3.7 Following the presentation of the College Estates Strategy projects to the January meeting of GCEF the overall approach and four projects were supported. It was agreed that the College progress with the Environment Upgrade at Cardonald campus and bring back further details to their April meeting on this project and the Student Space plans for Anniesland. Both of these were at that point intended to be progressed in 2020 with the other two projects to be scheduled for a future summer period. Due to the COVID 19 virus and College closure, the necessary design team and user discussions have not been able to take place and it was therefore decided to postpone these first two projects and progress them for the summer of 2021 instead. It is intended to take the updates now to the August GCEF meeting. The total value of the four projects was estimated at £2.75Million when the Estates Strategy work was undertaken in 2019.
- 3.8 These 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, and then £241k in each of the two years after that plus £28k investment in ESports equipment.

- 3.9 Also in addition to the ICT bid approved in 3.8 above, GCEF approved £100k of an emergency fund to be used to supply ICT equipment to students who did not have access to the necessary equipment to receive on line support for teaching and learning following the College closure and the new methods being used by teaching staff. This has provided a vital resource for a significant number of students and has been much appreciated by those who have managed to benefit from it.

#### **4 RISK ANALYSIS**

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

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

- 5.1 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, which is important for the future financial plans for the College.

#### **6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?**

N/A

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## **BOARD OF MANAGEMENT**

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|                     |   |
|---------------------|---|
| Date of Meeting     | 10 June 2020  |
| Paper Title         | Strategic Risk Register Update                                  |
| Agenda Item         | 20.41   |
| Paper Number        | 20.41A  |
| Responsible Officer | Janet Thomson, Vice Principal Resources and College Development |
| Status              | Disclosable   |
| Action              | For Noting  |

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### **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 1<sup>st</sup> June 2020. The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management.
- 3.2 There have been significant changes to the Risk Register since last reported to the Board of Management due to impacts of the COVID 19 virus and the College closure as at 20<sup>th</sup> March. The main changes are to risk scoring, and mitigating actions/updates all of which are highlighted in red.
- 3.3 The scoring of a number of risks after mitigating actions have been increased for this update as shown on the attached. There is also added referencing to COVID 19 impact in the Risk Category column. Whilst the virus and College closure do affect each risk in some way the Risk Register highlights the nine risks of the total 14 risks which are those which are most directly and in some cases very immediately affected.

- 3.4 There are now 14 risks where there were 15 previously, as the risk F1 which relates to failure to achieve surplus targets for commercial activity /and failure to achieve/maintain planned levels of non-SFC income which were previously 2 separate risks. These have similar related mitigating actions, and are the most highly scored.
- 3.5 There are 7 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, the top three organisational risks on the second page of the Risk Register, and the top Governance risk on the final page of the Register. The College is monitoring each of the risks 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 INCL. COVID 19 IMPACTS |  |  |   |  |             |        |            | 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 1st June 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 |
| <b>Financial Risks</b>   |  |  |   |  |             |        |            |   |             |                     |            |                                       |   |  |  |
| F1 merged 2 risks  | Failure to achieve surplus targets for commercial activity /and Failure to achieve/maintain planned levels of non-SFC income | Financial / COVID impacts                | 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 previously in place for 2019/20 through to 2022/23 now being reconsidered for each sector area based on medium and long term impacts of COVID 19 virus. Updated estimates will be included in budget to Board in June.<br>ii) Regular monitoring between Business Development Unit, External Funding Unit and Faculty Management of commercial activity/non-SFC and as much future replacement activity will be identified as can be estimated however significant impacts likely through 2020/21 at least.<br>iii) Pipeline of activity will need to be re-established when timescale for reopening has been established.<br>iv) Costing templates completed for all commercial activity. Further monitoring of in year staff costs transfers of permanent staff costs ongoing.<br>v) Increased engagement and marketing effort post COVID to try to maintain as much of business as possible and to open and grow new income streams e.g. for retraining.<br>vi) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus.<br>vii) Review and develop market opportunities through business development strategy and grow new markets.<br>viii) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum.<br>ix) Continued work with key partners to ensure successful projects delivered and funding maintained as much as possible. | 5           | 5                   | 25         | F1                                    | Short                                   | 20                                     | Increased                              |
| F2   | Failure to reduce College cost base on managed basis to meet requirements of the five year financial forecast                | Financial/ Organisational/ COVID impacts | 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. This is all being revisited to include COVID impacts.<br>ii) Cost reduction plan was being implemented which requires reduction in staff levels and significant cuts in non-staff budgets across the College where possible. VS Reductions have been achieved in 2019/20 however academic management restructure will need now to be implemented to later timescales which will affect planned savings.<br>iii) College commenced process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes.<br>iv) Plan had first staff area change from October 2019 and through use of current VS scheme with required agreement with GCRB and SFC.<br>v) Discussion on future potential changes being taken forward including academic management restructure.<br>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  | 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.<br>ii) Discussions within Glasgow Colleges Regional Board to share approach<br>iii) Cost reduction plan being implemented which requires reduction in staff levels and significant cuts in non-staff budgets across the College where possible<br>iv) Ensure stated teaching activity targets are met to meet SFC requirements.   | 3           | 5                   | 15         | F3                                    | Medium                                  | 15                                     | No change                              |
| F4   | Adverse Funding changes in 2019/20 (SFC/SDS/ESF)   | Financial / COVID Impacts                | 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 monitored with on line activity where possible.<br>ii) Continue to aim to inform and influence funding allocations through Principals' Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies. Initial SFC funding allocation for 2020/21 announced.<br>iii) Work with Colleges Scotland and Scotland's Colleges Partnership on lobbying regarding impact on ESF funding and development of future alternative resources<br>iv) Projects progressed to address priority items as per College Capital masterplan based on affordability and potential for applications to Foundation<br>v) College had been working to achieve Flexible Workforce Development Fund target levels for 2019/20 however now impacted by COVID shutdown..   | 3           | 4                   | 12         | F4                                    | Short                                   | 8                                      | Increased                              |
| F5   | Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)                            | Financial/ Organisational/ COVID impacts | Goal 1 & Goal 2 - Delivering exceptional learning opportunities, & growing exceptional partnerships                             | Vice Principal - Curriculum & External Relations           | 4           | 4      | 16         | i) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, retention and profile of students.<br>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<br>iii) Ensure stated teaching activity targets are met.<br>iv) Work closely with relevant partners to ensure programmes implemented as planned<br>v) Aim to ensure annually all relevant agency (e.g. SDS) milestones and documentation requirements achieved however no has COVID impacts due to shutdown.<br>vi) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment. Again significant COVID impacts and need to consider impacts for reopening whenever that is planned.   | 3           | 4                   | 12         | F5                                    | Short                                   | 8                                      | No change                              |

| GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER INCL. COVID 19 IMPACTS |   |  |   |   |             |        |            | 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 1st June 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   |
| <b>Organisational Risks</b>  |   |  |   |   |             |        |            |  |             |                     |            |                                       |   |  |  |
| O1   | Failure of College operational processes/ systems /ICT infrastructure (including risk of fraud and potential cyber attack)        | Organisational/ COVID impacts            | 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. Many systems cloud based and using remote desktop for staff to access files while home working. Delivered laptops and wireless devices to staff and students who need them during shutdown period.<br>ii) Business system improvement process in place<br>iii) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology.<br>iv) Virtualisation infrastructure which improves server resilience with two main data centres at different campuses.<br>v) Member of JISC Information Security service which provides support to secure against cyber attack and regular ICT network penetration testing undertaken.<br>vi) ICT backup procedures and Disaster Recovery planning. Penetration testing exercise completed. Cyber essentials plus status achieved.<br>vii) Web filtering technology in place and uninterruptable power supply in place.<br>viii) Fraud response plan in place | 4           | 4                   | 16         | O1                                    | Medium                                  | 16                                     | Increased due to home working.   |
| O2   | Failure to achieve acceptably high standard quality of teaching delivery and support for students and suitable student experience | Organisational/ Financial/ COVID impacts | Goal 1 - Delivering exceptional learning opportunities  | Vice Principal - Curriculum & External Relations  | 5           | 5      | 25         | i) Monitor of teaching KPIs across all subject areas and action taken to address areas of concern.<br>ii) Quality mechanisms undertaken through annual cycle including self evaluation and internal and external verification processes. Lots of activity has been undertaken by quality with course teams on new arrangements for assessment during College closure.<br>iii) Heads of Curriculum and Unit Managers monitor quality and delivery of service during year and follow up on any issues.<br>iv) Faculty staff work with students association, class reps and student feedback mechanisms to monitor feedback on quality and follow up on any issues<br>v) Development of classroom observation protocol as intimated in national bargaining<br>vi) Make efficiencies in business processes to deliver quality of services<br>vii) Monitor feedback from student focus groups on student experience<br>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           | 4                   | 16         | O2                                    | Medium                                  | 12                                     | Increased due to new ways of working and assessing of teaching.                |
| O3   | 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.<br>ii) Regular direct communication with staff e.g. staff briefings, focus groups.<br>iii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process.<br>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.<br>v) Discussion with unions on impact on College financial sustainability and organisational impacts.<br>vi) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action.<br>vii) Ensure transparency of consultation process to maximise opportunities for enhanced communications with Trade Unions   | 3           | 5                   | 15         | O3                                    | Short                                   | 15                                     | No change. Academic management structure timing delayed except for VS leavers. |
| O4   | High Impact Disaster for College e.g. fire, long term power loss  | Organisational/ COVID impacts            | 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<br>ii) Business Continuity Plan for College in place.<br>iii) Estates condition survey completed and prioritising projects through estates based on affordability.<br>iv) Business interruption insurance in place however under COVID will need to assess claim options.  | 3           | 4                   | 12         | O4                                    | Medium                                  | 8                                      | Increased  |
| O5   | Failure to achieve a sustainable fit for purpose College estate   | Organisational/ Financial                | Goal 4 - Ensuring operational effectiveness and efficiency  | Vice Principal - Resources & College Development  | 4           | 3      | 12         | i) Capital masterplan in place and related to estates condition survey which highlights required investment to maintain College estate. Funding for 2019/20 for very high priority items allocated by GCRB to College although there are logistical issues in spending the funds within the timeframe.<br>ii) Work with GCRB and SFC to ensure fully informed of estates requirements.<br>iii) Estates Strategy Review completed iv) Need to plan within very tight resources due to financially challenging budget for 2019/20 and items will be rephased as required.  | 3           | 3                   | 9          | O5                                    | Long                                    | 9                                      | No change  |
| O6   | 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.<br>ii) Maintain open channels of communication with trade unions, college managers and their staff, and effective attendance management process in place.<br>iii) All new staff have an induction process and annual training programme undertaken.<br>iv) Cover arranged as required for absence of key staff members.<br>v) Appropriate CPD provided for staff to meet identified skills gaps<br>vi) Need to manage to retain appropriate staff through challenge of restructures  | 2           | 4                   | 8          | O6                                    | Medium                                  | 8                                      | No change  |

| GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER INCL. COVID 19 IMPACTS |   |  |  |                                 |             |        |            | 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 1st June 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 |
| <b>Governance Risks</b>  |   |  |  |                                 |             |        |            |  |             |                     |            |                                       |   |  |  |
| G1   | Failure to meet all legislative and regulatory requirements and/or recommended guidance | Governance/ Reputational/ COVID 19 Impacts | Goal 4 - Ensuring operational effectiveness and efficiency | Principal/ Clerk to the Board   | 4           | 5      | 20         | i) Work within roles, responsibilities and legal implications of Legislation and associated related guidance.<br>ii) 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.<br>iii) Close involvement in ongoing discussions on COVID 19 implications with SFC and representative forums to contribute towards sector input to seek support for current and future resultant challenges<br>iv) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls<br>v) Ensure Board have appropriate training on key guidance and legislation and take proactive role of Board in ensuring meet all requirements.<br>vi) Modern Slavery statement in place<br>vii) Safeguarding officers and safeguarding forum on each campus<br>viii) Seek legal advice as required.<br>ix) Data Protection Officer in place to advise on General Data Protection Regulation/ Data Protection matters. | 4           | 4                   | 16         | G1                                    | Medium                                  | 12                                     | Increased                              |
| G2   | Failure to comply with Health and Safety and Safeguarding requirements                  | Organisational/ COVID Impacts              | Goal 4 - Ensuring operational effectiveness and efficiency | Assistant Principal HR          | 3           | 5      | 15         | 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) Significant challenge for post COVID and what operating arrangements will be in place. iii) Health and Safety Officers working across the three campuses and ensure annual cycle of health and safety audits are completed<br>iv) Regular reporting on Health and Safety to Organisational Development Committee as part of their remit requirements<br>v) Full review of Health and Safety Policy and Procedures being undertaken   | 3           | 4                   | 12         | G2                                    | Short                                   | 4                                      | Increased                              |
| G3   | 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.<br>ii) Annual self assessment for Board members and training provided as required.<br>iii) Induction provided for all new Board members.<br>iv) Ensure Board undertake an ongoing programme of training to meet CPD needs.<br>v) Board member handbook in place and an annual review/update to be undertaken.   | 2           | 3                   | 6          | G3                                    | Medium                                  | 6                                      | No change                              |

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## BOARD MEETING

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|                     |  |
|---------------------|--|
| Date of Meeting     | 10 June 2020   |
| Paper Title         | Credits Projection 19/20                                   |
| Agenda Item         | 20.42  |
| Paper Number        | 20.42 20.42A   |
| Responsible Officer | B Hughes; Vice Principal Curriculum and External Relations |
| Status              | Disclosable  |
| Action              | For <b>Noting</b>  |

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### 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 and, in particular, the issue regarding ESF Credits as outlined below.

### 3. Background

This paper follows the now familiar format for reporting the current status of the projections of Credit activity against target for the current academic year. As is shown in the attached spreadsheet, we are currently forecasting a year end position of delivering 1.1% above our target. As previously reported the vast majority of our Credit activity was secured with only a small number of courses still to start.

Since the closure of the college campuses back in March due to the ongoing COVID-19 situation, face to face delivery has ceased and some activity moved online. Due to the way in which Credit activity is calculated, the college receives credit for all of the planned activity for each student as long as the student attends beyond the required date ( 25% rule ). If a student therefore is attached to 15 Credits of activity but leaves before the end of their course, the college will still achieve 15 Credits although the student may have completed less than that. On that basis the forecast outturn of 1.1% over target remains valid.

However, across the sector an issue has arisen with regard to the ESF Credit activity that forms part of our overall target. ESF Credits are only counted for those Units that the students have completed, whether that resulted in passing or failing that Unit. Units which are not completed do not count, and, since face to face teaching stopped in March, there are a number of Units which will not have been delivered. Discussions are ongoing with SFC as to how this situation will be dealt with, as it applies to the whole sector and is not unique to Glasgow Clyde College. In this academic year, students can only be identified as ESF if they are enrolled in Higher National courses,



i.e. HNC or HND. For some of those qualifications, SQA have determined that students cannot be certificated due to the nature of the qualification and their results must be deferred. In those circumstances some ESF Credits may not be counted in this year, leading to a potential financial clawback in the future. SFC have indicated that colleges will not be financially penalised for failing to achieve their core Credit target for 19/20 or indeed 20/21, but clarification is required as to whether this will apply to ESF Credits or whether some work-around will be necessary to protect funding. Financial Directors across the sector have built into their financial forecasts the expectation that some clawback of funds will be applied.

#### **4. Risk Analysis**

As outlined above, prior to the ongoing COVID-19 situation, the college was well placed to exceed its Credit activity target. The risk which has now emerged as a result of the lockdown and college closure, is that we may not achieve all ESF related Credits. Discussions continue with SFC in relation to finding a solution for this situation.

#### **5. Legal Implications**

There are no specific legal implications relating to this paper.

#### **6. Financial Implications**

SFC recently announced that colleges will not be penalised for failing to meet core activity targets in session 19/20 or 20/21. If, however the issue around how ESF Credit activity is not addressed satisfactorily, there may be a financial clawback in future years.

#### **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. GCRB will, this year, have to have close regard to the extent to which each of the three Glasgow colleges has contributed towards the overall Regional targets.

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

N/A

## Credits Monitoring Report AY2019-2020 - College Summary

| Faculty  | School  | Frozen Credit Target at 1/10/19                 |
|--|---|---|
| 120 Business, Creative & Digital Industries        | <a href="#">111 Business &amp; Finance</a>                                | 8,918   |
|  | <a href="#">123 Media &amp; Performing Arts</a>                           | 8,477   |
|  | <a href="#">125 Fashion, Textiles &amp; Design</a>                        | 10,828  |
|  |   | <b>28,223</b>                                   |
| 130 Engineering, Computing & the Built Environment | <a href="#">113 Computing</a>   | 8,078   |
|  | <a href="#">131 Energy &amp; Building Services</a>                        | 6,707   |
|  | <a href="#">133 Engineering</a>   | 9,066   |
|  | <a href="#">135 Construction &amp; Land Based Industries</a>              | 7,216   |
|  |   | <b>31,067</b>                                   |
| 140 Health & Wellbeing                             | <a href="#">115 Sport, Tourism &amp; Hospitality</a>                      | 10,813  |
|  | <a href="#">141 Early Years &amp; Social Care</a>                         | 12,159  |
|  | <a href="#">145 Health &amp; Life Sciences</a>                            | 10,084  |
|  | <a href="#">149 Hair, Beauty &amp; Complementary Therapies</a>            | 6,245   |
|  |   | <b>39,301</b>                                   |
| 160 Access & Continuing Learning                   | <a href="#">161 ESOL</a>  | 11,156  |
|  | <a href="#">165 Additional Support for Learning</a>                       | 4,617   |
|  | <a href="#">167 Employability Skills</a>                                  | 5,522   |
|  | <a href="#">169 General Education</a>                                     | 8,183   |
|  |   | <b>29,478</b>                                   |
| <b>Total</b>                                       |   | <b>128,069</b>                                  |
|  | <b>SFC Target Credits</b>   | <b>126,764</b><br>(Core 120,556<br>+ ESF 6,208) |
|  | <b>Current Credit Estimate + Credits to Start</b>                         |   |
|  | <b>Current Credits Estimate + Credits to Start + Credits Not Enrolled</b> |   |

| Price Group  | Credits Estimate | Credits To Start | Credits Not Enrolled |
|--------------|------------------|------------------|----------------------|
| 1            | 16,656           | 1                | 0                    |
| 2            | 70,670           | 0                | 0                    |
| 3            | 24,760           | 64               | 0                    |
| 4            | 2,238            | 0                | 0                    |
| 5            | 13,763           | 40               | 0                    |
| <b>Total</b> | <b>128,088</b>   | <b>105</b>       | <b>0</b>             |

| Economic Sector                             |
|---|
| Administration, Financial and Business Serv |
| Creative and Cultural Industries            |
| Energy, Engineering, Construction and Man   |
| Food, Drink, Tourism, Hospitality and Leisu |
| Health, Care and Education                  |
| Land-Based Industries                       |
| Life and Chemical Sciences                  |

**Transition and Supported Learning**

**Total**

## Snapshot @ 01 June 2020

| 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 |
|---------------|-------------------|----------------------|-----------------------|--------------------------|--------------------|------------------|----------------------------|
| 796           | 91                | 84                   | 625                   | 8,793                    | -1%                | 0                | -1%                        |
| 774           | 33                | 33                   | 708                   | 8,791                    | 4%                 | 0                | 4%                         |
| 837           | 70                | 63                   | 707                   | 10,310                   | -5%                | 0                | -5%                        |
| <b>2,407</b>  | <b>194</b>        | <b>180</b>           | <b>2,040</b>          | <b>27,895</b>            | <b>-1%</b>         | <b>0</b>         | <b>-1%</b>                 |
| 988           | 90                | 113                  | 791                   | 8,156                    | 1%                 | 0                | 1%                         |
| 712           | 25                | 46                   | 642                   | 7,229                    | 8%                 | 40               | 8%                         |
| 835           | 3                 | 49                   | 783                   | 7,872                    | -13%               | 0                | -13%                       |
| 737           | 7                 | 61                   | 670                   | 7,722                    | 7%                 | 24               | 7%                         |
| <b>3,272</b>  | <b>125</b>        | <b>269</b>           | <b>2,886</b>          | <b>30,979</b>            | <b>0%</b>          | <b>64</b>        | <b>0%</b>                  |
| 1,011         | 12                | 108                  | 892                   | 10,810                   | 0%                 | 0                | 0%                         |
| 1,197         | 175               | 81                   | 949                   | 11,474                   | -6%                | 0                | -6%                        |
| 913           | 110               | 72                   | 733                   | 10,107                   | 0%                 | 0                | 0%                         |
| 543           | 1                 | 53                   | 489                   | 5,502                    | -12%               | 0                | -12%                       |
| <b>3,664</b>  | <b>298</b>        | <b>314</b>           | <b>3,063</b>          | <b>37,892</b>            | <b>-4%</b>         | <b>0</b>         | <b>-4%</b>                 |
| 2,566         | 5                 | 170                  | 2,391                 | 12,845                   | 15%                | 0                | 15%                        |
| 577           | 0                 | 22                   | 555                   | 4,955                    | 7%                 | 0                | 7%                         |
| 2,867         | 22                | 303                  | 2,544                 | 5,746                    | 4%                 | 41               | 5%                         |
| 642           | 0                 | 82                   | 560                   | 7,777                    | -5%                | 0                | -5%                        |
| <b>6,652</b>  | <b>27</b>         | <b>577</b>           | <b>6,050</b>          | <b>31,322</b>            | <b>6%</b>          | <b>41</b>        | <b>6%</b>                  |
| <b>15,995</b> | <b>644</b>        | <b>1,340</b>         | <b>14,039</b>         | <b>128,088</b>           | <b>0.0%</b>        | <b>105</b>       | <b>0%</b>                  |
|               |                   |                      |                       |                          | <b>1.0%</b>        |                  |                            |
|               |                   |                      |                       | <b>128,194</b>           | <b>1.1%</b>        |                  |                            |
|               |                   |                      |                       | <b>128,194</b>           | <b>1.1%</b>        |                  |                            |

|               | Credits Estimate | Credits To Start | Credits Not Enrolled |
|---------------|------------------|------------------|----------------------|
| Services      | 17,564           | 0                | 0                    |
|               | 19,774           | 12               | 0                    |
| Manufacturing | 19,166           | 52               | 0                    |
| Healthcare    | 16,177           | 0                | 0                    |
|               | 19,455           | 0                | 0                    |
|               | 2,984            | 0                | 0                    |
|               | 6,400            | 0                | 0                    |

Credit M

7-d

|  |                |            |          |
|--|----------------|------------|----------|
|  | 26,568         | 41         | 0        |
|  | <b>128,088</b> | <b>105</b> | <b>0</b> |

| Credits Not Enrolled | Credits Forecast (combines real and estimated retention) | Variance on Target (based on forecast) |
|----------------------|--|--|
| 0                    | 8,793.50   | -1%                                    |
| 0                    | 8,791.40   | 4%                                     |
| 0                    | 10,310.00  | -5%                                    |
| <b>0</b>             | <b>27,895</b>  | <b>-1%</b>                             |
| 0                    | 8,156.20   | 1%                                     |
| 0                    | 7,228.80   | 8%                                     |
| 0                    | 7,871.75   | -13%                                   |
| 0                    | 7,722.10   | 7%                                     |
| <b>0</b>             | <b>30,979</b>  | <b>0%</b>                              |
| 0                    | 10,809.50  | 0%                                     |
| 0                    | 11,474.00  | -6%                                    |
| 0                    | 10,107.50  | 0%                                     |
| 0                    | 5,501.50   | -12%                                   |
| <b>0</b>             | <b>37,893</b>  | <b>-4%</b>                             |
| 0                    | 12,844.55  | 15%                                    |
| 0                    | 4,954.53   | 7%                                     |
| 0                    | 5,745.62   | 4%                                     |
| 0                    | 7,777.00   | -5%                                    |
| <b>0</b>             | <b>31,322</b>  | <b>6%</b>                              |
| <b>0</b>             | <b>128,088</b>   | <b>0.1%</b>                            |
|                      |  | <b>1.0%</b>                            |
|                      | <b>128,193</b>   | <b>1.1%</b>                            |
|                      | <b>128,193</b>   | <b>1.1%</b>                            |

Movement History

Credit Risk

Schools Credits

lay Credit Change

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## **BOARD OF MANAGEMENT MEETING**

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| Date of Meeting     | 10 June 2020  |
| Paper Title         | Administration Restructure Final Report                         |
| Agenda Item         | 20.43   |
| Responsible Officer | Janet Thomson, Vice Principal Resources and College Development |
| Status              | Disclosable   |
| Action              | For Noting  |

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### **1 REPORT PURPOSE**

- 1.1 The purpose of this report is to provide a final report to the Board following the implementation of the Administration Restructure which was completed during 2019/20. This report was requested at the December Board of Management meeting as a review report six months after implementation.

### **2 RECOMMENDATION**

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

### **3 BACKGROUND**

- 3.1 On 14 May 2019, the College set out proposals to restructure the Administrative functions within Faculty Administration, MIS, Quality and Executive Support. The proposals aimed to deliver improved services for students and stakeholders, enhanced access to management information as well as reducing staff costs to assist the College towards its financial sustainability for the future. The restructure commenced in May 2019 and affected over 35 staff across the College who were all at administrator level i.e. scale point level 8.2.
- 3.2 The structure diagram showing the reporting lines for the Administrators within Executive Support, Quality, MIS and Admissions prior to the restructure is attached in Appendix 1a and 1b. Prior to the restructure the Faculty Administrators were located in each of the four College Faculties and reported directly to the respective Faculty Curriculum Assistant Principal.
- 3.3 The restructure was taken forward in consultation with the Trade Unions (Unison and GMB) and individual staff members, and a range of engagement channels were put in place to communicate with those staff affected directly during the consultation process, and including from other College staff.



3.4 The implementation of the revised administration structure was a significant challenge affecting a large number of staff which involved a volume of work from a number of areas across the College, particularly the HR team, and involved cooperation from the staff directly affected by the restructure and other staff, and ongoing communication with Unison and GMB. The planned restructure was achieved and it is recognised that all of those groups played a key role in enabling this.

3.5 Overall there was a reduction of just under 9 FTEs administrator posts within the revised structure with the split of posts in the new structure as below:

| <b>College Area</b>      | <b>FTE Admin + Coordinator</b> |
|--------------------------|--------------------------------|
| Curriculum Support Admin | 14 + 1 Coordinator             |
| Executive Support        | 0                              |
| Quality                  | 0                              |
| MIS                      | 4.67                           |
| Admissions               | 4.56                           |
| <b>Total</b>             | <b>24.23</b>                   |

3.6 The structure diagram for the Administrators within the new structure is attached in Appendix 2. The groups shown are Curriculum Support Administrators (CSA), MIS Administrators and Admissions Administrators (the abbreviations shown against the CSA posts represent the four College Faculties i.e. Access and Continuing Learning (ACL), Business, Creative and Digital Industries (BCDI), Engineering, Computing and the Built Environment (ECBE) and Health & Wellbeing (H&W)). The previous Quality Administrator post was not continued as a separate post and their duties were included with the new administration roles within MIS with the staff involved being included within the new structure. The Executive Support Administrator posts were removed and the 2.8FTE staff previously in those roles were redeployed to agreed alternative administrator roles.

3.7 The overall move to the new structure was achieved with 4.4 FTE staff leaving on voluntary severance (VS) and the remaining change was managed through staff redeployment to vacancies which were suitable alternative roles.

3.8 As part of the implementation of the new structure the Assistant Principal, Quality and Performance has established a working group to ensure that the range of duties within the new Curriculum Support roles are fully discussed on an ongoing basis and that there is consistency in the implementation across this team. This working group consists of representation from Curriculum Support roles including the Coordinator, and from the MIS unit.



- 3.9 The College believes that the main aims of this administration restructure have been met and there will be discussions ongoing through the working group to continue to gain the maximum benefits from this structure going forward.
- 3.10 In terms of the financial savings, there had been assumptions made within the College's financial plans for 2019/20 on the financial costs and savings of the administration restructure which were included in the College 2019/20 revenue budget. The table below summarises the financial position of the actual implementation compared to the initial financial plan.

|   | 19/20 Budget/ Financial Plan approved Aug 19 | Actual Implementation | Difference Fav/(Unfav) |
|---|--|-----------------------|------------------------|
| VS Costs 19/20                                | £186k  | £83k                  | £103k                  |
| Additional staff costs of staff leaving dates |  | £39k                  | (£39k)                 |
| 19/20 Total                                   | £186k  | £122k                 | £64k                   |
| Future full Year savings                      | £239k  | Achieved              |                        |

- 3.11 As indicated above there were lower VS costs than originally assumed in the budget. This was partially offset by some additional salary costs in 19/20 due to staff leaving later than the original budget assumed date. The net position in 19/20 is a favourable variance of £64k compared to the approved revenue budget.

#### **4 RISK ANALYSIS**

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

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

- 5.1 The financial implications of the administration restructure are summarised within this paper. There are no specific legal implications and no Regional Outcome Agreement implications.

#### **6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?**

An equality impact assessment was completed on the administration restructure.