

BOARD OF MANAGEMENT

24 MARCH 2021

Meeting of the Board of Management to be held on Wednesday 24th March 2021 at 4.30pm

AGENDA

21.01	Welcome and Apologies		D Newall
21.02	Declaration of Interests		D Newall
21.03	Determination of Other Business		D Newall
Items for Discussion			
21.04	Draft Minute of the Board Meeting on 9 th December 2020	P	D Newall
21.05	Matters Arising – Action Grid	P	D Newall
21.06	Regional Outcome Agreement update	P	B Hughes
21.07	Briefing on Learning & Teaching	V	B Hughes
21.08	Financial Sustainability Update-		J Thomson
	• Glasgow Clyde Education Foundation	P	J Thomson
	• Voluntary Severance Update	V	J Thomson
21.09	Governance Update	P	C McConnell
Standing Items			
21.10	Chair's Report	V	D Newall
21.11	Principal's Report	P	J Vincent
21.12	Student President's Report	P	S D Rasmussen
21.13	Minutes of Previous Meetings		
	i Organizational Development 27 January 2021	P	S Heidinger
	ii Learning and Teaching Committee 10 February 2021	P	G McGuinness
	iii Audit Committee 3 March 2021	P	D Watt
	iv Finance and Resources Committee 10 March 2021	P	D Newall
Items for Formal Approval			
21.14	Capital Masterplan Update	P	J Thomson
Items for Noting*			
21.15	Strategic Risk Register Update	P	J Thomson
21.16	Credits Projection 20/21	P	B Hughes
21.17	Financial Report year to January 2021 and Forecast Outturn to July 2021	P	T Elliott
21.18	Any Other Business		D Newall

Date of next meeting 16 June 2021

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

BOARD MEETING

Date of Meeting	24 th March 2021
Paper Title	Regional Outcome Agreement Update
Agenda Item	21.06
Paper Number	21.06A
Responsible Officer	B Hughes; Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

This paper provides members with an update on the outcome of the 2019/20 Regional Outcome Agreement which also partly addresses activity into the early part of 2020/21 academic session.

2. Recommendations

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

3. Background

The Regional Outcome Agreement [ROA] is an agreement between the Regional Board [GCRB] and the SFC, which sets out the activity that the Region will undertake to deliver for a set level of funding. Traditionally, the ROA sets out a range of measures/targets before the start of each academic year and then subsequently reports on the progress made against each target. An ROA for the session 2019/20 was developed in the normal way but, owing to the global pandemic due to COVID-19 and the country's requirement to lockdown, the reporting of the ROA was changed significantly by SFC.

In December 2020, SFC issued guidance to the sectors on the approach to be taken in relation to the reporting of the 2019/20 ROA and the development of an ROA for 2020/21. This guidance asked Regions to develop, for 2019/20, an evaluative report outlining achievements against an Outcome and Impacts Framework. The guidance can be found at the following link;

[Guidance for Interim Outcome Agreements for Colleges and Universities AY 2020-21 \(sfc.ac.uk\)](https://www.sfc.ac.uk/Guidance-for-Interim-Outcome-Agreements-for-Colleges-and-Universities-AY-2020-21)

For 2020/21, "emergency" arrangements were introduced because of the pandemic;

Arrangements for AY 2020-21 at a glance

- Introduces a new Outcome and Impact Framework which aims to capture – at a high level – deliverables, impact and outcomes, and to give assurance on the use of allocated funding in AY 2020-21.
- Seeks contributions to a re-focused set of priorities, with an emphasis on continuing to safeguard student health and wellbeing, and support an education-led economic recovery for Scotland.
- Signals a move away from excessive reporting, particularly if the information is available elsewhere.
- Reflects an ongoing commitment to fair access and transitions; quality learning and teaching; student engagement; equalities and inclusion; and impactful research and innovation.
- A focus on maintaining baselines where this is possible.
- SFC will issue a bespoke measures table to each institution with AY 2018-19 baselines.
- Enables institutions to demonstrate their impact in terms that are relevant to their particular situation and mission.
- Is no more than 15 pages in length.

A key development in the guidance outlined that the Region would not have to provide targets for this emergency year but sought assurances that institutions would commit, wherever possible, to maintaining the levels of performance achieved in previous years.

As part of the self evaluation for the year 2019/20, each college in the Region was asked to provide a summary document outlining what progress had been made against the ROA for 2019/20 and additionally capturing activity for the early part of session 2020/21. These individual reports were then collated by GCRB and sent to SFC.

Glasgow Clyde's response is attached as an annex to this paper. The narrative covers 4 individual areas or sections although it should be noted that there is no section 2 in our report since it applied only to Universities and Research activity. Under each area the narrative describes key initiatives and developments, primarily, but not exclusively, relating to learning and teaching and the student experience.

4. Risk Analysis

There are no specific risks relating to this paper.

5. Legal Implications

There are no specific legal implications relating to this paper.

6. Financial Implications

The only target within the ROA for which there is a financial implication is the failure to achieve the agreed Credit target, although for 2019/20 SFC have indicated that there will be no financial penalty if a college fails to achieve its core credit target.

7. Regional Outcome Agreement Implications

The ROA sets out the agreement between the GCRB and the Scottish Funding Council that identifies the activities that GCRB, and its assigned colleges, will undertake for a specified amount of funding. The ROA also commits the assigned colleges to specific targets and outputs.

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

N/A

Outcome and Impact Framework Planning

Return from Glasgow Clyde College

January 2021

Scottish Funding Council have delayed publication of the updated Outcome Agreement process guidance as they work to take into account changing Covid-19 restrictions, including Tier 4 impact on colleges.

The following narrative applies to both the end of the academic session 2019/20 (from the early days of lockdown in March 20) to the first months of academic session 2020/21.

1. Outcomes for Students

1.1 **Fair access and transitions:** Education is accessible to learners from all backgrounds and learners are supported through successful pathways.

- The number of places offered through the SWAP partnership – targeting students who are BAME, disabled, unemployed adults, first generation HE applicants and lower SIMD categories – have been extended to all campuses and in greater numbers. SWAP programmes in Science, Nursing and Social Care added to the college offer at Anniesland Campus for session 2021-22 session;
- EVIP programmes for socially excluded school learners extended to more vocational areas now covering Hospitality, Sport, Childcare and Hair and Beauty;
- A new HNC in Applied Sciences delivered in partnership with The University of Glasgow was introduced this session, guaranteeing advanced articulation places to sciences degrees and offering added value elements to ease transition from those from deprived SIMD areas;
- Glasgow Clyde is the only college in the country whose articulating student profile is higher than the national average in each of the measurable categories – disabled, SIMD-20 and BME;
- The college's holistic approach to the assessment of SQA qualifications focused on ensuring there was disadvantage to any learners who were unable to engage effectively with limited face to face teaching. This ensured learners from all backgrounds, who may not have been able to engage fully, were able to successfully complete qualifications and progress to the next level of study;
- The recent pandemic has highlighted the importance of CLD in terms of being able to reach some of the most disadvantaged communities. With so many learners facing digital inequality, it has been through working with community partners that we have been able to support learners in the community with both digital devices and connectivity;

- Despite the fact that many community centres remained closed throughout the pandemic, CLD remained focused on providing support to our learners and responding to their educational needs by providing relevant online learning. During the period of homeschooling, CLD provided relevant family learning courses to parents in core literacy and numeracy, which helped parents improve their own core skills but also helped them to support their own children with home learning. There has also been an emphasis on improving and supporting learners with their digital skills through SCQF credit rated courses in using digital platforms along with Basic ICT skills;
- In relation to ESOL learners, Glasgow Clyde provides over 2600 enrolments, the largest proportion in the City. The majority of these learners come with no qualifications and 72% of these learners come from the most deprived areas in Glasgow.

1.2 **Quality learning, teaching and support:** Learners receive a high-quality, safe and supportive learning experience that enables them to succeed in their studies.

- For academic session 2019/20, PI data shows an improvement in all 4 categories (FE FT / FE PT / HE FT / HE PT) by a few % points in each of the categories;
- The college's Early Impressions survey received feedback from over 4000 learners on the pre-entry and early learning experience in 2020-21. The feedback demonstrated that all learners were very positive of the support, time and guidance being offered by teaching staff to enable effective learning to take place. Whilst many students found remote learning challenging, they recognised and valued the teaching approaches being used to support their learning;
- Our team of Development Advisors carried out a wide range of support, sharing practice and capacity building sessions to support staff in developing their approaches to online learning. This ranged from one to one mentoring, themed webinars and workshops and a sharing practice intranet site - all designed to ensure that learners received a high quality learning experience;
- The development of Canvas as a high quality learning platform – and extensive support for staff to create high quality online learning materials. This resource was highlighted positively by many students as supporting their learning experience in our student survey;
- One of the most troubling outcomes of the pandemic is the impact this has had on the mental health of our students. Due to this the School of Employability developed a Wellbeing Unit which was included in all courses to support students with their mental health and resilience while studying;

- Due to the profile of the student cohort, the Faculty of Access and Continuing learning has faced some of the biggest challenges in terms of supporting learners who face digital inequality. In response to this, the Faculty has introduced two Digital Champions who aim to support learners in engaging with their learning in a digital environment;
- The college provides both pro-active and responsive activity to support the mental health of our learners. This includes online resources, counselling, a mental health helpline, a team of Mental Health First Aiders, free access to Togetherall and customised, online resources for all levels and profiles of learners;
- The DELTA project, established as a mechanism through which a new VLE would be identified and implemented, has very significantly increased the digital capacity and confidence of both students and staff through a structured programme of CPD, the procurement of “Canvas” as a bespoke VLE (the first college in Scotland to adopt this platform) and the provision of a team of learning technologist who can guide, support and advise staff on digital delivery and enhancement of learning and teaching;
- A Student ICT team has been recruited to work exclusively with our learners and provide support and ICT troubleshooting for our learners during the pandemic;
- The college is in the last phase of providing over 1300 devices to support learning on a remote and blended basis. Over 700 devices have been distributed to learners to promote digital inclusion and we have rolled out almost 300 wi-fi dongles to those students most in need. Funding for this initiative came from a range of sources and this work continues presently. The logistical challenge of this exercise must not be understated and has placed a very significant burden on college resources, especially at a time when access to campuses is limited;
- Given the off-site nature of the current delivery mechanisms, online delivery of induction sessions has been developed for new students.

1.3 ***Learning with impact:*** Students are equipped to flourish in employment, further study and lead fulfilling lives.

- Leaver destination statistics evidence this strongly, both in employment and HE progression;
- Glasgow Clyde has agreed formal articulation routes with more HEs than any other college in the country. Based upon the most recent information from SFC we are the only college in the country who has students articulating to every single university in the country, demonstrating the strength of our relationship with the HEI sector;

- The college has a partnership agreement with SDS to ensure that specialist careers and employability is provided to the Scottish Government's key target group of young people;
- We have prioritised the use of My WoW for student groups and we are embarking on pilot work with SDS to support the embedding of careers education within the curriculum;
- The relationship with employers across a wide tranche of the curriculum continues to be strong. New relationships have been developed through the use of the FWDF.

1.4 **Partnership and participation:** Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.

- The college has worked in partnership with GCCSA to ensure that student voices have been heard through a college-wide class rep system. Over 400 class reps were registered on a course-by-course basis. Generic class rep training was provided by college staff in partnership with SPARQs and customised training was provided for ESOL students, ASN learners and our school-link pupils;
- GCCSA and the college ensure that all Board of Management mechanisms and college committees have student representation to ensure that learners are involved in the strategic and day-to-day operations of college life;
- The college Executive Team and GCCSA team meet every 6 weeks to discuss the student experience and ensure that learners can be heard, valued and their needs are addressed at the highest level;
- GCCSA have provided work experience opportunities for some college learners.

1.5 **Equalities and inclusion:** Every student has their individual needs recognised in terms of protected characteristics.

- The college's Learning Inclusion department provides support for any learner that may encounter a barrier to learning. Over 1300 students have benefitted from support that will be individually assessed and could include study support, additional time, access to assistive technology or mentoring to ensure that barriers do not impede the learning and progress of our students;
- An IDEAS group was introduced, comprising a wide range of staff and students from across the college, to concentrate on all aspects of equalities, discuss and identify issues to ensure that our practices represent sector leading practice.

Outcomes for Economic and Social Renewal

3.1 **Economic renewal:** Institutions play their part in the national mission to recover from the COVID-19 public health emergency.

- The College response to the pandemic included a shift from face-to-face teaching to online delivery. For example, 80% of the FWDF training for employers was shifted to online delivery;
- There has been an increase in Gateway courses, which aim to support those with few or no qualifications develop the meta and vocational skills with which to begin to engage with college learning and develop their understanding of vocational pathways. There has been an emphasis on vocational courses which have been highlighted as skills gaps especially in social care, childcare, healthcare and sciences;
- There has also been an increase in *Future Confident* courses which support those who have lost employment and which aims to provide digital upskilling, confidence building and relevant career guidance to help learners to move either into work or into further learning;
- The college successfully bid for a number of places on the Apprenticeship Pathways initiative and is currently engaging with learners on this programme;
- We have successfully engaged with a range of partners to deliver initiatives designed to support the recovery of the economy. These include activities funded through the YPG and NTTf funding.

3.2 **Innovation and engagement with industry:** Institutions develop long-term collaborative relationships with industry across a range of activities, for maximum impact.

- During 2020-21, the College will build upon the engagement work of Session 2019-20 with FWDF continuing to support the development of employees with existing employers. In 2020-21, we will expand the service to new employers, including SMEs. Under the FWDF activity, we will engage with over 50 companies with a total of 600 employees benefitting from the college's services;
- The college will continue to support employers through the delivery of Modern Apprenticeships, adapting to meet the needs of the employer and learner in the context of the pandemic. During 2020-21, we will target 850 MAs across a wide range of Frameworks;
- We have been approached by the UK Fashion and Textile Association to become the National Fashion & Textiles Artisan Skills Centre in Kilt making and Bespoke Cutting and Tailoring;

- The college has worked in collaboration with the Life Sciences Industry and other Colleges and Universities, to design and deliver Science Technicians at high volume for the Lighthouse testing lab at QEUH and the proposed Megalab. Up to 80 students will be recruited this session with significant scaling up should the Megalab proposal move forwards;
- Glasgow Clyde College offers a wide range of computing courses and pathways beyond the standard IT units, the curriculum caters for students looking for alternative tech careers from cyber security and software development through to game design, eSports and streaming. This year has seen eSports being offered in each of our campuses, which allowed student groups not only compete across campuses but also go on to compete at the British eSports Championship Grand Final where Clyde HOT Shots took second place. The industry supports well over 1 million jobs and eSports competitions and regularly boast seven figure prizes and represents a multi-billion-pound global industry which our students are truly engaged with. The curriculum is designed with gaming as the hook into computing however covers a number of subject areas including software development and web development.

3.3 *Work-ready graduates and employer needs:* Students are equipped to take up employment and succeed; and institutions are responsive to employer and industry needs and to current and future skills requirements.

- The college will provide training to support the new Pathways to Apprenticeships programmes in four Frameworks. In addition, we have engaged at an early stage with the Kickstart programme to offer employers the opportunity to be introduced to and supported in the early stages of employing new entrant employees from the DWP Kickstart programme;
- We are working in partnership with other colleges, SDS and Glasgow City Council as a Glasgow City Region group to identify the skills needs of employers and the economy in order to focus the curriculum on those areas identified as key industry sectors and ensure the alignment of college curricula with required skills.

3.4 *Entrepreneurial activity:* Institutions provide leadership in creating entrepreneurial thinking and action in their students and staff, including from research and knowledge exchange activities.

- The school of Hair, Beauty and Complementary Therapies have set up a series of Instagram TV masterclasses with industry leaders and business owners, designed to encourage students to consider business startup opportunities in their discipline. This initiative is sector leading and attracting significant interest from top-name salon owners and stylists to participate;

- The HNC in Counselling now embeds a PDA in Setting up A Counselling Practice, taught by members of staff who own their own counselling businesses;
- Sports programmes at the Cardonald Campus feature an embedded business unit focusing on developing a business startup proposal which is taught by a member of staff who won Entrepreneur of the Year at the Glasgow Business Awards;
- In science, links with the Industrial Biotechnology Innovation Hub (IBioIC) and Scottish Universities Life Sciences Alliance (SULSA) provide opportunities for students to attend virtual conferences which include guest talks and workshops featuring positive role models and business leaders in the sector;
- A Glasgow Clyde Horticulture student was a big winner at this year's Pre-lockdown LANTRA awards, scooping top prize in the horticulture category at the prestigious ceremony. Ross started his horticulture journey with Glasgow Clyde College at National Certificate level and is now in his final year of HND Horticulture and throughout his studies demonstrated a real passion and commitment to his studies and work in horticulture.

3.5 *International reputation and impact:* Institutions help secure economic and reputational gain through their international activities, networks, collaborations and excellence.

- The college will continue to contribute to EU Programmes through Erasmus European Key Action-1, 2 and 3, along with AMIF and Skill Sector Alliance projects to support the development of staff expertise, and the development of new and innovative training materials. Session 20-21 will see an increase in EU Erasmus + funded programmes and the college will deliver 7 individual projects across a variety of sectors. Through the development and delivery of these projects we will support 125 staff and student mobilities;
- We will continue to work with partner institutions in China to deliver teacher education services and quality standards for courses delivered in China. We will seek to create opportunities for international students to join online courses;
- The Travel and Tourism department have this year (2021) initiated a 3-year European project focusing on E-Learning development and delivery;
- The Hair and Beauty department has initiated links with colleges in England to share practice and deliver joint sessions to students.

3.6 *Anchor institutions:* Institutions act with agency and civic purpose to sustain and renew places and communities; and play a key role in a creative, vibrant society, supporting public engagement and our understanding of the world around us.

- Facilities not used during lockdown, such as catering kitchens, have been loaned to local charities to provide hot meals for socially disadvantaged communities. This has gained recognition through a range of press and media coverage;
- Computers are recycled and gifted to community groups through our 'Gift Tech' initiative. Again this initiative has gained significant traction and extensive media coverage in collaboration and partnerships with many community organisations and local elected members;
- Glasgow Clyde College cleared its campuses of medical equipment and PPE in order to donate them to the NHS as part of the COVID 19 response. Resources normally used in the engineering, horticulture, construction, nursing and beauty departments were gathered and donated to the Queen Elizabeth University Hospital. In addition, staff and students put their learning to good use by producing face visors and scrubs to be used in nursing homes and medical practices.

4. Governance and Sustainability

4.1 **Good governance:** Institutions demonstrate adherence to high standards of governance and accountability, show leadership and integrity in their decision making and the way they conduct their business, comply with SFC's requirements, and have regard to the principles of Fair Work.

- Governance arrangements at Glasgow Clyde College are rigorous and robust. Board members have good levels of attendance and engagement. Throughout the 2019/20 academic year the Board of Management continued to meet, undertake its business and meet its statutory duties.
- Meetings of the Board of Management and its committees took place as scheduled throughout 2019/20. In addition, in response to the Covid-19 pandemic the Board introduced regular meetings of its committee chairs to support the college executives in the exceptional circumstances.
- Members of the Board of Management are highly experienced and possess good knowledge of the college and its operating environment. These qualities enable Board members to provide executives with robust challenge.
- An agreed suite of Key Performance Indicators have been set by the Board and are used annually to evaluate the performance of the college.
- The Board have a constructive relationship with the Regional Strategic Body, Glasgow Colleges' Regional Board.

- During 2019/20 the Board of Management agreed a new strategic plan for the college and a set of key performance indicators to monitor its progress. The launch of the new plan was deferred as a consequence of the pandemic; however, it is used by the Board and executive to drive forward the development of the college.
- Internal and external audit reports consistently demonstrate that the college has high standard of operations and good compliance with its agreed procedures.
- The college is a Living Wage accredited employer and meets all of the principles of the Fair Work Framework in the execution of its operations. The college has good employee relations and has developed strong partnerships with its recognised Trade Unions.

4.2 Financial viability: Institutions plan and manage their activities to secure a financially sustainable future or to transition to other arrangements.

- The college has an annual process of financial planning and monitoring which is managed through the Senior Leadership Team, and through the College Board of Management and its Finance and Resources Committee. There is regular reporting of the college management accounts with updated forecasting against plan throughout the year, as well as ongoing reporting of capital expenditure against allocation and plan;
- One of the main issues for the sector and for the college for the future is financial sustainability, particularly given the rising staff costs following the impacts of the Scottish college sector national bargaining including the levels agreed nationally for cost of living pay awards, and the impacts on income as a result of the COVID-19 pandemic. In addition, there are significant increases in employer's contributions pension costs although these are partially funded;
- The College has a three year financial plan which has been approved by the Board of Management after a great deal of discussion and consideration of all areas of income and expenditure and focussing on the college's financial sustainability. The college has a Financial Sustainability Strategy and the College's Strategic Plan Framework 2019-2025 will be the key focus of future college developments and in delivering on the key themes in the Plan and the related objectives. One of the two cross cutting themes from the Strategic Plan is Financial Resilience through Operational Excellence;
- The college's financial plans are based on a three-pronged approach to manage the medium to long term financial position and to achieve financial sustainability. This approach is for reductions in staff costs through a series of restructures and staff efficiencies and reductions in non-staff costs, through the pursuit of any other possible funding, and finally through increasing commercial income and surplus generation back to pre COVID levels. The three years of

the financial plan will be a challenge particularly with the impacts of the COVID virus on income however the plan is robust and will continue to be monitored closely by college management and by the Board with suitable adjustments made over time. The college plans to make significant recurrent staff costs savings and is in the process of restructuring, with a recently launched voluntary severance scheme for teaching and support staff;

- Although the college successfully achieved its core and ESF credit target for the session 2019/20, the current year 2020/21 is proving to be more challenging. The uptake of places on courses has been patchy across the portfolio and we have been impacted upon by the decisions of other organisations not to send some of their students to college. One specific example of this is in the area of ASN Schools provision where the entire planned activity in college has been delayed several times and may be cancelled altogether. In a similar manner, many employers have chosen not to send their employees to college this year;
- In terms of SFC funding the Glasgow Region has one of the lowest price per SFC credit levels for Regions across Scotland and it is hoped that SFC carry out their planned future funding development, to consider at a sector level to return to a price and volume based model from 2022/23 with a transition period. Glasgow as a Region remains underfunded during this period within the model.

4.3 Public health emergency: Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students and communities, and remedy situations as they arise.

- All teaching areas have redesigned their timetables to create opportunities for essential and safe face-to-face delivery where it needs to occur. This includes repeating sessions multiple times to permit smaller group sizes, so making practical science labs and Hair and Beauty sessions possible;
- All student resource kits have been procured to include additional items to facilitate learning from home which has included digital devices, individual rather than shared PPE (such as labcoats and goggles) and items they can use from home (e.g. practice 'heads' with stands in hairdressing);
- The college has ensured that students and staff have been fully informed of the latest position of the College and have robustly promoted adherence to Scottish Government guidance and restrictions through multiple communication channels. The college's website, social media channels, intranet all carry messages and updates to keep staff and students fully informed of ongoing developments. Similarly, GCCSA are utilising all of their communication channels, working closely with the college's marketing team, to provide information to the student population

4.4 **Equalities and inclusion:** Equalities outcomes are actively pursued and legislation complied with.

- The college has ensured all PSED reporting requirements have been met and is currently researching and developing a new set of Equality Outcomes;
- We have just been selected for participation in the Advance HE 'Introduction to race equality' training and piloting resources' project;
- The College has worked closely with our regional partners to develop college specific Trans Guidance for staff and students;
- As detailed above, a college wide "IDEAS" group regularly meets to discuss continual improvement to our equalities agenda.

4.5 **Collaboration:** There is active collaboration with other institutions to support coherent, sustainable provision, research and financially viable institutions in Scotland.

- This year, the college has worked in partnership with SDS and the Glasgow FA consortium to provide a wide range of Foundation Apprenticeships, Pilot level 6 programmes in Social Care and Level 4/5 Pilots in Construction;
- Glasgow Clyde College, the UK partner of the European Water project. "As a partner we were able to share our experience and knowledge of delivering vocational education training to our water industry, and the benefits of our partnership with Scottish Water, which has undoubtedly helped to improve the skills base of the water sector in Scotland. We work closely with them to deliver the HNC qualification to a range of their employees across the organisation, making sure they understand the legislative, environmental, technological and organisational requirements of the water industry. "Being part of the Platform of Vocational Excellence project, creates a number of benefits, working with our European partners on water, sharing good practice and exchanging knowledge across the sector. What has become clear is how water as a resource is valued differently in each country which raises challenges, for example in terms of skill shortages, water quality and usage. This project not only allows for knowledge to be shared but also a new curriculum to be developed for both staff and students to benefit from;
- Glasgow Clyde College's construction department in collaboration with the CITB seek to build the capacity in work-based assessment by creating a pool of occupationally competent and qualified training and assessment staff. The aim of the project is to facilitate delivery of the new work-based assessments

that are being introduced to construction trades Modern Apprenticeships, particularly for those that are within scope of the CITB in Scotland. Through significantly increasing the number of qualified assessors, the project enabled Glasgow Clyde College to provide:

- Work based assessments for CITB Modern Apprentices who are completing their programmes with Glasgow Clyde College (currently over 200 places with projected 30% growth in coming years).
- Offer this 'Gold Standard' service to other providers and 'in scope' employers across Scotland who do not have the capacity locally to fully cover the new work-based assessment requirements of the CITB related MA programmes.

4.6 *Climate emergency:* Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

- Environmental awareness forms a thread running throughout all curriculum delivery areas – for example sustainable tourism (travel and tourism), sustainable product lines (beauty), environmental science (science);
- The Scottish Government has set out an ambition to phase out the need for new petrol and diesel cars and vans by 2032. Moreover, the registration figures for new battery electric and plug-in hybrid vehicles, has grown by 46% over the past year in Scotland comparison to the 33% in the rest of the UK. As a result, Glasgow Clyde College expertise in the Electrical sector was commissioned to work with other Further Education Colleges across Scotland to establish a baseline of data including Colleges ambitions in the area of Electric Charging curriculum delivery. This includes both the level and suitability of suitable qualifications. This will increase the sectors capacity to deliver bespoke training qualifications to support the Scottish Governments ambitious emission targets. The project will also identify how to build capacity across the sector whilst support good practices that already exists within the FE sector. In addition to the research project, Glasgow Clyde secured Innovation funding to develop capacity within the Electrical Charging Station installation, maintenance and testing field. This has seen the establishment of a bespoke workshop and separate testing facility being developed over the year;
- In 2020, the Early Years department embedded Forest Kindergarten training into all HNC programmes at every campus (over 150 students). This significantly supported more sustainable models of childcare delivery whilst encouraging a much deeper understanding of the local environment to students. Partnerships with Outdoor nurseries all over Glasgow further enhanced this curriculum focus and reinforced the employer demand for this skillset;

- A range of new catering innovations were targeted at reducing the carbon footprint of the college. This included investment in re-usable drinks holders and sustainable cutlery;
- GCCSA have worked with Cycling Scotland and the college to deliver secure cycle shelters on our campuses to promote sustainable travel. They have also provided our students with security locks and worked with Police Scotland to provide bike marking for student and staff bikes.

BOARD OF MANAGEMENT MEETING

Date of Meeting	24 March 2021
Paper Title	Governance Update
Agenda Item	21.09
Papers	21.09A Appendix 1- Board Development Plan 21.09B Appendix 2- External Effectiveness Review 21.09C Appendix 3- Whistleblowing Policy - track changed version 21.09D Appendix 4- Whistleblowing Policy – clean version.
Responsible Officer	Christine McConnell, Clerk to The Board of Management
Status	Disclosable
Action	For Discussion/Approval

1 REPORT PURPOSE

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

2 ACTIONS FOR THE BOARD

The Board is invited to:

- (1) Note the position on the Board Development Plan and provide any steer to Nominations Committee on actions;
- (2) Note the External Effectiveness Review and ask Nominations Committee to consider the recommendations;
- (3) **Approve** the Whistleblowing Policy;
- (4) Ask the Audit Committee to consider the Unethical Behaviour and Whistleblowing Procedure with input from the Organisational Development Committee;
- (5) **Approve** the provisional meeting dates for Session 2021/22.

3 REPORT

This report provides the Board with an update on elements of the governance framework that require Board attention.

3.1 Board Development Plan

The previously agreed Board Development Plan is attached at Appendix 1. Relevant updates have been included where these have been actioned.

The Nominations Committee will be asked to consider progress and further actions required at its next meeting on 5th May 2021. In particular, the Nominations Committee will consider any updates to the plan arising from the recommendations of the External Effectiveness Review- see 3.2 below.

The Board is asked to note the position and provide a steer to Nominations Committee if desired.

3.2 External Effectiveness Review

3.2.1 Background

As required by The Code of Good Governance for Scotland's Colleges, in addition to keeping its effectiveness under regular review, the Board is required to undergo an externally facilitated evaluation of its effectiveness at least every three years.

3.2.2 Update

The external review was completed over the course of the period from November 2020 to March 2021 and included:-

- desk based research,
- observation of a Board meeting,
- survey monkey questionnaire,
- 1-1 interviews with a sample of Board members and relevant members of the Senior Management team, and
- a workshop.

A draft report was issued in February 2021 and Board Member comments were invited. After some further amendments in response to comments received, the final version of the review is attached at Appendix 2.

The review contains a number of recommendations under the headings within the Code of:-

- Leadership and Strategy
- Quality of the Student Experience
- Board Effectiveness
- Relationships and Collaboration

3.2.3 Next steps

The Board is asked to:-

- (1) discuss the content of the review;
- (2) ask the Nominations Committee to consider the recommendations and draft an action plan with priorities and dates for consideration at the next Board meeting on 24 June 2021.

3.3 Unethical Behaviour and Whistleblowing Policy and Procedure

3.3.1 Background

In February 2021, as part of a planned programme of reviews, Henderson Loggie, Internal Auditors carried out a review of the College's fraud and bribery prevention, detection and response processes. The overall grading of the review was "Good", meaning that the systems meet control objectives. The report, which was considered by the Audit Committee at its meeting on 3rd March 2021, included a recommendation that the College's Unethical Behaviour and Whistleblowing Procedure is reviewed. This Procedure sits alongside the Unethical Behaviour and Whistleblowing Policy. In reviewing the Procedure, it became apparent that the associated Policy would also benefit from review.

3.3.2 Revised Policy

With input from the Assistant Principal, Human Resources, Chair of the Board, Chair of the Audit Committee and Chair of the Organisational Development Committee, the Policy has

been reviewed with suggested amendments shown in tracking on the version shown in Appendix 3. (Clean version in Appendix 4).

The revisals are intended to provide clarity as to the Board’s policy to encourage members of staff to speak up when unethical or illegal behaviour is suspected and to provide staff with assurance that they will not suffer detriment as a result.

3.3.3 Review of Whistleblowing Procedure

As stated above, the procedure associated with the Whistleblowing Policy is also due to be reviewed. Given the importance of this procedure in the College’s corporate governance framework and fraud prevention controls, and in light of the recommendation from the Internal Auditors, it is suggested that a revised procedure is considered by the Audit Committee at its next meeting on 26 May with input from the Organisational Development Committee.

3.3.4 Actions for the Board

The Board is asked to:-

- (1) approve the revised Whistleblowing Policy as shown in Appendix 4;
- (2) ask the Audit Committee to consider possible revisals to the Unethical Behaviour and Whistleblowing Procedure with input from the Organisational Development Committee;
- (3) ask the Audit Committee to carry out a 5 yearly review of the Whistleblowing Policy and associated Procedure, bringing any recommendations for changes to the Policy to the Board for approval, unless exceptional circumstances require earlier action.

3.4 Dates for next session

3.4.1 Session 21/22

Provisional meeting dates for Committees and Boards for Session 21/22 are in the table below:-

BOARD DEVELOPMENT DAY	8th September 2021			
ORGANISATIONAL DEVELOPMENT	22 nd September 2021	26 th January 2022	4 th May 2022	
LEARNING & TEACHING	10 th November 2021	9 th February 2022	18 th May 2022	
AUDIT	29 th September 2021	24 th November 2021	2 nd March 2022	25 th May 2022
FINANCE & RESOURCES	6 th October 2021	1 st December 2021	9 th March 2022	1 st June 2022
BOARD	20 th October 2021	15 th December 2021	23 rd March 2022	15 th June 2022

3.4.2 Actions for the Board

The Board is asked to approve the dates in the table.

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

None

8. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

ACTION AREA	WHAT WE WILL DO	HOW WE WILL MEASURE SUCCESS		PROGRESS
BOARD MEMBERS				MARCH 2021
Ensure that new members are appointed with appropriate skills and experience to complement existing Board members	Undertake an open recruitment process for new Board members with expertise in financial management	Board members appointed by end of year	New Board members competent and confident to succeed as Committee chairs at least one year before the end of the current chairs' terms of office.	2 new Board members appointed.
Ensure that new members are given sufficient induction to allow them to quickly contribute to the effectiveness of the Board	Continue to build on the Induction Process as developed over the course of 2019/20; Learn from experience of recent new members	A fit for purpose Induction Pack ready for use by new members in session 2021/22		New members have attended a series of induction meetings with key members of Board and staff. Have been provided with new style of Board handbook.

MEETING MANAGEMENT			
Ensure Board Papers are focussed and accessible for Board members.	Review standard Board Paper format	Feedback from Board members recognises improvements	Ongoing
	Work with those presenting papers to ensure papers contain appropriate information in accessible format;		
Ensure Board time is prioritised on strategic discussion	Work with those presenting papers to limit time spent on introducing papers, to make space for strategic discussion.	Feedback from Board members and Chair recognises improvements.	Ongoing in line with external effectiveness review.
COMMUNICATIONS			
Ensure that the Board is confident that it is kept appraised of developments both in the College and the wider environment which could impact on the strategic direction of the Board or the College's financial standing.	Suite of communications to be developed to include regular updates from Principal;		Principal reports to every Board meeting; Updates from Principal on key issues such as College closure, SFC funding review and Voluntary Severance provided when required.

Ensure that the Board is kept aware of the culture/ morale within both the teaching and support staff within the College in light of challenging teaching environment due to the Covid-19 pandemic.	OD Committee to report to Board specifically on staff wellbeing initiatives and on any feedback from staff surveys.	Positive results from staff feedback surveys	OD Committee and Learning and Teaching Committees have reported on discussions at meetings on issues of staff morale. Presentation including teaching staff challenges on agenda for 24March 2021. Staff surveys suspended due to college closure. Will be reported when surveys reinstated.
MONITORING			
Ensure that the College's strategic plan remains relevant and that there is a clear programme of reporting against agreed KPIs.	Take forward the work done in Session 2019/20 to identify a suite of KPIs which provide the Board with information targeted to areas of strategic importance	The programme of KPI reporting is included in Board agendas as required	KPI reporting to be reviewed in light of challenges of COVID-19.

Glasgow Clyde College

Externally Facilitated Effectiveness Review 8 March 2021

FINAL REPORT



Reviewer: Candy Munro
CDN Associate
candy.munro@btinternet.com
www.cdn.ac.uk

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1. INTRODUCTION

The Code of Good Governance for Scotland's Colleges (the Code) sets out the principles of good governance for colleges in Scotland. This review is against the 2016 Edition of the Code.

All colleges that receive funding from the Scottish Funding Council or a regional strategic body must comply with the Code as a condition of grant. Each board must state its adoption of the Code in its corporate governance statement contained within its annual financial statement.

The five principles set out in the Code provide a framework within which colleges are expected to develop their own policies and procedures.

The Code states that the college board must have in place a robust self-evaluation process. Para D. 23 states

'The Board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three years'.

'The Guide for Board Members in the College Sector' along with the 'Board Development Framework' provide additional guidance for college board members and college board secretaries.

Methodology

This external effectiveness review included several stages aimed at building up an overview of the board's effectiveness. The components of the review process were:

- Initial meeting with the Chair, Principal and Board Secretary to agree the scope of the review and the overall project plan
- Observation (*see note 1*) of a Board meeting (09.12.20)
- Desk review of core governance documentation, including agendas reports and minutes.
- Interviews with the Chair, Vice Chair, Chair of the Audit Committee, Principal, Student member, Staff member, two further board members and two members of the executive team
- Board survey to seek members' views of governance structures and processes
- On-line workshop to test review conclusions and recommendations (26.01.21)

¹ It should be noted that at the time of Covid-19 pandemic, governing board and committee meetings were taking place 'on-line'. Thus, reference to the observation of meetings should be understood as observation of on-line college governance meetings. Such meetings are obviously different from the dynamic of face-to-face governing meetings. However, given the circumstances, it is the effectiveness of on-line governing which is being commented on in this review.

2. EXECUTIVE SUMMARY

This is a skilled and confident board which has matured and developed since the last external review in 2017 when it was a relatively young board.

The board is effectively led by the Chair who is well respected and fosters a culture of openness and mutual respect. The board provides a constructive balance of challenge and support to the executive team.

The quality of the student experience is important to the board but there is a feeling that recently greater focus has been on financial and other governance matters. The board are keen to address this.

The board committees work effectively and there is a high level of trust between the board and the committees. The Audit Committee provides an assurance framework covering the work of the committees.

Effective governance arrangements and documentation are in place and are reviewed on a regular basis.

The board is keen to take a more strategic approach and some recommendations have been made about how this might be achieved.

Although much work has been undertaken on the college KPIs further work is required to develop a RAG rated high level dashboard reporting on quantitative and qualitative measures.

3. EFFECTIVENESS REVIEW AGAINST THE CODE FOR GOOD GOVERNANCE IN SCOTLAND'S COLLEGES

3.1 Leadership and Strategy

This is a skilled and talented board which has a clear commitment to good governance. The board has matured since the last external effectiveness review in 2017, when most members were relatively new. There is a clear sense of the board working as a team.

The board has demonstrated effective leadership throughout the Covid-19 crisis providing constructive challenge and support to the college response.

The board is led by a skilled and effective Chair who balances challenge and support and is well respected by fellow board members. The board culture is both open and inclusive.

This is an effective board and much of the success is credited to the skills and experience of the Chair and subcommittee chairs. This is a strength but also a potential vulnerability. Succession planning is therefore important and the Chair and Vice Chair are mindful of the need to plan in the longer term.

Strategic planning is evidenced by the development of new Mission Vision and Values and a new 2020 – 2025 Strategic Plan which has been held back due to current challenges and uncertainties.

Areas for Development

The board are keen to take a more strategic approach, members currently feel that they receive too much operational information. To achieve this the aim should be to create more time for strategic discussion and innovation by reviewing reporting to the board and trusting the executive team to only flag key issues and report 'by exception'. This more focussed approach will however require board members to 'let go' of operational detail unless specifically raised by the executive team as an issue.

Effective reporting on KPIs underpins this approach. Significant work has been undertaken on KPI reporting, especially at committee level. However further work is required to progress the development of a RAG rated high level dashboard reporting on both quantitative and qualitative measures, including impact measures. This has been written into the new strategic plan, but further refinement will be required.

Board diversity and attracting a wider range of applicants for board positions has been a challenge, despite the college's best efforts. Given this and the need to succession plan the board might consider co-opting suitable candidates on to committees when appropriate. This can help fill skills gaps in committees and can provide a useful resource to help succession planning.

Another useful suggestion is timing the elections for staff members to allow a handover period between the incoming and outgoing staff members, allowing the incoming members the opportunity to shadow the outgoing member and observe a board meeting.

Recommendations

- Review reporting to the board to allow more time for more strategic discussion. The aim should be for high-quality low-density reporting
- Consider a board 'portal' as a digital tool for document sharing and collaboration
- Progress the work on KPIs and the new dashboard as a priority
- Consider the use of co-opted members on to board committees
- Consider the timing of staff elections to allow a more effective handover
- In the context of virtual meetings and new members joining the board, consider an 'extended bio' for each member to highlight the full range of skills and experience that each member brings to the board.

3.2 Quality of the Student Experience

The quality of the student experience is clearly important to board members and the input from student members is valued. However, there is a concern that the student experience is being overshadowed by financial and other governance issues.

Student reports are well received and students make a valuable contribution at board and committee level.

Areas for Development

The Learning and Teaching Committee plays an important role in monitoring the student experience and providing assurance to the board, but the board are keen to rebalance board discussions to focus on the quality of the student experience.

Recommendations

- To ensure a clear focus on the quality of the student experience add a board report from management on the student experience. This would be a standing agenda item which would be the first item following the previous minutes and matters arising. The report would cover key strategic issues that may impact on the student experience and report on progress against action plans
- Consider adding 'impact on the student experience' as an addition to board papers and board decisions
- Reintroduce strategic engagement with class representatives with the aim of enhancing board visibility.

3.3 Board Accountability

The Articles of Governance are comprehensive and fully compliant with the Code. They are reviewed on an annual basis by the Nominations Committee.

There is an effective committee structure in place, and the committees have an important role in scrutiny and challenge, especially in relation to the more detailed KPIs. This supports effective decision making by ensuring that the board is properly informed.

The OD committee has a key role in promoting positive staff relations, identifying areas that require improvement and the detailed scrutiny of staff related KPIs.

The Audit Committee reviews compliance with the Code and provides an assurance framework for the work of the other committees.

There is a high level of trust between the board and the committees and effective working relationships with senior staff supporting the committees.

Areas for Development

Board members would benefit from a clearer understanding of the ROA and the important contribution that the college makes to the economic and social wellbeing of the areas it serves.

Recommendations

- Consider 'mapping' the college contribution to local economic and social structures. This might involve inviting key speakers and setting time aside for less formal discussion. For example, a 30-45 minute slot before board meeting with a 'hot topic' for discussion. Attendance by board members would be on a voluntary basis.

3.4 Board Effectiveness

This is an effective board with a clear understanding of the respective roles and responsibilities involved in good governance and that collective responsibility and accountability underpin all board decisions.

The board demonstrates teamwork and respect and there is an appropriate level of challenge and support to the executive team.

The Chair, Principal and Board Secretary work effectively together. The work of the board is supported by an annual plan for board business and a Board Development Plan (2020/2021).

New members receive an induction and a new Induction Pack is being developed.

Areas for Development

In the context of virtual meetings and how this can limit board interactions creating space for smaller discussion groups would encourage greater dialogue between members.

Consideration should also be given to planning post COVID and the transition from entirely virtual meeting to a new, possibly blended, approach to board and committee meetings. See the CDN research report on 'GOVERNING A COLLEGE USING VIRTUAL MEETINGS' which makes some useful recommendations. [CLICK HERE](#)

While board members benefit from induction training members are keen to understand what other training might be available and how training might be tailored to individual board member needs. See the CDN [Governance Development Programme](#)

Recommendations

- Consider building in opportunities for small ‘group chat’ into board meetings
- Consider the recommendations in the ‘Virtual Governance’ report when planning the transition out of virtual meetings.

3.5 Relationships and Collaboration

The board must work in partnership to secure the coherent provision of high quality fundable further and higher education.

Since the last review, the college has developed a new Mission, Vision and Values and a new strategic plan (which is on hold for the moment). Throughout this process, the board has demonstrated a commitment to partnerships and collaboration.

Areas for Development

Some members would welcome more information on the regional economy and national priorities and the impact on colleges.

Recommendations

- As above in Section 3.3 Accountability consider ‘mapping’ the college contribution to local economic and social wellbeing and setting time aside for informal sessions to which key external speakers are invited.

4. RECOMMENDATIONS

1	<p>Leadership and Strategy</p> <ul style="list-style-type: none"> • Review reporting to the board to allow space for more strategic discussion. The aim should be for high-quality low-density reporting • Consider a board ‘portal’ as a digital tool for document sharing and collaboration • Progress the work on KPIs and the new dashboard • Consider the use of co-opted members on to board committees • Consider the timing of staff elections to allow a more effective handover • In the context of virtual meetings and new members joining the board, consider an ‘extended bio’ for each member to highlight the full range of skills and experience that each member brings to the board
2	<p>Quality of the Student Experience</p> <ul style="list-style-type: none"> • To ensure a clear focus on the quality of the student experience add a board report from management on the student experience. This would be a standing agenda item which would be the first item following the previous minutes and matters arising. The report would cover key strategic issues that may impact on the student experience and report on progress against action plans • Consider adding ‘impact on the student experience’ as an addition to board papers and board decisions. • Strategic engagement with class representatives would enhance board visibility
3	<p>Accountability</p> <ul style="list-style-type: none"> • Consider mapping the college contribution to local economic and social wellbeing. This might involve inviting key speakers and setting time aside for less formal discussion. For example, a 30-minute slot before each board meeting with a ‘hot topic’ for discussion. Attendance by board members would be on a voluntary basis.
4	<p>Effectiveness</p> <ul style="list-style-type: none"> • Consider building in some opportunities for small ‘group chat’ into board meetings • Consider the recommendations in the ‘Virtual Governance’ report when planning the transition out of virtual meetings.
5	<p>Relationships and Collaboration</p> <ul style="list-style-type: none"> • As above in Section 3.3 Accountability consider ‘mapping’ the college contribution to local economic and social wellbeing and setting time aside for informal sessions to which key external speakers are invited

5. ANNEX 1

Document Review

1. Articles of Governance incorporating the Scheme of Delegation and Standing Orders
2. Board Development Plan 2020/21
3. Committee Remits
4. 2019-20 Annual Audit Report from the External Auditor and Letter of Representation
5. Financial statements
6. Board agenda and papers (9 December 2020)
7. Published Board minutes 2020
8. Committee minutes
9. Board member profile
10. Audit Committee Annual Report
11. External Effectiveness Review Jan 2017
12. Register of training for board members
13. Board member role description
14. College Strategic Plan

Footnote

The reviewer would like to thank the Chair, Board Members, Principal and Board Secretary for their assistance and insight with this external effectiveness review.

Policy Area: Board of Management

Policy Title: Whistleblowing Policy

Revision No.: 2

Review Period: 5 years

Review Due: On or before March 2026

1. It is the policy of the Board of Management to:

- promote a culture of openness and honesty within Glasgow Clyde College, ensuring, in the public interest, that the risk of fraud and corruption is minimised and the health and safety of everyone visiting the College, for whatever reason, is protected;
- encourage all involved in College life, including Board members, employees, contractors and students, to speak up in the public interest where they reasonably suspect illegal behaviour or malpractice;
- ensure that any substantive allegation is fairly investigated in accordance with the Whistleblowing Procedure;
- ensure that anyone making a disclosure of serious concerns in the public interest in terms of this Policy receives protection against being dismissed or otherwise suffering detriment as a result of disclosing those concerns in terms of the Public Interest Disclosure Act 1998 provided the disclosure is made in good faith and in accordance with the Whistleblowing Procedure.

2. Confidentiality and Anonymity

The College will endeavour to treat all disclosures made under this policy confidentially and will respect any request for anonymity in so far as possible. However, anyone making a report under this policy should be aware that their identity may need to be disclosed as part of any investigation.

The College shall have discretion as to whether anonymous disclosures should be investigated in line with the the College's "Guide to Dealing with Anonymous Communications Regarding Members of Staff" and having particular regard to the seriousness of the subject matter of the report and the likelihood of the allegations being confirmed by other credible sources.

3. Scope

3.1 This policy covers concerns which are in the public interest

These might include:

- 3.1.1. Financial irregularities, malpractice, impropriety or fraud.
- 3.1.2. Dangers to health and safety or the environment.
- 3.1.3. Breaches of contract.
- 3.1.4. Negligence.

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<#>investigate fully any substantive allegation of a breach of relevant legislation e.g. these standards, in its corporate governance or in its strategic and operational management;¶

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- [3.1.5. Serious maladministration.](#)
- [3.1.6. Corruption](#)
- [3.1.7. Bribery.](#)
- [3.1.8. Criminal activity.](#)
- [3.1.9 Academic or professional malpractice.](#)
- [3.1.10 Improper conduct or unethical behaviour / practices.](#)
- [3.1.11 Failure to comply with or breaches of a legal obligation.](#)
- [3.1.12 Attempts to conceal any of the above.](#)

This Policy has been developed with due regard to all relevant legislation.

RELEVANT DOCUMENTS

- [Full details of how allegations of illegal behaviours or malpractice will be dealt with are contained within the 'Whistleblowing Procedure'.](#)
- [Guide to Dealing with Anonymous Communications Regarding Members of Staff](#)
- [Discipline Procedure \(including legacy\)](#)
- [Grievance Procedure \(including legacy\)](#)
- [Dignity at Work Procedure](#)

History of changes

Revision	Description	Adopted	Authorised
0	First draft	December 2013	SW
1	Policy reviewed with no updates required.	March 2017	Board of Management
<u>2</u>	<u>Policy reviewed with substantial changes</u>	<u>March 2021</u>	<u>Board of Management</u>

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 <#>deal with malicious allegations within the College's existing disciplinary procedures;¶
 <#>¶
 <#>deal with malicious allegations by Board members within the College's existing procedure for Unethical Behaviour and Whistleblowing;¶
 <#>¶
 <#>behave with integrity and propriety and to act within the law and the regulations, procedures and practices laid down in relation to the conduct of the College's business;¶
 <#>¶
 <#>ensure they are aware of and have ready access to, the Colleges agreed policies and procedures;¶
 <#>¶
 <#>encourage members and employees to raise any concerns they have about fraud and corruption immediately they occur;¶
 <#>¶
 <#>ensure that it's members comply with the Colleges Code of Conduct for members of its Board and also its Financial Regulations;¶
 <#>¶
 <#>ensure that all procurement is conducted prudently and honestly;¶
 <#>¶
 <#>require the College to operate a system of financial record keeping and budgetary control capable of meeting both the College's own internal accounting needs and the need to demonstrate accountability for the use of public funds; and¶
 <#>¶
 <#>ensure that the risk of fraud and corruption is minimised.¶
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Policy Area: Board of Management
Policy Title: Whistleblowing Policy
Revision No.: 2
Review Period: 5 years
Review Due: On or before March 2026

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- Promote a culture of openness and honesty within Glasgow Clyde College, ensuring, in the public interest, that the risk of fraud and corruption is minimised and the health and safety of everyone visiting the College, for whatever reason, is protected;
- encourage all involved in College life, including Board members, employees, contractors and students, to speak up in the public interest where they reasonably suspect illegal behaviour or malpractice;
- ensure that any substantive allegation is fairly investigated in accordance with the Whistleblowing Procedure;
- ensure that anyone making a disclosure of serious concerns in the public interest in terms of the this Policy receives protection against being dismissed or otherwise suffering detriment as a result of disclosing those concerns in terms of the Public Interest Disclosure Act 1998 provided the disclose is made in good faith and in accordance with the Whistleblowing Procedure.

2. Confidentiality and Anonymity

The College will endeavour to treat all disclosures made under this policy confidentially and will respect any request for anonymity in so far as possible. However, anyone making a report under this policy should be aware that their identity may need to be disclosed as part of any investigation.

The College shall have discretion as to whether anonymous disclosures should be investigated in line with the College's "Guide to Dealing with Anonymous Communications Regarding Members of Staff" and having particular regard to the seriousness of the subject matter of the report and the likelihood of the allegations being confirmed by other credible sources.

3. Scope

3.1 This policy covers concerns which are in the public interest.

These might include:

- 3.1.1. Financial irregularities, malpractice, impropriety or fraud.
- 3.1.2. Dangers to health and safety or the environment.
- 3.1.3. Breaches of contract.
- 3.1.4. Negligence.
- 3.1.5. Serious maladministration.

- 3.1.6. Corruption
- 3.1.7. Bribery.
- 3.1.8. Criminal activity.
- 3.1.9 Academic or professional malpractice.
- 3.1.10 Improper conduct or unethical behaviour / practices.
- 3.1.11 Failure to comply with or breaches of a legal obligation.
- 3.1.12 Attempts to conceal any of the above.

This Policy has been developed with due regard to all relevant legislation.

RELEVANT DOCUMENTS

Full details of how allegations of illegal behaviours or malpractice will be dealt with are contained within the 'Whistleblowing Procedure'.

Guide to Dealing with Anonymous Communications Regarding Members of Staff

Discipline Procedure (including legacy)

Grievance Procedure (including legacy)

Dignity at Work Procedure

History of changes

Revision	Description	Adopted	Authorised
0	First draft	December 2013	SW
1	Policy reviewed with no updates required.	March 2017	Board of Management
2	Policy reviewed with substantial changes	March 2021	Board of Management

BOARD OF MANAGEMENT

Date of Meeting	24 March 2021
Paper Title	PRINCIPAL'S REPORT
Agenda Item	21.11
Paper Number	21.11
Responsible Officer	Jon Vincent
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

- 1.1 This report provides Board members with an overview of the key internal and external developments occurring between December 2020 and March 2021 which are of relevance to the operation of the College..

2 RECOMMENDATION

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

3 INTERNAL ENVIRONMENT

3.1 Retirement of Depute Principal

- 3.1.1 After 34 years of service to Glasgow Clyde College and its' legacy colleges, Brian Hughes has announced his intention to retire with effect of June 2021. Brian worked for 10 years at Cardonald College, 16 years at Anniesland College and 8 years at Glasgow Clyde. He has undertaken many roles at the College, including Depute Principal and Interim Principal. His wealth of experience, encyclopaedic knowledge of the college sector and people-centred approach have made him a great asset to the College and he will be greatly missed.

- 3.1.2 Following a tendering process, Protocol National Limited, a specialist college senior management recruiter, has been contracted to manage the search and appointment of our new Deputy Principal. It is currently envisaged that the final interviews for this post will take place in May 2021.

3.2 College People Excellence Awards

- 3.2.1 On Friday 19 February 2021, the College held its inaugural People Excellence Awards. The College had previously held staff awards ceremonies as part of its annual conference; however, due to the disruption of the Covid pandemic they did not take place in 2020. The People Excellence Awards sought to recognise the exceptional contributions of individuals and teams from throughout the College in response to the pandemic.

3.2.2 The award ceremony was held virtually and broadcast to members of staff via YouTube.

3.2.3 The award winners were as follows:

Best Customer Focused Solution:	Campus Team
Inspiring and Motivating:	Laura Kidger
Innovative Support Initiative:	Garry MacDonald
Innovative Teaching Practice:	Deborah Meechan
Championing Diversity and Promoting Inclusion:	Hazel Blair
Team of the Year:	Cleaning Team
Employee of the Year:	Uche Okoli
Principals Award:	E-Learning Team

3.3 **Sounds of the College**

3.3.1 The college experience has been very different this year, for staff and students alike, with most working from home and missing the hustle and bustle of campus life. Many students may not have attended campus at all, so to help forge a sense of belonging, the Marketing Team decided to work on a fun initiative to create a soothing playlist to transport listeners to the hallways, classrooms and studios they have been missing.

3.3.2 The five tracks recreate sounds that staff and students have not been able to hear since March 2020 and include sounds of a calming library, a busy corridor and the campus gym, as well as engineering workshops, dance studios and computing labs. Each four-minute soundscape has been designed to help staff and student to relax while working remotely as part of the college community.

3.4 **LANTRA ALBA Horticulture Awards**

3.4.1 LANTRA Scotland is the sector skills council for the land-based, aquaculture and environmental conservation industries. The annual ALBAS (Awards for Land-based and Aquaculture Skills) celebrate the achievements of Scotland's talented land-based and aquaculture students and highlight the importance of investing in skills.

3.4.2 The finalists for the ALBAS 2021 were chosen by an independent judging panel made up of influential figures from across the sector. The virtual awards ceremony took place on 4 March 2021 and three Glasgow Clyde College students and a support teacher from Rosshall Academy, who supports school link students, were recognised for their hard work, commitment and achievements. They are:

Overall Winner:	Julie McCrorie (Rosshall Academy)
School Pupil Award Winner:	Matthey Houston
School Pupil Award Winner:	Martin Collie Stewart
Horticulture Award Runner Up:	Natalie Reifart-Bieganowska

3.5 Perceived Digital Confidence of College Lecturing Staff

- 3.5.1 In late summer of 2019, the E-learning team undertook a survey of lecturing staff to gather their views on their own levels of digital confidence as professional educators. This survey was developed from the original European Commission's science and knowledge service, DigCompEdu Report. In winter of 2020, the College undertook a survey from Jisc – the Digital Capabilities survey. This survey also has its roots in the same DigCompEdu report but has also been developed and contextualised. Therefore, it is worth noting that the two surveys cover the same main themes, but the questions asked, and the format of the surveys, were different and the original survey had 210 respondents; the Jisc survey had 49.
- 3.5.2 The general levels of confidence have remained consistent, although there has been a 9-percentage point increase in those who consider themselves Proficient and a 6-percentage point increase in those who feel their skills are Developing.
- 3.5.3 Digital Proficiency: As is to be expected with all lecturers spending far more time using digital tools, and accessing training and support for digital tools, there has been a 13-percentage point increase in those identifying as Proficient.
- 3.5.4 Digital Communication: Originally 58% viewed themselves as either Capable or Proficient – this has now increased to 87%, reflecting the massive growth in the use of Canvas, Teams and Zoom.
- 3.5.5 Digital Collaboration: A significant increase from 18% to 42% now view themselves as Proficient – again reflecting the massive growth in the use of Canvas, Teams and Zoom.
- 3.5.6 Digital Teaching and Digital Participation: Interestingly, although all lecturing staff are now participating and teaching digitally more than they ever have, the perception for both these categories has seen an increase of 23-25 percentage points of people seeing themselves as having developing skills.
- 3.5.7 Digital Creation: There has been a significant 50-percentage point increase in those who perceive their digital creation skills as Developing and a 28-percentage point drop in those that consider themselves Proficient. In practice, the majority of lecturers are now creating a higher volume and greater range of digital resources than ever before. However, lecturers will now also have a much greater awareness of what is possible to achieve – and with that increased awareness perhaps have a greater sense of how much more could be developed.
- 3.5.8 The data suggests that lecturing staff are feeling more capable and confident in aspects of their digital skills relating to productivity, communication and collaboration. It also suggests that areas that require further support for development of skills and confidence are in Digital Teaching, Digital Creation

and Digital Participation. This is reflected in the ongoing desire for training and support as seen in the delivery of 770+ hours of bespoke eLearning training and 2500+ attendances at eLearning webinars through 2020.

3.6 **COVID-19 Update**

3.6.1 On 26 December 2020, all parts of mainland Scotland were designated as Level 4 and lock-down restrictions were reintroduced. Under Level 4 restrictions colleges are able to operate in line with the Scottish Government's definition of restricted blended learning, which is:

3.6.2 *“Learning and teaching will be online with an exception for the delivery of critical and time-sensitive learning, assessment and work placements that cannot be delivered remotely or postponed. Critical in-person student well-being and study support services can continue.”*

3.6.3 However, following receipt of public health advice from the Scottish Government, the majority of colleges in mainland Scotland (including all three Glasgow colleges) decided not to recommence face-to-face on-campus activity.

3.6.4 On 23 February 2021, the First Minister announced to the Scottish Parliament her plans to ease the national lockdown. Her announcement was accompanied by an updated version of COVID-19 Scotland's Strategic Framework. The position was clarified that colleges were able to continue to provide on-campus face-to-face teaching for ‘...students whose return is time-sensitive and critical to the successful conclusion of their studies and it is absolutely not possible to deliver remotely or postpone.’ In addition, the announcement confirmed that colleges were ‘...able to support students to return to their work placements in order to maintain workforce pipelines in critical sectors, such as health and social care, and early learning and childcare’. However, ‘...no more than 5% of students should be on campus at any one time or in-person learning and teaching.’

3.6.5 On the basis of the updated guidance the college recommenced on-campus teaching on Monday 8 March 2021. In addition, from 15 March 2021 student placements have restarted; however, the majority will not do so until after the Easter break.

3.6.6 The updated guidance allows the reopening of on-campus study spaces. However, these spaces will not be reopened until we are confident that our on-campus teaching arrangements are working effectively. The Senior Leadership are keeping this situation under close review.

4 **EXTERNAL ENVIRONMENT**

4.1 **EIS – FELA National Industrial Action**

4.1.1 EIS-FELA are in national dispute with the Employers' Association with regard to their belief that colleges across Scotland are seeking to replace the post of lecturer with other posts (eg Trainers, Instructors, Assessors etc) to carry

out work which EIS believes to be equivalent to the work of lectures. EIS believes that this is contrary to national agreements between EIS-FELA and Colleges, including lecturer professionalism and registration with the GTCS.

4.1.2 A national ballot of EIS-FELA members for strike action resulted in a 61% turnout and a 91% vote in favour of action. Thereafter, EIS-FELA announced their intention to commence a programme of discontinuous strike action on 15 days starting on Tuesday 16 March 2021.

4.1.3 However, on Friday 12 March 2021 EIS-FELA agreed to cancel strike action planned to take place on Tuesday 16 March in acknowledgement of the progress being made at the National Joint Negotiating Committee and to allow time for parties to ratify the negotiated position.

4.1.4 The Employers Association will meet on Thursday 18 March 2021 to seek ratification of the negotiated position.

4.2 **Scottish Government Draft Budget – College Spending**

4.2.1 On Thursday 28 January 2021, the Scottish Government published its Draft Budget 2021/22. The budget will not be finalised until it has gone through the Scottish Parliament's legislative process. The Draft Budget only covers one year, so there will be another spending review for 2022/23 onwards.

4.2.2 The key headlines in the 2021/22 Draft Budget in relation to the college sector are:

- The Scottish Government has increased current levels of revenue funding for the college sector by 5.6% in cash terms, with the Draft Budget for 2021/22 confirmed as £675.7m. This represents an additional £35.7m against the Draft Budget for 2021/22.
- The Scottish Government has reduced current levels of capital funding for the college sector with the Draft Budget for 2020/21 confirmed as £33.7m. This represents a reduction of £2m against the draft budget for 2021/22.

4.2.3 Key points to note in the Draft Budget include:

- Increased investment in colleges to raise their ability to support our economy and delivering a well-educated, skilled workforce.
- Increased resources for colleges to mitigate the effects of COVID, including the challenges of blended learning.
- Commitment to continue to support the development of well-educated, highly skilled people, supporting sustainable and inclusive growth and delivering on the Young Person's Guarantee.
- Commitment to offer apprenticeship opportunities that are open to all by investing through Skills Development Scotland (SDS) to maximise apprenticeship starts.
- Deliver on the commitment to enhance early learning and childcare.

4.3 Subsequent Announcements Following Draft Budget 2021/22 Publication

- 4.3.1 Further to the Budget announcement on Thursday 29 January 2021 it was confirmed, in early February 2021, that the college sector will receive £13m to address challenges around the financial sustainability of the sector, and to offset against losses incurred as a consequence of the latest national lockdown as implemented in January 2021. This £13m will be allocated on a pro-rata basis across the college sector and as a proportion of the core teaching grant.
- 4.3.2 A further £23.4m has been prioritised to further support the college sector in the form of Education and Skills Covid-19 allocations, broken down into £14m to support the delivery of Foundation Apprenticeships, £4.4m for Digital related provision and £5m to support student mental health and wellbeing.
- 4.3.3 In addition, up to £10 million Young Person's Guarantee funding will also flow to the college sector to continue the provision of shorter, industry-focused courses. Combined with the uplift in the Budget itself, this comes to a potential total increase of £67.1 million.
- 4.3.4 In a statement to Parliament on Tuesday 16 February 2021, the Cabinet Secretary for Finance outlined the allocation of £60 million for Further and Higher Education, in the form of a £40m resource funding to help colleges and universities maintain research activity, protect jobs and help students and £20m additional capital to boost research and knowledge exchange.
- 4.3.5 The SFC has also committed to an in-year re-distribution of Student Support Funds for AY 2020- 21, equivalent to £5m of unspent student support funds which has been repurposed to enable additional discretionary funding to be made available to colleges for COVID-19 related support. This will enable colleges to further support those students who are finding themselves in financial hardship due to the pandemic. SFC will allocate this in line with the college/region's overall AY 2020-21 student support allocation.
- 4.3.6 An additional £3m of FE student support is also due to be formally announced shortly. The £3m needs to be distributed by the end of the financial year whereas the redistributed funding announced this week can be spent until the end of the academic year.

4.4 SFC College Statistics 2019/20

- 4.4.1 The Scottish Funding Council have published College Statistics 2019–20, noting that the pandemic made enrolling new students more difficult and reduced the capacity to provide part-time courses from March 2020.
- There were 239,004 students (down 9.8% from 2018–19) and 302,092 enrolments (down 8.1%).
 - There were 117,666 FTE students, 1,397 above the target.
 - 51.7% of enrolments were female (up 1.1ppt).

- 81% of students were enrolled on only one course (down 1ppt), 14% on two (unchanged).
- At FE level, full-time FTEs were unchanged and part-time fell by 2.9%; at HE level, full-time FTEs fell by 1.5% and part-time by 11.3%.
- Enrolments on non-recognised qualifications were down by 2.5%, and on courses under 10 hrs by 37.8%.
- 20.9% of 18–19 year-olds in Scotland attended college full-time (up 0.3ppt).
- 28.9% of all learning activity (FTEs) took place in subjects relating to health & care services (up 0.2ppt).

4.5 **The Scottish College of The Future: A Nation-Specific Final Report**

4.5.1 Independent Commission on the College of the Future published The Scottish College of The Future: A nations-specific final report. It aims to contribute to the SFC's review of colleges and universities and to the wider debate on colleges' future role. Ten recommendations include:

- Ensure that the post-16 education and skills system is there for everyone, e.g. by ensuring that institutions are funded fairly, and by offering access to grants and loans needed.
- Increase the impact of the system by driving further integration, e.g. by aligning and integrating the roles and responsibilities of the SFC and SDS on skills alignment, and by defining the roles, remit and provision of colleges and universities to lessen competition at the higher technical level.
- Unlock the potential of colleges to drive innovation by deepening links with employers, e.g. by establishing the role of colleges in business support and innovation as a core part of their remit, and creating a national network of specialist 'hubs' for critical skills shortages.

5 **RISK ANALYSIS**

5.1 Risk assessments and operational plans are in place for all on campus activity. These assessments and plans have been developed in consultation with our recognised Trade Unions.

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

6.1 The financial implications of the Scottish Government draft budget for 2021/22 will not be fully known until the Scottish Funding Council make their institutional/regional allocations in mid-March 2021.

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

7.1 Equality Impact Assessment have been undertaken on the Colleges approach to reopening campuses to students.

BOARD MEETING

Date of Meeting	24 March 2021
Paper Title	Student President Update
Agenda Item	21.12
Paper Number	21.12
Responsible Officer	Sissa D Rasmussen
Status	Disclosable
Action	For Noting

1 Report Purpose

The purpose of this report is to inform the Board about the work and progress of the Student Association.

2 Recommendations

The Board is recommended to note the paper and is welcome to ask questions.

3 Update**3.1 Wellbeing Campaign**

We have, since we came back after New Years, run a campaign focusing on wellbeing. Especially mental and physical wellbeing.

During this campaign, we have on social media promoted resources and services within and outwith the college.

We started off promoting clearyourhead.scot, as we felt this site has great advice for everyone on looking after yourself and your mental health on a day to day basis. We also showed how the team copes with lockdown to bring more of a personal touch.

The GCCSA arranged Student Mindfulness sessions for students. These were trialed in February, and then due to their success were extended into March. These sessions have been popular with students and we will look to offer this opportunity again in the future.

We are also working to promote physical wellbeing by different means.

We supported the process of linking the Sports Department and ASL Department to set up online fitness classes that were run by sports students for ASL students. The first class was on 1 February 2021 and these have been running twice a week since and been really successful.

We had a photo competition, that aimed to encourage students to go out, get moving and appreciate their immediate area. The winner was announced on 16 March 2021 as Francesca with her picture of the Duke and his cone in the snow.

3.2 LGBT+ History month

February was LGBT+ History Month. We had several social media campaigns, that were running during this time. Including celebrating individuals within the community, explanations of relevant words, that can help encourage people to talk about the subject, and Purple Friday.

We have also signed on to the LGBT Charter, which is a programme, that has a set of criteria to work toward an award. We are going for the Silver award.

The next step for us is creating an LGBT Charter Champion Group for staff and students. These groups will be used to share ideas and shape future work. Aims and objectives will be set for the LGBT Charter journey and shared. The GCCSA also aim to create an LGBT specific area on canvas and the website for sharing resources and information.

3.3 Chat to us – Drop-in sessions

The GCCSA launched Chat to Us sessions, these have been running from the end of February and through March. This is a way for students to casually interact with us and each other. These were formed as a result of feedback from students. They will continue until the end of the academic year, as long as the demand for the sessions remains.

3.4 Clubs and Societies

We have had increasing interest from students in creating and attending clubs and societies.

We, with the initiative of Vice President Motwakil, launched a Language Exchange Club. This give students, who don't speak English as their first language, and opportunity to practise their English, and meet other students like them.

The need and enthusiasm for opportunities to practise their English more has been expressed at several ESOL Class Rep Meetings.

The GCCSA also arranged an opportunity for students to sign up for a block of Introduction to BSL sessions. We have three blocks of three sessions arranged which will run over three Monday's and we have 8 spaces on each block. Block one is full and started on 15th March, this will run for the next three weeks. Block two and three will be after the Spring break and those are being advertised just now to students to sign up.

We also have a student-led Film Club and several others in the works.

3.5 Class Rep Meetings

Since January we have been running our second set of Class Rep meetings.

This year our meetings are run by curriculum rather than by campus, and this has worked really well and has strengthened our relationships with the departments – both students and staff.

The HOCs (Heads of Curriculum) have been really helpful and supportive in this process.

Quote from a staff member: *“Really pleased with the links we have continued to strengthen, and new links we have made with senior staff in arranging online departmental based class rep meetings. This has worked in our favour - having really informative conversations with student groups, who we would never have been able to reach in normal circumstances.”*

3.6 Future

We have an assortment of different campaigns that we will be running going forward.

3.6.1 Election 2021

This year the elections for new Student Officers will look a little bit different. We are currently taking nominations. The campaigning and voting period will run from 29th March until 22nd April.

The campaigning will be done fully online, so we are offering candidates to send us promotional posts to put on our social media, and we are encouraging lecturers to support their candidates.

The Board will be updated on the successful candidates once the votes have been counted.

3.6.2 Funding

3.6.2.1 SA Funding

The NUS (National Union of Students) have secured funding for the Student Associations in Scotland. We are currently consulting with relevant people and developing ideas and suggestions to take this forward on projects.

We are aiming to be able to fund some instant impact projects for the current students (who have gone through a very difficult year), but also to develop long terms resources that can support students to come.

3.6.2.2 Cycling Funding

The GCCSA has also been successful in applying for funding from Cycling Scotland. This funding will allow for upgrades to a cycling shelter at Langside Campus, as well as funding a new secure cycling shelter at Anniesland Campus. These projects will start as soon as possible once we have confirmation of the funding reaching the college.

BOARD OF MANAGEMENT MEETING

Date of Meeting	24 March 2021
Paper Title	Capital Masterplan Update
Agenda Item	21.14
Paper Number	21.14A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Approval

1 REPORT PURPOSE

- 1.1 This report provides an update on capital expenditure for the period from 1 April 2020 to end February 2021 against the approved capital plan for the College and a capital masterplan update for the Board of Management.

2 RECOMMENDATIONS

- 2.1 The Board of Management is asked to note the capital expenditure report against plan and approve the updated capital masterplan.

3 BACKGROUND

- 3.1 The Scottish Funding Council (SFC) provides capital funding to GCRB who then allocate it to the Glasgow Colleges and this funding is provided on a fiscal year basis, i.e. April to March.
- 3.2 The Glasgow Regional capital funding allocation for Glasgow Clyde College in 2019/20 was £1.65Million, being £630k for life cycle maintenance and £1.023Million for very high priority estates maintenance. The life cycle maintenance allocation element is utilised within the College's revenue budget for premises related expenditure.
- 3.3 The SFC/GCRB funding for very high priority estates maintenance for 2019/20 was allocated to fund five projects. These were Chiller Plant and Air Handling Units replacement, Disabled Access Lifts and Flat Roof and Lighting replacements all at the Cardonald campus, plus the replacement of the boiler plant at the Mary Stuart building at the Langside campus. Some of this allocation was carried forward to complete works in 2020/21 following the

COVID virus and College closure and these are included on the attached capital expenditure update against plan.

- 3.4 For 2020/21, the initial SFC/GCRB funding for estates maintenance to Glasgow Clyde College was £2.88Million which was £945k for life cycle maintenance and £1.94Million for very high priority estates maintenance. The 2020/21 very high priority estates maintenance funds were allocated to six project areas as shown on the attached capital masterplan (priority lines 1 to 6 of the report). These are Lighting Replacement phase 2 at Cardonald, External Drainage & Lightning Protection at Cardonald, Mary Stuart Building Lighting & Fire Intruder Alarm Replacement, College Building Management System Replacement/ Upgrade, Anniesland Heating & Ventilation Works, and Floorcoverings Replacement. A design team was appointed and the six projects were progressed through design team and then to tender and award stage.
- 3.5 There have been some challenges in moving these projects forward to conclusion partly due to the prior year carry forward from 2019/20 projects having to be completed and also due to having to carry out these works in year and in the current environment which adds extra challenges.
- 3.6 Also there has been some review of the emerging priorities for estates high priority maintenance in the year as some tendered amounts for the original six projects in 3.4 were received at lower amounts than first estimates and due to some other projects being flagged as a priority. These replacement projects are shown in the updated plan under priority lines 7, 8 and 9 of the attached.
- 3.7 In addition to the £2.88Million indicated in paragraph 3.4 there was a further capital allocation from SFC/GCRB for 2020/21 which was an economic recovery funding allocation and Glasgow Clyde College got additional funding from this of £599k of which £403k was high priority maintenance in that allocation. This was proposed to be used towards funding Student Space refurbishment works at Anniesland or other priority maintenance works. A tender for this work was issued before Christmas however the College were later informed that there was a stage of the documentation that had not been completed from the project management company. These works have not yet commenced on site and there has been some communication with GCRB and SFC about timescales for taking these forward. This project is shown on priority line 10 of the attached.
- 3.8 In addition to the SFC funding for 2020/21 there is a further project which has been undertaken from the plan in year which has been funded by the Glasgow Clyde Education Foundation. This was for some capital

maintenance and was a total funding of £250k which was mainly used for the complete redesign of a Science Lab facility at Langside to provide better disabled access.

- 3.9 The capital expenditure from 1 April 2020 to end February 2021 against capital plan is attached, which shows expenditure against the plan as approved at the October Board of Management meeting. The proposed updated for 2020/21 is shown. Some of the projects in the attached will not be completed by end March for a number of reasons and all Colleges were recently asked to submit a return to SFC on the status of the overall capital funds expected to be utilised by then.
- 3.10 The capital allocation for 2021/22 should be announced for all College Regions during week commencing 15th March. Overall for the sector the total capital funding has reduced from £37.4M in 2020/21 to £33.7M in 2021/22 of which there is some funding targeted for expenditure on a project at Fife College. The College will therefore receive a lower capital allocation for 2021/22 than in 2020/21 (i.e. £2.88M split £945k for life cycle maintenance and £1.94Million for very high priority estates maintenance) however it is still likely to be a very significant amount. The amounts to be announced this week are to the Regions hence it will be later for us to be allocated the amount from GCRB for the College. The College is working on its plans for the use of this anticipated allocation some of which will be later phases of elements of some 2020/21 projects.

4 RISK ANALYSIS

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

5 LEGAL IMPLICATIONS

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

6 FINANCIAL IMPLICATIONS

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

7 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

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

emphasised in discussion on any related funding allocations. The College expenditure against SFC/GCRB allocations is reported to each GCRB Performance and Resources Committee.

8 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

8.1 Not applicable.

Glasgow Clyde College
Capital Masterplan Update as at end February 2021

Priority	Project Description - Capital Projects	Funded by	2019/20 Capital Projects Plan c/fwd as approved at October Board of Management	2020/21 Capital Projects Plan as approved at October Board of Management	Total October Board Approved 2 year Capital Projects plan 19/20 c/fwd and 20/21	2020/21 Capital Expenditure April 2020 to February 2021	Total Expenditure 19/20 and 20/21 to Feb 2021	Total Updated 2 year Capital Projects plan 19/20 c/fwd and 20/21	Comments
19/20 project c/fwd	Cardonald Chiller Plant and Air Handling Units replacement	SFC/GCRB very high priority works capital funding 19/20	£247,000	£200,000	£447,000	£182,481	£429,508	£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. This project is now completed with some retentions remaining.
19/20 project c/fwd	Disabled access lifts at Cardonald	SFC/GCRB very high priority works capital funding 19/20	£69,000	£64,000	£133,000	£92,921	£115,492	£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 2020 with the third completing in April. These had some delays due to College closure as a result of COVID 19 virus. This project is now completed.
19/20 project c/fwd	Replacement of flat roof area at Cardonald	SFC/GCRB very high priority works capital funding 19/20	£96,000	£42,000	£138,000	£4,548	£100,225	£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 2020 & then COVID. Small c/fwd to 2020/21. This project is now completed.
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	£45,000	£260,000	£305,000	£237,268	£268,703	£305,000	Two projects from 19/20 estates high priority maintenance SFC/GCRB funding allocation. Tender requested completion by end March 2020. Carried forward due to College closure as a result of COVID 19 virus closure. These projects are now completed.
last stage project c/fwd	Cardonald Campus Lifts project final stages	Foundation Approved	£116,000	£34,000	£150,000	£0	£115,695	£150,000	Funding approved from Foundation for total three part large scale plant upgrade project. Main lifts replacement concluded August 2018. Phase 1 of heating and ventilation, and mechanical and electrical services completed in summer 2017. Final stage option being reviewed for some lift lobby artworks.
1	Cardonald Lighting Replacement - Phase 2	SFC/GCRB very high priority works capital funding allocation 20/21	N/A	£500,000	£500,000	£28,500	£28,500	£424,000	Second phase of lighting replacement at the Cardonald campus. The replacements are modern more efficient lighting and will result in lower utilities costs and lower maintenance costs.
2	Cardonald External Drainage & Lightning Protection	SFC/GCRB very high priority works capital funding allocation 20/21	N/A	£175,000	£175,000	£11,700	£11,700	£175,000	The external drainage and lightning protection equipment at the Cardonald campus are in need of replacement/upgrading.
3	Mary Stuart Building Lighting & Fire Intruder Alarm Replacement	SFC/GCRB very high priority works capital funding allocation 20/21	N/A	£260,000	£260,000	£7,000	£7,000	£106,000	The lighting and the fire intruder alarm system at the Mary Stuart Building in the Langside campus needs replacement/upgrading.
4	College Building Management System Replacement/Upgrade	SFC/GCRB very high priority works capital funding allocation 20/21	N/A	£145,000	£145,000	£9,300	£9,300	£139,000	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 in the Skills Centre at Cardonald to enable greater use to be made of its potential benefits for the College.
5	Anniesland Heating & Ventilation Works	SFC/GCRB very high priority works capital funding allocation 20/21	N/A	£145,000	£145,000	£10,000	£10,000	£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.
6	Floorcoverings - range of replacements in each of the three campuses	SFC/GCRB very high priority works capital funding allocation 20/21	N/A	£717,000	£717,000	£29,000	£29,000	£437,000	There are many areas of floorcovering across the College which need to be replaced and this proposed project will complete as many of these replacements as the funding will allow. The total condition survey estimate for floorcoverings was much higher than the figure shown.
7	Health and Safety Improvements - Fire Alarm upgrades, fire evacuation upgrades	SFC/GCRB very high priority works capital funding allocation 20/22	N/A	N/A	N/A		£0	£80,000	These are two projects to complete fire alarm upgrades in refuge areas at the Anniesland campus and to improve the fire evacuation route in part of the Langside campus
8	Emerging High Priority Maintenance projects - External timber cladding repairs, student car park repairs	SFC/GCRB very high priority works capital funding allocation 20/23	N/A	N/A	N/A		£0	£156,000	These are two projects to undertake repairs to the Skills Centre building cladding and to undertake car park repairs at the Langside campus
9	Other Estates High Priority Maintenance Projects	SFC/GCRB very high priority works capital funding allocation 20/21	N/A	N/A	N/A	£209,741	£209,741	£280,000	This is for a range of Estates Maintenance works to March 2021 being allocated to Capital
10	Student Space Project at Anniesland.	Economic Recovery SFC/GCRB Priority Maintenance 2020/21	N/A	£403,000	£403,000	£0		£403,000	Limited student space at Anniesland campus compared to the other two campuses. Design in place and supported by GCCSA.
19/20 project c/fwd	Capital maintenance for works 2019/20 - Main project is Science Lab Upgrade at Langside to improve disabled access	Foundation funded of £250k agreed for 19/20 and c/fwd to 20/21.	£44,000	£206,000	£250,000	£165,633	£203,776	£250,000	Funding of £250k approved for lifecycle maintenance works. Projects being undertaken on a prioritised basis as per specific lines in this plan. Any future works would have to be part of SFC/GCRB high priority maintenance. Funding of £250k approved by GCEF. Any further works would have to be subject to a future bid.
Current projects shown in lines above	Condition Survey Estimates of Works. Actual for 19/20 and plan for 20/21 shown above as specific projects. Future years will be dependent on SFC high priority maintenance levels.	Future years funding as available.	N/A	N/A	N/A	£0		N/A	Figures from approved plan with projects for 2019/20 and 2020/21 shown as separate lines above. Future years projects will be taken forward on a prioritised basis which would be progressed based on affordability and available funding.
Capital Masterplan projects total			£617,000	£3,151,000	£3,768,000	£988,092	£1,538,640	£3,768,000	

BOARD OF MANAGEMENT MEETING

Date of Meeting	24 March 2021
Paper Title	College Strategic Risk Register
Agenda Item	21.15
Paper Number	21.15A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

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

2 RECOMMENDATION

- 2.1 Board Members are invited to note this paper.

3 BACKGROUND

- 3.1 The College's Strategic Risk Register is attached as at 15th March 2021.
- 3.2 The changes since last reported to the Board in December are highlighted in red and a summary of the changes is given in the following paragraphs.
- 3.3 Within this update to the Risk Register the scoring of four of the risks has been reduced. These are as below:-

F1 - Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income. This has been reduced from a probability of 5 and impact of 5 after mitigating actions, to a probability of 4 and impact of 5. This has been amended as the College budgeted contribution level for 2020/21 is now anticipated to be broadly achieved and the future years' Commercial strategy is in development although it still remains as a highly scored risk.

O4 - Failure in any area of College data management processes. This has been reduced from a probability of 4 and impact of 4 after mitigating actions, to a probability of 3 and impact of 4. This has been reduced as it was felt that

the probability scoring was too high given the range of mitigating action areas in place including policy, procedures, guidelines and controls.

G1 - Failure to comply with Health and Safety and Safeguarding requirements. This has been reduced from a probability of 3 and impact of 5 after mitigating actions, to a probability of 2 and impact of 5. This has been reduced given the framework the College has in place for Health and Safety during standard College times including audits, procedures and Campus Forum and Health, Safety and Safeguarding Committee, plus the range of risk assessment activity that has been undertaken through the COVID virus situation.

G2 - Failure to meet all legislative and regulatory requirements and/or recommended guidance. This has been reduced from a probability of 3 and impact of 4 after mitigating actions, to a probability of 3 and impact of 3. This has been reduced based on the range of mitigating areas across a number of specialisms and the processes the College has which would be utilised should this risk arise.

- 3.4 One of the previous risks has been removed which is F4 - Failure to be able to fund the proposed VS scheme. This risk was based on the approach which may be taken under a previous financial planning assumption and the updated financial plan includes the College funding the VS scheme within its annual forecasts.
- 3.5 In addition, one of the previous risks has been split into two which is O3 - Negative impact on employee relations. This has now been split into O3a and O3b to split the risk into the risk from employee relations at a national level and the risk at a local level.
- 3.6 The remaining changes as shown in red are all narrative changes in the mitigating actions. There are quite a few updates to the narrative to O1, O2 and O4 following discussions with managers in those areas. The updates to O1 and O4 are broadly a clarification of the split of the different mitigating actions between the two areas of O1 which is mainly around ICT and network security and O4 which is around data management and data security. The updates to O2 are mainly terminology updates relating to learning and teaching.
- 3.7 Finally on the Risk Register the formatting font size of the document has been amended to aim to make the mitigating actions column in as large a font as possible following a request on that basis at the Audit Committee.

4 RISK ANALYSIS

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

5 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

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

6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

- 6.1 N/A

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER										as at 15th March 2021							
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions				Risk Ranking after mitigating actions	Risk Timing - Short / Medium / Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change	
					Probability	Impact	Risk Score		Probability	Impact	Risk Score						
Financial Risks																	
F1	Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income	Financial / COVID impacts	Theme 2 and 5 - Partner of Choice and Financial Resilience through Operational Excellence	Assistant Principal International and Business Development	5	5	25	<p>i) Previous ambitious Revised commercial income/surplus growth plan now in-recovery-plan-stage for 2020/21 and plan to rebuild for future years by each sector area based on medium and long term impacts following COVID 19 virus.</p> <p>ii) Regular monitoring between Business Development Unit, External Funding Unit and Faculty Management of commercial activity/non-SFC activity and future replacement activity will be identified as far as can be estimated however significant impacts from COVID likely through 2020/21 at least.</p> <p>iii) Pipeline of activity being re-established as much as possible based on on-line or on-site delivery</p> <p>iv) FWFDF key element of total activity and increased level during 2020/21 ing-based-on-recent-funding-announcements</p> <p>v) Greater use of digital marketing to promote course areas as effectively as possible</p> <p>vi) Costing templates completed for all commercial activity. In year staff costs transfers of permanent staff costs. ongoing</p> <p>vii) Increased engagement and marketing effort during COVID to try to maintain as much of business as possible and to open and grow new income streams e.g. for retraining.</p> <p>viii) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus.</p> <p>ix) Review and develop market opportunities through business development strategy and growing new markets.</p> <p>x) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum.</p> <p>xi) Continued work with key partners to ensure successful projects delivered and funding maintained as much as possible.</p>	4	5	20	F1	Short	25	Reducing		
F2	Failure to reduce College cost base on managed basis to meet requirements of the three year financial forecast	Financial/Organisational / COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Principal/ Vice Principals	5	5	25	<p>i) Financial plan prepared which shows required cost reductions based on anticipated income reductions due to COVID impacts.</p> <p>ii) Cost reduction plan being implemented which requires reduction in staff levels and significant cuts in non-staff budgets across the College where possible. VS Reductions and academic management restructure now being implemented to later timescales.</p> <p>iii) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes.</p> <p>iv) Plan had First staff restructure area change from October 2019 and through use of current VS scheme and variation-to-scheme with required agreement with GCRB and SFC.</p> <p>v) Successful bid Application to GCEF for additional funding support from November 2020.</p> <p>vi) Discussion on future potential changes being taken forward including academic management restructure.</p> <p>vii) Zero based budgeting from for 19/20 onwards for non-staff costs.</p>	4	5	20	F2	Medium	20	No change		
F3	Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)	Financial/Organisational / COVID impacts	Theme 2 and 3 - Partner of choice and Unrivalled Student Experience	Vice Principal - Curriculum & External Relations	5	4	20	<p>i) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, and improved retention of students.</p> <p>ii) Regular analysis and reporting of progress against SFC credits target for teaching delivery which is discussed at each Senior Leadership Team and Curriculum Assistant Principals meeting</p> <p>iii) 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</p> <p>iv) Focussed support for students to deliver student experience and to ensure stated teaching activity targets are met.</p> <p>v) Closely monitor tuition fees income to assess potential COVID impacts on income</p> <p>vi) Work closely with relevant partners to ensure programmes implemented as planned</p> <p>vii) Aim to ensure annually all relevant agency (e.g. SDS) milestones and documentation requirements achieved</p> <p>viii) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment. Again significant COVID impacts on ongoing basis.</p>	4	4	16	F3	Short	16	No change		
F4	Failure to be able to fund the proposed VS-scheme	Financial/Organisational	Theme 5 - Financial Resilience through Operational Excellence	Principal/Vice Principals	4	5	20	<p>i) Financial plan prepared and FFR which show recovery after VS scheme and financial sustainability plan implemented</p> <p>ii) Discussions within Glasgow Colleges Regional Board</p> <p>iii) Cost reduction plan being implemented which requires reduction in staff levels and significant cuts in non-staff budgets across the College where possible</p> <p>iv) If VS scheme not able to be achieved will have to move to compulsory redundancy action</p> <p>v) Ensure stated teaching activity targets are met re SFC requirements</p>	3	5	15		Medium	15	No change		

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER										as at 15th March 2021						
										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, FWDF = Flexible Workforce Development Fund, VLE = Virtual Learning Environment, DELTA project = Delivering Excellence in Learning, Teaching and Assessment, VPN = Virtual Private Network						
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions							
					Probability	Impact	Risk Score		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	
F5 (now F4)	Adverse Funding changes in 2020/21(SFC/SDS/ESF)	Financial / COVID Impacts	Theme 5 - Financial Resilience through Operational Excellence	Principal/ Vice Principals	4	5	20	i) Financial plans developed by College Senior Leadership and monitored within framework of available activity 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 2020/21 being monitored with blended/ on line activity where possible. ii) Continue to aim to inform and influence funding allocations through Principals' Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies. SFC funding allocation for 2020/21 confirmed. iii) Work with Colleges Scotland and Scotland's Colleges Partnership on lobbying regarding impact on ESF funding and development of future alternative resources. Closely monitor ESF delivery levels and suitable record keeping. iv) Projects progressed to address priority items as per College Capital masterplan based on affordability. v) College working to achieve Flexible Workforce Development Fund target levels however this was impacted by COVID 19 arrangements and number of the related areas now moved to on line delivery.	3	4	12	F5 (now F4)	Short	12	No change	

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER										as at 15th March 2021						
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions				Risk Ranking after mitigating actions	Risk Timing - Short / Medium / Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
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Organisational Risks																
O1	Failure of College operational processes/ systems/ ICT infrastructure including risk of cyber attack or fraud	Organisational / COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	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. Plans Need-to ensure key systems security / performance not impacted during periods of by financially challenging budget. Many systems/services cloud based and using VPN/remote desktop for staff to access systems files-while home working. Delivered laptops and wireless devices to staff and students who need them within the available resources levels. ii) Business system improvement process in place iii) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology. iv) Virtualisation infrastructure which improves server resilience with two main data centres at different campuses with tape/offsite and cloud backups of critical systems. v) Member of HE/FE Shared Technology and Information Services (HEFESTIS)-JISC-Information-Security-service which provides support to secure against cyber attack and regular ICT network penetration testing undertaken by external bodies. vi) ICT backup procedures and Disaster Recovery planning. Cyber essentials+ plus status maintained achieved. vii) Enterprise Malware detection and Web filtering technology and room based uninterruptable power supply in place with ICT climate monitoring facilities. viii) Fraud response plan in place	4	4	16	O1	Medium	16	No Change	
O2	Failure to achieve acceptably high standard quality of teaching delivery and support for students and suitable student experience	Organisational / Financial/ COVID impacts	Theme 1 & 3 - Inspirational Learning & Teaching & Unrivalled Student Experience	Vice Principal - Curriculum & External Relations	5	5	25	i) Regular monitoring of teaching KPIs across relevant curriculum measures and actions implemented to develop improvement strategies all subject areas and action taken to address areas of concern. ii) Quality Assurance processes undertaken through annual cycle of activities including self evaluation, and-internal-and-external verification, feedback and audit. processes. iii) Heads of Curriculum and Unit Managers monitor quality and delivery of service and implement actions for improvement. during year and follow up on any issues. College staff training programme and E-Learning team support staff in new blended learning needs and updating course materials. Extensive training on Teaching, Assessment and E learning ensure staff are updated and enabled to deliver a high quality learning experience. iv) Faculty staff work with students association, class reps and student feedback mechanisms to monitor feedback on quality and follow up on any issues v) Significant deployment of digital resources to learners in areas of need to enhance delivery of assist-in-delivering blended learning approaches as well as the enhanced use of the VLE vi) A range of student feedback mechanisms are used to gather and inform improvement activities to improve the wider student experience. Development of classroom observation protocol as intimated in national bargaining. vii) Collaboration between teaching and support teams to ensure improvements and Make-efficiencies are delivered where possible across College business processes and to deliver quality of services. viii) Monitor feedback from student focus groups on student experience ix) Enhance the monitoring of a range of KPI data on an ongoing basis to quickly identify any emerging negative trends in student performance. (removed as same as i) above) ix) The DELTA E-Learning project and Research & Development Programme support a significant number of staff through capacity building, training and mentoring focused on delivering effective learning & teaching.	4	4	16	O3	Medium	16	No change	
O3a	Negative impact on employee relations at a local College level (e.g. national bargaining, industrial action, local consultation)	Organisational / Reputational	Theme 4 - Employer of Choice	Principal/ Assistant Principal HR	4	5	20	i) Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications. ii) Regular direct communication with staff e.g. staff briefings, focus groups. iii) COVID 19 related communication sent regularly to all staff from the Principal and union involvement in risk assessment discussions iii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. iv) Emphasis being made nationally on imperative of financial sustainability and affordability issues particularly given increased staffing costs and challenges of the Glasgow Regional context. v) Discussion with unions on impact on College financial sustainability and organisational impacts. vi) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action. vii) Ensure transparency of College consultation process to maximise opportunities for enhanced communications with Trade Unions	3	5	15	O4	Short	15	No change.	

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER										as at 15th March 2021						
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions							
					Probability	Impact	Risk Score		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	
O3b	Negative impact on employee relations at a National level (e.g. national bargaining, industrial action, local consultation)	Organisational / Reputational	Theme 4 - Employer of Choice	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 on any national matters. ii) Regular direct communication with staff e.g. staff briefings, focus groups iii) COVID-19 related communication sent regularly to all staff from the Principal and union involvement in risk assessment discussions iii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. iv) Emphasis being made nationally on imperative of financial sustainability and affordability issues particularly given increased staffing costs and challenges of the Glasgow Regional context. v) Discussion with unions on impact on College financial sustainability and organisational impacts. vi) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action. vii) Ensure transparency of consultation process to maximise opportunities for enhanced communications with Trade Unions	3	5	15	O4	Short	15	No change.	
O4	Failure in any area of College data management processes	Organisational / Reputational/ COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development & Vice Principal-Curriculum & External Relations	4	5	20	i) Ongoing monitoring by ICT of any potential systems being targeted ii) Key business systems and processes contain range of controls with agreed practices and staff training and communication on practices/guidelines. Role based user access restrictions in place. iii) Procedures and guidance in place including guide for staff on information and data security with a list of key do's and don'ts ii) ICT backup procedures and Disaster Recovery planning (removed as relates more to O1 and included there) iv) Data protection officer in place works closely with managers on any data protection matters. Clear procedures and guidelines in place including process for any potential data breaches. v) Data privacy notices for the College in place and published and data sharing agreements with other organisations are established. vi) Document retention scheme in place for all key record types vii) Member of HE/FE Shared Technology and Information Services (HEFESTIS) JISC Information Security service which provides information on data management and any sectoral updates. vii) ICT backup procedures and Disaster Recovery planning. Penetration testing exercise completed. Cyber essentials plus status achieved. (removed from O2 as relates more to O1 and included above)	3	4	12	O2	Medium	16	Reducing	
O5	High Impact Disaster for College e.g. fire, long term power loss	Organisational/ COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal - Resources & College Development	3	5	15	i) Health and safety risk assessments in place and required testing and audits completed on an annual cycle ii) Business Continuity Plan for College in place. iii) Estates condition survey completed and prioritising projects through estates based on affordability. iv) Business interruption insurance in place.	3	4	12	O5	Medium	12	No change	
O6	Failure to achieve a sustainable fit for purpose College estate	Organisational / Financial	Theme 1 & 5 - Inspirational Learning & Teaching & Financial Resilience through Operational Excellence	Vice Principal - Resources & College Development	4	4	16	i) Capital masterplan in place and related to estates condition survey. Funding for very high priority items allocated by GCRB to College. ii) Work with GCRB and SFC to ensure fully informed of estates requirements. iii) Estates Strategy Review completed iv) Need to plan within very tight resources due to financially challenging budget and items will be rephased as required. v) Plans for projects for use of the estates high priority maintenance funding vi) Monitor use of College estate as result of COVID impacts and updated cleaning regime in place.	3	3	9	O6	Long	g	No change	
O7	Failure to recruit and retain an appropriately skilled and effective workforce	Organisational / Reputational	Theme 1 & 4 - Inspirational Learning & Teaching & Employer of Choice	Assistant Principal HR	3	5	15	i) Recruitment and retention of staff for a few skills areas remains challenging and College continues to use a range of approaches as appropriate. ii) Maintain open channels of communication with trade unions, college managers and their staff, and effective attendance management process in place. iii) College Strategic Theme of Employer of choice with attractive overall terms and conditions e.g. pension schemes, flexible working. iv) All new staff have an induction process and annual training programme undertaken. v) Cover arranged as required for absence of key staff members. vi) Appropriate CPD provided for staff to meet identified skills gaps vii) Managers work with their staff to consider any enhancements to skillsets and access to training e.g. webinars. General risk across staff in new levels of home working. viii) Need to manage to retain appropriate staff through challenge of restructures	2	4	8	O7	Medium	8	No change	

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Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions											
					Probability	Impact	Risk Score		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					
Governance Risks																				
G1	Failure to comply with Health and Safety and Safeguarding requirements	Organisational/ COVID Impacts	Theme 1 & 5 - Inspirational Learning & Teaching & Financial Resilience through Operational Excellence	Assistant Principal HR	4	5	20	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) Safeguarding officers and safeguarding forum on each campus iii) COVID related operating arrangements discussed at SLT. iv) Health and Safety Officers working across the three campuses and ensure annual cycle of health and safety audits are completed v) Regular reporting on Health and Safety to Organisational Development Committee as part of their remit requirements vi) Full review of Health and Safety Policy and Procedures being undertaken	2	5	10	G1	Short	15	Reducing					
G2	Failure to meet all legislative and regulatory requirements and/or recommended guidance	Governance/ Reputational/ COVID Impacts	Theme 2, 4 & 5 - Partner of choice, Employer of Choice, & Financial Resilience through Operational Excellence	Principal/ Clerk to the Board	4	5	20	i) Work within roles, responsibilities and legal implications of Legislation and associated related guidance. 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. 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 iv) Ongoing engagement at Board and Senior Leadership Team level with the SFC Review v) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls vi) Ensure Board have appropriate training on key guidance and legislation and take proactive role in ensuring meet all requirements. vii) Modern Slavery statement in place viii) Quality audit process in place and DELTA project delivering greater levels of blended learning with staff. Internal audit review process considers range of areas annually. ix) Seek legal advice as required. x) Data Protection Officer in place to advise on General Data Protection Regulation/ Data Protection matters.	3	3	9	G2	Medium	12	Reducing					
G3	Failure to recruit, train and retain an appropriately experienced Board of Management	Governance	Theme 1, 2, 3, 4 & 5 - inspirational Learning & Teaching, Partner of Choice, Unrivalled Student Experience, Employer of Choice, & Financial Resilience through Operational Excellence	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. Succession planning taking place with the Nominations Committee considering future vacancies well in advance. ii) Annual self assessment for Board members and training provided as required. iii) Board effectiveness review completed-and-being-updated iv) Induction provided for all new Board members. v) Ensure Board undertake an ongoing programme of training to meet CPD needs. vi) Board member handbook in place and an annual review/update to be undertaken.	2	3	6	G3	Medium	6	No change					

BOARD MEETING

Date of Meeting	24 March 2021
Paper Title	Credits Projection 20/21
Agenda Item	21.16
Paper Number	
Responsible Officer	B Hughes; Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Noting

1. Report Purpose

This paper provides members with an update on the college's progress against its Credit activity target for session 2020/21.

2. Recommendations

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

3. Background

Since the last update to the Board there has been a positive movement in our forecast credit outturn although, as can be seen in the attached sheet, the current forecast is still below target at -0.7%.

The third teaching block is now underway and enrolments will continue to progress in a range of subject areas. ESOL for example always record some additional activity during this time and some community based provision will continue to be delivered. For those courses that have started, 95.8% of our credits are "safe" meaning that students have attended beyond the required date (25% date) for their course. Those that remain at risk are those courses for which the 25% date has not yet been reached.

The factors impacting on the credit activity this year have been well rehearsed and set out in previous updates and, at the time of writing, we have just returned some students to on-campus activity, albeit at a "cap" of 5% of our student numbers. Face to face activity is likely to improve student retention as they engage with their lecturers and fellow students.

We will continue to make every effort to improve the credit position with the aim of achieving our target; however, for all of the reasons identified this remains a difficult year.

4. Risk Analysis

The credit position is constantly monitored to identify areas where there may be risk to achieving the activity target. A wide range of reports assist staff at all levels to monitor their courses.

5. Legal Implications

There are no specific legal implications relating to this paper.

6. Financial Implications

The highest risk to the college budget in relation to credits is the failure to fully achieve our ESF activity. Clarification has been sought from SFC in relation to way in which ESF credits will be dealt with in relation to the extent to which colleges achieve their core targets. The current budget assumes that not all ESF activity is achieved, with a proportionate reduction in income.

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 AY2020-2021 - College Summary

Snapshot at 16/03/2021

Faculty	School	Portfolio Credit Target - as at 01/12/20	Total Enrols	Non-Funded Enrols	Not Meeting 25% Date	Current Funded Enrols	Current Credits Estimate	Variance on Target	Credits To Start	Variance on Started Target	Credits Not Enrolled	Credits Forecast (combines real and estimated retention)	Variance on Target (based on forecast)
120 Business, Creative & Digital Industries	111 Business & Finance	9,763	995	69	183	751	9,423	-3%	0	-3%	0	9,406	-4%
	123 Media & Performing Arts	8,197	726	24	53	650	8,576	5%	0	5%	0	8,576	5%
	125 Fashion, Textiles & Design	10,240	895	70	81	749	10,067	-2%	0	-2%	0	10,067	-2%
		28,200	2,616	163	317	2,150	28,066	0%	0	0%	0	28,049	-1%
130 Engineering, Computing & the Built Environment	113 Computing	7,868	1,106	94	128	890	8,117	3%	0	3%	104	8,097	3%
	131 Energy & Building Services	6,816	762	14	62	686	6,237	-8%	0	-8%	0	6,237	-8%
	133 Engineering	6,940	833	5	62	766	6,126	-12%	0	-12%	0	6,126	-12%
	135 Construction & Land Based Industries	7,224	697	0	62	635	6,769	-6%	24	-6%	0	6,762	-6%
	28,848	3,398	113	314	2,977	27,250	-6%	24	-5%	104	27,222	-6%	
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	11,884	1,137	11	132	994	11,431	-4%	0	-4%	0	11,423	-4%
	141 Early Years & Social Care	11,919	1,068	92	167	817	10,041	-16%	0	-16%	0	10,042	-16%
	145 Health & Life Sciences	10,357	917	63	104	759	10,731	4%	0	4%	0	10,731	4%
	149 Hair, Beauty & Complementary Therapies	6,365	516	0	87	429	5,144	-19%	0	-19%	0	5,144	-19%
	40,525	3,638	166	490	2,999	37,347	-8%	0	-8%	0	37,339	-8%	
160 Access & Continuing Learning	161 ESOL	11,433	2,763	11	148	2,604	12,473	9%	0	9%	0	12,237	7%
	165 Additional Support for Learning	4,438	315	0	13	302	4,150	-6%	0	-6%	67	4,150	-6%
	167 Employability Skills	6,593	1,820	1	250	1,569	5,479	-17%	482	-10%	36	5,427	-18%
	169 General Education	8,614	959	9	119	831	10,041	17%	0	17%	0	10,041	17%
	31,078	5,857	21	530	5,306	32,142	3%	482	5%	103	31,855	2%	
Total		128,651	15,509	463	1,651	13,432	124,805	-3.0%	506	-3%	207	124,465	-2.9%
	SFC Target Credits	126,446 (Core 120,556 + ESF 5,890)						-1.3%					-1.6%
	Current Credit Estimate + Credits to Start						125,311	-0.9%				124,971	-1.2%
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						125,518	-0.7%				125,178	-1.0%

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	23,637	460	88
2	76,900	22	120
3	22,255	24	0
4	2,013	0	0
Total	124,805	506	207

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	18,256	0	104
Creative and Cultural Industries	19,542	0	0
Energy, Engineering, Construction and Manufacturing	15,917	24	0
Food, Drink, Tourism, Hospitality and Leisure	16,551	0	0
Health, Care and Education	18,864	22	0
Land-Based Industries	2,719	0	0
Life and Chemical Sciences	7,106	0	0
Transition and Supported Learning	25,849	460	103
Total	124,805	506	207

Credit Movement History

Credit Risk

Schools Credits

7-day Credit Change