# BOARD OF MANAGEMENT

**16 JUNE 2021 at 4.30pm**

**BOARD OF MANAGEMENT**

Meeting of the Board of Management to be held on Wednesday 16th June 2021 at 4.30pm. The meeting will be held remotely due to COVID-19 restrictions.

**AGENDA**

| | | | |
|---|---|---|---|
| **21.19** | Welcome and Apologies | | D Newall |
| **21.20** | Declaration of Interests | | D Newall |
| **21.21** | Determination of Other Business | | D Newall |

**Minutes of Last meeting**

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|---|---|---|---|
| **21.22** | Minute of the Board Meeting from 24th March 2021 | P | D Newall |
| **21.23** | Matters Arising – Action Grid | P | D Newall |

**Items for Discussion**

| | | | |
|---|---|---|---|
| **21.24** | Glasgow College Region Review of Coherent Provision and Sustainability | P | J McCusker/ Martin Boyle |
| **21.25** | Post Pandemic Learning and Teaching | P | E Brownlie |
| **21.26** | Governance Update | P | C McConnell |

- Whistleblowing Policy
- Meetings Session 2021/22
- Development Event

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|---|---|---|---|
| **21.27** | Board Development Plan 2021/22 | P | C McConnell |
| **21.28** | Revenue budget for 2021/22 | P | T Elliott |
| **21.29** | Financial Forecast Return | V | T Elliott |

**Standing Items**

| | | | |
|---|---|---|---|
| **21.30** | Chair's Report | V | D Newall |
| **21.31** | Principal's Report | P | J Vincent |
| **21.32** | Student President's Report | P | S Rasmussen |

**21.33 Minutes of Previous Meetings**

| | | | |
|---|---|---|---|
| i. | Remuneration Committee 4th May 2021 | P | S Heidinger |
| ii. | Nominations Committee 5th May 2021 | P | D Newall |
| iii. | Learning and Teaching Committee 5th May 2021 | P | G McGuinness |
| iv. | Organisational Development Committee 19th May 2021 | P | S Heidinger |
| v. | Audit Committee 26 May 2021 | P | D Watt |
| vi. | Finance & Resources Committee 2nd June 2021 | P | D Newall |

**Items for Noting\*/ Formal Approval**

| | | | |
|---|---|---|---|
| **21.34** | Glasgow Clyde Education Foundation update | P | J Thomson |
| **21.35** | Strategic Risk Register Update | P ` | J Thomson |
| **21.36** | Credits Projection 20/21 | P | B Hughes |
| **21.37** | Estates and Capital Masterplan Update | P | J Thomson |
| **21.38** | Financial Report to Apr21 and Forecast Outturn to Jul21 | P | T Elliott |
| **21.39** | Fraud Response Plan | P | J Thomson |
| **21.40** | AOB | | |

**DATE OF NEXT MEETING 8th September 2021 ( LOCATION TBC)**

GLASGOW CLYDE COLLEGE

**BOARD OF MANAGEMENT  MEETING**

| Date of Meeting | 16 June  2021 |
|---|---|
| Paper Title | Post Pandemic Learning, Teaching and Assessment |
| Agenda Item | 21.25 |
| Paper Number | 21.25 |
| Responsible Officer | Eric Brownlie, Assistant Principal Quality and Performance |
| Status | Disclosable |
| Action | For Discussion |

## 1. Report Purpose

This paper is informed by feedback from a range of teaching and support staff, learners and also discussion at the college's Innovation and Transformation Committee. Clearly, it's a wide ranging topic and it's unlikely that 'post-pandemic' will be a sudden transition. The paper is designed to stimulate discussion, highlight priorities and help shape our strategic response to ensure the college delivers a high-quality learning experience over the next 3 to 5 years.

## 2. Recommendations

The Board of Management is asked to discuss this report.

### *HAVE TEACHING AND ASSESSMENT APPROACHES CHANGED FOREVER?*

Some propositions and questions for the post 16 landscape:
- Teaching and assessment approaches will need to meet rapidly evolving student expectations.
- This will involve a new balance between physical and digital learning – greater flexibility will be expected to balance an individuals' study, family and work needs.
- Greater personalisation of learning will be required – like other services – to provide more flexible pathways – eg course design; the teaching calendar; the way we timetable may all need to change
- The changing role of the educator requires more facilitating and mentoring
- Systematic and sustained training, support and practice sharing for staff in delivering effective online learning may be one of the key distinctions that can set GCC apart from other learning providers.
- There remains a need for human interaction and face-to-face experience.
- The experiences of the last year mean we should evaluate our portfolio offer. Is our curriculum responsive to the changing times?

- The ongoing emotional and mental health support for students and staff is critical – how do we strengthen our systems of student support?
- The notion of lifelong or 'continual' learning may become more popular – does our learning model and portfolio reflect this?
- There are significant commercial opportunities in this way of working – are we engaging with learners remotely (no visas) to maximise opportunities?

## 3. Discussion Points

Three high level themes have been identified that summarise emerging feedback:

➢ Approaches to Teaching and Assessment
➢ Staff Support and Training
➢ Student Experience

### 3.1 Approaches to Teaching and Assessment – introducing blended and hybrid models

1. A one-size-fits-all approach to teaching models will not be appropriate.
2. Some courses will and **should remain partially online**.
3. The pre-pandemic mistrust – where lecturers saw on-line as a threat to their traditional skills and senior management probably had some doubts as to the effectiveness of teaching and learning from home – has gone - which should allow us to move forward from a position of trust.
4. There is a real need to try and **create space and time for staff** to explore and prepare bespoke materials.
5. Overcoming digital disadvantage for learners is essential.
6. If some core activity can remain online it frees up rooming, it reduces our carbon footprint, it improves digital literacy of students and staff and it offers a better work-life balance for students and staff. Many learners prefer the blended model and attendance and submission of work is up in many courses.
7. The College should require a proportion of teaching and learning to be delivered remotely using Teams and Canvas.
8. We need to focus on Teaching **and** Assessment approaches (Teaching + Assessment = Learning). We need to support staff in designing and delivering effective and valid online assessment,
9. Planning should start now about which hybrid teaching models are required for **each course.** A more **decentralised** approach to **course design** will help develop ownership and provide local solutions.
10. Dialogue with SQA and other awarding bodies to help re-shape courses.
11. We need to develop better intelligence across the College of the range of approaches being used – and their advantages and disadvantages.
12. Support around blended and hybrid approaches should be an **ongoing, sustained project over the next 3 years** to help share practice, develop approaches and use trial and error.

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13. We will need to find new and more effective ways of tracking and monitoring student progress eg what does 'attendance' mean now?

## 3.2 Staff Support and Training

1. Professionally isolation is a significant challenge and staff are less aware of what others are doing, and of approaches that colleagues are adopting to deal with common challenges. However, there is a thirst for learning amongst many staff.
2. There is great diversity across the College and within teams in terms of **lecturer confidence, expertise and perceptions** of the advantages and disadvantages of teaching online.
3. We still have a range of staff with very limited digital/ICT skills – and a more systematic and sustained training model and troubleshooting facility is required.
4. A **sustained and systematic programme** of targeted training and support around blended and online teaching approaches is required. Supporting the new Curriculum Managers with sustained CPD is essential to lead in this space. We shouldn't return to the 'old' model of solitary 'digital champions' expected to support other staff.
5. The work of the Research and DELTA teams has been a significant factor in supporting staff, sharing good practice, mentoring, delivering webinars and providing evidence-based improvement. Developing relationships and building 'communities of practice' will help to support continued improvement – **we need to sustain these capacity building resources.**
6. Implement an updated **Professional Pathway** for staff. A refreshed *Teaching Essentials* programme with digital components would be valuable for many staff. We should embed the **Professional Standards** across our CPD activities and have clear expectations for all staff.

## 3.3 Student Experience

1. IT resources have been the biggest issue - some students at a disadvantage while waiting on Laptops/Wifi. This could be identified through the application process and more quickly fulfilled when the student enrols.
2. **Digital skills** should be built into **all courses** going forward.
3. The online enrolment process was an excellent example of a swift shift in operational processes.
4. A project managed approach where a cross college team evaluate and enhance the full student '**onboarding**' experience is critical. This would include the full digital entry requirements - from enrolment, joining instructions, advice/guidance, Canvas, Office 365, devices, induction etc. The notion of a single Digital Hub for learners would provide a focal point for support and development.

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5. We should make the possession of a digital device a desirable requirement for doing **all** our courses, even if they are onsite, and then help those who can't get one. We need to explore bursary funding and other approaches with an ambition of BYOD without disadvantaging any learners - and the IT support may need rebalancing to shift to this model of digital support.

6. We need to take the 'best bits' from the last 12 months and consider how we incorporate these into our more established structures and practices. How disruptive do we need to be? Use evidence to inform changes. The Business Improvement project and resources should consider the new ambitions that have emerged from the last 12 months. 'De-cluttering' processes will also help to improve the learning experience.

7. We need to think of the bespoke needs of different cohorts – school pupils, ASN, ESOL etc.

8. We need to re-evaluate how we offer student support services.

9. We need to prepare for a potentially huge increase in mental health issues amongst students – links to re-shaping course design/content.

10. Access to staff (teaching and support) may need to change in the new teaching models. Attendance may need to become a new concept.

## 4. Risk Analysis

A wide range of risks including recruitment, attainment, portfolio design, credit delivery, estates and student and staff wellbeing need to be considered at a strategic level.

## 5. Legal Implications

There are no specific legal implications.

## 6. Financial Implications

A range of financial issues are tied into the planning process for teaching delivery.

## 7. Regional Outcome Agreement Implications

Regular discussions continue at regional level to consider shared approaches.

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

No

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**BOARD OF MANAGEMENT MEETING**

| Date of Meeting | 16 June 2021 |
|---|---|
| Paper Title | Governance Update |
| Agenda Item | 21.26 |
| Papers | 21.26A, 21.26B |
| 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**

2.1   The Board is invited to:
 (1) approve the revised Whistleblowing Policy in Appendix 1;
 (2) note the revised Whistleblowing Procedure;
 (3) provide a steer on the agenda for the Board Development Event on 7th/ 8th September 2021; and
 (4) discuss and agree a format for meetings in the 2021/22 session.

3   **REPORT**

3.1   **Unethical Behaviour and Whistleblowing Policy and Whistleblowing Procedure**.

As requested by the Board at its meeting on 24 March 2021, the Organisational Development Committee and the Audit Committee have separately discussed the revised Whistleblowing Policy and Whistleblowing Procedure.

The revised Policy is attached at Appendix 1 and the revised Procedure at Appendix 2.

Both Committees are content with the wording of the Policy and recommend that the Board approve the Policy to be reviewed in 5 years' time.

Each Committee was also content with the revised Procedure and agreed that this should be discussed with the Trade Unions at a local level as it falls outside of the range of matters which are covered by the National Bargaining Agreement.

3.1.1   The Board is asked to:-
 (1) approve the Whistleblowing Policy contained in Appendix 1;
 (2) note the Whistleblowing Procedure as contained in Appendix2.

3.2   **Board Development Event**

3.2.1   The Board has previously agreed to hold a Board Development Event at the start of session 2021/22 with the majority of members expressing a preference for a two-day event on Tuesday 7th and Wednesday 8th September 2021.

3.2.3   On that basis, it is suggested that a programme could include the following items:-
DAY 1- Board Members only
 • Arrive late afternoon (time to be confirmed)
 • Discussion on GCEF Future Funding Strategy- invite Gill Troup and Pauline Radcliffe
 • Follow up from Board discussion on Review of Coherent Provision and Sustainability
 • Operation of the Board post Covid
 • PRE DINNER SPEAKER – TBC

DINNER/ OVERNIGHT STAY

DAY 2 – SLT join

- Developing a KPI Dashboard
- Informal meet the SLT team over coffee
- Academic Leaders – teaching in College Post Covid.

**3.2.4** Budget for the event has been agreed.

**3.2.5** The Board is asked to discuss the agenda for the event and provide any steer before it is finalised.

**3.3** **Format of meetings for session 2021/22.**

**3.3.1** Due to the Scottish Government's COVID-19 restrictions, all meetings for the session 2020/21 were held remotely using Zoom. It is expected, however, that restrictions will be eased for the 2021/22 session, thereby allowing the Board to return to in-person meetings- should it desire.

**3.3.2** The Board is now able to reflect on the experience of virtual meetings, and to consider options for the programme of future meetings.
From the Clerk's perspective, all meetings have taken place as planned, with no significant technological difficulties. This is despite minimal time for any training or assistance with technology. Attendance has been better than in previous sessions, although it is recognised that this is perhaps not wholly attributable to the remote meeting format and may be due to a reduction in other commitments caused by the pandemic.

**3.3.3** The Board may be interested to know that research undertaken by Colleges Development Network showed 79% – 100% support across all Scottish Colleges for the statement: 'the use of virtual meetings has been a constructive and positive development to support governing'.

**3.3.4** Some of advantages and disadvantages of remote meetings are listed in the following table (in no particular order) and there will be many more:-

| Advantage | Disadvantage |
|---|---|
| Online meetings may be more accessible for Board members with disabilities or responsibilities for childcare/elderly relatives. | Body language and collective mood in a face-to-face meeting do not transfer easily to an online meeting. |
| No travel time | Back to back online meetings with no breaks can be tiring and lead to meeting fatigue- especially when evening meetings follow a working day. |
| Able to multi task whilst attending ( e.g., read emails, childcare) | It is easier to become distracted when meeting remotely. |
| "Greener" as no travelling. | Board members have not been in the College and will not have been able to meet students and staff. |
| Meetings tend to be shorter as more focussed | Less opportunity for informal discussion |
| Meetings are slicker – with no " wasted " time and only one person speaking at one time | Network connections may be unpredictable |
| No " add on" costs such as catering/ printing | More difficult to develop working relationships |
| Prevents the spread of coronavirus should it still be present in the community | |

**3.3.5** In light of the advantages listed above, it is suggested that in future, Committee meetings would take place remotely but full Board meetings would always be on an in-person basis. By exception,

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if any Board member is unable to attend a Board meeting due to illness or business conflicts, arrangements will be made, where possible, to allow them to join remotely.

**3.3.6** The Board may wish to consider reviewing the success of this approach at its meeting in December 2021.

**3.3.7** The Board is invited to discuss the various advantages and disadvantages and, if so minded, agree that a mix of in-person and online meetings as described should be arranged for the next session.

**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 will be some limited financial savings to be achieved from meeting remotely as no printing or catering will be required and no staff will be paid to allow College premises to remain open.

**7. REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

None

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

N/A

**Policy Area:**    Board of Management

**Policy Title:**    Whistleblowing Policy

**Revision No.:**    2

**Review Period:**  5 years

**Review Due:**    On or before March 2026

**Policy Statement**

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 an allegation made under this policy is fairly investigated in accordance with the Whistleblowing Procedure;

- ensure that anyone making an allegation 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 disclosure is made in good faith and in accordance with the Whistleblowing Procedure.

**2.    Confidentiality**

Unless otherwise agreed, the College will treat all disclosures made under this policy confidentially, except where this would hinder any investigation or where disclosure of the identity of the person making the allegation is required by law.
If it is anticipated that the identity of the person making the allegation wil be revealed as part of the investigation, the person will be informed.

3.    **Anonymity**
Anyone making an allegation under this policy is encouraged to include details of their name and contact details as described in the Whistleblowing Procedure.

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

4.    **Scope**
4.1    This policy covers concerns raised which are in the public interest.

These might include:
- Financial irregularities, malpractice, impropriety or fraud.
- Dangers to health and safety or the environment.
- Breaches of contract.
- Negligence.
- Serious maladministration.
- Corruption
- Bribery.
- Criminal activity.
- Academic or professional malpractice.
- Improper conduct or unethical behaviour / practices.
- Failure to comply with or breaches of a legal obligation.
- 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
Anti Bribery, Fraud and Corruption Policy

## 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 |
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|  |  |  |  |

**Procedure Name:**    Whistleblowing Procedure

**Responsible:**    Clerk to Board of Management

**Revision No.:**    4

**Last Reviewed:**    August 2012

Review Date    March 2021

Next Review Due    March 2026

**ASSOCIATED DOCUMENTATION**
**Whistleblowing Policy**

## 1  INTRODUCTION

### 1.1  PURPOSE / SCOPE

To ensure that there is a fair, clear and transparent procedure to deal expeditiously with allegations of illegal behaviour or malpractice which fall within the terms of the Public Interest Disclosure Act 1998 ("the Act").

### 1.2  PROCEDURE

Any disclosure of illegal behaviour or malpractice within the terms of the Act ("Disclosure") in Glasgow Clyde College should be made to the Clerk to the Board of Management ("Clerk"), subject to the two following exceptions:

- if the Disclosure is in relation to the Clerk, then it should be made to the Principal and Chief Executive;
- if the Disclosure involves the Principal and Chief Executive, then it should be made to the Chair of the Board of Management ("Chair").

In the process outlined below, 'Chair' should be substituted for 'Clerk' throughout if the Disclosure is about the Principal and Chief Executive, and 'Principal and Chief Executive' should be substituted if the Disclosure is about the Clerk.

### 1.3  ANONYMOUS DISCLOSURES

In line with the College's Whistleblowing Policy, 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 an investigation or may be unavoidably disclosed as part of the facts of the disclosure.

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.

### 1.4  DEFINITIONS

**Worker**

Under the Act, the following are 'workers' and are entitled to protection if they make a Disclosure in relation to the activities of Glasgow Clyde College Board members and staff:
- employees
- contractors
- agency staff
- trainees

**Disclosure**

The Act extends protection to any disclosure of information, which in the reasonable belief of the worker making the Disclosure tends to show one or more of the following:

- the commission or likely commission of a criminal offence;
- a failure or likely failure to comply with a legal obligation;
- the occurrence or likely occurrence of a miscarriage of justice;
- danger to the health and/or safety of any individual(s);
- damage or likely damage to the environment;

or

- the deliberate concealment of information showing any of the above.

**Limits to Protection**

The Disclosure will not qualify for protection under the Act if the worker making it commits an offence by so doing.

## 2.0    INITIAL STEPS

2.1    A worker making a Disclosure, or any body acting on their behalf, should inform the Clerk to the Board in writing (including by email) of the nature of the Disclosure demonstrating that there are reasonable grounds for their belief.

2.2    The Clerk will advise the Chair and Principal and Chief Executive that the Whistleblowing Procedure has been invoked.

2.3    In a case involving alleged financial malpractice, the Clerk will act throughout in consultation with the Principal and Chief Executive. If the Disclosure involves alleged financial malpractice by the Principal and Chief Executive, the Chair will act in consultation with the College's internal auditors.

2.4    The worker making the Disclosure will have the right to request that the matter be treated confidentially and their identity will not be disclosed to the alleged perpetrator of malpractice provided this does not hinder or frustrate any investigation or is required by law.  If it is anticipated that the identity of the worker making the Disclosure may be revealed as part of the investigation, the worker will be informed.

2.5    Any investigation will be conducted with discretion and will also respect as far as possible the confidentiality of the person under investigation.

2.6    The requirement for confidentiality will also be without prejudice to any potential criminal investigation.

## 3.0    INITIAL EVALUATION

3.1    The Clerk will consider the information made available and decide either to:-
- investigate internally; or

- refer the matter to the police or procurator fiscal; or
- arrange an independent, external investigation; or
- not commence an investigation.

These steps are not mutually exclusive and the College will always provide full support to any police investigation.

3.2   If the Clerk decides not to commence an investigation, the discloser will be so advised. They will also be informed of the right of appeal against the Clerk's decision not to proceed to the Chair, whose decision will be final.
In the event that the Disclosure is in relation to the Principal and Chief Executive, there will be a right of appeal against a decision not to proceed to a Panel of the Board of Management, to be selected by the Clerk which will not include the Chair.

## 4.0   STAGE 1 -INVESTIGATION

4.1   If the decision is to investigate internally, the Clerk will appoint an independent member of the College's Senior Leadership Team to carry out an investigation and will agree:

- the procedure to be followed, and
- the scope of the concluding report.

4.2   Dependent on the nature and subject matter of the Disclosure made, the Clerk may instead appoint the College's internal auditors to carry out the investigation.

4.3   If the decision is to arrange an independent, external investigation, the Clerk will contact the appropriate authority having regard to the subject matter and the seriousness of the allegation (for example, the Scottish Funding Council or Audit Scotland).

4.4   If appropriate and without causing prejudice to the investigation, the person(s) against whom the Disclosure is made will be told of it, and of the evidence supporting it, and will be invited to comment as part of the investigation.

4.5   Any investigation will be conducted as sensitively and as speedily as possible, taking into account the interests of the College, the wider public interest, the nature of the Disclosure, the person(s) alleged to have committed wrongdoing or malpractice and the person making the Disclosure.

4.6   On conclusion of Stage 1, the person carrying out the investigation will provide a concluding written report to the Clerk.

## 5.0   STAGE 2

5.1   On receipt of the concluding report, the Clerk will consider the information available and decide what further action is required including reporting in line with the procedure below.

5.2     The Clerk may decide to instigate further internal and / or external procedures or decide not to proceed with further action.

5.3     In the event that the Clerk decides no further action is required, the discloser may appeal that decision to the Principal and Chief Executive or, where the Principal and Chief Executive was involved in the Stage 1 investigation, to the Chair, whose decision will be final.

5.4     The right of appeal against a decision not to investigate a Disclosure about the Principal and Chief Executive, will be to a panel of the Board of Management, which will not include the Chair.

5.5     If the Disclosure was adjudged to be of malicious intent, then the Clerk may recommend that a disciplinary process be instigated against the discloser.

5.6     All parties, including the discloser, will be advised by the Clerk of decisions and actions taken.


**6.0     REPORTING OF OUTCOMES**

6.1     A full report on all Disclosures and any consequent actions taken will be made by the Clerk to the Audit Committee, unless the Committee Chair agrees otherwise, with a summary report being provided to the Board of Management, should the Audit Committee deem it appropriate.

6.2.    All reports will be retained for a period of 5 years.


**RELATED INFORMATION**
Glasgow Clyde College Discipline Policy
Glasgow Clyde College Grievance Policy
Glasgow Clyde College Dignity at Work Procedure
College Financial Regulations – Whistleblowing and Code of Conduct sections
Anti Bribery, Fraud and Corruption Policy
Public Interest Disclosure Act 1988

# BOARD OF MANAGEMENT

| | |
|---|---|
| Date of Meeting | 16 June 2021 |
| Paper Title | Draft Board Development Plan 2021/22 |
| Agenda Item | 21.27 |
| Paper Number | 21.27 |
| Responsible Officer | Christine McConnell |
| Status | Disclosable |
| Action | For Approval |

## 1    REPORT PURPOSE

1.1    The purpose of this report is to provide the Board with a draft of a Development Plan for the session 2021/22 which takes into account the recommendations of the Externally Facilitated Effectiveness Review (EFER).

## 2    RECOMMENDATIONS

2.1    Members are invited to discuss and approve the Development Plan as contained in Appendix 1.

## 3    BACKGROUND AND COMMENTARY

3.1    At its meeting on 5<sup>th</sup> May 2021, as requested by the Board at its March meeting, the Nominations Committee considered the recommendations from the EFER.

After discussing each of the recommendations, and taking into account comments received during the course of the review, the Committee agreed that eight of the recommendations should be taken forward.

The Committee considered that those recommendations should be incorporated into the Board Development Plan for the session 2021/22.

The full response to the recommendations can be found in the Nominations Committee minute from 5<sup>th</sup> May 2021 which forms part of the Board papers.

3.2    A draft of the Board Development Plan 2021/22 including the relevant recommendations forms Appendix 1 below.

## 4.    ACTIONS FOR THE BOARD

The Board is asked to:-

- approve the draft Development Plan in Appendix 1; and
- If approved, agree that this should form the basis for further discussion at the Board Development Event on 7<sup>th</sup> /8<sup>th</sup> September 2021.

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**4    RISK ANALYSIS**

4.1    There are no specific risks associated with this paper.

**5    LEGAL IMPLICATIONS**

5.1    There are no legal implications.

**6    FINANCIAL IMPLICATIONS**

6.1    There are no financial implications.

**7    REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

7.1    None

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

8.1    Not applicable.

| | BOARD DEVELOPMENT PLAN 2021/22 | | |
|---|---|---|---|
| | **ACTION AREA** | **WHAT WE WILL DO** | **HOW WE WILL MEASURE SUCCESS** |
| | **LEADERSHIP AND STRATEGY** | | |
| 1 | Review reporting to the Board to allow more time for more strategic discussion. The aim should be for high-quality low-density reporting | Involve the Principal in agenda discussions | Board members feedback at end of 2021/22 session reflects positive change |
| | | Include any relevant operational matters in Appendices to a report | |
| 2 | Progress the work on KPIs and the new dashboard | Take forward work to identify relevant KPIs from session 2020/21 and develop a Red / Amber/ Green style of report. | RAG KPI report submitted to every Board meeting |
| 3 | Consider using co-opted members on Committees | Nominations Committee and each Committee to consider this recommendation and to suggest possible attendees. | Nominations Committee to review use of co-opted members at its meeting in Spring 2022. |
| 4 | Consider the timing of staff elections to allow a more effective handover | Make arrangements for staff member election to take place in Spring 2023 to allow for shadow attendance at meeting cycle in advance of formal appointment in Sept/ Nov 2023. | New staff members express confidence in exercising their responsibilities as a Board member |

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| | | QUALITY OF THE STUDENT EXPERIENCE | |
|---|---|---|---|
| 5 | Consider adding 'impact on the student experience' as an addition to board papers and board decisions. | Standard format of Board papers to be reviewed and a question on the student experience to be included. | Content of this new section will be reviewed at end of session to consider whether it has been informative. |
| | | ACCOUNTABILITY/ RELATIONSHIPS AND COLLABORATION | |
| 6 | Consider mapping the college contribution to local economic and social wellbeing. | SLT to provide update for the Board on the success of this relationship as is critical Unique Selling Point for the College. | Board has been informed of positive local community relationships |
| | | EFFECTIVENESS | |
| 7 | Consider building in some opportunities for small 'group chat' into board meetings | Chair will include breaks as part of meeting management where appropriate | Positive feedback from Board members |
| 8 | Consider the recommendations in the 'Virtual Governance' report when planning the transition out of virtual meetings. | Structure and format of Board and Committee meetings to form part of the agenda for Development day on 8th September 2021. | To be considered post Development Day |

4

**GLASGOW CLYDE COLLEGE**

**BOARD OF MANAGEMENT**

| Date of Meeting | 16 June 2021 |
|---|---|
| Paper Title | PRINCIPAL'S REPORT |
| Agenda Item | 21.31 |
| Paper Number | |
| 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 March 2021 and June 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   **Recruitment of Deputy Principal – Curriculum and Quality Enhancement**

3.1.1   The recruitment process for the appointment of the Deputy Principal – Curriculum and Quality Enhancement is well underway.  This vacancy has arisen because of the planned retirement of Brian Hughes (Depute Principal).

3.1.2   Despite substantial interest in the post, at the closing date the quality of applications was generally disappointing, and the decision was taken to readvertise.  To avoid a gap between the current postholders retirement and the commencement of the new Deputy Principal it has been agreed that Brian will delay his retirement until 31 October 2021.

3.1.3   The second closing date has now passed, and the field of applicants was much stronger.  Six applicants (including two internal candidates) have been shortlisted for interview on Tuesday 15 June 2021.  The final interviews are scheduled to take place on Thursday 1 July 2021.

3.2   **Resignation of Curriculum Assistant Principal – Engineering, Computing, and the Built Environment**

3.2.1   David Innes, Curriculum Assistant Principal for Engineering, Computing, and the Built Environment, has submitted his resignation and he will leave the College in summer 2021 after 12 years of service.

3.2.2   David is leaving to take-up the role of Associate Principal for Engineering, Computing, and the Built Environment at South Lanarkshire College.

3.2.3   The College is currently advertising for David's successor.

3.3   **Academic Management Restructuring**

3.3.1   During May 2021, the recruitment process took place for the new posts of Curriculum and Quality Leader and Curriculum Manager in the new academic management structure.  Most posts have been secured by those Heads of Curriculum and Senior Lecturers who were ringfenced as part of the restructuring process.

3.3.2   Those not securing posts in the new structure may drop-back into lecturing posts with four-year salary conservation, apply for Voluntary Severance or apply for those posts which remain vacant in the new structure.

3.3.3   The remaining vacant posts in the new structure are currently being advertised to internal candidates.

3.3.4   The Board's Finance and Resources Committee received an update on the financial implications of the academic restructuring and voluntary severance scheme at its meeting on 2 June 2021.

3.4   **Covid-19 Update**

3.4.1   Throughout the period March to May 2021 Glasgow was designated by the Scottish Government as Level 3 for Covid-19 restrictions.  This designation resulted in the College continuing to operate on a 'restricted blended' model which allows limited campus access to those students whose studies are dependent on practical activity and assessment.  The College carefully scheduled classes on campus to ensure activity levels remained within permitted limits.  Student attendance on campus has been good; however, it is evident that a proportion of them remain very reluctant to attend campus for obvious reasons.

3.4.2   At the beginning of June 2021, the Scottish Government announced that Glasgow would be redesignated as Level 2 for Covid-19 restrictions.  This new designation allows the College to operate a 'blended' model; however, restrictions to on-campus activities remain in place and unchanged.

3.4.3   Compliance with the College Covid-19 protocols has been high and consequently reported cases of Covid-19 amongst our students and staff have remained relatively low.  However, the recent proliferation of the Delta Variant of the virus has resulted in a small increase in reported cases.  Since the start of 2021, the College has been notified of 14 students testing positive for the virus and 21 members of staff.

3.4.4   The College has agreed to distribute Covid-19 Lateral Flow Tests to students and members of staff on a voluntary basis.  The roll-out of the testing kits at the College was greatly delayed due to substantial hold-ups with the delivery

of the kits and up-to-date instruction leaflets.  The kits are now available but so far circa 150 have been given out across our three campuses despite extensive promotion of their availability.

**3.5**    **Appointment to General Teaching Council for Scotland (GTCS)**

3.5.1   The Principal has been appointed to the Council of GTCS as the representative of the Scottish college sector for an initial period of two years. The key priority for the college sector continues to be the national implementation of the professional registration process for lecturers in 2021/22.

**3.6**    **Bridge 2 Business Award Success**

3.6.1   Glasgow Clyde College was awarded the Enterprising FE College of the Year award at the recent Bridge 2 Business Enterprise Educator Awards.  Young Enterprise Scotland's Bridge 2 Business 'Enterprise Educator Awards are a celebration of 'all things enterprise' across FE colleges in Scotland.  The awards recognise and reward students, educators and individuals who are leading the way in enterprise across Scotland.

3.6.2   The College was recognised for having successfully adapted over the last year to offer additional support to students, using blended learning.  Some highlights included in the submission were:

- The success of the Hair and Beauty department who have embraced Instagram Live, primarily to keep their students motivated but which enabled them to engage with professionals across the world to benefit students.  These 'Instagram Lives' have also been open for the industry to watch which has led to further engagement as other professionals have asked to be involved, including McDonald Waterfall who offered 6-weeks of free tuition in their finishing school to hairdressing students.
- The Journalism students who worked together to produce and broadcast a radio show despite never having met in person.
- The Dance Department who won the SIE Imaginative Educator Award 2020 which recognised their ability to adapt quickly at the start of lockdown but who also were reimagining the future of learning beyond this.

3.6.3   The judges' commented:
*Excellent examples of online/blended learning which shows how well they have embraced digital delivery.  Really impressed with their use of social media within the hair and beauty area holding 60 Instagram live events both within the UK and Internationally, that must have taken some creativity and organisational skills.  They have created an environment that makes students feel part of a community which must have been very difficult over the last 12 months.*

3.6.4   The College were also finalists in the Innovation Award (Fashion student Leigh Watson) and Educator of the Year (the Fashion Textiles team) categories.

**3.7**    **College Launches Course with 12 Year Waiting List!**

3.7.1 Glasgow Clyde College has come up with a novel solution to ensure the children of today are suitably equipped for the workplace of the future – by launching a course with a 12-year waiting list.

3.7.2 It is predicted that 65% of today's five-year-olds will work in job roles that do not currently exist. Studies also show that children begin to make judgments about their career aspirations from as early as age four and can start to limit their ambition by the time they are seven, often remaining unchanged up to their late teens.

3.7.3 Promoting the importance of opening doors as early as possible for the next generation, the new course from Glasgow Clyde College is open for registration now – even though it will not actually launch until 2035. The cutting-edge course will be based on experts from the College's predictions of the types of job roles which will feature heavily in the labour market in 2035. It will span areas such as artificial intelligence, pioneering computer programming, cryptocurrencies, robotics, and aerial drones. By registering interest now, parents will unlock fun-filled advice and an interactive game which will help them begin talking to their children about the changing world and the types of possibilities that future jobs can hold.

3.7.4 To coincide with the course announcement, Glasgow Clyde College has released a short film that sees some of its former students explain their current high-tech jobs – a drone pilot, an eSports tournament director and app developer – to inquisitive Primary 1 pupils. The video can be viewed here: [(184) Glasgow Clyde College Jobs of the Future - YouTube](#)

## 4 EXTERNAL ENVIRONMENT

### 4.1 EIS – FELA National Industrial Action

4.1.1 On 7 May 2021, the National Joint Negotiating Committee (NJNC) – Side Table (Lecturing) met and agreed a joint statement to resolve the EIS-FELA national dispute regarding Tutor, Assessor, Instructor roles in colleges. Prior to the resolution of the dispute EIS-FELA members had participated in five days of strike action. Levels of strike support varied considerably across colleges; however, it remained high at across Glasgow's colleges despite reassurances to our members of staff that we had no intention of introducing instructor type roles.

4.1.2 The joint statement committed both sides to produce a national circular detailing the operational implications of the agreed position. Thus far, no agreement has been reached on the national circular.

### 4.2 Scottish Government Ministerial Appointments

4.2.1 Following the Scottish Parliament elections held in May 2021 the First Minister announced her new Cabinet.

4.2.2 Shirley-Anne Somerville becomes Cabinet Secretary for Education and Skills, taking forward work on Covid recovery within the education system,

as well as continuing the Government's mission to further close the attainment gap. Ms Somerville has previously held the position of Minister for Further Education, Higher Education and Science (2016-2018).

4.2.3 Jamie Hepburn becomes Minister for Higher Education and Further Education, Youth Employment and Training replacing Richard Lochhead. Mr Hepburn was previously the Minister for Business, Fair Work and Skills (2018-2021). He takes froward a revised portfolio which includes (amongst many other things) responsibility for Skills Development Scotland and the Scottish Funding Council.

4.3 **Education Scotland National Overview Report – Remote Learning in Sctland's Colleges**

4.3.1 According to the recently published Education Scotland National Review Report, titled 'Remote Learning in Scotland's Colleges', the Covid-19 pandemic created significant challenges for all learning providers. In Scotland's colleges, managers, staff, and learners had to adapt to new ways of planning, delivering, and engaging in learning activities during campus closure and when settings reopened.

4.3.2 Between March and April 2021, HM Inspectors of Education (HMIE) engaged in professional dialogue with learners, college staff and managers across all colleges in Scotland to develop a national overview of practice in the delivery of remote learning. The **national overview report** found that colleges took swift action to enable learning and teaching to continue remotely following the announcement of the national lockdown in March 2020.

4.3.3 The report further outlines what is working well in Scotland's Colleges, identifies challenges and what further support is needed to continue to improve the delivery of remote learning.

4.3.4 The report's findings include:
- information on the range of work undertaken by colleges to address digital infrastructure and the impact of digital poverty and connectivity.
- Details of the approaches colleges have taken to minimise the impact of restrictions on the learning experience and provide continuity of learning, during college campus closure and on return.
- Descriptions of how staff have been proactive in developing materials and approaches to assist learners in learning remotely, as well as the challenges of developing independent learning skills remotely.
- Information on the engagement of learners in remote learning, including the work of support service teams in maintaining learner engagement.
- A summary of the approaches colleges have taken to monitoring and assessing learner progress during remote learning, including capturing student views, and working with Student Associations.
- The important focus on supporting staff and learner wellbeing and mental health during remote learning and on return to college campus.

4.3.5 The recommendations of the report state that colleges should
- Continue to address digital poverty and enable all learners to engage in remote learning.
- Continue to support the wellbeing of learners and staff, and in particular, their mental health during remote learning.
- Ensure that all staff have skills required to deliver learning and teaching, and services to support learning, remotely.
- Develop approaches that support all learners to engage in remote learning, with a particular focus on younger learners on full-time further education programmes.
- Develop and implement arrangements to evaluate and improve the quality of remote learning for all.

## 4.4 Audit Scotland - Cyber Crime Blog

4.4.1 Audit Scotland has published a blog titled 'Cyber Crime: A serious risk to Scotland's public sector' which can be found here. The Blog, which is targeted to public sector board members, highlights recent cyber-attacks on public sector bodies and identifies key resources to improve cyber resilience and what organisations can do to make improvements to their resilience.

4.4.2 A Cyber Security Update report was presented to the Board's Audit Committee at their meeting on 26 May 2021.

## 4.5 Audit Scotland – Scotland's Colleges 2020

4.5.1 In May 2021, Audit Scotland published their annual report. examining the state of the Scottish college sector. The report concludes that that college sector has responded well to the challenges of the Covid-19 pandemic so far, with governance and financial management arrangements continuing to operate effectively.

4.5.2 Key points from the report are:
- The Scottish college sector ended the 2019/20 year in a better financial position than it initial forecast.
- The full effects of Covid-19 were not felt during the academic year 2019/20.
- Management teams have been able to furlough staff, which has resulted in some colleges delaying difficult decisions around severance.
- Scottish Government funding has continued to rise however pre-Covid increases have primarily only covered the additional costs from harmonising staff terms and conditions.
- The gap between colleges' total income and expenditure has grown and is forecast to continue due to costs outwith the sector's immediate control.
- Robust long-term financial planning by colleges will be critical to achieving financial sustainability.

## 5 RISK ANALYSIS

5.1 Covid-19 Risk assessments and operational plans are in place for all on campus activity. These assessments and plan have been developed in consultation with our recognised Trade Unions.

5.2 The inability of representatives of EIS-FELA and the Employers Association to agree a national circular relating to the national dispute is cause for concern.

5.3 The threat of cyber against colleges is ever present. A recent report published in May 2021 by the Joint Information Systems Committee (JISC) highlights that the most significant threat faced is from ransomware attacks. JISC identify 24 ransomware attacks on colleges and universities in the UK occurring in the past ten months.

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

6.1 The academic management restructuring is progressing as planned and will be in place in advance of the commencement of the 2021/22 academic year. It is too early to report precise levels of costs and savings arising from the restructuring however they are in line with our plans.

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 OF MANAGEMENT MEETING**

| Date of Meeting | 16 JUNE 2021 |
|---|---|
| Paper Title | STUDENT PRESIDENT'S REPORT |
| Agenda Item | 21.32 |
| Paper Number | 21.32 |
| 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

This will be my last Board of Management meeting as President of the GCCSA.

Following is just a few of the things we have worked on and achieved throughout this year.

### 3.1    Charters

### 3.1.1    White Ribbon

White Ribbon is an organisation that works to get men involved in the conversations around Gender-Based Violence (GBV) and to train and empower them to speak up when they see or hear things that aren't right.

We started our work with the White Ribbon Campaign in November 2019, and have continued to develop it ever since, with significant work being carried out during the past year.

The GCCSA worked towards White Ribbon status this year. The projects was headed by Vice President Kacper Kacica and Vice President Motwakil Muhammed.

This year we:

- Received Bystander Training
- Created our own White Ribbon Log
- Supported White Ribbon Day and the 16 Days of Action Campaign
- Took part in White Ribbon Awareness training
- Presented our journey so far at an NUS Forum
- Got our White Ribbon Ambassador – Principal Jon Vincent

We also managed to meet with MP Chris Stephen and MSP Humza Yousaf. Both were very happy with our campaign and wanted to support us. Chris Stephens brought an Early Day Motion to the British Parliament and agreed to sign our pledge (this has been delayed due to restriction logistics), and Humza Yousaf, met with us and signed our pledge.

> *"I am very proud to support Glasgow Clyde College White Ribbon Campaign, as it's important to tackle gender-based violence within different communities" – Humza Yousaf*

We predict that White Ribbon Status can be achieved next academic year.


### 3.1.2  Emily Test's Gender-Based Violence Charter

Glasgow Clyde College and the GCCSA has been selected for the pilot of the Emily Test's GBV Charter.

The Emily Test is a Scottish charity that works to "improve prevention, intervention and support concerning gender-based violence in further and higher education".

They are currently working on creating their own Gender-Based Violence charter and asked for applications to select 2 colleges and 2 universities to participate in the pilot and help create the charter. Glasgow Clyde College has been selected as one of the college participants, and we are very excited to help form and influence the charter.

*"The Charter is a framework based on evidence, student voices and best practice in the sector. It sets out policy and practice standards and guidance to help institutions start or enhance their work in preventing, responding to and supporting people affected by GBV."*

The pilot will run from May until November.

You can find out more about the Emily Test on emilytest.co.uk.

### 3.1.3  LGBT Charter

This year, the GCCSA, started our work with the LGBT Charter, where we will be going for the Silver award.

We are in the early stages of creating an LGBT Charter Champion Group for staff and students. This group 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.

This year we supported LGBT History Month, and we are supporting Pride Month. We will be arranging training for the Champion group next year.

### 3.1.4  Healthy Body Healthy Mind (HBHM)

We are continuing to work on the new format of HBHM. We are close to ticking off all the bronze criteria and have also started work on the silver criteria. This is a continuous campaign that we will work on annually.

In line with HBHM, we have started to create a new and improved Student Mental Health Partnership Agreement (linked with NUSs Think Positive Campaign) which should be signed off this year, and are signed up to the SAMHs Scotland's Mental Health Charter for Physical Activity and Sport.

As part of our work with these organisations we:

- Linked in with Mental Health and Wellbeing campaigns
- Promoted the Helpline
- Worked with Kirsten Amis (Lecturer, Coordinator of the Counselling Service for GCC, and Consultant Mental Health Trainer for Charlie Waller)
- Promoted advice from the NHSs Clear your Head campaign
- Facilitated sports sessions between the ASL and Sports departments
- Set up Mindfulness Sessions

### 3.2  Lockdown Legends

This has been a difficult year for everyone, but we were constantly hearing stories of how people had adapted, innovated, and done amazing things with whatever restrictions we were given. So, we decided that we wanted to give something back to the staff and students of the college.

We launched our Lockdown Legends Awards, where we had staff and student nominate each other for the extraordinary work they had done this year. The team went through all of the nominations and picked out the winners.

We had 31 student winners and 11 staff winners – and a surprise 4 student officer winners (the student officers were unaware of the nominations until the announcement was made).

The Winners are:

## Students

| Faculty of Business, Creative and Digital Industries | Faculty of Access and continuing learning |
|---|---|
| Rhiannon Mcauley | Pauline Smith |
| Malgorzata Zych (Gosia) | Asma Alburayh |
| Joseph Jackson | Muhammed Afzal |
| Christopher Parsons | Chidera Felicitas Lumanze |
| Caroline Ayiku | Mahasan Mohamed |
| Lisa Mullen | Oluwaseun Oyebokun (Dorcas) |
| Luke Wilson | Kirsty Campbell |
| **Faculty of Health and Wellbeing** | Dylan Wilson |
| Joanne Przybyl | Laura Lavery |
| Saira Ashraf | Lucy Carr |
| Jamie Hardie | Kirsty Patterson |
| Stacy Chapman | Gillian Browning |
| Ben Twaddle | **Faculty of Engineering, Computing and the Built Environment** |
| Zander MacDonald | Danielle McGroary |
| Katie McCulloch | Gemma Craig |
| John Hetherton | |
| Ross McGovern | |
| Peter McKay | |

## Staff

| Faculty of Business, Creative and Digital Industries | Faculty of Health and Wellbeing |
|---|---|
| Heather Green | Laura Kidger |
| Chris Kennedy | George Gibson |
| Alan Craig | Neil McLeod |
| Ken Reid | Clare Carroll |
| **Faculty of Access and continuing learning** | Marie Murphy |
| Janice Gardiner | Linda Milne |

**Student Officers**

| Student Officers | |
|---|---|
| Sissa D Rasmussen | Kacper Kacica |
| Motwakil Muhammed | Carol Small |

We will be doing spotlights on some of the winners on our social media over the next few weeks.

### 3.3 Cycling

We have continued our work to make active travel and especially cycling more attractive to students and staff.

The Cycling Committee met and discussed opportunities, funding, and obstacles to becoming a more cycle-friendly college.

We applied and received funding for a secure shelter at Anniesland, and upgrades to fixings on one of the current shelters at Langside. Both projects are underway.

We have also looked into other funding opportunities and/or accreditations, which will be part of our handover to the new team.

### 3.4 Environmental Projects

As part of our focus on environmental sustainability, we met with John Clark (Catering and Cleaning Services Manager), to talk about some of the solutions and projects already in place, our concerns, and what possibilities there might be for the Student Association.

We started talking about reusable containers and realised how many advantages there would be to providing cheap, branded, reusable coffee cups to the student body.

The cups will be launched at the beginning of the next academic year and will cost £3.00.

### 3.5   Class Representatives

Due to the restrictions, we had to rethink how we did our class rep system.

We used to meet with Class Reps based on campus, utilising flip boards and feedback forms. This year, however, we set up online meetings based on department, often including Heads of Curriculums (HOCs) in the meetings. The smaller number of participants, allowed us to have more focused conversations around feedback, and because everyone was from the same department, the feedback felt more relevant and useful to everyone.

Including HOCs meant that students could feed back directly to them, and were able to get answers to questions, the GCCSA would not have been able to answer directly. The HOCs also seemed to enjoy the direct contact with students and were very happy to have been included in the meetings.

This new way of having Class Rep meetings has been put forward for an award at SPARQ's Student Engagement Awards. Update on results will be provided at the Board of Management Meeting 16/06-21.

Going forward, we will have to rethink our system again, as we start to get back to campus, but we will be sure to take some of the positive lessons we've learned this year and continue to implement them moving forward.

### 3.6   Activities

Despite circumstances, we have tried to make sure that we were still engaging with the student body. Here are just some of the activities we have run this year, many promoted via social media.

- Language Exchange Club
- Film Club
- Mindfulness Sessions
- Wellness Campaign
- LGBT+ History Month

- Black History Month
- BSL Intro Sessions
- Winter Wonderland
- Comedy Club
- Various Competitions

GCCSA Social Media:

Facebook: clydestudentassociation

Twitter: OfficialGCCSA

Instagram: glasgowclydeSA

## 3.7 New Team

The election for the Student Officer Team 21/22 ran from the 29th of March to the 22nd of April.

We had 1 Presidential Candidate and 8 Vice Presidential Candidates.

The winners are…

President Johanna Thompson



Vice President Gosia Zych
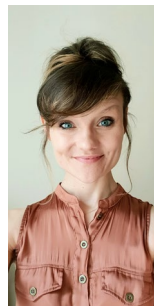


Vice President Amie Logan



Vice President Motwakil Muhammed

**BOARD OF MANAGEMENT MEETING**

| Date of Meeting | 16 June 2021 |
|---|---|
| Paper Title | Glasgow Clyde Education Foundation Update |
| Agenda Item | 21.34 |
| Paper Number | 21.34A |
| Responsible Officer | Janet Thomson, Vice Principal Resources and College Development |
| Status | Disclosable |
| Action | For Noting |

## 1    REPORT PURPOSE

1.1    The purpose of this report is to provide an update on matters relating to the Glasgow Clyde Education Foundation (GCEF) since last reported to the Board of Management with the main area being the progress of activity in respect of the agreed reporting framework for the approved College Financial Sustainability Funding Bid.

## 2    RECOMMENDATION

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

## 3    BACKGROUND

3.1    The Glasgow Clyde Education Foundation is a separate independent charitable organisation from the College. The College can apply for funds to the Foundation providing they meet their charitable objectives however they have a strong governance framework and need to be assured of the overall impact of bids before approval and during implementation of funds.

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

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

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

3.3      A sum of £15M was transferred to the Foundation from the College in two sums between end of March 2014 and March 2015. There have been no further donations since that time.

## 4      FINANCIAL SUSTAINABILITY FUNDING BID UPDATE

4.1      The College submitted a substantial funding bid to the Foundation at their meeting on 17 November 2020 for a College Financial Sustainability Funding bid of up to £1.8Million in 2020/21 and for up to £500k in 2021/22. Following full discussion on the bid with the Trustees the bid was approved.

4.2      These funds are to provide match funding to create a financial bridge for the College to enable it to sustain as far as possible a range of key services for students and some developmental services in the short to medium term to achieve a financially sustainable future. Without this funding based on the College financial plan there would have been an unacceptable reduction in services for students, adversely affecting their learning experience. There would also have been a reduction in resources for staff development and support at a time when staff need to acquire new skills and adapt to new ways of working. During the period of these funds the College is adapting and changing to modernise its processes and structures to best meet the future needs of students including reviewing service delivery of student service related areas, more interactive services for students, and process and systems improvements to deliver business transformation for a future more digitally based College environment.

4.3      As part of approving this bid GCEF sought that there was a reporting framework in place to enable them to track progress against the planned change programme within the period of this financial bridge. It was agreed that the reporting would be to the Finance and Resources Committee in the first instance and then to the Foundation.

4.4      There are three stages in the Framework for 2020/21 with each of them having some reporting deliverables to achieve financial sustainability mainly through reducing recurrent staff costs by over £1.1M by the end of academic session 2020/21, and putting in place a change and modernisation programme in the College to enable the agreed three year financial plan to be achieved. The reporting of stage 1 of the Framework to GCEF released the first £900k of funding in December and the reporting of stage 2 of the Framework in March released a further £450k of funding although this is now not planned to be utilised until 2021/22.

2

4.5    This is now stage 3 of the reporting framework and the key deliverables and milestones within the framework at this stage are highlighted and reported upon within the attached paper. This was fully discussed at the Finance and Resources Committee on 2nd June and some additional narrative was requested which has now been included. This framework report will be submitted to the Foundation. It is not anticipated that the College will draw down any funding from this stage 3 and the Chair and Director of GCEF are aware of this.

## 5    OTHER UPDATES

5.1    In addition to the Financial Sustainability Funding bid the College still has several approved bids which are ongoing and the College submits claims to draw these down as planned.

5.2    There was a GCEF liaison meeting on 4th June which was attended by the GCEF Chair and Director, and by the College Chair, Principal and myself. At that meeting the update on the Financial Sustainability Funding was discussed. The other item that was discussed was one bid which has not drawn down the level of funds that was originally requested which is the bid to support commercial activity. An update was provided at the liaison meeting and the College are reforecasting for the planned use of the commercial activity bid funding and at what overall level.

5.3    GCEF have indicated that they plan to have a strategic development meeting in late August to consider the balance of the funding not committed at that stage and what their overall strategic guidance on the plans for the use of those funds would be.


## 6    RISK ANALYSIS

6.1    There are no specific risk implications associated with this paper.

## 7    LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

7.1    GCEF is a separate charitable organisation and hence is a separate legal entity. The financial implications related to this paper relate to the agreed funding for each of the approved bids.

## 8    HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

N/A

3

**GCEF College Financial Sustainability Funding**

**Reporting Framework – Stage 3 Report as at 7th June 2021**

**Introduction**

As part of the approval process for the Financial Sustainability Funding from Glasgow Clyde College Education Foundation (GCEF) in December 2020 there was an agreed reporting framework put in place. The approved bid was for a up to £1.8M in 2020/21 and up to £500k in 2021/22 to provide to the College with a financial bridge to achieve financial sustainability.

The College has in place a three year financial plan from 2020/21 to 2022/23 as agreed by the Board of Management, which includes recurrent staff cost savings to move the College from what was forecast to have been an increasing financial deficit position annually, to a sustainable break even/ small surplus position annually in future by 2022/23. The approved GCEF funding was requested to enable the College to sustain a range of key College services to enhance the student experience through a process of change and modernisation to meet changing student demands and the needs of learning and teaching with a greater focus on on-line and blended requirements and digital related student services.

The governance of this framework for the agreed GCEF funding is through reporting to the College Finance and Resources Committee at each meeting on progress against the deliverables and milestones areas, and thereafter reporting on this progress and Committee discussions to the Foundation.

This is now the framework stage 3 report as at early June which was considered at the Finance and Resources Committee at its meeting on 2nd June and is then being submitted to the Foundation covering the following three agreed areas to be reported upon with a section on each below as follows:-

- progress against achievement of planned £260K deficit budget target for 2020/21

- progress against £1.15M staff cost reduction target

- implementation plans for changes to support services within the change programme

**Section 1 - Progress against achievement of planned £260K deficit budget target for 2020/21**

The College is progressing well against the financial plan position which was a forecast £260k deficit budget target for 2020/21. The current projection for the 2020/21 year is better than budget with £718k surplus now projected at the end of the financial year as shown in the College Management Accounts from the figures at the end of April 2021 i.e. at the nine month position.

The key reasons for this updated financial position are that there was additional SFC one-off funding of £997k which has been received for financial sustainability (there was an allocation provided to all Colleges as a result of impacts of the COVID crisis), an insurance claim receipt of £250k also related to COVID, and additional Job Retention Scheme funding, plus staff costs being under budget in total across the annual teaching and support budget cost centre totals as well as the contingency of £550k not expected to be utilised. The College budget included holding staff vacancies of just under £400k and this has been broadly achieved within the staff costs projections.

What has not been achieved compared to 2020/21 budget assumptions, is around £320k of in-year staff costs reductions through the academic management restructure with staff originally anticipated as leaving the College from this process during the academic year. The timing for the academic management restructure had to be revisited based on the ongoing COVID situation, blended learning impacts, and limited staff and students on campus. It was agreed that it would be difficult to deliver the previously planned restructure timing in year both considering staff engagement with the process and whilst maintaining the need to deliver on our overall teaching activity levels, which would be impacted if teaching staff left before the end of the academic session particularly in some curriculum areas. The revised plan therefore is progressing the academic management restructure now with interviews for the new Curriculum Quality Leaders and Curriculum Managers having been held in May. Staff agreed for voluntary severance will be mainly leaving by the end of July 2021 with staff costs savings therefore in 2021/22.

As a result of the improved overall financial position for 2020/21 the College plans to utilise only £900k of the total originally approved maximum of £1.8M of GCEF Financial Sustainability Funding in this financial year and will seek to defer some funds for the future years. The five year financial plan for 2021/22 to 2025/26 is currently being prepared and the level of future drawdown will be estimated as part of that process.


**Section 2  - Progress against £1.15M staff cost reduction target**

The College's estimated staff cost reduction target from the 2020/21 budgeted staffing costs level in the College's three year financial plan 2020/21 to 2022/23, as agreed by the Board of Management, was £1.15M of cost reduction and this section provides an update on progress to date in achieving this.

As indicated above the College is in the process of implementing an academic management restructure which is planned to make substantial recurrent staff costs savings. In addition, the College is planning to make some recurrent staff costs savings in support areas. The College estimated proposal in its VS scheme documentation as sent to GCRB/SFC in December 2020 was to reduce the number of lecturing staff by up to 25 FTE and the number of support staff by up to 15 FTE to achieve financial savings as planned. It was made clear at the time that the number of staff would depend upon which particular roles were part of the reductions and their salary levels to arrive at the target level of savings.

To achieve the annual recurrent financial staff costs saving of £1.15M the estimated VS Costs for 2020/21 in the financial plan were £900k of one-off costs. These staff costs reduction target savings for 2021/22 onwards and rising for 2022/23 annually, are based on voluntary severance being at a maximum of one years' salary and the saving will be staff costs plus on costs (which are over 30% for the College), and recognising that there may have to be some limited backfill for posts at a lower level within the business case for some of the areas being accepted for VS.

There was a Voluntary Severance scheme issued to staff in mid-January following agreement from GCRB and SFC being received in January. The scheme had three time-based tranches the first of which closed on 12th February with decisions to applicants provided by 5th March. The second tranche closed for applications on 12th March with decisions to applicants provided by 5th April, and the third tranche closed for applications on 16th April with decisions by 7th May. The decisions were either Yes, No, or Deferred with further consideration required, and the current position is that the approved scheme end date via the paperwork submitted to GCRB and SFC is December 2021 which can to allow the College to consider a further tranche(s) after these first three.

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Overall, there has been much more interest in the scheme in terms of submitted applications from teaching staff than support staff, and the academic management restructure may be a factor in this. Also, the teaching staff pension scheme has more favourable terms of access than the support staff scheme as it available at an earlier age and there is no pension strain element.

In the three VS tranches to date the College received 88 formal applications for VS broken down as follows:

| Phase | Number of Applications |
|-------|------------------------|
| Phase 1 | 55 |
| Phase 2 | 17 |
| Phase 3 | 16 |

The outcomes of these applications are as follows:-
- Approved Applications – 29
- Applications deferred – 13


From the three tranches of VS scheme there have been 29 VS applications approved, which is a headcount of 29 and equates to just under 22FTE. The split of the VS reductions is 23 teaching staff (just over 17FTE) and 6 support staff (just under 5FTE). It is estimated that the savings from this 29 staff headcount reduction will be £910k of salary costs which, with oncosts added, comes to over £1.18M of savings from the beginning of 2021/22 as the end date for the staff is the end of July 2021. There may be a very small amount of backfill in some teaching areas however each of the applications had a business case for its approval and the backfill should be minimal. The backfill costs are not able to be calculated exactly at this stage as they are dependent upon the outcome of the academic management restructure where for example Senior Lecturers who are stepping down in the structure will deliver more teaching hours than before as they return to a full pro rata teaching timetable. Anyone stepping down would be on a conserved salary for four years based on national bargaining arrangements, so the business case is strong in the area of promoted posts.

In addition to the 29 agreed VS applications there are 13 deferred applications (7 teaching staff and 6 support staff) which are being further considered either based on movements as a result of the academic management restructure or pending several support staff area structure reviews which are being undertaken. There may be a few of these deferred VS applications agreed in the coming months however it is expected that most will be rejected.

## Section 3 - Implementation plans for changes to support services within the change programme

The Financial Sustainability Funding from GCEF was requested to create a financial bridge for the College to enable it to sustain key services for students in the short to medium term, whilst undertaking a period of change and development, and to achieve a financially sustainable future. Without this funding there would have needed to be an unacceptable reduction in services for students, adversely affecting their learning experience. There would also have been a reduction in resources for staff development and support at a time when staff need to acquire new skills and adapt to new ways of working.

The College is undertaking a programme to change and adapt particularly in relation to its student related service areas. These are designed to provide the best level of added value to the student experience including additional services for those from disadvantaged backgrounds or with disabilities or wider support needs. The College is modernising its structures and ways of working to best meet the future needs of students including reviewing service delivery of student service

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related areas, more interactive services for students, and process and systems improvements to deliver business transformation for a future more digitally based College environment.

There are a range of developments which have taken place over the period to date, and are planned, for the student support services related areas within the change programme and the main ones which have been progressed to date are summarised below under the following nine key headings with updates on progress on any previously reported since the Stage 2 report included:

- Student Journey Improvements
- On Line Learning and Teaching
- On Line Student Support
- Staff Learning and Development Services
- ICT - Laptop and Other ICT Equipment Distribution and Monitoring and ICT Support
- ICT – Equipment for Blended Learning and Agile Working
- On Line Student ID Cards
- Expansion of access to the Student Early Warning system
- HR System Development – Web Recruitment for Staff

## 3.1 Student Journey Improvements

The College has introduced improvements to systems supporting the application process and the student journey (i.e. from their first contact with the College through to completion of studies) and a significant amount of work is ongoing to enhance the student experience and operational processes in this area:

(1) A Student Journey Task group has been established and met 5 times with key support/teaching staff to map out all stages of the student journey with the aim of creating a new mapping document and introducing more enhanced communications/messaging at each stage of the process. This will include a complete review and enhancement of all College communications with applicants and new Keep Warm initiatives.

(2) Admissions Technical developments: There is a range of development work taking place and planned that will continue to implement the change programme. This includes:
  ➢ Introduction of a new automated services process to help convert applications at different stages earlier – e.g. all applicants who have not replied to offers receive automated updates requesting them to accept or decline offers over a phased time period – this is designed to prompt and ensure greater conversion of offers.
  ➢ Development of a process that will allow all applicants to upload supporting documentation and references.
  ➢ A planned new feature that will allow applicants to book their own interview slot online which is hoped will increase the attendance (online or in-person) at interview.
  ➢ A significant development in progress is a feature that will allow all interviewers to complete the decision-making process online within our application management system

(3) Student Onboarding
The College is centralising the Joining Instructions process which is critical for all new and returning students to receive comprehensive communication in relation to enrolment, induction resources, access to Canvas, Office 365 and student accounts and timetables. This is being worked on jointly by E Learning, ICT and Student Services. The process previously was rather fragmented across the various areas, and this will provide a better service to students and more effective deployment of resources from summer 2021.

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(4) Online Enrolment

Online enrolment, piloted in previous years, was rolled out for almost all course enrolment starting from mid July 2020.  Since then, over 11,000 students have successfully enrolled online. Students are now able to upload photos for ID cards and key documents such as fee-waiver evidence during the enrolment process. This has also saved on some staffing costs where previously the College had used enrolment temps for a number of months at the start of each academic session. The College plans to bring forward the date for opening up on line enrolment from what was previously an August date to June from 2021 which will enable us to make earlier connection with students, and provide a range of welcome and "keep warm" College information at an earlier stage.


## 3.2    On line learning and teaching

There has been very substantial change towards on line learning and teaching. The College had already been making the shift to blended learning and benefited from the GCEF investment in the Delivering Excellence in Learning Teaching and Assessment (DELTA) project which commenced in April 2019 for a three year period and supported learning technology staff and an entire new Virtual Learning Environment (VLE) product. This was an extremely useful springboard when the impacts of the COVID crisis manifested, with much greater reliance on off-campus learning and teaching. College staff have introduced new methods of learning and teaching in academic session 2020/21 and this has relied on the support of a range of support services teams which will continue to benefit the College into future years.

The overarching aim continues to be to support the best possible experiences and outcomes for students; however, the context has changed significantly. The College has been providing support to staff through the 2020/21 period of intense professional challenge, supporting adjustment and transition to new ways of working and the resilience of the new models of learning and teaching, whilst enabling staff the chance to make sense of their experience.

Significant progress has been made to develop online teaching within the College.  The Implementation of the new VLE "Canvas" has been welcomed by staff and students alike and has been a catalyst for enhancement.  Student satisfaction data has consistently praised the use of Canvas with learning and teaching and staff have been fully supported to develop their skills in this area.

Through close working from a number of support services teams - particularly e-Learning, Organisational Development, Systems Development and Marketing - the College has provided resources to support the move to this greater level of blended learning. Over 2,000 attendees have benefitted from the support of the wider e-learning team and over 450 members of staff have been provided with bespoke training by our Learning Technology coordinators with around 800 hours of bespoke training being delivered.

The College plans to continue to use blended learning models and it is anticipated that there will continue to be fewer students on site in future which provides an opportunity to re-design for more efficient campuses.

A discussion paper was prepared recently for the College Innovation and Transformation Committee on "Post Pandemic Learning Teaching and Assessment" and this is being considered by the Senior Leadership Team. The landscape for teaching and assessment approaches is changing and will need to meet rapidly evolving student expectations. This will involve a new balance between

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physical and digital learning with greater flexibility expected to balance an individual's study, family and work needs. There will be greater personalisation of learning and the College needs to design its services and its courses to meet this changing demand e.g. changed timetables, more flexibility of approaches, and a strong system of support services.

Three themes are being considered in depth by the College for this future landscape: blended and hybrid approaches to teaching and learning; staff support and training through the changing process; and the student experience of the new models. All of these are very reliant on the support services areas continuing with the change programme and facilitating related developments.

A wide range of discussions have occurred as a result of the paper. This includes a working group assessing *Digital Spaces for Learning* and centralising a process for the provision and distribution of digital devices to learners. A further action is the desire to create a clear set of principles or models for active blended learning approaches to teaching and assessment. A draft is now being consulted on with staff with the aim of agreeing a model to support staff adopt effective approaches in 2021/22.

## 3.3 On line Student Support

The College has enhanced its on line service provision across a range of student support functions which provides a more flexible service to students for them to access outwith the College, where that is suitable for them. Whilst this was mainly necessitated as a result of the COVID virus impacts, this has been an investment with longer-term benefits, because the enhancements will have continuing value once students return to campus. Three examples of on line improvements are described below: from the Student Advice Services, the Learning Inclusion Service, and the Library.

The student advice services have developed ways of working to meet the needs of students where they are not attending on campus. There have been one-to-one and group sessions delivered online through Microsoft Teams and Zoom.  These services cover any enquiries as well as planned activity such as UCAS applications, SAAS applications for funding and Careers Education Information Advice and Guidance.  A new online careers platform is currently being piloted to enhance the career management of students and their employability. The team have also developed Canvas courses on Employability, Careers, UCAS, Welfare, and Funding for students to access.

For the learning inclusion service all students have been needs assessed through one-to-one online engagement and progress reporting has used Microsoft Teams.  Study skills have been offered on a one-to-one and group basis for students that have an identified need and support for online classes has been provided by the College classroom assistants.

The Library has been supporting teaching staff to identify e-resources rather than traditional books.  A click & collect service has been developed to promote staff and student safety.  Library staff have also developed significant on line resources, hosted on Canvas, to support students and staff.

As summarised above all student support is provided on an online or telephone basis.  Where required however, there are some instances of face-to-face provision to support some of the most vulnerable learners.  All areas currently have a Canvas page but to differing levels with the Library and GCCSA at the forefront of current provision.  Development work is now taking place to ensure there will be a strong presence on Canvas for all support areas with a consistent structure, format and accessibility.

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### 3.4 Staff Learning and Development Services

To support staff through the change processes there has been a significant level of on line training for both teaching and support staff. There has been the development and delivery of a range of webinars and practice sessions in relation to on line learning and teaching which is summarised in section 3.2 above, and there has also been a range of health and wellbeing support activities with webinars on mental health, mindfulness and other similar topics to help staff working from home where they can be feeling overwhelmed, isolated and under pressure. Both the learning and teaching sessions and the health and wellbeing sessions have been well attended and the feedback from attendees has been very positive.

### 3.5 ICT - Laptop and Other ICT Equipment Distribution and Monitoring and ICT Support

There is a major issue of digital poverty in the Glasgow area which affects a large number of the College's students. To help to address this as far as resources can allow, the College launched an initiative to provide laptops and other ICT and connectivity equipment to disadvantaged students which was in place from the beginning of the COVID virus, when a suitable level of digital access became a vital part of learning and teaching for the vast majority of students. The distribution of this equipment has been managed through ICT and other support staff.

This has been a significant exercise with almost 2,000 laptops, Chromebooks and other ICT equipment having been distributed plus a high number of connectivity assistance devices put in place. GCEF provided some emergency funding towards this need at the very early stages of the first lockdown and this was very helpful in allowing the College to meet the most urgent needs. Later in 2020/21 there was some Scottish Government funding available for this area; however, this process has had to be closely monitored to fit within their funding rules and a secure shared area was prepared to enable staff teams to work together to get appropriate digital equipment to approved students within the required criteria. This was achieved by setting up a SharePoint site secured so that only the agreed staff could access it and then creating and formatting a spreadsheet that could be accessed and edited by the staff using the shared area. There was also a dedicated student helpdesk with 4 ex HND students set up to provide support for learners accessing ICT to resolve any issues. However, there is now the challenge of retrieving these devices at the end of the session.

### 3.6 ICT – Equipment for blended learning and Agile Working

To support and enable blended learning and teaching in the 2021/22 academic year, the College has purchased a number of Interactive Whiteboards and a number of dedicated cameras which will enable lecturers to deliver a lesson within a classroom where there are potentially students within the room and simultaneously to broadcast to students outwith College using the interactive whiteboard and camera. This has been trialled recently but with less sophisticated equipment and feedback from learners is that they enjoyed the more "traditional" classroom experience by being able to watch the member of staff and other students in the lesson.

Additionally, the College is planning to introduce agile working for some areas where it can be demonstrated that it both meets the business needs of that area and the staff working within that area. The College is making an investment in around 170 laptops to support this development for the future.

### 3.7 Online Student ID Cards

To provide a new more flexible and accessible service to students, the College introduced on line student ID cards as opposed to the previous process of students having to have a physical ID card

which required a fairly time consuming process for the College and some students may have had to wait some time to get them due to the volumes involved.

Distribution of physical ID cards for students was disrupted due to the shift to online and blended learning which was causing an issue for some students as they could not access any student discounts related to travel etc. The Systems Development team created an online process for students to get access to downloadable ID cards. Students were able to log in to the system using their college credentials, and this is used to run a report in the Student Records System to generate the required information for the student ID card which is output in a format that looks like our 'hard copy' ID cards. This can be downloaded or saved as a PDF for printing or display on a mobile device and thus enable access to student card benefits. The team worked closely and collaboratively with the Students Association to test and modify the new system prior to it going into use and it was very successful with thousands of on-line student ID cards being created.

These will be available again for 2021/22 which is expected to be taken up by the vast majority of students. The College will of course still offer a hard copy student card for those that wish it or require it to meet the broad range of student inclusive needs and to aim to offer the most effective alternative for all learners.

### 3.8    Expansion of access to the Student Early Warning system

To enable the College to support students at the earliest stage where they may struggling in their studies, the College has an early warning system in place in its student records system which highlights absence and other factors suggesting that some intervention would be helpful to help to assist and retain these students. During 2020/21 the Systems Development team have expanded the availability of the early warning system so that additional staff can get access to the required reports and alerts. These interventions should contribute to the ongoing success of students by improving overall retention and securing SFC credits or other income.

### 3.9    HR System Development – Web Recruitment for Staff

To deliver an improved recruitment business process which is more efficient both for any applicant and for the processing within the College, the staff web recruitment part of the HR system has recently been implemented. Now that it is web based this provides a more modern approach for anyone who may be interested in applying to the College. This will save staff resource time in the College both for the HR administrative process and for the recruiting reviewer(s). Previously this was a very paper-based system which required all materials to be printed and placed in packs. The system now handles all applications electronically which distributes papers for recruiters to review, is more secure and will be more accurate by eliminating any printing errors. It also allows for equality data to be collected at source from applicants and will give improved reporting. The new process was used in the academic management restructure.

### Summary

All of the above change programme developments being implemented are moving the College forward to provide a more modernised efficient way of working and an improved student experience and/or staff experience. Further enhancements in these and other areas will continue to aim to meet changing student demands and the needs of learning and teaching with a greater focus on on-line and blended requirements and digital related student services.

Janet Thomson
Vice Principal Resources & College Development
June 2021

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**BOARD OF MANAGEMENT MEETING**

| Date of Meeting | 16 June 2021 |
|---|---|
| Paper Title | College Strategic Risk Register |
| Agenda Item | 21.35 |
| Paper Number | 21.35A |
| 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 7th June 2021.

**4.0    UPDATES TO THE RISK REGISTER SINCE LAST REPORT TO THE BOARD**

4.1    The changes since last reported to the Board in March are highlighted in red and further detail on the reasons for any changes are given in the following paragraphs. Also as requested at the March Audit Committee meeting the Register has been reviewed to take account of long term and short term actions and the mitigating actions are now listed under these headings for each risk.

4.2    Risk F3 which is **Failure to reduce College cost base on managed basis to meet requirements of the three year financial forecast** has been changed with the risk score having been amended to likelihood of 3 reduced from previously a likelihood of 4. The impact remains the same at 5 hence the overall score of the risk is now 15 where it previously was 20. The reason for reducing the likelihood score is that there has been significant progress on reducing the staff cost base for the future with the implementation of the

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voluntary severance scheme across the College which will reduce staff costs from August 2021 plus there have been staff costs and non-staff costs savings in year, with the overall target for the financial forecast anticipated to be achieved.

4.3 Also, for risk F3 a new mitigating action of "Five Year Financial Plan 2021/22 to 2025/26 being prepared" has been added as the future financial plans are being prepared based on the updated information as now known and it is anticipated that the College will be able to have at least a balanced budget for 2021/22. There are also some minor updates to other mitigating actions.

4.4 Risk F4 **Adverse Funding changes in 2020/21(SFC/SDS/ ESF) and future years** has been amended with the heading of the risk being expanded to add future years given that it is very near the end of 2020/21 and the funding for that year is finalised. Also there were additional funds allocated late in the 2020/21 year so in fact the SFC funding has increased from initial allocations. A mitigating action has been added which is "Indicative funding allocations for 2021/22 have been provided and being discussed" as the College is now in the process of discussing next year's funding which has been indicatively allocated to the Region and in turn to the Glasgow Colleges with a final allocation expected shortly. In addition, the timing of this risk has been amended from short to medium given that the risk is now being considered beyond 2020/21.

4.5 Risk O2 **Failure to achieve acceptably high standard quality of teaching delivery and support for students and suitable student experience** has an amended score where the likelihood has been reduced from a 4 to a 3. The impact remains scored at 4 hence the overall score for the risk is now 12, rather than the previous score of 16. This score has been reduced as the College has now moved significantly forward with the implementation of digital learning and teaching resources and has received positive feedback from students during 2020/21 on the support provided by lecturing staff.

4.6 Risk O3b **Negative impact on employee relations at a local College level (e.g. local consultation)** has an amended score with the impact score reduced from a 5 to a 4. The likelihood remains at a 3 hence the overall risk score has been amended from 15 to 12. This score has been amended to reflect the significant ongoing discussion with the unions locally which is believed reduces the likelihood of this risk e.g. regular safe return to work meetings, academic management restructure discussions.

4.7 Risk O6 **Failure to achieve a sustainable fit for purpose College estate** has some very minor amendments to the narrative in the mitigating actions.

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4.8 Risk G3 **Failure to recruit, train and retain an appropriately experienced Board of Management** has a new mitigating action added which is Recruitment of new Board members to consider diversity of membership (e.g. gender and ethnic background). This is to reflect discussions at the Organisational Development Committee following consideration of the recent draft Equality Mainstreaming Report at their May meeting.

## 5 RISK ANALYSIS

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

## 6 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

6.1 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.

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

7.1 N/A

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER** | | | | | Score Before Mitigating Actions | | | 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 | as at 7th June 2021 | | | | | |
| | | | | | | | | | Score After Mitigating Actions | | | | | |
| Risk Ref | Risk Description | Risk Category | Link to Strategic Plan Themes | Risk Owner | Proba bility | Impact | Risk Score | Mitigating Actions | Probabili ty | Impact | Risk Score | Risk Ranking after mitigating actions | Risk Timing - Short / Medium/ Long Term | Risk Score at last report to the Board | Risk Increasing/ Decreasing/ No Change |
| **Financial Risks** | | | | | | | | | | | | | | |
| F1 | **Failure to achieve surplus targets for commercial activity/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 | **Short term**<br>i) Revised commercial income/surplus plan now 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.<br>ii) FWDF key element of total activity and increased level during 2020/21<br>iii) Greater use of digital marketing to promote course areas as effectively as possible<br>**Long Term**<br>iv) 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 through 2020/21 at least.<br>v) Pipeline of activity being re-established as much as possible based on on-line or on-site delivery<br>vi) Costing templates completed for all commercial activity. In year staff costs transfers of permanent staff costs.<br>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.<br>viii) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus.<br>ix) Review and develop market opportunities through business development strategy and growing new markets.<br>x) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum.<br>xi) Continued work with key partners to ensure successful projects delivered and funding maintained as much | 4 | 5 | 20 | F1 | Short | 20 | No change |
| F2 | **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 | **Short Term**<br>i) 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 meetings.<br>ii) Focussed support for students to deliver student experience and to ensure stated teaching activity targets are met.<br>iii) Closely monitor tuition fees income to assess potential COVID impacts on income<br>**Long Term**<br>iv) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, and improved retention of students.<br>v) Discussions within Glasgow Colleges Group and with other partners to plan curriculum and make changes annually to meet market needs and Government and SFC guidance<br>vi) Work closely with relevant partners to ensure programmes implemented as planned<br>vii) Aim to ensure annually all relevant agency (e.g. SDS) milestones and documentation requirements achieved<br>viii) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment. Again significant COVID impacts on ongoing basis. | 4 | 4 | 16 | F2 | Short | 16 | No change |
| F3 | **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 | **Short Term**<br>i) Financial plan approved ~~prepared~~ for 2020/21 to 2022/33 which shows required cost reductions based on anticipated income reductions due to COVID impacts.<br>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~~.<br>**Long Term**<br>iii) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes.<br>iv) First staff restructure from October 2019 through use of VS scheme with required agreement with GCRB and SFC.<br>v) Successful bid to GCEF for additional funding support from November 2020.<br>vi) Discussion on future potential changes being taken forward ~~including academic management restructure~~.<br>vii) Zero based budgeting from 19/20 onwards for non-staff costs.<br>viii)Five year financial plan from 2021/22 to 2025/26 being prepared. | 3 | 5 | 15 | F3 | Medium | 20 | Reducing |

| Risk Ref | Risk Description | Risk Category | Link to Strategic Plan Themes | Risk Owner | Proba bility | Impact | Risk Score | Mitigating Actions | Probabili ty | Impact | Risk Score | Risk Ranking after mitigating actions | Risk Timing - Short / Medium/ Long Term | Risk Score at last report to the Board | Risk increasing/ Decreasing/ No Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER | | | | | Score Before Mitigating Actions | | 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 | | as at 7th June 2021 | | | | | |
| | | | | | | | | | Score After Mitigating Actions | | | | | | |
| F4 | **Adverse Funding changes in 2020/21(SFC/SDS/ ESF) and future years** | Financial / COVID Impacts | Theme 5 - Financial Resilience through Operational Excellence | Principal/ Vice Principals | 4 | 5 | 20 | **Short Term** 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) 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. iii) Indicative funding allocations for 2021/22 have been provided and being discussed **Long Term** iv) Continue to aim to inform and influence funding allocations through Principals' Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies. v) 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. vi) Projects progressed to address priority items as per College Capital masterplan based on affordability. | 3 | 4 | 12 | **F4** | **Medium Short** | 12 | No change |
| | **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 | **Short Term** i) Monitoring systems in place across College and feedback from relevant staff. Any issues addressed as necessary and action taken. Plans ensure key systems security / performance not impacted during periods of financially challenging budget. Many systems/services cloud based and using VPN/remote desktop for staff to access systems while home working. Delivered laptops and wireless devices to staff and students who need them within the available resources levels. **Long Term** 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) 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+ status maintained. 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 | **Short Term** i) Regular monitoring of teaching KPIs across relevant curriculum measures and actions implemented to develop improvement strategies . ii) Quality Assurance processes undertaken through annual cycle of activities including self evaluation, verification, feedback and audit. iii) Heads of Curriculum and Unit Managers monitor quality and delivery of service and implement actions for improvement. 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) Monitor feedback from student focus groups on student experience **Long Term** vi) Significant deployment of digital resources to learners in areas of need to enhance delivery of blended learning approaches as well as the enhanced use of the VLE vii) 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. viii) Collaboration between teaching and support teams to ensure improvements and efficiencies are delivered where possible across College business processes and to deliver quality of services. 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. | 3 | 4 | 12 | **O2** | Medium | 16 | Reducing |

| 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 |

**GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER**

Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee, FWDF = Flexible Workforce Development Fund, VLE = Virtual Learning Environment, DELTA project = Delivering Excellence in Learning, Teaching and Assessment, VPN = Virtual Private Network

as at 7th June 2021

| Risk Ref | Risk Description | Risk Category | Link to Strategic Plan Themes | Risk Owner | Prob | Impact | Risk Score | Mitigating Actions | Prob | Impact | Risk Score | Risk Ranking | Risk Timing | Risk Score at last | Risk inc/dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| O3a | Negative impact on employee relations at a National level (e.g. national bargaining, industrial action) | Organisational / Reputational | Theme 4 - Employer of Choice | Principal/ Assistant Principal HR | 4 | 5 | 20 | **Short Term** i) Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications on any national matters. **Long Term** ii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. iii) Emphasis being made nationally on imperative of financial sustainability and affordability issues particularly given increased staffing costs and challenges of the Glasgow Regional context. iv) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action. | 3 | 5 | 15 | O3a | Short | 15 | No change. |
| O3b | Negative impact on employee relations at a local College level (e.g. local consultation) | Organisational / Reputational | Theme 4 - Employer of Choice | Principal/ Assistant Principal HR | 4 | 5 | 20 | **Short Term** 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 **Long Term** iv) Discussion with unions on impact on College financial sustainability and organisational impacts. v) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action. vi) Ensure transparency of College consultation process to maximise opportunities for enhanced communications with Trade Unions | 3 | 4 | 12 | O3b | Short | 15 | Reducing |
| 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 | **Short Term** i) Ongoing monitoring by ICT of any potential systems being targetted ii) Multi Factor Authentication being rolled out across College staff **Long Term** iii) 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. iv) Procedures and guidance in place including guide for staff on information and data security with a list of key do's and don'ts v) Data protection officer works closely with managers on any data protection matters. Clear procedures and guidelines in place including process for any potential data breaches. vi) Data privacy notices for the College in place and published and data sharing agreements with other organisations are established. vii) Document retention scheme in place for all key record types viii) Member of HE/FE Shared Technology and Information Services (HEFESTIS) which provides information on data management and any sectoral updates. ix) Homeworking guidance in place for staff x) External agencies assurance & audit processes review areas of data management and any recommendations followed up. | 3 | 4 | 12 | O4 | Medium | 12 | No change |
| 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 | **Long Term** 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 | g | 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 | **Short Term** i) Need to plan within College very tight resources due to financially challenging budget and items will be rephased as required. ii) Monitor use of College estate as result of COVID impacts and updated cleaning regime in place. iii) Plans for projects for use of the estates high priority maintenance funding **Long Term** iv) Capital masterplan in place and related to need/estates condition survey. Funding for very high priority items allocated by GCRB to College. v) Work with GCRB and SFC to ensure fully informed of estates requirements. vi) Estates Strategy Review completed | 3 | 3 | 9 | O6 | Long | g | No change |

| GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER | | | | | | | Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee, FWDF = Flexible Workforce Development Fund, VLE = Virtual Learning Environment, DELTA project = Delivering Excellence in Learning, Teaching and Assessment, VPN = Virtual Private Network | as at 7th June 2021 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | **Score Before Mitigating Actions** | | | **Score After Mitigating Actions** | | | | | |
| Risk Ref | Risk Description | Risk Category | Link to Strategic Plan Themes | Risk Owner | Proba bility | Impact | Risk Score | Mitigating Actions | Probabili ty | 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 |
| 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 | **Short Term**<br>i) Maintain open channels of communication with trade unions, college managers and their staff, and effective attendance management process in place.<br>ii) Cover arranged as required for absence of key staff members.<br>iii) Need to manage to retain appropriate staff through challenge of restructures<br>**Long Term**<br>iv) College Strategic Theme of Employer of choice with attractive overall terms and conditions e.g. pension schemes, flexible working.<br>v) All new staff have an induction process and annual training programme undertaken.<br>vi) Appropriate CPD provided for staff to meet identified skills gaps<br>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.<br>viii) Recruitment and retention of staff for a few skills areas remains challenging and College continues to use a range of approaches as appropriate. | 2 | 4 | 8 | O7 | Medium | 8 | 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 | **Short Term**<br>i) COVID related operating arrangements discussed at SLT.<br>ii) Full review of Health and Safety Policy and Procedures being undertaken<br>**Long Term**<br>iii) 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.<br>iv) Safeguarding officers and safeguarding forum on each campus<br>v) Health and Safety Officers working across the three campuses and ensure annual cycle of health and safety audits are completed<br>vi) Regular reporting on Health and Safety to Organisational Development Committee as part of their remit requirements | 2 | 5 | 10 | G1 | Short | 10 | No change |
| 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 | **Short Term**<br>i) Close involvement in ongoing discussions on COVID 19 implications with SFC and representative forums to contribute towards sector input to seek support for current and future resultant challenges<br>ii) Ongoing engagement at Board and Senior Leadership Team level with the SFC Review<br>**Long Term**<br>iii) Work within roles, responsibilities and legal implications of Legislation and associated related guidance.<br>iv) Liaison with and maintaining ongoing dialogue with relevant bodies e.g. SFC, GCRB and Scottish Government. College ensure full knowledge and implementation of legislative, regulatory and guidance requirements including requirements of Financial Memorandum with GCRB.<br>v) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls<br>vi) Ensure Board have appropriate training on key guidance and legislation and take proactive role in ensuring meet all requirements.<br>vii) Modern Slavery statement in place<br>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.<br>ix) Seek legal advice as required.<br>x) Data Protection Officer in place to advise on General Data Protection Regulation/ Data Protection matters. | 3 | 3 | 9 | G2 | Medium | 9 | No change |

| GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER | | | | | | | Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund,  JISC = Joint Information Steering Committee, FWDF = Flexible Workforce Development Fund, VLE = Virtual Learning Environment, DELTA project = Delivering Excellence in Learning, Teaching and Assessment, VPN = Virtual Private Network | as at 7th June 2021 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Score Before Mitigating Actions | | | | Score After Mitigating Actions | | | | | |
| Risk Ref | Risk Description | Risk Category | Link to Strategic Plan Themes | Risk Owner | Proba bility | Impact | Risk Score | Mitigating Actions | Probabili ty | 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 |
| 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 | **Long Term** <br> 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. <br> ii) Recruitment of new Board members to consider diversity of membership (e.g. gender and ethnic background) <br> iii) Annual self assessment for Board members and training provided as required. <br> iv) Board effectiveness review completed. <br> v) Induction provided for all new Board members. <br> vi) Ensure Board undertake an ongoing programme of training to meet CPD needs. <br> vii) Board member handbook in place and an annual review/update to be undertaken. | 2 | 3 | 6 | G3 | Medium | 6 | No change |

| Date of Meeting | 16 June 2021 |
|---|---|
| Paper Title | Credits Projection 20/21 |
| Agenda Item | 21.36 |
| Paper Number | 21.36A |
| 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

The attached sheet shows the forecast credit position at 7th June 2021. There has been little movement over the past couple of months and the forecast outturn at 125,340 Credits would represent a shortfall of -0.9% of our total target number.

If 125,340 Credits were achieved as forecast, the most likely scenario is that 120,556 will be viewed as us meeting our core credit target with the balance of 4,784 identified as ESF. As previously outlined we have assumed a shortfall of ESF Credits and associated income for some time now. I have asked GCRB if an alternative scenario may be acceptable; and that is that our ESF target is fully achieved at 5,890 Credits and the balance of 119,450 Credits would therefore represent a shortfall in our Core Credit target. This would have no financial implication as SFC have previously indicated that there will be no clawback of funds if colleges fail to meet their core target. I await a response to this question.

### Analysis

The charts at the end of this paper compare the Credits over time from both 2019/20 and 2020/21 sessions. The vertical axis shows the total number of credits achieved and the horizontal axis is in weeks Although it's not important to read the exact numbers in the charts, it can be seen that while our Credits build up over the weeks in a fairly similar way in both 19/20 and 20/21, the line that shows "lost" Credits due to withdrawals rises more quickly and to a higher level in the 20/21 data.

The timeframe in each year is also important to consider. In session 2019/20, the first total lockdown occurred in March 2020. By this time the majority of enrolments had been reached and the 25% ( or qualifying ) date had been passed. Most students had attended college campuses for most of their year and supported to complete their studies remotely during the final few months of term. Session 20/21 however has been a very different picture. Limited access to campuses was imposed from the start of term in late August / September and a significant proportion of students were not on campus at all. The poorer retention figures outlined in the graph for 20/21 shows that we were losing credits more quickly, leading to our current forecast of a shortfall of circa -0.9%.

In relation to level of qualification, it is evident that lower level courses suffered more than courses at HNC or HND for example, where more of the learners at that level are capable of more independent study.

## 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.

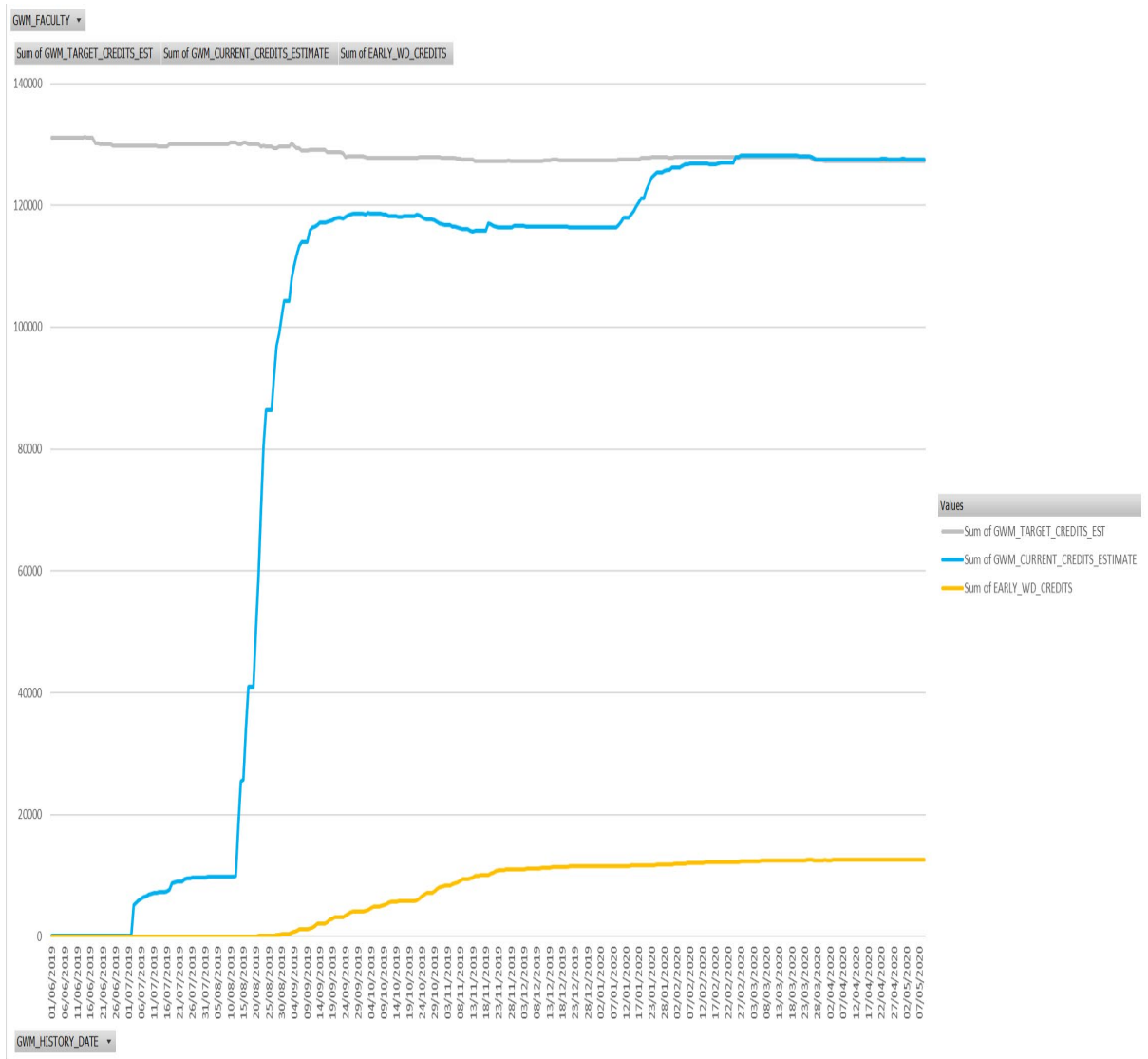## 7. Regional Outcome Agreement Implications

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.

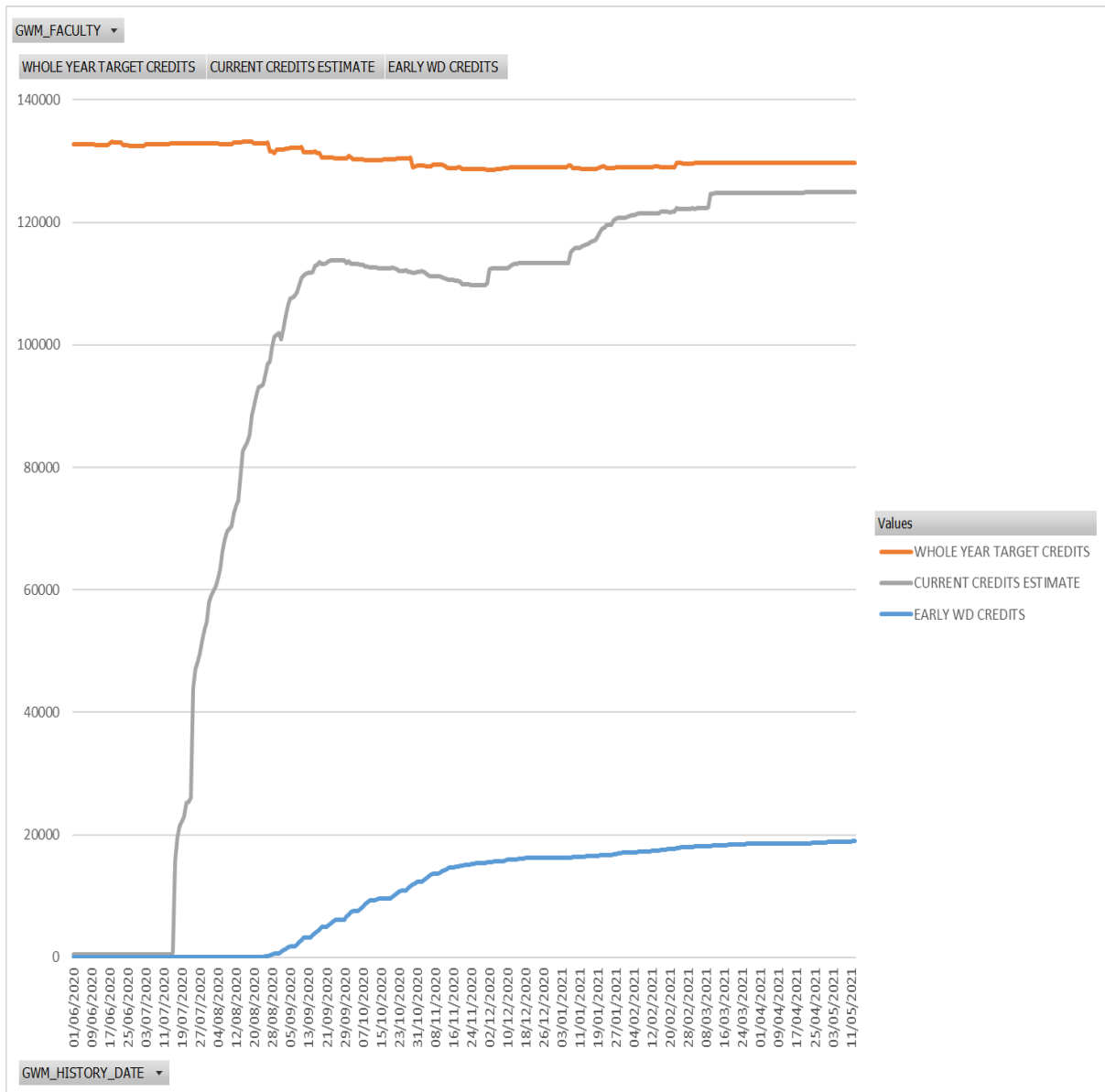## 8. Has an Equality Impact Assessment been carried out (Y/N/NA)

N/A

Charts

2019/20 Credits

# 2020/21 Credits

# Credits Monitoring Report AY2020-2021 - College Summary    Snapshot @ 7 June 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 | 997 | 71 | 189 | 745 | 9,372 | -4% | 0 | -4% | 0 | 9,372 | -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 | 10,071 | -2% | 0 | -2% | 0 | 10,071 | -2% |
| | | 28,200 | 2,618 | 165 | 323 | 2,144 | 28,019 | -1% | 0 | -1% | 0 | 28,019 | -1% |
| **130 Engineering, Computing & the Built Environment** | 113 Computing | 7,868 | 1,169 | 104 | 177 | 896 | 8,115 | 3% | 0 | 3% | 0 | 8,111 | 3% |
| | 131 Energy & Building Services | 6,816 | 790 | 14 | 63 | 713 | 6,271 | -8% | 22 | -8% | 0 | 6,272 | -8% |
| | 133 Engineering | 6,940 | 839 | 5 | 63 | 771 | 6,132 | -12% | 0 | -12% | 0 | 6,132 | -12% |
| | 135 Construction & Land Based Industries | 7,224 | 714 | 0 | 66 | 648 | 6,795 | -6% | 0 | -6% | 0 | 6,795 | -6% |
| | | 28,848 | 3,512 | 123 | 369 | 3,028 | 27,313 | -5% | 22 | -5% | 0 | 27,309 | -5% |
| **140 Health & Wellbeing** | 115 Sport, Tourism & Hospitality | 11,884 | 1,138 | 11 | 143 | 984 | 11,302 | -5% | 0 | -5% | 0 | 11,302 | -5% |
| | 141 Early Years & Social Care | 11,919 | 1,082 | 94 | 176 | 821 | 10,020 | -16% | 0 | -16% | 0 | 10,021 | -16% |
| | 145 Health & Life Sciences | 10,357 | 926 | 59 | 109 | 770 | 10,780 | 4% | 0 | 4% | 0 | 10,780 | 4% |
| | 149 Hair, Beauty & Complementary Therapies | 6,365 | 515 | 0 | 91 | 424 | 5,090 | -20% | 173 | -18% | 0 | 5,090 | -20% |
| | | 40,525 | 3,661 | 164 | 519 | 2,999 | 37,192 | -8% | 173 | -8% | 0 | 37,192 | -8% |
| **160 Access & Continuing Learning** | 161 ESOL | 11,433 | 2,795 | 11 | 181 | 2,603 | 12,464 | 9% | 107 | 10% | 0 | 12,464 | 9% |
| | 165 Additional Support for Learning | 4,438 | 315 | 0 | 14 | 301 | 4,191 | -6% | 0 | -6% | 0 | 4,191 | -6% |
| | 167 Employability Skills | 6,593 | 2,221 | 6 | 305 | 1,911 | 5,665 | -14% | 116 | -13% | 41 | 5,665 | -14% |
| | 169 General Education | 8,614 | 959 | 9 | 120 | 830 | 10,037 | 17% | 0 | 17% | 0 | 10,037 | 17% |
| | | 31,078 | 6,290 | 26 | 620 | 5,645 | 32,357 | 4% | 223 | 5% | 41 | 32,357 | 4% |
| **Total** | | 128,651 | 16,081 | 478 | 1,831 | 13,816 | 124,881 | -3% | 419 | -3% | 41 | 124,876 | -2.6% |
| | **SFC Target Credits** | **126,446 (Core 120,556 + ESF 5,890)** | | | | | | -1.2% | | | | | -1.2% |
| | **Current Credit Estimate + Credits to Start** | | | | | | 125,300 | -0.9% | | | | 125,295 | -0.9% |
| | **Current Credits Estimate + Credits to Start + Credits Not Enrolled** | | | | | | 125,340 | -0.9% | | | | 125,335 | -0.9% |

| Price Group | Credits Estimate | Credits To Start | Credits Not Enrolled |
|---|---|---|---|
| 1 | 19,343 | 37 | 41 |
| 2 | 70,494 | 125 | 0 |
| 3 | 21,567 | 177 | 0 |
| 4 | 2,007 | 0 | 0 |
| 5 | 11,470 | 80 | 0 |
| **Total** | **124,881** | **419** | **41** |

| Economic Sector | Credits Estimate | Credits To Start | Credits Not Enrolled |
|---|---|---|---|
| Administration, Financial and Business Services | 18,203 | 0 | 0 |
| Creative and Cultural Industries | 19,547 | 0 | 0 |
| Energy, Engineering, Construction and Manufacturing | 15,997 | 22 | 0 |
| Food, Drink, Tourism, Hospitality and Leisure | 16,359 | 173 | 0 |
| Health, Care and Education | 18,840 | 0 | 0 |
| Land-Based Industries | 2,704 | 0 | 0 |
| Life and Chemical Sciences | 7,092 | 0 | 0 |
| Transition and Supported Learning | 26,139 | 223 | 41 |
| **Total** | **124,881** | **419** | **41** |

Credit Movement History

Credit Risk

Schools Credits

7-day Credit Change

**BOARD OF MANAGEMENT MEETING**

| | |
|---|---|
| Date of Meeting | 16 June 2021 |
| Paper Title | Estates and Capital Masterplan Update |
| Agenda Item | 21.37 |
| Paper Number | 21.37A |
| Responsible Officer | Janet Thomson, Vice-Principal: Resources & College Development |
| Status | Disclosable |
| Action | For Approval |

## 1 REPORT PURPOSE

The purpose of this report is to provide a summary of the main current estates matters for Glasgow Clyde College and to provide an update on the capital masterplan update for 2020/21 projects being completed and the masterplan for 2021/22 projects.

## 2 RECOMMENDATION

2.1 Board members are requested to approve the capital masterplan update for 2020/21 and to approve the capital masterplan for 2021/22.

## 3 PROGRESS AGAINST CAPITAL PLAN FOR 2020/21

3.1 The College's major Capital works are based on the College Estates Capital Masterplan, the College Estates Condition Survey of all the College buildings (as completed in 2014), plus College plans for addressing emerging needs in discussion with Estates, and the Faculties and Units.

3.2 For 2020/21 the College had £2.88M of initial capital allocation from SFC/GCRB which was £945k of lifecycle maintenance and £1.94M of high priority maintenance. There are ten Estates projects which the College had agreed to be the main priorities under the heading of this initial estates high priority maintenance allocation for 2020/21 which are as below:

- Cardonald Lighting Replacement Phase 2;
- External Drainage & Lightning Protection at Cardonald;
- Mary Stuart Building Lighting & Fire Intruder Alarm Replacement;
- College Building Management System Replacement/ Upgrade;
- Anniesland Heating & Ventilation Works;
- Floorcoverings Replacement;

1

- Health and Safety Improvements - Fire Alarm upgrades, fire evacuation upgrades;
- Emerging High Priority Maintenance projects - External timber cladding repairs, student car park repairs;
- Other Estates High Priority Maintenance Projects – There are a range of projects included in this line.

3.3 There was a challenge in completing all of the works for the 2020/21 projects (as well as the 2019/20 brought forward projects) both in terms of normal logistics through the number of projects involved and through timing of the allocation of funding through to award of contract. Also there was the added challenge due to the issues of working on site in a COVID-related environment including construction closing for a period of time and works which had to be undertaken in the College in relation to reopening.

3.4 Further to the above there was also an additional SFC/GCRB estates 2020/21 capital allocation in September 2020 to support economic recovery. The College received £403k of this funding for high priority maintenance and £196k for lifecycle maintenance. This was planned for use on the refurbishment of the Student Space at Anniesland. A tender was issued however there was a late issue flagged relating to documentation planning which caused a delay, and the College were also waiting on confirmation that the funding could be carried forward. This project is now being progressed.

3.5 Given the challenges of completing the works not all of the funds were able to be expended in 2020/21 capital year (which is April to March). At the request of SFC the College submitted a return to them in early March 2021 on the use of the capital funds for the 2020/21 allocation and expenditure anticipated to end March. Within this return, Glasgow Clyde College requested to carry forward £1.099M of capital funds from SFC financial year 2020/21 to financial year 2021/22. SFC confirmed that this funding allocation was able to be carried forward into 2021/22 and the College is working to conclude the remaining elements of the 2020/21 projects.

3.6 There has been some update in the individual project values for the ten areas in the 2020/21 capital masterplan and. The main change is in relation to the first three projects of the masterplan list where three areas of electrical works were tendered together to obtain best value for money and the total projects value is now shown as £694k rather than as three separate projects.

3.7 There have been some updates to the projects list since the last report to the Board of Management and the updated 2020/21 capital masterplan

2

to complete any carried forward project elements is attached for approval. The main changes is that the three electrical projects were grouped together to provide best value for money, and these are now included in project priority 1 in the attached. These three projects are the Cardonald Lighting replacement, the Lightning Protection at Cardonald and the Mary Stuart Building Lighting & Fire Intruder Alarm Replacement. Also the external drainage has been postponed to 2021/22, as has phase 2 of the Anniesland Heating and Ventilation works and the Fire Evacuation changes at Langside. Finally, doors replacement has been undertaken at the Mary Stuart Building to utilise some of the available allocation on that project line. An explanation of any changes in forecast is provided in the attached within the narrative comments.

## 4 CAPITAL PLAN FOR 2021/22

4.1 The College has received from GCRB its indicative capital funding allocation for 2021/22 which was received on 6th April. The indicative funding allocation to the College for 2021/22 is £2.82M of capital allocation from SFC/GCRB split into £885k of lifecycle maintenance and £1.94M of high priority maintenance.

4.2 The Estates Team have prepared the capital plan for 2021/22 through the interim Head of Estates, Facilities and Energy and based on priority needs from discussions and an informed survey of the sites together with any brought forward remaining. The capital masterplan for 2021/22 is as follows:

- Structure and Roof Works £160k;
- Building Fabric £275k;
- External Grounds & Drainage £545k;
- Heating, Ventilation, Air Conditioning and Water £465k;
- Electrical Systems & Controls, Fire and Security £498k;
  **Total £1.943Million**.

4.4 There is a detailed list of projects supporting these figures although they are based on estimates at this stage and some areas may move down the priority list if other needs emerge. The split of the total value across the campuses from these estimates is Anniesland £773k, Cardonald £557k and Langside £625k.

## 5 FUTURE YEARS' CAPITAL PLANS

5.1 The College has recently commissioned a condition survey to help inform its future capital plans. This will be progressed over the next few months.

3

**6       COVID-19 VIRUS IMPACTS ON ESTATES**

6.1     The COVID-19 Virus had an impact on the College's 2019/20 Estates projects with work on these projects halted during the first lockdown and it took some time to mobilise again once contractors were allowed back on campus.  There were also tight timescales to complete the 2020/21 projects plus ensuring all relevant documentation was in place and there had to be some review of timescales for starting several projects on site.

6.2     As part of the College planning for reopening in August 2020 the Estates Team worked very closely with the Health and Safety Team on any matters including risk assessments and on following national guidelines for the reopening of the College buildings. This involved a great deal of work to achieve this with new items to be purchased and installed e.g. signage, tapes, sanitisers, to prepare the campuses for reopening in September 2020.

6.3     The campus team and the cleaning team within Estates were on site as necessary through this process with some partial furlough and some full furlough depending on activity on site.  The campuses were then closed throughout January and February 2021 when the majority of the cleaning team were on furlough.  They returned when the buildings opened in March 2021.

**7       RISK ANALYSIS**

7.1     There is a risk that if the estates planned works are not progressed annually then the College estate will not be fit-for-purpose.

**8       LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

8.1     There are no legal implications from this paper and the capital financial implications are captured above and in the College capital masterplan.

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

9.1     N/A.

4

# Glasgow Clyde College
# Capital Masterplan 2021/22 as at 7th June 2021

| Project Ref | Project Description - Capital Projects | Funded by | 2021/22 Capital Projects Plan | Comments |
|---|---|---|---|---|
| 1 | Structure and Roof Works | SFC/GCRB very high priority works capital funding allocation 21/22 | £160,000 | Anniesland and Langside campuses. Window replacements, damp works and guttering repairs. |
| 2 | Building Fabric Works | SFC/GCRB very high priority works capital funding allocation 21/22 | £275,000 | All three campuses. Majority at Cardonald. Toilet refurbishment is largest element. |
| 3 | External Grounds & Drainage | SFC/GCRB very high priority works capital funding allocation 21/22 | £545,000 | Anniesland and Langside campuses. Fire Path improvements and various external areas needing improved including nursery externals and car park adjustments re disabled access |
| 4 | Heating, Ventilation, Air Conditioning & Water | SFC/GCRB very high priority works capital funding allocation 21/22 | £465,000 | All three campuses. Air handling units, chillers replacements. |
| 5 | Electrical Systems & Controls, Fire & Security | SFC/GCRB very high priority works capital funding allocation 21/22 | £498,000 | All three campuses. Lighting, CCTV, switchgear, building management system, barrier upgrades. |
| | **Capital Masterplan 21/22 projects total** | | **£1,943,000** | |

**Glasgow Clyde College**
**Capital Masterplan Update as at 7th June 2021**

| Priority | Project Description - Capital Projects | Funded by | 2020/21 Capital Projects Plan as approved at March Board of Management | Total Updated Capital Projects Plan 2020/21 | Comments |
|---|---|---|---|---|---|
| 1 | Electrical Works. Previously project plan total was only for Cardonald Lighting Replacement - Phase 2. Now includes Cardonald Lightning Protection and Mary Stuary building Lighting and Fire Intruder Alarm from two lines below. All three tendered together to obtain best value for money. | SFC/GCRB very high priority works capital funding allocation 20/21 | £424,000 | £694,000 | 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. In addition the Cardonald Lightning Protection project and Mary Stuart building Lighting and Fire Intruder Alarm included and all tendered together hence increased total on this line. |
| 2 (see 1 above) | Cardonald External Drainage & Lightning Protection - External Drainage now moved to 21/22 & Lightning Protection now included in overall electrical works Project 1 above | SFC/GCRB very high priority works capital funding allocation 20/21 | £175,000 | £0 | The external drainage and lightning protection equipment at the Cardonald campus were identified as in need of replacement/upgrading. Initial investigations completed for the external drainage and project now planned for 2021/22. The Lightning Protection project now included in electrical works project 1 above. |
| 3 (see 1 above) | Mary Stuart Building Lighting & Fire Intruder Alarm Replacement and Doors replacement. Lighting and Fire Intruder works now in overall electrical tender above. | SFC/GCRB very high priority works capital funding allocation 20/21 | £106,000 | £28,000 | The lighting and the fire intruder alarm system at the Mary Stuart Building in the Langside campus have been included within the overall electrical works project (project 1 on this table). The amended costs for the project on this line are for replacement of doors within the Mary Stuart building. |
| 4 | College Building Management System Replacement/Upgrade | SFC/GCRB very high priority works capital funding allocation 20/21 | £139,000 | £122,000 | 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 in the Skills Centre at Cardonald has been upgraded to enable greater use to be made of its benefits for the College in management of utilities and building comfort for users. |
| 5 | Anniesland Heating & Ventilation Works | SFC/GCRB very high priority works capital funding allocation 20/21 | £145,000 | £103,000 | There are a few areas within the Anniesland campus where the heating and ventilation has been causing some issues. Following investigation of these areas phase one now included for 2020/21 and balance will be in future years. |
| 6 | Floorcoverings - range of replacements in each of the three campuses | SFC/GCRB very high priority works capital funding allocation 20/21 | £437,000 | £546,000 | Range of areas of floorcovering across the College which needed to be replaced. Project now complete. |
| 7 | Health and Safety Improvements - Fire Alarm upgrades, fire evacuation upgrades | SFC/GCRB very high priority works capital funding allocation 20/22 | £80,000 | £24,000 | This estimated project was 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. The fire alarm upgrades at Anniesland have been completed and the upgraded fire evacuation route at Langside will be completed in 2021/22. |
| 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 | £156,000 | £121,000 | These two projects were 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 | £280,000 | £304,000 | This covers a range of Estates Maintenance works for 2020/21 which were allocated to Capital |
| 10 | Student Space Project at Anniesland. | Economic Recovery SFC/GCRB Priority Maintenance 2020/21 | £403,000 | £403,000 | Limited student space at Anniesland campus compared to the other two campuses. Project supported by GCCSA and will use Economic Downturn Recovery funding. Previously tendered however these needed updated due to passage of time. Project now due to start in June. |
| | **Capital Masterplan 20/21 projects total** | | **£2,345,000** | **£2,345,000** | |