



FINANCE AND RESOURCES COMMITTEE

Wednesday 2 June 2021 at 4.30pm

The next meeting of the Finance and Resources Committee will be held on Wednesday 2 June 2021 at 4.30 pm. The meeting will be held remotely due to COVID-19 restrictions.

A G E N D A

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|--------------|--------------------------|--|----------|
| 21.16 | Welcome and Apologies | | D Newall |
| 21.17 | Declarations of Interest | | D Newall |

Minutes of Previous Meeting

- | | | | |
|--------------|--|---|----------|
| 21.18 | Draft Minute of the Finance and Resources Committee of 10 March 2021 | P | D Newall |
| 21.19 | Matters Arising Action Grid | P | D Newall |

Items for Discussion

- | | | | |
|--------------|--|---|-------------|
| 21.20 | Financial Report – Year to April and Forecast to July 2021 | P | T Elliott |
| 21.21 | Draft Revenue Budget for 2021-22 | P | T Elliott |
| 21.22 | Financial Forecast Return | V | T Elliott |
| 21.23 | Commercial Strategy & External Funding Update | P | D McDougall |
| 21.24 | Estates, Capital Expenditure & Masterplan Update Update | P | J Thomson |
| 21.25 | GCEF Financial Sustainability Funding Framework | P | J Thomson |

Items for Noting

- | | | | |
|--------------|---|---|-----------|
| 21.26 | Procurement Update | P | T Elliott |
| 21.27 | College Strategic Risk Register – Financial Risks | P | J Thomson |
| 21.28 | Any Other Business | | D Newall |

Date of next meeting 6th October 2021 at 4.30pm

FINANCE AND RESOURCES COMMITTEE MEETING

Date of Meeting	2 June 2021
Paper Title	Estates, Capital Expenditure and Masterplan Update
Agenda Item	21.24
Paper Number	21.24A
Responsible Officer	Janet Thomson, Vice-Principal: Resources & College Development
Status	Disclosable
Action	For Discussion

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 expenditure against plan to date along with the capital masterplan update.

2 RECOMMENDATION

2.1 Committee Members are invited to discuss this paper.

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. As per the last report to Committee there were ten Estates projects which the College had agreed to be the main priorities under the heading of this initial estates high priority maintenance allocation 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;
- 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 has been 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 allocation of funding through to award of contract. Also there has been 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 capital allocation in 2020/21 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.
- 3.5 Given the challenges of completing the works not all of the funds were able to be expended in 2020/21. 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 have recently confirmed that this funding allocation can be carried forward into 2021/22 and the College is working to conclude all these projects over the coming months.
- 3.6 The capital expenditure against the 2020/21 masterplan and the updated forecast for each project is shown in the attached schedule along with narrative comments on status.
- 3.7 There have been some changes to the projects list since last reported. Firstly, 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. Secondly, 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.

- 3.8 The new interim Head of Estates, Facilities and Energy has been working through these projects in detail and has provided the revised forecast as shown in the attached for each.

4 CAPITAL PLAN FOR 2021/22

- 4.1 The College has received from GCRB its initial capital funding allocation for 2021/22 indicative notification of 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 are preparing 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 works.

- 4.3 The outline summary of the plans for 2021/22 at this stage with initial estimates are 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;
- Mechanical Systems, Lifts & Hoists £12k.

Total £1.955Million.

- 4.4 There is a detailed list of projects supporting these figures although they are all first estimates at this stage and some areas may move down the priority list if other needs emerge. The current split of the total value across the campuses is Anniesland £773k, Cardonald £557k and Langside £625k. Further work is being done on the plan and it will be submitted to GCRB for their Performance and Resources Committee in June and to the College Board for approval at its June meeting.

5 FUTURE YEARS' CAPITAL PLANS

- 5.1 The College intends to commission a condition survey during 2021/22 to help inform its future capital plans. This is being discussed with APUC at this stage and will be progressed in the summer.

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 is 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.
- 6.4 The catering team at the Cardonald campus are also within the College Estates Department. The College has had limited staff and student footfall on campus, and the Cardonald catering staff have been on furlough for most of the period since March 2020 with a few staff returning recently mainly for stock clearout.

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. There have been additional financial implications from the COVID-19 virus situation with a range of additional items purchased for reopening in September 2020.

9 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

9.1 N/A.

Glasgow Clyde College
Capital Masterplan Update as at 24th May 2021

Priority	Project Description - Capital Projects	Funded by	2020/21 Capital Projects Plan as approved at March Board of Management	2020/21 Capital Expenditure April 2020 to May 2021 (note 1)	Total Updated Capital Projects Plan 2020/21 c/fwd	Comments
1	Previously project total was only for Cardonald Lighting Replacement - Phase 2. Now includes Cardonald Lightning Protection and Mary Stuary building Lighting and Fire Intruder Alarm as all tendered together.	SFC/GCRB very high priority works capital funding allocation 20/21	£424,000	£300,000	£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.
N/A	Cardonald External Drainage & Lightning Protection - External Drainage now in 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	£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.
2	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	£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.
3	College Building Management System Replacement/Upgrade	SFC/GCRB very high priority works capital funding allocation 20/21	£139,000	£119,000	£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.
4	Anniesland Heating & Ventilation Works	SFC/GCRB very high priority works capital funding allocation 20/21	£145,000	£70,000	£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.
5	Floorcoverings - range of replacements in each of the three campuses	SFC/GCRB very high priority works capital funding allocation 20/21	£437,000	£402,000	£546,000	Range of areas of floorcovering across the College which needed to be replaced. Project now complete.
6	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	£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.
7	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	£97,000	£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. The cladding works are nearly completed and the car park works are completed.
8	Other Estates High Priority Maintenance Projects	SFC/GCRB very high priority works capital funding allocation 20/21	£280,000	£304,000	£304,000	This is for a range of Estates Maintenance works for 2020/21 being allocated to Capital
9	Student Space Project at Anniesland.	Economic Recovery SFC/GCRB Priority Maintenance 2020/21	£403,000	£0	£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 need updated due to passage of time. Project now due to start in June.
Capital Masterplan projects total			£2,345,000	£1,344,000	£2,345,000	

(Note 1 - this includes amounts for some invoices that have yet to be received however the valuations for works have been concluded)

FINANCE AND RESOURCES COMMITTEE

Date of Meeting	2 June 2021
Paper Title	GCEF Financial Sustainability Funding Bid Framework Update
Agenda Item	21.25
Paper Number	21.25A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1 REPORT PURPOSE

- 1.1 The purpose of this report is to provide an update on the progress of activity in respect of the agreed reporting framework for the approved College Financial Sustainability Bid from the Glasgow Clyde Education Foundation (GCEF).

2 RECOMMENDATION

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

3 BACKGROUND

- 3.1 The Glasgow Clyde Education Foundation (GCEF) 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

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. The Foundation had over £5Million remaining after allowing for all previously approved bids to the middle of November 2020 and before the Financial Sustainability Bid referred to in this paper.
- 3.4 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. 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 there would be an unacceptable reduction in services for students, adversely affecting their learning experience. There would also be 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.
- 3.5 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.
- 3.6 There are three phases 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 phase 1 of the Framework to GCEF released the first £900k of funding in December and the reporting of phase 2 of the Framework in March released a further £450k of funding although this is now not planned to be utilised until 2021/22.

- 3.7 This is now phase 3 of the reporting framework and the key deliverable and milestones within the framework at this stage are highlighted and reported upon within the attached paper. After full discussion at the Committee this framework will then be submitted to the Foundation. It is not anticipated that the College will draw down any funding from this phase 3.

4 RISK ANALYSIS

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

5 LEGAL IMPLICATIONS/FINANCIAL IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

- 5.1 GCEF is a separate charitable organisation and hence is a separate legal entity. The financial implications related to this paper relate to the agreed the funding of this project, which is important for the future financial plans for the College.

6 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

N/A

GCEF College Financial Sustainability Funding

Reporting Framework – Stage 3 as at 25th May 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 a financial bridge to achieve financial sustainability.

The College has in place a three year financial plan as agreed by the Board of Management, which includes recurrent staff cost savings to move the College from what was forecast would 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 will 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 student related services.

The governance of this framework for the agreed 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 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 covers the following three agreed areas to be reported upon:-

- 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 planned financial position of a £260k deficit budget target for 2020/21. The current projection for the 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 is additional SFC one-off funding which has been received for financial sustainability (which has been provided to all Colleges as a result of impacts of the COVID crisis), an insurance claim receipt also related to COVID, and additional Job Retention Scheme funding, plus staff costs are under budget in total across the annual teaching and support budget cost centre totals and the contingency of £550k is 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 from 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 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 in the College's three year financial plan 2020/21 to 2022/23 as agreed by the Board of Management was £1.15M 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 looking to make some recurrent staff costs savings in the support areas. The College estimated proposal in its VS scheme documentation as sent to GCRB/SFC 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 will depend upon which particular roles are 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. The 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 anyone being accepted for VS.

There was a Voluntary Severance scheme issued to staff 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 ccccccxxxx. 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 so the College could consider a further tranche(s) after these first three.

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 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 it is 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.

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 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 Phase 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 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 with E Learning, ICT and Student Services. The process previously was rather fragmented across the various areas and this provide a better service to students and more effective deployment of resources from summer 2021.

(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 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 settling into College information at an earlier stage.

3.2 On line 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. The College had already been making the shift to blended learning and benefited from investment in the Delivering Excellence in Learning Teaching and Assessment (DELTA) project which commenced from April 2019 . This was an extremely useful springboard when the impacts of the COVID crisis manifested with much greater reliance on off-campus learning and teaching.

The overarching aim continues to be to support the best possible experiences and outcomes for students however the context is completely different. The College has been providing support to staff through this 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 Virtual Learning Environment (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 greater 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 and around 800 hours of bespoke training delivered.

The College plans to continue using 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 for the College Innovation and Transformation Committee on "Post Pandemic Learning Teaching and Assessment" and this is due to be 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 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: 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 model 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

Across a range of student support functions, the College has enhanced its on line service provision to meet the needs of the COVID crisis. 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, 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 developed significant resources, hosted on Canvas, to support students and staff.

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.

3.4 Staff Learning and Development Services

There has also been a significant level of on line training and support for College staff both for teaching and support staff. There has been planning and delivery of a range of webinars and practice sessions as indicated above in relation to on line learning and teaching however 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.

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

Since the beginning of the COVID virus, the College has launched an initiative to provide laptops and other ICT and connectivity equipment to disadvantaged 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. For 2020/21 there is Scottish Government funding available for addressing digital poverty. This process though has had to be closely monitored to fit within the 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

The College has purchased a number of Interactive Whiteboards with room capable webcams for next academic year which will support and enable a blended learning/teaching format. Also the College has been discussing agile working for the future for some staff of the College and more laptops have been ordered to support the future Agile working approach with around 170 laptops for support staff to support this in future.

3.7 Online Student ID Cards

Distribution of physical ID cards for students was disrupted due to the shift to online and blended learning. This was causing an issue for some students as they could not access any student discounts related to travel etc. so 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 but we are also offering a hard copy student card for those that require it to support inclusion – with the aim to offer the most effective alternative for all learners.

3.8 Expansion of access to the Student Early Warning system

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. Systems development have expanded the availability of the early warning system so that additional staff can get access to the required reports and alerts. These interventions are to achieve the ongoing success of the student and lead to maintenance of SFC credits or other income.

3.9 HR System Development – Web Recruitment for Staff

The College has implemented the staff web recruitment part of the HR system recently which delivers improved business processes to the application, the HR administrative process and the recruiting reviewer. Previously this was a very paper based system and now the system handles all application electronically which distributes papers for recruiters to review which previously had all to be printed and placed in packs, is more secure and will be more accurate eliminating any printing errors. It also allows for equality data to be collected at source from applicants and will give increased 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 student related services.

Janet Thomson
Vice Principal Resources & College Development
May 2021

FINANCE AND RESOURCES COMMITTEE MEETING

Date of Meeting	2 June 2021
Paper Title	College Strategic Risk Register: Financial Risks
Agenda Item	21.27
Paper Number	21.27A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Noting

1 REPORT PURPOSE

- 1.1 This report considers the Financial Risk areas within 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 Committee Members are invited to note this paper.

3 BACKGROUND

- 3.1 The College's Strategic Risk Register as at 20th May is attached. The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management.
- 3.2 The changes since last reported to the Board in March are highlighted in red. Also it was requested at the last Audit Committee meeting that the Register be reviewed to take account of short term and long term actions and this has been done with the mitigating actions now listed under these headings for each risk.
- 3.3 Of the fifteen risks on the College Strategic Risk Register four of them are financial risks which are shown on the first page of the Register and are risks F1 to F4. Three of these are scoring as high risk after mitigating actions which are Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income, Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF), and Failure to reduce College cost base on managed basis to meet requirements of the three year financial forecast. The College is

monitoring each of these risks on an ongoing basis and taking all relevant actions to help to mitigate them as far as possible.

- 3.4 Two financial risks have changed since the last report to the Board and the reasons for these changes are given in the paragraphs below.
- 3.5 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 voluntary severance scheme across the College which will reduce staff costs from August 2021 plus there been staff costs and non-staff costs savings in year, with the overall target for the financial forecast anticipated to be achieved.
- 3.6 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 now 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.
- 3.7 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 now nearing 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 **RISK ANALYSIS**

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

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

5.1 The College is required to have a risk register as part of the Financial Memorandum and the financial implications are detailed within the financial risks section of the College Strategic Risk Register.

6 Has An Equality Impact Assessment been carried out?

6.1 N/A

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Financial Risks																					
F1	Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income	Financial / COVID impacts	Theme 2 and 5 Partner of Choice and Financial Resilience through Operational Excellence	Assistant Principal International and Business Development	5	5	25	<p>Short term</p> <p>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.</p> <p>ii) FWDF key element of total activity and increased level during 2020/21</p> <p>iii) Greater use of digital marketing to promote course areas as effectively as possible</p> <p>Long Term</p> <p>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.</p> <p>v) Pipeline of activity being re-established as much as possible based on on-line or on-site delivery</p> <p>vi) Costing templates completed for all commercial activity. In year staff costs transfers of permanent staff costs.</p> <p>vii) Increased engagement and marketing effort during COVID to try to maintain as much of business as possible and to open and grow new income streams e.g. for retraining.</p> <p>viii) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus.</p> <p>ix) Review and develop market opportunities through business development strategy and growing new markets.</p> <p>x) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum.</p> <p>xi) Continued work with key partners to ensure successful projects delivered and funding maintained as much</p>	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	<p>Short Term</p> <p>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.</p> <p>ii) Focussed support for students to deliver student experience and to ensure stated teaching activity targets are met.</p> <p>iii) Closely monitor tuition fees income to assess potential COVID impacts on income</p> <p>Long Term</p> <p>iv) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, and improved retention of students.</p> <p>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</p> <p>vi) Work closely with relevant partners to ensure programmes implemented as planned</p> <p>vii) Aim to ensure annually all relevant agency (e.g. SDS) milestones and documentation requirements achieved</p> <p>viii) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment. Again significant COVID impacts on ongoing basis.</p>	4	4	16	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	<p>Short Term</p> <p>i) Financial plan approved prepared for 2020/21 to 2022/23 which shows required cost reductions based on anticipated income reductions due to COVID impacts.</p> <p>ii) Cost reduction plan being implemented which requires reduction in staff levels and significant cuts in non-staff budgets across the College where possible. VS Reductions and academic management restructure now being implemented to later timescales.</p> <p>Long Term</p> <p>iii) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes.</p> <p>iv) First staff restructure from October 2019 through use of VS scheme with required agreement with GCRB and SFC.</p> <p>v) Successful bid to GCEF for additional funding support from November 2020.</p> <p>vi) Discussion on future potential changes being taken forward including academic management restructure.</p> <p>vii) Zero based budgeting from 19/20 onwards for non-staff costs.</p> <p>viii) Five year financial plan from 2021/22 to 2025/26 being prepared.</p>	3	5	15	F3	Medium	20	Reducing						

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										Score Before Mitigating Actions			Score After Mitigating Actions			
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions		Probability	Impact	Risk Score	Risk Ranking after mitigating actions	Risk Timing - Short / Medium / Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
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

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Organisational Risks																	
O1	Failure of College operational processes/ systems/ ICT infrastructure including risk of cyber attack or fraud	Organisational / COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development & Vice Principal- Curriculum & External Relations	4	5	20	<p>Short Term</p> <p>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.</p> <p>Long Term</p> <p>ii) Business system improvement process in place</p> <p>iii) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology.</p> <p>iv) Virtualisation infrastructure which improves server resilience with two main data centres at different campuses with tape/offsite and cloud backups of critical systems.</p> <p>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.</p> <p>vi) ICT backup procedures and Disaster Recovery planning. Cyber essentials+ status maintained.</p> <p>vii) Enterprise Malware detection and Web filtering technology and room based uninterruptable power supply in place with ICT climate monitoring facilities.</p> <p>viii) Fraud response plan in place</p>	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	<p>Short Term</p> <p>i) Regular monitoring of teaching KPIs across relevant curriculum measures and actions implemented to develop improvement strategies .</p> <p>ii) Quality Assurance processes undertaken through annual cycle of activities including self evaluation, verification, feedback and audit.</p> <p>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.</p> <p>iv) Faculty staff work with students association, class reps and student feedback mechanisms to monitor feedback on quality and follow up on any issues</p> <p>v) Monitor feedback from student focus groups on student experience</p> <p>Long Term</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p>	3	4	12	O2	Medium	16	Reducing		
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	<p>Short Term</p> <p>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.</p> <p>Long Term</p> <p>ii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process.</p> <p>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.</p> <p>iv) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action.</p>	3	5	15	O3a	Short	15	No change.		

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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	<p>Short Term</p> <ul style="list-style-type: none"> 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 <p>Long Term</p> <ul style="list-style-type: none"> 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	<p>Short Term</p> <ul style="list-style-type: none"> i) Ongoing monitoring by ICT of any potential systems being targeted ii) Multi Factor Authentication being rolled out across College staff <p>Long Term</p> <ul style="list-style-type: none"> 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. x) 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	<p>Long Term</p> <ul style="list-style-type: none"> 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	<p>Short Term</p> <ul style="list-style-type: none"> i) Need to plan within College very tight resources due to financially challenging budget and items will be re-phased 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 <p>Long Term</p> <ul style="list-style-type: none"> 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
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	<p>Short Term</p> <ul style="list-style-type: none"> i) Maintain open channels of communication with trade unions, college managers and their staff, and effective attendance management process in place. ii) Cover arranged as required for absence of key staff members. iii) Need to manage to retain appropriate staff through challenge of restructures <p>Long Term</p> <ul style="list-style-type: none"> iv) College Strategic Theme of Employer of choice with attractive overall terms and conditions e.g. pension schemes, flexible working. v) All new staff have an induction process and annual training programme undertaken. vi) Appropriate CPD provided for staff to meet identified skills gaps vii) Managers work with their staff to consider any enhancements to skillsets and access to training e.g. webinars. General risk across staff in new levels of home working. viii) 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

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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 i) COVID related operating arrangements discussed at SLT. ii) Full review of Health and Safety Policy and Procedures being undertaken Long Term 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. iv) Safeguarding officers and safeguarding forum on each campus v) Health and Safety Officers working across the three campuses and ensure annual cycle of health and safety audits are completed 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 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 ii) Ongoing engagement at Board and Senior Leadership Team level with the SFC Review Long Term iii) Work within roles, responsibilities and legal implications of Legislation and associated related guidance. 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. v) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls vi) Ensure Board have appropriate training on key guidance and legislation and take proactive role in ensuring meet all requirements. vii) Modern Slavery statement in place viii) Quality audit process in place and DELTA project delivering greater levels of blended learning with staff. Internal audit review process considers range of areas annually. ix) Seek legal advice as required. x) Data Protection Officer in place to advise on General Data Protection Regulation/ Data Protection matters.	3	3	9	G2	Medium	9	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 i) Continue to maintain membership of Board of Management at suitable level with the correct level and mix of skills. Succession planning taking place with the Nominations Committee considering future vacancies well in advance. ii) Recruitment of new Board members to consider diversity of membership (e.g. gender and ethnic background) iii) Annual self assessment for Board members and training provided as required. iv) Board effectiveness review completed. v) Induction provided for all new Board members. vi) Ensure Board undertake an ongoing programme of training to meet CPD needs. vii) Board member handbook in place and an annual review/update to be undertaken.	2	3	6	G3	Medium	6	No change						