BOARD OF MANAGEMENT

20th OCTOBER 2021 at 4.30pm
By Zoom

A meeting of the Board of Management will be held on Wednesday 20 October 2021 at 4.30 pm. The meeting will be held by Zoom.

A G E N D A

21.41	Welcome and Apologies		D Newall
21.42	Determination of Other Business		D Newall
21.43	Declarations of Interest		D Newall
21.44	Minutes of Previous Meetings		
	• 16 June 2021	P	D Newall
	• Board Strategy Days Note- 7/8 September 2021	P	
21.45	Matters Arising – Action Grid	P	D Newall

Items for Discussion

21.46	Sustainability & Carbon Reduction Strategy	V	J Thomson
21.47	Student Enrolment & Credit Update (2020/21 & 2021/22	P	J Rafferty
21.48	GCEF learning space proposal	P	J Thomson
21.49	Collaboration with Glasgow Kelvin College	P	J Vincent
21.50	Principal's Report	P	J Vincent
21.51	Student Association President's Report	P	J Thompson
21.52	Chair's Report	V	D Newall

Draft Minutes of Committee Meetings

21.53	Organisational Development Committee- 22nd September 2021	P	S Heidinger
21.54	Audit Committee- 29th September 2021	P	D Watt
21.55	Finance and Resources Committee -6th October 2021	P	D Newall
21.56	Nominations Committee -7th October 2021	P	D Newall

Items for Formal Approval/ Noting

21.57	2020/21 Draft Primary Financial Statements	P	T Elliott
21.58	SFC Financial Forecast Return	P	T Elliott
21.59	Estates, Capital Expenditure and Capital Master Plan Update	P	J Thomson
21.60	Strategic Risk Register	P	J Thomson
21.61	Governance Update	P	C McConnell
21.62	Freedom of Information Requests Summary	P	J Rafferty

21.63	Any Other Business		D Newall

Date of Next Meeting: 15 December 2021 at 4.30pm.
Location: Seminar Rooms 1&2 Cardonald Campus.

Board Development Days

Tuesday 7 September 2021 - Wednesday 8 September 2021

Bowfield Hotel and Country Club, Howwood

DAY 1

The Board discussed the following:-

Glasgow Clyde Education Foundation Strategy

Gill Troup, Chair of GCEF introduced the session discussing the approaches which GCEF could take in allocating funding. The Board heard that there is £3.6m of uncommitted funds held by the foundation.

Jon Vincent then provided a summary of four of the College's Strategic Priorities:-

- Green Skills for a Net Zero Economy
- Learning Estate
- Industry 4.0
- Delta +

The Board broke into groups and considered which of the four strategic priorities (if any) they would like to see developed into specific project proposals.

Across the groups, the value of each of the projects was recognised. Overall, the proposal to refurbish areas on all campuses to create high quality informal learning and relaxation spaces for students received most support. Jon Vincent was asked to consider this further and bring more detailed proposal to the full Board.

Open Forum

A question was asked about the College's Carbon Reduction Strategy and Jon Vincent advised the Board of a number of ongoing initiatives. All agreed that this is an important area and a report should be provided to a future Board giving details of the College's progress. The Board will then decide how this should best be monitored on an ongoing basis.

Alan O'Donnell led a session to demonstrate the value of the mentimeter tool. Members agreed that this tool could be useful in future Board meetings and its use should be explored.

David Newall advised the Board that Stephen Henson has notified him of his decision to resign from the Board David noted the significant contribution which Stephen has made to the Board.

Director of CBI Scotland
In the final session of the day, Tracy Black, Director of CBI Scotland shared some thoughts with the Board on the contribution which Colleges can add to the skills gaps which have been identified across Scotland.

DAY 2

Members of SLT joined for Day 2.

Eric Brownlie, Claire Donaghey and John Rafferty led a very interesting discussion around Learning & Teaching Strategy post-Covid and shared some statistics with the Board on the College's Performance Indicators for the 20/21 session. The Board discussed the breakdown of those reflecting on the variances across subjects, HE, FE and full and part-time study.

Lorraine McGaw and Robert Anderson shared some informative, entertaining and moving personal reflections on the challenges of the 20/21 session.

Brian Hughes reflected on his (almost) 45 years in Further Education and the Board thanked Brian wholeheartedly for his support and input to its work.

The Chair also thanked all of the SLT for their input to the day and more particularly for the significant effort and achievement over the last year.

Board of Management Dashboard Report

Jon Vincent led a session which was designed to address the recommendation from the Board's external review that the Board should "Progress the work on KPIs and the new dashboard as a priority".

The Board broke into groups and discussed the most effective way to ensure the Board (and Committees) can receive the information needed to monitor the College's performance.

The Board agreed that it was important that Committees received the detailed information on the PIs relating to their areas of expertise and that each Committee is then responsible for reporting to the Board, using a red/ amber/green format, drawing the Board's attention to any areas of concern.

Conclusion

The Chair advised Board members that he would be in contact to discuss annual reviews and provided a brief update on the ongoing GCRB review. A further update will be provided to the Board at its October meeting.

Board Members in attendance DAY 1 and DAY 2:-

Fiona Godsman	Alan O'Donnell	Clare Walker
Amie Logan	Lindsey Paterson	David Watt
Gordon McGuinness	Margaret Swiderska	
Runa McNamara	Johanna Thompson	
David Newall	Jon Vincent	

Apologies

Mary Docherty	Stephen Henson	Keith Rosser
Sandra Heidinger	Michael Payne	

SLT members in attendance Day 2

Brian Hughes	John Rafferty	Eric Brownlie
Janet Thomson	Jennifer Brickwood	Duncan McDougall
Tracy Elliott	Claire Donaghey	
Lorraine McGaw	Robert Anderson	

BOARD MEETING

Date of Meeting	20 October 2021
Paper Title	Student Enrolment & Credit Update (2020/21 & 2021/22)
Agenda Item	21.47
Paper Number	
Responsible Officer	J Rafferty
Status	Disclosable
Action	For **Discussion**

1. Report Purpose

This paper provides members with an update on the college's final position in respect of its Credit activity target for session 2020/21 and an early view of progress against target for 2021/22.

2. Recommendations

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

3. Background

Credit Activity 2020/21.

Members have been regularly presented with updates on the college's Credit forecasts throughout the Academic Year 2020/21. The last report forecast that we would not achieve our full Credit activity target, with a predicted shortfall of around -1.4%

The college achieved 124,661 Credits for the academic year against a target of 126,546 (-1.5%). This allowed us to report that our Core Credits had been achieved in full and that the shortfall was offset against our ESF activity. This reduction in ESF will potentially result in a loss of income and this was been factored into the income and expenditure calculations throughout the year as a risk measure. As yet we do not have a complete sector picture but anecdotally it would appear that there are many colleges with significant shortfalls against their targets. SFC had indicated that 2020/21 would be treated as an "emergency year" in the light of the impacts resulting from COVID-19. There are a number of factors that have contributed to our failure to achieve target, not least of which was the extent to which we were restricted in our level of on-campus activity, with many students leaving courses, unable or unwilling to learn completely online. Schools activity and programmes for learners with additional needs were also significantly impacted.

Credit Activity 2021/22

Attached is a snapshot of our credit monitoring report at 8th October 2021. Members will be familiar with this particular report format. At the Board development day it was agreed that, going forward, the Learning & Teaching Committee will receive a detailed analysis of progress against target and the Board will receive a higher level position paper at each meeting. As there has not yet been a L&T committee meeting this year the fuller analysis is presented to this meeting.

There are some points to note on the attached sheet. The overall Credit target for 2021/22 is higher that the target for 2020/21. This is due to the inclusion of Foundation Apprenticeship Credits which were previously excluded from the Credit target as they were funded through a contract with SDS. For 2021/22 only, the SFC have provided a separate, additional funding stream for these FA Credits. From 2022/23, these Credits will have to be absorbed into the college's Core Credits without additional funding. SFC are also paying additional funds to allow the college to deliver activity to students whose results were deferred in previous years due to the COVID-19 situation and the restricted on-campus activity which resulted in some students being unable to complete elements of their assessed work.

These additional streams of Credits result in a target of 129,329 comprising 121,354 Core + 4,998 ESF + 672 FAs + 2,304 Deferred Credits. We are awaiting an allocation of funding and Credits related to the National Transitions Training Fund [NTTF] and Young Persons Guarantee [YPG], but at the time of writing neither this allocation nor funding has been identified to the sector. Given the current position with our Credit forecast, detailed below, it may be that these additional NTTF / YPG Credits are too high risk for the college to accept. This is a fluid position and will be subject to further discussion.

As can be seen in the sheet, the current forecast in the row (**Current Credit Estimate + Credits to start + Credits not enrolled**) ranges from an outturn of -4.0% to potentially -7.1% against target. There has been a significant amount of work done to date to identify where and how this shortfall is occurring. Analysis shows that we are under-enrolling against target in a range of courses. I.e. where our projections are based on having say 18 fundable students in a class, perhaps only 13 are actually in attendance. This means that Credits are "lost" when the fundable numbers are lower than target. There are a number of reasons for this; many students have accepted an offer of a place on a course (or in some cases actually enrolled on a course) but then fail to show up; some have enrolled and started with us but then leave when it is evident that the delivery will mostly be online. Further analysis shows that there has been under-enrolment at SCQF level 8 – which is our HND level provision. There is a view across the sector that Universities, who were given additional funding and

places, have been making offers to students who would traditionally been our Higher National students. This could be further discussed at the meeting. Across the sector a similar pattern has been developing and there are colleges who are currently suggesting that their enrolments could be down by over 20% this year. SFC are aware of this and are expressing concern at the sector position. There is also a concern that our retention figures are being impacted with students withdrawing from courses early.

Plans are in place; however, to address this shortfall and all opportunities to deliver additional activity are being explored. Additional courses will be offered in areas which may have experienced high levels of demand and/or are in line with identified skills shortages (e.g. Cyber Security). This is a regular and ongoing standing item at both SLT and CAP meetings.

4. Risk Analysis

As identified in (3) above, there is currently a risk that the college will fail to achieve its Credit target for the 2021/22 Academic Year. Steps are being taken to mitigate that risk.

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. At the year end Credits which have been achieved are counted firstly as Core before additional funding streams, such as ESF, are counted. The SFC have been asked to treat the current Academic Year as an exceptional "emergency year" meaning that failure to achieve Core Credits would not result in a funding clawback This risk is being incorporated into the financial forecasts.

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 have close regard to the extent to which each of the three Glasgow colleges contributes towards the overall Regional targets.

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

N/A

Credits Monitoring Report AY2021-2022 - College Summary   Snapshot at 8th October 2021

Faculty	School	Portfolio Credit Target - as at 06/09/21	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	15,465	1,037	64	156	818	10,529	-32%	2,226	-20%	0	10,306	-33%
	123 Media & Performing Arts	7,788	630	2	31	597	7,596	-2%	280	1%	0	7,228	-7%
	125 Fashion, Textiles & Design	9,822	806	62	67	680	9,478	-4%	444	1%	0	9,345	-5%
		33,075	2,473	128	254	2,095	27,602	-17%	2,949	-8%	0	26,878	-19%
130 Engineering, Computing & the Built Environment	113 Computing	8,604	995	71	99	828	8,252	-4%	776	5%	0	8,000	-7%
	131 Energy & Building Services	7,422	630	16	25	590	4,642	-37%	1,894	-16%	0	4,380	-41%
	133 Engineering	7,297	581	0	30	551	5,477	-25%	0	-25%	66	5,186	-29%
	135 Construction & Land Based Industries	7,420	568	6	42	520	5,788	-22%	174	-20%	310	5,485	-26%
		30,743	2,774	93	196	2,489	24,159	-21%	2,845	-13%	376	23,051	-25%
140 Health & Wellbeing	115 Sport, Tourism & Hospitality	5,613	432	11	55	366	4,220	-25%	1,433	1%	0	4,142	-26%
	141 Early Years & Social Care	13,122	1,203	24	81	1,098	11,896	-9%	448	-6%	88	11,507	-12%
	145 Health & Life Sciences	10,639	801	10	51	740	10,406	-2%	176	-1%	0	9,982	-6%
	149 Hair, Beauty & Complementary Therapies	6,423	506	1	76	429	4,616	-28%	661	-20%	95	4,534	-29%
		35,797	2,942	46	263	2,633	31,137	-13%	2,718	-6%	183	30,165	-16%
160 Access & Continuing Learning	161 ESOL	12,352	1,427	0	155	1,272	7,696	-38%	4,720	1%	56	7,458	-40%
	165 Additional Support for Learning	4,668	470	0	3	467	4,654	0%	0	0%	0	4,290	-8%
	167 Employability Skills	6,664	587	2	62	523	3,014	-55%	2,970	-18%	59	2,896	-57%
	169 General Education	8,827	697	2	78	618	8,704	-1%	321	2%	0	8,205	-7%
		32,511	3,181	4	298	2,880	24,067	-26%	8,011	-2%	115	22,850	-30%
Total		132,126	11,370	271	1,011	10,097	106,966	-19%	16,523	-7%	674	102,944	-11.0%
	SFC Target Credits	129,328 (Core 121,354 + ESF 4,998 + FA 672 + DEFER 2304)						-17.3%					-20.4%
	Current Credit Estimate + Credits to Start						123,489	-4.5%				119,467	-7.6%
	Current Credits Estimate + Credits to Start + Credits Not Enrolled						124,163	-4.0%				120,141	-7.1%

Credit Movement History

Credit Risk

Schools Credits

7-day Credit Change

Category	Target	Credits Estimate	Credits To Start	Credits Not Enrolled
COVID Catch-Up	2,304	1,355	0	0
Foundation Apprenticeship Year 1	672	684	0	0
YPG/NTTF	1			

Price Group	Credits Estimate	Credits To Start	Credits Not Enrolled
1	14,706	1,439	51
2	62,566	8,001	88
3	18,508	2,629	471
4	2,043	0	0
5	9,143	4,454	64
Total	106,966	16,523	674

Economic Sector	Credits Estimate	Credits To Start	Credits Not Enrolled
Administration, Financial and Business Services	16,248	1,830	0
Creative and Cultural Industries	17,388	736	51
Energy, Engineering, Construction and Manufacturing	13,041	1,980	325
Food, Drink, Tourism, Hospitality and Leisure	12,523	2,943	95
Health, Care and Education	19,394	1,015	88
Land-Based Industries	2,552	77	0
Life and Chemical Sciences	6,658	176	0
Transition and Supported Learning	19,161	7,766	115
Total	106,966	16,523	674

BOARD OF MANAGEMENT

Date of Meeting	20 October 2021
Paper Title	GCEF Funded Learning Spaces
Agenda Item	21.48
Paper Number	21.48A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion/Approval

1   REPORT PURPOSE

1.1   The purpose of this report is to provide an overview of the proposal for new learning spaces within the College campuses and the planned application for funding for these to the Glasgow Clyde Education Foundation (GCEF).

2   RECOMMENDATION

2.1   Members are invited to discuss the proposal to submit a bid to GCEF for funding for these new areas of redesigned informal learning spaces at the College campuses. In addition this report requests that the Board approves the use of contingency funds within the 2021/22 budget of up to £50k to develop and cost the learning space options.

3   BACKGROUND AND COMMENTARY

3.1   At the Board Development event in September one of the items was a discussion session on the use of the remaining uncommitted GCEF funds (around £3.6Million) and to consider how these remaining funds may best be used. Following that discussion it was agreed that the first preferred option to be progressed was the potential for funding of a new Learning Spaces project. The extract of the paper to the Board Development Event for this Learning Spaces project is included as Appendix 1.

3.2   As noted in the appendix commentary this was an option recommended within the College Estates Review completed in 2019 (funded by GCEF) which proposed the development of enhanced informal learning spaces. Also attached in appendix 2 is an extract from the Estates Strategy Review showing some images of the possible approaches which could be considered for the new learning spaces

3.3   Within the College budget for 2021/22 there is contingency funding which could be utilised to consider options at each of the three campuses for potential areas of new high quality informal learning and study spaces. Thereafter the next step would be to prepare a bid for GCEF funding for Learning Spaces which will be for the feasibility/early design stage for the project.

4   RISK ANALYSIS

There are no specific risks associated with this paper

5   LEGAL IMPLICATIONS

There are no legal implications with this paper.

6   FINANCIAL IMPLICATIONS

The financial implications will be related to the request for funding for the feasibility/early design stage if the bid is approved and these will be met by GCEF.

7   REGIONAL OUTCOME AGREEMENT IMPLICATIONS

There are no Regional Outcome Agreement implications of this paper

8   HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT?

Not applicable.

Appendix 1

Learning Estate Option for GCEF Funding

The following is an extract from the September Board Development event paper on this Strategic Priority option for GCEF funding: -

In 2019 the Foundation invested in an Estates Review of the College campuses. The Review was published in August 2019 and among its recommendations was the development of enhanced informal learning space particularly at the Cardonald campus.

The Covid-19 pandemic has greatly accelerated the College's adoption of e-learning resources and approaches to blended learning. This model of learning also highlighted that many students do not have access to fast and reliable broadband and/or a suitable study space at home.

It is now widely accepted that the blended model of learning is likely to remain commonplace after the return to campuses because it offers many advantages over traditional approaches particularly in theoretical subjects. In the future it is foreseen that many classes will receive shorter, more intense face-to-face lessons with further learning and consolidation activities taking place via e-learning.

The Estates Review highlighted that College campuses lack sufficient informal learning spaces and if the blended model becomes the norm this demand may overwhelm the existing facilities, disadvantage those students who do not have a suitable study environment at home and ultimately may act as a disincentive to teachers to seize the opportunities that blended learning can provide.

The Foundation has already approved expenditure (£652k) for improvements to the public realm at the Cardonald campus. This proposal is to be considered as an additional proposal and not an extension to the approved expenditure.

Proposal – Investment in the refurbishment of areas on all campuses to create high quality informal learning spaces which provide an appropriate learning environment for students to engage fully with blended learning.

GLASGOW CLYDE COLLEGE

Estate Strategy Report

Doc. No: P3000254_GCC Estate Strategy Report
Issue: Final Draft
Rev: 02
Date   16 October 2019

1.0 Executive Summary

Gardiner & Theobald, supported by BDP, were appointed by Glasgow Clyde College in October 2018 to provide strategic advice in a review of the College's estate and development of an estate strategy. The purpose of this document is to supplement the summarised Estates Strategy 2016-2020 which was written in the same shortened style as the other strategies in the suite of College strategies. The 2016-2020 strategy was prepared at a time when the College was recently merged and there was a Curriculum and Estates review undertaken for the Region. This strategy recognises the development projects at each campus in the past 15 years, and provides a solid foundation for the College to continue to improve and develop its facilities in line with the needs and expectations of its customers whilst recognising the expectations of Government bodies with regard to sustainability and carbon reduction.

The first stage of the commission was an information gathering exercise, involving:

- Consultation with a range of key stakeholders, including Senior Management Team, Senior Staff and Student Association members. This involved considering a range of themes that contained a series of specific questions related to these. The themes were the following:

  - The Campus
  - Community
  - Faculty& Support Team
  - Teaching & Learning
  - Sustainability
  - The Future

- Engagement with key stakeholders such as the estates department, and review of conditions surveys for the campuses, to establish an understanding of the existing conditions, works carried out to date, and understand key performance targets

- Conduct a baseline study to review existing information on the campuses, for example staff numbers, utilisation surveys, staff feedback, credit reports.

The information gathering exercise established that each of the College's three campuses had significant capital development during the period between 2005 and 2010. For two of the campuses there were substantial new build projects i.e. at the Anniesland and Langside campuses. For Cardonald there was an extensive programme of major refurbishment through which much of the physical condition of that campus was substantially improved and two new buildings were completed. This document assesses the strengths and weaknesses of each campus to inform the proposed interventions. This can be summarised as follows:

Anniesland – strong transport links and public presence. Campus is in excellent condition with a good range of contemporary teaching and learning spaces. There are considered to be a lack of student social and recreation space, and large scale classroom spaces, with opportunities to use the courtyard are more effectively.

Cardonald – strong transport links and public presence. Sufficient internal area for delivering current academic activity, and external area for potential future development. It is considered that the existing boundary could be softer and less hostile, clearer wayfinding into the building and a more defined entrance. It was identified that there was a lack of student social spaces, modern learning and IT-enabled student focussed learning space. There are also issues with congested vertical circulation and corridor space.

Langside – strong transport links, with a good range of contemporary teaching and learning spaces. Sufficient internal area for delivering current academic activity, and external area is considered attractive and accessible. Mary Stuart Building requires plant upgrading, the campus could benefit from improved wayfinding and an enhanced area between the Mary Stuart and LITEhouse buildings

In addition, there was an assessment of campus activity, benchmarked against other multi-campus further education institutes. The assessment of room utilisation (a factor of frequency of room use and seat occupancy) indicated that in general recommended thresholds were exceeded, with the College anticipating no significant shifts in it curriculum or student numbers for the foreseeable future.

The assessment undertaken, and detailed within this document, then informed the proposed interventions for the campuses, with a particular focus on the Cardonald Campus. The estates strategy has been structured in a manner that presents a number of potential short term and long term interventions for the Cardonald Campus, together with proposed consderations at the Anniesland and Langside campuses. The proposals can be summarised as follows:

There will be challenges with funding the Estates Strategy given the uncertainty around levels of future capital funding. This will have a direct impact on the programme for delivery, and strategy for implementation. It is essential, however, that the College maintains the College estate and develops it on an ongoing basis to best meet the needs of learners and staff, and to ensure that previous investment is not compromised.

Intervention 1: Redesign of Individual Floors in Tower Block

Cardonald Tower

The proposal seeks to reconfigure the internal spaces immediately opposite the existing lift shafts on selected floors of the Tower to provide open, flexible use, student focussed learning and social space.

This intervention will:
- Make the campus a more fit-for-purpose learning estate
- Better utilise under used teaching spaces
- Improve Tower vertical circulation to alleviate congestion and 'lost-time'
- Reduce corridor congestion by providing alternative and better quality 'waiting' space
- Provide alternative offerings for students to reduce pressure on existing catering facilities.
- Provide IT enabled hubs within the building to support the College digital strategy objectives
- Improved environment with natural daylight, and potentially natural ventilation

Achieving these aspirations will directly benefit the student learning experience.

Re-imaging the internal spaces

Spaces are themselves agents for change. Changed spaces will change practice. Well-designed social spaces are likely to increase students' motivation and can even have an impact on their ability to learn. High-quality space for informal learning will also enhance the profile of the institution with its target groups. For these reasons, social spaces are given a much higher priority in new designs than was the case when Cardonald College was originally designed.

At Cardonald the study found that there is some under utilised teaching space – and therefore there is the opportunity to re-imagine a proportion of the internal space as flexible learning and social provision.

GCC is currently refreshing its proposed Teaching and Learning Strategy.   Although the creation of these spaces has not been proposed as a reaction to any potential changes in the manner by which the College will deliver its curriculum, they will be sufficiently flexible, adaptable and IT enabled as to allow the College to use them to adopt new ways of working, i.e. self-directed credit activity, blended learning, break-out work-shopping etc. As such, they will be vital 'test-beds' for staff and students to experience new approaches and techniques for learning.

"The aim is to provide learning space that will motivate learners and promote learning as an activity, support collaborative as well as formal practice, provide a personalised and inclusive environment, and be flexible in the face of changing needs."

JISC Designing Spaces for Effective Learning

Exemplars of flexible space

BOARD OF MANAGEMENT

Date of Meeting	20 October 2021
Paper Title	PRINCIPAL'S REPORT
Agenda Item	21.50
Paper Number	21.50
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 July 2021 and October 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 As you know, Brian Hughes will retire from his role as Depute Principal at the end of October 2021 after 39 years of dedicated service to the college sector, the majority of which has been spent at Glasgow Clyde College or its predecessor institutions.

3.1.2 I am pleased to announce that John Rafferty, currently our Curriculum Assistant Principal – Health and Wellbeing, has been appointed to the role of Deputy Principal.

3.1.3 John Rafferty commenced is role as Deputy Principal on 1 October 2021 and is currently undertaking a handover of responsibilities with Brian.

3.1.4 The recruitment process for John's successor as Curriculum Assistant Principal for Health and Wellbeing is currently underway.

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

3.2.1 I am delighted to inform you that Jennifer Brickwood has been appointed to the position of Curriculum Assistant Principal for Engineering, Computing and the Built Environment. A Mechanical Engineering graduate, Jennifer is currently Sector Development Director for STEM at Perth College UHI.

Prior to joining Perth College she worked at colleges in both Scotland and England.

3.2.2   Jennifer commenced in post on Monday 11 October 2021.

3.3   **Visit by Pam Duncan-Glancy, MSP to Anniesland Campus**
3.3.1   On Monday 30 August, Pam Duncan-Glancy, a Labour Party Regional MSP, visited the Anniesland campus for a tour of the facilities. Ms Duncan-Glancy was elected as a Member of the Scottish Parliament in May 2021 and is the Scottish Labour Party spokesperson for social security.

3.3.2   Ms Duncan-Glancy is the first permanent wheelchair user to be elected to the Scottish Parliament.

3.4   **Covid-19 Update**
3.4.1   On 9 August 2021, Scotland officially moved to 'beyond level zero' status with regards to Covid-19 restrictions. Despite the lifting of many restrictions to day-to-day life the Government has provided additional guidance to Colleges and Universities which requires the maintenance of several Covid mitigation measures.

3.4.2   There has been wide-spread interpretation of the additional Government guidance across the Scottish college sector. The Glasgow Clyde College interpretation can be summarised as follows:
- Face coverings to be worn by students (unless an exemption applies) in all indoor areas unless eating or drinking.
- Face coverings to be worn in all lessons by members of staff and students unless an exemption applies, or the nature of the activity makes wearing a face covering impractical.
- Members of staff who are working in a private office or workroom (where they can maintain at least 1m social distancing) are allowed to remove their face covering.
- Classrooms and workshops have been configured to provide at least 1m social distancing.
- Members of staff and students continue to be strongly encouraged to undertake twice weekly Lateral Flow Tests and to report their results to NHS Scotland.
- Teaching teams, under the direction of their Curriculum Managers, are determining on a case-by-case basis those courses which are required to be taught on campus and the regularity of campus attendance.
- Those members of staff who do not have roles which require campus attendance are continuing to work from home.
- The College has invested in CO_2 monitoring equipment and all teaching rooms are monitored on a regular basis or when a member of staff requests it to be undertaken.

3.4.3   The Scottish Government have been keen to stress to colleges that we should carefully manage the number of students on campus at any one time to avoid overcrowding and thus minimising the risk of on-campus

transmission. On average, each campus is currently operating at 30% occupancy.

3.4.4 During the week commencing Monday 30 August, the College hosted NHS Scotland mobile vaccination units at each campus. Despite encouragement from members of staff and our Student Association the take-up of vaccinations was low. However, we hope to that we will offer vaccination opportunities to our students again soon.

3.4.5 As of 1 October 2021, 52 members of staff and 158 students have tested positive since the beginning 2021. It is important to note that a significant proportion of these individuals have not attended campus and thus have contracted the virus from their communities.

3.5 **British Floristry Association Awards 2021**

3.5.1 The British Floristry Association (BFA) Awards 2021 take place on 30 October 2021. A Glasgow Clyde College lecturer Roseann McKelvie is shortlisted in the category 'Floristry Tutor of the Year' and the College is shortlisted in the category 'Floristry Training Provider of the Year'.

3.5.2 Members of college staff have previously enjoyed success at the BFA Awards with Jayne Buet winning 'Floristry Tutor of the Year' in 2019.

3.6 **Turing Scheme**

3.6.1 The Turing Scheme is the UK government's global programme to study and work abroad. The scheme provides funding for international opportunities in education and training across the world. Supporting the Government's Global Britain objectives, the Turing Scheme unlocks the opportunity for UK organisations to offer life-changing experiences across the world for their students, learners, and pupils.

3.6.2 This funding allows the College to provide students, with the chance to develop new skills, gain vital international experience and boost their employability. They can also develop a wide range of soft skills, language skills and a better understanding of other cultures. The College can build relationships with international peers and gain fresh ideas.

3.6.3 Funding has been awarded for 48 learner participants and 8 accompanying persons. Our students participating within this project will be attending either first or second year within the College and studying National Certificate/National Qualification/Higher National programmes at EQF level 3, 4 or level. Partner countries include Finland, Germany, Cyprus, and France.

3.7 **Erasmus + Key Action 1 (KA1) - Funding for Mobility**

3.7.1 Glasgow Clyde College has secured funding to support 84 students, 30 staff and 24 accompanying persons to participate in the Erasmus+ European mobility travel project during from 1 January 2022 until 31 December 2022 inclusive.

3.7.2   Erasmus+ provides funding for organisations to offer opportunities to students and staff, this is known as Mobility, and is Key Action 1 of the programme.   Erasmus+ will help students to pursue stimulating opportunities for learning and gain valuable life-skills.   The programme offers students and staff the unique opportunity to obtain education, training, development, and work experience in another European country.

3.7.3   Benefits include personal and professional development, the opportunity to broaden cultural horizons, boost confidence, and develop language skills and many more.

3.7.4   This project will provide students and staff with the opportunity to apply their knowledge to a European working environment, acquire new skills useful to their career and enhance their career development.   They will be exposed to the different cultures associated with our partner organisations and improve their foreign languages and technical skills.   The main objectives for the staff include the acquisition of new training techniques, methodologies, materials, partnerships, and knowledge.   These new skills will assist with upgrading the College curriculum, teaching, support, and management processes.   Sectors include Business Administration, Engineering, Travel and Tourism, Sport and Fitness, Fashion and Textiles and Electronics.   Partners Countries include Finland, Netherlands, Germany, Spain, and Cyprus – various organisations in each country.

3.8   **Building Better Futures Project – Tackling Child Poverty to Support Healthy, Successful Lives Across All of Glasgow's Communities.**

3.8.1   Glasgow Clyde College and Glasgow Kelvin College have teamed up to deliver the second Building Better Futures Project.   The new project provides opportunities for young people and parents across all of Glasgow's communities to develop the skills they need to lead healthy, successful lives, building better futures for themselves and their families and tackle local Child Poverty.   The programme has been funded by the Scottish Funding Council's (SFC's) Tackling Child Poverty Fund and supported through Glasgow College's Regional Board.   Last year the Scottish Government made up to £400,000 available to the college sector from the Tackling Child Poverty Fund (£126,000 for Clyde and Kelvin).   Given the impact of Covid-19 colleges were encouraged to work with partners to increase support to young people and families who need it most.

3.8.2   The Building Better Futures project will deliver additional and bespoke activities in collaboration with community partners.   Glasgow Clyde and Kelvin Colleges are offering training which includes Child Development; Building Healthy Body and Mind; Parenting Skills; Healthy Eating Budgeting; Routes to Education; bespoke Childminders Training; and Social Health – An Alternative to Unhealthy Lifeskills. Programme courses are short, defined and provide certification based around employment growth sectors, and qualifications to allow participants to move into better

and more secure employment or move onto further higher-level studies and gain more sustainable qualifications.

3.9	**Education Scotland Visit to Glasgow Clyde College**
3.9.1	The College has been notified by Education Scotland that it will receive a Progress Visit from a small team of reviewers during the week commencing Monday 8 November 2021. The visit to Clyde is part of the resumption of the Progress Visit cycle which was suspended due to the Covid-19 pandemic.
3.9.2	The visit is expected to last 2-3 days in duration and its findings will be summarised in a written report thereafter.
3.10	**Emily Test Pilot**
3.10.1	EmilyTest is a charity in Scotland working to improve prevention, intervention and support concerning gender-based violence (GBV) in further and higher education. They were set up in 2016 following the death of undergraduate student, Emily Drouet, after she experienced a campaign of GBV from a fellow student.
3.10.2	EmilyTest have selected two colleges and two universities to test the implementation of their gender-based violence (GBV) charter. We are delighted that after a rigorous application procedure, Glasgow Clyde was chosen to participate in the pilot which began in summer 2021.The work builds on GBV initiatives that the College has been undertaking as part of the Fearless Glasgow Group and is complemented by the work led by Kacper Kacica from our Student Association in partnership with White Ribbon during 2020/21.
3.10.3	The Emily Test Charter is:

- A framework based on evidence and student voices for GBV prevention, intervention, and support in further and higher education.
- An institution-wide and nationwide framework.
- An internal and external marker: an 'inwards' toolbox for universities and colleges to effectively prevent, intervene, and respond to GBV in line with best practice and an 'outwards' celebration of progress and instrument of accountabilitly.

3.11	**College Development Network Awards 2021**
3.11.1	The annual College Development Network (CDN) Awards take place on Thursday 9 December 2021. Glasgow Clyde College has been shortlisted for its Gift-Tech initiative in the Community College Learning Award.
3.12	**NHS Louisa Jordan donates medical equipment to Glasgow Clyde College**
3.12.1	NHS Louisa Jordan has donated clinical-grade equipment to Glasgow Clyde College after the emergency hospital was decommissioned. Medical beds, drip infusion stands, and blood pressure monitors were among the large donation of items from the Scottish Events Campus-based hospital.

3.12.2   The equipment will go towards training over 500 students across Glasgow Clyde College's three campuses. The donation will allow students to prepare for NHS placements and educate them about patient care in the clinical environment. Glasgow Clyde College offers several healthcare courses including Nursing, Occupational Therapy, and Healthcare Practice, with many pathways leading students onto university.

3.12.3   The announcement comes following a successful period of collaboration between Glasgow Clyde College and NHS Louisa Jordan. At the height of the pandemic, over 150 students from the college's Healthcare Practice course began training at the emergency hospital, giving them the vital clinical skills to prepare them for a career in nursing or care. The College also donated an extensive catalogue of PPE and equipment to the NHS just as the pandemic was escalating last year.

3.13   **College Hairdressing Students Reach WELLA Finals**
3.13.1   Eight hairdressing students from Glasgow Clyde College have gone through to the final of the prestigious WELLA XPOSURE Awards, amid nearly a thousand entrants from all over the UK and Ireland.

3.13.2   The budding hairdressers have spent the last 18 months learning remotely, working practically online and even enjoying some interactive seminars and lessons from high profile industry experts via Instagram Live. These hairdressing icons taught the students ways in which to best prepare for interviews, how to utilise social media to develop their personal brand and various 'beauty hacks' from their wealth of real-world experience - as well as sharing secrets of their own journeys into the industry.

3.13.3   Despite the challenging year, the eight finalists - aged from 18 to 45 – shared pictures of their best cuts, colours, and styles and from over 800 entries, Glasgow Clyde College had the highest number of finalists of any college in the UK, making up a remarkable two thirds of the student shortlist.

3.13.4   The WELLA Professionals TrendVision Award is one of the most prestigious hair competitions in the world, and 2021's XPOSURE competition gives hairdressers in training a platform to showcase their incredible talents on a national scale.

4   **EXTERNAL ENVIRONMENT**

4.1   **Scotland's Rural College (SRUC) open at Queens Park, Glasgow**
4.1.1   In a surprise move SRUC have taken a lease with Glasgow City Council to occupy a facility on Queens Park and commence the delivery of HNC/D Horticulture Provision.

4.1.2   Queens Park is located within 400m of our Langside campus which has a purpose-built horticulture teaching facility (opened in 2017) and is a well-established provider of the HNC/D amongst other courses.

4.1.3   I have raised my concerns about this unplanned development with the GCRB and Glasgow City Council. In addition, I have also spoken directly to the Principal of SRUC who was unaware of the development.

4.1.4   A meeting between SRUC, GCRB and the College is planned for the week commencing Monday 18 October 2021.

4.2   **Scottish Funding Council Coherence and Sustainability Review, Phase 3 Report**

4.2.1   SFC published Coherence and Sustainability: A review of Tertiary Education and Research, the phase three report of the review commissioned by Scottish Government in June 2020.

4.2.2   Among numerous recommendations, seven are highlighted for system change:
- Develop a clear strategic, longer-term vision for tertiary education and research, incorporating multi-year funding assumptions and commitments and a new National Impact Framework.
- Protect excellent discovery research and develop mission-oriented research and knowledge exchange, to create knowledge of immense social, economic, and cultural value.
- Find better ways to support learning throughout life and to give credit for it by reviewing targets, the assumptions that underpin existing funding models and student support, and qualification frameworks.
- Recognise more fully the importance of international education connections and global research standing as an intrinsic part of the success and sustainability of the HE sectors.
- Galvanise current and future leaders across tertiary education, skills provision, and research to work together to effect system change.

4.2.3   The Scottish Government has committed to providing a full response in October 2021.

4.3   **OECD Publishes Scotland's Curriculum for Excellence: Into the Future**

4.3.1   OECD published Scotland's Curriculum for Excellence: Into the future, the final report of a major review commissioned by Scottish Government in February 2020 (see Informed 78).

4.3.2   Key findings include:
- CfE continues to be a bold and widely supported initiative, offering the flexibility to improve student learning further.
- Stakeholder engagement is at its heart; with better structure it offers the possibility for shared ownership and effective leadership.
- Continued efforts are needed to enhance the coherence of the policy environment with CfE.
- The approach to its ongoing implementation has lacked structure and a long-term perspective

4.4 **Curriculum for Excellence: Scottish Government Response to OECD Review**

4.4.1 Curriculum for Excellence: Scottish Government response to OECD Review was published, outlining its acceptance of all 12 recommendations.

4.4.2 Key announcements include:
- CfE remains 'the right approach for Scotland', but how it is implemented will be reviewed.
- SQA is to be replaced; Education Scotland is to be 'substantially' reformed.
- A separate, independent role will be created to undertake inspections.
- Curriculum work might be moved to a new curriculum and assessment body.

4.5 **Colleges Scotland – College Key Facts**

4.5.1 Colleges Scotland published Key Facts 2021, a summary of the main statistics for the sector:
- In 2019/20 there were 239,004 college students (down 9.8% from 2018/19): median age 21 (down from 22); 52% female (up 1ppt); 72% part time (down 2ppt); 83% in FE (unchanged).
- 15% had a disability; 7% were from minority ethnic groups; 38% of school leavers from SIMD20 go to FE.
- 1,253 were from the rest of the UK (down 123), 267 from the rest of Europe (down 502), 709 from the rest of the world (down 158).
- The 26 colleges deliver 70m hours of learning each year; ~24% of all HE.
- Top subject areas: health care/ medicine/ health & safety; family care/ personal development/ personal care & appearance; engineering; and IT and information.
- There were 10,981 FTE staff (up 26): 50.3% lecturing (down 0.1ppt); 68% full time (down 1ppt); 6% have a disability; 2% are minority ethnic; 47% are aged 51+.
- 89% of full-time lecturers have a recognised teaching qualification (up 2ppt).
- 61% of staff were female (unchanged); 54% of principals (up 4ppt); 52% of senior management.

5 **RISK ANALYSIS**

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

5.2 The timely appointment of a new Curriculum Assistant Principal of Health and Wellbeing is key to the successful transition of John Rafferty into the post of Deputy Principal.

5.3   The unexpected entry of SRUC into Glasgow in such proximity to our Langside campus presents a significant risk to the future viability of our own horticulture provision.   However, current recruitment levels appear unaffected so far.

6   LEGAL   IMPLICATIONS/FINANCE   IMPLICATIONS/REGIONAL OUTCOME AGREEMENT IMPLICATIONS

6.1   There are no significant legal, financial or ROA related implications arising from the contents of this report.

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	20th October 2021
Paper Title	Student President's Report
Agenda Item	21.51
Paper Number	21.51
Responsible Officer	Johanna Thompson
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 is my first Board of Management meeting as President of the GCCSA.

Following on is some of the activity that GCCSA have been working on so far.

3.1   Freshers' Online

Similar to 20/21 session, GCCSA decided to run fresher's activity online this year by hosting a Freshers' Online webpage. This provided students with information, discounts, support and chances to enter some fun competitions. The event was promoted via email, canvas, social media and through leaflets with a QR access code.

Competitions included, winning tickets to see Glasgow Rocks play live, a £50 voucher for Flip Out trampoline park, vouchers for crazy golf and bowling, as well as an opportunity to win one of the soon to launch re-useable GCC cups and much more.

In addition to the 'fun' side of Freshers' Online we also made sure to highlight the internal support services such as counselling and the 'Time to Talk' line, as well as noting external partners. This was to inform students who require extra support of where they can receive that support from throughout their time at college.

GCCSA were happy with how this event went and had good engagement on both social media and via email with all of our competitions. The aim of running these competitions is to encourage follows on socials and to ensure students know our email in the hope that in future they will also see other activities or support being offered.

3.2   Class Representatives

The Class Representative process changed a lot during the 20/21 academic session. GCCSA have continued on from this and plan to develop it even further this year.

Since the academic restructure, we have been able to work really close with the CQL's and CM's and this has worked well for GCCSA so far. All CQL's linked in with GCCSA and allowed us to speak to their CM team, this allowed GCCSA to explain the Class Rep system and ask for the much-needed support of teaching staff in the rep process.

Some CM's also took the opportunity to invite GCCSA in to speak to their teaching staff directly, and from that some teaching staff also invited GCCSA to speak to their students directly. Due to the ability of online meetings, GCCSA have been able to accommodate this and have really enjoyed the opportunity to engage in this way.

GCCSA are still making use of the online rep system which teaching staff are asked to add their reps onto. Once added, they will receive all communications from GCCSA.

Currently, we are in the midst of running class rep training. Part one is a self-taught online module that reps can complete in their own time and access via canvas, Part two is an optional live session online with sparqs trainers and other reps. GCCSA will update on the number of reps on the system and the number of reps trained in due course but so far it has been going well and we have over 350 reps on the system with more expected to follow. We have also had 8 training sessions with more due to run.

3.3   LGBT Charter

As previously announced, GCCSA have signed up on behalf of the college to take part in the LGBT Charter with LGBT Youth Scotland aiming for silver status.

Last year, GCCSA continued to support campaigns such as Rainbow Laces, LGBT History Month and Pride. However, this year we aim to have a greater impact within this area through the creation of our student and staff 'Champion Groups'. These groups have been formed in order for GCCSA to share charter updates and progress but more importantly for GCCSA to gain input and feedback from students and staff to help shape the charter journey and to help us to have a positive impact on the college.

At the end of October, all members of the Champion Groups will attend an online training session with staff from LGBT Youth Scotland to understand the purpose of the charter and to also start conversations around the work that we want to see take place. We will continue to update on the progress of this as it goes on throughout the year.

3.4 Healthy Body Healthy Mind (HBHM)

We are continuing to work on the new format of HBHM. This is a continuous campaign that we will work on annually and links into the areas of Physical Activity, Mental Health and Smoking Prevention. HBHM will tie into various other campaigns that we support.

In line with HBHM, we are currently working on the development of a new Student Mental Health Partnership Agreement (linked with NUS Think Positive) and have also signed up to the SAMH Scotland's Mental Health Charter for Physical Activity and Sport which in additional will have aims assigned to it. GCCSA will share these documents with students. Staff and the board once they are complete and hope that these will help guide our work not only this year but going forward into the future.

3.5 Active Travel

Over the last couple of years GCCSA have managed to secure funding for projects to improve the cycling facilities at our campus locations. We can confirm that the secure shelter at Cardonald and the change to fixings on an older shelter at Langside have been completed. The secure shelter at Anniesland is delayed due to the college being unable to source concrete at this current moment for the base but all parts are on site and as soon as the concrete issue is resolved, the project will be finished off.

GCCSA arranged to have Bike for Good come onto campus throughout October to host 'DR BIKE' sessions. This meant that students and staff could bring along their bike for a free health check. Over the three campus visits Bike for Goof fixed just under 30 bicycles and GCCSA gave out around 40 secure D-Locks to students and staff. The purpose of these events is to encourage students and staff who have the capacity to cycle to and from college and also to do so safely. It also allows the GCCSA team to promote the facilities that we have on campus and ensure that if individuals are bringing their bike to campus that they are locking up in a secure manner to protect it.

GCCSA also arranged two led cycles hosted by Bike for Good. There went out two Friday's in October leaving from our Cardonald campus. We had 5 people out on the first led-cycle and then 6 people out on the second led cycle. These were to allow students or staff to get back out on their bike and to gain confidence on the roads. 5 of the participants are now signed up for a 10-week programme with Bike for Good being ran specifically for GCCSA to support those who got involved to learn more.

The Cycling Committee are due to meet in October, this will allow GCCSA to report back on the current activity and projects, as well as gathering new thoughts and ideas.

3.6 Environmental Projects

The previous GCCSA officer team funded the 'Re-useable Cups' project. This will launch in November this year after the canteen services have opened up cross campus, as we require the support of the catering teams in the roll-out process.

The idea is that students will pay £3 for a branded re-useable cup, however for that they will also receive a free hot drink voucher and discounts forever on their hot drink purchases from the canteen's cross campus. The hope is to help students save money, whilst also reducing waste by encouraging students to bring their own cup.

The money received from the cups will be put back into a fund to purchase more cups to sell, making the project sustainable year on year for GCCSA. An update will be provided on this at a later date after launch and we hope that it will be a great success.

3.7 Student-Led Activity

It has taking a bit of time to settle back into this academic year but after the October break we have a few student-led activities starting both online and on campus.

Language Exchange – re-launching for this year we have a student who is going to host this club online on a Monday and on a Thursday over lunchtime. This club is a chance for any student who would like to join, to come and chat to other students. The main aim is for students who speak other languages or who are learning English to have a safe space to informally chat to other people which allows both practicing speaking English however also a chance to meet and engage with other students.

Student-led IT Support – for the first time we have computing students who are going to run an IT support session, every Thursday, over lunchtime from the Cardonald campus library. This is open for any other student to come along and ask their basic IT questions, maybe they can't log in, don't know how to use power-point or are struggling with canvas? This session allows students to use their skill set to gain experience by supporting other students. This is a trial which we hope is successful and could possibly be replicated on other campus sites if we can find volunteers.

PC-Clinic – there is not a set date for this launching but GCCSA have been working with computing to re-launch this as soon as possible. This student-led activity has been successfully run by the computing department for years but we would like to help it grow. There is currently a competition running for students within the department to design a new logo for the service which offers other students the chance to bring in their devices to be looked at and fixed, where possible, by student volunteers. This will run alongside the student-led IT support providing all round service.

3.8 Other Activity

GCCSA are currently working on bringing back a block of Mindfulness sessions online for all students, the hope is that this will take place within November. In addition, GCCSA would like to run another set of Introduction to BSL sessions for students, possibly also within November. Both these activities were very popular last year online.

BOARD OF MANAGEMENT

Date of Meeting	20 October 2021
Paper Title	Estates, Capital Expenditure and Masterplan Update
Agenda Item	21.59
Paper Number	21.59A
Responsible Officer	Janet Thomson, Vice-Principal: Resources & College Development
Status	Disclosable
Action	For Noting

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 the College capital plan.

2 RECOMMENDATION

2.1 Board members are invited to note 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, 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 funding allocation from SFC/GCRB which was £945k of lifecycle maintenance and £1.94M of high priority maintenance. There were eight estates projects as the College main priorities under the heading of this estates high priority maintenance allocation as below:

- Electrical works including Cardonald Lighting Replacement Phase 2, Cardonald Lightning Protection, and Mary Stuart building Lighting and Fire Intruder Alarm;
- Langside Mary Stuart Building Doors replacement;
- Cardonald Skills Centre Building Management System Upgrade;
- Anniesland Heating & Ventilation Works;
- Floorcoverings Replacement;
- Health and Safety Improvements - Fire Alarm upgrades, fire evacuation upgrades;
- Emerging High Priority Maintenance projects;

- Other Estates High Priority Maintenance Projects.

3.3 The capital expenditure against these planned projects as at 11th October is attached.

3.4 Further to the above funding allocation there was also an additional SFC/GCRB estates capital allocation in 2020/21 for economic recovery funding. The College received £403k of this funding for high priority maintenance plus £196k for lifecycle maintenance and this funding was allocated for the refurbishment of the Student Space at the Anniesland campus. This project unfortunately had an issue relating to documentation planning which caused a delay, then there were further delays in confirming with SFC that the funding could be carried forward, and supply chain issues hence this project is carried forward to commence in November 2021.

3.5 There was a challenge in completing all of the works for the 2020/21 projects both in terms of normal logistics through the number of projects involved and through timing of allocation of funding and the challenges of COVID 19. At the request of SFC the College submitted a request to them in early March 2021 on the use of the capital funds for the 2020/21 allocation 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 has now concluded the projects for the initial allocation as in paragraph 3.2 above and as shown in the attached schedule with the one remaining carried forward project of the Student Space at Anniesland as explained in paragraph 3.4 above.

4 CAPITAL PLAN FOR 2021/22

4.1 The College received from GCRB its capital funding allocation for 2021/22 in early April 2021. The 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 capital plan for 2021/22 is based on priority needs from discussions and an informed survey of the College campuses together with any brought forward remaining works.

4.3 The capital plan for 2021/22 is shown in the attached and 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;
- Mechanical Systems, Lifts & Hoists £12k.
  Total £1.955Million.

4.4   There is a list of projects supporting these figures although they are all estimates at this stage and some areas may move down the priority list if other needs emerge.

5   FUTURE YEARS' CAPITAL PLANS

5.1   The College has commissioned a condition survey during 2021/22 to help inform its future capital plans. This is currently being undertaken.

6   CATERING SERVICES RESTRUCTURE

6.1   One of the key matters being considered within estates over recent months has been the catering services of the College where the current catering team is being restructured. A consultation exercise was issued to staff and the unions in August which proposed having an in house catering service at each of the three campuses.

6.2   During the period of the pandemic the College catering team who were all based at Cardonald were on partial or full furlough as the College had limited staff and student footfall on campus. The furlough scheme ended at the end of September and there is a new structure planned to aim to secure roles for all of the previous Cardonald team. This will be for a in house catering service across the three campuses. There has been a process of consultation with the staff and unions and it is proposed to have a service in place from after the October College week's break.

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. There is also a risk in meeting the challenging tight timescale for the implementation of the new catering structure.

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   An equality impact assessment will completed for the new catering structure once the final structure is completed following the consultation responses now received.

Glasgow Clyde College
Capital Masterplan 2021/22 as at 11th October 2021

Project Ref	Project Description - Capital Projects	Funded by	2021/22 Capital Projects Plan	Capital Projects 2021/22 Expenditure to 11th October	Comments
1	Structure and Roof Works	SFC/GCRB very high priority works capital funding allocation 21/22	£160,000	£0	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	£151,000	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	£57,000	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	£0	All three campuses. Includes air handling units, chillers replacements.
5	Electrical Systems & Controls, Fire & Security	SFC/GCRB very high priority works capital funding allocation 21/22	£498,000	£0	All three campuses. Lighting, CCTV, switchgear, building management system, barrier upgrades.
	Capital Masterplan 21/22 projects total		**£1,943,000**	**£208,000**	

Glasgow Clyde College
Capital Masterplan Update as at 11th October 2021

Priority	Project Description - Capital Projects	Funded by	2020/21 Capital Projects Plan as approved at June Board of Management	Capital Projects Expenditure to 11th October	Comments
1	Electrical Works. Project for Cardonald Lighting Replacement - Phase 2, Cardonald Lightning Protection and Mary Stuart building Lighting and Fire Intruder Alarm. All three tendered together to obtain best value for money.	SFC/GCRB very high priority works capital funding allocation 20/21	£694,000	£695,000	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 within this project.
2	Mary Stuart Building Doors replacement. (Lighting and Fire Intruder works now in overall electrical tender above.)	SFC/GCRB very high priority works capital funding allocation 20/21	£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	£122,000	£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	£103,000	£99,000	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 completed in 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	£546,000	£534,000	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	£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	£121,000	£128,000	These two projects were to undertake repairs to the Skills Centre building cladding and to undertake car park repairs at the Langside campus.
8	Other Estates High Priority Maintenance Projects	SFC/GCRB very high priority works capital funding allocation 20/21	£304,000	£312,000	This covers a range of Estates Maintenance works for 2020/21 which were allocated to Capital
9	Student Space Project at Anniesland.	Economic Recovery SFC/GCRB Priority Maintenance 2020/21 carried forward	£403,000	£0	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 November 21.
	Capital Masterplan 20/21 projects total		£2,345,000	£1,942,000	

BOARD OF MANAGEMENT

Date of Meeting	20 October 2021
Paper Title	College Strategic Risk Register
Agenda Item	21.60
Paper Number	21.60A, 21.60B, 21.60C
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   Members are invited to note this paper.

3   BACKGROUND

3.1   The College's Strategic Risk Register as at 11th October 2021 is attached as Appendix A.

4.0   UPDATES TO THE RISK REGISTER

4.1   The changes since last reported to the Board in June are highlighted in red and further detail on the reasons for any changes are given in the following paragraphs 4.2 to 4.4. Also, following a recommendation in the recent Internal Audit Report on Risk Management and Business Continuity Planning a new column has been added to compare the residual risk scores to the College Risk Appetite as explained in paragraphs 4.5 to 4.8 below.

4.2   The risk score for F2 which is **Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)** has been increased with the impact score after mitigating risks increasing from a 4 to a 5 which leaves a residual risk score of 20 compared to the previous score of 16. This risk score has been amended as the SFC credits level for 2021/22 are significantly below target and this position is not anticipated to be fully recoverable in year. The College will take actions where possible to increase

credits in year and reduce delivery costs however it is anticipated that there will be a financial impact from the shortfall in credits delivery overall. The mitigating actions for risk F2 have been amended firstly to reflect the reduced level of credits and actions being taken, and secondly to add an additional mitigating action which is to "continue to seek clarity on different SFC credits streams for 2021/22 & impacts for the College". This additional action item has been added due to the wider range of SFC credit streams for 2021/22 where there are now five different SFC credit types as below :-

    i.   Core credits

    ii.   ESF credits (ending as separate credits after 2021/22)

    iii.   Young Persons Guarantee/ National Transition Training Fund Credits (new from 2020/21)

    iv.   Foundation Apprenticeship credits (new for 2021/22 and to be embedded in core in 2022/23)

    v.   Deferred students credits (new in 2021/22 and anticipated to be for one year only)

This wider range of credit types all with their own requirements to be met has created a more complex planning and monitoring position across SFC credits and the related target delivery of activity.

4.3   Risk F3 which is **Failure to reduce College cost base on managed basis to meet requirements of the three year financial forecast** has had the mitigating actions updated to reflect in the narrative the progress updates since the Risk Register was last reported to the Board. This reflects that the plans to date have been implemented on reducing the staff cost base for the future and that the 2021/22 Revenue Budget has been approved. The Financial Forecast Return (FFR) for 2021/22 to 2023/24 has been prepared to consider the future financial horizon and potential future cost base as being reported within this agenda.

4.4   Risk F4 **Adverse Funding changes in 2021/22(SFC/SDS/ ESF) and future years** has been amended with the heading of the risk being rolled forward one year and updating the mitigating actions to reflect that the 2021/22 allocations are now finalised.

4.5   As indicated above a new column has been added to the Risk Register to review the residual score of each risk against the College's Risk Appetite as recommended in a recent internal audit report.

4.6   The College's Risk Appetite as last reviewed by the Board in October 2020 is attached as Appendix B which uses the HM Treasury Orange Book Categories of Risk Appetite levels. This has five categories and these were used against four areas for the College i.e. strategic and operational delivery, reputation and credibility, financial/VFM, and compliance/legal/ regulatory. From this assessment by the Board each of the four areas was categorised

as Open as shown in the shading in Appendix B and hence the overall College Risk Appetite was assessed as Open.

4.7   The comparison of each risk score in the Strategic Risk Register to the College Risk Appetite has been done using the Risk Scoring Mapping document as attached in Appendix C which uses the banding of risk scores across the five appetite HM Treasury categories i.e. Averse, Minimalist, Cautious, Open and Hungry.

4.8   The new column in the Risk Register shows the comparison of the residual risk score for each risk against the risk scoring mapping and indicates where the risk score is higher than, equal to or lower than the College Risk Appetite of Open (which is the score range of 15 to 19 for the residual risk). Overall there are two risks for which the score is above the College's Risk Appetite score band level. These two risks are **F1 Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income** and **F2 Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)** where the residual risk score for both is 20. There are two risks which have a score equal to the Open level, and ten risks which are below the score level at either Cautious (six risks), Minimalist (three risks) or Averse (one risk) levels.

4.9   The comparison process to Risk Appetite was discussed at the Audit Committee who were comfortable with the approach adopted at this stage however there was a discussion on whether it was the most appropriate to use the same risk appetite level for each risk area. The Audit Committee agreed that it would be helpful to arrange a workshop with College management and the Chairs of the Board's Committees at which scoring and the risk appetite could be re-considered including the possibility of introducing different risk appetite levels across the different risk areas. This will review the Risk Register in detail to provide the Board with comfort that the register had been subject to an updated scrutiny. This workshop will be arranged before the end of December providing a suitable date can be found.

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

Key for Risk Appetite Residual Score Comparison: 1-6 = Averse, 7-9 =Minimalist, 10-14 = Cautious, 15-19 = Open, 20-25 = Hungry

as at 11th October 2021

Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions							Risk Increasing/ Decreasing/ No Change
					Proba bility	Impact	Risk Score		Probabili ty	Impact	Risk Score	Score compared to College risk appetite (see key above)	Risk Ranking after mitigating actions	Risk Timing - Short / Medium/ Long Term	Risk Score at last report to the Board	
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** 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. ii) FWDF key element of total activity and increased level during 2020/21 iii) Greater use of digital marketing to promote course areas as effectively as possible **Long Term** 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. v) Pipeline of activity being re-established as much as possible based on on-line or on-site delivery vi) Costing templates completed for all commercial activity. In year staff costs transfers of permanent staff costs. 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. viii) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus. ix) Review and develop market opportunities through business development strategy and growing new markets. x) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum. xi) Continued work with key partners to ensure successful projects delivered and funding maintained as much	4	5	20	Higher than risk appetite (Hungry)	F1	Short	20	No change
F2	Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)	Financial/ Organisationa l/ COVID impacts	Theme 2 and 3 - Partner of choice and Unrivalled Student Experience	Vice Principal - Curriculum & External Relations	5	4	20	**Short Term** 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. ii) Continue to seek clarity on different SFC credits streams for 2021/22 & impacts for College iii) Focussed support for students to deliver student experience and to ensure stated teaching activity targets are met. iv) Closely monitor tuition fees income to assess potential COVID impacts on income **Long Term** iv) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, and improved retention of students. 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 vi) Work closely with relevant partners to ensure programmes implemented as planned vii) Aim to ensure annually all relevant agency (e.g. SDS) milestones and documentation requirements achieved viii) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment. Again significant COVID impacts on ongoing basis.	4	5	20	Higher than risk appetite (Hungry)	F2	Short	16	Increasing
F3	Failure to reduce College cost base on managed basis to meet requirements of the three year financial forecast	Financial/ Organisationa l/ COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Principal/ Vice Principals	5	5	25	**Short Term** i) Revenue budget Financial plan approved for 2020/21 to 2022/33 which shows required cost reductions based on anticipated income reductions due to COVID impacts. ii) Cost reduction plan being implemented in 2020/21 with 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. **Long Term** iii) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes. iv) First staff restructure from October 2019 through use of VS scheme with required agreement with GCRB and SFC. v) Successful bid to GCEF for additional funding support from November 2020. vi) Discussion on future potential changes being taken forward. vii) Zero based budgeting from 19/20 onwards for non-staff costs. viii)Five year financial plan from 2021/22 to 2025/26 being prepared.	3	5	15	As per Risk Appetite (Open)	F3	Medium	15	No change

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

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as at 11th October 2021

Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)	Risk Ranking after mitigating actions	Risk Timing - Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
					Score Before Mitigating Actions				**Score After Mitigating Actions**							
F4	Adverse Funding changes in 2021/22 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 Team 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 now finalised. 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	Lower than Risk Appetite (Cautious)	F4	Medium	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	As per Risk Appetite (Open)	O1	Medium	16	No Change
O2a	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	As per Risk Appetite (Open)	O2a	Short	15	No change.
O2b	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	Lower than Risk Appetite (Cautious)	O2b	Short	12	No change

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

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as at 11th October 2021

Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Score compared to College risk appetite (see key above)	Risk Ranking after mitigating actions	Risk Timing - Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
					Score Before Mitigating Actions				**Score After Mitigating Actions**							
O3	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	Lower than Risk Appetite (Cautious)	O3	Medium	12	No change
O4	Failure in any area of College data management processes	Organisational/ Reputational/ COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development & Vice Principal-Curriculum & External Relations	4	5	20	**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	Lower than Risk Appetite (Cautious)	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	Lower than Risk Appetite (Cautious)	O5	Medium	12	No change
O6	Failure to achieve a sustainable fit for purpose College estate	Organisational/ Financial	Theme 1 & 5 - Inspirational Learning & Teaching& Financial Resilience through Operational Excellence	Vice Principal - Resources & College Development	4	4	16	**Short Term** i) Need to plan within College tight resources due to financially challenging budget and items 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	Lower than Risk Appetite (Minimalist)	O6	Long	9	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** 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 **Long Term** 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	Lower than Risk Appetite (Minimalist)	O7	Medium	8	No change

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER

Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Probability (Before)	Impact (Before)	Risk Score (Before)	Mitigating Actions	Probability (After)	Impact (After)	Risk Score (After)	Score compared to College risk appetite (see key above)	Risk Ranking after mitigating actions	Risk Timing - Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
	Governance Risks															
G1	**Failure to comply with Health and Safety and Safeguarding requirements**	Organisational/ COVID Impacts	Theme 1 & 5 - Inspirational Learning & Teaching& Financial Resilience through Operational Excellence	Assistant Principal HR	4	5	20	**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	Lower than Risk Appetite (Cautious)	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	Lower than Risk Appetite (Minimalist)	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	Lower than Risk Appetite (Averse)	G3	Medium	6	No change

College Risk Appetite – Classification by Risk Activity Area

	1 Averse	2 Minimalist	3 Cautious	4 Open	5 Hungry
Overall ➜	Avoidance of risk and uncertainty is a key organisational objective	Preference for ultra-safe business delivery options that have a low degree of inherent risk and only have a potential for limited reward	Preference for safe delivery options that have a low degree of inherent risk and may only have limited potential for reward	Willing to consider all potential delivery options and choose the one that is most likely to result in successful delivery while also providing an acceptable level of reward	Eager to be innovative and to choose options offering potentially higher business rewards (despite great inherent risk).
Category of Risk	Example behaviours when taking key decisions				
Strategic and Operational Delivery	• Defensive approach to objectives – aim to maintain rather than innovate • Priority for tight management controls and oversight with limited devolved decision making authority • General avoidance of systems/ technology developments	• Innovations always avoided unless essential • Decision making authority held by senior management • Only essential systems/ technology developments to protect current operations	• Tendency to stick with the status quo, innovations generally avoided • Decision making authority generally held by senior management • Systems/technology developments limited to improvements to protection of current operations	• Innovations supported, with demonstration of commensurate improvements in management control • Systems/ technology developments considered to enable operational delivery. • Responsibility for non-critical decisions may be devolved	• Innovation pursued – desire to break the mould and challenge current working practices • New technologies viewed as a key enabler of operational delivery • High levels of devolved authority – management by trust rather than tight control
Reputation and credibility	• Minimal tolerance for any decisions that could lead to scrutiny of the College	• Tolerance for risk taking limited to those events where there is no chance of any significant repercussions for the College	• Tolerance for risk taking limited to those events where there is little chance of any significant repercussions for the College should there be a failure	• Appetite to take decisions with potential to expose the College to additional scrutiny but only where appropriate steps have been taken to minimise any exposure	• Appetite to take decisions that are likely to bring scrutiny of the College but where the potential benefits outweigh the risks
Financial/VFM	• Avoidance of financial loss is a key objective • Only willing to accept the low cost option • Resources withdrawn from non-essential activities	• Only prepared to accept the possibility of very limited financial loss if essential • VFM is the primary concern	• Prepared to accept the possibility of some financial loss • VFM still the primary concern but willing to also consider the benefits • Resources generally restricted to core operational targets	• Prepared to invest for reward and minimise the possibility of financial loss by managing the risks to a tolerable level • Value and benefits considered (not just cheapest price) • Resources allocated in order to capitalise on potential opportunities	• Prepared to invest for the best possible reward and accept the possibility of financial loss (although controls may be in place) • Resources allocated without firm guarantee of return
Compliance/Legal/ Regulatory	• Avoid anything that could be challenged, even unsuccessfully	• Want to be sure we would win any challenge	• Want to be reasonably sure we would win any challenge	• Challenge will be problematic but we are likely to win it and gain will outweigh the adverse consequences	• Chances of winning are less certain but success would be significantly advantageous.

Henderson Loggie

Mapping the Risk Appetite scores to the Residual Risk Score

Risk Classification	Risk Score	Colour	HM Treasury Orange Book Category
VERY HIGH	Risks with a score of above 20		5 - Hungry
HIGH	Risks with a score of between 15 and 19		4 - Open
SIGNIFICANT	Risks with a score of between 10 and 14		3 - Cautious
MODERATE	Risk with a score of between 7 and 9		2 - Minimalist
LOW	Risks with a score lower than 7		1 - Averse

September 21

BOARD OF MANAGEMENT MEETING

Date of Meeting	20 October 2021
Paper Title	Governance Update
Agenda Item	21.61
Papers	21.61
Responsible Officer	Christine McConnell, Clerk to The Board of Management
Status	Disclosable
Action	For Discussion

1   REPORT PURPOSE

1.1   This paper provides the Board with an update on current governance related issues. The Board is provided with information on the following matters and is asked to take the various actions as referred to below: -

- Board Development Plan;
- Committee Remits;
- Board Members' Tenure;
- Student Representatives;
- Teaching Staff Board Member Election process; and
- Schedule of Work December 2021 – June 2022

2   ACTIONS FOR THE BOARD

The Board is invited to:

(1) Note the updates to the Board Development Plan (see Appendix 1) and provide a steer on Action 6;

(2) Approve the revised Audit Committee remit (see Appendix 2);

(3) Note the proposed extension of Michael Payne's term of office (see 3.3 below);

(4) Welcome Johanna Thompson and Amie Logan to the Board;

(5) Approve the process for election of a teaching staff member for the Board (Appendix 3);

(6) Note the Board Schedule of Work (Appendix 4).

3   REPORT

3.1   Board Development Plan

At its meeting on 7 October 2021, the Nominations Committee considered the updates to the Board Development Plan as shown in Appendix 1. In discussion of action 6- "Consider mapping the college contribution to local economic and social wellbeing", the Committee suggested that the Board would benefit from insights to inform it of the social, employment and career development needs of the communities which the College serves. The Committee would welcome a steer from the Board as to how this action could best be taken forward.

3.2   Committee Remits

Each Committee has reviewed its remit at the start of the new session, with the exception of Learning and Teaching Committee, which will do so at its first meeting on 10 November 2021.

The Committees were content that the remits were reflective of the responsibilities required of them. The Audit Committee suggested that its remit could be re-drafted to

provide greater emphasis and clarity around its principal responsibilities. The Audit Committee also noted that the membership of the Committee should read "not more than 6 members "– replacing the current wording, which specifies 6 members exactly. The Board is therefore asked to approve the amended Audit Committee Remit as contained in Appendix 2.

3.3   Board Members' Tenure

The Nominations Committee considered the tenure of existing Board Members.

The Committee noted that Michael Payne's tenure expires in December 2021. Noting Michael's strong contribution to the Board, and after consideration of the gender, skills and experience of the current members, the Committee agreed, subject to approval from Glasgow Colleges Regional Board, that Michael Payne's term of office should be extended for a further four years to 18th December 2025.

The Committee also discussed succession planning and agreed that it would be prudent to commence a recruitment campaign for new Board members in early 2022.

3.4   Student Representatives

In accordance with the Election Rules and Procedures contained within Appendix 2 of the College's Articles of Governance, the GCC Students' Association has nominated Johanna Thompson, Student President, and Amie Logan, Student Vice President to sit on the Board. The Board welcomes Johanna and Amie to the Board who will sit on Committees as follows:-

Johanna Thompson- Finance and Resources Committee and Learning and Teaching Committee

Amie Logan – Audit Committee and Organisational Development Committee.

In addition to taking part in the Development Days on 7th and 8th September, Johanna and Amie attended an induction session with the Chair of the Management Board and the Clerk to the Board on 28th September 2021.

3.5   Teaching Staff Member Election Process

As the Committee is aware, Stephen Henson, the Board's current teaching staff member, has tendered his resignation as a member of the Board. The Nominations Committee therefore reviewed the election process for the appointment of teaching staff member. In its discussions, the Committee recognised the need to attract as wide a range of candidates as possible and to engage teaching staff across the faculties in the election process. With that in mind, the Board is asked to approve the election rules as contained in Appendix 3, subject to consultation with the relevant Trade Union as required by the College's Articles of Association.

 It is hoped that a new teaching staff member will be in place by the end of the year.

3.6   Schedule of Work 2021-22

A schedule outlining the reports which will come to the Board in future meetings is contained in Appendix 4.

4.   RISK ANALYSIS

The matters dealt with address Glasgow Clyde College's governance arrangements. By ensuring that these matters are addressed the College will ensure that its

governance meets the expectations of the Scottish Funding Council, Scottish Government, GCRB, OSCR and other relevant stakeholders.

5.   LEGAL IMPLICATIONS
There are no specific legal implications associated with this paper.

6.   FINANCIAL IMPLICATIONS
There are no specific financial implications associated with this paper.

7.   REGIONAL OUTCOME AGREEMENT IMPLICATIONS
None

8.   HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT
N/A

BOARD DEVELOPMENT PLAN 2021/22			
	ACTION AREA	WHAT WE WILL DO	HOW WE WILL MEASURE SUCCESS	UPDATE OCTOBER 2021
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 Include any relevant operational matters in Appendices to a report	Board members feedback at end of 2021/22 session reflects positive change	New format for Board reports on agenda for Nominations Committee 7 October 2021
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	Discussed at strategy day on 7/8 September 2021; Each Committee to report to Board on RAG status of KPIs
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.	On agenda for each Committee and on Nominations Committee agenda 7th October 2021
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	Staff election to take place Autumn 2021 to replace teaching staff member. Thereafter planning will include new support staff

			member election in Spring 2023.
	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.	Incorporated within new style of Board report –on agenda Nominations Committee 7 October 2021
	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	Included successfully in June Board and considered on ongoing basis
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	Revised Schedule prepared with at least one face to face meeting for each Committee and Board. However, this is subject to Scottish Government restrictions.

APPENDIX 2

AUDIT COMMITTEE REMIT

The Committee shall satisfy itself and provide assurances to the Board on the following:

(1) the adequacy and effectiveness of the Glasgow Clyde college's systems of internal control in relation to its financial and management systems;
(2) the comprehensiveness, reliability and integrity of assurances including the body's governance and risk management framework; and
(3) the adequacy of the College's external financial reporting requirements.

The Audit Committee shall fullfill its remit through, inter alia, the following actions:-

SYSTEMS OF INTERNAL CONTROL

Reviewing, and advising the Board of Management, of the Internal Auditor's and External Auditor's assessment of the adequacy and effectiveness of the College's internal financial controls and internal control and risk management systems, including controls specifically to prevent or detect fraud or other irregularities as well as those for securing economy, efficiency and effectiveness and value for money.

Reviewing and advising the Board of Management on its compliance with corporate governance requirements including risk management practices and best practice guidance and compliance with the requirements of the Scottish Funding Council and the Financial Memorandum with the Glasgow Colleges Regional Board.

INTERNAL AUDIT

Advising the Board of Management on the selection, appointment or re-appointment and remuneration, or removal of the contracted out Internal Audit Service (IAS) provider.

Advising the Board of Management on the terms of reference for the IAS.

Reviewing the scope, efficiency and effectiveness of the work of internal audit, considering the adequacy of the resourcing of internal audit and advising the Board of Management on these matters.

Advising the Board of Management of the Audit committee's approval of the basis for and the results of the internal audit needs assessment.

Reviewing the IAS's monitoring of management action on the implementation of agreed recommendations reported in the internal audit reports and internal audit annual reports.

Considering salient issues arising from internal audit reports and management's responses and report to the Board on such matters.

Informing the Board of Management of the Audit Committee's approval of the internal audit service's annual report.

Ensuring establishment of appropriate performance measures and indicators to monitor the effectiveness of the IAS.

Securing and monitoring appropriate liaison and co-ordination between internal and external auditors.

Ensuring good communication between the Committee and the Lead of IAS.

Responding appropriately to notification of fraud or other improprieties received from the Lead of IAS or other persons. This will include use of the College Fraud Response Plan.

GOVERNANCE AND RISK MANAGEMENT

VALUE FOR MONEY

Establishing and overseeing a review process for evaluating the effectiveness of the College's arrangements for securing the economical, efficient and effective management of the College's resources and the promotion of best practice and protocols and reporting to the Board of Management on such matters.

Ensuring there are appropriate processes in place in the College to deliver value for money.

Advising the Board of Management of action that it may wish to consider in the light of national value for money studies in the further education sector.

RISK MANAGEMENT

Reviewing the College's risk management arrangements and Risk Management Policy on an annual basis.

Reviewing the College Strategic Risk Register at least twice per year or as requested by the Chair of the Committee to ensure that the College's approach to managing risk is appropriate.

The Board of Management is responsible for the review and effectiveness of the College risk management arrangements and should form its own opinion despite these delegations to the Committee.

Reviewing the College's compliance with the Code of Good Governance for Scotland's Colleges and advising the Board of Management on this. As part of this, the Committee shall satisfy itself that other Board committees provide assurance to the Board, as appropriate, on their governance related activities.

Producing an annual report for the Board of Management on compliance with the Code of Good Governance for Scotland's Colleges.

FINANCIAL REPORTING

EXTERNAL AUDIT

(The College's external auditors shall be appointed by Audit Scotland)

Reviewing the External Audit Annual Plan.

To consider the fee parameters within the external audit plan.

Monitoring the integrity of the financial statements of the College and any formal announcements relating to the College's financial performance, reviewing significant financial reporting judgements contained in them, and from an audit perspective recommending them for approval to the Board

Reviewing the external auditor's annual Management Letter and monitoring management action on the implementation of the agreed recommendations.

Advising the Board of Management of salient issues arising from the external auditor's Management letter and other external audit reports and of management's response.

Reviewing the statement of Corporate Governance.

Holding discussions with the external auditors and ensuring their attendance at Audit Committee and Board of Management meetings as required.

Considering the objectives and scope of any non-statutory audit work undertaken or to be undertaken by the external auditor and advising the Board of Management of any potential conflict of interest.

Securing and monitoring appropriate liaison and co-ordination between external and internal audit.

Advising the Board of Management of significant, relevant reports from the Scottish Funding Council and Audit Scotland and successor bodies and, where appropriate, management's response to these.

Reviewing reported cases of impropriety to establish whether they have been appropriately handled.

Acting in accordance with the whistle blowing policy.

Undertaking a regular self-evaluation of the Committee.

Meeting in private with the internal and external auditors at least once annually.

Liaising as appropriate with the Finance and Resources Committee.

MEMBERSHIP

The membership of the Committee is no more than six Board members, of which one will provide the role of Chair of the Committee and one will act as Vice Chair if elected. The Chair is elected by the Board of Management and the Vice chair is elected by the Committee. There should be no overlap of Board members with the Finance and

Resources Committee. The Chair of the Board should not be a member of the Audit Committee although he/she can attend as an observer.

The membership should include a qualified accountant and if no member of the Committee is a qualified accountant then arrangements should be made for co-option. A staff member of the Board can be a member of the Audit Committee provided they do not have executive authority within the College which is taken as being the College Management Team level. The Board reviews the membership every four years.

The Principal, Vice Principal Resources and College Development and the Assistant Principal Finance and Infrastructure attend the Committee as advisors. The Committee meets at least four times per year.

QUORUM

The quorum set by the Committee is three members.

VERSION REVIEWED AND APPROVED SEPTEMBER 2021

APPENDIX 3

	Preliminary Steps	
1.1	Formal Board approval of Process and consultation with Trade Union.	
1.2	Appointment of Returning Officer (NB:- Normally this will be the Board Secretary but in the event of the unavailability of the Secretary of the Board, either of the Depute Principals may act as Returning Officer)	
	Nominations Process	
2.1	Returning Officer issues Email to all teaching/ academic staff inviting nominations.	
2.2	Nominations to be received by Returning Officer within 21 days of the date of 2.1 above.	
2.3	Nominations shall be sent by email clearly marked PRIVATE AND CONFIDENTIAL – TEACHING STAFF ELECTION NOMINATION	
2.4	Nominations must be supported by a proposer and one other person both of whom must be teaching staff of the College. Email confirmation from each supporter must be attached to the nomination.	
2.5	Candidates, proposers and supporters may be either full time or part time members of the teaching/ academic staff and must be on the academic staff payroll.	
2.6	In the event of only one valid nomination being received at the end of the 21 day period referred to in 2.2 above, the period for receipt of nominations shall be extended for at least 5 working days.	
2.7	In the event that more than one valid nomination is received, each candidate shall be asked to prepare a short statement in support of their nomination which shall be shared with the electorate.	
	Voting Process	
3.1	The Returning Officer shall arrange for an election to be conducted using an appropriate electronic system and shall notify each member of the academic staff of the College of the names of the nominees and the process to be followed.	
3.2	Each member of the academic staff shall be allowed one vote.	
3.3	The voting period will extend for at least 21days and the closing date will be made clear at the start of the process.	
	Counting Process	
4.1	Votes will be counted by the Returning Officer by opening of an electronic report ("the count") on the next working day after the time set for the return of ballot papers.	
4.2	All nominees will be invited to attend the count. In the event of a nominee being unable to attend, they may notify the Returning Officer of a substitute who can attend in their place.	
4.3	The nominee with the most votes shall be declared appointed to the Board for a period of four years.	
4.4	In the event of a tie, the election shall be decided by the drawing of cards or lots amongst the nominees with the most number of votes.	
	Post Count	
5.1	The name of the person elected shall be reported to the next meeting of the Management Board after the election and to the Glasgow Colleges Regional Board.	

APPENDIX 4

BOARD OF MANAGEMENT SCHEDULE OF WORK

15TH DECEMBER 2021
FOR DISCUSSION/DECISION
Strategic Plan KPIs
Report on Going Concern
Annual Report by Audit Committee to Board of Management
Final Annual Financial Statements for year ending 31 July 2021
Final Annual External Audit Report and Letter of Representation 2021
Estates, Capital Expenditure & Masterplan Update
Regional Outcome Agreement Development update
FOR APPROVAL/NOTING
Strategic Risk Register update
Modern Slavery Act Statement 2021/22
Glasgow Clyde Education Foundation update (if appropriate)
Financial Report year to October 2021 and Forecast Outturn to December 2021
Credits Projection current year & Final credits report 2020/21
Governance update
23rd MARCH 2022
FOR DISCUSSION/DECISION
Strategic Plan KPIs
SFC Indicative Funding Allocation for future year
Final Regional Outcome Agreement for future year
Financial Report Year to January and Forecast Outturn
Governance Update
FOR APPROVAL/NOTING
Strategic Risk Register update
Estates, Capital Expenditure & Masterplan Update
Glasgow Clyde Education Foundation update
Credits Projection 21/22
GCCSA Election Process
8 JUNE 2022
FOR DISCUSSION/DECISION
Revenue budget for 2021/22 for approval
Financial Report year to April 2022 and Forecast Outturn to end July 2022
Strategic Plan KPIs
Equalities Report
FOR APPROVAL/NOTING
Capital Masterplan update
GCEF update
Five year Plan Update
Governance update
Strategic Risk Register
Credits Projection 2021/22

BOARD MEETING

Date of Meeting	20 October 2021
Paper Title	Freedom of Information Summary
Agenda Item	21.62
Paper Number	21.62
Responsible Officer	B Hughes; Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For **Noting**

1. Report Purpose

This paper provides Board members with a summary of the freedom of information requests dealt with by the college in the period 1 July 2020 to 30 June 2021.

2. Recommendations

Members are asked to **NOTE** the figures summarised in this paper.

3. Background

Each year the college receives a number of FOI requests under the Freedom of Information (Scotland) Act 2002. For many years, the Board has received an annual update on the number and range of requests received and dealt with by the college. The Scottish Information Commissioner maintains an overview of FOI requests and has the duties and powers to promote the following of good practice by public authorities. We report to the commissioner, on a quarterly basis, the number of requests that we have received in that period. Requests that fall within the scope of the Environmental Information (Scotland) Regulations 2004 [EIR] are also reported at the same time. The reporting cycle does not align directly with the College year and hence this update covers FOI requests from 01 July 2020.

The number of FOI requests reported to the commissioner in each of the quarters is shown below; numbers in brackets are for the same period in the previous five years.

01 July to 30 Sept 2020	2	(7) (8) (26) (15) (9)
01 Oct to 31 December 2020	6	(11) (9) (20) (15) (12)
01 Jan to 31 March 2021	2	(7) (5) (21) (16) (9)
01 April to 30 June 2021	5	(2) (7) (20) (13) (15)

The requests cover a range of topics including; enquiries from companies trawling for contract information; enquiries from parliamentary researchers about student numbers and enquiries from individuals about specific college matters. Increasingly, requests are received from Trade Unions about specific matters relating to their members. The attached paper gives an extract from the register as an illustration of the range of requests received.

No EIR requests were received in the year.

4. Risk Analysis

There are no specific risks relating to this summary.

5. Legal Implications

There are no specific legal implications relating to this summary.

6. Financial Implications

There are no financial implications relating to this summary.

7. Regional Outcome Agreement Implications

There are no ROA implications relating to this summary.

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

N/A

FOI Requests received from 1 July 2020 - 30 June 2021		
Number	**Date Received**	**Topic**
01	07/09/20	Recruitment Spend
02	23/09/20	Student Discretionary Funding
03	09/10/20	Annual Fair Trade Purchasing
04	19/10/20	Discretionary Funding
05	23/10/20	Furloughed Staff
06	02/11/20	PPE Items
07	24/11/20	Diploma in Journalism Course – Student Information
08	20/01/21	School of Life Science – Staff Permanency
09	24/02/21	Plagiarism and Use of 'Essay Mills'
10	04/03/21	Voluntary Severance
11	22/03/21	Board Information
12	22/04/21	Software Asset Management
13	28/04/21	Domestic Abuse Support for Staff in FE Sector in Scotland
14	10/05/21	Disabled Students – Journalism Related Courses