



FINANCE AND RESOURCES COMMITTEE

**Wednesday 1 December 2021 at 4.30pm
By Zoom**

A meeting of the Finance and Resources Committee will be held on Wednesday 1 December 2021 at 4.30 pm by Zoom

A G E N D A

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|--------------|--------------------------|--|--|----------|
| 21.44 | Welcome and Apologies | | | D Newall |
| 21.45 | Declarations of Interest | | | D Newall |

Minutes of Previous Meeting

- | | | | | |
|--------------|---|---|---|----------|
| 21.46 | Minutes of the Finance and Resources Committee of 15 October 2021 | P | D | D Newall |
| 21.47 | Matters Arising Action Grid | P | D | D Newall |

Items for Discussion

- | | | | | |
|--------------|--|---|----|-------------|
| 21.48 | Draft Financial Statements for year ended 31 July 2021 | P | ND | T Elliott |
| 21.49 | Financial Report to October 21 and Forecast to July 2022 | P | ND | T Elliott |
| 21.50 | Capital Expenditure, Estates & Masterplan Update | P | D | J Thomson |
| 21.51 | Commercial & External Funding Update | P | ND | D McDougall |
| 21.52 | Key Performance Indicators | P | ND | J Thomson |
| 21.53 | Tuition Fee Update | P | ND | T Elliott |

Items for Noting/ Formal Approval

- | | | | | |
|--------------|---|---|----|-----------|
| 21.54 | Procurement Update | P | ND | T Elliott |
| 21.55 | Glasgow Clyde Education Foundation update | P | D | J Thomson |
| 21.56 | College Strategic Risk Register – Financial Risks | P | D | J Thomson |
| 21.57 | Financial Regulations | P | D | T Elliott |
| 21.58 | Any Other Business | | | D Newall |

Date of next meeting Wednesday 9 March 2022 at 4.30pm
Location TBC

FINANCE AND RESOURCES COMMITTEE MEETING

Date of Meeting	1 December 2021
Paper Title	Estates, Capital Expenditure and Masterplan Update
Agenda Item	21.50
Paper Number	21.50A
Responsible Officer	Janet Thomson, Vice-Principal: Resources & College Development
Status	Disclosable
Action	For Discussion/Information

1 PURPOSE OF THE REPORT

The purpose of this report is to provide a summary of the main current estates matters for Glasgow Clyde College and to provide an update on the capital expenditure against plan to date along with the capital masterplan update.

2 ACTION FOR THE COMMITTEE

2.1 Committee Members are invited to discuss this paper.

3 BRIEF BACKGROUND INFORMATION

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

3.2 The College received from GCRB its capital funding allocation for 2021/22 in early April. 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.

3.3 The capital plan for 2021/22 is based on priority needs from discussions and an informed survey of the sites together with any brought forward remaining works. The capital plan for 2021/22 is shown in the attached which totals £1.955 Million 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

- 3.4 There is a full list of projects being worked through with the project manager team at Doig and Smith and a meeting was held in mid November with them and the new Head of Estates Facilities and Energy to agree the priority of all the projects. The timescale for projects completion of end March 2022 has been emphasized and projects prioritized accordingly. There will be some movement between the above categories as listed in 3.3 once the final priorities of the projects are agreed between 2021/22 and 2022/23.
- 3.5 In addition to the above the College is progressing the Student Space project at Anniesland which is being funded from the additional SFC/GCRB estates capital allocation in 2020/21 to support economic recovery. The College received £403k of this funding for high priority maintenance and £196k for lifecycle maintenance. This project is due to commence on site on 29th November and to be completed by end March 2022. This project was delayed to this timeframe as a result of supply chain issues particularly for steel.
- 3.6 In addition to the above the College commissioned a condition survey during 2021/22 to help inform its future capital plans which has now been received. This will be analysed and progressed from April 2022 onwards.
- 3.7 A new Head of Estates, Facilities and Energy commenced in the College on 15th November and a number of key areas will be picked up by the new postholder. One of the areas which the new postholder will be heavily involved in is the College's future climate change action plan which is being discussed at the moment and will be reported on to the December Board of Management meeting.

4 SUPPORTING DOCUMENTATION/FURTHER INFORMATION

Annex 21. 50A is attached which is the capital expenditure update as at mid November is attached.

5 RISKS

- 5.1 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 timing risk in completion of the 2021/22 capital projects by end March and this need has been emphasized to the project management team.

**6 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/
LEGAL/ FINANCIAL IMPLICATIONS/EQUALITY AND DIVERSITY**

- 6.1 There are no legal implications from this paper and the capital financial implications are captured above and in the College capital masterplan. Estates changes will take account of benefits to the student experience and any equality and diversity matters.

Glasgow Clyde College
Capital Masterplan 2021/22 as at 23rd November 2021

Paper 21.50A

Project Ref	Project Description - Capital Projects	Funded by	2021/22 Capital Projects Plan Approved at June Board	Capital Projects 2021/22 Expenditure to 23rd November	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	£22,802	All three campuses. Majority at Cardonald. Toilet refurbishment is largest element. (Adjusted expenditure from mid September report based on year end updates)
3	External Grounds & Drainage	SFC/GCRB very high priority works capital funding allocation 21/22	£545,000	£99,410	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	£20,196	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	£136,202	All three campuses. Lighting, CCTV, switchgear, building management system, barrier upgrades.
Capital Masterplan 21/22 projects total			£1,943,000	£278,610	

plus remaining c/fwd project from 2020/21

6	Student Space Project at Anniesland.	Economic Recovery SFC/GCRB Priority Maintenance 2020/21 carried forward	£403,000	£31,154	Limited student space at Anniesland campus compared to the other two campuses. Project supported by GCCSA and will use Economic Downturn Recovery funding. (Total value is for the total economic downturn recovery funding which is £403k capital plus lifecycle of £196k i.e. £599k). Supply chain delays have impacted timing of project particularly for steel. Project now November 21 to March 22.
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FINANCE AND RESOURCES COMMITTEE

Date of Meeting	1 December 2021
Paper Title	Key Performance Indicators – Committee Monitoring
Agenda Item	21.52
Paper Number	21.52A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to provide Committee members with the first set of Committee Monitoring Key Performance Indicators following previous discussions and the paper to the October Committee. These KPIs will be reported to Committee on an on-going basis.

2 ACTION FOR THE COMMITTEE

- 2.1 The Committee are requested to discuss the Finance and Resources Committee Monitoring KPIs and decide whether any of them should be reported to the Board of Management at its December meeting as a matter of note or concern.

3 BRIEF BACKGROUND INFORMATION

- 3.1 At the Board of Management development event, held on 8 September 2021, there was a discussion on the role of the Board of Management's Committees in monitoring Key Performance Indicators. It was agreed that the Committees would monitor an agreed set of Key Performance Indicators at each meeting and report by exception any of those which should be highlighted to the next meeting of the Board of Management. There was a report to the October Finance and Resources Committee proposing a set of Key Performance Indicators (KPIs) which the Committee may wish to monitor on an ongoing basis.
- 3.2 The proposed KPIs were supported by the Committee and the first set of these is included in the attached. These have been prepared in the same format as currently used by the Organisational Development Committee which shows the latest information as monitored on a quarterly or annual basis, and compared to the previous years as available.

4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

4.1 At the October Committee meeting the following Key Performance Indicators were proposed for ongoing monitoring at each Committee meeting. It was indicated at the paper at the previous meeting that each KPI is a 'leading indicator' to be reported to allow committee members to review the performance of the College and an overview of the approach for each KPI is given below under each of the four KPI indicator category headings of financial performance, teaching and training delivery contract fulfilment, resource utilisation, and sustainability and recycling. These have been reported on in the attached with the exception of one change as indicated below.

4.2 Financial Performance Indicators

Each of the previously proposed financial performance indicators is listed below showing the basis of the information for the indicator.

Financial Performance Indicators	Basis of Information
Forecast/Actual annual operating position	This is the forecast full year's surplus/ (deficit) position which is reported to each Committee and now included in KPI table
Number of days' expenditure fundable by cash balances	This is the cash balance at the end of each quarter divided by the College estimated daily business cash requirements. As the College is mainly funded by the Scottish Funding Council and this is a monthly funding drawdown process this has a relatively low base level
Forecast percentage total income from non-SFC sources	This is all the non funding council income as a percentage and as well as commercial income includes other areas e.g. external funded income, catering income, nursery income
Income from participant funded courses against target	This is not captured separately within the College as it is part of total commercial income and it is suggested that this is not used as a future KPI
Commercial income and contribution level against target	This previously proposed KPI has been split into two separate KPIs to show commercial income as the first and commercial contribution as the second on the grid

4.3 Contract Fulfilment Performance Indicators

Each of the previously proposed contract fulfilment performance indicators is listed below showing the basis of the information for the indicator.

Contract Fulfilment (for Teaching Delivery Performance Indicators)	Basis of Information
Percentage delivery against SFC Credit target	This indicates performance against the Scottish Funding Council's credits (i.e. measure of teaching hours delivery) target. For the 2021/22 year this target is 129,328 credits of delivery. This information is available directly from the College Student Records System so can be monitored by staff in real time.
Number of MA starts (college managing agent) against target	This shows the number of Modern Apprenticeships against target where the College manages the delivery through offered places from Skills Development Scotland (SDS)
Number of FA starts against target	This shows the number of Foundation Apprenticeships against target which are part of a Regional arrangement and are now part of overall credits activity having previously been controlled by SDS
FWDF income against target	This shows the level of Flexible Workforce Development Fund against target. These funds come from SFC.

4.4 Resource Utilisation Performance Indicators

There are three proposed resource utilisation performance indicators which are lecturer utilisation, assessor utilisation and room utilisation. As previously indicated these are to be developed so the KPI lines have been include in the grid however these are not available yet.

4.5 Sustainability and Recycling Performance Indicators

Each of the previously proposed sustainability and recycling performance indicators is listed below showing the basis of the information for the indicator.

Sustainability and Recycling Performance Indicators	Basis of Information
Tonnes of CO2 emissions	This is the measure of the College Carbon Dioxide equivalent emissions which is done through a conversion factor against a range of areas. The biggest areas by far are electricity and gas consumption.
Volume of paper consumed	This has not been measured as such to date however this information has now been requested from our paper supplier.
Number of print copies (both mono and colour)	This information is provided quarterly by our photocopier/printer supplier.
Tonnes of waste generated	This is measured by the volume of waste uplifted.

5 RISKS

The proposed model of KPI reporting for the College and the Board of Management is intended to act as a mitigation measure to reduce the likelihood and severity of any key risks.

6 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY

There are no significant impacts from this report however it should enable the Committee to monitor these key indicators as previously discussed and to escalate any related matters to the Board of management. It is also reflecting a proposed action from the recent Board effectiveness review as undertaken and will be taken forward in conjunction with a similar process at other Committees.

Key Performance Indicator	Reporting to Committee	Target	2017/18	2018/19	2019/20	2020/21	Quarter 1 2021/22
FINANCIAL PERFORMANCE							
Forecast/Actual annual operating financial position surplus/ (deficit)	Quarterly	Breakeven normally. Budget for 2021/22 is deficit of £450k	£125k	£107k	£267k	£571k	(£438k)
Number of days' expenditure fundable by cash balances	Quarterly	20 days	22	23	43	62 (see note 1)	30
Forecast percentage total income from non-SFC sources	Annually	20.2% in 2021/22 budget (see note 2)	26.8%	23.3%	22.4%	22.8%	N/A
Income from participant funded courses against target	N/A	Not separately measured - more about market segmentation in planning	N/A	N/A	N/A	N/A	N/A
Commercial income (incl. FWDF) against target	Quarterly	£2.25M income in 2021/22	£1.9M	£2.4M	£1.9M	£1.7M	£702k
Commercial contribution level to overhead against target after all costs	Quarterly	£400k contribution in 2021/22	£445k	£680k	£248k	£250k	£281k
CONTRACT FULFILLMENT (FOR TEACHING DELIVERY)							
Percentage delivery against SFC Credit targets	Quarterly	SFC credits target	101.0%	100.6%	100.9%	98.5%	94.5% (note 3)
Number of MA starts against target (where college is managing agent)	Quarterly	132 in 2021/22	98	107	112	123	126 (note 4)
Number of FA starts against target	Quarterly	188 in 2021/22	TBC	TBC	398	208	133
FWDF income against target	Quarterly	£600k in 2021/22	£247k	£421k	£438k	£434k	£109k
RESOURCE UTILISATION							
Lecturer utilisation level	Quarterly	To be developed	Not avail	Not avail	Not avail	Not avail	Not avail
Assessor utilisation level	Quarterly	To be developed	Not avail	Not avail	Not avail	Not avail	Not avail
Room utilisation level	Annually	To be developed	Not avail	Not avail	Not avail	Not avail	Not avail
SUSTAINABILITY AND RECYCLING							
Tonnes of CO2 emissions	Annually/ Quarterly in future	Reduce annually - target being developed	2,923	2,468	2,024	TBC	TBC
Volume of paper consumed	Quarterly	Target being developed	Not measured	Not measured	Not measured	Requested from supplier as part of report	Requested from supplier as part of report
Number of print copies (both mono and colour)	Quarterly	Target being developed	Not avail - changed reports in year	14.20M	10.67M	1.02M	TBC
Tonnes of waste generated (recyclable and non-recyclable)	Quarterly	Reduce quarterly - target being developed	367	422	225	TBC	TBC

- Notes
- (1) Days cash increased largely as a result of movements in working capital due to COVID19 and the related restrictions
- (2) SFC grants higher in 2021/22 due to three one-off grants which affects this percentage in budget
- (3) As per last report to Learning and Teaching Committee on 14th November
- (4) MA figures were higher in 19/20 due to significant additional contract with North Lanarkshire Council and the current levels are impacted due to COVID19 and the related restrictions

FINANCE AND RESOURCES COMMITTEE MEETING

Date of Meeting	1 December 2021
Paper Title	Glasgow Clyde Education Foundation Update
Agenda Item	21.55
Paper Number	21.55A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to provide to the Committee an update on the Glasgow Clyde Education Foundation (GCEF) projects as at November 2021.

2 ACTION FOR THE COMMITTEE

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

3 BRIEF BACKGROUND INFORMATION

- 3.1 The Glasgow Clyde Education Foundation (GCEF) is a separate independent charitable organisation from the College. The College can apply for funds to the Foundation providing they meet their charitable objectives and are approved by the Board of Trustees of GCEF.
- 3.3 A sum of £15M was transferred to the Foundation from the College in two sums between end of March 2014 and March 2015. There have been no further donations since that time. The Foundation has been considering bids since that time and has approved a range of bids over the period since it was set up although it is also the case that some bids have not been approved. After the already approved bids are completed there are approximately £3.6Million funds remaining within the Foundation.
- 3.4 As agreed with the Chair of GCEF the College's Finance & Resources Committee should receive a regular update on expenditure on GCEF projects which will enable GCEF to be assured that the projects' expenditure is being monitored. The attached paper therefore provides an update on the five projects which are ongoing within the GCEF approved bids during 2021/22 and a brief overview of the planned future bid for Learning Spaces.

4 SUPPORTING DOCUMENTATION/FURTHER INFORMATION

There are three supporting annexes/appendices which are as follows:-

- Appendix A – The GCEF Projects Update report as at mid November 2021
- Appendix B – The GCEF funded Commercial Growth Project update paper as at end October
- Appendix C - Powerpoint attachment from the Commercial Digital Marketing on Performance and Highlights for the period January to June 2021

5 RISKS

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

6 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/LEGAL/EQUALITY AND DIVERSITY

6.1 GCEF is a separate charitable organisation and hence is a separate legal entity. The financial implications of each project are listed in the attached paper. All GCEF funded projects will be progressed to enhance the student experience where possible, and take account of any equality and diversity matters.

Glasgow Clyde Education Foundation (GCEF) Projects Update Report - November 2021

1 INTRODUCTION

As agreed with the Chair of GCEF the expenditure on approved funded GCEF projects will be monitored through the College Finance & Resources Committee. The purpose of this paper is to summarise progress against the five ongoing projects for 2021/22 and the future planned bid to GCEF for Learning Spaces. The previous report to the October Committee provided the overview of projects as at end July, and this report provides an update on activity for the first part of 2021/22 on the five ongoing projects and the current one future planned project.

1.1 Financial Value of Ongoing Projects in 2021/22

There are five ongoing approved live GCEF projects during 2021/22 for which future claims dialogue will be held with the Foundation. The claims dates are end March and end July hence no claims have been made since the last report to Committee. The five projects are summarised in the table below

Project Description	Approved Bid Total	Actual to end July 21	Remaining Planned Spend	Updated Planned Total	Comments on updated total
Delivering Excellence in Learning, Teaching & Assessment (DELTA)	£686,700	£313,686	£373,014	£686,700	Total as per original bid
Supporting Commercial Income Growth	£745,000	£140,122	£309,878	£450,000	Reduced total as less staffing now planned from bid
Financial Sustainability Funding	£2,300,000	£900,000	£900,000	£1,800,000	Reduced from original bid
Business Transformation	£175,000	£65,806	£109,194	£175,000	Total as per original bid
Cardonald Public Realm	£652,000	£0	£652,000	£652,000	Planned expenditure to improve access and external environment
Total Ongoing Projects	£4,558,700	£1,419,614	£2,344,086	£3,763,700	

1.2 Overview of the Five Ongoing Projects for 2021/22

An overview of each of the ongoing projects is given below.

1.2.1 **Delivering Excellence in Learning, Teaching and Assessment (DELTA) - £687k**

As indicated in the last report the aim of this project is to achieve learning and teaching transformation through delivering a more embedded digital approach for the College and with a more engaging use of the College Virtual Learning Environment (VLE). The project's overall purpose has been to ensure the College's academic staff have the skills, confidence and support to deliver an engaging curriculum that develops and prepares students for the digital age, and that provides a first class, inclusive learning and teaching experience. This project has been over a several year period and continues through to late 2022.

Part of the funding was used to purchase a new VLE with the College moving to a product called CANVAS which is a more intuitive and user-friendly product than that which was previously in use (Moodle). The other main element of the funding has been to staff a team of learning technologists to work with teaching staff to deliver the transformation of the learning content for students and to make the best use of the new VLE.

This project was very well timed as the move to the VLE was taking place during 2019/20 with a view to switching over fully by the summer of 2020. As the pandemic began to impact on learning and teaching from March 2020 the College was then well placed to move more quickly to the new VLE and to supporting staff and students in the new mode of remote learning.

The project is ongoing and the learning technologists continue to work with teaching staff in providing content which uses the new VLE most effectively. It is intended this will continue to November 2022 using the remaining balance of the funding. There will then need to be a consideration of the future shape of this activity and the level of revenue funding for it from the College's annual revenue budget.

1.2.2 **Supporting Commercial Income Growth – £450k (reduced from original bid of £745k)**

The College had an ambitious growth plan for commercial income as agreed by the College Board of Management in last quarter of 2018 which was to increase the annual commercial income up to £5M. This funding bid was submitted to GCEF to provide support for this commercial growth plan and was mainly for additional staff to provide capacity for this growth to be achieved and for annual commercial marketing expenditure plus annual commercial marketing expenditure. The bid was submitted in 2019/20 for a period of three years through to 2022/23.

As a result of the global pandemic there has been a significant shift in the commercial growth plan which has affected the scale and areas of demand and there has now been a revised commercial strategy put into place which was a recovery plan in 2020/21 moving to a steady growth state in future years from 2021/22. Within this revised strategy there is a lower level of income planned and lower numbers of additional staff are planned to achieve this revised position hence the original bid of £745k over the three years has now been reduced to £450k. The updated Commercial Growth plan report as submitted to GCEF at the end of October is attached as an Appendix.

There has been a new post of Digital Marketing Officer funded from this bid since January 2021 which has been considering new approaches to marketing through digital means. A presentation entitled "Performance and Highlights" from the Digital Marketing Officer is also attached as an Appendix.

1.2.3 **Financial Sustainability – £1.8M (reduced from £2.3M)**

This bid was approved for funding of a total of up to £1.8Million in 2020/21 and up to £500k in 2021/22 to provide a financial bridge for the College to achieve financial sustainability.

The College had a three-year financial plan from 2020/21 to 2022/23 as agreed by the Board of Management, which included recurrent staff cost savings to move the College from what was

forecast to have been an increasing financial deficit position annually, to a sustainable break-even/small surplus position annually in future by 2022/23. The approved GCEF funding was requested to enable the College to sustain a range of key College services during a process of financial savings and to enhance the student experience through a process of change and modernisation to meet changing student demands and the needs of learning and teaching with a greater focus on on-line and blended requirements and digital related student services.

The College has undertaken this programme of change and financial savings to achieve financial sustainability with staff reductions mainly through the academic management restructure in 2020/21 plus reviews across a number of support areas to achieve the overall target reductions from the process. The final total of this funding to be drawn down is included in the College Revenue Budget 2021/22 which is £900k in 2021/22 in addition to the £900k already utilised in 2020/21.

1.2.4 Business Transformation - £175k

The purpose of this project is to benefit staff and students through a business transformation programme with a number of systems developments and through providing staff with techniques for new ways of working for the development of improved processes which will aim to work smarter and reduce unnecessary work and relieve workloads where possible particularly where there have been areas of change.

The College is seeking to review its business processes to ensure they are suitable for the challenges of the future and in particular to ensure the maximum use is made of digital solutions. The project will focus on providing a methodology for the College for business improvement and innovation for the future, training a team of staff in improvement techniques to inspire and nurture future change which will then be cascaded across prioritised areas of the College. This process will seek to improve efficiency and effectiveness in key areas and to eliminate duplication in any process, removing rework and reducing any wasted use of resources. This project is to ensure that Glasgow Clyde College is a sustainable high performing College which can achieve business transformation to meet the challenges of the future through the financial environment of increasing costs.

The project to date has focussed on funding system improvements in the College's key systems of the HR & Payroll system, the student records system and the Finance system. The next stage is to access training and knowledge transfer of business improvement and innovation techniques for the future for a key number of staff and to provide awareness of these techniques to the wider College managers including the new team of academic management Curriculum Quality Leaders and Curriculum Managers who can therefore be supported in the period of future development for them and for the College.

Business Transformation Grant – It is planned to take this forward through the College's Organisational Development Team and with some external assistance through a Transform Programme. The planned programme will be focussed on seven key priorities which are as follows:

- Student experience
- Transforming core processes
- Agile workforce
- Digital activities
- Data insights
- Commercial
- Asset utilisation

1.2.5 Cardonald Campus Public Realm Capital Project - £652k

Following the Estates Strategy Review which was funded by GCEF and undertaken by Gardiner and Theobald and BDP, the public realm project at the Cardonald campus is the first of the proposals for the College estate and was approved for funding by GCEF. The funding was agreed for the provision of an upgraded environment at the Cardonald campus and to provide revised access through the combined entrance at the link Corridor building between the Main Tower Building and the Skills Centre. This proposal will provide a better overall student environment and sense of arrival, improved security and will create a focal point for entry for all students to the campus creating a hub within the building as well as providing improved physical appearance and improved landscaping.

Since the last report to Committee there has been a meeting with BDP to discuss the previous proposal of the Estates Strategy Review and there has been discussion with APUC (Advanced Procurement in Universities and Colleges) on how best to take forward the necessary landscape/architectural services for the project. The process to procure these is ongoing at the moment.

2 FUTURE PLANNED BID FOR GCEF FUNDING

After the conclusion of the above projects there remains around £3.6Million of Foundation funding. GCEF requested a summary of proposals for the potential use of this final funding and there was a Strategy meeting of GCEF on 24 August 2021 to consider potential significant areas which could be funded by these remaining funds which was attended by the College Chair and the Principal. There was then a discussion of the potential four options proposals at the Board of Management Development Day on 7 September 2021.

From those discussions it was decided that the top priority was the College's Learning Spaces/ Learning Estate which is a planned bid for capital developments to open up areas of the College estate for more flexible use for students both for self-study or for social integration within the College. This is being developed at this stage through a College Steering Group in the first instance and with some external assistance using agreed College contingency funding in 2021/22 of up to £50k.

Report to GCEF: Commercial Activities Growth

Background and Looking Forward

The original 5-year commercial plan for 2018-2023, was approved late in academic year 2018-19. However, very little was drawn down in 18-19. Session 19-20 was the first year in the strategy period where the College managed to establish and implement a marketing campaign. The 2019-20 academic year started off well but by January 2020, international work with a client in China was the first to be hit by the impact of COVID-19. By April 2020, it was clear that the 2019-20 academic year was brought to a halt as far as commercial income generation was concerned as the College had to close campuses and start the process of switching over to online learning. The actual income for academic year 2019-20 was approximately £1M less than targeted as a direct result of the impact of COVID-19.

In the middle of the pandemic, it was clear that we had to establish a new income target at least for the forthcoming year and the decision, supported by the SLT and the Finance & Resources Committee of the Board of Management, was taken to develop a one-year target, based on 'break-even' for academic year 2020-21. 80% of the commercial course activity was switched over to online learning. The commercial income target for AY 2020-21 was £1.6M, which was revised to £1.5M mid-year. The reports in June indicate that the actual outcome will be around £1.65M for the year.

This interim approach allowed the College to experience how the external environment regarding employers, training demand and customers would unfold post-pandemic, which would allow for a better longer-term plan to be developed onwards for Academic Year 2021-22.

The original 5 -year commercial strategy and targets was then replaced by a new plan covering the period 2021-2025 which was approved by the Board's Finance & Resources Committee.

The three versions of the commercial strategy are therefore,

Original 5-Year Plan covering 2018-2023

Interim 1-Year 'Breakeven' Plan covering 2020-21

Replacement 4-year Plan covering 2021-2025

The commercial income targets for each of the three strategies are shown below. If achieved, it will be academic year 2021-22 before the College gets back to commercial income levels around the levels in 2018-19. The targets are derived from detailed portfolio of courses and services within the Faculties and the Business Development Unit. They are backed-up with a marketing plan, implemented through the College's Marketing Unit.

Income targets	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Original 5-year Plan 2018-2023	£2.2M (Actual £2.4M)	£3.3M Revised in-year to £2.8M (Actual £1.5M)	£4M	£4.8M	£5.76M		
Interim 1-Year 'Breakeven' Plan 2020-21			£1.6M Revised in-year to £1.5M (Actual £1.7M)				
Replacement Plan 2021-25				£2.25M	£3M	£3.5M	£4M

GCEF Funding Support for Growth

The original GCEF bid approved over the 5-year period 2018-2023 was £745,000. Over the 7-year period 2018-2025, the request has been scaled back to £450,000

Posts which had been identified for funding in the GCEF plan were put in abeyance and reviewed for the period of the 2021-2025 plan. One post which is now fully engaged was the 'Digital Commercial Marketing' post which commenced in January 2021.

Impact of Digital Commercial Marketing

Please see separate report(Powerpoint presentation) on marketing for commercial growth. The digital commercial marketing officer has made a very good impact on the College's conversion rates of enquiries from both companies and individuals. Additionally, the cost of acquisition of customers has reduced through more effective targeting and use of social media and digital marketing.

Complete overhaul of Digital Marketing search and online acquisition strategy with Spirit Media; emphasis on Cost per Acquisition

New Data Insights – creation of live dashboards, weekly reporting and heatmapping/ session recording for analysis of the website

Launched LinkedIn targeted advertising across a number of channels.

Launched online webinars for employers in support of business development team.

Duncan McDougall, October 2021

Digital Marketing Officer

January 2021 – June 2021

Performance & Highlights

Ryan Dunlop
(rdunlop@glasgowclyde.ac.uk)

Commercial 'Products'

- Upskill
- Love2Learn
- FWDF

Wider Output

- Commercial Marketing Matrix with Experian Data
- Analysis & Data
- Driving Change & Processes
- Organic Search Performance
- Project Management: Live Chat & E-mail Marketing
- Future Opportunities (COP26)

Upskill Courses

- Re-developed Upskill paid advertising with split-search campaigns to drive down cost per acquisition.
- 377 applications through new Google Ads campaigns, driven at a cost per acquisition of £5.88 (33.2% reduction in cost YoY).

Outputs	Baseline	Target	Actual/ Achieved
Cost per acquisition for individual course participants. Average reduced new cost per acquisition ranged from £4 - £8 a reduction in cost by 33.2% compared YoY.	£9 averaged	£7 averaged.	£5.88 averaged

Employer Enquiries

- Developed Webinar format, first college in Scotland to implement and now used by others.
- Sector specific activity across Facebook & LinkedIn generating a reach of 70,000.
- Driven 514 enquiries through contact form and over 60 webinar registrations. (Potential value of £5000 each, equating to potential revenue of £2.57M)

Outputs	Baseline	Target	Actual/ Achieved
Driven 514 Enquiries through the contact form and over 60 through Webinar registrations – verified enquiries by Google – each with a potential value of £5000+ (Total Potential Revenue of £2.57M). This is compared to 8 enquiries for the preceding period of December 1 st – January 10 th	8	100	514

Love to Learn

- Rebuilt new campaigns for Love to Learn based on data-points that users visit throughout their search for leisure courses.
- Drove 211 Love to Learn applications through Google Ads alone with cost per acquisition as low as £4.63 - £6.11.
- Reach of 239,803 compared to 211,544 in the last 'block' of Love to Learn.
- Using Search data, presented feedback to commercial for Business Intelligence based on what people are 'in market' for.

Outputs	Baseline	Target	Actual/ Achieved
Love to Learn reach for audience	211,544	220,000	239,803

Marketing Matrix

- Using the commercial course matrix developed by Commercial; I have utilised Experian Mosaic profiling and aligned to customer groups; allowing us significant insight into the lives of our potential customers and how we can match courses, platforms and messaging as appropriate.
- Due to limitations with the College CMS; the data was derived from Google search behaviour characteristics and aligned with commercial application submissions, before merged with Experian's data-sets
- We are the only FE provider in Scotland to utilise Mosaic profiling according to the data partner Experian.
- This then allows us to use data science models to drive performance in an ethical, but data driven way.
- Some Examples over page

Example Profiling

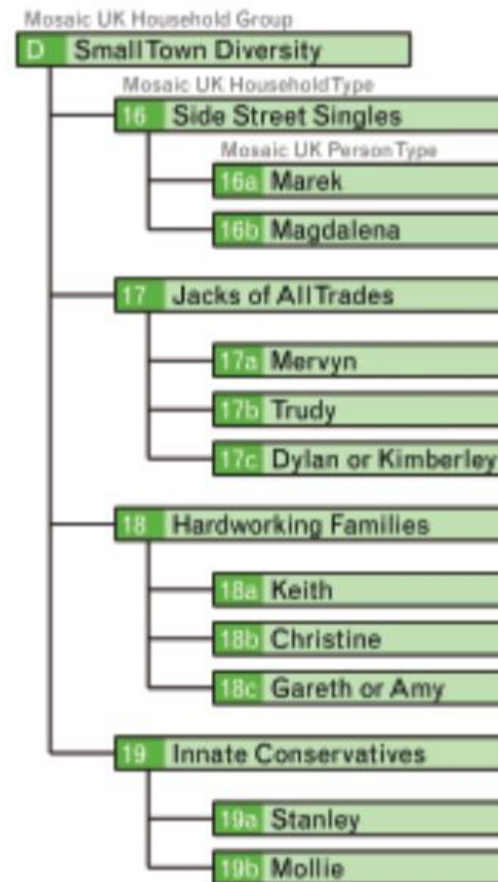
Resolution

The Mosaic UK classification is built by one of the world's most experienced consumer segmentation modelling teams.

This latest version of Mosaic UK classifies all individuals, households or postcodes in the United Kingdom into a set of homogeneous lifestyle types.

141 Mosaic person types aggregate into 67 household types and 15 groups, to create a three-tier classification.

The classification is identical regardless of whether it is assigned to a person, a household address or a postcode to create one integrated and consistent classification that is easy to implement.

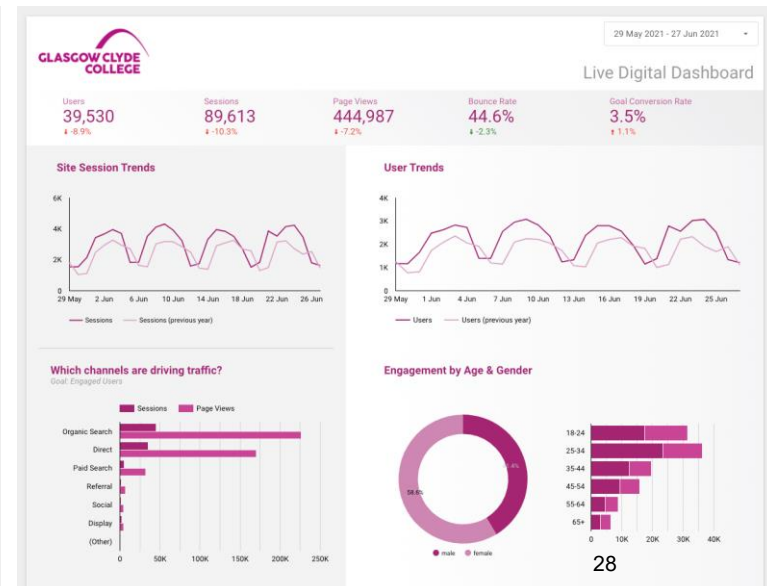
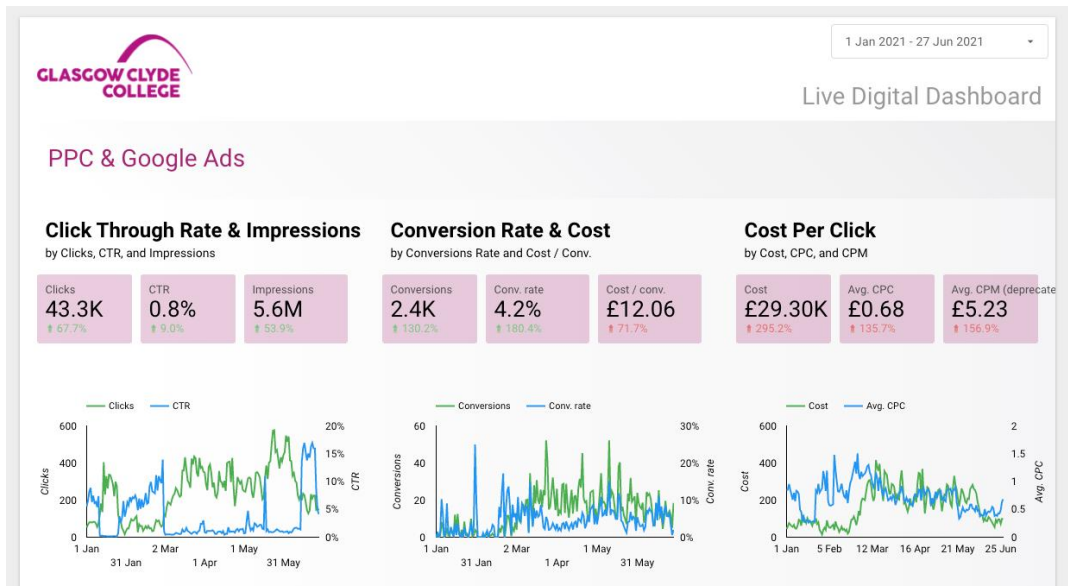


Example Profiling (2)

Commercial Income Forecast 2021-22		Commercial Matrix				Comments	Mosaic Alignment for Marketing Purposes														
PROJECT CODE	INCOME FORECAST 2021-22	Participant Funded	Employer Funded	External Contract / Tender	FWDF		A	B	C	D	E	F	G	H	I	J	K	L	M	N	Q
BUSINESS, CREATIVE & DIGITAL INDUSTRIES																					
Business Courses																					
Training & Development Courses	112001	60,000	X	X		X															
Management Courses	112002	10,000	X	X		X															
Finance & Business Skills Courses	112003	25,000	X	X		X															
NLC FA Accountancy	112004				X																
Sub Total		95,000																			
Media & Performing Arts Courses																					
Journalism & Media	124002	12,000	X	X		X				X											X
Music Courses	124003		X					X		X	X										X
Photographer & TV Courses	124007	3,750	X					X		X	X										X
MA Creative & Digital Media	124009	-			X																X
Sub Total		15,750																			
Fashion & Textiles Courses																					
Fashion & Textiles	126001	30,000	X	X		X							X								X
Art& Design Courses	126006	16,000	X					X					X								X
MA Textiles	126008	5,000			X							X	X								X
Sub Total		51,000																			
BUSINESS, CREATIVE & DIGITAL TOTAL																					
		161,750																			
ENGINEERING, COMPUTING & BUILD																					
Computing Courses																					
IT Vendor Certified Courses	114001	14,000	X	X		X		X													X
IT Skills Courses	114002	26,760	X	X		X												X			
Computing - General	114003	83,280			X			X						X							
MA NHS National Service	114005	15,000			X									X							
Glasgow FA Computing	114006				X									X				X			
Sub Total		139,040																			
Energy & Building Courses																					
Gas Industry Courses	132002	133,590	X	X		X		X				X									X
Electrical Industry Courses	132003	58,840	X	X		X		X													X
Health & Safety Courses	132007	46,930	X	X		X		X													X
Sub Total		239,360																			
Engineering Courses																					
Automotive Industry Courses	134001	59,994	X	X		X		X													X
Engineering - General	134004		X	X		X		X						X							X
MA Automotive	134006	20,786			X					X				X	X						
Sub Total		80,780																			
Construction Courses																					
BTEC Ed Contract	136001	56,500			X			X													
Construction - General	136003	16,452	X	X		X		X													X

Analysis & Reporting

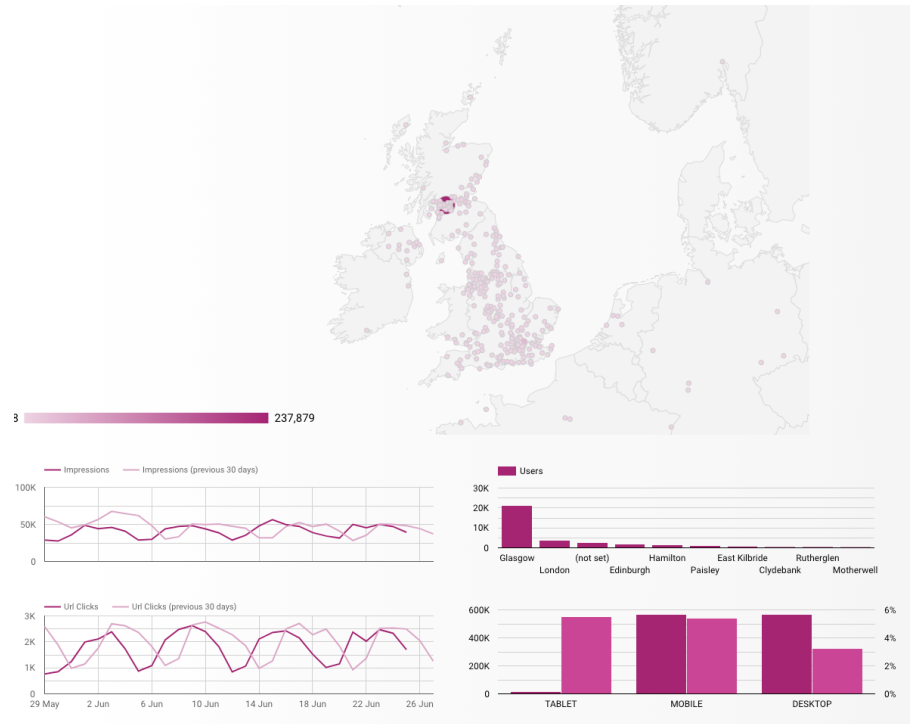
- Everything that I have actioned since starting with the College in January has been to build decisions based on data (be it previous data we hold or modelling).
- As part of this, I developed and built a Data Dashboard allowing full visibility of all key metrics; this is live time and allows instant decisions on ads to be made – this dashboard is used not only internally, but a slightly varied version is used by our agency partners.



Organic Performance

- Example of the back-end dashboard built for this purpose and performance in numbers showing a significant increase in overall reach and ‘market share’ of search across both Glasgow and Scotland.

Outputs	Baseline	Target	Actual/ Achieved
Reaching 83,411 impressions and 32.77% market share of Google in Scotland, rising to 79.2% in Glasgow area.	4% Scot 8% Glasg	5% Scot 15% Glasg	32.77% Scot 79.2% Glasg



Live Chat & E-mail

- As part of reducing barriers to application; I have identified 2 key areas for development – Live Chat & E-mail Marketing.
- Through this I have reviewed and tested a number of platforms, initiated discussions around the wider College data use and way we communicate with our audiences.
- In June; I presented both platforms for Live Chat & E-mail of which we intend to now roll-out during late Summer 2021.
- We should see an uplift in conversion rate optimisation as well as improved engagement from both new channels and this will form a wider digital transformation to the way we communicate digitally.

FINANCE AND RESOURCES COMMITTEE MEETING

Date of Meeting	1 December 2021
Paper Title	College Strategic Risk Register: Financial Risks
Agenda Item	21.56
Paper Number	21.56A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Noting

1 PURPOSE OF THE REPORT

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

2 ACTION FOR THE COMMITTEE

- 2.1 Committee Members are invited to note this paper.

3 BRIEF BACKGROUND INFORMATION

- 3.1 The College's Strategic Risk Register as at 22nd November is attached. The Strategic Risk Register is updated regularly and considered at least quarterly by College senior management. The changes since last reported to the Board in October are highlighted in red.
- 3.2 Of the fifteen risks on the College Strategic Risk Register four of them are financial risks which are shown on the first part of the Register and are risks F1 to F4. Three of these are scoring as high risk after mitigating actions which are the risk of Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income, the risk of Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF), and the risk of Failure to reduce the College cost base on a managed basis to meet requirements of the three year financial forecast. The College is monitoring each of these risks on an ongoing basis and taking all relevant actions to help to mitigate them as far as possible.

4 SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

- 4.1 The College's Risk Appetite as last reviewed by the Board in October 2020 is Open where open is defined as being willing as an organisation 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. The risk appetite process is based on the HM Treasury of Management method.
- 4.2 There is a column now included in the Risk Register which shows the comparison of the residual risk score for each risk against the risk appetite 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 where the risk score is above the College's Risk Appetite score band level. The first of these two highly scored risks is **Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income** which has a high score due to the challenges in achieving these income areas during the current environment. The second highly scored risk is **Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)** which is high due to difficulties in achieving the overall SFC credits target for 2021/22 due to the impacts of the pandemic on student recruitment and retention.
- 4.3 The comparison process to Risk Appetite was discussed at the October Audit Committee who were comfortable with the approach adopted at this stage however there was a discussion at that Audit Committee on whether it was the most appropriate to use the same risk appetite level across each risk area. It was agreed that it would be helpful to arrange a workshop with College management and the Chairs of the Board's Committees at which risk 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 against the Strategic Plan themes to provide the Board with comfort that the register has been subject to an updated scrutiny. This workshop is being arranged for January which will be after the Senior Leadership Team have refreshed the Strategic Plan to reflect the current position following the impacts of the last eighteen months e.g. in a major shift towards more blended learning and teaching.

5 RISKS

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

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

6 ANY OTHER SIGNIFICANT IMPACT e.g. STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY& DIVERSITY

6.1 Each of the risks in the College Strategic Risk Register reflect the current assessment of the key areas of College activity across the financial, organisational and governance risks, which include student experience, legal, financial, and equality and diversity matters.

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 22nd November 2020							
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions															
					Probability	Impact	Risk Score		Probability	Impact	Risk Score	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								
Financial Risks																								
F1	Failure to achieve surplus targets for commercial activity/Failure to achieve/maintain planned levels of non-SFC income	Financial / COVID impacts	Theme 2 and 5 - Partner of Choice and Financial Resilience through Operational Excellence	Assistant Principal International and Business Development	5	5	25	<p>Short term</p> <p>i) Revised commercial income/surplus plan now for 2020/21 and plan to rebuild for future years by each sector area based on medium and long term impacts following COVID 19 virus.</p> <p>ii) F/WDF key element of total activity and increased level during 2020/21</p> <p>iii) Greater use of digital marketing to promote course areas as effectively as possible</p> <p>Long Term</p> <p>iv) Regular monitoring between Business Development Unit, External Funding Unit and Faculty Management of commercial activity/non-SFC activity and future replacement activity will be identified as far as can be estimated however significant impacts from COVID through 2020/21 at least.</p> <p>v) Pipeline of activity being re-established as much as possible based on on-line or on-site delivery</p> <p>vi) Costing templates completed for all commercial activity. In year staff costs transfers of permanent staff costs.</p> <p>vii) Increased engagement and marketing effort during COVID to try to maintain as much of business as possible and to open and grow new income streams e.g. for retraining.</p> <p>viii) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus.</p> <p>ix) Review and develop market opportunities through business development strategy and growing new markets.</p> <p>x) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum.</p> <p>xi) Continued work with key partners to ensure successful projects delivered and funding maintained as much</p>	4	5	20	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/ Organisation / COVID impacts	Theme 2 and 3 - Partner of choice and Unrivalled Student Experience	Vice Principal - Curriculum & External Relations	5	4	20	<p>Short Term</p> <p>i) Regular analysis and reporting of progress against SFC credits target for teaching delivery which is discussed at each Senior Leadership Team and Curriculum Assistant Principals meetings.</p> <p>ii) Continue to seek clarity on different SFC credits streams for 2021/22 & impacts for College</p> <p>iii) Focussed support for students to deliver student experience and to ensure stated teaching activity targets are met.</p> <p>iv) Closely monitor tuition fees income to assess potential COVID impacts on income</p> <p>Long Term</p> <p>v) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, and improved retention of students.</p> <p>vi) Discussions within Glasgow Colleges Group and with other partners to plan curriculum and make changes annually to meet market needs and Government and SFC guidance</p> <p>vii) Work closely with relevant partners to ensure programmes implemented as planned</p> <p>viii) Aim to ensure annually all relevant agency (e.g. SDS) milestones and documentation requirements achieved</p> <p>ix) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment. Again significant COVID impacts on ongoing basis.</p>	4	5	20	Higher than risk appetite (Hungry)	F2	Short	20	No change								
F3	Failure to reduce College cost base on managed basis to meet requirements of the three year financial forecast	Financial/ Organisation / COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Principal/ Vice Principals	5	5	25	<p>Short Term</p> <p>i) Revenue budget approved for 2021/22 2024</p> <p>ii) Cost reduction plan implemented in 2020/21 with reduction in staff levels and significant cuts in non-staff budgets across the College. VS Reductions and academic management restructure implemented.</p> <p>Long Term</p> <p>iii) Process of review of all areas to seek cost reductions, as well as seeking further efficiency through improved business processes.</p> <p>iv) First staff restructure from October 2019 through use of VS scheme with required agreement with GCRB and SFC.</p> <p>v) Successful bid to GCEF for additional funding support from November 2020.</p> <p>vi) Discussion on future potential changes being taken forward.</p> <p>vii) Zero based budgeting from 19/20 onwards for non-staff costs.</p> <p>viii) Three year Financial Forecast Return approved by the Board of Management and submitted to SFC</p>	3	5	15	As per Risk Appetite (Open)	F3	Medium	15	No change								

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Score Before Mitigating Actions										Score After Mitigating Actions									
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	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			
F4	Adverse Funding changes in 2021/22 (SFC/SDS/ ESF) and future years	Financial / COVID Impacts	Theme 5 - Financial Resilience through Operational Excellence	Principal/ Vice Principals	4	5	20	<p>Short Term</p> <p>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.</p> <p>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.</p> <p>iii) SFC Funding allocations for 2021/22 now finalised.</p> <p>Long Term</p> <p>iv) Continue to aim to inform and influence funding allocations through Principals' Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies.</p> <p>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.</p> <p>vi) Projects progressed to address priority items as per College Capital masterplan based on affordability.</p>	3	4	12	Lower than Risk Appetite (Cautious)	F4	Medium	12	No change			
Organisational Risks																			
O1	Failure of College operational processes/ ICT infrastructure including risk of cyber attack or fraud	Organisational / COVID impacts	Theme 5 - Financial Resilience through Operational Excellence	Vice Principal Resources & College Development & Vice Principal-Curriculum & External Relations	4	5	20	<p>Short Term</p> <p>i) Monitoring systems in place across College and feedback from relevant staff. Any issues addressed as necessary and action taken. Plans ensure key systems security / performance not impacted during periods of financially challenging budget. Many systems/services cloud based and using VPN/remote desktop for staff to access systems while home working. Delivered laptops and wireless devices to staff and students who need them within the available resources levels.</p> <p>Long Term</p> <p>ii) Business system improvement process in place</p> <p>iii) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology.</p> <p>iv) Virtualisation infrastructure which improves server resilience with two main data centres at different campuses with tape/offsite and cloud backups of critical systems.</p> <p>v) Member of HE/FE Shared Technology and Information Services (HEFESTIS) which provides support to secure against cyber attack and regular ICT network penetration testing undertaken by external bodies.</p> <p>vi) ICT backup procedures and Disaster Recovery planning. Cyber essentials+ status maintained.</p> <p>vii) Enterprise Malware detection and Web filtering technology and room based uninterruptable power supply in place with ICT climate monitoring facilities.</p> <p>viii) Fraud response plan in place</p>	4	4	16	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	<p>Short Term</p> <p>i) Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications on any national matters.</p> <p>Long Term</p> <p>ii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process.</p> <p>iii) Emphasis being made nationally on imperative of financial sustainability and affordability issues particularly given increased staffing costs and challenges of the Glasgow Regional context.</p> <p>iv) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action.</p>	3	5	15	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	<p>Short Term</p> <p>i) Focussed work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications.</p> <p>ii) Regular direct communication with staff e.g. staff briefings, focus groups.</p> <p>iii) COVID 19 related communication sent regularly to all staff from the Principal and union involvement in risk assessment discussions</p> <p>Long Term</p> <p>iv) Discussion with unions on impact on College financial sustainability and organisational impacts.</p> <p>v) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action.</p> <p>vi) Ensure transparency of College consultation process to maximise opportunities for enhanced communications with Trade Unions</p>	3	4	12	Lower than Risk Appetite (Cautious)	O2b	Short	12	No change			

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										as at 22nd November 2020									
										Score After Mitigating Actions									
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions		Probability	Impact	Risk Score	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		
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 targeted 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										as at 22nd November 2020									
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, FWFDF = Flexible Workforce Development Fund, VLE = Virtual Learning Environment, DELTA project = Delivering Excellence in Learning, Teaching and Assessment, VPN = Virtual Private Network										Key for Risk Appetite Residual Score Comparison: 1-6 = Averse, 7-9 = Minimalist, 10-14 = Cautious, 15-19 = Open, 20-25 = Hungry									
Risk Ref	Risk Description	Risk Category	Link to Strategic Plan Themes	Risk Owner	Score Before Mitigating Actions			Mitigating Actions	Score After Mitigating Actions										
					Probability	Impact	Risk Score		Probability	Impact	Risk Score	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. viii) New Clerk to the Board being recruited as replacement for vacancy in the role.	2	3	6	Lower than Risk Appetite (Averse)	G3	Medium	6	No change			