

A MEETING OF THE GLASGOW CLYDE COLLEGE BOARD OF MANAGEMENT WILL TAKE PLACE AT THE SPACE, LANGSIDE CAMPUS ON WEDNESDAY 1 APRIL 2026 FROM 4PM

AGENDA

26.00 Welcome / Apologies	V	SI
26.01 Declarations of interest	V	SI
26.02 Items for any other business	V	SI
26.03 Matters arising from the previous meeting		SI
26.04 Draft minutes of the previous meeting (A)	P	SI
26.05 Final Strategic Plan (A)	P	JV
26.06 OFAM Update		JR
26.07 Credits Projection 2025-26 and Attainment Summary	P	JR
26.08 Financial report year to January 26 and forecast return	P	NM
26.09 Cardonald Campus (A)	P	JV
26.10 Student President's report	P	MK
26.11 Principals' report	P	JV
26.12 Chair's report	P	SI
26.13 Governance Report (A)	P	JH
26.14 Minutes of Committee Meetings	P	MM, FB, SI, LP, MS
For noting		
26.15 Strategic Risk Register	P	M
26.16 Estates, Capital and Expenditure Update	P	NM
26.17 Environmental Sustainability Plan Update	P	NM
26.18 Operating Expenses Analysis	P	NM
26.19 Schedule of Work and Acronym Buster	P	JH
26.20 Any Other Business	V	SI

A = For approval / Agreement



BOARD OF MANAGEMENT MEETING

Date of Meeting:	1 April 2026
Paper Title:	Final Draft Strategic Plan – Igniting Opportunity 2031
Action:	For Agreement
Prepared by:	Jon Vincent, Principal & Chief Executive
Agenda Item:	26.05
Status:	Disclosable

1. PURPOSE OF THE REPORT

This report seeks approval from the Board of Management for the new Colleges' Strategic Plan - Igniting Opportunities 2031 for the period 2026 to 2031.

2. ACTION FOR THE BOARD

The Board of Management is requested to:

- (i) Approve the final draft of the strategic plan (Annex I); and
- (ii) Agree that at the Board Development Day in September 2026 the core set of KPI's and targets which the Board will employ to monitor College performance against the Plan which will be established.

3. COLLEGE STRATEGIC PLAN - IGNITING OPPORTUNITY 2031

3.1 Development of the Plan

The pre-consultation version of the Strategic Plan was presented to the Board of Management for consideration at its meeting in October 2025. The Board provided constructive feedback which was incorporated into the version which was used for stakeholder consultation. Feedback received during the consultation has been incorporated into the final version of the Plan which is presented in Annex I for approval.

3.2 Stakeholder Consultation

Stakeholder consultation took place in two phases:

Phase 1 – Internal Stakeholder Consultation

In November and December 2025, the draft Plan was shared with internal stakeholders for comment. The plan was presented to our recognised Trade Unions, partners and the Student Association. In addition, the Plan was also shared with all members of staff. Feedback on the plan was limited in detail but overwhelmingly positive about the new vision, strategic priorities and the presentation of the core priorities and enablers. The only topic in the Plan that received frequent comment was 'digital and AI technologies' however opinions were inconsistent. Some respondents felt that artificial intelligence should be a stronger theme within all aspects of the plan while others felt that the existing

references to it were threatening to their job security. The feedback was taken on-board and the plan revised.

Phase 2 – External Stakeholder Consultation

In January and February 2026, the draft Plan (post internal consultation) was provided to key external stakeholders for comment. Stakeholders included:

- Sector funding and planning bodies
- Colleges Scotland
- Local Authorities
- College Development Network
- Energy Skills Partnership
- WorldSkills UK
- Employer representative bodies
- Key employer partners
- Glasgow Kelvin College

Feedback from external stakeholders universally supported all key aspects of the Plan and the evolving strategic priorities of the College which were felt to both be in keeping with the established role and reputation of the College and in good alignment with the aspirations of the City region. Each stakeholder provided their unique insights into specific strategic objectives, but these were suggested refinements as opposed to significant changes to the content of the Plan. Feedback from external stakeholders has been incorporated where appropriate into the final version of the Plan.

3.3 Duration of the Plan

Due to timing the original duration of the Plan (2025-2030) has been changed to 2026-2031. This change has been instituted to allow the launch of the Plan and preparatory work on KPI's, targets and monitoring arrangements to take place in advance of Academic Year 2026/27.

3.4 Alignment to Scottish Government Key Missions

At the suggestion of external stakeholders, a schematic has been included in the plan which shows the alignment of the key features of the Strategic Plan with the current Scottish Government's Key Missions. It is worthy of note that with the imminent Scottish Parliament elections the priorities of a new government may change and consequently the schematic will be updated accordingly.

3.5 Monitoring of the Plan

The version of the Plan presented include targets for 2031 for illustrative purposes only. The College has a substantial suite of targets contained in other strategy documents. It is key that the Plan complements existing targets and commitments made by the college and in addition sets an ambitious direction and momentum. Once the Plan is agreed by the Board work will commence on refining and aligning our suite of targets and KPI's which will be presented for consideration and agreement at the Development Day in September 2026.

3.6 **Underpinning Strategy Development**

It is the established practice of the College to have 'sub-strategies' which sit under the 'corporate strategy' and ensure that a clear focus is given to achieving our agreed strategic ambitions. In some cases, these Plans are already agreed and in place (for example, environmental sustainability) however in others new 'sub-strategies' will be developed and presented to the Board for agreement and monitoring through its Committees during Academic Year 2026/27.

4. **SUPPORTING DOCUMENTATION**

Annex 1: Draft Strategic Plan - Igniting Opportunity 2031

5. **RISKS**

- 5.1 The College Strategic Plan Releasing Potential expired at the end of 2025 and thus the College does not current have an approved Strategic Plan. There is no statutory requirement for the College to have a Strategic Plan however it is considered accepted practice to have one.
- 5.2 Once the Strategic Plan is approved work will commence to revise the College Risk Register ahead of Academic Year 2026/27 to ensure alignment.

6. **ANY OTHER SIGNIFICANT IMPACT eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY**

N/A



Igniting Opportunity 2031

Mission

Inspirational Learning; Changing Lives

Values

People-centred, Pioneering, Principled, Passionate

Vision

By 2031, Glasgow Clyde College will ignite opportunity and unlock potential by delivering transformative learning, fostering sustainability, and acting as a catalyst for economic and social change. This vision will be realised through empowering people and by unlocking the potential of our deep-rooted community partnerships.

Introduction from Chairperson & Principal

Glasgow Clyde College stands today as one of Scotland's most respected and influential colleges, a place defined by ambition, powered by our people, and driven by a profound belief in the potential of every student and every community we serve. In recent years, the achievements of our previous strategy, *Releasing Potential*, have reshaped what our college can do and who we can be. Through collective determination and a relentless pursuit of excellence, our staff, students, and partners have elevated Glasgow Clyde College to a position of strength, credibility, and national recognition. We have grown our influence, strengthened our practices, and demonstrated consistently that when we work with purpose and in unity, we change lives.

Igniting Opportunity, our new strategic plan for 2026 to 2031, builds confidently on this momentum. It renews our commitment to inspirational learning and sets out a bold, values-led vision for the future. This vision describes a college that ignites opportunity and unlocks potential by delivering transformative learning that enriches individuals, supports our communities, and fuels our regional economy. Our mission, "*Inspirational Learning; Changing Lives*," remains the anchor of everything we do. Our values, *people-centred, pioneering, principled and passionate*, remain at the heart of how we work, how we lead and how we shape the experience of every student and colleague.

Glasgow is a city with a character unlike any other, defined by resilience, creativity, and a deep collective pride. Its people are known for their warmth, humour, and determination to face challenges together. Shaped by industry, innovation and bold ideas, Glasgow blends innovation with compassion and a powerful sense of community. This spirit of openness, solidarity and ambition inspires Glasgow Clyde College, reminding us that progress is strongest when it is shared, and that opportunity thrives where people feel empowered, valued, and engaged.

We embark on this strategy at a time when the external environment presents both significant challenge and remarkable opportunity. Colleges across Scotland continue to navigate financial pressures, shifting policy landscapes and increasing demand for flexible, high-quality skills provision. At the same time, new economic opportunities are emerging across the Glasgow City Region, supported by the growth of advanced



industries, the rapid evolution of artificial intelligence and the Scottish Government's commitment to skills planning devolution. In this context, we will continue to work in close collaboration with our neighbouring Glasgow colleges and our partners across the wider city-region, recognising that an aligned and cohesive tertiary ecosystem is essential to addressing shared challenges and seizing the opportunities ahead. These developments reinforce the importance of a connected tertiary system and position Glasgow Clyde College to play an even more influential and collaborative role in shaping the region's future.

The themes in this strategy reflect both ambition and responsibility. We will deliver '*Transformative Learning*' that places students at the centre and ensures outstanding outcomes. We will build a '*Sustainable College*' that is financially resilient and environmentally responsible for the long term. As an '*Economic Catalyst*,' we will align skills with Scotland's future, supporting growth sectors and creating pathways into high value jobs. As a '*Community Anchor*,' we will lead with inclusion, belonging, and partnership. Through '*Empowering People*,' we will nurture the talent, wellbeing and leadership that make Glasgow Clyde College an exceptional place to learn and work.

This strategy is more than a plan. It is a commitment to our students, our staff, our communities, and our city. Together, we will continue to push boundaries, transform lives, and shape a more equitable, prosperous, and sustainable future. Together, we are ***Igniting Opportunity***.

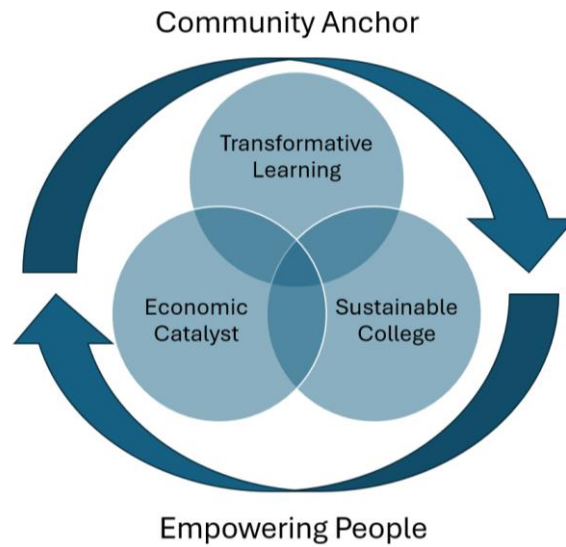
Sue Irving
Chair of Board of Management

Jon Vincent
Principal & Chief Executive



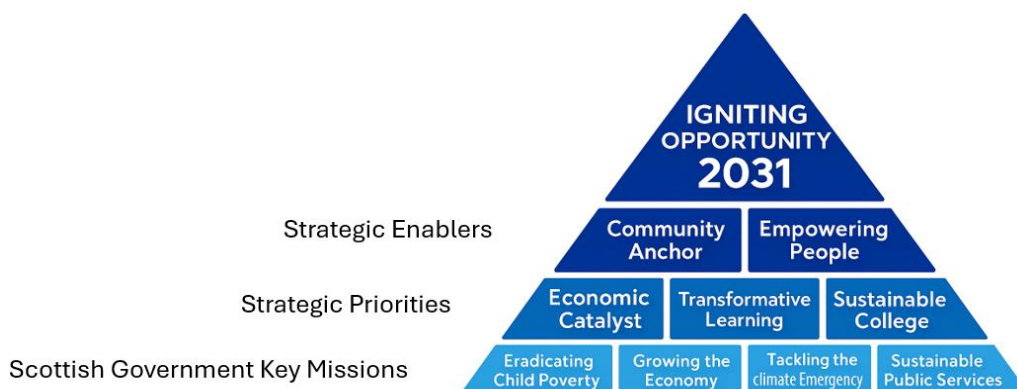
Igniting Opportunity 2031 - Strategy Ecosystem

The Strategy Ecosystem illustrates how the core elements of *Igniting Opportunity* work together as a connected whole. At its centre sit our Strategic Priorities, which describe the areas where the College will focus to deliver the greatest impact for learners, communities, and the regional economy. Surrounding these are our Strategic Enablers, which provide the culture, capabilities and conditions that allow the priorities to succeed. The ecosystem shows that neither priorities nor enablers stand alone. Each strengthens the others, creating a dynamic and interdependent system that drives progress, supports our mission, and ensures that Glasgow Clyde College delivers meaningful and sustained change.



Alignment with Scottish Government Key Missions

Delivering *Igniting Opportunity* requires a strategy that is both locally responsive, regionally focused, and nationally aligned. The Scottish Government’s key missions provide a clear framework for driving economic, social, and educational progress across the country. Ensuring strong alignment with these priorities strengthens the impact of our work, supports policy coherence, and enhances our contribution to regional and national ambitions. By mapping our strategic themes to these missions, Glasgow Clyde College demonstrates its role as a collaborative, forward-looking partner committed to improving life chances, supporting inclusive growth, and helping shape Scotland’s future.





STRATEGIC PRIORITIES

1 Transformative Learning

“We will deliver transformative learning experiences through inspirational teaching, placing the student experience at the heart of everything we do, and achieving sector-leading outcomes that change lives.”

Context Statement

Glasgow Clyde College serves one of the most diverse student populations in Scotland, welcoming learners from many backgrounds and life experiences. A considerable proportion come from communities facing multiple disadvantage, and for many students’ college represents a pivotal opportunity to rebuild confidence, develop new skills and pursue meaningful aspirations. As a values-led institution committed to *‘Inspirational Learning; Changing Lives’*, we recognise our responsibility to ensure every learner is supported to succeed.

Transformative learning is central to this plan. Teaching at Glasgow Clyde College is not simply the achievement of qualifications. It is the catalyst that helps individuals realise their potential, strengthen their sense of belonging and progress into rewarding careers or further study. Our reputation for innovation in learning and teaching provides a strong foundation for further development.

To realise this ambition, we will prioritise high-quality teaching, learning and assessment supported by professional reflection, collaboration, and continuous improvement. Our staff are essential to this work. Through sustained investment in professional learning and the development of communities of practice, we will ensure that learning remains engaging, inclusive, and responsive to the needs of today’s students.

Equity and inclusion are equally important. We know that some groups continue to experience attainment gaps and structural barriers. Through targeted support, universal design principles, and preventative interventions, we will ensure that every learner, regardless of background or challenge, can thrive.

By strengthening student voice and partnership, Glasgow Clyde College will deliver consistently high outcomes and transformative learning experiences that empower individuals, enrich communities, and contribute to the long-term prosperity of Glasgow.

Objectives

- I. Achieve sector-leading levels of student success, progression, and satisfaction with a clear focus on improving attainment and supporting everyone to reach their full potential.

By 2031 we will:



Increase overall course success rates to at least 80% and further withdrawal rates to 10%, placing Glasgow Clyde College within the top quintile of Scottish colleges.

- II. Narrow and, where possible, eradicate attainment gaps for key minoritised groups ensuring equity in outcomes, opportunity, and empowerment.

By 2031 we will:

Reduce the attainment gap for minority groups by at least 50% (particularly Care Experienced, SIMD 10 and Non-binary students).

- III. Deliver high-quality teaching, learning, and assessment supported by career-long professional development, and a culture of peer-led reflection and improvement.

By 2031 we will:

Fully implement a peer-observation model across all faculties.

- IV. Systematically assess and enhance the quality of teaching and learning fostering an open and collaborative culture of pedagogical excellence across all curriculum areas.

By 2031 we will:

Achieve 100% programme participation in annual quality enhancement cycles including peer review and student feedback.

- V. Strengthen student engagement and involvement in decision-making ensuring the student representation informs college policy, practice, and the continuous improvement of the learning experience.

By 2031 we will:

Include student participation in all ILQR processes.

2 Sustainable College

“We will build a financially resilient and environmentally responsible college by diversifying and growing income streams, investing prudently in our infrastructure, pursuing net-zero ambitions, and ensuring agile, efficient service delivery.”

Context Statement

Glasgow Clyde College operates within a financial landscape that is increasingly complex and constrained. Public funding has not kept pace with the actual cost of delivering high quality learning, maintaining modern and accessible infrastructure, or meeting the rising expectations placed on colleges as anchor institutions. At the same time, the climate emergency demands accelerated investment in low carbon technologies, estate transformation, and sustainable



operational practices. These pressures require the College to adopt a more agile, enterprising, and forward-looking approach to generating income, managing resources, and maximising the value of its assets.

To strengthen long term financial resilience, the College will broaden and diversify its revenue streams. This includes expanding commercial partnerships, increasing external and philanthropic income, and growing Modern Apprenticeship activity to better meet the needs of industry. Alongside this, we will develop more robust financial models that reduce reliance on core SFC funding and create greater strategic flexibility.

Environmental responsibility is central to our direction of travel. Delivering the ambitions of our Environmental Sustainability Strategy will require sustained action across procurement, estate planning, and curriculum development, supported by collaboration with funding partners to decarbonise our campuses and reduce environmental impact.

Digital transformation will also play a critical role in creating a more efficient and adaptable organisation. By embracing digital and AI enabled technologies, we will streamline systems and processes, enhance service quality and release capacity for value adding activity.

Strengthening regional, civic and sector partnerships will further support operational resilience. Through purposeful collaboration, we can achieve efficiencies, reduce costs, and contribute to a more sustainable and effective education ecosystem.

Objectives

- I Grow and diversify income streams by fully utilising college assets, expanding commercial, external, and philanthropic activities, and increasing the number of Modern Apprenticeship starts.

By 2031 we will:

Increase commercial revenues in 4% each year of the plan.

- II Build resilient financial models that reduce reliance on core SFC funding supporting long-term sustainability through strategic investment and innovation.

By 2031 we will:

Increase the proportion of non-SFC funding from a 2025/26 baseline of 21%.

- III Advance our net zero ambitions by embedding sustainable procurement, reducing the college's carbon footprint, and working with funding partners to decarbonise the estate.



By 2031 we will:

Achieve a 5% year on year reduction in our carbon emissions target.

- IV Harness digital and AI technologies to continually refine systems and processes driving efficiency, effectiveness, and agility across all college operations.

By 2031 we will:

Implement at least 3 AI-driven process improvements that deliver efficiencies across the organisation.

- V Work with partners to identify shared opportunities for efficiency and resilience in business services strengthening operational sustainability through strategic cooperation.

By 2031 we will:

Collaborate with key partners to introduce at least two collaboration agreements that deliver a reduction in operating costs.

3 **Economic Catalyst**

“We will design and deliver a dynamic, high-quality curriculum aligned with the strategic economic ambitions of our region, equipping students with the skills, knowledge and readiness to thrive in a changing world.”

Context Statement

Glasgow Clyde College plays a vital role in supporting the economic prosperity and social mobility of the Glasgow City Region. As one of Scotland’s largest providers, the College operates at the intersection of education, industry, and community, supplying the skills, knowledge and progression pathways that enable individuals, businesses, and sectors to thrive.

The regional economy is undergoing significant transformation. Digital innovation is reshaping traditional roles, the transition to a net zero economy is generating new opportunities, and increased investment in sectors such as defence and life sciences is creating high value careers across the region. At the same time, employers continue to report persistent skills shortages in construction, engineering, digital technologies, health and social care and advanced manufacturing. In this context, Glasgow Clyde College has a vital responsibility to ensure that its curriculum responds dynamically to labour market needs while supporting inclusive economic growth.

The College will position itself as a proactive partner in regional development by aligning its curriculum with national priorities, regional economic strategies, and employer demand. Through collaborative partnerships with industry, public sector organisations, and professional bodies, we will co-design learning that



equips students with the technical skills, adaptability and meta skills required to succeed in a rapidly changing world.

Our curriculum will increasingly reflect the needs of a sustainable, low carbon economy, with net-zero skills embedded across relevant programmes. We will expand provision in areas of strong labour market demand and strengthen work-based learning pathways, including Modern Apprenticeships and industry placements.

Through high quality teaching, industry standard environments and strong partnership working, Glasgow Clyde College will contribute to regional economic prosperity while empowering learners to realise their potential.

Objectives

- I. Align our curriculum with national, regional, and local economic priorities ensuring our range of provision responds to labour market needs, supports inclusive economic development, and addresses the need for 'Net-zero Skills'.

By 2031 we will:

Align all new programme proposals with national and regional economic priorities including the National Strategy for Economic Transformation and regional skills plans.

- II. Engage strategically with employers and their representative bodies to ensure our curriculum reflects current and future workforce needs co-creating solutions to address skills gaps and support economic growth.

By 2031 we will:

Include direct employer input in all vocational curriculum ILQR processes.

- III. Expand provision in growth sectors and priority skills areas removing barriers to participation and enabling all learners to access opportunities that unlock their potential and support successful progression.

By 2031 we will:

Expand provision in growth areas relating to digital, health and social care, and green technologies.

- IV. Embed employability and meta-skills across all programmes ensuring students graduate career-ready, equipped for progression into work, further study, and with an entrepreneurial mindset.

By 2031 we will:

Have a college-wide meta-skills framework which will be embedded across all curriculum delivery.



- V. Invest in industry-relevant facilities and teaching practices creating high-quality learning environments that mirror professional standards, prepare students for success in the modern workplace, and grow our reputation as a centre of skills excellence.

By 2031 we will:

Ensure all vocational programmes have access to industry-standard equipment and learning environments.

STRATEGIC ENABLERS

4 Community Anchor

“We will be recognised as a leading community partner, strengthening social cohesion and shared prosperity through inclusive, community-focused initiatives and a dynamic network of progressive local and regional partnerships.”

Context Statement

Glasgow Clyde College plays a vital civic role within the communities it serves. Located in one of Scotland’s most diverse and socially complex urban regions, the College provides a gateway to opportunity for thousands of learners each year. Many face barriers linked to poverty, educational disadvantage, disability, language, or caring responsibilities. As a people centred institution committed to inclusion and empowerment, the College recognises its responsibility to provide high quality education while contributing to social cohesion, community resilience, and wider participation in economic life.

Colleges across Scotland are increasingly recognised as anchor institutions with deep community roots that support social progress through partnership, innovation, and leadership. Glasgow Clyde College embraces this role by collaborating closely with local authorities, schools, universities, employers, community groups and third sector organisations to address shared challenges and unlock new opportunities for individuals and neighbourhoods.

Removing barriers to participation remains central to this strategy. Too many individuals still face structural obstacles that limit access to education and skills development. By embedding prevention and early intervention approaches, particularly in areas such as literacy, digital inclusion and language development, the College will help learners build the confidence and capabilities they need to succeed.

Equally important is the creation of inclusive environments where every learner feels safe, supported, and valued. Through universal design principles and inclusive practices across teaching, services, and campus life, we will ensure that accessibility and equity are embedded at every stage of the student journey.



By strengthening guidance, partnerships and transition pathways, Glasgow Clyde College will act as a trusted community partner and a catalyst for inclusive opportunity, enabling individuals and communities to thrive.

Objectives

- I. Ensure all aspects of college life are secure, inclusive, and nurturing creating environments where students feel supported, safe, and able to build meaningful social connections.

By 2031 we will:

Achieve 90% positive student responses in surveys regarding safety, wellbeing and belonging at college.

- II. Develop progressive partnerships with local and regional public and community organisations including schools and universities working collaboratively to address poverty, unemployment, and social cohesion, and to achieve our shared vision for change.

By 2031 we will:

Establish a streamlined partnership with employers, SDS and DWP to support those facing barriers into employment pathways leading to improved progression outcomes.

- III. Remove barriers to participation by embedding comprehensive approaches to prevention and early intervention prioritising literacy, digital literacy, language development, and inclusive practices that enable all students to realise their potential.

By 2031 we will:

Develop baseline assessment in literacy to improve life chances for our learners.

- IV. Embed universal design principles across learning, teaching, assessment and services ensuring accessibility and inclusion are built into every stage of the student experience and individuals achieve their potential.

By 2031 we will:

Ensure 100% of programmes apply Universal Design for Learning (UDL) principles in curriculum design and assessment.

- V. Deliver a seamless and simplified, whole-journey approach to student onboarding, guidance, access, and progression supporting learners from first contact through to successful outcomes and lifelong learning.

By 2031 we will:

Achieve 95% satisfaction with admissions, enrolment, and onboarding processes.



5 Empowering People

“We will nurture a passionate, people-centred culture that empowers staff and students, supports their wellbeing and safety, and fosters meaningful engagement rooted in our shared values.”

Context Statement

Glasgow Clyde College is committed to creating a people centred culture where staff and students feel supported, valued, and able to thrive. Our ambition for Empowering People recognises that the strength of the College lies in the skills, wellbeing, and motivation of our community. As we look ahead, we are determined to build an environment that promotes personal growth, professional excellence, and collective pride. This requires placing wellbeing, safety, inclusion, and our shared values at the heart of everything we do.

Empowering people begins with providing the right opportunities at the right time. We will strengthen our approach to career long professional learning, ensuring that every member of staff has access to clear development pathways, meaningful progression routes and the confidence that comes from being well supported in their role. Professional registration, structured CPD and annual development planning will be key components of this commitment. Alongside this, we will continue to build leadership capability across the College so that managers can lead with clarity, compassion, and confidence, modelling the values that underpin our culture.

A positive organisational climate is essential to a high performing College. We will nurture a culture that is inclusive, collaborative, and open, where staff and students feel they belong and where contributions are recognised. Recruitment, retention, and workforce development will be strengthened so that our workforce reflects the diversity and ambition of our communities. Safeguarding, health and safety and wellbeing will continue to be major priorities. Through proactive and preventative approaches, we will ensure the College remains a safe and supportive environment for all.

By taking this holistic, future focused approach, Empowering People will enable Glasgow Clyde College to remain an employer and institution of choice, strengthening the talent, resilience and potential of every person who learns or works here.

Objectives

- I Support career-long professional development for all staff, with clear pathways for growth and progression ensuring lecturers meet the requirements for professional registration.



By 2031 we will:

100% of lecturers achieve and maintain required professional registration, with annual monitoring and support processes in place.

- II Foster a positive, inclusive culture rooted in our college values, where staff and students are supported, valued, and encouraged contributing to high levels of engagement, low absenteeism, and low turnover.

By 2031 we will:

Achieve staff engagement scores to a minimum of 60%, measured through biennial engagement surveys.

- III Attract, develop, and retain a highly qualified, experienced, and motivated workforce that reflects the diversity of our local communities and contributes to a vibrant, future-focused college.

By 2031 we will:

Achieve 90% recruitment success on first-round appointments due to strengthened attraction, employer-branding, and selection processes.

- IV Strengthen leadership and management capacity across the organisation to enable confident, values-led decision-making and continuous improvement.

By 2031 we will:

We will support ten managers per year to undertake and achieve a degree or postgraduate leadership and management qualifications. And all managers will be required to undertake a minimum of 20 hours of leadership and management CPD per annum.

- V Embed a proactive health, safety and safeguarding culture that promotes wellbeing and protects the college community ensuring a safe, supportive, and nurturing environment for all.

By 2031 we will:

We will ensure that 100% of our workplace audit and inspection plan is completed and that all identified actions are implemented, ensuring the College meets its legal obligations and proactively identifies areas of non-compliance or potential hazards.

BOARD OF MANAGEMENT MEETING

Date of Meeting	1/4/26
Paper Title	Board OFAM Update
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	26.06
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper updates the Board about the latest developments regarding the Outcome Framework and Assurance Model (OFAM).

2. ACTION FOR THE BOARD

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

3. OFAM CONTEXT

3.1 The OFAM replaces the ROA which was previously completed by GCRB for all three Glasgow Colleges. The College has now completed one full cycle of OFAM engagement meetings with the 4th and final OFAM meeting of the first cycle taking place in December 2025.

3.2 The 4 OFAM meetings worked their way through the 7 OFAM themes which are used to review the college's performance in session 2024-25. It is therefore retrospective in nature. The 7 themes are: **Funding Regularity; High Quality Learning and Teaching; Financial Viability and Sustainability; Student Interests, Access and Success; Skills and Work-based Learning; Estates and Infrastructure and Good Governance**. There are also two further 'cross-cutting' themes of **Net Zero and Sustainability** and **Equality, Diversity and Inclusion**

3.3 The content of the 4 OFAM discussions are summarised in a final 'Sign-off Summary' document produced by SFC. The college has received the draft 'Sign-off Summary' for Glasgow Clyde College and, at the time of writing, this report was in the hands of senior management for final checking and additional context additions.

4. SIGN-OFF SUMMARY 24/25 – MAIN SFC COMMENTS

- 4.1**
- **Funding Regularity:** The SFC raised no concerns with funding regularity and the college had met, and in some areas surpassed, its credit targets during the reporting period.
 - **High Quality Learning and Teaching:** The college had received feedback on its first SEAP and had fed but some challenges and concerns concerning the new TQEF model.
 - **Financial Viability:** The College had openly shared information about its current and future financial position. Some of this related to the mechanics of winding up GCRB.

- **Student Interests, Access and Success:** The SFC recognised the college's work on several projects with supported Care-Experienced learners (Action for Children Partnership); improved mental health (Stay Well and Thrive); and enhanced a sense of 'Belonging' (Student's Association). They also highlighted the *Equalities Attainment Report* written by the college, the sector leading rise in student satisfaction, and the improvement in PI's in 24/25.
- **Skills and Work-based Learning:** The SFC highlighted the excellent positive destination figures and the efforts to grow Modern Apprenticeships, but noted the decline in FAs.
- **Estates and Infrastructure:** The SFC recognised the significant number of estates project undertaken over the summer period and future learning spaces projects planned. They appreciated that a backlog of maintenance is anticipated and that progress on the sustainability strategy might be hampered by lack of resource.
- **Governance:** No concerns were raised and a fresh GER is planned for 2026.
- **Net Zero and Sustainability:** They noted the college's success in the Scottish Green Energy Awards and the completely off-grid classroom that had been built at Cardonald.
- **Equality, Diversity and Inclusion:** The college had published its Equalities Outcomes Action Plan and NEOs are aligned to their Equalities outcomes.

4.2 Overall SFC Assessment: The SFC was assured that, overall, Glasgow Clyde College has contributed sufficiently to SFC's Outcomes Framework.

4.3 Challenges: The achievement of Financial Viability and Sustainability was identified as an ongoing challenge for the College. The College had highlighted how this was impacting on other outcomes, including Estates and Infrastructure.

4.4 OFAM Evaluation: The entire OFAM process is being evaluated by a third-party research company, and the college has contributed to a survey and participated in senior staff interviews to help with this.

5. IMPACT, RISKS AND MITIGATIONS

5.1 The OFAM Assessment is a positive one for the college. It highlights that we have contributed to sufficiently Outcomes Framework, which could have compromised our funding had we not done so satisfactorily. Financial sustainability remains a significant challenge, although this month sees a lot of new funding initiatives from the Scottish Government which could improve our position, at least in part, and a review of the credit funding methodology is also currently underway with Clyde staff well represented in its structures.

BOARD OF MANAGEMENT MEETING

Date of Meeting	1/4/26
Paper Title	Credits Projection and Attainment Summary 25/26
Action	For Discussion
Prepared by	J Rafferty
Agenda Item	26.07
Status	Disclosable

1. PURPOSE OF THE REPORT

This paper outlines the current credit position and attainment summary for session 2025/26.

2. ACTION FOR THE BOARD

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

3. 2025/26 CREDIT FORECAST

3.1 The college has now passed the census date for the January start programmes with only a few programmes remaining in the portfolio yet to start.

3.2 The current optimistic forecast is **+1%** and the pessimistic forecast is **+0.8%** on the SFC Target. In the last 3 months retention has been better than expected so the college now looks likely to land well above the planned target of **-2%**, despite removing curriculum from the portfolio.

3.3 The college has now earned a pre-audit total of **114,435** credits and **97.1%** of these credits are now 'safe'. This takes the college to within 300 credits of earning all its SFC funding with 9 weeks to go.

3.4 Early Withdrawal currently sits at **5.9%**, compared to last year's 6.1% and further withdrawal sits at **7.3%**, compared to last year's 11.7%, although further drop out is likely in the next 2 months.

4. JANUARY 2026 RECRUITMENT

4.1 Recruitment for August '26 programmes has been underway for 10 weeks and has attracted 12.407 applications – 41% over target.

4.2 All areas are already oversubscribed. The most oversubscribed subjects are Health and Life Sciences (+189%); Gen Ed & Social Sciences (+169%); Hair & Beauty (+139%); Business and Finance (+104%). ESOL and Supported Ed recruit through manual processes not recorded in this report and are expected to easily fill.

CVCO_FACULTY_SHORT	Target	Total	Variance (total apps received vs target)
400. FTD	2731	3497	28%
401 Computing	432	610	41%
405 Energy & Building Services	288	312	8%
409 Engineering	792	831	5%
415 Construction & Land Based Industries	494	771	56%
419 Creative Industries	725	973	34%
430. HWM	2931	6297	115%
431 Early Years & Social Care	842	1463	74%
440 Sport	342	602	76%
443 Health & Life Sciences	666	1924	189%
448 Hair & Beauty	285	682	139%
451 Business & Finance	796	1626	104%
470. ACE	3213	2713	-16%
471 ESOL	1642	1	-100%
476 Supported Education	321	186	-42%
479 Access to Education	406	594	46%
483 General Education & Social Science	442	1191	169%
488 Media & Performing Arts	402	741	84%
Total	8875	12507	41%

5. ATTAINMENT

- 5.1 Attainment levels for most full-time programmes won't be known until June, although some PT programmes have now completed. Attainment levels beyond last years' college record highs are still in play for all modes of study.

	Current	Still in Play	Last Session
Full-time FE	1.2%	86.6%	67.4%
Part-time FE	14.2%	92.4%	79.8%
Full-time HE	0.3%	89.7%	76.4%
Part-time HE	5.9%	97.0%	85.5%

- 5.1 Retention levels and partial attainment levels will ultimately determine the final attainment outcomes. At present, overall retention levels are still better than last year but the picture does vary between subject areas, with Hair & Beauty and Gen Ed and Social Sciences notable outliers.

School	Current Further Withdrawal
Energy	2.4%
Engineering	4.1%
Construction	5.2%
ESOL	5.3%
Sport	5.9%
Early Years & Social Care	6.2%
Access to Ed	6.4%
Supported Ed	6.5%
Computing	8.3%
Business & Finance	8.9%
Media & Performing Arts	10.1%
Creative	10.2%
Health & Life Sciences	11.2%
Hair & Beauty	13.3%
Gen Ed & Social Sciences	14.1%
College Average	7.3%

- 5.2 Further Withdrawal for care experienced learners is currently at 9.1%. This is about 2 percentage points adrift of the current college average, but it is an impressive 8 percentage points better than their final withdrawal rate last year.

6. IMPACT, RISKS AND MITIGATIONS

- 6.1 At present there is no real risk of failing to achieve the credit target. The college must however do all it can to minimise further withdrawal and partial attainment levels in the last 9 weeks of term to ensure similar levels of attainment to last year. There is still a theoretical risk of industrial action during this closing period, where the Holyrood election coincides with lecturer pay negotiations.



Student Association Report

Board Report	
Date of Meeting	01/04/2026
Paper Title	Student Association Report January-March
Action	For information
Prepared by	Madeeha Kanwal
Agenda Item	26.10
Status	N/A

1. Purpose Of the Report:

To highlight that the Student Association has focused on high-impact, collaborative initiatives that strengthen wellbeing, engagement, retention, and communication across Glasgow Clyde College. Work has been delivered in partnership with college departments, industry organisations, and external community groups, ensuring strong institutional alignment and measurable student benefit.

2. Action For the Committee:

The committee is asked to review and note current progress, and consider any actions, support, or resources that could further strengthen delivery, engagement, and overall implementation.

3. Issues:

Although no major issues have arisen and engagement remains positive, we can further strengthen participation by offering support and services to the students.

4. Risks:

No Risk Identified





Student Association Report

5.0 Project Summary Table

	Initiative	Status	Description	Impact on Student Life
5.1	Collaboration with ASL, Open Days and Hairdressing	In- Progress	Partnership activities supporting open days and course engagement, particularly with Additional Support for Learning (ASL) and Hairdressing departments. (Dedication by Full Officers Team)	Enhances inclusivity, supports recruitment, builds confidence through participation, and improves student engagement with college activities.
5.2	Cycling Shelter Upgrade and Awards	Completed	Improvements to cycling facilities at Langside and now have accessible and secure shelters. Anniesland and Langside campuses received <i>Cycling Friendly Awards</i> from Cycling Scotland. (Dedication by cycling officer-Victor)	Encourages sustainable travel, improves campus accessibility, reduces travel costs, and promotes healthier lifestyles.
5.3	Eid Party	Completed	Some female students wanted to celebrate Eid Event. SA has supported them in their event. (Led by Madeeha)	Engaging in the Eid party brings the college community together, promoting inclusion, cultural appreciation, and a sense of belonging



Student Association Report

				while creating joyful memories for everyone involved.
5.4	ESOL Conversation Club	Continued	Weekly club at Langside Campus involving conversations and board games, led by staff and supported by student volunteers. (Dedication by SA Team- Cullan)	Improves English communication skills, builds confidence, fosters friendships, and creates a welcoming and inclusive community.
5.5	Esports Program	Completed	A 3-week student-led esports event at Cardonald Campus in partnership with the Student Association, featuring tournaments and interactive gaming sessions. (Dedication by SA Team- Shorey and supported by Madeeha)	Boosts engagement, builds community, develops teamwork and digital skills, and provides inclusive extracurricular opportunities.
5.6	Films Showings	Continued	Regular themed film events in student spaces with free snacks at Langside campus (Dedication by SA Team- Cullan)	Creating a relaxed social environment, reduces stress, encourages social interaction, and enhances overall campus experience.
5.7	How's Yersel	Continued	Weekly student-led wellbeing group at	Supports mental health, reduces



Student Association Report

			Cardonald Campus in partnership with the Scottish Recovery Network has been established and working. (Dedication by Shorey)	isolation, encourages peer support, and empowers students through open conversation.
5.8	Linking with Quality (Class Rep Carousel)	Continued	Collaboration between the Student Association and Quality Team to co-create interactive sessions on the student learning experience. (Supported by All officers Teams)	Strengthens student voice, improves teaching quality, increases engagement in decision-making, and enhances the learning experience.
5.9	Move More / Push the Button Campaign	Completed	Campaign encouraging physical activity and stair use to improve health and reduce congestion. Dedication to this work By Active Campus Coordinator and supported by All Student Officers in SA team)	Promotes physical wellbeing, increases daily activity, raises health awareness, and contributes to a more active campus culture.
5.10	Other Campaigns	Many completed and some continued	Includes Language Week Scotland, Switch It Off, Report and Support, recycling initiatives, and environmental awareness events. (All Officers)	Raises awareness of key social and environmental issues, encourages responsible behaviours, and supports student wellbeing and engagement.



Student Association Report

5.11	Purple Friday	Completed	Awareness initiative supporting LGBTQ+ inclusion and visibility across campuses. (Led by Variety Supported by All SA team)	Promotes equality and inclusion, raises awareness of LGBTQ+ issues, and fosters a safe and supportive campus environment.
5.12	Ramadan Initiative	Completed	Provision of prayer space in Seminar room, new prayer mats, fruits and juices provided to the students during Ramadan, supporting students who opened their fast on the way back to home from college. Fruits and juices table was open to all students. At least 50 students used this facility few times on daily basis. (Led by Madeeha)	Promotes inclusivity and cultural awareness, supports wellbeing and nutrition, and creates a respectful and welcoming environment for diverse students.
5.13	Re-Signing White Ribbon Pledge	Completed	Re-signing of commitment to the White Ribbon campaign to end violence against women. (Supported by all Student Officers team)	Raises awareness of gender-based violence, promotes respectful relationships, and contributes to a safer and more inclusive campus culture.



Student Association Report

5.14	STEP – Belonging Project	Continued	Initiative focused on improving students' sense of belonging and inclusion within the college. (Led by Madeeha)	Strengthens sense of belonging, improves retention and engagement, and supports positive student wellbeing.
5.15	Student Discount Platform	Completed	Dedicated page providing students with access to discounts and offers. (SA teamwork)	Improves financial wellbeing, reduces cost of living pressures, and increases awareness of available student benefits.
5.16	Student Elections 2026	In progress	Elections process with nominations opening 16th March and voting after spring break. (Led by Toni -Student Association)	Encourages democratic participation, develops Leadership skills, and ensures diverse student representation.
5.17	Student Partnership Agreement Signing	Completed	Formal agreement between the college and Student Association focusing on teaching, wellbeing, and inclusion. (Supported by All student Officers)	Strengthens collaboration, embeds student voice in decision-making, and promotes a positive, inclusive college experience.



Student Association Report

5.18	The Student Environmental Sustainability Network (SESN),	Continued	It has made significant progress in engaging students in sustainability initiatives. Working in partnership with the SA. The network is actively contributed to the college's Environmental Sustainability Strategy 2026-2030 through a range of projects. Through effective communication strategies, partnerships, and alignment with national sustainability events, the group continues to create meaningful opportunities for students to participate in climate action both on campus and beyond. (Supported by Cullan and Madeeha)	Promotes environmental awareness, empowers student Leadership, and supports long-term sustainability improvements on campus and outside.
5.19	TikTok Account	Continued	Student Association social media platform to showcase fun side of GCC and add another channel of promoting SA and Students work. Any Class or teacher or students can send us material to post. (Led by Madeeha).	Improves communication with students, increases engagement, and provides accessible, relatable updates and information. Provides a quick



Student Association Report

				channel for students and classes to show case the talent to public.
5.20	World Sleep Day Campaign	Completed	Collaboration to share sleep wellbeing resources by Alison Cox on World Sleep Day. (Supported by all officers' team)	Raises awareness of healthy sleep habits, supports mental and physical wellbeing, and encourages positive lifestyle changes among students.
5.21	WorldSkills Inspire Sessions	Completed	Sessions showcasing success stories from past competitors. Many students joined these sessions in all campuses. (Supported by all student officers)	Raises aspirations, motivates students, builds confidence, and highlights diverse success pathways.
5.22	Yattle (Job App Collaboration)	Completed	Partnership promoting a job-finding app for students. (Led by Cullan and supported by Madeeha)	Improves access to employment opportunities, supports financial independence, and enhances employability skills.



Student Association Report

Upcoming Sustainability Competition:

Glasgow Clyde College Student Environmental and Sustainability Network has opened a sustainability competition for students, providing a unique opportunity to engage creatively with environmental issues. This competition encourages students to explore and express what sustainability personally means to them, whether through projects, ideas, or campaigns that promote greener practices. By participating, students not only contribute to a more sustainable future but also develop skills in innovation, teamwork, and problem-solving, all while reflecting on their own role in protecting the planet. It's a platform for students to make their voices heard, showcase their creativity, and take meaningful action toward positive environmental impact (Led By Cullan).

Upcoming Scottish Parliament Elections:

The Student Association is encouraging all students to participate in the upcoming elections by using their right to vote. While the association remains completely neutral and does not support any particular party or candidate, it emphasizes the importance of every student having their voice heard. By engaging in the democratic process, students can contribute to shaping the decisions that affect their community and future, making informed choices based on their own values and priorities.

Summary:

Across all workstreams, the Student Association continues to deliver meaningful, student-centred impact by strengthening collaboration with staff, academic departments, and external partners to enhance the overall student experience. A strong focus on wellbeing and accessibility ensures that underrepresented groups are better supported, while improved communication channels increase student awareness and engagement across the college community. Through initiatives that foster belonging, participation, and positive mental health, the Association plays a key role in supporting student retention. In addition, students are provided with valuable opportunities to develop employability skills through industry-aligned projects and experiences. Central to all activity is the continued expansion and amplification of the student voice, ensuring that learners are effectively represented, listened to, and actively involved in shaping their college experience.





BOARD OF MANAGEMENT MEETING

Date of Meeting	1 April 2026
Paper Title	Principal's Report
Action	For Information & Decision (3.1)
Prepared by	Jon Vincent, Principal and Chief Executive
Agenda Item	26.11
Status	Disclosable

1. PURPOSE OF THE REPORT

- 1.1 This report provides Board members with an overview of the key internal and external developments occurring between January and April 2026 which are of relevance to the operation of the College.

2. ACTION FOR THE BOARD

- 2.1 The Board of Management are requested to note the content of this report. In addition, the Board are requested to approve the recommendation provided in paragraph 3.1.5.

3. INTERNAL ENVIRONMENT
3.1 Colleges Scotland Membership

- 3.1.1 As reported to the Board of Management on 22 October 2025, the College submitted twelve months' notice of its' intention to resign membership of Colleges Scotland. The reason for resignation was longstanding and unresolved concerns about the value for money which membership provided to the College (£56k per annum).
- 3.1.2 The key issues previously reported to the Board and shared with Colleges Scotland were:
- Governance & Committee Structures
 - Membership Fee Structures
 - Strategic Focus & Sector Representation
- 3.1.3 The Chair and Principal have regularly met with the Chief Executive of Colleges Scotland to discuss our concerns and receive updates on reforms taking place within Colleges Scotland.
- 3.1.4 The Chair and Principal are now content that issues relating to 'Governance & Committee Structures' and 'Strategic Focus & Sector Representation' have been successfully addressed by Colleges Scotland. In addition, we have been reassured that 'Membership Fee Structures' is a key item on the new Colleges Scotland Board's programme of work.



3.1.5 **Recommendation**, the Board of Management support the decision of the Chair and Principal to withdraw the resignation of the College from membership of Colleges Scotland.

3.2 **Reinforced Autoclaved Aerated Concrete (RAAC) Completion**

3.2.1 In February 2026 the project to replace the roof structure above the sports hall and changing facilities at the Cardonald Campus successfully concluded with the facilities being handed back for curriculum use. Due to the complexity of the project, it took longer than originally planned, however, the project has been completed on budget.

3.2.2 This project is the first in the Scottish College sector to address the presence of RAAC and is being seen by the Scottish Funding Council as a pilot project.

3.3 **Dissolution of Glasgow Clyde Education Foundation**

3.3.1 On 22 January 2025 GCEF received formal winding-up consent from the Office of the Scottish Charity Regulator (OSCR). This consent requires the Foundation to complete the process within three months. However, due to an issue outside of their control with finalising their accounts the winding up was significantly delayed. However, on 16 January 2026 the College received confirmation from GCEF that OSCR had removed it from the Scottish Charity and therefore it had been dissolved.

3.4 **College Partnership Wins AoC Beacon Award**

3.4.1 At an Award Ceremony held at the Palace of Westminster on 3 March 2026 the partnership of six Glasgow city region Colleges (including Glasgow Clyde College) was announced as winners of the Association of Colleges Beacon Award for 'College Engagement with Employers' for the CLIC project.

3.4.2 The College Local Innovation Centres (CLIC) project is a pioneering Innovate UK-funded initiative driving digital innovation across the Glasgow City Region. CLIC is a partnership between Glasgow Clyde College, Glasgow Kelvin College, City of Glasgow College, New College Lanarkshire, South Lanarkshire College and West College Scotland. Launched in 2024, CLIC is one of only nine College-led innovation programmes in the UK. In its first year alone, it supported 300+ businesses to adopt new digital capabilities and upskill their workforce far exceeding its initial target. Thanks to this success, the programme was awarded a second year of funding from April 2025. However, due to reprioritisation by Innovate UK the project funding will end on 31 March 2026.

3.4.3 Association of Colleges Beacon Awards are a UK-wide initiative which recognises the highest levels of performance in Colleges throughout the UK. A Beacon Award is the highest annual award in the Colleges sector.

3.5 **Emergency Generator Failure at Cardonald Campus**

3.5.1 During the week commencing 23 February 2026 the College became aware that the emergency generator which serves the Tower Building at the Cardonald



Campus had failed. The generator primarily provides power to the evacuation lift in the Tower Building which is used by individuals with mobility difficulties to escape the building in the event of an emergency.

- 3.5.2 The personal evacuation plans for all users of the Tower Building with mobility difficulties are reliant on the availability of the evacuation lift. Consequently, all users with personal evacuation plans were asked not to enter the building and while alternative arrangements were made.
- 3.5.2 In the following days most classes with students and staff impacted were relocated elsewhere on the Cardonald Campus. Unfortunately, a small number of students studying subjects which require access to specialist facilities in the Tower Building experienced a delay in recommencing their studies while alternative accommodation was found.
- 3.5.3 The generator had been regularly serviced and in September 2025 had undergone an inspection and given a clean bill of health. We have now been informed that the generator cannot be repaired but a second opinion is being taken. However, the procurement of a new generator has been initiated.

3.6 **Training Scotland's Future Football Coaches with Celtic Soccer Academy**

- 3.6.1 Since launching in 2016, the collaboration between Glasgow Clyde College and Celtic Soccer Academy has grown from a six-month pilot into one of Scotland's most successful pathways into the football industry, combining education, elite coaching, and real-world experience.
- 3.6.2 Taught at the College's Cardonald Campus, the specialist football coaching courses, delivered in partnership with Celtic FC, allow students to progress from access level through to degree-level study. Every week, Celtic Soccer Academy coaches work directly with students to deliver practical sessions and share best practice. Students also gain exclusive access to Celtic FC's Lennoxton Training Centre, where they observe first-team and women's team sessions and speak with academy coaches to gain unique insight into the club's philosophy and approach.
- 3.6.3 Graduates of the programme are guaranteed an interview with Celtic FC's coaching academy, and more than 30 students so far have gone on to work with Celtic across the club's academy, foundation and women's programmes. Many others have secured roles with clubs including Rangers, Motherwell, St. Mirren, Partick Thistle, and international teams such as Northern Ireland.
- 3.6.4 The partnership also sees students take part in the International Coaching Convention and SFA Coaching Awards, offering unparalleled industry access. Many students progress to university study while others move directly into full-time coaching roles. With six current students already working within the Celtic structure and dozens more following in their footsteps, Glasgow Clyde College's partnership with Celtic continues to be a model of success, combining education, opportunity and ambition to create Scotland's next generation of coaches.



3.7 **Launch of 'How's Yersel?'**

- 3.7.1 A new student-led peer support group for male students has been launched, initially at Cardonald Campus, creating opportunities for connection, conversation and mutual support through shared activities and a Conversation Café. Developed by students, for students, the initiative responds directly to what male students themselves have identified as a gap: accessible, non-judgmental spaces where they can talk openly, build connections, and support one another without pressure or stigma.
- 3.7.2 The group is the result of active collaboration between our Student Association, our Mental Health Lead and the Scottish Recovery Network. Too often, male students feel like they must handle everything on their own, yet there is compelling evidence that peer support can make a real difference. Student wellbeing is a shared responsibility, and when students lead the way, meaningful change follows.
- 3.7.3 'How's Yersel?' is facilitated by trained student leaders and includes structured activities designed to encourage participation, trust, and skill-building. By being student-led, the initiative ensures the space feels authentic, relevant, and approachable. Support from the Students' Association provides oversight, resources, and continuity, ensuring the initiative is sustainable and aligned with broader student wellbeing efforts.

3.8 **Dance Alumni Ross Makes History**

- 3.8.1 Former student Ross Hoey, who has become the College's first male dancer to be accepted into the prestigious Rambert School in London to study BA (Hons) in Ballet and Contemporary Dance, with a full scholarship. Ross, who studied HND Dance Artists at the College's Dance Studio Scotland based at Anniesland Campus, started at the Rambert School in September.
- 3.8.2 During his four years at the College Ross developed into a gifted dancer and choreographer. He is neurodivergent and dance is how he communicates best. Being able to express himself in a non-verbal discipline made perfect sense to him and it is how he managed to integrate with his classmates and lecturers and navigate the world generally. Ross excelled during his time at the College and was also one of only six dancers who were selected by Scottish Ballet for their Youth Exchange Project, and he was also chosen by National Youth Dance Company of Scotland for their 2024/2025 season.

3.9 **University of Glasgow- Start-up Scotland National Finals**

- 3.9.1 The Startup Factory Scotland Grand Final, a national showcase of innovative student-led business ideas, took place on 11 March. Hosted at the University of Glasgow's Advanced Research Centre, the event brought together the top teams emerging from regional entrepreneurship weekends held across the country.
- 3.9.2 Developed by the University of Glasgow's Student Enterprise team and supported by the Scottish Government, the Startup Factory programme gives students from further and higher education the opportunity to work in mixed teams to explore new ideas addressing social, environmental and technological challenges. Through



intensive workshops, mentoring and practical activities, participants developed early-stage concepts before pitching their ideas at the Grand Final. Projects presented at the final reflected a wide range of interests and disciplines, with teams developing concepts spanning energy and climate innovation, sustainable food systems, community wellbeing, and digital technologies. The programme emphasised sustainability in its broadest sense, encouraging students to consider how innovation can support environmental responsibility while strengthening communities and economies.

3.9.3 This was the first year that Colleges have been able to participate and Glasgow Clyde College was strongly represented, three of our students were in the first-place team and one in the third-place team, with the teams winning £5000 and £2000 respectively. Their success reflects the depth of creativity, talent and entrepreneurial drive within the College community, and highlights the value of collaborative initiatives that bring College and University students together.

3.9.4 Many of the students who took part were also members of the 12-week LaunchPad Entrepreneur Accelerator programme, delivered by Sharon Crombie and Bayile Adeoti, where they also benefitted from sessions which helped build their confidence and helped them to prepare for the StartUp Factory programme.

3.10 **Clyde Maritime Engineering Skills Fund**

3.10.1 The Clyde Maritime Engineering Skills Fund, a £2 million investment provided by the Scottish Government, is designed to strengthen Scotland's shipbuilding and maritime capability by supporting workforce development, innovation, and infrastructure. Through this fund, the College has secured £183,163 to expand our delivery of maritime-focused training programmes. This includes our close collaboration with BAE Systems on the development and delivery of a new Trade Support Operative (TSO) programme, designed to build essential entry-level shipyard skills. The award also supports our joint work with BAE on an accelerated two-year Modern Apprenticeship programme, helping to fast-track the development of skilled workers to meet the industry's growing demands.

3.10.2 Alongside the skills-focused award, we received an additional £219,031, representing 75% of the total funding requested, to support the development of a new dedicated fabrication workshop. This investment will significantly enhance our practical training environment by providing learners with an industry-standard facility equipped for modern fabrication and manufacturing practices. The workshop will strengthen our capacity to support maritime and advanced engineering skills development across the region.

3.10.3 Together, these awards position us as a key contributor within the £2 million Clyde Maritime Cluster Fund, enabling us to deliver new pathways, deepen industry partnerships, and develop the facilities required to meet Scotland's long-term maritime workforce needs.

3.11 **BAE Tender Success**

3.11.1 Following the recent tender award from BAE Systems, we have now established ourselves as the largest BAE sub-contractor in Scotland, reflecting the scale and



quality of our maritime and engineering training capabilities. The total tender encompassed 142 training places, and we were initially awarded 76 of these. With subsequent increases, most notably the expansion of technician numbers to 30, our allocation has now risen to 82 places. This means we now hold 57.7% of the entire tender, a clear indicator of BAE's confidence in our capacity and delivery performance across multiple disciplines.

- 3.11.2 The award covers a broad range of critical occupational areas, including pipefitters, mechanical engineers, machinists, electricians, technicians, business, finance, IT, lifting operations, and joiners, with confirmation that we will also take on painter training as demand increases in 2027–28. Although our bid for welders was not successful, formal feedback is expected soon. Early indications suggest this may relate to concerns about overall capacity, given the significant uplift in technician numbers and the expansion of our training commitments under the Clyde Maritime Fund, particularly the new Trade Support Operative and accelerated Modern Apprenticeship programmes.
- 3.11.3 Despite this, the scale of the tender we secured firmly positions us at the centre of the Clyde shipbuilding workforce pipeline. Combined with forthcoming infrastructure developments such as our new fabrication workshop, we are well-placed to support industry growth and meet the increasing skills demands of Scotland's maritime and defence sector.

4. EXTERNAL ENVIRONMENT

4.1 Tertiary Education and Training (Funding and Governance) (Scotland) Bill

- 4.1.1 The Tertiary Education and Training (Funding and Governance) (Scotland) Bill was introduced to the Scottish Parliament on 5 February 2025 and completed its progress when Stage 3 ended on 20 January 2026. At that point the Bill was passed, and it now awaits Royal Assent. The legislation is a central component of the Scottish Government's wider programme of post-school education reform following the 2023 Independent Review of the Skills Delivery Landscape. It is designed to simplify arrangements for funding and oversight across the tertiary sector.
- 4.1.2 A significant element of the Bill is the transfer of responsibility for apprenticeships and national training programmes from Skills Development Scotland to a redesigned Scottish Funding Council (SFC). This change brings all post-school education funding and planning into a single body. The Bill also creates a statutory framework for apprenticeships, strengthens the SFC's role in monitoring financial sustainability and requires post-16 education bodies to notify the SFC about specific institutional developments. Details of these notifications will be established through secondary legislation.
- 4.1.3 The Bill introduces reforms to the governance of the SFC, including changes to the way Council members are appointed. It also requires the creation of an apprenticeship committee to provide advice on apprenticeship policy. In addition, the legislation establishes a process for private providers to become designated for student support so that eligible students studying with them can access financial assistance. The Bill also requires the SFC to undertake a formal review of the



funding methodology for Modern Apprenticeships and the Credit funding model used for College provision.

- 4.1.4 If the Bill is implemented according to the timetable outlined when introduced, the major structural changes, including the transfer of apprenticeship functions, are expected to take effect from Autumn 2026.

4.2 **Scottish Government Budget for Financial Year 2026/27**

- 4.2.1 The Scottish Government's Draft Budget for financial year 2026/27 was published on 13 January 2026 and presented to the Scottish Parliament by the Cabinet Secretary for Finance and Local Government, Shona Robison. It set out proposed tax and spending plans framed around supporting families, strengthening the NHS, investing in infrastructure and expanding education and skills provision.

- 4.2.2 The Budget (Scotland) (No. 5) Bill, which gives effect to the spending plans, completed Stage 3 and was approved by the Scottish Parliament on 25 February 2026. Royal Assent is now awaited.

- 4.2.3 For the College sector, the budget represented a marked shift following years of tightening budgets. The Finance Secretary confirmed that College funding will increase, recognising its role in widening opportunity, improving skills and supporting anti-poverty objectives. The draft budget allocated a 10 per cent uplift, equal to approximately £69.6m in additional resource (£61.4m) and capital funding (£8.2m) for Colleges compared with the previous year. This uplift follows sustained warnings from sector bodies about the financial fragility of Colleges and the need for stabilising investment. However, it is worthy of note that some of the additional funding has been previously announced by the government.

- 4.2.4 The Scottish Funding Council's overall allocation for tertiary education also increased to £2,046 million, supporting both universities and Colleges. The Council has committed to issuing Indicative Funding Allocations for Academic Year 2026/27 on 26 March 2026, which will provide greater clarity on final funding levels for each College.

4.3 **Colleges Scotland 2026 Manifesto**

- 4.3.1 The Colleges Scotland 2026 Manifesto sets out the case for renewed investment and policy focus on Scotland's Colleges ahead of the 2026 Scottish Parliament election. It highlights Colleges' central role in Scotland's economy, noting their contribution to skills, productivity, community wellbeing and social mobility. However, the manifesto stresses that the sector has experienced an 11.6% drop in student numbers, significant real-terms funding cuts of 20% since 2021 and growing unmet demand for places.

- 4.3.2 Three overarching themes define the proposals: skills engines, community anchors, and sustainable investment. Colleges deliver essential skills for key industries, support over 200,000 learners annually, and contribute billions to Scotland's economy across graduates' working lives. As community anchors, Colleges play a critical role in tackling poverty, supporting deprived learners, and



providing accessible local learning but face deteriorating estates and digital infrastructure.

- 4.3.3 The manifesto calls for multi-year funding, equitable per-student investment regardless of study location, and reforms aligned with the Withers Review to place Colleges at the heart of regional skills planning. It advocates expanded apprenticeships, improved student support, modernised estates, strengthened ESOL provision, and recognition of Colleges as key partners in economic growth and anti-poverty strategies. Overall, it argues that stable investment and policy ambition are required to ensure Colleges can drive Scotland's economic transformation and deliver opportunities that work.

4.4 **EIS-FELA Pay Claim (Academic Year 2026/27 & 2027/28)**

- 4.4.1 The EIS-FELA pay claim for 2026-28 was received on Monday 9 February 2026. The pay claim includes:

- Year 1 – 1 September 2026 – 31 August 2027 A consolidated Pay Award of 4.5% on all salary points for all unpromoted and promoted lecturer staff, effective from 1st September 2026.
- Year 2 – 1 September 2027 – 31 August 2028 A consolidated Pay Award of 4% on all salary points for all unpromoted and promoted lecturer staff, effective from 1st September 2027.
- In their claim the EIS-FELA state that “...*public sector pay policy of 2025-28 was published in December 2024, three months after reaching NJNC agreement on the 2022-26 pay award for lecturers. As such, we believe the 2025-26 4.14% increase should not be deducted from the PSPP 9% cap as this would be retrospective. Nonetheless, EIS-FELA's total claim for 2026-28 is still in line with PSPP multi-year deal at 8.5%.*”

- 4.4.2 In addition, the consolidated pay claim also includes:

- A commitment to no compulsory redundancies
- Distant Islands Allowance to be payable to all unpromoted and promoted lecturers whose place of employment is any of the islands.
- Introduction of an inflation guarantee payment. For the 2026/27 pay period, average inflation will be calculated from September 2026 to August 2027. For the 2027/28 pay period average inflation will be calculated from September 2027 to August 2028. The impact of the payment would be to ensure that the consolidated pay award remains at least 1% above average RPI inflation.

- 4.4.3 The first College Employers Scotland/EIS-FELA negotiating meeting took place on 19 March 2026.

4.5 **Where Next for Scottish Universities and Colleges Report**

- 4.5.1 The report *Where Next for Scottish Universities and Colleges?* by Des McNulty and Huw Morris argues that Scotland's tertiary education system faces structural challenges that require urgent and far-reaching reform. It highlights deep financial instability across the system, stressing that system failure is most acute in the College sector, where 92 per cent of Colleges are forecast to be in deficit in



2025/26. The authors describe Colleges as being on a financial and operational “cliff-edge”, with the sector unable to invest, modernise or respond effectively to employer needs under current conditions.

- 4.5.2 The report argues that Colleges are often penalised for trying to respond to unmet labour-market demand, constrained by rigid funding models and systemic barriers that inhibit flexibility. Despite being central to Scotland’s skills pipeline and regional economic development, Colleges receive disproportionately low levels of investment relative to their role, creating a mismatch between national ambitions and institutional capacity.
- 4.5.3 McNulty and Morris call for a radical rethink of the entire tertiary system, asserting that Colleges and universities must be re-designed together through a formal Commission rather than treated in isolation. They warn that the Scottish Government’s current approach, focused primarily on university funding reviews, fails to address deeper structural issues affecting both Colleges and universities.
- 4.5.4 The authors emphasise that Scotland faces a serious skills crisis, and that Colleges must play a central role in solving it by working with regional partners and employers to identify economic opportunities and deliver aligned skills provision. They argue that “nothing should be off the table,” including funding reform, governance changes and clearer alignment between tertiary education and national development priorities.
- 4.5.5 Overall, the report positions Colleges as essential but undervalued institutions requiring urgent, systemic reform.

4.6 **Supporting Regional Partnerships to Drive Growth**

- 4.6.1 The Scottish Government’s announcement on supporting regional partnerships was delivered by the First Minister on 28 November 2025, during the Glasgow State of the City Economy Conference. The speech set out a vision for strengthening Regional Economic Partnerships (REPs) across Scotland by expanding their powers and giving regions greater authority over economic priorities, skills planning and strategic decision-making.
- 4.6.2 Speaking directly to Glasgow stakeholders, the First Minister emphasised that Glasgow City Region is exceptionally well positioned to drive national economic growth, describing it as holding “the country’s most compelling opportunity for inclusive economic growth, equity, innovation and transformation”. He confirmed that proposed legislation in the next Parliament would empower REPs, including Glasgow’s, to unlock additional devolved competencies such as skills, economic development and planning.
- 4.6.3 Skills were highlighted as a core area where regional leadership is essential. The announcement makes clear that regions like Glasgow are best placed to shape skills pipelines that respond to local labour-market needs, help address skills shortages, and support future economic transitions. Empowering Glasgow to integrate employers, Colleges, and training providers within a flexible regional framework is presented as central to achieving inclusive growth.



4.6.4 Glasgow City Council Leader Susan Aitken welcomed the announcement, noting the region's collaborative track record and its need for both governments to enable it to fully realise its economic potential. Overall, the announcement sets out a future in which Glasgow's regional partnership plays a decisive leadership role in Scotland's economic transformation, with skills development central to delivering sustainable and locally driven growth.

4.7 **Scottish Government Launch College Sector of the Future Workstream**

4.7.1 The Minister for Higher and Further Education has written to the Education, Children and Young People Committee to outline the Scottish Government's position on the future of Scotland's College sector and the significant transformation work now underway. He reaffirms the vital role Colleges play in supporting sustainable economic growth, tackling poverty and strengthening communities across Scotland. Despite sustained financial pressures, the Minister recognises that College Chairs and Principals have worked tirelessly and effectively to deliver efficiencies while maintaining high levels of student satisfaction.

4.7.2 The 2026 to 27 Scottish Budget provides a combined increase of £70 million in resource and capital funding for Colleges, representing a 10 percent uplift and bringing core funding to £764 million. However, the Minister states that the sector's challenges cannot be resolved through a single year settlement and that a more ambitious, system wide approach is needed.

4.7.3 To achieve this, the Scottish Government, Colleges Scotland and the Scottish Funding Council have launched a collaborative programme to co design the fundamental reforms required to secure a strong and sustainable future for Colleges. This work will run in parallel with wider reforms across the tertiary system and will consider interdependencies including the credit-based funding model review and work on university sustainability. It will be structured around three pillars. These involve synthesising evidence on current and future needs, collectively examining the future role and priorities of Colleges, and developing sustainable and flexible funding models

4.7.4 The programme will involve national and regional workshops with students, staff, unions, employers, community partners and sector leaders. Recommendations will be submitted to Ministers later in 2026.

4.8 **Bringing Hope, Building Futures – Tackling Child Poverty Delivery Plan, 2026-2031**

4.8.1 The Scottish Government's *Tackling Child Poverty Delivery Plan 2026 to 2031* sets out an ambition to eradicate child poverty by increasing earned incomes, reducing living costs, strengthening social security, and ensuring that public services wrap around families in a coordinated and person-centred way. Central to this ambition is improving access to employment and skills so that parents and young people can secure sustainable and better paid work.

4.8.2 A key feature of the plan is to boost earned incomes by removing barriers that prevent parents, particularly women, lone parents, disabled parents and other



priority family groups, from entering, sustaining and progressing in work. Improving access to skills and training is a key part of this approach.

- 4.8.3 A major investment is RISE (Raising Income through Skills and Education), delivered through the College sector. The programme is supported by £9 million and aims to reach up to 2,400 parents in 2026 and 2027. It offers tailored and flexible learning that includes childcare, transport support and whole family approaches. The objective is to help parents gain qualifications, build confidence and progress in employment. RISE sits within a wider £11 million package that supports access to education, training and employability services.
- 4.8.4 The plan also introduces the Training Access Fund, which provides £2 million to help people in low paid work take up training they could not otherwise afford. Together, RISE and the Training Access Fund strengthen Scotland's upskilling and reskilling offer for those most at risk of poverty.
- 4.8.5 In addition, the new Flexible Workforce Development Fund provides £10 million to encourage employers to invest in workforce training and progression opportunities. Colleges will work with employers to support recognition of prior learning and upskilling within the workplace.
- 4.8.6 Overall, the plan places the College sector and targeted skills investment at the centre of efforts to reduce child poverty and improve long term financial security for families.

5. RISKS

5.1 Emergency Generator Failure at Cardonald Campus

- 5.1.1 In total circa 25 students with Personal Emergency Evacuation Plans (PEEP's) were regularly timetabled to study in the Cardonald Tower Building. Most classes containing students with PEEP's have been relocated to classroom on the ground-floor, the Cardonald Skills Centre or another Campus. All PEEP's have been updated to reflect the evacuation arrangements arising from the new locations. In a small number of cases students are being supported to study via a blended mix of distance learning and one-to-one support.
- 5.1.2 Six students with PEEP's have expressed dissatisfaction with their new classroom arrangements and the College is committed to trying to resolve these issues within the prevailing constraints we face.
- 5.1.3 Thus far, the College has received one formal complaint from a student who is dissatisfied with the arrangements that have been put into place for them. The complaint is currently live, and the College will endeavour to find an acceptable solution.

5.2 EIS-FELA pay claim

- 5.2.1 The EIS-FELA pay claim for 2026/27 and 2027/28 is above the current Retail Price Index (RPI) - a measure no longer advocated by the UK Office for National Statistics, the Consumer Price Index (CPI) and the Consumer Price Index inc.



Occupiers Housing Costs (CPIH). The claim includes an inflation guarantee payment pegged against RPI which is designed to ensure pay awards remain at least 1% above, but it does not allow a decrease if inflation drops. The Scottish Government have indicated that contained within their College sector budget for Financial Year 2026/27 are funds to support the costs of pay awards in the sector however this settlement is based on a single financial year and not the two-year academic year claim period. The additional £61.4m revenue uplift in the Financial Year 2026/27 budget is an increase of 9% but contains several previously announced ring-fenced commitments meaning that the underlying increase is significantly less. UK inflation over the past two years has steadily increased and may in the future be further impacted by geo-political events. Until the SFC publish indicative College funding allocations on 26 March 2026 it is unclear how affordable this pay claim is to the sector or individual Colleges.

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

- 6.1 Over the past three years the College sector has received a real-terms 17% cut in revenue funding while pay and non-pay costs have both increased significantly. The medium-term financial sustainability of the College sector is now being highlighted as a serious matter by the Auditor General in the latest Audit Scotland report on the state of the sector and the SFC 'Financial Sustainability of Colleges in Scotland' report. With no published plan or intervention regime for the management of struggling Colleges it is unclear how the Scottish Funding Council is going to support those in financial distress and insolvency. The Scottish Government budget for Financial Year 2025/26 included a 1.8% increase in revenue budget for the College sector which is in-part to cover their commitment to fund the +1.14% of the lecturers pay deal in Academic Year 2025/26. The Scottish Government have pledged to support the first two years of the support staff three year pay deal with +1.25% in Academic Year 2025/26 and +0.4% in 2026/27. The Scottish Government budget for Financial Year 2026/27 contains an additional circa £70m of resource for the College sector but at the time of writing it is unclear how this will be distributed across the sector.
- 6.2 There are no matters contained in this report which require the execution of an Equality Impact Assessment.

BOARD OF MANAGEMENT MEETING

Date of Meeting	1 April 2026
Paper Title	Chair's report
Action	For information
Prepared by	Sue Irving, Chair of the Board of Management
Agenda Item	26.12
Status	Disclosable

1 PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to inform Board members of the main activities and issues addressed by the Chair since the last Board meeting.

2 ACTION FOR THE BOARD

- 2.1 The Board of Management is requested to note the contents of this report.

3 ISSUES

Board of Management issues

- 3.1 Board members will wish to note that the meeting of 1 April will be the first for George Wishart, Teaching Staff Member, and also Anna Magiera is returning to the Board as a Trade Union member. George is also a member of Learning & Teaching Committee and Anna is a member of Finance & Resources Committee. Both are very welcome additions to the Board.
- 3.2 Members will also be aware that recruitment was underway to fill the non-executive Board vacancy. However, as the Governance Effectiveness Review is underway the Nominations & Governance Committee took the view that the vacancy should be held in case any skills gaps are identified. This does not create any governance issues or quorum problems, and it will be picked up again in due course.
- 3.3 There are also vacancies on the Audit Committee and Learning and Teaching which we will be seeking to fill shortly, so please look out for communications to your GCC email in due course.
- 3.4 The Board Development Day is scheduled for Wednesday 2nd September 2026 and if members have thoughts on themes and key issues to address please do share these with the Clerk to the Board and help shape the day. The Senior Leadership Team has also been invited to join the day.

Scottish Funding Council

- 3.5 As part of the winding up of GCRB, the SFC had advised the Principals of the three Glasgow Colleges in March 2025 that up to £500k was to be retained from the AY2025-26 funding allocation to wind down and conclude GCRB operations. The decision-making behind this has taken some time to conclude, but on 11 March 2026 we were advised that the full costs of the closure of GCRB were met from balances remaining in the GCRB bank account and by the reallocation of some SFC resources. As a result, the SFC will not retain any of the college's allocation so the matter has now been concluded.

Cyber Governance

- 3.6 The Cyber Governance Code of Practice was helpfully shared by Margaret Swiderska and this includes a list of actions that Boards should undertake to provide assurance of cyber resilience at a strategic level. As a result this was picked up by Niall Macpherson and is the subject of a separate report in the Board papers (**See 26.12B Briefing Document and 26.12C Code Checklist**). Thanks are due to Margaret for directing us to the Code.

Glasgow Colleges Leadership Group

- 3.7 GCLG met again on 3rd February 2026 and a summary of that meeting will be shared in due course. The main topics discussed were funding, the college transformation agenda and potential future meetings with the SFC and relevant Minister. For your information a summary of the meeting of 17th December is appended to this paper. (**Appendix 26.12A**)

4 RISKS

- 4.1 There are no direct risks associated with this report.

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

- 5.1 There are no other significant impacts arising from this report.



Glasgow Colleges' Leadership Group

Summary for College Boards of Management

(Meeting held 17 December 2025)

The Glasgow Colleges' Leadership Group (GCLG), comprising Principals and Chairs from Glasgow Kelvin College, City of Glasgow College, and Glasgow Clyde College, met on 17 December 2025 to discuss sector-wide strategic and funding issues affecting Glasgow's colleges.

Key Discussions and Updates

1. Dissolution of the Glasgow Colleges Regional Board (GCRB)

Members raised concerns regarding the financial impact of the closure of the GCRB, particularly the expectation that unspent regional funds would be returned to colleges. It was noted that the absence of clarity around this issue caused disruption. The Scottish Funding Council (SFC) acknowledged that communications at the point of closure were unclear and confirmed that affected colleges would receive a formal letter setting out the position.

The Group agreed that allocations previously directed to the GCRB should revert to the regional colleges and requested sight of the final audited accounts of the GCRB, which the SFC confirmed would be made available.

2. Colleges Scotland – Sector and Advocacy Update

The Group discussed the wider funding challenges facing Scotland's colleges and their critical role in poverty reduction, skills development, and business engagement. There was consensus on the need for sector reform and a clearly articulated funding settlement for government.

Proposed advocacy themes in advance of the Scottish Parliament elections were noted, including sustainable funding, colleges as community anchors, and the contribution of colleges to skills and the economy. Future Colleges Scotland membership fee structures, potentially tiered by institutional income, were also discussed.

3. Glasgow Colleges Group – Principals' Collaboration

An update was provided on ongoing collaborative work between the colleges. The Principals' Group focuses on student funding and benchmarking, while the Learning and Teaching Group addresses ESOL demand, self-evaluation action plans, and areas of underperformance.

The Group highlighted the importance of developing a strong evidence base to



demonstrate the value for money of college education, articulate unmet demand for college places, and better understand the current college credit price model.

4. College Partnership West

An update was provided on regional collaboration activity, including engagement with government and a joint life sciences investment proposal involving six colleges, submitted to the Glasgow City Growth Scheme. Further updates on the funding bid will be shared as they become available.

Communications with College Boards

The Group agreed that a short, agreed summary of GCLG discussions should be shared with each College Board of Management, subject to agreement with the individual College Chair prior to circulation. It was emphasised that the GCLG is a **collaborative leadership forum**, not a governance body, and that each College Board continues to operate independently in accordance with the Code of Good Governance.

Next Steps

The next meeting is scheduled for **3 February**, following the Colleges Scotland meeting. Proposed agenda items include budget considerations and sector communications linked to election advocacy.

BOARD MEETING

Date of Meeting	01 April 2026
Paper Title	Cyber Governance Code of Practice
Action	For Approval
Prepared by	Niall Macpherson, Chief Operating Officer
Agenda Item	26.12B
Status	Disclosable

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this paper is to brief the Board on the UK Government's Cyber Governance Code of Practice ("the Code") and ask if they wish to adopt the Code.

2. ACTION FOR THE BOARD

- 2.1 Board members are invited to discuss the contents of this report and confirm that:
- - a) they are happy to continue to adopt the Code in practice; and
 - b) they are satisfied with the current assurance mapping process.

3. BACKGROUND

- 3.1 A high-impact business continuity risk such as a cyber-attack is ranked second highest net risk on the College's Strategic Risk Register.

4. WHAT IS THE CODE?

- 4.1 The Cyber Governance Code of Practice sets out how boards and directors should govern cyber risk.
- 4.2 It is complemented by Cyber Essentials, the government-backed certification scheme that helps organisations implement fundamental cyber security controls.
- 4.3 The Code provides a list of actions that boards should undertake to reassure themselves about cyber-resilience. It can be found here: [Cyber Governance Code of Practice | National Cyber Security Centre - NCSC.GOV.UK](https://www.ncsc.gov.uk/industry-sectors/cyber-governance-code-of-practice)

- 4.4  The Code is underpinned by Cyber Governance training and a Cyber Security Toolkit which supports Boards to implement the actions set out in the Code.

4. COMPLIANCE/MAPPING

- 4.1 The College already aligns its cyber security governance with the principles set out in the Code, ensuring that cyber risk is managed as a core component of organisational governance. We maintain a structured approach to identifying,

assessing, and prioritising cyber risks, ensuring they are regularly reviewed alongside wider organisational risks.

- 4.2 To evidence compliance, we maintain a comprehensive suite of policies, procedures, and operational controls mapped against each action within the Code of Practice. These documents demonstrate how we protect critical systems, manage third-party risks, respond to incidents, and continually improve our cyber resilience. The Checklist at paper 26.12A provides a clear mapping between each action within the Code and the relevant internal documentation, offering assurance of our alignment.

5. RECOMMENDATIONS

- 5.1 If they agree to continue to adopt the Code, Board members may wish to undertake the Cyber Governance Training modules [HERE](#).
- 5.2 Board members may also wish to familiarise themselves with the Cyber Security Toolkit [HERE](#).

6. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

- 6.1 Draft Cyber Security Position Statement.
- 6.2 Cyber security is a shared responsibility across the College.

All staff are expected to use College systems responsibly, protect their accounts with strong passwords and multi-factor authentication where available, and only access information where there is a clear and legitimate business need. Personal data should be collected, stored, and shared only where necessary, and always through approved College systems and platforms.

Staff should remain vigilant to phishing emails, suspicious links, and unexpected attachments, and report any concerns promptly in line with College procedures.

Devices must be kept secure, updated, and free from unauthorised software, and appropriate care should be taken when working remotely or using personal devices for College business.

Approved digital and AI-enabled tools may be used to support learning and administration, but confidential or personal data must not be entered into unapproved systems.

Prompt reporting of incidents, including lost devices, misdirected emails, or suspected cyber-attacks, helps minimise risk and protect our students, colleagues, and the College community. By remaining aware, informed, and proactive, we contribute to a safe, resilient, and secure digital environment for all.

- 6.3 See paper **26.12C Cyber Code of Practice Checklist**

7. RISKS

- 7.1 Failure to provide strong governance in this area could increase the likelihood of a business continuity incident. As noted in the Code: *“Cyber risk is a material risk for almost all organisations and boards and directors need to be able to govern this risk effectively”*.

8. ANY OTHER SIGNIFICANT IMPACT

- 8.1 None.

Cyber Governance Code of Practice

Action 1	Action 2	Action 3	Action 4	Action 5
A: Risk Management				
Gain assurance that the technology processes, information and services critical to the organisation's objectives have been identified, prioritised and agreed.	Agree senior ownership of cyber security risks and gain assurance that they are integrated into the organisation's wider enterprise risk management and internal controls.	Define and clearly communicate the organisation's cyber security risk appetite and gain assurance that the organisation has an action plan to meet these risk expectations.	Gain assurance that supplier information is routinely assessed, proportionate to their level of risk and that the organisation is resilient to cyber security risks from its supply chain and business partners.	Gain assurance that risk assessments are conducted regularly and that risk mitigations account for recent, or expected, changes in the organisation, technology, regulations or wider threat landscape.
Service Catalogue and Backup Procedure	Owner and Identify entries in Risk register	Define Risk Appetite based on Risk Register and See Major Incident Response Plan	APUC, Sustain Supply Chain Code of Conduct V2021b, APPENDIX C – SCM SECTION 1	College Risk Register and Cyber Resilience Framework
B: Strategy				
Gain assurance that the organisation has developed a cyber strategy and this is aligned with, and embedded within, the wider organisational strategy.	Gain assurance that the cyber strategy aligns with the agreed cyber risk appetite (Action A3), meets relevant regulatory obligations, and accounts for current or expected changes (Action A5).	Gain assurance that resources are allocated effectively to manage the agreed cyber risks (Action A3 and A5).	Gain assurance that the cyber strategy is being delivered effectively and is achieving the intended outcomes.	

CE+, Major Incident Response Plan, TTX, Penetration Testing, Internal Audits, Sector Benchmarking, Digital Strategy, Cyber Strategy	Cyber Strategy, Digital Strategy	Finance, Risk Register	CE+, Penetration Testing, Internal Audits, Sector Benchmarking	
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C: People

Promote a cyber security culture that encourages positive behaviours and accountability across all levels. This should be aligned with the organisation's strategy (Action B1).	Gain assurance that there are clear policies that support a positive cyber security culture.	Undertake training to improve your own cyber literacy and take responsibility for the security of the data and digital assets that you use.	Gain assurance, using suitable metrics, that the organisation has an effective cyber security training, education and awareness programme.	
Cyber Training, Acceptable use agreements, Cyber Code of Practice, Phishing Exercises	Cyber Code of Practice, BYOD Guidelines, Staff Guide to IT Services, Cyber Security Strategy, Legal Constraints Guideline ICT Password and Passphrase Guideline, Use of ICT Resource Procedure, Guide to College Data and Information Security	Board and Senior Managers Code of Practice, Cyber Training, Acceptable use agreements, Cyber Code of Practice,	Cyber Training, Phishing Exercises	

D: Incident planning, response and recovery

Gain assurance that the organisation has a plan to respond to and recover from a cyber incident impacting business critical technology processes, information and services.	Gain assurance that there is at least annual exercising of the plan involving relevant internal and external stakeholders and that lessons from the exercise are reflected in the incident plan (Action D1) and risk assessments (Action A5).	In the event of an incident, take responsibility for individual regulatory obligations, such as reporting, and support the organisation in critical decision making and external communications.	Gain assurance that a post incident review process is in place to incorporate lessons learned into future risk assessments (Action A5), response and recovery plans (Action D1) and exercising (Action D2).	
Service Catalogue, Backup Procedure, Major Incident Response Plan.	TTX, Lessons Learned.	Business Continuity Team, Data Breach Procedure, ICT Breach Response Procedure.	Lessons Learned, Major Incident Response Plan, Data Breach Procedure, ICT Breach Response Procedure.	

E: Assurance and oversight				
Establish a cyber governance structure which is embedded within the wider governance structure of the organisation. This should include clear definition of roles and responsibilities, including ownership of cyber at executive and non-executive director level.	Require formal reporting on at least a quarterly basis, set suitable metrics to track, and agree tolerances for each. These should be aligned to the cyber strategy (Action B1) and based on the agreed cyber risk appetite (Action A3).	Establish regular two-way dialogue with relevant senior executives, including but not limited to, the chief information security officer (or equivalent).	Gain assurance that cyber security considerations (including the actions in this code) are integrated and consistent with existing internal and external audit and assurance mechanisms.	Gain assurance that senior executives are aware of relevant regulatory obligations, as well as best practice contained within other Codes of Practice.
Cyber Security Owners	Audit Committee Cyber Report, Phishing Exercise results, Cyber Training uptake.	1-1 regular meetings, COO and Head of ICT regular Cyber Update to Audit Committee	Internal Audits, Regular Cyber report to Audit Committee, CE+	Board and Directors Governance Code of Practice.

BOARD OF MANAGEMENT MEETING

Date of Meeting	1 April 2026
Paper Title	Governance Report
Action	Actions for approval and for noting
Prepared by	Jennifer Hunter – Clerk to the Board
Agenda Item	26.13
Status	Disclosable

1 PURPOSE OF THE REPORT

To highlight to the Board of Management proposed changes within the area of governance, carried out in quarter three of the academic year: including appointments, general governance, policy and remit updates.

2 ACTIONS FOR APPROVAL OF THE BOARD

The Board are asked to consider requests for action from the Committees and (if agreed) to:

- Approve policy updates from the Learning and Teaching Committee
- Approve policy updates from the Organisational Development Committee
- Approve appointments recommendations from the Nominations and Governance Committee
- Approve the remit update from the Finance and Resources Committee
- Approve the remit update from the Learning and Teaching Committee
- Approve the remit update from the Organisational Development Committee

3 APPROVALS BACKGROUND INFORMATION

3.1 Policy Updates from Learning and Teaching Committee

Most of the policies have had minor updates to reflect changes in college nomenclature. Two however have had substantial changes including the Student Counselling Policy, which has been recommended for deletion due to the removal of Government funding for counselling services and a change in the college's approach, and the Skills for Learning, Life and Work Policy, which has been retitled and rewritten to reflect a shift in sector emphasis towards meta-skills.

The Committee recommend changes in nomenclature to the following policies: Curriculum Management, Skills for Learning, Life and Work, Work Placement, Safeguarding Children, Young People and Protected Adults, Student Advisory and Support Services, Extended Learning Support Services, Student Admissions and Induction, Student Care and Guidance, Student Conduct, Student Engagement, Gender Based Violence.

Learning and teaching policies referenced above can be found in the papers from **26.20A through to 26.20K**.

26.20A	Curriculum Management
26.20B	Metaskills
26.20C	Work Placements
26.20D	Safeguarding
26.20E	Student Support Services
26.20F	Extended Learning Support Services
26.20G	Student Admissions and Induction
26.20H	Student Care and Guidance
26.20I	Student Conduct
26.20J	Student Engagement
26.20K	Gender Based Violence

3.2 Policy updates from the Organisational Development Committee

The Organisational Development Committee propose the following policy updates for Board approval. Policy Staffing, Policy Staff Management, Policy Healthy College and Policy Local Negotiation propose no significant changes, suggested edits are related to nomenclature and updated language.

The Committee recommends significant changes to ensure up to date wording for Protection of Vulnerable/Disclosure Scotland within Policy Secure Handling other proposed edits included nomenclature and updated language.

For the policy Continuing Professional Development the Committee recommend proposed inclusion of the personal development planning process within the policy, and agreed that the second bullet point covering teaching qualifications would replace 'towards' with the word 'achieve'. Additional proposed edits included nomenclature and updated language.

The current Board Whistleblowing Policy is not due for review until March 2027, though legislative changes from 6th April 2026 introduce new requirements under the Employment Rights Act 2025. Any disclosure made by a worker that indicates sexual harassment has occurred, is occurring, or is likely to occur must be treated as a protected disclosure. To ensure compliance with these statutory obligations, an amendment to the policy has a proposed to incorporate this new requirement.

All policies Organisational Development policies referenced above can be found in the papers from **26.21A through to 26.21G**.

26.21A	Staffing
26.21B	Secure Handling, Use, Storage and Retention of Disclosure Information
26.21C	Staff Management
26.21D	Continuing Professional Development
26.21E	Healthy College

26.21F	Local Negotiation
26.21G	Unethical Behaviour and Whistleblowing

3.3 The Nominations Committee note that Maureen McKenna’s term ends on 31 July 2026 and the Board should consider re-appointment. The Committee noted the excellent work of Maureen McKenna who is Vice-Chair of the Board and Chair of the Learning and Teaching Committee and agreed a recommendation for re-appointment to the Board of Management.

The Nominations Committee also recommend that Siobhan McGuinness to be co-opted onto the Learning and Teaching Committee.

3.4 The Finance and Resources Committee recommend amendments to the Committee Remit, as follows: To approve rather than to review the estates and capital expenditure master plan, which will still come to the Board for noting. This was agreed at the Board in Dec 2024 and the remit will now match that decision. The Environmental Sustainability Plan will be reviewed every six months instead of every quarter. An additional update covers changes to job titles. Please refer to paper **26.22B**.

3.5 The Learning and Teaching Committee proposes changes to the Committee Remit to update job titles and to remove gender for example Chair replaces Chairman. Please refer to paper **26.22A**.

3.6 The Organisational Development Committee proposes changes to the Committee Remit which relate to changes in job titles, and to add ‘at least’ be to the regularity of meetings, providing the Committee with the option to meet more than three times annually, as required. A further change was proposed, to change Human Resources to People and Culture throughout. Please refer to paper **26.22C**.

4 GENERAL GOVERNANCE UPDATES

4.1 Governance Effectiveness Review

A survey has been sent to all Board members to complete, Chairs of Committees and other Board members with specific roles such as students, teaching and support staff have been invited to attend 1-2-1 discussions. A workshop will be held online for Board members on 24 April from 10am to 11am. The draft report is due in May/June 2026. The final report will be submitted to the Scottish Funding Council and published online.

4.2 Evaluations and Appraisals

The evaluation of the Chair of the Board of Management (which is required under the Code of Good Governance for Scotland’s Colleges) will be undertaken by Ros Micklem (Senior Independent Member) during the summer months 2026 (July/August). Sue Irving will undertake Board members appraisals and Committee Chair evaluations during the summer months.

4.3 Board Development Plan

The Chair of the Board will collect ideas for the Board Development Plan throughout the summer (July/August) as part of the Board appraisals process above. The Clerk to the Board will send out a Board survey in July (annually) to collect ideas for the Board Development Plan. Information gathered from consultation informs the Board Development Plan.

4.4 Committee Membership

The Audit Committee and the Learning and Teaching Committee currently have vacancies which will need to be filled. Alan O'Donnell has resigned from the Learning and Teaching Committee due to work commitments.

4.5 Tenure Update

There is one vacancy on the Board of Management which will be considered after the Governance Effectiveness Review has been published (which may highlight skills gaps). The terms of seven board members come to an end in 2027 including three who are not eligible for re-appointment due to maximum terms having been served. For tenure table: **26.13A**.

5 RISKS

Extension of the term of office of board appointments requires evidence and the board must ensure appropriate mechanisms are in place to support this.

6 ANY OTHER SIGNIFICANT IMPACT

None.

Glasgow Clyde College Board March 2026

26.13A

	BOARD MEMBERS	Membership	Start Date	Re-appoint	End Date	Committees
1	Sue Irving (Chair)*	Non-Executive	30 July 2025		29 July 2029	N&G* / F&R / Rem
2	Maureen McKenna	Non-Executive	1-Aug-22		31-Jul-26	L&T* / Rem
3	Alan O'Donnell	Non-Executive	7-Nov-19	18-Dec-23	6-Nov-27	
4	Madeeha Kanwal	Student President	1 Sept 2025		31-Aug-26	L&T / Audit
5	Shory Lee	Student Vice-President	1 Sept 2025		31-Aug-26	O&D/ F&R
6	Rena McAdam	Staff	8-Sep-23		7-Sep-27	N&G / Audit
7	Ros Micklem	Non-Executive	1-Aug-23		31-Jul-27	OD
8	Jon Vincent	College Principal	0	0		OD / F&R
9	Fergus Brown	Non-Executive	1-Aug-23		31-Jul-27	Rem / N&G / OD*
10	Lindsey Paterson	Non-Executive	26-Jan-21	25-Jan-25	24-Jan-29	Rem / N&G / Audit*
11	Margaret Swiderska	Non-Executive	26-Jan-21	25-Jan-25	24-Jan-29	Rem / F&R*
12	Stuart Porteous	Non-Executive	1-Aug-23		31-Jul-27	Audit
13	Runa McNamara	Non-Executive	7-Nov-19	18-Dec-23	6-Nov-27	L&T
14	Kathleen Sweeney	Non-Executive	1-Aug-23		31-Jul-27	F&R

	BOARD MEMBERS	Membership	Start Date	Re-appoint	End Date	Committee
15	Anna Magiera	Trade Union	1-Jun-24		31-May-28	F&R
16	David Duncan	Non-Executive	1-Aug-24		31-Jul-28	Rem*
17	Gavin Lee	Non-Executive	1-Aug-24		31-Jul-28	F&R
18	Keith Larson	Trade Union	26-Nov-24		25-Nov-28	OD
19	George Wishart	Teaching Staff	17-Dec-25		16-Dec-29	L&T

Term Ending Soon

Maureen McKenna	Non-Executive	1-Aug-22		31-Jul-26	L&T* / Rem
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Vacancy

Non-Executive	Non-Executive	TBC		TBC	Audit
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**Chair of Committee*

L&T = Learning & Teaching; Rem = Remuneration; N&G = Nominations and Governance; F&R = Finance and Resources; OD = Organisational Development



BOARD MEETING

Date of Meeting	01 April 2026
Paper Title	Estates, Capital Expenditure and Masterplan Update (Copy of F&R Committee Report)
Action	For Information / Discussion
Prepared by	Peter F Fee, Assistant Principal Finance & Facilities
Agenda Item	26.16
Status	Disclosable

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to provide a summary of the main current estates matters for Glasgow Clyde College, including an update on the 2024/25 and 2025/26 capital projects progress against plan, the draft capital masterplan for future years and any other significant estates related matters.

An updated Capital Master Plan covering multiple years from 2026-27 onwards will be prepared on receipt of the recently commissioned Condition Survey Report. Input will also be sought from EMT/SMT as to capital requirements for curriculum development to be included in future capital plans.

2. ACTION FOR THE BOARD

- 2.1 Members are invited to discuss the Estates, Capital Expenditure and Masterplan Update.

3. BRIEF BACKGROUND INFORMATION

- 3.1 The College's major Capital works are based on the College Capital Masterplan, the College Estates Condition Survey information for all College buildings, plus college plans for addressing emerging needs in discussion with Estates, Faculties and Support Departments.
- 3.2 The College has commissioned an updated Condition Survey Report, which is expected early May 2026. This work is currently progressing, with surveyors on site, and this will inform future capital project decisions. The previous Condition survey report indicated works totalling circa £9.9m was required and to date circa £2m of this has been addressed, with other capital works being reactionary.

4.0 Scottish Funding Council – Capital Funding

- 4.1 The Capital funding for 25/26 of £3.114M was confirmed, which is a 4.9% increase on the 24/25 allocation and the current year transfer from the Capital Budget to the Income/Expenditure budget to meet the ongoing day to day costs of maintaining the Estate is £900k, which is consistent with prior years practice. (2024/25 was a total of



£2.968M, of which £811k was transferred from the Capital Budget to the Income/Expenditure budget)

- 4.2 As previously reported, the SFC allowed Colleges to transfer sums from the capital Allocation to Revenue/Expenditure to cover backlog maintenance. It has been confirmed that this option is no longer available from 2026 /2027 and future years. The Finance Directors Network (FDN) is working with the SFC to address the potential short fall in operating income to cover this expenditure. The College's CDEL to RDEL transfer / reclassification is circa £925k per annum.

2024/25 & 2025/26 Capital Projects Plans and Future Years Capital Priorities

- 5
- 5.1 An update on the Capital Masterplan for 2024/25 is shown in the attached annex 26.16A and for 2025-26 in annex 26.16B.
- 5.2 All 2024/25 projects have been completed, subject to any minor snagging and settlement of retention sums, with the major works being the completion of the multiyear replacement window project and Rendering Project at Anniesland, the RAAC Project and some smaller Curriculum related expenditure. The RAAC project will be fully reconciled once summer works re snagging and fire prevention measures completed. It is currently projected to be under the estimated costs.
- 5.3 A number of SFC Funded 2025-2026 projects have been costed via the stage 1 project scoping and purchase orders will be issued pre fiscal year end. There has also been additional funding awarded to allow the College to invest in new areas of Curriculum Delivery and this capital allocation will be committed in line with the relevant projects.
- 5.4 The Student Learning Space Project at Langside, funded by GCEF is progressing and will go live after Easter.
- 5.5 A range of other smaller SFC funded 2025/26 capital projects have been, or are being, progressed as outlined in the attached capital masterplan 25.16B.
- 5.6 While the 2026-2027 and future years Capital Master Plan will be reviewed and updated on receipt of the 2026 Condition Survey Report, the main project being undertaking is the rectification of the Cladding at Cardonald. This will be a multi-year project and is likely to require significant capital investment. The main tower is subject to water ingress, and this is damaging the underlying fabric of the building. It may also allow us to improve heat retention and upgrade where necessary the Fire Prevention infrastructure and bring this up to the current standards. The first part of this project is South Elevation and is anticipated to take circa 30 weeks commencing in June / July 2026

6. FUTURE YEAR PROJECTS

- 6.1 A list of current identified capital projects is detailed in Schedule 1 at the end of this Report.
- 6.2 This will be updated on receipt of the updated Condition Survey Report on a RAG basis and this Committee kept up to date as to current plans.



7 RISKS

- 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.
- 7.2 Several of the building-related improvement projects, by their nature and complexity, have inherent risks and while all endeavors are carried out to ensure these risks are minimised, there is a possibility of cost over runs.
- 7.3 There is a risk associated with the public sector procurement rules and the time it takes to tender for significant projects. We have tried to mitigate this risk as far as possible by having initial project outlines and stage 1 works carried out for a number of projects which are “on the shelf” and ready to go.

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

- 8.1 There could be legal implications from this paper in respect of the 2023/24 project for the Cardonald campus lifts relating to the issues with the previous works undertaken.
- 8.2 This matter continues to progress via the Colleges legal advisors.



SCHEDULE 1

LIST OF FUTURE YEARS CAPITAL PROJECTS AT MARCH 2026

- Cardonald Campus Render and Timber Cladding Replacement - £14,666.21 (incl VAT).
- Cardonald Campus West Entrance Project - £48,830.98 (incl VAT).
- Cardonald Campus External Store Project - £42,180.68 (incl VAT).
- All Campuses CCTV - £41,72067 (incl VAT).
- All Campuses Lifts - £138,527.82 (incl VAT). Cardonald Skills Centre & Business Centre and Anniesland Campus to be excluded with XBuro fee to be updated.
- Langside and Cardonald Campuses BMS - £36,722.15 (incl VAT).
- Stage 1 fee issued by D+S regarding refurbishment of existing store within Anniesland to provide workshop facilities - £37,836.30 (incl VAT). Fee quote includes time required to submit application for planning permission regarding provision of temporary accommodation (portacabins) within car park and building warrant approval for works. Client to pay fees for planning and building warrant direct to Glasgow City Council. DN advised that he is in the process of raising PO and will advise when complete.

Cardonald Cladding North Elevation Stage 1 fees to be issued by D+S. Further discussion required to confirm extent of area to be included within next phase of works.

Delayed
Off Schedule
On Track

Capital Masterplan 2025/26 Current Update & Future Years*
F & R Committee - 25 March 2026

All costs are indicative, based on tender price but subject to variation as contracts progress Estimated Full Contract Costs including Management Fees & VAT are shown

Project Ref	Project Description - Capital Projects	Project managed by	To be funded by	2025/26 Capital Projects Plan Approved June 2025	Updated 2025/26 Capital Costs at March 2026	Future Years*	RAG Status for Work in Progress	Comments
25/26 - 1	Langside campus - Building Rendering	McBain's & Doig & Smith	SFC	£700,000	£250,000		On Track	This project is being costed and will commence circa June 2026 once exams completed & Students off campus Updated Pricing based on different technical solution which negates use of scaffolding. Purchase Order is being raised by end of March 2026
25/26 - 2	Cardonald Cladding Repair / Maintenance - Building South Elevation - Phase 1	McBain's & Doig & Smith	SFC	£1,000,000	£800,000		Off Schedule	This project is to ensure Cardonald Tower block is water tight. Currently there is water penetration through the cladding in this building. Exploratory surveys have been commissioned and the College is working with our main contractor and the original supplier to ascertain both a solution and costs. This is in progress and investigatory work / stage 1 fees under way This is a multi year project - probably spanning a number of years, depending on funding, with each elevation being completed independently Updated cost is based on stage 1 works and project is at evaluation stage. Purchase Order should be committed by end of March 2026
25/26 - 3	Upgrade Skills Centre Ground Floor Heating - Phase 2	McBain's & Doig & Smith	SFC	£150,000	£600,000		On Track	This project is being costed and will now commence June 2026 due to anticipated disruption to learning spaces Stage 1 work completed and contractor and Purchase order raised by end of March 2026
25/26 - 4	Replacement Generator - Cardonald Tower Block Roof	McBain's & Doig & Smith	SFC			£150,000	On Track	This is a critical asset replacement and is being scoped Costs are estimates and high as a crane is required to remove old generator and replace the new one A supplier will be appointed as soon as possible and purchase orders issue from the 2026/2027 capital budget
	602522 SFC Phase 1 High Voltage - Anniesland Engineering (Teach)		SFC		£203,853			This is investment in new teaching /course delivery
	602521 - EV charging unit for high voltage dept		SFC		£18,975			This is investment in new teaching /course delivery
	SFC Milling Machines 25-26				£45,000			This is replacement of teaching equipment
	SFC Welding Mch 25/26				£70,000			This is investment in new teaching /course delivery
25/26 - 5	Langside Refectory Area Upgrade							This is investment in new teaching /course delivery
	Prayer rooms - Flat Campuses	McBain's & Doig & Smith	SFC		£0	£100,000	Off Schedule	This project is being costed and will commence as soon as possible. A suitable alternative location has still to be identified at Cardonald Campus Internal discussions continue with the Student Association and as a result this project has been temporarily postponed
25/26 - 6	Balance available for Other Minor works / Stage 1 Fees / Reallocation to other projects.	McBain's & Doig & Smith	SFC		£85,979			Langside Lifts x 2, Cardonald Business Centre Lifts - Convert to Fire Evacuation Lifts, BMS Upgrade to align with Anniesland, Cardonald Wooden Cladding Gym & Business Centre Replacement
25-26 /26-27	Langside Lifts x 2 - Convert to Fire Evac Lifts - Stage 1	McBain's & Doig & Smith	SFC		£140,000	TBA	On Track	Stage 1 - Design & Project Costing. Contract value circa £300k
25-26 /26-27	BMS Upgrade Cardonald	McBain's & Doig & Smith	SFC			TBA	On Track	Stage 1 To create a consistent BMS across all campuses. Anniesland model
25-26 /26-27	BMS Upgrade Langside	McBain's & Doig & Smith	SFC			TBA	On Track	Stage 1 To create a consistent BMS across all campuses. Anniesland model
25-26 /26-27	Outdoor Workshop Cardonald - Enclosed	McBain's & Doig & Smith	SFC			TBA	On Track	
25-26 /26-27	CCTV Upgrade All campus	TBA	SFC			TBA	On Track	Currently mixture of analogue & digital - move to full digital and IP cameras Anniesland & Langside insufficient cover
25-26 /26-27	Cardonald Generator Replacement	Internal	SFC			TBA	On Track	Easter 2026 need crane
25-26 /26-27	Business Centre Lift & Skills Centre - Convert to Fire Evac. (joint project Row 12)	TBA	SFC			TBA	On Track	Stage 1 - Design & Project Costing.
25-26 /26-27	Cardonald Main Entrance West Refurbishment	TBA	SFC			TBA	On Track	
25-26 /26-27	Cardonald Wooden Cladding on Gym & Business Centre Replacement	TBA	SFC			TBA	On Track	Existing contract
25-26 /26-27	Cardonald Gym Gas heat emitter replacement	TBA	SFC			TBA	On Track	
	SFC Capital Masterplan totals			£1,850,000	£2,213,807			
	plus GCEF projects							
GCEF 2025/26	Learning Spaces (Up to 3 Projects)	McBain's & Doig & Smith	GCEF	£953,000	£953,000		Off Schedule	It was hoped that up to three sub-projects would be completed across all campuses. Langside has been selected as first campus and once it has been ascertained what costs are, the balance of this grant will be allocated to the next project which may start in 25/26 or 26/27
GCEF -1 2025/26	Learning Spaces - Project 1 - Langside	McBain's & Doig & Smith	GCEF	TBA			On Track	Langside - Design works for the Learning Spaces project were undertaken with Form Design Consultants. Project scope / plan is being updated and it is anticipated work will commence circa Q2/2026 with completion anticipated by July 2026 Budget still to be agreed with Contractors
	Capital Masterplan totals			£2,803,000	£3,166,807			

*The Capital Masterplan will be updated as necessary on receipt of the Estate Condition Survey expected December 2025/January 2026

Note: Capital plan assumes SGovt/SFC will continue to provide an CDEL to RDEL transfer in line with previous years. If this is not the case, the College will have to revise it's Revenue and Capital Budgets accordingly.

25/26 SFC Capital Allocation (Indicative)	£3,113,807
25/26 SFC CDEL To RDEL Transfer (Non Capital Expenditure)	(900,000)
25/26 SFC Capital Allocation Post CDEL to RDEL	£2,213,807
25/26 GCEF Capital Allocation	£953,000
25/26 Total Capital Allocation (SFC & GCEF)	£3,166,807
25/26 Capital Masterplan at March 2026	£3,166,807
25/26 Capital Masterplan Forecast Deficit	£0
	£3,166,807

Assumed 26/27 SFC Capital Allocation (Indicative)(Flat Cash)	£3,113,807
No CDEL to RDEL Permitted	

Glasgow Clyde College
 Capital Masterplan 2024/25 Current Update
 F & R Committee - 25 March 2026

Schedule A

All costs are indicative, based on tender price but subject to variation as contracts progress Estimated Full Contract Costs including Management Fees & VAT are shown

Project Ref	Project Description - Capital Projects	Project managed by	To be funded by	2024/25 Capital Projects Plan Approved Sep24	2024/25 Capital Projects Plan Update for Approval Nov24	2024/25 Capital Projects Plan - Actual Forecast to 31 March 2025 (D&S March 2025 Cost Estimates)	2024/25 Capital Projects Plan - Final Expected values @ 25 March 2026	2024/25 Capital Projects Plan Potential Under / (Over) Spend	RAG Status for Work in Progress	Comments
24/25 - 1	Annesland campus - Velfac Windows Repair and Replace Project - Phase 2	McBains & Doig & Smith	SFC / GCRB	£700,000	£700,000	£683,023	£720,286	(£37,263)	Completed	Works commenced in Aug24 and are now complete, subject to minor snagging to be rectified. Current updated actual project cost are £683k which are less than budgeted. Final Account has come in ahead of Budget - additional works re storm damage
24/25 - 2	Cardonald RAAC Roof Replacement - Phase 1	McBains & Doig & Smith	SFC / GCRB	£480,591	£1,600,000	£1,504,669	£1,550,000	(£45,331)	Final Account & Snagging / Remedials	A solution has been identified and implemented which offers a permanent solution to the RAAC issue and this project is now live. The initial anticipated completion date was late August 2025 but due to the complexity of the project, changes to the final solution and delays in receiving building warrants, this is now anticipated to be early December 2025. We are working closely with Curriculum Delivery Departments and currently have access to the sports halls and are currently working to having the changing rooms accessible from early October 2025. The total costs shown for the project are the funds allocated, including the additional funds from the SFC. To date £1.2m has been committed but there may be additional costs to be incurred as the project progresses, although overall this is currently on track for an underspend. Project is complete with exception of some remedial / variation work and snaggings around fire doors which will be completed as part of summer work. Full account is being reconciled and this will crystallise once remedials actioned. It is expected there will be an underspend in overall projected costs of £1.6m
24/25 - 3	Cardonald Car Park Entrance Project	McBains & Doig & Smith	SFC / GCRB	£163,889	£163,889	£170,376	£162,419	£7,957	Completed	Plan was to amend access to Cardonald car park which was a very restricted space for two way traffic and caused issues at busy times for entry and exit and for pedestrian safety as was not sufficient for the busy traffic flows. Works took place over the 2024 summer break and are now complete.
24/25 - 4	Annesland external drainage works	McBains & Doig & Smith	SFC / GCRB	£103,926	£103,926	£93,829	£93,829	£0	Completed	Drainage issues which required extensive underground works and which were causing ongoing problems. Works took place over summer break and are now complete.
24/25 - 5	Langside Mary Stuart Building Fire escape repair	McBains & Doig & Smith	SFC / GCRB	£20,000	£20,000	£25,207	£25,207	£0	Completed	The fire escape can be used but requires improvement. Repair works have been scoped, tender is in progress and works planned for completion in advance of Mar25 deadline. These are now complete
24/25 - 6	Upgrade Skills Centre Ground Floor Heating - Now Phase One	McBains & Doig & Smith	SFC / GCRB	£50,000	£50,000	£26,239	£30,119	(£3,880)	Completed	Phase 2 costs have been revised from £150k to circa £600k. The initial quote was for materials only
24/25 - 7	Cardonald Campus Roof and structure repair (Refractory - Water Ingress)	McBains & Doig & Smith	SFC / GCRB	£50,000	£50,000	£25,884	£25,884	£0	Completed	Specific small areas to be repaired with issues for example of loose cladding or water overflow. Yet to be fully costed. Further investigation to be completed to determine source of water ingress. Project will then be scoped and works planned for completion in advance of Mar25 deadline.
24/25 - 8	Balance available for Other Minor works. Lifecycle Maintenance Equipment - Lathes	College	SFC / GCRB	£50,000	£0			£0	N/A	Release of Retentions paid & Capital Accruals not required
24/25 - 9		College	SFC / GCRB	£0	£207,033	£165,534	£165,534	£0	Completed	Replacement of essential equipment was required and this has now been purchased and delivered. The College has reduced the 2024/25 CDEL to RDEL switch request from £925k to £811k to fund this equipment. Projects Completed
SFC Capital Masterplan totals				£1,618,406	£2,894,848	£2,694,761	£2,773,278	-£78,517		
plus GCEF projects										
2	Learning Spaces	McBains & Doig & Smith	GCEF	£0	£0		£0	£0		Design works for the Learning Spaces project were undertaken with Form Design Consultants. However this project has since been deferred and some of the related funding reprioritised by GCEF in collaboration with the College. This project has been postponed to 2025/26
Capital Masterplan totals				£1,618,406	£2,894,848	£2,694,761	£2,773,278	-£78,517		

Note: Capital plan assumes SGGovt/SFC will continue to provide an CDEL to RDEL transfer in line with previous years. If this is not the case, the College will have to revise it's Revenue and Capital Budgets accordingly.

24/25 SFC Capital Allocation (Indicative)	£2,156,847
24/25 GCEF Capital Allocation	£0
24/25 SFC Capital Allocation - RAAC	£600,000
24/25 Total Capital Allocation	£2,756,847
24/25 Capital Masterplan at June 2025	£2,773,278
24/25 Capital Masterplan Forecast Deficit *	-£16,431
<small>* RAAC account is being reconciled on completion of snagging / variations which should result in savings and current deficit should be eliminated</small>	
25/26 SFC Capital Allocation (Assumed flat cash)	£2,156,847

BOARD MEETING

Date of Meeting	01 April 2026
Paper Title	Environmental Sustainability Strategy Update
Action	For Information
Prepared by	Niall Macpherson, Chief Operating Officer
Agenda Item	26.17
Status	Disclosable

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this paper is to submit to the Board a progress report on the new Environmental Sustainability Strategy.

2. ACTION FOR THE BOARD

- 2.1 Board members are invited to note progress.

3. BACKGROUND INFORMATION

- 3.1 The Environmental Sustainability Strategy was approved by the Board of Management on 17/12/25 and can now be found on the College website [Environmental Sustainability | Glasgow Clyde College](#).

The Strategy's key objective is to achieve Net Zero by 2045 - the Scottish Government deadline - and the College will look to achieve this by implementing a series of cross-cutting themes that underpin this work: -

- a) Energy Carbon Management.
- b) Sustainable Procurement.
- c) Circular Economy.
- d) Sustainable Travel.
- e) Sustainable Education.

- 3.2 Performance against these themes forms the focus of the Climate Change Action Group's work. The Group meets quarterly and is accountable to the Audit Committee.

- 3.3 The new strategy highlights that significant capital investment will be required if the College is to decarbonise its estate and that the responsibility to provide this funding sits primarily with the Scottish Government (via the SFC).

4. PROGRESS TO DATE

- 4.1 See Env Strategy Progress report 26.17A

5. RISKS

- 5.1 There are risks for the College in the new Strategy which are both environmental and financial particularly in respect of utilities and the scale of the investment required to decarbonise the estate.

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

- 6.1 There are impacts for the student experience based on the College's climate credentials as an organisation and on the learning for students on sustainability within their curriculum areas.

ENVIRONMENTAL SUSTAINABILITY PERFORMANCE TARGETS

1. Energy Carbon Management Targets

Outcome	Area	Description	Target	Responsible	Performance
Year on year reduction in carbon emissions	Annual carbon emissions reduction	% reduction in Scope 1 and 2 emissions	5 % per year	John Clark	Down 59% when compared to 2014 baseline.
Utilise Local Area Heat Networks as an alternative heat source	Develop Feasibility Study	Reduce Reliance on Existing Fund Sources	Join Scheme by 2028	Derek Newlands	
50% reduction in gas heating sources by 2030	Gas Heating Elimination	% of campuses without gas heating	10% by 2026 25% by 2028	Niall Macpherson	
Embed a culture of energy saving innovation	Energy Efficiency Projects	Number of energy saving projects implemented	≥5 per year	GCCSA Gillian Crankshaw	1. Student led Switch off - Jan 26
	Student Engagement	% of student activity involved in sustainability initiatives	30% by 2028	GCCSA Gillian Crankshaw	1. Sustainable Freshers Events - Sept 25 2. Ongoing sustainable resources used for student engagement 3. Student led Switch Off - Jan 26 4. Tree planting Langside - Feb 26 5. Global Recycling Day - March 26 6. Cycling Campaign 5 free bikes - Mar 26 7. World Water Day - March 26
Decarbonise the estate	Capital Raised for Decarbonisation	Amount of external investment secured	£5m by 2030	Niall Macpherson	

2. Sustainable Procurement Targets

Outcome	Area	Description	Target	Responsible	Performance
Introduce mandatory environmental sustainability training to all staff	Sustainability Training	% of staff completing training	100% by 2027	Gillian Crankshaw	
Implement sustainable practices that reduce emissions, limit damage to the environment & generate wider community	Sustainable Supplier Engagement	% of suppliers with ESG credentials	100% by 2028	Niall Macpherson Procurement	
Drive behavioural change by promoting our commitment to environmental sustainability via "Think Green" sub-brand	Change Behaviours	% increased awareness	Track Annually	John Clark	

3. Circular Economy Targets

Outcome	Area	Description	Target	Responsible	Performance
Increased waste recycling	Recycling Rate	% of total waste recycled	100% by 2028	John Clark	AY25/26 Baseline 98%
Single-use plastics	Sustainable Consumption	% reduction in single-use plastics	10% reduction by 2028	John Clark	
Deliver alternatives to printing	Digital Substitution	Reduction in paper usage	50% by 2028	Niall Macpherson	
Deliver circular economy training for all staff	Circular Economy Training	% of staff trained	100% by 2027	Gillian Crankshaw	
Recognition for our sustainability best practice	Green Gown Awards	Number of awards won	2 by 2028	John Rafferty John Clark	

4. Sustainable Travel Targets

Outcome	Area	Description	Target	Responsible	Performance
Develop a fleet replacement programme aligned with EV targets that will see the phasing out of internal combustion engines	Electric Fleet Conversion	% of college vehicles electric	100% by 2028	Niall Macpherson Derek Newlands	AY 25/26 Baseline 4 x EVs, 3 x Diesel Mini Buses, 3 x Ford Transit
Improve our cycling infrastructure by upgrading existing shelters and promoting Cycle to Work schemes	Active Travel Infrastructure	Number of upgraded bike shelters	≥1 per campus	GCCSA Gillian Crankshaw	Bike Shelter Upgrades 1x Annie'sland (AY 19/20) complete 1 x Cardonald (AY 19/20) complete 1 x Langside (AY 25/26) underway
Reduce unnecessary travel by continuing to promote flexible working arrangements (OD)	Remote Working Adoption.	% of staff using flexible work options	60% by 2027	Gillian Crankshaw	
Reduce unnecessary travel by promoting car sharing and avoiding multiple staff attending the same event	Sustainable Travel	% take up of car sharing	10% increase each year	Gillian Crankshaw	
Adopt a "Public Transport First" Policy for business travel	Sustainable Travel	% of business trips	50% by 2028	Niall Macpherson	
Adopt a "Videoconference-first" strategy for external meetings	Videoconferencing Use	% of external meetings held virtually	90% by 2028	Niall Macpherson	

5. Sustainable Education Targets

Outcome	Area	Description	Target	Responsible	Performance
Embed sustainability into the curriculum where practical.	Curriculum Integration	% of courses with sustainability content	20% by 2028	John Rafferty	
Align curriculum with net-zero jobs	Curriculum Evolution	% of courses re-aligned to focus on emerging sectors	10% by 2030	John Rafferty	
Sustainability partnerships	Partner Engagement	Delivery of projects in conjunction with commercial partners	1 each year	John Rafferty	

Not Started

In Progress

Achieved

Glasgow Clyde College Board of Management

26.19

Schedule of Work 2025/26

STANDING ITEMS	Lead
Chair's Report (verbal)	Chair
Principal's Report (paper) <ul style="list-style-type: none"> Includes OFAM update as relevant 	Principal
Student President's Report (paper)	Student President
Minutes of Committee meetings	Clerk
Matters Arising <ul style="list-style-type: none"> Includes a verbal report on work of City/Clyde/Kelvin leadership Includes feedback on the outcomes of group discussions (for minutes) 	Chair Principal
For noting/approval	
Strategic Risk Register update	Chief Operating Officer
Estates, Capital Expenditure & Masterplan Update	Chief Operating Officer (for noting, approved at F&R)
Glasgow Clyde Education Foundation update (as required, at project finalisation)	Principal (regular report to monitor spending at F&R)
Governance Update	Clerk
22 October 2025	
FOR DISCUSSION/DECISION	
Draft Primary Financial Statements	Chief Operating Officer
Honorary Fellowships	Principal
Credits – Projection for 2025-26	Deputy Principal
New Strategic Plan (approval of draft for stakeholder consultation)	Principal
FOR NOTING	
Freedom of Information Summary	Deputy Principal
SFC Financial Forecast Return (signed off by MS post June 2025 Board)	
17 December 2025	

FOR DISCUSSION/DECISION	
Report on Going Concern	Chief Operating Officer
Annual Report by Audit Committee to Board of Management	Chief Operating Officer
Final Annual Financial Statements for year ending 31 July 2025 <ul style="list-style-type: none"> • Performance Report • Financial Statements 	Principal / Chief Operating Officer
Final Annual External Audit Report and Letter of Representation 2025	Chief Operating Officer
Credits Projection current year 2025/26 <ul style="list-style-type: none"> • Final credits report 2024/25 • Attainment Summary 	Deputy Principal
New Strategic Plan Update	Principal
The Self Evaluation and Action Plan (SEAP) is a key component of the Tertiary Quality Enhancement Framework (TQEF) for colleges in Scotland.	Deputy Principal
Modern Slavery Act Statement 2025/26 (to share with Chair before meeting)	Chief Operating Officer
Financial Report year to October 2025 and Forecast Outturn to December 2025	Chief Operating Officer
Final Draft of Strategic Plan (for implementation January 2026)	Principal
Health and Safety Report from OD Committee	Chief Operating Officer
FOR NOTING	

1 April 2026	Lead
FOR DISCUSSION/DECISION	
Outcome Framework and Assurance Model Update	Deputy Principal
Credits Projection 25/26 & Attainment Summary	Deputy Principal
Financial Report year to January 2026 and Forecast Outturn <ul style="list-style-type: none"> • SFC Indicative Funding Allocation for future year 	Chief Operating Officer
FOR NOTING	
Environmental Sustainability Strategy Update	Chief Operating Officer
Board of Management Annual Effectiveness Review (self-evaluation) Not in 2026 as its the same year as an External Effectiveness Review	Clerk to the Board
17 June 2026	
FOR DISCUSSION/DECISION	
Financial Report year to April 2026 and Forecast Outturn to end July 2026 And Revenue budget for 2025/26 for approval And Scottish Funding Council Final Funding Allocation for 2025/26	Chief Operating Officer
Annual Partnership and Stakeholders Report Corporate Governance Recommendation 4 (March 2025) Links to strategic plan (details TBC Agenda Catch Up pre-meet)	Principal
Credits Projection 25/26 and Attainment Summary	Deputy Principal
SFC Financial Forecast Return	Chief Operating Officer
Capital Masterplan Update	Chief Operating Officer
FOR NOTING	

Glasgow Clyde College

Board of Management - Acronym Buster

AHE	Advance Higher Education
AI	Artificial Intelligence
ALF	Arms-Length Foundation
AOP	(Financial) Adjusted Operating Position
APUC	Advanced Procurement for Universities and Colleges
AQE	Annual Quality Engagement
AS	Audit Scotland
ASOS	Action Short of Strike Action
AY	Academic Year
BAME	Black, Asian and Minority Ethnic
BDU	Business Development Unit
BME	Black & Minority Ethnic
BMS	Building Management System
BOM	Board of Management
BSL	British Sign Language
CAP	Curriculum Assistant Principal
CBI	Confederation of British Industry
CDN	College Development Network
CE	Cyber Essentials
CLD	Community Learning & Development
CES	College Employers Scotland
CfE	Curriculum for Excellence
CM	Curriculum Manager
CoGC	City of Glasgow College
CPD	Continuous Professional Development
CPG	College Principals Group
CPW	Colleges' Partnership West
CS	Colleges Scotland

CSA	Curriculum Support Administrator
DELTA	Delivery Excellence in Learning, Teaching & Assessment (an E-Learning Project)
DPIA	Data Protection Impact Assessment
DPO	Data Protection Officer
DYW	Developing the Young Workforce
EAUC	Environmental Association for Universities & Colleges
EDI	Equality, Diversity & Inclusion
EDIM	Equality & Diversity Impact Measures
ESF	European Social Fund
EIA	Equality Impact Assessment
EIS-FELA	Educational Institute of Scotland – Further Education Lecturers Association
ELS	Extended Learning Support
ES	Education Scotland
EMT	Executive Management Team (comprising the Principal, Deputy Principal & Vice Principal)
ESOL	English for Speakers of Other Languages
EFU	External Funding Unit
EV	External Verification
EW	Early Withdrawal
FA	Foundation Apprenticeship
FFR	Financial Forecast Return
FE	Further Education
FEFT	Further Education Full Time (Provision)
FEPT	Further Education Part Time (Provision)
GCU	Glasgow Caledonian University
HEFT	Higher Education Full Time (Provision)
HEPT	Higher Education Part Time (Provision)
HoS	Head of Sector
FRem	(Scottish Government) Financial Reporting Manual
FRS	Financial Reporting Standard
FTE	Full Time Equivalent

FW	Further Withdrawal
FY	Financial Year
GA	Graduate Apprenticeship
GBV	Gender Based Violence
GCG	Glasgow Colleges Group
GCPP	Glasgow Community Planning Partnership
GCRB	Glasgow Colleges Regional Board
GCEF	Glasgow Clyde Education Foundation (our Arms-Length Foundation)
GCC	Glasgow Clyde College
GCCSA	Glasgow Clyde College Student Association
GDPR	General Data Protection Regulation
GHSCP	Glasgow Health & Social Care Partnership
GKC	Glasgow Kelvin College
GTCS	General Teaching Council for Scotland
HE	Higher Education
HEFESTIS	Higher Education Further Education Shared Technology & Information Service
HEI	Higher Education Institute
HNC	Higher National Certificate
HND	Higher National Diploma
HR	Human Resources
HSE	Health & Safety Executive
IAS	Internal Audit Service
ICO	Information Commissioner's Office
ICT	Information and Communications Technology
ILQR	Institution Led Quality Review
IV	Internal Verification
JCNC	Joint Consultation & Negotiation Committee
JISC	Joint Information Systems Committee
JRS	Job Retention Scheme
KPI	Key Performance Indicator
LGBT+	Lesbian, Gay, Bisexual & Transgender/Transsexual Plus

LGPS	Local Government Pension Scheme
MA	Modern Apprenticeship
MIS	Management Information System
MUIE	Management & Union Information Exchange
NB	National Bargaining
NC	National Certificate
NPA	National Progression Award
NQ	National Qualification
NRPA	National Recognition & Procedure Agreement
NUS	National Union of Students
NTTF	National Transitions Training Fund
OD	Organisational Development
OFAM	Outcomes Framework & Assurance Model
PDA	Personal Development Award
PDP	Personal Development Plans
PI	Performance Indicator
PSED	Public Sector Equality Duty
QAA	Quality Assurance Agency
QS	Qualifications Scotland
ROA	Regional Outcome Agreement
SAR	Subject Access Request
SAAS	Student Awards Agency Scotland
SCDI	Scottish Council for Development & Industry
SCQF	Scottish Credit & Qualifications Framework
SDS	Skills Development Scotland
SEAP	Self-evaluation & Action Plan
SFC	Scottish Funding Council
SG	Scottish Government
SIMD	Scottish Index of Multiple Deprivation
SLIC	Scottish Libraries & Information Council
SLT	Senior Leadership Team (comprising all senior managers in the college)

SOCI	Statement of Comprehensive Income
SPARQs	Student Partnerships in Quality Scotland
SPF	Strathclyde Pension Fund
SPSO	Scottish Public Sector Ombudsman
STEM	Science, Technology, Engineering & Mathematics
STEP	Scotland's Tertiary Enhancement Programme
STSS	Scottish Teachers Superannuation Scheme
SQA	Scottish Qualifications Authority
SRUC	Scotland's Rural College
SSES	Student Satisfaction and Engagement Survey
SSSC	Scottish Social Services Council
SVQ	Scottish Vocational Qualification
TQEF	Tertiary Quality Enhancement Framework
TQER	Tertiary Quality Enhancement Review
TQFE	Teaching Qualification in Further Education
TU	Trade Union
TUPE	Transfer of Undertakings Provision of Employment
OFAM	Outcomes Framework and Assurance Model
UCAS	Universities & Colleges Admissions Service
UoG	University of Glasgow
US	Universities Scotland
UWS	University of the West of Scotland
VFM	Value for Money
VLE	Virtual Learning Environment (Canvas is VLE Platform)
VPN	Virtual Private Network
VS	Voluntary Severance
WS	World Skills



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LEARNING AND TEACHING COMMITTEE

REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the Learning and Teaching Committee

REMIT

To provide assurance to the Board that all activities related to achieving excellence in learning, teaching and assessment are effective and support the overall strategic direction of the College.

To fulfil this function the Committee will

- be kept apprised of those aspects of the external and internal environments that affect the portfolio and learning experience of our students and how the College proposes to respond
- monitor the College's achievement of its portfolio target and oversee relevant external reporting
- monitor and advise on College performance indicators, self- evaluation outcomes, benchmarking and external verification feedback
- be kept apprised of proposed improvements to the learning experience of our students and offer constructive challenge
- consider cross-College activities that impact on learning and teaching such as overall approach to learning and teaching, eLearning, community learning, additional support for learning. To be kept apprised of opportunities and uptake of staff training and development and the contribution it makes to improving learning and teaching
- Consider the cross-college activities that impact on quality and development of learning, teaching and assessment throughout the college
- receive reports from Student Board Members and representatives from the student body relevant to their experience of learning and teaching
- where required take appropriate action in all matters pertaining to student affairs, including welfare and discipline and student appeals
- make recommendations to the Board on major policy matters but have devolved powers to deal with time urgent matters, seeking the Chair~~man~~ of the Board's approval where appropriate

- consider and act on any other information it deems appropriate in the conduct of its business.

MEMBERSHIP

The membership of the Committee is a minimum of six members of the Board of Management including the Student Member, the Principal and a teaching staff member. The Committee should be chaired by a Board Member, other than the Chairman of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews the membership every four years. The ~~Deputy Principal Vice Principal, Curriculum and Quality Enhancement~~, the Assistant Principal for Student Experience, ~~the the Assistant Principal for Quality and Performance, the Clerk~~ Secretary to the Board and from time-to-time a representative from the Curriculum Assistant Principals attend the Committee as advisers. The Committee meets three times per year.

QUORUM

The quorum set by the Committee is three members of which at least one should be a Non- Executive member.

VERSION REVIEWED AND APPROVED ~~JANUARY 2026 MARCH 2024~~

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FINANCE AND RESOURCES COMMITTEE

REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the Finance and Resources Committee

REMIT

Having regard to the need for financial stability of the College:

- To ensure the maintenance of a robust long-term financial strategy
- To monitor the capital masterplan, ensure it is aligned with the College's estates strategy and consider any matters arising which may require to be raised at Board level
- To monitor financial performance on a regular basis
- To review the performance against target of commercial activities
- To ~~approve the estates and monitor expenditure against the agreed~~ capital expenditure masterplan, updated every quarter
- To monitor cash balances
 - ~~To approve tuition fees~~
- To approve Financial Regulations

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To fulfil this function the Committee will

Make recommendations to the Board of Management on:

- the annual revenue budget
- the financial statements
- ~~capital expenditure and the capital masterplan~~
- the estates strategy
- financial policies
- any other issues relating to the management of finance and physical resources

Environmental Sustainability Plan

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

- progress made on the implementation of the College's Environmental Sustainability Plan- and achievement of related targets.

The Committee will:

- Monitor progress of the College's implementation of the Environmental Sustainability Plan



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- Review the College's Environmental Sustainability Plan on a six monthly basis~~quarterly basis~~
- Report at least annually to the Board of Management and advising on any issues or concerns in relation to the Environmental Sustainability Plan
- Provide information in relation to the monitoring of the Environmental Sustainability Plan to the Audit Committee

The Finance and Resources Committee will liaise as appropriate with the Audit Committee, Board of Management and all other Committees

MEMBERSHIP

The membership of the Committee is a minimum of five Board members -including the Principal, with one of the Board members providing the role of Chair of the Committee, and one ~~may~~ act as Vice Chair as elected. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee, as appropriate. There should be no overlap of Board members with membership of the Audit Committee. The Board reviews the membership every four years.

The Chief Operating Officer and the Assistant Principal Finance and Facilities Infrastructure attend the Committee as advisers. The Committee meets four times per year.

QUORUM

The quorum set by the Committee is three members of which at least two should be Non-Executive members.

VERSION REVIEWED AND APPROVED MARCH 2026 ~~OCTOBER 2025~~

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26.22C**ORGANISATIONAL DEVELOPMENT COMMITTEE****REMIT OF COMMITTEE**

These functions are delegated by the Board of Management to the Organisational Development Committee

REMIT

To consider policy and strategy in relation to staff governance including equality and diversity, people and culture~~human resources~~, staff well-being and health and safety matters.

To fulfil this function the Committee will:

Within the boundaries set by national bargaining, determine the parameters within which the remuneration and conditions of service of all employees, other than the Principal and Senior Management, are set.

Formulate the Board's Employer of Choice Strategy and monitor this to ensure targets are being met.

Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.

Receive reports of meetings of the Joint Consultation and Negotiation Committees of the College with the three recognised unions and to consider any matters arising which may require to be raised at Board level.

Review staff engagement including staff survey outputs and communication campaigns and consider any matters arising which may require to be monitored or raised at Board level.

Consider how People and Culture~~Human Resources~~ and Organisational Development targets and Key Performance Indicators, including those contained within the College Strategic Plan and balanced scorecard information are monitored and reported upon.

Make recommendations to the Board on major policy matters but with devolved powers to deal with time urgent matters seeking the Chair of the Board's approval where appropriate.

MEMBERSHIP

The membership of the Committee is a minimum of six members of the Board of Management, one of whom will be the Principal and Chief Executive. The Committee shall be chaired by a Board member other than the Chair of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews membership every four years.

The Clerk to the Board, the Chief Operating Officer, the Assistant Principal People and Culture Human Resources, Head of People Human Resources, and the Organisational Development Manager attend the Committee as advisors. The Committee meets at least three times per year.

QUORUM

The quorum set by the Committee is three members of which at least one should be a Non-Executive member.

▲ REVIEWED JANUARY 2026 MARCH 2024

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