



For the future you want

## BOARD OF MANAGEMENT

### AGENDA

A meeting of the Board of Management will be held at 14:00 hours on Tuesday, 24 September 2019 in the Boardroom, Milton Road Campus.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	EDINBURGH COLLEGE DEVELOPMENT TRUST ANNUAL 2018/19 UPDATE	A Colquhoun	A
<i>The ECDT Annual Update is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.</i>			
4	<a href="#">MINUTES OF PREVIOUS MEETING</a> for approval	Chair	B
5	MATTERS ARISING	Chair	C
6	STRATEGIC DISCUSSION: SUSTAINABILITY	N Croft	Presentation
<i>Item 6 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.</i>			
7	EDINBURGH COLLEGE STUDENTS' ASSOCIATION		
	7.1 ECSA Quarterly Report	S Hearton	D attached
	7.2 ECSA Annual Priority Objectives 2019/20	S Hearton	E attached
8	COMMITTEE BUSINESS		
	8.1 <u>Policy &amp; Resources Committee</u>		
	<a href="#">Minutes 20.08.19</a>	A Landels	F
	Recruitment & Retention Dashboard	J Pearson	G attached
	Management Accounts to July 2019	A Williamson	H attached
	8.2 <u>Audit &amp; Risk Assurance Committee</u>		
	Summary Top Risk Register	N Croft	I

*The Summary Top Risk Register is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.*

8.3	<u>Academic Council</u> <u>Minutes 13.09.19</u>	J Stevenson	J
8.4	<u>Corporate Development Committee</u> <u>Minutes 27.08.19</u>	L Drummond	K
8.5	<u>Remuneration Committee</u> Minutes 11.06.19	N McKenzie	L

*The Remuneration Committee Minutes 11.06.19 presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.*

9	PRINCIPAL & CHIEF EXECUTIVE REPORT	A Cumberland	<b>M attached</b>
10	GOVERNANCE REPORT	N Croft	<b>N attached</b>
11	<u><a href="#">NATIONAL REPORT: 'THE COLLEGE OF THE FUTURE'</a></u>	Chair	<b>O</b>
12	HEALTH AND SAFETY ANNUAL 2018/19 REPORT <i>for approval</i>	A Bamberry	<b>P</b>

*Item 12 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.*

13	FREEDOM OF INFORMATION ANNUAL 2018/19 REPORT	N Croft	<b>Q attached</b>
14	ANY OTHER COMPETENT BUSINESS		
14.1	Board of Management Agenda Planner 2019/20	Chair	<b>R</b>
15	DATE OF NEXT MEETING: 10 December 2019		
15.1	<u>Upcoming Committee Dates</u>		
	Audit & Risk Assurance Committee	09.10.19	
	Policy & Resources Committee	12.11.19	
	Academic Council	15.11.19	
	External Engagement Committee	19.11.19	
	Audit & Risk Assurance Committee	20.11.19	



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Seoras Hearton		
Author/Contact	Carla Ford/Heidi Vistisen	Department / Unit	ECSA
Date Created	13.09.19	Telephone	-
Appendices Attached	Appendix 1: Learning & Teaching Report 2018/19		
Disclosable under FOISA	Yes		

**EDINBURGH COLLEGE STUDENTS' ASSOCIATION (ECSA) REPORT**

**1. PURPOSE**

To update the Board on the various activities of ECSA for the months of July and August 2019.

**2. BACKGROUND**

The Student President and the Vice President (Welfare) report to each meeting on the Board, to update the Board on progress against ECSA's annual objectives.

**3. DETAIL**

**3.1 Recent Events**

**3.1.1 Full Time Officers for 2019/20**

The three full time officers are officially in office as per 1<sup>st</sup> of July. Carla Ford (President), Seoras Hearton (VP Welfare) and Shannon Young returning (VP Activities). Shortly after taking office, all three officers went to NUS Lead and Change College Officer training which is designed specifically to equip college full time officers with the skills and experience to be successful. It's a two-day training event hosted at West Lothian College and run by the National Union of Students, Scotland.

To build on the Lead and Change training, the three officers also benefit from an ECSA residential training which this year took place in the second week of their term. As in previous year this took place at the University of Stirling. The three officers received tailored training and induction from the Director and on day 2 the rest of the staff team joined to deliver workshops specifically about their areas of work. The staff team remained for the third day of training on broader areas relevant to the activities we deliver. This year was the first time including the staff overnight and in such an elaborate manner but it was very useful - especially to ensure further team building. The result of the residential, as in previous years, is the 2019/20 Priority Objectives which is described in further details separately.

### **3.1.2 'That's Quality!' SPARQS**

ECSA President and Representation & Impact Coordinator attended "That's Quality" residential training, in Dundee which was hosted by SPARQS (Student Partnership in Quality Scotland) in August. The aim of the residential is to provide information and skills for any officers or staff with an education remit. The training specifically focused on quality enhancement and "How Good Is Our College?" framework, whilst looking at why quality matters to students and how to use it to make change. It was useful to hear from other institutions how they are getting on with HGIOC and how they are working in partnership with their institutions to ensure the student voice is heard in self-evaluations.

### **3.1.3 Newly appointed Student Engagement Assistants**

ECSA has once again appointed students to support the full-time officers and provide overall support to ECSA. At the time of writing we are going through the recruitment process with the aim of appointing 2 part time students to be based at Sighthill and Granton. The roles are designed to be flexible and to work around their studies and they will receive full support from ECSA staff.

### **3.1.4 Registration Events**

ECSA delivered a 'Welcome to college' session as part of registration events. This was alongside enrolment and curriculum talks which enabled ECSA to work with colleagues from across the College to welcome students. The welcome talks are always a good opportunity to introduce ECSA and the student officers to ensure the students get off to a good start. During these talks the students are asked to complete our online welcome survey which allows us to gather data about the interests of students. Questions include which societies or sports they would be interested in, which means we can tailor the communication they receive from us to be relevant to their interests.

Additionally, we ask questions related to their travel to be able to further advise on a more sustainable way for them to travel and promoting the travel initiatives run by the Go Green project. We are happy to have spoken to upwards of 5,000 students over the course of the fortnight and thank the College for this opportunity to be part of a welcoming team.

### **3.1.5 NUS Scotland - The Gathering**

The full-time officers as well as the Director attended the NUS Scotland Gathering, which was hosted at Heriot Watt University on 29<sup>th</sup> August. This was another good day with lots of opportunities to network and meet officers and staff from other institutions. The event saw a number of speakers as well as workshops including a keynote address from Richard Lochhead, MSP and Minister for FE, HE and Science. A running theme throughout was mental health support and provisions across the nation as well as sustainability and housing which are all aspects covered in the ECSA 2019/20 Priority Objectives.

### **3.1.9 Freshers' Fairs**

We hosted the annual Freshers' Fairs across all four campuses between 2<sup>nd</sup> and 5<sup>th</sup> of September. This turned out great with 30+ stalls over the 4 days. It had great engagement and enthusiasm from staff and students alike, with an excellent atmosphere on the campuses. This is a great opportunity for us to promote our services to new students and engage with them as well as showcase other opportunities within the college and in their local areas. Check out the ECSA Facebook page for fun pictures of the officers on smoothie bikes and more!

## **3.2 Current & Upcoming Events**

### **3.2.1 Class Rep Recruitment/Training**

Class rep recruitment is currently undergoing with the aim to have reps elected and ready to attend a training session of their choice in the week beginning 23<sup>rd</sup> of September. The recruitment is running

in a similar format to last year where all classes should be shown a video of ECSA President, Carla, explaining the role and importance of Class Reps. The video facilitates the election of class reps, making the process even smoother than previously. Immediately below the video is the rep registration form where the students simply input their own details and sign up to a training event that suits them. The success of class rep recruitment is really down to buy in from lecturing staff and LDTs so we thank all curriculum areas for working with us on this.

For the 4<sup>th</sup> year in a row, we will be concentrating on retention at this crucial time of year for students and highlighting any areas of concern to the College SMT and the Board at the next meeting. We hope that by continuing our evidence-based feedback collection we can continue the excellent partnership with the College to improve student retention and the wider experience.

We recently published the annual Learning & Teaching report which comprises all learning and teaching activity for the previous year (Appendix 1). The report is really useful in terms of benchmarking against previous years and the progress and responses to feedback from students. In the report we identify learning and teaching themes which in turn highlights areas of good practice to include in 'How good is our college'. This report is available in the appendix.

### **3.2.2 Anti-spiking campaign**

ECSA is supporting the work done by the parents of Greg Mackie by raising awareness of dangers of spiking of drinks. There will be posters around campus advertising free spike kits provided in any ECSA office which includes an elastic glass topper to cover a glass from being spiked as well as bottle stoppers. These kits are made by the charity set up by Mandy and Colin Mackie.

Sam, the Advice and Support Coordinator goes to Milton Rd halls of residence every first Saturday of the month with the local church to provide a hot meal as well as an opportunity for a chat and social interaction. This always provides an invaluable opportunity to identify vulnerable students and now be able to highlight spiking dangers directly to students who might be more vulnerable.

### **3.2.3 Low Carbon Travel Project – Go Green!**

In spring 2018, ECSA were delighted to have been awarded funding from the Climate Challenge Fund to run a 2-year project around low carbon travel for students. This project is very much a collaborative project with the College Development Trust and sustainability staff. This project is now into its second year with the funding running out in May.

In their first year the Go Green team engaged 393 student in sustainable travel as well as saving 107.9 tonnes CO2. They were also successful in securing a further £6,810 of 'Paths for All' funding to set up an Edinburgh College Liftshare site. This is now up and running with a site specifically for students and one for staff. More information about liftshare can be found at <https://liftshare.com/uk/community/edinburghcollege>

As they are entering year 2, the Go Green team is hiring another 4 part-time student staff to support their initiative. They will be based on a campus each and support the events and activities which include lunchtime litter pick, cycle training, walking challenges and fuel-efficient driver training. The team provide a breadth of knowledge and are excited at the impact the project is already having on students as well as saving carbon emissions.

## **4. BENEFITS AND OPPORTUNITIES**

A wide range of benefits and opportunities relating to student engagement are outlined in the report.

**5. STRATEGIC IMPLICATIONS**

The Board retains an overview of Students' Association activity in the interests of good governance.

**6. RISK**

Not applicable.

**7. FINANCIAL IMPLICATIONS**

The Board approved the 2019/20 ECSA funding bid in June 2019. The Students' Associations funding for the academic year was subsequently finalised in the College Budget 2019/20

**8. LEGAL IMPLICATIONS**

Not applicable.

**9. WORKFORCE IMPLICATIONS**

Not applicable.

**10. REPUTATIONAL IMPLICATIONS**

Not applicable.

**11. EQUALITIES IMPLICATIONS**

Not applicable.

**CONCLUSIONS/RECOMMENDATIONS**

The Board are asked to NOTE the information provided in the ECSA Report.

# Annual Learning & Teaching Report 2018/19

---

EDINBURGH COLLEGE STUDENTS' ASSOCIATION



## President's introduction

I am proud to present the annual Learning & Teaching report 2018/19 on behalf of ECSA.

By continuing our excellent work with Class Reps and engaging with them at every stage we are giving students every opportunity to have their say on their own learning and we have proved how effective and sector leading we can be.

At ECSA we promote students being experts of their own learning & teaching fostering a sense of ownership in the classroom as well as a sense of belonging & inclusion. We continue to reflect and improve our class rep system and it is going from strength to strength which is clear from the evidence-based and data-driven arguments we can make based on the feedback from class reps across all campuses.

This report details our activities as well as themes from Class Rep Conferences which hopefully will serve useful to teams in understanding the wider concerns for students when it comes to their learning & teaching. The report also offers direct links to 'How Good is Our College?' in order to ensure the student voice is clear in the framework responses.

I am excited to take the reigns as President at a time when there is a great partnership between ECSA and the College and I believe our plans for academic year 2019/20, especially around the Rep Academy is promising to be ground-breaking for learning & teaching as well as representation at Edinburgh College.

Running the Class Rep system is a big undertaking each year and it is only getting better, thanks to your ongoing support. The Class Rep system is helping us all improve the student experience and provide hard evidence to highlight challenges we can prioritise, to help as many students as possible to stay on course and complete.

Thank you,

**Carla Ford**

President 2019/20





## Introduction

Every year ECSA produces a Learning & Teaching report to highlight the outstanding work across the institution and how the work of ECSA fits in. This report accumulates information from the entire year through the structured, data-driven and evidence-based Class Rep Conference reports that are drawn up at the end of each conference.

The purpose of this report is to ensure there's clarity of the good practice within learning and teaching at Edinburgh College as well as notes of the areas in need of improvement. The report is written in a way that will link directly to other Quality and Governance structures, specifically linking to 'How Good is Our College?'

HGIOC provides a structure for evaluation and enhancement which colleges can use to identify what is working well and what needs to improve. It is based on four high level principles;

1. Leadership and quality culture
2. Delivery of learning and services to support learning
3. Outcomes and impact
4. Capacity for improvement

The three first principles are underpinned by a challenge question and quality indicators (12 in total) with 'Capacity for Improvement' being influenced by the responses from the other three principles in unison. The 12 quality indicators form the basis for the Evaluative Report and Enhancement Plan which the college submits to Education Scotland and the Scottish Funding Council.

Throughout this report there will be links and cross-references to the 12 quality indicators where relevant. It is with the intention of supporting the submission of the EREP and ensuring a continuous and evidence-based partnership with the College.

### **ECSA Structure**

Edinburgh College Students' Association is 'Powered by students, Driven by values and Committed to better'. Our values underpin everything we do and why we do it. Our vision is to create a positive, supportive community which enables every student to achieve their potential. This includes our work to ensure the student voice is consulted and listened to, especially in relation to Learning and Teaching.

ECSA is led by 3 elected Full-Time Officers (President, VP Welfare and VP Activities) and they are supported by 4 staff members. The 3 FTOs lead on different areas of work all related to the student experience. The FTOs sit on a number of different College committees and act as the voice of Edinburgh College students. They do this based on data driven and evidence-based arguments derived from feedback and engagement with students.

## Class Reps

The feedback and engagement from Class Reps is a vital part of the representative structure of ECSA and it provides the foundation for much of the partnership work between ECSA and the learning and teaching teams across the college.

Building on and continuing the recognised and excellent course representation structures at Edinburgh College, we have this year elected 501 Class Reps across 259 courses. 172 Class Reps attended a training session run by Student Engagement Assistants, ECSA staff and Full Time Officers. Because the training offers important information on how to get the most out of their time as reps and valuable skills to influence and feed back on learning and teaching, the training was also made available online via Moodle.

### Recruitment

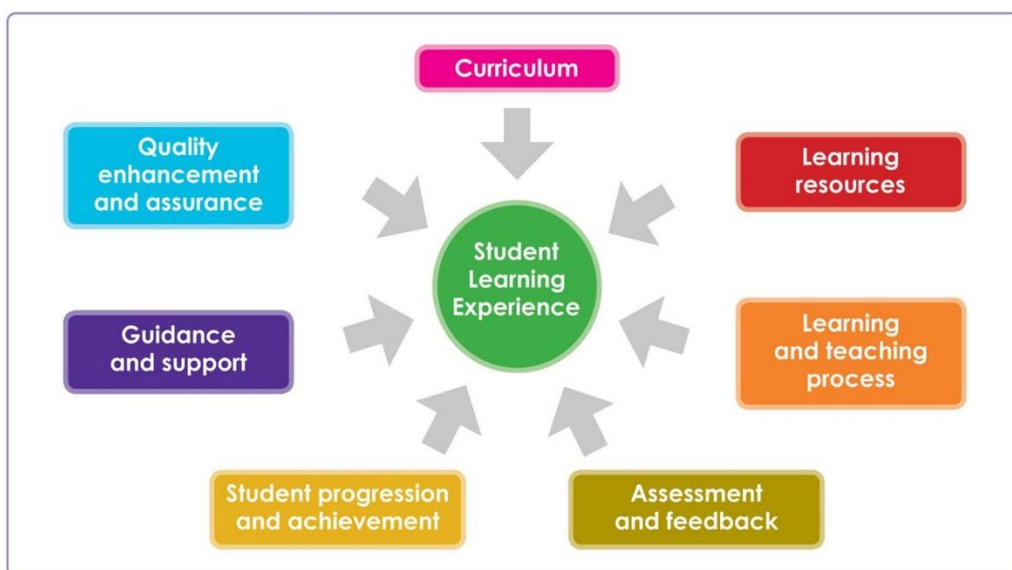
Class Reps are elected through classroom elections after an introduction to the role and responsibilities through the medium of a video. The Class Reps are then registered through our online Civi-CRM system which automatically assigns the students to a training session.

A key component to the Class Rep recruitment success in the last year has been the support from staff and specifically LDTs to ensure the Class Rep elections and registrations happen. In the instances where this has not been the case we have heard of Class Reps missing out on training and conferences. We are keen to continue this success and will put in measures and extra communications to minimise the number of courses where no reps are elected.

### Class Rep training

We ran class rep training sessions over the course of two weeks across all four campuses. The purpose of the training is to equip students with the skills and knowledge to best represent their fellow classmates and appropriately feedback to course teams and ECSA.

The Student Learning experience (developed by sparqs) is used in the rep training to help students break down the often vague idea of the learning experience into practical, bitesize chunks. It means reps can ask their fellow students specific, meaningful questions around each of the areas of the learning experience, allowing student input to be mapped across various headings to ensure it is broad-ranging.



For more information on the Student Learning Experience diagram: <https://bit.ly/2ZxzaSK>

## Class Rep Conferences

This year's Class Rep Conferences followed a similar format to last year with 4 conferences across 4 campuses themed around the different stages of the student lifecycle. This means that from the first conference all the way through the 4<sup>th</sup> conference we were able to gather good quality data that has allowed us to make evidence-based recommendations and analysis to include in this annual Learning & Teaching report.

Each conference provides Class Reps with ECSA news and information relating to their learning and teaching experience as well as a focussed workshop where students discuss with their peers before feeding back in a bigger cohort. This feedback and information is brought together in a themed report analysing any areas for concerns and where there's room for improvement. The reports are distributed directly to Curriculum Managers, Heads of Faculty and Senior Management Team for consideration and comments.

Conference	Theme	Purpose	Output
October	Induction & Retention	<ul style="list-style-type: none"> <li>Why do students drop out</li> <li>Main concerns after the beginning of their course</li> </ul>	<ul style="list-style-type: none"> <li>The '5 Big Issues' for students identified</li> <li>A report covering the induction and retention experiences of students across 4 campuses</li> </ul>
December	Feedback & Self-Evaluation	<ul style="list-style-type: none"> <li>To get feedback on the student learning &amp; teaching experience</li> <li>To engage students in their role in the college self-evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Learning &amp; teaching themes identified across the 4 campuses</li> <li>A report covering all feedback from students in order to use for annual L&amp;T report and influence HGIOC submissions</li> </ul>
February	Belonging & Inclusion	<ul style="list-style-type: none"> <li>To gather feedback on the sense of belonging at Edinburgh College</li> <li>To use that feedback to influence any further campaigns and activities to benefit belonging and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Thematic feedback based on the rating of sense of belonging</li> <li>A detailed report exploring any potential barriers to participating and feeling included at college</li> </ul>
April	Success & Progression	<ul style="list-style-type: none"> <li>To use feedback to share best practice and provide evidence for improvement</li> <li>To evaluate the experiences of Class Reps</li> </ul>	<ul style="list-style-type: none"> <li>A report with good practice and areas for improvement covering all campuses and forms of progression</li> <li>Feedback to improve the Class Rep experience and expand it to facilitate the aspects Class Reps would like to see such as more social opportunities.</li> </ul>

## How does this relate to HGIOC?

Quality Indicator	ECSA activity
<b>1.1 Governance and leadership of change</b>	<ul style="list-style-type: none"> <li>• Class Rep system generally supports this Quality Indicator specifically in terms of reports to senior committees and statistics of student engagement.</li> </ul>
<b>1.4 Evaluation leading to improvement</b>	<ul style="list-style-type: none"> <li>• Learning &amp; Teaching reports presented to working groups and committees</li> <li>• Feedback and actions coming out of recommendations from Class Rep thematic feedback lead to improvement</li> <li>• Class Reps prepared to engage in Self-Evaluation processes through focussed workshops</li> </ul>
<b>2.2 Curriculum</b>	<ul style="list-style-type: none"> <li>• Thematic feedback from 2<sup>nd</sup> Conference about the learning experience highlighting courses that were rated excellent were more likely to include learners in curriculum planning</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Class Rep Conference reports</li> </ul>
<b>2.5 Transitions</b>	<ul style="list-style-type: none"> <li>• Class Rep Conference report on Success &amp; Progression</li> </ul>
<b>3.1 Wellbeing, equality and inclusion</b>	<ul style="list-style-type: none"> <li>• Class Rep Conference report on Belonging &amp; Inclusion</li> </ul>

## Learning & Teaching themes

### Course organisation

A big concern for students in the first and second conference was around course organisation and that is to mean: timetabling, room changes, cancelled classes, 'assessment bunching' and lack of consistent communication of absent lecturers. Feedback has shown that many class reps feel this has tarnished their initial experience at Edinburgh College with it likely to impact on their overall satisfaction of their time at college.

**80% of respondents** at the 2<sup>nd</sup> class rep conference rated their course as Good or Excellent with the key takeaway across the board that students enjoy their courses and their learning is excellent, and staff are knowledgeable experts within the subject they teach in. It was clear that Class reps were more likely to rate their course as excellent in cases where they mentioned good levels of course organisation. Examples of good practice included:

- 'Course descriptors and schedules of work that are easy to follow' as well as the use of assessment timetables handed out at the beginning of the year to reduce 'assessment bunching'
- Well-structured lesson plans
- Clear use of Moodle for the uploading of learning resources in a timely manner for revision purposes
- A well populated Moodle with lots of different resources and clarity on how to use this
- Consistent communication with students regarding cancellations and changes to timetables and rooms

Students who felt any of the areas were not being delivered on, were far more likely to mark their course as 'Average' or worse, regardless of quality of teaching or their enjoyment of the subject area. Solutions suggested by class reps for areas for development included:

- Better planning for the first month of courses - making sure timetables are correct and rooms are adequate as well as courses being suitably staffed to cover all modules
- Course planning assignments together - avoiding 'assessment bunching'
- Moodle standards to ensure students receive the resources they need

### Belonging & Inclusion

84% of respondents said they have an overall 'Good' or 'Excellent' **sense of belonging** at Edinburgh College, however it was clear from the class rep conference workshops that the majority of students feel a sense of belonging to their course rather than the college specifically.

Courses that included opportunities for students to interact socially or through study trips received much more positive feedback from students. Seeing peers being a highly rated factor in sense of belonging proves the significance of facilitating social activities and potentially integrating these into the classroom through group work, projects or trips.

A pattern through all ratings students mentioned a need for more integration across courses and classes within departments with similar topics to foster collaboration and a sense of belonging. Specifically, in courses with 'A' and 'B' groups, students mentioned they would like the opportunity to have study groups involving the wider cohorts.

We asked students if they identify as a student or as a member of their local community with a slightly surprising result. 69% of respondents said they identify as a member of the local community over being a student which indicates that being a student at Edinburgh College is only part of what occupies students. This will in turn mean their priorities and ways of engaging with the college and ECSA will be different and we need to be able to adapt to this.

While facilities and workspace aren't directly linked to learning & teaching it has a major impact on the environment students are learning in as well as how comfortable they are.

Feedback around facilities and workspace has generally been less than positive throughout this year. A significant portion of class reps from all campuses raised similar experiences at class rep conferences in terms of timetable and class room issues. These were experiences that were identified as having a negative impact on their first few weeks of term. Some of the concerns identified included:

- **Timetables** not being available on Moodle for first day of classes
- Rooms being changed and not amended on Moodle, leading to confusion or missing classes which might in turn impact on funding
- **Classes being cancelled or postponed** in the first few weeks with little to no warning given to students travelling into campus specifically or sometimes only for those classes
- Classes being assigned rooms which were either **too small** for the number of students, or did not have the equipment needed for the class, resulting in several room changes, and lost teaching time

Although some of these issues were rectified within the first couple of weeks, many rumbled on throughout September and October. When asked, the vast majority of Class Reps said that at least one of their classes had been cancelled in the first month of terms. This was especially frustrating for students who had caring responsibilities, or long and/or expensive journeys to travel into College, only to be informed their class was cancelled when they got to campus.

Many students (especially at Granton campus) felt it is a confusing campus to find your way around, especially as a new student in the first few weeks of term and when rooms were changed at short notice. Class Reps highlighted many classrooms not being large enough to hold full classes, as well reports of classrooms with broken tables and chairs and a lack of blackboard/presenting facilities. Access to adequate IT resources for classrooms and studying has also come through strongly as an issue on all campuses which includes but isn't limited to access to specific programmes necessary to complete some courses, but it also covers general IT access in study areas.

Outside the classroom, Class Reps also discussed the lack of social spaces on campuses to relax between classes. This came up alongside lack of study areas as it became apparent libraries have become social spaces on most campuses due to the lack of alternatives, impacting on those who wanted to use the library to study or as a quiet space.

It's vital to make the distinction between the lack of social and study areas, because they are both important for a diverse and thriving student cohort and to encourage belonging and inclusion which in turn leads to increased student satisfaction.

Potential solutions identified:

- Maps for students - helping students find their way around campuses in the first few weeks of term. This could be a physical printout or on an app/mobile friendly website
- More social spaces available that are separate to study spaces

At the 1<sup>st</sup> Class Rep Conference of every academic year we have asked students for their top 5 concerns. This year these 'Big 5 Issues' were:

- Funding
- Transport
- Course organisation
- Mental health
- Facilities and workspace

The vast majority of Class Reps felt the enrolment & induction processes had been a positive experience and a 'simple' process with some going as far as to say the transition had been 'seamless'. It was great to see feedback from previous years taken on board as many spoke of their experience of 'ice breakers' in their first classes. Unfortunately, this has resulted in some students being asked to do ice breaking activities for the better part of two weeks in different classes which highlights some improvement needed to create balance and coordination between course staff in general.

We asked class reps to identify if there had been any issues which has made them or students consider dropping out of college. There was a variety of answers to this but the majority included some form of answers around funding, travel, course-related stress & anxiety and transition & support for learning.

Concerns about funding and the cost of being a student was frequently mentioned by class reps, especially for students who have childcaring responsibilities and therefore likely to already be receiving some form of state benefits which can be a confusing and, often, difficult transition potentially leading to gaps in funding.

There are several issues within travel which can lead to a student considering leaving their course. For example, travel bursaries are provided on the basis of the cheapest form of travel, which is usually the bus. At Midlothian campus there is a train station at the bottom of the car park while the bus stop is 15 minute walk up the road and the student will be funded to take the bus. Making decisions on a daily basis for students on what sort of transport they can afford can be challenging and put additional stress on students, especially those with caring responsibilities, jobs etc.

The concept of 'Learning how to learn' was discussed in several groups and class reps across all campuses highlighted students falling behind or dropping out due to not adapting well to the way in which they were learning on their course. This also relates to the identification of stress felt around 'assessment bunching' - where several modules required assessments in the same week or even day as each other.

Some of the suggested solutions from class reps in terms of challenges from induction & retention included:

- Student ID Cards to be printed earlier - perhaps this could be done at induction/Welcome events for quicker access to travel discounts
- Focus on Mental Health Support from Day 1 - continue to advise students proactively about mental health issues that might have an effect on studying - this could cover previous students' experiences as well as support available
- More detailed guides and support available for student parents & carers applying for bursaries and childcare funding to ensure no gaps or uncertainty

## Rep Academy

In the next academic year (2019/20) we will be launching the Rep Academy. The purpose of the Rep Academy is to generate a new level of student representatives with the skills and experience to effectively represent students at an institutional level.

As part of the Academy, ECSA will run tailored workshops to develop the base rep skills of the Class Reps to develop 'Lead Reps' who will be able to represent students at an institutional level but also lead on and be involved with department-wide initiatives such as setting up study groups. Every rep in the Rep Academy will be linked to a Mentor who will work with them to develop specific skills and gain insight into areas of interest as well as support to develop future aspirations.

As a pilot, Rep Academy members will benefit from the Widening Education Achievement Record (WEAR), where ECSA will supply reps with a transcript of their involvement and activities throughout the year to use as evidence in applications and personal statements.

Running the Rep Academy relates to HGIOC quality indicators as listed below and it will aid ECSA in succession planning and result in well trained and engaged reps across Edinburgh College.

Quality Indicator	ECSA activity
1.2 Leadership of learning and teaching	<ul style="list-style-type: none"><li>• '<i>Learners leading learning</i>'</li><li>• Training and facilitating an extra level of representation to encourage learners to leading on their own learning</li></ul>
2.5 Transitions	<ul style="list-style-type: none"><li>• Empowering students to use their Widening Education Achievement Record when transitioning into other education and/or employment</li></ul>

## ECSA-llence Awards

The well-loved tradition of the ECSA-llence Awards continued this year for the fourth year in a row, but in a slightly different format. The ECSA-llence Awards recognises excellent learning and teaching with students across the institution nominating their lecturers, LDTs, learning resources staff and class reps across 5 categories.

A student-led panel had the pleasure of reading through all the wonderful nominations and the hard job of shortlisting and choosing winners. Unfortunately due to ongoing strike action it was not feasible to host our usual awards event, so we decided to do things slightly different, with great success.

**The winners across all 5 categories were:**

Innovation in the Classroom award - Billie Walker from Social Sciences

Feedback Award - Pete Smith from Social Sciences

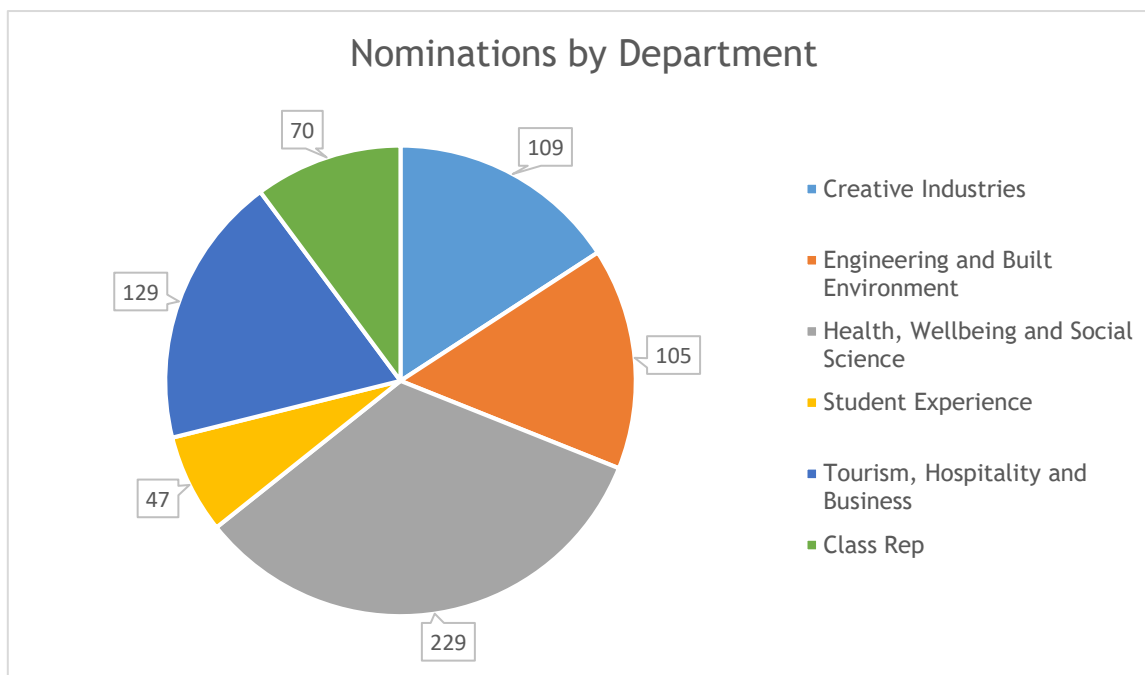
Guiding Hand Award - Kara Tait, Learning Development Tutor

Outstanding Lecturer of the Year - Ellie Bell-Thomson from Art & Design

Class Rep of the Year - Sophia Paschall

We followed the President around the campuses presenting the winners with their awards and certificates resulting in a brilliant and heart-warming video which is available on our website. All staff nominated have also received a certificate with their nomination to highlight their good practice as well as a pin badge for their lanyard as a small token of appreciation.





Quality Indicator	ECSA activity
1.4 Evaluation leading to improvement	<ul style="list-style-type: none"> <li>Relevant data from ECSA-llence awards shared with nominees as well as Quality Enhancement team to use it for good practice sharing and improvement</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>Sharing initiatives students rate highly and nominate on the basis of will encourage other staff to evaluate and influence their teaching approaches</li> </ul>

## Looking to 2019/20

2018/19 has been a busy year with a lot of Learning & Teaching Activity and as always it is a pleasure to be able to represent the views of thousands of students. The standard of reporting and providing feedback wouldn't be at the level it is however without constant reflection and evaluation of what we do well and what needs improved.

Class Reps generally enjoyed their time as reps with 81% rating their time 'Good' or 'Excellent' with those who rated it lower mentioning lack of socialising opportunities as well as not feeling involved in their course team meetings. In response, we are introducing a Class Rep social/networking session per semester as well as encouraging CMs and CLs to involve their Class Reps in meetings and projects.

As mentioned above we will be launching the Rep Academy to create another level of representation as well as further opportunities for Class Reps. As any other year we will work with departments across the College to ensure students feel are involved and engaged in their learning and teaching. We welcome any feedback on areas we should be focusing on or initiatives that might benefit from involvement from more students.

We always strive to be better and we are looking forward to 2019/20 and working even closer with learning & teaching staff as well as Quality Enhancement to ensure continuous improvement of the whole student experience at Edinburgh College.



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Seoras Hearton		
Author/Contact	Al Wilson	Department / Unit	ECSA
Date Created	13.09.18	Telephone	-
Appendices Attached	<i>Appendix 1: Priority Objectives 2019/20</i>		
Disclosable under FOISA	Yes.		

## **EDINBURGH COLLEGE STUDENTS' ASSOCIATION - PRIORITY OBJECTIVES 2017/18**

### **1. PURPOSE**

In May 2017, the Board considered and endorsed the first ECSA Strategic Plan 2017-20. With the first full year complete, the Students' Association have created new Priority Objectives for 2019/20, linking the manifesto aims of the newly elected Full-Time Officers (FTOs) back to that plan. The Objectives are based around our 'Pillars of Action' identified in the Strategic Plan and aim to further enhance the student experience at the college.

### **2. BACKGROUND**

In 2016, ECSA created its first ever set of priority objectives shaped around the portfolios of the new FTOs. Now in our 4<sup>th</sup> year of this model, the Students' Association are continuing to develop how we create and manage our annual priority objectives by theming them around the 'Pillars of Action' identified within our Strategic Plan.

The Strategic Plan was written and agreed in May 2017 and will guide ECSA's strategic aims up to 2019-20 academic year.

### **3. DETAIL**

The ECSA Priority Objectives for 2019/20 can be viewed in Appendix 1.

### **4. BENEFITS AND OPPORTUNITIES**

A wide range of benefits and opportunities relating to student engagement are outlined in the report.

### **5. STRATEGIC IMPLICATIONS**

The Board retains an overview of Students' Association activity in the interests of good governance.

### **6. RISK**

Not applicable.

**7. FINANCIAL IMPLICATIONS**

The Board approved the 2019/29 ECSA funding bid in May 2019. The Students' Associations funding for the academic year was subsequently finalised in the College Budget 2019/20.

**8. LEGAL IMPLICATIONS**

Not applicable.

**9. WORKFORCE IMPLICATIONS**

Not applicable.

**10. REPUTATIONAL IMPLICATIONS**

Not applicable.

**11. EQUALITIES IMPLICATIONS**

Not applicable.

**CONCLUSIONS/RECOMMENDATIONS**

The Board are asked to NOTE the ECSA Priority Objectives 2019/20, and CONSIDER the key measures outlined within Appendix 1.



# Priority Objectives 2019-20

---

## Background

In 2016, ECSA created our first ever set of Priority Objectives shaped around the portfolios of the new Full-Time Officer (FTOs). Since then, we have further developed how we create and manage our annual Priority Objectives by theming them around the 'Pillars of Action' identified within our Strategic Plan. This plan was written and agreed in May 2017 and guides our strategic aims for the academic years up to and including 2019-20. The Pillars of Action are:

**Education** | **Activities** | **Support** | **Equality**

In the last 3 iterations of this document, Education has dominated our Priority Objectives, cementing the student voice through our award winning Class Rep system. This year, we continue to focus on this core area of work, and further develop it through our new "Rep Academy" and by focussing on the engagement on specific issues such as Sustainability in the curriculum.

There is also a greater focus around Equality and Support than ever before with more than half of our objectives falling within these 2 areas. We hope to build on the work we have developed over the past few years around tackling and supporting mental health to provide opportunities for more students to help each other on a peer-to-peer basis. We will be specifically looking at how more men can support each other in terms of their mental health as well as combatting social isolation through social activities on and off campus.

Finally, we will be helping students to help themselves by giving them the knowledge and support to deal with managing their own personal finances and accommodation - most importantly, knowing their rights when dealing with landlords.

Each Priority Objective has a lead Officer and all will be supported by the full-time staff team in the Association, but, given the scale at which we work (20,000+ students) and the size of the organisation we run (3 FTOs and 4 staff), all FTOs and staff will inevitably be involved in every priority area to some degree. It is also important to note that this is by no means the entirety of our activities planned for the forthcoming year - these are merely our priorities.

We will provide updates to the Board at each meeting on progress and deliver a report on our achievements against our measures at the end of the academic year 2019-20. We hope you can see from this paper how these priorities can further support the ongoing development of the College as a whole and, most specifically, providing positive experiences for all students at Edinburgh College.

2019-20 is another exciting year in the development of the Students' Association as we begin to write our 2<sup>nd</sup> Strategic Plan to guide our ambitions for the coming years.

---

Powered by students | Driven by values | Committed to better



# Priority Objectives 2019-20

---



- Education
- Activities
- Support
- Equality



# Priority Objectives 2019-20

EDUCATION	<i>To establish a 'Rep Academy' system in order to generate a new level of student representatives with the skills and experience to effectively represent students at an institutional level</i>	Lead Officer President
Actions	Targets/Measurements	Date
Work with senior management to establish a new Student Partnership Agreement detailing how the Rep Academy fits with existing structures	<ul style="list-style-type: none"> <li>• Old SPA reviewed</li> <li>• New SPA written and signed off by ECSA and Senior Management team</li> </ul>	September 2019
Recruit Class Reps to be part of the Rep Academy by highlighting benefits and opportunities to be involved.	<ul style="list-style-type: none"> <li>• Include Rep Academy in Class Rep recruitment video</li> <li>• Set up page on website to register interest in Rep Academy</li> <li>• Take register of interest at Class Rep training</li> <li>• At least 8 Class Reps recruited to the Rep Academy</li> </ul>	October 2019
Establish a Rep Academy training programme with workshops on every campus	<ul style="list-style-type: none"> <li>• At least 2 workshops planned on each campus</li> <li>• Rooms booked in advance</li> <li>• Evaluate success and impact of workshop after each session</li> </ul>	September 2019
Host initial Rep Academy meeting	<ul style="list-style-type: none"> <li>• Set out what Rep Academy is</li> <li>• Support Reps to set out goals for their involvement in the Academy</li> <li>• Enrol all Reps into the WEAR pilot scheme - show them how to log activities to be included on their achievement record</li> </ul>	October 2019
Pair Reps with a 'mentor' from the Senior Management Team or relevant curriculum area ensuring both Reps and mentors understand the purpose and expectation of the 'link'	<ul style="list-style-type: none"> <li>• Every Rep linked to a mentor</li> <li>• Initial contact sets out expectations and purpose link</li> <li>• Mentoring priorities set out between mentor and rep</li> </ul>	October 2019
Deliver Rep Academy workshops	<ul style="list-style-type: none"> <li>• At least 2 workshops delivered on each campus</li> <li>• All Rep Academy reps to have attended at least one workshop</li> </ul>	March 2020



# Priority Objectives 2019-20

---

Regular meetings set up between Reps and Mentors	<ul style="list-style-type: none"> <li>At least 3 meetings established for each rep</li> </ul>	May 2020
End of year catch up with reps to review the success of the Rep Academy and the impact.	<ul style="list-style-type: none"> <li>ECSA to meet with Reps to discuss their experience evaluating the progress towards their goals</li> <li>End of year survey</li> <li>Register interest of students continuing next academic year</li> </ul>	June 2020
Report on the success of the project and recommendations for next year	<ul style="list-style-type: none"> <li>Report written and presented to relevant College Committees. At least 1 Academy Rep involved in the presentation</li> <li>Include case studies of Reps involved</li> </ul>	June 2020
Pilot the Widening Education Achievement Record project with Rep Academy members	<ul style="list-style-type: none"> <li>All reps to receive a transcript of their activities</li> <li>Review pilot with reps to evaluate if suitable for all Class Reps in 2020-21</li> </ul>	June 2020





# Priority Objectives 2019-20

---

EQUALITY		<i>To continue the creation of a Family Friendly Campus across Edinburgh College through the introduction and continuation of the Student Parent &amp; Carers Working Group alongside support and activities for Student Parents &amp; Carers</i>	Lead Officer President
Actions	Targets/Measurements	Date	
Continue the Student Parent & Carers Working Group	<ul style="list-style-type: none"> <li>4 meetings a year</li> <li>Engagement from stakeholders across the college</li> </ul>	June 2020	
Family Friendly Campus Policy	<ul style="list-style-type: none"> <li>Accepted at relevant College committees</li> </ul>	January 2020	
Re-launch the online Student Parents group as a society	<ul style="list-style-type: none"> <li>Add new students to the group as identified through Registration events</li> <li>Have 100 members</li> </ul>	October 2019	
Ensure the Student Parent Group is a safe space to have access to information and support needed.	<ul style="list-style-type: none"> <li>Follow an online content plan</li> <li>Recruit students to moderate the page to ensure sustainability</li> </ul>	January 2020	
Ensure the Student Parent Group offers activities and support to parents and carers across the college.	<ul style="list-style-type: none"> <li>Host a child friendly activity per semester</li> <li>Work with external organisations to sponsor external trips/days outs</li> </ul>	May 2020	
Reviewing the feeding and rest rooms on all campuses to ensure they stay fit for purpose and relevant to those using them.	<ul style="list-style-type: none"> <li>Survey users of rooms</li> <li>Work with facilities to ensure the rooms are kept tidy</li> </ul>	January 2020	
Work with the College to ensure progress is made on data collection for incoming students on their caring statuses	<ul style="list-style-type: none"> <li>Track progress through the Student Parents Working Group</li> </ul>	June 2020	
Using Welcome Week survey data to determine what student parents would like to see and how to be supported	<ul style="list-style-type: none"> <li>Share results with Student Parent Group to agree on priorities</li> </ul>	October 2019	

---

Powered by students | Driven by values | Committed to better



# Priority Objectives 2019-20

---

Work in partnership with Student Services to ensure when they identify student parents or carers they are referred to ECSA or added to the online group.	<ul style="list-style-type: none"><li>• Include partnership in Student Partnership Agreement</li><li>• Provide information and links to use in referrals</li></ul>	October 2019
Include a page for Student Parents & Carers on the ECSA website	<ul style="list-style-type: none"><li>• Consult the online Student Parent Group on the content they would like to see on the site</li><li>• Using Google Analytics to track footfall on the website - we should see 500 hits</li></ul>	June 2020
Facilitate a clothing swap with items such as children's clothing and items working in conjunction with other ECSA Clothing Swaps	<ul style="list-style-type: none"><li>• Children's Clothing swap on at least 2 campuses in semester 2</li></ul>	June 2020



# Priority Objectives 2019-20

SUPPORT	<i>To implement a 'Men's Support Network' for Edinburgh College students, to improve mental health, wellbeing and overall learning experience.</i>	Lead Officer President
Actions	Targets/Measurements	Date
Establish links with existing charities that support men with mental health and wellbeing	<ul style="list-style-type: none"> <li>Review current links and contacts</li> <li>Contact relevant charities</li> <li>Meet with charities to discuss how best to support men students</li> </ul>	August 2019
Identify target groups of particularly vulnerable men, for example 16-19 years old, parents, LGBT, Halls students.	<ul style="list-style-type: none"> <li>Gather data from welcome week surveys and Freshers' Week</li> <li>Identify common areas of interest in target groups, for activity based support</li> </ul>	September 2019
Establish links with Curriculum in order to promote the new network	<ul style="list-style-type: none"> <li>Speak to CMs and HOFs</li> <li>Establish at least 1 link with a curriculum area per campus</li> </ul>	September 2019
Create online men's support space for student	<ul style="list-style-type: none"> <li>Create Facebook group</li> <li>Advertise group by social media/posters/email/information stall</li> </ul>	October 2019
Pilot Men's Support Groups	<ul style="list-style-type: none"> <li>Advertise group/drop-ins</li> <li>Run 1 per campus</li> <li>At least ten attendees at each group</li> </ul>	October 2019
Create a page on the ECSA website with a range of male-specific support services to refer students to	<ul style="list-style-type: none"> <li>Webpage is created</li> <li>Suggestions collated from support staff</li> <li>Webpage promoted via social media, e-mail and internal staff comms</li> </ul>	November 2019
Awareness Campaign for target groups linking to charities and support (Student parents, LGBT Students, Halls Students, etc.)	<ul style="list-style-type: none"> <li>Printed publicity on every campus</li> <li>Social Media Campaign delivered</li> <li>Targeted e-mails to specific student groups</li> </ul>	December/January 2020
Facilitate 2 monthly support groups	<ul style="list-style-type: none"> <li>1 for 16-19 year olds and 1 for over 20 plus</li> </ul>	Semester Two



# Priority Objectives 2019-20

---

	<ul style="list-style-type: none"><li>• one per campus</li><li>• 10 students in attendance at each meeting</li></ul>	
Review the project and identify improvements for the future	<ul style="list-style-type: none"><li>• Survey open to all students with at least 100 responses</li><li>• Attendance numbers throughout the project</li><li>• Feedback from attendees of meetings</li></ul>	April/May 2020
Report on findings and make recommendations for the following year	<ul style="list-style-type: none"><li>• Written report complete with recommendations presented to relevant College Committee(s)</li></ul>	June 2019



# Priority Objectives 2019-20

EDUCATION		<i>To work with interested students and staff members to ensure that sustainability and the United Nations Sustainable Development Goals (UNSDGs) are embedded in curriculum areas so that students are getting the skills and knowledge they need to live in a world affected by climate change.</i>	Lead Officer President
Actions	Targets/Measurements	Date	
Review the current Sustainability in the Curriculum Strategy to identify what is currently being implemented	<ul style="list-style-type: none"> <li>Meet with relevant SMT member(s)</li> <li>Identify which areas of the strategy are and are not currently implemented</li> </ul>	August 2019	
Identify members of staff who are interested in being “sustainability champions” to help review and deliver class sessions	<ul style="list-style-type: none"> <li>Curriculum Managers pass message to their staff</li> <li>6 staff members to work with students on this project are identified</li> </ul>	August 2019	
Establish what is being done to work towards the SDG accord in the College, and liaise with the member of staff who reports on this	<ul style="list-style-type: none"> <li>Meet with this member(s) of staff once identified</li> </ul>	August 2019	
Find a group of students interested in reviewing how/whether sustainability is currently embedded within their curriculum	<ul style="list-style-type: none"> <li>Opportunity is advertised (through LDTs; class rep conference; posters; social media)</li> <li>6 students become involved in offering feedback on their courses in relation to sustainability</li> </ul>	October 2019	
Run a session with these students about how to audit the presence of sustainability in their curriculum	<ul style="list-style-type: none"> <li>Have 6 students (ideally from different subject areas) to take part in workshop</li> </ul>	November 2019	
Develop examples of learning resources that can be distributed to members of staff	<ul style="list-style-type: none"> <li>Meet with staff ‘sustainability champions’ to get their feedback on learning resources</li> <li>6 unique lesson plans are created</li> </ul>	December 2019	



# Priority Objectives 2019-20

---

Run pilot lessons using the learning resources that have been developed	<ul style="list-style-type: none"> <li>• Aim to run session in 6 classes / with 50 students</li> <li>• Collect feedback on broader college sustainability at the end of these sessions</li> <li>• Gather feedback from students and staff members to inform the future development of lesson plans and to assess impact</li> </ul>	January 2020
Meeting with staff 'sustainability champions' and involved students to review work done so far	<ul style="list-style-type: none"> <li>• List of ideas of what the college can be doing for sustainability</li> <li>• Aspects of workshops that do/don't work well are identified</li> </ul>	March 2020
Write report to: summarise the year's activities; set out examples within the college to kickstart embedding of sustainability in curricula; and demonstrate the impact that this can have on student learning	<ul style="list-style-type: none"> <li>• Report is written and shared with College senior management / academic council</li> <li>• College pledges to adopt findings of the report</li> </ul>	June 2020



# Priority Objectives 2019-20

ACTIVITIES	<i>Reducing social isolation through the creation of opportunities in shared interests for students across the College</i>	Lead Officer VP Welfare
Actions	Targets/Measurements	Date
Plan a range of opportunities for the upcoming year to be promoted during Freshers' Week	<ul style="list-style-type: none"> <li>At least 5 groups planned with a different focused interest for each</li> <li>Opportunities to participate on every campus</li> </ul>	August 2019
Update Registration Week survey to reflect new opportunities and assess interest from new students	<ul style="list-style-type: none"> <li>At least 2000 students surveyed</li> <li>At least 50 responses showing interest in each new opportunity</li> </ul>	August 2019
Set up online group to create communication between students	<ul style="list-style-type: none"> <li>An online group created for each opportunity</li> <li>At least 25 students joining each group</li> </ul>	September 2019
Create a sustainable timetable for running multiple meetups and activities on a weekly basis	<ul style="list-style-type: none"> <li>Weekly timetable created to fit around the groups that require it the most</li> <li>Timetable printed and promoted to both students and staff on each campus</li> </ul>	September 2019
Ensure active communication between students both during events and through online groups	<ul style="list-style-type: none"> <li>Conversations being held online at least twice a week</li> <li>Students returning multiple times to events</li> <li>Have at least 3 content topics planned for each of the groups</li> </ul>	October 2019
Evaluate the opportunities through the student members who have participated in the events	<ul style="list-style-type: none"> <li>Create a feedback survey on the ECSA website</li> <li>Survey sent to all active members</li> <li>At least 30 responses received</li> </ul>	October 2019
Maintaining engagement of existing members and boosting membership of groups throughout the year	<ul style="list-style-type: none"> <li>Promote activities at the beginning of the second semester</li> <li>Increase overall group membership by 20% for second semester</li> </ul>	April 2020



# Priority Objectives 2019-20

---

Create a survey to review the success of the opportunities in helping combat social isolation	<ul style="list-style-type: none"><li>• Create a feedback survey on the ECSA website</li><li>• Survey sent to all active members</li><li>• At least 30 responses received</li><li>• Overall positive responses to combatting social isolation from members</li><li>• Report back to College on impact in end of year report</li></ul>	June 2020
---	---	-----------





# Priority Objectives 2019-20

EQUALITY		Lead Officer
<i>Increasing awareness and support for issues stemming from body image, promoting positive attitudes toward personal body image and supporting students facing body image issues.</i>		VP Welfare
Actions	Targets/Measurements	Date
Identify key mental health and body image organisations and contact them for information and interest in supporting the campaign	<ul style="list-style-type: none"> <li>List of all relevant organisations created</li> <li>All relevant people contacted</li> <li>At least 1 organisation signed up to support the campaign for each campus</li> </ul>	August 2019
Create a timeline for all wellbeing events taking place during the year to promote the campaign and invite participants	<ul style="list-style-type: none"> <li>A complete timeline</li> <li>All necessary locations booked</li> <li>Participants made aware of dates and locations</li> </ul>	September 2019
Create an online resource on body image for students and staff to use	<ul style="list-style-type: none"> <li>Webpage created</li> <li>Multiple sections covering different aspects of body image</li> <li>Ensure there are contacts for organisations for students seeking help</li> <li>Promote webpages via social media and internal staff Comms</li> </ul>	October 2019
Create and distribute publicity promoting positive body image and raising awareness of body image issues	<ul style="list-style-type: none"> <li>Posters and flyers created</li> <li>Multiple posters across each campus location (in high traffic areas)</li> <li>Flyers in each ECSA office and in Student Support reception areas</li> </ul>	October 2019
Create case studies on students and their experiences with body image to help others understand and seek support if it relates to them	<ul style="list-style-type: none"> <li>At least 3 students interviewed</li> <li>Videos online recorded and produced</li> <li>Videos uploaded to ECSA website and promoted via social media and internal staff comms</li> <li>At least 500 views in total</li> </ul>	December 2019



# Priority Objectives 2019-20

---

Plan campaign handover to help future FTO's with continuing the campaign	<ul style="list-style-type: none"><li>• Data presented in easy to understand format</li></ul>	February 2019
--	---	---------------



# Priority Objectives 2019-20

SUPPORT		<i>Build relationships with relevant organisations working towards raising awareness of student tenant rights and housing rights in general in order to support student living security</i>	Lead Officer VP Welfare
Actions	Targets/Measurements	Date	
Identify key housing rights organisations and contact them for information and interest in supporting the campaign	<ul style="list-style-type: none"> <li>List of all relevant organisations created</li> <li>All relevant people contacted</li> <li>At least 1 organisation signed up to support the campaign for each campus</li> </ul>	September 2019	
Update housing info and the wellbeing hub on the ECSA website	<ul style="list-style-type: none"> <li>All relevant sections updated or added</li> <li>Ensure info includes housing rights, halls, social housing and homelessness</li> </ul>	September 2019	
Survey students on their housing situation and experiences	<ul style="list-style-type: none"> <li>Survey created on ECSA website</li> <li>At least 400 students responding to the survey</li> <li>At least 3 students agreed to participate in a case study of their experiences</li> </ul>	October 2019	
Create and run information stalls on housing rights across the college	<ul style="list-style-type: none"> <li>Stalls organised for each campus</li> <li>ECSA stall supported by volunteers to engage students</li> </ul>	October 2019	
Create drop-in events with key organisations both on campus and in halls	<ul style="list-style-type: none"> <li>At least 1 organisation signed up for each campus</li> <li>Run a drop-in event in halls</li> </ul>	October 2019 February 2020	
Review the success of the campaign	<ul style="list-style-type: none"> <li>Survey created to assess campaign</li> <li>Results show the campaign created a positive impact</li> </ul>	May 2020	
Plan campaign handover to help future FTO's with continuing the campaign	<ul style="list-style-type: none"> <li>Data presented in easy to understand format</li> </ul>	June 2020	



# Priority Objectives 2019-20

SUPPORT		<i>Work with relevant organisations to help provide information and training to improve students' financial literacy skills in order to alleviate mental health stressors and improve retention rates.</i>	Lead Officer VP Activities
Actions	Targets/Measurements	Date	
Conduct research into student finances to identify the main issues students are facing	<ul style="list-style-type: none"> <li>Identify top 5 financial issues facing students</li> </ul>	August 2019	
Evaluate what support and financial knowledge is already available for students at Edinburgh College	<ul style="list-style-type: none"> <li>Speak to relevant College staff to research what is already available and identify any gaps in service/support</li> <li>Analyse exit data for students leaving college on grounds of financial issues to work to proactively work to retain students</li> </ul>	August 2019	
Establish contact with relevant organisations such as charities/banks about running workshops or events on campus	<ul style="list-style-type: none"> <li>20 organisations contacted</li> </ul>	September 2019	
Form online support group for students to help each other with personal financial management	<ul style="list-style-type: none"> <li>Group will have at least 100 members</li> <li>Group will have at least 10 members regularly participate in activities</li> </ul>	September 2019	
Create online content of student-generated hints and tips on personal finances	<ul style="list-style-type: none"> <li>Webpage created</li> <li>At least 10 students submitting hints and tips</li> </ul>	October 2019	
Liaise with relevant staff to identify classes where financial literacy workshops would be helpful	<ul style="list-style-type: none"> <li>All LDTs and CMs contacted</li> <li>Organise times to go into classes</li> </ul>	October 2019	
Develop classroom resources and activities	<ul style="list-style-type: none"> <li>Resources on website for lecturers or LDTs to use</li> <li>Activity packs or stalls created</li> </ul>	November 2019	



# Priority Objectives 2019-20

---

Financial assistance page created on ECSA website including student-generated hints & tips	<ul style="list-style-type: none"> <li>• Webpages created</li> <li>• Promoted on Social media and internal staff comms</li> <li>• At least 10 students submitting hints and tips</li> <li>• 500 hits on page tracked through Google Analytics</li> </ul>	December 2019
Run classroom workshops in partnership with relevant staff and external organisations	<ul style="list-style-type: none"> <li>• Deliver at least 8 financial literacy workshops in class time throughout the academic year</li> <li>• 80% of attendees rated workshops as helpful/supportive</li> </ul>	May 2020
Run “money challenges” to reframe the way students interact with their finances	<ul style="list-style-type: none"> <li>• Run at least 2 challenges such as a spending ban for a month</li> <li>• Create engaging group chat for challenge participants</li> <li>• Include a prize for participants</li> <li>• 10 participants in challenge</li> </ul>	June 2020



# Priority Objectives 2019-20

ACTIVITIES	<i>To build on previous society successes developing a format for sustainable societies in order to increase belonging and inclusion for students on campus and beyond</i>		Lead Officer VP Activities
Actions	Targets/Measurements	Date	
Re-establish partnership with the College Sports department in order to provide more opportunities for students to participate in sport	<ul style="list-style-type: none"> <li>• Agree on areas of common interest</li> <li>• Meet regularly to update on member engagement</li> <li>• Ensure all opportunities are promoted by both partners</li> <li>• Work to identify which sports are viable to run for students</li> <li>• At least 5 sports made available to students</li> </ul>	September 2019	
Review and report on good practice of establishing and running societies across other institutions and students' associations	<ul style="list-style-type: none"> <li>• Contact other College Students' Associations to:               <ul style="list-style-type: none"> <li>○ Establish how many societies they have</li> <li>○ See how they ensure sustainability</li> </ul> </li> <li>• Share report with other institutions in Scotland</li> </ul>	October 2019	
Review existing ECSA society structures and publish simple process to explain to students	<ul style="list-style-type: none"> <li>• Review completed</li> <li>• Process written up and published on website</li> <li>• Promote via social media</li> </ul>	November 2019	
Work with relevant staff to promote societies directly to students	<ul style="list-style-type: none"> <li>• Work with LDTs and Lecturers to ensure they know what opportunities are available on their campus</li> <li>• Work with marketing to ensure all societies information is up to date across College materials</li> <li>• Include timetable and contacts for societies in internal staff Comms</li> </ul>	November 2019	
Review and improve how ECSA promotes and highlights benefits of societies	<ul style="list-style-type: none"> <li>• Gather quotes from previous or current society members</li> <li>• At least 10 student quotes collated</li> <li>• Quotes used to help publicise societies on website, printed publicity and social media</li> </ul>	December 2019	



# Priority Objectives 2019-20

---

Ensure all students can access societies by establishing a fund for students to apply for money to travel to a society activity or similar that is not taking place on their usual campus	<ul style="list-style-type: none"><li>• Identify budget</li><li>• Agree conditions of eligibility</li><li>• Support 20 students attend an activity</li></ul>	January 2020
Create a toolkit to use in the future for setting up sustainable societies	<ul style="list-style-type: none"><li>• Include forms to set up societies</li><li>• Details of good practice</li><li>• List important contacts and organisations</li></ul>	June 2020



# Priority Objectives 2019-20

ACTIVITIES		Lead Officer
<i>Work with students to generate a range of video-content to engage students about the work of the Students' Association in order to increase a sense of belonging and understanding of the Students' Association</i>		VP Activities
Actions:	Targets/Measurement:	Date:
Ensure all video makers have the support needed to create quality and consistent content	<ul style="list-style-type: none"> <li>All staff/officers attend video training</li> <li>All staff and officers feel confident they can support and create video content and edit using relevant software</li> </ul>	September 2019
A content plan for videos, created and reviewed monthly, focused on student interests as identified through focus groups and registration week data	<ul style="list-style-type: none"> <li>Content plan created</li> <li>Plan reviewed monthly</li> <li>Monthly engagement target: 500 views</li> <li>Ongoing increase in video engagement through the year</li> </ul>	September 2019 June 2020
Adopt an action-research approach to content creation - adapting different video styles to see which has best engagement	<ul style="list-style-type: none"> <li>Use Google Analytics to analyse different levels of engagement from different video styles, and produce</li> <li>Engage with students to check what content they are enjoying and what they would like to see</li> </ul>	October 2019
Create content in advance where appropriate to maintain consistent uploads	<ul style="list-style-type: none"> <li>Review yearly cycle to pre-empt activities and content available</li> <li>5 videos created in advance</li> </ul>	September 2019 January 2020 June 2020
Ensure the videos are easy to access and engage with through the use of subtitles	<ul style="list-style-type: none"> <li>All videos submitted will have subtitles</li> <li>Uploaded in a variety of locations</li> </ul>	June 2020
Build on levels of engagement throughout the year to create a channel students want to engage with	<ul style="list-style-type: none"> <li>2000 views a month</li> <li>20 engagements a month</li> </ul>	Review in January 2020



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Jonny Pearson		
Author/Contact	Jonny Pearson	Department / Unit	Executive
Date Created	12.09.19	Telephone	-
Appendices Attached			
Disclosable under FOISA	No		

## **RECRUITMENT, RETENTION & CREDITS UPDATE**

### **1. PURPOSE**

This paper aims to provide the Board with an updated overview of the College's performance against its 2018/19 activity target and to provide an update on the progress of enrolment for AY 2019/20

### **2. BACKGROUND**

For academic year 2018/19 the Edinburgh College activity target was 187,969 credits. This is comprised of:

Core Credits	ESF Credits	Total Credits
186,612	1,357	187,969

As in previous years, the college is required to achieve its core credits (186,612) before we are able to claim the 1,357 ESF credits.

In addition to this, as part of the Scottish Government Early Years 1140 hours commitment, SFC have given us a target of achieving 6,639 Early Years credits (at specified SCQF Levels) as part of the 186,612 core.

Our final credit position for AY 2018/19 is 188,326 credits (58,958 HE Credits and 1,934 ESF credits tagged 577 over = £173K and 7,231 Early Years credits)<sup>1</sup>.

This means that we have, as planned and agreed with SFC, exceeded our activity target for the third successive year.

<sup>1</sup> Confirmation of the final credit position of the College remains subject to an SFC FES Audit.

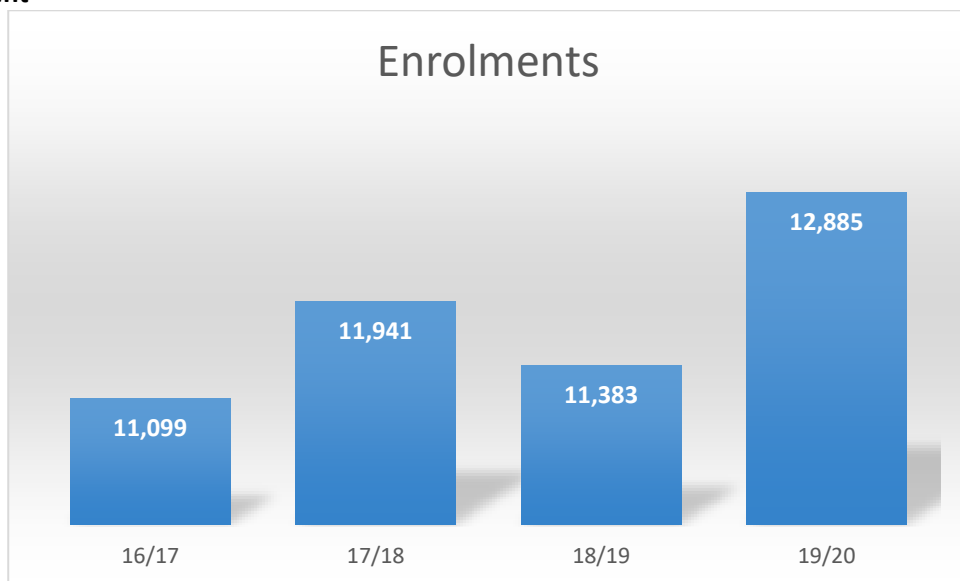
**3. DETAIL**  
**AY 2019 / 20 Activity Target**

Core Credits	ESF Credits	Total Credits
186,612	1,335	187,947

Our 2019/20 Activity Target shows a decrease of 22 ESF credits but still includes the 6,639 Early Years credits (at specified SCQF Levels) as part of the 186,612 core.

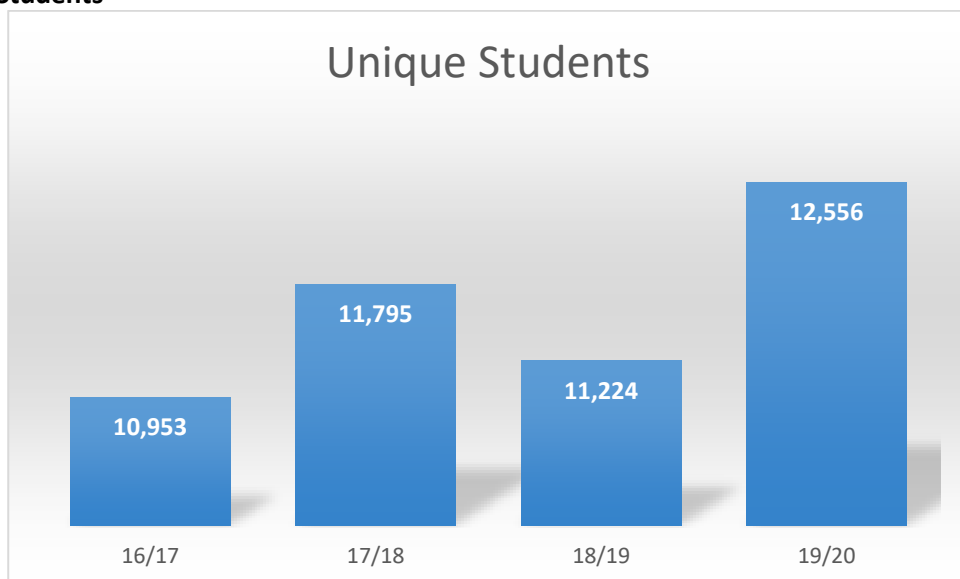
The following tables show a September 11<sup>th</sup> (year on year) enrolment comparison for the past four academic years. Please note, academic year 2016/17 has been included as this is the first full year of recruitment using EC 'new' recruitment process.

**Enrolment**



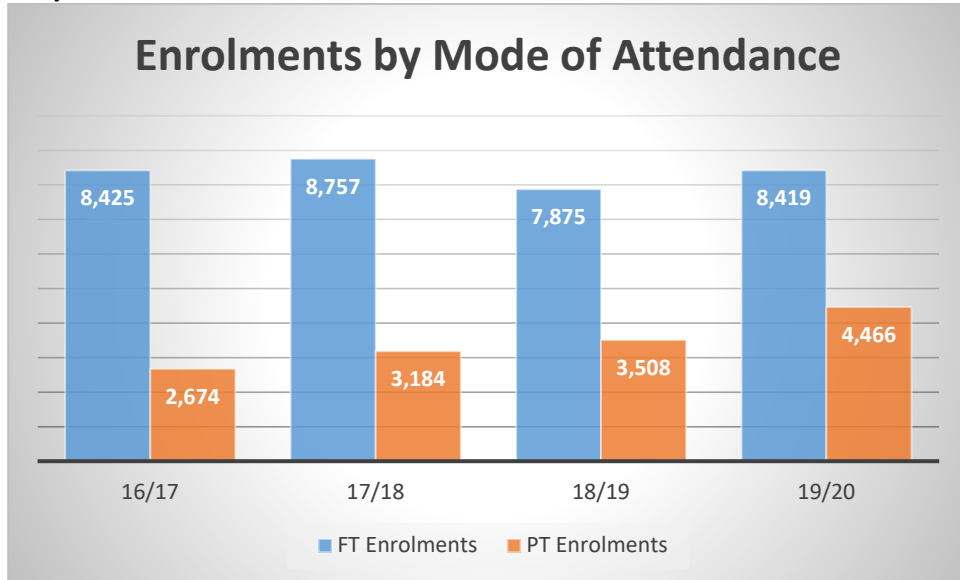
This table shows an increase of 1,786 enrolments (or 16%) over the four-year period.

**Unique Students**



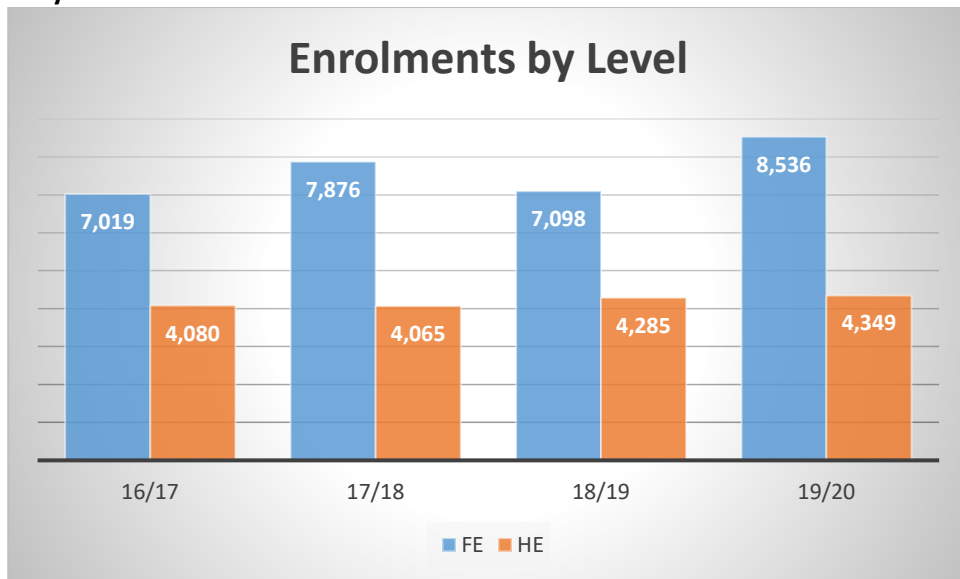
This table shows an increase of 1,603 unique students (or 15%) over the four-year period.

### Enrolment by Mode of Attendance



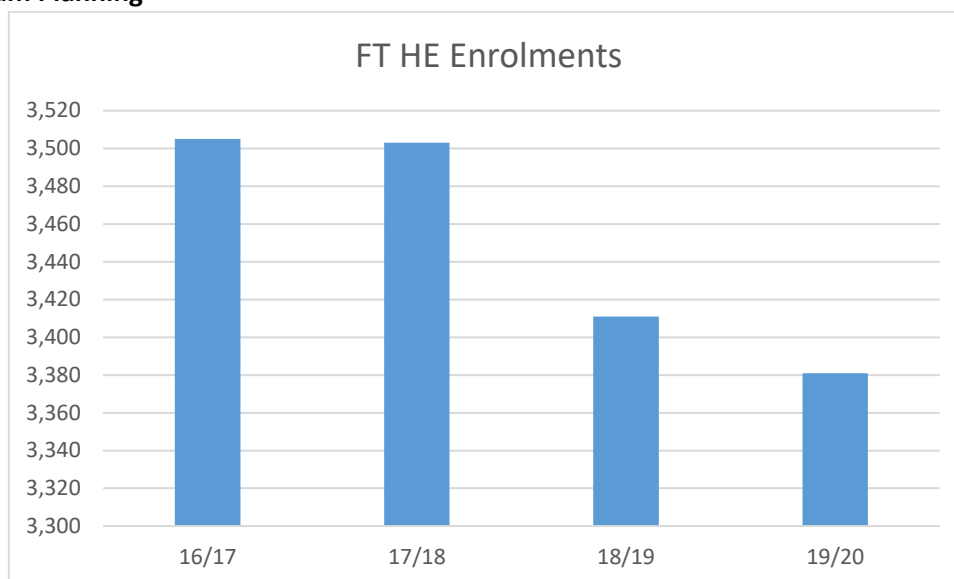
This table shows no major change in the number of full-time enrolments, but an increase of 1,792 part-time enrolments (or 67%) over the four-year period.

### Enrolment by Level



This table shows that our FE provision has remained the predominant level of study over the four-year period varying from 62% - 66% of enrolments.

## Curriculum Planning



This table shows a trend in decreasing numbers of full-time HE students - a drop of 124 (or 4%) over the four-year period. This is as a direct result of the SG Widening Access programme in Scottish Universities. Issues are replicated across the FE sector in Scotland, but at Edinburgh College we have examples of:

- More school leavers going directly to University from local schools;
- Students enrolling on HN programmes at Edinburgh College then 'poached' by local universities lowering their entrance requirements in August /September [*Nine members of one HNC Care and Administration Practice students left for Napier w/c 09.09.19*];
- HND Year 1 students levelling out e.g. finishing after Year 1 with an HNC and articulating into Year 2 of a relevant degree programme. This makes our Year 2 HND classes too small to run [*e.g. this has happened in Engineering*];
- The credits are not a problem as we are recruiting more FT FE students and these students generate 3 more credits per student. However, there is an issue in the subsequent shortfall in SAAS funding that fewer FT HE students causes:
  - Heads of faculty plan to counter this with cheaper modes of delivery which also generate a higher fee e.g. SVQ and MA contracts.

#### 4. BENEFITS AND OPPORTUNITIES

By evaluating last year's retention figures we have implemented changes designed to further improve our PI's for 2019/20. Constant analysis of comparative data has enabled us to make proactive changes to the curriculum (e.g. replacing poor recruiting programmes with additional occurrences of more popular provision and assess the effects of early withdrawal on student numbers).

The decreasing number of full-time HE students has led to changes in curriculum planning and significant work on workforce development such as the proposed introduction of an SVQ Development role.

#### 5. STRATEGIC IMPLICATIONS

The Board is responsible for the financial sustainability of the College. It is Good practice for the Board to monitor all areas of performance that can impact on the College's viability.

**6. RISK**

At the most recent Risk Management meeting it was agreed that the risk description should be updated to include attainment and progression and the scores updated accordingly.

**7. FINANCIAL IMPLICATIONS**

Bodies fundable by the SFC are required by the Financial Memorandum to deliver their outcome agreement. Failure to achieve targets agreed with the SFC may result in financial clawback.

**8. LEGAL IMPLICATIONS**

Not applicable.

**9. WORKFORCE IMPLICATIONS**

We need to review modes of delivery and maximise both staff and the estate.

**10. REPUTATIONAL IMPLICATIONS**

Achieving this level of continued growth improves our reputation and helps both Scottish Government and SFC have confidence in the direction of travel of Edinburgh College.

**11. EQUALITIES IMPLICATIONS**

Not applicable.

**CONCLUSIONS/RECOMMENDATIONS**

The Board are asked to NOTE the information provided by the Vice Principal Education & Skills.



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Alan Williamson		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	12.09.19	Telephone	-
Appendices Attached	<i>Appendix 1: Management Accounts to July 2019 (with commentary)</i>		
Disclosable under FOISA	Yes.		

## **MANAGEMENT ACCOUNTS TO JULY 2019**

- 1. PURPOSE**  
To provide the Board of Management with an update on the financial performance of the college.
- 2. BACKGROUND**  
The Board are asked to review the management accounts at each meeting, in order to assess the college's current financial position.
- 3. DETAIL**  
Contained within Appendix 1.
- 4. BENEFITS AND OPPORTUNITIES**  
The Board is responsible for the financial sustainability of the college, and it is considered good practice to monitor all areas of performance that can impact on the college's viability.
- 5. STRATEGIC IMPLICATIONS**  
Content inherent within strategic objectives.
- 6. RISK**  
Content assists monitoring college's financial performance.
- 7. FINANCIAL IMPLICATIONS**  
Inherent within content.
- 8. LEGAL IMPLICATIONS**  
Some content may cover legal issues.
- 9. WORKFORCE IMPLICATIONS**  
Some content may cover workforce issues.

**10. REPUTATIONAL IMPLICATIONS**

None.

**11. EQUALITIES IMPLICATIONS**

None.

**CONCLUSIONS/RECOMMENDATIONS**

The Board are asked to DISCUSS and NOTE the Management Accounts to July 2019.



**BOARD OF MANAGEMENT  
24 SEPTEMBER 2019  
PAPER H**



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Alan Williamson		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	12.09.19	Telephone	-
Appendices Attached	<i>Appendix 1: Management Accounts to July 2019 (with commentary)</i>		
Disclosable under FOISA	Yes.		

**MANAGEMENT ACCOUNTS TO JULY 2019**

- 1. PURPOSE**  
To provide the Board of Management with an update on the financial performance of the college.
- 2. BACKGROUND**  
The Board are asked to review the management accounts at each meeting, in order to assess the college's current financial position.
- 3. DETAIL**  
Contained within Appendix 1.
- 4. BENEFITS AND OPPORTUNITIES**  
The Board is responsible for the financial sustainability of the college, and it is considered good practice to monitor all areas of performance that can impact on the college's viability.
- 5. STRATEGIC IMPLICATIONS**  
Content inherent within strategic objectives.
- 6. RISK**  
Content assists monitoring college's financial performance.
- 7. FINANCIAL IMPLICATIONS**  
Inherent within content.
- 8. LEGAL IMPLICATIONS**  
Some content may cover legal issues.
- 9. WORKFORCE IMPLICATIONS**  
Some content may cover workforce issues.

**10. REPUTATIONAL IMPLICATIONS**

None.

**11. EQUALITIES IMPLICATIONS**

None.

**CONCLUSIONS/RECOMMENDATIONS**

The Board are asked to DISCUSS and NOTE the Management Accounts to July 2019.



**FINANCIAL REPORT**  
**12 MONTHS TO 31 JULY 2019**

**CONTENTS**

Report from Chief Operating Officer

1. Executive Summary
2. Credit Activity
3. Income Analysis
4. Expenditure Analysis
5. Staff Cost Analysis
6. Trading Departments
7. Cash-flow
8. SFC Reporting
9. Balance Sheet
10. Key Performance Data

**Appendices:**

1. Income and Expenditure Account Summary and Detail.
2. Balance Sheet
3. Cash-flow

**DISTRIBUTION**

Executive Team  
Board of Management P&R Committee  
Senior Management Group

The following report provides an update on the financial position of Edinburgh College at 31<sup>st</sup> July 2019

## 1. EXECUTIVE SUMMARY

### Credit Activity

1.1 The College has achieved (subject to final audit) its 2018/19 credit targets, with actual credits achieved to date (as at 20<sup>th</sup> August) being **188,309**, which represents an over-achievement of 341 credits.

### 1.2 Underlying Operating Result

	<u>Full</u> <u>Year</u> <u>Actuals</u> <u>2017/18</u>	<u>Annual</u> <u>Budget</u> <u>2018/19</u>	<u>Full</u> <u>Year</u> <u>Actuals</u> <u>2018/19</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
As per SFC Measurement basis			
<b>I&amp;E Operating Position (pre SSAP24 Enhanced Pension Provision Charge but including SFC Grant Repayment of £0.5m)</b>	<b>(69)</b>	-	<b>(1,430)</b>
<b>Add:</b>			
Depreciation and (gain) / loss on disposal of assets net of deferred capital grant release	2,060	2,024	2,555
Exceptional Item - SFC Grant Repayment	-	500	500
<b>Deduct:</b>			
Revenue funding allocated to loan repayments	1,452	1,130	1,119
<b>Underlying operating result</b>	<b>539</b>	<b>1,394</b>	<b>506</b>

Note: The College's underlying operating position is a key measure introduced by the SFC following recommendation by Audit Scotland. It excludes non-cash items included in the income and expenditure account (pension, depreciation and (gain) / loss on disposal of assets net of deferred capital grant release), the repayment of the SFC Grant funding as well as capital loan and Lennartz repayments (not included in the income and expenditure account) and exceptional items.

### 1.3 Income and Expenditure

	<u>Annual</u> <u>Budget</u> <u>2018/19</u>	<u>Full</u> <u>Year</u> <u>Actuals</u> <u>2018/19</u>	<u>Full</u> <u>Year</u> <u>Variance</u>	<u>Full Year</u> <u>Actuals</u> <u>2017/18</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Funding Council Grants	46,953	47,670	717	46,799
SFC Grant Repayment	(500)	(500)	-	-
Tuition Fees and Commercial & Other Income	16,930	16,021	(909)	15,498
Deferred Income	2,931	3,495	564	3,272
Exceptional Support Grants	-	-	-	576
<b>Total Income</b>	<b>66,314</b>	<b>66,686</b>	<b>372</b>	<b>66,145</b>
Staff Costs	46,355	46,384	(29)	44,903
Other Costs	15,004	15,682	(677)	15,402
Depreciation and (Gain) / Loss on Disposal of Assets	4,955	5,552	(597)	5,332
July 2018 Additional Revaluation Depreciation	-	498	(498)	-
Exceptional Support Costs	-	-	-	576
<b>Total Expenditure</b>	<b>66,314</b>	<b>68,116</b>	<b>(1,801)</b>	<b>66,213</b>
<b>Operating Surplus / (Deficit) (pre SSAP24 and pension revaluation adjustments)</b>	<b>-</b>	<b>(1,430)</b>	<b>(1,430)</b>	<b>(69)</b>

- 1.4 The operating deficit to July (including grant repayment of £0.5m to the SFC but excluding a SSAP24 enhanced pension provision cost of £0.3m (2017/18: £0.04m), which will be included within the College's annual accounts) shows a deficit of £1.4m and an underlying operating surplus of £506k (refer to paragraph 1.2). In comparison to last month's forecast deficit position of £1.427m, there is a net adverse movement of £2k, which is made up as follows:

	<u>£k - Fav /</u> <u>(Adv)</u>
Staffing (accruals of additional hours claims and payawards)	(81)
Lower net VAT	79
	<u>(2)</u>

The adverse I&E difference of £1,430k, compared to the full year budget (para 1.3), comprises the following:

	<u>£k - Fav /</u> <u>(Adv)</u>
<b>Cash</b>	
Staff costs - for the reasons outlined below (para 5.1)	(29)
Granton Halls of Residence - following a review of occupancy levels.	(220)
Net effect of Tuition Fees (ex WEACTION - para 3.3)	(279)
Nursery trading position shortfall	(151)
WEACTION contract shortfall (para 3.4)	(169)
Current year Catering shortfall after outsource (para 6.2)	(172)
Examination and registration fee efficiencies	108
Other	20
<b>Total affecting cash</b>	<u>(892)</u>
<b>Non-cash</b>	
Depreciation - following the year-end revaluation of fixed assets (£498k) and a net loss on disposal of assets (£40k)	(538)
	<u>(1,430)</u>

- 1.5 The cost of living increase for support staff has added £0.6m to the paybill in 2018/19 (the same amount will affect 2019/20). A cost of living increase has also been agreed with lecturing staff at £0.4m in 2018/19 (£0.2m higher than previously expected) and £1.1m in 2019/20.

The 2018/19 out-turn includes both cost of living increases funded by the College, which have been largely offset by the favourable movements in vacancy churn and unfilled vacant posts. Savings / additional income will be required to meet these recurring pay costs in 2019/20.

- 1.6 An increased STSS employer pension contribution rate is due to commence on 1<sup>st</sup> September 2019. The rate will increase from 17.2% to 23%. The annual cost of the increase in future years will be about £1.3m, which the SFC have recently confirmed will be fully funded for the period from 1 Sept 2019 to 31 March 2020. The SFC have asked Colleges to forecast on the basis that the increase will also be fully covered from April 2020 onwards (although we await final confirmation).

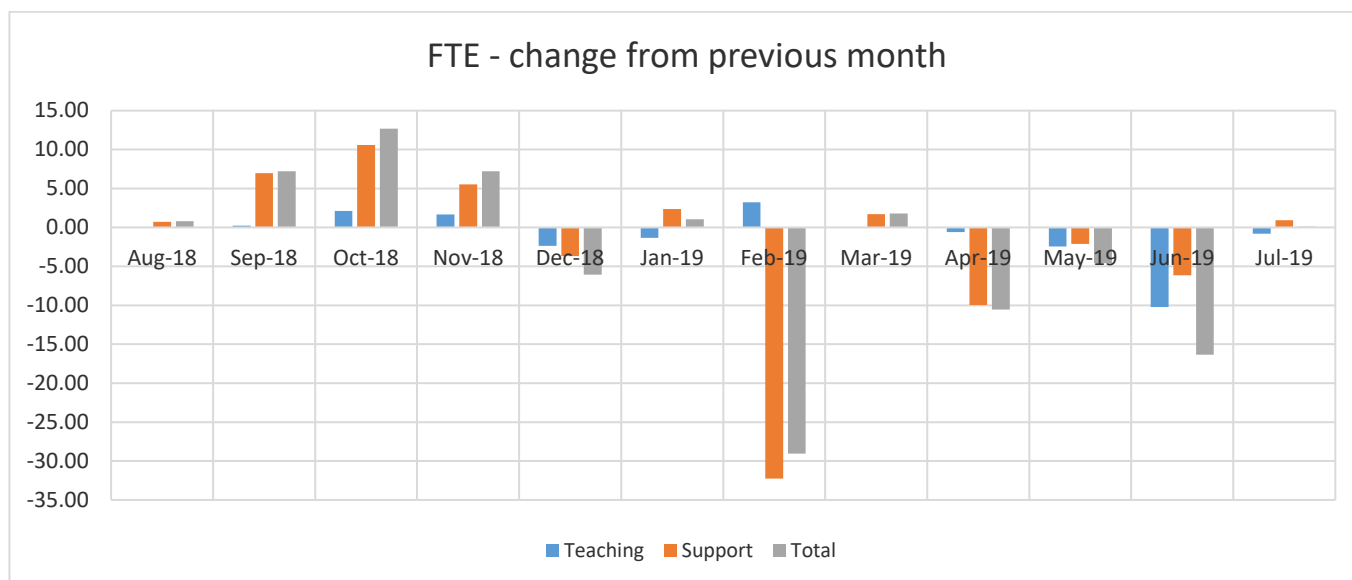
- 1.7 All figures exclude the effects of the actuarial pension revaluation, the annual leave provision movements, and granton accommodation provision which will not be available until after 31<sup>st</sup> July 2019.

- 1.8 **Staff (Full Time Equivalent)**

FTE	31/07/18	31/07/19	Other movement	VS reduction (phase 4 scheme)	31/07/18
Teaching	488.2	477.8	(10.4)	-	488.2
Support	559.8	534.5	(24.3)	(1.0)	559.8
	1,048.0	1,012.3	(34.7)	(1.0)	1,048.0

Staff numbers have increased by 0.12 FTE during July, with an increase of 0.92 FTE within Support functions and a reduction of 0.8 FTE within academic areas.

FTE Staff movements by month are shown below:



### 1.9 Cash

Opening cash	Year-end cash	Comments
01/08/2018	31/07/2019	Higher (by £0.136m) than previous month's forecast owing to lower net Student Support fund outflows. See section 7 for detail.
£'m.	£'m.	
0.9	0.9	

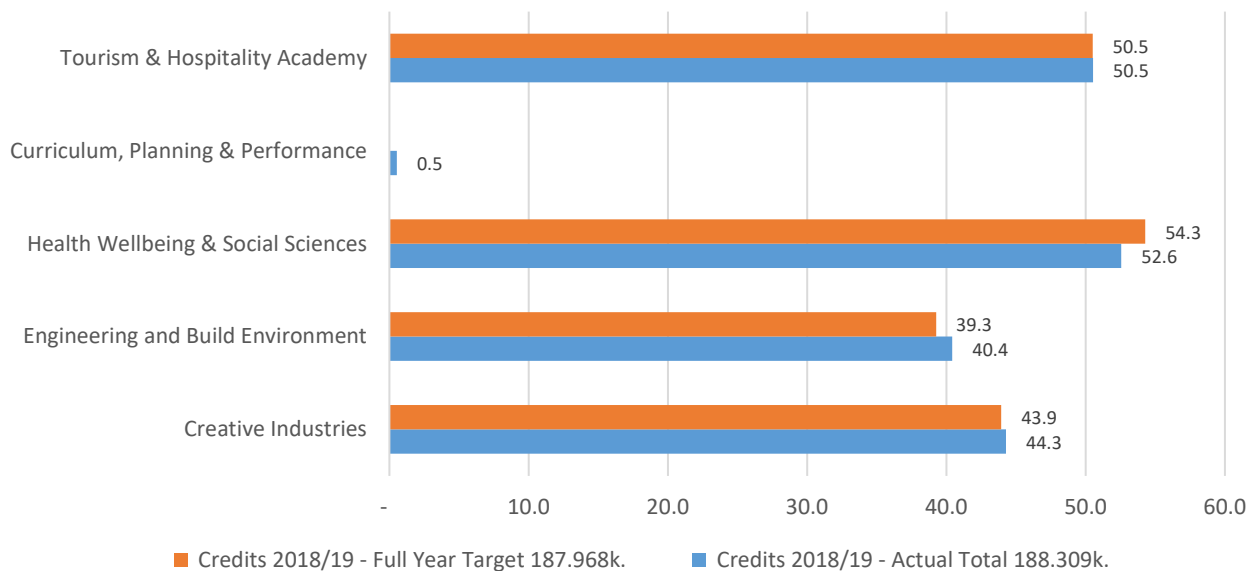
### 1.10 Capital Expenditure

Opening Fixed Assets	Additions YTD	Depreciation	Closing Fixed Assets	Comments
01/08/2018	31/07/2019	31/07/2019	31/07/2019	Includes high priority backlog maintenance works. See section 9.3 for details.
£'m.	£'m.	£'m	£'m.	
162.6	3.2	(6.1)	159.7	

## 2. CREDIT AND STUDENT ACTIVITY

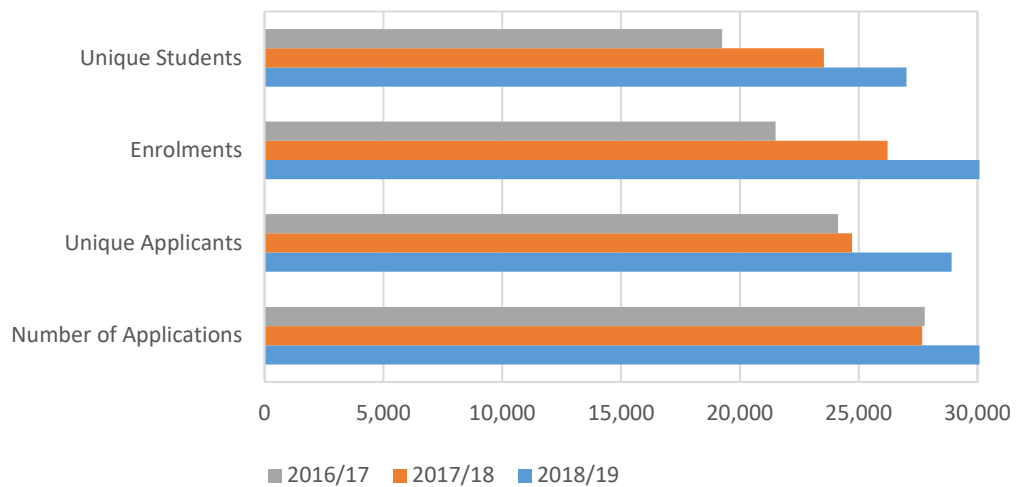
- 2.1 The SFC set Edinburgh College's total credit target for 2018/19 at **187,968** credits (comprising core activity of 186,612 credits and ESF of 1,356 credits, with the latter figure contingent upon 54,340 HE level credits being achieved in the year (these have been achieved)). The College has achieved **188,309 credits** at 20<sup>th</sup> August 2019 (subject to year-end audit).
- 2.2 Full time student numbers for the year were lower than the previous year but were partially offset by an increase in part time students.
- 2.3 The "Credits by Department" table (below) shows a comparison of faculty performance for the year against full year targets.

## Credits by Department 2018/19



2.4 The following table shows a comparison of Applications, Enrolments and Unique Student numbers over the years 2016/17 to 2018/19 (to date).

## Applications, Enrolments & Student Numbers @ 20th August 2019



### 3. INCOME ANALYSIS

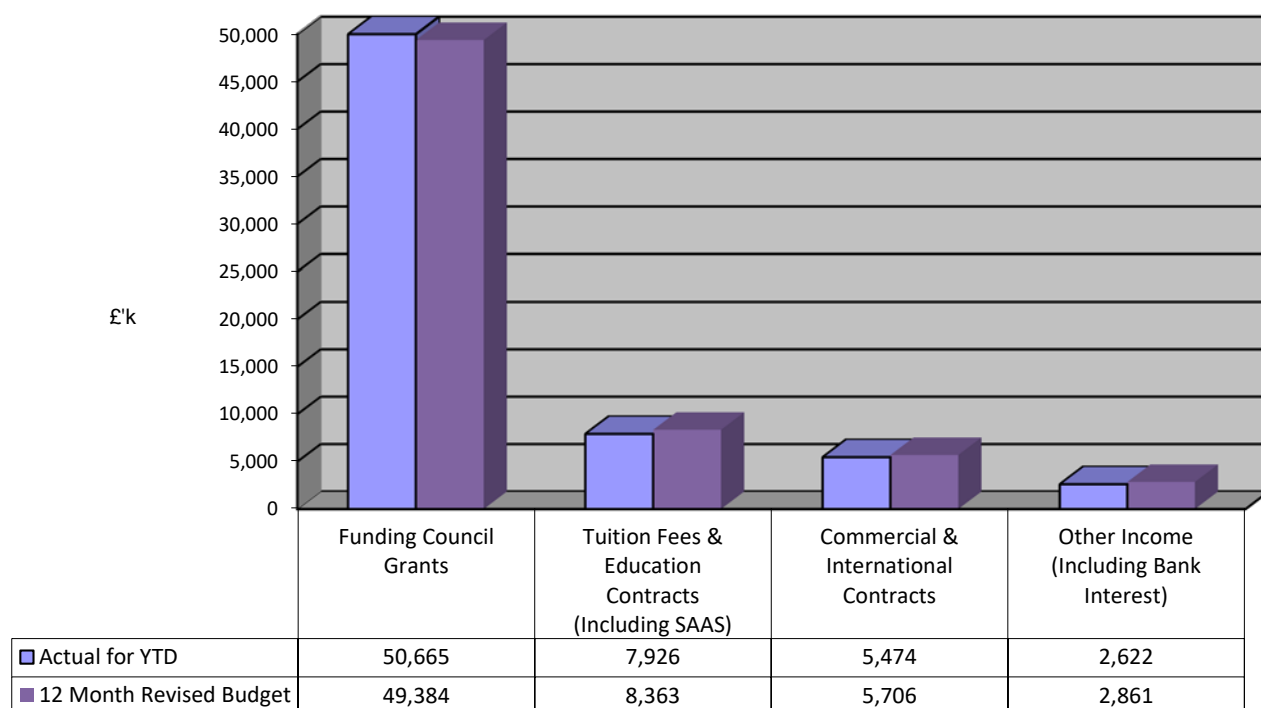


For the future you want

#### Income Expanded Account Detail for the 12 Months to 31st July 2019

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s
<b>INCOME</b>						
Funding Council Grants	49,384	49,384	49,384	50,665	1,281	50,071
Tuition Fees & Education Contracts	8,694	8,363	8,363	7,926	(438)	8,523
Commercial & International	5,706	5,706	5,706	5,474	(232)	3,940
Other Income	3,532	2,856	2,856	2,609	(247)	3,012
Endowment & Investment	5	5	5	13	8	20
Exceptional Support Grants						576
<b>TOTAL INCOME</b>	<b>67,320</b>	<b>66,314</b>	<b>66,314</b>	<b>66,686</b>	<b>372</b>	<b>66,145</b>

#### Income Analysis - Year to date (Incorporating 12 Month Budget)



- 3.1 Total income for the year is £66.7m, which is £0.4m higher than full year budget.
- 3.2 Total SFC grant income (excluding deferred capital releases but including the effects of a budgeted grant repayment of £0.5m to the SFC) settled the year at £47.2m, following the achievement of our SFC credit targets, and is ahead of expectations by £0.2m due to an additional release of capital formula grants to fund corresponding non-capitalised small projects works.
- 3.3 Net tuition fees (primarily SAAS, FE/HE students, associated degrees and part time self-payers), excluding WEACT and managing agents, settled the year £0.4m below budget. However, on a positive note, managing agents activity finished the year £0.1m higher than budget, due to improved performance within CITB and Opito contracts.
- 3.4 The starting WEACT income budget of £1.1m was based upon securing a new contract after March 2019. However, our tender was unsuccessful, and all final claims have been processed, leaving a net full year deficit position of £0.2m.



3.5 Commercial and international income finished the year at £5.5m, which is £0.2m below budget and slightly lower than forecast. Within commercial activities (excluding the FWDF programme), there were positive performances against budget within our gym facilities (+£53k) and from SDS activity (+£35k). These were wholly offset by adverse movements in bespoke and scheduled short courses (totaling -£442k) and within residencies (-£88k), although the latter movement was partly offset by associated expenditure savings totaling £58k (mainly catering costs).

A number of organisations which would have previously booked bespoke and scheduled courses through the College channeled their activities through the FWDF programme. Income from this activity settled the year at £1.6m (an increase of £232k compared to full year budget). International income settled the year at £1.49m (in line with target).

3.6 Other income generating activities settled the year £0.2m lower than budget, which was largely influenced by net trading deficits for both the catering and nursery (shown in paragraph 6), together with secondments, mast rentals, non-SFC sustainability and Creative Industries grant income, donations, solar meadow income and the external hiring of our facilities.

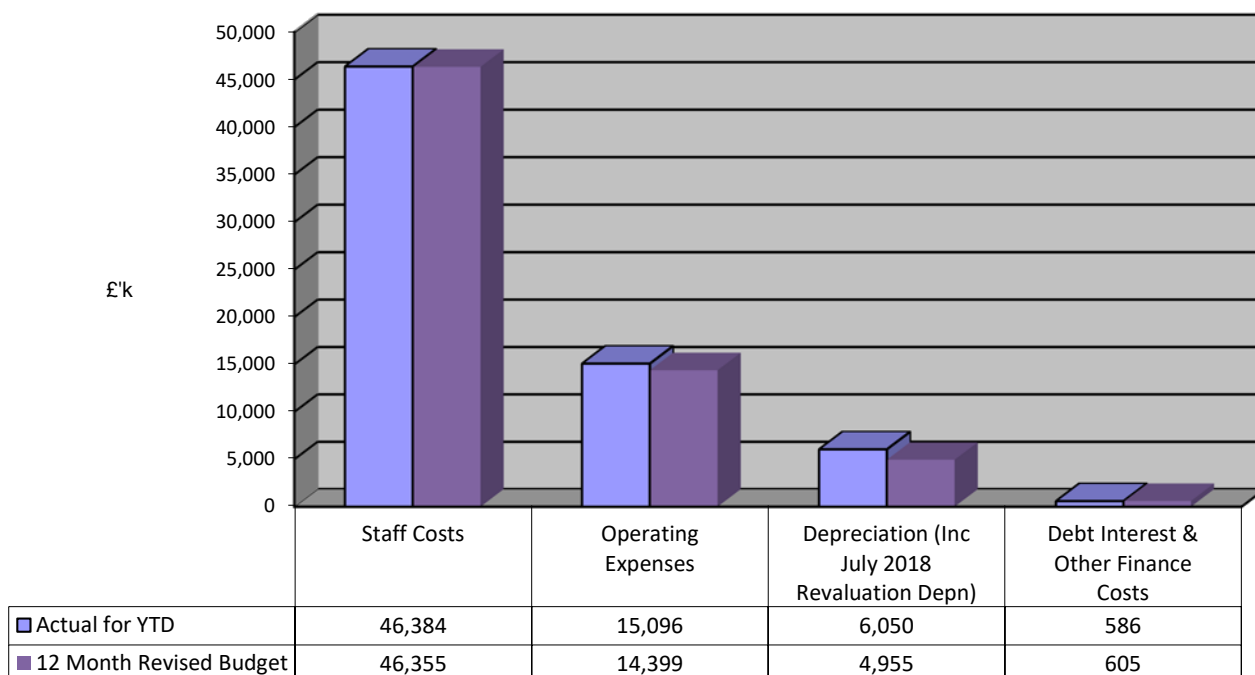
#### 4. EXPENDITURE ANALYSIS



**Expenditure Expanded Account Detail for the 12 Months to 31st July 2019 (Ex Staff Costs)**

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s
Other Operating Expenses	14,737	14,399	14,399	15,096	(697)	14,767
Depreciation and (Gain) / Loss on Disposal of Assets for the year	4,955	4,955	4,955	5,552	(597)	5,332
July 2018 Additional Revaluation Depreciation				498	(498)	
Debt Interest & Other Finance Costs	605	605	605	586	19	635
Exceptional Support Costs						576
<b>TOTAL EXPENDITURE (EX STAFF COSTS)</b>	<b>20,297</b>	<b>19,959</b>	<b>19,959</b>	<b>21,732</b>	<b>(1,773)</b>	<b>21,310</b>

#### Expenditure Analysis - Year to date (Incorporating 12 Month Budget)



4.1 Total expenditure for the year is £68.1m, which is £1.8m higher than the full year budget.

Within other operating expenditure, there is an adverse variance against budget for the year of £176k which was largely due to a net overspend within premises costs of £220k (Granton accommodation vacant rooms) partly offset by savings within examination fees of net £44k. Most other expenditure lines settled the year broadly in line with expectations.

Significant efforts were made throughout the year to minimize costs which were not a priority to deliver credit related activity and had little effect on the student experience.

## 5. STAFF COST ANALYSIS



### Staffing Expenditure Account Detail for the 12 Months to 31st July 2019

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s
<b>Staff Costs</b>						
Senior Management	1,545	1,553	1,553	1,514	39	1,634
Academic Departments	23,190	23,410	23,410	22,954	455	23,035
Academic Services	4,435	4,702	4,702	4,651	50	4,289
Admin & Central Services	12,177	12,227	12,227	12,155	72	11,495
Premises	1,381	1,451	1,451	1,480	(29)	1,122
Catering & Residences	1,073	602	602	602	(0)	1,102
Temporary, Agency & Staff Bank Costs	1,766	1,696	1,696	1,838	(142)	1,453
Other Staffing Expenditure	1,457	715	715	1,190	(475)	774
	47,023	46,355	46,355	46,384	(29)	44,903

5.1 Staffing for the 2018/19 academic year settled at £46.4m, in line with the full year budget. The above figures exclude a movement in the untaken annual leave provision, which will be included within the annual accounts. The pay increases (including the effects of the recent lecturers' cost of living agreements) and accruals have been largely offset by the favourable impact of unfilled vacant posts and vacancy churn across many College departments.

5.2 Staff numbers have decreased by net 35.7 FTE in total since July 2018, largely due to a decrease within support staff following the TUPE of catering staff to the catering provider in February 2019 and the departure of staff at the end of March 2019 following the end of the WEACT contract. These departures have been partly offset by an increase in staffing within the Facilities Team following the inward TUPE transfer of security staff from ISS. A number of vacancies were also filled within the Student Experience and Commercial Development departments.

## 6. TRADING DEPARTMENTS

	Catering		Nursery	
	YTD July 2019		YTD July 2019	
	Full Year Budget (£000)	Actuals (£000)	Full Year Budget (£000)	Actuals (£000)
<b>Income</b>	927	780	1,150	868
<b>Staffing Expenditure</b>	(541)	(543)	(999)	(981)
<b>Non Staffing Expenditure</b>	(380)	(409)	(82)	(37)
<b>Net (Deficit) Contribution Towards Associated Costs</b>	<b>6</b>	<b>(172)</b>	<b>69</b>	<b>(151)</b>

6.1 The above information provides an overview of the catering and nursery trading positions.

6.2 Full year income and expenditure budgets (and forecasts) for the Catering service were reduced in February by £0.825m to reflect the outsourcing of the service from 1<sup>st</sup> February. The net deficit position for the year includes £60k of exceptional backpay costs for Catering staff.

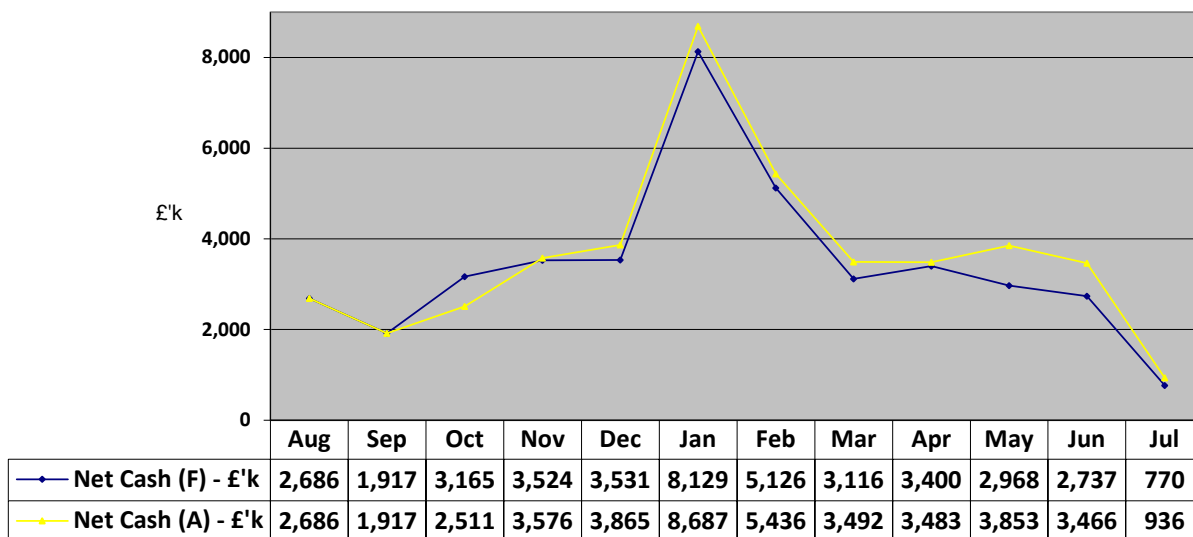
6.3 The Nursery reported a net operating deficit for the year of £0.15m, which was due to lower than planned recruitment. Marketing campaigns will remain in place to increase our intake for the 2019/20 session.

## 7. CASH-FLOW

7.1 Our year-end cash balance sits at £0.9m, which includes £0.4m of student support funds, and is higher than the June forecast (by £163k) owing to lower than projected net student fund outflows.

The following chart shows the forecast cash position through the year compared to the actual cash position.

**Cash Position - Forecast versus Actuals to July 2019**



## 8. SFC REPORTING

8.1 There have been no SFC cash flow returns due since the June 2019 Financial Report.

## 9. BALANCE SHEET

<u>Balance Sheet as at 31 July 2019</u>		<u>At 31 July</u> <u>19</u>	<u>At 31 Jul</u> <u>18</u>	YTD Mvmt
		<u>£'000</u>	<u>£'000</u>	<u>£'000</u>
Fixed Assets	Land and Buildings	151,269	154,511	(3,242)
	Fixtures, fittings and Equipment	8,390	8,096	294
		<u>159,658</u>	<u>162,607</u>	<u>(2,949)</u>
Current Assets	Stock	49	89	(40)
	Debtors	2,455	2,244	211
	Cash - Main	586	350	236
	Cash - Student Support	350	595	(245)
Total		<u>3,439</u>	<u>3,278</u>	161
Creditors		(64,174)	(64,535)	361
Bank Loans		(9,692)	(10,149)	457
Lennartz		-	(262)	262
Provisions		(14,506)	(14,485)	(21)
		<u>74,725</u>	<u>76,454</u>	<u>(1,729)</u>
Funded by:				
Reserves		74,725	76,454	(1,729)
		<u>74,725</u>	<u>76,454</u>	<u>(1,729)</u>

- 9.1 The movements in Cash and Fixed Assets are detailed in the sections above.
- 9.2 At the end of July, debtors include trade amounts of £0.3m and £2.2m of prepayments and accrued income (including managing agents and international student fees) and are materially in line with the previous year.
- 9.3 Fixed Assets - £2.8m of additions have been incurred since the beginning of the academic year. This comprises a number of Estates and ICT project works (including lift upgrades, fire & security works, building fabrics, the refurbishment of social spaces, re-surfacing, drainage works and the installation of cross campus cctv upgrades), together with high priority backlog maintenance works. Circa £3.1m of funds, in total, have been assigned to capital priorities and backlog maintenance works for the 2018/19 financial year.
- 9.4 Debtors and creditors are in line with the July 2018 year end. Lennartz creditor has been fully repaid.

## 10. KEY PERFORMANCE DATA

Financial Performance Monitoring Template							
	2017/18 Annual Target			2018/19 Annual Target	2018/19 Annual Out-turn	Over- achieved	2017/18 Year-End
Credits	184,028			186,612	186,953	341	189,268
Credits Additional Childcare	1,714			-	-	-	1,714
Credits ESF	2,000			1,356	1,356	-	2,000
	2017/18 Annual Budget	2018/19 Annual Budget	Revised Annual Budget	2018/19 YTD Budget	2018/19 Annual Out-turn	YTD Variance	2017/18 Year-End
	£k	£k	£k	£k	£k	£k	£k
Underlying Operating Result		1,394	1,394	1,394	506	(888)	539
Commercial & International Contracts	5,921	5,706	5,706	5,706	5,474	(232)	3,940
Income	66,040	67,320	66,314	66,314	66,686	372	66,145
Expenditure	66,553	67,320	66,314	66,314	68,116	(1,801)	66,213
Operating Surplus / (Deficit) pre SSAP24	(514)	-	-	-	(1,430)	(1,430)	(69)
Net Cash Inflow / (Outflow)	(1,245)	(263)	(263)	(263)	(8)	255	(3,852)
Bank Balance	3,554	681	681	681	936	255	945
Fixed Assets	142,335	158,032	158,032	158,032	159,658	1,626	162,607
Net Current assets / (liabilities)	(7,414)	(5,702)	(5,702)	(5,702)	(5,188)	514	(5,702)
Creditors and Provisions	(89,898)	(75,876)	(75,876)	(75,876)	(79,745)	(3,869)	(80,451)
Net Assets	45,023	76,454	76,454	76,454	74,725	(1,729)	76,454
Pay costs % of Income	% 69.0	69.8	69.9	69.9	69.6	(0.3)	67.9
Current Ratio	0.35	0.33	0.33	0.33	0.40	0.07	0.35
Cash Days in Hand	(44)	(29)	(29)	(29)	(30)	(1)	(29)
Borrowings as % of reserves	% 10.4	7.7	7.7	7.7	7.4	(0.3)	7.7



For the future you want

## I&E Account for the 12 Months to 31st July 2019

	<u>Original</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>Revised</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>YTD</u> <u>Budget</u> <u>£000s</u>	<u>YTD Actuals</u> <u>£000s</u>	<u>YTD</u> <u>Variance</u> <u>£000s</u>	<u>Previous</u> <u>YTD</u> <u>£000s</u>	<u>Year End</u> <u>Projection</u> <u>@ end June</u> <u>2019</u> <u>£000s</u>
Funding Council Grants	46,153	46,153	46,153	46,870	717	45,999	46,633
SFC Grant Repayment	(500)	(500)	(500)	(500)			(500)
Deferred Capital Grant Releases	2,931	2,931	2,931	3,495	564	3,272	3,412
Debt Support Grant	800	800	800	800		800	800
Tuition Fees and Education Contracts (inc SAAS)	8,694	8,363	8,363	7,926	(438)	8,523	7,882
Commercial and International Contracts	5,706	5,706	5,706	5,474	(232)	3,940	5,515
Other Income	3,537	2,861	2,861	2,622	(240)	3,032	2,594
Exceptional Support Grants						576	
<b>Total Income</b>	<b>67,320</b>	<b>66,314</b>	<b>66,314</b>	<b>66,686</b>	<b>372</b>	<b>66,145</b>	<b>66,336</b>
Staff Costs	47,023	46,355	46,355	46,384	(29)	44,903	46,275
Other Operating Expenses	14,737	14,399	14,399	15,096	(697)	14,767	14,911
Depreciation and (Gain) / Loss on Disposal of Assets for the year	4,955	4,955	4,955	5,552	(597)	5,332	5,476
July 2018 Additional Revaluation Depreciation				498	(498)		498
Debt Interest & Other Finance Costs	605	605	605	586	19	635	605
Exceptional Support Costs						576	
<b>Total Expenditure</b>	<b>67,320</b>	<b>66,314</b>	<b>66,314</b>	<b>68,116</b>	<b>(1,801)</b>	<b>66,213</b>	<b>67,764</b>
<b>Operating Surplus / (Deficit) pre SSAP24 Enhanced Pension Provision Charge</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(1,430)</b>	<b>(1,430)</b>	<b>(69)</b>	<b>(1,427)</b>
SSAP24 Enhanced Pension Provision Charge				299	(299)	40	
<b>Operating Surplus / (Deficit) post SSAP24 Enhanced Pension Provision Charge</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(1,729)</b>	<b>(1,729)</b>	<b>(109)</b>	<b>(1,427)</b>
<b>Underlying Operating Result:</b>							
Operating Surplus / (Deficit) pre SSAP24 Enhanced Pension Provision Charge	0	0	0	(1,430)	(1,430)	(69)	(1,427)
<b>Add:</b>							
Non-cash pension adjustments (not included in deficit 2016/17 and 2017/18)	2,024	2,024	2,024	2,554	530	2,060	2,562
<b>Deduct:</b>							
Revenue funding allocated to loan repayments	1,130	1,130	1,130	1,119	(11)	1,452	1,130
Exceptional Item - SFC Grant Repayment	500	500	500	500			500
<b>Underlying Operating Result</b>	<b>1,394</b>	<b>1,394</b>	<b>1,394</b>	<b>506</b>	<b>(888)</b>	<b>539</b>	<b>505</b>

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s	<u>Year End Projection @ end June 2019</u> £000s
<b>INCOME</b>							
<b>Funding Council Grants</b>							
Recurrent Grant Inc Fee Waiver	43,120	43,120	43,120	43,152	32	41,878	43,120
SFC Grant Repayment	(500)	(500)	(500)	(500)			(500)
Childcare Funds	1,500	1,500	1,500	1,786	286	1,623	1,779
Deferred Capital Grants	2,931	2,931	2,931	3,495	564	3,272	3,412
Debt Support Grants	800	800	800	800		800	800
Other SFC Grants	1,532	1,532	1,532	1,931	398	2,499	1,734
	49,384	49,384	49,384	50,665	1,281	50,071	50,345
<b>Tuition Fees &amp; Education Contracts</b>							
FE - UK & EU	130	130	130	60	(70)	88	62
HE - UK & EU	371	371	371	299	(71)	351	299
PT Self Payers	530	530	530	486	(45)	676	485
Examination Fee Income	20	20	20	50	30	39	51
SAAS	4,162	4,113	4,113	4,045	(69)	4,028	4,029
SAAS - Commercial		49	49	54	6		54
Associate Degree Fees	990	990	990	805	(185)	846	805
Managing Agents	1,412	1,412	1,412	1,539	127	1,484	1,506
Edinburgh Council - Pre Emp Contract	1,078	747	747	588	(159)	1,013	589
	8,694	8,363	8,363	7,926	(438)	8,523	7,882
<b>Commercial &amp; International</b>							
International	1,485	1,485	1,485	1,486	1	1,353	1,487
SDS	578	578	578	613	35	727	583
EH15 and The Apprentice Restaurants	48	48	48	40	(7)	65	42
Bliss SPA and Employability Salons	120	120	120	104	(16)	100	104
Gym	313	313	313	366	53	335	341
Residences	541	541	541	453	(88)	495	517
Bespoke Contracts for Employers	1,803	455	455	323	(132)	400	357
Scheduled Short Courses	818	776	776	466	(310)	465	462
Flexible Workforce Development Fund		1,390	1,390	1,622	232		1,622
	5,706	5,706	5,706	5,474	(232)	3,940	5,515
<b>Other Income</b>							
Catering	1,753	927	927	780	(147)	1,426	773
Nursery	1,150	1,150	1,150	868	(282)	806	850
Access Centre Provision	143	143	143	200	57	156	192
Other Income Generating Activities	486	636	636	761	125	624	769
	3,532	2,856	2,856	2,609	(247)	3,012	2,584
<b>Endowment &amp; Investment</b>							
Bank Interest	5	5	5	13	8	20	10
	5	5	5	13	8	20	10
<b>Exceptional Support Grants</b>							
						576	
<b>TOTAL INCOME</b>	<b>67,320</b>	<b>66,314</b>	<b>66,314</b>	<b>66,686</b>	<b>372</b>	<b>66,145</b>	<b>66,336</b>
<b>EXPENDITURE</b>							
<b>Staff Costs</b>							
Senior Management	1,545	1,553	1,553	1,514	39	1,634	1,553
Academic Departments	23,190	23,410	23,410	22,954	455	23,035	23,368
Academic Services	4,435	4,702	4,702	4,651	50	4,289	4,702
Admin & Central Services	12,177	12,227	12,227	12,155	72	11,495	12,186
Premises	1,381	1,451	1,451	1,480	(29)	1,122	1,451
Catering & Residences	1,073	602	602	602	(0)	1,102	602
Temporary, Agency & Staff Bank Costs	1,766	1,696	1,696	1,838	(142)	1,453	1,696
Other Staffing Expenditure	1,457	715	715	1,190	(475)	774	718
	47,023	46,355	46,355	46,384	(29)	44,903	46,275
<b>Other Operating Expenses</b>							
Premises	4,533	4,525	4,525	4,916	(391)	4,623	4,721
Teaching Activity & Support	937	1,458	1,458	1,514	(57)	1,189	1,499
Childcare Costs	1,500	1,500	1,500	1,786	(286)	1,623	1,779
Transport Costs	72	82	82	104	(22)	74	90
IT Costs	970	960	960	936	24	863	960
Telecomms Costs	134	134	134	155	(21)	157	134
Equipment	79	75	75	62	12	50	75
Health & Safety	37	37	37	38	(1)	36	37
Travel & Subsistence	493	528	528	592	(63)	458	532
Admin Costs	180	165	165	276	(112)	169	272
Corporate, Consultancy, Professional	1,207	874	874	828	47	851	794
Staff Welfare	16	16	16	13	3	19	16
Catering	1,215	861	861	832	29	1,034	833
Training & Development	102	102	102	97	5	98	102
VAT	1,222	1,222	1,222	1,271	(49)	1,454	1,351
Marketing & PR	167	164	164	137	27	214	156
Partnership Costs	481	332	332	309	23	518	313
Overseas Agents Commission	118	104	104	87	17	101	115
Registration & Exam Fees	1,238	1,217	1,217	1,109	108	1,194	1,089
Bad Debt	40	44	44	31	13	43	44
	14,737	14,399	14,399	15,096	(697)	14,767	14,911
Depreciation (Gain) / Loss on Disposal of Assets	4,955	4,955	4,955	5,437	(482)	5,332	5,361
Depreciation and (Gain) / Loss on Disposal of Assets for the year	4,955	4,955	4,955	5,552	(597)	5,332	5,476
July 2018 Additional Revaluation Depreciation				498	(498)		498
<b>Debt Interest &amp; Other Finance Costs</b>							
Interest On Bank Loans	575	575	575	572	3	594	575
Other Finance Charges	30	30	30	15	15	41	30
	605	605	605	586	19	635	605
<b>Exceptional Support Costs</b>							
						576	
<b>TOTAL EXPENDITURE</b>	<b>67,320</b>	<b>66,314</b>	<b>66,314</b>	<b>68,116</b>	<b>(1,801)</b>	<b>66,213</b>	<b>67,764</b>
<b>Operating Surplus / (Deficit) pre SSAP24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(1,430)</b>	<b>(1,430)</b>	<b>(69)</b>	<b>(1,427)</b>
<b>Enhanced Pension Provision Charge</b>				299	(299)	40	
<b>Operating Surplus / (Deficit) post SSAP24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(1,729)</b>	<b>(1,729)</b>	<b>(109)</b>	<b>(1,427)</b>
<b>Underlying Operating Result:</b>							
<b>Operating Surplus / (Deficit) pre SSAP24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(1,430)</b>	<b>(1,430)</b>	<b>(69)</b>	<b>(1,427)</b>
<b>Add:</b>							
Depreciation and (gain) / loss on disposal of assets net of deferred capital grant release	2,024	2,024	2,024	2,554	530	2,060	2,562
Revenue funding allocated to loan repayments	1,130	1,130	1,130	1,119	(11)	1,452	1,130
Exceptional Item - SFC Grant Repayment	500	500	500	500			500
<b>Underlying Operating Result</b>	<b>1,394</b>	<b>1,394</b>	<b>1,394</b>	<b>506</b>	<b>(888)</b>	<b>539</b>	<b>505</b>



For the future you want

## Balance Sheet For the 12 Months to 31st July 2019

	<u>2018/2019</u> <u>YTD Actuals</u> <u>£000s</u>	<u>2017/18</u> <u>Year End</u> <u>£000s</u>
<b>Fixed Assets</b>		
L&B	151,269	154,511
FFE	8,390	8,096
	<u>159,658</u>	<u>162,607</u>
<b>Current Assets</b>		
Stock	49	89
Debtors	2,455	2,244
Cash	936	945
	<u>3,439</u>	<u>3,278</u>
<b>Creditors &lt; 1yr</b>		
Loans	(470)	(449)
Payments received in advance	(209)	(234)
Trade creditors	(1,881)	(1,259)
Taxes & social sec	(1,159)	(1,178)
Accruals, Def Inc & Other Creditors	(1,696)	(2,262)
Amounts owed to SFC	(282)	(260)
Deferred Capital Grants - Government	(2,931)	(3,338)
	<u>(8,628)</u>	<u>(8,980)</u>
<b>Net current assets / (liabilities)</b>	<u>(5,188)</u>	<u>(5,702)</u>
<b>Total assets less current liabilities</b>	<b>154,470</b>	<b>156,905</b>
<b>Creditors &gt; 1yr</b>		
Bank loans	(9,222)	(9,700)
Lennartz VAT	0	(262)
Deferred Capital Grants - Government	(56,016)	(56,004)
	<u>(65,238)</u>	<u>(65,966)</u>
<b>Provisions</b>		
Early retirement	(4,601)	(4,580)
	<u>(4,601)</u>	<u>(4,580)</u>
<b>Net pension asset / (liability)</b>	<b>(9,905)</b>	<b>(9,905)</b>
<b>NET ASSETS</b>	<u><u>74,725</u></u>	<u><u>76,454</u></u>
<b>Reserves</b>		
I&E account	42,721	43,401
Pension reserve	(9,905)	(9,905)
Revaluation reserve	41,909	42,958
<b>RESERVES</b>	<u><u>74,725</u></u>	<u><u>76,454</u></u>







<b>FOR DISCUSSION / INFORMATION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Audrey Cumberford		
Author/Contact	Trish Hanlon	Department / Unit	Principal/Chief Executive
Date Created	12.09.19	Telephone	-
Appendices Attached	Appendix 1: Principal & Chief Executive Report Appendix 2: Holyrood magazine article Appendix 3: Programme for Government 2019-20		
Disclosable under FOISA	Yes.		

## **PRINCIPAL AND CHIEF EXECUTIVE REPORT**

### **1. PURPOSE**

To update the Board on activity across the College not covered by other reports.

### **2. BACKGROUND**

The Principal provides a regular report outlining a full range of college activity since the last Board meeting in June 2019.

### **3. DETAIL**

This report will cover business critical aspects of college business under the following headings where these matters are not already covered in substantive items on the agenda:

- Introduction
- Building our reputation
- National issues

### **4. BENEFITS AND OPPORTUNITIES**

The report covers many positive opportunities for external engagement for staff and students.

### **5. STRATEGIC IMPLICATIONS**

The Principals report provides an overview of activity relevant to the sector and on-going strategic development of the college.

### **6. RISK**

Not applicable.

### **7. FINANCIAL IMPLICATIONS**

There are no financial implications.

**8. LEGAL IMPLICATIONS**

There are no legal implications.

**9. WORKFORCE IMPLICATIONS**

There are no workforce implications.

**10. REPUTATIONAL IMPLICATIONS**

There are no reputational implications.

**11. EQUALITIES IMPLICATIONS**

There are no equalities implications.

**CONCLUSIONS/RECOMMENDATIONS**

The Board of Management are asked to NOTE the information contained in this report and raise or DISCUSS any issues for further information.

## **PRINCIPAL AND CHIEF EXECUTIVE REPORT**

### **1. Introduction**

As this is the first report of the new academic session, I am pleased to report that all 4 campuses are full with excited new and returning students. Our familiarisation events were very successful and have given students a great start to their college experience. I was also in attendance at the recent staff induction day which gave me the personal opportunity to welcome new staff to the College.

This report also gives me the opportunity to pay a personal tribute to the Chairman, Sir Ian Diamond who will be chairing the Board of Management meeting for the last time before he starts his new role as the UK's National Statistician. Sir Ian's leadership has never wavered from his ambition that our College would be a beacon for the whole sector. since he took on the role of Chair; and in particular, I feel very privileged to have worked with him since joining the Edinburgh team last year.

I am delighted that Ann Landels will take over as interim Chair until the Public Appointment process has concluded.

### **2. Building our reputation**

#### **2.1 Economic impact of Scotland's colleges**

As Board members will be aware, I have been commissioned by Derek Mackay, Cabinet Secretary for Finance, Economy and Fair Work to undertake a review of the economic impact of Scotland's colleges. I am co-authoring the report with Paul Little, Principal and Chief Executive of City of Glasgow College. The review aims to establish how colleges in Scotland currently impact the economy through helping improve businesses' performance and productivity (e.g. through upskilling and reskilling), and will also consider their economic effect across a wider range of Scottish Government priorities. It will highlight examples of best practice in Scotland and will make recommendations on how to realise the potential for creating sustained business growth within college regions and beyond.

This is a key opportunity to showcase the work of the college sector and put a spotlight on Edinburgh College. In particular, I will be taking the opportunity to highlight the global reach Edinburgh College has and the impact it has on the international stage.

Over the last few weeks, and the coming weeks, I have been engaging with a wide range of key stakeholders to hear first-hand the positive impact colleges have; and also, importantly, what barriers currently restrict our potential to have an even greater impact and identifying key recommendations to support colleges going into the future.

Our report is due to be submitted to the Cabinet Secretary for consideration towards the end of October and I look forward to sharing the report with members.

#### **2.2 Holyrood Magazine**

I was recently interviewed by the Holyrood magazine for its end of year annual publication.

Holyrood Magazine is the leading publication for political and policy news in Scotland. The article highlights my vision for the College and emphasised our future growth ambitions, and our ambition to be 'the go to partner' for private, public and third sector organisations. The full article is attached in Appendix 2.

### 2.3 CDN Marketing Conference

I presented at the recent CDN Marketing and Communications Conference to discuss the future shape of colleges and what it means for the sector. The Conference provided inspirational professional development for the delivery of high-quality education marketing and communications activity and campaigns. I was joined by Will McLeish of Colleges Scotland; and John Robertson from Skills Development Scotland

### 2.4 CDN Awards

I am delighted to inform Board members that Edinburgh College has been nominated for the following awards at this years CDN awards:

**Digital Learning Award** – HNC Mechanical Engineering Distance Learning

**Student of the Year Award:** Jack Mackenzie, B(Mus) Hons Music;  
and Dean Clark, Retail Management HND

**Marketing and Communications Award** – Exam Results Campaign

The awards ceremony will take place on 21 November in Glasgow and I'll report back the Board members thereafter.

### 2.5 Granton Construction Facility

The Scottish Funding Council has recently confirmed that it will contribute funding upto £100,000 to Edinburgh College from it's Strategic Funds to assist the College with its development of an outline business case for a new Granton Construction facility. Alan Williamson, Chief Operating Officer will oversee this piece of work. An update on the project will be provided to a future meeting.

### 2.6 Four Nations

The Four Nations College Alliance met in Cardiff on Thursday 20 and Friday 21 June 2019. This conference allowed for discussions around the work of the Commission as well as how to engage with college networks and the wider stakeholder communities across the four nations. It was agreed to continue with these gathering in an informal capacity to allow dialogue and best practice to be shared.

It has been agreed that the 4 Nations Alliance will host an international conference focusing on the future role and purpose of colleges and the wider policy environment. It is our intention to invite international partners, including policy makers and government representatives. We also hope to have Ministerial input. This will be the first Conference of its kind in the UK and I am delighted to say it will be hosted in Edinburgh.

I will be in London 18/19 September with the Independent Commission to meet a number of international experts who are joining the September commission meeting. I will also be part of a private roundtable meeting at the Department for Education (with a number of senior officials from DFE and other relevant departments in attendance) and a public seminar at the British Academy discussing the work of the Commission.

### **3. National issues**

#### **3.1 Programme for Government 2019/20**

The Scottish Government set out its Programme for Government for 2019/20 which sets out the actions it will take in the coming year and beyond. It includes the legislative programme for the next parliament year. Colleges Scotland produced an analysis of the Programme for Government attached at Appendix 3.

#### **3.2 Future Skills Action Plan**

On 3 September, The Scottish Government published Scotland's Future Skills Action Plan. The plan The Plan outlines how, through working collaboratively, the Government is delivering its vision for Scotland's skills system, and how the system must re-orientate in future to meet both opportunity and challenge. The plan can be found at: [Scotland's Future Skills Action Plan](#).

#### **3.3 Enterprise and Skills Review**

Maggie Wightman, Director of Policy, Design and Change at Student Loans Company has been appointed as the new Director of Skills Alignment, reporting jointly to the Chief Executives of Scottish Funding Council (SFC) and Skills Development Scotland (SDS). Maggie will continue the work of aligning and co-ordinating the activities of Scotland's enterprise and skills agencies.

#### **3.4 Impacts of Brexit**

Colleges Scotland met with the Scottish Government and SFC on Wednesday 14 August 2019 to discuss college preparedness for Brexit. Following the changing political context, the Scottish Government asked that colleges refresh their Brexit checklists. Colleges Scotland are proposing to hold a workshop on Tuesday 17 September 2019 to enable colleges to review their checklists and to articulate a clear ask of the UK Government, Scottish Government and SFC. A further meeting of the Brexit Forum is anticipated in early October 2019 to discuss the outcome of these impact assessments and to put forwards any ask of the SFC, Scottish Government and UK Government. Edinburgh College continues to be represented at these meetings by Michael Jeffrey, Vice Principal, Corporate Development.

#### **3.5 15-24 Learner Journey Review**

The Colleges Scotland Implementation Team (principals and technical specialists' colleagues from across the sector) continue to regularly engage with the various Scottish Government groups taking forward the 17 recommendations of the 15-24 Learner Journey Review. A Learner Journey Agencies meeting took place on Thursday 6 June 2019 where it was highlighted that there were two recommendations currently behind on progress - Recommendation 5 – College Application Process and Recommendation 11 - Development of a College Policy 'Framework'.

There will be a further update and the opportunity for wider discussion at the College Principals' Group meeting on Monday 9 September 2019 around developments for Recommendation 3 – Careers Strategy and Recommendation 5 – College Application Process.

Planning is also underway for a possible session with principals on Monday 7 October 2019 on Recommendation 11 - Development of a College Policy 'Framework'. It is envisaged that SFC, SDS and Maggie Wightman will join this session.

#### **3.6 Student Support Review**

Colleges Scotland attended a meeting of the Further Education Institution (FEI) Stakeholder Group on Thursday 25 July 2019. The purpose of this group is to ensure early engagement and continued

involvement of stakeholders in the delivery of the Information, Guidance and Financial Literacy (IAG & FL) portal implementation. The group was provided with an initial overview/guided tour of the new portal. The Student Awards Agency for Scotland (SAAS) also provided an overview of user research findings which highlighted the importance of ensuring that the portal was easy to use and in plain English.

### **3.7 Spending Review 2020/21**

Colleges Scotland's submission to the 2020/21 Scottish Government Spending Review was submitted on Tuesday 27 August 2019, having been developed through the appropriate Colleges Scotland internal governance processes and agreed by the board. College Scotland Board Members have received a copy of the document which was submitted.

### **3.8 Simplified Funding Model**

Colleges Scotland Funding and Finance Committee has agreed to establish a short life working group (SLWG) to develop and collate the college sector's view on the changes which would be required of any new Funding Model. The SLWG will consider options for a model which meets the challenges facing the sector and is fair, transparent, equitable and defensible. This will allow Colleges Scotland to produce a business case. The first meeting of the SLWG will take place in mid-late September 2019. It is anticipated that the group will carry out the work over the next 12-18 months and aim towards the next Scottish Parliamentary elections.

### **3.9 Infrastructure Investment**

The Scottish Government has advised that the *Learning Estate Strategy* will be published in September 2019. The publication of the SFC *Colleges Infrastructure Strategy* will be published in Spring 2020 and will address the recommendation related to capital planning outlined in the Audit Scotland 2019 report. In addition, also in Spring 2020 will be the publication of the *Infrastructure Commission for Scotland* report. It is envisaged that a joint paper outlining the draft plan and timeline will be presented at the SFC College Funding Group meeting on Thursday 26 September 2019. I am a member of the SFC College Funding Group and will report back in due course.

### **3.10 Digital Ambition**

A new Digital Ambition SLWG has been established by Colleges Scotland Funding and Finance Committee and endorsed by the College Principal's Group. The group will be chaired by Dr Ken Thomson OBE, Principal of Forth Valley College and members have been nominated based on their expertise and experience. The group will develop a *Digital Ambition* for the sector for the next five years which will influence the SFC *Colleges Infrastructure Strategy*. The SLWG will engage in national workshops and gather intelligence to produce both a sector strategy and implementation plan which will be ambitious and visionary in order to provide a learning experience which encapsulates the full range of technology to meet the changing need of users.

### **3.11 Innovation**

The SFC has issued a call for proposals with regards to the College Innovation Fund 2019-20. SFC has confirmed that the Scottish Government has allocated £500k for the College Innovation Fund in financial year (FY) 2019-20 (i.e. to 31st March 2020), with colleges being invited to submit proposals for funding by Thursday 19 September 2019. SFC has clarified that this call for proposals is aimed at identifying projects which can best demonstrate effective college and business collaboration in support of Scottish Government strategy.



Edinburgh College is part of a five-college collaboration submitting a bid, with a focus on digital capacity. It is also our intention to submit a bid which will focus on renewable energy, with the support of Dundee & Angus College and Herriot Watt University.

### **3.12 Severance Pay Policy**

The Scottish Government held a stakeholder engagement event on Thursday 29 August 2019 to provide some early information in regard to changes to the approach to severance pay policy for the devolved public sector in Scotland. The Scottish Government undertook a consultation in 2017 to ensure that severance arrangements were fair and equitable whilst providing value for public money and sustained public confidence. The majority of respondents supported the status quo and Ministers have decided not to legislate for change, but that a proportionate response would be to introduce an administrative change only. The changes which are due to be introduced through the Scottish Public Finance Manual by the end of September 2019.

### **3.13 Fair Access**

The National Articulation Forum held its fifth meeting on Tuesday 4 June 2019, with Universities Scotland acting as secretariat for the meeting. At the meeting, SDS were invited to provide an update on activity around articulation and progression within the apprenticeship family. The group also discuss the research and findings as part of the action plan. Forum members agreed to publish a final report in December 2019 which would present the barriers to articulation, highlight positive examples currently taking place and propose a way in which institutions can share the best practice further. The Forum will report in December 2019 before disbanding.

Commissioner for Fair Access Professor Sir Peter Scott provided a review of developments in fair access to higher education in Scotland to the cross-party group on colleges and universities on Thursday 20 June 2019. Professor Sir Peter Scott highlighted that progress towards fair access is very good in terms of meeting the Government's 2021 target of having 16 per cent of entrants from the 20 per cent most deprived communities (SIMD20). Scotland is setting the pace across the whole of the UK. But he noted the need to beware of complacency and proposed that as Scotland is making such progress, perhaps there is a need to set more stretching targets. He ended the discussion by highlighting the need to consider fair access in terms of asset. Above all, the case for fair access to higher education must be firmly located within a wider commitment to social justice and the vision of a 'good society' from which all ultimately benefit, the privileged as much as the deprived.



# Shaping the future

How **EDINBURGH COLLEGE** is preparing to take advantage of an upcoming opportunity

✦ By Liam Kirkaldy

✦ **AUDREY CUMBERFORD DESCRIBES** the opportunity to take up the role of Principal and Chief Executive of Edinburgh College as a “real privilege”.

Arriving in her post last September, Cumberford says her job is “hugely exciting”, and she is clear in her aim of establishing Edinburgh as the pre-eminent college in Scotland. Their overarching ambitions coalesce around “pre-eminence, future proofing and growth. The true test of the character of our college will be how we respond to the challenges ahead of us but, importantly, how we maximise the opportunities.”

And as the largest regional college in Scotland, and one of the ten largest in the UK, Edinburgh College sits in a unique position within the Scottish education system, not least because of its relationship with local communities, but also because of its place in a major international capital city.

Cumberford tells *Holyrood*: “Colleges have a unique position within the tertiary landscape, where colleges are hugely focused and committed to local communities and businesses. ‘Locality’ is a fundamental strength of colleges – the civic anchors of a region. In our case, as a very large regional college, we have four main campuses, each one in the heart of a local community.”

The reach of the college is significant with over 27,000 students and is the single largest provider in Scotland of HE-level students to the four universities in Edinburgh. The college has a strong reputation for working with, and supporting, over 2000 businesses. In particular, the SME business base of the region is significant.

Colleges have a fundamental role in supporting businesses and supporting inclusive economic growth in Scotland. Cumberford, along with Paul Little, Principal of City of Glasgow College, has been commissioned by Derek Mackay MSP, Cabinet Secretary for Finance, Economy and Fair Work, to write a review and report on the economic impact of Scotland’s colleges.

Cumberford stresses: “Our college has a significant reach into our local business community where we are supporting businesses in a variety of ways. This ranges from upskilling and reskilling of employees, providing bespoke training solutions and consultancy to support growth and help improve their business performance.

“But at the same time as focusing on the local, we are a major regional influencer. Our footprint stretches across Scotland’s capital and the Lothians. Edinburgh College sits at the centre of a region where we work closely with a range of key partners and businesses to ensure the economic prosperity of our region.”

Cumberford goes on to say: “Our college connects education and skills training to our region’s economy, health and wellbeing. For example, our

Granton campus sits at the heart of the Granton Waterfront regeneration ambitions of the City of Edinburgh Council, creating new homes, inward investment and a cultural hub, with the potential to become one of the best places in Edinburgh to live, learn, work and visit.”

Cumberford emphasises the growth potential of the college: “The population of our region is growing and Edinburgh is the economic powerhouse of Scotland. The wider city region is one of the UK’s most prosperous and productive regions and has a population of more than a quarter of the Scottish population. We have a projected high growth economy, world-class universities on our doorstep and a world-renowned cultural offer, all of which bodes well for the growth potential of the college.”

Moving on to what future proofing Edinburgh College entails, Cumberford identifies: “It is tempting to think about the future as ‘the unknown’, yet there are many ‘knowns’ we can use to help shape the future of Edinburgh College. We know the disruptive nature of new and emerging technologies, we know students are behaving more like consumers, we know the speed of change is exponential which means agility, resilience and responsiveness will have to be key characteristics of our college – as well as business, people in work and the system around us – why? Because we can’t change as fast as change itself. We also know the need for upskilling and reskilling people in work will grow.”

She adds: “Traditional content and delivery channels of education are already changing, and rapidly. Traditional ‘courses’ are being replaced with more accessible ‘unbundled’ learning opportunities – meeting the needs of individuals and employers alike.

“The length of time that we work, and the nature of work itself will look quite different to the experience of generations before us. And the type of skills that will be required are absolutely going to need to be developed throughout your career. The idea of tapping into opportunities at the college – working, earning and learning at the same time is critical, and colleges are at the forefront of adapting and evolving to meet these requirements head on.”

The changes to the workplace described by Cumberford could change the way people think about education. She says, from her conversations with businesses, there is a clear trend towards what she calls a demand for “meta skills”, based on things like creativity, problem solving and customer care, rather than the traditional emphasis on qualifications.

And the sector is obviously undergoing a process of dramatic transformation, with Cumberford named as the Scottish representative on the UK Independent Commission on the College of the Future, aimed at preparing the sector for shifts in everything, from the labour market to technological change.



*“We have a projected high growth economy; world-class universities on our doorstep and a world-renowned cultural offer, all of which bodes well for the growth potential of the college”*

“The question of what the college of the future will look like sounds like a fairly straightforward question, but it’s not,” she explains. “Basically, the task of the commission over the next year is to consider that question, consult with a wide range of people, and report in spring 2020. And to Cumberland, this emphasis on future proofing the college, to prepare it for emerging challenges and opportunities, is critical.

And while there is a clear need to prepare the college for changes of the future, the consequences of the UK’s exit from the European Union may soon bring new challenges.


“Edinburgh College is unique in the sector in that around 20 per cent of our students come from other countries in the EU. We have over a hundred staff [from the EU], who, understandably, have very personal concerns about the impact of Brexit. The ‘Scotland is Now’ campaign has made it very clear that Scotland is open for business and Edinburgh College mirrors that commitment.

“We will be undertaking a campaign emphasising that Edinburgh College continues to be open to EU students. It is likely, however, [that] Brexit will impact on the number of people choosing to live, work and study in Edinburgh. This makes it even more important for us to reach individuals in our local communities, and in the wider region, to provide the opportunities to meet the employment and skills gap needs that will subsequently arise.”

But while the challenge of preparing the workforce, and local communities, for future changes in the labour market obviously occupies a good bit of Cumberland’s thinking, the college also has a significant global presence.

Working with partners to deliver training around the globe, Edinburgh College has expanded from traditional international student recruitment into bespoke programmes for student groups, professionals and businesses, while also offering consultancy services to countries around the world looking to improve their vocational education sector.

From welcoming staff from an English school in Havana to work on a bespoke teacher training programme, to developing and delivering customer care and green hospitality training in Egypt, the college currently works across a number of continents and industry sectors.

So, with her first anniversary in the job coming up, Cumberland has clearly had a busy year, though she is obviously enjoying herself. “Every day I see examples of the exceptional work going on in the college and, more importantly, the impact that this has on individuals and the many partners and businesses we work with. It’s been wonderful,” she says. “I also have a proud and ambitious team of staff who are committed to seeing us become the pre-eminent college in Scotland. What colleges do, how we do it and the wider system around us has to change. Edinburgh College will lead the way by being innovative and bold. Our college will not simply meet the challenges ahead but will lead and flourish.” 



## Briefing: Programme for Government 2019-20

### Summary

The key areas of interest for the college sector are as follows:

- Addressing skills gaps, working with colleges, universities and local authorities to encourage people to stay in Scotland and to move within Scotland to address regional skills gaps. The Future Skills Action Plan was published on Wednesday 5 September 2019.
- To work with Scottish Funding Council and Skills Development Scotland to create more capacity in our colleges and work-based learning sectors to train staff and increase the number of Modern Apprentices following an early learning and childcare pathway.
- To work with the newly formed Adult Learning Strategic Forum for Scotland to develop an Adult Learning Strategy. The involvement of learners themselves and a range of community partners, such as colleges, universities, third sector organisations, and local government, will help develop the new strategy and it will launch in the coming year.
- Support improved local partnerships between colleges and universities, NHS Scotland, Health and Social Care Partnerships, local authorities, and the third sector, to support students' mental health needs.
- To implement a progressive pay policy across public bodies where Scottish Ministers' pay policy applies.
- Develop a Climate Emergency Skills Action Plan to set out how we will maximise opportunities for people to gain these skills and work with colleges, universities, businesses, and industry, to equip the population with the skills of the future.
- Support for manufacturing will help businesses take advantage of the new supply chain opportunities created as, for example, Scotland and other countries seek to decarbonise our heat and transport systems. This will be a key area of focus as the Scottish Government works with businesses, enterprise and skills agencies, and with universities and colleges, to develop and deliver a single and integrated programme of support and development for manufacturing in Scotland.
- To support enterprise education in schools and colleges, offering young people the opportunity to achieve their entrepreneurial potential.
- The consolidation of a coherent framework of qualifications in cyber security in schools, colleges and universities. Support the roll out of Young Scot's Digiknow? Initiative – a cyber-resilience engagement programme for young people who live in disadvantaged areas or who are at risk of offending.

## **The Scottish Government's Main Objectives for this Parliament**

First Minister Nicola Sturgeon announced her party's Programme for Government for the parliamentary session ahead on Tuesday 3 September 2019, introducing 14 new Bills in addition to the 13 pieces of legislation outstanding from the previous session.

The First Minister preceded the Programme for Government announcement by stating her intention to seek transfer of power from Westminster to hold a second referendum "beyond legal challenge. She condemned Boris Johnson's "anti-democratic" suspension of parliament and pledged to fight any snap General Election campaign on both the right to vote for independence and Scotland's opposition to being taken out of the EU. While opposed to a no-deal Brexit, Sturgeon said that plans are being put into place to mitigate its potential effects on Scotland, should it occur.

The Programme for Government features a raft of measures for a 'Scottish Green Deal', including a Scottish Green New Deal that would start to create the right conditions to kick-start investment and make a "significant impact" on greenhouse gas emissions. Its commitments include £500m for improved bus priority lanes to tackle congestion and increase usage. It would also see further electrification of the railways and increase low carbon heating in new homes.

## **What Bills Can We Expect to See Introduced to Holyrood?**

Within the Parliamentary programme for 2019-20, the Scottish Government announced that it would bring forward the following Bills:

- Animal Health and Welfare (Amendment) Bill: to increase the maximum penalties for the most serious welfare offences to five years imprisonment and/or an unlimited fine.
- Budget Bill: Annual legislation which provides parliamentary approval for the Scottish government's spending plans and allocation of resources.
- Circular Economy Bill: includes encouraging re-use of products and resource waste. It will allow charges to be applied to single-use coffee cups.
- Civil Partnership Bill: to make civil partnerships available to mixed-sex couples in Scotland.
- Continuity Bill: to provide the ability to maintain alignments with EU law in devolved areas after Brexit.
- Defamation and Malicious Publications Bill: to simplify and modernise the law of defamation.
- UEFA European Championship Bill: to prohibit ticket touting and make provisions to protect commercial interest ahead of Glasgow's participation as a host city in the UEFA European Football Championships in 2020.
- Forensic Medical Services (Victims of Sexual Offences) Bill: to improve services for victims of sexual offences, including ensuring their cases are handled more effectively by the justice and healthcare systems.
- Good Food National Bill: to introduce a statutory framework as part of efforts to promote healthier and more sustainable local produce.
- Hate Crime Bill: to consolidate and update existing hate crime legislation.
- Heat Networks Bill: to bring regulation of the heat network sector to support, facilitate and create controls in development of district and communal heating infrastructure in Scotland.



- Redress (Survivors of In Care Abuse) Bill: to establish a financial redress scheme for survivors of historical child abuse whilst in care in Scotland.
- Rural Support Bill: to introduce regulation-making powers for Scottish ministers to amend or replace the EU Common Agricultural Policy elements of retained EU law.
- Transient Visitor Levy Bill: to create discretionary power for local authorities to apply a tax or levy on overnight visitor stays.

## Further Announcements

Much of the innovation in the Programme for Government was contained in a series of less process-driven announcements.

- Full expansion of early learning and childcare to 30 hours per week (1,140 hours a year) for all three- and four-year olds, and for two-year olds from disadvantaged backgrounds.
- To intensify work to raise attainment in schools with more support for young people with additional support needs and the expansion of the Scottish Attainment Challenge.
- To invest over £100 million to support implantation of the Waiting Times Improvement Plan to eliminate unacceptable waits.
- To deliver a new Job Start Payment, the Young Carer Grant, Disability Assistance for Children and Young People and, this month, the Funeral Support Payment.
- A £130 million investment as part of the establishment of the Scottish National Investment Bank. The Bank will work with partners from across our economy to deliver investment, with the transition to net zero as its primary mission.
- Foreign Direct Investment Growth Plan: to confirm Scotland's place as one of the most attractive places to do business, particularly for low carbon industries.
- To work with the newly-formed Adult Learning Strategic Forum for Scotland to develop an Adult Learning Strategy. The involvement of learners themselves and a range of community partners, such as colleges, universities, third sector organisations, and local government, will help the Scottish Government develop the new strategy and it will launch in the coming year.
- Respond to the recommendations of two independent reports on how colleges and universities could further improve their engagement with business – from supporting colleges and businesses, to improving business performance through innovation and upskilling and reskilling the workforce.
- Develop a Climate Emergency Skills Action Plan to set out how the Scottish Government will maximise opportunities for people to gain these skills and work with colleges, universities, business and industry to equip the population with the skills of the future.

## The Business Perspective

The First Minister announced a series of measures for Scotland to seize the opportunities of the Fourth Industrial Revolution in automation, artificial intelligence and digitisation for green and smart mobility. The Scottish Government will invest £2 million to support the testing of Mobility as a Service (MaaS), in addition to support for the research, development, demonstration and deployment of Connected and Autonomous Vehicles and nearly £17 million for 1,500 more electric vehicle charging points and 100 electric buses across the country. There was a commitment of £130 million investment for this year as part of the establishment of the Scottish National Investment Bank which will work with partners from across the economy to deliver investment, with the transition to net zero its primary mission. The First Minister also announced a Foreign Direct Investment Growth Plan to

confirm Scotland's place as one of the most attractive places to do business, particularly for low carbon industries.

In addition, it was confirmed that there will be a Non-Domestic Rates Bill to deliver the recommendations of the Barclay Review, and a Consumer Protection Bill to establish a new statutory body, Consumer Scotland, tasked with defending the rights, welfare and interests of consumers.

## **Brexit and Independence**

Nicola Sturgeon confirmed to MSPs that she would “seek agreement to transfer of power that will put the referendum beyond legal challenge”. As she unveiled her government's plans for the year, she said the parliament had a clear, democratic mandate. Prime Minister Boris Johnson has indicated his opposition to a second vote on Scotland leaving the UK.

The referendum bill that was introduced to Holyrood earlier this year was about to resume its parliamentary progress. The bill is expected to be passed before the end of the year and the first minister has previously said that she could hold a referendum in the second half on 2020.

The UK government would need to transfer power through a Section 30 order, to allow a second referendum to be held but it has so far rejected such an agreement. Ms Sturgeon told MSPs her government intended to offer the choice of independence within this term of parliament, which ends in May 2021.

## **Reaction from Opposition Parties**

Scottish Conservative interim leader Jackson Carlaw MSP said it was “typical” that the first minister's Programme for Government statement “both began and ended with independence ... It really is the be-all and end-all for her nationalist government” he said.

Scottish Labour leader Richard Leonard MSP accused the SNP leader of ailing to deliver on promises, highlighting falling Higher pass rates and the number of children and young people waiting more than 18 weeks for mental health treatment.

Willie Rennie MSP, the Scottish Liberal Democrat leader, highlighted that the number of young people waiting for more than a year to access mental health service had trebled since last year. He said: “But it's not just mental health where the government failings are evident. They've got a sick kid's hospital with no sick kids. An emergency company without any energy customers. West coast ferried with no passengers. Shetland ferries with no funding. School testing with no support. Buses with no passengers, and ScotRail trains with no crew.”

The Scottish Green Party co-leader, Patrick Harvie MSP welcomed the pro-environmental policies contained in the Programme for Government. He said: “Imitation is the sincerest form of flattery after all, and a week after we launch our Scottish Green New Deal, it is gratifying to see the First Minister adopt our language. I am obviously pleased that, six months after she declared one, the First Minister has recognised that the climate emergency requires more than just ambitious targets, and I welcome the commitment to introduce the Good Food Nation Bill, at last.” However, he criticised the programme for lacking “the ambition, scale and courage required of an emergency response”.

Colleges Scotland  
September 2019



<b>FOR INFORMATION / DISCUSSION / DECISION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Nick Croft		
Author/Contact	Nick Croft / Marcus Walker	Department / Unit	Governance
Date Created	04.09.19	Telephone	0131 344 7048
Appendices Attached			
Disclosable under FOISA	Yes.		

## **GOVERNANCE REPORT**

### **1. PURPOSE**

This paper provides an update on ongoing governance matters within the College.

### **2. BACKGROUND**

The report provides an update on matters brought to the attention of the Board at its meeting on 18 June, and further governance developments within the College and college sector over recent months.

### **3. DETAIL**

#### **3.1 Chair of the Edinburgh College Board - Interim Arrangements**

On 30 August, a notification was circulated to Board members that Professor Sir Ian Diamond would step down from his role as Chair of the Board on 31 October - following his appointment as the UK's National Statistician.

On 03 September, the College received written confirmation from Aileen McKechnie, the Director of Advanced Learning & Science at Scottish Government, that Ministers' were content for the Vice Chair of the Board, Ann Landels, to act as Interim Chair from 01 November until a new Regional Chair has been appointed.

The Scottish Government's Public Appointments team are currently drawing up a timetable for the recruitment exercise, which is expected to take up to six months from start to completion. The College will work closely with Scottish Government as they progress the recruitment round to ensure joint working on the role description and the attraction strategy.

In light of the Scottish Government's endorsement of the Vice Chair to act as Interim Chair, and the proposed timescale for the appointment of new Regional Chair, the Board are asked to consider and agree the following:

- The appointment of the Vice Chair as Interim Chair of the Edinburgh College Board of Management from 01 November until a new Regional Chair is appointed.
- A call for nominations from non-executive Board members to come forward to act as Interim Vice Chair / Senior Independent Member from 01 November until a new Regional Chair is appointed.
- For continuity purposes, approval for the current Vice Chair of the Board to remain Chair of the Policy & Resources Committee from 01 November until a new Regional Chair is appointed. The Interim Vice Chair (if not already a member) will be invited to join the Policy & Resources Committee as a member for the Interim period.

### 3.2 External Governance Review

On 01 August, the Board Secretary and Clerk to the Board met with Andy Shenstone (Director of Business Development and Delivery) and David Bass (Assistant Director, Membership) of Advance HE to discuss the initiation of the Edinburgh College Governance Review. With the endorsement of the Chair of the Board, the following action plan was agreed:

Date	Action
August 2019	Clerk to provide requested governance documentation for review by Advance HE.
	One-to-one interviews with the following members of the Board and College staff to commence (with view to all interviews being completed by mid- October): <ul style="list-style-type: none"> <li>• Chair of the Board;</li> <li>• Vice Chair of the Board / Chair of Policy &amp; Resources Committee;</li> <li>• Chairs of the Academic Council, Audit &amp; Risk Assurance Committee, Corporate Development Committee, Remuneration Committee;</li> <li>• Academic and Support Staff Board Members;</li> <li>• Former Student President (Board member in AY 2018/19);</li> <li>• Principal &amp; Chief Executive;</li> <li>• Executive Team (as a group);</li> <li>• Board Secretary;</li> <li>• Clerk to the Board.</li> </ul>
	Observation of Policy & Resources Committee on 20 August.
September 2019	Observation of Board of Management on 24 September.
October 2019	Observation of Audit & Risk Assurance Committee on 09 October.
	Online survey to be circulated to all Board members and Executive Team.
November 2019	Draft report to be shared by Advance HE with the Governance Review Working Group for feedback / comment.

December 2019	Final report to be presented by Advance HE to the Board of Management on 10 December, including a draft short and long-term Improvement Plan (based on recommendations arising from the report) to be presented to the Board consideration.
---------------	---

As of 04 September, the documentation requested by Advance HE has been submitted and the logistics of interviews through September and October have been broadly agreed.

Both the Director and Assistant Director of Advance HE will be present at the Board meeting on 24 September as observers.

### 3.3 Review of Code of Good Governance

A light touch review of the Code of Good Governance has been undertaken by the Board Secretaries Steering Group, and a draft of the Code will be presented to the Good Governance Steering Group (GGSG) at its next meeting in November. The GGSG, which is chaired by Ken Milroy (Regional Chair, North East Scotland College), will consider the draft Code of Good Governance and decide whether any wider consultation is required. It is anticipated that a final draft will be published in December or, if subject to a longer period of consultation, early 2020.

Guidance documents, including the *'Guide for Board Members in the College Sector'* will be refreshed following the publication of the updated Code.

A further update on developments will be provided at the next meeting of the Board, and (once published) an updated version of the Code will be presented to the Board for review.

### 3.4 Improvement Plan 2018/19

On 18 September 2018, the Board agreed to rollover the 2017/18 Improvement Plan to the 2018/19 academic year. This decision was taken with a view to a new improvement plan being created following the proposed governance review in autumn 2019.

Below is a progress update on five objectives that were (as of September 2018) not fully met in the 2017/18 Improvement Plan. The Board are asked to note that four of these objectives were completed in the 2018/19 academic year and continue to be monitored. Only one action remains outstanding, which relates to 'the introduction of a critical debrief on selected decisions as part of an annual performance review'.

It is proposed that this outstanding action is incorporated into the draft 2019/20 Improvement Plan arising from the recommendations of the 2019 Edinburgh College Governance Review, which will be brought forward to the Board in December.

Status	Planned Improvement	Next Step
Green	All Board member to complete mandatory induction on governance within 6 months of joining.	2018/19 schedule confirmed, with three members attending the session on 25 April 2019 at Edinburgh College.  Governance Advisor now awaiting update on future dates in 2019/20.
Green	Development of systematic approach to committee chair	Committee Chairs Induction Procedure approved by the

	induction in line with code, to ensure consistent and effective convenorship.	Nominations Committee on 19 March 2019.
<b>Green</b>	Monitor and improve effectiveness of system introduced in 2015/16 to set and review progress against individual objectives. Supporting the process by which Board members reflect on their individual contribution and consider how they can continue to effectively support the Board going forward.	The Chair of the Board to held one-to-one meetings with Board members in June 2019.
<b>Green</b>	Develop more systematic approach to mentoring of new non-executive, staff and student members to ensure consistency and effective decision-making.	Board Mentorship Procedure approved by the Nominations Committee on 19 March 2019.
<b>Amber</b>	Introduce a critical debrief on selected decision as part of annual performance review; use findings for benchmarking in future years.	To be considered further prior to the conclusion of the 2019 Governance Review.

### 3.5 Annual Board Self-Evaluation

The Code of Good Governance for Scotland’s Colleges states that boards must keep their effectiveness under annual review and have in place a robust self-evaluation process. Arrangements for the short, medium- and long-term development/evaluations of the Board, stretching to the next 2019 External Governance Review were noted by the Board at its meeting on 18 June.

In June, an evaluation questionnaire comprising of 34 statements, over six sections directly related to areas of the Code of Good Governance, was circulated to the Board. Responses to the questionnaire illustrated that Board members were broadly content with governance arrangements at the College, indicating broad ‘agreement’ with 31 of the statements put forward (against a six-level Likert scale). Only the following three statements were rated as ‘neither agree nor disagree’ by Board members:

- The Board regularly reviews performance against its strategic aims;
- The Board undertakes regular strategic reviews / scenario planning;
- The Board sets challenging student success targets.

Qualitative feedback relating to the first two statements suggested that all the College had a strategic plan aligned to regional priorities, however, the Board had:

*“...not reviewed overall progress against the plan including appropriate KPI’s. This has been discussed by the Board and an annual review is planned at the end of the current academic year.”*

Similarly, although it was acknowledged that the Board had discussed forward strategic issues at its development days and conducted reviews the five-year financial forecast, this had *“not been developed into fully worked up scenarios”*.

Feedback from the questionnaire has been considered by the Chair of the Board and the Board Secretary, and shared with the external reviewers conducting the 2019 Governance

Review. It is intended that planned improvements in the areas highlighted above will be outlined as part of the Board's 2019/20 Improvement Plan.

### **3.6 Board Development Day 29.10.19**

A Board Development Day scheduled for 29 October was provisionally agreed by the Board at its June meeting. The original proposal for the full-day session was a detailed focus on the articulation of the strategic plan going forward. However, following the announcement of the departure of the Chair of the Board on 31 October, it is now proposed that the Development Day takes the form of a half-day session (led by the Principal & Chief Executive) focussed on key developments affecting the college sector.

The Principal & Chief Executive will provide further information the proposed focus of the half-day at the Board meeting on 24 September. Board members will be asked to consider this proposal and agree a format for the event, which the Executive Team will then take forward.

## **4. BENEFITS AND OPPORTUNITIES**

The implementation of robust self-evaluation processes will ensure that governance arrangements are compliant with the Code of Good Governance.

## **5. STRATEGIC IMPLICATIONS**

Ensuring that the College has effective governance arrangements in place enables the college to deliver the Strategic Plan 2017/22, the annual Regional Outcome Agreement and the Education Scotland '*How Good is Our College?*' Framework.

## **6. RISK**

Improving governance arrangements and effective forward planning will mitigate the risk of governance failure, which currently sits as Risk 12 on the top risk register.

## **7. FINANCIAL IMPLICATIONS**

Not applicable.

## **8. LEGAL IMPLICATIONS**

Compliance with the Code of Good Governance is an SFC condition of grant.

## **9. WORKFORCE IMPLICATIONS**

Not applicable.

## **10. REPUTATIONAL IMPLICATIONS**

Reputational risks associated with poor governance may occur, if appropriate planning is not implemented.

## **11. EQUALITIES IMPLICATIONS**

Not applicable.

### **CONCLUSIONS/RECOMMENDATIONS**

The Board is asked to:

- NOTE the content of the Governance Report;
- CONSIDER and APPROVE Interim arrangement for the Chairing of the Board from 01 November, until the appointment of a new Regional Chair;
- APPROVAL to incorporate the outstanding action relating to the 'introduction of a critical debriefing' into the 2019/20 Improvement Plan.

- CONSIDER arrangements relating to the proposed Board Development Day on 29 October.

**BOARD OF MANAGEMENT  
24 SEPTEMBER 2019  
PAPER Q**



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 24.09.19		
Presented by	Nick Croft		
Author/Contact	Pauline MacPherson	Department / Unit	Communications, Policy and Research
Date Created	21.08.19	Telephone	0131 344 7068
Appendices Attached	<i>Appendix 1: FOI Annual Monitoring Report 2019</i>		
Disclosable under FOISA		Yes.	

**FREEDOM OF INFORMATION (FOI) ANNUAL MONITORING REPORT 2019**

**1. PURPOSE**

This paper outlines the volume of FOI requests received by Edinburgh College between July 2018 and June 2019.

**2. BACKGROUND**

The Scottish Information Commissioner requested that all Scottish public authorities start submitting their Freedom of Information Scotland Act 2002 (FOISA) statistics on a quarterly basis commencing from 1 April 2013.

**3. DETAIL**

Edinburgh College received 44 FOI requests in the academic year 2018/19. Appendix 1 provides a full breakdown of the requests received.

**4. BENEFITS AND OPPORTUNITIES**

The information provides gives a detailed overview of the number and scope of Freedom of Information Requests received by the college.

**5. STRATEGIC IMPLICATIONS**

The Board are required to retain an oversight of FOI activity.

**6. RISK**

There are risks associated with the release of inaccurate or business critical information.

**7. FINANCIAL IMPLICATIONS**

Explicit in paper.

**8. LEGAL IMPLICATIONS**

The college has a legal obligation to respond to all FOI requests.

**9. WORKFORCE IMPLICATIONS**

There is a high demand placed on the workforce in responding to FOIs and Subject Access Requests.

**10. REPUTATIONAL IMPLICATIONS**

The college must ensure all FOI requests are responded to within the statutory time limit, and with accurate information.

**11. EQUALITIES IMPLICATIONS**

Not applicable.

**CONCLUSIONS/RECOMMENDATIONS**

Members are asked to DISCUSS and NOTE the contents of this paper.



## FOI ANNUAL MONITORING REPORT

### 1. Introduction

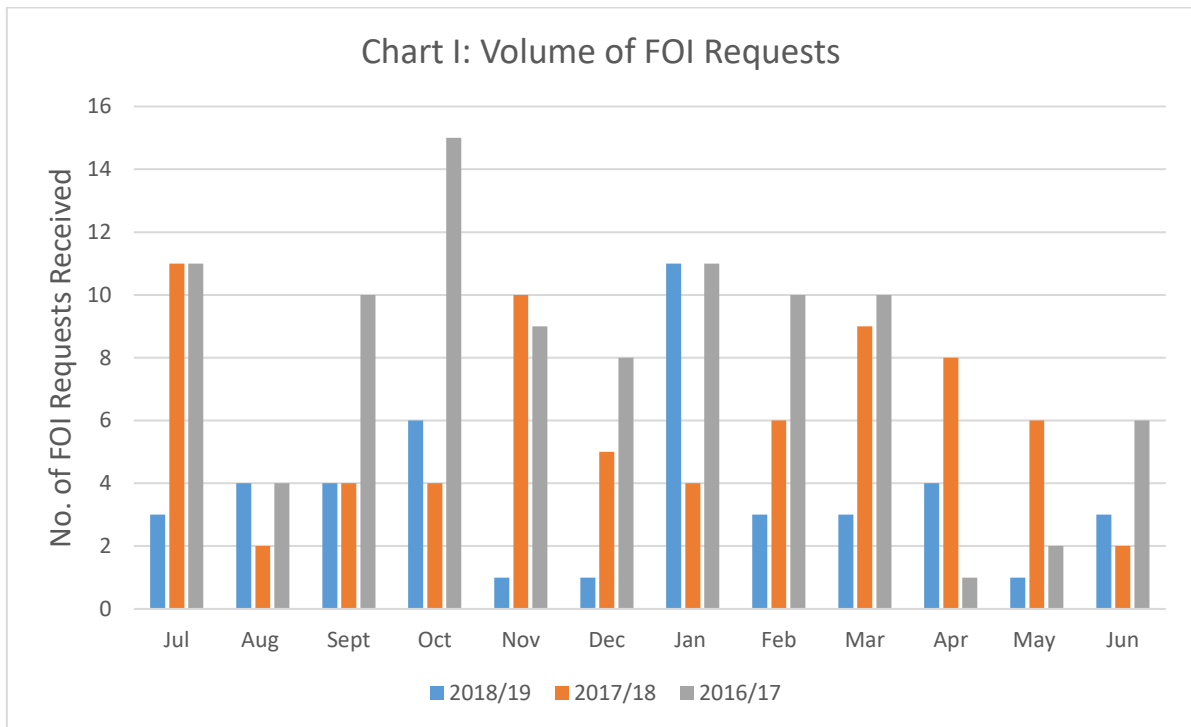
- 1.1 The Scottish Information Commissioner requested that all Scottish public authorities start submitting their Freedom of Information Scotland Act 2002 (FOISA) statistics on a quarterly basis commencing from 1 April 2013.
- 1.2 This report outlines the volume of FOI requests received by Edinburgh College over the last 12 months (from July 2018 to June 2019), and highlights areas of relevant activity.

### 2. Background

- 2.1 The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005. The Act provides a statutory right of access to recorded information held by Scottish public bodies and incorporates the Environmental Information (Scotland) Regulations 2004 (the EIRs).
- 2.2 Requests for access to information can be made by anyone, whether resident in the UK or not, and can be made for information held prior to enactment of the Act. The Act specifies that requests for information must be responded to within 20 working days.
- 2.3 While most information requested can be released, some information is exempt under the Act. The right of access to information is subject to a number of exemptions within FOISA, or exceptions under the EIRs, many of which also require a public interest test to be applied.

### 3. Volume

- 3.1 Edinburgh College received 44 FOI requests in the academic year 2018/19, 27 less than the 71 FOI requests received in the academic year 2017/18. Since the start of 2019/20, the college has received a further 6 FOI requests in July 2019 (3 more than the number of requests submitted to the college in July 2018).
- 3.2 Edinburgh College received 23 Subject Access Requests in the academic year 2018/19 (16 more than the number of requests submitted to the college in 2017/18). Fourteen requests were made by students, five by solicitors, three were made by staff (two lecturing staff and one support staff), and one by an external requestor.
- 3.3 In the academic year 2018/19, 98% of all FOI requests were responded to within 20 working days. The college has further improved on the 96% response rate achieved in 2017/18.
- 3.4 Graph I (below) reflects month-by-month FOI activity over the last academic year (2018/19). Month-by-month data for academic years 2017/18 and 2016/17 is also provided for comparison.

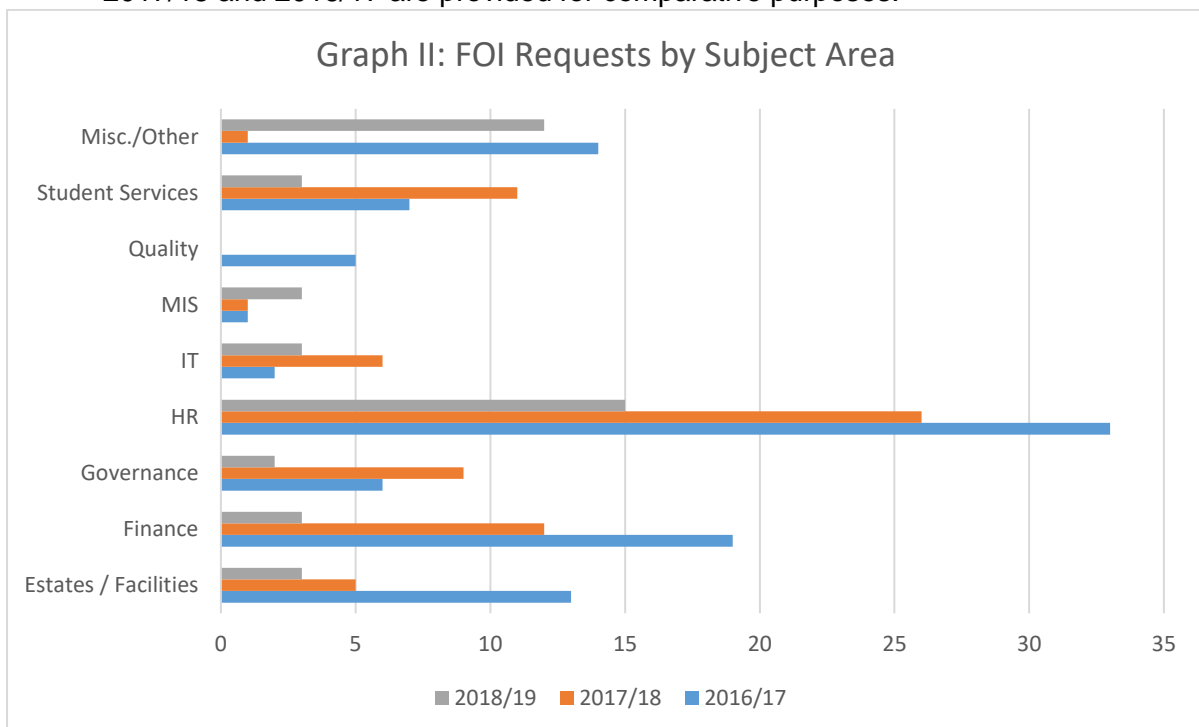


#### 4. Decision Notices from the Scottish Information Commissioner’s Office

4.1 The college has received no application for decision notices from the Scottish Information Commissioner’s Office in 2018/19.

#### 5. Subject Area

5.1 Graph II shows FOI requests by subject areas, based on which department within the College provided information to respond to the request. Data for the academic years 2017/18 and 2016/17 are provided for comparative purposes.



\*Misc/Other includes individual requests made for information from specific departments within the College.

## 6. Requestors

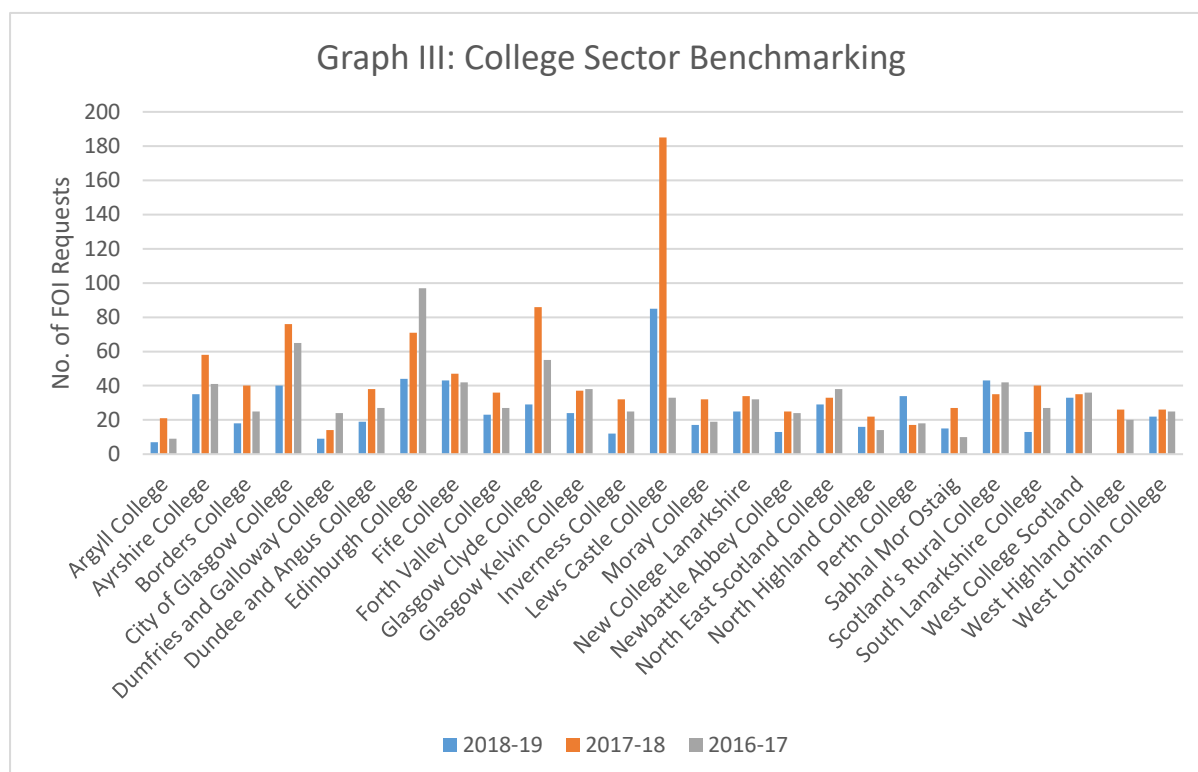
6.1 The number of FOI requests made to Edinburgh College by specific groups and organisations over the past two academic years is shown in the table below:

Group / Organisation	2016/17	2017/18	2018/19
City of Edinburgh Council	0	0	0
Journalists	6	7	2
NUS	1	2	1
Political Parties	7	4	4
Solicitors	1	0	0
Trade Unions	7	5	7
<b>Total</b>	<b>22</b>	<b>18</b>	<b>14</b>

**Note:** The majority of requests are submitted by individuals using names that are not recognised by the College. With reference to the statistics above, it is not possible to assess how many of the remaining 30 requests submitted in 2018/19 would fall into the specified categories.

## 7. Benchmarking

7.1 Graph III reflects FOI activity in comparison to other colleges in Scotland in 2018/19, 2017/18 and 2016/17 [Statistical information provided by the Scottish Information Commissioner's Office].



7.2 In 2018/19 Edinburgh College saw a drop in the number of FOI requests (27 fewer than 2017/18) and sits second highest in the sector behind Lewis Castle College. SRUC, Fife College and City of Glasgow College all received similar numbers of FOI

requests to that received by Edinburgh College over the past Academic Year (40-44 requests).

## 8. Estimated Costs and FOI Publication

- 8.1 From 1 August 2017, the college recorded all costs associated with responding to FOI and Subject Access Requests.

<b>FOI Costs (1 July 2018- 30 June 19) (estimated)</b>	
Cost to college in responding to 43 FOI requests*	£1,827.31
Average cost per FOI request	£42.50
<b>Subject Access Request Costs (2018/19) (estimated)</b>	
Cost to college in responding to 23 Subject Access Requests	£13,189.87
Cost per Subject Access Request	£573.47

\* One FOI request was subsequently retracted.

All FOI responses are available on the college website:

<http://www.edinburghcollege.ac.uk/Welcome/Governance/College-Policies/Freedom-of-Information>