



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 22 September 2020 via Microsoft Teams.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	MINUTES OF THE PREVIOUS MEETING <i>for approval</i>	Chair	A
4	MATTERS ARISING REPORT		
	4.1 Matters Arising Update	Chair	B
	4.2 Race Equality Update	K Heathcote	C attached
5	PRINCIPAL & CHIEF EXECUTIVE REPORT		
	5.1 Principal & Chief Executive Update	A Cumberland	D
	5.2 Strategic Discussion: SFC Review Report	A Cumberland	Verbal
	5.3 Board Strategy Day 27.10.20 Update	A Cumberland	Verbal

Item 5.1 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.

6	HEALTH & SAFETY ANNUAL REPORT 2019/20 <i>for approval</i>	A Bamberry	E
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Item 6 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

7	EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT	J Wyllie	F attached
8	EDINBURGH COLLEGE DEVELOPMENT TRUST: MEMORANDUM OF UNDERSTANDING <i>for approval</i>	M Jeffery	G

Item 8 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs

9	COMMITTEE BUSINESS		
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9.1	<u>Policy & Resources Committee</u> Minutes 01.09.20 Recruitment & Retention Dashboard Management Accounts to July 2020	Chair J Pearson A Williamson	H I J	attached attached
9.2	<u>Nominations Committee</u> Minutes 18.09.20	Chair	K	
10	GOVERNANCE FRAMEWORK REVIEW <i>for approval</i>	N Croft	L	
11	NATIONAL REPORT	Chair		Verbal
12	CLOSED ITEM(S) OF BUSINESS			
12.1	<u>Policy & Resources Committee</u> Closed Minutes 01.09.20	Chair	M	

Item 12.1 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

13 ANY OTHER COMPETENT BUSINESS

14 FOR INFORMATION

14.1	Remuneration Committee Minutes 04.06.20		N	
14.2	Risk Management Report (Inc. Covid-19 Risk Register)		O	
14.3	Academic Council Minutes 11.09.20		P	
14.4	Corporate Development Committee Minutes 25.08.20		Q	
14.5	Governance Report		R	attached
14.6	Freedom of Information Annual Report 2019/20		S	attached
14.7	Board of Management: Agenda Planner 2020/21		T	attached

Item 14.1 & 14.2 are presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs

15 DATE OF NEXT MEETING: 08 December 2020

15.1	<u>Upcoming Committee / Development Event Dates</u>	
	Audit & Risk Assurance Committee	07 October 2020
	Board Strategy Day	27 October 2020
	Policy & Resources Committee	10 November 2020
	Academic Council	13 November 2020
	Corporate Development Committee	17 November 2020
	Audit & Risk Assurance Committee	25 November 2020



FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Jordan Wylie		
Author/Contact	Jordan Wylie	Department / Unit	ECSA
Date Created	11.09.202	Telephone	-
Appendices Attached	<i>Appendix 1: Priority Objectives 2020/21</i> <i>Appendix 2: ECSA Engagement and Welcome Week 2020/21 Report</i>		
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 2020.

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 2020/21

The three full time officers are officially in office as per 1st of July. Jordan Young (President), Rose Dodgson (VP Welfare) and Victoria Browning (VP Activities). The officers are normally invited on a residential training, however this year the training was hosted and completed online, led by the Director. The three officers received tailored training and induction from the Director over 2 weeks with other staff joining relevant sessions, as well as delivering workshops specifically about their areas of work. Towards the end of the training programme, the officers used their newly developed skills to formulate their priority objectives, and supported by the staff team these have taken shape to a full set of 10 Priority Objectives for this session. For more details about the Priority Objectives see *Appendix 1*.

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 in their term. This training was also delivered online over 5 mornings. The Lead & Change training is a key part of the officer training as it is run by the National Union of Students Scotland with specific focus on college development and supporting officers, so also offers key networking opportunities.

3.1.2 'That's Quality!' training

The ECSA President attended "That's Quality" Colleges training online, hosted by SPARQS (Student Partnership in Quality Scotland) in August. The aim of the training 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 any updates from the sector while working in this new normal. ECSA Director was also involved as part of a Q&A panel offering different perspectives for the incoming officers in this new normal.

3.1.3 5Rs involvement

ECSA have been involved with every group linked to the 5Rs project providing at least 1 member of staff or Officer for every meeting. Although we had to cover the induction and training of our new Officer Team in July, we managed to ensure that ECSA was represented in every meeting and gave the new Officers the opportunity to be involved throughout the summer. Our Director was a member of the Critical Incident Management Team since February, and then also asked to join as a member of the 5Rs Steering Group.

Although the summer months are traditionally more difficult for us to cover so many meetings, we felt that this should be a priority for us to ensure the student voice was present in the shaping of the new academic year. We also managed to recruit some students to help participate in the Student Experience, Student Sub-sub-group which met weekly over since June. Now the final 5Rs steering Group has taken place, we will now continue to hold weekly meetings with members of the Hub Group to ensure involvement in the ongoing planning, and delivery of the new academic term and report back on issues early enough for them to be resolved.

While this level of activity is challenging for us to deliver on top of our usual workload, it has been a positive experience to be involved with the process and lend our support and resources where we can. We would like to thank Mike Jeffrey and the rest of the 5Rs group chairs and members for working so closely with us, listening to our concerns and acting on them over the last 6 months in such challenging times.

3.1.4 EC Welcome – Induction Events

ECSA worked in partnership with the Communications Team and Broadcast Media to produce an Online Welcome to Edinburgh College, hosted on Microsoft Teams. This year it was more important than ever to make sure students received comprehensive information about what their college experience would look like. The Induction programme included a mix of pre-recorded videos as well as live Q&As. Students virtually met the Principal and the full-time officers, as well as receiving an introduction to the services of the Funding and Guidance teams, the Learning Support team, the Careers team, the LDT team and the Wellbeing team.

To give the Board an overview of the support ECSA has been providing to students, we have collated a report that outlines ECSA's involvement with the EC Welcome programme as well as student engagement through various channels. The report is simply a snapshot, but provides a valuable overview of a busy couple of weeks supporting students to have the best possible start to their time at Edinburgh College.

3.2 Current & Upcoming Events

3.2.1 Class Rep Recruitment/Training

To account for the delayed start to the semester we have pushed Class Rep Recruitment back slightly. To be able to continue our data-driven work, we need to continue engaging high levels of class reps, which is why giving a little extra time to conduct Class Rep elections online is necessary. The aim is

to have the majority of Reps elected and registered by 16th of October, which is 2 weeks later than previously.

We are adapting everything we do to this new normal and class reps are no different. As the majority of students are learning from home we have made the decision that all class rep activities will remain online at least for the whole of semester 1 but likely for the whole session. This provides us with the opportunity to potentially reach even more students as the sessions can be recorded or scheduled to suit more students across campuses. One of the challenges we face is adapting the training to suit the online environment, however with smaller and more frequent sessions, students will receive a mix of a live training sessions and a training module on Moodle.

The recruitment will be running in a similar format to last year where all LDTs and tutorial staff will receive a video of ECSA President, Jordan, explaining the role and importance of Class Reps. The staff will show this video as part of their online learning and it'll support the election of class reps. Immediately below the video is the rep registration form where the staff can add the student details directly onto the ECSA system. Once registered students automatically receive an email to sign up to a training session as well as an invitation to join the Microsoft Teams site. 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 5th 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. This is even more important than normal and we will continue to work closely through the excellent partnership 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 2019/20. The report is 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'. The full report was reviewed by the Academic Council on 11 September 2020.

3.2.2 Hidden disabilities: Sunflower Scheme

Following student queries and feedback from students on the ECSA Virtual Campus, ECSA has highlighted the Sunflower Scheme to relevant college partners. We are pleased to be in a position to provide student feedback that results in positive changes for students and happy to report that with the full agreement and on behalf of Edinburgh College we have completed the sign up process to the scheme. More information about the scheme here: <https://hiddendisabilitiesstore.com>

The involvement of the Sunflower Scheme is particularly useful in a new normal where we will see students come onto campus who are required to wear face masks unless exempt. The sunflower lanyard or identification card allows us to recognise the students who for example might be exempt from wearing face masks, and this will ensure students are not unnecessarily challenged or penalised when not visibly following COVID-19 procedures.

As part of joining the scheme, Edinburgh College are committing to train staff on how to recognise the Sunflower scheme, ensuring they have a deeper understanding of hidden disabilities, and the confidence to approach and support those with hidden disabilities. We have ordered 500 lanyards that will be emblazoned with the college logo as well as a starter kit that contains a variety of items such as staff badges and wrist bands. Being able to provide lanyards will be hugely important to those students who come onto campus who might not be aware of the scheme yet, or unable to get lanyards elsewhere.

3.2.3 Low Carbon Travel Project – Go Green!

ECSA are delighted to have been awarded funding for another 2 year project from the Climate Challenge Fund. This new project will offer free support to help Edinburgh College students to travel more sustainably, and to reduce their food and textile waste. Project activities will include cycle training and bike maintenance workshops, a liftshare scheme, a Community Fridge at each campus, and swap-shop events. The project will increase understanding of climate change by running workshops in class time and providing opportunities to develop sustainability skills through extracurricular and voluntary activities. More information about the new project can be found [here](#).

The summer has been all about planning for our Go Green team. The current situation will pose challenges to their physical activities (community fridges and swap shops), so they've been considering other ways to deliver their travel and waste outcomes for CCF, whilst still doing what they can with physical community fridges and swaps on campuses. They've also been in touch with LDT Team Leaders to arrange some class time for raising climate change awareness for our students.

To prepare for community fridges being put in place, robust health and safety measures are being considered in order to ensure that this can run in a way that is safe for all users. As part of further preparation the team has also signed up to a site to identify supermarkets who would be willing to regularly donate to these fridges, to ensure a sustainable programme.

The Go Green team have been gathering student feedback through the Virtual Campus, asking students through polls, what items they would like to exchange in our Swap Shops for when they can begin to run. Through data from the Welcome Survey run alongside online induction events, the team will plan safe activities as part of the project.

Though they are working off campus there are some key achievements to name too:

- Creating Covid-specific travel guidance documents for staff and students, for more information, see the guidance [here](#)
- Delivering climate change awareness training to our new Full Time Officers (which has helped get sustainability education into our priority objectives again this year);
- Organising 'bike starter kits' for students to apply for in partnership with the Estates team. This will offer students the opportunity to apply for a refurbished bike, along with useful kit such as high-vis materials, a bike lock, and lights - this will be a means tested process so students who would benefit from this provision most can access all this for free.

As one of the two project staff members, Alex, is moving onto new endeavors, we will be recruiting for a new member of staff to fill the vacancy. We wish Alex all the best.

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.



Priority Objectives 2020-21

Background

Since 2016, we have developed a specific set of Priority Objectives that we aim to pursue in a given academic year. These Objectives are based around the portfolios of our Full-Time Officers (FTOs), and cross-referenced against our 'Pillars of Action' which make up our strategic plan. We now have 5 specific areas that we cover as follows:

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

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.

This Year's Priorities

This academic year will be like no other - we have already delivered our Welcome Events in a virtual format and haven't been on campus since March! - so we know that things will be even more challenging for students to stay connected, get the right support when they need it, and do everything that they want to do while at College. We are committed to meeting this challenge head-on and have set some ambitious targets to point us in the right direction.

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 2020-21. 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.

2020/21 Priorities at a glance

- | | |
|--|---|
| 1. Supporting students in crisis | 6. COVID Support Network |
| 2. Developing life skills for students | 7. Green Spaces are happy places |
| 3. Raising greater awareness of ECSA | 8. Promoting Equality, Diversity, & Inclusion |
| 4. Helping students know their rights | 9. Challenging isolation through activities |
| 5. Really useful Course Handbooks | 10. Going Greener |



Priority Objectives 2020-21

SUPPORT		<i>That won't stop me.</i> <i>To ensure that students experiencing difficulties don't fall through the cracks. Then enabling them to receive the support they need to rise above their crisis, empowering them to re-engage with pursuing their goals</i>		Lead Officer President
Actions	Targets/Measurements		Date	
Gather data from previous casework to identify priority areas	<ul style="list-style-type: none"> Report on existing cases Contact Quality team to get data about previous years' withdrawals 		September 2020	
Gather Data from previous casework to identify priority areas for students who present themselves in crisis	<ul style="list-style-type: none"> Report on existing cases Contact Quality team to get data about previous years' withdrawals 		October 2020	
Gather experience of College staff on the reasons why students have not been able to complete their course	<ul style="list-style-type: none"> Survey shared At least 100 responses form staff 		October 2020	
Identify key contacts for internal and external partners for specific areas identified	<ul style="list-style-type: none"> At least 5 specific areas identified At least 1 internal and 1 external partner identified for each area of crisis 		November 2020	
Create a College Steering Group to help deal with and manage students in crisis	<ul style="list-style-type: none"> At least 5 members of College staff involved At least 1 teaching staff member involved At least 1 member from an external organisation involved 		December 2020	
Steering Group create guidance and processes on how to support a student facing a major crisis	<ul style="list-style-type: none"> Guidance should include flowchart and persons responsible at each stage Web-pages developed to add information and advice for all staff to access 		February 2021	
Work with relevant College staff to secure emergency accommodation for students facing homelessness	<ul style="list-style-type: none"> College Halls spaces set aside for emergency access External option available 		April 2021	
Contact organisations who have established buddy schemes for supporting people in crisis, and create link for students to access	<ul style="list-style-type: none"> At least 3 organisations identified Formal agreement in place with at least 1 organisation Appointed College staff contact to liaise on on-going basis for support 		December 2020	



Priority Objectives 2020-21

Ensure students who have engaged in the scheme are involved in student-to-student support through online or in-person groups	<ul style="list-style-type: none"> • Use existing groups for students to engage in e.g. Men's Support Network • At least 5 students engaged in scheme 	
Ensure staff and students are aware of the support available for students in crisis	<ul style="list-style-type: none"> • Publicise scheme to all staff through College Comms • Hold an awareness week to highlight specific case studies • At least 500 clicks on website 	April 2021
Report back to Board of Management on progress and ongoing recommendations for the scheme to support students in crisis	<ul style="list-style-type: none"> • Report submitted to BOM • At least 10 Recommendations included 	June 2021



Priority Objectives 2020-21

EDUCATION		<i>To provide students with opportunities to develop essential life skills they may not necessarily gain through their course curriculum</i>	Lead Officer President
Actions	Targets/Measurements	Date	
Include life skills opportunities in Welcome Week Survey	<ul style="list-style-type: none"> At least 250 students interested 	August 2020	
Make contact with financial support and life skills organisations to gather useful resources	<ul style="list-style-type: none"> Contact made with 10 organisations 3 sources for life hack videos 	September 2020	
Create a tips and tricks section referencing online resources that are free to access	<ul style="list-style-type: none"> 10 websites and links shared 	September 2020	
Collate list of local companies that offer student discounts	<ul style="list-style-type: none"> Categorise student discounts Publish list and review feedback from students 	September 2020	
Review what financial support and life skills knowledge is already available within the college, especially within core skills	<ul style="list-style-type: none"> Contact relevant staff and arrange to meet Review withdrawal data Identify gaps in provision 	October 2020	
Re-run the 2020 Housing & Finance survey to track changes in student finances and housing situations	<ul style="list-style-type: none"> Aim to receive 500 responses to the survey Analyse survey data and publish report 	December 2020	
Run life skills workshops based on student preferences, for example workshop on how to do budgeting.	<ul style="list-style-type: none"> 2 workshops run per semester 20 students attending each session 	April 2021	
Gather case studies and feedback from students about their experiences of using life skills throughout activities	<ul style="list-style-type: none"> 5 case studies gathered 	April 2021	



Priority Objectives 2020-21

Write and publish a student guide of financial and life skills to be hosted on ECSA website	<ul style="list-style-type: none">• Include case studies from students	
Create and share content focusing on financial skills	<ul style="list-style-type: none">• 3 blog articles over the year• Focus 1 livestream on financial skills	May 2021



Priority Objectives 2020-21

SUPPORT		<i>Keeping students up to date on different ECSA activities, and progress to increase student engagement. To improve the sense of belonging and community amongst students, and increase awareness of the support available to them</i>	Lead Officer President
Actions	Targets/Measurements	Date	
Host virtual drop-in sessions where students can approach staff for support on a range of issues.	<ul style="list-style-type: none"> Record each student dropping-in using a recording tool Aim for 100 drop ins recorded before Christmas 	January 2021	
Create a clear introduction to ECSA in the induction process and promote engagement with the Welcome Survey	<ul style="list-style-type: none"> Custom tab created in Microsoft Teams for ECSA content Welcome Week survey has over 1500 responses 	September 2020	
Continue to build engagement on the Virtual Campus group and use that as a key space for engaging with students	<ul style="list-style-type: none"> Aim to build group membership to 1000 students New polls created on a weekly basis during term-time to track the 'student mood' 	September and Monthly	
Broadcasting a regular ECSA livestream to keep students up to date on our work	<ul style="list-style-type: none"> Broadcast a 10 mins- 20 mins live stream on a weekly basis throughout term-time <ul style="list-style-type: none"> At least 10 Live Streams delivered At least 10,000mins viewed (66% increase on 19/20) At least 750 engagements (33% increase on 19/20) 	May 2021	
Highlight student issues and show the process of them being resolved	<ul style="list-style-type: none"> Feature one student issue every month as part of livestream/video <ul style="list-style-type: none"> Covering students from each faculty area Show each monthly issue being resolved/addressed by the college <ul style="list-style-type: none"> 8 issues shown to being addressed by college management. 	May 2021	
Producing general information materials to inform students about ECSA's services and college spaces	<ul style="list-style-type: none"> Posters placed at prominent campus locations and updated monthly <ul style="list-style-type: none"> 100 posters printed 25 static posters with key information placed across campuses. Leaflets printed and distributed to students at appropriate times <ul style="list-style-type: none"> 600 leaflets printed 	October 2020	



Priority Objectives 2020-21

Running stalls to support campaigning on the key monthly issues when campuses re-open	<ul style="list-style-type: none">• Gather 100 engagements from students on each issue each month of stalls	May 2021
Host ECSA-led events over each of the college's campuses when campuses re-open to engage students in our work	<ul style="list-style-type: none">• Host an event open to all students each month after campuses re-open, replicated across each of the four main campuses<ul style="list-style-type: none">◦ 2 events held over second semester	May 2021



Priority Objectives 2020-21

SUPPORT		<i>To develop a culture of personal advocacy we will empower students to take responsibility of their own learning by equipping them with information relevant to their rights as a student. This will increase student confidence and retention</i>	Lead Officer VP Welfare
Actions	Targets/Measurements	Date	
Research good practice from the sector.	<ul style="list-style-type: none"> Contact 20 institutions/organisations Review successes 	October 2020	
Establish the need for student rights by understanding the knowledge levels of students around their rights. Include question about knowledge of student agreement in 'Your Experience' survey	<ul style="list-style-type: none"> Analyse existing case data 300 respondents to survey question 	October 2020	
Set up an interactive form on ECSA website to empower students to find the right policies and solutions to potential conflicts.	<ul style="list-style-type: none"> Track use of site - aim for 100 per semester Feedback form 	January 2021	
Work with relevant departments of the college to identify student rights	<ul style="list-style-type: none"> Identify 10 core student rights 	December 2020	
Consult Class Reps on core rights through second conference	<ul style="list-style-type: none"> 50 Class Reps in attendance at Class Rep Conference 50 Class Reps responding to survey outside of conference 	December 2020	
Consult on draft student rights as a tangible document	<ul style="list-style-type: none"> 50 students to attend focus groups 	February 2021	
Full set of student rights that students and staff can sign up to is agreed and presented to Academic Council	<ul style="list-style-type: none"> Review feedback on student rights 50 Class Reps sign Heads of Faculty & Vice Principal Curriculum sign 	April 2021	



Priority Objectives 2020-21

EDUCATION	<i>To establish a standard template for course handbooks with the view to ensure clear & concise communication between staff and students. This will increase course performance and retention by including vital course information as well as assessment guidance in order to minimise assessment bunching</i>		Lead Officer VP Welfare
Actions	Targets/Measurements	Date	
Research what is already required by governing bodies	<ul style="list-style-type: none"> Contact all governing bodies Collate requirements 	August 2020	
Research course handbooks and assessment policies across the sector	<ul style="list-style-type: none"> Speak to 10 other institutions Collate 10 course handbooks 	September 2020	
Identify the student experience of using course handbooks	<ul style="list-style-type: none"> Include questions in 'Your Experience 2020' survey Gather data from 100 Class Reps through first Class Rep Conference 	October 2020	
Engage relevant staff (Heads of Faculties, Vice Principals, Quality Team) in order to show benefits of standard course handbook in order to get their support	<ul style="list-style-type: none"> Schedule meeting with relevant staff Present findings Include student feedback from 5 curriculum areas 	October 2020	
Collate and identify examples of good practice module handbooks	<ul style="list-style-type: none"> Email all curriculum managers 50% of CMs to respond Collate top 3 good practice examples 	November 2020	
Consult Class Reps about minimum course handbook content through Conference	<ul style="list-style-type: none"> Suggestions from 50 Class Reps Offer ways to feedback outwith conference 	December 2020	
Consult staff on what should be included in a course handbook	<ul style="list-style-type: none"> Attend at least 5 staff team meetings Invite staff from all 4 faculties to attend a focus group 	January 2021	
Identify current levels of 'assessment bunching' across departments	<ul style="list-style-type: none"> Run a focus group with 30 student reps Publish poll in Virtual campus with 200 respondents 	December 2020	



Priority Objectives 2020-21

Develop a mock course handbook with a range of elements so that students can be consulted on a tangible document. This should include guidance to avoid 'assessment bunching'	<ul style="list-style-type: none"> • Run a focus group with students from each faculty • Receive 50 pieces of feedback from students 	February 2021
Invite staff and students to take part in creating course handbook content through a steering group	<ul style="list-style-type: none"> • Set up steering group with a student and staff member from each faculty • Steering group to meet twice 	January 2021
Take the proposed course handbook to Academic Council	<ul style="list-style-type: none"> • Paper agreed through steering group • Paper submitted to Academic Council for comment/approval 	March 2021
Create course handbook template based on feedback from students and staff, with a view for staff to use for all levels	<ul style="list-style-type: none"> • Share with all teaching staff and encourage to use • 50 courses to commit to using the course handbook template 	May 2021



Priority Objectives 2020-21

SUPPORT		<i>To respond to current circumstances and create a 'Covid Support Network' (CSN) with links to other support groups and initiatives in order to empower students to support themselves and each other</i>	Lead Officer President VP Activities VP Welfare
Actions	Targets/Measurements	Date	
Contact the wellbeing team to determine the right kind of support needed for students based on experiences from March-June 2020	<ul style="list-style-type: none"> Identify 5 core areas of mental health issues during covid/semester 2 	August 2020	
Contact external organisations and partners to analyse the support provided and how to collaborate	<ul style="list-style-type: none"> Review current links and contacts 10 organisations contacted 	August 2020	
Include questions about COVID-19 anxieties in Welcome Week survey	<ul style="list-style-type: none"> At least 250 students interested students 	August 2020	
Identify target groups of students, for example students in halls, 16-19 year olds, students with additional learning needs.	<ul style="list-style-type: none"> Gather data from welcome week survey Identify at least 3 specific demographics to support 	August 2020	
Create space on ECSA website about Cyber Bullying including clear channels for reporting bullying and harassment	<ul style="list-style-type: none"> Dedicated page created Launch during Anti-bullying Awareness week (November) 	October 2020	
Create online support space for students potentially through Microsoft Teams	<ul style="list-style-type: none"> 100 students to join Content to be shared once a week 	October 2020	



Priority Objectives 2020-21

Set up links with student services and other relevant departments to set up referral scheme for students to access the group	<ul style="list-style-type: none"> • 5 students referred monthly 	October 2020
Create a content plan spanning 4 weeks in advance to ensure consistent support available	<ul style="list-style-type: none"> • Weekly sessions to be themed • 5 students to attend each session • Review engagement with content 	Ongoing
Recruit students to be moderators or ambassadors in the online support group	<ul style="list-style-type: none"> • 5 students register interest 	November 2020
Incorporate online social groups or activities such as online yoga or mindfulness classes.	<ul style="list-style-type: none"> • Trial 3 types of activities • 10 students to attend each session • Review feedback from students 	November 2020
Offer resilience training or similar through the support group	<ul style="list-style-type: none"> • 50 students interested in attending training • 2 training sessions delivered 	December 2020
Run mental health awareness campaign with specific purpose of normalising talking about how you are doing	<ul style="list-style-type: none"> • 5 student videos about their experiences • Poster campaign 	January 2021
Review and report on success of group based on evidence from students	<ul style="list-style-type: none"> • Survey • Attendance at drop ins 	May 2021



Priority Objectives 2020-21

EDUCATION		<i>“GreenSpace”</i>	Lead Officer VP Activities
		<i>To promote existing opportunities, and create new ones, for students to grow plants and learn gardening skills. This will serve as a platform to increase students’ knowledge of climate change and the UN Sustainable Development Goals</i>	
Actions	Targets/Measurements	Date	
Contact and meet with Community Gardens Coordinator	<ul style="list-style-type: none"> Regular meetings scheduled between VP Activities, Community Garden Coordinator, and relevant ECSA support staff 	August 2020	
Provide an online platform for the EC community to communicate collectively to discuss "green issues" and other points of interest	<ul style="list-style-type: none"> Set up a facebook page for the group Include Green Group as an activity option in the Welcome Week survey Set up mailing list on Civi for students interested in the Green Group, and send a link to the facebook group page Include information about the Green Group to staff in the first staff newsletter of the academic year 	September 2020	
Host plant giveaways on campus to provide students with plants they can grow	<ul style="list-style-type: none"> Host at least 1 stall on each campus to give out plants to students Aim to give out 40 small plants to students at stalls 	October 2020	
Create content to support students with growing their plants	<ul style="list-style-type: none"> Produce a resource pack of information about taking cuttings from plants Produce a short video to summarise the content from the resource pack Share resource pack and video on facebook Green Group and through mailings 	October 2020	
Encourage students to swap plants (e.g. cuttings) through the facebook community	<ul style="list-style-type: none"> Encourage students to share photos and videos of their plants’ progress 	Ongoing	
Host planting events in community gardens	<ul style="list-style-type: none"> Host monthly planting events in the College’s community gardens Have 50 students actively engaged in planting events Promote discussions surrounding sustainability at each event 	Ongoing	
Set up community garden drop-in times at each relevant campus	<ul style="list-style-type: none"> Work with Severine to develop and promote a timetable of drop-in hours for existing community gardens Create videos to show students how to get to each of our community gardens, and post this to the ECSA facebook page 	March 2021	



Priority Objectives 2020-21

	<ul style="list-style-type: none"> • Host a live stream of a drop-in event at each campus to show students what activities are taking place 	
Establish a Community Garden at Granton campus	<ul style="list-style-type: none"> • Relaunch discussion about setting up a community garden at Granton campus • Identify and meet with relevant members of staff • Identify site for potential garden • Create and launch a community consultation survey for designing this space • Create a design for this area that incorporates feedback 	May 2021
Create a new green area at Milton Road	<ul style="list-style-type: none"> • Relaunch online consultation to gather opinions for the space in question • Plan in-person consultation events, with the aim to have at least 2 stall events • Work with Severine to design new area that includes feedback from online survey and in-person consultations • Identify any potential funding sources, and organisations who could donate materials • Recruit students to help with a planting event 	May 2021



Priority Objectives 2020-21

EQUALITY	<i>Foster a sense of belonging at Edinburgh College through the promotion of equality, diversity and inclusion</i>		Lead Officer VP Activities
Actions	Targets/Measurements	Date	
Write E&D statement and publish video (including accessible transcript) featuring FTOs outlining E&D and opportunities at Edinburgh College	<ul style="list-style-type: none"> • 1000 views on video • Statement agreed by all FTOs 	September 2020	
Contact Equalities Officer and external organisations to set up partnership including work on the cultural events calendar	<ul style="list-style-type: none"> • Monthly meetings between ECSA & Equalities • Review current links with external organisations • Contact 10 organisations 	September 2020	
Develop a cultural events calendar with relevant events to be shared with students linking external organisations and activities.	<ul style="list-style-type: none"> • Calendar updated monthly • A cultural event celebrated monthly using different media (video, online boards, blogs and activities) • Review after semester 1 	June 2021	
Review current provision of prayer rooms and reflectories on campuses to ensure they are fit for purpose and consider how to ensure spaces remain available during physical distancing.	<ul style="list-style-type: none"> • Report on existing spaces • 100 respondents to user survey • Advertise rooms to incoming students 	January 2021	
Research Equality Champions in other institutions including benefits and structure	<ul style="list-style-type: none"> • Contact 20 institutions • Review and report on findings 	September 2020	
Identify potential external funding opportunities for Equalities Champions (or parts)	<ul style="list-style-type: none"> • Identify and apply for any relevant funding • Contact Development Trust 	September 2020	



Priority Objectives 2020-21

Work with Equalities Officer to produce a resources handbook for Equalities Champions and other staff to enable them to effectively and confidently assist students in need	<ul style="list-style-type: none"> • Identify and collate similar resources • Compile and publish handbook • Distribute resource to LDT's and lecturers 	
Establish a network of student 'Equality Champions' to represent marginalised communities of students (e.g LGBT, BAME, Disabled, Mature, Parents & Carers)	<ul style="list-style-type: none"> • Take register of interest through Class Rep Conferences, ECSA website and other activities - 20 students to be interested • Link champions as a role within Rep Academy 	October 2020
Review the Equality Champion programme	<ul style="list-style-type: none"> • Invite champions to an Equality & Diversity Forum once a semester • Review programme at end of Semester 2 (Aim for 2 Case Studies to demonstrate efficacy) 	
Include a Page for the Equalities Champions on the ECSA Website	<ul style="list-style-type: none"> • Review online content plan monthly • New blog/content monthly • Feedback received through comment box 	
Work with key internal and external groups to run workshops to educate/raise awareness about Equality and Diversity (including UN sustainable Global goals 5 and 10)	<ul style="list-style-type: none"> • Contact external groups for input of workshops • 5 Equality Champions to help deliver workshops • 2 workshops per semester 	
Promote the sharing of cultures and cuisines through online cooking workshops that focus on cuisines from around the world. To do this at home, recipe cards will be distributed and students can make their own creations and share online.	<ul style="list-style-type: none"> • Link up with Professional Cookery students • Partner up with International Student team • 100 students to take part in monthly poll • Run monthly livestream event to show how to prepare a meal 	



Priority Objectives 2020-21

ACTIVITIES		<i>Challenging isolation and loneliness by engaging students in activities and opportunities in order to reduce the negative impact of loneliness on the mental health of students</i>	Lead Officer VP Activities VP Welfare
Actions	Targets/Measurements	Date	
Create “combating isolation survey” and publish on ECSA website and social media platforms	<ul style="list-style-type: none"> • Aim for 1500 responses • formulate report 	September 2020	
Contact Wellbeing officer and external organisations to discuss partnership including silvercloud and development of wellbeing hub	<ul style="list-style-type: none"> • Monthly meetings between ECSA and wellbeing Team • Review current links with external organisations • Contact 10 organisations 	October 2020	
Using welcome week survey results to set up relevant online spaces (static and live spaces such as FB groups, teams and drop in sessions) for groups of students.	<ul style="list-style-type: none"> • Identify relevant platforms for groups • 100 members per group • At least 5 groups 	December 2020	
Working with Wellbeing team and external partners to set up Mental Health First aid training for Students. Offer training to Class Reps to empower them to support students in combating their loneliness	<ul style="list-style-type: none"> • Agree training programme and delivery model • Set up and review training with Wellbeing team and other partners • Offer training to all Class Reps • Aim to deliver training to 100 Class Reps by end of semester 2 • Review experience from Reps about training and levels of usefulness (end of Semester review) 	May 2021	
Continue working with external support organisations (such as Nightline). Signposting support to students through Wellbeing Hub by keeping it regularly updated <ul style="list-style-type: none"> - Share volunteer opportunities - Use data to highlight specific groups at specific times of year 	<ul style="list-style-type: none"> • Promote Nightline via all media channels • At least 5 volunteer opportunities promoted each semester • Wellbeing Hub Highlights linked to specific areas at least 5 times 	May 2021	



Priority Objectives 2020-21

<p>Plan Virtual Give It A Go (GIAG) Programme</p> <p>This could include Yoga/Pilates, Running/Walking Group, Dance or Music Soc, photo challenges, etc.</p>	<ul style="list-style-type: none"> • Identify at least 5 different activities • At least 1 activity based in the local community • At least 1 activity hosted jointly with relevant College team 	<p>October 2020</p>
<p>Deliver Virtual GIAG Programme</p>	<ul style="list-style-type: none"> • Dedicated webpages on ECSA Website • Scheduled classes via online platform • At least 5 activities scheduled • At least 10 people attend each session 	<p>November 2020</p>
<p>Review Virtual GIAG Programme</p>	<ul style="list-style-type: none"> • Gather feedback from at least 50% of participants on their experiences and how to engage more students • Come up with at least 5 recommendations for making these one-off activities more regular • At least 3 activities developed into regular sessions throughout the year 	<p>December 2020</p>



Priority Objectives 2020-21

SUSTAINABILITY		<i>Going Greener</i>		Lead Officer
<i>Expanding on our previously successful sustainability work, we will support students and the college to reduce food and household waste. This will save students money and help those in need, and also increase climate literacy</i>				VP Activities
Actions	Targets/Measurements			Date
Establish community fridges to enable students to access free food, and reduce food waste on campus and at local food businesses / supermarkets.	<ul style="list-style-type: none"> ● We will aim to divert 25kg of food from waste streams (landfill and food waste) each week. <ul style="list-style-type: none"> ○ Measure weight of food as it is donated, weekly. ○ Measure the weight of any food that we disposed of (we expect this to be minimal), weekly. ○ Calculate the total weight of food waste diverted from landfill each week. ● Initially we will focus on establishing the fridge at Sighthill campus, but will look to expand this across all four campuses over the course of the year. ● We will partner with at least one local supermarket for each campus, and also work with the college canteens and Professional Cookery department. ● Regular feedback surveys to assess the impact of community fridges and other food waste activities. This will measure changing attitudes towards food-sharing, and how food wastage is being reduced in their home life. 			October 2020
Set up bookswap shelves in ECSA offices. We will advertise this throughout the year, with a heavier focus towards the end of the academic year when students will be finishing their courses.	<ul style="list-style-type: none"> ● We will aim to redistribute 200 secondhand books to other students, encouraging re-use. <ul style="list-style-type: none"> ○ Measure weight of items being donated, weekly. 			September 2020



Priority Objectives 2020-21

<p>Each office will have a bookshelf to allow students to easily exchange textbooks and other books they no longer need.</p>	<ul style="list-style-type: none"> ○ Survey donors on what would have otherwise happened to the items (storage, landfill, etc.) ○ Measure the weight of any items that we dispose of (we expect this to be minimal), weekly. ○ Calculate the total weight of items being diverted from unproductive uses each week. <ul style="list-style-type: none"> ● We will aim to collect books from 50 students. 	
<p>Establish regular swap shop events</p> <p>We will set up a regular calendar of pop-up swap-shop events, where students can easily swap clothes and other household items.</p>	<ul style="list-style-type: none"> ● Initially we will focus on doing this at Granton campus, but will look to expand this across all four campuses over the course of the year. ● We will aim to run one event per week, rotating the day of the week to engage more students ● Regular feedback surveys to assess the impact of Swap Shops on the student community. This will measure changing attitudes towards buying second-hand. ● We will use the same monitoring process as outlined in the bookswap section above. ● Our aim will be to redistribute 500kg of clothes to new homes over the year. 	<p>September 2020</p>
<p>We will directly and indirectly increase students' climate literacy</p>	<ul style="list-style-type: none"> ● We will aim to engage 750 students over the year across all our "Go Green" activities. ● We will run climate change awareness sessions in college classes, engaging 200 students in the links between sustainability and their curricula. ● We will work with Class Reps to enable cascade training. 	<ul style="list-style-type: none"> ● By June 2021 ● By April 2021 ● January 2021



ECSA Engagement Welcome Weeks 2020

Background

For the last few years, ECSA has taken on the task of supporting students to get logged into their College accounts as part of our introduction to ECSA sessions throughout the College Welcome Weeks. This has been done in the form of a 20minute session delivered to classes ranging from 5 to 25 students at a time in computer labs, repeated every 20minutes for 9 working days. The log-in process takes approximately 10minutes to go through, so we would usually have 10minutes to run through our presentation on everything that we do as an organisation.

Last year (2019), there was a push for online self-enrolment from home, which saw on-campus numbers of approximately 2,500 students over those 2 weeks.

Supporting Students before, during and after Welcome Week 2020

With classes remaining largely online for the time being, ECSA and the Comms team worked together to develop the new online Welcome Events as a replacement.

Students received log-in information on the 27th of August to enable them to access the Welcome Events on Microsoft Teams and get them logged into their College e-mail accounts, Moodle, and Office 365. They were directed towards ECSA for help to get logged in as well as IT for password resets or anything more technical that we couldn't help with.

This help has been provided via the following channels:

- Group e-mail inbox - contact@ecsa.scot
- Group telephone number - 0131 297 9500
- Facebook/Instagram/Twitter Direct Message Inbox - @ECSAonline
- Virtual Drop-in Office - <https://ecsa.scot/dropin>
- Facebook Virtual Campus - <https://www.facebook.com/groups/ecvirtualcampus2020>

Although all of our channels have been busy, I would like to highlight the Virtual Drop-In Office and Virtual Campus as they have been specifically developed for remote support.

Virtual Drop in Office

(<https://ecsa.scot/dropin>)

This is a single-click entry via our website into a video-call which is staffed during office hours. So far, we have recorded 494 drop-ins, talking students through how to access systems, etc. this has been particularly effective as it allows us to do what we would do in person at a PC on campus, as we can share screens and see what the students are seeing to identify where the issues lie.

The average call lasts about 10 minutes and we have had calls from students from all over Scotland, the continental Europe, and beyond as students learn remotely. We very much see this as our "new normal" for helping students with routine enquiries.

Virtual Campus

(<https://www.facebook.com/groups/ecvirtualcampus2020>)

The Edinburgh College Virtual Campus is a closed group hosted on Facebook which has been advertised both via ECSA communications channels, as well as through official College comms to newly enrolled students. As it currently stands (10th Sept 2020), we have 2170 members on the group, with 1588 listing Edinburgh as their home town.

Over the past 4 weeks, we have had 6240 comments on 863 posts, with the vast majority being students asking questions about the new term. Topics have included IT/Log-in access, how MS Teams or Moodle works, timetabling confusion, funding eligibility, H&S on campus, and many, many more. Staff and Officers cover the Virtual Campus during office hours and answer as many queries as possible within that time. Complex queries are usually redirected from the Virtual Campus to another confidential space, such as the Virtual Office, telephone, or e-mail.

Many of the members of the Virtual Campus have found class groups and organised their own separate chats groups as well as organising more general social activities, such as a fantasy football league, cycling group, and a skating group. We are confident that more of these social activities will start to flourish throughout the term.

In terms of the membership, approximately 65% identify as female, and 44% are between 18 and 24 years old, so we are by no means engaging everyone in the student community. However, this is a very healthy start to engaging a large student audience and giving them somewhere to go for help and share experiences whilst the majority are learning remotely.

EC Welcome Events 2020

ECSA worked closely with Comms and other relevant departments to develop and produce a series of online Welcome Sessions available for all students via Microsoft Teams. This was the first time we have ever attempted live sessions through MS Teams, having previously delivered Facebook Live events during lockdown as a way to help answer student queries in a fluid situation.

Our joint vision was to provide an interactive, accessible set of events that students could flexibly engage with to ensure they were given comprehensive information on starting college.

The events were spread over 3 days and included a mixture of pre-recorded and live sessions delivered by a range of teams across the College. Day 1 was themed around Welcome to Edinburgh College, Day 2 focussed on navigating and using systems for learning & teaching, and day 3 covered the range of support services available. The session averaged an audience of 1997 viewers per session are available for any staff or student to watch again via MS Teams.

ECSA Welcome Live Event

<https://web.microsoftstream.com/video/caac1458-1f85-4d45-9a29-b438f4293e8c>

We worked with the Broadcast Media team, and the Comms Team to deliver our session as part of the Welcome Events. This included a pre-recorded video presentation of the Full-Time Officers and the services provided by ECSA, followed by a live Q& A session.

The live session attracted 2318 attendees, asking 364 questions. Jordan and Victoria responded to 25 of these questions in the live stream, and staff worked to respond to the remainder in writing. 100 of these questions & responses were published publicly for all viewers to read, and the rest were replied to privately immediately after the event was over.

Since the live events finished, we have had more than 500 people watch the recording of the Welcome session, which is available to all students and all staff logged into an Edinburgh College account. Overall, we have reached nearly 3000 students through this event alone (approximately 22% of all enrolled students at the time), surpassing last year's Welcome Week events, which engaged 2526 students over 2 weeks of on-campus events.

Some Useful Stats at-a-glance

(correct, as of 10.09.20)

ECSA Welcome Live Event

<https://web.microsoftstream.com/video/caac1458-1f85-4d45-9a29-b438f4293e8c>

- 2318 watched live
- 500-ish since then on watch again
- Available for all students and staff on MS Teams
- 25 questions were answered live by our Officers out of 340 submitted live
- 100 questions were answered in writing and published for anyone to see, 240 were answered in writing privately to the individual students
- 2019 Welcome Weeks over 2 weeks engaged with 2526 students, for comparison

Virtual Campus

<https://www.facebook.com/groups/ecvirtualcampus2020>

- 2152 members
- 846 posts and 6111 comments
- 1500 members list Edinburgh as their home town
- 65% identify as female, with 44% being 18-24 years old

Virtual Drop in Office

<https://ecsa.scot/dropin>

- Staffed during office hours on a rota
- Single click through from website
- 494 students recorded through the office so far
- Average 10-15mins per student



FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Jonny Pearson		
Author/Contact	Jonny Pearson	Department / Unit	Executive
Date Created	07.09.20	Telephone	0131 297 8449
Appendices Attached	None.		
Disclosable under FOISA	No		

RECRUITMENT AND RETENTION DASHBOARD

1. PURPOSE

This paper aims to provide the Board with an updated overview of the College’s performance against its 2019/20 activity target and to provide an update on the progress of enrolment for AY 2020/21

2. BACKGROUND

For academic year 2019/20 the Edinburgh College activity target was 187,947 credits. This is comprised of:

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

As in previous years, the college is required to achieve its core credits (186,612) before we are able to claim the 1,335 ESF credits.

In addition to this, as part of the SG Early Years 1140 hours commitment, SFC have given us a target of achieving 6,012 Early Years credits (at specified SCQF Levels) as part of the 186,612 core.

Our final credit position for AY 2019/20 is 187,983 credits (58,505 HE Credits and 2,776 ESF credits tagged. 1,441 over = £432K and 6,360 Early Years credits *subject to SFC FES Audit*)

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

Covid - 19

Due to the Covid-19 global pandemic we closed all college campuses and ceased face-to-face teaching on 20th March 2020. At this point in time our credit total was 170,022 credits

Stopping face-to-face delivery on 20th March meant that we were unable to start any of the planned, additional credit -bearing courses due to commence after this date. This, in effect, cost us over 6,000 credits of lost activity making hitting the target this year an even more remarkable achievement.

Overall Retention

One of our main aims at the start of AY 2019/20 was to improve retention (reduce both EW and FW), achievement of this aim was severely hampered by Covid-19.

% = Early Withdrawal

Early withdrawal indicates that the student has withdrawn from the programme before 25% of the course has elapsed. The SFC does not provide activity funding for students who leave before the 25% date (also known as the funding qualifying date)

FW% = Further Withdrawal

Further withdrawal indicates that the student attended after the funding qualifying date but withdrew from their studies before the programme ended. The SFC pays the same price for students in this category as they do for a student who completes their programme

An incredible amount of work was undertaken by college staff from 23rd March to ensure as many of our students remained engaged in learning as possible. Staff quickly learned and employed new digital skills, learning and teaching began remotely and Edinburgh College became a wholly virtual learning environment. We successfully adopted an holistic delivery and assessment model and staff and student activity on Moodle reached record levels (levels which were maintained right through the summer break) and staff should be extremely proud of their efforts.

Academic Year	EW%	FW%
2016/17	4.4%	8.7%
2017/18	4%	8.1%
2018/19	3.8%	7.6%
2019/20	4%	5.4%

SFC Credit Guidance AY19/20

In recognition of the unprecedented times the SFC 'relaxed' some of their guidance around credit claims (removing 'one-plus' limit (2.5%) and permitting claims for guidance delivered to FT HE students).

Deferred Students

Whilst student engagement remained at high levels across the curriculum through the pandemic there were certain elements of a number of courses which were impossible to complete in the absence of face-to-face delivery. Consequently, we have a total of 2,549 students who have had elements of their course deferred for completion in AY 2020/21. The majority of these students are in the Faculty of Engineering and Construction however subjects such as Dental Care, Early Years, Hair and Beauty, Sport and Fitness are also affected.

3. DETAIL

AY 2019 / 20 Activity Target

Core Credits	ESF Credits	Total Credits
186,612	1,257	187,869

Our 20/21 Activity Target shows a decrease of 78 ESF credits but still includes a target of 4,015 Early Years credits (at specified SCQF Levels) as part of the 186,612 core.

The following table shows our 3-year enrolment comparison (as of 7th September):

Enrolment

07/09/2018				07/09/2019				07/09/2020			
Mode	Enrolled	WD	WD%	Mode	Enrolled	WD	WD%	Mode	Enrolled	WD	WD%
FT FE	4,596	0	0%	FT FE	5,032	4	0.1%	FT FE	4,929	0	0.0%
PT FE	2,641	3	0%	PT FE	3,320	5	0.2%	PT FE	2,573	2	0.1%
FT HE	3,634	1	0%	FT HE	3,351	1	0.0%	FT HE	3,541	0	0.0%
PT HE	944	19	2%	PT HE	933	7	0.8%	PT HE	775	0	0.0%
	11,815	23	0.2%		12,636	17	0.1%		11,818	2	0.0%

Curriculum Planning

The SFC published their Credit Guidance for AY 2020/21 on 6th August 2020 – the main changes are:

- Removal of the term ‘plus one’
- Reduction in credits for FT FE students from 18 – 16
- No credits available for SCP below senior-phase

The potential effects of this guidance will be detrimental to all colleges and therefore the National VP Network will be making a sector return to SFC highlighting the shortcomings of this proposal. However, irrespective of this guidance, there is no doubt that changes to our curriculum are required and that now is the ideal time to implement them. As a result of the COVID-19 pandemic it is essential for the College to provide models of learning that are not only flexible but create the opportunities to support a recovering regional economy with a timeous and innovative approach to learning and training. The models will be in line with key statistics for our region based on data provided by a host of partners including SDS and its careers service, apprenticeship provision, the SDS Employability Fund, PACE along with regional partners including the chambers of commerce, job strategy groups and CPPs.

We have a proven track record of growth in challenging economic times. In AY 2019/20 we had 6,249 more students than in AY 2015/16 – growth of 33% in four years. The main area of growth has been in part-time provision. In AY 2015/16 part-time courses made up 48% of our curriculum portfolio, this figure rose to 63% in AY 2019/20. Analysis of sector recruitment trends and regional LMI indicates that our future growth potential is in non-traditional, part-time provision - we therefore need to adapt our staffing structure to support new and innovative delivery models, which in turn, enable us to be more flexible, inclusive, agile and supportive to the needs of the regional and national economy

4. BENEFITS AND OPPORTUNITIES

By evaluating last year’s retention figures we have implemented changes designed to further improve our PI’s for 2020/21. Constant analysis of comparative data has enabled us to make pro-active 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. Reflecting on lessons learned from Covid-19 will provide us with excellent opportunities for positive change.

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 SG and SFC have confidence in the direction of travel of Edinburgh College.

11. EQUALITIES IMPLICATIONS

Not applicable.

CONCLUSIONS/RECOMMENDATIONS

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

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Alan Williamson		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	15.09.20	Telephone	-
Appendices Attached	<i>Appendix 1: Management Accounts to July 2020 (with commentary)</i>		
Disclosable under FOISA	Yes.		

MANAGEMENT ACCOUNTS TO JULY 2020

- 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 2020.



FINANCIAL REPORT

12 MONTHS TO 31 JULY 2020

CONTENTS

Report from Chief Operating Officer

1. Executive Summary
2. Credit Activity
3. Income Analysis
4. Expenditure Analysis
5. Staff Costs Analysis
6. Trading Department
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

1. EXECUTIVE SUMMARY

Introduction

1.1 Due to the outbreak of Covid-19 and following Government instructions, the College campuses closed on 23rd March 2020. Following this closure, the College undertook a review of its financial position resulting in reduced income and expenditure, which is shown in these management accounts. The financial impact of Covid-19 on Edinburgh College and indeed the sector as a whole is considerable, particularly on Colleges with high levels of international & commercial business.

Credits and SFC Grants

1.2 The College has achieved (subject to final audit) its 2019/20 credit targets, with actual credits achieved to date (as at 31st August) being **188,002**, which represents an over-achievement of 55 credits.

1.3 Adjusted Operating Position

As per SFC Measurement basis	<u>Annual Budget 2019/20</u>	<u>Full Year Actuals 2019/20</u>	<u>Full Year Actuals 2018/19</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
I&E Operating Position	(1,735)	(1,201)	(1,430)
Add:			
Depreciation net of deferred capital grant release	2,509	2,468	2,554
Exceptional Item - SFC Grant Repayment	-	-	500
Revenue funding allocated to loan repayments **	774	884	1,119
Adjusted Operating Position	-	384	506

The College's adjusted operating position excludes non-cash items included in the income and expenditure account (pension, depreciation net of deferred grant release, and gain / loss on disposal of assets, as well as repayments of SFC Grant funding) and capital loan repayments (not included in the I/E account).

1.4 Income and Expenditure

	<u>Annual Budget 2019/20</u>	<u>Full Year Actuals</u>	<u>Full Year Variance</u>	<u>Full Year Actuals 2018/19</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Funding Council Grants	48,695	49,008	313	47,670
SFC Grant Repayment				(500)
Tuition Fees and Commercial & Other Income	15,676	13,103	(2,574)	16,021
Job Retention Scheme (JRS) Income	-	1,035	1,035	-
Deferred Income	2,974	2,986	12	3,495
Total Income	67,345	66,132	(1,214)	66,686
Staff Costs	48,970	48,015	955	46,384
Other Costs	14,627	13,862	764	15,682
Depreciation	5,484	5,455	29	6,050
Total Expenditure	69,080	67,332	1,748	68,116
Operating (Deficit) / Surplus pre SSAP24 and pension revaluation adjustments)	(1,735)	(1,201)	534	(1,430)

The College's annual budgeted operating position for the year is a deficit of £1.735m, which results in an adjusted operating budget position for the year of **break-even** (refer para 1.3 for details).

The operating deficit for the year has settled at £1,201k resulting in an adjusted operating **surplus of £384k**. In comparison to last month's forecast adjusted operating surplus of £363k, there is a net favourable movement of £21k, which is due to higher net JRS income than previously expected.

The full year favourable movement of £384k compared to B/E budget comprises the following:

	<u>£k - Fav /</u> <u>(Adv)</u>
Recurrent Grant Income (JE funding deferred from 2018/19)	19
Tuition Fees and Education contracts	(734)
Net Commercial & International income	(1,148)
Net Job Retention Scheme Income	944
Nursery surplus contribution (including JRS income)	54
Staffing (vacancy churn / unfilled posts)	955
Net other operating expenses (energy, cleaning etc.)	404
Net Lennartz & Granton accommodation provision movements	(110)
Total affecting cash:	384

The net movement is mainly attributable to Covid-19 as summarised below:

	<u>Revised</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>Year End</u> <u>Projection @</u> <u>end Feb 20</u> <u>£000s</u>	<u>Movements from</u> <u>end Feb projection</u> <u>to final out-turn</u> <u>(largely associated</u> <u>with Covid-19)</u> <u>£000s</u>	<u>Full Year</u> <u>Actuals</u> <u>£000s</u>
Funding Council Grants	48,695	49,013	(5)	49,008
Deferred Capital Grant Releases	2,974	2,959	27	2,986
Tuition Fees and Education Contracts (inc SAAS)	7,709	7,028	(53)	6,975
Commercial and International Contracts	6,256	5,846	(1,371)	4,475
JRS Income			1,035	1,035
Other Income	1,711	1,776	(124)	1,652
Total Income	67,345	66,622	(491)	66,132
Staff Costs	48,970	48,113	(98)	48,015
Other Operating Expenses	14,040	14,300	(1,022)	13,278
Depreciation for the year	5,484	5,405	50	5,455
Debt Interest & Other Finance Costs	587	587	(3)	584
Total Expenditure	69,080	68,405	(1,073)	67,332
Operating (Deficit) / Surplus	(1,735)	(1,783)	582	(1,201)

1.5 The operating position to 31st July shows a deficit of £1,201k, against a full year budget deficit of £1,735k. The main variances on budget are:

- A favourable income variance within SFC Grants of net £313k, due to an additional release of capital formula grant to fund corresponding non-capitalised small projects works
- An adverse income variance within tuition fees of £734k (mainly managing agents, net SAAS and associate degree fees).
- An adverse income variance within commercial & international income of £1,782k (mainly international, residencies, SDS, scheduled and bespoke income).
- A favourable other income variance of £1,035k re:JRS.
- A favourable variance in staff costs of £955k as a result of relinquished posts and vacancy churn.
- A favourable variance of £762k within other operating expenses, due to savings associated with reduced income streams, coupled with lower running costs due to campus closures.

1.6 The annual budget includes cost of living increases for support staff of £0.6m and lecturing staff of £1.1m.

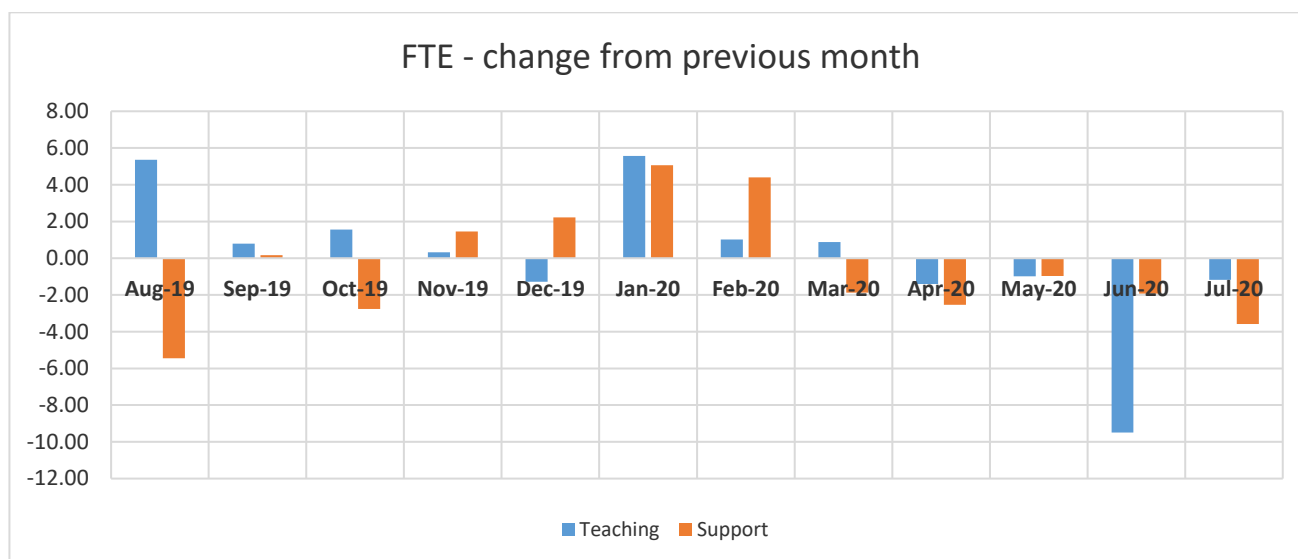
The increased STSS employer pension contribution (from 17.2% to 23%) which commenced on 1st September 2019 is also included; this is fully funded (£1.3m) by the SFC. The cost of the pension rate increases and associated funding are both included within the College's budget and final out-turn.

1.7 All figures exclude the effects of actuarial pension revaluations, SSAP24 pension provision and Granton accommodation provision movements, which will not be quantifiable until after 31st July 2020.

1.8 Staff (Full Time Equivalent)

FTE	31/07/19	31/07/20	YTD Movement	31/07/19
Teaching	477.8	479.1	1.3	477.8
Support	534.5	528.7	(5.8)	534.5
	1,012.3	1,007.8	(4.5)	1,012.3

Staff numbers have reduced by 4.8 FTE during July following the end of a number of fixed-term contracts, 3.6 FTE were support staff (with the balance across teaching departments). The FTE monthly staff movements are shown below:



1.9 Cash

Opening cash	Year-end cash	Comments
01/08/2019	31/07/2020	Higher (by £0.1m) than previous month's forecast owing to additional JRS income. See section 7 for detail.
£'m.	£'m.	
0.9	1.5	

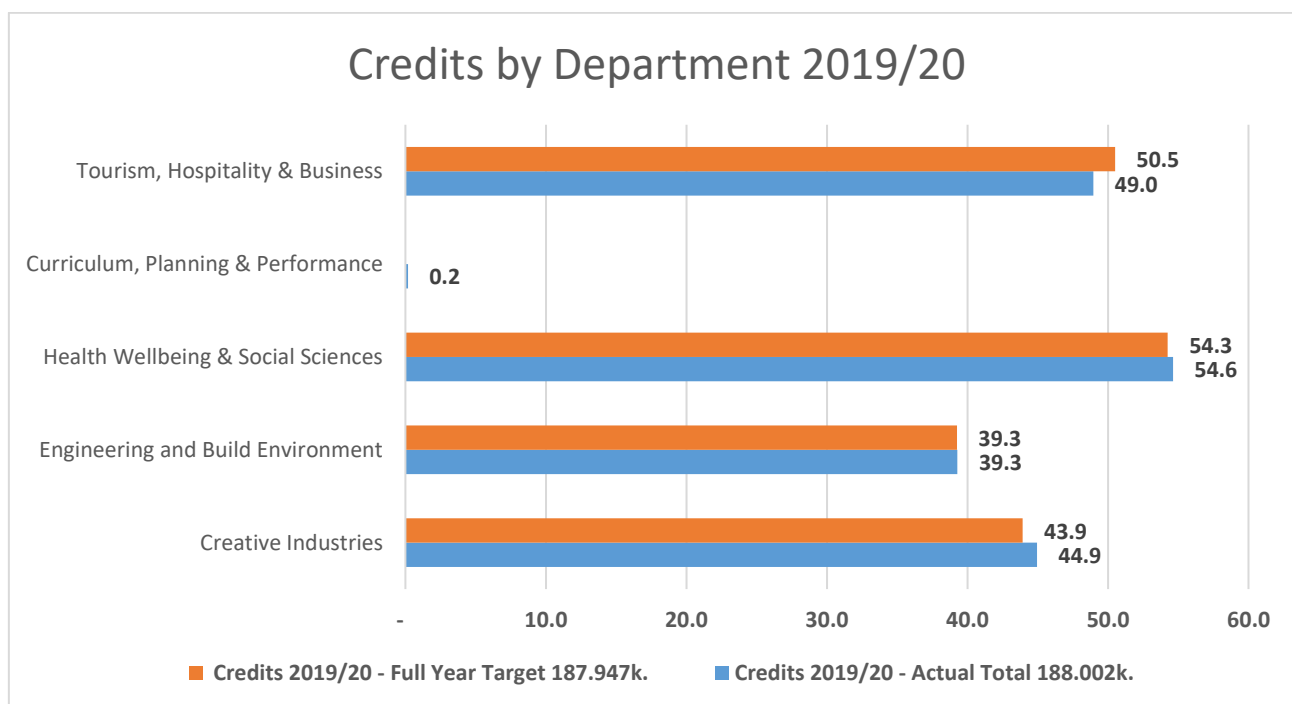
1.10 Capital Expenditure

All expenditure for the 2019/20 financial year budget of £1.455m has been incurred. The main areas of expenditure were: rooms refurbishment & furniture / lighting replacements (£0.6m), buildings critical works (£0.5m), lifts (£0.15m) and cctv works (£0.13m). The fixed asset values are as follows:

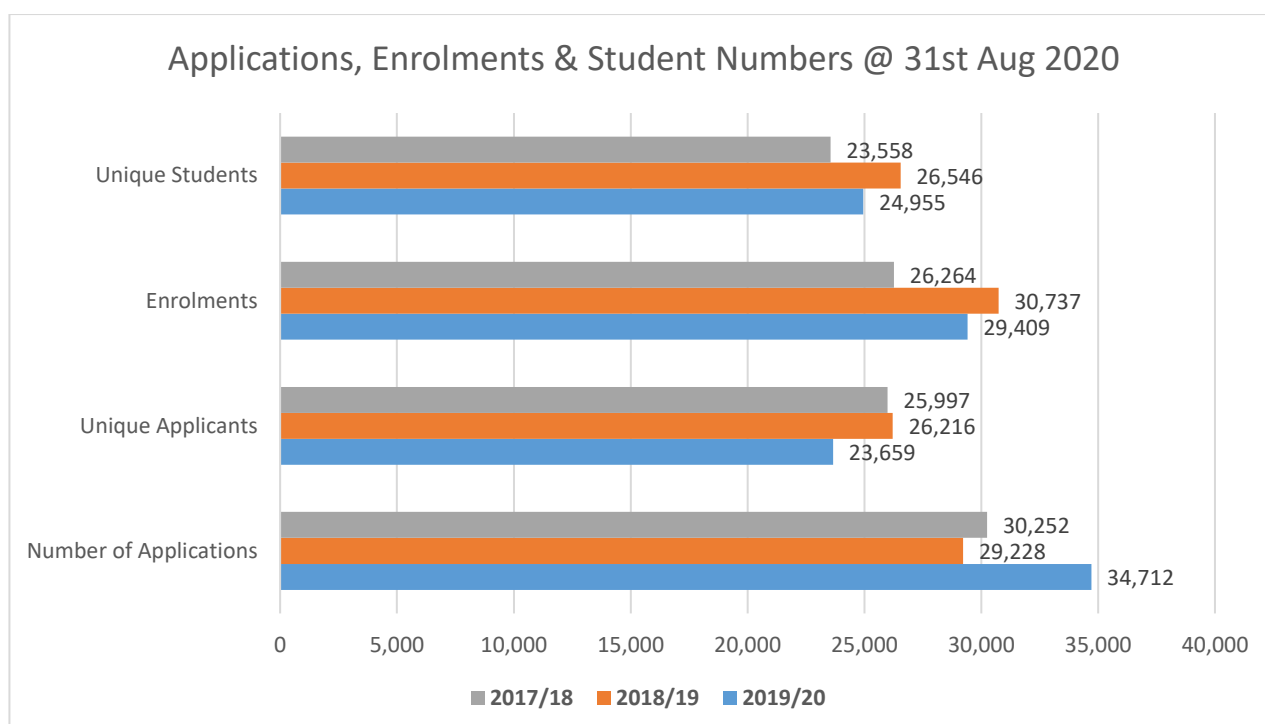
Opening Fixed Assets	Additions	Depreciation	Closing Fixed Assets	Comments
01/08/2019	31/07/2020	31/07/2020	31/07/2020	2020/21 capital funding has been allocated as follows: an amount to maintain the College Estate (I&E budget) of £0.97m (2019/20 £0.97m), £2.19m for condition survey backlog works (2019/20 £1.46m) and £0.49m (2019/20 nil) for priority capital works. Additional capital funding for 'Return to Work' (£0.76m) and new funding to tackle student digital exclusion (£0.22m) has also been allocated.
£'m.	£'m.	£'m	£'m.	
159.7	1.1	(5.5)	155.3	

2. CREDIT AND STUDENT ACTIVITY

- 2.1 The SFC set Edinburgh College's total credit target for 2019/20 at **187,947** credits (comprising core activity of 186,612 credits and ESF of 1,335 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 **188,002 credits** at 31st August 2019 (subject to year-end audit).
- 2.2 Full time student numbers for the year were lower than targeted 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.



- 2.4 The table below shows Applications, Enrolments and Student No's from 2017/18 to 2019/20 (to date).

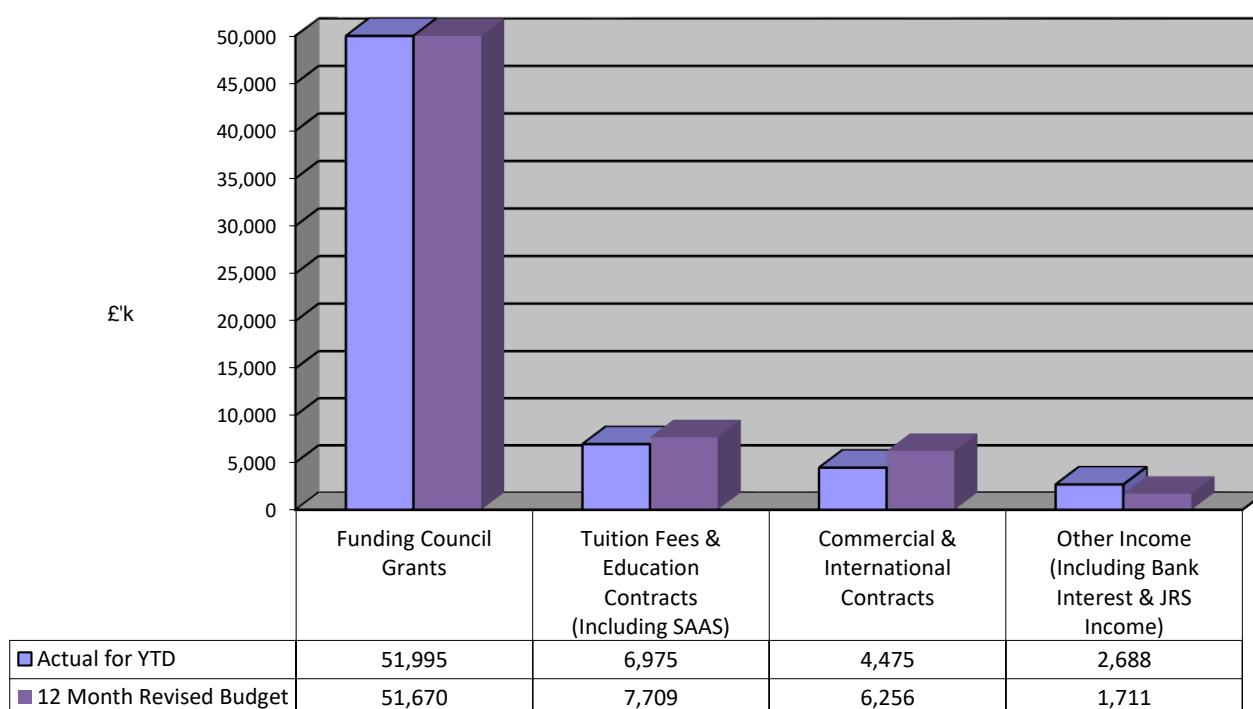


3. INCOME ANALYSIS

Income Expanded Account Detail for the 12 Months to 31st July 2020

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>Full Year Actuals</u> £000s	<u>Variance</u> £000s	<u>Previous YTD</u> £000s
INCOME					
Funding Council Grants	51,670	51,670	51,995	325	51,165
SFC Grant Repayment					(500)
Tuition Fees & Education Contracts	7,709	7,709	6,975	(734)	7,926
Commercial & International	6,256	6,256	4,475	(1,782)	5,474
JRS Income			1,035	1,035	
Other Income	1,711	1,711	1,652	(58)	2,622
Total Income	67,345	67,345	66,132	(1,214)	66,686

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



- 3.1 Total income for the year is £66.1m, which is £1.2m lower than the full year budget.
- 3.2 Total SFC grant income (excluding deferred capital releases) settled the year at £49m, following the achievement of our SFC credit targets (aided by flexibility measures introduced by the SFC to support Colleges re the effect of Covid-19). This figure is ahead of expectations by net £0.3m due to an additional release of capital formula grants to fund corresponding non-capitalised small projects works.
- 3.3 Tuition fees (primarily SAAS, FE/HE students, associated degrees, part time self-payers and managing agents), settled the year £0.7m below budget. The table below illustrates the effects of Covid-19 and other movements on the full year out-turn:

Tuition Fees Expanded Account Detail for the 12 Months to 31st July 2020

	<u>Revised</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>Year End</u> <u>Projection</u> <u>@ end Feb</u> <u>20</u> <u>£000s</u>	<u>Movements</u> <u>from end Feb</u> <u>projection to</u> <u>final out-turn</u> <u>(largely Covid-</u> <u>19 income</u> <u>contractions)</u> <u>£000s</u>	<u>Full Year</u> <u>Actuals</u> <u>£000s</u>
<u>Tuition Fees & Education Contracts</u>				
FE - UK & EU	50	68	9	77
HE - UK & EU	359	402	(118)	284
PT Self Payers	438	503	38	541
Examination Fee Income	20	20	2	22
SAAS	4,455	3,728	11	3,739
SAAS - Commercial	47	47	6	53
Associate Degree Fees	805	725	64	789
Managing Agents	1,535	1,535	(66)	1,469
	<u>7,709</u>	<u>7,028</u>	<u>(53)</u>	<u>6,975</u>

- 3.4 Commercial and international income finished the year at £4.5m, which is £1.8m below budget but slightly higher than forecast. Commercial UK revenue streams post lockdown were severely impacted by Covid-19 (as illustrated in the table below). Prior to the lockdown, good progress had been made across most income lines, particularly with regards to FWDF activity and bespoke courses. However, most of the training undertaken is face to face and has therefore been postponed until 2020/21.

The Commercial UK team's focus has been to continue converting planned classroom-based training to a virtual format, in order to fulfil as many FWDF contracts as possible under lockdown restrictions. There is still a large amount of work to be delivered for the 2019/20 FWDF, which will be performed in 2020/21 following an extension of the programme's deadline, by the SFC, to July 2021. £1.62m of FWDF funding has been fully allocated to organisations within 2019/20 (in line with full year budget).

The team has started to make progress with Innovation Vouchers, having successfully completed one with UTEC Starnet, and this is an area which is ear-marked for growth in the coming years. In addition, the team's Our Virtual Professional Training Prospectus was recently published and has been well received by a number of clients and stakeholders within the region.

In relation to SDS activity, the practicalities of assessing apprentices progress and engaging with employers was heavily restricted following lockdown. Discussions with SDS regarding levels of engagement, work placement progress, recruitment progress, milestone reporting and SQA / SVQ guidance remains ongoing, although a number of programmes have been paused and concerns remain with timelines for delivering contracts and the associated drawdown of milestone payments. Extracting all of the evidence needed to submit milestone reports to SDS remains challenging, whilst payments are lagging behind owing to SDS liquidity issues.

The Club and Milton Road accommodation have been closed since March. The accommodation team have been keeping in contact with members through Facebook Live events and have also been involved in developing Scottish Government guidelines for universities and colleges accommodation re-openings for 2020/21.

Commercial UK Expanded Account Detail for the 12 Months to 31st July 2020

	<u>Revised Annual Budget</u>	<u>Year End Projection @ end Feb 20</u>	<u>Movements from end Feb projection to final out-turn (largely Covid-19 income contractions)</u>	<u>Full Year Actuals</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Commercial UK				
SDS	715	715	(132)	583
EH15 and The Apprentice Restaurants	48	38	(12)	26
Bliss SPA and Employability Salons	100	100	(35)	65
Gym	332	332	(105)	227
Residences	541	541	(182)	359
Bespoke Contracts for Employers	611	611	(212)	399
Scheduled Short Courses	654	454	(11)	443
Flexible Workforce Development Fund	1,622	1,622	0	1,622
	<u>4,623</u>	<u>4,413</u>	<u>(687)</u>	<u>3,726</u>

Mitigating savings of £68k associated with the above loss of income have been included within the College's I&E statement. These savings include external associate trainer costs, trainee allowances and teaching activity costs.

International income settled the year at £0.749m, leaving an income shortfall, compared to full year budget, of £0.9m. This reflects lost income from a number of sources (within the UK and from in-country delivery - particularly from contracts with China and Panama). On a positive note, the International Development team are currently pulling together several new strategic projects, including an English for Childcare project in China, delivered for Guangzhou Normal School of Pre-School Education (GNSPE); a pilot English Language "master mentor" training programme for the Turkish Ministry of National Education and the team's first international Performing Arts programme for professionals from Colombia.

The team recently ran a new English Language teacher training course, delivered for the British Council in Turkmenistan and plan to run an online English Language teacher training programme in Rwanda in 2020/21. A second cohort of students from Kagoshima Immaculate Heart College in Japan came to Edinburgh for an English and Airline Operations course and a number of new contracts have recently been secured in Hainan, China.

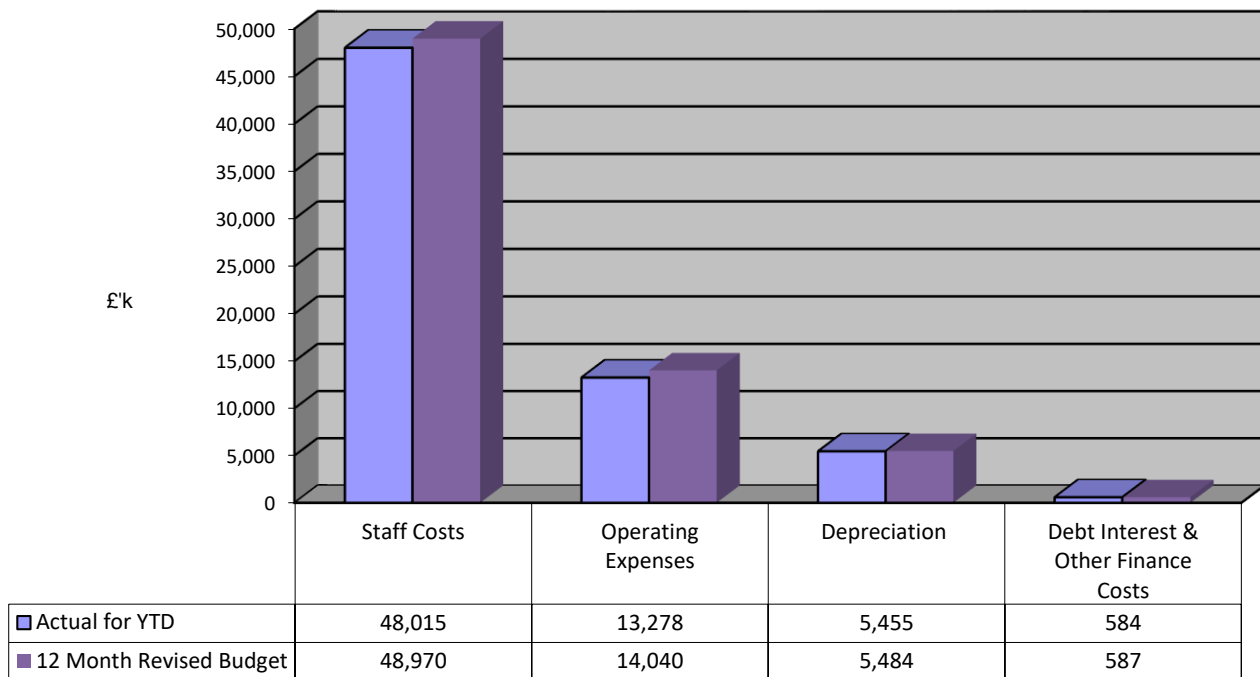
Mitigating savings of £566k (including staffing) associated with international delivery have been included within the College's I&E statement.

4. EXPENDITURE ANALYSIS

Expenditure Expanded Account Detail for the 12 Months to 31st July 2020 (Ex Staff Costs)

	<u>Original Annual Budget</u>	<u>Revised Annual Budget</u>	<u>Full Year Actuals</u>	<u>Variance</u>	<u>Previous YTD</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Other Operating Expenses	14,040	14,040	13,278	762	15,096
Depreciation for the year	5,484	5,484	5,455	29	5,552
July 2018 Additional Revaluation Depreciation					498
Debt Interest & Other Finance Costs	587	587	584	3	586
Total Expenditure (Ex Staff Costs)	<u>20,110</u>	<u>20,110</u>	<u>19,317</u>	<u>793</u>	<u>21,732</u>

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



- 4.1 Total expenditure for the year is £67.3m, which is £1.7m lower than the full year budget.
- 4.2 Many operating areas achieved large savings for the year, primarily as a result of income contractions relating to Covid-19, together with savings aligned to campus closures. These mainly relate to energy, cleaning, professional fees, VAT, ICT, training & development and travel (aligned with reduced commercial UK and International activity). The saving on the cleaning contract resulted from the contractor 'furloughing' their staff in accordance with HMRC's JRS.

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.

Other Operational Expenditure Expanded Account Detail for the 12 Months to 31st July 2020

	Revised Annual Budget £000s	Year End Projection @ end Feb 20 £000s	Movements from end Feb projection to final out-turn (largely savings associated with Covid-19 related income contractions) £000s	Full Year Actuals £000s
Other Operating Expenses				
Premises	4,734	4,880	(324)	4,556
Teaching Activity & Support	1,437	1,691	12	1,703
Childcare Costs	1,500	1,500	(17)	1,483
Transport Costs	101	101	(4)	97
IT Costs	1,027	1,023	(92)	931
Telecomms Costs	134	134	22	156
Equipment	73	73	(11)	61
Health & Safety	37	37	13	49
Travel & Subsistence	535	542	(325)	216
Admin Costs	141	141	(14)	127
Corporate, Consultancy, Professional	883	753	(8)	745
Staff Welfare	16	16	(1)	15
Catering	508	499	(24)	475
Training & Development	187	187	(123)	64
VAT	1,224	1,224	(80)	1,144
Marketing & PR	141	145	(15)	130
Partnership Costs	39	39	0	39
Overseas Agents Commission	84	77	7	84
Registration & Exam Fees	1,199	1,199	(45)	1,153
Bad Debt	41	41	7	48
	14,040	14,300	(1,022)	13,278

5. STAFF COSTS ANALYSIS



For the future you want

Staffing Expenditure Account Detail for the 12 Months to 31st July 2020

	<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
Staff Costs						
Senior Management	1,594	1,594	1,594	1,559	35	1,514
Academic Departments	25,987	25,987	25,987	24,348	1,639	22,954
Academic Services	5,132	5,132	5,132	4,893	239	4,651
Admin & Central Services	12,191	12,191	12,191	12,341	(150)	12,155
Premises	1,467	1,467	1,467	1,396	71	1,480
Catering & Residences	34	34	34	34	0	602
Temporary, Agency & Staff Bank Costs	1,615	1,608	1,608	2,107	(499)	1,838
Other Staffing Expenditure	950	958	958	1,337	(379)	1,190
	48,970	48,970	48,970	48,015	955	46,384

5.1 Staff costs for the 2019/20 academic year settled at £48m, which is £1m lower than budget, as a result of the favourable financial impact of relinquished posts and vacancy churn. These figures include a movement in the untaken annual leave provision of £78k.

College staff continue to be paid in line with Scottish Government guidance and their contractual terms. Over 250 employees have been through the job retention scheme (circa £1.03m JRS income).

6. TRADING DEPARTMENT

	Nursery	
	YTD Jul 20	
	Full Year Budget (£000)	Full Year Actuals (£000)
Trading Income	990	908
JRS Income	-	91
Total Income	990	999
Staffing Expenditure	(964)	(908)
Non Staffing Expenditure	(47)	(57)
Net (Deficit) Contribution Towards Associated Costs	(21)	33

6.1 The above information provides an overview of the nursery trading position for the year.

6.2 The Nursery reported a net operating surplus for the year of £33k (a favourable movement of £54k compared to its starting budget contribution).

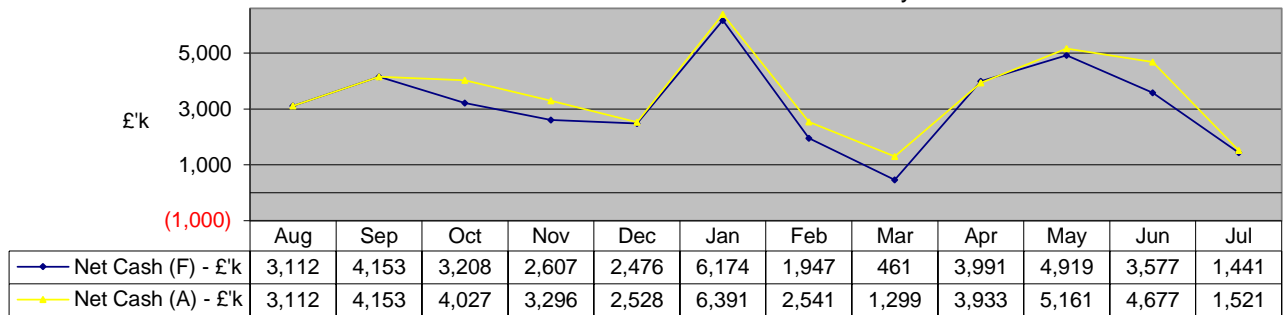
Income was curtailed from 17th March 2020, although the Nursery has still been providing childcare for essential workers. As a result (including the effects of the JRS), the overall net contribution for the year improved by £229k from March to end July, compared to end-February's full-year forecast, of which £91k related to JRS income for furloughed Nursery staff.

7. CASH-FLOW

7.1 Our year-end cash balance sits at £1.5m, which includes £0.4m of student support funds, and is higher than the June forecast (by £80k) owing to higher than projected JRS income.

The chart below shows the forecast (blue) cash position through the year compared to the actual (yellow) cash position.

Cash Position - Forecast versus Actuals to July 2020



8. SFC REPORTING

- 8.1 There have been no SFC cash flow returns due since the June 2020 Financial Report. A 2020/21 Cash forecast will be submitted in mid- September.

9. BALANCE SHEET

<u>Balance Sheet as at 31 Jul 2020</u>		<u>At 31 Jul</u>	<u>At 31 July</u>	YTD Mvmt
		<u>2020</u>	<u>2019</u>	
		<u>£'000</u>	<u>£'000</u>	<u>£'000</u>
Fixed Assets	Land and Buildings	147,505	151,268	(3,763)
	Fixtures, fittings and Equipment	7,840	8,384	(544)
		<u>155,344</u>	<u>159,652</u>	<u>(4,308)</u>
Current Assets	Stock	83	54	29
	Debtors	2,414	3,699	(1,285)
	Cash - Main	1,076	586	490
	Cash - Student Support	445	350	95
Total		<u>4,018</u>	<u>4,689</u>	<u>(671)</u>
Creditors		(62,317)	(65,222)	2,905
Bank Loans		(9,338)	(9,692)	354
Provisions		(30,547)	(31,066)	519
		<u>57,160</u>	<u>58,361</u>	<u>(1,201)</u>
Funded by:				
Reserves		57,160	58,361	(1,201)
		<u>57,160</u>	<u>58,361</u>	<u>(1,201)</u>

- 9.1 The movements in Cash and Fixed Assets are detailed in sections 1.9 and 1.10 above. At the end of July, debtors include trade amounts of £0.4m and £2m of prepayments and accrued income (including managing agents and international student fees). Reduction in Debtors and Creditors is largely due to 2019 figures including a Job Evaluation accrual (£1.0m) that is included in Annual accounts but not in Management accounts. Creditors are also lower as a result of loan repayments and a reduction in deferred capital grants.

10. KEY PERFORMANCE DATA

Financial Performance Monitoring TemplateO

	2018/19 Annual Target			2019/20 Annual Target	2019/20 Annual Out-turn	Over- achieved	2018/19 Year-End
Credits	186,612			186,612	186,667	55	186,674
Credits ESF	1,356			1,335	1,335	-	1,356

	2018/19 Annual Budget	2019/20 Annual Budget	Revised Annual Budget	2019/20 YTD Budget	2019/20 Annual Out-turn	YTD Variance	2018/19 Year-End
	£k	£k	£k	£k	£k	£k	£k
Adjusted Operating Position	1,394	-	-	-	384	384	506

Commercial & International Contracts	5,706	6,256	6,256	6,256	4,475	(1,782)	5,474
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Income	67,320	67,345	67,345	67,345	66,132	(1,214)	66,686
Expenditure	67,320	69,080	69,080	69,080	67,332	1,748	68,116
Operating Surplus / (Deficit) pre SSAP24	-	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)

Net Cash Inflow / (Outflow)	(263)	(1,589)	(1,589)	585	585	-	(8)
Bank Balance	681	(563)	(563)	1,521	1,521	-	936

Fixed Assets	158,032	154,565	154,565	155,344	155,344	-	159,652
Net Current assets / (liabilities)	(5,702)	(4,957)	(4,957)	(4,555)	(4,555)	-	(4,957)
Creditors and Provisions	(75,876)	(91,807)	(91,807)	(93,629)	(93,629)	-	(96,334)
Net Assets	76,454	57,801	57,801	57,160	57,160	-	58,361

Pay costs % of Income	69.9	72.7	72.7	72.7	72.6	(0.1)	69.6
Current Ratio	0.33	0.57	0.57	0.47	0.47	-	0.40
Cash Days in Hand	(29)	(31)	(31)	(27)	(27)	-	(30)
Borrowings as % of reserves	7.7	8.0	8.0	8.4	8.4	-	7.4

I&E Account for the 12 Months to 31st July 2020

	<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</u> £000s	<u>Difference between projection @ end June 2020 and final out- turn</u> £000s
Funding Council Grants	48,695	48,695	48,695	49,008	313	46,870	49,114	(106)
SFC Grant Repayment						(500)		
Deferred Capital Grant Releases	2,974	2,974	2,974	2,986	12	3,495	2,959	27
Debt Support Grant						800		
Tuition Fees and Education Contracts (inc SAAS)	7,709	7,709	7,709	6,975	(734)	7,926	6,955	20
Commercial and International Contracts	6,256	6,256	6,256	4,475	(1,782)	5,474	4,385	89
Job Retention Scheme Income				1,035	1,035		600	435
Other Income	1,711	1,711	1,711	1,652	(58)	2,622	1,542	110
Total Income	67,345	67,345	67,345	66,132	(1,214)	66,686	65,555	576
Staff Costs	48,970	48,970	48,970	48,015	955	46,384	48,013	(2)
Other Operating Expenses	14,040	14,040	14,040	13,278	762	15,096	12,969	(309)
Depreciation for the year	5,484	5,484	5,484	5,455	29	5,552	5,405	(50)
July 2018 Additional Revaluation Depreciation						498		
Debt Interest & Other Finance Costs	587	587	587	584	3	586	587	3
Total Expenditure	69,080	69,080	69,080	67,332	1,748	68,116	66,974	(358)
Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)	218
SSAP24 Enhanced Pension Provision Charge						299		
Operating Surplus / (Deficit) post SSAP24 Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,729)	(1,419)	218
Adjusted Operating Position:								
Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)	218
Add:								
Depreciation net of deferred capital grant release	2,509	2,509	2,509	2,468	(41)	2,554	2,445	23
Deduct:								
Revenue funding allocated to loan repayments	774	774	774	884	110	1,119	1,006	(122)
Exceptional Item - SFC Grant Repayment						500		
Adjusted Operating Position	0	0	0	384	384	506	21	363

	<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 2020</u> £000s
INCOME							
Funding Council Grants							
Recurrent Grant Inc Fee Waiver	45,591	45,591	45,591	45,553	(38)	43,152	45,610
SFC Grant Repayment						(500)	
Childcare Funds	1,500	1,500	1,500	1,483	(17)	1,786	1,500
Deferred Capital Grants	2,974	2,974	2,974	2,986	12	3,495	2,959
Debt Support Grants						800	
Other SFC Grants	1,604	1,604	1,604	1,972	368	1,931	2,004
	51,670	51,670	51,669	51,995	325	50,665	52,074
Tuition Fees & Education Contracts							
FE - UK & EU	50	50	50	77	27	60	77
HE - UK & EU	359	359	359	284	(75)	299	287
PT Self Payers	438	438	438	541	103	486	541
Examination Fee Income	20	20	20	22	2	50	20
SAAS	4,455	4,455	4,455	3,739	(716)	4,045	3,742
SAAS - Commercial	47	47	47	53	7	54	52
Associate Degree Fees	805	805	805	789	(15)	805	789
Managing Agents	1,535	1,535	1,535	1,469	(66)	1,539	1,447
Edinburgh Council - Pre Emp Contract						588	
	7,709	7,709	7,709	6,975	(734)	7,926	6,955
Commercial & International							
International	1,634	1,634	1,634	749	(885)	1,486	749
SDS	715	715	715	583	(132)	613	615
EH15 and The Apprentice Restaurants	48	48	48	26	(21)	40	26
Bliss SPA and Employability Salons	100	100	100	65	(35)	104	65
Gym	332	332	332	227	(105)	366	214
Residences	541	541	541	359	(182)	453	356
Bespoke Contracts for Employers	611	611	611	399	(211)	323	394
Scheduled Short Courses	654	654	654	443	(211)	466	445
Flexible Workforce Development Fund	1,622	1,622	1,622	1,622	0	1,622	1,522
	6,256	6,256	6,256	4,475	(1,782)	5,474	4,385
Other Income							
Catering	16	16	16	11	(5)	780	11
Job Retention Scheme				1,035	1,035		600
Nursery	990	990	990	888	(102)	868	833
Access Centre Provision	150	150	150	187	37	200	187
Other Income Generating Activities	545	548	548	553	5	761	504
	1,701	1,704	1,704	2,674	970	2,609	2,135
Endowment & Investment							
Bank Interest	10	6	6	13	7	13	7
	10	6	6	13	7	13	7
Exceptional Support Grants							
TOTAL INCOME	67,345	67,345	67,345	66,132	(1,214)	66,686	65,555
EXPENDITURE							
Staff Costs							
Senior Management	1,594	1,594	1,594	1,559	35	1,514	1,594
Academic Departments	25,987	25,987	25,987	24,348	1,639	22,954	24,698
Academic Services	5,132	5,132	5,132	4,893	239	4,651	5,022
Admin & Central Services	12,191	12,191	12,191	12,341	(150)	12,155	12,141
Premises	1,467	1,467	1,467	1,396	71	1,480	1,447
Catering & Residences	34	34	34	34	0	602	34
Temporary, Agency & Staff Bank Costs	1,615	1,608	1,608	2,107	(499)	1,838	1,934
Other Staffing Expenditure	950	958	958	1,337	(379)	1,190	1,144
	48,970	48,970	48,970	48,015	955	46,384	48,013
Other Operating Expenses							
Premises	4,734	4,734	4,734	4,556	178	4,916	4,384
Teaching Activity & Support	1,437	1,437	1,437	1,703	(266)	1,514	1,598
Childcare Costs	1,500	1,500	1,500	1,483	17	1,786	1,500
Transport Costs	101	101	101	97	4	104	101
IT Costs	998	1,027	1,027	931	96	936	1,027
Telecomms Costs	134	134	134	156	(22)	155	155
Equipment	73	73	73	61	11	62	80
Health & Safety	37	37	37	49	(13)	38	37
Travel & Subsistence	581	535	535	216	319	592	235
Admin Costs	141	141	141	127	14	276	121
Corporate, Consultancy, Professional	883	883	883	745	138	828	726
Staff Welfare	16	16	16	15	1	13	16
Catering	509	508	508	475	33	832	318
Training & Development	187	187	187	64	123	97	85
VAT	1,224	1,224	1,224	1,144	80	1,271	1,164
Marketing & PR	145	141	141	130	11	137	102
Partnership Costs	39	39	39	39	(0)	309	39
Overseas Agents Commission	38	84	84	84		87	84
Registration & Exam Fees	1,224	1,199	1,199	1,153	45	1,109	1,157
Bad Debt	41	41	41	48	(7)	31	41
	14,040	14,040	14,040	13,278	762	15,096	12,969
Depreciation	5,484	5,484	5,484	5,455	29	5,437	5,405
(Gain) / Loss on Disposal of Assets						115	
Depreciation for the year	5,484	5,484	5,484	5,455	29	5,552	5,405
July 2018 Additional Revaluation Depreciation							
						498	
Debt Interest & Other Finance Costs							
Interest On Bank Loans	557	557	557	555	2	572	557
Other Finance Charges	30	30	30	30	0	15	30
	587	587	587	584	3	586	587
TOTAL EXPENDITURE	69,080	69,080	69,080	67,332	1,748	68,116	66,974
Operating (Deficit) / Surplus pre SSAP24							
Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)
SSAP24 Enhanced Pension Provision Charge						299	
Operating Surplus / (Deficit) post SSAP24							
Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,729)	(1,419)
Adjusted Operating Position:							
Operating (Deficit) / Surplus pre SSAP24							
Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)
Add:							
Depreciation net of deferred capital grant release	2,509	2,509	2,509	2,468	(41)	2,554	2,445
Deduct:							
Revenue funding allocated to loan repayments	774	774	774	884	110	1,119	1,006
Exceptional Item - SFC Grant Repayment						500	
Adjusted Operating Position	0	0	0	384	384	506	21



For the future you want

Balance Sheet For the 12 Months to 31st July 2020

	<u>2019/2020</u> <u>YTD Actuals</u> <u>£000s</u>	<u>2018/19</u> <u>Year End</u> <u>£000s</u>
Fixed Assets		
L&B	147,505	151,268
FFE	7,840	8,384
	155,344	159,652
Current Assets		
Stock	83	54
Debtors	2,414	3,699
Cash	1,521	936
	4,018	4,689
Creditors < 1yr		
Bank loans	(389)	(470)
Payments received in advance	(881)	(199)
Trade creditors	(668)	(1,909)
Taxes & social sec	(951)	(1,222)
Accruals, Def Inc & Other Creditors	(1,888)	(2,926)
Amounts owed to SFC	(822)	(19)
Deferred Capital Grants - Government	(2,974)	(2,901)
	(8,574)	(9,646)
Net current assets / (liabilities)	(4,555)	(4,957)
Total assets less current liabilities	150,789	154,695
Creditors > 1yr		
Bank loans	(8,949)	(9,222)
Deferred Capital Grants - Government	(54,133)	(56,046)
	(63,082)	(65,268)
Provisions		
Early retirement	(4,318)	(5,472)
Student Accommodation Provision	(635)	
	(4,953)	(5,472)
Net pension asset / (liability)	(25,594)	(25,594)
NET ASSETS	57,160	58,361
Reserves		
I&E account	41,894	42,046
Pension reserve	(25,594)	(25,594)
Revaluation reserve	40,860	41,909
RESERVES	57,160	58,361



For the future you want

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Nick Croft		
Author/Contact	Nick Croft / Marcus Walker	Department / Unit	Governance
Date Created	01.09.20	Telephone	0131 344 7048
Appendices Attached	Appendix 1: Board Improvement Plan - September 2020 Update		
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 in its June 2020 report, and further governance developments within the College, and the College Sector, over recent months.

3. DETAIL

3.1 Chair of the Edinburgh College Board - Appointment

On 12 March 2020, the Scottish Government advertised the vacant Regional Chair post with a view to confirming an appointment by 08 June 2020. However, following the onset of the Covid-19 pandemic the College was informed on 01 April of the Scottish Government’s decision to postpone the recruitment process.

The selection panel reconvened on 09 June 2020, and agreed that the recruitment process would be postponed until further notice. Further to this, on 11 September 2020, a follow-up communication from the Scottish Government informed the College that it was unlikely that the recruitment process would commence before February 2021.

On 16 June 2020, the Board reaffirmed its Interim Chair and Vice Chair arrangements, and agreed that these would remain in place until the appointment of a new Regional Chair is confirmed by Scottish Government.

3.2 Interim Vice Chair / Senior Independent Board Member - Tenure Extension

In order to ensure continuity during an unprecedented time for the College and the wider sector, the Board (on 16 June 2020) agreed that the Interim Chair should write to the Scottish Government to request a one-year extension to the tenure of the Interim Vice Chair, Nigel Paul.

On 01 July 2020, the Scottish Government confirmed a one-year extension to the tenure of Nigel Paul. The tenure of Nigel Paul as a non-executive member will now end on 01 March 2022.

3.3 Non-Executive Recruitment

On 08 July 2020, a round of recruitment to appoint two new non-executive Board members commenced. The 14 applications received were shortlisted by members of the Nominations Committee and the Interview Panel¹ on 12 August 2020, with six candidates put forward for interview on 26 August 2020.

The Board, on 31 August 2020, subsequently agreed to endorse the recommendation of the Interview Panel to appoint two new non-executive members with appropriate HR and legal experience. A letter was submitted to Scottish Government on 01 September 2020 requesting Ministerial approval for both candidates to join the Edinburgh College Board of Management.

A further update will be provided to the Board on 22 September 2020, with a view to confirming the appointment of new members and commencing their induction.

3.4 Review of Code of Good Governance

As previously reported a light touch review of the Code of Good Governance has been undertaken by the Good Governance Steering Group, and an initial draft was reviewed by the Group in November 2019.

Initially, there was a delay in the release of the new Code due to the UK Parliament General Election, and the requirement to schedule a change in primary legislation (Post 16 Education (Scotland) Act 2013). However, this delay has now been extended in light of the Covid-19 Pandemic.

With regards to the Scottish Government's decision to amend legislation to allow the introduction of two trade union members on college boards, the College awaits guidance on how to proceed. In the interim, the Board will continue to invite two Trade Union representatives to attend Board meetings as observers.

The Board will receive a further update on the Code once its publication date is confirmed.

3.5 Code of Practice for Ministerial Appointments to Public Bodies in Scotland

On 06 August 2020, the Ethical Standards Commission for Scotland published a consultation paper seeking views on prospective revisions to the 2019 Code of Practice for Ministerial Appointments to Public Bodies in Scotland. The consultation paper and accompanying questionnaire are both available to view on the Ethical Standards Commission [website](#).

The deadline for responses to the consultation is 09 November 2020.

¹ The interview panel consisted of Ann Landels (Interim Chair of the Board), Hugh Hall (Principal & Chief Executive of Fife College), Nigel Paul (Interim Vice Chair of the Board), Fiona Riddoch (Non-Executive Board Member) and Jordan Wyllie (ECSA President and Student Board Member).

The Colleges Scotland Good Governance Steering Group, led by the Chair of North East Scotland College (Ken Milroy) are in the process of reviewing the proposed Code revisions, and a response will be shared with individual boards prior to it been submitted.

3.6 Annual Evaluation of the Board Secretary

As required by the Code of Good Governance, the Interim Chair met with the Board Secretary and the Clerk to the Board / Governance Advisor (Board Secretariat) on 19 August 2020, to discuss the performance of the Board secretariat over the academic year 2019/20.

The primary objective of the Board Secretariat for 2019/20 was to deliver the Board Effectiveness Review, and develop a new Board Improvement Plan (see 3.7 below), both of which were agreed by the Board in March 2020.

As part of the appraisal process, the following six key objectives were agreed for 2020/21:

1. Ensure the delivery of Board Improvement Plan objectives.
2. Improve the monitoring of the delivery of actions agreed at the Board and Committees.
3. Enhance the range of opportunities for Board member engagement at civic and external events, and develop a 'key messages and facts brief' for Board members to use at such events.
4. Improve opportunities for engagement across all Committees for Board members
5. Improve Board access to key college systems, in order to enhance knowledge and insight of college operations.
6. Develop and deliver a range of actions to improve Board equality and diversity work

Progress against these six objectives will be considered by the Interim Chair and Board Secretariat at their next annual appraisal meeting in August 2021.

3.7 Board Improvement Plan

The Board approved the 2019 Board Effectiveness Plan and its accompanying Improvement Plan on 30 March. Both documents were submitted to the SFC in April, in alignment with the requirements of the Code of Good Governance.

The 2019 Board Effectiveness Review can be viewed on the College website here:

<http://doc.edinburghcollege.ac.uk/welcome/strategies/Edinburgh%20College%20Board%20Effectiveness%20Review.pdf>

Attached, at Appendix 1, is an updated Board Improvement Plan which outlines the current status of all recommendations, and actions, arising from the Board Effectiveness Review.

3.8 College Development Network - Induction and Development Materials

The College Development Network (CDN) is currently in the process of finalising its National Board Induction Programme for 2020/21. Each induction will run over two x2 hour online sessions (over subsequent days) and include a mixture of governance induction learning, and live stakeholder engagement. Further information on the induction programme dates will be confirmed to the Board in due course.

On 28 July 2020, a reminder was circulated to the Board outlining the materials available through the CDN Governance Hub. The Hub provides members of Boards in the College

Sector, and their secretariat staff, with access to the key training courses and supporting resources that they need to fulfil their roles effectively.

The CDN Governance Hub can be accessed via the following link:

<https://professionallearning.collegedevelopmentnetwork.ac.uk/course/index.php?categoryid=29>

All members of the Board should have access to the CDN Governance Hub. If Board members have any issues accessing the Hub, or the modules within it, please contact the Clerk to the Board.

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.

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.



For the future you want

IMPROVEMENT PLAN: BOARD DEVELOPMENT

PROGRESS / EVIDENCE REVIEW

FOR REPORTING PERIOD UP TO JUNE 2021

Sponsor: Edinburgh College Board of Management / Chair of the Board

Lead: Board Secretary and Head of Communication, Policy & Research Team

September 2020

1. IMPROVED STRATEGIC FOCUS	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS
1.1	PRIMARY Establish a short 'dashboard' of institutional KPIs derived from the strategic plan. KPIs should align with longer and shorter term strategic aims and provide a clear link between Board and committee activity and the strategic plan.	a) Board approval of Institutional KPIs derived from the strategic plan; b) Plotting of Board and committee activities against the strategic plan; c) KPI dashboard a standing item on the Board agenda.	16 June 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> Board of Management approved Strategic KPI Dashboard on 30 March 2020, for review at all Board meeting in academic year 2020/21 (as a standing item). Strategic KPIs Dashboard included within Board 2020/21 Agenda Planner. Committee activities plotted against strategic KPIs, as outlined in Para 3.6 of the Governance Report (Paper P). 	Green
1.2	PRIMARY To facilitate engagement with KPIs and ensure relevance of papers and conversation, all Board paper cover sheets, under 'strategic implications' should include reference to specific strategic strands and specific KPIs.	a) Alignment of Board/committee papers with strategic KPIs.	22 September 2020	Board of Management / Board Secretariat	<ul style="list-style-type: none"> Confirmation of institutional KPIs to be confirmed by Board on 30 March 2020. Existing Board and committee paper format unchanged, but greater emphasis placed on KPIs within 'strategic implication' section. 	Green
1.3	PRIMARY To build a shared understanding of strategy development, the board should agree a model strategy development process where Board of Management has final ownership of strategic objectives.	a) Board Engagement i. Early Board engagement with core strategic issues, brought back to the Board for a second view after further development.	22 September 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> Cancellation of Board Strategy Day on 28 April 2020 due to Covid-19 pandemic. Strategic Plan and strategic priorities to be reviewed on 27 October 2020. The Principal shall put forward a proposed focus for the Strategy Day at the 22 September 2020 meeting of the Board. Strategic planning process will include the consideration of a 'model strategy development process' which will be presented to the Board for approval (date to be confirmed). The Model will ensure that Board/committees receive an opportunity to appropriately engage with on a range of strategic options (and their implementation). 	Amber

			<p>b) Committee role</p> <p>i. The function and role of committees, particularly Policy and Resources;</p> <p>ii. Deep dives into a single pillar of a strategy or strategic KPI.</p>	08 December 2020	Board of Management / Committee Chairs / Executive / Board Secretariat	<ul style="list-style-type: none"> Policy & Resources Committee to consider its terms of reference on 01 September 2020, and propose any updates to the Board. Policy & Resources Committee role with regards to strategic KPI deep dives to be considered as part of review of terms of reference. 	Green
1.4	SECONDARY	Consider reducing numbers attending Board of Management meetings by reducing staff participation in the full meeting beyond the Secretary, Governance Adviser and COO.	a) Consider attendance of Executive Team at meetings of the Board.	22 September 2020	Principal & Chief Executive / Regional Chair	<ul style="list-style-type: none"> Due to meetings currently being held online, and the impact of Covid-19 on a wider range of College business, the Executive Team will continue to attend meetings of the Board. Executive attendance will be reviewed again once face-to-face meetings of the Board resume. 	Green
1.5	SECONDARY	Consider alternative meeting venues, with alternative room and table arrangements that would facilitate more engagement, eye contact and higher quality conversation.	a) Consider alternative meeting venues for Board meetings.	15 June 2021	Regional Chair / Board Secretariat	<ul style="list-style-type: none"> Closure of College campuses due to the Covid-19 pandemic, and the shift to holding all Board and committee virtually, mean that alternative meeting venues will not be considered until campuses are re-opened and social distancing guidance allows for physical meetings. 	Amber
1.6	SECONDARY	A clearer distinction between development day content designed to facilitate member input to strategy development versus content designed for Board member development or education would improve the strategic contribution of the Board, and the quality of the strategic outputs of these days.	a) Clear distinction between Board Strategy Days and development / training events.	15 June 2021	Regional Chair / Principal / Board Secretariat	<ul style="list-style-type: none"> Content / format of Board Strategy Days to be proposed by the Regional Chair and Principal for approval by members at the Board meeting prior to the Strategy Day. <i>[For example, the proposed programme for the October 2020 Board Strategy Day will be presented to the Board on 22 September 2020]</i> Clear distinction between Board Strategy Days and Board development / training events included in the Board calendar. Board calendar to be noted by the Board on 16 June 2020, and will include pre-set dates for optional/mandatory training/development activities. Ensure that evaluation forms are completed by Board members, following each Strategy Day, to support further enhancements. 	Green

2. EXTERNAL ENGAGEMENT	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
2.1	PRIMARY	Develop an external engagement plan for Board members, clearly aligned with Edinburgh College's strategic framework and KPIs.	a) Canvas Board members to ensure the external engagement strategy is in line with the expectations, availability and preferences of Board members.	15 June 2021	Regional Chair / Board of Management / Corporate Development Committee	<ul style="list-style-type: none"> Corporate Development Committee to considered the Edinburgh College Communications, Marketing and Engagement Strategy on 25 August 2020. The Strategy will be refreshed for consideration at a future meeting, and will provide a basis for a new Board Engagement Plan. New Regional Chair to be consulted on expectations. Finalised Plan to be implemented by Corporate Development Committee and progress reviewed at its meeting in May 2021. Outcomes to be reported to Board in June 2021. 	Green
		b) Ensure the College is issuing timely invitations to Board members to significant college events and external engagements, to allow for scheduling and planning.	15 June 2021	Regional Chair / Board Secretariat	<ul style="list-style-type: none"> Covid-19 pandemic has impacted heavily on College events and external activity. Core College events to be included in the Board Calendar (e.g. Graduation, Prize Giving etc.). Updated calendar to be provided to Board – for information – at each meeting. Once engagement events have been scheduled a list of upcoming key events to be circulated to Board via email on a monthly basis by Board Secretariat 	Amber	
		c) Record board member engagement (e.g. at each Board of Management meeting), ensuring external engagement does not become a disproportionate commitment.	15 June 2021	Regional Chair / Board of Management / Corporate Development Committee / Board Secretariat	<ul style="list-style-type: none"> Board of Management, through its Corporate Development Committee, to record events attendance at each meeting. Annual attendance recorded by the Nominations Committee in its end of year reportage, which provides the basis for the Regional Chair's one-to-one meeting with Board members. 	Green	

3. CAPABILITY AND CULTURE	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS
3.1	<p>Enhancing Induction and Development</p> <p>For AY 2020/21, plan a structured development programme for all members (including induction for new members).</p> <p style="text-align: center;">PRIMARY</p>	a) Aligned with the forward plan for key strategic BoM agenda items and the organisational strategy and KPIs.	08 December 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> Induction and development activities to be aligned with development outlined under Actions 1.1 to 1.3 and 1.6. 	Green
b) Triangulated with a survey of member development priorities.		16 June 2020	Regional Chair / Board Secretariat	<ul style="list-style-type: none"> As part of the annual self-evaluation process Board members were asked to complete a survey – which included a section on development needs. The survey will be carried out in conjunction with the 1:1 meeting with the Chair of the Board. Feedback from the evaluation exercise was presented to the Board on 16 June 2020. 	Green	
c) Aligned with and complementary to CDN's offer.		22 September 2020	Board Secretariat	<ul style="list-style-type: none"> Face-to-face CDN induction and development events cancelled. New online events to be announced by CDN in September 2020. Online access to CDN Governance Hub reviewed on 27 July 2020 to ensure that all Board members can utilise learning materials. Clerk to the Board continues to offer members of the Board support in accessing CDN materials. 	Green	

			<p>d) Development programme to include:</p> <ul style="list-style-type: none"> i. Two Strategy Days; ii. Thematic workshop(s); iii. Staged pre-reading on organisational strategy and Board forward planning; iv. Enhanced induction process building upon the current meeting focussed approach. 	15 June 2021	Regional Chair / Board Secretariat/ Principal	<ul style="list-style-type: none"> • Strategy Days and thematic workshops to be included in 2020/21 Board Planner. • Pre-reading activities to be developed alongside Strategy Day and thematic workshop(s). • One-to-one meetings for new Board members with: <ul style="list-style-type: none"> ○ The Chair: To discuss role in relation to strategic direction and performance monitoring, and arrangements for development and evaluation; ○ The Vice Chair: To discuss role of senior independent member; ○ The Principal & Executive Team: To address questions relating to College management structure, Strategic Plan and operations; ○ The Board Secretary: To address questions relating to the national legislation, strategic developments and governance; • Induction programme for new student members commenced in July 2020. Both new members have attended the CDN induction workshop, and had one-to-one meets with the Chair, Vice Chair, Principal and Board Secretary. 	Green
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3.2	PRIMARY	Board Skills, Diversity and Succession Planning	<p>a) Updating of the Board skills matrix:</p> <ul style="list-style-type: none"> i. Enhancing HR/change management and financial expertise from desirable to essential, and prioritise these areas for the next recruitment round. ii. Adding college sector knowledge and experience to the 'education – universities/schools' criteria, or as its own separate item. iii. Consider how to embed aspects of cognitive diversity, specifically socioeconomic status, college experience and race/ethnicity to the skills matrix. iv. Formalising the college's gender aims in the matrix and consolidate and build on success in this area. 	22 September 2020	Regional Chair / Nominations Committee/ Board Secretariat	<ul style="list-style-type: none"> • Nominations Committee met on 03 June 2020 to consider non-executive recruitment arrangements and succession planning. • College sector knowledge and experience was added to the skill matrix and approved on 03 June 2020. • Nominations Committee to meet on 18 September 2020 to consider actions (iii) and (iv) in further detail. 	Green
			<p>b) Consider co-opting an additional accountant to the Audit and Risk Assurance Committee, factoring in opportunities to broaden diversity along other measures, and possible future progression to the Board of Management.</p>	08 December 2020	Regional Chair / Nominations Committee / Board Secretariat	<ul style="list-style-type: none"> • Nominations Committee met on 03 June 2020 to consider co-option of additional Chartered Accountant, and agreed that this would be considered further at next meeting in 18 September 2020. 	Green

4. PROCESS, STRUCTURES AND MEASUREMENTS	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
4.1	PRIMARY	Committee chairs should include a short (one page) narrative summary that highlights main topics and their relevance to the College's strategic framework/KPIs, key discussion points and data, and agreed actions.	a) All committee minutes to include cover sheet outlining main points / actions agreed.	22 September 2020	Committee Chairs / Board Secretariat	<ul style="list-style-type: none"> Minutes reported to 16 June 2020 meeting of the Board in new format. Reporting format positively received and will continue to be used from September 2020 onwards. 	Green
4.2	PRIMARY	Induction and development should explicitly cover delegation and the committee structure; the 'Understanding Edinburgh College' document should include detail on performance and quality assurance and how these processes are scrutinised under current governance and committee arrangements.	a) Review of existing induction and development materials. b) Slides/Information to be provided at induction days/development days relating to operation of Edinburgh College. c) Consider reintroduction of a paperless board system to allow access to governance and board materials.	15 June 2021	Regional Chair / Nominations Committee	<ul style="list-style-type: none"> Current induction and development materials to be reviewed by the Nominations Committee in AY2020/21. Board Secretariat to work with Chief Operating Officer and Vice Principals to produce slides / summary information to support Board members understanding of College operations/functions. Documentation to be made available to Board members by December 2020. Annual workshops hosted by Chief Operating Officer (Finance, HR and Estates); VP Corporate Development (Partnerships, Non-SFC Income and Brand / Reputation); VP Education & Skills (Credits, Recruitment and Retention); and, VP Innovation, Planning and Performance (performance and quality assurance) to be held in Semester 1 of the 2020/21 academic year. Reintroduction of paperless Board system, to allow remote access of all governance and Board papers. Proposal for paperless Board system to be presented to the Board in December 2020, with an accompanying implementation timeframe. Further to this, the proposal will also consider the scope for introducing 'e-learning' for Board members through the College's virtual learning environment, Moodle. 	Green

4.3	SECONDARY	The Board should consider whether the Chair of the Audit and Risk Assurance Committee should hold other functions or sit on other committees.	a) Position of Chair of Audit & Risk Assurance Committee to be considered within current governance structures, and against best practice guidance.	15 June 2021	Regional Chair / Nominations Committee	<ul style="list-style-type: none"> • Current Chair of the Audit & Risk Assurance Committee's tenure due to end on 01 March 2022. • Regional Chair to consider succession planning arrangements and put forward a proposal to Board in June 2021, for implementation from September 2021 onwards. 	Green
4.4	SECONDARY	Students should participate in all committees apart from Audit and Risk Assurance Committee, with holistic consideration given to the demands placed on student representatives.	a) Student representation on committees to be reviewed.	15 June 2021	Regional Chair / Principal / Nominations Committee	<ul style="list-style-type: none"> • Student Board members to retain membership of Academic Council, Corporate Development and Nominations Committee. • Nominations Committee in 18 September 2020 to consider student representation as part of a wider discussion on Board diversity / balance. • The Remuneration Committee in June 2019 agreed that students should not be members of the Committee. This decision shall be reviewed following appointment of new Regional Chair (in consultation with the Chair of the Remuneration Committee) and an outcome outlined to the Board in September 2020 • Student and staff representation on committees to continue to be reviewed by the Nominations Committee annual as part of its membership/attendance reportage. 	Green

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Nick Croft		
Author/Contact	Pauline MacPherson	Department / Unit	Communications, Policy and Research
Date Created	31.08.20	Telephone	0131 344 7068
Appendices Attached	<i>Appendix 1: FOI Annual Monitoring Report 2020</i>		
Disclosable under FOISA	Yes.		

FREEDOM OF INFORMATION (FOI) ANNUAL MONITORING REPORT 2020

1. PURPOSE

This paper outlines the volume of FOI requests received by Edinburgh College between July 2019 and June 2020.

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 25 FOI requests in the academic year 2019/20. 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 NOTE the contents of this paper.

FOI ANNUAL MONITORING REPORT

1. Introduction

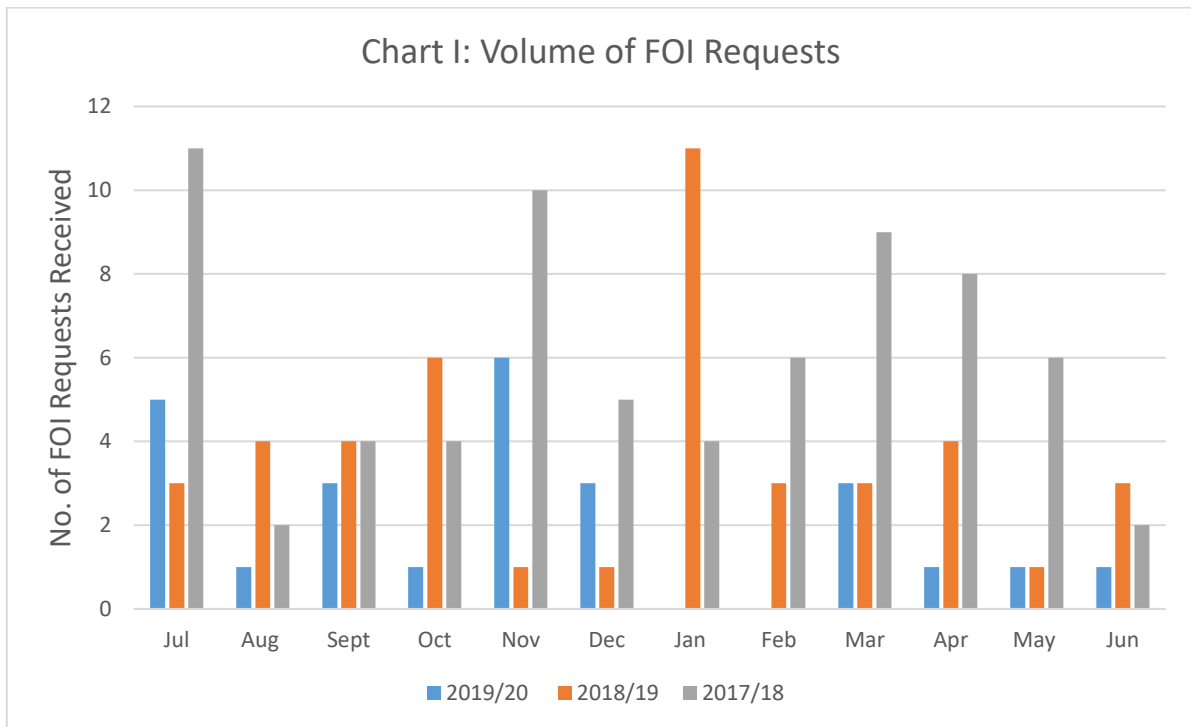
- 1.1 The Scottish Information Commissioner requested that all Scottish public authorities start submitting their Freedom of Information Scotland Act 2002 (FOISA) statistics on a quarterly basis commencing from 1 April 2013.
- 1.2 This report outlines the volume of FOI requests received by Edinburgh College over the last 12 months (from July 2019 to June 2020), 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 25 FOI requests in the academic year 2019/20, 19 less than the 44 FOI requests received in the academic year 2018/19. Since the start of 2020/21, the college has received 1 FOI request in July 2020 (4 fewer than the number of requests submitted to the college in July 2019).
- 3.2 Edinburgh College received 13 Subject Access Requests in the academic year 2019/20 (10 fewer than the number of requests submitted to the college in 2018/19). Nine requests were made by students, one by a solicitor and three were made by lecturing staff.
- 3.3 In the academic year 2019/20, 92% of all FOI requests were responded to within 20 working days.
- 3.4 Graph I (below) reflects month-by-month FOI activity over the last academic year (2019/20). Month-by-month data for academic years 2018/19 and 2017/18 is also provided for comparison.

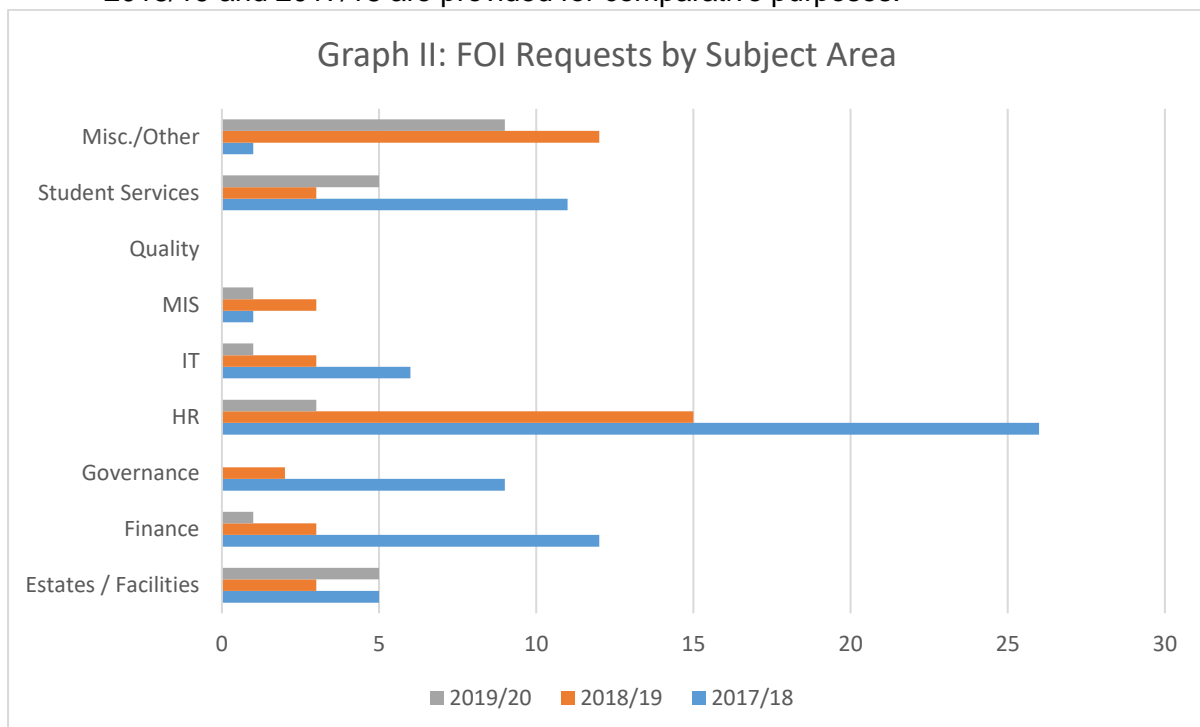


4. Decision Notices from the Scottish Information Commissioner’s Office

4.1 The college has received no application for decision notices from the Scottish Information Commissioner’s Office in 2019/20.

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 2018/19 and 2017/18 are provided for comparative purposes.



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

6. Requestors

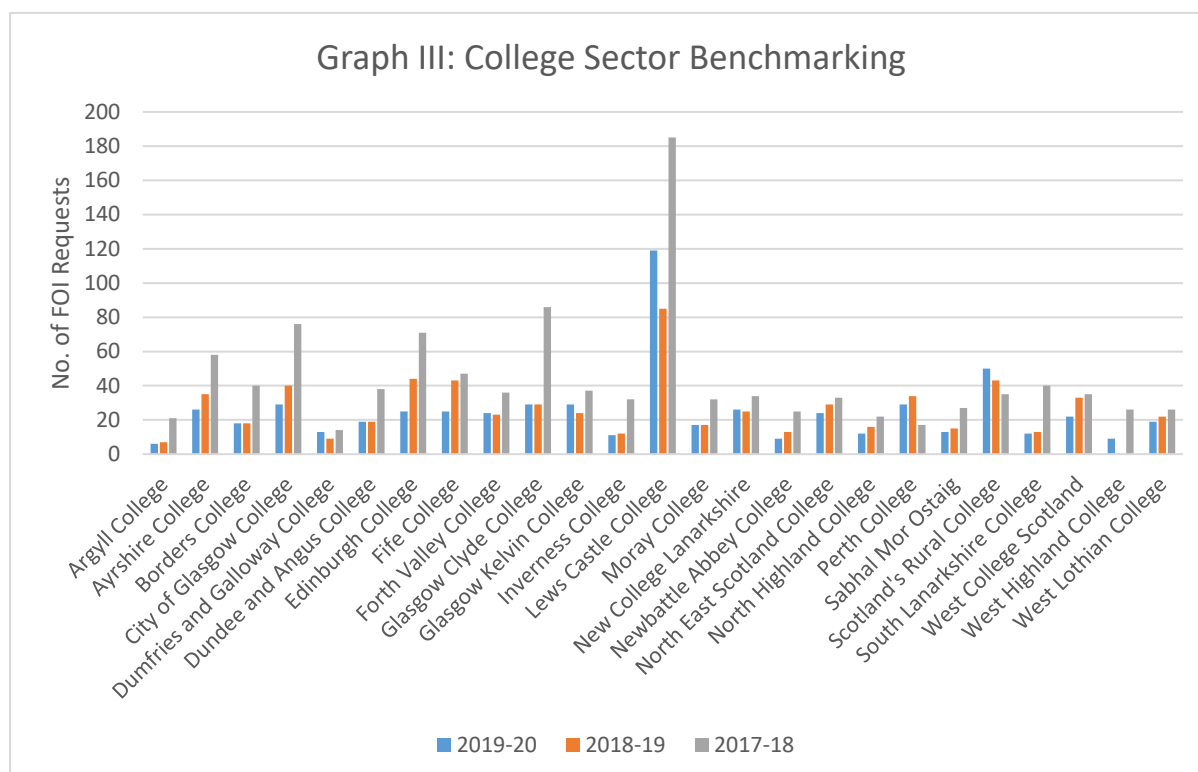
6.1 The number of FOI requests made to Edinburgh College by specific groups and organisations over the past three academic years is shown in the table below:

Group / Organisation	2017/18	2018/19	2019/20
City of Edinburgh Council	0	0	0
Journalists	7	2	1
NUS	2	1	0
Political Parties	4	4	1
Solicitors	0	0	0
Trade Unions	5	7	8
Total	18	14	10

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 15 requests submitted in 2019/20 would fall into the specified categories.

7. Benchmarking

7.1 Graph III reflects FOI activity in comparison to other colleges in Scotland in 2019/20, 2018/19 and 2017/18 [Statistical information provided by the Scottish Information Commissioner's Office].



7.2 In 2019/20 Edinburgh College saw a drop in the number of FOI requests (19 fewer than 2018/19) and sits joint ninth highest in the sector alongside Fife College with 25 FOI 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.

FOI Costs (1 July 2019 - 30 June 20) (estimated)	
Cost to college in responding to 25 FOI requests*	£1757.14
Average cost per FOI request	£70.29
Subject Access Request Costs (2019/20) (estimated)	
Cost to college in responding to 13 Subject Access Requests	£5176.03
Cost per Subject Access Request	£398.16

All FOI responses are available on the college website:

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

**BOARD OF MANAGEMENT
22 SEPTEMBER 2020
PAPER T**



For the future you want

FOR INFORMATION			
Meeting	Board of Management 22.09.20		
Presented by	Chair		
Author/Contact	Marcus Walker	Department / Unit	Governance
Date Created	20.08.20	Telephone	-
Appendices Attached			
Disclosable under FOISA	Yes.		

BOARD OF MANAGEMENT - AGENDA PLANNER 2020/21

1. PURPOSE

To provide the Board with an opportunity to review upcoming items of business.

2. BACKGROUND

It is important that the Board and its committees follow an appropriate plan of work in order to ensure they effectively cover all areas of their remit throughout the year and make the most efficient use of their time.

3. DETAIL

Below are proposed agenda items for the next three meetings of the Board of Management, excluding Minutes of the Previous Meeting, Matters Arising and Any Other Competent Business:

3.1 08 DECEMBER 2020

- BOARD STRATEGY DAY REPORT 27.10.20
- STRATEGIC DISCUSSION: INDEPENDENT COMMISSION REPORT
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
- COMMITTEE BUSINESS
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes
 - Annual Report & Financial Statements for Period to July 2020
 - Summary Top Risk Register
 - POLICY & RESOURCES COMMITTEE
 - Minutes
 - Recruitment & Retention Dashboard

- Management Accounts to October 2020
 - ACADEMIC COUNCIL
 - Minutes
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes
 - NOMINATIONS COMMITTEE
 - Minutes
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- QUARTERLY KPI DASHBOARD
- GOVERNANCE REPORT
- NATIONAL REPORT
- RIDDOR REPORT

3.2 23 MARCH 2021

- STRATEGIC DISCUSSION: TBC
- REGIONAL OUTCOME AGREEMENT 2021/22 (TBC)
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
- COMMITTEE BUSINESS
 - POLICY & RESOURCES COMMITTEE
 - Minutes
 - Recruitment & Retention Dashboard
 - Management Accounts to January 2021
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes
 - Summary Top Risk Register
 - ACADEMIC COUNCIL
 - Minutes
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- QUARTERLY KPI DASHBOARD
- GOVERNANCE REPORT
- NATIONAL REPORT

- RIDDOR REPORT

3.3 TUESDAY 16 JUNE 2021

- BOARD STRATEGY DAY REPORT 27.04.21
- STRATEGIC DISCUSSION: PUBLIC SECTOR EQUALITY DUTY
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
 - ECSA End of Year 2020/21 Report
 - ECSA Strategic Planning & Funding 2021/22 Report
- COMMITTEE BUSINESS
 - POLICY & RESOURCES COMMITTEE
 - Minutes
 - Recruitment & Retention Dashboard
 - Management Accounts to April 2021
 - College Budget 2021/22
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes
 - Summary Top Risk Register
 - ACADEMIC COUNCIL
 - Minutes
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes
 - NOMINATIONS COMMITTEE
 - Minutes
 - REMUNERATION COMMITTEE
 - Minutes
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- GOVERNANCE REPORT
 - Governance Update
 - Evaluation of Chair 2020/21
- NATIONAL REPORT
- RIDDOR REPORT

4. BENEFITS AND OPPORTUNITIES

Effective agenda planning will allow the Board to monitor all aspects of business within its remit in a timely manner.

CONCLUSIONS/RECOMMENDATIONS

The Board are asked to NOTE upcoming items of business.



FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Jordan Wylie		
Author/Contact	Jordan Wylie	Department / Unit	ECSA
Date Created	11.09.202	Telephone	-
Appendices Attached	<i>Appendix 1: Priority Objectives 2020/21</i> <i>Appendix 2: ECSA Engagement and Welcome Week 2020/21 Report</i>		
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 2020.

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 2020/21

The three full time officers are officially in office as per 1st of July. Jordan Young (President), Rose Dodgson (VP Welfare) and Victoria Browning (VP Activities). The officers are normally invited on a residential training, however this year the training was hosted and completed online, led by the Director. The three officers received tailored training and induction from the Director over 2 weeks with other staff joining relevant sessions, as well as delivering workshops specifically about their areas of work. Towards the end of the training programme, the officers used their newly developed skills to formulate their priority objectives, and supported by the staff team these have taken shape to a full set of 10 Priority Objectives for this session. For more details about the Priority Objectives see *Appendix 1*.

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 in their term. This training was also delivered online over 5 mornings. The Lead & Change training is a key part of the officer training as it is run by the National Union of Students Scotland with specific focus on college development and supporting officers, so also offers key networking opportunities.

3.1.2 'That's Quality!' training

The ECSA President attended "That's Quality" Colleges training online, hosted by SPARQS (Student Partnership in Quality Scotland) in August. The aim of the training 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 any updates from the sector while working in this new normal. ECSA Director was also involved as part of a Q&A panel offering different perspectives for the incoming officers in this new normal.

3.1.3 5Rs involvement

ECSA have been involved with every group linked to the 5Rs project providing at least 1 member of staff or Officer for every meeting. Although we had to cover the induction and training of our new Officer Team in July, we managed to ensure that ECSA was represented in every meeting and gave the new Officers the opportunity to be involved throughout the summer. Our Director was a member of the Critical Incident Management Team since February, and then also asked to join as a member of the 5Rs Steering Group.

Although the summer months are traditionally more difficult for us to cover so many meetings, we felt that this should be a priority for us to ensure the student voice was present in the shaping of the new academic year. We also managed to recruit some students to help participate in the Student Experience, Student Sub-sub-group which met weekly over since June. Now the final 5Rs steering Group has taken place, we will now continue to hold weekly meetings with members of the Hub Group to ensure involvement in the ongoing planning, and delivery of the new academic term and report back on issues early enough for them to be resolved.

While this level of activity is challenging for us to deliver on top of our usual workload, it has been a positive experience to be involved with the process and lend our support and resources where we can. We would like to thank Mike Jeffrey and the rest of the 5Rs group chairs and members for working so closely with us, listening to our concerns and acting on them over the last 6 months in such challenging times.

3.1.4 EC Welcome – Induction Events

ECSA worked in partnership with the Communications Team and Broadcast Media to produce an Online Welcome to Edinburgh College, hosted on Microsoft Teams. This year it was more important than ever to make sure students received comprehensive information about what their college experience would look like. The Induction programme included a mix of pre-recorded videos as well as live Q&As. Students virtually met the Principal and the full-time officers, as well as receiving an introduction to the services of the Funding and Guidance teams, the Learning Support team, the Careers team, the LDT team and the Wellbeing team.

To give the Board an overview of the support ECSA has been providing to students, we have collated a report that outlines ECSA's involvement with the EC Welcome programme as well as student engagement through various channels. The report is simply a snapshot, but provides a valuable overview of a busy couple of weeks supporting students to have the best possible start to their time at Edinburgh College.

3.2 Current & Upcoming Events

3.2.1 Class Rep Recruitment/Training

To account for the delayed start to the semester we have pushed Class Rep Recruitment back slightly. To be able to continue our data-driven work, we need to continue engaging high levels of class reps, which is why giving a little extra time to conduct Class Rep elections online is necessary. The aim is

to have the majority of Reps elected and registered by 16th of October, which is 2 weeks later than previously.

We are adapting everything we do to this new normal and class reps are no different. As the majority of students are learning from home we have made the decision that all class rep activities will remain online at least for the whole of semester 1 but likely for the whole session. This provides us with the opportunity to potentially reach even more students as the sessions can be recorded or scheduled to suit more students across campuses. One of the challenges we face is adapting the training to suit the online environment, however with smaller and more frequent sessions, students will receive a mix of a live training sessions and a training module on Moodle.

The recruitment will be running in a similar format to last year where all LDTs and tutorial staff will receive a video of ECSA President, Jordan, explaining the role and importance of Class Reps. The staff will show this video as part of their online learning and it'll support the election of class reps. Immediately below the video is the rep registration form where the staff can add the student details directly onto the ECSA system. Once registered students automatically receive an email to sign up to a training session as well as an invitation to join the Microsoft Teams site. 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 5th 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. This is even more important than normal and we will continue to work closely through the excellent partnership 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 2019/20. The report is 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'. The full report was reviewed by the Academic Council on 11 September 2020.

3.2.2 Hidden disabilities: Sunflower Scheme

Following student queries and feedback from students on the ECSA Virtual Campus, ECSA has highlighted the Sunflower Scheme to relevant college partners. We are pleased to be in a position to provide student feedback that results in positive changes for students and happy to report that with the full agreement and on behalf of Edinburgh College we have completed the sign up process to the scheme. More information about the scheme here: <https://hiddendisabilitiesstore.com>

The involvement of the Sunflower Scheme is particularly useful in a new normal where we will see students come onto campus who are required to wear face masks unless exempt. The sunflower lanyard or identification card allows us to recognise the students who for example might be exempt from wearing face masks, and this will ensure students are not unnecessarily challenged or penalised when not visibly following COVID-19 procedures.

As part of joining the scheme, Edinburgh College are committing to train staff on how to recognise the Sunflower scheme, ensuring they have a deeper understanding of hidden disabilities, and the confidence to approach and support those with hidden disabilities. We have ordered 500 lanyards that will be emblazoned with the college logo as well as a starter kit that contains a variety of items such as staff badges and wrist bands. Being able to provide lanyards will be hugely important to those students who come onto campus who might not be aware of the scheme yet, or unable to get lanyards elsewhere.

3.2.3 Low Carbon Travel Project – Go Green!

ECSA are delighted to have been awarded funding for another 2 year project from the Climate Challenge Fund. This new project will offer free support to help Edinburgh College students to travel more sustainably, and to reduce their food and textile waste. Project activities will include cycle training and bike maintenance workshops, a liftshare scheme, a Community Fridge at each campus, and swap-shop events. The project will increase understanding of climate change by running workshops in class time and providing opportunities to develop sustainability skills through extracurricular and voluntary activities. More information about the new project can be found [here](#).

The summer has been all about planning for our Go Green team. The current situation will pose challenges to their physical activities (community fridges and swap shops), so they've been considering other ways to deliver their travel and waste outcomes for CCF, whilst still doing what they can with physical community fridges and swaps on campuses. They've also been in touch with LDT Team Leaders to arrange some class time for raising climate change awareness for our students.

To prepare for community fridges being put in place, robust health and safety measures are being considered in order to ensure that this can run in a way that is safe for all users. As part of further preparation the team has also signed up to a site to identify supermarkets who would be willing to regularly donate to these fridges, to ensure a sustainable programme.

The Go Green team have been gathering student feedback through the Virtual Campus, asking students through polls, what items they would like to exchange in our Swap Shops for when they can begin to run. Through data from the Welcome Survey run alongside online induction events, the team will plan safe activities as part of the project.

Though they are working off campus there are some key achievements to name too:

- Creating Covid-specific travel guidance documents for staff and students, for more information, see the guidance [here](#)
- Delivering climate change awareness training to our new Full Time Officers (which has helped get sustainability education into our priority objectives again this year);
- Organising 'bike starter kits' for students to apply for in partnership with the Estates team. This will offer students the opportunity to apply for a refurbished bike, along with useful kit such as high-vis materials, a bike lock, and lights - this will be a means tested process so students who would benefit from this provision most can access all this for free.

As one of the two project staff members, Alex, is moving onto new endeavors, we will be recruiting for a new member of staff to fill the vacancy. We wish Alex all the best.

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.



Priority Objectives 2020-21

Background

Since 2016, we have developed a specific set of Priority Objectives that we aim to pursue in a given academic year. These Objectives are based around the portfolios of our Full-Time Officers (FTOs), and cross-referenced against our 'Pillars of Action' which make up our strategic plan. We now have 5 specific areas that we cover as follows:

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

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.

This Year's Priorities

This academic year will be like no other - we have already delivered our Welcome Events in a virtual format and haven't been on campus since March! - so we know that things will be even more challenging for students to stay connected, get the right support when they need it, and do everything that they want to do while at College. We are committed to meeting this challenge head-on and have set some ambitious targets to point us in the right direction.

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 2020-21. 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.

2020/21 Priorities at a glance

- | | |
|--|---|
| 1. Supporting students in crisis | 6. COVID Support Network |
| 2. Developing life skills for students | 7. Green Spaces are happy places |
| 3. Raising greater awareness of ECSA | 8. Promoting Equality, Diversity, & Inclusion |
| 4. Helping students know their rights | 9. Challenging isolation through activities |
| 5. Really useful Course Handbooks | 10. Going Greener |



Priority Objectives 2020-21

SUPPORT		<i>That won't stop me.</i> <i>To ensure that students experiencing difficulties don't fall through the cracks. Then enabling them to receive the support they need to rise above their crisis, empowering them to re-engage with pursuing their goals</i>		Lead Officer President
Actions	Targets/Measurements		Date	
Gather data from previous casework to identify priority areas	<ul style="list-style-type: none"> Report on existing cases Contact Quality team to get data about previous years' withdrawals 		September 2020	
Gather Data from previous casework to identify priority areas for students who present themselves in crisis	<ul style="list-style-type: none"> Report on existing cases Contact Quality team to get data about previous years' withdrawals 		October 2020	
Gather experience of College staff on the reasons why students have not been able to complete their course	<ul style="list-style-type: none"> Survey shared At least 100 responses form staff 		October 2020	
Identify key contacts for internal and external partners for specific areas identified	<ul style="list-style-type: none"> At least 5 specific areas identified At least 1 internal and 1 external partner identified for each area of crisis 		November 2020	
Create a College Steering Group to help deal with and manage students in crisis	<ul style="list-style-type: none"> At least 5 members of College staff involved At least 1 teaching staff member involved At least 1 member from an external organisation involved 		December 2020	
Steering Group create guidance and processes on how to support a student facing a major crisis	<ul style="list-style-type: none"> Guidance should include flowchart and persons responsible at each stage Web-pages developed to add information and advice for all staff to access 		February 2021	
Work with relevant College staff to secure emergency accommodation for students facing homelessness	<ul style="list-style-type: none"> College Halls spaces set aside for emergency access External option available 		April 2021	
Contact organisations who have established buddy schemes for supporting people in crisis, and create link for students to access	<ul style="list-style-type: none"> At least 3 organisations identified Formal agreement in place with at least 1 organisation Appointed College staff contact to liaise on on-going basis for support 		December 2020	



Priority Objectives 2020-21

Ensure students who have engaged in the scheme are involved in student-to-student support through online or in-person groups	<ul style="list-style-type: none"> • Use existing groups for students to engage in e.g. Men's Support Network • At least 5 students engaged in scheme 	
Ensure staff and students are aware of the support available for students in crisis	<ul style="list-style-type: none"> • Publicise scheme to all staff through College Comms • Hold an awareness week to highlight specific case studies • At least 500 clicks on website 	April 2021
Report back to Board of Management on progress and ongoing recommendations for the scheme to support students in crisis	<ul style="list-style-type: none"> • Report submitted to BOM • At least 10 Recommendations included 	June 2021



Priority Objectives 2020-21

EDUCATION		<i>To provide students with opportunities to develop essential life skills they may not necessarily gain through their course curriculum</i>	Lead Officer President
Actions	Targets/Measurements		Date
Include life skills opportunities in Welcome Week Survey	<ul style="list-style-type: none"> At least 250 students interested 		August 2020
Make contact with financial support and life skills organisations to gather useful resources	<ul style="list-style-type: none"> Contact made with 10 organisations 3 sources for life hack videos 		September 2020
Create a tips and tricks section referencing online resources that are free to access	<ul style="list-style-type: none"> 10 websites and links shared 		September 2020
Collate list of local companies that offer student discounts	<ul style="list-style-type: none"> Categorise student discounts Publish list and review feedback from students 		September 2020
Review what financial support and life skills knowledge is already available within the college, especially within core skills	<ul style="list-style-type: none"> Contact relevant staff and arrange to meet Review withdrawal data Identify gaps in provision 		October 2020
Re-run the 2020 Housing & Finance survey to track changes in student finances and housing situations	<ul style="list-style-type: none"> Aim to receive 500 responses to the survey Analyse survey data and publish report 		December 2020
Run life skills workshops based on student preferences, for example workshop on how to do budgeting.	<ul style="list-style-type: none"> 2 workshops run per semester 20 students attending each session 		April 2021
Gather case studies and feedback from students about their experiences of using life skills throughout activities	<ul style="list-style-type: none"> 5 case studies gathered 		April 2021



Priority Objectives 2020-21

Write and publish a student guide of financial and life skills to be hosted on ECSA website	<ul style="list-style-type: none">• Include case studies from students	
Create and share content focusing on financial skills	<ul style="list-style-type: none">• 3 blog articles over the year• Focus 1 livestream on financial skills	May 2021



Priority Objectives 2020-21

SUPPORT		<i>Keeping students up to date on different ECSA activities, and progress to increase student engagement. To improve the sense of belonging and community amongst students, and increase awareness of the support available to them</i>	Lead Officer President
Actions	Targets/Measurements	Date	
Host virtual drop-in sessions where students can approach staff for support on a range of issues.	<ul style="list-style-type: none"> Record each student dropping-in using a recording tool Aim for 100 drop ins recorded before Christmas 	January 2021	
Create a clear introduction to ECSA in the induction process and promote engagement with the Welcome Survey	<ul style="list-style-type: none"> Custom tab created in Microsoft Teams for ECSA content Welcome Week survey has over 1500 responses 	September 2020	
Continue to build engagement on the Virtual Campus group and use that as a key space for engaging with students	<ul style="list-style-type: none"> Aim to build group membership to 1000 students New polls created on a weekly basis during term-time to track the 'student mood' 	September and Monthly	
Broadcasting a regular ECSA livestream to keep students up to date on our work	<ul style="list-style-type: none"> Broadcast a 10 mins- 20 mins live stream on a weekly basis throughout term-time <ul style="list-style-type: none"> At least 10 Live Streams delivered At least 10,000mins viewed (66% increase on 19/20) At least 750 engagements (33% increase on 19/20) 	May 2021	
Highlight student issues and show the process of them being resolved	<ul style="list-style-type: none"> Feature one student issue every month as part of livestream/video <ul style="list-style-type: none"> Covering students from each faculty area Show each monthly issue being resolved/addressed by the college <ul style="list-style-type: none"> 8 issues shown to being addressed by college management. 	May 2021	
Producing general information materials to inform students about ECSA's services and college spaces	<ul style="list-style-type: none"> Posters placed at prominent campus locations and updated monthly <ul style="list-style-type: none"> 100 posters printed 25 static posters with key information placed across campuses. Leaflets printed and distributed to students at appropriate times <ul style="list-style-type: none"> 600 leaflets printed 	October 2020	



Priority Objectives 2020-21

Running stalls to support campaigning on the key monthly issues when campuses re-open	<ul style="list-style-type: none">• Gather 100 engagements from students on each issue each month of stalls	May 2021
Host ECSA-led events over each of the college's campuses when campuses re-open to engage students in our work	<ul style="list-style-type: none">• Host an event open to all students each month after campuses re-open, replicated across each of the four main campuses<ul style="list-style-type: none">◦ 2 events held over second semester	May 2021



Priority Objectives 2020-21

SUPPORT		<i>To develop a culture of personal advocacy we will empower students to take responsibility of their own learning by equipping them with information relevant to their rights as a student. This will increase student confidence and retention</i>	Lead Officer VP Welfare
Actions	Targets/Measurements	Date	
Research good practice from the sector.	<ul style="list-style-type: none"> Contact 20 institutions/organisations Review successes 	October 2020	
Establish the need for student rights by understanding the knowledge levels of students around their rights. Include question about knowledge of student agreement in 'Your Experience' survey	<ul style="list-style-type: none"> Analyse existing case data 300 respondents to survey question 	October 2020	
Set up an interactive form on ECSA website to empower students to find the right policies and solutions to potential conflicts.	<ul style="list-style-type: none"> Track use of site - aim for 100 per semester Feedback form 	January 2021	
Work with relevant departments of the college to identify student rights	<ul style="list-style-type: none"> Identify 10 core student rights 	December 2020	
Consult Class Reps on core rights through second conference	<ul style="list-style-type: none"> 50 Class Reps in attendance at Class Rep Conference 50 Class Reps responding to survey outside of conference 	December 2020	
Consult on draft student rights as a tangible document	<ul style="list-style-type: none"> 50 students to attend focus groups 	February 2021	
Full set of student rights that students and staff can sign up to is agreed and presented to Academic Council	<ul style="list-style-type: none"> Review feedback on student rights 50 Class Reps sign Heads of Faculty & Vice Principal Curriculum sign 	April 2021	



Priority Objectives 2020-21

EDUCATION	<i>To establish a standard template for course handbooks with the view to ensure clear & concise communication between staff and students. This will increase course performance and retention by including vital course information as well as assessment guidance in order to minimise assessment bunching</i>		Lead Officer VP Welfare
Actions	Targets/Measurements	Date	
Research what is already required by governing bodies	<ul style="list-style-type: none"> • Contact all governing bodies • Collate requirements 	August 2020	
Research course handbooks and assessment policies across the sector	<ul style="list-style-type: none"> • Speak to 10 other institutions • Collate 10 course handbooks 	September 2020	
Identify the student experience of using course handbooks	<ul style="list-style-type: none"> • Include questions in 'Your Experience 2020' survey • Gather data from 100 Class Reps through first Class Rep Conference 	October 2020	
Engage relevant staff (Heads of Faculties, Vice Principals, Quality Team) in order to show benefits of standard course handbook in order to get their support	<ul style="list-style-type: none"> • Schedule meeting with relevant staff • Present findings • Include student feedback from 5 curriculum areas 	October 2020	
Collate and identify examples of good practice module handbooks	<ul style="list-style-type: none"> • Email all curriculum managers • 50% of CMs to respond • Collate top 3 good practice examples 	November 2020	
Consult Class Reps about minimum course handbook content through Conference	<ul style="list-style-type: none"> • Suggestions from 50 Class Reps • Offer ways to feedback outwith conference 	December 2020	
Consult staff on what should be included in a course handbook	<ul style="list-style-type: none"> • Attend at least 5 staff team meetings • Invite staff from all 4 faculties to attend a focus group 	January 2021	
Identify current levels of 'assessment bunching' across departments	<ul style="list-style-type: none"> • Run a focus group with 30 student reps • Publish poll in Virtual campus with 200 respondents 	December 2020	



Priority Objectives 2020-21

Develop a mock course handbook with a range of elements so that students can be consulted on a tangible document. This should include guidance to avoid 'assessment bunching'	<ul style="list-style-type: none"> • Run a focus group with students from each faculty • Receive 50 pieces of feedback from students 	February 2021
Invite staff and students to take part in creating course handbook content through a steering group	<ul style="list-style-type: none"> • Set up steering group with a student and staff member from each faculty • Steering group to meet twice 	January 2021
Take the proposed course handbook to Academic Council	<ul style="list-style-type: none"> • Paper agreed through steering group • Paper submitted to Academic Council for comment/approval 	March 2021
Create course handbook template based on feedback from students and staff, with a view for staff to use for all levels	<ul style="list-style-type: none"> • Share with all teaching staff and encourage to use • 50 courses to commit to using the course handbook template 	May 2021



Priority Objectives 2020-21

SUPPORT		<i>To respond to current circumstances and create a 'Covid Support Network' (CSN) with links to other support groups and initiatives in order to empower students to support themselves and each other</i>	Lead Officer President VP Activities VP Welfare
Actions	Targets/Measurements	Date	
Contact the wellbeing team to determine the right kind of support needed for students based on experiences from March-June 2020	<ul style="list-style-type: none"> Identify 5 core areas of mental health issues during covid/semester 2 	August 2020	
Contact external organisations and partners to analyse the support provided and how to collaborate	<ul style="list-style-type: none"> Review current links and contacts 10 organisations contacted 	August 2020	
Include questions about COVID-19 anxieties in Welcome Week survey	<ul style="list-style-type: none"> At least 250 students interested students 	August 2020	
Identify target groups of students, for example students in halls, 16-19 year olds, students with additional learning needs.	<ul style="list-style-type: none"> Gather data from welcome week survey Identify at least 3 specific demographics to support 	August 2020	
Create space on ECSA website about Cyber Bullying including clear channels for reporting bullying and harassment	<ul style="list-style-type: none"> Dedicated page created Launch during Anti-bullying Awareness week (November) 	October 2020	
Create online support space for students potentially through Microsoft Teams	<ul style="list-style-type: none"> 100 students to join Content to be shared once a week 	October 2020	



Priority Objectives 2020-21

Set up links with student services and other relevant departments to set up referral scheme for students to access the group	<ul style="list-style-type: none"> • 5 students referred monthly 	October 2020
Create a content plan spanning 4 weeks in advance to ensure consistent support available	<ul style="list-style-type: none"> • Weekly sessions to be themed • 5 students to attend each session • Review engagement with content 	Ongoing
Recruit students to be moderators or ambassadors in the online support group	<ul style="list-style-type: none"> • 5 students register interest 	November 2020
Incorporate online social groups or activities such as online yoga or mindfulness classes.	<ul style="list-style-type: none"> • Trial 3 types of activities • 10 students to attend each session • Review feedback from students 	November 2020
Offer resilience training or similar through the support group	<ul style="list-style-type: none"> • 50 students interested in attending training • 2 training sessions delivered 	December 2020
Run mental health awareness campaign with specific purpose of normalising talking about how you are doing	<ul style="list-style-type: none"> • 5 student videos about their experiences • Poster campaign 	January 2021
Review and report on success of group based on evidence from students	<ul style="list-style-type: none"> • Survey • Attendance at drop ins 	May 2021



Priority Objectives 2020-21

EDUCATION		<i>“GreenSpace”</i>	Lead Officer VP Activities
		<i>To promote existing opportunities, and create new ones, for students to grow plants and learn gardening skills. This will serve as a platform to increase students’ knowledge of climate change and the UN Sustainable Development Goals</i>	
Actions	Targets/Measurements	Date	
Contact and meet with Community Gardens Coordinator	<ul style="list-style-type: none"> Regular meetings scheduled between VP Activities, Community Garden Coordinator, and relevant ECSA support staff 	August 2020	
Provide an online platform for the EC community to communicate collectively to discuss "green issues" and other points of interest	<ul style="list-style-type: none"> Set up a facebook page for the group Include Green Group as an activity option in the Welcome Week survey Set up mailing list on Civi for students interested in the Green Group, and send a link to the facebook group page Include information about the Green Group to staff in the first staff newsletter of the academic year 	September 2020	
Host plant giveaways on campus to provide students with plants they can grow	<ul style="list-style-type: none"> Host at least 1 stall on each campus to give out plants to students Aim to give out 40 small plants to students at stalls 	October 2020	
Create content to support students with growing their plants	<ul style="list-style-type: none"> Produce a resource pack of information about taking cuttings from plants Produce a short video to summarise the content from the resource pack Share resource pack and video on facebook Green Group and through mailings 	October 2020	
Encourage students to swap plants (e.g. cuttings) through the facebook community	<ul style="list-style-type: none"> Encourage students to share photos and videos of their plants’ progress 	Ongoing	
Host planting events in community gardens	<ul style="list-style-type: none"> Host monthly planting events in the College’s community gardens Have 50 students actively engaged in planting events Promote discussions surrounding sustainability at each event 	Ongoing	
Set up community garden drop-in times at each relevant campus	<ul style="list-style-type: none"> Work with Severine to develop and promote a timetable of drop-in hours for existing community gardens Create videos to show students how to get to each of our community gardens, and post this to the ECSA facebook page 	March 2021	



Priority Objectives 2020-21

	<ul style="list-style-type: none"> • Host a live stream of a drop-in event at each campus to show students what activities are taking place 	
Establish a Community Garden at Granton campus	<ul style="list-style-type: none"> • Relaunch discussion about setting up a community garden at Granton campus • Identify and meet with relevant members of staff • Identify site for potential garden • Create and launch a community consultation survey for designing this space • Create a design for this area that incorporates feedback 	May 2021
Create a new green area at Milton Road	<ul style="list-style-type: none"> • Relaunch online consultation to gather opinions for the space in question • Plan in-person consultation events, with the aim to have at least 2 stall events • Work with Severine to design new area that includes feedback from online survey and in-person consultations • Identify any potential funding sources, and organisations who could donate materials • Recruit students to help with a planting event 	May 2021



Priority Objectives 2020-21

EQUALITY	<i>Foster a sense of belonging at Edinburgh College through the promotion of equality, diversity and inclusion</i>		Lead Officer VP Activities
Actions	Targets/Measurements	Date	
Write E&D statement and publish video (including accessible transcript) featuring FTOs outlining E&D and opportunities at Edinburgh College	<ul style="list-style-type: none"> • 1000 views on video • Statement agreed by all FTOs 	September 2020	
Contact Equalities Officer and external organisations to set up partnership including work on the cultural events calendar	<ul style="list-style-type: none"> • Monthly meetings between ECSA & Equalities • Review current links with external organisations • Contact 10 organisations 	September 2020	
Develop a cultural events calendar with relevant events to be shared with students linking external organisations and activities.	<ul style="list-style-type: none"> • Calendar updated monthly • A cultural event celebrated monthly using different media (video, online boards, blogs and activities) • Review after semester 1 	June 2021	
Review current provision of prayer rooms and reflectories on campuses to ensure they are fit for purpose and consider how to ensure spaces remain available during physical distancing.	<ul style="list-style-type: none"> • Report on existing spaces • 100 respondents to user survey • Advertise rooms to incoming students 	January 2021	
Research Equality Champions in other institutions including benefits and structure	<ul style="list-style-type: none"> • Contact 20 institutions • Review and report on findings 	September 2020	
Identify potential external funding opportunities for Equalities Champions (or parts)	<ul style="list-style-type: none"> • Identify and apply for any relevant funding • Contact Development Trust 	September 2020	



Priority Objectives 2020-21

Work with Equalities Officer to produce a resources handbook for Equalities Champions and other staff to enable them to effectively and confidently assist students in need	<ul style="list-style-type: none"> • Identify and collate similar resources • Compile and publish handbook • Distribute resource to LDT's and lecturers 	
Establish a network of student 'Equality Champions' to represent marginalised communities of students (e.g LGBT, BAME, Disabled, Mature, Parents & Carers)	<ul style="list-style-type: none"> • Take register of interest through Class Rep Conferences, ECSA website and other activities - 20 students to be interested • Link champions as a role within Rep Academy 	October 2020
Review the Equality Champion programme	<ul style="list-style-type: none"> • Invite champions to an Equality & Diversity Forum once a semester • Review programme at end of Semester 2 (Aim for 2 Case Studies to demonstrate efficacy) 	
Include a Page for the Equalities Champions on the ECSA Website	<ul style="list-style-type: none"> • Review online content plan monthly • New blog/content monthly • Feedback received through comment box 	
Work with key internal and external groups to run workshops to educate/raise awareness about Equality and Diversity (including UN sustainable Global goals 5 and 10)	<ul style="list-style-type: none"> • Contact external groups for input of workshops • 5 Equality Champions to help deliver workshops • 2 workshops per semester 	
Promote the sharing of cultures and cuisines through online cooking workshops that focus on cuisines from around the world. To do this at home, recipe cards will be distributed and students can make their own creations and share online.	<ul style="list-style-type: none"> • Link up with Professional Cookery students • Partner up with International Student team • 100 students to take part in monthly poll • Run monthly livestream event to show how to prepare a meal 	



Priority Objectives 2020-21

ACTIVITIES		<i>Challenging isolation and loneliness by engaging students in activities and opportunities in order to reduce the negative impact of loneliness on the mental health of students</i>		Lead Officer
Actions		Targets/Measurements		Date
				VP Activities VP Welfare
Create “combating isolation survey” and publish on ECSA website and social media platforms		<ul style="list-style-type: none"> • Aim for 1500 responses • formulate report 		September 2020
Contact Wellbeing officer and external organisations to discuss partnership including silvercloud and development of wellbeing hub		<ul style="list-style-type: none"> • Monthly meetings between ECSA and wellbeing Team • Review current links with external organisations • Contact 10 organisations 		October 2020
Using welcome week survey results to set up relevant online spaces (static and live spaces such as FB groups, teams and drop in sessions) for groups of students.		<ul style="list-style-type: none"> • Identify relevant platforms for groups • 100 members per group • At least 5 groups 		December 2020
Working with Wellbeing team and external partners to set up Mental Health First aid training for Students. Offer training to Class Reps to empower them to support students in combating their loneliness		<ul style="list-style-type: none"> • Agree training programme and delivery model • Set up and review training with Wellbeing team and other partners • Offer training to all Class Reps • Aim to deliver training to 100 Class Reps by end of semester 2 • Review experience from Reps about training and levels of usefulness (end of Semester review) 		May 2021
Continue working with external support organisations (such as Nightline). Signposting support to students through Wellbeing Hub by keeping it regularly updated <ul style="list-style-type: none"> - Share volunteer opportunities - Use data to highlight specific groups at specific times of year 		<ul style="list-style-type: none"> • Promote Nightline via all media channels • At least 5 volunteer opportunities promoted each semester • Wellbeing Hub Highlights linked to specific areas at least 5 times 		May 2021



Priority Objectives 2020-21

<p>Plan Virtual Give It A Go (GIAG) Programme</p> <p>This could include Yoga/Pilates, Running/Walking Group, Dance or Music Soc, photo challenges, etc.</p>	<ul style="list-style-type: none"> • Identify at least 5 different activities • At least 1 activity based in the local community • At least 1 activity hosted jointly with relevant College team 	<p>October 2020</p>
<p>Deliver Virtual GIAG Programme</p>	<ul style="list-style-type: none"> • Dedicated webpages on ECSA Website • Scheduled classes via online platform • At least 5 activities scheduled • At least 10 people attend each session 	<p>November 2020</p>
<p>Review Virtual GIAG Programme</p>	<ul style="list-style-type: none"> • Gather feedback from at least 50% of participants on their experiences and how to engage more students • Come up with at least 5 recommendations for making these one-off activities more regular • At least 3 activities developed into regular sessions throughout the year 	<p>December 2020</p>



Priority Objectives 2020-21

SUSTAINABILITY		<i>Going Greener</i>		Lead Officer
<i>Expanding on our previously successful sustainability work, we will support students and the college to reduce food and household waste. This will save students money and help those in need, and also increase climate literacy</i>				VP Activities
Actions	Targets/Measurements			Date
Establish community fridges to enable students to access free food, and reduce food waste on campus and at local food businesses / supermarkets.	<ul style="list-style-type: none"> ● We will aim to divert 25kg of food from waste streams (landfill and food waste) each week. <ul style="list-style-type: none"> ○ Measure weight of food as it is donated, weekly. ○ Measure the weight of any food that we disposed of (we expect this to be minimal), weekly. ○ Calculate the total weight of food waste diverted from landfill each week. ● Initially we will focus on establishing the fridge at Sighthill campus, but will look to expand this across all four campuses over the course of the year. ● We will partner with at least one local supermarket for each campus, and also work with the college canteens and Professional Cookery department. ● Regular feedback surveys to assess the impact of community fridges and other food waste activities. This will measure changing attitudes towards food-sharing, and how food wastage is being reduced in their home life. 			October 2020
Set up bookswap shelves in ECSA offices. We will advertise this throughout the year, with a heavier focus towards the end of the academic year when students will be finishing their courses.	<ul style="list-style-type: none"> ● We will aim to redistribute 200 secondhand books to other students, encouraging re-use. <ul style="list-style-type: none"> ○ Measure weight of items being donated, weekly. 			September 2020



Priority Objectives 2020-21

<p>Each office will have a bookshelf to allow students to easily exchange textbooks and other books they no longer need.</p>	<ul style="list-style-type: none"> ○ Survey donors on what would have otherwise happened to the items (storage, landfill, etc.) ○ Measure the weight of any items that we dispose of (we expect this to be minimal), weekly. ○ Calculate the total weight of items being diverted from unproductive uses each week. <ul style="list-style-type: none"> ● We will aim to collect books from 50 students. 	
<p>Establish regular swap shop events</p> <p>We will set up a regular calendar of pop-up swap-shop events, where students can easily swap clothes and other household items.</p>	<ul style="list-style-type: none"> ● Initially we will focus on doing this at Granton campus, but will look to expand this across all four campuses over the course of the year. ● We will aim to run one event per week, rotating the day of the week to engage more students ● Regular feedback surveys to assess the impact of Swap Shops on the student community. This will measure changing attitudes towards buying second-hand. ● We will use the same monitoring process as outlined in the bookswap section above. ● Our aim will be to redistribute 500kg of clothes to new homes over the year. 	<p>September 2020</p>
<p>We will directly and indirectly increase students' climate literacy</p>	<ul style="list-style-type: none"> ● We will aim to engage 750 students over the year across all our "Go Green" activities. ● We will run climate change awareness sessions in college classes, engaging 200 students in the links between sustainability and their curricula. ● We will work with Class Reps to enable cascade training. 	<ul style="list-style-type: none"> ● By June 2021 ● By April 2021 ● January 2021



ECSA Engagement Welcome Weeks 2020

Background

For the last few years, ECSA has taken on the task of supporting students to get logged into their College accounts as part of our introduction to ECSA sessions throughout the College Welcome Weeks. This has been done in the form of a 20minute session delivered to classes ranging from 5 to 25 students at a time in computer labs, repeated every 20minutes for 9 working days. The log-in process takes approximately 10minutes to go through, so we would usually have 10minutes to run through our presentation on everything that we do as an organisation.

Last year (2019), there was a push for online self-enrolment from home, which saw on-campus numbers of approximately 2,500 students over those 2 weeks.

Supporting Students before, during and after Welcome Week 2020

With classes remaining largely online for the time being, ECSA and the Comms team worked together to develop the new online Welcome Events as a replacement.

Students received log-in information on the 27th of August to enable them to access the Welcome Events on Microsoft Teams and get them logged into their College e-mail accounts, Moodle, and Office 365. They were directed towards ECSA for help to get logged in as well as IT for password resets or anything more technical that we couldn't help with.

This help has been provided via the following channels:

- Group e-mail inbox - contact@ecsa.scot
- Group telephone number - 0131 297 9500
- Facebook/Instagram/Twitter Direct Message Inbox - @ECSAonline
- Virtual Drop-in Office - <https://ecsa.scot/dropin>
- Facebook Virtual Campus - <https://www.facebook.com/groups/ecvirtualcampus2020>

Although all of our channels have been busy, I would like to highlight the Virtual Drop-In Office and Virtual Campus as they have been specifically developed for remote support.

Virtual Drop in Office

<https://ecsa.scot/dropin>

This is a single-click entry via our website into a video-call which is staffed during office hours. So far, we have recorded 494 drop-ins, talking students through how to access systems, etc. this has been particularly effective as it allows us to do what we would do in person at a PC on campus, as we can share screens and see what the students are seeing to identify where the issues lie.

The average call lasts about 10 minutes and we have had calls from students from all over Scotland, the continental Europe, and beyond as students learn remotely. We very much see this as our "new normal" for helping students with routine enquiries.

Virtual Campus

<https://www.facebook.com/groups/ecvirtualcampus2020>

The Edinburgh College Virtual Campus is a closed group hosted on Facebook which has been advertised both via ECSA communications channels, as well as through official College comms to newly enrolled students. As it currently stands (10th Sept 2020), we have 2170 members on the group, with 1588 listing Edinburgh as their home town.

Over the past 4 weeks, we have had 6240 comments on 863 posts, with the vast majority being students asking questions about the new term. Topics have included IT/Log-in access, how MS Teams or Moodle works, timetabling confusion, funding eligibility, H&S on campus, and many, many more. Staff and Officers cover the Virtual Campus during office hours and answer as many queries as possible within that time. Complex queries are usually redirected from the Virtual Campus to another confidential space, such as the Virtual Office, telephone, or e-mail.

Many of the members of the Virtual Campus have found class groups and organised their own separate chats groups as well as organising more general social activities, such as a fantasy football league, cycling group, and a skating group. We are confident that more of these social activities will start to flourish throughout the term.

In terms of the membership, approximately 65% identify as female, and 44% are between 18 and 24 years old, so we are by no means engaging everyone in the student community. However, this is a very healthy start to engaging a large student audience and giving them somewhere to go for help and share experiences whilst the majority are learning remotely.

EC Welcome Events 2020

ECSA worked closely with Comms and other relevant departments to develop and produce a series of online Welcome Sessions available for all students via Microsoft Teams. This was the first time we have ever attempted live sessions through MS Teams, having previously delivered Facebook Live events during lockdown as a way to help answer student queries in a fluid situation.

Our joint vision was to provide an interactive, accessible set of events that students could flexibly engage with to ensure they were given comprehensive information on starting college.

The events were spread over 3 days and included a mixture of pre-recorded and live sessions delivered by a range of teams across the College. Day 1 was themed around Welcome to Edinburgh College, Day 2 focussed on navigating and using systems for learning & teaching, and day 3 covered the range of support services available. The session averaged an audience of 1997 viewers per session are available for any staff or student to watch again via MS Teams.

ECSA Welcome Live Event

<https://web.microsoftstream.com/video/caac1458-1f85-4d45-9a29-b438f4293e8c>

We worked with the Broadcast Media team, and the Comms Team to deliver our session as part of the Welcome Events. This included a pre-recorded video presentation of the Full-Time Officers and the services provided by ECSA, followed by a live Q& A session.

The live session attracted 2318 attendees, asking 364 questions. Jordan and Victoria responded to 25 of these questions in the live stream, and staff worked to respond to the remainder in writing. 100 of these questions & responses were published publicly for all viewers to read, and the rest were replied to privately immediately after the event was over.

Since the live events finished, we have had more than 500 people watch the recording of the Welcome session, which is available to all students and all staff logged into an Edinburgh College account. Overall, we have reached nearly 3000 students through this event alone (approximately 22% of all enrolled students at the time), surpassing last year's Welcome Week events, which engaged 2526 students over 2 weeks of on-campus events.

Some Useful Stats at-a-glance

(correct, as of 10.09.20)

ECSA Welcome Live Event

<https://web.microsoftstream.com/video/caac1458-1f85-4d45-9a29-b438f4293e8c>

- 2318 watched live
- 500-ish since then on watch again
- Available for all students and staff on MS Teams
- 25 questions were answered live by our Officers out of 340 submitted live
- 100 questions were answered in writing and published for anyone to see, 240 were answered in writing privately to the individual students
- 2019 Welcome Weeks over 2 weeks engaged with 2526 students, for comparison

Virtual Campus

<https://www.facebook.com/groups/ecvirtualcampus2020>

- 2152 members
- 846 posts and 6111 comments
- 1500 members list Edinburgh as their home town
- 65% identify as female, with 44% being 18-24 years old

Virtual Drop in Office

<https://ecsa.scot/dropin>

- Staffed during office hours on a rota
- Single click through from website
- 494 students recorded through the office so far
- Average 10-15mins per student



FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Jonny Pearson		
Author/Contact	Jonny Pearson	Department / Unit	Executive
Date Created	07.09.20	Telephone	0131 297 8449
Appendices Attached	None.		
Disclosable under FOISA	No		

RECRUITMENT AND RETENTION DASHBOARD

1. PURPOSE

This paper aims to provide the Board with an updated overview of the College’s performance against its 2019/20 activity target and to provide an update on the progress of enrolment for AY 2020/21

2. BACKGROUND

For academic year 2019/20 the Edinburgh College activity target was 187,947 credits. This is comprised of:

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

As in previous years, the college is required to achieve its core credits (186,612) before we are able to claim the 1,335 ESF credits.

In addition to this, as part of the SG Early Years 1140 hours commitment, SFC have given us a target of achieving 6,012 Early Years credits (at specified SCQF Levels) as part of the 186,612 core.

Our final credit position for AY 2019/20 is 187,983 credits (58,505 HE Credits and 2,776 ESF credits tagged. 1,441 over = £432K and 6,360 Early Years credits *subject to SFC FES Audit*)

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

Covid - 19

Due to the Covid-19 global pandemic we closed all college campuses and ceased face-to-face teaching on 20th March 2020. At this point in time our credit total was 170,022 credits

Stopping face-to-face delivery on 20th March meant that we were unable to start any of the planned, additional credit -bearing courses due to commence after this date. This, in effect, cost us over 6,000 credits of lost activity making hitting the target this year an even more remarkable achievement.

Overall Retention

One of our main aims at the start of AY 2019/20 was to improve retention (reduce both EW and FW), achievement of this aim was severely hampered by Covid-19.

% = Early Withdrawal

Early withdrawal indicates that the student has withdrawn from the programme before 25% of the course has elapsed. The SFC does not provide activity funding for students who leave before the 25% date (also known as the funding qualifying date)

FW% = Further Withdrawal

Further withdrawal indicates that the student attended after the funding qualifying date but withdrew from their studies before the programme ended. The SFC pays the same price for students in this category as they do for a student who completes their programme

An incredible amount of work was undertaken by college staff from 23rd March to ensure as many of our students remained engaged in learning as possible. Staff quickly learned and employed new digital skills, learning and teaching began remotely and Edinburgh College became a wholly virtual learning environment. We successfully adopted an holistic delivery and assessment model and staff and student activity on Moodle reached record levels (levels which were maintained right through the summer break) and staff should be extremely proud of their efforts.

Academic Year	EW%	FW%
2016/17	4.4%	8.7%
2017/18	4%	8.1%
2018/19	3.8%	7.6%
2019/20	4%	5.4%

SFC Credit Guidance AY19/20

In recognition of the unprecedented times the SFC 'relaxed' some of their guidance around credit claims (removing 'one-plus' limit (2.5%) and permitting claims for guidance delivered to FT HE students).

Deferred Students

Whilst student engagement remained at high levels across the curriculum through the pandemic there were certain elements of a number of courses which were impossible to complete in the absence of face-to-face delivery. Consequently, we have a total of 2,549 students who have had elements of their course deferred for completion in AY 2020/21. The majority of these students are in the Faculty of Engineering and Construction however subjects such as Dental Care, Early Years, Hair and Beauty, Sport and Fitness are also affected.

3. DETAIL

AY 2019 / 20 Activity Target

Core Credits	ESF Credits	Total Credits
186,612	1,257	187,869

Our 20/21 Activity Target shows a decrease of 78 ESF credits but still includes a target of 4,015 Early Years credits (at specified SCQF Levels) as part of the 186,612 core.

The following table shows our 3-year enrolment comparison (as of 7th September):

Enrolment

07/09/2018				07/09/2019				07/09/2020			
Mode	Enrolled	WD	WD%	Mode	Enrolled	WD	WD%	Mode	Enrolled	WD	WD%
FT FE	4,596	0	0%	FT FE	5,032	4	0.1%	FT FE	4,929	0	0.0%
PT FE	2,641	3	0%	PT FE	3,320	5	0.2%	PT FE	2,573	2	0.1%
FT HE	3,634	1	0%	FT HE	3,351	1	0.0%	FT HE	3,541	0	0.0%
PT HE	944	19	2%	PT HE	933	7	0.8%	PT HE	775	0	0.0%
	11,815	23	0.2%		12,636	17	0.1%		11,818	2	0.0%

Curriculum Planning

The SFC published their Credit Guidance for AY 2020/21 on 6th August 2020 – the main changes are:

- Removal of the term ‘plus one’
- Reduction in credits for FT FE students from 18 – 16
- No credits available for SCP below senior-phase

The potential effects of this guidance will be detrimental to all colleges and therefore the National VP Network will be making a sector return to SFC highlighting the shortcomings of this proposal. However, irrespective of this guidance, there is no doubt that changes to our curriculum are required and that now is the ideal time to implement them. As a result of the COVID-19 pandemic it is essential for the College to provide models of learning that are not only flexible but create the opportunities to support a recovering regional economy with a timeous and innovative approach to learning and training. The models will be in line with key statistics for our region based on data provided by a host of partners including SDS and its careers service, apprenticeship provision, the SDS Employability Fund, PACE along with regional partners including the chambers of commerce, job strategy groups and CPPs.

We have a proven track record of growth in challenging economic times. In AY 2019/20 we had 6,249 more students than in AY 2015/16 – growth of 33% in four years. The main area of growth has been in part-time provision. In AY 2015/16 part-time courses made up 48% of our curriculum portfolio, this figure rose to 63% in AY 2019/20. Analysis of sector recruitment trends and regional LMI indicates that our future growth potential is in non-traditional, part-time provision - we therefore need to adapt our staffing structure to support new and innovative delivery models, which in turn, enable us to be more flexible, inclusive, agile and supportive to the needs of the regional and national economy

4. BENEFITS AND OPPORTUNITIES

By evaluating last year’s retention figures we have implemented changes designed to further improve our PI’s for 2020/21. Constant analysis of comparative data has enabled us to make pro-active 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. Reflecting on lessons learned from Covid-19 will provide us with excellent opportunities for positive change.

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 SG and SFC have confidence in the direction of travel of Edinburgh College.

11. EQUALITIES IMPLICATIONS

Not applicable.

CONCLUSIONS/RECOMMENDATIONS

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

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Alan Williamson		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	15.09.20	Telephone	-
Appendices Attached	<i>Appendix 1: Management Accounts to July 2020 (with commentary)</i>		
Disclosable under FOISA	Yes.		

MANAGEMENT ACCOUNTS TO JULY 2020

- 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 2020.



FINANCIAL REPORT

12 MONTHS TO 31 JULY 2020

CONTENTS

Report from Chief Operating Officer

1. Executive Summary
2. Credit Activity
3. Income Analysis
4. Expenditure Analysis
5. Staff Costs Analysis
6. Trading Department
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

1. EXECUTIVE SUMMARY

Introduction

1.1 Due to the outbreak of Covid-19 and following Government instructions, the College campuses closed on 23rd March 2020. Following this closure, the College undertook a review of its financial position resulting in reduced income and expenditure, which is shown in these management accounts. The financial impact of Covid-19 on Edinburgh College and indeed the sector as a whole is considerable, particularly on Colleges with high levels of international & commercial business.

Credits and SFC Grants

1.2 The College has achieved (subject to final audit) its 2019/20 credit targets, with actual credits achieved to date (as at 31st August) being **188,002**, which represents an over-achievement of 55 credits.

1.3 Adjusted Operating Position

As per SFC Measurement basis	<u>Annual Budget 2019/20</u> <u>£000s</u>	<u>Full Year Actuals 2019/20</u> <u>£000s</u>	<u>Full Year Actuals 2018/19</u> <u>£000s</u>
I&E Operating Position	(1,735)	(1,201)	(1,430)
Add:			
Depreciation net of deferred capital grant release	2,509	2,468	2,554
Exceptional Item - SFC Grant Repayment	-	-	500
Revenue funding allocated to loan repayments **	774	884	1,119
Adjusted Operating Position	-	384	506

The College's adjusted operating position excludes non-cash items included in the income and expenditure account (pension, depreciation net of deferred grant release, and gain / loss on disposal of assets, as well as repayments of SFC Grant funding) and capital loan repayments (not included in the I/E account).

1.4 Income and Expenditure

	<u>Annual Budget 2019/20</u> <u>£000s</u>	<u>Full Year Actuals</u> <u>£000s</u>	<u>Full Year Variance</u> <u>£000s</u>	<u>Full Year Actuals 2018/19</u> <u>£000s</u>
Funding Council Grants	48,695	49,008	313	47,670
SFC Grant Repayment				(500)
Tuition Fees and Commercial & Other Income	15,676	13,103	(2,574)	16,021
Job Retention Scheme (JRS) Income	-	1,035	1,035	-
Deferred Income	2,974	2,986	12	3,495
Total Income	67,345	66,132	(1,214)	66,686
Staff Costs	48,970	48,015	955	46,384
Other Costs	14,627	13,862	764	15,682
Depreciation	5,484	5,455	29	6,050
Total Expenditure	69,080	67,332	1,748	68,116
Operating (Deficit) / Surplus pre SSAP24 and pension revaluation adjustments)	(1,735)	(1,201)	534	(1,430)

The College's annual budgeted operating position for the year is a deficit of £1.735m, which results in an adjusted operating budget position for the year of **break-even** (refer para 1.3 for details).

The operating deficit for the year has settled at £1,201k resulting in an adjusted operating **surplus of £384k**. In comparison to last month's forecast adjusted operating surplus of £363k, there is a net favourable movement of £21k, which is due to higher net JRS income than previously expected.

The full year favourable movement of £384k compared to B/E budget comprises the following:

	<u>£k - Fav /</u> <u>(Adv)</u>
Recurrent Grant Income (JE funding deferred from 2018/19)	19
Tuition Fees and Education contracts	(734)
Net Commercial & International income	(1,148)
Net Job Retention Scheme Income	944
Nursery surplus contribution (including JRS income)	54
Staffing (vacancy churn / unfilled posts)	955
Net other operating expenses (energy, cleaning etc.)	404
Net Lennartz & Granton accommodation provision movements	(110)
Total affecting cash:	384

The net movement is mainly attributable to Covid-19 as summarised below:

	<u>Revised</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>Year End</u> <u>Projection @</u> <u>end Feb 20</u> <u>£000s</u>	<u>Movements from</u> <u>end Feb projection</u> <u>to final out-turn</u> <u>(largely associated</u> <u>with Covid-19)</u> <u>£000s</u>	<u>Full Year</u> <u>Actuals</u> <u>£000s</u>
Funding Council Grants	48,695	49,013	(5)	49,008
Deferred Capital Grant Releases	2,974	2,959	27	2,986
Tuition Fees and Education Contracts (inc SAAS)	7,709	7,028	(53)	6,975
Commercial and International Contracts	6,256	5,846	(1,371)	4,475
JRS Income			1,035	1,035
Other Income	1,711	1,776	(124)	1,652
Total Income	67,345	66,622	(491)	66,132
Staff Costs	48,970	48,113	(98)	48,015
Other Operating Expenses	14,040	14,300	(1,022)	13,278
Depreciation for the year	5,484	5,405	50	5,455
Debt Interest & Other Finance Costs	587	587	(3)	584
Total Expenditure	69,080	68,405	(1,073)	67,332
Operating (Deficit) / Surplus	(1,735)	(1,783)	582	(1,201)

1.5 The operating position to 31st July shows a deficit of £1,201k, against a full year budget deficit of £1,735k. The main variances on budget are:

- A favourable income variance within SFC Grants of net £313k, due to an additional release of capital formula grant to fund corresponding non-capitalised small projects works
- An adverse income variance within tuition fees of £734k (mainly managing agents, net SAAS and associate degree fees).
- An adverse income variance within commercial & international income of £1,782k (mainly international, residencies, SDS, scheduled and bespoke income).
- A favourable other income variance of £1,035k re:JRS.
- A favourable variance in staff costs of £955k as a result of relinquished posts and vacancy churn.
- A favourable variance of £762k within other operating expenses, due to savings associated with reduced income streams, coupled with lower running costs due to campus closures.

1.6 The annual budget includes cost of living increases for support staff of £0.6m and lecturing staff of £1.1m.

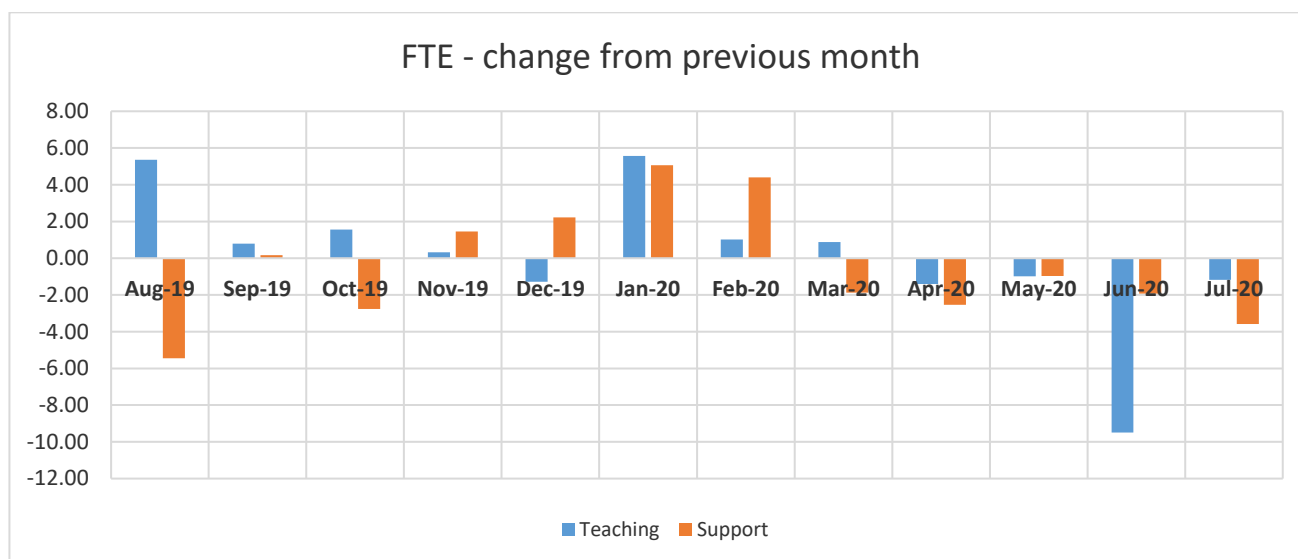
The increased STSS employer pension contribution (from 17.2% to 23%) which commenced on 1st September 2019 is also included; this is fully funded (£1.3m) by the SFC. The cost of the pension rate increases and associated funding are both included within the College's budget and final out-turn.

1.7 All figures exclude the effects of actuarial pension revaluations, SSAP24 pension provision and Granton accommodation provision movements, which will not be quantifiable until after 31st July 2020.

1.8 Staff (Full Time Equivalent)

FTE	31/07/19	31/07/20	YTD Movement	31/07/19
Teaching	477.8	479.1	1.3	477.8
Support	534.5	528.7	(5.8)	534.5
	1,012.3	1,007.8	(4.5)	1,012.3

Staff numbers have reduced by 4.8 FTE during July following the end of a number of fixed-term contracts, 3.6 FTE were support staff (with the balance across teaching departments). The FTE monthly staff movements are shown below:



1.9 Cash

Opening cash	Year-end cash	Comments
01/08/2019	31/07/2020	Higher (by £0.1m) than previous month's forecast owing to additional JRS income. See section 7 for detail.
£'m.	£'m.	
0.9	1.5	

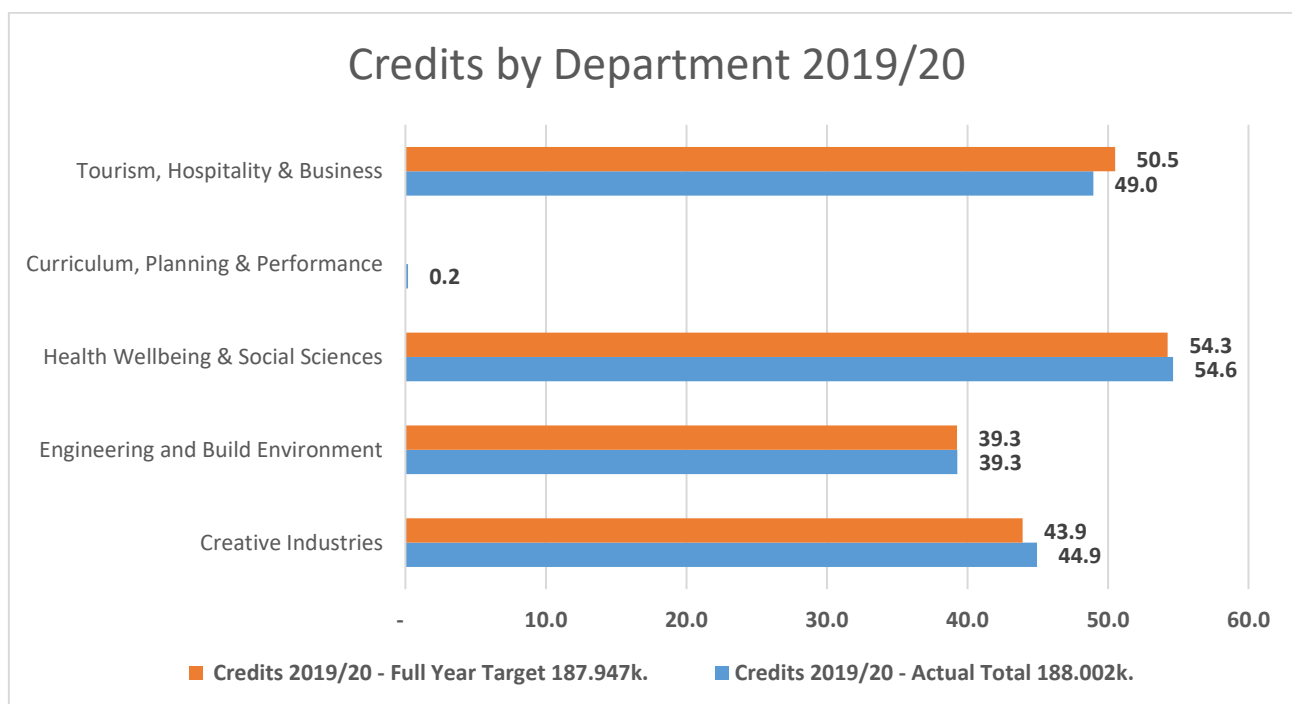
1.10 Capital Expenditure

All expenditure for the 2019/20 financial year budget of £1.455m has been incurred. The main areas of expenditure were: rooms refurbishment & furniture / lighting replacements (£0.6m), buildings critical works (£0.5m), lifts (£0.15m) and cctv works (£0.13m). The fixed asset values are as follows:

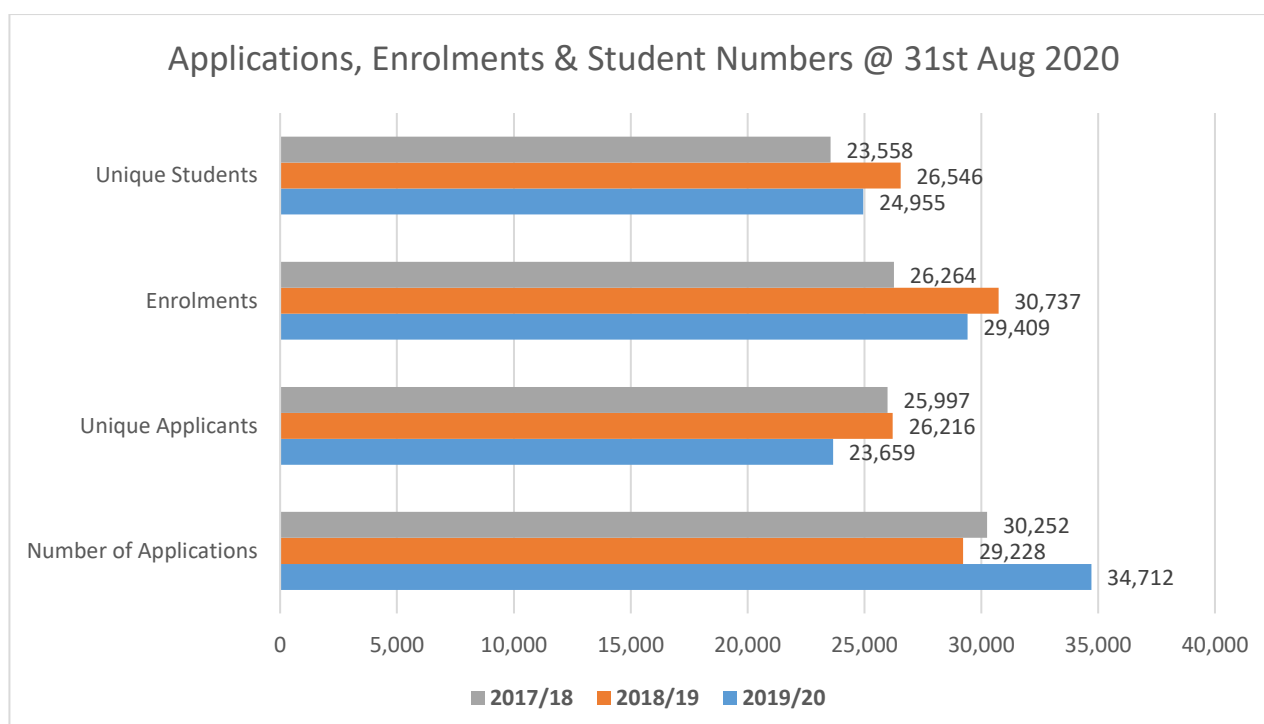
Opening Fixed Assets	Additions	Depreciation	Closing Fixed Assets	Comments
01/08/2019	31/07/2020	31/07/2020	31/07/2020	2020/21 capital funding has been allocated as follows: an amount to maintain the College Estate (I&E budget) of £0.97m (2019/20 £0.97m), £2.19m for condition survey backlog works (2019/20 £1.46m) and £0.49m (2019/20 nil) for priority capital works. Additional capital funding for 'Return to Work' (£0.76m) and new funding to tackle student digital exclusion (£0.22m) has also been allocated.
£'m.	£'m.	£'m	£'m.	
159.7	1.1	(5.5)	155.3	

2. CREDIT AND STUDENT ACTIVITY

- 2.1 The SFC set Edinburgh College's total credit target for 2019/20 at **187,947** credits (comprising core activity of 186,612 credits and ESF of 1,335 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 **188,002 credits** at 31st August 2019 (subject to year-end audit).
- 2.2 Full time student numbers for the year were lower than targeted 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.



- 2.4 The table below shows Applications, Enrolments and Student No's from 2017/18 to 2019/20 (to date).

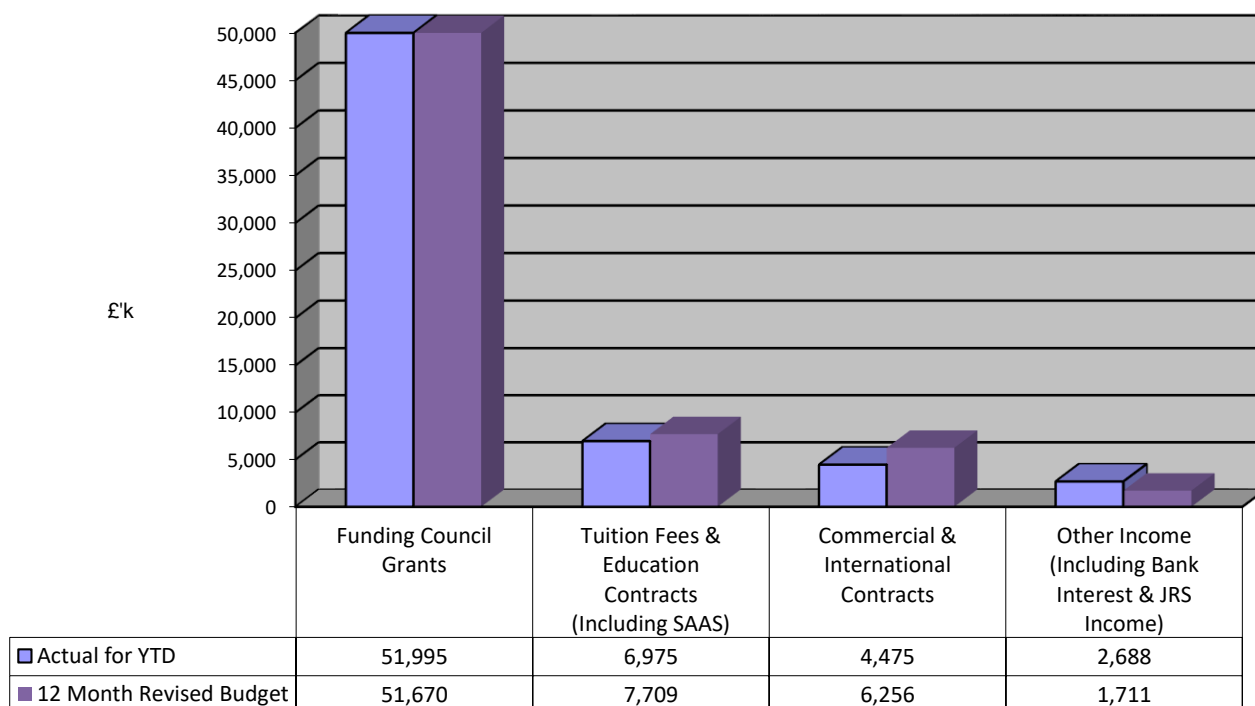


3. INCOME ANALYSIS

Income Expanded Account Detail for the 12 Months to 31st July 2020

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>Full Year Actuals</u> £000s	<u>Variance</u> £000s	<u>Previous YTD</u> £000s
INCOME					
Funding Council Grants	51,670	51,670	51,995	325	51,165
SFC Grant Repayment					(500)
Tuition Fees & Education Contracts	7,709	7,709	6,975	(734)	7,926
Commercial & International	6,256	6,256	4,475	(1,782)	5,474
JRS Income			1,035	1,035	
Other Income	1,711	1,711	1,652	(58)	2,622
Total Income	67,345	67,345	66,132	(1,214)	66,686

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



- 3.1 Total income for the year is £66.1m, which is £1.2m lower than the full year budget.
- 3.2 Total SFC grant income (excluding deferred capital releases) settled the year at £49m, following the achievement of our SFC credit targets (aided by flexibility measures introduced by the SFC to support Colleges re the effect of Covid-19). This figure is ahead of expectations by net £0.3m due to an additional release of capital formula grants to fund corresponding non-capitalised small projects works.
- 3.3 Tuition fees (primarily SAAS, FE/HE students, associated degrees, part time self-payers and managing agents), settled the year £0.7m below budget. The table below illustrates the effects of Covid-19 and other movements on the full year out-turn:

Tuition Fees Expanded Account Detail for the 12 Months to 31st July 2020

	<u>Revised</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>Year End</u> <u>Projection</u> <u>@ end Feb</u> <u>20</u> <u>£000s</u>	<u>Movements</u> <u>from end Feb</u> <u>projection to</u> <u>final out-turn</u> <u>(largely Covid-</u> <u>19 income</u> <u>contractions)</u> <u>£000s</u>	<u>Full Year</u> <u>Actuals</u> <u>£000s</u>
<u>Tuition Fees & Education Contracts</u>				
FE - UK & EU	50	68	9	77
HE - UK & EU	359	402	(118)	284
PT Self Payers	438	503	38	541
Examination Fee Income	20	20	2	22
SAAS	4,455	3,728	11	3,739
SAAS - Commercial	47	47	6	53
Associate Degree Fees	805	725	64	789
Managing Agents	1,535	1,535	(66)	1,469
	<u>7,709</u>	<u>7,028</u>	<u>(53)</u>	<u>6,975</u>

- 3.4 Commercial and international income finished the year at £4.5m, which is £1.8m below budget but slightly higher than forecast. Commercial UK revenue streams post lockdown were severely impacted by Covid-19 (as illustrated in the table below). Prior to the lockdown, good progress had been made across most income lines, particularly with regards to FWDF activity and bespoke courses. However, most of the training undertaken is face to face and has therefore been postponed until 2020/21.

The Commercial UK team's focus has been to continue converting planned classroom-based training to a virtual format, in order to fulfil as many FWDF contracts as possible under lockdown restrictions. There is still a large amount of work to be delivered for the 2019/20 FWDF, which will be performed in 2020/21 following an extension of the programme's deadline, by the SFC, to July 2021. £1.62m of FWDF funding has been fully allocated to organisations within 2019/20 (in line with full year budget).

The team has started to make progress with Innovation Vouchers, having successfully completed one with UTEC Starnet, and this is an area which is ear-marked for growth in the coming years. In addition, the team's Our Virtual Professional Training Prospectus was recently published and has been well received by a number of clients and stakeholders within the region.

In relation to SDS activity, the practicalities of assessing apprentices progress and engaging with employers was heavily restricted following lockdown. Discussions with SDS regarding levels of engagement, work placement progress, recruitment progress, milestone reporting and SQA / SVQ guidance remains ongoing, although a number of programmes have been paused and concerns remain with timelines for delivering contracts and the associated drawdown of milestone payments. Extracting all of the evidence needed to submit milestone reports to SDS remains challenging, whilst payments are lagging behind owing to SDS liquidity issues.

The Club and Milton Road accommodation have been closed since March. The accommodation team have been keeping in contact with members through Facebook Live events and have also been involved in developing Scottish Government guidelines for universities and colleges accommodation re-openings for 2020/21.

Commercial UK Expanded Account Detail for the 12 Months to 31st July 2020

	<u>Revised Annual Budget</u>	<u>Year End Projection @ end Feb 20</u>	<u>Movements from end Feb projection to final out-turn (largely Covid-19 income contractions)</u>	<u>Full Year Actuals</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Commercial UK				
SDS	715	715	(132)	583
EH15 and The Apprentice Restaurants	48	38	(12)	26
Bliss SPA and Employability Salons	100	100	(35)	65
Gym	332	332	(105)	227
Residences	541	541	(182)	359
Bespoke Contracts for Employers	611	611	(212)	399
Scheduled Short Courses	654	454	(11)	443
Flexible Workforce Development Fund	1,622	1,622	0	1,622
	<u>4,623</u>	<u>4,413</u>	<u>(687)</u>	<u>3,726</u>

Mitigating savings of £68k associated with the above loss of income have been included within the College's I&E statement. These savings include external associate trainer costs, trainee allowances and teaching activity costs.

International income settled the year at £0.749m, leaving an income shortfall, compared to full year budget, of £0.9m. This reflects lost income from a number of sources (within the UK and from in-country delivery - particularly from contracts with China and Panama). On a positive note, the International Development team are currently pulling together several new strategic projects, including an English for Childcare project in China, delivered for Guangzhou Normal School of Pre-School Education (GNSPE); a pilot English Language "master mentor" training programme for the Turkish Ministry of National Education and the team's first international Performing Arts programme for professionals from Colombia.

The team recently ran a new English Language teacher training course, delivered for the British Council in Turkmenistan and plan to run an online English Language teacher training programme in Rwanda in 2020/21. A second cohort of students from Kagoshima Immaculate Heart College in Japan came to Edinburgh for an English and Airline Operations course and a number of new contracts have recently been secured in Hainan, China.

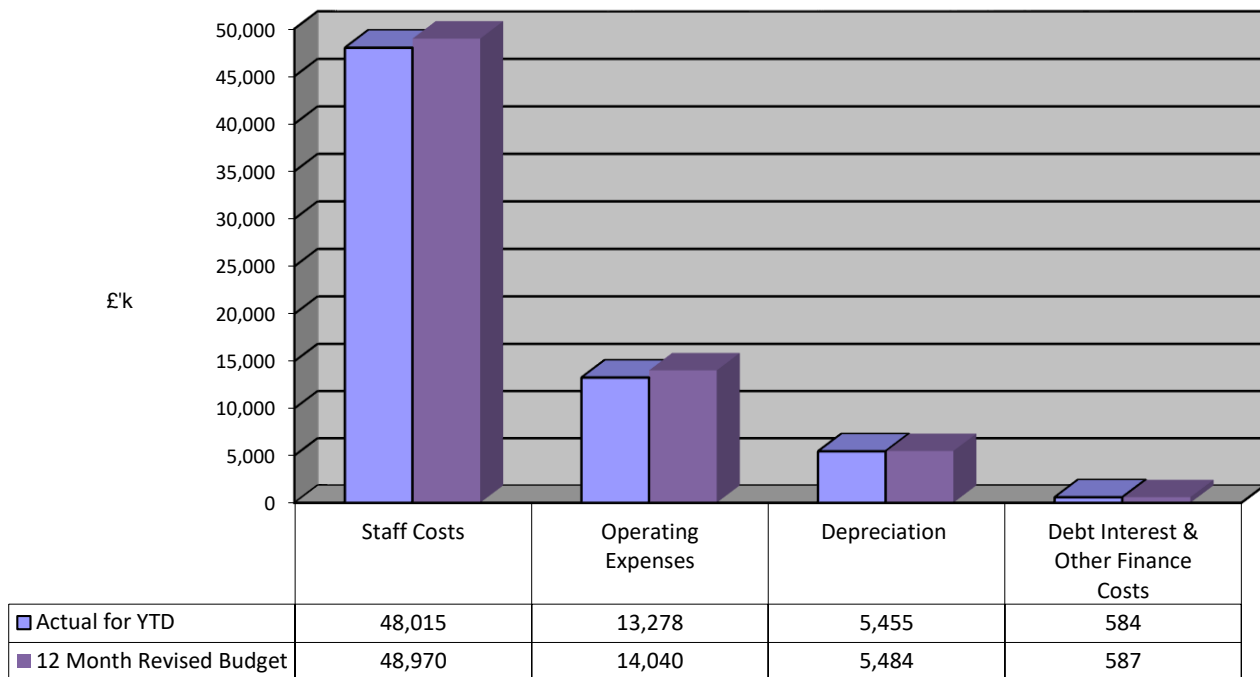
Mitigating savings of £566k (including staffing) associated with international delivery have been included within the College's I&E statement.

4. EXPENDITURE ANALYSIS

Expenditure Expanded Account Detail for the 12 Months to 31st July 2020 (Ex Staff Costs)

	<u>Original Annual Budget</u>	<u>Revised Annual Budget</u>	<u>Full Year Actuals</u>	<u>Variance</u>	<u>Previous YTD</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Other Operating Expenses	14,040	14,040	13,278	762	15,096
Depreciation for the year	5,484	5,484	5,455	29	5,552
July 2018 Additional Revaluation Depreciation					498
Debt Interest & Other Finance Costs	587	587	584	3	586
Total Expenditure (Ex Staff Costs)	<u>20,110</u>	<u>20,110</u>	<u>19,317</u>	<u>793</u>	<u>21,732</u>

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



- 4.1 Total expenditure for the year is £67.3m, which is £1.7m lower than the full year budget.
- 4.2 Many operating areas achieved large savings for the year, primarily as a result of income contractions relating to Covid-19, together with savings aligned to campus closures. These mainly relate to energy, cleaning, professional fees, VAT, ICT, training & development and travel (aligned with reduced commercial UK and International activity). The saving on the cleaning contract resulted from the contractor 'furloughing' their staff in accordance with HMRC's JRS.

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.

Other Operational Expenditure Expanded Account Detail for the 12 Months to 31st July 2020

	Revised Annual Budget £000s	Year End Projection @ end Feb 20 £000s	Movements from end Feb projection to final out-turn (largely savings associated with Covid-19 related income contractions) £000s	Full Year Actuals £000s
Other Operating Expenses				
Premises	4,734	4,880	(324)	4,556
Teaching Activity & Support	1,437	1,691	12	1,703
Childcare Costs	1,500	1,500	(17)	1,483
Transport Costs	101	101	(4)	97
IT Costs	1,027	1,023	(92)	931
Telecomms Costs	134	134	22	156
Equipment	73	73	(11)	61
Health & Safety	37	37	13	49
Travel & Subsistence	535	542	(325)	216
Admin Costs	141	141	(14)	127
Corporate, Consultancy, Professional	883	753	(8)	745
Staff Welfare	16	16	(1)	15
Catering	508	499	(24)	475
Training & Development	187	187	(123)	64
VAT	1,224	1,224	(80)	1,144
Marketing & PR	141	145	(15)	130
Partnership Costs	39	39	0	39
Overseas Agents Commission	84	77	7	84
Registration & Exam Fees	1,199	1,199	(45)	1,153
Bad Debt	41	41	7	48
	14,040	14,300	(1,022)	13,278

5. STAFF COSTS ANALYSIS



For the future you want

Staffing Expenditure Account Detail for the 12 Months to 31st July 2020

	<u>Original Annual Budget £000s</u>	<u>Revised Annual Budget £000s</u>	<u>YTD Budget £000s</u>	<u>YTD Actuals £000s</u>	<u>YTD Variance £000s</u>	<u>Previous YTD £000s</u>
Staff Costs						
Senior Management	1,594	1,594	1,594	1,559	35	1,514
Academic Departments	25,987	25,987	25,987	24,348	1,639	22,954
Academic Services	5,132	5,132	5,132	4,893	239	4,651
Admin & Central Services	12,191	12,191	12,191	12,341	(150)	12,155
Premises	1,467	1,467	1,467	1,396	71	1,480
Catering & Residences	34	34	34	34	0	602
Temporary, Agency & Staff Bank Costs	1,615	1,608	1,608	2,107	(499)	1,838
Other Staffing Expenditure	950	958	958	1,337	(379)	1,190
	48,970	48,970	48,970	48,015	955	46,384

5.1 Staff costs for the 2019/20 academic year settled at £48m, which is £1m lower than budget, as a result of the favourable financial impact of relinquished posts and vacancy churn. These figures include a movement in the untaken annual leave provision of £78k.

College staff continue to be paid in line with Scottish Government guidance and their contractual terms. Over 250 employees have been through the job retention scheme (circa £1.03m JRS income).

6. TRADING DEPARTMENT

	Nursery	
	YTD Jul 20	
	Full Year Budget (£000)	Full Year Actuals (£000)
Trading Income	990	908
JRS Income	-	91
Total Income	990	999
Staffing Expenditure	(964)	(908)
Non Staffing Expenditure	(47)	(57)
Net (Deficit) Contribution Towards Associated Costs	(21)	33

6.1 The above information provides an overview of the nursery trading position for the year.

6.2 The Nursery reported a net operating surplus for the year of £33k (a favourable movement of £54k compared to its starting budget contribution).

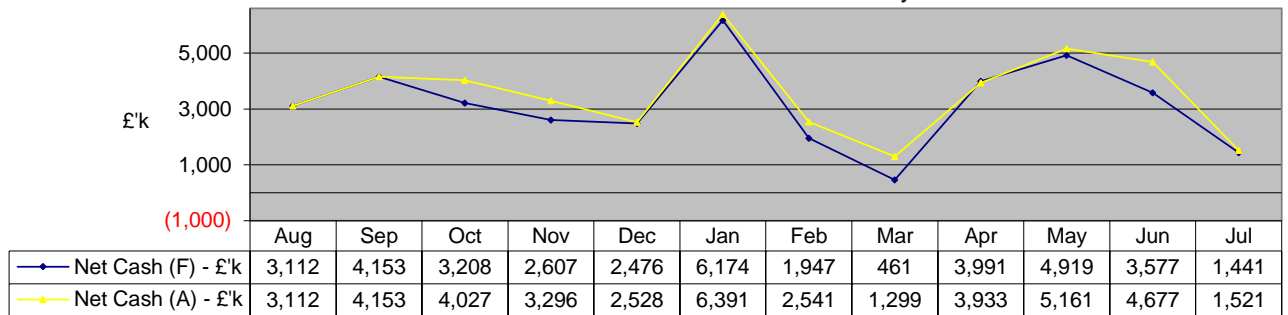
Income was curtailed from 17th March 2020, although the Nursery has still been providing childcare for essential workers. As a result (including the effects of the JRS), the overall net contribution for the year improved by £229k from March to end July, compared to end-February's full-year forecast, of which £91k related to JRS income for furloughed Nursery staff.

7. CASH-FLOW

7.1 Our year-end cash balance sits at £1.5m, which includes £0.4m of student support funds, and is higher than the June forecast (by £80k) owing to higher than projected JRS income.

The chart below shows the forecast (blue) cash position through the year compared to the actual (yellow) cash position.

Cash Position - Forecast versus Actuals to July 2020



8. SFC REPORTING

- 8.1 There have been no SFC cash flow returns due since the June 2020 Financial Report. A 2020/21 Cash forecast will be submitted in mid- September.

9. BALANCE SHEET

<u>Balance Sheet as at 31 Jul 2020</u>		<u>At 31 Jul</u>	<u>At 31 July</u>	YTD Mvmt
		<u>2020</u>	<u>2019</u>	
		<u>£'000</u>	<u>£'000</u>	<u>£'000</u>
Fixed Assets	Land and Buildings	147,505	151,268	(3,763)
	Fixtures, fittings and Equipment	7,840	8,384	(544)
		<u>155,344</u>	<u>159,652</u>	<u>(4,308)</u>
Current Assets	Stock	83	54	29
	Debtors	2,414	3,699	(1,285)
	Cash - Main	1,076	586	490
	Cash - Student Support	445	350	95
Total		<u>4,018</u>	<u>4,689</u>	<u>(671)</u>
Creditors		(62,317)	(65,222)	2,905
Bank Loans		(9,338)	(9,692)	354
Provisions		(30,547)	(31,066)	519
		<u>57,160</u>	<u>58,361</u>	<u>(1,201)</u>
Funded by:				
Reserves		57,160	58,361	(1,201)
		<u>57,160</u>	<u>58,361</u>	<u>(1,201)</u>

- 9.1 The movements in Cash and Fixed Assets are detailed in sections 1.9 and 1.10 above. At the end of July, debtors include trade amounts of £0.4m and £2m of prepayments and accrued income (including managing agents and international student fees). Reduction in Debtors and Creditors is largely due to 2019 figures including a Job Evaluation accrual (£1.0m) that is included in Annual accounts but not in Management accounts. Creditors are also lower as a result of loan repayments and a reduction in deferred capital grants.

10. KEY PERFORMANCE DATA

Financial Performance Monitoring TemplateO

	2018/19 Annual Target			2019/20 Annual Target	2019/20 Annual Out-turn	Over- achieved	2018/19 Year-End
Credits	186,612			186,612	186,667	55	186,674
Credits ESF	1,356			1,335	1,335	-	1,356

	2018/19 Annual Budget	2019/20 Annual Budget	Revised Annual Budget	2019/20 YTD Budget	2019/20 Annual Out-turn	YTD Variance	2018/19 Year-End
	£k	£k	£k	£k	£k	£k	£k
Adjusted Operating Position	1,394	-	-	-	384	384	506

Commercial & International Contracts	5,706	6,256	6,256	6,256	4,475	(1,782)	5,474
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Income	67,320	67,345	67,345	67,345	66,132	(1,214)	66,686
Expenditure	67,320	69,080	69,080	69,080	67,332	1,748	68,116
Operating Surplus / (Deficit) pre SSAP24	-	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)

Net Cash Inflow / (Outflow)	(263)	(1,589)	(1,589)	585	585	-	(8)
Bank Balance	681	(563)	(563)	1,521	1,521	-	936

Fixed Assets	158,032	154,565	154,565	155,344	155,344	-	159,652
Net Current assets / (liabilities)	(5,702)	(4,957)	(4,957)	(4,555)	(4,555)	-	(4,957)
Creditors and Provisions	(75,876)	(91,807)	(91,807)	(93,629)	(93,629)	-	(96,334)
Net Assets	76,454	57,801	57,801	57,160	57,160	-	58,361

Pay costs % of Income	69.9	72.7	72.7	72.7	72.6	(0.1)	69.6
Current Ratio	0.33	0.57	0.57	0.47	0.47	-	0.40
Cash Days in Hand	(29)	(31)	(31)	(27)	(27)	-	(30)
Borrowings as % of reserves	7.7	8.0	8.0	8.4	8.4	-	7.4

I&E Account for the 12 Months to 31st July 2020

	<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</u> £000s	<u>Difference between projection @ end June 2020 and final out- turn</u> £000s
Funding Council Grants	48,695	48,695	48,695	49,008	313	46,870	49,114	(106)
SFC Grant Repayment						(500)		
Deferred Capital Grant Releases	2,974	2,974	2,974	2,986	12	3,495	2,959	27
Debt Support Grant						800		
Tuition Fees and Education Contracts (inc SAAS)	7,709	7,709	7,709	6,975	(734)	7,926	6,955	20
Commercial and International Contracts	6,256	6,256	6,256	4,475	(1,782)	5,474	4,385	89
Job Retention Scheme Income				1,035	1,035		600	435
Other Income	1,711	1,711	1,711	1,652	(58)	2,622	1,542	110
Total Income	67,345	67,345	67,345	66,132	(1,214)	66,686	65,555	576
Staff Costs	48,970	48,970	48,970	48,015	955	46,384	48,013	(2)
Other Operating Expenses	14,040	14,040	14,040	13,278	762	15,096	12,969	(309)
Depreciation for the year	5,484	5,484	5,484	5,455	29	5,552	5,405	(50)
July 2018 Additional Revaluation Depreciation						498		
Debt Interest & Other Finance Costs	587	587	587	584	3	586	587	3
Total Expenditure	69,080	69,080	69,080	67,332	1,748	68,116	66,974	(358)
Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)	218
SSAP24 Enhanced Pension Provision Charge						299		
Operating Surplus / (Deficit) post SSAP24 Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,729)	(1,419)	218
Adjusted Operating Position:								
Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)	218
Add:								
Depreciation net of deferred capital grant release	2,509	2,509	2,509	2,468	(41)	2,554	2,445	23
Deduct:								
Revenue funding allocated to loan repayments	774	774	774	884	110	1,119	1,006	(122)
Exceptional Item - SFC Grant Repayment						500		
Adjusted Operating Position	0	0	0	384	384	506	21	363

	<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 2020</u> £000s
INCOME							
Funding Council Grants							
Recurrent Grant Inc Fee Waiver	45,591	45,591	45,591	45,553	(38)	43,152	45,610
SFC Grant Repayment						(500)	
Childcare Funds	1,500	1,500	1,500	1,483	(17)	1,786	1,500
Deferred Capital Grants	2,974	2,974	2,974	2,986	12	3,495	2,959
Debt Support Grants						800	
Other SFC Grants	1,604	1,604	1,604	1,972	368	1,931	2,004
	51,670	51,670	51,669	51,995	325	50,665	52,074
Tuition Fees & Education Contracts							
FE - UK & EU	50	50	50	77	27	60	77
HE - UK & EU	359	359	359	284	(75)	299	287
PT Self Payers	438	438	438	541	103	486	541
Examination Fee Income	20	20	20	22	2	50	20
SAAS	4,455	4,455	4,455	3,739	(716)	4,045	3,742
SAAS - Commercial	47	47	47	53	7	54	52
Associate Degree Fees	805	805	805	789	(15)	805	789
Managing Agents	1,535	1,535	1,535	1,469	(66)	1,539	1,447
Edinburgh Council - Pre Emp Contract						588	
	7,709	7,709	7,709	6,975	(734)	7,926	6,955
Commercial & International							
International	1,634	1,634	1,634	749	(885)	1,486	749
SDS	715	715	715	583	(132)	613	615
EH15 and The Apprentice Restaurants	48	48	48	26	(21)	40	26
Bliss SPA and Employability Salons	100	100	100	65	(35)	104	65
Gym	332	332	332	227	(105)	366	214
Residences	541	541	541	359	(182)	453	356
Bespoke Contracts for Employers	611	611	611	399	(211)	323	394
Scheduled Short Courses	654	654	654	443	(211)	466	445
Flexible Workforce Development Fund	1,622	1,622	1,622	1,622	0	1,622	1,522
	6,256	6,256	6,256	4,475	(1,782)	5,474	4,385
Other Income							
Catering	16	16	16	11	(5)	780	11
Job Retention Scheme				1,035	1,035		600
Nursery	990	990	990	888	(102)	868	833
Access Centre Provision	150	150	150	187	37	200	187
Other Income Generating Activities	545	548	548	553	5	761	504
	1,701	1,704	1,704	2,674	970	2,609	2,135
Endowment & Investment							
Bank Interest	10	6	6	13	7	13	7
	10	6	6	13	7	13	7
Exceptional Support Grants							
TOTAL INCOME	67,345	67,345	67,345	66,132	(1,214)	66,686	65,555
EXPENDITURE							
Staff Costs							
Senior Management	1,594	1,594	1,594	1,559	35	1,514	1,594
Academic Departments	25,987	25,987	25,987	24,348	1,639	22,954	24,698
Academic Services	5,132	5,132	5,132	4,893	239	4,651	5,022
Admin & Central Services	12,191	12,191	12,191	12,341	(150)	12,155	12,141
Premises	1,467	1,467	1,467	1,396	71	1,480	1,447
Catering & Residences	34	34	34	34	0	602	34
Temporary, Agency & Staff Bank Costs	1,615	1,608	1,608	2,107	(499)	1,838	1,934
Other Staffing Expenditure	950	958	958	1,337	(379)	1,190	1,144
	48,970	48,970	48,970	48,015	955	46,384	48,013
Other Operating Expenses							
Premises	4,734	4,734	4,734	4,556	178	4,916	4,384
Teaching Activity & Support	1,437	1,437	1,437	1,703	(266)	1,514	1,598
Childcare Costs	1,500	1,500	1,500	1,483	17	1,786	1,500
Transport Costs	101	101	101	97	4	104	101
IT Costs	998	1,027	1,027	931	96	936	1,027
Telecomms Costs	134	134	134	156	(22)	155	155
Equipment	73	73	73	61	11	62	80
Health & Safety	37	37	37	49	(13)	38	37
Travel & Subsistence	581	535	535	216	319	592	235
Admin Costs	141	141	141	127	14	276	121
Corporate, Consultancy, Professional	883	883	883	745	138	828	726
Staff Welfare	16	16	16	15	1	13	16
Catering	509	508	508	475	33	832	318
Training & Development	187	187	187	64	123	97	85
VAT	1,224	1,224	1,224	1,144	80	1,271	1,164
Marketing & PR	145	141	141	130	11	137	102
Partnership Costs	39	39	39	39	(0)	309	39
Overseas Agents Commission	38	84	84	84		87	84
Registration & Exam Fees	1,224	1,199	1,199	1,153	45	1,109	1,157
Bad Debt	41	41	41	48	(7)	31	41
	14,040	14,040	14,040	13,278	762	15,096	12,969
Depreciation	5,484	5,484	5,484	5,455	29	5,437	5,405
(Gain) / Loss on Disposal of Assets						115	
Depreciation for the year	5,484	5,484	5,484	5,455	29	5,552	5,405
July 2018 Additional Revaluation Depreciation							
						498	
Debt Interest & Other Finance Costs							
Interest On Bank Loans	557	557	557	555	2	572	557
Other Finance Charges	30	30	30	30	0	15	30
	587	587	587	584	3	586	587
TOTAL EXPENDITURE	69,080	69,080	69,080	67,332	1,748	68,116	66,974
Operating (Deficit) / Surplus pre SSAP24							
Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)
SSAP24 Enhanced Pension Provision Charge						299	
Operating Surplus / (Deficit) post SSAP24							
Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,729)	(1,419)
Adjusted Operating Position:							
Operating (Deficit) / Surplus pre SSAP24							
Enhanced Pension Provision Charge	(1,735)	(1,735)	(1,735)	(1,201)	534	(1,430)	(1,419)
Add:							
Depreciation net of deferred capital grant release	2,509	2,509	2,509	2,468	(41)	2,554	2,445
Deduct:							
Revenue funding allocated to loan repayments	774	774	774	884	110	1,119	1,006
Exceptional Item - SFC Grant Repayment						500	
Adjusted Operating Position	0	0	0	384	384	506	21



For the future you want

Balance Sheet For the 12 Months to 31st July 2020

	<u>2019/2020</u> <u>YTD Actuals</u> <u>£000s</u>	<u>2018/19</u> <u>Year End</u> <u>£000s</u>
Fixed Assets		
L&B	147,505	151,268
FFE	7,840	8,384
	<u>155,344</u>	<u>159,652</u>
Current Assets		
Stock	83	54
Debtors	2,414	3,699
Cash	1,521	936
	<u>4,018</u>	<u>4,689</u>
Creditors < 1yr		
Bank loans	(389)	(470)
Payments received in advance	(881)	(199)
Trade creditors	(668)	(1,909)
Taxes & social sec	(951)	(1,222)
Accruals, Def Inc & Other Creditors	(1,888)	(2,926)
Amounts owed to SFC	(822)	(19)
Deferred Capital Grants - Government	(2,974)	(2,901)
	<u>(8,574)</u>	<u>(9,646)</u>
Net current assets / (liabilities)	<u>(4,555)</u>	<u>(4,957)</u>
Total assets less current liabilities	150,789	154,695
Creditors > 1yr		
Bank loans	(8,949)	(9,222)
Deferred Capital Grants - Government	(54,133)	(56,046)
	<u>(63,082)</u>	<u>(65,268)</u>
Provisions		
Early retirement	(4,318)	(5,472)
Student Accommodation Provision	(635)	(5,472)
	<u>(4,953)</u>	<u>(5,472)</u>
Net pension asset / (liability)	(25,594)	(25,594)
NET ASSETS	<u><u>57,160</u></u>	<u><u>58,361</u></u>
Reserves		
I&E account	41,894	42,046
Pension reserve	(25,594)	(25,594)
Revaluation reserve	40,860	41,909
RESERVES	<u><u>57,160</u></u>	<u><u>58,361</u></u>



FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Nick Croft		
Author/Contact	Nick Croft / Marcus Walker	Department / Unit	Governance
Date Created	01.09.20	Telephone	0131 344 7048
Appendices Attached	Appendix 1: Board Improvement Plan - September 2020 Update		
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 in its June 2020 report, and further governance developments within the College, and the College Sector, over recent months.

3. DETAIL

3.1 Chair of the Edinburgh College Board - Appointment

On 12 March 2020, the Scottish Government advertised the vacant Regional Chair post with a view to confirming an appointment by 08 June 2020. However, following the onset of the Covid-19 pandemic the College was informed on 01 April of the Scottish Government’s decision to postpone the recruitment process.

The selection panel reconvened on 09 June 2020, and agreed that the recruitment process would be postponed until further notice. Further to this, on 11 September 2020, a follow-up communication from the Scottish Government informed the College that it was unlikely that the recruitment process would commence before February 2021.

On 16 June 2020, the Board reaffirmed its Interim Chair and Vice Chair arrangements, and agreed that these would remain in place until the appointment of a new Regional Chair is confirmed by Scottish Government.

3.2 Interim Vice Chair / Senior Independent Board Member - Tenure Extension

In order to ensure continuity during an unprecedented time for the College and the wider sector, the Board (on 16 June 2020) agreed that the Interim Chair should write to the Scottish Government to request a one-year extension to the tenure of the Interim Vice Chair, Nigel Paul.

On 01 July 2020, the Scottish Government confirmed a one-year extension to the tenure of Nigel Paul. The tenure of Nigel Paul as a non-executive member will now end on 01 March 2022.

3.3 Non-Executive Recruitment

On 08 July 2020, a round of recruitment to appoint two new non-executive Board members commenced. The 14 applications received were shortlisted by members of the Nominations Committee and the Interview Panel¹ on 12 August 2020, with six candidates put forward for interview on 26 August 2020.

The Board, on 31 August 2020, subsequently agreed to endorse the recommendation of the Interview Panel to appoint two new non-executive members with appropriate HR and legal experience. A letter was submitted to Scottish Government on 01 September 2020 requesting Ministerial approval for both candidates to join the Edinburgh College Board of Management.

A further update will be provided to the Board on 22 September 2020, with a view to confirming the appointment of new members and commencing their induction.

3.4 Review of Code of Good Governance

As previously reported a light touch review of the Code of Good Governance has been undertaken by the Good Governance Steering Group, and an initial draft was reviewed by the Group in November 2019.

Initially, there was a delay in the release of the new Code due to the UK Parliament General Election, and the requirement to schedule a change in primary legislation (Post 16 Education (Scotland) Act 2013). However, this delay has now been extended in light of the Covid-19 Pandemic.

With regards to the Scottish Government's decision to amend legislation to allow the introduction of two trade union members on college boards, the College awaits guidance on how to proceed. In the interim, the Board will continue to invite two Trade Union representatives to attend Board meetings as observers.

The Board will receive a further update on the Code once its publication date is confirmed.

3.5 Code of Practice for Ministerial Appointments to Public Bodies in Scotland

On 06 August 2020, the Ethical Standards Commission for Scotland published a consultation paper seeking views on prospective revisions to the 2019 Code of Practice for Ministerial Appointments to Public Bodies in Scotland. The consultation paper and accompanying questionnaire are both available to view on the Ethical Standards Commission [website](#).

The deadline for responses to the consultation is 09 November 2020.

¹ The interview panel consisted of Ann Landels (Interim Chair of the Board), Hugh Hall (Principal & Chief Executive of Fife College), Nigel Paul (Interim Vice Chair of the Board), Fiona Riddoch (Non-Executive Board Member) and Jordan Wyllie (ECSA President and Student Board Member).

The Colleges Scotland Good Governance Steering Group, led by the Chair of North East Scotland College (Ken Milroy) are in the process of reviewing the proposed Code revisions, and a response will be shared with individual boards prior to it been submitted.

3.6 Annual Evaluation of the Board Secretary

As required by the Code of Good Governance, the Interim Chair met with the Board Secretary and the Clerk to the Board / Governance Advisor (Board Secretariat) on 19 August 2020, to discuss the performance of the Board secretariat over the academic year 2019/20.

The primary objective of the Board Secretariat for 2019/20 was to deliver the Board Effectiveness Review, and develop a new Board Improvement Plan (see 3.7 below), both of which were agreed by the Board in March 2020.

As part of the appraisal process, the following six key objectives were agreed for 2020/21:

1. Ensure the delivery of Board Improvement Plan objectives.
2. Improve the monitoring of the delivery of actions agreed at the Board and Committees.
3. Enhance the range of opportunities for Board member engagement at civic and external events, and develop a 'key messages and facts brief' for Board members to use at such events.
4. Improve opportunities for engagement across all Committees for Board members
5. Improve Board access to key college systems, in order to enhance knowledge and insight of college operations.
6. Develop and deliver a range of actions to improve Board equality and diversity work

Progress against these six objectives will be considered by the Interim Chair and Board Secretariat at their next annual appraisal meeting in August 2021.

3.7 Board Improvement Plan

The Board approved the 2019 Board Effectiveness Plan and its accompanying Improvement Plan on 30 March. Both documents were submitted to the SFC in April, in alignment with the requirements of the Code of Good Governance.

The 2019 Board Effectiveness Review can be viewed on the College website here:

<http://doc.edinburghcollege.ac.uk/welcome/strategies/Edinburgh%20College%20Board%20Effectiveness%20Review.pdf>

Attached, at Appendix 1, is an updated Board Improvement Plan which outlines the current status of all recommendations, and actions, arising from the Board Effectiveness Review.

3.8 College Development Network - Induction and Development Materials

The College Development Network (CDN) is currently in the process of finalising its National Board Induction Programme for 2020/21. Each induction will run over two x2 hour online sessions (over subsequent days) and include a mixture of governance induction learning, and live stakeholder engagement. Further information on the induction programme dates will be confirmed to the Board in due course.

On 28 July 2020, a reminder was circulated to the Board outlining the materials available through the CDN Governance Hub. The Hub provides members of Boards in the College

Sector, and their secretariat staff, with access to the key training courses and supporting resources that they need to fulfil their roles effectively.

The CDN Governance Hub can be accessed via the following link:

<https://professionallearning.collegedevelopmentnetwork.ac.uk/course/index.php?categoryid=29>

All members of the Board should have access to the CDN Governance Hub. If Board members have any issues accessing the Hub, or the modules within it, please contact the Clerk to the Board.

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.

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.



For the future you want

IMPROVEMENT PLAN: BOARD DEVELOPMENT

PROGRESS / EVIDENCE REVIEW

FOR REPORTING PERIOD UP TO JUNE 2021

Sponsor: Edinburgh College Board of Management / Chair of the Board

Lead: Board Secretary and Head of Communication, Policy & Research Team

September 2020

1. IMPROVED STRATEGIC FOCUS	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
1.1	PRIMARY	Establish a short 'dashboard' of institutional KPIs derived from the strategic plan. KPIs should align with longer and shorter term strategic aims and provide a clear link between Board and committee activity and the strategic plan.	<ul style="list-style-type: none"> a) Board approval of Institutional KPIs derived from the strategic plan; b) Plotting of Board and committee activities against the strategic plan; c) KPI dashboard a standing item on the Board agenda. 	16 June 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> • Board of Management approved Strategic KPI Dashboard on 30 March 2020, for review at all Board meeting in academic year 2020/21 (as a standing item). • Strategic KPIs Dashboard included within Board 2020/21 Agenda Planner. • Committee activities plotted against strategic KPIs, as outlined in Para 3.6 of the Governance Report (Paper P). 	Green
1.2	PRIMARY	To facilitate engagement with KPIs and ensure relevance of papers and conversation, all Board paper cover sheets, under 'strategic implications' should include reference to specific strategic strands and specific KPIs.	<ul style="list-style-type: none"> a) Alignment of Board/committee papers with strategic KPIs. 	22 September 2020	Board of Management / Board Secretariat	<ul style="list-style-type: none"> • Confirmation of institutional KPIs to be confirmed by Board on 30 March 2020. • Existing Board and committee paper format unchanged, but greater emphasis placed on KPIs within 'strategic implication' section. 	Green
1.3	PRIMARY	To build a shared understanding of strategy development, the board should agree a model strategy development process where Board of Management has final ownership of strategic objectives.	<ul style="list-style-type: none"> a) Board Engagement <ul style="list-style-type: none"> i. Early Board engagement with core strategic issues, brought back to the Board for a second view after further development. 	22 September 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> • Cancellation of Board Strategy Day on 28 April 2020 due to Covid-19 pandemic. • Strategic Plan and strategic priorities to be reviewed on 27 October 2020. The Principal shall put forward a proposed focus for the Strategy Day at the 22 September 2020 meeting of the Board. • Strategic planning process will include the consideration of a 'model strategy development process' which will be presented to the Board for approval (date to be confirmed). The Model will ensure that Board/committees receive an opportunity to appropriately engage with on a range of strategic options (and their implementation). 	Amber

			<p>b) Committee role</p> <p>i. The function and role of committees, particularly Policy and Resources;</p> <p>ii. Deep dives into a single pillar of a strategy or strategic KPI.</p>	08 December 2020	Board of Management / Committee Chairs / Executive / Board Secretariat	<ul style="list-style-type: none"> Policy & Resources Committee to consider its terms of reference on 01 September 2020, and propose any updates to the Board. Policy & Resources Committee role with regards to strategic KPI deep dives to be considered as part of review of terms of reference. 	Green
1.4	SECONDARY	Consider reducing numbers attending Board of Management meetings by reducing staff participation in the full meeting beyond the Secretary, Governance Adviser and COO.	a) Consider attendance of Executive Team at meetings of the Board.	22 September 2020	Principal & Chief Executive / Regional Chair	<ul style="list-style-type: none"> Due to meetings currently being held online, and the impact of Covid-19 on a wider range of College business, the Executive Team will continue to attend meetings of the Board. Executive attendance will be reviewed again once face-to-face meetings of the Board resume. 	Green
1.5	SECONDARY	Consider alternative meeting venues, with alternative room and table arrangements that would facilitate more engagement, eye contact and higher quality conversation.	a) Consider alternative meeting venues for Board meetings.	15 June 2021	Regional Chair / Board Secretariat	<ul style="list-style-type: none"> Closure of College campuses due to the Covid-19 pandemic, and the shift to holding all Board and committee virtually, mean that alternative meeting venues will not be considered until campuses are re-opened and social distancing guidance allows for physical meetings. 	Amber
1.6	SECONDARY	A clearer distinction between development day content designed to facilitate member input to strategy development versus content designed for Board member development or education would improve the strategic contribution of the Board, and the quality of the strategic outputs of these days.	a) Clear distinction between Board Strategy Days and development / training events.	15 June 2021	Regional Chair / Principal / Board Secretariat	<ul style="list-style-type: none"> Content / format of Board Strategy Days to be proposed by the Regional Chair and Principal for approval by members at the Board meeting prior to the Strategy Day. <i>[For example, the proposed programme for the October 2020 Board Strategy Day will be presented to the Board on 22 September 2020]</i> Clear distinction between Board Strategy Days and Board development / training events included in the Board calendar. Board calendar to be noted by the Board on 16 June 2020, and will include pre-set dates for optional/mandatory training/development activities. Ensure that evaluation forms are completed by Board members, following each Strategy Day, to support further enhancements. 	Green

2. EXTERNAL ENGAGEMENT	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
2.1	PRIMARY	Develop an external engagement plan for Board members, clearly aligned with Edinburgh College's strategic framework and KPIs.	a) Canvas Board members to ensure the external engagement strategy is in line with the expectations, availability and preferences of Board members.	15 June 2021	Regional Chair / Board of Management / Corporate Development Committee	<ul style="list-style-type: none"> Corporate Development Committee to consider the Edinburgh College Communications, Marketing and Engagement Strategy on 25 August 2020. The Strategy will be refreshed for consideration at a future meeting, and will provide a basis for a new Board Engagement Plan. New Regional Chair to be consulted on expectations. Finalised Plan to be implemented by Corporate Development Committee and progress reviewed at its meeting in May 2021. Outcomes to be reported to Board in June 2021. 	Green
		b) Ensure the College is issuing timely invitations to Board members to significant college events and external engagements, to allow for scheduling and planning.	15 June 2021	Regional Chair / Board Secretariat	<ul style="list-style-type: none"> Covid-19 pandemic has impacted heavily on College events and external activity. Core College events to be included in the Board Calendar (e.g. Graduation, Prize Giving etc.). Updated calendar to be provided to Board – for information – at each meeting. Once engagement events have been scheduled a list of upcoming key events to be circulated to Board via email on a monthly basis by Board Secretariat 	Amber	
		c) Record board member engagement (e.g. at each Board of Management meeting), ensuring external engagement does not become a disproportionate commitment.	15 June 2021	Regional Chair / Board of Management / Corporate Development Committee / Board Secretariat	<ul style="list-style-type: none"> Board of Management, through its Corporate Development Committee, to record events attendance at each meeting. Annual attendance recorded by the Nominations Committee in its end of year reportage, which provides the basis for the Regional Chair's one-to-one meeting with Board members. 	Green	

3. CAPABILITY AND CULTURE	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
3.1	PRIMARY	Enhancing Induction and Development For AY 2020/21, plan a structured development programme for all members (including induction for new members).	a) Aligned with the forward plan for key strategic BoM agenda items and the organisational strategy and KPIs.	08 December 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> Induction and development activities to be aligned with development outlined under Actions 1.1 to 1.3 and 1.6. 	Green
		b) Triangulated with a survey of member development priorities.	16 June 2020	Regional Chair / Board Secretariat	<ul style="list-style-type: none"> As part of the annual self-evaluation process Board members were asked to complete a survey – which included a section on development needs. The survey will be carried out in conjunction with the 1:1 meeting with the Chair of the Board. Feedback from the evaluation exercise was presented to the Board on 16 June 2020. 	Green	
		c) Aligned with and complementary to CDN's offer.	22 September 2020	Board Secretariat	<ul style="list-style-type: none"> Face-to-face CDN induction and development events cancelled. New online events to be announced by CDN in September 2020. Online access to CDN Governance Hub reviewed on 27 July 2020 to ensure that all Board members can utilise learning materials. Clerk to the Board continues to offer members of the Board support in accessing CDN materials. 	Green	

			<p>d) Development programme to include:</p> <ul style="list-style-type: none"> i. Two Strategy Days; ii. Thematic workshop(s); iii. Staged pre-reading on organisational strategy and Board forward planning; iv. Enhanced induction process building upon the current meeting focussed approach. 	15 June 2021	Regional Chair / Board Secretariat/ Principal	<ul style="list-style-type: none"> • Strategy Days and thematic workshops to be included in 2020/21 Board Planner. • Pre-reading activities to be developed alongside Strategy Day and thematic workshop(s). • One-to-one meetings for new Board members with: <ul style="list-style-type: none"> ○ The Chair: To discuss role in relation to strategic direction and performance monitoring, and arrangements for development and evaluation; ○ The Vice Chair: To discuss role of senior independent member; ○ The Principal & Executive Team: To address questions relating to College management structure, Strategic Plan and operations; ○ The Board Secretary: To address questions relating to the national legislation, strategic developments and governance; • Induction programme for new student members commenced in July 2020. Both new members have attended the CDN induction workshop, and had one-to-one meets with the Chair, Vice Chair, Principal and Board Secretary. 	Green
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3.2	PRIMARY	Board Skills, Diversity and Succession Planning	<p>a) Updating of the Board skills matrix:</p> <ul style="list-style-type: none"> i. Enhancing HR/change management and financial expertise from desirable to essential, and prioritise these areas for the next recruitment round. ii. Adding college sector knowledge and experience to the 'education – universities/schools' criteria, or as its own separate item. iii. Consider how to embed aspects of cognitive diversity, specifically socioeconomic status, college experience and race/ethnicity to the skills matrix. iv. Formalising the college's gender aims in the matrix and consolidate and build on success in this area. 	22 September 2020	Regional Chair / Nominations Committee/ Board Secretariat	<ul style="list-style-type: none"> • Nominations Committee met on 03 June 2020 to consider non-executive recruitment arrangements and succession planning. • College sector knowledge and experience was added to the skill matrix and approved on 03 June 2020. • Nominations Committee to meet on 18 September 2020 to consider actions (iii) and (iv) in further detail. 	Green
			<p>b) Consider co-opting an additional accountant to the Audit and Risk Assurance Committee, factoring in opportunities to broaden diversity along other measures, and possible future progression to the Board of Management.</p>	08 December 2020	Regional Chair / Nominations Committee / Board Secretariat	<ul style="list-style-type: none"> • Nominations Committee met on 03 June 2020 to consider co-option of additional Chartered Accountant, and agreed that this would be considered further at next meeting in 18 September 2020. 	Green

4. PROCESS, STRUCTURES AND MEASUREMENTS	OVERALL STATUS: IN PROGRESS	R	A	G
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
4.1	PRIMARY	Committee chairs should include a short (one page) narrative summary that highlights main topics and their relevance to the College's strategic framework/KPIs, key discussion points and data, and agreed actions.	a) All committee minutes to include cover sheet outlining main points / actions agreed.	22 September 2020	Committee Chairs / Board Secretariat	<ul style="list-style-type: none"> Minutes reported to 16 June 2020 meeting of the Board in new format. Reporting format positively received and will continue to be used from September 2020 onwards. 	Green
4.2	PRIMARY	Induction and development should explicitly cover delegation and the committee structure; the 'Understanding Edinburgh College' document should include detail on performance and quality assurance and how these processes are scrutinised under current governance and committee arrangements.	a) Review of existing induction and development materials. b) Slides/Information to be provided at induction days/development days relating to operation of Edinburgh College. c) Consider reintroduction of a paperless board system to allow access to governance and board materials.	15 June 2021	Regional Chair / Nominations Committee	<ul style="list-style-type: none"> Current induction and development materials to be reviewed by the Nominations Committee in AY2020/21. Board Secretariat to work with Chief Operating Officer and Vice Principals to produce slides / summary information to support Board members understanding of College operations/functions. Documentation to be made available to Board members by December 2020. Annual workshops hosted by Chief Operating Officer (Finance, HR and Estates); VP Corporate Development (Partnerships, Non-SFC Income and Brand / Reputation); VP Education & Skills (Credits, Recruitment and Retention); and, VP Innovation, Planning and Performance (performance and quality assurance) to be held in Semester 1 of the 2020/21 academic year. Reintroduction of paperless Board system, to allow remote access of all governance and Board papers. Proposal for paperless Board system to be presented to the Board in December 2020, with an accompanying implementation timeframe. Further to this, the proposal will also consider the scope for introducing 'e-learning' for Board members through the College's virtual learning environment, Moodle. 	Green

4.3	SECONDARY	The Board should consider whether the Chair of the Audit and Risk Assurance Committee should hold other functions or sit on other committees.	a) Position of Chair of Audit & Risk Assurance Committee to be considered within current governance structures, and against best practice guidance.	15 June 2021	Regional Chair / Nominations Committee	<ul style="list-style-type: none"> • Current Chair of the Audit & Risk Assurance Committee's tenure due to end on 01 March 2022. • Regional Chair to consider succession planning arrangements and put forward a proposal to Board in June 2021, for implementation from September 2021 onwards. 	Green
4.4	SECONDARY	Students should participate in all committees apart from Audit and Risk Assurance Committee, with holistic consideration given to the demands placed on student representatives.	a) Student representation on committees to be reviewed.	15 June 2021	Regional Chair / Principal / Nominations Committee	<ul style="list-style-type: none"> • Student Board members to retain membership of Academic Council, Corporate Development and Nominations Committee. • Nominations Committee in 18 September 2020 to consider student representation as part of a wider discussion on Board diversity / balance. • The Remuneration Committee in June 2019 agreed that students should not be members of the Committee. This decision shall be reviewed following appointment of new Regional Chair (in consultation with the Chair of the Remuneration Committee) and an outcome outlined to the Board in September 2020 • Student and staff representation on committees to continue to be reviewed by the Nominations Committee annual as part of its membership/attendance reportage. 	Green

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 22.09.20		
Presented by	Nick Croft		
Author/Contact	Pauline MacPherson	Department / Unit	Communications, Policy and Research
Date Created	31.08.20	Telephone	0131 344 7068
Appendices Attached	<i>Appendix 1: FOI Annual Monitoring Report 2020</i>		
Disclosable under FOISA	Yes.		

FREEDOM OF INFORMATION (FOI) ANNUAL MONITORING REPORT 2020

1. PURPOSE

This paper outlines the volume of FOI requests received by Edinburgh College between July 2019 and June 2020.

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 25 FOI requests in the academic year 2019/20. 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 NOTE the contents of this paper.

FOI ANNUAL MONITORING REPORT

1. Introduction

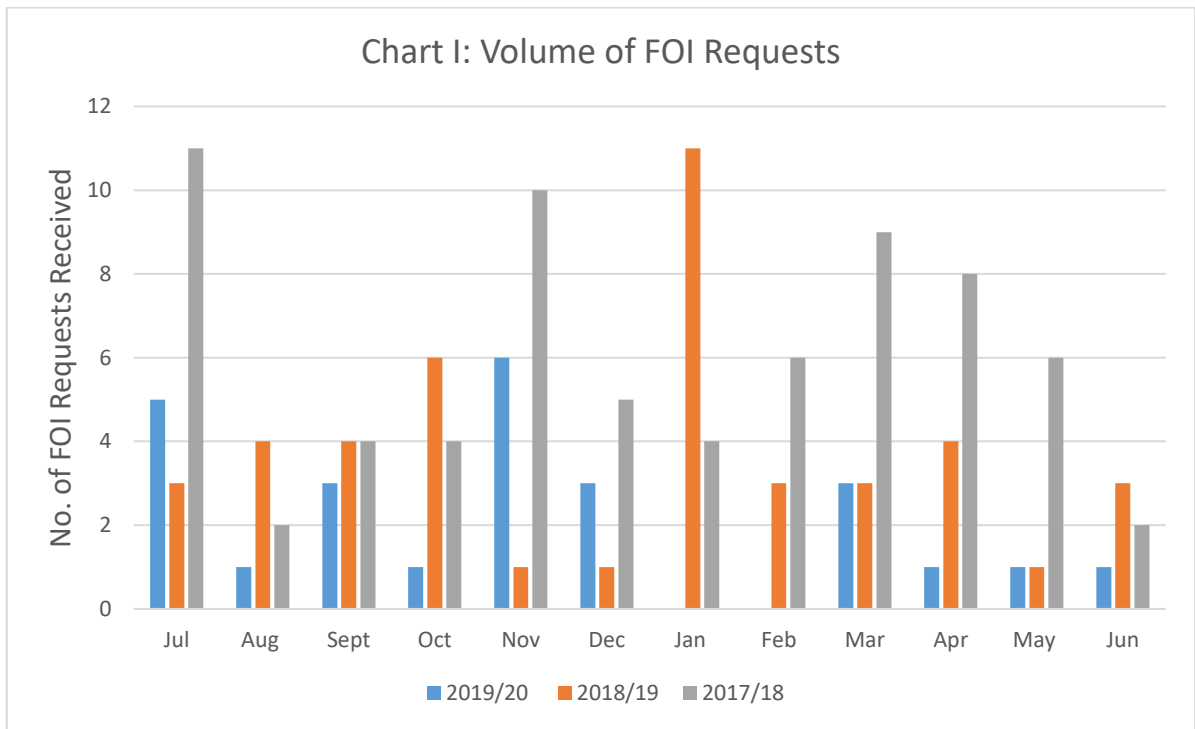
- 1.1 The Scottish Information Commissioner requested that all Scottish public authorities start submitting their Freedom of Information Scotland Act 2002 (FOISA) statistics on a quarterly basis commencing from 1 April 2013.
- 1.2 This report outlines the volume of FOI requests received by Edinburgh College over the last 12 months (from July 2019 to June 2020), 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 25 FOI requests in the academic year 2019/20, 19 less than the 44 FOI requests received in the academic year 2018/19. Since the start of 2020/21, the college has received 1 FOI request in July 2020 (4 fewer than the number of requests submitted to the college in July 2019).
- 3.2 Edinburgh College received 13 Subject Access Requests in the academic year 2019/20 (10 fewer than the number of requests submitted to the college in 2018/19). Nine requests were made by students, one by a solicitor and three were made by lecturing staff.
- 3.3 In the academic year 2019/20, 92% of all FOI requests were responded to within 20 working days.
- 3.4 Graph I (below) reflects month-by-month FOI activity over the last academic year (2019/20). Month-by-month data for academic years 2018/19 and 2017/18 is also provided for comparison.

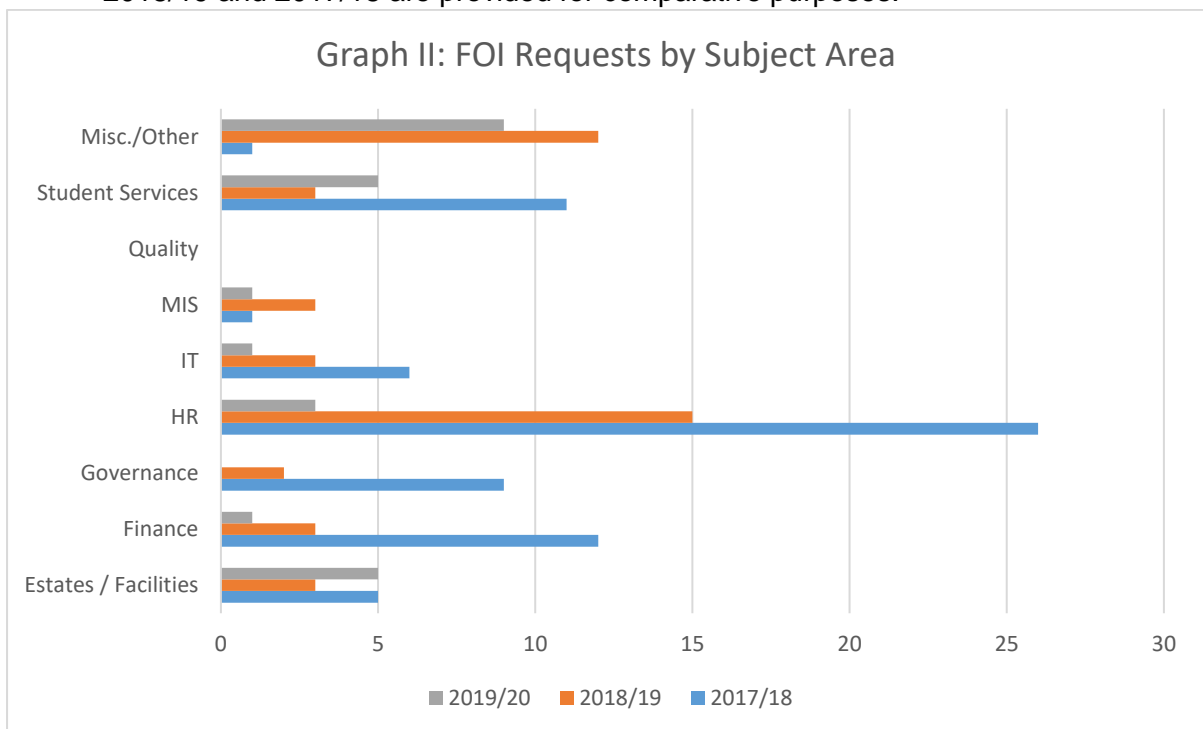


4. Decision Notices from the Scottish Information Commissioner’s Office

4.1 The college has received no application for decision notices from the Scottish Information Commissioner’s Office in 2019/20.

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 2018/19 and 2017/18 are provided for comparative purposes.



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

6. Requestors

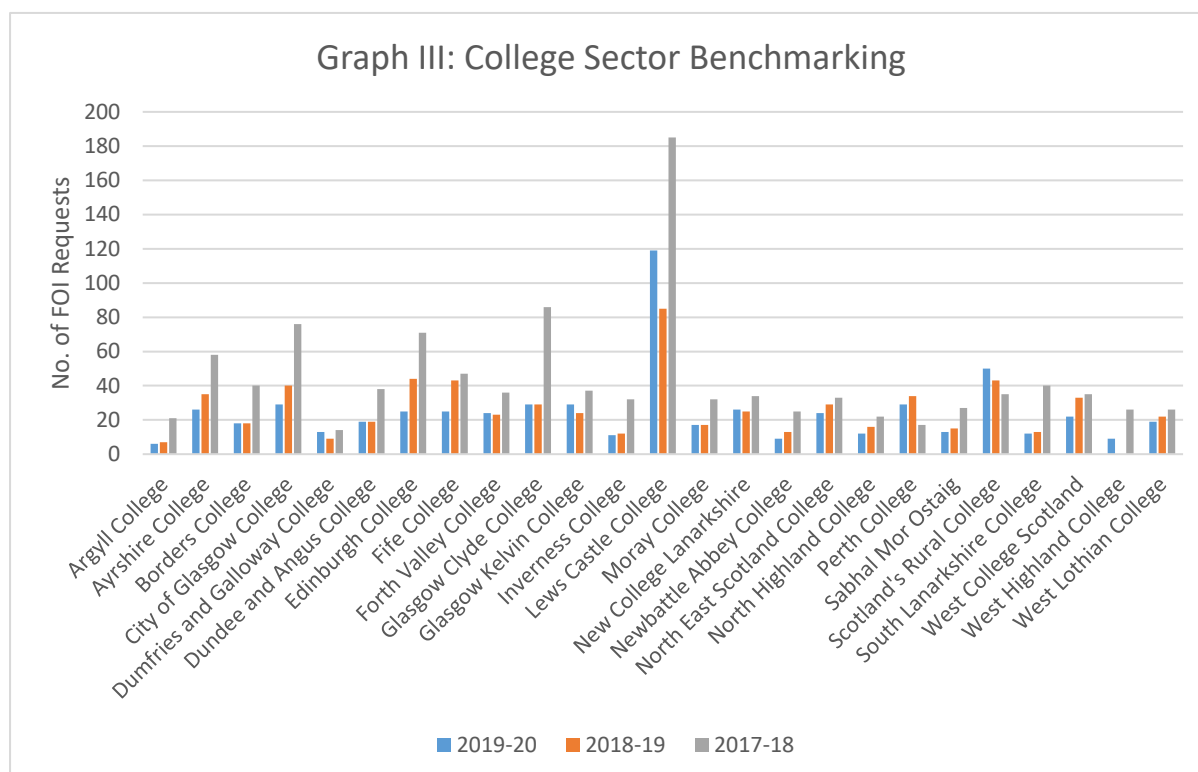
6.1 The number of FOI requests made to Edinburgh College by specific groups and organisations over the past three academic years is shown in the table below:

Group / Organisation	2017/18	2018/19	2019/20
City of Edinburgh Council	0	0	0
Journalists	7	2	1
NUS	2	1	0
Political Parties	4	4	1
Solicitors	0	0	0
Trade Unions	5	7	8
Total	18	14	10

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 15 requests submitted in 2019/20 would fall into the specified categories.

7. Benchmarking

7.1 Graph III reflects FOI activity in comparison to other colleges in Scotland in 2019/20, 2018/19 and 2017/18 [Statistical information provided by the Scottish Information Commissioner's Office].



7.2 In 2019/20 Edinburgh College saw a drop in the number of FOI requests (19 fewer than 2018/19) and sits joint ninth highest in the sector alongside Fife College with 25 FOI 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.

FOI Costs (1 July 2019 - 30 June 20) (estimated)	
Cost to college in responding to 25 FOI requests*	£1757.14
Average cost per FOI request	£70.29
Subject Access Request Costs (2019/20) (estimated)	
Cost to college in responding to 13 Subject Access Requests	£5176.03
Cost per Subject Access Request	£398.16

All FOI responses are available on the college website:

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

**BOARD OF MANAGEMENT
22 SEPTEMBER 2020
PAPER T**



For the future you want

FOR INFORMATION			
Meeting	Board of Management 22.09.20		
Presented by	Chair		
Author/Contact	Marcus Walker	Department / Unit	Governance
Date Created	20.08.20	Telephone	-
Appendices Attached			
Disclosable under FOISA	Yes.		

BOARD OF MANAGEMENT - AGENDA PLANNER 2020/21

1. PURPOSE

To provide the Board with an opportunity to review upcoming items of business.

2. BACKGROUND

It is important that the Board and its committees follow an appropriate plan of work in order to ensure they effectively cover all areas of their remit throughout the year and make the most efficient use of their time.

3. DETAIL

Below are proposed agenda items for the next three meetings of the Board of Management, excluding Minutes of the Previous Meeting, Matters Arising and Any Other Competent Business:

3.1 08 DECEMBER 2020

- BOARD STRATEGY DAY REPORT 27.10.20
- STRATEGIC DISCUSSION: INDEPENDENT COMMISSION REPORT
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
- COMMITTEE BUSINESS
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes
 - Annual Report & Financial Statements for Period to July 2020
 - Summary Top Risk Register
 - POLICY & RESOURCES COMMITTEE
 - Minutes
 - Recruitment & Retention Dashboard

- Management Accounts to October 2020
- ACADEMIC COUNCIL
 - Minutes
- CORPORATE DEVELOPMENT COMMITTEE
 - Minutes
- NOMINATIONS COMMITTEE
 - Minutes
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- QUARTERLY KPI DASHBOARD
- GOVERNANCE REPORT
- NATIONAL REPORT
- RIDDOR REPORT

3.2 23 MARCH 2021

- STRATEGIC DISCUSSION: TBC
- REGIONAL OUTCOME AGREEMENT 2021/22 (TBC)
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
- COMMITTEE BUSINESS
 - POLICY & RESOURCES COMMITTEE
 - Minutes
 - Recruitment & Retention Dashboard
 - Management Accounts to January 2021
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes
 - Summary Top Risk Register
 - ACADEMIC COUNCIL
 - Minutes
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- QUARTERLY KPI DASHBOARD
- GOVERNANCE REPORT
- NATIONAL REPORT

- RIDDOR REPORT

3.3 TUESDAY 16 JUNE 2021

- BOARD STRATEGY DAY REPORT 27.04.21
- STRATEGIC DISCUSSION: PUBLIC SECTOR EQUALITY DUTY
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
 - ECSA End of Year 2020/21 Report
 - ECSA Strategic Planning & Funding 2021/22 Report
- COMMITTEE BUSINESS
 - POLICY & RESOURCES COMMITTEE
 - Minutes
 - Recruitment & Retention Dashboard
 - Management Accounts to April 2021
 - College Budget 2021/22
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes
 - Summary Top Risk Register
 - ACADEMIC COUNCIL
 - Minutes
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes
 - NOMINATIONS COMMITTEE
 - Minutes
 - REMUNERATION COMMITTEE
 - Minutes
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- GOVERNANCE REPORT
 - Governance Update
 - Evaluation of Chair 2020/21
- NATIONAL REPORT
- RIDDOR REPORT

4. BENEFITS AND OPPORTUNITIES

Effective agenda planning will allow the Board to monitor all aspects of business within its remit in a timely manner.

CONCLUSIONS/RECOMMENDATIONS

The Board are asked to NOTE upcoming items of business.