



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, 23 March 2021 via Microsoft Teams.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	MINUTES OF PREVIOUS MEETING <i>for approval</i>	Chair	A
4	MATTERS ARISING REPORT	Chair	B
5	PRINCIPAL & CHIEF EXECUTIVE REPORT	A Cumberford	C
<i>The Recruitment & Retention Dashboard is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs</i>			
6	STRATEGIC DISCUSSION: EQUALITY OUTCOMES AND MAINSTREAMING REPORT 2021-25 <i>for approval</i>	K Heathcote / B Parsons	D
<i>Item 6 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.</i>			
7	EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT		
	7.1 ECSA Quarterly Update	J Wyllie	E attached
	7.2 ECSA Virtual Campus Update	J Wyllie / R Dodgson	Presentation
8	COMMITTEE BUSINESS		
	8.1 <u>Policy & Resources Committee</u>		
	Minutes 23.02.21	Chair	F
	Recruitment & Retention Dashboard	J Pearson	G
	Management Accounts to January 2021	A Williamson	H attached

The Recruitment & Retention Dashboard is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs

9	GOVERNANCE REPORT	N Croft	I attached
10	NATIONAL REPORT	Chair	Verbal
11	ANY OTHER COMPETENT BUSINESS		
12	FOR INFORMATION		
12.1	Interim Regional Outcome Agreement 2021/22		J
12.2	Audit & Risk Assurance Committee Minutes 24.02.21		K
12.3	Risk Management Report		L
12.4	Academic Council Minutes 26.02.21		M
12.5	Corporate Development Committee Minutes 02.03.21		N
12.6	EU Withdrawal Report		O
12.7	Remuneration Committee Minutes 19.02.21		P
12.8	RIDDOR Report		Q attached
12.9	Board of Management: Agenda Planner 2021/22		R attached

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

Items 12.3, 12.6 & 12.7 are presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs

13 DATE OF NEXT MEETING: 15.06.21

13.1 Upcoming Committee Dates

Nominations Committee	12.05.21
Board Strategy Session	17.05.21
Policy & Resources Committee	18.05.21
Academic Council	21.05.21
Corporate Development Committee	25.05.21
Audit & Risk Assurance Committee	26.05.21
Remuneration Committee	28.05.21



For the future you want

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 23.03.21		
Presented by	Jordan Wylie		
Author/Contact	Jordan Wylie	Department / Unit	ECSA
Date Created	12.03.21	Telephone	-
Appendices Attached	Appendix 1: Class Rep Conference Report 1 Appendix 2: Class Rep Conference Report 2		
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 December, January and February 2021.

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 2021 ECSA Elections

As with all other activities this academic year, the 2021 ECSA Elections will be held completely online. This includes nominations, candidate question time, voting, and results. All current Edinburgh College students are eligible to vote with their student login through the ECSA Website. As we are running the elections online this year we have decided to trial a change of voting week:

- Nominations closed 8th March
- Voting opens 22nd March
- Candidate Question Time 24th March
- Voting closes and results 26th March

To encourage students to stand in the elections, we ran drop-in sessions, targeted email campaigns, shared opportunities through student groups and a dedicated section at the recent Class Rep Conference. Additionally, this year a 'Refer a Friend' form was used to get friends to recommend students they think would be good in the role, as well as a form where students could register their interest in the elections.

At the time of writing we are going through candidate verification and supporting students to start their online campaigns as well as setting up the structure for students to engage with online elections through our website and MS Teams. An election report will follow after the closing of the vote on 26th of March.

3.1.2 Online engagement/Livestreams

Online activities recurring on a weekly basis:

- Chat & That (Tuesdays and Thursdays)
- Wellbeing Wednesdays

These provide a space for students to come together for informal chat on MS Teams. Additionally, one-time events also continue to be hosted online and live. In December we held an end of year Christmas Party on Teams. VP Activities organised a Christmas themed quiz and the results of the Nice List were announced. 3 students nominated by their classmates were recognised for going above and beyond. The party saw 82 students tune in with a select few staying until late chatting and playing online games.

ECSA was grateful to have Audrey Cumberland, Principal, join the ECSA livestream on 3rd of March to give an update to students about partial college opening. These livestreams have been a valuable way to answer student questions and ensure a direct link of communication. 2414 minutes were watched and 103 comments were received with positive messages and questions for the Principal. The video can be found on the [ECSA Facebook page here](#)

3.1.3 Class Reps

The delivery of class rep activities online has been a real success, with higher levels of engagement and participation from students across the college. At this stage in the year we have got **557 Class Reps elected, we have hosted 3 Class Rep Conferences and 240 Class Reps have attended live training sessions delivered via Teams.** The first Class Rep Conference had **184 students** in attendance across the 2 sessions, with the second seeing **109 attendees** across two sessions.

For the first Class Rep Conference we specifically focused on the experience of the first weeks of College as well as the induction and enrolment process. There are some clear takeaways and we hope to continue to engage positively with departments for the delivery in the next session. Every year we identify the Big 5 Issues students are facing and while they as themes aren't different this year, the context is slightly different. It also reminds us that even though there are challenges specifically related to the current pandemic such as digital access, it often reflects a wider issue of potential student poverty of inequality.

The second Class Rep Conference was hosted only a month after the first due to later Class Rep recruitment. Because of this, we decided to focus on giving students a space to talk about the things that were really affecting their experience while asking some specific questions relating to pieces of work identified in our Priority Objectives. Students provided valuable feedback on Course Handbooks, the use of them and how much information they receive and the impact that has on their learning.

You can read more about the conferences in the full reports attached.

3.1.4 Partnership work

ECSA continues to work with partners within the college and externally. Recent activities include:

- Supporting focus groups from SQA and the Royal Society of Edinburgh by gathering student volunteers
- Organised a student consultation on the review of Equality Outcomes with the Equalities Officer
- Invited Alan Meechan and Clair Allen from the Development Team to deliver a session at Class Rep Conference consult students on the MyEC app

3.1.5 Case work

ECSA continues to provide a front-line service for students, working together with college staff to ensure student issues are resolved swiftly to minimise any disruption to students during an already stressful time. ECSA also continue to meet regularly with Jon Buglass, Vice Principal and Monica Hoenigmann, Head of Student Experience to relay any trends or major issues and work together to ensure they are rectified quickly.

As is usually the case at this time of year, the number of cases dwindle in comparison to what we experience in semester one, but the issues we see are increasingly more complex. The most common theme that has arisen this semester, as well as last semester is communication. This applies to cases brought by individuals, as well as whole classes, and it was an even spread of lack of communication or miscommunication. The key messages we're seeing from students and cases, are that regular communication even where there is no message to relay, is vital in quelling student anxiety, as is ensuring that messages are consistent across the board and that all key information is filtered down through all levels.

Funding cases have been very few this semester, compared to semester one and are normal everyday issues such as issues providing documentation for January start and short full-time courses. This is most likely due to the Winter COVID fund, as the majority of students we would be helping with funding issues in semester 2, are ineligible for funding under normal circumstances, mainly due to residency rules. The news of the COVID winter fund being extended to cover the remainder of the academic year is good news and we hope more students will see the benefits of this extra support. We continue to share information relevant to students through our Virtual Campus, Class Reps and with any students we speak to.

ECSA have also seen a rise in college staff approaching for advice in supporting students who are facing isolation or needing specific support for issues such as LGBT issues. We will continue to provide safe, supportive environment for students to connect with other students and external organisations and work with the college to advance support and equality for all students.

3.1.6 Equalities

Throughout February ECSA hosted an activity challenge for students to get involved with supporting and raising awareness of LGBT History Month and LGBT Youth Scotland. When students signed up to the challenge they were asked to share a story about someone who is their unsung hero, whether a friend, family member or someone they don't know. This fit in with the theme of LGBT History Month 2021; Unsung Heroes. You can see some of the unsung heroes students shared [here](#).

12 students took part in the challenge and pledged a variety of different activities with the majority walking everyday as well as students pledging to read for leisure or complete a form of exercise every day. As part of the activity challenge, students were encouraged to ask for sponsorship from Edinburgh College staff, friends and family in order for us to fundraise for LGBT Youth Scotland. A total of £241 was raised directly to LGBT Youth Scotland.

The activity challenge supports the work the Equalities Officer, Bethany Parsons, is completing to complete the LGBT Charter. Both ECSA representatives and students are involved on the Charter steering group and with regular meetings between ECSA and Equalities a partnership approach is ensured.

To mark **International Women's Day** ECSA and Equalities hosted Women's Hour on MS Teams, an informal gathering for students to get together with other women. 17 students attended Women's Hour and there are plans to continue on a monthly basis depending on initiative from the student group.

3.1.7 NUS Scotland and National Conference

The season of annual NUS Scotland and NUS UK Conferences is here and all 3 full time officers will be attending both Conferences. They are both being held online over several days and will focus on priority areas as decided by students.

At NUS Scotland Conference they will be discussing priority topics: Housing, Erasmus+, Digital Students' Associations and Climate Emergency. Additionally, they are hosting an online hustings ahead of the Scottish Parliamentary Elections in May, hearing from education representatives as well as receiving a workshop on how to lobby and engage in the elections.

ECSA full-time officers also engage with NUS Scotland on a weekly basis, where they meet with all other officers across Scotland to bring any relevant concerns and news to the NUS Scotland President. This ensures partnership work across institutions and a clear flow of information.

3.2 Current & Upcoming Events

3.2.1 I am Me/Care Day campaign

To mark Care Day 2021, ECSA launched a new student-led campaign called I am Me. The campaign is dedicated to telling the story of students from all walks of life, who are all individuals with their own stories worth telling. As it was launched on Care Day, the first student stories were from two students who grew up in care. Students are continuing to send in their stories for us to share, and we will make sure as many students have their stories told. You can read more about the campaign and their stories [here](#).

3.2.2 ECSA-llence Awards

Every year we host the ECSA-llence Awards to recognise the ECSA-llent work done across all parts of Edinburgh College. And while many things are different this year, everyone needs the recognition more than ever.

We are currently reviewing the award categories, however awards are likely to be adjusted to reflect the learning environment of this year. Last year there was the addition of the Teaching from Home award which was very popular. We hope the ECSA-llence Awards will be a bit of respite and good news for staff at this challenging time. Nominations are due to open after the Easter break.

3.2.3 Low Carbon Travel Project – Go Green!

The ECSA Go Green team have been busy over the last quarter; having had to adapt to the post-Christmas lockdown. We've been continuing to deliver and produce online content whilst also getting things in place for when we can return to campuses.

The team has continued to deliver presentations to classes about Climate Change and Sustainability and since the last report we've been into 10 classes including Pharmacy Services, Hair and Beauty, Dentistry and Caring Services. This includes engaging **162 students, bringing our total to 339 students engaged so far**. We've also developed our presentations to include Menti – an engagement tool which allows students to vote on and submit answers to questions. This not only helps us gain feedback on the sessions but encourages students to actively engage.

Due to the continued lockdown our swapshop has had to remain closed. However, we've still had a good level on interest in our sustainable travel items – bike lights and high-vis. We're developing this to include bike maintenance items such as multi-tools, puncture repair kits, travel bike pumps and lubricant - these will be given out to students who request them. We'll also offer them to students who access Bike Maintenance Sessions we'll be hosting with Dr Bike when we can be back on campuses.

Whilst the Community Fridges continue to be on hold, we've been developing our Food Waste content with a new [Zero Waste Cooking Series](#) – sharing recipes and ideas on how students can reduce their food waste at home. To go along with this, we've continued to promote our Food Waste Diaries and we'll be hosting a Zero Waste Cook-a-long on Wednesday 17th March in collaboration with Wellbeing Wednesdays.

Alongside our other online content, one of our student staff has also created a [Sustainability at Home](#) guide – to help students make more sustainable choices whilst they continue to study from home. And, we've continued to host film screenings including Resolution Race and The Troublemaker, co-hosted with Arran Eco Savvy, another CCF funded project.

We've recruited two additional student staff – Chloe & Paige – to assist with admin work and video editing. They've been great additions to the team. Sadly, Isabela (who has been with us since start of term) will be leaving us in March for a new role. She's been a real asset to the team, and we wish her all the luck with her new role.

Finally, as we draw to the end of the first year of funding, we've been looking into buying a Cargo Bike with the underspend from salaries between Alex leaving and Grace starting. We thought this could be a great addition to the project to support travel of swapshop and community fridge items between campuses. It could also be a way to further engage students in sustainable travel options as we may need student volunteers to help with picking up food and clothes.

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 2020. The Students' Associations funding for the academic year was subsequently finalised in the College Budget 2020/21

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.



Class Rep Conferences Report 1

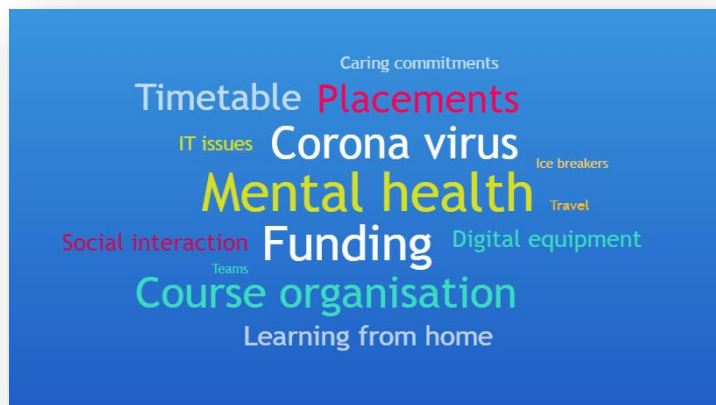
Induction & Retention | November 2020

November saw the first online Class Rep Conference hosted on Teams. The conference was hosted twice at different times to suit as many Class Reps as possible. As in previous years, the conference offered students an ECSA update, an opportunity to hear from the officers, and a workshop themed around Induction & Retention.

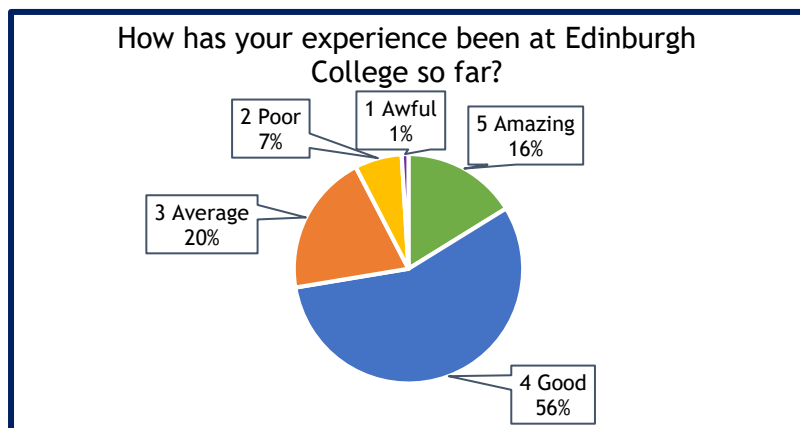
184 Class Reps attended the conference between the two sessions. As the 4pm session had a higher attendance than the lunchtime session, further activities will likely be planned in a similar way with the option for sessions after classes have finished.

Throughout the two sessions and the feedback received we tried to capture areas that really mattered to students. In the wordcloud you can see the level of some of the topics discussed, making it clear that the main concerns of students relate to their mental health, student funding, the organisation of their course, and in general the impact COVID-19 is having on their lives.

Over the next couple of pages you'll see a more in depth discussion of the feedback from students about Induction & Retention, however below are some key things we would like you to take away from this feedback:



- 46% of Class Reps said they or one of their classmates had encountered an issue while at Edinburgh College that made them consider leaving their course
- Of the reasons for leaving their course, the most frequent responses were issues with their student funding, impacts on their mental health, and lack of course organisation
- Overall students think staff are knowledgeable, supportive and doing their very best during current circumstances
- The online EC Welcome induction was well received and was described as useful, interactive and well thought out
- Many students have had to wait months for their first bursary payment, leading to anxiety, frustration and students leaving their course. ECSA appreciates all the hard work the teams are doing to keep this minimal and to rectify this issue for students, however it is difficult to get away from the extremely negative impact this has had on the student experience for some of the most vulnerable students.



With 72% of Class Reps having an 'Amazing' or 'Good' experience, it is clear that students are generally having a positive experience.

Unfortunately, the students who rated their experience as less than good mainly cited delays in student funding, lack of digital equipment and online learning as their reasons.

From the student feedback there are plenty of examples of good practice happening across the College and we have attempted to include this below, especially in terms of induction and online learning.

Based on student feedback and the suggestions from Class Rep Conference, here are some potential solutions, both long term and shorter term:

- ✓ Students worry about their education journey. Transparency leads to students feeling more at ease on their course and thus more likely to succeed. Clear, consistent and transparent information from key departments at key times in the year would alleviate some of the stress students feel.
- ✓ Continuing to deliver an online induction programme similar to EC Welcome
- ✓ Engage Curriculum teams in the planning of class specific inductions to ensure students are notified in reasonable time and all information is also made available in writing or on an online platform to minimise the number of students missing out on important information
- ✓ A standardised naming convention for documents and files on Moodle and Teams, helping students find the relevant information

Background

Once Class Reps have been recruited and trained at the beginning of the academic year, we hold our first of four rounds of online Conferences. This year the conferences were not campus specific; instead we hosted two identical sessions at different times to catch as many students as possible. Over the past couple of years, the focus for the first Conference has been on the induction experience and issues which may impact on retention.

At the time of writing we have 484 registered Class Reps, with more than 200 Reps attending live online training sessions hosted on Teams during the last week of October. For the first ever online Class Rep Conference we hosted 2 identical sessions, one at lunchtime and one the following day at 4pm. There were 186 Class Reps in attendance across the two sessions.

Following the Conferences, we collate all the information into this report. We identify any patterns or obvious areas for immediate action and report these directly to the relevant teams.

How the Conference works

Each Class Rep Conference is themed to be relevant to that specific point of the student journey. Every Conference follows a similar format with some new amendments due to the online format. We start out with an introduction from the full-time officers and of what they have been up to in fulfilling their priority objectives, as well as a general update from ECSA including the Go Green team. We then run a workshop at the Conference looking to gather both qualitative and quantitative feedback that influences this report.

The workshop provides some initial background information and then asks students a series of questions. The Class Reps are then asked to submit some responses as individuals through our CIVI-CRM system followed by a bigger group discussion around some of the themes identified. To make sure as many students have their voice heard as possible, we ask students to add their thoughts both in the chat but also on a platform called Padlet. This process gives us a large amount of data in a fairly short period of time.

At the following round of Conferences, we report back to Class Reps on some of the issues raised and, in the past, this has involved members of the Senior Management Team attending meetings to speak directly to Class Reps to help us close the feedback loop.

The Big 5 Issues

Over the past years, we work with students to identify what we call our 'Big 5 Issues' for students. We identify these through the discussions at the Conference.

This year, even though you might expect the issues to have changed, we have the same 'Big 5' for the fourth year in a row. The overarching themes of the big issues concerning students and their student experience are the same, however the detail has changed in response to current circumstances. The issues, in no particular order are as follows:

Funding	Transport	Course organisation	Mental health	Facilities
<ul style="list-style-type: none"> • Delay to processing and award • Understanding of the process online • Amount of funding 	<ul style="list-style-type: none"> • Safety concerns when on public transport • Travel forms a major part of students' lives • Accessibility • Cost 	<ul style="list-style-type: none"> • Access to information prior to starting • Unsure if on or off campus • Timetabling • No assessment outline 	<ul style="list-style-type: none"> • The impact of Corona Virus on students • Awareness of and access to relevant support 	<ul style="list-style-type: none"> • Lack of access to digital equipment • Safety on campus • Specific equipment

Induction

In general, the feedback suggests that students felt they received a 'useful and efficient' induction, however at the same time they felt unprepared about what to expect as part of their course. Students noted that there seemed to be a joined up approach to induction and providing information to students up until the induction sessions on Teams. Students appreciated the number of ways to get their questions answered, with the Virtual Campus rated very highly in terms of getting quick answers both from ECSA but also from fellow students. Unfortunately, students also commented that the closer the start of term was, the busier the phone lines and email inboxes were, which meant many student queries were left unanswered.

EC Welcome

Described as better than expected, the EC Welcome sessions were positively received overall. Students noted they were pleasantly surprised that the online live streams and videos were useful, interactive and well thought out. All returning students felt the induction delivered through Teams was an improvement on previous general college inductions.

Students especially appreciated the welcome from the Principal, and hearing from ECSA and LDTs. Some students commented that they felt the induction schedule could have been completed in one day rather than spread over three days, as students had cleared full days to attend when they could simply be re-watching the sessions at another time. This suggests that an area of improvement for the online induction would be clearer information being sent out about induction.

Additionally, the length of some of the Q&A sessions received some constructive feedback. Students felt they could have been scheduled to last longer as most of their questions were not answered and they never had another chance to ask further questions.

Class specific induction

It seems from student feedback that there's a disparity in the level of class specific inductions received across departments. Some Class Reps reported not receiving class specific inductions other than email instructions on how to join classes, whereas other Class Reps felt induction had taken a lot of time away from learning sessions.

In terms of icebreakers (which is often a contentious issue, with either too many or none at all taking place) students reflected on the difference of being online, as it becomes even clearer when students aren't engaging in an activity. Some students felt that even though lecturers had done all they could to get students involved, they hadn't really gotten to know their classmates.

The start of term brought obvious challenges, but students were very clear that lecturers were welcoming, supportive and understanding in the face of potential technical issues. It might have taken longer to get into the learning, however that was to be expected and students appreciated the time and support in getting set up and familiarised with how online learning would work.

Some induction good practice from students:

- LDTs offering sessions on how to organise study spaces and online folders and work, in order to be as efficient as possible was highly rated

- Agreeing etiquette for online learning; how to speak up, when to use the chat as well as asking students to share pronouns and preferred names
- Working in partnership to create 'social spaces' such as group chats that works for everyone for arranging social activities such as quizzes and lunch time calls

Retention

At the conference we take the time to discuss retention causes and statistics with class reps. This is not to put the college in a bad light or to frighten the students, however it frames the conversation of the aspects of their student experience they would identify as having an impact on them staying on their course.

When asked why they or other people on their course had considered leaving the reason most mentioned was funding, with most referring to the delay in funding. Students also cited pressures of learning from home and lack of digital equipment as reasons for dropping out or considering it.

Funding

It comes as no surprise that funding is amongst the most highlighted reasons for students leaving their course. The concerns around student funding are multifaceted:

- The amount of funding available to students is often not enough to sustain them through their learning without taking on part-time, and in some instances, full-time jobs
- The delay in receiving funding to their bank accounts is a cause for concern with many students reporting waiting upwards of three months before receiving any funding at all
- Engaging in the funding application process was described as stressful and inaccessible by students who were waiting weeks for responses to emails about application progress or documents

With most staff working from home there was bound to be some changes and delays to college services, and most students were aware of this. However, students were not prepared for the wait they have experienced this semester. Students have expressed the anxiety and stress they have had to study through due to lack of communication and information about their student funding.

For many students the level of funding available to them still leaves them with gaps to fill, which leads to students working part time and in some instances full time to support themselves through education. Especially in this academic year has it become clear that as students have had fewer opportunities for part time work they are struggling further financially.

Based on student feedback and continuous engagement with relevant college teams, we would recommend a review of the process for student applications, in order to identify areas for improvement and ways to streamline the process and thus the experience of the students.

Digital access

A main concern highlighted by Class Reps was the access to digital equipment (laptops, computers and WiFi). Students were asked to complete a survey at the start of term which led students to believe there might be help available for them to access digital equipment. However, most students did not get any notification about accessing the digital support, which has led to some students going into debt to buy equipment or leaving their course.

One student shared that out of their class with 30 students, half of them still hadn't heard from the Digital Fund and were now considering leaving their course, as learning from a mobile phone was not compatible with course material. Another Class Rep noted that students without access to laptops had been told they could catch up on assessments and work later in the term, however as the semester has continued staff were starting to put deadlines to all students for this work to be complete, even though some students still don't have access to a computer.

The concern regarding access to relevant digital equipment is not only about the students not being able to access their learning in a sustainable way, but it is also having an impact on their opportunities to engage in the classes and other activities organised within the class.

Based on student feedback, the suitable solution to lack of digital equipment is a combination of processing applications in a quick, transferable and clearly communicated way, as well as ensuring staff are willing to work with students to ensure they can engage fully with their learning and make up for any lost work within a reasonable timeframe.

Online learning

As the majority of students are learning from home, online learning was a big topic for discussion. The student feedback ranged from the impact of learning online to how it affects their day to day learning.

Students shared their anxiety around not knowing until the last minute whether they were going to attend classes online or on campus. They described not understanding their timetables, and did not feel they were clearly told what to expect before classes started, leading to a lot of speculation and anxiety. However, the students did rate how easy it was to get their questions answered through online functions such as the ECSA Virtual Campus.

When it came to getting set up and settled into online learning students were appreciative and complimentary about the level of advice and service received from the IT team and from ECSA staff on the Virtual Campus. Specifically, the ability to phone IT support was mentioned as a positive for students logging onto Moodle and Teams for the first time. Students generally seem to be happy with the use of Microsoft Teams, with some cases of students mentioning it can be slow and lagging, depending on their connection and devices.

Something students describe as unexpected was the amount of self-discipline they would need in order to learn online. They highlighted how they have to actively check different platforms to make sure they don't miss anything, as well as engaging in different group chats and channels. In addition Class Reps explained how it can be difficult to manage the different ways of doing things in different classes, right down to things such as chat etiquette, use of cameras, as well as the use of platforms. When it comes to finding the relevant materials and resources, students highlighted they often spent too much time finding materials referenced by staff, as no real naming convention was used leading to students wasting valuable time finding files and documents.

As learning online is new to most students they are finding it very draining to keep up with different methods and were asking for tips on how to better manage and organise their time around this to not constantly feel they are missing out on important information. Students also mention that when it comes to support there seems to have been a shift away from it being offered automatically to being a service a student needs to request, which has led to some students feeling they have not receiving proper support until they are made aware of the fact they can ask for it.

Finding the balance of people being too quiet in class and speaking up and engaging in the learning was also discussed. Most reps highlighted a feeling of lack of interaction from fellow students which can lead to awkward silences, which they didn't feel would happen if they were all in a room together on campus.

As a result from learning online and classes being delivered remotely, students reflected that they are receiving more self-study learning than they had expected, leading to students feeling they aren't being provided with a sufficient amount of 'live learning'. Students highlighted that their classes don't always follow the timetable as classes are often shorter than timetabled, leaving big gaps between classes where students are expected to self-study.

Students recommended that lecturers engaged directly with the classes to discuss use of cameras and microphones to set expectations, as well as set a standard naming convention so students could find the resources they were looking for quicker.



Class Rep Conferences Report 2

December 2020

As set out from the beginning of the academic year, Class Rep activities continue to be delivered online. We hosted the second Class Rep Conference within a month after the first conference due to the delay in getting Class Reps elected, as requested by LDTs. In order to not overload students at a busy time of year we decided to keep the second Class Rep Conference a little lighter.

The second Class Rep Conference was hosted the first week of December. With a similar format to the first conference the students had a choice of attending a lunch time conference or 4pm the following day. The later afternoon sessions are proving to be the most popular when running any activities. In total across the two sessions we had **109 attendees** with 80 of those attending the 4pm session.

It has become increasingly clear that students have embraced learning online and the concern that student engagement would decrease while working remotely has subsided. Students support each other in troubleshooting any concerns while on a call and they effectively use both the chat functions as well as other programmes while at the Conferences. We welcome the additional feature of breakout rooms on Teams and hope to incorporate that into the semester 2 activities.

Course Handbooks

As part of the 'Your Experience' survey we run at the beginning of the semester we asked students if they had received a course handbook or similar. To continue the research into the use of course handbooks in line with the ECSA priority objective we delivered a workshop hoping to get feedback from students about; why they might be useful, when they would have the best impact and what should be included.

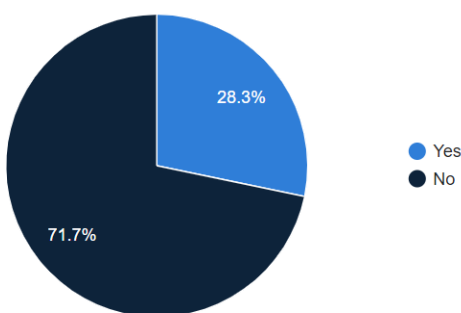
In general students highlighted that they did not receive course handbooks, however some had individual unit handbooks and outlines. Some students found this to be sufficient, but others thought this was confusing as information didn't always match.

Based on speaking to students and other research, we believe course handbooks have a couple of important roles to play:

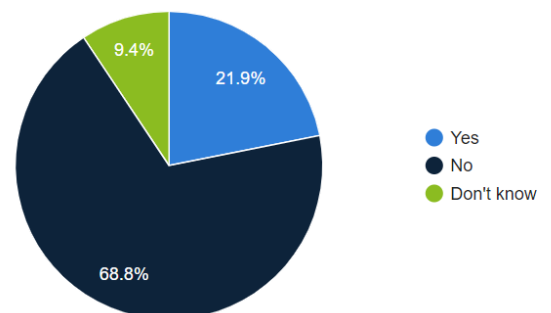
- Providing one place for all general college information such as contact lists, student support (learning and academic) as well as information about campuses, class rooms or where to access learning online
- Detail specific course information pertaining to learning outcomes and topics, as well as uniforms, books and other resource lists
- Outline assessments, exams and hand-ins in a schedule students can use to plan their time

Did you receive a Course Handbook?

From 'Your Experience' survey



From Class Rep Conference workshop



What impact would a course handbook have?

Students were quick to share the ways a course handbook would make their student lives easier, with a clear point threaded through all the reasons; to be able to plan your studies and thus plan your life better. Additionally, students indicated that with a course handbook, as well as detailed induction sessions, they would have a better understanding of what is expected of them which often leads to a better experience as everyone are on the same page.

Students noted that a course handbook might not only be useful to students but also for staff to have a centralised document they could direct to which would lead to fewer emails. This would especially be useful in relation to assessments and dates, if a student could view the assessment schedule for the semester they can plan their time and if there then happened to be a change or two that led to assessments being due within a short time frame it would have less impact.

Course handbooks might ease any initial anxiety students might have about the course. Often for anyone feeling worried about starting something, having a guide to how it'll work and what the important information is, is really beneficial to their success.

A few students did comment to say they feel a course handbook wouldn't have made a difference to their Edinburgh College experience. One of them said they would have disliked their course either way, while the other students highlighted that their class induction had been really detailed negating the need for a course handbook.

What are the most useful parts/what should be included?

As mentioned previously the aspects students would like to see included can fit into 3 different categories; general college information, course specific details and assessment outlines. Generally, a fair bit of the information students are asking to be included is already available either on the college website or through Moodle, however it raises the questions if it is stored in the right place for students to find it.

Students suggested that a college wide contact list on Moodle or the website would help students contact relevant staff without going through several people first. They also think staff introductions, preferably in video format would be good to help students familiarise with staff.

Academic support seemed to be one of the top things students requested, this include things such as guidance on how to access library resources as well as how to do critical writing and proper referencing.

The other main thing students would want included is access to an assessment schedule and outline, in order to minimise the possibility of assessment bunching. This would also include any relevant information about any registering bodies associated with the course or information from SQA.

Finally, some students shared a positive experience from their induction, where they were given an informal interactive quiz about the different parts of the course handbook. This nicely shaped their induction and ensured everyone were aware of the support available and sparked some interesting conversations.

When would be the optimal time to receive it?

The overwhelming sense is that students would prefer the handbook or outline at the very beginning of their course, potentially even before their induction as that would give them the opportunity to ask questions early on. Additionally, students noted that an overall course handbook would be useful as soon as they are accepted onto the course or in advance of attending with the addition of a semester 2 specific handbook or outline available at the relevant time.

What are we doing next?

- ECSA has course handbooks as a set Priority Objective for 2020-21 and is working in partnership with the Curriculum, Planning and Performance team to act based on the feedback received
- The actions following the feedback is likely to include further consultation with staff and students to ensure anything put in place will truly make an impact
- The new system, ProMonitor, will be a welcome addition for many students, giving them the overview of assessment they are asking for

So what about the good stuff?

Students have settled into their learning, whether online or on campus, and we wanted to know about all the good parts of being an Edinburgh College student in 2020/21. It is clear that Edinburgh College students love learning and being a student gives them a feeling of accomplishment which they describe as especially vital in a year like 2020. Students feel welcome and accepted at college with students describing feeling safe to share and be themselves in classes which is not something they had expected to feel so soon on in their educational career.

The students who have been on campus describe feeling safe and in no doubt that the college is doing everything they can to ensure the safety of everyone. From previous Class Rep activities we are aware of how important a sense of belonging is, so it is really heartening to hear students say they were surprised with the feeling of community they've managed to build in their classes even though they are learning remotely. Specifically, the students mentioned being a Class Rep has been a big part of them building a student community and engaging more with their classmates both about their learning but also in terms of social activities.

Examples of good practice:

- In classes where movement is essential lecturers have adapted the learning so all students can take part even if students live in small spaces
- Organised study groups with people living geographically near each other, so when restrictions allow, they can meet socially distanced either outside or in a café in order to collaborate on their studies
- Scheduled social activities every two weeks was a common answer to activities organised within the class settings. In some instances the responsibility of choosing the activity and 'hosting' changed from occasion to occasion. They hosted quizzes, online games and have even made Christmas decorations on call

Areas for improvement as highlighted by students:

- Students mentioned that staff seem stressed and it is impacting their attention in classes. This mainly seems to stem from student concern for the welfare of staff
- Some staff in need of further training on delivering classes online and using online platforms, according to the student feedback. One unfortunate example of this; students sat an online test but they had to redo it because the staff member lost the submissions.
- A fair few students mentioning they have had very little feedback on their progress which leaves the students uncertain how they are doing, especially on course where exams have been cancelled. There are examples of students doing a project on an HND course in September that they still don't have any written feedback on, leaving the students feeling demotivated and unsure of their progression
- A consensus among students seem to be that not all timetabled classes are being delivered as live content. Examples highlight situations where students are timetabled for a morning and afternoon class however, they only receive teaching in the morning and then directed to self-study whereas the students have been asking for more live direction.

Reflections from end of semester 1

There are plenty of things to look forward to in Semester 2. We will host another 2 Class Rep Conferences, one of which is likely to focus on assessments and the provision in place instead of exams. Additionally, we continue to work with Class Reps through the Rep Academy and we will be offering training to Class Reps elected on January courses.

We are starting to really plan our annual Student Elections, which happen in March. This will be quite a different election as students are unlikely to be able to campaign on campus. Staff and students will be looking forward to taking part in the ECSA-llence Awards as well which will be launching just after elections.



FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 23.03.21		
Presented by	Alan Williamson		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	08.03.21	Telephone	-
Appendices Attached	<i>Appendix 1: Management Accounts to January 2021 (with commentary)</i>		
Disclosable under FOISA	Yes.		

MANAGEMENT ACCOUNTS TO JANUARY 2021

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 January 2021.



FINANCIAL REPORT

6 MONTHS TO 31 JANUARY 2021

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

The following report provides an update on the financial position of
Edinburgh College at 31st January 2021

1. EXECUTIVE SUMMARY

Credits and SFC Grants

1.1 Edinburgh College's core SFC activity target for academic year 2020/21 is **186,612** credits (in line with 2019/20), together with an ESF target of **1,257** credits, producing a total College target of **187,869** credits, although the College is targeting levels above this planned activity. The College's target includes 4,015 childcare credits for HNCs. The College has achieved **187,635** credits to date. Edinburgh College will also need to deliver **3,274** additional credits relating to the Young Persons Guarantee (YPG) and National Transition Training (NTT) Funds. Income of £919k in relation to these is included in the forecast.

1.2 Adjusted Operating Position

As per SFC Measurement basis	<u>Annual Budget 2020/21</u>	<u>YTD Budget 2020/21</u>	<u>YTD Actuals 2020/21</u>	<u>YTD Variance 2020/21</u>	<u>Previous YTD 2019/20</u>	<u>Full Year Forecast 2020/21</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
I&E Operating Position	(1,658)	(890)	(907)	(17)	(886)	(1,547)
Add:						
Depreciation net of deferred capital grant release	2,515	1,311	1,311	-	1,205	2,515
Deduct:						
Revenue funding allocated to loan repayments **	857	428	428	-	387	1,017
Adjusted Operating Position	-	(8)	(25)	(17)	(69)	(49)

** The forecast for revenue funding allocated to loan repayments has increased by £160k owing to additional payments in relation to our Granton student accommodation (provided for in 2019/20 and in line with last month).

1.4 Income and Expenditure

	<u>Annual Budget 2020/21</u>	<u>YTD Budget</u>	<u>YTD Actuals</u>	<u>YTD Variance</u>	<u>Previous YTD</u>	<u>Full Year Forecast</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Funding Council Grants	49,880	20,808	20,819	11	21,333	50,730
Tuition Fees and Commercial & Other Income	12,494	8,550	8,393	(157)	10,046	11,645
Job Retention Scheme (JRS) Income	-	-	377	377	-	490
Deferred Income	2,486	1,311	1,311	-	1,589	2,486
Total Income	64,860	30,669	30,900	231	32,968	65,351
Staff Costs	47,570	23,245	23,919	(674)	23,750	49,020
Other Costs	13,946	5,693	5,268	425	7,311	12,877
Depreciation	5,001	2,621	2,621	-	2,794	5,001
Total Expenditure	66,517	31,559	31,808	(249)	33,855	66,898
Operating (Deficit) / Surplus pre SSAP24 and pension revaluation adjustments	(1,658)	(890)	(907)	(17)	(886)	(1,547)

1.5 The College's annual budgeted operating position for the year is a deficit of £1.658m, which results in an adjusted operating budget position for the year of **break-even** (refer para 1.3 for details). This includes savings of £2.1m required to be found in the year. The operating position to January shows a deficit of £907k, against a profiled budget deficit of £890k. The main variances are:

- A favourable income variance of £377k as a result of Job Retention Scheme (JRS) income.
- An adverse income variance within tuition fees, commercial & other income of £157k (largely SDS, bespoke contracts, scheduled courses & residencies).
- An adverse expenditure variance within staffing costs of £674k (the net effects of not yet achieving the requisite savings).

- A favourable expenditure variance within non-staffing costs of £425k (largely premises costs, catering (associated with lower commercial income) & VAT).

Departmental / faculty performance review meetings are held monthly, where full year forecasts of the latest income and expenditure positions are discussed and agreed, whilst a mid-year performance review with the Executive Team and Heads of Department / Faculty is scheduled.

The SFC confirmed that the College will receive £0.92m of unbudgeted YPG & NTT funding to support 16-24 years (YPG) and 25+ years students, the unemployed and those at risk of redundancy as a result of Covid-19 (including furloughed workers). The funding also includes an additional £0.37m of student support funds. Courses should all commence by March 2021 and be completed by end July 2021. Any underspend will be recovered by the SFC. Expenditure associated with this activity is in the process of being quantified, with expectations that such costs will be minimal by using existing staff resource.

The recent VS scheme cost £736k and will result in recurring savings of £1.22m from 2021/22, and 256k in the current year 2020/21.

High-level movements in January 2021 affecting the full year operating forecast are as follows:

	<u>£k - Fav /</u> <u>(Adv)</u>
Tuition fees	223
Commercial & international income (FWDF £540k, bespoke contracts £40k, residencies £30k, gyms £17k and SDS £15k)	(652)
JRS income	200
Other income (Nursery refunds & facility hires)	(118)
Other operating expenditure (mainly net teaching activities £184k, premises £134k, travel & accommodation £51k, catering £45k)	475
Total movements during January affecting operating position:	128

In comparison to the full year B/E budget, the adjusted operating position shows a deficit forecast of £49k, as shown below:

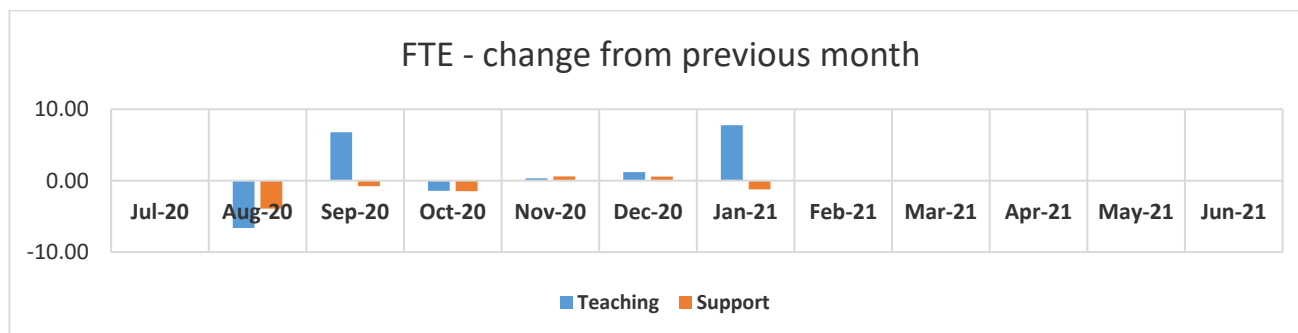
	<u>£k - Fav /</u> <u>(Adv)</u>
YPG & NTT funding (including the SAAS element of £69k)	919
Tuition fees	248
Catering operation subsidy costs	(100)
Staffing (reflects the challenges of removing staff savings target)	(979)
VS costs (currently unfunded)	(736)
Savings associated with VS costs	265
Commercial & international contracts	(912)
JRS income	490
Other income (largely Nursery & facility hires)	(255)
Other operating costs (as a result of campus closures)	1,171
Granton student accommodation vacant rooms costs	(160)
Total YTD movement also affecting cash:	(49)

1.6 Staff (Full Time Equivalent)

FTE	31/07/20	31/01/21	YTD Movement	31/01/20
Teaching	479.0	487.1	8.1	490.2
Support	528.7	522.5	(6.2)	535.1
	1,007.7	1,009.6	1.9	1,025.3

Staff numbers have increased by 6.6 FTE during the month largely due to vacancies being filled within the Health & Wellbeing faculty.

The FTE monthly staff movements are shown below:



1.7 Cash

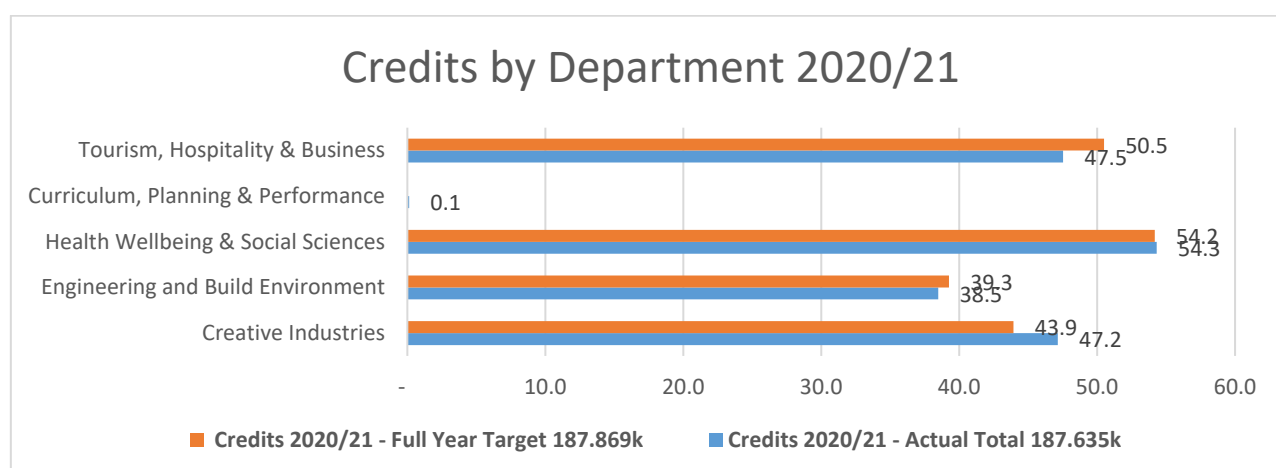
Opening cash	Year-end cash	Comments
01/08/2020	31/07/2021	
£'m.	£'m.	The cash-flow forecast includes all changes to the forecast as outlined in para 1.5 above. The year-end cash balance is now expected to be positive, meaning there might not be a requirement for liquidity funding from the SFC in July 2021.
1.52	1.2	

1.8 Capital Expenditure

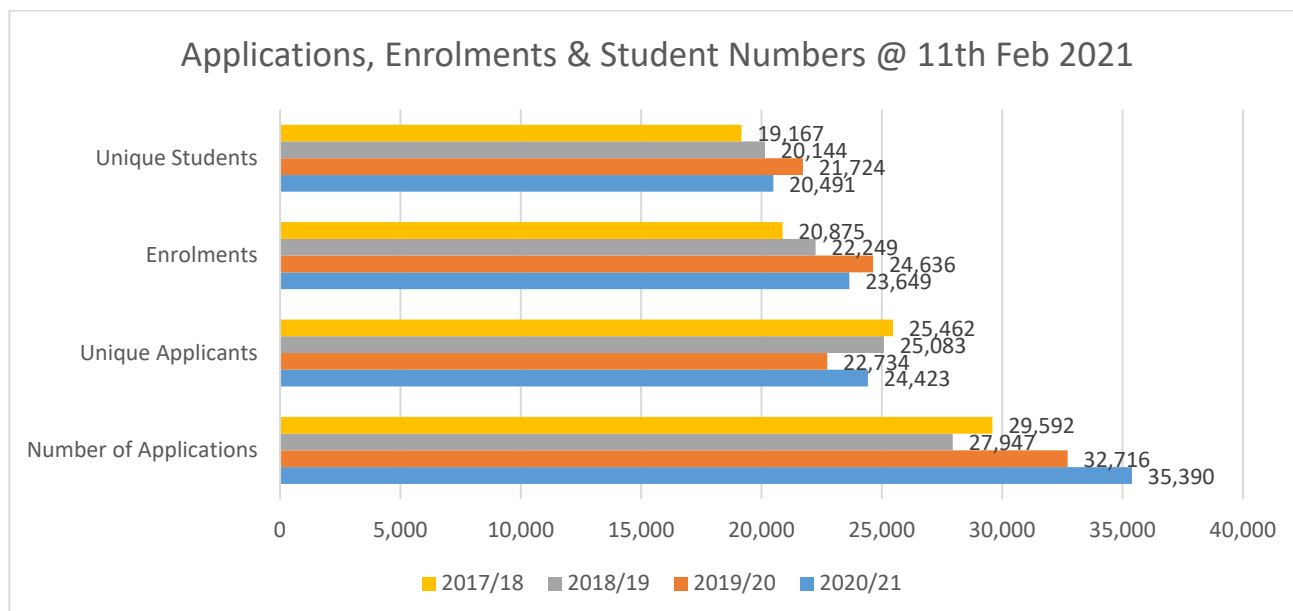
Opening Fixed Assets	Additions	Dep'n	Closing Fixed Assets	Comments
01/08/2020	31/01/2021	31/01/2021	31/01/2021	
£'m.	£'m.	£'m	£'m.	Capital funding is allocated as follows: (1) £0.97m to maintain the College estate (I&E budget), (2) £2.19m for condition survey backlog work, and (3) £0.49m for priority works. Additional capital funding for 'Return to Work/Economic Recovery' is £0.76m, and new funding to tackle student digital poverty (£0.26m) has also been allocated. To date, £2.6m has been incurred since the beginning of the academic year (environmental, wellbeing initiatives, ICT projects, health & safety and building fabrics works). Circa £0.8m of expenditure is committed.
163.8	2.5	(2.6)	163.7	

2. CREDIT AND STUDENT ACTIVITY

- 2.1 The activity target for 2020/21 is 187,869 credits, which includes 1,257 credits for ESF funding (subject to our core credit target being achieved). Edinburgh College will also need to deliver **3,274** additional credits relating to the YPG and NTT Funds.
- 2.2 Current enrolment figures are encouraging as shown in para 2.4. The College has achieved **187,635 credits** at 11th February 2021. 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 2020/21 (to date).



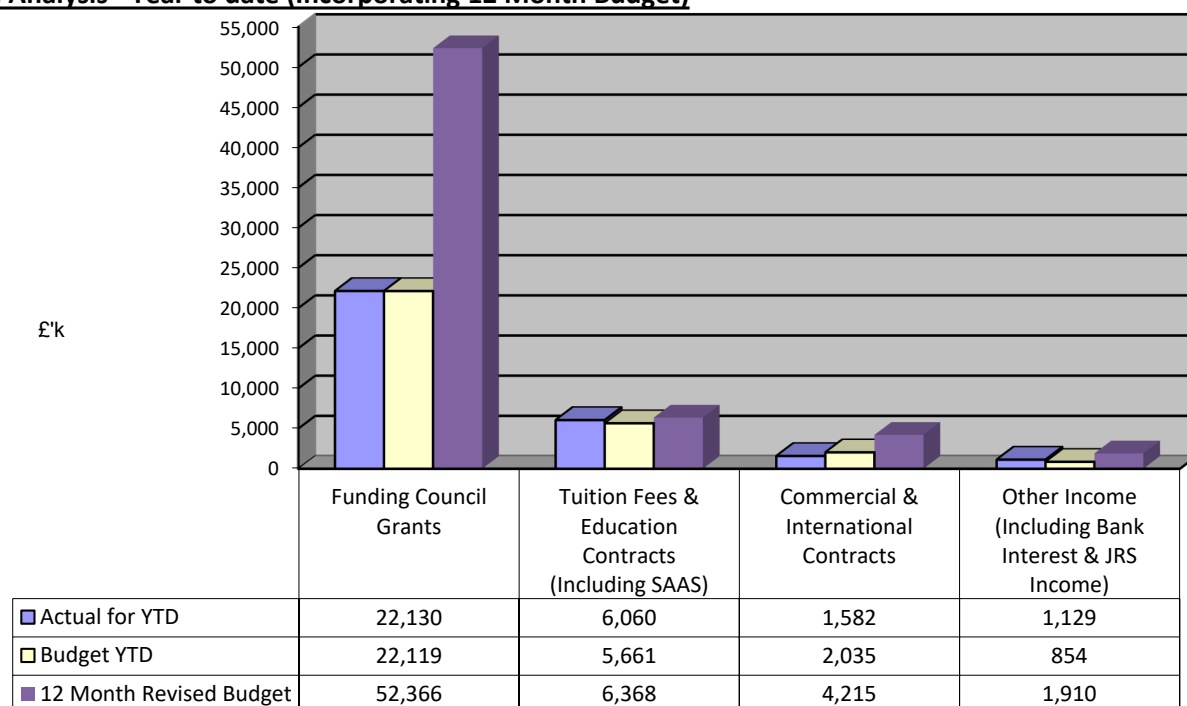
3. INCOME ANALYSIS



Income Expanded Account Detail for the 6 Months to 31st January 2021

	<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
INCOME							
Funding Council Grants	52,366	52,366	22,119	22,130	11	22,922	53,216
Tuition Fees & Education Contracts	6,368	6,368	5,661	6,060	399	6,021	6,685
Commercial & International	4,215	4,215	2,035	1,582	(453)	3,151	3,304
Job Retention Scheme				377	377		490
Other Income	1,910	1,910	854	752	(102)	875	1,656
TOTAL INCOME	64,860	64,860	30,669	30,900	231	32,968	65,351

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



3.1 Grant-in-Aid income across all credit-bearing activities has been brought to account on the presumption that credit activity is on target.

- 3.2 Following our latest review of student numbers, the annual forecast for total tuition fees income shows a favourable variance on full year budget of £317k (£223k higher than last month). This is largely due to net SAAS & HEFT fees which includes the SAAS element (£69k) of our YPG & NTT funding.
- 3.3 Commercial development income budgets have once again been re-forecast downwards due to the ongoing effects of Covid-19. Furlough and expenditure savings on travel, catering, cleaning, consumables and trainee allowances will partially mitigate these gaps.

The full year budget for FWDF income is £1.6m (with £0.3m of activity to date). Total FWDF income totalling £2.7m has been allocated to the College for 2020/21 (of which £1.6m has currently been budgeted). Although the commercial development team have focused on signing up applications for the new FWDF phases (totalling £1.05m), it is envisaged that a large portion of this income will be deferred into the next academic year 2021/22 due to the pandemic. The full year FWDF forecast has therefore been reduced to £1.6m which re-aligns with the full year budget. Associate trainer costs of £0.2m in relation to this extra forecast income has also been reduced in the College's forecast.

At the end of January, bespoke income is £0.2m (full year budget £0.4m) with £70k of potential activity under discussion. The team are generating bespoke contracts from a number of sources, including SVQ contracts across key HWBSS clients and through a Network Rail (NR) contract, which will now be agreed in stages due to financial constraints at NR. However, a number of contracts are reliant on campus access which is currently restricted. Therefore, this full year forecast has been reduced by a further £40k compared to last month.

Scheduled income to date is £0.26m (full year budget £0.4m) and continues to be hampered by restricted access to campuses together with faculty capacity to deliver online. The full year forecast is lower than budget by £0.12m (a reduction of £10k compared to last month) whilst associated expenditure savings of £60k are also included in the forecast.

SDS income for the year is £0.1m (full year budget £0.6m), although Milestones 4 and 5 (straddling financial years 2019-21) are ongoing. Focus remains on 'business as usual' apprentices (who represent the majority of the SDS caseload), while providing a range of support for students affected by Covid-19. Above forecast 'Modern' Apprentices are being recruited particularly in Health & Social Care, whilst many employers have expressed interest in the engineering and construction MA opportunities. However, constraints around evidence gathering, employer furloughs and restricted schools' activity continues to have an adverse effect on apprenticeship delivery. As a consequence, the full year forecast for SDS has been reduced by a further £15k this month to £254k. The costs associated with SDS delivery are fixed although there are small savings in trainee allowances.

Following Government guidance, the 'Club' leisure facilities were closed during the festive period and remain closed. Students who were previously accommodated in the Milton Road residencies have been transferred to the Granton halls of residence. Owing to the closure of our cross-campus facilities, the full year income forecasts for Milton Road residencies, gyms, Bliss spa and training restaurants have been reduced by a further £30k, £17k, £1k and £1k respectively, these are partly mitigated by savings identified within catering, cleaning and consumables.

Only £4.5k of income to date has currently being generated from commercial development facility hires (full year budget £75k) due to continued restrictions on campus access. As a consequence, the full year income forecast directly related to this activity has been reduced by £10k. A summer school contract for our Granton campus is still being planned but will depend on the success of the vaccine roll out and lifting of travel restrictions. The College has received some requests to run summer school activities later than usual (into September), but this will depend upon campuses re-opening in 2021/22.

International income to date currently stands at £0.56m and is expected to exceed its full year budget of £0.56m by £16k (£6k higher than last month). The international development team continue to mitigate risks in relation to online provision contracts with our clients in China, whilst trying to secure other online training contracts with other clients. Online courses generate, on average, lower income but with improved profit margin; however, this market is highly competitive and requires careful pricing. A number of projects remain in progress, including contracts with Hainan University and the British Council (in Rwanda, Turkey and Sub-Saharan Africa). The team remains cautiously optimistic that further income will be achieved (a further £47k of income is currently being targeted). The College's full year forecast currently excludes this additional forecast income (and associated costs).

4. EXPENDITURE ANALYSIS

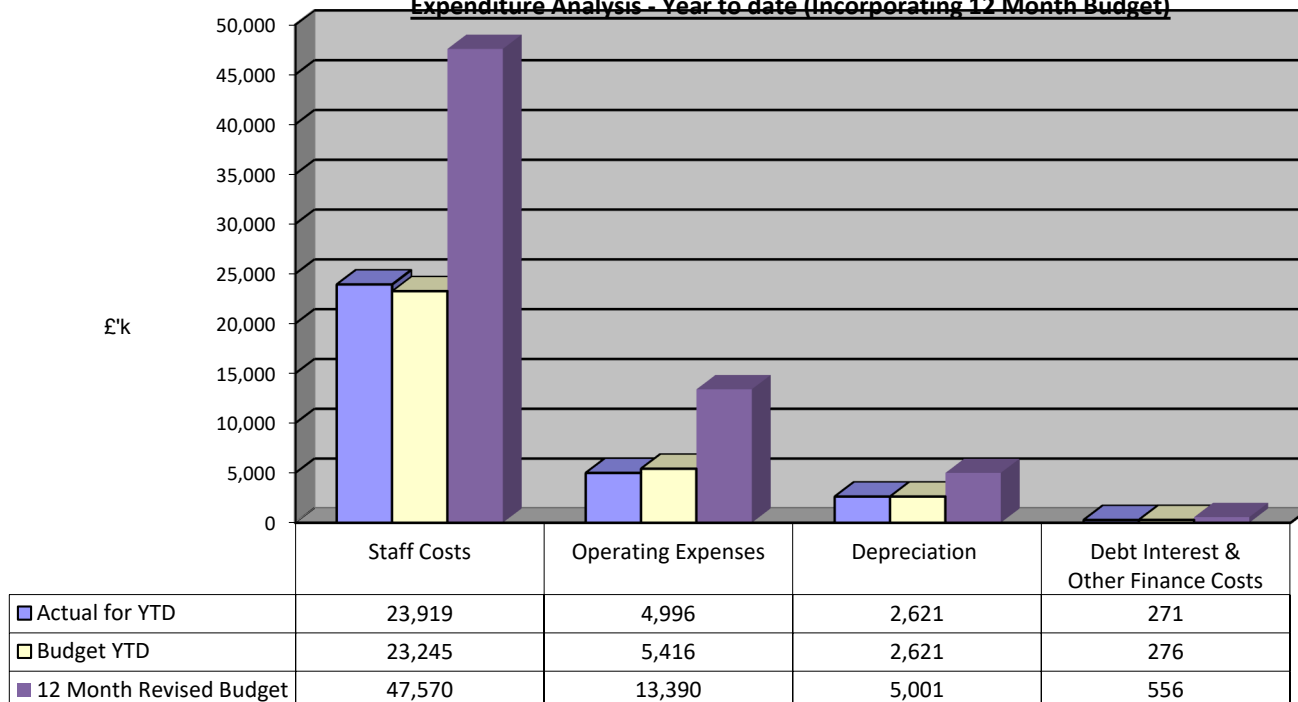


For the future you want

Expenditure Expanded Account Detail for the 6 Months to 31st January 2021

	<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
Other Operating Expenses	13,390	13,390	5,416	4,996	420	7,011	12,325
Depreciation for the year	5,001	5,001	2,621	2,621		2,794	5,001
Debt Interest & Other Finance Costs	556	556	276	271	5	300	551
Total Expenditure (Ex Staff Costs)	18,948	18,948	8,313	7,888	425	10,105	17,877

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



4.1 Operating expenditure underspend of £420k is primarily the result of net teaching activities £17k (lower FWDF income), premises £195k, travel & accommodation £32k, catering £48k and VAT £46k. It is anticipated that many areas will achieve further savings in the second half of the year, whilst current overspent areas remain under close scrutiny for improvement.

5. STAFF COSTS ANALYSIS



For the future you want

Staffing Expenditure Account Detail for the 6 Months to 31st January 2021

	<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
Staff Costs							
Senior Management	1,591	1,591	782	745	37	778	1,591
Academic Departments	25,091	25,091	12,415	11,951	464	12,160	25,287
Academic Services	4,956	4,956	2,476	2,410	66	2,470	4,968
Admin & Central Services	12,976	12,976	6,469	6,172	297	6,052	13,114
Premises	1,386	1,386	693	691	2	693	1,406
Catering & Residences	101	101	51	52	(1)	17	104
Temporary, Agency & Staff Bank Costs	2,294	2,294	1,142	1,137	5	961	2,324
Other Staffing Expenditure	1,303	1,303	650	762	(112)	620	1,353
VS Costs							736
Savings to Find	(2,129)	(2,129)	(1,432)		(1,432)		(1,864)
	47,570	47,570	23,245	23,919	(674)	23,750	49,020

5.1 The gross salary budget before deducting savings to find is £49.7m, and £47.6m which includes the £2.1m target savings. The comparable year-end projection (excluding unbudgeted VS costs of £0.736m) is £48.3m. This reflects savings in the year against budget of £1.4m achieved by current year VS savings (£0.27m), vacancies removed from the establishment (£0.25m) and vacancy churn (£0.90m). The net savings after paying VS scheme costs of £0.74m is £0.66m. The VS scheme was launched on 16th

November 2020 and is currently forecast to produce recurring full year savings of £1.2m.

Since inception, over 260 employees have been through the job retention scheme; £377k of JRS income has been recorded in the first half of the current financial year.

6. TRADING DEPARTMENT

Nursery				
YTD Jan 21				
	Full Year Budget (£000)	YTD Budget (£000)	YTD Actuals (£000)	Full Year Forecast (£000)
Trading Income	990	443	411	901
JRS Income	-	-	16	16
Total Income	990	443	427	917
Staffing Expenditure	(965)	(474)	(439)	(889)
Non Staffing Expenditure	(37)	(20)	(22)	(40)
Net (Deficit) Contribution Towards Associated Costs	(12)	(50)	(34)	(12)

6.1 The above table provides an overview of the current nursery trading position, which includes £16k of JRS income for furloughed nursery staff.

6.2 The full year income and expenditure forecast for the nursery has been reduced by net £23k (compared to last month) to incorporate the effects of refunds in relation to Covid-19 (currently offset by forecast staff churn savings within staffing). The College continues to work closely with local councils to increase our current intake, where opportunities arise, whilst marketing campaigns remain ongoing.

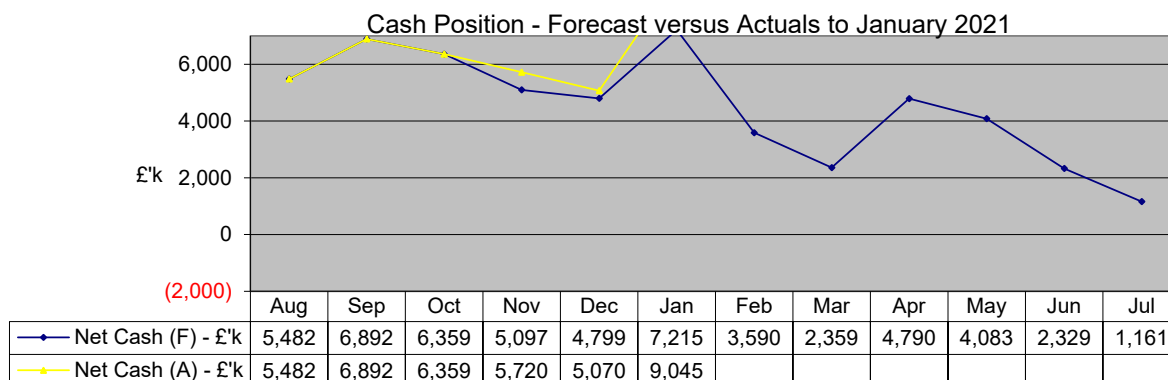
7. CASH-FLOW

7.1 The cash balance at the end of December is £9.04m, which includes £1.6m of student support funds.

The cash-flow forecast includes all changes to the forecast outlined in section 1.5 above. This includes estimated VS costs of £0.74m offset by resulting savings expected later in the year of £0.27m. The SFC has agreed to support any liquidity shortfall in the current year, although the current forecast indicates that this might not be required. The July 2021 cash position is shown below to be £1.2m.

SSF payments are projected to exceed the initial 2020/21 SFC student support grant allocation. The College has been awarded £0.57m in additional funding from the SFC's in-year grant redistribution. The forecast shows breakeven in 2020/21 including using this additional amount.

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



8. SFC REPORTING

8.1 The SFC February Cash Flow return submitted on 15th February is in line with the cash-flow figures covered in 7.1 above. The SFC's mid-year financial return is due within the next 3-4 weeks.

9. BALANCE SHEET

<u>Balance Sheet as at 31 Jan 2021</u>		<u>At 31 Jan</u> <u>2021</u>	<u>At 31 July</u> <u>2020</u>	YTD Mvmt
		<u>£'000</u>	<u>£'000</u>	<u>£'000</u>
Fixed Assets	Land and Buildings	153,985	155,925	(1,940)
	Fixtures, fittings and Equipment	9,663	7,840	1,823
		<u>163,648</u>	<u>163,765</u>	<u>(117)</u>
Current Assets	Stock	77	89	(12)
	Debtors	2,539	4,678	(2,139)
	Cash - Main	7,469	1,075	6,394
	Cash - Student Support	1,576	445	1,131
Total		<u>11,661</u>	<u>6,287</u>	<u>5,374</u>
Creditors		(70,492)	(64,463)	(6,029)
Bank Loans		(9,211)	(9,338)	127
Provisions		(63,610)	(63,348)	(262)
		<u>31,996</u>	<u>32,903</u>	<u>(907)</u>
Funded by:				
Reserves		31,996	32,903	(907)
		<u>31,996</u>	<u>32,903</u>	<u>(907)</u>

9.1 The movements in Cash and Fixed Assets are shown in the sections above. The reduction in debtors during January follows the receipt of our annual SAAS remittance. The increase in creditors since the start of the academic year mainly represents SFC Grant-in-Aid cash received but not yet released to the Income Statement, together with capital formula grants which have not yet been released to support corresponding capital expenditure.

10. KEY PERFORMANCE DATA

Financial Performance Monitoring Template							
	2019/20 Annual Target			2020/21 Annual Target	2020/21 YTD Actuals		2019/20 Year-End
Credits	186,612			186,612	187,635		186,674
Credits ESF	1,335			1,257	-		1,356
	2019/20 Annual Budget	2020/21 Annual Budget	Revised Annual Budget	2020/21 YTD Budget	2020/21 YTD Actuals	YTD Variance	Previous YTD
	£k	£k	£k	£k	£k	£k	£k
Adjusted Operating Position	-	-	-	(8)	(25)	(17)	(69)
Commercial & International Contracts	6,256	4,215	4,215	2,035	1,582	(453)	3,151
Income	67,345	64,860	64,860	30,669	30,900	231	32,968
Expenditure	69,080	66,517	66,517	31,559	31,808	(249)	33,855
Operating Surplus / (Deficit) pre SSAP24	(1,735)	(1,658)	(1,658)	(890)	(907)	(17)	(886)
Net Cash Inflow / (Outflow)	(1,589)	(326)	(326)	7,525	7,525	-	5,455
Bank Balance	(563)	1,194	1,194	9,045	9,045	-	6,391
Fixed Assets	154,565	160,221	160,221	163,648	163,648	-	157,514
Net Current assets / (liabilities)	(4,957)	(3,189)	(3,189)	(6,036)	(6,036)	-	(5,853)
Creditors and Provisions	(91,807)	(125,787)	(125,787)	(125,616)	(125,616)	-	(94,186)
Net Assets	57,801	31,245	31,245	31,996	31,996	-	57,475
Pay costs % of Income	72.7	73.3	73.3	75.8	77.4	1.6	72.0
Current Ratio	0.57	0.69	0.69	0.66	0.66	-	0.60
Cash Days in Hand	(31)	(19)	(19)	(38)	(38)	-	(35)
Borrowings as % of reserves	8.0	11.8	11.8	10.8	10.8	-	8.5



For the future you want

I&E Account for the 6 Months to 31st January 2021

	<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>	<u>Year End Projection £000s</u>
Funding Council Grants	49,880	49,880	20,808	20,819	11	21,333	50,730
Deferred Capital Grant Releases	2,486	2,486	1,311	1,311		1,589	2,486
Tuition Fees and Education Contracts (inc SAAS)	6,368	6,368	5,661	6,060	399	6,021	6,685
Commercial and International Contracts	4,215	4,215	2,035	1,582	(453)	3,151	3,304
Job Retention Scheme Income				377	377		490
Other Income	1,910	1,910	854	752	(102)	875	1,656
Total Income	64,860	64,860	30,669	30,900	231	32,968	65,351
Staff Costs	47,570	47,570	23,245	23,919	(674)	23,750	49,020
Other Operating Expenses	13,390	13,390	5,416	4,996	420	7,011	12,325
Depreciation for the year	5,001	5,001	2,621	2,621		2,794	5,001
Debt Interest & Other Finance Costs	556	556	276	271	5	300	551
Total Expenditure	66,517	66,517	31,559	31,808	(249)	33,855	66,898
Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge	(1,658)	(1,658)	(890)	(907)	(17)	(886)	(1,547)
Adjusted Operating Position:							
Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge	(1,658)	(1,658)	(890)	(907)	(17)	(886)	(1,547)
Add: Depreciation net of deferred capital grant release	2,515	2,515	1,311	1,311		1,205	2,515
Deduct: Revenue funding allocated to loan repayments	857	857	428	428		387	1,017
Adjusted Operating Position	0	(0)	(8)	(25)	(17)	(69)	(49)

	<u>Original Annual Budget</u>	<u>Revised Annual Budget</u>	<u>YTD Budget</u>	<u>YTD Actuals</u>	<u>YTD Variance</u>	<u>Previous YTD</u>	<u>Year End Projection</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
INCOME							
Funding Council Grants							
Recurrent Grant Inc Fee Waiver	46,673	46,673	19,682	19,682		19,662	46,673
SFC Grant Repayment							
Childcare Funds	1,718	1,718	381	381		859	1,718
Deferred Capital Grants	2,486	2,486	1,311	1,311		1,589	2,486
Debt Support Grants							
Other SFC Grants	1,489	1,489	745	756	11	812	2,339
	52,366	52,366	22,119	22,130	11	22,922	53,216
Tuition Fees & Education Contracts							
FE - UK & EU	73	73	52	38	(14)	68	45
HE - UK & EU	269	269	269	410	141	309	418
PT Self Payers	558	558	548	537	(11)	503	540
Examination Fee Income	20	20	9	3	(6)	15	9
SAAS	3,601	3,601	3,601	3,915	313	3,706	3,915
SAAS - Commercial				20	20	38	20
Associate Degree Fees	745	745	726	707	(19)	680	707
Managing Agents	1,100	1,100	456	431	(25)	702	1,029
Edinburgh Council - Pre Emp Contract							
	6,368	6,368	5,661	6,060	399	6,021	6,685
Commercial & International							
International	560	560	549	557	8	690	576
SDS	608	608	283	106	(177)	252	254
EH15 and The Apprentice Restaurants	48	48	22		(22)	19	2
Bliss SPA and Employability Salons	100	100	50	5	(45)	52	9
Gym	128	128	49	25	(24)	170	77
Residences	320	320	131	63	(68)	277	184
Bespoke Contracts for Employers	420	420	289	224	(65)	252	290
Scheduled Short Courses	410	410	319	259	(60)	379	290
Flexible Workforce Development Fund	1,622	1,622	342	342		1,060	1,622
Other European Income							
Assessment Fees							
	4,215	4,215	2,035	1,582	(453)	3,151	3,304
Other Income							
Catering	16	16	8	4	(4)	6	11
Other European Income							
Release Of Deferred Capital Grants (Non SFC)							
Job Retention Scheme				377	377		490
Nursery	990	990	443	408	(35)	452	901
Access Centre Provision	150	150	130	130		94	150
Other Income Generating Activities	752	752	272	209	(63)	321	592
	1,908	1,908	854	1,128	275	873	2,144
Endowment & Investment							
Bank Interest	2	2	0	0	0	2	2
Pension Finance Income (FRS17)							
	2	2	0	0	0	2	2
TOTAL INCOME	64,860	64,860	30,669	30,900	231	32,968	65,351
EXPENDITURE							
Staff Costs							
Senior Management	1,591	1,591	782	745	37	778	1,591
Academic Departments	25,091	25,091	12,415	11,951	464	12,160	25,287
Academic Services	4,956	4,956	2,476	2,410	66	2,470	4,968
Admin & Central Services	12,976	12,976	6,469	6,172	297	6,052	13,114
Premises	1,386	1,386	693	691	2	693	1,406
Catering & Residences	101	101	51	52	(1)	17	104
Temporary, Agency & Staff Bank Costs	2,294	2,294	1,142	1,137	5	961	2,324
Other Staffing Expenditure	1,303	1,303	650	762	(112)	620	1,353
VS Costs							736
Savings to Find	(2,129)	(2,129)	(1,432)		(1,432)		(1,864)
	47,570	47,570	23,245	23,919	(674)	23,750	49,020
Other Operating Expenses							
Premises	4,632	4,632	1,781	1,586	195	2,371	4,169
Teaching Activity & Support	1,452	1,473	734	717	17	924	1,392
Childcare Costs	1,718	1,718	381	381		859	1,718
Transport Costs	115	115	41	37	4	56	93
IT Costs	1,111	1,118	522	498	24	491	1,070
Telecomms Costs	134	134	93	93		81	119
Equipment	59	59	30	30		43	54
Fixtures & Fittings							
Health & Safety	37	37	11	11		16	34
Travel & Subsistence	113	99	39	7	32	157	17
Admin Costs	146	138	64	57	8	66	91
Student Support Funds Contribution							
Corporate, Consultancy, Professional	594	595	269	263	6	338	561
Staff Welfare	16	16	1	1		5	16
Catering	423	423	119	71	48	221	338
Training & Development	88	88	29	22	6	47	66
VAT	1,250	1,250	539	493	46	638	1,145
Marketing & PR	150	150	54	41	13	60	127
Partnership Costs	39	39	20	20		20	39
Overseas Agents Commission	77	77	73	73		77	107
Registration & Exam Fees	1,198	1,190	588	568	20	536	1,130
Bad Debt	40	40	27	27		3	40
	13,390	13,390	5,416	4,996	420	7,011	12,325
Depreciation	5,001	5,001	2,621	2,621		2,794	5,001
(Gain) / Loss on Disposal of Assets							
Depreciation for the year	5,001	5,001	2,621	2,621		2,794	5,001
Debt Interest & Other Finance Costs							
Interest On Bank Loans	526	526	264	264	0	278	526
Net Interest on Enhanced Pension Provision							
Other Finance Charges	30	30	12	7	5	22	25
	556	556	276	271	5	300	551
TOTAL EXPENDITURE	66,517	66,517	31,559	31,808	(249)	33,855	66,898
Operating (Deficit) / Surplus pre SSAP24							
Enhanced Pension Provision Charge	(1,658)	(1,658)	(890)	(907)	(17)	(886)	(1,547)
SSAP24 Enhanced Pension Provision Charge							
Operating Surplus / (Deficit) post SSAP24							
Enhanced Pension Provision Charge	(1,658)	(1,658)	(890)	(907)	(17)	(886)	(1,547)
Adjusted Operating Position:							
Operating (Deficit) / Surplus pre SSAP24							
Enhanced Pension Provision Charge	(1,658)	(1,658)	(890)	(907)	(17)	(886)	(1,547)
Add:							
Depreciation net of deferred capital grant release	2,515	2,515	1,311	1,311		1,205	2,515
Deduct:							
Revenue funding allocated to loan repayments	857	857	428	428		387	1,017
Adjusted Operating Position	0	0	(8)	(25)	(17)	(69)	(49)

Balance Sheet
For the 6 Months to 31st January 2021

	<u>2020/21</u> <u>YTD Actuals</u> <u>£000s</u>	<u>2019/20</u> <u>Year End</u> <u>£000s</u>	<u>2019/20</u> <u>Previous YTD</u> <u>£000s</u>
Fixed Assets			
L&B	153,985	155,925	149,367
FFE	9,663	7,840	8,147
	<u>163,648</u>	<u>163,765</u>	<u>157,514</u>
Current Assets			
Stock	77	89	94
Debtors	2,539	4,678	2,281
Cash	9,045	1,520	6,391
	<u>11,661</u>	<u>6,287</u>	<u>8,766</u>
Creditors < 1yr			
Bank loans	(389)	(389)	(470)
Payments received in advance	(213)	(187)	(89)
Trade creditors	(1,562)	(685)	(1,351)
Taxes & social sec	(942)	(968)	(892)
Accruals, Def Inc & Other Creditors	(1,167)	(5,139)	(1,337)
Amounts owed to SFC	(10,937)	(377)	(7,506)
Deferred Capital Grants - Government	(2,486)	(2,588)	(2,974)
	<u>(17,696)</u>	<u>(10,333)</u>	<u>(14,618)</u>
Net current assets / (liabilities)	<u>(6,036)</u>	<u>(4,046)</u>	<u>(5,853)</u>
Total assets less current liabilities	157,613	159,719	151,662
Creditors > 1yr			
Bank loans	(8,822)	(8,949)	(8,987)
Deferred Capital Grants - Government	(53,184)	(54,519)	(54,384)
	<u>(62,006)</u>	<u>(63,468)</u>	<u>(63,371)</u>
Provisions			
Early retirement	(4,095)	(4,234)	(4,459)
Student Accommodation Provision	(1,451)	(1,050)	(763)
	<u>(5,546)</u>	<u>(5,284)</u>	<u>(5,222)</u>
Net pension asset / (liability)	<u>(58,064)</u>	<u>(58,064)</u>	<u>(25,594)</u>
NET ASSETS	<u><u>31,996</u></u>	<u><u>32,903</u></u>	<u><u>57,475</u></u>
Reserves			
I&E account	41,393	41,686	41,684
Pension reserve	(58,064)	(58,064)	(25,594)
Revaluation reserve	48,667	49,281	41,385
RESERVES	<u><u>31,996</u></u>	<u><u>32,903</u></u>	<u><u>57,475</u></u>

Cumulative Cashflows (2020/21)

	<u>Original Budget</u> <u>£000s</u> <u>Total</u>	<u>Aug 20</u> <u>£000s</u> <u>Actuals</u>	<u>Sept 20</u> <u>£000s</u> <u>Actuals</u>	<u>Oct 20</u> <u>£000s</u> <u>Actuals</u>	<u>Nov 20</u> <u>£000s</u> <u>Actuals</u>	<u>Dec 20</u> <u>£000s</u> <u>Actuals</u>	<u>Jan 21</u> <u>£000s</u> <u>Actuals</u>	<u>Feb 21</u> <u>£000s</u> <u>Forecast</u>	<u>Mar 21</u> <u>£000s</u> <u>Forecast</u>	<u>Apr 21</u> <u>£000s</u> <u>Forecast</u>	<u>May 21</u> <u>£000s</u> <u>Forecast</u>	<u>Jun 21</u> <u>£000s</u> <u>Forecast</u>	<u>Jul 21</u> <u>£000s</u> <u>Forecast</u>	<u>YTD</u> <u>Cumulative</u> <u>£000s</u> <u>Total</u>	<u>Annual</u> <u>Forecast</u> <u>£000s</u> <u>Total</u>	<u>Var From</u> <u>Budget -</u> <u>Fav /</u> <u>(Adv)</u> <u>£000s</u> <u>Total</u>
SFC Grants - Core	46,828	6,029	4,500	3,800	3,800	3,800	3,800	0	3,867	5,733	4,000	4,000	3,500	25,729	46,829	1
SFC Grants - ESF	345	0	43	109	22	22	22	22	22	22	22	22	22	216	345	0
SFC Grants - FWDF	1,622	0	0	0	0	267	267	356	356	356	356	356	356	533	2,666	1,044
SFC Grants - Other	6,363	707	596	581	861	691	565	721	780	353	315	318	194	4,001	6,682	319
SAAS Funds	3,601	0	0	0	0	0	3,871	0	0	64	0	0	0	3,871	3,935	334
Tuition Fees / Education Cont	2,767	448	420	247	213	168	556	135	40	90	80	56	47	2,052	2,500	(267)
Commercial / International	2,593	166	192	126	64	111	181	70	70	70	60	60	52	840	1,222	(1,371)
Other Income	1,910	150	86	219	219	170	184	277	244	140	90	73	23	1,028	1,875	(35)
Operational Income	66,029	7,500	5,837	5,082	5,178	5,228	9,445	1,580	5,378	6,827	4,922	4,884	4,193	38,270	66,055	26
Staff Costs	47,570	3,347	3,900	3,948	4,030	4,069	4,059	4,028	4,008	4,015	4,221	4,019	4,132	23,353	47,776	(206)
Purchase Ledger / Other Expe	7,597	471	832	723	758	662	489	843	823	552	568	482	350	3,935	7,553	44
Childcare Expenditure	1,718	0	5	90	113	106	66	114	135	157	135	135	6	380	1,062	656
Premises Costs	4,632	225	276	313	279	265	228	330	574	560	367	369	383	1,586	4,169	463
Pension Strain Costs	0	0	0	0	0	0	0	0	0	4	4	0	1	0	9	(9)
Staff VS & Restructuring Cost	0	0	0	0	0	0	0	46	102	213	22	354	0	0	737	(737)
Operational Expenditure	61,517	4,043	5,013	5,074	5,180	5,102	4,842	5,361	5,642	5,501	5,317	5,359	4,872	29,254	61,306	211
Net Income Generated From Operations	4,512	3,457	824	8	(2)	126	4,603	(3,781)	(264)	1,326	(395)	(475)	(679)	9,016	4,749	237
Capital Expenditure	3,656	12	444	283	471	658	434	535	619	200	0	0	0	2,302	3,656	0
Pensioners (against enhanced)	288	24	23	23	23	23	23	23	23	23	23	23	23	139	277	11
Capital Loan Repayments	389	0	0	0	0	40	87	0	40	91	0	41	91	127	390	(1)
Granton Provision	180	55	0	0	0	0	0	126	0	0	93	0	67	55	341	(161)
Non-Operational Expenditure	4,513	91	467	306	494	721	544	684	682	314	116	64	181	2,623	4,664	(151)
Net Income Generated From Op and Non-Op Activities	(1)	3,366	357	(298)	(496)	(595)	4,059	(4,465)	(946)	1,012	(511)	(539)	(860)	6,393	85	86
Student Funds Inflow	11,056	601	1,495	1,219	1,225	1,250	1,127	573	0	3,717	979	120	49	6,917	12,355	1,299
Student Funds Outflow	11,381	5	442	1,454	1,368	1,305	1,211	1,563	286	2,298	1,175	1,335	357	5,785	12,799	(1,418)
	(325)	596	1,053	(235)	(143)	(55)	(84)	(990)	(286)	1,419	(196)	(1,215)	(308)	1,132	(444)	(119)
Total Cash In	77,085	8,101	7,332	6,301	6,403	6,478	10,572	2,153	5,378	10,544	5,901	5,004	4,242	45,187	78,410	1,325
Total Cash Out	77,411	4,139	5,922	6,834	7,042	7,128	6,597	7,608	6,610	8,113	6,608	6,758	5,410	37,662	78,769	1,358
Net Inflow / (Outflow)	(326)	3,962	1,410	(533)	(639)	(650)	3,975	(5,455)	(1,232)	2,431	(707)	(1,754)	(1,168)	7,525	(360)	(34)
Opening bank balance	1,520	1,520	5,482	6,892	6,359	5,720	5,070	9,045	3,590	2,359	4,790	4,083	2,329	1,520	1,520	0
Closing bank balance	1,194	5,482	6,892	6,359	5,720	5,070	9,045	3,590	2,359	4,790	4,083	2,329	1,161	9,045	1,161	(34)
Ledger balances																
Main accounts	0	4,442	4,799	4,501	4,005	3,410	7,469	3,004	2,059	3,071	2,560	2,021	1,161	7,469	1,161	1,161
Term Deposit accounts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student Funds accounts	0	1,040	2,093	1,858	1,715	1,660	1,576	586	300	1,719	1,523	308	0	1,576	0	0
Subsidiary accounts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	5,482	6,892	6,359	5,720	5,070	9,045	3,590	2,359	4,790	4,083	2,329	1,161	9,045	1,161	1,161



FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 23.03.21		
Presented by	Nick Croft		
Author/Contact	Nick Croft / Marcus Walker	Department / Unit	Governance
Date Created	02.03.21	Telephone	
Appendices Attached	Appendix 1: Virtual Governance Report Recommendations Appendix 2: Board Improvement Plan - March 2021 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 December 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 - Recruitment Process

On 11 September 2020, the Scottish Government informed the College that it was unlikely that the recruitment process for a new Regional Chair would commence before February 2021.

Progress on this matter will be updated to the Board at its meeting on 23 March 2021.

3.2 Review of Code of Good Governance

As previously reported the release of an updated Code of Good Governance for Scotland’s Colleges (‘the Code’) was delayed in the academic year 2019/20 due to the UK Parliament General Election, and the requirement to schedule a change in primary legislation (Post-16 Education (Scotland) Act 2013). This delay was then extended further in light of the Covid-19 Pandemic.

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

3.3 Governing a College Using Virtual Meetings

The College Development Network (CDN) partnered with the Association of Colleges (AoC) to commission a research report exploring the ways in which college boards have adapted to the Covid-19 pandemic. The report considers the governing of colleges during a time of

lockdown arising from the pandemic, and seeks to provide advice for future use of virtual governing meetings. It demonstrates how inventive and pragmatic college governing bodies have been, whilst staying focussed on the essentials of their roles.

[The Report](#) provides insight into the experiences of colleges, of chairs and of governing body members, and provides useful information for boards to consider.

The recommendations of the report have been converted into a checklist, as outlined in Appendix 1, to allow members of the Board to consider its current and future practice. The Board are asked to review the checklist and consider how the principles of good governance can be maintained through virtual meetings. *[N.B. Areas for further consideration are highlighted in red text within Appendix 1]*

3.4 Online Access to Board of Management Information

All Board members have now been re-issued guidance on how to log-in to Office 365 to access Microsoft Teams, Outlook and OneDrive.

In agreement with the Information Management Team, the Clerk to the Board has finalised a file structure for all Board and governance related documentation. The file structure is currently in the process of being created by the IT Team, and it hoped that all associated files will be transferred to OneDrive before the end of April 2021.

The Board will be advised once files are available to access through OneDrive.

3.5 Board Improvement Plan

The Board approved the 2019 Board Effectiveness Plan and its accompanying Improvement Plan on 30 March 2020. 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](#).

Attached, at Appendix 2, is an updated Board Improvement Plan which outlines the current status of all recommendations, and actions, arising from the Board Effectiveness Review.

3.6 Annual Review of Principal & Chief Executive and the Executive Team

The Code of Good Governance encourages the engagement of non-executive, staff and student board members in reviewing the performance of the Principal & Chief Executive, prior to review of annual performance being considered by the Remuneration Committee. The Remuneration Committee have agreed the following process and timescales for conducting such a review in 2020/21:

Date	Action
03 May	Principal to submit performance review report, including draft objectives for 2021/22.
07 May	Draft report to be circulated to Interim Chair, Committee Chairs, Staff and Student Board Members for comment.
14 May	Deadline for responses from Committee Chairs and Staff / Student Board Members
w/c 17 May	1:1 Annual Review Meeting between Interim Chair and Principal
28 May	Interim Chair reports to the Remuneration Committee

In addition to the Annual Review of the Principal & Chief Executive, the Principal shall provide the Remuneration Committee on 28 May 2021 with a summary report following one-to-one appraisal sessions with the Executive Team.

3.7 Annual Board Self-Evaluation

The Code of Good Governance states that boards must keep their effectiveness under annual review and have in place a robust self-evaluation process. In recognition of this, the following annual evaluation activities will take place in May /June 2021:

- The **Nominations Committee review of membership and skills** will take place on 12 May 2021.
- **Committee self-evaluations** will take place during the last round of committees for 2019/20, in May.
- A **Board Survey** will be circulated to members in advance of one-to-one meetings with the Chair. This survey will include a section on training and development needs.
- **One-to-one meetings with the Chair** of the Board will take place in June, to allow Board members to reflect on the academic year and set objectives for 2021/22.
- The **Evaluation of the Chair** will be led by the Interim Vice Chair and allow Board members to reflect on the Chair's performance in 2020/21.

Board members will be contacted in due course to find suitable dates in June to meet with the Interim Chair as part of the individual self-evaluation process.

3.8 2021/22 Board and Committee Schedule

In April 2021, proposed dates for Board and committee meetings will be circulated to members, following consideration by the Interim Chair, committee chairs and the Executive Team. Once draft dates have been agreed by Board members they will be presented to the Board of Management on 15 June 2021 - for approval.

3.9 Consultation of Scottish Charity Law

As well as being public bodies and audited by Audit Scotland, Scotland's colleges are also registered charities. As charities, colleges are regulated by the Office of the Scottish Charity Regulator (OSCR) where they have a legal duty to prepare and submit annual reports and accounts.

In January 2019, the Scottish Government began a consultation on Scottish Charity Law seeking views on potential improvements to the statutory charity regulation framework in Scotland, in light of proposals put forward by the OSCR and the passage of time since the 2005 Act.

On behalf of the sector, Colleges Scotland submitted a response in March 2019. Further information and the analysis of responses can be found on the [Scottish Government website](#).

Collaborative work with the third sector and other key stakeholders will continue as the Scottish Government develops and refines the following six proposals:

- **Proposal 1:** Publishing annual reports and accounts in full for all charities on the Scottish Charity Register;
- **Proposal 2:** An internal database and external register of charity trustees;
- **Proposal 3:** Criteria for automatic disqualification of charity trustees and individuals in senior management positions in charities;

- **Proposal 4:** A power to issue positive directions to charities;
- **Proposal 5:** Removal of Charities from the Scottish Register that are persistently failing to submit annual reports and accounts and may no longer exist;
- **Proposal 6:** All charities in the Scottish Charity Register to have and retain a connection in Scotland.

The Scottish Government has established a working group with OSCR to address outstanding issues with The Scottish Charitable Incorporated Organisations (Removal from the Register and Dissolution) Regulations 2011. The Scottish Government now aim to bring forward amended regulations in this session to preserve public trust in the SCIO model. A further update will be provided to the Board in due course.

3.10 Model Code of Conduct for Members of Devolved Public Bodies

The Scottish Government recognises that a number of new developments have occurred since the [Model Code of Conduct](#) was last reviewed in 2014, and that it is important to take account of such changes and provide users with an opportunity to contribute. The Scottish Government aim to make the Model Code easier to understand and to take account of developments in society, such as the role of social media.

On 18 October 2020, the Scottish Government’s Public Bodies Unit published a consultation on proposed changes to the Model Code of Conduct for Members of Devolved Public Bodies. The consultation will run for a 16-week period until 08 February 2021.

It is anticipated that the Scottish Government will publish the results of the consultations shortly. Once published a further update will be provided 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. LEGAL IMPLICATIONS

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

8. REPUTATIONAL IMPLICATIONS

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

CONCLUSIONS/RECOMMENDATIONS

The Board is asked to NOTE the content of the Governance Report, and CONSIDER points raised within Appendix 1 (Virtual Governance Recommendations).

VIRTUAL GOVERNANCE RECOMMENDATIONS

The following recommendations for action are presented with the intention of improving the effectiveness of online governing meetings and associated activities. The table suggests where led responsibility for the recommendation might rest (*'dot'*) and also indicates other roles which can contribute to the recommendation (*'tick'*).

	Recommendation	Chair	Board	Gov. Prof	Prin	Current Status at Edinburgh College / Discussion Points
1	Ensure that all governors and senior staff are able to participate in online governing with confidence. So, consult all governors and senior staff about their experience to date of using online meetings for board and committee meetings.	•	•	✓		<ul style="list-style-type: none"> Board agreed that all members should have access to College account by 23 March 2021. Annual review of Board and committee operations to seek members' feedback on use of online meetings. Members of the Board to be invited to provide initial reflections on online governing at the Board meeting on 23 March 2021.
2	Learn more about the facilities available within the online meetings operating system that is in use at your college. You may discover ways to use the system e.g. break-out rooms, increasing the number of faces on the screen, use of chat functions for summaries, use of polling, which could assist governing processes and/or improve the overall experience.			✓		<ul style="list-style-type: none"> Functionality of MS Teams improving regularly, with the ability to create 'breakout rooms' available as an in-meeting option. Contributions through the chat function welcomed by the Board and committee chairs. Number of faces of screen currently limited to nine through MS Team. Members of the Board are invited to provide feedback on the use of facilities within online meetings.
3	Review the nature of the agenda and how it is presented.	•		✓	•	<ul style="list-style-type: none"> Since June 2020, all Board and committee agendas have been streamlined to separate papers for discussion / approval, and those presented for information.

4	Review reporting writing to ensure the purpose of the report is clear.			•	✓	<ul style="list-style-type: none"> • In line with the Board Improvement Plan, the Board/committee paper template will be reviewed and a draft presented to the Board on 15 June 2021. • To create a paper template that is fit for purpose a workshop session will be held with selected Board members in April/May 2021. • Training on how to complete the new paper template will be provided to members of the Senior Management Team over the Summer period.
5	Consider whether to increase the frequency of board or committee meetings so that the annual governance workplan can be achieved without long meetings with a large number of items.	•		✓	•	<ul style="list-style-type: none"> • The Board of Management and all its business committees continue to meet quarterly. • To keep the Board up-to-date regular briefing sessions have been held by the Interim Chair and the Principal. • Optional hour-long development sessions throughout the academic year have also been well received by the Board.
6	Build in break time into the agenda - either at an appropriate place within the agenda or simply after 60 minutes.	✓	•	•		<ul style="list-style-type: none"> • No formal convention on breaks in meetings. • To date all Board meetings have had at least one 10min break. • Members are invited to provide feedback on whether or not breaks should be mandatory at all Board and committee meetings of 2hrs or more.
7	Become the active host of the meeting with the aim of keeping the meeting together e.g. process checks with all governors, regular summing up of discussions and viewpoints verbally and in the chat function, emphasising decision points and asking for evidence of consensus.	✓				<ul style="list-style-type: none"> • Board and committee chairs are actively hosting meetings. • Members feedback on how chairs could be supported as active hosts. •

8	Consider using breakout rooms so all have an opportunity to discuss items, engage actively in governing and build relationships	✓	•	•		<ul style="list-style-type: none"> Breakout rooms utilised at the Board Strategy Day in October 2020. Potential to use this function within the Board meeting for strategic discussion item – if appropriate.
9	Discourage talking through reports or lengthy presentations by senior staff (which can also be problematic in face-to-face meetings). This practice takes up precious time and can be very demanding on concentration.	✓		✓	✓	<ul style="list-style-type: none"> Generally, this has been observed. Related to Point 4 (above), regarding the paper template and SMT development.
10	Develop a protocol for virtual meetings as an annex for Standing Orders.	•	•	✓		<ul style="list-style-type: none"> No standardised protocol in place. Members views on creating an annex to the standing orders are welcomed. Members may also wish to consider the recording of Board meetings for reference/transparency purposes.
11	Consider how to use the chat facility to greatest benefit for the meeting. Does the chair also need to oversee the chat contribution, or is this a co-ordinating role for the vice chair... or governance professional?	•		✓		<ul style="list-style-type: none"> Informal protocol in place between Chair, Board Sec. and Clerk.
12	If online governing is required for some time in the future, consider ways to bring college life to governors (but not to use up time in board or committee meetings).			✓	•	<ul style="list-style-type: none"> Board receive pre-Board presentations from staff members. The Academic Council is attended by up to 8 co-opted staff members.
13	Regularly and frequently review the effectiveness of online governing meetings to ensure such meetings	•	•	✓		<ul style="list-style-type: none"> The Board and all committees will undertake an annual review process in May/June 2021.

	achieve outcomes rather than simply satisfy a process.					<ul style="list-style-type: none"> The review forms / survey questions will be updated to include questions re: online meetings.
14	A principal replying to the questionnaire referred to a trial of a method to assist online governing meetings – asking for board member questions about written reports <u>in advance</u> of meetings. College senior staff provide answers to questions on the morning of the governing board meeting.	●	●	●	✓	<ul style="list-style-type: none"> Board / committee members asked to submit questions in advance of meetings. Questions circulated to Exec for verbal response at meetings, or offline - if appropriate.
15	For the use of virtual meetings more widely than formal meetings, it may be worth considering the advice by Cleary (2020) in <i>'How to cope with Zoom fatigue'</i> including remembering the value of a traditional phone call, avoid online meetings every day, remembering to agree a screen break time, carefully balance your use of work and personal online meetings.	●	●	✓	●	<ul style="list-style-type: none"> Board / committee / development meetings are spaced out across the academic year to avoid overload. Potentially more can be done to ensure appropriate screen breaks – see Point 6.



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

March 2021

1. IMPROVED STRATEGIC FOCUS	OVERALL STATUS: IN PROGRESS	R	A	G
------------------------------------	------------------------------------	----------	----------	----------

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 <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. Board Strategy Day held on 27 October 2020, with outcomes reported to the Board of Management on 08 December 2020. Strategic framework presented to the Policy & Resources Committee on 23 February 2021, outlining that a draft Strategic Plan will be presented to the Board in 15 June 2021 for consideration. The Board will hold a strategy session in late May 2021 to consider its strategic aims and objectives. 	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"> The Policy & Resources Committee reviewed its terms of reference on 01 September 2020, and agreed that strategic KPI deep dives would be incorporated into its remit. 	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
-------------------------------	------------------------------------	----------	----------	----------

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
----------------------------------	------------------------------------	----------	----------	----------

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>	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 announced by CDN and communicated to Board members 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
--	--	--	---	--------------	---	---	--------------

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 met on 18 September 2020 to consider actions (iii) and (iv) in further detail. A new skills matrix was agreed, and the Committee not to include gender aims within the matrix at this current time. 	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 04 November 2020 and agreed to recruit a new non-executive member with Chartered Accountancy expertise. Further to this, the Committee agreed an updated co-option procedure which will allow the recruitment panel to recommend potential individuals for co-option (if appropriate). 	Green

4. PROCESS, STRUCTURES AND MEASUREMENTS	OVERALL STATUS: IN PROGRESS	R	A	G
--	------------------------------------	----------	----------	----------

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 March 2021. 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 2 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. 	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"> The Board agreed on 22 September 2020 that Student Board Members would attend all committees of the Board, except for the Audit & Risk Assurance Committee. All terms of reference have now been updated. 	Green
-----	-----------	--	---	--------------	--	---	--------------



FOR INFORMATION			
Meeting	Board of Management 23.03.21		
Presented by	Alan Williamson		
Author/Contact	Andy Bamberry	Department / Unit	Estates Services
Date Created	03.03.21	Telephone	-
Appendices Attached	None.		
Disclosable under FOISA	Yes.		

HEALTH AND SAFETY - RIDDOR REPORT

1. PURPOSE

This report provides a summary of RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) reportable accidents and incidents within Edinburgh College for the reporting period of Quarter 2, 2020/21.

2. RIDDOR INCIDENTS

Over the reporting period there was **1** RIDDOR reportable incidents.

Details.

On 03 December 2020 at 1130 hours in the Forthside campus a student in Construction dislocated his thumb when he tried to prevent his fall by putting his hand out after tripping backwards over a kerb. The student received first aid treatment on site but was required to attend hospital for treatment to his injury.

The immediate cause of the accident was a slip, trip and fall on the same level and the root cause was identified as students working in a location and in a manner that allowed a student to trip over the kerb.

The department was requested to review the locations of instruction/work practices and to carry out dynamic risk assessment prior to instruction/work practices to prevent re-occurrence.

3. BENEFITS AND OPPORTUNITIES

To reduce the possibility of injury or ill health to a level as low as is reasonably practicable, in order to maintain Edinburgh College operations at an effective level.

4. STRATEGIC IMPLICATIONS

In line with strategic planning and monitoring for health and safety.

- 5. RISK**
To provide a periodic review of health and safety across the college.
- 6. FINANCIAL IMPLICATIONS**
If health and safety is not controlled adequately there is potential of criminal charges and civil claims to the college. Both of which could incur financial penalties.
- 7. LEGAL IMPLICATIONS**
Failure to control the health and safety management system may have legal implications.
- 8. WORKFORCE IMPLICATIONS**
To maintain a safe learning and working environment for students, staff and visitors to the college.
- 9. REPUTATIONAL IMPLICATIONS**
To manage any possible negative reputational damage to Edinburgh College.
- 10. EQUALITIES IMPLICATIONS**
Not applicable.

CONCLUSIONS/RECOMMENDATIONS

The Board are asked to NOTE the information provided.

**BOARD OF MANAGEMENT
23 MARCH 2021
PAPER S**



For the future you want

FOR INFORMATION			
Meeting	Board of Management 23.03.21		
Presented by	Chair		
Author/Contact	Marcus Walker	Department / Unit	Governance
Date Created	02.02.21	Telephone	-
Appendices Attached			
Disclosable under FOISA	Yes.		

BOARD OF MANAGEMENT - AGENDA PLANNER 2021/22

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 TUESDAY 16 JUNE 2021

- PRINCIPAL & CHIEF EXECUTIVE REPORT
- BOARD STRATEGY DAY REPORT 17.05.21
- STRATEGIC DISCUSSION: TBC
- 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
- GOVERNANCE REPORT
 - Governance Update
 - Evaluation of Chair 2020/21
- NATIONAL REPORT
- RIDDOR REPORT

3.2 SEPTMEBER 2021 (DATE TO BE CONFIRMED)

- EDINBURGH COLLEGE DEVELOPMENT TRUST ANNUAL UPDATE
- STRATEGIC DISCUSSION: TBC
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
 - ECSA Quarterly Report
 - ECSA Annual Priority Objectives 2021/22
- COMMITTEE BUSINESS
 - POLICY & RESOURCES COMMITTEE
 - Minutes (TBC)
 - Recruitment & Retention Dashboard
 - Management Accounts to July 2021
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Summary Top Risk Register
 - ACADEMIC COUNCIL
 - Minutes (TBC)
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes (TBC)

- PRINCIPAL & CHIEF EXECUTIVE REPORT
- GOVERNANCE REPORT
- NATIONAL REPORT
- HEALTH & SAFETY ANNUAL REPORT 2020/21
- FREEDOM OF INFORMATION ANNUAL REPORT 2020/21

3.3 DECEMBER 2021 (DATE TO BE CONFIRMED)

- BOARD DEVELOPMENT DAY REPORT
- STRATEGIC DISCUSSION: TBC
- DRAFT REGIONAL OUTCOME AGREEMENT 2022/23
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
- COMMITTEE BUSINESS
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes (TBC)
 - Annual Report & Financial Statements for Period to July 2021
 - Summary Top Risk Register
 - POLICY & RESOURCES COMMITTEE
 - Minutes (TBC)
 - Recruitment & Retention Dashboard
 - Management Accounts to October 2021
 - ACADEMIC COUNCIL
 - Minutes (TBC)
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes (TBC)
 - NOMINATIONS COMMITTEE
 - Minutes (TBC)
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- GOVERNANCE REPORT
- 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.

