



For the future you want

## BOARD OF MANAGEMENT

### AGENDA

A meeting of the Board of Management will be held at 14:45 hours on Tuesday 16 May 2020 via Microsoft Teams.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	MATTERS ARISING REPORT	Chair	<b>A attached</b>
4	PRINCIPAL & CHIEF EXECUTIVE REPORT	A Cumberland	<b>B</b>
<i>Item 4 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.</i>			
5	EDINBURGH COLLEGE STUDENTS' ASSOCIATION		
	5.1 ECSA End of Year 2019/20 Report	C Ford	<b>C attached</b>
	5.2 ECSA Strategic Planning & Funding 2020/21 Report	A Wilson	<b>D</b>
<i>Item 5.2 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.</i>			
6	BUSINESS CASE TO SUPPORT EDINBURGH COLLEGE DEVELOPMENT TRUST	A Cumberland	<b>Verbal</b>
7	COMMITTEE BUSINESS		
	7.1 <u>Policy &amp; Resources Committee</u>		
	Management Accounts to April 2020	A Williamson	<b>E attached</b>
	Indicative College Budget 2020/21	A Williamson	<b>F</b>
	Financial Forecast 2020/21 to 2023/24	A Williamson	<b>G</b>

*The Indicative College Budget 2020/21 and Financial Forecast 2020/21 to 2023/24 are presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.*

8	GOVERNANCE REPORT			
8.1	Board Evaluation Report 2019/20	Chair	H	<b>attached</b>
8.2	Evaluation of the Chair 2019/20	N Paul	I	<b>attached</b>
9	ANY OTHER COMPETENT BUSINESS			
9.1	Edinburgh College Development Trust: Board Member Vacancy	Chair		<b>Verbal</b>
9.2	Edinburgh College Ambassador Award 2020	Chair		<b>Verbal</b>
10	FOR INFORMATION			
10.1	<a href="#">Policy &amp; Resources Committee Minutes 19.05.20</a>		J	
10.2	<a href="#">Audit &amp; Risk Assurance Committee Minutes 27.05.20</a>		K	
10.3	Risk Management Report		L	
10.4	<a href="#">Academic Council Minutes 22.05.20</a>		M	
10.5	<a href="#">Corporate Development Committee Minutes 26.05.20</a>		N	
10.6	Remuneration Committee Minutes 04.06.20		O	
10.7	<a href="#">Nominations Committee Minutes 03.06.20</a>		P	
10.8	Governance Update		Q	<b>attached</b>
10.9	Board of Management: Agenda Planner 2020/21		R	<b>attached</b>
10.10	RIDDOR Report		S	<b>attached</b>

*Items 10.3 & 10.6 are presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.*

11 DATE OF NEXT MEETING: 22 September 2020

11.1 Upcoming Committee Dates

Policy & Resources Committee	18 August 2020
Corporate Development Committee	25 August 2020
Academic Council	11 September 2020
Audit & Risk Assurance Committee	07 October 2020



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 16.06.20		
Presented by	Chair		
Author/Contact	Marcus Walker	Department / Unit	Governance
Date Created	09.06.20	Telephone	-
Appendices Attached			
Disclosable under FOISA	Yes.		

**MATTERS ARISING REPORT**

**1. PURPOSE**

Due to the Covid-19 pandemic and the implementation of UK-wide lockdown measures, which resulted in the closure of College campuses on 20 March 2020, the Board of Management scheduled to be held on 24 March 2020 was cancelled.

This paper provides an update on the matters approved/agreed by the Board via circulation, on 30 March 2020, and an overview of progress against actions arising from the previous meetings of the Board.

**2. BOARD OF MANAGEMENT 24.03.20 - CANCELLATION**

In advance of the scheduled Board of Management on 24 March 2020, an agenda and paper pack were circulated to Board members on 13 March 2020.

On 18 March 2020, the Interim Chair of the Board confirmed the cancellation of the Board meeting and advised members that further information would be circulated in due course.

On 24 March 2020, an email was circulated to the Board requesting the approval/endorsement of the following matters of business:

- Board of Management Draft Open/Closed Minutes 10.12.19;
- Regional Outcome Agreement 2020/21;
- Strategic KPI Monitoring Dashboard;
- Board Effectiveness Review and Accompanying Improvement Plan.

On 30 March 2020, members of the Board confirmed that they were content to approve all the above items of business. Further to this, the Board agreed to provide the Interim Chair, Vice

Chair and Principal with delegated authority to progress any matters relating to these items of business - if further action was required.

**3. MATTERS ARISING FROM PREVIOUS MEETINGS**

Below is an update on actions arising from meetings of the Board of Management in 2018/19 and 2019/20:

No.	Action	Responsible	Completion
5.3/ 11.12.18	<p><b>Staff Survey</b></p> <p>The Board discussed the benefits of conducting a staff survey, and agreed that the Executive Team should consider the implementation of such a survey in the coming academic year.</p>	Executive	<p><b>Ongoing</b></p> <p>Timescale to be reviewed in light of Covid-19 pandemic. Survey originally planned to take place in Spring 2020, but postponed until further notice.</p>
8.4.1/ 24.09.19	<p><b>Commercial &amp; International Workshop</b></p> <p>The Board discussed the opportunities currently available to engage in a commercial and international workshop, to further develop their knowledge of the commercial environment in which the College operates. The Board agreed that arrangements for an optional workshop should be made and a suitable date confirmed with Board members.</p>	Vice Principal Corporate Development / Clerk	<p><b>Complete</b></p> <p>VP Corporate Development led a workshop on 26 February 2020.</p> <p>A second workshop will be scheduled in AY2020/21.</p>
10.4/ 24.09.19	<p><b>Board Improvement Plan</b></p> <p>The Board discussed progress against the 2018/19 Improvement Plan and agreed that the outstanding action should be incorporated into the draft 2019/20 Improvement Plan, arising from the recommendations of the 2019 External Board Effectiveness Review.</p>	Chair / Board Secretary / Clerk	<p><b>Complete</b></p> <p>External Board Effectiveness Review and Board Improvement Plan approved by the Board via correspondence on 30 March 2020.</p> <p>Documentation submitted to SFC for review on 31 March 2020.</p>

11.3/ 24.09.19	<p><b>Independent Commission: College for the Future</b></p> <p>The Board discussed the work of the Independent Commission and the process of connecting with stakeholders to ensure that the UK and Scottish Government were fully engaged with the process. The Board agreed that once the final report was published, in March 2020, representatives of the Commission should be invited to the 24 March 2020 to present their findings and discuss outputs with members.</p>	Clerk	<p><b>Ongoing</b></p> <p>Interim Report considered by the Board on 10 December 2019.</p> <p>Once the final report is published a further update will be provided to members.</p>
5.4/ 10.12.19	<p><b>Performance Dashboard</b></p> <p>The Board noted that it was content with the development of the Performance Report to date, and agreed that an updated version of the Report should be presented to the next meeting of the Board on 24 March 2020.</p>	Executive	<p><b>Complete</b></p> <p>Strategic KPI Monitoring Dashboard approved by the Board via correspondence on 30 March 2020.</p>
5.5/ 10.12.19	<p><b>Strategic Plan Refresh</b></p> <p>The Board noted that at its Development Day the Board had considered further its ambition to become 'A Future Proof College' and agreed that, given the level and speed of change in the environment in which the College operates, a review and refresh of the Strategic Plan would commence in the current academic year.</p>	Executive / Board of Management	<p><b>Ongoing</b></p> <p>Board Strategy Day on 28 April 2020 cancelled due to Covid-19 pandemic.</p> <p>Strategic planning to be considered by Board early in the academic year 2020/21.</p>
7.4/ 10.12.19	<p><b>Regional Outcome Agreement 2020/21</b></p> <p>The Board agreed that a final draft of the ROA 2020/21 would be presented to the Board at its next meeting on 24 March 2019, for approval.</p>	Vice Principal Innovation, Planning and Performance	<p><b>Complete</b></p> <p>ROA 2020/21 approved by the Board via correspondence on 30 March 2020.</p>
9.2.1/ 10.12.19	<p><b>Financial Forecast</b></p> <p>The Board agreed that two non-executive Board members, Fiona Riddoch and Niki McKenzie, would be</p>	Chief Operating Officer	<p><b>Complete</b></p> <p>Report presented to P&amp;R Committee on 25 January 2020.</p>

	invited to support and advise the Chief Operating Officer in the scenario planning process.		Subsequent discussion captured in the minutes of the P&R meeting and circulated to the Board on 13 March 2020 - for noting.
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**4. BENEFITS AND REQUIREMENTS**

Progress on any outstanding matters will be reported to the next meeting of the Board of Management in 2019/20.

**CONCLUSIONS/RECOMMENDATIONS**

The Board of Management are asked to NOTE the decisions taken by members following the cancellation of the scheduled Board meeting on 24 March 2020.

The Board of Management are asked to CONSIDER progress against actions arising from previous meetings of the Board.



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 16.06.20		
Presented by	Carla Ford		
Author/Contact	ECSA	Department / Unit	ECSA
Date Created	07.06.20	Telephone	-
Appendices Attached	<i>Appendix 1: ECSA End of Year Report 2019/20</i> <i>Appendix 2: ECSA Go Green Low Carbon Travel CCF Project Report 2018-20</i>		
Disclosable under FOISA	Yes.		

**EDINBURGH COLLEGE STUDENTS’ ASSOCIATION - END OF YEAR REPORT 2019/20**

**1. PURPOSE**

To provide the Board of Management with an overview of activities conducted by ECSA in 2019/20.

**2. BACKGROUND**

Every academic year ECSA are asked to produce a report for the Board outlining its achievements and progress against its Operational Plan.

**3. DETAIL**

The ECSA End of Year Report 2019/20 is attached as Appendix 1.

For information, a report summarising the activities and achievements of a Go Green Low Carbon Travel CCF Project, ran by ECSA, is attached as Appendix 2. This sustainable travel project was a two-year project funded by the Climate Challenge Fund.

**4. BENEFITS AND OPPORTUNITIES**

The report provides a comprehensive overview of the work of ECSA in 2019/20, and highlights key benefits and opportunities going forward.

**5. STRATEGIC IMPLICATIONS**

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

**6. RISK**

Not applicable.

**7. FINANCIAL IMPLICATIONS**

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

**8. LEGAL IMPLICATIONS**

Not applicable.

**9. WORKFORCE IMPLICATIONS**

Not applicable.

**10. REPUTATIONAL IMPLICATIONS**

Not applicable.

**11. EQUALITIES IMPLICATIONS**

Not applicable.

**CONCLUSIONS/RECOMMENDATIONS**

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





Edinburgh College  
**Students'  
Association**

PAPER C, APPENDIX 1



# ANNUAL REPORT

## 2019 - 2020

Powered by students | Driven by values | Committed to better

# Foreword

Wow! What a year it has been at ECSA. It is fair to say that it has been challenging beyond what any of us could have imagined, but it has also been incredibly rewarding, nonetheless.

Ordinarily in our End of Year Reports, we would go through our plans that we set out in September and explain how we have achieved them. This year, a third of my term as President has been taken up by reacting to the global pandemic of Covid 19 and setting about a new way of working for the Association.

Because of this, some of our plans had to be adapted, whilst others were replaced with new priorities, and the very process of dealing with it all became a core objective in its own right.

Nevertheless, we have achieved a lot in this unique set of circumstances, and, as I come to the end of my term as President, I am proud to present the work that the team at ECSA has achieved this year.

Our work on sustainability is truly sector-leading, being the only College Students' Association to ever successfully apply for the Climate Challenge fund...twice! Whether it has been on campus or from home, we have continued to support those students most in need, empowered our Class Reps to improve their classmates' experiences, and ensured the student voice is heard in critical discussions across the institution. We have continued to work in ever-more creative and interactive ways to better engage the student community and ensure that no-one gets left behind.

In short, despite the obvious challenges, we are proud to continue to break new ground, ensuring that our evidence-based approach to change puts student opinion at the heart of decision-making.

Underpinning all of our achievements is partnership, whether that has been with students, college departments, or external agencies, and this has never been more important. I would like to take this opportunity to thank the Board for all the support you've given the ECSA team this year. Working as partners in developing a positive and continually improving student experience is central to the successes we have laid out in this report.



Carla Ford - President 2019/20



# Education

2019-20 has been another record year for Class Rep recruitment, with a total of 631 Class Reps registered for the year, which is up from 501 the previous year. Recruitment took place directly in the classroom where a [pre-recorded video](#) of President, Carla Ford, was shown ahead of the Rep elections. The video outlined the role of the Class Rep and introduced the Students' Association.

Once Class Reps were elected they registered right then and there in their classroom, and also signed up to a training session in the coming weeks. 283 Class Reps received in-person training during our initial week of lunchtime sessions, which take place on each campus every day. A mop up training session was also delivered on each campus to ensure as many Reps as possible could attend. All Class Reps were sent the online Class Rep training module on Moodle, as well as an [online Class Rep Handbook](#) to support their role.



[3 Class Rep Conferences](#) were hosted across 4 campuses, themed around the student journey and quality enhancement activities, with more than 250 Class Reps attending. Themes covered:

“Induction & Retention”  
“Feedback & Assessments”  
“Belonging & Inclusion”

A fourth conference on “Success & Progression” was planned to be hosted in April, but could not go ahead due to the College closure. All conferences take an evidence-based approach, where students are introduced to a topic, answer questions on a handout, discuss in small groups (with notes taken by facilitators) and then finally the whole cohort discusses the topic.



This ensures all students are heard and feedback is triangulated across groups, and ECSA also then receives written feedback. Following every conference, a report is submitted to the Senior Management Team and Academic Council for feedback and comment, which is brought back to the students to ensure a direct line of feedback and communication.

New for 2019-20 is the Rep Academy, which was initially set up with the purpose of recruiting Reps who

were willing to be further involved in representative activities. These students would be enrolled in the Rep Academy programme, which focussed on supporting Reps to learn new skills and become more effective in their roles. 88 Class Reps showed an interest in being a member of the Rep Academy. 3 meetings were held at Milton Road Campus, 2 at Sighthill and 2 at Granton, with 15 Reps actively engaging in meetings.

With it being the first year running the Rep Academy, it became clear that the majority of the students involved had very specific, individual projects in mind which did not lend themselves directly to a group project. The students were supported to engage in projects and wider college activities, and our Representation & Impact Coordinator will review the Rep Academy for 2020-21.



2020 has seen Edinburgh College Students' Association's 8th annual Full-Time Officer Elections, and it was another successful year which engaged 12 candidates to stand for our 3 Full-Time Officer Positions. This year we have had our highest turnout since 2017, and we managed to increase the number of voters by over 200 from last year (a 23% increase in turnout).

ECSA continued to run the annual elections as part of the Scotland-wide project, "Big Student Elections" campaign. This sees Students' Associations from across Scotland working together to run their elections in the same week. The polling period lasted 4 days and involved polling stations being available in high-footfall areas on all campuses.



Voting was open from 10am on Monday 9th March to 4pm on Thursday 12th March. As voting takes place online on the ECSA website, students can vote from the comfort of their home, on the bus, or at one of the polling stations on campus. The results were announced at Three Sisters in partnership with 3 of Edinburgh's Universities: Heriot Watt, Napier and Queen Margaret.

The [2020-21 Full-Time Officer team](#) is President - Jordan Wyllie, VP Activities - Victoria Brown and VP Welfare - Rose Dodgson, who take office on the 1st of July.

The fifth year of the ECSA-Illence Awards took a different form this year, for good reasons. The entire nomination, shortlisting, and awarding process has been completed while the country has been in lockdown. Students submitted almost 400 nominations, with 200

people nominated across 5 categories. The ECSA-llence Awards recognise all the excellent work happening in all corners of the college, even when we are working from home. In response to current circumstances a new award was introduced; the Teaching from Home Award. This recognised a member of staff who is ahead of the curve in successfully adapting to working remotely, and who innovatively continued supporting the learning and teaching of students from home.



The shortlisting panel consisted of current and incoming Presidents, Carla Ford and Jordan Wyllie, as well as student staff. As ever, it was no easy job finalising the shortlist, and deciding the winners. Everyone who was nominated received a certificate with quotes directly from the students nominating them. Award winners and the students who nominated them recorded a short message to be unveiled as part of our ECSA-llence Award video. This was premiered on social media, and we encouraged teams and students to watch together. The video has reached 1600 people so far, and you can [find the video on our website](#).

# Activities

## GameSoc – events and Minecraft

This year our gaming society ‘GameSoc’ developed their organisation in two forms. Firstly, by breaking out from their usual virtual surroundings they were able to engage with students face-to-face. Through holding public competition sessions in high footfall areas, they were able to engage new members, generate buzz on campus, and ensure the society was better developed through increased social opportunities.



One participant said:

*“The GameSoc events were great - they gave a chance for folk to meet each other that hadn’t, and because they were so public, random students were coming up and asking what was going on”*

Secondly, the group decided to fund their own custom Minecraft game server, allowing members to build collaboratively from their own private space in the 3D game. This enabled the group to take responsibility for the server and make all the decisions about it. By giving that autonomy to members, it then gave them the confidence to plan to create their own servers for other popular games, and are looking at

fundraising at the start of term to set up more.

## Video Content

This year saw a significant growth in our output of video content, with live streams to inform students about the impacts of coronavirus being an area that was particularly engaged with. We set out to develop more video content this year to engage students in our activities, but at a time and place that suits them.

Our year in video started with Carla’s [Class Rep recruitment film](#) which is shown to students across the college as their LDTs and lecturers support classes to elect Class Reps. This is a really valuable opportunity for us to get our President in front of as many students as possible, and led to us electing the most class reps we’ve ever had.

A new development for us was the production of [small animated clips](#) to support our register to vote campaign. These allowed us to rapidly produce content where a piece to camera video might not be appropriate, and let us use graphed statistics to make an impact on the viewer.



Getting students to know the officers better is a key benefit to producing video content. We therefore created

the 'Coffee with Carla' series, both to inform students about college issues (like balancing parenting responsibilities with studying), and to let them get to know Carla better so they feel more able to engage with her.

This year's best video engagement came from our live streams on coronavirus, which were a key method for students to get answers to the burning questions they had as lockdown started. Students found value in being able to engage with their elected officers in live streams.

Our [2nd live stream of lockdown](#) was our most watched video of the year, with more than 1300 views. These opportunities allow us to get timely information to a large number of students, and will be as important as ever when we move to a hybrid learning model next year.

Our year in video was rounded up with the ECSA-Illence Awards. We produced some short clips to promote the awards, but the most significant video here was the award winners video. As we weren't able to hold a physical awards ceremony this year, we reached out to nominators and award winners to give them a chance to say why they nominated the winner, and for the winner to say thanks. We premiered this video live, and that was very effective in getting [good engagement with the video](#).

### Headline figures

- More than doubled the minutes of video viewed on 2018 - from 2808 to 5938 mins
- Net followers up 60% year on year - 253 to 396

### Student Parents & Carers Group + events

The Student Parents & Carers Group was a priority for our officer team this year, building on work from the previous year. As participants of this group were spread across the college, they were keen to keep the group as a virtual space rather than trying to travel across campuses.

By creating a space for parents and carers to network and discuss the issues they were facing around balancing home life and studying, we worked to ensure that this group was supported through any issues that could have prevented them from staying on at college and completing their course.



The group held a successful Christmas party for parents and their kids this year, taking over one of the Milton Road classrooms. There were Christmas movies, messy activities, and enough snacks to keep everyone happy. Sorry for the glitter on the floor! The group had planned to hold a swap shop for children's clothing and toys around Easter time, but this was sadly cancelled due to the ongoing global pandemic.

# Support

One of the major services we run is our Advice & Support Service. This generally comes in 2 different forms- enquiries and casework. Enquiries are usually dealt with instantly, whereas casework involves multiple people and can take weeks or months to resolve.

Although we have been recording our casework on our online casework system for several years now, we have not previously recorded the enquiries we receive. This academic year, we started a new process of tracking 'walk-ins' - i.e. students who came into one of our offices with a query that was answered instantly. From mid-September to mid-March (when campuses closed for lockdown), we had 558 enquiries recorded on our walk-in system, dealing with 805 students. The majority of these visits were recorded at our 2 largest campuses, Sighthill (57% of walk-ins), and Granton (33% of walk-ins). Students visit the offices with a wide range of enquiries including accessing other services such as C-Card or free sanitary products.



We have seen a 30% increase in the number of cases we have worked on this academic year, compared to last, with a total of 85 cases logged on our system. The majority of these (56%) are academic-related, with the next 2 largest categories being Funding (21%) and General Support (20%). These 3 categories can be further broken down as follows:

## Academic Cases

- 54% of Academic cases related to Disciplinarys, Fitness to Study & Fitness to Practice Panels

## Funding Cases

- 39% of these cases were students struggling to apply for funding or provide adequate evidence
- 47% of Funding cases related to Students who were rejected for funding

## General Support

- 53% of this category involved student seeking emotional support
- 24% of the General Support cases involved students seeking help for accommodation issues



In December, we conducted a survey open to all Edinburgh College students to get a better idea of their current [housing and financial situation](#). A total of 402 students responded to this



survey, which asked them about their accommodation (e.g. affordability and safety) and financial situation (e.g. their employment status, income, and ability to save money)



The survey gave us a greater insight into issues relating to these specific circumstances. 43% currently live in their family home, and 27% live in privately rented accommodation. Overall, we found that only 56% found their accommodation to be affordable, and 25 respondents feel unsafe in their current accommodation (of these 25, 18 were female).

In terms of finances, 38% of respondents to the survey said that they were never able to save money, whilst a further 25% said they were only able to save money occasionally. When asked to rate how much money caused stress out of a scale of 1 (none) to 10 (the most), 1 in 4 students rated it at 10 out of 10, the highest response from all options.

This survey has helped us better understand how we can focus our energies when it comes to supporting students with housing

and accommodation issues. We have revamped [the housing](#) and [personal finances sections of our website](#) with more relevant information, and we are working with local and national organisations to ensure our advice is as up to date as possible.

Throughout the academic year we have been developing new content for the support section of our website, to complement the information available to students via the College's Wellbeing Team. The lockdown has given us the impetus to complete this process and in May 2020, we launched a new Wellbeing Hub covering mental health; food and lifestyle; physical and sexual health; as well as general help and external resources. This process has very much been led by students in their input to the various campaigns, casework, surveys, and activities throughout the year.

# Equalities

In partnership with the college learning support team, the first Care-experienced students group was set up for students to have a central place to easily get information or speak to other care-experienced students. ECSA supported a student to set up the Facebook group, which has been useful in getting specific feedback, as well as passing on useful information to this specific group of students. The group currently has a membership of 56 students.



2019-20 saw the first Edinburgh College Men's Support Network established to give male students a space just for them, as we know that men (and especially younger men) are less likely to reach out when they need support. The group has fluctuated in membership, currently with 37 members. A host of face-to-face meetings were planned across all 4 campuses. The uptake was not as high as hoped, however engagement was significantly higher online in the Facebook Group, where the students shared their concerns and supported each other.

For [World Mental Health Day](#) in October, we hosted stalls across 2 campuses with tea and coffee, cake, and sanitary products and C:Card. We encouraged

students to sign up to our pledge to support all those struggling with mental health, which gave us opportunities to speak to students about how they were doing and if they knew about the services available at college and in the community. Especially younger men were more likely to come speak with us after being offered a piece of cake! Following two days of suicide intervention training, President Carla, [wrote a blog](#) asking people to speak up about suicide and stop hiding behind symbolism and metaphors.



As part of the Edinburgh College Women's Group, students organised activities for '16 Days of Activism against gender-based violence'. To raise awareness of the campaign they did a [social media take-over](#), meaning they shared content on social media directly from students about the campaign and related activities. They also hosted a number of stalls sharing information in leaflet form and through

individual conversations with people based around different topics (e.g. AIDS, discrimination, and violence against trans people). It was through conversations with students about trans rights that the Women's Group realised there was a distinct lack of awareness around the importance of talking about trans rights.



For LGBT History Month, the Women's Group and LGBT Society came together to host the event "Building Trans Pride", an event exploring trans equality in Scotland while raising awareness of [how we can be better allies](#). The event took place at Sighthill with about 15 attendees taking part in constructive conversations and hearing from Sisters Scotland, who highlighted ally-ship and the campaign for the Gender Recognition Act reform.



Most importantly, the event saw two Edinburgh College students talking about their own experiences: Elspeth as a transwoman and Shona as the mother of a trans son. Their stories were incredibly powerful and the students who attended told us how thankful they were for the opportunity to attend a safe space to talk about their experiences and to hear from others.

# Sustainability

- We completed our first Climate Challenge Fund project. This saw over 1200 students engaged in sustainable transport and climate change, and we saved the equivalent of 413 tonnes of CO2
- Over £190,000 awarded by the Climate Challenge Fund to run another two-year project to April 2022

At this time last year we reported on the success of the first year of our CCF project. Now that the [project has been completed](#), we're incredibly pleased to report that we exceeded our carbon reduction targets! The project will lead to a lifetime saving of 1009 tonnes CO2e, which is almost 2.5 times more than our initial target.



This was achieved through engagement with over 1200 students through a multitude of different events and activities. These included challenges to encourage students to travel to college in more sustainable ways, cycle training

and fuel-efficient driver training, and delivering workshops in classes. More than 100 students took part in these climate literacy workshops, which led to 54% saying that the session increased their knowledge of climate change.



Fortunately that isn't the end of our work in sustainability, as we successfully applied for more CCF funding for another 2 year project! The new project will offer free support to help students to travel more sustainably, and to reduce their food and textile waste. Activities will include cycle training and bike maintenance workshops, continuing the current Liftshare scheme, introducing a Community Fridge at each campus, and running swap-shop events across our campuses.



In addition, we will continue to increase understanding of climate change among our student community by running workshops during class time. We are also planning to provide opportunities for our students to [develop sustainability skills](#) through extracurricular and voluntary activities.



We also organised a bloc at the Global Youth Climate Strike protest in September, which was attended by 20 Edinburgh College Students. This was promoted to students as an opportunity for them to take climate action and learn more about climate change - we worked with Edinburgh College and teaching unions to ensure that students who attended were marked as “engaged in learning” on registers. Our project staff also liaised with the Edinburgh city cycle hire scheme to bring hire points to Milton Road and Sighthill campuses, providing another sustainable travel option for students, staff, and visitors. Since their installation in August 2019, they have been used over 400 times.

Through our first project we were also heavily involved in creating the College’s new ‘Environmental Sustainability Strategy 2019-24’. We are especially proud of our involvement with this, as it will leave a lasting legacy of this project at the College. We were invited along to the preliminary meetings of

the steering group for this Strategy, and we made it clear that we wanted to see more ambition from the College than was outlined in the first draft of the strategy.

This led to a strategy that we believe is far more promising for steering the College towards greater sustainability measures over the coming years. In particular, the College has now set a target of becoming carbon-neutral by 2030.

# Lockdown

## Remote Working & moving services online

On Tuesday the 17th of March, ECSA took the decision to close our offices and move our services online. This was following the announcement the previous afternoon from the College that all on-campus classes were suspended, as well as the statement from the Prime Minister that evening asking everyone “to stop non-essential contact with others and to stop all unnecessary travel”.

Although College Campuses remained open until the 20th of March, and the official UK-wide lockdown did not come into place until the 23rd of March, we took the decision to move to remote working from the 17th, when on-campus teaching was suspended. We had been preparing for this for the previous few weeks, so we were ready to make the move as soon as it became necessary to do so.

We used all available communication tools to reassure students with the clear message that, although on-campus classes were suspended, and campuses were about to close, we were very much still available to help them. We hold daily team meetings each morning to monitor communications, distribute tasks, and plan proactive communications.

The vast majority of our services and ways of working were already online, so we focussed on the 2 main in-person services in the first instance - C-Card and Sanitary products.

Our C-Card service provides free condoms to any student over the age of 16 and is usually run from our offices. We moved this service to students using the online booking system, directly from C-Card, allowing products to be booked and posted directly to students free of charge.

For the sanitary products, initially, we worked with various College colleagues to collate supplies from each campus before identifying and then contacting local food banks & charities that would be able to distribute them. These were delivered by the Estates Services Manager, Dave Keen, to four relevant sites across the city. We also worked with the Wellbeing team and the company “Hey Girls” to provide access to free reusable sanitary products posted to students’ homes.

Since we moved to remote working 3 months ago, we have been holding daily team meetings each weekday morning, created new webpages every week, and hosted several interactive sessions with students using a wide range of platforms - this is our new normal.

## Communicating the right information at the right time

From February the Association Director was involved with the College Critical Incident Management Team to help coordinate the response to the ever-changing environment of the global pandemic. We worked closely with all departments involved, but predominantly worked alongside the Communications Team to ensure students were kept up to date and queries were preempted as much as possible.

We helped develop frequently asked questions documents, shared developments as they happened, and added new, supplementary information to [our own website](#) alongside the webpages developed by the College. We made full use of our social media channels to share updates as they came, as well as asking Class Reps to help share information at a local level.



### Student enquiries

For the past couple of years we have used a group Skype telephone number, because we move around campuses daily, which means not all of our offices are opened every day. This means that when someone calls the main ECSA telephone line, every member of the team logged into Skype can pick up the call, meaning that we rarely miss a call. We were able to re-establish and test this system off-campus prior to moving to remote working, so we literally never missed a beat when we finally closed the offices.

In the first couple of weeks of remote working the situation was changing rapidly: there was a lot of information to be sifted through for students, and there were a great many questions about individual circumstances. The team worked on a rota basis to cover each of our means of communication (telephone, e-mail, facebook, Instagram, & twitter) to ensure queries were answered quickly. Common queries were also flagged up to

be added to the FAQs.

Whilst a lot of our energy was spent on developing new, up-to-date information, we recorded and answered more than 50 direct queries from students in the first 10 days of lockdown, with the majority contributing to updated information on our website. On top of this, we have worked on a further 15 student cases since lockdown began. Enquiries are logged when a question can be answered immediately, whereas cases are more complex, usually involve multiple people, and ordinarily take weeks or months to resolve fully.

For the first 3 weeks of lockdown, when there were a lot more questions than answers for most students, we streamed live question & answer sessions on our facebook channel. This meant that students could register questions in advance, as well as ask questions during the live stream. We were also able to share a recording of the live streams across all our social media channels for anyone who missed them, so students could watch when they had the time. These videos were viewed more than 1,700 times and the 2nd Facebook Live stream on the 27th of March was our most watched video of the year.

### Developing new web content

Throughout the lockdown period we have tried our best to react quickly to the needs of students, so our website has become even more important for hosting information and developing new resources.

With about 50% of students relying on part-time work, and another 10% in other means of work, the financial effects of lockdown have hit students

hard. From the first week of lockdown, we produced a daily-updated part-time job listing of employers that needed to rapidly expand due to increased demands of the coronavirus in, for example, supermarkets and care settings.



As well as that, feedback showed that many students weren't coping well with learning under lockdown, either as they struggled to find an effective physical learning space, or were juggling childcare or work commitments. We therefore produced materials on helping students studying at home, ensuring that students were well-supported as well as encouraging them to [share their own tips](#).

Over the course of the last 3 months, we have produced at least 1 new web article per week, as well as re-writing and redesigning several sections of our website, such as the [Wellbeing Hub](#) and housing advice pages.

These materials contributed to a 24% increase in users accessing the website (compared to March - May 2019), with a 27% increase in new users accessing the website in that period too, showing that timely, pertinent content will engage students even when we can't be on campus.

**Maintaining the student community**  
Moving from on-campus learning to

wholly online during lockdown has been a huge shift for students' learning experiences. We were aware early-on in the lockdown that many students felt isolated, anxious, and unsure about how to connect. We established our own ["Virtual Campus" on Facebook](#) to help tackle these issues. This group has more than 500 members and has helped provide fun, discussion, feedback, and support throughout the lockdown period. We have used this group to run polls on specific issues, organise online events, and share information and updates, such as the SQA announcements over recent months.



In addition to this, ECSA has focussed on producing new campaigns and events every week to maintain the student community and allow more students to interact with us on issues they are interested in.

We have asked students to help us [design a new green space](#) at the Milton Road Campus, promoted daily themed materials every day of [Mental Health Awareness Week](#), and our President, Carla, shared her experience of lockdown in a blog post to encourage others to [talk about their own experiences](#). Now we are at the end of the academic term, we are surveying students on how they have found learning & teaching from home during the last few months, and this will continue to help us as we plan for the next academic year.



Finally, we took the decision to push ahead with our annual ECSA-llence Awards, despite not being able to ask for nominations in person, or physically be able to present awards. With the whole process moving online for the first time, we were delighted to receive almost 400 nominations for more than 200 people across the college. We even created a new award category called the “Teaching From Home” award, highlighting some of the amazing efforts from teaching staff throughout the lockdown.



The student short-listing panel included both the current President and President-elect, and we unveiled the winners through a video with messages from nominating students and awards winners premiered on our social media channels. Everything was different this year, but what hasn't changed is the enthusiasm from students to get involved and tell us about some of their “ECSA-llent” experiences about being a student at Edinburgh College. [The Awards video](#) has now been viewed more than 1600 times in just over 2 weeks.

### Reflecting and planning for the ‘new normal’

March, April, and May can be some of our busiest months for activity under normal circumstances - the last 3 months have been far from normal and we are proud of being able to deliver the level

of support and activity that we have managed to produce during lockdown. As student queries and casework, understandably, increased throughout this period, we have managed to get answers to the questions students have and continue to support those most in need. Furthermore, we have continued to develop new content, engaged students in new activities, and conducted surveys & groups meetings. We even managed to produce our ECSA-llence Awards under very challenging circumstances.

However, reacting to a crisis in order to get students to the end of their courses, and planning a new year under completely alien circumstances are 2 very different issues. As much as everyone will need to adapt to the ‘new normal’, within ECSA, we will be re-thinking almost everything we normally do.

- Physically standing in front of students to tell them about our activities
- Hosting groups of students in 20 minute intervals in computer labs to gather their information and interests
- Aligning our Class Rep activities to each Campus
- Holding stalls, event, and Freshers’ Activities
- Holding confidential conversations in small offices with students we are supporting

All of these things and many more will change and we are already working with students on solutions. We will continue to work hard, continue to innovate, and hope the Board will support us as we continue to break new ground for our students.



Edinburgh College

# Students' Association

Powered by students | Driven by values | Committed to better

Edinburgh College Students' Association is a charity registered in Scotland. Charity number SC028544



# Edinburgh College Students' Association



# Go Green

## Low Carbon Travel CCF Project

2018 - 2020 Final Report

# Starting Point

From April 2018 to March 2020, Edinburgh College Students's Association ran a sustainable travel project funded by the Climate Challenge Fund. This report summarises our activities and achievements upon its completion

## How did the project come about?

The idea for this project was developed as a partnership between Edinburgh College Students' Association (ECSA), Edinburgh College's Sustainability Team, and the Edinburgh College Development Trust. The College's sustainability team approached the Students' Association as they were seeking ways to increase the capacity for sustainability work at the College, and wanted to know if students were reporting any issues to ECSA that a CCF project might help with.

Through ECSA's Class Rep system, students had repeatedly highlighted travel as a major issue; the travel methods available to students, and the associated costs, were perceived to be a barrier to students' ability to remain in education. Furthermore, we knew from our Welcome Week 2017 travel survey that levels of driving amongst students were high, and levels of active travel were low. Only 10.6% of students walked or cycled, whilst over 20% used cars. Over two thirds of students relied on public transport for their travel.

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It was therefore clear that campaigns and activities that supported students to travel more sustainably would be highly beneficial. This would have the direct effect of reducing students' carbon emissions – but we were equally interested in the knock-on benefits of improved health and well-being, and reduced travel costs, that are associated with active travel and public transport. We were also aware that many of the students who drive might find it difficult to switch (due to caring responsibilities or living in

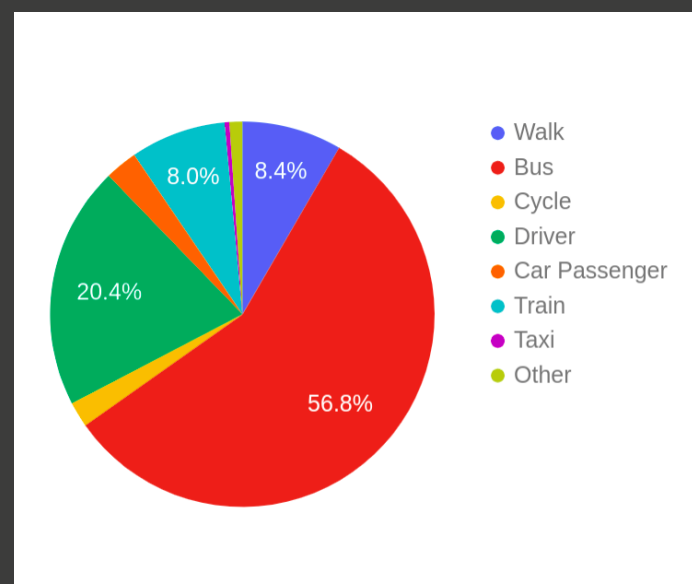
remote locations). As such we also decided to support these students to drive more fuel efficiently and to make it easier to share lifts - again reducing costs as well as carbon emissions. Based on all of these factors, we successfully applied to the Climate Challenge Fund (CCF) to run a two year project to focus on these aims. The Development Trust helped write our funding application, as their Manager had previous experience of working on a CCF project. This project ran from July 2018 to March 2020. It was led by two full-time Low Carbon Travel Officers (Alex Luetchford & Claire Furniss), and also provided 8 students (4 per year, 1 per campus) with paid employment experience by offering internships to assist with project admin and delivery.

## About our organisation and our community

Edinburgh College Students' Association exists to represent and advance the interests of our members: the c.27,000 students of Edinburgh College. We are a separate registered charity, independent of the college. However, we work closely together in order to ensure our members' needs are met.

The community context we are working in is quite unique for a CCF project. We are the first college students' association to receive CCF funding, and our student community is more diverse than most university student bodies and the general Edinburgh population.

## Student travel at Edinburgh College, 2017/18:



## Student demographics

- Our students are all ages, from school-leavers to adult-returners; over a third of our students are older than 24.
- 17% are Black/Minority Ethnicity, compared to 8% in Edinburgh.
- Almost 10% of our students are from the 10% most deprived neighbourhoods in Scotland (SIMD10 areas), and more than half come from the 50% most deprived neighbourhoods.
- 76% of our students are studying at Further Education level, and 24% at Higher Education level.

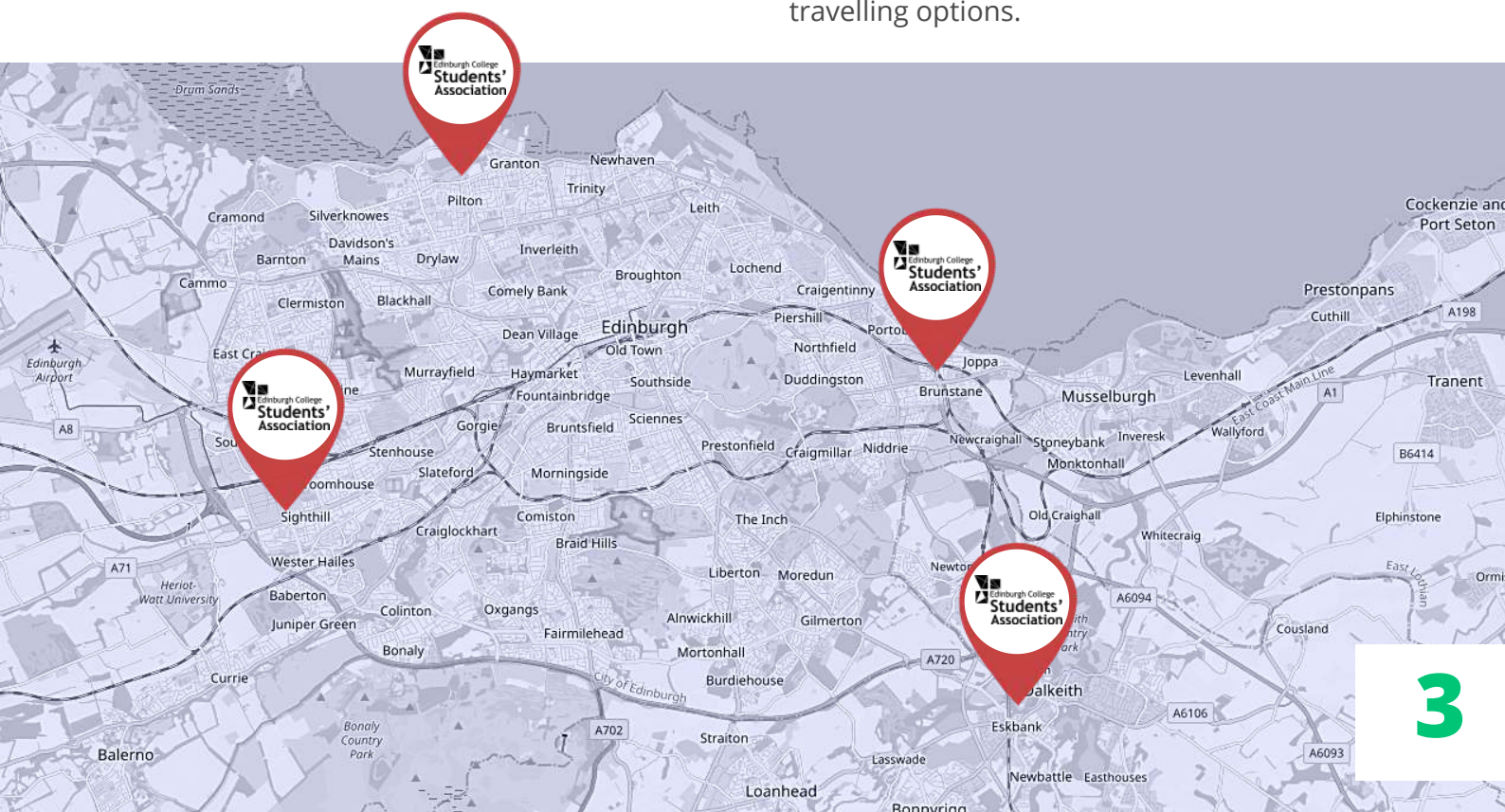
As the only College in Scotland's capital city, Edinburgh College attracts students from a wide range of backgrounds for a variety of reasons. Some come to qualify in order to work in a specific industry (e.g. vehicle maintenance or hairdressing), whilst others wish to continue their education outside the school environment. We also have lots of mature students who have returned to education to retrain in another profession, as well as part-time and evening students.

The diverse demographics of our community mean that our students have highly varying needs when it comes to travel. Some have caring responsibilities and come to college after dropping off their children at school/childcare. At a university, most students would usually live in a shared student flat within walking distance from their campus. Most of our students live in their family home - either with their parents, or as parents themselves.

According to our travel survey data, the median distance travelled by students was 4.9 miles in 2019/20 - a distance many

people would not consider walkable (or for some, even cycleable). The college serves a large geographic area, and students travel from as far as the southern Scottish Borders, Fife, and Dunbar.

Edinburgh College is spread over four different campuses, which all vary in the size of the student body and the courses offered. Because not all campuses teach the same courses, students don't necessarily travel to the campus nearest their home postcode. Throughout the course of the project, we have researched public transport connectivity, and uncovered blackspots in the city that are poorly connected to the campuses. This issue has been raised with Lothian Buses and we have been working with members of the college's senior management, who are committed to taking this further. The identification of these gaps in transport networks available for getting to our campuses highlights how beneficial this project has been for raising awareness at the college of issues students face when travelling options.



# HEADLINE ACHIEVEMENTS

## CARBON SAVINGS

The project will lead to a lifetime saving of 1009 tonnes CO<sub>2</sub>e - almost 2.5 times more than our the initial target

## STUDENT ENGAGEMENT

Over 1200 students participated in the the project:

- 250 students increased how much they walked or cycled.
- Over 250 people signed up for our new liftsharing website.
- 28 people were trained in fuel efficient driving techniques.

## CLIMATE LITERACY

More than 100 students took part in climate literacy workshops. 54% said this increased their knowledge of climate change.

## A MORE AMBITIOUS SUSTAINABILITY STRATEGY

We successfully pushed for Edinburgh College to commit to becoming carbon-neutral by 2030.

## MORE OPPORTUNITIES FOR STUDENTS

- We provided free bus tickets for 46 students with additional support needs. This enabled field trips to take place that otherwise wouldn't have, and increased their confidence in using public transport.
- We hosted 8 clothes swaps with Granton Goes Greener.
- New bike hire stations at Sighthill and Milton Road campuses.
- 15 trees were planted by students at Granton campus.

# Outcomes

Our project had five target outcomes. This section summarises our achievements for each one.

## Outcome 1: Fuel Efficient Driving

### *Outcome exceeded*

We have run 6 days of fuel-efficient driver training, which saw 28 people undergo training on how to drive in a more fuel-efficient way. This has resulted in a project carbon saving of 29.8tCO<sub>2</sub>e, which will lead to a lifetime carbon reduction of 89.3tCO<sub>2</sub>e.

Our target carbon reduction for this outcome was set at 19.22tCO<sub>2</sub>e, so we are happy to report that this outcome's target has been exceeded.

Initially, we had planned to deliver training through the use of a driving simulator at freshers' events and at other times in the academic year. However, we soon discovered that this simulator had been retired by the Energy Saving Trust, so we instead organised for students to take part in one-on-one driving lessons. Due to the costs and time required to do this, it meant that fewer people were actively engaged in this outcome than originally planned: 28 instead of 80. However, the quality of this interaction is likely to have been much higher - it is reasonable to assume that the participants who took part in the in-person training will see a greater increase in their

fuel efficiency than if they had just learnt through a driving simulator.

Furthermore, we also added a page of fuel-efficient driving tips to the ECSA website, so that students could learn how to make these savings if they didn't have time to take part in a training session. This will also help those students who do drive, but don't drive their car to college. We know from our website analytics that we have had 201 unique hits on this page, which has allowed us to reach more students than anticipated.

## Outcome 2: Active Travel

### *Outcome met*

Our carbon reduction target for outcomes 2, 3, and 4 (those that led to our community travelling less or differently) was 118.52tCO<sub>2</sub>e. Through our activities, we ended up with a project saving of 291.4tCO<sub>2</sub>e for these changes. Although some of our participants are difficult to attribute to one specific outcome (e.g. people who used the travel planning tool we supplied), we know we have had at least 254 participants who have directly made a change to active travel. A major part of our work in the early days of the project was



creating a new travel information hub on our website. This had over 1,300 unique visitors over the course of the project, and 129 people read the section on active travel. This information was then included on the College website itself (whereas previously only basic information was provided), so will have been read by more people there too - especially as this information is now included in the student induction process. A summary of our other activities involving active travel can be found in the next section of the report.

### **Outcome 3: Liftsharing**

#### ***Outcome met***

Our initial target for this outcome was for 40 students to start sharing a lift to College. By becoming a corporate member of Liftshare.com we were able to offer a bespoke Liftsharing platform to our students, which led to 252 people signing up to share a lift to College (some have since left - we currently have 220 signed-up members). 186 of these 220 members have added a journey available for sharing to the platform. This included 164 requests for a lift, and 76 offers of a lift (members can add as many journeys to their profile as required, hence the difference in these figures compared to the total number of members with a journey). The platform provides a function whereby members can click to confirm they have started sharing a journey. Only 4 members have actually done this. However, it is likely that many more users than this have found other people to share with through the platform, but then haven't actually confirmed this.

We know from the platform's monitoring dashboard that 20 users have messaged someone else to request a lift, and 14 of those received a reply. This suggests that more than the 4 who have confirmed as such may have started sharing a journey directly because of this new platform. We also know of several students who started liftsharing with classmates after taking part in our activities, even though they didn't use the new liftsharing platform.

### **Outcome 4: Public Transport**

#### ***Outcome exceed***

As previously stated, we surpassed our carbon reduction target for travelling less and differently by 172.88 tCO<sub>2</sub>e. From our participant tracker, we know that at least 123 students made the change to public transport. Most of these cases were moves away from car journeys, and some more were made through moves to more sustainable forms of public transport (e.g. getting a tram instead of bus). It is understandable that these numbers are lower than those for our active travel and liftshare outcomes, as a very high proportion of our students already use public transport to get to college (see the travel summary reports included in the appendices to this report). However, in light of this we still had 205 unique visitors to the public transport page on our website, which offers information on local buses, trams, and train connections.

## Outcome 5: Climate Change Awareness

### *Outcome exceeded*

We received feedback from 38 of the 104 students who took part in our classroom workshops. This was collected via a short survey, completed at the start and end of each class. We asked participants to rate their current knowledge of climate change, and the relevance they thought it had to their subject area. They were then asked the same questions again after the session to see if there were any changes. On average 54% of these students felt their climate change knowledge increased through the sessions, and 43% felt that climate change was more relevant to their subject area after the session. In the feedback form, we also asked for any further comments students had about the sessions; here are two highlights:

*“Great fun, I am going to do more to help the environment”*

*“Absolutely fantastic workshop! Very informative, just wish we had more time”*

We are glad that these workshops not only helped us raise awareness of climate change, but also allowed us to highlight to students how it is relevant to their subject area, and how personal lifestyle decisions (such as travel method) can have an impact.

Throughout all of our campaigns, we made sure to highlight the range of benefits

sustainable lifestyle changes can have for individuals and the planet. These were messages that we included in our online communications, as well as at our physical stalls on campuses. We found stalls to be a great conversation starter with students and staff members for raising awareness of what we were doing in the project, as well as for finding out what they were doing in other areas of sustainability at the College. The contact we got with members of staff through stalls was also incredibly valuable for forming links that led to collaboration on class time activities and the provision of bus tickets for vulnerable student travel.

Besides these stalls, the main way we communicated with our students about the project was through posters and news articles on our website. Both these methods will have increased awareness of climate change amongst our students, although quantifying that impact is difficult to do. All our posters were designed along a consistent branding theme, to increase awareness of the project as well as the Climate Challenge Fund itself. Other than posters for specific events, we also produced some posters that focused on raising awareness of sustainability issues more generally - for example, one of our student interns designed a poster series looking at how to have a more sustainable Christmas. Over the course of the project we published 21 news articles about our activities on our website, which received a total of 1,646 unique views.

# Activities & Climate Literacy

This section provides more detail on the specific activities we ran throughout the project.

## **New Year Travel Pledge**

During both years of the project, we have run a New Year Travel Pledge challenge for students to take part in. This asked them to pledge to travel to college by a more sustainable method, and if they did they received a reward. This campaign focused on the idea of switching to sustainable travel to benefit your health and finances in the new year. In January 2019 we had 46 sign ups, and in 2020 22 students signed up. In both years, the greatest number of students signed up to switch to active travel, followed by public transport, and then liftsharing. After a few weeks, we sent a follow-up survey to find out if students had stuck to the pledge they made – if they had, they received a prize worth approximately £10.

## **Spring Travel Challenge**

We also ran a Spring Travel Challenge during both years of the project. This

followed a similar format to the New Year Pledge – with students who signed up and made a change being rewarded with a prize worth £10. Year 1 saw 31 students sign up, along with 17 in Year 2. In conjunction with this, we also had a Walking Challenge running for students to sign up to. If required, they were loaned a step counter, and they then kept track of their steps each day. At the end of each of the two weeks of the Challenge, students were asked to submit their step counts in a Google Form. The person with the highest average daily step count at each campus won a Fitbit as a prize. These walking competitions received a similar number of entrants as the spring travel challenges.

## **Green Student of the Year Award**

At the end of both years of the project we asked for nominations from students for a 'Green Student of the Year' award. The aim

was to recognise, highlight, and reward students' efforts to become more sustainable in their daily lives and travel. We received 22 nominations over the two years. The entries we received had some great examples of Edinburgh College students taking climate action. It was very reassuring to hear how members of our community had taken the message of the project to heart! Here are some of the best quotes from the nominations we received:

*"This year, as part of starting at the college, I re-evaluated my life priorities and the ways I want to act in the best interests of my health, the health of the planet, and the best interests of our communities... After driving in for the first three days of college, and finding it annoying, dirty, expensive and unhappy, I decided to cycle, and I never stopped... I just want to say thanks for the opportunity to share this stuff and to be part of a Student Association that takes these things seriously and acts to encourage positive change. Nice one."*

*"I walk to the bus then get the bus to the train station then get the bus from the train station to the campus. My commute is as green as I can make it... I have made sure to not take the easy route to college by getting my mum to take me part or all the way!"*

*"I always use the bus to get to college despite being able to drive, as it's a short and frequent journey I make, I really care about the environment and believe sharing transport is an important way to do our bit for the planet."*

*"The first time I rode my bike to college I discovered Edinburgh's bike paths, and I fell in love with the city again. It's incredible how this city keeps surprising me... My choices to help the environment are long term decisions... I am planning to go to uni next year and the first thing I did was to check how long it would take me to go by bike. 32 minute's ride beside the canal - amazing!"*

*"[this student] cycles everyday to college, she is always encouraging the students in our class to cycle to work and for fun. She has been successful in getting me to cycle for the first time in over a decade, which is testament to her infectious attitude and passion for getting people cycling."*



Joseph & Gemma, our winner and runner up from the 2018/19 Green Student Awards.

### **Fuel-Efficient Driver Training**

As previously mentioned, 28 people were trained to drive in a more fuel-efficient way through 6 days of fuel-efficient driver training. In the project application it was assumed that this outcome would be delivered by supplying a fuel-efficient driving simulator, most likely to be used at Freshers events. However, we were unable to find a simulator that was available to book, so we changed our approach to book driving instructors who were able to offer in-car training. This approach allowed students to go out in their own car with a trained instructor, who let them drive how they normally would around a set loop, before giving them tips on how to drive in a more fuel-efficient way for the second loop. After all sessions we asked for feedback from participants, through which all said they enjoyed the session, found it useful, and would recommend it to a friend.

### **Class Workshops**

We delivered workshops in classes for over 100 students, which increased their carbon literacy and awareness of how sustainability is relevant to their subject. These workshops were run in classes as varied as Sociology, Vehicle Maintenance, and Musical Theatre. They covered the basics of climate change science, and looked at how personal choices can have an impact on this. We also tailored the workshops to the specific subject areas; for example, we held a debate on electric vehicles in the vehicle maintenance classes and did improvisation activities on imagining a carbon-neutral future in the theatre class.

After these sessions, the students were asked to complete feedback forms. Through these 54% of students said their knowledge of climate change had increased after the workshop, and 43% increased the rating they gave for how relevant it is to their curriculum. Two thirds of these students said they had not studied climate change or sustainability as part of their course before.

### **Registration Week**

During both years of the project, we were able to inform students about our project through the College's Welcome Week/Registration Week (it was rebranded after Year 1). ECSA gets a 20 minute slot with classes to tell students about our organisation and services, help them log onto the college computer system, and to get them to fill in a quick survey about their interests for the year. We included a small travel section in the presentation, so that students knew about our project and what it could offer them. We also added questions on travel to the survey, and asked if they were interested in any of the events we had planned (e.g. fuel-efficient driver training; cycle training). This allowed us to target the marketing of our activities' throughout the project. Over the two years this survey received over 7000 responses. Both years we produced a report summarising the findings of the transport survey - these have been included as an appendix to this report.

### **Freshers' Week**

Every year, ECSA hosts the College's Freshers events. Each campus has a day of stalls including internal College groups and external organisations. We held a Go Green

stall during both years, and also invited local and national sustainability organisations along. At our stall we offered students travel information and advice (including walking and cycling maps, cycling freebies, and reusable water bottles), and also had a fun smoothie bike to engage students with. We also handed flyers out so students could get more information about the project, and any other events we had coming up.



### Cycle Training

Alex, one of our project staff, is a Cycling Scotland qualified cycle trainer, which meant we were able to offer students the opportunity to participate in cycle training. Our first attempt at providing this was in the form of a group session in October 2018. Unfortunately these weren't attended by any students, so we decided to change our approach and offer students 1:1 training sessions instead. This led to a student based at Milton Road campus having 6 sessions of training with Alex, which he gave the following feedback on:

*"So far, Cycle Training has been a great experience for me and has helped in me*

*becoming more confident in my abilities on the road. Alex has been a great teacher and introduces me to new techniques at a simple pace. Since then, I've been cycling to college and other parts of Edinburgh more often!"*



We continued to advertise the opportunity of free cycle training consistently, and had several students get in touch to express interest, but unfortunately for various reasons no further sessions took place.

### Tree Planting

We identified an opportunity to receive a batch of free trees from the Woodland Trust, so that we could run a tree planting event. The College Estates team were able to identify a plot at Granton campus where these could be planted, so we organised for this to take place on Tuesday 26th March 2019. During the advertisement of this event, a lecturer in our Access & Continuing Education (ACE) team reached out to see if we would be able to do a similar event with one of her classes. This was supported by our funding for accompanying vulnerable students to use public transport, as we were able to supply bus tickets for this class to get the direct bus between Milton Road (their campus of study) and Granton. Over these two days of planting, we were able to engage with 15 students and let them know

about the environmental benefits of planting trees for carbon emissions and biodiversity.



consultation about a new green space for Edinburgh College on a larger scale. We are hosting this on our website, and circulating it within the College, as well as to the surrounding community. This will see an area that was previously an overflow car park become a parkland area.

### Working with vulnerable students

In our original application we said we would pair vulnerable students (for example, those with learning difficulties) up with volunteers to accompany them on public transport. We faced some hurdles at the start of the project once it became clear that this was not viable, due to safeguarding issues. Instead, we decided to work with the ACE department, who would be more suitably qualified.

We then offered lecturers in the ACE department the use of pre-paid bus tickets for trips they would like to take with their classes. We supplied 163 bus tickets to 5 different lecturers, who were then enabled to take their classes on trips to places such as Edinburgh Castle and the National Art Gallery. Two of these lecturers got back in touch with us recently with the following feedback:

*“We wouldn’t have been able to go without them as it would have cost too much so thank you very much.”*

*“The bus tickets have been a fantastic resource and have made a real difference in the scope of activities that we can access with our students. Many of our students come from homes where finances are limited and extra*

More recently, we have been working with the College’s Community Gardens Coordinator to organise a public

*trips into Edinburgh or elsewhere can prove very difficult to fund and an added barrier... A tangible by-product of these trips is the confidence gained in both planning travel and using transport to access activities - this is student-led and staff supported. These skills are key for independence and employability as it is adapting to new environments outside of College or home and this can be a real challenge for many of our students. In having access to travel cards, we have been able to remove a financial barrier which has allowed the students to access meaningful and transferable learning experiences and this has been most apparent in bringing the learning to life in our Travel and Tourism and Skills for Customer Care units."*

### Global Youth Strike

We promoted the Global Youth Climate Strike on the 20th September 2019 as an opportunity for students to take climate action and learn more about climate change. Working with teaching union representatives, we received a commitment from the college that students who attended would be marked in registers as "engaged in external learning". Importantly, this ensured that students were not penalised in either their academic record or



bursary payments. We organised a meet-up point for Edinburgh College students who wanted to attend the Edinburgh protest together, and one of our staff members attended as a point of contact and oversee our students safety. We had 20 students come along to our meeting point, and it is likely more attended the protest but not were part of our group.

### World Mental Health Day



For World Mental Health day (10th October 2019) we ran stalls to encourage students to travel in ways that can be beneficial for their mental health, whilst also benefiting the environment. Our key messages were surrounding the proven health and mental well-being benefits of travelling actively, and the benefits of public transport for having time to relax with a book/podcast/music. On the stalls we also gave out some well-being packs, which contained an NHS mental health booklet, a tulip bulb with directions on planting, and a small bar of fairtrade chocolate. This offered a good opportunity to highlight benefits of sustainable travel methods to students, whilst making links to other things that can be beneficial for the environment.



## Clothing Swaps with Granton Goes Greener



At the start of the project, we looked into the other CCF projects being delivered near our campuses. We therefore had Granton Goes Greener and Edinburgh Tool Library at our Granton Fresher's event in the first year of our project. The clothing rail that Granton Goes Greener brought with them was so successful with our students that we invited them back for more regular events. We were able to form a partnership agreement with them, which saw them hosting a Clothing Swap fortnightly at Granton campus. Over 8 events, there was around 93kg of clothing taken by students, and 35kg given back to Granton Goes Greener.



## Sustainable Travel Breakfast with Greening Gorebridge

While looking into other CCF projects, we also contacted Greening Gorebridge as they work close to our Midlothian campus. As well as coming to our Fresher's event, we also hosted a station breakfast together at Midlothian campus. This rewarded students who had travelled to college by active travel or public transport, by providing them with a breakfast item. Approximately 50 students engaged with this event, which is a high number in comparison to what is usually expected from events at this campus.



# Learning & Reflection

This section lays out challenges and learning points from our project.

## **Challenges**

### **Working within the College setting**

A key challenge that we have faced during this project has related to the College timetable. Both Low Carbon Travel Officers started their contracts at the beginning of July 2018, while students were off campus for the summer holidays. Although this meant there was no contact time with the target community until mid-August, it was beneficial in that we could more easily plan for the year ahead. The same approach applied to student holidays in October, Christmas and Easter - where we took time to review progress, make plans for the next block, and schedule any useful meetings with members of staff who could support the project.

Another more challenging element to this project has been working across multiple sites, at opposite ends of the city. This meant that any campaign we were running required events and stalls to be replicated at all four campuses. This proved to be problematic, as different campuses often had varying levels of student engagement

with certain event types, and it also effectively quadrupled the time and staff energy needed to launch a campaign. We therefore made it as easy as possible to sign up to our activities through our website. These were circulated on our mailing lists, as well as on the ECSA and Edinburgh College social media channels. Where possible we also tried to get these opportunities included in staff and student newsletters, which led to staff in the College's Communications department creating internal and external news articles about our work. We know that these communications led to students signing up, as we always had more entries than we got solely on our stalls. Another benefit of reaching our target community this way was that it better suits part-time students, who are less frequently on campus for physical events - in the 2018-19 academic year, part-time student numbers overtook full-time students for the first time, so this approach makes more sense on reflection.

Working across four sites also impacted our staff capacity. In our original bid, we had split the responsibility for each of the campuses between two full-time Low Carbon Travel Officers. However, once events started taking place we quickly realised that these would run best with both members of staff on campus together. Furthermore, our staff's differences in skills and experience meant that there were occasions when it was more suitable for one staff member to attend meetings at a campus that wasn't directly 'their responsibility'. We therefore ended up shifting our division of work away from specific campuses towards a system where decisions were made based on expertise (in consultation with one-another).

## Staff absences

Unfortunately, the main staff member responsible for Sustainability at Edinburgh College was on long-term sick leave for the majority of this project. At the beginning of the project, we managed to get a good idea of the different initiatives he had worked on across the College, and were able to brainstorm with him about potential project activities. However, once he was no longer working, we had to work more autonomously than was initially planned - especially as he was meant to be a member of the project Steering Group. As this was a dynamic situation with no defined end date, there was a lag between him leaving and other members of staff taking on some of his responsibilities. This led to some hurdles at the start of the project; there were occasionally issues in College operations that affected our project, such as the lack of clarity on locker access for

cyclists. However, once one of the College's Estates Services Managers took on responsibility for the the sustainability workload, he was incredibly helpful to us and the project. He also helped tie our project into other sustainability work at the College, which allowed us to develop stronger links with members of the College Senior Management Team.

During the course of the project, the College's Development Trust went through some major structural and personnel changes. This has made having regular steering group meetings more challenging. To mitigate the impacts of this, we have had more regular catch-ups with our Director, Al Wilson, who has helped us form new ideas and made sure that progress was being made.

## Fuel-efficient driver training

As we had to change our approach on fuel-efficient driving from the original bid, it took us some time to run our first fuel-efficient driver training day. This was partly due to one of the most local trainers to us having no appropriate availability for us. We therefore ended up booking our first sessions through Roadwise Driver Training CIC, who are based in Aberdeen. We appreciated that they are a Community Interest Company, as this aligns itself well with the ethos we wanted to support. Accessing these sessions was primarily made possible through the Home Energy Scotland subsidy, which halved the cost of training. However, this was removed at the end of the 2018-19 financial year, so we

therefore had to do another review of trainers who could offer these sessions at a lower cost in the project's second year. This led to us using ProDrive Driver Training in Year 2 of the project.

One of the main issues we have had in relation to fuel-efficient training has been getting follow-up data from participants. Before the training day we would send out an email to get necessary data for the Carbon Reporter. If students didn't fill this out before their session, we were able to get them to fill this in on the day. However, when we sent out a follow-up survey a few weeks after each training day, we found it difficult to chase up the many participants who didn't respond. Although we managed to get a 25% sample rate for this outcome, we would have ideally liked to get more responses to get a better idea of how these sessions impacted carbon emissions.

## Liftshare

We faced some challenges whilst trying to encourage students to liftshare to College. Although we had a wealth of data from our Welcome Week survey to suggest a good number of students (around 20%) would be interested in sharing a lift to College, we felt it wouldn't be appropriate for us to directly link students due to data protection, safety, and liability concerns. We therefore looked into other options for delivering this outcome, and discovered Liftshare.com. Although we decided on using their services in around November 2019, our site wasn't live until the start of May 2019. This was in large part due to this being a collaborative effort between us, the College's Estates team, and the Development Trust Manager.

As Liftshare.com provides their service for a minimum of two years, we had to ensure that the College was happy to pay the second years' license fee after our project was complete. We then received information about the Paths for All 'Smarter Choices Smarter Places' grant, which could offer us 50% match funding. We therefore liaised with the Development Trust Manager to help us with this funding application to make this option more affordable. Although this was a time consuming process, we are very happy that this ended in a successful bid for match-funding, and the development of a Liftshare platform that will be available to students after our project has been completed.

## Event timings

A challenge we regularly faced related to the timing of planned events. At the start of the project, we arranged meetings for the Sustainability Club at all four campuses. These were scheduled at a time that straddled both main lunch hours, in the hope that students could drop in and out when suited them. Unfortunately, there were very few attendees at these meetings, although there was an apparent interest in our Facebook events and Welcome Week data. Low numbers were seen again during our film screening events a few weeks later, which were organised to tie into Scotland's Climate Week. After these two lunchtime activities weren't well attended, we reconsidered ways we could engage with students that didn't involve being in a specific place at a specific time. This review is what led to our change in approach towards working with lecturers in class-times, and campaigns that could be signed

up to and administered through our website and in-person stalls. We were therefore still able to have face-to-face contact with some students, whilst offering an alternative to those who weren't able to commit to set times.

The challenge of getting students to show up to a set location at a specific time was also apparent in our travel drop-ins. As this was something written into our application, we were keen to get drop in times up and running as soon as possible once students were on campus in September 2018. We planned these around the times that we had our assistants in the offices with us, so they could get experience of planning travel with students. Unfortunately over the two years, we only had four students show up to the office for travel planning support, with a further two emailing instead. This low level of engagement brought us back to our funding application, which had included the idea of a 'greener routes to campus mobile friendly map'. We found out that Liftshare.com offered a personalised travel planning tool (myPTP) that we could include in our membership. We embedded this into both the ECSA and College websites before the start of the academic year 2019-20, and this was highlighted to students in communications and at our Registration Weeks. Since this platform launched, 378 travel plans have been created - which supports our assumption that students found it easier to do this online in their own time, opposed to coming to our offices to get a similar service.

## Best Practice

### Event timings

After reviewing our approach to student engagement once we realised that set event times and locations weren't working, we decided to use incentives to encourage engagement with our project. The first key event we used this in was our New Year Pledge campaign in January 2019 - where students could choose a prize worth approximately £10 if they signed up to change their travel, and succeeded in sticking to this. We had 46 students sign up to this campaign - a significant amount more than we had through previous events - so the use of incentives was added to how we ran events and campaigns going forward. We made sure these prizes reinforced the messaging of the project - examples included vouchers for local bike shops, zero-waste toiletry hampers, and vegetarian cookbooks. Everyone loves free things!

### Collaborating with other organisations

Working with external organisations has created a lot of new opportunities for our students that we couldn't have provided by ourselves. We are extremely grateful to the external organisations we worked with during this project. Our first key events (Freshers Week 2018) were attended by three local CCF projects - Granton Goes Greener, Edinburgh Tool Library, and Greening Gorebridge. They were able to discuss their projects with our student community, whilst also communicating how their activities related to climate change

mitigation. This left us more time to focus on our travel-specific outcomes, and was also a lovely way to meet some of the CCF community. Through the success of their clothing swap at this event, we were also able to form a partnership agreement with Granton Goes Greener for the rest of the academic year 2018-19. This led to 8 further clothes swap events taking place at our Granton campus, which were run by the Granton Goes Greener team. Through these events 93kg of clothes were given out to our community, and they gave 35kg back. It was so encouraging to see the level of engagement they got with our students, with many faces showing up consistently throughout the year.



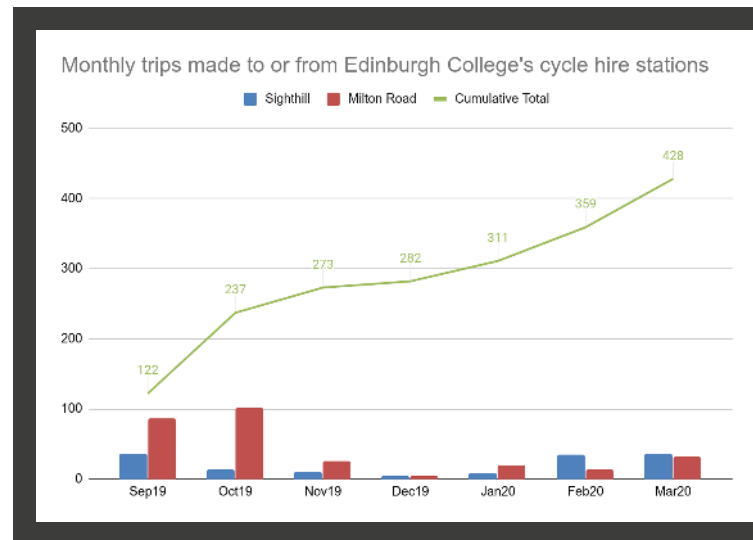
We also had continued contact with Greening Gorebridge, as we ran a sustainable travel breakfast with them at Eskbank station in October 2018. Through this we were able to engage with 50 students at our Midlothian campus, who were offered a free breakfast item if they had used public transport or active travel to get to College that day. They also attended our Freshers event in 2019, and were a great help to our planning of a community fridge for our next project.

During the first year of this project, the College also had a Campus Cycling Officer (Jen Murray), funded by Cycling Scotland. We worked closely with her on a number of events that linked with our own work. One such event was the tying together of our Spring Travel Challenge launch with an Adaptive Bikes workshop Jen organised. We wanted to run these two initiatives in conjunction with each other, so that there was a greater physical presence on campus to attract students to come and see what we were doing. We also planned lunchtime bike rides and litter picking sessions together, although attendance was low due to our previous discussion of event timings over lunch breaks.

We were also fortunate to receive tree saplings from the Woodland Trust through their 'Free Trees for Schools & Communities' scheme in March 2019. These were the trees we used in our tree planting event, which allowed students to actively engage in the planting process whilst learning about the benefits trees have to ecosystems and biodiversity. We will apply to the Woodland Trust again as part of our plans to create a new greenspace at Milton Road.

Throughout the project, we also worked with the City of Edinburgh Council a number of times. This collaboration came through their 'Be Bright be Seen' campaigns in Autumn each year, as well as through interactions with Serco (their contractor for the city's bike hire scheme). Through our engagement with their 'Be Bright Be Seen' campaign, we received a generous supply of high visibility items and bike lights. We were able to give these out at joint events with the Council team, as well as afterwards

from our offices and stalls. Our project staff were instrumental in securing the installation of hire points for the city bike hire scheme at our Milton Road and Sighthill campuses. Since they were installed in August 2019, these hire points have been used 428 times.



### Inform strategies

As previously mentioned, we were involved in the production of a new Environmental Sustainability Strategy for the College, which will run from 2019-2024. We feel that aligning this strategy with ambitious sustainability targets was an incredibly important part of our work, as this will continue to set the tone for work in the College far beyond the lifetime of this project. This work will therefore be discussed in more detail in the Sustainable Legacy section on page 27. It is included in this section to highlight the importance of taking opportunities to influence your stakeholders long-term planning, which can leave a strong legacy after a CCF project has finished.

## Ensure travel information is up-to-date, and provide multiple avenues for accessing it

An immediate area for improvement we identified was updating and increasing the travel information on ECSA and Edinburgh College's websites. These were very bare-bones when we started, but they have been improved to include comprehensive travel information and advice on travelling sustainably. We also built a new travel mapping service (as planned in our initial application) into these pages. To avoid reinventing the wheel, we researched organisations that provided this service, and found that Liftshare.com offers one called 'myPTP'. We therefore included this in our membership package with Liftshare.com, so that this bespoke travel mapping tool could be embedded on the ECSA and College websites.

We were also able to include this information and travel tool in the College's 'Keep Warm' email to new students. These are a stream of induction emails all new students receive before starting their course. Being involved with this process was highly beneficial, as we were able to direct new students to our travel support page (with the myPTP widget) before they had even come to campus. As this platform prioritises more sustainable travel options for shorter journeys, we are confident that this had an impact on students' choices of travel modes for getting to campus. This highlights how embedding your project into systems that every member of a community must interact with is a good way of catching

their attention. As mentioned previously, we were also heavily involved in the college's Welcome Week induction process which meant we could talk about the project to thousands of students and capture baseline data.

One learning point we have taken from writing this report is the number of students who approached us at our stalls to talk about their travel, but didn't actually sign up to the activity we were promoting. These haven't then been formally recorded as participants, as we never had a consistent way of recording these valuable interactions. We would recommend other projects consider how to best record all kinds of interactions that occur with their community at an earlier point, so they don't miss out on reporting these participants.



# Finance & Administration

## Staff training

Through this project, we were able to provide training to a number of staff members. These training sessions ranged from Carbon Literacy for Communities (undertaken by four members of staff), through to 'Report Writing' and 'Promoting Sustainability through Powerful Communications'. The staff members involved were provided invaluable experiences to learn transferable skills that were extremely beneficial to the project, as well as for going forward into their future careers.

## Finances

Overall, we felt the project finances were split well between required headings. The main areas of change were surrounding salary changes that came from the College's annual review, and the National Joint Negotiations Committee.

## Admin

Having two members of full-time staff working on the project significantly increased our capacity to be involved in wider College sustainability work. Examples of these have been discussed throughout, including involvement with the Environmental Sustainability Strategy 2019-24, Sustainable Education steering group, and joint events with the Campus Cycling Officer and Community Gardens Coordinator.

We found the project progress reports to be a valuable resource for regularly reviewing our work, and for helping to compile this report. The report template was clear to use, and helped us to be critical of areas of our work that weren't delivering the results we desired. It was also greatly beneficial to attend the Data Collection training session at the start of the project, to develop our skills of using the Carbon Reporter.

# Sustainable Legacy

## Adapting our plans

In our initial bid, the key areas for sustainable legacy were envisioned to surround the Sustainability Club, travel planning in Class Rep training, and the potential to continue a travel challenge after the project was completed.

However, we have found that these have changed fairly significantly through the course of the project. One reason for this is the difficulty we have found with setting up a lasting, student-led 'society' in the College context. We attempted this at different times of the year, through multiple different approaches, but are yet to find a solution that could lead to a reasonable expectation that this will continue after the project without staff support. Due to time constraints for fitting travel planning into Class Rep training, this didn't end up taking place. To replace this, we instead provided project updates in all Class Rep Conferences throughout the year (16 per year - 4 at each campus), so they were aware of what events and activities we had coming up.

In light of the above challenges, we made sure to find other avenues for this project to have a lasting legacy at Edinburgh College.

## A more ambitious college

One approach for this that we are especially proud of is our involvement with creating the College's new 'Environmental Sustainability Strategy 2019-24'. Our project staff were invited along to the preliminary meetings of the steering group for this strategy, and we made it clear that we wanted to see more ambition from the College than was outlined in the first draft of the strategy. This led to a strategy that we believe is far more promising for steering the College towards greater sustainability measures over the coming years. In particular, Edinburgh College has now set a target of becoming carbon-neutral by 2030. The chair of this group (the College's Head of Communications, Policy and Research, and Secretary to the Board of Management) has been incredibly supportive of our project, and gave the following feedback about our involvement with the Strategy:

*"ECSA's Go Green Project has been, and currently is, engaged in the delivery of these objectives [from the Environmental Sustainability Strategy], in partnership with College staff and students. The expertise and commitment of project staff has been outstanding in this regard, demonstrating*

*leadership amongst the college staff and student community. Also, their ability to produce high quality data on a range of environmental sustainability issues has been of vital importance, and has helped shape the College's approach across many key issues."*

As well as being heavily involved with developing the Environmental Sustainability Strategy, we have also been invited to the College's Sustainable Education steering group. Although these meetings have only started meeting more consistently in the past six months, there were promising discussions about the introduction of a sustainability module for staff on the College intranet. We feel that we were able to make positive suggestions for the platform, as well as offering to send the classroom activities we have worked on in the past two years to be included. This will mean that these resources can continue to be used well past the lifetime of this project.

## **A greener campus**

Another strand of the project that has led to further project legacy was our tree planting event. This allowed us to plant 15 trees on an unused patch of grass behind our Granton campus car park. These trees will be there for years to come, and will offer a lasting visual impact of this project.

Our close partnership work with the College has also allowed us to set up our bespoke Liftshare.com site. As we were able to provide data from our Welcome Week to show the student demand for this service, we were able to receive match-funding from Paths for All's Smarter Choices Smarter Places (SCSP) grant to match our CCF funding for this service. As the SCSP

funding was only for one year, we were then able to gain support from the College to pay the second year licence fee for this platform. This will therefore be on offer to students after this project is complete. As membership numbers have grown well over this first year, the College is also planning to install Liftshare parking bays in our car parks. We expect that these spaces will raise the visibility of liftsharing, and will offer a further incentive for students and staff to reduce single-occupancy car usage.

As previously mentioned, we have also done a considerable amount of work to offer useful and up-to-date travel information for our students. This has been achieved through updating the ECSA and College websites, adding the myPTP widget to both sites, and producing a transport information email that will be sent to all new students, before they start their course. These resources will continue to be available after the project is completed, so that students can continue to benefit from this information.

# Summation

It has been a real privilege to witness the growth of our sustainability activities over the past few years at ECSA and this end of project report details the sheer volume of work that has gone into that.

As the Association Director, I have been involved since the early discussions on a potential CCF application way back in 2017 and it is a very proud moment to reflect on the progress we have made since then as we come to the end of our Go Green Project.

On the most basic level, we have met or exceeded all of our original objectives that we were funded to pursue. More importantly, though, the CCF funding has allowed us to set the agenda for the wider College community and push for more ambitious targets over the coming years. Our full-time project staff, Claire & Alex, have made an incredible impact on the Association and the wider College, providing much needed expertise and passion in equal measure to ensure the success of the project.

College students are often the forgotten demographic in the education sector, despite there being almost a quarter of a million of them in Scotland. As the only Scottish College Students' Association to receive CCF funding directly, we are proud to lead the way in climate change awareness - providing our students with real, tangible ways for them to change their

own behaviours, as well as influence those around them as they enter industry, raise families, and become leaders in their own communities.

Without the funding from the Climate Challenge Fund, we would never have been able to make the required impact at a local level for this climate emergency, but with it, we have put ourselves in a position where we can continue to positively influence students and local decision-makers for years to come.



**Al Wilson | ECSA Director**



<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 16.06.20		
Presented by	Alan Williamson		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	09.06.20	Telephone	-
Appendices Attached	<i>Appendix 1: Management Accounts to April 2020 (with commentary)</i>		
Disclosable under FOISA	Yes.		

## **MANAGEMENT ACCOUNTS TO APRIL 2020**

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

**10. REPUTATIONAL IMPLICATIONS**

None.

**11. EQUALITIES IMPLICATIONS**

None.

**CONCLUSIONS/RECOMMENDATIONS**

The Board are asked to DISCUSS and NOTE the Management Accounts to April 2020.



## **FINANCIAL REPORT**

### **9 MONTHS TO 30 APRIL 2020**

#### **CONTENTS**

Report from Chief Operating Officer

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

#### **Appendices:**

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

#### **DISTRIBUTION**

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

## 1. EXECUTIVE SUMMARY

### Introduction

1.1 Due to the outbreak of Covid-19 and following Government instructions, the College campuses closed on 23 March 2020. Following this closure, the College undertook a financial review of this decision on its financial forecasts. These management accounts show reduced income and expenditure related to Covid-19. The financial impact on Edinburgh College and indeed the sector as a whole, is considerable, particularly those Colleges with high levels of international & commercial exposure.

### Credits and SFC Grants

1.2 Edinburgh College's activity target for 2019/20 is **186,612** credits, together with an ESF target of **1,335** credits. The College's total target is therefore **187,947** credits. The College has achieved **182,868** credits at 19<sup>th</sup> May 2020. As a result of Covid-19 the SFC confirmed that 100% of the Grant-in-Aid funding would be received despite a shortfall in credits. SFC guidance indicates that ESF funding will be received in proportion to credits achieved, although discussions are ongoing. Therefore, ESF income is reduced by 3%.

### 1.3 Adjusted Operating Position

As per SFC Measurement basis	<u>Annual Budget</u> <u>2019/20</u>	<u>YTD Budget</u> <u>2019/20</u>	<u>YTD Actuals</u> <u>2019/20</u>	<u>YTD Variance</u> <u>2019/20</u>	<u>Previous YTD</u> <u>2018/19</u>	<u>Full Year Forecast</u> <u>2019/20</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
<b>I&amp;E Operating Position</b>	<b>(1,735)</b>	<b>(1,610)</b>	<b>(1,715)</b>	<b>(104)</b>	<b>(87)</b>	<b>(1,524)</b>

#### Add:

Depreciation net of deferred capital grant release	2,509	1,884	1,837	(48)	1,900	2,445
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#### Deduct:

Revenue funding allocated to loan repayments **	774	581	581	-	847	1,006
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#### Adjusted Operating Position

	-	(308)	(460)	(152)	966	(84)
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\*\* the 2019/20 projection includes Lennartz and Granton accommodation provision adjustments totalling £232k

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

### 1.4 Income and Expenditure

	<u>Annual Budget</u> <u>2019/20</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	48,695	35,316	35,459	143	33,379	49,006
Tuition Fees and Commercial & Other Income	15,676	14,208	11,714	(2,494)	14,421	12,422
Job Retention Scheme (JRS) Income	-	-	-	-	-	600
Deferred Income	2,974	2,290	2,279	(11)	2,547	2,959
<b>Total Income</b>	<b>67,345</b>	<b>51,814</b>	<b>49,452</b>	<b>(2,362)</b>	<b>50,347</b>	<b>64,987</b>
Staff Costs	48,970	36,645	35,928	717	34,127	48,013
Other Costs	14,627	12,606	11,124	1,482	11,860	13,093
Depreciation	5,484	4,174	4,115	59	4,073	5,405
<b>Total Expenditure</b>	<b>69,080</b>	<b>53,425</b>	<b>51,167</b>	<b>2,258</b>	<b>50,434</b>	<b>66,511</b>
<b>Operating (Deficit) / Surplus</b>	<b>(1,735)</b>	<b>(1,610)</b>	<b>(1,715)</b>	<b>(104)</b>	<b>(87)</b>	<b>(1,524)</b>



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

Based on current performance, the full year forecast operating deficit is £1,524k, which equates to an adjusted operating **deficit** position of £84k. High-level movements in April 2020 affecting the full year operating forecast are as follows:

	<b>£k - Fav / (Adv)</b>
Tuition fees (inc SAAS) – largely CITB managing agent income	328
Commercial & International income	50
Job Retention Scheme Income	600
Other income generating activities	47
Other operating expenditure (largely VAT and exam fees)	<b>(372)</b>
<b>Total movements during April affecting operating position:</b>	<b>653</b>

The full year adverse forecast of £84k compared to B/E budget (a favourable movement of £653k, in total, from last month) comprises the following:

	<b>£k - Fav / (Adv)</b>
Recurrent Grant Income (JE funding deferred from 2018/19)	19
Other SFC Grants	292
Tuition Fees and Education contracts	<b>(890)</b>
Net Commercial & International income	<b>(1,246)</b>
Job Retention Scheme Income	600
Other income (inc Nursery)	<b>(262)</b>
Staffing (vacancy churn / unfilled posts)	957
Net other operating expenses (energy, cleaning etc.)	678
Lennartz & Granton accommodation provision movements	<b>(232)</b>
<b>Total YTD movement affecting cash:</b>	<b>(84)</b>

The net movements mostly attributable to Covid-19, on the College's current year-end operating projection, are summarised below:

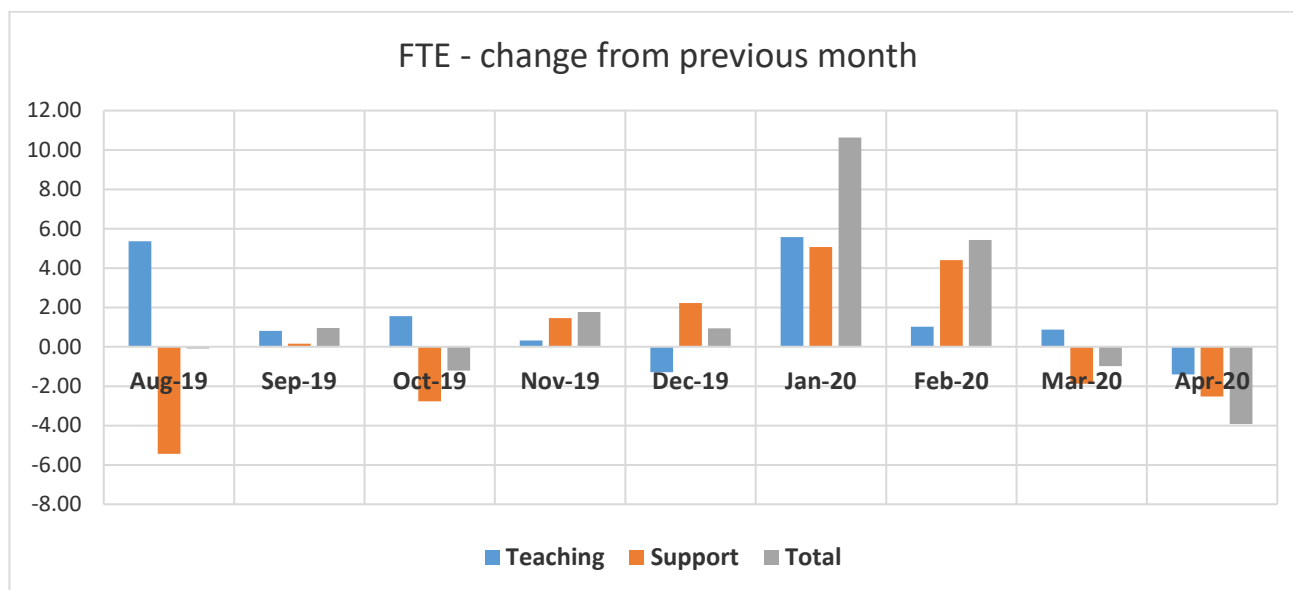
	<u>Revised Annual Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>Year End Projection @ end Feb 20</u> £000s	<u>Movements from end Feb to date (largely associated with Covid-19)</u> £000s	<u>Current Year End Projection</u> £000s
Funding Council Grants	48,695	35,459	49,013	(7)	49,006
Deferred Capital Grant Releases	2,974	2,279	2,959		2,959
Tuition Fees and Education Contracts (inc SAAS)	7,709	6,456	7,028	(209)	6,819
Commercial and International Contracts	6,256	3,944	5,846	(1,627)	4,219
JRS Income				600	600
Other Income	1,711	1,314	1,776	(392)	1,384
<b>Total Income</b>	<b>67,345</b>	<b>49,452</b>	<b>66,622</b>	<b>(1,635)</b>	<b>64,987</b>
Staff Costs	48,970	35,928	48,113	(100)	48,013
Other Operating Expenses	14,040	10,681	14,300	(1,794)	12,506
Depreciation for the year	5,484	4,115	5,405		5,405
Debt Interest & Other Finance Costs	587	443	587		587
<b>Total Expenditure</b>	<b>69,080</b>	<b>51,167</b>	<b>68,405</b>	<b>(1,894)</b>	<b>66,511</b>
<b>Operating (Deficit) / Surplus</b>	<b>(1,735)</b>	<b>(1,715)</b>	<b>(1,783)</b>	<b>259</b>	<b>(1,524)</b>

- 1.5 The operating position to April shows a deficit of £1,715k, against a profiled budgeted deficit of £1,610k. The main variances are:
- An adverse income variance within tuition fees of £854k (mainly managing agents, net SAAS and associate degree fees).
  - An adverse income variance within commercial & international income of £1,547k (mainly international, scheduled and bespoke income).
  - An adverse 'other' income variance of £93k (mainly net Nursery income).
  - A favourable variance of £1,482k within other operating expenses, largely due to savings aligned to lower running costs due to campus closures.
  - A favourable variance in staff costs of £717k as a result of posts relinquished and vacancy churn.
- 1.6 The annual budget includes cost of living increases for support staff of £0.6m and lecturing staff of £1.1m. The increased STSS employer pension contribution (from 17.2% to 23%), which commenced on 1<sup>st</sup> September 2019, is also included; this is fully funded (£1.3m) by the SFC. The cost of the pension rate increases and associated funding (for the year) are both included in the College's budget.

1.7 **Staff (Full Time Equivalent)**

FTE	31/07/19	30/04/20	YTD Movement	30/04/19
Teaching	477.8	490.7	12.9	491.4
Support	534.5	535.1	0.6	541.8
	1,012.3	1,025.8	13.5	1,033.2

Staff numbers have reduced by 4.0 FTE in total during April, of which 2.4 FTE were support staff, with the balance within teaching (across a number of functions). Recruitment has been put on hold since Mid-March following the Covid-19 outbreak. The FTE staff movements by month are shown below:



1.8 **Cash**

Opening cash	Month-end cash	Forecast year-end cash	Comments
01/08/2019	30/04/2020	31/07/2020	
£'m.	£'m.	£'m.	The opening cash balance included £0.2m of 2018/19 underspent student support funds. These funds were netted off in April against additional current year student funding received through the in-year redistribution exercise.
0.9	3.9	0.3	

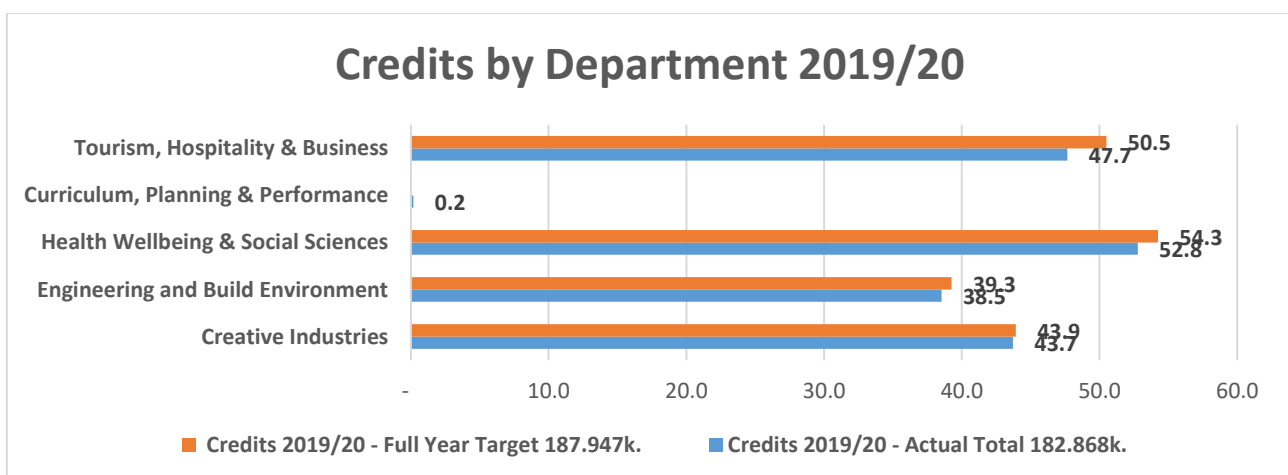
## 1.9 Capital Expenditure

In the 2019/20 financial year, £1.45m was spent against a budget of £1.455m, with £5k of commitments in the pipeline. The main areas of expenditure were: rooms refurbishment & furniture / lighting replacements (£0.6m), buildings critical works (£0.5m), lifts (£0.15m) and cctv works (£0.13m). The fixed asset values are as follows:

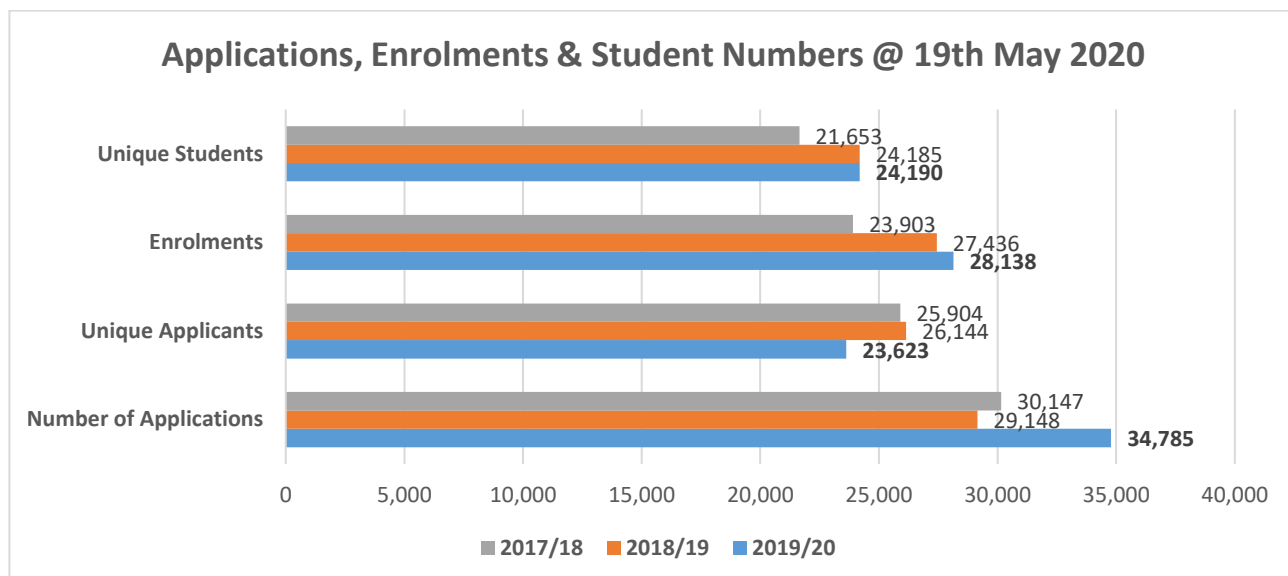
Opening Fixed Assets	Additions YTD	Depreciation YTD	Closing Fixed Assets	Comments
01/08/2019	30/04/2020	30/04/2020	30/04/2020	
£'m.	£'m.	£'m	£'m.	
159.7	1.4	(4.1)	157.0	£3.65m of funds, in total, have been assigned for lifecycle and high priority backlog maintenance works, together with capital spends for 2020/21. This figure is split between an amount required to maintain the College Estate (I&E budget) of £0.969m (2019/20 £0.969m), £2.189m for condition survey backlog works (2019/20 £1.455m) and £0.488m (2019/20 nil) for priority capital works. There is no specific capital funding for IT or Digital investment.

## 2. CREDIT AND STUDENT ACTIVITY

- 2.1 The activity target for the 2019/20 academic year is 187,947 credits, which includes an additional 1,335 credits for ESF funding (subject to our core credit target being achieved in the year).
- 2.2 Latest enrolment figures show lower full-time students partly offset by an increased number of part-time students. Curriculum plans to increase Semester 2 activity have stopped due to Covid-19.
- 2.3 The College has achieved **182,868 credits** at 19<sup>th</sup> May 2020. The “Credits by Department” table (below) shows a comparison of faculty performance for the year to date against full year targets.



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

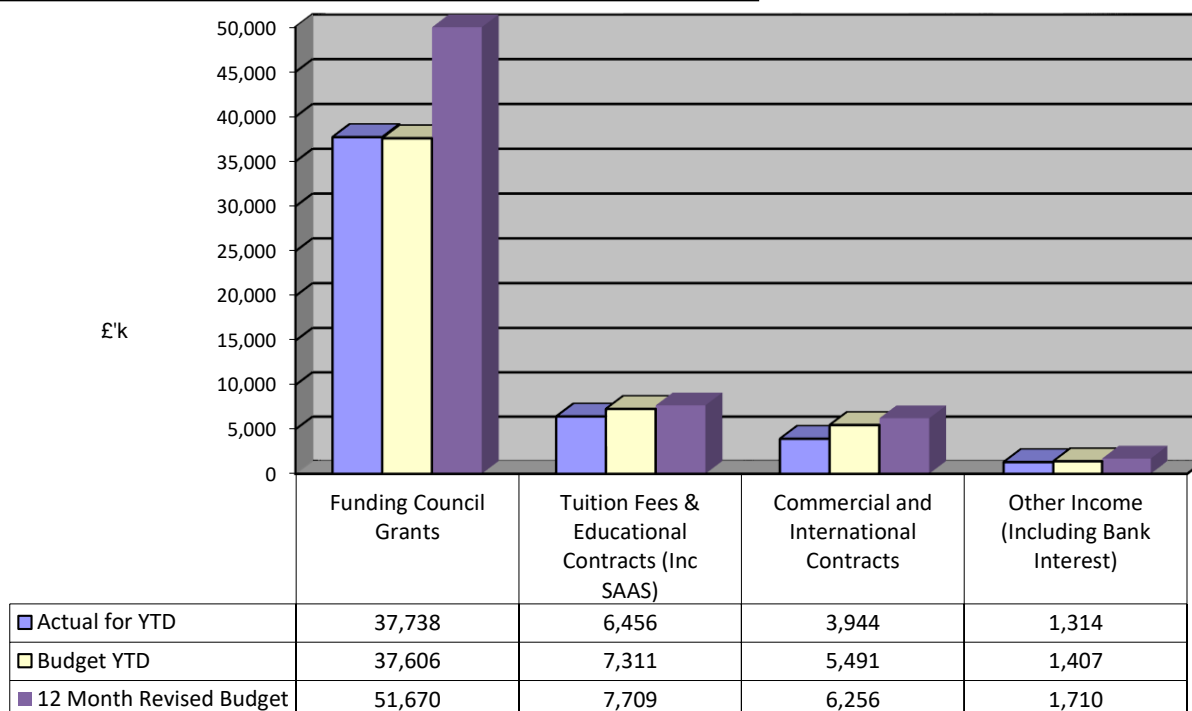


### 3. INCOME ANALYSIS

#### Income Expanded Account Detail for the 9 Months to 30th April 2020

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s	<u>Year End Projection</u> £000s
<b>INCOME</b>							
Funding Council Grants	51,670	51,670	37,606	37,738	132	35,925	51,966
Tuition Fees & Education Contracts	7,709	7,709	7,311	6,456	(854)	7,413	6,819
Commercial & International	6,256	6,256	5,491	3,944	(1,547)	4,837	4,219
JRS Income							600
Other Income	1,711	1,711	1,407	1,314	(93)	2,171	1,384
<b>Total Income</b>	<b>67,345</b>	<b>67,345</b>	<b>51,814</b>	<b>49,452</b>	<b>(2,362)</b>	<b>50,347</b>	<b>64,987</b>

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



3.1 Total income for the year to date is £49.5m, which is £2.4m lower than the profiled budget year to date of £51.8m.

- 3.2 Grant-in-Aid income across all credit-bearing areas has been brought to account in line with SFC guidance that the College will receive its full funding allocation for the year, even though overall credit targets will not be achieved due to Covid-19. As a result of the overall credits shortfall, the full year forecast for ESF income has been reduced by £7k (using credit achievement to date as a proportion of full year target). The Grant-in-Aid forecast has been increased by £19k to reflect deferred support staff Job Evaluation (JE) funding from 2018/19, which remains in progress.
- 3.3 Following the latest review of student numbers and the reduction in activity (together with possible refunds) owing to the effects of Covid-19, the annual forecast for total tuition fee income shows a shortfall on budget of £890k. This relates to SAAS, FE / HE full-time and part-time, self-payer fees and exam fee income (lower by £674k in total) together with a reduction in managing agents income (£200k) and lower associate degrees (£16k). The table below illustrates the effects of Covid-19 and other movements on the year-end projection:

**Tuition Fees Expanded Account Detail for the 9 Months to 30th April 2020**

	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Year End Projection @ end Feb 20</u> £000s	<u>Movements from end Feb to date (largely Covid-19 income contractions)</u> £000s	<u>Current Year End Projection (inc the effects of refunds)</u> £000s
<b>Tuition Fees &amp; Education Contracts</b>							
FE - UK & EU	50	50	77	27	68	8	76
HE - UK & EU	359	340	283	(57)	402	(115)	287
PT Self Payers	438	438	543	105	503	19	522
Examination Fee Income	20	20	17	(3)	20	(2)	18
SAAS	4,455	4,277	3,733	(543)	3,728	14	3,742
SAAS - Commercial	47	47	50	3	47	3	50
Associate Degree Fees	805	800	789	(11)	725	64	789
Managing Agents	1,535	1,338	963	(375)	1,535	(200)	1,335
	<u>7,709</u>	<u>7,311</u>	<u>6,456</u>	<u>(854)</u>	<u>7,028</u>	<u>(209)</u>	<u>6,819</u>

Mitigating net savings of £131k (including £64k of examination fees) associated with the above forecast loss of income are likely to be achieved and are included within the College's full year forecast.

- 3.4 Commercial UK revenue streams for the remainder of the session have been severely curtailed following the effects of Covid-19 (illustrated in the table below). Prior to the lockdown, good progress had been made across most income lines, particularly with regards to FWDF activity and bespoke courses. However, most of the training in the area was conducted face to face and has been postponed until further notice.

The Enterprise & Commerce Faculty have been able to convert many of their professional qualifications to online delivery (ILM, CMI, CIPD), which has helped provide some continuity with a few clients. Other clients have taken the decision not to continue with any training for the time being and will revisit the situation towards the end of the 2020 calendar year.

With regards to SDS activity, the practicalities of assessing apprentice progress and engaging with employers have been severely restricted in the current climate. Ongoing discussions with Skills Development Scotland and awarding bodies (principally SQA) continue, although a number of programmes have been paused and concerns remain with timelines for delivering contracts and the drawdown of milestone payments.

All gym membership and rent revenue is suspended whilst College campuses are closed. Four students who were previously residing at our Milton Road Halls of Residencies have moved to the Granton CRM Students facility, which remains open.

It has been assumed that little more income will be earned following the March College closure.

**Commercial UK Expanded Account Detail for the 9 Months to 30th April 2020**

	<u>Revised Annual Budget</u>	<u>YTD Budget</u>	<u>YTD Actuals</u>	<u>YTD Variance</u>	<u>Year End Projection @ end Feb 20</u>	<u>Movements from end Feb to date (largely Covid-19 income contractions)</u>	<u>Current 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>
<b>Commercial UK</b>							
SDS	715	668	526	(142)	715	(189)	526
EH15 and The Apprentice Restaurants	48	42	26	(16)	38	(12)	26
Bliss SPA and Employability Salons	100	91	65	(26)	100	(35)	65
Gym	332	302	213	(89)	332	(118)	214
Residences	541	488	329	(159)	541	(211)	330
Bespoke Contracts for Employers	611	552	376	(176)	611	(236)	376
Scheduled Short Courses	654	595	415	(179)	454	(39)	415
Flexible Workforce Development Fund	1,622	1,347	1,272	(75)	1,622	(100)	1,522
	<u>4,623</u>	<u>4,085</u>	<u>3,222</u>	<u>(863)</u>	<u>4,413</u>	<u>(939)</u>	<u>3,474</u>

Mitigating savings of £227k associated with the above loss of income has been included within the College's full year forecast. This includes external trainer costs, trainee allowances and teaching activity costs.

The full year forecast for International income stands at £0.746m, leaving a full year income shortfall for the year, compared to budget, of £0.9m. This reflects lost income from a number of sources (within the UK and from in-country delivery and particularly from contracts with China and Panama), whilst most upcoming development trips have been cancelled. A Guangzhou 4+4 course and early years programme is currently in the pipeline but is at risk if lecturers are unable to travel to Guangzhou in July / August for the face-to-face part of the course. Summer school contracts are also unlikely to take place.

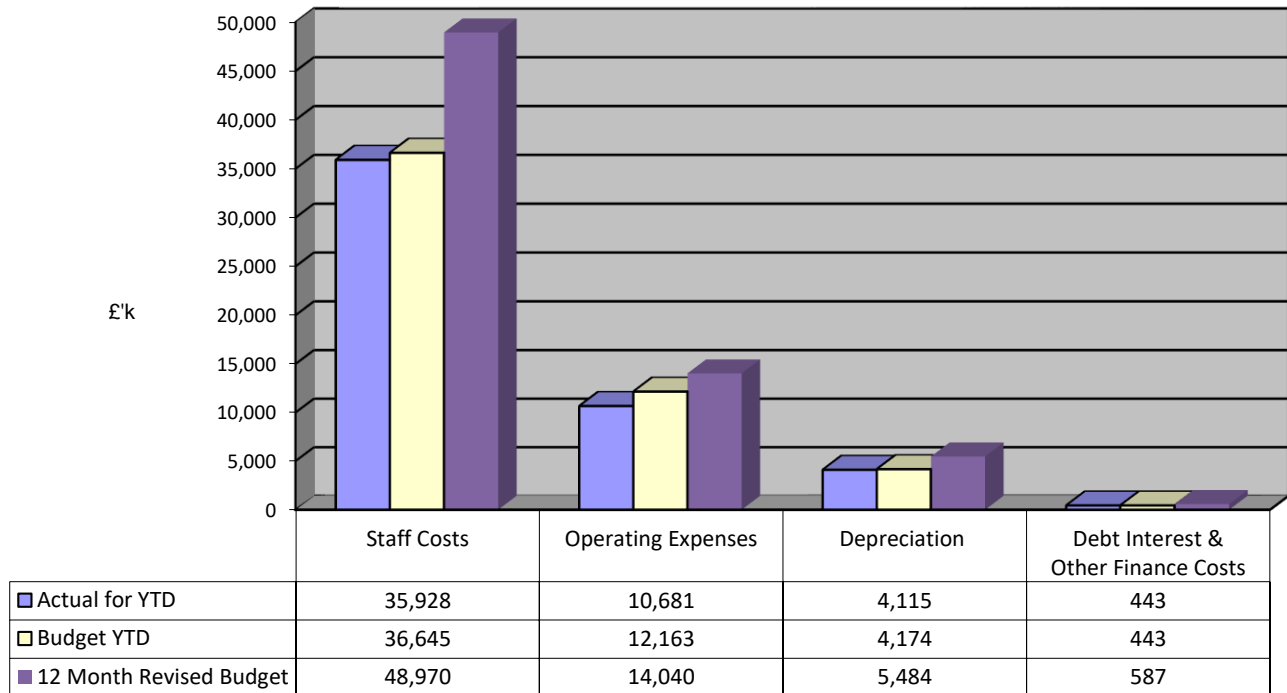
Mitigating savings (including staffing), associated with international delivery, of £564k are forecast to be achieved (and are included within the College's forecast) whilst new opportunities have been identified and are being progressed by our International development team, with much of this pipeline work for 2020/21 and beyond.

#### 4. EXPENDITURE ANALYSIS

**Expenditure Expanded Account Detail for the 9 Months to 30th April 2020 (Ex Staff Costs)**

	<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>
Other Operating Expenses	14,040	14,040	12,163	10,681	1,482	11,408	12,506
Depreciation for the year	5,484	5,484	4,174	4,115	59	4,073	5,405
July 2018 Additional Revaluation Depreciation						374	
Debt Interest & Other Finance Costs	587	587	443	443		451	587
<b>Total Expenditure (Ex Staff Costs)</b>	<u>20,110</u>	<u>20,110</u>	<u>16,780</u>	<u>15,239</u>	<u>1,541</u>	<u>16,306</u>	<u>18,498</u>

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



- 4.1 Total expenditure for the year to date is £51.2m, which is £2.3m lower than the profiled budget of £53.4m.
- 4.2 Many operating expense areas will achieve savings as the year progresses as a by-product of the forecast income contractions in relation to Covid-19. These mainly relate to energy, cleaning, academic expenditure, travel & subsistence and VAT. The saving on the cleaning contract resulted from the contractor 'furloughing' their staff in accordance with HMRC's JRS.

### Other Operational Expenditure Expanded Account Detail for the 9 Months to 30th April 2020

	Revised Annual Budget £000s	YTD Budget £000s	YTD Actuals £000s	YTD Variance £000s	Year End Projection @ end Feb 20 £000s	Movements from end Feb to date (largely savings associated with Covid-19 related income contractions) £000s	Current Year End Projection £000s
<b>Other Operating Expenses</b>							
Premises	4,734	3,988	3,363	625	4,880	(646)	4,234
Teaching Activity & Support	1,437	1,319	1,352	(33)	1,691	(321)	1,370
Childcare Costs	1,500	1,269	1,269	0	1,500		1,500
Transport Costs	101	89	86	4	101		101
IT Costs	1,023	824	746	78	1,023	4	1,027
Telecomms Costs	134	127	118	9	134		134
Equipment	73	67	80	(13)	73	7	80
Health & Safety	37	32	20	12	37		37
Travel & Subsistence	542	452	214	238	542	(300)	242
Admin Costs	141	123	109	14	141	(30)	111
Corporate, Consultancy, Professional	883	698	555	143	753	(150)	603
Staff Welfare	16	15	11	3	16		16
Catering	509	445	273	171	499	(100)	399
Training & Development	187	138	59	79	187	(90)	97
VAT	1,224	1,140	1,058	81	1,224	(60)	1,164
Marketing & PR	145	123	95	28	145	(44)	101
Partnership Costs	39	29	29		39		39
Overseas Agents Commission	77	77	77	(0)	77		77
Registration & Exam Fees	1,199	1,178	1,135	43	1,199	(64)	1,135
Bad Debt	41	30	30	0	41		41
	14,040	12,163	10,681	1,482	14,300	(1,794)	12,506

## 5. STAFF COSTS ANALYSIS



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### Staffing Expanded Account Detail for the 9 Months to 30th April 2020

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s	<u>Year End Projection</u> £000s
<b>Staff Costs</b>							
Senior Management	1,594	1,594	1,166	1,169	(2)	1,116	1,594
Academic Departments	25,987	25,987	19,420	18,306	1,113	16,716	25,261
Academic Services	5,132	5,132	3,846	3,683	162	3,426	5,022
Admin & Central Services	12,191	12,191	9,130	9,209	(79)	9,044	12,141
Premises	1,467	1,467	1,100	1,045	55	1,090	1,447
Catering & Residences	34	34	25	25	0	576	34
Temporary, Agency & Staff Bank Costs	1,615	1,608	1,236	1,557	(322)	1,342	1,557
Other Staffing Expenditure	950	958	722	932	(210)	817	958
	<b>48,970</b>	<b>48,970</b>	<b>36,645</b>	<b>35,928</b>	<b>717</b>	<b>34,127</b>	<b>48,013</b>

5.1 Staff costs are currently £0.7m lower than the profiled budget, as a result of relinquished posts and vacancy churn. Following a review of forecast staffing costs for the remainder of the year, staffing is currently projected to settle the year at £48m, which is £1m below full year budget (unchanged from last month). College staff continue to be paid in line with Scottish Government guidance and their contractual terms, on the basis that the SFC Grant-in Aid funding is received at 100%. Over 200 employees are either on furlough at present or will go onto it in the next few weeks (equating to £600k of JRS income, which has been recognised in the College's year-end projections).

## 6. TRADING DEPARTMENT

	<b>Nursery</b>			
	<b>YTD Apr 20</b>			
	<b>Full Year Budget (£000)</b>	<b>YTD Revised Budget (£000)</b>	<b>Actuals (£000)</b>	<b>Full Year Forecast (£000)</b>
<b>Income</b>	990	758	689	750
<b>Staffing Expenditure</b>	(964)	(723)	(678)	(899)
<b>Non Staffing Expenditure</b>	(47)	(40)	(38)	(47)
<b>Net (Deficit) Contribution Towards Associated Costs</b>	<b>(21)</b>	<b>(5)</b>	<b>(26)</b>	<b>(196)</b>

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

6.2 The full year forecast for nursery income was reduced by £224k in March due to Covid-19. Income has been curtailed after 17th March 2020, although the area is still providing child places for key workers and the College continues to receive student support and Edinburgh Council funding. The full year forecast includes the effects of a grant of £20k from CoEC, which has been used to fund Nursery refurbishment works.

## 7. CASH-FLOW

7.1 The cash balance at the end of April is £3.9m, which includes £0.2m of student support funds.

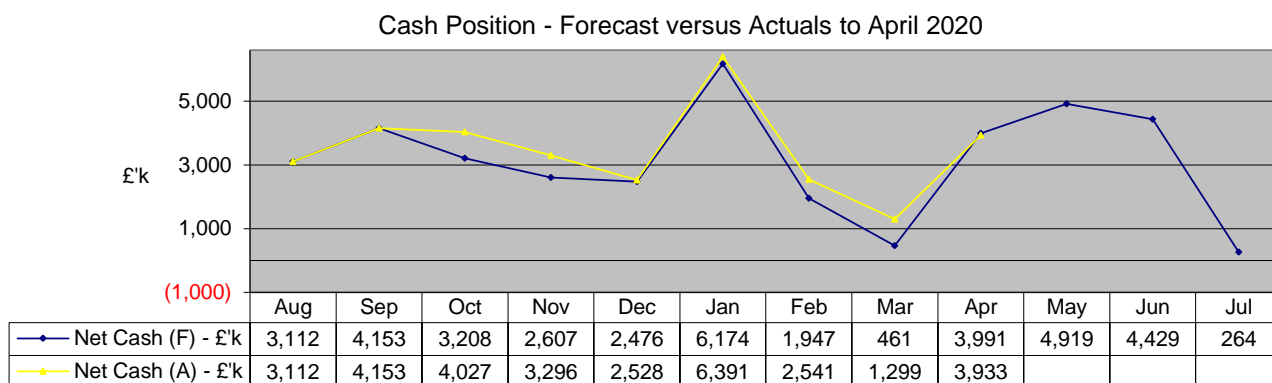
7.2 The closure of the College has exerted considerable pressure on the College's 2019/20 cashflows. The cashflow position now shows a small cash balance at July 2020 of £264k (an improvement of £603k compared to last month's projection – see 1.4 above). The College is doing all it can to bolster its cash holdings, including staggering annual contract payments, deferring VAT as well as participating in the government Job Retention Scheme. Should the College open earlier than 1 August, there could be a further cash cost of £0.5m.

7.3 The College has provided £70k of financial support to its catering contractor, who had little cash and whose catering staff faced redundancy. This payment enabled the staff to be paid for April 2020, which



gave the contractor time to apply to HMRC for support under the JRS. This payment will be repaid over the duration of the contract – 22 months.

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 College submitted a mid-year Financial Forecast return to the SFC in May. Underlying Operating position and cashflow projections are regularly updated and the forecast figures included in these accounts show a £0.4m improvement on figures submitted to the SFC.

## 9. BALANCE SHEET

<b><u>Balance Sheet as at 30 April 2020</u></b>		<u>At 30 April</u> <u>2020</u>	<u>At 31 July</u> <u>2019</u>	YTD Mvmt
		<u>£'000</u>	<u>£'000</u>	<u>£'000</u>
Fixed Assets	Land and Buildings	148,416	151,268	(2,852)
	Fixtures, fittings and Equipment	8,571	8,384	187
		<u>156,987</u>	<u>159,652</u>	<u>(2,665)</u>
Current Assets	Stock	91	54	37
	Debtors	1,933	3,699	(1,766)
	Cash - Main	3,776	586	3,190
	Cash - Student Support	157	350	(193)
Total		<u>5,957</u>	<u>4,689</u>	<u>1,268</u>
Creditors		(66,214)	(65,222)	992
Bank Loans		(9,338)	(9,692)	354
Provisions		(30,746)	(31,066)	320
		<u>56,646</u>	<u>58,361</u>	<u>(1,715)</u>
Funded by:				
Reserves		56,646	58,361	(1,715)
		<u>56,646</u>	<u>58,361</u>	<u>(1,715)</u>

9.1 The movements in Cash and Fixed Assets are detailed in sections 1.8 and 1.9 above. Creditors include £2.4m of Grant-in-Aid receipts which have not yet been recognised within the Income Statement and £1.5m of capital formula grants which have not yet been released to support corresponding capital expenditure.

## 10. KEY PERFORMANCE DATA

Financial Performance Monitoring Template							
	2018/19 Annual Target			2019/20 Annual Target	2019/20 YTD Actuals		2018/19 Annual Out-turn
<b>Credits</b>	186,612			186,612	182,868		186,674
<b>Credits ESF</b>	1,356			1,335	-		1,356
	2018/19 Annual Budget	2019/20 Annual Budget	Revised Annual Budget	2019/20 YTD Budget	2019/20 YTD Actuals	YTD Variance	Previous YTD
	£k	£k	£k	£k	£k	£k	£k
<b>Adjusted Operating Position</b>	1,394	-	-	(308)	(460)	(152)	966
<b>Commercial &amp; International Contracts</b>	5,706	6,256	6,256	5,491	3,944	(1,547)	4,837
<b>Income</b>	67,320	67,345	67,345	51,814	49,452	(2,362)	50,347
<b>Expenditure</b>	67,320	69,080	69,080	53,425	51,167	2,258	50,434
<b>Operating Surplus / (Deficit) pre SSAP24</b>	-	(1,735)	(1,735)	(1,610)	(1,715)	(104)	(87)
<b>Net Cash Inflow / (Outflow)</b>	(263)	(1,589)	(1,589)	2,997	2,997	-	2,539
<b>Bank Balance</b>	681	(563)	(563)	3,933	3,933	-	3,483
<b>Fixed Assets</b>	158,032	154,565	154,565	156,987	156,987	-	160,473
<b>Net Current assets / (liabilities)</b>	(5,702)	(4,957)	(4,957)	(7,034)	(7,034)	-	(5,431)
<b>Creditors and Provisions</b>	(75,876)	(91,807)	(91,807)	(93,307)	(93,307)	-	(78,675)
<b>Net Assets</b>	76,454	57,801	57,801	56,646	56,646	-	76,367
<b>Pay costs % of Income</b>	% 69.9	72.7	72.7	70.7	72.7	2.0	67.8
<b>Current Ratio</b>	0.33	0.57	0.57	0.46	0.46	-	0.57
<b>Cash Days in Hand</b>	(29)	(31)	(31)	(41)	(41)	-	(32)
<b>Borrowings as % of reserves</b>	% 7.7	8.0	8.0	8.5	8.5	-	7.5



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## I&E Account for the 9 Months to 30th April 2020

	<u>Original</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>Revised</u> <u>Annual</u> <u>Budget</u> <u>£000s</u>	<u>YTD</u> <u>Budget</u> <u>£000s</u>	<u>YTD Actuals</u> <u>£000s</u>	<u>YTD</u> <u>Variance</u> <u>£000s</u>	<u>Previous</u> <u>YTD</u> <u>£000s</u>	<u>Year End</u> <u>Projection</u> <u>£000s</u>
Funding Council Grants	48,695	48,695	35,316	35,459	143	32,779	49,006
Deferred Capital Grant Releases	2,974	2,974	2,290	2,279	(11)	2,547	2,959
Debt Support Grant						600	
Tuition Fees and Education Contracts (inc SAAS)	7,709	7,709	7,311	6,456	(854)	7,413	6,819
Commercial and International Contracts	6,256	6,256	5,491	3,944	(1,547)	4,837	4,219
JRS Income							600
Other Income	1,711	1,711	1,407	1,314	(93)	2,171	1,384
<b>Total Income</b>	<b>67,345</b>	<b>67,345</b>	<b>51,814</b>	<b>49,452</b>	<b>(2,362)</b>	<b>50,347</b>	<b>64,987</b>
Staff Costs	48,970	48,970	36,645	35,928	717	34,127	48,013
Other Operating Expenses	14,040	14,040	12,163	10,681	1,482	11,408	12,506
Depreciation for the year	5,484	5,484	4,174	4,115	59	4,073	5,405
July 2018 Additional Revaluation Depreciation						374	
Debt Interest & Other Finance Costs	587	587	443	443	(0)	451	587
<b>Total Expenditure</b>	<b>69,080</b>	<b>69,080</b>	<b>53,425</b>	<b>51,167</b>	<b>2,258</b>	<b>50,434</b>	<b>66,511</b>
<b>Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge</b>	<b>(1,735)</b>	<b>(1,735)</b>	<b>(1,610)</b>	<b>(1,715)</b>	<b>(104)</b>	<b>(87)</b>	<b>(1,524)</b>
<b>Adjusted Operating Position:</b>							
<b>Operating (Deficit) / Surplus pre SSAP24 Enhanced Pension Provision Charge</b>	<b>(1,735)</b>	<b>(1,735)</b>	<b>(1,610)</b>	<b>(1,715)</b>	<b>(104)</b>	<b>(87)</b>	<b>(1,524)</b>
<b>Add:</b>							
Depreciation net of deferred capital grant release	2,509	2,509	1,884	1,837	(48)	1,900	2,445
<b>Deduct:</b>							
Revenue funding allocated to loan repayments	774	774	581	581		847	1,006
<b>Adjusted Operating Position</b>	<b>0</b>	<b>0</b>	<b>(308)</b>	<b>(460)</b>	<b>(152)</b>	<b>966</b>	<b>(84)</b>

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s	<u>Year End Projection</u> £000s
<b>INCOME</b>							
<b>Funding Council Grants</b>							
Recurrent Grant Inc Fee Waiver	45,591	45,591	32,893	32,908	14	30,174	45,610
Childcare Funds	1,500	1,500	1,269	1,269	(0)	1,403	1,500
Deferred Capital Grants	2,974	2,974	2,290	2,279	(11)	2,547	2,959
Debt Support Grants						600	
Other SFC Grants	1,604	1,604	1,153	1,282	129	1,202	1,895
	51,670	51,670	37,606	37,738	132	35,925	51,966
<b>Tuition Fees &amp; Education Contracts</b>							
FE - UK & EU	50	50	50	77	27	55	76
HE - UK & EU	359	359	340	283	(57)	315	287
PT Self Payers	438	438	438	543	105	481	522
Examination Fee Income	20	20	20	17	(3)	31	18
SAAS	4,455	4,455	4,277	3,733	(543)	4,031	3,742
SAAS - Commercial	47	47	47	50	3	46	50
Associate Degree Fees	805	805	800	789	(11)	805	789
Managing Agents	1,535	1,535	1,338	963	(375)	1,060	1,335
Edinburgh Council - Pre Emp Contract						589	
	7,709	7,709	7,311	6,456	(854)	7,413	6,819
<b>Commercial &amp; International</b>							
International	1,634	1,634	1,406	722	(684)	1,369	746
SDS	715	715	668	526	(142)	448	526
EH15 and The Apprentice Restaurants	48	48	42	26	(16)	33	26
Bliss SPA and Employability Salons	100	100	91	65	(26)	82	65
Gym	332	332	302	213	(89)	276	214
Residences	541	541	488	329	(159)	310	330
Bespoke Contracts for Employers	611	611	552	376	(176)	257	376
Scheduled Short Courses	654	654	595	415	(179)	441	415
Flexible Workforce Development Fund	1,622	1,622	1,347	1,272	(75)	1,622	1,522
	6,256	6,256	5,491	3,944	(1,547)	4,837	4,219
<b>Other Income</b>							
Catering	16	16	15	11	(3)	773	11
JRS Income							600
Nursery	990	990	758	678	(80)	653	750
Access Centre Provision	150	150	150	173	23	173	173
Other Income Generating Activities	545	548	478	447	(31)	564	447
	1,701	1,704	1,401	1,309	(92)	2,163	1,981
<b>Endowment &amp; Investment</b>							
Bank Interest	10	6	6	5	(1)	8	3
	10	6	6	5	(1)	8	3
<b>TOTAL INCOME</b>	<b>67,345</b>	<b>67,345</b>	<b>51,814</b>	<b>49,452</b>	<b>(2,362)</b>	<b>50,347</b>	<b>64,987</b>
<b>EXPENDITURE</b>							
<b>Staff Costs</b>							
Senior Management	1,594	1,594	1,166	1,169	(2)	1,116	1,594
Academic Departments	25,987	25,987	19,420	18,306	1,113	16,716	25,261
Academic Services	5,132	5,132	3,846	3,683	162	3,426	5,022
Admin & Central Services	12,191	12,191	9,130	9,209	(79)	9,044	12,141
Premises	1,467	1,467	1,100	1,045	55	1,090	1,447
Catering & Residences	34	34	25	25	0	576	34
Temporary, Agency & Staff Bank Costs	1,615	1,608	1,236	1,557	(322)	1,342	1,557
Other Staffing Expenditure	950	958	722	932	(210)	817	958
	48,970	48,970	36,645	35,928	717	34,127	48,013
<b>Other Operating Expenses</b>							
Premises	4,734	4,734	3,988	3,363	625	3,578	4,234
Teaching Activity & Support	1,437	1,437	1,319	1,352	(33)	1,094	1,370
Childcare Costs	1,500	1,500	1,269	1,269	0	1,403	1,500
Transport Costs	101	101	89	86	4	70	101
IT Costs	998	1,027	824	746	78	681	1,027
Telecomms Costs	134	134	127	118	9	118	134
Equipment	73	73	67	80	(13)	40	80
Health & Safety	37	37	32	20	12	30	37
Travel & Subsistence	581	542	452	214	238	409	242
Admin Costs	141	141	123	109	14	133	111
Corporate, Consultancy, Professional	883	883	698	555	143	620	603
Staff Welfare	16	16	15	11	3	10	16
Catering	509	509	445	273	171	598	399
Training & Development	187	187	138	59	79	73	97
VAT	1,224	1,224	1,140	1,058	81	1,079	1,164
Marketing & PR	145	141	123	95	28	105	101
Partnership Costs	39	39	29	29		301	39
Overseas Agents Commission	38	77	77	77	(0)	15	77
Registration & Exam Fees	1,224	1,199	1,178	1,135	43	1,021	1,135
Bad Debt	41	41	30	30	0	31	41
	14,040	14,040	12,163	10,681	1,482	11,408	12,506
Depreciation	5,484	5,484	4,174	4,115	59	4,073	5,405
<b>Depreciation for the year</b>	<b>5,484</b>	<b>5,484</b>	<b>4,174</b>	<b>4,115</b>	<b>59</b>	<b>4,073</b>	<b>5,405</b>
<b>July 2018 Additional Revaluation Depreciation</b>						374	
<b>Debt Interest &amp; Other Finance Costs</b>							
Interest On Bank Loans	557	557	417	417	0	430	557
Other Finance Charges	30	30	25	26	(0)	22	30
	587	587	443	443	(0)	451	587
<b>TOTAL EXPENDITURE</b>	<b>69,080</b>	<b>69,080</b>	<b>53,425</b>	<b>51,167</b>	<b>2,258</b>	<b>50,434</b>	<b>66,511</b>
<b>Operating (Deficit) / Surplus pre SSAP24</b>							
<b>Enhanced Pension Provision Charge</b>	<b>(1,735)</b>	<b>(1,735)</b>	<b>(1,610)</b>	<b>(1,715)</b>	<b>(104)</b>	<b>(87)</b>	<b>(1,524)</b>
<b>Adjusted Operating Position:</b>							
<b>Operating (Deficit) / Surplus pre SSAP24</b>							
<b>Enhanced Pension Provision Charge</b>	<b>(1,735)</b>	<b>(1,735)</b>	<b>(1,610)</b>	<b>(1,715)</b>	<b>(104)</b>	<b>(87)</b>	<b>(1,524)</b>
<b>Add:</b>							
<b>Depreciation net of deferred capital grant release</b>	<b>2,509</b>	<b>2,509</b>	<b>1,884</b>	<b>1,837</b>	<b>(48)</b>	<b>1,900</b>	<b>2,445</b>
<b>Revenue funding allocated to loan repayments</b>	<b>774</b>	<b>774</b>	<b>581</b>	<b>581</b>		<b>847</b>	<b>1,006</b>
<b>Adjusted Operating Position</b>	<b>0</b>	<b>0</b>	<b>(308)</b>	<b>(460)</b>	<b>(152)</b>	<b>966</b>	<b>(84)</b>



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## Balance Sheet

### For the 9 Months to 30th April 2020

	<u>2019/2020</u> <u>YTD Actuals</u> <u>£000s</u>	<u>2018/19</u> <u>Year End</u> <u>£000s</u>	<u>2018/2019</u> <u>Previous YTD</u> <u>£000s</u>
<b>Fixed Assets</b>			
L&B	148,416	151,268	151,773
FFE	8,571	8,384	8,700
	<b>156,987</b>	<b>159,652</b>	<b>160,473</b>
<b>Current Assets</b>			
Stock	91	54	41
Debtors	1,933	3,699	3,614
Cash	3,933	936	3,483
	<b>5,957</b>	<b>4,689</b>	<b>7,138</b>
<b>Creditors &lt; 1yr</b>			
Bank loans	(470)	(470)	(449)
Payments received in advance	(112)	(199)	(112)
Trade creditors	(1,169)	(1,909)	(1,776)
Taxes & social sec	(908)	(1,222)	(1,072)
Accruals, Def Inc & Other Creditors	(2,035)	(2,926)	(1,706)
Amounts owed to SFC	(5,322)	(19)	(4,522)
Deferred Capital Grants - Government	(2,974)	(2,901)	(2,931)
	<b>(12,990)</b>	<b>(9,646)</b>	<b>(12,569)</b>
<b>Net current assets / (liabilities)</b>	<b>(7,034)</b>	<b>(4,957)</b>	<b>(5,431)</b>
<b>Total assets less current liabilities</b>	<b>149,953</b>	<b>154,695</b>	<b>155,042</b>
<b>Creditors &gt; 1yr</b>			
Bank loans	(8,867)	(9,222)	(9,358)
Deferred Capital Grants - Government	(53,694)	(56,046)	(55,037)
	<b>(62,561)</b>	<b>(65,268)</b>	<b>(64,395)</b>
<b>Provisions</b>			
Early retirement	(4,389)	(5,472)	(4,375)
Student Accommodation Provision	(763)		
	<b>(5,152)</b>	<b>(5,472)</b>	<b>(4,375)</b>
<b>Net pension asset / (liability)</b>	<b>(25,594)</b>	<b>(25,594)</b>	<b>(9,905)</b>
<b>NET ASSETS</b>	<b>56,646</b>	<b>58,361</b>	<b>76,367</b>
<b>Reserves</b>			
I&E account	41,118	42,046	44,101
Pension reserve	(25,594)	(25,594)	(9,905)
Revaluation reserve	41,123	41,909	42,172
<b>RESERVES</b>	<b>56,646</b>	<b>58,361</b>	<b>76,367</b>



**BOARD OF MANAGEMENT  
16 JUNE 2020  
PAPER H**



For the future you want

<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 16.06.20		
Presented by	Ann Landels		
Author/Contact	Ann Landels / Marcus Walker	Department / Unit	Board of Management
Date Created	08.06.20	Telephone	-
Appendices Attached	None.		
Disclosable under FOISA	No.		

**BOARD SELF-EVALUATION SURVEY 2020 REPORT**

**1. PURPOSE**

To provide the Board with an opportunity to consider feedback from the 2020 Self-Evaluation Survey, and any further actions required in response.

**2. BACKGROUND**

The Code of Good Governance for Scotland's Colleges states that boards must keep their effectiveness under annual review and have in place a robust self-evaluation process. One element of the Board self-evaluation process is for members to complete a survey reflecting on the practice of the Edinburgh College Board of Management in the academic year 2019/20.

To allow comparison with self-evaluation data from 2019/20 the same questionnaire was circulated.

**3. DETAIL**

**3.1 Questionnaire**

In late May 2020, an evaluation questionnaire comprising of 34 statements, over six sections directly related to areas of the Code of Good Governance, was circulated to the Board. Responses to the questionnaire illustrated that Board members were broadly content with governance arrangements at the College, indicating broad 'agreement' with all 34 of the statements put forward (against a six-level Likert scale).

Ten Board Members (from a possible total of fifteen) took part in the 2019/20 evaluation.

### 3.2 Comparison with 2019 Survey

In the 2019 Survey, three statements were rated as ‘neither agree nor disagree’ by Board members:

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

Feedback to the same questions in 2020 indicated that members were broadly content (‘agree / strongly agree’) with performance in these three areas. However, it should be noted that feedback scores for these three questions remained the lowest across all surveyed questions.

Updates in relation to these three important areas are provided below:

- ***Regularly reviewing performance against strategic aims.*** In 2019/20, the Board considered quarterly and annual Strategic Plan key performance indicators at its Development Day on 28 October 2019, and reviewed a draft KPI dashboard on 10 December 2019. A KPI dashboard, with minor refinements, was subsequently approved by the Board on 30 March 2020. Moving forward into the next academic year (2020/21), the Board will review its Quarterly Strategic Plan KPI Dashboard at every meeting.
- ***Undertaking regular strategic reviews / scenario planning.*** The Policy & Resources Committee, on 25 February 2020, considered a 5-year Financial Plan for the College. However, due to the Covid-19 pandemic the Board meeting scheduled to take place on 24 March 2020 was cancelled and the impact of the pandemic on strategic planning will need to be considered further.
- ***Challenging student success targets.*** Student success targets outlined in the Regional Outcome Agreement are monitored regularly through the Academic Council. The Board, through its Academic Council, have noted that the challenges and priorities of the College to improve in the areas of retention and attainment. Progress against a short-term action plan shall continue to be reviewed by the Academic Council to ensure that appropriate arrangements are in place to support improvements in student attainment.

### 3.3 Qualitative Feedback

Whilst Board members positively ‘agreed’ with all 34 statements put forward in the 2020 questionnaire, there were however a number of constructive comments that will be considered further by the Interim Chair and the Board Secretary.

Such comments provided by members included:

- ***Leadership & Strategy***
  - *“Discussion of strategic objectives illustrated by different scenarios would be both helpful and welcome.”*



- *“There are times though when the Board’s focus can seem too broad and strategic issues, such as financial sustainability perhaps don’t receive the level of scrutiny it deserves.”*
- **Quality of the Student Experience**
  - *“I would say these [Student views/opinions] are definitely taken into account, but not sure if they are always automatically prioritised.”*
  - *“This differs depending on the Committee involved or the issues under consideration at the Board - being aware of students’ views should be embedded in every aspect of the Board’s work.”*
- **Remuneration, Sustainability, Staff Governance**
  - *“The well-being and issues of concern to staff should be priorities for the Board, alongside those of students”*

It should be noted that the majority of the qualitative feedback positively reinforced the scoring of quantitative questions. Members of the Board particular praised the work of the Board in response to the ‘Accountability’ section of the questionnaire (as below), which was also reflected in the high scores provided to all six statements within this section.

- **Accountability**
  - *“The risk management and reporting is excellent and the Executive are transparent and open in their answers to questions posed by the Board.”*
  - *“The audit and risk functions of the Board seem very robust, with regular deep-dives to supplement month to month evaluations.”*

### **3.4 One-to-One Meetings with Interim Chair**

In addition to the evaluation questionnaire, the Interim Chair held individual conversations with Board members during May and June 2020. For reference, two main themes around the Board’s operation emerged from these meetings:

**Strategic reviews and deep dives.** As outlined in Paragraph 3.2, it is recognised that progress has been made in this area, however, there remains a need to finesse the ‘deep dive’ process to make it more effective and to ensure that any findings are implemented timeously.

**External involvement of Board members.** This was discussed prior to the (2019) external review of the Board and is included in the recommendations. Board members again expressed a willingness to act as ambassadors for the College, to represent it externally and to use their networks to the advantage of the College. The view was expressed that this would be especially advantageous in the current situation.

### **3.5 Conclusions / Next Steps**

The feedback provided by the Board will be considered further by the Interim Chair and the Board Secretary, and cross referenced with the 2019 Board Effectiveness Report and the subsequent recommendations highlighted within the Board Improvement Plan. A further update on the implementation of points raised through Board members' feedback shall be included in the Board Improvement Plan Report provided to the Board at its next scheduled meeting on September 2020.

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

The Code of Good Governance for Scotland's Colleges states that boards must keep their effectiveness under annual review and have in place a robust self-evaluation process.

### **5. STRATEGIC IMPLICATIONS**

The Board of Management is responsible for the strategic direction of Edinburgh College.

### **6. RISK**

A key role of the Board of Management is scrutiny and risk assessment, review and mitigation.

### **7. FINANCIAL IMPLICATIONS**

The Board of Management is responsible for the overall budget and financial performance of the College.

### **8. LEGAL IMPLICATIONS**

No direct legal implications arising from the evaluation.

### **9. WORKFORCE IMPLICATIONS**

No direct workforce implications arising from the evaluation.

### **10. REPUTATIONAL IMPLICATIONS**

Self-evaluation is required to maintain an effective Board and ensure that robust governance arrangements are in place. A governance failure, which may result from inadequate self-evaluation processes, could have significant reputational implications for the College.

### **11. EQUALITIES IMPLICATIONS**

No direct equalities implications arising from the evaluation.

### **CONCLUSIONS / RECOMMENDATIONS**

The Board are asked to DISCUSS and NOTE the paper.

**BOARD OF MANAGEMENT  
16 JUNE 2020  
PAPER I**



For the future you want

<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 18.06.20		
Presented by	Nigel Paul		
Author/Contact	Nigel Paul	Department / Unit	Board of Management
Date Created	02.06.20	Telephone	-
Appendices Attached	None.		
Disclosable under FOISA	No.		

**ANNUAL EVALUATION OF THE CHAIR OF BOARD OF MANAGEMENT 2019/20**

**1. PURPOSE**

The report presents the results of the annual evaluation of the Chair of the Edinburgh College Board of Management for 2019/20. The evaluation was undertaken by the Interim Vice Chair, Nigel Paul.

**2. BACKGROUND**

The Code of Governance for Scotland's Colleges came into effect in December 2014. Compliance with the Code is a condition of grant and colleges must include a statement in their annual report to confirm that the principles of the Code have been applied.

The Code requires the Board to agree a process for evaluating the effectiveness of the Chair, which should normally be led by the Vice Chair / Senior Independent Member.

In 2018/19, an evaluation of the Regional Chair, Sir Ian Diamond was undertaken by the Vice Chair and a report was presented to the Board on 18 June 2019.

On 31 October 2019, Sir Ian Diamond stepped down as Regional Chair. Ann Landels, a non-executive member, was subsequently appointed to act as Interim Chair from 01 November 2019 until a new Regional Chair was appointed. As of writing this report Ms Landels remains in post as Interim Chair.

In June 2019, the Board agreed to follow the same procedure as had been used in previous years, which involved a scaled questionnaire. However, in line with Board members' comments the questionnaire format was refreshed to include greater opportunity for qualitative feedback.

The questionnaire reflected the Code's principles on the effectiveness of Board Chairs i.e. that they should:

- Ensure the effectiveness of all aspects of the Board's role
- Ensure adequate time is available for discussion of all agenda items, particularly strategic issues
- Promote a culture openness and debate by encouraging the effective contribution of all Board Members
- Foster constructive relations between Board Members

Other questions explored the facilitation of effective governance in more depth, whether national and regional perspectives were being brought to the Board, and the fostering of constructive challenge of the Principal and Executives, to more fully reflect the Code. Nine members of the board (from a possible total of 13 members) completed the questionnaire. Opportunity was also provided for board members to discuss their views with the Interim Vice Chair, however none felt it necessary to take up this opportunity.

The Interim Vice Chair liaised with the Interim Chair to discuss feedback before providing this report to the Board. Members should also note that the Chair's performance is also reviewed annually by Scottish Ministers, and the results of the College's evaluation are considered as part of that review.

### 3. DETAIL

#### 3.1 Overview

Overall, Board Members believe that the Interim Chair has been *an 'effective leader of the Board, ably demonstrating the skills and experience necessary'*, with 89% of respondents indicating that they 'strongly agree /agree' with this statement.

Responses to the questionnaire illustrated that Board members were broadly content the performance of the Interim Chair, indicating broad 'agreement' with all 16 of the statements put forward (against four-level Likert scale).

It was recognised that the Interim Chair had only been in-post for seven months, having been Vice Chair for eight months (from March to November 2019), and also that the Scottish Government had delayed the recruitment of a new regional chair due to the Covid-19 pandemic. It was also recognised that the College had been significantly impacted by Covid-19. As a result, the Interim Chair had increasingly been focused on the short- and medium-term implications of Covid-19 on the governance processes for the College, oversight and support for the Executive team, as well as interactions with other key players in the sector. The Interim Chair understands that there is a need to refresh the strategic thinking and focus of the board and executive, but at the time of this evaluation, this had been not been taken forward with the Board.

The impact of the Covid-19 pandemic resulted in the cancellation of two significant events in the Board calendar, a scheduled Board meeting on 24 March 2020, (the day after the lockdown) and a Board Development Day on 28 April 2020. However subsequent Committee meetings have been conducted via Microsoft Teams.

Board members were supportive of the more regular communications provided to the Board through the months of March, April and May, in response to Covid-19 pandemic and the mitigating actions undertaken by the College, and committee chairs have welcomed their ability to join the weekly online meeting between the Interim Chair, Interim Vice Chair and the Principal.

Feedback highlighted that members of the Board recognised the Interim Chair as a *'good communicator'*, and welcomed the *'close communications with the Senior Management Team'* that were demonstrated following the closure of College campuses.

Limited feedback was provided on the performance of the Interim Chair in Board meetings as only one formal meeting of the Board took place between November 2019 and this evaluation. The Interim Chair received some constructive suggestions following this meeting, which will be considered for the remaining period of her tenure.

### **3.2 Summary of Evaluation**

The Board consider the evaluation of the Chair to have been a beneficial exercise. Their conclusion was that the Interim Chair of the Edinburgh College Board of Management had broadly operated effectively during an unprecedentedly challenging period.

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

The benefit of having a skilled and effective Chair accords well with the principles of good governance and is regarded as essential to the performance of the Board of Management and Edinburgh College overall.

### **5. STRATEGIC IMPLICATIONS**

The Board of Management is responsible for the strategic direction of Edinburgh College.

### **6. RISK**

A key role of the Board of Management is scrutiny and risk assessment, review and mitigation.

### **7. FINANCIAL IMPLICATIONS**

The Board of Management is responsible for the overall budget and financial performance of the College.

### **8. LEGAL IMPLICATIONS**

No direct legal implications arising from the evaluation.

### **9. WORKFORCE IMPLICATIONS**

No direct workforce implications arising from the evaluation.

### **10. REPUTATIONAL IMPLICATIONS**

A strong, effective and well-respected Chair (and Board of Management) is a reputational asset for the College.

### **11. EQUALITIES IMPLICATIONS**

No direct equalities implications arising from the evaluation.

### **CONCLUSIONS / RECOMMENDATIONS**

The Board are asked to DISCUSS and NOTE the paper.





<b>FOR INFORMATION / DISCUSSION</b>			
Meeting	Board of Management 16.06.20		
Presented by	Nick Croft		
Author/Contact	Nick Croft / Marcus Walker	Department / Unit	Governance
Date Created	29.05.20	Telephone	0131 344 7048
Appendices Attached	Appendix 1: Board Improvement Plan - June 2020 Update Appendix 2: Board Calendar 2020/21		
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 March 2020 report, and further governance developments within the College, and the college sector, over recent months.

**3. DETAIL**

**3.1 Chair of the Edinburgh College Board - Appointment**

The process of appointing a new Regional Chair commenced on 15 January 2020, with an early engagement event attended to the Vice Principal Corporate Development and the Clerk to the Board. Three members of the selection panel, as well as representatives from the Scottish Government’s Public Appointments Team, were present at the event which provided the College with an opportunity to engage with the process prior to a timeline and documentation being finalised.

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

The selection panel will reconvene in June 2020 (date to be confirmed) to consider a new timeline for the recruitment process. The Interim Chair and Vice Chair arrangements, agreed by the Board on 24 September 2019, will remain in place until an appointment is confirmed by Scottish Ministers.

### **3.2 Non-Executive Recruitment**

On 20 February, the Nominations Committee via correspondence agreed that a round of non-executive recruitment should take place prior to the end of the academic year 2019/20. Further to this, the Committee agreed that the recruitment round should seek candidates with appropriate experience of HR & Organisational Development and/or Chartered Accountancy.

Due to the closure of the College campuses in March, and the UK-wide lockdown measures introduced by the Government, it was noted by the Nominations Committee on 06 April (via email) that non-executive recruitment would be postponed until further notice.

The Nominations Committee met on 03 June to consider non-executive recruitment and succession planning. The outcome of discussions to restart the non-executive recruitment process are outlined within the draft minutes of the Nominations Committee (Paper O).

### **3.3 Non-Executive Resignation**

On 08 May 2020, Sam Hogrefe, a non-executive member of the Board, advised the Interim Chair of his resignation from the Board with immediate effect.

As noted under Paragraph 3.2, the Nominations Committee considered the impact of Mr Hogrefe's departure on the Board Skills Matrix, and review arrangements for future non-executive recruitment.

### **3.4 Review of Code of Good Governance**

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

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

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

Board Secretaries have been advised that it looks unlikely that an updated Code of Good Governance will be approved until the start of the academic year 2020/21.

### **3.5 Board Improvement Plan**

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

The 2019 Board Effectiveness Review can be viewed on the College website here:  
<http://doc.edinburghcollege.ac.uk/welcome/strategies/Edinburgh%20College%20Board%20Effectiveness%20Review.pdf>



In relation to the Board Improvement Plan, the Corporate Development Committee and the Nominations Committee noted actions related to ‘External Engagement’, ‘Board Skills Diversity and Succession Planning’ and ‘Process, Structure and Measurements’ at their meetings in May and June 2020.

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

### 3.6 Quarterly Strategic Plan KPI Dashboard - Committee-Level Monitoring

On 30 March, the Board (via email) confirmed that it was content with the ‘Quarterly Strategic Plan KPI Dashboard’ and the ‘Annual Performance Strategic Plan KPI Dashboard’.

The Board Improvement Plan (Paragraph 3.5 refers) outlines an action relating to the ‘Plotting of board and committee activities against the Strategic Plan 2017/22’. In furtherance of this action, it is proposed that in the academic year 2020/21 all quarterly KPIs are reviewed at committee-level, prior to their presentation to the Board as an appendix to the Principal’s Report.

Indicated below are the relevant committees of the Board aligned to the relevant quarterly KPIs:

Committee	Quarterly KPI
<b>Policy &amp; Resources Committee</b>	Staff cost as a percentage of income
	Financial adjusted operating position
	Gross Carbon Footprint (Tonnes Co2)
	Total Credits
<b>Corporate Development Committee</b>	Commercial Income
<b>Academic Council</b>	Enrolment, Recruitment and Retention

Each KPI shall be considered by one of the above committees from August 2020 onwards.

### 3.7 Annual Board Self-Evaluation

The Code of Good Governance for Scotland’s Colleges states that boards must keep their effectiveness under annual review and have in place a robust self-evaluation process. Further to this, the Board has undertaken the following self-evaluation exercises:

- The **Nominations Committee review of membership and attendance** took place on 3 June 2020, and an update on this process can be found in the relevant minutes.
- **Committee self-evaluations** were undertaken at all meetings in May and June 2020. Actions arising from the self-evaluations will be considered by each committee at their next meeting.
- A **Board Questionnaire** was circulated to all members with a deadline of 29 May 2020. Key themes arising from the survey are outlined in the 2019/20 Evaluation Report (PAPER G).
- **One-to-one meetings with the Interim Chair** took place during the weeks commencing 25 May and 1 June 2020. Reflections from the process will be fed back to the Board as part of the 2019/20 Evaluation Report (PAPER G).
- The **Evaluation of the Interim Chair** was conducted by the Interim Vice-Chair at the end of May 2020, and allowed Board members to reflect on the Interim Chair’s

performance in 2019/20. Matters arising from the process will be fed back to the Board as part of the 2019/20 Evaluation Report (PAPER H).

**3.8 Board Calendar 2020/21**

Attached as Appendix 2 is the Board and committee calendar for 2020/21 as endorsed by the Board following a period of consultation in May 2020. The Board are asked to note the dates of upcoming meetings.

**3.9 Virtual Meetings**

In response to social distancing guidance, arising from the Covid-19 Pandemic, the Board and its committee in May and June 2020 were all held as virtual meetings, through Skype for Business, and/or Microsoft Office 365 Teams. This included a Board Briefing Session provided to members on 18 May 2020.

Board and committee meetings will remain virtual until College campuses are re-opened, and further guidance is provided on social distancing measures. In the meantime, Board members are invited to provide feedback on virtual meetings to allow the College to optimise the way it conducts remote meetings. Any feedback should be directed to Clerk to the Board.

**4. BENEFITS AND OPPORTUNITIES**

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

**5. STRATEGIC IMPLICATIONS**

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

**6. RISK**

Improving governance arrangements and effective forward planning will mitigate the risk of governance failure.

**7. FINANCIAL IMPLICATIONS**

Not applicable.

**8. LEGAL IMPLICATIONS**

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

**9. WORKFORCE IMPLICATIONS**

Not applicable.

**10. REPUTATIONAL IMPLICATIONS**

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

**11. EQUALITIES IMPLICATIONS**

Not applicable.

**CONCLUSIONS/RECOMMENDATIONS**

The Board is asked to NOTE the content of the Governance Report.



For the future you want

**IMPROVEMENT PLAN: BOARD DEVELOPMENT**

**PROGRESS / EVIDENCE REVIEW**

**FOR REPORTING PERIOD UP TO JUNE 2021**

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

**Lead: Head of Communication, Policy & Research**

**June 2020**

<b>1. IMPROVED STRATEGIC FOCUS</b>	<b>OVERALL STATUS: IN PROGRESS</b>	<b>R</b>	<b>A</b>	<b>G</b>
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
1.1	PRIMARY	Establish a short 'dashboard' of institutional KPIs derived from the strategic plan. KPIs should align with longer and shorter term strategic aims and provide a clear link between Board and committee activity and the strategic plan.	<ul style="list-style-type: none"> <li>a) Board approval of Institutional KPIs derived from the strategic plan;</li> <li>b) Plotting of Board and committee activities against the strategic plan;</li> <li>c) KPI dashboard a standing item on the Board agenda.</li> </ul>	16 June 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Strategic KPIs Dashboard included within Board 2020/21 Agenda Planner.</li> <li>• Committee activities plotted against strategic KPIs, as outlined in Para 3.6 of the Governance Report (Paper P).</li> </ul>	<b>Green</b>
1.2	PRIMARY	To facilitate engagement with KPIs and ensure relevance of papers and conversation, all Board paper cover sheets, under 'strategic implications' should include reference to specific strategic strands and specific KPIs.	<ul style="list-style-type: none"> <li>a) Alignment of Board/committee papers with strategic KPIs.</li> </ul>	22 September 2020	Board of Management / Board Secretariat	<ul style="list-style-type: none"> <li>• Confirmation of institutional KPIs to be confirmed by Board on 30 March 2020.</li> <li>• New Board and committee paper format to be trialled during first round of meetings held in August and September 2020. Feedback and endorsement to be sought at first meeting of the Board in September 2020.</li> <li>• Board Secretary and Clerk to the Board to attend a Senior Management Team meeting in August 2020, to present new papers format and advise SMT on the completion of Board/committee paperwork.</li> </ul>	<b>Green</b>

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.	<p>a) Board Engagement</p> <p>i. Early Board engagement with core strategic issues, brought back to the Board for a second view after further development.</p>	22 September 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> <li>• Cancellation of Board Strategy Day on 28 April 2020 due to Covid-19 pandemic.</li> <li>• Strategic Plan and strategic priorities to be reviewed in early 2020/21 (date to be confirmed), with an updated Strategic Plan to be implement at next appropriate Board meeting.</li> <li>• Strategic planning process will include the consideration of a 'model strategy development process' which will be presented to the Board for approval (date to be confirmed). The Model will ensure that Board/committees receive an opportunity to appropriately engage with on a range of strategic options (and their implementation).</li> </ul>	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"> <li>• Meeting of Interim Chair, Committee Chairs and Executive Team in August 2020 to discuss committee remit / function and KPI alignment, with a view to terms of references being reviewed by committee in August / September 2020.</li> <li>• Policy &amp; Resources Committee role with regards to strategic KPI deep dives to be considered by Regional Chair, Committee Chairs and Executive Team, prior to an updated term of reference being proposed to the Committee and the Board.</li> </ul>	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"> <li>• Principal to advise on how to proceed, following discussion with Interim Chair in advance of academic year 2020/21.</li> </ul>	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"> <li>• 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.</li> </ul>	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"> <li>• 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 April 2020 Board Strategy Day will be presented to the Board on 24 March 2020]</i></li> <li>• 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.</li> <li>• Ensure that evaluation forms are completed by Board members, following each Strategy Day, to support further enhancements.</li> </ul>	Green
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<b>2. EXTERNAL ENGAGEMENT</b>	<b>OVERALL STATUS: IN PROGRESS</b>	<b>R</b>	<b>A</b>	<b>G</b>
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
2.1	PRIMARY	Develop an external engagement plan for Board members, clearly aligned with Edinburgh College's strategic framework and KPIs.	a) Canvas Board members to ensure the external engagement strategy is in line with the expectations, availability and preferences of Board members.	15 June 2021	Regional Chair / Board of Management / Corporate Development Committee	<ul style="list-style-type: none"> <li>Corporate Development Committee to consider External Engagement Plan for Board members on 25 August 2020, for approval by the Board on 22 September 2020.</li> <li>New Regional Chair to be consulted on expectations.</li> <li>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.</li> </ul>	<b>Green</b>
			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"> <li>Covid-19 pandemic has impacted heavily on College events and external activity.</li> <li>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.</li> <li>List of upcoming key events to be circulated to Board via email on a monthly basis by Board Secretariat.</li> </ul>	<b>Amber</b>
			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"> <li>Board of Management, through its Corporate Development Committee, to record events attendance at each meeting.</li> <li>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.</li> </ul>	<b>Green</b>

<b>3. CAPABILITY AND CULTURE</b>	<b>OVERALL STATUS: IN PROGRESS</b>	<b>R</b>	<b>A</b>	<b>G</b>
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS
3.1	<p>Enhancing Induction and Development</p> <p>For AY 2020/21, plan a structured development programme for all members (including induction for new members).</p>	a) Aligned with the forward plan for key strategic BoM agenda items and the organisational strategy and KPIs.	22 September 2020	Board of Management / Executive Team / Board Secretariat	<ul style="list-style-type: none"> <li>Induction and development activities to be aligned with development outlined under Actions 1.1 to 1.3 and 1.6.</li> </ul>	<b>Green</b>
		b) Triangulated with a survey of member development priorities.	16 June 2020	Regional Chair / Board Secretariat	<ul style="list-style-type: none"> <li>As part of the annual self-evaluation process Board members will be asked to complete a survey to identify their development priorities. The survey will be carried out in conjunction with the 1:1 meeting with the Chair of the Board.</li> <li>Feedback to be presented to the Board meeting on 16 June 2020. For noting and discussion.</li> </ul>	<b>Green</b>
		c) Aligned with and complementary to CDN's offer.	22 September 2020	Board Secretariat	<ul style="list-style-type: none"> <li>Liaise with CDN to ensure at least one 'Board Induction Workshop' takes place in Edinburgh during 2020/21 – in keeping with planned recruitment cycle(s).</li> <li>Review online access to CDN Governance Hub to ensure that all Board members can utilise learning materials.</li> </ul>	<b>Green</b>



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

<b>4. PROCESS, STRUCTURES AND MEASUREMENTS</b>	<b>OVERALL STATUS: IN PROGRESS</b>	<b>R</b>	<b>A</b>	<b>G</b>
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REF.	PRIMARY & SECONDARY RECOMMENDATIONS	ACTION(S) REQUIRED	TARGET COMPLETION DATE	RESPONSIBLE PARTIES	STATUS UPDATE / EVIDENCE COLLECTED	RAG STATUS	
4.1	PRIMARY	Committee chairs should include a short (one page) narrative summary that highlights main topics and their relevance to the College's strategic framework/KPIs, key discussion points and data, and agreed actions.	a) All committee minutes to include cover sheet outlining main points / actions agreed.	22 September 2020	Committee Chairs / Board Secretariat	<ul style="list-style-type: none"> <li>Reporting format to be presented to Committee Chairs at proposed meeting in August 2020.</li> <li>Agreed reporting format to be presented to the Board from September 2020 onwards.</li> </ul>	<b>Green</b>
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"> <li>Current induction and development materials to be reviewed by the Nominations Committee in AY2020/21. Updated induction material made available by September 2020 - prior to recruitment of new non-executive Board members.</li> <li>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 September 2020.</li> <li>Annual workshops hosted by Chief Operating Officer (Finance, HR and Estates); VP Corporate Development (Partnerships, Non-SFC Income and Brand / Reputation); VP Education &amp; Skills (Credits, Recruitment and Retention); and, VP Innovation, Planning and Performance (performance and quality assurance) to be held in Semester 1 of the 2020/21 academic year.</li> <li>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 September 2020, with an accompanying implementation timeframe. Further to this, the proposal will also consider the scope for introducing 'e-learning' for Board members through the College's virtual learning environment, Moodle.</li> </ul>	<b>Green</b>

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.	23 March 2021	Regional Chair / Nominations Committee	<ul style="list-style-type: none"> <li>• Current Chair of the Audit &amp; Risk Assurance Committee's tenure due to end on 01 March 2021.</li> <li>• Regional Chair to consider succession planning arrangements and put forward a proposal to Board in December 2020, for implementation from March 2021 onwards.</li> </ul>	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"> <li>• Student Board members to retain membership of Academic Council, Corporate Development and Nominations Committee.</li> <li>• Nominations Committee in August/September 2020 to consider student representation as part of a wider discussion on Board diversity / balance.</li> <li>• The Remuneration Committee in June 2019 agreed that students should not be members of the Committee. This decision shall be reviewed following appointment of new Regional Chair (in consultation with the Chair of the Remuneration Committee) and an outcome outlined to the Board in September 2020</li> <li>• Student and staff representation on committees to continue to be reviewed by the Nominations Committee annual as part of its membership/attendance reportage.</li> </ul>	Green



## Board and Committee Meeting Year Planner 2020/21

2020/21	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	3 TSH	4 TSH	5 TSH	6 TSH	7 TSH	10	11	12	13	14	17	18 P&R 15:00	19 BDE 14:00	20	21	24	25 CD 15:00	26	27	28	31				
September		1	2	3	4	7	8	9	10	11 AC 14:00	14	15	16	17	18	21 CC	22 BoM 14:00	23	24	25	28	29	30		
October				1	2	5	6	7 A&RA 15:00	8	9	12	13	14	15	16	19 TSH	20 TSH	21 TSH	22 TSH	23 TSH	26	27 BSD 09:30	28	29	30
November	2	3	4	5	6	9	10 P&R 15:00	11	12	13 AC 14:00	16	17 CD 15:00	18 A&RA 15:00	19	20	23	24	25	26	27	30				
December		1	2	3	4	7	8 BoM 14:00	9	10	11	14	15	16	17	18	21 CC	22 CC	23 CC	24 CC	25 CC	28 CC	29 CC	30 CC	31 CC	
January					1 CC	4 CC	5 CC	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
February	1	2	3	4	5	8 TSH	9 TSH	10 TSH	11 TSH	12 TSH	15	16	17 BDE 14:00	18	19	22	23 P&R 15:00	24 A&RA 15:00	25	26 AC 14:00					
March	1	2 CD 15:00	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23 BoM 14:00	24	25	26	29	30	31		
April				1	2 CC	5 CC	6 TSH	7 TSH	8 TSH	9 TSH	12 TSH	13 TSH	14 TSH	15 TSH	16 TSH	19	20	21	22	23	26	27 BSD 09:30	28	29	30
May	3 CC	4	5	6	7	10	11	12	13	14	17	18 P&R 15:00	19	20	21 AC 14:00	24	25 CD 15:00	26 A&RA 15:00	27	28	31				
June		1	2	3	4	7	8	9	10	11	14	15 BoM 14:00	16	17	18	21	22	23	24	25	28	29	30		

**KEY :** Board; Audit & Risk Assurance; Academic Council; Corporate Development; Policy & Resources;  
 Board Strategy Day; Board Development Event (optional)  
 CC = College Closed; TSH = Teaching Staff Holiday; ASD = All Staff Day

**BOARD OF MANAGEMENT**  
**BUSINESS CALENDAR 2020/21**

	MEETING	DAY	DATE	TIME	VENUE
AUG	POLICY & RESOURCES	Tuesday	18/08/2020	15:00	Milton Road
	CORPORATE DEVELOPMENT	Tuesday	25/08/2020	15:00	Milton Road
SEPT	ACADEMIC COUNCIL	Friday	11/09/2020	14:00	Sighthill
	BOARD	Tuesday	22/09/2020	14:00	Milton Road
OCT	AUDIT & RISK ASSURANCE	Wednesday	07/10/2020	15:00	Milton Road
	BOARD STRATEGY DAY	Tuesday	27/10/2020	09:30	TBC
NOV	POLICY & RESOURCES	Tuesday	10/11/2020	15:00	Milton Road
	ACADEMIC COUNCIL	Friday	13/11/2020	14:00	Granton
	CORPORATE DEVELOPMENT	Tuesday	17/11/2020	15:00	Milton Road
	AUDIT & RISK ASSURANCE	Wednesday	18/11/2020	15:00	Milton Road
DEC	BOARD	Tuesday	08/12/2020	14:00	Milton Road
JAN					
FEB	POLICY & RESOURCES	Tuesday	23/02/2021	15:00	Milton Road
	AUDIT & RISK ASSURANCE	Wednesday	24/02/2021	15:00	Milton Road
	ACADEMIC COUNCIL	Friday	26/02/2021	14:00	Sighthill
MAR	CORPORATE DEVELOPMENT	Tuesday	02/03/2021	15:00	Milton Road
	BOARD	Tuesday	23/03/2021	14:00	Milton Road
APR	BOARD STRATEGY DAY	Tuesday	27/04/2021	09:30	TBC
MAY	POLICY & RESOURCES	Tuesday	18/05/2021	15:00	Milton Road
	ACADEMIC COUNCIL	Friday	21/05/2021	14:00	Granton
	CORPORATE DEVELOPMENT	Tuesday	25/05/2021	15:00	Milton Road
	AUDIT & RISK ASSURANCE	Wednesday	26/05/2021	15:00	Milton Road
JUN	BOARD	Tuesday	15/06/2021	14:00	Milton Road



<b>FOR INFORMATION</b>			
Meeting	Board of Management 16.06.20		
Presented by	Alan Williamson		
Author/Contact	Andy Bamberry	Department / Unit	Estates Services
Date Created	03.06.20	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 3, 2019/20.

**2. RIDDOR INCIDENTS**

Over the reporting period there were **0** RIDDOR reportable incidents.

**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.