



For the future you want

BOARD OF MANAGEMENT

AGENDA

A meeting of the Board of Management will be held at 14:00 hours on Tuesday, 19 March 2019 in the Boardroom, Milton Road Campus.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	BOARD MEMBERSHIP & TENURES	Chair	A
3	DECLARATIONS OF INTEREST	Chair	
4	MINUTES OF PREVIOUS MEETING <i>for approval</i>	Chair	B
5	MATTERS ARISING	Chair	C
6	STRATEGIC DISCUSSION: COLLEGES SCOTLAND STATEMENT OF AMBITION	S Struthers / W McLeish	D
7	EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT	S Hay	E attached
8	EDINBURGH COLLEGE DEVELOPMENT TRUST: BUSINESS PLAN <i>for approval</i>	A Colquhoun	F
<i>Item 86 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.</i>			
9	REGIONAL OUTCOME AGREEMENT 2019/20 <i>for approval</i>	A Cumberland / J Buglass	G
10	GOVERNANCE REPORT		
10.1	Good Governance Consultation Recommendations	N Croft	H
10.2	Governance Update	N Croft	I attached
10.3	Board Development Day 30.04.19	A Cumberland	Verbal
11	COMMITTEE BUSINESS		
11.1	Policy & Resources Committee		

	Minutes 19.02.19	N Paul	J
	Recruitment & Retention Dashboard	J Pearson	K attached
	Management Accounts to January 2019	L Towns	L attached
11.2	<u>Audit & Risk Assurance Committee</u>		
	Minutes 27.02.19	N Paul	M
	Summary Top Risk Register	N Croft	N

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

11.3	<u>Academic Council</u>		
	Minutes 22.02.19	F Riddoch	O
11.4	<u>External Engagement Committee</u>		
	Minutes 26.02.19	L Drummond	P
11.5	<u>Nominations Committee</u>		
	Minutes 19.03.19	Chair	Verbal
	Committee Membership Proposal <i>for approval</i>	Chair	Q
12	PRINCIPAL & CHIEF EXECUTIVE REPORT	A Cumberland	R attached
13	NATIONAL REPORT	Chair	Verbal
14	RIDDOR REPORT	N Croft	S
15	ANY OTHER COMPETENT BUSINESS		
16	DATE OF NEXT MEETING: 18 June 2019		
16.1	<u>Upcoming Committee Dates</u>		
	Policy & Resources Committee	21.05.19	
	Academic Council	24.05.19	
	External Engagement Committee	28.05.19	
	Audit & Risk Assurance Committee	29.05.19	



FOR INFORMATION			
Meeting	Board of Management 19.03.19		
Presented by	Sarah Hay		
Author/Contact	Sarah Hay	Department / Unit	ECSA
Date Created	11.03.19	Telephone	-
Appendices Attached	<i>Appendix 1:</i> Election Result Report <i>Appendix 2:</i> Class Rep Conferences - Feedback & Self-evaluation <i>Appendix 3:</i> Class Rep Conferences - Belonging & Inclusion <i>Appendix 4:</i> Student Mental Health Agreement <i>Appendix 5:</i> Priority Objective Progress Tracker		
Disclosable under FOISA	Yes.		

EDINBURGH COLLEGE STUDENTS' ASSOCIATION (ECSA) REPORT

1. PURPOSE

To update the Board on the various activities of ECSA for the months of December, January, February and part of March 2018/2019.

2. BACKGROUND

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

3. DETAIL

3.1 Recent Events

3.1.1 Big Student Elections

Results from the annual ECSA student elections were announced Friday 8th of March. As in previous years we have partnered up with other institutions in Edinburgh to hold the Big Student Elections which means we have worked with Napier University, Heriot Watt University and Queen Margaret University throughout the election period.

We had a record breaking amount of nominations this year - 17 in total with one candidate withdrawing due to personal reasons. Campaigning and voting took place from Monday 4th March 10am to Thursday 7th March 5pm both online and at polling stations on each campus. We had an excellent voter turnout of 922 which is a 27.5% increase on last year. The results were announced in the Three Sisters along with the other Edinburgh institutions in partnership with NUS Scotland.

We are pleased to announce the new full time officer team is:

- President – Carla Ford
- VP Activities – Shannon Young (current VP Activities)
- VP Welfare – Seoras Hearton

The **full student elections report** 2019 is available in Appendix 1.

3.1.2 College Improvement Project

ECSA President, Sarah has attended a residential and meetings as a Student Panel Member for the above project including a recent student engagement consultation with sparqs. The Project is a Scottish Government programme with 5 Scottish pilot colleges (Edinburgh College, Inverness College, Dundee & Angus College, West College Scotland and Fife College). It is focusing on retention and improving the provision of FE subjects and departments.

3.1.3 NUS

It is conference season within NUS. The NUS Scotland conference is in the end of March with their liberation conferences following a couple of weeks after. We are pleased to be shortlisted for awards in two categories in their annual awards. We are shortlisted in the Campaign category with our 'Do you want to see the counsellor?' campaign around mental health of students which resulted in two part time counsellors covering the 4 campuses. We are also shortlisted in the Diversity category for the work ECSA President is doing on Student Parents & Carers.

3.1.4 sparqs

ECSA welcomed sparqs for their annual support visit in beginning of March. This is an opportunity for the institution, ECSA and sparqs to identify good practice and where extra support might be needed to facilitate good student partnerships. They are also hosting their annual conference on the 28th of March in Edinburgh where ECSA will be supporting a workshop on student engagement with 'How Good is Our College'.

3.1.6 Edinburgh 2050 City Vision meetings

ECSA President, Sarah has continued to attend the Edinburgh City Vision 2050 Steering Groups. The Lord Provost of Edinburgh asked the group how we could get more engagement from the 18-26 demographic so Sarah suggested that the Lord Provost should do an Edinburgh College Campus tour and speak to the students face to face about their visions. The Group was very positive about this and the Lord Provost will be touring the campuses across the 12th and 13th of March.

3.1.8 Edinburgh Poverty Conference

President and VP Welfare along with staff member, Sam, attended the Edinburgh Poverty Conference 2019 hosted in Granton Campus Hub. It was a very well attended conference. The delegates came from all over Edinburgh and the rest of Scotland. Organisations in attendance included; Edinburgh Poverty Commission, SAAS, City of Edinburgh Council, Edinburgh College and other Scottish FE Institution staff, Local Authority High School teachers and ECSA. We did a presentation to the conference which highlighted the struggles that students face through poverty across Scotland and more locally to Edinburgh College. Students can be left living on the breadline for a variety of reasons such as funding delays from external agencies, homelessness and benefit sanctions/transfers. The presentation included a video of a student living in Edinburgh College halls of residence who has experienced poverty first hand.

3.1.9 Corporate Parent Forum

ECSA President continues to attend these meetings. The next meeting is on the 11th of March to discuss the Corporate Parenting Plan at the College.

3.1.10 Class Reps

Since last Board meeting we have hosted two Class Rep Conferences, the first on 'Feedback & Self-evaluation' and the other on 'Belonging & Inclusion'.

These conferences are held 4 times a year on each campus. This gives all Class Reps the opportunity to attend a conference and feedback on the learning and teaching experience of their class. We always include a workshop in the conferences to ensure Class Reps are equipped to fulfil their roles but also to gather data and information to influence our work.

The 'Feedback & Self-evaluation' conference was held just before Christmas and focussed on ensuring the reps were ready for the Self-evaluation meetings in their curriculum groups. 80% of respondents at the workshop rated their course as Good or Excellent with the key takeaway across the board that students enjoy their courses, their learning is excellent and staff are knowledgeable, experts within the subject area they teach in. However, there is always space for improvement so the full report highlights areas of good practice as well as areas for improvement.

Our most recent Class Rep Conference on 'Belonging & Inclusion' was a first for ECSA. It's a theme which is mostly explored at university level, however from talking to students throughout the academic year, we believe data on sense of belonging of students would prove useful in further understanding Edinburgh College students. In the workshop 84% of respondents said they have an overall 'Good' or 'Excellent' sense of belonging at Edinburgh College, however it is clear the majority of students feel a sense of belonging to their course rather than Edinburgh College specifically.

Following each Class Rep Conference we put together a report with findings and feedback which are then circulated through Curriculum leaders, Curriculum Managers, Senior Management Team, Academic Council and Board. **Appendix 2 & 3 include the full Class Rep Conference Reports.**

3.1.11 Student Parent Working Group

The SPaCWG met again on the 28th of January and we had a great turn out to look into the ins and outs of writing the policy and construction of the Student Maternity Support Plan. We are next meeting on the 20th of March to discuss the Student Experience side of the new policy and how ECSA and the College can work in partnership to provide the best possible experience for the students.

1.1.12 Evening students

Our Student Engagement Assistant Emily has worked extremely hard on the web booklet for Evening Students. This will include information specifically for evening students and will be launched before the end of the semester on ECSA's website and possibly the student portal before the end of the month.

1.1.13 Apprentices

In order to submit a report to the National Society of Apprentices about Edinburgh College Apprentices and what struggles they face, we needed data from to see what our learners thought the biggest struggle is. A survey was sent out to two cohorts – Year One Painting and Decorating and Year One Joinery apprentices. The survey asked questions such as; "How would you rate your apprenticeship so far?" and "If there was one thing that you could change about your apprenticeship, what would it be?"

The range of answers for the second question were hours worked, pay increases, working conditions on site and travelling distance from home-site and home-college. These four things were also consistent with the top bugbears of the apprentice classes that Sarah spoke to before Christmas.

3.2 Current & Upcoming Events

3.2.1 HBHM/SMHA Programmes

Healthy Body, Healthy Mind

We are progressing well with this award and have covered a number of activities since the last Board meeting. These include:

- VP Welfare hosted a “Time to Talk” Day at Granton campus on 7th February. The event was fairly similar to the Tea and Talk event hosted at Sighthill last October for World Mental Health Day. The event gave students and staff the opportunity to talk about their own mental health experiences, whilst enjoying tea and cake provided by us. On the day we also had Health in Mind and The Junction organisations in attendance to offer support and guidance to students and staff.
- We hosted two stalls to celebrate Purple Friday. These were held at our Sighthill and Granton campus. We had information leaflets on display as well as a range of flags on display for representation of different groups. We had the opportunity for all students on the day to sign our pledge to show their support for the LGBTI communities. This was well received and we have engaged more students in the LGBT society as well as raising money directly to LGBT Youth Scotland
- The Peer Support Groups have been rebranded to Crafternoon Club. This group has launched and is available on every campus. The main aim is to provide a space for students during lunchtimes every week. Where they can bring their lunch along with them whilst taking part in creating and designing some arts and crafts activities. It’s so students can feel they can take time out and relax during their college day but also meet other students at the club too.
- VP Activities is continuing to run regular societies for students on a weekly basis, with badminton, basketball, yoga and the film society. The yoga sessions at our Sighthill and Granton campuses are very popular with students receiving positive benefits from attending on a weekly basis. VP Activities is continuing to seek opportunities and resources to expand activities. A recent addition to the activities portfolio is the Gaming Society. This was initiated by a group of students who simply brought in a Nintendo Switch and plugged it to the big screen and started playing and interacting. It has been brilliant to see this group grow and engage students who have not previously engaged with ECSA. The excellent addition to the group is the peer support they offer each other.

Student Mental Health Agreement

Since the last Board meeting, VP Welfare has finalised the Student Mental Health Agreement. This has now been signed by VP Welfare and Edinburgh College Principal, Audrey Cumberford. The Student Wellbeing Steering Group was vital in finalizing and editing the final document to ensure it reflects the good practice happening but also the aims. We launched the SMHA plan on Thursday 7th February to link into the national Time to Talk event day. **A copy of the agreement has been included as Appendix 4.**

Save your lungs, save your funds

As part of the Healthy Body, Healthy Mind Award, we have launched a campaign around awareness of smoking and the effects it has on you. To make it truly student led we opened it up to students to design a poster for the campaign, this gave us an amazing result and helped us come up with the name for the campaign. In addition to the poster campaign and online awareness we are hosting a stall in partnership with Crew week beginning 11th March with the theme of interactive reducing smoking and effects on your health stall. The student posters will be displayed across all campuses to raise awareness and encourage others to reduce/stop smoking.

3.2.3 Low Carbon Travel Project – Go Green!

As we reported last time ECSA were delighted to have been awarded funding from the Climate Challenge Fund to run a 2 year project around low carbon travel for students. This project is very much a collaborative project with the College Development Trust and sustainability staff.

Liftshare

The Go Green team has recently been successful in securing further funding which will facilitate becoming a corporate member of 'Liftshare.com'. This funding stream is from Paths for All's 'Smarter Choices Smarter Places' Open Fund. We have received 50% match funding. This has been arranged in collaboration with the College Estates team and the Development Trust. A massive thank you to Sheena Stone from the Development Trust for pulling together the applications funding paperwork for us leading to the successful allocation. This funding is essential for us to push forward with our liftshare scheme.

We believe this scheme will have significant positive benefits for Edinburgh College students and staff, as it will offer them access to a well-established service that is specifically set up for the College. These benefits include: saving money on fuel, reducing car wear-and-tear, reducing demands on college parking spaces, increasing social cohesion and more.

New Year Pledge

The Go Green team ran a 'New Year Travel Pledge' at the beginning of the year for students to take part in. This allowed students to pledge to make a change to the way they travel to college towards a more sustainable mode of travel. If they were successful in sticking to this pledge (recording through a feedback form), they were awarded a prize worth approximately £10. In line with requirements from our funder the prizes included Body Shop vouchers, bike lights, reusable coffee mugs or 'Take and Make' meal bags from Edinburgh Community Food. We offered participants a choice of the prize they wanted in order to offer an incentive that would be most appropriate to them.

A similar scheme will be running as a Spring challenge alongside a walking challenge.

3.2.4 Online Wellbeing Hub

VP Welfare has been working on a draft template with Julie one of our Student Engagement Assistant for the online hub. It will provide students with information on their own wellbeing, signpost them to apps that can be downloaded as well as other useful resources. Along with this we have our own students expressing their own mental health experiences in videos from the 'It's Not Just You Campaign' we ran, with positive messages for other students. This will be updated regularly throughout the year, with new content.

3.2.5 Free Sanitary Products

With the new Scottish Government scheme in place for providing all schools, colleges and universities we now have products available in all of the ECSA and Student Services offices. Free-to-use vending machines are now also in place in toilets across campuses.

3.2.7 ECSA-llence Awards

On the 16th of May, ECSA will be holding our annual Learning and Teaching ECSA-llence Awards night. This is where students can submit nominations for staff and fellow students (Class reps) to win an award for all of their hard work over the year.

Please save the date if you would like to attend the ceremony. A formal invitation will follow closer to the time.

4. BENEFITS AND OPPORTUNITIES

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

5. STRATEGIC IMPLICATIONS

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

6. RISK

Not applicable.

7. FINANCIAL IMPLICATIONS

The Board approved the 2018/19 ECSA funding bid in June 2018. The Students' Associations funding for the academic year was subsequently finalised in the College Budget 2018/19.

8. LEGAL IMPLICATIONS

Not applicable.

9. WORKFORCE IMPLICATIONS

Not applicable.

10. REPUTATIONAL IMPLICATIONS

Not applicable.

11. EQUALITIES IMPLICATIONS

Not applicable.

CONCLUSIONS/RECOMMENDATIONS

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

For information, a progress update on the ECSA Priority Objectives 2018/19 has been included as Appendix 5.



STUDENT

ELECTIONS

2019

THE RESULTS





Full-Time Officer Election Results

March 2019

Introduction

2019 has seen **Edinburgh College Students' Association's** 7th annual Full-Time Officer Elections and it has been another year which has engaged plenty of candidates to stand and students to vote. In fact, this year, we reached our highest ever number of candidates for elections, with 17 students putting themselves forward for 3 positions.

It has been fantastic to see so many enthusiastic students willing to put themselves forward and do something positive for the benefit of students, the Association and the College. We have been involved in a Scotland-wide project **called the 'Big Student Elections', which is also** in its 7th year and includes **Students' Associations** from across Scotland working together to run annual elections in the same week.

Our own polling period lasted just over 4 days and involved polling stations being made available in high-footfall areas on all campuses throughout that period. On Friday the 8th of March, **ECSA joined colleagues from Edinburgh Napier Students' Association, Heriot Watt Students' Association, Queen Margaret Students' Union** and the National Union of Students Scotland to celebrate a successful week and announce the winners from the participating Associations in Edinburgh.

All of our polling takes place online on the Association website, so students can vote from the comfort of their sofa, on the bus, or come and speak with us at one of the polling stations on campus. The vast majority of our voters prefer to vote on campus, so it proved particularly challenging to engage students, given that all classes were cancelled on 1 of the 4 days due to ongoing national industrial action. However, despite this, we have managed to increase our voter turnout by almost 200 voters (a 27.5% increase in turnout from last year).

We're proud of all of our candidates for the work they've done throughout the week and for working hard with renewed energy and enthusiasm after the strike day in the middle of the week. It is what keeps the Association going and what helps **make students'** lives better.

We'd like to thank all of the fantastic candidates, all of the staff from across the College who encouraged students to participate, and all of our students who cast their votes.

There is still plenty to get done before the end of this academic year, **but we're excited to see what next year hold when the new team take** the reins in July.

The Winners

President

Carla Ford

Carla Ford is currently studying Route to Health Professions at the Milton Road Campus. Her priorities this year will be: student mental health, particularly for young men, improving the quality of education and support offered, and support for student parents and carers.



Vice President
(Activities)

Shannon Young

Shannon Young is our current VP Activities and will be continuing onto her second year in the post. Her goals for the year are empowering students to set up new clubs and societies, promoting physical activity and the benefits for mental health, and ensuring students are represented at every level.



Vice President
(Welfare)

Seoras Hearton

Seoras Hearton is a photography student at the Sighthill Campus. His priorities for the year are: improving mental health provision in the college, working to set up music/drama therapy, improving the Class Rep experience, and accomplishing the Healthy Body, Healthy Mind award.



Results Sheet - March 2019

Post	President
Places	1
Valid votes	871
Quota	436

Candidates	Stage 1	Result
Lewis Bergen	71	
Carla Ford	537	Elected @ Stage 1
Tamsin Henderson - McGlone	68	
Bilal Iqbal	25	
Connor Leckie	128	
Kieran Massey	37	
RON (Re-Open Nominations)	5	
Non-transferable	0	
Totals	871	

Carla Ford has reached the quota at stage 1 and is duly elected as President for 2019/20

Results Sheet - March 2019

Post	Vice President Activities
Places	1
Valid votes	776
Quota	389

Candidates	Stage 1	Result
Abbie Davidson	44	
Samantha Nuttall	45	
Corey Watt	83	
Shannon Young	595	Elected @ Stage 1
RON (Re-Open Nominations)	9	
Non-transferable	0	
Totals	776	

Shannon Young has reached the quota at stage 1 and is duly elected as Vice President Activities for 2019/20

Results Sheet - March 2019

Post	Vice President Welfare
Places	1
Valid votes	782
Quota	392

Candidates	Stage 1	Result
John Farrington	57	
Lisa Frantz	130	
Seoras Hearton	401	Elected @ Stage 1
Kevin Rae	61	
Grace Ross	58	
Isatou Singhateh	70	
RON (Re-Open Nominations)	5	
Non-transferable	0	
Totals	782	

Seoras Hearton has reached the quota at stage 1 and is duly elected as Vice President Welfare for 2019/20

Class Rep Conference 3

Belonging & Inclusion

February 2019

Background

ECSA ran its 3rd round of Class Rep Conferences in February, focussing on 'Belonging & Inclusion'. It is the first time ECSA has run a workshop on this topic. It's a theme which is mostly explored at university level, however from talking to students throughout the academic year, we believe data on sense of belonging of students would prove useful in further understanding Edinburgh College students. Overall, the workshop had the following purposes:

1. To gather feedback on students' sense of belonging at Edinburgh College as well as the extent to which they feel included
2. To use that feedback to paint a picture of sense of Belonging & Inclusion at Edinburgh College to influence any further campaigns and activities
3. Highlight best practice and feedback to departments any areas which is affecting the belonging and inclusion of students at Edinburgh College

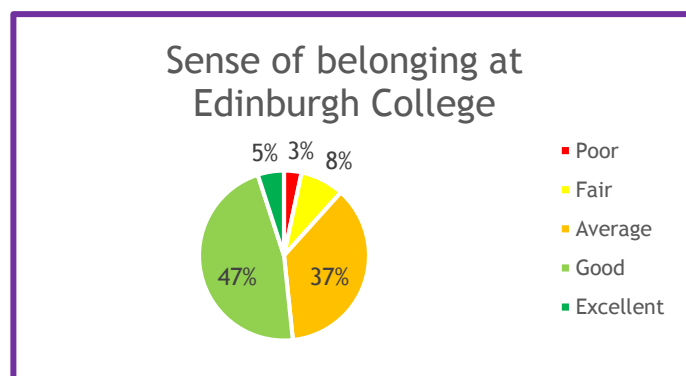
Workshop

The workshop took students through the key factors of belonging and the theory behind sense of belonging as a positive influence on academic excellence and personal development. ECSA took the initial stance that belonging refers to the sense that a student feels part of the College, their course, group of peers or the campus but also that sense of belonging often reflects their overall satisfaction with their learning and teaching.

The workshop itself focussed on rating their sense of belonging to Edinburgh College on a scale between "Excellent" and "Poor", with a section to provide comment on why they choose that answer. The students were also asked to rate their sense of belonging to other parts of college; their course, their group of peers and campus.

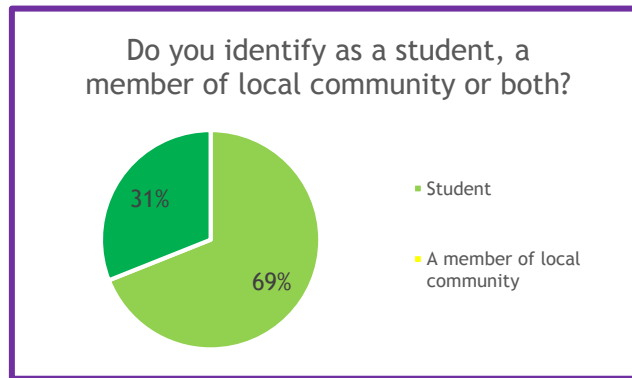
84% of respondents said they have an overall 'Good' or 'Excellent' sense of belonging at Edinburgh College, however it is clear the majority of students feel a sense of belonging to their course rather than Edinburgh College specifically.

Class Reps were asked to discuss which parts of their College experience makes them feel included as well as any areas we can improve to make their sense of belonging stronger. Class Reps were encouraged to consider if they experience any barriers to them participating in College activities such as caring responsibilities or part time jobs.



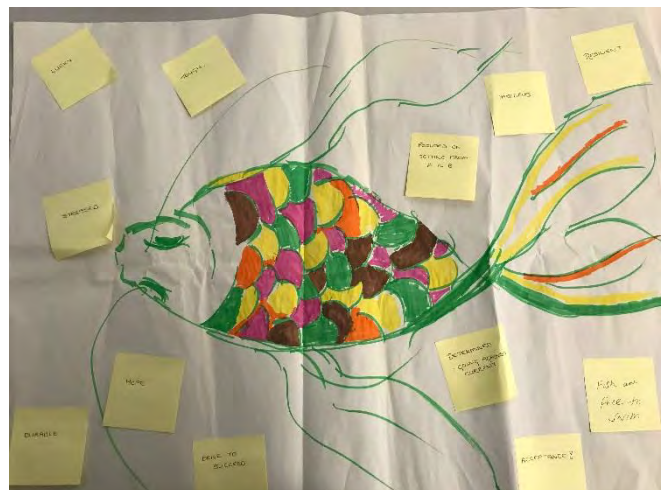
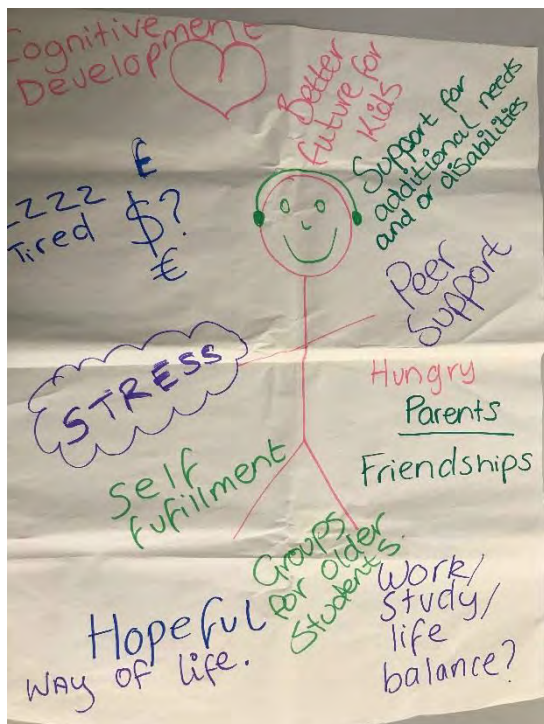
A total of 60 reps took part across 3 campuses from a broad range of courses and departments. Unfortunately, due to strikes the Midlothian Class Rep Conference was cancelled but a survey with the worksheet questions was sent to the relevant reps and those responses have been included.

Additional to the worksheet a couple of interactive tasks were included to stimulate discussion while getting useful data such as percentage of students with jobs alongside studying and caring responsibilities. To do run these interactive questions we trialled the use of the website, Socrative. The first question was to determine how the students identify; as a student, a member of local community or both.



The final activity of the workshop was for students to illustrate what they think an Edinburgh College student looks like. This gave very interesting and creative results. One drawing was of a multi-coloured fish showing diversity of students whereas another was a stick person with large eyes because they were tired and lots of arms illustrating the student juggling lots of commitments at the same time.

What does an Edinburgh College student look like?



'Lucky' 'Tough' 'Stressed' 'Durable' 'Hope' 'Drive to success' 'Determined - going against the current' 'Acceptance' 'Focused on getting from A to B' 'Fish are free to swim' 'Ambitious' 'Resilient'

Belonging & Inclusion Themes

Overall, there were 4 key themes that emerged as areas that affects sense of belonging at the college both positively and negatively. If worked upon, these key areas could improve the student learning experience, increasing the likelihood students would rate their sense of belonging as 'excellent'.

<p>1. Peers</p> <p>While a lot of comments highlighted the excellent friendships and connections students have made with their peers there was also mention of bullying and disrespectful behaviour.</p> <p>A number of students across different courses presented the need for a greater understanding of disabilities such as physical disabilities and autism. A student with autism was separately highlighting that they felt excluded from their classmates because he felt discriminated against.</p> <p>Courses that included opportunities for students to interact socially or on study trips received much more positive feedback from students. Seeing peers being a highly rated factor in sense of belonging proves the significance of facilitating social activities and integration into the classroom.</p>	<p>2. Activities</p> <p>Across all ratings students mentioned a need for more integration of courses and classes in departments or similar topics to foster collaboration and a sense of belonging. Specifically, in courses with 'A' and 'B' groups students mentioned they would like the opportunity to have study groups across cohorts. Along a similar strand there were several suggestions revolving around inter-department competitions or study trips.</p> <p>Students who rated their belonging below 'Good' were more likely to mention lack of activities relevant to them especially physical activities.</p> <p>Across the board students felt unsure of what activities and services are available at the College and how to access them.</p>
<p>3. Facilities</p> <p>Hair and Beauty students at Milton Rd very clearly stated feeling 'forgotten' about, 'separated' and 'unwelcome'. They generally rated belonging to their course as 'Good' but 'Poor to the College.</p> <p>Granton students highlighted the need for more social areas that were smaller and more suitable for students with anxiety and autism as the Hub is 'too loud and busy'.</p> <p>Students who rated their sense of belonging as 'Average' or below repeatedly mentioned toilets and facilities to be 'disgusting' attributing to a 'high school feeling'. At the conference it was discussed how the lack of cleanliness or caring about mess left behind can signal lack of sense of belonging. Specific feedback from these students have already been passed onto Estates and ISS.</p>	<p>4. Barriers to participation at College</p> <p>Students repeatedly across all ratings of belonging mentioned a number of barriers to their participation with activities and services at College. Student parents & carers specifically mentioned time being a constraint as they are only funded for childcare during contact hours.</p> <p>Related to other time commitments it became evident from the Socrative questions that 63% have a part time job and all of those students said this was necessary for them afford going to College but also that it was a major factor inhibiting them taking part in out of class activities.</p> <p>Additionally, students mentioned the distance from where they live to the College being a barrier. The students had good discussions on how this could be overcome. The favourite option among the students was an inter-college bus to ensure access to activities available on other campuses.</p>

Thematic feedback

Excellent

Students rated their sense of belonging at Edinburgh College 'excellent' for a variety of reasons and **this represented 5% of the responses**. Looking at the responses from students it is apparent that the main reason for rating their belonging 'excellent' is their sense of belonging to their course and peers. For example:

- 'I feel a sense of belonging in my class and I belong to my course. My class and lecturers have been great'
- 'Because I wear sports stuff I feel I belong to the college and my department (sports). We all feel part of a bigger team and enjoy sharing knowledge and advice'
- 'I feel like I belong on my course because I enjoy the topics and everyone in my class are keen to learn. The lecturers are passionate about the course and it makes me feel good.'
- 'The people I have met are so lovely and actually seem to care. The course is fun and I definitely see myself belonging here, except the campus experience isn't always the best'

Good

The vast majority of the evaluations received **rated their sense of belonging as 'Good' (47%)**. Students mostly cite their class environments being good with supportive teaching staff and peers. However, they highlighted areas for improvement that make up the whole student experience, and, if implemented, could have possibly raised these courses to an Excellent:

- 'I am overall enjoying my course but there is too much use of PowerPoints and our LDT lessons have been useless' (computing)
- A number of students have said they are happy with most everything but they are missing opportunities to be social and interact with their peers. A common suggestion is an after class/lunch time facilitated study group within departments where students can interact and share knowledge
- 'The closeness of our class and trust in one another is very encouraging. We have built this bond through group work and study trips and highly recommend other groups to do the same'

Average

22 students rated their sense of belonging to Edinburgh College as average or **37 % of respondents**. While, on the whole, students who rated their sense of belonging as average highlighted enjoying their time at Edinburgh College they had poorer satisfaction in different aspects of their experience:

- Disorganisation and lateness from teaching staff and students have affected students' sense of belonging and enjoyment of classes.
- 'I like the people on the course but I don't feel a particular attachment to the college, I could be anywhere'
- Noise levels and disruption from other students affected their learning experience as well as large social areas being noisy and intimidating
- Students mentioned the process of getting bursaries could be easier and more accommodating from the beginning to give a good starting point of their time at College

Fair	<p>The 5 students who rated their sense of belonging below average cited a less-than-stellar experience in general and highlighted instances of feeling unwelcome and excluded</p> <ul style="list-style-type: none"> • A student highlighted feeling accepted by teaching staff during one-to-ones but not in the class room as a whole, citing that this was impeding on their sense of belonging and is heightening the sense of feeling ‘out of place’ • One student mentioned teaching being focused around presentations with limited interaction, and described it as ‘old school teaching’ and as an inhibitor to engaging in the course • A sense of lack of support for extra needs in the classroom
Poor	<p>There were only two students who rated their sense of belonging to Edinburgh College ‘Poor’ and in those instances it was mainly reflected in their comments about the location of their classes and access to activities</p> <ul style="list-style-type: none"> • Hair and Beauty students responded ‘as our course takes place in the other building we feel forgotten about by the rest of the College. We do not feel welcome and it leaves us with a disconnected experience’. These students do continue to praise their course and their peers, highlighting that within their department they do feel a sense of belonging. • Another student stated they were at College to get a qualification and Edinburgh College happened to be where they got in. This indicates this student is not open to engaging with activities, but are not necessarily unhappy with their experience

What Happens Next

A massive thank you to Class Reps for taking part and giving us their incredibly useful and constructive feedback. It is clear that there generally is a sense of belonging at Edinburgh College. This now gives ECSA & the College more baseline information and a real sense of what students value within their student experience and what is occasionally missing. Class Reps, and more broadly speaking, students, have lots of thoughts on their learning and are keen to share that feedback with us, we just need to make sure the college and ECSA are providing those engagement opportunities and having those all-important two-way conversations.

Overwhelmingly, one of the things that became evident through the conferences was, that the experience of all students is diverse but also similar in many ways. Students highlighted that they would feel a stronger sense of belonging if they were engaged in more activities/events. A lot of students would prefer activities to happen during the day and specifically in lunch time where others prefer after classes, evenings and occasional weekend activities.

This work will tie in with our end of year reviews and planning for future initiatives within ECSA but also in partnership with the College. ECSA hopes this data is useful for curriculum teams, and would encourage all teaching staff to engage with students about their experience at Edinburgh College.

This report will be made available to students & staff with the hope that it aids and influences more conversation around providing the very best student experience and promotes sharing of best practice.

Class Rep Conference 2

Feedback & self-evaluation

November & December 2018

Background

ECSA ran its 2nd round of Class Rep Conferences in late November & early December, focussing on 'Feedback and Self-Evaluation'. These meetings had the following purposes:

1. To inform & engage students in their role in the college's self-evaluation process, primarily occurring at course level in semester 2.
2. To gather feedback on students' experience of Learning & Teaching through a focussed workshop
3. To use that feedback to paint a picture of Learning & Teaching at Edinburgh College, share best practice, and provide data & evidence for ECSA's Annual Learning & Teaching report
4. Help inform the work ECSA does in supporting the college with 'How Good Is Our College?'

Workshop

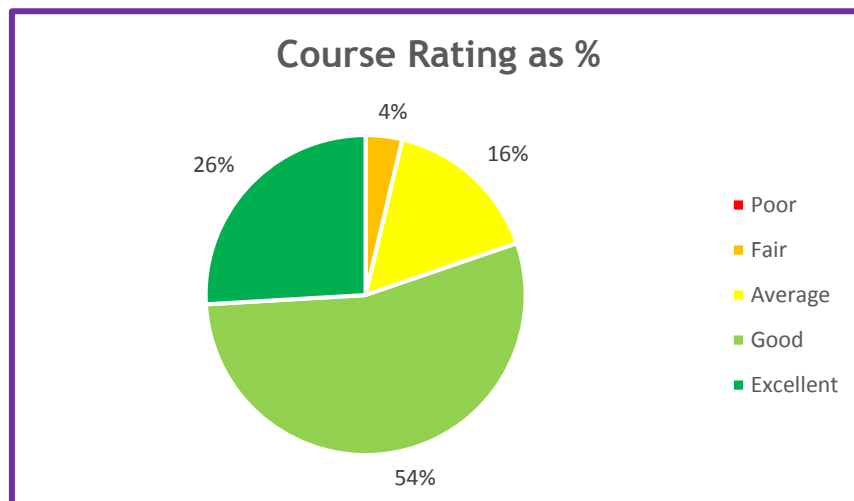
The workshop took students through the key steps of self-evaluation and where they, as Class Reps, fit in, covering the 'A.B.C.D of Effective feedback' which is a core part of the sparqs Class Rep Training, and ensuring reps are equipped with the skills to effectively take part. Further to this, ECSA talked Class Reps through why it is so important they get involved in shaping their learning. Class Reps were incredibly receptive to this, and the workshop.

The workshop itself focussed on rating their learning experiences on a scale between "Excellent" and "Poor", with a section to provide comment on why they choose that answer.

80% of respondents rated their course as Good or Excellent with the key takeaway across the board that students enjoy their courses and their learning is excellent and staff are knowledgeable, experts within the subject area they teach in.

However there is always room to improve and across all responses students highlighted areas that could be better including possible solutions.

Class Reps were then asked to discuss what is good about their course, what could be improved, and how it could be improved. Class Reps were encouraged to use the 'Student Learning Experience' diagram which covers all the components of a student's learning experience whilst at College. In total 81 reps took part across the 4 campuses in the workshops, from a broad range of courses and departments.



Learning & Teaching Themes

Overall, there were 4 key themes that emerged as areas for improvement within the college. If worked upon, these key areas could improve the student learning experience, increasing the likelihood students would rate their learning experience as 'excellent'.

<p>1. Flexible and varied learning styles</p> <p>Courses that implemented a range of different teaching methods received much more positive feedback from students. Taking a flexible approach to learning ensured content was delivered in a variety of ways that enhanced learning. Students appreciated the extra effort to create engaging learning experiences for example by providing physical and virtual handouts.</p> <p>Courses where teaching is relying on use of PowerPoint presentations were more likely to receive a 'good' rating than those with examples of varied learning styles.</p>	<p>2. Workspace</p> <p>Students repeatedly across all ratings mentioned workspace and equipment to support their learning. Specifically in Creative Industries the size and number of available studios was highlighted. Students suggested that access to studios in the evenings would accommodate more students as well as more flexible learning.</p> <p>Students at Milton Rd commented on the sport and fitness facilities and equipment being outdated and lacking.</p> <p>Courses where students rely on specific software and IT equipment such as Macs were less likely to respond with an 'excellent' rating due to lack of access, some equipment being slow and some programmes not being up to date.</p>
<p>3. Course Organisation</p> <p>Excellent examples of course organisation included 'Course descriptors and schedules of work are easy to follow' - including the use of assessment timetables given out at the start of the year. Well-structured lessons plans, clear use of Moodle for the uploading of learning resources in a timely manner for revision purposes & consistent communication with students when issues arose. This also included having the correct resources, class rooms fit for purpose, minimal rescheduling & equipment to facilitate a great learning experience.</p> <p>Students who felt any of these areas were not being delivered on, seemed far more likely to mark their course as 'good' or worse, regardless of quality of teaching or their enjoyment of the subject area.</p>	<p>4. Feedback</p> <p>The courses rated the best were consistently praised for having great feedback that was constructive and timely. Whether it was summative, formative, informal, or formal feedback, it was all appreciated by students, who said it helped them understand how to improve.</p> <p>Generally students praised lecturers who took the time to talk to students individually or gave custom feedback.</p> <p>Courses where students felt they got little communication regarding their feedback or simply a 'pass or fail' were more likely to rate their course 'average'. Some Class reps suggested a standard expectation should be set regarding time of feedback.</p>

Thematic feedback

Excellent

Students rated courses 'excellent' for a variety of reasons on a course by course basis and **this represented 26% of the responses**. What was apparent was how many of these courses students cited multiple examples of 'positive aspects' which made this course stand out as an excellent learning experience. For example:

- Teachers have been fantastic and imaginative with the curriculum which made the learning very interesting for students.
- Courses where different types of learning were used, were also highly rated in terms of understanding and inclusion
- Many comments for Excellent rated courses included comments about clear organisation and communication about expectations and feedback
- A lot of positive feedback focussed on materials and equipment being up to date and readily available. Moodle was frequently mentioned as being clearly structured and regularly updated and easy to use. Additionally, some students highlighted that extra workshops on equipment and software were made available to students who didn't yet feel comfortable using it

Good

The vast majority of courses received a **rating of 'Good' (44)** accounting for **54%** of all evaluations ECSA received. Students rated these courses citing mostly the learning and teaching being good, and having supportive lecturers. However, they highlighted areas for improvement that make up the whole student experience, and, if implemented, could have possibly raised these courses to an Excellent:

- 'Course was going at a good pace but then seemed as if lecturers had remembered we needed to do assessments and a sudden rush of assessments put pressure on before Christmas break'
- Using mainly PowerPoints in teaching 'becomes boring after a while'. Students highlighted that if handouts were not provided the lecturers would not always allow time for taking notes
- There were a lot of comments about Moodle being unclear and outdated, that documents were hard to find in historic folders and could do with a 'tidy'
- One cohort of students described a lot of disorganisation at the start of their course and still feeling the after effects especially around assessments all happening at the same time.
- Teaching staff need more cover - Classes are often not covered properly if a tutor is ill or unavailable
- LDT hasn't really been available and has cancelled a number of 1 to 1s which is a shame because it took weeks for students to be assigned an LDT in first place

Average

13 courses received a rating of average or **16 % of respondents**. While, on the whole, students who rated their courses as average highlighted enjoying their course, they had poorer satisfaction in different aspects of the course:

- Noise levels and disruption from other students affected their learning experience
- Students felt their course often was too repetitive, going over the same things because some students missed classes.
- Lack of clarity on assessment dates and submission as well as inconsistencies in timescales of feedback and remediation led to confusion and frustration for some class reps
- Little detailed feedback provided

Fair	<p>Students who rated their courses below average cited a less-than-stellar learning experience and highlighted an inconsistent experience across their subjects.</p> <ul style="list-style-type: none"> • Students highlighted some learning/teaching methods as being ineffective • Moodle being poorly organised and complicated to use as well as software necessary for assessments being out of date • General feeling across the feedback that there is not enough resources to support extra needs students, especially in class • Students feel unsafe using changing rooms that are not lockable and have been ‘kicked in’ • Feels there is not quite enough support for extra needs in class
Poor	<p>No students rated their learning experience as ‘poor’</p>

What Happens Next

A massive thank you to Class Reps for taking part and giving us their incredibly useful and constructive feedback. It is clear Learning & Teaching at Edinburgh College, overall, is a positive experience. This now gives ECSA & the College more baseline information and a real sense of what students value within their learning experience. Class Reps, and more broadly speaking, students, have lots of thoughts on their learning and are keen to share that feedback with us, we just need to make sure the college and ECSA are providing those engagement opportunities and having those all-important two-way conversations.

This work will tie in with our end of year teaching report & will go hand in hand with the ECSA-Illence Awards, launching later on in the academic year, both of which will ensure ECSA’s continued commitment to aid the College in engaging with Education Scotland’s ‘How Good Is Our College?’ ECSA hopes this data is useful for curriculum teams, and would encourage all teaching staff to engage with class reps throughout the Self Evaluation meetings that will be happening shortly.

This report will be made available to students & staff with the hope that it aids and influences more conversation around providing the very best Learning & Teaching and promotes sharing of best practice.

Edinburgh College Student Mental Health Agreement

This is an initiative led by Think Positive on behalf of NUS Scotland to bring student associations and their institutions together in a formal agreement to work jointly on mental health issues on campus.

This agreement plan develops from the work we completed in taking part in this award for the first time, so this year we are working towards new aims and some already existing that need further development.

- 1. To set up a student led health steering group where we will identify key areas they think are of importance and work closely with the students to implement a weekly group on 3 campuses by February 2019**

Actions to be taken:

- Launch Welcome Week Survey, to gather students interest in joining the group
- Contact roombookings to find adequate rooms (weekly) for the groups to meet
- Create promotion for the groups e.g. posters, mailing via CIVI CRM online system
- Attend the meetings as reps of Student Association, ensuring it's clear that if an issue is overwhelming for the students that they know who to speak to within the college, e.g. Wellbeing team, Nightline, Student Services.

- 2. To establish an online wellbeing hub for students, that focuses on their wellbeing and physical activities outlook by March 2019**

Actions to be taken:

- Gather research of online apps available, general wellbeing information
- Ask the students from the "It's Not Just You" campaign, if it's ok to use their videos from this on the online wellbeing hub
- Create template for the hub
- Have students feedback on what they like, dislike and adapt any changes
- Launch wellbeing hub on our ECSA website
- Continue to update the hub with up to date information

- 3. To launch weekly yoga sessions for a group of our mature students by January 2019**

Actions to be taken:

- Gather evidence/data of the demographics of students
- Consider the data analysis when choosing what student group to work with
- Identify the student group and work with them to see what they'd like to engage with.
- Implement their suggestions (in this case we thought the yoga sessions would be most beneficial)
- Launch weekly yoga sessions for a time that suits the students
- Find out what information they need e.g. wellbeing information
- Provide required information

4. To improve our links with external mental health organisations, so our students have more support in place for their wellbeing by December 2018

Actions to be taken:

- Establish a working agreement plan between us and Nightline
- Set up a planning meeting with Nightline to create an action plan for the year
- Promote listening service and training sessions
- Ask Nightline if they could provide us with personalised promotional posters and stickers
- Request they provide wellbeing packs for our students during both terms, especially during exam times throughout the year. So we can help to reduce stress and anxiety in our students

5. To take part in the Healthy Body, Healthy Mind Award, tackling the stigma of student mental health and physical activities by May 2019

Actions to be taken:

- Attend the Think Positive launch event
- Plan who could be part of the HBHM working group and set a date for the group to meet/combine into a student wellbeing working group
- Ensure the HBHM section on website is updated. Clear with signposting for resources
- Create a one year social media plan
- Create a single year action plan
- Ensure we promote HBHM activities regarding 3 topics with the award
- Making sure we meet the deadline date for submission in May

6. To continue the work we've completed on the student mental health agreement plan and introduce new working areas by April 2019

Actions to be taken:

- Review last academic years plan and working areas
- Plan to combine the HBHM working group with the SMHA group, creating the student wellbeing group
- Create new plan with input from the working group
- Request that the new wellbeing team takes a lead in one of the working areas of the plan. Particularly the early intervention mechanisms
- Ensure we include student input within the plan and working areas
- Make sure we meet the deadline of submission in June
- Create student friendly version of the plan
- Plan for the students to sign it as well as the Principal
- Launch plan on our website

7. To provide wellbeing packs and activities for students in halls of residence by January 2019

Actions to be taken:


- We identified through chatting to our students that they require support from us
- To establish partnership with the local church, to provide one monthly visit to the halls and have them provide students with a free meal
- Have focus group meetings with the students
- Provide the students with wellbeing packs (Dec)
- Promote support services specifically for students living in halls

8. To establish early intervention mechanisms for all students by November 2019

Actions to be taken:

- Contact the wellbeing team to take lead on this working area
- Ask them to launch mechanisms for students for early intervention
- Request they ensure they gather evidence for the work they complete
- Make sure student feedback is included
- Monitor their progress of this regularly and through the student wellbeing working group

Audrey Cumberford- Edinburgh College Principal



Beth Anderson- Vice President Welfare Officer-ECSA



Objective		C	PC/OC	NYS	D	Rating
Education	<ul style="list-style-type: none"> To engage with apprentices through the implementation of a functioning class rep system to ensure that apprentices have a strong voice in their education during their time at Edinburgh College 	45	10	18	27	Green
	<ul style="list-style-type: none"> To provide information and support in the form of an online handbook for evening students as they don't have access to student services or ECSA during their class hours. 	75	25	0	0	Green
	<ul style="list-style-type: none"> To establish a 'Rep Academy' system in order to generate a new level of student representatives with the skills and experience to effectively represent students at an institutional level 	23	0	44	33	Orange
Activities	<ul style="list-style-type: none"> Create extra-curricular opportunities by adopting a data-driven approach, in order to enhance the student experience through 	67	0	33	0	Green
	<ul style="list-style-type: none"> Engage women students in sport and exercise in order to improve gender equality in sport and general physical & mental health of women students across the institution 	56	11	33	0	Orange
	<ul style="list-style-type: none"> Engage students with active travel through training, events and campaigns, in order to reduce students' travel-related carbon emissions 	88	0	12	0	Green
Support	<ul style="list-style-type: none"> To further develop the peer support group and have an active student led group on all campuses 	86	0	14	0	Green
	<ul style="list-style-type: none"> To create an online wellbeing hub as a resource for early prevention for students' individual wellbeing needs 	80	0	20	0	Green
	<ul style="list-style-type: none"> To set up a working partnership with local nurseries and childcare providers to make coming back to education an easier route for parents and carers of children 	63	0	25	12	Green
	<ul style="list-style-type: none"> Working in partnership with Nightline to promote the service to all students, linking it into all wellbeing events held throughout the academic year 	60	20	20	0	Green
Equalities	<ul style="list-style-type: none"> To work with local stakeholders to provide fruit/veg free of charge to students on all campuses, and develop a community sharing scheme to give access to surplus food for students 	67	0	0	23	Orange
	<ul style="list-style-type: none"> To provide free sanitary products to students across the College to ensure students get access to what they need, when they need it, free of charge 	71	0	29	0	Green
	<ul style="list-style-type: none"> Creation of a functioning student group that will build positive communities through providing a supportive and inclusive environment for student parents. 	72	14	14	0	Green

C = %age Completed

PC/OC = %age Partially Completed & On Course

NYS = %age Not Yet Started

D = %age Delayed

FOR INFORMATION			
Meeting	Board of Management 19.03.19		
Presented by	Jonny Pearson		
Author/Contact	Jonny Pearson	Department / Unit	Executive
Date Created	26 February 2019	Telephone	0131 297 8449
Appendices Attached	None		
Disclosable under FOISA	Yes.		

2018/19 RECRUITMENT, RETENTION & CREDITS UPDATE

1. PURPOSE

This paper aims to provide the Board with an updated overview of the College's performance against its 2018/19 activity target and to provide 'year-on-year' comparative data to enable benchmarking of performance. The figures in this paper are accurate as of 26 February 2019.

2. BACKGROUND

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

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

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

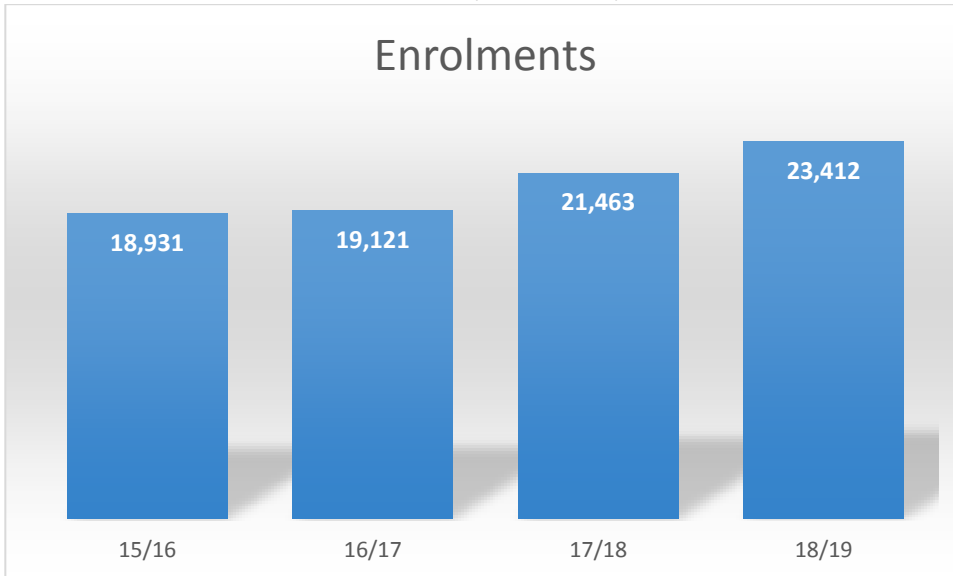
In addition to this, as part of the SG Early Years 1140 hours commitment, SFC have given us a target of achieving 6,639 Early Years credits (at specific SCQF Levels) as part of the 186,612 core. Due to good curriculum planning and previous year's 'pipeline' we have exceeded this target by 1,038 credits (current EY credits = 7,677).

Current credit position **182,657** credits (58,661 HE Credits and 2,325 ESF credits tagged).

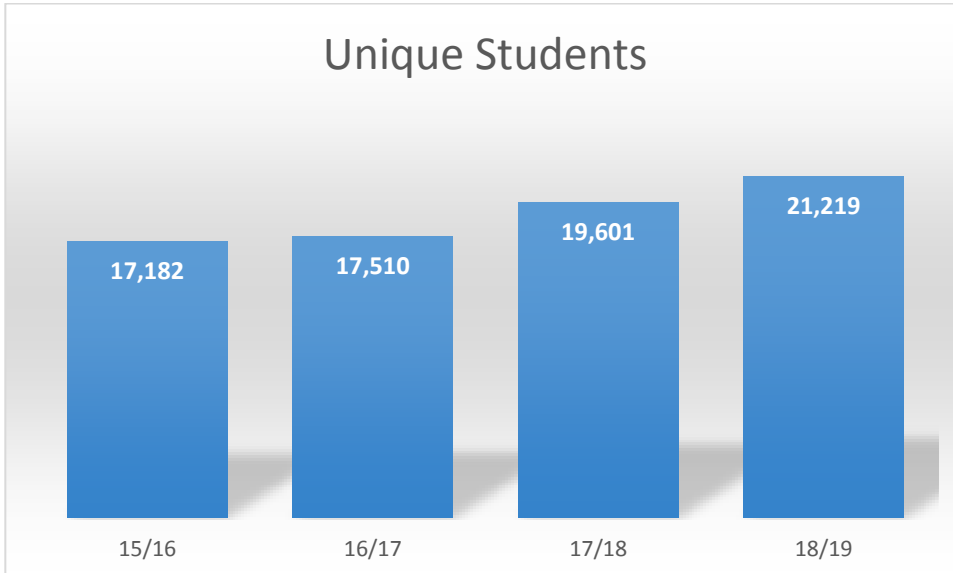
3. DETAIL

3.1 Year on Year Trends

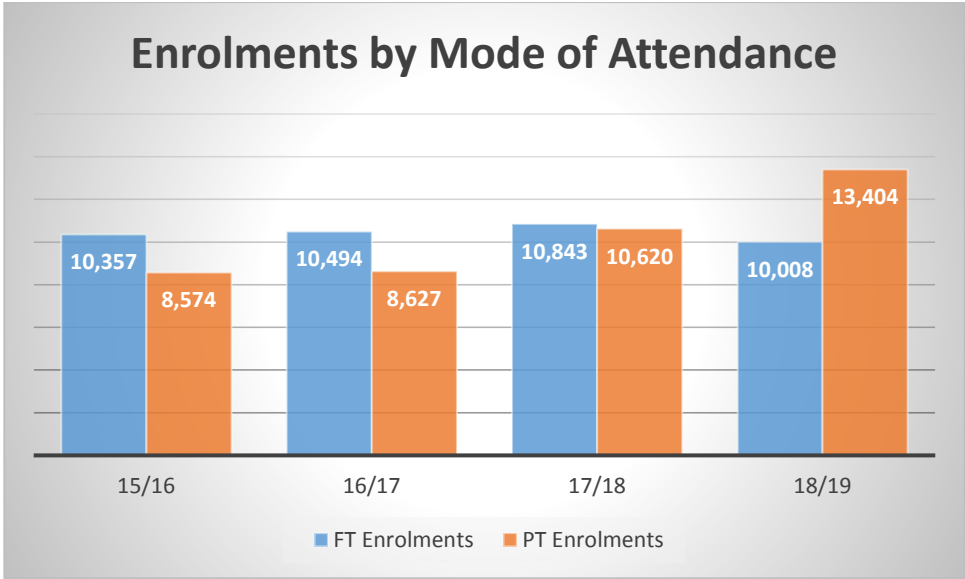
Year on Year Data Trends from AY 2015/16 to 2018/19:



The table shows an increase of 4,481 enrolments over the four year period. This represents a 24% growth in the number of enrolments at Edinburgh College since we changed the recruitment process

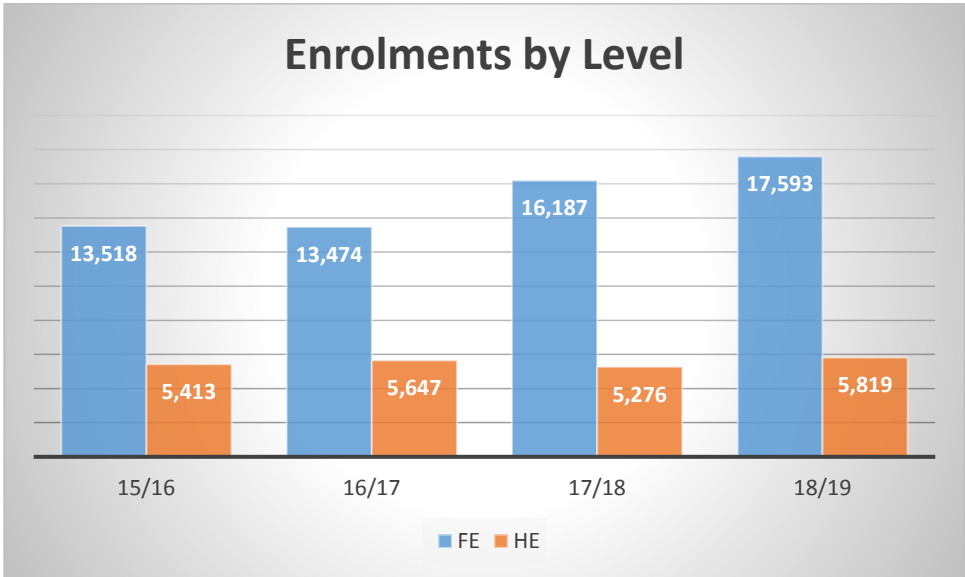


The table shows an increase of 4,037 unique students over the four year period. This represents a 23% growth in the number of students at Edinburgh College since we changed the recruitment process.

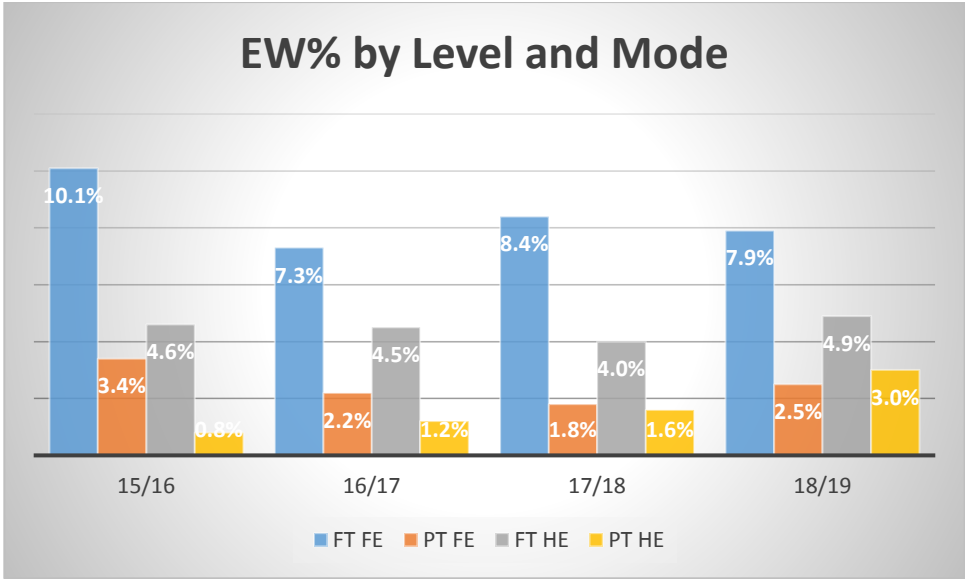


The table shows a decrease of 349 in the number of full-time students (3%) and an increase of 4,830 in the number of part-time students (56%) over the four year period.

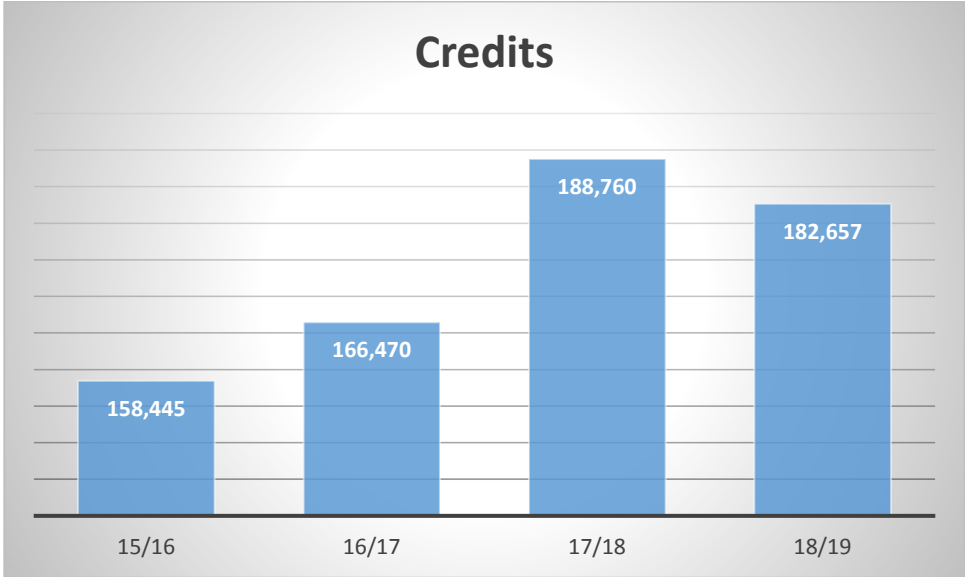
In AY 2015/16, **55%** of students at Edinburgh College were studying on full-time courses – in AY 2018/19 this figure has fallen to **43%**. This trend in increased numbers of part-time students will continue and has been factored in to our curriculum planning for the next three academic years.



This table shows that, despite the increase in numbers of enrolments and unique students, the breakdown of enrolments by academic level has remained stable over the four year period. In AY 2015/16 71% of enrolments were at FE level whereas in AY 2018/19 this has increased to 75%.



The table shows that, despite a great deal of effort and a number of successful interventions, we have not yet fully addressed our problems around early withdrawal (EW%) of students. Average EW% in AY 2015/16 was 5.2% and in AY 2018/19 is 4.4% however this overall improvement ‘masks’ a disappointing downward trend in HE courses. Our focus in AY 2019/20 will be on retention, attainment and progression and our work with curriculum managers and curriculum leaders on this is already under way.



The table shows an increase of 24,212 credits over the four year period. This represents a 15% increase in the number of credits achieved since we changed the recruitment process. However, it also shows a decrease of 6,103 credits, or 3%, when compared to this time last year. This drop in credits can be explained by the shift from full-time to part-time enrolments, and in particular, the effect of the introduction Flexible Workforce Development Funding.

3.2 Semester 2 Recruitment

Planned Credits	Delivered Credits	Balance	Projected Out-turn
18,956	13,191	5,765	188,451

This projected out-turn would leave us 482 credits over our activity target (with planned contingency to achieve more, depending upon sector returns).

3.3 2019 / 2020 Full-time Recruitment

Full-time courses opened for application on Monday 21 January 2019, our current position is:

Applications	Offers	Accepted Offers
4,272	873	587

At this point last year we had received 5,900 applications. It is important to note that this is the first time we have used our in-house application system, ECAS, for all full and part-time applications. We have had a number incidents where the system has 'gone down' and applicants have not been able to apply. We have a team of IT specialists (internal and external consultants) monitoring the system to ensure that it is more reliable. I am confident that our IT development team has mitigated any further risk relating to ECAS. It appears that the difference of 1,628 applications is the total of our 'internal' progressing students who have yet to apply.

4. BENEFITS AND OPPORTUNITIES

By evaluating last year's retention figures we have implemented changes designed to further improve our performance indicators for 2018/19. Constant analysis of comparative data has enabled us to make pro-active changes to the curriculum e.g. replacing poor recruiting programmes with additional occurrences of more popular provision and assess the effects of early withdrawal on student numbers.

5. STRATEGIC IMPLICATIONS

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

6. RISK

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

7. FINANCIAL IMPLICATIONS

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

8. LEGAL IMPLICATIONS

Not applicable.

9. WORKFORCE IMPLICATIONS

Not applicable.

10. REPUTATIONAL IMPLICATIONS

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

11. EQUALITIES IMPLICATIONS

Not applicable.

CONCLUSIONS/RECOMMENDATIONS

The Board are asked to NOTE the information provided by the Assistant Principal (Recruitment & Retention).

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 19.03.19		
Presented by	Lindsay Towns		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	30.12.18	Telephone	-
Appendices Attached	<i>Appendix 1: Management Accounts to January 2019 (with commentary)</i>		
Disclosable under FOISA	Yes.		

MANAGEMENT ACCOUNTS TO JANUARY 2019

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

10. REPUTATIONAL IMPLICATIONS

None.

11. EQUALITIES IMPLICATIONS

None.

CONCLUSIONS/RECOMMENDATIONS

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



For the future you want

FINANCIAL REPORT

6 MONTHS TO 31 JANUARY 2019

CONTENTS

Report from Chief Operating Officer

1. Executive Summary
2. Credit Activity
3. Progress with the Transformational Plan and its alignment to the College's 2018/19 Budget
4. Income Analysis
5. Expenditure Analysis
6. Staff Cost Analysis
7. Trading Departments
8. Cash-flow
9. Balance Sheet
10. SFC Reporting
11. Key Performance Data

Appendices:

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

DISTRIBUTION

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

The following report provides an update on the financial position of
Edinburgh College at 31st January 2019

1. EXECUTIVE SUMMARY

Activity

1.1 Edinburgh College's core activity target for academic year 2018/19 is **186,612** credits (which includes Childcare credits shown separately in prior years). As the College has exceeded its HE credit total of 54,340, a further **1,356** credits (reduced from 2,000 in 2017/18) should be received through the ESF Developing Scotland's Workforce 2018/19 initiative. However, receiving this funding is dependent on the overall core credit target being achieved. The College's total target is therefore **187,968** credits, although the College is targeting levels above this planned activity. The College has achieved **182,383** credits at 22nd February 2019.

1.2 Underlying Operating Result

As per SFC Measurement basis	<u>Annual Budget</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>
Result (2016/17 after £2.9m adjustment and 2018/19 pre SFC Grant Repayment)	500	497	111	(386)	(279)	(496)
Add:						
Depreciation net of deferred capital grant release	2,024	1,279	1,279	-	1,033	2,522
Non-cash pension adjustments (not included in deficit 2016/17 and 2017/18)	-	-	-	-	-	-
Deduct:						
Revenue funding allocated to loan repayments	1,130	565	565	-	726	1,130
Underlying operating result	1,394	1,211	824	(386)	28	896

The College's underlying operating position is a key measure introduced by the SFC following recommendations by Audit Scotland. It excludes non-cash items included in the income and expenditure account (pension and depreciation net of deferred capital grant release) as well as capital loan and Lennartz repayments not included in the income and expenditure account. The forecast underlying operating position is £0.8m positive, which is £0.4m unfavourable compared to budget.

1.3 Income and Expenditure

	<u>Revised Annual Budget</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	46,953	20,353	20,376	22	21,833	47,092
Tuition Fees and Commercial & Other Income	17,111	12,031	11,337	(693)	8,212	16,332
Deferred Income	2,931	1,508	1,712	204	1,598	3,338
Total Income	66,995	33,892	33,425	(467)	31,643	66,762
Staff Costs	46,525	22,973	22,731	242	21,769	46,184
Other Costs	15,014	7,635	7,594	42	7,522	15,214
Depreciation	4,955	2,787	2,741	46	2,631	5,362
July 2018 Additional Revaluation	-	-	-	-	-	-
Depreciation	-	-	249	(249)	-	498
Total Expenditure	66,495	33,395	33,315	81	31,922	67,258
Operating Surplus / (Deficit) (pre SFC Grant Repayment)	500	497	111	(386)	(279)	(496)
SFC Grant Repayment	(500)	-	-	-	-	(500)
Operating Surplus / (Deficit) (post SFC Grant Repayment)	-	497	111	(386)	(279)	(996)

- 1.4 The £0.5m budget surplus for 2017/18 (prior to an SFC Grant Repayment of £0.5m) was set in line with the third year of the business transformation plan as agreed with the SFC. This equates to an underlying operating position of £1.4m.

The January underlying operating position shows a surplus of £0.82m (previous month surplus £0.71m), against a profiled budget of £1.2m. The main variances are:

- A favourable expenditure variance within staff costs (£242k), as a result of unfilled vacancies and vacancy churn across a number of College departments
- An adverse income variance within tuition fees of £558k in total to date (mainly lower IES (WEACT) pre-employability contract income, SAAS and associate degree revenues). In addition, there is a net adverse variance of £155k within 'other' income generating activities (mainly the Catering net deficit position at 31 January 2019 prior to its outsource to Gather & Gather on 1st February; further details below).

- 1.5 The full year forecast operating deficit (pre SFC Grant Repayment) is now £496k. This equates to an underlying operating position of £1.0m. This is an adverse movement of £140k compared to last month's projection, and a difference of £996k compared to full year budget. The main forecast movements to date are shown below:

Cash Impact Items - £506k adverse full year forecast to budget variance

- Following a reconciliation of additional ESF credits delivered by the College in 2017/18, the SFC will be providing additional one-off funding of £32k which will be paid to the College in March (unchanged from last month).
- The Flexible Workforce Development activities are forecast to generate additional revenues of £210k for the year. However, this positive movement is offset by weakness within scheduled short courses, which is projected to show an income shortfall for the year of £200k (both in line with last month). Additional courses continue to be planned and run to help mitigate this shortfall.
- As reported last month, the SDS 'Daydream Believers' project remains on target to generate net revenue of £13k, whilst other income generating activities are forecast to bring in £58k of additional income (graduation, Solar Meadow and music box). An improvement of £8k compared to last month's projection.
- Staff costs are forecast to settle the year £341k below budget (in line with last month) for the reasons outlined above (para 1.4). These savings off-set the £250k gap in national pay funding.
- Agency commission aligned with International income delivery is forecast to settle the year £20k below budget (unchanged from last month).
- Following the outsourcing of the College's catering function on the 1st February, the College's full year budget and forecast now incorporates reductions of £0.825m within the catering income budget and the associated catering expenditure budgets. At 31st January 2019, the catering forecast has a net trading deficit position of £156k, which includes £60k of exceptional backpay costs for Catering staff.
- The full year outcome of the WEACT contract will be not known until students outcomes for the next two months are confirmed, pending the transfer to another provider. Latest forecasts suggest that the net position could be slightly more favourable than the current £164k adverse variance to budget.
- Nursery income is currently forecast to be £150k below budget for the year (unchanged from last month), due to lower than planned children numbers and staff absence cover.
- Tuition fees in total (ex WEACT) are currently showing a full year income shortfall of £360k (in line with last month - this includes shortfalls in SAAS income of £150k and Associate Degree income of £140k).
- Following a review of occupancy levels / room lets at our Granton Halls of Residence, the full year forecast for premises costs has increased by £150k (unchanged from last month) due to paying for 30 vacant rooms per contract. Options for mitigating some of this cost exposure have been considered, and these options are being explored in further detail.

Non-Cash Impact Items - £498k negative full year forecast to budget variance

- Following the year-end revaluation of fixed assets, depreciation increased by a net unbudgeted depreciation charge of £498k (in line with last month). The associated revaluation reserve release is shown below the operating position line.

1.6 The support staff cost of living increase will add £0.6m to the paybill in both 2018/19 and 2019/20. An indicative cost of living increase has also been offered to lecturing staff which will cost £0.3m in 2018/19 and £0.65m in 2019/20 (this is still being negotiated with EIS).

The 2018/19 staff budget and forecast includes both cost of living increases which are funded by the College. Some of these are likely to be found from vacancy churn and / or reducing budget spend as the year progresses. In 2019/20, savings / additional income will be required to meet the recurring costs of £0.95m to cover the pay increases.

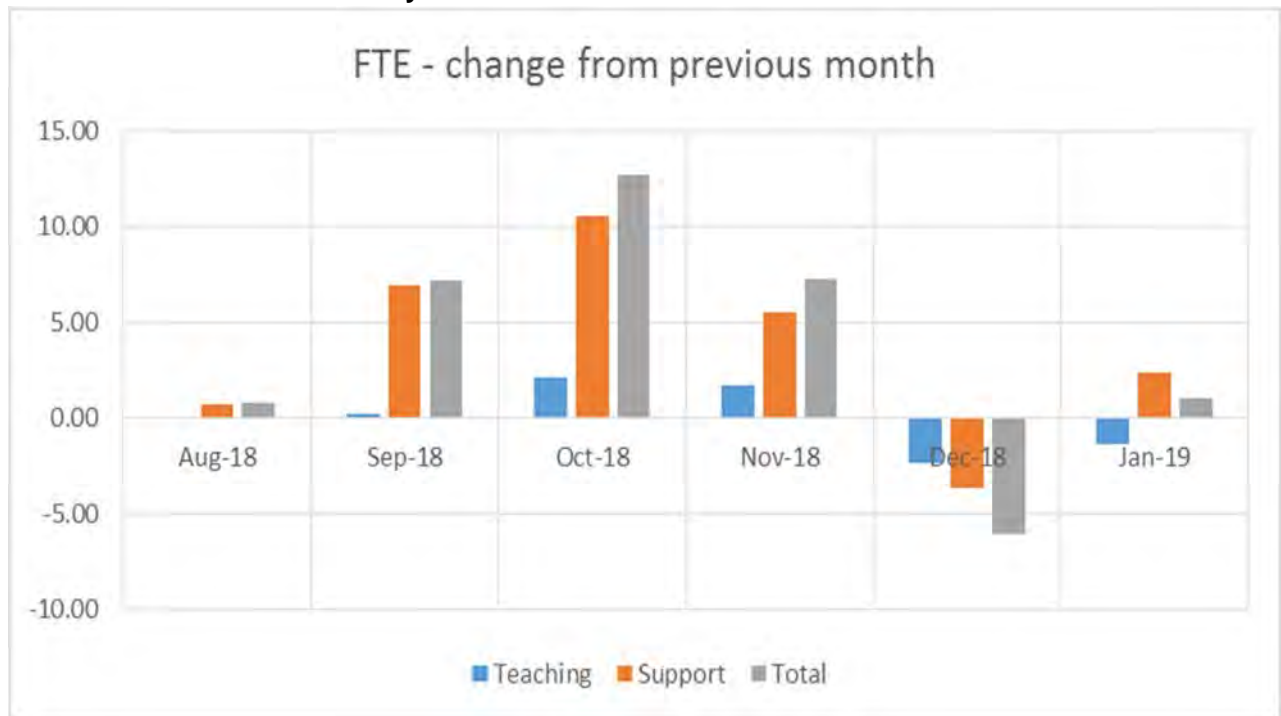
1.7 The staff cost forecast does not include a provision for the employer pension increases (5.2%) for lecturers, as we await guidance from the SFC/SG in terms of potential funding. The increased rate is due to commence in April 2019. The cost of this increase to Edinburgh College in the current year will be £0.32m and in future years £0.96m. This will be an extremely challenging cost reduction target to achieve.

1.8 **Staff (Full Time Equivalent)**

FTE	31/07/18	31/01/19	Other movement	VS reduction (phase 4 scheme)	31/01/18
Teaching	488.2	488.7	0.5	-	500.0
Support	559.8	582.3	22.5	(1.0)	553.5
	1,048.0	1,071.0	23.0	(1.0)	1,053.5

Staff numbers have remained broadly stable within January, with a slight (total) increase of 1.2 FTE (Support staff FTE has increased by 2.4 and Teaching staff FTE has decreased by 1.2).

FTE Staff movements by month are shown below:



1.9 Cash Position

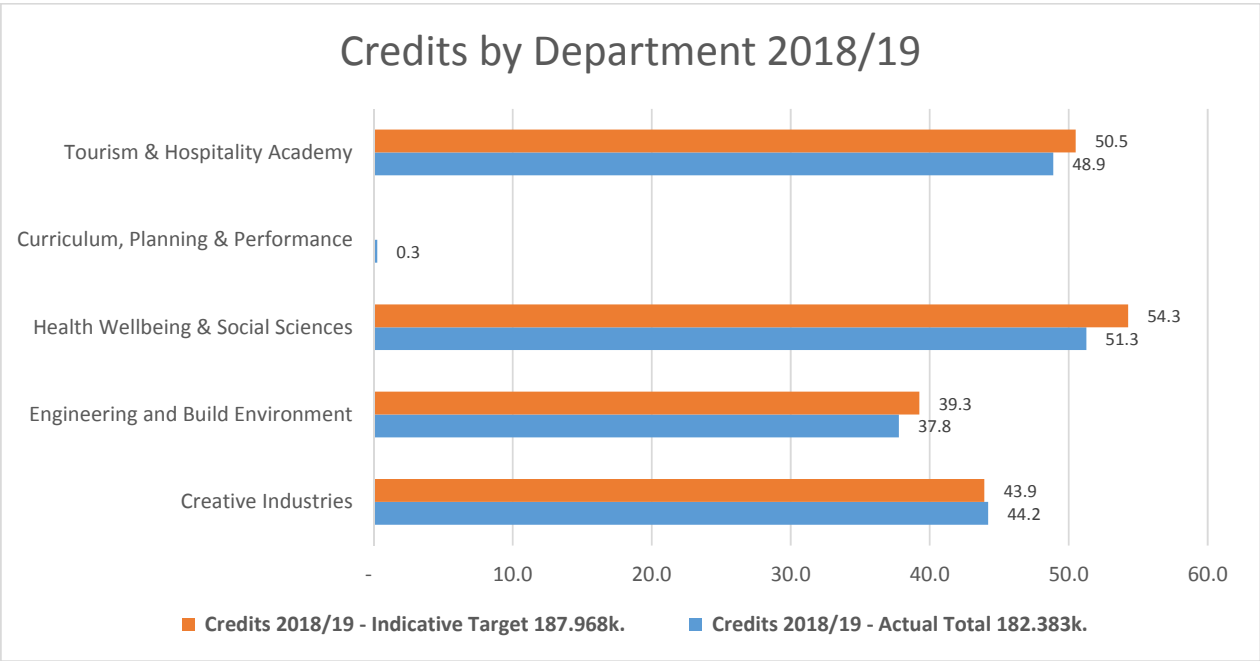
Opening Cash	Month-end cash	Forecast year-end cash	Comments
01/08/2018	31/01/2019	31/07/2019	<p>Opening cash includes £0.3m of 2017/18 underspent student support funds, to be returned to the SFC in the current year. This recovery will have no effect on the allocation of funds for 2018/19. The month-end cash balance includes £0.7m of student support funds. Cash has increased by £4.8m in the month largely as a result of receiving SAAS funds.</p> <p>The forecast total cash balance for the year-end is £1m, an adverse movement of £0.2m from last month, which is a result of revised student support projections together with the net adverse changes to full year forecasts for the College's income and expenditure flows as noted above.</p> <p>The student support forecast year-end balance is shown as £0.2m (a downward movement of £0.3m compared to last month's year end projection). This movement follows confirmation that we will be able to drawdown £1.2m of student support funds (as part of the SFC's in-year redistribution exercise) in March 2019, although this will be partly offset by repayment of the 2017/18 underspend of £0.3m. The net projected receipt of £0.9m will be insufficient to fund the current projected overspend on student funds to the end of March 2019 due to timing of payments.</p>
£'m.	£'m.	£'m.	
0.9	8.7	1.0	

1.10 Capital Expenditure

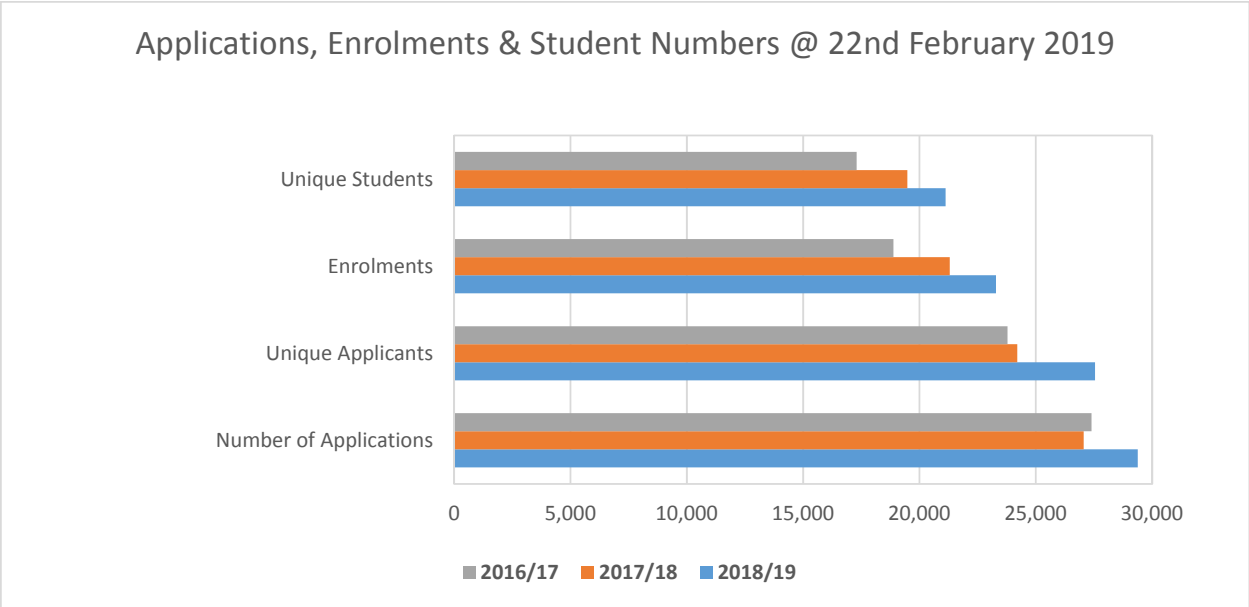
Opening Fixed Assets	Additions YTD	Depreciation	Closing Fixed Assets	Comments
01/08/2018	31/01/2019	31/01/2019	31/01/2019	<p>£0.9m of additions (including £0.7m of work in progress) have been incurred since the beginning of the academic year. This comprises small Estates and ICT project works, CEEP retention payments and high priority backlog maintenance works (£3.1m of funds in total have been assigned for capital priorities and backlog maintenance works for the 2018/19 financial year).</p>
£'m.	£'m.	£'m.	£'m.	
162.6	0.9	(3.0)	160.5	

2. CREDIT AND STUDENT ACTIVITY

- 2.1 The agreed activity target for the 2018/19 academic year is 186,612 core credits, with an additional 1,356 credits available (relating to ESF activity) contingent upon 54,340 HE level credits being achieved in the year. The College's total credit target for Academic Year 2018/19 is therefore **187,968** credits.
- 2.2 Latest enrolment figures remain encouraging, whilst student withdrawal rates remain low. Full time student numbers are less than the previous year but are partially offset by an increased number of part time students. Curriculum plans are in place increase semester 2 to mitigate any shortfalls.
- 2.3 The College has achieved **182,383 credits** at 22nd February 2019. The "Credits by Department" table (below) shows a comparison of YTD performance, by department, against current full year targets.



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




3. CLOSURE OF THE TRANSFORMATION PLAN AND ITS ALIGNMENT TO THE COLLEGE’S 2018/19 BUDGET

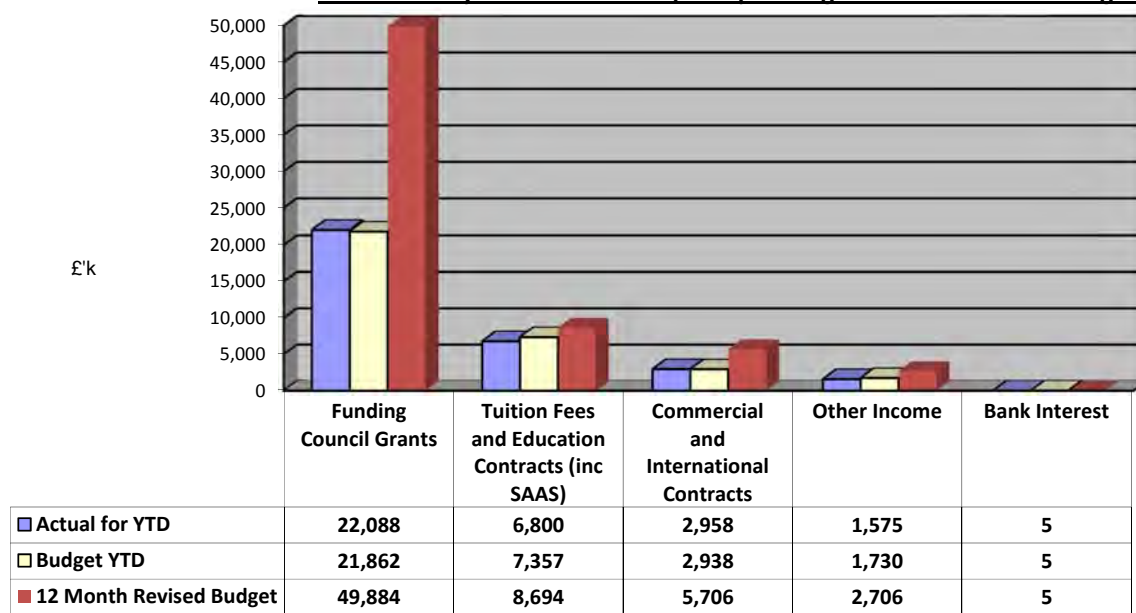
3.1 In April 2016, a 3 year Business Transformation Plan (BTP), which outlined a sustainable business model for the future, was implemented and the College set a break-even budget for 2018/19 in line with the plan. This is after repayment of £0.5m (tranche 1) in relation to the 2016/17 £2.9m SFC advance, which was not part of the break-even position when writing the BTP in 2016. This result equates to an underlying operating position of £1.2m.

3.2 Total BTP savings achieved for all periods were **£6.83m** against a target of **£5.43m** (an increase of **£1.4m**) which comprised £1.86m of non-pay savings and £4.97m of staff cost savings.

4. INCOME ANALYSIS

Income Expanded Account Detail for the 6 Months to 31st January 2019 (Ex Core SFC Grants)							
 <p>Edinburgh College</p> <p>For the future you want!</p>	Original	Revised					
	Annual	Annual			YTD	Previous	Year End
	Budget	Budget	YTD Budget	YTD Actuals	Variance	YTD	Projection
	£000s	£000s	£000s	£000s	£000s	£000s	£000s
4. Income Analysis							
Tuition Fees & Education Contracts							
FE - UK & EU	130	130	66	52	(14)	50	65
HE - UK & EU	371	371	371	346	(25)	393	379
PT Self Payers	530	530	445	441	(4)	533	517
Examination Fee Income	20	20	13	16	3	9	20
SAAS	4,162	4,136	4,136	3,935	(200)	1,999	3,986
SAAS - Commercial		27	27	27			27
Associate Degree Fees	990	990	904	827	(77)	410	850
Managing Agents	1,412	1,412	706	706		765	1,412
Edinburgh Council - Pre Emp Contract	1,078	1,078	690	450	(240)	638	884
	8,694	8,694	7,357	6,800	(558)	4,798	8,140
Commercial & International							
International	1,485	1,485	582	582		610	1,485
SDS	578	578	321	321		301	578
EH15 and The Apprentice Restaurants	48	48	23	23		46	48
Bliss SPA and Employability Salons	120	120	50	50		63	120
Gym	313	313	164	179	15	159	313
Residences	541	541	203	203		213	541
Flexible Workforce Development Fund		1,390	1,005	1,110	105		1,600
Bespoke Contracts for Employers	1,803	455	177	177		186	455
Scheduled Short Courses	818	776	412	312	(100)	261	576
	5,706	5,706	2,938	2,958	20	1,839	5,716
Other Income							
Catering	1,753	927	919	757	(162)	843	771
Nursery	1,150	1,150	498	423	(75)	380	1,000
Access Centre Provision	143	143	69	69		68	143
Other Income Generating Activities	486	486	244	327	82	280	557
	3,532	2,706	1,730	1,575	(155)	1,571	2,471
Endowment & Investment							
Bank Interest	5	5	5	5	0	1	5
	5	5	5	5	0		5
TOTAL INCOME (EX CORE SFC GRANTS)	17,937	17,111	12,031	11,338	(693)	8,208	16,332

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



- 4.1 The total income budget for the year stands at £67.0m, a reduction of £0.825m (catering income) from last month, which reflects the outsourcing of the College's catering function from 1st February. Corresponding full year budgetary (and forecast) reductions, totaling £0.825m, have been made to associated catering expenditure budgets.

Total income for the year to date is £33.4m, which is £0.47m lower than the profiled budget of £33.9m.

- 4.2 Grant in Aid income is in line with budget on the assumption that credit targets will be met. Total tuition fees to date (excluding the WEACTION contract) are currently £0.32m behind their profiled budgets, which reflects lower numbers of SAAS funded students and FE/HE FT students, as well as lower associate degree students (63 students less than forecast). Income in this category (ex WEACTION) is expected to settle the year at £7.3m, some £0.36m below budget (unchanged from last month). However, work continues in attracting students onto our range of Semester 2 courses.
- 4.3 The current WEACTION income budget (£1.1m) is based upon a full year contract on an academic year basis. However, achieving this figure was dependent upon securing a new contract with WEACTION after March 2019 (when our current contracts ends), but our tender was unsuccessful. Latest indications suggest that on a full year basis there will be an income shortfall of £479k in total, together with savings in expenditure (staff and other operational expenditure) totaling £354k, equating to a net shortfall of £125k. However, for prudence the current forecast shortfall of £164k remains unchanged at present.
- 4.4 International business to date is in line with expectations and remains on target to achieve the £1.485m full year income budget. The International Development team have recently secured the College's first international childcare contract, hosting a group of 15 pre-school teachers (plus a translator) from Azerbaijan, for a two week training course. An ESOL teaching training programme in Uzbekistan remains ongoing, whilst development trips are planned for Central America, Dubai, Ghana and China.

January 2019 was a busy month for the UK Commercial Development team, with a number of client visits undertaken and funding applications submitted. The main focus for the team continues to be working closely with College faculties to increase Semester 2 recruitment. Discussions have also taken place with Departmental Heads and Curriculum Managers to identify additional courses to mitigate the forecast shortfall within scheduled courses income of £200k (unchanged from last month).

Milton Road Halls of Residencies room lets remain slightly below target at present, and have been impacted by student withdrawals during January. However, a number of new students have moved into

the halls to commence Semester 2 courses and there is optimism that income targets will level out by the end of the session (bolstered by Summer School activity).

The Flexible Workforce Development programme remains strong, with a total of £1.1m allocated, leaving a remaining fund of £0.5m to access by the end of July 2019. The team are in discussion with approximately 45 organisations, in addition to those already allocated funding, and are confident that they will secure the residual balance of £0.5m and thereby achieve the full year income target of £1.6m (in line with last month).

- 4.5 The trading positions for both the catering and nursery facilities are shown in paragraph 7.
- 4.6 During the month, our deferred income release was £244k (cumulative £1,712k), which is slightly ahead of expectations (due to the effect of fixed asset additions, and the effect of the 2018 annual accounts revaluation of land and buildings) matched against associated depreciation charge increases.
- 4.7 The full year forecast for total income now stands at £66.8m, £233k lower than full year budget (largely due to the shortfalls within tuition fees and catering income, partly offset by higher projected deferred grant releases), and a net adverse movement of £148k compared to last month's projection. Most other income sources remain in line with budget at present.

5. EXPENDITURE ANALYSIS

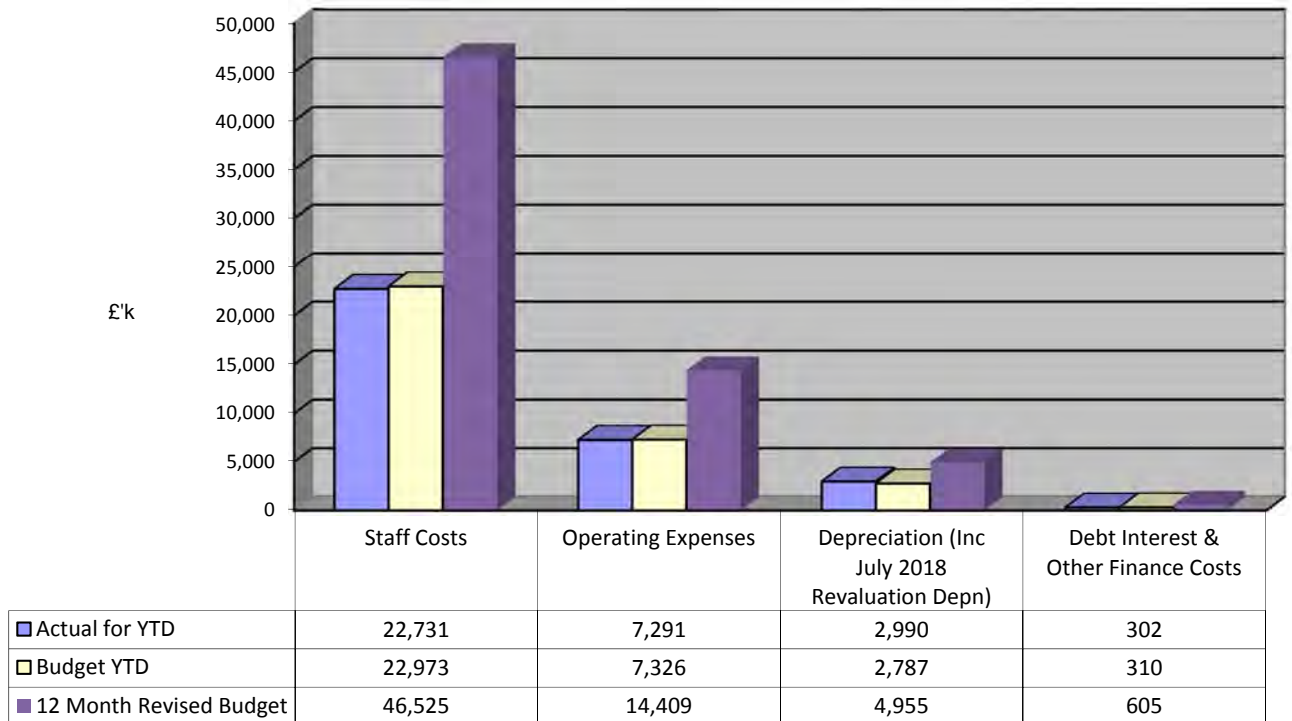


For the future you want

Total Expenditure (Non-Staffing) Account Detail for the 6 Months to 31st January 2019

	<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							
Premises	4,533	4,537	2,314	2,400	(86)	2,346	4,774
Teaching Activity & Support	937	1,285	613	632	(19)	551	1,285
Childcare Costs	1,500	1,500	830	830		759	1,500
Transport Costs	72	72	41	41	0	39	72
IT Costs	970	951	466	466		427	951
Telecomms Costs	134	134	81	81		79	134
Equipment	79	79	36	23	13	24	79
Health & Safety	37	37	18	20	(2)	16	37
Travel & Subsistence	493	499	228	227	1	189	499
Admin Costs	180	175	82	83	(2)	85	175
Corporate, Consultancy, Professional	1,207	885	368	344	24	344	885
Staff Welfare	16	16	6	6		10	16
Catering	1,215	879	525	513	11	554	879
Training & Development	102	102	55	55		37	102
VAT	1,222	1,222	751	751	(0)	760	1,222
Marketing & PR	167	167	73	62	12	82	159
Partnership Costs	481	481	301	230	71	290	471
Overseas Agents Commission	118	118	25	15	10	25	98
Registration & Exam Fees	1,238	1,231	482	482	1	552	1,231
Bad Debts	40	41	31	31		27	41
	14,737	14,409	7,326	7,291	34	7,196	14,608
Depreciation for the year	4,955	4,955	2,787	2,741	46	2,631	5,362
July 2018 Additional Revaluation Depreciation				249	(249)		498
Debt Interest & Other Finance Costs							
Interest On Bank Loans	575	575	287	287		297	575
Other Finance Charges	30	30	23	15	8	29	30
	605	605	310	302	8	326	605
TOTAL EXPENDITURE (NON-STAFFING)	20,297	19,969	10,423	10,584	(161)	10,153	21,073

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



5.1 The total expenditure budget for the year stands at £66.5m, a reduction of £0.825m from last month related to the outsourcing of the College’s catering function, which is in line with a reduction of £0.825m within the catering income budget. These adjustments have been incorporated into the College’s full year forecasts.

Total expenditure for the year to date is £33.3m, which is £0.1m lower than the profiled budget of £33.4m. Within other operating expenditure, there is a small favourable variance of £34k on the profiled year to date budget, which largely comprises of underspends within WEACTION partnership costs of £71k, professional fees of £24k and equipment costs of £13k, partly offset by overspends within premises costs of £86k (Granton accommodation vacant room). It is anticipated that many areas will achieve further savings in the second half of the year, whilst current overspent areas remain under close scrutiny for improvement.

5.2 In the year to date, depreciation charges of £3.0m in total have been released from our fixed assets to reflect their economic use.

5.3 Following the above changes, the full year forecast for total expenditure now stands at £67.3m, £763k higher than the full year budget (with £905k related to depreciation adjustments, including the effect of the July 2018 fixed assets revaluation exercise).

6. STAFF COST ANALYSIS

Staffing Expenditure Account Detail for the 6 Months to 31st January 2019							
Edinburgh College For the future you want	Original	Revised					
	Annual	Annual	YTD Budget	YTD Actuals	YTD	Previous	Year End
	Budget	Budget	£000s	£000s	Variance	YTD	Projection
	£000s	£000s	£000s	£000s	£000s	£000s	£000s
Staff Costs							
Senior Management	1,545	1,545	758	729	29	804	1,545
Academic Departments	23,190	23,172	11,394	11,128	265	11,254	22,922
Academic Services	4,435	4,506	2,299	2,270	28	2,123	4,506
Admin & Central Services	12,177	12,193	6,034	5,959	75	5,547	12,102
Premises	1,381	1,397	705	705	0	575	1,397
Catering & Residences	1,073	598	550	549	0	560	598
Temporary, Agency & Staff Bank Costs	1,766	1,778	902	890	11	589	1,778
Other Staffing Expenditure	1,457	1,336	331	499	(168)	317	1,336
	47,023	46,525	22,973	22,731	242	21,769	46,184

Staff costs are currently £0.2m lower than the profiled budget, as a result of unfilled vacant posts, and vacancy churn across many functions, although the current positive variance will not continue at this pace once vacant posts are filled. The full year budget for staffing has reduced by £748k from last month, composed of the cost of living gap budget of (£250k) previously shown within other operating expenditure and a reduction in the catering staff budget of £498k to reflect the staffing associated with the outsourcing from 1st February. Both of these amounts have been incorporated into the full year forecast for staffing, which now stands at £46.2m, £341k below full year budget (and unchanged from last month's net projection). The forecast does not include any amounts for a projected increase in the pension contribution for lecturers from April 2019 onwards (awaiting guidance from SFC and Scot Government in terms of potential funding). Nor does it include cost of living pay increases above the amount being negotiated with EIS.

- 6.2 Staff numbers have increased by net 23.0 FTE in total since July 2018, due to an increase in staffing within the Facilities Team following the TUPE transfer from ISS, coupled with vacancies being filled within the Student Experience (4.6 fte) and Commercial Development (3 fte) departments.

7. TRADING DEPARTMENTS

	Catering			Full Year Forecast (£000)	Nursery			Full Year Forecast (£000)
	Full Year Budget (£000)	YTD Revised Budget (£000)	Actuals (£000)		Full Year Budget (£000)	YTD Revised Budget (£000)	Actuals (£000)	
	YTD Jan 2019			YTD Jan 2019				
Income	927	919	757	765	1,150	498	423	1,000
Staffing Expenditure	(541)	(541)	(541)	(541)	(999)	(500)	(483)	(999)
Non Staffing Expenditure	(380)	(380)	(380)	(380)	(82)	(41)	(15)	(82)
Net (Deficit) Contribution Towards Associated Costs	6	(2)	(164)	(156)	69	(43)	(75)	(81)

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

7.2 As reported earlier the catering full year income and expenditures budgets (and forecast) have been reduced by £0.825m. The financial performance to 31 January 2019 shows a net deficit of £156k. The net deficit position includes £60k of exceptional backpay costs for Catering staff and has been included within the College's full year income forecast.

7.3 Following the latest reviews of the projected intake for the Nursery to July 2019, the full year income forecast shows a shortfall for £150k (unchanged from last month). Several initiatives remain in progress to increase revenue and contain costs during the remainder of the year.

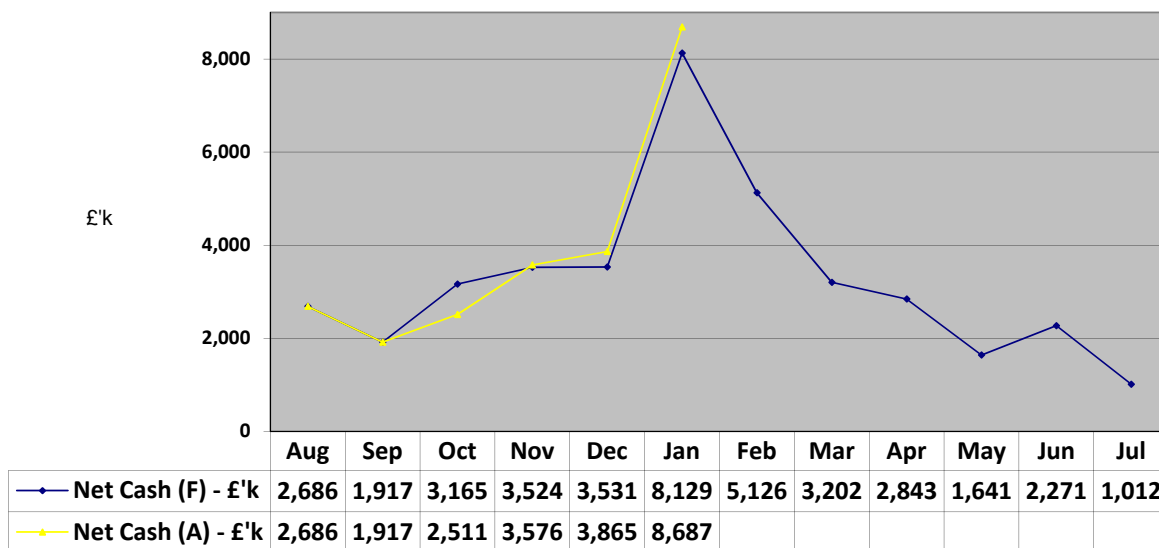
8. CASH-FLOW

8.1 The cash balance at the end of January is £8.7m, which includes £0.7m of student support funds. Opening cash includes £0.3m of 2017/18 underspent student support funds, to be returned to the SFC in the current year. The forecast total cash balance for the year-end is £1m, an adverse movement of £0.2m from last month's projection, which is largely a result of revised student support fund projections together with the net adverse impact of changes to the full year forecasts for the College's income and expenditure flows as noted above. Cash has increased by £4.8m in the month largely as a result of receiving SAAS funds.

The student support forecast year-end balance is shown as £0.2m (a downward movement of £0.3m compared to last month's year end projection). This movement follows confirmation that we will be able to drawdown £1.2m of student support funds (as part of the SFC's in-year redistribution exercise) in March 2019, although this will be partly offset by repayment of the 2017/18 underspend of £0.3m. The net receipt of £0.9m will be insufficient to fund the current projected overspend on student funds to end March 2019, which is forecast to show a small overdraft position as at end March 2019. This will be temporarily funded by the College until our next allocation of student funds is received.

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

Cash Position - Forecast versus Actuals to January 2019



9. BALANCE SHEET

<u>Balance Sheet as at 31 January 2019</u>		<u>At 31 Jan</u> <u>19</u>	<u>At 31 Jul</u> <u>18</u>	YTD Mvmt
		<u>£'000</u>	<u>£'000</u>	<u>£'000</u>
Fixed Assets	Land and Buildings	152,621	154,511	(1,890)
	Fixtures, fittings and Equipment	7,901	8,096	(195)
		<u>160,522</u>	<u>162,607</u>	<u>(2,085)</u>
Current Assets	Stock	52	89	(37)
	Debtors	3,700	2,244	1,456
	Cash - Main	7,999	350	7,649
	Cash - Student Support	688	595	93
Total		<u>12,439</u>	<u>3,278</u>	<u>9,161</u>
Creditors		(72,003)	(64,535)	(7,468)
Bank Loans		(9,921)	(10,149)	228
Lennartz		(131)	(262)	131
Provisions		(14,341)	(14,485)	144
		<u>76,565</u>	<u>76,454</u>	<u>111</u>
Funded by:				
Reserves		76,565	76,454	111
		<u>76,565</u>	<u>76,454</u>	<u>111</u>

- 9.1 The movements in Cash and Fixed Assets are detailed in the sections above. The increase in debtors from the start of the year relates to the invoicing of fees and commercial contracts and the accrual of income (including associate degrees and managing agents mainly payable in February / March and the accrual of ESF grants, payable once our FE / HE credits achievement has been verified). Debtors have fallen from December as a result of the receipt of the majority of funds owed to us by SAAS (£3.9m) at the end of January. The increase in creditors largely relates to Grant-in-Aid receipts which have not yet been recognized within the Income Statement, CEEP retention monies and capital formula grants which have not yet been released to support corresponding capital expenditure.

10. SFC REPORTING

- 10.1 The February Cash Flow submitted at the beginning of February is in line with the month end cash flow included as part of this commentary with the exception of not yet including the proposed £500k SFC grant repayment. This difference is in line with SFC requirements.

11. KEY PERFORMANCE DATA

Financial Performance Monitoring Template							
	2017/18 Annual Target			2018/19 Annual Target	2018/19 YTD Actuals		2017/18 Annual Out-turn
Credits	184,028			186,612	182,383		189,268
Credits Additional Childcare	1,714			-	-		1,714
Credits ESF	2,000			1,356	-		2,000
	2017/18 Annual Budget	2018/19 Annual Budget	Revised Annual Budget	2018/19 YTD Budget	2018/19 YTD Actuals	YTD Variance	Previous YTD
	£k	£k	£k	£k	£k	£k	£k
Underlying Operating Result		1,394	1,394	1,211	824	(386)	28
Commercial & International Contracts	5,921	5,706	5,706	2,938	2,958	20	1,839
Refer sections 2 to 5							
Income	66,040	67,820	67,820	33,892	33,425	(467)	31,643
Expenditure	66,553	67,320	67,320	33,395	33,315	81	31,922
Operating Surplus / (Deficit) pre SFC Grant Repayment	(514)	500	500	497	111	(386)	(279)
Refer sections 6 to 7							
Net Cash Inflow / (Outflow)	(1,245)	(263)	(263)	7,743	7,743	-	329
Bank Balance	3,554	681	681	8,687	8,687	-	5,127
Fixed Assets	142,335	158,032	158,032	160,522	160,522	-	145,973
Net Current assets / (liabilities)	(7,414)	(5,702)	(5,702)	(5,429)	(5,429)	-	(6,712)
Creditors and Provisions	(89,898)	(75,876)	(75,876)	(78,528)	(78,528)	-	(93,581)
Net Assets	45,023	76,454	76,454	76,565	76,565	-	45,680
Pay costs % of Income	% 69.0	69.7	69.7	67.8	68.0	0.2	68.8
Current Ratio	0.35	0.33	0.33	0.70	0.70	-	0.54
Cash Days in Hand	(44)	(29)	(29)	(33)	(33)	-	(42)
Borrowings as % of reserves	% 10.4	7.7	7.7	7.6	7.6	-	10.1



For the future you want

I&E Account for the 6 Months to 31st January 2019

	<u>Original Annual Budget £000s</u>	<u>Revised Annual Budget £000s</u>	<u>YTD Budget £000s</u>	<u>YTD Actuals £000s</u>	<u>YTD Variance £000s</u>	<u>Previous YTD £000s</u>	<u>Year End Projection £000s</u>
Funding Council Grants	46,153	46,153	19,953	19,976	22	21,263	46,292
Deferred Capital Grant Releases	2,931	2,931	1,508	1,712	204	1,598	3,338
Debt Support Grant	800	800	400	400	0	570	800
Tuition Fees and Education Contracts (inc SAAS)	8,694	8,694	7,357	6,800	(558)	4,798	8,140
Commercial and International Contracts	5,706	5,706	2,938	2,958	20	1,839	5,716
Other Income	3,537	2,711	1,735	1,580	(155)	1,571	2,476
Total Income	67,820	66,995	33,892	33,425	(467)	31,643	66,762
Staff Costs	47,023	46,525	22,973	22,731	242	21,769	46,184
Other Operating Expenses	14,737	14,409	7,326	7,291	34	7,196	14,608
Depreciation	4,955	4,955	2,787	2,741	46	2,631	5,362
July 2018 Additional Revaluation Depreciation	0	0	0	249	(249)	0	498
Debt Interest & Other Finance Costs	605	605	310	302	8	326	605
Total Expenditure	67,320	66,495	33,395	33,315	81	31,922	67,258
Operating Surplus / (Deficit) pre SFC Grant Repayment	500	500	497	111	(386)	(279)	(496)
SFC Grant Repayment	(500)	(500)					(500)
Operating Surplus / (Deficit) post SFC Grant Repayment	0	0	497	111	(386)	(279)	(996)
Underlying Operating Result:							
Operating Surplus / (Deficit) pre SFC Grant Repayment	500	500	497	111	(386)	(279)	(496)
Add:							
Depreciation net of deferred capital grant release	2,024	2,024	1,279	1,279		1,033	2,522
Non-cash pension adjustments (not included in deficit 2016/17 and 2017/18)							
Deduct:							
Revenue funding allocated to loan repayments	1,130	1,130	565	565		726	1,130
Underlying Operating Result	1,394	1,394	1,211	824	(386)	28	896



For the future you want

I&E Account Detail for the 6 Months to 31st January 2019

	<u>Original Annual Budget</u> £000s	<u>Revised Annual Budget</u> £000s	<u>YTD Budget</u> £000s	<u>YTD Actuals</u> £000s	<u>YTD Variance</u> £000s	<u>Previous YTD</u> £000s	<u>Year End Projection</u> £000s
INCOME							
Funding Council Grants							
Recurrent Grant Inc Fee Waiver	43,120	43,120	18,375	18,375	(0)	19,588	43,120
Childcare Funds	1,500	1,500	830	830		759	1,500
Deferred Capital Grants	2,931	2,931	1,508	1,712	204	1,598	3,338
Debt Support Grants	800	800	400	400		570	800
Other SFC Grants	1,532	1,532	749	771	22	916	1,671
	49,884	49,884	21,862	22,088	226	23,431	50,430
Tuition Fees & Education Contracts							
FE - UK & EU	130	130	66	52	(14)	50	65
HE - UK & EU	371	371	371	346	(25)	393	379
PT Self Payers	530	530	445	441	(4)	533	517
Examination Fee Income	20	20	13	16	3	9	20
SAAS	4,162	4,136	4,136	3,935	(200)	1,999	3,986
SAAS - Commercial		27	27	27			27
Associate Degree Fees	990	990	904	827	(77)	410	850
Managing Agents	1,412	1,412	706	706		765	1,412
Edinburgh Council - Pre Emp Contract	1,078	1,078	690	450	(240)	638	884
	8,694	8,694	7,357	6,800	(558)	4,798	8,140
Commercial & International							
International	1,485	1,485	582	582		610	1,485
SDS	578	578	321	321		301	578
EH15 and The Apprentice Restaurants	48	48	23	23		46	48
Bliss SPA and Employability Salons	120	120	50	50		63	120
Gym	313	313	164	179	15	159	313
Residences	541	541	203	203		213	541
Flexible Workforce Development Fund		1,390	1,005	1,110	105		1,600
Bespoke Contracts for Employers	1,803	455	177	177		186	455
Scheduled Short Courses	818	776	412	312	(100)	261	576
	5,706	5,706	2,938	2,958	20	1,839	5,716
Other Income							
Catering	1,753	927	919	757	(162)	843	771
Nursery	1,150	1,150	498	423	(75)	380	1,000
Access Centre Provision	143	143	69	69		68	143
Other Income Generating Activities	486	486	244	327	82	280	557
	3,532	2,706	1,730	1,575	(155)	1,571	2,471
Endowment & Investment							
Bank Interest	5	5	5	5	0	1	5
	5	5	5	5	0		5
TOTAL INCOME	67,820	66,995	33,892	33,425	(467)	31,643	66,762
EXPENDITURE							
Staff Costs							
Senior Management	1,545	1,545	758	729	29	804	1,545
Academic Departments	23,190	23,172	11,394	11,128	265	11,254	22,922
Academic Services	4,435	4,506	2,299	2,270	28	2,123	4,506
Admin & Central Services	12,177	12,193	6,034	5,959	75	5,547	12,102
Premises	1,381	1,397	705	705	0	575	1,397
Catering & Residences	1,073	598	550	549	0	560	598
Temporary, Agency & Staff Bank Costs	1,766	1,778	902	890	11	589	1,778
Other Staffing Expenditure	1,457	1,336	331	499	(168)	317	1,336
	47,023	46,525	22,973	22,731	242	21,769	46,184
Other Operating Expenses							
Premises	4,533	4,537	2,314	2,400	(86)	2,346	4,774
Teaching Activity & Support	937	1,285	613	632	(19)	551	1,285
Childcare Costs	1,500	1,500	830	830		759	1,500
Transport Costs	72	72	41	41	0	39	72
IT Costs	970	951	466	466		427	951
Telecomms Costs	134	134	81	81		79	134
Equipment	79	79	36	23	13	24	79
Health & Safety	37	37	18	20	(2)	16	37
Travel & Subsistence	493	499	228	227	1	189	499
Admin Costs	180	175	82	83	(2)	85	175
Corporate, Consultancy, Professional	1,207	885	368	344	24	344	885
Staff Welfare	16	16	6	6		10	16
Catering	1,215	879	525	513	11	554	879
Training & Development	102	102	55	55		37	102
VAT	1,222	1,222	751	751	(0)	760	1,222
Marketing & PR	167	167	73	62	12	82	159
Partnership Costs	481	481	301	230	71	290	471
Overseas Agents Commission	118	118	25	15	10	25	98
Registration & Exam Fees	1,238	1,231	482	482	1	552	1,231
Bad Debts	40	41	31	31		27	41
	14,737	14,409	7,326	7,291	34	7,196	14,608
Depreciation for the year	4,955	4,955	2,787	2,741	46	2,631	5,362
July 2018 Additional Revaluation Depreciation				249	(249)		498
Debt Interest & Other Finance Costs							
Interest On Bank Loans	575	575	287	287		297	575
Other Finance Charges	30	30	23	15	8	29	30
	605	605	310	302	8	326	605
TOTAL EXPENDITURE	67,320	66,495	33,395	33,315	81	31,922	67,258
Operating Surplus / (Deficit) pre SFC Grant Repayment	500	500	497	111	(386)	(279)	(496)
SFC Grant Repayment	(500)	(500)					(500)
Operating Surplus / (Deficit) post SFC Grant Repayment	0	0	497	111	(386)	(279)	(996)
Underlying Operating Result:							
Operating Surplus / (Deficit) pre SFC Grant Repayment	500	500	497	111	(386)	(279)	(496)
Add:							
Depreciation net of deferred capital grant release	2,024	2,024	1,279	1,279		1,033	2,522
Non-cash pension adjustments (not included in deficit 2016/17 and 2017/18)							
Deduct:							
Revenue funding allocated to loan repayments	1,130	1,130	565	565		726	1,130
Underlying Operating Result	1,394	1,394	1,211	824	(386)	28	896



For the future you want

Balance Sheet

For the 6 Months to 31st January 2019

	<u>2018/2019</u> <u>YTD Actuals</u> <u>£000s</u>	<u>2017/18</u> <u>Year End</u> <u>£000s</u>	<u>2017/2018</u> <u>Previous YTD</u> <u>£000s</u>
Fixed Assets			
L&B	152,621	154,511	137,631
FFE	7,901	8,096	8,342
	160,522	162,607	145,973
Current Assets			
Stock	52	89	100
Debtors	3,700	2,244	2,498
Cash	8,687	945	5,127
	12,439	3,278	7,725
Creditors < 1yr			
Loans	(449)	(449)	(436)
Payments received in advance	(46)	(234)	(35)
Trade creditors	(1,038)	(1,259)	(716)
Taxes & social sec	(1,064)	(1,178)	(1,048)
Accruals, Def Inc & Other Creditors	(1,967)	(2,262)	(5,064)
Amounts owed to SFC	(10,373)	(260)	(3,948)
Deferred Capital Grants - Government	(2,931)	(3,338)	(3,189)
	(17,868)	(8,980)	(14,436)
Net current assets / (liabilities)	(5,429)	(5,702)	(6,712)
Total assets less current liabilities	155,093	156,905	139,262
Creditors > 1yr			
Bank loans	(9,471)	(9,700)	(9,930)
Lennartz VAT	0	(262)	(131)
Deferred Capital Grants - Government	(54,716)	(56,004)	(56,807)
	(64,187)	(65,966)	(66,868)
Provisions			
Early retirement	(4,436)	(4,580)	(4,695)
	(4,436)	(4,580)	(4,695)
Net pension asset / (liability)	(9,905)	(9,905)	(22,019)
NET ASSETS	76,565	76,454	45,680
Reserves			
I&E account	44,036	40,940	40,493
Pension reserve	(9,905)	(9,905)	(22,019)
Revaluation reserve	42,434	45,419	27,206
RESERVES	76,565	76,454	45,680

Cumulative Cashflows (2018/19)

	<u>Original Budget</u> £000s <u>Total</u>	<u>Revised Budget</u> £000s <u>Total</u>	<u>Aug 18</u> £000s <u>Actuals</u>	<u>Sep 18</u> £000s <u>Actuals</u>	<u>Oct 18</u> £000s <u>Actuals</u>	<u>Nov 18</u> £000s <u>Actuals</u>	<u>Dec 18</u> £000s <u>Actuals</u>	<u>Jan 19</u> £000s <u>Actuals</u>	<u>Feb 19</u> £000s <u>Forecast</u>	<u>Mar 19</u> £000s <u>Forecast</u>	<u>Apr 19</u> £000s <u>Forecast</u>	<u>May 19</u> £000s <u>Forecast</u>	<u>Jun 19</u> £000s <u>Forecast</u>	<u>Jul 19</u> £000s <u>Actuals</u>	<u>YTD</u> <u>Cumulative</u> £000s <u>Total</u>	<u>Annual</u> <u>Forecast</u> £000s <u>Total</u>	<u>Var From</u> <u>Budget - Fav</u> <u>/(Adv)</u> £000s <u>Total</u>
SFC Grants - Core	42,775	42,775	5,095	3,525	4,725	4,825	4,025	4,025	117	1,225	3,513	4,013	5,313	2,713	26,221	43,115	340
SFC Grants - ESF	348	348	22	22	148	22	22	22	22	54	22	22	22	22	257	420	72
SFC Grants - FWDF	1,390	1,390	55	0	307	0	0	406	289	289	207	0	0	0	768	1,553	163
SFC Grants - Other	6,399	6,399	83	208	295	690	1,002	904	1,395	1,399	192	266	253	94	3,183	6,783	384
SFC Grants - VS Scheme	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SAAS Funds	4,162	4,162	0	0	0	0	0	3,924	0	0	88	0	0	0	3,924	4,012	(150)
Tuition Fees / Education Contracts	4,532	4,532	211	248	415	351	784	936	68	253	303	362	154	43	2,945	4,128	(404)
Commercial / International	4,316	4,316	377	388	311	356	226	216	341	626	340	209	309	418	1,874	4,116	(200)
Other Income	3,537	3,537	187	203	313	378	231	166	293	14	252	41	46	346	1,478	2,470	(1,067)
Operational Income	67,459	67,459	6,030	4,594	6,514	6,622	6,290	10,599	2,525	3,861	4,917	4,913	6,096	3,636	40,650	66,597	(862)
Staff Costs	47,023	47,023	3,721	3,714	3,675	3,880	4,037	3,893	3,753	3,888	3,912	4,033	4,008	3,894	22,920	46,408	615
Purchase Ledger / Other Expenditure	9,309	9,309	740	1,018	1,257	1,024	885	626	465	331	915	856	397	424	5,550	8,938	371
Childcare Expenditure	1,500	1,500	0	124	176	189	201	140	218	252	109	173	170	11	830	1,763	(263)
Premises Costs	4,533	4,533	378	339	418	388	355	522	394	433	359	428	440	320	2,400	4,774	(241)
Pension Strain Costs	0	0	0	0	0	9	6	0	0	0	0	0	0	0	15	15	(15)
Staff VS & Restructuring Costs	0	0	30	0	0	0	0	0	0	0	0	0	0	0	30	30	(30)
Operational Expenditure	62,365	62,365	4,869	5,195	5,526	5,490	5,484	5,181	4,830	4,904	5,295	5,490	5,015	4,649	31,745	61,928	437
Net Income Generated From Operations	5,094	5,094	1,161	(601)	988	1,132	806	5,418	(2,305)	(1,043)	(378)	(577)	1,081	(1,013)	8,905	4,669	(425)
Capital Expenditure	3,301	3,301	19	0	129	84	41	541	515	515	413	348	349	348	814	3,302	(1)
Pensioners (against enhanced provision)	288	288	24	24	24	24	24	24	24	24	24	24	24	24	144	288	0
Capital Loan Repayments	450	450	0	37	74	0	37	75	0	38	76	0	38	77	223	452	(2)
VAT Repaid - Lennartz	389	389	0	194	0	0	65	0	0	65	0	0	65	0	259	389	0
Non-Operational Expenditure	4,428	4,428	43	255	227	108	167	640	539	642	513	372	476	449	1,440	4,431	(3)
Net Income Generated From Op and Non-Op Activities	666	666	1,118	(856)	761	1,024	639	4,778	(2,844)	(1,685)	(891)	(949)	605	(1,462)	7,465	238	(428)
Student Funds Inflow	8,799	8,799	632	835	1,079	1,034	670	799	516	1,154	1,389	655	933	287	5,049	9,983	1,184
Student Funds Outflow	9,728	9,728	8	748	1,247	993	1,020	755	1,233	1,393	856	908	908	84	4,771	10,153	(425)
	(929)	(929)	624	87	(168)	41	(350)	44	(717)	(239)	533	(253)	25	203	278	(170)	759
Total Cash In	76,258	76,258	6,662	5,429	7,593	7,656	6,960	11,398	3,041	5,015	6,306	5,568	7,029	3,923	45,699	76,580	322
Total Cash Out	76,521	76,521	4,920	6,198	7,000	6,591	6,671	6,576	6,602	6,939	6,664	6,770	6,399	5,182	37,956	76,512	(9)
Net Inflow / (Outflow)	(263)	(263)	1,742	(769)	593	1,065	289	4,822	(3,561)	(1,924)	(358)	(1,202)	630	(1,259)	7,743	68	331
Opening bank balance	944	944	944	2,686	1,917	2,511	3,576	3,865	8,687	5,126	3,202	2,843	1,641	2,271	944	944	0
Closing bank balance	681	681	2,686	1,917	2,511	3,576	3,865	8,687	5,126	3,202	2,843	1,641	2,271	1,012	8,687	1,012	331
Ledger balances																	
Main accounts	0	0	1,649	791	1,343	2,285	2,924	7,999	5,155	3,470	2,578	1,629	2,234	772	7,999	772	772
Term Deposit accounts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student Funds accounts	0	0	1,037	1,126	1,168	1,291	941	688	(29)	(268)	265	12	37	240	688	240	240
Subsidiary accounts	0	0							NOTE 1	NOTE 1							
	0	0	2,686	1,917	2,511	3,576	3,865	8,687	5,126	3,202	2,843	1,641	2,271	1,012	8,687	1,012	1,012
Loan balance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTE 1 Regarding the student funds accounts: February cash is short as we had fully drawn down the allocation to March 2019, however we expecting to spend more than this. In March the SFC are letting us draw down the in year distribution of £1.2m less our repayment of £0.3m, however this still does not cover the overspend to March 2019. The colleges proportion of payments to March 2019 (72%) is higher than the allocation we are allowed to draw down to March 19 (set at 63.2% or 67.5% including the in-year distribution).



FOR DISCUSSION / INFORMATION			
Meeting:	Board of Management 19.03.19		
Presented by	Audrey Cumberford		
Author/Contact	Trish Hanlon	Department / Unit	Principal/Chief Executive
Date Created	12.03.19	Telephone	0131 344 7171
Appendices Attached	Appendix 1: Principals & Chief Executive Report Appendix 2: Strategic Dialogue Meeting Agenda Appendix 3: SFC letter re: Students' Association		
Disclosable under FOISA	Yes.		

PRINCIPAL AND CHIEF EXECUTIVE REPORT

1. PURPOSE

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

2. BACKGROUND

The Principal provides a regular report outlining a full range of college activity since the last Board meeting in December 2018.

3. DETAIL

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

- Introduction
- Strategic engagement meetings – University of Edinburgh; and Napier University
- Edinburgh Poverty Conference
- Political engagement
- Brexit
- Transnational Academic Group
- Edinburgh St James and FUSE steering group
- Scottish Futures Trust/Granton Waterfront development
- Leith film studio

4. BENEFITS AND OPPORTUNITIES

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

5. STRATEGIC IMPLICATIONS

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

6. RISK

Not applicable.

- 7. FINANCIAL IMPLICATIONS**
There are no financial implications.
- 8. LEGAL IMPLICATIONS**
There are no legal implications.
- 9. WORKFORCE IMPLICATIONS**
There are no workforce implications
- 10. REPUTATIONAL IMPLICATIONS**
- 11. EQUALITIES IMPLICATIONS**
There are no equalities implications.

CONCLUSIONS/RECOMMENDATIONS

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

PRINCIPAL AND CHIEF EXECUTIVE REPORT

1. Introduction

1.1 *Industrial Action Update*

Since my last report in December, the College has been busy preparing students for exams and future plans as well as sharing my ambitions for the College with staff and key stakeholders. In addition, the College has continued to manage industrial action. As I informed Board members in December, national negotiations with the EIS in relation to pay have continued and as yet an agreement has not been reached. As a result of this, industrial action took place in January, February; and most recently 6 March. Edinburgh College planned ahead and students were fully equipped with updated information and plans for the days of action. All 4 campuses remained opened, but classes were cancelled. This ensured as little disruption to students as possible. The next date planned is 21 March. EIS has now confirmed a further ballot for industrial action which could see planned industrial action short of a strike from April to September.

1.2 *SFC Strategic Dialogue*

Edinburgh College will host the Scottish Funding Council on 24 April at our Granton Campus for the Strategic Dialogue meeting with staff, students and Board members. This gives the College the opportunity to share strategic thinking and long term plans for the College as well as give the SFC assurances that our governance arrangements are in place and working well. The agenda is attached for information at Appendix 2. The agenda is set by the SFC with the College invited to set and lead two items for discussion. This session is an important opportunity to demonstrate the impact of Edinburgh College in the Region, particularly in relation to key SFC and Government priorities; articulate our future ambitions and identify where we believe we require support from the SFC.

You will see from the agenda that the College has proposed Economic Impact & Employer Engagement and Future proofing Edinburgh College as the two discussion items where we will take the lead.

The Executive team will prepare and discuss a full briefing, in advance of the meeting, with the Chair and Board members who will be attending.

1.3 *Four Nations & the UK Commission*

At the end of January I attended the launch of The Four Nations College Blueprint for a post Brexit economy in London by Peter Kyle MP. The blueprint was developed in partnership with counterparts in England, Wales and Northern Ireland and it sets out the central role colleges must play in meeting the future economic and labour market challenges facing governments, employers and citizens across the UK in raising the skills of the whole working age population. I spoke on behalf of Scotland College Principals and have been invited to be a member of the **Independent Commission on the College of the Future**, which Sir Ian Diamond has agreed to chair. The first meeting of the Commission will take place on 22 March.

From demographic change, to technological developments, to the changing demands of the labour market to the changing attitudes and expectations of individuals - there are clear long-term changes and challenges to which colleges will need to adapt and evolve. It is to this end that the Four Nations College Alliance has established **an Independent Commission on the College of the Future**. The new Commission will provide a vehicle for colleges with a wide range of partner organisations to set out a longer-term view for colleges and the roles they will need to play in the 2020s. Its independent status is a recognition on the part of colleges that we cannot do this on our own and that by our nature we want to work in partnership and be open to challenge as well as support.

The Commission will bring together leading figures from business and the trade unions as well as national and international experts and key stakeholders from across the four nations of the UK. Together, they will shape and inform thinking and the wider public policy debate.

The key aims and outputs are -

1. **Influence** - governments, political parties, external review processes, media, colleges and other stakeholders.
2. **Engagement in a change process** – ensuring that the College and skills sector is able to drive change, whilst engaging widely with other key stakeholders.
3. **Profile** – leading the debate and raising the profile of colleges, with ongoing think pieces, public seminars, extensive media work and other forms of public engagement.
4. **A final report**, which includes a clear account of how changes can be implemented – including through legislation across the four nations.

Further details of the Blueprint can be found here: <https://www.aoc.co.uk/four-nations-college-brex-it-blueprint>

1.4 Student Association

The new Chief Executive of the SFC, Karen Watt, has written to all College principals (a copy of the letter is attached for information – see Appendix 3) setting out the ongoing commitment of SFC and Government to ensure the sector has effective and sustainable student associations.

The SFC will engage with colleges and student associations to understand the provisions currently in place, identify best practice and identify where support can be improved. This represents a good opportunity for Edinburgh College and ECSA to showcase our partnership model.

2. Strategic Engagement Meetings

The Executive team recently met with the leadership teams from both the University of Edinburgh; and Napier University. Some of the key areas we are keen to explore more with Napier University are:

- Alignment of Research & Development with Skills and Innovation.
- Health Collaboration
- Articulation Numbers
- Data Analytics
- Mental Health
- Business Development/International
- Shared Services

We have had a similar joint session with the UofE which will continue over the coming months. In addition, I have also flagged up that I am keen to meet again with regards to exploring how a collaborative educational partnership across Edinburgh City (Schools, Local Authority/College and the Universities) could develop a transport solution to enhance student social and economic mobility – as well as exploiting educational alignment/learner journey i.e. more than simply getting cheaper bus tickets from Lothian Buses. This is early days as teams are currently pulling together data/evidence on travel to work and travel to study patterns to inform discussions

3. Building our reputation

3.1 *Edinburgh Poverty Conference*

Edinburgh College hosted the Edinburgh Poverty Conference at our Granton Campus on 14 February 2019. Over 100 delegates from partner organisations met at the College's Granton campus and combined to look at the impact of poverty and inequality in Scotland and what the college sector can do to help tackle the problem.

The conference featured a number of key speakers, including Sarah-Jane Linton from the College SMT, throughout the day who spoke about what it means to be living in poverty in Edinburgh and the recent rise in child poverty, explained what the causes of people ending up in poverty were, and discussed the four Ps in relation to how the college sector can help reduce poverty.

3.2 *Political Engagement*

3.2.1 *FUTUREquipped*

As Chair of the Colleges Innovation Working Group, I was pleased to host and welcome the Minister for Trade, Investment & Innovation, Ivan McKee MSP to Sighthill campus on 26 February to attend a showcase event to celebrate the successful conclusion of the FUTUREquipped Pilot Project – which was funded via the College Innovation Fund. After the walk round and the chance to engage with the workstreams of FUTUREquipped, Mr McKee took the opportunity to speak and reflect on the Projects achievements. Edinburgh College was one of the college partners involved in this pilot project, to demonstrate how colleges and Innovation Centres can work collaboratively – focusing on new and emerging technologies and the impact on the needs of businesses in our region and on the skills required for jobs of the future. As the lead Principal for College Innovation and the role colleges can and should play in supporting businesses my ambition continues to be to:

- Put a spot light on the sector in terms of our potential to impact on businesses in our regions and their performance, with a particular focus on the impact of new and emerging technologies on the workforce skills required.
- Secure additional ring fenced funding to support and create the capacity to do more.
- Explore where the current funding model for colleges can be flexed to create the capacity to engage more directly in the innovation agenda.
- Change the current funding of Innovation Centres to support engagement with the college sector
- Support collaborative college-university innovation activity

3.2.2 *Deputy First Minister visits Bizarre-Bazaar at Sighthill Campus*

The College was delighted to welcome the Deputy First Minister, John Swinney to Sighthill campus in January. Mr Swinney accepted the invitation from a group of Retail Management students who had worked in partnership with students from NC Retail, School-College Partnership and Retail Assistant courses to create the new shop space in a bid to give themselves first-hand experience of setting up and running a small business.

3.2.3 *Local Politicians*

I have recently met with a number of local politicians on a one to one basis and at a recent briefing session I held. These meetings have been very positive and give me the opportunity to set out the wider context in which Edinburgh College operates, articulate our ambitions for the College, the region and the local

communities we serve and to ensure that we have strong and supportive relationships with our region's politicians.

3.2.4 Scottish Parliament Economy, Energy & Fair Work Committee

Representatives of the Scottish Parliament Economy, Energy & Fair Work Committee the College visited Granton campus on 4 March to coincide with Apprenticeship Week. In attendance was Andy Wightman MSP and Jamie Halcro Johnston MSP. They received an overview of all apprenticeships in construction and civil engineering delivered by Edinburgh College. The group discussed growth and skills gaps within the region as well as delivery models and opportunities to accommodate future developments and innovation. The members visited the Forthside facility at West Shore Road to see students work in Bricklaying, Roofing and Stonemasonry, as well visiting Painting and Decorating, Carpentry and Joinery students at the Granton main campus.

The following day, Scott Warden, Head of Engineering and Built Environment attended the Committee meeting to represent Colleges Scotland in the evidence session – an important opportunity to showcase the important work and impact of our College.

4. Brexit

A BREXIT Forum for Scottish Colleges has been formed, to facilitate communication between colleges, SFC and Scottish Government and to ensure Ministers are kept informed of the actions and policy interventions identified by this group deemed necessary to enable the sector to thrive post-Brexit.

Mike Jeffrey represents the College on the Forum which looks to share effective practice from across the sector in relation to Brexit preparedness planning and to jointly develop tools to aid with transition (eg Brexit checklists, contingency frameworks or updated information and data). The group will also identify opportunities to strengthen the voice and influence of the college sector within Scotland and beyond and to raise awareness of the crucial role colleges will have in the post-Brexit economy, to ensure the sector is properly engaged with the relevant emerging policies, programmes and / or replacement funding schemes and to consider necessary actions to provide stability to the college sector during and beyond transition.

The Forum also looks to address a range of issues that are likely to impact the sector: Brexit preparedness planning; Supporting, retaining and recruiting EU students and staff; Tuition fees for EU students; Student mobility and Erasmus+; Structural funds; Student flows and the potential impact on colleges of the loss of EU students in the university sector; and evidence on the likely wider impacts on the economy. Further updates will be provided once more clarity is gained.

5. Transnational Academic Group Visit to Dubai & Ghana

An opportunity has arisen through our Chair to engage with an organisation working in the Middle East and Africa. CMA Investment Holdings is owned by Rakesh Wahi and incorporates an educational arm, Transactional Academic Group (TAG). Ian Young met with them during a recent visit to Dubai. The organisation is engaged in IT training in Sri Lanka, Media in Africa (with HQ in South Africa), and various educational projects. In Dubai they had first worked with Murdoch University (Australia) but were now moving to work more closely with Curtin University (Australia). They have had been working with Lancaster University (UK) since 2013, now progressing a 20-25 year collaboration.

They are also speaking to Edinburgh Napier about a range of opportunities. They are very interested in setting up a similar long term relationship with the College to develop a technical/vocational offering in country for which we would provide advice and consultancy on curriculum development and quality assurance. Mike Jeffrey and Jane Grant travelled to Dubai and Ghana at the beginning of March 2019. A follow up visit to Edinburgh College has been arranged for late April.

6. Edinburgh St James & FUSE Steering Group

Edinburgh St James is one of the largest and most significant regeneration projects currently underway in the U.K. and is the largest city-centre development Edinburgh has seen for decades. As the only College in the Edinburgh Region this represents a significant and strategic collaborative opportunity for Edinburgh College.

Edinburgh St James (ESJ) will redefine retail-led mixed-use regeneration in the U.K. through the scale, innovation and quality of its offer, repositioning Edinburgh as one of the most exciting, forward thinking and sought after destinations for retail and leisure operators in Europe. The scheme will be home to some of the U.K. and the world's most exciting and in demand brands, with partners already signed including WHotels, Everyman cinema, Roomzzz and Native Land.

FUSE is a retail and hospitality academy setting new standards for skills, training, recruitment and career support in Edinburgh. Using the base of Edinburgh St James, FUSE strives for service excellence and job ready candidates through tailor made programs, exceeding the expectations of our global brands and enabling the delivery of world class customer experience. Steering Group partners include Edinburgh College, represented by Mike Jeffrey.

Estimates show that there will be around 3,000 jobs across ESJ and there will be a requirement for new ways of recruitment. Similar new developments in recent years include the Bullring (Birmingham) where 6,000 new jobs were created. The CSR of the developers links to sustainability and supporting the retail and hospitality sector in Edinburgh. The steering group is mindful of the potential impact on the wider workforce across broader retail sector in the city which will create gaps in the labour market and FUSE will support other businesses, where possible to fill those gaps that may be created.

7. Scottish Futures Trust and the Granton Waterfront Development

Jon Buglass has been in strategic discussions with the Scottish Futures Trust, in parallel with meetings I have been having with the Granton Waterfront development partners. Cushman & Wakefield discussed the existing vision for the waterfront development and the College locus within the wider plan. It was agreed that where non College training provision is proposed to be based in the Granton area, that partners should ensure that strategic dialogue takes place to avoid unnecessary duplication of provision, and that it is complementary to the work of the College. Wider discussions about the College ambition to develop a new Construction Innovation Centre is being discussed as well as a new proposal to build a virtual learning network within the wider community.

8. Leith Film Studio

Jon Buglass and Jakki Jeffery have met with the key project leads for the new proposed Leith Film Studio. A memorandum of understanding has been signed to ensure that the College students benefit from learning opportunities that may arise from the development, as well as wider opportunities to provide apprenticeship delivery and internships. Edinburgh College also has a strategic partnership with Napier University and the Pentland Film Studios complex to be based in Midlothian, to ensure that emergent opportunities are signposted to the College.

Edinburgh College

Strategic Dialogue draft Agenda

24 April 2019, Granton campus

Time	Session Length	Description
10.00	30 minutes	SFC team arrive, SFC pre-meeting Tea, coffee, scones etc in The Apprentice Restaurant (baked and served by students)
10.30	2 hours	Boardroom SFC team meet main College team to discuss: <ul style="list-style-type: none"> • Governance and financial health • Economic Impact and Employer Engagement • Future Proofing Edinburgh College
12.30	1 hour	Lunch – catered and served by students, The Apprentice Restaurant <i>(Tour of Granton campus; and weather permitting – visit to Granton Waterfront)</i>
13.30	40 minutes	Boardroom Staff session <i>(SFC team to lead)</i>
14.10	40 minutes	Boardroom Student session <i>(SFC team to lead)</i>
14.50	20 minutes	Boardroom Concluding remarks to main College team

Our ref: 253463628

21 February 2019

Dear Principal

Students' Associations

It is a pleasure to write to you as the new Chief Executive of the Scottish Funding Council, and to do so on a matter of top priority to SFC, and to Scottish Ministers.

My purpose in writing is to confirm SFC's, and the Scottish Government's, continued commitment to the development and funding of strong and effective college students' associations and to let you know that SFC will, this spring, review progress across the sector. SFC's 2017¹ survey - and more recent feedback from both NUS Scotland and colleges themselves - suggests that while progress to-date has been significant there is more to do to ensure the development and future sustainability of college students' associations.

I have therefore asked my Outcome Agreement (OA) teams to arrange meetings with their OA contact in your College, alongside your Student President and other student representatives, and the designated NUS Scotland lead for your College. The focus of these meetings will be to better understand the provisions currently in place to support your students' association, highlight good practice and identify any further actions at both college and sector level necessary to ensure ongoing sustainability.

¹ Only those colleges in receipt of ring-fenced SFC merger implementation funding or dedicated strategic funding to support the development of their Students' Associations were surveyed in 2016-17.

Our OA teams will provide feedback to individual colleges following the meetings and we will report to the sector more widely on the outcome of the review by this August.

This review will be undertaken against the apparent increase in demand on students' associations and their student officers to enhance student engagement on Outcome Agreement priorities affecting the student experience, including new quality arrangements, Gender Action Plans, widening access and other student engagement and equality and diversity priorities.

SFC has agreed to fund NUS Scotland to provide ongoing support and development for college students' associations until July 2021; and with NUS Scotland we previously identified the building blocks that underpin the successful operation and delivery of college students' association. These are set out in the Annex to this letter but also appear in the key guidance document The ***Framework for the Development of Strong and Effective College Students' Associations in Scotland***. Ongoing support and funding from colleges will be a key factor in ensuring the sector ambition outlined in the Framework is achieved.

I appreciate your support with this important progress review. If you have any queries about the planned approach please do discuss further with your OA manager/team.

Yours sincerely

A handwritten signature in black ink, appearing to read 'KWatt', written in a cursive style.

Karen Watt
Chief Executive

Building blocks that underpin the successful operation and delivery of college students' associations?²

- The students' association has the resilience and flexibility to respond to challenges and solve problems using its own structures and processes.
- The students' association has permanent, Association dedicated staff who ensure the organisation continues to work and develop year on year, who manage progression planning and knowledge transfer, and who develop partnership relationships with college staff.
- The students' association is not person dependent or vulnerable to changes in leadership. It is able to maintain its structures and processes, and maintain and increase its levels of effectiveness regardless of changes in personnel and relationships due to elections and staff changes. It is not reliant on the goodwill of individuals.
- The primary responsibility for advocating and championing the students' association is written into the role of a key senior college staff member.
- There is effective progression planning, handover, and induction for students' association officers.
- The students' association is able to make long term plans for the future. Student officers are able to leave a legacy, and incoming officers are able to build on the achievements of previous years.
- The students' association has continuity of funding and resources. These are taken into account during the college's planning processes.
- There is continuity of organisational knowledge, planning and activities, structures, and processes. This includes both internal students' association processes, partnership processes with the college, and resources.
- The students' association and its college are committed to partnership working.

² The Framework for the Development of Strong and Effective College Students' Associations in Scotland
http://media.wix.com/ugd/7a7649_1bf7f736687b49f986f6348d26a466b9.pdf

