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BOARD OF MANAGEMENT

AGENDA

A meeting of the Board of Management will be held at 14:00 hours on Tuesday 22 March 2022 in the Boardroom, Granton Campus.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	MINUTES OF THE PREVIOUS MEETING for approval	Chair	A
4	MATTERS ARISING REPORT	Chair	B
5	PRINCIPAL & CHIEF EXECUTIVE REPORT	A Cumberland	C
<i>The Item 5 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs</i>			
6	STRATEGIC DISCUSSION: FINANCIAL SUSTAINABILITY	A Cumberland	Pres.
7	EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT	R Dodgson	D attached
8	COMMITTEE BUSINESS		
8.1	<u>Policy & Resources Committee</u> Recruitment, Retention & Credits Dashboard Management Accounts Summary to January 2022	J Pearson A Williamson	E F attached
<i>The Recruitment, Retention & Credits Dashboard is exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs</i>			
8.2	<u>Learning, Teaching & Student Experience Committee</u> LTSE Committee Annual Report	J Stevenson	G attached
9	GOVERNANCE REPORT	N Croft	H attached

- 10 NATIONAL REPORT Chair **I attached**
- 11 ANY OTHER COMPETENT BUSINESS
- 12 CLOSED ITEMS OF BUSINESS
- 12.1 Closed Board of Management Minutes 14.12.21 Chair **J**
- 12.2 Closed Policy & Resources Committee Minutes 22.02.22 Chair **K**
- 13 FOR INFORMATION
- 13.1 [Policy & Resources Committee Minutes 22.02.22](#) **L**
- 13.2 [Audit & Risk Assurance Committee Minutes 23.02.22](#) **M**
- 13.3 [Corporate Development Committee 01.03.22](#) **N**
- 13.4 [Learning, Teaching & Student Experience Committee Minutes 04.03.22](#) **O**
- 13.5 RIDDOR Report **P**
- 13.6 Board of Management: Agenda Planner 2022 **Q attached**
- 14 FOR CIRCULATION
- 14.1 [Education Scotland Progress Visit Report](#)
- 14.2 [Top Level Risk Register February 2022](#)
- 15 DATE OF NEXT MEETING: 14 June 2022
- 15.1 Upcoming Committee / Strategy Session Dates
- | | |
|---|----------|
| Board Strategy Session | 26.04.22 |
| Policy & Resources Committee | 17.05.22 |
| Learning, Teaching & Student Experience Committee | 20.05.22 |
| Corporate Development Committee | 24.05.22 |
| Audit & Risk Assurance Committee | 25.05.22 |
| Remuneration Committee | 31.05.22 |
| Nominations Committee | TBC |



Title	Edinburgh College Students' Association (ECSA) Report
Appendices	None
Disclosable under FOISA	Yes
Primary Contact	Rose Dodgson, ECSA Student President
Date of Production	11.03.22
Action Required	Information / Discussion

1. RECOMMENDATIONS

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

2. PURPOSE OF REPORT

To update the Board on the various activities of ECSA for the months of December 2021 and January, February, and March 2022.

3. DETAIL

3.1 RECENT EVENTS

3.1.1 ECSA Updates

With more students attending campuses, ECSA is moving more and more activities back on campus. Throughout the report you'll read more about our engagement stalls, Go Green activities and elections. In order to manage some continuing online work with increasing on campus activity, the ECSA team use Microsoft Teams Shifts app to book office spaces to ensure physical distancing is still in place but also that offices are open for students to drop by when needed. Additionally, we have set up an automated opening hours system on the ECSA Website front page to give students up to date information.

To ensure students have quick access to information and answers we have now fully launched our LiveChat function on the ECSA Website. Since it was officially launched just before the Christmas break we have seen a great uptake:

- 91 chats have come through
- Average resolution time was 79 seconds
- 96% of rated chat were rated good

3.1.2 Online student engagement

While some students attend campuses, others are still learning online, and we continue to provide content and access to activities online.

- The ECSA Student Engagement Assistants create engaging and relevant graphics for social media as well as regular student newsletters
- Officers ran online Christmas parties for equalities groups to give students a space online to come together while the country was facing more restrictions

- ECSA supported the recruitment of Student Destination Interviewers through the application process, advertisement and interviews
- Articles and social media content was shared encouraging students to sign up for free bus travel for under 22s

3.1.3 Ukrainian Appeal Support

With the ongoing conflict in Ukraine ECSA and the students have been compelled to take action to support Ukrainians having to flee for their lives. A news article was published on the ECSA Website outlining a couple of charities that students could support via donations as well as redirecting to the organisations' main pages. Donation drop off points have been set up in each ECSA office across all four campuses and has received donations from both staff and students.

On the 9th of March, VP Welfare, Jordan attended the Granton Gas Tower Lighting Event, meeting and speaking to members of the Edinburgh Ukrainian Club. Connections were made for further partnership work moving forward.

Students and staff have been incredible generous with donations and the final collections were made Friday 11th March. The donations will be sorted by ECSA and student volunteers at Granton before being handed over to collection partner OPIR who will transport these to where it is needed most.

3.1.4 Student Support

In terms of student cases, we are starting to see a common theme across this academic year. While the cases themselves have been varied and across different departments and about everything from funding to mental health support, it is clear that students have felt a lack of adequate support or more likely being uncertain of who to seek advice from.

While this is mostly from anecdotal evidence, we see students who contact us increasingly feeling uncomfortable pursuing complaints or seeking help from the college directly when something is affecting their student experience. With this in mind, we have begun work to revamp our advice section on our website. We will be launching a new "Help Zone" which will work alongside a new appointment booking service for students booking a chat directly with a member of staff either online or on-campus. This will complement the range of support services we already run, including LiveChat, e-mail, phone-line and in-person office drop-in services

The new "Help Zone" will aim to get the right information out to the students in an easy and accessible way. It'll be split into 4 sections and will cover areas that students tend to need support with the most:

- Common student issues: This will serve in a similar way to an FAQ with common issues and where to get help
- Book an appointment: Students can book an appointment through a customised Office 365 booking portal. They'll be able to give us details of the meeting purpose, such as disciplinary, mental health support, funding help as well as ask for a specific campus or to meet online.
- Student policies and procedures: This section will contain a brief overview of each student facing policy or procedure and how they affect them
- Ask a question: This will be for students wanting a quick answer to a query.

Learning Development Tutor Rapid Review

On the 14th and 15th of February a Rapid Review of the LDT areas took place where VP Welfare Jordan was invited along to contribute to the review sessions from a student perspective. The sessions ran over two days, and this presented an excellent opportunity for some of the student feedback about the LDT Provision to have a direct impact on shaping the new way in which LDTs would work moving forward.

Student Mental Health Agreement

The Student Mental Health Agreement project group (consisting of academic, support staff, ECSA, Wellbeing and SMT) have agreed a plan for further student consultation ahead of the final writing of the agreement policy.

LDTs and curriculum areas have been offered the opportunity to have members from the SMHA group come and deliver a short workshop to consult students on their experience of mental health provision at Edinburgh College. The group has also created a resource staff can use to run their own student consultations in class which includes information about services available, consultation questions and feedback forms. Following the consultation period, the group will reconvene to analyse the feedback and use this to influence objectives and actions to be included in the Student Mental Health Agreement.

3.1.5 Class Reps

Reports from Class Rep Meetings 1 and 2 have now gone to Learning Teaching & Student Experience Committee as well as being shared with students. The third Class Rep Meeting took place early March and a written report will follow.

To engage January start students, ECSA once again reached out to staff to include Class Rep elections and registrations as part of their induction process. Online Class Rep training is available for any newly registered Class Reps and they receive the relevant information as soon as they are added to the system. The online training is hosted on Moodle and covers the Class Rep cycle, the tasks of a rep and how to engage with the materials and resources available.

At the 3rd Class Rep Meeting we discussed the current student experience, progression and return to campus. We also had the Edinburgh College Equalities Officer join for some further discussion and consultation around inclusion, LGBT+ History Month and gender-neutral toilets.

Student feedback headlines from the 3rd Class Rep Meeting:

- Students were split in opinion about whether being back on campus was a good or bad thing. Students who have been predominantly online for their learning are daunted by the idea of commuting and managing being in person again when they've adapted to online learning. On the other hand, students are also looking forward to the on campus student experience.
- Some concerns from all students that coming into campus just for 1 or 2 hours class has been frustrating when they might have online classes later that day. With a lack of catering facilities and in some cases lack of access to computers, students don't see the need to come in, so there is work to be done on coordination and planning for on-campus activity.
- We asked students to fill out a pre-meeting survey to gauge their opinions and appetite for different topics. Some headlines from that:
 - 50% of students responded they felt had missed out on learning due to covid
 - Students were keen for more and clearer information about when they'll be on campus
 - Students were hoping for fewer restrictions on campus, for example no more face coverings
 - 73% of respondents rated their College experience as either 'Amazing' or 'Good'

More work and analysis will be completed based on the student feedback from the Class Rep Meeting as well as from the pre-meeting survey. This report will go to Learning, Teaching & Student Experience Committee in due course.

3.1.6 External Engagements

ECSA regularly engages with external stakeholders to represent the student voice and positively influence change. Below are some of the pieces of work we have been involved with since December.

President, Rose, has been attending SQA NQ 22 Strategic Group since December 2021 alongside another College officer from NESCOL. The group meets regularly to discuss SQA Guidance on Exceptional Circumstances and Appeals as well as the move to Scenario 2. Following from discussions in this group, a set of measures will be provided to support the cohort of learners taking NQ exams this summer. These resources will be available from Tuesday 8th March.

ECSA has supported the Edinburgh College engagement with the Granton Waterfront Development Learner Strategy. A workshop was organised to be delivered for Granton based students before Christmas but due to restrictions this was postponed. The workshop is no longer viable, and an engaging survey is currently undergoing through ECSA to support the Learner Strategy.

NUS Scotland

Full time officers continue to attend fortnightly meetings chaired by NUS Scotland President where student officers discuss national issues and join forces to campaign.

On 21st February, Rose attended the Rally for Education outside Scottish Parliament hosted by NUS Scotland and UCU. The rally called for the end to student poverty with student officers in attendance and speaking. Various MSPs spoke at the rally including Willie Rennie, Michael Marra and Kaukab Stewart.

Following a recent NUS Scotland student survey, they have launched a national report, [Broke: How Scotland is failing its students](#). The report is pretty alarming considering the impact on student funding and welfare. Just a couple of headlines:

- Rent has risen by 34% in the last 3 years
- It was found that students have fewer rights when it comes to renting properties, such as the right to leave a tenancy
- 12% of students reported that they had experienced homelessness

With the increasing cost of living on top of some of the existing challenges students are facing, NUS Scotland are bringing students together at a protest at Holyrood on the 23rd of March where VP Welfare will be bringing students to join as well speaking at the rally. [More information about the protest here.](#)

3.1.7 Equalities

For LGBT+ History Month VP Welfare, Jordan, organised pulled together a pack of resources to share with students, both about the importance of celebrating LGBT+ people, but also about different types of media we can all engage with.

In partnership with Equalities, Jordan, hosted 2 in person stalls at Granton and Milton. These were to raise awareness of LGBT+ History Month but also to have conversations with students about their experiences. The stalls had a pledge poster that students and staff could sign to show their support or to pledge to be better allies, or more supportive of peers. There really was no limit. The stalls also provided students with access to C:Card (free condoms) as well as sanitary products and important wellbeing services information. Finally, we took the opportunity to consult students on gender-neutral toilets and potential signage. For information to follow about this initiative.

The student officers have been helping EC Equalities Officer to create a student friendly front page to the Equality, Diversity & Inclusion policy. This will be hugely helpful to students who are wanting

to know what the policy is about, the College's commitment to equality and inclusion, but in a way, they are able to digest and engage with.

Additionally, ECSA is actively engaging in the Name Change Process Short Life Working group run by the Equalities Officer. The aim of this group is to establish a process in which students can add a preferred name at application stage, making it more inclusive, especially for trans students. The group is also looking at ways students can do a temporary change of their Teams display names in case they haven't done a full name change but are only starting to use a different name socially. This process includes many different systems and departments to consider, but is a hugely important piece of work to be involved in.

3.2 CURRENT & UPCOMING EVENTS

3.2.1 ECSA Elections 2022

Nominations have now closed for ECSA Elections 2022 and voting takes place w/b 14th March. To encourage nominations, officers and staff have been running stalls, workshops and engaged with academic staff to promote the full-time officer opportunities.

We received 6 nominations for 3 positions, however we have unfortunately had one candidate withdraw since then. That leaves the following candidates:

President	VP Activities	VP Welfare
David Elder	Luna Morrison	Shamain Brown
	Tjay Yorkston	Skye Marriner

We are currently preparing candidates for a week of campaigning as well as organising materials for promotion of the elections. ECSA will be hosting voting stalls across all campuses at different stages of the voting week as well as running class shout outs online and in person to further promote the elections. Voting opens Monday 14th March 11am and closes Thursday 17th 2pm with results announced Thursday afternoon.

Verbal update on elected candidates to follow.

3.2.2 ECSA On tour

Over the course of this academic year both VPs, Jordan & Victoria, have set up multiple stalls on campus, some of which were around specific themes such as:

- Check in stalls for mental health
- LGBTQ+ history month
- Christmas fun stalls
- ECSA Elections 2022

These stalls have continued the ongoing work to build up awareness of ECSA and the student officers and have given students another way to directly engage with ECSA by raising any concerns students have on campus.

3.2.3 Student Homelessness Priority objective

The next steps in completing the Priority Objective on student homelessness are progressing well. VP Welfare submitted a research proposal to the Edinburgh College Research Unit which has been signed off and granted.

The grant outlined the aims of the research project as well as the partnership with Cyrenians. There is currently no valid data in Further Education on how many students have faced homelessness while in full-time education. This research aims to change that by running a survey to be run across Scotland. Access to other institutions will be through partner students' associations and with NUS Scotland.

The core aims of this survey is to delve into how deep rooted the issue of student homelessness is in institutions and build a foundation of data. Looking into the causes and impact of homelessness among the student population that would be potentially used as a starting point for more robust support to be put in place to ensure students are not put at such a disadvantage that leaving their course is their only option.

The research project is a partnership project with not just Cyrenians, but also with support from various places within the college. Further updates will follow as the survey goes live and analysis is complete.

3.2.4 Go Green

As our Go Green Climate Challenge Fund (CCF) funding finishes at the end of March, the team have been working hard to run as many sustainability activities as possible to end the project on a high. These have included continuing to stock our Go Green Hubs, as well as delivering Climate Change 101 sessions in classes, and organising engagement events such as a New Year Travel Pledge and Walking Challenge. We were extremely proud to have our sustainability work recognised in our winning Edinburgh Chamber of Commerce 'Net Zero Champion' award alongside the College.

Our on campus Go Green Hubs - home to our community fridges and swap shops - have continued to prove extremely popular with students in the last quarter. Since being set up in November, we have had over 2600kg of food donated to our community fridge, 94% of which has been used by our College Community. After trialling Fareshare Membership for stocking our Granton fridge before Christmas, we decided that this was the best option for getting food stock (as it gives us choice in what we receive, as well as the food being delivered straight to us), so have extended this membership to our Milton Road and Sighthill campuses.

We've also had over 750kg of clothes, accessories and textiles donated to our Swap Shops. So far approximately a third of these items have been taken by students, and the rest will continue to be in our hubs for students to take at a later date. There has been a consistent stream of donations of new items coming in, which we continue to make calls for throughout the rest of the academic year. As we receive some items that are unfortunately not in good enough condition to put on display, the team recently used some of these items as scrap material to form part of a 'Make your own produce bag' set which have been given out on stalls across campuses for Food Waste Action Week.

To encourage students to travel in more sustainable ways, the Go Green team ran a New Year Travel Pledge throughout January and February. Students were able to pledge to change to a more sustainable travel mode for a regular journey they make, then were given a voucher for £10 to a local zero waste shop if they stuck to their pledge. Twelve students signed up, eight of whom have offered us feedback on the positive changes they made to their travel. To continue on this outcome, we are now running a Walking Challenge for students to take part in. The team ran sign up stalls in the first week of March, which resulted in 29 students signing up to take part in this challenge. We provided them with activity trackers if they didn't have one already, so they could track their steps between 7th and 20th March. There are four Fitbits as prizes for the four students with the highest step counts at the end of this two week period.

In the classroom, our Climate 101 sessions have continued throughout semester 2 and we are working with partners across the College to help develop the current offering into a more substantial, accredited module. This started with working with the Data-Driven Innovation Project and now includes colleagues in the Quality Team and beyond to help take the project forward. We hope that this will offer the chance to develop the Sustainable Education strand of our work into accredited curriculum offerings which could be rolled out across the College and beyond in the coming years.

Finally, we are working on gaining external funding to help continue the operational side of the project and continue to pursue our sustainability objectives beyond the current funding envelope. We are delighted to have secured a current total of £5k from a variety of external sources, which will be ringfenced for 2022-23 to help us to continue to stock our Community Fridges on campus for a full academic year beyond the end of the CCF Project. We continue to pursue external funding to help with running these initiatives, but we will be unable to continue delivering the standard and volume of activities if we cannot secure sufficient funding to retain our 2 full-time project staff for 2022-23 and beyond. With the support of the Board, Senior Management Team, and the wider College community, we hope to radically upscale our delivery towards the College Sustainability Strategy targets, and continue to influence & support positive behavioural change throughout the student body.

4. IMPACT AND IMPLICATIONS

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

The Board approved the 2021/22 ECSA funding bid in June 2021. The Students' Associations funding for the academic year was subsequently finalised in the College Budget 2021/22.

5. LINKS TO STRATEGIC PLAN AND KPIS

The activities and key priorities described in this report are linked to the following strategic aims and key performance indicators:

Strategic Aims:

- Delivering a Superb Student Experience
- Valued in Partnership and by Communities
- Providing an Excellent Curriculum.

Key Performance Indicators:

- Total Credits
- Achievement and Retention
- Gross Carbon Footprint

Title	Management Accounts Summary to January 2022
Appendices	Appendix 1: Management Accounts to January 2022 – Executive Summary
Disclosable under FOISA	Yes
Primary Contact	Alan Williamson, Chief Operating Officer
Date of Production	04.03.22
Action Required	Information / Discussion

1. RECOMMENDATIONS

The Board of Management is asked to discuss and note the Management Accounts to January 2022.

2. PURPOSE OF REPORT

The Board of Management is asked to review the management accounts at each meeting, to assess the college's current financial performance.

3. DETAIL

Appendix 1 contains an Executive Summary of the Management Accounts to January 2022.

A detailed version of the Management Accounts to January 2022 can be accessed via the Board Portal [here](#).

4. IMPACT AND IMPLICATIONS

The Board has oversight for the financial sustainability of the College, and it is considered good practice to review all areas of performance that can impact on the College's financial viability.

5. LINKS TO STRATEGIC PLAN AND KPIs

The activities and key priorities described in this report are linked to the following strategic aims and key performance indicators:

Strategic Aims:

- An Effective and Efficient College.

Key Performance Indicators:

- Commercial Income
- Total Credits
- Financial Adjusted Operating Position
- Staff Costs as a Percentage of Income.

1. EXECUTIVE SUMMARY

Credits and SFC Grants

1.1 Edinburgh College's core activity target for academic year 2021/22 is **183,912** credits (a reduction of 2,700 from 2020/21), together with an ESF target of **3,829** credits (an increase of 2,572 credits from 2020/21), producing a total College target of **187,741** credits (a decrease of 128 credits from 2020/21). The College's target includes 4,015 of childcare credits for HNCs (a decrease of 1,997 credits from 2020/21) but excludes a target of 3,492 credits for deferred students places and 1,116 credits for foundation apprenticeships (FAs). The College has achieved **184,627** credits to date. This is slightly lower than at the same date in prior years largely due to a decrease in full-time enrolments.

1.2 Adjusted Operating Position

As per SFC Measurement basis	<u>Annual Budget</u> <u>2021/22</u>	<u>YTD Budget</u> <u>2021/22</u>	<u>YTD Actuals</u> <u>2021/22</u>	<u>YTD Variance</u> <u>2021/22</u>	<u>Previous YTD</u> <u>2020/21</u>	<u>Full Year Forecast</u> <u>2021/22</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
I&E Operating Position	(1,510)	(1,194)	(1,004)	189	(907)	(1,797)
Add:						
Depreciation net of deferred capital grant release	2,612	1,431	1,431	-	1,311	2,612
Deduct:						
Revenue funding allocated to loan repayments	1,102	551	551	-	428	1,102
Adjusted Operating Position	-	(314)	(124)	189	(25)	(287)

The College's adjusted operating position excludes non-cash items included in the income and expenditure account (depreciation net of deferred grant release) and capital loan repayments (not included in the I/E account).

1.3 Income and Expenditure

	<u>Annual Budget</u> <u>2021/22</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	54,526	22,012	22,017	4	20,819	54,599
Tuition Fees and Commercial & Other Income	13,710	9,276	9,208	(67)	8,393	13,310
Job Retention Scheme (JRS) Income	-	-	7	7	377	8
Deferred Income	2,770	1,400	1,400	-	1,311	2,770
Total Income	71,006	32,688	32,632	(56)	30,900	70,687
Staff Costs	51,054	24,457	24,312	145	23,919	51,096
Other Costs	16,080	6,594	6,493	101	5,268	15,926
Depreciation	5,382	2,831	2,831	-	2,621	5,382
Exceptional Support Costs	-	-	-	-	-	79
Total Expenditure	72,516	33,882	33,636	246	31,808	72,483
Operating (Deficit) / Surplus pre SSAP24 and pension revaluation adjustments	(1,510)	(1,194)	(1,004)	189	(907)	(1,797)

1.4 The operating deficit of £1,004k, against a profiled budget deficit of £1,194k, as above is mainly due to:

- A favourable variance of £7k as a result of Job Retention Scheme (JRS) income.
- An adverse variance within tuition fees, commercial & other income of £67k (net SAAS fees).
- A favourable variance within staffing costs of £145k (net effect of unfilled vacancies).
- A favourable variance within operating expenditure of £101k (primarily related to savings within premises costs (rates, waste disposal and maintenance), print, travel, marketing and VAT, largely offset by the net costs of subsidising the College's outsourced catering function).

Most income received to date is in line with overall profiled budgets whilst the majority of non-staff overheads are also broadly in line with budget. However, the forecast for SAAS / HEFT fees has been reduced by a net £336k against budget, whilst the forecasts for FEFT / PT fees and exam fee income have been reduced by £37k in total (same as last month).

In addition, the full year forecasts for Bliss Spa, bespoke courses, accommodation and our trading restaurants have been reduced by a total of £95k (an adverse movement of £15k from last month), while the College's catering subsidy has increased by £20k (to £104k in total to date). Following the recent Curriculum Manager / Curriculum Leader restructure, costs associated with 2 unbudgeted VS leavers (£79k in total) have also been incorporated into this month's financial forecast.

These forecast income shortfalls plus the catering subsidy to date and forecast VS costs have been partly offset by an increase in other grants of £28k, savings identified within staffing of £30k (recruitment freeze) and gross forecast savings within non-pay costs of £306k in total. This results in a forecast adjusted operating deficit for the year of £287k (a deterioration of £34k from last month).

Departmental / faculty performance review meetings are held monthly where full year forecasts of the latest income and expenditure positions are discussed and agreed. Regular SMT meetings are also prioritizing plans to address the forecast deficits in the current and future years.

High-level movements in January 2022 affecting the full year operating forecast are as follows:

	<u>£k - Fav /</u> <u>(Adv)</u>
Accommodation income	(15)
VS leavers (CM / CL restructure)	(79)
Catering operation subsidy	(20)
Staffing (recruitment freeze)	30
Premises costs (reactive maintenance)	20
VAT	30
Total movements during January affecting operating position:	<u><u>(34)</u></u>

In comparison to the full year budget (at operating and adjusted operating levels) there is an overall adverse effect of £287k (an adverse movement of £34k from December), the main details shown below:

	<u>£k - Fav /</u> <u>(Adv)</u>
Net SAAS / HEFT	(336)
FEFT / PT fees and examination income	(37)
Bliss Spa income (£45k), Accommodation Income (£15k)	(60)
Bespoke income	(30)
Other grant income (Scottish Government additional hours funding)	28
Lower premises costs (rates appeal net £84k, lower upkeep of grounds / utilities / waste disposals / reactive maintenance)	161
Catering operation subsidies	(104)
VS leavers (CM / CL restructure)	(79)
Staffing (recruitment freeze)	30
VAT	95
Travel (car mileage), Marketing and Bad debts	45
Total YTD movement affecting cash:	<u><u>(287)</u></u>

The College has received notification from SFC that the available NTTF and YPG credit funding allocations for 2021/22 total £697k. In addition to development funding of £73k and student support funding of £370k (requiring delivery of an additional 2,470 credits).

The YPG Development funding of £73k and associated matching costs (staffing and marketing) have been included within the College's income and expenditure forecasts.

As the recognition of NTTF / YPG credit funding is contingent upon achieving the College's core credit targets, neither income nor costs in relation to NTTF / YPG credits have been included in this month's management accounts due to potential achievement challenges.

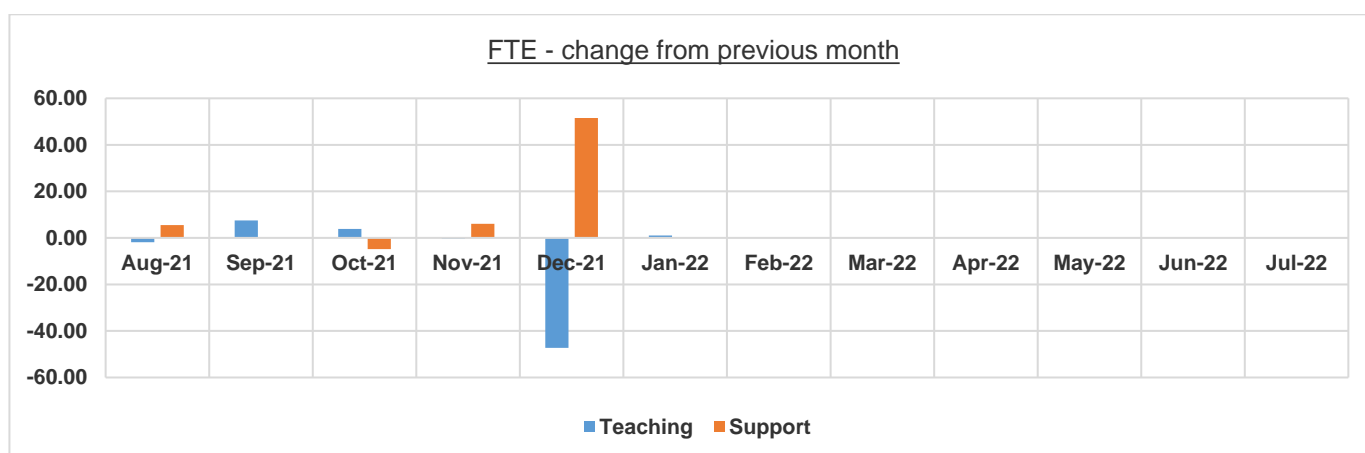
1.5 Staff (Full Time Equivalent)

FTE	31/07/21	31/01/22	YTD Movement	31/01/21
Teaching	468.9	431.7	(37.2)	487.1
Support	515.1	573.7	58.6	522.5
	984.0	1,005.4	21.4	1,009.6

Staff numbers have increased by 21.4 FTE since the beginning of the academic year to fill existing vacancies, together with the creation of 3 new permanent posts (to identify new income streams, expand learning platforms and to replace previously outsourced trainers). Three other posts were also created within the Nursery to maintain staff: child ratios.

Following the management capacity change within curriculum faculties, the newly created Head of School posts are now recorded against support staff (previously teaching) from December 2021. This equates to a movement of circa 46.8 FTE between teaching and support.

Monthly FTE staff movements are shown below:



1.6 Cash

Opening cash	Month-end cash	Comments
01/08/2021	31/01/2022	
£'m.	£'m.	
5.3	11.5	The cash balance at the end of January is £11.5m which includes £2.9m of student support funds. Approx. £1.6m of underspent 2020/21 student support funds will be repaid before March 2022. The higher than expected cash balance includes funds received in 2020/21 for FWDF, managing agents and international courses that relate to delivery in the current year.

1.7 Capital Expenditure

Opening Fixed Assets	Additions	Dep'n	Closing Fixed Assets	Comments
01/08/21	31/01/22	31/01/22	31/01/22	
£'m.	£'m.	£'m	£'m.	
168.1	0.9	(2.8)	166.2	2021/22 Capital funding is allocated as follows: (1) £0.8m to maintain the estate (I&E Budget) (2) £1m net for condition survey backlog works and (3) £0.5m of digital support funding (which includes £0.1m for student digital poverty). To date £0.7m of work in progress has been incurred since the beginning of the academic year (on ICT, curriculum projects, building fabric works and environmental refurbishments), whilst £0.2m of works have been capitalised.



Title	Learning, Teaching & Student Experience Committee - Annual Report
Appendices	None.
Disclosable under FOISA	Yes.
Primary Contact	Marcus Walker
Date of Production	14.03.22
Action Required	Information / Discussion

1. RECOMMENDATIONS

The Board are asked to NOTE and DISCUSS the points raised within the Learning, Teaching & Student Experience (LTSE) Committee Annual Report.

2. PURPOSE OF REPORT

This Report provides both a summary of the activities of the LTSE Committee over the past 12 months and its future direction.

3. DETAIL

3.1 Executive Summary

The Chair of the LTSE Committee wishes to bring the following matters to the attention of the Board of Management:

- The response demonstrated by College staff to the challenges and uncertainty caused by the Covid-19 Pandemic, including the college-wide transition to digital learning and student support.
- The need for further progress to improve outcomes for learners, as highlighted in the [Education Scotland Progress Visit Report](#). The Committee has agreed to regularly review progress against an action plan based on recommendation from the Education Scotland Report.
- The continued challenges surrounding the funding of student counselling and wellbeing activities, especially given the discontinuation of the SFC Wellbeing Fund beyond 2021/22.
- The work conducted to alignment and triangulate feedback / data from ECSA and other channels to ensure that the student voice is heard - and central to decision-making processes across the College.
- The development of a new Edinburgh College Curriculum Strategy, which aims to provide institutional coherence, oversight, and leadership in relation to learning, teaching, assessment, and outcomes. It is expected that a draft Strategy will be presented to the Committee for review in early 2022/23.

3.2 Operation of the Committee

3.2.1 *Operation / Reporting to the Board*

Prior to the academic year 2021/22, the LTSE Committee operated as the Academic Council. The Academic Council met four times during the academic year 2020/21 to consider matters relating to the following academic themes: (i) Learning & Teaching; (ii) Student Experience & Engagement; (iii) Curriculum Management; (iv) Continual Professional Development; (v) Quality Enhancement / Assurance. The Academic Council was quorate at each meeting.

As agreed by the Board of Management, Jeanette Stevenson assumed the role of Chair of the Academic Council on 1 August 2021. Following discussions with the Vice Principal Innovation, Planning & Performance, the Vice Principal Education & Skills and the Clerk to the Board, several changes to the Academic Council's Terms of Reference were put forward to the Committee. The following changes were subsequently agreed by the Academic Council at its meeting on 10 September 2021 and an updated Terms of Reference was approved by the Board on 29 September 2021:

- The change of the committee title to the *Learning, Teaching and Student Experience (LTSE) Committee*, to reflect its role and remit.
- The role of the Vice Principal Innovation, Planning & Performance and the Vice Principal Education & Skills as joint 'Executive Leads'.
- The attendance of at least one Assistant Principal Curriculum at each meeting of the Committee, to provide input from a Faculty perspective.
- Changes to co-opted membership to better represent lecturing and management staff across the College.

All meetings of the LTSE Committee, to date, have been quorate.

The minutes of each meeting of the Academic Council / LTSE Committee have been reported to the Board for its consideration over the past 12 months.

The LTSE Committee continues to discharge its responsibilities under its terms of reference.

3.2.2 *Membership / Attendance*

The core membership of the Committee consists of three non-executive members, plus the Principal, one Student Board Member and the Lecturing Staff Board Member. Over the past 12 months the core membership of the Academic Council / LTSE Committee (excluding the Principal) has changed as follows:

	Non-Executive Members			Lecturing Staff Member	Student Board Member
To 31.08.21	Fiona Riddoch (C)	Jeanette Stevenson	Judith Sischy	Mike Cowley	Jordan Wyllie
31.08.21 to 14.12.21	Jeanette Stevenson (C)	Judith Sischy*	Janyce Holmes**	Mike Cowley	Rose Dodgson

From 14.12.21	Jeanette Stevenson (C)	Ross Laird	Kerry McCormack	Richard Swan	Rose Dodgson
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**Judith Sischy resigned from the Board of Management on 4 September 2021*

***The Board agreed that Janyce Holmes would temporarily act as a member until new committee membership arrangements were approved.*

In addition to its core membership, the Committee has co-opted members from across the four faculties and three student members. As outlined under Paragraph 3.2.1, the co-opted membership of the Committee will be refreshed prior to the start of the next academic year.

The Vice Principals, Jon Buglass and Jonny Pearson act as Executive Leads for the LTSE Committee.

Marcus Walker (Clerk to the Board), Monica Hoenigmann (Assistant Principal Student Experience) and Kerry Heathcote (Assistant Principal Quality & Improvement) attended each meeting of the Committee in the academic year 2020/21 and 2021/22 (as of March 2022). To date, in 2021/22, Jakki Jeffery, Scott Warden and Karen Stevenson have attended meetings in their role as Assistant Principal Curriculum.

At its meeting on 21 May 2021, the Committee undertook a self-assessment, based on the questionnaire created by the College Development Network. It was content with the operation of the Committee, and it identified several development points.

3.3 Strategic Role

The LTSE Committee considers and approves, where appropriate, the development and review of strategies relevant to the Committee's purpose.

In September and November 2021, the Committee noted updates from the Vice Principal Education & Skills on the development of a new Edinburgh College Curriculum Strategy. This strategy, once approved, will sit under the updated College Strategic Framework which is expected to be agreed by the Board in September 2022.

On 19 November 2021, the Committee endorsed the Regional Outcome Agreement (ROA) 2021/22, which was subsequently approved by the Board. The ROA outlined the immediate challenges posed by the Covid-19 pandemic and how the College would contribute to the wider economic recovery.

The Committee keeps under review both regional and national skills and employment trend data to help advise the Board on the alignment of the curriculum. To support this, the Committee invited Skills Development Scotland (SDS) to update members on development at its December and May meetings in the academic year 2020/21.

3.4 Performance Monitoring

3.4.1 Measures of Success

The LTSE Committee continues to monitor the performance against the following measures of success outlined in Paragraph 4 of its [Terms of Reference](#). Examples of

how these measures are reported to the Committee can be viewed in Paragraphs 3.4.2 to 3.4.5.

3.4.2 Student Experience

The LTSE Committee monitors progress in key areas of activity in relation to student experience through its *Student Experience Report*, which includes both an update from the Assistant Principal Student Experience and the ECSA Student President.

The Assistant Principal Student Experience, as part of a quarterly report, updates members on the following: Student recruitment and admission; applications and enrolments; School College Partnerships; Widening Participation; Care Experience; student guidance, support, and funding; mental health & wellbeing; Safeguarding; and learning support. During the academic year 2020/21, the Committee commended the Student Experience Team on the transition of its wide-ranging operations online due to the Covid-19 Pandemic.

ECSA provide the Committee with quarterly updates on Class Reps activities and outcomes from Class Reps Conferences conducted throughout the academic year. Members were pleased to note that, at the start of the academic year 2020/21, ECSA had increased the total number of registered class reps by 25% - compared to the previous year.

3.4.3 College Satisfaction Surveys

The Committee monitors performance relating to student satisfaction through the following annual surveys: Induction Survey; Learning & Teaching Survey; and the Student Positive Destination Survey. Analysed feedback from each survey is presented to the Committee by the Assistant Principal Quality & Improvement.

Prior to the dissemination of both the Induction Survey and the Learning & Teaching Survey, it is the role of the Committee to approve the survey format and content.

3.4.4 How Good is Our College?

At each of its meeting over the past 12 months, LTSE Committee has received a How Good is Our College? Update which including information pertaining to the College's performance and self-evaluation in the context of the Education Scotland Progress and Support Visits.

On 4 March 2022, the Edinburgh College Progress Visit Report from February 2022 was presented to the Committee by the Lead HM Inspector (Education Scotland). The key outcomes of the Report will be highlighted to the Board of Management at its meeting on 22 March 2022.

The ROA 2020/21 Self-Evaluation Report was reviewed by the Committee on 19 November 2021, prior to its submission to the SFC. The Committee welcomed the Report and recognised the need for the College to improve outcomes for learners.

In response to the challenges arising from the onset of the Covid-19 Pandemic, the Committee received presentations from member of the Quality & Improvement Team

on learning & teaching themes such as blended learning and adaptations to the delivery and assessment of qualifications.

3.4.5 Assistant Principals Curriculum Presentations

From September 2021 onwards, all four Assistant Principals Curriculum have been invited to update the Committee on their performance in 2020/21 and their goals for current and future academic years. The opportunity to hear direct insights from each Assistant Principal Curriculum on both their successes and the challenges faced has been welcomed by the Committee.

3.5 Conclusion

The LTSE Committee on 4 March 2022 noted that it was satisfied with its current operations and the quality of reports it receives from senior management.

Under *Paragraph 3.1*, the Chair of the LTSE Committee has highlighted key points for noting and consideration by the Board of Management.

4. IMPACT AND IMPLICATIONS

It is good practice to monitor all areas of performance that can impact on the College's viability.

5. LINKS TO STRATEGIC PLAN AND KPIS

The activities and key priorities described in this report are linked to the following strategic aims and key performance indicators:

Strategic Aims:

- Delivering a Superb Student Experience
- An Effective and Efficient College
- Providing an Excellent Curriculum.

Key Performance Indicators:

- Total Credits
- Achievement and Retention.

Title	Governance Report
Appendices	Appendix 1: TLRR Summary Graphic - February 2022 Appendix 2: Board Improvement Plan - March 2022 Appendix 3: Draft Revised Code of Conduct for Members of EC BoM
Disclosable under FOISA	Yes
Primary Contact	Nick Croft, Board Secretary
Date of Production	04.03.22
Action Required	Information / Discussion / Approval

1. RECOMMENDATIONS

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

The Board are also asked to CONSIDER the following:

- The key strategic risks highlighted in the Top-Level Risk Register Summary (Appendix 1)
- Progress within the Board Improvement Plan 2021/22 (Appendix 2).

Board members are asked to CONSIDER and, if appropriate, APPROVE the adoption of an updated Code of Conduct for Members of the Edinburgh College Board of Management (Appendix 3).

2. PURPOSE OF REPORT

The report provides an update on matters brought to the attention of the Board in its December 2021 report, and further governance developments within the College, and the College Sector, over recent months.

3. DETAIL

3.1 Board Membership Update

3.1.1 Chair of the Edinburgh College Board - Recruitment Process

The Public Appointments Team have advised the College that a planning meeting will be held by the recruitment panel on 11 March 2022, to finalise an application pack and advert for the recruitment of a new Regional Chair.

A verbal update on progress will be provided to the Board on 22 March 2022.

3.1.2 Non-Executive Membership

In February 2022, the Scottish Government confirmed that the tenures of Ross Laird and Gwen Raez, as Non-Executive Board Members, had been extended by a further 3-years - until 8 March 2025.

In December 2021, the Board agreed to seek two new non-executive members with experience in the following areas: *Community engagement; working with young people;*

the voluntary sector; and Local business / enterprise. An advert for the recruitment round will be published online on 16 March 2022, with the closing date for applications midday on 7 April 2022.

Members of the Board are encouraged to promote the non-executive vacancies through their networks.

3.1.3 Audit & Risk Assurance Committee - Independent Member

The tenure of the Independent Member of the Audit & Risk Assurance Committee, Ian Doig, will end on 31 July 2022 - following six years of service.

At its last meeting, the Board agreed that a new Independent Member (with a professional accountancy qualification and relevant experience of Audit Committee activities) should be co-opted to the Committee before the end of the academic year. An advert for the recruitment round will be published online on w/c 14 March 2022, with the closing date for applications midday on 14 April 2022.

Members of the Board are encouraged to promote the Independent Member through their networks.

3.1.4 Board Secretary

As agreed by the Board on 14 December 2021, the role Board Secretary will be passed from the Director of Communications, Policy & Research (Nick Croft) to the Clerk to the Board (Marcus Walker) from 23 March 2022 onwards.

3.2 Top-Level Risk Register Summary

For Board members' consideration a Top-Level Risk Register (TLRR) Summary is included as [Appendix 1](#).

For information, the Risk Management Report, which contains a detailed TLRR is available to Board members via the Board Portal.

3.3 Board Development Plan

In September 2021, an updated 2021/22 Improvement Plan was approved by the Board of Management for monitoring on a quarterly basis during the academic year. [Appendix 2](#) includes an updated Board Improvement Plan which outlines the status of all recommendations, and actions, arising from both the 2019 Board Effectiveness Review and subsequent self-evaluations.

It should be noted a significant number of actions have now been completed or will be progressed towards completion by June 2022. However, actions which relating to the approval of a new Edinburgh College Strategic Framework and the appointment of a new Regional Chair remain on hold until those projects conclude.

3.4 Annual Evaluation Process

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

The Code of Good Governance encourages the engagement of non-executive, staff and student board members in reviewing the performance of the Principal & Chief Executive, prior to review of annual performance being considered by the Remuneration Committee

on 31 May 2022. A timeline for the annual review process will be circulated to Board members in early April 2022.

In addition to the Annual Review of the Principal & Chief Executive, the Principal shall provide the Remuneration Committee, in May 2022, with a summary report following one-to-one appraisal sessions with the Executive Team.

3.4.2 Annual Board Self-Evaluation

The Code of Good Governance states that boards must keep their effectiveness under annual review and have in place a robust self-evaluation process. In recognition of this, the following annual evaluation activities will take place in May /June 2022:

- The *Nominations Committee review of membership and skills* will take place in June 2022 (tbc).
- *Committee self-evaluations* will take place during the last round of committees for 2021/22, in May and June.
- A *Board Survey* will be circulated to members in advance of one-to-one meetings with the Chair. This survey will include a section on training and development needs.
- *One-to-one meetings with the Chair* of the Board will take place in late May, to allow Board members to reflect on the academic year and set objectives for 2022/23.
- The *Evaluation of the Chair* will be led by the Interim Vice Chair and allow Board members to reflect on the Chair's performance in 2021/22.

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

3.5 2022/23 Board and Committee Schedule

In April 2022, proposed dates for Board and committee meetings will be circulated to members, following consideration by the Interim Chair, committee chairs and the Executive Team. Once draft dates have been agreed by Board members they will be presented to the Board of Management on 14 June 2022 - for approval.

3.6 National Governance Update

3.6.1 Code of Conduct for Members of the Edinburgh College Board of Management

The Model Code of Conduct has a key role in setting out, openly and clearly, the standards of conduct that must be adhered to by those in public office. This is vital to reinforce and strengthen public confidence in members of the boards of devolved public bodies.

On 5 January 2022, the Director for Local Government and Communities wrote to all college chairs regarding revisions to the Model Code of Conduct for Members of Devolved Public Bodies which were came into effect on 7 December 2021. As Regional College Boards are listed in Schedule 3 of the Ethical Standards in Public Life etc. (Scotland) Act 2000, Edinburgh College is required to review its Code of Conduct to ensure it aligns with the Model Code.

To help with this process, the Scottish Government have provided a template Code of Conduct for the College sector (Appendix 3 refers).

Members of the Board are, therefore, obliged to ensure they have read and understood the provisions of the *Code of Conduct for Members of the Edinburgh College Board of Management* outlined in [Appendix 3](#). Further to this, the Standards Commission for Scotland have produced a [guidance note](#) for members of devolved public bodies on how to interpret the provisions within the Model Code of Conduct.

If content, the Board are asked to note the *Code of Conduct for Members of the Edinburgh College Board of Management* and approve its submission to the Scottish Government (- before the 10 June 2022 deadline).

3.6.2 Good Governance Steering Group

The Scottish college sector's Good Governance Steering Group (GGSG) met on 1 March 2022, to consider changes to the 2016 Code of Good Governance for Scotland's Colleges. The GGSG were content with the proposed changes to the Code and have recommended a revised version to the Scottish Government - for approval.

Given that legislative changes are required for trade union representative to join college boards, as previously agreed by the GGSG, the Scottish Government have yet to confirm a timescale for the publication of the updated Code.

4. IMPACT AND IMPLICATIONS

Effective governance arrangements and appropriate forward planning will mitigate the risk of governance failure.

5. LINKS TO STRATEGIC PLAN AND KPIS

The activities and key priorities described in this report are linked to the full range of strategic aims and key performance indicators monitored by the Board of Management.



Title	Chair of the Board’s Report
Appendices	Appendix 1: BFELG / EC 10PP Induction Event Outcomes
Disclosable under FOISA	No
Primary Contact	Marcus Walker, Clerk to the Board and Governance Advisor
Date of Production	14.03.22
Action Required	Information / Discussion

1. RECOMMENDATIONS

The Board of Management are asked to note the update provided by the Chair of the Board.

2. PURPOSE OF REPORT

To update members on national developments in the college sector and Edinburgh College’s recent engagement with the Black FE Leadership Group.

3. DETAIL

3.1 National Issues

The main issues continue to be the continuing concerns about the financial pressures on Edinburgh College and the college sector and the current pay negotiations. These are covered in the Principal’s Report.

Alongside this are changes to the structure of Colleges Scotland, with the establishment of a separate body, College Employers Scotland, to replace the Employers’ Association. College Employers Scotland, whilst at present remaining part of the Colleges Scotland ‘family’, will over time build up its own voice and identity, distinct and separate from Colleges Scotland as the policy organisation for the sector and it has now appointed its own Director.

Work also continues on finalising the Colleges Scotland strategy which will determine its future priorities and focus. The Principal, as Chair of the Principal’s Group and Vice Chair of Colleges Scotland, is actively involved in this along with the new Chair of Colleges Scotland, Waiyin Hatton, Chair of West College. I am attending the Colleges Scotland residential event and AGM, the first since 2019, in Dunblane on 23 and 24 March 2022.

3.2 Black FE Leadership Group (BFELG) Training Event - 25 February 2022

As has previously been reported, Edinburgh College recently became the first College in Scotland to join the Black FE Leadership Group. The BFELG was formed in the summer of 2020 by colleagues in the FE sector concerned about systemic racism in the sector, including the underrepresentation of Black staff in senior leadership positions. In this context ‘Black’ is an inclusive definition for people from ethnically diverse backgrounds who share a lived experience of the effects of racism. As part of our induction, I, along with College staff, including members of the Executive and SMT, attended one-day training event facilitated by BFELG and led by its Director, Amarjit Basi. This provided a safe environment in which to share

personal experiences and perspectives of the opportunities and challenges of antiracism, in particular how this plays out within our organisational context.

Participants were required to carry out and submit preparatory work in advance of the day and this was the starting point for our discussions. The event introduced research, tools and conceptual frameworks, developed by BFELG, that will assist us to identify what constitutes as best antiracist action and behaviour and resulted in three priorities being identified:

- PRIORITY 1: Edinburgh College will articulate its strategic commitment to anti-racism by reviewing our values and behaviours; this will act as a catalyst to raise awareness of, and secure wider engagement with, our strategic intent throughout our internal and external communities, and networks. (BFELG 10PP Point 10)
- PRIORITY 2: Edinburgh College will support our staff and students to review and reshape their curricula to enhance their focus on cultural equity and equality. (BFELG 10PP Point 1)
- PRIORITY 3: Edinburgh College will Implement a Whole Organisation approach towards anti-racism, enabled by enhancing staff confidence and support in embedding anti-racism across all our activities. (BFELG 10PP Point 2)

Although this was a full day of thought provoking and challenging discussion it was well run, and I particularly appreciated being able to take part alongside staff from different parts of the College.

The detailed inputs and outputs of the day are attached to this report as [Appendix 1](#) and will give you a flavour of what we covered on the day.

It is important to recognise that this was not a 'one-off' but the start of an ongoing process that should involve not only College staff but also ECSA and the Board and I look forward to further events that will progress our work on these important issues. In relation to this the Principal, along with Jim Metcalf, Chief Executive of CDN, presented at the BFELG's annual conference on 16 March 2022 and participated in the Q&A session. Their session was titled '*Antiracism in action: Scottish colleges and the BFELG*' and they both provided updates on the progress being made and plans for the future. A link to the session will be circulated to Board members in due course.

4. IMPACT AND IMPLICATIONS

The benefits of ongoing equality, diversity, and inclusion work include the continuous creation of an inclusive ethos and environment where everyone feels welcome, supported, and respected, as well as compliance with our statutory duties under the Equality Act (2010).

5. LINKS TO STRATEGIC PLAN AND KPIs

The activities and key priorities described in this report are linked to the following strategic aims:

- Delivering a Superb Student Experience
- Supporting and Inspiring Our People
- Valued in Partnership and by Communities
- An Effective and Efficient College
- Providing an Excellent Curriculum.



For the future you want

Title	Board of Management Agenda Planner 2022
Appendices	None
Disclosable under FOISA	Yes
Primary Contact	Marcus Walker, Clerk to the Board and Governance Advisor
Date of Production	15.03.22
Action Required	Information

1. RECOMMENDATIONS

The Board of Management are asked to note upcoming items of business.

2. PURPOSE OF REPORT

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

3. DETAIL

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

3.1 TUESDAY 14 JUNE 2022

- BOARD STRATEGY SESSION REPORT 26.04.22
- STRATEGIC DISCUSSION: PUBLIC SECTOR EQUALITY DUTY PROGRESS REPORT
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
 - ECSA End of Year 2021/22 Report
 - ECSA Strategic Planning & Funding 2022/23 Report
- COMMITTEE BUSINESS
 - POLICY & RESOURCES COMMITTEE
 - Minutes 17.05.22
 - Recruitment & Retention Dashboard
 - Management Accounts to April 2021
 - College Budget 2021/22
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes 25.05.22
 - LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE
 - Minutes 20.05.22

- CORPORATE DEVELOPMENT COMMITTEE
 - Minutes 24.05.22
- NOMINATIONS COMMITTEE
 - Minutes (TBC)
- REMUNERATION COMMITTEE
 - Minutes 31.05.22
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- GOVERNANCE REPORT
 - Governance Update
 - Evaluation of Chair 2021/22
- NATIONAL REPORT
- RIDDOR REPORT

3.2 SEPTMEBER 2022 (DATE TO BE CONFIRMED)

- EDINBURGH COLLEGE DEVELOPMENT TRUST ANNUAL UPDATE
- STRATEGIC DISCUSSION: STRATEGIC FRAMEWORK
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
 - ECSA Quarterly Report
 - ECSA Annual Priority Objectives 2022/23
- COMMITTEE BUSINESS
 - POLICY & RESOURCES COMMITTEE
 - Minutes (TBC)
 - Recruitment & Retention Dashboard
 - Management Accounts to July 2022
 - AUDIT & RISK ASSURANCE COMMITTEE
 - LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE
 - Minutes (TBC)
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes (TBC)
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- GOVERNANCE REPORT
- NATIONAL REPORT
- HEALTH & SAFETY ANNUAL REPORT 2021/22
- FREEDOM OF INFORMATION ANNUAL REPORT 2021/22

3.3 DECEMBER 2022 (DATE TO BE CONFIRMED)

- BOARD STRATEGY SESSION REPORT
- STRATEGIC DISCUSSION: TBC
- DRAFT REGIONAL OUTCOME AGREEMENT 2023/24
- EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT
- COMMITTEE BUSINESS
 - AUDIT & RISK ASSURANCE COMMITTEE
 - Minutes (TBC)
 - Annual Report & Financial Statements for Period to July 2022
 - POLICY & RESOURCES COMMITTEE
 - Minutes (TBC)
 - Recruitment & Retention Dashboard
 - Management Accounts to October 2022
 - LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE
 - Minutes (TBC)
 - CORPORATE DEVELOPMENT COMMITTEE
 - Minutes (TBC)
 - NOMINATIONS COMMITTEE
 - Minutes (TBC)
- PRINCIPAL & CHIEF EXECUTIVE REPORT
- GOVERNANCE REPORT
- NATIONAL REPORT
- RIDDOR REPORT

4. IMPACT AND IMPLICATIONS

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

5. LINKS TO STRATEGIC PLAN AND KPIs

The activities and key priorities described in this report are linked to the following strategic aims:

- Delivering a Superb Student Experience
- Supporting and Inspiring Our People
- Valued in Partnership and by Communities
- An Effective and Efficient College
- Providing an Excellent Curriculum.