Edinburgh College

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BOARD OF MANAGEMENT

AGENDA

A meeting of the Board of Management will be held at 12:00 hours on Tuesday, 18 September 2018 in the Boardroom, Milton Road Campus.

		Lead Speaker	**Paper**
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	EDINBURGH COLLEGE DEVELOPMENT TRUST ANNUAL UPDATE	A Colquhoun	**A**
4	MINUTES OF PREVIOUS MEETING *for approval*	Chair	**B**
5	MATTERS ARISING	Chair	**C**
6	COMMITTEE BUSINESS		

	6.1	Policy & Resources Committee		
		Minutes 21.08.18	I Young	**D**
		Recruitment & Retention Dashboard	J Pearson	**E attached**
		Management Accounts to July 2018	A Williamson	**F attached**
	6.2	Academic Council		
		Minutes 07.09.18	F Riddoch	**G**
		Strategic Discussion: Scottish Government 15/24 Learning Journey Review	F Riddoch / J Buglass	**H**
	6.3	Audit & Risk Assurance Committee		
		Summary Top Risk Register	N Croft	**I**
		Cyber Security Essentials Update	A Williamson	**J attached**
	6.4	External Engagement Committee		
		Minutes 28.08.18	I Young	**K**

7	CLOSED ITEM(S) OF BUSINESS		
	7.1	Closed Minutes of the Previous Meeting *for approval*	Chair	**L**

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FOR INFORMATION			
Meeting	Board of Management 18.09.18		
Presented by	Jonny Pearson		
Author/Contact	Jonny Pearson	Department / Unit	Recruitment & Retention
Date Created	07.08.18	Telephone	-
Appendices Attached	*Appendix 1:* Application & Offer Trends 2016/17 to 2018/19		
Disclosable under FOISA		Yes.	

RETENTION AND RECRUITMENT DASHBOARD - AUGUST 2018

1. **PURPOSE**

    This paper aims to provide the Board of Management with an updated overview of the College's performance against its 2017/18 activity targets and to update progress around full-time recruitment for AY 2018/19. (The figures in this paper are accurate as of 07 August 2018)

2. **BACKGROUND**

    For academic year 2017/18 the SFC set Edinburgh College an activity target of 187,742 credits. This is comprised of:

Core Credits	Additional Childcare Credits	ESF Credits	Total Credits
184,028	1,714	2,000	187,742

    As in 2016/17, the college is required to achieve its core credits (184,028) including a minimum of 52,340 HE credits before we are able to claim the 2,000 ESF credits.

    The additional 1,714 Early Years credits were allocated to the college to enable our local authority partners to meet the workforce development needs of the Scottish Governments 1140 hours commitment.

3. **DETAIL**

    3.1. **2017/18 Credit Position**

    Final credit position **193,474** (60,706 HE credits). This figure is subject to SFC confirmation following the FES audit in September 2018.

We have achieved **ALL** of our activity target(s) and have over-delivered by 5,732 credits at no extra cost. This has been achieved through:

- Improved recruitment - **24,164 unique students. 4,841 (25% increase)**
- Increased average class size - **Full-Time up by 0.3 per class**
- Improved retention - **Up by 0.3% overall**
- Increased number of progressing students - **Up by 6%**

Whilst overall retention rates have improved there has been a drop in retention rates in full-time FE provision. Our target for AY 18/19 will be to reduce this trend and to focus on reducing further the number of students who complete with partial success**.**

In AY 2018/19 we will address these issues through:

- Utilising the Curriculum Leads to monitor attendance
- Using predictive data analytics to get specific support to students as and when they need it
- Performance Review - changing the structure and challenging performance
- Continued participation in the Scottish Government Improvement Project
- Sharing good practice through Curriculum Manager forum
- CPD focused on Learning and Teaching
- Allocating Capital Expenditure to improving the student experience

3.2.   2018/19 Full-time Recruitment

The significance of the three year application trend shown in Appendix 1:

- Overall **9.5%** increase in the total number of applications. However, the number of full-time students is relatively static over the last 5 years. Therefore potential growth will be governed by:

    o Improving retention – *keeping more of those who enrol;*
    o Reducing CPS% and therefore increasing internal progression - *helping more of those who enrol to succeed*

- Increased number of 'offers made' by **26%**

    o Early offers means all support mechanisms can be put in place before the student starts e.g. bursary funding – stats show this has a positive effect on retention and attainment

- Increased number of 'offers accepted' by **14.2%**

    o Those accepting offers early are statistically more likely to enrol and succeed. 59% of those who apply and start late withdraw early *(RIE, 2015)*

- Targets for recruitment have increased by **48.2%**

    o More accurate analysis of data has led to an increase to recruitment targets which has, in turn, led to an increase of 7.4% in the number of credits generated and consequently to the college exceeding its' activity target in the past two academic years.

4.   BENEFITS AND OPPORTUNITIES

Following evaluation of last year's data, we have implemented changes designed to further improve our PI's for 2018/19. Constant analysis of comparative data has enabled us to make pro-active changes to the curriculum and to the application process as a whole.

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

The Audit & Risk Assurance Committee continue to regularly monitor top risks relating to 'Shortfall in Student Recruitment' and 'Poor Retention'.

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 SG and SFC have confidence in the direction of travel of Edinburgh College.
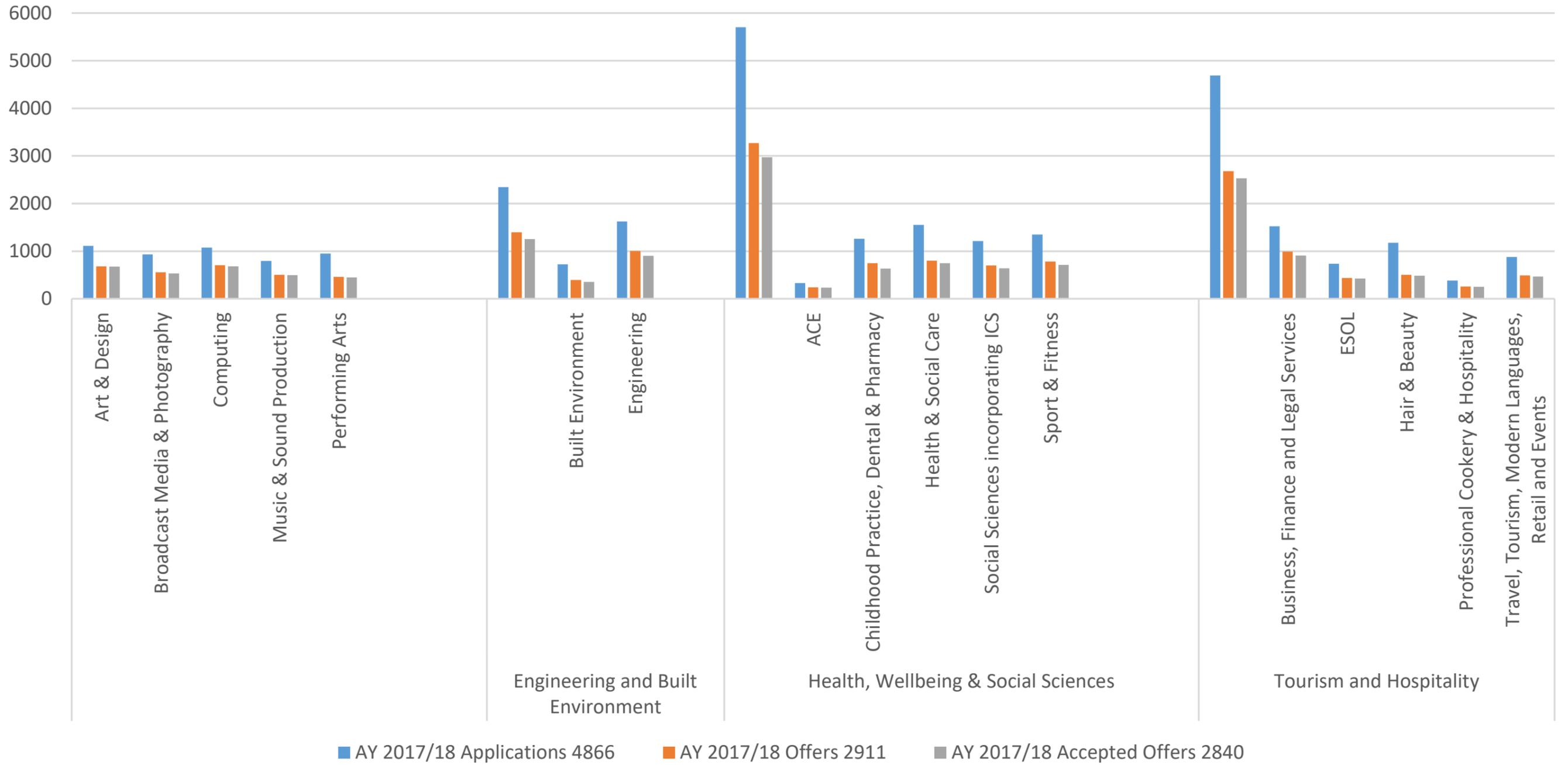
11.   EQUALITIES IMPLICATIONS
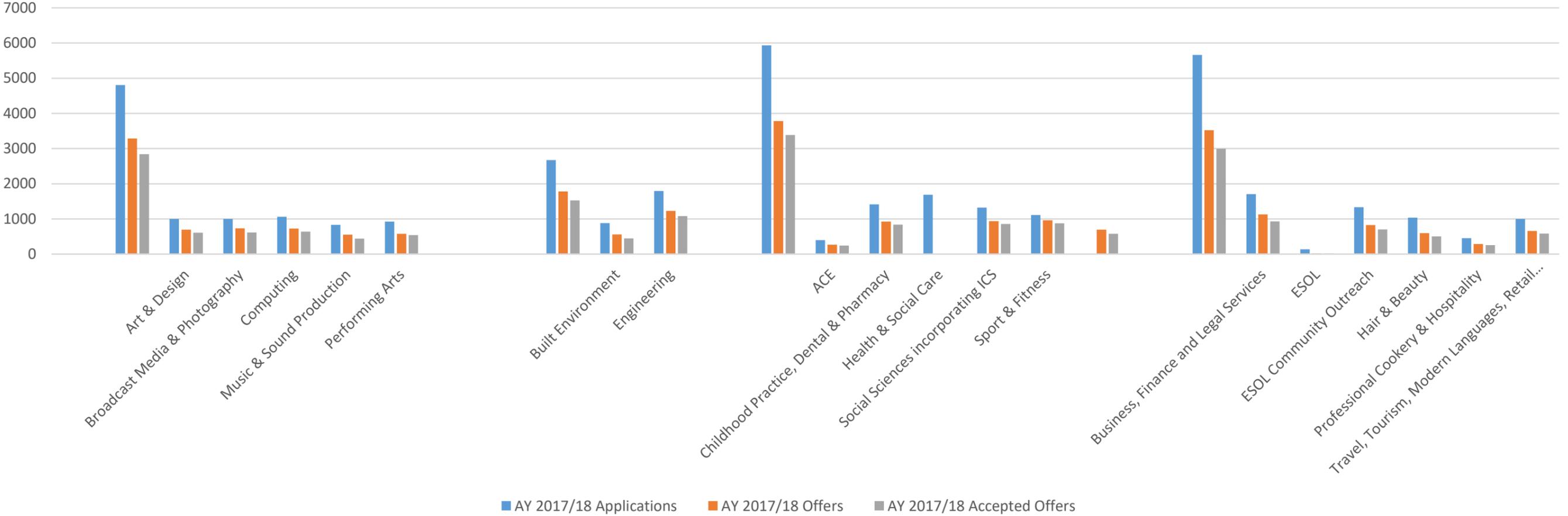
Not applicable.

CONCLUSIONS/RECOMMENDATIONS

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

	Applications			Offers			Accepted Offers			Target			% Target		
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Creative Industries	**4609**	**4903**	**4808**	**2653**	**2894**	**3284**	**2588**	**2792**	**2842**	**2036**	**2398**	**3452**	**127%**	**116%**	**82%**
Art & Design	1093	1123	997	633	686	697	623	676	606	617	746	745	101%	91%	81%
Broadcast Media & Photography	748	942	996	455	549	730	449	521	616	420	581	669	107%	90%	92%
Computing	1036	1082	1061	667	697	724	636	655	638	669	757	795	95%	87%	80%
Music & Sound Production	829	802	831	456	503	553	439	494	441	491	578	647	89%	85%	68%
Performing Arts	903	954	923	442	459	580	441	446	541	456	482	596	97%	93%	91%
Engineering and Built Environment	**2396**	**2370**	**2673**	**1439**	**1408**	**1783**	**1379**	**1251**	**1526**	**1733**	**1830**	**2019**	**80%**	**68%**	**76%**
Built Environment	757	736	880	559	401	557	553	357	447	766	678	644	72%	53%	69%
Engineering	1639	1634	1793	880	1007	1226	826	894	1079	967	1152	1,375	85%	78%	78%
Health, Wellbeing & Social Sciences	**5436**	**5806**	**5933**	**3071**	**3163**	**3781**	**2864**	**2837**	**3385**	**2759**	**3513**	**3,919**	**104%**	**81%**	**86%**
ACE	317	326	397	232	243	265	232	238	240	288	306	398	83%	78%	60%
Childhood Practice, Dental & Pharmacy	1029	1269	1413	597	751	927	567	631	835	552	783	1,091	114%	81%	77%
Health & Social Care	1124	1555	1690	535	797	935	505	743	858	471	793	804	158%	94%	107%
Social Sciences incorporating ICS	1609	1298	1320	915	591	962	797	524	877	674	688	696	78%	76%	126%
Sport & Fitness	1357	1358	1113	792	781	692	763	701	575	774	943	930	91%	74%	62%
Tourism and Hospitality	**4973**	**4729**	**5662**	**2666**	**2680**	**3521**	**2575**	**2470**	**2994**	**2444**	**3311**	**3,913**	**105%**	**75%**	**77%**
Business, Finance and Legal Services	1539	1,544	1705	902	991	1132	854	865	930	671	997	1,278	127%	87%	73%
ESOL / Community based ESOL	708	731	1468	434	439	846	432	422	725	449	758	1184	96%	56%	61%
Hair & Beauty	1267	1183	1039	536	503	598	520	483	505	495	560	510	105%	86%	99%
Professional Cookery & Hospitality	629	384	453	361	261	288	354	253	253	459	391	331	77%	65%	76%
Travel, Tourism, Modern Languages, Retail and Events	830	887	997	433	486	657	415	447	581	370	605	610	112%	74%	95%
	17414	**17808**	**19076**	**9829**	**10145**	**12369**	**9406**	**9350**	**10747**	**8972**	**11052**	**13,303**	**105%**	**85%**	**81%**

Applications up by 9.5%   **Offers up by 26%**   **Accepted offers up by 14.2%**   **Target up by 48.2%**

2017/18 Applications

Legend: AY 2017/18 Applications 4866 (blue), AY 2017/18 Offers 2911 (orange), AY 2017/18 Accepted Offers 2840 (grey)

Categories (left to right):
- Art & Design
- Broadcast Media & Photography
- Computing
- Music & Sound Production
- Performing Arts

Engineering and Built Environment
- Built Environment
- Engineering

Health, Wellbeing & Social Sciences
- ACE
- Childhood Practice, Dental & Pharmacy
- Health & Social Care
- Social Sciences incorporating ICS
- Sport & Fitness

Tourism and Hospitality
- Business, Finance and Legal Services
- ESOL
- Hair & Beauty
- Professional Cookery & Hospitality
- Travel, Tourism, Modern Languages, Retail and Events

2018/19 Applications

Legend: ■ AY 2017/18 Applications ■ AY 2017/18 Offers ■ AY 2017/18 Accepted Offers

Categories: Art & Design, Broadcast Media & Photography, Computing, Music & Sound Production, Performing Arts, Built Environment, Engineering, ACE, Childhood Practice, Dental & Pharmacy, Health & Social Care, Social Sciences incorporating ICS, Sport & Fitness, Business, Finance and Legal Services, ESOL, ESOL Community Outreach, Hair & Beauty, Professional Cookery & Hospitality, Travel, Tourism, Modern Languages, Retail...

AY 2016/17

Legend: AY 2016/17 Applications 4609 (blue), AY 2016/17 Offers 2653 (orange), AY 2016/17 Accepted Offers 2588 (grey)

Categories:
Art & Design, Broadcast Media & Photography, Computing, Music & Sound Production, Performing Arts

Engineering and Built Environment: Built Environment, Engineering

Health, Wellbeing & Social Sciences: ACE, Childhood Practice, Dental & Pharmacy, Health & Social Care, Social Sciences incorporating ICS, Sport & Fitness

Tourism and Hospitality: Business, Finance and Legal Services, ESOL, Hair & Beauty, Professional Cookery & Hospitality, Travel, Tourism, Modern Languages, Retail and Events

Edinburgh
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FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 18.09.18		
Presented by	Alan Williamson		
Author/Contact	Lindsay Towns	Department / Unit	Finance
Date Created	03.09.18	Telephone	-
Appendices Attached	*Appendix 1:* Management Accounts to July 2018 (with commentary)		
Disclosable under FOISA		Yes.	

MANAGEMENT ACCOUNTS TO JULY 2018

1.   **PURPOSE**
       To provide the Board of Management with an update on the financial performance of the college.

2.   **BACKGROUND**
       The Board are asked to review the management accounts at each meeting, in order to assess the college's current financial position.

3.   **DETAIL**
       Contained within Appendix 1.

4.   **BENEFITS AND OPPORTUNITIES**
       The Board is responsible for the financial sustainability of the college, and it is considered good practice to monitor all areas of performance that can impact on the college's viability.

5.   **STRATEGIC IMPLICATIONS**
       Content inherent within strategic objectives.

6.   **RISK**
       Content assists monitoring college's financial performance.

7.   **FINANCIAL IMPLICATIONS**
       Inherent within content.

8.   **LEGAL IMPLICATIONS**
       Some content may cover legal issues.

9.   **WORKFORCE IMPLICATIONS**
       Some content may cover workforce issues.

10. **REPUTATIONAL IMPLICATIONS**
None.

11. **EQUALITIES IMPLICATIONS**
None.

CONCLUSIONS/RECOMMENDATIONS
The Board are asked to DISCUSS and NOTE the Management Accounts to July 2018.

Edinburgh College

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FINANCIAL REPORT

12 MONTHS TO 31 JULY 2018

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 2017/18 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 July 2018

1. EXECUTIVE SUMMARY

Activity

	2017/18 Annual Budget		Actuals achieved @ 27/08/18	Over-achieved
GIA @ £224 per credit income	£41,293,859		£41,293,859	-
Credit Target / achieved	184,028		189,708	5,680
Additional Childcare @ £141.5 per credit income	£242,554		£242,554	-
Credit Target / achieved	1,714		1,714	-
ESF @ £238.15	£476,300		£476,300	-
ESF Credit target / achieved	2,000		2,000	-

1.1 The College has achieved (subject to final audit) its 2017/18 credit targets, with actual credits achieved to date (as at 27th August) currently sitting at **193,422** credits.

1.2 **Income and Expenditure**

	Annual Budget £000s	Full Year Actuals £000s	Full Year Variance £000s	Full Year Actuals 2016/17 £000s
Funding Council Grants	45,699	46,799	1,100	44,381
Transformational Support Grant	-	-	-	2,900
Tuition Fees and Commercial & Other Income	17,154	15,498	(1,656)	15,483
Deferred Income	3,187	3,272	85	3,114
Exceptional Support Grants	-	576	576	1,800
Total Income	**66,040**	**66,145**	**105**	**67,678**
Staff Costs	45,592	44,903	690	45,021
Other Costs	15,715	15,402	313	15,743
Depreciation	5,246	5,332	(86)	5,289
Exceptional Support Costs	-	576	(576)	1,800
Total Expenditure	**66,553**	**66,213**	**340**	**67,853**
Operating (Deficit) (pre SSAP24 and pension revaluation adjustments)	**(514)**	**(69)**	**445**	**(175)**

1.3 The £0.51m deficit budget for 2017/18 was set in line with the second year of the business transformation plan as agreed with the SFC.

1.4 The operating position to July shows a deficit of £0.069m, which equates to a total favourable variance of £0.4m in comparison to full year budget. The operating position excludes the effects of items not included in monthly management accounts. These are SSAP24 enhanced pension provision cost of £0.04m (2016/17: £0.1m), the pension actuarial revaluation costs of £2.16m (2016/17: £2.2m) and the increase in annual leave provision £0.2m (2016/17: £ 0.0m). These items will be included in the College's annual accounts.

The main variances compared to full year budget are:

- Positive income variances within SFC grants (excluding exceptional support grants) of £1.2m (mainly unbudgeted FWDF income - £0.6m, national bargaining funding - £0.3m, increased

deferred capital grant releases of £0.1m (aligned to higher depreciation) and additional childcare grants of £0.1m, aligned to higher childcare expenditure).
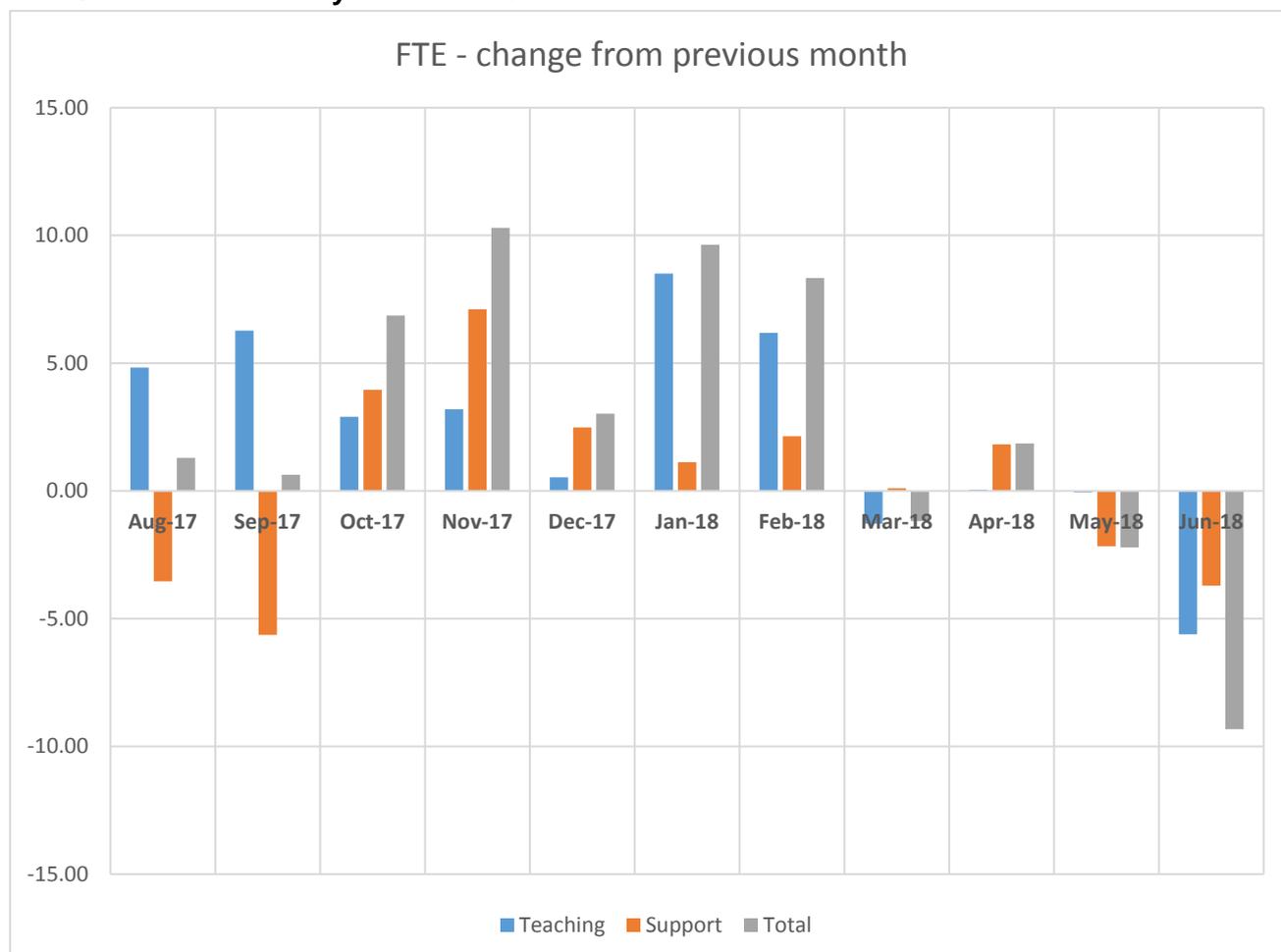
- Favourable expenditure variances within staff costs from unfilled vacant posts, delayed recruitment and vacancy churn across a number of College departments.
- Improved operational cost management, including exam fees of £0.2m, premises expenditure £0.15m (lower gas, other utilities and reactive maintenance costs). Significant efforts were made throughout the year to minimise costs which were not a priority to deliver credit related activity and had little effect on the student experience.
- Adverse income variances within tuition fees of £0.6m (mainly lower SAAS funding, Associate Degree income and IES (WEACT) pre-employability contract revenue), and within commercial income of £1m (lower than planned revenue from SDS contracts, bespoke & scheduled courses, the Nursery and Halls of Residencies).
- Lower Catering income (£0.3m) offset by a similar cost variance.

1.5 **Staff (Full Time Equivalent)**

FTE	31/07/17	31/07/18	Other movement	VS reduction (phase 3 & 4 schemes)
Teaching	473.8	488.2	24.8	(10.4)
Support	548.0	559.8	14.5	(2.7)
	1,021.8	1,048.0	39.3	(13.1)

FTE numbers have decreased by 3 in July 2018, with an increase of 8.1 in Support staff and a decrease of 11.1 in Teaching, mainly due to July VS leavers (10.4). Reductions as a result of the end of fixed term contracts were offset by a temporary increase of 5.6 teaching FTE to absorb additional work for the summer school.

FTE Staff movements by month are shown below:

1.6 Cash Position

Opening Cash	Year-end cash	Comments
		Opening cash includes (net) £1.4m of 2016/17 underspent student support funds which were returned to the SFC in March. Our year-end cash balance includes £0.6m of student support funds, and is slightly higher than forecast, owing to higher than projected net student fund inflows and partly as a by-product of an improvement in the out-turn deficit.
01/08/2017	31/07/2018	
£'m.	**£'m.**	
4.8	0.9	

1.7 Capital Expenditure

Opening Fixed Assets	Full Year Additions	Depreciation	Indexation	Closing Fixed Assets	Comments
					Additions to date wholly relate to 2017/18 capital funding (which ended in March), which was fully funded by grants and includes College Energy Efficient Pathfinder (CEEP) projects, together with ICT investment - Network Access Control solutions, battery back-up, fire protection & call system upgrades plus CCTV enhancements. The required indexation exercise has increased our fixed assets (all buildings) and reserves by **£29.8m**.
01/08/2017	31/07/2018	31/07/2018	31/07/2018	31/07/2018	
£'m.	**£'m.**	**£'m**	**£'m**	**£'m.**	
146.5	3.0	(5.3)	29.8	174.0	

1.8 Underlying Operating Result

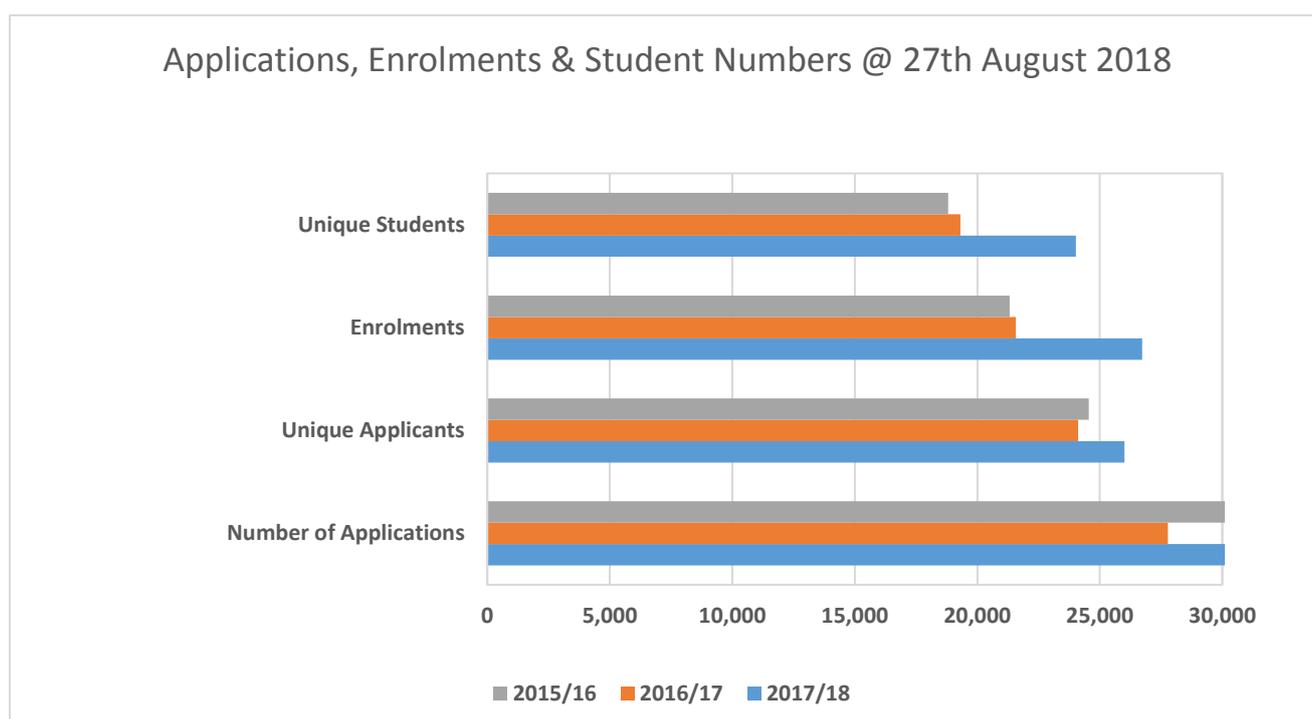| As per SFC Measurement basis	Actual 2015-16	Actual 2016-17	Budget 2017-18	Full Year Actuals 2017-18
	£000	£000	£000	£000
Deficit (2016/17 after £2.9m adjustment)	**(7,035)**	**(5,379)**	**(514)**	**(69)**
Add:				
Depreciation net of deferred capital grant release	2,862	2,235	2,059	2,060
Non-cash pension adjustments (not included in deficit 2016/17 and 2017/18)	1,829	2,198	0	0
Deduct:				
Revenue funding allocated to loan repayments	1,518	1,598	1,452	1,452
Underlying operating result	**(3,862)**	**(2,544)**	**92**	**539**

The College's underlying operating position is a measure introduced by the SFC following recommendations by Audit Scotland. The current year figures excludes pension and other adjustments which are not included in these management accounts (see 1.4 above)

2. CREDIT AND STUDENT ACTIVITY

2.1   The SFC set Edinburgh College's 2017/18 total credit target (incorporating core activity, ESF and additional childcare) at **187,742 credits** (refer para 1.1 for detail). The College has achieved **193,422** credits as at 27th August 2018 (subject to year-end audit). The "Credits by Department" table (below) shows a comparison of faculty performance for the year against full year targets.

Credits by Department 2017/18

Department	Credits 2017/18 - Indicative Target 188.214k.	Credits 2017/18 - Actual Total 193.422k.
Tourism & Hospitality Academy	50.0	50.3
Student Experience (WEACT)		0.5
Policy, Planning & Performance		0.1
Health Wellbeing & Social Sciences	56.7	55.4
Engineering and Build Environment	38.0	42.1
Creative Industries	43.5	44.9
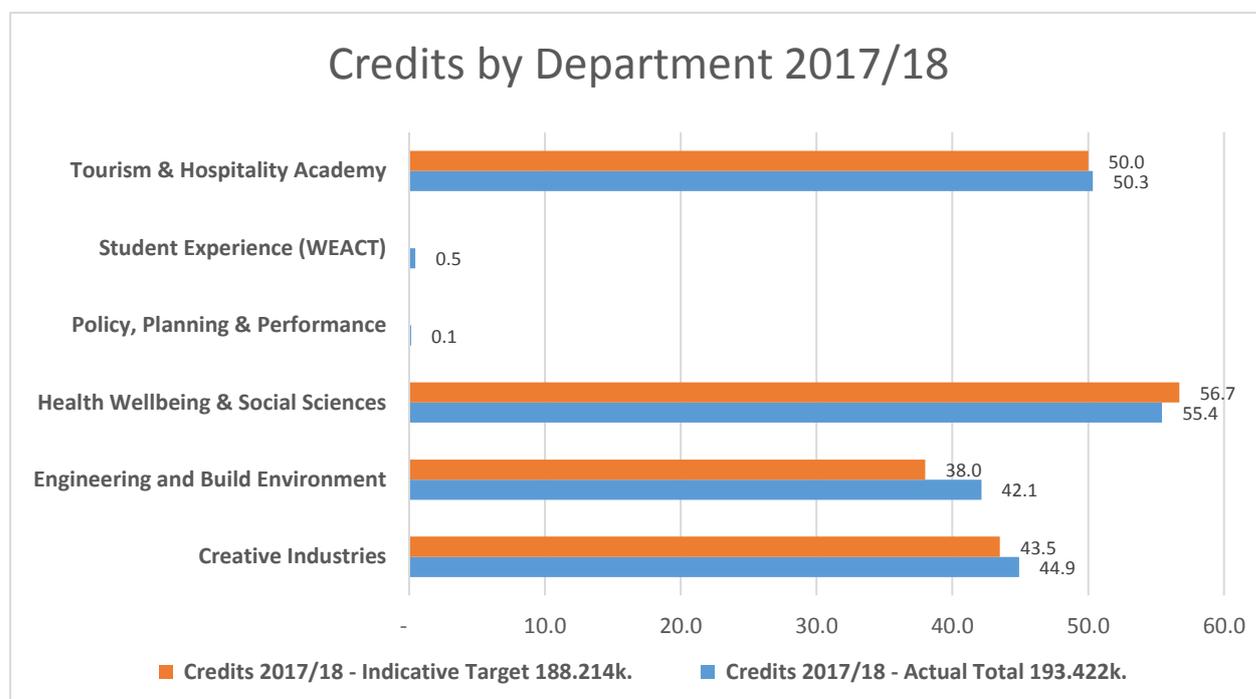
2.2   The following table shows a comparison of Applications, Enrolments and Unique Student numbers over the years 2015/16 to 2017/18 (to date).

Applications, Enrolments & Student Numbers @ 27th August 2018

Categories: Unique Students, Enrolments, Unique Applicants, Number of Applications
Legend: 2015/16, 2016/17, 2017/18

3. PROGRESS WITH THE TRANSFORMATION PLAN AND ITS ALIGNMENT TO THE COLLEGE'S 2017/18 BUDGET

3.1   In April 2016, a 3 year Business Transformation Plan which outlined a sustainable business model for the future was implemented, and the College set a £0.51m deficit budget for 2017/18, in line with the transformation plan. The 2017/18 budget incorporated recurring cost reductions as shown in the table below.

The College's budget for 2018/19 also aligns with the 3 year Business Transformation Plan and shows a break-even position, after repayment of £0.5m (tranche 1) in relation to the 2016/17 £2.9m SFC advance.

3.2   The 'total achieved' figures are only included when cost reductions have been clearly identified and agreed.

3.3   Phase 4 of the VS scheme has now closed and will be funded from £0.62m of unspent Phase 3 funding. Recurring savings of £0.89m have been achieved.

3.4   Total related savings achieved for all periods are £6.83m against a target of £5.43m. An increase of £1.4m versus target.

Savings for future starting budgets	For Academic Year 2015/16	For Academic Year 2016/17	For Academic Year 2017/18	For Academic Year 2018/19
	£'m	£'m	£'m	£'m
Voluntary Severance 1	1.03m	-	-	-
Voluntary Severance 2	-	0.76m	-	-
Voluntary Severance 3	-	2.46m	-	-
Voluntary Severance 4	-	-	-	0.35m
Non-Pay costs	-	0.38m	0.45m	-
Transformation Plan	**1.03m**	**3.60m**	**0.45m**	**0.35m**
Achieved/planned to date:				
Voluntary Severance 1	1.07m	-	-	-
Voluntary Severance 2	-	0.77m	-	-
Voluntary Severance 3	-	1.71m	-	-
Voluntary Severance 4	-	-	-	0.89m
Other Staff Cost Savings	-	0.53m	-	-
Non-Pay costs	-	0.81m	0.65m	0.40m
Total Achieved/planned	**1.07m**	**3.82m**	**0.65m**	**1.29m**

INCOME ANALYSIS

	Income Expanded Account Detail for the 12 Months to 31st July 2018 (Ex Core SFC Grants)					
	Original Annual Budget £000s	Revised Annual Budget £000s	YTD Budget £000s	YTD Actuals £000s	YTD Variance £000s	Previous YTD £000s
4. Income Analysis						
Tuition Fees & Education Contracts						
FE - UK & EU	106	106	106	88	(18)	113
HE - UK & EU	369	369	369	351	(17)	344
PT Self Payers	766	766	766	676	(91)	704
Examination Fee Income	20	20	20	39	18	30
SAAS	4,221	4,221	4,221	4,028	(193)	3,975
Associate Degree Fees	990	990	990	846	(145)	906
Managing Agents	1,362	1,362	1,362	1,484	122	1,482
Edinburgh Council - Pre Emp Contract	1,265	1,265	1,265	1,013	(252)	775
	9,099	9,099	9,099	8,523	(574)	8,329
Commercial & International						
International	1,350	1,350	1,350	1,353	3	1,348
SDS	929	929	929	727	(202)	590
EH15 and The Apprentice Restaurants	53	53	53	65	12	71
Bliss SPA and Employability Salons	120	120	120	100	(20)	121
Gym	313	313	313	335	22	308
Nursery	1,150	1,150	1,150	806	(344)	905
Residences	541	541	541	495	(46)	612
Access Centre Provision	130	130	130	156	26	151
Bespoke Contracts for Employers	549	479	479	400	(79)	566
Scheduled Short Courses	786	856	856	465	(391)	498
	5,921	5,921	5,921	4,903	(1,019)	5,168
Other Income						
Catering	1,753	1,753	1,753	1,426	(326)	1,424
Other Income Generating Activities	377	377	377	624	247	562
	2,129	2,129	2,129	2,050	(79)	1,986
Endowment & Investment						
Bank Interest	5	5	5	20	15	1
	5	5	5	20	15	1
Exceptional Support Grants				576	576	1,800
TOTAL INCOME (EX CORE SFC GRANTS)	17,154	17,154	17,154	16,073	(1,081)	17,283

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

£'k	Funding Council Grants	Tuition Fees and Education Contracts (inc SAAS)	Commercial and International Contracts	Other Income	Bank Interest	Exceptional Support Grants
☐ Actual for YTD	50,071	8,523	4,903	2,050	20	576
☐ 12 Month Revised Budget	48,886	9,099	5,921	2,129	5	0
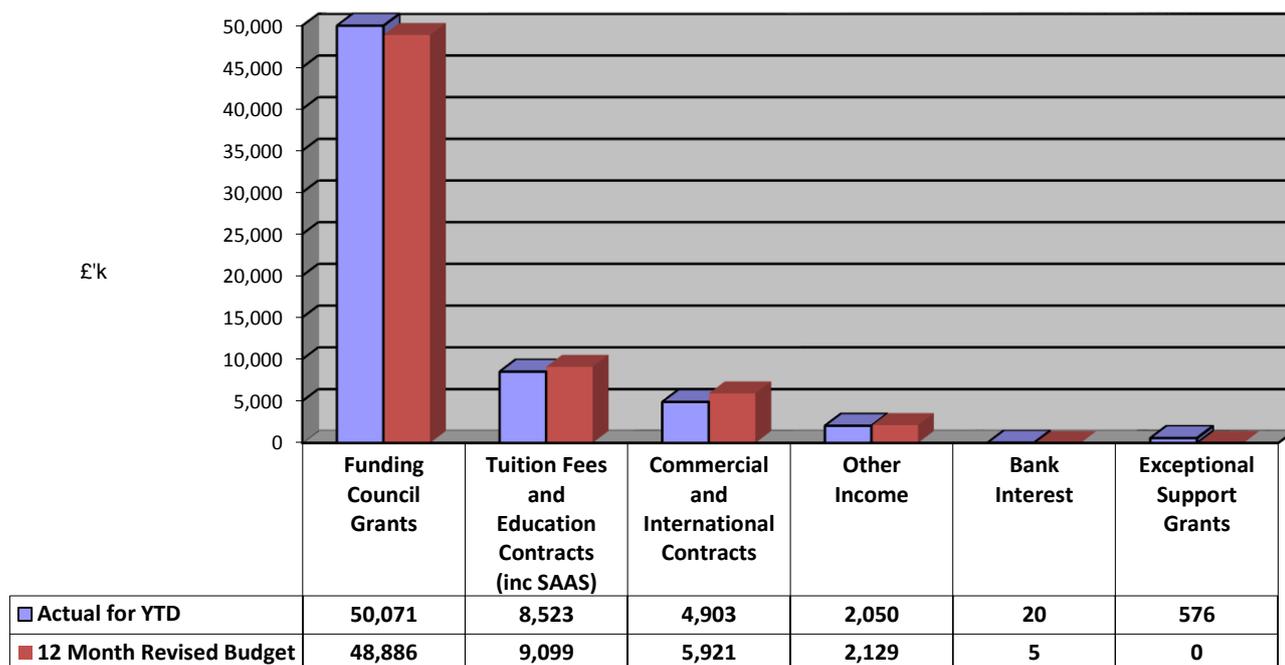
4.1 Total income for the year is £66.1m, which includes £0.6m of VS funding support (matched by VS expenditure).

Total SFC grant income (excluding deferred capital releases) settled the year at £46.8m, slightly ahead of forecast following the achievement of our SFC credit targets, and the receipt of small additional grants in relation to further childcare support and Gaelic Small Cohorts activity.

4.2 Net tuition fees (primarily SAAS, P/T courses, associate degrees and self-payers), excluding educational contracts, settled the year £0.6m below budget. Although on a positive note, managing agents activity finished the year £0.1m higher than budget due to improved performance within (net) CITB and Leonardo contracts.

4.3 Income from the IES (WEACT) pre-employability contract settled the year at £1m, which is £0.25m lower than budget. The full year adverse position for this contract was partly offset by savings within associated partnership payments of £0.04m.

4.4 Commercial and international income finished the year at £4.9m, which is £1m below budget but slightly higher than forecast. Within commercial activities, there were positive performances against budget within the access centre provision (+£26k) and our gym facilities (+£22k). These were wholly offset by adverse movements in bespoke and scheduled short courses (-£470k), the nursery (-£344k, but offset by some cost savings), and SDS activity (-£202k).

A number of organisations which would have previously booked bespoke and scheduled courses through the College, channeled their activities through the FWDF programme (which delivers bespoke training packages to apprenticeship levy payers in the Edinburgh region). Income from this activity (which was previously unbudgeted) settled the year at £607k and is shown within other SFC grants. International income settled the year at £1.35m (in line with target).

4.5 The Nursery and Catering trading positions are covered in paragraph 7.

4.6 Other income generating activities settled the year £0.2m higher than budget, which was largely influenced by secondments, mast rentals, non-SFC sustainability grant income, donations and hiring of facilities.

5. EXPENDITURE ANALYSIS

	Total Expenditure (Non-Staffing) Account Detail for the 12 Months to 31st July 2018					
Edinburgh College — For the future you want	**Original Annual Budget £000s**	**Revised Annual Budget £000s**	**YTD Budget £000s**	**YTD Actuals £000s**	**YTD Variance £000s**	**Previous YTD £000s**
Other Operating Expenses						
Premises	4,760	4,771	4,771	4,623	148	4,831
Teaching Activity & Support	900	911	911	1,189	(278)	968
Childcare Costs	1,500	1,500	1,500	1,623	(122)	1,516
Transport Costs	59	65	65	74	(9)	72
IT Costs	942	942	942	863	80	994
Telecomms Costs	185	185	185	157	28	181
Equipment	59	53	53	50	3	29
Health & Safety	37	38	38	36	2	62
Travel & Subsistence	436	435	435	458	(23)	406
Admin Costs	181	191	191	169	22	196
Corporate, Consultancy, Professional	1,001	968	968	851	116	898
Staff Welfare	16	16	16	19	(3)	14
Catering	1,319	1,301	1,301	1,034	267	1,008
Training & Development	113	115	115	98	17	81
VAT	1,300	1,300	1,300	1,454	(154)	1,632
Marketing & PR	203	215	215	214	1	206
Partnership Costs	560	560	560	518	42	445
Overseas Agents Commission	118	118	118	101	17	132
Registration & Exam Fees	1,352	1,357	1,357	1,194	163	1,252
Bad Debts	40	40	40	43	(3)	139
	15,080	15,080	15,080	14,767	313	15,061
Depreciation for the year	5,246	5,246	5,246	5,332	(86)	5,289
Debt Interest & Other Finance Costs						
Interest On Bank Loans	595	595	595	594	1	615
Other Finance Charges	30	30	30	41	(11)	66
	625	625	625	635	(10)	681
Research & Development	10	10	10		10	
Exceptional Support Costs				576	(576)	1,800
TOTAL EXPENDITURE (NON-STAFFING)	20,961	20,961	20,961	21,310	(349)	22,832

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

	Staff Costs	Operating Expenses	Research & Development	Depreciation	Debt Interest & Other Finance Costs	Exceptional Support Costs
■ Actual for YTD	44,903	14,767	0	5,332	635	576
■ 12 Month Revised Budget	45,592	15,080	10	5,246	625	0
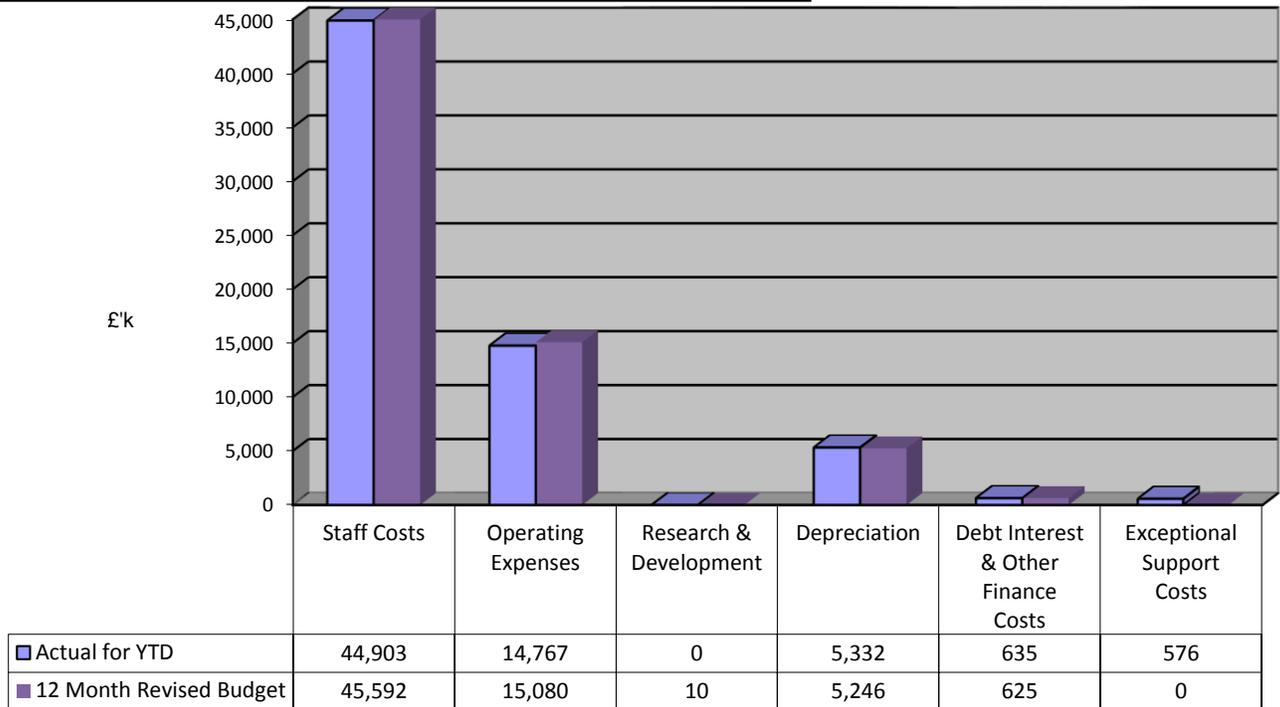
5.1 Total expenditure for the year is £66.2m, which includes £0.6m of VS costs (matched by income). The favourable variance against budget for the year includes an underspend of £0.7m within staff costs, plus a number of positive variances within other operating expenditure totaling a net £0.3m.

Favourable movements were noted within catering costs (including curriculum) of £0.3m, which partly offsets lower full year catering income, exam fees of £0.2m, premises expenditure of £0.15m (lower gas, other utilities and reactive maintenance costs) and professional fees of £0.1m. These movements were partly offset by adverse variances within teaching activities (including consumables) of £0.3m and within VAT (£0.2m). Most other expenditure lines settled the year broadly in line with expectations.

5.2 Full year depreciation charges of £5.3m (2016/17: £5.3m) have been released from our fixed assets to reflect their economic use and any associated impairment.

6. STAFF COST ANALYSIS

		Staffing Expenditure Account Detail for the 12 Months to 31st July 2018				
	Original Annual Budget £000s	**Revised Annual Budget £000s**	**YTD Budget £000s**	**YTD Actuals £000s**	**YTD Variance £000s**	**Previous YTD £000s**
Staff Costs						
Senior Management	1,617	1,617	1,617	1,634	(17)	1,854
Academic Departments	23,520	23,479	23,479	23,035	444	22,568
Academic Services	4,405	4,405	4,405	4,289	116	4,222
Admin & Central Services	11,923	11,995	11,995	11,495	500	12,129
Premises	1,164	1,164	1,164	1,122	42	1,186
Catering & Residences	1,150	1,150	1,150	1,102	48	1,050
Temporary, Agency & Staff Bank Costs	1,157	1,157	1,157	1,453	(296)	1,176
Other Staffing Expenditure	656	626	626	774	(148)	837
	45,592	45,592	45,592	44,903	690	45,021

6.1 Staffing for the 2017/18 academic year settled at £44.9m, in line with forecast and £0.7m below full year budget. This figure incorporates 'cost of living' pay increases (per NJNC negotiation) from 1st April 2017 totaling £231k. It also includes accruals for additional hours claims (to cover absences) and for strain costs

in relation to the recent VS 4 scheme, but excludes an untaken annual leave provision required for annual accounts (expected to be about £0.2m). Part of this cost is the inclusion of pension costs which have been included this year after discussions with our auditors. The pay increases and accruals have been offset by the favourable effects of unfilled vacant posts, delayed recruitment and vacancy churn across many College departments.
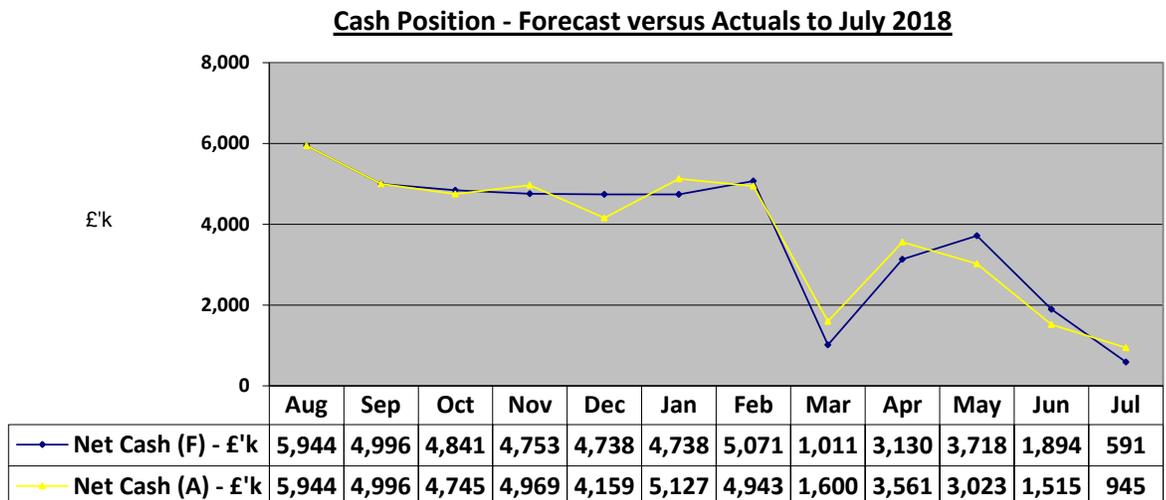
7. TRADING DEPARTMENTS

	Catering			Nursery		
	YTD Jul 2018			YTD Jul 2018		
	Full Year Budget (£000)	YTD Revised Budget (£000)	Full Year Actuals (£000)	Full Year Budget (£000)	YTD Revised Budget (£000)	Full Year Actuals (£000)
Income	1,753	1,753	1,442	1,150	1,150	807
Staffing Expenditure	(1,103)	(1,103)	(1,052)	(1,021)	(1,021)	(925)
Non Staffing Expenditure	(730)	(730)	(609)	(148)	(148)	(41)
Net (Deficit) Contribution Towards Associated Costs	(81)	(81)	(219)	(19)	(19)	(159)

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

7.2 The Nursery area reported a net operating deficit for the year of £0.16m, which was due to lower than planned recruitment. Marketing campaigns will remain in place to increase our intake for the 2018/19 session.

7.3 The cross campus Catering facilities have generated total revenue for the year of £1.4m. This is £0.3m below budget and is primarily due to lower footfall throughout the year compared to target. Although reduced costs have partly alleviated the position, the deficit is still £0.1m higher than budget. Catering position is expected to improve in 2018/19 when it is expected to be contracted out.

8. CASH-FLOW

8.1 Our year-end cash balance sits at £0.9m, which includes £0.6m of student support funds, and is slightly higher than forecast, owing to higher than projected net student fund inflows and partly as a by-product of an improvement in the out-turn deficit.

Cash Position - Forecast versus Actuals to July 2018

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Net Cash (F) - £'k	5,944	4,996	4,841	4,753	4,738	4,738	5,071	1,011	3,130	3,718	1,894	591
Net Cash (A) - £'k	5,944	4,996	4,745	4,969	4,159	5,127	4,943	1,600	3,561	3,023	1,515	945

9. BALANCE SHEET

Balance Sheet as at 31 Jul 2018		At 31 Jul 18	At 31 Jul 17	YTD Mvmt
		£'000	£'000	£'000
Fixed Assets	Land and Buildings	165,808	139,276	26,532
	Fixtures, fittings and Equipment	8,214	7,186	1,028
		174,022	146,462	27,560
Current Assets	Stock	89	136	(47)
	Debtors	2,118	2,141	(23)
	Cash - Main	350	2,937	(2,587)
	Cash - Student Support	595	1,862	(1,267)
Total		3,151	7,076	(3,924)
Creditors		(64,532)	(69,092)	4,560
Bank Loans		(10,149)	(10,577)	428
Lennartz		(262)	(1,037)	775
Provisions		(26,559)	(26,873)	314
		75,671	45,959	29,712
Funded by:				
Reserves		75,671	45,959	29,712
		75,671	45,959	29,712

9.1 The movements in Cash and Fixed Assets are detailed in paragraphs 1.7 and 1.8 above. At the end of July, debtors include trade amounts of £0.5m and £1.6m of prepayments and accrued income (including managing agents and international student fees) and is in line with the previous year. The decrease in creditors largely relates to a release of deferred capital grants (to match corresponding depreciation flows), whilst the increase in fixed assets and reserves relates to a recent indexation exercise.

10. SFC REPORTING

10.1 There has been no returns submitted since the final return for the 2017/18 financial year which was covered in the March 2018 commentary. A letter from SFC on 1 August outlined the following changes to reporting

- There is no longer a requirement to submit Resource Returns to SFC.
- An additional (to FFR) mid-year Financial Forecast Update (FFU) will be required in January each year.
- Cash flows forecast templates have been updated to collect additional information. The first of these is due to be submitted at the start of September.
- Details of Annual Managed Expenditure (AME) will be collected separately flowing the Academic year-end when this information is available.

10.5 In December 2017 the SFC sent out a communication with a framework for the spend of the fixed cash budget for priorities (CBP) [previously named 'net depreciation'], and confirmed the Scottish government's agreement to lock the CBP at the 2015/16 level of net depreciation. The value for Edinburgh College is £2,547k). The table below outlines how this is forecast to be spent until 2021/22.

Table of cash budget for priorities spend	Actual 2015/16	Actual 2016/17	Forecast 2017/18	Forecast 2018/19	Forecast 2019/20	Forecast 2020/21	Forecast 2021/2022
Revenue	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Pay award	874	637	874	874	874	874	874
Estates-related (revenue)	-	-	-	687	925	905	885
Operating deficit	470	-	196	-	-	-	-
Total impact on operating position	**1,344**	**637**	**1,070**	**1,561**	**1,799**	**1,779**	**1,759**
Capital							
Loan repayments	385	406	418	440	464	484	504
Payments against provisions pre 1 April 2014	1,133	1,192	1,059	546	284	284	284
Total Capital	**1,518**	**1,598**	**1,477**	**986**	**748**	**768**	**788**
Total cash budget for priorities spend	**2,862**	**2,235**	**2,547**	**2,547**	**2,547**	**2,547**	**2,547**

11. KEY PERFORMANCE DATA

Financial Performance Monitoring Template							
	2016/17 Annual Target	2016/17 Revised Annual Target		2017/18 Annual Target	2017/18 Annual Out-turn	Over-achieved	2016/17 Year-End
Credits	184,028	184,028		184,028	189,708	5,680	184,978
Credits Additional Childcare	-	-		1,714	1,714	-	-
Credits ESF	2,000	2,000		2,000	2,000	-	2,000

	2016/17 Annual Budget	2017/18 Annual Budget	Revised Annual Budget	2017/18 YTD Budget	2017/18 Annual Out-turn	YTD Variance	2016/17 Year-End
	£k	£k	£k	£k	£k	£k	£k
Commercial & International Contracts	5,313	5,921	5,921	5,921	4,903	(1,019)	5,168
Refer sections 2 to 5							
Income	67,819	66,040	66,040	66,040	66,145	105	67,678
Expenditure	68,733	66,553	66,553	66,553	66,213	340	67,853
Operating Surplus / (Deficit) pre SSAP24	(914)	(514)	(514)	(514)	(69)	445	(175)
Refer sections 6 to 7							
Net Cash Inflow / (Outflow)	(452)	(1,245)	(1,245)	(3,852)	(3,852)	-	2,808
Bank Balance	1,539	3,554	3,554	945	945	-	4,799
Fixed Assets	145,409	142,335	142,335	142,335	174,022	31,687	146,462
Net Current assets / (liabilities)	(6,517)	(7,414)	(7,414)	(7,414)	(5,781)	1,633	(6,820)
Creditors and Provisions	(97,538)	(89,898)	(89,898)	(89,898)	(92,570)	(2,672)	(93,683)
Net Assets	41,354	45,023	45,023	45,023	75,671	30,648	45,959
Pay costs % of Income %	67.2	69.0	69.0	69.0	67.9	1.1	66.5
Current Ratio	0.47	0.35	0.35	0.35	0.35	-	0.51
Cash Days in Hand	(37)	(44)	(44)	(44)	(29)	15	(39)
Borrowings as % of reserves %	10.6	10.4	10.4	10.4	7.7	2.7	10.7

I&E Account for the 12 Months to 31st July 2018

	Original Annual Budget £000s	Revised Annual Budget £000s	YTD Budget £000s	YTD Actuals £000s	YTD Variance £000s	Previous YTD £000s	Year End Projection @ June 2018 £000s
Funding Council Grants	44,899	44,899	44,899	45,999	1,100	43,581	45,958
Transformation Plan Support Grant						2,900	
Deferred Capital Grant Releases	3,187	3,187	3,187	3,272	85	3,114	3,187
Debt Support Grant	800	800	800	800	0	800	800
Tuition Fees and Education Contracts (inc SAAS)	9,099	9,099	9,099	8,523	(574)	8,329	8,533
Commercial and International Contracts	5,921	5,921	5,921	4,903	(1,019)	5,168	4,816
Other Income	2,134	2,134	2,134	2,070	(64)	1,987	2,138
Exceptional Support Grants	0	0	0	576	576	1,800	576
Total Income	**66,040**	**66,040**	**66,040**	**66,145**	**105**	**67,678**	**66,007**
Staff Costs	45,592	45,592	45,592	44,903	690	45,021	44,906
Other Operating Expenses	15,080	15,080	15,080	14,767	313	15,061	14,845
Depreciation	5,246	5,246	5,246	5,332	(86)	5,289	5,246
Debt Interest & Other Finance Costs	625	625	625	635	(10)	681	639
Research & Development	10	10	10	0	10	0	10
Exceptional Support Costs	0	0	0	576	(576)	1,800	576
Total Expenditure	**66,553**	**66,553**	**66,553**	**66,213**	**340**	**67,853**	**66,222**
Operating Surplus / (Deficit) pre SSAP24 Enhanced Pension Provision Charge	**(514)**	**(514)**	**(514)**	**(69)**	**445**	**(175)**	**(215)**
SSAP24 Enhanced Pension Provision Charge				40	(40)	**102**	
Operating Surplus / (Deficit) post SSAP24 enhanced pension provision charge	**(514)**	**(514)**	**(514)**	**(109)**	**405**	**(277)**	**(215)**

Statement of Historical Cost Surpluses and Deficits for the 12 Months to 31st July 2018

Operating Surplus / (Deficit) pre SSAP24 Enhanced Pension Provision Charge	**(514)**	**(514)**	**(514)**	**(69)**	**445**	**(175)**	**(215)**
Difference between historical cost depreciation and actual revaluation charge for the period	623	623	623	623	0	623	623
Historical Cost Surplus / (Deficit)	**109**	**109**	**109**	**554**	**445**	**448**	**408**

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	Original Annual Budget £000s	Revised Annual Budget £000s	YTD Budget £000s	YTD Actuals £000s	YTD Variance £000s	Previous YTD £000s	Year End Projection @ end June 2018 £000s	Difference between projection @ end June 2018 and final out-turn £000s
INCOME								
Funding Council Grants								
Recurrent Grant Inc Fee Waiver	41,536	41,536	41,536	41,878	341	40,162	41,878	
Transformation Plan Support Grant						2,900		
Childcare Funds	1,500	1,500	1,500	1,623	122	1,516	1,611	11
Deferred Capital Grants	3,187	3,187	3,187	3,272	85	3,114	3,187	85
Debt Support Grants	800	800	800	800		800	800	
Other SFC Grants	1,863	1,863	1,863	2,499	637	1,903	2,469	30
	48,886	48,886	48,886	50,071	1,185	50,395	49,945	127
Tuition Fees & Education Contracts								
FE - UK & EU	106	106	106	88	(18)	113	89	(1)
HE - UK & EU	369	369	369	351	(17)	344	355	(3)
PT Self Payers	766	766	766	676	(91)	704	653	22
Examination Fee Income	20	20	20	39	18	30	38	0
SAAS	4,221	4,221	4,221	4,028	(193)	3,975	4,028	0
Associate Degree Fees	990	990	990	846	(145)	906	846	(1)
Managing Agents	1,362	1,362	1,362	1,484	122	1,482	1,509	(25)
Edinburgh Council - Pre Emp Contract	1,265	1,265	1,265	1,013	(252)	775	1,015	(2)
	9,099	9,099	9,099	8,523	(574)	8,329	8,533	(9)
Commercial & International								
International	1,350	1,350	1,350	1,353	3	1,348	1,343	10
SDS	929	929	929	727	(202)	590	655	72
EH15 and The Apprentice Restaurants	53	53	53	65	12	71	67	(2)
Bliss SPA and Employability Salons	120	120	120	100	(20)	121	120	(20)
Gym	313	313	313	335	22	308	313	22
Nursery	1,150	1,150	1,150	806	(344)	905	810	(4)
Residences	541	541	541	495	(46)	612	491	4
Access Centre Provision	130	130	130	156	26	151	144	12
Bespoke Contracts for Employers	549	479	479	400	(79)	566	412	(12)
Scheduled Short Courses	786	856	856	465	(391)	498	461	4
	5,921	5,921	5,921	4,903	(1,019)	5,168	4,816	86
Other Income								
Catering	1,753	1,753	1,753	1,426	(326)	1,424	1,553	(126)
Other Income Generating Activities	377	377	377	624	247	562	567	57
	2,129	2,129	2,129	2,050	(79)	1,986	2,119	(69)
Endowment & Investment								
Bank Interest	5	5	5	20	15	1	19	1
	5	5	5	20	15	1	19	1
Exceptional Support Grants				576	576	1,800	576	0
TOTAL INCOME	66,040	66,040	66,040	66,145	105	67,678	66,007	137
EXPENDITURE								
Staff Costs								
Senior Management	1,617	1,617	1,617	1,634	(17)	1,854	1,597	(37)
Academic Departments	23,520	23,479	23,479	23,035	444	22,568	23,198	163
Academic Services	4,405	4,405	4,405	4,289	116	4,222	4,305	16
Admin & Central Services	11,923	11,995	11,995	11,495	500	12,129	11,477	(18)
Premises	1,164	1,164	1,164	1,122	42	1,186	1,148	26
Catering & Residences	1,150	1,150	1,150	1,102	48	1,050	1,090	(12)
Temporary, Agency & Staff Bank Costs	1,157	1,157	1,157	1,453	(296)	1,176	1,330	(123)
Other Staffing Expenditure	656	626	626	774	(148)	837	762	(12)
	45,592	45,592	45,592	44,903	690	45,021	44,906	4
Other Operating Expenses								
Premises	4,760	4,771	4,771	4,623	148	4,831	4,778	155
Teaching Activity & Support	900	911	911	1,189	(278)	968	1,145	(44)
Childcare Costs	1,500	1,500	1,500	1,623	(122)	1,516	1,611	(11)
Transport Costs	59	65	65	74	(9)	72	75	1
IT Costs	942	942	942	863	80	994	877	15
Telecomms Costs	185	185	185	157	28	181	185	28
Equipment	59	53	53	50	3	29	49	(1)
Health & Safety	37	38	38	36	2	62	28	(8)
Travel & Subsistence	436	435	435	458	(23)	406	435	(23)
Admin Costs	181	191	191	169	22	196	166	(3)
Corporate, Consultancy, Professional	1,001	968	968	851	116	898	820	(32)
Staff Welfare	16	16	16	19	(3)	14	18	(1)
Catering	1,319	1,301	1,301	1,034	267	1,008	1,071	37
Training & Development	113	115	115	98	17	81	90	(8)
VAT	1,300	1,300	1,300	1,454	(154)	1,632	1,380	(74)
Marketing & PR	203	215	215	214	1	206	190	(24)
Partnership Costs	560	560	560	518	42	445	510	(8)
Overseas Agents Commission	118	118	118	101	17	132	118	17
Registration & Exam Fees	1,352	1,357	1,357	1,194	163	1,252	1,257	63
Bad Debts	40	40	40	43	(3)	139	42	(1)
	15,080	15,080	15,080	14,767	313	15,061	14,845	77
Depreciation for the year	5,246	5,246	5,246	5,332	(86)	5,289	5,246	(86)
Debt Interest & Other Finance Costs								
Interest On Bank Loans	595	595	595	594	1	615	595	1
Other Finance Charges	30	30	30	41	(11)	66	44	3
	625	625	625	635	(10)	681	639	4
Research & Development	10	10	10		10		10	10
Exceptional Support Costs				576	(576)	1,800	576	(0)
TOTAL EXPENDITURE	66,553	66,553	66,553	66,213	340	67,853	66,222	9
Operating Surplus / (Deficit) pre SSAP24 Enhanced Pension Provision Charge	(514)	(514)	(514)	(69)	445	(175)	(215)	146
SSAP24 Enhanced Pension Provision Charge				40	(40)	102		(40)
Operating Surplus / (Deficit) post SSAP24 Enhanced Pension Provision Charge	(514)	(514)	(514)	(109)	405	(277)	(215)	106

Cumulative Cashflows (2017/18)

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	Original Budget £000s Total	Revised Budget £000s Total	Aug 17 £000s Actuals	Sep 17 £000s Actuals	Oct 17 £000s Actuals	Nov 17 £000s Actuals	Dec 17 £000s Actuals	Jan 18 £000s Actuals	Feb 18 £000s Actuals	Mar 18 £000s Actuals	Apr 18 £000s Actuals	May 18 £000s Actuals	Jun 18 £000s Actuals	Jul 18 £000s Actuals	YTD Cumulative £000s Total	Annual Forecast £000s Total	Var From Budget - Fav / (Adv) £000s Total
SFC Grants - Core	41,536	41,536	4,527	3,503	5,269	3,824	3,807	0	2,602	1,648	5,407	4,621	3,621	2,521	41,350	41,350	(186)
SFC Grants - ESF	476	476	32	32	158	32	32	32	32	65	32	32	32	32	539	539	63
SFC Grants - Other	6,240	6,240	116	298	807	584	547	846	749	722	152	193	281	117	5,412	5,412	(828)
SFC Grants - VS Scheme		0	0	15	0	0	0	0	0	0	0	0	0	576	591	591	591
SAAS Funds	4,221	4,221	0	0	0	0	0	3,806	0	0	207	8	0	9	4,030	4,030	(191)
Tuition Fees / Education Contracts	4,878	4,878	325	258	78	505	443	813	107	384	711	519	276	75	4,494	4,494	(384)
Commercial / International	5,921	5,921	458	471	422	444	291	203	390	727	389	234	352	481	4,862	4,862	(1,059)
Other Income	2,135	2,135	145	157	231	234	168	113	264	193	155	183	144	685	2,672	2,672	537
Operational Income	**65,407**	**65,407**	**5,603**	**4,733**	**6,965**	**5,623**	**5,288**	**5,812**	**4,144**	**3,739**	**7,052**	**5,789**	**4,706**	**4,495**	**63,950**	**63,950**	**(1,457)**
Staff Costs	46,892	46,892	3,807	3,599	3,631	3,622	3,616	3,648	3,678	3,691	3,773	3,892	3,867	3,757	44,581	44,581	2,311
Purchase Ledger / Other Expenditure	9,754	9,754	524	1,472	953	802	776	666	566	562	1,278	1,746	763	812	10,920	10,920	(1,166)
Childcare Expenditure	1,500	1,500	0	34	169	233	215	108	217	173	130	156	176	12	1,623	1,623	(123)
Premises Costs	4,761	4,761	366	329	476	348	418	409	375	413	341	408	420	304	4,607	4,607	154
Pension Strain Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Staff VS & Restructuring Costs	116	116	37	57	22	0	0	0	0	0	0	0	350	196	662	662	(546)
Operational Expenditure	**63,023**	**63,023**	**4,734**	**5,491**	**5,251**	**5,005**	**5,025**	**4,831**	**4,836**	**4,839**	**5,522**	**6,202**	**5,576**	**5,081**	**62,393**	**62,393**	**630**
Net Income Generated From Operations	**2,384**	**2,384**	**869**	**(758)**	**1,714**	**618**	**263**	**981**	**(692)**	**(1,100)**	**1,530**	**(413)**	**(870)**	**(586)**	**1,557**	**1,557**	**(827)**
Capital Expenditure	3,273	3,273	0	0	1,909	64	106	26	80	528	0	0	0	0	2,713	2,713	560
Pensioners (against enhanced provision)	288	288	23	25	24	36	24	29	25	24	24	33	24	24	315	315	(27)
Capital Loan Repayments	416	416	0	36	68	0	36	69	0	37	71	0	37	72	426	426	(10)
VAT Repaid - Lennartz	800	800	0	218	0	0	194	0	0	194	0	0	194	0	800	800	0
Non-Operational Expenditure	**4,777**	**4,777**	**23**	**279**	**2,001**	**100**	**360**	**124**	**105**	**783**	**95**	**33**	**255**	**96**	**4,254**	**4,254**	**523**
Net Income Generated From Op and Non-Op Activities	**(2,393)**	**(2,393)**	**846**	**(1,037)**	**(287)**	**518**	**(97)**	**857**	**(797)**	**(1,883)**	**1,435**	**(446)**	**(1,125)**	**(682)**	**(2,697)**	**(2,697)**	**(304)**
Student Funds Inflow	9,180	9,180	300	636	844	914	772	786	1,890	(525)	1,272	754	561	129	8,333	8,333	(847)
Student Funds Outflow	9,180	9,180	1	547	808	1,207	1,486	675	1,277	935	746	846	943	17	9,488	9,488	(308)
	0	**0**	**299**	**89**	**36**	**(293)**	**(714)**	**111**	**613**	**(1,460)**	**526**	**(92)**	**(382)**	**112**	**(1,155)**	**(1,155)**	**(1,155)**
Total Cash In	**74,587**	**74,587**	**5,903**	**5,369**	**7,809**	**6,537**	**6,060**	**6,598**	**6,034**	**3,214**	**8,324**	**6,543**	**5,267**	**4,624**	**72,283**	**72,283**	**(2,304)**
Total Cash Out	**76,980**	**76,980**	**4,758**	**6,317**	**8,060**	**6,312**	**6,871**	**5,630**	**6,219**	**6,557**	**6,363**	**7,081**	**6,774**	**5,194**	**76,135**	**76,135**	**(845)**
Net Inflow / (Outflow)	**(2,393)**	**(2,393)**	**1,145**	**(948)**	**(251)**	**225**	**(811)**	**968**	**(185)**	**(3,343)**	**1,961**	**(538)**	**(1,507)**	**(570)**	**(3,852)**	**(3,852)**	**(1,459)**
Opening bank balance	**4,799**	**4,799**	**4,799**	**5,944**	**4,996**	**4,745**	**4,970**	**4,159**	**5,127**	**4,943**	**1,600**	**3,561**	**3,023**	**1,515**	**4,799**	**4,799**	**0**
Closing bank balance	**2,406**	**2,406**	**5,944**	**4,996**	**4,745**	**4,970**	**4,159**	**5,127**	**4,943**	**1,600**	**3,561**	**3,023**	**1,515**	**945**	**945**	**945**	**(1,461)**
Ledger balances																	
Main accounts	4,799	4,799	3,783	2,746	2,459	2,977	2,880	3,737	2,940	1,057	2,492	2,046	920	350	350	350	(4,449)
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	2,161	2,250	2,286	1,993	1,279	1,390	2,003	543	1,069	977	595	595	595	595	595
Subsidiary accounts																	
	4,799	**4,799**	**5,944**	**4,996**	**4,745**	**4,970**	**4,159**	**5,127**	**4,943**	**1,600**	**3,561**	**3,023**	**1,515**	**945**	**945**	**945**	**(3,854)**
Loan balance	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

	2017/2018 YTD Actuals £000s	2016/17 Year End £000s
Fixed Assets		
L&B	165,808	139,276
FFE	8,214	7,186
	174,022	**146,462**
Current Assets		
Stock	89	136
Debtors	2,118	2,141
Cash	945	4,799
	3,151	**7,076**
Creditors < 1yr		
Loans	(449)	(436)
Payments received in advance	(92)	(335)
Trade creditors	(508)	(1,126)
Taxes & social sec	(1,844)	(1,218)
Accruals, Def Inc & Other Creditors	(2,236)	(5,041)
Amounts owed to SFC	(614)	(2,542)
Deferred Capital Grants - Government	(3,189)	(3,193)
	(8,932)	**(13,896)**
Net current assets / (liabilities)	**(5,781)**	**(6,820)**
Total assets less current liabilities	**168,241**	**139,642**
Creditors > 1yr		
Bank loans	(9,700)	(10,141)
Lennartz VAT	0	(262)
Deferred Capital Grants - Government	(56,271)	(56,407)
	(65,970)	**(66,810)**
Provisions		
Early retirement	(4,580)	(4,854)
Other		
	(4,580)	**(4,854)**
Net pension asset / (liability)	(22,019)	(22,019)
NET ASSETS	**75,671**	**45,959**
Reserves		
I&E account	40,975	40,460
Pension reserve	(22,019)	(22,019)
Revaluation reserve	56,715	27,518
RESERVES	**75,671**	**45,959**

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FOR INFORMATION			
Meeting	Board of Management 18.09.18		
Presented by	Alan Williamson		
Author/Contact	Marcus Walker	Department / Unit	Chief Operating Officer
Date Created	05.09.18	Telephone	-
Appendices Attached	*Appendix 1*: Cyber Essentials Plus Certificate of Compliance		
Disclosable under FOISA		Yes.	

CYBER RESILIENCE UPDATE

1. **PURPOSE**

    The purpose of this paper is to provide an update on Cyber Security, and the Scottish Government's action plan for the public sector.

2. **BACKGROUND**

    Following the global "WannaCry" cyber-attack on 12 May 2017 which affected many organisations, the Scottish Government raised the profile of cyber resilience across the public sector, and also recognised that the overall picture is unclear due to different information security standards and guidelines that public bodies are adhering to. To gain assurance, the Scottish government released their *Public Sector Action Plan on Cyber Resilience*. This plan outlines a common, effective, risk-based approach to cyber-security across the public sector. The Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, wrote to the Principal asking the college to implement the plan accordingly.

    A primary requirement is that cyber resilience is overseen by the Board, through providing an assurance statement to the government. A senior member of the board or executive team must take overall responsibility for delivery of the Government's "Cyber Essentials" action plan, (the Chief Operating Officer has taken on this role) and as a consequence the Senior Management Group must ensure that appropriate resource is used towards complying with the "Cyber Essentials" criteria.

    The Deputy First Minister wrote to the Principal again at the end of June 2018 seeking an update on progress, which was provided by the college.

3. **DETAIL**

    Within the Scottish Government's *'Cyber Resilience Strategy for Scotland'* the assurance framework includes the choice over the level of assurance the College wish to gain. There are two levels of Cyber Essentials certification available:

    Cyber Essentials: The Cyber Essentials certification process includes a self-assessment questionnaire and an external vulnerability scan that independently verifies an organisations security status.

Cyber Essentials Plus: Cyber Essentials Plus certification includes all the assessment for the Cyber Essentials certification but includes an additional internal scan and an on-site assessment.

Edinburgh College applied to gain the Cyber Essential Plus certification, and on 20 August 2018 was awarded its certificate of compliance (see attached as Appendix 1).

4. **BENEFITS AND OPPORTUNITIES**

Cyber resilience improvements provide broader compliance against increasing regulatory demands and protect the college from financial penalty or reputational harm as a result of non-compliance or security incidents.

It is anticipated that many organisations will soon require contracted suppliers of most goods and services to hold a Cyber Essentials certificate. Achieving "Cyber Essentials", followed by "Cyber Essentials Plus" certification will enhance the college's reputation and provide comfort to our students and to other organisations that the college takes the security of their information seriously in protecting data, and that the College is taking necessary steps to reduce and mitigate cyber risks.

5. **STRATEGIC IMPLICATIONS**

The Government's cyber security action plan aligns with section 5.4 of the Edinburgh College Service Improvement Programme in the areas of governance, compliance, information management, business continuity and risk.

The Scottish Government have asked for an assurance statement from the Board in meeting the Cyber Essentials requirements.

6. **RISK**

Cyber-security is currently covered within the ICT Operational Risk register and shown on the Edinburgh College Top Level Risk Register. This is currently considered a high risk for the college showing a combined residual risk score of 16. This score places the risk into the Red category under the current Risk Policy and Procedure. The risk was escalated to the Top-Level Risk Register in May 2017 following the "WannaCry" cyber-attack. This risk and its mitigations is currently being reviewed.

7. **FINANCIAL IMPLICATIONS**

The cyber security work planned is intended to help the college avoid large financial penalties, and financial losses associated with data breaches associated with cyber security.

The ICT team regularly undertake improvements to mitigate the risk of cyber-attacks, and these improvements will continue in order to address the increasing sophistication of cyber risks. These improvements will come at a financial cost.

8. **LEGAL IMPLICATIONS**

GDPR legislation as well the Data Protection Act 1998, the Copyright, Designs and Patent Act 1988, the Regulation of Investigatory Powers Act (RIPA) 2000 and the Computer Misuse Act 1990, require the college to protect personal privacy, and to ensure the confidentiality and integrity of our personal data and information.

9. **WORKFORCE IMPLICATIONS**

The IT infrastructure team which undertakes the majority of the technical security work will require regular refresher training to keep up to date with the increasing complexity of cyber-attacks, future resource implications will also need be considered if work volumes increase beyond the current resource levels. External specialist services may also be required.

10.   REPUTATIONAL IMPLICATIONS

Avoiding cyber security system and data breaches, and complying with GDRP and the Scottish Government's cyber security standards is essential to maintaining the good reputation of the college.

11.   EQUALITIES IMPLICATIONS

No specific equalities implications.

CONCLUSION

To NOTE that the College has attained the Cyber Essentials Plus certificate (Appendix 1), which will enable the Board to provide assurance to the Scottish Government that the College is embedding mature and sustainable risk management from common internet based threats, as well as broader risks that might arise.

Cyber Essentials continues to be an integral part of the College's approach to information risk management. A Cyber Security business continuity plan is currently being developed, which is due for completion by December 2018.

CYBER ESSENTIALS PLUS

Certificate of Compliance

This is to certify that

Edinburgh College

350 West Granton Road, Edinburgh, EH5 1QE

Scope:
Whole Network - Multi Site
Registration Number: QGCE 2081

Complies with the requirements of the

Cyber Essentials Plus Scheme

Signed for and on behalf of
QG Business Solutions:

Profile: BIS/14/696

Certification date: 20/08/2018

Re Certification date: 20/08/2019

Issued by

QG MANAGEMENT STANDARDS

Certification Body

id Cyber Solutions
protecting your business from cyber crime

Assessor

Cary Hendricks

Edinburgh
College

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FOR INFORMATION			
Meeting	Board of Management 18.09.18		
Presented by	Sarah Hay		
Author/Contact	Sarah Hay	Department / Unit	ECSA
Date Created	31.08.18	Telephone	-
Appendices Attached			
Disclosable under FOISA		Yes.	

EDINBURGH COLLEGE STUDENTS' ASSOCIATION (ECSA) REPORT

1.   PURPOSE

To update the Board on the various activities of ECSA for the months of July and August 2018.

2.   BACKGROUND

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

3.   DETAIL

3.1   Recent Events

3.1.1   *Newly Elected Full Time Officer Team*

The three full time officers are now officially in office. They all started their roles back in July 2018, we have Sarah Hay-President, Shannon Young-Vice President Sports & Activities, and, returning to her role for a second term, we have Beth Anderson-Vice President Welfare. All of the officers' priority objectives can be viewed within the appendix attached alongside this report.

3.1.2   *Full Time Officer Training 18/19*

This year's 3rd annual Full-Time Officer residential training took place on the 25th to the 27th of June at the University of Stirling. This has developed over the last couple of years and has been highly beneficial to the induction, training, and planning elements of the new team.

The training was delivered in line with the Officer Training developed at a National Level by NUS, but delivered in a more tailored way to be as relevant as possible to the new officer team. The staff and Officers from the Association have taken an active part in the delivery of the programme and helped to identify our priority objectives for the year ahead as well as looking at how they dovetail with the Association's strategic plan and the ongoing activities within the College's Blueprint.

3.1.3 NUS-Lead and Change College Officer Training

The full time officers attended a two day training event, hosted at West Lothian College and run by the National Union of Students, Scotland. The training was to provide new full time College officers with knowledge on a range of topics to support them during their term, e.g. How to create and run campaigns, understanding their own remits fully and how to create the changes they would like to see. The training is specifically effective for meeting other student officers to share experience and knowledge. Scotland is the only part of the UK which runs College Officer specific residential training.

3.1.4 'That's Quality!' spargs

Student President attended "That's Quality" residential training, in Dundee which was hosted by Sparqs (Student Partnership in Quality Scotland) between 8th and 9th August. The training provided new and returning student officers with an education remit, information on the quality enhancement agenda, specifically the "How Good Is Our College?" framework, whilst looking at why quality matters to students and how to use it to make change.

3.1.5 Newly appointed Student Engagement Assistants

ECSA has appointed three part time students across the campuses, who will support the full time officers in their roles and provide overall support to the ECSA team. Their first task was to assist us with the talks we delivered during the "Welcome Week" events. They will be helping out with delivering class rep recruitment talks and class rep training. This will be fantastic for everyone at ECSA, but we are mindful they have their studies to focus on too. That is why we have designed the roles to fit around their timetables and provide as much flexibility as possible.

3.1.6 Leadership and Management Course-ILM-Level 9

The full time officers are attending a Leadership Development Programme, developed by Social Enterprise. Four institutions are taking part in the course across Edinburgh – Heriot Watt, Queen Margaret, Napier, and Edinburgh College. The course is delivered over 6 days, over the space of 3 months (2 days per month). The course is designed to develop the full time officers' knowledge of leadership roles, gain new skills, and tools to support the full time officers in their roles. The programme leads to a qualification by the City and Guilds Group - Award in Leadership (SCQF Level 9). This is a pilot course which we are the first group to be involved with and could provide a new framework across the sector, whilst equipping our officers with a new qualification.

3.1.7 "Welcome Week" Talks

The ECSA team delivered their own session during the induction days for new students, which was spread across the space of two weeks. This enabled us to work alongside colleagues from across the College to welcome new students face-to-face. We enjoyed these sessions as it was our first opportunity to engage with new students and the first time ECSA has been given the opportunity to lead our own session. During this talks we were able to ask students to complete our online "Welcome Week" survey, which allowed us to gather data of what information the students are interested in so we can send them specific information on the things they actually care about via emails, e.g. sports clubs, liberation groups and activity groups. We are happy to have spoken to upwards of 5,000 students over the course of the fortnight and thank the College for this opportunity to be part of a welcoming team.

3.1.8 NUS-The Gathering

The full time officers attended the Gathering, which was hosted in Glasgow Caledonian University on 23rd August 2018. This is a great opportunity for the officers to engage with other FTO'S from across the region and gain a perspective of NUS's plan of work for the year. During the day, the officers attended a range of workshops which will support them all with their own priority objectives. This is NUS Scotland's first big event of the academic year and it is great to see there is a large amount of crossover between our own priorities and NUS Scotland's Plan of Work for the year.

3.1.9   Fresher's Fairs

We hosted our Fresher's Fairs across all four campuses between 3rd to the 6th September. This was a great opportunity for us to promote our services to new students and engage with them all. During the fair's we had a range of internal and external organisations in attendance to provide all students with support, guidance and information to help them in enjoying college life and overall student life!

3.2   Current & Upcoming Events

3.2.1   Class Rep Recruitment/Training

ECSA will be recruiting for new class reps during week beginning 10th to the 21st September, with the training sessions for the new class reps will be between 24th to the 28th September. Our first class rep conferences will be spaced over the month of October, this will allow us to gain a perspective of how things are going for the new students and how we can assist them during their time studying at Edinburgh College. For the 3rd year in a row, we will be concentrating on retention at this crucial time of year for students and highlighting any areas of concern to the College Senior Management and the Board at the next meeting. We hope to continue our partnered approach to helping all students to stay at College and complete their courses.

3.2.2   HBHM/SMHA Programmes

Once we have signed up to the Healthy Body, Healthy Mind and Student Mental Health Agreement Programmes for this year, we will ensure we will update the Board with our details of aims and objectives for each of these.

3.2.3   Low Carbon Travel Project – Go Green!

In the spring, 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. This project has now kicked off in earnest, with the appointment of 2 new full-time staff based within ECSA who will be working with students to advise and support them to make positive travel choices – making best use of public transport, increasing active travel (walking & cycling), and encouraging more fuel efficient driving and lift-sharing for those taking cars onto campus. Travel has consistently rated as one of the biggest challenges for our students, so we are excited to see just how much of an impact this new project will make – saving money, reducing environmental impact and improving physical & mental health.

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 the future you want

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 18.09.18		
Presented by	Sarah Hay		
Author/Contact	Al Wilson	Department / Unit	ECSA
Date Created	07.09.18	Telephone	-
Appendices Attached	*Appendix 1*: Priority Objectives 2018/19		
Disclosable under FOISA		Yes.	

EDINBURGH COLLEGE STUDENTS' ASSOCIATION - PRIORITY OBJECTIVES 2017/18

1. PURPOSE

In May 2017, the Board considered and endorsed the first ECSA Strategic Plan 2017-20. With the first full year complete, the Students' Association have created new Priority Objectives for 2018/19, linking the manifesto aims of the newly elected Full-Time Officers (FTOs) back to that plan. The Objectives are based around our 'Pillars of Action' identified in the Strategic Plan and aim to further enhance the student experience at the college.

2. BACKGROUND

In 2016, ECSA created its first ever set of priority objectives shaped around the portfolios of the new FTOs. Now in our 3rd year of this model, the Students' Association are continuing to develop how we create and manage our annual priority objectives by theming them around the 'Pillars of Action' identified within our Strategic Plan.

The Strategic Plan was written and agreed in May 2017 and will guide ECSA's strategic aims up to 2019-20 academic year.

3. DETAIL

The ECSA Priority Objectives for 2018/19 can be viewed in Appendix 1.

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 May 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 ECSA Priority Objectives 2018/19, and CONSIDER the key measures outlined within Appendix 1.

Priority Objectives 2018-19

Background

In 2016, ECSA created our first ever set of Priority Objectives shaped around the portfolios of the new Full-Time Officer (FTOs). Since then, we have further developed how we create and manage our Priority Objectives by theming them around the 'Pillars of Action' identified within our Strategic Plan. This plan was written and agreed in May 2017 and guides our strategic aims for the academic years up to and including 2019-20. The Pillars of Action are:

Education | Activities | Support | Equality

In the last 2 iterations of this document, Education has dominated our Priority Objectives, cementing the student voice through our award winning Class Rep system. This year, we continue to focus on this core area of work, and further develop it through our new "Rep Academy" and by focussing on the engagement of specific demographics of students whose voice is often missing around the table – namely, Apprentices and Evening Students.

There is also a greater focus around Equality and Support than ever before with more than half of our objectives falling in these 2 areas. We hope to build on the work we have developed over the past couple of years around tackling and supporting mental health to provide opportunities for more students to help each other on a peer-to-peer basis. This will cover student-led peer support, our new partnership with Edinburgh Nightline, and establishing new support networks such as the student parent groups.

Each Priority Objective has a lead Officer and all will be supported by the full-time staff at the Association, but, given the scale at which we work (20,000 students) and the size of the organisation we run (3 FTOs and 4 staff), all FTOs and staff will inevitably be involved in every priority area to some degree. It is also important to note that this is by no means the entirety of our activities planned for the forthcoming year – these are merely our priorities.

We will provide updates to the Board at each meeting on progress and deliver a report on our achievements against our measures at the end of the academic year 2018-19. We hope you can see from this paper how these priorities can further support the ongoing development of the College as a whole and, most specifically, providing positive experiences for all students at Edinburgh College.

Priority Objectives 2018-19

Support	To further develop the peer support group and have an active student led group on all campuses		Lead Officer: VP Welfare
Actions	**Measures/Targets**	**Resources**	**Date**
• Promote the new groups at the first round of Class Rep Conferences	• Promotion included in Conference Agenda/Presentation at the conferences • Students highlighting their interest • Student's signing up to join	• FTOs • Conference Materials	October 2018
• Gather register of interest from Class Reps at each Conference	• At least 50 Class Reps signed up	• Class Reps • ECSA Website	October 2018
• Contact interested Reps and arrange a day where all can attend weekly on each campus	• Weekly date organised for all 4 campuses	• Email • Civi System	October 2018
• Book a room for each term, for the group to use	• Room Booked • It's suitable for all attending	• Email • Room	November 2018
• Hold first meetings for each campus and create an action plan	• First meeting takes place on each campus • At least 10 students attending per campus • Action plan agreed with each group	• Civi System • FTOs	November 2018
• Allow for the groups to be student led-with some formal structure from ECSA	• A lead student(s) identified for each campus to help lead the groups and liaise with participants/ECSA	• FTO	December 2018
• Review the success of the groups established via a survey of participants	• Survey created and distributed • At least 50% of participants complete survey	• Students • ECSA Website	March 2018

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Priority Objectives 2018-19

Support	To create an online wellbeing hub as a resource for early prevention for students' individual wellbeing needs		Lead Officer: VP Welfare
Actions	**Measures/Targets**	**Resources**	**Date**
• Gather research on what categories of information students would most like to see included	• Conduct at least 4 focus groups with students to gather opinions • Liaise with NUS on up to date issues/information	• Students • Other Associations • NUS Officers	September 2018
• Work with the College Moodle Team to identify how the information can be accessible to all students	• Meeting with the Moodle Team • Information is accessible for all, including evening students and community based students	• Moodle Team • I.T Department	October 2018
• Create a template for the online wellbeing hub	• Draft template with specific categories/themes discussed with students • Final template agreed	• Moodle • Students • FTOs	December 2018
• Launch of the online wellbeing hub	• Ensure Hub is promoted to all students and all staff • Launch meets deadline	• College Comms • Social Media • ECSA Website • Students	January 2019
• Conduct a survey to gather feedback on the Wellbeing Hub	• Survey completed • At least 500 student responses • At least 50% of respondents are positive about the Hub	• Students • FTOs • ECSA Website • Civi System	April 2019

Priority Objectives 2018-19

Support	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		Lead Officer: President
Actions	**Measures/Targets**	**Resources**	**Date**
• Review Edinburgh College's progress against the NUS Scotland "Bairn Necessities" Report from 2016	• Analysis of areas where the institution meets or does not meet the framework standards	• Bairn Necessities Report • President • ECSA Staff • Relevant College Staff	August 2018
• Identify student parents from Welcome Week survey	• At least 5000 students surveyed • At least 20 student parents agreed to be contacted at each campus	• CiviCRM • ECSA Website • Welcome week slot • FTOs • ECSA Staff	August 2018
• Survey student parents based on the areas identified in the Bairn Necessities Report	• At least 10 responses per campus	• CiviCRM • ECSA Website • FTOs • Student Parents	September 2018
• Report findings to Board of Management, making proposals for next steps	• Report compiled • Top 5 priorities identified and recommendations compiled	• President • ECSA Staff	September & December 2018
• Constitute a working group with relevant College Staff to develop links with local childcare providers	• At least 1 member of staff from Student Experience, Senior Management Group, Student Parent Group, and Childcare Curriculum area identified to join ECSA	• President • ECSA Staff • Relevant College Staff	October 2018

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• Framework of partnership agreed and written and potential partners identified	• Working group agree framework • At least 1 partner per campus area identified	• Steering Group • Stakeholders • Childcare Providers	December 2018
• Partnership Agreement signed between College & Local childcare providers	• Partnerships agreed with at least 1 provider per campus area	• Relevant College Staff • Childcare Providers • Board of Management	March 2019
• Report progress and next steps to Board of Management	• Report written and presented to Board of Management	• President • Steering Group • ECSA Staff	June 2019

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Priority Objectives 2018-19

Support	Working in partnership with Nightline to promote the service to all students, linking it into all wellbeing events held throughout the academic year	Lead Officer: VP Welfare

Actions	Measures/Targets	Resources	Date
• Set up a timeline of wellbeing events taking place throughout the year	• A completed timeline of events • Materials in place • Room Bookings completed • Promotion of events	• Civi System • ECSA Website • FTOs	September 2018
• Meeting with Nightline to discuss what events they can provide resources for	• Meeting set up • List of resources complete	• Nightline representatives	October 2018
• Training opportunities for all students provided by Nightline	• At least 100 students taking part in the training offered • Better quality of engagement from students	• ECSA Website • Civi System • Nightline resources	November 2018
• Nightline to provide the college with wellbeing packs	• Wellbeing packs offered • Promotion of the service	• ECSA Website • Nightline representatives	December 2018
• Feedback of the Nightline service from students	• Survey Completed • Higher levels of satisfaction and engagement from students	• ECSA Website • Civi System	April 2019

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Education	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	Lead Officer: President

Actions	Measures/Targets	Resources	Date
• Engage with the National society of Apprentices (NSOA) to discuss best ways to engage with apprentice students.	• Meet with NSOA Coordinator • Agree a plan to engage with apprentices	• President • NSOA	August 2018
• Contact MIS Team to find out when apprentices are going to be on campus	• Data received from MIS with full stats on apprentice students for 2018-19 session – Numbers & Campuses	• MIS	September 2018
• Engage with relevant Curriculum staff regarding apprentice representation	• All relevant depts. contacted • Agreement to deliver talks with at least 50% of all apprentice courses	• President • Relevant staff	September 2018
• Invite all apprentices to Class Rep meetings	• Have at least 4 apprentice class reps across the campuses	• CiviCRM	October 2018
• Host an apprentice focus group to engage with apprentices on issues specific to them	• Have at least 10 apprentices in attendance • Come up with a plan of work for each of the 4 areas highlighted by NSOA as well as any other issues not covered	• CiviCRM, • Room bookings • Refreshments • FTOs • Relevant ECSA staff	November 2018

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• Hold second round of class rep conferences to feedback from the first one	• At least 4 apprentices attend Class Rep Conferences	• CiviCRM • Room bookings • FTOs • Relevant ECSA staff	December 2018
• Continue to have regular monthly catch up's with the apprentices from the focus group to work on their issues.	• At least 1 catch up meeting per campus	• CiviCRM, • Room bookings • Refreshments • FTOs • Relevant ECSA staff	From January 2019 onwards
• Invite NSOA to speak at a focus group in which all apprentices are welcome to take part in	• Secure rep from NSOA to attend	• CiviCRM, • Room bookings • Refreshments • FTOs • Relevant ECSA staff	January 2019
• Hold workshop with external speaker and Q+A	• Well attended workshop by apprentices	• CiviCRM, • Room bookings • Refreshments • FTOs • Relevant ECSA staff	January 2019
• Survey apprentices on their experience at Edinburgh College	• At least 100 survey responses	• ECSA Website • CiviCRM • President • Relevant ECSA Staff	March 2019
• Create report with the progress of the apprentices and their feedback of their courses and forward to SMG	• Written the report	• President • Relevant ECSA Staff • NSOA	May 2019

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Priority Objectives 2018-19

Education	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.	Lead Officer: President

Actions	Measures/Targets	Resources	Date
• Contact MIS Team to find out how many students are going to be on each campus on each evening class night	• Data received from MIS with full stats on evening students for 2018-19 session – Numbers, Campuses, & days	• MIS	September 2018
• Send survey to evening students to find out what information and support they would like from us as their SA	• 100 students open the email link and complete the survey	• CiviCRM • Social media • ECSA website	August 2018
• Gather information based on feedback from survey responses (e.g. funding, student support etc.)	• Most up to date information for each area is identified	• College website • Student Experience Teams • Relevant external sources	September 2018
• Condense all of the information into an online guide that can be uploaded onto ECSA's and the college's websites	• Completed leaflet uploaded • All evening students e-mailed link • Relevant staff made aware of new information	• ECSA Website • College Website • Relevant College Staff • CiviCRM	November 2018

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Education	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		Lead Officer: President
Actions	**Measures/Targets**	**Resources**	**Date**
• Establish a 'Rep Academy' training programme with workshops on every campus	• At least 2 workshops planned on each campus	• FTOs • ECSA Staff • Training Materials • Room bookings	October 2018
• Recruit Class Reps to join the Rep Academy	• At least 20 Class Reps recruited to the Rep Academy	• FTOs • ECSA Staff	October 2018
• Link every participant with College Blueprint project lead	• Minimum 2 Reps linked to each College Project	• FTOs • ECSA Staff • Reps • College Project Leads	October 2018
• Deliver Rep Academy workshops programme	• At least 2 workshops delivered on each campus, based on skills analysis of participants	• President • ECSA Staff • Training Materials • Room Bookings	January 2019
• Pair up Reps with a 'mentor' from the Senior Management Group	• Every Rep linked to a mentor	• President • ECSA Staff • Reps • SMG	November 2018

• Regular meetings set up between Reps and Mentors	• At least 3 meetings established for each rep	• ECSA Staff • Reps • SMG	May 2019
• Reps report from College Projects shared with Class Reps	• A short written report on each project • Full report collated and circulated to all Class Reps	• FTOs • Reps • ECSA Staff	May 2019
• End of year catch-up with Academy Reps to assess how the project has run	• ECSA meet with each Rep to discuss their experience	• President • ECSA Staff • Reps	June 2019
• Report on the success of the project and recommendations for next year	• Report written • Report presented to relevant College Committee • At least 1 Academy Rep involved in presentation	• FTOs • ECSA Staff	June 2019

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Priority Objectives 2018-19

Equality	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	Lead Officer: VP Sports & Activities
Actions	**Measures/Targets**	**Resources**	**Date**
• Gather data on "5-a-day" eating habits of students across the campuses	• At least 100 responses per campus • Average portions per day identified • Most popular types of fruit/Veg	• Civi CRM • ECSA Website • ECSA Staff • FTOs	September 2018
• Analyse data to identify priorities for the project for each campus	• Priorities identified in a report, including campus breakdown	• Civi CRM • ECSA Staff • VPSA	October 2018
• Liaise with College Catering regarding fruit sales per venue on campus	• Meeting held • Sales figures collated per venue	• VPSA • College Catering • ECSA Staff	October 2018
• Work with local stakeholders to identify a relevant supplier	• Identify a relevant supplier for each campus • Apply for community partnership schemes if applicable	• VPSA • ECSA Staff • Local Suppliers	November 2018
• Trial a pop-up free fruit/veg stand at each campus, tracking uptake from students	• 1 stall held at each campus • Statistics gathered	• FTOs • ECSA Staff • Estates Staff	December 2018
• Write report on trial and action plan for future development	• Report & Action Plan written • Presented to relevant College Committee	• FTOs • ECSA staff	January 2019

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Priority Objectives 2018-19

Equality	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		Lead Officer: VP Welfare
Actions	**Measures/Targets**	**Resources**	**Date**
• Survey students on which products they would like to see and how best to distribute them	• At least 250 respondents to survey	• CiviCRM • ECSA website • FTOs • ECSA Staff	September 2018
• Analyse results and make recommendations to College	• Report written on outcome of the survey	• VPW • ECSA Staff	September 2018
• Establish a range of distribution methods based on recommendations in report	• At least 1 type of anonymous and 1 type of face-to-face service available on each campus	• FTOs • ECSA Staff • Student Experience Staff • Estates & Procurement	October 2018
• Create a targeted promotional campaign to inform students of the new service and how it works	• Publicity campaign created • distributed to every campus • Face-to-face interaction with at least 300 students	• FTOs • ECSA Staff • Printers • Stalls	November 2018
• Regular promotional stalls of service throughout semester	• Stalls held at least 2 times per semester on each campus	• FTOs • ECSA Staff • Publicity • Stalls	January 2019 May 2019

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• Survey users of the service on their experience	• At least 250 students respond to survey	• CiviCRM • ECSA website • FTOs • ECSA Staff	April 2019
• Report on first academic year of service and make recommendations for the future	• Report written and presented to the Board of Management	• FTOs • ECSA Staff • Board of Management	June 2019

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Priority Objectives 2018-19

Equality	Creation of a functioning student group that will build positive communities through providing a supportive and inclusive environment for student parents.	Lead Officer: President

Actions	Measures/Targets	Resources	Date
• Identify Student Parents by gathering data during welcome weeks.	• 50 student parents willing to be contacted	• FTOs • ECSA staff • ECSA Website • CiviCRM • Welcome Week slot	August 2018
• Organise a first meeting and invite student parents along	• 50% of people contacted sign up for the first meeting • 1 Meeting held on each campus	• President • ECSA Staff • CiviCRM • Room Bookings • Catering	October 2018
• Discuss priorities with participants at first student parent meetings	• 80% of people who signed up to attend the meetings • Priorities drawn from the "Bairn Necessities" framework – top 3 identified	• President • ECSA Staff • Workshop • Bairn Necessities Report	October 2018
• Write a report on meeting findings including the group's objectives for the year	• Report written	• President • ECSA Staff • CiviCRM	October 2018

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• Present report findings to SMG and discuss who will take lead from College side	• Invitation to present findings to SMG • Agreement of actions	• President • ECSA Staff • SMG	November 2018
• Hold regular meetings with Student Parent members & report on progress	• At least 2 meetings per semester for each campus • Written report circulated to each meeting	• President • ECSA Staff • Student Parents Group	April 2019
• Final report written and submitted to Board of Management on progress to date	• Report written • Report Presented to Board • Student Parents involved in presentation	• FTOs • Student Parents • ECSA Staff • Board of Management	June 2019

Priority Objectives 2018-19

Activities	Create extra-curricular opportunities by adopting a data-driven approach, in order to enhance the student experience through	Lead Officer: VP Sports & Activities

Actions	Measures/Targets	Resources	Date
• Gather data on student interest on groups/clubs	• 5,000 responses	• CiviCRM • ECSA Website • Welcome week slot • FTOs • ECSA Staff	August 2018
• Identify most popular sports/activities for each campus	• Data analysed and most popular 3 activities per campus identified	• CiviCRM	September 2018
• Sign up students to popular activities at Fresher's Week	• Webform set up to students can sign up via iPads at stall • Facebook groups established and at least 20 student members per group	• Civi CRM • ECSA Website • FTOs • ECSA Staff • Social Media Accounts	September 2018
• Organise first meetings for each activity	• At least 3 activities per campus • At least 100 people invited to each activity per campus	• Civi CRM • FTOs • ECSA Staff • Facilities • Participants • Coaches/Facilitators (where relevant)	September 2018

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• Identify student leaders to help run the activities	• At least 1 student identified for each activity on each campus to act as point of contact	• Participants	October 2018
• Ensure activities continue to run	• At least 3 meetings of the activities	• Participants • ECSA Website • Facebook Group	February 2019
• Review clubs' effectiveness to identify areas of improvement	• Get group leaders and coaches to gather comment cards from participants • Hold feedback session	• Group leaders • Comment cards	February 2019
• Create action plan for groups for next academic year	• Have action plan created	• VPSA • ECSA Staff • Participants • Coaches/Facilitators	May 2019
• Handover action plan to incoming officer	• Handover meeting held	• New FTO • ECSA Staff • Action plan • Handover materials	June 2019

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Priority Objectives 2018-19

Activities	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		Lead Officer: VP Sports & Activities
Actions	**Measures/Targets**	**Resources**	**Date**
• Gather data on Women students' interest in sports & physical activities	• At least 2,500 women students respond	• Civi CRM • ECSA Website • FTOs • ECSA Staff • Welcome Week Slot	August 2018
• Invite interested women students to participate in organised sports & activities open to all students	• At least 50% of invited students engage in invite – click through or register • At least 50% of all sports & activities participants are women students	• CiviCRM • VPSA • ECSA Staff	September 2018
• Identify which sports & physical activities are most popular amongst women students	• Analysis of Welcome Week Survey Data • Top 3 sports/activities identified	• CiviCRM • ECSA Staff • VPSA	September 2018
• Establish women-only sports and/or activities for each campus	• At least 1 sport/activity organised for women-only per campus	• VPSA • ECSA Staff • Relevant Facilitators	October 2018
• Target promotion of new Women-only sports/activities in a way which alleviates common worries or barriers regarding women participating in sport	• Publicity campaign created • Posters & Leaflets distributed to every campus • Face-to-face interaction with at least 100 women students	• FTOs • ECSA Staff • Printers • Social Media • Stalls	November 2018

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• Host first women-only sports/activities on each campus	• Events take place • At least 50 women participate	• VPSA • ECSA Staff • Participants	February 2019
• Monitor gender participation in sports & Activities	• Records kept of each event – open to all, as well as women-only activities • At least 50% of initial women participants continue to be involved	• Participants • Volunteers in each group • ECSA Website • ECSA Staff	April 2019
• Create action plan for groups for next academic year	• Have action plan created	• VPSA • ECSA Staff • Participants • Coaches/Facilitators	May 2019
• Handover action plan to incoming officer	• Handover meeting held	• New FTO • ECSA Staff • Action plan • Handover materials	June 2019

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Priority Objectives 2018-19

Activities	Engage students with active travel through training, events and campaigns, in order to reduce students' travel-related carbon emissions		Lead Officer: VP sports & Activities
Actions	**Measures/Targets**	**Resources**	**Date**
• Collect and analyse data about how students are currently travelling to college	• Aim to get responses from 5000 students • To get a clear understanding on student travel behaviour, to know where to target our efforts	• Civi CRM • ECSA Website • FTOs • ECSA Staff • Welcome Week Slot	August 2018
• Recruit a student assistant per college campus to assist with engaging students with their travel options	• Employ four students to these roles • Aim to get at least 16 applicants for the position	• Responses from welcome week survey • Marketing materials	September 2018
• Run an event during Climate Week to engage students before the October holiday	• Aim to engage with 50 students about climate change and their travel choices	• Marketing materials • Travel maps and project flyers	October 2018
• Run a re-engagement event after the student October holidays	• Aim to engage with 100 students about climate change and their travel choices	• Travel maps and project flyers • Marketing materials	October 2018
• Run cycle training	• Aim to train 20 students throughout the year	• Alex • Bikes that students can use if they don't have their own • PPE (helmets and high-vis)	Ongoing – run according to demand from students

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		• Risk assessment	
• Run social bike rides with students during lunch breaks	• Aim to have 20 students participate in social rides throughout the year	• Alex • Risk assessment	Ongoing
• Run a Go Greener to college challenge	• Aim to engage with 300 students, and get at least 75 of these to fill in a questionnaire to identify changes in their travel from the start of the year	• Step counters • Step counter tracking app • Prizes to encourage participation • Marketing materials	March 2019
• Conduct and analyse an end of year travel survey	• Aim to get 100 students to fill in a survey about their travel throughout the college year • Calculate the carbon savings made from travel behaviour change through analysing these survey responses	• Website webform • Prizes to encourage participation • Marketing materials	May 2019

For the future you want

FOR INFORMATION / DISCUSSION			
Meeting:	Board of Management 18.09.18		
Presented by	Audrey Cumberford		
Author/Contact	Trish Hanlon	Department / Unit	Principal/Chief Executive
Date Created	01.06.18	Telephone	0131 344 7171
Appendices Attached	*Appendix 1:* Activity Report to June 2018 *Appendix 2:* Horizon Scanning Report - August 2018. *Appendix 3:* Healthy Working Lives Gold Assessment Report		
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 June 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
        • COLLAB Group update
        • International
        • DYW Local Authority and College Leads Network
        • CASE Europe Annual conference
        • HN Next Gen External Reference and Steering Group
        • Achievements
        • Horizon scanning report

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 Strategic Plan and ongoing 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
Not Applicable.

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

This is my first report to the Board of Management as Principal and Chief Executive of Edinburgh College and I am absolutely delighted to now be in post and very excited to lead the college going forward.

I would like to pay tribute to my predecessor, Annette Bruton, who has shown great leadership, professionalism and enthusiasm over past last three years. Also, for the support she has given to me personally since my appointment.

In my first two week in post, I have been very impressed and encouraged by the staff and students who I have already met. I have managed to spend time on all four campuses and been welcomed very positively by all.

I have already met every management team; and over the next few weeks will begin campus tours and staff briefings. This will allow staff to hear about me; my vision for the college; and answer any questions they may have. I will also be having introductory meetings with all our key stakeholders and intend on continuing to build on the great relationships already in place.

The college was very fortunate to welcome the newly appointed Minister for FE, HE and Science, Mr Richard Lockhhead to Midlothian Campus on Thursday 6 September. Mr Lochhead met with staff and students and given a tour of the campus. He was particularly impressed and interested in the state of the art facilities - including its oil production platform simulator and solar meadow.

I am also very pleased to announce that Edinburgh College has been awarded the Healthy Working Lives Gold Award in recognition of the work and commitment of the Healthy Working Lives group. The group was commended for its effective links to the Students' Association and Sustainability Group, with the College delivering a wide range of initiatives in line with employee needs and suggestions. The benefits of the activities and campaigns covered across the organisation was evident from employee interviews and evidence provided. More information on the award can be found in Appendix 3.

I look forward to working with Sir Ian and the Board of Management.

2. COLLAB Group

Assistant Principal, Michael Jeffrey hosted a meeting of the Collab Group for Scotland over the summer to discuss the Scottish Strategy. The main points covered included:

Leveraging existing contracts – apprenticeships
Focusing on our main CG contracts COLLAB will introduce the three Scottish colleges and arrange some joint visits where localised discussions can begin. Discussions have now taken place with the Kier Group who are keen to progress things in Scotland as a matter of priority. This will build on current relationships south of the border to better promote their activity in Scotland.

Unlocking non apprenticeship business -training offers, Govt cash, bespoke training programmes, workforce development planning
Focusing on the themes of Innovation, Employability and Future Skills COLLAB intends to draft a market positioning message which clearly defines our differentiators.

Marketing and Collateral

Employer marketing and promotion material to be developed. Create a clear product portfolio with flexible entry and exit points.

Political dimension
It is proposed a COLLAB strategy bespoke to Scotland is developed to promote and leverage activity within the country.

3.   International

Edinburgh College has hosted an English Language Summer School for more than 30 years. This year the College had around 100 students from 12 countries spending their time in the capital with our International team. Students from Russia, Spain, Panama, Italy, Saudi Arabia, Cambodia and other countries from across the world, spent time in and out of the classroom improving their English skills and taking in the fantastic cultural experience Scotland has to offer. The annual summer school was open over July and August 2018.
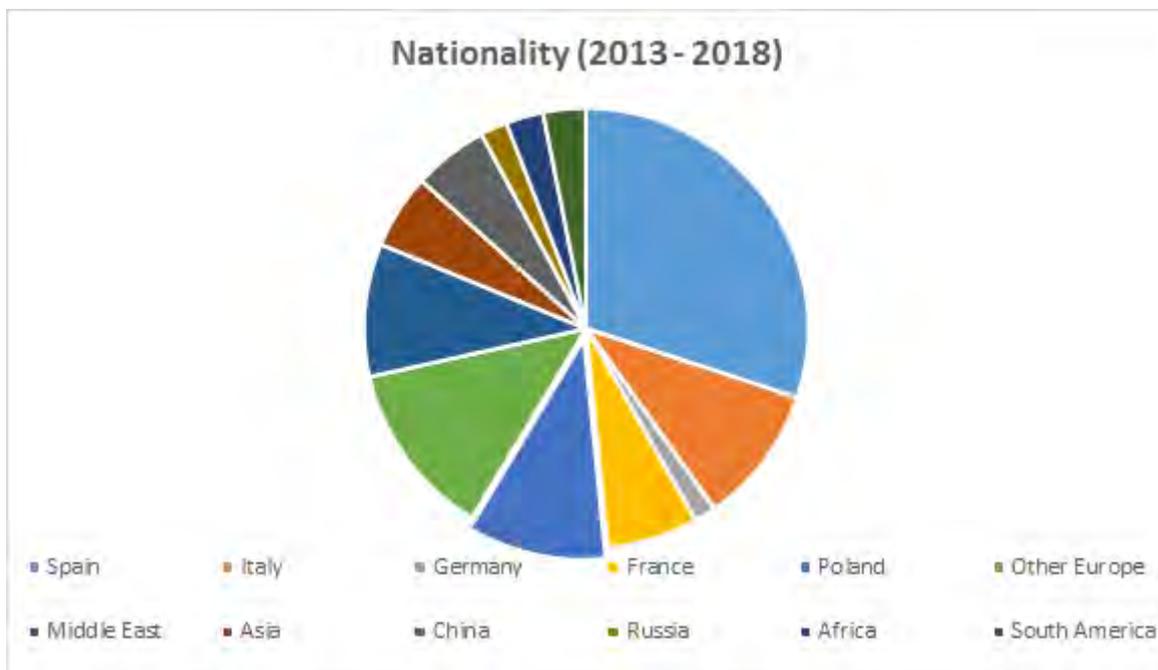
4.   DYW Local Authority and College Leads Network

There was a convened joint meeting with the DYW Regional Group network to support the continued commitment to building high quality school employer partnerships across all schools. The aims of developing a framework to support a shared understanding of the range of school employer partnerships, to support improvement and joint self-evaluation were explored by around 50 delegates. A range of mid-programme review activities that took place over last year agreed to merge both networks. This will help partners to focus on shared support for DYW in schools and to capitalise on the progress made so far.
Assistant Principal, Jon Buglass introduced the meeting and highlighted the central role Colleges have to connect schools and employers to deliver the aims of DYW.

5.   CASE Europe Annual conference

Assistant Principal, Jon Buglass delivered a seminar at the EICC on 29 August 2018 on 'Inspiring young people into college, university and careers' with the Academies Co-ordinator from Queen Margaret University. This outlined the SESAP Academies programme which has delivered training to approximately 1000 students attending school, university and college simultaneously. It explored the challenges and successes of the programme, within the context of post 16 education review 'Opportunities for All' (2012), to DYW and the most recent Learner Journey Review (2018). The event was attended by delegates from across Europe, the US and South Africa.

6.   HN Next Gen External Reference and Steering Group

The College is involved with SQA and partners scoping out changes to the future HND course structure. Assistant Principal Jon Buglass is representing the College on the steering group. The HND discussions are centering on the need to adapt to 21st Century Skills, Regional Skills Needs, and the concept of ensuring progression to employment and HE. The growth in demand for part time courses and upskilling those in work will mean that HND courses will need to adapt and respond to these changes accordingly.

7.   The signing of the Edinburgh and South East Scotland City Region Deal

The deal and commitment to funding was formally agreed and signed in Edinburgh by Scottish and UK governments and the signing was attended by the Assistant Principal, Curriculum from Edinburgh College as well as key leading stakeholders from the Local Authorities, Regional Colleges and Universities. The College's focus is with the 2 targeted skills gateway projects which sits within the Integrated Regional Employability Skills (IRES) programme. The 2 projects are to increase the pipeline of activity and promote inclusive growth within Construction and Data Skills.

8.   Achievements

8.1   Industry partnerships

8.1.1   Barnardo's Scotland
Barnardo's Scotland leaders' skills honed through new training partnership with Edinburgh College. Edinburgh College has teamed up with leading children's charity Barnardo's Scotland to deliver professional training to enhance the skills of its leadership across central Scotland.

Barnardo's Scotland has tapped into the Scottish Government-created Flexible Workforce Development Fund and enlisted the help of Edinburgh College to create a new leadership and management training programme.

The Flexible Workplace Development Fund provides eligible employers with up to £10,000-worth of training from their local college to upskill and reskill their existing workforce. The charity has taken full advantage of the opportunity and funding to enhance its support for vulnerable children and young people.

Thirty members of Barnardo's Scotland staff have since undertaken two training modules – Leading and Motivating a Team and Understanding Performance Management. The programme is aimed at employees in supervisory and line management roles.

8.1.2   Industry commendation for Professional Marketing students
The performance of students working towards a Diploma in Professional Marketing has been given another commendation by the industry's leading professional body.

The awarding body at The Chartered Institute of Marketing (CIM) has commended Edinburgh College for the excellent standard of results achieved for assessments submitted in April 2018 as part of the Mastering Metrics module of the course.

8.1.3 Bright Green Business to host sustainability event at Edinburgh College
Bright Green Business is to host its Environmental Showcase at Edinburgh College's Midlothian Campus in September.

The event will include a tour of the college's Solar Meadow as well as speeches from environment industry.

8.1.4 Bright sparks Get into Electrical Installation
A group of young unemployed people have gained valuable industry experience and are looking forward to a career in electrical installation thanks to a programme designed to boost job prospects.

The five-week Prince's Trust Get Into Electrical Installation course at Edinburgh College's Sighthill Campus, now in its fourth year, offers training and work experience in electrical installation to unemployed young people. Eleven students completed the free training course, getting a taste of life in the industry and help to secure employment with local employers. This year's students completed four weeks of learning with Edinburgh College lecturers and a week-long work experience placement with electrical contractors. In their final week, students brushed up on their CV writing and interview skills

8.1.5 Clark Contracts welcomes six new apprentices
Six new apprentices have made the first step in their construction careers, taking on apprenticeships with Clark Contracts.

The apprentices will spend four weeks working across various Clarks Contracts departments before going out on site and commencing studies at Edinburgh College, West College Scotland and Glasgow Clyde College.

8.2 International Profile

8.2.1 Panama meets Edinburgh for language exchange
The college's International and Modern Languages teams teamed up to arrange a language exchange event between a group of 24 visiting Panamanian students and students studying Spanish. This was a great opportunity for our languages students to prepare for their oral exams.

With the Panamanian students, who were in Scotland for 16 weeks, the college's Spanish-learning students could practise their presentations and oral skills. Students from both countries had a great time taking part in the name Bingo icebreaker game as well as a speed-dating language exchange. One of the highlights was a stunning performance of Viva Panama from the Panamanian group.

8.2.2 International friendships developed as youth parliament heads meet at Edinburgh College
The heads of the youth parliaments of Scotland and Panama came together at Edinburgh College to praise work happening locally to create opportunities and raise aspirations for young people in each of their countries.

The youth parliament leaders spoke about the opportunities and challenges facing young people in their respective countries to a group of students, college staff and MYSPs at an event at the college's Sighthill Campus. The event was a celebration of the strong ties between Edinburgh College and Panama

8.3   Awards

8.3.1   Prize Giving 2018 – Justin finds the recipe for awards success
A first-year Professional Cookery student at Edinburgh College came out on top against four of his classmates to bag himself a visit to one of the UK's top hotel and restaurants, Le Manoir Aux Quat'Saisons in Oxfordshire.

Justin Jones, a City and Guilds Level 1 student, won the James Thomson Student of the Year Award after wowing the judges at a cook-off competition at the five-star Prestonfield House in Edinburgh. James is the owner of Prestonfield and, as a former student at the college, is sponsoring the award. 16-year-old Justin from Galashiels will received his award at the college's Prize Giving ceremony held at Granton Campus in June.

8.3.2   Edinburgh College Prize Giving winner styles her way to the red carpet
An Edinburgh College hairdressing student styled her way to double success as she strutted her stuff on the national stage in UK-wide hair and beauty competition.

Rachel Thomson, a first year SVQ Level 2 student at the college's Milton Road Campus, was been chosen as a finalist in the Hair Council UK Student of the Year Awards 2018 in London. Her appearance at the final came just days after she was named Wella Student of the Year Award at the college's Prize Giving awards for students.

8.3.3   Apprentice of the Year title the right fit for Edinburgh College student
An Edinburgh College welding student has been named the Heating and Ventilation Apprentice of the Year after impressing judges at a national competition.

Andrew Grant was presented with the honour after competing in the BESA Scotland Pipefitting and Welding Competition held at the college's Midlothian Campus in April. Andrew collected the award at the BESA Scotland Annual Awards held at the Kelvingrove Art Gallery in Glasgow in June. He will now go on to compete against apprentices from across the UK in an event in London later this year.

8.3.4   Steve and Margaret tango their way to Ballroom Factor victory
The Hub at Granton was transformed as it played host to the most glamorous night on this year's college calendar - The Ballroom Factor 2018. Eighteen members of staff took to the dancefloor to compete for the coveted prize of being crowned Edinburgh College Ballroom Factor Champions 2018. After months of intense rehearsals with their student dance mentors, the couples dazzled the audience with their 90-second routines.

8.3.5   Alan shows it's never too late to learn
Many people may think that it's far too late in life to be starting college at the age of 50, but Carpentry and Joinery apprentice Alan Smith has put a nail in that theory.

Alan had been working as a labourer for East Lothian Council since 2014 but jumped at the chance to come to Edinburgh College to complete a two-year apprenticeship, in partnership with his employer. Starting in 2016, Alan has honed his trade and leaves the college as the two-time winner of the Edinburgh College Carpentry and Joinery Apprentice of the Year. He collected his second honour at this year's Prize Giving Ceremony on Friday 8 June.

8.3.6   Apprentice Lee is a bright spark
AKD first year apprentice Lee Simpson has been voted Electrical Installation Student of the Year by Edinburgh College at its annual prize giving ceremony.

8.3.7   Lauren shows she has the cutting edge
Granton Campus student Lauren Mason has won this year's Barbering Student of the Year Award, collecting the accolade at the college's annual Prize Giving Ceremony in June.

Mother-of-two Lauren started college in 2016 and leaves having successfully completed the Level 3 NVQ Diploma in Barbering. She is now ready to work in an industry she loves.

"It's an honour to have won the Barbering Student of the Year Award. I was so surprised but I'm also so happy. I was always interested in hairdressing from when I was young, but when I learned about the barbering course I knew that it was the right one for me.

Barbering is definitely a growing industry. There are new shops popping up everywhere so it's a really exciting time to be qualifying. Hopefully, one day I'll have my own barber shop."

8.3.8 Winners of Development Trust card competition

Five students have been named as the winners of Edinburgh College Development Trust's competition to design a thank you card.

Earlier in the year, the Development Trust, the charity that supports students at Edinburgh College, launched the competition to provide it with cards to thank supporters of the charity. The Development Trust was keen to showcase the talent of the college's students to supporters so set students from across the curriculum the challenge to come up with a design.

8.3.9 Erin was always geared towards a career working with cars

From a young age Erin Mclean has been surrounded by cars and, after moving from one coast to another to build herself a career in the industry she's grown up with, she's already winning awards.

Stranraer-born Erin moved to the capital last year to begin studying the IMI Level 1 Diploma in Light Vehicle Maintenance and Repair course. Erin received the Academic Excellence Award Automotive at this year's Edinburgh College Prize Giving Ceremony. She collected her prize at the annual event, which celebrates the college's further education (FE) students who have demonstrated exceptional ability and commitment throughout the college year.

8.3.10 Tony hits top gear at national skills qualifier

An Edinburgh College automotive engineering student has driven himself into contention for a final spot in the UK's biggest skills competition after winning a qualifier designed to test his light vehicle maintenance skills.

Anthony Mailer was awarded first place in the IMI SkillAuto Technology Qualifiers on Monday, beating five students from three other UK colleges at the Henry Ford Academy in Daventry, Northamptonshire. Now he is waiting to hear if his performance has earned him a place at the Worldskills UK Live, in Birmingham in November.

Each student taking part in the challenge completed tasks testing their skills across areas including vehicle inspection, engine mechanical, transmission, braking systems and body electrical. Livingston-born Tony and his competitors were also given a tour of the Henry Ford Academy and spent time speaking with judges to receive feedback on their performance.

8.3.11 Staff Awards 2018 - And the winners are... (22.06.18)

Staff stars were recognised at Granton Campus during the second annual Staff Awards.

Nominees and their colleagues gathered in the Hub to celebrate the achievements of those who have gone above and beyond in their roles over the past academic year. The event was hosted by Assistant Principal Jonny Pearson, with Principal Annette Bruton handing out certificates and prizes to the worthy winners and runners-up.

8.3.12 Principal recognised at Higher Education Awards

Recently retired Edinburgh College Principal Annette Bruton's dedication to supporting young people in education was recognised with a special award at this year's Herald Higher Education Awards. Annette, joined peers and students from across Scotland's colleges and universities at

the award ceremony in Glasgow where she was presented with the Special Judges Award for her commitment to the education sector over the past 40 years.

8.3.13 Niamh is Marketing Society's Star Creative Student
An Edinburgh College Graphic Design student has been named Star Creative Student at the Marketing Society Star Awards for the fourth year running. Niamh Curran, the latest student to receive the accolade, was presented with the award at this year's ceremony after impressing judges with her work.

Twenty-year-old Niamh, from Linlithgow, beat off stiff competition from other college and university students across Scotland to be crowned the winner, after submitting a written application for the award in response to a real client brief set by STV. She was one of six finalists selected to pitch their design concepts to the client and panel of judges.

8.3.14 ECSA officer team wins NUS UK award
The 2017/18 Edinburgh College Students' Association (ECSA) officer team ended their tenure by winning one of the top prizes at the UK-wide NUS Awards. ECSA won the Officer Team of the Year Award, beating competition from another seven universities and colleges across the UK.

The 2017/18 sabbatical team - President Neal Black and Vice Presidents Beth Anderson and Cameron Conner - were announced as the winners at the awards ceremony in Birmingham. This latest win comes after ECSA was named Scotland's College Students' Association of the Year at the NUS Scotland Awards in March, for the second year running.

8.3.15 Edinburgh College students snap up prizes at national photography awards
Edinburgh College Photography students have captured the imagination of the judges at the country's top competition for young photographers, winning eight awards at the British Institute of Professional Photography (BIPP) National Student Awards.

BA student Gabriella Pieniazek was named Student Photographer of the Year for 2018 for her collection entitled 'The Hollow Men', while Audrey Peddie, a fellow BA student, was crowned winner of the Commercial category for her 'Fishing off Pittenweem'.

Lecturer Jon Lee said: "We are delighted so many of our students won at the BIPP Awards 2018. The follow in the footsteps of our many alumni, helping us promote the quality of photography delivered at Edinburgh College."

8.3.16 Sharp design skills lead Jonatan to prestigious pencil accolade
An Edinburgh College Interactive Design student has used his sharp design skills to pick up a coveted Pencil trophy from the D&AD New Blood Awards, which honour the rising stars of design, digital and advertising.

Jonatan Moreno, who is studying HND Visual Communication: Interactive Design at the college, was presented with a Wooden Pencil Award at a ceremony in London. Barcelona-born Jonatan was given the award for his work developed from a brief set by Beano studios. The brief was to reimagine and evolve an existing female Beano character, then bring the designs to life through a short animation.

8.3.17 Judges impressed by standard of awards entries (30.08.18)
Small companies, community groups, FE institutions and multinational corporations have all been shortlisted for the 2018 Herald and GenAnalytics Diversity Awards.

The judges were overwhelmed by the response of entries showcasing organisations delivering a real lasting change in the area of diversity and inclusion. Edinburgh College's ACE team has been shortlisted in the Diversity through Education category for their work in removing barriers to education and employment for people

8.3.18 STEM Game Changers
Edinburgh College has been shortlisted for an award for its work in inspiring young people to become the next generation of innovators, pioneers and tech entrepreneurs.

The college is one of five finalists shortlisted in the Innovating in STEM education/training category at The Herald Global Game Changers Awards. The awards, in their second year, recognise and reward innovation and sustainability at an international level, across all business sectors. The nomination is for the work the college has done in 2017/18 to engage and inspire school pupils in STEM, including launching our STEM Manifesto and extending our STEM P7 work to incorporate Built Environment and Construction.

8.3.19 College achieves Cyber Essentials compliance (28.08.18)
The college has recently passed the National Cyber Security Centre's Cyber Essentials Plus assessment, proving we are taking the security of information seriously and have the necessary controls in place to reduce cyber risks.

Following hard work from our IT Infrastructure and Desktop teams, the college has been recognised for the five technical controls we have in place to protect the information we hold, these include:
- Firewalls
- Secure Configuration
- User Access Control
- Malware Protection
- Patch Management

8.4   School engagement

8.4.1   Inspiring the next generation: STEM Construction Day at Granton Campus
Pupils from Trinity Primary School have returned to their classroom inspired about careers in construction following the successful pilot of a STEM experience at Edinburgh College.

Fifty-eight primary 7s visited the college's Granton Campus to take a journey through the various stages of construction. From initial design to the erection of buildings, the pupils learned about the roles of architects, surveyors, construction managers and civil engineers.

8.4.2   Inspiring the next generation of care workers
Edinburgh College is inspiring the next generation of care workers by giving local school pupils the chance to experience real work looking after younger children, several years before they'd usually do work experience.

Thirty-one local P6 school pupils have learned about the skills required to work in the care sector and have gained valuable work experience thanks to the new Careers in Care programme from Edinburgh College. Careers in Care was designed to give P6 pupils an insight into the wide variety of roles available in the care sector, encourage them to develop the skills needed to fulfil the roles and give them real-life experience of working in a professional care environment. The pupils, from Cornbank Primary School, Penicuik, also got the full graduating experience at the college's Midlothian Campus to celebrate their completion of the six-week course.

8.4.3   Too many chefs? Not at Ross High School as 200 pupils get their first taste of cookery
Pupils at Ross High School have been given a taste of life in the kitchen thanks to a year-long training programme with Edinburgh College lecturers.

More than 200 pupils have benefited from the three-week programme delivered by the college's Professional Cookery team. The aim was to get them interested in cooking, kitchen skills and the importance of a balanced diet.

8.5 Student education trips

8.5.1 Professional Cookery students trip to Milan
Professional Cookery students headed to Milan for a two-day trip taking in a new culinary learning experience, to improve their skills and expand their knowledge.

On 7 and 8 June the Level 3 students attended the Food Genius Academy in Milan to learn more about Italian cuisine and how to cook it. The main aim for the students was to hone their practical skills with guidance from the academy lecturers, spending time preparing dishes such as fresh pasta and traditional Italian meat courses.

8.5.2 Students travel to Turin for a unique patisserie experience
Twelve Level 7 Patisserie students headed on a four-day trip to Turin after spending six months planning and fundraising.

The main aim of the trip was to give the students a completely new experience outside of the kitchen and classroom and to network with other pastry chefs from different countries.
The group spectated at the European Pastry Cup, a five-hour long qualification competition for the Coupe du Monde de la Pâtisserie.

8.6 Student showcases

8.6.1 Edwardian Costume for Performance on display at Festival Theatre
Exquisite tailoring and elegant Edwardian silhouettes took over Edinburgh's Festival Theatre as Edinburgh College Costume students displayed their work in a new exhibition.

The exhibition – Edwardian Costume for Performance – featured garments created by students from the college's HND Costume for Stage and Screen course at Festival Theatre throughout June 2018. The exhibition was a part of Edinburgh College's Glow Festival, which showcases the talents of its Creative Industries students over a two-month period across the city.

8.6.2 NC Level 6 Travel and Tourism students' trip to Berlin
Seventeen NC Level 6 Travel and Tourism students and two staff members visited Berlin, organising the trip as part of their course, enhancing their learning and teaching experience.

The students were involved in selecting the destination and planning the programme for the visit which included taking in common attractions and hidden gems as well as industry visits. The students also learned about the culture, history and tourism industry in Berlin.
The Edinburgh College Development Trust, the charity which supports the college's students, provided £2,300 in funding for the trip, ensuring students and lecturers could make the most of the experience.

8.6.3 Photography students showcase work at London exhibition
Edinburgh College Photography students showcased their work at the UK's top graduate art exhibition, FREE RANGE, in London throughout July.

The BA Professional Photography graduates' exhibition this year covered fashion, advertising, documentary, portraiture and fine art photography. Themes of the work include gender diversity, isolation, significant form, love, sexuality, reality, virtual reality, inclusion and individuality.

8.6.4 Student Fringe Festival show rehearsals in full swing at Granton Campus

Rehearsals for a Fringe Festival drama production which showcases upcoming talent from across Scotland's colleges are in full swing at Granton Campus.

'Propeller' – co-created by The Network Ensemble, The Scottish Drama Training Network (SDTN) and award-winning director Caitlin Skinner - will be performed by eight acting students at Edinburgh's Pleasance Theatre for the duration of the world-renowned Fringe Festival.

8.6.5 Students serve the Queen at Royal Garden Party

A group of Cookery, Events and Hospitality students grabbed the chance of a lifetime as they served the Queen and her guests at a Royal Garden Party at the Palace of Holyroodhouse.

Around 20 students took on a number of kitchen and front of house roles at the event which was attended by around 10,000 people on the day, they were overseen by the Master of the Royal Household at Buckingham Palace. It's the eighth year that students from Edinburgh College have been involved in the seamless running of the Queen's Garden Party, with many students gaining more regular work opportunities as a result of being involved.

Edinburgh College Horizon Scanning Report

Edition 1

September 2018 Board of Management Cycle

Strategic Plan Aim	Horizon Scan Results	College Response
1 – Delivering a superb student experience	**National Review of Student Funding Arrangements** (https://www.gov.scot/Publications/2017/11/3884) The Scottish Government conducted an independent review of Further (FE) and Higher Education (HE) student support to ensure that the entire system is equitable, fair and supports all students throughout their learner journey.	The Student Experience Team is monitoring developments and any potential impacts.
	SfC Announcement - Student Bursaries Increase Increase in bursary funding for Care Experienced students was announced by the SfC http://www.sfc.ac.uk/web/FILES/GuidanceStudentSupport/Update_to_student_support_guidance_2018-19.pdf	The Student Experience Team will administer this increase and the three CPP teams will ensure partners are aware of this extra support.
	Family Learning Framework Education Scotland has produced a strategic framework to support education providers in the planning, development, delivery and evaluation of family learning. The Framework builds on the Review of Family Learning.	The College's Access to Continuing Education Programme (ACE), and the College's three community planning teams, are engaging with family and household support services, and Community Learning and Development Partnerships, to better support family based learning.
	Early Years and Childcare Colleges Scotland continues to hold discussions with the Scottish Government and SFC to consider the policy options to mitigate the issues caused by the treatment of Early Years and Childcare targets for 2018/19. The issues include potential displacement of advertised courses, issuing of targets that may not be met and insufficient work placements available for candidates. These issues have been raised with Scottish Ministers and a meeting between Scottish Government, SFC and Colleges Scotland is being scheduled as soon as possible over the next two weeks to discuss the approach to the targets.	The Head of Faculty and Curriculum Manager for this area continue to monitor the outcomes of this discussion and its impact on students.
	Fair Access Toolkit – Call for Evidence CFE Research and academic partners have been commissioned by the SFC, on behalf of the Commissioner for Fair Access, to produce a Scottish Toolkit for Fair Access. The Toolkit will collate evidence on widening access to successful participation in and positive outcomes from higher education.	The College's Widening Access and Equality Group will monitor developments and utilise the toolkit once it is published.
	Major Review of HE 18 Education - The Augur Review The Review is Chaired by Philip Augur and details are available on the government website: https://www.gov.uk/government/news/prime-minister-launches-major-review-of-post-18-education	The Chair of the Board of Management is aware of and engaged with key stakeholders in respect of this review.
2 – Providing an excellent curriculum	**The Scottish Government Learner Journey Review 15-24** (https://www.gov.scot/Publications/2018/05/4774) The report acknowledges the strengths of the Scottish education and skills system, which continues to deliver excellence and equity for so many of our young people, and sets out priorities for further improvements to ensure all young people to get as much as possible from that system	The Executive Team has already considered a report on the review's 17 recommendations and the implications for College business. A seminar is planned for the Executive Team, Senior Management Group and Curriculum Managers, to discuss further, and agree action. Agreed actions will be linked to Blueprint delivery and operational plans.
	An Outline Strategic Plan - Scottish Enterprise and Skills Strategic Board The Board published its Outline Strategic Plan on Friday 29 June 2018. This Outline Strategic Plan, a precursor to the Strategic Plan that will be published later this year, will provide a launch pad for an intense period of engagement with stakeholders over the summer months as the Strategic Plan is developed.	The College will submit a formal response to the outline strategy, consulting with the new Principal / Chief Executive who sits on the Scottish Enterprise and Skills Strategic Board. Any requisite actions, once the final strategy is published, will be considered by the Executive Team and Senior Management Group.
	Education Scotland – Self-Evaluation Process	The Curriculum Planning and Performance Team is aware of these developments and

	Education Scotland recently proposed changes to the college sector self-evaluation process. The proposals indicate that Colleges would produce a self evaluation report (EREP) in the first instance, which would then be assessed by Education Scotland. Education Scotland would have no involvement in the drafting of the report in the first instance, as they currently do.	will monitor any impacts.
	A Culture Strategy for Scotland – Public Consultation The Scottish Government is consulting on its Culture Strategy for Scotland. The draft strategy commits to long-term change through greater collaboration and integration across culture, communities and policy development to ensure that culture's empowering and transformative impact can be experienced by everyone. The deadline for responses is Wednesday 19 September 2018.	The Cultural Industries Management Team will consider the draft strategy and any implications for their curriculum or partnership activity.
	Construction Industry Training Board (CITB) The CITB is making changes to tender documentation, is extending funding of the Skills Tests for another year up to December 2019, and is developing a platform that would allow a standardised approach to e-portfolios across all of Scotland's colleges. The CITB has now confirmed it will increase this funding to £22k; a short life working group will be established to take this forward.	Assistant Principal Michael Jeffrey is engaged in all these developments and ensures feedback to the relevant curriculum areas and the Executive Team and Senior Management Group.
	School Governance Education Review On Tuesday 26 June 2018, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, published the Draft Education (Scotland) Bill and announced that it would not be taken forward at this point in time, but instead the Scottish Government would seek to reform schools more quickly through collaboration and consensus building.	The Executive Team and Senior Management group will continue to monitor developments.
	National Articulation Forum A joint funding bid – from SFC, Colleges Scotland and Universities Scotland – to secure a staff member to work on the National Articulation Forum has been successful, and initial discussions on the recruitment and direction of this role took place on Monday 18 June 2018 between Colleges Scotland, Universities Scotland and SFC. It is hoped that this role could be advertised, interviewed and appointment made by mid-July 2018.	The Executive Team and Senior Management Group continue to engage with and monitor outcomes from the forum.
	Regional STEM Hub The College has been awarded regional STEM Hub status, which will enable it to expand its STEM provision, in line with ROA 2018/19 targets.	The STEM Blueprint Project (programme 2) will be responsible for taking forward STEM developments.
3 – Supporting and inspiring our people	**National Bargaining** Trade Unions and the Employers Association continue discussions through the NJNC on harmonisation and pay and conditions. It was jointly agreed to postpone the second dispute meeting regarding the support staff side matters, which was due to take place on Wednesday 27 June 2018. This was to allow both parties more time to consider of their respective positions. A future date will be agreed and communicated to the Employers' Association in due course.	The Principal / Chief Executive and the Chair represent the College at the Employers Association, and monitor and report outcomes. Colleges Scotland and the Employers Association provide regular updates to the College on developments.
4 – Valued in partnership and by communities	**Flexible Workforce Development Fund (FWDF)** On Wednesday 18 July 2018, the Minister for Business, Fair Work and Skills, Jamie Hepburn, launched Year 2 of the FWDF at Ayrshire College, Ayr Campus. Colleges Scotland has worked with the Scottish Government to ensure that the £10m fund will continue to be exclusively delivered by the college sector. New for this year is an increase in the cap to £15,000 and the option to utilise some or all of the fund in the supply chain. Scottish Government published a media statement, and a case study booklet.	The Commercial and International Team is aware of these developments and continues to generate more FWD funding for the College, as part of the Commercial and International Strategy.
	Colleges Scotland – Statement of Ambition Colleges Scotland has produced a draft Statement of Ambition which is now out for consultation.	The Principal / Chief Executive and the Chair of the Board of Management are ensuring that the College's views are being considered.
	Community Planning Partnership (CPP) Governance	

	Reviews All three CPPs that Edinburgh College works with have undergone governance reviews examine if their respective partnership structures are fit for purpose. The College has been actively engaged in this process.	The College's three community planning teams continue to improve engagement with each CPP and link ROA objectives to strategic community plans.
	Cabinet Reshuffle On Tuesday 26 June 2018, the First Minister, Nicola Sturgeon, appointed a new Cabinet in a major reshuffle. Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, remains in post. The Minister for Further Education, Higher Education and Science, Shirley-Anne Somerville, has been promoted into a new role and will no longer have an education remit. Richard Lochheadt MSP takes on the remit of Minster for Further Education, Higher Education and Science from 6 September 2018. The reshuffle has also meant that Jamie Hepburn will take on new responsibilities as the Minister for Business, Fair Work and Skills – combining the post of Business with his previous remit. The First Minister also appointed a number of new Ministers.	The Executive Team will continue to monitor developments and will continue to seek out opportunities for Ministerial engagement.
	Fairer Scotland Duty (https://www.gov.scot/Publications/2018/03/6918) The Fairer Scotland Duty, Part 1 of the Equality Act 2010, comes into force in Scotland from April 2018. It places a legal responsibility on particular public bodies in Scotland to actively consider ('pay due regard' to) how they can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions.	Whilst Colleges are not listed as a body covered by the new duty, the College will continue CPP work to tackle poverty and inequality, through the new College Widening Access and Equality Group.
5 – An efficient and effective College	**Good Governance Steering Group (GGSG)** The Scottish Government has now advised that due to the recent changes to the Cabinet, it is highly unlikely that there will be any Ministerial decision relating to the Good College Governance Consultation announced before September 2018. This news will affect the timetable for the review of the current sector Code of Good Governance.	The Board has agreed to establish a working group to lead on the governance review and commissioning an external third party to review governance arrangements. This group will monitor outcomes from these developments.
	Public Audit and Post Legislative Scrutiny Committee On Thursday 28 June 2018, the committee took evidence from New College Lanarkshire and the Scottish Funding Council on the *2016/17 audit of New College Lanarkshire* section report. A recording of the meeting and the Official Report are available to view on the Scottish Parliament website.	The Executive Team and Senior Management Group will continue to monitor outcomes from the PAPL Scrutiny Committee.
	Draft Budget Submission Colleges Scotland issued the submission to the Scottish Government's Draft Budget 2019/20 on Friday 29 June 2018 and will continue dialogue with the Scottish Government and SFC to influence the outcome.	The Executive Team and Senior Management Group will continue to monitor outcomes from this process.
	Colleges Scotland – Key Facts 2018 Colleges Scotland has published the 2018 edition of its 'Keyfacts' publication, containing the latest facts and figures on the college sector in Scotland in an easy-to-read booklet. You can download an electronic version at www.collegesscotland.ac.uk/keyfacts.	The College has distributed copies of this via various communication channels. The College will be shortly publishing its own key facts document for 2017/18 AY.
	Scottish Funding Council Guidance The SFC has recently released the following updated guidance to Colleges (i) new Scottish Government guidance for Audit and Risk Assurance Committees (ii) FES return and audit guidance (iii) education maintenance allowance return (iv) accounts direction for Scotland's colleges (v) student support fund.	The relevant college staff are aware of the recently issued guidance. The Chair of the audit and Risk Assurance Committee has undertaken an initial analysis of the implications of (i) and will report to that committee in due course.
	BREXIT https://www.bbc.co.uk/news/politics/uk_leaves_the_eu Negotiations continue on the UK leaving the EU. BBC political analysts are identifying four possible options in response to negotiations to date (i) leave with a deal (ii) leave without a deal (iii) stay in the EU or (iv) hold another referendum. A recent Colleges Scotland event held on BREXIT was attended by college staff, an outcome report is due soon. This event also	The College continues to monitor impacts of BREXIT on college business through a new strategic group, and will report any significant impacts to the Board and its

	identified possible further interest rate rises, in addition to BoE base rate increases announced during early August. The College has variable rate borrowing, and with BoE forecasts of much higher interest rates in the next one to two years, this could have an effect (1% increase would equate to an additional £25k p.a.). This would also affect exchange rates with consequent impacts on international income. In addition, an EU Settlement Scheme Communications Toolkit has been developed by the Home Office (communications toolkit), which is part of the package of support for employers, industry sector bodies, and community groups on the EU Settlement Scheme.	committees.

Healthy Working Lives

Gold Award

Edinburgh College

Undertaken by: Jenny Hill
30th August 2018

Contents

A   INTRODUCTION

Edinburgh College is one of Scotland's biggest Colleges with around 19,000 students across 4 campuses in Edinburgh and the Lothians. The college offer over 700 courses from access to degree level and continuing professional development.

Edinburgh College currently have 1300 employees who work across their 4 campuses. All employees are included in their Healthy Working Lives (HWL) registration. This organisation has been formed through a recent college merger and to reflect the different levels of the HWL award held by the merging colleges it was decided that Edinburgh College would hold the Silver award.

Andy Bamberry, Health and Safety Manager has led HWL in this organisation and is supported by an enthusiastic HWL Working Group including Mary McHugh, Occupational Health Nurse and Nyree Greeson, HR and Organisation Development.

The organisation have been supported through their Gold Healthy Working Lives award by Kathryn Sinclair, HWL Advisor, NHS Lothian.

B   EXECUTIVE SUMMARY

Edinburgh College fully meets the requirements of the Gold Healthy Working Lives award as evidenced from a comprehensive portfolio of evidence and from the Gold assessment visit.

With a large number of employees based across different sites the HWL group have done an excellent job of embedding health, safety and wellbeing into the way of working at this College. While employee health remains the key focus of the HWL group within this education establishment, they have effective links with the Edinburgh College Student Association (ECSA) as they have recognised the cross over in work.

> *'There are links between HWL and ESCA as they have the same role but different audiences'*

A wide range of initiatives and health topics have been addressed in response to employee suggestions and identified issues ensuring they are responding to employees and addressing their needs. Effective benchmarking has allowed the HWL group to increase their understanding of their workforce and their students and has allowed them to monitor various aspects of health, safety and wellbeing.

Employees interviewed gave a real sense of enthusiasm for the activities delivered as part of HWL and an appreciation for how their health and wellbeing is valued by the organisation.

C   ASSESSMENT FINDINGS

The assessment report is based on evidence gathered during an assessment visit to the location below and as a result of discussion with the working group and employees below:

Date of assessment visit: 30th August 2018

Edinburgh College
Sighthill Campus
Bankhead Avenue
Edinburgh
EH11 4DE

Employees interviewed:

Andy Bamberry   Health and Safety Manager
Mary McHugh   Occupational Health Nurse
Nyree Greeson   Human Resources – Organisation Development
Natalia Kubizna   H&S Coordinator

The report findings are based on evidence gathered from the following sources:

- E-Portfolio review
- Meetings and interviews with employees at the above location
- Observations made during the visit.

0   Bronze & Silver Maintenance

Edinburgh College continues to meet all the requirements of the Bronze and Silver awards as evidenced through the most recent annual review completed on 23/07/18.

All policies and procedures around smoking and alcohol and drugs are current and up to date. The smoking policy was reviewed in October 2017 and renamed 'Clean Air Policy'. The organisation have worked closely with the NHS to implement this policy and support both employees and students to stop smoking. The college recognised an issue with smoking at entrances and have worked with the NHS and their marketing team to develop new signage, pavement markings and smoking shelters to encourage smokers to only smoke in approved areas and to highlight the dangers of smoking. The college should be commended for the work done here and their ongoing efforts to encourage smoking cessation and minimise second hand smoke exposure.

Edinburgh College have also delivered a number of successful health checks for employees which have resulted in a number of referrals for further medical advice. These checks along with sessions delivered on Prostate Cancer and on the Menopause were described as being successful in raising awareness and giving employees the confidence to open up and talk.

'I'm surprised at how much discussion has occurred at some events'

'It has given employees the confidence to speak to their manager'

The organisations catering facilities continues to hold the Healthy Living Award (HLA) offering employees and students access to healthier options. Employees have also had the opportunity to take part in a step count challenge and walking group to encourage them to increase their activity levels.

'Physical activity assists in reducing stress so we intend to continue to offer these opportunities to staff'

Various mental health awareness activities have also been delivered including mental health training for managers and an employee event focusing on wellbeing and positive mental health.

The HWL team act on suggestions from employees and also gauge current health issues when deciding what topics to address. This ensures they are addressing current needs and are responding to employees. The main methods of communicating with colleagues is through a weekly newsletter sent out to all employees. Email is also used and a news bar on the intranet which is highly visible when an employee logs in.

1 Healthy Working Lives Strategy

Edinburgh College have implemented a 3 year Healthy Working Lives Strategy with associated rolling action plan. This strategy was developed from a strategy existing before the college's merged. Responsibility for developing and reviewing the strategy lies with Andy Bamberry, Health and Safety Manager. The HWL group has the responsibility of implementing the action plan. An update on the progress of the action plan goes to the Edinburgh College Board annually.

The college's commitment to employee health safety and wellbeing is set out within the strategy which highlights how promotion of healthy living and workplace wellbeing are key to the organisations sustainability and employee engagement strategies. The importance of health, safety and personal wellbeing is also officially recognised for employees through the college's occupational health, safety and welfare policy.

A highly successful wellbeing day was held in June and was inclusive to all employees. The HWL group will use evaluation from the day to feed into their action plan and recognised the importance of having a wellbeing focus at future employee away days.

The HWL strategy and action plan should be made available for employees as these are excellent documents outlining how the organisation aims to improve employee health and wellbeing.

2   Benchmarking

Edinburgh College chose to focus on four areas for benchmarking in terms of employee health, safety and wellbeing. These areas are Occupational Health, HR/Organisation Development, Health and Safety and Students.

Occupational Health:
The number of health checks accessed through occupational health are monitored annually. As is the number of appointments with Physiotherapy, GP and Occupational Health. The Occupational Health Nurse is part of the HWL group and is able to monitor health issues arising and use HWL to raise awareness on a health topic or signpost employees to support.

HR/ Organisation Development:
Absence and reasons for absence are recorded and monitored. Current figures show absence has fallen in the last year overall. Whilst it is recognised that the exact reasons for the reduction can be hard to determine, access to services such as physiotherapy through the organisation and addressing mental health issues are likely to have a positive effect on reducing absence.

'People are not having to wait to be seen through the NHS'

'We can offer employees referrals to Edinburgh leisure and personal training sessions'

'We can offer reasonable adjustments like standing desks'

H&S:
Whilst the number of accidents reported is decreasing the Health and Safety Manager acknowledged the importance of reporting accidents.

'I would be happier if all accidents were reported so we can work with this and share learning from these.'

Students:
Reported cases of mental health issues in students is monitored. As is numbers of smokers.

All benchmarking data is used to identify areas that require additional resources and these are included in the action plan.

'An example of this is we based our staff training day on mental health awareness due to absences reported due to mental health issues'

This highlights how effective the organisation have been in recording effective data for employee health safety and wellbeing and responding to the needs of their employees through this data analysis.

3   Health Inequalities

Edinburgh College identified they had a high proportion of employees within the 55 – 65 years old bracket. A pre-retirement training course was delivered offering financial, legal and health advice. This course is open to any staff member regardless of age as the College recognise that employees may be interested in this advice for family or friends. Seven employees attended last year and feedback from the course was positive with participants stating how relevant the advice was in preparation for retirement.

'The course covers lots of aspects of preparation for retirement and the information was really useful'

'It was useful even if you aren't close to retirement as there was information that might be useful for supporting family members like power of attorney'

This course is delivered by an external supplier and was scheduled for non-teaching weeks to ensure all employees were able to access this course if they wanted to. This course will continue to be delivered but the HWL group will identify a different group of employees annually to address health inequalities.

4   Stress Risk Assessment

The College have identified that stress is a common reason for sickness absence and consequently a stress audit has been conducted based on a recent staff stress survey carried out by Education Institute Scotland (EIS). Employees are also encouraged to attend local health and safety committee meetings where they have the opportunity to voice any concerns on work related stress.

The survey report provided the organisation with information that has led to policy reviews. The stress guidance procedure and risk assessment process have also consequently been reviewed. One of the changes made, which is having a positive impact, involves the return to work meeting between an employee and a manager. Now prior to the meeting the employee gets the opportunity to answer a set of questions. The manager then gets the chance to review the answers and essentially prepare for the meeting. This allows managers the opportunity to explore and consider potential support or reasonable adjustments that could be offered before the face to face meeting.

'This allows for a more effective meeting'

'This is of benefit to both the employee and the manager who both get the chance to give consideration to the questions without being put on the spot'

All employees have been made aware of these reviewed procedures via email, intranet and at the employee training day. Employees are thought to be recognising signs and symptoms of stress more readily now through awareness raising campaigns, training and updated and improved guidance from HR and health and safety. The HWL group acknowledged that this may in fact have led to an increase in

stress being reported as a reason for absence but by doing so appropriate support can be offered.

D   CONCLUSIONS & RECOMMENDATIONS

Edinburgh College has clearly demonstrated that it meets the Healthy Working Lives Gold criteria.

The HWL group are highly motivated and dedicated to improving health and wellbeing of employees. With effective links to the Student's Association and Sustainability group the organisation have delivered a wide range of initiatives in line with employee needs and suggestions. The organisation should share the Healthy Working Lives Strategy and action plan with employees as this document highlights the organisations commitment to their health, safety and wellbeing.

The benefits of the activities and campaigns covered across the organisation was evident from employee interviews and evidence provided.

'Taking part in HWL demonstrates the organisations active interest in employee wellbeing'

The ongoing efforts of the College to reduce second hand smoke exposure and promote smoking cessation should be commended. They have completed a number of activities to promote positive mental health of employees and have shown a commitment to continue this good work.

The organisation should continue to complete the benchmarking measures chosen to monitor continuous improvement. In 2019 they should look at completing an Employee Wellbeing Survey (EWS) or an EWS match as an exercise to assess employee needs.

The organisation should continue to maintain the Gold HWL award level and the high standard of health, safety and wellbeing support currently in place.

What next?

Your annual review date for each year is now 11th September

The purpose of completing the annual review is to provide evidence that you have maintained your HWL award by detailing HWL activity over the last 12 months and planning for the next 12 months. After completing and submitting your annual review, an adviser will review and approve the form.

APPENDIX 1

Checklists

	Viewed by assessor ✓	Date Completed
Organisation Profile	✓	30/06/15
Employee Wellbeing Survey (match completed)	✓	01/05/16
1ˢᵗ Annual review	✓	12/06/17
2ⁿᵈ Annual review	✓	23/07/18
Record sheets		
Strategy & rolling action plan	✓	23/08/18
Benchmarking	✓	23/08/18
Health Inequalities	✓	23/08/18
Select Relevant Optional:		
Stress Risk Assessment	✓	23/08/18

Topics

	Topic	Information campaign (min 7) ✓	Activity (min 3) ✓	Opportunity (min 4 or 6) ✓	Description
1	**Smoking Policy**	✓			Renamed 'Clean air Policy' Oct 17 – circulated
2	**Mental Health**		✓		Staff event with speakers / workshops
3	**Alcohol & drugs Policy**	✓			Policy updated Feb 2018 - circulated
6	**Healthy Eating**			✓	Meal deals including bottled water promoted
7	**Healthy Eating**			✓	Water, fruit and health bar offered at staff training day
8	**Healthy Eating**	✓			Hydration information campaign 'free brain juice'
9	**Physical Activity**		✓		Step count challenge

10	**Physical Activity**			✓	Bike month – cycle maintenance and cycling routes
11	**Physical Activity**			✓	Lunch time walking group
12	**General safety**	✓			Police Scotland talks
13	**Personal safety**		✓		Suzy Lamplugh training
14	**Heart health**		✓		Atrial Fibrillation checks
15	**Lifestyle checks**		✓		Blood pressure checks
16	**Confidential support**	✓			PAM assist roadshow
17	**Smoking**	✓			Information campaign
18	**Alcohol & Drugs**	✓			Information stands hosted on campus

APPENDIX 2

Benchmarking

Measure	Baseline	Current
	2017	**2018**
How many workplace accidents have been recorded?	499	385
Do you record near misses?	Y	Y
How many days have been lost due to workplace accidents?	Not avail	21
How many days have been lost through sickness absence?	14831	12646
What is your average annual employee turnover? (number of leavers divided by average number of employees x100)	15	18.2
What % of those employees who left their job did so as a result of workplace related ill health?	0.5	
Please comment on the figures above: **Reduction in absence:** Whilst it is recognised that the exact reasons for the reduction can be hard to determine, access to services such as physiotherapy through the organisation and addressing mental health issues are likely to have a positive effect on reducing absence.		

For the future you want

FOR INFORMATION / DISCUSSION / DECISION			
Meeting	Board of Management 18.09.18		
Presented by	Nick Croft		
Author/Contact	Nick Croft / Marcus Walker	Department / Unit	Governance
Date Created	31.08.18	Telephone	0131 344 7048
Appendices Attached	*Appendix 1:* Governance Review 2019: Working Group Terms of Reference *Appendix 2*: Board Development Plan 2017/18 *Appendix 3*: Colleges Scotland Draft Statement of Ambition *Appendix 4*: The Difference that Diversity makes to Board Governance - Research Project Update (June 2018)		
Disclosable under FOISA	Yes.		

GOVERNANCE REPORT

1. **PURPOSE**

   This paper provides an update on ongoing governance matters within the college.

2. **BACKGROUND**

   The report provides an update on matters brought to the attention of the Board at its meeting on 12 June 2018, and further developments within the college and college sector over recent months.

3. **DETAIL**

   3.1 **Non-Executive Board Membership**

   On 06 August, the Chair of the Board received a letter from the Deputy Director of the Colleges, Young Workforce and SFC Sponsorship Division at Scottish Government, confirming the reappointment of Dr Fiona Riddoch to the Edinburgh College Board of Management Board. The tenure of Dr Riddoch as a Non-Executive Board Member has therefore been extended by a further three years to 20 October 2021.

   On 13 August, Stephen Dunn a Non-Executive Board Member since February 2016 informed the Chair of his decision to resign from the Edinburgh College Board of Management with immediate effect. The Chair, on behalf of the Board, formally wrote to Mr Dunn on 16 August to thank him for his service to the college as a member of the Board, and both its Policy & Resources Committee and Remuneration Committee.

   The Nominations Committee will meet in due course to consider Board capacity and succession planning going forward.

3.2   Code of Good Governance for Scotland's Colleges

The Good Governance Steering Group (GGSG) for Scotland's College has commenced its review of the current Code of Good Governance, and is considering evidence for future developments.

The timescale agreed by the GGSG at its meeting in May 2018, indicates that consultation with colleges and key stakeholders on a revised Code will take place between October and December 2018, with a finalised version of the Code to be published in February 2019.

It is expected that the revised Code will be implemented by 01 August 2019.

3.3   Governance Review

On 12 June, the Board of Management agreed to the formation of a working group to consider the requirements for an external review of governance arrangements and its initial timescale. This working group shall be chaired by the Chair of the Board, Sir Ian Diamond, and will consist of the following members:

- Beth Anderson (Student Board Member)
- Bruce Cassidy (Support Staff Board Member)
- Mike Cowley (Teaching Staff Board Member)
- Lesley Drummond (Non-Executive)
- Ann Landels (Non-Executive)
- Nigel Paul (Non-Executive)

In August, the Governance Review Working Group considered (via correspondence) its own terms of reference (**Appendix 1** refers), which outlines its strategic purpose, objectives and governance arrangements. The Working Group subsequently agreed to endorse its Terms of Reference for approval by the Board.

Please note: The proposed timescale has changed slightly from the version presented to the Board in June 2018. This is due to the fact that an updated Code of Good Governance for Scotland's Colleges (Paragraph 3.1 refers), which the Governance Review will consider the college's arrangements against, is not expected to be published until February 2019.

3.4   Development Plan 2017/18

Following the completion of the 2016 Governance Review an accompanying Edinburgh College Board Development Plan 2017/18, was approved by the Board and submitted to the SFC in March 2017.

The Board has reviewed progress against the Development Plan at each of its meetings in the previous academic year. For the reference of the Board, attached is a final version of the Board Development 2017/18 for the reporting period to September 2018 (**Appendix 2** refers).

The Board achieved the majority of its 28 objectives outlined in the Development Plan 2017/18. Below are updates on the five objectives which have been not been fully met:

Status	Planned Improvement	Next Step
Amber	All Board member to complete mandatory induction on governance within 6 months of joining.	CDN induction in February cancelled due to adverse weather conditions. Schedule for 2018/19 induction events to be confirmed.
Amber	Development of systematic approach to committee chair induction in line with code, to ensure consistent and effective convenorship.	No new committee chairs appointed in 2017/18. Approach to be developed and used in advance of new Chair of the External Engagement Committee being confirmed.
Amber	Monitor and improve effectiveness of system introduced in 2015/16 to set and review progress against individual objectives. Supporting the process by which Board members reflect on their individual contribution and consider how they can continue to effectively support the Board going forward.	Chair of the Board to hold initial one-to-one meetings with Board members, and discuss individual objectives going forward.
Amber	Develop more systematic approach to mentoring of new non-executive, staff and student members to ensure consistency and effective decision-making.	Mentors for student members in place during 2017/18. One-to-one meetings with Chair of the Board to assess staff and non-executive needs.
Amber	Introduce a critical debrief on selected decision as part of annual performance review; use findings for benchmarking in future years.	A critical debrief session was planned for Board Development Day in May 2018. However, the appointment of new Chair of the Board and other strategic developments required the focus of the day to change. Elements of critical reflection where included in the development day discussions, and such opportunities to reflect will be introduced into future Board meetings. The Chair will include elements of reviewing decision-making within his one-to-one meetings with the Board members.

With a governance review due to take place in spring 2019 which will lead to the development of a new improvement plan for the Board, it is proposed that the Development Plan is rolled over to the new academic year. Particular emphasis in early 2018/19 will be placed on the five actions outlined above, to ensure that all existing actions are complete before the development of a new improvement plan.

3.5   Board Evaluations

One-to-one meetings with the Chair of the Board will have take place before the Board meeting in September 2018, as part of Board members individual self-evaluations. In addition to the proposed self-evaluations, an online survey has be circulated to members of the Board in August 2018.

An overview of feedback from individual meetings with the Chair and a governance survey will be presented to the Board at its meeting on 18 September.

3.6   Board Development Day 30 October 2018

The next Edinburgh College Board Development Day is scheduled to take place on Tuesday 30 October at Forth Sector, Duddingston Yards. Below is a proposed itinerary for the day:

Time	Session	Speaker / Facilitator
0930 - 1000	Arrivals / Coffee	
1000 - 1010	Purpose of the Development Day	Chair
1010 - 1100	Vision for Edinburgh College	Principal & Chief Executive
1100 - 1115	Refreshment Break	
1115 - 1230	Blueprint Update	Executive Team / Head of Corporate Development
1230 - 1330	Lunch	
1330 - 1430	Strategic Plan 2017/22: Measuring and Reporting Performance	Executive Team / Head of Corporate Development
1430 - 1445	Refreshment Break	
1445 - 1545	City Region Deal, Regional Skills Assessment and the Learner Journey Review 15-24 - Implications for the College Curriculum.	Executive Team / Head of Faculty
1545 - 1600	Summary / Next Steps	Chair

The Board are asked to review and endorse the proposed itinerary for the Board Development Day.

3.7   Position of Vice Chair / Senior Independent Member

As noted at the previous meeting, the tenure of Ian Young (the Vice Chair) will end on 01 March 2019.

The Code of Good Governance states that a college board must appoint one its non-executive members to become a senior independent member. In Edinburgh College this role is fulfilled by the Vice Chair (- a decision reaffirmed at the Board meeting on 12 June 2018).

4

Below is a proposed timescale for the nomination and appointment of a new Vice Chair:

Date	Process
18 September 2018	Board informed of nomination process.
26 October 2018	Call for nominations from non-executive Board members to become Vice Chair.
23 November 2018	Deadline for nominations.
11 December 2018	Board agrees the nomination, or hold a ballot in the event of more than one nomination.
02 March 2019	Appointed Board member formally becomes the Vice Chair.

The Board are asked to note the proposed nomination/appointment process.

3.8   Position of Chair of the External Engagement Committee

The position of Chair of the External Engagement Committee is currently vacant following the departure of a Non-Executive Board Member from the Board in March 2018. An open call for nominations to act as Chair of the External Engagement Committee was circulated (on 25 June 2018) to Board Members prior to one-to-one meetings taking place with the Chair.

An update on the position of Chair of the External Engagement Committee will be provided at the Board meeting on 18 September.

3.9   Colleges Scotland Statement of Ambition

Colleges Scotland has been working with the college chairs and principals to develop a statement of ambition for the college sector in Scotland. The purpose of the Statement of Ambition is to set out a vision, mission and set of values for the college sector for the next five years (2018-23). A set of underpinning ambition have also been outlined which will support the achievement of the vision by the sector.

As part of the engagement process, Colleges Scotland has been consulting with key stakeholders and partners on its Draft Statement of Ambition 2018-2023 (**Appendix 3**). This consultation exercise has now concluded and further details are provided in the Principal & Chief Executive's Report (see Horizon Scanning Report appendix).

3.10   Commission for Ethical Standard in Public Life in Scotland Research Project

In April 2017, the Commission for Ethical Standard in Public Life in Scotland (CESPLS) and the Scottish Government launched a research project. The Project seeks to review the difference that increased diversity is making to the governance of Scotland's public body boards.

The former Chair of the Board agreed to Edinburgh College's participation in this study on a voluntary basis, and an initial self-assessment questionnaire was been completed in January 2018.

On 03 July, the Chair of the Board received a letter from Bill Thomson, Commissioner for Ethical Standards in Public Life Scotland, providing an update on the outcomes of Stage 1 of the research project and outlining the next steps. A copy of the letter and the emergent findings from stage one of the research project is attached as **Appendix 4**.

The Board will continued to be updated through future governance reports on further developments relating to Stage 2 of the Project.

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

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

6.   **RISK**
Improving governance arrangements and effective forward planning will mitigate the risk of governance failure, which currently sits as Risk 12 on the top risk register.

7.   **FINANCIAL IMPLICATIONS**
Not applicable.

8.   **LEGAL IMPLICATIONS**
Compliance with the Code of Good Governance is an SFC condition of grant.

9.   **WORKFORCE IMPLICATIONS**
Not applicable.

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

11.   **EQUALITIES IMPLICATIONS**
Not applicable.

CONCLUSIONS/RECOMMENDATIONS
The Board is asked to:
- NOTE the content of the Governance Report;
- CONSIDER and APPROVE the Governance Review Working Group Terms of Reference;
- CONSIDER progress against the Development Plan 2017/18, and AGREE to the continuation of the Plan until the 2019 Governance Review is completed and a new improvement plan implemented;
- AGREE the draft itinerary for the Board Development Day on 30 October 2018.

For the future you want

EDINBURGH COLLEGE BOARD OF MANAGEMENT

GOVERNANCE REVIEW 2019: TERMS OF REFERENCE

1. Strategic Purpose

To evaluate Edinburgh College's governance framework and to assess whether or not it is fit for purpose in respect of the new 'Code of Good Governance for Scotland's Colleges'.

In addition to the new Code of Good Governance for Scotland's Colleges, the evaluation process shall extract learning from other relevant governance documents, including; the Scottish Government's *'On Board - A Guide for Board Members of Public Bodies in Scotland'* and the UK Corporate Governance Code.

2. Objectives

The four domains evaluated through the governance review shall be:

2.1 Strategy and Planning
- Strategic planning processes;
- Engagement with students, staff and other stakeholders;
- Board insight and foresight;
- Performance monitoring and risk assurance.

2.2 Capability and Culture
- Board capability;
- Board development and succession planning;
- Board skills matrix;
- Board evaluation and performance review arrangements for individual Board member.

2.3 Process and Structures
- Governance framework (including standing orders, scheme of delegation and terms of reference)
- Board roles and responsibilities;
- Structure, membership and operation of sub-committees;
- Interface between the Board, its committees and community planning partnership governance arrangements.

2.4 Measurement
- Effective information management and reporting;

- Effective reportage framework (including appropriate report template)
- Timely, accurate and relevant information;
- Effective use of performance and quality information.

3. Governance

The review will be managed and coordinated by a working group of the Board, chaired by the Chair of the Board, Sir Ian Diamond, and consisting of the following members:

- Beth Anderson   (Student Board Member)
- Bruce Cassidy   (Support Staff Board Member)
- Mike Cowley   (Teaching Staff Board Member)
- Lesley Drummond   (Non-Executive)
- Ann Landels   (Non-Executive)
- Nigel Paul   (Non-Executive)

The Board Secretary, Governance Advisor and Clerk to the Board and the Principal & Chief Executive shall attend meetings of the working group in an advisory capacity, as required.

The working group will report directly to the Board via the 'Governance Report' standing item, at each of its scheduled meeting, on developments, findings and recommendations.

The working group will also commission an external third party to undertake the review, in line with the terms of reference, and the appointed third party will report directly to the working group.

4. Timescales

Action	Deadline
Governance Review Working Group establish and draft terms of reference approved.	August 2018
Terms of reference approved by Board of Management.	18 September 2018
External third party commissioned and approved by the Board.	11 December 2018
Initial findings and recommendations reported to the working group and draft Governance Review report approved.	April / May 2018
Draft Governance Review report, and accompanying development plan, considered by the Board of Management.	18 June 2018
Governance Review recommendations implemented and reported to the Board through the development plan.	September 2019 onwards

Edinburgh College

For the future you want

IMPROVEMENT PLAN: BOARD DEVELOPMENT

PROGRESS / EVIDENCE REVIEW

FOR REPORTING PERIOD UP TO END OF SEPTEMBER 2018

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

Lead: Head of Corporate Development

September 2018

	1. IMPROVING APPOINTMENT, INDUCTION AND DEVELOPMENT		OVERALL STATUS: Partial Completion			R	A	G

ACTION	IMPROVEMENT REQUIRED	TARGET COMPLETION	FORECAST/ ACTUAL COMPLETION	RESPONSIBLE	STATUS UPDATE EVIDENCE COLLECTED	STATUS Proposed	STATUS Agreed
1.1	**Enhance succession planning to improve balance and representativeness of board**	September 2018	September 2018	**Nominations Committee**	**Complete**	A	A
	High level diversity succession plan in place to ensure the Board upholds the Equality and Diversity Policy of Edinburgh College.				Diversity planning considered at the Nominations Committee held on 26 October 2017.

The Nominations Committee on 30 May 2018 considered an update the Gender Representation on Public Boards (Scotland) Act 2018 and its implementation. Further to this, the Committee agreed to continue to develop its policies towards gender representation on the Board - through its non-executive recruitment process. | G | G |
| | Enhance the use of co-option and advisory/interim board roles to build capacity, succession planning, and fill any gaps identified by the Board in its core skills matrix. | | | | The Nominations Committee held on 26 October and 30 May considered if any gaps existed in the Board skills matrix.

In October, the Committee agreed to seek a new non-executive member with 'relevant legal expertise' and/or 'current | G | G |

					or recent experience in the public sector, third sector or community engagement initiatives'. In March, a new Non Executive Member with relevant legal experience was appointed to the Board.			
1.2	**Achieve/maintain gender balance**	**September 2018**	**September 2018**	**Nominations Committee**	**Complete**		**G**	**G**
	Diversity succession planning to take account of 50/50 by 2020, an initiative to which Edinburgh College has voluntarily pledged its participation, and the gender representation bill.				The Nomination Committee considered diversity succession planning, on 26 October, to take into account of 50/50 by 2020 and the gender representation bill. The Nominations Committee on 30 May 2018 considered an update on the Gender Representation on Public Boards (Scotland) Act 2018 and its implementation.		G	G
1.3	**Improve induction/training**	**September 2018**	**September 2018**	**Chair of the Board / Head of Corporate Development**	**In Progress**		**A**	**A**
	All Board members to complete CDN mandatory induction on governance within 6 months of joining.				Three new Board members are awaiting CDN mandatory training, following the cancellation of an event in February due to adverse weather. CDN are currently developing a new schedule for mandatory induction events and this will be		A	A

					circulated to members in due course.		

	All Remuneration Committee Members to complete dedicated CDN training, which provides the basic knowledge they require to fulfil their responsibilities.				Remuneration Committee training available to members online *[also available to all Board members for reference]*.	G	G
	Audit Chair/members to complete dedicated CDN training, which provides the basic knowledge they require to fulfil their responsibilities.				Audit & Risk Assurance Committee Chair attended CDN event on 16 March 2017. No further Audit Chair/members specific training events have been held.	G	G
	Senior Independent member to complete CDN training and engage at national level to share/develop sector practice.				Vice Chair completed senior independent member training on 07 December 2016. No further Vice Chair specific training events have been held.	G	G
	Develop more systematic approach to committee chair induction in line with the code, to ensure consistent and effective convenorship.				No new committee chairs appointed in 2017/18. Approach to be developed and used in advance of new Chair of the External Engagement Committee being confirmed.	A	A
	Executive-led sessions on curriculum and academic structure to be held to develop all Board members understanding of core college business.			/ Executive Team	Reports on curriculum and student numbers received by P&R Committee on 22 August.	G	G

					Follow-up session to be arranged in 2018/19.	G	G
	Finance/funding session to be held to ensure that all Board members have an appropriate understanding of internal financial reporting and current funding mechanisms.			/ Chief Operating Officer and Head of Finance	Pre-Board finance session provided by Head of Finance on 20 June. Follow-up session to be arranged in 2018/19.	G	G
1.4	**Introduce 6 month induction review**	**September 2018**	**June 2019**	**Chair of the Board / Head of Corporate Development**	**In progress**	**A**	**A**
	In line with recommendations in the development framework, give new board members the opportunity of a one-to-one meeting with the Chair at the end of their first six months.				Support staff Board member and new non-executive members received 6 month induction review as part of one-to-one meeting with the Chair of the Board in July 2017. All members are welcome to meeting privately with the Chair at their discretion. All members will meet with the newly appointed Regional Chair in due course.	A	A
1.5	**Improve use of individual evaluations to meet needs and aspirations of board members**	**September 2018**	**June 2019**	**Chair of the Board / Head of Corporate Development**	**In progress**	**A**	**A**
	Monitor and improve effectiveness of system introduced in 2015/16 to set and review progress against individual objectives. Supporting the process by which Board members reflect				Individual evaluation meeting with the Chair took place during July/August 2017, and individual objectives were agreed with members.	A	A

	on their individual contribution and consider how they can continue to effectively support the Board going forward.				All members will meet with the newly appointed Regional Chair in due course, with individual objectives to be considered and reaffirmed.		
1.6	**Develop use of mentoring**	**September 2018**	**December 2018**	**Chair of the Board / Head of Corporate Development**	**In progress**	**A**	**A**
	Develop more systematic approach to mentoring of new non-executive, staff and student members to ensure consistency and effective decision making.				Mentorship arrangements for both Student Board Members are in-place. Following Board members meeting one-to-one with the new Chair in Summer 2018 formal arrangement will be proposed to the next meeting of the Nominations Committee in September/October 2018.	A	A

2. ENHANCING DECISION-MAKING	OVERALL STATUS: Partial Completion	R	A	G

ACTION	IMPROVEMENT REQUIRED	TARGET COMPLETION	FORECAST/ ACTUAL COMPLETION	RESPONSIBLE	STATUS UPDATE EVIDENCE COLLECTED	STATUS Proposed	STATUS Agreed
2.1	**Review effectiveness of decisions**	**September 2018**	**June 2019**	**Head of Corporate Development / Clerk and Governance Advisor**	**In progress**	**A**	**A**
	Introduce a critical debrief on selected decisions as part of annual performance review; use				A critical debrief session was planned for Board Development Day in May 2018. However, the	A	A

	findings for benchmarking in future years. This will allow the Board to review its decision-making process, with a view to improving its future effectiveness.				appointment of new Chair of the Board and other strategic developments required the focus of the day to change. Elements of critical reflection where included in the development day discussions, and such opportunities to reflect will be introduced into future Board meetings.		
2.2	**Improve quality of board papers**	**Sept 2018**		**Head of Corporate Development / Clerk and Governance Advisor**	**Complete**	**G**	**G**
	Review content and format of board papers to improve focus (e.g. through use of executive summaries, and reduce overall volume).				New template for Board and committee papers introduced in January 2017. Papers, excluding appendices, where possible limited to a maximum of 4 pages.	G	G
2.3	**Develop capacity for horizon scanning/strategic perspective on risk and opportunity**	**Sept 2018**		**Executive Team / Head of Corporate Development**	**Complete**	**G**	**G**
	Progress development of strategic risk reporting and improved horizon-scanning reports to board and committees.				Strategic risk and horizon scanning reports presented to the Audit & Risk Assurance Committee. Newly developed Horizon Scanning Report presented to all committees and the Board from August 2018 onwards.	G	G

	Increase focus on identifying board or committee-level need for briefings or think-pieces on areas of strategic importance (e.g. sustainability, community planning, commercial markets).				The Policy & Resource Committee, External Engagement Committee and Academic Council have all received regular briefings on areas of strategic importance.	G	G
	Improve use of board strategy days to ensure appropriate degree of strategic focus.				Board Development Day on 01 November 2017 considered political landscape and innovations. Board Development Day on 01 May 2018 considered the following strategic matters: (i) Brexit; (ii) Student Experience; (iii) Granton Waterfront Development; (iv) the Future Economy of Edinburgh and the Lothians. Strategic outcomes from the Development Day in May 2018 were considered by the Board at its June meeting.	G	G
2.4	**Develop engagement of external stakeholders**	**Sept 2018**		**Executive Team / Head of Corporate Development**	**Complete**	G	G
	Continue to develop programme of external speakers at board and committee meetings to bring stakeholder perspective and generate debate.				John Gribben, Employment Relations Policy Lead (College Scotland) attended September Board meeting. External presentations provided as part of Board Development Day in November planned.	G	G

2.5	Ensure transparency around decision-making, consistent with FOISA	Sept 2017		Head of Corporate Development / Clerk and Governance Advisor	Complete	G	G
	Ensure ongoing timely publication of board agendas, minutes and papers on college website – in alignment with national guidance.			/ Freedom of Information Officer	As of 20 November 2017, all Board and committee agenda, minutes and (selected) papers published.	G	G
	Develop internal communications to make staff more aware of board responsibilities and key decisions, in order to support greater transparency and openness.			/ Communications & Social Media Manager	Internal communications to staff on Board responsibilities and key decisions progressed with Communications Team through implementation of Communications, Marketing and External Engagement Strategy.	G	G
2.6	Develop executive/non-executive relationship to support constructive debate and challenge	Sept 2018		Executive Team / Head of Corporate Development / Clerk and Governance Advisor	Complete	G	G
	Hold joint board-executive development sessions in 2017-18 to focus on roles and relationships, continuing to build appropriate linkages between the board and executive functions.				Board Development Days confirmed in Board/committee calendar. Additional Board and Executive sessions to be considered as required.	G	G
	Continue to promote dialogue between committee chairs and executive leads so that the business of the committees is well defined, chairs are well briefed and executives are clear about chairs' expectation. One example				Pre-meetings for each committee held with appropriate Chair, Exec Lead(s) and Clerk present.	G	G

	of this is the current agenda planning process.					■	■

3.	CHALLENGING THE QUALITY OF THE STUDENT EXPERIENCE	OVERALL STATUS: IN PROGRESS	R	A	G

ACTION	IMPROVEMENT REQUIRED	TARGET COMPLETION	FORECAST/ ACTUAL COMPLETION	RESPONSIBLE	STATUS UPDATE EVIDENCE COLLECTED	STATUS Proposed	STATUS Agreed
3.1	**Strengthen board engagement with students**	**Sept 2018**		**Executive Team / Head of Corporate Development / Clerk and Governance Advisor**	**Complete**	**G**	**G**
	Continue to develop programme of campus/department visits to provide opportunities for board-student dialogue.				Campus visits provided to Board members in 2017/18. Further opportunities for campus/department visits to be devised in 2018/19.	G	G
	Continue programme of student-led pre-board sessions to support further awareness of best practice initiatives taking place within the college.				Students from Faculty of Health Wellbeing & Social Sciences invited to present an update on 'Early Years' training on 19 September. Outside Broadcast students invited to present at 12 December Board meeting. Dental Nursing presentation to be given to the Board prior to its June Board meeting.	G	G

	Work with student board members, through the Board of Management's Academic Council, to identify ways to improve board insight into the student experience.			/ Academic Council / Edinburgh College Students' Association.	ECSA Learning and Teaching Report 2017 reviewed by Academic Council on 01 September. The Board Development Day on 01 May 2018 provided an opportunity for the Board to consider key elements of the student experience. Actions arising from the Board Development Day will be progressed through the Academic Council.	G	G
3.2	**Continue to improve board insight into performance**	**Sept 2018**		**Executive Team / Head of Corporate Development / Clerk and Governance Advisor**	**Complete**	**G**	**G**
	Introduce new performance monitoring arrangements (further to the ongoing strategy review) to support effective Board oversight.				Linked to development of Strategic Plan 2017-2022 and ROA 2017-20, which was approved by the Board in September 2017. Board regularly receives updates on the development of the Strategic Blueprint. Measuring and reporting of performance against the strategic plan to be considered further by the Board at its development day on 30 October 2018.	G	G

	Continue to build on improvements in business intelligence to ensure clear insight into key performance indicators.				Linked to development of Strategic Plan 2017-2022 and ROA 2017-20.	G	G

KEY:

Colour Key	Description
R	**At Risk or Late – Not Under Management Control – Action Required** **When Red,** there is usually a change that has to be made because the project is experiencing a problem which means the agreed plan in terms of cost/time/scope needs to be adjusted.
A	**At Risk or Late – Under Management Control** **When Amber**, there is usually a problem encountered that, while disruptive, is probably still within the tolerances of the defined project
G	**On Target and Under Management Control** **When Green**, it usually means there is low risk or the project is on schedule and still able to meet original objectives as planned.

College Sector
Statement of Ambition (Draft)
2018-2023

Vision, Mission and Values

Vision

We strive to be a dynamic, collaborative, and innovative sector that delivers high quality learning throughout life: ensuring opportunities for all, supporting individuals, communities and businesses by delivering the education and training required to underpin Scotland's professional, technical and vocational skills needs for current and future inclusive sustainable economic prosperity.

Mission

Contribute, as a key part of a world-class education system, to deliver equity and excellence for the learner, reflecting the diversity of our regions and communities, while supporting the needs of employers with a labour market that is high performing and inclusive, where skills and talent drive economic growth.

Values

Our ambition is underpinned by our values – to be inclusive, collaborative, transparent, excellent, respectful, innovative, and inspirational.
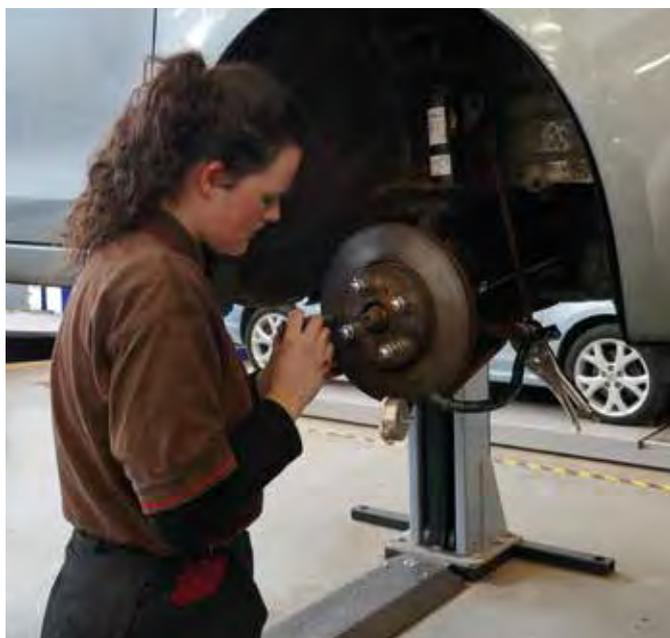
Ambitions to Deliver

Colleges have a critical role supporting individuals and businesses in Scotland as well as providing community leadership in the regional economies in which we are situated. Our sector's three ambitions are outlined below:

1. Supporting a successful Scottish economy today and into the future

2. To be at the heart of Scotland's communities

3. For our people: students, staff and partners.

Prosperous Economy

The college sector is committed to embedding innovation, collaboration, and knowledge exchange into everything we do, and by working with employers from the private, public, and third sectors, colleges are capitalising on the opportunity presented by a diverse economy. Inclusive growth is economic growth that is distributed fairly across society and creates opportunities for all.

The college sector will:

•   Contribute to Scotland's inclusive sustainable economic growth agenda by delivering the right training, skills development, and qualifications to help people improve their lives and providing employers with an adaptable, flexible and innovative workforce, contributing to rising levels of wealth and wellbeing.

•   Deliver sector benefits from innovative funding models and commercial opportunities to bring additional finance into the sector and capitalise on the opportunities arising by helping to improve skills in local, regional and national labour markets, therefore, delivering a workforce equipped to fill the jobs of the future.

•   Play a predominant role in developing the innovation landscape and capitalise on the

opportunities that future digitalisation and technologies presents.

- In particular, provide small and medium sized enterprises with the support they require to fulfil their role in delivering inclusive economic growth.

The Communities We Serve

The college sector is uniquely situated across the length and breadth of the nation, reaching and engaging with all our communities. Colleges contribute hugely to Scotland as a nation and are delivering equality of access to the skills and knowledge which are vital for successful careers.

The college sector will:

- Build on successes of the past while constantly scanning the horizon for innovative ways to deliver the skills training and education needs of the communities which we serve.

- Shape and deliver a more coherent, collaborative and regional approach to curriculum and skills development, involving both schools and colleges working together with the potential to deliver a network of skills and talent across the education landscape.

- Redress gender imbalance in the workforce, for example, by expanding the practices successfully adopted to encourage and retain women in Science, Technology, Engineering and Mathematics (STEM) subjects and men in childcare courses.

- Continue to be the linchpin upon which the Scottish Government's ambitions for widening access to education will be realised. Enrolling at college improves life chances for people and helps those furthest away from the labour market.

- Create the key routes, working in partnership with schools, employers and other stakeholders, into successful careers for learners through more direct delivery of apprenticeships.

Our People: Students, Staff and Partners

Students

Colleges are located all over Scotland to help students of all ages to train, retrain, develop skills, and progress into positive destinations.

The college sector exists to open up opportunities for all individuals. We are committed to putting the learner's experience at the heart of everything we do.

The college sector will:

- Further improve the pathways connecting schools, colleges, universities, and employers.

- Establish a simpler, more efficient education system which, at its heart, improves the learner journey and experience. Over the years, pathways between schools – colleges and colleges – universities have improved, but colleges will work with the Scottish Government, local authorities, schools, universities, trade unions, and employers to cultivate a system to ensure learners successfully navigate around it.

- Transform the way we learn through the benefits offered by digitalisation, recognising that flexibility in the delivery of education is vital to building a successful, inclusive and prosperous Scotland.

- Fully equip each college graduate with the

knowledge and skills to play their part in Scotland's economy through high quality learning and teaching.

- Drive improvements in student success rates and outcomes for learners.

- Tailor education and skills provision to meet local, regional and national skills gaps.

Staff

The college sector prides itself on an inclusive employment culture, truly reflecting Scotland's increasingly diverse society.

Colleges are resilient and adaptable organisations with the leadership, people and skills required to react flexibly to both Scottish Government priorities and the unique and complex economic and social challenges the sector faces.

The college sector will:

- Continue to be employers of choice and reward and champion our staff.

- Work collaboratively with trade unions to deliver the best possible affordable and sustainable outcome for staff.

- Develop leaders at all levels who challenge and inspire us to be the best we can be.

- Build career paths that encourage both breadth of experience and depth of expertise, while providing the skills needed to deliver world-class education.

Partners

The college sector is committed to working with partners across the public, private, third sector and trade unions to capitalise on societal transformations, digital innovations, and technological developments.

The college sector will:

- Build and maintain collaborative partnerships with key stakeholders to help foster inclusive sustainable economic growth and benefit our communities, businesses and the individual.

- Positively influence educational and relevant social and governmental policies to simultaneously benefit college students and staff as well as wider society by using colleges as a catalyst for a progressive and inclusive approach.

- Proactively engage with key stakeholders, e.g. Scottish Government, Scottish Funding Council, employers, education partners and trade unions to realise our collective ambitions.

Commissioner for Ethical Standards in Public Life in Scotland

Sir Ian Diamond
Chair
Edinburgh College

03 July 2018 (by email)

Dear Sir Ian

Update on Research Project - the Difference that Diversity Makes to Board Governance

I am pleased to enclose a brief report on the emergent findings from stage one of the research that my office has been running in partnership with the Scottish Government.

BACKGROUND AND OVERVIEW

This research project seeks to review the difference that diversity, in its broadest sense, is making to the governance of the boards of Scotland's public bodies. The research is purposely not designed to assess board performance. It rather seeks to reflect board views at a corporate and individual level on the extent to which their diversity affects the way that they operate. An underpinning assumption of this work is that no two boards of public bodies are exactly alike. They have different structures, functions and obligations and can be operating in very different contexts. While membership can change, an effective diverse board does not happen by accident; it requires work and effort on the part of the members and the chair to harness its diversity in a positive way.

For the purpose of this research project, diversity is used to refer to two distinct, but related, concepts:

- **board members'** differing skills, experience, knowledge and other relevant attributes, such as personal values and insights;
- the demographic make-up of board members in relation to their protected characteristics as defined by The Equality Act 2010.

The research is being carried out iteratively over five stages. This update covers the development and first stage. The further stages of the research, to be **completed over the next two years, are set out under "Next Steps".**

All of the research is anonymised. More detailed findings will be published at the end of the research project.

DEVELOPMENT AND STAGE 1

Public bodies were consulted on the proposals for the research between November 2016 and April 2017. Stage 1 then started, in which Chairs of regulated bodies in Scotland were invited to participate by providing:

- copies of all the standard self-assessment tools that the board uses
- information on the challenges that their board faced in harnessing the diversity of its membership
- information on the tools and techniques, over and above the standard self-assessment tools provided, that the board uses to harness its diversity.

The initial closing date for provision of information was extended to February 2018 to allow more time for as many boards as possible to participate.

The Chairs were also provided with a document entitled "What Do We Mean by Diversity in Governance?", which was the starting point for stage 2 of the research project (see under Next Steps). It is attached as an appendix. This document was developed in consultation with a range of public bodies and the **final version was informed by a steering group of chairs from Scotland's health boards. It includes a range of illustrative indicators under the headings of "How we act (behaviours)", "What effect our actions have (impact)" and "How we know it is working (measures)". These three "pillars of diversity" were intended** to start each board on a journey of self-reflection about how their diversity manifested itself in their activities. Boards were asked to provide a corporate response reflecting whether some or all of the indicators were representative of the way in which they operated. Boards also had the option of writing their own indicators to reflect their own circumstances and ways of working.

NEXT STEPS

Stage 2
We will run a survey based on bodies' corporate responses to the document entitled "What Do We Mean by Diversity in Governance". Following up on stage 1 we plan to invite chairs and members by way of an online questionnaire to assess themselves against the indicators that boards have chosen for themselves. We will exclude indicators in each individual survey that the boards concerned were not entirely happy with. Survey participants will also be asked to provide demographic data.

Stage 3
Results from stages 1 and 2 will be considered against data on:

- the demographic make-up of boards provided at stage 2
- appointments of people who were sought on the basis of non-traditional and disparate criteria for selection, such as personal experience of social care services as a service user, in the years 2016-17.

This will help us to understand whether there are links between diversity in its widest sense (i.e. protected characteristics and disparate skills, knowledge and experience) and how boards and their members view the way in which they operate.

Stage 4

A qualitative survey will be conducted by the Commissioner's office to follow up on the findings of the earlier stages of the survey. This will seek to add depth to those results.

Stage 5

Joint publication of the results by the Scottish Government and my office, with all individual board information anonymised, and roll out by the Scottish Government of the good practice tools and examples, identified during the research, to support public body boards to be diverse in substance, practice and delivery.

ENQUIRIES

Anyone with an interest in the research is welcome to contact my office to find out more.

Bill Thomson
Commissioner for Ethical Standards in Public Life in Scotland

What do we mean by 'Diversity in Governance'?

Diversity simply means difference. In relation to board diversity and its contribution to good governance we use it to refer to two distinct, but related, concepts:

- members' differing skills, experience, knowledge and other relevant attributes, such as personal values and insights
- the demographic make-up of members in relation to their protected characteristics as defined by The Equality Act 2010.

Both aspects of diversity are important and should be reflected in public bodies' appointment, development, performance and succession planning.

Diverse boards benefit from fresh perspectives, new ideas, vigorous challenge and breadth of experience. A more diverse membership and skillset enables a board to keep pace with often changing contexts. A board that understands and reflects the people and communities that it serves is more likely to have credibility with them; this in turn promotes public trust in board decision-making.

No two boards of public bodies are exactly alike. They have different structures, functions and obligations and can be operating in very different contexts. While membership can change, an effective diverse board does not happen by accident; it requires work and effort on the part of the members and the chair to harness its diversity in a positive way.

The following simple model is not exhaustive but can be adapted as a simple self-assessment tool for any board considering what difference diversity makes to its activities. It shows how behaviours, impacts and measures must be considered together and provides examples of some of the positive indicators associated with delivering enhanced governance through diversity.

The Three Pillars of Diversity in Governance

DIVERSITY
"The difference that diversity makes"

How we act	What effect our actions have	How we know it is working
BEHAVIOURS (e.g):	IMPACT (e.g.):	MEASURES (e.g.):
• Board discussions are characterised by members airing disparate viewpoints which are welcomed and afforded equal weight	• Thoughtful analysis of diverse inputs allows a broader range of options to be generated that take account of a wider range of factors	• Final decisions prove fit-for-purpose. There are fewer U-turns or inappropriate modifications and external audiences recognise how hard choices are made
• Board members recognise the limitations of their personal skills, knowledge and experience and understand where individual and shared agendas diverge	• The Board collectively has sufficient breadth of expertise to hold each executive function properly to account and provide appropriate support	• The Board's overall strategy is effectively delivered by each functional area of the body without gaps or weaknesses that limit achievement and/or increase risk
• The Board understands, reflects and engages effectively with its diverse stakeholders and communities	• Enhanced engagement allows greater knowledge exchange and resource sharing so that co-production can increase	• Stakeholder and staff surveys and user engagement indices show increased trust and confidence in the organisation
• The Board is able to consider its own role and performance through the eyes of those who are affected by its actions	• Board members become more sensitive to the impact of their work on a wider variety of audiences	• Fewer examples of public discord or campaigns as the Board can demonstrate they have considered broader impact
• Strong personalities and cliques do not dominate debate or decision-making	• Different skills, knowledge, experience and perspectives are deployed, allowing more comprehensive challenge	• Board members are satisfied that robust testing of ideas precedes implementation
• Board members listen intelligently and learn from others in areas where they have less knowledge or experience	• The diverse attributes of the whole board are enhanced over time by the particular strengths of diverse individuals	• When planning appointments or succession, all Board members can show how their skills have developed
• Board members use their diverse backgrounds and experiences to tap into different resources and knowledge	• The Board's collective ability to access particular skills and support externally is enhanced	• The organisation is better able to lead and adapt in times of change or crisis by leveraging broader expertise / support

"Creating Boards that are diverse in substance, practice and delivery – not just in appearance or numbers"

THE DIFFERENCE THAT DIVERSITY MAKES TO BOARD GOVERNANCE: research project update #1, June 2018

EMERGENT FINDINGS FROM STAGE ONE

Anonymity

All of the research is anonymised and will remain so unless and until individual boards choose to be identified in order to share the details of the good practice that they are engaged in.

Response rates

- 54 boards (59%) returned stage 1 forms for the desk survey.
- 49 boards (54%) returned self-assessment materials.
- 44 boards (48%) responded to the "What do We Mean by Diversity in Governance?" document.

Standard self-assessment tools

The following themes about the ways in which diversity was considered by boards emerged from a review of the self-assessment tools provided:

Succession planning

- More than half of the responders consider improving/maintaining their diversity when succession planning. The plans were mainly focused on recruitment processes. Examples of additional positive practices are overleaf.
- Around half of responders consider improving/maintaining their skills mix when succession planning. Most who said they did this use a tool called a skills matrix for it.

Diversity of skills

- Nearly three quarters of responders advised that they considered the diversity of skills on their boards. These were referred to in performance appraisals, board effectiveness surveys, skills matrices, 360° feedback forms and codes of governance.
- Of these, a small proportion also provided evidence of the diversity of skills on their board.

Board demographics

- Some responders provided some details about the current demographic composition of their boards to evidence their diversity.
- Of these, the majority referred to gender only.

Awareness of diversity

- Nearly half of responders use tools in some form that ask board members about their awareness of diversity and equality.
- Of these, a proportion provided evidence that their members have an awareness of diversity and equality issues and take these into consideration in the course of their work. In a very few cases, equality and diversity training was mandatory for members.
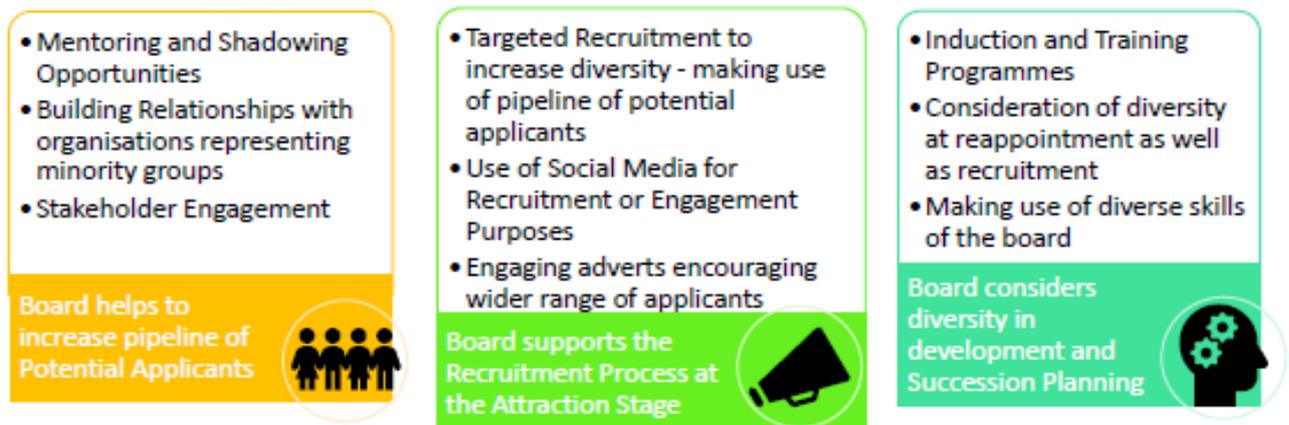
<u>Recruitment</u>

- Nearly half of responders provided details of recruitment methods and the ways in which they helped to improve/maintain both diversity of skills and the demographic make-up of their board members.
- There were varying levels of understanding about how much control and/or influence a board has over this. Good practice examples cited included outreach, shadowing/mentoring/co-option opportunities, advertising using social media and different selection criteria such as lived experience.

<u>Challenges in harnessing diversity</u>

Common themes again emerged from the provision of information about the challenges boards felt they faced in promoting and harnessing the diversity of their membership. These included the time constraints in some roles and the impact that would have on attracting people who had other responsibilities, such as full time work, balancing experience and potential in the make-up of a board, industries that are dominated by one gender, the possible difficulties of achieving diverse representation in a small board, a lack of control over appointments to the board, and the complex nature of the public appointments process.

<u>Tools and techniques used to harness diversity</u>

The research uncovered a range of very positive tools and techniques that boards are currently using to harness diversity. Particularly positive were the instances of boards proactively considering diversity when planning for succession. Examples included:

• Mentoring and Shadowing Opportunities • Building Relationships with organisations representing minority groups • Stakeholder Engagement **Board helps to increase pipeline of Potential Applicants**	• Targeted Recruitment to increase diversity - making use of pipeline of potential applicants • Use of Social Media for Recruitment or Engagement Purposes • Engaging adverts encouraging wider range of applicants **Board supports the Recruitment Process at the Attraction Stage**	• Induction and Training Programmes • Consideration of diversity at reappointment as well as recruitment • Making use of diverse skills of the board **Board considers diversity in development and Succession Planning**

<u>The Three Pillars of Diversity in Governance</u>

A fair proportion of boards advised that they were content that the indicators in this model reflected the way in which they operated. There was also a proportion that were not wholly clear about what an indicator meant and whether it applied to them. Some also indicated that there was an element of overlap in some of the indicators. It was also apparent that a simple yes/no might not always reflect a board's position in relation to some indicators. This has had implications for the design of stage 2 of the research.

For the future you want

FOR INFORMATION / DISCUSSION			
Meeting	Board of Management 18.08.18		
Presented by	Nick Croft		
Author/Contact	Pauline MacPherson	Department / Unit	Corporate Development
Date Created	21.07.18	Telephone	0131 344 7068
Appendices Attached	*Appendix 1:* FOI Annual Monitoring Report 2018		
Disclosable under FOISA		Yes.	

FREEDOM OF INFORMATION (FOI) ANNUAL MONITORING REPORT 2017

1.   PURPOSE
This paper outlines the volume of FOI requests received by Edinburgh College between July 2017 and June 2018.

2.   BACKGROUND
The Scottish Information Commissioner requested that all Scottish public authorities start submitting their Freedom of Information Scotland Act 2002 (FOISA) statistics on a quarterly basis commencing from 1 April 2013.

3.   DETAIL
Edinburgh College received 71 FOI requests in the academic year 2017/18. Appendix 1 provides a full breakdown of the requests received.

4.   BENEFITS AND OPPORTUNITIES
The information provides gives a detailed overview of the number and scope of Freedom of Information Requests received by the college.

5.   STRATEGIC IMPLICATIONS
The Board are required to retain an oversight of FOI activity.

6.   RISK
There are risks associated with the release of inaccurate or business critical information.

7.   FINANCIAL IMPLICATIONS
Explicit in paper.

8.   **LEGAL IMPLICATIONS**
The college has a legal obligation to respond to all FOI requests.

9.   **WORKFORCE IMPLICATIONS**
There is a high demand placed on the workforce in responding to FOIs and Subject Access Requests.

10.   **REPUTATIONAL IMPLICATIONS**
The college must ensure all FOI requests are responded to within the statutory time limit, and with accurate information.

11.   **EQUALITIES IMPLICATIONS**
Not applicable.

CONCLUSIONS/RECOMMENDATIONS

Members are asked to DISCUSS and NOTE the contents of this paper.

FOI ANNUAL MONITORING REPORT

1. Introduction

1.1   The Scottish Information Commissioner requested that all Scottish public authorities start submitting their Freedom of Information Scotland Act 2002 (FOISA) statistics on a quarterly basis commencing from 1 April 2013.

1.2   This report outlines the volume of FOI requests received by Edinburgh College over the last 12 months (from July 2017 to June 2018), and highlights areas of relevant activity.

2. Background

2.1   The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005. The Act provides a statutory right of access to recorded information held by Scottish public bodies and incorporates the Environmental Information (Scotland) Regulations 2004 (the EIRs).

2.2   Requests for access to information can be made by anyone, whether resident in the UK or not, and can be made for information held prior to enactment of the Act. The Act specifies that requests for information must be responded to within 20 working days.

2.3   While most information requested can be released, some information is exempt under the Act. The right of access to information is subject to a number of exemptions within FOISA, or exceptions under the EIRs, many of which also require a public interest test to be applied.

3. Volume

3.1   Edinburgh College received 71 FOI requests in the academic year 2017/18, 26 less than the 97 FOI requests received in the academic year 2016/17. Since the start of 2017/18, the college has received a further 3 FOI requests in July 2018 (7 less than the number of requests submitted to the college in July 2017).

3.2   Edinburgh College received 7 Subject Access Requests in the academic year 2017/18 (3 more than the number of requests submitted to the college in 2016/17). Four requests were made by lecturing staff, one by support staff, one by a student and one by a solicitor.

3.3   In the academic year 2017/18, 96% of all FOI requests were responded to within 20 working days. The college has further improved on the 92% response rate achieved in 2016/17.

3.4   Graph I (below) reflects month-by-month FOI activity over the last academic year (2017/18). Month-by-month data for academic years 2016/17 and 2015/16 is also provided for comparison.

Chart I: Volume of FOI Requests
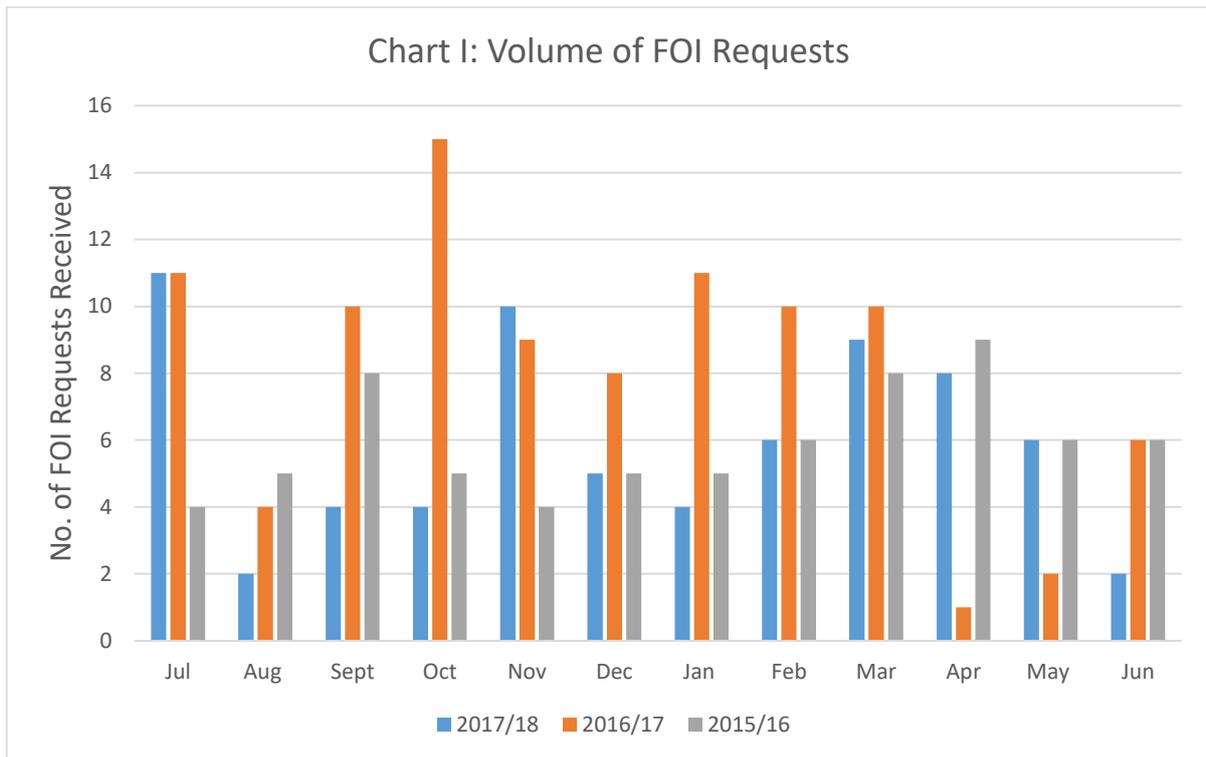
4. Decision Notices from the Scottish Information Commissioner's Office

4.1 The college has received two decision notices from the Scottish Information Commissioner's Office in 2017/18. In both cases, the Scottish Information Commissioner's Office found in favour of the college. The full decision notices are available online:

- 17 Oct 2017, Decision 173/2017: Mr Ashton King and Edinburgh College – Date of a meeting
http://www.itspublicknowledge.info/ApplicationsandDecisions/Decisions/2017/201701489.aspx

- 13 June 2018, Decision 083/2018: Ms L and Edinburgh College – Students on the Sex Offenders Register
http://www.itspublicknowledge.info/ApplicationsandDecisions/Decisions/2018/201800285.aspx

5. Subject Area

5.1 Graph II shows FOI requests by subject areas, based on which department within the College provided information to respond to the request. Data for the academic years 2016/17 and 2015/16 are provided for comparative purposes.

Graph II: FOI Requests by Subject Area
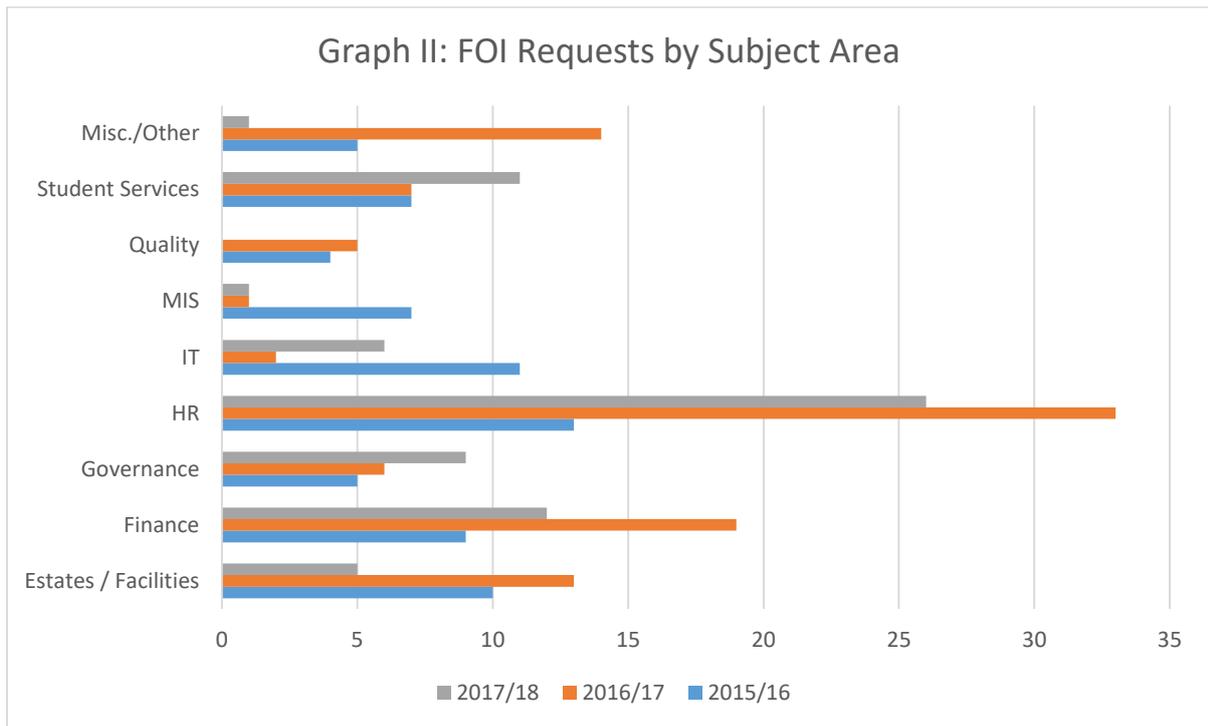
Misc/Other includes individual requests made for information from specific departments within the College.

6. Requestors

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

Group / Organisation	2015/16	2016/17	2017/18
City of Edinburgh Council	0	0	0
Journalists	1	6	7
NUS	2	1	2
Political Parties	5	7	4
Solicitors	0	1	0
Trade Unions	5	7	5
Total	**13**	**22**	**18**

Note: The majority of requests are submitted by individuals using names that are not recognised by the College and 46% of all FOI requests were submitted through the www.whatdotheyknow.com website. With reference to the statistics above, it is not possible to assess how many of the remaining 53 requests submitted in 2016/17 would fall into the specified categories.

7. Benchmarking

7.1 Graph III reflects FOI activity in comparison to other colleges in Scotland in 2017/18, 2016/17 and 2015/16 *[Statistical information provided by the Scottish Information Commissioner's Office].*

Graph III: College Sector Benchmarking
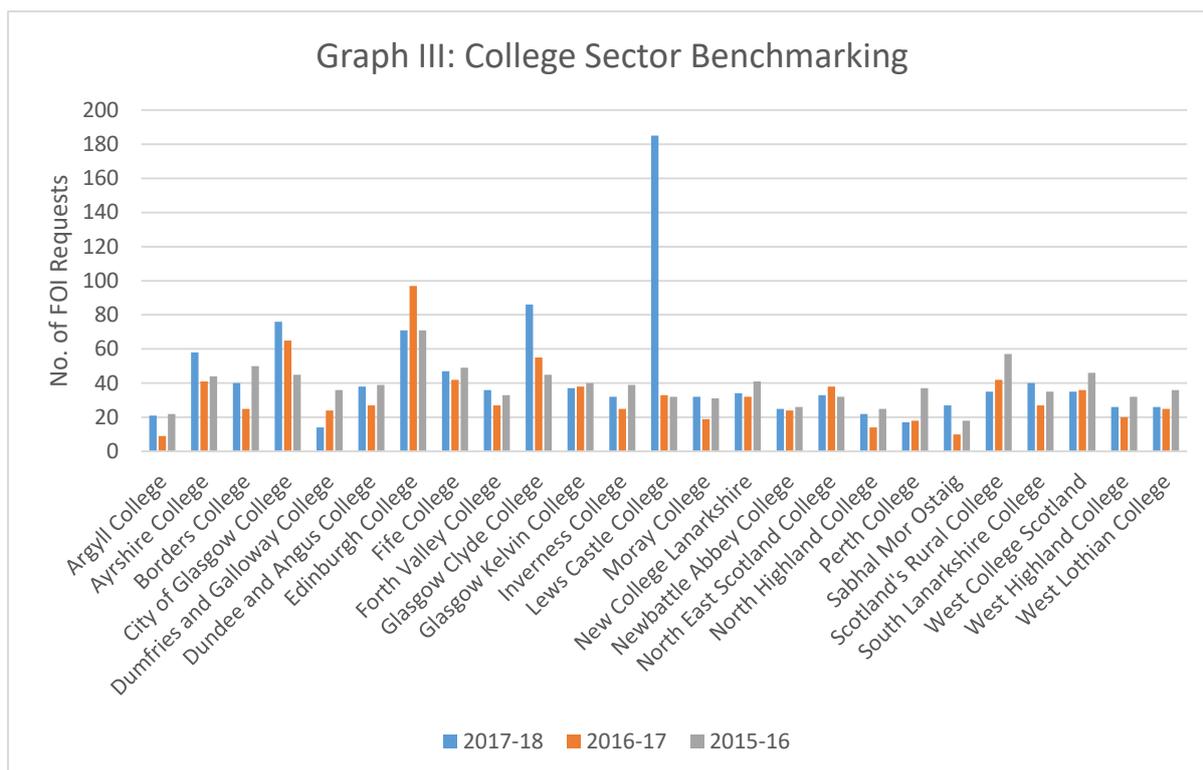
7.2   Edinburgh College received the highest number of FOI requests in the college sector in 2014/15, 2015/16 and 2017. However, in 2017/18 Edinburgh College saw a significant drop in the amount of FOI requests received (26 fewer than 2016/17) and now sits fourth highest in the sector behind City of Glasgow, Glasgow Clyde and Lews Castle College.

8. Estimated Costs and FOI Publication

8.1   From 1 August 2017, the college recorded all costs associated with responding to FOI and Subject Access Requests.

FOI Costs (1 August 2017- 30 June 18)	
Cost to college in responding to 66 FOI requests	£5,362.80
Average cost per FOI request	£81.25
Subject Access Request Costs (2017/18)	
Cost to college in responding to 7 Subject Access Requests	£2,113.76
Cost per Subject Access Request	£301.97

All FOI responses are available on the college website:

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