

BOARD OF MANAGEMENT

AGENDA

A meeting of the Board of Management will be held at 14:00 hours on Tuesday 26 March 2024 in the Boardroom, Granton Campus.

		Lead Speaker	Paper
1.	WELCOME & APOLOGIES	Chair	
2.	DECLARATIONS OF INTEREST	Chair	
3.	MINUTES OF THE PREVIOUS MEETING <i>for approval</i>	Chair	A
4.	MATTERS ARISING REPORT	Chair	B
5.	FOR APPROVAL		
5.1.	2023/24 GOVERNANCE EFFECTIVENESS REVIEW REPORT & 2024/25 IMPROVEMENT PLAN UPDATE	J Juillerat / Chair/ M Walker	C
6.	FOR DISCUSSION		
6.1.	PRINCIPAL & CHIEF EXECUTIVE REPORT	A Cumberland	D
6.2.	EDINBURGH COLLEGE STAFF SURVEY 2024 UPDATE	P Turfrey	Pres.
Refreshment Break			
6.3.	EDINBURGH COLLEGE STUDENTS' ASSOCIATION REPORT	S Marriner	E
6.4.	STRATEGIC DISCUSSION: SCOTTISH GOVERNMENT BUDGET 2024/25 IMPLICATIONS & MODELS	A Cumberland / A Williamson	Pres.
Refreshment Break			
6.5.	COMMITTEE BUSINESS		
6.5.1.	<u>Planning & Resources Committee</u> Management Accounts Summary to January 2024 Recruitment, Retention & Credits Dashboard	A Williamson J Pearson	F G

- 6.5.2 Learning, Teaching & Student Experience Committee
 LTSE Committee Annual Report 2023/24 R Laird H
- 6.6. GOVERNANCE REPORT M Walker I
- 6.7. COLLEGES SCOTLAND ENGAGEMENT SESSION 01.03.24 - FOLLOW-UP Chair Verbal
7. ANY OTHER COMPETENT BUSINESS
 7.1. Board Reflections / Feedback
8. FOR INFORMATION
- 8.1. Planning & Resources Committee Minutes 29.02.24 J
 8.2. Audit & Risk Assurance Committee 06.03.24 K
 8.3. Corporate Development Committee Minutes 07.03.24 L
 8.4. Learning, Teaching & Student Experience Committee Minutes 22.03.24 M (to follow)
 8.5. RIDDOR Report N
9. FOR CIRCULATION
- 9.1. [Education Scotland Annual Engagement Visit Report 19.03.24](#)
 9.2. [Top Level Risk Register February 2024](#)
 9.3. [Board of Management: Agenda Planner 2024/25](#)
10. DATE OF NEXT MEETING: 11 June 2024
- 10.1. Upcoming Committee & Development Event Dates
 Board Strategy Session 01 May 2024
 Planning & Resources Committee 16 May 2024
 LTSE Committee 17 May 2024
 Audit & Risk Assurance Committee 22 May 2024
 Corporate Development Committee 23 May 2024

Title	Principal & Chief Executive Report
Appendices	Appendix 1: BoM Dashboard Data - March 2024
Disclosable under FOISA	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>
Primary Contact	Trish Hanlon, Executive Development Manager
Date of Production	March 2024
Action Required	For Approval <input type="checkbox"/> / For Discussion <input checked="" type="checkbox"/> / For Information <input checked="" type="checkbox"/>
Aligned to Strategic Risk	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> (If 'yes' please complete Section 5.3)

1. RECOMMENDATIONS

The Board of Management members are asked to NOTE the content of the paper and DISCUSS - as required.

2. PURPOSE OF REPORT

To provide the Board of Management an update on College developments not covered elsewhere on the agenda.

3. KEY INSIGHTS

3.1 Introduction

On 19 December 2023, the Deputy First Minister and Cabinet Secretary for Finance announced the Draft Budget. The draft budget set out unprecedented financial pressures, including further reductions in funding for Colleges. This included the removal of the Flexible Workforce Development Fund, a critical lever to driving closer college-industry partnerships, upskilling/reskilling training and support.

We recognise a sustainable and impactful college, fulfilling its full potential with the agility and responsiveness to meet future demands and operate within an environment characterised by significant change will not be achieved in perpetuating the status quo. Change is needed, from policy direction, clarity of priorities from Government, skills planning and delivery, and the funding system, including the funding model.

It is not clear from meetings with Government and the SFC that there is any urgency or clarity of what Government hopes to achieve regarding reform. Nor is there a transition plan or funding to support any transition leading to the required change within the college sector and beyond.

The key highlights include:

The Scottish Government will reduce revenue funding for the college sector, with the Draft Budget for 2024/25 provisionally confirmed as £643.0m. This represents a reduction of £58.7m against the Budget for 2023/24 of £701.7m, equivalent to 8.4%.

A full discussion and presentation covering the impact on Edinburgh College will be covered under item 6.4 on the agenda. This will include the actions being taken by the Executive and Senior Management teams.

Since the draft budget announcement late December there have been numerous meetings between Chairs, Principals, Government, the Minister and SFC officials. Those discussions have included a response to the funding situation and its impacts along with draft proposals of models for skills led regions and a 'College First' approach to the contracting and delivery of Apprenticeships across Scotland. This is work in progress and it is our intention to hold a series of themed briefing sessions for Board Members over the coming weeks and months to ensure the Board is briefed on steps being taken by the wider sector and progress within our own region and beyond.

I continue to meet with local politicians and am now proactively engaging with Shadow Ministers. The Chair and I intend to continue to jointly meet with prioritised politicians over the coming months as we lead into an election period and use our positions to influence the shaping of party manifestos.

The Chair and I met with Michael Marra MSP and Pam Duncan-Glancy MSP on 8 February in Parliament. A verbal update of that meeting will be provided to P&R Members.

The final budget allocation should be known by the end of March 2024. Over recent weeks the sector has pressed for protection of the learning and teaching grant. The CPG met with the SFC CEO and executive team on Tuesday 12th March. Karen Watt confirmed that their recommendations would be presented to the SFC Board on the Friday of that week. With the SFC Board 'approval' caveat it was confirmed the following:

- SFC have received a draft letter of guidance from the Scottish Government.
- Aim to keep the college sector learning and teaching grant at the same level as last year i.e. flat cash and real terms cut.
- Reductions in budget including student support funds and capital maintenance
- Credit Guidance, no change from last year.
- No replacement FWDF.
- No top slicing of CES funding.
- JE funding now full responsibility of the Government.
- No funding for transition/change.
- Support colleges where cash issues.
- CDL/RDL status quo for 2023/24 but discussions with Government continue for future years.
- No plans for in year distribution of credits and no adjustments for growth in demand.
- Clawback remains in place as per previous year.

The detail and implications will be discussed as part of the Board Agenda.

Credit funding

I recently wrote to the Chief Executive of the Scottish Funding Council, to raise, again, the disparity of credit funding for Edinburgh College - letter [viewable here](#). Unfortunately, the [response received](#) was not positive, but expected.

This issue will continue to be raised with SFC and Scottish Government.

Flexible Workforce Development Fund

An open letter was issued to members of the Scottish Parliament on 5 February calling for the Government to reinstate the FWDF. This was signed by Colleges and several businesses highlighting the importance of the fund and the impact of axing it. A response has now been received and can be viewed [here](#). This follows the letter I issued to the Minister for Higher and Further Education and Veterans in September – which is available to view on the [Board Portal](#).

The SFC have now confirmed they have no alternative and that discussions should continue to take place at the Government/SFC/Sector Tripartite meetings.

3.2 People & Culture

As members are aware, a key priority moving forward is a focus on our culture, as it underpins the delivery of our strategic ambitions along with the successful delivery of our People Strategy. Our HIVE Staff survey launched on 15 January and closed on 12 February. I am pleased to report that **76%** of staff completed the survey. Board members are being invited to a briefing session before the next Board of Management meeting to review the results.

Importantly, I have now completed a round of staff roadshows over all 4 campuses. The roadshows were very well attended and provided me with an opportunity to meet staff in person to give an update on the latest budget implications, the ongoing culture work and for staff to ask questions directly. The main themes being raised were national pay, job evaluation, and a willingness of staff to be part of the solution by having opportunities to raise ideas on how we face the more urgent challenges of funding but also how we prepare and change to be fit for the future.

Involving staff will be key to us navigating the immediate challenges but realising the opportunities as they emerge.

Further staff involvement is being planned for the coming months as it will be vital to keep staff fully informed of all developments as we go forward; and discuss the outcomes of our survey and determine collectively how we shape the culture in our College.

Patti Turfrey from HIVE will be attending Board of Management to provide an overview of the results.

3.4 Education Scotland visit

Education Scotland undertook an annual engagement visit (AEV) in all colleges – these are short visits lasting up to 2 days on 31 January and explored the following themes:

- Learner Progress and outcomes
- Approaches to assuring and enhancing the quality of learning and teaching including professional updating
- Learner Engagement

There was a focus on the outcomes of our Progress Visit back in June where the key issues raised were:

- a need for greater collaboration across the faculties and across teams (curriculum and support)
- a need to ensure greater consistency in the delivery of high quality learning and teaching and support services, supporting success for all students across all levels, modes of study and subject areas.

The initial feedback from education Scotland was very positive and will be considered by the Learning and Teaching Committee.

3.5 National Bargaining 2022/23

Lecturing staff

The result of the EIS-FELA ballot has now been received. The EIS-FELA has 3,954 members entitled to vote. The turnout was 58.75% with 76.73% voting in favour of strike action and 85.26% in favour of Action Short of Strike Action in pursuit of the national college pay dispute 2022/23. Action Short of strike commences on 12 February 2024 and will run until 15 July 2024. A day of strike action took place on 29 February 2024 with 66.9% of staff of EIS-FELA members taking part in the discontinuous strike action.

Guided by Fair Work principles, the EIS-FELA has been offered a three-year, consolidated pay rise of £5,000. This is the employers' full and final offer. This £5,000 consolidated pay offer from employers includes the offer of a £2,000 pay rise for Academic Year (AY) 2022/23 and £1,500 for AY 2023/24, together with a £1,500 rise in AY 2024/25. College employers have also confirmed that any compulsory redundancies would not be directly related to the pay award, were the full and final pay offer to be accepted.

At a full CES Executive meeting on 6 February, having taken legal advice (CES and individual colleges), a decision was taken to effectively serve notice to lecturing staff that should they take part in a resulting boycott they are in breach of contract and pay can be deducted. I communicated this to staff on 8 February (- see all staff email [here](#)).

Support side

CES has been informed today (Wednesday 7 February 2024) of Unite's ballot result regarding the employers' full and final three year pay offer. The result of the Unite pay ballot is as follows:

Accept the offer	65.4%
Reject the offer	34.6%
Voting turnout	70.3%

Unite members have therefore **voted to accept** the pay offer. However, despite the result, Unite has advised its members that it will continue to fight to get an improved position and a commitment to no compulsory redundancies in the sector. GMB have also accepted the offer.

I have now received notification from Unison that they intend to call members to take part in national industrial action following the ballot which closed in December. In total, 89.2% of Unison members took part in discontinuous strike action on 29 February 2024.

All campuses remained opened on 29 February.

3.6 London Economics Report

As part of a research project funded by the Nuffield Foundation ahead of the next General Election London Economics published a range of in-depth analyses in relation to higher education (HE) fees and funding arrangements across the four Home Nations of the United Kingdom.

Disagreement over how higher education is funded has resulted in significant political tensions across the UK since the 1990s. Most major political parties have made significant manifesto commitments at successive elections or following unsuccessful electoral campaigns. This year looks set to be no different.

The analysis and comparators set out in the report are extensive but it is worth noting that this work reinforces the material discrepancy of funding investment for colleges in Scotland in comparison to universities. It demonstrates:

The average total Teaching Grant per full-time student studying at Scottish HEIs per year was estimated at approximately £6,050 per first degree student, and £6,580 per sub-degree student (with the difference being driven by the relatively lower fees for sub-degree students). Based on an average 50% study intensity, the average funding per part-time student was estimated to be £3,020 for first degrees, and £3,290 for subdegree qualifications.

In comparison, the average Teaching Grant per full-time student studying at Scottish colleges per year was estimated at £3,220 per first degree student, and £3,750 per sub-degree student. The average funding per part-time student was estimated to be £1,610 for first degrees, and £1,880 for sub-degree qualifications.

This is consistent with an analysis undertaken by Alan Williamson looking at our own provision in comparisons with universities.

There is majority support in the sector to ensure we take a position and, ideally, publicly call for a review of the funding system within Scotland, exploring what a sustainable, progressive, fair and equitable funding system might look like.

The new reports are available to view [here](#).

3.7 The College Alliance International Conference

I attended the College Alliance International Conference on 23/24 January in Manchester. The key theme of this year's conference was Driving Regional Economic Development through education and skills. The conference represented an opportunity to learn from the distinct international, national – and regional - systems represented, to discuss how colleges can better articulate what they do and what more they could do, and debate what it would take from sector leaders and policymakers to ensure colleges are effectively utilised in their regional economy.

During the conference, there was a key focus on the approach being taken within the Greater Manchester Combined Authority – which is being given additional powers within England, and is placing the skills agenda at the heart of their thinking.

Other key issues covered:

- What challenges do we face across the UK and Ireland which hamper regional growth, and what is needed from the education and skills system in order to address these?
- What models are being used to support regional coordination between education and training providers, local/ regional government, employers, and other key partners of local government, education providers, employers?
- What is required in terms of the relationship that exists between employers and the education and skills system?
- What should we expect of employers in terms of engagement – and investment – in the system?
- What are the roles of colleges within the wider education and skills system, and how might deeper partnerships across the tertiary system help to drive greater impact in regional economic development?

On the second day, James Withers, Independent Adviser to Scottish Government and Author of ‘Independent Review of the Skills Delivery System’ led a session on the Scottish skills system and his views of the system as a business leader. He was able to reference key principles/ policy approaches which he feels are required in order for skills to play its fullest role in regional economic development.

I have another meeting arranged with James Withers to continue to secure his support and influence for the benefit of colleges.

3.8 Key Performance Indicators: Power BI Dashboard

The Key Performance Indicators agreed by the Board of Management are available to view through the College’s [PowerBI Dashboard](#). The Dashboard is updated regularly when relevant outcomes are published and can be viewed by members of the Board at any time. The figures included in *Appendix 1* should be viewed as solid benchmark data against current reports presented.

A verbal update on progress against KPIs will be provided to the Board by the Vice Principal Innovation, Planning & Performance on 26 March 2024.

4. IMPACT AND IMPLICATIONS

Details contained in the report impact on staff and students and being addressed at Executive and Senior management levels on a regular basis.

5. ALIGNMENT TO STRATEGIC PLAN / KPIs / RISK REGISTER

5.1 Alignment to Edinburgh College Strategic Pillars [Indicate with an 'X' which Strategic Pillar this paper supports]:

Curriculum Strategy	<input checked="" type="checkbox"/>	Finance Strategy	<input checked="" type="checkbox"/>	People Strategy	<input checked="" type="checkbox"/>
Commercial Strategy	<input type="checkbox"/>	Digital Strategy	<input type="checkbox"/>	Other	<input type="checkbox"/>

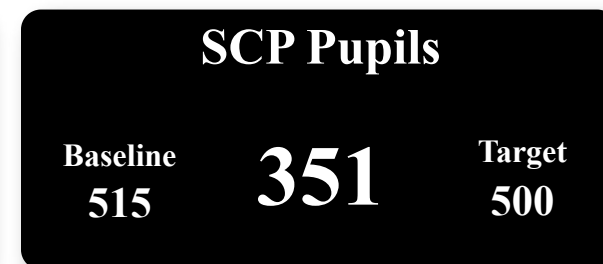
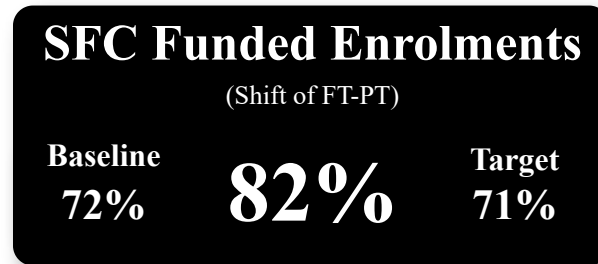
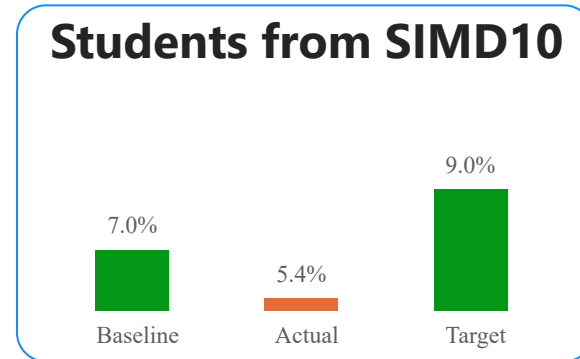
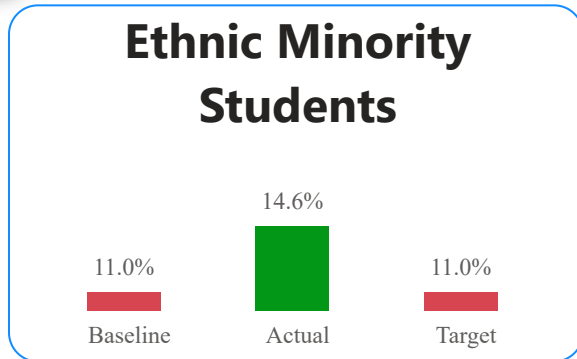
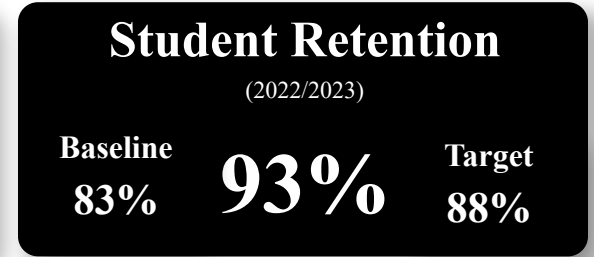
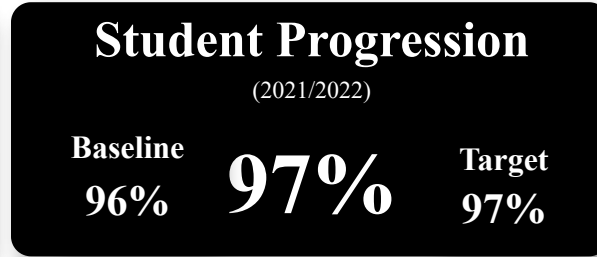
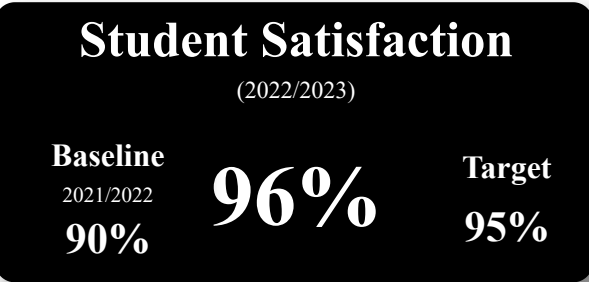
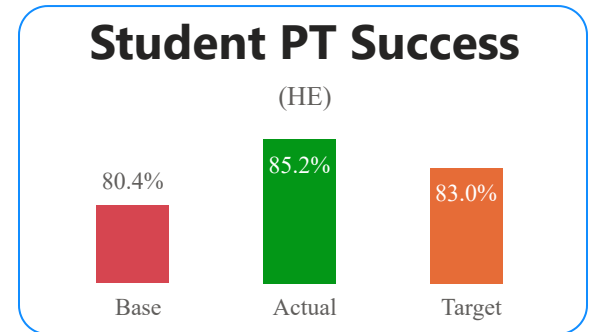
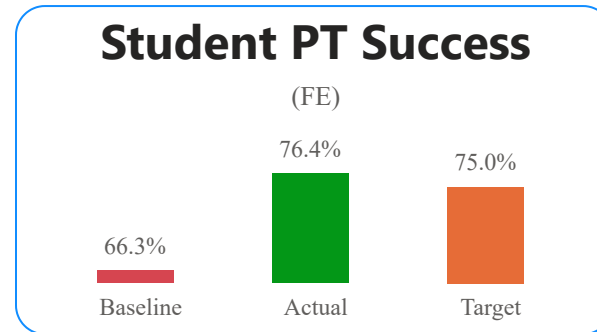
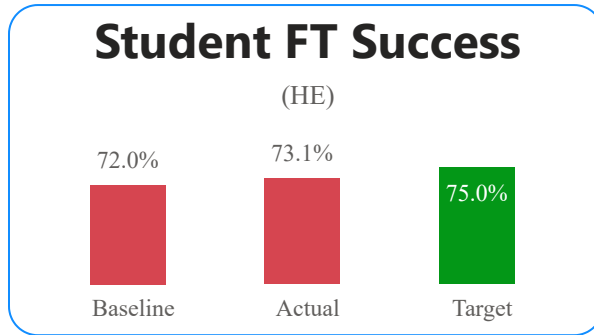
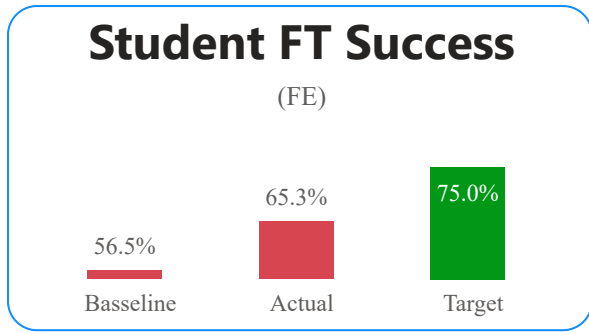
5.2 Relevant Key Performance Indicators [Indicate with an 'X' which performance indicators this paper supports]:

Student Success	<input type="checkbox"/>	Credit Target	<input type="checkbox"/>	Equality, Diversity & Inclusion	<input checked="" type="checkbox"/>
Student Satisfaction	<input checked="" type="checkbox"/>	Adjusted Operating Position (AOP)	<input type="checkbox"/>	Staff Costs	<input checked="" type="checkbox"/>
Student Retention	<input checked="" type="checkbox"/>	Non-SFC Income	<input type="checkbox"/>	Staff Engagement	<input checked="" type="checkbox"/>
Student Enrolments	<input type="checkbox"/>	Gross Carbon Footprint	<input type="checkbox"/>	Partner Engagement	<input checked="" type="checkbox"/>

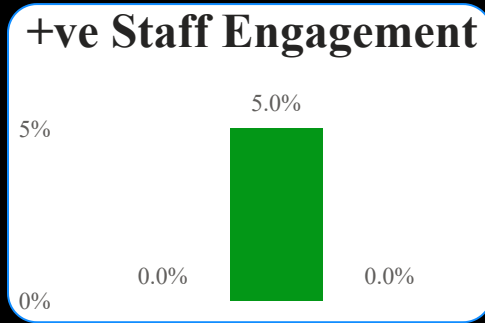
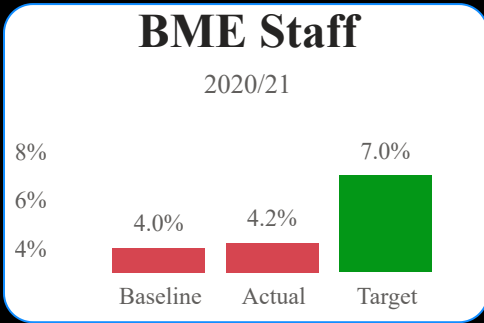
5.3 Alignment to the Top-Level Risk Register [Strategic risk information should be copied directly from the most recent TLRR]:

Strategic Risk(s)	Risk Score*		
(1) National bargaining impact on college operations Executive Lead: Chief Operating Officer Lead Committee: Planning and Resources Committee	Inherent (Gross) Risk		
	Probability	Impact	Score
	5	5	25
	Residual (Net) Risk		
	Probability	Impact	Score
	5	5	25
	Movement (since last review)		↔
(33) Financial sustainability (insufficient budget / funding) Executive Lead: Chief Operating Officer Lead Committee: Planning and Resources Committee	Inherent (Gross) Risk		
	Probability	Impact	Score
	5	5	25
	Residual (Net) Risk		
	Probability	Impact	Score
	5	5	25
	Movement (since last review)		↔

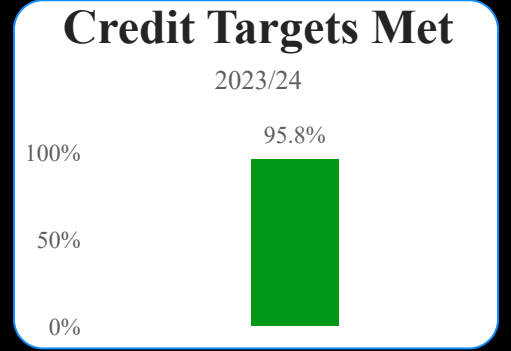
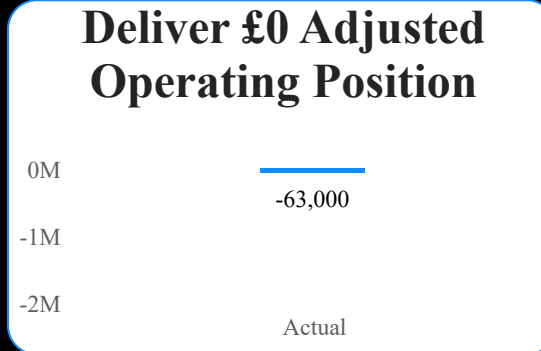
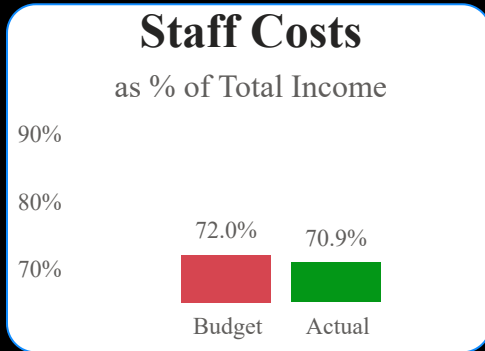
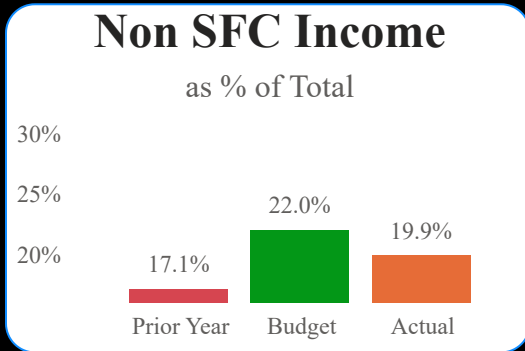
*Risk Score Key: 0-10 Low Risk; 11-15 Moderate Risk; 16-25 High Risk. [Further information on risk scoring can be found in the [EC Risk Management Policy & Procedure](#)]



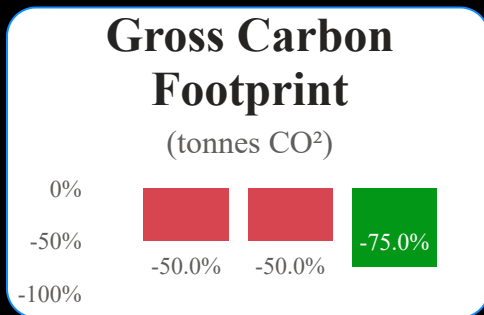
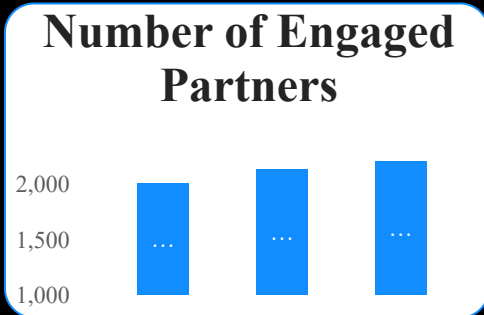
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Title	Edinburgh College Students' Association Report
Appendices	None.
Disclosable under FOISA	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Primary Contact	Skye Marriner, Student President
Date of Production	11.03.24
Action Required	For Approval <input type="checkbox"/> / For Discussion <input checked="" type="checkbox"/> / For Information <input checked="" type="checkbox"/>
Aligned to Strategic Risk	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> (If 'yes' please complete Section 5.3)

1. RECOMMENDATIONS

The Board are asked to NOTE the information provided in the EC Students' Association Report.

2. PURPOSE OF REPORT

To update the Board on the various activities of EC Students' Association for the months of January, February and March 2024.

3. KEY INSIGHTS

3.1. Recent events and projects

3.1.1. Class Rep Recruitment & Meetings

Following the beginning of Semester 2 and an influx of January start courses, we now have 543 Class Reps registered. Of these registered Reps, 40 percent of them have undergone in-person training, which represents an improvement on last year's figures, and does not include those who chose to complete the self-paced Moodle module.

A short paper summarising the outcomes of our second Class Rep meetings of the year (held at the end of January 2024) was presented to the Learning, Teaching and Student Experience Committee in early March.

3.1.2. EC Students' Association Board of Trustees Recruitment

Recruitment of our External Trustees and Student Trustees has now been finalised, details of which are available on the ['About Us'](#) pages of our website. We held our first full Introductory Board Meeting on Friday 16th February and now have Trustee Board meetings scheduled for April and June.

3.1.3 Board of Management Reverse Shadowing Scheme

We are delighted that since our last update to the Board, a further three members of the College's Board of Management have taken part in our Board Shadowing Scheme, where they get to spend a day or half-day with the Students' Association President and see how our daily interactions with students play out. Ian McLaughlan and Ross Laird

both joined us on days when we met with our Class Reps on Milton Road and Sighthill campus respectively, and Bill Troup joined us at Granton on International Women's Day.

We are grateful to the Board Members who have joined us so far and have a few months of the academic year left to host other Board Members who have expressed interest. If you would like to take part, we would love to hear from you.

3.1.4. Wellbeing Fair

As part of our plan to work together with Edinburgh College's amazing local partners, on 6th February we hosted the second of our Wellbeing Fairs, this time at Sighthill Campus. This is an opportunity to spread the word among students about all the expert external help that is available to them. As well as our own stall and the College's Wellbeing Team, we were joined by:

- Hub for Success
- Nightline
- SPACE Youth Befriending
- Get2gether Edinburgh
- Health In Mind
- Voice Ability
- Thrive
- LGBT Youth Scotland
- Penumbra
- Volunteer Edinburgh
- Edinburgh Student Charities Appeal / Meadows Marathon
- NHS Healthy Respect
- Abused Men in Scotland

While the Atrium at Sighthill continues to be a quieter space than the 'Street' where these kinds of events were previously held, we engaged with lots of students and hope to build upon these external partnerships in the coming years.

3.1.5 International Women's Day

Every year on 8th March, EC Students' Association joins with our vibrant student community to celebrate International Women's Day. This year, we hosted a stall in the Granton hub, where students were able to make paper roses with an attached a positive message, to pass on to the inspiring women in their lives. We also created a playlist full of empowering and uplifting songs by female artists. One of our students who is currently studying at Granton joined us to read some poems she has written especially for the event, and you can read her poem "Wao!!! Women 2024" [here](#). The event fell on a Friday this year, which tends to be a quieter day on campus, but still attracted 120 students to join us in pledging their support for gender equality.

3.1.6 Video Games Day

On Thursday 15th February we ran an entire day of in-person video gaming at Sighthill campus, our first ever event during the holidays. We took over the Atrium classrooms and hosted around 20 students over the course of the day, who took part in an interactive gaming tournament. The students who attended were largely users of our Discord server who might not have otherwise had the chance to socialise in-person.

The group's feedback around the event was extremely positive, with one student reflecting "the event was super fun... hoping we get more of these things in the not-so-distant future. Pizza, Mario Kart and a lot of nice people". We hope to use this positive experience to plan more days of activity during the holidays when campuses are open, as we have now shown it can still attract students.

3.1.7 LGBT+ History Month Activity

February is LGBT+ History Month, so to celebrate we ran a number of inclusive activities:

- We set up a stall at Sighthill campus, where we had some great conversations about which LGBTQ+ celebrities and public figures students were inspired by. Responses included Kevin Conroy (famous for being the voice of Batman), Judith Butler (American philosopher and gender studies scholar) and Andrew Muir (Northern Ireland's first openly gay Executive Minister).
- We worked with other students' associations from across Edinburgh to promote a charity LGBT Club night. The event was held at CC Blooms in the City Centre, and students from Edinburgh University, Heriot Watt University, Queen Margaret University, Napier University, and Edinburgh College came together to enjoy a student-only event with all ticket sales going to the LGBT Health & Wellbeing Charity.
- We recruited participants to a new focus group to help us shape workshops as part of our LGBT-Friendly Classrooms project. This focus group will take real lived experiences of Edinburgh College students and use them to help improve the experiences of future students on our campuses and in our classrooms.

3.1.8. Clubs & Societies

At the start of this academic year, we made a concerted effort to launch clubs and societies to enrich the student experience. Our video games and tabletop games clubs have proved to be a real success, with students returning every week to participate. Since the Winter Break, engagement has been inconsistent among some of the other clubs we have run, and to counteract this we will be focusing activities a dedicated Crafternoon Day during the spring break, following the success of our Video Games Day (see point 3.1.6).

3.1.9. National Union of Students Stop the Cuts Rally

On 21st February, EC Students' Association President and Vice Presidents led a delegation of Edinburgh College students at the NUS Scotland 'Rally for Education' outside the Scottish Parliament. The rally was protesting the Scottish Government's plans to cut £100m from College and University budgets next year. We were pleased to be one of the best-represented Students' Associations at the protest, where President, Skye Marriner also [gave a short speech about the risks of cutting funding](#). The fight goes on, but we are proud to play our part in making student voices heard.

3.2 Current & Upcoming events

3.2.1. EC Students' Association Elections

Nominations have now closed for EC Students' Association Elections 2024 and voting takes place on w/c 18th March.

We received six nominations for three positions, with the following candidates:

President	Vice President Welfare	Vice President Activities
Jessi Bergen	Ruaridh Burns	Aaliyah Greenlaw
Adam Lowe	Sukinder Landa	Caitlin Whitson

We are currently preparing candidates for a week of campaigning as well as organising materials for promotion of the elections. EC Students' Association will be hosting voting stalls across all campuses at different stages of the voting week. Voting opens on Monday 18th March and closes on Thursday 21st March 2pm, with results announced on Thursday afternoon.

Verbal update on elected candidates to follow.

3.2.2. Student Life Survey

At the end of February 2024, we launched our Student Life survey which aims to find out what's impacting the lives of our students right now by examining topics from beyond college life, including housing, finance, belonging, travel and access to digital resources. With the help of our Class Reps and the College's Learning Development Tutors, we have so far received nearly 500 responses. The survey will be running until the Spring Break and so while it is too early to examine results yet, we are looking forward to understanding the biggest challenges facing students, comparing to previous years' survey results, and how we can help. Our results will be analysed in April, and we will be sharing our findings with the College's Senior Management and Board Committees in the spring and summer.

3.2.3. Go Green Hubs

Our SwapShops and Community Fridges continue to run on all four campuses, with weekly food deliveries restocking the Community Fridges with fresh food once per week for the whole academic year. More than nine tonnes of food waste have been redistributed already this year, and we are on course to redistribute a total of more than 14 tonnes this academic year.

3.2.4. Student Mental Health Agreement

Recently we have been working closely with the College's Wellbeing Team and the Assistant Principal Student Experience to finalise our Student Mental Health Agreement. The document consists of a series of pledges around student mental health, much of which is already being successfully delivered between the College and the Students' Association. Having recently received feedback from NUS's Think Positive project facilitators about how we can make the document as impactful as possible, the Agreement will be presented to the College's Senior Management Team at the end of March 2024. We hope to launch the Student Mental Health Agreement to coincide with Mental Health Awareness Week, which begins on Monday 13th May 2024.

4. IMPACT AND IMPLICATIONS

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

The Board approved the 2023/24 EC Students' Association funding bid in June 2023. The Students' Associations funding for the academic year was subsequently finalised in the College Budget 2023/24.

5. ALIGNMENT TO STRATEGIC PLAN / KPIs / RISK REGISTER


5.1 Alignment to Edinburgh College Strategic Pillars [Indicate with an 'X' which Strategic Pillar this paper supports]:

Curriculum Strategy	<input checked="" type="checkbox"/>	Finance Strategy	<input type="checkbox"/>	People Strategy	<input type="checkbox"/>
Commercial Strategy	<input type="checkbox"/>	Digital Strategy	<input type="checkbox"/>	Other	<input type="checkbox"/>

5.2 Relevant Key Performance Indicators [Indicate with an 'X' which performance indicators this paper supports]:

Student Success	<input checked="" type="checkbox"/>	Credit Target	<input type="checkbox"/>	Equality, Diversity & Inclusion	<input checked="" type="checkbox"/>
Student Satisfaction	<input checked="" type="checkbox"/>	Adjusted Operating Position (AOP)	<input type="checkbox"/>	Staff Costs	<input type="checkbox"/>
Student Retention	<input checked="" type="checkbox"/>	Non-SFC Income	<input type="checkbox"/>	Staff Engagement	<input type="checkbox"/>
Student Enrolments	<input type="checkbox"/>	Gross Carbon Footprint	<input checked="" type="checkbox"/>	Partner Engagement	<input checked="" type="checkbox"/>

5.3 Alignment to the Top-Level Risk Register [Strategic risk information should be copied directly from the most recent TLRR]:

Strategic Risk(s)	Risk Score*		
((2) STUDENT RETENTION AND ATTAINMENT Executive Lead(s): VP Education & Skills / VP Innovation Planning & Performance Lead Committee: Planning & Resources Committee	Inherent (Gross) Risk		
	<i>Probability</i>	<i>Impact</i>	<i>Score</i>
	4	5	20
	Residual (Net) Risk		
	<i>Probability</i>	<i>Impact</i>	<i>Score</i>
	3	5	15
Movement			

*Risk Score Key: 0-10 Low Risk; 11-15 Moderate Risk; 16-25 High Risk. [Further information on risk scoring can be found in the [EC Risk Management Policy & Procedure](#)]

Title	Management Accounts to January 2024
Appendices	Appendix 1: Management Account Summary to January 2024
Disclosable under FOISA	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Primary Contact	Ian Deed, Director of Finance & Infrastructure
Date of Production	21.02.24
Action Required	For Approval <input type="checkbox"/> / For Discussion <input checked="" type="checkbox"/> / For Information <input checked="" type="checkbox"/>
Aligned to Strategic Risk	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> (If 'yes' please complete Section 5.3)

1. RECOMMENDATIONS

The Board of Management are asked to DISCUSS and NOTE the Management Accounts to January 2024.

2. PURPOSE OF REPORT

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

3. KEY INSIGHTS

Detail contained with Appendix 1. Additionally, a *Month 6 Financial Performance Summary* can also be viewed on the [Board Portal](#).

4. IMPACT AND IMPLICATIONS

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. ALIGNMENT TO STRATEGIC PLAN / KPIs / RISK REGISTER

5.1 Alignment to Edinburgh College Strategic Pillars [Indicate with an 'X' which Strategic Pillar this paper supports]:

Curriculum Strategy	<input type="checkbox"/>	Finance Strategy	<input checked="" type="checkbox"/>	People Strategy	<input type="checkbox"/>
Commercial Strategy	<input type="checkbox"/>	Digital Strategy	<input type="checkbox"/>	Other	<input type="checkbox"/>

5.2 Relevant Key Performance Indicators [Indicate with an 'X' which performance indicators this paper supports]:

Student Success	<input type="checkbox"/>	Credit Target	<input checked="" type="checkbox"/>	Equality, Diversity & Inclusion	<input type="checkbox"/>
Student Satisfaction	<input type="checkbox"/>	Adjusted Operating Position (AOP)	<input checked="" type="checkbox"/>	Staff Costs	<input checked="" type="checkbox"/>
Student Retention	<input type="checkbox"/>	Non-SFC Income	<input checked="" type="checkbox"/>	Staff Engagement	<input type="checkbox"/>
Student Enrolments	<input type="checkbox"/>	Gross Carbon Footprint	<input type="checkbox"/>	Partner Engagement	<input type="checkbox"/>

5.3 Alignment to the Top-Level Risk Register *[Strategic risk information should be copied directly from the most recent TLRR]:*

Strategic Risk(s)	Risk Score*		
(33) FINANCIAL SUSTAINABILITY (INSUFFICIENT BUDGET / FUNDING TO COVER COST OF LIVING, JOB EVALUATION, EMPLOYER PENSION CONTRIBUTION INCREASES)	Inherent (Gross) Risk		
	<i>Probability</i>	<i>Impact</i>	<i>Score</i>
	5	5	25
	Residual (Net) Risk		
	<i>Probability</i>	<i>Impact</i>	<i>Score</i>
	5	5	25
	Movement	↔	

*Risk Score Key: 0-10 Low Risk; 11-15 Moderate Risk; 16-25 High Risk. *[Further information on risk scoring can be found in the [EC Risk Management Policy & Procedure](#)]*

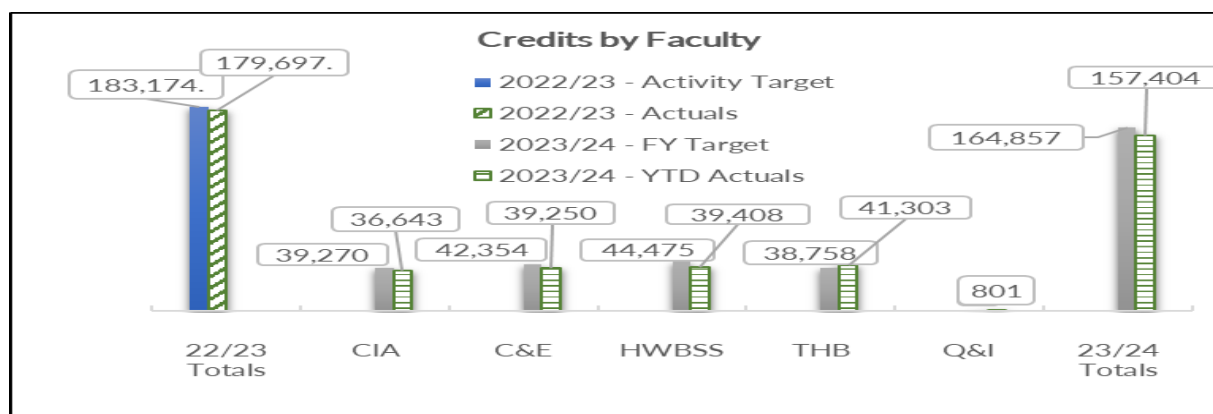
Credits and SFC Grants

- Edinburgh College's core activity target for academic year 2023/24 totals **164,857 credits** (18,317 credits lower than 2022/23) which includes European Social Funding (ESF) places subsumed within core activity. Also included is an indicative target of 692 credits for foundation apprenticeships.

Although total credits have decreased by 10% from 2022/23, the core grant funding level remains the same overall, which has resulted in an increase in the average price of a credit (Edinburgh College still has the lowest credit price in the sector).

The College has achieved **157,404 credits** to date, which is an increase of circa 11,000 credits on the total reported last month (and has been bolstered by Semester 2 enrolments). Although latest projections indicate the College will achieve circa 159,560 credits (2,000 credits short of the 98% threshold), the number of credits is expected to increase to meet the threshold once the final detailed analysis of credit activity for the year is completed. As a consequence, reflecting any form of credit financial clawback provision is not required at this stage.

The "Credits by Department" table (below) shows a comparison of faculty performance for the year against full year (fy) targets.



- Adjusted Operating Position (AOP)**

	<u>Annual Budget</u> <u>2023/24</u>	<u>YTD Budget</u> <u>2023/24</u>	<u>YTD Actuals</u> <u>2023/24</u>	<u>YTD Variance</u> <u>2023/24</u>	<u>Previous YTD</u> <u>2022/23</u>	<u>FY Forecast</u> <u>2023/24</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
As per SFC Measurement						
I&E Operating Position	(3,059)	(1,394)	(1,622)	(227)	(1,708)	(3,059)
Add:						
Depreciation net of deferred capital grant release	3,249	1,719	1,719	-	1,603	3,249
Deduct:						
Loan repayments and payments against provisions	894	447	447	-	419	894
Adjusted Operating Position	(704)	(123)	(350)	(227)	(524)	(704)

The College's AOP excludes non-cash items included in the I/E account (depreciation net of deferred grant) but includes capital loan repayments and payments against provisions (excluded from the I/E account).

3. Income and Expenditure

	<u>Annual Budget 2023/24</u>	<u>YTD Budget</u>	<u>YTD Actuals</u>	<u>YTD Variance</u>	<u>Previous YTD</u>	<u>FY Forecast</u>
	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>	<u>£000s</u>
Funding Council Grants	51,538	20,638	20,687	49	21,377	51,571
Tuition Fees, Commercial & Other Inc	15,354	10,474	9,328	(1,146)	10,215	13,320
Deferred Income	2,897	1,482	1,482	-	1,419	2,897
Total Income	69,789	32,594	31,497	(1,097)	33,011	67,788
Staff Costs	50,935	22,290	21,733	557	23,893	49,679
Other Costs	15,760	8,490	8,177	313	7,701	15,014
Depreciation	6,146	3,201	3,201	-	3,022	6,146
Exceptional Support Costs	8	8	8	-	103	8
Total Expenditure	72,849	33,989	33,119	870	34,719	70,847
Operating (Deficit) / Surplus pre SSAP24 & pension revaluation adjustments)	(3,059)	(1,394)	(1,622)	(227)	(1,708)	(3,059)

The College's annual budget operating position is a deficit of £3,059k, which results in an annual adjusted operating **deficit budget** of £704k for the year (refer para 1.2 for details). The operating position to January shows a deficit of £1,622k against a profiled budget deficit of £1,394k. The main variances are:

- A favourable variance of £49k within other SFC grants (sanitary products scheme and deferred Young Person Guarantee (YPG) funding (both with matching expenditure)).
- An adverse variance of £371k within tuition fees (mainly shortfall in SAAS fees).
- An adverse variance of £45k within international income (Hainan University contract ending).
- An adverse variance of £722k within commercial income (primarily FWDF – funding terminated, together with loss of Edinburgh University residencies contract).
- An adverse variance within other income of £8k (net adverse Nursery income partly offset by secondment income, non-SFC grants (Digital Hub) and bank interest).
- A favourable variance within staff costs of £557k (net effect of unfilled vacancies, relinquished posts and strike action).
- A net favourable variance within other costs of £314k (mainly Associate trainer savings related to lower FWDF income partly offset by other operating expenditure underspends).

Most other income streams are currently in line with their profiled budgets to date, whilst the majority of non-staff operational costs are also broadly in line with budgets. However, the Scottish Government's (SG) draft budget was announced in late December 2023 and it was confirmed that the SG will be reducing revenue funding for the college sector by £32.7m (worst case scenario) to £643.0m for 2024/25 (a net overall reduction of 4.8%). Colleges are awaiting SFC announcements on the teaching grant impact (currently £50m), as other funding 'pots' will potentially contribute to this budget cut. The SFC will confirm if there is any effect in the current financial year (due to the different financial reporting years between SG/SFC and Colleges (i.e. end March vs end July)). As agreed with the SMT, Priority Based Budgeting is now underway and will be adopted for the 2024/25 and 2025/26 budget setting process.

Following the SG budget funding announcement, the SG/SFC confirmed there will be no Flexible Workforce Development Funding (FWDF) provided to the college sector for AY 2023/24, and such funding is unlikely to be provided in AY 2024/25. As a consequence, Edinburgh College's fy FWDF net income forecast was reduced last month by £0.8m and is unchanged (refer para 3.4 for detail). In addition, following the latest review of tuition fees and recruitment & retention numbers, the fy forecast for SAAS fees has been reduced by a further £0.1m to £2.5m.

The above financial gaps are currently offset by indicative forecast savings (following extensive staff establishment reviews) within staffing (relinquished posts, staff vacancy churn and strike action).

Departmental / faculty performance review meetings are held monthly, where fy forecasts of the latest income and expenditure positions are discussed and adjusted as appropriate, with particular emphasis upon identifying recurring savings and reducing in-year non-essential spend. As part of this exercise, unfilled vacancies will continue to be removed where opportunities arise (vacancies totaling net 10.28 FTE were removed following a recent staff establishment review). Regular SMT meetings are also prioritizing plans to address future year financial challenges.

Movements in January 2024 affecting the fy operating forecast are as follows (excludes associated offsets):

	£k - Fav / (Adv)
Training Restaurants, hair & beauty salons, sports	30
Residencies	(75)
Bespoke contracts	(35)
Nursery	(20)
Commercial UK other contracts	(70)
Bank interest	15
Staffing (non-required vacancy removals / churn)	125
Other operating expenses (H&S, equipment, professional fees, staff welfare)	30
Total non-offsetting movements during January affecting AOP:	0

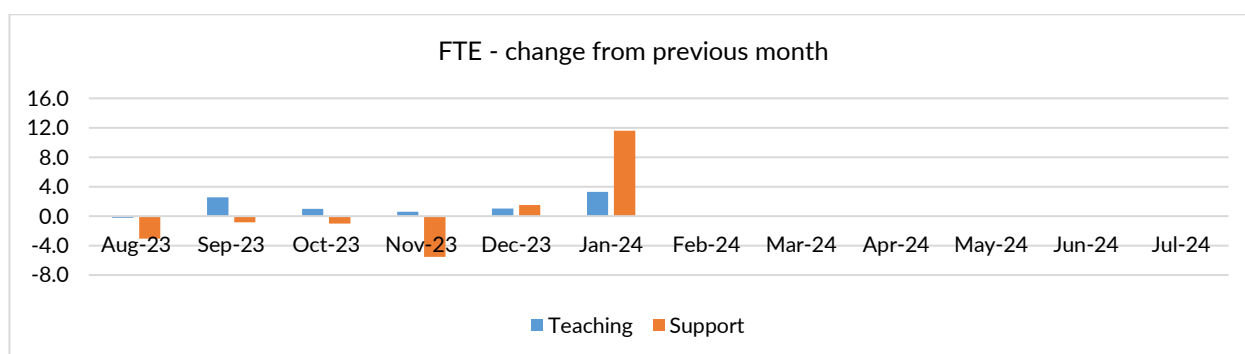
In comparison to the fy budget (at operating and adjusted operating levels) there is an overall movement of £nil, the details of which are shown below (excludes associated offsets):

	£k - Fav / (Adv)
Tuition fees (largely SAAS / HEFT self & employer payers)	(400)
Tuition fees (managing agents - CITB)	50
FWDF income (yr 7)	(1,282)
FWDF associated expenditure (associate trainers)	517
Training restaurants, hair & beauty salons, sports income, net secondments	55
Residencies	(75)
Bespoke contracts	(35)
Commercial UK other contracts	(70)
Nursery income	(73)
Staffing (non-required vacancy removals / churn)	1,256
Other operating expenses (net savings within H&S, staff welfare, professional fees, marketing, equipment, bad debt)	37
Bank interest income	40
Debt interest payable	(20)
Total ytd movement affecting cash:	0

4. Staff (Full Time Equivalent)

FTE	31/07/23	31/01/24	YTD Movement	31/01/23
Teaching	406.9	415.2	8.3	457.8
Support	488.0	490.7	2.7	501.7
	894.9	905.9	11.0	959.5

Staff numbers have increased by 11 FTE since the beginning of the academic year, following recruitment of staff to vacant Establishment positions. The monthly FTE staff movements are shown below:



5. Cash

Opening cash	Month-end cash	Comments
01/08/2023	31/01/2024	
£'m.	£'m.	The January cash balance is £13.6m which includes £2.7m of student

5.7	13.6	support funds, together with c.£3m being held for the 2022 and 2023 cost of living pay awards backdated to 1st September 2022 (still under negotiation) and £2.35m of SG energy efficiency grants. In addition, there was £0.7m of SFC funds held at 31 July 2023 due to be spent in 2023/24 including mental health funding, access to period products and City Deal monies. The current forecast for cash at 31 July 2024 remains at £0.6m.
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6. **Capital Expenditure**

Opening Fixed Assets	Additions	Dep'n	Closing Fixed Assets	Comments
01/08/23	31/01/24	31/01/24	31/01/24	
£'m.	£'m.	£'m	£'m.	
179.6	4.6	(3.2)	181.0	Capital funding for 2023/24 is allocated as follows: (1) £0.8m to maintain the estate (I&E budget) (2) £2.8m for condition survey backlog / lifecycle maintenance (3) £0.3m of digital poverty funding (4) £0.5m of high priority funding and (5) SG energy efficiency funding of £2.35m. To date £4.6m of 'work in progress' / fixed asset capitalisations have been incurred since the beginning of the academic year on building fabric, IT projects, curriculum projects, environmental initiatives and energy efficiency projects at our Midlothian campus. A further £0.9m of expenditure is committed.

Title	Recruitment, Retention & Credits Dashboard
Appendices	Appendix 1: Enrolment and Retention AY 2023/24 Appendix 2: Applications and Offers AY 2024/25
Disclosable under FOISA	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Primary Contact	Jonny Pearson, Vice Principal Education & Skills
Date of Production	13.03.24
Action Required	For Approval <input type="checkbox"/> / For Discussion <input checked="" type="checkbox"/> / For Information <input checked="" type="checkbox"/>
Aligned to Strategic Risk	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> <i>(If 'yes' please complete Section 5.3)</i>

1. RECOMMENDATIONS

The Board are asked to note the current recruitment and enrolment position for AY 2023/24, note the recruitment trends helping to reshape the curriculum offer and discuss applications and enrolments for AY 2024/25.

2. PURPOSE OF REPORT

The purpose of this paper is to:

- Give a detailed update on recruitment and enrolment for AY 2023/23 including year on year comparisons.
- Identify specific areas of curriculum growth, development and decline following application and recruitment trends.

3. KEY INSIGHTS

3.1 Progress Against Activity Target for AY 2023/24

Activity Target	98% of Target	Current Credit Total	Semester 2 Credits
164,857	161,559	159,652	16,130

Current projected total **162,095** (2,762 below activity target).

This projected total is 98.3% of our activity target meaning, if achieved, we will not be subject to the threat of clawback from SFC.

3.2 Recruitment, Retention and Enrolment AY 2023/24

As previously requested by the Board, further information on both recruitment / retention and applications / offers are provided in Appendices 1 & 2. The Vice Principal Education & Skills shall provide a verbal overview of the information provided on 26 March 2024.

4. IMPACT AND IMPLICATIONS

4.1 Financial Implications

Failure to achieve 98% of the activity target could result in a financial clawback, this has been avoided.

4.2 Strategy Implications

The reduction in enrolments in specific curriculum areas highlights the need for further dialogue with the SFC regarding the value of a PT credit, plus the need to maintain the focus on curriculum re-shaping - as outlined in detail in the new Curriculum Strategy.

5. ALIGNMENT TO STRATEGIC PLAN / KPIs / RISK REGISTER



5.1 Alignment to Edinburgh College Strategic Pillars [Indicate with an 'X' which Strategic Pillar this paper supports]:

Curriculum Strategy	<input checked="" type="checkbox"/>	Finance Strategy	<input checked="" type="checkbox"/>	People Strategy	<input checked="" type="checkbox"/>
Commercial Strategy	<input type="checkbox"/>	Digital Strategy	<input type="checkbox"/>	Other	<input type="checkbox"/>

5.2 Relevant Key Performance Indicators [Indicate with an 'X' which performance indicators this paper supports]:

Student Success	<input type="checkbox"/>	Credit Target	<input checked="" type="checkbox"/>	Equality, Diversity & Inclusion	<input type="checkbox"/>
Student Satisfaction	<input checked="" type="checkbox"/>	Adjusted Operating Position (AOP)	<input checked="" type="checkbox"/>	Staff Costs	<input type="checkbox"/>
Student Retention	<input checked="" type="checkbox"/>	Non-SFC Income	<input type="checkbox"/>	Staff Engagement	<input type="checkbox"/>
Student Enrolments	<input checked="" type="checkbox"/>	Gross Carbon Footprint	<input type="checkbox"/>	Partner Engagement	<input type="checkbox"/>

5.3 Alignment to the Top-Level Risk Register [Strategic risk information should be copied directly from the most recent TLRR]:

Strategic Risk(s)	Risk Score*		
(2) STUDENT RETENTION AND ATTAINMENT Executive Lead(s): VP Education & Skills / VP Innovation Planning & Performance Lead Committee: Planning & Resources Committee	Inherent (Gross) Risk		
	Probability	Impact	Score
	4	5	20
	Residual (Net) Risk		
	Probability	Impact	Score
	3	5	15
Movement 			
32) FAILURE TO MEET SFC FUNDED ACTIVITY TARGETS AND FEES Executive Lead(s): VP Education & Skills / VP Innovation Planning & Performance Lead Committee: Planning & Resources Committee	Inherent (Gross) Risk		
	Probability	Impact	Score
	4	5	20
	Residual (Net) Risk		
	Probability	Impact	Score
	4	5	20
Movement 			

*Risk Score Key: 0-10 Low Risk; 11-15 Moderate Risk; 16-25 High Risk. [Further information on risk scoring can be found in the [EC Risk Management Policy & Procedure](#)]

WITHDRAWAL COMPARISON

APPENDIX 1

AY 2019/20			
Mode	Enrolled	WD	WD%
FT FE	6,386	554	8.7%
PT FE	13,268	304	2.3%
FT HE	3,434	145	4.2%
PT HE	2,047	66	3.2%
	25,135	1,069	4.3%
FT	39.1%		
PT	60.9%		

AY 2020/21			
Mode	Enrolled	WD	WD%
FT FE	6,514	417	6.4%
PT FE	12,605	227	1.8%
FT HE	3,760	142	3.8%
PT HE	2,015	71	3.5%
	24,894	857	3.4%
FT	41.3%		
PT	58.7%		

AY 2021/22			
Mode	Enrolled	WD	WD%
FT FE	6,052	516	8.5%
PT FE	12,780	347	2.7%
FT HE	3,298	161	4.9%
PT HE	2,260	83	3.7%
	24,390	1,107	4.5%
FT	38.3%		
PT	61.7%		

AY 2022/23			
Mode	Enrolled	WD	WD%
FT FE	5,342	775	14.5%
PT FE	12,770	462	3.6%
FT HE	2,672	293	11.0%
PT HE	2,149	97	4.5%
	22,933	1,627	7.1%
FT	34.9%		
PT	65.1%		

AY 2023/24			
Mode	Enrolled	WD	WD%
FT FE	5,543	776	14.0%
PT FE	14,705	479	3.3%
FT HE	2,510	293	11.7%
PT HE	1,878	91	4.8%
	24,636	1,639	6.7%
FT	32.7%		
PT	67.3%		

CURRICULUM SHIFT DATA

AY 2020/21			AY 2022/23			AY 2023/24		
Enrol	29,471		Enrol	34,499		Enrol	16,979	
FT	10,325	35%	FT	8,400	24%	FT	6,525	38%
PT	19,146	65%	PT	26,099	76%	PT	10,455	62%
Credit Target	187,869		Credit Target	183,174		Credit Target	164,857	
CE	39,180	21%	CE	44,488	24%	CE	42,354	26%
CI	43,932	23%	CI	43,855	24%	CI	39,270	24%
HWSS	54,257	29%	HWSS	51,000	28%	HWSS	44,475	27%
THB	50,500	27%	THB	43,831	24%	THB	38,873	24%

WITHDRAWAL ANALYSIS

	FT FE			FT HE		
	Enrol	WD	%	Enrol	WD	%
Construction & Engineering	1,211	73	6.0%	181	6	3.3%
Construction	517	21	4.1%	32	1	8.0%
Engineering	694	52	7.5%	149	5	3.4%
Creative Industries	978	129	13.2%	1,386	94	6.8%
Art & Design	254	42	16.5%	312	23	7.4%
Computing	374	39	10.4%	233	6	2.6%
Media, Music & Sound Production	197	24	12.2%	475	32	6.7%
Performing Arts & Photography	153	24	15.7%	366	33	9.0%
Health, Wellbeing & Social Sciences	1710	257	15.0%	594	67	11.3%
Childhood Practice & SVQ Provision	155	27	17.4%	87	14	16.1%
Health Professions & Social Services	587	97	16.5%	145	21	14.5%
Routes into Education or Employment	398	43	10.8%	0	0	0.0%
Social Sciences incorporating ICS	247	47	19.0%	95	11	11.6%
Sport & Fitness	323	43	13.3%	267	21	7.9%
Tourism and Hospitality	1,643	159	9.7%	350	58	16.6%
Community Based ESOL & Modern Languages	20	4	20.0%	0	0	0.0%
Enterprise & Commerce	204	40	19.6%	223	41	18.4%
ESOL	743	47	6.3%	0	0	0.0%
Hair & Beauty	223	30	13.5%	40	1	2.5%
Professional Cookery, Hospitality, Travel & Tourism	453	38	8.4%	87	16	18.4%
	5,542	618	11.2%	2,511	225	9.0%

APPLICATION COMPARISON DATA

APPENDIX 2

	FT FE			FT HE		
	22/23	23/24	24/25	22/23	23/24	24/25
Construction & Engineering	535	713	1018	116	171	216
Construction	256	309	335	16	14	46
Engineering	279	404	683	100	157	170
Creative Industries	519	528	856	774	1,086	1368
Art & Design	172	155	244	186	406	404
Computing	84	141	244	116	168	273
Media, Music & Sound Production	151	119	200	235	271	302
Performing Arts & Photography	112	113	168	237	241	389
Health, Wellbeing & Social Sciences	945	951	1168	527	624	829
Childhood Practice & SVQ Provision	121	133	183	89	109	125
Health Professions & Social Services	441	340	374	157	152	245
Routes into Education or Employment	65	148	128	0	0	0
Social Sciences incorporating ICS	208	187	282	121	148	167
Sport & Fitness	110	143	201	160	215	292
Tourism and Hospitality	443	584	923	322	485	521
Community Based ESOL & Modern Languages	12	7	24	0	0	0
Enterprise & Commerce	89	108	170	219	321	420
ESOL	0	0	1	0	0	0
Hair & Beauty	151	228	371	18	34	44
Professional Cookery, Hospitality, Travel & Tourism	191	241	357	85	130	57
	2,442	2,776	3965	1739	2366	2934
	62.4%	43%		68.7%	24%	

Title	Learning, Teaching & Student Experience Committee - Annual Report 2023/24
Appendices	None.
Disclosable under FOISA	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Primary Contact	Marcus Walker, Board Secretary
Date of Production	22.03.24
Action Required	For Approval <input type="checkbox"/> / For Discussion <input checked="" type="checkbox"/> / For Information <input checked="" type="checkbox"/>
Aligned to Strategic Risk	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/> (If 'yes' please complete Section 5.3)

1. RECOMMENDATIONS

The Board of Management are asked to CONSIDER the points raised within the Learning, Teaching & Student Experience (LTSE) Committee Annual Report 2023/24.

2. PURPOSE OF REPORT

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

3. INSIGHTS

3.1 Executive Summary

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

- The approval of a new Edinburgh College Curriculum Strategy, which provides institutional coherence, oversight, and leadership in relation to learning, teaching, assessment, and outcomes. The LTSE Committee actively engaged in the creation of the Strategy over several meetings, culminating in a workshop event on 19 May 2023. The Curriculum Strategy 2023-26 was subsequently endorsed by the Committee and approved by the Board of Management in September 2023.
- The Committee held a workshop on 17 November 2023 to support the development of a new Health & Wellbeing Strategy. Feedback from the session is currently being considered by the Assistant Principal Student Experience and a draft Strategy will be presented to Members in May 2024. The Chair of the LTSE Committee has previously highlighted to the Board of Management, in December 2023, that Members of the Committee were concerned that limited national funding was available to support health and wellbeing initiatives and that this could significantly impact on student satisfaction, retention and attainment.
- The Committee welcomed the outcome of the Education Scotland Progress Visit published on 15 August 2023, which outlined that the College had made 'Satisfactory' progress overall. Within the published

report Education Scotland acknowledged that the College had made considerable progress on its improvement journey, with numerous examples of positive progress across quality indicators and successes relating to recruitment, retention, attainment, and progression.

The Committee received a verbal update, on 22 March 2024, regarding the outcome of the Annual Engagement Visit conducted by Education Scotland in January 2024, which illustrated significant progress by the College over a 6-month period. The full report was circulated to members a day prior to the LTSE Committee – for information – and can be viewed [here](#).

3.2 Operation of the Committee

3.2.1 Operation / Reporting to the Board

The LTSE Committee met four times since its last update to the Board of Management on 28 March 2023 to consider matters relating to the following academic themes: (i) Learning & Teaching; (ii) Student Experience & Engagement; (iii) Curriculum Management; (iv) Continual Professional Development; (v) Quality Enhancement / Assurance.

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

The LTSE Committee continues to discharge its responsibilities under its [Terms of Reference](#).

3.2.2 Membership / Attendance

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

	Non-Executive Members				Lecturing Staff Member	Student Board Member
AY 2022/23	Ross Laird (C)	Becky Duff	Kerry McCormack **	-	Daniel Holland	David Elder
AY 2023/24	Ross Laird (C)	Becky Duff	Liz McIntyre*	Eleanor Sims*	Daniel Holland	Skye Marriner

*Liz McIntyre and Eleanor Sims were appointed to the LTSE Committee from 28 March 2023 onwards.

**To support continuity within its membership, Kerry McCormack remained on the LTSE Committee until the end of the academic year 2022/23.

In addition to its core membership, the Committee has co-opted the following student and staff members:

- Luna Morrison, ECSA Vice President Welfare
- Jon Craig, ECSA Vice President Activities
- Ryan Quinn, Head of School (Faculty of Health, Wellbeing & Social Sciences)
- Carole Paterson, Head of School (Faculty of Hospitality, Tourism & Business)

- Hunia Arshad, *Curriculum Team Manager (Faculty of Eng. & Built Environment)*
- Lorraine Farquharson, *Curriculum Team Manager (Faculty of Hospitality, Tourism & Business)*
- Annette Chapman, *Curriculum Leader (Faculty of Creative Industries)*

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

The Board Secretary, the Assistant Principal Student Experience and the Assistant Principal Quality & Improvement attend each meeting to advise the Committee on matters within their remit. In addition to this, at least one (of the three) Assistant Principals Curriculum are invited to attend meetings of the LTSE Committee within the academic year.

At its meeting on 19 May 2022, the Committee undertook a self-assessment, based on the questionnaire created by the College Development Network. It was content with the operation of the Committee, and it identified several development points.

3.3 Strategic Role

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

On 19 May 2023, the LTSE Committee held a workshop event specifically focussed on the development of a new Curriculum Strategy. In response to feedback and guidance from the session, the Vice Principal Education & Skills presented a Curriculum Strategy 2023-26 to the Committee on 8 September 2023. The Committee subsequently endorsed the Strategy, and it was approved by the Board of Management on 26 September, along with its fellow pillar strategies.

On 17 November 2023, the LTSE Committee held another strategic workshop event, this time focussed on the development of a Health & Wellbeing Strategy for the College. It is expected that a draft Health & Wellbeing Strategy will be presented by the Assistant Principal Student Experience to the Committee at its next scheduled meeting on 17 May 2024.

On 17 November 2023, the Committee endorsed the Regional Outcome Agreement (ROA) 2023/24, which had been approved via correspondence by the Board. The focus of the ROA 2023/24 outlines the response of Edinburgh College will contribute to student success and wider impact, fair work, the wider economic recovery, and climate action.

3.4 Performance Monitoring

3.4.1 Measures of Success

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

[Reference](#). Examples of how these measures are reported to the Committee can be viewed in Paragraphs 3.4.2 to 3.4.4.

3.4.2 *Student Experience*

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

The Assistant Principal Student Experience, as part of a quarterly report, updates members on the following: Student recruitment and admission; applications and enrolments; School College Partnerships; Widening Participation; Care Experience; student guidance, support, and funding; mental health & wellbeing; Safeguarding; and learning support.

ECSA provide the Committee with quarterly updates on Class Reps activities and outcomes from Class Reps Meetings conducted throughout the academic year. Members were pleased to note that, at the start of the academic year 2023/24, ECSA had again managed to recruit over 500 Class Reps.

3.4.3 *College Satisfaction Surveys*

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

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

3.4.4 *How Good is Our College?*

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

On 8 September 2023, the Edinburgh College Progress Visit Report from 15 August 2023 was presented to the Committee by the Assistant Principal Quality & Improvement. The key outcomes of the Report will be highlighted to the Board of Management at its meeting on 26 September 2023.

The ROA 2023 Self-Evaluation Report was noted by the Committee on 17 November 2023, following its approval by the Senior Management Team and subsequent submission to the SFC. The Committee welcomed the Report and recognised the significant amount of work undertaken by the College to improve outcomes for learners.

3.5 Conclusion

The LTSE Committee on 22 March 2024 noted that it was satisfied with its current operations and the quality of reports it receives from senior management.

4. IMPACT AND IMPLICATIONS

The LTSE Committee operates under the authority of, and reports to, the Board.

5. ALIGNMENT TO STRATEGIC PLAN / KPIs / RISK REGISTER

5.1 Alignment to Edinburgh College Strategic Pillars [Indicate with an 'X' which Strategic Pillar this paper supports]:

Curriculum Strategy	<input checked="" type="checkbox"/>	Finance Strategy	<input type="checkbox"/>	People Strategy	<input type="checkbox"/>
Commercial Strategy	<input type="checkbox"/>	Digital Strategy	<input type="checkbox"/>	Other	<input type="checkbox"/>

5.2 Relevant Key Performance Indicators [Indicate with an 'X' which performance indicators this paper supports]:

Student Success	<input checked="" type="checkbox"/>	Credit Target	<input checked="" type="checkbox"/>	Equality, Diversity & Inclusion	<input checked="" type="checkbox"/>
Student Satisfaction	<input checked="" type="checkbox"/>	Adjusted Operating Position (AOP)	<input type="checkbox"/>	Staff Costs	<input type="checkbox"/>
Student Retention	<input checked="" type="checkbox"/>	Non-SFC Income	<input type="checkbox"/>	Staff Engagement	<input checked="" type="checkbox"/>
Student Enrolments	<input checked="" type="checkbox"/>	Gross Carbon Footprint	<input type="checkbox"/>	Partner Engagement	<input type="checkbox"/>

5.3 Alignment to the Top-Level Risk Register [Strategic risk information should be copied directly from the most recent TLRR]:

Strategic Risk(s)	Risk Score*		
(2) STUDENT RETENTION AND ATTAINMENT	Inherent (Gross) Risk		
	Probability	Impact	Score
	4	5	20
	Residual (Net) Risk		
	Probability	Impact	Score
	3	5	15
	Movement		↔
(32) FAILURE TO MEET SFC FUNDED ACTIVITY TARGETS AND FEES (RECRUITMENT, CREDITS, SAAS AND FEE INCOME)	Inherent (Gross) Risk		
	Probability	Impact	Score
	4	5	20
	Residual (Net) Risk		
	Probability	Impact	Score
	4	5	20
	Movement		↔

*Risk Score Key: 0-10 Low Risk; 11-15 Moderate Risk; 16-25 High Risk. [Further information on risk scoring can be found in the [EC Risk Management Policy & Procedure](#)]

Title	Governance Report
Appendices	Appendix 1: Summary Top Level Risk Register to March 2024 Appendix 2: Annual Evaluation 2023/24 – Progress Update
Disclosable under FOISA	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Primary Contact	Marcus Walker, Board Secretary
Date of Production	12.03.24
Action Required	For Approval <input type="checkbox"/> / For Discussion <input checked="" type="checkbox"/> / For Information <input checked="" type="checkbox"/>
Aligned to Strategic Risk	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/> (If 'yes' please complete Section 5.3)

1. RECOMMENDATIONS

The Board is asked to NOTE the contents of the Governance Report, which includes updates on Board Membership, upcoming events, annual evaluations, and the 2024/25 Board schedule.

The Board are asked to NOTE and DISCUSS the Top-Level Risk Register Summary, as presented by the Chief Operating Officer.

2. PURPOSE OF REPORT

The report provides an update on matters previously brought to the attention of the Board, and further governance developments within the College, and the college sector, over recent months.

3. KEY INSIGHTS

3.1 Board Membership Update

Following the Education Secretary's [Good Governance Task Group Report](#), published in 2016, which outlined a series of recommendations for improving how Scotland's colleges are governed, the Scottish Government committed to introducing trade union nominees to the boards of all regional colleges to support the governance of Scotland's colleges.

The addition of trade union nominees to the boards aims to enhance college governance and further the Scottish Government's Fair Work Agenda.

In response to amendments to Legislation implemented last year, Alan Holligan (Lecturer, Art & Design) has joined the Board of Management as the nominated EIS-FELA Member, for a period of up to four years, from 1 February 2024. Inline with the Board Induction Procedure, initial induction meetings have been held between the new Board Member and key stakeholders, including the Chair, the Principal, and the Board Secretary. Further meeting with the Vice Chair and the Student President will be scheduled in due course.

The Edinburgh College UNISON Branch have been invited to nominate a member to join the Board of Management. However, at the time of writing no nomination has been received.

3.2 Top-Level Risk Register Summary

For Board members' consideration a Top-Level Risk Register (TLRR) Summary is attached as [Appendix 1](#). [N.B. A verbal update on the TLRR Summary will be provided by the Chief Operating Officer on 26 March 2024]

At its most recent meeting on the 15 February 2024, the Risk Management & Assurance Group (RMAG) agreed to the following four top risks for the College:

- (1) National bargaining impact on college operations
- (33) Financial sustainability (insufficient budget / funding to cover cost of living, job evaluation, employer pension contribution increases)
- (24) Cyber security breaches within the college
- (32) Failure to meet SFC funded activity targets and fees (recruitment, credits, SAAS and fee income)

The RMAG has also reviewed and acknowledged the ongoing management of operational risk registers for the Student Experience departments.

For information, the detailed TLRR is accessible via the [Board Portal](#).

3.3 Board Events / Activities

A list of upcoming internal and external events can be viewed via the [Board Portal](#).

3.4 External Effectiveness Review and Development Plan

Jan Juillerat (Lead Review, Advance HE) will attend the Board of Management on 26 March 2024 to present a draft External Effectiveness Review Report, for Members' approval.

A discussion on the creation of a new 2024/25 Board Development Plan will also be held by Board Members on 26 March 2024 (*Board Agenda Item 5.1 refers*).

3.5 Annual Evaluation Update

3.5.1 2022/23 Evaluation Progress Update

In line with the Code of Good Governance for Scotland's College, the Board of Management undertook a series of self-evaluation exercises in May/June 2023. Feedback from these evaluations was reported to the Board of Management on 13 June 2023, along with several actions that were subsequently endorsed by Board members.

An update on progress against these actions is attached as [Appendix 2](#).

3.5.2 Annual Appraisal of the Principal & CEO and the Executive Team

The Code of Good Governance encourages the engagement of non-executive, staff, and student board members in reviewing the performance of the Principal & Chief Executive, prior to review of annual performance being considered by the Remuneration Committee in late May 2024. A provisional timeline for the annual appraisal process is outlined below:

Draft Timeline	Action
6 May	The Principal to submit draft Performance Appraisal Report, inc. draft objectives for 2024/25, to the Chair of the Board.
10 May	Draft Report circulated to Committee Chairs, Staff and Student Board Members - for comment.
17 May	Deadline for responses from Committee Chairs and Staff / Student Board Members.
21 May	1:1 Annual Review Meeting between the Chair and the Principal
w/c 27 May	Chair of the Board presented finalised Performance Appraisal Report to the Remuneration Committee
11 June	Board of Management [<i>Remuneration Committee minutes to be noted by the Board</i>]

In addition to the Annual Appraisal of the Principal & Chief Executive, the Principal shall provide the Remuneration Committee, on w/c 27 May 2024, with a summary report following one-to-one appraisal sessions with the Executive Team

3.5.3 Annual Board Self-Evaluation

The Code of Good Governance states that boards must keep their effectiveness under annual review and have in place a robust self-evaluation process. In recognition of this, the following annual evaluation activities will take place in May /June 2024:

- The Nominations Committee review of membership and skills will take place in May/June 2024 (tbc).
- Committee self-evaluations will take place during the last round of committees for 2023/24, in May/June 2024.
- A Board Survey will be circulated to members in advance of one-to-one meetings with the Chair. This survey will include a section on training and development needs.
- One-to-one meetings with the Chair of the Board will take place in mid-May 2024 (TBC), to allow Board members to reflect on the academic year and set objectives for 2024/25.
- The Evaluation of the Chair will be led by the Interim Vice Chair and allow Board members to reflect on the Chair's performance in 2023/24.
- Board members will be contacted in due course to find suitable dates in late May to meet with the Chair of the Board as part of the individual self-evaluation process.

3.6 2024/25 Board and Committee Schedule

In April 2024, subject to actions arising from the Board External Effectiveness Review, proposed dates for 2024/25 Board and committee meetings will be circulated to members, following consideration by the Chair of the Board, committee chairs and the Executive Team.

Once draft dates have been agreed by Board members they will be presented to the Board of Management on 11 June 2024 - for approval.

4. IMPACT AND IMPLICATIONS

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

5. ALIGNMENT TO STRATEGIC PLAN / KPIs / RISK REGISTER

5.1 Alignment to Edinburgh College Strategic Pillars [Indicate with an 'X' which Strategic Pillar this paper supports]:

Curriculum Strategy	<input type="checkbox"/>	Finance Strategy	<input type="checkbox"/>	People Strategy	<input checked="" type="checkbox"/>
Commercial Strategy	<input type="checkbox"/>	Digital Strategy	<input type="checkbox"/>	Other	<input checked="" type="checkbox"/>

5.2 Relevant Key Performance Indicators [Indicate with an 'X' which performance indicators this paper supports]:

Student Success	<input type="checkbox"/>	Credit Target	<input type="checkbox"/>	Equality, Diversity & Inclusion	<input checked="" type="checkbox"/>
Student Satisfaction	<input type="checkbox"/>	Adjusted Operating Position (AOP)	<input type="checkbox"/>	Staff Costs	<input checked="" type="checkbox"/>
Student Retention	<input type="checkbox"/>	Non-SFC Income	<input type="checkbox"/>	Staff Engagement	<input checked="" type="checkbox"/>
Student Enrolments	<input type="checkbox"/>	Gross Carbon Footprint	<input type="checkbox"/>	Partner Engagement	<input checked="" type="checkbox"/>

5.3 Alignment to the Top-Level Risk Register [Strategic risk information should be copied directly from the most recent TLRR]:

Strategic Risk(s)	Risk Score*		
Not applicable.	Inherent (Gross) Risk		
	Probability	Impact	Score
	-	-	-
	Residual (Net) Risk		
	Probability	Impact	Score
	-	-	-
	Movement		-

*Risk Score Key: 0-10 Low Risk; 11-15 Moderate Risk; 16-25 High Risk. [Further information on risk scoring can be found in the [EC Risk Management Policy & Procedure](#)]

Top Level Risk Register – Feb 2024

Overview - The following have been identified as the top strategic risks of Edinburgh College for the reporting period as of February 2024. The colour status applied to each listed risk is based on the residual (Net) score applied within the top risk register maintained by the College.

RED Score

- ↔ (1) National bargaining impact on college operations
- ↔ (33) Financial Sustainability (Insufficient budget / funding to cover cost of living, job evaluation, employer pension contribution increases)
- ↔ (24) Cyber security breaches within the college
- ↔ (32) Failure to meet SFC funded activity targets and fees (recruitment, credit, SAAS and fee income)

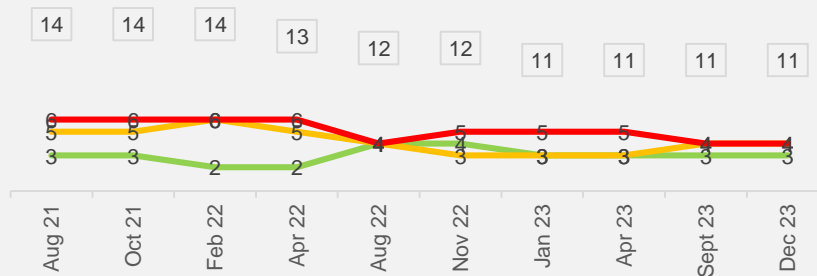
AMBER Score

- ↔ (2) Student retention and attainment
- ↔ (25) Finable breach of the GDPR or PECR
- ↔ (15) Health & safety non-compliance
- ↔ (28) College estate infrastructure not aligned to meet business need

GREEN Score

- ↔ (35) Public health risk
- ↔ (3) College does not support or invest in commercial opportunities that contribute to financial sustainability
- ↔ (27) Workforce planning and development

Risk Movement



RAG Key

- ↔ No score movement from last reporting period
- ↑ Residual (Net) score increase from last reporting period. Colour of arrow denotes the risks previous RAG score
- ↓ Residual (Net) score decrease from last reporting period. Colour of arrow denotes the risks previous RAG score
- New Risk
- ⚡ Combination of previously separate risks within the top risk register

For the future you want

2022/23 ANNUAL APPRAISAL – PROGRESS UPDATE (March 2024)

Ref.	Observation	Action(s)	Progress Update
1.	<p>Strategic Plan</p> <p>The Strategic Plan lost some of its dynamic effect as it was overshadowed by the voluntary severance consultation. Both the Executive and the Board must reflect on learnings around the communication of the College vision and the consultation itself.</p>	<p>The Executive Teams should reflect on the Strategic Plan and bring forward a roadmap to the next meeting of the Board of Management outlining their vision for the clear articulation and communication of the strategic plan (- in both the short and long term).</p>	<p>Complete.</p> <p>Roadmap to be presented to Board of Management on 26 September 2023, along with Pillar Strategies and Communications Plan.</p>
2.	<p>Our People</p> <p>Our People Strategy currently sits across different committees of the Board. Discussions with some Board members showed support for a dedicated HR/People Committee/Workforce Summit to (as a more focused group) reignite a people plan, and scope out new terms of reference based around culture and morale.</p>	<p>The Board should consider the development of a blueprint for a 'people-focused' group bringing together individuals from across the College as part of a 'Right Size, Right Shape' workshop.</p>	<p>In-Progress.</p> <p>Currently being considered as part of the wider People & Culture work taking place at the College with the support of Hive HR.</p>
3.	<p>SFC & SQA Engagement</p> <p>Discussions raised questions around whether the activities and focus of the SQA and the SFC relate to the right outcomes (e.g., redundant modules).</p>	<p>The Chair, the Principal, and other Board members to increase engagement with SFC and SQA around course assessed content and parity funding.</p>	<p>In-Progress.</p> <p>Further consideration to be given to wider board engagement through the Engagement Plan.</p> <p>CDN have confirmed upcoming dates for 'Meet the Stakeholder' Events.</p>
4.	<p>Board/Committee Papers</p> <p>There is a recognition across the Board that the papers are too long and unwieldy which sometimes means content is buried and Board members are unsure what they are being asked to give guidance/approval on.</p>	<p>The Executive Team and Board Secretary should work directly with a member of the Board to review the Board/committee paper template and accompanying guidance on its completion by senior managers.</p>	<p>Complete.</p> <p>The Board Sec., the Executive and Non-Executive Member (Bill Troup) reviewed the paper template and guidance to report writers.</p> <p>Updated paper template now in operation. Will be reviewed again as part of the 2023 External Effectiveness Review.</p>
5.	<p>Board Mentorship</p> <p>Members suggested that the Chair and the Board Secretary should consider a more formalised approach to mentorship arrangements for board members. This would provide a new, and in-experienced, board members with an opportunity</p>	<p>The Chair and the Board Secretary shall review mentorship arrangements (in line with the Board's Mentorship Procedure) and create appropriate links between new/in-experienced and longer serving Board members</p>	<p>Overtaken.</p> <p>To be taken forward as part of the Board External Effectiveness Review recommendations.</p>

	to discuss and question Board and committee papers in a 'safe space'.		
6.	Non-Executive Briefings To ensure that Non-Executive Members were fully briefed on key matters of College business, it was proposed that non-executive briefings are scheduled.	The Chair and the Board Secretary shall schedule non-executive briefing session – as required – in advance of Board meetings.	Complete. Briefing sessions to be organised as required for non-executive members in advance of quarterly Board meetings.
7.	Board / Committee Meetings More time should be given over to discussion rather than 'process' items to make best use of Board members expertise and time.	The Board Secretary shall divide the agenda into 'For Discussion'; 'For Approval' and 'For Information' sections.	Complete, Board agenda for 26 September 2023 split into For Approval / Discussion / Information / Circulation.
8.	Getting to Know the College The Board would welcome more presentations from faculties/departments across the College. The Board should also consider how its members could be more accessible and visible without being intrusive.	The Board should consider the following approaches to increase their visibility: <ul style="list-style-type: none"> • The potential for in-person town halls meetings. • The rotation of campus visits, which include presentations from departments. • Holding pre-board lunches in communal areas and/or coffee mornings on site with staff/student. 	In Progress. Programme of visits/ on-campus events to be published in due course.
9.	Student Experience Board members would like to learn more about the delivery of Digital learning at the College and understand how we gather feedback on the student experience in this area.	The Executive and the Board Secretary should consider 'digital learning and engagement', including staff development in this area, as the topic for a future pre-Board / development session.	Partially Complete. Refresh Digital Strategy to be considered by the Board of Management on 26 September 2023. Follow-up Digital learning and engagement events under consideration.
10.	Board Development Activities Board members would welcome further development and training activities.	The Board Secretary shall circulate the College Development Network (CDN) training / development schedule for 2023/24 in July/August 2023. Once the CDN schedule is finalised, a schedule of complimentary training / development activities - led by the College – will be circulated to Board members.	Partially Complete. Details of the 2023/24 CDN Training Programme circulated to Board members and included in Appendix 2 of the Governance Report. Complementary internal College development events under consideration.