FINANCE AND GENERAL PURPOSES COMMITTEE
MINUTE OF MEETING HELD ON 7 MARCH 2023 AT 16:00
VIA TEAMS

Present:		
Richard Nash (Chair)	Joanna Campbell (JC)	Sharon Hodgson (SH)
Caroline Stuart (CS)	Kate Glendye (KG)	Jamie Ross (JR) arrived at 4.15
Susan McLellan (SM)	Claire McLean (CM)	Eddie Black (EB)
In attendance:		
Jill Galloway (JG)	Douglas Dickson (DD)	Mary Cheetham (MC)
Lorraine Grierson (LG)	Karen Hunter (KH)	Alexandra Elkins (note taker)
Apologies:		
Bill McMillan (BM)	Will Dowson (WD)	

1. **Welcome and Apologies for Absence | Verbal | Chair R Nash**

1.1. The Chair welcomed everyone to the meeting and the meeting was recorded as quorate.

1.2. Apologies were received from Bill McMillan.

1.3. **Declaration of Interests and Connections | Verbal | Chair R Nash**

1.4. The Chair reminded Members to indicate any declaration of interest as appropriate throughout the course of the meeting.

For Approval

2. **Minute of Meeting held 15 November 2022 | FGP03.23-2.1 | Chair R Nash**

2.1.1 A query was raised regarding point 9.3 regarding any retrospective review of costs with UWS, it was confirmed that agreement had been reached with UWS.

2.1.2 The Chair noted point 10.6 regarding the EPC value of DGC estate and advised that where possible a B rating or better should be achieved.

2.1.3 The minutes were approved as an accurate record of the meeting.

2.2 **Action Log | FGP03.23-2.2 | L. Grierson**
The Committee noted that all actions were updated and it was agreed to mark them all as closed. **The Committee agreed to mark all actions as closed.**

2.2.1 **Matters Arising | Verbal | Chair R Nash**

There were no matters arising.

3. **Item 3 - Strategic Risk Register | FGP0322-3.1 | L Grierson Strategic Risk Register**

3.1.1 The Committee noted that a Deep Dive of Risk 3 had been requested by the F&GP Committee and that Risk 7 would be discussed at the next Audit Committee meeting.

3.1.2 LG reported that there had been no change to the scoring for Risk 3 – Failure to Achieve Institutional Sustainability and an additional mitigation had been added to Risk 7 – Failure to achieve industrial relations.

3.1.3 The Chair informed the Committee that meetings had taken place between the F&GP Chair and the Principal regarding sustainability and thanked the Director of Finance and her team for the work undertaken. A business model will be brought to the Board meeting in March.

3.1.4 The Committee discussed the scoring and mitigations of both risks and were asked to note any objections to Risk 3 and Risk 7, **no objections were noted and the risks were approved.**

3.2 **Item 3 - Deep dive Risk 3| FGP0323-3.2 | J. Campbell**

The item was discussed at item 3.

4. **Item 4 - Mid Year Financial Forecasts (5 yrs)| FGP0323-4.1 | K. Hunter**

4.1 The Director of Finance outlined the work which was ongoing and had contributed to the report including a full staffing cost review, additional scrutiny of additional hours and timesheets and changes to contracts. The finance team had met with all budget holders to ensure there was no overspend. ….

4.2 The Director of Finance noted that forecasts would be adjusted following the budget information received from the SFC in March 2023.

4.3 …...

4.4 The Depute Principal noted the likelihood of increased flexibility in the future regarding budget targets, in particular the SFC core credit targets for 23/24. Further clarity would be available following the release of indicative funding information, however since the College traditionally met the credit target any increased flexibility was not considered advantageous.

4.5 ….

4.6 The Chair of the Board of Management complimented the content of the finance paper.

4.7 ….

4.8 The Chair commented that the Committee were assured by the internal controls in place however it was recognised that external factors were still a risk.

4.9 ….

4.10   **The Committee requested information on point 3.7 relating to systems redesign** and were advised that further information would be provided at the Board of Management meeting on 28 March 2023. The Committee were supportive of longer-term projects and objectives.

4.11   The Principal highlighted the benefits of the contribution report which was being driven by the need for clear integration with HR and finance systems and stated that some issues with the College data had become apparent. These issues would be cleaned up in readiness for the next academic year.

4.12   ….

4.13   ….

4.14   **The Finance and General Purposes Committee approved the Mid-Year Forecasts for 2022-23.**

For Discussion

5.   **Item 5 - Update re Business Case for Stranraer Campus, Compulsory Redundancy and UWS | Verbal | J. Campbell**

5.1   Confidential for members only.

6   **Item 6 - Management Accounts as at January 2023 | FGP0323-6.1 | K. Hunter**

6.1.1   The Director of Finance introduced the paper which provided a summary up to July 2023. Confidential to members only.

6.1.2   The Committee advised of due consideration for all overarching cost saving targets.

6.1.3   The Committee requested a tour of the UWS facility which will be arranged for the May Strategy Day.

6.2   Estates and Sustainability Update| FGP0323-6.2 | B. Currie

6.2.1   The Director of Estates and Sustainability joined the meeting to provide an update on the paper. The Committee were informed that the primary focus had been the UWS project which had been successfully delivered with no significant interruptions to service. Several planned works were in progress and improvements to the car park would be undertaken during the Easter Break.

6.2.2   UWS representatives would be invited to attend the DGC Health and Safety Committee meetings.

6.2.3   The College was engaging with energy surveyors, …, to complete a report of net zero solutions, to be concluded by end March 2023, an application for additional capital funding through Scottish Government was expected in July 2023.

6.2.4   The College's net zero target was 2030 which was considered a realistic goal.

6.2.5   The Committee noted the annual reduction of around 2 tonnes CO_2e outlined in the report.

BC left the meeting 17:00hrs

7   <u>**Item 7. - Learning, Skills & Student Experience**</u>

<u>**Commercial Development & Marketing update | FGP0323-7.1 | B McMillan**</u>

7.1   Apologies were noted on behalf of the Director of Commercial Services and the Depute Principal introduced the paper and noted that financial information had been reported from the end of January 2023.

Confidential for members only.

7.2   The Committee recognised the importance of commercial income to the finances of the College and acknowledged the work needed to achieve set targets.

7.3   The Committee commended the paper and particularly welcomed the information provided at item 3.3 - Stakeholder Engagement/Management. It was requested that contribution data from commercial activity be provided in the report to the Committee.

7.4   The Committee inquired about the availability of data relating to social media and it was stated that the College would welcome enhanced alignment of data. It was confirmed that the new Business Newsletter had resulted in contact and direct business as a result.

7.5   ….

7.6   ….

8   <u>**Item 8 – People & Transformation**</u>

8.1   <u>**People update | FGP0323-8.1 | J Galloway**</u>

8.1.1   The Committee were updated on the work being undertaken to enhance the quality of HR data. The Equality Officer post had now been replaced with an HR Policy and Data Officer who would support this work moving forward.

8.1.2   Pay Awards – EIS/Fela had balloted members for both strike action and action short of strike action, the outcome of the ballot was yet to be communicated. Unison had also indicated their plans to ballot members for strike action regarding pay.

8.1.3   The National Job Evaluation Project was ongoing and colleges had received scoring, banding and rank order information however the data was not considered implementable by the sector in its current form due to the process beginning in 2018, employers would seek further guidance on next steps and a meeting of the CES is scheduled in March 2023. ….

8.1.4   The Committee requested an update on the PRD process and it was confirmed that the People Development and HR Systems Officer had been directed to work towards completion of PRDs as a priority with ambitions to increase automation of the process.

8.1.5   A reminder is to be issued to those Board Members who had mandatory training to complete.

8.1.6   The Committee scrutinised the increased trend in staff absence and requested additional data for any staff approaching long term absence. JG suggested the inclusion of a KPI style dashboard and this was supported by the Committee.
JG to include a dashboard for absence reporting.

8.1.7   It was confirmed that measures were in place to ensure the provision of the most appropriate furniture for all staff.

8.2   Equality and Diversity Report | FGP0323-8.2 | J Galloway

8.2.1   The report had shown that the pay gap for a number of groups had reduced and increased outcomes for students within some protected groups.

8.2.2   The Committee noted the improved findings of the report **.**

8.3   Information Governance update Data Protection Compliance | FGP0323-8.3 | S Patterson

8.3.1   S. Patterson joined the meeting at 5.50 pm.

➢ SP advised the Committee that a draft Data Protection Bill was being submitted to Parliament next week. However, it will take time before any changes need to be implemented.

➢ A Privacy Notice for the Board has been published on the website.

➢ There had been 3 breach incidents one of which was a phishing attack. She advised that multi-authentication should prevent this from happening.

➢ GDPR Training is ongoing and a face to face training event for Estate personnel was scheduled for the end of March.

➢ JG advised that a new Data Protection analyst was now in post who was working on updating the ROPA returns.

8.4   Digital Services Update | FGP0323-8.4 | C Rodgers

8.4.1   Confidential to members only.

8.4.2   ….

8.4.3   ….

8.4.4   ….

8.4.5   ….

8.4.6   It was confirmed that an Information and Governance Committee had been established across college.

9   AOCB

9.1   JG discussed the proposal to have an HR Sub-Committee which reports back to FGP Committee. She confirmed that she had spoken with CMc regarding the scope for the Committee to ensure discussions were not duplicated but constructive. She was concerned regarding the extra commitment time for members to attend 1 hour before FGP.

9.2   RN advised that this is a large committee with the budget taking a lot of discussion time which means that the People element, which is very important, does not always get the required focus it should. He advised that the remit would fall in line with the terms of reference where there will be high level discussion and feedback on key KPIs to FGP.

9.3   **LG advised that to ensure governance protocol a paper would need to be taken to the Board meeting outlining the proposal, for their approval**.

 The meeting was adjourned at 18.05 hours.

10   Date of the Next Meeting

The date of the next meeting is scheduled for 8 June 2023.

![DGC Dumfries and Galloway College - One step ahead]

Key
- 🟧 Ongoing
- 🟩 Closed
- 🟥 Overdue

F&GP COMMITTEE ACTION LOG 07/03/23

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
3	2/3/22	Dumfries Campus Condition Survey – VP Finance to explore potential funding via the SFC for Priority 1 projects.	SU	~~Sep 22~~ **Mar 23**	Closed	SFC are drafting a College infrastructure strategy including approaches to funding - VP FSS will continue to monitor. NOV UPDATE: No update from SFC at this time. Will continue to monitor. Steve attending meeting in Nov. MAR UPDATE: SFC confirmed that no Project funding was available for 2022-23. Budgets for 23-24 are not yet agreed
	15/11/22	RN asked that an income and expenditure paper be produced for the Board of Management meeting together with a Contribution Report	SU	**Dec 22**	Closed	Uptodate accounts produced for BoM on 12/12/23
	15/11/22	LG asked the committee to agree to the TofR being reviewed and sent out electronically for comment and approval, which the Committee agreed to.	LG	**Dec 22**	Closed	Sent out and approved. Approved at BoM 12/12/22
	15/11/22	Risk 7 – acronyms to be put in full and a review of mitigations to be undertaken.	JG	**Mar 23**	Closed	Risks updated with full terms. Further Management Activity mitigation added.

Finance & General-Purpose Committee Action Log 07.03.23

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
	15/11/22	Risk 3 – Colleges Scotland and Finance Directors Network to be added to the mitigations and monitoring BoM requested FGP to do a deep dive of risk 3 re sustainability.	KH	Nov 22 Mar 23	Closed	Risk updated. This has been added to Agenda for 7 March to discuss further.
	15/11/22	Statutory Accounts – accuracy queried re the statement on page 72 regarding actuarial gain of £13m on the pension scheme	SU/KH	Mar 23	Closed	MAR UPDATE: Accuracy confirmed, the year end valuation of the College share of the LGPS pension scheme showed an actuarial gain of £13m. The college sector has shown similar gains across their pension schemes
	15/11/22	CS suggested that ideas be brought to the board regarding budget balance for this year re development opportunities.	EXEC	Mar 23	Closed	Business cases to be brought to the BoM on 28 Mar.
	15/11/22	The committee would like to see uptake statistics of the staff wellness platform, Vivup. CMcL asked to be involved in DGC Diversity & Inclusion discussions.	JG		Closed Closed	Information sent to FGP Committee on 27 Feb re ViVup Wellbeing statistics. C McLean has been introduced to S Livermore and will attend the EDI Forums.
	15/11/22	Send Business Newsletter to members	LG	Dec 22	Closed	Sent link via email on 16/12/22

Finance & General-Purpose Committee Action Log 07.03.23

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
	Bom Dec 22	The Board agreed to add Stakeholder engagement/management to the agenda on the next F&GP committee and consider including within the TOR.	**BM**	**Mar 23**	Closed	BM will add to his paper for meeting 7 March.
	Bom Dec 22	Management accounts to be presented to FGP outlining the scale of risk and the actions we will take to deliver a balanced budget.	**KH**	**Mar 23**	Closed	Discussion regarding accounts have occurred with FGP Chair, Principal and Director of Finance and identified budget savings are included in the forecasts.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	FINANCE AND GENERAL PURPOSES COMMITTEE
AGENDA ITEM:	3
PAPER NO:	3.1

Date	7 March 2023
Location	Teams
Title of Paper	Strategic Risk Register
Presented By	L Grierson
Recommendation **Approval / Discussion / Noting**	**Approval**
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time:

1. **RECOMMENDATION**

1.1 The Finance and General Purposes Committee are asked to approve the Strategic Risks 3 and 7.

2. **EXECUTIVE SUMMARY**

2.1 The purpose of this paper is to provide the Committee with the opportunity to review the College's Strategic Risks associated with FGP Committee.

3. **CONTEXT**

3.1 The Principal and Executive Leadership Team routinely review the Strategic Risk Register to reflect the key risks to the College and the mitigations that will be applied to each risk.

Currently F&GP Committee has 2 risks assigned to it for review and any amendment made to these is noted below:

Risk 3 – Failure to Achieve Institutional Sustainability – **no changes**

Risk 7 – Failure to achieve industrial relations - **amendment to the Management of Activity level mitigation - 'Attendance at Strategic HR Network'**

3.2 Risk 3 is presented in an additional paper to FGP Committee for deep dive scrutiny as requested by the Board of Management.

Risk 7 will be presented to Audit Committee on 9 March 2023 for deep-dive scrutiny.

4. STRATEGIC IMPLICATIONS

4.1 This paper links into the following strategic priorities: Priority 2 – People and culture, Priority 4 – Growth and Financial Sustainability

5. RISK

RISK	MITIGATIONS
Risk 3 and Risk 7	Paperwork attached for reference.

6. IMPLICATIONS

Financial	Yes	The College is required to achieve a balanced budget position on an annual basis. Financial loss due to industrial action.
Legal	Yes/	Failure could result in insolvency, reputational damage and industrial action.
Learning and Teaching	Yes	Challenges to deliver on the objectives set out in the Regional Outcome Agreement (ROA). Challenges re sustainability of course offerings and impact on industrial action to learning.
Equalities	No	

DUMFRIES AND GALLOWAY COLLEGE

STRATEGIC RISK REGISTER UPDATE   F&G COMMITTEE – MAR 23

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK				Risk Appetite	Trend
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level		
Responsible Person - VP Finance and Commercial Services											
3	Failure to achieve institutional sustainability (F&GP)										
		4	5	20	🟥	4	5	20	🟥		=
Responsible Person – VP People and Transformation											
7	Failure to achieve effective Industrial Relations (F&GP)										
		5	4	20	🟥	4	3	12	🟧		=

KEY: ASSESSMENT OF RISKS

Risks which should be monitored by the Risk Management Group:	Scores: 1 – 8	Minor Risk
Risks to be brought to the attention of SMT and the Board of Management:	Scores: 9 - 15	Significant Risk
Risks to be reported to, and monitored by, Board of Management:	Scores: 16 – 20	Major Risk
Risks to be reported to, and monitored by, Board of Management:	Scores: 21 – 25	Fundamental Risk

Risk Score Matrix / Impact

5	10	15	20	25
4	8	12	16	20
3	6	9	12	15
2	4	6	8	10
1	2	3	4	5

Likelihood

Strategic Objective: Risk No: 3 Financial Sustainability

Reference to Departmental Risk Registers:	Financial
Owner:	VP Finance, Strategy and Sustainability
Description of the Risk:	Failure to achieve institutional sustainability
What are the possible consequences if the risk was to emerge?	The college will be unable to continue, becomes insolvent, contravening governance requirements by SG, Section 22, Reputational damage to Board and F&GP

Numerical Scoring of Gross Risk (i.e., without controls in place)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 4/5	What is the predicted **IMPACT** of the risk?	(B) 5/5	What is the total risk score? (A x B)	20/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUND	**Major Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Increase commercial income to reduce reliance on SFC funding • Effective cost control • Active tracking of Credits achieved/forecast vs target • Protection of funding through dialogue with SFC	• Regular review of financial strategy and non-core income sensitivity • Finance business partnering to review budgets/spend with Managers • Continuous monitoring of demand v funding allocation of student funds
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Strategic plan and Operating Plans approved by BoM and Committee • Budgets approved by BoM and Committee • Major project business cases approved by BoM and Committee • Finance Directors Network	• Regular internal reporting to BoM and Committee • Regular interaction with Scottish Funding Council Finance Team • Knowledge exchange through Finance Directors Network / Colleges Scotland • VPs Group and Principals Group
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• Internal Audit Programme agreed by BoM/Audit Committee • External Auditors appointed through Audit Scotland • Regional Outcome Agreement	• BoM/Committee review and approval of IA reports and action points tracking • Audit Committee/BoM oversight • Regular returns to Scottish Funding Council (FFR/FES)

DUMFRIES AND GALLOWAY COLLEGE

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont.)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 4/5	What is the predicted **IMPACT** of the risk?	(B) 5/5	What is the total risk score? (A x B)	20/25

Risk Status	Meeting 1 SIG	Meeting 2 MAJ	Meeting 3 MAJ	Meeting 4

MEETING	AMENDMENTS TO RECORD
Q1	No changes. FGP recommendation to increase Net scoring from 3/5 to 4/5 to reflect deficit forecast.
Q2	Updated to reflect 3 lines of defence. Added to monitoring: VPs Group and Principals Group.
Q3	No Changes
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
3	Failure to achieve institutional sustainability						

Strategic Objective:	Risk No: 7

Reference to Departmental Risk Registers:	Organisational
Owner:	Vice Principal People and Transformation.
Description of the Risk:	Failure to achieve effective Industrial Relations
What are the possible consequences if the risk was to emerge?	Financial loss, impact to ability to effectively teach, industrial action, loss of reputation.

Numerical Scoring of Gross Risk (i.e., without controls in place)

What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 5/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)	20/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUN	**Major Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Constructive formal and informal communication channels • Regular meetings • Staff awareness and contingency planning	• LJNC • College Employers Scotland advice and updates • Regular union/management dialogue
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• LJNC (Local Joint Negotiation Committee) • Representation at Employers Association • NRPA (National Recognition and Procedures Agreement) • Engagement/practice sharing with local agencies • Attendance at Strategic HR Network	• ELT/SLT/Board • Regular employee engagement monitoring • Regular union/management dialogue
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• College Employers Scotland	• SFC/Scottish Government • FGP/BoM oversight

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont.)

What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 4/5	What is the predicted **IMPACT** of the risk?	(B) 3/5	What is the total risk score? (A x B)	12/25

DUMFRIES AND GALLOWAY COLLEGE

Risk Status	Meeting 1 MIN	Meeting 2 SIG	Meeting 3 SIG	Meeting 4

MEETING	AMENDMENTS TO RECORD
Q1	Net likelihood reduced to 4 (net of 5 suggests controls having no impact and are therefore not appropriate) - impact increased to 2. Gross and Net impact increased following 010922 meeting
Q2	Updated information to reflect the 3 lines of defence.
Q3	Addition to Management of Activity mitigation - 'Attendance at Strategic HR Network'
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
7	Failure to achieve effective Industrial Relations						

MEETING	FINANCE AND GENERAL PURPOSES COMMITTEE
AGENDA ITEM: PAPER NO:	6 6.2

Date	7 March 2023
Location	Teams
Title of Paper	Estates and Sustainability Update
Presented By	Billy Currie
Recommendation **Approval / Discussion / Noting**	**Discussion**
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time: 7 mins

1. **RECOMMENDATION**

1.1 The Finance and General Purposes Committee are asked to discuss the contents of this paper.

2. **EXECUTIVE SUMMARY**

2.1 Estates focus has continued to be on the co-location project with works concentrated on the mezzanine level and the UWS space on level 2

2.2 The College can note a slight reduction in carbon emission for year 2021. This goes against expectation given the increased activity on campus against year 2020. This was largely due to returns from Covid lockdowns.

2.3 The College remains 100% compliant against all Estates based regulatory standards.

3. **CONTEXT**

3.1 **Estates:**

The main focus of the College Estates work has been spilt over the following workstream over the past year:

- UWS project facilitation works. Strategic aim 2 Status is ongoing, College facilitation works complete, UWS works ongoing.
- Continued implementation of lifecycle maintenance works including all statutory maintenance and inspections. Strategic aim 4 Status ongoing, compliance at 100%
- Carbon Reduction Survey and Plan. Strategic Aim 5. Works underway, report to be completed by end of March 2023.
- Infrastructure upgrades. Strategic aim 2. Ongoing, in line for completion summer 2023.

Works	Campus	Status Update
Roofing repairs on level 2 of Dumfries Campus	Dumfries	Works due April 2023. Contractor appointed, Pro Industrial Roofing - Kirkcaldy
Remedial internal works on level 2 HR and Quality	Dumfries	Works due May 2023
Car park - replace EV chargers	Dumfries	Works due April 2023, wrapped in with tender for car park works.
Car Park - Dumfries. Running repairs/New signage/removal of centre bays	Dumfries	Works due April 2023. PCS tender complete, Hardies of Dumfries appointed.
Lighting revamp - LED lighting	Dumfries	Survey carried out January, report due early March. Upgrades due July 23
Stranraer Campus - Aesthetics works	Stranraer	Works booked in, July 23. Garry Cowan of Stranraer appointed.
CCTV	Both	On hold.

4.   **Carbon Management:**

The annual Public Bodies Climate Change Duties report was submitted in time for the deadline of 30th November 2022. The report reflects the calendar year of 2021. The below table shows the full picture of the Colleges carbon emissions from baseline year 2014 up to the latest reporting year 2021 figure.

	Year Type	Scope 1	Scope 2	Scope 3	Total Tonnes CO_2e
2014	Calendar	315	870	136	1,321
2015	Calendar	324	762	115	1,201
2016	Calendar	365	726	114	1,205
2017	Calendar	338	591	83	1,012
2018	Calendar	402	485	66	952
2019	Calendar	445	410	51	906

2020	Calendar	326	283	81	690
2021	Calendar	343	273	72	688

4.1   The projected figures show an annual reduction of around 2 tonnes CO2e. Whilst this is a low figure it should be noted that the previous years figure was heavily impacted by the Covid lockdowns and lack of campus building use.

4.2   It may have been expected that the 2021 figure would have shown a rise in the actual emissions, this may still be the case in 2022 reporting.

4.3   Other factors to incorporate in the figures are the AIMS project which has seen an increase in the load on our electricity network due to the size of the machinery.

4.4   The College is engaging with energy surveyor, … to complete a report of net zero solutions for the College by end of March 2023 with a view to applying for capital funding through Scottish Government in July 2023.

5   Health and Safety:

5.1   The main focus for the Colleges H&S personnel has been the safe completion of the UWS project and the impact of the UWS staff migration.

5.2   It is clear there will be benefits of the UWS co-location project given they will be adding to our First Aid and Fire Marshal numbers to cover their dedicated area. It has been agreed that the Colleges H&S policy will be the overarching guidance for the full site and this will be reflected in the formal agreement between the 2 parties.

5.3   There are no H&S incidents to note at this stage, the last RIDDOR from the College graduation has been closed out.

5.4   There have been 6 near miss reports since the last update, 5 are fully closed with 1 still under consideration for improvement.

5.5   There have been 10 incidents reported for First Aid in since the last report, 2 of which have required further medical attention. 1 was due to an existing medical condition, the other due to an incident and an offsite sporting lesson.

6.   STRATEGIC IMPLICATIONS

6.1   ***This paper is directly linked to Strategic Priority 5, Systems and Infrastructure.***

7.   RISK

RISK	MITIGATIONS

Risk 12 – Failure to meet regulatory Health and Safety Obligations	• Reporting and Review procedure including Near Miss • Health and Safety IOSH training for staff • Specific communication at time of increased risk eg Covid, building works, adverse weather • Clear channels of communication regarding issues and preventative actions.

8. IMPLICATIONS

Financial	Yes/no	Failure of College H&S processes could lead to financial penalties imposed through actions.
Legal	Yes/no	Failure of College H&S processes could lead to legal proceedings
Learning and Teaching	Yes/no	H&S processes ensure the safety of all staff and learners when working in high risk areas.
Equalities	Yes/no	

DUMFRIES AND GALLOWAY COLLEGE

MEETING	FINANCE AND GENERAL PURPOSES COMMITTEE
AGENDA ITEM:	8
PAPER NO:	8.1

Date	7 March 2023
Location	On-line
Title of Paper	People Update
Presented By	Jill Galloway
Recommendation to Members	**Discussion**
Appendix Attached	No
Disclosable Under FOISA	YES

Read Time:

1. RECOMMENDATION

1.1 The Committee is invited to note the paper and discuss any of the items presented.

2. EXECUTIVE SUMMARY

2.1 **PURPOSE – Executive Summary**

The purpose of this paper is to provide an update on the people (staff related issues) at the College. The paper covers: -

➢ Workforce 2025
➢ National pay negotiations
➢ Sickness Absence
➢ Values and Behaviours development
➢ Learning and Development update
➢ HR Data update

Equality and Diversity update

3. CONTEXT

3.1 WORKFORCE 2025

Following SFC approval, a Voluntary Severance Scheme was opened to all College staff on 4 November 2022. A total of 20 applications were reviewed by VS panel, all of which were accompanied by a risk assessment from line managers which indicated if they were supportive of the application. The panel considered whether there was still a need for the work the role was

undertaking as well as cost and payback period. A total of 4 applications were approved. On 14 December 2022 an additional application was received and approved.

4 NATIONAL PAY NEGOTIATIONS

4.1 There has been no further progress on pay negotiations for Lecturing or Support Staff.

Support staff submitted a formal notification of dispute on Thursday 9 February 2023 on pay, terms and conditions and pay harmonisation.

On Wednesday 15 February 2023, EIS-FELA advised members that an e-ballot for strike action was being issued.

4.2 The National Job Evaluation project remains ongoing across the Scottish college sector and has now reached quality assurance stage. All 22 colleges have now received their rank order of scores and been asked for feedback. There is a significant amount of ongoing dialogue between College Employers Scotland and the Strategic HR Network about the direction of travel for implementation.

4.3 Next steps will be for the project team to consider this feedback and finalise the outcomes from the evaluation process ready for ratification from the NJNC Job Evaluation Working Group and subsequently to the full NJNC in early 2023 and therefore, conclude this stage of the project.

4.4 A project update was provided at the recent NJNC Side Table (Support) meeting on Wednesday 7 December 2022 and further key meetings will be scheduled for early 2023 to allow further discussions to take place between the support staff and management sides on taking forward the remaining stages of the project which includes Stage Three (development of pay and grading options) and Stage Four (appeals process).

4.5 Once these discussions have taken place, the project team will agree details around timescales for final implementation. There is currently no timeline in place from February 2023 onwards. A further update is expected shortly.

5 Sickness Absence

5.1 2022-23 Q1 – Sickness Absence Report

Table 1: Q1 % Lost Time per FTE as at 01/08/2022							
Perm FTE	Temp FTE	Total FTE	Avail Hrs	Lost Hrs	% Lost Time	Att Rate
191.22	17.769	208.99	95089.8	4965.5	5%	95%

➢ 5% absence rate recorded for Q1

➢ 2021 lower figures reflect Lockdown period

➢ Year on year Increase in SA in Q1 - 12% increase on pre-lockdown figures

➢ Significant increase days Lost to in Muscular/ Skeletal - Case Specifics related to underlying health conditions

➢ Year on year decrease in WRS - this may be reflected in the increase in ASD, where WRS can be contributing factor to poor mental health causing absence

➢ 7 long term absence cases - no YoY change to report

Table 3: Year on Year	Q1 2022		Q1 2021		Q1 2020		Q1 2019	
Absence Reason	Days Lost	Instances	Days Lost	Instances	Days Lost	Instances	Days Lost	Instances
Anxiety, Stress and Depression	196	7	129	7	169	12	251	12
Muscular/skeletal	189	12	27	6	112.5	9	51	13
Other	139	16	74	11	102	10	162.21	25
Post Operation	46	2	16	1	3	1	69	2
Covid	44	12						
Virus/cold/flu	34.65	17	34	18	13	6	36.16	24
Digestive	24.21	17	25.5	13	41	13	34.21	27
Hospital	19	3	8	1	0	0	0	0
Work Related Stress	10	1	31	2	112	4	0	0
Headache	4.5	5	7	4	4.87	5	19	12
Dentist	3	1	1	1	0	0	0	0
					557.37*		622.58*	
Totals	709.36		352.5		564.37*		626.58*	

6 Values and Behaviours

6.1 The Values Implementation Group met on 20 September and 20 December. We are continuing to seek to recruit more Values Ambassadors and particularly from management positions.

6.2 College Values branded lanyards and ID card holders were distributed to staff in January, line managers were prompted to use this as an opportunity to have individual or team conversations regarding the Values. These are now very visible as people move around campus.

6.3 In January the College had a Wellbeing week demonstrating Our Value of 'Here for You', encouraging staff and students to take some time out of their daily activities for their own wellbeing. The events were well received, and feedback has been gathered to inform how we could improve future Wellbeing events.

6.4 There are plans to continue to reinforce the Values across college through the internal communications strategy.

6.5 The HR team are working with recruiting managers to start to bring Our Values and Behaviours into interviewing as pilot process and we intend to continue progress in this area.

6.6 Jennie Griffiths has recently taken on a different role within the HR team, however remains as a Values Ambassador and in the role of HR Data and Policy Officer will ensure Values and Behaviours are embedded in HR policy and procedure development on an ongoing basis and at all stages of the employee life cycle.

7 Learning and Development Update

7.1 As part of the College wide training plan, the mandatory spotlight training for January had a focus on Data Protection Law. This training was designed and facilitated by Susan Patterson, the college Data Protection Officer.

7.2 As of 15 February, the completion stats are a total of 189 staff which is 67% based on a headcount of 281.

7.3   The number of staff outstanding to complete the Data Protection Law training is 92. For context, this number consists of:

➢ 17 estates staff that we are arranging alternative arrangement to complete as a group with Susan Patterson in a hybrid delivery session.

➢ 3 members of staff are on long term sickness.

➢ 7 members of the Board.

7.4   People Development suggested to the college DPO for sessions to be held as part of our February CPD week program to help capture staff that are outstanding to complete and this was agreed. All staff identified as outstanding shall receive an invitation to either session. Following attendance to either one of the sessions, staff will be marked as completed their training. We hope this approach will help drive the completions further.

7.5   DGC February 2023 CPD week shall be held over two days: Thursday 23 to Friday 24 February. The theme is 'Uniting to Succeed', linked to the College Values. The Programs for both academic and support staff have been launched via email and posted to AdminNet.

7.6   The CPD program planned for Academic staff is a Curriculum Design and ideation workshop which has been facilitated by Phil Storrier and Mandy Wallace. The core aim of this workshop is to rethink curriculum design to improve the student experience and ultimately outcomes.

7.7   The CPD program with linked values planned for Support staff includes:

Deliver our promises - Session 1: Data Protection Law introduction and refresher with Susan Patterson (AM session)
Deliver our promises - Session 2: Data Protection Law introduction and refresher with Susan Patterson (PM session)
Here for you - Independent CPD slot using the platform My Turas – Free staff development resources.
Here for you - Introduction to Mental Health with Katie Squires
Deliver our promises - Guest Speaker – Rosie Palmer from Dyslexia Scotland
Here for you ~ Guest Speaker "The Power of Sleep" with David Maltman from Future Proof Learning
Act with courage - Starting difficult conversations with Katie Squires

7.8   For the past three years the College has made use of the Flexible Workforce Development Fund (FWDF) to support some elements of the Staff Development Training Plan.

7.9   Application will shortly be made for round 6 of the fund. People Development will be meeting with Eva Milroy to discuss the feasibility of using the funding to create bespoke courses internally based on identified training needs and interest. This way the College can select the appropriate courses for DGC's application that will have the biggest impact for staff.

8   GTCS

8.1   As advised in previous papers, the General Teaching Council for Scotland (GTCS) is proposing a form of registration with GTCS called Provisional (Conditional) Registration (PCR). For PCR to be applied in alignment with the existing Registration and Standards Rules 2015, GTCS is seeking assurance through the application process that any applicant has met a relevant "Standard for Provisional Registration", this Standard would be the standard for entry to the Register of Teachers.

8.2   GTCS has advised that in line with existing and established arrangements, individuals registered with PCR would then be provisionally registered on the Register of Teachers, on the condition that they meet their condition of registration within a set period of time. The condition for college lecturers would be the requirement to obtain a recognised teaching qualification within five years of registration. This means that any college lecturer that does not complete a recognised teaching qualification within this timeframe would therefore fail to meet the condition placed on their

registration and may be removed from the Register of Teachers in accordance with GTCS's Registration and Standards Rules 2015.

9   Consultation

9.1   GTCS launched a public consultation for the proposed professional standard – the Standard for Provisional Registration (Lecturers in Scotland's Colleges) on 30 September 2022 and it remained open until Friday 11 November 2022.

9.2   Following a public consultation, the General Teaching Council for Scotland (GTCS) Council has approved a Standard for Provisional Registration (Lecturers in Scotland's Colleges), which will provide a time limited, transitional route to provisional registration for a defined group of lecturers who do not yet hold a GTCS recognised teaching qualification, or equivalent. The SPRL will come into effect on 3 April 2023.

9.3   This new route of entry to the Register of Teachers allows lecturers to meet their terms and conditions of employment whilst working towards full registration. There is currently no timeline for the process of applying for provisional registration as a National Joint Negotiating Committee Agreement and Circular will have to be agreed in the first instance and GTCS will also have to determine a timescale for the onboarding of approx. 3000 plus lecturers.

10.   STRATEGIC IMPLICATIONS

This links in to Strategic Priority 2 – People and Culture.

11.   RISK

RISK	MITIGATIONS
7 Failure to achieve effective Industrial Relations	• Constructive formal and informal communication channels • LJNC (Local Joint Negotiation Committee) • Representation at Employers Association • Attendance at Strategic HR Network

12.   IMPLICATIONS

Financial	Yes	
Legal	Yes/	
Learning and Teaching	Yes	
Equalities		A full Equality and Diversity role is available under a separate agenda item for the Committee. The College Equality and Diversity webpage can be accessed here.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	FINANCE AND GENERAL PURPOSES COMMITTEE
AGENDA ITEM:	8
PAPER NO:	8.2

Date	7 March 2023
Location	Teams
Title of Paper	Equality and Diversity Report
Presented By	Jill Galloway
Recommendation Approval / Discussion / Noting	**Noting**
Appendix Attached	
Disclosable Under FOISA	Yes/No

Read Time: 15 minutes

1. RECOMMENDATION

1.1 The Finance and General Purposes Committee is asked to note the Equality and Diversity Report 2023 (Appendix 1).

2. EXECUTIVE SUMMARY

2.1 The Equality and Diversity Annual Report 2023 is a published document, approved by senior management and the Board, which summarises the College's current position and planned activity in relation to the 9 protected characteristics relevant to the Equality Act (2010) and Specific Duties (Scotland) (2012).

2.2 The Finance and General Purposes Committee is asked to note the Equality and Diversity Report 2032, which has been approved by the Senior Leadership Team and will be published on 1 April 2023.

3. CONTEXT

3.1 **Equality and Diversity Report 2023**

3.2 This report is produced to demonstrate that the College, in the exercise of its functions, complies with the general duty to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people of different groups

- foster good relations between people from different groups.

3.3   In addition to the general duty, the College has specific duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (amended in both 2015 and 2016) to:

- report progress on mainstreaming the public sector equality duty
- publish equality outcomes every four years and report progress every second year
- assess and review policies and practices (impact assessment)
- gather and use employee information
- publish the number of men and women board members
- publish gender, disability and ethnicity pay gap information
- publish statements on equal pay and occupational segregation for gender, race and disability
- publish in a manner which is accessible.

4.   STRATEGIC IMPLICATIONS

4.1 *This paper links to strategic priority 2, People and Culture*

5.   RISK

RISK	*MITIGATIONS*
Risk 2 – legal actions.	- *The College has a robust equalities action plan with defined outcomes;* - *The College reports in line with required duties;* - *The College has strong links with external stakeholders;* - *Strong support in place from staff and students.*

6.   IMPLICATIONS

Financial	no	
Legal	Yes	The College is required to ensure that Equality and Diversity Legislation is complied with.
Learning and Teaching	No	
Equalities	Yes	E&D is embedded within existing strategies, policies and plans.

DGC

Dumfries and Galloway College

One step ahead

EQUALITY AND DIVERSITY REPORT 2023

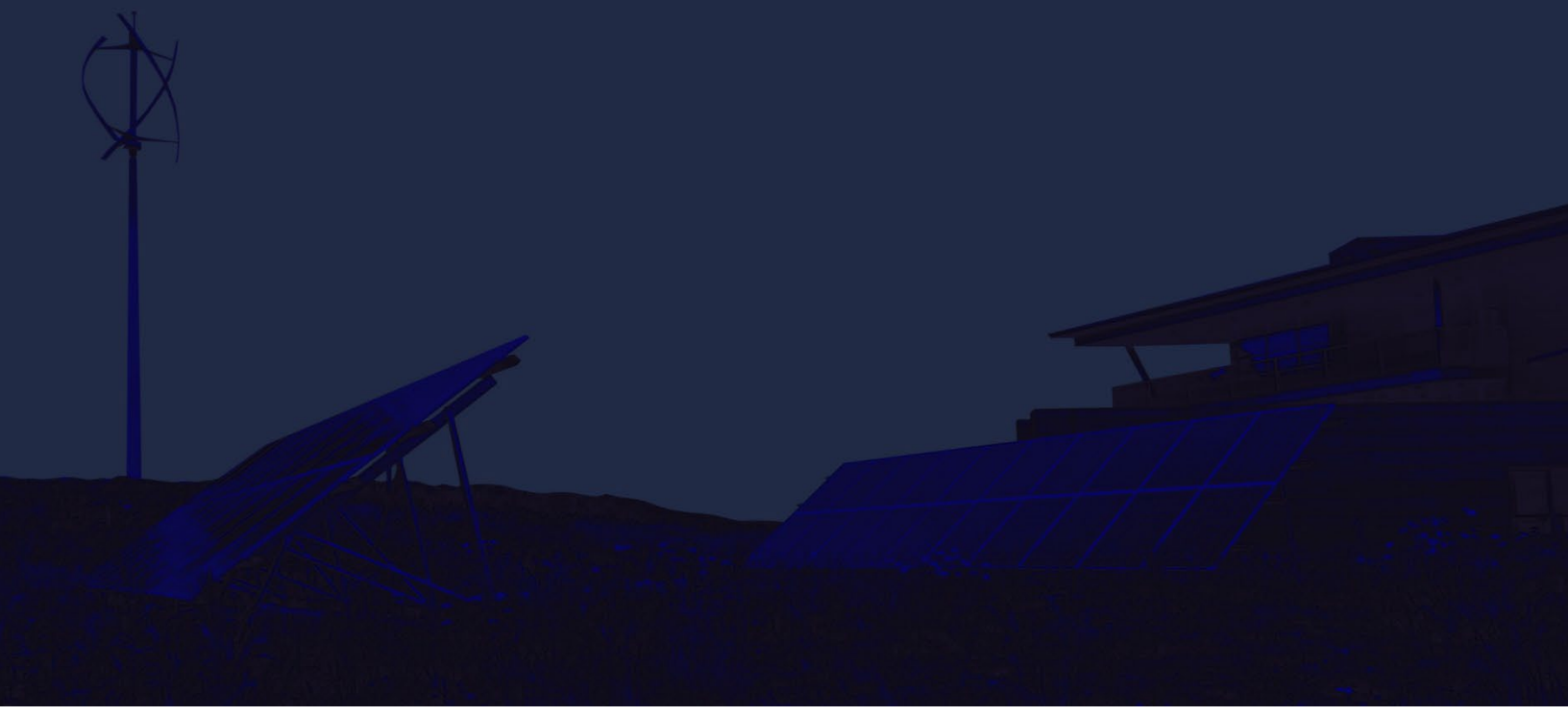## 1 (INCLUDING PUBLIC SECTOR EQUALITY DUTY)

Date: 31 March 2023

Version: 1

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• Equality and Diversity Report 2023

• Summary

•

Dumfries and Galloway College is committed to promoting equality and celebrating diversity in everything we do. Our recent work in defining and embedding our Values aims to further foster a welcoming culture for everyone across our College community.

This year's report shows that there is encouraging progress in reducing pay gaps, improving outcomes for students with disabilities, addressing harassment, and achieving staff and student profiles which reflect those of our community. Long term challenges remain in addressing gender segregation for some subjects for both staff and students, and in remaining vigilant for the emerging effects of the COVID and Cost of Living crises.

The staff and students of our Equality and Diversity Forum have chosen the Cost of Living Crisis, Wellbeing and Support for Refugees as key issues for awareness raising this year. This work will be branded under our College Value, 'Here For You'.

Projects are underway to embed our Values into our policies and procedures, to continue with our work as an SCQF Inclusive Employer, and to increase Manager confidence in conducting Equality Impact Assessments.

Our Equality and Diversity Framework sets out how we 'mainstream' equality and diversity. This ensures we have the governance, policy, operational, improvement and monitoring structures in place to identify inequalities, take action to address these, and track our progress.

Our Equality Outcomes 2021-25 track our key aims, what we will do to change things and how we intend to measure success over time (Appendix 2), which harmonise well with the new national equality outcomes recently published by the Scottish Funding Council (SFC) and Equality and Human Rights Commission (EHRC) for potential adoption across the tertiary education sector.

We must ensure that appetite to achieve these outcomes is maintained, so we operate an action plan and progress report to allow our Board and community stakeholders to monitor our progress. (Appendices 4 & 5)

With strong support from both student and staff bodies to advance equality, we are confident we can make a positive difference in the lives of everyone across our College and within the community we serve.

Equality and Diversity Framework

-
College's Equality and Diversity Framework provides the consistent structure through which we aim to promote equality and celebrate diversity, and demonstrates who we ensure equality and diversity work is 'mainstreamed' across our College. Here are the key elements of that supporting structure.

Our Commitment

Dumfries and Galloway College is committed to equality of opportunity, celebrating and valuing diversity, eliminating unlawful discrimination, harassment and victimisation, and promoting good relations for all our staff, students, visitors and community.

We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation. By fostering a culture of dignity and respect, we will ensure that every student and member of our staff achieves their full potential.

Continuous Improvement

We operate a continuous improvement model to track the effectiveness of our Equality and Diversity Framework, as shown below:
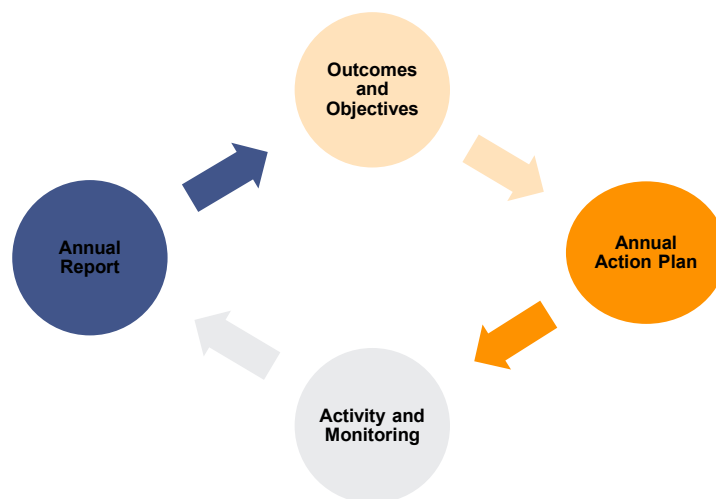
Celebration and Awareness

Last year, the Equality and Diversity Forum (in collaboration with the Student Association, who are members) designed DGC Together Month. This included the launch of training sites with short courses on a range of equality and diversity subjects, a compulsory course for all staff on Challenging Behaviour, and three events.

We welcomed Fiona Drouet, founder of the Emily's Test campaign to prevent gender based violence in tertiary education, as our speaker at an International Women's Day online event joined by colleagues from UWS and the local Public Protection Unit. Dave Scott, founder of anti-sectarianism charity Nil By Mouth, joined us as speaker at our online event to look at how we can challenge inappropriate behaviour. Local charity D&G LGBT+ opened drop in centres near both campuses, so we invited them to meet College contacts at Rainbow Tea Parties on each campus to celebrate International Trans Day of Visibility.

Our staff and students chose the Cost of Living Crisis and Supporting Refugees as their focus for awareness and events this year, under the banner of our new College Value, 'Here For You'. There is now a Food Bank at each campus. Pop up days are planned to ensure every student and colleague has the information they need at their fingertips to navigate the financial instability we all face. Contact has been made with the Council's refugee support team to ensure that opportunities for work and study are flagged up to the refugees they are settling in our area.

Training

This year, staff and students took workshops on being an Active Bystander in harassment and hate crime incidents. This raised awareness of how to recognize harassment and hate crime, and how to use our new reporting system for both students and staff.

A compulsory course for Managers on the Menopause was held in response to the release of the LJNC Menopause Policy, which the College fully adopted.   Our training offering is constantly changing to address emerging issues which might prove difficult for our staff and students to navigate.

There is an established training structure in place. All staff must complete an Equality and Diversity Course as part of their induction. Compulsory refresher training is provided each year on new and emerging issues, with Challenging Behaviour as this year's course.

A range of optional courses, which is added to regularly, covering protected characteristics and intersectional issues is available to all staff, managers and lecturers. New lecturing staff undertake a 2 hour in depth session on equality and diversity issues relating to education, current societal conflicts and issues relevant to their own subject area.

Partnerships

Partnerships are essential in progressing equality.   These range from active membership of national equalities groups such as the Scottish Equality Forum for practitioners in FE/HE and various supporting groups such as the TransEdu Community of Practice. We are also a member of the regional group for prevention of Violence Against Women and Girls (VAWG).

Regionally, we are members (and undertake 'rolling chair' responsibilities) of the Dumfries and Galloway Diversity Working Group. This local action group consists of representatives from across the public, private and third sector with a particular emphasis on hearing the voices of organisations who represent the protected characteristics. Members include DGVoice (representing the many and varied groups supporting people with disabilities locally), Dumfries and Galloway Multicultural Association (DGMA), LGBT Youth, D&G LGBT +, the local authority's Gender Based Violence Prevention Unit, Age Scotland and Interfaith D&G.

Board of Management

The Dumfries and Galloway College Board annually notes progress on equality and diversity issues for our College, with an appointed Board Equality and Diversity Champion in place to facilitate closer influence and involvement. Our Board is 50% female, an improvement on 40% last year, and 65% female when executive members are included in the calculation.

Our Board profile roughly mirrors the faith profile for the region, but is less diverse than we might expect from our population profile in terms of age, disability, race, sexual orientation and gender identity. The recruitment process for Board members is monitored to ensure that there is no evidence of unconscious bias when we appoint new members. For our latest recruitment round, the College's Equality and Diversity Officer was included in the appointments panel. Equality and Diversity is a standing item for consideration by the Finance and General Purposes Committee.

Senior Leadership Team

The Senior Leadership Team considers and approves the annual Equality and Diversity plan and report prior to consideration at Board and Finance and General Purposes Committee level. Clear lines of responsibility for each level of management, for staff and for students within the College for equality issues are described in full within our Equality and Diversity Policy.

Equality and Diversity Forum

The Equality and Diversity Forum has a voluntary membership of 15 staff from a range of management levels and functions of the College., Student Association Office Bearers and the Board Equality and Diversity Champion. The Forum meets four times each academic year, sharing projects, experiences and information.

Equality and Diversity Policy

Our Equality and Diversity Policy is designed to ensure compliance which extends beyond legislative requirements, to ensure flexibility so that subsequent changes in legislation can be incorporated. This is reviewed on a three year cycle, or as required when changes in legislation occur. The policy is underpinned by a range of procedures and guidance notes which cover finer detail in dealing with specific issues and evolution of understanding in accommodating the needs of people from across the protected characteristics.

Equality Impact Assessment

Our Equality Impact Assessment (EIA) process covers all 9 protected characteristics, and in addition covers gender based violence, human rights, care experience, carers, mental health, socio-economic status and armed forces veterans. The format is regularly reviewed to incorporate additional issues highlighted by Scottish Government. EIA is a required part of the approval and publication process for all published documents relating to College policy or strategy.

Profile, Progress and Planning

This section gives an overview of our student and workforce profile, journey, successes and challenges by protected characteristic. It sets the scene of where we are, where we want to be, and how we intend to get there.

AGE
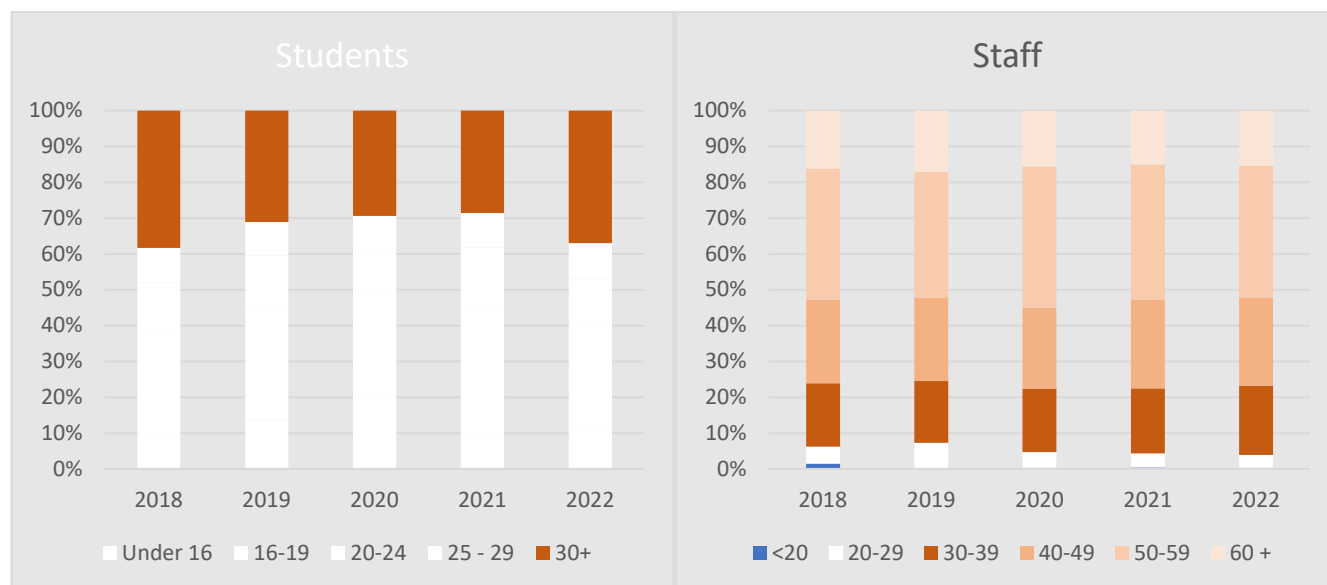
Around 60% of our students are under 30, while over 90% of our staff are over 30. To ensure our culture and way of working remains relevant for our students, their involvement in our planning and activity is key. Student Association Officers sit on our Board, lead our Class Representative group and are core contributors to key projects, such as our recently published Values. The Student Association and staff iMatter Forum collaborate on joint awareness campaigns.

Age does not appear to be a barrier to retention and success for students. The College is starting to attract younger applicants for roles year on year, and older staff are reaching the age at which they may wish to retire, so the staff profile may change in the years to come.

Dumfries and Galloway is home to many small businesses, so it's important for us to encourage younger people – who may lack confidence - to consider going into business for themselves. The College has joined with Young Enterprise Scotland to provide a Bridge 2 Business Plus programme for students 18-30. #FemaleBoss, features 10 weeks of sessions covering Imposter syndrome, finance, marketing, networking, and running a business. Social Innovators Challenge helps students come up with a business idea inspired by the UN SDG's & learning all things social enterprise. Both programmes provide funding opportunities for students' business ideas.

DISABILITY

Around 18% of our students declare a disability. A breakdown of the types of disability disclosed is shown below. The majority are hidden disabilities, illustrated in blue below:
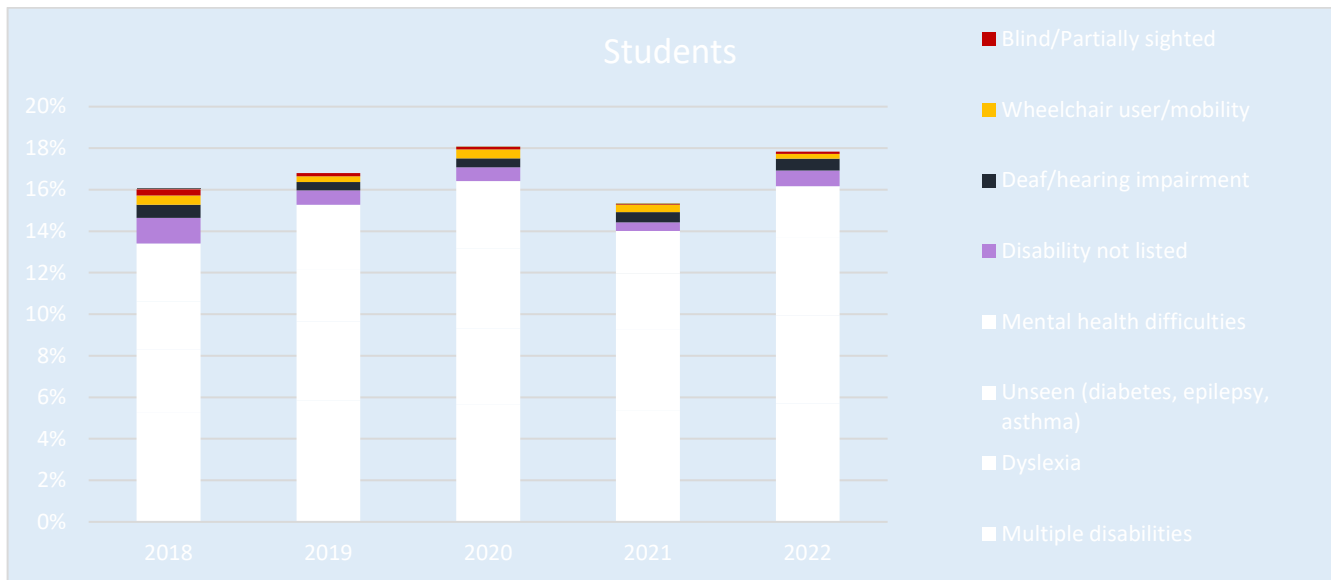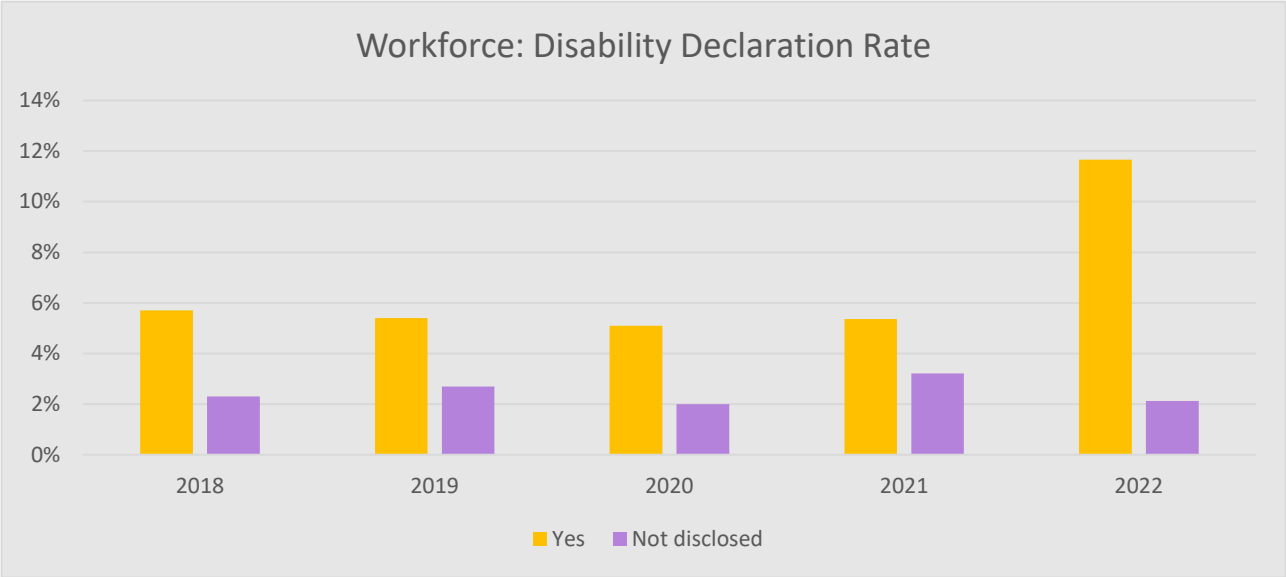

For the majority of declared disabilities, students achieve similar retention and success rates to the overall student average, suggesting that support mechanisms are operating well to address barriers.

In the past, and reflecting a national trend, students with a disability related to mental health had lower retention and success rates. Results for 2021/22 show a marked improvement in their outcomes. The appointment last year of both a College Counsellor and Mental Health and Wellbeing Manager may have contributed to this. Also, the Student Association, staff iMatter Forum and Equality and Diversity Forum have adopted mental health as a key focus for awareness raising and events over last yar, and into this coming year.

Other initiatives for this year are underway. For example, there are plans to focus on hidden disabilities and neurodiversity for our compulsory staff training schedule in the year ahead. We are looking into a joint project with the National Autism Society to ensure we provide an improved experience for autistic students. Communication is key in supporting our people, so we have trained 32 staff in BSL through an online course with a further 12 taking the course in the coming year, and we have procured online InterpreterNow virtual BSL Interpreter services for staff who have BSL as their first language. We have also recently installed a toilet which follows the 'Changing Places' standard on Dumfries campus.

To raise awareness that we ensure appropriate support for staff with disabilities, we renewed our membership of the DWP Disability Confident Scheme last year and contributed to the national Disability Employment Gap reduction project.

Declaration rates for disability by staff have been low in the past, hovering around 5% of our workforce. This was, in part, due to staff starting with us before the recording of this answer became standard in personal confidential files, or through staff not knowing how to update their personal data if they acquire a disability.
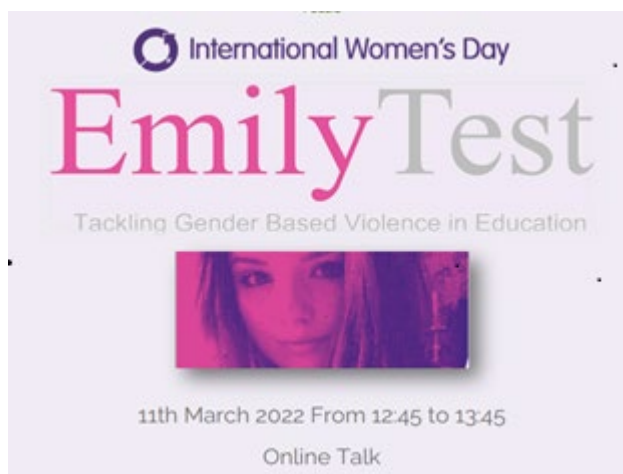
Workforce: Disability Declaration Rate

A bar chart showing disability declaration rates by year (2018–2022), with "Yes" shown in yellow and "Not disclosed" shown in purple. Approximate values:

Year	Yes	Not disclosed
2018	~5.7%	~2.3%
2019	~5.4%	~2.7%
2020	~5.1%	~2.0%
2021	~5.3%	~3.2%
2022	~11.7%	~2.1%

Last year a combination of a drive to educate staff on why we collect their equalities data, a request that staff refresh their data on our iTrent system, 11% of our appointments last year and 6% this year declaring a disability, and the older staff who did not fill in the answer to the disability question leaving or retiring, have combined to double our disability declaration rate to nearly 12%. The increase in declaration rates has also led to a reduction in our Disability Pay Gap, which has dropped from 19.9% to 9.5%, making good progress towards our 2025 target of 7% maximum for our Gender, Disability and Ethnicity pay gaps.

GENDER

The majority of our people - 69% of our staff and 53% of our students - are female. Our statistics suggest that women and men are treated fairly throughout their employment or learning journey with the College.

Occupational segregation arising from societal assumptions about appropriate work for men and women stubbornly perseveres for some subjects. Despite sustained effort from our curriculum teams to change perceptions and move towards more diverse staff and student profile, cultural ideas about career choices persist. There are signs of slow but sustained improvement in the number of women studying traditionally male subjects, but figures for men studying traditionally female subjects remain low. The Curriculum areas affected actively try to change perceptions and ensure there are no barriers to student success based on their gender. .

We have worked hard to ensure an inclusive environment for female staff and students, taking on the recommendations of the Equally Safe national report on sexual harassment, joining as an active member of our regional Violence Against Women and Girls (VAWG) Action group, and holding an Emily Test event in partnership with our local Council and UWS, featuring founder of Emily Test, Fiona Drouet.

International Women's Day
Emily Test
Tackling Gender Based Violence in Education

11th March 2022 From 12:45 to 13:45
Online Talk

We also used a gender based violence example as the heart of our training package to roll out our Harassment and Hate Crime Reporting Procedure, which encourages staff and students to be active bystanders to recognize and stamp out inappropriate or intimidating behaviour wherever they may find it. Our work in this area was recently recognized as good practice by Education Scotland during a Safeguarding visit.

Awareness of the impact of the menopause was an important focus this year. Our statistics suggest that around 10% of our students and 45% of our workforce are likely to be experiencing some aspect of the menopause. A new Menopause Policy was launched, supported by workshops for managers and an optional online course available to all staff. The iMatter staff group identified this as a key issue for action and formed a peer support group, with plans to turn this into a more formal forum and to appoint Menopause Mentors.

Pay is a key litmus test of how women are valued in our society and in our workplaces. We are a Living Wage employer, and ensure that we provide equal pay for work for equal value. This

commitment is supported by an in house job evaluation scheme which is applied to all posts at the design stage. A national Job Evaluation Scheme is being finalised which should further ensure that our pay rates are fair for work of equal value.

Our mean Gender Pay Gap dropped from 11.8% to 7.3% over the course of this year, nearly meeting our 2025 outcome target of 7%. Our median Gender Pay Gap dropped from 36.8% to 28.8%. As we do not give bonuses to staff, there is no 'Bonus' Pay Gap to report for our College. The tables and graph below illustrate that the gap is attributable to the percentage of entry level administrative roles that are occupied by women, caused by occupational segregation assumptions that still persist within our national culture. Our College assesses recruitment material to try to address this, and will be reviewing recruitment procedures further in the coming year.

	% Female	Main roles within the quartile
Quartile 1	73.2	Cleaning, estates and entry level administrative staff
Quartile 2	75.7	Administrative, academic support and external development staff
Quartile 3	57.1	Lecturing Staff and Managers
Quartile 4	68.1	Senior Managers and Lecturing Staff
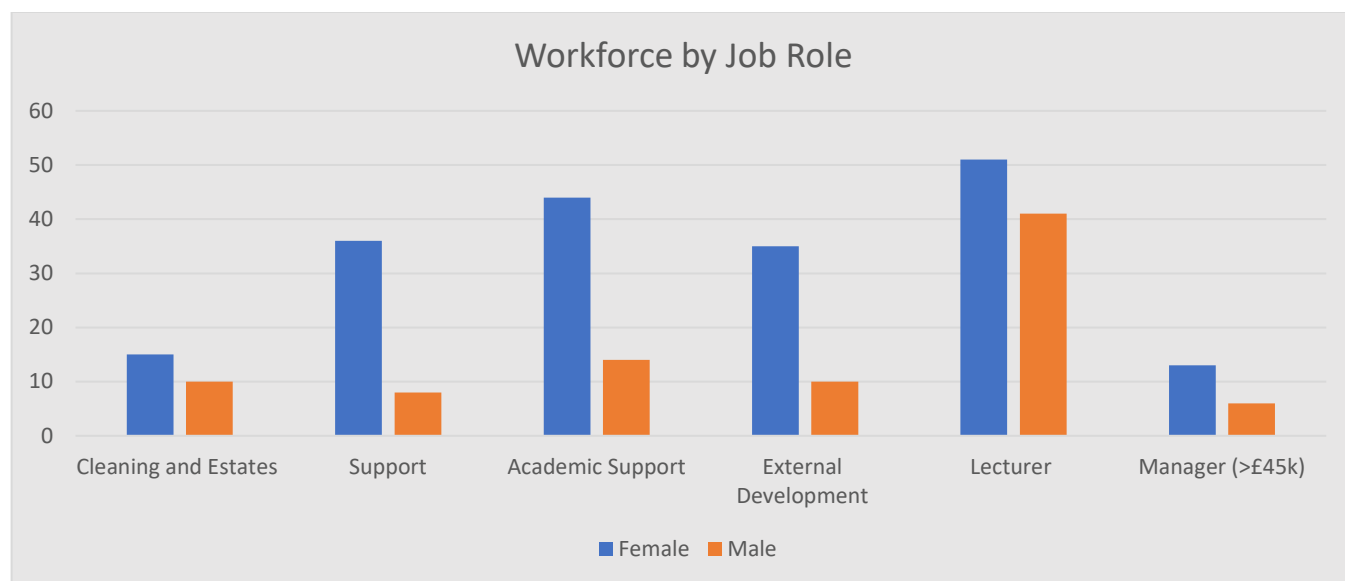
Please note: Quartiles are difficult to determine for our organisation as the lecturer pay grade applies to 32% of our staff, and this pay grade straddles the 3rd and 4th quartiles. Care has been taken to evenly divide statistics by gender to reflect the quartiles as accurately as possible. The Workforce by Job Role graph is a more helpful reflection of the gender split within our workforce.

RACE

Attracting staff and students from different ethnicities is difficult in this region, which has a very traditional ethnicity profile, as demonstrated below. Ethnicity definitions have been aggregated into three categories – White (UK), White (Other) and BAME (Black, Asian and Minority Ethnic). While 'BAME' as an appropriate grouping term is currently under national scrutiny due to the wide range of ethnicities and experiences contained within it, this is the only coherent way to report on numbers at present without potentially identifying individuals.

Race: Workforce

| Students | Workforce |

Legend: White Other | BAME | Prefer not to say | White (other) Population | BAME Population
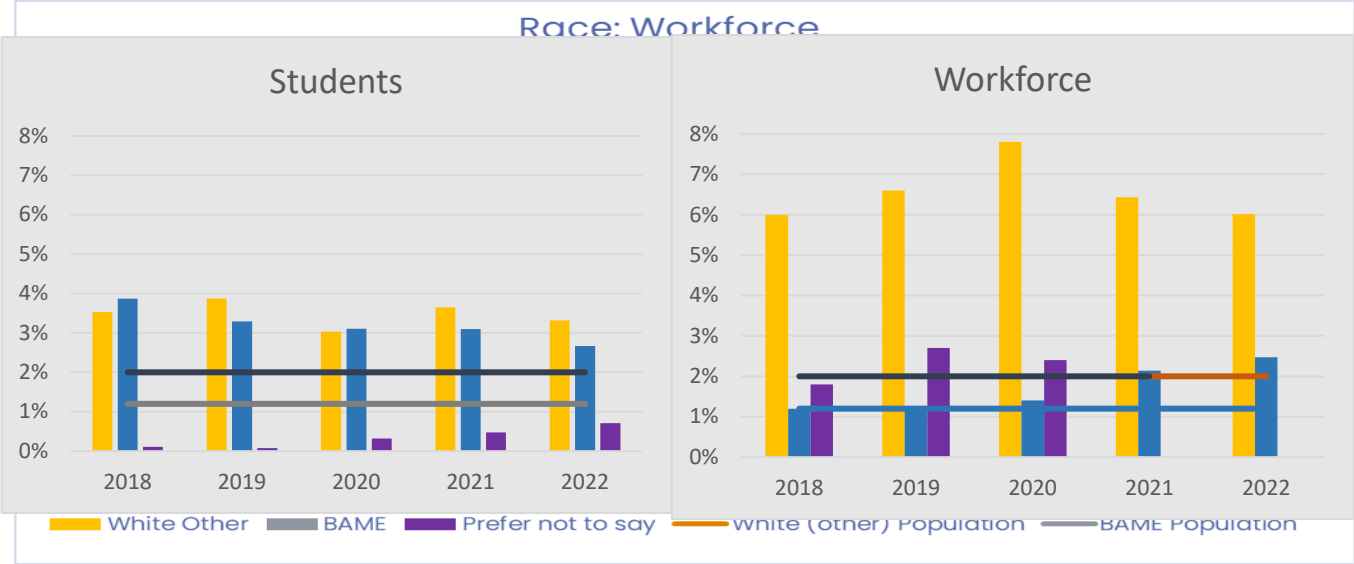
Our student profile is more diverse than the regional profile for Dumfries and Galloway, as shown above. Students who fall under BAME and White (Other) groups have the same average outcomes as White (UK) students. However, there are some disaggregated results that suggest that ESOL courses might help to ensure success for some of our students. The College provides ESOL courses which can help students prepare for their studies if English is not their first language.

As part of the DGC Together initiative, a range of online courses are now available to all staff, to increase confidence and knowledge of the lived experience and issues faced by colleagues and students from BAME backgrounds. These include courses on Allyship, Cultural Awareness, Race Bias and Inclusion Essentials.

Our staff declaration rates are encouragingly high. Our staff profile is higher than the local population profile for BAME employees, and substantially higher for employees who are White (Other). The Pay Gap for BAME employees is 6.2%, and for White (Other) has improved to -8.2% (the negative indicates these employees earn *more* than the workforce average). Our target for pay gaps for 2025 is 7%, so these results are encouraging.

Religion or belief

In the last year, we invited the 'Colours of Our Scarves' on to campus to talk about sectarianism with sports students, and held an online event featuring Dave Scott from anti-sectarian charity, Nil By Mouth, to give staff advice and help in addressing challenging behaviour, particularly online.
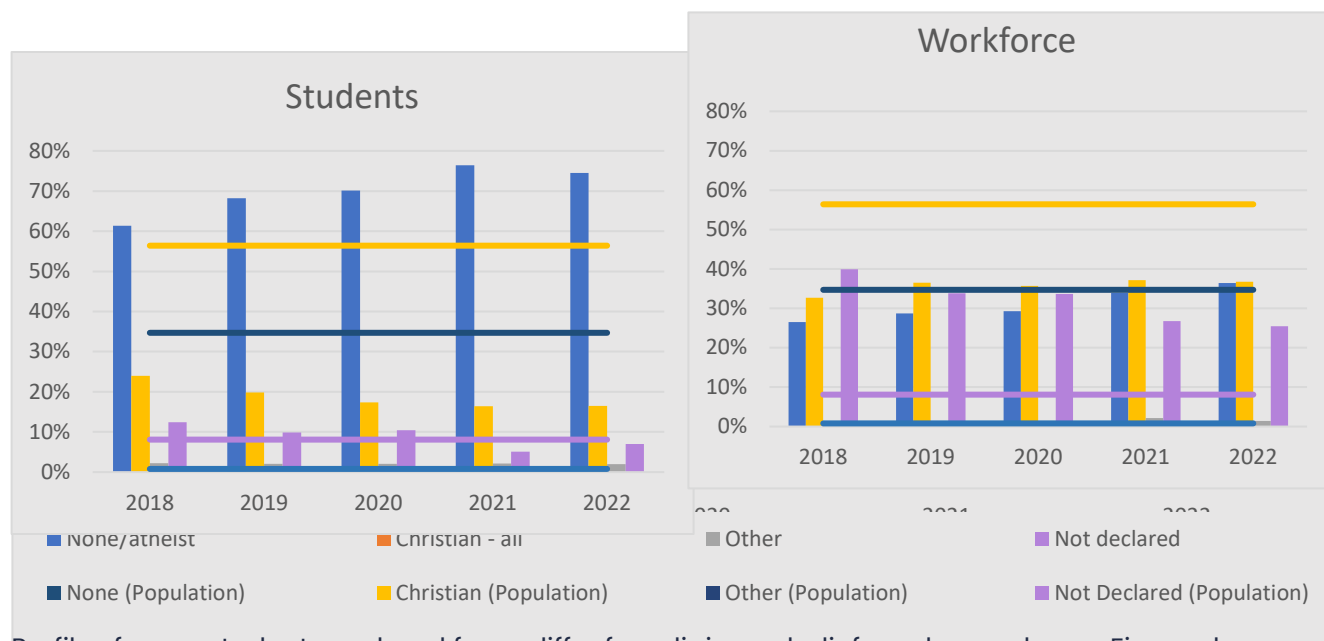
Profiles for our students and workforce differ for religion or belief, as shown above. Figures have been combined here into None, Christian, Other and Not Disclosed to protect individual identities. Internally, we disaggregate this data to ensure that sectarianism, or indirect discrimination related to religious practice, could be addressed if they were discovered.

Students anecdotally tend to have strong beliefs in sustainability, fairness, respect, vegetarianism and veganism which are covered by the legislation but are not monitored. Students of faith tend to have similar outcomes to those who do not. For minority faiths, it is difficult to establish trends due to low numbers, but we do track these and follow up individual cases to ensure that problems in practicing faith were not the cause.

While our workforce non-declaration rate for religion or belief is decreasing (89% in 2017, 25% today) there is still a reluctance to share this information. Our profile percentages for 'None', 'Christian' and 'Other' fall below regional averages, but may be partly the result of the high non-declaration rate. A drive to improve this last year resulted in a 9% increase, but there is still work to do in building trust. There is no evidence within disaggregated figures that sectarianism or religious bias is a factor within our recruitment, development or retention processes. People who disclose other religions are better represented on our workforce than regionally, but numbers remain too low to glean reliable trends and information from these statistics.

Sexual Orientation and Gender Identity

The College works closely with local partner agencies LGBT Youth Dumfries (for specialist support and advice) and D&G LGBT+ (for befriending) to ensure lived experience support is available for LGBT+ students. This year we held Rainbow Tea Parties at both campuses to celebrate the opening of D&G LGBT+ drop in centres close to both campuses, marking International Trans Day of Visibility.

Around 7% of our students identify as LGB+, a gradual increase that has stabilised over the last four years and close to UK estimates of the overall population profile. 17.8% of students did not answer this survey question last year, a considerable improvement on the 77.6% who did not answer when it was first introduced a decade ago. Students who are 'out' as LGB+ usually achieve slightly better retention and success results to those of the majority student body or of students who identified as 'Other' rather than the traditionally defined categories of gay/lesbian/bisexual.

2% of students identified as gender diverse this year, slightly higher than the latest estimated national profile estimate of 1.3% of the UK population. Students who identify as gender diverse achieve slightly better retention and success rates than the overall student average.

Despite an improved disclosure rate over the past five years, the number of staff who identify as LGBT+ remains too low to report in detail without potentially identifying individuals. Statistics suggest that our LGBT+ staff and applicants are not disadvantaged in terms of recruitment or development and there have been no reports of homophobic or transphobic harassment despite a sustained campaign to raise awareness of what constitutes harassment and hate crime and how to report it. To ensure that wider peer support is available for the low number of LGBT+ staff across our workforce, we have an arrangement with partners that our staff can access the D&G Council/NHS D&G's LGBT+ Staff Network.

There are checklists in place which can be used to help staff or students who wish to undergo gender reassignment to ensure they understand their rights and the support that is in place for them. We also signpost staff and students to the locally produced 'D&G Guide for parents and carers of trans young people' and to the recently published Scottish Government Guidance for Supporting Trans Young people in Schools.

Appendix 1: Workforce Statistics

Age													
>20	14.5	0.4	0.0	0.0	0.0	0.0	0.0	1	0	0	0	0	0
20–29		3.5	4.1	9.3	7.2	2.9	4.6	10	35	26	11	1	3
30–39	39.3	19.1	14.6	35.9	33.3	29.4	10.8	54	125	101	51	10	7
40–49		24.0	27.3	26.3	27.5	23.5	15.4	68	234	74	42	8	10
50–59		36.7	42.1	20.3	22.2	35.3	33.8	104	361	57	34	12	22
60 +	29.5	16.3	11.9	8.2	9.9	8.8	35.4	46	102	23	15	3	23
Disability													
Yes	21.8	11.7	8.3	6.4	7.2	8.8	4.6	33	71	18	11	3	3
No	78.2	86.2	88.9	86.8	82.4	82.4	92.3	244	762	244	126	28	2
Not declared	–	2.1	2.8	6.8	10.5	8.8	3.1	6	24	19	16	3	60
Gender													
Female	51.5	68.6	69.5	45.5	53.6	47.1	47.7	194	596	128	82	16	31
Male	48.5	31.4	30.5	54.5	46.4	52.9	52.3	89	261	153	71	18	34
Race													
White (UK)	96.5	91.5	91.0	91.8	94.8	100.0	87.7	259	780	258	145	34	57
White (Other)	2.0	6.0	4.8	3.9	3.3	0.0	4.6	17	41	11	5	0	3
BAME*	1.2	2.5	1.6	2.8	1.3	0.0	1.5	7	14	8	2	0	1
Not declared	–	–	2.6	1.4	0.7	0.0	6.2	–	22	4	1	0	4
Religion or Belief													

None/atheist	34.7	36.4	33.1	63.7	58.8	58.8	23.1	103	284	179	90	20	15
Christian -all	56.4	36.7	45.0	27.8	32.0	32.4	38.5	104	386	78	49	11	25
Other **	0.8	1.4	1.3	2.1	2.0	0.0	0.0	4	11	6	3	0	0
Not declared	8.1	25.4	16.8	6.4	7.2	8.8	38.5	72	144	18	11	3	25
Marriage/Civil Partnership ***													
Married/CvPrt	57.4	55.5	54.0	46.0	50.3	58.8	55.4	157	463	128	77	20	36
Co-habiting	N/A	8.8	11.0	10.7	9.2	11.8	6.2	25	94	30	14	4	4
Single	28.2	20.1	18.7	32.0	27.5	17.6	18.5	57	160	90	42	6	12
Divorced	8.7	7.8	10.5	4.3	5.2	2.9	4.6	22	90	12	8	1	3
Widowed	9.1	1.1	1.1	3.6	3.9	2.9	7.7	3	9	10	6	1	5
Separated	2.5	4.9	3.5	2.1	2.0	5.9	3.1	14	30	6	3	2	2
Not declared	-	1.8	1.3	1.4	2.0	0.0	4.6	5	11	4	3	0	3

Please note: Statistics drawn 31 October 2022

Sexual Orientation and Gender Identity numbers are low and might identify individuals, so these are tracked and the overall findings covered in the main report, but they are not published in this appendix.

Marriage and Civil Partnership is only protected in terms of employment, so the statistics are covered here but there is no equivalent section in the preceding report.

Appendix 2: Equality Outcomes 2021-25

Progress towards our Equality Outcomes 2021-25 is shown below. Three are progressing well, while two remain areas for creative action as they require some societal shift in attitudes to produce results.

Actions	Measures	Progress	PC	PSED & SM
COVID				
Inequalities arising from the COVID crisis will be managed so that retention and success rates for our staff and students are maintained				
On track				
Equality Impact Assessment of all strategies, policies, plans and decisions	Retention and success rates for students remain stable.	Monitoring reveals that retention and success rates for students across the protected characteristics remain stable despite the impact of COVID. There was apprehension that students with disabilities related to mental health would have worse outcomes as we emerged from the pandemic, which contributed to the College's commitment to initiatives to promote good mental health. Year on year retention and success rates for these students have noticeably improved as a result.	A D GR PM R RB SG SO	DHV 1.2 2.1 3.1 4.1 4.2 4.3 5.1
Monitoring of staff and student equalities profile to flag up potential barriers arising from COVID	Recruitment and retention rates for staff remain stable	There is currently no evidence that staff across the protected characteristics are being further disadvantaged by the impact of COVID, but we remain vigilant. Confidential VIVUP mental health support is now available meaning staff do not have to approach HR for an occupational Health referral. They can access support without the College being able to identify who they are.		

Actions	Measures	Progress	PC	PSED & SM
**Retention and Success**			
Student retention and success rates for each protected characteristic group closely resemble those of the majority average			
**On Track**			
Investigate reasons for withdrawals or limited success on a case by case basis for the last three years	Retention and success rates for students in identified groups resemble the average results for the student body as a whole.	Retention and success rates for students who declare a disability related to mental health have historically (and nationally) been noticeably lower than the student average, but this trend seems to have been arrested and progress is now evident. This may be due to our sharp focus on improving mental health for both staff and students in the last year. Retention and success rates for students across the majority of protected characteristics closely resemble the average rates for the student body as a whole. Students who disclosed that they were LGBT+ had better outcomes than the overall student body. Low sample numbers for individual race and religion profiles examined meant that no reliable trends or improvements could be identified. Individual reasons for withdrawal are examined as they occur. Overall these results are comparable with student average outcomes.	D R RB	PEO 1.1 1.3 3.1 4.1 4.3 5.1 NEOD1 NEOD2 NEOR2 NEOSG3
**Harassment and Hate Crime**			

Actions	Measures	Progress	PC	PSED & SM
Incidents of harassment and hate crime will be reported and addressed, with accurate levels established and then reduced over time			
Progressing			
Launch Harassment and Hate Crime reporting procedure Design and deliver training to staff and students on what harassment is and how to report it Monitor results and report these within the annual Equality and Diversity Report	Incidents of harassment are reported and dealt with Incidents of harassment are reported and dealt with (continued)	Perhaps due to the slow return to campus following COVID restrictions, and lower numbers of students on campus than pre-pandemic due to hybrid course provision, there was only one incident of harassment (related to inappropriate sexualized and disablist language by a group of students) in the past year. This was resolved through timely interventions by the personal tutors and Curriculum Managers of the classes involved. Report numbers are very low despite a sustained campaign to raise awareness. Sessions on how to recognize and report harassment and hate crime, and on how to be an active bystander, were delivered to over 450 students and around 50 relevant front line staff this year. There have been no 'Have Your Say' complaints raised related to discrimination against students due to their protected characteristics. However, we remain vigilant and encourage feedback as it is likely that the societal tendency to normalize unacceptable behaviour may result in underreporting.	D GR R RB SG SO	PGR 1.3 2.3 3,1 5.1 NEOD2 NEOGR1 NEOR1 NEOR2 NEORB1 NEOSG1 NEOSG2 NEOSO1
Equalities Profile			

Actions	Measures	Progress	PC	PSED & SM
The staff and student profile for each faculty and function of the College will closely resemble the local population profile					
Progressing					
Each Curriculum Area will ensure marketing, role models and outreach in place to address gender segregation	Monitor staff and student group equality profiles and report annually on the results	Gender segregation within certain subjects remains a challenge. Despite good progress over the past five years in attracting more women to courses in traditionally 'male' subjects (such as construction, engineering, motor vehicle and computing), it is proving more difficult to attract men towards the traditionally 'female' subjects of hair and beauty and childcare (although Health and Social Care is more balanced at consistently around 10% male students). Our Curriculum Teams are passionate about changing this and remain focused on trying to attract a more diverse student body.

Gender segregation within staff teams largely follows societal gender norms, partly linked to the need for staff to have experience in their industry. This means the profile of staff teams is likely to remain within traditionally gender segregated lines for some years to come despite sustained efforts to change them. | D GR RB SG SO | PEO 1.3 2.1 2.3 3.2 4.2 5.1 NEOD3 NEOR3 NEOR4 NEOSG4 |
Refresh workforce profile data to address low declaration rates through careful design and communication with staff.	Design actions to address issues arising from these figures	Staff were invited to refresh their equalities data on the iTrent HR system in October 2021. This partly contributed to a doubling of declaration rates for disability and a 9% increase for religion or belief for staff.		
Pay Gaps					

Actions	Measures	Progress	PC	PSED & SM
We will reduce our Gender, Disability and Ethnicity Pay Gaps to 7% or below
On Track
Ensure the College attracts and retains a diverse workforce through a range of initiatives

Ensure equal pay for work of equal value through job evaluation | Gender Pay Gap reduced to 7% mean, 15% median

Disability pay gap reduced to 7% mean

Ethnicity pay gap reduced to 7% mean | Our Gender Pay Gap and Disability Pay Gaps have almost halved over the last year to 7.2% and 9.9% respectively, while our Ethnicity Pay Gap currently stands at 6.8%

Our Values, Living Wage Employer status, Disability Confident membership and our application to become an SCQF Inclusive employer were all designed to attract a diverse workforce, which in turn should help to address pay gaps.

The national Job Evaluation project, due for progression in 2023, is likely to reduce these gaps further. | G

D

R | DHV
2.1
2.2
2.3
4.2
5.1 |

Key (Right Hand Column):

Protected Characteristic	PC	Strategy Map Reference	SM	PSED Duty Reference	PSED
Age	A	Pregnancy and Maternity	PM	Eliminate discrimination, harassment and victimisation	DHV
Disability	D	Race	R	Promote equality of opportunity	PEO
Gender Reassignment	GR	Religion or belief	RB	Promote good relations	PGR
Sex and Gender	SG	Sexual orientation	SO		

Equality and Human Rights Commission and SFC National Equality Outcomes Key

Codes appear in the right hand column of the Appendix 2 table to illustrate synergies with existing Equality outcomes 2021-25.

Code	National Equality Outcome
NEOD1	The success and retention rates of college and university students who declare a mental health condition will improve.
NEOD2	Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course
NEOD3	Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on College Boards and University Courts.
NEOGR1	Trans students report feeling safe to be themselves in the tertiary system
NEOR1	Enable students and staff to report harassment and ensure their complaints procedures are fit for purpose and offer effective redress.
NEOR2	Ensure effective data collection procedures are in place to enable development of a baseline to evaluate and improve prevention and response strategies
NEOR3	Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards
NEOR4	Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching college staff to align with student representation in the sector.
NEORB1	Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose
NEOSG1	Staff and students know how to access support about gender based violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.
NEOSG2	Institutions can evidence approaches to prevent and respond to Gender Based Violence
NEOSG3	Men know how to access mental health support
NEOSG4	Institutions will have regard to significant imbalances on courses and take action to address it.
NEOSO1	Lesbian, Gay and Bisexual students report that they feel safe being 'out' at university and college.

Appendix 3: Strategic Links

Ambition 2025 is the five year strategic plan which defines our direction as a College. The table below identifies the key priorities and performance indicators within Ambition 2025, and the aims within its 5 supporting strategies, which have a particular part to play in embedding equalities considerations into everything we do:

Ambition 2025				
Key Priorities		**Key Performance Indicators**		
Nurture aspiration, ambition and achievement Develop our people and partnerships Enable equity of access and social mobility		Tackling Poverty Resilient Communities Growing up loved, safe and respected Creative and diverse cultures Respecting and protecting human rights		
Student Experience	**People and Culture**	**Growth and Innovation**	**Systems and Infrastructure**	**Finance and Performance**
1.1 We will ensure that the Student Association is effective and reflects our students' voices 1.2 We will ensure that our curriculum is digitally rich and accessible for all students 1.3 We will work to ensure high quality outcomes for our students	2.1 I-Can : we will nurture and develop our talent 2.2 I-Matter: we will promote an ethos of collegiate working and partnership 2.3 I-Matter: we will work in a healthy, safe and respectful environment	3.1 We will be agile and responsive to our communities 3.2 We will grow our regional, national and international partnership working	4.1 We will provide an exceptional experiential learning and social environment to support high quality learning 4.2 We will model innovative workplace practices with a focus on increasing our customer reach and satisfaction 4.3 We will provide a modern estate which is flexible, adaptive and meets the needs of our current and future users	5.1 We will drive business improvement through the use of data analytics

Appendix 4: Equality and Diversity Report on Action Plan 2022/23

Not started	■	Complete	✔	Progressing to plan	➡	Some slippage/on hold	▲	Will not complete by deadline	✗

Outcome	Deadline	Action	Status	Progress report
COVID	30/08/2022	Evidence collection exercise at end of academic year 2022/23 to see if staff and student progression by protected characteristic differed significantly from that of preceding years.	✔	Completed. Results inform this report.
	01/01/2023	Mainstream the Equality Impact Assessment process through provision of training to managers producing strategies, plans, policies or procedures	✔	Website with template, guidance and worked examples on AdminNet Online course now available on LearnNet Workshop for managers held in December to improve confidence in completion of EIAs
Retention and Success	31/10/2022	Investigate detail of retention and success results for the identified outcome groups , and establish any common threads that may have contributed to the difference in outcomes	✔	Statistics analysed, mental health disability identified, action taken which is successfully addressing imbalance
	31/12/2022	Plan and implement awareness raising events in collaboration with the Student Association and i-Matter Forum	✔	Series of events: 'DGC Together' month including Emily's Test, Nil By Mouth and D&G LGBT+ events, Here For You (Cost of Living) one off events, and initiatives to raise awareness of the Menopause completed
	31/01/2023	Identify set of core online short courses to recommend to staff for Equality and Diversity CPD	✔	DGC Together and DGC Together for Managers LearnNet sites in place featuring a wide range of short online courses open to all staff and managers.
Harassment and Hate Crime	01/06/2022	Publish Harassment and Hate Crime Procedure	✔	Approved and published.
	31/10/2022	Produce and roll out training to staff and students on the new procedure	✔	Filmed, face to face and online training presented to just over 50 identified key staff and over 450 students
	31/01/2023	Gather results for annual equality and diversity report and inclusion in continuous improvement cycle.	✔	Completed, informing the core content of this report.

Outcome	Deadline	Action	Status	Progress report
Equalities Profile	31/10/2022	Values published and adopted.	✔	Here For You branding chosen by staff and students to spearhead joint initiatives to address Cost of Living Crisis and focus on supporting Refugees.
	31/10/2022	Adopt SCQF Inclusive Recruiter status to communicate willingness to consider experience or equivalent qualification routes, to break down some traditional barriers to appointment for some groups across the protected characteristics.	✔	Signed up for the SCFQ scheme and changed recruitment practices to reflect this. Held a successful Open Recruitment Day event for hard to fill posts on our cleaning team and actively pursued potential applicants from our local refugee population. .
Pay gaps	30/11/2022	Values designed, published and adopted to ensure we communicate a welcoming and inclusive culture	✔	Values published and adopted with further work to embed into policies and procedures planned for 2023/24
	31/12/2022	Ensure a supportive workplace for women through awareness of the Menopause and initiatives to address Gender Based Violence	✔	Menopause Policy and training rolled out: sessions for managers, online optional course for staff Established menopause per support group, plans to introduce Menopause mentors Active membership of regional Violence Against Women and Girls (VAWG) group including support for 16 Days of Activism Against GBV, and Emily's test event hosted by founder Fiona Drouet
	31/07/2022	Gather staff profile data following intiative to ask staff to review their confidential data on the iTrent HR System.	✔	9.2% of new starts declare a disability, overall disability declaration rate up from 5% to 12.6%, declaration rate of religion or belief up by just under 9%.

Appendix 5: Equality and Diversity Action Plan 2023/24

Outcome	Deadline	Action
COVID	31/08/2023	Evidence collection exercise at end of academic year 2022/23 to see if staff and student profile or progression differed significantly from that of preceding years.
	31/12/2023	Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results
	01/04/2024	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis
Retention and Success	31/10/2023	Investigate detail of retention and success results for all protected characteristic groups, and establish any common threads that may have contributed to differences in outcomes
	30/09/2023	Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum
	30/09/2023	Refresh core online short courses to recommend to staff for Equality and Diversity CPD and ensure one compulsory course is included in the annual staff compliance training schedule.
Harassment and Hate Crime	31/12/2023	Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure
	31/01/2024	Gather results of Harassment and Hate crime Reporting and Have Your Say complaints which have an equalities connection to identify lessons learned for continuous improvement cycle.
Equalities Profile	31/10/2023	Reissue request for personal information across all protected characteristics to update records in advance of annual analysis of staff diversity profile.
	30/11/2023	As part of the HR Recruitment process review, identify key points within the recruitment process at which unconscious bias can occur and refresh to minimise barriers for people across the protected characteristics.
	31/12/2023	Analyse student profile and gender segregation profile to inform actions for 2024/25
	01/04/2024	Ensure Values are embedded in all relevant policies and procedures relating to staff and students
Pay gaps	31/03/2024	EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics.
	31/03/2024	Act on national Job Evaluation recommendations on completion of the centralised project.

Appendix 6: Public Sector Equality Duty (PSED) Map

This annual report tries to bring the required Equality Act (2010) - Specific Duties (Scotland)(2012) into a single, holistic narrative as requested by our local partner third sector agencies. To locate any one of these required reports, please use the map below.

PSED	Section	Page(s)
Mainstreaming	Equality and Diversity Framework	4-8
	Profile, Plans and Progress	8-15
	Appendix 2: Equality Outcomes 2021-25	18-22
	Appendix 3: Strategy Map	23
	Appendix 4: E&D Action Plan Update 2022/23	24-26
	Appendix 5: E&D Action Plan 2023/24	27
Outcomes – halfway point progress	Appendix 2: Equality Outcomes 2021-25	18-22
Equality Impact Assessment	Equality Impact Assessment	7
Composition of employees and analysis	Appendix 1: Workforce Statistics	16-18
	Profile, Plans and Progress	8-15
Gender, Race and Ethnicity Pay Gaps	Profile, Plans and Progress	8-15
	Appendix 2: Equality Outcomes 2021-25	18-22
Equal Pay Statement	Profile, Plans and Progress: Sex and Gender	12
Board Profile	Board of Management	6

DUMFRIES AND GALLOWAY COLLEGE

MEETING	FINANCE AND GENERAL PURPOSES COMMITTEE
AGENDA ITEM:	**8**
PAPER NO:	**8.3**

Date	7th March 2023
Location	Teams
Title of Paper	Data Protection Compliance Update
Presented By	Susan Patterson, HEFESTIS Data Protection Officer
Recommendation Approval / Discussion / Noting	**Discussion**
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time: 5 mins

1. **RECOMMENDATION**

1.1 The Finance and General Purposes Committee are asked to **discuss** the contents of this paper.

2. **EXECUTIVE SUMMARY**

2.1 The purpose of this paper is to note ongoing data protection compliance activity covering the main areas required by UK GDPR. It is recommended that the College continues current compliance activities based on the ICO Accountability Framework, to further embed ways of working through training and compliance activities.

3. **CONTEXT**

3.1 Potential changes to UK data protection law are unclear. The Data Protection and Digital Information Bill (DPDI), known as the Data Reform Bill, has not made any further progress through parliament since September 2022. The UK government cabinet reshuffle in February 2023 saw responsibility for data protection law passed to the Department of Science, Innovation and Technology, away from the Department of Digital, Culture, Media and Sport, which was renamed the Department of Culture, Media and Sport.

3.2 **Privacy Notices**

Privacy notices are produced to reflect new data processing activity, are frequently updated and can be found on the College's website. In January 2023 a new notice was added for processing activities relating to the Board of Management.

3.3 Data Subject Rights Requests and Concerns

The Data Protection Team has not dealt with any formal Data Subject Rights Requests during the reporting period. Any concerns raised by data subjects are dealt with in a timely manner. Additional actions which can be taken to prevent further risks and issues arising are identified and actioned.

3.4 Data Security Incidents and Personal Data Breaches

3 incidents were reported in the latest reporting period (November 2022 - 21st February 2023). Two of the incidents involved student data and one involved both student and staff data. All involved electronic data. One incident, in December 2022, was assessed as high risk and reported to the ICO. The ICO took no further action. A separate report about this incident was produced for the Audit Committee. In each case incidents are risk assessed and the appropriate actions identified to prevent future incidents of this nature.

3.5 Staff Training

The Moodle i-Learn module for induction and refresher training for all staff and board members was launched in January 2023 with mop-up sessions taking place on 23rd February. Further adapted sessions will be provided for Estates staff in March. The data protection section of AdminNet is kept up-to-date with new news items and top tips for good practice on an ongoing basis.

3.6 Record of Processing Activities

The Data Protection Team conducted an update of the Record of Processing Activities (ROPA) with relevant mangers as required by Article 30 of UK GDPR in February 2023.

4. STRATEGIC IMPLICATIONS

4.1 This paper links to Ambition 2025 strategic priorities 1 (Student Experience), 2 (People and Culture) and 5 (Systems and Infrastructure).

5. RISK

RISK	MITIGATIONS
Penalties or enforcement action by the ICO, reputational damage, litigation	• Strong data protection framework in place • Technical and organisational controls • Strong incident response focused on containment, mitigation and learning lessons from incidents

6. IMPLICATIONS

Financial	No	No direct financial implications
Legal	Yes	Compliance with UK GDPR and the Data Protection Act 2018 (DPA 2018) and the Privacy and Electronic Communications Regulation 2003 (PECR 2003).
Learning and Teaching	No	No direct Learning and Teaching implications
Equalities	No	No direct Equalities implications