Board of Management Meeting

Minute of Meeting held on 25 March 2024 1400hrs Dumfries Campus/Hybrid

Present:		
Caroline Stuart (CS) - Chair	Jamie Ross (JR)	Susan McLellan (SMc)
Sue Irving (SI)	Sharon Hodgson (SH)	Ann Hill (AH)
Joanna Campbell (JC) Principal	Malcolm MacLeod (MMac)	Will Dowson (WD) – 14.19hrs
Richard Nash (RN)		
In attendance:		
Douglas Dickson (DD) – Depute Principal	Karen Hunter (KH) – Executive Director of Finance	Lorraine Grierson (LG) – Board Secretary
Joe McGraw (JM) – Vice Principal People and Transformation	Mary Cheetham (MC) – Minute taker	Paul Smart (part)
Alan Inglis (part)		
Apologies:		
Eddie Black (EB)	Gillian Brydson (GB)	Annette Cameron (AC)
Kate Glendye (KG)	David Burns (DB)	Pete Woods (PW)
Adnan Dogrultan (AD)	Claire McLean (CMc)	

1.   Welcome and Apologies for Absence | Verbal | Chair C. Stuart

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

1.1.1.   Apologies were received as noted above.

1.2.   Declaration of Interest and Connections | Verbal | Chair C. Stuart

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

FOR APPROVAL

2.   Minutes of Previous Meetings and Matters Arising

2.1.   Minute of Meeting held 12 December 2023 | Paper 2.1 | Chair C. Stuart

2.1.1.   The minute was approved as an accurate representation of the meeting and there were no matters arising.

2.2.   **Action Log | Paper 2.2 | L. Grierson**

2.2.1.   LG provided an update on the progress of current actions, confirming that all commentary had been updated and all four actions were noted as complete.

2.2.2.   **The Board noted the update to the Action Log.**

3.   Stranraer Review Report | Paper 3.1 | D. Dickson | Discussion

3.1   DD introduced Alan Inglis to the Board, providing a brief overview of his background and highlighting that the main focus was on the creation of an action plan resulting from discussions on the Performance report.

3.2   AI presented to the Board (presentation Link) and provided an overview of the issues and challenges faced in Stranraer.

3.3   AI invited the Board to provide comments or ask questions. DD highlighted the need had been for a fresh perspective on the curriculum and emphasised the progress made by AI, who had collaborated closely with the CMs to provide direct input and discussed the ongoing short-term actions and the shift towards addressing medium to longer-term challenges.

3.4   MMac raised concerns about resources and the challenges of meeting all goals. AI replied that it would be a more hybrid approach with DD further explaining the challenge for CMs was to not only deliver but to take the curriculum and deliver in a different way without new resource but repurposing the existing. JR highlighted … and proposed linking with the Academy and forming a Stranraer action group involving the Academy Headteacher and Board Members. He also suggested enhancing the report's visibility, share it more widely, and offer an invitation for the Head to present at the June Board meeting.

3.5   …

3.6   SH agreed the report should be shared and suggested a broader discussion with Community Planning. She also queried why the report had not been presented at L&T to which DD apologised and responded that this had been an oversight however he had presented to the Board as the Stranraer option was part of the performance report. This would be brought to L&T in future meetings.

3.7   …

3.8   The Chair suggested bringing the Head Teacher to the June Board meeting to discuss the partnership and expressed gratitude to AI for a super report.

3.9   **The Board noted the Review Report.**

WD joined the meeting at 14:19 hrs.

4.   Health and Safety Report | Paper 4.1 | J. McGraw | Discussion

4.1   This paper had been discussed at FGP Committee therefore the VP People & Transformation was asked to address the key points. JM highlighted the steady progress of projects and the action plan, with a focus on efforts directed towards closing any

outstanding matters. Additionally, he confirmed there was an ongoing investigation into the near miss involving a generator.

4.2 **The Board noted the Review Report.**

5. Student Association Report | Paper 5.1 | A. Dogrultan | Discussion

5.1. In the absence of representation, the Board assumed the Student Association Report was read.

5.2. The Chair confirmed positive individual discussions with both parties and highlighted the significant success of sports activities.

5.3. RN queried the issue of buses, and it was confirmed the issue was not exclusive to students, emphasising service and commercial factors and DD mentioned a productive meeting with the bus company had taken place and this piece was now viewed as a legacy action.

5.4. **The Board noted the Review Report**

6. Strategic Risk Register | Paper 6.1 | L. Grierson | Approval

6.1. The Strategic Risk Register was presented to the Board for approval.

6.2. The Board were asked to consider and review, in the first instance, Strategic Risks 1, 2, 5, 6 and 12.

6.3. LG confirmed the 5 assigned risks had been reviewed through ELT with no changes to note apart from risk 12 with no change to scoring but addition to Front line monitoring:

6.4. LG advised the Board on changes to other risks and commented as follows:

➢ Risk 3 Financial Sustainability the descriptor had been altered as per comments from the F&GP Committee.

➢ Risk 8 Student Performance is being closely monitored in line with potential impacts from ASOS or strike action. This will be reviewed at the next Committee meeting.

6.5 The Chair reviewed each Risk with members who were content with the ratings.

6.5. JC proposed establishing target dates for reducing risks in the upcoming year. This proposal involves adopting a specific date for risk reduction. LG highlighted the importance of identifying a tolerance rate and initiating a discussion.

6.6. **The Board approved the Risk Register.**

7. Finance

7.1. **Management Accounts at Jan 2024 | Paper 7.1 | K. Hunter | Approval**

7.1.1 Confidential The Board was advised that the accounts had previously been discussed and approved by the Finance and General-Purpose Committee.

7.1.2 **The Board approved the Management Accounts.**

7.2. **Forecasts and Budget Scenarios | Paper 7.2 | K. Hunter | Approval**

7.2.1 Confidential **The Board approved the Forecasts and Budget Scenarios**

8. Policies

8.1. **EDI Policy | Paper 8.1 | J. McGraw | Approval**

8.1.1 JM assumed the paper as read and highlighted it had been to F&GP Committee.

8.1.2 **The Board approved the ED&I Policy.**

8.2 **Code of Conduct | Paper 8.2 | J. McGraw | Approval**

8.2.1 JM assumed the paper as read and advised that there had been a significant refresh of the Policy.

8.2.2 The Chair commended the comprehensive policy.

8.2.3 **The Board approved the Code of Conduct.**

9 UWS (Confidential Non-Execs only) | Paper 9.1 | J. Campbell | Approval

9.1 Confidential minute.

10 Principal's Objectives (Confidential – Non-execs only) | Paper 10.1 | C. Stuart | Approval

10.1 Confidential Minute

10.2 The Committee approved the Principal's objectives.

FOR DISCUSSION

11 Chair's Report | Paper 11.1 | C. Stuart | Discussion

11.1 The Chair assumed the paper as read, however highlighted the appointment of two Trade Union Members to the Board.

11.2 CS requested approval to extend the following members term after their agreement on the Board:

> ➢ SI to continue as Vice Chair until the end of her term in March 25.

> ➢ GB to extend for a further year until 2025.

> ➢ WD to extend as Senior Independent Member until March 2025.

11.3 **The Board approved the second term and all extensions.**

11.4 …

11.5   The Chair congratulated the Board Secretary, Board and Staff on a great Governance review and highlighted the College is now one of the top performing colleges for governance. The full Governance review will take place in September.

11.6   CS advised that the recruitment process for new 2-3 non-executive board members has begun with the portal going live and interviews scheduled for May.

11.7   **The Board noted the Chair's report.**

12   Principal's Report | Paper 12.1 | J Campbell | Discussion

12.1   The Principal provided a brief overview on the challenges and opportunities since the last Board meeting on 11 December 2023.

12.2   …

12.3   JC confirmed she was participating in a Tripartite group

12.4   Further strike dates have been communicated by EIS-FELA alongside a rolling dispute with CES in respect of deduction of pay for ASOS.

12.5   AH inquired whether we received funding from SPARQS, to which DD responded that they do not. They provide training however it was suggested revisiting the issue, dependent on SFC funds as it a potential area for campaigns if discretionary funding is reduced.

12.6 **The Board noted the Principal's report.**

13   Performance Report | Paper 13.1 | D. Dickson/ J. McGraw | Discussion

13.1   Confidential

13.2   **The Board noted the Performance report.**

14   Annual EDI Report | Paper 14.1 | J. McGraw | Discussion

14.1   JM noted the paper as read and confirmed a change to the graphs had been made as per commentary at F&GP. RN highlighted the need to change the colour orange from the graphs.

14.2   The Board approved the EDI Report subject to the change noted above.

15   Curriculum Review 2023-2025 | Paper 15.1 | D. Dickson | Discussion

15.1   Confidential

15.2   **The Board noted the Review.**

16   Business Continuity Plan| Paper 15.1 | J. McGraw | Discussion

16.1   JM noted the paper as read and highlighted all comments from the Audit Committee had been taken on board. JM noted that this was live document subject to regular review and change due to the nature of the business.

16.2   The Chair congratulated JM on a great piece of work and the Principal requested hard copies of the report for relevant personnel.

16.3   **The Board noted the Business Continuity Report**

FOR INFORMATION ONLY

17   Committee Minutes

17.1   Finance & General-Purpose/HR Committee minute, Paper 17.1 was noted by the Board.

17.2   Learning & Teaching Committee minute, Paper 17.2 was noted by the Board.

17.3   Board Development Committee minute, Paper 17.3 was noted by the Board.

17.4   Audit Committee Minute, Paper 17.4 – **to be forwarded to Board members once complete**.

17.5   Remuneration Committee Minute, Paper 17.5 was noted by the Board.

18   Any Other Business | Verbal | C. Stuart

18.1   No other business was discussed.

19   Date of next meeting | Verbal | C Stuart

19.1   The date of the next meeting is on Friday 16 June 2024, Stranraer Campus.

DGC
Dumfries and Galloway College
One step ahead

Key
🟧	Ongoing
🟩	Closed
🟥	Overdue

Board of Management Action Log 25.03.24

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	11/12/23	Key Lines Briefing Summary to be circulated to the Board.	LG	Dec 23	Closed	Sent to Board members on 15/12/23
2	11/12/23	Performance Report JC to add a summary document as an appendix to the Performance report for the Board providing ongoing updates to Principal's Objectives.	JC	Mar24	Closed	Included in Principal's Report for BoM 25/3/24 and moving forwards.
3	11/12/23	...	.	.	Closed	...
4	11/12/23	Draft Financial Statements The Board approved the Draft Financial Statements and Management accounts with the caveat to refer to the external guidance dated December 4th.	KH	Dec 23	Closed	The Statements have been updated with the following and signed by Chair and Principal Dec 23. Amended wording to Draft Statements.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANAGEMENT COMMITTEE
Agenda Item:	**3**
Paper No:	BOM0324-3.1

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Stranraer Campus: Curriculum Analysis and Planning
Presented By	Douglas Dickson
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 15 minutes

1. Recommendation

1.1. The Board are asked to discuss the content of the report.

2.   Executive Summary

2.1.   This report was commissioned to scrutinise the College's offer in Stranraer and to assist in the development of an action plan for the short, medium and long term.

2.2.   The report was based on a series of discussions with DGC staff and key partner organisations.

3.   Context

3.1.   There has been ongoing discussion with the Board of Management about DGC Stranraer campus, its offer and viability. Recent financial analysis identifies that the campus financially breaks-even, this is presented within the Performance Report.

3.2.   There was a previous plan for Stranraer campus which was presented to the Board examining curriculum activity in AY 2020/21 and AY 2021/22, this plan provided a broad position. However, there was a need to commission a more in-depth evaluation of current and future delivery during AY 2022/23 which would impact on the delivery offer in AY 2024/25 and beyond.

3.3.   The attached report provides a view of Stranraer campus for the short, medium and long-term. The short-term actions have been shared with Curriculum Managers and have been incorporated into an action plan for the campus which impacts on 2024/25 curriculum plans.   This action plan will detail curriculum specific elements and will operationalise those elements.

3.4.   Curriculum and Commercial Managers have been tasked with monitoring the action plan with input to the Performance Report and the Learning and Teaching and Finance and General Purposes Committees.

4.   Strategic Implications

4.1.   This report links to the College's student experience and the stated ambitions to provide a high-quality experience and create access opportunities to education within the region.

5.   **Risk**

Risk	Mitigations
Stranraer campus activity and costs impact on DGC finances	The action plan based on this report and the regular monitoring by operational and strategic managers mitigates any variances.

6.   Implications

Financial	Yes	*This report provides a plan which may generate additional income for the campus.*
Legal	No	*Not Applicable*
Learning and Teaching	Yes	*The report identifies a number of actions which will impact on curriculum delivery plans.*
Equalities	Yes	*The report provides opportunity to further develop access from vulnerable groups.*

Douglas Dickson
Depute Principal
05 March 2024

Stranraer Campus: Curriculum Analysis and Planning

Report by Alan Inglis, Consultant

1.　　Introduction

1.1.　　This report relates to work undertaken to review the curriculum that Dumfries and Galloway College provides at its Stranraer Campus. It presents the key conclusions of this work and makes recommendations to support future curriculum planning for the Campus and in the West of the Region.

2.　　Approach to review

2.1.　　The review is based on analysis of data provided by the College, discussions with senior managers, curriculum managers and key external stakeholders, and observations made during visits to the Campus and to Stranraer Academy.

2.2.　　The College provided data relating to current provision at the campus including both 5-year trends in recruitment and retention, and a longer-term analysis of enrolments in Stranraer. The College also provided copies of previous work done in relation to curriculum planning for Stranraer, and links to current regeneration developments including the local place plan *Creating Stranraer*, the proposed harbour/marina developments, and the Borderlands Growth Deal.

2.3.　　Discussions were held with:

> ➢　　Senior managers at the College;
>
> ➢　　All curriculum managers;
>
> ➢　　The Stranraer Campus Manager;
>
> ➢　　A representative of the Business Development Team;
>
> ➢　　Gillian Brydson, Director of Education, Dumfries and Galloway Council;
>
> ➢　　Lynne Burges, Economic Development, Dumfries and Galloway Council;
>
> ➢　　Julie Currie, Public Health Improvement Lead, NHS Dumfries and Galloway; and
>
> ➢　　Kerry Biagioni, Depute Head Teacher (Senior Phase), Stranraer Academy.

3.　　The context for curriculum planning

3.1.　　The College Board and Senior Management recognise a need for further education opportunities to be available in Stranraer and are committed to continuing to provide this service. Equally, there is strong stakeholder support for this position.

3.2.　　At the same time, the context for curriculum planning for the Stranraer Campus is a challenging one – an aging population in the town and surrounding area, remoteness and difficulties with travel and transport, the age and condition of the campus estate, local perceptions of the College that are not always positive, and a largely stable staff cohort all impact on the provision that the College can offer in the town.

3.3.   In recent years student numbers have declined. In consequence, the campus is larger than the College currently requires, and in a number of area programmes no longer recruit or retain viable numbers. In response the College has sought to bring both partner agencies and commercial tenants into the building and has also reduced opening hours.

3.4.   There are also opportunities for the College.

3.5.   There are existing local employment opportunities – including job vacancies that employers struggle to fill. There are local regeneration plans and opportunities – including a local place plan (Creating Stranraer), the Borderlands Growth Deal, and the proposed marina development. These have the potential to create additional employment to support the visitor economy and the growing dairy nexus.

3.6.   There is also opportunity for the College to build on existing local partnerships and to develop new ones that support learner recruitment, provide work experience opportunities and support progression to employment.

3.7.   Additionally, the College has particular strengths in the development of curriculum pathways (including its SFC pathfinder activity) and in the delivery of "hybrid" learning – using a combination of face-to-face and on-line delivery. These strengths can support the development of a more appropriate and sustainable curriculum for the Stranraer Campus.

4.   Proposed response

4.1.   A regional college has a duty to secure coherent provision of fundable further education and fundable higher education in the locality of the regional college with a view to improving the economic and social well-being of the locality of the regional college.

4.2.   In the context of Stranraer this would suggest that the College should:

➢   ensure all delivery is part of a pathway that can be followed locally until learners are ready/able/willing to work locally or to move away for further study/employment. This means some HN provision should be available in Stranraer through hybrid delivery;

➢   focus provision on young people (both in the senior phase of secondary school and post school), unemployed parents, the small business community and disability employment; and

➢   better fit provision to local employment opportunities – particularly in care, early learning and childcare, construction, engineering and manufacturing, and hospitality, hairdressing and beauty therapy.

4.3.   In order that that this provision becomes and remains sustainable, the College should also:

➢   continue to improve retention, success and progression to employment;

➢   make learning more enjoyable and more focused on the development of skills for employability by increasing opportunities for work experience and project-based learning and by ensuring that the development of meta-skills is explicitly emphasised in all programmes;

> ➢ think beyond traditional FT programmes to support quicker progression to employment (particularly to entry-level employment);

> ➢ give priority, and senior management support, to enhancing its key partnerships with Stranraer Academy (where a new Head Teacher has recently been appointed), Dumfries and Galloway Council and NHS Dumfries and Galloway, employability partnerships (council, SDS, DWP, BLP etc), and employer groups / industry forums who can support access to SMEs and/or apprenticeship opportunities; and

> ➢ continue to raise and improve the profile of College in the community by celebrating successes, being present and visible in local schools and at all public opportunities.

4.4   The College are already engaged in many of these activities. A suggested action plan to further develop them is included as Appendix 1 to this report. Proposed subject-specific actions are set out in Appendix 2 to this report. Further detail on how the Campus Manager role might be adapted to support these curriculum plans is included as Appendix 3.

5.   A Curriculum Plan

5.1   <u>Short term actions</u>

In the short term the College should continue with provision that is working well, review and refresh areas that can be improved quickly and continue to improve learning and teaching.

    a.   Continue what's working well (construction and early learning and childcare).

    b.   Review/refresh what can be quickly fixed (College Academy offer for local schools, supported programmes with BLP).

    c.   Continue to improve learning and teaching in order to equalise performance across the College through professional development and a stronger focus on retention and attainment.

    d.   Slightly reduce overall numbers in hair and beauty and move, deliberately, to multi-level delivery. Refresh hospitality offer (e.g. focus on cookery & service, rather than bakery). Provide regular public services in these areas.

    e.   Re-introduce an engineering offer – ideally in College Academy programme in first instance.

5.2   <u>Medium Term Actions</u>

5.2.1   In the medium term the College should develop a more aspirational curriculum offer – introducing some higher education programmes on a hybrid learning basis and addressing gaps in areas such as Care and Business. It should also enhance learning and teaching by increasing emphasis on work experience, work-based learning, project-based learning and development of meta-skills.

    a.   Develop a more aspirational curriculum offer – include some HN programmes on a hybrid learning basis (potentially HN Business and HN Care).

    b.   Continue to improve learning and teaching – focus on WBL, project-based learning, meta-skills etc.

    c.   Deliver short programmes in care – working in partnership with employability services and local employers/employer networks to recruit unemployed adults, provide work placements and support progression to employment. Consider FA in Social Services and Healthcare as part of College Academy provision.

    d.   Provide business related programmes that support small businesses.

    e.   Re-introduce full-time engineering provision to support progression to entry level local employment and to more specialist/advanced study elsewhere.

    f.   Align the development of the Stranraer Campus curriculum with the College's 2030 Curriculum exercise.

5.3   <u>Longer Term</u>

5.3.1   In the longer term the College should have a curriculum in Stranraer that reflects the needs of the local community and the local economy and which aligns well with wider College provision and performance.

5.3.2   At this stage the College should be considering how best to develop modern, fit for purpose premises which are the right size and fit for the curriculum it has developed, which support both hybrid learning and vocational practice, and where it can be co-located with key partners.

Appendix 1:   Action Plan

1.   Continue to improve learning and teaching to improve retention, attainment, and progression to employment. Increase work-based learning and project/problem-based learning, focus on development of meta-skills in all programmes (but particularly in entry-level and employability programmes), and strengthen learner engagement in designing learning.

2.   Develop the Stranraer curriculum to focus on local job opportunities – specifically around care, early learning and childcare, construction, engineering and manufacturing (including agricultural), and hospitality, hairdressing and beauty. Re-introduce business related programmes (potentially as commercial activity in the first instance) to support current SMEs and to support entrepreneurial activity across sectors.

3.   Dedicate senior management attention to improving partnership working. Key partnerships are local authority/NHS (the largest employer and service provider in the area), employability partnerships, third/private sector care provider networks, and small business networks. Particular priority should be given to developing the College's relationship with Stranraer Academy by:

> ➢   identifying what the school wants from the College for its pupils - both senior phase and post school;

> ➢   building trust – eg deliver what is agreed/valued even when individual programmes might not always be viable;

> ➢   encouraging teachers into college to better understand the options and pathways available for their pupils and improve their perception of vocational education; and

> ➢   ensuring all pupils have experienced college tasters before making senior phase or post school choices.

4.   Improve (use of) facilities. Continue to rent out space where possible and continue to encourage other services to co-locate. Employability services, who can support recruitment to and progression from college programmes, would be the ideal tenants. Update facilities where possible (develop a plan and dedicate annual budget for this?) but also develop a longer-term plan to develop more appropriate premises. This will require the College to re-assess the size/nature of facility required in Stranraer as the curriculum develops and hybrid learning becomes more established, and to look for opportunities to develop/acquire new or more modern facilities in co-location with key partners.

5.   Support reputation through promotion and messaging - celebrate success and publicise improvements in retention, attainment and progression to employment; publicise partnerships and who they benefit; provide a more aspirational curriculum (eg some HNs and more technical skills provision); and be seen to respond to key local partners better (particularly the local schools).

6.   Refocus the role of the campus manager to more explicitly support the development of the future curriculum.

Appendix 2: Subject-specific actions

Care

    i.   Health and social care is a major employer in Stranraer and local organisations often struggle to fill vacancies. The College should look to work with partners to support local people into these opportunities.

    ii.   Such provision is unlikely to be full-time – potentially a combination of "employability units or certificates" such as Food Hygiene, lifting and handling, and first aid together with a work placement.

    iii.   This is likely to require working with partners both to recruit (eg the council are looking to encourage and support parents back to work) and to deliver the work placements that can lead to employment. Key partners might include NHS, local authority, Skills Station, Care Connections, Homestart, Women's Aid, Belmont Care Homes ….

    iv.   Over time, working with these partners and learners/employees should also generate demand for up-skilling and there may be future opportunities to deliver an HNC programme from the Stranraer Campus (but probably with a significant element of "hybrid delivery").

ELC

    i.   Early learning provision at the Stranraer campus is generally strong and should continue at current levels.

    ii.   Current curriculum design appears to reflect well the needs of local private and third sector providers. The Curriculum Manager should seek to work with local authority partners to ensure that the curriculum is similarly aligned to local authority requirements.

Construction

    iii.   The recent introduction of an apprenticeship programme to the Stranraer campus strengthens the existing construction provision. Together with the Curriculum manager's direct approach to Douglas Ewart School to recruit College Academy learners this exemplifies well a "pathways" approach to provision.

    iv.   The next step should be to develop a similar relationship with Stranraer Academy – potentially looking to target College Academy provision in construction at S4 learners as well as the current S5/6 audience.

Engineering and Manufacturing

    v.   Engineering provision was withdrawn in 23/24 and historically recruitment has been falling and retention has been poor.

    vi.   The College should seek to re-introduce an automotive engineering option to the College Academy programme in 24/25 and should work with these learners and its school partners to assess interest in the re-introduction of full-time programmes in 25/26 and beyond.

vii.   There are clearly local employment opportunities in a range of engineering/manufacturing fields – it may be worth the College considering a broader based entry level engineering programme to support both progression to local entry level jobs and progression to more advanced/specialist engineering programmes elsewhere.

Hospitality, Hairdressing and Beauty Therapy

viii.   There does appear to be sufficient learner demand to continue to deliver programmes in hospitality, hairdressing and beauty.

ix.   Recent recruitment however suggests that teaching will need to "multi-level" to be economically viable.

x.   In these circumstances thought should be given to how best such delivery is organised around real work activities – particularly the regular provision of a public service. This has the potential to enrich the learning opportunities of students – with more experienced learners coaching and supervising newer learners – as well as to raise the profile of the college locally.

xi.   Thought should also be given to how learners are supported to progress to employment from these programmes – approaches might include inclusion of work experience, and better matching of both curriculum content and recruitment volumes to local employment opportunities.

Business

xii.   The College should explore further the re-introducing of business-related programmes in the Stranraer Campus.

xiii.   There are a significant number of small organisations in and around Stranraer. It seems reasonable that a number of these will have the technical skills required for the service they provide but that they may wish to develop some of the more business focused skills (eg financial record keeping, business planning, leadership and supervision) that would support their businesses to thrive/grow. The College should be able to make such provision on a part-time/on-line basis as part of its commercial activities/business development programme.

xiv.   Additionally, a significant number of senior phase pupils at Stranraer Academy study both Administration and Business Studies at Intermediate 2 and Higher. Many of these pupils will want to study these subjects to a higher level but not all will be able or willing to move on to university. Offering an HNC in Business on a hybrid basis but with some supported attendance in Stranraer may well be an attractive option for some of these pupils and could link with the business pathfinder that the College is developing with SFC and UWS.

<u>Supported Learning</u>

xv.   The College rents accommodation to Better Lives Partnership who provide an Asdan programme with similar aims to the College Lifeskills Programme.

xvi.   The College should work more closely to develop its supported provision in partnership with other organisations seeking to address disability employment (potentially Project Search?). In particular, if BLP are providing an effective lifeskills/personal development programme on the campus it might make more sense for the College to focus on supporting progression towards employment where appropriate for the learners progressing from these programmes. The suggested revisions to Hospitality and Hairdressing and Beauty provision would lend themselves to opportunities to place learners in Salon Assistant/Kitchen Assistant roles.

Appendix 3: the role of the Campus Manager

In order to support the proposed curriculum development for Stranraer, the Campus Manager should:

- ➢ work with the Executive Director Student Experience and local employers to identify and secure work placement and work experience opportunities that enhance the Stranraer curriculum;

- ➢ support hybrid learning from the Stranraer Campus;

- ➢ work with the Business Development Director to identify commercial offerings for employers in the West of the Region;

- ➢ work with the Executive Director Student Experience to identify estates development for new/enhanced curriculum in Stranraer;

- ➢ work with the Estates Director to develop and agree an annual estates improvement plan for Stranraer Campus; and

- ➢ be responsible on a day-to-day basis for administration support and estates management at the Stranraer Campus.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANAGEMENT MEETING
Agenda Item:	**4**
Paper No:	**BOM0324-4.1**

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Health and Safety Report
Presented By	Billy Currie
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 3 minutes

1. Recommendation

1.1 The Board of Management are asked to note the contents of this paper and to continue to proactively monitor Health and Safety Performance

2.   Executive Summary

2.1   A full Health and Safety Action Plan has been developed and implement to provide direct focus on key H&S workstreams for 2024

2.2   A new role, H&S advisor, has been created and embedded into daily College operations.

2.3   Key actions have been progressed in the first quarter of 2024, bringing in a more positive H&S approach to the College

3.   Context

3.1   <u>Health and Safety Focus</u>

3.1.1   As part of a review into service provision, including skills gap analysis, a new post of H&S advisor was agreed and advertised.

3.1.2   The post was filled internally, Rachel Young was successful in her application and began in post on 8th January.

3.1.3   A full H&S action plan was drawn up, focussing on key areas which had been identified in the 2023 review as well as ongoing priorities.

3.1.4   The following will provide an update on progress to date:

	Action	Timescale	Owner	Status
1	Develop new H&S advisor role	January 2024	Director of Estates	Complete. Rachel Young in post from 8/1/2024
2	Refresh H&S committee including TOR/Membership and activities	February 2024	Director of Estates	Complete – Approved at H&S comm 31/1/24
3	Review and standardise all overarching H&S documentation including policies and procedures. This will include H&S policy, Risk Assessment Policy, Fire Policy and associated procedures.	Rolling programme of review to be developed and monitored with an action to complete by August 2024	H&S advisor	Policies and Procedures now up to date – full tranche agreed at SLT on 21/02/2024
4	Review H&S training requirements and create H&S training plan	June 2024	H&S advisor	In progress – RY arranging meetings with all managers
5	Create an operating plan of ongoing H&S document review to ensure full compliance with legal obligations ahead of each new Academic Year	March 2024	H&S advisor	In progress

| 6 | Source and implement a new COSSH system | December 2024 | H&S advisor | In progress – HSE tool being implemented and due for launch post Easter 2024 ahead of timescale |
| 7 | Implement a suitable H&S management system which provide live access to all staff | December 2024 | Director of Estates/H&S Advisor | In Progress – Potential launch April 2024 |

3.1.5   By implementing the above noted actions the College H&S provision will become more accessible, streamlined and modernised.

3.1.6   Already a more proactive approach is being seen across the College with positive feedback coming in regarding the introduction of the H&S advisor post.

3.2   Non-Compliance

3.2.1   There have been 2 notifications of non-compliance made in recent weeks following location visits by College staff:

   ➤   **Construction workshop Dumfries**. The blocking of firefighting equipment and fire doors in multiple locations. This has been raised previously – notification made to the curriculum manager. Follow up visits have taken place and a note that a working plan to improve the workshop layout is being created to ensure a suitable flow system is in place moving forward.

   ➤   **Better Lives Stranraer**. The use of cooking equipment in a workroom, kettle and toaster. This action was raised after the previous fire risk assessment, the items have returned. Notification sent to Better Lives and a follow up visit was held onsite 20/2/24. Discussion with the teams to ensure they were fully aware of why the items needed to be removed which was deemed helpful.

3.2.2   Direct notifications of non-compliance will be utilised for instances of multiple failures, with clear deadlines for remedy alongside additional actions to consider. In terms of the 2 noted, immediate actions included revisiting of Fire Safety training, immediate moving of equipment and in person visits from the H&S advisor.

3.3   Near Miss

3.3.1   A near miss has been logged due to the lack of service carried out on the standby generators. Whilst these operated it is noted that the failure to service could have caused issues in the event of a power failure. This has been followed up with the relevant contractor with a service visit booked for Thursday 21st March 2024

3.3.2   The above near miss is still under review to establish the root cause of why the services were not carried out. As part of this, a review of all current service maintenance contracts was carried out to ensure no other service gaps exist. Whilst no others had been missed, some opportunity was found with regards use of calendars/reminders.

4.   Strategic Implications

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

5.   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.

6.   Implications

Financial	Yes	Failure of College H&S processes could lead to financial penalties imposed through actions.
Legal	Yes	Failure of College H&S processes could lead to legal proceedings
Learning and Teaching	Yes	H&S processes ensure the safety of all staff and learners when working in high risk areas.
Equalities	Yes	H&S policies and procedures cover all persons utilising our campuses

Billy Currie

Director Estates and Sustainability

12 March 2024

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANAGEMENT COMMITTEE
Agenda Item:	**5**
Paper No:	**BOM0324-5.1**

Date	25 March 2024
Location	MS Teams
Title of Paper	Student Association Report
Presented By	Adnan Dogrultan
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 3 minutes.

1.   Recommendation

1.1.   The Board are asked to note the contents of this paper.

2.   Executive Summary

2.1.   Student Opinion

2.2.   Here For You

2.3.   Sport and Physical Activity

2.4.   Upcoming plans for the students

3.   Context

3.1.   <u>Student Opinion</u>

We have several ways in which we can gather feedback from students about their experiences and how we take action. Class reps are the main way to gather feedback from students. We currently have <u>76%</u> of classes with appointed reps who are attending scheduled class rep meetings. We also have <u>11</u> Lead Reps who are supporting wider college issues.

3.1.1. Buses remain an issue for the students, this issue is causing students to be late for class, we are working with reps and the Director of Estates and Sustainability to try and find solutions however this is a recurring theme every year. Students were asking for water bottles so acting on this information we applied and were awarded a grant from the Holywood Trust to buy branded water bottles for students. We gathered this information through our rep meetings and general conversations with students.

3.1.2. Further Class and Lead Rep meetings are planned as well as 'meet the Principal' sessions.

3.2.   <u>Here For You</u>

3.2.1. We continue to take action supporting our college Value 'Here for You' following on, at student request, from last academic year. Students are still experiencing significant impact from the cost of living crisis and so we continue to support them with:

3.2.2. The care packages toy appeal and support information provided by the association over the tricky festive period was a great success. We know this due to all of the toys from the toy appeal being used by students and also a lot of the packages and food from the table we had set up at the front door had been taken by students and the rest was put back into the food bank in the point. We also told people where to look for support with mental health on our social media channels.

3.3.   <u>Sport and Physical Activity</u>

3.3.1. We are working closely with the Active Campus Co-ordinator to run numerous events/sporting activities around the College. We have gone from no activity to now having sports activity every day on campus as well as free access to the gym.

3.3.2. The current schedule includes:

> ➢   Monday - Football (12.45 pm-1.25 pm) and Badminton (4.45 pm-5.30 pm)

> ➢ Tuesday - Net sports and Boccia (12.30 pm-1.25 pm) and Legs, Bums and Tums (4.45 pm-5.15 pm)

> ➢ Wednesday - Boxercise (12.45 pm-1.15 pm) and Netball (4.45 pm-5.30 pm)

> ➢ Thursday - Football (12.45 pm-1.25 pm) Walking (12.45 pm-1.15 pm) and Football (4.45 pm-5.30 pm)

> ➢ Friday - Multisport (12.30 pm-1.25 pm).

3.3.3.   We also organised taster sessions in the community for students and staff to take part in such as Rowing, Rugby, Fit Steps, Yoga, Bannatyne's Fitness sessions and Curling that have all passed and Pickleball that is coming up. We have continued to engage with students across the campus to understand what they are looking for, this activity has been taken from that feedback.

3.3.4.   We also plan on running Boxercise and fitness classes in our Stranraer campus. We are doing this as we have been told by students there are people in Stranraer that are interested in taking part in classes that we are running in Dumfries.

3.3.5.   Since developing the programme in January we are seeing on average **120 students a week** participating in these clubs and activities.

3.4.   <u>Future Plans</u>

> ➢ We had Therapets up on the 24th of January and we are planning to get them back up a further 2 times before the end of the academic session based on popular demand.

> ➢ Citizen's advice bureaux have agreed to come in every fortnight on a Tuesday to set up an information stall and hold personal meetings with students. We also have both the Holywood Trust and LGBT plus coming into the college to set up information stands on a regular basis.

> ➢ We are also putting in place **Food Vouchers** for the students who are struggling with the prices of the food at the college to use at the canteen across both campuses. We have done this due to some students coming to us and telling us about the food prices being too high.

> ➢ We will be organising a mental health week in March on the (TBC). We will also be linking up with our active campus co-ordinator to set up a pool night during the easter holidays. We are going to be doing this in order to have a laugh with students out with college.

> ➢ We will also be hosting a sporting here for you event which will showcase and highlight sporting clubs in the local area that are available to students this will happen on the 29th of April. We are doing this in order to raise awareness for people that are looking to get involved in out with the college.

4.   **Strategic Implications**

4.1.   This paper links to all strategic priorities in the Student Experience Strategy.

5.   Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	- Student Association officers to have meetings with students. - Student focus groups. - Student class representatives input to course teams. - Continuous self- evaluation and action planning by support and - teaching areas.

6.   Implications

Financial	No	
Legal	No	
Learning and Teaching	No	
Equalities	Yes	The projects worked on by the Student Association raise awareness of equality & diversity issues and allows these students to feel recognised and accepted.

Adnan Dogrultan
Student Association President
07 March 2024

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANAGEMENT
AGENDA ITEM:	**6**
PAPER NO:	**BOM0324-6.1**

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Strategic Risk Register
Presented By	Lorraine Grierson
Recommendation	Approval
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 10 minutes

1. Recommendation

1.1. The Board are asked to consider and review, in the first instance, Strategic Risks 1, 2, 5, 6 and 12 which are assigned to it.

1.2. After consideration by relevant Committees and Audit Committee, the Board of Management are asked to consider, and if so minded, approve the whole Strategic Risk Register.

2.   Executive Summary

2.1   The Principal and Executive Leadership Team routinely review the Strategic Risk Register to reflect the key risks to the College and the mitigations that are applied to each risk. Risks are also circulated to relevant committees for their scrutiny and Audit Committee review high level risks and individual risks for deep-dive scrutiny.

3.   Context

3.1   Currently there are 6 major risks rated 16-20, however after mitigations have been applied, only Risk 3: Failure to achieve institutional sustainability retains a major rating.

3.1.1   Risk 3: Failure to achieve institutional sustainability - the inherent risk has been increased to a **fundamental 25 rating** (purple). After mitigations, the residual rating of 20 still remains a **major risk**. This is in line with the current and continued external financial position which is of concern and needs to be monitored closely.

3.2   The Board of Management has 5 risks assigned to it for review and any amendment by ELT owners are noted below:

  ➢ Risk 1: Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities – **no change**

  ➢ Risk 2: Legal actions; serious accident; incident or civil/criminal breach -**no change**

  ➢ Risk 5: Business Continuity Incident – Fire, Systems, Emergency Procedures, Health – **no change**

  ➢ Risk 6: Failure to meet regulatory obligations – **no change**

  ➢ Risk 12: Health and Safety – no change to scoring but addition to Front line monitoring: New terms of reference agreed by Health & Safety Committee

3.3   **Finance and General Purposes Committee**

  ➢ Risk 3 Financial Sustainability – The following amendments have been made in line with FGP/Audit Committee recommendations to enhance external funding is the main cause for concern.
    o Descriptor: Failure to achieve institutional sustainability due to sector-level budget allocations in 2024-25
    o Consequences: The college will be unable to operate within the Scottish Public Finance Manual, contravening governance requirements by SG, Section 22, Reputational damage to Board and F&GP.
  ➢ Risk 7: Industrial Relations - amendment to front line mitigation and monitoring. It has been noted that there is potential for the risk to increase should a local dispute be raised by EIS/FELA if salary deductions are made for participation in ASOS. Front Line mitigation added - Consideration of deductions from salary for participation in ASOS.

Front Line Monitoring added - Communication issued to teaching staff about possibility of salary deductions for participation in ASOS. Ongoing dialogue with local TU Representatives. Risk could increase if local dispute raised.

3.4 Learning and Teaching Committee

➤ Risk 8 – Failure to achieve highest academic performance levels – **no change.** However after discussion at L&T**,** this is being closely monitored in line with potential impacts from ASOS or strike action. This will be reviewed at the next Committee meeting.

➤ Risk 9 – Failure to adhere to academic compliance arrangements – **no change.**

➤ Risk 10 - Failure to achieve an effective student experience – **no change.**

3.5 Board of Management

➤ Risk 12: H&S Compliance – an amendment to frontline monitoring has been added.

4. Strategic Implications

4.1 The risks associated with Audit Committee link into the following strategic priorities: Priority 1 – Student Experience, Priority 4 – Growth and Financial Sustainability; Priority 5 – Systems and Infrastructure

5. Risk

Risk	Mitigations
Risks 4, 11	➤ Paperwork attached for reference.

6. Implications

Financial	Yes	Financial loss and reputational damage and impact to financial sustainability.
Legal	Yes	Compliance with UK GDPR and the Data Protection Act 2018 (DPA 2018) and the Privacy and Electronic Communications Regulation 2003 (PECR 2003).ICO implications.
Learning and Teaching	Yes	Serious impact to the college's ability to operate and deliver education to students, financial loss, loss of data and reputation.

Equalities	No	

L Grierson
Secretary to the Board
18/3/24

STRATEGIC RISK REGISTER

No	Risk	ORIGINAL TASK				RESIDUAL RISK				Risk Appetite	Trend
	RISK DEFINITION	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level	Risk Appetite	Trend
Responsible Person – Principal											
1	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (BoM)										
		4	4	16	🟥	3	3	9	🟧	Open	=
2	Legal actions; serious accident; incident or civil/criminal breach (BoM)										
		5	3	15	🟧	3	2	6	🟩	Cautious	=
Responsible Person – Executive Director of Finance and Planning											
3	Failure to achieve institutional sustainability (FGP)										
		5	5	25	🟪	4	5	20	🟥	Cautious	=
4	Financial Fraud (AUD)										
		4	3	12	🟧	3	2	6	🟩	Averse	=
6	Failure to meet regulatory obligations (BoM)										
		3	5	15	🟧	5	1	5	🟩	Avoid	=
Responsible Person – Vice Principal People and Transformation											
5	Business Continuity Incident – Fire, Systems, Emergency Procedures, Health (BoM)										
		4	4	16	🟥	4	3	12	🟧	Avoid	=
7	Failure to achieve effective Industrial Relations (FGP)										
		5	4	20	🟥	5	3	15	🟧	Cautious	=
11	Failure to achieve and maintain systems and operable and secure ICT (AUD)										
		4	5	20	🟥	3	4	12	🟧	Avoid	=
12	Health and Safety (BOM)										
		4	5	20	🟥	3	4	12	🟧	Avoid	=
Responsible Person - Depute Principal Learning, Skills and Student Experience											
8	Failure to achieve highest academic performance levels (LT)										
		4	4	16	🟥	3	4	12	🟧	Cautious	=
9	Failure to adhere to academic compliance arrangements (LT)										
		4	3	12	🟧	2	2	4	🟩	Avoid	=
10	Failure to achieve an effective student experience (LT)										
		3	4	12	🟧	2	4	8	🟩	Cautious	=

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 SMTand 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: 1 Failure to meet Region/National Priorities

Reference to Departmental Risk Registers:	Strategic
Owner:	Principal
Description of the Risk:	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities
What are the possible consequences if the risk was to emerge?	Loss of credibility, unable to meet economic and societal needs of region, curriculum not fit for purpose, College will not meet funding targets and will not remain financially sustainable

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) 4/5	What is the total risk score? (A x B)	16/25
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**	• Workplans and oversight in line with ROA and Financial targets	• Clear performance metrics for all strategic outcomes and linked to individual performance targets reviewed on regular basis
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Robust strategic planning • Effective environmental scanning • Strong and effective partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	• Membership of key strategic groups • SLT Systems of Control and Reporting • Amendment of strategic direction/plans to government policy and regional economic strategy • Robust monitoring of activity targets via ROA and reported quarterly to SFC
INDEPENDENT ASSURANCE **Internal Audit / external bodies**		• Ongoing engagement and reporting to SFC • Ongoing engagement and reporting to SDS • External Audit • 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) 3/5	What is the predicted **IMPACT** of the risk?	(B) 3/5	What is the total risk score? (A x B)	9/25

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

MEETING	AMENDMENTS TO RECORD
Q1	Net risk to remain as financial sustainability still an ongoing issue - Owner
Q2	Net risk to remain as financial sustainability still an ongoing issue - Owner
Q3	Net risk to remain as financial sustainability still an ongoing issue - Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
1	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities					■	
4	Financial Fraud		■				
6	Failure to meet regulatory obligations	■					

Strategic Objective:	**Risk No: 2 Legal Actions, Serious Incidents**

Reference to Departmental Risk Registers:	Strategic
Owner:	Principal
Description of the Risk:	Legal actions; serious accident; incident or civil/criminal breach
What are the possible consequences if the risk was to emerge?	Financial loss to the college, impact on reputation and potential criminal / civil legal proceedings

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) 3/5	What is the total risk score? (A x B)	15/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUND		Significant Risk			

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Mandatory staff training on regulatory compliance areas • Continuous professional development	• Records of staff training and completion • Line Manager oversight
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial**	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Ongoing management development programmes • Whistleblowing Policy	• Monitoring and reporting in key areas – e.g., H&S, equalities, employee engagement, post-Covid arrangements • Internal audit actions • Staff surveys

controls / Management controls / Project assurance		
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• External legal advice contract in place and used where appropriate	• Internal and External Audit • BoM oversight

Numerical Scoring of NET Risk (i.e., with controls in place)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 3/5	What is the predicted **IMPACT** of the risk?	(B) 2/5	What is the total risk score? (A x B)	6/25

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

MEETING	AMENDMENTS TO RECORD
Q1	Risk to remain as per previous score after treatment - Owner
Q2	Net risk to remain as per previous score - Owner
Q3	Net risk after treatment to remain as per previous score - Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
2	Legal actions; serious accident; incident or civil/criminal breach						

Strategic Objective: Risk No: 3 Financial Sustainability

Reference to Departmental Risk Registers:	Financial
Owner:	Executive Director of Finance and Planning
Description of the Risk:	Failure to achieve institutional sustainability due to sector-level budget allocations in 2024-25
What are the possible consequences if the risk was to emerge?	The college will be unable to operate within the Scottish Public Finance Manual, 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) 5/5	What is the predicted **IMPACT** of the risk?	(B) 5/5	What is the total risk score? (A x B)	25/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUND	**Fundamental 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, and timely preparation of Management Accounts and forecasts • 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 SLT, 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)

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 MAJ	Meeting 2 MAJ	Meeting 3 MAJ	Meeting 4

MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	Timely preparation of Management Accounts and forecasts added to Front Line Monitoring. SLT added to Oversight of Management Activity Monitoring – Owner FGP have considered the net rating given the mitigations in place but agree that the funding element of the risk is still significant, therefore the rating will remain the same. Members asked for consideration to be given to the wording in the risk to reflect funding as the major concern. Audit - the funding element being the significant risk, the Committee agreed that the narrative should be revised to ensure clarity that the risk was attributed to external funding restrictions Owner to re-word
Q3	Suggest scoring of Gross Risk increased to Fundamental. Description of Risk updated to refer to sector level budget allocations and ability to operate within SPFM
Q4	

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

Strategic Objective:	Risk No: 4 Financial Fraud

Reference to Departmental Risk Registers:	Financial
Owner:	Executive Director of Finance
Description of the Risk:	Financial Fraud
What are the possible consequences if the risk was to emerge?	Financial Loss, Loss of reputation, impact to financial sustainability

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) 3/5	What is the total risk score? (A x B)	12/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUN	**Significant Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• No PO / no Pay policy • Scheme of financial delegation • Segregation of duties and review of transactions • Staff training and sharing of good practice for emerging fraud risks	• Continuous review of financial controls • Implementation of Internal Audit recommendations
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Review of impact of any changes in structure or duties • Public Interest Disclosure (Whistleblowing) Policy • Review of lessons learned report from COGC	• Continuous review of financial controls • Budget / spend review • Monitoring across SLT Directorates
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• Internal Audit plan	• Internal Audit • External Audit • Counter Fraud Initiative • Audit Committee/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) 3/5	What is the predicted **IMPACT** of the risk?	(B) 2/5	What is the total risk score? (A x B)	6/25

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

MEETING	AMENDMENTS TO RECORD
Q1	Staff training and sharing good practice added to Front Line Mitigations
Q2	No change - Owner
Q3	No change - Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
4	Financial Fraud						

Strategic Objective:	Risk No: 5 Business Continuity

Reference to Departmental Risk Registers:	Organisational
Owner:	VP People and Transformation
Description of the Risk:	Business Continuity Incident – Fire, Systems, Emergency Procedures, Health threats
What are the possible consequences if the risk was to emerge?	Serious impact to the college's ability to operate and deliver education to students, safeguarding of staff and students, impact to financial sustainability of college, loss of reputation

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) 4/5	What is the total risk score? (A x B)	16/25
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**	• Documented disaster recovery procedures, regularly reviewed • Separate COVID -19 – Risk Register /BCT Plan in place • Sound systems of administration • Staff CPD on business continuity themes • Monitoring Public Health Advice • Increased awareness of	• Adherence to local and national Public Health Guidance • SA Climate awareness activities • Regular review/reporting on milestones, systems effectiveness etc. • Business Continuity Plan including scenario testing • Active data protection monitoring and auditing

	climate emergency issues • Planning, careful phasing of changes to processes, systems, and equipment • Effective management of / Asset Register in place • Effective management of systems and GDPR	
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Rolling programme of routine updates to systems and equipment	• Liaison with SFC and Colleges Scotland – COVID-19 response groups • Climate Emergency College Group (includes Student Representatives)
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• Communication to stakeholders	• Internal Audit on process and statutory compliance • 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

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

MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No Change by Owner
Q3	No change by owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
5	Business Continuity Incident, e.g., Fire, MIS Failure, Failure of Emergency Procedures, Threats to Health						

Strategic Objective:	Risk No: 6 Failure to meet Regulatory Obligations
Reference to Departmental Risk Registers:	Organisational
Owner:	Executive Director of Finance and Planning
Description of the Risk:	Failure to meet regulatory obligations
What are the possible consequences if the risk was to emerge?	Loss of reputation, impact to financial sustainability, Government bodies intervention

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

What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 3/5	What is the predicted **IMPACT** of the risk?	(B) 5/5	What is the total risk score? (A x B)	15/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUN		**Significant Risk**			

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Prevent, Health and Safety and Safeguarding training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	• Business Continuity Plan including scenario testing • Information sharing with local agencies • HR monitors staff numbers trained
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Engagement/practice sharing with local agencies • Board approval of SFC submissions	• Information sharing with local agencies • SFC obligations
INDEPENDENT ASSURANCE **Internal Audit / external bodies**		• Internal Audit across all areas • Annual external Audit • 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) 5/5	What is the predicted **IMPACT** of the risk?	(B) 1/5	What is the total risk score? (A x B)	5/25

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

MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	No change by Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
6	Failure to meet regulatory obligations						

Strategic Objective:	Risk No: 7 Failure to Achieve Effective Industrial Relations

Reference to Departmental Risk Registers:	Organisational
Owner:	Vice Principal People and Transformation.
Description of the Risk:	Failure to achieve effective Industrial Relations through local dialogue/relationships and effect of national campaigns from trade unions
What are the possible consequences if the risk was to emerge?	Financial loss, impact to ability to effectively teach, industrial action, action short of strike action (ASOS), 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 • Consideration of deductions from salary for participation in ASOS	• LJNC • College Employers Scotland advice and updates • Regular union/management dialogue • Communication issued to teaching staff about possibility of salary deductions for participation in ASOS. Ongoing dialogue with local TU Representatives. Risk could increase if local dispute raised
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	• College Employers Scotland	• SFC/Scottish Government • FGP/BoM oversight

Internal Audit / external bodies		

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

What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 5/5	What is the predicted **IMPACT** of the risk?	(B) 3/5	What is the total risk score? (A x B)	15/25

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

MEETING	AMENDMENTS TO RECORD
Q1	No changes by Owner. FGP asked for the description and consequences to be amended as below: • Failure to achieve effective Industrial Relations through local dialogue/relationships and effect of national campaigns from trade unions. • Consequences: Financial loss, impact to ability to effectively teach, industrial action, action short of strike action (ASOS), loss of reputation.
Q2	No change by Owner.
Q3	Owner - Potential for risk to increase should a local dispute be raised by EIS/FELA if salary deductions made for participation in ASOS. Front Line mitigation added - Consideration of deductions from salary for participation in ASOS. Front Line Monitoring added - Communication issued to teaching staff about possibility of salary deductions for participation in ASOS. Ongoing dialogue with local TU Representatives. Risk could increase if local dispute raised
Q4	

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

Strategic Objective: **Risk No: 8 Failure to achieve highest academic performance**

Reference to Departmental Risk Registers:	Organisational
Owner:	DP Learning Skills and Student Experience
Description of the Risk:	Failure to achieve highest academic performance levels
What are the possible consequences if the risk was to emerge?	Loss of reputation in the region, financial sustainability, ability to attract future students and educational partners **Note** – College performance has been a long term issue that predates COVID

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) 4/5	What is the total risk score? (A x B)	16/25
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**	• Online reports with curriculum areas performance • Action planning at curriculum area level • Regular curriculum team meetings	• Managers and Directors monitor course PIs • Self-evaluation reporting monitored by Performance
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• College wide enhancement plan developed from self-evaluation • Action planning from portfolio reviews	• College wide enhancement plan monitored annually • Annual portfolio review to examine improvement actions • Regular reportage on performance to SLT • Reportage to L&T Committee on College wide self - evaluation and portfolio reviews
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• Annual scrutiny by Education Scotland annually by HMI and STMs • Self-evaluation reportage to Scottish Funding Council	• Reportage by Education Scotland presented to the BoM • SFC Outcome Team monitor returns and provide feedback as required

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 3/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)	12/25

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

MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner L&T discussed Risk 8 and whether the impact of the recent industrial action and ASOS has impacted performance levels and increased the risk. As strike action has now ceased, it was agreed that the Risk will be reviewed again in January 2024 when it will be clear whether further industrial action will be taken and the impact this may cause.
Q3	No change by Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry

8	Failure to achieve highest academic performance levels								

Strategic Objective: **Risk No 9: Failure to adhere to academic compliance**

Reference to Departmental Risk Registers:	Organisational
Owner:	DP Learning Skills and Student Experience
Description of the Risk:	Failure to adhere to academic compliance arrangements, eg awarding bodies, Education Scotland
What are the possible consequences if the risk was to emerge:	Loss of reputation, financial loss, loss of ability to deliver and develop new courses, loss of ability to issue international visas and impact on student certification.

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) 3/5	What is the total risk score? (A x B)	12/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUN	**Significant risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Assessor marks in line with national standards utilising awarding body resources. • Action planning at curriculum area level • Regular curriculum team meetings	• Internal verifier appointed for each unit and a cycle of verification is followed. • Self-evaluation reporting monitored by Performance
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Management scrutiny of the cycle of verification and appointment of internal verifiers. • Issues from internal verification are identified and action planned to ensure conformity with national standards. • College wide enhancement plan developed from self-evaluation	• Scrutiny of internal verification reports by managers. • SLT scrutiny of annual verification activity. • College wide enhancement plan monitored annually • Reportage to L&T Committee on College wide self - evaluation and portfolio reviews
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• External verification by awarding body according to an annual cycle and risk • Annual scrutiny by Education Scotland annually by HMI and STMs • Self-evaluation reportage to Scottish Funding Council	• External verifier presents report of visit to curriculum and performance team. • Performance directorate monitor external verification and report to SLT and the L&T Committee. • Reportage by Education Scotland presented to the BoM • SFC Outcome Team monitor

			returns and provide feedback as required

Numerical Scoring of NET Risk (i.e. with controls in place) (2 cont)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 2/5	What is the predicted **IMPACT** of the risk?	(B) 2/5	What is the total risk score? (A x B)	4/25
Risk Status	**Meeting 1 MIN**	**Meeting 2 MIN**	**Meeting 3 MIN**		**Meeting 4**

MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	No change by Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
9	Failure to adhere to academic compliance arrangements						

Strategic Objective: experience   Risk No: 10 Failure to achieve an effective student

Reference to Departmental Risk Registers:	Organisational
Owner:	DP Learning, Skills and Student Experience *(Inc Infrastructure/Marketing/ICT)*
Description of the Risk:	Failure to achieve an effective student experience
What are the possible consequences if the risk was to emerge?	Loss of reputation in the region, financial sustainability, ability to attract future students, ability to retain students and potential to limit student progression.

Numerical Scoring of Gross Risk (i.e., without controls in place)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 3/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)	12/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUND	**Significant Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance)	• Clear arrangements for applications, onboarding and retention • Student block surveys and Student Satisfaction and Engagement Survey (SSES)	• Review of early student experience • Performance return survey and SSES results to CMs • Performance

Operational Delivery /Systems /Quality Assurance /Supervision	• Student engagement prior to course start and on course • Continuous self- evaluation and action planning by support and teaching areas • Action planning at curriculum area level • Regular curriculum team meetings • Students' association officers' meetings with students • Student focus groups • Student class representatives input to course teams	enhancement measure support areas to improve the student experience • Self-evaluation reporting monitored by Performance and Directors
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• College wide enhancement plan developed from self-evaluation • Action planning from portfolio reviews	• Monitoring of College wide enhancement plan • Portfolio review to examine improvement actions • Regular reportage on performance and student satisfaction to SLT • Reportage to L&T Committee on College wide self -evaluation, enhancement plan and portfolio reviews
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• Annual scrutiny by Education Scotland annually by HMI and STMs • Self-evaluation reportage to Scottish Funding Council	• Reportage by Education Scotland presented to the BoM • SFC Outcome Team monitor returns and provide feedback as required

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 2/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)	8/25

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

MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	No change by Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
10	Failure to achieve an effective student experience						

Strategic Objective:	Risk No: 11 Failure to maintain systems and operable and secure ICT

Reference to Departmental Risk Registers:	Organisational
Owner:	VP People and Transformation
Description of the Risk:	Failure to achieve and maintain systems and operable and secure ICT
What are the possible consequences if the risk was to emerge?	Serious impact to the college's ability to operate and deliver education to students, financial loss, loss of data and reputation

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/FUN)	**Major**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Documented disaster recovery procedures • Cyber Incident disaster recovery plan and training • Staff CPD on business continuity areas including Cyber security • Firewalls and antivirus software in place	• Cyber exercises • Regular planned security monitoring. • Desktop DRP exercises carried out and reviewed regularly. • Network traffic regularly monitored.
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Regular internal review of security measures and action around areas of concern; • Regular cyber/phishing exercises;	• Feedback via SLT/ELT on monitoring statistics; • Regular Board reporting around cyber position;
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• CISO (Chief Information Security Officer) service in place through HEFESTIS.	• Regular reporting and risk assessment. • Audit Committee/BoM oversight

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

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

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

MEETING	AMENDMENTS
Q1	No change by Owner.
Q2	No change by Owner
Q3	No change by Owner
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
11	Failure to achieve and maintain systems and operable and secure ICT						

Strategic Objective: Risk No: 12 Health & Safety Compliance

Reference to Departmental Risk Registers:	Organisational
Owner:	VP People and Transformation
Description of the Risk:	Failure to meet regulatory health & safety obligations
What are the possible consequences if the risk was to emerge?	Loss of reputation, financial penalties, criminal liability (corporate and individual)

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/FUN)	**Major Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Reporting and review procedure including "near miss" • Health and Safety IOSH training for staff • Regular communication on responsibilities • Specific communication at time of increased risk e.g.Covid, building works, adverse weather	• Regular, formal Health & Safety Committee • New terms of reference agreed by Health & Safety Committee
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management**	• Clear channels of communication regarding issues and preventative actions	• Regular, formal Health & Safety Committee • Reporting to FGP Committee / BoM

controls / Project assurance		
INDEPENDENT ASSURANCE **Internal Audit / external bodies**		• Internal Audit • Public Health • Environmental Health

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 3/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)	12/25

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

MEETING	**AMENDMENTS TO RECORD**
Q1	No change by Owner
Q2	No change by Owner
Q3	No change to rating by owner. Front line monitoring: New terms of reference agreed by Health & Safety Committee
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
12	Health & Safety compliance						

MEETING	BOARD OF MANAGEMENT
Agenda Item:	**8**
Paper No:	**BOM0324-8.1**

Date	07 March 2024
Location	MS Teams
Title of Paper	Equality, Diversity and Inclusion Policy
Presented By	Joe McGraw
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES once approved

Read Time: 8 minutes

1. Recommendation

1.1 The HR Sub Committee has reviewed and approved the updated policy which is now submitted to the Board of Management for final approval.

1.2 The policy has been updated in response to an audit action on Equality and Diversity in September 2023. This update will close out an action from that audit.

2. Executive Summary

2.1 The title of the policy has been amended to 'Equality, Diversity, and Inclusion Policy.

2.2 First paragraph reworded, and College values added.

2.3 New clause 4.3 (definitions) added re: inclusion.

2.4 New clause 4.8 (definitions) added re; hate crime.

2.5 Clause 5.4 removal of wording stating Equality and Diversity Officer and replaced with 'The Chair of the EDI Forum'. This would resolve any future amendments linked to job titles.

2.6 Various - Wording equality and diversity replaced with EDI in various sections of the policy.

3. Context

3.1 One of the audit actions was that management would review the Equality and Diversity Policy and ensure it is approved by the Board and published on the College website and intranet.

3.2 Since the previous Equality Officer left the College in January 2023, there had been a gap in activity relating to equality. An additional action from the audit was for the College to appoint a new Chair of the Equality and Diversity forum. This action has now also been closed out.

3.3 The updated policy has been consulted on with the Equality, Diversity, and Inclusion forum, which includes a Board of Management representative. The forum are content that the policy meets our requirements and should be proposed for approval.

3.4 The policy update has been approved by the Senior Leadership Team.

4. Financial impact

No direct impact

5. Strategic Implications

5.1 The strategic implications have a direct link with all four of the Ambition 2025 priorities:

➤ Student Experience

➤ People & Culture

➤ Growth and Financial Sustainability

➤ Systems and Infrastructure

6.   Risk

Risk	Mitigations
Failure to retain/attract and motivate key senior staff within the sector	➢ There should be a balance between fair and effective reward and retention of individuals and potential criticism for settling for senior staff ahead of staff covered by national bargaining. The Committee will also want to consider the broader economic challenges facing the sector and the College.

7.   Implications

Financial	No	No direct impact
Legal	Yes	The policy supports our meeting our PSED duties ➢ Scotland Act (1998) ➢ Equality Act (2010) ➢ Equality Act (2010) Specific Duties (Scotland) (2012)
Learning and Teaching	No	
Equalities	Yes	These proposals are not considered to breach any aspect of equality legislation.

Joe McGraw
Vice Principal People & Transformation

19 February 2024

DGC

Dumfries and Galloway College

One step ahead

EQUALITY, DIVERSITY, AND INCLUSION POLICY

Responsibility: Vice Principal People and Transformation

Issue Date: March 2024

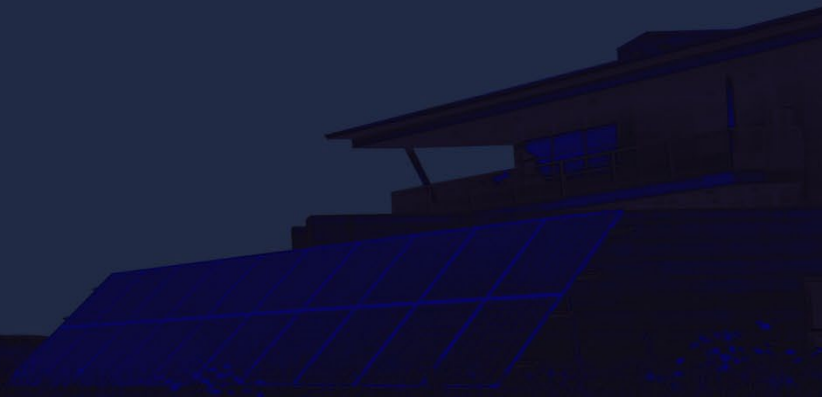**Equality Impact Assessment: March2024**

Version: 3

Table of Contents

Equality, Diversity, and Inclusion Policy

1. Purpose

The purpose of this policy is to ensure that Dumfries and Galloway College promotes equality, values diversity and encourages inclusion through its core values of:

- ⤴ Here for you – Listening, caring, and respecting everyone.
- ⤴ Act with courage – Pioneering, agile and continuously evolving.
- ⤴ Deliver our promises – Committed to delivering action with pride.
- ⤴ Uniting to succeed – Working together for a sustainable future for all.

Through this policy we aim to eliminate unlawful discrimination, harassment, and victimisation, and promote good relations for all our staff, students, visitors, and partners.

Equality for all will be progressed by addressing discrimination in education and employment on the grounds of age, disability, sex, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or 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.

2.   Scope

This policy is to be implemented at all College sites and applies to all staff, students, and visitors.

3.   References

3.1   This policy informs all policies and procedure through the Equality Impact Assessment process. It is designed to ensure compliance with:

- Scotland Act (1998)
- Equality Act (2010)
- Equality Act (2010) Specific Duties (Scotland) (2012)

4.   Definitions

4.1   Equal Opportunities

The definition of Equal Opportunities within the Scotland Act 1998 is as follows:
"*.the prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, language or social origin,*

or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions."

4.2   Diversity

Diversity means recognising and valuing individual differences – those that can be seen (such as gender, ethnicity, or physical appearance) and those that cannot be seen (such as sexual orientation, religion or belief and some disabilities).

4.3   Inclusion

Inclusion is the practice of including people in a way that is fair for all, values everyone's differences, and empowers and enables each person to be themselves and achieve their full potential and thrive at work.

An inclusive culture is one in which everyone feels that they belong through feeling safe in being themselves, that their contribution matters, policies, and practices are fair and diverse range of people are supported to work together effectively.

4.4   Direct Discrimination

Direct discrimination is when a person is treated less favourably on the grounds of a protected characteristic. Discrimination can be because of the protected characteristic of the person themselves, or that of someone they associate with, or because they are incorrectly perceived as having a particular protected characteristic.

4.5   Indirect Discrimination

This occurs where a policy, condition, or practice (whether intentional or not) is equally applied but has a detrimental effect on a particular group related to the protected characteristics.

4.6   Harassment

Harassment occurs when the effect of someone's words or actions (whether intentional or not) makes another person feel humiliated, intimidated, or degraded or creates an atmosphere which is hostile and offensive related to the protected characteristics. Harassment can be because of the protected characteristic of the person themselves, or that of someone they associate with, or because they are incorrectly perceived as having a particular protected characteristic. The definition includes sexual harassment, which encompasses any inappropriate behaviour or language of a sexually suggestive nature.

4.7   Victimisation

This occurs if a person receives less favourable treatment than others because it is suspected or known that they have raised or supported a complaint related to a protected characteristic.

4.8   Hate Crime

Under the Hate Crime and Public Order (Scotland) Act (2021), hate crime is an offence in which there has been aggravation motivated by hostility or prejudice against one of the following characteristics:

- Race
- Religion and belief
- Age
- Disability
- Sexual orientation
- Transgender identity
- Variation in sex characteristics.

5.   *Responsibility*

5.1   The Board

The Dumfries and Galloway College Board is responsible for noting progress on equality, diversity, and inclusion practice to ensure that statutory duties are met.

5.2   The Principal

The Principal is responsible for ensuring that statutory duties are met and for ensuring a strong leadership focus on equality, diversity, and inclusion College wide.

5.3   Equality, Diversity, and Inclusion (EDI) Forum

The EDI Forum consists of representatives from each aspect of College life. The Forum will:

- develop, review, and monitor the EDI Framework and underpinning action plans, approving annual reports on progress.
- contribute to Equality Impact Assessments of plans, policies, and other key documents.
- progress College plans to advance and embed EDI including championing changes in practice and procedure.
- approve outline policies, procedures and plans as required to advance EDI.

5.4   The Chair of the EDI Forum will:

- ensure that all students and employees are aware of this policy and their obligations under it.
- monitor and evaluate the progress of the policy and take positive action to address any areas of concern.
- provide any advice, guidance and training required so that the Board, management, the committee, staff, and students have the knowledge and tools to fulfil their responsibilities.

5.5   Managers

Managers across the College are expected to promote EDI in support of this policy. Managers will:

- ⭲ ensure that they do not discriminate in the course of their duties and seek appropriate guidance from Human Resources where they think discrimination may occur.
- ⭲ ensure that employees in their teams have received appropriate EDI training.
- ⭲ actively challenge behaviour in employees which may amount to discrimination, harassment, or victimisation
- ⭲ take appropriate action in accordance with established procedures against persons who infringe this policy.
- ⭲ avoid instructing or pressurising others to discriminate unfairly or discriminate themselves in response to such instruction or pressure.
- ⭲ avoid victimising anyone who has made a complaint alleging that unlawful discrimination may have taken place.

5.6   Employees

The College recognises that it retains the primary responsibility for promoting EDI. However, individual employees at all levels have a part to play. Every employee is expected to uphold the principles within this policy. Employees will:

- ⭲ treat one another with dignity.
- ⭲ co-operate fully with the measures introduced by the College to ensure equality of opportunity and celebrate diversity.
- ⭲ identify and inform management of any suspected discriminatory act or practice.
- ⭲ ensure that the principles of this policy are applied in all dealings with members of the public.
- ⭲ avoid instructing or pressurising others to discriminate unfairly or discriminate themselves in response to such instruction or pressure.
- ⭲ avoid victimising anyone who has made a complaint alleging that unlawful discrimination may have taken place.

5.7   Students

Students are responsible for:

- ⤷ conducting themselves and treating others in accordance with the principles of this policy.
- ⤷ reporting any known violations of this policy to their Personal Supervisor or the Manager for their programme.

6.   Procedure

6.1   Introduction

Dumfries and Galloway College is committed to promoting EDI and celebrating diversity in everything we do. As a cornerstone of this commitment the College will ensure equality of opportunity for all applicants for study or employment, for students or employees currently within the College and for those who have left study or employment with us.

6.1.1 The College recognises that equality of opportunity and diversity are not only good management practice but make sound business sense. This policy will help all our students and employees develop to their full potential. The resultant diverse talents and resources will be utilised fully to maximise the effectiveness of our organisation.

6.1.2 Fairness for everyone is our aim, but specifically we will ensure equality of opportunity in terms of:

- ⤷ Age
- ⤷ Disability
- ⤷ Gender Identity
- ⤷ Marriage or Civil Partnership
- ⤷ Pregnancy and Maternity
- ⤷ Race (including caste), colour, ethnicity or nationality

- ⤷ Religion or Belief (including lack of Religion or Belief)
- ⤷ Sex
- ⤷ Sexual Orientation

Throughout this policy, all commitments refer to fairness in respect of these characteristics.

6.1.3 College plans and policies will be Equality Impact Assessed, at inception or when reviewed, to ensure that no policy, condition, or procedure we apply discriminates, either directly or indirectly, against people in relation to their personal characteristics unless there is a clear and unavoidable reason to do so.

6.2   Commitments

6.2.1 Application and Recruitment

- ⤷ The College will not discriminate, directly or indirectly, against anyone who applies to study or work with us.
- ⤷ No policy, condition or practice will be applied which discriminates against applicants unless it is unavoidable and can be fully justified by business needs.
- ⤷ Annual equalities monitoring will be undertaken to check that our policies and procedures are achieving equality of opportunity.
- ⤷ Where appropriate, lawful positive action will be undertaken to address imbalances in the student and workforce profile.

6.2.2 Promotion and Development

- ⤷ Employees across all protected characteristics will have fair access to promotion and training.
- ⤷ The profile of the workforce that receives promotion or training will be monitored to ensure that this policy is adhered to.

6.2.4 Retention and Leavers

- Wherever possible, policies (such as family-friendly policies) will be developed to promote equality and enable staff to work flexibly to meet their individual needs.
- Reasonable adjustments will be made wherever necessary to ensure staff and students reach their full potential.
- People who have left College employment or completed study will not be discriminated against in the provision of references.

6.2.5 Code of Conduct

The College is committed to providing and promoting an inclusive culture in which all persons are treated with dignity and respect. Bullying, harassment, and victimisation are in direct conflict with this aim and will not be tolerated.

- Employees or students who bully, harass, or victimise others will be disciplined. This may include dismissal for employees.
- Employees or students who experience harassment, bullying or victimisation should raise a complaint through their line manager or Personal Tutor.
- Formal allegations can be made by employees through the College's Grievance policy (without affecting the right to pursue the matter at tribunal), or for students through the Anti-Bullying Policy.

The College's Code of Conduct, Anti-Bullying Policy, Student Behaviour Policy, Discipline Procedure and Grievance Procedure provide more detail on these arrangements.

6.3 Implementation

This policy will be implemented through:

- the College's EDI Framework, underpinned by an annual action plan and progress report.
- a requirement that each employee must abide by the content of this EDI Policy

- the availability of EDI training for all employees
- careful monitoring of relevant data to ensure that the policy is effective
- review of the policy in light of changes to legislation, emerging negative monitoring trends, emerging problems identified by the equality Impact assessment process or receipt of complaints about discrimination related to the content of the policy.

6.4   Promotion of this Policy

A copy of this policy will be published on the Dumfries and Galloway College website. Our College will promote this policy to all staff and students via induction programmes.

All staff will be given the appropriate training they need in order to carry out their responsibilities in implementing this policy. This includes a blend of online and face to face training at induction, targeted training for the Board and managers at all levels, and specific training packages as required relating to emerging equality and diversity issues (for example, transgender guidance or unconscious bias training).

Students are given EDI information at their induction. Student behaviour is continuously monitored, and where appropriate challenged by staff.

7.   *Distribution*
All Staff
Repository

8.   *Revision Log*

Revision Log		
Date	Section	Description

March 2024	Front cover	Title amended to 'Equality, Diversity, and Inclusion Policy.
	Section 1 – Purpose	First paragraph reworded and College values added.
	Section 4– Definitions	New clause 4.3 added Re: Inclusion. Rest of section re-numbered New clause 4.8 added Re: Hate crime
	Section 5 – Responsibilities	Clause 5.4 removal of wording stating Equality and Diversity Officer and replaced with 'The Chair of the Equality, Diversity and inclusion Forum'
	Various	Wording equality and diversity replaced with EDI in various sections of the policy.
21/01/2021	1	Change 'gender' to 'sex', change 'gender reassignment' to 'gender identity'
	4.2	Change 'colour' to 'ethnicity'
	4.2	Change 'education, sexual orientation or belief' to 'sexual orientation, religion or belief or some disabilities'
	4.3	Removal of 'as outlined in 1.3'
	5.1.2	Removal of 'reassignment, replaced with 'identity'
	5.3.3	Replace 'Committee' with 'Forum'
	5.3.6	Replace 'supplying' with 'promoting'
	5.3.6	Replace 'Equality and Diversity' with 'this policy'
December 2021	Distribution	Changed Quality Manual to Repository
11.05.22	Responsibility	Job title changed from Head of Human Resources and OD to HR Manager to reflect organisational structure

THIS FORM TO BE UPDATED WHENEVER THERE IS A CHANGE IN ANY SYSTEM DOCUMENT				
Document Name	Document Owner	Revision Number	Date of Issue	Date of withdraw
Equality and Diversity Policy	Head of Human Resources	1	10.02.21	
Equality and Diversity Policy	HR Manager	2	11.05.22	
Equality and Diversity Policy	Vice Principal People and Transformation	3	March 2024	

Appendix 1 – Equality Impact Assessment

Document:	Equality and Diversity Policy
Executive Summary:	The policy is inherently positive for all protected characteristics in that it is structured to match the requirements of the Equality Act 2010, the General Equality Duty and Specific Duties (Scotland) on public sector agencies. The emphasis on fair treatment and avoidance of discrimination, whilst not designed to protect people from within the additional considerations, is likely to positively impact on these groups as it will foster consideration for people who are disadvantaged and encourage good relations.

Duties:

1: Eliminate discrimination, harassment and victimisation

2: Promote equality of opportunity

3: Promote good relations

*   Human Rights to privacy and family life, freedom of thought and conscience, education, employment

PSED Impacts

	Commentary
Age	The policy is inherently positive for all protected characteristics in that it is structured to match the requirements of the Equality Act 2010, the General Equality Duty, and Specific Duties (Scotland) on public sector agencies.

Training and a cycle of planning, monitoring and reporting are in place so that the core elements of the policy are met and that the College's aspirations for equality and diversity across all protected characteristics are progressed. |
Disability	
Gender	
Gender Based Violence	
Gender identity/ reassignment	
Marriage/civil partnership	
Pregnancy/maternity	
Religion or Belief	
Race	

Sexual Orientation	

Additional Considerations

Care experienced Carers Mental Health Socio-economic status Veterans	The link between carers and gender should ensure positive impacts for this group, but on a wider note the emphasis on fair treatment and avoidance of discrimination, whilst not designed to protect people from within the additional considerations, is likely to positively impact on these groups as it will foster consideration for people who are disadvantaged and encourage good relations.
Human Rights*	All relevant Human Rights articles are supported by this policy, as the legislation it is designed to support Human Rights law

Lead Officer:	Joe McGraw		
Facilitator:	Equality and Diversity Forum		
Date initiated:			
Consultation:	Equality and Diversity Forum, LJNC, Senior Leadership Team and College Board of Management		
Research:			
Signature		Date	

MEETING	BOARD OF MANAGEMENT
Agenda Item:	**8**
Paper No:	**BOM0324-8.2**

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Code of Conduct Policy
Presented By	Joe McGraw
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES once approved

Read Time: 8 minutes

1.   Recommendation

1.1   The HR Sub Committee has reviewed and approved the updated policy which is now submitted to the Board of Management for final approval.

1.2   The Code of Conduct has been in place since 2017, with a last review in 2020. The code is on a 3 yearly review cycle. This update was agreed by the Senior Leadership team in 2023 and is now ready to go to the Board of management.

2.   Executive Summary

2. 1   The Code of Conduct has been significantly re-written, including taking into account:

  ➢ The Committee on Standards in Public Life. The 7 Principles of Public Life.

  ➢ Dumfries and Galloway College Values.

2.2   The Code of Conduct includes examples of the General Principles of conduct identified by the Committee on Standards in Public Life:

  ➢ Public Service

  ➢ Selflessness

  ➢ Integrity

  ➢ Objectivity

  ➢ Accountability

  ➢ Openness

  ➢ Honesty

  ➢ Leadership

  ➢ Respect

2.3   Examples (not exhaustive) of how this code of conduct ties in with the 7 Principals of Public Life are shown throughout

2.4   For ease of reference, the table below highlights the changes that have been made

Section	Description
Formatting	Full review and update of policy to reflect current Document Control Template, inclusion of Definitions, Responsibility sections and EIA
Front Cover/Responsibility	Director of Organisational Development and Facilities changed to Vice Principal – People and Transformation
Scope	Addition to include reference and live link to the GTCS Code of professionalism and Conduct also applying to members of teaching staff registered with the GTCS New clause 2.3 added
Section 3 References	Reference made to the 7 principles of public life and college values within bullet points
Section 4 Definitions	Definitions, linked to values now included
Section 5 Responsibility	Details around responsibility added to the document

Section	Description
Section 6 Key principles of the code of conduct	Minor wording change to clause 6.11 and bullet points. Also, explanation of how the code of conduct ties in with the 7 Principles of Public Life.
	Minor wording change to clause 6.1.3
	New clause 6.1.4 added
Section 6.2.1 General	Title of section amended to indicate example of one of the 7 Principles of Public Life.
	New clause 6.2.1.7 added as an example of one of the 7 Principles of Public Life.
	New clause 6.2.1.8 added as an example of one of the 7 Principles of Public Life.
	New clause 6.2.1.9 added as an example of one of the 7 Principles of Public Life.
Section 6.2.2 Health and Safety	Title of section amended to indicate example of one of the 7 Principles of Public Life.
	Clause 6.2.2.1 Health and safety policies and procedures updated
Section 6.2.3 Equipment	Title of section amended to indicate example of one of the 7 Principles of Public Life.
Section 6.2.4 Media	Title of section amended to indicate example of one of the 7 Principles of Public Life.
	Marketing Manager changed to Director of Commercial Development
Section 6.2.5 Equal opportunities	Title of section amended to indicate example of one of the 7 Principles of Public Life.
Section 6.2.6 Finance	Title of section amended to indicate example of one of the 7 Principles of Public Life.
Section 6.2.l0 ICT	Minor wording change to clause 6.2.10.1
Section 6.2.11 Allowances	Title of section amended to indicate example of one of the 7 Principles of Public Life.
Section 6.2.8 People Development	Clause 6.2.8.1 - Terminology updated to reflect College's current Professional Review and Development (PRD) process and Staff Development changed to People Development.

Section	Description
Section 6.2.12 Gifts and hospitality	Title of section amended to indicate example of one of the 7 Principles of Public Life. Reference to Clerk of Board updated to Secretary to the Board of Management.
Section 6.2.13 Confidentiality requirements	Title of section amended to indicate example of one of the 7 Principles of Public Life.
Section 6.2.14 Appointment to partner organisations	Title of section amended to indicate example of one of the 7 Principles of Public Life.
Section 6.2.19 Personal relationships with students	Change to title of section Previous clauses 6.2.19.1 and 6.2.19.2 deleted and replaced by new clause 6.2.19.1
Section 6.2.20.1 Relationship with students under 18 years old and vulnerable adults	Change to title of section to 'Intimate relationships with students' Clause 6.2.20.1 re-written
Section 6.3 Registration of interests	Updated who this requirement applies to, to remove mention of Facilities Manager. Clause 6.3.2 - Reference to Annex B of the Code of Conduct for the Board corrected. New clause 6.3.3 added in reference to how categories of interest should be recorded
Distribution	Quality Manual changed to Repository

3.   Context

3.1   The public has a high expectation of those who work in public bodies and the way in which they should conduct themselves in undertaking their duties for the public body. Members of the Staff of Dumfries and Galloway College must meet those expectations by ensuring that their conduct is above reproach.

3.2   The Sexual Offences (Amendment) Act 2000 establishes a criminal offence of the abuse of trust, affecting staff and others who are in a relationship of trust with 16–18-year-olds and this guidance will provide information and instruction on how that legislation is to be implemented in Dumfries and Galloway College.

3.3   This Code of Conduct applies to all employees of Dumfries and Galloway College.

3.4   The reputation and success of Dumfries and Galloway College is built upon not just what we deliver, but how we deliver it. Colleagues of Dumfries and Galloway College are all accountable for working with integrity and in an honest, open, and respectful way

4.   Financial impact

No direct impact.

5.   Strategic Implications

5.1   The strategic implications have a direct link with all four of the Ambition 2025 priorities:

> ➢ Student Experience

> ➢ People & Culture

> ➢ Growth and Financial Sustainability

> ➢ Systems and Infrastructure

6.   Risk

Risk	Mitigations
That staff are not aware of their responsibilities and place themselves in situations where their actions fall below the requirements of our Values or the seven principles of public life	➢ This policy sets out the code of conduct that is expected of all groups of staff at the College, giving individuals clarity and confidence in the expectations of their conduct and the conduct they can expect of others.

7.   Implications

Financial	No	No direct impact
Legal	Yes	The policy supports our meeting our PSED duties ➢ Scotland Act (1998) ➢ Equality Act (2010) ➢ Equality Act (2010) Specific Duties (Scotland) (2012)
Learning and Teaching	No	
Equalities	Yes	These proposals are not considered to breach any aspect of equality legislation.

Joe McGraw
Vice Principal People & Transformation

19 February 2024

CODE OF CONDUCT POLICY

Responsibility: Vice Principal, People and Transformation

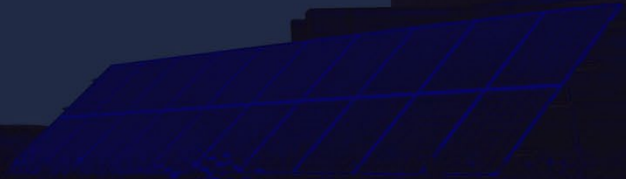**Issue Date: March 2024**

Equality Impact Assessment: March 2024

Version: 2

Table of Contents

Code of Conduct Policy

1.   Purpose

1.1   The public has a high expectation of those who work in public bodies and the way in which they should conduct themselves in undertaking their duties for the public body. Members of the Staff of Dumfries and Galloway College

must meet those expectations by ensuring that their conduct is above reproach.

1.2   You must observe the rules of conduct contained in this Code. You must not at any time advocate or encourage any action contrary to this Code of Conduct.

1.3   No Code can provide for all circumstances and if you are uncertain about how the rules apply, you should seek advice from your Line Manager.

1.4   The Sexual Offences (Amendment) Act 2000 establishes a criminal offence of the abuse of trust, affecting staff and others who are in a relationship of trust with 16–18-year-olds and this guidance will provide information and instruction on how that legislation is to be implemented in Dumfries and Galloway College.

1.5   The provisions of this Code will be upheld through other College procedures, especially the Professional Malpractice, Grievance and Discipline Procedures.

2.   Scope

2.1   This policy applies to all employees of Dumfries and Galloway College.

2.2   In addition to the College Code of Conduct, those members of teaching staff who are registered with (or in the process of registering with) the General Teaching Council for Scotland (GTCS) are also bound by the GTCS Code of Professionalism and Conduct (CoPaC); This code sets out the key principles and values for registered teachers in Scotland.

2.3   This policy does not form part of colleague's contract of employment and does not confer any contractual rights. It applies to all Dumfries and Galloway College colleagues, who are employed either on a permanent or temporary basis. The policy also applies to volunteers and agency workers.

The policy applies whilst travelling for work purposes or attending conferences, social gatherings, or any other work-related function such as an after-work event.

3. References

> The Committee on Standards in Public Life. The 7 Principles of Public Life.
> Dumfries and Galloway College Values

4. Definitions

At Dumfries and Galloway College our values help us to deliver quality education and community experience with people at the heart of what we do and who we are. We do this through:

> Here for you – Listening, caring, and respecting everyone.
> Act with courage – Pioneering, agile and continuously evolving.
> Delver our promises – Committed to delivering action with pride.
> Uniting to succeed – Working together for a sustainable future for all.

5. Responsibility

The reputation and success of Dumfries and Galloway College is built upon not just what we deliver, but how we deliver it. Colleagues of Dumfries and Galloway College are all accountable for working with integrity and in an honest, open, and respectful way.

6. Policy

6.1 Key Principles of the Code of Conduct

6.1.1 This Code of Conduct has also been devised taking account of the General Principles of conduct identified by the Committee on Standards in Public Life:

> Public Service

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership
- Respect

Examples (not exhaustive) of how this code of conduct ties in with the 7 Principals of Public Life are shown throughout.

6.1.3   You should apply these principles and College values of this Code to your dealings with members of Staff, students and stakeholders of the College to ensure that your behaviour and conduct of business does not bring the college into disrepute.

6.1.4   The Code of Conduct sets out the standards that are expected of all colleagues and expresses the behaviours and ways of working which reinforce Dumfries and Galloway College values that are crucial to our success.

This policy is intended as an overview and cannot describe every situation that colleagues may face, or cover every law, policy or process that may apply. It sets the expectation that in all cases, colleagues are expected to make judgements that are reasonable, practical, and safe. When colleagues are faced with a situation they cannot resolve, they should always ask for guidance from their line manager.

6.2   General Conduct

You must comply at all times with all the Policies and Procedures of the College and the following are of particular relevance:

- Relationship with Staff
- You have a duty to act in the interests of the College.

⬦ You will treat any staff and students of the College with courtesy and respect.

6.2.1 General – (Public life Principle – Selflessness)

6.2.1.1   Staff should, at all times, strive to establish the good reputation of the College and should actively promote high quality services for students, parents, the community and their colleagues.

6.2.1.2   Staff are expected to work all contracted time.

6.2.1.3   Staff should not undertake paid employment, which is in conflict with, or detrimental to, their role as a member of staff at the College. This would include, for full time staff, extra workloads which make it difficult to deliver a professional service at the College.

6.2.1.4   Staff should take particular care if they become involved in discussions with students concerning sensitive issues. They should not commit themselves or the College to confidentiality and must share information with relevant staff such as Tutors or a member of College Management Group. If any member of staff has been given information by a student, the college is considered to have had that information and must be in a position to act appropriately.

6.2.1.5   Staff are expected to attend all relevant College commitments reliably and on time. If this is not possible, published absence procedures should be followed.

6.2.1.6   Staff are expected to behave in a professional manner when undertaking College duties. This should be reflected in dress, language and other behaviour.

6.2.1.7 Speaking Up – (Public life Principle – Openness)

Where a colleague notices behaviour at work which they feel may be a breach of our Code of Conduct or seems illegal or unethical, they should report it to management in a timely manner. Colleagues also have a duty to report any abuse of systems, processes or policies.

In the first instance, colleagues should speak directly to their line manager. Where the issue concerns the line manager, it should be reported to a more senior manager. Any concerns must be raised confidentially through the appropriate management channels or relevant department. They should not be discussed with peers to enable them to be addressed appropriately.

6.2.1.8 *Criminal Offences and External Investigations – (Public life Principle - Honesty)*

Colleagues have a responsibility to inform their line manager and safeguarding team, where they are part of any safeguarding processes involving vulnerable adults or children or if they are under any police investigation.

6.2.1.9 *Language and Communication – (Public life Principle – Leadership)*

Colleagues should act with self-control, tolerance and use appropriate language and behaviour when dealing with each other and students. All communications with students should be professional in tone and refrain from engaging in overly personal or social conversations without a valid educational context.

6.2.2 *Health and Safety – (Public life Principle – Accountability)*

6.2.2.1 Staff have a legal and moral responsibility to actively promote a safe and healthy working environment. They are expected to be familiar with, and to follow, all College Health and Safety Procedures and to co-operate with college managers on health and safety arrangements. These responsibilities include those set out in the:

- Health and Safety Policy
- Fire Evacuation Procedures
- Driving for Work Procedure
- Accident and Incident Reporting Procedures
- Risk Assessment Policy

6.2.3 Equipment – (Public life Principle – Integrity)

6.2.3.1   Staff have a responsibility for taking good care of college equipment they are using either on or off the College premises. Equipment other than teaching resources should only be taken home for college use with the knowledge and support of line managers. Particular care should be taken with ICT equipment which may not be insured off site.

6.2.4 Media – (Public life Principle – Accountability)

6.2.4.1   Staff should not deal with the media on any college issue without the knowledge and support of the Principal. All media enquiries should be referred to the Director of Commercial Development. Requests for contributions for articles for any publication should be cleared with the Principal. Final proof of any article should be cleared with the Principal.

6.2.5 Equal Opportunities – (Public life Principle – Objectivity)

6.2.5.1   Staff are expected to take an active role in promoting the college's Equality and Diversity Policy. Behaviour and/or comments which undermine this policy by their, for example, sexist, racist or homophobic nature, amongst others, are a breach of this Code of Conduct and may be treated as Disciplinary Issues. In extreme or repeated cases this can amount to Gross Misconduct.

6.2.6 Finance – (Public life Principle – Integrity)

6.2.6.1   All staff have a legal and moral responsibility to deal carefully with college finances and resources including monies paid to the College. College resources and equipment should be well looked after, properly maintained and stored.

6.2.7 Copyright

6.2.7.1   Staff must follow published guidelines covering photocopying copyright, designs and patents. Materials produced by staff as part of their college work are the property of the College and should not be published without the consent of the Principal.

6.2.8 People Development

6.2.8.1   All staff must be actively involved in regular reviews through the College Professional Review and Development (PRD) Process and have a responsibility to keep themselves up to date in their field through In Service Training and Development. This will be supported through the College People Development Programme.

6.2.9 Data

6.2.9.1   All data collected and stored by the college on students and staff is confidential and subject to Data Protection legislation and should not be accessed, shared or used except for legitimate college purposes.

6.2.10 ICT

6.2.10.1   Staff must follow published college policies and procedures when using ICT equipment and should take particular care to use telephone, email and the Internet appropriately.   Reasonable non-college use in their own time is acceptable, but staff should be aware that College systems are routinely monitored and inappropriate use is a breach of this Code.

6.2.11 Allowances – (Public life Principle – Integrity)

6.2.11.1   You must comply with any rules of the College regarding remuneration, allowances and expenses.

6.2.12 Gifts and Hospitality – (Public life Principle - Accountability & Integrity)

6.2.12.1   You must never canvass or seek gifts or hospitality for your personal benefit, which a member of the public might reasonably think could influence you in the performance of your duties or to show favour, or disadvantage, to any individual or organisation. However, this prohibition does not affect staff involved in approved fund-raising activities.

6.2.12.2   Staff are responsible for their decisions connected with the offer or acceptance of gifts or hospitality and for avoiding the risk of damage to public confidence in the College. As a general guide, it is usually appropriate to refuse offers except: -

- isolated gifts of a trivial character or inexpensive seasonal gifts such as a calendar or diary, or other simple items of office equipment of modest value
- normal hospitality associated with their duties and which would reasonably be regarded as inappropriate to refuse; or
- gifts received on behalf of the College and formally recorded in the College's Gifts Register.

6.2.12.3   If you are in any doubt as to whether you should accept a particular gift or offer of hospitality you are advised to err on the side of caution by refusing the gift or offer of hospitality. If you require further clarity, please contact the Secretary to the Board.

6.2.12.4   You should also consider whether a member of the public might reasonably think that you could be influenced in the performance of their duties by any gift received by your spouse or partner or by any company in which you have a controlling interest, or by a partnership of which you are a partner, If so, that gift will have to be declared to the Secretary to the Board for inclusion in the Gifts Register.

6.2.12.5   The term "gift" includes benefits such as relief from indebtedness, loan concessions, or provision of services at a cost below that generally charged to members of the public.

6.2.12.6   Staff must not accept any offer of a gift or hospitality from any individual or organisation which stands to gain or benefit from a decision the Board of Management or Executive Management may be involved in determining, or who is seeking to do business with the Board of Management (for example a company which has submitted a tender for a contract to be awarded by the College or a person seeking appointment to the College or the Board of Management), and which a member of the public might reasonably think could influence them in the performance of their duties.

6.2.12.7   If staff are making a visit to inspect equipment, vehicles, land or property on behalf of the College, then as a general rule they should ensure that the College pays for the costs of these visits.

6.2.13 Confidentiality Requirements – (Public life Principle – Integrity)

6.2.13.1   There may be times when you will be required to treat discussions, documents or other information relating to the work of the College in a confidential manner. You may receive information of a private nature which is not yet public, or which perhaps is not intended to be public. You must always respect and comply with the requirement to keep such information private.

6.2.13.2   It is unacceptable to disclose any information to which you have privileged access either orally or in writing. In any event, information should never be used for the purpose of personal or financial gain or used in such a way as to bring the College into disrepute.

6.2.14 Appointment to Partner Organisations – (Public life Principle – Accountability)

6.2.14.1   You may be appointed, or nominated by the College, as a member of another body or organisation. If so, you are bound by the rules of conduct of these organisations and should observe the rules of this Code of Conduct in carrying out the duties of that body.

6.2.14.2   Members, who become directors of companies, as nominees of the College will assume personal responsibilities under the Companies Acts.

It is possible that conflicts of interest can arise for such members between the company and the College. It is your responsibility to take advice on your responsibilities to the College and to the company.

6.2.15 Alcohol and Substance Misuse

6.2.15.1   Staff should not consume alcohol, non-prescribed controlled drugs or other performance-affecting substances which may prejudice health and safety or affect their performance at work. Please ensure you are familiar with the College's Substance Misuse Procedure.

6.2.15.2   Staff who are involved in operating machinery or other hazardous work or work in a hazardous environment should not under any circumstances be under the influence of alcohol or non-prescribed controlled drugs or other performance-affecting substances whilst at the College.

6.2.16 Abuse of Trust

6.2.16.1   This section is intended to give guidance to staff and volunteers about the kind of behaviour which is unacceptable and the circumstances which should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of physical or sexual abuse.

6.2.16.2   The guidance is intended, in particular, to protect young people in the College who are over the age of legal consent (16) but under 18 years of age and vulnerable adults. However, the guidance applies where a relationship of trust exists between any student and a member of staff or volunteer.

6.2.16.3   Although young people of 16 or 17 can legally consent to some types of sexual activity, they may be still relatively immature emotionally. In many areas of the law, they are still classed as children. Staff and volunteers have to recognise this vulnerability and ensure it is not exploited.

6.2.16.4   There is no precise definition of a vulnerable adult and adults over the age of 18 should be seen as fully competent and able to make their own decisions whatever their age or any disability they may have (except where legally deemed incapable of consent by reason of mental

incapacity). Nevertheless, within the College, there are relationships between vulnerable adults and staff, based on authority and trust, where any sexual relationship would be unacceptable while the relationship continues.

6.2.17 Principle of equality

6.2.17.1   The principles behind the guidance apply irrespective of sexual orientation. neither homosexual nor heterosexual relationships are acceptable within a position of trust. The principles apply equally to all.

6.2.18 A relationship of trust

6.2.18.1   A relationship of trust, for the purposes of this Code, is one where a member of staff or a volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity they undertake. Although all relationships between lecturers and their students are relationships of trust, this guidance is aimed at relationships of trust between all staff and volunteers with students.

6.2.19 Personal relationships with students

6.2.19.1   Colleagues should not initiate or develop a relationship with a student that has a personal rather than professional element.

Colleagues should not meet or socialise with students outside of College-organised events. However, it is recognised that there may be occasions where reasonable social contact may be unavoidable e.g., meeting students at social venues that are open to the general public such as shops and bars. In such circumstances, colleagues should be mindful at all times of their professional relationship with the student.

Where a colleagues' family member or friend subsequently becomes a student, in the same area they are working, they should inform their line manager and alternative arrangements will be made where required.

6.2.19.2   Intimate Relationships with Students

6.2.20.1   Colleagues should not initiate or develop a relationship with a student that is romantic or sexual in any way, irrespective of the age of those involved. This is regardless of whether the relationship is consensual, non-consensual or condoned by parents or carers. Such relationships have a negative impact on the teaching and learning activity and may carry a serious reputational risk for the College.

Where a colleague is in a relationship with an adult, who subsequently becomes a student, they should inform their line manager prior to the student commencing their course

6.2.21 Seeking advice in circumstances where concerns arise

6.2.21.1   It is important that, in the College, a culture of openness should be fostered in which Lecturers, support staff and volunteers feel able to raise issues of concern to them and that their duty to do so is recognised.

6.2.21.2   Further, it is important to recognise that a variety of circumstances can arise, including a sexual relationship at one end of the scale, through close friendships, to, at the other end of the scale where an innocent situation which has been entirely misconstrued. The advice set out below applies to all of these, although the action required to respond to each set of circumstances will vary. Lecturers, support staff and volunteers should take steps to minimise the risk of circumstances being misconstrued or misunderstood.

6.2.21.3   The primary aim of raising any issue of concern must be to help to prevent a situation developing which, if it does, is likely to have a detrimental effect on the person involved and potentially serious outcomes for the member of staff.

6.2.21.4   A lecturer, member of support staff, or volunteer with concerns about a potential abuse of trust involving a student who is under 18 years of age or is a vulnerable adult must report that situation to their line

manager, other line manager or senior manager to avoid circumstances being misconstrued.

6.2.21.5   If a lecturer, member of support staff or volunteer is concerned that he or she might be developing a relationship with any student which could have the potential to represent an abuse of trust, they should report this to their line manager.

6.2.21.6   These principles apply to all of the possible scenarios described below:

- staff who need advice about what might be a developing relationship
- staff who are concerned that a student is becoming attracted to him or her or that there is a developing attachment or dependency
- staff who are concerned that his or her actions or words have been misunderstood or misconstrued by a student, or circumstances arise such that an abuse of trust might be wrongly suspected by others.

6.3   *Registration of Interests*

6.3.1   This requirement applies only to designated officers of the Board:

- Board of Management
- Executive Management Team

6.3.2   Designated Officers must at all times ensure that 'registerable interests' are registered, when they are appointed and whenever circumstances change in such a way as to require change or an addition to the entry in the College's register.

6.3.3   The Code of Conduct for Members of the Board of Management sets out the categories of interests which must be registered.

6.4   *Declaration of Interests*

Under this Code you are required to declare certain interests in the proceedings of the College.

6.4.1 *Interests Which Require Declaration*

6.4.1.1   Interests which require to be declared may be financial or non-financial. Most of the interests to be declared will be your personal interests but, on occasion, you will have to consider whether the interests of other persons e.g., spouse or co-habitee require you to make a declaration.

6.4.1.2   You must keep in mind that the test is whether *a member of the public, acting reasonably*, might think that a particular interest could influence you.

6.4.1.3   It is your responsibility to judge whether an interest is sufficiently relevant to particular proceedings to require a declaration and you are advised to err on the side of caution.

6.4.2 *Making a Declaration*

6.4.2.1   You must consider at the earliest stage possible whether you have an interest to declare. Your declaration of interest must be made as soon as practicable at a meeting where that interest arises. If you do identify the need for a declaration of interest only when a particular matter is being discussed, you must declare the interest as soon as you realise it is necessary.

6.4.3 *Effect of Declaration*

6.4.3.1   This will have the effect of prohibiting any participation in discussion and voting.

6.5   *Discipline*

6.5.1   Breaches of the Code of Conduct may lead to disciplinary action.

7.   Distribution

Repository
All Staff

8.   Revision Log

Revision Log		
Date	Section	Description
March 2024	Formatting	Full review and update of policy to reflect current Document Control Template, inclusion of Definitions, Responsibility sections and EIA
March 2024	Front Cover/Responsibility	Director of Organisational Development and Facilities changed to Vice Principal – People and Transformation
March 2024	Scope	Addition to include reference and live link to the GTCS Code of professionalism and Conduct also applying to members of teaching staff registered with the GTCS

New clause 2.3 added |
March 2024	Section 3 References	Reference made to the 7 principles of public life and college values within bullet points
March 2024	Section 4 Definitions	Definitions, linked to values now included
March 2024	Section 5 Responsibility	Details around responsibility added to the document
March 2024	Section 6 Key principles of the code of conduct	Minor wording change to clause 6.11 and bullet points. Also, explanation of how the

| March 2024 | Section 6.2.1 General | Title of section amended to indicate example of one of the 7 Principles of Public Life.

New clause 6.2.1.7 added as an example of one of the 7 Principles of Public Life.

New clause 6.2.1.8 added as an example of one of the 7 Principles of Public Life.

New clause 6.2.1.9 added as an example of one of the 7 Principles of Public Life. |
|---|---|---|
| | | code of conduct ties in with the 7 Principles of Public Life.

Minor wording change to clause 6.1.3

New clause 6.1.4 added |
| March 2024 | Section 6.2.2 Health and Safety | Title of section amended to indicate example of one of the 7 Principles of Public Life.

Clause 6.2.2.1 Health and safety policies and procedures updated |
| March 2024 | Section 6.2.3 Equipment | Title of section amended to indicate example of one of the 7 Principles of Public Life. |
| March 2024 | Section 6.2.4 Media | Title of section amended to indicate example of one of the 7 Principles of Public Life.

Marketing Manager changed to Director of Commercial Development |

Date	Section	Change
		code of conduct ties in with the 7 Principles of Public Life.

Minor wording change to clause 6.1.3

New clause 6.1.4 added |
| March 2024 | Section 6.2.1 General | Title of section amended to indicate example of one of the 7 Principles of Public Life.

New clause 6.2.1.7 added as an example of one of the 7 Principles of Public Life.

New clause 6.2.1.8 added as an example of one of the 7 Principles of Public Life.

New clause 6.2.1.9 added as an example of one of the 7 Principles of Public Life. |
| March 2024 | Section 6.2.2 Health and Safety | Title of section amended to indicate example of one of the 7 Principles of Public Life.

Clause 6.2.2.1 Health and safety policies and procedures updated |
| March 2024 | Section 6.2.3 Equipment | Title of section amended to indicate example of one of the 7 Principles of Public Life. |
| March 2024 | Section 6.2.4 Media | Title of section amended to indicate example of one of the 7 Principles of Public Life.

Marketing Manager changed to Director of Commercial Development |

March 2024	Section 6.2.5 Equal opportunities	Title of section amended to indicate example of one of the 7 Principles of Public Life.
March 2024	Section 6.2.6 Finance	Title of section amended to indicate example of one of the 7 Principles of Public Life.
March 2024	Section 6.2.10 ICT	Minor wording change to clause 6.2.10.1
March 2024	Section 6.2.11 Allowances	Title of section amended to indicate example of one of the 7 Principles of Public Life.
March 2024	Section 6.2.8 People Development	Clause 6.2.8.1 - Terminology updated to reflect College's current Professional Review and Development (PRD) process and Staff Development changed to People Development.
March 2024	Section 6.2.12 Gifts and hospitality	Title of section amended to indicate example of one of the 7 Principles of Public Life. Reference to Clerk of Board updated to Secretary to the Board of Management.
March 2024	Section 6.2.13 Confidentiality requirements	Title of section amended to indicate example of one of the 7 Principles of Public Life.

March 2024	Section 6.2.14 Appointment to partner organisations	Title of section amended to indicate example of one of the 7 Principles of Public Life.
March 2024	Section 6.2.19 Personal relationships with students	Change to title of section Previous clauses 6.2.19.1 and 6.2.19.2 deleted and replaced by new clause 6.2.19.1
March 2024	Section 6.2.20.1 Relationship with students under 18 years old and vulnerable adults	Change to title of section to 'Intimate relationships with students' Clause 6.2.20.1 re-written
March 2024	Section 6.3 Registration of interests	Updated who this requirement applies to, to remove mention of Facilities Manager. Clause 6.3.2 - Reference to Annex B of the Code of Conduct for the Board corrected New clause 6.3.3 added in reference to how categories of interest should be recorded
March 2024	Distribution	Quality Manual changed to Repository

THIS FORM TO BE UPDATED WHENEVER THERE IS A CHANGE IN ANY SYSTEM DOCUMENT				
Document Name	Document Owner	Revision Number	Date of Issue	Date of withdraw
Code of Conduct Policy	Vice Principal People and Transformation	2	October 2023	

Appendix 1 – Equality Impact Assessment

Document:	Code of Conduct Policy
Executive Summary:	This policy sets out the code of conduct that is expected of all groups of staff at the College, giving individuals clarity and confidence in the expectations of their conduct and the conduct they can expect of others. The policy is intended to foster a healthy, safe, respectful environment for all groups within the College community. The impacts are positive across the full range of protected characteristics and human rights issues for this policy, as equality and diversity is a core element. The statements to promote equality and diversity, eliminate any behaviour that undermines this, and to treat others with respect, in particular suggest this policy will have a very positive effect for all protected characteristics. Promotes good relations between different groups within the community, fostering a positive working environment and environment for education.

Duties:

1: Eliminate discrimination, harassment and victimisation

2: Promote equality of opportunity

3: Promote good relations

*   Human Rights to privacy and family life, freedom of thought and conscience, education, employment

PSED Impacts

	Commentary
Age	The Code emphasises the role of all staff in promoting the Equality and Diversity Policy, highlighting that any conduct or behaviour undermining this is unacceptable.
Disability Gender Gender Based Violence Gender identity/ reassignment Marriage/civil partnership Pregnancy/maternity Religion or Belief Race Sexual Orientation	Staff training and development opportunities are equally made available and required for all employee groups. The Code of Conduct provides clear guidance on the expectations of conduct for all employees, with these principles applying equally to all groups. This policy promotes equal opportunities for staff and students, promotes a respectful environment and good relations across the community. Advancing human rights to education and employment. No negative impacts have been identified for any group as a result of implementing this policy.

Additional Considerations

Care experienced Carers Mental Health Socio-economic status Veterans	The procedure should discourage the incidence of harassment and discrimination related to difference in respect of the additional considerations groupings, by emphasising the role in promoting the equality and diversity policy, which in turn is anticipated to have a positive impact on encouraging staff and students of all groups and backgrounds to participate in the College environment.
Human Rights*	The Human Rights to **Education** and **Employment** are positively progressed by this procedure, as a safe and appropriate environment for learning will ensure immediate needs are met during education, and successful completion

	of courses will increase the chance of securing employment in the longer term. For staff, the equal opportunities for staff development contribute to improving opportunities for employment.

Lead Officer:	VP People and Transformation		
Facilitator:	J Griffiths, HR Manager		
Date initiated:	October 2023		
Consultation:	This policy has been devised taking account of the General Principles of conduct identified by the Committee on Standards in Public Life		
Research:			
Signature			

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANAGEMENT COMMITTEE
Agenda Item:	11
Paper No:	BOM0324-11.1

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Chair's Report
Presented By	Caroline Stuart
Recommendation	Noting
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 2 minutes

1. Recommendation

1.1.   The Board of Management are asked to **note** and discuss any points within the paper.

1.2.   The Board are asked to **approve** the Board Appointments.

2.   Executive Summary

2.1   The purpose of this report is to update the Board on the activities of the Chair during the period since the last Board meeting on 11 December 2023. This report covers activity during the period January to March 2024. The Board are invited to **discuss** the contents.

3.   Activities January to March 2024

3.1   Governance Review

3.1.1   An interim review of Governance was completed by Candy Munro of CDN during the first quarter and the report is attached below. This is the first review of Governance arrangements since May 2022. In the interim period a huge amount of work has been undertaken alongside CPD.

3.1.2   As you will see from the report the recommendations have been actioned in full. We accept the two recommendations in the report. It is a complete turnaround from the previous report.

3.1.3   My grateful thanks go to Lorraine Grierson whose hard work and diligence have resulted in this much improved Governance picture. On behalf of myself and I am sure fellow Board members I would like to say grateful thanks to you for all your hard work and endeavour.

3.1.4   We have commissioned CDN to undertake the major Governance review in the Autumn 2024. They will attend our Oct Board meeting as part of that review.

3.2   Strategic Planning

3.2.1   The strategy planning day will be held on May 13th where we will look to extend our plan to 2030.

3.3   Budget for 2024-25

3.3.1   The Budget for the college has still to be confirmed at the time of writing.

3.4   Engagements January-March 2024

3.4.1   Below are some of the key stakeholder engagements which I have undertaken in my capacity as Chair of Dumfries and Galloway College:

- UWS – James Miller
- Annual review and 1-1s with Board members is now complete
- Joanna Campbell – annual review
- Will Dowson

- Colleges Scotland Chairs Meeting
- Colleges Scotland Board meeting
- UWS project update – Paul Smart, Joanna Campbell
- Colleges Scotland – Ministerial meeting
- College Employers Scotland
- Colleges Scotland Chairs Group
- Douglas Morrison, BEST
- Joe McGraw
- Donogh O'Brien, Aspen People
- Convention of the South of Scotland
- CEED Dinner
- Mark Armstrong, YES
- Janey McCusker – Chair of GCRB - GCRB recruitment of new Chairs for Clyde and City of Glasgow Colleges
- Candy Munro – CDN re Governance review x2
- Pam Duncan-Glancey MSP visit
- CCLG
- 1:1 with Board members
- Joanna Campbell, Lorraine Grierson – Agenda planning

3.5 Board Appointments

3.5.1 We have engaged Aspen to help us with our search for two-three new Board members. The advert will go live by end of March and close end of April with interviews being conducted in May.

3.5.2 The recruitment panel is being formed and in line with the College Sector Board Appointments: 2014 Ministerial Guidance, Janey McCusker, Chair of GCRB, has agreed to act as the independent person on the panel.

3.5.3 Gillian Brydson has now completed her first 3 year term on the Board. Gillian brings a wealth of experience to the Board, and I am delighted to say that she has agreed to extend her term for another 1 year period. We are awaiting Ministerial approval for this.

3.5.4 Sue Irving has agreed to extend her Vice Chair role for another year till the end of her current term, and Will Dowson has agreed to extend his role as Senior Independent Member until the end of his term next year.

3.5.5 The 2 Trade Union members have now been elected by EIS/FELA and Unison to the Board. Pete Woods will represent the Academic side and David Burns will represent the

support side. We welcome both to the Board.

3.5.6 **Board members are asked to approve the extensions and Trade Union members.**

3.6 **...**

3.6.1 ...

3.7 **Board Self Evaluation**

3.7.1 The Board of Management is required under the Code of Good Governance for Scotland's Colleges (section D.23) to self-evaluate annually its performance and effectiveness against its overall duties and responsibilities. 1-1s are in progress and the Committee and Board questionnaires will be sent out early April for your completion.

4. **Board Training**

4.1 As discussed at the board meeting in October, we have now organised mandatory training to begin at 1.30 before the board meeting begins, as follows:

- 25 March - Equality and Diversity
- 14 June – Safeguarding

5. **Risk**

Risk	Mitigations
None	

6. **Implications**

Financial	no	
Legal	no	
Learning and Teaching	no	
Equalities	no	

Caroline Stuart

Chair of Board of Management

18 March 2024

Dumfries and Galloway College Governance Review March 2024

1. Background

The Dumfries and Galloway College Externally Facilitated Effectiveness Review (EER) was completed in March 2021. The report highlighted that the governing Board of Dumfries and Galloway College was in a transition phase with a new Board Secretary, a relatively new Principal, and the recruitment of a significant number of new members being progressed. The review concluded with 15 recommendations.

Subsequently external consultancy support was brought in to work with the Chair, the Principal, the Governance Professional and the Board to

- Review progress against the recommendations in the EER
- Develop a workplan which would build on the outcome of the EER, reflect best practice in governing practice and processes and identify how the Chair and the Board can progress to the next phase of the strategic leadership of the college in an everchanging, and challenging, operating environment.

The 'Governance - Embedding Best Practice' workplan was developed over the summer months, May to September 2022, with many of the recommendations being addressed during that period.

A report was submitted to the full Board in September 2022.

This review was commissioned as a follow up to the previous work with two objectives

- to review progress against the 'Governance - Embedding Best Practice' workplan
- to comment on the impact on the governance of the college.

This review is not a full Externally Facilitated Effectiveness Review, although it will provide a useful basis for the next EER.

It should be noted that this review was conducted during a period of financial uncertainty and challenge facing the whole of the college sector in Scotland.

2. Methodology

The review consisted of

- Desk research to review Board and Committee papers
- Interviews with the
    - Chair,
    - Vice Chair,
    - Principal,
    - Governance Professional

       o   Chair of each Committee.

3. Desk Research

The desk research highlighted,

- There has been a huge improvement in Board and Committee papers which are now timely, well-structured with clear recommendations
- A clear alignment of the governance arrangements to the requirements of Code of Good Governance for Scotland's Colleges, (the Code) with a 'Code of Good Governance Checklist'
- A robust self-evaluation process with actions from the self-evaluation carried forward into the board development plan
- A Board Development Plan which is aligned to the Code
- The Board Development Committee considers succession planning and skills required on the Board, committee structure and membership, and Board members training and development
- A wider use of the 'governance space' with the introduction of time allocated before Board meetings to allow for Board member training
- Board members have confidence in the fact that Board and Committee papers are issued one week in advance allowing them time to prepare for meetings.

4. Review

Significant progress has been made in the last 18 months. All of the recommendations in the 'Governance - Embedding Best Practice workplan have been effectively addressed and the work is almost complete with just a couple of outstanding items which are well in hand.

There has been a huge amount of effort invested in this work by all involved, the Chair and the Board, the Governance Professional and the Executive Management Team. The result of this has been a transformational and positive impact on the governance of the college which has been significant and has been noted by all of those interviewed.

4.1 What is working well

The Board benefits from strong, inclusive, and insightful leadership from the Chair who has established a culture of respect, accountability, and openness.

The Chair and the Board are well supported by a confident, highly competent, and effective Governance Professional.

The quality of the student experience is genuinely at the centre of Board considerations, although inevitably discussions at Board meetings are focussing increasingly on scenario planning and

financial sustainability. More detailed discussions on the student experience take place at the Learning and Teaching Committee.

At the time of the last review this was a 'young' board with most members being relatively new to the Board. Building the new Board 'team' was identified as a priority action. This has been achieved and the board is now working effectively as a team. Members understand their role and responsibilities and value and respect each other's skills and expertise.

The Board provides a balanced level of constructive challenge, support, and scrutiny to the Executive team. There has been some turnover in the Executive team but despite the changes there seems to be a mature relationship between the Board and the Executive which is still developing.

Reporting to the Board on KPIs has improved with a greater focus on hard metrics to support strategic decision making. Members are keen to see this continue.

This is a robust Board that has a diverse range of skills and experience and is well prepared for the next stage in the strategic leadership of the college in an everchanging and challenging external environment.

4.2   Looking Forward – Recommendations

1. Maintaining the teamwork is important, especially in fast moving and challenging times. Members would value more opportunities to meet in person, building in additional time for strategic planning for an uncertain future and further board development. This of course has to be balanced with the demands on member's time.

2. While acknowledging the improvements in reporting to the Board, the length of agendas and volume of Board papers is still an issue and should be kept under review, this is an ongoing task. It is felt that shorter, more focussed agendas would allow more time for strategic discussion and deeper dives into key issues.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANAGEMENT MEETING
Agenda Item:	14
Paper No:	BOM0324-14.1

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Annual Equality and Diversity Report
Presented By	Joe McGraw
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: **20 minutes**

1.   Recommendation

1.1   After discussion at FGP/HR Committee, the Board is invited to note the paper and approve the content of the annual Equality and Diversity report.

2.   Executive Summary

2.1   Dumfries and Galloway College is committed to promoting equality and celebrating diversity in everything we do. We work hard to foster a welcoming and inclusive culture for everyone across our College community.

2.2   The summary section of the annual report outlines our successes. These include our invaluable partnership connections with public, private and third sector bodies, providing positive supportive opportunities for those within our community.

2.3   The departure of the Equality Officer in January 2023 has had a knock-on effect on some of the work around Equality and Diversity. During the early part of the 2023/24 academic year, improved focus has been provided. This has included the review and update of the College Policy on Equality, Diversity and Inclusion and the re-establishment of the EDI committee, which now also includes a member of the College Board of Management.

2.4   For ease of reference, some of the key elements of the annual report are highlighted below:

> ➤   The majority of our people – 68% of our staff and 51.8% of our students are female. 63.93% of our highest paid quartile are women.

> ➤   Our data indicates that 14% of our students disclose a disability. These students, in most cases, have similar average retention and success rates to those of the majority student body.

> ➤   We have digitised the 'Needs Assessment'; and our students are now getting this earlier in their learning journey meaning their support is in place for them starting their course.

> ➤   Students in most cases, irrespective of protected characteristics, in most cases have similar average retention and success rates to those of the majority of the student body.

> ➤   We renewed our membership of the DWP Disability Confident Scheme in November 2021 (valid until November 2024).

> ➤   Our Board of Management is 62.5% female (or 56.3% female if executive members are excluded).

> ➤   Our mean Gender Pay Gap dropped from 7.3% to 6.25%. Details of our BAME gender pay gap are included under the section on 'Race', however it should be noted that due to the regional ethnic make-up of the local area, the number of staff identifying as BAME is low and therefore any breakdown by job role could identify employees.

> ➤   In terms of progress against our action plan, we have mostly achieved or are progression to plan. The only area of slippage is linked to the job evaluation process that is affected by national discussions within the sector.

2.5   The annual report is required to be published on the College website by 1st April 2024.

Context

3.1   Our commitment

3.1.1   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 partners.

3.1.2   We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, gender, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, 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.

3.1.3   Dumfries and Galloway College promotes equality, values diversity and encourages inclusion through its core values of:

> ➢ Here for you – Listening, caring, and respecting everyone.

> ➢ Act with courage – Pioneering, agile and continuously evolving.

> ➢ Deliver our promises – Committed to delivering action with pride.

> ➢ Uniting to succeed – Working together for a sustainable future for all.

3.1.4   The infographic below sets out what we hope to achieve in terms of Equality, Diversity, and Inclusion.

4.   Strategic Implications

4.1   This links into Strategic Priority 2 – People and Culture.

5.   Risk

RISK	MITIGATIONS
2. Legal Actions, Serious Incidents	➢ Reporting to HR and G&GP Committee ➢ EDI Committee ➢ Publishing details on College website

6.   Implications

Financial	No	
Legal	Yes	The annual report is required to be published on the College website
Learning and Teaching	No	
Equalities	Yes	The College Equality and Diversity webpage can be accessed here.

Joe McGraw
VP People & transformation
27 February 2024

Equality and Diversity Report 2024

Dumfries and Galloway College

Contents

Summary

Dumfries and Galloway College is committed to promoting equality and celebrating diversity in everything we do. We work hard to foster a welcoming and inclusive culture for everyone across our College community.

This report outlines our successes. These include our invaluable partnership connections with public, private and third sector bodies, providing positive supportive opportunities for those within our community, including:

Dumfries and Galloway Carers Centre who have attended College and provided support to students who are or think they might be carers.

Our Educational Support Team – a cross college support group for Peer, Academic and Language Support for students who have resettled in the region or who have refugee status. The ambition of the group is to create a College Community where students with similar needs and backgrounds can meet and access targeted information and support. We work closely with partners such as Lifelong Learning, Massive Outpouring of Love and the D&G Multicultural Association and we also promote opportunities to engage with ESOL courses, study skills workshops and provide training on digital translation tools

Therapets - Our four-legged friends from Therapets visited the College to provide some support for well-being

Festive Care Packages/Food bank – We supported our students over the festive period by setting up a table with food from the food bank and providing care packages to take home for the 2-week holiday break. Donations were kindly received from several local supermarkets and friends of the Student Association.

Following on from the 'Here for You event', we as a team, wanted to help our students over the festive period by setting up a table with food from the food bank and providing care packages to take home for the 2-week holiday break. Donations were kindly

Toy Appeal - We asked staff for donations of toys to help students with children who were struggling to buy their children gifts at Christmas. This was successful as we received a high volume of donations, these were all distributed locally before the Christmas holidays.

We asked staff for donations of toys to help students with children who were struggling to buy their children gifts at Christmas. This was successful as we received a high

There is also transparent detail about our longer-term challenges, particularly in relation to our chosen Equality Outcomes 2021-25. These include pay gaps and occupational segregation, which are proving difficult to address at both local and national levels. Despite there being no simple solutions to these issues, innovation and a willingness to trial new approaches is key in finding the breakthroughs that will help to secure true equality.

This year we will have re-invigorated our Values project to embed a supportive College culture, build on our support systems for Wellbeing and good mental health, and extend our range of training options for students and staff to build confidence around equality issues. A key focus of our staff development, both academic and support, has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and students with the tools they need to foster an inclusive College culture.

The departure of the Equality Officer in January 2023 has had a knock-on effect on some of the work around Equality and Diversity. During the early part of the 2023/24 academic year, improved focus has been provided. This has included the review and update of the College Policy on Equality, Diversity and Inclusion and the re-establishment of the EDI committee, which now also includes a member of the College Board of Management.

With strong support from students, staff, and our partners, we are confident there will be a continued positive impact on the lives of everyone across our College community.

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 partners.

We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, gender, gender identity, marriage

and civil partnership, pregnancy and maternity, race, religion or belief, sex, 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.

Dumfries and Galloway College promotes equality, values diversity and encourages inclusion through its core values of:

> ➢ Here for you – Listening, caring, and respecting everyone.
>
> ➢ Act with courage – Pioneering, agile and continuously evolving.
>
> ➢ Deliver our promises – Committed to delivering action with pride.
>
> ➢ Uniting to succeed – Working together for a sustainable future for all.

Our College Profile

AGE

89% of our students enrolled on full time courses are under 30, although this figure changes dramatically if we include all enrolments e.g. part-time and distance learning courses whereby 39.55% of students are over 30. Our staffing establishment indicates that 97% of our staff are over 30.


Age breakdown - full time enrolments

Staff
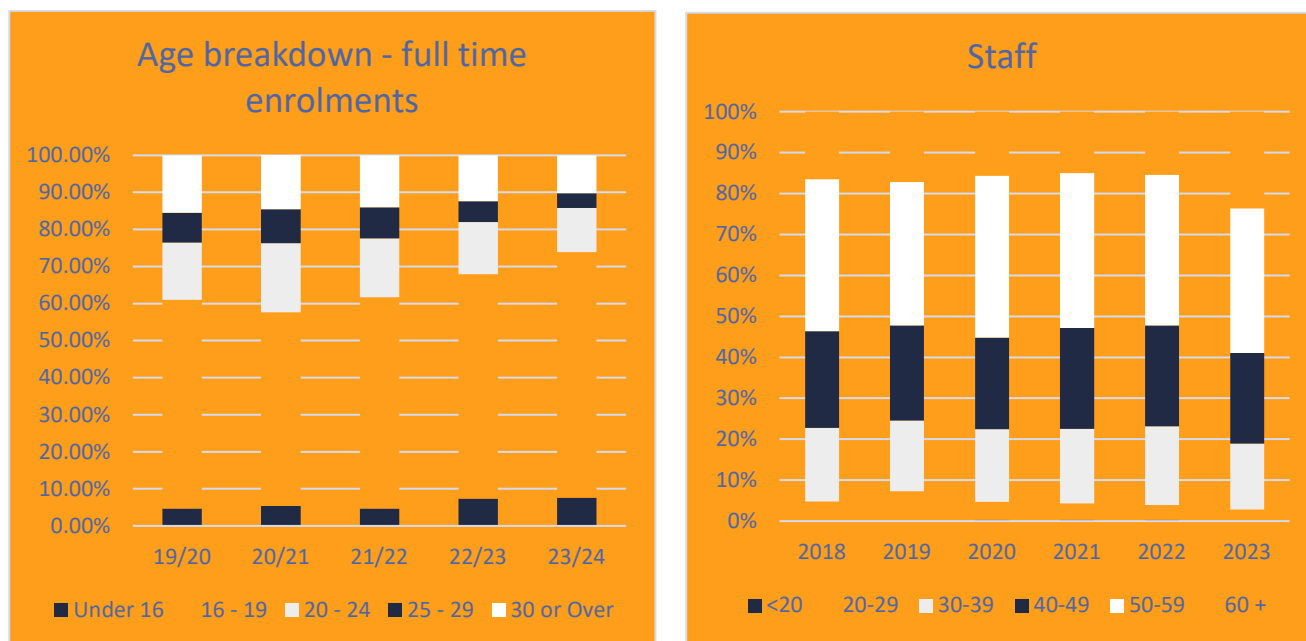
We have hosted workshops on College values, as part of our work on culture and values, and we plan to extend this work to ensure this disparity does not impact on our overall College culture and will involve Student Representatives and Student Association Officers as we define what values resonate with different groups of staff and students.

There is no evidence to suggest less favourable outcomes for students in relation to their age. We continue to promote equal opportunities for staff, age profiles are not included in the recruitment process to remove any barriers around unconscious bias. Our workforce monitoring suggests that our staff are developed and promoted fairly irrespective of their age.

DISABILITY

Our data indicates that 14% of our students disclose a disability. These students, in most cases, have similar average retention and success rates to those of the majority student body. A breakdown of the types of disability disclosed is shown below.
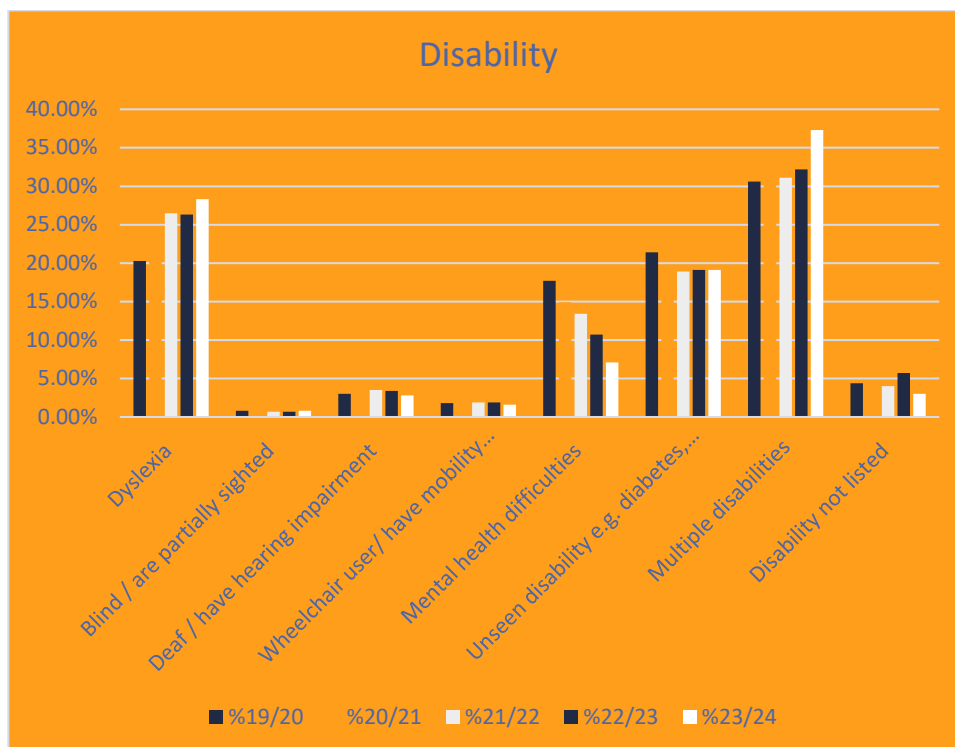

Students declaring a disability are assessed by our Student Support Team to ensure they have everything in place to succeed in their studies. There is consistent positive student feedback on the support received from the College.

We have digitised the 'Needs Assessment'; and our students are now getting this earlier in their learning journey meaning their support is in place for them starting their course. All students who disclose an additional support need on their application are contacted by our student adviser team now, whereas this previously only happened if the applicant specifically requested to be contacted.

We renewed our membership of the DWP Disability Confident Scheme in November 2021 (valid until November 2024) to ensure equality of opportunity in recruitment and retention of staff and contributed to the national Disability Employment Gap reduction project.

Our data indicates that 7% of staff choose to disclose a disability, while 3% actively decline to make a disclosure. This year in recruitment terms 7.2% of

applicants for posts declared a disability and 8.3% of candidates appointed had disclosed a disability.
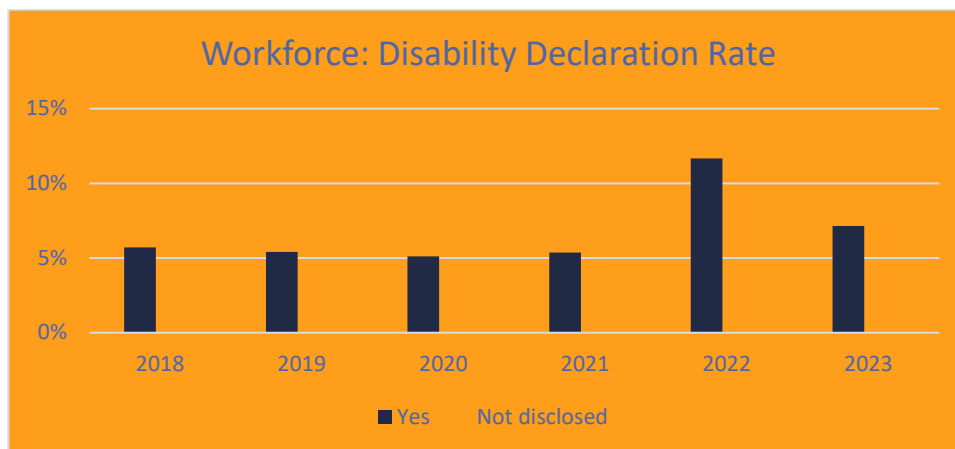
GENDER

Our Board of Management is 62.5% female (or 56.3% female if executive members are excluded).

The majority of our people – 68% of our staff and 51.8% of our students are female. 63.93% of our highest paid quartile are women.

Our statistics suggest that women and men are treated fairly through 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 profiles, 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.

Our mean Gender Pay Gap dropped from 7.3% to 6.25% over the course of this year, partly attributable to an additional female member of staff holding a senior position within the College, the median Gender Pay Gap dropped from 28.8% to 26.33%. 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	Male	Main roles within the quartile
Quartile 1	73%	34.50%	Cleaning, estates, and entry level administrative staff
Quartile 2	67%	37.25%	Administrative, academic support and external development staff
Quartile 3	65%	47.62%	Lecturing Staff and Managers
Quartile 4	59%	36.07%	Senior Managers and Lecturing Staff

Workforce by Gender
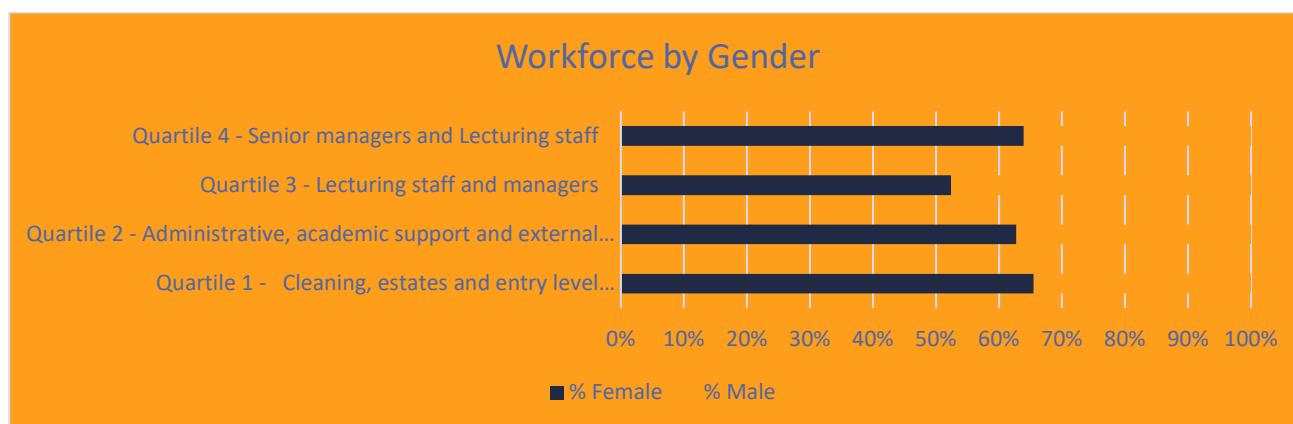
Notes

1. The Gender Pay Gap is calculated by comparing the mean average hourly rates for men and for women and expressing this as a differential percentage. We include all staff regardless of contracted hours or term time working.

2. Please note: Quartiles are difficult to determine for our organisation as the lecturer pay grade applies to 28% 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.

Sexual Orientation and Gender Identity

Around 6% of our students identify as LGBT+, remaining around the same level over the last four years and which is close to national estimates of population profile rates. 15.3% of students did not answer this survey question, a continued improvement on the 77.6% who did not answer when it was first introduced a decade ago.

0.7% of students identified as gender diverse (in response to the SFC question- do you or have you ever identified as being Trans?) this year. Another 51.6% of students stated that they preferred not to disclose their answer, while 73.2% stated that they identified as the gender they were assigned at birth, and 16.2% of students chose not to provide a response.

Students who identify as LGBT+ usually achieve similar retention and success results to those of the majority student body.
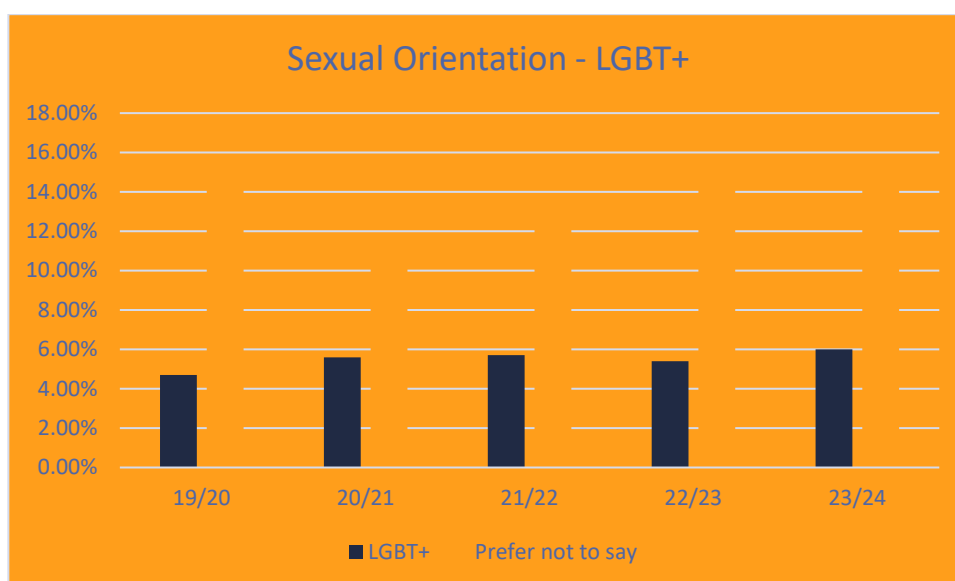
The number of staff who identify as LGBT+ remains too low to report without potentially identifying individuals. Statistics are collated across recruitment, development, promotions, and leavers to ensure that no unconscious bias is in play.

We currently have no staff who openly identify as transgender or non-binary. However, training and guidance are in place should a member of staff decide to transition or should a trans or non-binary colleague join us through the recruitment process. To ensure that wider peer support is available for LGBT+

staff across our workforce, we have an arrangement that our staff can access 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 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.

In person training on LGBT+ issues is available on demand for staff teams, classes, partner agencies such as the D&G CIPD Group, and as part of the induction package for lecturing staff. An outline of discrimination and harassment relating to LGBT+ people is included in our general 'Equality and Diversity Toolkit' training package.

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 for students who identify as gender diverse. We celebrate LGBT+ history with these two local partner agencies. Our Student Association hold "Here for You" events linking in with local partners and support agencies that may benefit our students, particularly during the cost-of-living crisis.

RACE
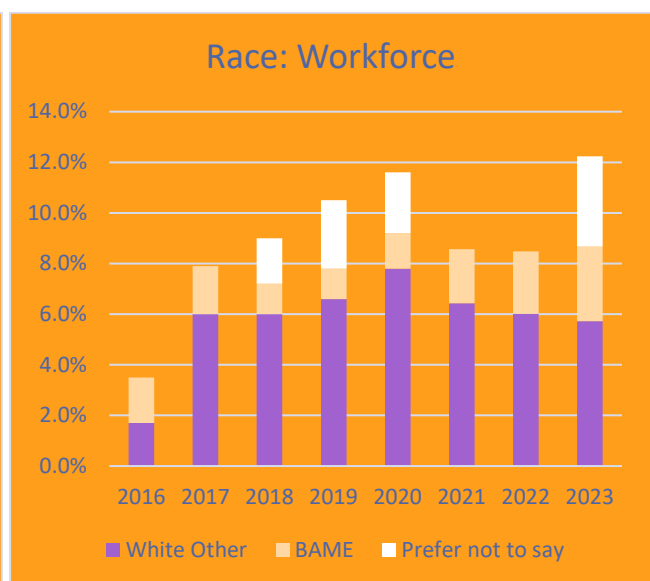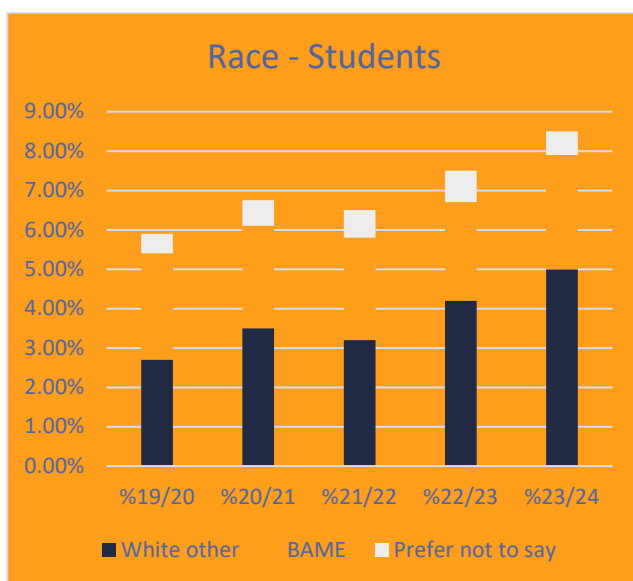
The ethnicity profile for our region is not diverse (1.2% of population).

In line with this profile, numbers of students and staff from diverse ethnicities are low but comparable, so our definitions have been aggregated into three categories – White (UK), White (Other) and BAME (Black, Asian and Minority Ethnic, BAME).   The graphs above indicate students/staff who identify as BAME or White (Other) or prefer not to say.

Retention and success rates for White (Other) and BAME students are similar to those achieved by students who are White (UK).

Our staff disclosure rates are encouragingly high. Our staff profile is slightly higher than the local population profile for BAME employees, and substantially higher for employees who are White (Other). The median Pay Gap for BAME employees is 12.51%, and for White (Other) is -14.30% (the negative indicates these employees earn more than the workforce average). A full breakdown by job role might identify individuals, as in percentage terms we have a low number of staff who identify as BAME or White (Other). This gap is due to the difference between support and lecturer pay rates.

Religion or belief

Profiles for our students and workforce differ for religion or belief, as shown below. 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.

Student profiles remain comparable in those who adhere to a formal religion. Students anectodely tend to have strong beliefs in sustainability, fairness, vegetarianism and veganism are covered by the legislation but are not measured.   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 are not a factor.

Our workforce non-disclosure rate is decreasing (40% in 2018 to 11% today) there is still a reluctance about disclosing this information.

Religion or Belief - Students

Legend: None | Christian | Other | Not disclosed

Religion or Belief - Staff

Legend: None | Christian | Other | Not Disclosed
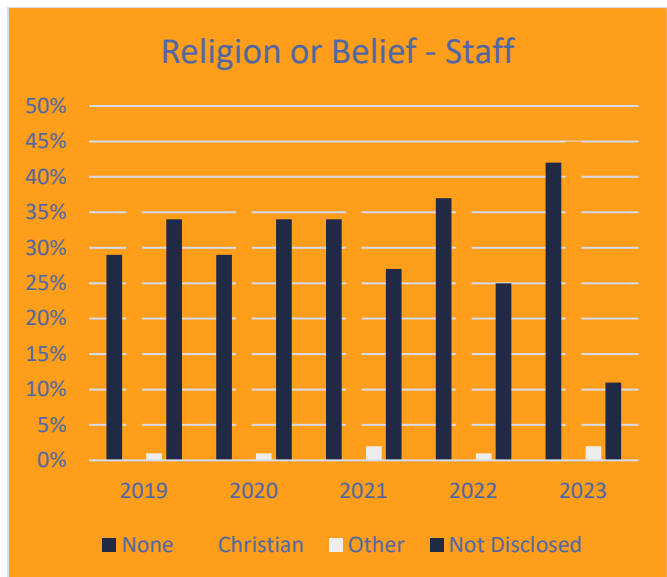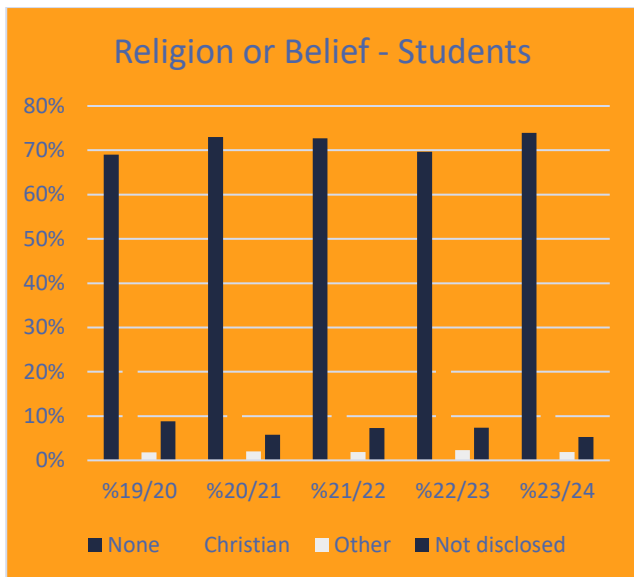
Equality Outcomes 2021-25

COVID	
Inequalities arising from the COVID crisis will be managed so that retention and success rates for our staff and students are maintained	
Relates to: Age, Disability, Gender & Sex, Gender Reassignment, Pregnancy/Maternity, Race, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2023/24**
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	Monitoring reveals that retention and success rates for students across the protected characteristics remain stable. There is currently no evidence that students or staff across the protected characteristics are being further disadvantaged by Covid, but we remain vigilant.
Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
Equality Impact Assessment of all changes to policies, plans, procedures, and ways of working arising from the COVID crisis	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.

Retention and Success	
Student retention and success rates for each protected characteristic group closely resemble those of the majority average	
Relates to: Disability (Mental Health), Race (one profile), Religion/Belief (one profile)	
Actions	**Progress in 2023/24**
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	Retention and success rates for students across the majority of protected characteristics closely resemble the average rates for the student body as a whole. Low sample numbers for the 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.

Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum	We subscribe to the wellbeing platform Spectrum.Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association have successfully designed an online Wellbeing Pod which is an interactive section on our Student Portal (a project commended by the NUS). This was produced by students for students and features links to a wide range of information, local support groups and services.
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	Suicide Awareness Week and Suicide Intervention Workshops were held. Both face to face workshop and online delivery was made available to staff. A range of optional online CPD short courses on a variety of equality subjects is now available to all staff. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.

Harassment and Hate Crime	
Incidents of harassment and hate crime will be reported and addressed, with accurate levels initially established and reduction over time	
Relates to: Gender & Sex, Gender Reassignment, Disability, Race, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2023/24**
Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	The College is no longer deemed a Hate Crime Reporting centre, although staff still have the ability to report incidents of hate crime via Adminet, which would be investigated. No reports have been made internally during this period.
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.	One 'Have your say complaint' was received relating to a complaint about equality and diversity. The complaint was investigated within 20 days. The outcome was not upheld, and no evidence was available to support the complaint.

Equalities Profile	
The staff and student profile for each faculty and function of the College will closely resemble the local population profile	
Relates to: Disability, Gender & Sex, Gender Reassignment, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2023/24**
Reissue request for personal information across all protected characteristics to update records in advance of annual analysis of staff diversity profile.	The diversity profile for the region closely resembles the student profile for the College in relation to disability, gender & sex, gender reassignment. race and sexual orientation. Our staff profile has been updated following a request for staff to update sensitive information to ensure details are reflected in this annual report.
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.	The recruitment procedure has been reviewed and updated accordingly and now incorporates reference to College values as part of the recruitment process. The updated procedure included (like all new or refreshed policies/procedures) and equality impact assessment. Training of line mangers in regard to unconscious bias is in the planning stage. This year in recruitment terms 7.2% of applicants for posts declared a disability and 8.3% of candidates appointed had disclosed a disability.
Analyse student profile and gender segregation profile to inform actions for 2024/25	Disability related to mental health continues to result in less favourable outcomes for students, but there are a range of College wide initiatives in place to address this and to improve the mental health of students and staff as a whole. We have digitised the 'Needs Assessment'; and our students are now getting this earlier in their learning journey meaning their support is in place for them starting their course.
Ensure Values are embedded in all relevant policies and procedures relating to staff and students	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.

Pay Gaps	
We will reduce our Gender, Race and Disability Pay Gaps	
Relates to: Gender & Sex, Disability	
Actions	**Progress in 2023/24**
EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics.	Our Gender Pay Gap has reduced from 7.3% and currently stands at 6.25%, attributable to occupational segregation. 73% of staff in our lowest paid quartile (cleaning and entry level administration) are women. We continue to promote equal opportunities for staff. Our workforce monitoring suggests that our staff are developed and promoted fairly across the range of protected characteristics.
Act on national Job Evaluation recommendations on completion of the centralised project.	The National Job Evaluation project remains ongoing across the Scottish college sector. There is still a significant amount of ongoing dialogue between College Employers Scotland and the Strategic HR Network and the Trade Union about the direction of travel for implementation. As such, it has not been possible to make any progress on this action.

Equality and Diversity Progress Report 2023/24

Complete	✔	Progressing to plan	➡	Slippage	⚠	Deleted	X

Outcome	Deadline	Action	Status	Progress report
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	✔	Data collected and analysed.
	31/12/2023	Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	➡	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
	01/02/2024	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis	➡	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
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	✔	Data collected and analysed.
	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	✔	We subscribe to the wellbeing platform Spectrum.Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association have successfully designed

Outcome	Deadline	Action	Status	Progress report
				an online Wellbeing Pod which is an interactive section on our Student Portal (a project commended by the NUS). This was produced by students for students and features links to a wide range of information, local support groups and services.
	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	✔	Suicide Awareness Week and Suicide Intervention Workshops were held. Both face to face workshop and online delivery was made available to staff. A range of optional online CPD short courses on a variety of equality subjects is now available to all staff. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.
Harassment and Hate Crime	31/12/2023	Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	✔	No reports have been made internally during this period.
	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.	✔	One 'Have your say' complaint received and investigated accordingly
Equalities Profile	31/10/2023	Reissue request for personal information across all protected characteristics to	✔	Our staff profile has been updated following a request for staff to update sensitive information to ensure details are reflected in this annual report.

Outcome	Deadline	Action	Status	Progress report
		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.	➡️	The recruitment procedure has been reviewed and updated accordingly and now incorporates reference to College values as part of the recruitment process. The updated procedure included (like all new or refreshed policies/procedures) and equality impact assessment. Training of line mangers in regard to unconscious bias is in the planning stage
	31/12/2023	Analyse student profile and gender segregation profile to inform actions for 2024/25	✔️	There has not been a significant change in profile across any of the protected characteristics. Some additional steps taken to assess student needs earlier in their learner journey.
	01/04/2024	Ensure Values are embedded in all relevant policies and procedures relating to staff and students	➡️	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
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.	✔️	Our workforce monitoring suggests that our staff are developed and promoted fairly across the range of protected characteristics.
	31/03/2024	Act on national Job Evaluation recommendations on completion of the centralised project.	⚠️	Movement on this action has been delayed due to ongoing dialogue at a national level across the sector. Agreement has not yet been reached.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANEGEMENT COMMITTEE
Agenda Item:	**16**
Paper No:	**BOM0324-16.1**

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Business Continuity Management Plan
Presented By	Joe McGraw / Billy Currie
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 30 minutes

1.   Recommendation

1.1   After discussion at Audit Committee, the Board are asked to note the Business Continuity Management Plan and discuss any points arising from it.

2.   Executive Summary

2.1   Following a review of exiting Policies and Procedures internally, and subsequent work with Zurich as the Colleges risk management consultant, the Contingency and Disaster Management Procedure was identified as one need a major upgrade.

2.2   In creating this new plan, work has been undertaken with Zurich following their initial review. This includes initial training with a cohort of College Managers.

2.3   The purpose of the new plan is to provide a clear guidance on what the College will do in the event of an incident which can give rise to business disruption. The plan provides action checklists, decision logs, meeting arrangements and key responsibilities to be utilised in the event of an incident.

2.4   It will be noted that this plan will be a live document, subject to regular review and change due to the nature of the business. The plan must be tested at regular intervals in line with risk management best practice.

3.   Context

3.1   For full context please refer to the appendix paper which contains the full plan. Please note that this will replace the College existing Contingency and Disaster Management Procedure which will be removed from circulation.

4.   Strategic Implications

4.1   This paper is directly linked to all College Strategic Priorities.

5.   Risk

Risk	Mitigations
Risk 5 – Business Continuity	➢ Effective procedures, back-ups, checks, awareness and CPD covering all processes which could affect the Colleges ability to perform in a business as usual manner.

6.   Implications

Financial	Yes	There could be financial repercussion in the event of being unable to deliver our business as usual due to a critical incident
Legal	Yes	The College may be unable to meet statutory obligations in the event of a critical incident. The College is legally obliged to have a number of policies and procedures in place which contribute to business continuity
Learning and Teaching	Yes	The Business Continuity Management Plan will positively impact Learning and Teaching as it provides a framework to ensure this can continue in some ways in the event of a critical incident
Equalities	Yes	The plan will ensure all college users are considered in the event of a critical incident.

Billy Currie
Director of Estates & Sustainability

28th February 2024

BUSINESS CONTINUITY MANAGEMENT PLAN

Date:

Version: 1

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Business Continuity Management Plan

Introduction

Business Continuity Management (BCM) is the framework for Dumfries and Galloway College to update, control and deploy an effective process to prepare for, respond to and recover from major disruptive events, which could detrimentally affect College operations.

The source of the disruption may be caused by internal events such as loss of key staff, loss of use of a building, loss of digital systems, cyber attacks or a technological systems failure, or, it might be caused by an external influence such as adverse weather or a loss of utilities.

Dumfries and Galloway College has the following BCM objectives:

- ↱ To identify the major risk areas which could cause disruption to college business
- ↱ To establish defined plans to respond to critical incidents that cause a major disruption
- ↱ To establish BCM arrangements to respond to all identified risks
- ↱ To conduct regular reviews, audits and table top exercises of BCM plans, to ensure fit for purpose which lends itself to continuous improvement

- To raise the profile of BCM within Dumfries and Galloway College, and raise awareness to staff of BCM plans currently in place
- To work in partnership with other regional and national organisations to improve joint BCM planning, testing and review

Framework Statement

This Framework demonstrates how the College improves its resilience to major disruptions, so that key business systems and processes can be recovered, and business as usual restored as quickly as possible. The Framework identifies three key steps to embedding the BCM plan within the College which should be followed:

Step 1 — Business Impact Analysis

Each College area will assess the potential impact an event could have on its ability to function as normal.

This process will involve collaboration with other college personnel to ensure all impacts are considered

Step 2 — Local Plan Development

Each area will create a plan, or playbook, based on the potential impacts idetified in Step 2. The plan will ensure suitable options for resource requirements are considered to allow the area to function in a suitable and appropriate manner

Step 3 — Continuous Improvement

Each area will ensure continuous review and improvement on their plan or playbook. Each plan will be subjected to the following:

Testing. This will be done via desktop testing or as a response to an event in the area

Review. On a period not to exceed 12 months, the plan should be reviewed along with the impacts to ensure accuracy.

3. Understanding Business Continuity Management:

Business continuity management is the process of planning for and dealing with potential threats and hazards to an organization's ability to maintain business continuity. This management requires: Evaluating the importance of different business functions in a business impact analysis

Business Continuity Management is, by nature, a reactive task. The Colleges overall methodology will consist of:

- Prepare – Ensure all BCPs are in place and up to date
- Prevent – Systematic monitoring of risks and avoiding complacency
- Respond – Enact any BCPs in the event of an incident
- Return – Return to business as usual in a timely manner

It is to be accepted that the College will not be able to control every eventuality, however it can control outcomes by following the methodology above and having all of the correct planning in place.

Critical Incidents:

A Critical Incident is defined as 'a threat to the operation, safety or reputation of an organisation with an element of surprise and unpredictability, necessitating rapid and effective decision-making.
In a College context, this can take many guises and could include, but are not limited to:

- An incident affecting the immediate health and safety of staff or students
- An incident affecting the function of, or part of, the College buildings
- A business function incident preventing access to key operating systems
- External influences such as transport(network and infrastructure) or adverse weather

Critical Incidents should be viewed in 3 categories as follows:

Incident Level	Type and Response
Level 1 •	An inconvenient incident that will be dealt with internally, possibly by allocating staff and/or students alternative work /space within the building. Principal to be kept informed. Consider whether ELT/SMT should be put on amber alert for Crisis Management duties. Probably no need to invoke BCP.
Level 2 •	An incident involving the closure of buildings or a significant part of a building (e.g. classrooms/workshops, reception, entrance), or an incident adversely affecting more than 10% of staff or students. . Emergency response procedures insufficient beyond initial response. Principal to be informed immediately. • Contact ELT/SLT for Crisis Management response and invoke BCP. • Managers to allocate priority work to essential staff. ELT/SLT to consider using facilities on another unaffected part of the College. If appropriate, non-essential staff will remain at home and maintain contact with the College through a range of communication channels, including, for example, a dedicated part of

	the College's website and/or dedicated telephone lines.
Level 3 •	An incident that severely disrupts the College, resulting in the closure of one or more locations for at least 5-days. Emergency Response procedures insufficient beyond initial response. Principal to be informed immediately. • Form Crisis Management Team and invoke BCP. The ELT/SLT, shall if necessary arrange for all critical data and other equipment to be removed from the affected site and relocated. IT services will set up in alternative sites. Staff and students will be kept informed of developments, with regular updates on the expected date of full recovery via the College's website and/or dedicated telephone lines. Alternative premises will be secured and equipped if the affected site(s) are expected to remain out of commission for more than 20 working days.

The following flow chart will show the processes to be used in the event of a Critical Incident occurring:

Incident occurs → Immediate analysis of incident. Does it require critical response → Yes → Enact Contingency and Disaster Management Procedure → After initial response, does the event require full BCM → Yes → Enact BCPs as appropriate for incident

Enacting Business Continuity Management

If an incident has been escalated to require the utilisation of a Business Continuity Plan then this must be escalated to the College Principal, Depute or Vice Principals immediately.

The following process will take effect upon escalation:

College Executive Team informed → Business Continuity Plan Enabled → Business Continuity Team formed
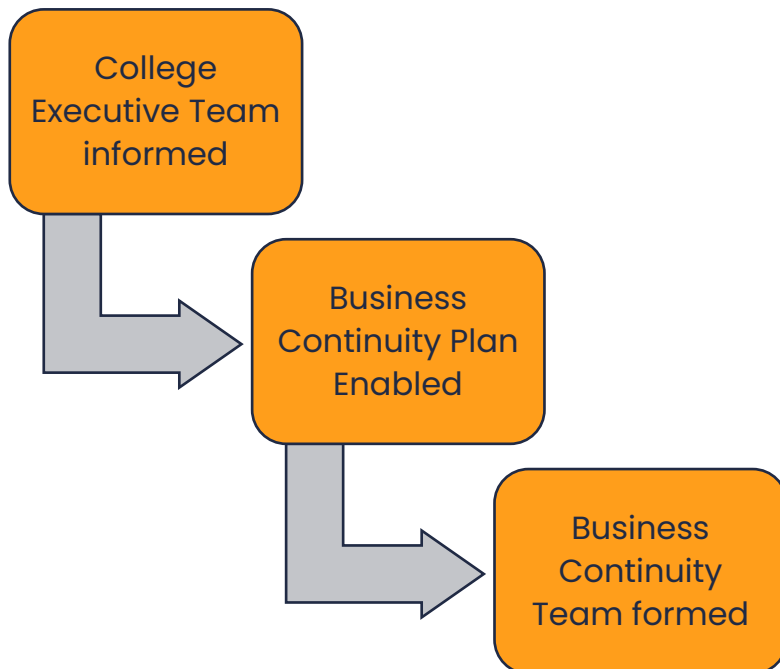
The Business Continuity Team(BCT) will take responsibility for monitoring and decision making in the event of an incident. The team will be available and will meet in person, or online, to ensure the College process is followed in a timely manner.

The BCT will consist of the following:

- Executive Team Member to chair
- Director of Estates and Sustainability
- Director of Curriculum
- Director of Finance
- Teaching and support TU members(1 from each TU)

- ICT Manager
- HR representative
- Marketing/Comms representative

The BCT will not be responsible for implementing any Business Continuity Plan, this will be the responsibility of the appropriate line manager or Senior Leadership Team member.

The initial meeting of the BCT will progress Stage 1, 'The Initial Crisis Management', the first meeting of the BCT will have the following key priorities;

- What are the key priorities of the organisation, what will be the key focus for the IMT?

The following agenda should be used to help shape the meeting

Item	Topic	Actioned (Yes/No)
1.	- Agree roles and responsibilities of the group - Determine if additional members / deputies needed - Ensure decision logs in place	
2.	- Determine current status of incident - review Incident Assessment forms - review additional information sources / consider their reliability - identify gaps in knowledge and actions to address gaps - identify immediate actions to protection life and minimise damage to assets - Assess best outcome / worst outcome / most likely outcome	

3.	• Identify if there are any regulatory requirements that need to be serviced and their prioritisation. Consider frequency of interaction with any external bodies/agencies as required	
4.	• Determine what Legal action or advice is required	
5.	• Determine communication requirements for key stakeholders including staff, Board and key partners. • Determine the media strategy to be implemented	
6.	• Determine priorities giving consideration to timing / ongoing projects (see Section xx for list of Prioritised Services) • Discuss and decide resource management plan	
7.	• Determine any adjustments needed to facilitate emergency decision making and spending	
8.	• Summary/AOB o Ensure clarity on decisions and actions o Agree date / time / location of next meeting	

Ongoing meeting agenda

As the incident progresses the BCT will move towards Stage 2 'Recovery to enable business continuity'. This process will help to ensure that if key functions can be restored within an acceptable period, then staff will be notified of this timescale. Should it be considered that the incident is likely to last longer than is deemed acceptable the BCT will then assess what contingency measures need to be put in place.

Ongoing meetings and their regularity will depend on the type of incident, but as a guide it should be sufficient to keep information collation, decision making and progress reporting manageable and effective.

Item	Topic	Actioned (Yes/No)
1.	• Current status of incident	
2.	• Staff welfare issues	
3.	• Actions from previous meeting	
4.	• Resource requirements for o continuing incident response o recovery of prioritised Services	
5.	• Communication requirements and resourcing o new stakeholders o impact of / feedback on messaging o changed / new messaging	
6.	• Changed legal / regulatory requirements	
7.	• Summary/AOB	

	o Ensure clarity on decisions and actions o Agree date / time / location of next meeting	

Stand Down and Post Incident Assessment

Following the restoration of the function(s) to allow service resumption a full review of the incident and the response will be required to take place. The aim of this is to highlight the strengths and weaknesses of the BCP which will be amended following the experience gained from the incident. A post incident checklist can be found in section

The final meeting agenda shown below should be used

Item	Topic	Actioned (Yes/No)
1.	• Communication to stakeholders covering return to "business as usual"	
2.	• Assign responsibility for final reporting to external agencies/bodies	
3.	• Decision logs - finalised, collated, stored	
4.		

	• Arrangements for incident debrief - to identify opportunities for improvement and any lessons learned	
5.	• Arrangements to review the Business Continuity Plan in the light of the lessons learned	

Prioritised Services

Included here a prioritised services map showing the timescales within which a minimum acceptable level of service must be provided;

Service / Business Activity	Timescale within which a minimum acceptable level of service must be provided				
	< 24hrs	1 day	2-3 days	1 week	2 weeks +
Learning Spaces	🟥				
Key Staff	🟥				
Estates Cleaning/Janitorial Service	🟥				
Telephone Systems	🟥				
ICT Systems	🟥				
Decant & rehousing	🟥	🟥			
Payroll	🟩	🟩	🟥		
Finance Services	🟩	🟩	🟩	🟥	
Premises Availability	🟩	🟩	🟥	🟥	

Supplier Payment (Plus)	🟩	🟩	🟩	🟥	
Procurement of Goods and services	🟩	🟩	🟩	🟥	
Treasury Management	🟩	🟩	🟩	🟥	
Office Accomodation	🟩	🟩	🟩	🟩	🟩

Key

service Area Plans

See Appendix 1 for the key service area plan template which should be complete for all areas listed in the above table:

Testing Business Continuity Arrangements

Testing of the business continuity arrangements are critical to ensuring the College remains prepared for any potential incidents. The following table will outline the Colleges preferred approach to testing its arrangements:

Approach	How we do it	What it does	How often its done
Component Test	Confirming that a key procedure or piece of equipment that is relied on in an incident works. Could be as simple as checking that contact procedures work (e.g. checking phone numbers on an	Benefits: Provides a more focused method of testing key procedures and equipment that are central to a plan are sound. Limited resources and time needed to implement this option. Enhances	Frequency: As required - scheduled compliance testing, review after component failure or if recommended after walkthrough, rehearsal or real life incident. Responsible: Component owner/s.

	emergency contact list).	familiarity with the plan and encourages key people to question and challenge the assumptions made by getting them to think about real life scenarios.	
Walkthrough	A structured discussion involving key people responsible for responding to service disruptions. Involves discussion of how the team would respond in the event of different types of incident	Enhances familiarity with the plan and encourages key people to question and challenge the assumptions made by getting them to think about real life scenarios.	Frequency: One Corporate BCM Plan per calendar year. Department BCM Plan rehearsals completed if/ as required or requested by SLT/Executive team but not less than every 12 months. Responsible: Plan owner
Rehearsal / Table Top	Key people who you rely on to respond to College disruptions rehearse their recovery, in real time to an incident. People play set roles either as participants or as facilitators. The scenario is highly controlled, with use of a script to prompt interactions to strict timescales.	A very realistic exercise type which provides a reliable test of the plan. It is dynamic, which ensures that lessons learnt and the value of business continuity is strongly reinforced. Highly effective form of training as this allows people to practice how they would respond to an incident in a way which is very memorable.	Frequency: One Corporate BCM Plan per calendar year. Department BCM Plan rehearsals completed if/ as required or requested by SMT/Executive team. Responsible: SMT/ Executive team.

Following on from any real life incident or testing process a lessons learned exercise should be held and actions documented and communicated.

This could be a debrief with fire marshals after an evacuation or with key staff after major IT service loss but the approach should be the same in that open communication to understand any challenges faced should be allowed and documented afterwards.

Any updates required to polices and procedure would then be issued on to College committees or groups as required in line with Corporate Governance.

Corporate Governance

College Management Team	Responsible for overseeing all BIAs, Operational BCM plans, implementation and validation activities at departmental level. Responsible for discussing and review the departmental approach quarterly at management team meetings.
Risk Management and Assurance Group	Responsible for the corporate management and review of all BCM framework and policy matters within the College. Responsible for linking the BCM framework to the risk management arrangements within the College. Responsible for testing and validating Corporate BCM Plans.
Senior Leadership Team (SLT) & Executive Leadership Team (ELT)	Responsible for the BCM Framework. Provide reports to Audit and Risk Assurance Committee / Board of Management. Coordinating internal and external audit activity with regard to BCM. Responsible for leadership in

	respect of critical incident management and invoking BCM plans.
Audit and Risk Assurance committee + Board of Management	Responsible for strategic scrutiny and assurance of the BCM framework and policy, and ensuring internal controls are in place.
Internal Auditors	Responsible for providing an objective analysis and evaluation of the BCM framework and policy, BIAs and BCM plans, and proposing any consequent improvement actions.

Appendix 1 – Key Area Service Plans

This document is to be used for all key areas to determine immediate, medium and long term actions to follow during a service disruption. For guidance, the following should be adhered to for timeframe measuring:

Immediate – Not to exceed 24 hours

Medium – Not to exceed 1 week

Long – Not less than 1 week

Sign off will be done by the responsible owner and the form will be held in the central business continuity file log.

Action	Timeframe (immediate, medium or long)	Responsible Owner	Notes	Sign off
1				
2				
3				
4				
5				

Appendix 2 – Key Contacts Staff

Name	Position	Phone	Email
Joanna Campbell	Principal and CEO	Home: Mobile	
Douglas Dickson	Depute Principal	Home: Mobile:	
Joe McGraw	Vice Principal	Home: Mobile:	
Billy Currie	Director	Home: Mobile	
Phil Storrier	Director	Home: Mobile	
Karen Hunter	Director	Home: Mobile:	
Billy McMillan	Director	Home: Mobile:	
Kate Glendye	Director	Home: Mobile:	
Calum Rodgers	Digital Services Manager	Home: Mobile:	
Lorraine Grierson	Secretary to the Board	Home: Mobile:	
Mary Cheetham	Pa to Principal	Home: Mobile	
Alex Elkins	Executive Assistant	Home: Mobile	

Company	Service	Account Number	Phone number
Scottish Power	Electricity Supply		08000929290
Scottish Water	Water Supply		0800 077 8778
Scottish Gas	Gas Supply		0800 111 999
Moffat Fire and Security	Fire and Security Alarms		01461 339900 07774 000300
Croma Vigilant	Security Guarding		01387 247842
Kirsty Forsyth Zurich Municipal	Insurance Services		07767 225537
Scottish Fire and Rescue Service	Fire Service		01387 252222
Ian Morris	Emergency Joiner		07880936037
JC Martin	Emergency Electrician		07921 318556
Jim Dalziel	Emergency Plumber		01387 265543
Glass and Glazing	Emergency Glaziers		01387 253029

Appendix 3 – Emergency Action Task Lists

Fire Evacuation		
Responsible	**Action**	**Action Taken**
All on Discovery	Raise the alarm by activating the fire alarm call point. Most of these are close to exits on each floor.	☐
All on Discovery	Notify Reception/ Fire Wardens as to location and extent of the fire.	☐
The fire alarm will be a continuous sounder		
Reception	Notify the Fire Brigade.	☐
Duty Manager/BCT Lead	Evacuate the premises to external assembly points.	☐
Receptionist	Remove visitors and contractors book.	☐
Fire Wardens	Assist in clearing the building if safe to do so	☐
Fire Wardens	Ensure staff members do not stop to collect personal belongings.	☐
Duty Manager/BCT Lead	Liaise with Emergency Services advising as to location and severity of fire and evacuation status.	☐
Fire Wardens	Ensure each Department is content that all members of staff and visitors are accounted for. If not the Emergency Response Team Leader/ Emergency Services must be informed immediately.	☐
All	Follow advice of Emergency Services.	☐
Duty Manager/BCT Lead	Advise staff to return to the building on the advice of the Emergency Services.	☐

Gas Leak

Responsible	Action	Action Taken
All on Discovery	Notify Reception.	☐
Reception	Notify Duty Manager and Estates Team Leader/Director of Estates	☐
Duty Manager	Assess if evacuation is required	☐
Duty Manager	Consider if emergency services should be informed.	☐
Reception	Notify Emergency Services if required	☐
Estates Personnel	Notify Scottish Gas Networks: 0800 111 999	
Trained Staff	Turn off the meter at the control valve or gas slam valve if safe to do so.	☐
Fire Wardens	Open doors and windows to vent gas if safe to do so	☐
Duty Manager/BCT Lead	Evacuate the premises using Fire Wardens to notify everybody of evacuation.	☐
Fire Wardens	Ensure everyone knows it is a gas leak and smoking is not under any circumstances permitted.	☐
All Staff	**DO NOT** smoke in or near the premises.	☐
All Staff	**DO NOT** turn electrical switches on or off.	☐
Duty Manager/Estates Personnel	Consider evacuation point and move further away from the building if appropriate.	☐
Emergency Response Team Leader	Consider requirement to notify neighbours.	☐
Fire Wardens	Ensure everyone notified of change of assembly point.	☐
Duty Manager/Estates Personnel	Liaise with Scottish Gas Networks: 0800 111 999 and Emergency Services.	☐
Duty Manager/Estates Personnel	Advise on any additional action to be taken.	☐

Duty Manager/BCT Lead	Once all clear given return to the building.	☐

Water Damage

Responsible	Action	Action Taken
All on Discovery	Notify Reception and manager in affected area who in turn will notify Estates.	☐
Designated Staff	If safe to do so move computers and other portable electrical equipment, files and furniture out of harm's way.	☐
Duty Manager/BCT Lead	Consider requirement to evacuate premises. Evacuation would be co-ordinated by Fire Wardens.	☐
Designed Trained Staff or Plumber	Where appropriate turn off the water supply at the stopcock. Contact plumber if required. Telephone:	☐
Designated T r a i n e d Staff	Turn off/ isolate gas and electrical supplies if a cause for concern and only if safe to do so.	☐
Duty Manager.Estates Personnel	Await plumber and follow any advice given by phone in the interim.	☐
Duty Manager/BCT Leade	Once under control notify building users.	☐
Duty Manager/Estates Personnel	Consider requirements to partition off affected areas for safety using high visibility tape.	☐
Estates Personnel	Obtain dehumidifiers. Telephone local suppliers including HSS or Hire and Supplies	☐
Plumber	Repair fault and reinstate water supply.	☐

Power Failure

Responsible	Action	Action Taken
All	Notify Reception on discovery	☐
Reception	Notify Duty Manager and Estates team immediately	☐
Estates	Establish if failure is internal or external	☐
Estates	If power loss is established due to internal fault Estates personnel will check RCDs and contact electrician if required.	☐
Estates	Call electrician JC Martin, Derek Mitchell, Lotus.	☐
Estates Personnel	If external ring Power Supply Company and determine problem and likely duration of power loss.	☐
Estates Personnel	Power loss phone number. Telephone 0800 092 9290 or 105_____.	☐
Affected Departments	UPS will kick in and maintain power supply to allow safe shutdown of ICT systems and provide Central Lift. Battery unit will allow for 3 hour emergency lighting to allow safe evacuation	☐
Affected Departments	Begin safe shutdown of equipment and backup of data.	☐
Duty Manager/BCT Lead	Evacuate building if power loss presents a safety hazard.	☐
Estates and ICT Departments	If an emergency generator is in use, check generator running conditions and fuel levels.	☐
Estates	Order additional fuel if necessary.	☐
Duty Manager/BCT Lead	Brief department managers on estimated outage and agree an appropriate course of action	☐
Dept. Managers	Brief staff	☐

Loss of Water

Responsible	Action	Action Taken
All	Notify reception on discovery	
Reception	Notify Estates Team	
Estates	Determine if water loss is internal or external	
Estates	If water loss determined to be internal – contact plumber. Jim Dalziel/S&D	
Estates	If water loss external find out from the Water Supplier how long water is likely to be off. Telephone: Scottish Water 0800 077 8778	
Estates	Consider requirement to shut down boilers, including pumps and other associated water devices which could cause damage	
Duty Manager/BCT Lead	If the water is to be off for a long period of time, find out whether any nearby occupancy still has water and establish if their facilities can be used.	
Duty Manager/BCT Lead	Consider requirements for purchase of additional bottled drinking water	
Duty Manager/BCT Lead	Consider requirement for hire of portaloos	
Duty Manager/BCT Lead	Brief managers on short term alternate arrangements	

Loss of Gas Supply

Responsible	Action	Action Taken
All	On discovery notify reception and Duty Manager who in turn will notify Estates Team	☐
Estates	Turn gas off at meter (to prevent dangerous build up on restart) – use qualified staff or contact GAS SAFE registered plumber. Contact Jim Dalziel or S&D for local plumber	☐
Estates Personnel	Find out how long supply likely to be out. Contact Scottish Gas Networks 0800 111 999	☐
Duty Manager	Notify affected departments and update as required	☐
Duty Manager/Estates Team/BCT Lead	In winter or colder periods consider the use of temporary heaters.	☐
Estates Team	If safe to do so, and network provider confirm all ok, re-instate gas supply and check all gas reliant equipment is functional including boilers and kitchen equipment.	☐

Denial of Access

If access to organisation offices is denied by an outside event staff:

Action	Action Taken
Should follow directions of emergency services.	☐
Should **not attempt** to access the building.	☐
Liaise with duty manager or estates personnel concerning personal belongings.	☐
College communications process should be used to advise staff whether to attend work once situation is determined.	☐
The ELT/SLT/BCT will determine next course of action.	☐
Should follow directions of emergency services.	☐

Building Lockdown

> There are important differences between the lockdown and shelter arrangements. Lockdown is necessary when students, visitors and staff need to be locked within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity.

Signals

Alarm or signal for lockdown shelter	
Signal for stand down / all-clear	

Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
Incident Control Officer	Senior Leadership Team	
Deputies	College Management Team	
Communications Officer	Marketing Team Leader	

> It is important to remember that it is very much **the exception** to evacuate a building in the event of a hostile intruder. Unless the location of the intruders is known, a "blind" evacuation may be putting people in more danger (e.g. from an intruder or device at one of the entrances/exits) than if they had remained within the building.

Rooms most suitable for lockdown
1 Classrooms
2 Hall
3 Sports hall
4 Offices

> It is important to make sure that items that could be used as weapons (kitchen implements, sports equipment, tools, cleaning products) are securely locked away when not in use.

Communication arrangements
Wherever possible use silent communications and keep noise to a minimum especially if the intruders are close by. Make sure any communications devices are secure and cannot be intercepted.
Two-way radios
Classroom telephones
Mobile phones
Instant messaging / email

Other (TV's / Whiteboards / etc)	

Alternative place of safety in the event that it is considered necessary to leave site (for example, partner school/college / leisure centre) **must be pre-arranged.**	
Name of venue	Easterbrook Hall
Type of venue	Event space/Secure Hall
Contact name	Gordon Clark
Contact telephone number	
Venue is located 0.6mi from College campus, suitable transport distance for persons of all physical abilities due to road network. Event space up to 1000 persons with 4 side rooms available for a further 720 persons	

Other useful contacts:

Name	Emergency Contact Number
Police Scotland	101/999
Croma Vigilant	01387 247842

Action Plan	Completed by (sign and time)
Sound Alert - Activate lock-down procedures immediately	
Dial 999	
Direct all students, staff and signed in visitors to the nearest safe place (this may be dependent on what and where the risk is)	
Secure rooms and take action to increase protection from attack - Lock and barricade doors and windows	
Close windows / blinds	
Turn off the lights, fans or mobile air conditioning units (this will reduce noise and the risk of exposure to any chemical/biological attack)	
Hide, sit on the floor under desks, and away from windows	
Stay as silent as possible - put any mobile devises to silent (consider writing / displaying instructions on whiteboards / TV's etc as long as it can't be seen by the intruder)	
Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access	
If possible, check for missing / injured students, staff and visitors	
Keep doors and windows locked shut and remain inside until an all-clear has been given, or unless told to evacuate by the emergency services	

Severe Weather

Action

Advance actions to be taken upon forecast of severe weather:

- Check windows, close shutters, nail down and brace loose frames.
- Board up openings if necessary.
- Secure loose objects in the open.
- Move drums of chemicals/ fuels to safety.
- Inspect and secure roof and loose coverings.
- Ensure gutters, drains etc. are cleared.
- Obtain sandbags/ barriers and utilise as appropriate.
- Evaluate requirements to isolate utilities.
- Move stored goods out of reach of water damage.
- Move or cover machinery and plant.
- Consider personal protective equipment requirements for staff.
- Determine if staff should be asked not to attend work/be sent home (refer to Adverse Weather Procedure)
- Ensure adequate stock of food/ water etc.
- Check adequacy of current fuel stock for standby generators.

Actions to be taken during severe weather:

- Ensure staff are located in a place of safety.
- Monitor weather forecasts/ local radio/local resilience partnership.
- Liaise with Emergency Services and wider regional partners concerning recommended course of action.
- Ensure staff do not put themselves at risk.
- Keep staff informed.

Actions to be taken post event:

- Make arrangement to secure dangerous areas – physical barriers/ high visibility tape etc.
- Consider short-term security issues.
- Assess initial damage.
- Begin salvage – limit access to appropriate staff and ensure appropriate PPE in use.
- Restore utilities.
- Review effectiveness of preparations.
- Restock any emergency supplies utilised.

BOMB THREATS CHECKLIST

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

1. Remain calm and talk to the caller
2. Note the caller's number if displayed on your phone
3. If the threat had been sent via email or social media,
   see appropriate section below

4. If you are able to, record the call
5. Write down the exact wording of the threat:

ASK THESE QUESTIONS AND RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?

7. What is your name?

2. When is it going to explode?

8. What is your address?

3. What does it look like?

9. What is your telephone number?

4. What does the bomb contain?

10. Do you represent a group or are you acting alone?

5. How will it be detonated?	11. Why have you placed the bomb?
6. Did you place the bomb? If not you, who did?	12. Record time completed:

INFORM BUILDING SECURITY OR
COORDINATING MANAGER

DIAL 999 AND INFORM POLICE

Name and telephone number of person informed: Time informed:

This part should be completed once the caller has hung up and police / building security / coordinating manager have all been informed.

Date and time of call:	Duration of call:	The telephone number that received the call:

About the caller:

☐ Male   ☐ Female   ☐ Age

☐ Nationality [   ]

Threat language:

☐ Well spoken   ☐ Irrational   ☐ Taped
☐ Foul   ☐ Incoherent

Caller's voice:

☐ Calm	☐ Slurred	☐ Lisp
☐ Crying	☐ Excited	☐ Rapid
☐ Clearing throat	☐ Stutter	☐ Deep
☐ Angry	☐ Disguised	☐ Laughter
☐ Nasal	☐ Slow	☐ Hoarse

Familiar (if so, who did it sound like?)

[ ]

Accent (If so what accent?)

[ ]

Other (please specify)

[ ]

Other sounds:

☐ Street noises	☐ Motor	☐ PA system
☐ House noises	☐ Clear	☐ Booth
☐ Animal noises	☐ Voice	☐ Music
☐ Crockery	☐ Static	☐ Factory machinery

☐ Office machinery

Other (please specify)

[ ]

Remarks

[ ]

Additional notes

[ ]

Signature:	
Print name:	
Date:	

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

1. Do not reply to, forward or delete the message
2. If sent via email, note the address
3. If sent via social media, what application has been used and what is the username/ID?
4. Dial 999 and follow police guidance
5. Preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

SAVE AND PRINT — HAND COPY TO POLICE AND SECURITY OR COORDINATING MANAGER

Retention period: 7 years

Appendix 4 – Incident Report Form

Incident detail………..

Time and date of report………..

Name of person making the report……………

Questions	Noted By	Record Information here
What has happened, e.g. fire, explosion, theft, malicious damage, water damage, power failure, denied access?		
Who is involved – any casualties: • Any injury reports? • Any staff, visitor or contractor injuries or fatalities? • Where are staff now? – evacuated, or not • Have incident services (fire, police, ambulance)/ local authority been called?		
When did it occur?		
Where is the problem?		

Why did it happen? If known at this stage.		
Who is in charge of the situation?		

Appendix 2 – Incident Logs

The progress of the individual tasks during an incident must be recorded in order to maintain a reliable picture of the current circumstances and for any post incident investigations. A copy of this form should be retained in the Business Continuity Folder within the College Management Teams file

Incident Description	
Location Affected	
Date / Time Incident Commenced	

Loggist name			
Sheet No.		Sheet total	

Circumstance / Issue / Decision Taken	Date Time	Responsible Person

DUMFRIES AND GALLOWAY COLLEGE

MEETING	BOARD OF MANAGEMENT COMMITTEE
Agenda Item:	**18**
Paper No:	**BOM0324-18.1**

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	Student Satisfaction and Engagement Survey (SFC)
Presented By	D Dickson
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 3 minutes

1. Recommendation

1.1. After discussion at Learning and Teaching Committee, the Board are asked to note the contents of this paper.

2.   Executive Summary

2.1   Following the publication of the Scottish Funding Council's (SFC) Student Satisfaction and Engagement Survey Report 2022-23 on the 29th November 2023, we can now provide comparisons between Dumfries and Galloway College and the Sector.

The overall satisfaction rate across 26 colleges ranges from 100% to 84.8%. With an overall satisfaction rating of 96.0%, Dumfries and Galloway College is placed seventh on comparison to other colleges.

3.   Context

This report notes the responses to thirteen statements to which students best describe how much they agree or disagree with each of the statements, providing a comparison of the percentage rates between Dumfries and Galloway College and the sector.

4.   Strategic Implications

This paper links to Strategic Priority 1, Student Experience

5.   Risk

Risk	Mitigations
6 Failure to meet regulatory on ligations	➢ The SSES survey is a requirement of the SFC and our Regional Outcome Agreement. The Performance Team actively monitor completion of this survey during the allocated 6-week period to ensure we are meeting our obligation to SFC
10 Failure to achieve an effective student experience	➢ The results of the SSES are used to improve current student experience and also all team to make informed decisions around future courses

6.   Implications

Financial	Yes	SSES is a requirement of the SFC
Legal	No	
Learning and Teaching	Yes	*The SSES results should be used to improve on the student experience. Failure to do so may result in students withdrawing from their current programme of study. This will impact on our college PIs*
Equalities	No	

Sonya Rutter
Performance Manager
13 February 2024

STUDENT SATISFACTION AND ENGAGEMENT SURVEY 22-23 DGC/SECTOR COMPARISON

Performance Team
December 2023

Table of Contents

Student Satisfaction and Engagement Survey 22-23 – DGC/Sector Comparison

1.   Introduction

Following the publication of the Scottish Funding Council's (SFC) Student Satisfaction and Engagement Survey Report 2022-23 on the 29th November 2023, we can now provide comparisons between Dumfries and Galloway College and the Sector. Comparisons are made on key areas: Response rates, Overall Satisfaction (Statement 1) and the 12 additional statements:

- Statement 1   Overall, I am satisfied with my college experience
- Statement 2   Staff regularly discuss my progress with me
- Statement 3   Staff encourage students to take responsibility for their learning
- Statement 4   I am able to influence learning on my course
- Statement 5   I receive useful feedback which informs my future learning
- Statement 6   The way I am taught helps me learn
- Statement 7   My time at college has helped me develop knowledge and skills for the workplace
- Statement 8   I believe student suggestions are taken seriously
- Statement 9   I believe all students at the college are treated equally and fairly by staff
- Statement 10   Any change in my course or teaching has been communicated well
- Statement 11   The online learning materials for my course have helped me learn
- Statement 12   I feel that I am part of the college community
- Statement 13   The College's Student's Association influences change for the better

The info-graphics template which has been used throughout this report was based on an initial template designed by the Marketing Team.

2.   Response rates

2.1   Response rates for FE/HE, Full-time/Part-time

DGC has a much higher response rate from FE Full-time students on comparison to the Sector, 76.2% and 58.9% respectively. The response rates for FE Part-time students are comparable, 27.6% and 26.9% respectively.

HE response rates for DGC are higher than the sector response rates for both Full-time, 77.8% and 48.8%, and Part-time students 35.7% and 22.5% respectively.

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

RESPONSE RATE BY STUDENT TYPE

FE	FURTHER EDUCATION STUDENTS IN COLLEGE
HE	HIGHER EDUCATION STUDENTS IN COLLEGE

DUMFRIES AND GALLOWAY COLLEGE

RESPONSE RATE BY STUDENT TYPE

| Full-time | 76.2% |
| Part-time | 27.6% |

| Full-time | 77.8% |
| Part-time | 35.7% |

9 OUT OF TEN
full-time students were satisfied with their college experience. (90.2%)

SECTOR

RESPONSE RATE BY STUDENT TYPE

| Full-time | 58.9% |
| Part-time | 26.9% |

| Full-time | 48.8% |
| Part-time | 22.5% |

9 OUT OF TEN
full-time students were satisfied with their college experience. (92.7%)

Distance and flexible-learning students were also surveyed. The SFC report does not include statistics for Response rates for this mode of study so we are not able to make comparisons.

2.2   Overall response rates

For DGC the overall participation in the survey is positive with 996 responses in total, a return of 50.6%.   This represents an increase of 19.1% on comparison to the return for session 21-22 (31.8%).

The SFC report notes improved response rates for the Sector for both full-time and part-time students – an increase of 12.1% from the previous year for full-time students, and an increase of 9.0% for part-time students.

3.   Overall satisfaction

3.1   Summary

The overall satisfaction figure is the key outcome agreement measure for student satisfaction and is based on the combined figure for 'strongly agree' and 'agree' for the statement 'overall, I am satisfied with my college experience'.

The overall satisfaction rate across 26 colleges ranges from 100% to 84.8%. With an overall satisfaction rating of 96.0% Dumfries and Galloway College is placed seventh on comparison to other colleges. In their report the SFC notes that this is the highest overall satisfaction level in the five-year reporting period.

For FE 11 of the 13 statements DGC's satisfaction rates are higher than the Sector for all three student categories. For HE 4 of the 13 statements DGC's satisfaction rates are higher than the Sector for all three student categories.

For both FE and HE DGC satisfaction rates for Statement 13 are lower than the Sector for all three student categories.

For both FE and HE Flexible and Distance Learning categories, please note that this category does not take into account the flexible/distance learning models use within curriculum full time and part time provision.

3.2   Sector satisfaction rates

The figures presented in the table below have been generated through the SFC SSES PI Tool Master. The PI Tool Master enables Colleges to filter results by College/Sector/by Statement in addition to student modes and levels (Full-time, part-time, Distance/Flexible, FE/HE).

Student Satisfaction and Engagement Survey 2022-23			
College	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent
Argyll	451	475	94.9%
Ayrshire	2,243	2,362	95.0%
Borders	493	527	93.5%
City of Glasgow	3,798	4,479	84.8%

Dumfries and Galloway	956	996	96.0%
Dundee and Angus	2,634	2,724	96.7%
Edinburgh	3,098	3,238	95.7%
Fife	3,744	4,050	92.4%
Forth Valley	1,061	1,129	94.0%
Glasgow Clyde	3,810	4,061	93.8%
Glasgow Kelvin	1,881	1,990	94.5%
Inverness	1,008	1,070	94.2%
Outer Hebrides (Lews Castle)	95	96	99.0%
Moray	381	400	95.3%
New College Lanarkshire	3,546	3,769	94.1%
Newbattle Abbey	49	51	96.1%
North East Scotland	4,538	4,760	95.3%
North Highland	195	203	96.1%
Orkney	1	1	100.0%
Perth	599	622	96.3%
Sabhal Mòr Ostaig	No data was provided	No data was provided	No data was provided
Scotland's Rural College	405	444	91.2%
Shetland	24	25	96.0%
South Lanarkshire	1,195	1,368	87.4%
West College Scotland	1,909	2,013	94.8%
West Highland	274	298	91.9%
West Lothian	2,030	2,127	95.4%
Grand Total	40,418	43,278	93.4%

3.3 Statement 1 – Overall, I'm satisfied with my College Experience

On comparison to the Sector percentages, the overall satisfaction rate for DGC is extremely favourable, for both FE/HE, Full-time/Part-time students.

The SFC report does not include a breakdown for Ratings (Strongly Agree, Agree, Disagree and Strongly Disagree) for Distance/Flexible Learning Students so we are not able to make comparisons on the individual ratings. For the purposes of this report the overall percentages were generated through the SFC SSES PI Tool.

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'OVERALL, I'M SATISFIED WITH MY COLLEGE EXPERIENCE'

	DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FE — FURTHER EDUCATION STUDENTS IN COLLEGE					
FULL-TIME		Overall **96.9%**	**FULL-TIME**		Overall **94.6%**
Strongly Agree	56.5%		Strongly Agree	45.0%	
Agree	40.4%		Agree	49.6%	
Disagree	2.7%		Disagree	4.2%	
Strongly Disagree	0.4%		Strongly Disagree	1.3%	
PART-TIME		Overall **98.1%**	**PART-TIME**		Overall **95.7%**
Strongly Agree	70.4%		Strongly Agree	49.9%	
Agree	27.8%		Agree	45.9%	
Disagree	0.9%		Disagree	3.2%	
Strongly Disagree	0.9%		Strongly Disagree	1.0%	
DISTANCE/FLEXIBLE		Overall **94.4%**	**DISTANCE/FLEXIBLE**		Overall **95.1%**
Strongly Agree	73.6%		Strongly Agree		
Agree	20.8%		Agree		
Disagree	5.7%				
Strongly Disagree	0.0%		Strongly Disagree		
HE — HIGHER EDUCATION STUDENTS IN COLLEGE					
FULL-TIME		Overall **94.1%**	**FULL-TIME**		Overall **96.6%**
Strongly Agree	47.5%		Strongly Agree	38.7%	
Agree	46.6%		Agree	50.4%	
Disagree	4.2%		Disagree	8.5%	
Strongly Disagree	1.7%		Strongly Disagree	2.3%	
PART-TIME		Overall **92.0%**	**PART-TIME**		Overall **91.7%**
Strongly Agree	36.6%		Strongly Agree	43.2%	
Agree	56.0%		Agree	48.5%	
Disagree	8.0%		Disagree	6.6%	
Strongly Disagree	0.0%		Strongly Disagree	1.7%	
DISTANCE/FLEXIBLE		Overall **94.0%**	**DISTANCE/FLEXIBLE**		Overall **96.6%**
Strongly Agree	66.0%		Strongly Agree		
Agree	28.0%		Agree		
Disagree	6.0%		Disagree		
Strongly Disagree	0.0%		Strongly Disagree		

It is notable that satisfaction rates for Distance/Flexible students are slightly lower than the Sector. It is recommended that the relevant teams will work with students to improve on this satisfaction rate for 23-24.

4.   Results by Statement and Analysis

Overall satisfaction rates for each of the Statements are provided, noting the variances between levels of study (FE/HE) and the modes of study (Full-Time, Part-time and Distance/Flexible Learning Students).

For Statements 2 to 13 the SFC report does not include a breakdown for Ratings (Strongly Agree, Agree, Disagree and Strongly Disagree) for any of the student categories so we are not able to make comparisons on the individual ratings. For the purposes of this report the overall percentages were generated through the SFC SSES PI Tool Master.

As noted in the SFC report, For HE Full-time students the Highlands and Islands partner colleges and SRUC report their HE students within the NSS University statistics. As a result, only 16 colleges are included within the SSES HE results.

4.1   Statement 2 – Staff regularly discuss my progress with me

Student Satisfaction and Engagement Survey 202223 – DGC/Sector Comparison

'STAFF REGULARLY DISCUSS MY PROGRESS WITH ME'

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 61.8% Agree 33.3% Disagree 4.4% Strongly Disagree 0.4%	Overall **95.1%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **89.5%**
	PART-TIME Strongly Agree 75.0% Agree 18.5% Disagree 6.5% Strongly Disagree 0.0%	Overall **93.5%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.8%**
	DISTANCE/FLEXIBLE Strongly Agree 83.0% Agree 13.2% Disagree 3.7% Strongly Disagree 0.0%	Overall **96.2%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.0%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 59.2% Agree 36.1% Disagree 4.6% Strongly Disagree 0.0%	Overall **95.3%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **82.6%**
	PART-TIME Strongly Agree 36.0% Agree 56.0% Disagree 4.0% Strongly Disagree 4.0%	Overall **92.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **85.3%**
	DISTANCE/FLEXIBLE Strongly Agree 74.0% Agree 18.0% Disagree 4.0% Strongly Disagree 4.0%	Overall **92.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **94.5%**

For FE Full time DGC are 12.75% higher than the Sector. This is a very positive reflection on our staff.

4.2   Statement 3 – Staff encourage students to take responsibility for their learning

Student Satisfaction and Engagement Survey 202223 – DGC/Sector Comparison

'STAFF ENCOURAGE STUDENTS TO TAKE RESPONSIBILITY FOR THEIR LEARNING'

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 77.6% Agree 21.4% Disagree 1.0% Strongly Disagree 0.0%	Overall **99.0%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **96.5%**
	PART-TIME Strongly Agree 80.5% Agree 19.5% Disagree 0.0% Strongly Disagree 0.0%	Overall **100%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **97.6%**
	DISTANCE/FLEXIBLE Strongly Agree 90.5% Agree 9.5% Disagree 0.0% Strongly Disagree 0.0%	Overall **100%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **98.8%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 72.6% Agree 26.8% Disagree 0.4% Strongly Disagree 0.0%	Overall **99.4%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **99.6%**
	PART-TIME Strongly Agree 60.0% Agree 40.0% Disagree 0.0% Strongly Disagree 0.0%	Overall **100%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **96.7%**
	DISTANCE/FLEXIBLE Strongly Agree 86.0% Agree 12.0% Disagree 2.0% Strongly Disagree 0.0%	Overall **98.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **99.6%**

4.3   Statement 4 – I am able to influence learning on my course

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'I AM ABLE TO INFLUENCE LEARNING ON MY COURSE'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE — FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 59.3% Agree 35.6% Disagree 4.6% Strongly Disagree 0.3%	Overall **94.9%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.8%**
	PART-TIME Strongly Agree 71.3% Agree 26.8% Disagree 1.8% Strongly Disagree 0.0%	Overall **98.1%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **93.8%**
	DISTANCE/FLEXIBLE Strongly Agree 75.4% Agree 22.6% Disagree 1.8% Strongly Disagree 0.0%	Overall **98.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.8%**
HE — HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 54.2% Agree 38.2% Disagree 6.7% Strongly Disagree 0.8%	Overall **92.4%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **84.5%**
	PART-TIME Strongly Agree 32.0% Agree 60.0% Disagree 8.0% Strongly Disagree 0.0%	Overall **92.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **87.1%**
	DISTANCE/FLEXIBLE Strongly Agree 72.0% Agree 24.0% Disagree 2.0% Strongly Disagree 2.0%	Overall **96.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **95.3%**

For HE Full time DGC are 7.9% higher than the Sector. This is a positive reflection on our students' learning.

4.4   Statement 5 – I receive useful feedback which informs my future learning

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'I RECEIVE USEFUL FEEDBACK WHICH INFORMS MY FUTURE LEARNING'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE — FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 62.4% Agree 33.7% Disagree 3.4% Strongly Disagree 0.3%	Overall **96.1%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.2%**
	PART-TIME Strongly Agree 75.0% Agree 25.0% Disagree 0.0% Strongly Disagree 0.0%	Overall **100%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **93.8%**
	DISTANCE/FLEXIBLE Strongly Agree 83.0% Agree 17.0% Disagree 0.0% Strongly Disagree 0.0%	Overall **100%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **94.0%**
HE — HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 66.3% Agree 31.0% Disagree 2.5% Strongly Disagree 0.0%	Overall **97.3%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **97.1%**
	PART-TIME Strongly Agree 52.0% Agree 40.0% Disagree 8.0% Strongly Disagree 0.0%	Overall **92.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.3%**
	DISTANCE/FLEXIBLE Strongly Agree 74.0% Agree 22.0% Disagree 4.0% Strongly Disagree 0.0%	Overall **96.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **97.1%**

4.5   Statement 6 – The way I am taught helps me learn

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'THE WAY I AM TAUGHT HELPS ME LEARN'

FURTHER EDUCATION STUDENTS IN COLLEGE (FE)

DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FULL-TIME		Overall	**FULL-TIME**	Overall
Strongly Agree	61.3%	95.2%	Strongly Agree	90.8%
Agree	33.9%		Agree	
Disagree	3.8%		Disagree	
Strongly Disagree	0.9%		Strongly Disagree	
PART-TIME		Overall	**PART-TIME**	Overall
Strongly Agree	75.9%	98.1%	Strongly Agree	93.2%
Agree	22.2%		Agree	
Disagree	1.8%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	
DISTANCE/FLEXIBLE		Overall	**DISTANCE/FLEXIBLE**	Overall
Strongly Agree	79.2%	100%	Strongly Agree	91.8%
Agree	20.7%		Agree	
Disagree	0.0%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	

HIGHER EDUCATION STUDENTS IN COLLEGE (HE)

DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FULL-TIME		Overall	**FULL-TIME**	Overall
Strongly Agree	52.9%	91.5%	Strongly Agree	79.3%
Agree	38.6%		Agree	
Disagree	7.1%		Disagree	
Strongly Disagree	1.2%		Strongly Disagree	
PART-TIME		Overall	**PART-TIME**	Overall
Strongly Agree	44.0%	92.0%	Strongly Agree	88.6%
Agree	48.0%		Agree	
Disagree	8.0%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	
DISTANCE/FLEXIBLE		Overall	**DISTANCE/FLEXIBLE**	Overall
Strongly Agree	70.0%	94.0%	Strongly Agree	94.9%
Agree	24.0%		Agree	
Disagree	6.0%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	

For FE Full time DGC are 12.2% higher than the Sector. This is a very positive reflection on the students' learning experience.

4.6   Statement 7 – My time at college has helped me develop knowledge and skills for the workplace

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'MY TIME AT COLLEGE HAS HELPED ME DEVELOP KNOWLEDGE AND SKILLS FOR THE WORKPLACE'

FURTHER EDUCATION STUDENTS IN COLLEGE (FE)

DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FULL-TIME		Overall	**FULL-TIME**	Overall
Strongly Agree	71.2%	95.3%	Strongly Agree	93.4%
Agree	24.1%		Agree	
Disagree	4.4%		Disagree	
Strongly Disagree	0.2%		Strongly Disagree	
PART-TIME		Overall	**PART-TIME**	Overall
Strongly Agree	74.1%	99.1%	Strongly Agree	94.1%
Agree	25.0%		Agree	
Disagree	0.9%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	
DISTANCE/FLEXIBLE		Overall	**DISTANCE/FLEXIBLE**	Overall
Strongly Agree	71.7%	96.2%	Strongly Agree	92.6%
Agree	24.5%		Agree	
Disagree	3.8%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	

HIGHER EDUCATION STUDENTS IN COLLEGE (HE)

DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FULL-TIME		Overall	**FULL-TIME**	Overall
Strongly Agree	63.4%	97.0%	Strongly Agree	88.8%
Agree	33.6%		Agree	
Disagree	2.9%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	
PART-TIME		Overall	**PART-TIME**	Overall
Strongly Agree	48.0%	100%	Strongly Agree	91.8%
Agree	52.0%		Agree	
Disagree	0.0%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	
DISTANCE/FLEXIBLE		Overall	**DISTANCE/FLEXIBLE**	Overall
Strongly Agree	70.0%	100%	Strongly Agree	97.0%
Agree	22.0%		Agree	
Disagree	8.0%		Disagree	
Strongly Disagree	0.0%		Strongly Disagree	

For both FE and HE DGC rated higher than the Sector for all three student Categories. Notably, for HE Full-time and part-time DGC were 8.2% higher than the Sector.

4.7   Statement 8 – I believe student suggestions are taken seriously

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'I BELIEVE STUDENT SUGGESTIONS ARE TAKEN SERIOUSLY'

	DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 55.9% / Agree 36.4% / Disagree 7.5% / Strongly Disagree 0.2%	Overall **92.3%**		**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **86.6%**
	PART-TIME Strongly Agree 74.0% / Agree 24.1% / Disagree 1.9% / Strongly Disagree 0.0%	Overall **98.1%**		**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **91.2%**
	DISTANCE/FLEXIBLE Strongly Agree 79.2% / Agree 16.9% / Disagree 3.8% / Strongly Disagree 0.0%	Overall **96.1%**		**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **92.4%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 47.1% / Agree 36.1% / Disagree 13.4% / Strongly Disagree 3.3%	Overall **83.2%**		**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **79.3%**
	PART-TIME Strongly Agree 48.0% / Agree 48.0% / Disagree 4.0% / Strongly Disagree 0.0%	Overall **96.0%**		**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **88.7%**
	DISTANCE/FLEXIBLE Strongly Agree 62.0% / Agree 28.0% / Disagree 10.0% / Strongly Disagree 0.0%	Overall **90.0%**		**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.7%**

4.8   Statement 9 – I believe all students at the college are treated equally and fairly by staff

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'I BELIEVE ALL STUDENTS AT THE COLLEGE ARE TREATED EQUALLY AND FAIRLY BY STAFF'

	DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 65.9% / Agree 26.8% / Disagree 5.1% / Strongly Disagree 2.1%	Overall **92.7%**		**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **85.7%**
	PART-TIME Strongly Agree 82.4% / Agree 16.7% / Disagree 0.9% / Strongly Disagree 0.0%	Overall **99.1%**		**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.5%**
	DISTANCE/FLEXIBLE Strongly Agree 84.9% / Agree 15.1% / Disagree 0.0% / Strongly Disagree 0.0%	Overall **100%**		**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **96.3%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 61.3% / Agree 26.1% / Disagree 9.2% / Strongly Disagree 3.3%	Overall **87.4%**		**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **86.2%**
	PART-TIME Strongly Agree 48.0% / Agree 52.0% / Disagree 0.0% / Strongly Disagree 0.0%	Overall **100%**		**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.2%**
	DISTANCE/FLEXIBLE Strongly Agree 80.0% / Agree 14.0% / Disagree 6.0% / Strongly Disagree 0.0%	Overall **94.0%**		**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **96.5%**

4.9 Statement 10 – Any change in my course or teaching has been communicated well

Student Satisfaction and Engagement Survey 2022̶23 – DGC/Sector Comparison

'ANY CHANGE IN MY COURSE OR TEACHING HAS BEEN COMMUNICATED WELL'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 63.9% Agree 28.3% Disagree 6.5% Strongly Disagree 1.2%	Overall **92.2%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **87.6%**
	PART-TIME Strongly Agree 74.0% Agree 22.2% Disagree 2.8% Strongly Disagree 0.9%	Overall **96.2%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.0%**
	DISTANCE/FLEXIBLE Strongly Agree 77.4% Agree 16.9% Disagree 5.7% Strongly Disagree 0.0%	Overall **94.3%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.6%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 53.8% Agree 31.5% Disagree 9.2% Strongly Disagree 5.4%	Overall **85.3%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **80.6%**
	PART-TIME Strongly Agree 44.0% Agree 40.0% Disagree 16.0% Strongly Disagree 0.0%	Overall **84.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **86.0%**
	DISTANCE/FLEXIBLE Strongly Agree 74.0% Agree 22.0% Disagree 4.0% Strongly Disagree 0.0%	Overall **96.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **95.3%**

4.10 Statement 11 – The online learning materials for my course have helped me learn

Student Satisfaction and Engagement Survey 2022̶23 – DGC/Sector Comparison

'THE ONLINE LEARNING MATERIALS FOR MY COURSE HAVE HELPED ME LEARN'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 60.5% Agree 31.6% Disagree 6.7% Strongly Disagree 1.1%	Overall **92.1%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **87.6%**
	PART-TIME Strongly Agree 74.1% Agree 23.1% Disagree 2.7% Strongly Disagree 0.0%	Overall **97.2%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **88.9%**
	DISTANCE/FLEXIBLE Strongly Agree 79.2% Agree 15.1% Disagree 5.6% Strongly Disagree 0.0%	Overall **94.3%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.9%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 57.5% Agree 32.3% Disagree 7.1% Strongly Disagree 2.9%	Overall **89.8%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **86.7%**
	PART-TIME Strongly Agree 48.0% Agree 48.0% Disagree 4.0% Strongly Disagree 0.0%	Overall **96.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **90.6%**
	DISTANCE/FLEXIBLE Strongly Agree 80.0% Agree 18.0% Disagree 2.0% Strongly Disagree 0.0%	Overall **98.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **95.4%**

4.11   Statement 12 – I feel that I am part of the college community

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'I FEEL THAT I AM PART OF THE COLLEGE COMMUNITY'

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE **FURTHER EDUCATION STUDENTS IN COLLEGE**	**FULL-TIME** Strongly Agree 59.2% Agree 31.2% Disagree 8.6% Strongly Disagree 0.9%	Overall **90.4%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **88.3%**
	PART-TIME Strongly Agree 69.4% Agree 26.8% Disagree 3.7% Strongly Disagree 0.0%	Overall **96.2%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **87.5%**
	DISTANCE/FLEXIBLE Strongly Agree 69.8% Agree 22.6% Disagree 7.5% Strongly Disagree 0.0%	Overall **92.4%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **79.2%**
HE **HIGHER EDUCATION STUDENTS IN COLLEGE**	**FULL-TIME** Strongly Agree 48.7% Agree 36.1% Disagree 13.4% Strongly Disagree 1.6%	Overall **84.8%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **79.5%**
	PART-TIME Strongly Agree 44.0% Agree 52.0% Disagree 4.0% Strongly Disagree 0.0%	Overall **96.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **77.2%**
	DISTANCE/FLEXIBLE Strongly Agree 60.0% Agree 26.0% Disagree 10.0% Strongly Disagree 4.0%	Overall **86.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **79.6%**

For FE Part-time DGC are 8.7% higher and FE Distance/Flexible 13.2% higher than the Sector.

For HE Part-time 18.8% higher. This is a true reflection of our students feeling part of our College community.

4.12   Statement 13 – The College's Student's Association influences change for the better

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'THE COLLEGE STUDENTS' ASSOCIATION INFLUENCES CHANGE FOR THE BETTER'

FE — **FURTHER EDUCATION STUDENTS IN COLLEGE**

HE — **HIGHER EDUCATION STUDENTS IN COLLEGE**

DUMFRIES AND GALLOWAY COLLEGE

FULL-TIME
Strongly Agree	54.6%	Overall
Agree	20.3%	**74.9%**
Disagree	3.4%	
Strongly Disagree	0.5%	
Don't know	21.0%	

PART-TIME
Strongly Agree	70.3%	Overall
Agree	10.1%	**80.4%**
Disagree	0.9%	
Strongly Disagree	0.0%	
Don't know	18.5%	

DISTANCE/FLEXIBLE
Strongly Agree	69.8%	Overall
Agree	9.4%	**79.2%**
Disagree	0.0%	
Strongly Disagree	0.0%	
Don't know	20.7%	

FULL-TIME
Strongly Agree	44.1%	Overall
Agree	18.4%	**62.5%**
Disagree	3.3%	
Strongly Disagree	1.2%	
Don't know	32.7%	

PART-TIME
Strongly Agree	44.0%	Overall
Agree	24.0%	**68.0%**
Disagree	4.0%	
Strongly Disagree	0.0%	
Don't know	28.0%	

DISTANCE/FLEXIBLE
Strongly Agree	66.0%	Overall
Agree	10.0%	**76.0%**
Disagree	0.0%	
Strongly Disagree	0.0%	
Don't know	24.0%	

SECTOR

FULL-TIME
Strongly Agree	Overall
Agree	**93.0%**
Disagree	
Strongly Disagree	

PART-TIME
Strongly Agree	Overall
Agree	**94.5%**
Disagree	
Strongly Disagree	

DISTANCE/FLEXIBLE
Strongly Agree	Overall
Agree	**92.5%**
Disagree	
Strongly Disagree	

FULL-TIME
Strongly Agree	Overall
Agree	**88.2%**
Disagree	
Strongly Disagree	

PART-TIME
Strongly Agree	Overall
Agree	**91.2%**
Disagree	
Strongly Disagree	

DISTANCE/FLEXIBLE
Strongly Agree	Overall
Agree	**97.1%**
Disagree	
Strongly Disagree	

The satisfaction rates are considerably lower than the Sector for all three student categories across both FE and HE. It is recommended that the Student Association consider further promotion with these student groups.

5.   SSES Milestones

- Survey of current students by Colleges March – April 2023
- Colleges return summary survey results to SFC by 2nd June 2023
- SSES publication November 2023 – Summary Report

The Performance Team, December 2023

MEETING	BOARD OF MANAGEMENT COMMITTEE
Agenda Item:	18
Paper No:	**BOM0324-18.2**

Date	25 March 2024
Location	Dumfries Campus
Title of Paper	College Leavers Destination Report
Presented By	D Dickson
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 3 minutes

1.   Recommendation

1.1.   After   discussion   at Learning and Teaching Committee, the Board are asked to note the contents of this paper.

2.   Executive Summary

2.1   The Scottish Funding Council's (SFC) report on College Leaver Destinations Academic Year 2021-22 was published on the 28th November 2023. Figures presented in this paper have been obtained from the SFC Report and generated through the SFC 21-22 CLD Dashboard.

2.2   Dumfries and Galloway College obtained a high percentage (97.1%) of confirmed destinations in session 2021-22.

90% of Dumfries and Galloway College sector leavers found positive destinations.

3.   Context

3.1   This paper provides an analysis of the results for Dumfries and Galloway College and comparisons to the sector.

4.   Strategic Implications

4.1   This paper links to Strategic Priority 1, Student Experience

5.   Risk

Risk	Mitigations
6 Failure to meet regulatory on ligations	➢ The CLD data collection is a requirement of the SFC. The Performance Team actively seek to obtain data during the allocated period set by the SFC to ensure we are meeting our obligation.

6.   Implications

Financial	Yes	CLD is a requirement of the SFC
Legal	No	
Learning and Teaching	No	
Equalities	No	

Sonya Rutter
Performance Manager
13 February 2024

COLLEGE LEAVER DESTINATIONS REPORT 2021-2022

Performance Team

January 2024
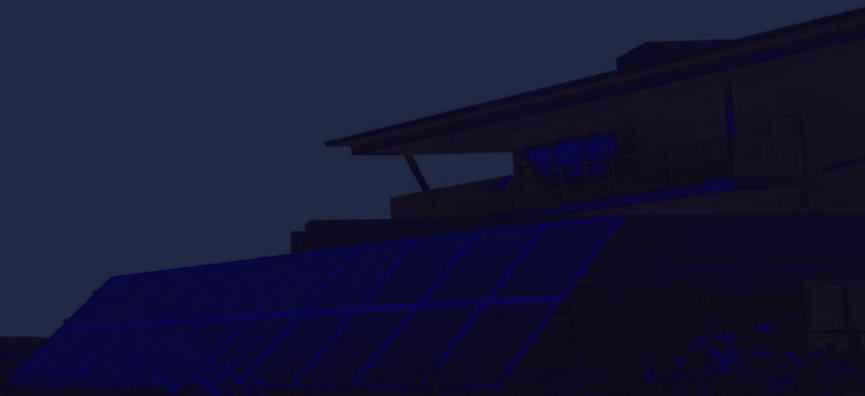
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College Leaver Destinations Report 2021-22

1.   The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the College Leaver Destinations data collection for the 2021-22 student cohort.

2.   Background to the Report

The Scottish Funding Council (SFC) requires colleges to collect data on destinations for HE and FE full-time successful leavers providing information on:

   ⬆ Primary Classification (Destination)

- Employment details (where applicable)
- Further study details (where applicable)
- Destination Source (where applicable)

The first destination information reflects the positions for successful full-time students completing courses in the academic year ending June 2022. The aim is to record for each successful full-time student what firm arrangements have been made for employment, further study or training to start by 31 March 2023 (following the end of the academic year of qualifying).

The 2021-22 CLD data will be used to produce sector figures for the National Performance Measure.

The Scottish Funding Council report on College Leaver Destinations Academic Year 2021-22 was published on the 28th November 2023.

Figures presented in report have been obtained from either the SFC report or generated through the SFC 21-22 CLD Dashboard. The Dashboard enables Colleges to filter results by various factors - College/Sector, SCQF 7+/SCQF 1-6, subject area, Primary Classifications (positive/negative).

3.   Summary

A high percentage (97.1%) for Confirmed destinations was achieved for 21-22 for DGC, an increase of 3.4%. For future data collections we would aim to maintain or increase this figure.

For Sector Leavers finding positive destinations, the figures for DGC are just above the sector at 89.8%.

When comparing Sector Leavers who achieved positive destinations at SCQF 1-6 and SCQF 7+, DGC is higher than the sector for both SCQF levels.

Individual curriculum reports will be shared with the relevant Curriculum staff on request.

4.   *The Report*

4.1   Definitions

For the purposes of the report we note the following Definitions:

Sector Leavers: Qualifiers who have confirmed destinations who do not stay in the college sector after qualifying and instead have moved into post-college destinations: work, study at university and negative destinations such as unemployment.

All qualifiers: Refers to qualifiers for whom we have confirmed destinations and those qualifiers who remain unconfirmed.

Confirmed qualifiers: Refers to only those qualifiers for whom we have confirmed destinations.

Unconfirmed qualifiers: Qualifiers where contact could not be made.

Positive Destinations: Defined in the National Measure: Destination and Employment as the number and proportion of college qualifiers in work, training and/or further study 3-6 months after qualifying.

Unavailable to work: Qualifiers who are: taking time out in order to travel; permanently unable to work/retired; temporarily sick/unable to work/looking after home/family; and those not employed but not looking for employment, further study or training.

4.2   Confirmed/Unconfirmed Destinations (All qualifiers)

Confirmed destinations for DGC have increased by 3.4%.   In comparison to the sector, the data shows the DGC are above the sector average by 8.8% when confirming destinations. The figures in the table below indicate a high percentage of Confirmed destinations for session 2021-22 and the four previous sessions.

DGC Confirmed/Unconfirmed Destinations 21-22

2.9%

97.1%

■ Confirmed ■ Unconfirmed

DGC/Sector Comparison - Confirmed/Unconfirmed Destinations 21-22

	Confirmed	Unconfirmed
	97.1% 88.3%	2.9% 11.7%

■ DGC ■ SECTOR
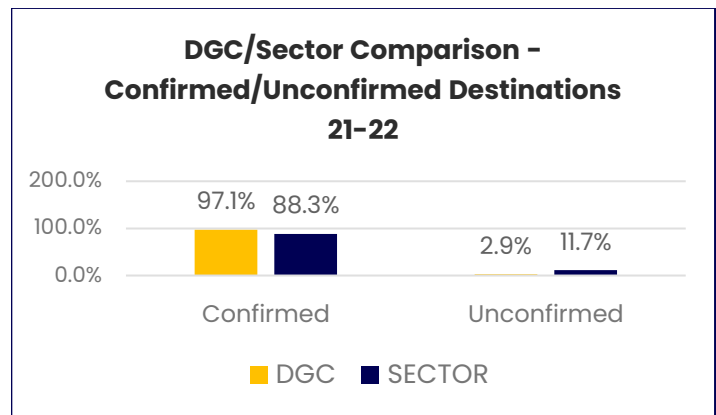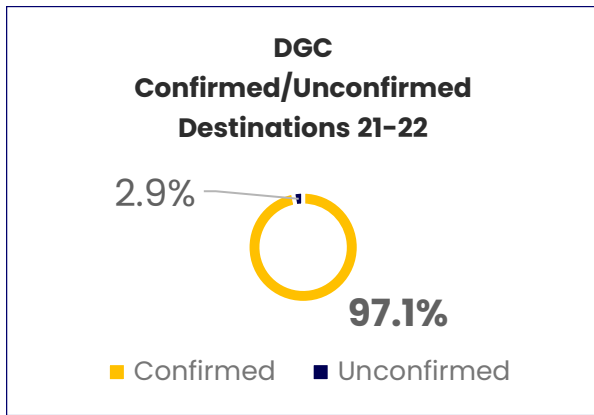
Session	21-22	20-21	19-20	18-19	17-18
No. of leavers	682	757	773	842	925
DGC					
Confirmed destinations	97.1% (662)	93.7% (709)	92.0% (711)	94.9% (799)	90.6% (838)
Unconfirmed destinations	2.9% (20)	6.3% (48)	8.0% (62)	5.1% (43)	9.4% (87)

4.3   Sector Leavers with known destinations

Following the publication of the Scottish Funding Council's (SFC) College Leaver Destinations Report 2021-22, we can now provide comparisons between Dumfries and Galloway College and the Sector. The comparison below shows the salient aspects for Sector Leavers with known destinations:

College Leaver Destinations 2021-22 DGC/Sector Comparison

Summary – sector leavers with known destinations

DUMFRIES AND GALLOWAY COLLEGE

Qualifiers with **KNOWN DESTINATIONS** left the college sector and these SECTOR LEAVERS ACCOUNT FOR 46.1% for whom the post –study destination was confirmed (662) — **305**

Sector Leavers who found positive destinations a decrease from last session's 92.0% — **89.8%**

Sector Leavers who **ACHIEVED SCQF 1-6** went on to positive destinations, down from 89.8% last session. — **87.2%**

Sector Leavers who **ACHIEVED SCQF 7+** went on to positive destinations, down from 94.4% last session. — **94.0%**

Unemployment and unavailability for work for Sector Leavers has increased to 10.2% from 8.0% last session:

12.8% AT SCQF 1-6 (up from 10.2%)
compared with
6.0% AT SCQF 7+ (up from 5.6%)

Sector leavers who ACHIEVED SCQF 7+ and went on to UNIVERSITY STUDY compared to 36.8% last session — **33.3%**

SECTOR

Qualifiers with **KNOWN DESTINATIONS** left the college sector and these SECTOR LEAVERS ACCOUNT FOR 43.4% for whom the post –study destination was confirmed (34,988) — **15,190**

Sector Leavers who found positive destinations a decrease from last session's 91.0% — **86.0%**

Sector Leavers who **ACHIEVED SCQF 1-6** went on to positive destinations, down from 83.9% last session. — **78.1%**

Sector Leavers who **ACHIEVED SCQF 7+** went on to positive destinations, down from 95.4% last session. — **92.1%**

Unemployment and unavailability for work for Sector Leavers has increased to 14.0% from 9% last session – although gap by SCQF remains notable:

21.9% AT SCQF 1-6 (up from 16.1%)
compared with
7.9% AT SCQF 7+ (up from 4.6%)

Sector leavers who ACHIEVED SCQF 7+ and went on to UNIVERSITY STUDY compared to 55.4% last session — **51.5%**

Key Points

For Sector Leavers finding positive destinations, the figures for DGC are just above the sector at 89.8%. Both DGC and the Sector noted a decrease in the number of Sector Leavers finding positive destinations, 2.4% and 5% respectively.

When comparing Sector Leavers who achieved positive destinations at SCQF 1-6 and SCQF 7+, DGC is higher than the sector for both levels. When considering SCQF 1-6 there is a noted difference of 9.1% between DGC and the Sector.

Considering the number of Sector Leavers who are unemployed and not available for work at SCQF 1-6 level, the DGC figure of 12.8% is lower when compared to the Sector figure of 21.9%. The figures for SCQF 7+ are comparable.

4.4   Full-Time Qualifiers and Sector Leavers with known destinations

The table below reflects the breakdown of all qualifiers for the 2021-21 CLD by SCQF level:

	CLD Qualifiers 21-22	Unconfirmed	Confirmed Destinations	Continuing College Study	Sector Leavers
DGC SCQF 1- 6	453	11 (2.40%)	442 (97.60%)	254 (56.10%)	188 (41.50%)
DGC SCQF 7+	229	9 (3.90%)	220 (96.10%)	103 (45.00%)	117 (51.10%)
Total	682	20 (2.90%)	662 (97.10%)	357 (52.30%)	305 (44.7%)
Sector SCQF 1-6	24, 832	2,334 (9.40%)	22,498 (90.60%)	15,855 (63.90%)	6,643 (26.80%)
Sector SCQF 7+	14,810	2,320 (15.70%)	12,490 (84.30%)	3,943 (26.60%)	8,547 (57.70%)
Total	39,642	4,654 (11.70%)	34,988 (88.30%)	19,798 (49.90%)	15,190 (38.30%)

The sector figures indicate that the majority of SCQF 1-6 qualifiers stay on at college, 63.90%, and only 26.60% at SCQF 7+ continued with their studies. When considering the percentages of DGC qualifiers continuing college study the figure for SCQF 1-6 (50.10%) is only slightly higher than the percentage of SCQF 7+ qualifiers (45.00%), there is not as large variance when compared to the Sector figures.

4.5   Confirmed destinations of Sector Leavers by level

The charts below provide a breakdown of the destinations for those leaving College by SCQF level.

Dumfries and Galloway College

DGC-College Leavers by SCQF Level

- Gained employment
- Enrolled at HEI
- Unavailable for work
- Unemployed

SCQF 7+: Gained employment 60.7%, Enrolled at HEI 33.3%, Unavailable for work 3.4%, Unemployed 2.6%

SCQF 1-6: Gained employment 68.1%, Enrolled at HEI 19.1%, Unavailable for work 4.8%, Unemployed 8.0%

Sector

Sector-College Leavers by SCQF Level

- Gained employment
- Enrolled at HEI
- Unavailable for work
- Unemployed

SCQF 7+: Gained employment 40.6%, Enrolled at HEI 51.5%, Unavailable for work 2.5%, Unemployed 5.4%

SCQF 1-6: Gained employment 59.7%, Enrolled at HEI 18.4%, Unavailable for work 9.1%, Unemployed 12.8%

SCQF 7+

Whilst the Sector figures for SCQF 7+ indicate that university study is still the most attractive destination (51.5%), the DGC figures show a lower number of students progressing to university (33.3%). A high percentage of DGC students went into employment (60.7%) compared to 40.6% for the Sector.

For DGC the number of leavers that enrolled at a HEI increased to 33.3%, a 9% increase from 24.3% in 2020-21. In contrast the number of students that went into employment decreased to 60.7% from 70.1% in 2020-21.

SCQF 1-6

The figures for all SCQF 1 -6 destinations are comparable between DGC and the Sector. It was noted in their report that the proportion of unemployment has increased on last year. The figures for DGC also reflect this with unemployment increasing to 8.0% from 5.1%

4.6   Sector Leaver Comparison 2020-21 V 2021-22

The tables below provide comparative destination proportions for the confirmed Sector Leavers for 2020-21 with 2021-222 for Dumfries and Galloway College and the Sector.

Dumfries and Galloway College

External Destination	2020-21 Sector Leavers	% Sector Leavers		2021-22 Sector Leavers	% Sector Leavers			
Qualifiers Leaving College Sector	374/709	52.8%		305/662	46.1%	▼		
FE to University	51	13.6%		36	11.8%	▼		
HE to University	43	11.5%	92.0%	39	12.8%	▲	89.8%	▼
FE/HE into work	250	66.8%		199	65.2%	▼		
Unemployed	14	3.7%		18	5.9%	▲		
Unavailable for work	16	4.3%	8.0%	13	4.3%	-	10.2%	▲
			100%				100%	

Sector

External Destination	2020-21 Sector Leavers	% Sector Leavers		2021-22 Sector Leavers	% Sector Leavers			
Qualifiers Leaving College Sector	16,653/39,732	41.9%		15,190/34,988	43.4%	▲		
FE to University	1,280	7.7%		1,222	8.0%	▲		
HE to University	5,655	34.0%	91.0%	4,400	29.0%	▼	86.0%	▼
FE/HE into work	8,211	49.3%		7,435	48.9%	▼		
Unemployed	836	5.0%		1,317	8.7%	▲		

Unavailable for work	671	4.0%	**14.0%**	816	5.4%	▲	**14.0%**	
			100%				100%	▲

In Session 2021-22 for Dumfries and Galloway College, we know the destinations of 305 Sector Leavers, a decrease of 69 from the previous year. Of the 305 Sector Leavers, 274 went onto a positive destination.

For Sector Leavers qualifying at FE level (SCQF 1-6), 11.8% of DGC sector leavers progressed to university, compared to only 8.0% for the Sector. For Sector Leavers qualifying at HE Level (SCQF 7+), 12.8% progressed to university, compared to 29.0% for the Sector.

When considering the overall percentages for this session and the previous session DGC are comparable with the Sector.

4.7   Sector Leaver Destinations Comparison by Gender with variance from previous year

The tables below provide comparative destination proportions for the confirmed Sector Leavers, by Gender, for 2021-22 with 2020-21 for Dumfries and Galloway College and the Sector.

The variances between the sessions are indicated by percentage points.

Dumfries and Galloway College – with variance from previous session

SCQF	Gender	Total	HEI%	Work%	Positive % (HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6 (21-22)	Male	79	6.3%	78.5%	84.8%	1.3%	13.9%
	Female	107	29.0%	59.8%	88.8%	7.5%	3.7%
SCQF 7+ (21-22)	Male	48	39.6%	54.2%	93.8%	0.0%	6.3%
	Female	68	29.4%	66.2%	95.6%	4.4%	0.0%
SCQF 1-6 variance (between 21-22 & 20-21)	Male	-2	2.6pp	-14.10pp	-11.50pp	0.10pp	11.40pp
	Female	-7	-13.10pp	15.10pp	2.00pp	0.50pp	-2.40pp
SCQF 7+ variance (between 21-22 & 20-21)	Male	-21	13.50pp	-16.80pp	-3.30pp	–	3.40pp
	Female	-39	6.00pp	-3.00pp	3.00pp	-1.20pp	-1.90pp

Sector – with variance from previous session

SCQF	Gender	Total	HEI%	Work%	Positive % (HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6 (21-22)	Male	3,120	8.5%	71.5%	80.1%	5.9%	14.0%
	Female	3,468	27.4%	49.0%	76.4%	11.9%	11.7%
SCQF 7+ (21-22)	Male	3,267	53.1%	39.0%	92.2%	1.9%	6.0%
	Female	5,202	50.4%	41.7%	92.0%	2.9%	5.1%
SCQF 1-6 variance (between 21-22 & 20-21)	Male	336	-1.6pp	-3.6pp	-5.2%	1.4pp	3.7pp
	Female	-147	0pp	-6.7pp	-6.7%	2.3pp	4.3pp
SCQF 7+ variance (between 21-22 & 20-21)	Male	-678	-2.5pp	-1.6pp	-3.9pp	08.pp	3.2pp
	Female	-1,008	-5.0pp	2.1pp	-2.9pp	0.5pp	2.5pp

Finding Employment

Dumfries and Galloway College SCQF Levels 1-6, for males going into work there was a decrease from 92.6% to 78.5% whereas more females found employment, increasing by 15.10pp points to 59.8%. Looking at the male and female percentages for SCQF Level 7+ there are decreases for both.

University Study

Dumfries and Galloway College – Only 29.0% of females at SCQF Levels 1-6 went on to study at HEIs compared to 42.1% last year (a difference of 13.10pp).

4.8 Sector Leaver Positive Destination Comparison by Subject Area

The tables below provide destination proportions for the confirmed Sector Leavers by subject groupings for 2020-21 with 2019-20, for Dumfries and Galloway College and the Sector. It is worth noting that some percentages are based on small numbers, which make some percentages less robust than others.

The variances between the sessions are indicated by percentage points.

Dumfries and Galloway College – with variance to previous session

	SCQF 1-6						SCQF 7+					
	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance
Art & design arts and crafts	**4**	75.0%	0.0%	-20pp	75.0%	55.0pp	**10**	70.0%	40.9%	10.1pp	30.0%	-31.5pp

	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance
Business management and administration	3	100%	33.3%	33.3pp	66.7%	66.7pp	16	100%	12.5%	−7.5pp	87.5%	10.8pp
Care	69	92.7%	50.7%	−8.6pp	42.0%	8.7pp	41	95.1%	39.0%	2.6pp	56.1%	−3.0pp
Computing and ICT	1	100%	0%	0.0pp	100%	0.0pp	11	90.9%	63.6%	27.2pp	27.3%	−28.3pp
Construction	32	75.0%	0.0%	−2.80pp	75.0%	−16.7pp	0	–	–	–	–	–
Engineering	18	100.0%	0.00%	0.0pp	100%	0.0pp	9	100%	22.2%	3.2pp	77.8%	1.6pp
Hairdressing, beauty & complimentary therapies	26	100%	0.00%	0.0pp	92.5%	5.0pp	5	100%	0.00%	0.0pp	100%	18.2pp
Hospitality & tourism	13	69.2%	0.00%	−6.3pp	69.2%	−18.3pp	2	50%	0%	0.0pp	50%	−31.8pp
Media	0	–	–	–	–	–	5	100%	60.0%	−2.4pp	40.0%	−31.4pp
Special programmes	15	80.0%	0%	0.0pp	80.0%	−4.6pp	0	–	–	–	–	–
Sport and leisure	7	85.7%	0%	0.0pp	85.7%	10.7pp	18	100%	27.8%	2.8pp	72.2%	−2.0pp
All	188	87.2%	19.1%	−6.8pp	68.1%	4.1pp	117	94.0%	33.3%	9.0pp	60.7%	−9.4pp

Sector - with variance to previous session

	SCQF 1–6						SCQF 7+					
	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance
Art & design arts and crafts	177	80.8%	37.9%	3.5pp	42.9%	−4.7pp	654	91.3%	64.8%	3.8pp	26.5%	−6.6pp
Business management and administration	166	77.1%	6.0%	3.1pp	71.1%	−4.4pp	1312	94.4%	60.7%	−0.7pp	33.6%	−0.4pp
Care	1,245	83.1%	49.1%	5.4pp	34.1%	−9.3pp	1,828	92.1%	48.9%	−5.7pp	43.3%	1.9pp
Computing and ICT	107	67.3%	11.2%	5pp	56.1%	−10pp	622	88.9%	61.7%	−3.3pp	27.2%	−1.8pp
Construction	619	76.3%	0.5%	−0.6pp	75.8%	−12.5pp	234	93.2%	45.7%	−19.4pp	47.4%	17.5pp
Engineering	1,209	92.1%	1.2%	−0.9pp	90.9%	3.1pp	549	93.8%	36.4%	−4pp	57.4%	0.2pp
Hairdressing, beauty & complimentary therapies	642	72.3%	0.5%	−0.6pp	71.8%	−8.6pp	362	82.3%	15.7%	−10.1pp	66.6%	0.6pp
Hospitality & tourism	374	74.9%	2.4%	−0.4pp	72.5%	−6.8pp	274	92.3%	26.6%	−12.3pp	65.7%	13.2pp
Media	63	57.1%	14.3%	1.3pp	42.9%	−20.1pp	507	86.2%	45.3%	−11.1pp	39.8%	2.9pp
Special programmes	330	35.8%	1.8%	1.8pp	33.9%	−12.7pp	0	–	–	–	–	–
Sport and leisure	240	75.0%	4.6%	−1.3pp	70.4%	−4.3pp	590	95.3%	55.4%	2.5pp	39.8%	−4.3pp

All		6,643	78.1%	18.4%	-1.4pp	59.7%	-4.3pp	8,547	92.1%	51.5%	-3.9pp	40.6%	0.6pp

Percentage range of positive destinations

Dumfries and Galloway College - At SCQF 1-6 level overall positive destinations range from 69.2% (Hospitality) to 100% (Business Management & Administration, Computing and ICT and Engineering, Hairdressing Beauty and Complimentary Therapies). At SCQF 7+ overall positive destinations of 100% were achieved by several curriculum areas - Business Management & Administration, Engineering, Hairdressing Beauty and Complimentary Therapies, Media and Sport and Leisure.

Finding employment

Dumfries and Galloway College – At SCQF Level 1–6, 5 out of the 11 subject areas saw an increase in the proportion finding work. Business Management and Administration saw the biggest increase at 66.7pp to 66.7%. There was also a notable increase for Art and Design, at 55.0pp to 75%.

For SCQF 7+ the largest change in proportions moving to work was in Hairdressing (an 18.2pp increase to 100%).

University Study

Dumfries and Galloway College – At SCQF level 7+ five subject areas saw an increase in the proportion going to university. This is in contrast to the Sector where only two areas saw an increase.

4.9   Data Collection Method

Using the various methods as recommended by the SFC the responses were as follows:

Data Collection Category	Number of students (682)
FES, SDS, SAAS (details provided by SFC through data linkage) *	392
Individual Student (via survey/email/phone)	127
Lecturer/Other member of staff	102
Parent/Guardian/other family member	10
Social Media	9
Fellow student/past student	15
CMIS	7
Unable to contact	20

*Pre-populated fields in the Database for returning 22-23 students checked for currency.

➢ An online survey was issued in January 2023 which produced 39 responses.

As with each CLD data collection one negative aspect when contacting leavers was the currency of some mobile/home numbers and emails, resulting in unconfirmed responses. This is a factor out with our control.

The Performance Team, January 2024