

## Board of Management Meeting

### Minute of Meeting held on 11 December 2023 1400hrs Dumfries Campus/Hybrid

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

#### 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 shown 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 or connections as appropriate throughout the course of the meeting.

### FOR APPROVAL

#### 2. **Minutes of Previous Meetings and Matters Arising**

##### 2.1. **Minute of Meeting held 02 October 2023 | Paper 2.1 | Chair C. Stuart**

2.1.1. The Deputy Principal requested further clarification on the minute on a point of accuracy and would be provided via email to LG.

## Board of Management Minute

2.1.2. **The minute was approved as an accurate representation of the meeting with amendments noted above. (Note added to minute: this refers to 7.12.2 Digital Portfolio wording)**

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

2.2.1. LG provided an update on the 6 points of action, confirming that all commentary had been updated and all actions were noted as complete.

2.2.2. ...

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

## FOR DISCUSSION

### 3. **Chair's Report | Paper 3.1 | C Stuart**

3.1. The Chair took the paper as read and highlighted the following key points:

3.2. The Chairs of the College of Scotland convened, yielding a positive outcome. The intention is to gather with the College Principals Group following the budget announcement on December 19, with ongoing scenario planning in progress.

3.3. A discussion with ... took place and the Chair advised an update would follow on the progress by PS and JC. The Chair conveyed she had slight concerns over timescales.

3.4. A governance review by CDN is scheduled for January, which will adopt a light-touch approach to review previous action plans and meet with key personnel. Following this, arrangements will be made to conduct the full External Effectiveness Review.

### 4. **Principal's Report | Paper 4.1 | J Campbell**

4.1. The Principal reported on the basis that the report had been read but provided the following update of the activities undertaken since the last Board meeting on 02 October 2023.

4.2. Key highlights include above-average Performance Indicators (PIs), a balanced budget, meeting credit targets, 96% student satisfaction, and no compulsory redundancies. There is a keenness to build on these positive aspects.

4.3. Strategic dialogue with the education minister has taken place ...

4.5. ...

4.6. ...

4.7. The Board acknowledged the entire team, recognising their contributions from student satisfaction and retention to financial metrics. The commendable use of a VS package instead of a CR package was an excellent achievement, and congratulations were extended to all involved.

4.8. WD acknowledged the persistent challenges in navigating change within a sector experiencing difficulties, highlighting the significance of resilience and capacity, requesting an update on the current financial status in this regard.

## Board of Management Minute

4.9 ...

4.10 ...

4.11 The Board encouraged the importance of communication and engaging with other organisations and key political people as crucial. SH queried if there was a summary document available for Board members for their engagement with external organisations. JC confirmed there was.

4.12 **ACTION: Key Lines Briefing Summary to be circulated to the Board.**

4.13 RN enquired about the progress of the Principals' objectives and suggested that it would be beneficial to include this information in the Performance Report assessing how the college is performing.

4.14 **ACTION: JC proposed a summary document as an appendix to the Performance report for the Board providing ongoing updates to Principal's Objectives.**

### **5. Performance Report (include Workforce 25, Service Redesign, Commercial and Stranraer summaries) | Paper 5.1 | D. Dickson/ J. McGraw/ K. Hunter**

5.1. Confidential

### **6. Workforce 2025 (For Approval) | Paper 6.1| J. McGraw**

6.1 Confidential

6.8 **The Board approved Option 1 Workforce 2025 depending on the current landscape and note that Options 2 and 3 can be brought back to the Board.**

### **7. Confidential | Paper 7.1 | P. Smart**

### **8. Health & Safety Report | Paper 8.1 | J. McGraw**

8.1 The VP People & Transformation assumed the paper as read, and highlighted the following:

8.2 Compliance remains at 100% with all statutory inspections, testing and reports complete. There were two reported RIDDOR incidents. One involved a student losing their footing and a faulty switch at Stranraer resulted in an electric shock for a staff member, there were no lasting effects,

8.3 RN enquired about recommendations in response to the RIDDOR incidents. JM confirmed an external review was ongoing with the introduction of additional support and emphasis on H&S. Investigations are addressing safety notices, recommendations, and actions for both incidents.

8.4 The Board asked that H&S be elevated to item 1 on future agendas making this a priority. An agreement on resources with UWS is under consideration, with collaboration extending to all other support services.

8.5 The Chair confirmed that RN had accepted the role of H&S Champion for the Board.

8.6 **The Committee noted the Health and Safety Report**

**9. Student Association Report | Paper 9.1 | A. Dogrultan**

- 9.1 AD provided the Board with an update of the Student Association activity since the last Board meeting.
- 9.2 Update on fresher's week was provided with Xbox club having commenced and another Xbox having been donated by a lecturer.
- 9.4 The Christmas Toy Appeal is ongoing to support students with gifts for their children.
- 9.5 There is a Christmas Care Package in conjunction with local supermarkets to help students in need of support.
- 9.6 The Active Campus Co-ordinator has commenced with a snooker night planned.
- 9.8 RN posed the question of identifying the strengths and areas for improvement within the college.
- 9.9 AD emphasized the college's success in offering a welcoming environment where everyone feels included, and all support teams are easily accessible. However, concerns were raised about transport issues related to Stagecoach, causing travel problems and students arriving late.
- 9.10 RN enquired about potential actions to address these issues, and WD suggested initiating communication with Stagecoach with specific information they would require to aid their planning, gathering their response, and subsequently involving MPs if the need arose.

**10. Code of Good Governance Checklist | Paper 10.1 | L. Grierson**

- 10.1 After consideration and on the recommendation of Audit Committee, the Board of Management were asked to confirm the Code of Good Governance Checklist gives assurance of compliance with all the code principles.
- 10.2 RN enquired about the lack of response to assurances in B5 and C5. LG explained that they were missed in error, but there is evidence available to support them and the checklist will be updated.
- 10.3 **The Board Approved the Code of Good Governance Checklist.**

**FOR APPROVAL**

**11. Annual External Audit Report| Paper 11.1 | D. Eardley**

- 11.1 Confidential
- 11.5 **The Board Approved the Annual External Audit Report**

**12. Letter of Representation and Draft Financial Statements| Paper 12.1 | Management Accounts| Paper 12.2 | K. Hunter**

- 12.1 Confidential

12.6 **The Board approved the Draft Financial Statements and Management accounts with the caveat to refer to the external guidance received dated December 4<sup>th</sup>.**

**13. Audit Committee Annual Report | Paper 13.1 | K Hunter**

13.1 The Audit Committee Annual Report was presented to the Board for approval confirming approvals from both external and internal auditors. Feedback has been taken and strengthened, key recommendations made during the year and highlighted actions and how audit committee have been tracking.

13.2 RN agreed the need for actions to be categorised into low, medium, and high-risk levels without referencing the previous year's status. KH indicated that high-risk and medium-risk actions are robustly implemented. KH confirmed that all items on the audit tracker have been closed off, a confirmation echoed by LG.

**13.3 The Committee Approved the Audit Annual Report**

**14. Strategic Risk Register | Paper 14.1 | L. Grierson | Approval**

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

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

14.3 LG confirmed the 5 assigned risks had been reviewed through ELT with no changes to note.

14.4 LG provided the following updates from the Committees:

- Risk 3 – Failure to Achieve Institutional Sustainability - discussions at F&GP Committee and raised at Audit regarding the residual grading and agreement that the wording of the risk is to be reviewed to reflect external funding concerns are the main risk.
- Risk 8 – Failure to achieve highest academic performance levels was discussed at L&T in relation to industrial action. As strike action has now ceased, it was agreed that the Risk will be reviewed again in January 2024 when the result of further ballots is available.

14.5 The Board discussed Risk 5 – Business Continuity Incident and whether staff recruitment is a concern due to difficulties recruiting, and therefore a potential further risk and do we have the right risks? DD advised that we will be looking to include an Emerging Risk Register to monitor potential risks.

14.6 LG explained that the Board Strategy Day would be held in May 2024 and a review of the Risk Register is planned.

**14.7 The Committee Approved the Risk Register**

**FOR INFORMATION ONLY**

**Committee Minutes and Papers**

## Board of Management Minute

- 15.1 Finance & General-Purpose Committee minute, Paper 15.1 was noted by the Board.
- 15.2 HR Sub- Committee minute, Paper 15.2 was noted by the Board.
- 15.3 Learning & Teaching Committee minute, Paper 15.3 was noted by the Board.
- 15.4 Audit Committee minute, Paper 15.4 was noted by the Board.
- 16 Early Experience Student Satisfaction Survey Report, Paper 16.1 was noted by the Board.
- 17 Final Version – Regional Outcome Agreement, Paper 17.1 was noted by the Board.
- 18 Estates Annual Report, Paper 18.1 was noted by the Board.
- 19 Student Performance 2022-23, paper 19.1 was noted by the Board.
  
- 20. **Any Other Business | Verbal | C Stuart**
  - 20.1 No other business was noted.
  
- 21. **Date of next meeting | Verbal | C Stuart**
  - 21.1 The date of the next meeting is on Monday 25 March 2024, Dumfries Campus.

Key	
	Ongoing
	Closed
	Overdue

## Board of Management Action Log 11.12.23

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	2/10/23		KH	Dec 23	Closed	To be tabled at BoM meeting 11/12/23
2	2/10/23	...	JM	Dec 23	Closed	Workforce 2025 paper tabled for BoM 11/12/23
3	2/10/23	Skills Matrix to be re-issued for board member completion	LG	Oct 23	Closed	Complete – sent out October 2023.
4	2/10/23	Risk Management Policy – wording to be amended re who approves the Policy	LG	Oct 23	Closed	Completed to show the Audit Committee offer recommendations to the Board re changes.
5	2/10/23	The Draft ROA – board members to send any comments back to Depute Principal.	DD	Dec 23	Closed	Final ROA tabled at L&T and BoM 11/12/23
6	2/10/23	H&S to be prioritised and discussed earlier in future agendas.	LG	Oct 23	Closed	This item has been moved to the top of future agendas.

<b>MEETING</b>	<b>BOARD OF MANAGEMENT COMMITTEE</b>
<b>Agenda Item:</b>	<b>3</b>
<b>Paper No:</b>	<b>BOM1223-3.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	Chair's Report
<b>Presented By</b>	Caroline Stuart
<b>Recommendation</b>	Noting
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	YES

Read Time: 2 minutes

## **1. Recommendation**

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



## 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 2 October 2023. This report covers activity during the period October to December 2023. The Board are invited to **discuss** the contents.

## 3. Context

### 3.1 Activities October to December 2023

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

- SFC Board dinner
- CS Board Meeting
- CS College Chairs Meeting
- CS College Chairs meeting at North Lanarkshire College
- James Miller, Principal UWS
- Douglas Mundie
- Paul Houlden, CDN Chair

## 4. UWS

4.1 ...

## 5. External Effectiveness Review

5.1 Contact has been made with Candy Munro at CDN to arrange a date for the review to take place and details will be relayed in due course.

## 6. Board Training

6.1 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:

- 11 December - GDPR
- 25 March - Equality and Diversity
- 14 June – Safeguarding

**5. Strategic Implications**

Ambition 2025

**5. Risk**

<b>Risk</b>	<b>Mitigations</b>
None	

**6. Implications**

<b>Financial</b>	no	
<b>Legal</b>	no	
<b>Learning and Teaching</b>	no	
<b>Equalities</b>	no	

Caroline Stuart

Chair of Board of Management

28 November 2023

<b>MEETING</b>	<b>BOARD OF MANAGEMENT COMMITTEE</b>
<b>Agenda Item:</b>	<b>8</b>
<b>Paper No:</b>	<b>BOM1223-8.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	Health and Safety Report
<b>Presented By</b>	J McGraw
<b>Recommendation</b>	Discussion
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	YES

Read Time: 3 minutes

## **1. Recommendation**

- 1.1 The Board of Management are asked to **note** and discuss any points re the Health and Safety performance of the College and to continue to monitor on a regular basis.

## 2. Executive summary

- Compliance remains at 100% with all statutory inspections, testing and reports complete.
- Increase in RIDDOR incidents at the start of AY 2023/24.
- 1 non reportable accident involving a staff member at Stranraer investigated – low work time loss.

## 3. Context

### 3.1. Introduction

3.1.1. The purpose of this paper is to provide the Board of Management with a full report of the Health and Safety statistics and performance, to date for Academic year 2023/24.

### 3.2. Logged Incidents:

3.2.1. This section will concentrate on the number of reported incidents which required the attendance of a College first aider or logged as near misses.

3.2.2. The stats given are for the current academic year, starting in August 2023.

	Incidents 23/24	Comparison 22/23	Variation
August	1	11	-10
September	11	5	+6
October	8	7	+1
November	6	7	-1

3.2.3. There has been a slight decrease in incident numbers for the start of AY 23/24 compared to 22/23. This can be attributed to more control in practical areas at the start of the year as this was a focus from the H&S committee.

3.2.4. Of the incidents reported, 3 involved staff members. 2 of these are college cleaners, 1 a lecturer. The lecturing member of staff lost 2 days as a result of their incident which was an electric shock due to a light switch failure.

### 3.3. RIDDOR

3.3.1. Two RIDDOR events have been reported in AY 23/24, These are detailed as follows:

- Incident 1 at Dumfries campus. A student slipped on the entrance steps having lost their footing. The incident resulted in the student suffering a badly broken ankle which required surgery. Through the incident report the root cause was found to be a lack of care and attention on the steps which was confirmed by the student.

- Incident 2 at Stranraer. A student group were playing football at the Ryan Centre. A student went over on their ankle resulting in a break. This was noted as an accident due to playing sports.
- 3.3.2. A further investigation was carried out into the incident at Stranraer which resulted in a staff member suffering an electric shock.
- 3.3.3. The staff member suffered a shock when switching on lights in classroom G34 and was taken to hospital. At the time the staff member was experiencing pain so was taken to A&E to be checked over. After investigations the staff member was given the 'all clear' with no lasting damage.
- 3.3.4. The investigation pointed to the switch becoming faulty and arcing. The electrical circuits had all been checked in April and tested fully with no issue found. The switch was changed and fully retested with no further issue noted.
- 3.4. Incidents of Near Miss
- 3.4.1. Near Misses continue to be raised and addressed as a form of good practice aimed at reducing the number of accidents onsite.
- 3.4.2. In 2023/24 there have been a total of 5 near misses reported to date. The figure for the same time last year was 6 so this is a reduction. These have been actioned to completion and ranged from issues with emergency lighting to fire curtain damage.
- 3.4.3. The key part on near miss is the type of reporting is improving, these are more relevant to H&S improvement rather than reporting of technical issues.
- 3.5. H&S independent review
- 3.5.1. A review was commissioned from an external partner on the current H&S provision allied with a departmental analysis as part of the Workforce 2025 Framework.
- 3.5.2. The report has offered some feedback with opportunities to reshape and refocus H&S provision, highlighted as follows:
- 3.6. Resource
- 3.6.1. Currently this is provided by the Director of Estates and Sustainability with some assistance from the Estates Team.
- 3.6.2. The Workforce 2025 framework has identified a possible opportunity to enhance H&S provision through the development of a new role of H&S Advisor, which is being explored as a secondment opportunity.
- 3.6.3. This new role would be responsible for day-to-day H&S matters. The role would focus on working with colleagues to provide H&S advice and guidance, ensuring H&S documentation is in place in line with legal requirements, carrying out internal audits, preparing reports etc and maintaining live systems for documentation.
- 3.6.4. The role would bring greater visibility to those who lead on H&S matters and give a more proactive focus. The role holder would work independently of all departments, working under the guidance of the Director of Estates and Sustainability, to ensure direct focus is given to H&S compliance.

### 3.7. Documentation

3.7.1. It was noted during the review that some streamlining of documentation was required to bring consistency of approach. Policies and procedures were noted as moving forward onto new templates although this has been slower than anticipated. The new H&S advisor would work, with the Director and relevant responsible document owners, to move this workstream forward.

### 3.8. Systems

3.8.1. It was noted that the current method of storing H&S documentation does not allow for live updating or active monitoring. A more suitable means of storing, updating and monitoring H&S documents is required which will allow a more open and transparent provision.

3.8.2. With a H&S advisor in place, a more detailed action plan will be created with targets to meet for improvement opportunities. Moving forward, the role holder will provide a program of works for each year which clearly sets out priority workstreams and H&S improvement initiatives planned for the year ahead.

### 3.9. H&S Committee

3.9.1. The H&S Committee has continued to meet on a quarterly basis to review the H&S performance and culture of the College with a view to continuously improving. The last meeting was held on October 4<sup>th</sup> 2023 with the next scheduled for Wednesday 31<sup>st</sup> January 2024. To enhance the focus of the committee, a member of ELT will attend future meetings.

### 3.10. Recommendations

3.10.1. The recommendation is for the Board of Management to continue to monitor the Health and Safety performance and compliance.

## 4. **Strategic implications**

4.1 This paper links to Strategic priority 5, Systems and Infrastructure.

## 5. **Risk**

Risk	Mitigations
Risk 12 – Failure to meet regulatory Health and Safety Obligations	<ul style="list-style-type: none"> <li>➤ Reporting and Review procedure including Near Miss</li> <li>➤ Health and Safety IOSH training for staff</li> <li>➤ Specific communication at time of increased risk eg Covid, building works, adverse weather</li> <li>➤ Clear channels of communication regarding issues and preventative actions.</li> </ul>

## 6. Implications

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

**William Currie**

Director Estates and Sustainability

28 November 2023

<b>MEETING</b>	<b>BOARD OF MANAGEMENT</b>
<b>Agenda Item:</b>	<b>9</b>
<b>Paper No:</b>	<b>BOM1223-9.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	Student Association Report
<b>Presented By</b>	Adnan Dogrultan
<b>Recommendation</b>	Discussion
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	YES

Read Time: 3 minutes.

**1. Recommendation**

- 1.1. The board are asked to note and discuss the contents of this paper.



## 2. Executive Summary

- 2.1. New class reps 2023/24
- 2.2. Freshers' week 2023
- 2.3. Upcoming events for the end of the year

## 3. Context

### 3.1. New Class Rep recruitment

- 3.1.1 Our Class Rep recruitment is well underway with 72% of reps to classes at present. We are still actively encouraging curriculum teams to boost this number. We see the class reps as vital because it gives us the opinion of the students and we need them in order to get the views of all the students.

### 3.2 Fresher's Week

- 3.2.1 We had an information week which involved a whole host of organisations coming in setting up stalls across both campuses, and showing what they have to offer the students. This included discounts for memberships, money off food and drink, grants they give or support that they can offer to our students.

### 3.3 Upcoming Event

- 3.3.1 We have a whole host of events planned for the students this year.

### 3.4 Student Meeting with Local Council

- 3.4.1 One of the local elected councillors, Tony Berretti has invited a group of students to attend a meeting on the 30<sup>th</sup> October to hear directly the student's perspective. This came about from a councillor's lunch organised by ELT which our Student Association team and some students attended.

### 3.5 Halloween Party

- 3.5.1 This year we have teamed up with slipstream to run a Halloween themed night aimed at the students with the winner for best costume winning a prize organised by the owner of the bar. This will hopefully be the first of many social events held within local pubs/bars over the course of the year.

### 3.6 Here For You Event

- 3.6.1 After the success of last year's Here for You event and campaign, we are looking to host another Here For You, cost of living event for our students. This will be held on Monday 27<sup>th</sup> November within the STEM hub and Green Energy Rooms at Dumfries. A similar event will also be held at Stranraer as per last year's event.

### 3.7 Toy Appeal

- 3.7.1 Last year as part of the Here for You campaign, a Christmas Toy Appeal was set up to help support our students who are parents with gifts for their children. We aim to go bigger with this event this year and have already emailed all college staff appealing for

donations and will work closely with our Student Advisors to identify those who will receive the gifts. This also works as a good opportunity to point out the food bank offering and encourage students to take what they need before the Christmas break.

**3.8 Christmas Care Package**

3.8.1 We have been in contact with local supermarkets and their community champions looking to see if they can donate food and other essentials to create a Christmas care package which would include essentials to help the students get through a tough Christmas period.

**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	<ul style="list-style-type: none"> <li>➤ Student Association officers to have meetings with students.</li> <li>➤ Student focus groups.</li> <li>➤ Student class representatives input to course teams.</li> <li>➤ Continuous self- evaluation and action planning by support and teaching areas.</li> </ul>

**6. Implications**

<b>Financial</b>	No	
<b>Legal</b>	No	
<b>Learning and Teaching</b>	No	
<b>Equalities</b>	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

03 November 2023

<b>MEETING</b>	<b>BOARD OF MANAGEMENT</b>
<b>Agenda Item:</b>	<b>13</b>
<b>Paper No:</b>	<b>13.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	Audit Committee Annual report
<b>Presented By</b>	Gillian Brydson
<b>Recommendation</b>	Approval
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	NO

Read Time: 10 minutes

**1. Recommendation**

After consideration and on the recommendation of Audit Committee, the Board of Management is asked to note the work of the Audit Committee during 2022-23 and approve the Annual Report for the year.

**2. Executive Summary**

- 2.1 The purpose of this report is to advise the Board of management on the activities and decisions of the Audit Committee during the financial year 2022-23 and to provide opinions on matters specified by the Code of Audit practice

**3. Report****3.1 Background and Membership**

- 3.1.1 It is a requirement of the Code of Audit Practice and the College's Standing Orders and Financial Regulations that the Audit Committee provides the Board with an Annual Report so that all members of the Board can be fully informed of, amongst other things, aspects of the system of Internal Control. The Audit Committee work with the Internal and External Auditors independently of College Staff and report directly to the Board of Directors. Part of the remit of the Audit Committee is to give reassurance that the systems of governance, risk management and internal controls across the College are maintained at acceptable levels.
- 3.1.2 The period covered by this report is the twelve-month period 1 August 2022 to 31 July 2023.
- 3.1.3 The membership of the Committee during the period was:
- Gillian Brydson (Chair)
  - Will Dowson
  - Ann Hill
  - Sue Irving
  - Jamie Ross
  - Malcolm MacLeod – after 06.23
- 3.1.4 Other attendees at Audit Committee meetings included:
- Joanna Campbell (Principal)
  - Caroline Stuart (Chair of the Board)
  - Douglas Dickson (Depute Principal)
  - Jill Galloway (VP People and Transformation)
  - Steve Uphill (Interim VP Finance, Strategy and Sustainability until 12.23)
  - Ritchie Nicoll
  - Rob Barnett (RSM)
  - Mike Gibson (RSM)
  - David Eardley (Azets)
  - Alexandra Elkins (Executive Assistant)
  - Allison Donnelly (Note taker)
  - Lorraine Grierson (Sec to the Bd)
  - Karen Hunter (Director of Finance)

3.1.5 During the period, the Committee’s formal meetings were as follows:

<b>Date of Meeting:</b>	<b>Board members present:</b>
05.09.22	G Brydson, W Dowson, S Irving, J Ross
29.11.22	G Brydson, W Dowson, A Hill, S Irving, J Ross
13.06.23	G Brydson, W Dowson, A Hill, S Irving, J Ross

3.1.6 A meeting scheduled for 9 March 2023 was cancelled due to no quorum.

3.1.7 There was an average attendance of 4.6 members (93%)

3.1.8 Following the impact of the COVID-19 pandemic on Dumfries and Galloway College, the Audit Committee has continued to meet remotely.

**3.2 Key work of the Audit Committee during 2022-23**

3.2.1 Risk Management is an integral part of the overall governance arrangements of the College, and as such there are specific responsibilities for people and groups undertaking different roles in the organisation. The Board of Management has responsibility to:

- establish the overall culture and ethos in respect of risk and opportunity management within the College as a whole.
- approve major decision affecting the College risk profile or exposure in accordance with appropriate financial strategy and procedures.
- annually review the College approach to risk management, risk appetite and approve changes or improvements as necessary.
- enable the College Executive to discharge their duties in the management of risk.

3.2.2 The Board of Management has delegated responsibility for Risk Management to the Audit Committee. The Audit Committee monitor and report to the Board on internal controls and alert Board Members to any significant emerging issues.

3.2.3 The Risk Management Policy has recently been updated, with oversight by the Audit Committee. The Risk management Policy outlines approaches and arrangements in respect of the management, oversight, control, mitigation, evaluation and reporting of risks associated with College operation and activities. The Policy ensures that significant risks are monitored and managed more closely and confirms roles and responsibilities of the Board of Management, Executive Team and others in the effective management of risk.

3.2.4 The Audit Committee continue to monitor and update the Risk Register based on feedback from the Internal and External Auditors. Throughout the year, the Audit Committee review the reports from the Internal Auditors and discuss the findings for each Risk area.

3.2.5 The Audit Committee exercises the right to deep dive other risks as appropriate. As the Audit Committee maintain the risk registers, they discuss the potential requirement for any additional deep dives into specific risks regularly.

3.2.6 Specifically, during 2022-23 the Audit Committee has overseen the following in order to give reassurance on the levels of risk faced by the College:

- Maintain the risk register and progress for each area
- Considered the Internal Audit report for 2021-22
- Considered the individual reports during the 2022-23 Internal Audit reviews
- Maintained a tracker for implementation of recommendations from the internal audit investigations
- Considered and approved the internal audit plan for 2023-24
- Considered the External Audit report and financial statements for 2021-22
- Involved in the plan for the 2022-23 external audit

3.2.7 The Audit committee will review the outcome of the 2022-23 external audit in order to give assurance to the Board of Directors that the College is compliant in its approach to governance, risk and control.

**3.3 Internal Audit**

3.3.1 RSM acted as internal auditors throughout the year.

3.3.2 RSM’s Annual Audit Report for 2022-23 was presented at the September 2023 Audit Committee Meeting. The report provides an annual internal audit opinion:

**The Opinion**

*For the 12 months ended 31<sup>st</sup> July 2023, the Head of Internal Audit opinion for Dumfries and Galloway College is as follows:*

*The organisation has an adequate and effective framework for risk management, governance and internal control.*

*However, our work has identified further enhancements to the framework of risk management, governance and internal control to ensure that it remains adequate and effective.*

3.3.3 A copy of the full report is detailed in RSM’s ‘Annual Internal Audit Report and opinion Year ended 31 July 2023’.

3.3.4 A summary of the internal audits undertaken, and the resulting opinion, is provided below.

Assignment	Assurance level	Actions agreed		
		L	M	H
Further Education Statistical (FES) Return	Reasonable Assurance	1	0	1
Student Support Funds	Advisory	0	1	0
Health and Safety	Substantial Assurance	0	0	0
HR: Recruitment	Substantial Assurance	2	1	0

...	...	.	.	0
Follow up of Previous Audit Management Actions	Good progress	3	0	0
HR: Processing Activities	Reasonable Assurance	4	5	0
Equality, Diversity, and Inclusion (EDI)	Reasonable Assurance	2	3	0
<b>Total (2022-23)</b>		<b>18</b>	<b>17</b>	<b>1</b>
Total (2021-22)		28	7	0

- 3.3.5 The recommendations are categorised by the auditors according to the level of priority – High, Medium, and Low, and are prioritised to reflect the auditors’ assessment of risk associated with the control weaknesses.
- 3.3.6 In addition, Suggestions may be included as part of the Action Plan reported. These are not formal recommendations that impact the overall audit opinion but used to highlight a suggestion or idea that management may want to consider.
- 3.3.7 17 of the recommendations made during the year were categorised as Medium Priority, which was a significant increase from 7 for the previous year. ... 5 related to the HR: Processing Activities review. An implementation plan and appropriate timescales have been agreed with Management, and the actions taken to implement the plan within a reasonable timescale will be monitored by the Audit Committee. The Audit Committee will also assess any further actions required as part of the Risk Management processes.
- 3.3.8 One High Priority management action was made during the year which related to monitoring student engagement for Open Learning.
- 3.3.9 Where a recommendation is not accepted this is documented in the individual audit reports considered by the Audit Committee. In general, recommendations may not be accepted where it is considered that the benefits of implementation are outweighed by the costs.
- 3.3.10 Factors and Findings which have informed the Internal Audit Opinion were noted in RSM’s report as follows:
  - **Governance** – RSM did not perform a specific governance review at the College in 2022-23, however they have covered elements of the governance framework in place for the following reviews and have used that work to support their governance opinion:
    - Health and Safety
    - ...
    - HR: Recruitment
    - Equality, Diversity and Inclusion (EDI)

The Health and Safety, HR: Recruitment and EDI reviews resulted in a positive assurance opinion (one Substantial, two Reasonable) being provided to the Board. ...

- **Risk** – although RSM have not undertaken a specific review of the College’s Risk management arrangements, their annual report notes that their risk management opinion is informed by the assessment of risk mitigation controls and compliance with those controls in their risk-based reviews in the following areas:
  - Health and Safety
  - ...

As noted above, the Health and Safety review resulted in a positive assurance opinion being provided to the Board. ...H

- **Control** – RSM undertook six audits (including the two risk driven reviews mentioned above) of the control environment that resulted in formal assurance opinions. Those reviews concluded that the Board could take two **Substantial assurance** (positive) opinions, three **Reasonable assurance** (positive) opinions, ....  
Furthermore, the implementation of agreed management actions agreed during the course of the year are an important contributing factor when assessing the overall opinion on control. RSM have performed a Follow Up review during the year which concluded in **reasonable** (positive) progress had been made towards the implementation of those actions agreed.

3.3.11 The Scottish Further and Higher Education Funding Council requires internal audit to provide an appraisal each year on the College’s arrangements for value for money. RSM have not performed a specific value for money review but have considered the arrangements in place as part of each individual assignment. The College are currently reviewing all processes with a view to automation where possible.

3.3.12 RSM concluded the College are aware of arrangements in place to promote and secure Value for Money and taking steps to improve processes through the acquisition or utilisation of relevant software.

### 3.4 External Auditors

3.4.1 The external auditors throughout the period were Azets, Exchange Place 3, Sempie Street, Edinburgh.

3.4.2 Audit Scotland have approved the appointments for the audits of financial years 2022-23 to 2026-27 and confirmed that Azets Audit services will be the auditor for Dumfries and Galloway College for the audits of 2022-23 to 2026-27.

3.4.3 The fundamental objective of the planning, approach and execution of the audit is to enable the auditors to express an opinion on whether or not the financial statements, as a



whole, give a true and fair view of the activities of the College since the last audit and of its state of affairs as at the Balance Sheet date.

3.4.4 We confirm that the external auditors have been approved by the Auditor General in accordance with the Code of Audit Practice and the letter from the Auditor General dated 20 April 2000 for provision of external audit services for the financial period 2022-23.

3.4.5 The external audit of the financial statements for the period ended 31<sup>st</sup> July 2023 commenced in September 2023, and Azets will issue their report '2022-23 Annual Audit Report to the Board of Management and the Auditor General for Scotland' at the December Board meeting.

### **3.5 The Financial Statements**

3.5.1 The College external Auditors, Azets, will issue their Draft 2022-23 Annual Audit Report, and a copy will be provided to this Committee.

### **3.6 Other Matters**

3.6.1 There are no matters arising from trusts, joint ventures, subsidiary, or associated companies.

3.6.2 There are no incidents of fraud.

3.6.3 There are no foreseeable events that will affect the work of the Audit Committee.

### **3.7 Opinion**

3.7.1 *The financial statements present an accurate view of the state of affairs of the College at 31 July 2023 and of the surplus and cash flows for the year then ended and have been properly prepared;*

*Funds from the Scottish Funding Council and others have been used for the purposes for which they were given;*

*The College has complied with the Board's Standing Orders and Financial Regulations and where appropriate, the Financial Memorandum dated December 2014 from the Scottish Funding Council;*

*The College has appropriate systems in place to record, process, summarise and report financial and other relevant data. We have not identified any significant weaknesses or governance issues in the College's accounting and internal control systems throughout the period.*

*We are satisfied that the Board continued to receive sufficient and appropriate information throughout the period to support the effective and timely scrutiny and challenge.*

3.7.2 The Audit Committee's view on the Board of Management's responsibilities, as described in the responsibilities of the Board of Management Statement, is that they have been satisfactorily discharged.

3.7.3 The Audit Committee believes that the Code of Audit Practice, and the Financial Memorandum, were fully complied with during 2022-23.

**4. Strategic Implications**

4.1 This paper links into all strategic priorities of Ambition 2025

**5. Risk**

Risk	Mitigations
	Strategic Risk Register

**6. Implications**

<b>Financial</b>	Yes/æ	Financial loss and reputational damage and impact to financial sustainability
<b>Legal</b>	Yes/æ	Failure to comply with statutory requirements
<b>Learning and Teaching</b>	Yes/æ	Failure to provide sustainable learning opportunities and reduced provision
<b>Equalities</b>	Yes/æ	Failure to comply with regulatory requirements

**Gillian Brydson**

Chair of the Audit Committee

28 November 2023



<b>MEETING</b>	<b>BOARD OF MANAGEMENT</b>
<b>AGENDA ITEM:</b>	<b>14</b>
<b>PAPER NO:</b>	<b>BOM1223-14.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	Strategic Risk Register
<b>Presented By</b>	Lorraine Grierson
<b>Recommendation</b>	Approval
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	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 7 major risks rated 16-20, however after mitigations have been applied, only Risk 3: Failure to achieve institutional sustainability retains a major rating, in response to the current financial climate.
- 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**

## 4. Committee Updates

### 4.1 Finance and General Purposes Committee

- Risk 3 – Failure to Achieve Institutional Sustainability – **no change to scoring. Timely preparation of Management Accounts and forecasts added to Front Line Monitoring. SLT added to Oversight of Management Activity Monitoring**
  - FGP discussed at length the net rating of 20 being the same as the gross rating given the mitigations in place, however it was agreed that the funding element of the risk is still the significant concern and, therefore, the 20 rating should remain at this time. Members asked for consideration to be given to the wording within the risk to highlight that funding is the major issue for financial sustainability. This will be passed to Risk owner for updating.
- Risk 7 – Failure to achieve industrial relations - **no change to rating but description has been amended to: Failure to achieve effective Industrial Relations through local dialogue/relationships and effect of national campaigns from trade unions.**

### 4.2 Learning and Teaching Committee

- Risk 8 – Failure to achieve highest academic performance levels – **no change**

- 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.
- Risk 9 – Failure to adhere to academic compliance arrangements – **no change**
- Risk 10 - Failure to achieve an effective student experience – **no change**

**4.3 Audit Committee**

- Risk 4 – Financial Fraud – **no change to scoring, however ‘Staff Training and sharing of good practice for emerging fraud risks’ has been added to front line mitigations**
- Risk 11 – Failure to achieve and maintain systems and operable and secure ICT – **no change**

**5. Strategic Implications**

5.1 This paper links into all strategic priorities of Ambition 2025

**6. Risk**

Risk	Mitigations
All Strategic risks	Paperwork attached for reference.

**7. Implications**

<b>Financial</b>	Yes	Financial loss and reputational damage and impact to financial sustainability.
<b>Legal</b>	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.
<b>Learning and Teaching</b>	Yes	Serious impact to the college’s ability to operate and deliver education to students.
<b>Equalities</b>	Yes	Failure to meet requirements around fair access, attainment and destinations

**L Grierson**

Secretary to the Board

23/11/23

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK					
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level	Risk Appetite	Trend
<b>Responsible Person – Principal</b>											
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	=
<b>Responsible Person – Executive Director of Finance and Planning</b>											
3	Failure to achieve institutional sustainability (FGP)										
		4	5	20		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	=
<b>Responsible Person – Vice Principal People and Transformation</b>											
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	=
<b>Responsible Person - Depute Principal Learning, Skills and Student Experience</b>											
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 SMT and 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

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**

<b>Reference to Departmental Risk Registers:</b>	Strategic
<b>Owner:</b>	Principal
<b>Description of the Risk:</b>	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities
<b>What are the possible consequences if the risk was to emerge?</b>	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

<b>Numerical Scoring of Gross Risk (i.e., without controls in place)</b>					
What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A) 4/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 4/5	What is the total risk score? (A x B)	16/25
The <b>GROSS</b> risk is therefore: (MIN/SIG/MAJ/FUN)	<b>Major Risk</b>				

<b>3 LINES OF DEFENCE</b>	<b>MITIGATIONS</b>	<b>MONITORING</b>
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>Workplans and oversight in line with ROA and Financial targets</li> </ul>	<ul style="list-style-type: none"> <li>Clear performance metrics for all strategic outcomes and linked to individual performance targets reviewed on regular basis</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>Robust strategic planning</li> <li>Effective environmental scanning</li> <li>Strong and effective partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	<ul style="list-style-type: none"> <li>Membership of key strategic groups</li> <li>SLT Systems of Control and Reporting</li> <li>Amendment of strategic direction/plans to government policy and regional economic strategy</li> <li>Robust monitoring of activity targets via ROA and reported quarterly to SFC</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  Internal Audit / external bodies		<ul style="list-style-type: none"> <li>Ongoing engagement and reporting to SFC</li> <li>Ongoing engagement and reporting to SDS</li> <li>External Audit</li> <li>BoM oversight</li> </ul>

<b>Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont.)</b>					
What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A) 3/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 3/5	What is the total risk score? (A x B)	9/25

<b>Risk Status</b>	<b>Meeting 1 SIG</b>	<b>Meeting 2 SIG</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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<b>MEETING</b>	<b>AMENDMENTS TO RECORD</b>
<b>Q1</b>	Net risk to remain as financial sustainability still an ongoing issue - Owner
<b>Q2</b>	Net risk to remain as financial sustainability still an ongoing issue - Owner



Q3	
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	<b>Significant Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>Mandatory staff training on regulatory compliance areas</li> <li>Continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>Records of staff training and completion</li> <li>Line Manager oversight</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Ongoing management development programmes</li> <li>Whistleblowing Policy</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and reporting in key areas – e.g., H&amp;S, equalities, employee engagement, post-Covid arrangements</li> <li>Internal audit actions</li> <li>Staff surveys</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  Internal Audit / external bodies	<ul style="list-style-type: none"> <li>External legal advice contract in place and used where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Internal and External Audit</li> <li>BoM oversight</li> </ul>

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	Meeting 4
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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	
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**

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

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

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<p style="text-align: center;"><b>FRONT LINE (Management Assurance)</b></p> <p><b>Operational Delivery /Systems /Quality Assurance /Supervision</b></p>	<ul style="list-style-type: none"> <li>Increase commercial income to reduce reliance on SFC funding</li> <li>Effective cost control</li> <li>Active tracking of Credits achieved/forecast vs target</li> <li>Protection of funding through dialogue with SFC</li> </ul>	<ul style="list-style-type: none"> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Finance business partnering to review budgets/spend with Managers and timely preparation of Management Accounts and forecasts</li> <li>Continuous monitoring of demand v funding allocation of student funds</li> </ul>
<p style="text-align: center;"><b>OVERSIGHT OF MANAGEMENT ACTIVITY</b></p> <p><b>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</b></p>	<ul style="list-style-type: none"> <li>Strategic plan and Operating Plans approved by BoM and Committee</li> <li>Budgets approved by BoM and Committee</li> <li>Major project business cases approved by BoM and Committee</li> <li>Finance Directors Network</li> </ul>	<ul style="list-style-type: none"> <li>Regular internal reporting to SLT, BoM and Committee</li> <li>Regular interaction with Scottish Funding Council Finance Team</li> <li>Knowledge exchange through Finance Directors Network / Colleges Scotland</li> <li>VP and Principals Groups</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT ASSURANCE</b></p> <p><b>Internal Audit / external bodies</b></p>	<ul style="list-style-type: none"> <li>Internal Audit Programme agreed by BoM/Audit Committee</li> <li>External Auditors appointed through Audit Scotland</li> <li>Regional Outcome Agreement</li> </ul>	<ul style="list-style-type: none"> <li>BoM/Committee review and approval of IA reports and action points tracking</li> <li>Audit Committee/BoM oversight</li> <li>Regular returns to Scottish Funding Council (FFR/FES)</li> </ul>

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

<b>Risk Status</b>	<b>Meeting 1 MAJ</b>	<b>Meeting 2 MAJ</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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<b>MEETING</b>	<b>AMENDMENTS TO RECORD</b>
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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. Owner to re-word.
Q3	
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**

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

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

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>No PO / no Pay policy</li> <li>Scheme of financial delegation</li> <li>Segregation of duties and review of transactions</li> <li>Staff training and sharing of good practice for emerging fraud risks</li> </ul>	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Implementation of Internal Audit recommendations</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>Review of impact of any changes in structure or duties</li> <li>Public Interest Disclosure (Whistleblowing) Policy</li> <li>Review of lessons learned report from COGC</li> </ul>	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Budget / spend review</li> <li>Monitoring across SLT Directorates</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  Internal Audit / external bodies	<ul style="list-style-type: none"> <li>Internal Audit plan</li> </ul>	<ul style="list-style-type: none"> <li>Internal Audit</li> <li>External Audit</li> <li>Counter Fraud Initiative</li> <li>Audit Committee/BoM oversight</li> </ul>

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

<b>Risk Status</b>	<b>Meeting 1 MIN</b>	<b>Meeting 2 MIN</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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MEETING	AMENDMENTS TO RECORD
Q1	Staff training and sharing of good practice added to Front Line Mitigations - Owner
Q2	No change - Owner
Q3	
Q4	

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



**Strategic Objective: Risk No: 5 Business Continuity**

<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	VP People and Transformation
<b>Description of the Risk:</b>	Business Continuity Incident – Fire, Systems, Emergency Procedures, Health threats
<b>What are the possible consequences if the risk was to emerge?</b>	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 <b>LIKELIHOOD</b> of the risk occurring?	(A) 4/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 4/5	What is the total risk score? (A x B)	16/25
The <b>GROSS</b> risk is therefore: MIN/SIG/MAJ/FUN	<b>Major Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<p><b>FRONT LINE (Management Assurance)</b></p> <p>Operational Delivery /Systems /Quality Assurance /Supervision</p>	<ul style="list-style-type: none"> <li>Documented disaster recovery procedures regularly reviewed</li> <li>Separate COVID -19 – Risk Register /BCT Plan in place</li> <li>Sound systems of administration</li> <li>Staff CPD on business continuity themes</li> <li>Monitoring Public Health Advice</li> <li>Increased awareness of climate emergency issues</li> <li>Planning, careful phasing of changes to processes, systems, and equipment</li> <li>Effective management of / Asset Register in place</li> <li>Effective management of systems and GDPR</li> </ul>	<ul style="list-style-type: none"> <li>Adherence to local and national Public Health Guidance</li> <li>SA Climate awareness activities</li> <li>Regular review/reporting on milestones, systems effectiveness etc.</li> <li>Business Continuity Plan including scenario testing</li> <li>Active data protection monitoring and auditing</li> </ul>
<p><b>OVERSIGHT OF MANAGEMENT ACTIVITY</b></p> <p>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</p>	<ul style="list-style-type: none"> <li>Rolling programme of routine updates to systems and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with SFC and Colleges Scotland – COVID-19 response groups</li> <li>Climate Emergency College Group (includes Student Representatives)</li> </ul>
<p><b>INDEPENDENT ASSURANCE</b></p> <p>Internal Audit / external bodies</p>	<ul style="list-style-type: none"> <li>Communication to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Internal Audit on process and statutory compliance</li> <li>BoM oversight</li> </ul>

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



What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A) 4/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 3/5	What is the total risk score? (A x B)	12/25
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<b>Risk Status</b>	<b>Meeting 1 SIG</b>	<b>Meeting 2 SIG</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	
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**

<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	Executive Director of Finance and Planning
<b>Description of the Risk:</b>	Failure to meet regulatory obligations
<b>What are the possible consequences if the risk was to emerge?</b>	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 <b>LIKELIHOOD</b> of the risk occurring?	(A) 3/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 5/5	What is the total risk score? (A x B)	15/25
The <b>GROSS</b> risk is therefore: MIN/SIG/MAJ/FUN	<b>Significant Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>Prevent, Health and Safety and Safeguarding training</li> <li>Staff awareness and contingency planning</li> <li>Engagement/practice sharing with local agencies</li> </ul>	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> <li>Information sharing with local agencies</li> <li>HR monitors staff numbers trained</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b> Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>Engagement/practice sharing with local agencies</li> <li>Board approval of SFC submissions</li> </ul>	<ul style="list-style-type: none"> <li>Information sharing with local agencies</li> <li>SFC obligations</li> </ul>
<b>INDEPENDENT ASSURANCE</b> Internal Audit / external bodies		<ul style="list-style-type: none"> <li>Internal Audit across all areas</li> <li>Annual external Audit</li> <li>BoM oversight</li> </ul>

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont.)					
What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A) 5/5	What is the predicted <b>IMPACT</b> 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	Meeting 4
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MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	
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**

<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	Vice Principal People and Transformation.
<b>Description of the Risk:</b>	Failure to achieve effective Industrial Relations through local dialogue/relationships and effect of national campaigns from trade unions
<b>What are the possible consequences if the risk was to emerge?</b>	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 <b>LIKELIHOOD</b> of the risk occurring?	(A) 5/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 4/5	What is the total risk score? (A x B)	20/25
The <b>GROSS</b> risk is therefore: MIN/SIG/MAJ/FUN	<b>Major Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>Constructive formal and informal communication channels</li> <li>Regular meetings</li> <li>Staff awareness and contingency planning</li> </ul>	<ul style="list-style-type: none"> <li>LJNC</li> <li>College Employers Scotland advice and updates</li> <li>Regular union/management dialogue</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>LJNC (Local Joint Negotiation Committee)</li> <li>Representation at Employers Assoc'n</li> <li>NRPA (National Recognition and Procedures Agreement)</li> <li>Engagement/practice sharing with local agencies</li> <li>Attendance at Strategic HR Network</li> </ul>	<ul style="list-style-type: none"> <li>ELT/SLT/Board</li> <li>Regular employee engagement monitoring</li> <li>Regular union/management dialogue</li> </ul>
<b>INDEPENDENT ASSURANCE</b> Internal Audit / external bodies	<ul style="list-style-type: none"> <li>College Employers Scotland</li> </ul>	<ul style="list-style-type: none"> <li>SFC/Scottish Government</li> <li>FGP/BoM oversight</li> </ul>

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

What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A) 5/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 3/5	What is the total risk score? (A x B)	15/25
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<b>Risk Status</b>	<b>Meeting 1 SIG</b>	<b>Meeting 2 SIG</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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MEETING	AMENDMENTS TO RECORD
Q1	No changes by Owner. FGP asked for the description and consequences to be amended as below: <ul style="list-style-type: none"> <li>Failure to achieve effective Industrial Relations through local dialogue/relationships and effect of national campaigns from trade unions.</li> </ul>

	<ul style="list-style-type: none"> <li>Consequences: Financial loss, impact to ability to effectively teach, industrial action, action short of strike action (ASOS), loss of reputation.</li> </ul>
<b>Q2</b>	No change by Owner.
<b>Q3</b>	
<b>Q4</b>	

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**

<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	DP Learning Skills and Student Experience
<b>Description of the Risk:</b>	Failure to achieve highest academic performance levels
<b>What are the possible consequences if the risk was to emerge?</b>	Loss of reputation in the region, financial sustainability, ability to attract future students and educational partners <b>Note</b> – 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 <b>LIKELIHOOD</b> of the risk occurring?	(A) 4/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 4/5	What is the total risk score? (A x B)	16/25
The <b>GROSS</b> risk is therefore: MIN/SIG/MAJ/FUN	<b>Major Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>Online reports with curriculum areas performance</li> <li>Action planning at curriculum area level</li> <li>Regular curriculum team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Managers and Directors monitor course PIs</li> <li>Self-evaluation reporting monitored by Performance</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>College wide enhancement plan developed from self-evaluation</li> <li>Action planning from portfolio reviews</li> </ul>	<ul style="list-style-type: none"> <li>College wide enhancement plan monitored annually</li> <li>Annual portfolio review to examine improvement actions</li> <li>Regular reportage on performance to SLT</li> <li>Reportage to L&amp;T Committee on College wide self -evaluation and portfolio reviews</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  Internal Audit / external bodies	<ul style="list-style-type: none"> <li>Annual scrutiny by Education Scotland annually by HMI and STMs</li> <li>Self-evaluation reportage to Scottish Funding Council</li> </ul>	<ul style="list-style-type: none"> <li>Reportage by Education Scotland presented to the BoM</li> <li>SFC Outcome Team monitor returns and provide feedback as required</li> </ul>

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

<b>Risk Status</b>	<b>Meeting 1 SIG</b>	<b>Meeting 2 SIG</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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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	
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	<b>Significant risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  <b>Operational Delivery /Systems /Quality Assurance /Supervision</b>	<ul style="list-style-type: none"> <li>Assessor marks in line with national standards utilising awarding body resources.</li> <li>Action planning at curriculum area level</li> <li>Regular curriculum team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Internal verifier appointed for each unit and a cycle of verification is followed.</li> <li>Self-evaluation reporting monitored by Performance</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  <b>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</b>	<ul style="list-style-type: none"> <li>Management scrutiny of the cycle of verification and appointment of internal verifiers.</li> <li>Issues from internal verification are identified and action planned to ensure conformity with national standards.</li> <li>College wide enhancement plan developed from self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of internal verification reports by managers.</li> <li>SLT scrutiny of annual verification activity.</li> <li>College wide enhancement plan monitored annually</li> <li>Reportage to L&amp;T Committee on College wide self-evaluation and portfolio reviews</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  <b>Internal Audit / external bodies</b>	<ul style="list-style-type: none"> <li>External verification by awarding body according to an annual cycle and risk</li> <li>Annual scrutiny by Education Scotland annually by HMI and STMs</li> <li>Self-evaluation reportage to Scottish Funding Council</li> </ul>	<ul style="list-style-type: none"> <li>External verifier presents report of visit to curriculum and performance team.</li> <li>Performance directorate monitor external verification and report to SLT and the L&amp;T Committee.</li> <li>Reportage by Education Scotland presented to the BoM</li> <li>SFC Outcome Team monitor returns and provide feedback as required</li> </ul>

## 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
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Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	
Q4	

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



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

<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	DP Learning, Skills and Student Experience ( <i>Inc Infrastructure/Marketing/ICT</i> )
<b>Description of the Risk:</b>	Failure to achieve an effective student experience
<b>What are the possible consequences if the risk was to emerge?</b>	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 <b>LIKELIHOOD</b> of the risk occurring?	(A) 3/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 4/5	What is the total risk score? (A x B)	12/25
The <b>GROSS</b> risk is therefore: MIN/SIG/MAJ/FUND	<b>Significant Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<p style="text-align: center;"><b>FRONT LINE</b> (Management Assurance)</p> <p><b>Operational Delivery /Systems /Quality Assurance /Supervision</b></p>	<ul style="list-style-type: none"> <li>• Clear arrangements for applications, onboarding and retention</li> <li>• Student block surveys and Student Satisfaction and Engagement Survey (SSES)</li> <li>• Student engagement prior to course start and on course</li> <li>• Continuous self- evaluation and action planning by support and teaching areas</li> <li>• Action planning at curriculum area level</li> <li>• Regular curriculum team meetings</li> <li>• Students' association officers' meetings with students</li> <li>• Student focus groups</li> <li>• Student class representatives input to course teams</li> </ul>	<ul style="list-style-type: none"> <li>• Review of early student experience</li> <li>• Performance return survey and SSES results to CMs</li> <li>• Performance enhancement measure support areas to improve the student experience</li> <li>• Self-evaluation reporting monitored by Performance and Directors</li> </ul>
<p style="text-align: center;"><b>OVERSIGHT OF MANAGEMENT ACTIVITY</b></p> <p><b>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</b></p>	<ul style="list-style-type: none"> <li>• College wide enhancement plan developed from self-evaluation</li> <li>• Action planning from portfolio reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of College wide enhancement plan</li> <li>• Portfolio review to examine improvement actions</li> <li>• Regular reportage on performance and student satisfaction to SLT</li> <li>• Reportage to L&amp;T Committee on College wide self - evaluation, enhancement plan and portfolio reviews</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT ASSURANCE</b></p> <p><b>Internal Audit / external bodies</b></p>	<ul style="list-style-type: none"> <li>• Annual scrutiny by Education Scotland annually by HMI and STMs</li> <li>• Self-evaluation reportage to Scottish Funding Council</li> </ul>	<ul style="list-style-type: none"> <li>• Reportage by Education Scotland presented to the BoM</li> <li>• SFC Outcome Team monitor returns and provide feedback as required</li> </ul>

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

What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A) 2/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 4/5	What is the total risk score? (A x B)	8/25
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<b>Risk Status</b>	<b>Meeting 1 MIN</b>	<b>Meeting 2 MIN</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	
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**

<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	VP People and Transformation
<b>Description of the Risk:</b>	Failure to achieve and maintain systems and operable and secure ICT
<b>What are the possible consequences if the risk was to emerge?</b>	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 <b>LIKELIHOOD</b> of the risk occurring?	(A) 4/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 5/5	What is the total risk score? (A x B)	20/25
The <b>GROSS</b> risk is therefore:(MIN/SIG/MAJ/FUN)	<b>Major Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>Documented disaster recovery procedures</li> <li>Cyber Incident disaster recovery plan and training</li> <li>Staff CPD on business continuity areas including Cyber security</li> <li>Firewalls and antivirus software in place</li> </ul>	<ul style="list-style-type: none"> <li>Cyber exercises</li> <li>Regular planned security monitoring.</li> <li>Desktop DRP exercises carried out and reviewed regularly.</li> <li>Network traffic regularly monitored.</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>Regular internal review of security measures and action around areas of concern;</li> <li>Regular cyber/phishing exercises;</li> </ul>	<ul style="list-style-type: none"> <li>Feedback via SLT/ELT on monitoring statistics;</li> <li>Regular Board reporting around cyber position;</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  Internal Audit / external bodies	<ul style="list-style-type: none"> <li>CISO (Chief Information Security Officer) service in place through HEFESTIS.</li> </ul>	<ul style="list-style-type: none"> <li>Regular reporting and risk assessment.</li> <li>Audit Committee/BoM oversight</li> </ul>

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

<b>Risk Status</b>	<b>Meeting 1 SIG</b>	<b>Meeting 2 SIG</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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MEETING	AMENDMENTS
Q1	No change by Owner
Q2	No change by Owner
Q3	
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**

<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	VP People and Transformation
<b>Description of the Risk:</b>	Failure to meet regulatory health & safety obligations
<b>What are the possible consequences if the risk was to emerge?</b>	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 <b>LIKELIHOOD</b> of the risk occurring?	(A) 4/5	What is the predicted <b>IMPACT</b> of the risk?	(B) 5/5	What is the total risk score? (A x B)	20/25
The <b>GROSS</b> risk is therefore: (MIN/SIG/MAJ/FUN)	<b>Major Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE (Management Assurance)</b>  Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> <li>Reporting and review procedure including “near miss”</li> <li>Health and Safety IOSH training for staff</li> <li>Regular communication on responsibilities</li> <li>Specific communication at time of increased risk e.g. Covid, building works, adverse weather</li> </ul>	<ul style="list-style-type: none"> <li>Regular, formal Health &amp; Safety Committee</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> <li>Clear channels of communication regarding issues and preventative actions</li> </ul>	<ul style="list-style-type: none"> <li>Regular, formal Health &amp; Safety Committee</li> <li>Reporting to Audit Committee / BoM</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  Internal Audit / external bodies		<ul style="list-style-type: none"> <li>Internal Audit</li> <li>Public Health</li> <li>Environmental Health</li> </ul>

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

<b>Risk Status</b>	<b>Meeting 1 SIG</b>	<b>Meeting 2 SIG</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
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MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner
Q3	
Q4	

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

<b>MEETING</b>	<b>BOARD OF MANAGEMENT</b>
<b>Agenda Item:</b>	<b>16</b>
<b>Paper No:</b>	<b>BOM1223-16.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	Early Student Satisfaction Survey Summary Report
<b>Presented By</b>	Douglas Dickson
<b>Recommendation</b>	Noting
<b>Appendix Attached</b>	YES
<b>Disclosable Under FOISA</b>	YES

Read Time: 5 minutes

**1. Recommendation**

- 1.1. The Board of Management are asked to note the Early Experience Student Survey for academic year 2023/24.

## 2. Executive Summary

- 2.1. The purpose of this report, after consideration by Learning and Teaching Committee, is to provide the Board of Management with a summary report of the findings of our Early Experience Student Survey for academic year 2023/24.
- 2.2. The summary report gives insight into how students feel about their early experience at Dumfries and Galloway College scoring us 4.5 out of 5 overall.
- 2.3. Student voice is critical in informing how we progress as part of our wider self-evaluative processes.
- 2.4. The survey was developed to be simple and easy to complete for students whilst still recording enough informative and specific data.
- 2.5. We introduced the Early Experience Student Survey last year and following evaluation we made some amendments to this year's approach.
- 2.6. We added additional and more contextualised section around student experience and support services.
- 2.7. ***We have added a specific self-evaluative question set for all teams within DG-SEE about what they have learned from their departments feedback and how that will be actioned. You Said We Did activity directly linked to this will be submitted to Performance in Block 2 and shared outwardly to students.***

## 3. Context

- 3.1. The DGC Early Experience Student survey was issued to ascertain levels of student satisfaction from their initial onboarding and first month of learning and teaching at the college. This year we have once again achieved an overall rating of **4.5 out of 5** which sustains levels of satisfaction from last academic session and staff should be commended for their efforts on this. Significantly this year we have seen a **65%** return from all eligible students which is a **24.5% increase** on return from the previous academic year. We also ensured that our College Academy students were able to participate in the whole college survey and saw a **38%** response from across these groups. Further focus group work will be done this year to ensure we get a broader view of the College Academy experience for our senior phase young people.
- 3.2. The summary report (attached) has been shared across college with all staff. The survey has been set up in a way where the Performance team can drill down into curriculum and course specific level detail and feedback for use by curriculum teams to understand success and inform enhancements.
- 3.3. Based on curriculum specific feedback teams have been asked to complete a You Said / We Did activity as part of this to be submitted within the DG-SEE system. Performance will track completion of this activity.
- 3.4. College wide themes have been identified and reports shared with specific service areas. Similar You Said / We Did reporting will be done and will be included in the Block Self-Evaluation report as well as reported back to students.



#### 4. Strategic Implications

4.1 The practice of organisational self-evaluation holds profound strategic implications for enhancing the student experience within the college and helps us meet the ambitious targets set within the student experience strategy. By systematically assessing our own performance, processes, and resources, we can identify areas of improvement and innovation. Student voice plays a critical part in understanding our services and impact of our work allowing us to align our approaches with the evolving needs and expectations of students, thereby optimizing the overall student experience. By tailoring our services based on student informed enhancement, we can refine our services, from curriculum design to support services, ultimately resulting in a more personalised and impactful journey for students.

#### 5. Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	<ul style="list-style-type: none"> <li>➤ Student block surveys and Student Satisfaction and Engagement Survey (SSES).</li> <li>➤ Student engagement prior to course start and on course.</li> <li>➤ Continuous self- evaluation and action planning by support and teaching areas captured through DG-SEE.</li> <li>➤ Action planning at curriculum area level.</li> <li>➤ Regular curriculum team meetings.</li> <li>➤ Student class representatives input to course teams.</li> </ul>

#### 6. Implications

<b>Financial</b>	YES	Output of ongoing self-evaluative activity can impact performance and helps meet reporting requirements around funding allocations.
<b>Legal</b>	NO	
<b>Learning and Teaching</b>	YES	Effective student engagement should enhance learning and teaching and services to support learning which should seek to improve areas of performance.
<b>Equalities</b>	YES	Student engagement activities are in place to ensure we are hearing voice of a wide breadth of our student populations, allowing us to respond to diverse needs.

**Douglas Dickson**  
Depute Principal

November 2023



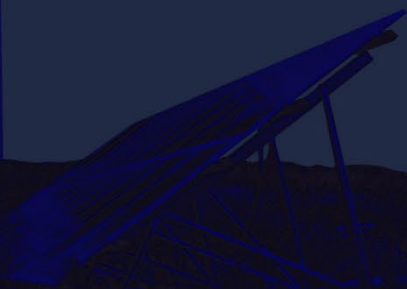
**Dumfries and  
Galloway College**

One step ahead

# **EARLY EXPERIENCE STUDENT SURVEY – SUMMARY REPORT 23-24**

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Date: October 2023



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## Introduction

This is a high-level report detailing the overall satisfaction per curriculum area.

For a consecutive year the Dumfries and Galloway College Early Experience Student Survey was issued by the Performance Team to ascertain levels of student satisfaction. The survey was open for two working weeks from 11 September 2023 to 22 September 2023 and could be accessed by students via a link on LearnNet/Student Portal and was hosted in a Wufoo Survey. Digital screens displaying a QR code were also utilised to promote the survey. Personal Tutors were asked to promote and encourage engagement with the survey.

Students were invited to rate their satisfaction from 1 star (very poor) to 5 stars (great). The questions sought feedback in each of the following areas:

- Feeling Welcome and Valued
- Learning Experience so far
- Our Curriculum Staff
- Our Support Staff
- Support Services
- Places and Platforms for Learning
- "One Thing" we could do better

Additional questions were added to this sessions survey to generate additional feedback on support services.

As this is the second academic session the Early Experience Survey has been issued, we are able to make comparisons from session 22-23, where the questions remained the same.

Specific curriculum/support area data has been shared with the relevant manager. Action grids have been produced to allow opportunity to feedback on the comments raised. This will form part of the College DG-See process.

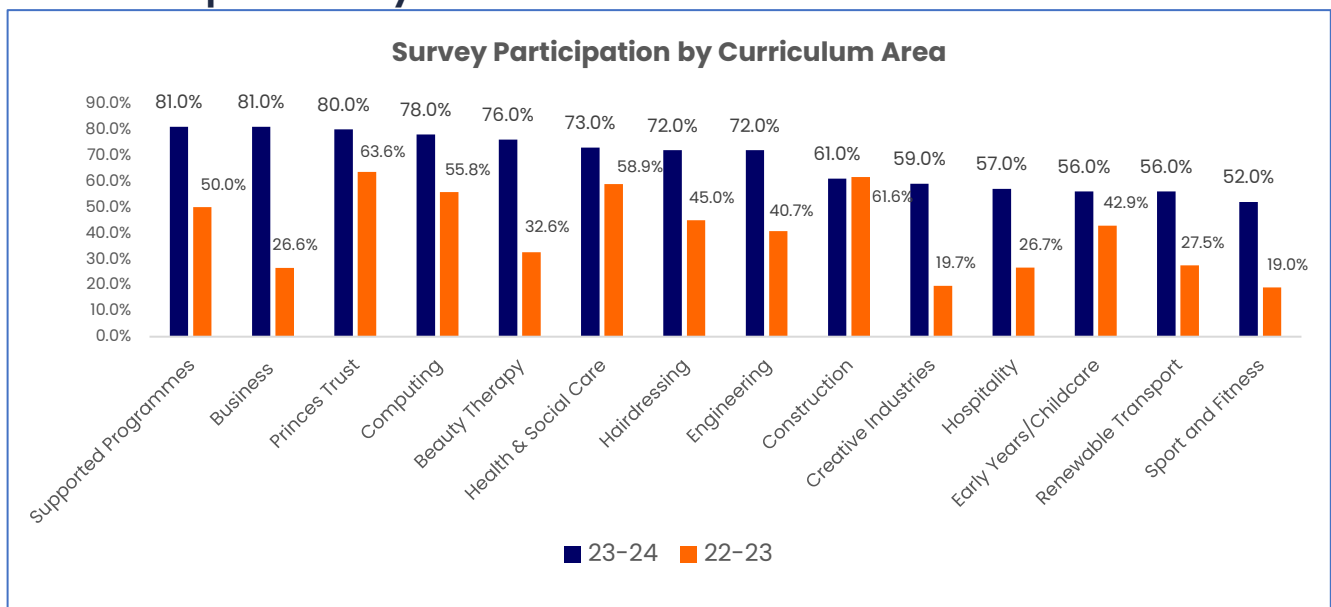
### Survey Participation

Overall participation in the survey was extremely positive with 1055 responses in total.

65% of the total eligible current student population took part. The 65% return is a 24.5% increase on the response rate for Session 22-23 (722 responses, 40.5% return).

The response rates varied across curriculum teams, with the highest response rates being from Supported Programmes and Business at 81%, followed by Prince’s Trust at 80%. For the majority of curriculum areas there was a significant increase in the participation rates on comparison to Session 22-23.

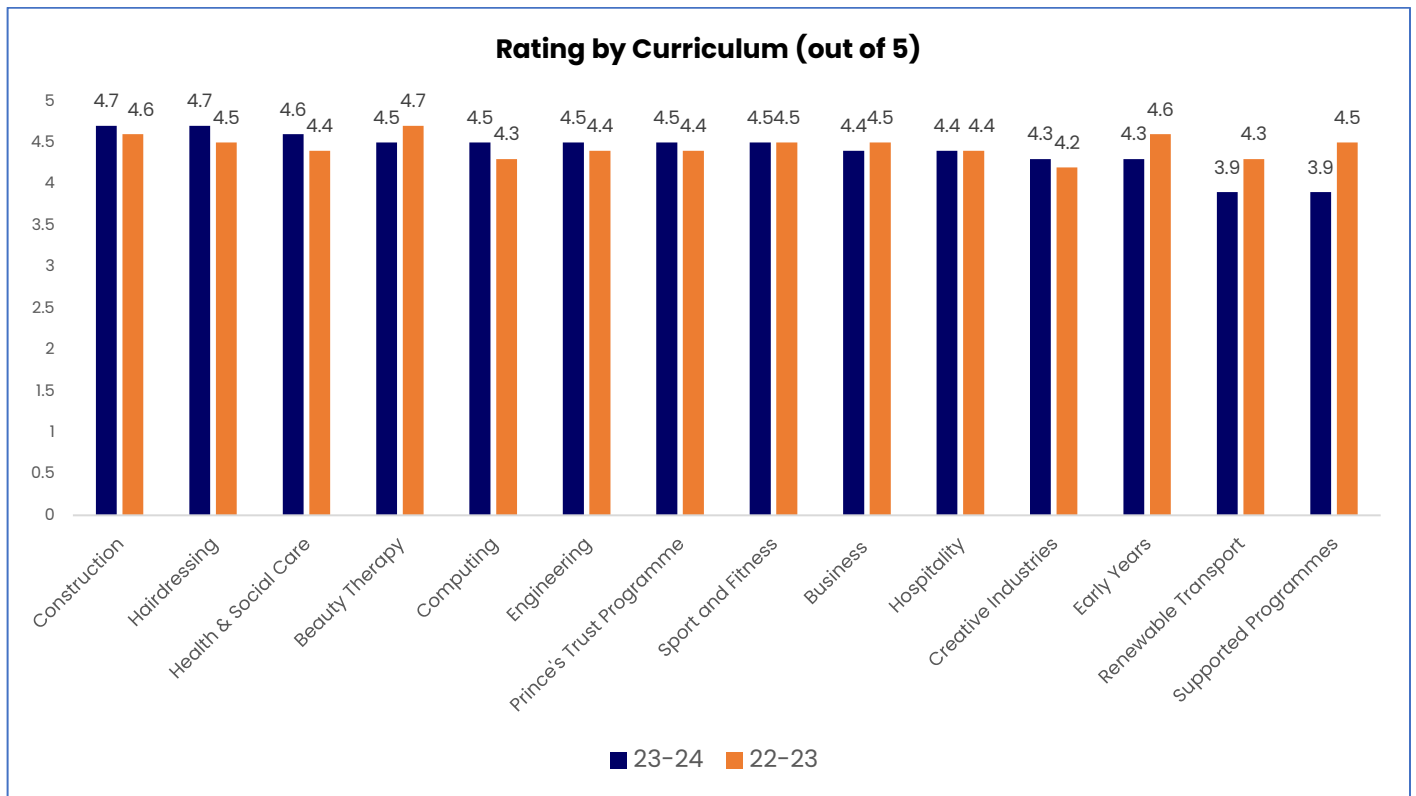
### Chart of Respondents by Curriculum Area



## Overall Results

The average overall rating across all questions was 4.5 out of 5, the same average was achieved for Session 22-23. The retainment of this average for a consecutive session is very positive.

The charts below display the overall satisfaction rating by Curriculum Area and by the count of results by each rating (1 to 5):



## Results, by Question

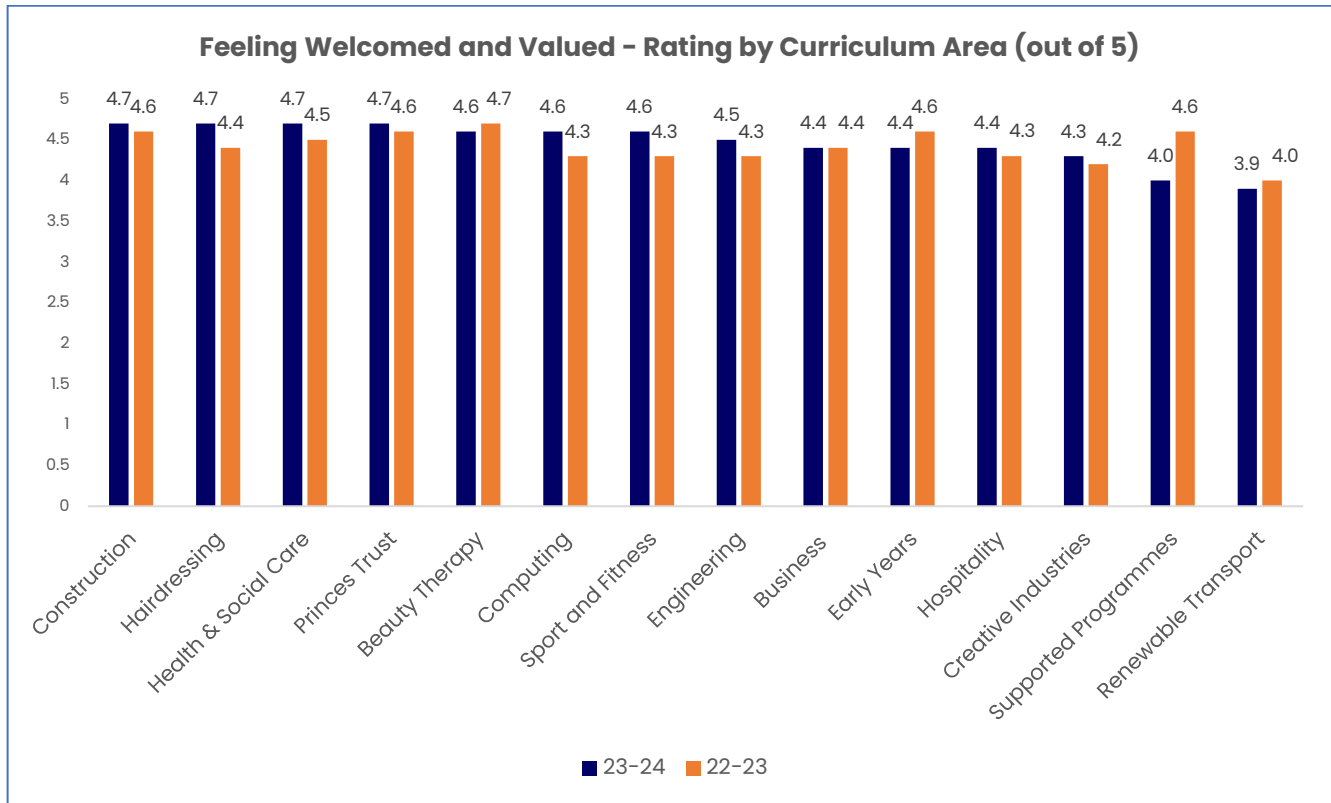
Average rating (out of 5) across all Curriculum areas by Question:



## Results by Question

### Question 1 - Feeling Welcomed and Valued

Students were asked – things like welcome activities, induction processes, sense of belonging, staff and fellow students, feeling that you are cared about as a student. How do you feel about this?



On comparison to Session 22-23, 9 of the curriculum areas had higher ratings, 4 had decreased ratings and 1 area remained the same.

Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Feeling Welcomed and Valued question are:

- I have been overwhelmed by the warm welcome I've received since beginning this course. From the friendly classmates and supportive lecturers to the

inclusive learning environment, every aspect of it has made me feel valued and appreciated. It's been a truly enriching experience so far.

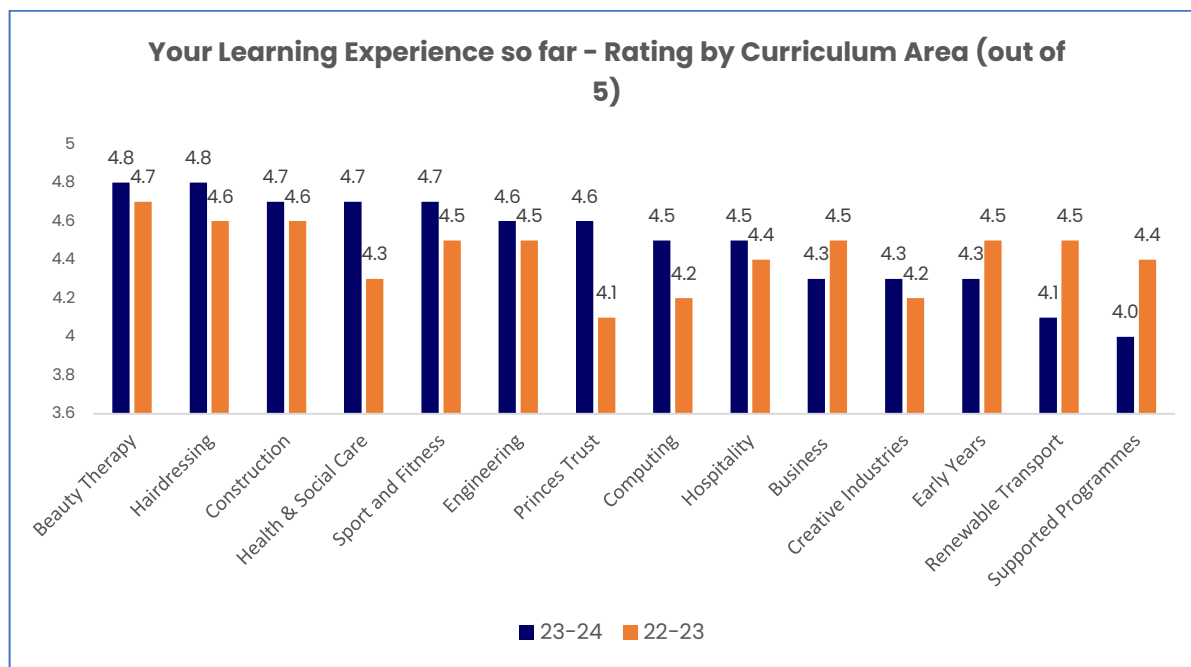
- I got a tour of the college before I started due to my anxiety which made me feel so much more comfortable. My lecturer also met with me before making me feel better because I knew who would be teaching me.
- I think the welcome activities and inductions gave us a good view on what to expect for starting the course.
- The staff are great. I'm excited to make some new friends with the students as I've not really spoke to anyone yet.
- The induction you get from the college is amazing they make sure you know where you are going. The lecturer also checks if you are settling in and how you are finding it. It's such a better experience rather than a school environment.

A number of areas for improvement highlighted by students included:

- Could maybe be organised a bit better for further year groups.
- Didn't really have any welcome activities.

## Question 2 – Your Learning Experience so far

Student were asked – things like your course and classes, your expectations, being engaged and making progress, getting feedback. What is your experience?



On comparison to Session 22-23, 10 of the curriculum areas rated higher this session, and 4 rated lower than in session 22/23.



Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Learning Experience so far question are:

- Tutors have been great at giving feedback and suggestions both in and out of class time, and I am understanding the work I am doing.
- My classes have a very laid-back feel to them, but not to the point where nothing gets done. I find that so far it's been quite easy to understand my course and learn and I look forward to coming into college each week.
- The qualification work is just what I was expecting, it's easy to engage and so far I like the studying because I love gaining knowledge about different aspects for the outside world. Can't wait to start my new work experiences.
- The class so far has been good we have done a lot and learned a lot already. we done both practical and theory which is good as it means we aren't doing theory weeks before we do practical.
- So far the learning experience has been good as the lecturers are supportive, the course material is of a high quality and easy to access.

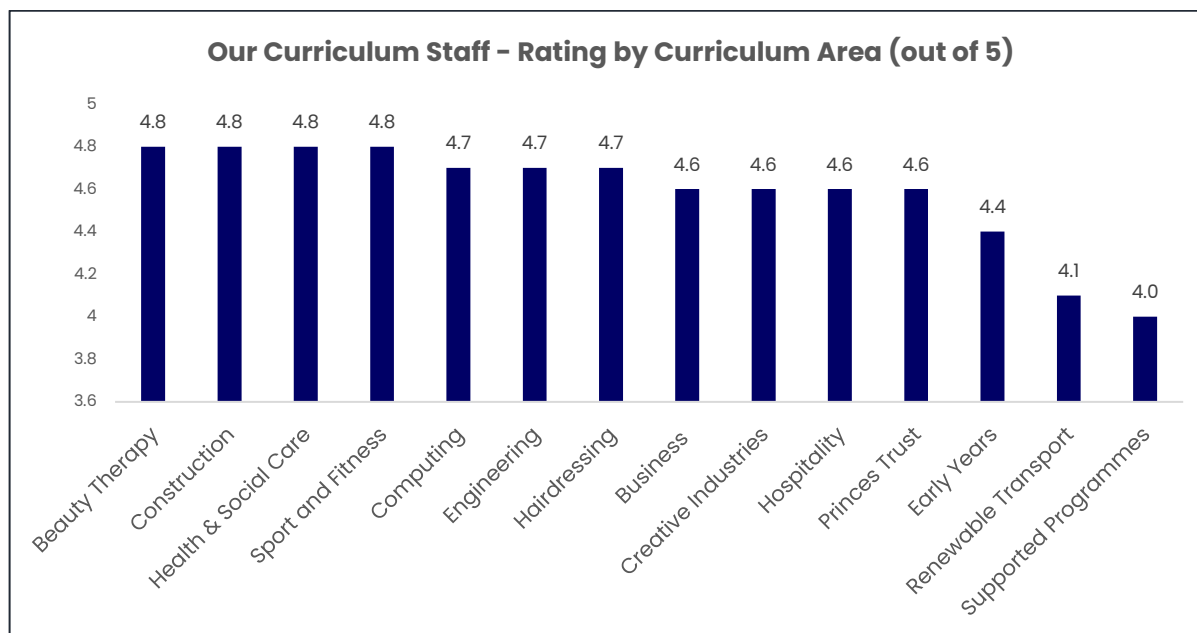
A number of areas for improvement highlighted by students, which have been shared with relevant Curriculum Managers, included:

- I overall really like my course but I'm not a fan of group work and would prefer to do work on my own.
- I am enjoyed college so far but just can't seem to get onto teams to see the work.
- Difficult to concentrate online sometimes but the experience is good.
- Difficult due to online classes and lack of motivation.
- Enjoying the work but it can be very boring at times, and I'm not used to working in groups so adapting to that is proving to be quite difficult.
- I like most of my classes I just struggle in one cause they go to fast and don't use the correct stuff in learner we get the HNC classes PowerPoints in class and the Level 6 in LearnNet.
- Prefer being in college not online.

### Question 3 – Our Curriculum Staff

This is a new question for Session 23-24 so no comparison to previous session.

Students were asked – things like how helpful and approachable are your lecturers, Personal Tutor, Curriculum Manager. Do you feel supported as a student and an individual by our staff? How are we doing?



Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Our Curriculum Staff question are:

- You don't feel judged or pressured. You can answer questions with no worry do getting them wrong and feeling embarrassed.
- Very helpful, guided throughout course so far. Feedback always given. Quick responses.
- All of my lecturers are welcoming, understanding and good at helping me understand the errors I have made.
- I feel like lecturers are very supportive and helpful during classes and I feel like whenever I am stuck or don't understand what's going on in the session, I feel like I can ask questions and have a conversation with them.
- I am very comfortable with my lectures and feel like I can approach them very easily and get whatever support I need.

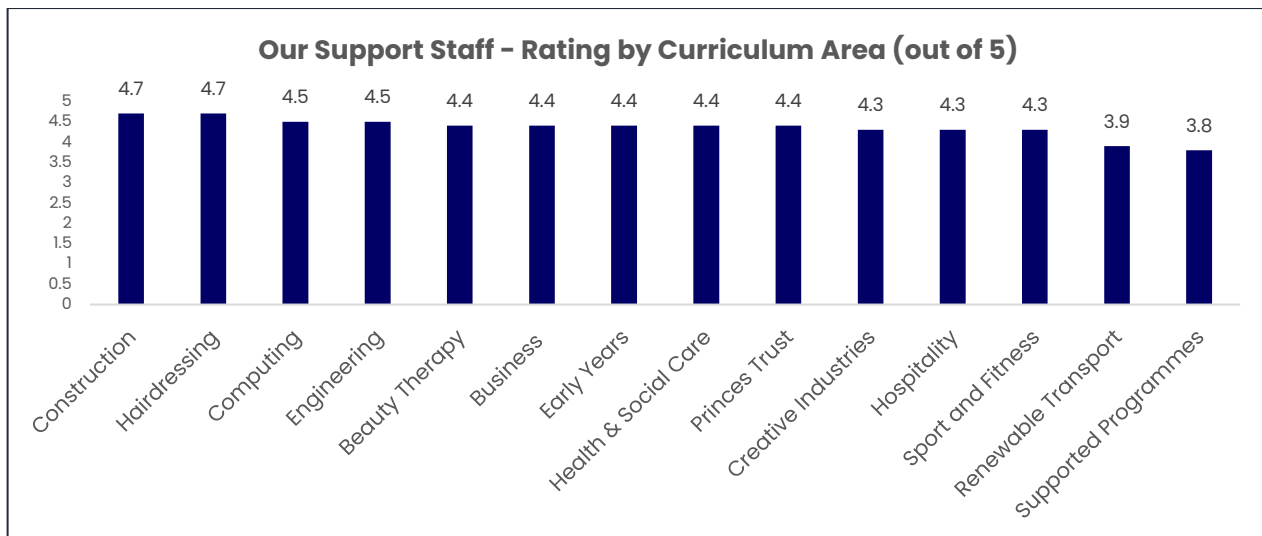
A number of areas for improvement highlighted by students, which have been shared with relevant Curriculum Managers, included:

- Due to a shortage of lecturers, we have been sent to do online work at home. I feel for me this is not very beneficial as we are not getting very much teacher contact as they have another class to tend to.
- My lecturers don't help as often.
- Some lecturers make their subjects more complicated than they need to.
- Some lecturers better than others.
- Some have made themselves much more approachable than others. More information about staff's specific roles and responsibilities to us as students would be helpful from the start of the course.

#### Question 4 – Our Support Staff

This is a new question for Session 23-24 so no comparison to previous session.

Students were asked – things like how helpful and approachable are specialist student support staff. Do you feel supported as a student and an individual by our specialist support teams? How are we doing?



Students were given the opportunity to make comments relating to each of the six questions.

A selection of comments from the Our Support Staff question are:

- Any time I have asked for help I have received it in abundance. The support team are fabulous and encouraging to everyone I have personally spoken to.
- As of yet I have not needed to use any of the specialist support teams but I am aware that they exist and how to contact them if I need them.
- I have been involved with many supporting teams in the college and every department has helped me a great deal so far. and I have a plan going forward with each team.
- Interactions with the funding team were great, slight issue with funding form and they very swiftly helped me through the issue.
- Reception staff are very friendly.

A number of areas for improvement highlighted by students, which have been shared with relevant Support Managers, included:

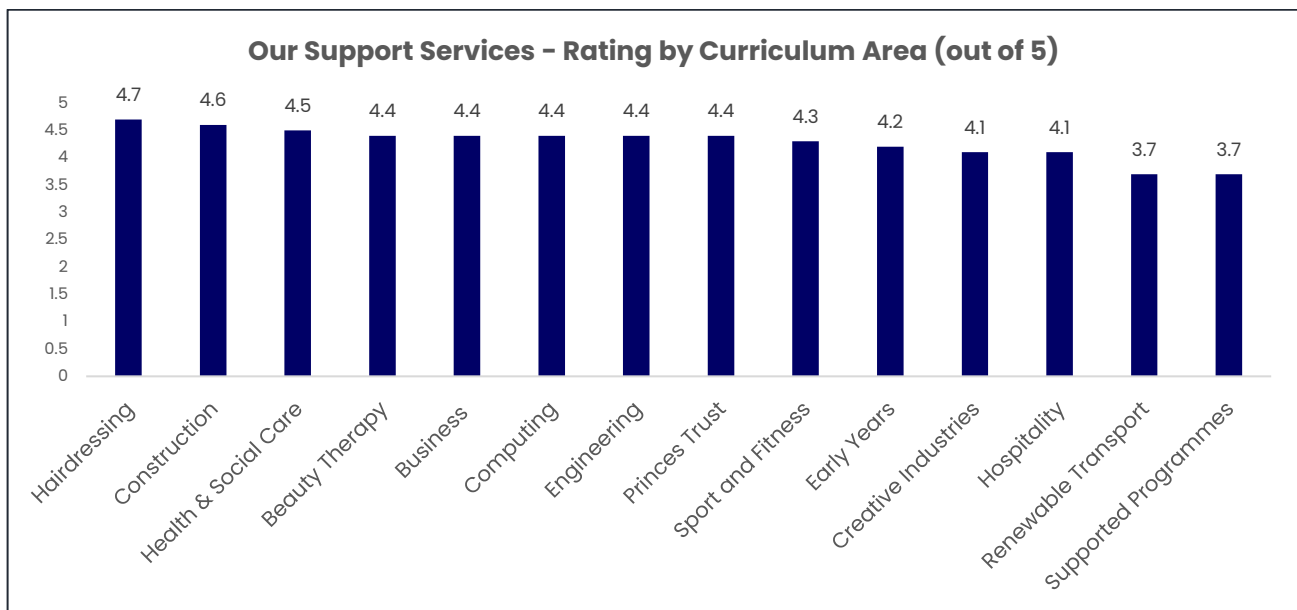
- I also do not know who they.
- I do not know who the specialist student staff are so it's a no for this one as I don't know who they are.
- I have never interacted with them, so I don't know.

Support Managers to consider raising profile of their areas during the onboarding process.

## **Question 5 – Support Services**

This is a new question for Session 23–24 so no comparison to previous session.

Students were asked – How effective are our specialist support services such as the application process, enrolment process, onboarding activities? Do you feel our support services enhanced the overall student experience? Please tell us about your experience.



Students were asked – How effective are our specialist support services such as the application process, enrolment process, onboarding activities? Do you feel our support services have enhanced the overall student experience? Please tell us about your experience.

Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Our Support Services question are:

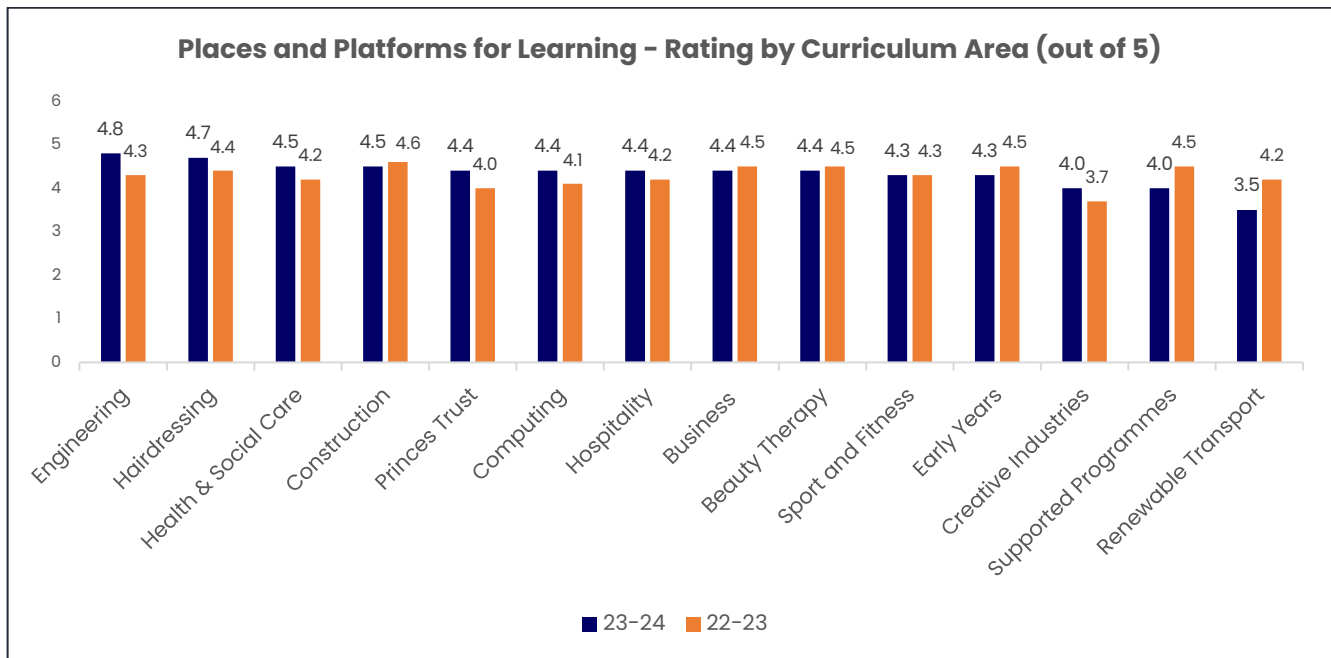
- From the application to the college down to the little WhatsApp message that keep me entertained and engaged leading up to joining college has been really helpful. The support at this college enhances every year for me.
- All the application processes and enrolment was very easy and I found that if I struggled there was help available.
- Always kept up to date with activities, application process enrolment process via email.
- been really helpful. The support at this college enhances every year for me, it's very up to date as we further develop into more modern education systems.
- I feel moving the IT support to the same floor as the computers has been a benefit.

A number of areas for improvement highlighted by students, which have been shared with relevant Support Managers, included:

- Found it difficult to log in
- Had to chase my application a few times which was down heartening.

### Question 6 – Places and Platform for Learning

Students were asked – things like college spaces – buildings, studios and workshops and online learning environments. Please tell us about your experience.



On comparison to Session 22-23, 7 of the curriculum areas had higher ratings, 6 had decreased ratings, and 1 remained the same.

Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Platforms and Places for learning question are:

- We have an amazing space with the best equipment and products very lucky we have what we do for our learning always in a clean professional environment.
- Very good spaces to go and work quietly to complete work for the course and comfy seating as well.
- The new esports lab has been good for computing.
- The workshop is laid out well so everything is easy to find and there is enough space on the benches to work without being cramped.

- 👉 I find the classrooms that I've had to work in so far very warm. The classrooms are very spacious and have enough room for us all to work with enough space to do certain tasks. The building and surrounding grounds are clean and tidy and well kept.

A number of areas for improvement highlighted by students, which have been shared with relevant Support Managers, included:

- 👉 Could be more classrooms for revising as there's not a lot of room.
- 👉 Get more study space for the college.
- 👉 Good, however it was unclear as to whether you had to book a library booth and still unsure.
- 👉 I don't enjoy online learning as having to sit on a call for hours and concentrate then having to go and do the work my concentration and motivation is gone.
- 👉 Hard doing everything online would rather have paper.
- 👉 Lack of computer space for independent learning.
- 👉 Need social study areas back. Online learning isn't good.

### **Question 7 - "One thing"**

Students were asked - If there is one thing we could do to make your experience at College better what would that be?

There were 359 comments logged, noting areas where we could do better. These are free text responses which have been examined for key themes. The themes are comparable to last sessions and a summary of the most common themes is provided below:

Theme	23-24	22-23
Catering provision, choice and pricing	25.6%	26.7%
Curriculum	43.7%	34.1%
Estates	10.6%	13.4%
IT	6.1%	4.6%
Support/Funding	2.8%	4.1%
Transport	4.5%	7.4%
On campus activities	6.1%	9.7%
Other	0.6%	0.0%

There has been an increase in the number of comments submitted in relation to 'one thing we could do better' in comparison to last session. This is not an area for concern, due to the increased number of students participating in this survey this session.

A number of comments received were in relation to bottles water no longer being available for purchasing. The Director of Estates and Sustainability has provided feedback regarding this - This is a sectoral approach to remove single use plastic products as part of our sustainability approach. The student association have refill bottles available and we have multiple refill stations for free water. The £2.35 bottles are reusable bottles, hence the higher price. These bottles should be used for refill after first use.

A number of students commented that it would be useful to be able to take laptops home to work on. These comments have been passed to the Digital Services Manager.

Several comments were received suggesting that there should be more activities over lunchtime. These comments have been passed to the Student Association for consideration.

The Performance Team  
October 2023



<b>MEETING</b>	<b>Board of Management</b>
<b>Agenda Item:</b>	<b>17</b>
<b>Paper No:</b>	<b>BOM1223-17.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	SFC Self Evaluation and Regional Outcome Agreement 22/23
<b>Presented By</b>	Douglas Dickson
<b>Recommendation</b>	Noting
<b>Appendix Attached</b>	YES
<b>Disclosable Under FOISA</b>	YES

Read Time: 10 minutes

**1. Recommendation**

- 1.1 The Board is asked to note the final self evaluation and regional outcome agreement submission to SFC.

**2. Executive Summary**

- 2.1 The Self-Evaluation and Regional Outcome Agreement were approved by the Board on the 2nd October. The final version, attached, was submitted by the deadline of the 31<sup>st</sup> October to SFC. This version on the request of SFC has been updated to include the student results that were not available due to EIS-FELA action short of strike action.
- 2.2 The 2023/24 Regional Outcome Agreement (ROA) and 22/23 Self-Evaluation have been written in response to the guidance from the SFC outlining the steps required to ensure an interim agreement is in place between the SFC and The College.

**3 Context**

- 3.1 The ROA includes a measures table including forward-looking projections.
- 3.2 SFC requested case studies demonstrating ways in which funding has been used to deliver outcomes for students, research, economic transformation and social renewal.
- 3.3 The measures below have been reinstated from pre-pandemic tables or added as new for 23-24.
- Proportion of enrolled care-experience students successfully achieving a recognised qualification.
  - Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).
  - Number and proportion of FT FE learners aged 16-19 successfully completing courses.
  - Current total greenhouse gas emissions (GHGs) - estimated or actual baseline emissions, scope 1 emissions total, scope 2 emissions total and scope 3 business travel total.

**4. Strategic Implications**

- 4.1 The Regional Outcome Agreement outlines the steps the College will take to ensure an agreement is in place with the SFC by providing contributions, impact and outcomes but also assurance on the use of allocated funding for AY 2023/24..

## 5. Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	<ul style="list-style-type: none"> <li>➤ Workplans and oversight in line with ROA and Financial targets</li> <li>➤ Robust strategic planning</li> <li>➤ Effective environmental scanning</li> <li>➤ Strong and effective partnerships</li> <li>➤ Clear links between strategy and practice</li> <li>➤ Concerted demands for increased activity levels</li> <li>➤ Robust monitoring of activity targets via ROA and Reported Quarterly to SFC.</li> </ul>

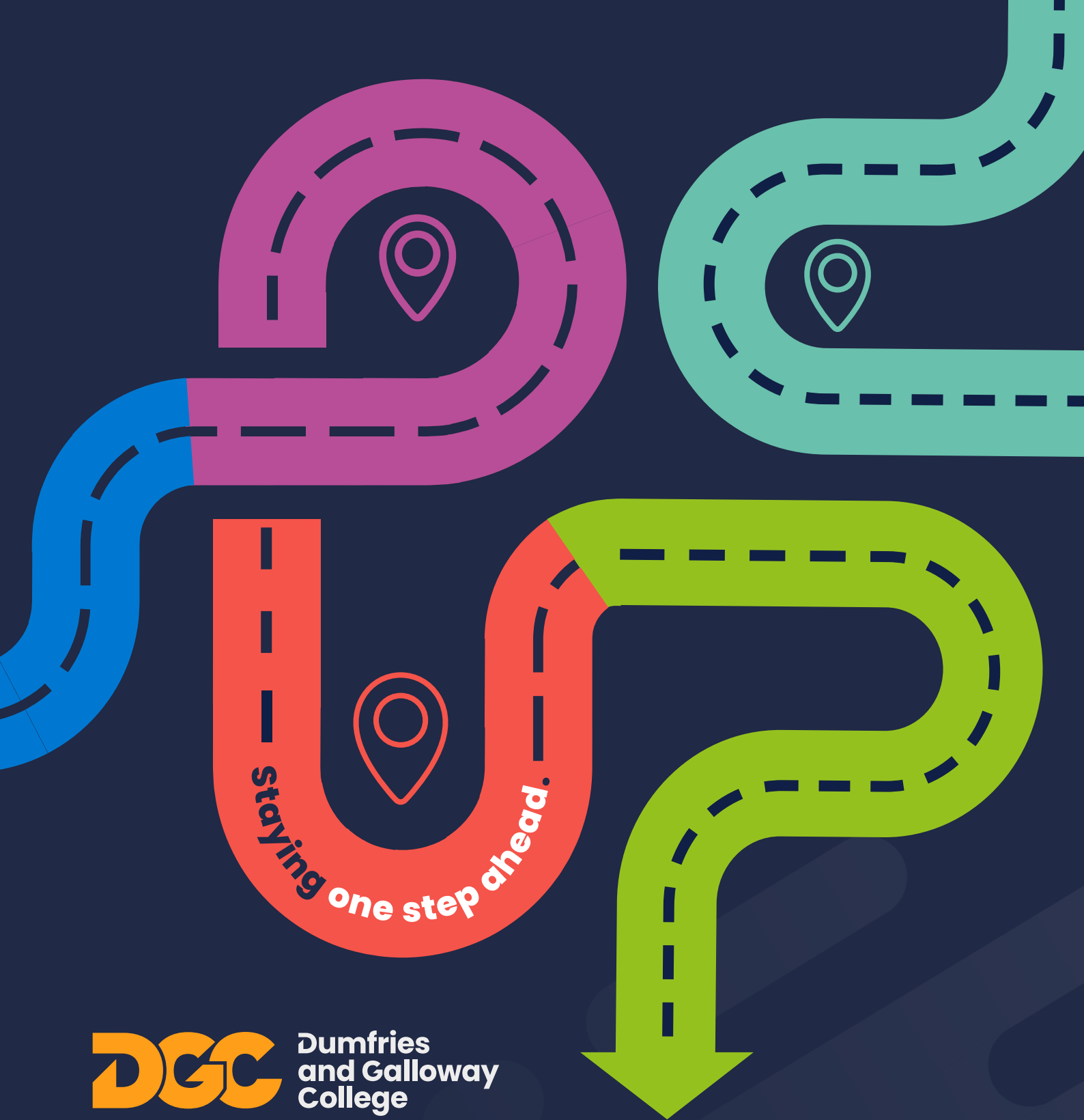
## 6. Implications

<b>Financial</b>	YES	Failure to meet SFC requirements around core funding expectations.
<b>Legal</b>	NO	
<b>Learning and Teaching</b>	YES	Failure to respond to national and regional priorities and measures against ROA reporting.
<b>Equalities</b>	YES	Failure to meet requirements around fair access, attainment and destinations.

**Douglas Dickson**

Depute Principal

22 November 2023



Dumfries  
and Galloway  
College

# Regional Outcome Agreement

2023/24

# Outcome Agreement between Dumfries and Galloway College and the Scottish Funding Council

## On behalf of Dumfries and Galloway College:

**Signed:** Joanna Campbell

Print Name: Joanna Campbell

Position: Principal & CEO

Date: 23 October 2023

**Signed:** Caroline Stuart

Print Name: Caroline Stuart

Position: Chair of the Board of Management

Date: 23 October 2023

## On behalf of the Scottish Funding Council:

**Signed:** \_\_\_\_\_

Print Name:

Position:

Date:

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## Regional Outcome Agreement

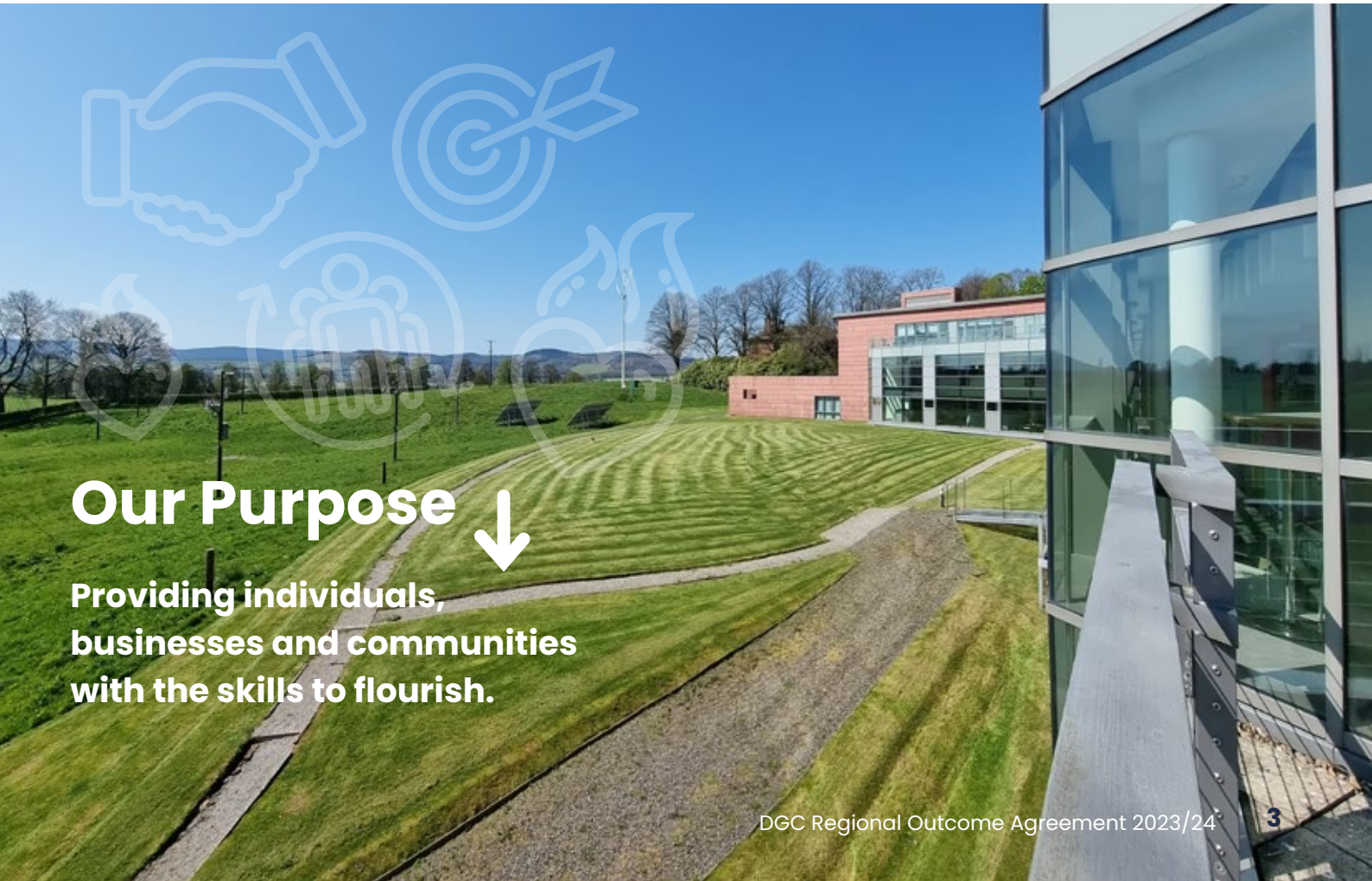
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**Our Purpose**



**Providing individuals,  
businesses and communities  
with the skills to flourish.**



# Regional Outcome Agreement Introduction

**Dumfries and Galloway College, as one of the main providers of learning across the South of Scotland, continues to be a civic anchor within the communities it serves, with programmes ranging from senior phase to degree programmes. The College's operating environment is mapped by Scottish Government policy, principally the Scottish Governments Post-16 Education (Scotland) Act 2013 which outlines changes to the governance arrangements for the College sector in Scotland.**

Our campuses are based in Dumfries, and Stranraer in the west of the region. Our campus sites reflect the commitment of the College in serving the needs of the whole of the region. The College has an average of 9000 students per year with approximately 15% full-time and 85% part-time/other attendance. Dumfries and Galloway College are the largest academic partner of the Crichton Campus Leadership Group (CCLG) and work with education partners to improve the learner journey and increase positive student outcomes. The College's curriculum areas offer a broad range of further and higher education pathways. Our Commercial Development combines curriculum and staff expertise with external industry partner collaboration to meet the needs of students and employers. In June 2020 Dumfries and Galloway College launched its new strategic plan, Ambition 2025 which articulates a vision and roadmap as to how the College wishes to respond to regional and socio-economic priorities over the course of the next 5 years. The implementation of this is very much aligned to what is now the 'new normal' therefore reimagining a college education in a post COVID-19 world and incorporating Scottish Government key priorities and moving forward shaping exponential change in the FE sector are we respond to ongoing review and re alignment.

The economic impact of the COVID-19 Pandemic continues to be felt as students continue to require additional support around returning to in person learning whilst continuing to develop our infrastructure and skills around blended learning. Health and Wellbeing continues to be a priority focus as we see demands for additional support increasing. Rural poverty and economic security continue to be a specific challenge as we look to support students to sustain learning where many FE students struggle to be able to finance that. Wider policy implications around reduced credit allocations have brought significant challenges.

We have additional tension between meeting the demands of a broad curriculum to meet the aspirations of all those that we serve whilst also trying to deal with unmet demand in some key regional skills areas such as construction, engineering and education. Difficult decisions around infrastructure, capital investment and credit allocations will be required if we are to respond to the curriculum that is being demanded.

## DGC Priority Outcomes 23/24

The key priority outcomes for Dumfries and Galloway College during academic year 2023/24, as specified within our strategy Ambition 2025 is to provide individuals, businesses, and communities with the skills to flourish.



### Ambition 2025

**As we work towards our strategic ambitions, we will provide an ambitious and far-reaching student experience that will:**

- **Nurture aspiration, ambition, and achievement.**
- **Support and stimulate the regional economy and communities.**
- **Develop our people and partnerships.**
- **Enable equity of access and social mobility.**
- **Supports Scotland's transition to net zero.**

In Academic Year 23/24 we will continue to provide innovative and impactful learning pathways continuing to improve outcomes and prepare students for the future. We will sustain our high performance in student satisfaction and destinations. Realignment of credit allocations ensuring the most effective and efficient deployment of college resources developing strategically developed, efficient but innovative pathways building a sustainable skills economy, which will need transformational approaches.

We will continue to work with key regional and national stakeholders to enhance our suite of SCQF Level 7 and above qualifications and increase the number of professional body qualifications whilst continuing to grow our commercial capabilities.

Workforce development will be a key priority as we focus on continuing the evolution of our values ensuring we develop a well skilled and supported workforce. We recognise the need to attract new and nurture existing talents as we look to grow our reach and impact. During academic year 23/24 we will develop a workforce plan that supports areas of growth in the region and allows us to attract and retain key staff underpinned by our culture and behaviours in support of our values and recognising skills gaps and training requirements to meet customer/stakeholder expectations.

We will also continue to pioneer new tertiary learning models as we explore further opportunities around our partnership with University of the West of Scotland which will help us build capacity for growth and innovation.



Systems and infrastructure transformation continues to be an essential priority as we look for new and more efficient ways of working improving our digital skills and capacities whilst ensuring resource can be focussed on high impact work.

We are also working towards new opportunities within the west of the region as we look for new models and enhanced partnerships which will allow the colleges presence in the west of the region to continue to be strong supporting our communities in Stranraer and surrounding areas.

## Fair Access and Transitions

We remain committed to the Scottish Government's, ['A Blueprint for Fairness: Final Report on the Commission of Widening Access' \(2016\) \(COWA\)](#).

We continue to develop and enhance our policy of fair access through continued review and enhancement of our policies, procedures, and services. We continue to put in place appropriate measures to support learners through their student journey ensuring that needs are matched and anticipated at all stages of the student journey. We continue to develop our digital infrastructure and capacities to ensure greater access to individuals and communities residing in rural and more isolated communities. We are also working closely with community planning partners to review college and regional estates to explore opportunities of place-based learning.

We continue to work with regional stakeholders across the Crichton Campus to develop increased articulation to higher education whilst co designing and delivering new and innovative pathways as we seek to increase SCQF Level 7 and above qualifications as is demanded by the region. We are also closely developing our senior phase offer in a period of review to ensure we provide a complimentary senior phase offering with an aspirational and targeted curriculum. We continue to use data insights including Skills Development Scotland's (SDS) Regional Skills Assessments (RSAs) to ensure our curriculum is responding to national and regional drivers as we look to develop our curriculum to 2030 ensuring access and aspiration.

We have launched the first year of our innovative foundation degrees in collaboration with UWS as we look to enhance access within senior phase and beyond. We will look to capitalise on the initial work done within the pathfinder project ensuring we continue to provide innovative pathways to careers. We continue to develop new agreements with our Crichton partners but also beyond and have resigned our MOU with the open university against renewed provision. This has begun with our new pathfinder provision with University of the West of Scotland whilst we are also developing new pathways with University of Glasgow into primary teaching to help meet demands for teachers.

We currently have several key programmes and activities within the college which support fair access and transition:

- **Project Search** – working with young people with learning disabilities looking to find full time employment.
- **Pathfinder** – new degree provision with UWS which includes single entry for HE and shared delivery across tertiary partners.
- **College Academy** – our college offer of learning for senior phase pupils at school.
- **SWAP Access** – promotes access for adult returners into FE and on to HE.
- Corporate Parenting Action plan and DG Cares Team.
- Student Journey Team
- Digital Access and Learning Spaces

## Priorities for 23/24

- 1 We have launched our new DG PALS (Peer, Academic & Language Support) support group for students who have resettled in the region or have refugee status have been invited to join the group with the ambition of creating a College Community where students with similar needs and backgrounds can meet and access targeted information and support.
- 2 Introduced a new Learner Retention system to help monitor students and plan for earlier interventions.
- 3 Continue to utilise student support and additional strategic funding to provide additional needs-based interventions.
- 4 Finalise and launch a new articulation agreement with University of Glasgow allowing access from our early years provision towards primary teaching.



## Quality Learning and Teaching

### High Quality Outcomes

High quality outcomes are key drivers for us and our students. We continue to strive to continue to improve outcomes at all modes having performed above the national sector in 21/22 in 3 of 4 modes. We continue to focus on improving our retention rates specifically focused on FT FE 16–19-year-old learners. We have introduced new digital assets to better early identify students who may be at risk of withdrawal and have developed a wide range of services where student can be referred or self-refer for wellbeing support. We are also working with external support to review our policies and procedures around student expectations as well as working with staff to better develop new approaches around pastoral support. We continue to work towards a strategic priority to ensure our curriculum is digitally rich and accessible. We have developed clear quality frameworks and tools which will be launched this year to progress our VLE environments and have worked closely with JiSC to complete a VLE review.

### Staff are at the Heart of our Growth

We recognise that staff are at the centre of everything we do and so we must continue to understand their needs and ensure appropriate development and support. We will improve learning and teaching through robust quality measures which include our new observation of learning programme, introduction of Teaching How2s platform as a ready made pedagogical development tool which will be linked into ongoing review and development. Our Self-Evaluation has been reviewed and will home in specifically on key HGIOC and strategic themes for 23/24 and we continue to develop cross college CPD activities with a focus curriculum and learning and teaching.

## Student Voice and Student Feedback Survey

Student voice is critical to our development as an organisation, we acknowledge the benefits of listening to and acting on the student voice. We recognise the need to have a range of tools which allow student voice to influence the student experience, allowing opportunity for students to influence what happens in the classroom and in the wider College community. Following the restructure of our Student Association we have added to our class representation system, creating new Lead Rep roles for class reps who would like to take on more responsibility who engage in our student partnership forums where they meet with key staff to discuss issues in 3 themes: Learning and Teaching; Campus; and Welfare. We have introduced a new Early Experience Student Survey which is issued at week 4 to help us understand the early experience of our students. This can be broken down into curriculum areas and course level for early feedback staff can use to understand early progress. This is then a focus for self-evaluation in DG-SEE where teams are asked to reflect and act on any areas of enhancement. All teams will also engage in additional student engagement work as part of DG-SEE each block.

## Estates

We are continuing our estates development plan which has involved further upgrades of interactive screens in more teaching spaces, development of key areas within our construction and engineering spaces, further progress in development of our eSports curriculum and significant work with UWS to develop shared space and activities starting with fitness, health and exercise spaces.

## Priorities for 23/24

- 1 Ensure that all staff have participated in observation of learning by the end of this academic year with reporting around impact on staff development and student outcomes.
- 2 Development of a new Professional Review and Development (PRD) RD process ensuring focus on professional standards and further GTC registration.
- 3 The development of new Learning and Teaching strategy co-designed with staff to complete our quality package to improve learning, teaching and assessment.
- 4 Development of an aligned estates plan to ensure we have achievable targets to continue improving the learning estate.

## Coherent Learning Provision

We continue to develop our internal and external partnerships to ensure we have clear and defined pathways for our students in employment or further study. We engage with employers and regional skills groups as we continue to monitor and identify skills needs and demographic changes across the region. We draw on a full range of labour market information, including Regional Skills Assessments as well as continuing our engagement with [Lightcast](#).

Through our internal review groups including Curriculum Leadership Group we have regular input from SDS advisers and sharing insights and recommendations about future need.

Our portfolio planning process is well embedded now as we continue to use data insights and reporting to develop curriculum plans which meet national and regional needs. We now have our sights set on 2030 as we start to review, realign, and repurpose our curriculum portfolio and how it is offered. We use this to supplement existing local data gathered through our partnership working.

### Priorities for 23/24

- 1 Re-align our current curriculum offer against the revised credit allocations as we develop a new and forward-thinking curriculum plan for 2025-2030.
- 2 Development of a new Professional Review and Development (PRD) RD process ensuring focus on professional standards and further GTC registration.
- 3 Focus on skills development and new opportunities in construction and engineering – specifically around just transition skills and knowledge.
- 4 Improved curriculum planning with our senior phase partners to ensure we are contributing effectively to the aims of the Dumfries and Galloway Council Senior Phase Strategy.
- 5 We will continue to develop awareness of and engagement with our new UWS pathway degrees as we look for further opportunities to enhance the student journey.



# Outcomes for Economic Recovery and Social Renewal



## Work Based Learning and Skills

### MA Programmes

We work closely with employers to understand and support staff development needs with our work-based learning and MA programmes offering the workforce opportunity to upskill and demonstrate progression. ILM courses have been delivered for several businesses through FWDF and these are now being used to develop existing managers knowledge and skills across sectors. We currently are experiencing greater demand in our MA provision with demand for places outstripping our contract allocation. The number of enquiries for MAs far exceed the number of places available, particularly in Social Care so once all places are used, we will request additional places. If other MA contractors are not achieving their start targets places SDS will behave removed them from their contract and reassigned the places.

### Commercial Growth

To support economic recovery local business have benefitted from a range of courses provided by our Commercial Team. A range of courses in sectors such as hospitality, digital and healthcare have been delivered. We have also developed a range of programmes which can now be delivered online including IOSH, NEBOSH, ILM and Food Hygiene.

## Partnerships

We continue to forge industry partnership to help develop and enhance our curriculum offer. We are working with Gretna Green the five-star Scottish tourism shopping and wedding venue to provide industry-based placements for our hospitality students gaining hands on experience of a world-famous visitor attraction as part of their curriculum. In engineering we have been delighted to partner with Natural Power – a leading renewable energy consultancy and service provider – to redesign our curriculum resulting in a new Wind Turbine (Natural Power) Trainee programme and the launch of the new graduate placement scheme. This provision is setting examples of practice we want to develop further across all curriculum areas.

## Green Skills

We will continue to focus on our work around our Green Skills academy – Focus on skills development and new opportunities in construction and engineering – specifically around just transition skills and knowledge. We are undergoing review around themes of retrofit, energy and transport offer. We're also rolling out our Carbon Literacy training in association with the Carbon Literacy Project.

## Priorities for 23/24

- 1 In response to demand we have introduced two new SVQs in both Youth Work and Occupational Health & Safety, both of which are available as MAs.
- 2 We are discussing with Dumfries and Galloway Council around additional Childcare SVQs or MAs due to increased demand.
- 3 We are working in partnership with Wheatley Housing South to develop Construction Apprenticeship pathways in join Joinery, Roofing and Renewable Heating skills.
- 4 In response to demand from the residential social care sector that already works with the SVQ team, the short course team is developing an HNC Social Services online that will be delivered using Learnnet and MS Teams in a blended delivery style.
- 5 We are working with our partnership with our colleagues in Community Learning and Development to design alternative deliver models to upskilling programmes as we support upskilling and retraining for the sector in the face of workforce challenges.
- 5 Focus our just transition development as we look to source support and resource to start development of a Centre for Just Transition Skills and Excellence.

# Net zero and environmental sustainability response

Dumfries and Galloway College have been recognised as highly successful in embedding a whole institution approach to sustainability. Our leading the way, a Net Zero D&G project won the Green Gown award for Sustainability Institution of the Year in 2021 for our whole institution approach.

The College do this by utilising the following:



**Public Bodies Climate Change Duties reporting:** This is done annually with the figures for each year used to priorities work streams going forward. The key areas to target are the use of grid energy, something that is on the D&G focus through our commissioned Net Zero building surveys carried out in 2023.



**Ambition 2025:** The Colleges strategic ambition 2025 commits us to becoming a Net Zero organisation by 2030. By setting this as a strategic target this becomes a matter of reporting at all levels within the College, through Management and Leadership structure right up to Board level. This ensure a firm focus is placed on meeting the key targets we have set ourselves and that they are in line with sector and Government targets.



**Climate Change Action Plan 2020–2025:** This document is the operational action plan which sets out our key priority areas to focus on for carbon reduction, educational opportunities and wider community working. This plan is used by our Estates department to implement energy and carbon reduction measures. 2022/23 saw the College focus on transport, changing to a full fleet of EVs along with the installation of 12 new accessible EV charging points.



**Education:** The College prides itself as adopters of the UN SDGs, ensuring our courses map out against these to ensure transparency. Currently over 60 of our courses proudly link directly to the UN SDGs. eThe College also operates a Green Skills Academy, focusing on providing the skills required to aid a just transition particularly around Green Energy, Sustainable Construction and Renewable Transport.



**Engagement:** Engagement on Net Zero is a key to achieving our ambitions. Across the College colleagues work with stakeholders to explore opportunities, examine best practice, input to policy and direction both locally and nationally as well as seek out key partnerships to take work streams forward. These can include sectoral partners such as ESP, SDS, EAUC. Local partners such as D&G Council and South of Scotland Enterprise. Business Partner who include companies such as Wheatley Group.



# College Emissions

The below will show the Colleges emissions from baseline year 2014 up to and include the end of 2021, which was our last reporting year. The College reports on each Calendar year in its PBCCD report, this years report will be based on the figures from calendar year 2022.

Year	Year Type	Scope 1	Scope 2	Scope 3	Total Tonnes CO <sub>2</sub> e
2014	Calendar	315	870	136	1,321
2015	Calendar	324	762	115	1,201
2016	Calendar	365	726	114	1,205
2017	Calendar	388	591	83	1,012
2018	Calendar	402	485	66	952
2019	Calendar	445	410	51	906
2020	Calendar	326	283	81	690
2021	Calendar	343	273	72	688



# Appendix 1: College Outcome Agreement Impact Framework: Supporting Data

Measure	Internal Data			Targets
	2020-21	2021-22	2022-23	2023-24
A Credits Delivered (Core)	29,882	30,907	30,722	27,800
Credits Delivered (ESF)	625	632		
Credits Delivered (Core + ESF)	30,507	31,539	30,722	27,800
B Volume of Credits Delivered to 10% most deprived postcode areas	2,679	3,038	2,652	
Proportion of Credits delivered to 10% most deprived postcode areas	8.8%	9.6%	8.62%	8.5%
C Volume of credits delivered to care-experienced learners	2,027	1,452	1,860	
Proportion of credits delivered to care-experienced learners	6.6%	4.6%	6.05%	6%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	359	217	174	160
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.0%	59.2%	65.3%	64.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	482	502	617	
Total number of FTFE students	817	848	946	
E1A The percentage of FT FE care-experienced students successfully achieving a recognised qualification	52.9%	48.1%	61.4%	
The total number of FT FE care-experienced students achieving their qualification	87	79	101	
The total number of FT HE care-experienced students	46	38	62	
E1B The percentage of FT HE SIMD10 students successfully completing a recognised qualification	53.8%	56.6%	60.6%	64.0%
The number of FT HE SIMD10 students successfully completing a recognised qualification	50	60	57	
The total number of FT HE SIMD10 students	93	106	94	
E1C The percentage of FT FE 16 to 19 year olds successfully completing a recognised qualification	54.9%	55.3%	62.6%	64.0%
The number of FT FE 16 to 19 year olds successfully completing a recognised qualification	259	297	360	
The total number of FT FE 16 to 19 year olds	472	537	575	

E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	76.1%	79.4%	85.6%	81.0%
	The number of PT FE care-experienced students successfully completing a recognised qualification	1,731	2,371	2,687	
	The total number of PT FE care-experienced students	2,275	2,990	3,138	
E2A	The percentage of PT FE Care-experienced students successfully completing a recognised qualification	63.0%	80.0%	64.7%	81.0%
	The number of PT FE care-experienced students successfully completing a recognised qualification	34	16	33	
	The total number of PT FE care-experienced students	54	20	51	
E2B	The percentage of PT FE SIMD10 students successfully completing a recognised qualification	67.5%	82.9%	84.2%	80.0%
	The number of PT FE SIMD10 students successfully completing a recognised qualification	102	189	202	
	The total number of PT FE SIMD10 students	151	228	240	
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	69.2%	61.2%	73.9%	72.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	290	232	246	
	Total number of FTHE students	419	379	333	
E3A	The percentage of FT HE care-experienced students successfully completing a recognised qualification	33.3%	-	70%	
	The number of FT HE care-experienced students successfully completing a recognised qualification	3	0	7	
	The total number of FT HE care-experienced students	9	0	10	
E3B	The percentage of FT HE SIMD10 students successfully completing a recognised qualification	59.1%	61.3%	63.3%	64.0%
	The number of FT HE SIMD10 students successfully completing a recognised qualification	13	19	19	
	The total number of FT HE SIMD10 students	22	31	30	
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	84.0%	79.1%	82.3%	81.30%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	204	216	200	
	Total number of PTHE students	243	273	243	
E4A	The percentage of PT HE Care-experienced students successfully completing a recognised qualification	-	-	66.7%	N/A

	The number of PT HE care-experienced students successfully completing a recognised qualification	0	0	2	N/A
	The total number of PT HE care-experienced students	0	0	3	N/A
E4B	The percentage of PT HE SIMD10 students successfully completing a recognised qualification	73.3%	77.8%	72.0%	75.0%
	The number of PT HE SIMD10 students successfully completing a recognised qualification	11	14	18	
	The total number of PT HE SIMD10 students	15	18	25	
F	Number of students achieving an HNC/D qualification articulating to degree level courses	81	65		80
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	47	28		40
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	58.0%	43.1%		40%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	443			450
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	423			420
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.5%	-		90%
	Total number of full-time HE college qualifiers (in confirmed destinations)	266			
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	256			250
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.2%	-		91%
H	Percentage of students overall satisfied with their college experience (SSES survey)	89.7%	90.5%		90%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.



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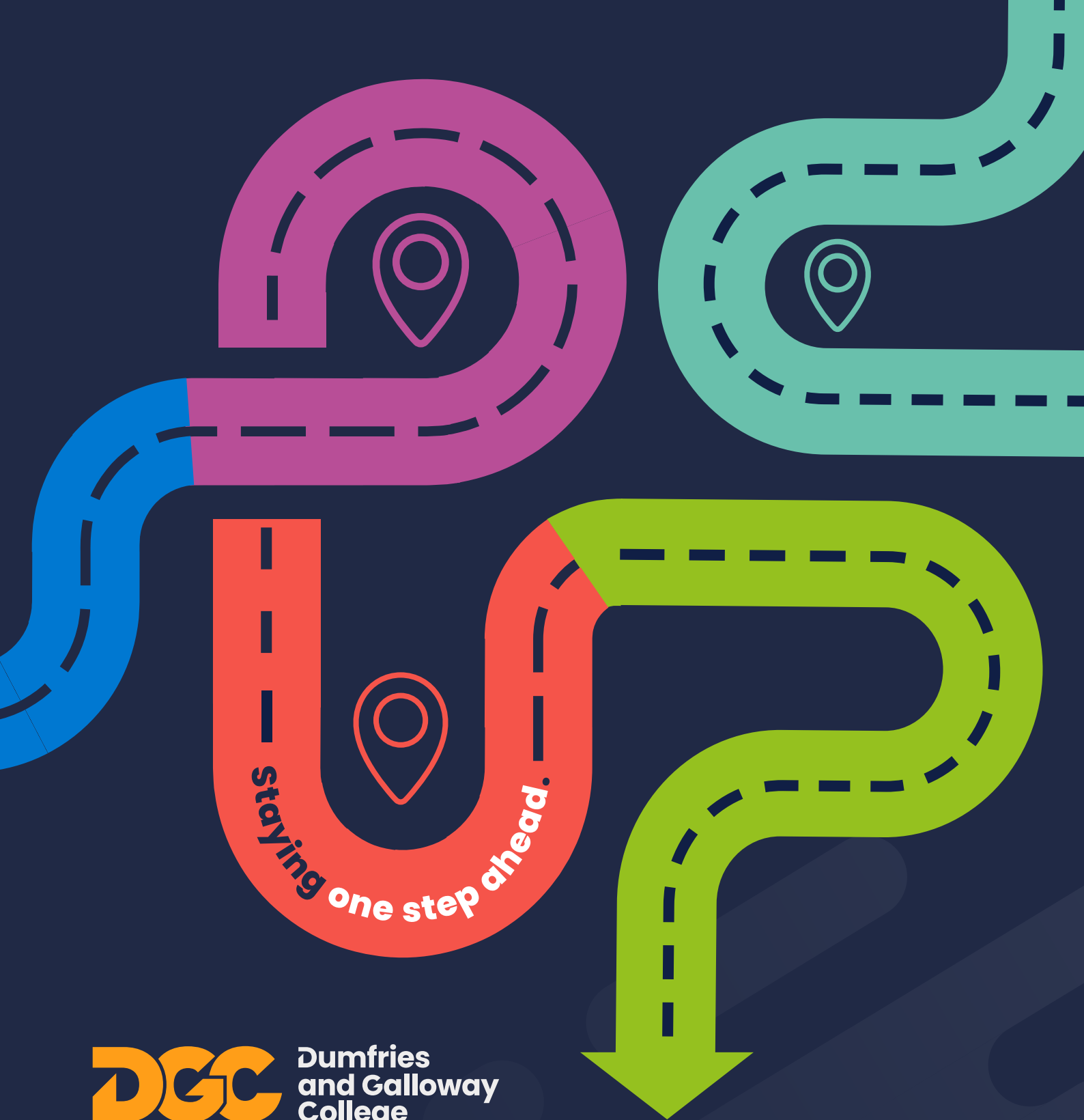
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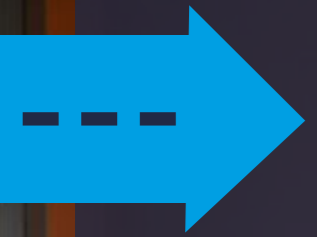




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College

# Regional Outcome Agreement Case Studies

**2023/24**



# Case Studies Outcomes for Students: Digital Care Hub

At the heart of our college lies a cutting-edge initiative that has redefined the way we approach teaching and learning within our Health and Social Care department. Our Digital Care Hub, originally designed as a nurturing home environment for students, is revolutionizing education. This state-of-the-art facility is not merely a space but a testament to our commitment to providing an unparalleled learning experience. The Digital Care Hub boasts a plethora of features that could reshape the way care at home could be delivered in the future. This has reshaped the learning landscape for health and social care students in Dumfries and Galloway. Central to the Hub's innovation are our Learning Pods – collaborative spaces where students can engage in group work while seamlessly sharing their work with another member of the group who could be sitting at home – or indeed anywhere else. This fosters dynamic interaction and enhances the collaborative spirit among our students. The Hub also encompasses a spacious area dedicated to classroom activities, complete with a mobile digital board.

One of the most remarkable facets of the Digital Care Hub is its versatility. The space can be effortlessly partitioned, accommodating multiple classes or lectures, including those online. This adaptability ensures that we can meet the evolving demands of modern education, even in the face of challenging scheduling constraints. Indeed, some of the lecturers will be delivering from home while others are in the Care Hub. Incorporating technology to its fullest extent, we have the capacity to record live lessons and capture students' practical demonstrations of their skills. These recordings are made accessible through the Hub's integrated flat screens, providing students with a valuable resource for self-assessment and improvement.

Collaboration with the National Health Service (NHS) has been pivotal in shaping the Hub, infusing it with clinical expertise and insights. Clinical educators now share this space, enriching the learning experience for our students and their staff providing them with real-world perspectives. Our dedicated lecturers have rapidly evolved their teaching methods to adapt to the digital age. As a result, our students have not only embraced this transformative approach but have thrived under it. The impact on student retention has been significant, as the Hub has eliminated the barriers of distance and time. Students can easily catch up on missed lessons due to shift work or caregiving responsibilities, thereby ensuring their uninterrupted educational journey. It is with great pride that we share the resounding satisfaction reflected in our student surveys. Our innovative delivery methods have not only improved the quality of education but have also facilitated more personalized one-on-one coaching opportunities with our students.

*My learning online has been good, instructions given on the recordings and teams messages are clear, and if any help is needed, I have regular contact with my lecturers, who are always willing/able to help me. I would recommend online learning, it is great that anyone can have the option to study online or attend classes, it is a change from the traditional way of learning and allows a person to progress in their chosen profession and still be employed.*



# Outcomes for Students: Economic transformation and social renewal

We recognise that wind power has emerged as a critical component of the sustainable energy transition and the need for appropriately skilled workers in the wind energy sector is growing rapidly. To address this demand the college has partnered with Natural Power, a leading renewable energy firm, to co create new solutions for future skills needs. It was identified that existing training programmes were not adequately preparing individuals for careers in the wind energy sector and that significant skills gaps were being identified.

The success of our NQ Wind Turbine and Technician Trainee programme has rested on the collaborative co design process and development of provision. Educational experts alongside Natural Powers technical experts worked together to co design and re purpose existing provision to incorporate the latest skills and technologies demanded by the sector ensuring that it can be fit for purpose now whilst ensuring the partnership will help evolve curriculum so its relevance can evolve and sustain, ensuring that we can produce the workforce needed. This has led to further development of a new wind turbine technician placement scheme in partnership with the college to pro-actively plug local skills gaps. So far 3 students from the NQ programme have started placements as part of the service operations team supporting Brockloch Rig Services hub in the region.

We believe this has become an innovative model for curriculum design which in turn results in economic transformation. By addressing the skills gaps in the wind energy sector and creating effective pathways to employment, this programme is not only transforming the regions workforce but is also contributing to sustainable energy production and economic growth.

**/// The development of this program is an excellent example of collaboration between the college sector and industry to meet specific skills requirements. By sharing best practices through the training network, we aim to replicate this model in partner colleges and move closer to meeting government net zero targets.**

Douglas Knox – Sector Manager at ESP

**/// Launching this transformative initiative is a significant accomplishment and marks an important milestone ... By welcoming new, local talent, we are not only enriching our workforce but also fostering strong connections within our community. This aligns with our unwavering commitment to nurturing talent and investing in the future of renewable energy.**

James Hamilton – Service Delivery Manager at Natural Power



**As part of our work with Natural Power, three of our students completed a six month placement at Windy Standard Wind Farm, receiving on-the-job, enhanced training and putting them in good stead to work in the ever-growing, ever-important renewable energy sector**





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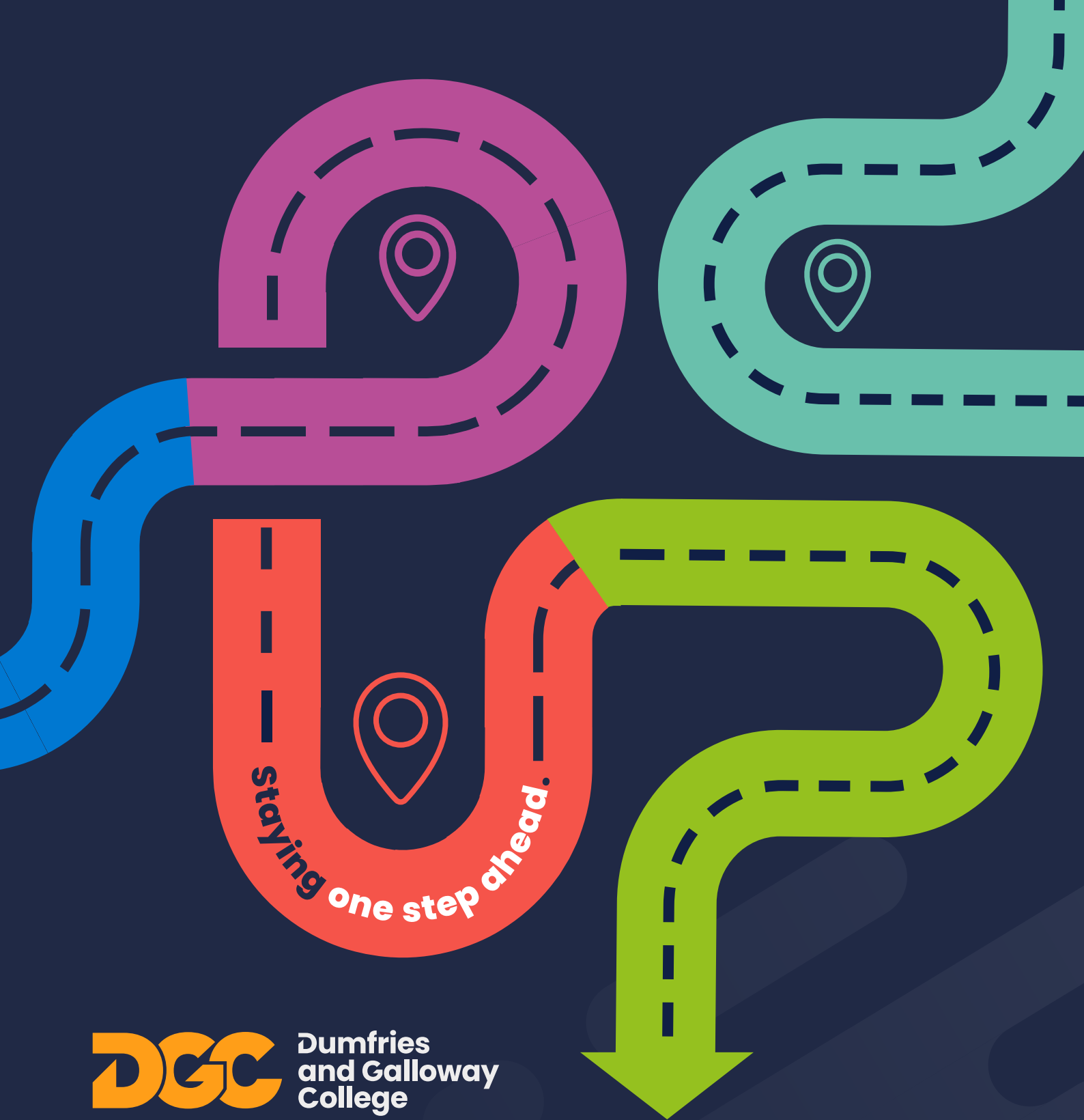
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Dumfries  
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# Self – Evaluative Report

2022/23

# Section 1 – Fair Access and Transitions

We have continued to develop our onboarding processes ensuring ease of access to information and ensuring engagement with students pre course. We continue to evolve our approaches of embedding AI into the pre- entry process and enhancing our summer activity which is available for all students.

We continued to develop our senior phase pathways offering regional application bootcamps for young people in schools looking to make next steps, college taster days and the addition of pre summer induction days for our College Academy students. Our student adviser team have been doing some directed transitions work with students with experience of care specifically and are hoping that concerted effort to better onboard will improve impact.

We have identified some key support themes around student engagement and behaviour, Trauma, and neurodiversity themes during 22/23 and will identify appropriate actions to take forward in developing organisational knowledge and services. Meeting the additional support needs remains a challenge with limited resources however our Educational Support added some new sessions including group skills sessions and holiday support camps.

## Measure A – Credits Delivered

The college continues to aim to deliver to the credit target which for 23/24 is 27,800. In AY 22/23 the college delivered 30,756 credits to students, 133 credits below the target of 30,889.

Enrolment Mode	Measure A – Credits Delivered Each Year					
	FE 22/23	FE 21/22	FE 20/21	HE 22/23	HE 21/22	HE 20/21
<b>Full Time</b>	15,422	13,589	15,737	5,270	5,225	6,237
<b>Part time</b>	9,241	11,671	7,542	839	990	990

## Measure B – Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10).

Volume and proportion of credits delivered to learners in the most deprived 10%				
	22/23	21/22	20/21	3 year trend
<b>Volume</b>	2,692	3,028	2,679	+13
<b>Proportion</b>	8.75%	9.6%	8.8%	0.05%

The college delivered 2,692 credits to students from SIMD10 postcodes, which is a decrease from the previous year of 336 credits. This equates to 8.75% of all credits delivered, a slight decrease from the previous year of 9.6% of all credits delivered.

Reasons for this could be a result of various factors including opportunities for direct access to HE, particularly in areas like Health and Social Care to study, recovery from COVID-19 or changing demographics which is seeing an ageing population in our region.

We will reflect on this decrease and monitor for any emerging trends going forward. The college is working towards enabling all students who wish to study to attend college, with various initiatives throughout the year and covering the whole region.

### Measure C – The Volume and Proportion of Credits delivered to Students with experience of care.

We saw an increase in the number of credits delivered to students with experience of care and this remains a mainly upward trajectory. Credits delivered in this category increased from 6.70 % to 6.87% of all credits delivered, delivering 2114 in total.

Volume and proportion of credits delivered to learners in the most deprived 10%				
	20/21	21/22	22/23	3 year trend
<b>Volume</b>	1,978	2,111	2,114	+136 ↑
<b>Proportion</b>	6.48%	6.70%	6.87%	+ 0.39% ↑

137 Care experience students enrolled on courses for 22/23 of which 76% went on to complete their course. The college has a dedicated adviser team to support students who are care experienced.

### Measure D – No. of Senior Phase age pupils on vocational qualifications delivered by colleges

In AY 22/23 the college had a decrease of Senior Phase age pupils enrolling on programmes at the college. 174 Senior Phase students enrolled, a reduction from 217 in AY 21/22. This is a decrease of 43 students. Reasons for this remain unclear, but since the end of Covid restrictions, numbers have decreased. Further data needs to be analysed to understand if this is a trend due to Covid or whether, for example, mental health or economic circumstances are impeding this category. Overall numbers of young people enrolling as part of our senior phase offer has decreased however 21/22 included some additional induction activity which has been streamlined and thus 400 students would be close to target numbers for our provision moving forward.

	22/23	21/22	20/21
Total number of credits	30,748	31,547	30,507
Number of senior phase students	174	217	329
(SFC Reporting)			
Total number of senior phase students overall	428	640	491

We will review our curriculum looking ahead to 2030 our senior phase offer will be critical to that. Initial discussions have started between the local council and other relevant stakeholders to ensure we provide a college offer which is aspirational and targeted offering young people effective pathways as part of the wider senior phase portfolio for the region.

We may also have to considered reduction of our wider senior phase offer in our realignment of the reduced credit position which would limit wider opportunities for young people in senior phase.

We have launched our new Foundation Degree pathways in Cyber and Business this academic year and recognise that it will take some time to embed these into the learning landscape, but we are also looking at further pathways which can improve access to degree provision for young people in the region.

Senior Phase Success	20/21	21/22	22/23	3 Year Trend
Overall Success	47.0%	47.0%	61.0%	+18.0%
ROA Courses	49.7%	43.0%	67.3%	+17.6%

We are pleased to report overall improvement in success across all of our senior phase provision of 18.0%.

Development of new quality arrangements and transition work has supported understanding and targeted actions for improvement. Our provision of curriculum for the purposes of ROA reporting has seen a 17.6% improvement in success finishing at 67.3%.

## Section 2 – High quality, learning, teaching and support

The new observation of Learning and Teaching process is in its first full calendar year and is proving to be very popular. Just over 50% of 57 members of staff have undergone observations during AY 22/23 receiving appropriate feedback. This process is encouraged for all teaching staff allowing best practice to be shared college wide and we aim to ensure all staff have been observed at least once before the end of the calendar year. Students comments and evaluations of their courses are an integral part of this process to gain an all-round view of any issues or areas for improvement. We have also invested in the HOW2 teaching platform which provides research informed pedagogical practices and creates online communities of practice.

At present 98% of staff have gone live on the system as we look to embed this in our wider PRD and PU processes. We continue to enhance flexibility in our delivery models with several curriculum areas including Health and Social Care, Computing and Business continuing to offer blended learning models as we look to adapt to meet changing student needs.

The Self Evaluation system (DG-See) is also in its second year of implementation. There has been an increased uptake of this style of reflective analysis as we continue to refine and improve the quality of our self-evaluations. This data is then used to shape different college areas, analyse for improvements and report on successes.

### Measure E1-E4 – Proportion of enrolled students successfully achieving a recognised qualifications FE (FT & PT), HE (FT & PT)

Mode	%CS Sector 21/22	% Completed Successfully 22/23	% Completed Successfully 21/22	% Completed Successfully 20/21
FT FE	59.0%	65.3%	59.2%	59.0%
PT FE	76.3%	85.6%	79.3%	76.1%
FT HE	62.5%	73.9%	61.2%	69.2%
PT HE	78.8%	82.3%	79.1%	84.1%

In 21/22 we saw improvement in all modes excluding FT HE which had reduced. For 22/23 we are pleased to report further improvement this year across all modes. FT FE has improved a further 6.0% whilst FT HE has improved 12.7%.

We have also reported improvement of 6.3% in PT FE and an improvement of 3.2%. We believe previously reported measures are beginning to have impact leading to sustained improvement of outcomes for students for two consecutive years.

**Measure E1A–E4A – Proportion of enrolled care-experiences students successfully achieving a recognised qualification.**

Success – Care Experienced	20/21	21/22	22/23	3 Year Trend
Mode				
FT FE	51.1%	41.2%	61.4%	+10.3%
PT FE	57.1%	65.9%	64.7%	+7.6%
FT HE	37.5%	60.0%	70.0%	+32.5%
PT HE	0.0%	0.0%	66.7%	+66.7%

Success figures for 21/22 showed that 54.3% of students with experience of care were successful against the national success which was 52.5%, 1.8% above sector average. For 22/23 we are pleased to report further progress seeing overall success for students with experience of care improve again to 59.9% which is another 5.6% improvement on the previous academic year. Within this we note improved success at all levels but note small numbers in relation to HE provision. Improved success is a positive sign with more work to be done around transition to HE.

**Measure E1B- E4B – Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).**

Success – SIMD10	20/21	21/22	22/23	3 Year Trend
Mode				
FT FE	54.95%	57.5%	60.6%	+5.65%
PT FE	64.85%	81.48%	84.2%	+19.35%
FT HE	61.9%	60.0%	63.3%	+1.4%
PT HE	75.0%	73.68%	72.0%	-3.0%

We have improved success for SIMD10 students across all modes excluding PT HE which suggest again impact around our additional interventions including reviewing monitoring of progress and better integration of support and curriculum team activity. Work done through measures such as our free breakfast and lunch, Here For You campaigns have provided additional support for students Overall success for SIMD10 students was 64.6% in 21/22 which has improved to 65.9% so an increase of 1.3%.

## Measure E1B- E4B – Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).

Success – 16–19 Year Old	20/21	21/22	22/23	3 Year Trend
FT	53.02%	54.2%	62.7%	+9.7%

16–19-year-old learners have been an area of challenge in relation to success for several years and for 22/23 we are pleased to report a 9.7% improvement in over success at FT for these students. Initial work around curriculum design, reviewing our support services and appropriate CLPL for staff has started however this will continue to be a priority area of progress for the college.

### Enrolment Figures

Mode	22/23 Enrolled	21/22 Enrolled	20/21 Enrolled
FT FE	950	869	985
PT FE	4,388	4,975	3,142
FT HE	342	382	435
PT HE	271	280	255
<b>Totals</b>	<b>5,951</b>	<b>6,507</b>	<b>4,817</b>

In 22/23 we saw an decrease of 557 overall which primarily came in PT FE. This may correlate with shrinking demographics within senior phase and other socio economic reasons related to economic opportunities or alternative opportunities.

### Retention for all modes of study

Mode	22/23 %	21/22 %	20/21 %
FT FE	74.0	71.0	71.0
PT FE	87.0	89.0	91.0
FT HE	84.0	77.0	78.0
PT HE	90.0	93.0	87.0

Retention percentages have increased in all areas except PT HE and the college is pleased with this result and would suggest improvement in the interventions and approaches adopted last academic year. This continues to be a key area of focus for this coming academic year.



## Section 3 – Learning with Impact

### Measure H – SSES Survey – The percentage of students Overall, satisfied with their College experience

In AY 22/23 we issued our first Student Early Experience Survey where 40.5% of the student population took part, which is 722 responses. The survey was opened for 2 weeks at the end of September and the report forms part of the DG-See process going forward. The average response over all answers was 4.5 out of a possible 5, which shows a very high level of satisfaction. For the whole of session 22-23 the overall college experience satisfaction rate is 96%. On comparison to the satisfaction rate for session 21-22 (90.4%) this represents an increase of 5.6%. Overall participation in the survey was positive with 996 responses in total. This represented a return of 50.6%.

This represents an increase of 19.1% on comparison to the return for session 21-22 (31.8%). There were also 126 comments from the survey. Comments have been shared with relevant staff and feedback requested to note any actions taken in response to issues raised. This will form part of the College DG-See process.

94.1% of FT HE students and 96.9% of FE FT students were satisfied overall with their experience. Therefore over 9 out of 10 FT students were satisfied with their college experience overall. HE distance/flexible learning were 94% satisfied overall and FE distance/flexible learning resulted in 94.4% satisfied overall.

Regarding PT students: PT HE students were 92% satisfied overall and PT FE students were 98.2% satisfied overall.

The college is pleased with these results but will continue to look at the comments and the small percentage of students who had issues, to make improvements where possible.

### SSES Survey – The percentage of students Overall, satisfied with their College experience

Mode	22/23	21/22	20/21
FT FE	96.9%	91.20%	89.40%
PT FE	98.2%	95.60%	100%
FT HE	94.1%	88.40%	88%
PT HE	92%	100%	90.90%

## Measure F – Articulation to Universities of advance standing from College to degree level study

	21/22	20/21	19/20
Total number of students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	28	47	48
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	65	81	89
The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	43.1%	58.0%	53.9%

The percentage of students articulating to university with advanced standing has decreased in line with decreased enrolments. Overall numbers of students on the HE courses who have achieved their qualification and articulated on to university has decreased.

The college is keen to offer HE qualifications to all students who want the study at this level. Pathways and alternative methods of studying are offered to achieve this, the college continues to expand new opportunities and collaborations however we recognise these trends are affecting the sector.

Session	20-21	19-20	18-19
Number of leavers	757	773	842
Confirmed destinations	93.7% (709)	92.0% (711)	94.9% (799)
Unconfirmed destinations	6.3% (48)	8.0% (62)	5.1% (43)

The college has a high percentage of confirmed destinations of all leavers (93.7%) but is also keen to have 100% and is working towards this to have a full picture.

# Outcomes for Economic Recovery and Social Renewal

## Responsive Institutions

The college is working with local employers to aid economic and social recovery. We have partnered with Gretna Green to give students a world class hospitality work experience through placement partnerships. This is important as Hospitality is an important part of the tourism industry for the region. Students from Creative Industries are involved in the live briefs for branding, promotion, and videos of these events to support the local economy and promote growth in the region.

The college continues to work with Borders College and other stakeholders to expand the region's competitiveness by developing digital skills through the Digital Pathfinder Programme. The Digital Pathfinder will build upon the work of the South of Scotland Digital Skills Hub and help align provision, programmes, and curriculum offerings to the current and emerging needs of students and employers across the region.

We ensure fair work practices are in place through our job evaluation scheme, flexible and hybrid working options, and our promotion of flexibility for carers, further information can be found [here](#)

## Confident and Highly Capable Work Ready Graduates –

The college continues to work closely with local partners to ensure students are ready for work and are confident in their skillsets. The college is working with schools to offer ESOL classes to those who need it. There is an increase in this area, and this is being monitored for new learning trends. Bespoke courses are currently being offered for these groups of learners.

Work with SDS and Dumfries and Galloway Council continues to look strategically at skills for mid- and long-term needs. The college is working in partnership with these and other organisations to identify and plan for future needs. We continue to work with Young Enterprise Scotland however we are currently supporting the recruitment of a new staff member to continue leading on the work started in this area.

## Knowledge, Exchange and Innovation –

An industry and academic partnership between Dumfries and Galloway College and Natural Power has been developed. This collaboration has initiated courses that specifically meet both the needs of the industry and the learner, providing a clear pathway from college to internship to employment.

The joint BA Hons for Business between UWS and the college has further developed this year with knowledge exchange between to two institutions for best outcomes. This allows students to develop their interest at school and follow this through to a level 10 qualification on the campus, without the need to move out of the region. This is important to allow every person who wants to study this subject to be able to do so.

### **Climate Emergency –**

We continue to enhance our impact and work around sustainability as referenced more closely in the ROA.

# **Our Vision**

**By 2025 Dumfries & Galloway College will provide an ambitious and far-reaching student experience that will:**

- **Nurture aspiration, ambition and achievement**
- **Support and stimulate the regional economy and communities**
- **Develop our people and partnerships**
- **Enable equity of access and social mobility**
- **Support Scotland's transition to net zero**





**Dumfries and  
Galloway College**

One step ahead

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<b>MEETING</b>	<b>BOARD OF MANAGEMENT</b>
<b>Agenda Item:</b>	<b>18</b>
<b>Paper No:</b>	<b>BOM1223-18.1</b>

<b>Date</b>	11 December 2023
<b>Location</b>	Dumfries Campus
<b>Title of Paper</b>	Estates Report 2023
<b>Presented By</b>	Billy Currie / Joe McGraw
<b>Recommendation</b>	Noting
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	YES

Read Time: 30 minutes

**1. Recommendation**

- 1.1 After consideration by the Finance and General Purposes Committee, the Board of Management are asked to note the contents of this paper.

## 2. Executive Summary

- 2.1 A range of works were carried out in the Academic Year 2022/23 which were aligned to the Colleges strategies as well as addressing matter arising from the Estates conditions surveys.
- 2.2 Key elements of the works came in under budget, allowing for additional key projects to take place in summer 2023 aimed directly at the student experience.
- 2.3 Carbon reporting figures have now been produced in time for the PBCCD report submission in November. The figures show a slight decrease of around 10t CO<sub>2</sub>/e in the calendar year 2022.

## 3. Context

### 3.1 Estates Work 2022/23

- 3.1.1 In the Estates update in November 2022 a range of works were listed as priority works for the Academic Year. The table below will provide an update on these works:

Works	Campus	Status
Roofing repairs on level 2 of Dumfries Campus	Dumfries	Complete
Remedial internal works on level 2 HR and Quality	Dumfries	Complete
Car park - replace EV chargers	Dumfries	Complete
Car Park - Dumfries. Running repairs/New signage/removal of centre bays	Dumfries	Complete
Lighting revamp - LED lighting	Dumfries	Deferred
Stranraer Campus - Aesthetics works	Stranraer	Complete
CCTV	Both	Complete

- 3.1.2 Of the above works, the roofing repairs and remedial internal works were identified on the Condition survey as immediate actions. These have now been fully resolved and signed off following a period of monitoring.
- 3.1.3 Due to key works, namely roofing repairs, coming in significantly under budget further works were identified and addressed across the Estate as per the following:

Works	Campus	Status
Concrete slab to external area to allow additional construction teaching space	Dumfries	Complete
Floor painting in workshops 0019, 0028,0029, 0037	Dumfries	Complete
Electrical booths refresh in 0028 and 0029	Dumfries	Complete
Furniture refresh for Engineering classrooms and level 1 classrooms(x4)	Dumfries	Complete

3.1.4 By carrying out additional works this helped present a positive start to the new Academic Year. This has allowed for a focus on other works to take place and a view to future planning for similar works over coming years.

3.2 Estates Planning

3.2.1 A 5-year Estates plan has been drafted and discussed at Senior Leadership. From the meeting it was agreed to widen the scope of the action plan to become a 5 Year Infrastructure Plan, incorporating Digital projects to provide a full view of works and capital required.

3.2.2 Work continues on this, with the Digital team actively working on pulling the information together to allow a redraft of the plan to be completed before the Christmas break.

3.2.3 Estates have utilised the information already in the plan to begin improvements for Academic Year 23/24

3.3 Works for 2023/24

3.3.1 The following will highlight key works to take place within the Academic Year 23/24:

Works	Campus	Status
Fire, Intruder and CCTV systems overhaul	Dumfries (full) and Stranraer (in part)	In progress, funding in place (see 3.4)
Flooring upgrades on Level 0, Costa, Level 2 Office Corridor and 2089/lift area	Dumfries	Scope issued to contractors
Building cladding clean	Dumfries	Tender prepared
Learning Estate refresh	Dumfries and Stranraer	In discussion to identify areas for improvement

3.3.2 The above works have been included in budget planning for this year and have been set as immediate priorities based on the Condition Survey and the Student Experience.

3.4 Priority Maintenance Funding

3.4.1 In June 2023 Scottish Funding Council announced the availability of ring-fenced funding for High Priority Maintenance requests, particularly those with immediate Health and Safety implications. The funding available totalled £4.6m

3.4.2 The College submitted an application for a total of £350k from the allocation and, in October, was informed that the application was successful.

3.4.3 These works were high priority on the Condition Survey and as such had been included on the plan for 23/24. It would be noted though that, with limited internal budget, the works would have been limited to minor upgrade/refresh where possible.

3.4.4 The outcome of the successful means the College can now fully upgrade the Dumfries fire detection system, intruder system and CCTV at both Dumfries and Stranraer immediately. The provision of new systems will provide a more modern, suitable and reliable system designed to meet the long terms usage needs of the College.



### 3.5 Carbon Management

3.5.1 As part of the Colleges climate reporting duties, the Public Bodies Climate Change Duties report is compiled ready for submission in November each year.

3.5.2 The report is at the stage where it will be reviewed by sectors peers in 1-1 and group session prior to any final changes being made ahead of the submission deadline.

3.5.3 The report has given the figures for this year which will be shown in the following table, with previous years in for comparison:

Reference year	Year	Year type	Scope 1	Scope 2	Scope 3	Total	Units
Baseline Year	2014/15	Calendar	315	870	136	1,321	tCO <sub>2</sub> e
Year 1 carbon footprint	2015/16	Calendar	324	762	115	1,201	tCO <sub>2</sub> e
Year 2 carbon footprint	2016/17	Calendar	365	726	114	1,205	tCO <sub>2</sub> e
Year 3 carbon footprint	2017/18	Calendar	338	591	83	1,012	tCO <sub>2</sub> e
Year 4 carbon footprint	2018/19	Calendar	402	485	66	952	tCO <sub>2</sub> e
Year 5 carbon footprint	2019/20	Calendar	445	410	51	906	tCO <sub>2</sub> e
Year 6 carbon footprint	2020/21	Calendar	326	283	81	690	tCO <sub>2</sub> e
Year 7 carbon footprint	2021/22	Calendar	343	273	72	688	tCO <sub>2</sub> e
Year 8 carbon footprint	2022/23	Calendar	379.90	268.43	30.46	678.79	tCO <sub>2</sub> e

3.5.4 The table shows a further reduction in calendar year 2022 of 10tCO<sub>2</sub>e. The main reduction is in our scope 3 emissions, namely the impact of remote working. There has been a very slight decrease in the use of natural gas across the estate however electricity use has again increased. This can be linked to the introduction of the AIMS project which does utilise heavier machinery which draws higher energy usage.

3.5.5 The College has now completed Net Zero surveys for both Dumfries and Stranraer. These have been compiled in partnership with Faithful and Gould as well as the Carbon Futures Trust.

3.5.6 These reports have been viewed and will be utilised to provide input into the 5-year plans moving forward.

3.5.7 For this Academic Year, a funding application of £2.5m has been submitted to the Scottish Governments Energy Efficiency Grant Scheme to allow the College to carry out 2 major projects as follows:

- LED light fit out. Replace all lights across the Estate with energy efficient LED lighting and suitable controls. Impact will be the reduction of electricity use across the Estate.
- Heating and Hot Water upgrades: Replace the heating and hot water systems at Dumfries campus with a low carbon alternative. Impact will be the removal of reliance on natural gas to power the 5 x boilers utilised to provide heat and hot water in the Dumfries Campus.

3.5.8 If the application is successful, the College will move immediately to procure services with a view to project implementation in early 2024.

**3.6 Business Continuity Management**

3.6.1 Since March 2023 work has been underway to redesign the Colleges approach to Business Continuity Management.

3.6.2 With the support of Zurich, our risk management experts, a new framework has been drafted which will provide clear guidance and process to follow in the event of an incident which may affect College business.

3.6.3 The framework identifies key responsibilities and as such a training workshop was run by Zurich onsite on Tuesday 31<sup>st</sup> October. The purpose of the workshop was to help key areas carry out impact analysis work which will then aid the creation of departmental action plans.

3.6.4 From the workshops, the departmental plans will be worked up and included in the new framework. It is envisaged that the framework will begin to make its way to relevant committees in January 2024.

**3.7 Catering Services**

3.7.1 Following a successful tender, Aramark were again awarded the catering services provision for a period of 5 years from 1<sup>st</sup> August 2023.

3.7.2 The catering services tender takes around 18 months to complete, using resource from Estates and Finance alongside colleagues from APUC.

3.7.3 Due to previous learnings, the tender for this service was a more efficient process with no requirement to call on external legal services. This resulted in a cost saving compared to previous tenders.

**4. Strategic Implications**

4.1 This paper is directly linked to Strategic Priority 5, Systems and Infrastructure. Further links to Priority 4, Finance and Performance.

**5. Risk**

Risk	Mitigations
Risk 3 - Failure to achieve institutional sustainability	Utilising external funding to carry out improvement works
Risk 10- Failure to achieve and effective student experience	Ensure suitable works are identified with L&T colleagues aimed directly at enhancing the on-campus student experience
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,

	<p>building works, adverse weather</p> <p>Clear channels of communication regarding issues and preventative actions.</p>
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**6. Implications**

Financial	No	Continued investment required in estates projects each year to ensure building and facilities are kept in operational condition. External funding eases the pressure on College budgets in 23/24
Legal	No	The College must meet statutory requirements in terms of Estates provision.
Learning and Teaching	No	Estates provision directly affects the provision of high quality learning and teaching
Equalities	No	The College estate must always be suitable for all users.

**Billy Currie**

Director of Estates & Sustainability

1 November 2023.