Board of Management

Monday 24 March 2025 (1330-1630)

Stem Hub / Teams

Agenda

Time	Item	Lead	Paper
13.30	**1.** Welcome and Apologies **1b.** Declarations of Interests and Connections	CS	Verbal
	2. Minutes of Previous Meetings and Matters Arising (Approval) • Monday 27 January (Confidential) • Action Log	CS LG	Paper 2.1 Paper 2.2
	3. UWS - Project (Confidential) James Miller and Marcus Ross from UWS in attendance	PS	Paper 3.1
	4. Health and Safety Update	JM	Paper 4.1
	5. Student Association Report	HG/SS	Paper 5.1
For Approval			
	6. Management Accounts at Jan 24 • College sector budget for 25-26 plus 3 yr forecast	KH	Paper 6.1 Paper 6.2
	7. Strategic Risk Register	LG	Paper 7.1
For Discussion			
	8. Workforce Report (Confidential)	JM	Paper 8.1
	9. Chair's Report • Update re Principal's Recruitment (Board members only)	CS	Paper 9.1
	10. Principal's Report	JC	Paper 10.1
	11. Performance Report	DD/JM/KH	Paper 11.1
	12. Future Funding Model	DD	Paper 12.1
	13. EDI Statutory Report	JM	Paper 13.1

14. Curriculum Planning Report		DD	Paper 14.1
15. Committee Chairs Update (Key business/decisions) • FGP • HR Sub • Remuneration • L&T • Audit • Board Development Committee		RN CM SI SH JR CS	Verbal
Starred items For Information only*			
16. Committee Minutes (late papers will be disseminated to members via email * • Finance and General Purpose (+Jan) • HR Sub Committee • Learning and Teaching • Audit Committee • Remuneration Committee (confidential – Non-execs only) • Board Development committee (Confidential Non-execs only)		RN SI SH JR SI CS	Paper 16.1 Paper 16.2 Paper 16.3 Paper 16.4 Paper 16.5 Paper 16.6
17. Regional Outcome Agreement*		DD	Paper 17.1
18. Student Satisfaction and Engagement Survey Report*		DD	Paper 18.1
19. Estates and Sustainability Update (inc Carbon Mngt data)*		JM	Paper 19.1
20. Review of Internal Controls to Mitigate Cyber Attack*		JM	Paper 20.1
21. Any Other Business		CS	Verbal
22. Date of next meeting • Friday 13 June 2025		CS	Verbal

Board of Management Meeting

Minute of Meeting held on 24 March 2025 @ 1315 hrs Dumfries

Present:		
Caroline Stuart (CS) - Chair	Jamie Ross (JR)	Susan McLellan (SMc)
Joanna Campbell (JC) Principal	Sharon Hodgson (SH)	Kirsty Duncan (KD)
Honor Gibson HG)	George Clark (GC)	Kate Glendye (KG)
Alastair Irons (AI)	Inga McVicar (IM)	Ann Hill (AH)
Sue Irving (SI)	Claire McLean (CM)	
In attendance:		
Will Dowson (WD)	Richard Nash (RN)	
Douglas Dickson (DD) – Depute Principal	Karen Hunter (KH) – Executive Director of Finance	Lorraine Grierson (LG) – Governance Professional
Joe McGraw (JM) – Vice Principal People and Transformation	Mary Cheetham (MC) – Minute taker	Marcus Ross (MR) - UWS
James Miller (JM) - UWS	Paul Smart (PS)	
Apologies:		
Gillian Brydson (GB)	Shane Saunders (SS)	Pete Wood (PW)

1. <u>Welcome and Apologies for Absence | Verbal | Chair C. Stuart</u>

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.   <u>Declaration of Interest and Connections | Verbal | Chair C. Stuart</u>

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

FOR APPROVAL

2. <u>Minutes of Previous Meetings and Matters Arising</u>

2.1. <u>Minute of Meeting held 27 January 2025 | Paper 2.1 | Chair C. Stuart</u>

2.1.1   The minute was approved as an accurate representation of the meeting.

2.2 <u>Action Log | Paper 2.2 | L. Grierson</u>

2.2.1   LG provided an update on the progress of the current actions, confirming that Actions 1, 2 3 and 4 have been closed.

2.2.2   Action 5, relating to the Commercial .., has been deferred to the June Board meeting as we are still awaiting information ... The final report will be presented to the Board of Management once received. DD provided an update, highlighting that deadlines have been missed, and confirmed that he will follow up. ...

2.2.3   **Action: DD to follow up Final Report.**

2.2.4   **The Board noted all actions.**

FOR DISCUSSION

3.   **UWS - Project | Paper 3.1 | P Smart / J Campbell –** Confidential

3.1   Confidential Minute taken due to sensitive content.

4.   **Health and Safety Update| Paper 4.1 | J McGraw**

4.1   The VP People and Transformation reported that the new Health & Safety system, Smartlog, is now fully active across the College. An action plan is in place and being monitored, including toolbox talks to raise awareness using the "See it, Saw it, Sort it" approach. There has been an increase in reported incidents for AY2023/24, mainly due to Smartlog capturing more incidents, with the rise linked to pre-existing medical conditions.

4.2   An incident involving knives and weapons was reported, however it was clarified this was in the hospitality department and no weapons were involved.

4.3   JM confirmed that emergency capital funding has been secured, and work on the fire doors will commence over Easter.

4.4   **The Board noted the paper.**

5   **Student Association Report | Paper 5.1 | H. Gibson**

5.1   The Student Association President highlighted the following key initiatives:

> ➢   Funding has been applied for a sensory room, with plans to divide it into multiple areas. A new bench has arrived, and hazel trees have been stocked along with herb pots which the hospitality students will use. The space will serve as an outdoor classroom for Childcare students.

> ➢   Tesco Blue Token Scheme has been approved, potentially securing £1,500 for the student food bank.

> ➢   Hollywood Trust provided funding for football strips.

> ➢   TQER Discover Day in Glasgow and Navigation Day took place, focusing on student engagement

> ➢   The "Here for You" event hosted 16 organisations in February to support student wellbeing.

5.2   CM commented on all the positive things being done through the Student Association and enquired about what strategies were in place for promoting all the positive things they were involved in to attract students to the College. The SA President confirmed mostly

through social media and the student voice, with an attendee emphasising that this work fits with our EDI 2025-2029 cultural objective focused on promoting inclusivity through the "See Me/Be Me" initiative. The Depute Principal noted that the credit threshold remains a barrier however efforts are underway to engage stakeholders in advocating for greater flexibility.

5.3   A discussion took place regarding the Mental Health report, which showed that 79% of students believe in reasonable adjustments. Concerns were raised about the broad and absolute nature of some requests, as full accommodation is not always feasible. It was noted that while mental health remains a priority, low-level anxiety, exacerbated by COVID-19, is a significant concern. The College is partnering with youth work services to better address these challenges.

5.4   The Board noted the report.

FOR APPROVAL

6   Management Accounts| K Hunter| Paper 6.2 | K Hunter

6.1.1   The Executive Director of Finance updated members on the mid-year accounts..

6.1.2   The Board approved the Management Accounts.

6.2   College Sector Budget for 25-26| Paper 6.2 | K Hunter

6.2.1   The Executive Director of Finance & Planning presented the report

6.2.2   The Board acknowledged the Finance Team's efforts in managing the budget effectively.

6.2.3   **The Board approved the College Sector Budget.**

7   Strategic Risk Register | Paper 7.1 | L. Grierson | Approval

7.1   The Governance Professional confirmed that 5 risks were assigned to the Board of Management for their review, and all other risks were unchanged after consideration by risk owners and the relevant Committees. Risk 11, related to cyber-attack, was noted, having been previously discussed at the Audit Committee.

7.2   The Chair asked for approval on risks 1, 2, 5, 6 and 12. Each Risk was discussed in turn, with no changes.

7.3   The Board Approved the Risk Register.

8.2   Workforce Report | Paper 8.1| J. McGraw | Confidential

8.1   Confidential minute taken due to sensitive content.

9.   Chair's Report | Paper 9.1 | C Stuart

9.1   The Chair acknowledged the paper and highlighted the following:

> ➤   G. Brydson and S Irving have extended their terms of office which is pending Scottish Government approval.

> ➤ The TU member has resigned from Unison and joined GMB

9.2 The Chair of the Board expressed her gratitude to WD, RN, and JC for their dedication and contributions as they come to the end of their terms of office.

9.3 The Board noted the report.

10. Principal's Report | Paper 10.1| J Campbell

10.1 The Principal highlighted key opportunities and challenges

10.2 Education Scotland's recent review of Modern Apprenticeship activity resulted in a clean bill of health. The senior team completed a Crisis Management Course.

10.3 The Board discussed how they could support funding opportunities, managing waiting lists, and potential funding pots.

10.4 **The Board noted the report**.

11. Performance Report Paper | 11.1 | Executive Team

11.1 The Depute Principal assumed the paper as read and highlighted key areas..

11.2 JR raised concerns about measuring experiential learning and commercial sales, emphasising the need for clearer KPIs and reporting. DD acknowledged the shift in strategy mid-year. A stronger narrative and alignment of KPIs with success metrics as well as the importance of balancing measurable outcomes is required, and in terms of metaskills data a baseline and measures to be set up.

11.3 Action: Revise the Operating Plan to include clearer reporting towards KPIs.

12. Future Funding Model | Paper 12.1| D Dickson

12.1 The Depute Principal provided an update to members.

12.2 The Board noted the report.

13. EDI Statutory Report | Paper 13.1 | J McGraw

13.1 JM confirmed the mainstream report will be published in April and has been approved by the relevant Committees. JM advised that the focus is on selecting relevant national objectives that benefit the college with work being carried out with CDN and the D&G Quality & Diversity group. The objectives are divided into four themes, also linked to fair work.

13.2 The Board Approved the EDI Report.

14. Curriculum Planning Report | Paper 14.1 | D Dickson

14.1 The Depute Principal presented the plan which is to protect 27,800 credits by adjusting curriculum delivery to meet AY25/26 targets. This includes reviewing staff deployment,

maximising teaching opportunities, and focusing on growth areas like early learning and new pathways such as cyber security.

14.2 **Action: Include the curriculum offerings at Stranraer in the action plan and present the numbers to the Board**

15. Committee Chairs Verbal Update - Key Business/Decisions

➢ Finance & General-Purpose Committee

➢ HR Sub Committee – Culture and behaviours remain a key focus, along with mandatory training. More transparency is needed in HR reporting, and JM will review how learning and development data is presented. Workforce design and benchmarking are priorities, with upskilling programs essential for future staff development.

➢ Learning & Teaching Committee – A positive meeting highlighting great work across departments. A new app is being developed to monitor progress in real time, including video practice and feedback. K. Downey's enthusiasm and leadership were praised as transformational..

➢ Audit Committee – A deep dive of Risk 6 was undertaken, and progress on the internal audit plan is positive. The Board Induction Report was given substantial assurance... KG gave a strong presentation on cyber security.

➢ REMCOM – It was noted that the interim arrangements are in place and the recruitment for the Principal are ongoing and the process had been conducted in a fair and transparent way. CS to update on recruitment, and GC was welcomed as a new member.

FOR INFORMATION ONLY

16. Committee Minutes

16.1 Finance & General-Purpose Committee minute, Paper 16.1 was noted by the Board.

16.2 Learning & Teaching Committee minute will be circulated via email.

16.3 Audit Committee minute will be circulated via email.

16.4 Board Development Committee Minute, Paper 16.4 was noted by the Board.

17. Regional Outcome Agreement | Paper 17.1| D Dickson

17.1 The Board Noted the report.

18. Student Satisfaction and Engagement Survey Report | Paper 18.1| D Dickson

18.1 The Board noted the report.

19. Estates and Sustainability Update Paper 19.1| J McGraw

19.1 The Board Noted the report.

20. <u>**Review of Internal Controls to Mitigate Cyber Attack Paper 20.1| J McGraw**</u>

20.1   The Board Noted the report.

21.   <u>**Any Other Business | Verbal | C Stuart**</u>

21.1   No further business raised.

22.   <u>**Date of next meeting | Verbal | C Stuart**</u>

22.1   The date of the next meeting is on 13 June 2025 in Stranraer. The Board Strategy Day will be held in Dumfries on Monday 12 May.

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

Board of Management Action Log 24.03.25

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
3	9/12/24	AI to be included on the emerging risks register and added to SLT agenda for further review and monitoring.	LG	Mar 25	Closed	Added to emerging risk register and discussed at SLT in January 2025. AI Policy has been created outlining controls and will be presented to BoM in due course.
4	9/12/24	• A call to be arrange with AH/PS/DD discuss the Meta skills framework in alignment with Education Scotland • include a commercial element to the Performance report.	DD	Mar 25	Closed	Meeting arranged with AH 28/2/25. In order to avoid duplicity of information in the Performance Report, Commercial will continue to be presented via FGP, papers of which, board members have access to in Admincontrol. Any substantive developments in commercial will be brought to BoM in the usual way.

Dumfries and Galloway College

Board of Management Committee	
Agenda Item	4
Paper Number	BOM0325-4.1

Date of Meeting	24 March 2025
Location	Dumfries Campus
Title of Paper	Health and Safety Update
Presented by	Joe McGraw
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1.   Recommendation

1.1.   The Board of Management Committee are asked to discuss the contents of this paper and to continue to monitor Health and Safety performance.

2.   **Executive Summary**

2.1.   The Health and Safety management system, Smartlog, is now in full operation across the College Estate.

2.2.   H&S action plan for 2024 was noted as complete in December with the 2025 action plan launched.

2.3.   H&S committee meeting held around full organisational H&S culture to ensure buy in at all levels of the College.

3. **Context**

3.1. <u>Health and Safety Action Plan 2025</u>

3.1.1 The Health and Safety advisor to the College is now working to the 2025 action plan following completion of the 2024 plan of works. The table will show the 2025 plan and progress to date:

	Action	Timescale	Owner	Dependents	Status
1	Continue to promote and adapt new Health and Safety Management System – incorporate Estates contracts and tasks	Rolling programme with all staff – target of April 2025 for full Estates side.	H&S Advisor	All Staff	Ongoing – Smartlog populated with Estates suppliers. Next stage is to update with all documentation
2	Building on the H&S culture in the college – incorporate H&S into enhancement/ evaluation framework	August 2025	H&S Advisor	All Staff	H&S committee meeting due on 5/2/2025 from which actions regarding this item will be progressed. See section 3.3
3	Compliance and Infrastructure – Departmental level audits/reviews	April 2025	H&S Advisor	All College Management	Ongoing – H&S advisor continuing walk around. One area still needs to be reviewed (Sport/Health & Social Care). Action plans in place and being monitored for close out
4	Review H&S training requirements and create H&S training plan – Grow mandatory training through Smartlog	June 2025	H&S Advisor	All College Managers - Learning and Teaching Manager	In progress. All mandatory training now active via Smartlog Health & Safety at work and Fire safety will be among the first course rolled out next month, our H&S induction process has been updated to suit. The training matrix available via Smartlog can be tailored to provide training in specific H&S matters for staff and a programme is being developed to identify key staff and training needs e.g. COSSH, Guide to completing risk assessment and Managing Safety.

	Action	Timescale	Owner	Dependents	Status
5	Fire Risk Assessment Update	Interim – Feb 2025 Full - July 2025	H&S Advisor	All College	Met with Boyd group 16/1 – interim walk through being arranged to review previous actions 12/03 – Interim walkthrough completed by Rachel Young and Raymond Boyd. Action plan being developed to close out any issues highlighted.

3.2   H&S Incident Stats

3.2.1   The following table shows the overall stats with a comparison against the previous year. These figures are taken from the old system on AdminNet and the new Smartlog System from October onwards:
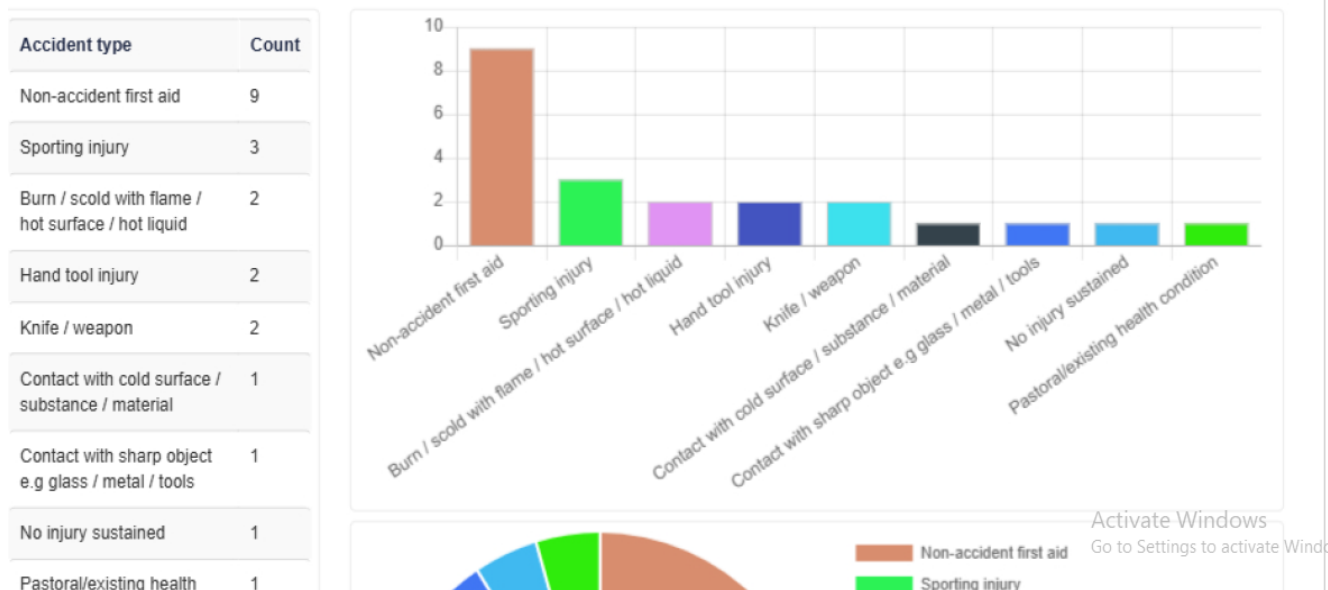
Month	Incidents 24/25	Comparison 23/24	Variation
August	3	1	+2
September	11	11	0
October	7	8	-1
November	8	6	+2
December	6	3	+3
January	9	3	+6
February	5	5	0
March	6	3	+3
April		5	
May		2	
June		0	
July		1	
Total		**47**	

3.2.2   When reviewing the stats over January and March, where an increase has been noted, there is evidence that over 50% of these did not require first aid and were a result of pre-existing medical conditions.

3.2.3   Work is being undertaken to increase the volume of individual health risk assessments for staff and students to ensure suitable management actions are in place to reduce the risk of any incidents as a result of pre-existing conditions.

3.2.4   The following image breaks the reports down into category. This is taken direct from Smartlog and is classified by the first aider or reporting person at the time

Minor Accident / Injury by type (primary factor)

Accident type	Count
Non-accident first aid	9
Sporting injury	3
Burn / scold with flame / hot surface / hot liquid	2
Hand tool injury	2
Knife / weapon	2
Contact with cold surface / substance / material	1
Contact with sharp object e.g glass / metal / tools	1
No injury sustained	1
Pastoral/existing health	1

3.2.5   Sporting injuries tend to be the highest factor however given the physical nature of the activities, contact sports, and the increase in activities the numbers do not give cause for major concern at this time.

3.3   H&S Committee

3.3.1   The H&S committee held its first meeting of 2025 on Wednesday 5th February. The meeting focussed on fire safety for a large period and then moved on to focus on further work required on the H&S culture across the College.

3.3.2   Over 2024, work went into the management side of the culture. The focus was on ensuring the College had the suitable systems and structure in place.

3.3.3   In 2025 the focus moves on to working with all staff to ensure everyone takes account of their responsibilities. At this stage the working campaign is one of "see it, say it, sort it" which places an emphasis on any individual to take ownership of anything they see which may have H&S implications. Toolbox talks and wider training sessions will take place to aid staff, with more visible walkarounds taking place with staff involvement to help raise awareness.

3.4   H&S improvements

3.4.1   3 key projects have been mobilised to help the with the continued H&S compliance across the College estate. These are:

➢ Upgrades to fire doors. The doors are at least 16 years old and do require some work to bring them back up to current standards. Budget has been awarded from SFC and work will commence in the Easter break.

➢ Emergency Lighting. The College will embark on a full emergency light replacement due to the age of the existing units. With the shift from fluorescent to LED it is now not possible to obtain spares for existing lights so all will be replaced with LED. This work is due to begin in Easter break.

➢ Ventilation and Extraction. Key upgrades are required to some ventilation and extraction systems due to changes in use of areas. These are mainly concentrated on the workshops in Dumfries. Works are out to tender at this time.

4.   Strategic Implications

This paper is directly linked to Strategic priority 5, systems and infrastructure

5.   Risk

Risk	Mitigations
Risk 12. Health and Safety (BOM)	➢ Reporting and Review procedure including Near Miss ➢ Health and Safety IOSH training for staff ➢ Specific communication at time of increased risk eg Covid, building works, adverse weather ➢ Clear channels of communication regarding issues and preventative actions.

6.   Implications

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

Billy Currie

Director of Estates and Sustainability
12 March 2025

Learning and Teaching Committee

Agenda Item	5
Paper Number	BOM0325-5.1

Date of Meeting	24 March 2025
Location	Dumfries Campus
Title of Paper	Student Association Report
Presented by	Honor Gibson
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 10 minutes

1. **Recommendation**

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

2.   Executive Summary

2.1.   The purpose of this report is to showcase the work of the Student Association to the Board of Management.

2.2.   Focus since the last Board of Management meeting has been on class representative training, training for the Student Association Staff and the Here for You event.

3.   Context

3.1   Training

3.1.1   Student Association President and Vice Presidents have taken on training in safeguarding, sexual harassment in the workplace and cyber security. Honor has also completed training in embedding a trauma-informed approach, suicide prevention and self-harm: Joining the Dots a national trauma transformation programme that was discussed through the NUS Think Positive Forum and a Gambling Awareness Course by City and Guilds.

3.1.2   38 class representatives completed their online Sparqs course by the 6th January. I am communicating with Megan Brown from Sparqs on how best to deliver the second part of this course.

3.1.3   Linday Chisholm and Honor are taking part in the See Me, Empower Change pilot programme through the NUS Think Positive Forum. I have attached the overview for your information. We will provide an update at the next meeting.

3.2   Representative Meetings

3.2.1   Block 2 class representative meetings took place on the 25th, 26th and 27th February where the students were given a questionnaire to fill out – the questions were based on the Student Learning Experience Model (SLEM) framework. At the time of writing this report I've had 21 responses to this questionnaire, (please see the attached Excel form for more information). Questionnaire

3.2.2   Block 2 class representative meetings for Stranraer will take place on the 19th of March.

3.2.3   We have also had a successful lead rep meeting, as part of the Student Experience Committee, where the reps were able to talk and get ideas across to the curriculum managers and came away with 3 ideas to work on for the next one – which will be on the 10th of March.

3.3   Funding

3.3.1   We are still working alongside HP Sustainability and Re-Pollinate, who will be coming for a site visit as soon as possible to get us started on the outdoor wellbeing area. Discussions are taking place with Curriculum Manager for Early Years about using the area as somewhere to bring the childcare student's and kindergarten children along to have an outdoor learning experience.

3.3.2   The bench has been delivered and just needs to be put together. Just awaiting stock for 2 Hazel trees to come back in so I can purchase those (Hazel trees are known as the 'tree of wisdom' which seemed appropriate). We are hoping to have an open day around this at the beginning of the new academic year.

3.3.3   We have been approved for the Tesco Stronger Starts fund, which will start in April and run until June across 3 stores in the Dumfries area – Heathhall Express, The Peel Centre Superstore and the Cuckoo Bridge EXTRA store. Please make sure you get your blue tokens and pop them into the corresponding tub! We are in for a chance to win £500, £1000, or £1500 which will be used to sustain the foodbank for the 25/26 academic year.

3.3.4   Holywood Trust have kindly given funding for football strips something Shane Saunders (VP), Connor McGeorge (Active Campus Co-ordinator) and Euan Phillips (work experience) worked on in December and January.

3.3.5   Funding has been applied for £5000 from Kavli Trust on behalf of Castle MacLellan in Kirkcudbright, that allocate funds for 'outreach' activities that promote children and adolescent mental health – this money if rewarded will be used to decorate and furnish the sensory room to give it a new lease of life – which is something being worked on through the Student Experience Committee.

4.   NUS/Sparqs/CDN

4.1   National Education Officers' Network (NEON)

4.1.1   The first NEON meeting for 2024-25 focused on the engagement of student officers and leaders in developing the Self-Evaluation and Action Plan (SEAP). This meeting introduced us to the student partnership regarding Scotland's Tertiary Quality Enhancement Framework (TQEF). It also helped us to understand how the support the Student Association can give students in processing key data and analysing data though the Student Learning Experience Model.

4.1.2   The agenda for the February meeting continued discussions on how best to support officers in engaging with the current quality landscape in their institution and considering how to prepare an effective induction for new officers. This meeting launched CDN's Changing Learner Programme which is designed to help colleges address the evolving challenges faced by today's learners (attached is a link to the document that was used on the day https://www.sparqs.ac.uk/upfiles/NEON%20Master%20slides%2025thFeb25.pdf).

4.2   Scotland's Tertiary Enhancement Project (STEP)
         First Discovery Day – 4th December 2024

4.2.1   Performance Manager and Student President joined over 80 participants, including students and staff from colleges, universities, and sector agencies as part of the first discovery day.

4.2.2   Four priority areas were explored:

➢   Supporting Transitions and Exploring Pathways

➢   Strengthening Engagement, Community, and Belonging

➢   Developing Skills and Capabilities for Learning

➢   Delivering Tailored, Targeted, and Personalised Support

4.2.3   Outcomes from the day included over 200 ideas, refined into 34 areas of work and 13 potential projects focusing on themes such as staff development, pathways, community, student skills, and enhanced support.

4.2.3 Unfortunately we couldn't attend Discovery Day 2 in Inverness, but we will be attending the next Discovery Day in Glasgow on the 26th March 2025, with a navigation session first on the 17th March.

5. **Student Engagement**

5.1 The Student Association are working hard in engaging students in activities outwith the classroom, but also with an element of learning and teaching. We are working with Michelle from Youthwork who is in on a Tuesday, Wednesday and Thursday to put on groups that can help with independent living, and cost of living. These are designed to be informative but fun sessions to take part in over lunchtimes.

5.2 We held the 'Here for You' event on the 6th February – with 16 groups/organisations taking part in the event. This was attended by 71 students, and we will be planning another one of these for between the Easter Holiday breaks (the 4 days that the college is open). We have also been working with Active Campus and Paths for All to take part in the workplace walking challenge where you can earn points and 'money'.

5.3 Collaborating with both Youthwork and Active Campus we held a team building session for students coming into the college who are apprehensive about the environment. We are just awaiting the feedback from this session at the time of writing this paper – this should be available by the time we have the meeting.

5.4 The Student Association has been tidied up, with a cupboard to store our items. Games have been donated to the area and there are sheets for colouring for those who are struggling and just need to take a minute to be mindful.

5.5 The pool table is still being used, but there are still no new pool cues. Awaiting feedback to when we can get new cues. Lead reps met with Honor in the sensory room to discuss plans for the room, they came up with ideas for the room which was the basis for the application of funding.

6. **Upcoming Events - MARCH**

- ➢ Too Fit to Quit (HND students' fitness).
- ➢ Book Swap and literary masterpiece in collaboration with UWS Library (World Book Day/Week).
- ➢ International Women's Day (IWD) activities.
- ➢ Independent Living (Youthwork).
- ➢ International Women's Day social media flood.
- ➢ Too Fit to Quit (HND Student Fitness).
- ➢ Nae Worries (Youthwork).
- ➢ International Day of Happiness (activities alongside Youthwork)
- ➢ Too Fit to Quit – MAIN EVENT (HND Student Fitness).

7.   Strategic Implications

7.1   The Student Association report to the Learning and Teaching Committee has strategic implications that provide key insights into students' needs, priorities and campus life. This report shows how the Student Association are bridging the gap between students and decision-makers and how we are aligning student interests with the institutions learning and teaching goals.

8.   Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➢ Early Experience Student Survey ➢ Class Reps ➢ Lead Reps ➢ Class Rep Meetings ➢ Student Experience Committees ➢ Student reps present at key committees and groups ➢

9.   Implications

Financial	**YES**	Failure to sustain sufficient funding may inhibit activities of the Student Association.
Legal	**NO**	
Learning and Teaching	**YES**	It is critical to ensure student voice is systematically gathered, analysed and used to ensure enhancements.
Equalities	**YES**	Projects worked on by the Student Association are raising awareness of equality and diversity – allowing for the students to feel accepted and recognised within the college.

Honor Gibson

Student Association President
28 February 2025

Appendix 1

Student Learning Experience Model (SLEM) Report
Based on Class Representative Meeting Data

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1. Curriculum (Course Content)

Findings:

- Most students feel that their course content is relevant and supports their future aspirations (jobs, further study, volunteering).
- A few students expressed interest in learning more next year.

Actions:

- Ensure students understand how course content links to future opportunities.
- Introduce career talks, guest speakers, or alumni discussions.

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2. Learning Resources

Findings:

- Students generally find tools and study spaces useful.
- Some feedback suggests a lack of space and insufficient tools (e.g. foil machines taking too long to use).

Actions:

- Conduct a review of classroom space and resource availability.
- Explore solutions like additional equipment or staggered usage times.

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3. Learning and Teaching Process

Findings:

- Students appreciate the variety of teaching methods and opportunities to collaborate with peers.
- No major concerns raised about teaching methods.

Actions:

- Continue to implement and enhance current teaching strategies.
- Encourage peer-to-peer learning opportunities and interactive activities.

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4. Assessment and Feedback

Findings:

- Most students feel assessment expectations are clear and feedback is useful.

- Some reported delays in receiving assessment results.

Actions:

- Establish clear response times for feedback and communicate them to students.

- Streamline grading and feedback processes to improve timeliness.

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5. Student Progression and Support

Findings:

- Most students feel supported in their learning journey.

- A few students are unsure about where to access help for personal or academic challenges.

Actions:

- Increase awareness of available support services (e.g. via emails, posters, staff reminders).

- Organize information sessions about support options.

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6. Student Engagement and Representation

Findings:

- Some students feel they can share their opinions and staff listen, while others feel this only happens sometimes.

Actions:

- Implement structured feedback sessions where students can express concerns.

- Provide follow-up on actions taken based on student feedback.

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7. Equality and Environment

Findings:

- Most students feel the learning environment is welcoming.

- Some are unsure about opportunities to discuss equality and sustainability.

Actions:

- Integrate more discussions on fairness, diversity, and sustainability into the curriculum.

- Organize events or workshops to engage students in these topics.

Summary of Key Actions:

☑ Improve awareness of student support services.

☑ Review classroom space and resources to address gaps.

☑ Enhance the timeliness of feedback on assessments.

☑ Strengthen communication on student voice and representation.

☑ Foster discussions on equality and sustainability in learning.

This report provides actionable insights based on the Student Learning Experience Model (SLEM) framework. Implementing these steps will enhance the student experience and address key concerns raised in the feedback.

See Me Empower Change – University and Colleges Pilot Overview

See Me and Think Positive

See Me is the national programme funded by the Scottish Government to tackle mental health stigma and discrimination in Scotland. See Me leads a multi-layered programme of work to drive forward system, culture and behaviour change at individual, organisational, community and socio-cultural levels. The programme leads a movement for change by working with individuals, communities and groups, research, policy and delivery partners across Scotland to empower more people to take action to address stigma and discrimination.

Think Positive is a Scottish Government funded student mental health project. Think Positive brings together a network of colleges, universities and students' associations to share resources, learn from each other, and highlight good practices and challenges within the sector. The project has oversight of the fantastic mental health work taking place across Scotland's colleges and universities.

Background

In April 2024, See Me, Scotland's national programme to end mental health stigma and discrimination, and Think Positive entered a partnership to adapt See Me See Change, a whole school approach to addressing mental health stigma and discrimination adopted by a significant number of secondary schools across Scotland, to colleges and universities.

A whole system approach requires across all levels of an institution, from leadership and strategy to commissioning support and establishing peer-to-peer approaches. A whole system approach aims to:

- Create conditions that facilitate cultural, practice and behavioural change within institutions
- Empower people with diverse lived / living experience to engage in and guide action to address the systemic barriers that create inequality
- Design, implement and evaluate equitable and inclusive services and sources of support to improve mental health outcomes for all students and staff in those settings.

In August 2024 See Me and Think Positive ran eight Student and Staff Feedback Groups made up of participants from across Scottish colleges and universities. The groups provided a range of feedback on the resources and approach as well as offering some lived experience examples of stigma and discrimination in relation to their mental health, and what had made a difference in terms of support. The groups supported See

Me and Think Positive in narrowing down relevant content as well, focusing on key areas and understanding barriers.

From reviewing the feedback and also considering wider research, See Me and Think Positive learned that upskilling college and university staff on understanding complex and enduring mental illness, mental health stigma and discrimination (including intersectional stigma), having supporting conversations, implementing reasonable adjustments and upholding rights in relation to mental health is a key focus of the pilot project going forwards. The feedback groups also considered what content should be included for the proposed pilot workshops in relation to these areas and based on the current See Me See Change approach. The feedback groups felt it was important that woven throughout the content there should be diverse lived experience perspectives and case studies, which aligns with the evidence-based approach to reducing mental health stigma and discrimination[1].

The evidence base

Mental health stigma and discrimination within Higher and Further Education

See Me's [Scottish Mental Illness Stigma Study](#) (SMISS) research found in relation to education and training that 79% of respondents had been unfairly treated by teachers, lecturers, tutors or trainers; 52% had been unfairly asked to give up training or education, and 65% felt that they had been denied reasonable adjustments within their education experience. In relation to education, the research also found that 54% of participants felt they were expected to give up their course, or would be treated unfairly when applying. The research also found that 79% of participants stopped seeking support or assistance from teachers, lecturers, tutors or trainers; 60% stopped applying for education opportunities, and 46% withdrew completely from education.

Furthermore, 39% of respondents to this life area agreed that they have had positive experiences due to their mental illness including good support and services and inclusive classroom spaces, highlighting the importance of sharing good practice and case studies to tackle stigma in these settings. However, the qualitative element of the research found, four overarching themes including absence of institutional support, unhelpful staff, ignoring mental health and experiences of intimidation and harassment in post graduate education work settings were shared.

Disclosure of mental health condition

Other research across Scottish college and university settings has further highlighted the scale of students who have experienced mental health stigma and discrimination. The Thriving Learners research from Maguire *et al* (2021[2] and 2022[3]) has found that over half of university (56.9%) and college students (55%) reported concealing a mental health problem for fear of stigmatisation. With perceived stigma being greater for

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[1] [The Lancet Commission on ending stigma and discrimination in mental health - The Lancet](#)
[2] [MHF-Thriving-Learners-Report-Full.pdf](#)
[3] [MHF_Thriving_Learners_Report.pdf](#)

students with a current mental health diagnosis; experiencing a long-term health conditions; LGBTQ+ students and students facing food insecurity. This highlights the intersectional nature of stigma experiences for students across further and higher education settings.

In regards to the timing of a mental health condition disclosure, further research by commissioned by the National Union of Students found that the majority (82.3%) of students who responded to the research were diagnosed with a mental health condition prior to starting their programme of study, however, only 38.6% disclosed this to their college or uni prior to commencing their studies (Oloyede, Bridger and Lawson, 2020)[4].

"

Access to mental health services within Higher and Further Education

Oloyede, Bridger and Lawson's (2020) research into improving mental health support and wellbeing for Scotland's students found that mental health stigma could be a factor affecting usage and uptake of mental health and wellbeing services. This could explain the variation in awareness and usage levels of mental health support and services as found in the Thriving Learners research. The research found that despite high levels of awareness of mental health support and wellbeing services within these settings, at around 81% for colleges and 83.8% for universities, usage of these services is a lot lower, at around 31% for colleges and 24.2% for universities (Maguire & Cameron 2021 & Maguire et all 2022).

"

Ensuring that senior leaders, line managers and supervisors in our colleges and universities understand that tackling mental health stigma and discrimination is foundational to creating a mentally flourishing school environment is also key as part of this work. Our senior leaders need to prioritise efforts to end mental health stigma and discrimination, and support focussed action to reduce it; this includes sufficient budgeting and resourcing towards anti-stigma action. Furthermore, people who manage or supervise others within the college or uni setting are confident, informed and able to discuss their mental health needs, and offer (or signpost to) support, including reasonable adjustments.

About the pilot

Learning from research and the Student and Staff Feedback Groups identified that some of the biggest barriers and opportunities relate to upskilling staff on understanding complex and enduring mental illness, mental health stigma and discrimination (including intersectional stigma), having supporting conversations, implementing reasonable adjustments and upholding rights in relation to mental health. This pilot aims to develop and test two upskilling interventions that aim to address three main areas:

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[4]- Improving-mental-health-and-wellbeing-support-for-Scotland.pdf

- Support university and college staff (regardless of role or profession) to have supportive conversations with students regarding their mental health.
- Support college and university staff to better understand their duties under the Equality Act (2010) and the Public Sector Equality Duty, and develop knowledge and understanding, skills and confidence to have conversations around support with students and/or staff living with a mental health condition or illness.
- Build capacity of key roles within institutions to take a whole systems anti-stigma approach across their setting, ensuring that their college or university is inclusive of people living with a mental health condition or illness.

See Me and Think Positive recognise the varied and diverse nature of colleges and universities, so want to ensure that the pilot aims to reach a range of different beneficiaries.

Through the pilot activities, the partnership aims to directly engage:

- Disability and student support service staff and students' association staff
- Teaching, tutoring, research, administrative and clerical staff

Students and the wider staff group within the institution will be indirectly engaged.

Interested in being involved in the pilot?

If you are interested in being involved in this pilot project or wanting to learn more, please contact claire.jennings@seemescotland.org – she will then organise for a call to provide further information and any questions you may have

Board of Management	
Agenda Item	7
Paper Number	BOM0325-7.1

Date of Meeting	24 March 2025
Location	MS Teams
Title of Paper	Strategic Risk Register
Presented by	L Grierson
Recommendation	**Approval**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 25 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 recommendations from 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 4 risks (1,5,11,12) showing an inherent major risk (red), however after mitigations have been applied, these are reduced to 'moderate' risks.

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

3.3   The Board of Management has 5 risks assigned to it for review.   All risks have undergone a mitigation review and updated accordingly with any amendment by ELT owners to the scoring 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**

3.4   <u>Learning and Teaching Committee</u>

3.4.1   There have been no changes to Risks 8,9,10.

   ➢ Risk 8: Academic Performance
   ➢ Risk 9: Failure to adhere to Academic Compliance
   ➢ Risk 10 - Failure to achieve an effective student experience

3.5   <u>Finance and General-Purpose Committee</u>

3.5.1   There have been no changes to Risks 3,7

   ➢ Risks 3 - Failure to achieve institutional sustainability - Ongoing budget monitoring and reporting/ savings plans progressing including VS scheme, and cost control.
   ➢ Risk 7 – Industrial Relations.

3.6   <u>Audit Committee</u>

3.6.1   There have been no changes to Risks 4, 11

> ➢ Risk 4: Financial Fraud – all mitigations have been reviewed and updated. No changes to scoring. Participation in National Fraud Initiative exercise included in Organisation Oversight of Management Activity**.**

> ➢ Risk 11: Failure to achieve and maintain systems and operable and secure ICT – No changes. Paper was submitted to Audit Committee Mar 25 outlining various controls and measures taken to mitigate cyber attacks. This is attached at item 20 of the board papers or information. AI Policy being prepared which includes controls and measures re AI use.

4.   Strategic Implications

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

6.   Risk

Risk	Mitigations
All risks	➢ Paperwork attached for reference.

7.   Implications

Financial	**YES**	Financial loss, fraud and reputational damage and impact to financial sustainability.
Legal	**YES**	Failure to meet regulatory and compliance obligations
Learning and Teaching	**YES**	Serious impact to the college's ability to operate and deliver education to students, financial loss, loss of data and reputation.
Equalities	**NO**	

Lorraine Grierson
Governance Professional
10 March 2025

Dumfries and Galloway College

DGC Strategic Risk Register

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK				RISK APPETITE
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level and trend	above/below
Responsible Person – Principal										
1	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (BoM)									
		4	4	16		3	3	9	=	Open 16-20 ↓
2	Legal actions; serious accident; incident or civil/criminal breach (BoM)									
		5	3	15		3	2	6	=	Cautious 7-10 ↓
Responsible Person – Executive Director of Finance										
3	Failure to achieve institutional sustainability (FGP)									
		5	5	25		4	5	20	=	Cautious 7-10 ↑
4	Financial Fraud (AUD)									
		4	3	12		3	2	6	=	Cautious 7-10 ↓
6	Failure to meet regulatory obligations (BoM)									
		3	5	15		5	1	5	=	Cautious 7-10 ↓
Responsible Person – Vice Principal People and Transformation										
5	Business Continuity Incident – Fire, Systems, Emergency Procedures, Health (BoM)									
		4	4	16		4	3	12	=	Cautious 7-10 ↑
7	Failure to achieve effective Industrial Relations (FGP)									
		3	4	12		2	3	6	=	Moderate 11-15 ↓
11	Failure to achieve and maintain systems and operable and secure ICT (AUD)									
		4	5	20		3	5	15	=	Cautious 7-10 ↑
12	Health and Safety (BOM)									
		4	5	20		3	4	12	=	Cautious 7-10 ↑
Responsible Person - Depute Principal Learning, Skills and Student Experience										

8	Failure to achieve highest academic performance levels (LT)								
		3	4	12		1	4	4	=	Moderate 11-15 ↓
9	Failure to adhere to academic compliance arrangements (LT)								
		4	3	12		2	2	4	=	Cautious 7-10 ↓
10	Failure to achieve an effective student experience (LT)								
		3	4	12		1	4	4	=	Moderate 11-15 ↓

Risks which should be monitored by the Risk Management Group:	Scores: 1 – 8	Minor Risk
Risks to be brought to the attention of SLT and Board of Management:	Scores: 9 - 15	Moderate 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	Critical Risk

Score		Impact	Likelihood
1-8 **Acceptable level of risk subject to periodic review.**	**Minor:** Risks which should be monitored by the Risk Management Group	The risk may cause slight disruption or impact on the College's operations, objectives, reputation, stakeholders or financial sustainability.	Unlikely: the likelihood of the risk occurring is unlikely but still possible. It would be estimated that the risk has a 6-25% chance of happening.
9-15 **Moderate level of risk subject to regular monitoring and mitigating actions and plans being in place**	**Moderate:** Risks to be brought to the attention of SLT and Board of Management	Moderate: the risk has a noticeable impact or disruption, affecting the College's operations, objectives, reputation, stakeholders or financial sustainability.	Possible: the likelihood of the risk occurring is reasonable. It would be estimated that the risk has a 26-50% chance of happening.
16-20 **Unacceptable level of risk requiring immediate actions and plans to prevent or mitigate.**	**Major:** Risks to be reported to, and monitored by, BoM	Major: the risk has a substantial impact on the College's operations, objectives, reputation, stakeholders or financial sustainability.	Likely: the likelihood of the risk occurring is probable. It would be estimated that the risk has a 51-75% chance of happening.
21-25 **Critical level of risk requiring urgent attention and actions to prevent or mitigate.**	**Critical:** Risks to be reported to, and monitored by, BoM	Critical: the risk is a severe threat to the College's operations, objectives, reputation, stakeholders or financial sustainability.	Almost Certain: the likelihood of the risk occurring is highly likely. It would be estimated that the risk has more than a 75% chance of happening.

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				

DGC Risk Appetite

Classification	Description
Averse 1-6	Prepared to accept only the very lowest levels of risk, with the preference being for very safe decision-making and strategy implementation, while recognising there may be little opportunity for innovation or the exploitation of new opportunities.
Cautious 7-10	Willing to accept some low risks, while maintaining an overall preference for safe decision-making and strategy implementation, despite the probability that there is restricted potential for innovation and increased outcomes and benefits.
Moderate 11-15	Tending predominantly towards exposure to only modest levels of risk to achieve acceptable, but possibly unambitious outcomes or benefits.
Open 16-20	Prepared to consider innovative decisions and strategic implementation and selecting those with the highest probability of productive outcomes and benefits, even where there are elevated levels of associated risk.
Hungry 21-25	Proactively taking innovative/creative/pioneering decisions and adopting forms of strategic implementation, while accepting the associated substantial risk levels in order to secure highly successful outcomes and benefits.

Impact	5 Averse	10 Cautious	15 Moderate	20 Open	25 Hungry
	4 Averse	8 Cautious	12 Moderate	16 Open	20 Open
	3 Averse	6 Averse	9 Cautious	12 Moderate	15 Moderate
	2 Averse	4 Averse	6 Averse	8 Cautious	10 Cautious
	1 Averse	2 Averse	3 Averse	4 Averse	5 Averse
			Likelihood		

Strategic Objective:	Risk No: 1 Failure to meet Region/National Priorities

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

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 4/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	16/25
The GROSS risk is therefore: (MIN/MOD/MAJ/CRIT)	Major Risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line (Management Assurance) **Operational Delivery /Systems /Quality Assurance /Supervision**	• Operational Plans • PRDs • Membership of REP • Mission 2030	• Clear performance metrics for all strategic outcomes and linked to individual performance targets reviewed by Line Managers • SLT monitoring
Organisation Oversight **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• Portfolio Review 1 - PI and Curriculum Plan • Portfolio Review 2 - PI Review • Reportage to BoM on Mission 2030	• Membership of key strategic groups • SLT Systems of Control and Reporting • Amendment of strategic direction/plans to government policy and regional economic strategy • Robust monitoring of activity targets via ROA and reported quarterly to SFC and BoM
Independent Assurance **Internal Audit / external bodies**	• Annual Engagement on Self Evaluation and Action Plan (SEAP) reportage • Outcome Framework and Assurance Model • Audit of Plans	• Education Scotland /QAA • Ongoing engagement and reporting to SFC • External Audit • BoM oversight

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 3/5	IMPACT	(B) 3/5	What is the total risk score? (A x B)	9/25

Risk Status	Meeting 1 MOD	Meeting 2 MOD	Meeting 3 MOD	Meeting 4

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
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					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	Update	Owner – all mitigations have been reviewed and updated. No change to grades. BoM Approved	Under
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2	Update	Owner – independent assurance mitigations updated considering Tertiary Quality Enhancement Framework. BoM approved	Under
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3	Update	Owner - all mitigations have been reviewed and updated. No change to grades.	Under
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

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

Reference to Risk Registers	Strategic	Owner: Principal BoM
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	

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(a) 5/5	**IMPACT**	(b) 3/5	What is the total risk score? (A x B)	**15/25**
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT	**Moderate Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING

FRONT LINE (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	• Health and Safety Risk Assessments • H&S Training • H&S Committee	• Records of staff training and completion • Line Manager oversight
OVERSIGHT OF MANAGEMENT ACTIVITY Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• H&S Checks • EDI Annual Report	• Monitoring and reporting in key areas – e.g., H&S, equalities, employee engagement/Staff surveys
INDEPENDENT ASSURANCE Internal Audit / external bodies	• External audit of fire systems • External audit of H&S • BoM Audit • EDI Report	• Internal and External Audit • BoM oversight • Reportage to SFC

NET RISK SCORE (i.e., with controls in place)					
LIKELIHOOD	(A) 3/5	IMPACT	(B) 2/5	What is the total risk score? (A x B)	6/25

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

No.	Risk and Risk Appetite	Averse1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
2	Legal actions; serious accident; incident or civil/criminal breach					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	Update	Owner – all mitigations have been reviewed and updated. No change to ratings. BoM - approved.	Over by 1
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	Update	Owner - all mitigations have been reviewed and updated. No change to ratings. BoM – approved.	Over by 1
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	Update	Owner – no changes	Over by 1
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q4	Update		

If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Strategic Objective: Risk No: 3 Financial Sustainability

Reference to Risk Registers:	Financial	Owner: Ex Dir of Finance FGP
Description of the Risk:	Failure to achieve institutional sustainability due to sector-level budget allocations in 2024-25	
What are the possible consequences if the risk was to emerge?	The college will be unable to operate within the Scottish Public Finance Manual, contravening governance requirements by SG, Section 22, Reputational damage to Board and F&GP	

GROSS RISK SCORE (i.e without controls in place)

LIKELIHOOD	(A) 5/5	IMPACT	(B) 5/5	What is the total risk score? (A x B)	25/25
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT		**Critical Risk**			

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Increase Commercial Income/ reduce reliance on SFC funding • Effective cost control • Active tracking of Credits against forecast • Protection of funding through dialogue with SFC • Scheme of Delegation	• Commercial Reporting to FGP/review by SLT • Reportage to SLT / FGP/ BoM • Finance business partnering to review budgets/spend with Managers, and timely preparation of Management Accounts and forecasts • Continuous monitoring of demand v funding allocation of student funds • Spot checks by team
Organisation Oversight Of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Strategic and Operating Plans approval process • Budgets approval process • Major project business cases approval processes • Finance Directors Network	• Regular internal reporting to SLT, BoM and FGP Committee • Regular interaction with Scottish Funding Council Finance Team • Knowledge exchange through Finance Directors Network / Colleges Scotland • VPs Group and Principals Group
Independent Assurance Internal Audit / external bodies	• Internal Audit Programme • External Audit • Regional Outcome Agreement	• External firm of professionals appointed/External by Audit Scotland / approval by Audit Committee/BoM • Regular returns to Scottish Funding Council (FFR/FES)

NET RISK SCORE (i.e with controls in place)

LIKELIHOOD	(A) 4/5	IMPACT	(B) 5/5	What is the total risk score? (A x B)	20/25

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

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
3	Failure to achieve institutional sustainability					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	Update	Owner – all mitigations have been reviewed and updated. No change to ratings. FGP/BoM – approved.	Over
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	Update	Owner - No changes to ratings. FGP/BoM - approved	Over
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	Update	Owner - no change to ratings. FGP – approved.	Over
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat	Ongoing budget monitoring and reporting/ savings plans progressing including VS scheme, and cost control.	

Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Strategic Objective:	Risk No: 4 Financial Fraud

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

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 4/5	IMPACT	(B) 3/5	What is the total risk score? (A x B)	12/25
The GROSS risk is therefore: MIN/MOD/MAJ/CRIT	Moderate Risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line	• No PO / no Pay policy	• Continuous review of financial

(Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	• Scheme of Delegation • Segregation of duties and review of transactions • Staff training and sharing of good practice for risks	controls and spot checks by team • Implementation of Internal Audit recommendations • Training records/ tracking of audit recommendations
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Review of impact of any changes in structure or duties • Public Interest Disclosure (Whistleblowing) Policy • Review of lessons learned report from COGC	• SLT reportage • Monitoring across SLT Directorates • Tracking of audit recommendations • Participation in Audit Scotland's National Fraud Initiative exercise for reporting and review
Independent Assurance Internal Audit / external bodies	• Internal Audit plan	• Internal Audit • External firm of professionals appointed / approval and review of reports by Audit Committee /BoM oversight

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 3/5	**IMPACT**	(B) 2/5	What is the total risk score? (A x B)	**6/25**

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

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
4	Financial Fraud					

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1	**Update**	Owner – all mitigations have been reviewed and updated. No change to ratings. AUD/BoM – approved.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

QTR	UPDATE		APPETITE
Q2	**Update**	Owner - all mitigations have been reviewed and updated. No change to ratings. No changes. Aud/BoM approved.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

QTR	UPDATE		APPETITE
Q3	**Update**	Owner - Participation in National Fraud Initiative exercise included in Organisation Oversight of Management Activity	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

QTR	UPDATE		APPETITE
Q4	**Update**		

If outside appetite – what are tolerance levels and Actions/ Plans to Treat	

Strategic Objective:	Risk No: 5 Business Continuity

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

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 4/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	**16/25**
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT	**Major Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	• Business Continuity Plan • Staff CPD on business continuity themes • Monitoring Public Health Advice • Planning, careful phasing of processes, systems and equipment • Asset register • Effective management of GDPR	• Adherence to local and national Public Health Guidance • Reporting to SLT on effectiveness of testing arrangements. • Business continuity Plan walkthrough and desk top scenario planning • Active data protection monitoring, training and auditing • User acceptance testing of new systems
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Rolling programme of routine updates to systems and equipment	• Liaison with SFC and Colleges Scotland • Climate Emergency College Group (includes Student Representatives)
Independent Assurance Internal Audit / external bodies	• Communication to stakeholders	• Internal Audit on process and statutory compliance • BoM oversight

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 4/5	IMPACT?	(B) 3/5	What is the total risk score? (A x B)	**12/25**

Risk Status	Meeting 1 MOD	Meeting 2 MOD	Meeting 3 MOD	Meeting 4

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
4	Financial Fraud					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	Update	Owner – all mitigations have been reviewed and updated. No change to ratings. AUD/BoM – approved.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2	Update	Owner - all mitigations have been reviewed and updated. No change to ratings. No changes. Aud/BoM approved.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3	Update	Owner – no changes	OK
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Strategic Objective: Risk No: 6   Failure to meet Regulatory Obligations

Reference to Departmental Risk Registers:	Organisational	Owner: Executive Director of Finance and Planning BoM
Description of the Risk:	Failure to meet regulatory obligations	
What are the possible consequences if the risk was to emerge?	Loss of reputation, impact to financial sustainability, Government bodies intervention	

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 3/5	IMPACT	(B) 5/5	What is the total risk score? (A x B)	**15/25**
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT	**Moderate Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line (Management Assurance)	• Prevent, Health and Safety and Safeguarding training	• Business Continuity Plan including scenario testing

Operational Delivery /Systems /Quality Assurance /Supervision	• Staff awareness and contingency planning • Engagement/practice sharing with local agencies	• Training records/ Reportage to SLT
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Engagement/practice sharing with local agencies • Board approval of SFC submissions	• Information sharing with local agencies • Reportage to SLT/ Committees and BOM
Independent Assurance Internal Audit / external bodies	• Internal Audit Plan and review • External Audit Planning and review	• External firm of professionals appointed/ approval and review of reports by Audit Committee

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 5/5	**IMPACT**	(B) 1/5	What is the total risk score? (A x B)	**5/25**

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

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
6	Failure to meet regulatory obligations					

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1	**Update**	Owner – all mitigations have been reviewed and updated. No change to ratings. BoM – approved.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	**Update**	Owner - no changes. BoM approved.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	**Update**	Owner - no changes.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q4	**Update**		
	If outside appetite – what are tolerance		

levels and Actions/ Plans to Treat	

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

Reference to Risk Registers:	Organisational	Owner: VP People and Transformation FGP
Description of the Risk:	Failure to achieve effective Industrial Relations through local dialogue/relationships and effect of national campaigns from trade unions	
What are the possible consequences if the risk was to emerge?	Financial loss, impact to ability to effectively teach, industrial action, action short of strike action (ASOS), loss of reputation.	

GROSS RISK SCORE (i.e without controls in place)

LIKELIHOOD	(A) 3/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	12/25
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT	**Moderate Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Constructive formal and informal communication channels • Regular meetings • Staff awareness and contingency planning	• LJNC (Local Joint Negotiating Committee) • College Employers Scotland advice and updates • Regular union/management dialogue
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• LJNC (Local Joint Negotiation Committee) • Representation at Employers Association • NRPA (National Recognition and Procedures Agreement) • Representation at Strategic HR Network	• ELT/SLT/Board • Staff engagement survey • Regular union/management dialogue
Independent Assurance Internal Audit / external bodies	• College Employers Scotland	• SFC/Scottish Government • HR Sub/BoM oversight

NET RISK SCORE (i.e with controls in place)

LIKELIHOOD	(A) 2/5	IMPACT	(B) 3/5	What is the total risk score? (A x B)	6/25

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

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
7	Failure to achieve effective Industrial Relations					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	Update	Owner – reviewed and updated mitigations. No change to ratings. FGP – after discussion it was agreed that industrial disputes/ASOS have currently ceased and a reduced likelihood of upcoming disputes, therefore, the inherent rate has been reduced to 12 and the residual rate reduced to 6. BoM – approved.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	Update	Owner - all mitigations have been reviewed and updated. No change to ratings. FGP/BoM approved	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	Update	Owner – no changes.	Ok
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

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

Reference to Departmental Risk Registers:	Organisational	Owner: DP Learning Skills and Student Experience
Description of the Risk:	Failure to achieve highest academic performance levels	
What are the possible consequences if the risk was to emerge?	Loss of reputation in the region, financial sustainability, ability to attract future students and educational partners **Note** – College performance has been a long term issue. Recent data and external scrutiny identifies a 3 year trend of sustained student success improvement.	

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 3/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	**12/25**
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT	**Moderate Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING

Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Online reportage of PI and Discussion with Teaching Team • Self-Evaluation Reportage – Curriculum • Student early experience survey and Student Satisfaction and Engagement Survey (SSES) • Self-Evaluation Reportage – Support • Complaint Procedure	• Managers and Directors monitor course PIs • Self-evaluation reporting monitored by Performance
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Portfolio Review 1 - PI and Curriculum Plan • Portfolio Review 2 - PI Review • Support Review • Performance Review of Self Evaluation Block 1 • Performance Review of Self Evaluation Block 2 • Complaint Report	• College wide enhancement plan monitored annually • Annual portfolio review to examine improvement actions • Regular reportage on performance to SLT • Reportage to L&T Committee on College wide self-evaluation and portfolio reviews
Independent Assurance Internal Audit / external bodies	• Annual Engagement Visit by Inspection Body • Self-evaluation and Action Plan reportage to SFC • Risk based Cycle of External Verification Visits	• Reportage by Education Scotland presented to the BoM • Reportage to SFC Outcome Team • Awarding Body • Scrutiny by QAA

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 1/5	**IMPACT**	(B) 4/5	What is the total risk score? (A x B)	**4/25**

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

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
8	Failure to achieve highest academic performance levels					

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1	**Update**	Owner – all mitigations have been reviewed and updated. BoM, L&T Approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	**Update**	Owner – addition to independent monitoring, residual likelihood reduced to 4/25 due to positive 3-year PI trend. LT/BoM approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	**Update**	Owner – no changes.	Below

	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

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

Reference to Risk Registers:	Organisational	Owner: DP Learning Skills and Student Experience LT
Description of the Risk:	Failure to a d h e r e to a c a d e m i c 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.	

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 4/5	IMPACT	(B) 3/5	What is the total risk score? (A x B)	**12/25**
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT	**Moderate risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Assessor marks in line with national standards utilising awarding body resources. • Curriculum team meetings • Self-Evaluation Reportage – Curriculum • Self Evaluation Reportage – Support • Complaint Procedure	• Internal verifier appointed for each unit and a cycle of verification is followed. • Curriculum Managers • Self-evaluation plan and reporting monitored by Performance
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Compliance report by academic block • Performance Review of Self Evaluation Block 1 • Performance Review of Self Evaluation Block 2 • Performance Review of Self Evaluation Block 3 • Complaint Report	• College Wide Review by Performance Manager at SLT • Reportage to SLT and L&T Committee on College wide self - evaluation and Complaints
Independent Assurance Internal Audit / external bodies	• Cycle of External Verification Visits • Annual Engagement Visit • Self-Evaluation Reportage to SFC	• External verifier • Performance directorate monitor external verification and report to SLT and the L&T Committee. • Reportage by Education Scotland/QAA presented to the BoM • SFC Outcome Team monitor

				returns and provide feedback as required

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 2/5	**IMPACT**	(B) 2/5	What is the total risk score? (A x B)	**4/25**

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

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
9	Failure to adhere to academic compliance arrangements					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	**Update**	Owner – all mitigations have been reviewed and updated. No change to ratings. LT/BoM – approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2	**Update**	Owner - all mitigations have been reviewed and updated. No change to ratings. LT/BoM approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3	**Update**	Owner – no changes	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

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

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

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 3/5	**IMPACT**	(B) 4/5	What is the total risk score? (A x B)	**12/25**
The **GROSS** risk is therefore: MIN/MOD/MAJ/CRIT		**Moderate Risk**			

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Curriculum team meetings • Self-Evaluation Reportage – Curriculum • Student early experience survey and Student Satisfaction and Engagement Survey (SSES) • Student representative meetings • Self-Evaluation Reportage – Support • Complaint Procedure	• Curriculum Managers (CMs) • Self-evaluation reporting monitored by Performance and Directors • Performance return survey and SSES results to CMs • Performance overview • Self-evaluation reporting monitored by Performance and Directors
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Performance Review of Self Evaluation Block 1 • Performance Review of Self Evaluation Block 2 • Performance Review of Self Evaluation Block 3 • Portfolio Review 1 - PI and Curriculum Plan • Portfolio Review 2 - PI Review • Support Review • Complaint Report	• Reportage to SLT and L&T Committee on College wide self -evaluation, enhancement plan and portfolio reviews
Independent Assurance Internal Audit / external bodies	• Annual Engagement Visit by Inspection Body • Self-evaluation and Action Plan reportage to SFC • Outcome Framework and Assurance Model	• Reportage by /QAA presented to the BoM • SFC Outcome Team monitor returns and provide feedback as required

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 1/5	**IMPACT**	(B) 4/5	What is the total risk score? (A x B)	**4/25**

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

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
10	Failure to achieve an effective student experience					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	Update	Owner – all mitigations have been reviewed and updated. No change to rating. LT/BoM – approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2	Update	Owner - all mitigations have been reviewed and updated. Residual rating reduced due to high student satisfaction (97%), independent assurance by quality agency (Education Scotland) and improved and sustained student success over 3 years. LT/BoM approved.	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3	Update	Owner – no changes	
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

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

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

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 4/5	IMPACT	(B) 5/5	What is the total risk score? (A x B)	**20/25**
The **GROSS** risk is therefore: (MIN/MOD/MAJ/CRIT)	**Major**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	• Documented disaster recovery procedures • Cyber Incident disaster recovery plan and training	• Cyber exercises • Phishing exercises • Regular planned security monitoring. • Network Monitoring

	• Staff CPD on business continuity areas including Cyber security • Firewalls and antivirus software in place • ICT Systems linked to the Business Continuity and Management Plan • 'Ethical hacker' training completed by staff • Cyber essentials certified		
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Planned cyber exercises • Planned phishing exercises. • Cyber exercises – exercise in a box NCSC • Infrastructure updates from external review of ICT estate	• Feedback via SLT/ELT on monitoring statistics; • Regular Board reporting around cyber position;
Independent Assurance Internal Audit / external bodies	• CISO (Chief Information Security Officer) service in place through HEFESTIS.	• Regular reporting and risk assessment. • Audit Committee/BoM oversight

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 3/5	**IMPACT**	(B) 4/5	What is the total risk score? (A x B)	**12/25**

Risk Status	Meeting 1 MOD	Meeting 2 MOD	Meeting 3 MOD	Meeting 4

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
11	Failure to achieve and maintain systems and operable and secure ICT					

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1	**Update**	Owner – all mitigations have been reviewed and updated. No change to ratings. AUD/BoM – approved	Above
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	**Update**	**Owner -** all mitigations have been reviewed and updated. No change to ratings. AUD/BoM - approved	Above
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	**Update**	Owner – no changes	Above
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat	Paper submitted to Committee Mar25 outlining various controls and measures taken to mitigate cyber attacks. AI Policy being prepared which includes controls and measures re AI use.	

Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Strategic Objective:	Risk No: 12 Health & Safety Compliance

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

GROSS RISK SCORE (i.e without controls in place)					
LIKELIHOOD	(A) 4/5	IMPACT	(B) 5/5	What is the total risk score? (A x B)	**20/25**
The **GROSS** risk is therefore: (MIN/MOD/MAJ/CRIT)	**Major Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Reporting and review procedures, including near miss • Health and Safety and IOSH training for staff • Regular communication on responsibilities	• Regular, formal Health & Safety Committee • BoM H&S Champion attends H&S committee meetings
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Reporting of H&S is standard agenda item at SLT meetings • Smartlog System	• Reporting to FGP Committee / BoM
Independent Assurance Internal Audit / external bodies	• External independent oversight from H&S specialist	• Internal Audit • Public Health • Environmental Health

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 3/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	**12/25**

Risk Status	Meeting 1 MOD	Meeting 2 MOD	Meeting 3 MOD	Meeting 4

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
12	Health & Safety compliance					

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT	APPETITE IN/OUT
Q1	**Update**	**Owner** – all mitigations have been reviewed and updated. No change to ratings. AUD/BoM – approved	Above
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	**Update**	**Owner** - all mitigations have been reviewed and updated. No change to ratings. AUD/BoM - approved	Above
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	**Update**	**Owner** - all mitigations have been reviewed and updated. No change to ratings.	Above
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q4	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Dumfries and Galloway College

Board of Management Committee

Agenda Item	9
Paper Number	BOM0325-9.1

Date of Meeting	24 March 2025
Location	**Dumfries Campus**
Title of Paper	**Chair's Report**
Presented by	**Caroline Stuart**
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Time Read: 3 minutes

1.   Recommendation

1.1.   The Board of Management Committee are asked to discuss the contents of this paper.

1.   Executive Summary

1.1   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 9 December 2024. This report covers activity during the period January to March 2025. The Board are invited to note the contents and discuss any matters arising.

2.   Activities January to March 2025

2.1   <u>Engagements Jan-Mar 2025</u>

  ➢ James Miller UWS

  ➢ Colleges Scotland Chairs Meeting

  ➢ Colleges Scotland Chairs meeting – meeting the chair and new CEO SFC

  ➢ Colleges Scotland Board meeting

  ➢ Colleges Scotland – Ministerial meeting

  ➢ Recruitment of new CEO

  ➢ Paul Little – City of Glasgow College

  ➢ James Miller UWS

  ➢ Public Appointments and Ethical Standards office feedback session

3   <u>Board Terms of appointment</u>

3.1   Gillian Brydson has agreed to stay on the Board for another term (1 year).

3.2   Sue Irving has also agreed to renew for another 4-year term and we expect to hear from Scottish government confirming both posts within the next couple of days.

3.3   Richard Nash's term has now come to an end, and he has formally handed over the role of Chair of Finance and General Purposes Committee to George Clark.

3.4   Will Dowson's term also comes to an end and recruitment for the role of Senior Independent Member will take place in due course.

3.5   I would like to thank them both for the commitment and dedication shown to the College. The College is in a very different shape to the one they joined, and this is no small part down to their efforts. Our grateful thanks to you both – you will be sorely missed, and we wish you well in whatever you do next.

3.6   Further board recruitment will commence later in the year.

4.7   DB has confirmed his resignation from Unison and in accordance with our Standing orders (3.31) and terms and conditions of office, this means that his role as a board member will also end. This will leave a vacant position for a Support Staff Trade Union member to the board.

4   Principal's Recruitment

4.1   Applications for the post of Principal closed on Tuesday 18th March.   As part of the interview process, candidates will meet with staff, students and board members on 24th March and interviews will be held on Tuesday 25th March.

4.2   I wish to thank Lorraine Grierson (with some advice from Mike O'Donnell, HR) who has organised the whole process from advert which has been a lot of work. I am very grateful for all the hard work I know that has gone into this.

4.3   This is Joanna's last Board as Principal and I would like on behalf of us all to pay tribute to the work that Joanna has done here at D&G. The College is transformed with staff and students all expressing their approval for the journey the College has been on. We are now the top College in Scotland and wear that badge with pride - we will be watching out for you at Kelvin and you can expect a healthy competition for top spot. Our grateful thanks to you and we wish you every luck and success in your new role.

5   Risk

Risk	Mitigations
	➢ None attached to the paper

6   Implications

Financial	**NO**	
Legal	**NO**	
Learning and Teaching	**NO**	
Equalities	**NO**	

Caroline Stuart

Chair of the Board of Management

17/3/25

Board of Management

Agenda Item	13
Paper Number	BOM0325-13.1

Date of Meeting	24 March 2025
Location	Dumfries Campus
Title of Paper	EDI Statutory Report
Presented by	Joe McGraw
Recommendation	Approval
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 30 minutes

1.   Recommendation

1.1   The Board of Management is invited to note the paper and approve the content of the Mainstream Equality, Diversity and Inclusion report 2025.

2.   Executive Summary

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

2.2   The College is due to publish its Mainstreaming Equality Report in April 2025, reporting on progress against equality objectives set for 2021-2025,

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

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

> The majority of our people – 64% of our staff and 51.8% of our students are female. 38% of our highest paid quartile are women.

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

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

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

> We renewed our membership of the DWP Disability Confident Scheme in September 2024 (valid until September 2027).

> Our student satisfaction rates are good and above sector comparison when considering that students feel that everyone is treated equally and that they feel part of the College community.

> Our mean Gender Pay Gap increased from 6.25% to 9.32% over the course of this year, partly attributable to legislative exclusions from reporting requirements. Details of our BAME gender pay gap are included under the section on 'Race', however it should be noted that due to the regional ethnic make-up of the local area, the number of staff identifying as BAME is low and therefore any breakdown by job role could identify employees.

> In terms of progress against our action plan for 2021-2025, we have achieved our objectives. The only area of that didn't occur is linked to the job evaluation process that is affected by national discussions within the sector.

2.5   The College is required to develop a new set of equality objectives for 2025-2029 which should include links to the National Equality Objectives as identified in the document 'Tackling persistent inequalities together' https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Tackling_persistent_inequalities_together.pdf

2.6   Attendance at roundtable events with the Scottish Government and EHRC, CDN Network and Dumfries and Galloway Equality and Diversity Group have been undertaken.

2.7   This mainstreaming report fulfils our statutory obligations for publishing activity linked to equality and diversity. It also sets our updates on progress against equality objectives set for the previous four-year period of 2021 – 2025 and seeks approval of a revised set of equality objectives for the next four-year period 2025 – 2029. The proposed new objectives have been approved via SLT, and the EDI committee and approval is now sought from the HR-Sub Group Committee linked to F&GP committee and ultimately Board approval, ready for publication on the College website by 1 April 2025.

3.   Content

3.1   Our commitment

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

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

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

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

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

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

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

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

3.2   <u>Proposed equality objectives 2025-2029</u>

3.2.1   The National Equality Outcomes (NEO), which are still valid for the sector are set out in the 'Tackling persistent inequalities together' document.

3.2.2   In sector specific meetings, discussion was held in ensuring Colleges and Universities identify equality objectives linked to NEOs. There are 17 NEO's but it is not expected that all of them are included in College plans, but at least some should be incorporated.

3.2.3   Meetings have also been held with local partners as we have re-engaged with Dumfries & Galloway Equality and Diversity working group

3.2.4   Our equality objectives for 2021-2025 included 14 objectives, three of which were related to Covid. The proposal outlined in this paper is for 13 objectives, five of which have direct links to NEOs and two linked to local partnership.

3.2.5   Objectives are proposed around the following themes:

> Diverse and Inclusive

> Retention & Success

> Harassment & Hate Crime

> Equalities Profile

3.2.6   Appendix 3 of the annual report provides details regarding the proposed objectives and links to NEOs and local partnerships. There are also links to the principles of Fair Work.

4.   Strategic Implications

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

5.   Risk

Risk	Mitigations
Risk 1. Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (BoM)	> EDI committee > Regular reporting of EDI activity to HR Sub Committee/F&GP > Member of Dumfries and Galloway Equality Working Group > Representation at Employers Association (CDN)

6.   Implications

Financial	Yes	
Legal	Yes	

Learning and Teaching	Yes	
Equalities	Yes	The College Equality and Diversity webpage can be accessed <u>here</u>.

Joe McGraw

VP People & Transformation
24 February 2025

EQUALITY AND DIVERSITY MAINSTREAMING UPDATE REPORT 2025 DUMFRIES AND GALLOWAY

Contents

Executive Summary

This report shows the progress Dumfries and Galloway College has made in meeting the General Duty and Specific Duties of the Public Sector Equality Duty (PSED). Specifically, it reflects the progress made since publishing our last mainstreaming equality update in April 2023 and builds on progress from our annual reports.

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

The Board of Management at Dumfries and Galloway College play an active role in issues of equality and diversity, with regular reports made to the Finance and General Purposes Committee on EDI updates and our EDI committee includes a member of the College Board of Management.

The Board of Management at Dumfries and Galloway College (DGC) have undertaken a training session in March 2024, incorporating EDI in practice at DGC.

The College is engaged as a member of the College Development Network (CDN) EDI Network Group and is a member of the Dumfries and Galloway Equality Working Group.

Dumfries and Galloway College has continued to work towards the achievement of its mainstream Equality Outcomes for 2021-2025 as can be seen in the update provided within this report.

As part of our specific reporting duties, the college is required to report on the gender pay gap. This term refers to the difference in pay between male and female staff members.

Within this report, we also make reference to the gender balance of males and females of both our student and staff populations, along with other key equality data, showing comparisons with previous years.

Following attendance at roundtable events with the Scottish Government and EHRC and partnership meetings with CDN and Dumfries and Galloway Equality and Diversity Group we have developed a new set of Equality Outcomes for 2025-2029, which are contained within this report. These have been developed to incorporate links to the National Equality Objectives as identified in the document 'Tackling persistent inequalities together' https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Tackling_persistent_inequalities_together.pdf

They also incorporate links to local partners within the region, of which Dumfries and Galloway College is one of the regions anchor institutions. There is also transparent detail about our longer-term challenges, particularly in relation to our chosen Equality Outcomes 2025-29. These include links to the Scottish Governments Principles of Fair Work.

Our Commitment

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

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

and respect, we will ensure that every student and member of our staff achieves their full potential.

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

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

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

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

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

Celebration and Awareness

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

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

Our Educational Support Team – a cross-college support group for Peer, Academic and Language Support for students who have resettled in the region or who have refugee status. The ambition of the group is to create a College Community where students with similar needs and backgrounds can meet and access targeted information and support. We work closely with partners such as Lifelong Learning, Massive Outpouring of Love and the D&G Multicultural

Association and we also promote opportunities to engage with ESOL courses, study skills workshops and provide training on digital translation tools.

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

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

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

During the 2024/25 academic year we have forged closer links with our student association who are now active members of our Equality, Diversity and Inclusion Committee and Values Ambassadors. The Student Association hosted a values event linked to the college value of 'Here for you' which included advice and support on cost-of living, home security and safety and mental health. A key focus of our staff development, both academic and support, has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and students with the tools they need to foster an inclusive College culture.

In line with our equality outcomes for 2021-25, we have successfully embedded the use of equality impact assessments for any new or revised policies and procedures, and these now form an integral part of our processes moving forward.

The results of our latest student satisfaction and engagement survey for 2023/24 for Dumfries and Galloway College/Sector Comparison (published December 2024) outlined a very positive outcome with 97.1% of students indicating that overall, they were satisfied with their college experience.

Note: DGC achieved a response rate of 66.8% in comparison to Scotland's Colleges 57.1% with regards to FE full-time response rate.

DGC achieved 83.5% in comparison to Scotland's Colleges 52.3% with regards to HE full-time response rate.

A positive outcome was noted in the response to the following 2 related questions:

> I believe all students at the College are treated equally and fairly
> I feel that I am part of the College community

Details of the response rates and comparison are shown in the tables below.

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I BELIEVE ALL STUDENTS AT THE COLLEGE ARE TREATED EQUALLY AND FAIRLY BY STAFF'

FE — FURTHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24 Overall		22/23 Overall		23/24 Overall	22/23 Overall
FULL-TIME	Strongly Agree 68.1%	94.2%		92.7%		88.8%	85.7%
	Agree 26.1%	*(+5.4%)					
	Disagree 4.2%						
	Strongly Disagree 1.5%				Strongly Agree 65.9% / Agree 26.8% / Disagree 5.1% / Strongly Disagree 2.1%		
PART-TIME	Strongly Agree 80.8%	95.8%		99.1%		93.8%	94.5%
	Agree 15.0%	*(+2.0%)					
	Disagree 2.8%				Strongly Agree 82.4% / Agree 16.7% / Disagree 0.9% / Strongly Disagree 0.0%		
	Strongly Disagree 1.4%						
DISTANCE/FLEXIBLE	Strongly Agree 69.7%	96.1%		100%		94.4%	96.3%
	Agree 26.3%	*(+1.7%)					
	Disagree 3.9%				Strongly Agree 84.9% / Agree 15.1% / Disagree 0.0% / Strongly Disagree 0.0%		
	Strongly Disagree 0.0%						

HE — HIGHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FULL-TIME	Strongly Agree 69.3% / Agree 25.4% / Disagree 4.4% / Strongly Disagree 0.9%	94.7% *(+7.8%)	Strongly Agree 61.3% / Agree 26.1% / Disagree 9.2% / Strongly Disagree 3.3% — 87.4%		86.9%	86.2%
PART-TIME	Strongly Agree 93.3% / Agree 6.7% / Disagree 0.0% / Strongly Disagree 0.0%	100% *(+7.3%)	Strongly Agree 48.0% / Agree 52.0% / Disagree 0.0% / Strongly Disagree 0.0% — 100%		92.7%	94.2%
DISTANCE/FLEXIBLE	Strongly Agree 77.9% / Agree 21.1% / Disagree 1.1% / Strongly Disagree 0.0%	98.9% *(+5.1%)	Strongly Agree 80.0% / Agree 14.0% / Disagree 6.0% / Strongly Disagree 0.0% — 94.0%		93.8%	96.5%

*difference between DGC & Sector 23/24 overall satisfaction rates

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Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I FEEL THAT I AM PART OF THE COLLEGE COMMUNITY'

FE — FURTHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
		23/24 Overall / 22/23 Overall		23/24 Overall	22/23 Overall
FULL-TIME	Strongly Agree 63.9% / Agree 29.6% / Disagree 5.5% / Strongly Disagree 0.9%	93.5% *(+5.3%)	Strongly Agree 59.2% / Agree 31.2% / Disagree 8.6% / Strongly Disagree 0.9% — 90.4%	88.2%	88.3%
PART-TIME	Strongly Agree 71.8% / Agree 18.8% / Disagree 6.6% / Strongly Disagree 2.8%	90.6% *(+2.3%)	Strongly Agree 69.4% / Agree 26.8% / Disagree 3.7% / Strongly Disagree 0.0% — 96.2%	88.3%	87.5%
DISTANCE/FLEXIBLE	Strongly Agree 57.9% / Agree 15.8% / Disagree 21.1% / Strongly Disagree 5.3%	73.7% *(+0.4%)	Strongly Agree 69.8% / Agree 22.6% / Disagree 7.6% / Strongly Disagree 0.0% — 92.4%	73.3%	79.2%

HE — HIGHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FULL-TIME	Strongly Agree 54.8% / Agree 37.3% / Disagree 6.1% / Strongly Disagree 1.8%	92.1% *(+12.7%)	Strongly Agree 48.7% / Agree 36.1% / Disagree 13.4% / Strongly Disagree 1.6% — 84.8%	79.4%	79.5%
PART-TIME	Strongly Agree 46.7% / Agree 33.3% / Disagree 13.3% / Strongly Disagree 6.7%	80.0% *(+3.1%)	Strongly Agree 44.0% / Agree 52.0% / Disagree 4.0% / Strongly Disagree 0.0% — 96.0%	76.9%	77.2%
DISTANCE/FLEXIBLE	Strongly Agree 60.0% / Agree 21.1% / Disagree 16.8% / Strongly Disagree 2.1%	81.1% *(+6.7%)	Strongly Agree 60.0% / Agree 26.0% / Disagree 10.0% / Strongly Disagree 4.0% — 86.0%	74.4%	79.6%

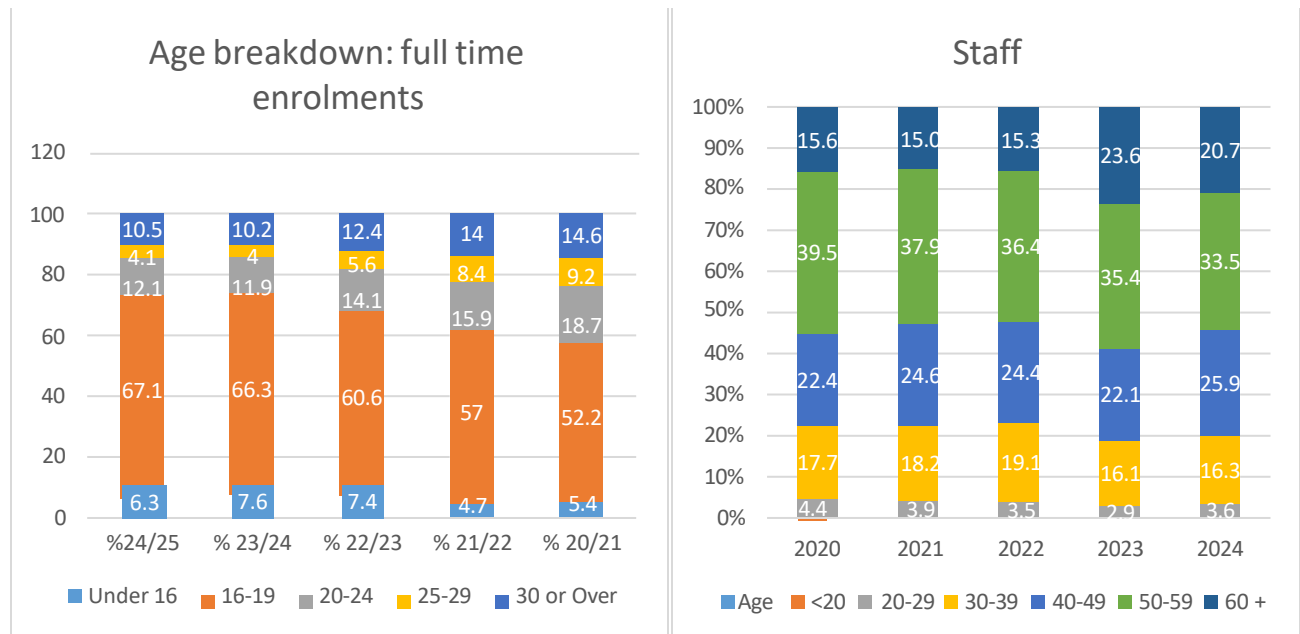*difference between DGC & Sector 23/24 overall satisfaction rates

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The introduction of our staff engagement survey in 2024, will now allow us to actively monitor staff satisfaction in regard to the College fostering an inclusive environment and whether all employees feel respected and valued, irrespective of culture and background. These benchmarks will form part of our new equality outcomes for 2025-2029.

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

Our College Profile

AGE

89.5% of our students enrolled on full-time courses are under 30, although this figure changes dramatically if we include all enrolments e.g. part-time and distance learning courses whereby 34.0% of students are over 30. Our staffing establishment indicates that 96.4% of our staff are over 30.

Age breakdown: full time enrolments

	%24/25	% 23/24	% 22/23	% 21/22	% 20/21
30 or Over	10.5	10.2	12.4	14	14.6
25-29	4.1	4	5.6	8.4	9.2
20-24	12.1	11.9	14.1	15.9	18.7
16-19	67.1	66.3	60.6	57	52.2
Under 16	6.3	7.6	7.4	4.7	5.4

Staff

|	2020	2021	2022	2023	2024
60 +	15.6	15.0	15.3	23.6	20.7
50-59	39.5	37.9	36.4	35.4	33.5
40-49	22.4	24.6	24.4	22.1	25.9
30-39	17.7	18.2	19.1	16.1	16.3
20-29	4.4	3.9	3.5	2.9	3.6

Our Student Association hosted an event linked to the College value of 'Here for you'. This was to help students learn about how they can use and what they can do in regard to 'Cost of Living', Home safety, and Student Funding'. Our Student Association President is now a representative of our 'Values Ambassadors' and provides a direct link to our students.

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

DISABILITY

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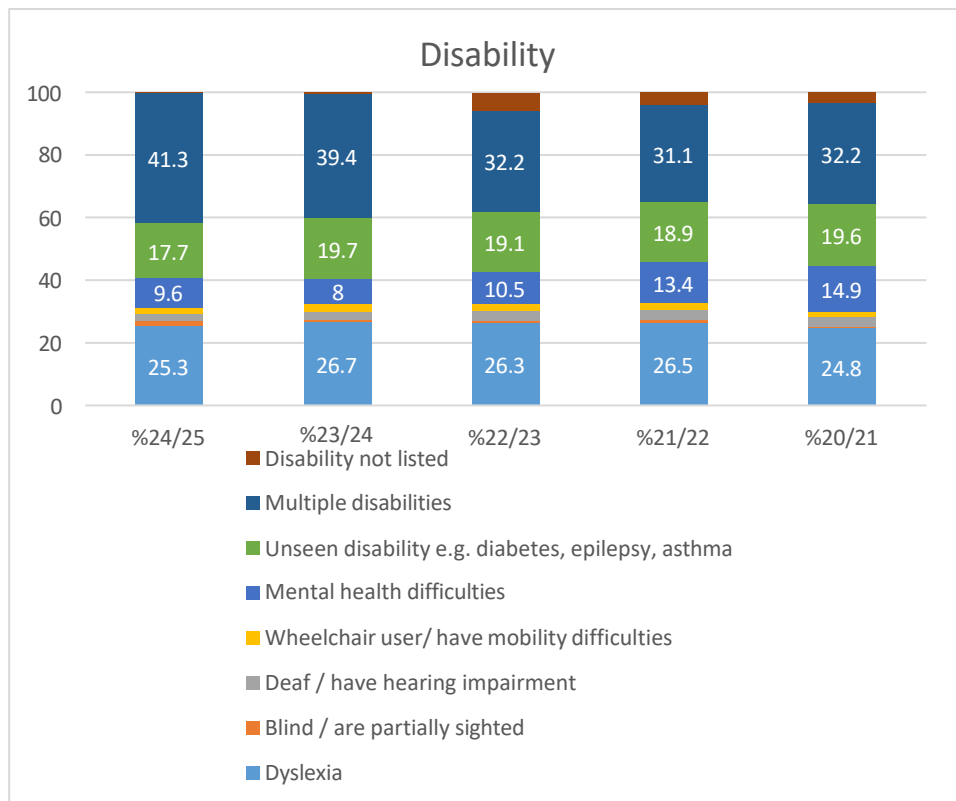
Disability

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

Our students receive a 'Needs assessment' prior to commencing their learner journey, meaning their support is in place for them starting their course. All students who disclose an additional support need on their application are contacted by our student adviser team now.

We renewed our membership of the DWP Disability Confident Scheme in September 2024 (valid until September 2027) to ensure equality of opportunity in recruitment and retention of staff and contributed to the national Disability Employment Gap reduction project.

Our data indicates that 7% of staff choose to disclose a disability, while 22% actively decline to make a disclosure. This year in recruitment terms 5.4% of applicants for posts declared a disability and 0% of candidates appointed had disclosed a disability. We plan to re-issue a request for personal information across all protected characteristics to update our records.
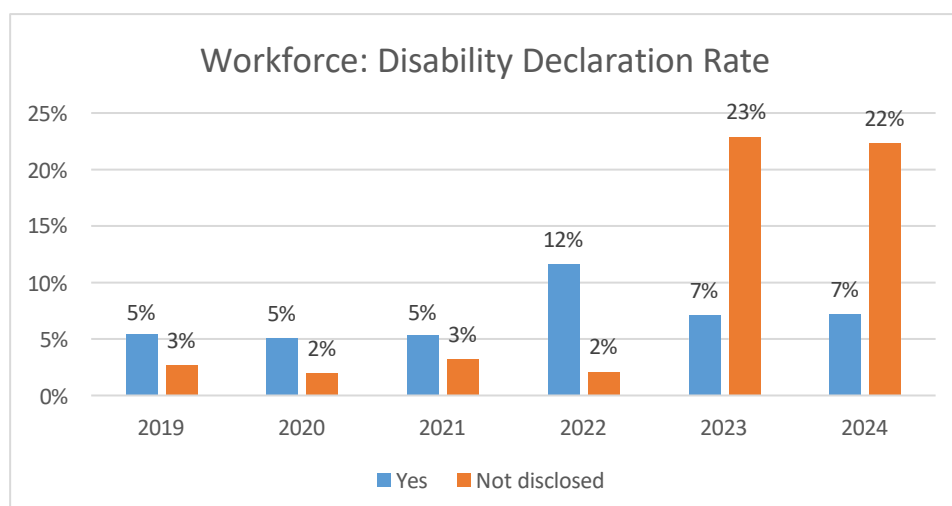
GENDER

The majority of our people – 64% of our staff and 51.0% of our students are female. 38% of our highest paid quartile are women.

Our statistics suggest that women and men are treated fairly through their employment or learning journey with the College.

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

Our mean Gender Pay Gap increased from 6.25% to 9.32% over the course of this year, partly attributable to legislative exclusions from reporting requirements e.g. staff on maternity and/or female staff who took VS, the median Gender Pay Gap remained static at 28.28% to 28.80%. As we do not give bonuses to staff, there is no 'Bonus' Pay Gap to report for our College.

The tables and graph below illustrate that the gap is attributable to the percentage of entry level administrative roles that are occupied by women, caused by occupational segregation assumptions that still persist within our national culture. Our College assesses recruitment material to try to address this and will be reviewing recruitment procedures further in the coming year.

|	Female	Main roles within the quartile
Quartile 1	73%	Cleaning, estates, and entry level administrative staff
Quartile 2	67%	Administrative, academic support and external development staff
Quartile 3	75%	Lecturing Staff and Managers
Quartile 4	38%	Senior Managers and Lecturing Staff

Workforce by Gender Quartile 2024
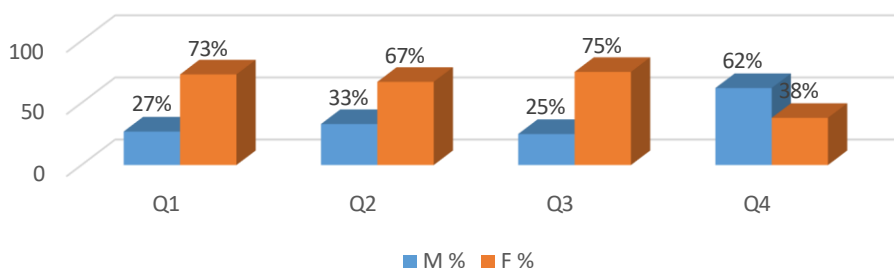
Notes

1. The Gender Pay Gap is calculated by comparing the mean average hourly rates for men and for women and expressing this as a differential percentage. We include all staff regardless of contracted hours or term time working.
2. Please note: Quartiles are difficult to determine for our organisation as the lecturer pay grade applies to 33% of our staff, and this pay grade straddles the 3rd and 4th quartiles. Care has been taken to evenly divide statistics by gender to reflect the quartiles as accurately as possible.

Sexual Orientation and Gender Identity

Around 6% of our students identify as LGB+. 16.9% of students did not answer this survey question, by replying they would prefer not to say, while 77.3% stated that they identified as the gender they were assigned at birth.

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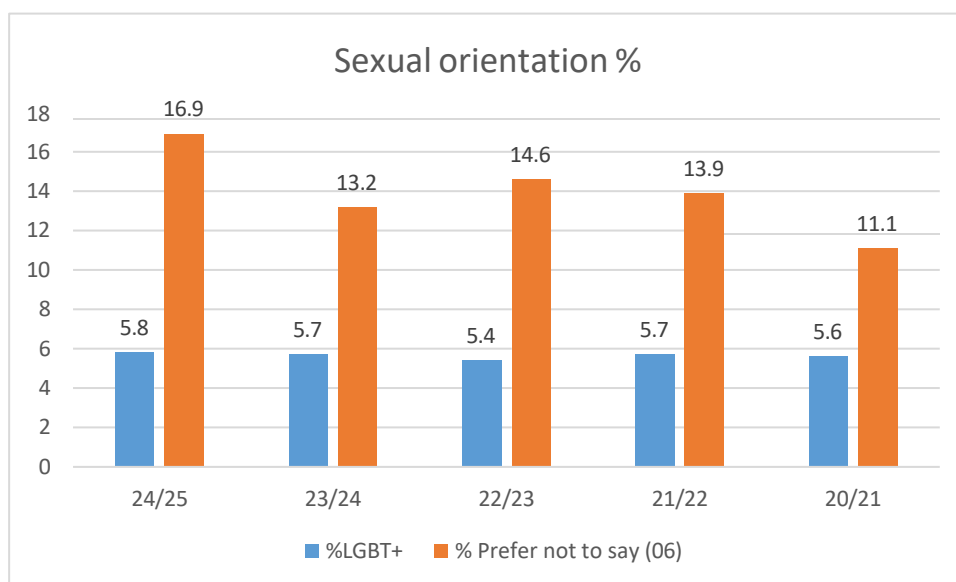
The number of staff who identify as LGBT+ remains too low to report without potentially identifying individuals. Statistics are collated across recruitment, development, promotions, and leavers to ensure that no unconscious bias is in play.

We currently have no staff who openly identify as transgender or non-binary. However, training and guidance are in place should a member of staff decide to transition or should a trans or non-binary colleague join us through the recruitment process. To ensure that wider peer support is available for LGBT+ staff across our workforce, we have an arrangement that our staff can access D&G Council/NHS D&G's LGBT+ Staff Network.

There are checklists in place which can be used to help staff or students who wish to undergo gender reassignment to ensure they understand their rights and the support that is in place for them. We signpost staff and students to the locally produced 'D&G Guide for parents and carers

of trans young people' and to the recently published Scottish Government Guidance for Supporting Trans Young people in Schools.

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

The College works closely with local partner agencies LGBT Youth Dumfries (for specialist support and advice) and D&G LGBT+ (for befriending) to ensure lived experience support for students who identify as gender diverse. We celebrate LGBT+ history with these two local partner agencies. Our Student Association hold "Here for You" events linking in with local partners and support agencies that may benefit our students, particularly during the cost-of-living crisis.

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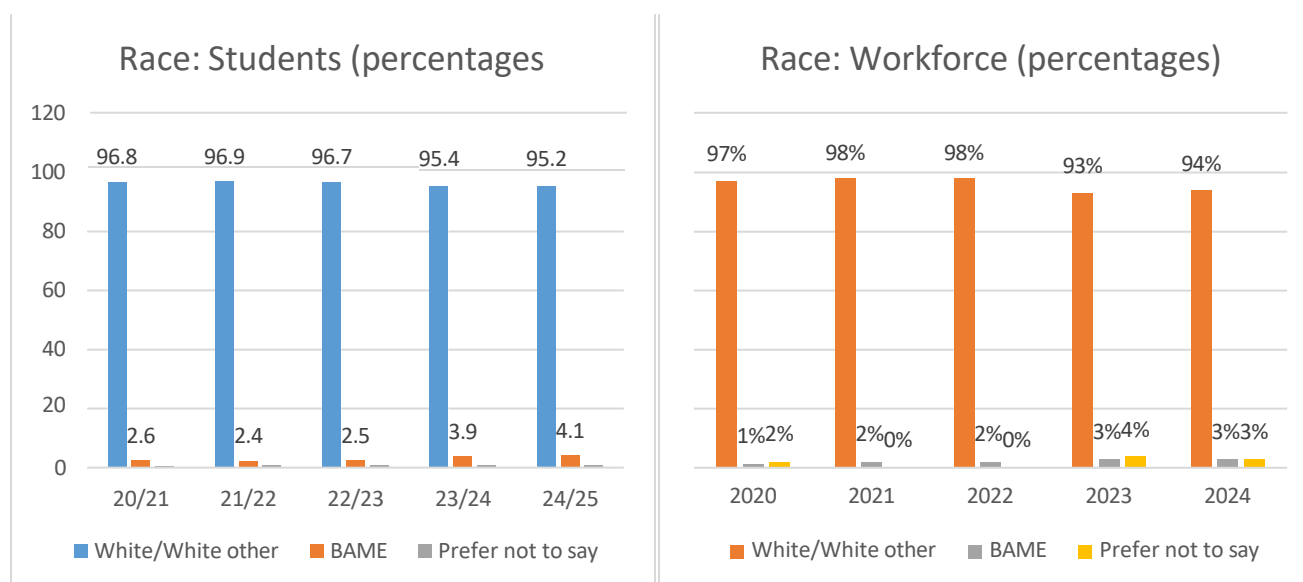
The ethnicity profile for our region is not diverse (1.2% of population).

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

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

Our staff disclosure rates are encouragingly high. Our staff profile is slightly higher than the local population profile for BAME employees. The median Pay Gap for BAME employees is 12.73% A full breakdown by job role might identify individuals, as in percentage terms we have a low number of staff who identify as BAME. This gap is due to the difference between support and lecturer pay rates.

Religion or Belief

Profiles for our students and workforce differ for religion or belief, as shown below. Figures have been combined here into None, Christian, Other and Not Disclosed to protect individual identities. Internally, we disaggregate this data to ensure that sectarianism, or indirect discrimination related to religious practice, could be addressed if they were discovered.

Student profiles for those who record their faith as 'none' remain consistently high, while those who do disclose a faith remain comparable to previous years. Students of faith tend to have similar outcomes to those who do not. For minority faiths, it is difficult to establish trends due to low numbers, but we do track these and follow up individual cases to ensure that problems in practicing faith are not a factor.
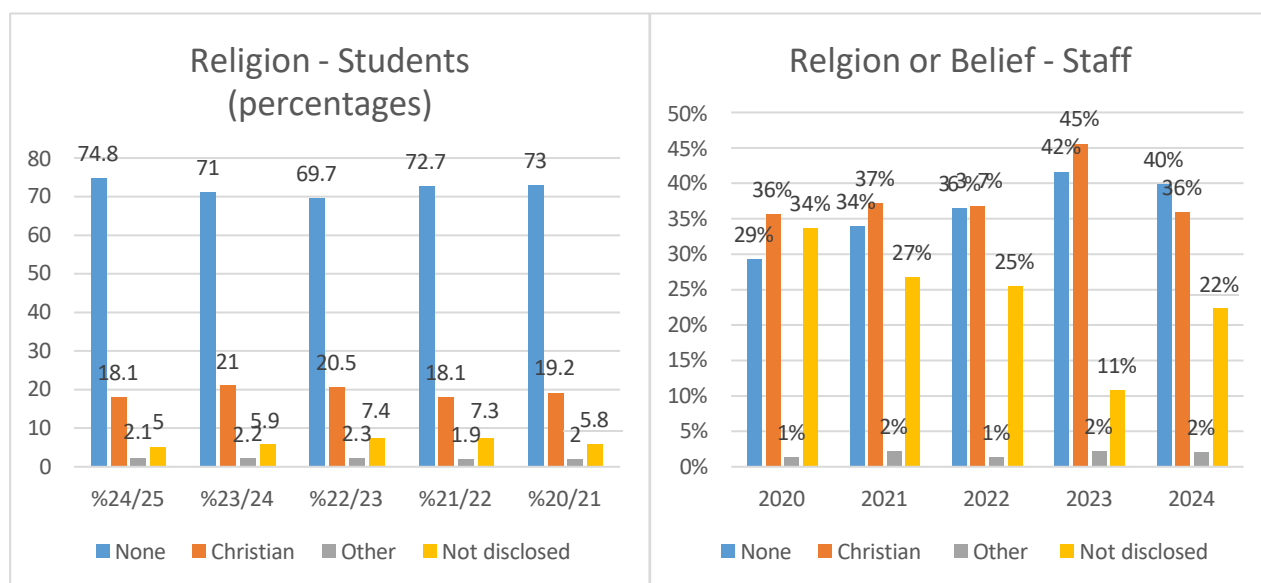
Appendix 1 - Equality Outcomes 2021-25

COVID	
Inequalities arising from the COVID crisis will be managed so that retention and success rates for our staff and students are maintained	
Relates to: Age, Disability, Gender & Sex, Gender Reassignment, Pregnancy/Maternity, Race, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2024/25**
Evidence collection exercise at end of academic year 2022/23 to see if staff and student profile or progression differed significantly from that of preceding years	Monitoring reveals that retention and success rates for students across the protected characteristics remain stable. There is currently no evidence that students or staff across the protected characteristics are being further disadvantaged. Equality outcomes related to Covid will not be carried over into our new set of equality objectives for 2025-2029.
Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures. Equality outcomes related to Covid will not be carried over into our new set of equality objectives for 2025-2029.
Equality Impact Assessment of all changes to policies, plans, procedures, and ways of working arising from the COVID crisis	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures. Equality outcomes related to Covid will not be carried over into our new set of equality objectives for 2025-2029.

Retention and Success	
Student retention and success rates for each protected characteristic group closely resemble those of the majority average	
Relates to: Disability (Mental Health), Race (one profile), Religion/Belief (one profile)	
Actions	**Progress in 2024/25**
Investigate detail of retention and success results for all protected characteristic groups, and establish any common threads that may have contributed to differences in outcomes	Retention and success rates for students across the majority of protected characteristics closely resemble the average rates for the student body as a whole. Work has been undertaken to support all students to ensure we retain students in education.
Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum	We subscribe to the wellbeing platform Spectrum.Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association President and Vice President have joined the College EDI committee and Values Ambassadors Team to forge closer links. The Student Association hosted a values event linked to the college value of 'Here for you' which included advice and support on Cost-of living, Home security and safety and mental health.
Refresh core online short courses to recommend to staff for Equality and Diversity CPD and ensure one compulsory course is included in the annual staff compliance training schedule	*CPD sessions for staff included gender-based violence, sexual violence, domestic abuse, suicide* L.I.S.T.E.N. is an evidence-based risk assessment tool for gender-based violence (GBV) in colleges and universities developed by the charity 'EmilyTest'. Staff have also received mandatory training following the introduction of the statutory duty to prevent Sexual Harassment in the workplace. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.

Harassment and Hate Crime	
Incidents of harassment and hate crime will be reported and addressed, with accurate levels initially established and reduction over time	
Relates to: Gender & Sex, Gender Reassignment, Disability, Race, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2024/25**
Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	The College is no longer deemed a Hate Crime Reporting centre, although staff still have the ability to report incidents of hate crime via AdminNet, which would be investigated. No reports have been made internally during this period.
Gather results of Harassment and Hate crime Reporting and Have Your Say complaints which have an equalities connection to identify lessons learned for continuous improvement cycle.	During the reporting period, there has been no reports received through the 'Have your say complaint' process.

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

Pay Gaps
We will reduce our Gender, Race and Disability Pay Gaps
Relates to: Gender & Sex, Disability

Actions	Progress in 2024/25
EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics.	Our mean Gender Pay Gap increased from 6.25% to 9.32% over the course of this year, partly attributable to legislative exclusions from reporting requirements e.g. staff on maternity and/or female staff who took VS, the median Gender Pay Gap remained static at 28.28% to 28.80%. As we do not give bonuses to staff, there is no 'Bonus' Pay Gap to report for our College.
Act on national Job Evaluation recommendations on completion of the centralised project.	The National Job Evaluation project remains ongoing across the Scottish college sector. There is still a significant amount of ongoing dialogue between College Employers Scotland and the Strategic HR Network and the Trade Union about the direction of travel for implementation. As such, it has not been possible to make any progress on this action.

Appendix 2 - Equality and Diversity Progress Report 2024/25

Complete	✓	Progressing to plan	➡	Slippage	⚠	Deleted	✗

Outcome	Deadline	Action	Status	Progress report
COVID	31/08/2023	Evidence collection exercise at end of academic year 2023/24 to see if staff and student profile or progression differed significantly from that of preceding years	✓	Data collected and analysed.
	31/12/2024	Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	✓	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures.
	01/02/2024	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis	✓	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures.
Retention and Success	31/10/2024	Investigate detail of retention and success results for all protected characteristic groups, and establish any common threads that may have contributed to differences in outcomes	✓	Data collected and analysed.
	30/09/2024	Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum	✓	We subscribe to the wellbeing platform Spectrum. Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association President and Vice President have joined the College EDI committee and Values Ambassadors Team to forge closer links. The Student Association hosted a values event linked to the college value if 'Here for you' which included

Outcome	Deadline	Action	Status	Progress report
				advice and support on Cost-of living, Home security and safety and mental health
	30/09/2024	Refresh core online short courses to recommend to staff for Equality and Diversity CPD and ensure one compulsory course is included in the annual staff compliance training schedule	✓	*CPD sessions for staff included gender-based violence, sexual violence, domestic abuse, suicide* L.I.S.T.E.N. is an evidence-based risk assessment tool for gender-based violence (GBV) in colleges and universities developed by the charity 'EmilyTest'. Staff have also received mandatory training following the introduction of the statutory duty to prevent Sexual Harassment in the workplace. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.
Harassment and Hate Crime	31/12/2024	Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	✓	No reports have been made internally during this period.
	31/01/2025	Gather results of Harassment and Hate crime Reporting and Have Your Say complaints which have an equalities connection to identify lessons learned for continuous improvement cycle.	✓	No reports have been made internally during this period.
Equalities Profile	31/1/2025	Reissue request for personal information across all protected characteristics to update records in advance of annual analysis of staff diversity profile.	✓	Our staff profile has been updated following a request for staff to update sensitive information to ensure details are reflected in this annual report.
	30/11/2023	As part of the HR Recruitment process review, identify key points within the recruitment process at which unconscious	✓	The recruitment procedure has been reviewed and updated accordingly and now incorporates reference to College values as part of the recruitment process. The

Outcome	Deadline	Action	Status	Progress report
		bias can occur and refresh to minimise barriers for people across the protected characteristics.		updated procedure included (like all new or refreshed policies/procedures) and equality impact assessment.
	31/12/2024	Analyse student profile and gender segregation profile to inform actions for 2025/26	✓	There has not been a significant change in profile across any of the protected characteristics. Some additional steps taken to assess student needs earlier in their learner journey. New equality objectives for 20205-2029
	01/04/2024	Ensure Values are embedded in all relevant policies and procedures relating to staff and students	✓	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures, where appropriate.
Pay gaps	31/03/2024	EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics.	✓	Our workforce monitoring suggests that our staff are developed and promoted fairly across the range of protected characteristics.
	31/03/2024	Act on national Job Evaluation recommendations on completion of the centralised project.	⚠	Movement on this action has been delayed due to ongoing dialogue at a national level across the sector. Agreement has not yet been reached.

Appendix 3 – Equality Outcome objectives 2025-29

Equality Outcome objectives 2025-29		
Diverse and inclusive	**Link to National Equality Outcomes**	**Link to local partnership working/Principles of Fair Work**
Promote and celebrate inclusivity via College Website and Social Media channels through a range activities such as 'role models – see me, be me' etc		Link to opportunity (Fair Work)
Develop plans to move towards Disability Leader status (currently accredited as Disability Confident to 2027)		Link to opportunity (Fair Work)
To work in partnership and external collaboration through Dumfries and Galloway Equality and Diversity Group and the College Development Network (CDN) on promotion of EDI activity		Direct link to D&G Council and NHS who have equality outcomes linked to diverse workforce
Retention & Success	**Link to National Equality Outcomes**	**Link to local partnership working**
Success rates for under 19's will be monitored on an annual basis and DGC aim to be at or above sector norms for progress indications against national performance	The success rates for college students aged under 19 will improve.	
Success and retention rates for students who declare a disability, including a mental health condition will be monitored on an annual basis and DGC aim to be at or above sector norms for progress indications against national performance	The success and retention rates of college and university students who declare a mental health condition will improve.	
Retention rates across all core learner activity will be monitored on an annual basis and DGC aim to be at or above sector norms for		

progress indications against national performance		
Harassment and Hate Crime	**Link to National Equality Outcomes**	**Link to local partnership working**
Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because our processes are fit for purpose	Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.	Direct link to D&G Council who have an equality outcome linked to hate crime. Link to effective voice (Fair Work)
Gather results of staff engagement survey on an annual basis to monitor: 1 does the College foster an inclusive environment (Baseline for 2024 was 6.2) 2 where all employees feel respected and valued, irrespective of culture and background (Baseline for 2024 was 8.1) Identify appropriate action plans accordingly	Disabled staff and students report feeling safe in the tertiary system	Link to opportunity, respect and fulfilment (Fair Work)
Equalities Profile	**Link to National Equality Outcomes**	**Link to local partnership working**
Reissue request for personal information across all protected characteristics on an annual basis to update records in advance of annual analysis of staff diversity profile.		
Analyse student profile and gender segregation profile to inform actions on an annual basis.		
*Where representation is not proportionate to the relevant population, identify what steps will be taken to increase the racial diversity of teaching and non-teaching staff to align with student representation	Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.	

Board of Management	
Agenda Item	14
Paper Number	BOM0325-14.1

Date of Meeting	24 March 2025
Location	Dumfries Campus
Title of Paper	Curriculum Planning Output Report 25/26
Presented by	Douglas Dickson
Recommendation	Discussion
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 13 Minutes

1.   Recommendation

1.2   The Board of Management are asked to discuss and note the contents of the paper.

## 2.	Executive Summary

2.2	The curriculum portfolio has been amended to reflect national and regional guidance, key strategic priorities and focussing on opportunities for new approaches in delivery and development against key sectors.

2.3	The curriculum output has been planned against the expectation that the core credit target for 25/26 will remain the same at 27,800.

2.4	This output has been shaped by the principles identified in the Curriculum Review Report 23-25.

2.5	Work is underway to prepare the marketing campaigns and open the offers portal for full time courses on 28th January 2025.

2.6	Curriculum planning is an ongoing and iterative process which is happening within an unstable educational, economic and political environment.

2.7	Additional admissions data investigation will aim to support better forecasting and management of application numbers to target accounting for drop out and early withdrawal.

## 3.	Context

3.2	The purpose of the report is summarising the output of the curriculum planning process for 25/26 presenting the proposed offer and wider data by curriculum area which has shaped the thinking and direction**.**

3.3	Please see attached report (Appendix 1).

## 4.	Strategic Implications

4.2	Staffing: We are working to reach targets within existing staffing but it is often uncertain so there may be additional costs to consider.

4.3	Resource: Managers identify as best they can resource costs mapped to course delivery and there are risks about sustaining suitable learning environments and increased costs of materials.

4.4	Credit Allocations: The risk of not meeting credit allocations and impact on budgets.

4.5	Long term investment: We may identify future opportunities however diversifying into future sectors may incur additional staff and capital costs.

4.6	Development costs: Development of curriculum may incur additional staff costs around training and development.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	**FRONTLINE** ➢ Curriculum team meetings ➢ Self-Evaluation Reportage – Curriculum ➢ Student early experience survey and Student Satisfaction and Engagement Survey (SSES) ➢ Student representative meetings ➢ Self-Evaluation Reportage – Support ➢ Complaint Procedure **MANAGEMENT** ➢ Performance Review of Self Evaluation Block 1 ➢ Performance Review of Self Evaluation Block 2 ➢ Performance Review of Self Evaluation Block 3 ➢ Portfolio Review 1 - PI and Curriculum Plan ➢ Portfolio Review 2 - PI Review ➢ Support Review ➢ Complaint Report **INDEPENDENCE** ➢ Annual Engagement Visit by Inspection Body ➢ Self-evaluation and Action Plan reportage to SFC ➢ Outcome Framework and Assurance Model

6. Implications

Financial	**YES**	The curriculum plan is critical in securing credit activity against SFC targets. Inappropriate rigour in planning would result in missing our credit target.
Legal	**NO**	
Learning and Teaching	**YES**	The paper presents critical activity in the enhancement of learning and teaching activities within our curriculum design with a focus on

		improving outcomes for students. Poor curriculum planning can impact on access and outcomes.
Equalities	**YES**	The curriculum planning process is cognisant to our responsibilities around widening opportunity and equality of access. Poor curriculum planning in relation to levels and modes can be a barrier to access.

Phil Storrier
Executive Director of Student Experience
16 January 2025

CURRICULUM PLANNING OUTPUT REPORT

2025-26

Date (or fill with required area or control table):

Version:

Table of Contents

Introduction

The purpose of this report is to provide a high-level summary of the output of the curriculum review and planning process in preparing the curriculum offer for 2025/26.

Executive Summary

The curriculum portfolio for 2025/26 is shaped by the **Curriculum Review 2023-2025** principles, focusing on:

- Aligning the curriculum with **regional and college priorities**.
- Reflecting emerging skills demands and **addressing recruitment challenges**.
- Meeting a baseline **core credit target of 27,800 credits** for AY 2024/25.
- Embedding employer feedback and reducing inefficient activity.

Key Recommendations:

- Senior Phase – begin the revision of curriculum to align to regional needs and opportunities including enhanced access through a more digital learning offer.

  College Academy
  Refresh.pptx

- Stranraer – revised models of efficient delivery in Stranraer with a focus on introducing increased provision in Engineering as well as testing flexible delivery models for enhanced access and improved sector access.
- Opportunity Sectors – review and refreshed offer in identified opportunity sectors which will better meet local needs and reflect sector travel.
- Enhance employer input to the portfolio through established employer forums.
- Removing duplication, overlapping and provision without defined destinations and throughputs.
- Look for opportunities to align credit allocations ensuring opportunities to expand key sectors.

Curriculum Planning Output – 25/26

Credit Contribution Analysis

Credit Contributions by Curriculum Area Over 3 Years
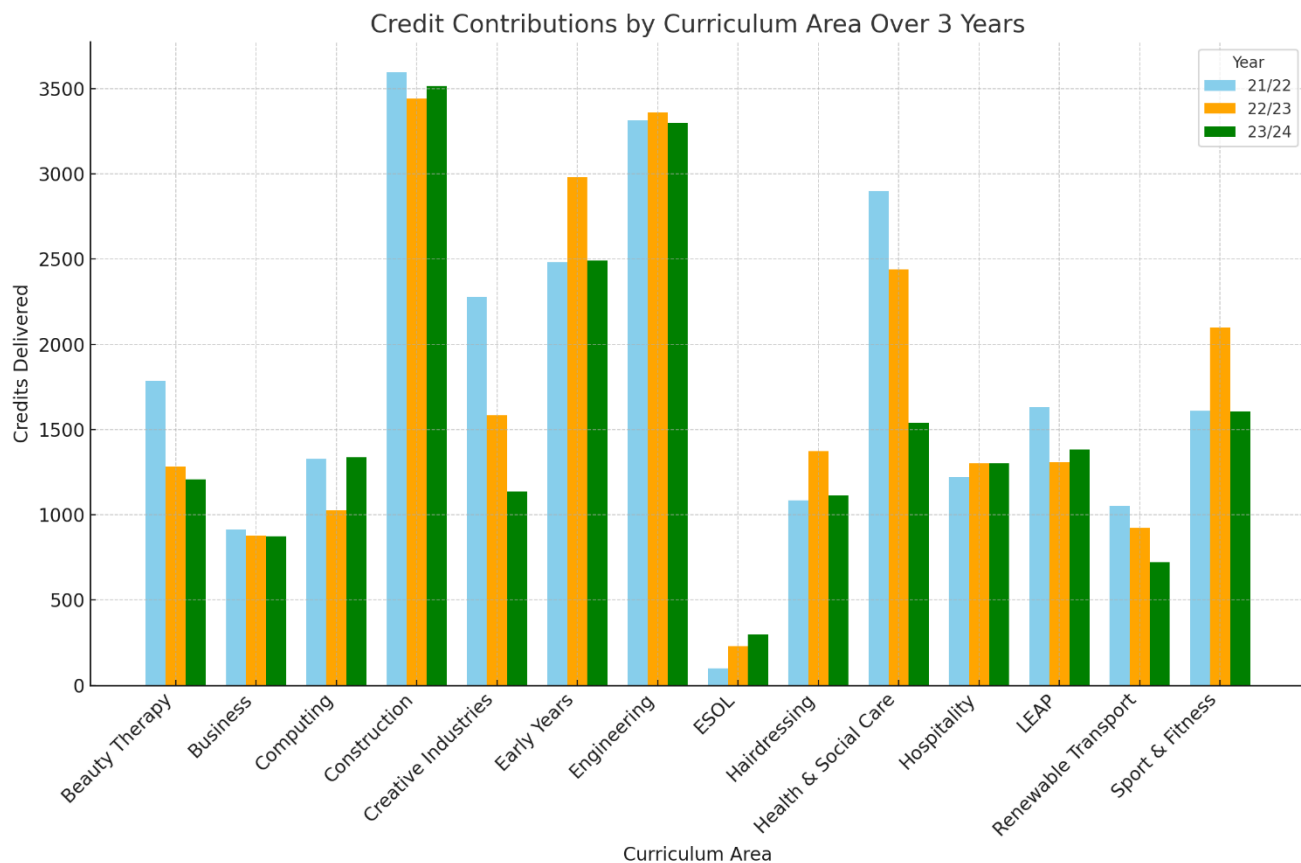
Over the past three years, credit contributions reveal key trends across curriculum areas. It should be noted that 23/24 saw sector credit allocations significantly reduced by 10% reducing our overall credit target to 27,800 and so we would expect to see overall reductions. Some key points to consider:

➢ **Decreases in Demand:** Reductions in Beauty, Creative Industries, and Renewable Transport align with strategic curriculum realignment efforts to address lower demand and sector shifts.

➢ **Stability in Volume Sectors:** Construction and Engineering show consistent credit outputs yearly; however, growth in these areas remains limited due to staffing and capital investment needs.

➢ **Fluctuations:** Early Years contributions have varied over time, reflecting sector dynamics however we anticipate increased demand.

➢ **Contraction in Health and Social Care:** Declining activity in this critical sector necessitates targeted strategies to support future growth and meet workforce demands.

Departmental Output

Beauty Therapy

Summary: Testing shorter delivery models to stabilize enrolments and enhance outcomes.

Beauty Therapy	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Hours	Required Contact Hours	Contribution	Comments
25/26	1,424	1,444	142	106	3,585 (4.3 Fte)	2,988 (3.6Fte)	**45.5%**	Additional short course activity in year – not on PPD yet.

Provision Changes 25/26	
Courses Added:	**Rationale:**
NO	No scope to add additional however in year short commercial provision may be added as tested in 24/25.
Courses Removed:	**Rationale:**
Beauty and Make-Up Artistry NQ (SCQF L5)	Recruitment and performance.

Business

Summary: Focus on embedding enterprise activity and flexible access for part-time students.

Business	3 Year Credits Actual	Proposed Credits 25/26	3 Year Actual Enrolments	Target Enrolments	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	888	1,009	67	79	2,260 (2.7 Fte)	2,244 (2.7 Fte)	**30.3%**	Income from degree NOT included.

Provision Changes	
Courses Added:	**Rationale:**
No	Curriculum offers what we need for core curriculum and is not duplicating additional activity delivered across the college e.g. CMI programmes.
Courses Removed:	**Rationale:**
UWS Foundation Academy Business (SCQF L5 and L6)	We have promoted this for two years however there has been no regional uptake and no substantial feedback from partners. May be re assessed in future.

*Additional Degree provision 6 hours per week added to teaching hours.

Computing

Summary: Over-recruitment (+25%) observed; focus on degree pathway development

Computing	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	1,230	887	106	85	2,152 (2.6Fte)	2,088 (2.5Fte)	**33.7%**	Income from degree NOT yet included. Recruitment in 24/25 was over target +25%

Additional Degree provision 12 hours per week added to teaching hours.

Provision Changes	
Courses Added:	**Rationale:**
No	Current curriculum is appearing attractive in numbers and focus at present is development of degree programme.
Courses Removed:	**Rationale:**
UWS Foundation Academy Computing (SCQF L5 and L6)	We have promoted this for two years however there has been no regional uptake and no substantial feedback from partners. May be re assessed in future. Existing senior phase activity more sustainable for numbers.

Construction

Summary: Enhancing sustainability awareness across existing curriculum.

Sustainable Construction	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	3,518	4,152	358	574	10,584 (12.7 Fte)	11,328 (13.6 Fte)	**20.6%**	Recruitment required. Some hours not calculated through PPD.

Provision Changes 25/26	
Courses Added:	**Rationale:**
None	Focus in 25/26 is in curriculum development including digital and sustainability aspects.
Courses Removed:	**Rationale:**
None	Focus to develop existing provision ahead of potential growth linked to estate developments.

Creative Industries

Summary: Realignment of FE activity to new degree pathways.

Creative Industries	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	1,665	1,136	132	112	2,732 (3.3 Fte)	2,892 (3.4 Fte)	**19.8%**	-Additional degree staffing. -Continuation of HNC for 1 year.

Additional Degree provision 18 hours per week added to teaching hours.

Provision Changes	
Courses Added:	**Rationale:**
Foundation in Creative Practice NQ (SCQF L6)	Declining enrolment numbers in some historic strands have led to development of a more sustainable merged creative practice programme aligned to the degree programme. Future removal of HNC SCQF L7 may be considered once qualification development plans are clear nationally.
Art and Design NPA (SCQF L6) College Academy	Introduce Art and Design principles to young people to support feeding into creative practice pathway.
Courses Removed:	**Rationale:**
Art and Design NQ (SCQF L6)	Recruitment and attainment challenges, merge to combined course.
Visual Communication NQ (SCQF L6)	Recruitment and attainment challenges, merge to combined course.
Photography NQ (SCQF L6)	Recruitment and attainment challenges, merge to combined course.

Early Years

Summary: Immediate development of professional upskilling activity for the sector

Early Years	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Staffing Hours	Required Contact Hours	Contribution	Comments
25/26	2,651	2,928	218	242	4,870 (5.8 Fte)	4,932 (5.9 Fte)	**49.0%**	Additional cohorts at SCQF L5 could be added but would need more staffing. Opportunities for in year sector upskilling.

Provision Changes	
Courses Added:	**Rationale:**
Introduction to Education of Children and Young People NQ (SCQF L5)	Digital learning offer for young people in Senior Phase to improve access across the region. Creating pathways into education which is a key strand of pathways for young people through post 16 data.
Childhood Practice PDA (SCQF L9)	Adding second year to the management programme supporting sector upskilling.
Forest Kindergarten NPA (SCQF L6)	Current upskilling programme for the sector, piloted in 24/25 with further provision planned.
Courses Removed:	**Rationale:**
None	Area of anticipated expansion.

Engineering

Summary: Curriculum and capital enhancement; reintroduction in Stranraer.

Engineering	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	3,325	3,440	328	332	8,719 (10.5 Fte)	9,165 (11 Fte)	**27.0%**	Introduction at Stranraer may require capital investment. Overstaffing in MV will support engineering.

Provision Changes	
Courses Added:	**Rationale:**
NQ Introduction to Engineering and Renewable Energy (SCQF L4) - Stranraer	In response to our Stranraer Action Plan and the agreed re introduction of Engineering skills to the west of the region to assess interest and demand.
Courses Removed:	**Rationale:**
None	We are looking to increase Engineering over time.

ESOL

Summary: Expected to see increased demand however unpredictable.

ESOL	3 Year Credits Actual	Proposed Credits 25/26	3 Year Actual Enrolments	Target Enrolments	Current Staffing Hours	Required Staffing Hours	Contribution	Comments
25/26	208	297	115	168	414 (0.5Fte)	300 (0.3Fte)	**69.7%**	Additional in year demand likely.

Provision Changes	
Courses Added:	**Rationale:**
No	N/A
Courses Removed:	**Rationale:**
No	N/A

Hairdressing

Summary: Stabilise existing provision and sustain improved performance.

Hairdressing	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	1,190	784	106	49	1,656 (2 Fte)	1,920 (2.3 Fte)	**33.0%**	

Provision Changes 25/26	
Courses Added:	**Rationale:**
None	Staffing lost and won't be replaced, focus on stable outcomes.
Courses Removed:	**Rationale:**
SCQF Level 4 Hairdressing (SRHB)	Reduction in staff hours and low recruitment led to removal.

Health and Social Care

Summary: Partnership working to develop increased demand into key roles.

Health and Social Care	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	2,291	2,442	243	226	3,643 (4.3 Fte)	4,140 (5 Fte)	**52.5%**	Staffing required due to AP backfill and serviced hours.

Provision Changes 25/26	
Courses Added:	**Rationale:**
Pathway to Social Science NPA (SCQF 5)	Criminology has recruited well but feedback around future pathways. Course has been redesigned to include Criminology, Psychology and Social Science and better aligns directly to entry degree pathways and existing social science pathways.
Numeracy for Health and Social – Open Learning (SCQF L5)	Offering this as a self-directed course available to people in practice or potential applicants preparing for college. It will be offered to young people at school for credits.
An Introduction to Reablement (SCQF L5)	Written with sector to meet upskilling demand delivered in a hybrid learning approach.
Courses Removed:	**Rationale:**
None	Concerns around reducing numbers but we need to sustain provision for a critical sector.

Hospitality

Summary: Broadening provision into regional skills in tourism and events.

Hospitality	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	1,274	1,216	124	132	2,484 (3 Fte)	2,352 (2.8 Fte)	**41.0%**	

Provision Changes 25/26	
Courses Added:	**Rationale:**
Events and Tourism – College Academy	A refreshed offer for young people in senior phase offering a range of skills and experience better aligned to hospitality and destination tourism for the region.
Stepping into Hospitality, Events and Tourism NQ (SCQF L4)	A refreshed offer for young people in senior phase offering a range of skills and experience better aligned to hospitality and destination tourism for the region. Broader curriculum beyond front of house.
Courses Removed:	**Rationale:**
Hospitality Operations NQ (SCQF L6)	Poor recruitment and performance.
Hospitality Barista NPA (SCQF L5)	No requirement as a standalone programme, embedded award into existing provision.

LEAP

Summary: More purposeful curriculum design to defined destinations.

LEAP	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Contact Hours	Required Contact Hours	Contribution	Comments
25/26	1,441	1,216	131	128	1,500 (1.8 Fte)	1,500 (1.8 Fte)	**61.2%**	

Provision Changes	
Courses Added:	**Rationale:**
Sustained Transitions and Routes (Stranraer) SCQF L4	Additional provision for Stranraer to meet local need for young people with unclear pathways or more at risk of becoming NEET.
Introduction to LEAP (SCQF L3)	Additional provision in College Academy for young people at risk of disengagement or to support transition to potential college pathways.
Courses Removed:	**Rationale:**
Life Skills (SCQF L2) – Stranraer	Primarily due to staffing reduction but better access now in project Search and STAR.
Moving onto Further Education (SCQF L3)	Poor performance and no clear alignment within new pathways.

Renewable Transport

Summary: Focus on FE provision and pathways and partnerships to industry.

Engineering	3 Year Credits Actual	Proposed Credits 25/26	3 Year Actual Enrolments	Target Enrolments	Current Staffing Hours	Required Staffing Hours	Contribution	Comments
25/26	899	800	89	84	2,152 (2.6 Fte)	1,557 (1.8Fte)	**35.7%**	Additional staffing utilised in engineering.

Provision Changes 25/26	
Courses Added:	**Rationale:**
None	Decreasing demand and a pivot towards more broad engineering programmes.
Courses Removed:	**Rationale:**
Light Vehicle Maintenance and Repaid Principles SVQ (SCQF L5) IMI	Decreased demand in apprentice numbers due to development of sector changes.

Sport & Fitness

Summary: Stabilise credits and look at diversification of curriculum opportunities.

Sport & Fitness	3 Year Credits Actual (AV)	Proposed Credits 25/26	3 Year Actual Enrolments (AV)	Target Enrolments (+%)	Current Staffing Hours	Required Staffing Hours	Contribution	Comments
25/26	1,772	1,989	137	142	2,974 (4.8 Fte)	3,468 (4Fte)	**51.4%**	Additional staffing can be realigned to other provision in HSS.

Provision Changes 25/26	
Courses Added:	**Rationale:**
HNC Sports Coaching and Developing Sport – QOS Academy (SCQF L7)	Bespoke partnership programme with Queen of the South FC to support educational delivery with Youth Contract players ensuring education and pathways from football.
Courses Removed:	**Rationale:**
Sport and Recreation (Stranraer Academy) SFW (SCQF L5)	Numbers have never been efficient, and many students enrolled with no particular ambition to pursue sport. This will initially be paused for 25/26.

Portfolio 25/26 – Enrolment and Credit Target Summary

Curriculum Area	Target Enrolment	Target Credits
Beauty Therapy	106	1,444
Business	79	1,009
Computing	85	887
Construction	574	4,152
Creative Industries	112	1,136
Early Years	242	2,928
Engineering	332	3,440
English for Speakers of Other Languages (ESOL)	168	297
Hairdressing	49	784
Health and Social Care	226	2,442
Hospitality	132	1,216
Life Skills, Employability and Pathways (LEAP)	128	1,216
Renewable Transport	84	800
Sport	142	1,989
TOTALS:	**2,459**	**23,740**
External Development		5,000
Expected SFC Target		27,800
Projected College Total Credits		**28,740** **(+940)**

The overall credit target set considers annual early retention figures and thus has been mapped to roughly 4% above the SFC target allowing for predicted early withdrawals.

3 Year Trend Data

Working Definitions

Volume Sectors – These are sectors of the local economy are both major employers and are key parts of the regional infrastructure and will support economic activity and transformation.

Opportunity Sectors - these have been identified as key sectors of the local economy which support economic and cultural elements of the regional economy and present opportunities for innovation and development.

Stability sectors: - these are sectors for which we are unlikely to see increased demand however opportunities will remain for access to some provision which support access, pathways, and smaller employment routes.

Beauty Therapy (Stability Sector)
We have seen Beauty Therapy credits decline in the last two years. In 23/24 we tested different delivery models including shorter commercial activity. We will assess viability of these approaches over 25/26 and viability for more short commercial activity.

Beauty Therapy	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,209	115	81%	10%	70%	Credits – declined
22/23	1,281	109	70%	23%	47%	Enr – declined
21/22	1,784	204	82%	31%	49%	Ret – fluctuating CS - improved

Business (Opportunity Sector)

We see business training being driven largely through Commercial Development activity. However, opportunities exist to embed enterprise activity whilst also testing flexible access models allowing part time students and employees to infill in to blocks of learning as well as promoting flexible access in the west of the region for 25/26. We will also focus on developing the Degree programme and pathways from SCQF L7.

Business	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	873	65	74%	17%	74%	Credits – stable
22/23	877	74	74%	2%	72%	Enr – stable
21/22	914	64	93%	4%	70%	Ret – stable
						CS - stable

Computing (Opportunity Sector)

We note from 24/25 we have noted substantial over recruitment (25% above target) and if sustained into 25/26 may intimate need for expansion. Work is ongoing to develop the degree pathway and we have cleansed the senior phase offer focusing on cyber paths that are most buoyant.

Computing	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,338	120	96%	4%	86%	Credits – stable
22/23	1,026	94	90%	9%	74%	Enr – increased
21/22	1,327	106	83%	8%	68%	Ret – improved
						CS - improved

Construction (Volume Sector)

Whilst there is industry fluctuation, we have seen sustained credit delivery with potential opportunities for expansion. These will be considered aligned to capital investment through 25/26. We also insure enhancement of sustainability awareness across the existing curriculum.

Sustainable Construction	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	3,517	414	90%	7%	83%	Credits – stable
22/23	3,441	308	80%	4%	76%	Enr – stable
21/22	3,596	354	84%	5%	79%	Ret – improved
						CS - improved

Creative Industries (Opportunity Sector)

Opportunity for development of a more aligned and sustainable creative practice approach. Work for 25/26 is focusing on realignment of existing FE activity against the new degree pathway and a combined creative practice portfolio. Credits have been reduced over the last two years and now a focus is on re design. Development of degree provision and associated spaces needs focus.

Creative Industries	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,136	95	91%	22%	74%	Credits – declined
22/23	1,582	126	84%	15%	66%	Enr – declined
21/22	2,277	171	81%	8%	70%	Ret – improved
						CS - stable

Early Years (Volume Sector)

We see from data opportunity for growth based around workforce needs. We are focusing on access in senior phase to broader education paths aligned to post 16 data whilst also having a focus on upskilling for Early Years including management qualifications as demanded through our sector forum.

Early Years	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	2,490	214	76%	13%	63%	Credits – stable
22/23	2,982	232	77%	10%	67%	Enr – stable
21/22	2,483	209	66%	19%	46%	Ret – improved CS - improved

Engineering (Volume Sector)

We have seen slight reductions in enrolments however stability in credit delivery. We are however focused on space expansion and re-introduction of activity in the West of the region. Additional resource and capital will provide a renewed focus on future skills demands so we would anticipate increased activity moving beyond 25/26.

Engineering	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	3,299	299	86%	13%	72%	Credits – stable
22/23	3,361	318	87%	12%	75%	Enr – declined
21/22	3,315	369	89%	32%	56%	Ret – stable CS - improved

ESOL (Stability Sector)

We are expecting to see increased demand for delivery of ESOL activity across the region, we will need to assess demand this year if numbers start to increase. Decisions will need to be made if the college can meet this demand on top of other demand sectors.

ESOL	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	297	170	95%	4%	91%	Credits – increased
22/23	230	112	95%	15%	79%	Enr – increased
21/22	98	63	86%	17%	68%	Ret – stable
						CS - improved

Hairdressing (Stability Sector)

We have seen fluctuating credits over the last 3 years and reduction in staffing. We have no significant plans for 25/26 to make change in this curriculum area and believe we are delivering appropriate levels of provision at this time. Particular focus is required to stabilise successful outcomes for students.

Hairdressing	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,112	72	81%	7%	74%	Credits – fluctuating
22/23	1,374	119	79%	30%	49%	Enr – declined
21/22	1,084	129	82%	22%	60%	Ret – stable
						CS - fluctuating

Health and Social Care (Volume Sector)

National and Regional skills assessments sight substantial workforce demands however we are seeing declining activity as are the wider sector. New pathways in senior phase have been introduced and focused work will be done through the regional partnership to enhance and look at attraction, retention, and participation. There is also wider activity being delivered through the commercial team.

Health and Social Care	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,538	144	86%	5%	81%	Credits – declining
22/23	2,438	263	83%	8%	75%	Enr – declining
21/22	2,899	322	73%	5%	79%	Ret – improved
						CS - Improved

Hospitality (Opportunity Sector)

We see opportunity to diversify the offer with a focus on wider regional skills needs regarding tourism and events. We will introduce new provision including broader skill sets to better fit the regional tourism and destination work.

Hospitality	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,303	128	74%	15%	59%	Credits – stable
22/23	1,300	123	72%	4%	67%	Enr – stable
21/22	1,220	122	75%	32%	43%	Ret – stable
						CS - fluctuating

Life skills, Employability and Pathways (LEAP) (Stability Sector)

We would see LEAP as a stability where work has focused on realignment of provision with clearer progression and pathways, more purposeful and aspirational curriculum for learners. This will include improved access to young people through senior phase.

LEAP	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,382	120	82%	9%	73%	Credits – declining
22/23	1,309	118	80%	16%	64%	Enr – declining
21/22	1,633	157	89%	3%	86%	Ret – stable
						CS - fluctuating

Renewable Transport (Stability Sector)

We would expect that in terms of full-time activity this will reduce and has done over the last two academic years. Focus will be on senior phase and FE activity and developing appropriate partnerships and pathways to industry,

Engineering	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	721	70	89%	9%	80%	Credits – declined
22/23	923	87	83%	10%	72%	Enr – declined
21/22	1,053	110	78%	20%	58%	Ret – improved
						CS - improved

Sport and Fitness (Stability Sector)

We see Sport and Fitness has potential opportunity to diversify into new programmes. Partnership with local sports partners and potential training linked to CIMSPA will be explored. We also see opportunities with public health and wellbeing routes in the region. We do not see anticipated growth demand within the sector.

Sport & Fitness	Credits Delivered	Enrolment Numbers	Retention	Partial Success	Complete Success	Comments
23/24	1,605	137	82%	16%	66%	Credits – reduced
22/23	2,100	146	82%	14%	68%	Enr – reduced
21/22	1,611	129	78%	16%	61%	Ret – stable
						CS - stable