



**Dumfries and  
Galloway College**

**Board of Management**  
**2 March 2026 (13.30-1630)**  
**Dumfries/Hybrid by Teams**

**Agenda**

<i>Time</i>	<i>Item</i>	<i>Lead</i>	<i>Paper</i>
13:00	Lunch		
13.30	Data Protection and FOISA Training - DPO Susan Patterson	SP	Presentation
14:00	1. Welcome and Apologies 1b. Declarations of Interests and Connections	CS	Verbal
	2. Minutes of Previous Meetings and Matters Arising (Approval) <ul style="list-style-type: none"><li>Monday 8 December 2025</li><li>Action Log</li></ul>	CS LG	Paper 2.1 Paper 2.2
	3. Principal's Report	DD	Paper 3.1
	4. Health and Safety Report	KH	Paper 4.1
	5. Student Association Report	HG/KM	Paper 5.1
<b>For Approval</b>			
	6. Strategic Risk Register	LG	Paper 6.1
	7. Finance Update <ul style="list-style-type: none"><li>Management Accounts at Dec 25</li><li>College Sector budget for 26-27</li></ul>	KH	Paper 7.1 Paper 7.2
	8. Policies: <ul style="list-style-type: none"><li>Anti-Fraud and Corruption Policy</li></ul>	KH	Paper 8.1
<b>For Discussion</b>			
	9. Chair's Report	CS	Paper 9.1

	<b>10. Performance Report</b>	PS/KH	Paper 10.1
	<b>11. Curriculum Planning Report</b>	PS	Paper 11.1
	<b>12. Curriculum Reorganisation</b>	PS	Verbal
	<b>13. Business Continuity Plan</b>	KH	Paper 13.1
	<b>14. Committee Chairs Update (Key business/decisions)</b> <ul style="list-style-type: none"> <li>• Remuneration</li> <li>• FGP</li> <li>• L&amp;T</li> <li>• Audit</li> </ul>	SH GC AI JR	Verbal
<b>Starred items For Information only</b>			
	<b>15. Student Satisfaction and Engagement Survey Report*</b>	PS	Paper 15.1
	<b>16. Estates and Sustainability Update (inc Carbon Mngt data)*</b>	KH	Paper 16.1
	<b>17. NRPA (National Recognition and Procedures Agreement)*</b>	DD	Paper 17.1
	<b>18. Audit Scotland Statutory Fees*</b>	KH	Paper 18.1
	<b>19. Senior Staff Remuneration Policy*</b>	DD	Paper 19.1
	<b>20. Tertiary Education and Training Legislation</b>	DD	Paper 20.1
	<b>21. Committee Minutes *</b> <ul style="list-style-type: none"> <li>• Finance and General Purpose</li> <li>• Learning and Teaching</li> <li>• Audit Committee</li> <li>• Remuneration committee (Confidential for Non Execs only)</li> </ul>	GC AI JR SH	Paper 21.1 Paper 21.2 Paper 21.3 Paper 21.4
	<b>22. Any Other Business</b>	CS	Verbal
	<b>23. Date of next meeting</b> <ul style="list-style-type: none"> <li>• Friday 12 June 2026 (Stranraer Campus)</li> </ul>	CS	Verbal

## Board of Management Meeting

### Minute of Meeting held on 02 March 2026 | Dumfries Campus

Present:		
Caroline Stuart (CS) - Chair	Jamie Ross (JR)	Susan McLellan (SMc)
Alastair Irons (AI)	Sharon Hodgson (SH)	Kate Glendye (KG)
Pete Woods (PW)	George Clark (GC)	Kirsty Duncan (KD)
Honor Gibson (HG)	Inga McVicar (IM)	Gillian Brydson (GB)
Sarah Holland (SH)	Steven Binnie (SB)	Ann Hill (AH)
In attendance:		
Douglas Dickson (DD) Principal	Karen Hunter (KH) – VP Corporate Services	Lorraine Grierson (LG) – Governance Professional
Phil Storrier – Vice Principal Curriculum & Student Experience	Mary Cheetham (MC) – Minute taker	
Apologies:		
Karen McIntosh (KM)		

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

- 1.1.1 The Chair welcomed everyone to the meeting and the meeting was confirmed as quorate.
- 1.1.2 Apologies were received as shown above.

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

- 1.2.1 The Chair reminded Members to indicate any declaration of interest as appropriate throughout the course of the meeting.
- 1.2.2 A member declared an interest, as the company she is employed by is included in the Principal's Report. Should this item be discussed, she will withdraw from the meeting for that agenda point.

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

##### 2.1.1 Minute of Meeting held on 08 December 2025 | Paper 2.1 | Chair C. Stuart

- 2.1.2 The minute was approved as an accurate record of the meeting, subject to one amendment: A. Hill had been omitted from the attendance list.

2.2 Action Log | Paper 2.2 | L. Grierson

- 2.2.1 LG provided an update on the progress of the current actions, confirming that of the four actions, three are now closed. The remaining action, presentation of the EIS *Follow the Money* report to the F&G P Committee was not delivered due to illness. LG asked whether any further action was required; PW confirmed he is happy to attend a future F&G P meeting to discuss the report in its local context, with the aim of identifying any potential vulnerabilities and avoiding pitfalls.
- 2.2.2 DD queried whether a new report had been produced, as he believed a revised document had been highlighted to EIS-FELA; it was confirmed that the required corrections have been completed and the updated report will be tabled at the next F&G P Committee meeting.
- 2.2.3 **ACTION: Paper the EIS Follow the Money paper for next FGP Committee.**
- 2.2.4 **The Board noted all actions.**

3 Principal's Report | Paper 3.1 | D. Dickson

- 3.1 The Principal assumed the paper as read, highlighting key initiatives and challenges.
- Management accounts for December are being finalised and remain on track.
  - .
  - The SFC Student Satisfaction report has been completed and indicators are strong.
  - The initial TQER visit was positive, though the new requirement to submit documents in advance has created a different experience and generated significant additional workload, particularly for the Performance team.
  - CES is heavily engaged working on EIS-Fela pay request. The Job evaluation is ongoing and is projected until 2028 and placing internal pressure on resource.
  - Principal noted the Scottish Budget's £40m allocation for the sector and signalled upcoming post-election changes tied to the Tertiary Education and Training Bill, including a redesigned funding model.
- 3.2 The Board fully discussed the Initial Review including the fact that HE students and dedicated guidance time are not funded under SFC guidance. Feedback routes were queried, and it was confirmed they were available via surveys, Tertiary Education Framework meetings and QAA channels.
- 3.3 .
- 3.4 .
- 3.5 .
- 3.6 Concerns were raised regarding the TQER process, particularly the workload, the reduced engagement and its impact on staff and student morale. The Board formally

recognised the significant effort of the team. PS confirmed that work is underway to prepare students better, with QAA guidance and briefings planned.

**3.7 The Board noted the report.**

**4 Health and Safety Annual Report | Paper 4.1 | K. Hunter**

4.1 The VP Corporate Services reported the current year H&S action plan is being revised, after various discussions including conversations with EIS-Fela. The work planned for 2026 will focus on operational implementation, updated guidance and monitoring.

4.2 Confirmation of collaboration with commercial team was noted after a successful first aid recruitment campaign, which will address gaps due to lack with hybrid working.

4.3 A member confirmed that after attending the recent H&S Committee, the training is beneficial and that implementation related questions from members suggest that H&S statistics are expected to rise.

**4.4 The Board noted the report.**

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

5.1 The Student Association President took the paper as read and highlighted the following key points.

- Class Representative meetings are to commence alongside the Student Experience Framework through SPARQS.
- Spotify engagement has increased to 300 listeners.
- The Here for You Event is progressing well, with 21 groups confirmed.
- Work has commenced on the Wellbeing Garden including construction of the bench.
- College Destinations work commencing

5.2 A member queried if data could be provided, rather than narrative to show the impact and identify what results the improvements have made and determine whether any student groups have been missed. The Board agreed this analysis should sit with the Academic team rather than Student President.

5.3 It was queried whether students with connections to the Middle East require additional support or consideration under PREVENT. DD informed there were no specific cases currently known, and it was noted that this has previously been discussed at the EDI forum and that the Director of People & Culture would be the responsible person if there were any concerns.

**5.4 The Board noted the report.**

**FOR APPROVAL**

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

- 6.1 It was confirmed that 3 risks were assigned to the Board of Management for their review (Risks 2, 5 and 6). Following ELT review, all proposed changes were approved through the Committee structure and Audit Committee.
- 6.2 The board was asked for approval of:
- **Risk 2** to be merged with **Risk 6** due to overlapping legal and regulatory obligations and the title amended accordingly.
  - **Risk 5** – Business Continuity: Gross risk rating increased to 20 and net risk increased to 16 (Major) due to uncertainties within the heating project. Additional mitigations have been added to reflect risks linked to capital project delivery.
- 6.3 GC questioned whether Risk 5, currently labelled as Business Continuity, is the correct descriptor, noting that the issue reflects the impact of a project rather than a causal factor and may be more accurately viewed as a project managed within a project, especially given the College's strong track record in managing previous change programmes and the fact that the current project is nearing completion. DD explained that while a project specific risk register exists, it did not include the SPEN-related issues, which introduced significant financial and reputational risks due to reliance on multiple external stakeholders, including UWS and IT infrastructure partners. The Board fully discussed that the existing descriptor does not adequately capture reputational or crisis-management risks arising from the situation. With the College temporarily operating on generators, DD confirmed that the risk score will reduce back to 16/12 once the project is complete, and GC requested that the sequence of events and any reputational impact be clearly documented.
- 6.4 The Board Approved the Risk Register and the changes.**

## **7 Finance Update**

### **7.1 Management Accounts at December 2026 | Paper 7.1 | K. Hunter**

- 7.1.1 The VP Corporate Services confirmed that the management accounts had been approved by the F&GP Committee and that the college is forecasting at least a small surplus. No major issues are anticipated apart from capital spend.
- 7.1.2 The Chair welcomed the positive position, noting strong financial management despite the challenge of containing payroll costs.
- 7.1.3 **The Board approved the Management Accounts.**

### **7.2 College Sector budget for 2026-27 | Paper 7.2 | K. Hunter**

- 7.2.1 A high-level comparison with previous years indicates that while a Scottish Government increase is signalled, mitigations result in an overall £80K reduction in funding. Final SFC allocations will not be known until the end of March.
- 7.2.2 A query was raised on how Colleges will be measured in relation to Child Poverty given they are not statutory partners. Colleges Scotland is seeking sector feedback, and DD noted a potential for collective partnership working. PS, who sits on the steering group,

confirmed six target groups have been identified and provided an update from the meeting.

**7.2.3 The Board approved the College Sector Budget for 2026/27**

**8 Anti-Fraud and Corruption Policy | PAPER 8.1 | K. Hunter | Approval**

8.1 The VP Corporate Services highlighted the Policy had been updated to include changes in legislation and evolving fraud risks which are relevant to the college sector and had been approved at Audit Committee. The VP Corporate Services outlined additional responsibilities that had been attributed considering updates to legislation, provides framework for staff.

8.2 JR noted that pro-bono training had been offered from Henderson Loggie.

**8.3 The Board approved the Anti-Fraud and Corruption Policy.**

**FOR DISCUSSION**

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

9.1 The report was taken as read with the following changes highlighted:

- Sharon Hodgson's first term concludes; she has agreed to serve a second four-year term which has been approved by the Board Development Committee and the Scottish Government.
- Gillian Brydson has resigned with today being her final meeting. The Board recorded its thanks for her contribution and support.
- The terms of the Support Staff Member (Kate Glendye) and Teaching Staff Member (Susan McLellan) end on 24 August. Recruitment for both roles will take place before the June Board meeting.
- Sarah Holland has agreed to take on the role of Board EDI Champion

**9.2 The Board noted the Chair's Report**

**10 Performance Report | Paper 10.1 | P. Storrier/K. Hunter**

10.1 The report was noted, with key points highlighted.

- Curriculum planning is progressing well with applications open and further development underway.
- AY25/26 Performance Indicators remain positive, with no areas of concern across departments.
- Business Transformation is advancing, including development of a strategic balanced scorecard dashboard due for completion by year end, and student records activity moving towards the mini competition stage.

- 10.2 Commercial performance continues, and the team are progressing well towards the target.
- 10.3 Plans to update all core systems is progressing. Implementation will commence once the awarding decision is confirmed, with the aim of aligning the transition with July 2027 enrolment.

**10.4 The Board noted the Performance Report.**

**11 Curriculum Planning Report | Paper 11.1 | P. Storrier**

- 11.1 The VP Curriculum & Student Experience provided key points.
- Currently in a transition period with the onboarding of the Director of L&T who is focussed on consolidating and enhancing the existing curriculum and student experience provisions.
  - Staffing requirements remain stable with no changes expected.
  - Strategic developments continue across Estates planning for growth, HE partnerships, and further curriculum development.
  - Continued work on targets and improved systems will support progress.
- 11.2 As an addendum, PS noted that the table at 3.3.2 should also have included Sport and Fitness within the Digital Health and Social Care department.

**11.3 The Board noted the Curriculum Planning Report.**

**12 Curriculum Reorganisation**

- 12.1 The VP Curriculum & Student Experience advised the Board that the original timeline has not progressed due to ongoing TQER work. The current FTE has been recalculated, creating significant headroom and confirmed available capacity. A revised timeline has been shared with People & Culture, with work expected to begin at the end of March, pending their feedback. Consultation periods would then commence.

**12.2 The Board noted the Curriculum Reorganisation Report**

**13 Business Continuity Plan | Paper 13.1 | K. Hunter**

- 13.1 A high-level update on the heating project was provided noting that Audit Committee had been provided assurance and since then the works completed to date have progressed smoothly. The Estates and Digital Teams played a key role in ensuring delivery, and the project has offered valuable learning for the Leadership Team.
- 13.2 CS asked whether the project would deliver savings. This has not yet been confirmed, but savings are expected.
- 13.3 **The Board noted the Business Continuity Plan.**

**14 Committee Chairs Update Key Business/Decisions**

- 14.1 Finance & General-Purpose Committee – The Chair highlighted the leadership team’s tight control of the costs noting that all matters are captured within the risk register. There is continued focus on the commercial side, and the Chair commended the increased momentum in HR progress following the recruitment of the Director of People & Culture.
- 14.2 Learning & Teaching Committee – The Chair reported that TQEF remains a key focus. An interesting report was presented covering, retention and PIs and the Chair confirmed it was a positive meeting.
- 14.3 Audit Committee – The Chair reported that there were four substantive items, with three covered in today’s meeting. Two internal audit reports were presented: one on L&D, which received a satisfactory rating, and one on Estates, which received a good rating. Overall, it was a positive meeting.
- 14.4 Remuneration Committee – There had been a subsequent meeting, and it was highlighted that the senior staff remuneration policy is available for noting.

**FOR INFORMATION ONLY**

**15 Student Satisfaction and Engagement Survey Report | Paper 15.1 | P. Storrier**

- 15.1 The Board noted the report.

**16 Estates and Sustainability Update (inc Carbon Mngt data) | Paper 16.1 | K. Hunter**

- 16.1 The Board noted the report.

**17 Audit Scotland Statutory Fees | Paper 17.1 | K. Hunter**

- 17.1 The Board noted the report.

**18 Senior Staff Remuneration Policy | Paper 18.1 | D. Dickson**

- 18.1 The Board noted the report.

**19 Tertiary Education and Training | Paper 19.1 | D. Dickson**

- 19.1 The Board noted the report.

**20 Committee Minutes**

**20.1 Remuneration Committee (Confidential to Non-Execs only) | Paper 14.1 | S. Hodgson**

- 20.1.1 The paper was noted by the Board.

**20.2 Finance & General-Purpose Committee | Paper 14.2 | G. Clark**

- 20.2.1 The paper was noted by the Board.

**20.3 Learning & Teaching Committee | Paper 14.3 | A. Irons**

- 20.3.1 The paper was noted by the Board.

**20.4 Audit Committee | Paper 14.4 | J. Ross**

20.4.1 The paper was noted by the Board.

**21 Any Other Business | Verbal | C Stuart**

21.1 None discussed.



**22 Date of next meeting | Verbal | C Stuart**

22.1 The date of the next meeting is Friday 12 June 2026 (Stranraer Campus). 11<sup>th</sup> May Board Strategy Day at Dumfries.



**Dumfries and  
Galloway College**

One step ahead

Key	
	Ongoing
	Closed
	Overdue

## Board of Management Action Log 2 March 2026

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	8/12/25	H&S Report - Clarification reqd re 3.2.3 re Feb entry missing			Closed	This was a zero field and filters had excluded it.
2	8/12/25	H&S Report - For future - Adjust Scales used in tables in the report to better reflect the low numbers and compare to peer national averages and include previous year's figures.			Closed	Graph scales are taken directly from smartlog system. Noted for future reporting to include previous year/peer averages.
3	8/12/25	Send out Jisc Infrastructure Review Report to BoM	LG	Dec 25	Closed	Report sent to members on 17/12/25
4	8/12/25	EIS Follow the Money Report - clarity on the purpose of the paper, whether it aims to set actionable outcomes for the college and provide contextual discussion for F&GP	PW	Feb 26	Ongoing	Scheduled for submission to FGP on 5 <sup>th</sup> February however due to illness this was not submitted. This can be rescheduled should the Board/FGP wish.

<b>Board of Management</b>		
<b>Agenda Item</b>	4	
<b>Paper Number</b>	BOM0326-4.1	
<b>Date of Meeting</b>	02 March 2026	
<b>Location</b>	Dumfries Campus	
<b>Title of Paper</b>	Health and Safety Performance Report	
<b>Presented by</b>	Karen Hunter	
<b>Recommendation</b>	<b>Discussion</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	Accident information is generally disclosable	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
<b>Date added</b>	<b>Added by (name and role)</b>	<b>Comment/detail</b>

**Read Time:** 8 minutes

**1. Recommendation**

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

**2. Executive Summary**

- 2.1. 2026 H&S action plan is being revised and agreed with Facilities Manager and Health and Safety Advisor.
- 2.2. Focus on 2026 works will be around operational implementation, guidance and monitoring.
- 2.3. Supportive training sessions are being worked up to ensure key personnel are equipped to support their departments in the day to day H&S implementation.

**3. Context**

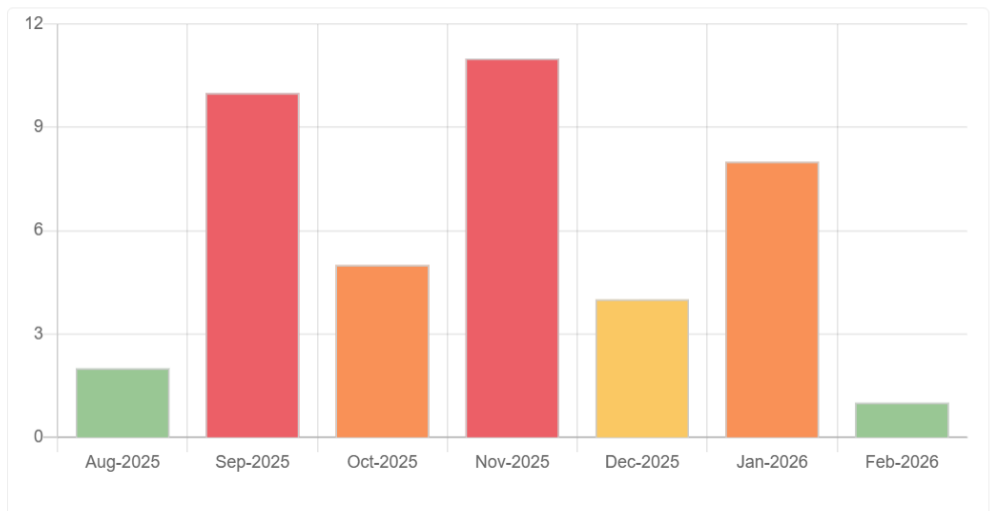
**3.1 Accident and Incident Statistics**

3.1.1 The current first aid and accident statistics, as logged via Smartlog, summarise performance for this academic year to date. This shows 41 logged incidents with 17 of these not requiring a first aider after report.

Accidents / incidents count over period: Aug-2025 - Feb-2026



Month	Count
Aug-2025	2
Sep-2025	10
Oct-2025	5
Nov-2025	11
Dec-2025	4
Jan-2026	8
Feb-2026	1
<b>TOTAL</b>	<b>41</b>



3.1.2 Key information to draw from the reports and statistics includes:

- Incidents to date are down by 8 from the same period in 2024/25.
- The main source of first aid calls is non-accident related first aid, which includes underlying health issues. Further high values are sporting injuries and hand tool injuries.
- 7 of the incidents have required further treatment at hospital under non-emergency calls.

**3.2 RIDDOR Incidents**

3.2.1 In the period since the last report there have been 2 incidents reportable under RIDDOR. Both have been investigated internally and summarised as follows:

3.2.2 09.12.25 - Dangerous Occurrence.

- This was due to a section of sheeting coming free from the roof and landing in an area 30m away from the building.
- Primary cause was due to severe winds at the time due to a storm which had been noted via the MET office warning system.
- Secondary cause was down to the fixing systems within the roof. Due to age these will need to be added to a programme of regular check and replacement as required.
- Remedial action: The roof was made secure by the College Estates team at the time of the incident. A call has been placed with the Colleges roofing contractor to carry out a long-term repair which will be carried out in early spring.

3.2.3 06.01.26

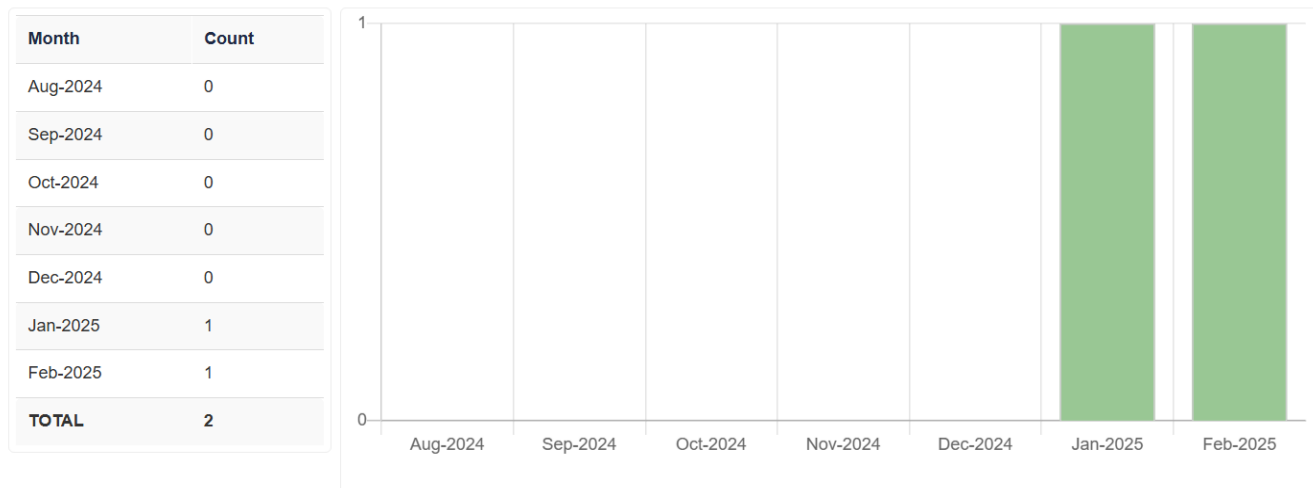
- Student slip resulting in personal injury, namely a fracture to the arm, within the College grounds.
- Primary cause is noted as black ice, which was a result of rain falling and freezing, causing patches of black ice.
- Secondary cause is noted as insufficient salting/gritting in the area. It is noted that there had been salting/gritting however for future, changing weather conditions during a day need to be considered with additional proactive gritting taking place.
- Remedial action: Estates team will carry out spot checks on days where black ice has been forecast or there is significant change in the weather. The team will look at the positioning of salt/grit bins for more accessibility as a proactive solution.

3.2.4 It is noted that, at the time of writing, the Health and Safety Executive have not asked to investigate either incident.

3.3 Near Miss Reporting

3.3.1 The following will show the number of near misses reported in the current Academic Year:

Near Miss and Unsafe Act or Condition / Incident count over period: Aug-2024 - Feb-2025



3.3.2 The number of near misses reported is low, with only 2 recorded through the correct means. Initial review shows that there is an issue with knowledge of the system, with

some near misses being shown in the accident/incident stats. This will be addressed by the creation of a toolbox talk and visual demonstration of near miss reporting.

### 3.4 Health and Safety Training

3.4.1 A key focus of health and safety for 2026 will be identifying and implementing training to enhance the health culture across the organisation. This training will take different forms including:

- Smartlog Managing Safety training for all line managers. This will refresh all line managers on the roles and responsibilities under the Health and Safety at Work Act 1974.
- All Managers Session: This will be aimed to follow up from the online training and will help provide line managers with further guidance on how to effectively discharge their responsibilities for health and safety.
- Active Training: This is being considered as an option, using a scenario-based hazard spotting exercise within the College to help staff understand what to look out for on a daily basis.
- First Aid Training: The College have looked across its staff body to increase the number of First Aiders over both campuses. Training is being planned to support staff in getting the relevant qualification to become a first aider. Further to this the College are looking at some additional training for staff in the event of an incident, this is being looked at alongside our skills team to help deliver.

### 3.5 Health and Safety Audits and Inspections

3.5.1 An external review was carried out in February by a Health and Safety Manager from a Scottish College.

3.5.2 The full report is pending however the initial conclusion has showed that the College demonstrates a positive approach to maintaining a safe working and learning environment. Opportunities for improvement will be incorporated within planned staff training and the revised Action Plan.

### 3.6 Health and Safety Committee

3.6.1 The next meeting of the H&S committee is set for 11<sup>th</sup> March. Outwith the committee schedule the Facilities Manager and H&S Advisor have been meeting with the EIS Fela representative to ensure a focus on visibility and partnership working.

3.6.2 The committee have been asked to consider the H&S Policy which is now due for review.

## 4. **Strategic Implications**

4.1 This paper is directly linked to Strategic Priority 1 Future Skills – Our Students, 2. Our Future Workforce – Our People

## 5. Risk

Risk	Mitigations
Risk 6. Failure to meet regulatory obligations (BoM)	<ul style="list-style-type: none"> <li>➤ Mandatory training for Prevent, Health and Safety, Safeguarding and GDPR with regular updates</li> <li>➤ Staff awareness and contingency planning</li> <li>➤ Staff induction and training</li> <li>➤ Reporting and review procedures, including near miss</li> <li>➤ Health and Safety and IOSH training for staff</li> <li>➤ Robust systems and procedures in place with regular review</li> </ul>

## 6. Implications

<b>Financial</b>	<b>YES</b>	Failure of College H&S processes could lead to financial penalties imposed through actions.
<b>Legal</b>	<b>YES</b>	Failure of College H&S processes could lead to legal proceedings under the Health and Safety at work act
<b>Learning and Teaching</b>	<b>YES</b>	H&S processes ensure the safety of all staff and learners when working in high-risk areas.
<b>Equalities</b>	<b>YES</b>	H&S policies and procedures cover all persons utilising our campuses and should be fair and equal for all

**Billy Currie**

Director of Estates and Sustainability

18 February 2026

<b>Board of Management</b>		
Agenda Item	<b>5</b>	
Paper Number	<b>BOM0326-5.1</b>	
Date of Meeting	<b>02 March 2026</b>	
Location	<b>Dumfries Campus</b>	
Title of Paper	<b>Student Association</b>	
Presented by	<b>Honor Gibson</b>	
<b>Recommendation</b>	<b>Discussion</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment/detail

**Read Time:** 7 minutes

**1. Recommendation**

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

## 2. Executive Summary

- 2.1. This report outlines recent Student Association activity, including enhanced Class Representative engagement, successful awareness campaigns such as Movember and continued development of the SA podcast platform.
- 2.2. Alongside these completed activities, the Student Association is delivering a programme of upcoming engagement and awareness events, progressing cost of living support initiatives through “Here for You” events, implementing the Wellbeing Garden project, and preparing for Student Association Elections following the Easter break.
- 2.3. Collectively, this work strengthens student voice, promotes inclusion and wellbeing, and supports a positive and responsive student experience across the college.

## 3. Context

### 3.1 Class representation

- 3.1.1 Block 1 saw engagement from 26 Class Reps in Class Rep meetings, representing an overall engagement rate of 25%. This reflects an increase of approximately 10% compared to the previous year, indicating improved participation and visibility of the Class Rep role.
- 3.1.2. Feedback from Class Reps included general concerns relating to aspects of the college estate, including catering provision. These themes were subsequently raised through Student Experience meetings with Lead Reps and to be discussed with Estates Management.
- 3.1.3 In addition, three specific enhancement areas were identified:
  - The introduction of a student newsletter in Block 3
  - Clearer and more consistent communication between Class Reps, Lead Reps, and staff
  - The introduction of management walk-arounds during lunchtime to increase visibility and informal engagement with students.

### 3.2 Events

- 3.2.1 We delivered a comprehensive programme of activity during Movember in partnership with the University of Glasgow, UWS and Active Campus. The campaign focused on raising awareness of men’s mental health and testicular cancer while encouraging participation through a combined 1,250km movement challenge and a £1,250 fundraising target. By the end of November, we had exceeded both goals - covering 1,707km and raising £1,330 through sponsorship, bake sales and a raffle. A dedicated men’s mental health podcast was also recorded, achieving our second highest number of listens to date (53). Local business Joe’s Sports Supplements supported the campaign through prize sponsorship.
- 3.2.2 In the lead up to the Christmas break, we delivered a range of festive engagement activities in collaboration with Active Campus and UWS, including “The Festive Games”

and two “12 Days of Fitmas” sessions. We also produced a Christmas message video for students and ran the popular Christmas Door Competition across campuses, with winning entries from HNC Childhood Practice (Dumfries), Project Search (Stranraer) and the Admin/Timetabling Office (Stranraer). These activities supported positive end-of-term engagement and cross-campus community building.

3.2.3 The Vice President has started a podcast which is available to listen to on Spotify search for ‘Unplugged by Kaz’ – Or follow the Student Association Facebook page to get the link when a new episode comes out. We have now recorded 7 episodes with staff from all over the college. As of date, we have had 260 listeners so far.

3.2.4 Over the coming weeks, the Student Association will deliver a programme of engagement and awareness activity across both campuses. This includes a Valentine Bake Sale, Scottish Apprenticeship Week activity in collaboration with Skills Development Scotland (SDS), recognition of International Women’s Day (6 March), “Wear it Green” for St Patrick’s Day (17<sup>th</sup> March), a Cornhole Competition, and Easter activities in partnership with Active Campus and Sports Scotland.

These activities aim to promote inclusion, celebrate key national awareness days, and provide accessible opportunities for student engagement.

3.2.5 A number of initiatives are currently in development and will progress over the coming weeks. “Here for You” events are being planned across both campuses to provide tangible cost of living support, including practical assistance, signposting and direct access to student support services and external agencies.

The Wellbeing Garden project has moved into its implementation phase, with delivery received and installation work being scheduled. This will create a dedicated outdoor wellbeing space to enhance the campus environment and support student mental health.

Planning is also underway for Student Association Elections, which will take place following the Easter break. Promotional activity and candidate engagement will begin in advance to encourage strong participation and representation for the 2026/27 academic year.

### 3.3 Institution Led Quality Review (ILQR)

3.3.1 ILQR is a new review process introduced this session. The student voice is important in this process. To date, the SA President has represented the Student Association during the review of Beauty and Construction curriculum areas.

3.3.2 A preparation meeting was held with Phil Storrier and Sonya Rutter to discuss the role of the Student Association and its impact on the college. A planning meeting will follow later in the academic year.

### 3.4 Scotland’s Tertiary Enhancement Programme (STEP)

3.4.1 STEP is Scotland’s national enhancement programme for colleges and universities, designed to promote continuous improvement in learning, teaching, the student experience, and staff development. The topic for this programme is Supporting Diverse Learner Journeys.

### 3.4.2 The college is involved in two projects

- **Supporting access, progression and successful outcomes in diverse student communities** (Performance Manager is a consultative partner)
- **Strategies to support student engagement and partnership for time poor and cash poor students** (Student Association President is a collaborative partner)
- Each project is in the early stages. As the projects develop it may be that our staff and student are requested to support any pilot activities.

## 4 Strategic Implications

4.1 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 that 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.

## 5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➤ Class Representation

## 6. Implications

<b>Financial</b>	<b>YES</b>	Failure to sustain funding may affect the activities the Student Association wish to put on.
<b>Legal</b>	<b>NO</b>	
<b>Learning and Teaching</b>	<b>YES</b>	It is important to ensure the student voice is systemically gathered, analysed and used to ensure enhancements.
<b>Equalities</b>	<b>YES</b>	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.

**Karen McIntosh**

Student Association Vice President

20 January 2026

<b>Board of Management</b>		
Agenda Item	<b>6</b>	
Paper Number	<b>BOM0326-6.1</b>	
Date of Meeting	<b>2 March 2026</b>	
Location	<b>Dumfries Campus</b>	
Title of Paper	<b>Strategic Risk Register</b>	
Presented by	<b>L Grierson</b>	
<b>Recommendation</b>	<b>Approval</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment/detail

**Read Time:** 9 Minutes

## **1 Recommendation**

- 1.1 The Board is asked to consider and review, in the first instance, Strategic Risks 2, 5, and 6 which are assigned to it. Audit Committee have reviewed the Register and approved the amalgamation of Risk 2: Legal Actions within Risk 6 which the board is asked to ratify.
- 1.2 The BoM is asked to 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 5 risks (1, 5, 6, 7,11) showing an inherent major risk (red). However, after mitigations have been applied, these are reduced to 'moderate' risks except Risk 5 which remains a **major risk**.
- 3.2 Risk 3: Failure to achieve institutional sustainability - the inherent risk remains a **fundamental 25 rating** (purple). After mitigations, the residual rating of 20 still remains a **major risk**. This is in line with the current and continued external financial position which is of concern and needs to be monitored closely.

## 4 The Board of Management

- 4.1 The Board of Management has 3 risks assigned to it for review. All risks have undergone ELT review and been updated accordingly with any amendment by risk owners noted below. Further, Audit Committee has reviewed the changes and approved the Register:
- **Risk 2:** Legal actions; serious accident; incident or civil/criminal breach – see below Risk 6
  - **Risk 5:** Business Continuity – **The gross risk has been increased to 20, net risk increased to 16 (Major)**
    - Further mitigations have been added to the risk to incorporate Capital Projects. The increase in scoring is due to uncertainties within the heating project. Currently, this is sitting above appetite, however business continuity meetings have been scheduled regularly whilst the project is underway, and mitigations have been put in place accordingly.
  - **Risk 6:** Failure to comply with (legal) and regulatory obligations.
    - Risk 12: Health and Safety has now been incorporated within this risk as approved by BoM in December.
    - Risk 2: Legal Actions – after ELT review of the risk it is considered that much of this risk is duplicated within Risk 6 therefore, **it is recommended that these risks are amalgamated**. These mitigations have been added to Risk 6 paperwork highlighted in yellow.
    - In line with this change, Risk 6 title has been amended to include 'legal'.

- **The gross risk has been increased to 20 and the net increased to 12 to reflect the risk relating to H&S, which has pushed the risk to above appetite.**
- **Audit Committee has approved these changes and BoM are asked to ratify the change.**

### 3.3 Audit Committee

3.3.1 There have been **no changes** to ratings for Risks 4 and 11:

- Risk 4: Financial Fraud – **no changes.**
- Risk 11: Failure to achieve and maintain systems and operable and secure ICT – **no changes.**
  - This risk continues to be **above appetite** despite further mitigations in place. However, testing of new mitigations/improvements will be tested and reviewed for Q4 to see if these alleviate the risk.

### 3.4 Learning and Teaching Committee

3.4.1 There have been **no changes** to ratings for 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 Finance and General-Purpose Committee

3.5.1 Discussed and approved at FGP Committee, please note the following changes:

- Risk 1: National Job Evaluation (Emerging) – paperwork has now been completed.
  - The risk has been set at a score which is **above appetite** due to the uncertainty around costs to the college and delays in the project which could result in reputational and financial implications.
  - **The gross risk is 16, reduced to 9 with mitigations applied.**
  - Risk appetite has been set at Averse.
- Risk 3: Failure to achieve institutional sustainability.
  - This risk is **above appetite** however a balanced budget has been approved for 2025-26 and longer-term plans have been considered to provide a break even.
- Risk 7: Industrial Relations – **Gross increased to 16, Net increased to 9 (Moderate).**

- These increases are a result of formal negotiations for lecturing staff due to commence and there is an increased risk of protracted negotiations and potential industrial action.

### 3.6 Emerging Risk Register

- 3.6.1 AI remains on the emerging risk register and is regularly monitored by SLT and a further review is scheduled for 6 months. No further significant emerging risks have been included.

## 4 Strategic Implications

- 4.1 This paper links into all strategic priorities of Mission 2030 – Pillars 1,2,3,4.

## 5 Risk

Risk	Mitigations
All	➤ Paperwork attached for reference.

## 6 Implications

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

**Lorraine Grierson**

Governance Professional

23 February 2026

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK				RISK APPETITE	RISK DETAILS
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level and trend	above/ below	Links
<b>Responsible Person – Principal</b>											
2	Legal actions; serious accident; incident or civil/criminal breach (BoM)										
		5	3	15		3	2	6	=	Cautious 7-10 ↓	<a href="#">Risk 2 - BoM- Legal DD.docx</a>
<b>Responsible Person – VP Corporate Services</b>											
1	National Job Evaluation (Emerging) (FGP)										
		4	4	16		3	3	9	↑	Averse 1-6 ↑	<a href="#">Risk 1 - FGP - National Job Evaluation KH.docx</a>
3	Failure to achieve institutional sustainability (FGP)										
		5	5	25		4	5	20	=	Moderate 11-15 ↑	<a href="#">Risk 3 - FGP- Institutional Sustainability KH.docx</a>
4	Financial Fraud (AUD)										
		4	3	12		3	2	6	=	Cautious 7-10 ↓	<a href="#">Risk 4 - AUD - Financial Fraud EDF.docx</a>
6	Failure to comply with legal and regulatory obligations (BoM)										
		4	5	20		3	4	12	↑	Cautious 7-10 ↑	<a href="#">Risk 6 - BOM - Regulatory Obligations KH.docx</a>
5	Business Continuity Incident – Fire, Systems, Emergency Procedures, Health (BoM)										
		4	5	20		4	4	16	↑	Moderate 11-15 →	<a href="#">Risk 5 - BOM -Business Continuity KH.docx</a>
7	Failure to achieve effective Industrial Relations (FGP)										
		4	4	16		3	3	9	↑	Moderate 11-15 ↓	<a href="#">Risk 7 - FGP - Ind Rels - KH.docx</a>

Responsible Person - VP Learning, Skills and Student Experience										
8	Failure to achieve highest academic performance levels (LT)									
	3	4	12		1	4	4	=	Moderate 11-15 ↓	<a href="#">Risk 8 - LT - Acad Perf - PS.docx</a>
9	Failure to adhere to academic compliance arrangements (LT)									
	4	3	12		2	2	4	=	Cautious 7-10 ↓	<a href="#">Risk 9 - LT-Acad Compl - PS.docx</a>
10	Failure to achieve an effective student experience (LT)									
	3	4	12		1	4	4	=	Moderate 11-15 ↓	<a href="#">Risk 9 - LT-Acad Compl - PS.docx</a>
11	Failure to achieve and maintain systems and operable and secure ICT (AUD)									
	4	5	20		3	5	15	=	Cautious 7-10 ↑	<a href="#">Risk 11 -Aud-Sys and IT - PS.docx</a>

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 <b>Acceptable level of risk subject to periodic review.</b>	<b>Minor:</b> 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 <b>Moderate level of risk subject to regular monitoring and mitigating actions and plans being in place</b>	<b>Moderate:</b> 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 <b>Unacceptable level of risk requiring immediate actions and plans to prevent or mitigate.</b>	<b>Major:</b> 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 <b>Critical level of risk requiring urgent attention and actions to prevent or mitigate.</b>	<b>Critical:</b> 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				

# Strategic Risk Register

BOM0326-6.1

## DGC Risk Appetite

Classification	Description
<b>Averse 1-6</b>	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.
<b>Cautious 7-10</b>	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.
<b>Moderate 11-15</b>	Tending predominantly towards exposure to only modest levels of risk to achieve acceptable, but possibly unambitious outcomes or benefits.
<b>Open 16-20</b>	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.
<b>Hungry 21-25</b>	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				

<b>Board of Management</b>		
<b>Agenda Item</b>	8	
<b>Paper Number</b>	BOM0326-8.1	
<b>Date of Meeting</b>	02 March 2026	
<b>Location</b>	Dumfries Campus	
<b>Title of Paper</b>	Anti-Fraud and Corruption Policy	
<b>Presented by</b>	Karen Hunter	
<b>Recommendation</b>	<b>Approval</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input type="checkbox"/> Disclosable    Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
<b>Date added</b>	<b>Added by (name and role)</b>	<b>Comment/detail</b>

**Read Time:** 20 minutes

**1. Recommendation**

- The Board of Management are asked to approve the Anti-Fraud and Corruption Policy.

**2. Executive Summary**

2.1 The Anti-Fraud and Corruption Policy has been updated to include changes in legislation and evolving fraud risks which are relevant to the college sector.

**3. Context**

3.1 The key changes to the Policy include:

- Alignment with the Economic Crime and Corporate Transparency Act 2023 which introduces organisational responsibility for fraud prevention.
- Clarification that the Bribery Act 2010 remains in force alongside the newer legislation.
- Reference to the College’s responsibility to take reasonable steps to prevent fraud by employees, agents, contractors, or other associated persons.
- Extended definition of:
  - ‘Fraud’ to include financial misstatement, procurement fraud, grant or funding fraud, payroll fraud, asset misappropriation, cyber-enabled fraud, and invoice or payment diversion,
  - ‘Corruption’ including bribery, inducements, conflicts of interest, or improper influence,
  - ‘Associated Person’ to include contractors, suppliers, and agents.
- Reporting and Investigation has been added, with reference to the Whistleblowing Policy and Disciplinary Procedure.

**4. Strategic Implications**

4.1 The revised Policy supports all four pillars of the Strategic Plan, by strengthening guidance and assurance on fraud prevention arrangements and the effective use of public funds.

**5. Risk**

Risk	Mitigations
Risk 4. Financial Fraud (AUD)	<ul style="list-style-type: none"> <li>➤ No PO / no Pay policy</li> <li>➤ Scheme of Delegation with regular review</li> <li>➤ Segregation of duties and review of transactions</li> <li>➤ Staff training and sharing of good practice for risks</li> </ul>

**6. Implications**

<b>Financial</b>	<b>YES</b>	Failure to prevent or detect fraud could result in financial loss, recovery costs, or reputational damage.
<b>Legal</b>	<b>YES</b>	The update ensures compliance with the Bribery Act 2010, Economic Crime and Corporate Transparency Act 2023, and Data Protection Act 2018 / UK GDPR
<b>Learning and Teaching</b>	<b>NO</b>	
<b>Equalities</b>	<b>NO</b>	

**Karen Hunter**

Vice Principal Corporate Services

30 January 2026



**Dumfries and  
Galloway College**

One step ahead

# **ANTI-FRAUD AND CORRUPTION POLICY**

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**Responsibility: Vice Principal Corporate Services**

**Issue Date:**

**Equality Impact Assessment:**

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Version: 3



## Table of Contents

Anti Fraud and Corruption Policy .....	2
Revision Log.....	<b>Error! Bookmark not defined.</b>

# Anti-Fraud and Corruption Policy

## 1. Purpose

- 1.1 One of the essential functions of public sector organisations is to ensure the proper use of public funds. This policy sets out the College’s position in the prevention of and response to fraud and corruption.
- 1.2 In developing this policy, the College has taken account of existing external guidance and legislation, including the **Code of Good Governance for Scotland’s Colleges**, the **UK Corporate Governance Code 2018** and **Bribery Act 2010**.
- 1.3 This policy also reflects the requirements of the **Economic Crime and Corporate Transparency Act 2023**, including the College’s responsibility to take reasonable steps to prevent fraud committed by employees, agents, contractors or other associated persons for the benefit of the organisation.
- 1.4 The College will treat any instances of fraud or corruption by its employees, board members, or contractors as serious breaches of discipline and as potentially criminal acts. Bribery of or by any College employee, board member or contractor for either personal or organisational gain will be similarly treated.
- 1.5 The College will co-operate fully with any criminal investigations carried out in response to instances of fraud, corruption, or bribery.

## 2. Scope

The policy applies to all activities undertaken on behalf of the College by members of staff, members of the Board of Management and its subsidiaries.

## 3. References

- *Code of Conduct Policy*
- *Public Interest Disclosure (Whistleblowing) Policy*
- *Disciplinary Procedure (Staff)*
- *Asset Management Procedure*
- *Scottish Public Finance Manual*
- *SFC Financial Memorandum*
- *Economic Crime and Corporate Transparency Act 2023*
- *Bribery Act 2010*
- *Data Protection Act 2018 and UK GDPR*
- *CIPFA Counter Fraud and Corruption Code of Practice*

## 4. Definitions

SFC	Scottish Funding Council
Fraud	Any act or omission intended to deceive or mislead, including false representation, failure to disclose information, or abuse of position, whether for personal gain or for the benefit of the College or another party. This includes, but is not limited to, financial misstatement, procurement fraud, grant or funding fraud, payroll fraud, asset misappropriation, cyber-enabled fraud, and invoice or payment diversion
Corruption	The abuse of entrusted power for private or organisational gain, including bribery, inducements, conflicts of interest, or improper influence

Associated Person	Any employee, agent, contractor, supplier, consultant, or other party who performs services for or on behalf of the College
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## *5. Responsibility*

- 5.1 The Board of Management is responsible for ensuring the effectiveness of internal control of the College, based on information provided by the Executive Management Team.
- 5.2 The Audit Committee is responsible for agreeing this policy and monitoring its implementation and effectiveness.
- 5.3 The Executive Leadership Team is responsible for developing appropriate systems of internal control to reduce the likelihood and impact of fraud or corruption. This includes oversight of fraud risk assessments and assurance that reasonable prevention procedures are in place in line with current economic crime legislation.
- 5.4 Vice Principal Corporate Services is responsible for the implementation of this Policy.
- 5.5 Operational managers are responsible for the application of internal controls to mitigate risks within their specified areas of responsibility.
- 5.6 All staff members are responsible for adhering to the systems of internal control which are relevant to their role.

## *6. Policy*

### 6.1 Key Principles

- 6.1.1 The results of fraud and/or corruption can be costly, time-consuming, disruptive and unpleasant. The College, therefore, sees that the overriding principle to be applied is that of prevention. Where this fails, however, then reporting, investigation and, where necessary, sanctions, will be pursued rigorously and swiftly.

6.1.2 The College adheres to the Bribery Act 2010 and the Economic Crime and Corporate Transparency Act 2023, which together cover offences of bribery, fraud, and organisational responsibility. This includes the duty to take reasonable steps to prevent fraud committed by employees or associated persons acting on behalf of the College. Such offences include:

- The offer, promise, or giving of financial or other advantage to another person in return for the person improperly performing a relevant function or activity.
- Requesting, agreeing to receive, or accepting a financial or other advantage intending that, in consequence a relevant function or activity should be performed improperly.

6.1.3 Preventative measures are identified under five broad headings: -

#### 6.1.3.1 Policies and Procedures

The College shall develop, implement, and maintain such policies and procedures so as to reduce, as far as possible, the risks from fraud or corruption. These will include: -

- Risk Management
- Financial Regulations
- Procurement
- Scottish Public Finance Manual
- Scheme of Delegation
- Financial Memorandum
- Asset Management Procedure
- Data Protection Policy
- ICT Acceptable Use Policy
- Staff Induction Policy

### 6.1.3.2 Systems

The College will maintain in place systems which incorporate internal controls, including adequate segregation of duties to ensure that, as far as possible, fraud and corruption can be prevented. This includes controls to mitigate cyber-enabled fraud, payment diversion, procurement irregularities, and misuse of digital systems, supported by data analytics where proportionate.

### 6.1.3.3 Internal Audit

The College will ensure that it agrees a programme of internal audit assignments to support the systems and procedures already in place and to assist in the reduction of the likelihood of fraud.

### 6.1.3.4 Culture

The College will maintain a culture of openness, honesty and accountability. Staff, contractors, and other associated persons are encouraged to report suspected fraud or corruption without fear of retaliation. Any victimisation of individuals who raise concerns in good faith will be treated as a disciplinary matter. This will be supported by the following policies and procedures:

- *Code of Conduct Policy*
- *Public Interest Disclosure (Whistleblowing) Policy*
- *Disciplinary Procedure (Staff)*

### 6.1.3.5 Staff Recruitment, Induction and Training

The College will continue to ensure that references are taken up for all permanent and temporary staff, and require Disclosure Scotland/ PVG membership. As part of induction, staff will be made aware of all policies and procedures pertinent to their post, including those concerning governance.

6.1.4 The principles to be observed for the reporting and investigation of fraud and corruption are as follows: -

6.1.4.1 Concerns should be reported in accordance with the College’s Public Interest Disclosure (Whistleblowing) Policy. A detailed investigation of any concerns will be undertaken.

6.1.4.2 The College will deal with any instances of fraud or corruption swiftly, taking disciplinary action as necessary and informing the police if appropriate in accordance with the Disciplinary Procedure (Staff).

6.1.4.3 In the event that fraud is suspected on the part of contractors, agency workers or by staff involved in agency or contract work on behalf of other bodies, procedures and responsibilities for reporting and investigation are the same as for staff. The College will also inform and involve employing contractors or agencies when appropriate.

## 7. *Distribution*

All Staff  
Repository

## 8. *Revision Log*

Revision Log		
Date	Section	Description
December 2021	6- Distribution	Quality Manual Changed to repository
February 2023	4 - Responsibilities	Reference to Head of Finance changed to Director of Finance and Planning
January 2026	1-Purpose, 3- References, 4-Definitions,	Economic Crime and Corporate Transparency Act 2023 requirements now incorporated.  Job titles updated

THIS FORM TO BE UPDATED WHENEVER THERE IS A CHANGE IN ANY SYSTEM DOCUMENT				
Document Name	Document Owner	Revision Number	Date of Issue	Date of Withdraw

## Appendix 1

### Equality Impact Assessment

Document:	Anti Fraud and Corruption Policy
Executive Summary:	<p>This procedure applies equally to all staff.</p> <p>This Policy sets out the College's response to any instances of fraud or corruption by its employees and the related legislation.</p>

Duties:

1: Eliminate discrimination, harassment and victimisation

2: Promote equality of opportunity

3: Promote good relations

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

#### PSED Impacts

	Commentary
Age	The procedure is neutral for this characteristic
Disability	The procedure and related supporting forms can be made available in an alternative format for staff with a disability
Gender	The procedure is neutral for this characteristic
Gender Based Violence	The procedure is neutral for this characteristic
Gender identity/ reassignment	The procedure is neutral for this characteristic
Marriage/civil partnership	The procedure is neutral for this characteristic
Pregnancy/maternity	The procedure is neutral for this characteristic
Religion or Belief	The procedure is neutral for this characteristic
Race	The procedure is neutral for this characteristic
Sexual Orientation	The procedure is neutral for this characteristic

## Additional Considerations

Care experienced	The procedure is neutral for this characteristic
Carers	The procedure is neutral for this characteristic
Mental Health	The procedure is neutral for this characteristic
Socio-economic status	The procedure is neutral for this characteristic
Veterans	The procedure is neutral for this characteristic
Human Rights*	The procedure is neutral for this characteristic

Lead Officer:	Vice principal Corporate Services
Facilitator:	
Date initiated:	15.01.26
Consultation:	
Research:	
Signature	
Date	

Board of Management		
<b>Agenda Item</b>	9	
<b>Paper Number</b>	BOM0326-9.1	
<b>Date of Meeting</b>	02 March 2026	
<b>Location</b>	Dumfries Campus	
<b>Title of Paper</b>	Chair's Report	
<b>Presented by</b>	Caroline Stuart	
<b>Recommendation</b>	<b>Discussion</b>	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> 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 are asked to **note** and **discuss** any points arising from the 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 8 December 2025. This report covers activity during the period December to February 2026. The Board are invited to note the contents and discuss any matters arising.

## 2. Engagements December to February 2026

- Glasgow Clyde College – Sue Irvine – Board recruitment
- Performance reviews mid-year
- Gillian Brydson
- CCLG
- COSS
- Colleges Scotland Budget meeting
- Colleges Scotland Chairs and Principles meeting
- Colleges Scotland Hustings at Edinburgh College
- David Watt Fife College

## 3. Board Member Terms of Office (Appendix 1)

3.1 Sharon Hodgson's 1<sup>st</sup> term of office will cease on 27 April. However, it is with pleasure to report that Sharon has agreed to stay on the Board for a second 4-year term. This has been approved by the Board Development Committee and Scottish Government.

3.2 Our Support Staff Member, Kate Glendye, and Teaching Staff Member, Susan McLellan, terms of office will cease on 24<sup>th</sup> August, therefore the recruitment process for staff members will be conducted before the June Board to ensure members can take up positions on the Board for the new academic year. The process is attached at Appendix 2.

3.3 In respect of the Support Staff Trade Union Member, the Principal has had active communication with Unison around Board membership but to date they are unable to move on nominations.

3.4 Board Equality and Diversity Champion - We are seeking an EDI Champion for the Board, I am delighted to confirm that Sarah Holland has agreed to be the Board EDI Champion due to her experience within Human Resources.

3.5 Gillian Brydson has resigned from the Board and today is her last meeting of the College. I would like to thank Gillian on behalf of us all for her support, encouragement, sound counsel and wise advice over the years and wish her well.

#### 4. Risk

Risk	Mitigations
	➤ None attached to the paper

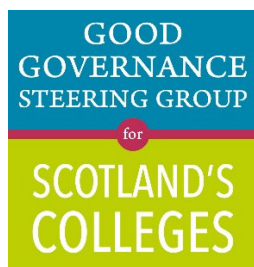
#### 5. Implications

Financial	NO	
Legal	NO	
Learning and Teaching	NO	
Equalities	NO	

**Caroline Stuart**

Chair of the Board of Management

10 February 2026



## GOOD PRACTICE GUIDE FOR ELECTION OF STAFF MEMBERS TO BOARDS

Approved June 2022

### Appointment of Teaching (Academic) and Non-Teaching (Support) Staff Members to the Board of Management of ..... College

#### Election Rules

- 1 In accordance with Schedule 2 to the Further and Higher Education (Scotland) Act 1992 ("Schedule 2), the Board must include two members of staff. One shall be appointed by being elected by the teaching ("academic") staff of the college from amongst their own number and the other shall be appointed by the non-teaching ("support") staff of the college from amongst their own number.
- 2 Paragraph 3B(1) of Schedule 2 provides that such elections must be held in accordance with rules made by the Board.
- 3 Before making, varying or replacing these Election Rules, the Board must, as required under 3B of Schedule 2, consult the representatives of any trade union which the Board recognises as being, or which otherwise appears to the Board to be, representative of the academic/support staff of the College.
- 4 Having consulted relevant representatives as required under paragraphs 3(B)(2) and (3) of Schedule 2, these election rules have been made by the Board under paragraph 3(B)(1) of Schedule 2. These rules were made by the Board on ..... [Date] and come into effect on ..... [Date].
- 5 For the purposes of these election rules, staff groups are defined as follows:
  - **Teaching Staff/Academic Staff** – all staff (including Managers) who are on the academic staff payroll.
  - **Non-Teaching Staff/Support Staff**– all staff (including Managers) who are on the support staff payroll.
- 6 Appointments shall proceed as follows:
  - (a) The appointment shall be made by election administered by the Returning Officer (the Returning Officer shall normally be the Governance Professional. Where the Governance Professional is unavailable, the Board must appoint another staff member to act as Returning Officer).
  - (b) The Returning Officer shall communicate to staff any vacancies that arise and request nominations for membership from the Academic or Support Staff as relevant.
  - (c) Such nominations must be received by the Returning Officer by the date specified in the communication, being not less than fourteen days from the date of the communication.

- (d) Each nomination must be signed by the nominee.. .
- (e) If more than one nomination is received, the Returning Officer shall thereafter arrange for an election to be conducted using an appropriate electronic system and shall notify each member of the academic or support staff of the college as appropriate of the names of the nominees and the process to be followed.
- (f) The election shall be completed by the date and time specified in the notice issued by the Returning Officer being not less than seven days from the date of the issue of the notice of the election. Only academic members of staff may vote for the academic member and only support staff may vote for the support staff member. All staff members who are eligible to vote shall each be entitled to one vote.

7 The following rules shall be followed as regards counting votes:

- (a) The Returning Officer shall offer each nominee the opportunity to be present or represented at the counting of votes.
- (b) The counting of votes shall take place within 24 hours of the time set for the close of the election and shall be done by the Returning Officer in the presence of such nominees or their representatives as have chosen to attend.
- (c) The nominee receiving the most votes shall be declared elected.
- (d) In the event of a tie the election shall be decided by the drawing of cards or lots amongst the nominees with the most number of votes.
- (e) In the event of elections for academic and support staff members being held concurrently, the counting of votes shall be done as a separate and consecutive process for each election.
- (f) The Returning Officer may use such staff of the College as may be necessary to assist in the counting of votes.
- (g) The names of the persons elected shall be reported to the next meeting of the Board after the election, and announced to all staff.

The 'counting of votes' may be a physical count of ballot papers where a paper system has been used, or the opening of an electronic report where an electronic voting system has been used.

8 The following rules shall apply in the event of a vacancy arising in respect of the appointment for a staff member:

- (a) In the event of an election requiring to be held because of the expiry of the term of office of the respective members of the Board the procedures set out above shall be completed no later than four weeks prior to the date of expiry.
- (b) In the event of an election requiring to be held because of a resignation or death of the respective members of the Board the procedures set out shall be completed no later than eight weeks after the vacancy occurs. The eight weeks excludes College vacation periods to ensure that all staff have the opportunity to participate.

**Appointment of Teaching (Academic) and Non-Teaching (Support) Staff Members to the Board of Management of ..Dumfries and Galloway College**

**Sample Nomination Form**

I wish to nominate myself

Name: .....

Department: .....

For election as the **[academic/support]** staff member of the Board of Management. I agree to stand for election, and I have provided a supporting statement overleaf.

**Notes**

- All nominees must be eligible to stand for election as the **[academic/support]** staff member on the Board of Governors.
- Return Form to: **[insert name and address]** by **[insert date and time]**. Late returns shall not be accepted.

**Nominee's Supporting Statement  
(Maximum 150 Words)**

I wish to stand for election as the **[academic/support]** staff member of the Board of Governors.

Name: .....

Signed: .....

Department: .....

Date: .....

<b>Board of Management</b>		
<b>Agenda Item</b>	13	
<b>Paper Number</b>	BOM0326-13.1	
<b>Date of Meeting</b>	02 March 2026	
<b>Location</b>	Dumfries Campus	
<b>Title of Paper</b>	Business Continuity Plan	
<b>Presented by</b>	K. Hunter	
<b>Recommendation</b>	<b>Discussion</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	No sensitive or personal information is included in the report	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
<b>Date added</b>	<b>Added by (name and role)</b>	<b>Comment/detail</b>

**Read Time:** 4 minutes

## 1. Recommendation

- 1.1. The Board of Management are asked to note the plans in place to consider the impact on business continuity arising from the installation of a new electrical substation, and to provide assurance on contingency arrangements in place.

## 2. Executive Summary

- 2.1 The purpose of this report is to provide an overview of the risk relating to the installation of a new electrical substation as part of the capital project to upgrade the Dumfries campus heating system to a low carbon heating system. The College will rely on a temporary generator to maintain power supply during the installation, and a number of mitigations have been considered to ensure business continuity.

## 3. Context

- 3.1 The College is progressing a major capital project to increase mains power capacity through the installation of a new electrical substation which will deliver longer term benefits in capacity, resilience, and compliance. A temporary generator will be installed to maintain electrical supply to the building during the transition period which has potential impact on essential digital and facilities systems.
- 3.2 While the project delivers clear strategic benefits, the interim arrangements introduce a short-term but material risk that requires active oversight within the College Business Continuity Plan.
- 3.3 The work is planned to take place between 14<sup>th</sup> and 22<sup>nd</sup> February, which coincides with student holidays, and three days of teaching staff holidays.
- 3.4 A project-specific Business Continuity team are overseeing a plan for the period where there will be reliance on a temporary generator. Critical services and systems have been identified. Key actions taken are as follows:
- **Risk Assessment** reviewed and consideration of controls and mitigations in place
  - **Contractor Risk Assessments** reviewed as part of the planning
  - **Review of Operational Controls** – identification of critical fire, security, and digital services, and defined shutdown, backup, and recovery arrangements
  - **Generator provision** with sufficient capacity for business operations, protocols for support, and pre-testing of back-up generators
  - **Planning and Timing of work** scheduled to minimise operational impact, with coordination of key staff teams and contractors
  - **Health and Safety** assessment completed, and any gaps identified/ actioned
  - **Communication Plan** in place which includes students, staff, and key stakeholders
- 3.5 Overall, the risks are considered to be manageable, and appropriate mitigations and controls have been put in place to reduce the residual risks to within a tolerated level. However, there is a recognition that there is an increased/ short term exposure due to reliance on a temporary power solution and ongoing assurance will be provided by:
- Active risk management throughout the period
  - Testing and verifying contingency arrangements
  - Escalation of issues and reporting to Executive Team as required

#### 4. Strategic Implications

- 4.1 This paper underpins all of the pillars of Mission 2030, to ensure the College continues to operate and deliver its strategic objectives.

#### 5. Risk

Risk	Mitigations
Risk 5. Business Continuity Incident – Fire, Systems, Emergency Procedures, Health (BoM)	Capital projects: <ul style="list-style-type: none"> <li>➤ Identification of critical teaching, assessment and support activities</li> <li>➤ Contingency arrangements including temporary accommodation, Digital Services systems, and teaching delivery</li> <li>➤ Clear communication to staff, students and stakeholders</li> <li>➤ Close working with contractors to identify key work and potential issues</li> </ul>

#### 6. Implications

Financial	YES	Potential additional costs for disruption to systems, unplanned contractor costs and increased staff costs
Legal	NO	
Learning and Teaching	YES	Sustained power outage could result in disruption to teaching and loss of income
Equalities	NO	

**Karen Hunter**

Vice Principal Corporate Services

27 January 2026

<b>Board of Management</b>		
<b>Agenda Item</b>	15	
<b>Paper Number</b>	BOM0326-15.1	
<b>Date of Meeting</b>	02 March 2026	
<b>Location</b>	<b>Dumfries Campus</b>	
<b>Title of Paper</b>	Student Satisfaction and Engagement Survey (SFC)	
<b>Presented by</b>	Phil Storrier	
<b>Recommendation</b>	<b>Noting</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	There is no information contained in this report that could not be in the public domain	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	Can be disclosed upon request	
<b>Further comments/updates after initial submission</b>		
<b>Date added</b>	<b>Added by (name and role)</b>	<b>Comment/detail</b>

**Read Time: 7 minutes**

**1. Recommendation**

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

**2. Executive Summary**

- 2.1. This report provides comparisons between Dumfries and Galloway College and the Sector data release in relation to the Student Satisfaction and Engagement Survey (SSES) 2024/25
- 2.2. DGC overall response rate (62.0%) increased by 5.6% in comparison to 2023-24 (56.4%)
- 2.3. DGC response rates were above the sector for FE full-time (+17.6%), FE part-time (+27.2%) and HE full-time (+22.3%)
- 2.4. DGC response rate for HE part-time (20.8%) was below the sector average (-9.8%)
- 2.5. Full time DGC FE students' overall satisfaction has been consistently above the sector since 2022/23
- 2.6. Full time DGC HE students' overall satisfaction has been consistently above the sector since 2021/22

**3. Context**

- 3.1. Please refer to the attached report.

**4. Strategic Implications**

This paper links to Strategic Priority 3 Future Education – Our Learning.

**5. Risk**

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

**6. Implications**

<b>Financial</b>	Yes	Failure to gather College Leaver Destination statistics in line with Scottish Funding Council requirements potentially affects future funding allocations
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<b>Legal</b>	No	
<b>Learning and Teaching</b>	Yes	The SSES results should be used to improve on the student experience. Failure to do so may result in students withdrawing from their current programme of study. This will impact on our college KPIs
<b>Equalities</b>	No	

**Phil Storrier**

VP Curriculum & Student Experience

21 January 2026



**Dumfries and  
Galloway College**

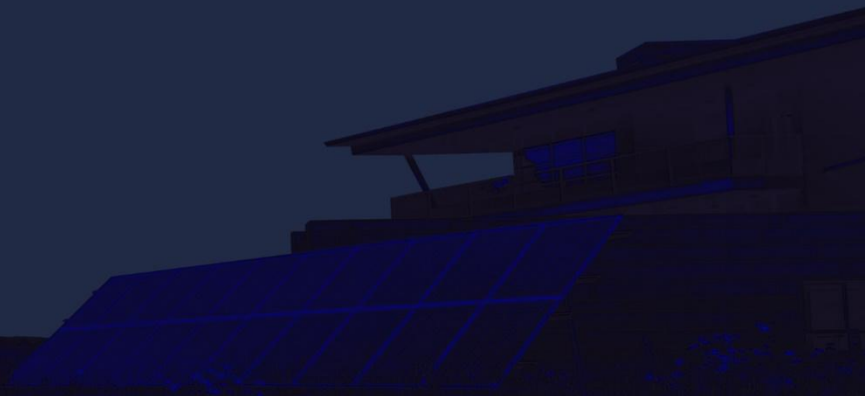
One step ahead

# **STUDENT SATISFACTION AND ENGAGEMENT SURVEY 24/25 DGC/SECTOR COMPARISON**

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Performance Team

December 2025



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# Student Satisfaction and Engagement Survey 24/25 – DGC/Sector Comparison

## ***1. Introduction***

Following the publication of the Scottish Funding Council’s (SFC) College Student Satisfaction and Engagement Survey (SSES) Report 2024–25 on the 14<sup>th</sup> October 2025, this report provides comparisons between Dumfries and Galloway College and the Sector data.

## 2. *Overview and Key Observations*

- The survey was open for 6 working weeks from 3 March to 25 April 2025 and was hosted in a Wufoo Survey
- DGC response rate (62.0%) increased by 5.6% in comparison to 2023-24 (56.4%)
- DGC response rates were above the sector for **FE full-time**, **FE part-time** and **HE full-time**
- DGC response rate for **HE part-time** (20.8%) was below the sector average (-9.8%)
- DGC are within the top 5 colleges within Scotland for overall student satisfaction (97.4%)
- **Full time** DGC **FE** students overall satisfaction has been consistently above the sector since 2022/23
- **Full time** DGC **HE** students overall satisfaction has been consistently above the sector since 2021/22

### Response rates

- DGC achieved 77.2% in comparison to Scotland's Colleges 59.6% with regards to **FE full-time** response rate (+17.6%)
- DGC achieved 76.5% in comparison to Scotland's Colleges 54.2% with regards to **HE full-time** response rate (+22.3%)
- The highest response rate in comparison to the sector was DGC **FE part-time**, where we are 27.2% higher than the sector

### Satisfaction rates

- 9 out of 10 **full time** DGC students (97.4%) were satisfied with their overall college experience. This is 3.0% above the sector (94.4%)
- 98.7% of full-time DGC FE students were satisfied with their overall college experience. This is 3.5% above the Sector
- 97.5% of full-time DGC HE students were satisfied with their overall college experience respectively. This is 4.5% above the sector (93.0%)

- DGC part time HE students recorded the highest overall satisfaction rate at 100%
- The sector report confirms **part-time** FE and HE satisfaction levels increased in 2024-25 (FE +0.8% and HE +3.1%). This differs slightly to DGC data which confirms a decrease at FE (-10.3%) and HE remained the same (100%)
- The sector report confirms FE and HE **full time** satisfaction levels increased in 2024-25, +0.8% and +3.1% respectively. DGC also notes increased satisfaction levels at both FE (+1.6%) and HE (+2.3%)
- DGC data confirms satisfaction rates for both full-time and part-time FE students were higher than the sector with the exception of the following statement:
  - The College’s Student’s Association influences change for the better (full-time: -14.8%, part-time: -11.0%)
- DGC data confirms satisfaction rates for both full-time and part-time HE students were higher than the sector with the exception of the following statements:
  - Staff regularly discuss my progress with me (part-time: -6.2%)
  - The way I am taught helps me learn (part-time: -27.6%)
  - The College’s Student’s Association influences change for the better (full-time: -20.1%, part-time: -27.2%)
- DGC data confirms that the satisfaction level for part-time HE students for 9 out of the 13 statements was 100%, in comparison to 1 statement at full-time HE.

### **3. Definitions and Links**

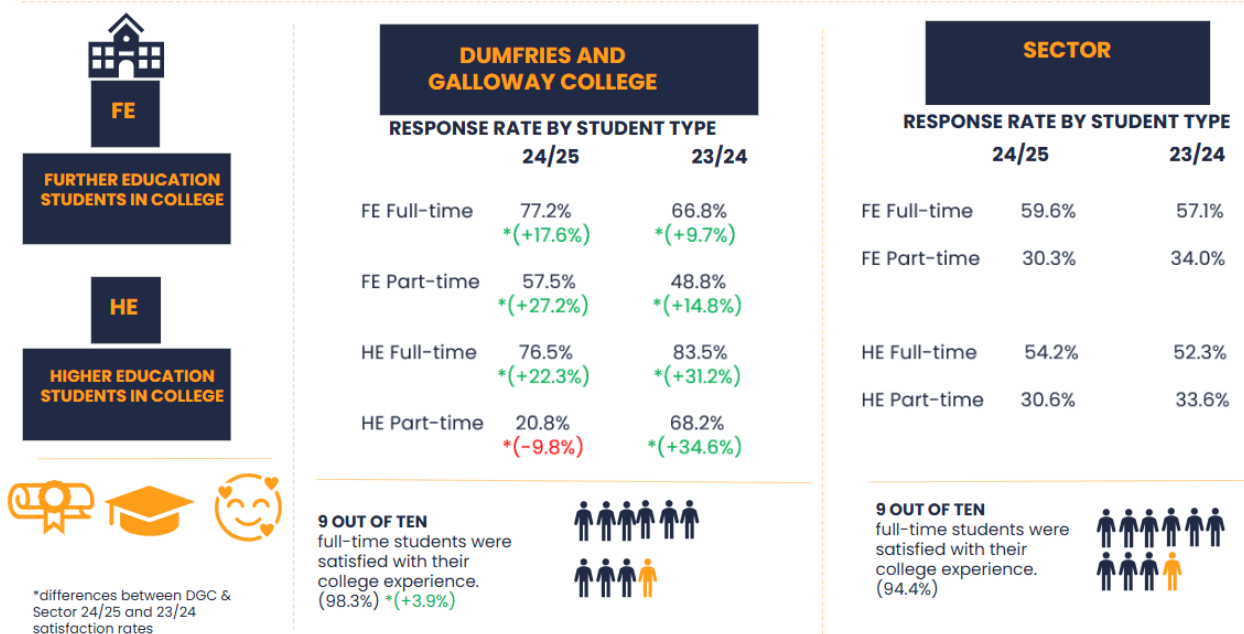
The following are used throughout the report:

SSES	Student Satisfaction and Engagement Survey
SFC	Scottish Funding Council
DGC	Dumfries and Galloway College
FE	Further Education
HE	Higher Education
PI	Performance Indicator

## 4. Response Rates

### 4.1 Response rates for FE/HE, Full-time/Part-time

#### Student Satisfaction and Engagement Survey 2024/25 – DGC/Sector Comparison



### 4.2 Response rates for FE/HE, Distance Learning

Although the Sector report does not include statistics for Distance/Flexible Learning we note the following:

DGC data confirms 549 Distance/Flexible students were surveyed (HE and FE), with the following response rates:

- FE and HE 42.4% responded, an increase of 8.41% from the previous year (506, 34%)
- FE 32.7% responded (+3.6% from the previous year)

- HE 53.7% responded (+14.3% from the previous year)

## 5. Satisfaction

### 5.1 Overall Satisfaction Rate and Summary (DGC/SECTOR)

#### Student Satisfaction and Engagement Survey 2024/25 – DGC/Sector Comparison

	DUMFRIES AND GALLOWAY COLLEGE	SECTOR			
		24/25 Overall	23/24 Overall		
<p><b>'OVERALL, I'M SATISFIED WITH MY COLLEGE EXPERIENCE'</b></p> <p><b>FE</b></p> <p><b>FURTHER EDUCATION STUDENTS IN COLLEGE</b></p> <p><b>HE</b></p> <p><b>HIGHER EDUCATION STUDENTS IN COLLEGE</b></p> <p><small>*difference between DGC &amp; Sector 24/25 overall satisfaction rate</small></p>	<p><b>FULL-TIME</b></p> <p>Strongly Agree 62.8%</p> <p>Agree 35.9%</p> <p>Disagree 1.2%</p> <p>Strongly Disagree 0.2%</p>	<p><b>24/25 Overall</b></p> <p>98.7%</p> <p><b>*(+3.5%)</b></p>	<p><b>23/24 Overall</b></p> <p>97.1%</p>	<p><b>24/25 Overall</b></p> <p>95.2%</p>	<p><b>23/24 Overall</b></p> <p>94.4%</p>
	<p><b>PART-TIME</b></p> <p>Strongly Agree 76.5%</p> <p>Agree 22.1%</p> <p>Disagree 1.0%</p> <p>Strongly Disagree 0.3%</p>	<p><b>24/25 Overall</b></p> <p>98.6%</p> <p><b>*(+1.9%)</b></p>	<p><b>23/24 Overall</b></p> <p>96.2%</p>	<p><b>24/25 Overall</b></p> <p>96.7%</p>	<p><b>23/24 Overall</b></p> <p>95.9%</p>
	<p><b>DISTANCE/FLEXIBLE</b></p> <p>Strongly Agree 56.3%</p> <p>Agree 31.3%</p> <p>Disagree 8.3%</p> <p>Strongly Disagree 4.2%</p>	<p><b>24/25 Overall</b></p> <p>87.6%</p> <p><b>*(-5.2%)</b></p>	<p><b>23/24 Overall</b></p> <p>94.8%</p>	<p><b>24/25 Overall</b></p> <p>92.8%</p>	<p><b>23/24 Overall</b></p> <p>94.6%</p>
	<p><b>FULL-TIME</b></p> <p>Strongly Agree 62.3%</p> <p>Agree 35.2%</p> <p>Disagree 2.5%</p> <p>Strongly Disagree 0.0%</p>	<p><b>24/25 Overall</b></p> <p>97.5%</p> <p><b>*(+4.5%)</b></p>	<p><b>23/24 Overall</b></p> <p>95.2%</p>	<p><b>24/25 Overall</b></p> <p>93.0%</p>	<p><b>23/24 Overall</b></p> <p>88.2%</p>
	<p><b>PART-TIME</b></p> <p>Strongly Agree 20.0%</p> <p>Agree 80.0%</p> <p>Disagree 0.0%</p> <p>Strongly Disagree 0.0%</p>	<p><b>24/25 Overall</b></p> <p>100%*</p> <p><b>*(+7.7%)</b></p>	<p><b>23/24 Overall</b></p> <p>100%</p>	<p><b>24/25 Overall</b></p> <p>92.3%</p>	<p><b>23/24 Overall</b></p> <p>89.1%</p>
	<p><b>DISTANCE/FLEXIBLE</b></p> <p>Strongly Agree 73.0%</p> <p>Agree 23.4%</p> <p>Disagree 0.0%</p> <p>Strongly Disagree 0.0%</p>	<p><b>24/25 Overall</b></p> <p>96.4%</p> <p><b>*(+1.7%)</b></p>	<p><b>23/24 Overall</b></p> <p>97.9%</p>	<p><b>24/25 Overall</b></p> <p>94.7%</p>	<p><b>23/24 Overall</b></p> <p>92.8%</p>

## 6. Full-Time Further Education Students

The sector report confirms that **response rates** remain variable at a college level ranging from 39.0% to 100%. At a sector level, the response rate was 59.6% (20,976 students), an increase of 2.4 percentage points (pp) from 2023-24.

The DGC response rate for FE full-time students was 77.2%, an increase of 10.5% in comparison to 2023-24.

## **Full-time FE students' satisfaction with their overall experience 2024-25: DGC/Sector**

	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
Survey Statement	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Satisfied	Satisfied
1. Overall, I am satisfied with my college experience.	324 62.8%	8,870 42.3%	185 35.9%	11,097 52.9%	6 1.2%	817 3.9%	1 0.2%	192 0.9%	<b>509</b> <b>98.7%</b>	<b>19,967</b> <b>95.2%</b>

The sector report confirms that **overall satisfaction** result in 2024-25 is the highest seen in recent years, with 95.2% of full-time FE students satisfied with their college experience, an improvement of 0.8 pp from the 2023-24 years figure.

DGC data confirms an increase (+1.6%) in overall satisfaction rate in comparison to 2023-24, whilst remaining above the sector level at 98.7% (+3.5%).

## **Full-time FE students satisfaction trend: DGC/Sector**

	DGC	SECTOR
Academic year	Proportion Satisfied	Proportion Satisfied
2020-21*	89.4%	88.6%
2021-22	91.0%	92.7%
2022-23	96.9%	94.6%
2023-24	97.1%	94.4%
2024-25	98.7%	95.2%

\*As a result of the COVID pandemic and a national lockdown starting in the March 2020, the SSES did not take place in the academic year 2019-20. In the 2020-21 academic year teaching was severely impacted by COVID-19 restrictions.

The survey includes 13 statements for each student group. The table below shows the results to each statement for full-time FE students. Sector data notes that Students were most satisfied about staff encouraging them to take responsibility for their learning (97.2%) and least satisfied with their suggestions being taken seriously (87.1%).

DGC data notes that full-time FE students were most satisfied about staff encouraging them to take responsibility for their learning (99.5%) and least

satisfied with the college Students' Association influencing change for the better (78.3%). For Statement 13 the sector report noted an overall satisfaction rate of 93.1%, whereas DGC notes a significantly lower satisfaction rate of 78.3% (-14.8%).

**Summary of student satisfaction results for full-time FE Students at colleges 24-25:**

**DGC/ Sector**

Survey Statement	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Total Statement Response	Total Statement Response	Total Strongly agree and agree	Total Strongly agree and agree	Proportion Satisfied	Proportion Satisfied
1. Overall, I am satisfied with my college experience.	324	8,870	185	11,097	6	817	1	192	516	20,976	509	19,967	98.7%	95.2%
2. Staff regularly discuss my progress with me.	324	7,784	175	11,038	16	1,812	1	253	516	20,887	499	18,822	96.7%	90.1%
3. Staff encourage students to take responsibility for their learning.	395	10,572	118	9,799	2	448	1	141	516	20,960	513	20,371	99.5%	87.2%
4. I am able to influence learning on my course.	329	7,022	175	12,115	11	1,354	1	217	516	20,708	504	19,137	97.7%	92.4%
5. I receive useful feedback which informs my future learning.	356	8,653	151	10,743	8	1,237	1	242	516	20,875	507	19,396	98.3%	92.9%
6. The way I'm taught helps me learn.	334	7,941	163	10,996	17	1,573	2	338	516	20,848	497	18,937	96.3%	90.8%
7. My time at college has helped me develop knowledge and skills for the workplace.	378	9,439	129	10,229	7	961	2	244	516	20,873	507	19,668	98.3%	94.2%
8. I believe student suggestions are taken seriously.	327	6,589	172	11,417	14	2,182	3	487	516	20,675	499	18,006	96.7%	87.1%
9. I believe all students at the college are treated equally and fairly by staff.	386	8,756	111	9,867	15	1,705	4	533	516	20,861	497	18,623	96.3%	89.3%
10. Any change in my course or teaching has been communicated well.	369	7,859	129	10,758	7	1,899	2	503	516	20,819	498	18,417	96.5%	88.5%
11. The online learning materials for my course have helped me learn.	338	7,472	136	11,160	32	1,645	10	487	516	20,764	474	18,632	92.2%	89.7%
12. I feel that I am part of the college community.	341	7,014	154	11,330	15	1,808	6	527	516	20,679	495	18,344	95.9%	88.7%
13. The college Students' Association influences change for the better.	310	4,483	94	9,153	3	752	2	260	516	14,648	404	13,636	78.3%	93.1%

**7. Full-Time Higher Education Students**

The sector report confirms that **response rates** for full-time HE students are 54.2% (11,164 students) in 2024-25, with rates at a college level ranging from 15.9% to 76.9%. This represents an increase of 1.9 pp from 2023-24.

The DGC response rate for full-time HE students notes a decrease (-7.0%) in comparison to 2023-24, marginally below the sector level at 76.5% (-0.4%).

DGC data confirms an increase (+2.0%) in overall satisfaction rate in comparison to 2023-24, whilst remaining above the sector level at 97.5% (+4.5%).

The sector report confirms that **overall satisfaction** result in 2024-25 is the highest seen in recent years, with an improvement of 4.8 pp from the 2023-24 years figure, with nine out of 10 full-time HE students satisfied with their college experience (93.0%).

DGC data notes that full-time HE students were most satisfied about staff encouraging them to take responsibility for their learning (100%) and least satisfied with the college Students' Association influencing change for the better (68.8%). For Statement 13 the sector report noted an overall satisfaction rate of 89.0%, whereas DGC notes a significantly lower satisfaction rate of 68.9% (-20.1%).

### **Full-time HE students' satisfaction with their overall experience 2024-25: DGC/Sector**

	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
Survey Statement	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Satisfied	Satisfied
1. Overall, I am satisfied with my college experience.	124 62.3%	4,396 39.4%	70 35.2%	5,981 53.6%	5 2.5%	642 5.8%	0 0.0%	145 1.3%	194 97.5%	10,377 93.0%

### **Full-time HE students satisfaction trend**

	DGC	SECTOR
Academic year	Proportion Satisfied	Proportion Satisfied
2020-21*	88.0%	80.3%
2021-22	88.4%	85.7%
2022-23	94.1%	89.1%
2023-24	95.2%	88.2%
2024-25	97.5%	93.0%

\*As a result of the COVID pandemic and a national lockdown starting in the March 2020, the SSES did not take place in the academic year 2019-20. In the 2020-21 academic year teaching was severely impacted by COVID-19 restrictions.

The table below shows the results to each statement for full-time HE students. Sector data notes that Students were most satisfied about staff encouraging them to take responsibility for their learning (96.9%) and least satisfied with their suggestions being taken seriously (81.8%).

DGC data notes that full-time HE students were most satisfied about staff encouraging them to take responsibility for their learning (100%) and least satisfied with the college Students' Association influencing change for the better (68.9%).

Summary of student satisfaction results for full-time HE students at colleges 24-25:  
DGC/Sector

Survey Statement	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Total Statement Response	Total Statement Response	Total Strongly agree and agree	Total Strongly agree and agree	Proportion Satisfied	Proportion Satisfied
1. Overall, I am satisfied with my college experience.	124	4,396	70	5,981	5	642	0	145	199	11,164	194	10,377	97.5%	93.0%
2. Staff regularly discuss my progress with me.	125	3,877	59	5,616	14	1,424	1	218	199	11,135	184	9,493	92.4%	85.3%
3. Staff encourage students to take responsibility for their learning.	152	6,157	47	4,690	0	253	0	90	199	11,190	199	10,847	100.0%	96.9%
4. I am able to influence learning on my course.	118	3,413	67	6,122	14	1,226	0	212	199	10,973	185	9,535	93.0%	86.9%
5. I receive useful feedback which informs my future learning.	134	4,444	57	5,509	7	963	1	205	199	11,121	191	9,953	95.9%	89.5%
6. The way I'm taught helps me learn.	115	3,795	69	5,752	15	1,298	0	257	199	11,102	184	9,547	92.5%	86.0%
7. My time at college has helped me develop knowledge and skills for the workplace.	136	4,933	55	5,274	7	715	1	168	199	11,090	191	10,207	95.9%	92.0%
8. I believe student suggestions are taken seriously.	135	3,250	51	5,637	10	1,570	3	408	199	10,865	186	8,887	93.4%	81.8%
9. I believe all students at the college are treated equally and fairly by staff.	153	4,943	36	4,880	8	941	2	311	199	11,075	189	9,823	95.0%	88.7%
10. Any change in my course or teaching has been communicated well.	136	3,926	52	5,347	8	1,379	2	434	199	11,086	188	9,273	94.4%	83.6%
11. The online learning materials for my course have helped me learn.	143	4,565	48	5,492	8	829	0	222	199	11,108	191	10,057	96.0%	90.5%
12. I feel that I am part of the college community.	135	3,424	49	5,647	14	1,476	1	375	199	10,922	184	9,071	92.4%	83.1%
13. The college Students' Association influences change for the better.	103	1,937	34	3,739	1	512	1	186	199	6,374	137	5,676	68.9%	89.0%

The sector report confirms that the results for the full-time HE students across nearly all statements, including overall satisfaction, were less positive than for the full-time FE students.

For the DGC the results are comparative to the sector. The results for the full-time HE students across 11 of the thirteen statements, including overall satisfaction are less positive than for the full-time FE students.

For Statement 13 the sector reports notes an overall satisfaction rate of 89.0%, whereas DGC notes a significantly lower satisfaction rate of 68.9% (-20.1%).

## 8. Comparison of Full-Time and Part-Time Satisfaction Rates

Student satisfaction comparisons for full-time and part-time FE and HE students:  
DGC/Sector

Survey Statement	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
	FE	FE	FE	FE	HE	HE	HE	HE
	Full-time	Full-time	Part-time	Part-time	Full-time	Full-time	Part-time	Part-time
1. Overall, I am satisfied with my college experience.	98.7%	95.2%	98.6%	96.7%	97.5%	93.0%	100%	92.3%
2. Staff regularly discuss my progress with me.	96.7%	90.1%	98.7%	92.3%	92.4%	85.3%	80.0%	86.2%
3. Staff encourage students to take responsibility for their learning.	99.5%	97.2%	99.6%	97.6%	100.0%	96.9%	100%	97.3%
4. I am able to influence learning on my course.	97.7%	92.4%	98.6%	94.4%	93.0%	86.9%	100%	87.1%
5. I receive useful feedback which informs my future learning.	98.3%	92.9%	97.9%	94.4%	95.9%	89.5%	100%	89.3%
6. The way I'm taught helps me learn.	96.3%	90.8%	97.6%	93.9%	92.5%	86.0%	60.0%	87.6%
7. My time at college has helped me develop knowledge and skills for the workplace.	98.3%	94.2%	97.3%	94.0%	95.9%	92.0%	100%	89.8%
8. I believe student suggestions are taken seriously.	96.7%	87.1%	99.0%	92.1%	93.4%	81.8%	100%	86.4%
9. I believe all students at the college are treated equally and fairly by staff.	96.3%	89.3%	99.0%	94.4%	95.0%	88.7%	100%	94.6%
10. Any change in my course or teaching has been communicated well.	96.5%	88.5%	97.6%	93.0%	94.4%	83.6%	100%	87.4%
11. The online learning materials for my course have helped me learn.	92.2%	89.7%	97.3%	90.3%	96.0%	90.5%	100%	91.8%
12. I feel that I am part of the college community.	95.9%	88.7%	95.2%	88.1%	92.4%	83.1%	80.0%	79.8%
13. The college Students' Association influences change for the better.	78.3%	93.1%	83.4%	94.4%	68.9%	89.0%	60.0%	87.2%

The sector report confirms that the satisfaction rates for FE and HE part-time students were higher than for full-time students for all survey statements, with the exception of the following statements for which satisfaction rates were higher among full-time HE students:

- *Overall, I am satisfied with my college experience*
- *My time at college has helped me develop knowledge and skills for the workplace*
- *The college Students' Association influences change for the better*

DGC data differs from the sector. Satisfaction rates for FE part-time students were higher than for full-time students for ten of the thirteen statements. Satisfaction rates for HE part-time students were higher than for full-time HE students for eight of the thirteen statement.

The sector report confirms that the highest level of satisfaction for full-time and part-time FE and HE students is given for the following statement:

- *staff encourage students to take responsibility for their own learning*

This was in line with responses to previous surveys. DGC data mirrors the sector satisfaction rates.

The sector report confirms that when looking at satisfaction rates across level all modes of study, students are generally less satisfied when asked if they feel '*part of the college community*'. This data does not reflect the satisfaction rate for DGC students. In comparison, DGC students are generally less satisfied when asked if '*The College's Student's Association influences change for the better*'.

The sector report confirms that **response rates** for part-time students were lower than for full-time students at both FE and HE levels. This is the same for DGC response rates.

The sector:

FE part-time 30.35% compared to 59.6% for FE full-time

HE part-time 30.6% compared to 54.2% for HE full-time

DGC:

FE part-time 57.5% compared to 77.2% for FE full-time

HE part-time 20.8% compared to 76.5% for HE full-time

The sector notes that over nine out of 10 full-time and part-time student respondents were satisfied with their college experience, 94.4% and 96.1% respectively. DGC notes comparative high satisfaction rates, 98.3% and 98.7% respectively.

## **9. Comparison of Distance Learning Satisfaction Rates**

Although the Sector report does not include analysis for Distance/Flexible Learning we note the following\*:

- The overall satisfaction rate for FE distance/flexible learners is 87.6% (-7.2% from 23/24)
- The overall satisfaction rate for HE distance/flexible learners 96.4% (-1.5% from 23/24)
- DGC is higher than the Sector for 10 of the 13 statements for HE Distance/Flexible learning students.
- DGC is higher than the Sector of 3 of the 13 statements for HE Distance/Flexible Learning students

\*Data generated via the SSES PI Tool Master 2024-25

## **10. SSES Milestones**

- Survey of current students by colleges March – April 2025
- Colleges return summary survey results to SFC by 6<sup>th</sup> June 2025
- SSES publication 14<sup>th</sup> October 2025 – Summary Report

The Performance Team, December 2025

## Appendix 1 – DGC/Sector Comparison Percentage Data

The variance figures in the tables below note the variances from Session 24–25 to Session 23–24 for DGC and the Sector, and not the variance between DGC and The Sector.

FE Session Comparison per Statement - Overall satisfaction Rates																	
Statement	DGC									THE SECTOR							
	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24	VARIANCE	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24
Overall, I am satisfied with my college experience	98.7%	97.1%	1.6%	98.6%	96.2%	2.4%	87.6%	94.8%	-7.2%	95.2%	94.4%	0.8%	96.7%	95.9%	0.8%	N/A	94.6%
Staff regularly discuss my progress with me	96.7%	94.7%	2.0%	98.7%	92.5%	6.2%	88.6%	97.4%	-8.8%	90.1%	89.5%	0.6%	92.3%	91.3%	1.0%	N/A	88.5%
Staff encourage students to take responsibility for their learning	99.5%	98.6%	0.9%	99.6%	96.7%	2.9%	95.8%	100%	-4.2%	97.2%	96.6%	0.6%	97.6%	97.1%	0.5%	N/A	96.6%
I am able to influence learning on my course	97.7%	95.8%	1.9%	98.6%	96.2%	2.4%	90.6%	94.7%	-4.1%	92.4%	91.7%	0.7%	94.4%	93.7%	0.7%	N/A	88.6%
I receive useful feedback which informs my future learning	98.3%	93.8%	4.5%	87.9%	97.2%	-9.3%	90.6%	97.4%	-6.8%	92.9%	92.2%	0.7%	94.4%	93.6%	0.8%	N/A	93.0%
The way I am taught helps me learn	96.3%	93.6%	2.7%	97.6%	95.8%	1.8%	88.5%	93.4%	-4.9%	90.8%	90.5%	0.3%	93.9%	93.1%	0.8%	N/A	89.4%
My time at college has helped me develop knowledge and skills for the workplace	98.3%	97.7%	0.6%	97.3%	97.2%	0.1%	90.6%	90.8%	-0.2%	94.2%	93.4%	0.8%	94.0%	93.9%	0.1%	N/A	91.8%
I believe student suggestions are taken seriously	96.7%	92.0%	4.7%	99.0%	96.2%	2.8%	87.5%	92.1%	-4.6%	87.1%	86.2%	0.9%	92.1%	90.9%	1.2%	N/A	88.6%
I believe all students at the college are treated equally and fairly by staff	96.3%	94.2%	2.1%	99.0%	95.8%	3.2%	95.9%	96.0%	-0.1%	89.3%	88.8%	0.5%	94.4%	93.8%	0.6%	N/A	94.4%
Any change in my course or teaching has been communicated well	96.5%	93.6%	2.9%	97.6%	97.1%	0.5%	87.5%	92.1%	-4.6%	88.5%	87.4%	1.1%	93.0%	91.7%	1.3%	N/A	91.0%
The online learning materials for my course have helped me learn	92.2%	94.2%	-2.0%	97.3%	95.8%	1.5%	83.3%	94.7%	-11.4%	89.7%	88.5%	1.2%	90.3%	88.5%	1.8%	N/A	91.1%
I feel that I am part of the college community	95.9%	93.5%	2.4%	95.2%	90.6%	4.6%	73.9%	73.7%	0.2%	88.7%	88.4%	0.3%	88.1%	88.3%	-0.2%	N/A	73.3%
The College's Student's Association influences change for the better	78.3%	97.8%	-19.5%	83.4%	97.7%	-14.3%	63.6%	96.2%	-32.6%	93.1%	91.5%	1.6%	94.4%	93.4%	1.0%	N/A	90.4%

HE Session Comparison per Statement - Overall satisfaction Rates																	
Statement	DGC									THE SECTOR							
	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24	VARIANCE	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24
Overall, I am satisfied with my college experience	97.5%	95.2%	2.3%	100%	100%	0.0%	96.5%	97.9%	-1.4%	93.0%	88.2%	4.8%	92.3%	89.2%	3.1%	N/A	92.8%
Staff regularly discuss my progress with me	92.4%	94.3%	-1.9%	80.0%	100%	-20.0%	94.2%	98.9%	-4.7%	85.3%	83.5%	1.8%	86.2%	84.7%	1.5%	N/A	91.4%
Staff encourage students to take responsibility for their learning	100%	99.6%	0.4%	100%	100%	0.0%	99.3%	98.9%	0.4%	96.9%	96.2%	0.7%	97.3%	96.8%	0.5%	N/A	95.2%
I am able to influence learning on my course	93.0%	98.7%	-5.7%	100%	100%	0.0%	95.6%	96.8%	-1.2%	86.9%	84.9%	2.0%	87.1%	86.2%	0.9%	N/A	91.0%
I receive useful feedback which informs my future learning	95.9%	96.1%	-0.2%	100%	100%	0.0%	97.1%	100%	-2.9%	89.5%	87.9%	1.6%	89.3%	87.6%	1.7%	N/A	94.5%
The way I am taught helps me learn	92.5%	93.9%	-1.4%	60.0%	100%	-40.0%	96.4%	95.8%	0.6%	86.0%	83.4%	2.6%	87.6%	86.1%	1.5%	N/A	91.8%
My time at college has helped me develop knowledge and skills for the workplace	95.9%	97.8%	-1.9%	100%	100%	0.0%	93.4%	97.9%	-4.5%	92.0%	89.3%	2.7%	89.8%	89.4%	0.4%	N/A	92.7%
I believe student suggestions are taken seriously	93.4%	91.2%	2.2%	100%	100%	0.0%	97.1%	97.9%	-0.8%	81.8%	78.1%	3.7%	86.4%	84.3%	2.1%	N/A	92.8%
I believe all students at the college are treated equally and fairly by staff	95.0%	94.7%	0.3%	100%	100%	0.0%	68.6%	98.9%	-30.3%	88.7%	86.9%	1.8%	94.6%	92.7%	1.9%	N/A	93.8%
Any change in my course or teaching has been communicated well	94.4%	89.9%	4.5%	100%	73.3%	26.7%	91.3%	100%	-8.7%	83.6%	78.4%	5.2%	87.4%	82.4%	5.0%	N/A	90.7%
The online learning materials for my course have helped me learn	96.0%	95.6%	0.4%	100%	93.3%	6.7%	67.1%	96.8%	-29.7%	90.5%	87.5%	3.0%	91.8%	90.7%	1.1%	N/A	91.4%
I feel that I am part of the college community	92.4%	92.1%	0.3%	80%	80.0%	0.0%	77.4%	81.1%	-3.7%	83.1%	79.4%	3.7%	79.8%	77.1%	2.7%	N/A	74.4%
The College's Student's Association influences change for the better	68.9%	95.0%	-26.1%	60%	100%	-40.0%	61.3%	100%	-38.7%	89.0%	81.2%	7.8%	87.2%	87.6%	-0.4%	N/A	92.1%

## Appendix 2 – Sector Data Sum of Satisfied

The figures presented in the table below have been generated through the SFC SSES PI Tool Master.

College	2024-25			2023-24		
	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent
Argyll	546	557	98.0%	417	446	93.5%
Ayrshire	2,566	2,762	92.9%	2,840	2,945	96.4%
Borders	614	629	97.6%	714	771	92.6%
City of Glasgow	4,847	5,231	92.7%	4,309	5,059	85.2%
Dumfries and Galloway	1,214	1,247	97.4%	1,041	1,079	96.5%
Dundee and Angus	3,039	3,105	97.9%	2,957	3,042	97.2%
Edinburgh	3,425	3,546	96.6%	3,342	3,540	94.4%
Fife	4,276	4,560	93.8%	4,042	4,501	89.8%
Forth Valley	1,067	1,140	93.6%	912	965	94.5%
Glasgow Clyde	3,673	3,799	96.7%	3,447	3,582	96.2%
Glasgow Kelvin	1,890	1,980	95.5%	1,412	1,475	95.7%
Inverness	1,026	1,073	95.6%	1,095	1,163	94.2%
Outer Hebrides (Lews Castle)	n/a	n/a	n/a	41	47	87.2%
Moray	435	452	96.2%	536	559	95.9%
New College Lanarkshire	3,903	4,182	93.3%	3,977	4,301	92.5%
Newbattle Abbey	28	33	84.8%	23	32	71.9%
North East Scotland	4,743	4,975	95.3%	4,719	5,023	93.9%
North Highland	n/a	n/a	n/a	252	260	96.9%
North, West & Hebrides	462	495	93.3%	n/a	n/a	n/a
Orkney	18	19	94.7%	141	142	99.3%
Perth	707	725	97.5%	524	554	97.8%
Sabhal Mòr Ostaig	23	24	95.8%	No data was provided	No data was provided	No data was provided
Scotland's Rural College	658	707	93.1%	583	619	94.2%
Shetland	18	19	94.7%	17	18	94.4%
South Lanarkshire	1,000	1,142	87.6%	960	1,089	88.2%
West College Scotland	1,684	1,776	94.8%	2,448	2,654	92.2%
West Highland	n/a	n/a	n/a	196	203	96.6%
West Lothian	1,629	1,692	96.3%	1,683	1,763	95.5%
<b>Grand Total</b>	<b>43,491</b>	<b>45,870</b>	<b>94.8%</b>	<b>42,646</b>	<b>45,832</b>	<b>93.0%</b>

## Appendix 3 – Sector Data – Survey response and satisfaction rates with overall college experience 2024–2025

College	FE Full-Time		HE Full-Time		FE Part-Time		HE Part-Time	
	Response rate	Satisfaction rate	Response rate	Satisfaction rate	Response rate	Satisfaction rate	Response rate	Satisfaction rate
Argyll UHI	72.2%	98.2%	-	-	73.6%	98.1%	-	-
Ayrshire	49.0%	95.2%	48.1%	87.0%	49.0%	93.2%	35.1%	88.3%
Borders	42.6%	97.7%	43.5%	98.8%	27.4%	97.6%	55.3%	92.3%
City of Glasgow	57.8%	94.4%	56.7%	91.5%	56.0%	95.5%	35.2%	86.6%
Dumfries and Galloway	77.2%	98.6%	76.5%	97.5%	57.5%	98.6%	20.8%	100.0%
Dundee and Angus	54.9%	98.0%	55.6%	96.8%	17.7%	99.1%	31.2%	97.1%
Edinburgh	45.7%	97.0%	40.8%	94.4%	14.9%	97.9%	10.4%	93.9%
Fife	80.8%	94.7%	75.9%	92.0%	65.2%	95.3%	74.0%	88.8%
Forth Valley	50.0%	93.6%	42.8%	94.6%	6.2%	90.5%	3.3%	94.1%
Glasgow Clyde	54.7%	97.2%	60.2%	95.6%	48.9%	98.0%	38.5%	94.5%
Glasgow Kelvin	51.8%	95.6%	42.1%	96.0%	11.9%	97.1%	8.6%	100.0%
Inverness UHI	71.3%	94.3%	-	-	57.8%	97.1%	-	-
Moray UHI	49.2%	96.0%	-	-	28.1%	94.9%	-	-
North, West and Hebrides College UHI	49.0%	91.2%	-	-	50.4%	97.7%	-	-
New College Lanarkshire	71.8%	92.9%	57.0%	91.2%	46.2%	96.2%	62.0%	96.4%
Newbattle Abbey	60.7%	82.4%	76.9%	80.0%	54.5%	100.0%	-	-
North East Scotland	81.1%	95.4%	76.5%	95.0%	57.6%	97.2%	68.9%	86.1%
Orkney UHI	3.8%	75.0%	-	-	5.4%	100.0%	-	-
Perth UHI	81.7%	97.5%	-	-	-	-	-	-
Scotland's Rural College	71.1%	92.4%	-	-	52.4%	81.8%	-	-
Shetland UHI	100.0%	92.9%	-	-	100.0%	100.0%	-	-
South Lanarkshire	53.0%	88.1%	44.7%	80.2%	31.9%	92.0%	31.0%	89.2%
West College Scotland	39.0%	94.6%	15.9%	91.1%	15.7%	96.8%	6.7%	94.4%
West Lothian	65.7%	96.0%	66.5%	95.5%	62.7%	98.9%	55.6%	100.0%
<b>Scotland</b>	<b>59.6%</b>	<b>95.2%</b>	<b>54.2%</b>	<b>93.0%</b>	<b>30.3%</b>	<b>96.7%</b>	<b>30.6%</b>	<b>92.3%</b>

<b>Board of Management</b>		
Agenda Item	<b>16</b>	
Paper Number	<b>BOM0326-16.1</b>	
Date of Meeting	<b>02 March 2026</b>	
Location	<b>Dumfries Campus</b>	
Title of Paper	<b>Estates and Sustainability Update incl Carbon Mngt Data</b>	
Presented by	<b>Karen Hunter</b>	
<b>Recommendation</b>	<b>Noting</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	Non confidential information	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment/detail

**Read Time:** 5 minutes

**1. Recommendation**

- 1.1. After review by FGP Committee, the Board of Management are asked to note the contents of this paper.

## 2. Executive Summary

- 2.1. The Estates area is currently focussed on the delivery of day-to-day maintenance whilst supporting key projects such as the ongoing heating and fabric upgrades.
- 2.2. Estates team have welcomed a new Facilities Manager who will support the team leading day to day operational work.
- 2.3. Estates audit has been completed, focussing on planned maintenance and capital project works.

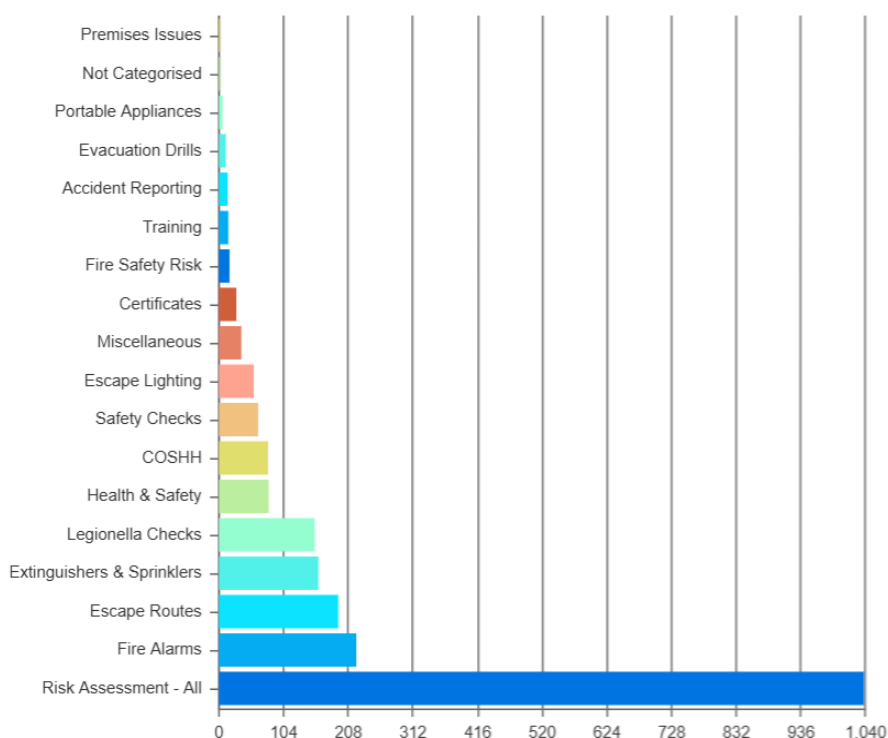
## 3. Context

### 3.1 Statutory Compliance:

3.1.1 Over the year the Estates team have continued to ensure that all statutory visits are completed in line with the legal requirements, College policy and maintenance calendar.

3.1.2 The following information taken from Smartlog shows the checks and tests carried out in 2025:

Check	Count
Risk Assessment - All	1038
Fire Alarms	221
Escape Routes	192
Extinguishers & Sprinklers	160
Legionella Checks	154
Health & Safety	80
COSHH	79
Safety Checks	63
Escape Lighting	56
Miscellaneous	36
Certificates	28
Fire Safety Risk	17
Training	15
Accident Reporting	14
Evacuation Drills	11
Portable Appliances	6
Not Categorised	2
Premises Issues	2



3.1.3 In total 2174 checks and tests were carried out over 2025 cover all areas of legal compliance. Only 1 specific check was carried over into 2026, this was the 6 monthly fire door check and was being completed week commencing 26th January.

3.1.4 The detail will include works carried out by the Estates team which covers daily/weekly/monthly checks as well as those visits carried out by 3rd party suppliers where formal certification is required.

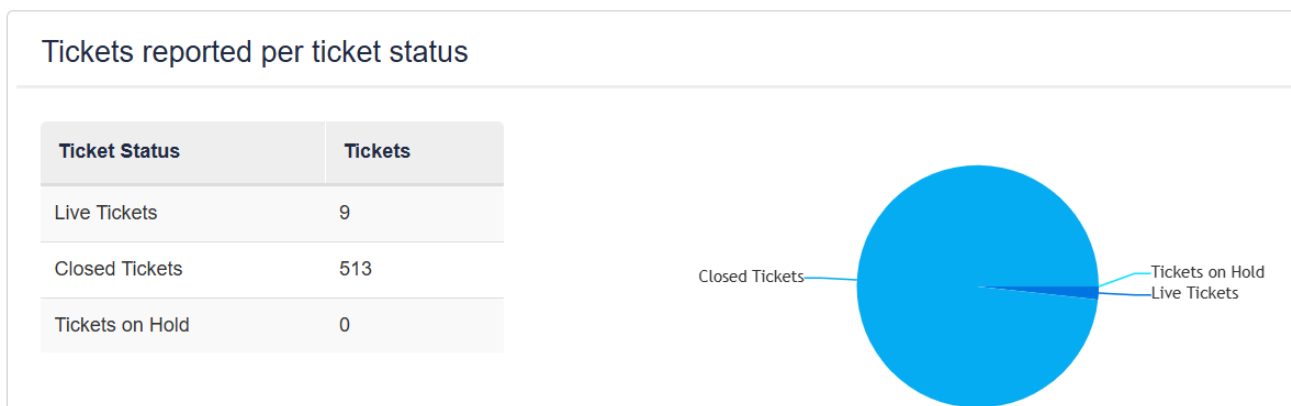
### 3.2 General Works

3.2.1 Over the year the Estates work has focussed on day-to-day maintenance with some minor projects included. Projects completed include:

- Air condition installations room 0026 and 2009
- EV charger upgrades in Stranraer
- Traffic calming measures in Dumfries
- Learning estate furniture upgrades in Dumfries and Stranraer

### 3.3 Estates Team Tickets

3.3.1 The Estates team moved all of its help desk function to Smartlog in 2025, allowing for more accurate monitoring and reporting of Estates requests and completion rates. The following table will show the number of tickets raised over 2025 and their status:



3.3.2 With 522 tickets raised, 513 have been completed and closed with 9 remaining live. Of the live tickets, 3 have been merged into 1 and raised with the appropriate contractor, 3 have been sent for deeper investigation, 2 are awaiting parts and 1 has been linked in to a separate potential project

### 3.4 Capital Projects

3.4.1 There were 2 key Estates based projects for AY 2024/25 which had been granted external funding. These are detailed as follows:

- **Green Public Sector Decarbonisation Scheme (GPSEDS):** This project constitutes the upgrade of the Dumfries campus heating system to a low carbon heating system. This project has been supported by £4.99m of funding from the Scottish Government.

- At present the project remains on track for completion by the end of March 2026. The main significant interventions remaining include an electrical supply transformer upgrade which is taking place week commencing 16<sup>th</sup> February then the heating system switch over which is scheduled for week commencing 23<sup>rd</sup> March.
- **UK Shared Prosperity Fund (UKSPF):** The works to install the new modular building, consisting of 2 new classrooms for engineering curriculum use, was completed over the summer and handed over for curriculum use for the start of the new Academic Year. Initial response on this type of building has been largely positive and allows the College to consider further uses of modular construction for future projects.

### 3.5. SFC Emergency Capital Fund

3.5.1 **2024/25 projects:** 3 bids were issued to the Scottish Funding Council to address key areas of H&S/student facing of condition works. These are:

- Fire door upgrades. £156k awarded to complete repairs, install self-closing devices and replace doors where required.
- Emergency lighting. £90k awarded to upgrade all emergency lights across the College Estate. Existing are a majority of old redundant fluorescent fittings and need upgraded to LED.
- Ventilation and extraction. £114k to upgrade ventilation and extraction in workshops including engineering, motor vehicle and construction.

3.5.2 All of the works were completed in time and to budget. These works will provide significant lifecycle improvements to the college, ensuring it continues to meet compliance requirements over the next 10-15 years.

### 3.6 2025/26 SFC Emergency Capital Fund.

3.6.1 The College has been successful in obtaining £100,000 from the SFC to carry out further works from the Emergency Capital Fund works budget.

3.6.2 1 key workstream was bid for which was Firestopping. Works which will be undertaken under this fund include: -

- Full fire stopping and compartmentation survey of both Dumfries and Stranraer Campus. Current status – awarded to Bell Group.
- Replacement of fire curtains on Mezzanine floor at Dumfries campus. Current status – tender being prepared.
- Creation of fire rated electrical cupboard in Stranraer campus in line with fire risk assessment action. Current status – cost received, PO to be issued.

### 3.7 Carbon Management Data

3.7.1 The carbon management data was issued via the Public Bodies Climate Change Duties report in November 2025. The report, based on calendar year 2024, is as follows:

Reference year	Year	Year type	Scope 1	Scope 2	Scope 3	Total	Units
Baseline Year	2014/15	Financial/ Calendar/ Other	315	870	136	1,321	tCO <sub>2</sub> e
Year 1 carbon footprint	2015/16	Financial/ Calendar/ Other	324	762	115	1,201	tCO <sub>2</sub> e
Year 2 carbon footprint	2016/17	Financial/ Calendar/ Other	365	726	114	1,205	tCO <sub>2</sub> e
Year 3 carbon footprint	2017/18	Financial/ Calendar/ Other	338	591	83	1,012	tCO <sub>2</sub> e
Year 4 carbon footprint	2018/19	Financial/ Calendar/ Other	402	485	66	952	tCO <sub>2</sub> e
Year 5 carbon footprint	2019/20	Financial/ Calendar/ Other	445	410	51	906	tCO <sub>2</sub> e
Year 6 carbon footprint	2020/21	Financial/ Calendar/ Other	326	283	81	690	tCO <sub>2</sub> e
Year 7 carbon footprint	2021/22	Financial/ Calendar/ Other	343	273	72	688	tCO <sub>2</sub> e
Year 8 carbon footprint	2022/23	Financial/ Calendar/ Other	379.90	268.43	31.00	679.14	tCO <sub>2</sub> e
Year 9 carbon footprint	2023/24	Financial/ Calendar/ Other	392.68	295.00	28.83	716.51	tCO <sub>2</sub> e
Year 10 carbon footprint	2024/25	Financial/ Calendar/ Other	205.55	292.40	29.79	527.74	tCO <sub>2</sub> e

3.7.2 The report will show that the Colleges carbon emissions have reduced by a further 188.77 tCO<sub>2</sub>e since the reporting year 2023. It is to be noted that these figures are subject to caution as the College is investigating a potential issue in gas metering which will directly affect the figures. Whilst the College cannot corroborate the gas figures it is clear from the remaining data that reductions were being realised due to internal usage reductions across all areas.

- 3.7.3 Key emissions reductions in the year included general and trade waste figures, electricity usage and travel due to moving to an all-electric fleet of vehicles.
- 3.7.4 The College has renewed its vehicle fleet due to expiry of leases. The fleet has been increased to include 1 Hybrid vehicle which will aid longer journeys where chargers may not be readily accessible.
- 3.7.5 The GPSEDS project is aimed at further reducing these emissions, results to be seen from AY 2026 onwards.

### 3.8 College Infrastructure Investment Plan

- 3.8.1 The Director of Estates and Sustainability attended the roundtable on the CIIP at Colleges Scotland in October 2025. The outcome of the roundtable was the relaunch of the baseline data exercise from 2024 which will refresh the campus level data which is summarised as: -
- Current maintenance backlog costs – taken from condition survey.
  - Pipeline projects – those identified and costed and includes digital infrastructure.
  - Space utilisation – College looking at gaining more detail on this with AtkinsRealis to help input to the system.
- 3.8.2 Moving into the new data gathering session, this will run from 2nd February until 31st May. At the end of this exercise the SFC will have a full, detailed view of the funding requirements to help the sector estate meet current and future needs. A detailed view will be given on the needs to Invest, Divest and Maintain which should then reflect on capital allocations in future funding years.

## 4. Strategic Implications

- 4.1 This paper is directly linked to all pillars of Mission 2030.

## 5. Risk

Risk	Mitigations
Risk 3. Failure to achieve institutional sustainability (FGP)	➤ Use of external funding sources for major capital projects.
Risk 10. Failure to achieve an effective student experience	➤ Ensuring projects and works align with enhancing the student experience
Risk 12. Health and Safety	➤ Ensure a suitable programme of works is in place to maintain compliance in line with statutory regulations

## 6. Implications

<b>Financial</b>	<b>YES</b>	Continued investment required in estates projects each year to ensure building and facilities are kept in operational condition. External funding eases the pressure on College budgets in future years. Works targeted to reduce future costs such as utilities (Electricity and Gas)
<b>Legal</b>	<b>YES</b>	The College must meet statutory requirements in terms of Estates provision.
<b>Learning and Teaching</b>	<b>YES</b>	Estates provision directly affects the provision of high quality learning and teaching
<b>Equalities</b>	<b>YES</b>	The College estate must always be suitable for all users.

**Billy Currie**

Director of Estates and Sustainability

26 January 2026

<b>Board of Management</b>		
<b>Agenda Item</b>	17	
<b>Paper Number</b>	BOM0326-17.1	
<b>Date of Meeting</b>	02 March 2026	
<b>Location</b>	Dumfries Campus	
<b>Title of Paper</b>	National Recognition and Procedures Agreement (NRPA)	
<b>Presented by</b>	Douglas Dickson	
<b>Recommendation</b>	<b>Noting</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	This is a public document	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
<b>Date added</b>	<b>Added by (name and role)</b>	<b>Comment/detail</b>

**Read Time:** 31 minutes

**1. Recommendation**

1.1. The Board of Management are asked to note the revised NRPA, see over.

**2. Executive Summary**

2.1. A new NRPA has been produced by College Employers Scotland, EIS-FELA, UNISON, Unite and GMB.

2.2. Key changes in the NRPA are identified over with a copy of the NRPA.

### 3. Context

- 3.1 The National Recognitions and Procedures Agreement (NRPA) has been revised.
- 3.2 The NRPA establishes the National Joint Negotiating Committee (NJNC) — the joint forum where employers and unions negotiate on pay, terms and conditions of employment, and other staff matters.
- 3.3 The proposed revisions do not impact on the Board as employers as we have simply in conjunction with the trade unions developed a revised version of the agreement, rather than a 'new agreement' and as such, there is assurance that these proposed revisions do not in any way, impact on the employer.
- 3.3 The revised NRPA has been ratified at the Central Committee, it is the intention of the trade unions and the management side that the revised NRPA should take effect from 1 March 2026.

### 4. Strategic Implications

- 4.1 This paper is linked to Mission 2030, Our People.

### 5. Risk

Risk	Mitigations
Risk 7. Failure to achieve effective Industrial Relations (FGP)	➤ The College manages effective industrial relations through the Local Joint Negotiating Committee

### 6. Implications

Financial	YES	The NRPA determines key staff terms and conditions
Legal	NO	We are voluntary members of the NRPA
Learning and Teaching	YES	The NRPA determines key teaching staff terms and conditions
Equalities	YES	Equalities is embedded within the NRPA

**Douglas Dickson**

Principal & CEO

21 January 2026



## Confidential Summary of Revisions to the National Recognition and Procedures Agreement (NRPA) 2025

The following are a summary of the changes that have been made to the NRPA.

- A revised and more defined Glossary
- Improvements made to the Introduction and purpose of the NRPA, incorporating reference to Fair Work, and a commitment to **student success**:
  - *The Colleges and their Boards of Management, along with the Trade Unions acknowledge a common interest in advancing the educational aims of the Colleges, the success of college students, and the furtherment of employment terms and conditions for its staff, through the agreed Terms and Conditions and working practices.*
- Incorporation of “*The Nine Principles of Public Life in Scotland*”.
- Incorporation of the NRPA Protocols, previously on a separate document.
- Incorporation of the Joint Secretaries Referrals Protocol; a document that had been under review by the Joint Secretaries for a significant time.
- Removal of the Central Committee; this removes areas of commonality across the Lecturing Staff and Professional Services Staff, removing the need for joint working groups and subcommittees. Progress of matters through the Central Committee have been notoriously slow. Decisions have historically been influenced by the EIS-FELA, as they held a majority of trade union seats at the Central Committee.
- The principle of side tables remains unchanged but will be known simply as ‘committees’.

**National Negotiating Committee (NNC) – LS (previously Side Table Lecturing)** mainly unchanged, other than:

- Disputes process renamed to “*Avoidance on Industrial Action Procedure*”.
- A link has been added to the EIS-FELA Facilities Time Agreement.

### **NNC – Professional Services Staff (PSS – formerly Support Staff)**

- Includes definition of single table bargaining:
  - *The agreement acknowledges that the signatory trade unions are jointly recognised and shall co-operate with each other in a way that shall maintain stable and effective single table bargaining arrangements.*
- UNISON remain the majority trade union with three seats.
- Notice period for PSS reduced from twelve months to six months, with variations to that agreed jointly by NNC-PSS.
- Disputes process for PSS simplified and now includes a formal stage of Failure to Agree:
  - *Either the Management or Staff Representatives may declare the dispute procedure is exhausted and there is a formal Failure to Agree if (1) resolution is not achieved after the dispute meetings and (2) no agreement is reached on seeking third party assistance or if such third-party assistance does not to lead to a resolution of the dispute.*
- Link to Facilities Time Agreement now included and detail of arrangement which is based on an agreed annual schedule.

**The National Recognition and Procedures  
Agreement  
for the  
College Sector in Scotland**

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## 6. 1. Signatories

## Lecturing Staff (Appendix 1):

This National Recognition and Procedures Agreement (NRPA) for Lecturing Staff (LS) (**Appendix 1**) is agreed by the **EIS-FELA** and the undernoted colleges:

Ayrshire College	Borders College
City of Glasgow College	Dumfries and Galloway College
Dundee and Angus College	Edinburgh College
Fife College	Forth Valley College
Glasgow Clyde College	Glasgow Kelvin College
UHI Argyll	UHI Inverness
UHI Moray	Newbattle Abbey College
New College Lanarkshire	North East Scotland College
UHI North, West and Hebrides	UHI Perth
UHI Shetland	South Lanarkshire College
West College Scotland	West Lothian College

## Professional Services Staff (Appendix 2)

This National Recognition Agreement (NRA) for Professional Services Staff (PSS) (**Appendix 2**) is agreed by **UNISON, Unite the Union, the GMB** and the undernoted colleges:

Ayrshire College	Borders College
City of Glasgow College	Dumfries and Galloway College
Dundee and Angus College	Edinburgh College
Fife College	Forth Valley College
Glasgow Clyde College	Glasgow Kelvin College
UHI Argyll	UHI Inverness
UHI Moray	Newbattle Abbey College
New College Lanarkshire	North East Scotland College
UHI North, West and Hebrides	UHI Perth
South Lanarkshire College	West College Scotland
West Lothian College	

7. **2. Glossary**

In this Agreement, the following terms have the meanings assigned to them:

<b>The National Recognition and Procedures Agreement for the College Sector in Scotland</b>	The National Recognition and Procedures Agreement for the College Sector in Scotland is the overarching structure and procedures for the respective agreements for the <b>Lecturing Staff (Appendix 1)</b> and the <b>Professional Services Staff (Appendix 2)</b> .
<b>Colleges</b>	The Colleges who are the signatory parties to the Agreements for the Lecturing Staff (Appendix 1) and the Professional Services Staff (Appendix 2).
<b>Boards of Management</b>	The governing bodies of the Colleges.
<b>College Employers Scotland (CES)</b>	The representative body for the Colleges, for the purposes of National Bargaining.

<b>Defined Staff</b>	For the purposes of <b>Appendix 1</b> , all Lecturing Staff (LS) directly employed by the Colleges who are engaged on terms and conditions which have been collectively agreed nationally with the Trade Unions.
	For the purposes of <b>Appendix 2</b> , all Professional Services Staff (PSS) directly employed by the Colleges who are engaged on terms and conditions which have been collectively agreed nationally with the Trade Unions.
<b>Trade Unions</b>	The Trade Unions who are the signatory parties to, and recognised by these Agreements, namely the <b>EIS-FELA</b> (for Lecturing Staff – Appendix 1) and <b>UNISON, Unite the Union</b> and the <b>GMB</b> (for Professional Services Staff – Appendix 2).
<b>Staff Representatives</b>	The representatives delegated by the Trade Unions to negotiate with the Management Representatives on behalf of Defined Staff.
<b>Management Representatives</b>	The representatives who are appointed annually at the first meeting in the Academic Year by CES, and who are authorised to negotiate with the Staff Representatives on behalf of the Colleges.
<b>National Negotiating Committee – LS</b>	The NNC – LS is the combined body of Lecturing Staff Representatives and Management Representatives, acting jointly to provide the means of negotiations, and to further the work and outcomes of matters within the scope of the agreement.
<b>National Negotiating Committee – PSS</b>	The NNC – PSS is the combined body of Professional Services Staff Representatives and Management Representatives, acting jointly to provide the means of negotiations, and to further the work and outcomes of matters within the scope of the agreement.
<b>Joint Secretaries</b>	The Staff Secretary for the Lecturing Staff, the Staff Secretary for Professional Services Staff and the Management Secretary.
<b>National Collective Agreements</b>	Any agreements reached through the respective procedures set out in Appendix 1 and Appendix 2, covering the Defined Staff.
<b>Agreed Terms and Conditions</b>	The nationally agreed Terms and Conditions of Service of Defined Staff, or subsequently as agreed through the NNC – LS and NNC – PSS.
<b>The Agreements</b>	The National Agreements set out in Appendix 1 and Appendix 2 for the College Sector in Scotland.
<b>Consult</b>	The exchange of relevant information and the joint consideration of issues at a formative stage in the process in which the Colleges make a decision.
<b>Negotiate</b>	The process by which the Colleges and the Unions establish agreed terms on issues such as pay and terms and conditions of employment. The responsibility for decision making is jointly held between the Colleges and the Unions. It is distinct from consultation where the responsibility for decision making remains with the Colleges.

<b>Secretariat</b>	The Secretariat function is provided by CES and supports the Joint Secretaries with administrative and organisational support for the NNC. The Secretariat also ensures the NNC website is updated regularly.

## 8. 3. Introduction

The spirit and intention of the Agreements are to promote excellent joint working relations throughout the College Sector.

The **NRPA – LS (Appendix 1)** establishes the structure and procedures for the National Agreement pertaining to Lecturing Staff.

The **NRA – PSS (Appendix 2)** establishes the structure and procedures for the National Agreement pertaining to Professional Services Staff.

Both National Agreements will ensure that the Scottish Government's Fair Work Policy underpins its work, the policies and agreements reached.

The Colleges and their Boards of Management, along with the Trade Unions acknowledge a common interest in advancing the educational aims of the Colleges, the success of college students, and the furtherment of employment terms and conditions for its staff, through the agreed Terms and Conditions and working practices, to further these aims.

These Agreements shall not detract from the right of communication between College Employers Scotland (CES) and its members, individual Colleges and their staff, or between the Trade Unions and their members.

The signatory parties to the Agreement acknowledge the importance of establishing and maintaining confidence in the arrangements, voluntarily established under the Agreements and recognise the need to negotiate in good faith.

The Agreements are not legally enforceable but signing of the Agreements demonstrates a commitment by all parties to adhere to its terms.

The parties responsible for any amendments to **Appendix 1** are the EIS-FELA and the signatory colleges (represented by CES).

The parties responsible for any amendments to **Appendix 2** are UNISON, Unite the Union, the GMB and the signatory colleges (represented by CES).

Additionally, all parties agree to conduct their relationship, agreements and procedures in line with the 'Nine Principles of Public Life in Scotland'.

## 9. 4. The Nine Principles of Public Life in Scotland

All involved in the structures, processes and procedures of the National Agreements, commit to operate under the Nine Principles of Public Life in Scotland ("the Principles").

These Principles are outlined as follows:

1. **Selflessness**: Colleges are public bodies, so all parties to the National Agreements must bear in mind the public interest during their discussions.
2. **Integrity**: All individuals attending the committees of the National Agreements should avoid any outside interests that may seek to inappropriately influence them and their discussions. If any doubt, individuals should declare outside interests.
3. **Objectivity**: During negotiations, all individuals should seek to put across their points fairly and on merit, using evidence and avoiding any personal insults and/or anecdotal commentary.
4. **Accountability**: All individuals to the negotiations are accountable to their respective members, and it is accepted that negotiators (i.e. the Management and Staff Representatives) especially must submit themselves to the scrutiny of their members in order to ensure good governance.
5. **Openness**: Negotiations themselves should take place in an open and transparent manner, while respecting the confidentiality of discussions. Relevant information should not be withheld from the other parties unless there are clear reasons outlined for doing so.
6. **Honesty**: All individuals taking part in the negotiations should be truthful and not deliberately seek to mislead the other parties.
7. **Leadership**: All individuals taking part in the negotiations should exemplify the Principles in their own behaviour. They should actively promote and robustly support the Principles during meetings and challenge poor behaviour if it occurs.
8. **Duty**: All individuals have a duty to uphold and act in accordance with the law and the broader public interest. Furthermore, all individuals have a duty not to bring the machinery of the National Agreements into disrepute.
9. **Respect**: All individuals must behave in a respectful manner to one another during meetings. This means contributions should be thoughtful, polite and considerate.

During any meetings, the Chair of the meeting has the authority to:

- Remind members of their obligations under the Principles.
- Point out any behaviour that they find contradictory to the Principles.
- As a last resort, close or suspend the meeting if any behaviours contradictory to the Principles persists.

## 10. 5. The National Recognition and Procedures Agreements Protocols

### a) Arranging Meetings

- Meetings for each staff group shall be arranged through the respective Joint Secretaries.
- Meeting dates will be agreed with the Staff Side Secretaries and the Management Representatives via the Secretariat.

### b) Agenda

- Agenda items should normally be presented by the Joint Secretaries to the Secretariat in writing no later than **eight** working days before the meeting.
- The Secretariat will draft and issue the agenda to the Joint Secretaries for agreement.
- Where appropriate, agenda items should have accompanying papers, unless agreed by the Joint Secretaries (and agreement should not be unduly withheld).
- The agenda and papers will be issued **five** working days in advance of each meeting.
- There should be no papers tabled on the day of meetings, unless agreed by the Joint Secretaries.

### c) Papers

All papers provided for discussion by the Joint Secretaries shall be clearly marked/classified as set out below:

- **CONFIDENTIAL/RESTRICTED** – not for circulation/distribution beyond nominated attendees.
- **CONFIDENTIAL/LIMITED** – for sharing, as appropriate, with Trade Union and College Employers Scotland members only but still under confidential cover.

If the paper is not marked, it is suitable for general distribution/reporting.

### d) Record of Meetings

- Minutes of meetings will be prepared by the Secretariat.

- Draft minutes will normally be circulated to the respective Joint Secretaries no later than **10** working days after each meeting and will have the status CONFIDENTIAL/LIMITED.
- The draft minute, once agreed by the Joint Secretaries, will be formally presented to the next meeting for formal agreement.
- The Secretariat will then arrange for the agreed minute to be added to the National Negotiating Committee website.
- Any joint matters agreed for communication from the minutes will be clearly identified which might include joint position statements, which will be agreed in advance of release through the Joint Secretaries.

e) Conduct of Meetings

- Each meeting shall appoint a Chair – the role of chairing each meeting shall rotate, unless otherwise agreed.
- The quorum for meetings shall set out within the respective agreement.

## **11. 6. The Joint Secretaries Referrals Protocol**

All Circulars and National Agreements contain a clause which advises that any queries or points of clarification (Referrals) should be directed to the Joint Secretaries in the first instance.

For LS Agreements and Circulars, these would be the Lecturing Staff Secretary and Management Secretary.

For PSS Agreements and Circulars, these would be the PSS Staff Secretary and Management Secretary.

Overall administrative support for the Joint Secretary Referrals is provided by the CES Secretariat.

All LS Referrals should be submitted to the Management Secretary and LS Staff Secretary at the same time.

All PSS Referrals should be submitted to the Management Secretary and PSS Staff Secretary at the same time.

Referrals should be sent to both Joint Secretaries simultaneously, copying in College Employers

Scotland – [ces@collegeemployersscotland.ac.uk](mailto:ces@collegeemployersscotland.ac.uk) for secretarial purposes. Where only one

Secretary receives a Referral, this should be forwarded to the other respective Secretary. All Referrals will be acknowledged by the CES Secretariat. Both Staff Side Secretaries should have knowledge of all outstanding Referrals.

Referrals should come from the recognised trade union branch(es) or authorised college management representatives only, and preferably as a joint Referral. Individuals cannot make Referrals. Any initial queries from staff members should be routed through their own college HR department and/or trade union, in the first instance. Referrals from trade unions and/or colleges should normally only be made after local procedures have been exhausted. Where there is a failure to deal with matters timeously at a local level, authority may be sought from the Joint Secretaries to refer the matter without exhausting local procedures. Authorisation will not be unreasonably withheld.

To assist with the effective and efficient process of Referrals, any Referral should contain the following information:

- Detail on the nature of the Referral, including the Circular and/or National Agreements that the originating party/parties believe may have been breached or require clarification.
- A summary of the processes/procedures used at a local college level that have been exhausted, including any proposed resolutions and the final positions of both sides before the “failure to agree”.
- Confirmation of whether both parties related to the Referral are aware that there has been a Referral, so the Secretaries can ascertain the views of both sides in any request for clarification.

Where a Referral is received from only one party, they will be advised the Referral will be shared with the other party. The other party will be asked for their submission and/or comments on the Referral.

Consideration of Referrals by the Secretaries will be undertaken based on the evidence submitted in relation to the relevant Circular/Agreement. The Secretaries can ask for further information from either or both parties if required. Any subsequent information received will be shared with both parties to the Referral.

The NNC Secretaries Referral outcome is binding on all parties. If the Joint Secretaries fail to reach an agreement on a Referral outcome, then the Joint Secretaries will decide whether the Referral should be discussed at either the NNC – LS or NNC – PSS.

Appendix 1

## 12. **National Recognition and Procedures Agreement for Lecturing Staff (NRPA – LS)**

### 13. **1. Purpose**

The Agreement hereby confirms that the Colleges and the Trade Unions will negotiate on those matters within the Scope of the Agreement (as set out in section 2 below).

The Agreement sets out the procedures by which CES and the EIS-FELA shall negotiate matters within the Scope of the Agreement.

Any Agreement reached shall apply to the Defined Staff and will be implemented from the date specified.

Any Agreement reached will take precedence over any locally agreed terms and conditions, or any other terms and conditions agreed in respect of the Defined Staff under previous national bargaining arrangements.

**14. 2. Scope**

CES agree to negotiate with the EIS-FELA on the undernoted Contractual Terms and Conditions of employment applying to Defined Staff.

The NNC – LS is responsible within its bargaining group for:

- Salary matters unique to the bargaining group
- Agreed Terms and Conditions of Service unique to the bargaining group
- Pension matters unique to the bargaining group.

Including

- Pay
- Working hours
- Class contact hours
- Sick pay
- Absence Management
- Annual Leave
- Maternity Policy
- Paternity Policy
- Family Friendly Policies
- Transfer to permanent status • Grievance and Disciplinary Policies
- Professional Development.

Additional terms and conditions can be included as agreed.

CES agree to consult with the EIS-FELA on other matters on national policy, and both agree joint guidance for implementation locally, appropriate to the needs of each particular college. The NNC – LS may issue national policy advice and may share best practice for Colleges or local collective bargaining arrangements.

**15. 3. NNC – LS – Structures and Procedures**

The NNC – LS shall have up to twelve members, made up of up to five Management Representatives and up to seven Staff Representatives.

The quorum for meetings of the NNC – LS shall be three Management and four Staff Representatives.

One full-time Official from either Side, excluding the Secretariat, by agreement, may also attend in an *ex-officio* capacity, and does not count towards the quorum.

The Management Representatives shall be appointed annually by CES, and the Staff Representatives shall be appointed by the Trade Union. All Representatives will have authority to negotiate and consult on behalf of their side. The names of appointed Representatives will be shared at the first meeting of each Academic Year. This does not preclude either side from appointing a cover Representative where one of the appointed cannot attend.

Decisions will be by consensus between both Sides.

Each Side will appoint a Chair; by rotation. Each Side will appoint a Secretary, and the overall Secretariat will be provided by the Management Side.

The NNC – LS may, by joint agreement, also invite advisors and/or observers to attend and/or speak at a meeting. Any such person invited to attend has no formal rights or status. This may also include working parties or commissioning research to support the discharge of the NNC – LS functions.

A schedule of NNC – LS meetings will be agreed by the Joint Secretaries, of which there will be five per Academic Year; and exceptional meetings may be called by either side.

**16. 4. Agreements Reached**

The Agreements reached by the NNC – LS will be set out in writing by the Joint Secretaries as Circulars, on behalf of the NNC – LS.

The Agreements reached will be binding on all signatory Colleges and the Trade Union. The signatories of each of the parties hereto confirm that they have the authority to bind the party that they represent. This Agreement is binding in honour but not legally enforceable. However, any collective Agreement varying the terms and conditions of Defined Staff will be legally enforceable.

**17. 5. Effective Date**

The Agreement shall take effect on **1 March 2026**.

**18. 6. Variations and Notice of Withdrawal**

No variations to this Agreement may be made except by agreement of all the signatory parties.

A signatory party may withdraw from this Agreement provided it shall give twelve months' notice of its intention to do so in writing to the other parties. Variations to this notice period can be agreed by the signatory parties.

The NRPA – LS will be reviewed by agreement of all parties to ensure that it meets the needs of the parties and the sector and continues to operate effectively.

**19. 7. Expenses**

The general cost of maintaining the NNC – LS and its secretariat function is borne by CES.

Any external expenses and other relevant expenditure must be agreed by the NNC – LS in advance, including how the cost is borne.

**20. 8. Disputes**

In the event of a dispute arising concerning negotiation or agreements reached under these procedures, the EIS-FELA agree to seek resolution through the disputes procedure as agreed and attached as **Annex 1** to this Agreement. The EIS-FELA further agree to refrain from industrial action until the agreed Avoidance of Industrial Action Procedures have been exhausted; the Colleges agree to maintain the *status quo ante* until the agreed dispute procedures have been exhausted.

**21. 9. Facilities Time**

[See EIS-FELA – Facilities Time Agreement](#)



**Annex 1****Avoidance of Industrial Action Procedure for the NNC – LS**

The Colleges and the EIS-FELA are committed to striving for agreed outcomes. If, exceptionally, these cannot be achieved, the EIS-FELA may invoke the following Avoidance of Industrial Action Procedure (AIAP) which gives rise to a dispute:

- Where it appears that all scope for progress through normal procedures has been exhausted, the EIS-FELA shall give formal notice that it is applying this AIAP.
- Following receipt of such notification the parties will agree meeting dates within **five** working days for at least two meetings to seek to resolve the dispute. Unless agreed otherwise, these meetings will take place within the following **10** working days.
- The focus of these meetings will be on reaching a settlement of the issue(s) in dispute. Such a settlement should also seek to include recommendations on how similar disputes might be avoided in the future.
- Further meetings beyond this initial period may take place where that is agreed between the two sides.
- If it has not been possible to resolve the dispute through this series of meetings, the parties will consider whether third-party assistance – normally using ACAS for mediation and conciliation – would be helpful. The matter in dispute may, with the agreement of the parties, be referred to ACAS for conciliation. A decision on this should be taken within **five** working days of the second meeting.
- Throughout the period of dispute resolution meetings, and for any agreed third-party assistance, the Colleges will maintain the *status quo ante* and the Trade Unions will refrain from taking any form of industrial action until the procedure has been fully exhausted.
- Outcomes from any stage in the procedure will be communicated jointly.

Appendix 2

**22. National Recognition Agreement for Professional Services Staff (NRA – PSS)****23. 1. Purpose**

The Agreement hereby confirms that the Colleges and the Trade Unions will negotiate on those matters within the Scope of the Agreement (as set out in section 2 below).

The agreement acknowledges that the signatory Trade Unions are jointly recognised and shall co-operate with each other in a way that shall maintain stable and effective single table bargaining arrangements.

The Agreement sets out the procedures by which CES and the Trade Unions shall negotiate matters within the Scope of the Agreement.

Any Agreement reached shall apply to the Defined Staff and will be implemented from the date specified.

Any Agreement reached will take precedence over any locally agreed terms and conditions, or any other terms and conditions agreed in respect of the Defined Staff under previous national bargaining arrangements.

## **24. 2. Scope**

It is agreed that the matters contained within the National Agreement Terms and Conditions (Professional Services Staff) – *previously (Support Staff)* i.e. within Circular STS 03/22 will be subject to negotiation between the Management and Staff Representatives in respect of the Defined Staff and comprise “the Scope of the Agreement”.

Any new matters added to the Scope of the Agreement must be jointly agreed and set out within an Agreement.

The National Negotiating Committee (NNC) – PSS may also issue national policy guidance and there is an expectation that this will be taken account of locally with reference to the individual requirements of each individual college and on the understanding that colleges will not act in direct contradiction of any national policy guidance.

## **25. 3. NNC – PSS – Structures and Procedures**

The NNC – PSS shall have up to ten members, made up of up to five Management Representatives and up to five Staff Representatives.

The Management Representatives shall be appointed annually by CES, and the Staff Representatives shall be appointed by the Trade Unions.

The Staff Representatives’ appointments shall be on the following basis:

UNISON	3 Members
UNITE	1 Member
GMB	1 Member

The quorum for meetings of the NNC – PSS shall be three Management and three Staff Representatives, with the Staff having at least two Trade Unions represented.

One full-time official per Trade Union may also attend in an *ex-officio* capacity and does not count towards the quorum.

## Procedures and Administration

The Secretariat will be provided by CES.

Each meeting shall appoint a Chair, and the role of chairing each meeting shall rotate between Staff and Management Representatives, unless otherwise agreed.

In any meeting, the Chair's role is to facilitate discussions in an impartial manner in accordance with the 'Nine Principles of Public Life in Scotland' and the NRA Protocol.

The Management Secretary and the Staff Secretary shall be responsible for all administrative and organisational arrangements to support the work of the NNC – PSS and shall become the Joint Secretaries.

Meetings shall be held in line with a pre-agreed meeting schedule, unless by agreement of the Joint Secretaries, and any business tabled must be within the Scope of the Agreement.

The NNC – PSS may, by joint agreement, also invite advisors and/or observers to attend and/or speak at a meeting. Any such person invited to attend has no formal rights or status.

## 26. 4. Agreements Reached

All National Collective Agreements reached by the NNC – PSS will be set out in writing in the form of a Circular drafted, agreed and issued by the Joint Secretaries on behalf of the NNC – PSS.

All National Collective Agreements reached at the NNC – PSS will be binding on the signatory Colleges and the Trade Unions.

Colleges will ensure that any National Collective Agreements specifying and varying the terms and conditions of employment of the Defined Staff will be incorporated into individual contracts of employment of the Defined Staff.

The Management Secretary will be available to provide advice to CES members, and the Staff Secretary will be available to advise their members on matters relating to National Collective Agreements, circulars, guidance, or any other outcomes from the NNC – PSS.

All joint Referrals on the interpretation of Circulars should follow the NRA Joint Secretaries Referrals Protocol.

**27. 5. Role of the Joint Secretaries**

The Joint Secretaries are central to the Agreement. The NNC – PSS will promote an effective and constructive approach to their joint working relationship, encouraging the same of all their appointed representatives.

The Management Secretary shall be appointed by CES in accordance with its internal processes.

The Staff Secretary shall be appointed by the majority Trade Union, unless agreed otherwise by the Trade Unions.

The Circulars used to implement the National Agreements are drafted, agreed and issued on behalf of the NNC – PSS.

General advice provided on circulars, and the decisions reached on queries and referrals related to Circulars, are the preserve of the Joint Secretaries working together. The Joint Secretaries may seek further supporting background and information if required.

**28. 6. Effective Date**

The Agreement shall take effect on **1 March 2026**.

**29. 7. Variations and Notice of Withdrawal**

No variations to the Agreement may be made except by joint agreement of NNC – PSS.

A signatory party may withdraw from this Agreement provided it shall give six months' notice of its intention to do so in writing to all the other parties. Variations to this notice period can be jointly agreed by the NNC – PSS.

The NNC – PSS agree to review the Agreement on a biennial basis to ensure that it continues to operate effectively.

**30. 8. Costs**

The general cost of maintaining the NNC – PSS and its secretariat function is borne by CES.

Any other expenses of the NNC – PSS must be agreed in advance, including how the cost is borne.

**31. 9. Dispute Resolution**

In the event of a dispute arising, concerning negotiations or agreements under the Scope of the Agreement, then the Management or Staff Representatives may invoke the following dispute procedure.

1. Either the Management or Staff Representatives should give formal notice that it is invoking this dispute resolution procedure.
2. Both the Management and Staff Representatives should then seek to agree a date for a meeting to resolve the dispute. A first meeting should take place within **10** working days of receiving the dispute notification.
3. If resolution of the dispute is not achieved at or following the first meeting, then there should be agreement of a date for a second meeting, within **10** working days of the first meeting.
4. Both the Management and Staff Representatives will jointly consider whether third-party assistance – such as ACAS – would be helpful, if initial meetings have not resolved the dispute.
5. Throughout the period of dispute resolution meetings, and for any agreed third-party assistance, the Colleges will maintain the *status quo ante* and the Trade Unions will refrain from taking any form of industrial action until the procedure has been fully exhausted.
6. Either the Management or Staff Representatives may declare the dispute procedure is exhausted and there is a formal Failure to Agree if (1) resolution is not achieved after the dispute meetings and (2) no agreement is reached on seeking third party assistance or if such third-party assistance does not lead to a resolution of the dispute.
7. Both CES and Trade Unions agree not to use this procedure to circumvent meaningful National Bargaining.

Once a Failure to Agree is declared, then in accordance with Point 5 of the Dispute Resolution Procedure, the dispute procedure is at an end, and the matter will be kept and filed as a matter of record within the NNC – PSS.

A new dispute cannot be invoked under the dispute's procedures on the same matter for a 12month period from the date of the Failure to Agree is invoked, unless exceptionally agreed by the Joint Secretaries. This does not prejudice the Trade Unions right to take lawful industrial action.

All formal outcomes from the Failure to Agree will be communicated jointly by the Joint Secretaries.

**32. 10. National Facilities Time**

An annual schedule of NNC – PSS meetings will be agreed by the Joint Secretaries.

Based on the annual schedule of NNC – PSS meetings, National Facilities Time will be agreed annually by CES and the NNC – PSS. This will be provided on a proportional split of NNC – PSS related work, as set out in the [NNC – PSS National Facilities Time Agreement](#).

Colleges with named national Staff Representatives attending the NNC – PSS will be reimbursed for National Facilities Time provided for attendance at meetings of the NNC – PSS; travel time; consultation with members; preparatory work and work related to the dissemination of outputs.

Other requirements for National Facilities Time for exceptional purposes shall be discussed and jointly agreed at a NNC – PSS meeting.

<b>Board of Management</b>		
Agenda Item	<b>18</b>	
Paper Number	<b>BOM0326-18.1</b>	
Date of Meeting	<b>02 March 2026</b>	
Location	<b>Dumfries Campus</b>	
Title of Paper	<b>Audit Scotland Statutory Fees 2025-26</b>	
Presented by	<b>K. Hunter</b>	
<b>Recommendation</b>	<b>Noting</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	No sensitive or personal information is included in the report	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment/detail

**Read Time:** 15 minutes

**1. Recommendation**

1.1. After consideration by Audit committee, the Board of Management are asked to note the report.

**2. Executive Summary**

2.1 This report provides an update to the Board of Management on the expected external audit fees for 2025-26 proposed by Audit Scotland.

**3. Context**

3.1 Audit Scotland set out their expected fees annually as part of their budget process. The fee is based on their assessment of factors including quality, scrutiny, risk and efficiencies, and a need to provide the assurance required by the Scottish Funding Council and Audit Scotland.

3.2 In their letter of 15th January 2026, Audit Scotland have advised colleges of their expected fees for the 2025-26 audit work. The proposed fees have increased by 4.3% from the previous year, with the expected fee for Dumfries and Galloway College £29,710.

3.3 Azets, the College’s external auditor, will determine any proposed change to the fee as part of their audit planning process, and this will be reported to the Audit Committee with their Audit Plan in due course.

3.4 A copy of the letter from Audit Scotland is attached as an Appendix to this report and sets out additional considerations as part of their fee setting process.

**4. Strategic Implications**

4.1 As the College has limited ability to vary the fees, a sector-wide fee setting process may not fully reflect the College’s risk profile. However, as the appointment of the external auditor and related fees rest with Audit Scotland, there is increased independence.

**5. Risk**

Risk	Mitigations
Risk 6. Failure to meet regulatory obligations (BoM)	<ul style="list-style-type: none"> <li>➤ Loss of reputation and stakeholder confidence</li> <li>➤ Financial penalties, fines and criminal liability (corporate and individual)</li> <li>➤ Regulatory or government body intervention</li> <li>➤ Impact on financial sustainability and operational resilience</li> </ul>

**6. Implications**

Financial	YES	There are potential resource implications for increased costs
Legal	NO	

<b>Learning and Teaching</b>	<b>NO</b>	
<b>Equalities</b>	<b>NO</b>	

**Karen Hunter**

Vice Principal Corporate Services

30 January 2026

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Dear Director of Finance

## **Audit Scotland Statutory fees – 2025/26 audits**

The Auditor General, the Accounts Commission and Audit Scotland have a shared mission to provide clear, independent and objective assurance on how effectively public money is being managed and spent. High-quality public audit is key to this mission. Audit Scotland has statutory powers to recover the cost of public audit work through fees and direct funding from the Scottish Parliament. Audited bodies have a statutory responsibility to pay their audit fees under the [Public Finance and Accountability \(Scotland\) Act 2000](#). The purpose of this letter is to give you an indication of the fees for your 2025/26 audit.

Audit Scotland's 2026/27 budget, which sets the 2025/26 audit fees, has undergone a rigorous process of review and challenge by Audit Scotland's Board in advance of our annual budget submission to the [Scottish Commission for Public Audit](#) (SCPA) in the Scottish Parliament which was considered by them on 11 December 2025.

Our budget and fees continue to recognise the difficult financial environment and the challenges facing public services, and public audit's role in helping meet them. High quality, independent public audit is a key foundation of effective scrutiny, governance and improvement in Scotland, and this has a cost. Our budget and fee uplift therefore strike a careful balance between:

- audit quality
- audit delivery
- delivering efficiencies and cost savings
- providing effective scrutiny, challenge, assurance and support.
- staff wellbeing
- managing risk

At the same time Audit Scotland is continuing its significant modernisation and transformation to support effective scrutiny, meeting the needs of the Scottish Parliament, public bodies and the communities of Scotland.

## **Expected audit fees**

**The overall increase in fees for 2025/26 annual audits is 4.3%.** Our budget setting has sought to reduce costs and drive efficiencies within Audit Scotland, but at the same time recognises the ongoing fiscal context for the bodies we audit by only increasing fees by that which is necessary to fulfil

our role effectively. However, an efficient and effective audit requires a strong partnership where audited bodies and appointed auditors work together to deliver their respective statutory responsibilities for accounts and audit. The expected fees assume that effective partnership working is in place.

Expected fees are set to recover the baseline cost of the annual audit work as set out in the [Code of Audit Practice 2021](#) and the [Guidance on Planning 2025-26 Annual Audits](#). The expected fee assumes that each audited body has:

- well-functioning controls
- an effective internal audit service
- an average risk profile
- sound governance arrangements in place and these operated effectively throughout the year
- prepared accurate unaudited financial statements which meet the agreed timetable for audit
- prepared comprehensive working papers to support the accounts.

Where these assumptions are met the expected fee should form the basis for invoicing and no further fee discussions are required.

Where these assumptions are not met, or significant risks and/or material errors are identified during the annual audit, your auditor will need to do additional audit work and discuss the cost for this work with you.

Fees can be increased by varying the auditor remuneration by up to 10% above the level set (20% for bodies with an expected fee below £37,900). Where the 10 per cent/20 per cent range is not sufficient to accommodate the additional work, higher remuneration can be discussed with the prior approval from Audit Scotland.

The construction of expected fees does not provide for:

- Additional audit work at individual audited bodies in response to changes to International Standards on Auditing (UK) (ISAs) such as ISA 315, ISA 600 or the bedding in of IFRS 16 in local government.
- The consideration of objections in local government.
- The cost of auditing section 106 charities.
- The preparation of any statutory reports where these may attract an additional, separate statutory report fee.

A blanket fee increase across all audits would not equitably reflect the local variation in audit work required to address these areas. Additional fees will need to be discussed for these areas where applicable.

The fee for your 2025/26 audit can be identified by clicking on this link [Fee Setting](#) and following the detailed instructions worksheet. On selection of your organisation(s) the expected fee will be provided together with a comparison against the final agreed 2024/25 fee, where confirmed. If you

are unable to access this file, please let us know and we will arrange to send you a copy of your expected fee.

More information on Audit Scotland's approach to setting audit fees and invoicing can be found [here](#). We will be consulting on our fees and funding model in summer 2026 ahead of the tender for the next round of audit appointments covering the audits of financial years 2027/28 to 2031/32.

We have noticed a delay in audit fee payments for some bodies over recent years. While we appreciate the pressures public bodies are under, we too have statutory requirements and with scrutiny from our Board and the Parliament are confident we have set a fair and balanced fee approach. Could I therefore please reiterate that there is a statutory obligation to pay audit fees according to the terms and conditions of our invoices. If you follow a 'No Purchase Order No Pay' policy, please raise a purchase order for the full expected fee and send it to [remit@audit.scot](mailto:remit@audit.scot). We will ensure that all relevant invoices quote the number for processing.

Yours sincerely

Vicki Bibby  
Chief Operating Officer

Audit Scotland, 4th Floor, 102 West Port, Edinburgh EH3 9DN

**Phone:** 0131 625 1818 **Email:** [info@audit.scot](mailto:info@audit.scot)

[www.audit.scot](http://www.audit.scot)

