



**west lothian**  
college

# **Business Continuity Policy and Framework**

**March 2021**

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Equality Impact Assessment: March 2021

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## Distribution List

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Director of Access, Employability and Schools	1
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Director of Care, Health and Sport	1
Director of Business, Creative and Enterprise	1
Director of Workforce Development	1
Head of Business Development	1
Head of Finance, Student Funds and Procurement	1
Head of Information Systems and Digital Infrastructure	1
Head of HR and People Development	1
Principal's Office	1
Reception Desk Street Building	1
Helpdesk	1
Lothian and Borders Police	1
Lothian and Borders Fire and Rescue Service	1
NHS Lothian (Chief Executive)	1
West Lothian Council, Emergency Planning Unit	1

In addition, this Plan will be available on iShare

## Contact List

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## **1 Policy Statement**

West Lothian College recognises the possibility for incidents or emergencies to occur which would directly impact upon our activities. In these circumstances, the college has clearly defined priorities for handling any incident: -

- Protecting and ensuring the health and safety of college staff, learners and other users
- Minimising and recovering from damage to college facilities
- Returning to a 'business as usual' state as soon as practicably possible.

## **2 Introduction**

Business Continuity Management (BCM) is a process that enables West Lothian College to proactively identify and plan to minimise the impact of risks that could affect its outcomes, operations and infrastructure. BCM provides the capability for the college to ensure continuity of learning, together with support for its learners, staff, centres and departments following any disruptive event.

When an emergency occurs, those responsible for managing the response will face an array of conflicting demands and pressures. These will vary according to the events causing the incident, the speed of the onset and many other factors. There will always be the added pressures in any incident involving a college due to the potential vulnerability of many of those involved; namely children and/or vulnerable adults.

The college will ensure that it creates, and maintains, a detailed Business Continuity Plan (BCP). The BCP, supported by Faculty and Department Plans and Business Impact Analyses where needed, will provide the framework to manage the immediate effects of any incident or emergency and support a return to normal business as soon as possible in line with the priorities in the Policy Statement above.

## **3 Aim**

This document provides a framework for the management of the response to a major incident or emergency in line with the guidelines set out in ISO22301.

## **4 Scope**

The Business Continuity Plan covers all areas of the college. The Estates Team will remain responsible for specific Disaster Recovery arrangements relating to the recovery of IT servers/applications that they operate.

Incidents and emergencies may occur in and out with college. It is impossible to define all types. However, the following are examples of the types of situations which may occur:-

## **In College**

- Acts of violence, leading to injury or death, including hostage taking or serious threats of violence;
- Fire or explosion; or
- Serious damage to college property, how so ever caused.

## **Out with College**

- Death of a student or staff member;
- Transport accident involving students or staff;
- A widespread or community related disaster that has the potential to impact on the college;
- Death or injuries on college journeys and excursions; or
- Civil disturbances and acts of terrorism.

## **5 Roles and Responsibilities**

The Principal has overall responsibility for ensuring processes and procedures are in place to respond to an incident/emergency. If the Principal is not available, responsibility for managing an incident/emergency will pass to the Vice Principal, Finance & Corporate Services (VP F&CS).

Supporting the Principal/VP F&CS will be the Strategic Directional Team (SDT).

The SDT, which provides strategic direction and co-ordinates action, is made up of the Executive Leadership Team. The Tactical Management Team (TMT) implements the action of the SDT and provides technical knowledge. The members of the TMT will depend on the incident/emergency.

The BCP shall contain a number of flowcharts/checklists for a variety of different incident types/emergencies as identified during the Business Impact Assessment (BIA) process. The Health & Safety Officer (H&S Officer) will update the BCP on an annual basis.

The BCP shall also contain copies of the latest BIA information for each area to provide the required level of detail to support the TMT. It is the responsibility of each Director of Faculty/Head of Department to update their BIA on an annual basis (or following a period of significant change (i.e. accommodation, major curricular changes)).

## **6 Testing**

The BCP shall be tested annually, with scenarios presented to the Management Forum which match one of the available incident type flowcharts. Testing will be a desktop exercise in recognition of the volume of activity within the college and the need to prevent disruption.

## **7 Activating the BCP**

- Head of Estates and Sustainability – Identification of estates related issues which occur during working hours or are notified via the out of hours service.
- Head of Information Systems and Digital Infrastructure – Identification of significant disruption to the College's Information infrastructure.
- College Leadership Team – Through liaison with the Executive Office staff, the College Leadership Team may identify issues which warrant activation of the BCP.

While each of these roles may identify activity which they feel warrants activation of the BCP, only the Principal or VP F&CS may activate the plan. Each of these roles is responsible for contacting the Principal (or VP F&CS) and presenting a case for BCP activation.

## **8 Communication**

In the event of an incident/emergency, effective information management is vital. During any period in which the BCP is active, all official college communications must be approved by the SDT. No staff member out with the SDT should approve any communications or discuss the incident emergency directly with the media or via social media.

## **9 De-Activating the BCP**

Given the potentially serious nature of an incident/emergency which warrants BCP activation, the plan will stay in effect until such time as the Principal (or VP F&CS) agrees that the need for the BCP has passed and that the remainder of the needed activity can be managed under existing college job profiles.

## **10 Links to Other Areas**

### **Risk Management**

Business Continuity Management and Risk Management work closely together, as both are concerned with good governance and raising awareness about risks. However, the focus of the two areas is different; Business Continuity Management is only concerned with managing those risks that could cause a disruption to the college's operations, whereas Risk Management has a wider remit. Also, for each risk there is a potential opportunity. BCM can be used as a mitigation of some risks identified in the college Risk Register and is referenced within the college Risk Register. Priority when developing business continuity arrangements should be given to treating situations identified as being most likely and having the greatest impact.

## **Internal Audit**

As part of review and monitoring and, in addition to the reviews undertaken by the VP F&CS, Internal Audit has an important role in ensuring that the Business Continuity Management Plan achieves its objectives as set out in this document.

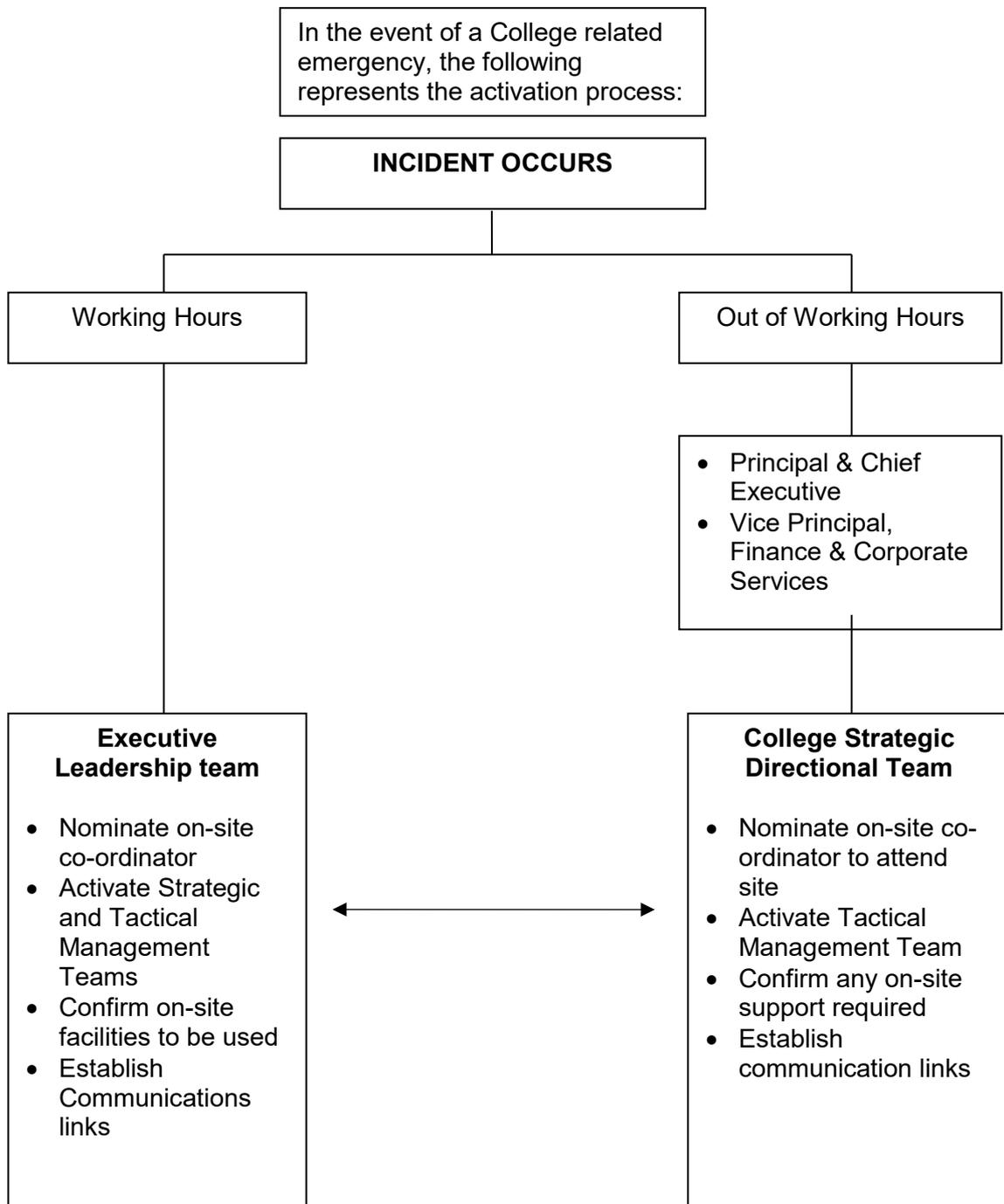
## **Information Security**

Information security covers the protection of all forms of information and is concerned with ensuring its confidentiality, available and integrity. A key part of the Business Continuity process focuses on protecting against a potential loss of resources, including important information, thereby ensuring it is stored appropriately and remains available after a disruption. Information Security should be considered when developing alternative arrangements to store/access key information. The loss of college information – either by a loss of access to it or by someone else being able to access it – could have serious implications and dependent on the severity, would be classed as an incident at centre/department level and also potentially for the college.

## **11 Review**

This Policy and Framework should be reviewed whenever changes affect it or after three years, whichever is the earlier by the H&S Officer.

## 12 Emergency Response Flowchart



**West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.**

**Please see end of this document for EIA.**

## Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on iShare.

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

<b>Policy/Practice (name or brief description):</b>	<b>Business Continuity Policy framework</b>
<b>Strategy/Policy includes Equalities Statement of Inclusiveness?</b>	<b>Text to be included in strategy/policy:</b>  <b>Statement of Inclusiveness</b>  <b>Yes</b>
<b>Reason for Equality Impact Assessment (choose from the following options):</b>	
<ul style="list-style-type: none"> <li>Proposed new policy/practice</li> <li>Proposed change to an existing policy/practice</li> <li>Undertaking a review of an existing policy/practice</li> <li>Other (please give detail):</li> </ul>	<ul style="list-style-type: none"> <li>Undertaking a review of an existing policy/practice</li> </ul>
<b>Person responsible for the policy area or practice:</b>	
Name:	Emily Purdie
Job title:	Health and Safety Officer
<b>An Equality Impact Assessment must be carried out if the policy/practice:</b>	
<ul style="list-style-type: none"> <li>affects <b>operational</b> or <b>strategic functions</b> of the College</li> <li>is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)</li> </ul>	

Why the EIA is being carried out	<b>Review of the policy due to management restructure</b>
<b>Equality Groups</b>	
Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:	
<ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• race (including ethnicity and nationality)</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> <li>• gender reassignment</li> <li>• pregnancy and maternity</li> <li>• marriage or civil partnership</li> </ul>	<b>none</b>

**Record your assessment against the following statements:**

<b>Statement</b>	<b>Equality assessment</b>
Detail the evidence of the needs of the identified equality groups and any gaps in information	
Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups?	no
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
State how this policy/practice will foster good relations:	Protecting and ensuring the health and safety of college staff, learners and other users

Will the policy/practice create any barriers for any other groups?	no
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
Which equality groups or communities have been consulted in the development and review of this policy/practice?	no

<b>Equality Impact Assessment Outcome</b>	
Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):	
<b>Option 1:</b> No change required – the assessment is that the policy/practice is/will be robust.	
<b>Monitoring</b>	
When will the policy/practice next be reviewed?	<b>March 2024</b>
<b>Publication of EIA</b>	
Can this EIA be published in full, now? Please state Yes or No  If No – please specify when it may be published or indicate restrictions that apply:	<b>Yes</b>

<b>Sign-off</b>	
EIA undertaken by	<b>Emily Purdie</b>
Name:	<b>8/3/21</b>
Date:	
Accepted by person responsible for the policy/practice named above:	<b>Jennifer McLaren</b>
Name:	<b>9/3/21</b>
Date:	
Approved by Equalities Committee	
Date:	

Retain a copy of this form for your own records and send a copy to [lbyrne@west-lothian.ac.uk](mailto:lbyrne@west-lothian.ac.uk)