BOARD OF MANAGEMENT

HUMAN RESOURCES AND DEVELOPMENT COMMITTEE

Thursday 15 November 2018 at 5.00pm
Room A214, Kingsway Campus

AGENDA

1. **WELCOME**

2. **APOLOGIES**

3. **DECLARATIONS OF INTEREST**

4. **MINUTE OF THE PREVIOUS MEETING**   Paper A for approval

5. **MATTERS ARISING**

6. **ACADEMIC RESTRUCTURING PROPOSALS**   Paper B for discussion   GR/ST

7. **NATIONAL BARGAINING UPDATE**   Verbal update   GR/ST

8. **VP PEOPLE AND PERFORMANCE REPORT**   Paper C for information   ST

9. **HEALTH & SAFETY TRAINING UPDATE**   Paper D for discussion   BG

10. **HR METRICS**   Paper E for information   ST

11. **MEETING MINUTES/UPDATES**

    - Joint Consultation & Negotiation Forum   Paper F for noting   ST

12. **DATE OF NEXT MEETING** – Thursday 21 February 2019, 5.00pm Kingsway Campus

Human Resources and Development Committee

Thursday 15 November 2018

PAPER A

Minute of the Previous Meeting

BOARD OF MANAGEMENT
HUMAN RESOURCES AND DEVELOPMENT COMMITTEE MEETING

Minute of the Human Resources and Development Committee meeting held on Thursday 20 September 2018 at 5.00pm in Room A214, Kingsway Campus.

PRESENT:	P Milne	A O'Neill
	T Pirie	C Clinkscale
	D Fordyce	G Ritchie
	G Bisset	

IN ATTENDANCE:	S Taylor (Vice Principal)	C Blake (Vice Principal)
	A Mawhirt (Head of People)	S Hewitt (Vice Principal)
	B Grace (Head of Estates)	

1. WELCOME

P Milne welcomed members and welcomed C Clinkscale to her first meeting.

2. APOLOGIES

Apologies were received from M Galloway.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 10 May 2018 was approved as an accurate record.

5. MATTERS ARISING

Fuel Costs

A Mawhirt advised that it had not been possible to arrange for a staff discount arrangement for fuel costs.

Incubator Sponsorship

G Ritchie stated that this was being progressed alongside recent changes in the structure and staffing of the incubator unit.

Workforce Planning

S Taylor confirmed that the final changes to the workforce planning document had been progressed.

S Taylor stated that workforce planning had also been subject to an internal audit over the summer months with a positive audit report received. This was welcomed and it was agreed that a copy of the audit report be forwarded to Committee members. **S Taylor to progress.**

6. **VP PEOPLE AND PERFORMANCE REPORT**

S Taylor summarised his report, highlighting the final outcomes of the May 2018 voluntary severance (VS) scheme. The savings achieved were discussed and A O'Neill clarified the totals.

S Taylor provided a brief update on national bargaining, highlighting that a settlement with support staff looked close, but that the dispute with academic staff remained in place with an indicative ballot currently open.

Developments in terms of working arrangements with trades unions locally were noted and G Bisset highlighted the importance of work of this type.

Progress on the Wellbeing Project and around changes in trades union regulations were also discussed. G Ritchie stated that he felt that highlighting wellbeing as the first item at the staff conference had been well received.

P Milne noted the VS savings outlined and the link between this and overall staffing numbers and savings. P Milne noted that this had been subject to discussion at the Audit & Risk Committee and stated that it was important that linkages of this type were clear and fed into the overall picture on financial sustainability. P Milne noted that this would be discussed at the full Board to ensure that linkages were clear.

T Pirie stated that this was important and noted that an important part of the role of Board members attending more than one Committee was to ensure that these linkages were made.

G Ritchie stated that he recognise this and noted that this was a central feature of the College's financial strategy and the discussions held with the full Board earlier in the year leading to the financial savings plan and movement of finances in the right direction.

D Fordyce stated that it would be useful to measure staff metrics against a target G Ritchie stated that this underpinned plans in respect to changes to the structure and noted extensive timetable audit arrangements in place to ensure that staffing was as efficient as it could be.

The impact of pay increases was discussed and current multi-year offers to academic and support staff noted.

7. **STAFF ENGAGEMENT SURVEY**

A Mawhirt summarised plans for the Staff Engagement Survey to run in late October. It was noted that this survey built on the work undertaken in 2015 and 2016 and utilised the same platform and main questions.

A Mawhirt stated that additional questions around wellbeing had been included as this had been the area scoring the lowest in the previous surveys.

A Mawhirt outlined examples of the work undertaken with those teams where survey scores had been low previously.

The survey questions were discussed and it was agreed that (without lengthening the survey too much) further consideration would be given to questions in respect of: senior leadership; Good to Great; and bullying/harassment. **A Mawhirt to progress.**

The benefit of using examples of 'you said, we did' in the survey information for staff was noted.

S Taylor advised that the full survey report would come to the February meeting of the Committee. **A Mawhirt/S Taylor to progress.**

8. NATIONAL BARGAINING

This had been covered under item six.

9. HEALTH AND SAFETY ANNUAL REPORT

B Grace summarised the report produced and highlighted some concern at the drop in uptake of elements of health and safety training. P Milne stated that she had also been concerned at this and C Blake highlighted that this had also been discussed at the most recent Health, Safety and Wellbeing Committee.

T Pirie and D Fordyce stated that in Scottish Enterprise access to IT systems was locked until training of this type was completed. This approach was noted.

The full range of different training requirements was discussed, and it was noted that whilst health and safety uptake had declined, around 700 staff had completed on-line Equality and Diversity training during 2017/18.

Opportunities to focus on specific types of training over short periods (eg 2 weeks) were discussed and would be considered, as would including the percentage uptake of training by their staff as a metric for managers.

B Grace noted that the different approaches discussed had been useful and he would take these back. P Milne asked that an update on progress be provided to the next meeting. **B Grace to progress.**

Challenges around first aid cover were discussed, and P Milne noted that Dundee University built this into job descriptions for certain staff. Developments to better support PAT testing were also discussed.

P Milne asked about the difference in the times taken for fire evacuation in each campus. B Grace stated that the times included both evacuation and reporting back by fire wardens, and stated that the reporting element took longer at Gardyne due to the building layout. B Grace confirmed that there were no concerns around the evacuation times.

S Hewitt stated that he wanted to highlight the work undertaken by Andy Cathro and the LOCHER project work that he undertook with students. The Committee welcomed this update.

Accidents/incidents in respect of individuals that were neither students nor staff were noted. B Grace advised that these related to visitors and Gardyne Theatre patrons rather than contractors.

10. **HR METRICS**

S Taylor summarised the metrics produced, highlighting that the FTE figures showed a drop from the previous year. It was noted that the staff: credits ratio was provisional, pending the final credits audit and calculation of the annual staffing return.

Staff absence figures and the range of absence types were noted.

A Mawhirt summarised the activities underpinning the range of Organisational Development metrics. A O'Neill asked if there was a planned approach to limit access to events during teaching hours. A Mawhirt noted that there was not. It was noted that work had, however, been undertaken to reduce multiple attendance at events.

Reference to a tribunal action was noted and S Taylor advised that any issue of this type would be discussed with the Board Chair and Chair of the Human Resource and Development Committee.

11. **MEETING MINUTES/UPDATES**

The minutes of the Joint Consultation Forum and Equality & Diversity Group were noted with interest.

12. **ELECTION OF VICE CHAIR**

S Taylor advised that there were two candidates for the role of Vice Chair. T Pirie stated that one of the candidates had highlighted that they would undertake the role if no other candidate was interested, but that they were happy to step aside for someone else.

Given the above, G Bisset was elected to the role.

13. **DATE OF NEXT MEETING**

The next Human Resources and Development Committee meeting will take place on Thursday 15 November 2018.

Action Point Summary		
Action	**Responsibility**	**Date**
Copy of workforce planning audit to be shared with Committee members	S Taylor	30 September 2018
Staff Engagement Survey questions to be finalised	A Mawhirt	30 September 2018
Staff Engagement Survey report to be brought to Committee	A Mawhirt/ S Taylor	21 February 2018
Progress report to be provided on Health and Safety Training uptake	B Grace	15 November 2018

Human Resources and Development Committee

Thursday 15 November 2018

PAPER B

Academic Restructuring Proposals

Academic Structure Changes – Consultation Paper 1
October 2018

1. Overview

Discussions over the latter part of session 2017/18 highlighted the desire of the College to look in detail at how our promoted academic structure was organised and to identify proposals for change. This paper sets out the proposed changes to be made, the rationale upon which these changes have been built, and the consultation and implementation arrangements planned.

As detailed previously, feedback is that staff want to know key headlines, supported by the rationale for associated decisions. This paper is developed on this basis and proposes changes to the structure that:

- **makes use of the current 3 national levels of promoted post;**
- **enhances the core focus on learning and teaching;**
- **creates smaller/more manageable teams, and increases the number of line managers;**
- **simplifies the range of tasks required of 'level 1' roles, but reduces the number of these roles;**
- **creates new, more specialised, roles to address key strategic and operational needs.**

In developing these proposals, the Executive is aware that changes in roles and organisation can be difficult, and that job security is always a key concern for those impacted. As a result, there is a desire for full and open consultation of the planned changes and there is an upfront commitment on job security for those impacted directly (in addition to the normal four year pay conservation arrangements).

Through the changes proposed, no current member of permanent promoted academic staff should be concerned about not having a job. Whilst this may mean a return to teaching in a lecturing role, it is anticipated that (allowing for voluntary severance and other changes) no individual should be left without a role within the new structure.

2. Background and Rationale

The key roles within the current academic structure were determined and implemented during the merger process. As a matter of necessity, this was a quick implementation and was undertaken by matching course leaders and senior lecturers from the two legacy colleges into the 'new' roles. The effectiveness of this approach was borne out by the feedback received on our merger process, and by the excellent results and achievements of the College since then.

Merger is now five years ago, and we have changed considerably since our early days as D&A College - over 40% of our overall current staff have never known what it was like to work in either of the former two colleges.

The two legacy Colleges are now gone and we should be proud that we have come a long way, in a very short period of time, under some extremely difficult conditions. For instance, despite facing reduced full time recruitment, progressing with our Good to Great transformation, and removing £1m from our budget, last academic year we not only exceeded our credit target but we also improved our outcomes for students considerably with retention, attainment and partial success all improving.

Put simply, more learners achieved last year than in 2016/17, meaning more people in the Dundee and Angus region have better life chances because of what we collectively delivered and how we supported them. This reflects the result of hard work by all staff and our whole College approach to both retention and attainment.

D&A College has an excellent track record of success over the past 5 years and we can all be proud of the achievements made and the excellent opportunities and outcomes that we provide for our region.

So, if we are in such a strong position why do we need to change? Also, isn't there a risk that by changing our structure we jeopardise the success that we have achieved?

For many across the College it has been clear that there have been difficulties with the way in which we are structured for a significant period of time. It is clear that there are a number of long-standing challenges to successful operation that need to be addressed.

Through various forms of feedback including staff surveys, the all staff 'Designing Good to Great' day, Course Leader forums and staff input to previous consultation papers, it is clear that there are a number of internal ways of working that need to be addressed and it is important that these form the basis of any future thinking and decisions going forward. Some of the big recurring themes from this feedback are expanded below.

2.1. Definition of Roles

One of the most commonly raised issues is the lack of clarity between the various roles within the current academic structure. Many staff in the roles of Lecturer, Group Tutor, Course Leader, Head of Learning and Director of Curriculum & Attainment, often raise that there isn't a consistent enough approach across the College on what these roles should do on a day to basis and what they should ultimately be responsible for.

With the new promoted structure bandings created as a result of National Bargaining, as well as the work undertaken to reinvigorate the Professional Standards for Lecturers, the time is right to clarify the range of roles within the academic structure and to make use of the range of new national post levels as a basis of informing our own developments.

2.2. The Focus on Learning & Teaching

One of the major concerns raised by Course Leaders, Heads of Learning and others is that a great part of their time is diverted away from the core business of learning & teaching. Course Leaders in particular have been clear that there has been an increase in the work that is seen as 'administrative' in nature. Some of this is due to the overall size of the College as an operation, some is as a result of increased government scrutiny and monitoring, and some is undoubtedly a result of our own 'silo' process design where we end up with duplication of tasks, task bottlenecking with requests coming from multiple sources, and an increase in work where systems should have decreased this.

This is a complex area where there is no simple solution. The need to engage actively in a wide range of administrative and systems tasks will always exist, whilst systems and processes are in place for good reason, and much of the government and stakeholder scrutiny is likely to intensify, rather than decline, in the years ahead.

As we look to the future we need to ensure that our key academic leadership roles can focus more on the leadership and quality of learning and teaching, and that expensive promoted academic staff resources are not unnecessarily tied up on a plethora of 'administrative' tasks.

2.3. Line Management and Communications

Heads of Learning, Course Leaders, staff and trade unions have regularly highlighted that communication and the 'span of control' within teams is a concern. Whilst good work has been undertaken to develop communication approaches it has been clear since merger that a number of our academic teams are too big. The structure change implemented in 2016 addressed this to some extent, although subsequent savings programmes have resulted in the return of bigger and bigger operational units. It is clear that operating with a line management structure where there could be 60+ direct reports is far from ideal and through the changes planned we will seek to address this and create more manageable sized teams.

2.4. Role Diversity/Dispersal

As national policies have developed, and College services and clientele have changed, it is clear that the range of activities and expectations of promoted academic roles have become more diverse and more dispersed. National drivers have seen promoted staff become more involved in the planning and organisation of articulation and progression links, senior phase school developments, modern and foundation apprenticeships, work placements, employer liaison, and commercial activities. Whilst all of these activities are essential and have a clear curriculum basis, feedback suggests that by building responsibility for these into all promoted academic roles we are diluting the effectiveness and reducing the ability of individual staff to fulfil all of these requirements to the extent that they would wish.

2.5. National Comparisons

It has become evident over the past year or so that the number of promoted academic postholders within D&A is disproportionately high when compared with others in the college sector. For example, D&A has 38% more promoted academic posts for our size than the Scottish average, and our 'credits generated per promoted academic post' sits at 1,252 compared with a Scottish average of 2,646. Whilst there are positives and negatives in measures of this type, feedback suggests that, despite the larger number of posts, the configuration of these is not as effective as it could be.

2.6. National Strategies/Priorities

Running alongside all of the above is a range of developing national priorities and drivers that shape and inform how we need to work and develop in the future. We have identified previously the challenges associated with the reducing number of young people, schools retaining more and contextualised admissions for universities. Alongside this we have key national strategies in areas including: Developing the Young Workforce; the Learner Journey Review; Regional STEM clusters; Gender Segregation and Equality in the Curriculum; and the on-going intensification of the Funding Council's Outcome Agreement process.

All of these strategies place demands upon the College and we need to ensure that we are configured and operate in the way that allows us to meet the demands placed on us and utilise the opportunities that these offer in the best interests of our learners.

The structure proposals have been developed to address the range of issues outlined above, whilst retaining many of the positive features of the current operating arrangements. This is a difficult balance to strike, but the view of the Executive is that the College is now at a point where change is necessary and we need to look more at the future than we do at the past.

We need to create an operating structure that delivers on our on-going ambitions for our learners and curriculum, meets the multiple national drivers and strategies that impact on us, whilst also streamlining and more effectively managing the myriad of tasks and activities that underpin the delivery of learning and teaching.

3. Structure Proposals

To address the points noted above, and to develop a revised operating structure that meets the needs of the College going forward, the following arrangements are proposed.

3.1. Role of the Lecturer and Group Tutor

Whilst the changes outlined below do not impact directly on the structure of other academic roles, the changes proposed to the overall structure does provide an opportunity to reflect on the emphasis placed on these roles as follows.

Lecturer – no overall change to the role but developments in respect of the revised Professional Standards and national expectations in relation to the achievement of TQFE and membership of a professional body (most likely GTCS) from April 2019 will provide a clearer framework for all teaching staff to operate within. As one of the pilot Colleges for GTCS registration, and with a clear focus on the importance of professional learning, the College has welcomed these national developments.

Group Tutor – the role of Group Tutor is valued immensely by learners and will remain as is. Greater emphasis will, however, be placed on the support and development of Group Tutors to promote consistency in the operation of this critical role. This fits well with the current Good to Great Wellbeing project and the desire to ensure greater consistency of approaches/outcomes under the new structure arrangements.

3.2. Generic Structure

It is proposed that the revised structure will be built around three clear and distinct promoted academic roles as follows:

Level 1	**Curriculum and Quality Leader**
Level 2	**Head of Curriculum and Quality**
Level 3	**Head of Sector**

The key responsibilities of each are summarised below, with summary details of each role outlined in **appendix 1.**

As with current Course Leaders, **Curriculum and Quality Leaders** will be the key curriculum specialists for their areas and will play a fundamental role in leading course teams and supporting and overseeing the quality of learning, teaching and outcomes for learners.

This role will, however, have a clearer focus on learning and teaching and will be supported by a wider range of specialist support (see 3.4 below) to reduce the administrative burden and provide greater support in respect of the range of College and national priorities.

The **Heads of Curriculum and Quality** will operate and be accountable as the key line and operational managers within the structure. An increased number of roles at this level will support the operation of smaller and more cohesive teams.

The new role of **Head of Sector** will assume responsibility for a broad range of management tasks and oversight, with a particular focus around developing and supporting greater consistency of operation (in activities such as budgeting and operational planning) and achievement of high quality outcomes across the range of curriculum teams that they oversee.

Each sector will be supported by a range of new posts designed to support the effective operation of the College, deliver on key strategies and policies whilst reducing the 'role spread' and 'administrative' demands on Curriculum and Quality Leaders and Heads of Curriculum and Quality. Further details on this are outlined in section 3.4 below.

3.3. Specific Structure Plans

The specific detail of the revised structure is outlined below and in **appendix 2**. This structure follows the generic outline detailed above and covers all current academic team roles, curriculum and activities.

Four similar sized sectors are planned, each led by a Head of Sector (level 3) as outlined above. Three of these sectors will incorporate 5 teams, and one will include 4 teams. Each team in turn will have a Head of Curriculum and Quality (level 2) and a number of Curriculum and Quality Leaders (level 1) depending upon the curriculum mix and spread of their provision.

Sector	Band 3		Band 2	Band 1
Care, Social Sciences & Sport	1	Sport & Fitness	1	2
		Children & Young People	1	3
		Health & Social Care	1	3
		Social Sciences	1	3
		TOTALS	**4**	**11**

Sector	Band 3		Band 2	Band 1
Creative, Cultural & Digital	1	Hospitality & Professional Cookery	1	1
		Hair, Beauty & Complementary Therapies	1	3
		Performing Arts	1	1
		Computing & Creative Media	1	2
		Art & Design	1	2
		TOTALS	**5**	**9**

Sector	Band 3		Band 2	Band 1
Business, Access & Education	1	Access & Essential Skills	1	3
		Supported Education	1	1
		ESOL	1	2
		Accounts, Admin & IT	1	2
		Business, Retail, Events & Tourism	1	3
		TOTALS	**5**	**11**

Sector	Band 3		Band 2	Band 1
Science, Technologies & Landbased	1	Science	1	0
		Landbased & Animal Care	1	1
		Engineering	1	3
		Construction	1	4
		Building Services	1	1
		TOTALS	**5**	**9**

			Band 2	Band 1
OVERALL TOTALS	**4**		**19**	**40**
		TOTAL PROMOTED ACADEMIC POSTS	**63**	

This compares with a current structure comprising of 13 Heads of Learning and 59 Course Leaders (72 posts).

These changes do not impact on the roles of Professional Learning Course Leader.

Within the above proposal, and as a result of discussions from the ongoing curriculum review, are a number of proposed changes to curriculum groupings designed to deliver curriculum teams of a similar size. These changes include splitting the current Business Team into two, comprising Administration & IT and Accountancy as one team and Business, Retail, Events, Marketing and Tourism as another. It is also planned that Art and Design split from Performing Arts and that ESOL split from Retail, Events & Marketing. Science and Landbased/Animal Care will return to standalone areas, as will Building Services and Construction.

Given the natural synergy in delivery models and to support the on-going focus on the 'T-Shaped' learner, Access and Essential Skills will be brought together as a single area.

As with previous changes, the fine detail of the curriculum split across areas that are changing will be discussed and agreed as a part of the implementation phase.

As a part of the changes being made, we would will also ask all academic teams to give some thought to modernising team names and look at how they will reflect both the curriculum going forward and the future world of work. Input and ideas in respect of this are welcomed.

The changes proposed will increase the credits per promoted academic role to 1,850 which remains significantly below the national average of 2,646 (see section 2.5) but gives D&A a better structural configuration and rebalances activity across teams whilst also reducing the average size of teaching teams from 17.9 full-time equivalent (FTE) currently to 12.2 FTE going forward.

3.4. Wider Roles & Opportunities

As detailed above, it is proposed that a number of changes to College wide operating arrangements be made to better support the revised structure and address a number of the concerns outlined in section 2. A summary of these roles is also within **appendix 1**.

3.4.1   Sector Development Leaders

It is planned that each of the 4 sectors will be supported in developing and promoting commercial and apprenticeship arrangements through the creation of the role of **Sector Development Leaders.** These roles will replace the current role of **Workforce Development Leader** and will work alongside the Head of Sector and curriculum staff to promote commercial and apprenticeship opportunities and arrangements.

NB These changes will not impact on those currently holding the roles of Workforce Development Officer or Development Officer, which will continue as currently.

The **Sector Development Leaders** will work in partnership with the Customer Engagement Team, current Business Advisors and others through the recently established Commercial Forum to develop a clearer strategic focus on non-core income generation and opportunities.

3.4.2 Sector Coordinators

To support the workflow and organisation of the 'administration' activities and tasks necessary for the operation of the curriculum, finance and related business processes it is proposed that four new administrative roles of **Sector Coordinator** be created. This will be an administrative support role, and the 4 postholders will provide a broad range of support designed to streamline tasks and improve planning and the efficiency of operations.

As administrative professionals the Sector Coordinators will reduce the burden on the Curriculum and Quality Leaders, Heads of Curriculum and Quality, and Heads of Sector. They will play an active role in better managing information and activity timelines that will deliver more efficient ways of working.

Running alongside these developments, further work will be progressed to support 'business partnering' approaches within the range of key support services that make the most demands on promoted academic staff.

In developing these roles, discussions have focussed on the work done to create a clearer learning journey and the planned administrative and support activities needed for our learners in this. Through the creation of the Sector Coordinator roles we will seek to develop a similar approach to the 'business journey' needed to better manage and administer the range of activities that impact on teaching teams.

3.4.3 Academic Partnerships Manager

To support the further development of our strategy and arrangements around university articulation and senior phase school link activities, it is planned that a new role of **Academic Partnerships Manager** be created. Development of our senior phase school link provision is a major driver for the College and has grown by c.30% in the past year. This growth is likely to continue (alongside increasing work with younger school pupils) placing significant pressure on our current structure.

In respect of articulation links and arrangements, this postholder will assume responsibility as the key contact for the College, working in partnership with academic teams and staff to develop clear and structured articulation arrangements across all relevant areas of the curriculum. This role is designed to identify and exploit opportunities to expand the range of articulation options available to our learners, whilst ensuring that current links and individual articulation agreements remain up to date and effective.

Similarly, this postholder will have a remit that covers the strategic and operational development of senior phase school link provision. They will be the key contact with our local educational authorities and with individual schools to deliver on our schools engagement plan and grow the range of school link opportunities available. This will be undertaken in partnership with academic teams and will work to provide a more 'joined up' approach for education authorities, schools and pupils across the region.

It is felt that the lack of a role of this type is a significant gap at the current time and is limiting future opportunities for learners. As a result, it is planned that **recruitment to this role will commence as soon as practicable with a view to having a postholder in place prior to the end of the current calendar year.**

In addition to this role, the College has submitted a bid to significantly increase the number of foundation apprenticeship opportunities it offers. If successful, this bid will provide funds to support a **Foundation Apprenticeship Lead**, with this role reporting to the Academic Partnerships Manager.

It is planned that the current post of **School and Community Coordinator** will report to the Academic Partnerships Manager. Once established, other roles that directly support schools activities may also transfer into this new team.

3.5. Executive Team Roles

The introduction of four Head of Sector roles into the proposed new structure will have a knock on effect on the Executive roles of Directors of Curriculum and Attainment. This provides an opportunity to develop the range of responsibilities within these roles and to bring a range of key strategic drivers and activities closer within the overall academic structure.

As a result of the changes proposed, it is planned that the role of **Director of Customer Experience** held previously by Veronica Lynch **will not be replaced**. The interim reporting arrangements for the services and line management links held previously by this role will be formalised as follows.

Marketing and International	Director of Curriculum and Attainment (K Murphy)
Customer Engagement & Operations	Director of Curriculum and Attainment (K Murphy)
School & University Partnerships	Director of Curriculum and Attainment (J Grace)
Developing the Young Workforce	Director of Curriculum and Attainment (J Grace)
Student Services	Vice Principal People and Performance

The developments planned will give a reporting structure for the Directors of Curriculum and Attainment as follows:
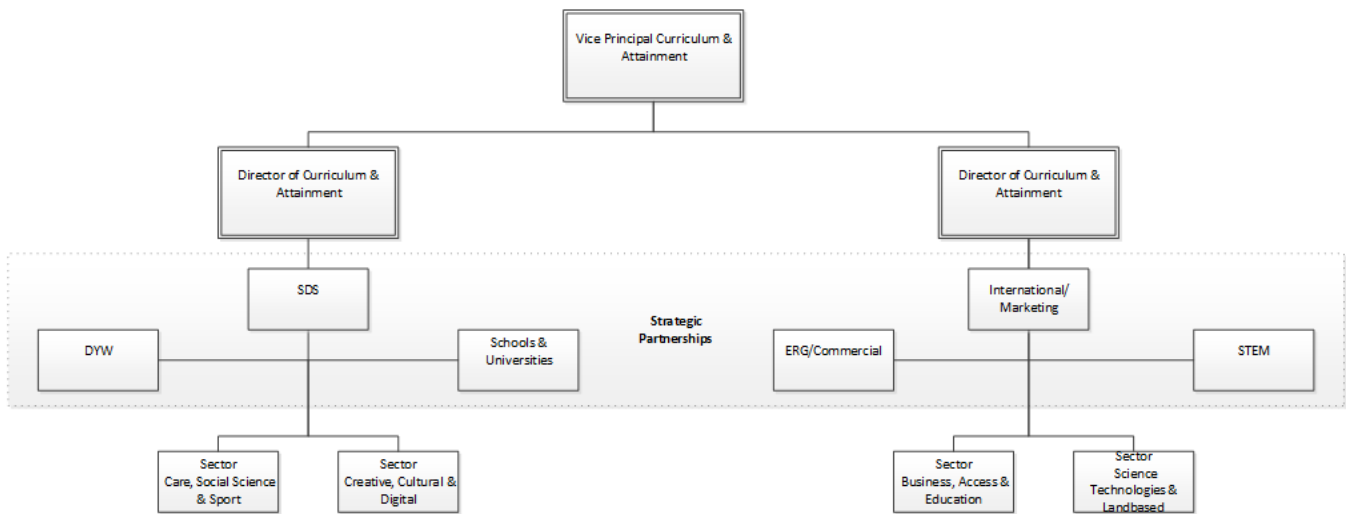
Other Executive reporting lines will remain unchanged.

4. Operation of the New Structure

It is recognised that the above changes in structure and reporting lines are significant, and are also the most significant changes to be made to the College since merger. It is also recognised that changes to reporting lines and arrangements are only the first step in making genuine organisational change.

Significant within this will be how we make best use of new (and not so new) technologies and approaches such as Microsoft Teams, Slack, One-Note and Service Design to improve how we communicate and develop and share ways of working. This will be a key focus of the Digital Strategy over the next few years.

To support the on-going implementation of the structure a series of clear Organisational and Professional Development activities will be created for postholders within each of the new roles. This approach will be planned over a number of months on a similar basis to the work undertaken with Course Leaders by Mina Welsh shortly after merger.

The development plans put in place will aim to provide new postholders with the full range of practical knowledge and skills required for each role, but will also focus on how expectations, culture and values fit together, outlining how different roles across the whole College structure (not just those that are changing) should interact and work together in the best interests of our learners. New and current postholders will have a significant input into the content and organisation of these arrangements.

The alignment of this development programme with the formal changes to the operating structure are designed to ensure:

- Collective ownership and planning of learning, teaching and services.
- Shared accountability and responsibility for improvement and outcomes.
- Productive collaboration between academic and support services.
- Efficient and sustainable operations.

These bullet points should not be anything new to staff across the College, and whilst they are nothing new, they are a useful reminder of the way in which we should all operate to support our learners.

The planned changes to the structure will undoubtedly impact on how a number of services, processes and activities engage with promoted academic roles, and with each other. The planned changes in structure provide an opportunity to 'recast' some of these arrangements and to ensure that the way in which we operate is focused strongly on our core priority of **#moresuccessfulstudents.**

As a part of this overall development all parts of the College will need to consider how they best interact under the new structure arrangements and how approaches may need to change. This should be at the forefront of thinking for everyone with a leadership or management role, and should be a part of discussions and future planning for all teams.

5. Planned Steps & Process

Significant discussions have been held in terms of the process and arrangements for progressing with the structure changes. This has included the options of matching current postholders into roles at the appropriate level on a similar basis to what happened at merger. Other options include external and/or internal advertisement, or a mixture of all of these.

It is felt that the changes proposed are significant, and mark a major change in how the College is structured and will operate going forward. Whilst there are inevitably similarities in the range of tasks covered by each of the new roles, there are also significant differences both in the roles themselves, and also in how the College wants to operate going forward. As a result it is felt that post matching is not the most viable or appropriate option.

The new structure combines a series of different roles, with these spread across three distinct levels. To progress with the proposed structure it is planned that each of the new roles will be open in turn for application and competitive recruitment on an internal basis for staff currently in College employment. This will start with the Head of Sector roles and progress in turn through the Head of Curriculum and Quality and the Curriculum and Quality Leader and Sector Development Leader roles. The planned timescales for this are detailed below.

Should insufficient suitable candidates be identified for roles at any of the levels then a decision will be made on whether to run with fewer roles, or to go to external recruitment.

The People team will play a central role in planning and organising recruitment arrangements as well as supporting discussions and transition arrangements for those moving into different roles as a result of the restructure changes.

5.1. Voluntary Severance Scheme

As with previous changes of this type, voluntary severance will be a potential option for individuals that do not feel that they have a place within the revised structure. It is anticipated that the numbers accessing voluntary severance will be limited, and the same one year maximum payback arrangements to realise savings, will be required as previously.

It is planned that voluntary severance will open on 1 November 2018 and will remain open until recruitment arrangements for each part of the new structure have been completed (see timeline below).

6. Costs and Finances

Through this paper we have purposely sought to stay away from costs, savings and financial analysis. Whilst we must always be mindful of our cost base and the pressures that arise from limited available funding, the proposals outlined have **not been developed on a cost saving basis** and are not designed as a savings exercise.

We are keen to develop the structure that we feel best meets the needs of the College and the future development of the curriculum and services that we offer.

As they stand, the structure proposals outlined are roughly break-even compared with the cost of the current structure (allowing for four years of conservation).

Savings of c£90k will be achieved through the non-replacement of the Director of Customer Experience and the Trust and Sponsorship Officer roles.

Importantly, however, the changes proposed will focus more staff time on the overall management and operation of the curriculum and will do so in a more cost effective way. The inclusion of specialist administrative, workforce and partnership roles within the planned structure will deliver more efficient ways of operating, and are planned to allow more time to be focused on learning, teaching and improving overall outcomes.

7. Consultation and Feedback Arrangements

The purpose of this paper is to outline initial thoughts and plans for changes to the structure, and feedback and views on this are very welcome. Through previous exercises (such as structure changes and savings plan proposals) good and constructive feedback has been received which has helped to shape and improve on initial plans.

It is hoped that staff across the College will take the opportunity to review these proposals and provide comment and feedback, particularly on the rationale, generic and specific structure proposals.

During the consultation periods, the email mailto:consultation@dundeeandangus.ac.uk can be used to direct all feedback.

All confidential queries and comments can be raised through a dedicated online hotline, again available throughout the period of change: Access the Hotline. Anonymous questions can be asked at any time and responses will be given as soon as practicable.

Executive Team Q&A sessions will be held in each campus in the next two weeks, where the content of this paper will be discussed and questions can be raised: More information is available here.

HR support and advice is available to all staff on an ongoing basis. The People Team can be contacted via mailto:peopleteam@dundeeandangus.ac.uk / 01382 834912 (ext. 4912).

8. Change Timeline

The timeline for changes proposed through this paper is summarised below. This timeline is designed to support full and open consultation on the changes proposed, whilst also ensuring that changes progress and are developed with minimum impact on our current learners.

As with any change process, this focus on 'business as usual' and 'nothing changes until it changes' is important in ensuring that our current learners are not disadvantaged.

The planned timeline for change is as follows:

Date/s	VS	Activities
19 October 2018		Joint Consultative Forum (JCF) meeting with Trade Unions to discuss draft consultation paper.
w/b 22 October 2018		Consultation paper on proposed structure changes published via Staff Portal.
26 October 2018		Recruitment: Academic Partnerships Manager
w/b 22 October – 26 November 2018	Voluntary Severance scheme opens 1 November 2018 until 30 June 2019	Individual and whole-College consultation on initial proposals published. Feedback sought via the Consultation email address, with further opportunity to discuss comments or concerns directly with line managers, the People Team or through the anonymous hotline.
7 December 2018		Joint Consultative Forum (JCF) meeting with Trade Unions to discuss final draft consultation paper.
10 December 2018		Final paper published with opportunity for individual consultation with staff / areas impacted and final comment / consultation via the Consultation email address, with further opportunity to discuss comments or concerns directly with line managers, the People Team or through the anonymous hotline.
11 January 2019		Close of final consultation.

16 January 2019		Final paper published.
21 January 2019		Progress of outcomes.
15 February 2019		Recruitment: Heads of Sector
End March 2019		Recruitment: Heads of Curriculum & Quality
End June 2019		Recruitment: Curriculum & Quality Leaders, Sector Development Leaders and Sector Coordinators
August 2019		Full new structure in operation
April 2019 onwards		Organisational and Professional Development Activity Plans Commence

9. Conclusions

The changes outlined within this paper are significant, but are built upon a clear rationale and set of approaches that it is hoped help to explain why change in necessary, and why the plans proposed are the best way forward at this point in time.

The changes proposed are designed to improve our focus on learning and teaching, simplify what are recognised to be too complex, diverse and stretched roles, and make good use of additional specialised input to support the increasing range of national strategies and developments that (whilst necessary) detract from day-to-day business.

The changes proposed will provide opportunities for development for some staff, and have been supported by a commitment on overall job security for those impacted most. It is hoped that both of these steps will help to ease the concerns that always exist in respect of change. As noted above, the focus on 'business as usual' and 'nothing changes until it changes' is important in ensuring that our current learners are not disadvantaged.

Feedback on the plans outlined in this paper is welcomed and we encourage all teams to take the opportunity over the coming weeks to reflect and discuss these proposals and how this will impact them. We look forward to engaging with staff from across the College to discuss and finalise arrangements for our new structure.
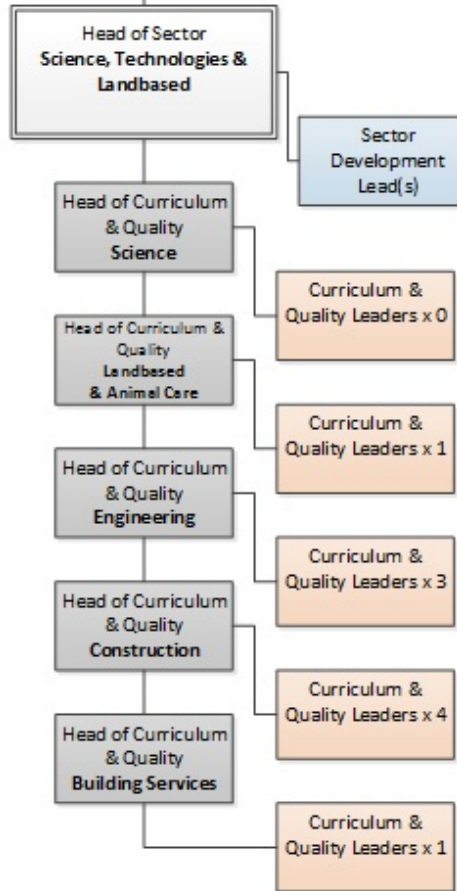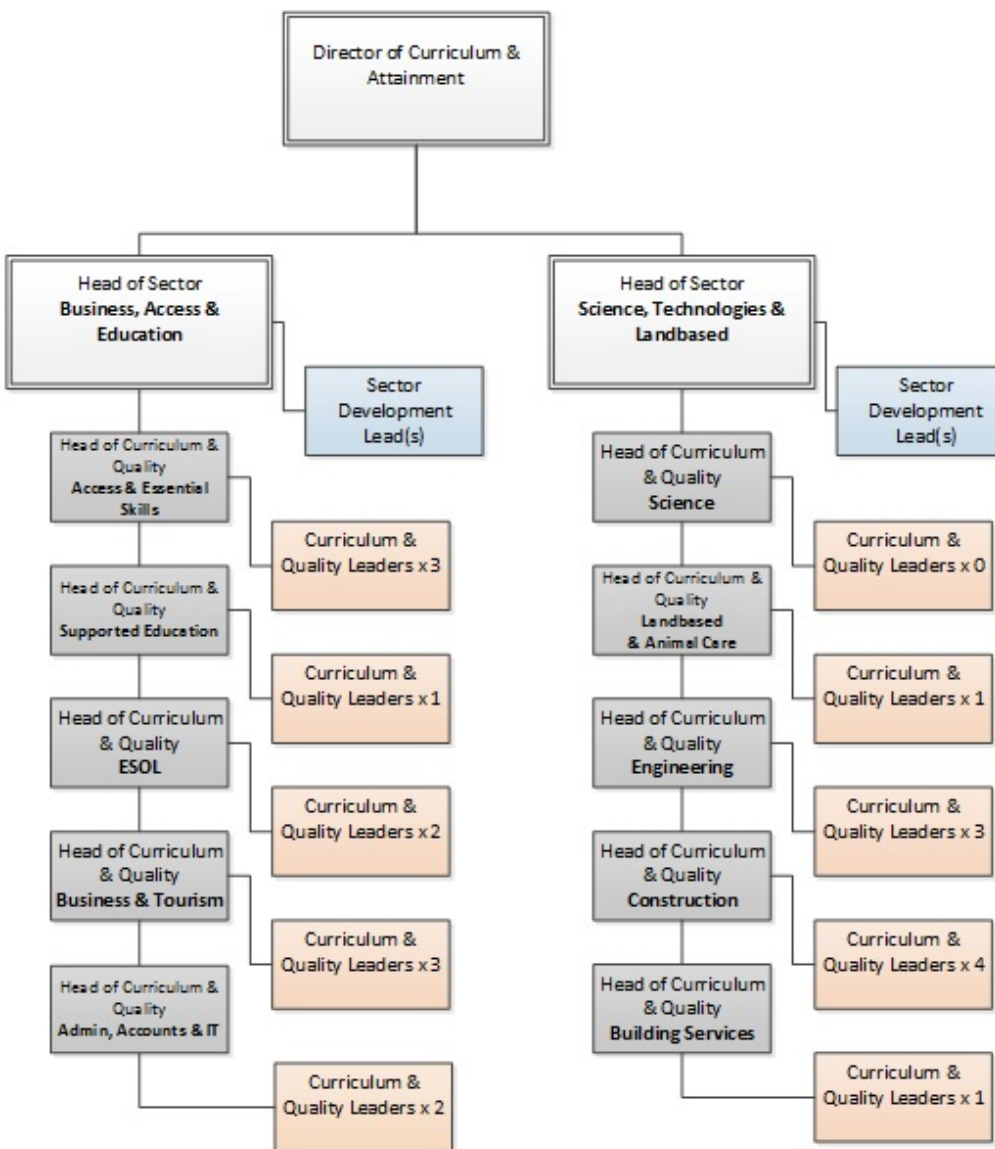
Appendix 1 Summary Outline of New Roles

Band 3 – Head of Sector	Band 2 – Head of Curriculum & Quality	Band 1 – Curriculum & Quality Leaders
• Contribute to College wide strategic curriculum change in line with local and national priorities • Lead and manage a diverse range of curriculum teams • Line manage, support and develop staff • Sector wide resource utilisation (Timetabling inc. Rooms, Staff, Equipment etc.) • Oversee operational planning • Budget setting and monitoring • Lead quality improvement and enhancement • Responsibility for performance targets • Internal/External relationship management • Up to 3 hours teaching delivery	• Implement strategic curriculum change & lead operational planning focusing on enhancing Learning, Teaching & Quality • Lead and manage a focused curriculum team • Line manage, support and develop staff • Utilise resources within team (Timetabling inc. Rooms, Staff, Equipment etc.) • Budget monitoring • Organising EV/IV, quality & self-evaluation • Monitor performance & lead improvement • 12 hours teaching delivery	• Lead a course team and ensure delivery, assessment and quality are well planned • Enhance learning & teaching • Contribute to operational planning • Contribute to the timetabling process • Supporting with EV/IV, quality & self-evaluation • Monitor performance & support improvement • 17 hours teaching delivery

Appendix 1 Summary Outline of New Roles (cont.)

Sector Development Leader	Academic Partnerships Manager	Sector Coordinator
• Act as employer liaison across a range of subject specialisms in partnership with the Customer Engagement Team • Advise and support on apprenticeship and commercial opportunities and developments • Enhance and promote workbased learning & teaching • Contribute to operational planning • Supporting with EV/IV, quality & self-evaluation • Monitor performance & support improvement • Support the enhancement of school/college, college/university, college/employment relationships	• Manage and develop partnership strategy and activities with universities and schools • Lead and act as key contact for university articulation arrangements and agreements • Advise and support academic teams on articulation arrangements, opportunities and expectations • Lead, develop and implement Schools Engagement Plan and act as key contact for senior local education authority and school staff • Strategic leadership of senior phase offer and curriculum • Advise and support academic teams on senior phase arrangements, opportunities and expectations • Lead, line manage, support, develop and manage staff	• Administer key processes, systems and needs that impact on academic teams • Support Heads of Sector and other promoted staff to plan and organise key administrative and business processes • Create and develop timelines and information flows that streamline demands and reduce duplication • Work in partnership with the range of support services to ensure the smooth operation of administrative arrangements

Appendix 2 Proposed Academic Structure

Director of Curriculum & Attainment (left)

Head of Sector — Care, Social Science & Sport
- Sector Development Lead(s)
- Head of Curriculum & Quality — Sport & Fitness
- Head of Curriculum & Quality — Children & Young People
- Head of Curriculum & Quality — Health & Social Care
- Head of Curriculum & Quality — Social Science
  - Curriculum & Quality Leaders x 2
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 3

Head of Sector — Creative, Cultural & Digital
- Sector Development Lead(s)
- Head of Curriculum & Quality — Hospitality & Professional Cookery
- Head of Curriculum & Quality — Hair, Beauty & Comp. Therapies
- Head of Curriculum & Quality — Performing Arts
- Head of Curriculum & Quality — Art & Design
- Head of Curriculum & Quality — Computing & Creative Media
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 2
  - Curriculum & Quality Leaders x 2

Director of Curriculum & Attainment (right)

Head of Sector — Business, Access & Education
- Sector Development Lead(s)
- Head of Curriculum & Quality — Access & Essential Skills
- Head of Curriculum & Quality — Supported Education
- Head of Curriculum & Quality — ESOL
- Head of Curriculum & Quality — Business & Tourism
- Head of Curriculum & Quality — Admin, Accounts & IT
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 2
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 2

Head of Sector — Science, Technologies & Landbased
- Sector Development Lead(s)
- Head of Curriculum & Quality — Science
- Head of Curriculum & Quality — Landbased & Animal Care
- Head of Curriculum & Quality — Engineering
- Head of Curriculum & Quality — Construction
- Head of Curriculum & Quality — Building Services
  - Curriculum & Quality Leaders x 0
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 4
  - Curriculum & Quality Leaders x 1

17

Human Resources and Development Committee

Thursday 15 November 2018

PAPER C

VP People and Performance Report

**People Team / VP People and Performance
Report 15 November 2018**

1. National Bargaining

Support Staff

Agreement has been confirmed for a pay and conditions settlement for Support staff through until September 2020. This multi-year deal covers the following headline points:

Pay increases equivalent to the following in April 2018 and April 2019:

- 3% on salaries up to£35,500
- 2% on salaries greater than £36,500
- A minimum increase of £650

A further increase of £300 will be made (or more of public sector pay policy exceeds this) for the period April – September 2020, with September becoming the new pay review date.

An increase to 45 days annual leave, with a minimum of 12 of these designated as 'closure days'.

Various changes to shift/overtime/premium working conditions to harmonise these nationally.

Salary conservation increasing to 4 years.

Transfer to permanency after 2 years.

Increase in first aid allowance to £500 per annum.

Increase in salaries for Modern Apprentices to bring them under the Living Wage Foundation Living Wage.

Arrangements to implement this agreement are progressing.

Academic Staff

Discussions with academic staff remain at an impasse, with a final offer having been made by the Employers' Association and rejected by the union. It is anticipated that the union will ballot staff on industrial action in the near future.

2. Academic Restructure

As detailed earlier in the agenda, significant work is progressing on the academic restructure. In addition to the planned developments to the actual structure itself, work is being undertaken in respect of consultation and engagement arrangements on the planned changes and planning for the recruitment and 'post restructure' development activities necessary to deliver and then implement fully the changes proposed.

These are significant developments and will require a major commitment of time from the all parts of the People Team over the coming months.

3. Voluntary Severance

As a part of the planned structure changes, Voluntary Severance was re-opened on 1 November 2018. The focus of the scheme will be particularly for those impacted by changes in the structure.

The College has been clear to highlight that the numbers anticipated through the scheme will be small.

The terms of the scheme (both entitlement and payback period) remain consistent with those adopted previously.

4. Insights Practitioner Training

Over the past few years significant use has been made of the Insights Discovery Model to underpin our team and leadership development activities. To support this work, and reduce dependency on external consultants, Abi Mawhirt Head of People and Organisational Development, has just completed her Insights practitioner training.

5. New Resources Roll Out

November sees the roll out of three new packages to support staff development. Induction has had further updates to develop the new and improved version launched last academic session, with close working taking place with teams and departments. The update video can be found here.

In addition, two new coaching-based packages have launched, the first of which is a coaching skills online course for all staff to access. Introduction to Coaching @D&A pulls together a range of practical theory and resources to support all staff develop their coaching skills, linking closely to the focus on having regular dialogue / 1:1s with staff. The coaching course video can be found here.

Develop@D&A is a package to support coaching skills and use in the College, bringing those with the skills to mentor and coach together with staff members looking for constructive support and challenge to develop. This provides opportunities for both parties to develop and again supports the focus on excellent dialogue between colleagues and across College and the upcoming restructure. The launch video can be found here.

6. Staff Survey

This year, the staff and initial learner survey have run at the same time, with reminders and communications joined up to remind staff it's survey time.

The surveys officially closed on Friday 9th November and therefore in-depth review will take place at the next round of Board Committee meetings.

The early response to the Staff Survey was encouraging, with over 250 staff members completing it within the first full week. Progress towards the target of 50% return (i.e. 500+ people) is promising and it is expected returns will be in same region as the two previous surveys (2015 – 50%; 2016 – 48%).

7. Workforce Plan Developments

Progress towards to the Workforce Plan actions has been steady, with notable milestones reached:

- Abi Mawhirt undertook Insights Discovery Accreditation training at the start of November to ensure sustainable roll out of the leadership and communication development tool across the College
- The first Leadership Development Forum was held in September, with leaders setting leadership development goals for this session, one to be achieved by each of the next three LDF sessions
- D&A's active lead in the re-establishment of the sector's Professional Development Network has provided a platform for staff development colleagues to participate nationally in Professional Standards and other developments
- The City and Guilds Licentiateship Learning and Development course is now live with internal participants and plans for commercial operation are progressing
- The City and Guilds Licentiateship Leadership and Management passed scrutiny at the start of the month and will launch in the new year
- The Digital strand of the Plan has progressed at pace, with the College's baseline now established and the Learning and Digital Resources team reviewing the data and working on the roll out of further training (engagement rates are shown below)
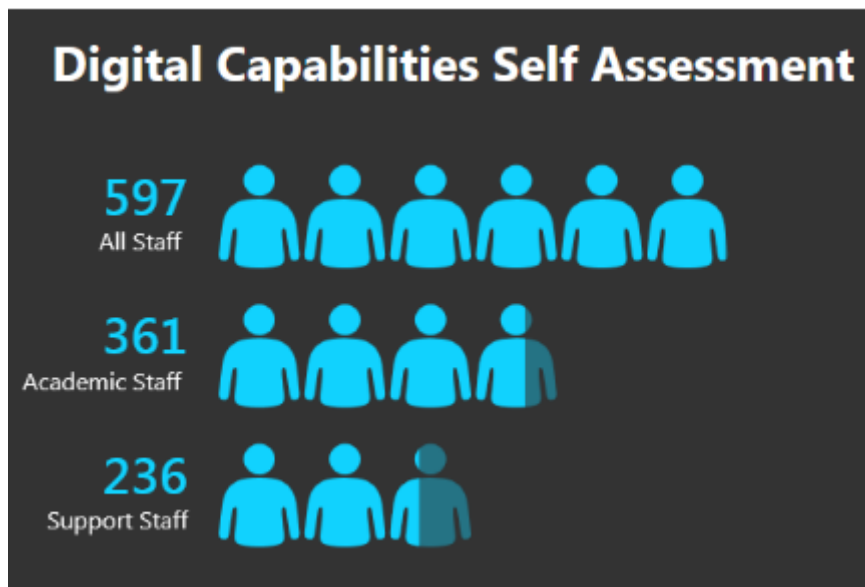
8. Wellbeing Project

The #DAwellbeing project under the Good to Great strategy is now in full action. This project is looking at both staff and learner wellbeing, pulling together resources and current good practice, developing a toolkit and raising the profile of wellbeing in the workplace. There are 2 project leads, Jane Cooper (OD Advisor) and Sarah Ramminger (Course Leader – Sport & Fitness) with protected time to drive the objectives of this project forward.

Some key activities and outcomes to date:

- Soft launch wellbeing fayres at each campus – 120 staff attended
- Awareness/engagement training session with the Senior Leadership Team sharing staff and learner wellbeing data
- Video launch at all staff event, wellbeing marketplace, facilitated workshops for 170 staff, all staff given free branded water bottles
- Staff wellbeing group formed with 40+ members, representing majority of teams across the College
- Social Media accounts set up to help with promotion of project
- Wellbeing CPD Calendar is being developed to meet staff CPD needs
- Now have 10 internal WRAP (Wellness Recovery Action Planning) Facilitators and a WRAP referral process in place for both staff & students
- Visit to every curricular team well underway to capture and share good practice around learner wellbeing and capture staff CPD needs
- Lots of cross-curriculum learner wellbeing projects
- Peachy Mondays staff engagement survey and Learner survey include new wellbeing questions, which will provide more data to shape project outcomes
- Working towards an online wellbeing area for both staff & students
- New wellbeing tag on MyTeam (college self-evaluation system)

9. 2017-18 Highlights

Throughout session 2017-18, a number of key initiatives and operational milestones were delivered, across the full range of People Team activity.

Launch of New Induction

The People Team reviewed the existing Induction site and resources, refreshing the information with more courses being moved online and accessible across all platforms and devices. Plans to introduce a "buddy" scheme to enhance the new start experience were also finalised.

Teaching Qualifications

21 lecturers successfully gained the Teaching Qualification in Further Education which is the largest number to undertake this qualification in many years.

1 member of teaching staff successfully undertook the Level 4 Licentiateship in Learning and Development to allow them to progress to the TQFE in 2018-19.

22 lecturers completed the PDA Teaching Practice in Scotland's Colleges and 12 completed Teaching in Colleges Today.

15 staff completed L&D9 assessor award) and 18 completed LD11 (verifier award).

Equality & Diversity Training

The College's mandatory E&D training was refreshed and rolled out in 2017-18, ensuring the College and our staff are comfortable and compliant with our duties under the Equalities Act 2010. The roll out covered all staff, and by the end of session an 86% completion rate was recorded.

Learning and Teaching Resource

A learning and teaching desk calendar was developed and launched as an aid to enhance learning and teaching throughout the college in the academic year 2018/19. The calendar is now given to all new lecturers at their induction as well as being available to any staff member who would like a copy.

Lynda.com

After a trial period, a licence was purchased for Lynda.com at the start of 2018. We currently have 197 staff actively using this online leaning resource, which has been in key in upskilling the digital skills of staff across the College.

Sign Ups

The College successfully signed up to the Stand Alone Pledge and The Armed Forces Covenant and as a result, we are now Bronze Award Holders.

10. Awards, Awards and more Awards

October - December is traditionally the key awards season, and this year has been no different.

I am delighted to say that D&A won big at the annual College Development Network Awards on 25 October, picking up the winners trophies in the Digital Learning (Memory Media Project) and Essential Skills (D&A Attributes) categories and picking up commended places in Colleague of the Year (Steve Swinley), Employer Connections (Future Skills College) and Sustainability (Food Waste project) categories.

To cap it all off, D&A also picked up the first ever College of the Year award for the best of the best submission for our D&A Attributes programme.

Our sustainability work has also been recognised, with the College winning a Scottish Resources Award for our innovative Food Waste project. This was closely followed by the College (in partnership with Angus Council) winning a COSLA award for our Angus Shared Apprenticeship Scheme.

The College is shortlisted for three SQA Star Awards (held on Friday 9 November 2018)

- Chris Ditchburn, Course Leader in Animal Care has been shortlisted in the SQA Champion category for the work he has undertaken in developing and redesigning SQA qualifications.
- Our Future Skills College development has been shortlisted in the Partnership category, and to spice the evening up a bit, the Computing team are also shortlisted in the same category for their 'Digital Mile' developments with local companies.

We have also been shortlisted for three Scottish Public Service Awards which will be announced at the Scottish Parliament on 5 December 2018:

- The Campbell Christie Award for Public Sector Reform - the whole College for our Good to Great transformation project.
- The Commercial Partnerships Award - Computing and Creative Media for their Digital Mile developments.
- The Rising Star Award - Sarah Rennie, Students' Association Development Officer.

All of this is amazing recognition for the hard work, dedication, and innovation of staff from all parts of the College.

11. Further Information

Further information in respect of HR&OD matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.

Human Resources and Development Committee

Thursday 15 November 2018

PAPER D

Health and Safety Training Update

BOARD OF MANAGEMENT

HUMAN RESOURCES AND DEVELOPMENT COMMITTEE NOVEMBER 2018

Health and Safety Training Update

Staff mandatory H&S training stats were discussed in detail at the recent Health and Safety Committee meeting. The members were informed that the HR Committee of the College Board of Management had expressed concern at the current level of staff who had not completed their training.

A number of suggestions on how to improve uptake were discussed and it was agreed that B Grace would create a small working group to agree a long term strategy to take forward.
In the meantime, all staff who have to complete the online training for DSE, Fire and COSHH have been set a deadline of Friday 21 December to complete. As reported in the Annual Health and Safety Report only 50% of curriculum staff have completed the online training and 70% of support staff.

Human Resources and Development Committee

Thursday 15 November 2018

PAPER E

HR Metrics

1. Introduction

The HR&D Committee have agreed a series of standardised HR&OD metrics that are made available to Committee members at each meeting. The template for these metrics is designed to give Board members an easy to read picture of the College's core human resource information.

Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends and changes over time.

Other data is presented on a quarterly basis and taken as a snapshot of the status at that point in time.

A full annual report will be presented to each <u>November</u> Committee with quarterly updates reported to the remaining three Committees meetings.

2. HR Metrics

2017/18 Headcount	% Split	2016/2017	2017/18 FTE	% Split	2016/2017
Teaching	413	46.15%	438	Teaching	279.03	46.20%	249.5
Other	482	53.85%	626	Other	324.98	53.80%	366.01
Total	895		1064	Total	604.01		615.51

NB these figures use the SFC Annual Staffing Return methodology and vary marginally from the rolling quarterly figures used for other metric reporting. These figures do, however, give a clear year on year comparison.

Staff FTE: Credit Ratios 2017/2018					
	2017/18	2016/17		**2017/18**	2016/17
Total Credits: Staff FTE	**181:1**	176:3	Total Credits: Teaching Staff FTE:	**393:1**	435:1

Female & Male Headcount	% Split	2016/2017	Temporary & Permanent FTE	% Split	2016/2017
Female	**575**	64.25%	63.4%	Temporary	77.34	12.80%	20.5%
Male	**320**	35.75%	36.6%	Permanent	526.67	87.20%	79.5%
Other							
Total	**895**			Total	604.01		

Diversity Data Held	%
Ethnicity/Race	49%
Disability	100%
Gender Pay Gap	6.3%
Diversity Data Gaps	22%

Staff Absence Data (rolling 12 months)

This data has been updated to reflect that discussed at each Health, Safety and Wellbeing Committee.

	Staff Absence Rolling 12 months to 31/10/18	12 months to 31/07/18
Average working days lost per headcount	**5.7 Days**	5.4 Days
Working time lost	**2.2%**	2.1%
Comparison with sector/national rates		
UK All Sector rate (CIPD 2016)	3.3%	
UK Public Sector rate (Unison 2016)	3.4%	

Absence Analysis	Rolling year to 31/10/18	12 months to 31/07/18
Long Term Absences (4 weeks or more)	74	69
Short Term Absences	781	790
Stress Related Absences – Work related	14	20
Stress Related Absences – Non-work related	64	54

Other HR Metrics

	2018/19 to date	2017/18 Full Year
Staff Turnover Rate (non-forced)	2.26%	1.2%
Employee Hearings		
Discipline	1	6
Grievance	0	2
Tribunal Actions	0	1
Recruitment Exercises	29	82
Current Vacancies	7	

3. OD Metrics

	2018/19 to date	2017/18 Full Year
Engagement with Leading Learning Academy (per team)	69%	100%
Number of internal CPD events delivered and external events supported	217	634
Number of attendances at internal and external CPD events per employee headcount	449	3993 3.6
Organisational Development budget per employee headcount	-	£137
Engagement survey ratings (annual/periodic)	-	Survey to run in Oct/Nov 2018
Employees participating in College-wide strategy and working groups % of employee headcount	-	12%
Employees with health and safety certification (this is in addition to mandatory obligations - all new employees have H&S briefing)	See H&S Annual Report	See H&S Annual Report
Employee benefits take up rates	All staff registered	All staff registered

Induction

Induction 2017/18 to Date	Not Started	In progress: On Track	In progress: Behind	Total
Academic	0	26	0	26
Support	0	8	1	9

4. Information

Further information in respect of HR&OD matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.

Human Resources and Development Committee

Thursday 15 November 2018

PAPER F

Meeting Minutes / Updates

JCF Minute – 28 September 2018

D&A
DUNDEE AND ANGUS COLLEGE

JOINT CONSULTATION FORUM

Friday 28 September 2018 at 2:30pm
Seminar Room 3, Arbroath Campus

PRESENT:	G Ritchie	A O'Neill
	A Williamson	S Taylor
	N Steff	J Dick
	G McAteer	G McGillivray
	A Mawhirt	Y Cargill

		Action

1. Apologies

Apologies were received from S Hewitt, C Blake and J Oliver.

2. Minute of Previous Meeting

The note of the meeting on 14th June were agreed.

3. Matters Arising / Actions

Travel Expenses
Awaiting a Unison rep for this group. J Dick confirmed she will do this; meeting to be arranged.   **ST**

Email Access Protocol
Developed and to be discussed at PRG on Monday (1st Oct).   **AM**

Budget Accounts
C Blake has organised an initial session on this.

Establishment List
- Action completed and lists circulated.
- N Steff noted that changes to established posts could be notified to unions and stress risk assessments take place as required where establishments are changing.
- G Ritchie agreed that managers will be briefed on involvement of unions in terms of post reduction and team changes.   **AM**

Fractional Teaching Hours
Examples of rounding of hours to be developed for the Timetabling Policy.   **ST**

Violence in the Workplace Policy
With C Mackie. Can be picked up through PRG.   **AM/CM**

Term Dates
Add to agenda for next meeting.   **ST**

Marketing Approaches
New member of staff in place; key focus on digital marketing.

Directors on Interview Panels
Confirmation circulated.

Note of Informal Meeting:

- Basic guidance note on communications to be finalised and circulated.
- Consultation early warning sent out.
- Meeting dates set.

4.   **College Finances**

Audit Scotland Report
The Board had some concerns regarding the report and G Ritchie recognised without discussion, the position appears concerning. C Blake reviewed the published accounts of other colleges and had expressed the view that the position was far more complex than the report suggested.

G Ritchie notes one reason for this was the number of senior posts at D&A, however, the report is focused on 2016-17 and therefore the changes made over the last 2 years have changed this position.

S Taylor noted that the underlying operating position takes into account a number of complex factors, which is what is shown in the report. S Taylor also noted that price banding and curriculum design a part in finances in terms of maximising D&A's position.

G Ritchie outlined plans to discuss the finances with SFC and query whether further funding could be provided in any cases.

Savings Plan
Savings plan from 2017-18 is still ongoing in terms of area reviews. Initial projects for this session are currently on target.

Voluntary Severance Scheme
S Taylor confirmed that the Board have given approval for a similar VS scheme to open alongside the academic restructure.

G McGillivray queried whether there had been recruitment to cover academic posts lost on VS, however it was confirmed that all posts given approval were rigorously tested against any backfill requirement. S Taylor noted that the change to 23 hours had meant there was a requirement to increase PTV hours in a number of areas.

Help Points
J Dick noted that Administration staff have had concerns around the Help Points. This was discussed and S Taylor outlined his view that it was reasonable for administration staff to provide ad hoc cover for the Help Points. J Dick and N Steff highlighted that they did not accept this view.

N Steff noted that there were a number of issues raised with regard to help points that were still to be resolved.

G Ritchie noted that full evaluation of the Help Points would take place in October/November and accepted that the pilot has been challenging for those involved.

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5. **Good to Great Report to the Board of Management**

G Ritchie spoke to the G2G report which was presented to the Board in September to provide an update on key themes. Tatiana Zorina is in post as 0.5 FTE Project Manager. G2G's focus on improvement has supported excellent PIs across results and recruitment. The Escape Rooms project was discussed.

6. **Academic Structure**

G Ritchie gave an overview of S Hewitt's presentation on the Academic Restructure from the Leadership Development Forum session that morning. The timeline was highlighted as publication of an initial paper after the October break. This will be highlighted on the Portal next week.   **GR**

Any assurances that can be given regarding numbers of roles etc. will be highlighted throughout the process of consultation. The importance of staff having clear information was discussed, and support required from all unions regarding messaging around realities and quashing any rumours was noted.

7. **Policy Review Group**

A Mawhirt noted that the next meeting will take place on Monday (1st October) and the agenda covers:

- Email Access Protocol
- Timetabling Policy
- Update to Sickness Absence for Academic Staff

8. **National Bargaining**

G Ritchie noted that Support unions are out to ballot on a recommended two-year deal.

N Steff noted the impending work on the national job evaluation scheme, and A O'Neill noted EIS-FELA Executive are meeting on 5th October regarding the on-going salary dispute.

S Taylor noted the meetings between Deputy First Minister, FE Minister and the Employers' Association and unions.

N Steff noted that is the Support deal includes an annual leave element and the application would need to be discussed locally. S Taylor agreed that there were a number of elements in the deal that would require local arrangements.

9. **Union Items**

- **Class Cover**
  A O'Neill noted absence and class cover issues have arisen following the changes through National Bargaining. This has highlighted that not all areas are clear on how to respond to requests and guidance may be required. G Ritchie committed to taking forward this conversation with Directors and the Heads of Learning in turn.   **GR**

- **Equality and Diversity Group**
  N Steff noted the last meeting was cancelled and queried this.
  S Taylor confirmed it was cancelled due to other work needs, but stated that range of work underpinning E&D was progressing. Further meeting dates of the group are planned and will progress.

10. **Date of Next Meeting**

Friday 9 November 2018.