BOARD OF MANAGEMENT

HUMAN RESOURCES AND DEVELOPMENT COMMITTEE

Thursday 21 February 2019 at 5.00pm
Room A214, Kingsway Campus

AGENDA

1.	**WELCOME**		
2.	**APOLOGIES**		
3.	**DECLARATIONS OF INTEREST**		
4.	**ESRC RESEARCH PROJECT – INFORMED CONSENT**	Paper A for information	
5.	**MINUTE OF THE PREVIOUS MEETING**	Paper B for approval	
6.	**MATTERS ARISING**		
	5.1 **H&S Training**	Verbal update	BG
7.	**LOCHER H&S PROJECT**	Presentation	BG/AC
8.	**ACADEMIC RESTRUCTURING**	Paper C for discussion	GR/ST
9.	**NATIONAL BARGAINING UPDATE**	Verbal update	GR/ST
10.	**EMPLOYEE ENGAGEMENT SURVEY**	Paper D for discussion	AM
11.	**VP PEOPLE AND PERFORMANCE REPORT**	Paper E for information	ST
12.	**HR METRICS**	Paper F for information	ST
13.	**MEETING MINUTES/UPDATES**		
	- Joint Consultation & Negotiation Forum - Equality and Diversity Strategy Group	Paper G for noting	ST

14. **DATE OF NEXT MEETING** – Thursday 9 May 2019, 5.00pm Kingsway Campus

Agenda Item 4

Human Resources and Development Committee

Thursday 21 February 2019

PAPER A

ESRC Research Project – Informed Consent

Processes and practices of governing in FE colleges in the UK

Note to Board of Management to ensure ongoing informed consent

Dundee and Angus College is one of a select number of colleges participating in a four nations study of the processes and practices of governing in FE colleges. Funded by the Economic and Social Research Council (ESRC), this project is led by a team of highly regarded and experienced investigators from the Universities of Stirling, Birmingham and Cardiff (further details available on the project website https://fe-governing.stir.ac.uk/).

The main focus of the study is to observe and video meetings of the College Board of Management held between January and December 2019. In addition, a select number of committee meetings may be observed, but not recorded. Observational studies of governing bodies, whether in the public or the corporate sphere, are rare so by agreeing to have your board meetings videoed you are supporting leading-edge research in this area.

In order to be funded, the research has been through a highly rigorous process of review by the ESRC. It has also been closely assessed and approved by research ethics committees at the three universities. Working to the highest ethical standards, the researchers will ensure that confidentiality is maintained, that sensitive information is not shared, and that individuals are not identifiable (unless they have explicitly agreed otherwise) in any communications, presentations or publications. Furthermore, all data will be deleted within a year of the project ending.

All participants in the meetings that are videoed and/or observed are required to complete a participant consent form to confirm that they understand the nature of the research and are aware of their right to withdraw (and have any contributions disregarded) at any time without consequence. They are also encouraged to speak to a member of the research team should they have any questions or concerns. The contacts for Scotland are Dr Helen Young, Research Fellow (01786 467748, h.l.young@stir.ac.uk) and Professor Cate Watson, Principal Investigator (01786 467626 cate.watson@stir.ac.uk).

Agenda Item 5

Human Resources and Development Committee

Thursday 21 February 2019

PAPER B

Minute of the Previous Meeting

Status	Draft, confirmed by Chair

BOARD OF MANAGEMENT
HUMAN RESOURCES AND DEVELOPMENT COMMITTEE MEETING

Minute of the Human Resources and Development Committee meeting held on Thursday 15 November 2018 at 5.00pm in Room A214, Kingsway Campus.

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

IN ATTENDANCE:	S Taylor (Vice Principal)	C Blake (Vice Principal)
	A Mawhirt (Head of People and OD)	S Hewitt (Vice Principal)
	B Grace (Head of Estates)	
	Megan Sanderson (Executive Secretary)	

1. WELCOME

P Milne welcomed members to the meeting.

2. APOLOGIES

Apologies were received from G Bisset.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 20 September 2018 was approved as an accurate record.

5. MATTERS ARISING

All matters arising were included in the agenda.

6. ACADEMIC RESTRUCTURING PROPOSALS

P Milne summarised the restructuring paper and G Ritchie went through a presentation used for staff briefings.

G Ritchie outlined the rationale and approach underpinning the restructuring plans and noted opportunities for staff to find out more about the changes planned and to feedback their thoughts and ideas into the consultation process. G Ritchie noted that good feedback had been received but noted that some staff had not recognised that the proposed roles were different from those within the current structure.

G Ritchie explained in the presentation that there was no threat of redundancies as a result of the restructure, and advised that any current Course Leader or Heads of Learning, who don't get a role within the new structure would go back to teaching hours but will be on protected pay for 4 years (in line with national conditions of service).

G Ritchie explained that jobs in the new structure would be different with wider roles and additional support roles being introduced. There will be four Sector Coordinators, Sector Development Leads, a Foundation Apprenticeship Lead and an Academic Partnership Manager.

P Milne asked how many of these posts are additional and S Hewitt explained the only additional roles will be the Sector Coordinators who will be high level administrators, providing support to academic teams.

G Ritchie stated that the unions had been consulted over the changes and feedback to the consultations had been positive overall. The Executive team had opened a Consultation email inbox for all staff to submit their questions and queries. The first stage of consultation would be completed at the end of November, with final proposals out for consultation until mid-January, and the restructure in place before the end of session 2019.

G Ritchie stated that the Voluntary Severance scheme had opened on 1 November 2018 for staff who wish to apply. P Milne asked if the College are funding this themselves and G Ritchie confirmed that this was the case.

D Fordyce asked if the new posts would be open to all staff and how this process would work. S Taylor explained that they were hopeful for a balanced and manageable process and that any staff not achieving a place in the new structure would pick up the teaching hours of those that did.

P Milne asked if there could be an issue if teaching isn't flexible across all areas. S Taylor noted that this was possible, but was not likely.

S Hewitt stated that a Service Design event was planned to engage staff in defining the new rolls, prepare the Job descriptions and work with support teams including Admin. This was planned for early December 2018.

T Pirie asked if someone who isn't experienced in a specific curriculum area goes for a new role, will they get it. S Hewitt explained that there have been Heads of Learning who teach out with their team area, so this could be a possibility. It was confirmed that Job descriptions will be defined and finalised prior to roles being advertised.

S Taylor noted that there will be significant 'post-restructure' CPD and support plans in place for staff appointed to these new roles.

G Ritchie explained that, for the first time, the roles will be constructed by looking a comparable numbers of credits, courses and staffing so that teams were closer in size and managers had reasonable numbers reporting to them.

P Milne noted there was less in the paper regarding the outputs expected from the new roles and the likely review measurements in place for these. S Hewitt noted that this would be looked at for inclusion within the final consultation paper. **S Taylor/S Hewitt to progress.**

G Ritchie noted that one to one reviews have been reintroduced and the new structure will help with the formalisation of this.

P Milne asked if other colleges are reviewing structures after merger. G Ritchie explained that at least five colleges are undergoing a restructure at that time.

The planned changes were noted, and a further update would be provided at the next meeting. **G Ritchie to progress.**

7. NATIONAL BARGAINING

S Taylor provided a verbal update to the committee.

S Taylor noted that a Support Staff settlement had been reached to September 2020, with details of this summarised in his VP report.

In addition to pay increases, S Taylor noted that support staff would receive an additional annual leave day, increasing the amount to 45 days, with 12 of these days set as closure days. The extra closure day being used in February.

A number of other changes impacting on premium payments and arrangements were noted.

S Taylor explained there had been no further developments with the Academic Staff settlement, with a final offer made, but rejected by unions.

S Taylor noted at it was likely that a ballot for industrial action would be called in the near future.

8. VP PEOPLE AND PERFOMANCE REPORT

S Taylor provided a summary of the VP People and Performance Report.

S Taylor stated that VS applications were open, as noted in agenda item 6, and that the number of applications submitted had been very low.

S Taylor noted that A Mawhirt had been accredited an Insights Practitioner and will be providing training for the College.

S Taylor noted that a number of on-line training packages had been purchased, providing access to around 20 different training courses for staff.

A Mawhirt noted that there were around 530 returns for the staff survey (over 50% response rate). There was a real recognition from staff around the amount of work put into Wellbeing and the organisation will continue to invest time and resources into the Wellbeing project. A full update was scheduled for the next meeting.

P Milne noted the success at recent awards and congratulated staff on the wins. G Ritchie noted the College was nominated in 3 categories at the Scottish Public Service awards, taking place on Wednesday 5 December 2018 at Scottish Parliament.

P Milne asked how many teaching staff held the TQFE qualification. A Mawhirt stated that this was around 83% and that the College had put a lot of staff through the qualification (compared to others) in recent years.

P Milne asked for something in the next VP People and Performance report, which shows and explains how we measure performance overall. S Taylor noted that he would do, and highlighted that much of this appears in the papers for the Learning, Teaching and Quality report. This was noted. **S Taylor to progress.**

9. HEALTH AND SAFETY TRAINING UPDATE

B Grace summarised the update paper and stated that significant discussion had been held at the health, safety and wellbeing committee around this.

B Grace stated that he appreciated there was a lot of online training courses for staff and noted that this could be overwhelming for some, but that Health and Safety is a priority.

B Grace explained that emails have been sent to all staff who haven't completed their online Health and Safety courses and set a deadline of Friday 21 December 2018 with a planned 90% completion rate. All managers whose staff hadn't completed the training, had also been sent reminder emails. Cleaners and some support staff were being trained in other ways.

A further update would be provided for the next meeting. **B Grace to progress.**

10. HR METRICS

S Taylor summarised the HR Metrics paper and explained the staffing metrics were based on the Scottish Funding Council (SFC) Annual Staffing Return methodology and that the figures excluded Energy Skills Partnership Project and Gardyne Theatre limited as they were funded different to the College.

S Taylor noted that there were no notable changes from the previous metrics. Absence rates remained good and staff turnover remained low.

P Milne asked if trend figures for FTE were declining and S Taylor confirmed that they were.

D Fordyce asked about the spend per FTE on staff development activities and A Mawhirt explained that this matched the overall budget but was calculated as a specific figure at the end of the year.

11. MEETING MINUTES/UPDATES

The minutes of the Joint Consultation Forum were noted with interest.

12. DATE OF NEXT MEETING

The next Human Resources and Development Committee meeting will take place on Thursday 21 February 2019.

Action Point Summary

Action	Responsibility	Date
Key outputs/expectations of new roles to be incorporated into next restructuring consultation paper	S Taylor/S Hewitt	10 December 2018
Update on restructuring developments	G Ritchie	21 February 2019
Information on key performance metrics to be included in VP People and Performance report	S Taylor	21 February 2019
Update on mandatory health & safety training	B Grace	21 February 2019

Agenda Item 8

Human Resources and Development Committee

Thursday 21 February 2019

PAPER C

Academic Restructuring

Academic Structure Changes – Consultation Paper 2
Final Draft Proposals January 2019

1. Overview

Following publication of the initial consultation paper on changes to the promoted academic structure, this follow-up paper outlines the final draft changes planned for implementation through to summer 2019.

As detailed in previous papers, feedback has been that staff want to know key headlines, supported by the rationale for associated decisions. The key elements detailed within this paper are summarised as follows:

- **the initial consultation has generated significant feedback and discussion around the changes proposed, with almost all feedback received supporting the general rationale and direction of travel outlined in the initial consultation, but with a number highlighting concern at a reduction in the number of Curriculum & Quality Leader roles;**
- **a final draft structure is outlined below, taking into account concerns raised through consultation;**
- **further information is provided on the new roles, including draft job descriptions for these new roles;**
- **it is confirmed that all of the new promoted roles will be recruited on an open basis across the College;**
- **a final draft timeframe for changes is also detailed.**

As stated in the initial paper, job security is always a key concern for those impacted. As a result, there is an upfront commitment on job security for those impacted directly (in addition to the new national four year pay conservation arrangements). This commitment remains as an important element of these changes. It should also be noted that conservation arrangements will apply whether or not current promoted postholders apply for roles within the new structure.

As a result, through the changes proposed, no current member of permanent promoted academic staff should be concerned about not having a position. 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.

Concern at the impact that this may have on current part-time variable (PTV) staff has been noted. In respect of this it should be noted that, whilst there is likely to be some impact and it is difficult at this stage to give an exact figure, the overall number of hours lost from the PTV pool is likely to be relatively small. It is anticipated that this will be fewer than 50 hours per week across the College as a whole.

2. Consultation Feedback

To date there have been 29 separate responses received through the consultation email inbox. These are a mixture of responses from individual academic and support staff, from managers, from the local EIS/FELA branch and from whole teams. This latter element has been particularly welcome, with 13 responses being submitted from teams.

A significant number of these responses are very detailed and are supported by additional information.

In addition to the consultation inbox, a range of staff briefing sessions have been held in each campus, with staff questions being raised and responded to.

Some staff have also taken the opportunity to comment on proposals through the engagement survey that ran alongside the restructuring consultation, and a small number of staff have made use of the anonymous hotline facility.

Whole team or Course Leader meetings have also been held, with Simon Hewitt, Kevin Murphy or Julie Grace meeting with most academic teams to discuss proposals in detail, answer questions and consider feedback.

A short summary of the most common feedback received is included as **appendix 1**.

The ideas and responses received through the feedback have been taken into account by the Senior Leadership Team in determining the final draft proposals outlined below. This has resulted in some significant changes to initial proposals in a small number of areas, and some changes in plans, timescales and approaches going forward.

All of the feedback received has been very valuable, so thank you to all of those staff who have taken the time to respond, ask questions, and contribute ideas. Not all ideas can be progressed, however the responses have informed thinking and brought forward areas for discussion and consideration that may not otherwise have arisen.

3. Generic Structure Proposals

The feedback received through the consultation process was supportive of the general direction of travel outlined within the initial paper. Almost all of those responding recognised the issues underpinning the need to restructure, and also recognised the need for greater focus to be placed on the quality of learning and teaching as 'core business' and as the core responsibility of course teams.

The general principle of creating additional administrative support was also welcomed, as was the creation of more focused roles to address key strategic drivers such as commercial developments, the growth in senior phase provision, and the expansion of articulation opportunities.

Given this feedback, the overall nature of the proposed generic structure remains as detailed in the initial paper and as outlined below.

3.1. Role of the Lecturer and Group Tutor

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

Lecturer – there are no changes to the role of lecturer but the recent publication of the revised Professional Standards, and national bargaining outcomes in relation to the achievement of TQFE and membership of a professional body (most likely GTCS) from April 2019, provide a clearer framework for all teaching staff and course teams 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.

It is recognised that the changes put forward for promoted roles need to dovetail well with the content and expectations of the professional standards, this was also highlighted by a number of those responding via consultation.

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 greater consistency in the operation of this critical role. This work will continue to develop and will fit within the post-restructure development plans summarised in the original paper.

3.2. Generic Academic Structure

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

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

There has been some feedback around the job titles for these roles, with the suggestion made that the level 2 post should be titled as **Curriculum and Quality Manager**. Further feedback on this is welcomed through this final stage consultation period.

3.2.1 Job Descriptions

Feedback from the stage one consultation noted that further detail was required in respect of each of the proposed new roles, alongside clarity in how the roles would interact around specific activities such as learner recruitment.

The need for this is recognised, and following a suggestion made by one of the trade union representatives, a 'service design' event was held on 10 December 2018 to engage a cross section of current promoted staff in the development of job descriptions and to consider how key tasks would fit across the new roles identified.

This was a very productive and positive event that confirmed thinking in some areas and raised important questions of detail and practice in others. A summary of the outcomes of this work is included as **appendix 2**.

The final draft job descriptions and person specifications developed from the exercise outcomes are included as **appendix 3**. These build upon the outline of the roles provided in the first consultation paper and also reflect the national outlines for each of the promoted post levels and the feedback detailed in appendix 2.

The revised job descriptions reflect the national arrangements in terms of responsibilities at 'course team', 'whole team' and 'range of teams' levels. These also reinforce the critical importance of the role of the course team in supporting and developing curriculum services, and reflect the increasing responsibilities for managing and overseeing tasks/outcomes at each level.

3.3. Wider Roles & Opportunities

It is planned that work will progress on the range of new and revised roles proposed in paper 1 as detailed below.

3.3.1 Sector Development Leaders

Feedback on the changes planned around the new role **Sector Development Leader** has been positive, but a number of current Workforce Development Leader postholders have highlighted the need to look carefully at how the balance of tasks within the new roles will sit alongside the current range of curriculum and employer responsibilities held.

The changes proposed for these roles will continue to be progressed, but the timescale for this needs to be realistic given the range of other changes taking place.

Very early discussions on this were held at the first meeting of the Commercial Forum and it is proposed that this group (involving all of the current Workforce Development Leaders) be utilised to further discuss the detail around how these roles will operate with a view to final proposals being brought forward by **end March 2019**.

It has been confirmed that the Sector Development Leader roles will continue to operate under support terms and conditions.

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

3.3.2 Sector Coordinators

The introduction of the additional new role of **Sector Coordinator** has generally been welcomed, with feedback received being focused on aspects of the fine detail of what tasks these roles may cover and where line management would rest.

Arrangements for the line management of these roles will be developed through consultation with the Administration team.

From the range of feedback received and discussions held it is important to highlight that these new roles are in addition to current curriculum administration staffing and will be focused on administering and supporting the **business processes underpinning learning and teaching, and not the student journey**. As outlined in the initial paper, as administrative professionals, the Sector Coordinators will play an active role in better managing information and activity timelines that will deliver more efficient ways of working.

Given the nature of these roles it is expected that the Sector Coordinators will work across and between each campus to ensure that they can provide support for major administrative tasks where and when this is needed. This work will be guided by the annual operational timeline and will involve working on a team basis for whole College administrative tasks, as well as working independently on requirements that are specific to individual areas or sectors.

Work will progress to develop finalised job descriptions and person specifications for these roles in consultation with unions, administrative and promoted academic staff, and to allow recruitment to take place during the summer term 2019.

3.3.3 Academic Partnerships

Arrangements for the **Academic Partnership Manager** and the **Foundation Apprenticeship Lead** have been progressed, with appointments made.

3.3.4 Other Roles

Feedback received from some academic teams has highlighted that many of the demands placed on current promoted roles arise from activities that are not directly related to the organisation, delivery or leadership of learning and teaching. Examples given include the operation of the Gardyne Gym as a commercial leisure centre, or the significant resource requirements underpinning Landbased facilities with 365 days a year animal care.

This input is recognised and, whilst opportunities to increase support staffing are very limited, areas impacted in this way will be asked to consider and develop team proposals on how facilities or demands of this type may be better overseen or supported.

This work will progress following finalisation of the restructure changes with arrangements and proposals developed by the areas themselves to best reflect and fit their needs.

4. Specific Academic Structure Proposals

The most common and detailed feedback received through the consultation process was in respect of changes to the number of Curriculum & Quality Leader roles within the proposed new structure. Comments around the inclusion of course leader tasks within the Head of Curriculum and Quality role were also a feature.

In considering this feedback it is important to emphasise that all of the roles within the revised structure are new and that there is not a direct transposition into any of the new roles.

The tendency in the recent past has been for new tasks, systems and approaches to be focused on course leaders in particular. The new structure will mark a change in this approach.

The introduction of the three levels is designed to ensure that current tasks are split more effectively and on a more clearly defined basis across the range of roles within the structure. This change, alongside the introduction of specific new posts, is designed to make roles clearer and less diverse, allowing greater focus on the core responsibilities of each.

This is a significant change, but it is clear that there is no 'silver bullet' that will automatically make things different. The changes required will require effort and work from the whole College to understand the shift being made and to reflect this in the ways in which work takes place every day. This will be a key feature of the development of the new structure and will underpin the post-restructure CPD plans to be taken forward.

Feedback has also queried the basis upon which the number of promoted roles has been determined. This is summarised below with a review undertaken in terms of the number of credits, enrolments and FTE staff.

It should be noted that the proposed structure detailed below has a spread of different sized areas, but that the overall span of this is reduced from the current structure and is comprised of more similarly sized areas as summarised below.

Current structure 'spread' of credits, enrolments and FTE teaching staff across teams within the current structure and the proposed new structure is summarised below:

Measure	**Current Structure**		**Proposed New Structure**	
	Largest Team	**Smallest Team**	**Largest Team**	**Smallest Team**
Credits	14,000	3,500	10,000	1,200
Enrolments	1,750	396	1,300	250
FTE Teaching Staff per team	39.5	8.75	26	4.5

The number of Curriculum and Quality Leader roles per team in the proposed new structure is as follows:

Number of Curriculum and Quality Leader Roles in Team	Credits Within Team		
	Largest No	Smallest no	Median
1	3,000	1,200	2,100
2	6,750	4,500	2,812
3	8,000	6,900	2,483
4	10,000	9,400	2,425

4.1. Specific Structure Plans

The specific detail of the revised structure is outlined below and in **appendix 4**. 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**
Creative, Cultural & Digital	1	Hospitality & Professional Cookery	1	2
		Hair, Beauty & Complementary Therapies	1	3
		Performing Arts	1	1
		Computing & Creative Media	1	2
		Art & Design	1	2
		TOTALS	**5**	**10**
Business, Access & Education	1	Essential Skills	1	1
		Access & Supported Education	1	3
		ESOL	1	2
		Accounts & Housing	1	1
		Business, Admin, Retail, Events & Tourism	1	4
		TOTALS	**5**	**11**
Science, Technologies & Landbased	1	Science	1	1
		Landbased & Animal Care	1	2
		Engineering	1	3
		Construction	1	4
		Building Services	1	1
		TOTALS	**5**	**11**

OVERALL TOTALS	**4**		**19**	**43**
		TOTAL PROMOTED ACADEMIC POSTS		**66**

This compares with 63 in the initial consultation paper and against a current structure comprising of 13 Heads of Learning and 59 Course Leaders (72 posts).

Following feedback and discussions, a total of three additional Curriculum & Quality Leaders have been added to the overall structure, these are detailed as follows:

- **Science:** Given the Scottish Government's priority on STEM, as well as the recent success of the Biomedical element of the Tay Cities deal which involves the College, it was agreed that an additional Curriculum & Quality Leader would be added to this area and the Head of Curriculum & Quality would play a more significant, cross College role in delivering both the STEM and Tay Cities objectives.
- **Hospitality & Professional Cookery:** With significant opportunities within the Food and Drink sector developing rapidly within the region, and the fact it is also a Scottish Government growth area, it was agreed that an additional Curriculum & Quality Leader would be added to this area to ensure the College can support these opportunities.
- **Landbased & Animal Care:** The consultation discussions highlighted that these are two very distinct and specialist areas which play a more significant and wider role in the overall, day to day, operations of the whole College. It was therefore agreed that an additional Curriculum & Quality Leader would be added to this area to ensure that this can continue to be supported.

As highlighted in **Section 3.3.4: Other Roles**, there is a recognition that some other teams need additional support and, again, teams should consider and develop proposals on how facilities or other demands could be better overseen or supported.

Within the above Specific Structure proposals, and as a result of feedback received and discussions from the ongoing curriculum review, there are a number of proposed changes to the curriculum groupings from those outlined in the initial consultation paper.

Valuable and proactive feedback has been received from a number of teams to support these changes and the revised groupings incorporate the following changes:

- Accounts and the Housing portfolio within the current Business offer sitting as a standalone area with Business, Admin, IT, Retail, Events & Tourism as a separate area.
- Access grouped with Supported Education leaving Essential Skills as a standalone area.
- Art and Design will continue to split from Performing Arts.
- ESOL will continue to split from Retail, Events & Marketing.
- Building Services will continue to split from Construction with wider proposals currently being discussed on the overall curriculum mix within Engineering, Construction & Building Services.

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 have asked 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 will continue to be sought through this further consultation stage.

4.2. Executive Team Roles

The changes in respect of Executive Team line management responsibilities arising from the decision not to replace veronica Lynch will be progressed as detailed below.

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

In addition to these changes, the recent announcement that Catriona Blake will retire at the end of April 2019 has allowed some consideration to be given to be given to the split of responsibilities across the group of Vice Principals. As a result it has been decided that responsibility for **ICT will move from Corporate Services to Curriculum & Attainment under Simon Hewitt.** This move will bring ICT services closer to the core business of curriculum, helping to deliver the key objectives of the Digital Strategy, and represents a good fit with Simon's background and knowledge in ICT.

Given the February start date of Andy Ross as our new Head of ICT, the above changes in reporting lines will take effect from 1 February 2019.

5. Operation of the New Structure

The initial consultation paper, and consultation conversations in the intervening period, have highlighted that these changes in structure and reporting lines are the most significant changes to be made to the College since merger.

As detailed previously, these changes will be supported by a significant range of post-restructure Organisational and Professional Development activities.

A range of positive feedback and innovative ideas in respect of this development has been received, and the Organisational Development Team have been asked to begin the planning and identifying work that will be required to support this process. This will begin almost immediately and will be based on input and feedback from current promoted postholders, new postholders, and others from across the College.

The development plans arising from this work will continue throughout session 2019/20 and into session 2020/21.

The new structure is built on some fundamental changes in how we operate as a College. Many responses to the feedback have highlighted that a number of issues stem from the complexity of systems (paper and ICT based) and have highlighted that work needs to be done to address this if changes are to be successful. This is recognised, and alongside the post-restructure development activities, work will be required to be undertaken to look at some of the major processes and activities that underpin College operations.

Arrangements are currently being progressed through the Good to Great project to review and redevelop the curriculum planning and approvals process to create a more streamlined 'start to finish' approach that meets the multiple needs of the College, SFC, awarding bodies, learners and others.

6. Planned Steps & Process

Feedback on the process and arrangements for progressing with the new structure has been mixed, with feelings expressed that roles should be 'ring-fenced' for current promoted postholders and equally strong feeling that the College needs 'the right people in the right roles' within the new structure.

This latter feedback chimes within the proposals outlined in the initial paper and, to allow appropriate arrangements to be planned and progressed, **it is confirmed that each of the new roles will be open in turn for application and competitive recruitment on an internal basis to <u>any member of staff</u> 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 numbers 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.

A number of staff have highlighted that it may be many years since they last attended an interview, and have asked if support for this can be provided. This input has been welcomed, and arrangements for this will progress over the coming few weeks.

The People Team will take this forward through a combination of shared information/advice and one-to-one support opportunities.

Some feedback has queried whether or not current promoted postholders will be required to complete a full application to be considered for the new roles. Given the level and expectation of promoted academic roles, and the fact that it may be many years since information on file was last updated, it is felt appropriate that any member of staff applying for a new role within the revised structure should be expected to complete a full application for this.

6.1. 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.

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

7. Costs and Finances

As detailed previously, 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. Some feedback comment has queried this, and for clarity it is noted that the revised structure plans remain roughly break-even compared with the cost of the current structure (including an earmark of c. £100k for potential transitional conservation costs).

The changes introduced in terms of numbers may, however, help to support a limited number of voluntary severance applications to progress where the severance costs can be offset against the conservation costs that may otherwise arise.

The previously quoted savings arising from the non-replacement of the Director of Customer Experience and the Trust and Sponsorship Officer roles (c£90k) have been accommodated within the changes noted in the overall revised draft structure.

8. Consultation and Feedback Arrangements

The purpose of this paper is to outline final 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 the final proposals.

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

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).

9. Change Timeline

The amended 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 and details of the proposed arrangements are included as **appendix 5**.

Date/s	VS	Activities
11 January 2019	Voluntary Severance scheme open 1 November 2018 until 30 June 2019	Joint Consultative Forum (JCF) meeting with Trade Unions to discuss final draft consultation paper.
14 January 2019		Meeting with Course Leaders
15 January 2019		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.
25 January 2019		Close of final consultation.
30 January 2019		Final paper published and progress of outcomes.
4 February 2019		Recruitment: Heads of Sector
End March 2019		Recruitment: Heads of Curriculum & Quality
End May 2019		Recruitment: Curriculum & Quality Leaders
End June 2019		Recruitment: Sector Coordinators
End June 2019		Confirmation of new arrangements, Sector Development Leaders
August 2019		Full new structure in operation
April 2019 onwards		Organisational and Professional Development Activity Plans Commence. This will include opportunities for specific feedback on the development and implementation of the structure.

10.Conclusions

The proposals outlined within this second restructuring paper build upon the detail of the initial consultation and provide a further step towards the final structure plans.

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.

Further feedback on the final draft 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 will take this further feedback on board in finalising plans as we move towards progressing the final arrangements for our new structure.

Appendix 1 High Level Summary of Consultation Feedback

- Sector Coordinator:
  - Reporting lines
    - Within academic or support
  - Base Campus/Agile working
  - Term-time/Full-year
  - Number of posts
  - Wider admin restructure

- Sector Development Leaders:
  - Role clarity
  - The tasks of those currently in post
  - Academic or non-academic posts
  - Numbers & options for those unsuccessful

- General Academic Structure:
  - Formula/Process/Equity
  - Number of band 1s
  - Right people in the right role
  - Values based recruitment/Culture important
  - Training & support for those new in posts
  - Job descriptions/specifications
  - Positivity around the decreasing of admin tasks
  - GTCS Registration & Conservation
  - Must address ICT issues
  - Group Tutor
  - Impact on PTV
  - Ring-fence for current postholders

- Specific structure queries

- Curriculum & Quality Leaders:
  - Clarity on specific tasks (eg recruitment of students)
  - Must ensure focus on L&T
  - Numbers

- Head of Curriculum & Quality:
  - Clarity on specific tasks
  - Do they have a course team remit

- Wider proposals/Points:
  - Rename Customer Engagement Team to Business Development, including the roles underneath
  - It must be clear how Sector Development Leaders and Business Advisors interact

- Team Specific feedback:
  - Essential Skills
  - Supported Education
  - Science
  - Computing & Creative Media
  - Engineering
  - Hospitality & Professional Cookery
  - Access
  - Retail, Events & ESOL
  - Business
  - Landbased & Animal Care
  - Sport & Fitness
  - Hair & Beauty
  - EIS survey of current Course Leaders

Appendix 2 summary feedback from Designing the New Structure event

Role: Curriculum & Quality Leader (Band 1)

Tasks	Questions/Clarity?
• PI monitoring • Implement recruitment process for team • Framework checking • Attendance monitoring • Shape & enhance course design • Hold course team meeting • Lead innovation in L&T/Lead learning • Input into commercial planning • Participate in stakeholder advisory board • Technical input into commercial meetings • Overview of unit resulting/issues • Risk assessment • Subject knowledge/Future Curriculum Development • MyTeam Updates • Student disciplinary (informal) • Support EV visit • Stop & Review participation & input • Learner progress • Quality Cycle-IV meetings • Academic support • Retention • Ensure high quality L&T • Plan course team meetings etc. in partnership with Sector Co-ordinators	• Minimum 3 years teaching experience? • TQFE Qualification • Verification planning? • 17 hours – should this be up to? Based on remit? • Knowledge of the curriculum area? • Organise and manage work placements? • Allocation of work placements? • 'Contribute' to timetabling? – what does this mean? • What happens to current WDL/DO tasks? • Should CQL mentor new staff from a L&T point of view? • What is the authority levels in regards to line management? • Differences in team size? • Wording – 'Support', 'Contribute'?
Values	**Success Criteria**
• Enablers • Innovative • CPD orientated • Keep up to date with industry • Student centred	• Learner Survey/Feedback • Progressing students • Positive destinations • Acknowledge and plan time for real curriculum development • Learner retention • Learner attainment

Role: Head of Curriculum & Quality (Band 2)

Tasks	Questions/Clarity?
• Health, Safety & Wellbeing • Timetabling • 12 hours teaching • Leadership of an academic area • IV planning/EV management • Coaching staff • Staff mentoring & development • Having difficult conversations • 1 to 1s • MyPotential/CPD approvals • Staff recruitment • Formal learner disciplinary • Input into commercial activity – Technical expertise • Resource deployment • Demand led curriculum design • Curriculum review • Course sustainability • Budget & resource utilisation • Line management • Managing staff cover/absences • Managing recruitment targets • Manage stakeholder advisory boards • Liaise with APM	• Course team remit? • Management of external projects? • Management of credits? • Learner recruitment? • Assistance of stakeholder advisory boards? • MyTeam? – Should this be full team engagement? • Group Tutor remit? • Teaching hours? • Should SDL be recruited at same time as C&Q Leaders?
Values	**Success Criteria**
• Innovative & responsive • Allow change • Collegiate • Role modelling behaviours • Inspiring • Leadership qualities/qualification • Regular CPD • Awareness of self & team	• Staff retention • Bridge operational & strategic • High performing, happy team • Time to develop ‘oneself’ • PIs

Role: Head of Sector (Band 3)

Tasks	Questions/Clarity?
• Horizon scoping • Budget control/set & monitor sector budgets • Income generation • Compliance with quality standards • Staff recruitment/staff competency & development • Overall decision making for student recruitment • Support/mentor level 2 with complex issues/Positive role model • Resource management within sector • Overall responsibility for quality improvement • Visioning & leading operational planning • Use business intelligence to shape the future of the sector & align to regional need • Monitoring ROA outcomes • Absence management • Holistic view of the sector • Monitor work load of areas • Partnerships – external & internal • Cross college remit • Use of data to track college, sector & team performance and align resource where needed • Contract management • SQA investigations/Academic appeals/complaints handling • Evaluative reporting/self evaluation	• Qualified Lecturer? TQFE? • Teaching up to 3 hours? • Difference between this role and director role? • Writing commercial bids? • Do we need this role? Add more level 2s in?
Values	**Success Criteria**
• People person • Commitment to ongoing CPD • Trust & respect • Empowering & autonomous • Inspiring • Organised • Professional • Compassion • Leadership • Motivator • Stakeholder centred • Foster an innovation culture	• Staff retention & absence rate • Pastoral care & wellbeing of staff • ROA targets met • A well-resourced team happy at their work • Mentoring role within the team • Visibility • PIs • Credible • Manage sustainability/Income generation • Skilled negotiator

Job Description

Job Title:	**Curriculum & Quality Leader**	**Reporting to:**	**Head of Curriculum & Quality**
Position:	**Academic**	**Grade:**	**Promoted Academic Level 1**

Purpose

To provide clear and effective leadership of designated course teams and curriculum that delivers effective student learning and ensures high quality outcomes.

Accountabilities / Areas of Responsibility

1. Undertaking the full role of lecturer, leading learning and developing, delivering and assessing curriculum in line with awarding body requirements and relevant professional standards.
2. Providing academic and curriculum leadership for designated curriculum teams and provision, including:
    - organising and leading course team meetings and activities, providing curricular leadership and supporting and enhancing course team operations;
    - supporting the course team in the identification, development and delivery of effective, innovative and integrated approaches to learning & teaching that deliver high quality learning opportunities and enhance learner retention and attainment;
    - leading the reflection and evaluation of learner and course progress, outcomes and performance data, including preparing and submitting information and evaluative reports as required;
    - reviewing, developing and enhancing the curricular content of courses/programmes for which responsible;
    - developing, sharing, analysing and acting upon key data and metrics to inform course team actions and improvements;
    - providing leadership, coordination and support for course team members on key quality activities and requirements, including resulting, course approvals, and internal & external verification;
    - identifying potential areas of development for the full range of learners, clients, employers and other stakeholders.
3. To participate as a course team member as appropriate.
4. To work alongside the Sector Coordinator and a range of support teams and services to support and plan arrangements for the course team that promote the smooth and effective running of programmes, including;
    - assisting with the identification, planning and provision of learner guidance and support;
    - liaising over learner attendance and related funding requirements;
    - reporting on learner retention and withdrawals;
    - promoting positive learner behaviour;

- planning and supporting learner recruitment, induction and related activities;

5. Supporting the Head of Curriculum and Quality, Head of Sector and Directors of Curriculum and Attainment in the effective identification and utilisation of facilities and resources, including:
    - Advising and informing on timetabling requirements, needs and issues;
    - supporting the identification of resource requirements for courses/programmes for which responsible;
    - advising on resource and related requirements in respect of areas of curriculum specialism;
    - supporting and informing commercial planning, activities and developments.
6. To engage actively in the identification and achievement of continuing professional development requirements and needs to ensure maintenance of skills/knowledge and to support quality enhancement in learning, teaching, and College provision.
7. To represent the College at external events, acting as a positive ambassador for the College at all times.
8. Other duties as directed by the Head of Curriculum and Quality or as determined through Team developments.
9. Ensure that all tasks are carried out in accordance with the College health and safety policy and procedures to maintain a safe working environment.

Notes on Duties and Responsibilities

The duties and responsibilities on this job description are intended to give a broad indication of the variety of tasks the post holder may be asked to undertake. It should be noted that a job description is not an exhaustive list of activities, and staff may be asked to carry out other duties commensurate with the grade of the post. The job description may also be amended to take account of changed circumstances, and staff will be consulted when this is necessary.

From time to time some or all of your working time may be assigned to projects supported by European Funding.

Experience	
Essential • Proven track record in learning and teaching • Knowledge and experience of working within the Scottish qualifications framework, including SCQF, SQA, MA, FA and degree frameworks and provision • Experience of successful working with a wide range of stakeholders, employers and others to deliver project outcomes and enhanced opportunities for learners/clients	**Desirable** • Appropriate commercial/industrial experience within subject specialism • Proven team leadership and management skills • Involvement in national educational initiatives/curriculum developments • Knowledge of Education Scotland framework
Education and Qualifications	
Essential • Hold a relevant qualification within a subject appropriate to the area of curriculum specialism. • Evidence of job specific Continuous Professional Development (CPD)	**Desirable** • Teaching qualification (a postholder without a full teaching qualification will be required to achieve TQFE in the first full academic year following appointment) • Management/Leadership Qualified • Driving licence
Skills / Ability	
Essential • Demonstrate an up-to-date knowledge of the FE curriculum, including NC/NQ, HN and commercial developments, alongside a strategic awareness of the needs and development of the designated curricular/ industry • Demonstrate leadership ability and the ability to work effectively as a member of a team • Strong organisational skills	**Desirable** • Good understanding of the skills and education agenda for Scotland. • Demonstrable achievement of cultural change

• Excellent data utilisation, analytical and problem solving skills • Ability to communicate and confidently present complex information to a range of audiences which include oral, written and presentation skills • Competent in the use of IT systems in particular, Microsoft Word, Excel, Access and PowerPoint	
Personal	
Essential • Ability to work on own initiative, manage own time, prioritise and meet tight deadlines - flexible approach to working hours and tasks • Solutions and future focused approach to achievement of mutually beneficial outcomes • Creativity and ability to develop innovative approaches and projects • Highly motivated with ability to motivate others • Self-aware with personal integrity • A good team player • Calm and professional manner	**Desirable** • Enjoys new challenges • Actively seeks improvement • Ability to multi task

Job Description

Job Title:	**Head of Curriculum & Quality**	**Reporting to:**	**Head of Sector**
Position:	**Academic**	**Grade:**	**Promoted Academic Level 2**

Purpose

To provide clear and effective leadership of designated staff, curriculum and resources to meet College strategic objectives and ensure the delivery of effective student learning and high quality outcomes.

Accountabilities / Areas of Responsibility

1. Undertaking the full role of lecturer, leading learning and developing, delivering and assessing curriculum in line with awarding body requirements and relevant professional standards.
2. Providing academic and curriculum leadership for designated curriculum teams and provision as appropriate.
3. Providing effective team leadership and line management support for designated staff and services in line with the College's Leadership Excellence Framework, including:
    - leading and managing a curriculum team, ensuring the development of innovative and effective learning, teaching, curriculum content/structure and related services;
    - organising and leading whole team meetings and activities, providing on-going leadership and direction for staff that delivers open communication and supports improvement;
    - providing inspiring leadership of learning, teaching and service delivery that ensures the engagement of learners and delivers learner success;
    - recruiting, inducting, developing, coaching and managing staff on an on-going basis;
    - managing and supporting individual staff and course teams in their professional reflection and self-evaluation of activities, outcomes and performance;
    - developing, sharing, analysing and acting upon key data and metrics to inform team actions and improvements;
    - leading and managing the adoption and embedding of College values across all team activities, using these to support the engagement, equality, wellbeing and sustainability of learners, staff, and activities;
    - managing and ensuring appropriate engagement with key quality activities and requirements, including resulting, course approvals, and internal & external verification;
    - operating as first line manager for performance, discipline, grievance, absence and other people management policies;
    - supporting staff in their continuous professional development and objective setting at a course team and individual level through effective use of self-evaluation, reflection, planning, leadership and MyPotential activities;
4. To work alongside the Sector Coordinator and a range of support teams and services to lead, develop, support and plan arrangements for the team that promote the smooth and effective running of programmes, including;

- managing portfolio review and planning activities for the team, ensuring that course provision is relevant and up to date, and delivers clear, streamlined and successful learner employability, progression and articulation;
- identifying and managing overall recruitment targets, credit and commercial targets for the team;
- monitoring, acting on, and reporting on learner recruitment, attendance, retention and outcomes;
- managing positive learner behaviour, discipline and complaints;
- managing and ensuring effective learner recruitment, induction, support and related activities;

5. Supporting the Head of Sector and Directors of Curriculum and Attainment in the effective identification and utilisation of facilities and resources, including:
    - timetabling designated curriculum areas, liaising with Curriculum and Quality Leaders and course teams to ensure that timetabling and deployment of staff and resources is efficient, effective and meets learner and curriculum needs;
    - planning, allocating, monitoring and controlling the distribution, consumption and utilisation of staffing and other resources.
    - maintaining financial, academic, quality, monitoring and other records as may be required and to prepare and submit information, forecasts and reports where needed;
    - advising on resource and related requirements in respect of areas of curriculum specialism;
    - leading, managing and developing commercial plans, activities and developments.
6. To engage actively in the identification and achievement of continuing professional development requirements and needs to ensure maintenance of skills/knowledge and to support quality enhancement in learning, teaching, and College provision.
7. To represent the College at external events, acting as a positive ambassador for the College at all times.
8. Other duties as directed by the Head of Curriculum and Quality or as determined through Team developments.
9. To lead on health and safety matters for team activities, ensuring that all tasks are carried out in accordance with the College health and safety policy and procedures to maintain a safe working environment.

Notes on Duties and Responsibilities

The duties and responsibilities on this job description are intended to give a broad indication of the variety of tasks the post holder may be asked to undertake. It should be noted that a job description is not an exhaustive list of activities, and staff may be asked to carry out other duties commensurate with the grade of the post. The job description may also be amended to take account of changed circumstances, and staff will be consulted when this is necessary.

From time to time some or all of your working time may be assigned to projects supported by European Funding.

Experience	
Essential	**Desirable**
• Proven track record in learning and teaching • Proven leadership and management skills • Clear evidence of success in past roles and activities including a track record of success in leading projects or designated activities • Experience of quality processes in a college setting • Knowledge and experience of working within the Scottish qualifications framework, including SCQF, SQA, MA, FA and degree frameworks and provision • Experience of successful working with a wide range of stakeholders, employers and others to deliver project outcomes and enhanced opportunities for learners/clients	• Direct team leadership and line management experience • Appropriate commercial/industrial experience within subject specialism • Involvement in national educational initiatives/curriculum developments • Knowledge of Education Scotland framework
Education and Qualifications	
Essential	**Desirable**
• Hold a relevant qualification within a subject appropriate to the area of curriculum specialism. • Teaching qualification • Evidence of job specific Continuous Professional Development (CPD)	• Degree qualified • Management/Leadership Qualified • Driving licence
Skills / Ability	
Essential	**Desirable**

• Demonstrate an up-to-date knowledge of the national skills and educational agenda for Scotland, alongside a strategic awareness of the needs and development of the designated curricular/ industry • Demonstrate leadership ability and the ability to work effectively as a member of a team • Strong organisational skills • Excellent data utilisation, analytical and problem solving skills • Ability to communicate and confidently present complex information to a range of audiences which include oral, written and presentation skills • Competent in the use of IT systems in particular, Microsoft Word, Excel, Access and PowerPoint	• Performance management skills. • Demonstrable achievement of cultural change
Personal	
Essential • Values driven, with a clear link to the promotion and adoption of College values within working life • Ability to work on own initiative, manage own time, prioritise and meet tight deadlines - flexible approach to working hours and tasks • Solutions and future focused approach to achievement of mutually beneficial outcomes • Creativity and ability to develop innovative approaches and projects • Highly motivated with ability to engage, motivate and develop others • Self-aware with personal integrity • A good team player • Calm and professional manner • Confidential and discreet • Demonstrate accuracy in work and a clear attention to detail	**Desirable** • Seeks out and enjoys new challenges • Actively seeks improvement • Ability to multi task

Job Description

Job Title:	**Head of Sector**	**Reporting to:**	**Director of Curriculum and Attainment**
Position:	**Academic**	**Grade:**	**Promoted Academic Level 3**

Purpose

To provide clear and effective strategic and senior operational leadership of designated teams, staff, curriculum and resources to meet College strategic objectives and ensure the delivery of effective student learning and high quality outcomes.

Accountabilities / Areas of Responsibility

1. Undertaking the full role of lecturer, leading learning and developing, delivering and assessing curriculum in line with awarding body requirements and relevant professional standards.
2. Developing and engaging staff within annual sector plans that reflect Regional Outcome Agreement and other College and national strategies/priorities that outline sector targets and deliver success for the College and individual curriculum programmes and learners.
3. Manage, develop and analyse key data sources and information to inform priority actions and evidence achievement of team, sector and College objectives.
4. Providing effective senior leadership and management support for designated teams, staff, services, and targets in line with the College's Leadership Excellence Framework' including:
    - leading and managing a group of Heads of Curriculum and Quality and curriculum teams, ensuring the development of innovative and effective learning, teaching, services and outcomes;
    - providing clear direction and support for teams and staff on ROA and national drivers, strategies, obligations and requirements, providing on-going leadership and direction for curriculum teams that delivers open communication and supports improvement;
    - providing inspiring leadership and direction for learning, teaching and service delivery that ensures the engagement of learners and delivers learner success;
    - recruiting, inducting, developing, coaching and managing staff on an on-going basis;
    - managing and supporting individual staff and teams in their professional reflection and self-evaluation of activities, outcomes and performance;
    - leading and managing the adoption and embedding of College values across all sector activities, using these to support the engagement, equality, wellbeing and sustainability of learners, staff, and activities;
    - managing and ensuring engagement of sector staff with key quality activities and requirements, including resulting, course approvals, internal & external verification, reflection, self-evaluation and the EdS quality framework;
    - operating as senior and first line manager for performance, discipline, grievance, absence and other people management policies.

5. To work alongside the Sector Coordinator and a range of support teams and services to lead, develop, support and plan arrangements for the team that promote the smooth and effective running of programmes, including;
    - ensuring that all course management, administration and reporting requirements, deadlines and outcomes are met;
    - overseeing portfolio review and planning activities for the sector, ensuring that course provision is relevant and up to date, and delivers clear, streamlined and successful learner employability, progression and articulation;
    - ensuring achievement of recruitment and credit targets for the sector;
    - operating as senior manager for positive learner behaviour, discipline and complaints issues.
6. Supporting the Directors of Curriculum and Attainment and teams/staff in the effective identification and utilisation of facilities and resources, including:
    - ensuring that timetabling for designated curriculum areas is effective and that the deployment of staff and resources is efficient, effective and meets learner and curriculum needs;
    - working in partnership with finance and other teams to accurately plan, monitor and forecast budgets, staffing and other expenditures;
    - maintaining financial, academic, quality, monitoring and other records as may be required and to prepare and submit information, forecasts and reports where needed;
    - reviewing activities, approaches and practices to ensure that resources are used efficiently and that value for money is achieved through efficient operations and effective planning and teamworking;
    - planning and advising on resource and related requirements for the sector and working in partnership with others to integrate sector plans and needs with those of the College as a whole.
7. To work in partnership with central commercial and sector staff to plan, resource and support commercial provision that delivers on educational and financial strategies, including;
    - leading the development of commercial plans, offers and provision, ensuring that commercial and non-core funded activities are managed and delivered on an equal basis to mainstream curriculum;
    - ensuring achievement of commercial and other non-core income targets and activity levels;
    - approving and overseeing commercial business cases and contracts;
    - developing and maintaining effective and productive commercial partnerships, employer links and networks.
8. To engage actively in the identification and achievement of continuing professional development requirements and needs to ensure maintenance of skills/knowledge and to support quality enhancement in learning, teaching, and College provision.
9. To represent the College at external events, acting as a positive ambassador for the College at all times.
10. Other duties as directed by the Head of Curriculum and Quality or as determined through Team developments.
11. To lead on health and safety matters for sector activities, ensuring that all tasks are carried out in accordance with the College health and safety policy and procedures to maintain a safe working environment.

Notes on Duties and Responsibilities

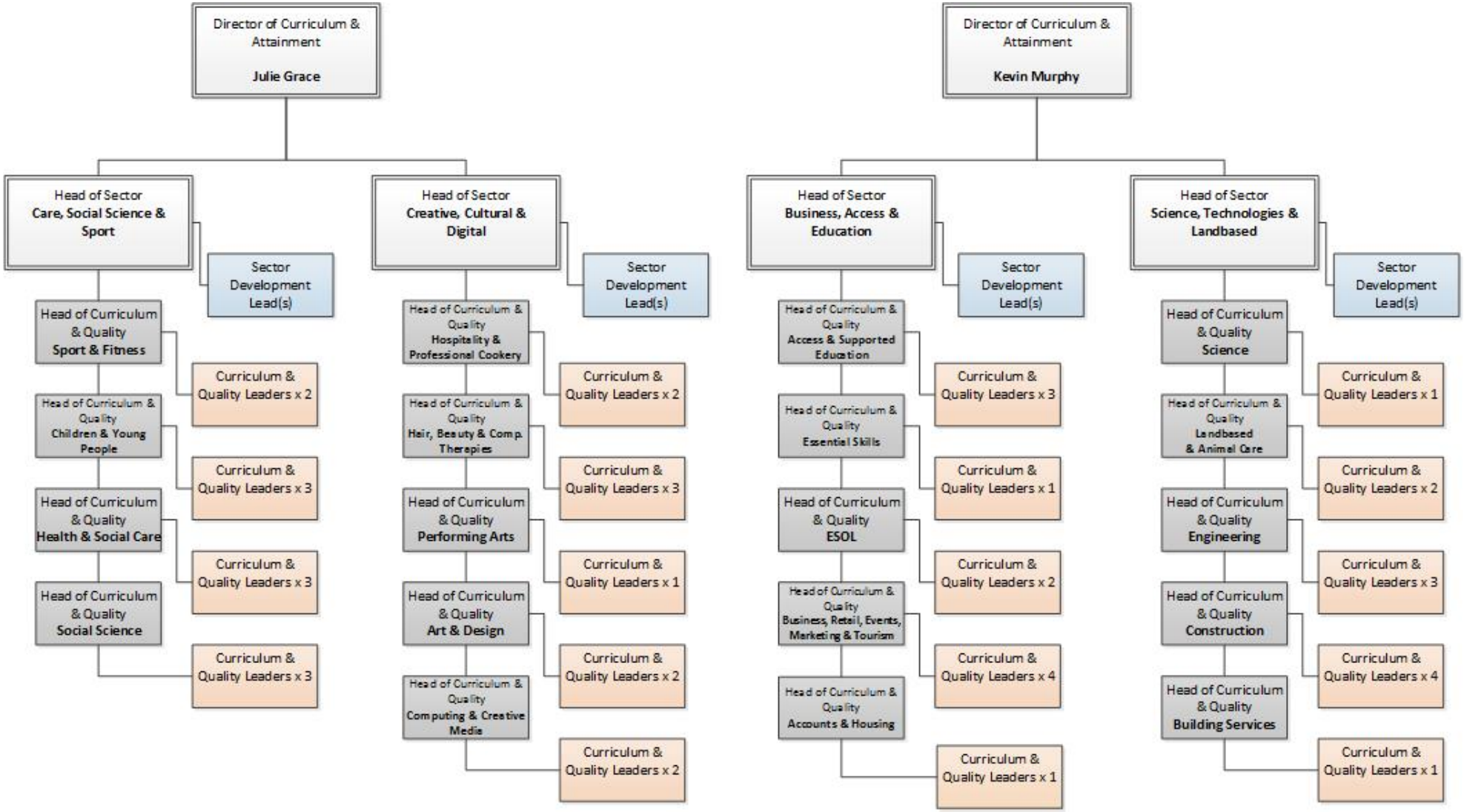
The duties and responsibilities on this job description are intended to give a broad indication of the variety of tasks the post holder may be asked to undertake. It should be noted that a job description is not an exhaustive list of activities, and staff may be asked to carry out other duties commensurate with the grade of the post. The job description may also be amended to take account of changed circumstances, and staff will be consulted when this is necessary.

From time to time some or all of your working time may be assigned to projects supported by European Funding.

Experience	
Essential • Proven track record in learning and teaching • Proven team leadership. Project, resource and line management skills • Clear evidence of success in past roles and activities including a track record of success in leading projects or designated activities • Experience of quality processes in a college setting • Knowledge and experience of working within the Scottish qualifications framework, including SCQF, SQA, MA, FA and degree frameworks and provision • Experience of successful working with a wide range of stakeholders, employers and others to deliver project outcomes and enhanced opportunities for learners/clients • Knowledge of Education Scotland framework	**Desirable** • Appropriate commercial/industrial experience within subject specialism • Involvement in national educational initiatives/curriculum developments
Education and Qualifications	
Essential • Degree qualified. • Teaching qualification • Evidence of job specific Continuous Professional Development (CPD)	**Desirable** • Management/Leadership Qualified • Driving licence
Skills / Ability	
Essential • Demonstrate a clear understanding of the national skills and educational agenda for Scotland • Demonstrate leadership ability and the ability to work effectively as a member of a team	**Desirable** • High level data analysis and ICT skills

• Performance management skills. • Demonstrable achievement of cultural change • Strong organisational skills • Excellent data utilisation, analytical and problem solving skills • Ability to communicate and confidently present complex information to a range of audiences which include oral, written and presentation skills • Competent in the use of IT systems in particular, Microsoft Word, Excel, Access and PowerPoint	
Personal	
Essential	**Desirable**
• Values driven, with a clear link to the promotion and adoption of College values within working life • Ability to work on own initiative, manage own time, prioritise and meet tight deadlines - flexible approach to working hours and tasks • Solutions and future focused approach to achievement of mutually beneficial outcomes • Creativity and ability to develop innovative approaches and projects • Highly motivated with ability to engage, motivate and develop others • Self-aware with personal integrity • A good team player • Calm and professional manner • Confidential and discreet • Demonstrate accuracy in work and a clear attention to detail • Seeks out and enjoys new challenges • Actively seeks improvement • Ability to multi task	

Appendix 4 Structure Chart



Appendix 5 Arrangements and Timeline January 2019

The following recruitment and selection arrangements are planned for the new roles. NB These arrangements may be subject to amendment depending upon the number of applications/shortlist candidates.

As noted above, each role will be advertised internally in the first instance. **All roles will be open to application by any member of current staff and staff are encouraged to apply for any role that they are interested and for which they feel they are appropriately qualified/ experienced.**

1. Head of Sector

Selection Panel	VP Curriculum & Attainment; VP People & Performance; Director of Curriculum & Attainment (x2)
Applications Open	Wb 4 February 2019
Applications Close	13 February 2019
Shortlisting – Interview Invites by	15 February 2019
Interviews	20 & 21 February 2019
Decisions Confirmed	28 February 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities.

Candidates that are unsuccessful for these roles will have an opportunity to be considered for interview and selection activity for the role of Head of Curriculum and Quality without the need to submit a further application.

2. Head of Curriculum & Quality

Selection Panel	Director of Curriculum & Attainment (x2), Head of Sector (x2), Head of People and OD
Applications Open	Wb11 February 2019
Applications Close	20 February 2019
Shortlisting – Interview Invites by	1 March 2019
Interviews	Wb 11 March 2019
Decisions Confirmed	20 March 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities.

Candidates that are unsuccessful for these roles will have an opportunity to be considered for interview and selection activity for the role of Curriculum and Quality Leader without the need to submit a further application.

3. Curriculum and Quality Leader

Selection Panel	Head of Sector, Head of Curriculum & Quality (x2), People Team Representative
Applications Open	Wb11 March 2019
Applications Close	29 March 2019
Shortlisting – Interview Invites by	19 April 2019
Interviews	Wb 22 & 29 April 2019
Decisions Confirmed	10 May 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities.

4. Sector Co-ordinators

Selection Panel	Head of Administrative Operations, Head of Sector (x2), People Team Representative
Applications Open	Wb15 April 2019
Applications Close	24 April 2019
Shortlisting – Interview Invites by	3 May 2019
Interviews	Wb 13 May 2019
Decisions Confirmed	22 May 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities.

In terms of each of the above sets of roles, interview and selection activities will be completed for all shortlist candidates prior to any appointment decisions being finalised or confirmed.

Academic Structure Changes – FINAL CONFIRMED CHANGES

1. Overview

Following publication of the initial and second consultation papers on changes to the promoted academic structure, this paper confirms the final arrangements for the structure and implementation of this through to summer 2019.

The key elements detailed within this paper are summarised as follows:

- **the second consultation paper has generated some further feedback, with this being focused on a smaller number of specific points;**
- **the final revised structure is outlined below, taking into account final points raised through consultation;**
- **it is confirmed that all of the new promoted roles will be recruited on an open basis across the College;**
- **previous assurances with regard to security of employment and entitlements to salary conservation remain in place**
- **a final timeframe for changes is enclosed.**

2. Consultation Feedback

There have been 5 further responses received through the consultation email inbox and one through the anonymous hotline These are a mixture of responses from individuals or groups of academic and support staff, and are all focused on specific points in terms of the new structure.

The ideas and responses received through the feedback have been taken into account by the Senior Leadership Team in determining the final proposals outlined below. Given the focused nature of the feedback, most of these points will be picked up in discussion with the staff/teams involved.

As noted previously, all feedback received has been very valuable, so thank you to all who have taken time to respond, ask questions, and contribute ideas. These contributions have shaped the final plans, and have provided opportunities to question, reconsider and revise thinking as the plans have progressed.

3. Generic Structure Proposals

The feedback received through all stages of the consultation process has been supportive of the general direction of travel outlined within the initial paper.

As a result there are no changes proposed to the generic structure approach outlined previously, with the revised structure being built around three clear, distinct and new promoted academic roles as follows:

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

The job descriptions for these roles remain as published previously.

Final feedback on the revised structure has centred around two specific areas as detailed below:

- the split of curriculum between Engineering, Construction and Building Services and will be subject to further discussion directly involving the staff from within these areas, aiming to identify a curricular mix that creates areas of more equal size whilst recognising and supporting the curricular and employment sector needs of each area.

- the specific approaches required to support the Essential Skills curriculum, with focus on the need to support serviced delivery of ICT, Numeracy and Communication skills within each campus. Some ideas on how this can be supported practically have been put forward, and these will be followed up with the team to identify an approach that meets the distinct needs of the Essential Skills servicing curriculum.

3.1. Wider Roles & Opportunities

Work will continue to progress on the range of new and revised roles proposed in paper 1 as detailed below.

3.1.1 Sector Development Leaders

The changes proposed for these roles will continue to be progressed in discussion with current Workforce Development Leaders, commercial staff, unions and the Senior Leadership Team. This will include input from the new Heads of Sector with a view to finalising plans and arrangements prior to the end of the current academic session.

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

3.1.2 Sector Coordinators

Work will progress to develop finalised job descriptions and person specifications for the new Sector Coordinator roles in consultation with unions, administrative and promoted academic staff. This will follow on from the initial promoted academic staff appointments, with recruitment to these new roles to take place during the summer term 2019.

3.1.3 Other Roles

As detailed in the previous paper, feedback received from some academic teams has highlighted that many of the demands placed on current promoted roles arise from activities that are not directly related to the organisation, delivery or leadership of learning and teaching. Examples given include the operation of the Gardyne Gym as a commercial leisure centre, or the significant resource requirements underpinning Landbased facilities with 365 days a year animal care.

This input is recognised and, whilst opportunities to increase support staffing are very limited, areas impacted in this way will be asked to consider and develop team proposals on how facilities or demands of this type may be better overseen or supported.

This work will progress following finalisation of the restructure changes with arrangements and proposals developed by the areas themselves to best reflect and fit their needs.

4. Specific Academic Structure Proposals

The planned final structure arrangements are as detailed below, and in **appendix 1.** This structure follows the generic outline detailed above and covers all current academic team roles, curriculum and activities.

Four similar sized sectors will be created, 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.

Please see over…

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**
Creative, Cultural & Digital	1	Hospitality & Professional Cookery	1	2
		Hair, Beauty & Complementary Therapies	1	3
		Performing Arts	1	1
		Computing & Creative Media	1	2
		Art & Design	1	2
		TOTALS	**5**	**10**
Business, Access & Education	1	Essential Skills	1	1
		Access & Supported Education	1	3
		ESOL	1	2
		Accounts & Housing	1	1
		Business, Admin, Retail, Events & Tourism	1	4
		TOTALS	**5**	**11**
Science, Technologies & Landbased	1	Science	1	1
		Landbased & Animal Care	1	2
		Engineering*	1	3
		Construction*	1	4
		Building Services*	1	1
* the exact split between these three teams may shift as a result of curriculum mix discussions, but the overall total number of roles will be as noted.				
		TOTALS	**5**	**11**
OVERALL TOTALS	**4**		**19**	**43**
		TOTAL PROMOTED ACADEMIC POSTS		**66**

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

4.1. Executive Team Roles

The changes in respect of Executive Team line management responsibilities arising from the decision not to replace Veronica Lynch (Director of External Relations) will be progressed as detailed previously. These changes will take effect from 1 February 2019.

5. Operation of the New Structure

All of the points outlined within previous papers with regard to the development of ways of working, systems, approaches and CPD plans will be progressed as detailed.

As a first step in this, work has already commenced to review the full range of requirements and activities that underpin and support our curriculum planning and approvals activities.

Details of organisational development plans to support the full range of restructuring activities will progress over the coming weeks. The development plans arising from this work will continue throughout session 2019/20 and into session 2020/21.

6. Planned Steps & Process

Each of the new roles itemised above will be open in turn for application and competitive recruitment on an internal basis to any member of 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 in Section 9 and appendix 2.

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 numbers 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. This includes the provision of information and guidance for staff that may not have undertaken job interview for many years.

Post applications will be managed as internal applications through the D&A College My Job Scotland site, with jobs advertised internally on the staff portal.

The College will be looking in detail at the range of knowledge, skills and competencies needed in respect of each of the roles. The selection activities adopted for each role will include individual interview and practical assessment centre activities. For level 3 roles this will also include an externally facilitated assessment centre activity.

The timeline for completion of recruitment and selection activities is summarised in **appendix 2** below.

Throughout the restructure period the email consultation@dundeeandangus.ac.uk will remain open for any member of staff to ask questions or seek information.

Confidential queries and comments can also continue to 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.

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

7. Voluntary Severance Scheme

As with previous changes of this type, voluntary severance remains a potential option for individuals that do not feel that they have a place within the revised structure. The current voluntary severance scheme will remain open until recruitment to the various roles is completed.

8. Costs and Finances

As detailed previously, the proposals outlined have **not been developed on a cost saving basis** and are not designed as a savings exercise. It is noted that the revised structure plans remain roughly break-even compared with the cost of the current structure (including an earmark of c. £100k for potential transitional conservation costs).

9. Change Timeline

The timeline for the changes detailed in this paper is summarised below and details of the proposed arrangements are included as **appendix 2**.

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.

Date/s	VS	Activities
25 January 2019	Voluntary Severance scheme open 1 November 2018 until 30 June 2019	Close of final consultation.
30 January 2019		Final paper published and progress of outcomes.
Wb 4 February 2019		Recruitment opens: Heads of Sector.
Wb 11 February 2019		Recruitment opens: Heads of Curriculum & Quality.
Wb 25 February		Curriculum split finalised; Engineering, Construction & Building Services.
Wb 11 March 2019		Recruitment opens: Curriculum & Quality Leaders.
Wb 15 April 2019		Recruitment opens: Sector Coordinators.
End June 2019		Confirmation of new arrangements, Sector Development Leaders.
August 2019		Full new structure in operation.
April 2019 onwards		Organisational and Professional Development Activity Plans Commence. This will include opportunities for specific feedback on the development and implementation of the structure.

10.Conclusions

The final proposals outlined within this paper build upon the detail of the initial and second consultation papers. These changes 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.

These represent major change, and it is recognised that this is not an easy process either organisationally or individually for those involved. The College is very keen to ensure that the arrangements proposed are progressed in a transparent, fair and successful way that ultimately provides the best possible benefits for our learners.

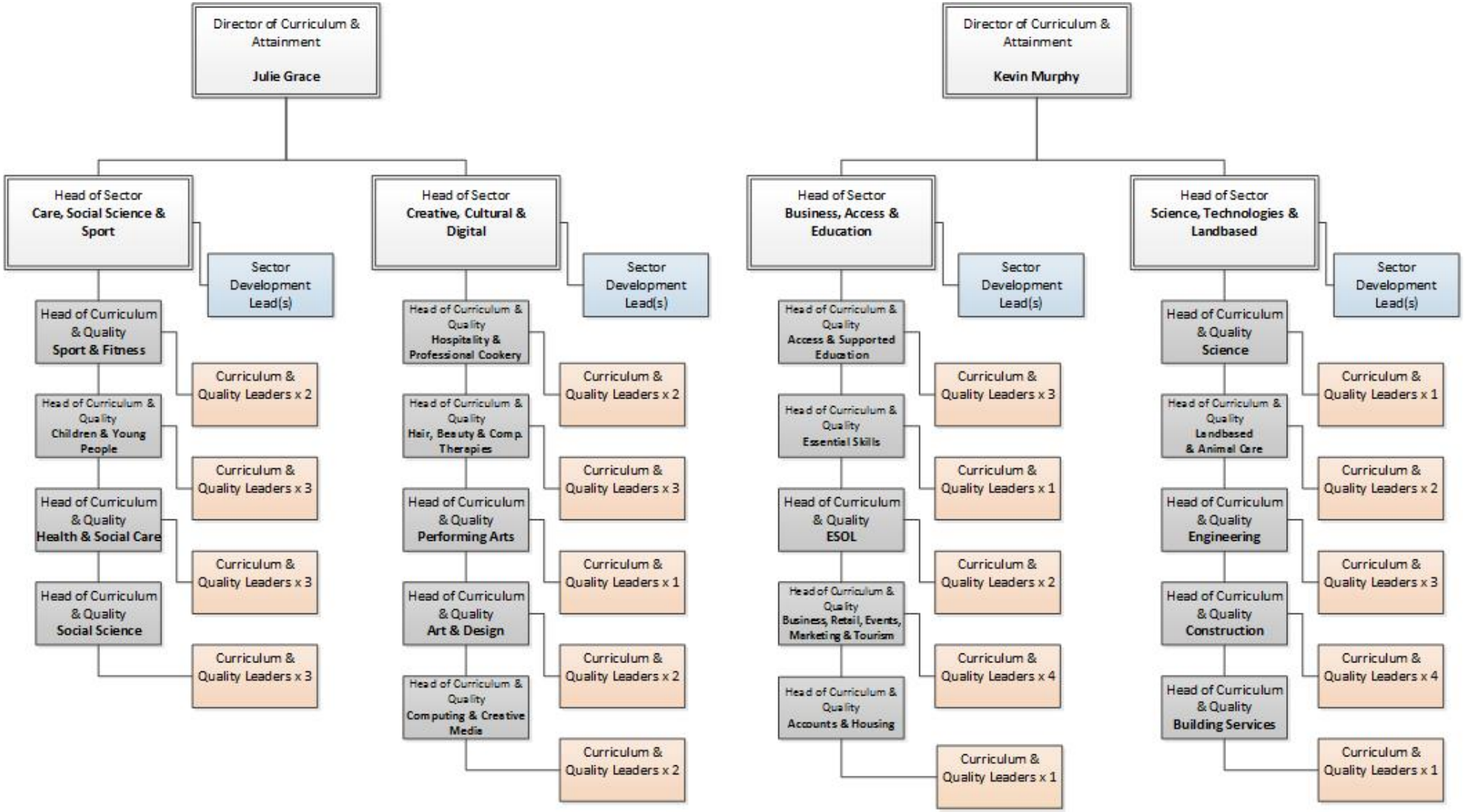
As noted above, the focus on 'business as usual' and 'nothing changes until it changes' is important in ensuring that our current learners are not disadvantaged.

The engagement and input of staff throughout the consultation phase on these changes has been very welcome and has been instrumental in shaping the way in which the College is moving forward. This level of engagement has been positive in itself, but more than that, the detail and consideration that has been given to providing clear, structured and well thought out feedback from the teams, individuals and unions that have responded is very welcome. This has improved the final proposals, and has helped to shape the future direction of travel for the College.

Whilst this paper outlines the finalised proposals, we remain open to feedback and ideas that may further improve the way in which the College operates and the way in which the new structure and the roles within it work.

Thank you to everyone that has taken the time to input to this process.

Appendix 1 Structure Chart



Appendix 2: Arrangements and Timeline January 2019

The following recruitment and selection arrangements are planned for the new roles.

NB These arrangements may be subject to amendment depending upon the number of applications / shortlist candidates.

As noted above, each role will be advertised internally in the first instance.

All roles will be open to application by any member of current staff and staff are encouraged to apply for any role that they are interested and for which they feel they are appropriately qualified/ experienced.

1. Head of Sector

Selection Panel	VP Curriculum & Attainment; VP People & Performance; Director of Curriculum & Attainment (x2)
Applications Open	Wb 4 February 2019
Applications Close	13 February 2019
Shortlisting – Interview Invites by	15 February 2019
Interviews	21 and 25 February 2019
Decisions Confirmed	28 February 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities.

Candidates that are unsuccessful for these roles will have an opportunity to be considered for interview and selection activity for the role of Head of Curriculum and Quality without the need to submit a further application.

2. Head of Curriculum & Quality

Selection Panel	Director of Curriculum & Attainment (x2), Head of Sector (x2), Head of People and OD
Applications Open	Wb11 February 2019
Applications Close	20 February 2019
Shortlisting – Interview Invites by	1 March 2019
Interviews	Wb 11 March 2019
Decisions Confirmed	20 March 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities. Candidates that are unsuccessful for these roles will have an opportunity to be considered for interview and selection activity for the role of Curriculum and Quality Leader without the need to submit a further application.

3. Curriculum and Quality Leader

Selection Panel	Head of Sector, Head of Curriculum & Quality (x2), People Team Representative
Applications Open	Wb11 March 2019
Applications Close	29 March 2019
Shortlisting – Interview Invites by	19 April 2019
Interviews	Wb 22 & 29 April 2019
Decisions Confirmed	10 May 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities.

4. Sector Coordinators

Selection Panel	Head of Administrative Operations, Head of Sector (x2), People Team Representative
Applications Open	Wb15 April 2019
Applications Close	24 April 2019
Shortlisting – Interview Invites by	3 May 2019
Interviews	Wb 13 May 2019
Decisions Confirmed	22 May 2019

Shortlisted candidates will undertake an interview and written/presentation assessment centre activities.

In terms of each of the above sets of roles, interview and selection activities will be completed for all shortlist candidates prior to any appointment decisions being finalised or confirmed.

Agenda Item 10

Human Resources and Development Committee

Thursday 21 February 2019

PAPER D

Employee Engagement Survey

Staff Survey 2018: HRD Committee Update February 2019

Survey Headlines

- **537 responses –** 54% return rate
- **200 free text comments –** 37% of respondents
- **Ratings:**

	2018 Ratings	2016 Ratings	2015 Ratings
	537 responses (54%)	527 responses (48%)	568 responses (52%)
Engagement	**80 ↑**	68 ↔	68
Happiness	**69 ↑**	68 ↓	70
Inspiration	**70 ↔**	70	N/A
Innovation	**66 ↔**	66	N/A
Trust	**60 ↓**	62	N/A
Respect	**62 ↓**	65	N/A
Success	**74 ↓**	75	N/A

Once again, the Staff Survey returned an excellent response rate, in line with the 50%+ returns of 2015 and 2016.

The headline scores are positive, with real tangible success around the Engagement Index, hitting the Good to Great target to increase this score.

In general, organisations with Happiness and Engagement indexes in excess of 70 are 'extremely' happy and engaged, therefore D&A is scoring confidently as an excellent place to work, with staff who are happy and engaged.

Free Text Comments and Conversations Themes

Academic Leadership Restructure	Many optimistic about the outcomes of restructure, and generally positive comment regarding this.
Communication and (Senior) Management	A range of views on communication, though mainly communication between people and teams as opposed to organisational communications. Not all staff are aware of who constitutes senior management and many felt they couldn't fairly comment on whether the College is being led well. Positive comments received on individual line managers.
Estates	Many of the comments regarding Estates centred on Gardyne and there were some comments regarding the prices across catering outlets.
Trust, Respect and Values	Trust and Respect were the lowest scoring values (though still scoring well), as was the case in 2016. The themes were that not everyone demonstrate trust and respect, or the College values in general and this is demoralising for others.
Workload and Wellbeing	There was a heightened understanding of what wellbeing means at D&A and the project outputs. Workload and wellbeing were still linked to some extent.

2018 Responses: Highest to Lowest Scoring Statements

The **positive** percentage represents **Strongly Agree** and **Agree**, the **neutral** percentage represents **Neither Agree Nor Disagree** and the **negative** percentage represents **Strongly Disagree** or **Disagree**.

Statement	Positive %	Neutral %	Negative %
I have good relationships at work.	**91**	**8**	**1**
My work is important and has clear purpose and meaning.	**87**	**9**	**4**
I enjoy working in my team.	**84**	**12**	**4**
I believe I am trusted to do my job effectively.	**83**	**11**	**6**
In general, I am aware of how to manage my wellbeing.	**82**	**15**	**3**
I feel I can be myself at work.	**80**	**13**	**7**
Mostly, it is up to me to decide how to do my work.	**78**	**15**	**7**
I have an effective relationship with my manager.	**72**	**17**	**11**
My manager shows genuine interest in my wellbeing.	**69**	**22**	**9**
In general, I feel happy when I am at work.	**69**	**21**	**10**
I am proud to tell others I work for Dundee and Angus College.	**68**	**26**	**6**
My manager encourages my development.	**65**	**24**	**11**
I am satisfied with my learning and development opportunities.	**64**	**20**	**16**
I am appreciated for the work I do.	**58**	**26**	**16**
In general, I feel my wellbeing is good.	**57**	**27**	**16**
I feel a strong personal attachment to Dundee and Angus College.	**55**	**32**	**13**
I believe my opinion at work matters.	**54**	**20**	**26**
Overall, I am satisfied with my work-life balance.	**53**	**25**	**22**
In general, I receive feedback that helps me do my job better.	**50**	**29**	**21**
I would recommend Dundee and Angus College as a great place to work.	**48**	**36**	**16**
I believe Dundee and Angus College cares about my wellbeing.	**39**	**36**	**25**
Our senior leaders are leading Dundee and Angus College well.	**35**	**44**	**21**
I rarely feel stressed, tense or worried.	**27**	**28**	**45**

Benchmarking Comparisons

Benchmark	D&A Score
65% of employees agree or strongly agree that they have a good working relationship with their supervisor	**72%** say they have an effective relationship with their manager **(+7%)**
81% of employees agree or strongly agree that they have a good working relationship with co-workers	**91%** say they have good relationships at work **(+10%)**
23% of employees agree or strongly agree that they are satisfied with the culture of their workplace	**48%** of D&A staff would recommend it as a place of work and **35%** believe senior leaders are leading the College well
54% of employees agree or strongly agree that they are inspired to meet their goals at work	**87%** say their work has clear purpose and meaning, and **83%** say they are trusted to do their job effectively

Indexes

The table below details the statements that inform the overall index score, along with the index score by campus. In 2016, the five Values indexes were added to the Engagement and Happiness indexes, and in 2018 the General Wellbeing, Manager and Mental Wellbeing indexes were added.

Related Statement	Indices (scores per index)	Overall		Arbroath	Gardyne	Kingsway
I enjoy working in my team	**Engagement**	**80**		81	81	79
Combination of statements; see below	General Wellbeing	**66**		66	66	66
Combination of statements; see below	Manager	**70**		70	70	71
In general, I feel happy when I am at work	**Happiness**	**69**		71	69	67
I rarely feel stressed, tense or worried	Mental Wellbeing	**46**		50	46	45
We impact others in a positive way	**Inspiration**	**70**		68	71	68
We lead rather than follow	**Innovation**	**66**		64	67	66
We act in the best interests of one another & the College	**Trust**	**60**		59	61	58
We demonstrate mutual respect through our words & actions	**Respect**	**62**		63	64	61
We work hard and aim high.	**Success**	**74**		74	75	73

General Wellbeing Statement Combination:

- I feel I can be myself at work.
- In general, I receive feedback that helps me do my job better.
- My manager shows genuine interest in my wellbeing.
- I believe Dundee and Angus College cares about my wellbeing.
- In general, I am aware of how to manage my wellbeing.

Manager Statement Combination:

- I have an effective relationship with my manager.
- My manager encourages my development.
- My manager shows genuine interest in my wellbeing.

Overall, there is no significant disparity from one campus to another in terms of key statements; the biggest variance is 5 points between Kingsway (45) and Arbroath (50) in terms of Mental Wellbeing. The scores relating to this statement already constitute part of the overall action plan.

Observations

Following surveys in 2015 and 2016, the 2018 themes of the lowest scoring statements and values (2016 only) are similar.

Whilst this may seem to indicate certain issues prevail, equally we can see things have not regressed.

The free text comments and follow up conversations indicate key reasons behind some of the low scoring statements:

- People are not sure who exactly the **senior leaders** are they should consider in the related question, accounting for a high number of neutral responses
- People feel **stressed, tense or worried** for a wide range of reasons, including: national bargaining and perceived turbulence / job security concerns; personal issues; concerns over changes (academic restructure, general process and systems change); concern for colleagues; busy work lives; busy home lives; etc.

The understanding of wellbeing and the College's role in supporting individual wellbeing is better understood than in 2016, however the Wellbeing Project's legacy will be better understood in future surveys.

Actions Taken

Following the close of the survey in 2018, the following has taken place:

- Executive review of data (Nov 18)
- Headlines disseminated to all staff via Friday Focus (Nov 18)
- Leadership Development Forum session on initial report and areas of focus (Nov 18)
- Team reports sent to managers (Dec 18)
- Free text comment conversations completed (Dec 18 – Jan 19)
- People Team (HR&OD representation) meeting with all managers (Jan 19)
- Feedback from managers compiled and next steps identified at team level (Feb 19)
- Executive review of next steps (Feb 19)

As a result of the combined data (survey responses, free text anonymous conversations, meetings with managers), the following key College actions are being considered or are underway:

- Review of College communications
- Wellbeing Project actions relating to staff survey data; led by staff Wellbeing lead
- Review of marketing and understanding of the total benefits package on offer to staff
- People Team input to team level action bespoke action plans
    - This includes team building sessions, use of Insights, team charters and reviews of team meeting structures and content

In addition, a range of feedback gathered from managers, the Executive team and individuals through the survey suggests that the current format may not being serving the intended outcomes.

The current set up is labour intensive and requires significant input from a range of people, however it is not fully owned by and understood by teams, which is a key part of the outcomes being successful and engaging.

It is therefore suggested the overall process be reviewed to ensure maximum return on investment for all parties. Further proposals could be brought to the HRD Committee in due course.

Agenda Item 11

Human Resources and Development Committee

Thursday 21 February 2019

PAPER E

VP People and Performance Report

People Team / VP People and Performance
Report 21 February 2019

People Team | D&A COLLEGE

1. Voluntary Severance Scheme

The picture in respect of voluntary severance has not changed significantly since the previous meeting. In total there have been 10 applications in this round, with 5 declined, 1 approved and 4 awaiting further consideration.

2. National Bargaining

As detailed previously, agreement on pay and conditions of service for support staff have been established for the period through to September 2020. As part of this agreement, the College has clarified and adopted a range of updated 'premium payment' entitlements for support roles.

The national dispute in respect of academic staff pay is still in place, with strike action impacting on the College on 16 January and 5 February 2019. Discussions on this dispute are continuing nationally and an outline of the most up to date situation will be provided under the national bargaining agenda item at the meeting.

Arrangements are progressing for both academic and support staff to implement national agreements on the permanency of employment after two years continuous service. Arrangements differ slightly between staff groups and work is progressing to identify the staff impacted by this change and finalise the permanent employment offer that can be made in each case. Arrangements are effective from 1 November 2018 for support staff and 1 April 2019 for academic staff.

Arrangements are progressing nationally with regard to the professional registration of teaching staff with the general Teaching Council of Scotland (GTCS) or a similar body. To support these arrangements, Abi Mawhirt Head of People and OD has been asked to join the national working group informing arrangements.

3. National Job Evaluation

Activity is beginning to develop in respect of the national job evaluation project for support roles. Agreement has been reached nationally in respect of the job evaluation system to be used and the approach that will be adopted to undertake the evaluation of job roles.

The college has been asked to identify all job roles within scope and has confirmed that it has 165 such roles.

Future stages will see the secondment of job analysis (management and union) to support the evaluation or roles within each college along with the completion of job analysis questionnaires for each role and reference to up to date job descriptions.

Significant areas of the project are still to be discussed and agreed nationally, however, including all steps in respect of the matching of evaluation outcomes with grades and salaries.

4. Staff Survey

A separate report provides an update on actions following the October 2018 Staff Survey.

5. Learning and Teaching Qualifications

Progress across this year's teaching qualifications cohorts has been good, with developments to content and resources alongside current studies.

Teaching in Colleges Today

The course came through successful EV in November 2018 and last session, 12 staff were successful and progressed on to the PDA Teaching Practice in Scotland's Colleges. Currently there are 13 staff from a range of curriculum areas for session 18/19.

PDA Teaching Practice in Scotland's Colleges

12 staff members from 8 curriculum areas on course to pass by April 2019. There has been a change in the format with more sessions recorded and uploaded and the use of Powtoon to engage the staff. All materials are now submitted online via My Learning or Turnitin and this has been successful. There is an EV visit for PDA Teaching Practice in Scotland's Colleges in March 2019.

TQFE

The 12 staff members who started TQFE in August 2018 are now half way through the course and all are progressing well. The 2nd half of the course is dedicated to Embracing Change and Innovation. As University of Aberdeen base the TQFE on aiding our staff to become enquiring practitioners, this particular module gives each staff member the opportunity to pick a topic that is relevant to themselves and their students to specialise in. So far there have been discussions around people specialising in ACE's (Adverse Childhood Experiences), metacognition as well as various digital elements.

Licentiateship

This academic year we gained approval to run the City and Guilds Licentiateship (Level 4) in Learning and Development as well as in Leadership and Management. The Learning and Development Licentiateship not only allows a person to gain a qualification by consolidating their knowledge in the form of a reflective essay with portfolio of evidence, but for the College it acts as a bridging qualification for those who do not have high enough qualifications for direct entry to TQFE.

We are now one of only 2 providers in Scotland to offer the Learning and Development Qualification and we are the only provider in Scotland to have approval to run the Leadership and Management Qualification. We currently have 3 members of staff working through the Learning and Development Licentiateship and are looking to pilot the Leadership and Management Licentiateship in the very near future.

6. Wellbeing Project Update

The #DAWellbeing project continues to make good progress. Some key activities and outcomes in the last few months are:

Have You Ever Fancied?

The #haveyoueverfancied monthly program of opportunities for College staff and students to get involved in a range of wellbeing activities, across all 3 campuses is now well established. The options include taster activities in partnership with community clubs, organisations and in-house sessions. Example activities to date include African drumming, indoor cycling, yoga at your desk, climbing, self-defence and mindfulness.

Ongoing and Future Plans

- Monthly **Wellbeing Wins** videos highlighting wellbeing activities / opportunities that have taken place that month, across the College community
- Work is progressing well towards the online wellbeing area with a range of resources
- The project supported the national initiative **Time to Talk Day** on 7th Feb, including facilitated daily mile walks, coffee, cake and chat hours and signposting of support information

Re-Freshers Fayre

The Wellbeing project organised a ‘Re’freshers Fayre in partnership with the Learner engagement team, which took place across all campuses in Quality Week. Data indicates that the spell after the winter break is a time when a number of students do not return to complete their studies. This event was put in place to encourage learners to touch base with College prior to returning in a relaxed and supportive fashion.

The programme provided a wide range of marketplace stalls, workshops, and lectures covering different aspects of wellbeing and resilience. In addition, the first ever cross-campus sports tournament took place, encouraging classes to form teams and visit the sports facilities in College.

January can be a difficult time of year for everyone and these activities helped smooth the return to College for many learners, and provided an opportunity for course teams to embed support around aspects such as mental health and resilience. It was a great event to kick off 2019 and we have received some really positive feedback from staff and students (see image over).

Mental Health Strategy

The College's ROA this year includes details on Mental Health Strategy, therefore this area of work under the Wellbeing Project is being further developed. Working closely with Learner Engagement, Students' Association and the Sports Union, strategy and resources will be developed in partnership which support the whole College community.

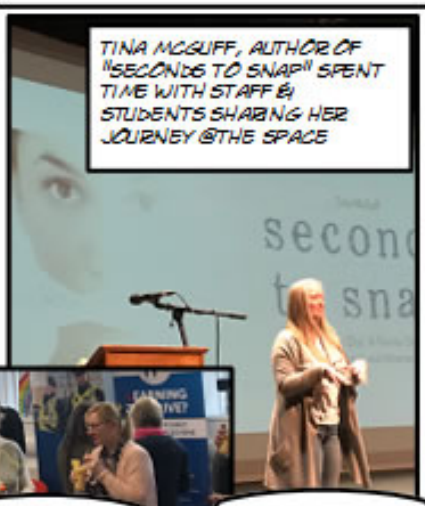
As part of this process, we will be reviewing the current provision of mental health training and availability of internal trainers. We currently have a staff member qualified to deliver Scotland's Mental Health First Aid (SMHFA) and 11 WRAP facilitators. There are WRAP sessions planned for staff and students running through to March. We have had 26 staff go through SHMFA since January 2018 and around 50 staff and students through Mental Health Awareness. 9 students also completed 2-day Mental Health First Aid through funding available through NUS.

#DAwellbeing

REFRESHER FAYRES JAN 2019

FOR THE FIRST TIME EVER D&A COLLEGE HOSTED REFRESHER FAYRES ACROSS EACH MAIN CAMPUS IN JANUARY. THESE FAYRES ENCOURAGED THE ENTIRE COLLEGE COMMUNITY TO COME TOGETHER TO INVEST TIME IN THEIR WELLBEING – CHECK OUT SOME HIGHLIGHTS

BUZZING MARKETPLACES IN EACH CAMPUS – MOCKTAILS & WAGGING DOGTAILS



TINA MCGUFF, AUTHOR OF "SECONDS TO SNAP" SPENT TIME WITH STAFF & STUDENTS SHARING HER JOURNEY @THE SPACE

STAFF LEFT THE SESSION WITH 5 ENERGISERS THEY CAN FACILITATE WITH LEARNERS

ENERGISING CPD SESSIONS FOR STAFF ACROSS ALL CAMPUSES

MARKETPLACE STALL HOLDERS REPORTED A HUGE FOOTFALL OF STAFF MAKING CONTACT FOR FUTURE PARTNERSHIP WORK

"THE WRAP SESSION WAS FANTASTIC AND IS SOMETHING THAT WOULD BENEFIT ALL STUDENTS"

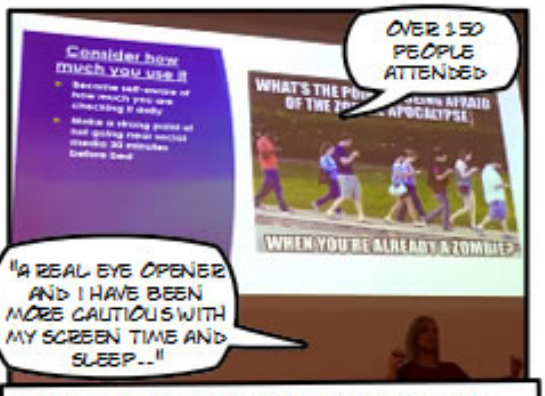
WRAP TASTERS ACROSS ALL CAMPUSES WITH STUDENTS & STAFF

"THIS DOGG HELPED ME FEEL CALMER AND LESS ANXIOUS"

CANINE CONCERN WERE A HIT – OVER 200 PEOPLE ENJOYED SPENDING TIME WITH THE FRIENDLY POOCHES

ENCOURAGING HEALTHY HABITS – FREE BIKE CHECKS

JANUARY STARTS ENJOYED ICE BREAKING ACTIVITIES



OVER 150 PEOPLE ATTENDED

"A REAL EYE OPENER AND I HAVE BEEN MORE CAUTIOUS WITH MY SCREEN TIME AND SLEEP..."

VICKIE SIMPSON PRICE PRESENTED FANTASTIC LECTURES ON SLEEP & SOCIAL MEDIA ADDICTION

D&A DUNDEE AND ANGUS COLLEGE GOOD GREAT

HUGE THANKS TO ALL OF THE PARTNERSHIP ORGANISATIONS WHO SUPPORTED THE MARKETPLACE AND WELLBEING SESSIONS ACROSS OUR CAMPUSES

7. Digital Strategy – Staff Development Strand

Progress under the staff development arm of the Digital Strategy has been steady, with opportunities to provide training and development that delivers outcomes in more than simply digital training.

A full paper has been prepared for the March Board meeting, however key elements are summarised below:

- Lynda.com has been procured for a second year, follow excellent uptake in year 1
    - 9492 videos have been accessed, covering over 605 hours of content
    - 201 certificates of completion have been issued
- Leadership Development Forum members will undertake Priority Management's *Working Smart* training between March and September 2019
    - Training will cover leadership behaviours, role modelling excellent time management and expert use of Microsoft Outlook
- The Activity Based Working project, seeking to align Estates facilities, ICT infrastructure and digital working environment of staff, began in February (following the Head of ICT taking up post)
- The Academic Restructure CPD programme specifically includes a bespoke 'digital diagnostic' for new leaders

8. Academic Restructure CPD and Employee Assistance Programme

An outline of potential CPD offerings for Level 1, 2 and 3 promoted academic posts has been developed and is in discussion with senior curriculum staff. All new post holders in the academic structure will have access to a range of pre-determined CPD and development, as well as developing a bespoke personal development plan with self-identified training.

The programme therefore covers training relevant to both the operational requirements of the College, and which will aid individuals on their leadership journey.

We are also in the process of creating a support package for those who are unsuccessful with their applications / interviews to allow them to refocus energy and passion to benefit not only the College, but also their own future development.

An update on progress with regard to the restructure will be given at the meeting.

9. LOcHER Project Success

D&A College once again pick up a prestigious UK wide award, this time for Health & Safety down at the House of Lords, London. Members of both Curriculum & Support staff were presented with the Lord Cullen Trophy for a ground-breaking safety film after scooping first prize in the Innovation section of the Safety Groups UK Awards.

The film was produced by Princes Trust students and has been so successful it has had a lasting effect throughout the College sector. The film focusses on the dangers of Asbestos and was part of the LOcHER or Learning Occupational Health by Experiencing Risks project which the College piloted in Scotland to help raise risk awareness in a creative and interactive way.

10. Quality Inputs/Support

The College continues to be asked to share practice with others within the sector (and beyond) on the successful approaches adopted and the outcomes achieved, including the Good to Great strategy. Recent inputs include the College Development Network Quality Managers conference where D&A provided inputs on both G2G and our work developing to embed the new Professional Standards for College Lecturers within our CPD planning and MyPotential arrangements.

11. Quality Week Events

During Quality Week a range of activity took place across all campuses, with a low key approach taken to CPD given the Quality requirements during the same time period.

WRAP (Wellness Recovery Action Planning) sessions were delivered to students and staff, with both sessions getting good feedback. Along with the wide range of opportunities available through the Re-Fresher Fayre, many teams used this time to complete mandatory training, such as health & safety, equality & diversity & GDPR, there were also several sessions organised for learning & teaching CPD.

12. Vice Principal Corporate Services

Arrangements are progressing for the recruitment and selection of a new Vice Principal Corporate Services (following the imminent retirement of C Blake from this role). The College has been working with Aspen People to support this recruitment, receiving 21 applications for the role and resulting in an initial leet of 7 candidates. Interviews and assessment activities are scheduled for 18 and 28 February 2019 and include input from the Board Chair and Chair of the Finance and Property Committee.

13. 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

Agenda Item 12

Human Resources and Development Committee

Thursday 21 February 2019

PAPER F

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 November Committee with quarterly updates reported to the remaining three Committees meetings.

2. HR Metrics

Headcount 2018/19 to date		**% Split**	2017/18	**Annualised FTE 2018/19 to date**		**% Split**	2017/18
Teaching	**387**	**45.9%**	413	Teaching	**316.4**	**52.3%**	249.5
Other	**456**	**54.1%**	482	Other	**354.8**	**47.7%**	366.01
Total	**843**		895	Total	**671.2**		615.51

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**	2017/18	**Temporary & Permanent FTE**		**% Split**	2017/18
Female	**551**	**65.4%**	64.2%	Temporary	**133.3**	**19.8%**	20.6%
Male	**292**	**34.6%**	35.8%	Permanent	**537.9**	**81.2%**	79.4%
Other							
Total	**843**			Total	**671.2**		

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 31/01/19	**12 months to 31/10/18**
Average working days lost per headcount	**5.9 Days**	5.7 Days
Working time lost	**2.3%**	2.2%
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 31/01/19	12 months to 31/07/18
Long Term Absences (4 weeks or more)	**83**	69
Short Term Absences	**764**	790
Stress Related Absences – Work related	**11**	20
Stress Related Absences – Non-work related	**77**	54

Other HR Metrics

	2018/19 to date	2017/18 Full Year
Staff Turnover Rate (non-forced)	**3.9%**	1.2%
Employee Hearings		
Discipline	**2**	6
Grievance	**1**	2
Tribunal Actions	**0**	1
Recruitment Exercises	**59**	82
Current Vacancies	**4**	

3. OD Metrics

	2018/19 to date	2017/18 Full Year
Engagement with Leading Learning Academy (per team)	**100%**	100%
Number of internal CPD events delivered and external events supported	**455**	634
Number of attendances at internal and external CPD events per employee headcount	**872**	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 2018/19 to Date	Not Started	In progress: On Track	In progress: Behind	Total
Academic	0	45	1	46
Support	0	14	0	14

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.

Agenda Item 13

Human Resources and Development Committee

Thursday 21 February 2019

PAPER G

Meeting Minutes / Updates

JCF Minute – 18 January 2019

Equality and Diversity Strategy Group Minute – 12 December 2018

JOINT CONSULTATION FORUM

Friday 18 January 2019 at 2:00pm
Arbroath Campus

PRESENT:	G Ritchie	S Hewitt
	S Taylor	C Blake
	N Steff	D Deans
	J Dick	G McGillivray
	A O'Neill	C Robertson
	G McAteer	A Mawhirt
	C Mackie	

1. Apologies **Action**

Apologies were received from Y Cargill and J Oliver.

2. Minute of Last Meeting – JCF 09 November 2018

The minute of the meeting held on 09 November 2018 was approved as an accurate record.

3. Matters Arising/Actions

Violence in the Workplace

A Mawhirt noted that the Gender Based Violence policy is now drafted and will go to PRG's next meeting.

Communication

S Taylor will circulate updated paper as per action on ongoing union and management communications. **ST**

Payroll Errors

A separate meeting had been held to discuss issues.

Academic Restructure and Interview Prep

Structure covered at meeting on 11th January; interview prep action progressed by People Team.

Support Staff Annual Leave

N Steff noted he felt that at a previous meeting it was agreed any Support staff additional leave would be discussed in terms of offering either pay or extra days to term time staff prior to implementation, however this had not been the case when the circular was received.

S Taylor stated that this was not his recollection of the discussion and that the matter of term-time staff taking leave had not been raised until a later point.

TQFE Remission – Timetabling Policy

K Murphy has updated the existing Timetabling Policy to include information on TQFE remission.

Car Parking Issues

B Grace asked students for details to allow contact if there were issues with car parking.

4. National Bargaining

Transfer to Permanency – Academic and Support Staff

S Taylor outlined the arrangements for transfer to permanency.

Academic Staff

Date for implementation is 01 April 2019, and the basis of transfer is staff with continuous service for the 2 years up to 01 April 2019. This data has been pulled from Payroll in terms of what people have worked. This is being sense checked by HR and the next step is a sense check discussion with line managers. The information will be shared with EIS at this point and a meeting will be called with Academic staff union reps.

The hours being made permanent would be the average of hours over the last two years. This is not the same as a fractional contract and discussion will take place over the resulting contract types.

Support Staff

Date for implementation is 01 November 2018. As per Academic staff internal arrangements, the data is being reviewed by HR and at the point it's discussed with managers, GMB and Unison will receive copies of the lists. A meeting will be called with Support union reps to discuss.

It is expected the Support list will include fewer people than the academic list. Discussion will be required over multiple roles and very ad hoc supply roles such as Reader / Scribes.

For both academic and support arrangements the transfer to permanency is based on the *person*, not the post holding. As such, an existing permanent member of staff will not remain in a temporary post as a result of the transfer arrangements.

5. College Finances

C Blake outlined the current financial position. The £570k outlined in the budget session with union reps was required to have the breakeven position following the required capital repayment on the loan.

The forecast out-turn was currently sitting with £700k favourable variance.

The main things that have contributed to this are:

- Our requested Student Support Fund additional funding request was fully granted; a provision of £200k for this was built into the budget and would not now be required.
- Part Time Variable hours are currently showing a favourable variance c.£300k - however currently reviewing the impact this has had on income (as commercial delivery was also reduced)
- Assumptions around cost of living being updated improved position by c.£150k
- Additional VS savings that went through following budget sitting at around £250k.

Increase in the SPPA employers' pensions' scheme contribution by 5% from April 2019. There may be future funding available to support this change, however this will cost £650k in the full year. £200k is required in this year and has been added to forecasts.

6. Academic Structure

G Ritchie outlined the current situation, noting that the Course Leader meeting earlier in the week raised useful discussions. G Ritchie outlined the commitment to supporting staff with interview and application preparation.

The updated paper has been published and briefing sessions are scheduled. S Hewitt confirmed that information regarding the role of the Sector Coordinators would be available soon. G Ritchie noted that certain elements of this role would require reflection as the new structure is put in place and the new post holders are appointed.

C Blake confirmed that the Sector Coordinator posts are budgeted as additional posts, therefore external appointments are possible if required. N Steff sought clarity on these posts being advertised internally first and this was confirmed. It was noted there was likely to be reasonable interest in these roles.

7. Future Term Dates

S Taylor outlined the requirement for discussion, having circulated the revised dates. Coming back a week earlier in 2019-20 requires finishing a week earlier in 2018-19. It was noted that this would not resolve all issues regarding the fit between College holidays and Angus and Dundee schools.

J Dick sought clarity on honouring pre-booked holidays for staff, which may now be in term time given the change to dates. S Taylor confirmed that a local arrangement should be agreed with the line manager to ensure that annual leave arrangements were supported and that the appropriate number of days were still worked.

J Dick and N Steff noted that term time staff have raised concerns about losing the Monday during the February long weekend.

S Taylor queried the previous request to move to a one week break in February. It was noted that, due to the impact on quality week, this was no longer favoured.

S Taylor will prepare communications to explain the change of term dates. **ST**

8 Policy Review Group

A Mawhirt noted that there was a meeting on Friday 11 January 2019, covering a number of documents. Two documents were finalised for publication:

- Sickness Absence Policy
- Email Access Protocol

Following relatively minor edits, the following are also due for publication shortly:

- Assistance Dogs Guidance
- Reservists Policy
- MA Policy
- Job Evaluation Procedure

The next PRG meeting is due to take place on 25th February 2019; Sabbatical and GBV policies will be considered.

9. Union Items

EIS Dispute and Support Staff (N Steff)

N Steff raised the impact on Support staff of the EIS dispute.

Following national discussions with the Employers' Association, N Steff noted that the guidance received was that Support operations should be considered 'business as usual' and no unnecessary restrictions should be placed on Support staff during days of academic industrial action.

S Taylor requested the guidance was circulated for review. **NS**

Side Meeting 11 January 2019 (D Deans)

D Deans noted he felt the tone of a side meeting on 11 January 2019 was inappropriate. G Ritchie and S Taylor stated they felt whilst discussions were robust it was appropriate under the circumstances. N Steff stated that he felt that his input had been robust.

S Taylor noted that, as per earlier discussions in the year, there will be times where strong views and robust discussions are held but it should never be considered personal. **All**

Health and Safety – Car Park Speed Limit (G McAteer)

G McAteer noted that the speed limit in the car parks is 10 miles per hour, and there's evidence the limit isn't being adhered to. G McAteer suggested the speed limit signs in the Isla car park should be moved and highlighted. C Blake will raise with B Grace. **CB**

10. Any Other Business

Note of the Meeting on 11 January 2019

S Hewitt actioned the Academic Partnerships communication. S Taylor noted this would be circulated with the notes of this meeting. **ST**

Annual Salary Information

C Blake noted that previous discussions had been held on how best to provide annual salary information for staff. She advised that M Clark has developed a system that will allow staff to access this information through the Staff Portal.

Individual security information will be required to access this information and it will show FTE salary. Formal confirmation letters can still be requested from the People Team.

11. Date of Next Meeting

Friday, 1 March 2019, Seminar Room 3, Arbroath Campus

EQUALITY AND DIVERSITY STRATEGY GROUP

Wednesday 12 December 2018 at 10.00am
A214, Kingsway Campus

PRESENT:	S Taylor	B Scott
	A Mawhirt	C Lynagh
	S Thom	M Stewart
	B Grace	S White (Student Representative)
	K Baxter	
APOLOGIES	S Oliver	S McAvoy
	N Steff	

1. Minute of Previous Meeting – 21 March 2018 **Actions**

The minute of the Equality and Diversity Strategy Group meeting held on 21 March 2018 was approved as an accurate record following correction to the attendance list to include M Stewart.

2. Matters Arising

Given the time since the previous meeting, matters arising were noted.

C Lynagh highlighted that the Equality and Diversity portal page had been updated to include a dashboard summarising student equalities data from the previous 5 years.

3. Equalities Strategy – Key National Priorities

A wide ranging discussion was held around the range of key equalities strands and strategies impacting on the College from the Scottish Government and Scottish Funding Council. From these discussions the following key points were noted.

- **Gender Action Plans**

  There was a need to align work to reduce gender segregation across the curriculum with Schools engagement plan and recruitment planning. This would include discussion around amended recruitment arrangements/guaranteed places in some subject areas. The need to consider course design and timetabling arrangements was also noted to help to give a more mixed gender groups where possible. These points would be picked up through the Senior Academic Leadership Team (SALT). **ST**

  The role of promotion of positive role models and opportunities was noted. This would be discussed with the Marketing team. **ST**

- **Widening Access**

  Good progress on widening access was noted, both in terms of the proportion of activity and outcomes for learners from the most deprived postcode areas. National targets to achieve 19.5% of learners from the 10% most deprived postcode areas were noted.

- **BSL Plan**

  The plan had been completed, with publication imminent. Discussions were progressing to offer BSL training to learners in some areas.

- **Mental Health Strategy**

  Initial discussions had been held and a lot of work on supporting/promoting mental health had been progressed (including work on a student mental health partnership agreement. A group would be set up to develop and finalise the strategy document. **ST**

- **Counselling Services**

  S Thom summarised partnership work being developed with Abertay University to expand counselling opportunities. The potential for additional funding for the sector for counselling was noted.

- **TransEDU Scotland**

  Current support and information for trans students and staff was discussed. The TransEDU recommendations would be discussed by the same group picking up on the mental health strategy. **ST**

- **Gender Based Violence**

  Work was progressing with plans to roll out awareness training and support from January 2019.

- **Care Experienced Learners**

  The plan to develop a D&A Pledge of guaranteed places for care experienced young people (similar to that in place for schools) was welcomed and would be progressed.

- **Diet/Weight**

  Opportunities to incorporate this within student and staff wellbeing were discussed and would be progressed. Current issues, challenges and opportunities around the promotion of healthy eating across College catering outlets were discussed. **ST**

- **Carers**

  The extensive range of activities, support and arrangements in place for carers was noted.

- **Veterans/Armed Forces Covenant**

  The College was a signatory to the armed forced covenant. Arrangements to support armed forced applicants were discussed, and complexities around residency and entitlements to funding were highlighted.

4. Update on E&D Activities / Work / Issues

- Promotional events to encourage female applicants for construction courses and careers were noted.

- The embedding of E&D units within the new gateway programmes was welcomed.

5. Date of Next Meeting

20 March 2019 10.00am Kingsway Campus