

# BOARD OF MANAGEMENT

## Human Resources and Development Committee



Thursday 19 September 2019 at 5.00pm  
Room A214, Kingsway Campus

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### AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **ESRC RESEARCH PROJECT – INFORMED CONSENT** Paper A for information
4. **DECLARATIONS OF INTEREST**
5. **MINUTE OF THE PREVIOUS MEETING – 9 May 2019** Paper B for approval
6. **MATTERS ARISING**

<b>Restructure Equalities Analysis</b>	Verbal update	ST
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7. **POST RESTRUCTURE CPD AND SUPPORT PLANS** Paper C for discussion AM/SH
8. **VP PEOPLE AND PERFORMANCE REPORT** Paper D for information ST
9. **NATIONAL BARGAINING UPDATE** Verbal update GR/ST
10. **HEALTH & SAFETY ANNUAL REPORT** Paper E for discussion BG
11. **STRATEGIC RISK REGISTER & RISK DELEGATION TO BOARD COMMITTEES** Paper F for approval ST
12. **HR METRICS** Paper G for information ST
13. **MEETING MINUTES/UPDATES** Paper H for noting
  - Joint Consultation & Negotiation Forum
  - Health, Safety & Wellbeing Committee
14. **DATE OF NEXT MEETING – Thursday 14 November 2019**



**Human Resources and Development Committee**

**Thursday 19 September 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](mailto:h.l.young@stir.ac.uk)) and Professor Cate Watson, Principal Investigator (01786 467626 [cate.watson@stir.ac.uk](mailto:cate.watson@stir.ac.uk)).



**Human Resources and Development Committee**

**Thursday 19 September 2019**

**PAPER B**

**Minute of the Previous Meeting – 9 May 2019**



**BOARD OF MANAGEMENT  
HUMAN RESOURCES AND DEVELOPMENT COMMITTEE MEETING**

Minute of the Human Resources and Development Committee meeting held on Thursday  
9 May 2019 at 5.00pm in Room A214, Kingsway Campus.

<b>PRESENT:</b>	G Bisset	K Keay
	T Pirie	G Ritchie
	D McKenzie	B Carmichael
	P Milne	

<b>IN ATTENDANCE:</b>	S Taylor (Vice Principal)	J Carnegie (Vice Principal)
	B Grace (Head of Estates)	A Cathro (Health and Safety Officer)
	A Mawhirt (Head of People and OD)	Megan Sanderson (Executive Secretary)

**1. WELCOME**

P Milne welcomed members to the meeting. P Milne welcomed D McKenzie, J Carnegie and B Carmichael to their first meeting.

**2. APOLOGIES**

Apologies were received from D Fordyce and C Clinkscale.

**3. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**4. ESRC RESEARCH PROJECT – INFORMED CONSENT**

Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

Filming for the ESRC Project will be limited to BOM Meeting with the videos being used for the purpose of research then destroyed. The videos will not be made public.

**5. MINUTE OF PREVIOUS MEETING**

The minute of the meeting held on 21 February 2019 was approved as an accurate record.

**6. MATTERS ARISING**

There were no matters arising.

**7. LOCHER H&S PROJECT**

A Cathro presented to the Committee a short video with details of the project.

A Cathro gave an overview of LOcHER and how it started. A Cathro explained he is the Chair of the Health and Safety Committee for Scotland and came up with the idea to bring LOcHER to Dundee and Angus College,

Video showed Student's being interviewed about their experience with LOcHER with the main focus being on asbestos, and showed statistics with asbestos related deaths.

A Cathro and the group of students, attended a European safety event in Glasgow which was live streamed throughout Europe. From this the project was recognised and the group were invited to Birmingham to the SGUK National Health and Safety competition where they finished in the top three. The group were then invited to London to the House of Lords to learn they had won the Lord Cullen Trophy for innovation in health and safety.

A Cathro noted that Students have learned basic life skills, more confidence in public speaking and skills to use computers etc, demonstrating that the project isn't just for learning about Health and Safety.

A Cathro noted that companies are aware of the project, particularly through the Motor Vehicle department and are keen to be engaged in future project work.

P Milne asked about opportunities to expand the approach adopted and A Cathro outlined different projects being supported across a wide range of curriculum areas.

The Committee thanked a Cathro for his input, noting how positive the approach and outcomes were.

## **8. ACADEMIC RESTRUCTURING**

G Ritchie provided a verbal update to the committee on Academic Restructuring.

G Ritchie noted that the College was coming to the end of the Academic Restructure. New roles had been created and noted that around 150 people had been interviewed.

G Ritchie noted that interviews for the Curriculum and Quality Leader posts had been completed and outcomes would be communicated in the next few days. Staff who opted not to apply, or who were not appointed to promoted roles, would have their salaries conserved for four years.

G Ritchie explained that staff will stay in their current posts until Summer with the transition taking place in August and is hopeful that by October / November the restructure will be have fully transitioned.

P Milne asked how many new posts have been created. S Taylor noted that 77 posts in total have been created.

G Bissett asked if any posts haven't been appointed and if they have been advertised externally. G Ritchie noted that six posts have been advertised externally but the appointments won't all be external due to internal staff applying second time around.

S Taylor noted that embedding the structure and changes in approaches and working arrangements will be the hardest part, and that a CPD development programme has been created to help staff for the first 18 months to 2 years. S Taylor noted that it is crucial to follow this timeline as roles will have changed significantly for some staff and it is important to have support and guidance in place for those in new roles.

P Milne asked if there are any review processes in place to ensure that staff are clear about the aims and expectations of their new roles. S Taylor noted that there is a plan in place for review and one to one review for staff. G Ritchie added that the current structure meant it wasn't manageable for line managers to meet with staff individually on a recurring basis and with the new structure this would be more manageable. A Mawhirt noted that the team had looked at a new system on developing staff reviews, with staff in new promoted posts being supported on these arrangements.

G Ritchie noted that the unions had highlighted concern at some of the feedback staff had received from their interviews, and that this had been picked up.

D Mackenzie asked if the restructure will be broadly accepted throughout the College. G Ritchie noted that the recruitment phase had been disruptive, but that overall staff are supportive, with B Grace adding he has heard a lot of positivity from staff around the restructure.

P Milne asked if the four years consolidated pay for staff not in promoted posts will have financial implications on the College. G Ritchie noted that the process is cost neutral with S Taylor also noting the College had offset funds from two unfilled roles within the structure. These funds would help to support the cost of the conserved pay and, with the VS Scheme, should ensure that the new structure is cost neutral. S Taylor added this restructure was not to save money but to deliver a better operating way for the College.

P Milne asked if equalities considerations had been reviews with the restructure. S Taylor noted that not all roles had been filled yet, but that it was expected that appointments would reflect the overall College demographic. An equalities summary of restructure changes would be provided for the next meeting. **S Taylor to progress.**

## **9. NATIONAL BARGAINING UPDATE**

G Ritchie provided an update on National Bargaining, confirming that the national dispute over academic staff salaries was on-going with another two strike days planned for May 2019.

G Ritchie noted that discussions were on-going with the Employers Association and Unions this week, with positive noises being made on the possibility of a settlement.

## **10. VP PEOPLE AND PERFORMANCE REPORT**

S Taylor summarised his report, highlighting that the Job Evaluation process for support staff has started. A job analysis questionnaire will be sent to staff internally for completion at the end of June. Every College will be carrying out a similar approach, with Dundee and Angus College looking at 177 different job roles. SFC have granted funding to colleges to help to support this work and C Brown had been appointed to provide support for managers, staff and unions through the process.

S Taylor noted that the College had been shortlisted for two Cherries HR Awards, with members of the People Team attending the ceremony on 30 May 2019.

K Keay asked what system the College are using for the Job Evaluation Process. S Taylor confirmed all colleges involved were using the FEDRA system, which was a nationally recognised product. K Keay also asked if there have been any challenges around equal pay in the process. S Taylor noted that the actual job role scoring would be undertaken nationally and noted that there was no agreement nationally on how the outcomes from the evaluation process would be managed in terms of grade structures or pay scales.

P Milne wished the team a successful night at the Cherries awards.

## **11. EQUALITIES MAINSTREAMING REPORT**

S Taylor summarised his report and noted this was part of compliance.

P Milne noted that it is important the report complies with the date given and it was confirmed that this was published in the public domain.

S Taylor noted the data is very similar to the report published two years ago.

Gender segregation in the curriculum was discussed and S Taylor highlighted that the College also had a Gender Action Plan in place focussed specifically on this work.

### **11.1 Gender Pay Gap Reporting**

S Taylor summarised the report, with P Milne asking if the pay gap is in favour of men. S Taylor confirmed that it was. S Taylor noted that the key issue underpinning this was the occupational segregation highlighted within some roles (mainly canteen and cleaning) and noted that outwith this then Gender pay comparisons were favourable. A Mawhirt noted that overall, female staff in the curriculum are paid c.2% more than males.

It was noted that the pay data used was as at 31 March 2019, so this did not include the most recent harmonisation raises for academic staff, or support staff salary award.

## **12. HR METRICS**

S Taylor provided a summary of the metrics presented, highlighting that these had remained stable from previous meeting.

P Milne asked the committee if the metrics report was useful to them or if it should be communicated in a different way. The committee agreed they were happy with the report format.

D Mackenzie asked if the metrics were in place to measure the restructuring in managerial posts. S Taylor noted that the issues have been around not managing staff effectively, and summarised the range of metrics and performance indicator data used to assess performance and outcomes for students and staff. G Ritchie added that efficiencies will be measured by departments on an individual basis. P Milne noted that KPI's should tell when something isn't right during the year, rather than at the end. G Ritchie noted this was the case, and summarised the approaches adopted through Stop and Review Sessions.

K Keay asked if the rise in staff absences at the beginning of the calendar year are due to the restructure. S Taylor noted this was unlikely to have had an effect and noted that generally absences were higher at that time of year.

## **13. MEETING MINUTES/UPDATES**

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

S Taylor noted the Equality and Diversity Agenda has changed this year to reflect the range of equalities priorities identified by the Scottish Funding Council (SFC).

G Ritchie noted that the College is the first in Scotland to receive funding from the Scottish Government Child Poverty fund, with two new programmes established through the project



alongside extensive community engagement work. This work had started and it was noted that retention on the new programmes had been exceptionally high.

#### **14. DATE OF NEXT MEETING**

The next Human Resources and Development Committee meeting will take place on Thursday 19 September 2019.

#### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Equalities summary report on restructure changes to be produced.	S Taylor	19 September 2019



**Human Resources and Development Committee**

**Thursday 19 September 2019**

**PAPER C**

**Post Restructure CPD and Support Plans**



## POST RESTRUCTURE CPD & SUPPORT

AUGUST 2019

### 1. Introduction

As the Good to Great project moves into its final stages, and the College starts to focus on the future via its 2025 Vision, the recent academic restructure gives everyone the opportunity to reflect on and review how we will organise and operate over the coming months and years.

With the new structure almost in place, it is important that we align our various strategies such as the People Strategy, Digital Strategy, Learning & Teaching Strategy, Commercial Strategy and Estates Strategy to ensure we provide the appropriate training, skills development opportunities and support needed to allow the College to flourish and build on its already successful reputation.

To do this we must look at both our leadership training and support, which will help reinforce the way we act and behave, as well as our wider 'operations' skills and knowledge which will help the whole College better understand the mechanics of both why and how we do things.

### 2. Leadership Feedback

As always, it is important to take into consideration what our staff and students are telling us. Following a planning event held on the 19<sup>th</sup> June 2019 at the Woodlands Hotel, managers from across the College met to discuss the future and to clearly define what it means to be a leader at D&A.

Those in attendance highlighted a number of key strengths and areas for future development. A summary of these is shown below, with detailed feedback provided in **appendix 1**.

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• Risk takers</li><li>• Creative</li><li>• Autonomy to try new things</li><li>• Encourage innovation</li><li>• Give people opportunities</li><li>• Excellent staff</li><li>• Supportive relationships</li><li>• Open/approachable culture</li><li>• Trusted to deliver</li><li>• Employer engagement</li><li>• Student focused</li><li>• Award winning</li></ul>	<ul style="list-style-type: none"><li>• Inconsistent communications</li><li>• Lack of space and time to innovate</li><li>• Top down communication</li><li>• Sharing best practice</li><li>• Shared accountability</li><li>• Inconsistency in approaches</li><li>• Role model the values</li><li>• Visibility</li><li>• Tackling problem areas</li></ul>

To address the points highlight above, the group also detailed a number of 'statements of intent'; which were aligned to the College values. Some of the key statements of intent are provided below with complete feedback provided in **appendix 2**.

**Innovation: We will...**

- Ensure our teams have the time to innovate
- Support and nurture development in our teams
- Be outward looking and ready to adapt to new ideas

**Inspiration: We will...**

- Lead by example & inspire one another
- Challenge negatives and inspire staff to move forward positively
- Encourage sharing ideas/good practice

**Trust: We will...**

- Do what we said we are going to do
- Make time to build relationships with our teams
- Be transparent and honest with our decisions

**Success: We will...**

- Keep our focus on the learners
- Prioritise as a leadership group
- Build better partnerships

**Trust: We will...**

- Continue to demonstrate positive behaviour
- Respect each other for the benefit of the whole College
- Improve communication across the College

### 3. The D&A Way

Also as part of the 19<sup>th</sup> June session, and through subsequent wider conversations, we felt it was important to understand what it means to be a staff member at D&A and to clearly define what the expected actions, behaviours and attitudes are of those both existing and new to our College.

Once fully established and collated this would be presented as '**The D&A Way**' and would form the basis, alongside our values, of the induction for new staff as well as a reinforcement to existing staff.

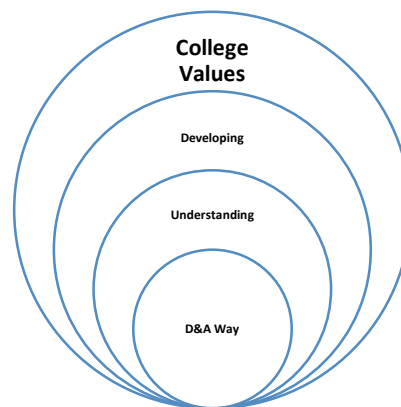
What is the D&A Way?

Communication	Collaboration	Culture
<ul style="list-style-type: none"> <li>• Be positive</li> <li>• Seek &amp; give quality feedback</li> <li>• Respect each other</li> <li>• Be proactive</li> <li>• Celebrate successes</li> <li>• Praise</li> <li>• Actively listen</li> </ul>	<ul style="list-style-type: none"> <li>• Involve others &amp; build relationships</li> <li>• Seek advice/support</li> <li>• Support each other</li> <li>• Use a range of tools/techniques</li> <li>• Follow through on tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Continually develop</li> <li>• Make space for yourself</li> <li>• Be consistent</li> <li>• Role model</li> <li>• Have fun</li> <li>• Embrace technology</li> <li>• Be curious</li> <li>• Professional Standards</li> </ul>

#### 4. The CPD Programme

The establishment of the D&A Way will lay the fundamental foundations and be at the heart of how every staff member aspires to act and behave in the College moving forward. The wider CPD programme focuses on the core operations of the College and helps any staff members better understand and develop the understanding and skills needed to work in a modern day College.

To support this the CPD programme will focus on two key levels, the '**Understanding**' level and the '**Developing**' level.



##### Understanding level

The 'Understanding level' will be a series of bite size CPD chunks, delivered in a range of different ways, designed to help any staff member gain a better knowledge of the core, fundamental operations that make the College work. These sessions will include:

##### Understanding...

- College Priorities
- Health & Safety
- Complaints Handling
- Excellent Learning & Teaching
- Data Awareness
- Credits & Funding
- Management & Leadership Basics
- Budget & Resource Management
- College Systems/Cyber Security
- Student Funding
- Sustainability
- Effective Communication
- Quality Essentials
- Group Tutor Role

The above sessions will be a mixture of online and face-to-face delivery, ran multiple times per session by subject experts and would be open to any staff member to attend. These sessions will form the basis of the development conversation between managers and staff where there will be an expectation that staff will be directed towards the CPD opportunities (with some being **mandatory** depending on their role):

Session	All staff	Support Staff	Academic Staff	Managers
College Priorities	X			
Health & Safety	X			
Sustainability	X			
Effective Communication	X			
Complaints Handling (Customer Trust/Service?)	X			
Data Awareness	X			
Excellent Learning & Teaching			X	

Management & Leadership Essentials				<b>X</b>
Credits & Funding				<b>X</b>
Budget & Resource Management				<b>X</b>
College Systems/Cyber Security				<b>X</b>
Student Funding			<b>X</b>	<b>X</b>
Quality Essentials			<b>X</b>	<b>X</b>
Group Tutor Role			<b>X</b>	<b>X</b>

### **Developing level**

The 'Developing' level is more specific, targeted CPD to help staff further develop their understanding of systems, processes, procedures and ways of working. These sessions include:

#### **Developing...**

- Development Reviews
- Coaching Approaches
- Applying HR Processes
- Quality Approaches
- Commercial & Project Opportunities
- Budget setting & monitoring
- Effective Use of Systems (Payclaim, P2P etc.)
- Staffing, Planning & Workforce needs

The above sessions will be a mixture of online and face-to-face delivery, ran multiple times per session by subject experts and will be targeted towards those groups of staff who need it for their role (but will also be open to any staff member to attend).

<b>Session</b>	<b>HoS/HCQ</b>	<b>CQL</b>	<b>S. Manager</b>	<b>TL</b>
Development Reviews	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Effective Use of Systems	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Coaching Approaches	<b>X</b>		<b>X</b>	<b>X</b>
Applying HR Processes	<b>X</b>		<b>X</b>	<b>X</b>
Quality Approaches	<b>X</b>	<b>X</b>	<b>X</b>	
Budget Setting & Monitoring	<b>X</b>		<b>X</b>	
Staffing, Planning & Workforce Needs	<b>X</b>		<b>X</b>	

## **5. Wider Considerations**

There are a number of considerations on both how and when CPD sessions will be delivered, as well as how meetings should wrap around the new programme. Things to consider include:

- **Format for delivery:** How should these sessions be delivered? How do we make use of digital technology to assist? We also need to consider the validity of Friday Focus and look at other potential options such as Breakfast Clubs, Lunch and Learns, Drop In's etc.
- **LDF:** The new programme and a re-focus on core priorities should help drive the programme and discussion at LDF. It is planned that these happen at three points in the year, September, January and May.
- **Learning, Teaching & Assessment Forum (LTA):** This forum will be brought in to replace the existing CL forum and will have a core focus on Learning, Teaching & Assessment. It will run at four points in the year, August, October, January and March.
- **SLT Priorities:** We need to ensure that the proposed programme and meeting activity fully aligns with the SLT priorities.
- **June Learning Festival:** As part of the new programme, provision of a June Learning Festival has been reviewed. Formerly, June presented an opportunity to 'end load' CPD into non-teaching weeks, however this is no longer practical based on changes to provision and activity in June. Turn out and uptake of sessions in June over the last 2 years has confirmed this, therefore June will no longer be designated as the Learning Festival.

As a result, CPD will be delivered throughout the academic session and a mitigating action to ensure availability and regular delivery would be to timetable a space for OD to run CPD opportunities. This would resolve the annual issue of a room for TQFE delivery, and be the base for a significant proportion of face to face training and development. Having this space would therefore ensure similar levels of delivery can be achieved on an on-going basis throughout the year.

## 6. Immediate Actions & Next Steps

The following immediate actions and next steps have been identified:

Action	Lead	Date
Agree SLT Priorities	GR/SLT	17/09/2019
Agree the CPD offer & timeline	SH/AM	17/09/2019
Finalise the sessions & content	SH/AM	04/10/2019
Agree facilitators	SH/AM	04/10/2019
Agree the format & structure	SH/AM	04/10/2019
Create a session profile template		
Create a central Portal page with all activity	AM	11/10/2019
Communicate to LDF	GR/SLT	02/10/2019
Hold LDF meeting to update & discuss	All	02/10/2019

## 7. CPD Plan & Timeline

*See below*

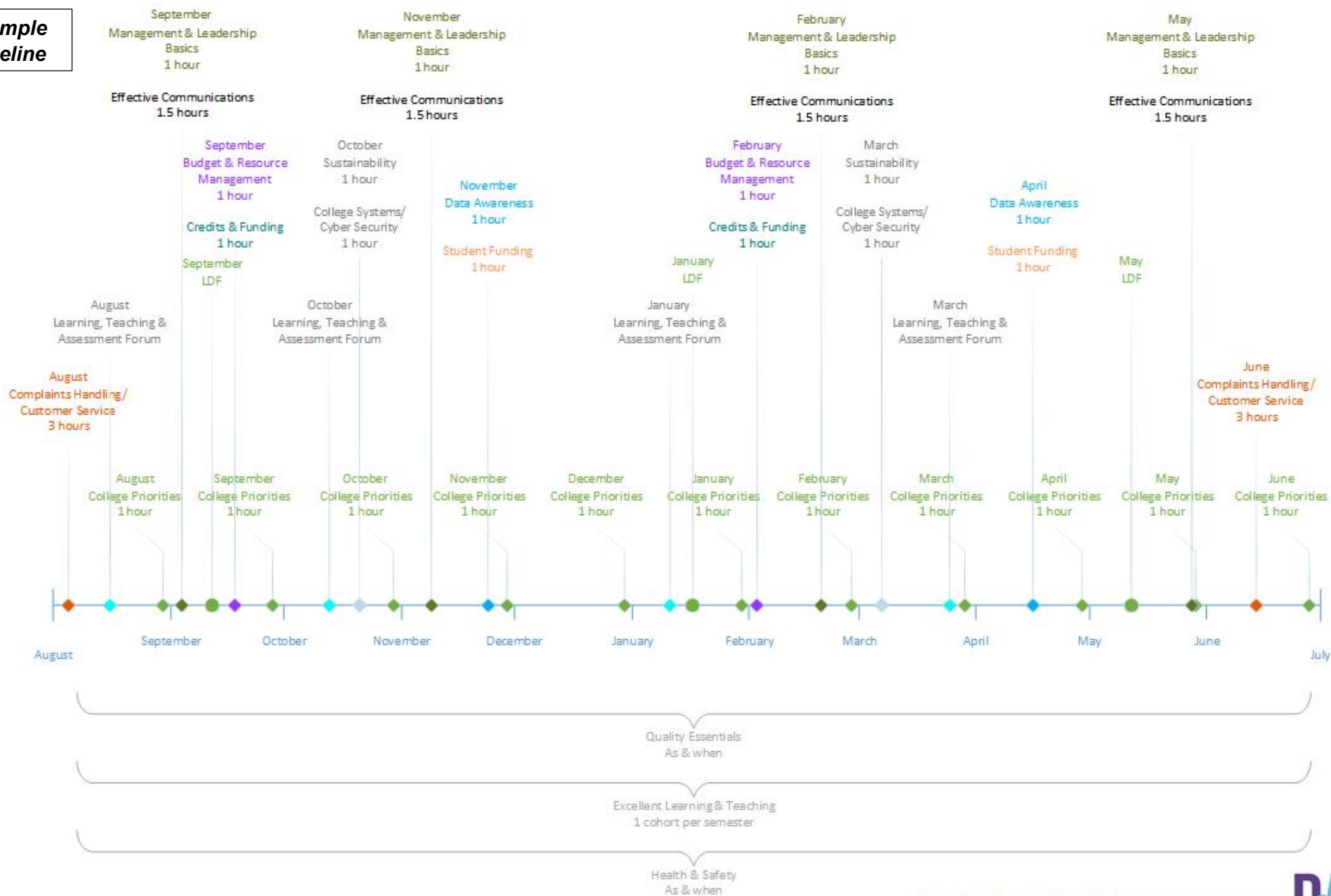
## Understanding:

Semester 1 (19/20)	Theme	Content	Delivery Team / People	Delivery Format	When/Frequency
<b>Understanding</b>  <i>To aid everyone's understanding of our College wide landscape</i>	College Priorities	Current information <ul style="list-style-type: none"> <li>- SLT Priorities</li> <li>- Education Scotland</li> <li>- Colleges Scotland</li> <li>- Scottish Funding Council</li> <li>- Scottish Government</li> </ul>	SLT	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Breakfast Sessions</li> <li>• Online/Webinar</li> </ul>	Monthly (1 hour)
	Complaints Handling (Customer Trust/Service?)	Complaints handling + customer service	Quality / People Team	<ul style="list-style-type: none"> <li>• Face to Face</li> </ul>	1 per Sem (3 hours) – Aug/June
	Quality Essentials	Assessment Essentials Verification Essentials	Quality	<ul style="list-style-type: none"> <li>• Online</li> </ul>	As & When
	Excellent Learning and Teaching	4 'units' that form the basis of a Learning and Teaching baseline for D&A	Organisational Development	<ul style="list-style-type: none"> <li>• Face to Face session per semester plus</li> <li>• MyLearning materials/course</li> </ul>	1 per Sem (whole sem)
	Data Awareness	Data dashboard <ul style="list-style-type: none"> <li>- How to use</li> <li>- How to read data</li> <li>- How to use data to our advantage</li> </ul>	BI	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Online</li> </ul>	1 per Sem (1 hour) – Nov/April
	Health & Safety	Intro to the relevant areas Online packages	H&S / Line Management	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Online</li> </ul>	As & when
	Budget & Resource Management	Understanding report, terminology, responsibility	Finance and/or Experience Budget Holder	<ul style="list-style-type: none"> <li>• Face to Face</li> </ul>	1 per Sem (1 hour) – Sept/Feb
	Management & Leadership Basics	Intro to culture, approach & processes Line management essentials	People Team	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Online</li> </ul>	2 per sem (1.5 hours) – Sept/Nov/Feb/May



	Effective Communications	Understanding effective communication in a large, multi-campus organisation.  Toolkit	People Team	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Online</li> </ul>	2 per sem (1.5 hours) – Sept/Nov/Feb/May
	Credits & Funding	What are credits & why do we need them? Inc. Projects, Commercial & International	Exec	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Online</li> </ul>	1 per sem (1 hour) – Sept/Feb
	Student Funding	Bursaries SAAS	Admin/Funding	<ul style="list-style-type: none"> <li>• Face to Face</li> </ul>	1 per sem (1 hour) – Nov/April
	Sustainability	D&A Approach to sustainability overview	Estates	<ul style="list-style-type: none"> <li>• Face to Face</li> </ul>	1 per sem (1 hour) – Oct/March
	Group Tutor Role	Remit Resources Understanding	GT Group	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Resources</li> </ul>	1 per sem (1 hour) – Aug/Jan
	College Systems/Cyber Security	Overview of systems, how you use them and what you need in your role	ICT/LDR	<ul style="list-style-type: none"> <li>• Face to Face</li> <li>• Webinar</li> </ul>	1 per sem (1 hour) – Oct/March

## Example Timeline



'Understanding' CPD Programme

**Developing:**

Semester 1 (19/20)	Theme	Content	Delivery Team / People	Delivery Format	When/Frequency
<b>Developing</b>  <i>Developing the skills within the understanding programme</i>	Development Reviews	Conversations Performance Reviews	People Team	• Face to Face	3 per semester (1.5 hours)
	Coaching Approach			• Face to Face	3 per semester (1.5 hours)
	Applying HR Processes	Mediation Performance Managing difficult conversations Contracts Absence Management	People Team	• Face to Face	3 per semester (1.5 hours)
	Quality Approaches	Processes - Assessment - Verification	Quality	• Face to Face	2 per semester (2 hours)
	Budget Setting and monitoring	Budget setting	Finance	• Face to Face	1 per Year (2 hours)
	Effective use of Systems	- Celcat - MyD&A - P2P - Payclaim - Teams - Outlook	ICT/LDR	• Face to Face	Separate Sessions – 1 per semester (2 hours)
	Staffing, Planning and Workforce Needs	Principles	People Team	• Face to Face • Online	1 per year (2 hours)

## Appendix 1 – Strengths & Areas for Development

	INNOVATION	INSPIRATION	RESPECT	TRUST	SUCCESS
<b>WHAT DO WE DO WELL</b>	<ul style="list-style-type: none"> <li>• Sector leading</li> <li>• Risk Taking</li> <li>• Creativity – given autonomy to try new things</li> <li>• Proactive</li> <li>• Embrace opportunities</li> <li>• Cross College working (in pockets)</li> <li>• Encourage Innovation</li> <li>• Good to Great</li> <li>• Open minded</li> <li>• Forward thinking</li> <li>• ‘1<sup>st</sup> in Scotland’ ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Using student feedback &amp; stories</li> <li>• Autonomy</li> <li>• Have a positive impact on lives</li> <li>• Give people opportunities</li> <li>• Lead by example</li> <li>• Lots of Colleges want to know about D&amp;A</li> <li>• Lead partners in projects</li> <li>• Industry expertise</li> <li>• Excellent staff</li> <li>• Open minded</li> <li>• Good practice blog</li> </ul>	<ul style="list-style-type: none"> <li>• Voices heard</li> <li>• Foster wellbeing &amp; community</li> <li>• Inclusive</li> <li>• Supportive relationships</li> <li>• No fixed hierarchy</li> <li>• Sustainability</li> <li>• Listening &amp; hearing concerns</li> <li>• High profile</li> <li>• Open/approachable culture</li> </ul>	<ul style="list-style-type: none"> <li>• Trusted reputation externally</li> <li>• Allow people to do the job</li> <li>• Trusted to deliver</li> <li>• Trusted by students to support/attain</li> <li>• Employers, Stakeholders &amp; Partners</li> <li>• Not micro managed</li> <li>• Wellbeing project</li> </ul>	<ul style="list-style-type: none"> <li>• Student focused</li> <li>• Celebrate &amp; recognise</li> <li>• Invested in the College (via G2G)</li> <li>• Adaptable</li> <li>• Committed</li> <li>• Involve users</li> <li>• Strong results/outcomes</li> <li>• Partnership working (schools/employers)</li> <li>• Industry links</li> <li>• Ownership for success</li> <li>• Awards &amp; competitions</li> <li>• Strong reputation</li> </ul>
<b>WHAT DO WE NEED TO IMPROVE ON</b>	<ul style="list-style-type: none"> <li>• Using our size &amp; success</li> <li>• Take more risks</li> <li>• Value process more than outcome</li> <li>• Space, money &amp; time to innovate</li> <li>• Consistent comms around what we do/priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Push more sharing of good practice</li> <li>• More opportunities</li> <li>• Fail forward</li> <li>• Be consistent</li> <li>• College social media</li> <li>• Better role modelling</li> <li>• Consistent positive message</li> <li>• Cross College buy in</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge negativity</li> <li>• Encourage personal responsibility</li> <li>• Top down communication</li> <li>• Shared accountability</li> <li>• Whole College buy in</li> <li>• Collective support – ‘have each other’s back’</li> <li>• Coming to an agreed common answer/solution/approach</li> <li>• Respecting deadlines</li> <li>• Better utilising skillsets</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent &amp; better communications</li> <li>• Leading by example</li> <li>• Some abuse the trust</li> <li>• People going straight to exec, i.e. clear lines of responsibility</li> <li>• Be more visible</li> <li>• Actively build relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Greater recognition of team success</li> <li>• Make staff awards for meaningful/applicable</li> <li>• Consistency</li> <li>• Internal comms</li> <li>• Share good practice</li> <li>• Equity in opportunities</li> <li>• Deal with problem staff/areas</li> <li>• Impact of working with industry</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities to engage</li> <li>• Focused on routine</li> <li>• Awarding body restrictions</li> <li>• Clarity on roles</li> <li>• Build confidence in staff to want to innovate</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to staff who are 'jaded' about CPD/opportunities</li> <li>• Harness student feedback</li> <li>• Clear vision post G2G</li> <li>• Engage teams more in idea generation</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational respect</li> <li>• Visibility</li> <li>• Working cross College</li> <li>• Strong communication chains/mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Build &amp; develop empathy</li> <li>• Support others</li> <li>• Be open &amp; have integrity</li> <li>• Blame culture (in some areas)</li> <li>• Embed wellbeing in culture</li> </ul>	
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## **Innovation**

### **We will...**

- Use our sector-leading creativity and expertise to influence positive change with our external stakeholders for the benefit of D&A
- We will encourage positive risk taking
- Ensure our teams have the time to innovate
- Champion good ideas
- Support and nurture development in our team
- Create opportunities for communication related to innovation
- Continue to inspire all to be innovative and take risks, and support them
- Engage students in generating innovative ideas
- Support staff to pursue innovative approaches for projects and delivery
- Be outward looking and ready to adopt new ideas
- Encourage risk taking and embrace failure
- Make people aware of opportunities
- Be more aware of sources of funding

## **Inspiration**

### **We will...**

- Encourage the sharing and promotion of positive stories of staff and students with our internal and external communities more regularly
- Lead by example and inspire one another
- Be the change we want to see
- Listen to and embrace staff ideas
- Challenge negatives and inspire staff to move forward positively
- Focus on inspiring staff to progress and innovate in their role
- Reflect on the success of Good to Great, but look forward to what's next
- Look to our communities for inspiration
- Encourage people to get out of their (departmental) bubble
- Encourage sharing of ideas / good practice
- Learn something new (? Each week)
- Encourage interdisciplinary opportunities (not just students but also staff opportunities to try something from another area)

## Trust

### We will...

- Do what we say we are going to do!
- Foster regular communication around a clear and consistent whole-College message
- Make time to build relationships with our teams
- Create a safe environment for open and honest conversation where trust is shared
- Trust and support each other to do the right thing
- Involve staff in decision-making process
- Help staff feel valued and trusted
- Be transparent and honest with our decisions
- Positively challenge and action difficulties
- Rebuild it
- Foster a culture of openness and transparency
- Give staff autonomy and support to do what they need to do whilst also taking care of themselves

## Success

### We will...

- Keep our focus on the success of our learners – make those successes meaningful for all involved
- Help staff to recognise, promote and celebrate their successes throughout the College
- Prioritise as a leadership group!
- Focus on greatest impact
- Share good practice across College
- Better partnerships in school and industry
- Recognise and share success all the time
- Focus on what is important
- Highlight opportunities to show and share success stories
- Share the impact the College has on local businesses
- Create a human library of narratives
- Recognise achievements
- Identify developmental needs of individuals
- 'market' personal credibility of individuals in promoting what we do
- Use stories of individual's hurdles as well as successes

# Respect

## We will...

- Continue to demonstrate positive behaviour and listen whilst challenging negative mindsets
- Respect each other for the benefit of the whole College – team D&A!
- Respect and support the decision-making process both within our teams and the wider College
- Embrace our collective responsibility
- Improve communication consistency across all areas
- Promote, influence and role model a respectful culture
- Behave with consistency and integrity, treating everyone equally
- Accept feedback and criticism
- Listen and not make excuses
- Invest time
- Be responsive
- Be appreciative
- Ask what respect means to our colleagues





**Human Resources and Development Committee**

**Thursday 19 September 2019**

**PAPER D**

**VP People and Performance Report**

# BOARD OF MANAGEMENT

## Human Resources and Development Committee Thursday 19 September 2019



### VP People and Performance Report

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#### *Paper for discussion*

#### **1. Voluntary Severance Scheme**

The current Voluntary Severance Scheme closed on 27 June 2019, a total of 30 applications were received (16 academic, 14 Support). From these applications, 9 have been approved (6 academic and 3 support) and 21 declined with 3 awaiting further consideration.

#### **2. National Bargaining**

Following resolution of the national dispute in respect of academic staff, a pay award for the period 1 April 2017 – 31 August 2020 has been agreed and implemented. This award has resulted in a non-consolidated award of £400 (pro rata for part-time) for 2017/18 and 2018/19 followed by a flat rate consolidated increase of £1,500 for the 15 month 2019/20 period.

In addition to the pay elements, the agreement also covers the introduction of a range of core national terms and conditions details of which are available [here](#).

Alongside this settlement, arrangements are progressing to implement the '[Transfer to Permanency](#)' arrangements that will move any temporary staff with two years' service onto a permanent guaranteed hour's contract.

Nationally, Abi Mawhirt and Christine Calder are involved in the working groups around Lecturer Professional Registration, led by GTCS. Work continues to progress on this front with the sub working groups dealing with qualifications and registration.

#### **3. National Job Evaluation**

Arrangements have progressed well in respect of the national job evaluation project for support roles. This has been a major exercise for the People Team, local trade union representatives and all individual support staff.

This has seen 158 D&A job role questionnaires completed and signed off for support roles during the period through to 28 June 2019.

Given the size and complexity of the task, an extension of the original deadline was agreed from end June to end August 2019. This has allowed almost all forms to be completed and submitted, with the small number remaining being as a result of long-term absence, maternity etc.

National arrangements in respect of the review and scoring of job roles remain under discussion.

#### 4. Academic Restructure Development and Support

A few final vacancies and arrangements are being progressed to complete the academic restructure exercise for promoted academic roles. This work has seen c200 selection interviews and assessment activities completed in a series of rounds to fill the undernoted roles as outlined in the earlier restructure papers.

- Head of Sector
- Head of Curriculum and Quality
- Curriculum and Quality Leader
- Sector Development Leader
- Sector Coordinator (administrative roles).

In all cases, roles have been filled through open application, with no matching of posts. This has made it a complex and difficult process, and it is recognised that a number of areas and individuals have found this challenging. Through this process the College has managed to maintain the pledge that no member of staff would lose a role, and any staff stepping back from (or not successful at interview for) a promoted role, will have a lecturing role available supported by 4 years conservation of salary.

With almost all of the new postholders in place, work has begun on the post-restructure CPD and leadership development programme for new appointees as outlined under agenda item 7.

#### 5. Leadership Development Forum

With new leaders now in place, an initial meeting of the Leadership Development Forum took place on 19<sup>th</sup> June. The feedback from this session has informed the development of the D&A Way (further information available in separate paper re: Post-Restructure CPD) and the broader CPD Programme available to all staff.



The first Leadership Development Forum of the 2019-20 session will take place on Wednesday 2<sup>nd</sup> October. The agenda covers a range of key topics, bringing forward the feedback from the session in June reflected in the CPD programme, D&A Way developments and therefore in the overall refresh of leadership development and the associated leadership framework.

This collaborative approach is ensuring that the College values are reflected in our leadership behaviours, with the values underpinning everything. The October session will also provide practical inputs on communication, Development Reviews and other pertinent systems and environment information.

## 6. All Staff Event 15<sup>th</sup> August

During induction week, Gardyne hosted the biggest ever all staff event with over 500 staff attending. Gardyne Theatre was full, along with both overflow Lecture Theatres, with attendees hearing updates from a range of Support teams to ensure smooth transition into the 2019-20.

In addition, there was a Support team marketplace at the start and end of the event, with Support teams available at their 'stalls' to showcase their services and troubleshoot any early issues. The market place was well received by Support and Academic teams alike, and there was a definite buzz on campus as networking went on.



**Main Theatre Session**



**Support Marketplace**

## 7. Development Reviews

Barry Carmichael has led work to revitalise the College's approach to annual 1:1s, soft launching Development Reviews this August. This work is in its final stages and throughout 2019-20, Barry will work with teams to ensure that annual development conversations are taking place with each member of staff.

A toolkit with resources, templates and question banks has been developed to support staff and line managers to participate fully in the process. Further information can be seen on the dedicated Staff Portal page: <http://staffportal.dundeeandangus.ac.uk/lla/mp>

## 8. Good to Great Wellbeing Project Sustainability

The following report has been considered and agreed to support the on-going sustainability of the Good to Great wellbeing project after completion of the Good to Great project funding.

### #DAWellbeing - Sustainability Report – July 2017

The G2G #DAWellbeing project has been running since April 2018 under the student retention strand. The remit of this project covered both staff and learner wellbeing, pulling together resources and current good practice, developing a toolkit and raising the profile of wellbeing in the workplace.



This project has gained significant support and engagement from staff and students across the College community, following successful launch events in June 2018 followed by highly successful input to the whole staff event in August 2018. Using the hashtag #DAwellbeing, the project has developed awareness of positive wellbeing practices across all staff and students and provided access to a broad range of support materials, information and practical guidance on wellbeing and resilience.

Some key outcomes/success from the project have been: increased numbers of staff undertaking wellbeing training; the offer of around 80 activities to the whole College community through #haveyoueverfancied; introduction of exam relaxation stations; a highly successful Re-Fresher Fayre; recruitment of learner wellbeing posts; several examples of cross-curriculum wellbeing projects; improved statistics in relation to learner wellbeing; and the group tutor toolkit.

There is a strong feeling that this project has started to build quite a bit of momentum and expectations have been raised through some of the opportunities offered since April 2018. Of course 'wellbeing' will never be complete, it is something that we will always need to consider through every aspect of College life.

### What needs to continue and what resources are required?

Activity	Suggested Action
Wellbeing Email Address	There is currently a shared mailbox that is reasonably active, certainly on a weekly basis if not daily. There are a broad range of enquiries coming through this mailbox, i.e. booking into opportunities & queries relating to wellbeing resources and support and is currently used by both staff and students. It is recommended that this continue.
Social Media Accounts	The project has an Instagram account & Twitter account to help support the



	wellbeing of staff, learners & the community of D&A College. The Instagram account has over 100 followers and the Twitter account has nearly 300 followers & each post has a good level of engagement. It is recommended that this continue.
<b>#haveyoueverfancied initiative</b>	Consider replacing this with #justonehour (see attached document). This initiative encourages staff & students to take some time out and do something that helps their wellbeing. An annual program of opportunities would be easier to plan than on a monthly basis.
<b>Refresher Fayre</b>	Feedback from this event was very positive in January 2019 and it is an optimal time of year to hold this for a number of reasons. 84% of students who attended said it smoothed their return to College, it also aided transition for new January starts and was generally viewed as a great addition to the College Calendar. This is a fairly large scale event for staff & students & therefore requires a level of organization & planning prior to the event and at the actual event. It is recommended that this event be offered again.
<b>Exam Relaxation Stations</b>	Some positive feedback was received from both staff & students in relation to these stations, which were introduced via feedback to provide a peaceful spot to relax & enjoy light refreshments before, between and after exam papers. Engagement was mixed across the campus/curriculum areas so further evaluation/feedback required from Highers Forum Group to decide whether these should be offered next session.
<b>Staff wellbeing CPD Sessions</b>	There are some outstanding curriculum staff wellbeing CPD needs, it is planned that these will be met throughout the session 19/20 through specific team training and/or via the CPD Calendar opportunities, as arranged by the People Team. Further opportunities will be utilised

	for any relevant train the trainer opportunities.
<b>Learner wellbeing Sessions</b>	These will be continued to be offered via the Students Services Team, Learner Engagement Team & the Students Association.
<b>Staff Wellbeing Fayre</b>	<p>For a number of years now, the Wellbeing Group has offered individuals and / or teams (end of May/June) the chance to engage in a range of wellbeing CPD activities within June and invest in their wellbeing.</p> <p>Numbers engaging with this has decreased over last few years due to other work commitments placed upon staff at this time of year. Further discussion required with the Executive team as to how we can fit these valuable opportunities into the College Calendar.</p>
<b>Website</b>	<p>This action has been delayed due to some challenges in sourcing a web designer. It is planned that this action be carried forward to achieve the objective of having a 'one stop shop/signposting' for wellbeing resources and opportunities for both staff &amp; students. This is currently quite disjointed. This activity would need to be overseen and resources/ opportunities pulled together from Sports Union/Learner Engagement/Students Association/Student Services &amp; People Team.</p>
<b>Use of MHFA'S</b>	<p>Feedback to date has indicated that staff would prefer a number of ways to support them to talk about their mental health. e.g MHFA's/Wellbeing Coaches (training required, boundaries set), Walk n'Talk, Mental Health/Wellbeing Cafes, People team line managers (but training essential). (see mental health action plan)</p>

<b>Wellbeing Messages around campus</b>	This initiative has been picked up by the current Digital Signage Group and will be actioned this academic session.
<b>Wellbeing Group</b>	Current group led by Sarah & Jane covers learner & staff wellbeing and we generally hold meeting 4 times a year at each campus. This group would really benefit from Executive/SLT chair/membership to aid decision making and improve wellbeing culture/assist wellbeing message. Lots of research demonstrates that senior buy-in to wellbeing agenda/strategy is crucial to success.
<b>Group Tutor Toolkit</b>	<p>The toolkit is still in development but will be complete by end of Aug. This resource will continually evolve with regular checking of links/sign posting required. This task will be shared between the student wellbeing reps and the staff wellbeing group.</p> <p>Different areas of specialism should sit with those experienced in that area/generic areas covered by reps. This will be in partnership with the Learning &amp; Digital Resources team who are supporting the development of this toolkit &amp; the conversion into Rise package.</p>
<b>Learner Wellbeing Posts</b>	These roles should remain each year, HN learners studying fitness, health & exercise can be offered the opportunity to undertake these roles within their work placement unit. (Other related curriculum areas could also be explored.) The role is clearly defined but still allows flexibility to suit learners wellbeing interests. These posts are supervise by the Sport & Fitness team tutors in partnership with Learner Engagement Team/Sports Union staff.
<b>Staff &amp; Learner Surveys</b>	Further surveys (or other feedback mechanisms) should be explored to continue to gather intelligence and feelings around staff wellbeing and appropriate actions taken, documented & publicised.

## 9. Teaching Qualification update



## **Teaching in Colleges Today (TICT)**

Teaching in Colleges Today is progressing well. Laura Watson has been acting as the main assessor and mentor for 3 years TICT, with Barry Carmichael providing support as the internal verifier. Feedback to date has been positive and Laura noted that one lecturer from Building Services recently produced one of the best reflective essays she has seen whilst supporting staff through this qualification. 11 lecturers will be presented for external verification with College Development Network in October 2019.

## **PDA/Teach@D&A**

The PDA (Professional Development Award) Teaching Practice in Scotland's Colleges underwent its final year of delivery in D&A College during the Academic Year 2018/2019. 12 lecturers have successfully achieved the award and are being invited to graduate at the D&A graduation ceremony this year.

With national bargaining now implemented in D&A College there is a strong focus that TQFE (Teaching Qualification in Further Education) is *the* Teaching Qualification to achieve. The PDA, Teaching Practice in Scotland's Colleges, is not only given no credit by universities as staff progression to the TQFE but it was also out of alignment with what new lecturers regularly told us that they needed as they started off their careers at D&A College. They wanted to know the basics, the fundamentals of what they could and should do with a class of 20 students regularly sitting in front of them to help them all to achieve their unit and course.

To respond to the needs of our lecturers, Teach@D&A has been developed and is due to be launched in October.

It is a blended delivery course where alongside the course available on MyLearning, monthly face to face cpd sessions on classroom delivery (in support of the D&A Way CPD programme) will run. These will be supplemented with information, theory and some practical exercises. The aim is to not only give pedagogical information to lecturers but to help nourish a curious mindset with regards to curriculum and pedagogy alike. A series of practical tasks, i.e. observing an experienced lecturer and observing different levels of classes will help each staff member to not only see their colleagues teaching (as some new lecturers haven't been in a classroom themselves in years), but also to have a bit of time to view student's responses and engagement, consider different teaching environments and importantly give the opportunity for professional discussion within communities of practice.

Furthermore, Teach@D&A culminates in a reflective essay to allow our lecturers to consider their personal distance travelled, as a teacher as well as giving them the opportunity to practice their reflective essay writing skills in a supportive environment before progressing on to the TQFE.

## **Licentiate Level 4**

For some lecturers whose highest level of subject based qualifications mean that they cannot achieve direct entry to the TQFE, they must undergo another qualification. There are a variety of options available; completing an HND, completing a subject based degree, completing a BA in Professional Development of which the TQFE is embedded or completing a Level 4 Licentiate in Learning and Development with City and Guilds.

D&A College began delivering the Licentiate Level 4 last year with 3 staff members enrolled on the Learning and Development Course (L&D) in 2018. One member of staff enrolled on to the Leadership and Management Course on 2019. Two of the three 3 staff members on the L&D course were presented for external verification and we are delighted that both successfully passed. The third staff member has rolled over to this year to complete the assessments and will be presented for external verification at the same time as the Leadership and Management candidate.

### **Teaching Qualification in Further Education (TQFE)**

In the academic year 2018/2019, 12 people undertook The TQFE and all 12 successfully completed. On reflection this has been the most positive year to date with regards to informal feedback gained around the teacher training journey and becoming part of a professional learning community.

In response to national bargaining D&A College have increased their capacity with regards to TQFE provision, and this year have presented 26 lecturers to undertake the qualification. We have made more learning and teaching mentors available to support these staff through the qualification. There are 3 learning and teaching mentors regularly available on Thursdays across 2 campuses (Kingsway and Arbroath) to offer guidance and support and in turn the University of Aberdeen offer the mentors training to help them in their role of co-tutor.

With larger numbers undertaking the TQFE the mentors are expected to be stretched to capacity over the foreseeable future. Regular check ins with mentors will allow for reflection and feedback on how the team are coping with the larger group.

## **10. Pensions Auto Enrolment**

Following the initial roll out of pension's auto-enrolment in 2013 and again in 2016, the College will undertake its next auto re-enrolment on 1 October 2019. As a result of the legislation, the College will be required to re-enrol staff within the relevant pension scheme with effect from this date (with a limited number of exceptions). Work has started in consultation with the trades unions to explain these requirements to staff that may be affected.

## **11. Cherries Awards**

Whilst disappointed not to have picked up the top award, the College (and People Team) were pleased to be recognised with a Highly Commended award in the Terrific Team category at the Cherries (North East Scotland) HR Awards.

## **12. Heather Stevenson**

Following her secondment to Colleges Scotland, former Head of HR, Heather Stevenson, has been appointed to the role of Director of Employment Services with Colleges Scotland. This appointment will see Heather take over responsibility for the day-to-day development of national bargaining.

## **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](mailto:s.taylor@dundeeandangus.ac.uk).

**Author:** Steve Taylor, Vice Principal People and Performance / Abi Mawhirt, Head of People and Organisational Development

**Executive Sponsor:** Steve Taylor, Vice Principal People and Performance



**Human Resources and Development Committee**

**Thursday 19 September 2019**

**PAPER E**

**Health and Safety Annual Report**

# BOARD OF MANAGEMENT

## Human Resources and Development Committee Thursday 19 September 2019



### Health and Safety Annual Report

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#### *Paper for discussion / approval*

#### 1. Introduction

The Annual Health and Safety Report has been constructed to identify and document the College's Health and Safety team's performance and progress for the academic year 2018/19. This report augments the regular notes of the Health, Safety and Wellbeing Committee.

#### 2. Executive Summary

Last year's Annual Report highlighted the deficiency, at all levels, of any significant improvement with online and classroom based mandatory training. There has been a significant improvement this year. However, the classroom based training for staff at all levels has seen little improvement. This is despite numerous courses being available on the CPD calendar and advertised on the portal. To address this the development of an online course to supersede the classroom based Working Safely @ Dundee and Angus College is being developed. Online training might also have to be considered for the IOSH Managing Safely course for our line managers in order to fulfil our legal duty; meet the College's firm commitment to the Health, Safety and Wellbeing Policy; and improve the safety culture of our organisation.

- Sixty-nine contact hours assisting in delivery of the health and safety units of relevant curriculum programmes.
- Two Working Safely @ Dundee and Angus College courses for staff were arranged. Nine staff completed the course. Three IOSH Managing Safely courses were delivered to external clients. Only 1 staff member attended. Five IOSH Working Safely courses were delivered to external clients and 2 within curriculum courses.
- A number of learners undertook Learning Occupational Health by Experiencing Risks LOCHER projects. This creative learning approach to health and safety was recognised at a meeting in the Scottish Parliament in March and at the House of Lords where the College was awarded the Lord Cullen trophy for innovation at the UK Safety Groups Awards.
- Online training has improved. There are currently 902 members of staff on the online training database over 905 of staff have completed the training.
- There was one fire incident at the ISLA building. Drills were successfully completed at all campuses. Thirty-four Personal Emergency Evacuation Plans (PEEPs) were carried out for learners.
- Two accidents were reported to Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) during the academic term. A detailed information of incidents can be found within section 8 of this report.

- A review of Fire Risk Assessments was undertaken. It was agreed that a more comprehensive approach was required. The assessments will now be carried out using Publicly Available Specifications (PAS 79), which is a recognised standard for fire risk assessments and will produce a more comprehensive report.

### 3. Advice and Support

The Health and Safety Team was reduced in July 2018 when Dawn Maclean left to pursue other opportunities. Arrangements were put in place to minimise the impact of her departure. Jackie Beresford, Environmental Officer, is undertaking some of the tasks previously carried out by Dawn. The Organisational Development team are allocating the online training and occupational health referrals. Delivery of The National Examination Board in Occupational Safety and Health (NEBOSH) course has been contracted out but the assessment papers are still marked by Andy Cathro.

The team's core work involved:

- The provision of advice and support
- Assessing new and proposed Health and Safety legislation and its impact on the College
- Accident investigation
- Health and Safety Training
- Inductions
- Supporting curriculum delivery including (LOcHER)
- Workplace Inspections
- Fire Risk Assessment
- Consulting and producing policy, systems, guidance and procedures
- Attending relevant meetings - Internally and externally
- Provision of statistics and appropriate reports for relevant meetings
- Administration of first aid requirements
- Administration of fire wardens
- Administration of occupation health surveillance
- Control of Asbestos

### 4. Health and Safety Training

The primary health and safety courses are:

- |                                                 |                                      |
|-------------------------------------------------|--------------------------------------|
| • Working Safely at Dundee and Angus College    | (Staff)                              |
| • IOSH Managing Safely                          | (External and Line Management Staff) |
| • IOSH Working Safely                           | (External clients)                   |
| • Fire (on-line)                                | (Staff)                              |
| • DSE (on-line)                                 | (Staff)                              |
| • COSHH (on-line)                               | (Staff)                              |
| • NEBOSH General Certificate assessment marking | (External clients)                   |

#### Working Safely at Dundee & Angus College

Two courses were delivered to staff. The course delivered on 8/1/19 was attended by 5 staff. On 4/6/19, 4 staff attended.

### **IOSH Managing Safely (Organised by External Relations)**

Two courses were delivered by the Health and Safety Team to external clients generating income for the college. Only 1 College manager infilled and attended the training. 1 course was cancelled due to lack of interest

### **IOSH Working Safely (Organised by External Relations)**

Five courses were delivered by the Health and Safety Team to external clients generating income. A further 2 course were successfully delivered to "Find Your Future" students. Six courses were cancelled due to lack of interest

### **Curriculum Based**

The Health and Safety Team have supported a number of department lecturers across all campuses in the delivery of Health and Safety units within the curriculum. During this report period, 69 contact hours were delivered. This is a 32% decrease from last year. However, time was spent supporting a number of learners with their LOcHER projects.

## **5. LOcHER**

Creative learning of health and safety increased this year with a number of college learners across a variety of departments at Kingsway and Arbroath Campuses. Their work was showcased at events in both campuses and the learners were presented with certificates from representatives of the UK LOcHER steering group.

The College was awarded the Lord Cullen Trophy for Innovation at the Safety Groups UK Awards at the House of Lords in January 2019 for the Asbestos Awareness film produced by Princes Trust Team 94.

In March 2019 a group of learners attend a Scottish Parliament event on young workers and presented their LOcHER project to SNPs and members of the Cross Party Group on Accident Prevention and Safety Awareness.

## **6. Online Training**

There are currently 902 members of staff on the online training database as of 7 August 2019. Ninety-one percent of academic staff have completed their online Firerite training, with Support staff at 93%.

## **7. Workplace Inspections**

The Health and Safety team carried out periodic safety tours of areas across all College sites. Any unsafe practices were discussed with the appropriate line manager.

## **8. Fire Arrangements and Emergency Evacuation**

Fire drills continued to be carried out at least twice a year at each Campus building and Outreach Centre. The drills take place a few weeks after the beginning of each semester, weather permitting.

There were no major issues apart from a small fire in "Dine @ ISLA" which resulted in the fire

brigade being called. This incident resulted in an audit of the ISLA building by the Scottish Fire and Rescue Services Enforcement Officer. Minor recommendations were made and a review of our Fire Management Plan was undertaken.

The tables below detail the dates and evacuation times of drills & false alarms for the main campuses.

#### **Arbroath**

	<b>ESK</b>	<b>ISLA</b>	<b>CALC</b>	<b>CLOVA &amp; CSW</b>	<b>Nursery</b>
17/10/18	3m 35sec	3m 10sec	4m	4m	56sec
17/12/18		False alarm			
15/01/19		Activation 3m 10 sec			
07/02/19	2m 58sec		2m 48sec	4m 5sec	1m 9sec

#### **Kingsway**

	<b>TOWER</b>	<b>SPACE</b>	<b>ANNEX</b>	<b>CONSTRUCTION</b>	<b>E BLOCK</b>
18/10/18	5m 05 sec	2m 52sec	3m 25sec	3m 10sec	3m 42sec
6/2/19	4m 50sec	3m 10sec	3m 32sec	2m 36sec	3m 34sec
17/4/19			False Alarm		

#### **Gardyne**

	<b>MAIN BUILDING</b>	<b>ANNEX</b>		
Sept 18	False alarm			
16/10/18		3m		
15/02/19	7m 55sec	2m 35sec		

These fire evacuations times are very satisfactory.

Following the increased profile on fire safety, a review of our fire risk assessments was undertaken. Assessments were previously undertaken using a simplified format whereby each room in each campus and outreach centre is assessed and the findings recorded. Following the review, it was agreed that a more comprehensive approach was required. The assessments will now be carried out using PAS 79, which is a recognised standard for fire risk assessments and will produce a more comprehensive report, which covers all the bases of fire safety, and create a qualitative assessment of risk from fire in each building/s.

Thirty-four PEEPs were carried out with learners who may have difficulty in evacuating a building the same number as last year. The aim should be to continue to provide ground floor classrooms for specific learners, which would allow them to exit the building rather than use one of the designated refuge points.

## **9. Accidents and Incidents**

First Aid rotas are still working well at Gardyne and Kingsway Campuses, however we have again had a significant number of staff step down at Arbroath Campus and at the latter end of the term, there was a reduction with some of the designated first aiders at Kingsway and



Arbroath Campuses. A recruitment drive will take place via the Portal at the start of the academic year and a training course is arranged for August/September.

Figure 1 below shows the breakdown in percentage of the 48 recorded accidents from all 3 campuses between August 2018 and July 2019. Figure 2 represents the number of recorded accidents since merger. It is important to note that the period 2013-2014 figures are only represented from November to July.

Two accidents were reported to RIDDOR during the academic term. A staff member fractured his leg in the theatre workshop at Gardyne Campus and a learner burnt her hands in the hospitality department at Kingsway Campus. None of the reports resulted in an investigation by the Health and Safety Executive. Figure 3 shows the number of RIDDOR reported accidents since merger.

## Accident by Hazard Aug 2018 - Jul 2019

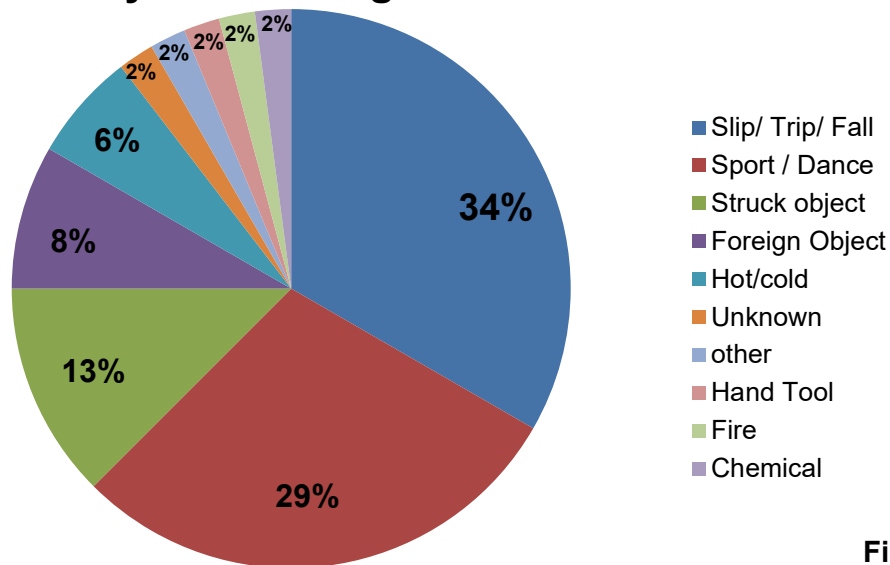


Figure 1

## Recorded Accidents by Academic Year

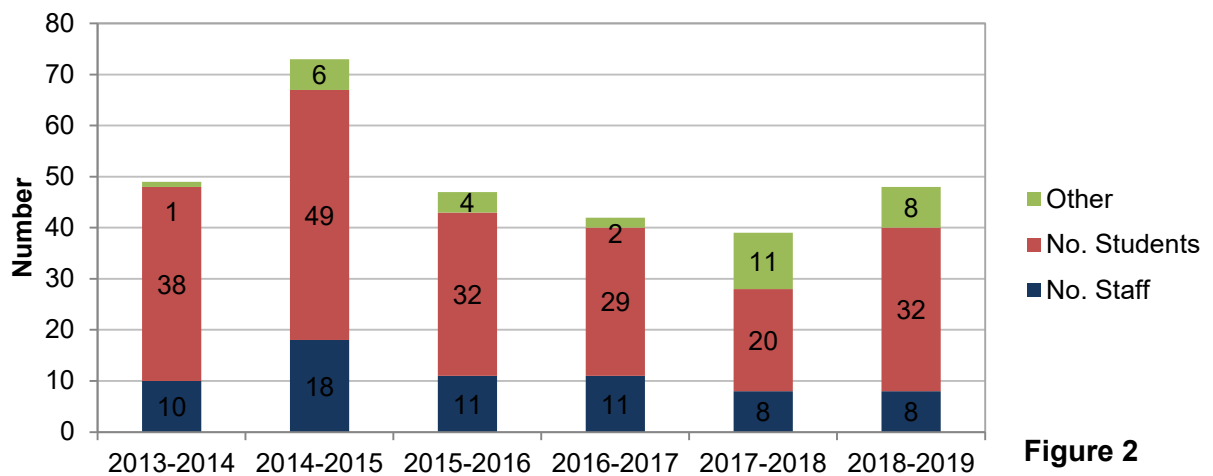


Figure 2

## Riddor Reported Accidents by Academic Year

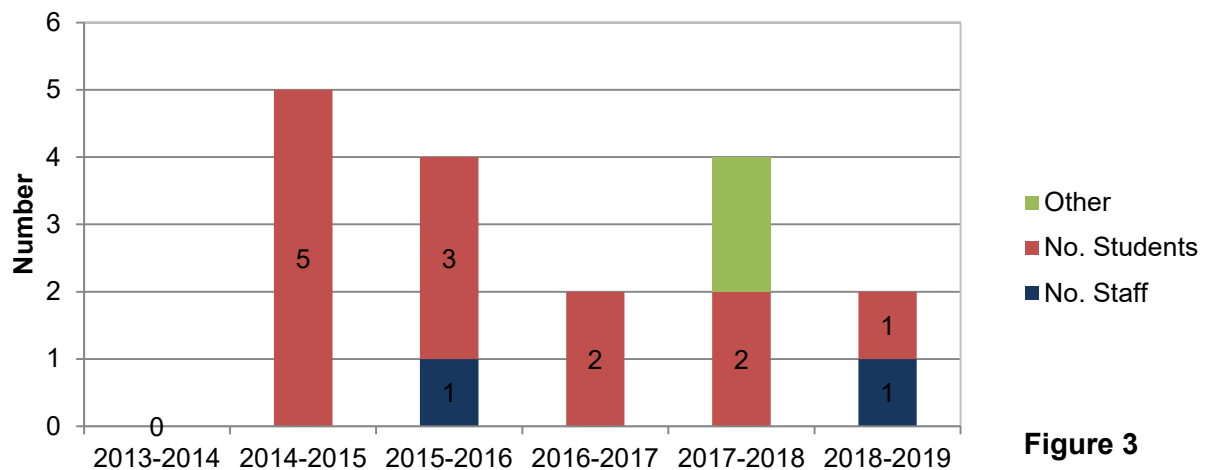


Figure 3

**Author:** Billy Grace, Head of Estates  
**Executive Sponsor:** Jaki Carnegie, Vice Principal, Corporate Services



**Human Resources and Development Committee**

**Thursday 19 September 2019**

**PAPER F**

**Strategic Risk Register and Risk Delegation to Board  
Committees**

# BOARD OF MANAGEMENT



## Human Resource and Development Committee Thursday 19 September 2019

### Strategic Risk Register & Risk Delegation to Board Committees

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*Paper for discussion / approval*

#### 1. Introduction

Following discussion at the Audit and Risk Committee and Board of Management in March, May and June 2019 it was agreed that the Strategic Risk Register be reviewed, and that consideration be given to the allocation of groups of risks for oversight to the relevant Board Committees. This paper summarises proposals for the Committee in respect of these changes.

#### 2. Allocation of Risks to Board Committees

The enclosed Strategic Risk Register highlights the proposed delegation of risk areas across the range of Board Committees.

In identifying these delegated risks, it has been agreed that each Committee consider (and amend/update as appropriate) the key risk areas within their responsibility as a standing item at each future meeting.

Proposed changes arising from this consideration will be brought back to the next appropriate meeting of the Audit & Risk Committee for final approval.

In making these changes, it is important to reinforce that the overall responsibility for risk management will remain with the Board of Management, with delegated authority for the implementation and review of this to the Audit & Risk Committee. The further allocation of areas of risk oversight to Board Committees is intended to improve the awareness, oversight and consideration of risk, rather than amend the terms of the Board of Management scheme of delegation.

#### 3. Consideration of Risks to Board Committees

In making these changes, each Committee should consider how it is informed around the areas of key risk and assure itself that the regular reporting and information, updates and opportunities for scrutiny within the operation of the Committee are reasonable and sufficient in respect of this.

#### 4. Approvals

In respect of the above information approval for the following actions is sought.

- Approval by the Committee to accept oversight of the relevant risks as identified on the Strategic Risk Register.
- Adoption of Risk as a standard agenda item on future meetings.

## **5. Information**

Further information in respect of Governance matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, [s.taylor@dundeeandangus.ac.uk](mailto:s.taylor@dundeeandangus.ac.uk).

**Author and Executive Sponsor:** Steve Taylor



# STRATEGIC RISK REGISTER

**2018 - 2019**

As at May 2019

<b>Post Holders</b>	ELT	Executive Leadership Team	PRIN	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services			4	Major	Probable
	VPCA	Vice Principal Curriculum & Attainment			5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"><li>Robust strategic planning</li><li>Effective environmental scanning</li><li>Strong partnerships</li><li>Clear links between strategy and practice</li><li>Concerted demands for increased activity levels</li></ul>	4	1	4	<ul style="list-style-type: none"><li>Robust monitoring via ROA</li><li>Clear performance metrics</li><li>Amendment of strategic direction/ plans</li><li>Rolling curriculum review</li></ul>	Board, ELT
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"><li>Effective environmental scanning</li><li>Negotiation/influence at national level</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Review of changes and amendment of strategic direction/plans</li><li>Financial strategy sensitivities</li></ul>	ELT
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none"><li>Negotiation/influence at national level</li><li>Review of activities/ projects</li><li>Responsiveness to new opportunities</li></ul>	5	2	10	<ul style="list-style-type: none"><li>Review of changes and amendment of strategic direction/plans/ curriculum</li><li>Financial strategy ESF sensitivity</li><li>Workforce planning</li></ul>	ELT

**Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood:** Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk



<b>Post Holders</b>	ELT	Executive Leadership Team	PRIN	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>2</b>	<b>Financial</b>									
<b>2.1</b> <b>F&amp;P</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	4	<ul style="list-style-type: none"> <li>Advance modelling of new funding methodologies and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	ELT
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</li> <li>Robust annual budget-setting and multi-year financial strategic planning</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Detailed monitoring of savings programmes</li> </ul>	ELT
<b>2.3</b> <b>F&amp;P</b>	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> </ul>	VPP&P, VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>2</b>	<b>Financial (cont)</b>									
<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	4	3	12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	VPCS
<b>2.5</b> <b>F&amp;P</b>	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> <li>On-going dialogue with Foundation Trustees</li> <li>Appropriate bid arrangements in place</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitor and advise Board of Management</li> </ul>	VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>3</b>	<b>People and Performance</b>									

<b>3.1</b> <b>LT&amp;Q</b>	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> <li>Clear quality arrangements and priority actions</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular classroom observation and learner feedback arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular Stop and Review events</li> <li>External review and validation findings</li> </ul>	VPC&A, VPP&P, DirC&A
<b>3.2</b> <b>LT&amp;Q</b>	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> <li>Robust strategic planning and monitoring</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Effective internal monitoring/review/verification arrangements</li> <li>External review findings</li> </ul>	SLT, VPP&P
<b>3.3</b> <b>A&amp;R</b>	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitoring and reporting in key areas – eg H&amp;S, equalities, employee engagement</li> <li>Continuous professional development</li> <li>Internal audit programme</li> <li>Staff surveys</li> </ul>	ELT

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>3</b>	<b>People and Performance (cont.)</b>									

<b>3.4</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> <li>Marketing strategy</li> <li>Reputation plan</li> <li>Positive marketing approaches</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Social media monitoring arrangements</li> </ul>	VPCS
<b>3.5</b> <b>HRD</b>	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of bargaining outcomes and implementation</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Positive union relations and staff communication</li> <li>On-going discussions with staff</li> <li>Innovation in approaches</li> </ul>	VPP&P, VPC&A
<b>3.6</b> <b>HRD</b>	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> <li>Industrial action continuity planning</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Industrial action continuity planning</li> </ul>	VPP&P

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<b>3</b>	<b>People and Performance (cont.)</b>									

<b>3.7</b> <b>A&amp;R</b>	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of GDPR compliance</li> <li>Mandatory staff CPD and awareness raising on data protection (relative to role)</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>GDPR Action Plan</li> <li>Staff CPD</li> </ul>	VPC&A, HolCT, Data users
<b>3.8</b> <b>HRD</b>	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> <li>Prevent training</li> <li>Staff awareness and contingency planning</li> <li>Engagement/practice sharing with local agencies</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> <li>Information sharing with local agencies</li> </ul>	VPC&A, VPP&P
<b>3.9</b> <b>HRD</b>	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	VPC&A, VPP&P

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>4</b>	<b>Infrastructure</b>									

<b>4.1</b> <b>A&amp;R</b>	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	<ul style="list-style-type: none"> <li>Sound systems of administration</li> <li>Clear fire and disaster recovery arrangements</li> <li>Staff CPD</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> </ul>	VPCS, VPP&P, HoE, HolCT
<b>4.2</b> <b>F&amp;P</b>	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	<ul style="list-style-type: none"> <li>Planning, careful phasing of changes to processes and systems</li> <li>Effective management of ICT arrangements</li> <li>Clear investment plan</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular review/reporting on milestones, systems effectiveness etc</li> <li>Regular CPD</li> </ul>	VPC&A, HolCT
<b>4.3</b> <b>A&amp;R</b>	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements</li> <li>Active ICT/data security monitoring and cyber security policy</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Staff CPD on cyber security issues</li> <li>Regular security monitoring/testing</li> <li>Cyber resilience plan</li> </ul>	VPC&A, HolCT
<b>4.4</b> <b>A&amp;R</b>	ICT infrastructure fails to support effective data security / data protection	5	3	15	<ul style="list-style-type: none"> <li>Effective infrastructure and systems design and implementation</li> <li>Effective management of ICT arrangements and GDPR compliance</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> </ul>	VPC&A, HolCT, Data users

**Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood:** Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk



**Human Resources and Development Committee**

**Thursday 19 September 2019**

**PAPER G**

**HR Metrics**

# BOARD OF MANAGEMENT

## Human Resources and Development Committee Thursday 19 September 2019



### HR Metrics

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#### *Paper for information*

#### 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 2019/20 to date		% Split	May 18	FTE 2019/20 to date		% Split	May 18
Teaching	294	36.7%	420	Teaching	230.7	42.4%	312.2
Other	508	63.3%	481	Other	390.9	57.6%	386.8
Total	802		901	Total	621.6		699.0

Staff FTE: Credit Ratios 2018/19*					
	2018/19	2017/18		2018/19	2017/18
Total Staff FTE: Credits	1:177*	1:181	Teaching Staff FTE: Credits	1:477*	1:393

\* Provisional figures pending credit audit and ASR figures



Female & Male Headcount		% Split	July 18	Temporary & Permanent FTE		% Split	July 18
Female	517	64.5%	64.3%	Temporary	86.6	29.5%	13.9%
Male	285	35.5%	35.7%	Permanent	535.0	438.2%	86.1%
Other	0	0	0%				
Total	802		1080	Total	621.6		

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

### Staff Absence Data (rolling 12 months)

	Staff Absence Rolling year to 31/07/19	Rolling 12 year to 30/04/19
Average working days lost per headcount	7.96 days	7.3 days
Working time lost	3.06%	2.83%
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 31/07/19	Rolling year to 30/04/19
Long Term Absences (4 weeks or more)	120	112
Short Term Absences	838	859
Stress Related Absences – Work related	16	14
Stress Related Absences – Non-work related	95	91

### Other HR Metrics

	2018/19 Full Year	2017/18 Full Year
Staff Turnover Rate (non-forced)	6.19%	5.11%
Employee Hearings		
Discipline	3	6
Grievance	3	2
Tribunal Actions	0	1
Recruitment Exercises	119	82
Current Vacancies	20	

### 3. OD Metrics

	2018/19 Full Year	2017/18 Full Year
Engagement with Leading Learning Academy (per team)	100%	100%
Number of internal CPD events delivered and external events supported	730	634
Number of attendances at internal and external CPD events per employee headcount	1637 1.81	3993 3.6
Organisational Development budget per employee headcount	£192	£137
Engagement survey ratings (annual/periodic)	Engagement 80% Happiness 69%	Engagement 68% Happiness 68%
Employees participating in College-wide strategy and working groups % of employee headcount	tbc	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	New Starts	Not Started	In progress: On Track	In progress: Behind	Completed	Total
Academic	57	0	2	0	55	57
Support	21	0	4	0	17	21

### 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](mailto:s.taylor@dundeeandangus.ac.uk).

**Author:** C Hewitt/C Lynagh  
**Executive Sponsor:** S Taylor



**Human Resources and Development Committee**

**Thursday 19 September 2019**

**PAPER H**

**Meeting Minutes / Updates**

**H.1 – Joint Consultation & Negotiation Forum – 7 June  
2019**

**H.2 – Health, Safety and Wellbeing Committee – 22 April  
2019**

**H.3 – Health Safety and Wellbeing Committee – 14 August  
2019**



## JOINT CONSULTATION FORUM

Friday 07 June 2019 at 2:00pm  
Arbroath Campus

<b>PRESENT:</b>	G Ritchie	S Hewitt
	S Taylor	Y Cargill
	N Steff	A Mawhirt
	A O'Neill	D Travis
	A Williamson	D Deans
	C Robertson	C Mackie
	G McGillivray	

### Action

#### 1. Apologies

Apologies were received from J Carnegie, J Dick and G McAteer.

#### 2. Minute of Last Meeting

The minute of the meeting held on 26 April 2019 was approved as an accurate record.

#### 3. Matters Arising/Actions

##### College Communications

The revised wording of the Communication Guidance was finalised and circulated. A Service Design event is to be held near the start of next session.

##### Minibus Cleanliness

Issues raised with B Grace. G Ritchie noted conversation at SLT meeting confirmed it was possible one or two replacement buses would be purchased.

##### Social Media

A Mawhirt confirmed work is being undertaken in conjunction with Learning and Digital Resources to provide information and training. This could also be considered at the Service Design event.

A O'Neill noted this should also include the number of College-affiliated accounts. Y Cargill noted there should also be an element relating to case and employment law. This could also be considered at the Service Design event.

#### 4. Union Items

##### 4.1 Job Evaluation

N Steff outlined feedback from the national process. Staff time to complete forms was raised, along with consistency of manager and staff approaches.

N Steff noted communication had been good during the project, however prior to it starting this was maybe not the case. The approach from the People Team and unions was outlined as the end of June deadline approaches.

S Taylor noted that consideration would be given to an extended deadline if this was necessary, and urged unions to continue to keep in close liaison with the People Team to identify and resolve any issues as they arose.

The potential extended national timescale for the next parts of the evaluation process were noted.

#### **4.2 Catering**

N Steff raised the recent review of Catering services by Henderson Loggie. A number of catering staff had concerns regarding their roles, with N Steff seeking confirmation that this process was not focused towards contracting out of catering services.

G Ritchie noted that contracting out had not been discussed as an approach at SLT or the Board. S Taylor noted the current review had been prompted by the Savings plans finalised in 2018, as it was agreed a review would be undertaken regarding running catering services more efficiently and effectively in close partnership with the curriculum. S Taylor noted that it was planned that best practice and other models of operation would be investigated as a part of the overall review.

The need to try to achieve a 'break-even' position for the catering service was noted as an alternative to the potential risk of contracting out.

#### **4.3 Communication**

N Steff confirmed this was covered under point 4.1 re: Service Design event.

#### **4.4 Semesters for Session 2019/20**

A O'Neill covered this item for G McAteer, requesting that teaching weeks of the semester were reviewed. G Ritchie noted that there was flexibility in terms of teaching weeks and it was not restricted to 32 weeks, however the flexibility could in some cases cause confusion. Based on discussions, G Ritchie suggested a short life working group to review the options around this and the approach.

SH

#### **4.5 Timetabling / Timetables**

A O'Neill noted that publication of timetables has been delayed from 31<sup>st</sup> May to 10<sup>th</sup> June. S Hewitt confirmed that the academic restructure has had an impact on this. Consultation around timetable content was also raised as a concern. G Ritchie noted that a more formal approach to 1:1 conversations was being introduced with the new structure which will assist with timetable discussions, and in fact this is an unusual year. Discussion took place around credit for units for learners over short time periods.

#### **4.6 Minutes of JCF**

A O'Neill noted that minutes of the JCF had not been posted on the Portal and it was confirmed this would be updated.

GR

#### **4.7 Portal Curriculum Homepage**

A O'Neill noted that some data on this page should be updated. S Hewitt confirmed this would fall into scope of ongoing plans regarding the Portal and academic restructure changes.

**AM/SH**

## **5. National Bargaining**

G Ritchie noted that an offer is out for ballot with EIS and there was a meeting of the Employers' Association earlier in the week where the salaries and conditions deal had been ratified unanimously. Manager and College approach to 7 hours of 'discretionary' time was discussed, and the importance of finding local approaches that reflect current flexibilities and good practices was noted.

### **5.1 Transfer to Permanency**

D Travis queried the status of the national response which would allow D&A's transfers to permanency to progress. S Taylor confirmed no response has been received and it was raised at with the Employers' Association this week. Union representatives stated that they would follow this up with their full-time official. Arrangement to progress with offers were discussed and it was agreed that a separate discussion take place to finalise plans for making offers to those affected by transfer to permanency.

**ST/DT/GMc**

### **5.2 National Job Evaluation**

This was covered under 4.1.

## **6. College Finances – 2019/20 Budget**

G Ritchie outlined the current situation with the budget as at present the cashflow looks very healthy due to a surplus of over £1 million. This is due to receipt of one-off funding for work such as: additional credits; Child Poverty project; ESF from 2018/19; Flexible Workforce Development Fund etc.

G Ritchie outlined a number of options which include repaying £1 million of the Gardyne loan, leading to annual savings on repayment costs. Conservation arrangements are covered under 7.1, and some investments are likely to made into upgraded Wi-Fi.

A O'Neill queried what impact the current situation would have on future years, with G Ritchie noting it was expected the College would still need to make future savings of c£500k per annum, but that there was a longer lead in time for this work to be progressed as the improved financial position in 2018/19 would contribute to a steadier financial year in 2019/20.

## **7. Academic Structure Update**

S Taylor noted there are a small number of posts still out for advertising. Sector Coordinator posts have been appointed. Sector Development Lead role work is progressing, along with academic restructure CPD plans. A 'kick off' session is planned for 19<sup>th</sup> June with all new Heads of Sector and Heads of Curriculum and Quality.

D Travis noted the response to the restructure has been mixed and outlined plans for EIS to survey members regarding the restructure. G Ritchie and S Hewitt indicated support for this, with agreement the survey content would be shared prior to sending out.

D Travis outlined the concerns around workloads, student experience and academic provision. G Ritchie noted that support for Group Tutors can be reviewed and revisited, as it was agreed this was a complex and important area and role. This was also highlighted for Support staff roles. S Hewitt noted that a significant part of the restructure was to address consistency between roles and approaches, and assessing where tasks are best completed.

A wide range of issues, concerns and points around the restructure were discussed.

### **7.1 Conservation Arrangements**

S Taylor outlined an option to offer those on conservation arrangements an option to be paid the amount of their conservation up front, which equates to a lump sum for the individual and 4 years of savings for the College. S Taylor will prepare and circulate a written proposal for this.

**ST**

Tax implications were raised and it was noted this was an offer and therefore individuals can assess implications and review whether this is something they would like to consider. Y Cargill noted it would be worthwhile flagging up the EIS financial advice service during these conversations.

## **8. Policy Review Group**

PRG have been unable to meet since the last JCF.

S Taylor noted that a range of updates would be required to reflect the new structure job titles. It was agreed that these would be progressed where the change was only to the titles (rather than to underlying responsibilities). Changes that were made to the responsibilities for roles would be subject to the usual PRG process.

**AM**

## **9. AOCB**

A O'Neill queried whether there were any plans to recruit Teaching Assistants. S Hewitt and S Taylor confirmed there were not.

## **10. Date of Next Meeting** TBC

# Health, Safety & Wellbeing Committee Meeting



## Note of Meeting – 22 April 2019

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### Present:

Catriona Blake (CB) (Chair)  
Jackie Beresford (JB)  
Tomas Cacko (TC) (Learner Rep)  
Andy Cathro (AC)  
Jane Cooper (JC)  
Jennifer Dick (JD)  
Billy Grace (BG)

Gregor McGillvray (GMc)  
Kevin Murphy (KM)  
Bob Scott (BS)  
Sarah Thom (ST)  
Alec Williamson (AW)  
Peter Yorston (PY)  
Tatiana Zorina (TZ)

### 1. Apologies

George McAteer (GMc), Craig Nicoll (CN), Mike Swan (MS), Bob Gray (BGY), Stephen McGregor (SMc)

### 2. Note of Last Meeting

Note of last meeting approved.

### 3. Matters Arising

BG gave an update on the Stress RA process and informed the Committee that it would continue, with the health and safety team working with the People team to facilitate these sessions. The benefits of these sessions was discussed by the Committee and it was agreed that it these should continue at the earliest opportunity. **AC and JC to Action**

BG provided the Committee with an update on the current figures in relation to the mandatory online training. BG advised that support staff were sitting at 94% complete and Academic staff at 75%, although it was highlighted that this would rise to 90+% by the end of January.

### 4. Officers' Report

The report was considered and no question or clarifications were sought.



## **5. Health and Wellbeing Group**

JC updated the Committee on a wide range of wellbeing activities across the College continues for both staff & students with positive feedback through the #haveyoueverfancied program.

The College triathlon for staff & students is taking place on 9 May, catering for all abilities, choose from swim, cycle, and run over varied distances. Enter as a team or individual.

The wellbeing project is supporting all of the learners who are undertaking Highers exams this year by providing a chilled area (Relaxation station) on each campus on the day of higher exams. This room will be available for learners to visit and fuel/chill prior to and/or in between papers. The hospitality team have designed a breakfast bar which will be produced in bulk and provided in the rooms alongside fresh fruit and refreshments on each day.

The staff Wellbeing Festival will take place in June offering a wide range of wellbeing opportunities and training for staff such as suicide prevention, mental health first aid, triggers & toolkits, WRAP, bereavement support, financial planning, bushcraft, Menopause cafes, carer focus groups etc.

The Annual staff varsity takes place on 19 June, where we compete against staff from Abertay in a number of disciplines, this is a great event for staff to get involved in and get together in a fun environment.

As previously noted as part of our ROA, we need to implement a Mental Health Strategy and action plan for session 19/20, a small working group is working towards this and it will build upon our existing Wellbeing Strategy.

Priorities for the G2G Wellbeing project is the next few months are continuing to develop our wellbeing website resource, line manager training in relation to wellbeing & resilience, sharing good practice learnt from the project, a proposal in relation to mental health first aiders and an evaluation of the impact of this project.

## **6. HR Report**

No report

## **7. Student Services Update**

ST provided an update on a range of ongoing activities that included Healthy Minds and Carers Group.

1 to 1 mental health and well-being support will continue for students during the summer months.

## **7. Learner Rep Update**

TC informed the group that the Student Association had signed the Student Mental Health Agreement in line with ROA and the NUS.

Student Vice-Presidents will assume a H&S role in each campus moving forward.

There has been a significant increase in the number of students participating in the daily mile.

## **12. AOCB**

AC informed the group that there would be Incident Response training taking place in the Gardyne lecture Theatre on the 10 May encouraging Caretakers, Admin staff, library staff, student Services and Help Desk staff to participate.

JD raised concern around the Help Point staff being subject to abuse – personal alarm system and camera coverage to be reviewed. **BG to Action**

A discussion took place around the perceived increase of drug activity within the student body – it was agreed that stricter controls had to be implemented. **BG to Action**

W Grace advised the committee that a working group was being created to develop a RESPECT Strategy moving forward and these would capture the abuse and drugs issues. **BG to Action**

BG informed the group that the meeting would be CB's last and thanked her for her excellent control of the H&S committee process and wished her all the best for her retirement.

## **13. Next meeting – Wednesday 14 August**

# Health, Safety & Wellbeing Committee Meeting



## Note of Meeting – 14 August 2019

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### **Present:**

Jaki Carnegie (JaC) (Chair)  
Jackie Beresford (JB)  
Kevin Murphy (KM)  
Bob Scott (BS)  
Andy Cathro (AC)  
Sarah Thom (ST)

Jane Cooper (JC)  
Jennifer Dick (JD)  
Billy Grace (BG)  
Stephen McGregor (SMc)  
Gerry McMenemy (GM)

### **1. Welcome & Apologies**

Alec Williamson (AW) Gregor McGillvray (GMc) George McAteer (GMc), Craig Nicoll (CN), Mike Swan (MS), Bob Gray (BGY), Peter Yorston (PY) Tatiana Zorina (TZ)

### **2. Terms of Reference/Membership**

JaC highlighted membership of the Committee and whether it was still relevant – it was agreed that representation was good across the different academic and support functions and unions.

With the new Academic structure it was agreed that it would be an opportunity to re-visit academic representation. – **Action SMc and KM to review**

Attendance at the meeting was also discussed as a number of members had not attended for various reasons - it was agreed that the option to Zoom or Skype should be considered to assist in increasing participation.

The Committee approved the Terms of Reference.

### **3. LOcHER Presentation**

Wendy Hall (Marketing MA) demonstrated a new online H&S course that she had developed under the LOcHER banner. The committee was very impressed with this development and Wendy was highly commended for her contribution. JaC presented Wendy with her LOcHER certificate.

### **4. Note of Last Meeting**

Note of the last meeting was approved.

### **5. Matters Arising**

Help Point Security – to be resolved by the end of August.

Drug Activity – wider discussion with key staff to take place in the coming weeks.

RESPECT Strategy– wider discussion with key staff to take place in the coming weeks.

## **6. H & S Officers' Report**

AC outlined both his reports and drew the committee's attention to a recent visit from Fire Scotland as part of their Response and Resilience Operation Intelligence Information Gathering.

JD asked if she could be involved in future Fire Scotland visits and after discussion, it was agreed that future visits be offered to all committee members, although numbers would have to be restricted. **Action – AC to liaise with Committee members regarding future Fire Scotland visits.**

The new online training module was again discussed and it was agreed that this should be presented to the Human Resources and Development Committee. **Action – BG to discuss with Steve Taylor.**

AC raised concern around the lack of rota first-aiders in Arbroath as well as designated first-aiders in Gardyne and Kingsway. Training has been arranged with 5 staff attending the 3 day course but it was agreed a further advert be published. **Action JC to arrange advert.**

JD also suggested 1 day first-aid course and that advert should be published to gauge interest. **Action JC to arrange advert.**

AC and JB outlined the new Workplace Inspection process and it was agreed because of the new academic structure, that an information session would be beneficial for all managers. **Action – SMC to arrange information session in line with meeting diary for curriculum and support managers.**

JD highlighted that the template was not user friendly. **Action – JB to revisit the template design with support from JD.**

## **7. Health & Wellbeing Group**

JC outlined the range of excellent health and well-being initiatives that had been taking place over the last year as part of the College's Good to Great Project. JC commented on the very positive response from staff and students and the positive impact the project has had on the staff and student experience at the College. JC highlighted the importance regarding the sustainability of the health and well-being project moving forward.

## **8. Human Resources Report**

JC outlined the HR report and in particular the sickness absence statistics. A discussion took place around work related stress. JD highlighted that from her experience, some staff were unwilling to highlight work as cause for stress because of a perceived stigma. JC described a number of support mechanisms that were in place and advised that a new online platform would shortly be available for staff to access support for work related stress.

KM highlighted that it had been a particularly stressful time at the college due to the academic restructure and support staff job evaluation.

## **9. Student Services Update Sarah Thom**

ST outlined the range of Student Services activity that had taken place since the last committee meeting – this was well received by the committee.

**10. Learner Rep Update**

JaC presented the Learner Rep update in Sarah Rennie's absence.

JaC highlighted that the paper was an excellent report that outlined a range of student activities.

JaC drew the committee's attention to the Student Association falling just short of achieving a 4 star rating for the Healthy Body, Health Mind Award.

JaC also highlighted that due to a change in the award leads, the SA will no longer be able to enter the HBHM Award due to their year absence from Scottish Student Sport (SSS) membership due to lack of funds. The annual cost of SSS membership (£3K) which equates to over 60% of the Sports Union's annual budget.

JaC thanked Sarah for the excellent report.

**11. AOCB**

AC informed the committee of a Police Scotland Safety Campaign that has been passed to the relevant college departments.

**12. Date of Next Meeting**

It was agreed that future meetings would be scheduled to enable attendance from more staff; January (Quality week), June and August. It was agreed to continue to schedule meetings on Monday afternoons.

The next meeting is 6<sup>th</sup> January 2020, with papers being required to be completed before the festive break.