

BOARD OF MANAGEMENT

Human Resources and Development Committee



Thursday 16 September 2021 at 5.00pm via Teams

AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST**
4. **MINUTE OF THE PREVIOUS MEETING – 6 May 2021** Paper A for approval
5. **MATTERS ARISING** Paper B for information
6. **COVID 19 ARRANGEMENTS FOR HEALTH & SAFETY, INFRASTRUCTURE, LEADERSHIP, WAYS OF WORKING & COMMUNICATION** Verbal update AM/BG
7. **VP PEOPLE AND PERFORMANCE REPORT** Paper C for information ST
8. **STAFF DISCUSSION PAPER – FUTURE OPPORTUNITIES** Paper D for discussion SH
9. **NATIONAL BARGAINING UPDATE** Verbal update ST
10. **HEALTH & SAFETY ANNUAL REPORT** Paper E for information BG
11. **STRATEGIC RISK REGISTER** Paper F for approval ST
12. **HR METRICS** Paper G for information ST
13. **MEETING MINUTES/UPDATES** Paper H for noting
 - Joint Consultation Forum
 - Health, Safety and Wellbeing Committee
14. **DATE OF NEXT MEETING – Thursday 11 November 2021**



Human Resources and Development Committee

Thursday 16 September 2021

PAPER A

**Minute of the Previous Meeting – Thursday 6
May 2021**

BOARD OF MANAGEMENT



Human Resources and Development Committee Thursday 6 May 2021

Draft confirmed by Chair

Minute of the Human Resources and Development Committee meeting held on Thursday 6 May 2021 at 5.00pm via Teams.

PRESENT: D Mackenzie
A Wilson
S Hewitt
S Stirling

D Fordyce
K Keay
B Carmichael

IN ATTENDANCE: S Taylor (Vice Principal)
J Carnegie (Vice Principal)
B Grace (Head of Estates)

J Grace (Vice Principal)
A Mawhirt (Head of People & OD)

1. WELCOME

D Mackenzie welcomed members to the meeting. Committee members also welcomed him to his first meeting as the new Committee chair.

2. APOLOGIES

Apologies were noted from T Pirie and G Bissett.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF THE PREVIOUS MEETING – 18 February 2021

Minute of the previous meeting was approved as an accurate record.

5. MATTERS ARISING

There were no matters arising.

6. COVID 19 UPDATE ON HEALTH & SAFETY, LEADERSHIP, WAYS OF WORKING & COMMUNICATION

S Hewitt summarised progress being made in returning increased numbers of learners to campus as restrictions have eased and noted the extensive work put into the health & safety and planning arrangements for this.

S Hewitt noted that return arrangements and planning had been helped by the work of the government taskforce and the allocation of additional funds and flexibilities for the current academic year and into the 2021/2022.

S Hewitt stated that discussions were progressing and work beginning to plan for 2021/22 with an expectation that there would still be some restrictions and COVID mitigations in place.

B Grace provided the Committee with an update on COVID 19 guidance and arrangements that the College was following, and the extensive work undertaken to support the safe return of learners and staff from March 2021 onwards. This had included updating the information available to learners and staff, and an increased emphasis on good ventilation. It was noted that all learners and staff had received updated communications on the COVID arrangements and requirements when returning to campus.

B Grace stated that all learners had also received a health & safety briefing when returning to campus and had been required to sign an agreement in respect of following the rules and mitigations. It was noted that compliance had been very good, with only a small number of minor infringements picked up.

A Mawhrt summarised the support being provided for returning staff through the people team and highlighted support for those now returning from Furlough as activities increased. Significant work had been put into refreshing staff information and communication to ensure that this remained fully up to date.

A Mawhrt stated that alongside this work, there had also been a focus on positive news stories and ensuring that staff were more aware of the wide range of opportunities and developments that the College was focusing on.

Committee members noted the extensive work being undertaken and the thorough approach taken to this.

7. STRATEGIC UPDATE - WORKFORCE PLANNING

S Taylor and A Mawhrt provided an update on work developing to support workforce planning over the forthcoming 3 year period (slides below). It was noted that this work would replace the previous workforce plan, with significant changes having taken place and influencing this.

A Mawhrt summarised thinking and the direction of travel around digital developments and the impact of this on ways of working. S Taylor summarised other key impacts, including the 2025 strategy and major project developments such as Tay Cities and MSIP.

The anticipated post COVID environment and its impacts on economic and social recovery, mental health and ways of working were noted

The cumulative effect of the different elements impacting on future workforce needs were noted and the anticipated needs in terms of skills, professional learning, ways of working and areas of growth/decline highlighted.

The update was welcomed and A Wilson asked about the anticipated mental health and wellbeing impacts for staff and learners, and how this would be supported. S Taylor summarised the additional support being provided for learners and noted that this was planned to continue at least for 2021/22. The increased wellbeing and other support for staff was noted, and A Mawhrt noted that this support was 'scalable' where needed to meet demand.

D Fordyce welcomed the update and noted that it was positive to see the focus on future needs/developments alongside the current COVID crisis response.

8. VP PEOPLE AND PERFORMANCE REPORT

S Taylor summarised the report highlighting updated figures (28) in terms of voluntary severance applications and noting that there were being reviewed in line with the financial savings and the direction of travel summarised in the workforce planning presentation. It was noted that current applications would be responded to around end of May and that the scheme could reopen as future recruitment and other developments become clearer.

S Taylor noted work being discussed with the unions locally around how they wanted to work together and noted that nationally the dispute with EIS/FELA had been resolved and future strike action suspended.

A Mawhirt noted the work being undertaken on communication and ways of working.

B Carmichael noted the work progressing to install 'Breathing Space' benches on the Arbroath and Kingsway campuses.

K Keay asked if there had been any update on the inclusion of union members onto College boards. S Taylor noted that this had been raised but that the arrangements and regulations for this were still being worked on by the Scottish government. S Taylor stated that this seemed to have been impacted by COVID.

9. NATIONAL BARGAINING UPDATE

S Taylor noted the update on this within the VP report.

10. STRATEGIC RISK REGISTER

S Taylor summarised the Risk Register and this was approved by the Committee. No overall change to the risk register in respect of the risks delegated to the Committee.

11. HR METRICS

HR Metrics were noted by the Committee.

S Taylor noted that staff absences were down again, from 1.87% to 1.19% which were lower than had ever been seen before. This was attributed to the wider effects of lockdown and working from home.

Increases in uptake of mandatory training were welcomed.

12. MEETING MINUTES / UPDATES

The minutes of the JCF meeting was noted. In response to a query it was noted that the March meeting had been postponed to after the easter break.

13. DATE OF NEXT MEETING

The next Human Resources and Development Committee will take place on Thursday 16 September 2021.

Action Point Summary

Action

Responsibility

Date

No specific actions noted

Workforce Planning May 2021

Steve Taylor
Abi Mawhirt

High Level Summary

Workforce Plan 2018 - 2021

Initial plan discussed with Board and underpinning Good to Great strategy and related changes

Major Change 2020-2021

Since the original plan was developed we have been through a major restructure; Cyber Attack; COVID Pandemic; and Brexit

2025 Strategy

Increased focus on Partnership Working; Future Focus; Thriving Communities; SFC Review

CHOOSE DA

Key Issues & Enablers

Digital Transformation & Ways of Working

Focus on 'Digital First' and continuing remote and on-line delivery of learning, teaching and services, impacts on physical estate and ICT needs

Economic Recovery & Social Regeneration

New initiatives, needs and partnerships; clear opportunities – Tay Cities, MSIP; Climate Emergency

COVID and other Impacts

Mental Health & Wellbeing; Numbers on campus; impact of Brexit; further change

Professional Standards & Registration

Changes to roles & expectations

CHOOSE DA

College Skills Needs

Digital Skills

Updated digital strategy, Staff Baseline; Professional Learning (PL)

Pedagogy

Move from delivering 'how we have to', to 'how we want to'

Resilience & Wellbeing

Mental health timebomb; social and economic regeneration; staff wellbeing

Change & Transformation Management

Working in & promoting partnership; 'agile' and responsive ways of working

New Curriculum

Updating skillsets; new skills/sectors; new ways of working

CHOOSE DA

Workforce Planning Steps

Staff Awareness & Engagement

Linked to 2025 Strategy and New Opportunities

Professional Learning

Updated PL offer, arrangements and expectations

Refocus of Senior Leadership

Review of roles and key areas of activity to reflect strategy & priorities

Resource Planning

Focus resource to new opportunities & areas of growth and proactively mitigate/manage areas of decline

CHOOSE DA

Feedback and Questions



Human Resources and Development Committee

Thursday 16 September 2021

PAPER B

Matters Arising

BOARD OF MANAGEMENT

Human Resource and Development Committee

Thursday 16 September 2021

Matters Arising



Paper for information

There are no Actions outstanding from the Thursday 6 May 2021 HR&D Committee.

Agenda Item No	Action	Current status	Open / Closed
	There were no matters arising		

Author & Executive Sponsor: Steven Taylor, Vice Principal – People and Performance



Human Resources and Development Committee

Thursday 16 September 2021

PAPER C

VP People and Performance Report

BOARD OF MANAGEMENT

Human Resources and Development Committee

Thursday 16 September 2021

VP People and Performance Report

Paper for information

1. Business Continuity – COVID-19

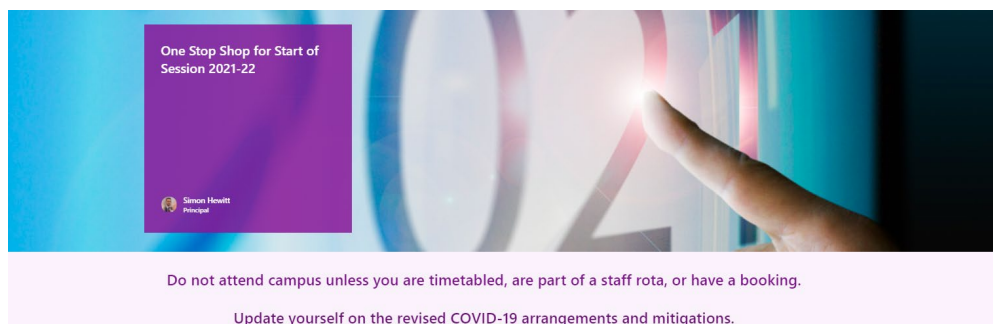
The COVID-19 Business continuity piece continues to be the major focus for the College, with significant ongoing efforts going into the Health & Safety and Communications / Ways of Working elements of this response.

The move by the Scottish government to 'Beyond Level 0' mitigations has been welcomed, but it is noted that a range of COVID-19 restrictions and requirements remain in place for Colleges. This includes the maintenance of 1 metre physical distancing on campus and the continued requirement to wear face coverings in most College settings.

Significant work has been undertaken to review and update signage, one way systems and the guidance and related information available to staff.

Leadership, Communication and Ways of Working

COVID-19 related information and communications have been updated for session 2021/22, and previous versions removed. A new 'Project 2021/22' portal site and new 'One Stop Shop' has been created to avoid confusion between current and previous guidance.



Health and Safety Information

The following information is of high importance and all staff should make time to read through this as soon as possible.

<h4>Summary of Current 'Beyond level 0' Mitigations</h4> <p>Be aware, take personal responsibility, and act carefully, cautiously, and sensibly at all times</p> <p>Follow one metre physical distancing</p> <p>Follow updated one-way systems</p> <p>Keep windows / doors open to improve ventilation</p> <p>Wear your face covering on campus</p> <p>Practice good hand and respiratory hygiene</p> <p>Only attend campus when required</p> <p>Further details are available in our High Level Principles and Guidance for 2021-22</p>	<h4>The Health and Safety Information Pack has been updated. All staff should read this and follow the guidance provided</h4> <p>The College Wide Risk Assessment has been updated and is available from the above link and in the Project 2021-22 risk assessment page.</p> <p>The Health and Safety Information Pack (Risk package) is available here</p> <p>Departmental Risk Assessments will be updated in line with the new mitigations and relevant sector specific guidance and made available for the end of August 2021.</p>	<h4>Do you need to update your Individual Risk Assessment?</h4> <p>You should update your Individual Risk Assessment if:</p> <ul style="list-style-type: none">You are returning to campus for the first time (including new staff)You have had a significant change in your health or wellbeing circumstances since you last completed an individual risk assessment <p>The Scottish Government Individual Risk Assessment Guidance has more details</p>
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Supporting this work, the College has refreshed the High Level Principles underpinning our COVID response and is progressing a joint statement on health and safety with our unions and Students' Association. A copy of the High Level Principles is enclosed as Appendix 1 below.

An update on COVID 19 arrangements will be provided at the meeting.

2. 2021/2022 Student Recruitment – Staffing Impacts

As members of the Learning, Teaching and Quality Committee will be aware, full-time student recruitment for 2021/2022 has been challenging and remains slightly below target (c 600 students). Extensive work is being undertaken to enhance student recruitment, and also to increase activities in other aspects of provision to ensure that the College meets its overall credit activity target.

Student recruitment patterns are inevitably skewed in respect of curriculum area and as a result the College is managing some areas where staff will not be on their full timetables. The approach being adopted is one of transparency, with a focus on maintaining the efficiency of delivery (for example by merging smaller groups) and utilising any additional staffing capacity to support in-team or cross-College priorities and projects. This position will continue to be monitored and managed within current budgets relative to overall recruitment patterns and curriculum change.

3. Voluntary Severance

Following approval by the Board in December 2020 for the re-opening on the voluntary severance scheme a total of 26 applications were received (18 academic and 8 support). All applications have been progressed and final outcomes confirmed. As a result:

- Thirteen applications have been approved (7 Academic and 6 Support)
- VS (and pensions strain costs) totalled £255k
- Annual salary savings will total £390k
- All outcomes reflect the workforce planning approaches discussed previously.

It is anticipated that the scheme will reopen for further applications prior to the end of the current calendar year.

4. National Bargaining

Arrangements in respect of the national support staff Job Evaluation exercise continue to progress slowly, with an update on this produced in June 2021. Details of work being undertaken is available on the NJNC website: <https://njncscotlandscolleges.ac.uk/job-eval-latest-news/>

National negotiations have opened in respect of pay/conditions arrangements for 2021/22. Opening offers for both academic and support staff have been considered and discussions are on-going.

The College is working through a local dispute that has been raised in respect of the application of arrangements around the Transfer to Permanency conditions. This dispute relates to the hours of work and the FTE calculation used for these roles. Discussions on this are being progressed at national officer level.

5. Local Union Arrangements

Following the departure of two long-standing union representatives in July 2021, a number of 'new faces' have taken up roles as union and health and safety representatives for the local EIS/FELA branch. This includes the appointment of George McAteer, Curriculum & Quality Leader in Computing, as branch chair.

Discussions have progressed well on joint ways of working to support approaches, behaviours and expectations between the College and unions for the benefit of staff and students. A copy of the final agreed document underpinning our joint ambitions for this is included as Appendix 2. This approach will be publicised to managers and staff over the coming weeks.

6. Furlough / Job Support Scheme Arrangements

As reported at previous meetings, arrangements around the use of the Government Job Retention 'furlough' scheme have progressed well over the past year, with the Furlough scheme making a significant contribution to job security and financial sustainability.

With the scheme coming to an end this month there are currently no College staff on furlough.

7. Staff Wellbeing

The new session wellbeing calendar is up and running, with some favourites returning (Kitchen Fun with Sophy) and some new sessions (such as yoga, which was previously planned but unable to kick off).

Managers will be undertaking Mental Health Awareness training shortly through Leadership Development Forum to ensure they are prepared and comfortable having mental health conversations with staff. This is considered particularly important at this stage of our return to campus following the extended period of working from home and significant restrictions relating to COVID-19.

8. CPD Planning Group

A core group has been established to lead on College-wide CPD arrangements. A key focus for this group is to identify CPD needs and deliver effective CPD that meets the priorities established by the Senior Academic Leadership Team (SALT) as reported to the Learning, Teaching & Quality Committee as follows.

- **Deliver Engaging and Effective Learning, Teaching and Assessment**

The right blend of delivery is essential for learners and will be achieved by course teams knowing their course frameworks, understanding their learners, and evaluating the learning and teaching approaches that are evidenced to work well. Enablers such as technology, spaces and equipment will also influence the learning, teaching and assessment approaches taken by teaching teams. Course teams involving the Student Representatives throughout the process is critical to ensure learners are learning and making progress towards attainment.

- **Embed an Improvement Culture**

A key priority is to continue to develop the creativity shown by teams over the last 18 months in response to the changes to practices as a result of the pandemic. Teams will reflect and evaluate practices that have worked well and could be enhanced in addition to identifying areas where we can make improvements to have the best impact on the student experience.

With this in mind, we have developed year-long training and development programmes for key groups of staff, including Heads of Curriculum & Quality, Support Managers, and Curriculum and Quality Leaders. These have been scheduled into timetables and with plenty of notice to ensure the ability to attend and engage is matched with the need to attend.

The strands of development have been put together with feedback from staff and in partnership between People Team, Academic Development, Curriculum and Exec / SLT.

With this in place, focusing on key areas of need, the CPD Planning Group will now oversee the ongoing and general College-wide CPD programme to ensure that this is tied into our objectives is meeting the needs of staff and delivers the outcomes anticipated.

9. GTCS Lecturer Registration

Following D&A's participation in the GTCS lecturer registration pilot last session, we are now in a strong position as the national roll out commences. Around 160 of our 320 eligible lecturers registered within the pilot and the remaining staff will complete registrations with the national roll out between now and April 2022.

Last year's successful (100% engagement and pass rate) TQFE cohort will now be eligible to register, marking a key point in their teacher training journey.

Nationally, the Steering Group are making progress with registration rules for those not currently eligible to register with GTCS (due to lack of an eligible qualification or suitable experience).

10. Insights Practitioner Accreditation

As of session 2021-22, the Academic Development team have a new model in place, with a 0.5 Learning and teaching Mentor assigned to each of the 4 academic sectors. To support the mentors with their coaching and development work with the sectors, all the mentors have gone through 4-day Insights Practitioner Accreditation.

This have developed their deep understanding of the Insights model, already widely used within D&A, and officially accredits them to support individuals understanding their profile and delivering crucial team and leadership development training.

A broader plan around use of Insights at D&A will be developed in partnership between the People and Academic Development teams, along with the development of a coaching strategy for D&A.

11. iTrent HR – Payroll System Development

Work has been ongoing through 2021 to move from legacy absence / holiday systems to the HR-Payroll system iTrent being the single place to manage all people-related data. This is progressing well despite some initial challenges around set up, and we expect to be using employee and manager self-service for absence reporting and holidays relatively soon.

12. Internal Communications

We are looking forward to welcoming Jenna Falconer to the Marketing Manager role at the end of September. Jenna has previously held roles with Itison and DLR Media, handling large client portfolios across a range of sectors. Jenna will continue the work undertaken bringing together internal and external communications, supporting the ongoing need for joined up internal and student communications, as well as focusing on recruitment and external messaging for a variety of stakeholders.

13. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely:

- 2.2 – failure to achieve institutional sustainability
- 3.1 – failure to reach aspirational standards in learning, teaching and service delivery
- 3.3 – Legal actions; serious accident; incident or civil/criminal breach
- 3.4 – failure to meet aspirational standards in respect of the health, safety, wellbeing and development of staff and students
- 3.9 – failure to meet PREVENT and related obligations

Authors: Steve Taylor, Vice Principal People and Performance &

Abi Mawhirt, Head of People and Organisational Development

Executive Sponsor: Steve Taylor, Vice Principal People and Performance

COVID 19 PLANNING SESSION 2021/2022

High Level Principles and Guidance

5 August 2021



This paper summarises the high level principles and most up to date guidance that has been adopted by the College in developing and enacting the detailed operational and delivery plans necessary to support the operation of College campuses for session 2021/2022.

The overarching principles that were discussed and agreed with our union representatives remain in place and will continue to inform plans and decision making on an open and transparent basis over the coming months. Ongoing consultation and engagement with our union representatives will support future decision making¹

Overarching Principles

The following overall principles will guide planning and decision making for teams, managers, and the College as a whole in all cases:

1. The Health, Safety and Wellbeing of staff, students and visitors is of paramount importance at all times.
2. Ongoing reference will be made to the most up to date Scottish Government endorsed scientific advice and guidance. Guidance from the [Scottish Government Strategic Framework](#) and related guidance will inform specific timescales and this national guidance will underpin, and be used to inform, clear decisions making.
3. Personal Protective Equipment (PPE) required for college educational settings through Scottish Government or Health and Safety Executive guidance (and for specific vocational activities where appropriate) will be available.
4. Plans and arrangements will take due account of required approaches for social distancing, shielding and engagement with the [Scottish Government Test and Protect Strategy](#).

Key High Level Guidance on Approaches

The following high level guidance should be used by teams to support and inform planning for session 2021/2022 and the adaptation of curriculum and services that may be required to support this.

In considering these adaptations, the anticipated scenario is that the Scottish Government will continue to progress its 'Beyond level 0' planning and mitigations over the initial stages of academic session 2021/2022.

The key high level guidance is as follows.

- **Teams and team members should be engaged regularly in discussions and planning and have opportunities to input to the approaches adopted in respect of the delivery of their curriculum / service** (see also [D&A Way Meetings guidance](#)).

Appendix 1

- **There is a greater emphasis being placed nationally upon personal (rather than enforced) responsibility to reflect individual circumstances (for example double vaccinated vs no vaccine).**

Whilst the overall level of mitigations required is reducing, this change is likely to make arrangements and adherence / enforcement more complex. Individual students and staff should be supported where they feel that they want to continue to maintain additional physical distancing, wear face coverings etc and positive discussion / dialogue will assist with this.

- **Where it meets learner needs and makes good educational sense (and you can deliver your course, units, or service remotely) you should continue with this approach.**

This will vary depending on the needs of the subject area, the requirements of the awarding body, the needs of the students and staff and / or the nature of the service. Consideration should continue to be given to how curriculum and services can be adapted to better fit remote delivery. This is likely to include a blend of approaches to support and encourage high quality engagement with learners/service users and offer opportunities to benefit from the on-campus experience as well as remote learning.

- **Where it meets service/learner/colleague needs (and you can work from home, and your line manager is in agreement) you should.**

This will take into account different role needs and the effectiveness of home vs on-campus working. There is no expectation that there will be a full return to campus for staff from the start of session and returns to campus should be planned based on need.

In line with this, we would ask academic staff to limit the time spent on campus when not teaching. This will help to limit overall numbers and support distancing within communal work areas.

This will also help to support the needs of any staff that have not yet had the opportunity to (or are unable to) be vaccinated. Equally, this will also need to support the delivery of a quality College service and the efficiency and effectiveness of activities.

NB, by 13 September 2021 it is anticipated that all College staff will have had the opportunity to be double vaccinated.

- **Students will return to campus from 9 August 2021 onwards.**

We are implementing a staggered start with the majority of mode 17 (full-time) programmes commencing from 13 September 2021.

- **The reporting of COVID cases, suspected cases and self-isolation will remain a requirement. Any instances should be reported through the [COVID Reporting Form](#) available on the staff portal.**

Monitoring and management of COVID cases will continue in line with the appropriate Scottish Government guidance on self-isolation, travel restrictions and outbreak management.

Appendix 1

- **The key steps that any member of staff can take to protect themselves, their loved ones and their colleagues/students is to take up the opportunity to be vaccinated and to undertake regular lateral flow testing.**

Vaccine appointments are available for all over 18 year olds via the [NHS Scotland](#) site [Lateral flow test kits can be booked here](#) and are available for all staff and students on campus.

- **Be aware that guidance and restrictions / opportunities will likely change over time, which will require us to continuously adapt.**

This may include a quicker or slower transition between the Scottish Government level arrangements and sporadic disruption as a result of test, trace, isolate and support activities.

Guidance on Specific Mitigation Arrangements from 9 August 2021

The following mitigations and related arrangements will be in place across all College campuses from 9 August 2021. It is anticipated that these arrangements will be in place until Friday 15 October 2021 and will be reviewed at that point.

- As mitigations are able to (hopefully) be reduced, everyone on College campuses should take responsibility for their personal health and safety and be mindful of the need to act carefully, cautiously and sensibly at all times. This includes taking responsibility for individual behaviour and mitigations.
- Whilst it is no longer a national requirement, one metre physical distancing will be in place and adherence to this strongly encouraged for all students and staff across all campuses.
- Revised one way systems will be in place to support one metre distancing and to help to reduce numbers in smaller spaces. Room capacities will be updated as appropriate.
- Numbers within groups / areas/ activities should be managed to support one metre distancing as necessary.
- Additional ventilation arrangements will continue, supported by CO2 monitoring.
- The use of face coverings (and current exemption arrangements) will continue to be required in all College campuses.
- Hand sanitiser and additional cleaning materials will continue to be provided and good hand and respiratory hygiene should be the norm. Additional cleaning schedules and enhanced cleaning of high use areas will continue.
- Close proximity activities will continue to be subject to additional risk assessments and additional mitigations (such as amended activities or PPE) required in accordance with the relevant sector guidance and risk assessment outcomes as appropriate.

All of the above arrangements will be subject to review as Scottish Government guidance develops.

JOINT CONSULTATION FORUM

High Level Principles and Joint Ways of Working between College and Trade Unions

August 2021



This paper summarises the high level principles and ways of working under which the College and trade union representatives will operate in the best interests of students, staff, and the College as a whole.

These principles are based on the College values of Trust and Respect and are promoted in recognition that our shared values are ultimately evidenced and reflected in the interactions and behaviours shown by all of us involved in industrial and employment relations matters. Mutual respect involves recognising the views, autonomy, status, contribution, and responsibilities of each other and crucially, respectful treatment underpins trust relationships.

It is recognised that the trade unions represent their wider membership and national perspectives and as such are an integral part of College discussions. Furthermore, their contributions take cognisance of both local and national perspectives of the main union bodies. Equally, College requirements will be driven by and reflect national requirements, policies and strategies as well as local needs and approaches.

Trade unions work hard to reflect employees' legitimate expectations to speak, be heard and contribute to debates and decision-making. This benefits employees, employers and the organisation as a whole.

Overarching Principles

The following overarching principles have been agreed jointly between the College and the local EIS/FELA, Unison and GMB representatives to inform working arrangements, individual and collective behaviours, and ways of working on an open and transparent basis. It is recognised that employers and trade unions working jointly together contributes to organisational improvement and supports joint solutions to a wide range of organisational challenges.

These principles underpin our College-Trade Union relationships and ways of working.

1. We will work jointly in the best interests of our students, staff, and the College as a whole.
2. We will focus on solutions, rather than differences, to develop joint ways of working and outcomes that seek to reduce (rather than heighten) areas of difference.
3. We are committed to the creation and maintenance of high quality, professional, and secure/sustainable employment for staff which reflects good employment practices and the principles underpinning the [Fair Work Framework](#), which highlights:

Appendix 2

'The ability to speak, individually or collectively, and to be listened to, is closely linked to the development of respectful and reciprocal workplace relationships. Acknowledging the legitimacy of employee voice reflects the interests of employees, individually and collectively, in everything that an organisation does. It is clear from international evidence that employees and workers want a voice, not only to resolve problems and conflicts (which is important) but also to engage and participate constructively in organisations. Employee voice can improve employee's work experience as well as improving organisational performance.'

4. As managers and union representatives we are committed to modelling, with each other and to the wider College community, the behaviours underpinned through these agreed principles and ways of working.

Key Ways of Working

To support the ongoing implementation of our principles, the following ways of working will be adopted:

- Strong relationships between unions and all levels of management of the organisation are key, underpinned by the essential elements of mutual trust and respect. This should be reflected in the nature, tone, content and timing of our communications and responses.
- When emotions and concerns are heightened, particular care must be taken around clarity of communication and the following of due process and protocol including College procedures and national union protocols on the consideration and escalation of issues.
- It is recognised that there are occasions where 1:1 discussion between College and union representatives may not be appropriate, particularly where there is a need for common / joint understanding of outcomes.

We recognise the benefit of informal networks and conversations alongside formal arrangements and the desire to resolve issues or concerns 'close to source' where possible. This may involve meeting in pairs rather than individually. Equally, a flexible and trust based approach dependent on the nature and scope of the issues arising is recognised by management and unions.

- We recognise and accept it's not personal - management and trade unions will disagree, however people have not 'fallen out'.
- Due consideration should be given to whom is best placed to represent an issue
- We need candour and honesty, even where it may be unpopular. However, it should be noted there is a fine line between candour and honesty and appearing offensive.
- We need to recognise that decisions are not solely about 'winning' and that, at times, compromise on which all can agree should be sought.
- Good conversations and outcomes will be supported by clear lines of communication, contact and delegation.
- Due cognisance should be taken of the limited time that union reps and staff can have due to the nature of their posts and the limitations this can place on the ability to respond. In recognising this, matters should (where possible) be resolved as timeously as possible and deadlines set for progress and conclusion of issues

In agreeing to these principles and ways of working we recognise that representing different views, standpoints and perspectives will (and in most cases should) create discussion, debate and jointly informed outcomes. Healthy debate conducted through agreed arrangements and underpinned by positive behaviours is the desire of all involved.



Human Resources and Development Committee

Thursday 16 September 2021

PAPER D

Staff Discussion Paper – Future Opportunities

Future Strategy and College Developments – Discussion Paper June 2021



1. Overview

The past year has seen very significant changes across the College. The impact of the cyber-attack closely followed by the COVID-19 pandemic has quickly and radically shifted the way in which the whole College operates. Throughout this time the College has been in Business Continuity / Crisis Management mode, with the effort being put into the management of these very major incidents being 'all consuming' at points.

During this time, there has also been significant changes within the Executive and Senior Leadership Team, with the retiral of Grant Ritchie and appointment of Simon Hewitt as his successor, and the subsequent appointment of Julie Grace as Vice Principal Curriculum and Attainment.

This appointment left a vacancy for the role of Director of Curriculum and Attainment and it was identified in November 2020 that the priority at that time was to utilise the salary for this vacancy to help to provide additional remission and other support for teaching teams through semester 2.

The very sad loss of Kevin Murphy at the start of this year has meant that there has been no Director level support since early January 2021. Some temporary input around the strategic project element of the role has been provided during this time by Jim Brown from ESP, with other duties and responsibilities being added to other Senior Leadership Team roles.

Alongside these changes, there are a number of very significant and rapidly evolving developments taking place in our region and for our curriculum. These include but are not limited to:

- Tay Cities Deal
- Michelin Scotland Innovation Parc
- E-Sports Area development
- Eden Project
- HN Next Generation developments
- Post-COVID-19 Economic and Social Recovery
- Post EU arrangements and international learners
- Closer local partnerships / collaboration and joint delivery
- Our response to the Climate Change Emergency

Significant shifts are also expected in terms of our post-COVID-19 ways of working, both for the College and for those we interact with. Further detail is noted in section 4 below, but this is likely to include:

- The rapid development of new pedagogy (remote and online) and ways of delivering our curriculum
- Digital transformation and changes to the way in which we all work
- Changes in how (and when) students, employers and others want to interact with us
- Working and learning on a blended home / campus basis.

As we move hopefully on from the COVID-19 emergency, we need to be focused and structured as a College to change and develop, whilst capitalising on these huge opportunities to ensure we are able to realise the benefits for our students, staff and communities over the coming years.

This paper outlines some of the key opportunities and changes anticipated and how as a College we plan to refocus some of our arrangements and senior responsibilities to achieve this.

2. 2025 Vision and Strategy

Following on from the Good to Great strategy and project, the Board and Senior Leadership team undertook extensive work in late 2019 to create a new strategy and focus for the College for the period through until 2025. This work resulted in the completion of a finalised [‘More Successful Students’](#) Strategy in January 2020.

It was planned in January 2020 that the final draft strategy and the resulting shift in emphasis over the 5-year period (2020 – 2025) would be the subject of input and discussion with staff across a number of different forums. Unfortunately, events from January 2020 onwards stopped this work in its tracks and whilst we have begun working towards the revised strategy, the opportunity to more widely discuss, refine and publicise this has been very limited.

The revised strategy is very much an evolution from the thinking and ways of working developed through Good to Great and we adopted the More Successful Students title to reflect this link and encapsulate what we want D&A to be about.

The strategy also builds upon a number of developing themes within education, the wider public sector, and our local economy, including a greater emphasis and focus on the following three ‘Pledges’ to our communities.

Pledge 1: Strategic Partnerships

As a College we will establish and enhance deeper, more meaningful partnerships both internally and externally to drive sustainability and ensure the best possible experience and outcomes for our learners, employers, and the wider region.

We will deliver this pledge by:

- Maximising opportunities for our learners & clients
- Prioritising sustainability & income generation
- Playing our part in raising the productivity of the region

- Being responsive & agile
- Raising the profile of the College & college learning both locally & nationally
- Being a partner of choice
- Influencing key stakeholders' partners both locally & nationally

Pledge 2: Future Focused

As a College we will deliver our curriculum and services in new and innovative ways that drive success and are engaging, flexible, streamlined and designed in partnership with our learners, people, partners, and wider stakeholders.

We will deliver this pledge by:

- Co-designing sector-leading, modern courses & services
- Being inspirational & inclusive
- Ensuring we are digitally enabled & developed
- Using data to better inform our decision making
- Providing modern & flexible learning spaces

Pledge 3: Thriving Communities

As a College we will foster trusted, supportive, inclusive, and resilient communities that put partnerships, engagement and the health, wellbeing and success of our learners, people, stakeholders, and communities at the core of how we operate.

We will deliver this pledge by:

- Being health & wellbeing focused
- Responding to the Global Climate Emergency
- Ensuring we are trusted & respected
- Being an employer of choice
- Being self-reflective & personal development centred
- Fostering a leadership culture

Whilst the final development and roll out of the 2025 Strategy has been hampered by recent events, it has been clear that the key elements of the strategic pledges are just as important as we move into the post-COVID-19 era.

Over the coming period we will talk much more about the 2025 Strategy, our future direction of travel, and how this influences what we offer as a College, and also how we approach some of the new opportunities available to us and the work and activities that we undertake.

All staff should expect to see the strategy feature more in discussions and future planning over the coming months and there will be opportunities to contribute thoughts and ideas on how this strategy develops and is implemented over time.

3. Major Opportunities and Challenges

As we begin to emerge from the COVID-19 landscape, there are many opportunities arising within our region. A number of these have been developing slowly over the past few years and are now coming to fruition, such as the Tay Cities Deal. These developments will change the landscape of our region and the College needs to be well placed and well organised to make the maximum benefit from these.

Significant work has already been put in to ensure that we are well placed as the education and skills partner within these developments, but we are at the start of this process. Over the next few years, we will need to ensure that our curriculum is refreshed to meet the new opportunities and demands emerging, whilst ensuring that our students and services are the first choice for the new employers and partners coming into our region.

These are very major developments, all of which require a senior strategic input, attendance at meetings, directorship, project leadership and other responsibilities, rapid decision making and, as they develop clear strategic and operational planning to realise the potential benefits in each case.

As with any opportunity, there are also significant challenges and new expectations being placed upon us as a College. A summary of some of the major projects and opportunities is noted below.

3.1 Tay Cities Deal

The College is currently involved in three major Tay Cities Deal projects.

The first of these - The Tay Cities Engineering Project - is expected to start in summer 2021 and will see a major redevelopment of engineering facilities and services on the Arbroath campus. This is a £4.3 million, 5-year, project which the College will lead, in partnership with Angus Council and a host of engineering companies.

We are also involved in a £2 million Biotech project alongside the University of Dundee and other partners. This project will see a significant increase in Biotech jobs within the region, with D&A providing the technical skills necessary for this workforce.

Similarly, the Small Medium Sized Enterprise (SME) project will support skills training and development across the Tayside area, with the College hosting the staffing and benefitting from input to the wide range of training and skills development being offered.

In each case projects will include an element of funding to support the management, operational and delivery costs involved and will bring in c.£9 million additional income (with related expenditures) over the next 10 years.

A fourth project, to expand the work undertaken through the Angus Shared Apprenticeship Scheme across the rest of the Tay Cities area, is also being developed. The College would be a lead partner in this c.£2.5 million project alongside Angus Council.

These are just some of the projects developing under the Tay Cities Deal, with other projects involving most of our key public sector partners in development over the next 10 years. This includes a significant 'skills pot' across the full range of other Tay Cities projects that will support a very wide range of education and skills development within the region.

The Tay Cities deal is just one of the major opportunities within our region, with other major developments such as Michelin, E-Sports and The Eden Project all requiring similar levels of senior staff input.

3.2 Michelin Scotland Innovation Parc (M.S.I.P.)

M.S.I.P. is a major development taking shape on the former Michelin factory site in Dundee to create a manufacturing and assembly innovation site with a focus on sustainable energy and hybrid / green transport. The site is now operational, and work is progressing through M.S.I.P. and a number of national agencies to bring a range of national and international employers into our region. Information on the M.S.I.P. development is [available here](#).

The College has been at the heart of this development and is the main skills partner working with M.S.I.P. to create an Advanced Skills Academy on the site which will develop the skills needed to train the workforce in low carbon, green energy, hydrogen, battery storage, offshore wind, remote control systems, and advanced manufacturing. An Innovation Centre is also planned to allow research, prototyping and development with the College, Dundee and Abertay Universities and Industry partners.

Although impacted by COVID-19 restrictions, the Advanced Skills Academy space has been earmarked on the site and external funding secured to support this development. Work to create a skills space to the College's specification will begin in the near future and it is anticipated that the first students will have an opportunity to learn alongside industry partners from Autumn 2021.

3.3 Northern Lights E-Sports Arena & Eden Project Scotland

[Plans for a 4000 capacity E-Sports arena on the Dundee Waterfront](#) are well developed, with this scheduled to open in 2024. This is another major development for the region, with the arena bringing a range of traditional events, marketing and customer service roles alongside high level ICT and streaming technology roles.

E-Sports is recognised as a major and rapidly growing sector and the College is working in partnership with Abertay University to create the 'skills and qualification pipeline' from non-advanced level through HNC/D and into Abertay Degree programmes needed to meet this demand.

Whilst in its early stages, work is progressing with Dundee City Council to site the proposed Eden Project Scotland in a central site in Dundee. This is another very major development and the College, alongside Dundee University, has been involved in discussions around how we can support the broad range of curriculum and skills needed for a major attraction of this type.

Alongside the range of other regional opportunities and the curriculum portfolio and other changes that these are likely to bring, there are also significant developments taking place in our learning, teaching, service, and qualification structures.

3.4 Higher National Next Generation Developments

The development of the next generation of Higher National qualifications (HN Next Gen) is starting to progress rapidly, with national pilots beginning to roll out in certain curriculum areas. The HN Next Gen design rules will be different from current practice and are likely to see significant levels of integration and project-based learning embedded within qualification structures.

This is a major (and for many of us a very welcome and long overdue) shift that will impact on individual curriculum teams as well as cross-College learning and teaching practice, support arrangements and services.

It is anticipated that a cross-College practitioners' group will be formed, led at senior level, to support Next Gen implementation, support teams and develop / share good practice as these new qualifications progress.

3.5 Curriculum Trends and Economic Recovery

Longer term trends in recruitment, coupled with the range of post COVID-19 economic recovery initiatives and funds are likely to continue the move towards more part time and shorter term course options and delivery funded from a mixture of different sources. We have seen this beginning to emerge in areas such as Pathway Apprenticeships.

Alongside the curriculum aspects of these developments, there is also an increased contract and project management responsibility that arises. It is expected that many of these initiatives will continue over the next few years in support of regional economic recovery. Each of these will have its own eligibility requirements, intricacies, and complexities to be understood and built into our future strategies and activities. This will change some of our traditional recruitment and timetabling patterns and arrangements as we adapt to different curriculum, planning and funding arrangements.

3.6 Scottish Funding Council Review

The Scottish Funding Council are currently undertaking [a review of tertiary education](#) looking at a number of elements and aspects of partnership working / collaboration, funding, organisation and other arrangements across the college and university sectors.

The early part of this review has been focused on supporting institutions through the COVID-19 pandemic, but it is anticipated that there will be changes in how SFC works with both colleges and universities going forward.

The College has welcomed this review and we have contributed to the review consultation and working groups over recent months. The review is ongoing and we will continue to engage with the review process and its outcomes as this progresses.

3.7 Community Engagement and Social Recovery

One of the positive developments through the COVID-19 pandemic has been an increase in community engagement and cross-sectoral working. This fits seamlessly with our 2025 Strategy and has seen a host of new partnerships and opportunities developing with our local authorities, our two local universities, the third sector and a range of different employers and employer organisations. These links have helped us to support our student community in new ways and will support greater engagement and recruitment opportunities going forward.

We are keen to further develop our community engagement activities to make the best use of the range of skills and support available to us from others. This is also about our part as (what the Scottish Funding Council are calling) an 'Anchor Institution' within our region, providing long-term support, stability, and pathways into education from all sections of our community.

Increased collaboration and partnership working are key features of the current Scottish Funding Council review and it is anticipated that this will demand greater input over the coming years.

The combination of economic and social recovery, underpinned by greater emphasis on partnership working, is expected to be a major strategic driver for all colleges (and other public sector agencies) going forward.

3.8 International Activities

With the UK leaving the European Union and the move from the transition phase to full exit from the EU, our international activities and operations require further review. It is increasingly clear that the previous project and mobilities opportunities available to the College, staff and students will dry up, and that replacements (such as the UK government 'Turing Scheme') are unlikely to replace these fully.

Similarly, changes in immigration policies make travel to the UK for study and work reasons more challenging and are impacting on entitlements to fees and student funding.

There are a number of activities and projects that the College is committed to over a significant period, but it is anticipated that this area of the College will decline as the strategic project area grows.

Staffing within the international area has decreased in recent years and discussions will be held to consider and identify the appropriate alternative opportunities for the current project and administrative staffing.

3.9 Recruitment, Promotion and College Profile

One of the underpinning themes of Good to Great was the extent to which we could see our traditional markets and recruitment being squeezed by increasing numbers of young people staying at school combined with universities seeking to widen access and attract learners that would traditionally attend college.

This trend is continuing, and the COVID-19 pandemic (and reduction in university international recruitment) has heightened this even further and it is anticipated that this will be impacted further by Brexit and tighter border controls over the coming years.

To put this in context, our full-time applications are currently (June 2021) around 650 lower than they were 2 years ago.

The move to remote and online learning over the past year has also increased opportunity and choice for many of our potential learners who previously may not have thought about applying for a course outwith the D&A region. Conversely, the growth in our own remote and online offer provides an opportunity for us to recruit on a wider basis than previously.

Many of the new opportunities and initiatives will need us to be at the forefront of the thinking and minds of a wide range of employers, community partners, stakeholders, and others in a way that we have not always been in the past. As a College we need to be systematically raising our profile (from a strong base) and promoting the excellent learning, teaching, services, and opportunities that we offer.

To support this, a review of our marketing and promotions arrangements, structures and approaches has been progressing and further input and ideas on this are being discussed with the Marketing Team and wider College.

Thoughts and ideas on how we can further develop and enhance the promotional and recruitment activities of the College through the [consultation inbox](#) would be welcome. Any new ideas and opportunities will be considered alongside the review activities being undertaken will help us to further develop activity, support much needed increases in recruitment, and further extend the positive profile of the College.

3.10 The Climate Emergency

There are also major developments on the horizon in respect of the Climate Change Emergency and the increasingly pressing need for significant action at international, national, organisational, and individual levels to address this.

This will provide major opportunities for the College to develop its curriculum (especially within STEM areas) and 'green jobs' and will also create new demands in terms of our sustainability strategies and activities.

This is an area where the College already has a strong track record and over the coming months and years, we expect the Climate Emergency focus to pervade everything that we do as a College and as a community. This will impact on our curriculum and will see even greater emphasis is likely to see a need for new activities, developments and plans to reduce our carbon footprint, enhance recycling, and minimise waste.

The promotion and embedding of the [UN Global Sustainable Development Goals](#) in our education and operations will increasingly influence our work through to 2030.

In all of these cases, there are significant opportunities available to the College, but we need to be around the right tables and be getting the College and skills / learning message across on every opportunity. This takes significant time and input and at the current time, the range and scope of senior leadership roles does not match up fully with the requirements and opportunities arising. This is not just a senior leadership team issue, and thoughts and feedback around how we better support the various demands and opportunities are welcome.

4 New Ways of Working (WoW)

The COVID-19 pandemic has pushed everyone into online learning and service delivery in a way that we could not have envisaged 18 months ago. This has been a very rapid shift and we are all aware that, whilst we have made the best of it, the approaches, arrangements and support available is not necessarily what we would have wanted.

Over the coming year we will have greater opportunities to reflect on the skills developed and lessons learned over the past 18 months and to better plan and shape high quality remote delivery going forward.

There have been many questions raised about what future blended delivery will look like, and there is work to be done to support and lead teams and sectors to find the approaches and ways of working that best meet the needs of our students.

It is a similar picture in terms of services. Whilst we have coped with the provision of remote services, it is clear that many of our ways of working were designed to be 'paper based' and need to be redeveloped and redesigned to be genuinely and easily accessible online.

These developments are bound up in our ongoing digital, ways of working, and business process transformation and this will assume even greater significance over the coming few years. This will require a clear direction of travel to be further developed and implemented to support aligned decision making and to inform the significant investment that will be required.

It is clear that a blended approach to working and learning will be the norm for almost all parts of the College and there will be a need to support and progress this through the way in which we work as a College and in the organisational, technical, pedagogical and development support that we provide for students and staff.

Many staff have been asking what the future arrangements of the College will be, and to support planning, conversation, and engagement around this the following approaches will be progressed.

4.1 Remaining COVID-19 Phase

Whilst it appears that the worst of the COVID-19 pandemic is now past, and things are returning to 'normal', it seems clear that the early part (at least) of academic year 2021/22 will still be impacted by COVID-19 mitigations, distancing and other restrictions.

Under the current Scottish Government level system this is likely to mean that some of our current arrangements and approaches will need to remain in place for a further period. Particularly important within this will be the rules and guidance around physical distancing for learners and staff on campus, the requirement to deliver blended / restricted blended learning, and the rules in respect of working from home.

We also know that there will be an effort needed to support our deferred learners (from 2020/21 and 2019/20) to complete the remaining parts of their learning and assessment.

As a result, we are not yet fully able to consider or plan what our ways of working will really look like once all COVID-19 restrictions are gone.

We expect that much of the early part of academic year 2021/22 will be similar to the past few weeks, but with a reducing restrictions as time goes on.

As restrictions are relaxed, we will have more opportunity to have learners on campus, and to support face to face interactions and other events/activities, even where all or parts of the learning is continuing online.

In terms of planning for 2021/22, we have asked teams to plan delivery approaches, timetables and working arrangements on the assumption that there will be a more limited need for physical distancing, but that other restrictions may remain in place. In all cases we need to be mindful that requirements and guidelines may continue to change.

4.2 Planning Future Ways of Working (WoW)

It is clear that the world, and the ways in which we all work and learn, will not return to the way they were pre-COVID-19. There are major opportunities and advancements available through the technologies and approaches developed over the past 18 months, but equally there are risks and negatives as well.

Feedback from learners and staff highlights an expected mix, where some are really enjoying the new online world, others don't, but the significant majority like elements of it

but also want to spend time on campus. The clear conclusion is that it is a blended approach that will bring the greatest benefits in most situations. The exact mix of that blend is, however, the significant factor in making the new ways of working successful.

Several colleges and others have adopted a mechanistic approach to this, identifying that a specific proportion of activity should be delivered 'online'. We feel that this is not the D&A Way, and that an arbitrary proportion or 'one size fits all' approach is not in the interests of staff, learners, or the quality of service we provide.

To genuinely meet the needs of our learners it is clear that the blend needed will vary from area to area and from service to service. This will be dependent upon things like the different learner groups and curriculum, access to the right technologies and work / study spaces, and availability of the appropriate support.

Looking ahead it is inevitable that blended and online learning, teaching and services will form a part of how we all live and work, but the arrangements will differ between areas, and will change over time as we react and respond to different learner and staff needs.

This is a major development for the College, and getting this right is something that we want to take some time to work through. Over the coming months a New Ways of Working Project Workstream will be established to take forward developments. We want to engage with staff around this and whenever it is possible, we want to organise a whole-College Service Design event to engage staff from all parts of the College in co-designing what D&A's Future Work & Study looks like.

We anticipate that this development will be at least as significant as Good to Great was, and we will use 2021/2022 academic year as a pilot to engage with learners and staff and inform and develop future arrangements.

These developments will be supported by a range of clear guiding principles that will support us in reviewing options and making decisions. These principles are currently in draft form and will be discussed with our unions before being finalised. A draft copy of these is included as appendix 1 to this paper and thoughts/feedback on this approach is welcomed.

5 Initial Developments

To address the changing demands and growing opportunities noted above the following changes will be progressed over the next few months.

5.1 Director of Learning & Teaching Enhancement

Reporting to the Vice Principal Curriculum & Attainment, we will replace one of the current Director of Curriculum vacancies in the next few weeks with an updated role of Director of Learning & Teaching Enhancement.

This postholder will assume senior responsibility for structured curriculum and portfolio review to create a coherent modern curriculum (including leading as required in areas such as HN Next Generation and Economic Recovery Initiatives). The Director will lead on excellence and innovation in learning and teaching practice and will also work with the Students' Association, the Academic Development Team and others to build our learning community, creating more successful students by improving retention and deeper engagement in learning.

5.2 Strategic Projects Team

It is planned that a Strategic Projects Team will be created over the coming months. This new team will be responsible for the operational leadership of the Tay Cities Deal and other significant strategic projects. This team (and related project staffing) will be fully funded through Tay Cities and other projects.

This will include the leadership and coordination of the project teams delivering and managing individual projects, undertaking the administration required to support projects and funding drawdown, and identifying and securing significant new funds from the opportunities available to support project opportunities that align with College strategy and activities.

5.3 D&A Future Ways of Working Workstream

The D&A Future Ways of Working (and studying) Workstream will be formed for the start of academic year 2021/22.

The workstream will pull together individuals from Curriculum, Support Services, ICT, LDR, People Team and the Students' Association, but more importantly will look at how the future of work and study can be co-designed by staff and learners over the coming year. Initial thoughts and input on this are welcome and arrangements for this workstream will develop further over the coming weeks.

6 Wider Roles & Opportunities

As detailed above, it is proposed that a number of changes to College-wide operating arrangements be made to align with the strategic direction outlined in section 2 and to better support activities and address a number of the gaps outlined in section 3. In the most part these are developments to pre-existing roles, and thoughts and feedback on College approaches and opportunities around these activities / themes is welcomed.

Areas where developments / changes are likely to be needed include:

6.1 Community Partnerships

To support the further development of our strategy and arrangements around community engagement and partnerships with our key local authority and third sector agencies, we will need to enhance operations / support in this area. This will include developing links to create clearer and more structured routes into College for those currently supported through the services in Community Learning and Development, regional employability partnerships, child poverty projects, social / urban regeneration and other similar initiatives is an expanding area of activity.

6.2 Administration

Supporting the wide range of administrative requirements and activities required across the College is more complex than ever. Arrangements will be discussed in respect of the development and operation of the new / additional administrative processes and reporting attached to strategic projects and economic and social recovery initiatives.

6.3 Marketing and PR

As detailed above, a review of marketing and promotional arrangements is currently underway and changes arising from this, including the leadership and management of this critical service, will be considered over the coming period.

6.4 Finance

With the decline in European projects and activities in recent years, the Finance Team opted not to replace the role of International Project Accountant when a vacancy arose earlier this session.

The growth in the complex financial arrangements surrounding the Tay Cities and other strategic projects will grow this input again and arrangements to support the financial side of this work will be reviewed relative to the additional income generated.

6.5 Senior Leadership Team

To support the new opportunities and ways of working, the Senior Leadership team is reviewing the range and spread of remits / roles to ensure that there are clear lines of responsibility and oversight for the various opportunities, developments and activities detailed in section 3.

These discussions remain focussed on a core Executive Team with senior responsibility to the Board and Scottish Funding Council for the operation and success of the College, supported by a wider Senior Leadership Team with areas of specialism and senior leadership responsibility.

SLT roles will pick up cross-College responsibilities (in addition to functional roles) around the major strategic priorities and areas of development outlined in this paper. We are keen to build upon the approaches and ways of working that have worked well through the cyber-attack and COVID-19 planning. This includes using 'agile' and workstream approaches, led at SLT level, to bring together diverse knowledge and expertise to focus on particular tasks and / or themes. This has been a successful development over the past 18 months and is an opportunity to engage and involve different staff in projects and activities as well as focusing significant skill and experience on areas of important need.

6.6 Student Engagement and Service Design

One of the real positive elements to come out of the past 18 months has been the extent to which the involvement and engagement of students in key activities and planning has increased. This has brought real benefits to many of our activities and arrangements and can be seen in the satisfaction and engagement we have maintained (and grown) despite the major challenges we have all faced.

As the College progresses, we want to build on this experience and ensure that engagement with our students and Students' Association underpins the way in which we plan, work, and reflect on what we do.

We have invested significantly in service design training for a wide range of staff in recent years and we want to continue to do this. We will support and encourage the increased use of service design methodologies to engage with students, staff, and other stakeholders in future developments where appropriate.

7 Costs and Finances

Through this paper we have purposely sought to stay away from costs, savings, and financial analysis. Whilst we must always be mindful of our cost base and the pressures that arise from limited available funding, we want all staff to think about the opportunities and changes that we are facing and how we can best organise and work together to make the most of these.

We are keen to develop future opportunities and ways of working that meet the needs of the College and the future development of the curriculum and services that we offer.

There are significant opportunities for the College to attract and draw down significant new funds, and we will aim to maximise what we can from these. Other activities / developments will be managed within our normal operating budgets and spend.

8 Discussion and Feedback Arrangements

The purpose of this paper is to introduce the 2025 Strategy and to provide staff with an initial understanding of the direction of travel the strategy suggests. This paper is also designed to provide all staff with an awareness of the significant project and other opportunities developing within the Dundee and Angus region.

Both of these developments, along with the future ways of working, will change the way in which we operate and will influence our future curriculum and services. Feedback and views on all of the points and information provided above is very welcome.

Through previous exercises (such as structure changes and savings plan proposals) good and constructive feedback has been received which has helped to shape and improve on initial plans.

It is hoped that staff across the College will take the opportunity to read through the paper and proposals, discuss it with colleagues and provide comment and feedback.

To support this, the email consultation@dundeeandangus.ac.uk is available to direct all feedback.

Staff are very welcome to provide thoughts / feedback on any element of the paper, but to help to focus this, particular thoughts / comments on the following would be particularly useful:

- The overall approach / direction of travel outlined within the 2025 Strategy and pledges.
- Thoughts on the range of key developments / opportunities for our region outlined in section 3, particularly in terms of how teams feel they can engage with or benefit from these opportunities.
- Thoughts or comments on what our future ways of work and study may look like, including thoughts on how we get this right for our learners, staff and stakeholders.
- Thought or comments around the opportunities, changes and direction of travel outlined through sections 5 and 6.

To support this a range of staff Q&A sessions will be advertised as detailed in the timeline noted below.

9. Timelines

There is no single timeline in terms of the different aspects and elements of this paper. Some of these elements – such as changes to the way in which we all work – have been forced upon us through the COVID-19 pandemic but will continue to develop and evolve over 2021/22 as we move out of COVID-19 restrictions. Other elements, such as the Tay Cities Deal, are progressing now but final timescales and decision points will be outwith College control.

There are, however, elements of activity that are under our control, and to support discussion and feedback the following timeline is designed to encourage and allow open discussion on the changes proposed, whilst also ensuring that certain elements can be developed for the start of session 2021/2022.

The planned timeline for change is as follows:

Date/s	Activities
w/b 7 June 2021	Discussion paper published via Staff Portal.
June – End August 2021	Comment, discussion and feedback sought via the Consultation email address , with further opportunity to discuss comments, concerns and ideas directly with the Executive Team through staff Q&A sessions.
August 2021	Opportunity for Joint Consultation Forum (JCF) meeting with trade unions to discuss future strategy and developments.
Summer 2021	Recruitment for Director of Learning & Teaching Recruitment for Tay Cities project roles commencing (dependent upon Tay Cities project timelines / approvals)

10. Conclusions

The opportunities and changes outlined within this paper are significant and build upon the 2025 Strategy and the way in which the College – and other sectors – want to work together in the interests of our communities.

The world has changed because of COVID-19, but alongside this there are other equally as significant factors that we need to focus on. The technological advancements signalled by M.S.I.P. and E-Sports give us an opportunity to be a part of major developments in our economy, whilst climate change is likely to increasingly feature in everything that we do.

It has been difficult over the past 18 months to look too far ahead, or to find the ‘headspace’ to think about major new developments and opportunities. We do know, however, that these developments are progressing around us and this paper is designed to support staff awareness of these and to provide an opportunity for all staff consider and comment on how we respond to these.

Feedback is welcomed and we encourage staff to take the opportunity over the coming weeks to reflect and discuss these proposals and how this will impact them. We look forward to engaging with staff from across the College to discuss, inform and co-design opportunities and developments for the future.

2021-22 FUTURE WAYS OF WORKING

Draft High Level Principles and Guidance

JUNE 2021



The following principles will guide planning and decision making for the WoW Workstream, teams, managers, and the College as a whole when considering and implementing future ways of working. These principles have co-dependencies across people, digital, estates, workforce planning and other College strategies such as business development and Climate Emergency:

1. Current and future COVID-19 mitigations and guidance will take precedence in line with the COVID-19 High Level Principles adopted in May 2020.
2. Academic year 2021/2022 will be a transition year, providing an opportunity to move forward from the pandemic restrictions and to consider and pilot the new ways of working that best suit the needs of learners, staff, and others.
3. Our focus will be on delivering learning, teaching and services in the most effective and successful way we can.
4. Three main 'work types' will underpin future consideration and planning. These are:
 - Remote Work – Stakeholders can engage more effectively on a remote basis
 - Blended Work – some stakeholders can engage remotely, others on campus.
 - Campus Work – all stakeholders/services are on campus

Work types will be determined based on the nature of the job role and the needs of learners / service users and are likely to remain fluid as arrangements progress.

5. We will engage with staff, learners, and other stakeholders to inform choices and create new ways of working that improve outcomes and genuinely meet needs. The principles and methodologies of Service Design will support this, and we will use data effectively to inform decisions.
6. Teams and team members should be engaged regularly in discussions / planning and have opportunities to input to the approaches adopted in respect of the delivery of their curriculum / service (see D&A Way Meetings guidance).
7. Technology will support as an enabler but is not necessarily the driver of new ways of working.
8. Future ways of working should be mindful of the Climate Emergency, and our Climate Emergency Action Plan will help to inform developments.



Human Resources and Development Committee

Thursday 16 September 2021

PAPER E

Health and Safety Annual Report

BOARD OF MANAGEMENT

Human Resources and Development Committee Thursday 16 September 2021



Health and Safety Annual Report August 2020 – July 2021

Paper for information

1. Introduction

This report has been created to identify and document the College's Health and Safety team's performance and progress for the academic year 2020/21. This report augments the regular notes of the Health, Safety and Well-Being Committee.

This academic year has mainly been spent supporting departments and staff during the COVID-19 pandemic, reviewing the current detailed operational and delivery plans necessary to support the reopening of college campuses and the return to face to face and onsite delivery of curriculum and services in line with the most up to date Scottish Government guidance.

2. Advice and Support

The Health and Safety Teams core activities this academic year, has been spend supporting departments and staff during this COVID-19 Pandemic and involved:

- Supporting curriculum departments in creating their COVID-19 risk assessments and identifying measures requiring to be implemented to protect the health and safety of all staff, students, and visitors.
- Working with the Estates Team, across the three campuses, with the implementation of several mitigation factors including physical distancing, hand hygiene and respiratory hygiene measures to allow the safe use of the campuses.
- Providing staff who are working from home with the necessary advice and guidance.

The team's core work has also 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
- 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

3. Health and Safety Training

The People Team primarily organise training through EduCare, the new Mandatory Training Provider. Training will move into 'themed years' for ongoing completion of mandatory training, with each year having a different theme. This means all staff know which training modules should be completed that year. This will then form the basis of the ongoing update of mandatory training across the College for all staff, as the themed years will repeat, meaning everyone completed Health and Safety training every three years. The following courses continued to be delivered by the Health & Safety team.

- IOSH Managing Safely (External and Line Management Staff)
- IOSH Working Safely (External clients)

Curriculum Based

The Health and Safety Team continue to support several department lecturers across all campuses in the delivery of Health and Safety units within the curriculum. However due to the remote learning arrangements during the pandemic this has been greatly reduced this academic year.

4. LOcHER

Creative learning of health and safety significantly decreased this year. This was a common theme throughout the sector and in industry due to the restriction imposed by the pandemic. As a result, the Safety Groups UK suspended its awards which means we still retain the Lord Cullen trophy for innovation following the success of the Asbestos Awareness film produced by Princes Trust Team 94 in 2018 and subsequently the Winter Health Check programme by the Motor Vehicle Students in 2019.

5. Workplace Inspections

The Health and Safety team carried out periodic safety tours of various areas across the three campuses. Any unsafe practices were discussed with the appropriate line manager and / or recorded.

Departmental safety Checklists were sent out to 35 Managers in September 2020 and given 5 weeks to complete and return. The majority of areas returned the checklists within the allocated time, with the last returned in January 2021. 6 areas failed to return their checklist.

Safety checklists will be sent out again in August 2021, with an expected return date of the end of September. These checklists will be compared to the previous submission to ensure ongoing issues are actioned or highlighted.

An HM Inspector from the Health and Safety Executive along with an Environmental Health Officer from Dundee City Council conducted an inspection of Dundee and Angus College on Thursday 26th November 2020. The inspection focused on COVID19 management of the Hair and Beauty department. This department was selected as a focus due to its nature as a close contact activity. The inspection also broadened to other close contact activities and COVID19 management systems. The inspector's commented on several good practices and no significant recommendations were received.

6. Fire Arrangements and Emergency Evacuation

Fire drills were planned for semester 2 but due to changes in the Scottish Government protection levels within Dundee and Angus these were cancelled as it would not have been appropriate for staff and students to congregate in corridors, stairwells and at the assemble points.

There have been very few false alarms this semester probably due to the reduced numbers and activities on campus. However, there were a couple of activations of the fire alarm system of the tower block at Kingsway Campus during May, due to contractor work. The building was efficiently evacuated, and no concerns were raised by the fire reporting officer. Fire risk assessments reviews for each campus will be undertaken during the summer break.

The annual servicing of fire extinguishers at Kingsway and Gardyne Campus will also be carried out during the summer break. Arbroath Campus will be undertaken in November.

7. Accidents, Incidents and Near Misses (AINM)

The number of first aiders on each campus was reduced due to staff working from home. However, there was adequate provision for the reduced numbers of staff and students on campus.

A new system for recording AINM's was introduced during the academic session. The link is available from the staff portal and an app can also be downloaded to a phone or tablet.

3 accidents were reported to RIDDOR during the 2020/21 academic term.

- A student had a piece of hot slag which went behind their safety glasses and burned their eye.
- A student's foot got caught in the tractor/trailer hitching, causing a fracture.
- A staff member received a cut to the arm when a grinder "kicked back".

None of the accidents, as yet, have resulted in an investigation by the Health and Safety Executive.

Figures 1 -6 below breaks down the AINM's by various categories.

Figure 1

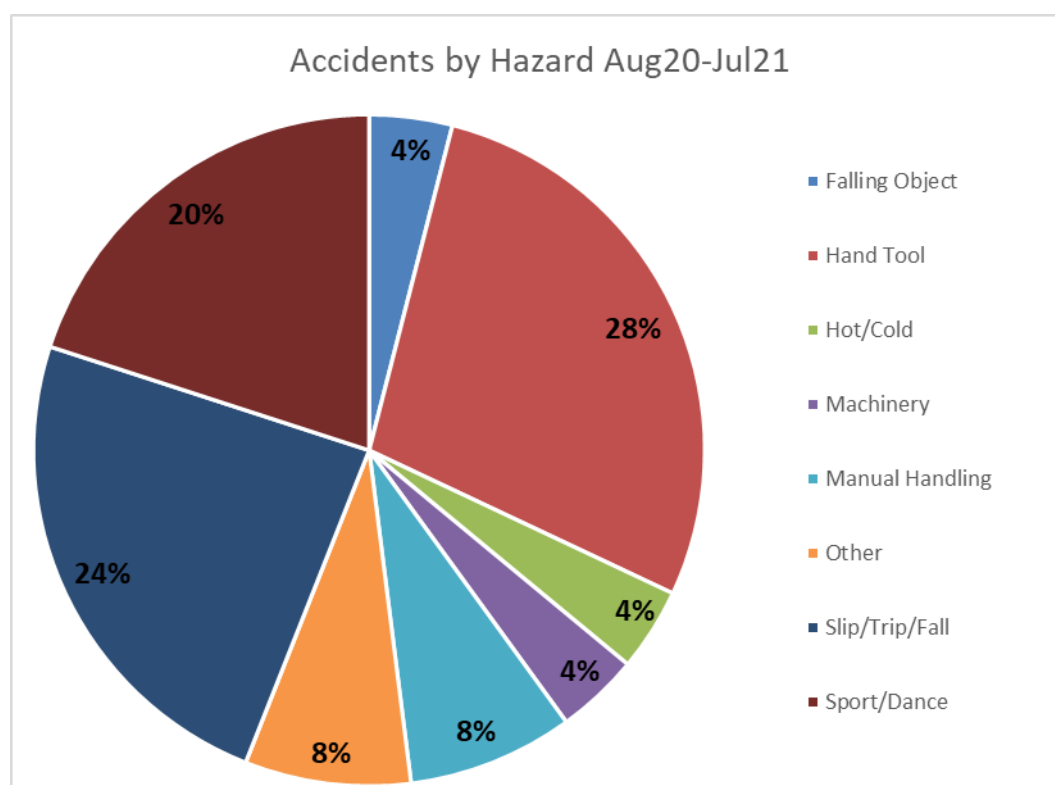


Figure 2

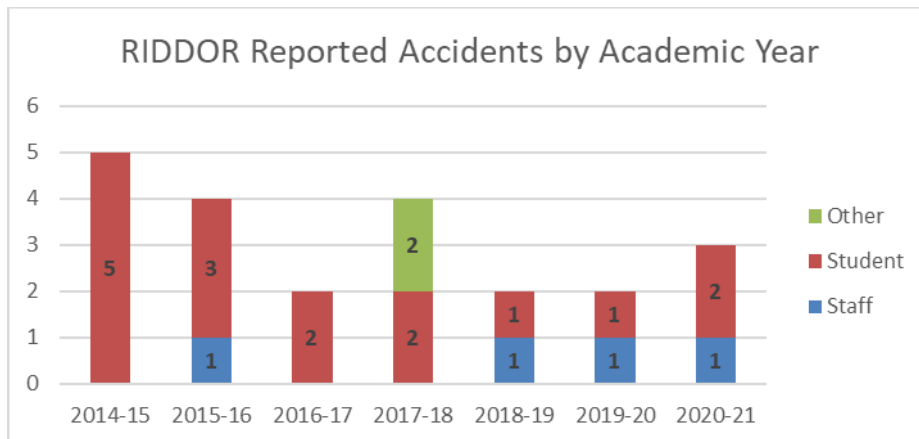


Figure 3

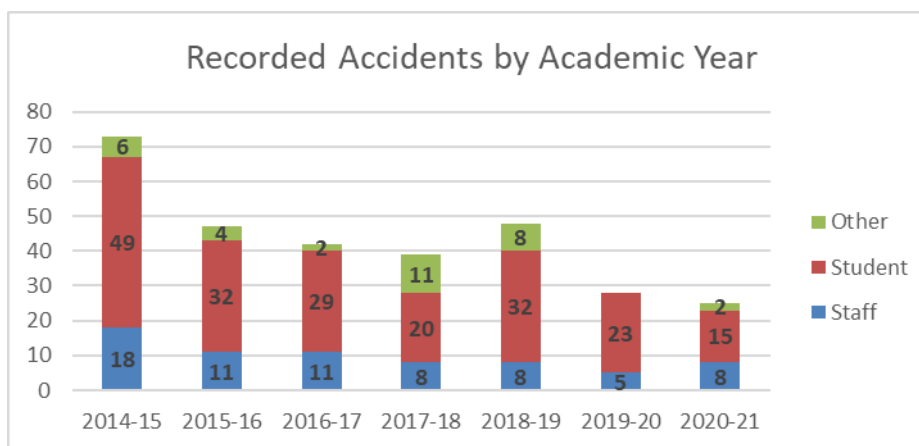


Figure 4

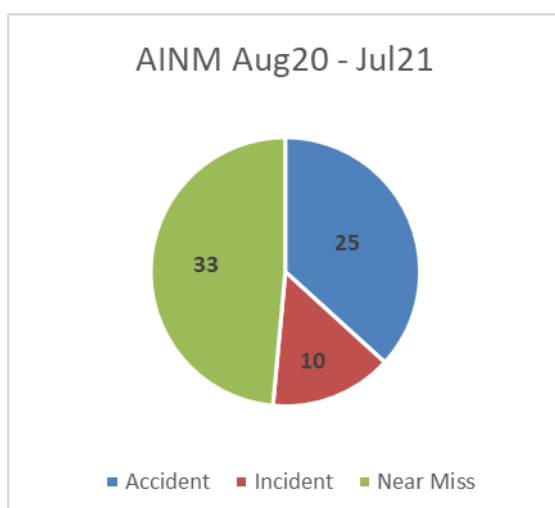


Figure 5

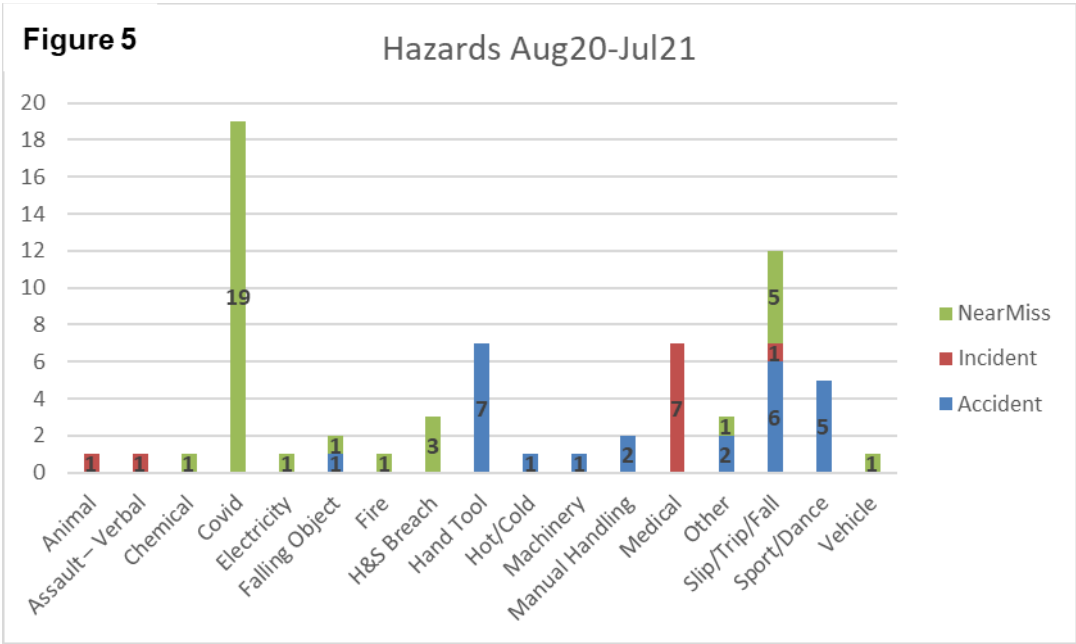
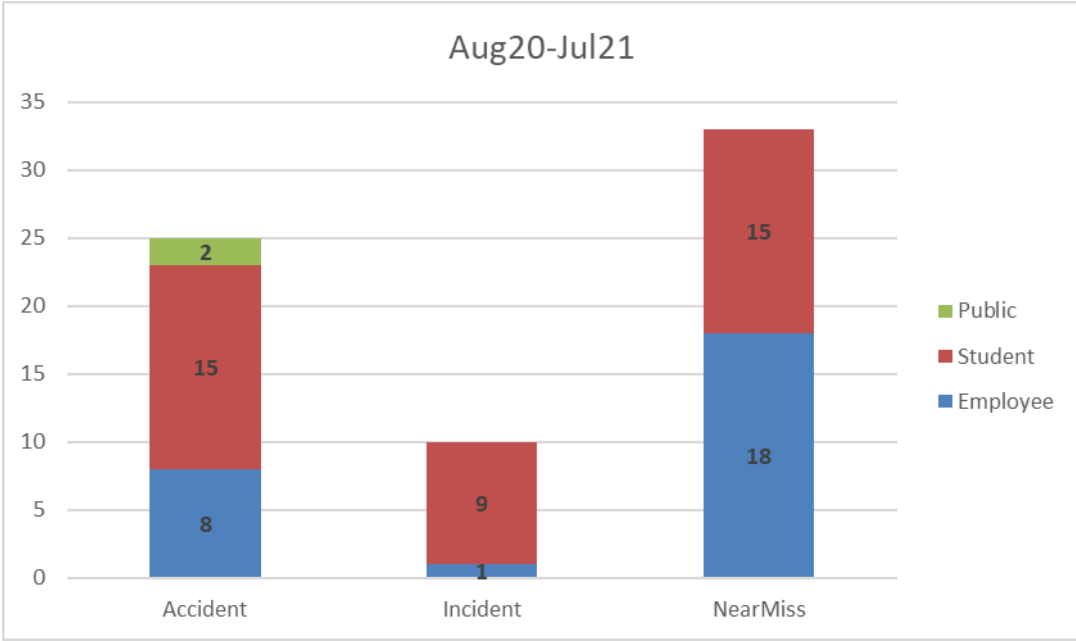


Figure 6



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



Human Resources and Development Committee

Thursday 16 September 2021

PAPER F

Strategic Risk Register

BOARD OF MANAGEMENT

Human Resource & Development Committee

Thursday 16 September 2021



Strategic Risk Register Update

Paper for approval

1. Allocation of Risks to Board Committees

Following discussion at the Audit and Risk Committee in May 2019, the Board of Management agreed at its meeting in September 2019 that key strategic risks be allocated to each Board Committee for regular review and consideration.

The Strategic Risk Register now highlights the allocation 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.

2. Consideration of Risks to Board Committees

In making these changes, each Committee has also been asked to 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.

3. Review of Risks Allocated to the Committee within the Strategic Risk Register

The draft September 2021 Strategic Risk Register is enclosed.

It should be noted that no changes have been made to this in respect of the risks allocated to the Human Resource & Development Committee.

4. Review of Risks Allocated to the Committee within the COVID 19 Risk Register

Given the current COVID 19 pandemic, an additional temporary COVID 19 Strategic Risk Register has been developed to record the additional risk associated with identified areas of College operation at the current time.

This Risk Register includes the following risk areas fall within the remit of the Human Resource and Development Committee, with revised scoring and additional elements in respect of mitigation and monitoring highlighted for each.

- 3.4 Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students
The post mitigation likelihood of this risk has been reduced following assessment of 2020/21 arrangements in place and as result of vaccination numbers within the community.
- 3.7 Industrial Relations Problems (including industrial action)
- 3.11 Significant or catastrophic Covid 19 outbreak/infection rate impacts on ability to deliver learning, teaching or other core services.
The post mitigation likelihood of this risk has been reduced following assessment of 2020/21 arrangements in place and as result of vaccination numbers within the community
- 3.12 Post pandemic ways of working and workforce planning fails to meet the needs of staff and College strategic/operational needs
New risk to reflect post-pandemic planning and requirements.

5. Approval

In respect of the above information approval is sought on the Strategic Risk Register as it relates to the operation of the Committee.

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



STRATEGIC RISK REGISTER

2021 - 2022

As at September 2021

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	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	Chair	Chair of the Board of Management	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	Lead 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">Robust strategic planningEffective environmental scanningStrong partnershipsClear links between strategy and practiceConcerted demands for increased activity levels	4	1	4	<ul style="list-style-type: none">Robust monitoring via ROAClear performance metricsAmendment of strategic direction/ plansRolling curriculum review	Prin & Chair
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">Effective environmental scanningNegotiation/influence at national level	4	2	8	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plansFinancial strategy sensitivities	Prin & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projectsResponsiveness to new opportunities	5	3	15	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plans/ curriculumFinancial strategyWorkforce planningInternational strategy & planningPost Brexit planning	Prin

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none">Ability of the College to meet key regional strategies/objectivesFinancial loss or unmanageable financial riskReputational loss	4	3	12	<ul style="list-style-type: none">Effective project/activity management in placeClear governance structuresProject/initiative finances clearly incorporated within College financial strategy and plansEnd of project and exit/contingency planning	3	2	6	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesClear project Management arrangements in placeBudget reporting and management	Principal, VPC&A
1.5 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS New Risk given significant current reviews	4	4	16	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projects and response to new opportunities	4	1	4	<ul style="list-style-type: none">Robust monitoring via ROAAmendment of strategic direction/ plansRolling curriculum review	Prin

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2 Financial										
2.1 F&P	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for reduced funding 	2	3	6	<ul style="list-style-type: none"> Advance modelling of new funding methodologies and allocations Monitoring impact of changes Amendment of strategic or operational direction/plans Financial strategy sensitivities 	VPCS
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	3	12	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Detailed monitoring of savings programmes 	VPCS
2.3 F&P	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities Workforce planning 	VPP&P, VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2	Financial (cont)									
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPCS
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPCS
2.6 F&P	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	<ul style="list-style-type: none"> Multi-year estates strategy and capital planning Lobbying of SFC on capital and backlog maintenance funding Planning for D&A Foundation bids 	2	2	4	<ul style="list-style-type: none"> Monitoring of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	VPCS

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	<ul style="list-style-type: none"> Clear and proactive approaches to managing and promoting health, safety and wellbeing Continuous self-evaluation and action planning Rigorous CPD arrangements in place Regular staff and learner feedback arrangements 	3	2	6	<ul style="list-style-type: none"> Regular employee engagement monitoring Open communication with staff Comprehensive monitoring of key PIs and student/staff feedback Regular union/management dialogue 	VPP&P, VPCS
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches 	4	2	8	<ul style="list-style-type: none"> Stakeholder engagement Social media monitoring arrangements 	VPC&A, DirC&A
3.6 HRD	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of bargaining outcomes and implementation 	4	3	12	<ul style="list-style-type: none"> Positive union relations and staff communication On-going discussions with staff Innovation in approaches 	VPP&P, VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	2	8	<ul style="list-style-type: none"> Regular union/management dialogue Regular employee engagement monitoring Open communication with staff Industrial action continuity planning 	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing GDPR Action Plan Staff CPD 	VPC&A, HoICT
3.9 HRD	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	VPC&A, VPP&P

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.10 HRD	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPC&A, VPP&P

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									

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

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STRATEGIC RISK REGISTER COVID 19 SPECIFIC MITIGATIONS

2021 - 2022

As at September 2021

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	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	Chair	Chair of the Board of Management	4	Major	Probable
	VPCA	Vice Principal Curriculum & Attainment			5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT			POST MITIGATION EVALUATION			Lead Responsibility
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	
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"> Regular strategic analysis and assessment of need for change Strong engagement with government and key partners – influencing national priorities Clear prioritisation of activities Focus on core business 	4	3	12	<ul style="list-style-type: none"> Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to Chairs Amendment of strategic direction/ plans Rolling curriculum, activity and priority review and implementation of new approaches/services where needed Engagement with government and other partners 	Prin & Chair
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Clear prioritisation of activities Effective project/activity management in place Strong engagement with partners/funders Clear governance structures Project/initiative finances clearly understood and reviewed regularly Project cessation, pausing or contingency planning in place 	4	2	8	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Budget reporting and management 	Principal, VPC&A

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

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	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
1	Strategic and Structural									

1.6 Board	Post pandemic planning fails to meet the needs of the D&A Region and/or national priorities on economic and social recovery New risk to reflect post-pandemic requirements	4	3	12	<ul style="list-style-type: none">Regular strategic analysis and assessment of need for changeStrong engagement with government and key partners – influencing national prioritiesClear prioritisation of activitiesFocus on core businessRevised economic and social recovery activities	3	2	6	<ul style="list-style-type: none">Regular monitoring of new/updated activities and outcomesAmendment of strategic direction/ plansRolling curriculum, activity and priority review and implementation of new approaches/services where neededEngagement with government and other partnersEmployer and Community engagement	Prin
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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with government, SFC and other funders Robust and effective budgetary control Where required, swift action to implement savings Increased focus on cash position 	4	2	8	<ul style="list-style-type: none"> Monthly monitoring of budgets Engagement with government and other partners Detailed monitoring of income optimisation and savings programmes 	VPCS
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Revised financial controls: segregation of duties and review of transactions. Review of impact of changes in ways of working, authorisation arrangements Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls and revised arrangements 	VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									
3.1 LT&Q	Failure to reach aspirational standards in learning, teaching and service delivery Post mitigation risk amended to reflect changed position re learner outcomes and holistic assessment arrangements.	4	3	12	<ul style="list-style-type: none"> Clear input and engagement with revised quality arrangements and priority actions Rigorous CPD arrangements in place to support new ways of working Regular learner feedback and engagement arrangements 	3	2	6	<ul style="list-style-type: none"> Comprehensive monitoring of engagement of learners in learning (where possible) Engagement with revised quality arrangements Outcome monitoring 	VPC&A, VPP&P, DirC&A
3.2 LT&Q	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> Engagement and communication strategy with compliance bodies Clear input and engagement with revised quality arrangements and priority actions Prioritisation of activities/outcomes 	3	2	6	<ul style="list-style-type: none"> Effective internal monitoring/review/verification arrangements Engagement with revised quality arrangements and contingency plans Outcome monitoring/recording 	VPP&P, VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students Post mitigation risk reduced following assessment of control and mitigation arrangements in place throughout 2020/21: no outbreaks and no evidence of on campus transmission.	3	4	12	<ul style="list-style-type: none">• Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site• Project 2020 developments and mitigations• Outbreak management plan• Enhanced awareness of challenges/support needs• Extensive CPD arrangements in place – Home Working Hub• Regular staff and learner feedback arrangements	3	2	6	<ul style="list-style-type: none">• Regular employee engagement monitoring• Maintaining and reporting on physical distancing measures• Open communication with staff• Monitoring of formal and informal feedback – student and staff feedback• Regular union/management dialogue	VPP&P, VPCS
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none">• Marketing strategy• Reputation plan• Positive marketing approaches• Outbreak management communications plan	4	3	12	<ul style="list-style-type: none">• Positive marketing plan• Regular stakeholder engagement• Social media engagement and monitoring arrangements	Prin DirC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management engagement and support 	4	2	8	<ul style="list-style-type: none"> Regular union/management dialogue Open communication with staff Effective management engagement and support 	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Additional awareness raising of WFH risks Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection awareness raising Effective information and data security policies in operation Regular data security monitoring/testing Staff CPD 	VPC&A, HoICT
3.11 HRD	Significant or catastrophic Covid 19 outbreak/infection rate impacts on ability to deliver learning, teaching or other core services Post mitigation risk reduced following assessment of control and mitigation arrangements in place throughout 2020/21: no outbreaks and no evidence of on campus transmission.	4	3	12	<ul style="list-style-type: none"> Clear scenario and contingency planning COVID 19 H&S mitigations in place, monitored and adapted where required All appropriate government guidance followed 	3	2	6	<ul style="list-style-type: none"> Monitoring of COVID 19 cases and absences Outbreak management arrangements Amendment to support prioritised services 	Prin VPC&A

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3	People and Performance (cont.)									
3.12 HRD	Post pandemic ways of working and workforce planning fails to meet the needs of staff and College strategic/operational needs New risk to reflect post-pandemic requirements	4	3	12	<ul style="list-style-type: none"> New ways of Working Workstream Updated and flexible Workforce planning Extensive engagement with unions / staff on future ways of working Monitoring and rapid action on staff turnover / recruitment 	3	2	6	<ul style="list-style-type: none"> Regular monitoring and evaluation of new/updated ways of working, activities and outcomes Amendment of direction/ workforce plans Engagement with unions/staff Monitoring and rapid action on staff turnover / recruitment 	VPP&P VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									
4.3 A&R	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none">Effective management of ICT arrangementsActive ICT/data security monitoring and cyber security policyAdditional awareness raising of WFH risks and COVID related ‘scams’	4	2	8	<ul style="list-style-type: none">Staff awareness raising/CPD on cyber security issuesRegular security monitoring/testingCyber resilience plan	VPC&A, HoICT
4.5 LT&Q	ICT/Cyber failure significantly disrupts online learning, teaching or other core services	4	3	12	<ul style="list-style-type: none">‘Cloud first’ strategy implementation for major services/systemsClear and robust management of ICT systems	3	1	3	<ul style="list-style-type: none">Systems monitoringOn-going cyber resilience and systems development	HoICT



Human Resources and Development Committee

Thursday 16 September 2021

PAPER G

HR Metrics

BOARD OF MANAGEMENT



Human Resources and Development Committee Thursday 16 September 2021

HR Metrics

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

2020/21 Headcount		% Split	2019/20	2020/21 FTE		% Split	2019/20
Teaching	425	46.6%	418	Teaching	293.6	44.7%	298.3
Other	487	53.4%	478	Other	363.8	55.3%	341.8
Total	912		896	Total	657.4		640.1

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

Staff FTE: Credit Ratios 2020/21					
	2020/21	2019/20		2020/21	2019/20
Total Credits: Staff FTE	163:1	169:1	Total Credits: Teaching Staff FTE:	366:1	363:1

Female & Male Headcount		% Split	2019/20	Temporary & Permanent FTE		% Split	2019/20
Female	581	63.7%	63.2%	Temporary	78.5	11.9%	13.5%
Male	346	36.3%	36.8%	Permanent	578.9	88.1%	86.5%
Other							
Total	912			Total	657.4		

Diversity Data Held	%
Ethnicity/Race	52% (no change)
Disability	51% (up from 46%)
Gender Pay Gap	7.3% (up from 7.2%)
Diversity Data Gaps	38% (down from 44%)

Staff Absence Data

	Staff Absence Rolling Year to 31/07/21	Staff Absence Rolling Year to 26/04/21
Average working days lost per headcount	3.42 days	3.09 days
Working time lost	1.31%	1.19%
Comparison with sector/national rates		
UK All Sector rate (CIPD 2016)	3.3%	
UK Public Sector rate (Unison 2016)	3.4%	

Absence Analysis (Incidents)	Rolling Year to 31/07/21	Rolling Year to 26/04/21
Long Term Absences (4 weeks or more)	56	52
Short Term Absences	324	264
Stress Related Absences – Work related	7	4
Stress Related Absences – Non-work related	57	51

Other HR Metrics

	2020/21	2019/20 Full Year
Staff Turnover Rate (non-forced)	6.69%	6.19%
Employee Hearings		
Discipline	3	2
Grievance	2	4
Tribunal Actions	0	0
Recruitment Exercises	131	105
Current Vacancies	9	

3. OD Metrics

	2020/21	2019/20 Full Year
Engagement with Leading Learning Academy (per team)	100%	100%
Number of internal CPD events delivered and external events supported	307	422
Number of attendances at internal and external CPD events per employee headcount	1594	2349 2.34
Organisational Development budget per employee headcount	-	£110
Engagement survey ratings (annual/periodic)	-	83%
Employees participating in College-wide strategy and working groups % of employee headcount	-	14%

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 2020/21	New Starts	Not Started	In progress: On Track	In progress: Behind	Completed	Total
Academic	42	0	26	0	16	42
Support	85	0	48	0	37	85

Training & Development Completion Rates

Activity	2020/21 Completion Rate to date
Development Reviews	35%
Mandatory Training	
Safeguarding	79%
Health & Safety	69%
Fire Safety	71%
GDPR	73%
Equalities	72%
Display Screen Equipment	66%
Cyber Security	70%

The above figures represent completion rates since the introduction of the new mandatory online training matrices in August 2020. As we have transitioned to a new training provider and set A/Y 2020-21 as the 'roll-over' year in which all staff must complete all modules (by Oct 2021).

From 2021-22, we will follow themed years, in which all staff complete 2 or 3 set courses (i.e. H&S related) per academic session, completing all courses over a 3-year rolling basis.

Mandatory training elements had 100% completion over the previous 3-year cycle, which was administered in the previous supplier system. Development Review completion for 2019-20 was c.50% as we launched and monitored initial pilot groups.

4. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

- 2.2 – failure to achieve institutional sustainability
- 3.1 – failure to reach aspirational standards in learning, teaching and service delivery
- 3.3 – Legal actions; serious accident; incident or civil/criminal breach
- 3.4 – failure to meet aspirational standards in respect of the health, safety, wellbeing and development of staff and students
- 3.9 – failure to meet PREVENT and related obligations

Author: Karen Buchan, HR Manager / Colin Lynagh, Business Intelligence Officer

Executive Sponsor: Steve Taylor, Vice Principal People and Performance



Human Resources and Development Committee

Thursday 16 September 2021

PAPER G

Meeting Minutes / Updates

Joint Consultation & Negotiation Forum – 21 May 2021
18 June 2021
11 August 2021

Health, Safety and Wellbeing Committee – 16 June 2021
23 August 2021



JOINT CONSULTATION FORUM

Friday the 21st of May 2021 at 1.30pm Via Teams

PRESENT:

S Hewitt
S Taylor
N Steff
T Bain
Y Cargill
G McAteer

J Dick
W Duke
K Buchan
D Travis
D Deans
A Mawhirt

1.	Apologies Apologies were received from Julie Grace.	Action
2.	Minute of Last Meeting Minutes were agreed from last meeting after a minor amendment of names.	
3.	Matters Arising/Actions Remission time- SH noted this has been discussed however confirmed happy to hold a further meeting if necessary.	
4.	COVID-19 Update SH explained there remained some issues with hair and beauty arrangements due to the need to remove face coverings for some treatments, but that national guidance on this was being updated. The COVID national taskforce was being wound up and replaced with a COVID recovery task force, looking at next year and the planning assumptions that need to be made. The Scottish Government had also confirmed that a clinical group would look at FE and HE arrangements to inform arrangements for 2021/22. JC provided an update on lateral flow testing, confirming the tests are now being picked up from help points, however there was limited engagement and the number of testing kits distributed remained low. Hair and beauty guidance was being updated and would be communicated shortly, students who had other members in their household would be able to use those family members for treatments to progress practical assessments. YC asked if family members would be required to have lateral flow tests before coming into campus. JC confirmed that testing nationally was voluntary. NS asked if the screens on campus are being used to highlight the testing kits.	

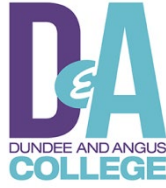
	<p>AM confirmed this was the plan and they should be being used for advertising the test kits.</p> <p>DT raised the issue of long COVID and asked what we could do to acknowledge this and how we mitigate it for students and staff. JC confirmed the number of staff who had contracted Covid was low and noted that the impact of long COVID would be considered for all organisations going forward and that the College could look at those staff that had tested positive to establish any additional needs. JC noted that the mitigations we have in place would likely be the same.</p> <p>YC agreed mitigation and doing as much as we possibly can now is important, however she pointed out that moving back to some normality after August, we may have some students who will have long COVID which could impact on their needs.</p> <p>ST noted that COVID was a new disease and that longer-term needs and support arising would develop over time as impact and symptoms were better known. ST noted that there was a reasonable likelihood that anyone suffering significant symptoms from long Covid could be considered as having a disability under the legislation and noted that the College had long-term absence and other arrangements in place which would kick in to support in those circumstances.</p> <p>NS noted that he was aware of two students with long COVID symptoms and noted we need to make sure support is provided long term. Details of the students would be passed to JC for information.</p> <p>SH stated that he would raise the issue of long COVID as part of the new task force meeting.</p> <p>DT Noted it is really heartening to know that there were provisions in place already for staff with long-term conditions.</p>	
5	<p>Joint Ways of Working Paper</p> <p>SH confirmed he had received some comments on the paper which had been amended to reflect these, and asked for the group to confirm if they are happy to take the paper forward.</p> <p>NS noted he would like a separate meeting to look at the points in the document that still needs clarity.</p> <p>YC agreed that a separate meeting would be beneficial before the end of term if that was possible.</p> <p>SH confirmed he would seek to arrange a meeting sooner rather than later in order to progress how we will work together on the opportunities in the future.</p>	SH
6	<p>Future Strategy and Opportunities</p> <p>SH noted the recent announcement on the planned development of an Eden Project site in Dundee and Tay city deals as well as other major opportunities that would benefit the College and local area. This was positive for funding and Gave the College the ability to enhance our campuses and services.</p>	

	<p>SH stated that he had not been able to speak to staff about the long-term future and wider college developments due to the impacts of COVID but confirmed that he was planning to issue a paper on this to all staff prior to the summer break.</p> <p>SH noted he wanted to engage with staff around the opportunities available and get feedback on how best to progress and develop these. It was hoped to get something out before the summer break and provide time to fully engage with unions, students, staff, and partners.</p> <p>Eden Project - SH summarised that the East Port development was aiming to open in 2025, there were some early curriculum discussions going on at the moment.</p> <p>Michelin (MSIP) – ST noted that there was a lot happening quite quickly, with the Skills Academy being led by D&A. This was progressing well with the hope that this would open in September 2021.</p> <p>Tay Cities - ST provided an update on Tay Cities which he explained hosted a range of projects, within which were huge opportunities for the College.</p> <p>D&A were involved in the TCEP Engineering project, which was a 5-year project that would support the redevelopment of engineering facilities at the Arbroath campus and support increased engagement with employers, schools and others in the area around precision engineering.</p> <p>ST Explained the next project D&A are involved in is the Biotech science project, a £2 million project supporting technician training within biotech/ life sciences and creating a workforce 'pipeline' to support other projects and developments around biotechnology in the region.</p> <p>ST stated that SME project looks at supporting the training needs of small and medium sized businesses. D&A will host the project and have Business Advisory Staff who will work with enterprises to identify training needs and how that support is brokered and provided.</p> <p>Lastly ST explained the Angus Shared Apprenticeship Scheme which allows smaller businesses to share apprentices across businesses was a part of a project that would extend the scheme to the rest of the Tay Cities area and extend this beyond construction apprenticeships.</p> <p>DT noted that a number of staff had contacted union representatives with various concerns about longer term approaches to teaching, remote delivery and workload and asked if SH could comment on that specific point.</p> <p>SH stated that there was a need to gather feedback and look at how we can develop the good practice gained in remote learning and working over the past year and use this to inform and improve how we work in the future. SH stated that this was a longer-term development that staff, and learners should be able to contribute to this. SH stated that it was expected that the start of 2021/22 would still be impacted by COVID arrangements and that it was likely that we would continue to operate and respond to these, rather than be free to deliver in the way in which we wanted. SH noted that there were no radical or arbitrary changes planned in terms of delivery and noted that timetabling was scheduled for the following week, with an assumption that there could be a reduction in physical distancing needs.</p>	
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7	<p>2021/2022 Course Recruitment</p> <p>SH shared a summary of the recruitment against 2019/2020/2021 and outlined that at present we were sitting around 500 students down against previous years. It was noted that this was concerning but expected as pupils had only just returned to school and hadn't had the usual guidance and support from schools and D&A hadn't been into the schools like normal to encourage recruitment.</p> <p>SH stated that Kingsway was showing the biggest decline, followed by Arbroath. He stated that there was increased marketing and other work being undertaken to promote D&A and specific course areas in different ways and asked AM to explain further.</p> <p>AM Explained choose D&A has been launched and a lot information around courses is always part of this however it is harder to reach people with online recruitment days, therefore we will be doing a leaflet drop, You tube, and Sky advertising, and boosting social media posts targeted at specific areas as well as pop up recruitment drives. We will also be seeking feedback to understand if there is anything else we need to be aware of. AM asked the group for comment and suggestions.</p> <p>YC agreed it was no surprise the numbers were reduced and noted she was pleased to see that marketing had increased. YC asked if the figures take into account deferred students YC also commented that evening classes, were popular and wonder if some smaller learning activities would encourage people to come in and see us.</p> <p>SH confirmed that marketing materials included promotion of free offerings we are putting out to have people come and see the campus and stated that the deferred students are not included in the figures. They would be included in overall credits for 2021/22 and the College would prioritise these students. It was noted that deferral numbers would become clearer over the coming weeks.</p> <p>NS asked is there any sign that NC progressing had dropped with the impact of online learning. SH stated that we were not seeing an issue with progression from NC but were seeing it in HNC to HND which was a challenge.</p> <p>DD asked if there was funding available for apprenticeships. SH confirmed that there was currently additional support for various forms of study and noted that the academic partnerships team and others were promoting these opportunities.</p> <p>GM stated that HNC students were not progressing to HND because of remote learning and their desire to get back onto campus.</p>	
8.	<p>Group Feedback/Progress</p> <p>TB Noted there had been a meeting with JG about moving to teams and there had been some feedback, but the work is still ongoing. TB also commented there was still a group to be put together for group tutor role.</p> <p>DT asked for any update regarding TTP. ST confirmed that he had received some further information from S Graham that morning which he would review.</p> <p>DT asked what provision could be put in place for TTP staff if we don't start back until 13th of September. ST confirmed he was happy to look at that and come back to the group.</p>	ST

9.	<p>Union Items</p> <p>NS noted the importance of managers engaging with their teams when planning a return to campus. SH agreed that this was important.</p> <p>GM raised a concern that staff were being disciplined for H&S breaches, but students were not. JC stated that there had not been large numbers of issues raised (for either students or staff) and noted that it was important that any significant breaches were reported so that they could be investigated, and action taken where appropriate.</p> <p>GM stated that he was concerned that whilst there may be a policy regarding student discipline, this was not being reinforced. JC noted that this was everyone's individual's responsibility to report H&S breaches and noted that this could be picked up separately if it was needed.</p> <p>TB stated there was not enough emphasis on student responsibility and stated that there was a need to reinforce this as some students seem to get away with everything. JC noted the need for staff to report near misses with students to ensure these could be actioned.</p> <p>JC noted work progressing on student induction and noted that further emphasis would be put on the importance of appropriate behaviours.</p>	
10.	<p>Finance Update</p> <p>JC summarised the most recent budget reports highlighting that the College was projecting a positive out-turn of £960k which may be supplemented by the additional £898k sustainability funding provided to minimise deferral of students into next year.</p> <p>JC noted that the major factor had been the ability to draw down c£1.5 million from the JRS and noted that, without this, College would be in significantly worse position.</p> <p>DT asked if we could use some of this funding to increase the number of Metre Greeters. JC Confirmed part of the money had been used for this purpose.</p> <p>SH stated that we did need to continue to balance funds across all areas and noted that we had had a better year than anticipated but we still needed to be cautious about next year as there remained many unknowns.</p> <p>NS stated he wouldn't criticise Metre Greeters, but it was more about how they are deployed; would they be better in a different area for example.</p> <p>JC noted that was why it is important that some of the group walk the campus with them, this would be helpful because we can then provide feedback about where they were located etc.</p> <p>ST noted that he was concerned that the Metre Greeters were being seen as an 'easy target' and noted that they were only a part of the arrangements and were there to supplement, rather than replace, the responsibilities of every member of staff whilst on campus. ST noted that it was sad that the Metre Greeters were singled out when they were not in a particular area, rather than this being recognised as a responsibility for all staff.</p>	

11.	National Bargaining ST confirmed that resolution had been reached to the national dispute. It was noted that national job evaluation continued to progress slowly.	
12.	BREXIT Update ST stated that there were no substantive updates but that some impacts around procurement and delivery had been noted. DT asked about EU mobilities being delayed. ST stated that these had been delayed due to the pandemic and stated that it was looking less likely that these could go ahead.	
13.	Policy Review Group AM noted that the PRG group had met on 6th May, where the Malpractice policy and procedure were discussed and agreed with Gail Graham. The Professional Learning and Development Policy was also discussed after a range of terminology and GTC registration related updates. This would be finalised for publication shortly.	
14.	AOCB JD asked if staff who have not been at work due to furlough could be mentioned at the staff awards, it would be great if we can thank them as part of the Principal's speech. SH confirmed this was an important point and would certainly look to do that.	
15.	Date of Next Meeting 10am on Friday the 18th of June	



JOINT CONSULTATION FORUM

Friday 18th June 2021 at 9am

PRESENT:

S Hewitt
S Taylor
N Steff
T Bain
Y Cargill
G McAteer
J Grace

J Dick
D Smith
K Buchan
D Travis
D Deans
A Mawhirt
J Carnegie

- | | | Action |
|---|---|--------|
| 1 | Apologies | |
| | No apologies noted. | |
| 2 | Minutes agreed from previous meeting | |
| | Minutes were agreed. | |
| 3 | Matters arising | |
| | Agreed there are three outstanding actions, an update will be posted in the team's site for everyone to review. | |
| 4 | COVID-19 Updates | |
| | DT asked for clarity about when the TTP contracts would commence next year; ST confirmed TTP staff will start back on the 23 rd of August. | |
| | NS queried whether it would be useful to review any support staff that may be eligible. ST confirmed he will arrange. | ST |
| | SH noted there has been great progress made at resulting students. Some students will remain working through the summer break in certain areas. | |
| | JG confirmed there will be enhanced cleaning, caretakers etc. will be on site to ensure COVID mitigations remain in place, some staff will come in over the summer to help, we still have 12,000 students to result but 80% have been progressed. The staff have been brilliant to support and prepare for next year too. | |
| | NS asked if there could be a summary of COVID cases to reinforce the work everyone has put in around mitigations is worthwhile and needs to continue. JC confirmed this would be shared. | JC |

SH noted it's difficult to determine what next year will look like. Even moving down through the levels, it is difficult to get clarity. The new government task force has produced a report which gives a clear outline of vaccinations for 18-29 year olds, this coincides with the beginning of next academic year and this suggests it will be restricted and points to another challenging start to next year. The task force talked about the mitigations and the importance of them, but pace is the urgency, we need the guidance and we have pushed the Scottish Government for that clarity.

JC provided an update on CO2 monitors which will be in place next year. The mitigations that we have in place will also remain, with a refresh to ensure we adhere to all the guidance. Over the summer we will encourage the students to take the vaccine. Workstreams will be reinstated too.

JG commented that in preparing for learning and teaching, everything is timetabled however when the guidance is updated this may need reviewed, we will need to be agile. We will push testing for staff and students. We have got an all staff event in August to have time to connect and plan, however I am sure there will be bumps in the road as we go along.

ST also noted there is some additional work happening over the summer, vulnerable students will be supported along with students who have maybe struggled this year. We will also confirm what the arrangements are for staff coming back on campus.

5 Ways of Working and future developments

AM noted the CPD program for staff coming back on campus is being finalised, we will be launching the program and asking what other training they would like throughout the year. The first few weeks will be update sessions for everyone and all staff will be able to see what the CPD program looks like and know what they can attend.

YC asked about our demographic for the 18+ as many of our students are school links which are slightly younger, assuming we will keep the Metre Greeters to go over good safety procedures and COVID measures. YC noted the H&S information about ventilation and queried whether staff need training in this area.

JC explained sometimes it is simply the opening of the window, however every room has a sign describing how to operate the ventilation system, staff will know how to operate them, but confirmed the message can be reinforced.

JC

GM asked if all comms about updates can be sent to all reps to make sure they are all up to date before it goes on the Portal.

**SH /
Exec**

NS asked about courses that start mid-August, asking if the support staff areas that are needed, are starting back early with the students.

JG noted managers are aware of the courses starting, in terms of front-line staff they will be back and study zones will be open over the summer.

JD confirmed a limited canteen service will be on offer when students return from around the 11th

DT asked if PTV/TTP staff claims be expanded to cover development work for these staff. SH explained it's business as usual where staff have a lot of development work they need to speak to their line manager and agree the work that is needed before commencing it, to agree the hours needed.

GM commented there should be guidelines for how many hours are needed. JG confirmed the guidance exists and the staff member should speak to the line manager before they develop anything to understand how many hours can be given.

DT and YC noted the importance of staff being aware of the guidance / protocol and TB commented that the guidance will be brought in as training next year.

NS asked if laptops will be issued to students for next year as they were last year. SH confirmed there are conversations being had with students about laptops that are required, we are also having conversations with students who need to return equipment, and we have also ordered more equipment.

SH noted that next year will be a transition year, and we will need to speak to staff, evaluate and approach pilots and transition with an open mind. There will be a ways of working work stream. A paper has been shared and going forward with this we need to ensure conversations are happening and staff are getting involved in the conversations.

NS commented it would be good to ensure that everyone's contributions and ideas come back to the senior team. SH confirmed there will be different avenues for people to share their ideas and thoughts. YC noted that allowing staff to share ideas and suggestions without micromanagement was important.

TB highlighted that speaking to staff is important, though noted concern that the move to Teams hasn't been progressed in that way, one team has had material taken by LDR and they are inputting it for them, the staff won't be able to update this themselves because of licence issues, hopefully this can change as this format with Rise won't work. JG confirmed that point around this department has been raised, LDR is investigating alternatives for the team. SH noted licence costs have increased by up to 70% in some cases and options are therefore being explored.

6

Union Items

GM commented he would like to say thanks and goodbye to YC and DT.

SH echoed GM's sentiments and paid tribute to the long service of both YC and DT supporting both staff and students over the years. The group all shared their best wishes and thanks.

7 Policy Review Group

AM confirmed there will be a catch up with YC to discuss any outstanding points.

8 AOCB

TB noted she was teaching on the days JCF were scheduled for next semester. GM will review.

9 Next meeting will take place on 11 August 2021 at 10.30am.



JOINT CONSULTATION FORUM

Wednesday 11 August 2021 at 10.30am

PRESENT:

S Hewitt
N Steff
T Bain
G McAteer
J Grace
J Carnegie

J Dick
D Smith
F O'Duibhinn
D Deans
A Mawhirt

- 1 Apologies** **Action**
Apologies were received from A Williamson, K Buchan and S Taylor.
- 2 Minutes agreed from previous meeting**
Minutes were agreed.
- 3 Matters arising** **ST**
NS queried the finalisation of Support staff eligible for TTP, ST will pick up when he returns from leave.

Other matters were closed off following agreement of completion.
- 4 COVID-19 Updates – Start of Session 2021-22**
SH delivered an overview presentation covering start of term arrangements, which was also shared with LDF. JC and AM supported, covering H&S and support and training.

TB queried the expectations around teaching and arrangements for being on campus teaching in September. JG noted timetables are progressing as developed pre-summer and any further information would be shared at team meetings.
- 5 Discussion/Engagement Arrangements - Future Developments and Ways of Working**
Following the presentation, the group discussed a range of elements related to COVID, start of session and ways of working.

JC noted that there are 5 CO² monitors per campus, and these will be put into high priority areas, and they can be moved as and when required. Discussion took place around location of monitors and the possible purchase of further monitors if needed.

NS noted arrangements for office-based working, with SH confirming staff should still work from home where possible. JC reinforced that personal responsibility must be exercised and staff should change location if uncomfortable, and work with others on site to make sure 'bottle neck' areas are avoided.

6 Union Items

JCF and Management Working Together Document

NS noted that most of the document is ready to go, and a form of wording was agreed for the final point to allow sign off of the document.

NS

Annual Leave Carry Over

NS raised concerns that there are examples of managers refusing carry over of annual leave which fall within the agreed approaches to this. SH will pick this up with Exec / SLT to take forward.

SH

Timing of JCF Meetings

EIS are generally timetabled on Wednesday ams, and jointly the unions are available on Fridays. SH will liaise with Tracey D'All re: updating time.

SH

H&S Presentation

GMcA noted some concerns over the approach of the H&S induction for staff and asked that it was reviewed prior to delivery to staff. JC confirmed she will take this forward.

JC

Tea Breaks

ST had discussed with support unions; ST to pick up.

Sub-Groups

Groups and membership to be finalised / updated. TB will share list in JCF chat.

ST

TB

Week Spans

GM noted decisions regarding length of courses (32 weeks +) were not clear. JG noted that communication around this can be reviewed and there are external consequences re: SAAS and funding for making changes. SH noted over a third of courses are taught over more than 32 weeks. Further discussion took place around practice across other colleges. SH to arrange meeting.

SH

TTP

SH will request that ST provide an update on return from leave.

SH/ST

7 Policy Review Group

AM noted that PRG met in July and discussed the disciplinary policy and procedure. Some additions were agreed reflecting ACAS guidance which will be completed and files republished.

EIS representation on PRG to be confirmed for this session's meetings. At present, meetings are scheduled as and when required, along with use of the PRG channel in the JCF Team. It was agreed an initial meeting would be held with the group and new EIS rep to discuss arrangements for this year.

8 AOCB

No further business was raised.

9 Next meeting date

Wednesday 20 October 2021 at 10.30am

Health, Safety & Wellbeing Committee Meeting

Draft Note of Last Meeting Wednesday 16 June 2021



Minute of the Health, Safety and Wellbeing Committee meeting held on Wednesday 16 June 2021 via Microsoft Teams.

PRESENT:

J Carnegie (Chair)	J Grant
K Buchan	B Gray
A Cathro	A Monks
J Cooper	F O'Duibhinn
J Dick	

APOLOGIES: W Duke, J Beresford, C Ditchburn, P Duke, B Grace, S McGregor, G McGillivray, G McAteer, C Parker, S Rennie, K Robinson, C Strachan, M Swan, S Swinley and S Thom.

1. WELCOME AND HOUSEKEEPING

J Carnegie welcomed the group and congratulated Amy Monks on her Student President success.

2. NOTE OF LAST MEETING

Notes of last meeting were agreed as an accurate reflection.

3. MATTERS ARISING

All closed off from last meeting apart from 7.0 which should be closed off in August.

4. COVID-19 Mitigation Planning

a. Scottish Government guidance

J Carnegie updated the group on the latest Scottish Government guidance. There is a review of the 2m physical distancing requirement which should be completed by the end of this month. It has been suggested that if Colleges are in level zero physical distancing will be reduced to 1m. Consideration is also being given for when regions are below level zero and what mitigations will be required. However, this may be delayed following the latest Scottish Government announcement on retaining the current regional levels at present. For planning purposes (**f.2021/22 Planning**) 1m physical distancing is being planned for and the continued need for the other mitigations - face coverings and hand sanitiser etc. The Scottish Government are also analyzing the risk of the delta variant and the impact it is having on younger people who have not been vaccinated. They will be encouraging younger people, this summer, to get vaccinated and this will be something the College will be encouraging for new and returning students.

Action Jaki Carnegie & Amy Monks

Fi O'Duibhinn shared an incidence of student non-compliance. J Carnegie emphasised how important it is for staff and others to follow physical distancing and the other mitigations. J Cooper enquired if there would be extra mitigation for our school link classes as they are unlikely to have been vaccinated. J Carnegie mentioned that the Scottish Government are looking at vaccinations for 15 – 18 year old as they are aware that many do come to Colleges. A Cathro informed the group that a review of all ventilation systems was carried out during the easter break by the Estates team and every room was signposted with the type of ventilation available in the room and how to use it.

A Cathro covered points b. – e. due to B Grace and J Beresford being unable to attend the meeting.

b. Estates & Infrastructure Workstream

The key focus of the Estates & Infrastructure Workstream has been the continued support of our students in terms of accessing digital equipment for online learning. J Carnegie mentioned that Co2 monitors have been purchased for each campus and any rooms that staff were concerned with can be assessed.

Action B Grace to inform union representatives.

c. Risk Assessments

All departmental risk assessments were reviewed and updated in advance of the students and staff returning to campus in March. All departmental RAs can be accessed via the staff portal.

d. Testing

Test kits were delivered to all campuses, however the uptake by students and staff has been low. Arbroath 220 kits = 110 people. Gardyne 264 kits = 132 people and Kingsway 297 kits = 148 people. It was noted that some of these are the second issue. The low uptake is common across the College sector. J Carnegie mentioned that the College continues to encourage the use of the test kits. Fi O'Duibhinn asked if there would be any merit in a targeted approach within a department on a designated day. J Carnegie suggested that if a team would like to pursue a targeted approach they should get in touch with Lisa Kelbie or Jackie Beresford. J Cooper suggested that maybe students, who have had COVID, could maybe speak about their experience which might help encourage students to use the test kits. J Carnegie mentioned that this is being considered but the initial focus is to target staff first and the People Team have contacted staff to see if they are willing to share their experiences. K Buchan gave a summary of the responses from the staff contacted and their positive feedback.

Action J Carnegie, F Robinson & A Monks to meet to discuss similar process with students.

Fi O'Duibhinn asked A Monks if there were any plans to issue students with masks and sanitisers when they return to College as part of their induction.

Action J Carnegie to discuss with A Monks.

e. Near miss update

Since the accident, incident and near miss app was launched, there have been an increase in near misses recorded. Initially the near misses were in relation to COVID non-compliance, however more recently, the near misses recorded relate to generic health and safety issues.

5. Staff

a. Sickness Absence Data

K Buchan provided a summary of sickness absence and highlighted that the long term sickness absence has dropped compared to 2020 but short term incidents have increased which may be in correlation with an increase in staff returning to campus rather than working from home. J Carnegie agreed that having a short-term illness was easier managed during home working than having to be on campus. Staff who are on long term sickness absence are continually being supported.

b. Health & Wellbeing

J Cooper provided a summary of her submitted papers. Wellbeing activities have been continuing with mixed levels of engagement. Cooking sessions with Sophy are the most popular especially for staff who are working remotely. CPD sessions are currently being developed for next academic year. A bill is going to parliament regarding how menopause affects woman with the emphasis on increased awareness within the workplace including guidance or policy. The people team have begun the process of developing materials. Menopause café meetings have had a mixed level of engagement.

Staff accessing the wellbeing hub are not particularly high. A better analytical tool to analyse the data is being produced that will provide more accurate data. J Carnegie asked for this to be a standard item on the agenda.

Action J Cooper

Following ad hoc discussions with staff it was noted that some staff are not aware of the wellbeing hub and staff and managers responsibilities around this subject therefore awareness of the benefits of this resource and others need to be increased.

Action J Cooper.

K Buchan highlight that the resources and responsibilities regarding wellbeing will be included in CPD sessions for the start of the new term.

J Cooper highlighted a common theme of staff not having time to access health & wellbeing CPD and suggested, through LDF, that teams have a protective hour once a month to access the various wellbeing resources.

Action K Buchan & J Cooper to consider ways to increase engagement.

c. Managing Stress

J Cooper provided a summary of Stress Working Group meeting. Main themes were:

- Don't want staff to fill up annual or biannual stress assessments.
- Stress risk assessment adjusted to be more user friendly and a guidance note created.
- New resources will be posted on the wellbeing hub.
- A review of the development review process will be carried out to include work life balance and wellbeing.

6. Learner:

a. Student Association

A Monks shared her screen and highlighted the number of staff that had supported students this academic year and how this was reflected in the large number of nominations for the staff awards. SA elections are completed and there is a full complement of officers

across each campus. Supporting student's wellbeing will be a major aim for the team. Lead reps have received WRAP training. Partnerships and collaborations will be expanded to provide a broad spectrum of support for the students. Events will be run throughout the summer which will allow continued engagement with the students and an opportunity for new students to get involved. J Carnegie expressed her support for the coffee and a chat session held last year.

b. Student Support

Due to S Thom's apologies no report or discussion took place.

c. Learner Engagement

J Grant shared his screen and discussed the headlines from semester 2. They were as follows:

- Between January to 26 April there were no outward-bound activities due to Scottish Government restrictions.
- 26 April to now 33 hours have been spent on outward-bound activities.
- Virtual actives did take place including the kilt walk. 16 staff/student completed over 400 miles in one weekend raising £1000 for Scottish Disability Sport. It is planned to do the kilt walk each year.
- 31 hours have been spent on wellbeing online engagement conducting 29 sessions to 480 students. This included support from Head Strong counselling service who provide positive conversation around mental health.
- Afterhours engagement has been very popular with 19 sessions being delivered on various activities involving 285 students. J Carnegie recognised the need for engagement out with college hours. **Action** J Carnegie to discuss the delivery of services with SLT. J Carnegie praised the Students Association and Learner Engagement on all their positive work.
- A blended approach will be considered for next academic year and will include Mindful Monday's sessions.
- A summer program will run between 5 July and 11 August consisting of a variety of activities for existing and new students.
- All the various sessions are available on DA wellbeing YouTube channel.

7. AOCB

J Carnegie asked A Cathro if there was anything that required highlighting in the Health & Safety Officers Report. A Cathro informed the group that there had been another false fire alarm at Kingsway and this issue has been discussed with the contractors.

Training session with departments is planned for August and the Health & Safety Team is awaiting confirmation of the various dates.

8. Proposed Date of Meetings for Session 21/22:

Monday 23 August 2021 at 2.00pm
Monday 17 January 2022 at 2.00pm
Monday 13 June 2022 at 2.00pm

Health, Safety & Wellbeing Committee Meeting

Draft Note of Last Meeting Monday 23 August 2021



Minute of the Health, Safety and Wellbeing Committee meeting held on Monday 23 August 2021 via Microsoft Teams.

PRESENT:	J Carnegie (Chair)	S Rennie
	K Buchan	W Duke
	J Cooper	S McGregor
	F Calvin	M Swan
	B Grace	G McAteer
	J Dick	J King
	C Strachan	K Williams-Robinson
	A Monks	S Sloan

APOLOGIES: J Beresford, C Ditchburn, P Duke, G McGillivray, C Parker, S Swinley, S Thom, A Cathro

1. WELCOME & HOUSEKEEPING

J Carnegie welcomed the group and thanked S Sloan for taking the minutes.

2. NOTE OF LAST MEETING

Notes of last meeting were agreed as an accurate reflection.

3. MATTERS ARISING

All matters arising have been closed off.

4. INTRODUCING FIONA CALVIN

J Carnegie formally introduced Fiona Calvin to the group and F Calvin gave an insight into her professional background and aims going forward. J Carnegie asked for team members to volunteer their departments to aid F Calvin in gaining further knowledge of procedures i.e risk assessments to determine if/where improvements can be made.

5. COVID-19 MITIGATION PLANNING

a. Scottish Government guidance

J Carnegie updated the group on the latest Scottish Government guidance. B Grace summarised the key mitigations in line with Scottish Government guidance for Colleges

- confirmed face coverings are still mandatory indoors,
- 1m physical distancing at all time indoors and outdoors
- Home working still encouraged – staff should only be on campus if they have a CELCAT teaching activity, part of a working rota or booked in online
- Enhanced cleaning regime still in place
- Effective use of ventilation systems very important – all rooms signposted advising the type of ventilation available. Air quality of rooms will be monitored

using CO2 monitors over the coming weeks. – air quality data will be shared with unions

M Swan raised the subject of exemptions, J Carnegie and B Grace confirmed that students requesting exemption should be directed to Student Services as often these students require other additional support and it is in the best interest of the student to be made aware of available support. If an exemption is confirmed, a lanyard will be issued to the student, authorising them to be exempt from wearing a face covering.

W Duke enquired if returning students would need to be re-assessed, J Carnegie advised the initial assessment would stand, unless the student identifies that they have had a change in circumstances.

K Buchan advised staff exemptions will be processed through People Team and if an exemption is confirmed the line manager will be informed and a lanyard will be issued to the staff member via the Help Point.

K Buchan mentioned that 2 staff members have had varying close contact responses regarding self isolation, J Carnegie confirmed the following - self isolation is not mandatory for a Test and Protect close contact notification for anyone over 18 years + 4 months provided the person has been double vaccinated for over 2 weeks at time of notification and a subsequent PCR test is negative. Anyone who has not been double vaccinated is still required to self-isolate even with a negative PCR result. Persons under the age of 18 years + 4 months are not required to self isolate as a close contact notification if PCR test is negative. Persons should still continue to self isolate if COVID-19 has been present in the household.

Action B Grace / J Carnegie to feed back on face coverings update when received

Action B Grace to feed back air quality data to Unions

b. Estates & Infrastructure Workstream

B Grace advised focus has mainly been on updating signage. 2 way systems in corridors now replace the one way system. No entry / exit signage has been removed but stairwells continue the one way system.

c. Risk Assessments

B Grace advised that all departmental risk assessments to be updated by end of month. No significant changes expected to the departmental risk assessments.

d. Testing & Vaccination

J Carnegie highlighted Scottish Government continue to encourage regular lateral flow testing and noted the very low young people testing rates. It was hoped the new nasal only testing kits would be available to the College but until stocks of the current testing kits are depleted these will not be available. Approximately 8k testing kits remain in stock. J Carnegie advised of a pending meeting with Public Health Scotland, Dundee City Council and University of Dundee and Abertay University in which it is hoped all 3 campuses can pilot a pop up vaccination centre.

Action J Carnegie to update group on Pop Up vaccination centre progress

e. Near miss update

B Grace advised the app has proven very effective since launch and it was noted Covid-19 has accelerated the use. It was highlighted by B Grace that the app should not only concentrate on Covid-19 near misses but rather capture every daily near miss i.e a pothole in the car park or a ceiling tile missing. The near miss recording should be seen as a positive tool to help the College manage safe working practices. W Duke enquired if a repair form should be submitted if a near miss has been completed, B Grace confirmed repair forms are still required.

C Strachan asked if there was an update on minibus passenger numbers. B Grace advised that currently minibuses are still classed as an extension of the classroom so reduced numbers will still apply following the 1m distancing guidelines, and face coverings are also still required. C Strachan further enquired about public transport and it was advised by the group that distancing and face coverings are still mandatory on public transport. W Duke advised group the EIS Network highlighted varying practices throughout sector which is very confusing for all.

Action B Grace to clarify minibus capacities once/if update received

6. STAFF

a. Sickness Absence Data

K Buchan advised there have been no significant changes in figures, but this is possibly due to the summer break. More detail will be provided in the next meeting. K Buchan also highlighted there has been no significant change in reported stress over the holiday period.

b. Health & Wellbeing

J Cooper provided a summary of the many wellbeing opportunities available in Semester1, these include walking football, yoga, kettlebells, cardio circuits and the ever popular in the kitchen with Sophy sessions. Alongside these there are the following CPD sessions, How to beat burnout, Creating a Healthy Working Environment, Understanding Stress, Ask/Offer and Communication for Team Wellbeing. There are also the usual regular Menopause cafés and Carers focus groups. Further details of all and to book are available via CPD Calendar. A monthly summary will also be uploaded to the front page of the Wellbeing hub. J Cooper advised there will be bi-monthly wellbeing newsletters emailed to all staff highlighting opportunities available and highlighting particular and relevant wellbeing topics, all signposting staff back to the Wellbeing Hub. Further awareness raising training with People Team advisors is planned so they can consequently highlight this knowledge and resource to managers at the regular People Team Check-Ins. J Cooper and K Buchan mentioned the introduction of Wellbeing Champions as some staff don't know who to talk to or are not keen to address wellbeing with their line manager. It is thought these champions will be colleague level and training & support will be provided. Development reviews have been updated to have more of an emphasis on managing wellbeing. Good conversation CPD has been initiated for HCQs and a training analysis has been rolled out to all staff with a whole section on wellbeing requirements. J Cooper has made contact regarding flu jabs and is awaiting available dates. It is thought there will be an increase in demand as there was a higher uptake last year than previous. It was agreed the CPD links/info should be sent to team members so there can be a push on information being made available and circulated within teams.

Action J Cooper to announce flu jab dates

Action J Cooper to send Wellbeing CPD link/reminders to team members via Teams

c. Managing Stress

This no longer needs to be a standing agenda item. Changes have been implemented from the Short Life Working Group and resources are available on the Staff Portal.

7 Learner

a. Student Association

A Monks shared her screen and provided a comprehensive update on highlights of the continuing successful SA activities. Wednesday Wanders around local areas has been an essential activity for students and an ideal opportunity to grab some fresh air, walks will continue and everyone is welcome. Pop up picnics still ongoing at Gardyne and Arbroath, Kingsway will be introduced shortly. A Monks noted it has been a good opportunity for face to face meetings between students who have only previously interacted online. Cuppy and chat online is available day and evening times and 151 hours chat were recorded which has been an excellent isolation coping mechanism for many students, A Monks commented that she had found this particularly helpful for herself during isolation. Online quiz nights generated 135 hours activity, it was noted Lee is hugely missed for his bingo nights. Colour run was held in Arbroath and Gardyne, and helped to boost the pay it forward fund. Wellbeing Wednesdays will host a different topic each week and will be highlighted on social media and team site, helpful hints will be available. Pay it forward fund has been hugely successful with the gifts differing for each recipient. A Monks mentioned she was lucky enough to receive one of these gifts and valued the appreciation. Vaccine campaign is in progress with 'roll up your sleeve' and 'grab a jab' slogans. A video is available highlighting the benefits of receiving the vaccine. S Rennie shared that the breakfast club will be back on campuses and will be available to both students and staff to try to remove the stigma some students may feel are there surrounding free breakfasts. Everyone is welcome to join regardless of circumstances. Wednesday Wanders will include beach cleanups and walks around Dundee and Arbroath local points of interest. After feedback from previous year student reps to receive WRAP training at the start of session. Service Design workshops continue. Challenging poverty week is beginning October and will challenge all aspects of poverty for example food, mental health and financial.

b. Student Support

Due to S Thom's apologies no report or discussion took place.

c. Learner Engagement

J King noted that wellbeing had an extremely successful year. LE engaged with over 5,500 students enabling over 700 hours engagement time, mixing 400 hours of curriculum time and 300 hours outside curriculum hours. J King noted that these sessions were invaluable as the majority of activities allowed students first time face to face interaction since lockdown. 200 hours of activity were recorded within every sector bar two. 366 sessions in total were delivered with 40% being face to face time. The uptake on these sessions, including all the hours spent outside curriculum times has given the students a massive boost and proved invaluable to many. The summer programme finished last week with an indoor BBQ at Gardyne due to the poor weather, however, J King confirmed it had been a hugely successful and fun summer. J King highlighted summer boost programme attendance was not as high as anticipated. As this includes team building and coping strategies for mindset and exam stressors it is a

valuable tool so LE are proposing to promote this in a different manner next session. J King advised recruitment within LE team had been particularly successful including 10 new assistants and thanked J Carnegie for allowing the team to take the lead. Period Poverty now has 5 alumni from Performing Arts which will allow the initiative to expand. A booking process has been introduced which will provide links for booking various LE activities.

J Carnegie thanked all for their input and shared that she always feels uplifted by the content of the meeting, particularly the difference we make to students.

8 AOCB

No other business

9 Proposed Date of Meetings for Session 21/22:

Monday 17 January 2022 at 2.00pm

Monday 13 June 2022 at 2.00pm