

BOARD OF MANAGEMENT

Human Resources and Development Committee



Thursday 17 February 2022 at 5.00pm
Microsoft Teams

AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST**
4. **MINUTE OF THE PREVIOUS MEETING –**
11 November 2021 Paper A for approval
5. **MATTERS ARISING** Paper B for noting
6. **2022 – 2024 WORKFORCE PLAN** Paper C for discussion AM/ST
7. **VP PEOPLE AND PERFORMANCE REPORT** Paper D for information ST
8. **FUTURE WAYS OF WORKING** Verbal update AM/JC
9. **NATIONAL BARGAINING UPDATE** Verbal update ST
10. **STRATEGIC RISK REGISTER** Paper E for approval ST
11. **HR METRICS** Paper F for information ST
12. **COVID 19 UPDATE ON HEALTH & SAFETY,
LEADERSHIP, WAYS OF WORKING &
COMMUNICATION** Verbal update BG/AM
13. **MEETING MINUTES/UPDATES** Paper G for noting
 - Joint Consultation & Negotiation Forum
 - Health, Safety & Wellbeing Committee
14. **DATE OF NEXT MEETING – Thursday 5 May 2022**



Human Resources and Development Committee

Thursday 17 February 2022

PAPER A

Minute of the Previous Meeting –

Thursday 11 November 2021

BOARD OF MANAGEMENT



Human Resources and Development Committee Thursday 11 November 2021

Draft confirmed by Chair

Minute of the Human Resources and Development Committee meeting held on Thursday 16 September 2021 at 5.00pm via Teams.

PRESENT:

D Mackenzie	T Pirie
S Hewitt	K Keay
S Stirling	B Carmichael

IN ATTENDANCE:

S Taylor (Vice Principal)	A Mawhirt (Head of People & OD)
J Carnegie (Vice Principal)	J Grace (Vice Principal)
B Grace (Head of Estates)	

1. WELCOME

D Mackenzie welcomed members to the meeting.

2. APOLOGIES

Apologies were noted from D Fordyce and S Hewitt.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF THE PREVIOUS MEETING – 16 September 2021

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

5. MATTERS ARISING

There were no matters arising.

6. VP PEOPLE AND PERFORMANCE REPORT

S Taylor summarised the report highlighting the Executive and SLT issued an update to staff around strategic projects and were planning recruitment of a Project Manager to look after various projects the College are involved in. S Taylor also highlighted the Voluntary Service had reopened and will close at the end of December. ST stated the College don't have a target number or roles or savings as the scheme was an enabler for future changes.

Current student recruitment numbers, and steps being taken where numbers were lower than target, were discussed. D Mackenzie asked if there was any impact on staff morale with the reopening of VS. J Grace noted that this was a concern for some staff and managers and noted that on-going communication was taking place with teams around recruitment, student numbers etc.

J Grace also noted the People team were supporting managers around staffing conversations and unions had been updated.

K Keay asked if there was a freeze on recruitment. S Taylor noted there is no freeze, but all individual vacancies are reviewed and approved at Executive level, there was no automatic replacement of roles.

T Pirie asked if redundancies would be an option if the uptake on VS is low. S Taylor noted this was not under consideration.

S Taylor also noted the College had made appointments to the two vacant Director roles, Jane Roscoe who was now in post and Steph Toms who starts in January 2022.

A Mawhrt noted sessions arranged with the Leadership Development Forum around Mental Health and Wellbeing training. Surveys had been sent out to managers asking around Mental Health at work and if they feel supported themselves and also around having conversations with staff around this. A Mawhrt noted the team were also looking at options to support better team engagements, remotely and face to face.

The report was welcomed.

7. NEW WAYS OF WORKING PROJECT UPDATE

J Carnegie provided an update on the Executive and SLT plans around the New Ways of Working project and approaches to engage and involve staff and students in looking at this.

J Carnegie noted the College are planning an all-staff event in January, online and face to face, to gather staff's views and ideas on future ways of working on a hybrid/blended basis and the impact this would have on ways of working, infrastructure, staff skills etc.

T Pirie asked if Managers were coping with managing staff online and adapting to the new way of working. J Carnegie noted managers had adapted well to this in the COVID emergency phase and had learned how to adapt and gain trust in staff with home working. It was noted that the project was about the next phase of this and on-going approaches after COVID mitigations were past.

S Taylor noted work planned to create hybrid classrooms on each campus with a mix of students online and at home. This work was a mix of the technical and pedagogical aspects of hybrid delivery and would support thinking going forward.

8. NATIONAL BARGAINING UPDATE

S Taylor provided an update on National Bargaining. S Taylor noted there are still challenges around the national job evaluation, but slow progress was being made but there remained a number of significant elements still to be discussed and agreed.

S Taylor also noted there were ongoing discussions but no settlements yet with Academic or Support pay awards.

9. STRATEGIC RISK REGISTER

S Taylor summarised the Risk Register and this was approved by the Committee. A significant review of the Risk Register took place in October at the Board of Management meeting and no further changes had been made.

10. HR METRICS

HR Metrics were noted by the Committee. S Taylor noted the staff absence rating was slightly increased as numbers of campus grew and there was a return to the usual colds and sickness bugs.

D Mackenzie asked if staff had a different attitude to colds etc and not coming into work. S Taylor noted the team hadn't experienced this, but staff were being sensible and booking a COVID PCR test if they had symptoms, which resulted in them being absent from Campus for a couple of days, whilst they wait on test results. It was noted that staff could still work from home whilst waiting for test results and if they were well enough.

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

B Grace summarised the progress the Estates team were making with the latest COVID Guidance, this included removing one-way signage on Campus, stairwells etc and providing guidance around good ventilation. This would make the Campus a more welcoming environment for Staff and Students.

B Grace noted the usual mitigations are still in place and rules still must be followed, for example wearing face coverings when moving around the Campus.

A Mawhirt noted the team were focusing on staff's mental health and were supporting them with the return to campus, some hadn't been onsite since March 2020. A Mawhirt noted a staff event was planned for January onsite and this would be the biggest event in the College since before COVID.

D Mackenzie praised the team for the huge amount of work they have dealt with, during the pressures of COVID and praised the resilience of staff with adapting to the changes.

12. MEETING MINUTES / UPDATES

The minutes of the JCF and Healthy, Safety and Wellbeing Committee meeting were noted.

13. DATE OF NEXT MEETING

The next Human Resources and Development Committee will take place on Thursday 17 February 2022 at 5.00pm.

Action Point Summary

Action	Responsibility	Date
No specific actions noted		



Human Resources and Development Committee

Thursday 17 February 2022

PAPER B

Matters Arising

BOARD OF MANAGEMENT

Human Resource and Development Committee

Thursday 17 February 2022

Matters Arising



Paper for information

There are no Actions outstanding from the Thursday 11 November 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 17 February 2022

PAPER C

2022 – 2024 Workforce Plan



Workforce Plan 2022 - 2024

Approved by:

Steve Taylor

Date:

31 January 2022

Effective from:

31 January 2022

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1. Introduction



Our Workforce Plan provides Dundee & Angus College (D&A) with the long term focus on our workforce which can otherwise be overlooked in day to day operations. By taking a strategic view over a two year period, the College can better plan for future challenges and be more agile and flexible when strategies and agendas inevitably deviate or are reprioritised.

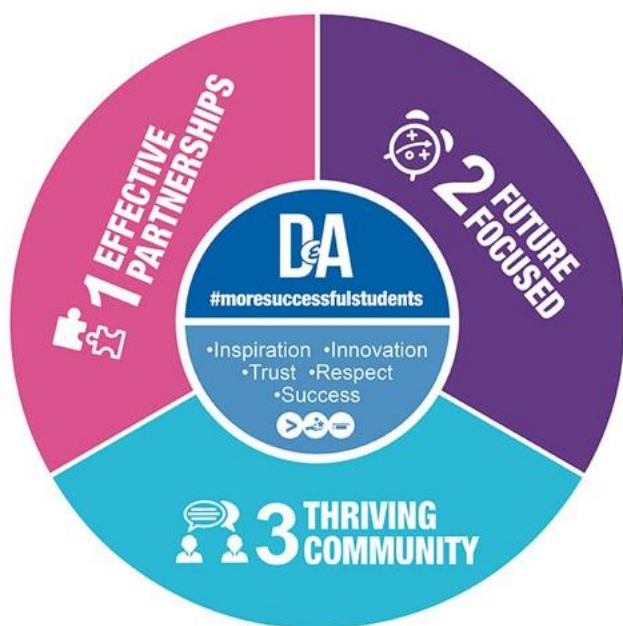
This may never have been more important than now, given the unparalleled pace and level of change we have seen throughout the COVID-19 pandemic and pandemic recovery.

Dundee & Angus College is firmly focused on delivering its educational, organisational, and financial priorities as effectively as possible, and effective workforce planning ensures that we make robust, future focused decisions which allow us to deliver our targets and enhance our services for the benefit of our students. We are accountable for the decisions we make in relation to our workforce and this plan enables us to nurture a diverse and skilled staffing community, ready for the challenges of (and required flexibility for) future years.

The People Team are key to the delivery of the Workforce Plan's actions and have overall responsibility for this. To support effective workforce planning, the People Team work to the vision that "D&A people are excellent at what they do and proud and happy to work here". This guiding principle informs the People Team's work from recruitment, right through development and the employee life cycle.

2. Dundee & Angus College's Direction

The direction of D&A is detailed within our 2025 'More Successful Students' Strategy, with the detailed operational and other activities supporting this strategy outlined within our Regional Outcome Agreement (ROA).



The 2025 strategy is supported by a range of interlinked strategies and influencers that impact directly on our future direction and development.

The College's Financial Strategy clearly outlines the opportunities and challenges facing the College over the coming years, which has a direct effect on recruitment and development of staff.

With c.75% of the College's overall budget spent on staffing, the Workforce Plan must work in tandem with the Financial Strategy, complementing and informing one another within a difficult financial landscape.

Similarly, our Learner Experience strategy will outline our commitment to excellent learning, teaching and services for our learners and will be a major influencer for the recruitment, development, and deployment of staff.

Despite the financial challenges of the COVID-19 pandemic, D&A has been prudent with finances, meaning necessary developments around digital development and provision have continued to progress, and the College remains in good long-term financial health. As workforce planning, finances, and services are inextricably linked, this ability to continue funding necessary curriculum and skills development will directly support opportunities and progress.

The period through to 2024 will be one of significant change, but also one of great opportunity for D&A. The development of major strategic projects such as the Tay Cities, MSIP, Northern Lights E-Sports Arena and the Eden Project will also coincide with significant work to support our regional economic and social recovery alongside new ways of working and learning. All of these changes and opportunities will impact on our workforce planning and will impact on the number, roles and skills of College staff going forward.

We are embarking on a further curriculum review, ensuring that our curriculum content, mode of delivery and approaches to learning and teaching reflect the opportunities and developments taking place within our region. This review has obvious impacts for curricular staff however it will also impact upon support areas who provide critical services and support for students and the operation of the College.

Whilst D&A continues to perform well and regularly tops performance tables for HE and FE, as well as getting excellent student survey feedback, there are sector wide challenges which cannot be ignored. Applications for full time courses have been slowly but steadily decreasing nationally over recent years. The pandemic has increased access to high quality online learning and individuals have wider job opportunities due to increased remote working. These are challenges that will continue to affect D&A as we review our offering throughout the period of this Workforce Plan.

3. COVID-19 Pandemic Impact

The post-pandemic landscape has significantly changed the way we work, and the skills required in our workforce. Whilst there are key tenets of the previous workforce plan that will always be a consideration, such as teacher training and leadership development, these are considered 'a given' underpinning quite significant future shifts in our workforce skills and needs.

Digitally speaking, things have developed significantly with a widely reported and acknowledged year's worth of digital advancement in each month of 2020. We must now evaluate how this impacts our business and staff in the short, medium, and long term.

As a result of COVID-19, areas in decline centre on activities that require or usually consist of large numbers of people in the same area, for example concerts and shows, sales shopping or going to the cinema. In the educational context this impacts canteen services and spaces, use and monitoring of social spaces, large lectures / lecture theatres and big events like graduation, prize giving and staff awards.

Equally, areas of growth are significantly underpinned by digital, such as: reduction in commute time, effort and cost due to remote working; accessing learning, services, and entertainment online and on demand; increased understanding, discussion and monetising of wellbeing and mental health support and products; all of which transfer almost seamlessly from our lifestyles into the educational context.

What this means is a further shift in how the world at large operates, changing D&A's learning, operating and business context significantly:

- Why learn at D&A when you may be able to access learning from universities, colleges, and private training providers nationally and internationally from home?
- What are the digital skills required of our staff in our new landscape? How does this link to the relevant professional standards and expectations for our staff? Is the reality ahead of the standards?
- What do we need to teach in our courses to ensure that our learners are fully equipped for the changing world of work? How has this shifted, and where do we focus efforts for our learners' greatest benefit?
- How do we get our curriculum and services to the right audience, at the right time? What do the changes in society and consumption of information mean for our marketing and advertising?
- Where can we generate income in this new environment that will help us deliver the best possible learning and services for our students?
- Will we be able to access international funding and projects, and attract overseas students to study with us in the post-Brexit, more online landscape?
- Do we want to offer remote learning to people outwith our region? Is this an ethical use of our funding, efforts, and time? Do we accept it where it occurs or avoid it where possible?

Considering these issues and more, we need to look at how we work as an organisation, and what that means for our staff and students. This forms the basis of our Workforce Plan, which is linked to all areas of the organisation.

The interconnectedness of a range of D&A strategy and planning work is outlined as follows.

D&A Strategy Matrix

	Digital Strategy	Estates Strategy	People Strategy	Learner Exp. Strategy	Financial Strategy	Workforce Planning	Support, Training & Development
Digital Strategy	Lead Digital First approach ensuring D&A is proactively developing & embedding digital skills for all	Room / space location, layout, access and infrastructure supports digital ambitions and developments (inc. CEAP)	Our culture and approach values and embraces Digital First, embedding it and understanding benefits to people, wellbeing and work / studies	Student digital poverty is mitigated by D&A wherever possible, and learning is enhanced (though not driven solely by) appropriate technology	Our financial approaches ensure we provide appropriate digital investment and to deliver on digitally enabled working and learning environments	We understand how jobs will / won't change through digital development and our workforce is flexible, agile and resilient with clarity on required digital skills	We ensure staff have the resources, training and support they need to meet our aspirational digital baseline and are flexible and adaptable re: new ways of working
Estates Strategy		Lead integrated Estates development for new era and actively support Digital First, CEAP and wellbeing	Our culture and digitally literacy is reflected in our staff spaces and the recognised wellbeing benefits of effective and attractive spaces	The spaces our learners use are welcoming, safe and engaging, with students co-designing the spaces they use	With Estates accounting for a significant amount of capital spending, as wide a range of funding streams and grants will be utilised to realise our ambitions	Our estates support effective and efficient delivery of our learning and services, relevant to our region's needs and our workforce skills	Our community is educated in H&S, sustainability (via digital and beyond) and Global Goals for a better working and learning experience
People Strategy			Lead culture and ethos where digital skills are valued and continually developed	To provide excellent learning experiences, our staff must have excellent experiences, be able to manage their wellbeing and develop as individuals	Our staff are our biggest asset and we must carefully manage our finances to deliver our generous T&Cs and all round benefits and invest in ongoing skills development	The culture and operational meet to create the full employee experience and ensure a productive and forward thinking organisation	Training and developing our staff is key to delivering all our goals as an organisation and for students, not least through the wellbeing of staff
Learner Experience Strategy				Lead our approach to engaging learners in the best possible learning, teaching and learning experience to make them more successful	Remaining financially stable is crucial to delivering excellent learning experiences and future focused learning and outcomes	Our workforce must be appropriately skilled and engaged to ensure excellent learner experience of both learning and services	Staff must be supported to work with learners of all abilities and backgrounds and do so effectively, inclusively and engagingly

	Financial Strategy	Workforce Planning	Support, Training & Development
Financial Strategy	Assure financial stability and sustainability through the optimisation of income and prudent deployment of expenditure	We must continue to prioritise the skills growth and enhancement of our workforce, so it is equipped to meet our aspirations and is ready for future challenges	We will finance and support career long professional development and equip staff with financial sustainability and budget management skills to ensure financial matters are not solely the preserve of the Finance team
Workforce Planning		Have the right job roles, skills and training / development to effectively deliver our services over sustained period of change	The workforce plan informs the support, training and development needed for digital and all other aspects, ensuring high quality learning, teaching, services and outcomes
Support, Training & Development			Support all staff with digital and ways of working change/s through collaborative delivery of support

Based on this, new ways of working can be developed to provide clarity for staff. These approaches are part of the short term moves under the broader workforce plan.

4. D&A's New Ways of Working

As we move into a post-COVID landscape, there are a range of things we need to consider, namely how and where we work to deliver D&A learning and services, our digital skills journey, and the skills we need - all part of this and interlinked. We need to think about what our customers / stakeholders want and need, and who we want to be as an organisation in meeting our customer's needs.

Throughout academic year 2021-22, we have committed to piloting, testing and prototyping ways of working to support us on our journey to the longer-term D&A of the future. This will be an Executive-led project involving all staff as well as students and stakeholders in shaping new ways of working.

This work is about us proudly and ably serving our region in a changing world, doing so confidently and thoughtfully to support the wellbeing of our staff and students as well as sustainably to support our environment. In addressing the current challenges, we already have:

- Ways of Working Project
- Digital Strategy and Digital / Cloud First approach
- Workforce plan(ning)
- College of the Future feedback
- Student survey feedback
- D&A Climate Emergency Action Plan (D&A CEAP)

We can use these elements, along with feedback from staff to build a clearer picture and plan of how D&A needs to operate to remain sector leading and delivering for our community.

Ways of Working Project

We not only accept but embrace the fact that work as we knew it will be different to some degree from now on. We know that staff value flexibility and opportunities to manage their work / life balance and equally that some staff cannot do their jobs offsite, whilst others find their wellbeing is better when they can work from campus.

We are comfortable embracing the challenge that will be managing the transition from where we were pre-pandemic to who we want to be and how we want to operate as organisation post-pandemic.

The roll out of laptops to staff and our digital strategy 'cloud first' approach mean our staff are equipped to **work from anywhere** (WFA). Specific arrangements regarding on campus and off campus working will vary by team and in many cases by individual, however we have taken a significant step forward in our WFA agenda and we don't want to stand still or move backwards.

This is because WFA allows us to:

- Support staff wellbeing through greater flexibility and autonomy, which in turn means better experiences and outcomes for our students
- Deliver high quality and flexible learning and services for our students, where and when they need us
- Contribute to the Climate Emergency actions and UN Global Goals by reducing commuting, unnecessary journeys, and campus energy wastage
- Respond flexibly and resiliently to the constant change all workplaces now experience by equipping our staff with the tools to deliver from wherever they are

5. Workforce Analysis

The profile of the College's workforce has changed slowly over a sustained period post-merge. This has included changes through voluntary severance and also natural changes in staff across all types of role. The academic management restructure of 2019 made significant changes to management roles and staffing, whilst the appointment of a new Principal, Vice Principal and Directors of Curriculum and Attainment have significantly changed the team responsible for core activities in the College. Regular skills analyses and the re-profiling of staffing needs and skills has supported the College to be both successful and financially sustainable.

5.1 Staff Profile

Our staff profile is reported to the Scottish Funding Council (SFC) in terms of Teaching and Non-Teaching staff, reporting an annualised full time equivalent (FTE) figure:

20/21 Headcount		% Split	2019/20	20/21 FTE		% Split	2019/20
Teaching	440	49.8%	418	Teaching	315.3	48.3%	298.3
Other	443	50.2%	478	Other	337.3	51.9%	341.8
Total	883		896	Total	652.6		640.1

Given the range of opportunities and developments taking place within the D&A region it is anticipated that overall staffing levels will remain relatively consistent over the period of this plan. This is, however, a volatile position and is dependent upon future Scottish Government funding and activity levels. It is likely that we will see shifts between different roles and curriculum and a greater reliance on project-based activities and funds. It is anticipated, due to real term decreases in core funding, the FTE of both core Teaching and Non-Teaching staff will decrease slightly over the coming years, with this balanced by increased project based funding and roles in other areas. This will bring further complexities into workforce planning and agile arrangements and responses will be required to meet changing staffing profile and needs throughout the duration of this plan.

The move to a greater number of digital systems and processes was previously thought to indicate a reduction in the requirement for administrative type roles. However, with digital change accelerated through the pandemic and digital transformation increasing exponentially, we are recognising an increased requirement for roles of this type who manage the large amounts of data and associated processes, with more projects and teams requiring administrative support. This appears to be a direct result of the increasing number of administrative tasks generated by systems, i.e. scheduling, appointments, refreshing information, inputting and reporting.

The changing, and increasingly complex, needs of our core learners will impact on the need for professional student support, particularly in areas supporting mental health and wellbeing, care experienced learners and those with physical disabilities. As a result it is anticipated that the proportion of specialist support staff continue to increase over time.

5.2 Teacher Training

The professional landscape of Scottish colleges has changed, with General Teaching Council (Scotland) (GTCS) registration of lecturers now a contractual requirement through National Bargaining arrangements.

Arrangements are progressing nationally regarding transition of the existing workforce onto GTC Scotland's Register of Teachers and over time a greater percentage of our teaching staff will be qualified to Teaching Qualification in Further Education (TQFE) level. This qualification is our 'industry standard' and it is also the national standard for registration with GTCS.

We have seen a shift in the balance of staff qualified with a GTC Scotland recognised teaching qualification to staff with other teaching qualifications. This has developed over time, with experienced staff making use of Voluntary Severance schemes, and new staff coming in and following the teacher training pathway up to TQFE (usually after two / three years of employment).

In addition, the requirement to register with GTCS has 'reclassified' some teaching qualifications which as a College we accepted for the purposes of employment, however they are not considered TQFE equivalent for the purposes of GTC Scotland registration. This situation is replicated in colleges across Scotland and can be prevalent in areas such as English for Speakers of Other Languages, as the most appropriate and recognised qualification for lecturers in this subject area is DELTA rather than TQFE.

Significant work is undertaken by our Academic Development Team to monitor and manage the progressing of all teaching staff through our teacher training pathway to TQFE qualified and GTC Scotland registered status, including support to register and undertake Professional Update as part of ongoing registration.

Registration has been welcomed at D&A, with the College taking part in the national registration pilot. D&A recognises the benefits that professional registration brings to the sector and our workforce and is currently supporting the remaining workforce to register as the national project moves forward.

2021 Teaching Qualification Level	Total Headcount
TQFE or equivalent	280
Other teaching qualification	159
No formal teaching qualification	1

5.3 Digital Skills

In 2018, we established our Digital Strategy for staff, students and stakeholders which set an aspirational baseline to ensure we provide the support and infrastructure needed for staff and students to reach their digital potential for learning, life, and work.

The strategy ensured we were in a good place when firstly, a cyber-attack took out our systems overnight in January 2020, followed by the rapid move to cloud based and collaborative software when working remotely during the pandemic. The strategy's digital and cloud first approach meant our workforce responded quickly and adapted with great resilience to the move to Microsoft Office 365 solutions for work, communication, and learning.

Throughout the timeframe of this plan, continued engagement with staff and students will take place through established and high quality delivery of digital training by our Learning and Digital Resources Team.

A refreshed and enhanced digital capabilities assessment will progress during the duration of this workforce plan, which will provide a formal baseline of digital skills to complement other inputs and feedback gathered during 2020 and 2021.

5.4 Industry Standard Skills

Employer, learner, and staff feedback tells us we must continually invest in industry standard skills, equipment, and techniques. Through internal CPD requests and activity it is clear that staff value the opportunities to continually refresh their industry skills, upskilling in new techniques to continue to offer the best possible learning experience to students.

The challenges around this in terms of time and resources are recognised, as are challenges in securing access to employers for both student and staff placements. This has been increasingly difficult during the pandemic; however, partners and staff alike have put in place creative and supportive solutions to allow students to complete courses of study requiring placement.

Proactive engagement with awarding and regulatory bodies has also ensured learning can continue as normally as possible.

Despite recent challenges in this regard, benefits of industry input and liaison are recognised as significant and will inform CPD and development priorities throughout the period of this plan.



6. Skills Gaps

There are key themes resulting from current workforce analysis which form the basis of D&A's identified skills gaps. Whilst professionalisation of the teaching workforce is progressing well, there are many other elements which factor in to delivering the aspirations of the College for the Dundee and Angus region.

This continues to focus on the digital and up to date industry skills required to ensure D&A prepares learners for the fast-paced and ever-changing world of work. There are likely to be specific challenges in the post-pandemic years relating to learning loss, redundancy and career change and different attitudes to work, as well as where and how work should be undertaken.

This means our workforce must be flexible and resilient in our drive to develop work ready students, as well as supporting the most vulnerable of learners through nationally driven retention targets and supporting the highest possible levels of attainment.

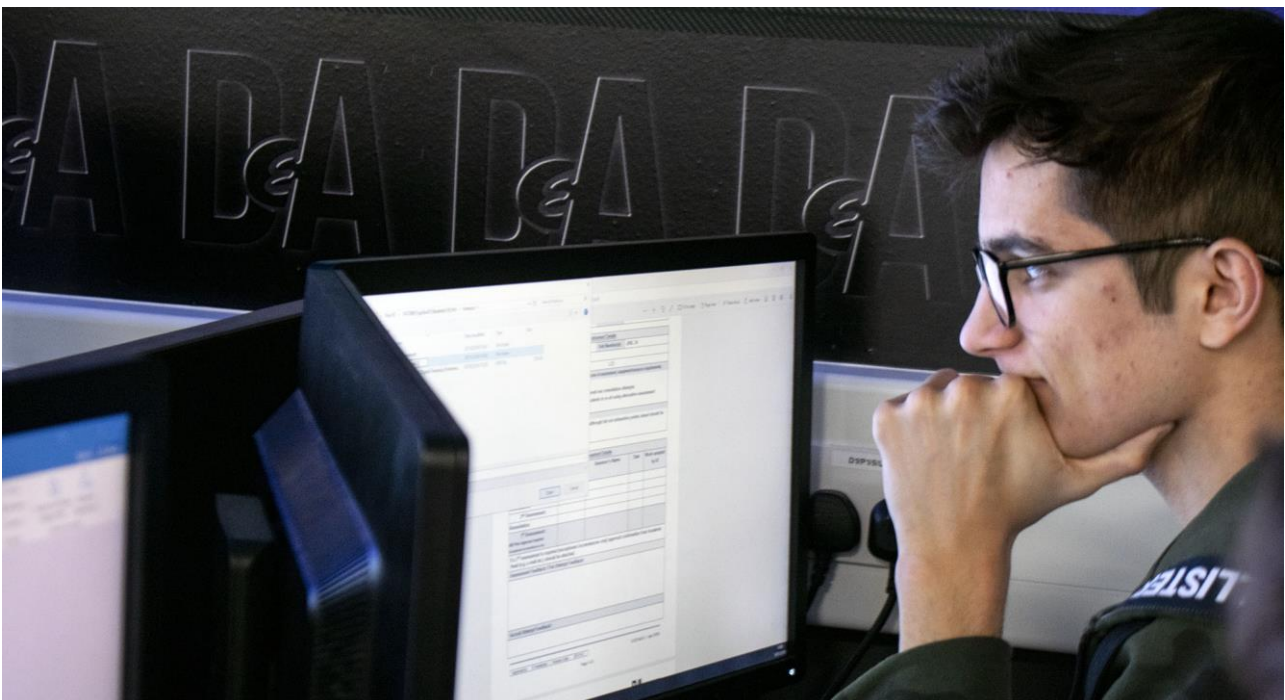
6.1 Digital Literacies

Our focus on digital has gone from constant to omnipresent over the last two years, with the tech community widely reporting a year's digital advancement a month in 2020. The Digital Strategy in

place provided a strong foundation for D&A to develop digital skills through online training with platforms such as LinkedIn Learning and other Microsoft content, as well as through sessions designed and led by our Learning and Digital Resources team, with staff input and feedback.

In the short term, our digital focus is ensuring everyone is at an appropriate level of skills for their role, and the expected continued flexibility in working location, along with changing environments. The focus of our digital learning is now less skill specific (i.e. completing specific functions in a piece of software) and more response and resilience focused, specifically equipping staff with the ability to self-manage learning in the digital arena and to expect and be comfortable with anticipating and adapting to the latest updates to software and systems.

Digital literacy is now, and will continue to be, more aligned with culture and behaviours rather than simply skills - such as validating facts, searching for 'how to videos' rather than expecting an in-person training session on new software, and being comfortable with things changing regularly as updates roll out.



6.2 Wellbeing and Resilience

The area of staff and student wellbeing is broad, taking in mental health, resilience, physical health, retention and attainment, additional support requirements and more. With each passing academic session, there is a reported increase in the proportion of students with additional support needs, and a general rise in students presenting with significant mental health issues or conditions.

Supporting this requires a range of skills across our workforce, from individual resilience and understanding of personal wellbeing, to the provision of specialised staff who support students with significant needs. Doing this effectively is an ongoing challenge for teams, however more recently certain funding streams have allowed greater flexibility in how we tackle these challenges, for example through the provision of mental health counsellors.

In 2021, we invested funding in a Mental Health Team Leader role to recognise the complex and cross-College nature of the challenges in this area. This post has been charged with ensuring suitable training and support is in place for students and staff, and that we maximise the skills and training available in and to our D&A community.

With many of our students coming from some of Scotland's most deprived communities, but also with the trends seen across schools and Scotland's young people in terms of wellbeing, the need for support across multiple and complex needs is increasing.

The provision of this support is critical to allow individuals to overcome these barriers and become effective and successful learners.



6.3 Industry Standard Skills

Recruiting and retaining highly skilled staff remains a key workforce planning requirement and is essential in terms of industry standard skills. Curriculum Review activities will drive our needs in terms of the new and updated industry standard skills needed to deliver our enhanced and relevant curriculum.

With future new recruitment likely to remain limited due to financial constraints, the role of CPD activity in enhancing skills and underpinning effective retraining and redeployment is paramount to our ability to deliver change. Appointment of a Director for Curriculum with responsibility for strategic projects, along with our newly appointed Business Partnerships Team will support us in enhancing sustainable industry links and partnerships, helping us provide insight and opportunity regarding industry skills.

7. Dundee and Angus Region - Future Workforce Demand

The College is in a privileged position of assessing workforce demand for the students it trains and educates, as well as the staff who provide the education. Where we see areas of potential growth for positive destinations of students, we also see an increased demand for staff in these areas.

7.1 Key Areas of Influence

In the Dundee and Angus region, there are key drivers around future workforce demand:

- Post-COVID social and economic growth
- The Dundee Waterfront and Tay Cities Deal projects
- Eden Project
- Northern Lights E-sports Arena
- MSIP Projects
- STEM focus across the UK
- Health and social care reform

- Climate Emergency and investment in alternative energies
- Internal focus on service design principles to shape customer-focused services

Through this workforce plan, the College will prioritise development activities and support within these areas to ensure that staff skills and experience reflect and deliver the changing profile of our regional economy.

7.2 Strategic Projects

The appointment of the Director of Curriculum for Strategic Projects is an important development given the broad range of project activity in our region, and that the College is rightly involved in as a key partner.

These key projects will be crucial to the region's post-COVID recovery and future growth, in which the College is an essential skills and training partner. D&A is committed to the role of the College in skills development, retraining and upskilling of people in our region, all of which has never been more important following the learning loss and job security challenges of the pandemic.

Our involvement in these strategic projects will bring industry partnerships that benefit students and staff via training and skills opportunities, real life work experience for students and future job opportunities for our students and other others in our region.

The College is investing in support for businesses and projects through the appointment of new roles, including the Business Partnerships Team and the Director of Curriculum role. This investment demonstrates the commitment of D&A to these strategic, local developments and our desire to use our skills, abilities, and resources to ensure successes in these projects.

7.3 Curriculum Review

Following the extensive Curriculum Review currently taking place, the underlying approaches of this review will continue to support an ongoing portfolio management process focused on developments required two years ahead of time.

This will ensure the ongoing relevance and viability of curriculum provision, in turn ensuring the ongoing work readiness of our students, something which has never been more important than in times of post-COVID growth.



7.4 Climate Emergency Action Plan

Our commitment to Net Zero and our Climate Emergency Action Plan will influence the way in which we work, learn and operate. This includes actions around the development and embedding of the UN Sustainable Development Global Goals across our workforce and operations. Our focus on Net Zero and the development of sustainable cultures and practices will inform our workforce planning approaches for the duration of this plan.

8. Recruitment and Retention of Workforce

As a large, multi-site employer in the Dundee and Angus region, the quantity and quality of applicants through recruitment is generally good, despite investing little in advertising or promotion of our employer brand beyond our own website and some social media accounts. Ongoing monitoring and action will ensure that we continue to attract sufficient high quality applicants for College roles despite changes in recruitment and applicant approaches, demands and expectation.

8.1 Turnover

D&A's non-forced turnover rate is consistently low at around 5-7% over recent years, which has both benefits and drawbacks. With ongoing Voluntary Severance Schemes, many long-serving staff have left the organisation in recent years without replacement.

In an increasingly competitive environment, turnover of the levels noted may be considered too low to fit comfortably with the need for rapid or significant curriculum change and updating, and our desire to remain a market force with vibrant, dynamic input from a wide skills base.

Managing staff turnover to achieve the balance between experience and new talent is a complex process, particularly when there remain significant financial challenges. However, work will progress through the workforce plan to make best use of opportunities as they arise.

8.2 Voluntary Severance

With ongoing opportunities for Voluntary Severance (VS), a range of posts will change significantly and / or may cease to exist at the College. The requirement for VS is that posts / post holders are not to be replaced and we are only able to approve applications where the individuals and roles can be lost from College activity.

For these reasons, ongoing VS poses a low risk to retention of staff in key and growth areas and is likely to remain as an enabler for change.

8.3 Retention Challenges

It is anticipated that the college sector will continue to be a financially challenged for the duration of this workforce plan, and there is the additional challenge of living with COVID.

The changing world of work (and evidence that millennials and younger generations in the workplace are less likely to stay at a single employer for a substantial period of time) is opening up new opportunities which may not have existed before. Fully remote roles were in the minority prior to the pandemic, however with many companies assessing estate requirements and embracing the move to online, there are more opportunities available to job seekers as location is less important. This may mean D&A's well-deserved reputation as an employer of choice is increasingly important in recruitment, to ensure we can recruit and retain top talent.

D&A is well recognised by staff and more broadly for supportive practices around staff engagement, wellbeing, having a forward thinking and innovative approach to finding solutions for challenges, and having excellent terms and conditions. Our commitment to our staff and student communities has been consistently demonstrated and is once again enshrined in our 2025 strategy through our Thriving Communities pledge. In difficult social and economic times, this continues to mean D&A is an employer of choice and we will continue to build on this, offering fulfilling, flexible work to our staff.

9. Succession Planning

As a by-product of the challenges faced over recent years, many roles have expanded and carry additional / mixed responsibilities. Whilst a less than perfect succession planning mechanism, this has successfully prepared a significant number of staff for taking on more senior responsibilities and supported diversification of the workforce. Whilst significant success has been achieved by developing and promoting from within the College, it is recognised that this is not a systematic nor sustainable method of succession planning. Further development strategies will be developed and embedded during the duration of this plan to enhance succession planning on a sustained and managed basis.

9.1 New Leader Induction

Following the successful roll out of the College's Leadership Excellence Framework and Insights personal development for senior managers, clear leadership expectations and behaviours have been established. To aid succession planning and new leader induction, the key learnings from senior leadership development are being cascaded through the organisation to all those with line management responsibilities.

9.2 New Ways of Working

The Ways of Working project will bring challenges for all staff, not least managers at all levels as we work through the service, people and resource issues that will arise through this work and beyond. Extensive use of Insights and service design techniques are helping D&A to assimilate knowledge and develop innovative approaches across the College, regardless of team, designation, or seniority and this will continue to be a hallmark of the Ways of Working project.

9.3 Leadership Development Forum

The College's senior leaders take part in leadership development through Leadership Development Forum. This comprises a mix of scheduled, all-member sessions around key strategy and agenda items, smaller group sessions on a range of leadership topics, as well as bespoke and individual support and CPD. This ensures that leaders at D&A are consistent, through the D&A Leadership Way, and well informed, ensuring effective dissemination of information to teams. This model has been impacted by COVID-19 but will develop as originally planned over the period of this plan and will continue to support ongoing leadership development, right for the individual and of benefit to their teams.

10. Conclusions

The challenges facing D&A's workforce over the coming years are manifold, with a recovering, developing and changing society and economy, student wellbeing issues, changing technologies and approaches coupled with financial challenges.

The Curriculum Review, Digital Strategy, Learner Experience Strategy, Strategic Projects, and Ways of Working project are cornerstones of the Workforce Plan, striving to deliver a work-ready and confident student body, prepared for life after College by skilled and dedicated staff.

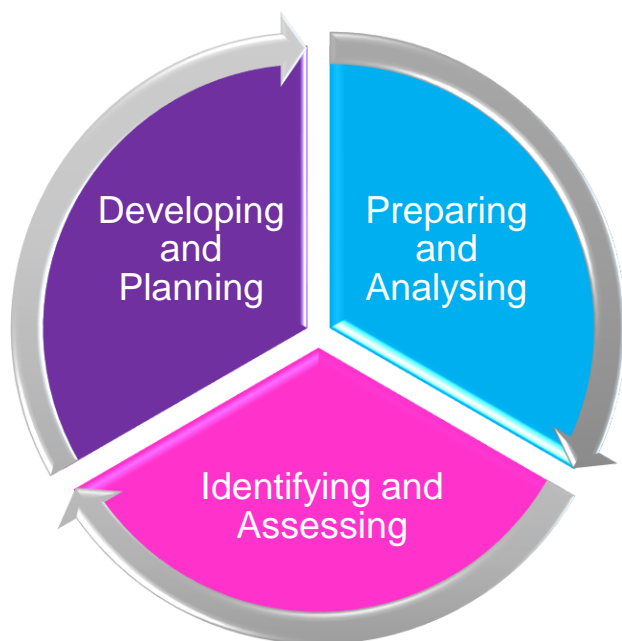
The action plan resulting from the Workforce Plan compliments the Senior Leadership Team Operational Plan, which jointly feed annual, operational plans which describe the scope, shape and skills of our workforce. In turn, this will inform the CPD and Organisational Development priorities which the People and Academic Development Teams will take forward.

This will encompass identification of opportunities commensurate with our strategies, ensuring value for money as well as return on investment, including where appropriate, in-house delivery and support. The People and Academic Development Teams will oversee the implementation of these plans, consistently working to the principle that 'D&A people are excellent at what they do and proud and happy to work here'.

11. Appendixes

Appendix 1: Workforce Planning Mechanism

The Workforce Planning Mechanism used at Dundee & Angus College is based on the Institute for Employment Studies' guidance. The model is outlined below, comprising three distinct stages, totalling seven steps.



Preparing and Analysing

1. Understanding the College and its Direction / Context
2. Analysing the College workforce

Identifying and Assessing

3. Identifying Skills Gaps
4. Assessing Future Workforce Demand
5. Understanding Labour Markets and Succession

Developing and Planning

6. Workforce Plans
7. Training and Development Plans

This Workforce Plan will inform thinking and discussions around all aspects of the recruitment, development and retention of the College workforce. The Plan will inform thinking, planning and implementation of outcomes from the regular People Team catch ups with line managers and will also inform discussions underpinning Development Review (and similar) conversations and planning for individual, centralised and mandatory CPD activities.

Through these practical steps / activities and supported by the key actions detailed in appendix 2, the Workforce Plan will help to support the consistency of approach and clarity of outcomes relative to key future opportunities and developments for the College required to deliver future success.

Appendix 2: Workforce Plan 2022 to 2024

Following identification of key themes for development for D&A, each theme has been reviewed and actions identified to ensure we either increase, maintain, or decrease activity accordingly. For the next two years, all developments will have cognisance of Ways of Working and 'D&A of the future' overall aims.

The themes of the Workforce Plan are:

- Staffing Profile
- Teacher Training
- Digital Skills
- Curriculum Review and Industry Skills
- Wellbeing and Resilience
- Leadership Development and Succession Planning

Staffing Profile

Staffing Profile Plan / Actions			
No.	Action	Responsibility	Timeline
1	Executive team review all new / replacement post requests to provide strategic overview of staffing and consistency and efficiency of decision making.	Executive Team	Established; to be maintained on ongoing basis
2	People Team liaise with managers regarding management of and opportunities for flexible, term time, part time and other modes of working to support overall activity levels and service needs.	People Team / Managers	2022 – new processes to solidify existing practices (People Check Ins)
3	Ongoing liaison and consultation with staff and trade unions where changes to services or staffing are proposed.	Executive / People Team	Established; to be maintained
4	Voluntary Severance will continue to be a feature of future workforce planning to meet the requirements of our Financial Strategy.	Executive / People Team / Finance	Established; 3 year renewal agreed Jan 2022 - Dec 2024
5	Continually review and enhance recruitment arrangements and practices to ensure that recruitment activities attract the best possible levels of future focused talent.	Executive / People Team	2021 cycle completed with unions.
6	Develop and promote staff benefits and wellbeing programmes that support employee engagement and retention.	People Team	Each academic session
7	Support effective leadership development and skills that create a strong values-based culture and ethos which attracts and retains talent.	Executive / People Team	Each academic session

Teacher Training

Whilst almost 100% of our teaching staff hold a teaching qualification, nearly 65% are qualified to industry standard level (TQFE).

Changes in the staffing profile through retirements, increase in activity in growth areas (and corresponding need for Development Officers) and recruitment to cover pandemic shortages means we have a lot of staff with fewer than 3 years of service, meaning they are not yet TQFE qualified. This accounts for the drop from 85% qualified c. 4 years ago to 65% in 2020. Work will continue to increase the percentage TQFE qualified, in line with GTC Scotland registration requirements.

Teacher Training Plan / Actions			
No.	Action	Responsibility	Timeline
1	Actively manage the teacher training pathway to ensure staff hold TQFE within parameters of national bargaining agreements.	Academic Development Team; People Team; Senior Academic Leadership Team	Each academic session
2	Continue to take a proactive role in GTC Scotland registration arrangements within the sector.	Head of People and Organisational Development; Academic Development Lead	Established; to be maintained.
3	Use the planned occupational and CPD standards to underpin recruitment, deployment, evaluation, and development.	People Team; Academic Development Team; Senior Academic Leadership Team	Each academic session
4	Continue to support GTC Scotland registered staff with registration and Professional Update advice and guidance.	People Team; Academic Development Team; Senior Academic Leadership Team	Each academic session
5	Continue to work with partners across D&A to deliver and develop our Observations Pyramid and encourage teachers to be observed, reflect on, and develop their practice.	People Team; Academic Development Team; Senior Academic Leadership Team	Each academic session

Digital Skills

It is evident from the current landscape as we move into the post-pandemic era that digital training and development will increase through the period of this plan. The CPD budget will be prioritised to support digital (and other workforce planning priority) developments. The Learning and Digital Resources team will take a lead role in this work, with the Manager a key member of the Digital Strategy Group and the team members taking an active role in training and developing staff.

Digital Skills Plan / Actions			
No.	Action	Responsibility	Timeline
1	Develop the full Digital Strategy in collaboration with staff.	Digital Strategy Group	Complete.
2	Refreshed baseline of digital skills by staff groups.	Digital Strategy Group with support from the Learning and Digital Resources Team	2022
3	Develop training plans and roll out training relevant to identified staff baselines.	Digital Strategy Group with support from the Learning and Digital Resources Team	2021-22 established; to be maintained
4	Monitor, review and evaluate baseline, identifying areas for remediation, change or progress.	Digital Strategy Group	2022-23

Curriculum Review and Industry Skills

Following the devastating impact of the cyber attack and the move straight into COVID-19 business continuity mode, the new curriculum planning process has not been fully rolled out as initially intended. This will be implemented through 2022 to deliver a new cycle, two years in advance of implementation, to allow full and planned changes to be integrated into our curriculum.

A key element of the overall curriculum review is the modernisation of curriculum, ensuring industry-standard technology and methodology are utilised to provide learners with real life work experience and the skills they need to succeed in the workplace. As a result of the new approach, designed to move firmly away from reactive changes into proactive development, there will be an increase in industry partnership and placements.

Curriculum Review and Industry Skills Plan / Actions			
No.	Action	Responsibility	Timeline
1	Implement the new Curriculum Review process in partnership with relevant teams.	VP / Directors of Curriculum and Attainment, Senior Academic Leadership Team	2022
2	Complete ongoing digital skills analysis and identify key gaps.	Digital Strategy Group / Learning and Digital Resources	Established; to be maintained.
3	Develop and implement digital development plans.	Digital Strategy Group / Learning and Digital Resources	Established; to be maintained.
4	Ongoing partnership liaison with industry and will underpin curriculum decisions.	VP / Directors of Curriculum and Attainment, Senior Academic Leadership Team	Ongoing

Wellbeing and Resilience

Every year more learners present with mental health issues, additional needs and various factors which affect their wellbeing. Throughout the pandemic, wellbeing checks have been done with staff and despite strong responses and support to troubleshoot individual issues, wellbeing is something that can be affected or change at any time, therefore activity around understanding, promoting and positively affecting wellbeing for staff and students will increase.

Wellbeing and Resilience Plan / Actions			
No.	Action	Responsibility	Timeline
1	Develop annual wellbeing plans and activity to support individual wellbeing of staff, ensuring all are aware of their personal wellbeing needs and have access to suitable support.	HR Manager / People Team	Each academic session
2	Review and develop the curriculum Group Tutor role to provide clarity of expectations and support levels, including the development of a clear training matrix and induction plan.	Academic Development Team, Senior Academic Leadership Team, Group Tutor Group	2022-23
3	Continually update the Wellbeing Hub with relevant resources and guidance.	HR Manager / People Team	Each academic session

Leadership Development and Succession Planning

Leadership development will remain a feature of Workforce Planning at D&A given its core importance to the culture and progress of D&A as an organisation. During this period of challenge, strong leadership and robust succession planning must increase to ensure D&A has the culture to operate effectively through periods of challenge and change. Overall leadership has a direct link to wellbeing and resilience, therefore whilst budgets are challenging, it is considered inappropriate to step away from leadership development despite the costs to the College. As a result, we will continue to explore innovative, collaborative, and in-house methods to deliver ongoing leadership development, supporting strong succession planning.

Leadership Development and Succession Plan / Actions			
No.	Action	Responsibility	Timeline
1	Develop a clear leadership development expectation and culture supported by an annual Leadership Development Forum programme to provide necessary information and development to senior leaders.	Principal / Head of People and Organisational Development	2022-23
2	Through the Ways of Working project, trial agile, flexible, work from anywhere and other working arrangements in conjunction with ongoing leadership development and wellbeing initiatives, aiming to develop leadership skills and confidence, as well as individual wellbeing.	Senior Leadership Team	2021-22 onwards
3	Increase the number of Insights practitioners to support ongoing leadership development with Insights, reducing long-term spend by bringing the expertise into the College.	Academic Development Team / People Team	2021; complete.
4	Develop and roll out D&A talent management succession planning arrangements and opportunities.	Head of People and Organisational Development / HR Manager	2022-23



Human Resources and Development Committee

Thursday 17 February 2022

PAPER D

VP People & Performance Report

BOARD OF MANAGEMENT
Human Resources and Development Committee
Thursday 17 February 2022
VP People and Performance Report



Paper for information

1. Voluntary Severance

As noted in previous reports, the College opened the voluntary severance scheme on an enabling basis. This is in recognition of the likely impact that new ways of working (particularly having fewer people on campus at any point in time) and other changes in curriculum and services is likely to have in terms of some roles.

The scheme remained open until 31 December 2021 and received a total of 21 applicants (14 Academic staff and 7 Support staff). Consideration of these applications is currently taking place and, whilst it will not be possible to approve all applications, a number will be able to be supported which will assist with future workforce planning and anticipated savings targets.

2. 2021/2022 Student Recruitment – Staffing Impacts

As reported previously, full-time student recruitment for 2021/2022 was c 600 students below target. January/February recruitment has also been challenging and it is clear that a similar picture is evident in the rest of the college sector due to a number of factors, including COVID-19 and increased recruitment from the university sector.

The reduction in student recruitment has resulted in some staff being 'below hours' and work has been undertaken to mitigate the impact of this as far as possible. The approach being adopted continues to be 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

Significant work is also progressing with Colleges Scotland to lobby nationally to ask SFC to extend a number of areas of flexibility that were introduced for the period of the COVID pandemic.

3. National Bargaining

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

It is understood that all D&A job roles within scope of the initial exercise have been scored, although no data on these will be released until all job roles in scope for the whole sector have been completed.

Discussions are progressing nationally around arrangements for the increasing number of job roles that are new or updated since the project implementation date of September 2018. Significant discussions are also yet to commence around the pay and grading elements of the project at college or national level.

National negotiations in respect of Academic staff pay/conditions arrangements for 2021/22 have stalled, with a final offer of £850 consolidated plus £150 non-consolidated) being rejected by the EIS/FELA negotiating team. The national disputes process has been enacted and dispute resolution meetings will progress over the coming weeks.

In respect of Support staff, the same salary offer has been made and an outcome of this is awaited. In addition to the salary elements, the support offer includes proposed conditions arrangements as follows:

- The introduction of 2 career development days (14 hours) for support staff
- Carry forward of 5 days annual leave (and up to 10 days with manager approval)
- Green travel scheme plus mileage payment for cycling
- Commitments to further discussions and working groups around a range of terms and conditions developments, including an the feasibility of a 4 day working week.

A national dispute has also been notified by support unions to the Employers Association as a result of agreement reached with EIS/FELA on the dispute last year regarding the use of trainers in place of lecturers. Support unions are unhappy that the review process agreed as a resolution to the EIS/FELA dispute does not involve them in discussions around potential changes to the designation of trainers (who are support staff) as lecturers. Again, the national disputes process has been enacted and dispute resolution meetings will progress over the coming weeks.

The College is continuing to work through the 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 in respect of the remaining areas of disagreement are being progressed at a local level.

4. Head of Sector Appointments

Two new Heads of Sector appointments have been completed. One of these is replacement for a previous postholder (Gillian McGovern) who has moved to another organisation, and the second replaces Jane Roscoe following her appointment to the role of Director of Curriculum.

The two appointments are:

Lee Lappin was our Head of Curriculum and Quality for Performing Arts and will now lead the Creative, Cultural and Digital sector. Lee was responsible for initiating our partnership with University of West London and developing our degree programmes – BA (Hons) Dance and BA (Hons) Professional Theatre Practice. Lee will bring her extensive experience of learning and teaching, innovative curriculum design and partnership working to the role.

Darren Burns will lead the Care, Sport and Social Science sector. Darren was most recently a Curriculum and Learning Manager in Sport and Outdoor Activities at Borders College. Darren has previously worked with Edinburgh College, Edinburgh Napier University and Scottish Rugby and has considerable experience of learning, teaching and leadership within several curriculum areas.

5. College Awards

LOCKDOWN LEGEND

When Covid-19 forced college campuses to close, the impact on the Dundee and Angus College staff and student communities was far-reaching. CDN's College Colleague of the Year, Dundee and Angus College's Hospitality Stores Supervisor **Sophy Mitchell**, stepped up to the plate

Tell us a bit about your role at Dundee and Angus College

'I am Food Stores Supervisor and, having studied HND Hospitality at Dundee and Angus, I always had a real passion for customer care, food, people and socialising. The job varies from stock takes to helping with student inductions, to helping the lecturers set up for practical lessons. Just before the pandemic, I volunteered to take over the department Facebook page, Hospitality TR, to show anyone who followed the page the amazing work our students do but then of course the pandemic started.

'I was lost in all honesty, quite down at points but I used the page to get me through. I shared recipes, students and staff were then also sending in recipes, photos of home baking and we all stayed connected! The page got bigger and better and I still post daily now and really enjoy doing it.

'In November 2020, I got a message from college colleagues Jane Cooper and Grace Thain who wondered if I fancied doing a Christmas special online. I loved the idea but just didn't know if I had the confidence. Managers Caroline Moffat and Michelle Robinson told me to go for it. The first few sessions were a hit and even now when Jane and Grace get in touch to add more on to the calendar, I scream with joy and excitement. Sometimes you really do just have to push yourself out your comfort zone.'



Sophy picks up the CDN award with Principal Simon Hearn

supportive community that would help us to socialise, learn new skills and, above all else, have great fun.

'I was already a keen home cook and hit on the idea of delivering virtual home cooking and baking classes as part of the Dundee and Angus wellbeing offer. 'In the Kitchen with Sophy' was created there and then, and has gone from strength to strength ever since, running weekly from December 2020 and bringing together food-loving individuals (and anyone else up for a laugh) from across the college to share recipes, ideas and chat about all things cooking and baking. The idea

created a mash-up of *Master Chef*, *Ready Steady Cook* and *Loose Women*, making everyone feel comfortable regardless of their cooking ability.

'Because the classes are open to everyone from right across the College, they have re-created those random 'bumping into people in the corridors or canteen' moments, that we have all missed. Partners, kids (and even pets!) have joined in too, which has given her classes a real family feel. I have heard that some of our young attendees have since applied to study Hospitality and Professional Cookery.

'My main aim is to make any recipe simple, the recipes are low budget and as easy as possible. Seeing people enjoy my recipes truly makes me happy.'

Did you enjoy the teaching aspect of your sessions?

'I am not a lecturer and had never taught any classes, so I was nervous at first at the prospect of showing others how to cook. The classes have become the most popular wellbeing activity the college has ever run with more than 350 staff and learners, plus their families too. I really do enjoy the teaching aspect and since doing the staff sessions I have done sessions for students throughout



The College was delighted with the 'Colleague of the year' award for Sophy Mitchell at the [College Development Network Awards](#) in Glasgow in December 2021.

Sophy won this award for her amazing 'In the Kitchen with Sophy' online cookery and wellbeing sessions which she has ran throughout lockdown. Sophy has been a D&A Lockdown Legend, and her story (and award) will be featured in the forthcoming edition of CDN's Reach magazine.

In addition to Sophy's win, D&A was also Commended in the Communication and Marketing category for the way in which our Students' Association communicates with students and received a Highly Commended award in the Sustainability category for the work of our Period Positive (No Period Plastics) Project.

The College also won a [Holyrood Scottish Public Service](#) Award in the Sustainability category at the Scottish Parliament in December 2021 for the work of our Estates Team (and many others) in promoting sustainability and reducing carbon usage by over 62% over the past 10 years.

Looking ahead, our Care Team is a finalist in the [Scottish Apprenticeship Awards](#) in the Innovation in Learning Category for their work with employers to address skills shortages in the health and social care sectors. Award winners will be announced at an online event during Scottish Apprenticeship Week 7 -11 March 2022.

The D&A Learner Engagement team have also been shortlisted in the [Youth Link Scotland Awards](#) for their work around community engagement and support for young people. The award winners will be announced on 1 June 2022.

6. Senior Leadership Team Professional Development

Following an intense period of work through two business continuity teams and the loss of colleague Kevin Murphy a year ago, the Senior Leadership Team has seen significant changes and challenges since 2020.

2021-22 has brought good news to the team, with appointments of Steph Toms and Jane Roscoe into the Director of Curriculum roles, as well as the opportunity to spend time together as a team. The away day undertaken at the start of February 2022 had three key professional development themes:

- An opportunity to meet face to face, socialise and welcome Steph to D&A and Jane and Steph to the Senior Leadership Team 'officially'
- Time to reflect on the challenges of the last couple of years as a team, and individually reflect on our skills, unique areas of contribution, and role within the SLT and how these skills contribute to the strategic direction and success of the College
- Focused time to look at operational challenges and begin planning for future fiscal challenge and risk

Half the day was facilitated by Mark Bell, an external coach and leadership development practitioner, providing the opportunity for all SLT members to fully participate in the day. A range of themes from finances to feedback and celebrating successes were discussed on the day, and a follow up session has been planned for April, ensuring progress continues in terms of both SLT team / individual development, as well as broader College-wide tackling of challenges ahead.

7. CPD Planning, Leadership Development and LDF

The CPD Planning Group has now completed the first half of the year's input for Heads of Curriculum and Quality (HCQ) and Curriculum and Quality Leaders (CQL). Quality Week (the break between the two semesters) provided a natural review point and the CQL programme has now been adjusted for the remainder of the year based on feedback. The CQL input in March will now focus on individual professional learning, with an input delivered by our Academic Development team, and then on formal feedback from this group regarding future professional development and training needs.

Across the College, we are looking to enhance the current staff experience by providing further opportunities for staff to connect with colleagues from outwith their immediate team / department both virtually and face to face. This need has also been echoed in the CQL group, which is one of the reasons for the formal feedback exercise with this group, so opinions can be sought on the best way to organise this for the large group of CQLs.

Following our intentions to 'get back to normal' with Leadership Development Forum input, the College's senior leaders met in January (albeit still online) to hear from John Alexander, leader of Dundee City Council. Feedback from this input has been excellent with further requests and plans for external speakers. In addition, the LDF group discussed their wellbeing, need to connect with one another on a social and work-related basis to continue building excellent working relationships, as well as general feedback on the format of LDF meetings.

This feedback was captured via breakout groups utilising Padlet and is currently being written into plans for future sessions and additional support for the LDF group. Many of the outcomes mirror the Mental Health feedback sought from the group prior to Christmas, with a range of activities planned from that delayed due to changes to operations pre-Christmas with the development of the Omicron variant.

We are now in a position to progress these actions, which again include opportunities for staff to get together online and face to face to discuss work and leadership challenges, and to look at other ways for staff to come together more broadly.

8. GTCS Lecturer Registration

The national lecturer registration project has reached a key point as the steering group attempt to finalise arrangements for the onboarding of our existing workforce to the register of teachers. GTCS currently have an open consultation on the proposed 'Interim' category of registration, along with other elements of their remit.

Colleges Scotland will coordinate a sector-wide response and a D&A response will also be submitted. The sector is in favour of the arrangement proposed by the consultation, though there is some work to be done both in applying this arrangement from an appropriate date and in agreeing arrangements for new start lecturers.

9. 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.

Following work undertaken in the latter part of 2021 to begin to relax COVID arrangements and return more staff and learners to campus, the Omicron variant arrived and set this work back significantly. This included returning to online working and learning for many groups during the final weeks of December and into January 2022.

The most recent relaxation of COVID-19 guidance has allowed the College to return to where it was in late November 2021, with the opportunity to begin to increase numbers of campus in line with the current guidance. This is still a measured return, as the requirement for 1m distancing and use of face coverings etc remains in place within the sector guidance.

In addition to the current guidance, planning has commenced in respect of 'normalising COVID'. The new Scottish Government strategy will be important in this, and initial plans are focused on removal of physical distancing when possible and increasing numbers and activities on campus.

As part of this normalisation, changes are being made to COVID reporting arrangements for learners and staff. This includes incorporating COVID absence reporting within normal absence report arrangements.

Whilst dependent upon Scottish Government guidance, it is anticipated that this return to 'normal' will be planned over the period through to at least Easter 2022. Discussions around the changes needed will include our unions as well as the Students' Association.

An update on COVID 19 arrangements will be provided at the meeting, including a more detailed outline of arrangements surrounding hybrid working and learning.

10. Staff Last Hour Appeal

As part of our response to recent events, the College wanted to do something positive to end what was a pretty miserable year for most. From this we created our 'Last Hour of 2021 Appeal'.

Through this appeal a significant number of staff donated their last hour of pay from 2021 to support four charities chosen by our Students Association, our Staff Association, our Trade Unions and our Senior Leadership Team.

The appeal raised £4,500 in total and we are splitting this equally (£1,125 each) between the following four charities.

- Chest Heart and Stroke Scotland
- Feeling Strong
- Maggie's Centre Dundee; and
- Dundee and Angus Women's Rape and Sexual Assault Centre

This is the second year that we have run a donation campaign like this and it is really positive to be able to support local charities in this way.

11. 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

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Human Resources and Development Committee

Thursday 17 February 2022

PAPER E

Strategic Risk Register

BOARD OF MANAGEMENT

Human Resource & Development Committee

Thursday 17 February 2022



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 March 2022 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
- 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.
- 3.12 Post pandemic ways of working and workforce planning fails to meet the needs of staff and College strategic/operational needs

Following review of COVID related guidance and arrangements as at 7 February 2022 a change has been proposed in respect of risk 3.11. This change reflects the reduced post mitigation likelihood of a significant or catastrophic COVID-19 outbreak given recent case numbers and vaccination rates.

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 March 2022

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	Mitigation Actions	Impact	Likelihood	Score	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) Increase in likelihood given national recruitment issues	4	4	16	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	2	8	<ul style="list-style-type: none"> Robust monitoring via ROA Clear performance metrics Amendment of strategic direction/ plans Rolling curriculum review 	Principal & 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 scanning Negotiation/influence at national level 	4	2	8	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans Financial strategy sensitivities 	Principal & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union likelihood reduced as Brexit arrangements progress	5	4	20	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/ projects Responsiveness to new opportunities 	5	2	10	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans/ curriculum Financial strategy Workforce planning International strategy & planning Post Brexit planning 	Principal

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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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									
1.4 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	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	Principal

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	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 	Principal & VPCS
4.2 F&P	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	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 March 2022

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 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">Regular strategic analysis and assessment of need for changeStrong engagement with government and key partners – influencing national prioritiesClear prioritisation of activitiesFocus 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 ChairsAmendment of strategic direction/ plansRolling curriculum, activity and priority review and implementation of new approaches/services where neededEngagement with government and other partners	Principal & 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/objectivesFinancial loss or unmanageable financial riskReputational loss	4	3	12	<ul style="list-style-type: none">Clear prioritisation of activitiesEffective project/activity management in placeStrong engagement with partners/fundersClear governance structuresProject/initiative finances clearly understood and reviewed regularlyProject cessation, pausing or contingency planning in place	4	2	8	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesBudget reporting and management	Principal, VPC&A

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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	4	3	12	<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 Revised economic and social recovery activities 	3	2	6	<ul style="list-style-type: none"> Regular monitoring of new/updated activities and outcomes 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 Employer and Community engagement 	Principal

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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	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

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

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
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 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 Impact and likelihood reduced given position within the pandemic	4	3	12	<ul style="list-style-type: none"> • Marketing strategy • Reputation plan • Positive marketing approaches • Outbreak management communications plan 	3	2	6	<ul style="list-style-type: none"> • Positive marketing plan • Regular stakeholder engagement • Social media engagement and monitoring arrangements 	Prin DirC&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

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
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 Likelihood reduced given position within the pandemic	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	1	3	<ul style="list-style-type: none"> Monitoring of COVID 19 cases and absences Outbreak management arrangements Amendment to support prioritised services 	Principal VPC&A

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

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

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
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	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

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	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 arrangements• Active ICT/data security monitoring and cyber security policy• Additional 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 issues• Regular security monitoring/testing• Cyber 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/systems• Clear and robust management of ICT systems	3	1	3	<ul style="list-style-type: none">• Systems monitoring• On-going cyber resilience and systems development	HoICT



Human Resources and Development Committee

Thursday 17 February 2022

PAPER F

HR Metrics

BOARD OF MANAGEMENT

Human Resources and Development Committee

Thursday 11 November 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

2021/22 Headcount		% Split	2020/21	2021/22 FTE		% Split	2020/21
Teaching	384	45.3%	440	Teaching	299.7	43.0%	315.3
Other	463	54.7%	443	Other	397.4	57.0%	337.3
Total	847		883	Total	697.1		652.6

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	2019/20		2020/21	2019/20
Total Credits: Staff FTE	167:1	169:1	Total Credits: Teaching Staff FTE:	348:1	363:1

Female & Male Headcount		% Split	2020/21	Temporary & Permanent FTE		% Split	2020/21
Female	557	65.8%	63.2%	Temporary	99.1	11.6%	13.7%
Male	332	34.2%	36.8%	Permanent	623.6	88.3%	86.3%
Other							
Total	847			Total	722.7		

Diversity Data Held	%
Ethnicity/Race	52% (no change)
Disability	52% (no change)
Gender Pay Gap	7.3%
Diversity Data Gaps	38% (no change)

Staff Absence Data (year to date)

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

	Staff Absence Rolling Year to 31/01/22	Staff Absence Rolling Year to 27/10/21
Average working days lost per headcount	6.90 days	4.31 days
Working time lost	2.22%	1.67%
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 31/01/2022	Rolling Year to 27/10/21
Long Term Absences (4 weeks or more)	84	71
Short Term Absences	520	375
Stress Related Absences – Work related	14	9
Stress Related Absences – Non-work related	74	59

Other HR Metrics

	2021/2022	2020/2021
Staff Turnover Rate (non-forced)	1.66%	6.19%
Employee Hearings		
Discipline	2	5
Grievance	1	4
Tribunal Actions	0	0
Recruitment Exercises	41	131
Current Vacancies	4	

3. OD Metrics

	YTD 2021/22	2020/21 Full Year
Engagement with Leading Learning Academy (per team)	100%	100%
Number of internal CPD events delivered and external events supported	235	422
Number of attendances at internal and external CPD events per employee headcount	1884	643

Organisational Development budget per employee headcount	£110	£110
Engagement survey ratings (annual/periodic)	-	Engagement: 83% (Pulse Survey May 2020)
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 2021/22	New Starts	Not Started	In progress: On Track	In progress: Behind	Completed	Total
Academic	45	0	45	0	0	0
Support	69	0	69	0	0	0

Training & Development Completion Rates

Activity	2021/22 Completion Rate to date
Development Reviews	54%
Mandatory Training	
Safeguarding	83%
Health & Safety	77%
Fire Safety	80%
GDPR	17%*
Equalities	82%
Display Screen Equipment	74%
Cyber Security	17%*

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, we have set A/Y 2020-21 as the 'roll-over' year in which all staff must complete all modules. 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.

***Please note the drop in Cyber Security and GDPR is due to the themed year commencing and the courses being reset.**

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 17 February 2022

PAPER G

Meeting Minutes / Updates

- Joint Consultation & Negotiations Forum**
- Health, Safety & Wellbeing Committee**



JOINT CONSULTATION FORUM

Friday 14th January 2022

PRESENT:

S Oakley	J Dick	M Brown
N Steff	S Taylor	J Grace
T Bain	J Carnegie	A Mawhirt
G McAteer	D Deans	

1	<p>Apologies Apologies were received from S Hewitt, A Williamson, K Buchan, and D Smith.</p> <p>ST welcomed MB to his first meeting as a new union (GMB) representative.</p>	Action
2	<p>Minute of Previous Meeting 22 October 2021</p> <p>JD noted a change to the minute under item 5, where feedback had been received from managers, not staff. NS noted that AM rather than KB should've been noted for taking forward a discussion under 6.1. These points were updated.</p> <p>Workgroups TB noted concerns over progress of some workgroups and actions. TB noted she was also asked to raise this from the H&S Committee.</p> <p>JC proposed the approach to managing matters arising could include Teams notifications as agendas are prepped for the next meeting.</p> <p>AM suggested that it would make sense to review the workgroups and agree the requirement, purpose, and scope of each group before commencing further work. TB noted work undertaken previously and it was agreed that this would be looked at again. Concerns over time constraints for engagement in multiple working groups were noted.</p> <p>ST confirmed that a review of the groups would be sensible and undertook to do this and update JCF as soon as practicable.</p> <p>NS noted there were different types of groups, those like PRG which are subgroups of the JCF and other groups that are operational matters in the College and union representation is preferred / required. NS noted that it was preferred that these be kept separate.</p> <p>JG noted that the Week Spans conversation / group work is complete. JG highlighted there is a requirement to have groups for specific purposes and also give a realistic timeframe for the work of any groups, so JCF all understand and agree end dates.</p>	

	ST summarised that the groups would be reviewed, along with TB's outline of reps from EIS to join the groups and this will be reviewed and commencement of groups along with memberships communicated as soon as practicable.	ST
3	Matters Arising / Actions There were no further comments on the Matters Arising.	
4	2021/2022 Student Recruitment & Actions JG explained there had been on-going challenges with January recruitment, with 17 streams looking to go ahead, but with a further 12 streams under review and/or already cancelled. There are 325 applications (conditional and unconditional) however we normally recruit c.550 for January starts. This was a concern given our credit-based funding and trying to balance delivery with staff hours and activity we can offer. TB noted an EIS member had been in touch highlighting that they were timetabled 'under hours' and had concerns about this. TB also noted concerns from members that they were under hours, but PTV staff were being brought in for hours that they could teach and queried whether a timetable audit would be useful. JG confirmed that this was already underway, and the planned week 2 (Sem 2) audit had been brought forward. ST noted that we were down on full time recruitment at the start of 2021/22 and had hoped that some of this would be recouped with increased Jan start programmes but that this was looking unlikely. ST stated that there was a similar picture across the sector. ST noted that SFC had supported a range of credit flexibilities for the sector last year, the key one being no claw back on funding. Whilst some flexibilities had been agreed for 2021/22, there were no current guarantees on clawback and the sector was now pushing for this (and other steps) to be taken. TB highlighted the student behaviour work and short life working group and noted that poor behaviour would have an impact on other students and recruitment. SO queried whether any research had been done around the decline in applications and noted the worrying apathy of students returning from the Christmas break. JG highlighted the range of information the College is able to analyse and what we know about our local demographic, university places available to young people and those staying on at school or going into apprenticeships: <ul style="list-style-type: none"> • In Dundee, 5.5% (302) of 16-19 year olds are not participating in education, employment, or training. The destinations of a further 4.6% (256) are unknown/unconfirmed (Aug 2021). • In Angus, 3.1% (150) of 16-19 year olds are not participating in education, employment, or training. The destinations of a further 4.4% (212) are unknown/unconfirmed (Aug 2021). TB suggested a survey of school pupils, which AM confirmed was planned, and JG confirmed that (COVID guidelines allowing) tasters will be running in partnerships with schools in summer 2022.	

	<p>AM also noted that the Admin team would be working on pop up Help Points and community engagement in Angus, as well as formal and informal market research.</p> <p>SO asked what the worst case scenario could be with the fall in applications. ST noted that this could be significant, but confirmed that we were not at a point to be considering impact on staffing etc. ST noted that there were a range of business as usual approaches to engaging our demographics, marketing, advertising, and informing people about our relevant and current offer.</p> <p>TB noted that some feedback from school partnership / tasters wasn't great and the activities seemed to be repetitive and / or pitched at too low a level. This raised worries that this type of word of mouth feedback might impact decision making around coming to College. ST noted the importance of prompt feedback like this being picked up, and the importance of course teams across the College actively reflecting on feedback and evaluating and developing their activity to ensure we can offer the best possible offering.</p>	
5	<p>Union Items</p> <p>Joint Ways of Working Document NS highlighted a concern that union reps have raised issues which haven't been addressed or have seemingly been dismissed, then when the same issues have been raised in other forums they have been addressed, with the example of Student Behaviour given. ST noted the concerns and highlighted that ST, AM or KB would be happy to discuss any specifics.</p> <p>Student Behaviour JD noted that a meeting that took place prior to Christmas on this matter and it raised clear suggested outcomes, however there is a requirement for quick action and unions are not aware of what was happening.</p> <p>AM gave an update on the actions from the group and the progress and will liaise with Jane Roscoe on an update and the next steps and feedback to the group.</p> <p>ST also noted that work had been undertaken regarding a new policy on dealing with aggressive/violent behaviour and a training matrix would also shortly be implemented. ST would provide an update on this following the Behaviour Group Meeting.</p>	<p>AM</p> <p>ST</p>
6	<p>Finance Update JC explained the College's financial strategy to carry a cash-backed surplus sufficient to meet the loan repayment. This had not been budget for in 2021/22, which was okay as the College had sufficient cash reserves to meet the repayment.</p> <p>JC noted that a range of supplies and purchases were delayed by global production issues, COVID and Brexit, with these arriving after the end of the 2020/21 financial year and so had to be met from the 2021/2022 budget. This, combined with other income reductions and costs increases, had impacted on the projected out-turn taking the projection from +£250k surplus to a c. £850k deficit.</p>	

	<p>JC noted that (the way the College accounts operate) having a deficit in-year was problematic as funding is provided in-year to be spent in the same year.</p> <p>JC noted that SFC and Scottish Government were aware of the issues impacting on procurement and delivery times, therefore this position was not unusual across the public sector. However, the College had prudently reviewed discretionary spend and was considering some areas of savings that could be made to help to return to a more balanced budget.</p> <p>As discussed under item 4, we remained hopeful that SFC will not penalise colleges for any credit activity we could not deliver, however this would not be a sustainable approach to any decrease in activity. Equally, it was challenging to assume that funding would remain at the same level if activity could not be sustained.</p> <p>The draft sector budget for 2022/2023 was noted to be 'flat cash' from SFC and therefore would not include any inflationary increase, however public sector in-year pay deals and generally the cost of living and inflation rising meant that flat cash would not be enough to cover all costs. This leaves us with c.£1m to cover, therefore we must be aware of this for future years and work hard on maintaining financial sustainability.</p> <p>NS asked for clarity on whether the impact on this year's position was positively reflected in the previous year (due to the supply issues). JC confirmed that this was partly the case, with the 2020/2021 out-turn higher due to the spend not being incurred, however the challenge with this was that the funding was for a specific year and should only be spent in that year.</p> <p>SO noted the challenge with the ask for high quality learning and teaching provision and the possibility of decreasing funding, both of which were contradictory, and whether there were options for savings that didn't impact learning and teaching. JC noted that this was always the challenge, and that significant work would be needed to ensure that sustainability was achieved without damaging core services.</p>	
7	<p>COVID-19 Guidance & Updates</p> <p>JC updated the group regarding changes to self-isolation and testing in Scotland. The changes had increased the workload associated with COVID reporting and JC noted that an attempt would be made to streamline this process. This would include use of an FAQ webpage to manage the range of questions coming through. From the start of Feb, some other elements of the processes would also be streamlined.</p> <p>JC noted that the number of positive cases was high, along with self-isolation cases. The numbers of people self-isolating should, however, drop now due to the changes to testing and self-isolation rules.</p> <p>The College would again host vaccination pop up centres, which would be able to administer first, second or third doses. JC asked the group to encourage all staff and students to get vaccinated / boosted during the pop ups on campus.</p> <p>ST highlighted that the reporting changes around absence from February would be more focused on highlighting and promoting the national guidance, as this was becoming more focused on individual circumstances, not all of which were known to the College.</p>	

	<p>Teams were also encouraged to be thinking about SQA Branch 4 assessment arrangements from this point and it was noted that an updated 2022 system for this would be available shortly.</p> <p>JC raised that the CO2 reporting continued and the areas where we were seeing raised CO2 levels were in areas where the windows had not been opened or mechanical ventilation switched on. The group were asked for their support in highlighting the CO2 guidance to colleagues wherever possible. JG noted there was a Portal post with video guidance around this: https://dundeeandangus.sharepoint.com/SitePages/Another-CO2-Monitoring-Update.aspx</p>	
8	<p>Policy Review Group</p> <p>AM noted that the Menopause Guidance was awaiting final feedback before publication. The Workforce Plan will shortly be shared with the group for information.</p>	
9	<p>AOCB</p> <p>ST noted thanks to NS for his support, input, and 20 years of work as a union rep, as this is his last JCF meeting. NS thanked the group.</p>	
10	<p>Date of Next Meeting – Friday 22 April 2022 at 1.30pm</p>	

Health, Safety & Wellbeing Committee Meeting

Draft Note of Last Meeting Monday 17 January 2022



Minute of the Health, Safety and Wellbeing Committee meeting held on Monday 17 January 2022 via Microsoft Teams.

PRESENT:	B Grace (Chair)	S Rennie
	F Calvin	M Swan
	J Cooper	G McAteer
	J Dick	J King
	A Monks	K Williams-Robinson
	J Beresford	T Cartney
	C Ditchburn	S Thom
	F O'Duibhinn	

APOLOGIES: C Strachan, J Carnegie, K Buchan, G McGillivray, S McGregor, W Duke

1. WELCOME & HOUSEKEEPING

2. NOTE OF LAST MEETING

Notes of last meeting were agreed as an accurate reflection.

3. MATTERS ARISING

J Dick commented matters arising final item remains open – student engagement outwith College hours.

Action B Grace to respond to group with timescale

4. COVID-19 MITIGATION PLANNING

a. Scottish Government guidance

B Grace confirmed Scottish Government guidance remains static and staff/students should continue to follow the procedures put in place before the Christmas period.

b. Estates & Infrastructure Workstream

B Grace advised there is no significant work required in this area with the exception of monitoring ICT equipment needs for student learning.

B Grace commented on the continuing issue of students not wearing face coverings and advised signage was re-introduced prior to students returning. B Grace acknowledged the effort made by senior staff to ensure students wear face coverings but also acknowledged that this has been challenging for staff. B Grace also informed the committee that a working group led by Jane Roscoe had been created to try and address the wider area of student behaviour to reassure staff that the issue of

challenging behaviour is being taken seriously.

c. Ventilation

B Grace advised CO2 monitoring has increased due to the purchase of additional monitors allowing twice daily readings over the course of a full week. The majority of rooms satisfy the criteria but it is noted that rooms presenting high readings were as a result of the available ventilation not being used. Subsequent data capture confirmed that these rooms air quality was within the parameters when ventilation was used. All data is recorded is on the portal with a marker against rooms with high readings and staff have been reminded to be mindful of using available ventilation before readings reach a high level.

d. Testing

B Grace advised staff have been encouraged to take lateral flow tests prior to returning to campus and twice weekly thereafter as an ongoing practice. J Beresford has secured more testing kits ensuring stocks remain at a good level. Testing kits no longer require to be logged personally (only the number of kits used should be recorded) therefore kits will be available to staff and students as and when required.

J King expressed concerns after the closing of this section regarding the percentage of his time taken up dealing with Covid-19 mitigation enforcing. It is felt there is a lack of enforcement from academic teams to help with this ongoing problem. The pool table was given as a scenario as students are increasingly ignoring the guidance i.e removing signage, refusing to 1m distance and not wearing face coverings. A number of committee contributed to the discussion and some simple but effective controls were identified which staff could introduce.

B Grace acknowledged this is a challenging issue without an easy resolution and reaffirmed that the working group led by Jane Roscoe had been tasked to identify possible solutions to address these ongoing concerns.

J Beresford suggested that it would be helpful to have a rota of senior staff (Leadership Development Forum) on campus to assist staff with significant issues around student behaviour.

Action - B Grace to consult with SLT to discuss possibility of introducing a senior staff rota for attendance at each campus.

5. SAFETY OFFICER REPORT

F Calvin talked the group through the report

[Health & Safety Officer's Report for H&S Committee](#)

Action - F Calvin to send new risk assessment template to Trade Union H&S Reps

Action - F Calvin to conduct fire drills as per previous procedures until new approach is in place

S Rennie highlighted that there are currently no mental health first aiders on campus and it has been raised as a concern from students.

It was acknowledged that there was a significant increase in first-aid for mental health incidents - C Ditchburn commented he had experienced a difficult scenario with a student

which lasted for 2½ hours and felt there was a lack of knowledge from the attending staff member.

S Thom recognises the difficulty of the situation but commented that mental health first aiders are not registered on the first aid rota and do not receive the allowance the duty first aiders receive. A new mental health team leader is in place and a cross college committee is to begin shortly to investigate needs for mental health and wellbeing for staff and students.

It is agreed this is a key task coupled with a review of policies and procedures and requires attention.

B Grace advised the incident described by C Ditchburn should have been formally recorded as an incident to allow the College to record and find a suitable outcome. B Grace also suggested a meeting between select members of the group to discuss and implement a review of mental health first aid.

A Monks advised the number of staff attending an incident should be considered as there are increasing situations which require a first aider to deal with the physical injury but also a mental first aider to deal with the mental aspect of the call and the further decompression required after an incident.

Action - B Grace to initiate a sub group with relevant committee members to initially discuss the introduction of a mental health first aid process

Action - S Thom to investigate with cross College committee policies and procedures and ways of working

Action - S Thom to investigate incident described by C Ditchburn

6. Staff

a. Sickness Absence Data

J Cooper presented the [Absence data](#) to the committee – key points -

- Predicted increase in Covid-19 positive cases in January compared to December
- Spike in short term absences
- Increases in stress at work and anxiety, stress and depression, however, numbers are low and the College is performing well compared to other institutions

b. Health & Wellbeing

[Wellbeing log](#)

J Cooper noted consistent engagement with most sessions. There was good attendance at stress and how to beat burnout sessions which were followed up by the People Team to ensure staff are supported and managing their wellbeing.

Announcement posted today detailing available sessions.

J Cooper mentioned a mental health first aid session will be running and volunteered to participate in the mental health sub group.

c. Union Feedback

[Joint Union feedback](#)

F O'Duibhinn noted main points collated by unions –

1. **Staff stress/ Mental Health** – the impact of COVID was highlighted as main issue to some staff experiencing stress and mental health issues due to increased workloads as a result of increased absences. The importance of staff supporting each other was discussed and J Cooper suggested incorporating mental health awareness into mandatory training.
2. **Covid reporting system** - Union highlighted that COVID reporting responsibility could lead to the quality of learning suffering due to other factors including managing COVID mitigations and communications
3. **Accident Near Miss reporting** - request from unions to share statistics and reports more widely.
4. **CO2 monitors** - unions highlighted the introduction of additional CO2 monitors had been well received and asked for hard copies of data could be posted on noticeboards – B Grace advised that air quality data was readily available on the staff portal and updated weekly.

Unions also requested that guidance posters on use of CO2 monitors be introduced beside monitors.

5. **Union H&S reps involvement** – Unions keen to be more involved in discussions and resolutions and to support College members to progress the aims and values of the College.
6. **Compliance and latest guidelines** – Unions reinforced the importance of compliance with COVID mitigations in line with latest guidance which had been previously discussed earlier in the meeting – additional suggestion to use ICT screens in Kingsway Refectory and other social areas across all campuses to promote Covid-19 information as a more effective communication method to students as there are still large groups of students gathering in that area without face coverings.

Action - F O'Duibhinn and F Calvin to collaborate on AINM issues

Action - B Grace to develop amended signage for CO2 monitoring guidance

Action - B Grace to review with Marketing/ICT the communications on digital screens in social areas to encourage compliance.

7 LEARNER

a. Student Association

A Monks and S Rennie shared a comprehensive presentation outlining the recent student association activities.

S Rennie commented that SA are 'pushing the positives' this year to include all of the good works that are happening and learn from the ideas that have made a positive impact. There is a new system in place for department reps to be included in department meetings.

S Rennie noted Connecting Scotland calls were extremely effective and helped by 3 SA

assistants who also successfully dealt with retention calls as a change in dialogue had been implemented.

A Monks noted Attend to Spend has been successful not only for students as potential winners but was also helpful in allowing H & B students to pass assessments and raise the profile of the department. A Monks commented on the positive impact the SA refurb has had allowing students a comfortable space to unwind and relax and receive needed support.

A number of committee commented and congratulated Sarah, Amy and their team for the amazing work that had been doing to support our College students on a number of fronts.

b. Student Support

S Thom reported Student Services have continued to see high numbers of students, working alongside SA dealing with the retention calls. It indicated an increase in required support but also proved that the initial call to reach out was very effective.

Mental health and wellbeing is the highest need and reflects the sense of loss that staff and students have felt during the pandemic. There has been an increase in stories of completed suicide which has deeply affected the wider student and staff population, however, it was noted that students feel they have a good support system in place at College.

S Thom referred to F O'Duibhinn's comments regarding staff absences and noted Student Services have successfully maintained contact on campus and students have been appreciative of the face-to-face interaction.

The introduction of Rosie Ivins as the first full time mental health team leader is a welcome addition to the team and another new appointment will be allocated to mental health work across all campuses.

S Thom reflected there are lots of positives at the moment helped with the collaboration of the group.

Once again, a number of committee commented and congratulated Sarah, and her team for the amazing work that had been doing to support our College students during these challenging times.

c. Learner Engagement

[LE & Wellbeing update](#)

J King updated the group

- Appointment of 3 new LE assistants
- Glebe redevelopment project underway. Outdoor mental health and wellbeing and team building spaces should be created by the end of the academic year
- Reclaim the street march for violence against women was very well attended
- 5 ways to wellbeing is partnering with an external agency to enhance wellbeing support to the Angus element of students
- After hours project has been extremely successful providing students with the

opportunity to engage outwith curriculum hours and with other teams. 214 students have engaged since the beginning and it has received positive feedback

- Jason now SIPP (suicide intervention prevention programme) trained and will be undertaking WRAP and mental health first aid training to enhance student support
- 4-week to wellbeing programme was introduced as 2 pilot classes and has progressed to 28 classroom sessions delivered and currently has a waiting list for further sessions due to popularity

Committee members again voiced their appreciation for the outstanding support being provided for all of our students.

8 AOCB

M Swan raised the issue of a student attending College with a positive Covid-19 test result and enquired about the procedure.

B Grace highlighted this should have been recorded as an incident to investigate the reasons for the student attending class while positive with Covid-19.

J Beresford confirmed lateral flow tests would be sufficient for any potential close contact testing.

G McAteer asked that the Covid-19 reporting system be checked to ensure that this incident had been recorded.

Action Mike Swan to record the attendance of the COVID positive student as an incident so that it can be investigated.

Action B Grace to investigate Covid-19 reporting system to see if recorded

9 Proposed Date of Meetings for Session 21/22: Monday 13 June 2022 at 2.00pm