

# BOARD OF MANAGEMENT

## Human Resources and Development Committee



Thursday 10 November 2022 at 5.00pm  
Microsoft Teams

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### AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION
4. MINUTE OF THE PREVIOUS MEETING – 15 September 2022 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. VP PEOPLE AND PERFORMANCE REPORT Paper C for information ST
7. NATIONAL BARGAINING UPDATE Paper D for information ST
8. STRATEGIC RISK REGISTER Paper E for approval ST
9. HR METRICS Paper F for information ST
10. MEETING MINUTES/UPDATES Paper G for noting
  - Joint Consultation & Negotiation Forum
11. DATE OF NEXT MEETING – Thursday 16 February 2023, 5pm, via MS Teams



**Human Resources and Development Committee**

**Thursday 10 November 2022**

**PAPER A**

**MINUTE OF THE PREVIOUS MEETING –  
Thursday 15 September 2022**

# BOARD OF MANAGEMENT

## Human Resources and Development Committee Thursday 15 September 2022



Draft confirmed by Chair

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**Minute of the Human Resources and Development Committee meeting held on Thursday 15 September 2022 at 5.00pm, room Y150 Gardyne Campus and MS Teams.**

<b>PRESENT:</b>	D Mackenzie S Hewitt G Robertson S Stirling B Lawrie	<b>VIRTUAL:</b>	B Carmichael N Lowden
<b>IN ATTENDANCE:</b>	L O'Donnell (Regional Chair) J Carnegie (Vice Principal) B Grace (Head of Estates)		J Grace (Vice Principal) M Sanderson (Executive Secretary) A Mawhirt (Head of People and Organisational Development)

### 1. WELCOME

D Mackenzie welcomed members to the meeting.

### 2. APOLOGIES

Apologies were noted from K Keay and S Taylor.

### 3. DECLARATIONS OF CONNECTION & INTEREST

There were no declarations of interest.

### 4. MINUTE OF THE PREVIOUS MEETING – 5 May 2022

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

### 5. MATTERS ARISING

There were no matters arising.

### 6. OPPORTUNITIES AND CHALLENGES PAPER

S Hewitt summarised the paper, highlighting that the target before the summer was to save 1.5 million and the College have managed to save 1.8 million. The latest paper has now been shared with Trade Unions, local Union officials and all staff. S Hewitt advised that the 3 Trade Union disputes remain open, but he is confident these can be resolved in the next few weeks.

S Hewitt noted that, due to staff departures, around 320 years of experience has left the College. The college could take some time to recover from the loss of knowledge and expertise.

D Mackenzie commended the team for avoiding compulsory redundancies and praised staff for working as a team.

S Hewitt noted this was an all-staff effort as many staff shared their ideas and suggestions of ways to make savings via the consultation email inbox. The suggestions contributed to amendments to approximately 50% of the original plans. S Hewitt noted that every VS application was scrutinised by the Executive team as a recurring saving was required.

D Mackenzie asked how staff who had had their application for voluntary severance declined were feeling and how motivated they are to continue working at the college. A Mawhrt noted conversations are ongoing with staff who weren't successful in applying for VS.

S Hewitt added the overall feedback from the all-staff event was positive and staff are taking the message seriously, around getting back to just being a College again. Staff are concerned around the long-term future of student recruitment and employment.

B Lawrie asked if there has been a demand in staff working reduced hours to save money. S Hewitt confirmed these types of options have contributed to the saving of 1.8 million, with some staff reducing hours or moving to term time contracts.

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

A Mawhrt summarised the report, highlighting that VS is expected to open again at some point.

A Mawhrt confirmed the 2021/22 Support Staff pay offer was approved and negotiations are expected to start again on the 2022/23 pay offer.

A Mawhrt noted that there have been no further developments with the national job evaluation. Union Reps within support areas, have now left the College through retirement or VS and union officials will join the JCF meetings in the short term. A new teacher's union for staff is being launched in college - NASUWT - and B Carmichael has been involved in setting this up. Formal discussions around the new union will take place soon.

A Mawhrt noted that Gail Graham (Quality Manager) has been shortlisted in the College Development Network (CDN) awards for colleague of the year and Student Association for the work carried out around the retention calls.

Paper was noted.

## **8. NATIONAL BARGAINING UPDATE**

S Hewitt noted he is hopeful the 2021/22 academic negotiations will be closed off in October.

S Hewitt noted the 2022/23 negotiations are asking for a 11% increase, which could lead to difficult negotiations as the budget only reflects a 2% increase. A Joint National Consultation meeting is scheduled later in the month.

## **9. HEALTH & SAFETY ANNUAL REPORT**

B Grace provided an update on Health and Safety, noting the College have appointed Sandy Fowler as the Health and Safety Officer. B Grace noted that managing COVID-19 requirements has been the major Health and Safety focus over the last year. All mandatory requirements such as fire drills have continued to take place in an adapted manner due to hybrid working, but these will be back to normal once fire wardens are back on campus and in offices.

B Grace noted the number of near misses reported over the last two years, have been extremely low due to the lack of staff and students on campus. B Grace advised that he is keen to see these increase to support accident prevention measures. J Carnegie noted the team are looking at QR codes for staff and students to report near misses and record them.

D Mackenzie asked where Mental Health first aid is being captured and recorded. B Grace confirmed this is recorded through Student Services for students and the People Team for staff.

B Lawrie asked if there are enough qualified First Aiders back onsite. B Grace confirmed there have always been enough first aiders onsite with a rota in place for cover arrangements.

## **10. STRATEGIC RISK REGISTER**

S Hewitt outlined the Risk Register and noted the proposal to remove the COVID-19 risk register as a stand-alone risk register with pandemic/major public health incident to be embedded into the main risk register. This will be taken to Audit and Risk Committee next week. HRDC committee approved for this to go to Audit and be removed.

L O'Donnell queried around the compulsory redundancy being featured within the register and what risk this is. **ACTION: S Hewitt to investigate.**

## **11. HR METRICS**

HR Metrics were noted by the Committee.

A Mawhirt noted the staff turnover rate is too low, however the team are comfortable with where the College are with this.

L O'Donnell asked how Sector benchmarking looks. A Mawhirt confirmed the numbers are strong in comparison between other Colleges and the national HR strategic group will take forward formal benchmarking arrangements.

No further questions or comments.

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## **12. COVID 19 UPDATE**

S Hewitt noted this has covered within the Health and Safety report and Risk Register. B Grace noted every classroom and workshop have signs up reminding them to ventilate by opening windows etc.

S Hewitt noted staff are transitioning to being back on campus, however the College is faced with challenges of staff returning after two years working from home. S Hewitt noted flexibility is still there and staff can still work from home, where it's suitable.

A Mawhirt highlighted discussions are taking place with staff who are concerned about the impact of not getting the same amount of work done onsite and with other staff who are missing colleagues and feeling isolated working from home.

D Mackenzie asked if long covid is an issue. A Mawhirt confirmed not a huge issue within the College and not a lot of staff are off with long covid. S Hewitt noted national unions are keeping this up the agenda and looking across the sector.

**13. MEETING MINUTES/UPDATES**

These were noted.

**14. DATE OF NEXT MEETING**

Thursday 10 November 2022, 5.00pm via MS Teams

**Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Agenda Item 10 – Compulsory Redundancy to be updated in Risk Register.	S Hewitt	15 September 2022



**Human Resources and Development Committee**

**Thursday 10 November 2022**

**PAPER B**

**MATTERS ARISING**

# BOARD OF MANAGEMENT

## Human Resource and Development Committee

Thursday 10 November 2022

### Matters Arising



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#### *Paper for information*

The following action arose from the Thursday 15 September 2022 HR&D Committee.

Agenda Item No	Action	Current status	Open / Closed
10	Compulsory Redundancy to be updated in Risk Register.	Risk Register under review, will be picked up through Audit & Risk Committee	Closed

The following action is outstanding from the Thursday 17 February 2022 HR&D Committee.

Agenda Item No	Action	Current status	Open / Closed
6	Progress update on implementation of Workforce Plan	Update in February 2023	Open

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





**Human Resources and Development Committee**

**Thursday 10 November 2022**

**PAPER C**

**VP PEOPLE AND PERFORMANCE REPORT**

**BOARD OF MANAGEMENT**  
**Human Resources and Development Committee**  
**Thursday 10 November 2022**  
**VP People and Performance Report**



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*Paper for information*

**1. Voluntary Severance**

As highlighted at the previous meeting, the VS scheme reopened on 20 October 2022 and will remain open until 31 December 2022.

In the interests of openness and transparency for staff, the focus of the scheme has been outlined on the following basis:

The background and needs in terms of the funding challenges facing the college sector and D&A specifically were outlined within the Opportunities and Challenge papers issued in spring 2022 and available on the staff portal.

Whilst the May 2022 savings plan has supported the College in achieving a sustainable financial position in the short-term, the likelihood of 'flat cash' funding from the Scottish Government over the next few years means that we need to continue to manage our finances very tightly and reduce expenditures where we can.

Alongside these financial pressures, we have seen a decline in student numbers in many parts of our curriculum. This has resulted in some areas having more staff than timetable hours, and whilst this can be supported in the short-term, this is not sustainable in the longer term and/or where there is a sustained decline in student numbers.

Given all of these factors there remains a need to reduce overall staffing and expenditure, particularly in areas where student recruitment has been declining over time.

It is important to note that the current scheme is seen as an enabling one, and there is no set savings reduction or target currently set.

Despite the savings plan and the recent range of VS applications approved, interest in the scheme continues, with 10 applications received to date. Consideration of applications will be progressed over the coming months.

**2. National Bargaining**

A separate paper detailing current national bargaining activities and issues is included on the agenda.

### 3. Thrive with D&A

As discussed through many forums, the focus on the cost of living crisis is a growing one for both students and staff. over recent weeks. This is recognised as a significant issue for students and many staff.

As a College response we have recently launched our Thrive with D&A campaign in partnership with our Students' Association to pull together a wide range of offers and support to seek to support our learning community and mitigate the worst impact of spiralling costs.

This includes an extension of our breakfast clubs (over 2,300 students and staff have attended so far this session) and introduction of a free lunch offer for anyone on campus. We work in very close partnership with our local foodbanks, clothing and other support organisations and can refer directly for support. We are enhancing our warm campus offer, to bring additionality to learning alongside planning for family-friendly opportunities such as free movie screenings.



Whilst predominantly focused on students, we have been keen to also engage staff within these developments. This approach is two-fold, firstly as a direct offer and support for those staff that are struggling financially and secondly to seek to reduce the stigma associated with access to support of this type.

This second objective has underpinned the arrangements and 'Thrive' branding in place, with this focused very much around our whole D&A family and our strategic objective pledge to create thriving communities.

Providing this support within the current funding challenges is a difficult process and we are actively seeking opportunities for trust funding and sponsorship to support the work and supports in place.

Details of are included within a Thrive hub open to students and staff and can be accessed from within the College network here:

<https://dundeeandangus.sharepoint.com/SitePages/D&A-Thrive.aspx>

Thrive fairs for students and staff are planned for early December, bringing together a broad range of organisations and groups to provide access to information, advice and support for anyone on campus.

#### 4. New Ways of Working - #DAFutureWoW

As highlighted previously, the College has been working on new approaches and hybrid working arrangements as part of our #DAFutureWoW project. This has been extended recently with the publication of our updated Hybrid Working Principles and Manager Guidance. Copies of these are included as **Appendix A and B** below.

#DAfutureWOW

#### 5. Graduation 2022

The 2021-22 student graduation took place on Friday 28 October with over 400 students graduating and around 1000 people attending the event. The planning behind the scenes for this fantastic celebration event is significant, with the Marketing team leading a cross-College group of colleagues and volunteers. Given recent changes within the team, this was the first graduation event that the majority of team members had been involved in organising.

Notably, the three speakers at this year's graduation – Simon Hewitt (Principal), Mark Rannoch (Outlander actor) and Amy Monks (Student President) - are all former D&A college students. This is no doubt something relatively unique in the sector, however it added a depth of feeling to the speeches which went down very well with the gathered audience.




As ever, the Courier covered the proceedings and the 'best shots' article is always a favourite: <https://www.thecourier.co.uk/fp/news/dundee/3826291/dundee-angus-college-graduations-pictures/>


## 6. Staff Engagement

This session sees the return of two well-attended and supported College initiatives. The people Strategy Group will relaunch in December, with cross-College membership sharing grassroots feedback on internal communications, professional learning and development as well as employee engagement matters. The remit of the group can be seen in **Appendix C**.

The College's Special Interest Groups (SIGs) are also being re-invigorated, with a call to staff to raise the themes and topics they'd like to meet and engage on. In addition to long-standing SIGs such as Highers Forum, Senior Phase and Verification, we will soon see the kick off of a student behaviour and engagement group, following the all staff *When The Adults Change* input at the start of session.



**People Strategy Group and Special Interest Groups**

 Abi Mawhirt  
Head of People and Organisational Development

Over the past 2 years, feedback from staff on what you're interested in and how we should approach things has come from new forums. As we settle into a more normal, on campus year, it's a good time to bring back two key staff-led engagement opportunities.

The People Strategy Group and Special Interest Groups are designed to bring staff from all different areas of the College together. For People Strategy Group, this is with the aim of continually improving the staff experience. For Special Interest Groups, this is with the aim of bringing people who are interested in the same topic area together to learn from and support one another, and maybe come up with ideas for developments of change within D&A as a result.

**People Strategy Group (PSG)**  
PSG is made up of staff from across the College, providing feedback and suggestions related to standing agenda items. The remit is attached below, which also includes the standing agenda items of:

Getting 'back to normal' with these sorts of groups is important for staff engagement because they provide a range of benefits. Working with different colleagues from a range of different areas helps staff to socialise, connect and learning from one another. It also supports wellbeing by championing causes and topics staff have a personal and professional interested in, as well as supporting the College with succession planning, as staff develop their skills and horizons through participation in such activity.

In addition, a staff pulse survey is planned, hopefully in conjunction with our unions, which will provide further information that the People Strategy Group (among others) can utilise to continue to improve the staff experience, and therefore staff engagement.

## 7. D&A Way CPD Programme

The College-wide CPD programme is continuing to develop, with the recent Leadership Development Forum on 19<sup>th</sup> October kicking off a programme of leadership development with managers. Over the remainder of the academic year, the group will cover Insights and leadership, College landscape and operations as well as further leadership inputs around individual and team values and responsibility.

The bespoke programmes for promoted academic leaders will be launched shortly, following the efforts of a working group who have prepared an ongoing developmental programme for our Curriculum and Quality Leaders, as well as Heads of Curriculum and Quality.



## 8. Business Continuity – COVID-19

The COVID-19 Business continuity arrangements continue to wind down, with the Scottish government winding up many of the groups and consultation arrangements previously in place. Arrangements within the College remain as previously, with the focus on promoting vaccination uptake, good hand and respiratory hygiene and good ventilation.



## 9. Link to Strategic Risk Register

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

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

**Authors:** Steve Taylor, Vice Principal People and Performance &

Abi Mawhirt, Head of People and Organisational Development

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

## #DAFutureWow

## Hybrid Working Principles

2022-23

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### What is hybrid working?

At D&A, we recognise the benefits of innovation and flexibility in our approach to work, and that some tasks and activities can be undertaken better and more effectively off campus post-pandemic. Making best use of hybrid working opportunities can have a range of benefits for students, service users and individuals, which the College is keen to support.

However, we must also recognise that during the pandemic, far fewer students were on our campuses, and that we have moved from enforced working from home to working in the way that best suits the work tasks and activities we undertake. Almost all of our students are on campus and we are planning for this to be maintained or increase, therefore staffing requirements on campus also need to increase.

Some roles cannot be completed off campus at all due to the nature of the work. Therefore, the nature of the work and best serving our students and customers underpins our hybrid working principles.

**Hybrid working** means that some staff are working on campus and some staff may be working off campus, the blend of both making College work 'hybrid'.

Staff are asked to work with their colleagues and other teams to understand the needs of those they engage with, and to ensure high quality learning and service delivery is enhanced by, and not negatively impacted by, the hybrid working arrangement in place.

**These principles must be used in conjunction with other policy / guidance, such as the timetabling policy.**

### D&A Hybrid Principles

- High quality learning and service delivery will not be adversely impacted by hybrid working arrangements
- All learning and services must continue to be delivered in an accessible and inclusive way which allows our students and customers (which also include staff) to access and engage with them effectively
- Where work can be completed effectively off campus, the following must be considered:
  - Can I engage with all my students / customers / stakeholders effectively?
  - Am I able to get all relevant elements of my work done effectively?

- Are there holistic benefits to working on campus which I'm missing out on?
    - For example, social interactions, ad hoc discussions / engagements, understanding of, or knowledge around the team / class / service I work with, wellbeing benefits etc.
  - Are there practical requirements that mean being on campus is more appropriate, for example, broadband access / speed, specialist equipment or tech?
- Working off campus is an informal arrangement and does not constitute a contractual change
    - College campuses remains the normal place of work for all staff and working off campus is a hybrid option to enhance work arrangements
    - This flexibility is provided on the basis that it works for the organisation, staff, students, customers, and stakeholders and therefore may change regularly based on operational need
    - All staff will engage regularly with campus-based activity as determined by the needs of the College
    - If a manager is considering permanent working from home for any member of staff this must be discussed in advance with the People Team
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## Scenarios

These examples are not a prescriptive list but are designed to prompt thought and discussion around hybrid working discussions and requests.

**Academic Scenario 1:** I regularly take my elderly parent to appointments, and I've been trying to plan these around my timetable for several months. When I am at home I can be a real help to my parents, so I'd like to ask to do all my non-contact time off-site.

**Decision:** This is not hybrid working but may form the basis of a **flexible working request**. There are other factors to consider which are broader than the normal parameters of a 'relocation' request. These are:

- This is a recurring request
- It could go beyond the national agreement time frame (up to 7 hours)
- This is not solely about relocating to complete curriculum related work

**Academic Scenario 2:** I have a lot of graded unit marking coming up and I'm concerned about the timelines of getting these back to students. I find it hard to concentrate on this sort of work in the workroom, so plan to use the next two Wednesdays to complete this at home. I'll be able to get a group done and it means I can get everything finished within a week of hand in, and feedback to my students will be timelier than if I complete the work in College. This doesn't clash with the team 'quality time' meeting.



**Decision:** Yes; based on the student and individual benefit to getting work completed in a more supportive environment that is conducive to the work being undertaken. This approach will support a quicker turnaround in marking and allow feedback from assessment to be given in a timely manner, this outcome is based on:

- Support and wellbeing for the member of staff
- The timeframe is reasonable to complete the work outlined
- There is clear benefit to doing so
- The work that will be completed off-site is clearly outlined

**Academic Scenario 3:** I feel it would greatly benefit me to work off-site when I'm not in class. It would help with my work / life balance, as I prefer the peace and quiet and set up of my workspace at home. It's more comfortable and I feel I get more work done there.

**Decision:** This requires further discussion based on the request being focused on the individual, as opposed to student experience and work. This is based on:

- This being a recurring request
- The effect all non-contact time off-site would have on student and colleague relationships, team working and contact
- The likelihood this individual is less likely to support with cover arrangements, ad hoc requests etc.

If a member of staff were to ask to be off-site in all their non-contact time, it should be discussed further to ascertain the reasons, or if there are any other underlying factors, and review whether anything else should be addressed or if an amended request can be considered.

**Academic Scenario 4:** I am keen to develop this new unit and wondered if I could work from home this Thursday to get it started.

**Decision:** No, whilst a request of this type would normally be supported, this week there are two people off sick in the team and a new part-time member of staff is starting and having experienced staff present on campus is needed; we can review this when the absent staff return. This is based on:

- The request being reasonable and appropriate in normal circumstances (see below), but currently having an impact on students and colleagues whilst there is also sickness absence in the team
  - Development of a new unit benefits the team, College, and students
  - Time will be spent on relevant college activity
  - There is a clear outcome in terms of the work completed

**Support Scenario 1:** I work for the LDR team as a Lead and a key part of my role is to develop digital training resources for staff, including 'how to' videos. I have a shared space at Gardyne Campus, but prefer to create the videos at home, as I have a quieter workspace and the necessary ICT and internet access.

I will be on campus to support the team's help desk ticketing system on a Tuesday, and to attend the team meeting on a Wednesday, but would like to work one day per week from home.

**Decision:** Yes, based on the team and individual benefit to getting work completed in a more supportive environment that is conducive to the work being undertaken. This approach will support good quality work to be produced, whilst still supporting cover of team and other on-campus activities based on:

- Support and wellbeing for the member of staff
- The timeframe is reasonable to complete the work outlined
- There is clear benefit to doing so
- The work that will be completed off-site is clearly outlined

Although approved, it should be noted that arrangements might change based on the needs of the team (for example where staff are absent or there are other team priorities).

**Support Scenario 2:** I work in an administrative role mainly supporting staff with queries and information, and inputting information into College systems. I feel that I am more productive at home as I get fewer distractions and want to work Tues, Wed, & Thurs from home each week.

**Decision:** As with academic Scenario 3 above, this requires further discussion based on the request being focused on the individual, as opposed to work tasks or needs of the team or service users. This is based on:

- This being a recurring request
- The effect time off-site would have on colleague relationships, team working and contact
- The likelihood this individual is less likely to support with cover arrangements, ad hoc requests etc.

If approved the member of staff would need to be aware that the arrangements might change based on the needs of the team (for example where staff are absent or there are other team priorities).

**Support Scenario 3:** I work in marketing and during the second lockdown I moved house and now live 45 miles from my normal campus. The costs of driving to work are prohibitive so I have asked if I can work from home each day and only come in when it is absolutely necessary.

**Decision:** No, this is not hybrid working but may form the basis of a **flexible working request**. There are other factors to consider when there is permanent homeworking, including:

- This is a recurring request focused on the individual, not the needs of the service
- The effect time off-site would have on colleague relationships, team working and contact with other staff across College
- The likelihood this individual is less likely to support with cover arrangements, ad hoc requests etc.
- There may be contractual changes required

## Scenario Summary

Prior to the pandemic, none of the scenarios cited above would have automatically resulted in any action from the College. We now have much greater opportunities for flexibility but must also use these opportunities well and in the best interests of our students and service.

Prior to the pandemic, we also had local and individual arrangements which line managers and individuals worked out which suited both the needs of the individual and the team / College. This will continue to be the case, and we should look to support these where possible, however all managers must consider what is reasonable, consistent and fair. Support for this can be provided by the People Team.

## Note

Hybrid working is separate to **flexible working**, which may require a specific request. If you are unsure of whether you should be considering a flexible working request, please contact [peopleteam@dundeeandangus.ac.uk](mailto:peopleteam@dundeeandangus.ac.uk).

More information on flexible working can be found in:

- Family Matters Policy: access from College Documents [here](#)
- Flexible Working Procedure: access from College Documents [here](#)

Guidance for Managers on having conversations around hybrid or campus working is available [here](#).



## Working On Campus and Hybrid Working

### D&A Manager Discussion Guidance

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You may have most staff regularly on campus, some or no staff on campus, so teams and staff will be affected in different ways. Team members may ask you about the team's plans for a sustained return to campus or hybrid working.

Based on your current working arrangements in the team, consider the most appropriate approach to planning and discussing campus working. If your staff / team/s:

- are already on campus regularly, would they welcome a discussion about whether anything is likely to change post-pandemic?
- are rarely on campus, do you need a discussion about the bigger picture to support awareness and decision making?

You may be aware of specific staff members who will have concerns or reservations, so consider the best approach to discuss these, which will likely be in a one to one situation.

Where still needed, and having assessed the situation for your team / service, arrange either individual and / or group conversations with your team, explaining the purpose of the meeting is to identify and discuss plans for working on campus and how this will affect them and their working arrangements.

Be mindful that when asking for views, it may not be possible to meet all expectations and support all suggestions / requests, therefore this should be clear.

Listen to what is said and be sure to note and progress any concerns raised that you feel you may need to discuss with your line manager or others.

Staff may feel frustrated or concerned through the conversation, meeting or process, so be sure you are clear around the business / service rationale for decisions.

Ensure you plan the discussion/s / meeting/s for an appropriate time where people are able to attend and plan for longer than you think you might need so that discussions are not curtailed arbitrarily. It is possible you will need to meet with your team or individuals more than once, so think about how this might work, always ensuring anyone who wants to be part of the discussion/s can be.

### The Discussion

Key points to consider:

- Explain the College-wide approach to hybrid working. Describe the business / service rationale for any proposals or decisions.

- Some staff may feel apprehensive about being on campus more often, and this is normal. It is also likely to be for a variety of reasons, so work with them, listen to their concerns and help to reassure them by answering any queries they may have.
- If appropriate, reiterate that risk assessments continued to be monitored in each department and the College continues to follow national and industry guidance on health and safety.
- Ask your staff for input and discussion around the plans outlined and the business / service needs; be sure to encourage ideas and open dialogue at this point. Where suggestions can't be accommodated due to service needs or other practicalities which have already been considered etc., explain this clearly and don't dismiss suggestions without an explanation.
- Discuss the points or concerns raised and try not to limit the discussion if meeting time is running out; if you feel you can comfortably answer the questions or reach a compromise that you and the team are happy with then agree this, but if there is still more to be discussed or an agreement cannot yet be reached, continue the discussion/s as soon as possible.
- Be clear the plan you have agreed will be reviewed and feedback sought both from your staff and the people within the College that you / your team provide a service to. Plans and working arrangements are likely to evolve as feedback is collated.

If there are questions you need to get clarified, feed this back to the People Team or your line manager and we will help to formulate the answer for you, or provide further guidance where relevant.

## **Feedback**

It's really important that you don't stop communicating once the initial, or full, discussion/s have taken place.

- If you were seeking clarity on questions for the People Team or others, ensure the information gathered is communicated to the whole team, not just those who asked.
  - Depending on circumstances, it may be appropriate to speak to an individual first, or only that individual (i.e. an individual may have a health concern it would be inappropriate to disclose to the full team) however in general, all information should be available to all team members.
- When you do agree an approach, summarise it and share with the full team to check understanding and agreement, noting any comments and making updates if required.
  - This helps ensure that there is a shared understanding which is crucial for buy in and for staff to feel ownership.

- Be prepared to repeat the process if student / service user feedback or other changes mean it is necessary. Some flexibility should be considered a key part of all plans.

Prior to the pandemic, none of the scenarios cited above would have automatically resulted in any action from the College; these are personal choices made by individuals and (whilst there is much more scope for flexibility) this is still the case. We do however accept that financially and for other reasons, changes have been made to people's lifestyles and therefore we will support reasonable transition arrangements through to the end of this academic 2022-23 session.

Prior to the pandemic, we also had local and individual arrangements which line managers and individuals worked out which suited both the needs of the individual and the team / College. This will continue to be the case, and we should look to support these where possible, however all managers must consider what is reasonable, consistent and fair. Support for this can be provided by the People Team.

**Importantly:** If you have reason to consider a role may be suitable for longer term home / offsite only working, this must be raised with the People Team as there are a number of additional and legal requirements that must be considered. No promises should be made to staff members regarding this as the baseline expectation is that all staff employed by the College can and will attend campus to work or participate in work related activity as necessary. It is therefore unlikely we will designate many, if any, roles as purely remote.

### **When is a request a flexible working request?**

As you work through concerns, questions and suggestions in your team, it's possible there will be individuals who decide they'd like to make a flexible working request as a result of the discussions taking place.

A flexible working request is a step beyond a locally worked out arrangement such as shortening lunch breaks by 15 minutes to allow time to drop off children at school, for example. Flexible working requests can include shortening working weeks for a period of time, condensing working hours into different working days / patterns, amending normal work location or flexible start and finish times.

It's important you are aware of the Family Matters [Policy](#) (which covers flexible working) and Flexible Working [Process](#) so you understand when a local arrangement is appropriate and when the arrangement may in fact be a flexible working request. Flexible working requests can be refused, however there are a range of specific criteria that must be utilised in making such a decision.

It is important to be aware that there is a distinction between a flexible working request to meet the needs of the individual, and planned hybrid working to deliver the service in the most effective way.

### **Childcare**

We recognise that some staff may still have childcare responsibilities as a result of changes to their arrangements made during the pandemic. In these cases, we will need to work together to find the best solution by being flexible and pragmatic about what can and cannot be done.

There are adjustments we can make as an employer and the following options can be explored (bearing in mind there may also be other scenarios to consider within your own team):

- We understand that staff may not be able to immediately fulfil all their contractual hours or commence work at their normal start time until new arrangements are in place and therefore flexibility can be provided if certain tasks are agreed and reasonable for both parties.
- We can consider alternative working times that might work:
  - Splitting working days by working for a few hours in the morning and a few hours in the evening may work for some staff.
  - Changing working days may better accommodate needs and caring responsibilities.
- Alternating tasks to find those that might be easier to fulfil around childcare responsibilities. This may mean you will be asked to undertake tasks that you usually wouldn't do, however these tasks should be agreeable to both parties, and recognised as being within the capabilities of the member of staff. Wherever possible, tasks should be similar to the tasks undertaken by via job role/s already held.
- Using annual leave to reduce the working day / week, providing balance between both family time and work commitments.

If we are unable to reasonably support the staff member to continue to work using any of these options due to role / service or teaching commitments, our normal family friendly policies still apply:

- Staff could apply for flexible working to reduce and / or alter work pattern on a temporary basis until childcare is resolved.
- 3 days of paid dependents' leave per calendar year, however additional unpaid leave could be granted for a periods of time.
- Unpaid parental leave could be granted for a period of time. The employee should have one years' service as minimum.

## People Strategy Group



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### Membership

Chaired by the Head of People and Organisational Development:

- Human Resources Manager
- Academic Development Lead
- Director/s of Curriculum
- Union Reps (3)
- Support staff reps (2)
- Academic staff reps (2)
- Co-opted members from time to time to facilitate particular tasks or objectives

### Meetings

The People Strategy Group will normally meet on 3 occasions per year. In 2022-23, these meetings are planned for:

- w/b 5<sup>th</sup> December 2022
- w/b 6<sup>th</sup> March 2023
- w/b 29<sup>th</sup> May 2023

### People Strategy Group Remit

To advance D&A's ambition to create a workplace where people choose to work, are proud to work, and are recognised for the learning and services they deliver; an environment in which people can professionally prosper, work to professional standards, and which is seen to be encouraging, just, fair, healthy and safe, as well as inspiring.

### Standing Agenda

The overarching themes of the People Strategy Group's remit are College Culture and People. The general broad headings itemised below will form a standard agenda, with items submitted per meeting by group members; associated with previous actions / requests for information, or based on observations / items raised with members):

- Internal communications
- Professional and personal development
- Employee recognition

Please note wellbeing is specifically covered by the Health, Safety and Wellbeing Committee, however liaison on related topics will be managed between these groups.





**Human Resources and Development Committee**

**Thursday 10 November 2022**

**PAPER D**

**NATIONAL BARGAINING UPDATE**

**BOARD OF MANAGEMENT**  
**Human Resources and Development Committee**  
**Thursday 10 November 2022**  
**National Bargaining and Employment Relations Update**



*Paper for information*

**1. Introduction & Context**

This paper summarises the current position, recent developments and national disputes arising from the national bargaining processes in place for colleges.

Following conclusion of the 2021/2022 academic and support staff negotiations (with a £1000 flat rate increase on all salary points for both groups) finalised over summer 2022, arrangements have now progressed in respect of the 2022/2023 settlements (effective from 1 September 2022).

Given the impact of increased inflation on living standards in the intervening period, combined with the cuts in sector funding, it is anticipated that these national discussions will be difficult.

Alongside these arrangements, it is clear that the Scottish Government have moved away from its own [public sector pay policy](#) for this period.

Given the financial challenges faced by all colleges, this is a very difficult background and unfunded salary settlements remain a significant risk underpinning D&A and sector financial sustainability (every 1% increase equates to approximately £350k additional cost for the college).

As an employers' group, Colleges Scotland has revised the organisational arrangements surrounding the former Employers' Association to create the new College Employers' Scotland organisation. These changes have been developed to better support and inform national bargaining by the collective employers and represents an increased investment in the national bargaining machinery.

**2 Academic Staff Negotiations**

Following settlement for 2021/2022, negotiations have reopened with a salary claim of £5,000 flat rate increase on each salary point. This equates to an increase of approximately 11.7%.

Discussions in respect of the pay demand are ongoing.

**3 Support Staff Negotiations**

In respect of Support staff, a complex pay and conditions demand has been submitted on behalf of Unison, GMB and Unite.

In financial terms this is based on the same £5,000 flat rate increase on all salary points and includes a request for early payment of the Real Living Wage increase, introduction of a distant islands allowance, and increase of all additional allowances in line with RPI.

In addition to the financial aspects of the claim, the following terms and conditions elements are also requested.

- Inclusion of senior staff (up to and including Principals) within the support staff bargaining group
- Guaranteed minimum contract of 16 hours per week and removal of 'zero hours' working
- Standard working week of 30 hours (interim step towards 4 day week)
- National phasing into retirement plan
- National pay and grading structure and national pay harmonisation
- £100 catering subsidy for all staff
- Increase in annual leave from 45 to 49 days per annum
- Two flexible wellbeing days per annum
- National career break policy
- Additional paid leave for: parental leave; dependents leave; personal leave; domestic emergency leave; IVF leave; examination leave; moving house; wedding; religious 7 cultural observance; and jury duty
- Increased mileage rate from £0.45 to £0.55 per mile
- Homeworking and Hybrid Working allowances and national policy

There is also a request to establish a national NJNC Compliance Group to underpin work towards agreements and national policy work.

Discussions in respect of the pay demand and terms and conditions items are on-going.

#### **4 2021 Instructors Dispute**

Following resolution to the 2021 national dispute with academic staff surrounding the use of instructor roles, a national dispute has been raised by support unions to the Employers' Association as a result of the terms of the [national agreement reached with EIS/FELA](#).

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 instructors/trainers (who are support staff).

National discussions are progressing, but no resolution has yet been reached.

## **5 National Job Evaluation**

Arrangements in respect of the national support staff Job Evaluation exercise continue to progress slowly, with a further update on this produced in October 2022. Details of work being undertaken is available on the NJNC website: <https://njncscotlandscollges.ac.uk/job-eval-latest-news/>

Arrangements surrounding National Job Evaluation are starting to reach major pinch points and it is anticipated that national discussions around this will heat up further over the coming months.

Issues have arisen between College Employers Scotland and unions in respect of the proposed quality assurance process, with potential for this to result in a national dispute. Delays within the project and job scoring arrangements have also impacted on the availability and consistency of role evaluation staff, and the overall costs associated with the project.

Work is, however, progressing and it is anticipated that initial data in respect of the rank order of job roles per college will begin to be issued from mid-November 2022 onwards. This data will relate to job roles as at September 2018, and it is recognised that many of the roles will have changed (or ceased) in the intervening time. New roles introduced since September 2018 are not, yet, covered under the project arrangements.

As national rank order data becomes available, D&A will review this relative to in-College job evaluation outcomes and will engage with national quality assurance and appeals arrangements as appropriate.

Whilst initial employer proposals have been developed and shared with the unions, there is currently no clarity in respect of the subsequent steps surrounding the project, including salary and grading impacts.

Alongside these arrangements, the Scottish Funding Council Continues to hold ringfenced funds (c. £12million) to cover implementation costs associated with the introduction of national job evaluation. It is anticipated that these funds will be released as outcomes (and costs at individual college level) become known.

Arrangements will remain under close review within the College to ensure that implementation through the anticipated multiple stages is progressed as efficiently and effectively as possible. It is, however, recognised that there is significant likelihood for national arrangements to be further delayed or derailed as arrangements progress and as complex and contentious elements of these arise.

## **6 National Policy Development**

National discussions have been ongoing over several years to support development of a suite of national policies, with a particular focus around the following areas:

- Absence Management
- Family Friendly Policies (including Maternity, Paternity etc.)
- Discipline and Grievance
- Flexible Working
- Professional Development.
- National Menopause Policy
- Annual Leave Policy
- Managing Workforce/Organisational Change Policy

These discussions have proven challenging, although the first national policy (Menopause) was agreed and implemented in September 2022. This national policy was based significantly on work already undertaken by D&A with our unions at a local level.

Other national policy discussions are progressing, and it is hoped that arrangements will begin to be agreed over the coming months.

## **7 Local Employee Relations**

As outlined in September, the College is currently without local union representatives for Unison and has only one representative from GMB. Arrangements are progressing to encourage and support local representatives to fill these roles.

Whilst not yet formally confirmed, the local EIS/FELA branch has confirmed that it will withdraw the dispute lodged in December 2020 in respect of the application of arrangements around the Transfer to Permanency conditions. Discussions in respect of the arrangements in place to support staff on transfer to permanency contracts will continue after the dispute has been resolved.

Disputes were also raised by EIS/FELA, Unison and GMB in response to the savings plans and related staffing proposals. These disputes are similar in nature and were focused on a few aspects of the saving plan arrangements such as: timescale; compulsory redundancy; and impact.

As above, EIS/FELA has confirmed that it will withdraw its dispute but has not yet formally done so. Feedback from GMB and Unison have been minimal, but there is no active pursuit of the disputes and it is anticipated that these will be resolved in due course.

As part of the arrangements discussed with the local Joint Consultative Forum it has been agreed that a short life 'Lessons Learned' group be established to look at how any joint communication and engagement around any future savings or similar exercises can be enhanced.

These discussions have highlighted a change in ethos and approach in respect of relationships with local union representatives.

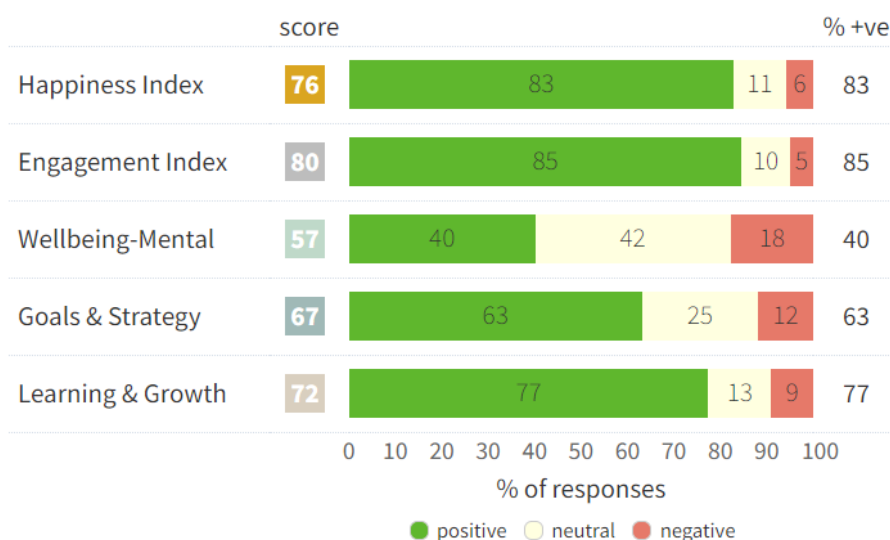
Whilst relationships were understandably strained during the savings plan consultation and implementation phase, joint reflection of this has resulted in an improvement in joint working and a desire to better understand, support and communicate with each other during difficult and challenging periods. This has been a very welcome development and has supported more regular and productive discussions at formal and informal levels over recent months.

## 8 Staff Engagement and Motivation

As part of the discussions with our local union representatives, we are looking at arrangements for a further staff 'pulse' survey, with this potentially being undertaken on a joint basis.

A staff survey was undertaken in March 2022 (prior to the savings exercise) and reported to the May 2022 HR&D Committee meeting, with this showing strong overall engagement and an increasing trend from the previous (2018) survey.

### Summary



It is recognised that staff engagement was negatively impacted by the savings plan, but equally the 'feel' across the College now feels normal and remains positive, with staff engaging well in all aspects of College activity.

Traditional indicators in respect of staff absence and turnover remain in line with pre-COVID levels and are well below recently shared sector comparators.

Whilst exceptionally challenging, reflection around the planning and timeline of the savings plan exercise is that it was the correct decision to seek to complete this within academic year 2021/22.

A few colleges within the sector have started academic year 2022/23 with major savings exercises, with significant concern that this detracts from student recruitment, induction, and retention at a very critical point in the year.

The 'lessons learned' discussions and future pulse survey will provide further intelligence and data around this and support enhancement to arrangements going forward.

## **9 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 the following risk within the Strategic Risk Register.

- 2.3 National outcomes on salaries and conditions of service outstrip ability to pay
- 3.6 National bargaining outcomes impact adversely on College operations, activity, and flexibility
- 3.7 Industrial Relations Problems (including industrial action)

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



**Human Resources and Development Committee**

**Thursday 10 November 2022**

**PAPER E**

**STRATEGIC RISK REGISTER**



# **BOARD OF MANAGEMENT**

## **Human Resource & Development Committee**

**Thursday 10 November 2022**



### **Strategic Risk Register Update**

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#### ***Paper for approval***

#### **1. Allocation of Risks to Board Committees**

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

The Strategic Risk Register now highlights the allocation of risk areas across the range of Board Committees.

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

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

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

#### **2. Consideration of Risks to Board Committees**

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

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

The draft September 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.

Following discussion with the Audit & Risk Committee and the Chair of the Board, a more detailed review of a range of strategic risks will be undertaken for spring 2023. Any changes arising from this review will be raised at a future meeting.

#### **4. 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

**2022 - 2023**

As at November 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	
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.1</b> <b>LT&amp;Q</b>	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> <li>Robust strategic planning</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Robust monitoring via ROA</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/plans</li> <li>Rolling curriculum review</li> </ul>	Principal & Chair
<b>1.2</b> <b>Board</b>	College may be disadvantaged by changes to either UK or Scottish Government policies <b>Under Review</b>	4	3	12	<ul style="list-style-type: none"> <li>Effective environmental scanning</li> <li>Negotiation/influence at national level</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	Principal & Chair
<b>1.3</b> <b>Board</b>	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Review of activities/projects</li> <li>Responsiveness to new opportunities</li> </ul>	5	2	10	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans/ curriculum</li> <li>Financial strategy</li> <li>Workforce planning</li> <li>International strategy &amp; planning</li> <li>Post Brexit planning</li> </ul>	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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.4 Board</b>	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> <li>Ability of the College to meet key regional strategies/objectives</li> <li>Financial loss or unmanageable financial risk</li> <li>Reputational loss</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Effective project/activity management in place</li> <li>Clear governance structures</li> <li>Project/initiative finances clearly incorporated within College financial strategy and plans</li> <li>End of project and exit/contingency planning</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Regular project updates at Executive/Board level</li> <li>Monitoring of project activities, plans and outcomes</li> <li>Clear project Management arrangements in place</li> <li>Budget reporting and management</li> </ul>	Principal, VPC&A
<b>1.5 Board</b>	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"> <li>Negotiation/influence at national level</li> <li>Review of activities/ projects and response to new opportunities</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Robust monitoring via ROA</li> <li>Amendment of strategic direction/ plans</li> <li>Rolling curriculum review</li> </ul>	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	Lead Responsibility
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.6 Board</b>	Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.	4	3	12	<ul style="list-style-type: none"> <li>Robust CEAP in place</li> <li>Multiple strands of activity/action</li> <li>Embedding sustainable practices in normal activity and ways of working</li> <li>Clear links between strategy and practice</li> <li>Planned investment in carbon reduction</li> <li>Sustainable procurement</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Robust monitoring and reporting of CEAP at SLT and Board level</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/ plans</li> <li>Monitoring of scope 3 emissions</li> </ul>	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	Responsibility
<b>2</b>	<b>Financial</b>									
<b>2.1</b> <b>F&amp;P</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Advance modelling of new funding methodologies and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	VPCS
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</li> <li>Robust annual budget-setting and multi-year financial strategic planning</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Detailed monitoring of savings programmes</li> </ul>	VPCS
<b>2.3</b> <b>F&amp;P</b>	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> <li>Workforce planning</li> </ul>	VPP&P, VPCS

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

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

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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	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
<b>3</b>	<b>People and Performance (cont.)</b>									

<b>3.4</b> <b>HR&amp;D</b>	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"> <li>Clear and proactive approaches to managing and promoting health, safety and wellbeing</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular staff and learner feedback arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular union/management dialogue</li> </ul>	VPP&P, VPCS
<b>3.5</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders  Under Review	4	3	12	<ul style="list-style-type: none"> <li>Marketing strategy</li> <li>Reputation plan</li> <li>Positive marketing approaches</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Social media monitoring arrangements</li> </ul>	VPC&A, DirC&A
<b>3.6</b> <b>HR&amp;D</b>	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of bargaining outcomes and implementation</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Positive union relations and staff communication</li> <li>On-going discussions with staff</li> <li>Innovation in approaches</li> </ul>	VPP&P, VPC&A

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

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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 HR&D	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"><li>Clear and compliant procurement arrangements and procedures</li><li>Staff identity checking arrangements and use of PVG.</li></ul>	4	1	4	<ul style="list-style-type: none"><li>Annual procurement monitoring/reporting</li><li>Regular employee engagement monitoring</li><li>Open communication with staff</li></ul>	VPC&A, VPP&P
3.11 Board	Failure to plan or respond adequately to future pandemic illness.	5	4	20	<ul style="list-style-type: none"><li>Monitoring and rapid response to WHO and UK/Scottish Government information and alerts</li><li>Maintenance of COVID-19 good practice approaches to inform future use</li><li>Effective business continuity planning in place</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Pandemic readiness / response included in business continuity plan reviews and testing</li><li>COVID/Pandemic Response Group in place</li><li>Active monitoring and rapid adoption of pandemic guidance / control measures</li></ul>	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
<b>4</b>	<b>Infrastructure</b>									
<b>4.1</b> <b>A&amp;R</b>	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures  Under Review	5	4	20	<ul style="list-style-type: none"> <li>Sound systems of administration</li> <li>Clear fire and disaster recovery arrangements</li> <li>Staff CPD</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> </ul>	Principal & VPCS
<b>4.2</b> <b>F&amp;P</b>	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	<ul style="list-style-type: none"> <li>Planning, careful phasing of changes to processes and systems</li> <li>Effective management of ICT arrangements</li> <li>Clear investment plan</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular review/reporting on milestones, systems effectiveness etc</li> <li>Regular CPD</li> </ul>	VPC&A, HoICT
<b>4.3</b> <b>A&amp;R</b>	Breach of ICT/Cyber security  Under Review	4	3	12	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements</li> <li>Active ICT/data security monitoring and cyber security policy</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Staff CPD on cyber security issues</li> <li>Regular security monitoring/testing</li> <li>Cyber resilience plan</li> </ul>	VPC&A, HoICT

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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									
4.4 A&R	ICT infrastructure fails to support effective data security / data protection	5	3	15	<ul style="list-style-type: none"> <li>Effective infrastructure and systems design and implementation</li> <li>Effective management of ICT arrangements and GDPR compliance</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> </ul>	VPC&A, HoICT

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



**Human Resources and Development  
Committee Thursday 10 November 2022**

**PAPER F**

**HR METRICS**

# BOARD OF MANAGEMENT

## Human Resources and Development Committee

### Thursday 10 November 2022



## 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	458	48.8%	440	Teaching	331.0	43.2%	315.3
Other	481	51.2%	443	Other	360.1	56.8%	337.3
Total	939		883	Total	691.1		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 2021/22					
	2021/22	2020/21		2021/22	2020/21
Total Credits: Staff FTE	158:1	167:1	Total Credits: Teaching Staff FTE:	330:1	348:1

Female & Male Headcount		% Split	2020/21	Temporary & Permanent FTE		% Split	2020/21
Female	592	63.0%	62.9%	Temporary	79.7	11.5%	13.1%
Male	347	37.0%	37.1%	Permanent	611.4	88.5%	86.3%
Other							
Total	939			Total	691.1		



Diversity Data Held	%
Ethnicity/Race	48%
Disability	52%
Gender Pay Gap	7.7%
Diversity Data Gaps	40.6%

## Staff Absence Data

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

	Staff Absence Rolling Year to 31/10/22	Staff Absence Rolling Year to 31/07/22
Average working days lost per headcount	6.99 days	8.15 days
Working time lost	2.69%	3.13%
Comparison with sector/national rates		
UK All Sector rate (CIPD 2020)	2.6%	
UK Public Sector rate (Unison 2016)	3.4%	

Absence Analysis (Incidents)	Rolling Year to 31/10/2022	Rolling Year to 31/07/22
Long Term Absences (4 weeks or more)	99	118
Short Term Absences	660	663
Stress Related Absences – Work related	20	21
Stress Related Absences – Non-work related	86	94

## Other HR Metrics

	2022/2023	2021/22 Full Year
Staff Turnover Rate (non-forced)	1.65%	4.85%
Employee Hearings		
Discipline	1	6
Grievance	0	1
Tribunal Actions	0	0
Recruitment Exercises	54	139
Current Vacancies	14	

## 3. OD Metrics

	YTD 2022/23	2021/22 Full Year
Engagement with Leading Learning Academy (per team)	100%	100%
Number of internal CPD events delivered and external events supported	66	152
Number of attendances at internal and external CPD events per employee headcount	395	786
Organisational Development budget per	-	£110

employee headcount		
Engagement survey ratings (annual/periodic)	-	-
Employees participating in College-wide strategy and working groups % of employee headcount	-	-
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	9	0	9	0	0	0
Support	16	0	16	0	0	0

## Training & Development Completion Rates

Activity	2021/22 Completion Rate to date
Development Reviews	59%
<b>Mandatory Training</b>	
Safeguarding	21%**
Health & Safety	88%
Fire Safety	91%
GDPR	41%*
Equality & Diversity	25%**
Display Screen Equipment	86%
Cyber Security	50%*
<b>*NEW* Mental Wellbeing in Children and Young People</b>	26%

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 10 November 2022**

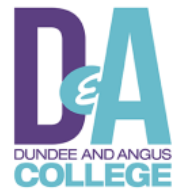
**PAPER G**

**MEETING MINUTES / UPDATES –**

**Draft JCF 21 September 2022**

# JOINT CONSULTATION FORUM

Wed 21 Sep 2022 at 2pm, Arbroath, Seminar Room 5



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## AGENDA

- | 1. | <b>Apologies</b>  | <b>Actions</b> |
|----|---|----------------|
|    | Apologies were noted from Alex Williamson (GMB), Chris Greenshields (Unison Full Time Official) and Karen Buchan.   |                |
| 2. | <b>Minute of Previous Meeting 17 June 2022</b><br><br>SO noted that a little more detail would be preferred in future minutes. JC noted that D&A minutes were particularly comprehensive compared to other organisation's minutes in her experience. SH confirmed that this would be taken on board and feedback should be provided on the content of the minutes when they are shared in draft form.   | SH / All       |
| 3. | <b>Matters Arising/Actions</b><br><br>SH noted that the LDF (Leadership Development Forum) action would be covered through the agenda, noting the next meeting was planned for 19 <sup>th</sup> October.  |                |
| 4. | <b>2022-2023 Student Recruitment &amp; 2021-2022 Credits</b><br><br>JG confirmed that current student numbers were sitting at just over 4300, compared to 4700 in 2021-22, and over 5100 in 2020-21. JG specifically noted that the decline in our HE numbers, which impacted on fee generation and therefore income.<br><br>JG confirmed that 28 full time streams have been removed based on lack of demand in recruitment, highlighting that the College is funded for the activity we are expected to deliver, not for the staffing required to deliver the expected activity.<br><br>JG impressed that this means it is crucial academic staff are on full hours, and the College is looking to EIS-FELA for their support on this. JG noted that for staff under their contracted hours, they may be asked to get involved in schools provision, material development, commercial work, projects and training and CPD / retraining, amongst other things. |                |

SO generally noted support for this and suggested that a timetable audit of teaching hours / capacity of some kind would be beneficial. JG confirmed that a baseline audit was taken before students started and there is always an end of week 3 audit. This confirms that where staff are not on full hours, then the reasons for this are established (sickness and other forms of leave, agreed remission etc.) JG is to report back to SLT next week regarding staff utilisation as a result of this audit, noting to the group that long term sickness absence accounts for 108 hours per week at present.

SO noted that 'curriculum' and 'commercial' delivery have been spoken about separately in the past, however they are all the same. SH confirmed that EIS-FELA's support in this regard is very welcome, and this could be further discussed under the Ways of Working agenda item (6).

SH noted that D&A's reliance on SFC funding (as a proportion of overall income) is one of the highest in the sector.

JG noted the drop in applications from those aged 25 and over, however recognised this challenge in that we are also seeing high employment in the region. Apprenticeships are being highly promoted by the Government, but it's not the right route for everyone, however work and apprenticeships have an impact on numbers enrolling at College.

SH and SO noted agreement around the importance of course team / curriculum leads looking at the commercial opportunities and part time offer alongside other pathways.

SH highlighted that cost of living challenges are prompting some to focus on getting a job rather than studying, noting that this also impacts College recruitment (and retention), and that these issues are widespread across the college sector.

JC confirmed that bursary support for students should be at living wage standards, as that allows students to afford to be at College, but this was a long way off. This is a longer term outcome however and will not support students in the short term.

JG continued to state that in 2021-22 we did not meet our credit target, and were c.5k short of the activity target. JG confirmed that the College is pushing the SFC (Scottish Funding Council) for a decision on whether any funding will be clawed back as a result of this, but as yet do not have an answer.

SO queried whether any research had been done across the sector regarding these issues, as it is not simply a D&A problem. SH confirmed that he has been involved with the group looking at this, which

unfortunately highlighted that the sector has declined by a third over the last two years.

SH stated that in the interests of full transparency, taking information like that to Government poses a challenge regarding the viewpoint that the sector is shrinking, therefore funding could possibly reduce if the sector is getting smaller.

DG queried the cut off point for claiming credits. JG confirmed that students must complete 25% of the course for full time and January start provision, whereas Apprentices have a different system regarding the point at which funding can be drawn down.

SH raised that this feedback is being given to SFC and Scottish Government to highlight the broad based challenges faced. SH confirmed that 5000 credits (i.e. D&A is short of last year's credit target by 5000 credits) equates to roughly £1.2m in funding. This is something that is affecting colleges across the sector, with many in a worse credit shortfall position than D&A.

SO questioned whether there is anything staff at the College can be doing to support with these challenges. JG and SH noted that the absolute focus on the core business of recruitment, retention and attainment was key. If at each stage this is the best it can be, the College would be able to meet those targets and therefore maximise available funding. JG noted in discussion that some under-hours staff could be supporting training or toolkit development to support this core business. SH highlighted that it was important that simple information around how the College operates and how courses are made up is available to staff to help them understand how they can contribute to the College's and students' overall success.

SO queried how union reps and branches might work to dispel fears for staff and promote some of the really good work we do at D&A. The focus on overcoming gripes and challenges was recognised by SO, with JG agreeing that with focus on what our core purpose is – great learning and teaching, great services – we will meet our targets. SO highlighted the 'back to basics' theme that SH outlined was key to the start of session event and messaging for all staff as we begin to move out of the pandemic.

There was general consensus that the focus on the core elements of each (individual's and team's) role and the basics of being a College are really important for this year. The broader effect of Covid, cost of living and general societal apathy was recognised by the group. SO confirmed that he would be very keen to be involved with supporting L&T practice support, training and development.

## **5. College Finances**

JC noted that the core purpose of the College, giving life chances to the region, is what should drive the finances. Keeping the focus on this can and should support meeting financial goals, therefore the conversation just had amongst the group reflected the importance of core business on financial sustainability.

JC relayed that the broad range of work that had gone into the savings plans resulted in a planned deficit of £1.13m last year (2021-22), noting that the £1.2m VS cost was a planned expense to help overall savings. JC also noted, however, that this level of deficit is not a sustainable position for the College.

The financial outturn position improved significantly following the efforts of teams and staff through the savings plan, allowing 2021-22 to end at the planned £1.13m deficit position.

Looking to 2022-23, JC highlighted the new challenges regarding cost of living now facing us. Once the payment for Gardyne loan was taken into consideration, the position of £2.9m deficit was then balanced by the £1.8m savings as outlined in the savings paper.

JC noted that the College was not prepared to take a significant deficit position to the Board in June for approval, therefore the savings plan was absolutely necessary. The position is now a £586k deficit. SO queried what a 'normal' year end position would be, pre-Covid, with SH and JC both confirming that it was normal to have a £500k cash surplus position pre-Covid. This was identified as essential in terms of making a surplus to cover the c£480k Gardyne loan repayment.

JC reminded the meeting that a lot of support was available for digital poverty, student counsellors and Covid funding such as the job retention fund during the pandemic and in the previous financial years, which has allowed the College to afford future savings through having a VS scheme open. SH noted that there are some colleges in a position where they cannot afford to open VS schemes, whilst highlighting that longer term D&A also has to consider this possibility in coming years, as reaching and / or maintaining a surplus position will be extremely difficult.

JC highlighted that this afternoon, the Government announced a cap on energy prices for businesses, including schools and hospitals, therefore JC was optimistic we may also benefit from this, allowing us a more positive position on our forecast energy bills.

SH clarified that we are into week 4 of the academic year and we still do not have confirmation of some of our broader funding streams for this academic session. JC highlighted that we still don't have confirmation of specific funding for *last* academic session, nor this year, demonstrating the hugely challenging and volatile environment we operate in financially.



JC noted that a 1% salary award costs the College £350k, so as that multiplies up (and potentially so given cost of living crisis etc.), we have to be mindful that the College is not funded for these increases and we must budget for it ahead of settlements being agreed, as best we can.

JC outlined that we need to model forward our budget from this year four years into the future, which requires a range of assumptions within a financial forecast return (FFR) process with SFC.

This is still in process, however the outlook is not positive given the challenges outlined, with little prospect of any increase in funding settlements from SFC.

SH noted that whilst the tail end of last year was undeniably difficult, we are not in a position where we need to go out to staff with a savings plan at the start of this session, which some other colleges have done. D&A had a decision to make regarding whether to begin the process of savings as soon as possible, or move the process into this academic session and have a year of disruption and uncertainty.

JC noted it was good to hear what EIS-FELA have noted in the meeting regarding joined up working between management and unions, as it's crucial in this landscape and for the benefit of students. Not being at loggerheads whilst there is a national challenge such as cost of living is important for making national representations. SO recognised from previous professional development that 'change or die' is an important element to consider when it comes to Scottish public sector and colleges. SH noted that Scottish Government do listen to EIS-FELA and that's important in terms of influencing sector arrangements.

SH and SO will arrange a meeting to discuss their respective roles and opportunities to influence Government.

JG noted the positivity regarding the discussions and that the Government are open to solutions, therefore it's useful for us to look at solutions, not just problems.

**SH**

SH summed up by confirming that whilst we're in a good position and haven't started the academic session with a savings plan, we do need to keep a close eye on the finances and manage these closely and carefully.

SO highlighted that there can be doom and gloom, so it's important to get people excited about the good things happening and sharing solutions and ideas. SH noted how much the ideas and solutions of staff had impacted the final savings proposals, with staff contributing heavily to the final proposals, and coming up with things that hadn't been thought of but were beneficial for staff and students.

SO noted that staff morale was low, relating it to the savings plan and tough couple of years. DG stated that the focus on 'what can we do better?' applies in L&T but more broadly in terms of the College and

some of these issues around staff morale. SH recognised this and noted plans to re-engage with staff over the year.

## **6. 2022-23 Ways of Working**

SH picked up the ways of working agenda point, linked to the previous discussion regarding how unions and management work together.

SH convened the discussion by reflecting on lessons learned through last academic year, and how we take these on board into how we work this year and beyond. SO clarified this was relating to the savings plan, with SH suggesting yes, that and the last 12 month period.

SO raised how the savings plan was brought to unions, with a suggestion that as a group we could look to agree a future process. SO was clear he didn't feel that management were dishonest around this, however early engagement is always crucial for the unions, and being involved as early as possible allows unions to support members' understanding.

SO noted that now the union Portal page is up and running, there is a good and useful mechanism to quickly engage with members.

SH circled back to the process for raising items and having discussions on key topics, with SO suggesting the approach posited would be some sort of 'statement of intent', suggesting a form of words to give all involved clarity on how things will happen. SO noted that the savings dispute is now considered closed, however EIS-FELA branch is keen to put in place the 'statement of intent' or similar as part of this final closing out.

In reflecting on lessons learned, SO stated it was clear to him where things became a problem for the unions – between papers 1 and 2 that were shared with JCF members. SO noted a feeling of threat from the way the 2<sup>nd</sup> paper was positioned, as it went from 'we recognise there's a problem' (paper 1) to 'we're doing all this to solve it' (paper 2), with no discussion in between.

SO noted that he was key to the decision not to attend the JCF meeting where paper 2 was on the agenda but reflecting on it now may have taken a different course of action with hindsight. SH recognised this and thanked SO for his candid reflections and feedback, which SH felt helped him better understand the situation and how things could be done differently in future.

SH noted that management perhaps shouldn't have shared the paper at that stage, as the intention was to discuss it at the JCF. Tabling it

beforehand may have suggested more was 'decided' than genuinely was, which then affected discussions on an ongoing basis.

JC noted that finances had been on the JCF agenda and being noted as a significant concern from November 2021, therefore management felt it was clear that this may be coming. What management were also thinking, but it was generally agreed was lost in translation to some degree, is that management knew and understood support for staff would be paramount.

The group discussed the importance of confidentiality, support and discussion in meetings and how the group interacts. SH confirmed a short series of meetings to look at lessons learned and how management and unions work together will be scheduled. SO noted the key themes for EIS-FELA would be to look at how we manage timeframes, early engagement and communication.

ST

SH suggested that communicating differently with staff by providing updates to all staff regarding what unions and management are talking about and working on would be useful. SO reiterated the offer to work closely with JG, Christine Calder and others regarding L&T development.

AM noted that there were previous plans to bring together HR with union reps to spend some informal time together and build relationships. This can be picked up under the **action** above regarding ways of working.

SH confirmed he will also arrange a visit to the Saltire and regular check ins with SO as branch chair.

AM / ST

SH

## 7. Union Items

### Transfer to Permanency

EIS-FELA believe the long-standing TTP dispute is resolved following recent conversations, having had the conversations that confirmed the College is following the national guidance.

SO outlined a conversation with ST confirming that there will be a review of TTP contract arrangements going forward. ST will look at a joint info sharing sessions to ensure those on TTP contracts understand their contract.

ST

SO noted there was still an area to look at regarding the TTP contract as a whole. This final action would be a helpful way to close out the final discussions / dispute on this. This includes a review of the hours current TTP contract holders are on, as discussed with ST and KB. SO noted that the implementation of this may not be consistent across all colleges, however that longer term issue was separate to the D&A situation.

SO summed up by confirming the preference was for union involvement in review of the College's TTP contract. ST confirmed this will be picked up, with SO confirming this would resolve the dispute. SO noted that there may be some middle ground which provides some parity to those on TTP compared to fractional and FT counterparts.

**ST**

### **Staff Morale**

EIS-FELA are working to change the way they are seen and not be perceived as at committee meetings only. Campus drop-ins have kicked off and branch is keen to continue the visibility.

JG asked for some information from SO regarding themes affecting low staff morale. SO confirmed there were staff attending from a couple of particular teams, and themes like timetabling were being raised.

SH highlighted planned discussions with LDF (Leadership Development Forum) had focused on leadership for a number of years, but management is absolutely key. SO noted there may be mixed responses to that, as 'there's management and there's management'. SO noted that in his area the management is excellent, but that's probably not the case in all departments. SO stated that some well-led sessions focusing on the skills of management would be helpful, noting that staff should be given the tools to do the job well and not micromanaged. SH confirmed that these themes would be picked up with LDF, and SO / unions are welcome to feedback regularly on this.

Following up on the EIS-FELA branch point, SO noted that learning, teaching and mentoring development has been highlighted as a want therefore focus will be on this area.

**SH /  
Unions**

The branch social side is also being looked at, with a quiz night with proceeds going to emergency food supplies.

SO highlighted that the drops in will take place at the Esk (AC) on Wed afternoons and in Gardyne (207b) on Tue afternoons.

SO confirmed that the savings plan seems to be the basis of issues and concerns raised relating to staff morale. SO suggested a solutions-based

survey, jointly developed by management and unions may support with this.

JC queried whether there was a feeling that cost of living would be playing into how staff feel, with SO agreeing that it likely was. SH again reiterated that this would be high up the agenda, and that the survey point can be picked up.

SO highlighted that there have been a lot of discussions about working from home, noting there needs to be some education around this. JG noted that the information that went out to academic staff at the start of the year was clear on the ability to work on campus, on other campuses or from home / remotely.

**AM / SH**

SH confirmed that the SLT would also look at broad principles of hybrid / home working.

SO noted that following a discussion with KB, EIS-FELA colleagues have offered to support Unison members (as colleagues) whilst there are no Unison reps available on campus. SH and JG thanked SO for EIS-FELA branch's support with this, and for letting JCF know this was in place. SO noted that it might mean EIS-FELA reps appear in some meetings over the coming weeks, as requested by Unison members. All confirmed this was welcomed.

**SH**

## **8. Policy Review Group**

AM noted that the Violence and Aggression Policy will shortly be published, and that group membership was TBC from Unison and GMB.

AM noted the membership and purpose of PRG, and that once new members were confirmed discussions would take place regarding how the group work.

SO noted that there are a number of national policies in development, with AM confirming that the work of PRG tended to be focused on required updates to existing policies (for example and employment law change that must be enacted in policy) or agreed requirements for new local policies that tend to be as a result of union / management discussions, such as Violence and Aggression.

SO reminded the group regarding a redeployment policy and having an agreed form or wording regarding this. This was confirmed as being on the task list for PRG to pick up

**KB**

## **9. AOCB**

No further business was tabled. SH thanked attendees and noted the date of the next formal meeting, however encouraged unions to keep in touch with queries or matters arising mean time.

**10. Date of Next Meeting**

Wed 30<sup>th</sup> November, 2pm, via Teams