

BOARD OF MANAGEMENT

Human Resources and Development Committee



Thursday 4 May 2023 at 5.00pm Room A625, Kingsway Campus (MS Teams option available)

AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF CONNECTION & INTEREST
4. MINUTE OF THE PREVIOUS MEETING - 16 February 2023 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. MORE SUSTAINABLE COLLEGE PAPER Paper C for discussion SH/ST
7. VP PEOPLE AND PERFORMANCE REPORT (INC 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
 - Health, Safety & Wellbeing Committee
11. DATE OF NEXT MEETING – Thursday 7 September 2023 at 5.00pm in Room A625, Kingsway Campus



Human Resources and Development Committee

Thursday 4 May 2023

PAPER A

**MINUTE OF THE PREVIOUS MEETING –
Thursday 16 February 2023**

BOARD OF MANAGEMENT



Human Resources and Development Committee Thursday 16 February 2023

Draft

Minute of the Human Resources and Development Committee meeting held on Thursday 16 February 2023 at 5.00pm, via MS Teams.

PRESENT:	D Mackenzie B Lawrie S Hewitt G Robertson	B Carmichael N Lowden S Stirling K Keay
IN ATTENDANCE:	J Carnegie (Vice Principal) S Taylor (Vice Principal) B Grace (Head of Estates)	P Muir (Board Administrator) J Grace (Vice Principal) A Mawhirt (Head of People & OD)

1. WELCOME

D Mackenzie welcomed members to the meeting.

2. APOLOGIES

There were no apologies

3. DECLARATIONS OF CONNECTION & INTEREST

G Robertson noted his role as Chair of Gardyne Theatre Limited (GTL)

4. MINUTE OF THE PREVIOUS MEETING – 15 September 2022

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

5. MATTERS ARISING

Matters arising were included within the meeting agenda.

6. 2022-2024 WORKFORCE PLAN UPDATE ON PROGRESS

S Taylor summarised the paper produced one year into the revised workforce plan, noting that much had changed since the plan was approved in February 2022. This included the transition out of COVID-19 restrictions, the cost-of-living crisis, and the significant impact of funding cuts on the College. S Taylor stated that despite these changes, the resilience of the workforce plan had supported decision making and planning activities over this period.

The workforce plan supported development and decision making around staffing matters, including looking at new ways of working post COVID-19. Developments around staff skills and changes in staffing were noted, including the investment in new course provision and skills needs in addition to building strong relationships with various sector networks.

Abi Mawhirt summarised staff CPD plans (agenda item 8) noting that there were wide ranging plans created for different staff groups and roles across the College, with this building from learning and teaching development through to course leadership and line management training for promoted roles.

It was noted that the Leadership Development Forum (LDF) had undertaken work around College values, line management, D&A practice and policies, with this being welcomed by managers. This work would continue to develop, combining CPD opportunities with peer support and networks.

In addition, staff were undertaking coaching for their developmental needs and more support had been targeted to Curriculum and Quality Leaders (CQLs).

Student Behaviour had been highlighted as a priority within the Learning & Teaching Development Programme, given issues arising during the pandemic and concerns around student behaviour arising as students had returned to campus. The behaviour management training matrix was noted, with basic training and awareness provided for all staff, and more advanced training provided for those in specific roles or in areas where behavioural management interventions were required more often. The feedback for this had been positive, highlighting that the training had been excellent and skills learned provided staff with means and ways of de-escalation.

K Keay welcomed the development plans but noted concern that a 2-year programme could be daunting for staff. A Mawhirt highlighted the feedback from staff had been positive, with staff welcoming the plans and availability of training, but recognised that this had to be balanced with the time available and on-going support. This would continue to be reviewed.

B Carmichael stated the feedback on the plans was positive from a delivery perspective, with the Academic Development Team delivering new skill sets and devising a programme suited to the needs of the individual.

S Stirling stated that her team had welcomed the opportunities to deliver CPD and noted that the support received from teams, and positive relationships developed, had helped make this more effective. S Stirling noted that there had been fantastic engagement from everyone involved around upskilling on digital transformation.

J Grace noted that the planned development programme for Curriculum Quality Leaders, had been devised based on their requests.

Approaches to development for line managers were discussed and N Lowden noted that the approach summarised was refreshing and reflected the expected good practice around encouraging and supporting educational ambition.

7. VP PEOPLE AND PERFORMANCE REPORT (INC NATIONAL BARGAINING UPDATE)

S Taylor summarised the report, highlighting the work progressing around voluntary severance in preparation for anticipated funding cuts for academic year 2023/2024.

Developments around national bargaining were noted, although S Taylor highlighted that there had been limited progress or change since the previous meeting but stated that national discussions were ongoing.

A Mawhirt highlighted that the People Strategy Group had been reinstated (following COVID-19 disruption) with this group used to inform thoughts and plans around staffing approaches and developments. The group had come up with a number of ideas which would inform future approaches and activities.

The report and developments made were noted.

8. PROFESSIONAL DEVELOPMENT PROGRAMME

This paper had been discussed under item 6 above.

9. STRATEGIC RISK REGISTER

S Taylor noted the review being undertaken of the Risk Register but highlighted that no changes were proposed in respect of the risks allocated to the Human Resource and Development Committee.

The paper was approved.

10. HR METRICS

HR Metrics were noted by the Committee and B Lawrie stated that he had raised some queries outwith the meeting regarding the calculation methodology for full time equivalents (FTEs) and had received an answer to this.

S Taylor noted that the staff turnover rate in 2021/22 had increased, but that this related to the spring 2022 savings plan, with the underlying turnover rate remaining low.

11. MEETING MINUTES/UPDATES

The Joint Consultative Committee (JCF) and Health, Safety and Wellbeing (HS&W) minutes were noted, with no comments or queries.

12. DATE OF NEXT MEETING

Thursday 4 May 2023, 5pm, Room Y150, Gardyne Campus

Action Point Summary

	Action	Responsibility	Date
No action points noted			



Human Resources and Development Committee

Thursday 4 May 2023

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Human Resource and Development Committee

Thursday 4 May 2023

Matters Arising



Paper B for noting

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

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



Human Resources and Development Committee

Thursday 4 May 2023

PAPER C

**CREATING A MORE SUSTAINABLE AND
SUCCESSFUL COLLEGE**

Creating a More Successful and Sustainable College



Initial Consultation on Savings and Change Proposals 20 April 2023

Section 1: Background

1. Overview

Following on from the extensive and difficult decisions made in spring and summer 2022, it is clear that much of the public sector – and colleges in particular – are continuing to face a very challenging few years.

Over the recent past we have seen declining full time student recruitment, combined with significant real terms cuts in our funding. This has been exacerbated by the cost of living crisis and levels of inflation and cost pressures that are significantly above those experienced at any time in the 10 years since merger.

Given that funding for the sector is projected to be ‘flat cash’ for the next few years, the cost of increases in staffing and other budgets will inevitably need to be met by cuts elsewhere and maximising the contribution made from additional income streams.

The combination of reducing student demand, increasing costs and funding cuts has created a significant and serious situation for the whole sector. This paper summarises the approach planned by Dundee & Angus College to create a more sustainable College over the next three years, whilst continuing to build upon our track record of success for our region.

As we were told throughout last year and in other similar exercises, most staff want to know key headlines, supported by the rationale for associated decisions. Recent discussions with our trade unions around the lessons learned from the 2022 savings plan exercise have also highlighted that unions and staff want a ‘no surprises’ approach. This includes comment that knowing what is happening helps everyone to consider options and identify potential solutions and opportunities. This paper is developed on this basis and provides information on the scale of the challenge facing the College and the national, curriculum, financial and wider operating context within which current and future decisions must be made. All of this underlines the need for the following steps and outcomes to be progressed without delay:

- Refocus our curriculum and services to reflect reducing demand for full time learning, including a 10% cut for 2023/24 (equating to approximately 640 full time places) with potential further reductions in the level of student activity (credits) by 2026.
- Continue to develop our curriculum to reflect the economic needs of our region, including supporting new curriculum opportunities and activities.
- Address a funding gap of c.£3.3 million and make savings of at least £2.5 million in our 2023/24 budget.
- Support our changing student demographic and increasing student needs.
- Create a stable financial platform for future years.

Each of the above steps is a significant one and will require further difficult decisions to be made. The scale of current cuts is greater than those of last year and are similar to those experienced in the pre-merger years of 2010 and 2011.

What is also different this year is that the Scottish Government and Scottish Funding Council (SFC) have recognised that the college sector cannot remain the same size as it has been in recent years. Whilst any reduction in activity is unwelcome, without this flexibility it would not be possible to plan for a sustainable future for the College. As such, we must make use of all the options available, but do so on a planned basis that helps us to create a College that is both sustainable and successful going forward.

We are at a very difficult juncture and there is no way to navigate the coming period without taking significant action. We are hugely disappointed with the funding situation which has brought about the action required, and we understand these challenges will affect staff in a range of ways. Please reach out for support if you need it, or to ask questions and seek answers – further details can be found at the end of this paper.

2. Understanding the Operating Context 2023 - 2026

This section summarises the national and regional context that D&A is operating in, and the impact that these are having as we look forward and plan for the next 3 year period. This context includes a mixture of both positive and negative factors that we will need to work through in order to continue to be both sustainable and successful.

2.1. National Context

There is no doubt that the whole Scottish education landscape, including the college sector, is at a very critical point given the significant range of reviews and reforms that are currently underway.

The catalyst, and first steps in the broader review of the sector was a report published by the SFC in June 2021 titled "[Coherent Provision and Sustainability: A Review of Funded Provision in Scotland's Colleges and Universities](#)". This report aimed to assess whether the current funding model for Scotland's higher and further education sector is sustainable in the long term, and whether it promotes coherence in the provision of courses across colleges and universities.

Since then other reviews have been initiated, these include an [Independent Review of Qualifications and Assessment](#) launched in October 2021, the [National Discussion on Education](#) launched in June 2022, an independent review by the Scottish Government into the [Skills Delivery Landscape](#) launched in September 2022 and finally, and most relevant to Colleges, the Purpose & Principles for [Post School Education, Research and Skills Development Ecosystem review](#), launched in July 2022.

As well as these formal reviews, there are also the recent findings from the 2022 [Audit Scotland report](#) into Scotland's Colleges and the Education, Children and Young People Committee inquiry into [College Regionalisation](#) which both underpin the broader context of review / reform and highlight the significant pressures that colleges are under, both now and into the next few years.

Whilst most of the above reviews won't publish final findings and recommendations until May / June 2023, some of the interim findings and key points highlighted to date include:

- The current funding model is not sustainable in the long term due to increasing financial pressures on the sector and changes in demographics and student expectations. This is an issue highlighted right across the public sector.

- The Covid-19 pandemic has had a significant impact on Scotland's colleges, with many facing financial pressures and increased demand for student support services.
- The need for a more coherent approach to course provision across institutions to avoid duplication and inefficiencies, but also to ensure a regional approach to skills planning.
- The importance of collaboration and partnership working between institutions to improve efficiency and quality of provision, with a desire to incentivise and reward collaboration to reduce expenditure and improve outcomes.
- The need for a more strategic approach to workforce planning to address skills gaps and meet the changing needs of the economy.
- The need for the Scottish Government and SFC to work together to ensure colleges have more funding, more flexibility, or clearer priorities.

It is clear from the findings to date that the College needs to review and refresh how we operate over the coming few years to create a revised curriculum and service offer that meets the needs of our students, our region, and our funders.

We also need to prioritise income generation and look at other income sources that will ensure we don't continue to over rely on SFC funding and can support the development of new and emerging areas of the curriculum in the future.

2.2. Curriculum Context & Future Direction

Like most other colleges, it is clear that demand for full time courses has not returned to pre-pandemic levels, and we can see a continuing decline in full time applications and enrolments.

Before Semester 1 commenced this session, 28 full time course streams were removed due to insufficient demand. In addition, 24 full time FE streams started the academic year with fewer than 16 students in the class and 25 full time HE streams started with 12 or fewer enrolments - 15 of these streams were HND year 2 classes.

Whilst our application numbers have declined, we have continued to increase our portfolio in many areas even though recruitment trends show this to be unwarranted. This has had the effect of spreading applications more thinly across our provision. As well as being financially inefficient, small class groups often do not provide a good learning experience for students.

We also know that the age profile our region is changing, and the number of young people is declining. We are also seeing increased progression to universities directly from school, higher levels of employment, and greater uptake of apprenticeships. Sadly, we are also seeing higher levels of inactivity in the region amongst the working age population. All of these factors have had an impact on recruitment to our full time courses and it is anticipated that this trend will continue over the coming years, with little likelihood that full time demand will return to pre-Covid levels until the second half of this decade.

To address this, we will need to further and more fundamentally review our full portfolio of courses to ensure they are aligned to the changing demographics and known future regional skills needs. We will have more focused conversations with teams to ensure we can remain sustainable, operate efficiently, and provide a high quality learning experience that is relevant and meaningful for all learners.

As an integral part of this, we also need to look at how we can support our learners in more sustainable ways to reduce the number of students who leave their courses early and anticipate and build support directly into the learning experience.

We will need to review and repurpose our curriculum for the next three years, and the guiding principles outlined in section 3 below will support us in this change. This will (and should) involve change for all areas of our curriculum along with the key services that support them.

This planned approach to future curriculum and service change and development is critical if we are to remain sustainable, whilst delivering a curriculum that meets regional needs and supports our students to be successful.

2.3. Financial Context

We update the D&A Financial Strategy and our [Financial Forecast Returns](#) on an annual basis to reflect our current financial position and known / anticipated levels of future income and expenditure. Whilst challenging given the annual funding settlements the college sector receives, this work helps to ensure that we are aware of future financial challenges (and opportunities) and that we are able to plan and respond to changing levels of annual funding as information becomes known. All of this work is then reflected within the annual process to develop and set our budget for the forthcoming year.

This future financial planning reflects the impact of the cuts and savings in our 2022/23 budget and models the planned levels of income and expenditure in line with the 'flat cash' (i.e., no increase in the cash value of our funding) settlements for future years. The cumulative effect of 'flat cash' funding from the Scottish Government is effectively that we are having to manage cuts equivalent to the level of inflation at any given time. With inflation currently running at more than 10%, it is clear that our funding and budgets will quickly become unsustainable unless we make savings and increase other income sources.

The financial modelling we have undertaken highlights the need for significant savings to be made in the short term to address a c.£3.3 million shortfall in 2023/24 and to support the College to remain financially sustainable. To state this clearly, a shortfall of c.£3.3 million would mean that the College would run out of cash reserves in 2023/24 if no action were taken. This is the simplest outline of the current situation and underpins the need for the actions outlined within this paper.

2.4. Impact of Operating Context on D&A Direction and Activities

The combined impact of the above sections is significant for the College and will map out our direction and key activities over the coming three year period. Over this period, we must create curriculum and working models that deliver on new national priorities and meet regional economic and social needs, whilst also being financially and operationally sustainable. This will not only require us to reduce our course provision and costs on an ongoing basis, but also to review and revise our support services and how we work so that we can create a College of the size and scale that we will be.

This change cannot be undertaken in one go, and it is anticipated that course, support service and staffing changes will be required in each of the next three years and in different phases to create a College that is both sustainable and successful.

Some of the changes and needs are pressing and immediate, and the latter sections of this paper outline proposed changes for 2023/24 to deliver savings of at least £2.5 million to reduce the funding gap and support financial sustainability.

Consultation on these changes opens immediately and staff input, views and alternative solutions are sought.

Future changes are also under consideration, and the input and engagement of staff in creating and shaping the future of our curriculum and support services will be an ongoing feature of consultation and engagement going forward.

3. The D&A Way - Key Decision Making Criteria

As we plan a way forward through the challenges facing us, we are keen to utilise a series of clear criteria as guiding principles to support and test proposals put forward and the decisions that we are making. These criteria have been discussed with our local trade unions and will underpin decision making around both curriculum and support service changes impacting over the next three years.

In considering and developing future plans to support and underpin financial sustainability the following key criteria will be considered.

- Active engagement and involvement of staff, learners and relevant stakeholders is critical. Teams and team members should be actively engaged in regular discussions around the changes needed to create a successful and sustainable College.
- We will continue to provide access to education and training across the Dundee and Angus region, delivering a curriculum that provides clear progression pathways with multiple entry / exit points. Within this, courses will be consolidated to remove internal competition, reduce duplication and to prevent early specialisation with changes reflected in curriculum design. The creation of centres of excellence where practicable will be encouraged.
- Changes should recognise the needs of D&A learners and the needs of our wider community and economy. We will continue to build a sense of community, provide an inclusive curriculum, delivering on our regional economic priorities and supporting vulnerable and under-represented learners.
- Efficiency of curriculum and service delivery will be critical, such as class sizes being optimised to ensure efficient delivery, good housekeeping maintained, course hours, use of resources, working patterns, engagement, and outcomes managed.
- Developments should focus funding on the frontline learning, teaching, and services to support learners. Duplication of provision or services should be minimised (where this makes good educational or operational sense) and other activities streamlined where possible. Simplification and reduction of bureaucracy or other 'non-contributing' activities should always be a priority.
- Developments should generate genuine and sustainable cost savings and / or income (contribution) increases in the short, medium and / or long-term.
- Simplification of systems, arrangements and structures is desirable, with this balanced alongside the need to support new opportunities and future investment.
- Current structures and working arrangements are not necessarily sustainable and are not as important as the financial sustainability needed to assure high quality learning opportunities and outcomes are maintained.

By creating and sharing these at the start of the process, we hope that staff will be able to use these to inform their own thinking, and to understand how any proposed changes or developments fit into a longer term direction of travel.

Section 2: Savings Plans and Steps Needed

4. Specific Challenges and Actions for 2023/24

As detailed above, the specific challenge for 2023/24 is the need to save at least £2.5 million from our operating costs whilst managing the impact of lower full time recruitment and progressing plans for the future.

Many advertised courses did not run in 2022/23 due to low numbers, and a number of courses have had to be removed from the 2023/24 portfolio to make this more reflective of application trends and numbers. A heightened focus is also being placed on ensuring that all course provision is efficient and that minimum class sizes are met.

Whilst this approach is supporting a reduction in our overall curriculum relative to demand (and has allowed voluntary severance options to be progressed) it does not in itself deliver on the guiding principles outlined in section 3 above in terms of well-planned and managed learning journeys and progression opportunities across the College and region as a whole. Given this, significant proposals are outlined below to further reduce our curriculum offer and cost base in line with the reduction in activity targets and the principles outlined above.

Proposals and changes in respect of support services are also outlined. Like the curriculum, these have been developed by taking advantage of opportunities that arise, and also through proposed developments designed to better align future services to the anticipated size and operation of the College.

Overall, we are looking at changes designed to reduce costs, boost efficiency, and manage the reduction in demand and activity levels for 2023/24 in ways that also support the College in getting to a sustainable and successful position over the coming 3 year period. This is not an easy task and does involve some very challenging decisions - but we have no choice if we are to remain financially sustainable.

We have also been here before, in 2010/11 and again last year, so we know that challenges of this type can be met and that – despite the difficulties faced – the College and our students and staff will continue to thrive.

The following sections outline initial steps taken, plus initial savings proposals for consultation.

It is important to note that these are proposals at this point in time and that staff input, engagement and ideas are being sought on these, and other changes.

Consultation in 2022 resulted in over 100 responses from staff and positive change being adopted in around half of the initial proposals put forward. We have already received over 50 consultation responses and savings ideas, many of which have influenced the wide range of proposals outlined below. We hope that this type of engagement will continue in respect of the changes needed for 2023/24 and that all staff engage in discussion around these and further future developments over the coming weeks, months, and years.

5. Initial Steps Taken

As outlined during 2022, the challenges being faced by the College are not new and are not unforeseen. As such, a range of changes and savings have already been progressed as summarised below.

5.1. Recent Voluntary Severance

The Voluntary Severance options that ran until 31 December 2022 have now been reviewed and outcomes confirmed. From this, full year **savings of £348k** will be realised for 2023/24.

These changes reflect curriculum reductions made in Engineering, Administration & Leisure Industries and Business, Accounting & Housing within the 2022/23 and 2023/24 portfolio, alongside changes in workbased assessment and amendment to Help Point arrangements.

The outcomes from the interim voluntary severance (VS) scheme through to 31 March 2023 are being finalised as quickly as possible, with **£271k of savings** already realised and further discussions to be progressed.

The April 2023 Voluntary Severance Scheme will remain open until 30 June 2023 as one of the key approaches to support with cost reductions.

5.2. Other Voluntary Options

Other voluntary options may be considered where savings can be realised. A significant number of consultation responses have highlighted potential savings around 4 day working and / or reducing / centralising activity on campuses and closing campuses over the holiday periods. Options like this may be possible through individual arrangements to reduce working hours, transfer to term-time working etc. Options also exist to consider winding down arrangements under the relevant pension regulations, or the 'purchase' of additional annual leave.

Changes in working arrangements of this type should be matched against changes in service activity and arrangements made to avoid work commitments simply being added to the work of others. Concerns around the potential for work to be passed on in this way have been raised in the past by trade union representatives and it is important that this point is noted.

Opportunities of this type remain open and any member of staff that is interested in potential options should discuss this with their line manager and People Team Advisor.

5.3. Non-Pay Savings

Following initial suggestions and discussion with senior budget holders, a number of non-pay savings will be progressed. Some of these will be changes that can only be made for one year to help to support the cash position of the College needed to fund voluntary severance options. These one year changes are separate from the savings target and are not sustainable in the longer term as they 'starve' the College of the resources required to deliver our curriculum and services.

Savings identified for 2023/24 include the decision to delay replacement of IT equipment (counted in section 7 below), a range of savings within estates budgets, and savings in consumable budgets associated with reduced full time student numbers. These savings will **amount to £150k in 2023/2024**.

5.4. Increased Income and Contribution

Following work undertaken in 2022 to ensure that key projects, services, and other activities make an increased contribution to College finances, significant improvements have been seen and additional income generated. This work will continue into 2023/24 to ensure that all aspects of income generating activity make an appropriate contribution.

This will include review (and adoption where appropriate) of the many income generating ideas and opportunities identified through consultation feedback, alongside some more fundamental structured review of income bearing activity.

In particular, detailed work is progressing to review the commercial offer that the College provides to refresh the portfolio, improve the efficiency of delivery and support for commercial activities and maximise the income (and contribution) that can be achieved. This will include refreshing arrangements surrounding the Flexible Workforce Development Fund and establishing clear delivery and income targets for the relevant teams.

Funding from projects (such as the Tay Cities Engineering Project) is beginning to be realised, with these supporting improvements in College facilities that it would not otherwise be possible to support.

Work will progress to further review the financial performance of the Gardyne Fitness Centre to ensure that the 'non-curriculum' operation of the gym and pool facilities contributes to overall College funds.

Through the above steps, an additional contribution of **£60k** will be achieved in the 2023/24 budget.

Alongside this work, work has also progressed to create a new business plan for the Service Design Academy (see section 7 below) with a significant increase in the contribution made by the SDA.

Given the progress made to date, the £2.5 million savings target can be reduced to £1.7 million. Proposed steps to address this remaining gap are summarised in the sections below and are open for consultation.

6. Promoted / Senior Post Structure

As part of previous consultation exercises, we have received feedback on the need to review the senior and promoted post structure. Given the challenges of the past few years with Covid and increased Scottish Government / SFC engagement, reporting and continual changes to guidance, it wasn't appropriate to do so. However, as we look forward to the future, and building a more successful and sustainable College, it is important that we review the senior and promoted post structure to reflect the future size and shape of the College to create a structure that supports us to achieve our strategic ambitions for the future and that can also contribute to the overall savings needed to make us more sustainable.

As we plan for the mid to long term future of the College, it is important that we have a senior and promoted post structure that delivers the following:

- Supports the delivery of our strategic aims and improves how we operate in the future
- Distributes strategic ownership, accountability and workload more widely and broadly.
- Improves communication throughout the College
- Promotes more joined up, cohesive working
- Generates an overall financial saving and value

To deliver the criteria above, the following proposed changes to the senior and promoted post structure are as follows.

6.1. College Executive

To enable broader changes within the senior and promoted post structure, and to deliver the aspirations outlined above, it is proposed that the **Executive Team reduces by 1FTE Vice Principal**. This reduction will support the introduction of other posts within the senior and promoted post structure and ensure better distribution of workload, strategic ownership and accountability.

6.2. Curriculum Directors, Heads of Sector & Head of Curriculum & Quality Contact Time

To reduce layers of communication and to promote more autonomy, ownership and accountability at middle management level, it is proposed that the Head of Sector layer within the academic structure is removed. This would see a proposed **reduction of 4FTE Heads of Sector**.

To support this reduction and to ensure that there would be adequate capacity to support the Heads of Curriculum & Quality, it is proposed that **1FTE additional Director of Curriculum & Attainment post is created**, working alongside the 2 currently in post.

To further support the reduction in Heads of Sector and to ensure that Heads of Curriculum & Quality have the time and capacity to support, manage and lead their teams, it is also **proposed that the teaching contact time for Heads of Curriculum & Quality is reduced**. This would likely differ depending on team size / function and is open to discussion through the consultation process.

6.3. Support Directors

To match the structure already in place on the academic side, and to deliver the aspirations outlined above, it is proposed that 3 new Director posts are created. A **1 FTE Director of Infrastructure**, a **1FTE Director of Student Experience** and a **1FTE Director of Finance** are proposed. They will work closely with the Directors of Curriculum & Attainment, the Executive Team and the broader Senior Leadership Team to support a more cohesive, joined up approach across the College.

6.4. Sector Development Leaders

As part of the recent Business Engagement Review, instigated as part of last year's savings plan, it was agreed that the College should be more streamlined and focused on areas of strategic priority, both to generate additional income but also to maximise current resources and investments.

To support this approach, it is proposed that the current Sector Development Leader roles are removed from the structure. This would see a proposed **reduction of 4FTE Sector Development Leaders**.

However, it is proposed that these will be **replaced with 2FTE Curriculum / Sector Project Lead** posts that will have a more focused remit and will support the development and delivery of key strategic priority areas for the College moving forward.

6.5. Proposed Savings

If enacted, all of the proposed changes outlined above would **result in an overall saving of £205k** but would also give the Executive and Senior Leadership Team the opportunity to look at new and more effective ways of working to support the future strategic aims of the College.

7. Curriculum Review and Developments

The following section summarises the planned curriculum changes for each sector and curriculum team, alongside the impact these changes will have in terms of staff numbers and potential savings. The proposed staffing reductions are quantified as a reduction in teaching FTE and may be a combination of reductions in permanent and / or part time variable staff.

Where appropriate, VS savings already achieved are noted and the remaining staffing and savings figures adjusted to take account of this.

In progressing this work, it is important that we continue to review our portfolio of courses to ensure that we provide relevant education and training opportunities for people in our region, that we plan to achieve the lower activity targets of the future in ways that are sustainable, and deliver the high quality education, outcomes, and services that we need.

In progressing with curriculum plans and changes, the School-College partnership, focusing predominantly on Senior Phase learners, will continue to be a strategic priority. These courses introduce our future students to D&A and provide a clear and successful pathway into our full time courses.

Apprenticeships and work-based learning will also continue to be a strategic priority, increasing career opportunities for people in employment and generating income for the College.

The curriculum will be delivered in the most appropriate way, based on students' needs, with the aim of developing the whole individual, i.e. technical and meta skills. This may include direct delivery, online learning and directed self-learning.

Given the clear needs of many of our students, the support and guidance time of 1 hour per week per full time group will be retained to support student retention, engagement, and the learning experience. Class sizes will also be optimised to ensure efficient delivery and to provide meaningful learning experiences.

In undertaking this most recent portfolio review, we have considered what we deliver, how we deliver it and looked at:

- The current and future skills needs and opportunities for growth in the regional economy
- Recruitment and attainment trends over recent years
- Areas of internal competition and duplication of course provision, as well as areas of early specialisation

- The availability of alternative provision and progression routes for students
- The relative costs of delivery and efficiency levels relating to the provision in different teaching departments

The reduction in our credit target will be implemented for academic year 2023/24 and demand across all courses will continue to be reviewed and monitored as is normal practice in any given year.

Changes proposed within each sector and curriculum team are as follows.

7.1. Creative, Cultural and Digital Sector

7.1.1. Performing Arts

Dundee & Angus College is one of few colleges nationally that offers Degree provision in Dance and Acting & Performance, and our courses in these areas are well respected with applications received from a wide geographical area. However, the cost of living crisis has significantly impacted on the creative arts sector across Scotland and we, like other colleges, are seeing a reduced demand for Dance courses. Feedback from the Dundee Dance Partnership and University of West London also indicates that people entering the performing arts industry want to develop multiple skillsets to increase their chances of employment.

The NC in Dance did not run in session 2022/23 and currently has low numbers of applications. It is proposed that the NC Dance is discontinued in 2023/24. This would result in a **reduction of 0.7FTE lecturing staff with a saving £40k.**

7.1.2. Computing and Creative Media

The development of Digital Economy Skills is a national priority and the recent publication of the [Digital Economy Skills Action Plan \(DESAP\) 2023-28](#) indicates that embracing and embedding digital technology is required to help businesses to thrive across every sector in Scotland. DESAP has 5 key priority actions relating to skills development for all individuals including young people, unemployed people, people in employment and business leaders which will require a combination of full time, work-based, and shorter upskilling, and reskilling training courses.

The full time portfolio and staffing in Computing and Creative Media was reduced last session to enable the department to refocus the curriculum and the DESAP priorities will underpin future developments in this curriculum area. No further reductions are proposed in this area.

7.1.3. Hospitality and Professional Cookery

The department has recently benefitted from significant investment in new facilities as part of the Kingsway campus development. The new professional kitchens and training restaurant facilities offer an industry-level experience for students on Hospitality and Professional Cookery courses. In addition, the department has close links with and is well regarded by industry. These professional relationships and a revised delivery model have helped to generate an increase in the uptake of Modern Apprenticeships in Professional Cookery.

Full time applications for Professional Cookery courses remain stable, however applications for Hospitality courses are continuing to decline despite a comprehensive review of the curriculum.

The department has recognised the need to have more broadly based lower level courses and will offer a consolidated Introduction to Hospitality and Professional Cookery in 2023/24. However, as this course no longer attracts enhanced funding, it will reduce from 3 streams of 12 students to 2 streams of 18 students. This will help maintain the number of places whilst improving the efficiency of delivery.

It is proposed that FE courses at Level 5 and 6 are consolidated to create broader courses in Hospitality and Professional Cookery.

The FTE reductions arising from the curriculum changes in this area have been realised through approved academic and support VSS applications included in 5.1. above.

Efficiencies will also be sought across the support staff in the department through enhanced ways of working and support provided to the curriculum.

7.1.4. Hair and Beauty

Applications for full time courses in Hair and Beauty are consistently high, especially from school leavers. However, the introduction of shorter access courses in Hairdressing and Beauty have not proved successful and both courses will be removed from the course portfolio.

The recent investment in a new facility at Kingsway – the Hair and Beauty School – means that our students now learn in industry standard facilities. All level 3 courses (except Barbering), evening classes and industry focused courses will take place in new Hair and Beauty School. The Barbering specialism remains a popular option and will continue to be delivered in Arbroath Campus only.

The proposed changes would result in a **reduction of 1.4FTE lecturing staff saving £81k.**

Demand for hairdressing apprentices has declined over recent years due to key employers changing their recruitment approaches. This has presented better opportunities for work experience and employment for full time College students but has reduced the uptake of Modern Apprenticeships, which has supported a reduction in Development Officer staffing via voluntary severance included in 5.1 above.

7.1.5. Art & Design

The Art & Design curriculum contains a range of specialisms and the recent curriculum review indicated that reintroducing broader based courses at lower levels would be more attractive to students who want to develop a range of skills and knowledge before progressing to more specialised, higher level courses.

In recent years we have also seen higher numbers of students choosing to leave after year 1 of the HND which impacts on our ability to continue to provide a meaningful or sustainable learning experience for students who wish to undertake HND year 2.

There has been a gradual decline in demand for the specialism of Textiles and applications for Certificate in Textiles for Fashion and Interiors are particularly low this year, with this course is unlikely to run. Therefore, it is proposed that this course be withdrawn from the portfolio.

HNC/D Computer Arts and Design has traditionally been taught as 2 separate specialisms – digital and animation. However, the course framework and group award arrangements are designed to allow students to gain experience of different subjects within the context of digital arts and design to enable them to make informed choices for later specialisation. The curriculum design of the HNC/D will be reviewed to reflect the breadth of skills and knowledge required and to ensure future sustainability of the year 2 HND option.

It is proposed that the HNC 3D Design would be discontinued as it has faced declining recruitment over a number of years. The January start Fastrack to Art & Design in Arbroath which did not run in 2022/23 would not be offered in 2023/24.

Leisure classes have not resumed since the pandemic and there are no plans to reintroduce the leisure offer. Further efficiencies will be made through class sizes which would be increased to 20 in line with school-based practical Art subjects.

The above changes would result in an overall reduction of 2.45FTE. A recent voluntary severance application of 0.75FTE has been approved in this department, resulting in a **remaining reduction of 1.7FTE generating a saving of £98k.**

7.2. Business, Access, and Education Sector

7.2.1. Business and Housing / Administration and Leisure Industries

There is currently a wide range of FE and HE provision between Business and Housing and Administration and Leisure Industries departments. Declining student demand means that courses are directly competing against each other and early specialisation in courses is not sustainable. It is proposed that FE courses at Levels 5 and 6 will be consolidated to create broader Certificates and Advanced Certificates in Accounting, Business and Administration. This approach would also be taken with January start courses.

Although there are a number of articulation routes in place, we have seen increased competition from universities for HE level students who may have previously chosen to enrol on our HNC/D courses. Specialisms at HN Level – HNC/D in Accounting, HNC/D Administration and IT, and HNC/D Business – would be retained but it is proposed to reduce and consolidate multiple streams to align with demand and improve efficiency.

HNC Accounting evening classes, HNC Business distance learning and medical terminology discrete courses are less attractive to potential students and have very low numbers in recent years. Given this it is planned that these be discontinued.

Fashion Business, Tourism and Events courses have struggled to recruit sufficient numbers onto full time courses compared to previous years and there has been no demand for a Senior Phase offer for a number of years, further limiting the pipeline of potential future applicants. This gradual decline across all levels is limiting progression opportunities for students.

The [Tourism Sectoral Skills Assessment](#) published in November 2022 indicates that future demand will be centred around the Edinburgh, East and Midlothian, and Glasgow regions and the top employing occupation within Tourism will be in elementary occupations: clerical and services. Currently the highest number of vacancies in the sector relate to professional cookery and hospitality jobs.

Like other areas in the College, demand for HND year 2 courses has reduced. Interest in HNC/D Events has declined, and the numbers enrolled on HNC Events this session mean that the HND would not be viable in 23/24, with current applications for HNC presenting a similar picture. Given this, it is proposed that HNC/D Events and HND Fashion Business year 2 are withdrawn.

The decline in retail courses has reduced the need to maintain an on campus retail shop. This provision would be discontinued, and students would instead be encouraged to obtain relevant work experience.

Further work will be undertaken in the coming months to review the Fashion Business, Tourism and Events curriculum and career pathways to ensure that future provision is fit for purpose and remains aligned with industry and regional needs.

The reorganisation of the curriculum offers the prospect to merge the curriculum teams of Business and Housing and Administration and Leisure. Whilst this would result in a slightly larger team, the combined curriculum portfolio would benefit from skills and knowledge of teaching staff working together.

The proposed changes in Business and Housing and Administration and Leisure and would reduce the overall teaching staff of the two departments by 6.24FTE. A reduction of 1.42FTE has been realised to date (included in 5.1 above) resulting in a remaining **reduction of 4.82FTE across the two teams.**

Given the reducing demand for curriculum across these two areas, and the level of changes planned, it is proposed that the two current teams be merged into one resulting in the **reduction of 1 Head of Curriculum & Quality and 1 Curriculum & Quality Leader.**

7.2.2.English Language Teaching and Training

In contrast to most other areas of our curriculum, demand for ESOL courses remains high despite initial concerns about the potential impact of the UK withdrawing from the European Union.

We have seen a significant increase in numbers of refugees and asylum seekers due, in part, to the war in Ukraine and other conflict affected countries. This increase is driving demand for English Language learning and represents an area of real need in our communities.

We will continue to work with Local Authority partners as part of the Angus and Dundee Community Planning Partnerships to support people to integrate and contribute to society and the economy. Given this, no changes are proposed in this area at present.

A number of consultation responses have highlighted the potential savings and benefits of reducing opening hours across campuses. This is particularly evident for 'out of hours' activities and as such it is proposed that evening classes delivered by the ELTT Team will be relocated to Kingsway campus.

7.2.3.Access and Supported Education

The impact of pandemic on the emotional and social development of young people alongside the disruption to learning cannot be underestimated and will continue to be felt for some years to come.

Although all young people have been affected by the pandemic, disadvantaged and under-represented groups have been disproportionately impacted. In addition, in Dundee 43.1% of secondary school pupils are recorded as having an Additional Support Need (ASN) and similarly, 38.4% secondary pupils in Angus schools have an identified ASN.

The Access and Supported Education department plays a key role in engaging and re-engaging the most vulnerable and disadvantaged young people in our region. The courses offered in this department offer an introduction to college and support the development of social, emotional, learning, and life skills, providing a foundation for students to progress into subject-specific courses.

It is proposed that Aspire courses would be removed from the portfolio. These courses were originally designed to support mature learners to return to study but demand from this demographic has declined both in this area and across the College more broadly. This course is delivered as a collaboration between Essential Skills and Access and Supported Education. However, there will be no reduction in staffing levels in the Access and Supported Education department as an offsite education programme in collaboration with Angus Council will be introduced in Arbroath for session 2023/24.

In addition, a review of all Level 4 courses across the College will be undertaken during session 2023/24 to ensure they remain fit for purpose, are developing the appropriate range of social, emotional, learning and life skills, in addition to the required vocational knowledge, and are organised on a basis that anticipates and embeds the wider support that many of these students need to succeed and progress.

7.2.4. Essential Skills

The Essential Skills team offers national qualifications in Maths and English as well as providing core skills servicing to courses across the College. The outcome of the [Independent Review of Qualifications and Assessment in Scotland](#) will determine the future of national qualifications. In the meantime, the national qualifications portfolio of courses will be focused on Higher English, National 5 Maths and National 5 Applications of Maths, with greater attention given to sustainable and more efficient recruitment, resulting in fewer course occurrences, and more efficient class sizes.

As outlined in 7.2.2 above, evening class provision will be relocated to Kingsway campus.

The reduction of activity across the college teaching departments will reduce the servicing requests, impacting on the Essential Skills team, with a proposed reduction of **2.26FTE, generating a saving £130k.**

7.3. Science, Technologies, and Landbased Sector

7.3.1. Construction

The construction industry continues to be buoyant, and this is reflected both in full time applications for construction crafts courses and the increase in Foundation and Modern Apprenticeships. However, this area has high levels of student withdrawals and further work is required on retaining and engaging the full time students who enrol on these courses.

It is proposed that the full time Future Skills in Construction course is removed as alternative provision is available for school pupils on the School-College partnership construction courses, and for school leavers on pre-apprenticeship courses. This would **reduce the department staffing level by 0.78FTE, saving £45k.**

7.3.2. Building Services

There are significant training opportunities in renewable technologies arising from the Transition to Net Zero. These include short courses to upskill people in work and enhancements to develop the skills and knowledge of our existing students. These opportunities will require an agile response to develop the courses and approaches to meet the current and future needs of industry, ensuring we maximise our share of these new and growing markets.

Demand for Plumbing and Electrical Modern Apprenticeships remain stable, and we will continue to work with managing agents SECTT and SNIPEF to respond to industry requirements. With the exception of Civil Engineering (which underpins the Modern Apprenticeship and offers 3rd year entry to Abertay University) demand for technical construction courses has decreased over recent years. Given this it is proposed that HNC Built Environment be withdrawn.

There were 3 distinct NC courses in the department, this has created an element of internal competition for students and all 3 courses failed to recruit sufficient students in 2022/23. To address this, NC Built Environment, NC Civil Engineering and NC Building Services Engineering / Renewables have been replaced with a broader Level 6 course - Certificate in Construction Technology - retaining the same progression pathways. This course is already proving attractive to applicants.

HNC/D Construction Management will be discontinued as a full time course, with part time options prioritised as this is better suited to people in employment who wish to progress into supervisory or managerial roles within the construction industry. The course framework includes elements that will be explored as potential income generating, upskilling opportunities.

It is proposed that a part time, day release HNC Civil Engineering option is introduced aimed at people in employment, as this would replace the unpredictable nature of students infilling to full time courses.

It is proposed that the full time Future Skills in Plumbing and Electrical courses are removed as alternative provision is available for school pupils on the School-College partnership plumbing and electrical courses, and for school leavers on pre-apprenticeship courses.

The above changes would result in a proposed reduction of 4.65 FTE, 0.8FTE of which has been realised through VSS (included in 5.1 above), resulting in a remaining **reduction of 3.85FTE, generating a saving of £222k.**

7.3.3. Engineering

There are considerable training opportunities in renewable energy, sustainable mobility and decarbonisation arising from the Transition to Net Zero. These include PDAs and short courses to upskill people in work and enhancements to develop the skills and knowledge of our existing students. The demand for Electric Vehicle training has grown significantly in recent months, generating additional commercial income for the College. We will continue to respond to skills needs as technologies develop and as demand for green skills training increases.

Being the lead partner on the Tay Cities Deal *Tayside Centre for Engineering Partnership* has enabled the College to make significant investment in equipment and facilities in the Arbroath Campus Engineering Partnership Innovation Centre (EPIC).

Senior Phase courses, full time courses and apprenticeships in Automotive Skills remain popular and industry partnerships in this area are strong.

Alongside the skills requirements of new industry sectors such as offshore wind and renewables, there remains a need for Engineering training. Over recent years demand for Engineering full time courses and apprenticeships had decreased but are now showing signs of growth.

The SVQ Level 2 Engineering Training courses will be replaced by the reintroduction of the NCs in Engineering which offer better progression to HNC level courses. The HN curriculum has been reduced due to low demand but will be reviewed as demand increases.

The FTE reductions arising from the curriculum changes in this area have been realised through approved VS applications, saving £147k (included in 5.1 above).

7.3.4. Science

Life Sciences remains a key industry for Dundee and Scotland, and it is important that we continue to offer courses that support progression to employment and / or university. The College is also the lead partner of a Tay Cities Deal – *Life Sciences, Biotechnology and Medical Technology: Growing the Tayside Biotech, Biomedical and Agritech Sectors bid* – which aims to develop a new curriculum for the future skills needs of these industries.

Demand for the current, full time Science courses has, however, continued to decline and it is proposed that the Preparation for Science Level 4 course (which did not run in 2022/23) is removed from the portfolio. The numbers of students progressing to HND Applied Biological Sciences has also decreased with most students progressing to university after the HNC year. It is proposed that HND Applied Biological Sciences (Year 2) would be discontinued.

Alongside the potential for future growth, we need to maintain efficient delivery and it is planned that HNC Applied Sciences will reduce from 4 streams of 15 students to 3 streams of 20 students. This will maintain the number of places but will improve efficiency.

The proposed changes equate to a **reduction of 1.92FTE teaching staff, saving £110k.**

7.3.5. Animals, Land, and the Environment

The Landbased curriculum underwent significant reductions last session, refocusing courses towards employment and upskilling. The change has worked well, with the team working effectively, resulting in greater student retention and enhanced stakeholder engagement.

D&A is one of few colleges that delivers a suite of Animal Care courses and is well regarded in this area. Course applications remain stable and the recent introduction of the NC Zoo Animal Welfare & Behaviour qualification, written by the course team and validated by SQA, shows healthy numbers of applications.

Given the significant changes last year, no further changes are proposed to the landbased curriculum.

7.3.6. Team Structures – Science and Animals, Land, and the Environment

Given the relative size of teams and curriculum after recent changes, consideration has been given to bringing together the Science Team with the Animals, Land, and the Environment Team, but this has been discounted. Whilst there may be synergies between these areas that would make such a change feasible, it is considered that future curriculum and projects such as the Tay Cities Deal, environmental concerns and the climate emergency, present opportunities for growth and development in these areas and so no further structural changes are proposed at present.

7.4. Care, Sport, and Social Sciences Sector

7.4.1. Health and Social Care

The aging population of Scotland, the current national Adult Social Care workforce crisis and the potential introduction of a National Care Service present significant regional developments creating career opportunities for students undertaking courses in Health and Social Care. There are consistently high levels of demand for Modern Apprenticeships and work-based learning across all levels of SVQs in Social Services including management.

This area also suffers from high levels of student withdrawals and further work is required on retaining and engaging the full time students and modern apprentices who enrol on these courses.

The Step into Care and Step Up to Care Level 4 short courses have not proved successful and will be removed. An entry level course, Gateway to Care, will be introduced by Access and Supported Education working with Health and Social Care to give students an experience of care subjects whilst also supporting development in the social, emotional, behavioural, personal, and learning skills needed to progress within care settings.

The January courses will be consolidated into 1 stream to provide an initial experience of child, health, and social care subjects. This will result in a **reduction of 0.26FTE and generate savings £15k.**

7.4.2. Children and Young People

Full time course places in this area were increased to meet the Scottish Government's Expansion of Early Learning and Childcare. The additional funding allocated to colleges to support the workforce growth required for the expansion has ended and the course portfolio has reduced accordingly.

A broader based Certificate in Child, Health and Social Care at Level 5 will be reintroduced in Arbroath Campus in 2023/24, replacing the Certificate in Health and Social Care previously offered by the Health and Social Care team.

7.4.3. Team Structures - Health and Social Care / Children and Young People

The regulatory body (the Scottish Social Services Council / SSSC) is reviewing its registration and qualification requirements to facilitate workforce mobility across the care sector. It is important that our curriculum reflects the requirements of industry and sector skills bodies, and it is proposed that the Health and Social Care and Children and Young People teams are merged and the curriculum is realigned.

This change will allow students to benefit from the range of expertise and experience of staff in both areas. The proposal would **reduce the staffing by 1FTE Head of Curriculum & Quality, saving £67k.**

It is recognised that this will create a large staff team of teaching and support staff, therefore it is proposed that a new SVQ and Commercial Lead role would be introduced to lead and manage work-based and income generating courses and assume line management responsibility for the team of SVQ Development Officers. This would require **investment of £49k.**

7.4.4. Sport and Fitness

Full time courses in Sport and Fitness remain popular, however courses are duplicated at both Gardyne and Arbroath campuses and there is a risk that these courses over-supply the market.

In 2023/24 it is planned that 1 stream of Certificate in Uniformed Services and 1 stream of Certificate in Coaching Sport and Fitness would be removed from Gardyne Campus and that the Fastrack to Sports and Fitness January start course is removed from Arbroath Campus. These changes equate to **1.83FTE lecturing staff, saving £105k.**

Further efficiencies are planned through class sizes which would be increased to 20 per group.

The Gardyne Sports Centre generates income through commercial lets and membership activities. However, further work is required to understand the level of contribution the centre makes (outwith its curriculum role) and a review of income and expenditure of the Sports Centre will be undertaken.

7.4.5. Social Sciences

Applications for Senior Phase and full time courses in Social Sciences remain stable and HN students benefit from strong articulation arrangements. However, the introduction of 2 January start options has not been successful, and it is proposed that 1 stream of Introduction to Social Sciences will be removed, **reducing staffing by 0.26FTE, saving £15k.**

As outlined in 7.2.2 and 7.2.4 above, evening class provision will be relocated to Kingsway campus.

8. Support Services

Alongside the curriculum changes and savings summarised in section 7 above, a range of developments and savings options are proposed across a number of Support teams. These proposals reflect the decline in activity levels across the College, alongside the pressing need to make savings and secure financial sustainability.

The changes proposed in some areas are quite radical, and further work will be required to create and develop new ways of working and the new arrangements that will support these changes. This is reflected in the summaries below.

8.1. Corporate Services

8.1.1. Estates

The Estates team was rationalised last year to provide a more streamlined and efficient service.

The Estates team will continue to work effectively to provide well maintained and high-quality working and learning environments for our students and staff. This will include continued investment in our facilities and infrastructure across all of our campuses over the 2023/24 period, using the ringfenced Scottish Funding Council Capital Backlog Maintenance and Lifecycle funding.

The proposed relocation of night classes to Kingsway would enable shorter working days in Arbroath and Gardyne and this would in turn reduce the demands on caretaking cover. A review of Caretaking provision would **generate an initial saving of £31k**.

The caretaking teams in Gardyne and Kingsway have until recently participated in an on-call rota to attend to fire and intruder alarm activations outwith normal working hours. Caretakers who participated in the on-call rota were paid an allowance. An external security company has now been appointed to attend to these callouts and this has **generated an annual saving of £16k**.

The sale of the unused outreach facilities in Kirriemuir and Montrose will **generate one-off income of £260k**. Whilst a very welcome addition to College income, it is likely to be ringfenced for capital works and as such are not counted against the overall savings target.

8.1.2. Catering

Our Catering Services continue to be an important part of our provision to students. Significant savings have already been achieved for 2022/23, as part of the savings exercise in 2021/22. The subsidy necessary reduced from £460k in 2021/22 to a forecast of £230k for 2022/23. Whilst the volume of sales has increased as a result of the majority of staff and students returning to campus, it remains c.£200k behind pre-pandemic levels.

The reductions in student recruitment, alongside the cost of living crisis impact to staff and students, as well as the significant inflationary increases on the cost of consumables means that without further changes to the service delivery, the subsidy required will continue to increase.

A further review of the catering service, opening hours and catering provision would be undertaken to target a maximum subsidy of £150k, **generating a saving of £80k**.

8.1.3. Print / Reprographic Service

As a result of the changes made to the service in 2021/22 and the effectiveness of the arrangements now in place, the changes proposed relate to achieving cost savings on how / where printing is undertaken. A recent exercise identified high volume printing being undertaken on satellite printers. As the cost associated with satellite printing is significantly greater than printing on print room printers it is proposed that satellite printing volumes will be limited alongside placing a limit on the ability to print in colour - which costs 10 times as much as printing in black and white. In addition, we would propose to remove around 10 satellite copiers due to under-utilisation. This proposal would **generate savings of £12k**.

8.1.4. Learning & Digital Resources

The Learning & Digital Resources Team secured significant savings from the savings exercise undertaken in 2021/22. There is an opportunity to achieve further smaller scale efficiencies by merging the ICT first line support and the Learning & Digital Resources Advisors role and creating a new Digital Support role. This proposal would **generate savings of £14k across the Learning & Digital Resource and ICT team.**

8.1.5. ICT

The ICT department continue to see high level demands for their service with the number of devices and systems growing year-on-year. Significant non-pay savings are proposed with the migration to Cloud infrastructure and temporary reduction in hardware spend. As per the changes in Learning & Digital Resources, the proposal is to merge the first line support for Learning & Digital Resources with ICT. As above, the proposal would generate £14k savings on pay.

Work is also progressing to replace the current student records, recruitment, funding, and timetabling systems. This will require **Investment in the region of £160k** across 2023/24 and 2024/25, however, from 2025/26 annual savings of £90k will be achieved on licensing and hosting costs.

In addition, proposed one-off savings of £240k in session 2023/24 will be achieved on hardware spend by cancelling the annual hardware refresh for 2023/24. These savings will help to support the College's cash position in year as we meet the costs associated with significant voluntary severance and as such are not counted against the overall savings target.

8.1.6. Finance

Recently, staffing reductions have been achieved within the Finance team through vacancy savings and job changes. The importance of robust financial control increases during periods of financial challenge, and it is not felt to be prudent to seek further reductions at this time.

It was highlighted previously that the growth in project funding and activities inevitably creates additional financial management and reporting needs, with a manager post created to support this (and other) work. Recruitment to this role has proven challenging and this role will be reviewed further in line with the proposed senior management changes in Finance prior to further recruitment being progressed.

8.1.7. Service Design Academy

The Service Design Academy recently underwent a review of its strategy and produced a 5 year business plan, which was recently endorsed by the College Board. The process has resulted in changes to costing and pricing, increases to the efficiency of delivery and reducing reliance on Flexible Workforce Development Funds and other SFC funding.

To achieve targeted income of £900k, the SDA business plan proposes the need for growth in the number of Service Design consultants alongside spend on business development, administrative support and marketing. Whilst this is an additional investment, it will be covered by increased income and overall the changes would result in **an increase in annual contribution by £60k in 2023/24**, giving a total contribution of £240k.

8.1.8. Gardyne Theatre Limited

Gardyne Theatre is continuing to see the return of audiences. Shows are often booked with much less lead time to the production than pre-pandemic and audiences book much closer to the show dates, which makes it more difficult to predict schedules and income. Nonetheless Gardyne Theatre are benefitting from many more sold out shows, healthy bar sales and quality line-ups including comedy, amateur dramatics, orchestras, conferences and touring shows.

Gardyne Theatre continues to support the College through recruitment of staff and students, aligning support for productions in Kingsway's The Space, providing an advertising platform for College courses and supporting initiatives such as Thrive and eSports whilst at the same time targeting a sustainable financial contribution.

8.2. People and Performance

8.2.1. Learner and Community Engagement

The Learner and Community Engagement team has developed significantly over the past year, with increasing focus being placed on the role of third sector and community organisations in supporting pathways into College and providing opportunities for additionality. This work will be of increasing importance if we are to meet the social regeneration needs of our communities and support work that halts the increasing levels of inactivity and disenfranchisement from education.

Additional funding has supported the team to extend the valuable work undertaken to provide pathways out of Child Poverty and this will remain a focus for future funding bids.

The reduction in the core Learner Engagement Team in 2022 has reduced opportunity in some areas, but regrettably this is an inevitable impact of service reductions and the need for financial savings.

Whilst significant further reductions in this area are not planned, activities will be further reviewed relative to reducing full time student numbers. Student wellbeing activities will be further reviewed relative to changes outlined in the Student Services text below to consolidate and streamline the offer available to students. This would result in the reduction / restructure of these activities **generating a saving of £20k.**

8.2.2. Students' Association

The Students' Association has had a huge impact on the life and work of the College over recent years. DASA has played a really important role in supporting our students through Covid and the cost of living crisis, while also assisting students to maintain their studies and enhance representation and engagement.

Current staffing arrangements in support of the Students' Association are more complex than usual given the acting Marketing Manager role being covered by the DASA Team Leader. Arrangements will, however, be progressed to review and streamline activities and **generate savings of £5k.**

8.2.3. Student Services

The demand on our Student Services team continues to see significant growth and we are aware that this is likely to continue for the foreseeable future.

Changes introduced in 2022 have helped to support this, with the introduction of 'triage' arrangements and delivery of more group support assisting to offset the staffing reductions made in the 2022 savings plan. Demand continues to be high, and as a result there are no plans to reduce the services that directly support our students.

Whilst current arrangements provide excellent support, this is almost always provided as an 'add on' to the vocational curriculum on offer. This is not financially sustainable and does not assist with the need for us to mainstream support for those who need it.

Alongside increasing levels of demand and support provided, we are also seeing increased levels of student withdrawal and it is clear that we need to look at this differently.

As part of our curriculum review work during 2023/24 we will look at models for us to better embed the specialised support needed by an increasing proportion of our students directly into their curriculum and learning experience. This will include how we can better embed wellbeing within the curriculum offer.

The additional government funding to support mental health counselling has been the subject of much discussion across the whole sector, with all colleges calling for these important services to remain. Unfortunately, the current picture is unclear, with the government still to make a final decision over funding for the remainder of 2022/23, and no decision yet made in respect of funding for 2023/24.

Given this uncertainty it is difficult to confirm next stages in respect of the counselling service and further decisions will be based on the availability (or otherwise) of funding. Irrespective of future funding, the structures and arrangements for counselling will be revised to remove the 1 FTE role of Mental Health and Wellbeing Team Leader. This change will **generate savings of £49k**.

Work to streamline the 'back of house' administrative approaches and arrangements has progressed over the past year, with positive changes made to systems and approaches. This work will be further developed alongside the changes proposed to administration services and the introduction of new systems to better combine processing activities and reduce future costs.

8.2.4. Helping Hands Nursery

Changes made in 2022 have helped to improve the operating position of the Helping Hands Nursery, but this still requires a subsidy of c.£35k per annum.

Whilst this annual subsidy has been supported over the years due to the important role that the nursery has played in helping our students to attend College, the introduction of government funded 'free' childcare places has had a dramatic effect on this. In recent years very few children of students (or staff) have been in attendance.

In 2022/23, only 3 children of students are attending the nursery, with the remaining places filled from the local community. Given the high level of College subsidy provided, this situation is not sustainable.

The Helping Hands Nursery does, however, remain a valuable childcare asset for the Arbroath community, and it is planned that the operation of the facility and responsibility for staffing will transfer to Angus Council in August 2024. This will secure the childcare provision in the community, whilst removing the financial subsidy from the College. Places will remain available for College students, through open application as currently.

Arrangements for the transfer of nursery operations, staffing and facilities will be progressed during session 2023/24, saving £30k per annum.

8.2.5. Administration

Excellent work has been undertaken over recent years to review and develop many aspects of the administrative service. This has included the work undertaken through 'Good to Great' to create the Help Point service and embed many of the front facing administrative activities into multi-skilled roles.

The transfer of the Operations service from the former External Relations Group into administration a few years ago has highlighted the disparate range of approaches in place for many of our other administrative functions. This includes our approaches to different forms of recruitment (full time, part time, short course, leisure etc.) which are split across different parts of, and individuals within, the wider Administration team.

As our curriculum portfolio and recruitment profile changes, these distinctions and overlaps are increasingly inefficient and problematic. Given this, it is proposed that a review of these services be undertaken to create a single curriculum administrative service that will align with our sector arrangements and support the range of recruitment and curriculum administration activities that each sector and curriculum team requires.

This would be a streamlined structure and it is planned that the revised arrangements would be reviewed and implemented by 31 October 2023 at the latest. Whilst final details will be determined by the review it is anticipated that the revised structures and roles would result in a reduction equivalent to 6.0FTE. A 2FTE reduction has already been achieved through VS and the remaining reduction of 4FTE would **generate further savings of £139k.**

As part of activity on the Michelin Scotland Innovation Parc (MSIP) site there will be a need for a mixture of administrative, reception and other support for staff and students using the facility. To meet this need, a new administrative role (similar to the former Outreach Administrator roles) will be created as a redeployment opportunity. This would require **investment in this new role of £30k.**

8.2.6. Quality, MA Compliance & Business Intelligence

With a whole College systems verification visit scheduled for autumn 2023, a return to previous levels of external verification, the introduction of HN Next Gen qualifications, approval of significant new course provision, and new tertiary quality arrangements anticipated, the role of the Quality Team in supporting the core business of the College is critical.

Over the past year, however, substantive changes have been made in this service, with a change in staffing profile and reduction of 0.5FTE staffing. These changes already enacted **generate savings of £18k.**

No changes are planned in respect of the smaller and specialist areas around business intelligence and MA compliance, although improved reporting and working arrangements will be progressed to better integrate and streamline these activities.

8.2.7. People Team

The demands placed on People Team services through multiple rounds of voluntary severance and savings arrangements are significant additions to the day-to-day operation of this service. As College staffing numbers are reduced, however, reductions in this area would be progressed. This would include removal of the 1.0FTE Modern Apprentice role and reduction in additional hours currently worked. Together these changes would **generate savings of £25k.**

8.2.8. Marketing

A significant review of marketing services, activities and roles was undertaken in 2022, resulting in the creation of a revised service. This work is delivering significant improvement in marketing operations and will remain as an essential element of our need to maximise additional income and develop awareness of our changing portfolio and service over the coming years.

Ongoing review of expenditures will, however, continue to ensure that these are managed prudently.

8.2.9. Learning and Teaching Mentors, AD / OD & TQFE Delivery

Following last year's savings plan and to support better staff and budget planning going forward, a maximum cap of 12 continues to be set on TQFE numbers. As an area of relatively high spend, discretionary budgets in this area have been reviewed and reduced where possible, to strike a balance between essential training and upskilling, and managing the overall financial needs. These changes will **generate savings of £10k per annum.**

8.3. Curriculum Support

8.3.1. Academic Partnerships

The staffing within the Academic Partnerships Team was reduced last session with International activity ceasing as we prioritised skills development for regional economic and social recovery. The need to support and enhance our senior phase delivery and the attraction of school leavers into College courses is clear and vital. These represent key areas of activity and recruitment for the College and therefore no further reductions are proposed.

8.3.2. Business Partnerships

The Business Partnerships Team deliver the Flexible Workforce Development Fund (FWDF) alongside a range of other income generating activity. The team have fully maximised the fund, gaining £70k in additional funding bringing the total FWDF funding secured for 2021/22 to £834k.

The team have also secured a number of high value contracts including the contract to deliver EV training to the Tri Emergency Services group. This remains an area which makes a valuable financial, educational, and reputational contribution to the College, increasing our non-core income, and therefore no changes are proposed at this time.

The Business Engagement Review currently being undertaken is also considering how we better organise ourselves and work more effectively to grow our non-core income.

Whilst significant work is still required, the growth in alternative income streams is a major priority for the College and it is planned that **an additional contribution towards College costs of £50k** will be achieved in 2023/24 through a substantive increase in non-core commercial, sponsorship and other funding turnover and more efficient management of delivery / services.

8.3.3. Strategic Projects

The College is the lead partner on 3 funded Tay Cities Deal projects which are overseen by the Projects and Partnerships team. One project is live with funded staff already in place and two projects continue to be progressed through the very complex bidding arrangements, and will be of great benefit to the College and the region with funding for both staff and activity. External funding was also secured for a Senior Project Manager to oversee these projects. Whilst the level of contribution from this work is not always significant, these activities will continue to provide funds to allow us to invest in activities and facilities that are of significant wider benefit to the College (such as the recent purchase of c.900k engineering equipment in Arbroath).

In support of the projects, the College has recently agreed a fixed term, part time, internal secondment opportunity for a Project Officer which represents **an investment of £7k**.

The MSIP Skills Academy continues to be developed and will support skills development towards Net Zero and offers opportunities to secure additional commercial income. Given the external funding available in this area and the opportunities to secure non-core income, no changes are proposed at this time.

9. Capital Investment

Capital funding (for buildings, maintenance, and large equipment purchases) is used and managed separately from the funding available for normal College operations. Generally, capital funds cannot be used for day-to-day activities. Given this, we will continue to utilise our Capital funds to improve the College estate and ICT infrastructure and undertake routine maintenance and upgrading of our physical infrastructure.

We will prioritise investments that support the curriculum review developments required, progress our Climate Emergency Action Plan, a fit-for-purpose infrastructure and maintain safe, wind and watertight campuses.

Capital funds will be carefully managed to fund the Gardyne loan repayment, Estates, and ICT infrastructure priority investments.

Section 3 – Consultation, Support and Planning Arrangements

10. Redeployment

Where there is a potential risk in respect of the areas outlined in sections 6, 7 and 8, the People Team will discuss opportunities for redeployment and / or retraining with the individual(s) impacted and staff are encouraged to regularly check the vacancies published on the [homepage of the Staff Portal](#).

This will ensure that staff are aware of current and potential opportunities as they arise and will support options within areas where activity is being scaled down for individuals to redeploy to an available vacancy within another area and / or role. This may also allow a voluntary severance to be accepted (where it might not otherwise) in one service, with the tasks filled by a member of staff redeploying from another area. Any changes of this type will be done through consultation and with the agreement of the staff involved.

To support this activity, all redeployment options will be explored prior to a vacancy being advertised externally.

A redeployment policy has been discussed with the trade unions and this will be used to support redeployment arrangements.

In line with the appropriate national bargaining arrangements, conservation of salary would be available for staff redeployed into a suitable alternative role.

Alongside these arrangements, an arrangement is in place with Perth, North East Scotland and Fife Colleges to share any external vacancies that arise. Fife and NESCol are also happy to offer guaranteed interviews where essential criteria are met (Perth are unable to offer this due to their UHI obligations).

11. Voluntary Severance Scheme

The [Voluntary Severance scheme](#) will reopen for all staff with immediate effect and remain open until 30 June 2023 in the first instance as one of the key approaches to support cost reductions. Any member of staff may apply for VS and all applications will be considered on their merits either as a direct savings opportunity, as an alternative savings opportunity, or to create a redeployment opportunity for another member of staff.

Where a VS application has been turned down previously it does not mean that it will be again, and equally where a VS application cannot be supported, applying does not impact on any future application or job opportunities.

It is recognised that the terms associated with VS can be complex, particularly where there is interaction for support staff with the terms of the Local Government Pension Scheme. The wording of this section of the VS scheme outlines these requirements, but the arrangements are complex, and staff are encouraged to meet with their People Team contact to raise any questions or seek additional information.

It is anticipated that VS costs will be very significant, and the College will need to carefully manage VS arrangements to support voluntary options where these are needed without creating future cashflow challenges.

12. Avoiding Compulsory Redundancy

Whilst the funding gap and savings required are significant, it is the strong desire of the College and our unions to avoid any compulsory redundancy situation if at all possible. This step would only be contemplated as a last resort where all other options and savings steps had been exhausted.

As stated previously, it is hoped that compulsory redundancy can be avoided through the use of natural vacancies that arise, voluntary severance, expiry of temporary contracts, and redeployment opportunities supported by retraining support and development as appropriate.

The Voluntary Severance scheme is a key step in avoiding the need for compulsory redundancy and whilst all applications will be considered, particular consideration will be given to staff in any area impacted by changes arising through the savings proposals.

The College will also ensure that no member of staff is disadvantaged in terms of applying for VS due to a delay in receiving pensions estimate or 'strain on the fund' details from the Tayside Pension scheme.

13. Consultation and Engagement

As outlined above, we need to reduce costs and activity whilst also boosting efficiency and increasing income. This must be achieved within a challenging financial backdrop and with an eye on future developments, opportunities and limitations and your input and feedback on this is really important.

The consultation responses from the 2022 savings plan consisted of a mixture of responses from individual academic and support staff, from managers, teams, and from our trade unions. Responses received were shared with the relevant senior managers and further discussion encouraged so that ideas and proposals could be considered as opportunities and arrangements progressed. These resulted in some significant changes to the initial proposals. We have already received over 50 responses via the consultation mailbox and anonymous hotline, and as many of the suggestions as possible have been taken into consideration in forming these proposals.

It is hoped that similar engagement will continue throughout the next few years as we tackle the challenges faced. To support this, we have opened consultation on all of the above proposals and options. None of these proposals are finalised and there are a range of opportunities over the coming weeks to allow any member of staff to input thoughts and ideas around all of these.

Initial consultation will be open until 19 May 2023 and during the consultation period, the email inbox consultation@dundeeandangus.ac.uk can be used to direct all feedback.

Confidential queries and comments can be raised through a dedicated online hotline, again available throughout the period of change: [Access the Hotline](#). Anonymous questions can be asked at any time and responses will be given as soon as practicable.

Principal's Briefing sessions will be held on each campus and online on 27 and 28 April 2023, where the content of this paper and related savings plans will be discussed and questions can be raised. The Portal announcement accompanying this paper confirms arrangements for these sessions.

We will ensure that we are honest, transparent, and clear in our decision making, using the guiding principles outlined in section 3 above. We will undertake to communicate as much as we can so that need for change, the specific proposals and the timescales for decisions are clear and understood.

14. Support for Staff

HR support and advice is available to all staff on an ongoing basis, including support and guidance on interview skills for any member of staff looking at redeployment opportunities or taking VS.

Confidential support around personal wellbeing, or the wellbeing of colleagues, can also be sought by contacting the People Team. Your key contacts in the People Team are [noted here](#).

The People Team can be contacted via peopleteam@dundeeandangus.ac.uk or directly through Teams. More details on team members can be accessed [here](#).

A series of on campus HR surgeries have been organised. [Details are available here](#). The College also supports an individual Employee Assistance Programme and provides links to other services through the [D&A Wellbeing Hub](#). Your [trade union](#) may also offer similar support for members.

Where staff are impacted by the changes identified, individual and (as appropriate) team discussions will continue alongside work with our trade unions to look at individual options / opportunities / support to avoid the risk of compulsory redundancy.

15. Timeline

The timeline for changes proposed through this paper is summarised in the table below.

Date/s	VS	Activities
Ongoing	VS Scheme open 20 April – 30 June 2023	Extensive discussion with local unions on financial situation and sustainability planning.
March 2023		Initial Portal post on savings/sustainability needs shared with staff.
14 April 2023		Confirmation of receipt of indicative funding allocations posted on the Portal .
17 April 2023		Special Joint Consultation Forum (JCF) meeting with trade unions to discuss draft proposals.
18 April 2023		Leadership Development Session to discuss draft proposals with managers.
20 April 2023		Publication of draft savings plans with opportunity for individual consultation with staff and final comment / consultation via the Consultation inbox , with further opportunity to discuss comments or concerns directly with line managers, the People Team or through the anonymous hotline .
27 & 28 April 2023		Principal's Briefing sessions for staff at all campuses and online.
10 May 2023		Joint Consultation Forum (JCF) meeting to discuss consultation feedback.
19 May 2023		Consultation on draft savings plans closes.

w/b 22 May 2023	Special Joint Consultation Forum (JCF) meeting with trade unions to discuss consultation feedback.
w/b 29 May 2023	Final paper published with further opportunity for individual consultation with staff / areas impacted and final comment / consultation via the Consultation inbox , with further opportunity to discuss comments or concerns directly with line managers, the People Team or through the anonymous hotline .
1 & 2 June 2023	Principal's Briefing sessions for staff at all campuses and online.
9 June 2023	Close of final consultation.
w/b 12 June 2023	Special Joint Consultation Forum (JCF) meeting with trade unions to discuss consultation feedback.
19 June 2023 onwards	Progression of outcomes.

16. Conclusions

Whilst much of the above information is similar to the savings plan of 2022, there are key differences. These are most evident in respect of the reduction in demand for full time provision and the reduced activity targets for the sector. These changes highlight the need for us to plan our curriculum and services more closely and carefully than ever before, to ensure that the College meets its twin objectives of success and sustainability.

There is little doubt that the savings and change plans outlined within this paper are significant and challenging. These reflect the scale of the funding gap facing the College, and the awareness that the next few years continue (and deepen) the return to the type of public sector austerity that we see periodically.

As with last year, the proposals outline some stark choices, but these are necessary if the College is to continue to thrive and be successful. We need to make clear decisions, however challenging, that put the College in the best position it can for the future. Getting this right is important in terms of maintaining our financial sustainability and also creating and harnessing the extensive opportunities available to us for the future.

It is recognised that what we need to achieve is not easy, but we have no choice. We have also been here before, so we know that challenges of this type can be met and that – despite the difficulties faced – the College, its staff and students will continue to thrive.

We would encourage all staff to take time to read all of the proposals and to make comment on all / any aspects of these – those that impact them most, and those that don't. We have seen many times in the past that staff across the College have excellent insight and ideas, and we hope that everyone can contribute thoughts, ideas and alternative options that will make the savings and change plans that we are developing as effective as they can be.

We are under no illusions that this is an exceptionally difficult time for the College and more importantly, those directly affected by the proposals. We will do all we can to support those affected and key to this is managing this process in as fair and quick a timescale as possible, whilst giving due consideration to feedback and input from staff.

There is also a risk that we get blinded by the negative impact that funding cuts and a savings plan have, and we need to try to progress these with an eye to the future (and the opportunities and developments that are available to us) alongside continuing to support our current students. This will take input from the whole D&A community, and we hope that you can engage in conversation and contribute to how we meet these multiple challenges.



Human Resources and Development Committee

Thursday 4 May 2023

PAPER D

**VP PEOPLE AND PERFORMANCE REPORT
(INCLUDING NATIONAL BARGAINING UPDATE)**

BOARD OF MANAGEMENT Human Resources and Development Committee Thursday 4 May 2023



VP People and Performance Report

Paper D for information

1. Voluntary Severance

As highlighted at the previous meeting, the College has operated two 'enabling' VS schemes this academic session (Oct – Dec 2022 and Feb – March 2023). Jointly these schemes have attracted 36 individual applicants (some applicants have applied more than once) 19 applications were from academic staff and 17 from support staff. From the 36 individual applicants, 18 have been approved, 10 declined and 8 remain pending.

The VS applications approved will realise recurring savings of c£619k from academic year 2023/2024 at a cost (in 2022/23) of c£294k.

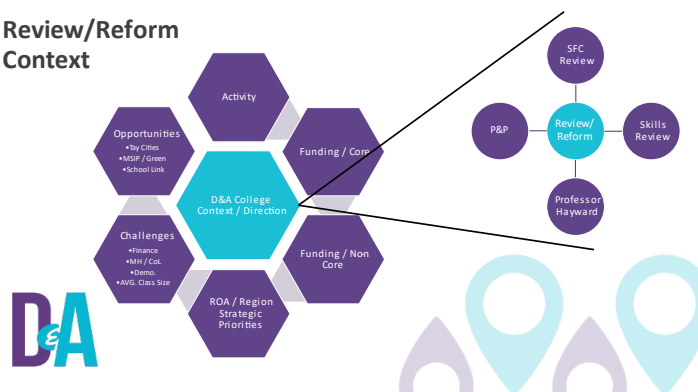
The remaining 'pending' applications from the March 2023 round of VS will be confirmed soon and the scheme has reopened alongside the 'More Successful and Sustainable College' savings plan with a specific focus for those impacted by the changes outlined in the paper.

2. Future Funding & Activity

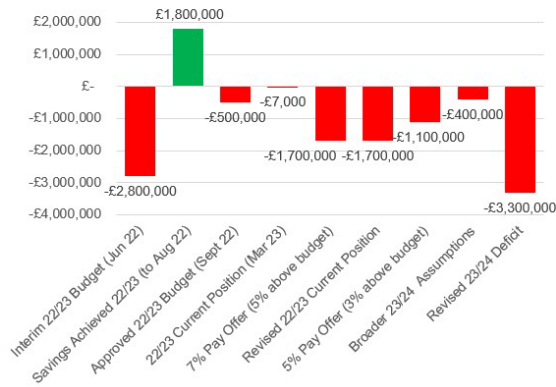
This item is covered in detail within the meeting agenda, but the undernoted slides cover the information shared with our unions, managers and staff.



Review/Reform Context



D&A Projected Position



Key Criteria for the Future

- Everything is in scope for review
- TU, staff, learner & stakeholder engagement in consultation
- Focus funding on the frontline learning, teaching, and services to support learners by:
 - Providing width & depth but limit duplication & internal competition
 - Meeting the needs of the local/regional economy & communities
 - Being efficient in the delivery of services & curriculum
- Simplification of systems, arrangements and structures

Initial Action Taken

- Reduced the deficit for 22/23 to effectively break even

Addressing 23/24

- Enabling VS Schemes:
 - December VS: £348k
 - March VS: £271k
- Non-Pay Budgets
 - ICT/Estates: £150k
- Increased Income:
 - Commercial/Project Contribution: £60k

Takes the £2.5m needed down to £1.7m

Structure Proposals Promoted Posts

Team	Reduction / Saving	Rationale
Executive	1 Vice Principal	<ul style="list-style-type: none"> • Support the delivery of strategic aims • Reset ways of working at a promoted level • Distribute ownership & accountability • Distribute workload • Reduce layers of communication
Sectors	4 Heads of Sector	
Sectors	4 Sector Development Leads	<ul style="list-style-type: none"> • Distribute ownership & accountability • Distribute workload • Reduce layers of communication
Review/add new roles into the structure	-	
Total Saving:	£205k	

- Other Points:
 - WoW to be reviewed alongside
 - Further Savings to be sought as we go through the process
 - HCQs contact time to be reduced

Curriculum Proposals

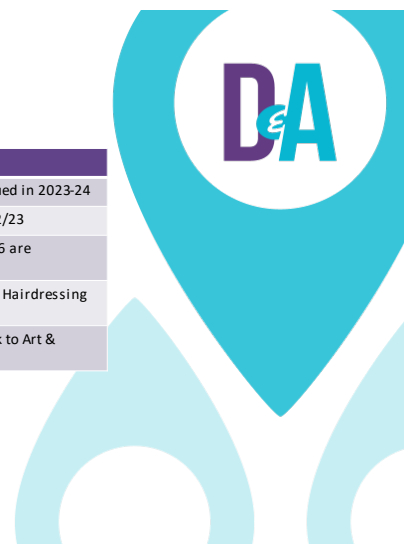
• Decision Making Criteria:

- The current and future skills needs and opportunities for growth in the regional economy
- Recruitment and attainment trends over recent years
- Areas of internal competition and duplication of course provision, as well as areas of early specialisation
- The availability of alternative provision and progression routes for students
- The relative costs of delivery and efficiency levels relating to the provision in different teaching departments



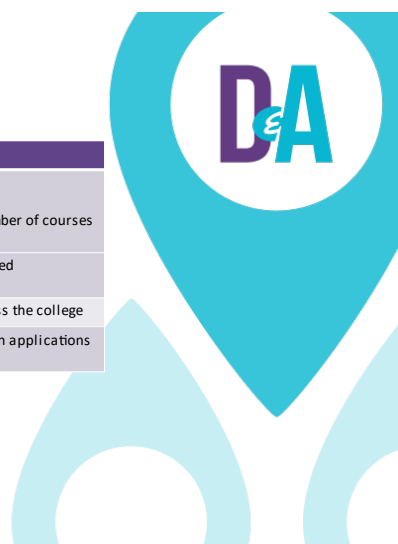
Curriculum Proposals Creative, Cultural and Digital Sector

Team	Reduction / Saving	Rationale
Performing Arts	0.7FTE / £40k	NC Dance to be discontinued in 2023-24
Computing & Creative Media	-	Reviewed & Reduced in 22/23
Hospitality & Pro. Cookery	Achieved already via VS	FE courses at Level 5 and 6 are consolidated
Hair & Beauty	1.4FTE / £81k	Shorter access courses in Hairdressing and Beauty to be removed
Art & Design	1.7FTE / £98k	HNC 3D Design & Fastrack to Art & Design discontinued



Curriculum Proposals Business, Access, and Education Sector

Team	Reduction / Saving	Rationale
Business & Housing	4.82FTE / £278k	Teams to be merged
Administration & Leisure Industries	1 HCQ & 1 CQL / £130k	Reduced demand in a number of courses across both departments
Access & Supported Education	0.52FTE / £30k	Aspire courses discontinued
Essential Skills	2.43FTE / £140k	Reduction of activity across the college
English Language Teaching and Training	-	High demand & increase in applications



Curriculum Proposals Science, Technologies, and based Sector

Team	Reduction / Saving	Rationale
Construction	0.78FTE / £45k	Future Skills in Construction discontinued
Building Services	3.85FTE / £222k	Course consolidation / FT HNC/D Construction Management discontinued / Future Skills in P&E discontinued
Engineering	Achieved already via VS (£147k)	HN curriculum reduced due to low demand
Science	1.92FTE / £110k	Reduce HNC Applied Sciences & remove Preparation for Science Level 4
Animals, Land & the Environment	-	Reviewed & Reduced in 22/23



Curriculum Proposals Care, Sport & Social Sciences Sector

Team	Reduction / Saving	Rationale
Children & Young People & HSC Merger	1 HCQ / £67k	Realign curriculum to facilitate workforce mobility
Health & Social Care	0.26FTE / £15k	Step into Care and Step Up to Care level 4 short courses
Sport & Fitness	1.83FTE / £105k	Remove duplication: 1 stream of the following: Certificate in Uniformed Services (Gardyne) & Certificate in Coaching Sport and Fitness (Gardyne)– Also remove Fastrack to Sports and Fitness January (Arbroath)
Social Sciences	0.26FTE / £15k	Remove 1 stream of January start course



Curriculum Proposals

• Broader Points:

- Evening classes to be moved to Kingsway
- Hybrid/Online classes to be explored alongside growth of part time
- Business Engagement Review to determine business offer



Support Proposals

Team	Reduction / Saving	Rationale
Estates	£47k saving £260k income (one off)	Review of caretaking provision / Fire & intruder alarm activations / Sale of Kirriemuir and Montrose
Catering	£80k	Review of the catering service, opening hours & catering provision
Print Services	£12k	Remove around 10 satellite copiers due to under-utilisation
LDR	£14k	Merging the ICT first line support & the Learning & Digital Resources Advisors role
ICT	£240k (one-off)	Review of Hardware Spend for 23/24
Service Design Academy	£60k (increase income)	New SDA business plan
Learner and Community Engagement	£20k	Consolidate and streamline the offer



Support Proposals...cont'd.

Team	Reduction / Saving	Rationale
Student Association	£5k	Review and streamline activities
Student Services	£49k	Remove Mental Health and Wellbeing Team Leader role
Helping Hands Nursery	£30k	Transfer of nursery operations to AC
Administration	£139k	Review approach & staffing due to lower recruitment
Quality	£18k	Achieved already
People Team	£25k	Removal of MA role
Marketing	-	Addressed in previous savings plan
TQFE & L&D Mentors	£10k	Reduce discretionary budgets
Business P'ships & Strategic Projects	£50k income	Increased income contributions



Timeline

- JCF Discussion 17th April
- LDF Individual & Collective Discussions 18th April
- Individual and Team 'Heads Up' 19th / 20th April
- Proposals Paper Published 20th April (PM)
 - Consultation & VS Opens
 - Initial Consultation Closes 19th May
 - Staff Briefings 27th & 28th April
 - Second Stage Consultation Opens 25th May
 - Second Stage Consultation Closes 6th June
 - Progress Outcomes 19th June
- People Team Support available throughout



Questions?



3. National Bargaining

Academic Staff Negotiations

Negotiations for the 2022/23 academic staff salary settlement remain ongoing, with an offer of 2% having been rejected and a ballot on industrial action returning a majority vote.

Notification of planned action consisting of a 'work to rule' and action to withhold student results has been confirmed, commencing from 2 May 2023.

D&A arrangements around this action is being developed, taking into account expected guidance from EIS-FELA and College Employers Scotland.

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.

Like the academic staff discussions, negotiations for the 2022/23 support staff salary settlement remain ongoing, with an offer of 2% having been rejected and a ballot on industrial action returning a majority vote.

Notification of planned strike action is expected shortly in relation to this vote.

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.

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 March 2023. Details of work being undertaken is available on the NJNC website: <https://njncscotlandcolleges.ac.uk/job-eval-latest-news/>

Arrangements will remain under close review within the College to ensure that implementation through the next 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.

Part of the ballot in respect of industrial action for support staff relates to the failure of employers to provide for 'pay harmonisation' in respect of support roles.

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 in respect of these, with only a national menopause policy having been agreed, although it is hoped that arrangements will begin to be agreed over the coming months.

Local Employee Relations

As outlined previously, the College is currently without local union representatives for Unison and has only one representative from GMB.

Unison officers have attended the College in recent weeks to seek to encourage representation and the College is in contact with representatives from the national Unison FE branch in respect of the current savings plan.

As part of the arrangements discussed with the local Joint Consultative Forum a short life 'Lessons Learned' group was established to look at how any joint communication and engagement around any future savings or similar exercises can be enhanced. The findings from this group have been used to support changes in current approaches, including the organisation of weekly short catch up sessions between the Executive and union representatives to share information and address any areas of concern. These sessions are working well and allowing both unions and the college to openly discuss and resolve any concerns.

4. Thrive with D&A

As discussed at previous meetings, the Thrive with D&A work is an important support for our students and many staff. This work is continuing, with the focus changing to encourage and support summer employment for returning students.



Thrive activities have incurred expenditure of £27k and have received donations of almost £5k, resulting in a College contribution of c£22k for the year. An evaluation of the costs and benefits of the thrive work will be undertaken prior to the end of session to inform plans for academic year 2023/2024.

Details of the various offers and activities 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>

5. Gender Pay Gap Reporting

In line with other larger scale employers, D&A reports annually on the pay gap between male and female staff. The overall percentage difference between men and women's average hourly pay (excluding overtime) as at March 2023 was 7.0%, with women being paid, on average, 7% less than men.

Further analysis indicates that horizontal occupational segregation is responsible for this with women making up 86% of the workforce in cleaning and food service jobs which are paid at the lowest pay grade. If this group is removed from the data, the pay gap reduces to 4%. “Mind the Gap” acknowledges that pay gaps of less than 5% are unlikely to be significant, though organisations should take note.

Vertical segregation is not evident and the gender pay gap in academic and support management posts is negligible, as is the pay gap relating to all academic posts.

6. GTC Scotland Professional Registration

Progress has been made nationally with GTC Scotland lecturer registration, with a new registration status of Provisional (Conditional) now available. Lecturers who meet the newly developed Standard for Provisional Registration (Lecturers in Scotland’s Colleges) (SPRL) can now register with Provisional (Conditional) status despite not yet holding a recognised teaching qualification.

This is a significant step forward in terms of onboarding the remaining lecturer workforce to the GTC Scotland Register, and in progression the national bargaining outcome. D&A has over 100 lecturers who are now able to register, and following the soon to be circulated call to action to the sector will commence activity encouraging their registration.

7. D&A Way CPD Programme

Good progress continues to be made with the College’s CPD programme, and with specific groups where bespoke development is being planned. Following an initial discussion with promoted / senior academic staff regarding their observed and self-identified training needs, feedback sought through Padlet was compiled into a programme offering under the banner of Leading the Student Experience.

At the end of March, this Curriculum & Quality Leader (CQL) group came together for the Student Experience Forum, with the main input of the session focusing on growth mindset in learning and teaching. The group also received updates from Positive Behaviour Group, which has been working on College-wide support and guidance since the development theme kicked off in August 2022. Student Services provided a comprehensive overview of their service arrangements and how staff can access their support. Finally, the broader CQL *Leading the Student Experience* development programme was launched, with further feedback opening regarding the design and focus of the programme.

CQLs will shortly be issued with a reminder to complete the feedback form on the plans for next session’s activities, with GTCS Registration, Learning and Teaching sector support and Insights sessions on managing personal wellbeing and response to change planned until the end of the academic year.

A focus on industry placements will feature as part of this programme, with time set aside for CQLs to organise or undertake industry upskilling into semester 2. This was a clear ask in terms of the feedback from the group, therefore we expect to see strong uptake and support for these arrangements.

8. All Staff Development

Linking to the development work being undertaken with academic staff, the calendar of developmental days and inputs is being developed for 2023-24.

In the short term, the remaining session's CPD budget will be used to support any training and development required as part of the ongoing financials savings proposals, including to support redeployment as appropriate.

Next session, the year will kick off with two designated All Staff Development days across the two Thursdays prior to teaching commencing. These days will include a welcome back and priorities for the year input from Simon, along with operational updates from teams. The Quality team will lead training for all academic staff and there will be a range of sessions suitable for support and academic staff across the two days. These will include sessions staff have identified as priorities, currently known to include gender neutral language and use of pronouns. Further information will shortly be gathered on top priority areas for these days so the programmes are as meaningful and valuable as possible.

Following on from these two designated days, the overall D&A Way CPD calendar will include the usual mix of digital, learning and teaching, wellbeing and H&S training, along with new additions on the college sector landscape, College communications and how we're funded.

9. CDN College Expo 2023 Roadshow

D&A was very well represented at this year's College Expo Roadshow, with staff involved in the panel discussions at all three events.

The first event in March focused on Student Experience, with Amy Monks one of the panel experts at the event in Borders. The second event in April was around Professional Learning, with Abi Mawhirt joining the panel hosted by Forth Valley College in Falkirk. Finally, Simon is panel Chair for the event on 25 May at Inverness College, which will focus on Curriculum Design.

The feedback from the events thus far has been excellent and there is further discussion regarding pilots and joint work resulting from the panel on Professional Learning.

Further information on the events including recordings is available here:

<https://www.cdn.ac.uk/college-expo23/>

10. NUS Scotland Awards Success

We are very pleased to note that Sarah Rennie, Students' Association Team Leader and Acting Marketing Manager won the NUS Staff Member of the Year Award at their recent event. This award recognises the contribution made by Sarah in leading and supporting the fantastic work of the D&A Students' Association.

11. Link to Strategic Risk Register

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

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

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



Human Resources and Development Committee

Thursday 4 May 2023

PAPER E

STRATEGIC RISK REGISTER

- (i) Risk Register Cover Paper**
- (ii) Risk Register Update**

BOARD OF MANAGEMENT

Human Resource and Development Committee

Thursday 4 May 2023



Strategic Risk Register Update

Paper for approval

1. Allocation of Risks to Board Committees

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

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

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

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

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

2. Consideration of Risks to Board Committees

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

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

The draft May 2023 Strategic Risk Register is enclosed.

This has been subject to a detailed review following discussion at the March 2023 Audit & Risk Committee and Board meeting based on feedback received from the Board Chair. As a result of this review changes will be considered by the Audit & Risk Committee.

It is noted that none of these changes are in respect of risks allocated to the Human Resource & Development Committee.

4. Approvals

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 May 2023

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
1	Strategic and Structural								

1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	2	8 ↔	<ul style="list-style-type: none"> Robust monitoring via ROA Clear performance metrics Amendment of strategic direction/plans Rolling curriculum review 	Principal & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> Effective environmental scanning Negotiation/influence at national level 	4	3	12 ↔	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans Financial strategy sensitivities 	Principal & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union Risk recommended for removal.	5	4	20	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects Responsiveness to new opportunities 	3	2	6 ↔	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans/ curriculum Financial strategy Workforce planning International strategy & planning Post Brexit planning 	Principal

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	Monitoring
1	Strategic and Structural									
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Effective project/activity management in place Clear governance structures Project/initiative finances clearly incorporated within College financial strategy and plans End of project and exit/contingency planning 	3	2	6	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Clear project Management arrangements in place Budget reporting and management 	Principal, VPC&A
1.5 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	4	4	16	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects and response to new opportunities 	4	1	4	<ul style="list-style-type: none"> Robust monitoring via ROA Amendment of strategic direction/plans Rolling curriculum review 	Principal

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.6 Board	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"> Robust CEAP in place Multiple strands of activity/action Embedding sustainable practices in normal activity and ways of working Clear links between strategy and practice Planned investment in carbon reduction Sustainable procurement 	4	2	8	<ul style="list-style-type: none"> Robust monitoring and reporting of CEAP at SLT and Board level Clear performance metrics Amendment of strategic direction/ plans Monitoring of scope 3 emissions 	VPCS, HoE

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Responsibility	
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score
2	Financial								

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility	
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score
2	Financial (cont)								

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

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									

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

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	Monitoring
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"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4 ↔	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPC&A, VPP&P
3.11 Board	Failure to plan or respond adequately to future pandemic illness.	5	4	20	<ul style="list-style-type: none"> Monitoring and rapid response to WHO and UK/Scottish Government information and alerts Maintenance of COVID-19 good practice approaches to inform future use Effective business continuity planning in place 	4	2	8 ↔	<ul style="list-style-type: none"> Pandemic readiness / response included in business continuity plan reviews and testing COVID/Pandemic Response Group in place Active monitoring and rapid adoption of pandemic guidance / control measures 	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
4	Infrastructure									

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

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Human Resources and Development Committee

Thursday 4 May 2023

PAPER F

HR METRICS

BOARD OF MANAGEMENT

Human Resources and Development Committee

Thursday 4 May 2023



HR Metrics

Paper F for information

1. Introduction

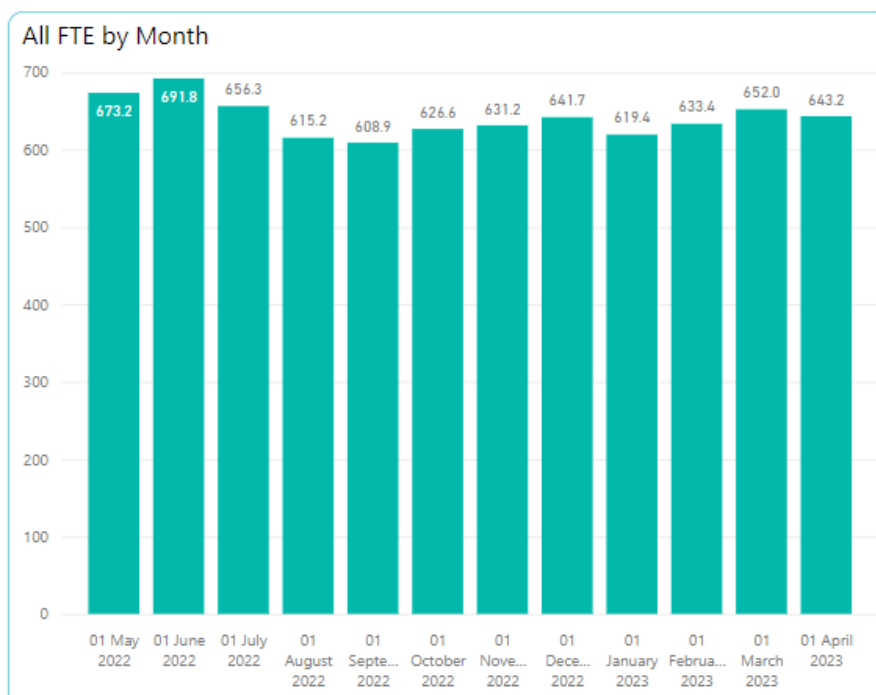
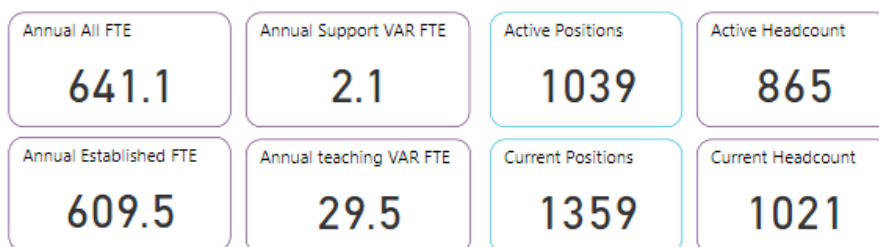
The HR&D Committee agreed a series of standardised HR&OD metrics that are made available to Committee members at each meeting. The template for these metrics is designed to give Board members an easy to read picture of the College's core human resource information.

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.

2. HR Metrics

Following a number of queries raised regarding previous staff FTE data, this has been reviewed and the undernoted information is suggested as a standard update going forward.

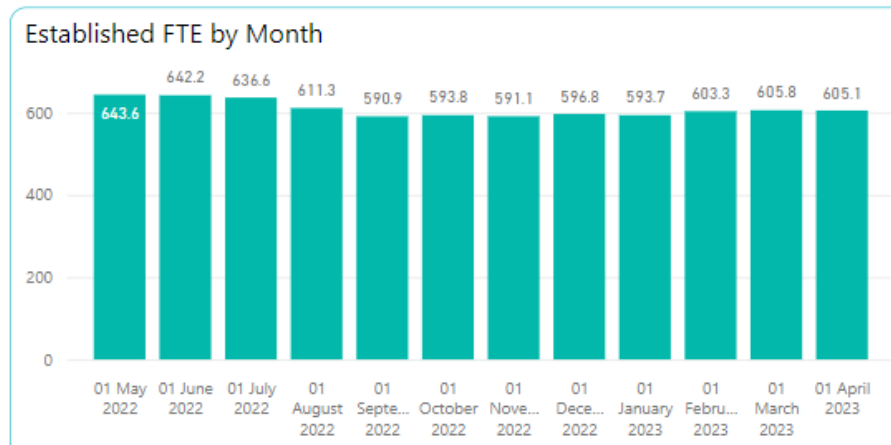
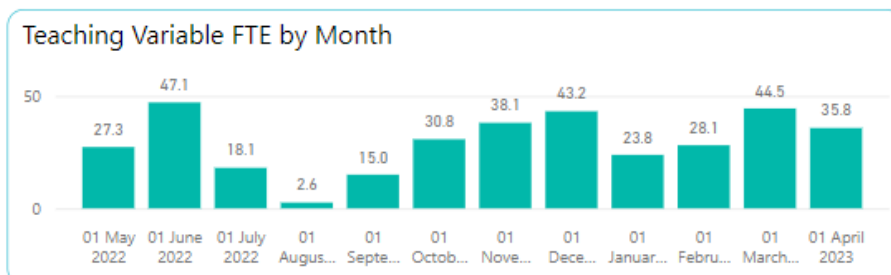
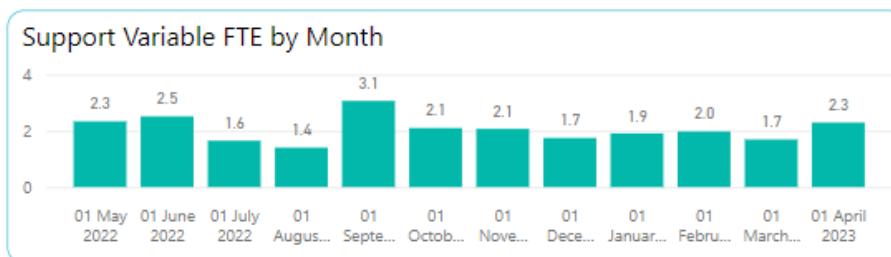


This data covers the FTE, Headcount and Position information as summarised below and is drawn directly from the live dashboard information utilised within the College. Using this data is easier to compile and gives a more accurate snapshot of staffing data at the point in time of each meeting. Thoughts and comments on this revised format are welcomed.

Comparison Data from Previous Meeting **FTE 691.5** **Active Headcount 865**

Explanatory Notes:

- “Annual All FTE” represents the total College FTE by month on a rolling basis over the previous 12 months
- “Annual Established FTE” represents the established (permanent) staff element of the total figure above
- “Annual Support VAR FTE” and “Annual Teaching VAR FTE” represents the non -established variable staff FTE in relation to support staff and teaching staff on a rolling basis over the previous 12 months.
- “Active Positions” and “Active Headcount” show the number of positions and headcount which have been paid over the previous 3 month period (including current month).
- The “Current Positions” and “Current Headcount” shows the total number of occupied roles and headcount live within College systems, regardless of when hours were last worked.
- The first two charts below show the support and variable FTE by month for the last 12 months.
- The last chart shows the established staff contracted FTE by month for the last 12 months



Diversity Data Held	%
Ethnicity/Race	47%
Disability	54%
Gender Pay Gap	7.0%
Diversity Data Gaps	39.9%

The need to improve equalities data recording for staff within the integrated HR-Payroll system has been recognised for a number of years but has been hampered by other priorities arising through the cyber-attack followed by the COVID pandemic and saving planning. This has been identified as a priority within the College equalities Mainstreaming report and work will be progressed over 2023/24 to improve data recording across the range of protected characteristics.

Staff Absence Data

Staff Absence Data (year to date)

	Staff Absence Rolling Year to 17/04/23	Staff Absence Rolling Year to 31/01/23
Average working days lost per headcount	8.19 days	8.09 days
Working time lost	3.15%	3.11%
Comparison with sector/national rates UK All Sector rate (CIPD 2016) UK Public Sector rate (Unison 2016)	3.3% (2.6% CIPD 2020) 3.4%	

Absence Analysis (Incidents)	Rolling Year to 17/04/23	Rolling Year to 31/01/23
Long Term Absences (4 weeks or more)	113	112
Short Term Absences	844	760
Stress Related Absences – Work related	16	22
Stress Related Absences – Non-work related	71	77

Other HR Metrics

	2022/2023	2021/22 Full Year
Staff Turnover Rate (non-forced)	1.36%	11.53%
Employee Hearings		
Discipline	0	3
Grievance	1	1
Tribunal Actions	1	0
Recruitment Exercises	33	113
Current Vacancies	12	

*2021/22 includes the impact of the 2022 saving plan

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	208	235
Number of attendances at internal and external CPD events per employee headcount	908	1884
Organisational Development budget per employee headcount	-	£110
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	17	0	17	0	0	0
Support	8	0	8	0	0	0

Training & Development Completion Rates

Activity	2021/22 Completion Rate to date
Development Reviews	54%
Mandatory Training	
Safeguarding	43%**
Health & Safety	75%
Fire Safety	78%
GDPR	34%*
Equality & Diversity	50%**
Display Screen Equipment	73%
Cyber Security	57%*
NEW Mental Wellbeing in Children and Young People	44%**

The above figures represent completion rates since the introduction of the new mandatory online training matrices in August 2020. When we transitioned to a new training provider, we set AY 2020/21 as the 'roll-over' year in which all staff must complete all modules.

From 2021/22, we have followed themed years, in which all staff complete 2 or 3 set courses based around key themes (such as health & safety, equalities etc) 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 2021/22 was c.50% as we launched and monitored initial pilot groups.

*Please note the drop in Safeguarding and Equalities is due to the themed year commencing and the courses being reset. Also note the addition of Mental Wellbeing in Children and Young People.

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 Manger / Colin Lynagh, Business Intelligence Officer

Executive Sponsor: Steve Taylor, Vice Principal People and Performance

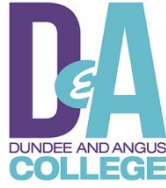


Human Resources and Development Committee

Thursday 4 May 2023

PAPER G

MEETING MINUTES/UPDATES



JOINT CONSULTATION FORUM

Wednesday 22 February 2023 at 2.00pm in Room A625, Kingsway campus

PRESENT:

S Hewitt	J Carnegie
S Taylor	J Grace
S Oakley	K Buchan
A Mawhirt	D Smith
A Williamson	

Item		Actions
1	Apologies Apologies were received from D Gaughan.	
2	Minute of Previous Meetings, 30 November 2022, and 17 January 2023 The minutes from the previous meetings were approved.	
3	Matters Arising Unison Campus Visits It was noted that Unison had been on all three campuses (with a view to engaging further members / reps) however there were some challenges with timings and engagement with staff. SO noted that EIS would continue to support Unison and GMB members wherever possible. Follow up with Unison would be undertaken to encourage local representation.	KB/ST
	SQA Decision Tree Comms Decision tree communications action has been completed. There is currently a consultation taking place around which elements of the decision tree process should be retained as future practice. JG has responded on behalf of D&A. Some teams have made requests to continue use of the decision tree, suggesting it's likely continued use / availability is now well known. ST noted that the decision tree arrangements still relate to COVID-related absence, as a recent request had to be turned down because it wasn't related to COVID absence.	

College / Sector Finances

The update to staff was provided as agreed after budget announcement was made.

Underutilisation of Staff

An update on this matter was provided by JG, noting that the review was underway for semester 2 and final list would be available and shared soon.

4 2023-2024 Student Recruitment

January starts are now underway, with very few withdrawals at this stage, which is positive news.

Upon reviewing recruitment targets, D&A had been offering c5700 full-time places for 2023-24 which application trends tell us is an overinflated position (c340 places more than available in 2022-23 and 1200 more than day 1 enrolment) despite the decreasing trend in applications.

The rise in places occurred through unplanned increase of courses. As a result, there was a concern staff may see these changes as cuts, rather than as re-stating the previous year's starting position.

JG outlined that c4400 applications have been received, 2022 are offers accepted, 395 are unconditional offers, 1627 are conditional, with 673 offers pending acceptance. Unfortunately, overall, we are sitting with fewer applications than we had at the same point last year.

JG confirmed that the process of consolidating and reviewing courses is ongoing. JG also noted that there are a wide range of factors that are impacting on reduced application numbers, not least numbers of apprenticeships, increasing employment opportunities, declining numbers of young people in the region and high numbers of people in the local area choosing to be inactive.

JG explained that the College needs a portfolio that reflects the natural size of the College and the needs of the region. This portfolio must also be sustainable and operate efficiently, which can be a difficult balance. An example provided was starting classes with 10 and reducing to 8 students is inefficient and also not a good learning experience, as classes lack diversity and engagement.

JG highlighted that staff continue to review applications, and are working with Marketing around promotion activity, as well as working with schools on applications.

SH stated that at end of month 4 (of applications being open) applications were c 35% down (compared to the same point last year – although applications had opened earlier). This is a concern compared to pre-COVID years, but the underpinning concern was the number of young people in the region, not simply the number of young people coming to college.

SH stated that in Dundee, there is also a push to encourage S4s to stay in school as opposed to leave school which is continuing to impact our applications.

SO highlighted some specific areas and the current applications, noting that Computing applications seemed to be different to others. JG and SH noted that the Computing curriculum was reviewed and reduced last year in line with the intention to create the appropriate size and shape of portfolio for the region. JG noted this also occurred in the Hair and Beauty area, and where this was done effectively recruitment was a better match to available places.

SH stated that whilst we've had challenges before in recruitment, there is something of a perfect storm on the horizon with other factors outlined (such as the local demographics).

JG highlighted that regionally, those over 40 and in employment were an increasing demographic group, therefore our activity has to meet the needs of people like this who were mostly outwith full time course recruitment. SH noted that this was a significant shift from curriculum delivery and was starting to cycle back to c.10 - 15 years ago where evening and part time provision was a more significant part of the portfolio. SH also noted that this is not solely a D&A problem, it is happening across the sector with a high proportion of colleges experiencing lower full-time applications.

DS queried whether it was possible for us to do more evening classes, with JG confirming feedback and information was currently being collated on this. Teams (as the subject and curriculum specialists) are actively doing this and looking at the options for their areas.

SO noted that all options to combat the challenges faced come with risk, and the shift from a 'regular 9-5' has to be considered. SH agreed, highlighting the services that sit alongside curriculum provision must also be reviewed to match demand. SO noted that it was important that staff understand these are the things that need to be done to deliver as a college for our region.

JG highlighted that a large number of young people had opted out of education, employment and training in the Dundee area, so the inactivity levels are high, which is also impacting college applications. AW asked whether there was a clear age range in particular (within the 11,800), with SH noting that through his role with the Discover Work partnership it was clear that whilst it was 16-19 year olds generally, in the Dundee area, males over 40 is also a distinct area of inactivity.

SO stated that the College and staff need to adapt to online delivery options where this may support the work that needs to be undertaken. SO felt that although difficult, it needs to be done quickly. JG concurred, noting the practicalities must be well thought through and online courses need to appropriately resourced. JG also highlighted the income related to these courses was important, though SO and SH noted the values-based challenge with some of this around access to education. SH was keen to ensure the College is still connecting with its core purpose as an organisation.

SH stated that opportunities around entitlement to learning and lifelong learning would be investigated to encourage uptake of provision, with JG noting that the national economic strategy supported this approach.

5 **College Finances & Financial Sustainability**

SH presented on what is currently known and what remains unknown regarding sector funding.

Having worked really hard on the £0.5million deficit (from Dec 2022), the College has now reduced this figure to £7k. SH noted he had always said this half million would be managed through normal processes, and this has been done to take the position to pretty much break even. Sitting alongside this, we don't know what this and next year's pay award will be, or how (or if) it will be funded. The costs of this have been modelled at c£350k per 1% with a 6% pay increase adding at least £1.4million to the 2022/23 deficit and this recurring thereafter.

SO raised that there must have been previous pay award situations similar to this, asking what had happened in previous years. JC confirmed that in previous years there had been an increase in funding which helped to pay for any pay awards, however this year it was unlikely that there would be any funding to cover the costs of the pay awards.

JC noted that discussions have focused on funding available and how it can be used effectively so the College can afford the pay awards. JC confirmed that the College is not in a position whereby we don't recognise the need for pay increases, it's that it isn't possible to meet these requirements with the way the sector is funded. SO noted that he was in agreement that it is not a local union / college fight regarding pay awards and supports the College in terms of the ask for appropriate funding from Government / SFC.

SH confirmed some sources of funding are now known, such as YPG funding (@ £190k and Child Poverty funding @ £125k). However, on balance Mental Health Counsellor funding has been reduced and would likely be removed for future years. This allocation previously was to cover 2.5FTE (full time equivalent) of counsellors for D&A, however Scottish Government have issued funding through SFC for only part of the year, to the end of March, and the funding is to cover only part of the FTE. The College is hopeful that the 1.59FTE to be funded will be extended to end of the academic session, possibly with a little extra. It has been confirmed that there will not be additional funding going forward for counsellors. The demand for this input was, however, very clear.

SO queried whether the College could reinvest around Mental Health First Aid (MHFA) to help fill this gap, however ST noted the clinical requirements of the Counsellors were significantly more demanding than the support MHFA can provide.

JG noted highest withdrawals are from those with health issues so there is an area we need to look at here how we can provide both general and specialist support. DS queried if there is anything the unions can do to support, with SH asking that the unions keep mental health support on the agenda as part of the overall ask from the unions to Government and highlight the concerns.

ST will share further details on the arrangements for Counsellors with SO so it can be added to EIS-FELA's branch ask of Government.

ST

Returning to the presentation, SH highlighted that funding from Northwood Trust had been secured and possibly some Shared Prosperity Fund income, with SH noting that the College has been working hard on bringing in any additional funding possible.

SH confirmed that it's not clear what the future looks like for many of the funding schemes discussed, however some things are known such as no YPG funding next year, and no additional Mental Health Counsellor funding.

Looking at the 2023-24 budget, SH outlined that the Scottish Government / SFC had indicated in the December budget statement that there was a 3.8% (£26million) increase for the sector, however further discussion suggests that it is essentially a flat cash budget and the 3.8% is a 'transition' fund for one year only. The sector has not had confirmation from Government what this money can be used for, and we do not know if D&A will have a share, and if so, what it would be.

SH noted that there is a sector concern about the use of the funds and how colleges will be allocated any funds. SH confirmed that D&A will continue to lobby the case that the whole sector requires support from any available funds. With flat cash on the table again, SH noted that a £1.4million funding gap in this year would be an ongoing financial burden, i.e. a shortfall of £2.8million next year.

SH picked up the presentation on the topic of sector activity targets, with national discussions ongoing regarding possible reductions of activity targets from anything from 10-20%. The indication at present is colleges should make the decision locally regarding how much their activity reduces by, up to 20%. JG and SH highlighted there isn't clarity around how much any reduction might be, or clarity over arrangements or any specific restrictions or targets for reduction.

Recruitment was covered in the agenda item above, with SH stating the challenge for D&A will be where recruitment finally lands and how this affects income as a result.

SO noted that Engineering recruitment, for example, could need more investigation as there appears to be a big decline in applications, but it doesn't necessarily make sense based on the jobs market. JG noted that there are issues with school pupils leaving without a high enough level of maths to be accepted into some Engineering courses.

SH noted that Marketing are working on baselining the impact of different promotional activity (which is traditionally hard to do) as we are getting lots of applications for areas that there aren't necessarily corresponding local jobs. JG noted as an example that there was high demand in joinery, but low demand in engineering, but the College is not serving the region well by putting on extra streams and (for example) training more joiners if the jobs were not available.

SH highlighted the key issues that the College is grappling with are local needs (such as providing evening classes on every campus) and managing efficiencies (such as having 3 campuses open and staffed in the evenings).

Reviewing the timeline regarding expected information on funding, SH confirmed that the SFC Board meeting to ratify the funding allocations is on 10th March, with the indicative allocations expected a couple of weeks after this date. The review landscape which includes review and reform agenda topics and reports is likely to conclude by summer.

SO queried what the feeling is on a possible worst-case scenario, with SH stating that £4million+ is the potential challenge we face. This is based on so many factors however and is difficult to be precise about at this stage. The group noted that £4m is more than double what we achieved through the savings programme last year.

SO noted that if we have to reduce staffing, it's important to warn people of the challenges ahead. SO also asked if there was a chance of compulsory redundancy if we were looking at a £4million funding gap. SH highlighted that there are a range of factors that impact this, but it's never possible to take it completely off the table with the funding parameters the sector is working with. This could change depending on the confirmations of funding from SFC, so it is too early to say.

SH stated that the brutal fact was that at this stage, it is not possible to fund the level of savings needed through voluntary severance. SH highlighted how important it is for the sector to be funded to support the activity targets it has, regardless of whether that's different to what our activity targets are now.

ST noted it is important to note that compulsory redundancy is always the very last resort, never the starting point. SO stated he felt there was a lot of learning from last year in supporting staff and getting to where we need to be in terms of finances. ST highlighted that there can and likely will be changes to some of the funding assumptions we have, and all forecasting and planning is a delicate balance between what's known and unknown at this stage. ST confirmed all changes and information updates will be communicated when known.

SO confirmed that EIS-FELA would continue to work nationally on the challenges and continue parliamentary engagement. ST highlighted that all sectors are stating they don't have enough funding, so our task is to be clear how economically damaging it is to cut funding to colleges.

SO and ST agreed to work together on sharing key points around this. SH noted that SLT are currently doing some work on key messaging, and the outputs of this will be shared with JCF members.

ST/SO

ST noted that joint approaches of management and unions going to Government together is a powerful narrative, with DS querying if this is something that could be achieved nationally. ST noted that although nationally relations between management and unions can be more strained than ours locally, the increased attention paid to a joint approach due to that situation could be very powerful.

JC noted that maximising other streams of income remains important, along with making savings. SO highlighted that any underutilised staff can and should be engaged in work to support the College's current position.

SH confirmed that the timeline of what we expect to happen will be reiterated to staff. ST stated it was important to note that there will always be a College of size in the region, this is not the end of the sector or D&A by any means, though indeed there will be change.

SO highlighted the good working relations with JG and KB and how this is supporting the work of EIS-FELA branch, and the speed with which the unions can give informed feedback to staff with queries and concerns.

SO noted the positive changes regarding the trust (and importance of trust) in both the systems and people involved in periods of change, albeit with the constant battle of supporting staff not to fill in gaps and to seek reliable answers and information. SH noted that there is no hidden agenda and no one round the JCF table, or SLT or others, want to be in this situation. SO noted the challenges of trying to encourage staff to engage, to ask questions and be informed about situations continues but things are moving in the right direction in terms of management and union communication.

6 Union Items

SO raised TTP (Transfer to Permanency) and how these contracts are reviewed, as this is topic that keeps coming back up for members. ST noted there is a meeting next week to discuss this. SO shared that he is still dealing with staff who aren't clear on what the TTP process is and what the contract means. Exec members encouraged SO to share any real life examples which can then be addressed.

SO thanked JCF members for the support and open dialogue that has been happening, as it makes the union role far more effective. SO noted that he regularly encourages people to contact to People Team directly for support, but there is sometimes still a reticence despite joined up efforts to support people.

SH noted that the discussions that are happening need to continue, and there are some challenging discussions coming due to the funding situation.

JC highlighted that timelines are tight for communicating with staff, given that funding information is made public early, and we need to communicate with staff as early as we can.

SH noted that ST and AM have started the process of looking at when additional JCF meetings will be required to support these processes.

7 Policy Review Group

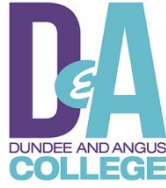
AM thanked JCF members for their feedback on the Hybrid Working Guidance, noting that the Redeployment Policy is also being working on at present. AM also noted that following feedback from the People Strategy Group, the Internal Communications Policy is being updated and some supporting guidance being developed.

8 AOCB

No other business was noted.

9 Date of Next Meeting

The date of next meeting of JCF is 10 May 2023, however SH noted that further meetings relating to the funding timeline / announcements would be added as needed.



JOINT CONSULTATION FORUM EMERGENCY MEETING

Monday 6 March 2023 at 3.30pm on Teams

PRESENT:

S Hewitt	J Carnegie
S Taylor	J Grace
S Oakley	K Buchan
A Mawhirt	D Gaughan

Item	Actions
1. Apologies	
Apologies were received from D Smith and A Williamson.	
2. College Finances & Financial Sustainability	
SH welcomed everyone to the meeting explaining we would provide an update to what had been discussed previously.	
We know it will be flat cash for 2023/24 funding, the £26m for the sector it is unlikely to be used for operations and we still remain unclear what if any D&A will receive. There is also unlikely to be no additional funding for the pay award, this has been made very clear.	
We also continue to see a decline in applications compared to the previous year of 35%. There will be a reduction in activity potentially up to 20% however it is for us as a collective to determine the reduction and how we do this.	
SLT had discussed these elements and have been modelling different scenarios for the projected position which is dependent on the pay award and other assumptions on other funding pots. Given consideration of the different assumptions the projected deficit for 2023/24 could be as much as £3.3 million.	
We will need to act and further financial savings need to be made. As a result, the College would be looking at a minimum of £2.5 million savings target for the 2023/24 budget.	
In conjunction with the saving target to help us make decisions we are working on a set of guiding principles.	
JC noted there are opportunities considered to bring in more income, including selling the Fairlie House and Montrose Outreach properties, however these will not realise anything in the region of the sum we will require to save.	

SH it is very difficult as a sector we are projecting a deficit of £25 million and next year a deficit of up to £50 million if we do nothing.

SH advised that we wanted to discuss this with you first, we do intend to discuss this at LDF this week and get your thoughts on it, however the longer we don't do anything the worse it becomes.

JC noted we met with SFC to push them on whether there is anything on the horizon to support the pay award, or other costs and it was made clear that there was no support for the additional sums needed.

SO noted we opened the VS scheme recently had there been any up take. ST Noted there is was one academic application and limited support applications.

SO noted staff may feel it is a necessary decision they need to take and noted that he hoped that any redundancies were voluntary and not targeted.

SO noted that the union would want to see VS open and available across the college not certain teams to help support cost reductions on a voluntary basis.

SH We are going to have a set of principles and criteria we need to assess things by, and that will be the guiding principles.

SO welcomed this and noted that staff will ask if there will be a broader approach to decisions and that there was a transparent process.

SO, I do think it is ridiculous with this level of saving there will be a reduction in student experience. SH I think it is inevitable however the student experience needs to be the centre of decision making and we need to make decisions that minimise the impact.

JG We do need to think about the student at the centre, for example support and guidance from lecturing staff, group tutors support is vital for retention, engagement and attainment. The areas we are looking at need to be those where there is duplication and where we are competing for the same students, we need to review where we can streamline the portfolio.

SO I think there will be assumptions made by staff, we are Dundee and Angus and we need to consider this. JG We need to recognise the demographics in the areas, there are some really challenging decisions to be taken but we can't afford to invest in multiple, duplicate equipment for example in every area across the board.

SH The next step is thinking about those decisions in detail and come forward with proposals.

ST It was quite a big week last week, we had the lessons learned meeting and met with the Funding Council. We will further review the lessons learned and aim to build these into the approaches going forward.

We also need to consider the savings for next year and future years, we need to consider the initial steps but also what steps do we want to take for a stable future, none of the decisions are easy.

SH I would ask you to reflect on this conversation, we will speak to LDF and put something else out later in the week and arrange for us to meet again to discuss this further.

SO Noted we will do everything we can to let people know we have been informed throughout and we will ensure the frustration is not unfairly directed to the college management but the government and funding bodies.

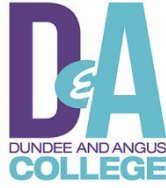
JC Suggested that SO considers the list of questions that members may ask to allow us to review them and try and answer them as part of any comms we publish.

DG Asked what is happening on a political front.

JC We will continue to push nationally as a sector and meet with the local politicians to discuss the indicative funding, when we know that we can then respond more fully to it as we did last year, anything that the unions can do would also be very helpful.

3. Date of Next Meeting

A further catch up was organised for Thursday 9 March 2023 via Teams.



JOINT CONSULTATION FORUM EMERGENCY MEETING

Thursday 9 March 2023 at 4.00pm on Teams

PRESENT:

S Hewitt	J Carnegie
S Taylor	D Smith
S Oakley	K Buchan
A Mawhirt	D Gaughan

Item	Actions
1. Apologies	
Apologies were received from A Williamson and J Grace.	
2. College Finances & Financial Sustainability	
SH welcomes everyone to the meeting and highlighted the purpose of the update today was for us to discuss our thoughts after having time to reflect on what was previously discussed.	
SO Noted we are the point where things are going to become very difficult, I considered and thought about how we respond to any form of savings plan we met as a branch to discuss this. Any decisions made will impact on staffing. If we are in a situation where we need to make compulsory redundancy we will put a dispute in straight away however we will be there to support as much as possible.	
SH Commented appreciate those decisions and I wouldn't discourage that action, I would say lets learn from last year and try and keep communication open between us.	
SO Asked ST will any savings plan have a negative impact in staff.	
ST It is difficult to give a yes or no answer, if you are meaning do we need to reduce our staffing numbers then yes staff costs are over 80% of our budget so unfortunately, we will need to review staffing. Any process like this has a detrimental impact on staff, students and managers we don't want to be here having these conversations it isnt a good position to be in.	
SO Asked JC can we legally run with a deficit budget.	
JC Commented we need to have sufficient cash to operate the college. The College did outturn with a deficit budget in 2021/22 as we had cash reserves. The Scottish Funding Council will accept a College running a deficit as long as they have a plan to return to sustainability.	

If SFC don't believe we are doing enough they can impose "special measures" which may result in 'parachuting someone in' to make decisions.

SO Asked how long is the period before they would bring someone in. JC Commented they could bring in someone tomorrow if they don't believe we are taking the situation seriously.

SO Asked SH will a savings plan impact on the depth and breadth of the quality of teaching

SH Commented it is likely it will impact but that is why we want to work with teams to retain as much depth and breadth of teaching and we also need to ensure relevance is taken into account.

ST Noted what we are also seeing is a significant drop in demand, even if we didn't have the financial challenge the lower demand would also have an impact on the curriculum too.

SO Commented I totally understand there would be a need for change. We have a variety of visions and pledges, one to provide more successful students what is the impact on that.

SH Answered any form of reduction of funding and staff is going to have an impact, however if you look at that pledge we are ahead of where we thought we would be because of the partnership work.

So Asked is there any alternative to the savings plan, is there any other way this could be achieved

SH Commented the only other way is if more money comes into the College, but that will also take investment to achieve if it was from partner working, we are looking at other sources like a Shell funded project but ultimately that is more mid to long term and would not bring the £2.5 million we need, which is why we will continue to look at alternative sources of funding as we have been.

SO Noted I have been asked those questions, it is difficult and yesterday when I was asked a questions I couldn't respond to it. ST Acknowledged saying we understand it is difficult, we did speak about a set of FAQ for this if you are being asked questions please share them and we can build them in. In terms of the impact on students and staff we talked about the guiding principles it is really important to help make decisions to redress a minimum £2.5 million saving ST noted that to make £2.5 million pound of additional income contribution we would need to deliver at least three times as much in turnover terms which we wouldn't be able to do.

SO noted that his intention is not to fall out with the management in the College, I will still continue to talk about the college in a positive light, I don't believe we are in this situation because of anything you have done.

SH Noted ST point about a bank of FAQ to help answer the questions to ensure staff get the right answers, please feed in and let us know the questions you have been asked.

SO Commented It is helpful for me to know the answers to the questions to ensure I give the right information to people, it is frustrating I want to know why the Scottish Government are not considering this.

SH Agreed It is difficult, after LDF several people messaged me asking if I was ok because they could see it was difficult.

DS Asked if the savings we have got to bring about has it to be brought about in a certain period or could it be in 2 years 3 years' time. SH Noted If we do nothing we would be in a deficit of 1.4 million this year plus a further 1.1million the year after plus other inflation costs giving a cumulative deficit £3.3 million, the answer is we need to make the savings this year.

DS Asked how much time do we have with our finances at the moment. SH Noted we have only got so much money in the bank, every single month you are spending more than you bring in you are going to run out of the cash you have. Say we had a deficit for 2, 3 years we will run out of cash and we won't be able to fund any VS costs, which is why we need to take quick action.

DS is there anything we as a union can do to ask the Scottish Government for more funding. SH I think when we get the indicative funding that will be the point we can start challenging them and be a lot clearer, but between now and then there I will work with SO on key communication points to ensure it is consistent.

SO Noted there will be a period now of, 'we don't know but we think it will be bad but we wont know until we get the funding announcement' and asked about the timescales for a paper and decisions. ST Noted It will be slightly earlier than last year, at the moment we are working on inductive funding and you never know it may change but a paper will go out before the end of the month highlighting the direction and initial plans, we will reopen VS and stay open through the period of the saving plan. Consultation with teams about any proposals will also commence.

SO Asked is there enough money to fund VS. SH Noted there is currently enough to fund one more round.

JC Noted depending on the funding given this will allow us to make that decision, for example if the £26million can only be accessed for certain things that possibly will impact on our plans.

SH Commented we asked if the detail about the national £26million fund will be published with the indicative funding, we were told yes albeit it won't be in detail.

SO noted that we had seen staffing reduced by a number of FTE are we likely to see anything like that this time. SH Noted if you look at 2.5 million and break it down it is a significant number.

SO My responsibility as a union is support staff through this process and we will do that, we are a good employer and I sing the praises of the HR team every day, the more we promote the work within our own organisation every day will help. It will be really difficult process we need to think about support for our people.

SH Agreed this is something we will get into and start to firm up. To be clear I am not saying people do not deserve a pay award, they absolutely do but there is no additional funding, no college will have the funds available to go 5% over what was budgeted, the frustration for me is down to the unfunded pay award, if the government turned around and said we will fund it then things wouldn't be so bad. The consistent message we have had is there is no additional funding. As JC said until we see the indicative allocation we don't know for certain, so we have to wait and see what the allocations are. At the moment we are working on assumptions.

JC Noted the indicative allocation usually doesn't change to the final allocation, which usually comes in late May and that gap period is the time to put pressure on the government and everyone in the sector needs to make it clear any unfunded pay award is not affordable. SH Commented If I was in a school I wouldn't need to worry as the school increase is funded, but colleges are not, why not if we are a public body.

SO Noted this is not just for this year, we are going to see a reduction over a period of time, this is catastrophic how do we learn from that in the long term. We can't just keep taking away, how do we not allow that to happen in the future.

SH Noted the realism is spot on, the savings we need to make is just to have the same money, however the other elements are important and there is a lot of review and reform taking place, but the problem is that changes won't happen in a year. I am more hopeful we will get a direction eventually however the short term needs managed at this point in time.

ST Noted it hasn't ever been as bad as this as a sector, but I can remember times when engineering or construction would be on its knees and then bounce back. It runs in cycles and it will pick back up again, underpinning all of this is the skills we provide to industry, there will be skill shortages that the government need addressed and we will need to invest in these skills.

SH Noted If you look back over the years £6.5million was taken out of the two colleges before merger and it will comeback round, we need to take action, if we end up being subject to special measures they will just come in and rip out services and departments.

SO Asked how decisions will be applied.

SH There will be a set of criteria to support decision making, we will look at recruitment and outcomes and look at regional demand we wont just use one thing, there will be a whole measure of things to review and weigh up decisions.

SO Asked will we be able to access to the criteria. SH Answered definitely you will get access to that, there will be a range of things considered, there has been multi year decline, there will be a whole series of things in terms of decision making. ST stated that it would be good to get union input to the guiding principles.

SO We have started the walk around Wednesday to let people come and talk to us about the cuts in further education.

ST noted a joint approach between unions and the employer would be powerful.

JC Commented is this something you could influence at a national level, that would be helpful as the in fighting isn't helpful, it detracts from what we want to see happen.

SO Noted any dispute would be about compulsory redundancies however if we can use VS we won't have to raise a dispute.
SH Noted it would be useful to have weekly catch ups to discuss anything that comes up.

SO Noted I have talked to Amy about any cuts and the impact on the students, we can maybe work on that communication together.

SH commented appreciate your understanding it is a difficult message, asking questions is important and I appreciate you getting clarity, we will send you a copy of the comms that will go out tomorrow however it will be high level and there is nothing you are not aware of. We will leave it there for today.

3. Date of Next Meeting

Weekly catch ups to be organised via Teams.