BOARD OF MANAGEMENT

Human Resources and Development Committee

Thursday 20 February 2025 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

AGENDA

1. **WELCOME**

2. **APOLOGIES**

3. **DECLARATIONS OF CONNECTION & INTEREST**

4. **MINUTE OF THE PREVIOUS MEETING** – 5 September 2024   Paper A for approval

5. **MATTERS ARISING**   Paper B for noting

6. **PEOPLE, OD & COMMUNICATIONS REPORT**   Paper C for information   ST

7. **STAFF DEVELOPMENT DAY ACTIVITY & FEEDBACK**   Presentation   AM

8. **FAIR WORK PRINCIPLES**   Paper D for information   ST

9. **WORKFORCE PLAN**   Paper E for discussion   AM

10. **NATIONAL BARGAINING UPDATE**   Paper F for information   ST

11. **STRATEGIC RISK REGISTER**   Paper G for approval   ST

12. **HR METRICS**   Paper H for information   ST

13. **MEETING MINUTES/UPDATES**   Paper I for noting

    - Joint Consultation & Negotiation Forum
    - Health, Safety & Wellbeing Committee

14. **DATE OF NEXT MEETING** – Thursday 9 May 2025 at 5.00pm in Room K- TO- 624, Kingsway Campus

Human Resources and Development Committee

Thursday 20 February 2025

PAPER A

MINUTE OF THE PREVIOUS MEETING –
Thursday 5 September 2024

BOARD OF MANAGEMENT

Human Resources and Development Committee

Thursday 5 September 2024 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

Minute of the Human Resources and Development Committee meeting held on Thursday 5 September 2024 at 5.00pm, in Room K-TO-624, Kingsway Campus.

PRESENT:	Donald Mackenzie	Stephen Oakley
	Brian Lawrie	Simon Hewitt
	Jackie Buchanan	Matthew Beattie
	Carri Cusick	

IN ATTENDANCE: Steven Taylor (Vice Principal Support Services and Operations)
Abi Mawhirt (Head of People and Organisation Development)
Penny Muir (Board Administrator)
Sandy Fowler (Health & Safety Officer)
Scott Anderson (Independent Board Observer)

1. **WELCOME**

   D Mackenzie welcomed committee members to the Human Resources & Development Committee meeting. A Mawhirt was welcomed back following her maternity leave, and S Anderson was introduced as the Independent Observer for the Board.

2. **APOLOGIES**

   Apologies received from Billy Grace, Karen Buchanan, Neil Lowden, Julie Grace, and Daniel Rosie.

3. **DECLARATIONS OF CONNECTION & INTEREST**

   There were no declarations of connection & interests.

4. **MINUTE OF THE PREVIOUS MEETING**

   The minute of the meeting held on 2 May 2024 was approved as an accurate record.

5. **MATTERS ARISING**

   The matters arisings are closed.

6. **PRESENTATION - HEALTH, SAFETY AND WELLBEING MANAGEMENT**

   S Fowler presented the Health, Safety, and Wellbeing Management report.

   It was noted that a significant outcome from the audit highlighted the importance of training, with all risk assessments and required safety checks being up to date.

S Fowler highlighted various Health and Safety components and elements were aligned with the college's policies and noted that a collaborative effort is being made to address areas for improvement, such as first aid.

As a result, five training modules were developed, including a four-hour face-to-face session.

S Fowler highlighted that Health and Safety courses are mandatory, with a themed year every three years requiring staff to complete the training by the end of January. Although progress was delayed for some staff a 97.38% completion rate was achieved, with those missing due to long term absence, maternity leave etc.

S Fowler highlighted the performance statistics which include Accident Incidents and Near Misses (AINM), with 214 recorded events across all three campuses- a 15% reduction from last year. Despite a slight increase in reported incidents, greater awareness and reporting are being encouraged, with a three-year window needed to assess trends accurately.

In terms of accidents, S Fowler highlighted there were five student and two employee cases, marking a slight increase compared to the previous year. The College is preparing to implement its safety audit plan for 2024-25, with a review app issued to 38 departments. This app, featuring 40 questions, will allow grading of results within a 10-day window, followed by monitoring and analysis. The plan is to share progress with the wider staff group soon, with initial feedback being largely positive.

The detailed and positive presentation was welcomed by the Committee.

D Mackenzie asked about analysis of the more serious RIDDOR reported accidents. S Fowler responded that the People Team are involved in capturing data and identifying patterns, ensuring deeper scrutiny of treatment categories and outcomes. There is an ongoing effort to investigate incidents thoroughly and prevent future accidents. D Mackenzie asked if there was a need for specific departments to adopt more preventive measures, to which it was confirmed that more visits and training were focused on areas where incidents had occurred. Re-inductions for students or staff were also conducted upon their return, and training signed off accordingly.

S Fowler stated that the college is in the process of sharing risk assessments across all departments. An online departmental risk assessment bank is being developed, which will facilitate further review as needed. S Oakley enquired about how the system in place correlates with other information and practice. S Fowler mentioned that the college follows the HEC 65 module, which covers policy, organisation, and implementation that data will be shared across the college via a portal with 52 questions. S Oakley also asked whether accident trends by month suggest the need for enhanced inductions, to which S Fowler noted that while inductions are conducted, the data needs further analysis to identify and address potential patterns.

C Cusick raised the question of how the college's figures compare to other institutions and welcomed the use of Power Apps to facilitate staff compliance. However, C Cusick expressed disappointment at the low completion rate for mandatory training at the initial deadline, asking whether this was due to performance issues or cultural factors. S Taylor acknowledged that time constraints and priorities had impacted completion rates, but changes are being made to better allocate time for training, including a dedicated session during the scheduled staff development day.

S Hewitt acknowledged the mandatory training and emphasised that while there is still work to be done, the approach implemented by S Fowler has had a significant positive impact. S Fowler's efforts, time, and care in this area were commended, with an expectation of continued improvement.

S Hewitt expressed his congratulations on the progress made so far.

B Lawrie highlighted the importance of the four-hour course, noting its value, particularly on the employee side. He indicated that there are always areas for improvement regarding responsibility for H&S and found it beneficial to be able to compare reports.

D Mackenzie asked how wellbeing is measured and explored in a non-incidental way.
S Fowler responded by explaining that the college runs numerous campaigns focussing on mental health and wellbeing, including mental health first aid. Data is captured from these initiatives to direct support efforts, with the People Team playing a key role in moving this forward. Mental health first aiders are also being utilised, and their work is guided by the data collected.

S Taylor added that there is a lot of ongoing support provided through the People Team, including counselling and liaison services. For students, the Student Services team, Learner & Community Engagement Team, and Students' Association all provides support, with a range of resources and evaluation processes in place. S Taylor noted that data on wellbeing was also included in the staff survey report.

D Mackenzie thanked S Fowler for the positive presentation.

7.   **PEOPLE, OD & COMMUNICATIONS REPORT**

S Taylor reported that the Voluntary Severance (VS) scheme was opened from April to June 2024, attracting 11 applications, which allowed for the redevelopment of certain areas to generate additional savings. The total savings from VS during the 2023/2024 academic year amounted to £366,931. The VS scheme will be reopened, with information being submitted to the Board for approval to extend the scheme for another 3-4 years.

Regarding development activities, S Taylor highlighted the decision was made not to live stream the all-staff development day, allowing for better engagement. Over 400 individuals attended the event, which featured a panel discussion focused on strategic and economic developments. The day focussed on two key themes: Artificial Intelligence and behaviour management /supporting staff in handling student behaviour issues, providing clarity on what is and is not acceptable.

S Hewitt noted that the entire agenda for the day was built around the staff survey feedback, addressing key themes raised by staff, and setting expectations for the upcoming year.

S Taylor also highlighted the focus on Artificial Intelligence (AI) and its implications, particularly in relation to student use and issues like plagiarism. Staff are exploring ways to develop teaching materials and approaches to address these concerns, with a practical, workshop-based session also planned for the all-staff development day on 14th of November 2024.

S Taylor noted the staff awards and graduation were cited as highlights of the year, especially the student-nominated awards, which were positively received.

In terms of workforce wellbeing, an initiative called "Just One Hour" was developed to encourage staff to dedicate one hour per month to a wellbeing activity, acknowledging the challenges of time constraints. The initiative is in its final stages, with various wellbeing opportunities being planned. Leadership coaching will also be launched alongside this effort.

B Lawrie enquired about the approval of the VS scheme by the Scottish Funding Council and whether any guidelines were provided regarding costs and savings. S Taylor confirmed that the scheme must generate savings within a two-year period and that the council requests details if any applications are unusual, high-value, or cause for concern.

S Oakley emphasised the value of leadership coaching, particularly in supporting the transition of teaching staff, and expressed optimism about the future events and the benefit of these. S Taylor confirmed that the leadership coaching extended beyond traditional line management and includes a broad range of staff.

C Cusick expressed interest in the college's use of Artificial Intelligence (AI) and co-pilot technology. S Taylor noted that this was an area of great interest, with a range of staff developing and reviewing different uses.

S Oakley commended the influence of staff development on personal growth, while J Buchanan asked for more information on workforce planning.

S Taylor explained that the workforce planning event was part of ongoing work with the Regional Chairs and SFC. HR and Finance practitioners attended the event, with contributions from NHS 24 on how they manage workforce demands and from Audit Scotland on the financial and environmental impacts affecting workforce planning. The discussions highlighted that some colleges have not yet conducted such analysis, with growth and decline in specific economic and curriculum areas being key factors.

The report was welcomed.

8. **2024 STAFF SURVEY FEEDBACK & ACTIONS**

S Taylor presented the findings from the biennial staff survey, noting that overall feedback has been positive, with staff engagement remaining consistently high, which is a good result for any organisation.

Whilst the survey shows a positive position overall, there were areas of decline, particularly in learning and growth. The survey also highlighted a need for improvement in areas related to goals, strategy, and staff's optimism for the future. These results were not surprising, and actions have been taken to address them. One of these actions includes changes to the all-staff development day, creating more opportunities for staff, and shifting the focus towards a positive outlook for the future rather than dwelling on past challenges. There is a push to change the narrative, focusing on transitioning to a more forward-looking and optimistic approach, as there is clear demand and need.

The platform "Peachy Mondays" was used to facilitate anonymous two-way conversations during the process, with 120 detailed conversations taking place, many of which focused on mental health and wellbeing. The discussions highlighted the support that is needed, and efforts were made to address areas of concern for individuals.

Regarding data use, S Taylor highlighted that early actions have been taken, particularly in CPD learning (Continuing Professional Development). There have been discussions at director level, where department-specific data has been reviewed, and the next steps are being progressed to discuss feedback and actions at team level. Directors are working on how to address these findings within their teams. Managers have until the end of September to have conversations with their teams, and feedback will be provided to staff about the changes and improvements made. This process will be managed at team level, and efforts are being made to ensure that both figures and staff comments are addressed.

C Cusick raised the topic of relatable leadership, asking what people mean by "relatable." S Taylor responded by noting that relatable leadership traits include a broad range of qualities seen in leaders and line managers, including skills and experience. There is an ongoing effort to develop leadership in a way that aligns with these traits, with a focus on leadership skills development, not just management skills.

B Lawrie discussed that recent pay awards are now having a positive impact on staff morale, although there are differing views about the future. This was recognised.

M Beattie noted that students seem more engaged and enthusiastic this year, with the recent Freshers event being a big success. There are plans to reintroduce Re-Freshers activities in January, as students have shown a high level of enthusiasm and readiness.

The report and actions being progressed were welcomed by the Committee.

9.   **NATIONAL BARGAINING UPDATE**

S Taylor provided a National Bargaining Update, he reported that pay agreements have been reached for both academic and support staff. A three-year agreement has been secured for support staff and a four-year agreement for academic staff. Payments for academic staff will be made in October 2024.

Measures have been taken to mitigate the impact of back pay for a small number of support staff on universal credit and this offering would be available to academic staff affected as well.

The key achievement of these agreements is the resolution of industrial action, including strike action. As a result, the college now has a clearer path for financial planning through to 2026. This upfront planning will allow for better management of finances. While there are still some national disputes, S Taylor expressed hope that these will be resolved at a national level.

D Mackenzie raised a question regarding local implications, particularly around the academic staff payments being delayed until October. S Taylor confirmed there were no additional local concerns.

B Lawrie noted the challenges faced by individuals whose benefits were affected by the pay increase, particularly those at the lower end of the pay scale. He also raised concerns about whether the situation with support staff could have further inflationary impacts. It was noted that the academic deal for year 4 was likely to set an expectation for support staff and that this would feature in the forthcoming negotiations. S Taylor confirmed that the college pays significantly above the Real Living Wage for all roles.

S Oakley commented, from the trade union's perspective, the local discussions around industrial action had been highly collaborative, both parties worked together to address challenges, successfully building trust and managing a complex and potentially damaging situation.

D Mackenzie thanked S Taylor for the update.

10.   **STRATEGIC RISK REGISTER**

S Taylor summarised the paper presented, noting that there were no changes to the risks allocated to the Human & Resources & Development Committee.

11.   **HR METRICS**

S Taylor summarised this report.

S Taylor presented the report, focusing on the absence data and the improved accuracy as the previous double counting issue had now passed.

S Taylor noted that staff turnover had increased over the summer, with several employees moving on to other roles. While there is no specific pattern to the turnover, it does represent a noticeable change.

C Cusick enquired whether the turnover primarily involved academic teaching staff, to which S Taylor responded that it was a mix of academic and support roles spread across different areas.

B Lawrie asked about the process of filling these vacancies. S Taylor acknowledged that while the situation is manageable, it takes time and can cause challenges, particularly in filling timetables as they work through the hiring process.

The Committee noted the range of HR Metrics.

12.   MEETING MINUTES/UPDATES

The Joint Consultative Committee (JCF) and Health, Safety and Wellbeing (HS&W) minutes were noted.

13.   DATE OF NEXT MEETING

Thursday 21 November 2024 at 5:00pm in Room K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
No action points were noted		

Human Resources and Development Committee

Thursday 20 February 2025

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Human Resource and Development Committee

Thursday 20 February 2025

Matters Arising
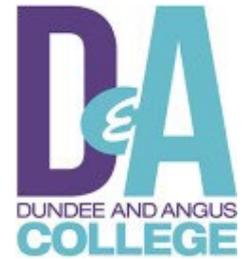
Paper B for noting

The following actions are noted.

Agenda Item No	Action	Current status	Open / Closed
	No actions noted.		

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

Human Resources and Development Committee

Thursday 20 February 2025

PAPER C

**PEOPLE, ORGANISATIONAL DEVELOPMENT &
COMMUNICATIONS REPORT**

BOARD OF MANAGEMENT
Human Resources & Development Committee
Thursday 20 February 2025

People, Organisational Development and Communications Report

Paper for information

1. Voluntary Severance Scheme

Following approval at the October 2024 Board meeting the College sought and received approval from the Scottish Funding Council to continue to operate the current scheme through until 31 December 2027.

This approval incorporates the following conditions that are similar to previous arrangements and align with current public sector severance policy.

- Separate SFC approval for any individual VS payments (including pension strain costs) exceeding 24 months payback.

- The college must also notify SFC of any individual payments (including pension strain costs) exceeding 12 months payback.

- Ministerial approval for individual payments exceeding £95k (as defined by SPFM, so excluding pension strain costs).

Following re-approval of the VS scheme arrangements have progressed and the scheme re-opened on an enabling basis on 15 January 2025. The scheme will remain open through until 18 April 2025 with a view to identifying and progressing potential savings for AY 2025/26.

A small number of applications have already been received for consideration and these will be reviewed in due course.

2. Estates Vision Communication & Engagement

Board members will be aware of the important and exciting announcement made with regard to the ten year estates vision of the College and the plan to move Kingsway and Arbroath campuses into City and Town centre locations.

As well as the infrastructure, funding, and governance elements of plans of this type there is a major focus on the communication approaches and engagement with staff.

As the public announcement was progressed, arrangements were also developed to ensure that staff were primed for an announcement being made, that managers and our local union representatives were pre-briefed on plans and that staff then received the full range of information currently available.

This included staff portal and email announcements supported by the launch of a staff portal hub incorporating details of the vision and plans and linking to information provided to the press and external stakeholders.

A range of Questions and Answers were developed in advance and published alongside the vision to seek to anticipate and address the initial questions that may arise. These Q&As will be updated as arrangements progress.

Alongside the Q&A arrangements, a series of staff face-to-face staff briefings were held in December 2024, with a further round planned for February 2025.

Open communication routes have also been published including a dedicated e-mail inbox that individual staff, teams, or others can use to seek information or provide feedback alongside an anonymous hotline that can be used to raise any concerns or ask questions on an anonymous basis. Both communication routes are actively monitored with a maximum 5 day response time in place. Key points arising from staff consultation will inform future communications and the Q&A contents.

3. Estates Vision Communication & Support

To support the next stages of the organisation and development of our infrastructure plan, Abi Mawhirt has taken on a project role to support the management and organisation of project needs and activities. This role will include arrangements for the engagement with students and staff in project arrangements, particularly as work progresses to the design and layout stage for curriculum, student and staff facilities.

As the infrastructure vision develops significant consultation and engagement with staff and students will be progressed to ensure that plans, designs, and developments meet the needs of our curriculum, services, and teaching.

Alongside Abi, the College has appointed Martin Kirkwood to support project arrangements. Martin is the former Director of Infrastructure for the Scottish Funding Council and (until December 2024) was a key project lead for the Fife College Dunfermline campus project.

4. Workforce Plan 2025 - 2028

As noted previously, the current Workforce Plan runs through to 2024 and will be updated to cover the period 2025 – 2028. This plan was initially scheduled to be updated for the November meeting but has been held back until February 2025 so that it can encompass the final draft of the new Our College Strategy. Our previous plan focused heavily on the post-pandemic recovery and embedding new ways of working on a hybrid basis. This highlights how themes and requirements within a plan of this type change over time and the key strands within the new Workforce Plan will include:

- **Staffing is our key resource and greatest expenditure**
  - o D&A must invest in staff, supporting their competency, skills and wellbeing and striving to support all staff, regardless of role, in reaching their potential and feeling fulfilled and productive

- o D&A must therefore plan carefully for provision, manage staffing levels prudently whilst delivering excellent services and consider all options for effective delivery of learning and services

- **College learners are changing**
  - o D&A must be responsive to changes to ensure learning, teaching and the student experience remain good quality

- **Finances will remain challenging & uncertain**
  - o Current funding models make it difficult for the College sector to plan ahead on a certain basis. Increasing staff costs and reduced flexibility means income generation can be challenging.

- **Our New Strategy**
  - o The new 2030 College strategy will inform in part what the future planning for our workforce will look like and what skills, attributes and experiences will be needed.

- **Our Infrastructure Vision**
  - o The infrastructure vision and plan will also inform in part what the future workforce will look like and what skills, attributes and experiences will be needed.

- **Staff CPD themes**
  - o Teacher Training
    - Changing Learners & Curriculum
    - Behaviour and relationships focus
    - Modernising Teaching
  - o Leadership
    - Succession Planning
    - Leadership Development

  - o Digital
    - Digital Literacy (Coping with increasingly rapid digital change)
    - AI in Learning, Teaching and Assessment
    - AI in Support Roles
  - o Industry Upskilling
    - Keeping pace with industry
    - Supporting all staff in professional practice
  - o Organisational
    - Mandatory Training programme
    - Health & Safety
    - How D&A operates

Work on the plan will develop over the coming weeks with a view to this being presented at the February meeting. This development work will also include engagement with our unions and also the People Strategy Group.

5. 2024/25 Awards Success

The latter part of 2024 saw the usual flurry of awards events and it is positive to report significant awards success over recent months as follows.

The College was nominated in 4 categories (and in one of those categories twice!) at the College Development Network Awards in Glasgow. We are pleased to note that we won all four of the awards we were up for. Not only that, D&A also won the overall Judges' Award, which recognises the very best overall submission for our sector leading College of Sanctuary work.

The winning entries were as follows.

- Community Learning Award for our pioneering work as part of the Government Pathfinder intervention in the [Linlathen community in Dundee](#).

- Our maths and numeracy provision, including the innovative homework club as part of the Multiply project.

- Our whole College input to become the first and only [College of Sanctuary](#) in Scotland supporting our work with over 250 refugees and asylum seekers.

- [Partnership work with Balhousie Care](#) to support the creation of nutrition balanced menus and enhancing staff skills in the care sector.

- Our partnership with [NHS Tayside through DFN Project Search](#) to create employability opportunities for learners with neurodiverse conditions and learning disabilities (commended award).

What has been particularly positive to note is that these wins have covered the breadth of the activities of the College, including innovation in learning, teaching, and assessment; partnership with employers, government and third sector; effective transitions and engagement with our communities; and student support and success.

Alongside these award wins, Christine Calder, Academic development Lead also won a [UK wide Green Gown award](#) for her work in mapping and embedding sustainability within our curriculum alongside a host of other sustainability projects and inputs.

The College was also successful with the College of Sanctuary work winning a [Scottish Public Service Award](#) in the equalities category and our DFN Project Search work winning a [SURF Award](#) in December.

6. Staff Survey Update
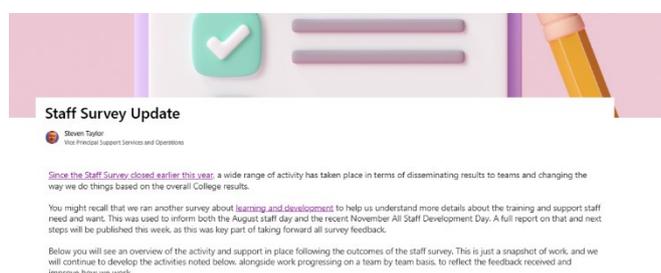
The People Team have completed work with managers to share results and host discussions with their teams on the staff survey results. A 'You said, we did' Staff Portal post was published late 2024. The content of this is included as appendix A.

7. Protection from Sexual Harassment

The UK government introduced new legal duties for employers to protect workers from sexual harassment in October 2024. These new duties build in anticipatory and prevention duties on employers and these requirements have been mapped against College policy and practice to ensure on-going compliance. Following this work an overall College Risk Assessment in respect of sexual harassment risks is in the final stages of development.

8. 2024/5 Communications & Marketing Priorities

The Marketing team have recently presented the College's Marketing and Communications priorities to the Executive team. There are three key areas the team will focus on:

- **Recruitment**: always a staple of the marketing priorities, this year there will be a new recruitment campaign developed, along with research into the campaign assets required and development of digital assets
- **Brand Review:** complementing the recruitment priority, the brand review will assess the core brand and rationalise sub-brands with a view to streamlining this portfolio (and associated social media) into fewer, but better recognised and engaged with elements
- **Communications Development:** Strategic internal and external communications will both be reviewed and developed, with a long-term internal communications project being scoped currently

9. 2024/25 Teacher Training Update

Teacher training has well and truly kicked off for 2024/25 with the TQFE cohort having already submitted their first assessment, with an expected full house of passes.

- **Teaching In Colleges Today (sector wide induction to teaching)** 16 started this academic year.
    - Potentially have 15 starting in January depending on their timetables
    - 7 staff being presented for EV in Dec from the 23/24 cohort

- **Teach@D&A (bridging qualification between induction and TQFE)** 16 on the cohort this session
- **TQFE (sector standard degree level qualification)** 11 (one candidate deferred, max cohort currently capped at 12)
- **L&D9DI** 10 (3 completed since August)
- **L&D11** 10 (2 applications coming in)

We are still accredited to deliver City & Guilds Licentiateship qualifications, and the pathway we use to support staff develop further skills between Teach@D&A and TQFE where necessary has been extended for delivery until 2028 after threat of removal.

The Academic Development team have been reviewing the various levels of qualification available through C&G Licentiateship as it both supports development of academic writing skills for TQFE, but it is also being considered as component of our leadership development offering.

The Academic Development team have also launched a very popular Coaching for Leadership cohort this session, which has over 20 participants. This course has a mixed cohort of D&A staff and ESP (Energy Skills Partnership) staff, with both support and academic colleagues taking part. The course will run throughout this academic year and further cohorts are planned based on its popularity.

10. College Development Network Partnership Working

College Development Network (CDN) have been visiting colleges to discuss their partnership and delivery model in session 2024/25.

D&A has recently signed off an agreement with CDN regarding delivery, with staff member Barry Carmichael subcontracted to deliver nationally for CDN on wellbeing topics as part of their Changing Learner CPD programme.

D&A is also supporting with provision of two learning modules for a new national introduction to working in the college sector which CDN is working on, and we are negotiating access to CDN-provided learning and development in return for this.

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: Abi Mawhirt, Head of People & OD, Steve Taylor, Vice Principal Support Services and Operations
Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

Staff Survey 2024 - **You Said We Did**   **Appendix a**

The table below highlights the collation of different initiatives in response to the staff survey feedback.

Wellbeing and workload pressures	Student Behaviour CPD across two all staff development days and launch of student charter	Flexible Working Employer	Additional CPD covering MH, student behaviour, neurodiversity, menopause, issues affecting students like misinformation, ADHD, gambling, addiction, de-escalation etc	#JustOneHour Launch and associated programme	Social Opportunities at all staff days, Social@D&A events, departments mindful of creating social opportunities	Staff Employee Assistance Programme, Counselling, OH referrals Physio Wellbeing Action Plans Regular promotion of wellbeing programmes and Wellbeing Hub	Staff room works at Kingsway
Communication	College communication project will launch 2024-25	Communication strategy and policy reviewed as part of communication project	CPD/Training on expectations around communication within the College	Reminder about importance of regular meetings and 1:1s to LDF	Org structure chart to be developed, communicated and maintained	Reintroducing starters and leavers communication	Drop in sessions will be arranged for staff to find out more about the various contracts D&A provide

Reward and Recognition	Pay award finalised and no further strike action planned	#JustOneHour	Home and Tech Scheme launched and proving popular	New discount platform will launch before December	All staff and managers to take responsibility for recognising the contribution made by teams or individuals (Praise function in Teams, saying thank you, celebrating at team meetings etc)	Recognition for staff completing their CPD qualifications in addition to TQFE e.g. accountancy degree.	
Leadership and Management Concerns	Simon has made time in his diary to be on different campuses across the working week	Exec/SLT attending department team meetings to build relationships with staff teams and increase visibility	Directors monthly lunch on campus	Communications project work will include support for managers and feedback on improvements	LDF refocus to support managers, including review of Teams site	Leadership development training and succession planning support to be scoped	

Human Resources and Development Committee

Thursday 20 February 2025

PAPER D

FAIR WORK PRINCIPLES

BOARD OF MANAGEMENT
Human Resources & Development Committee
Thursday 20 February 2025

Fair Work Principles

Paper for information

1. Fair Work First

As Board members will be aware, "Fair Work First" is a policy initiative by the Scottish Government aimed at promoting fair work practices across the whole of the Scottish Economy.

As a public sector organisation, it is a requirement of SFC funding that the College adhere to the Fair Work First Principles and the most recent guidance on our Annual Accounts specifies information that the College must publish on this as part of its financial statements. This information is subject to audit as part of the final accounts.

In addition to the funding requirement, adherence to Fair Work is also identified as a requirement when bidding for public sector contracts and as a requirement in respect of public procurement.

2. Fair Work First Requirements for Colleges

The core elements of the Fair Work First principles and requirements for the College are as follows.

a) **Effective Voice**:
  - **Employee Representation**: Colleges should ensure that employees have a platform to express their views and contribute to decision-making processes. This can be achieved through trade unions, staff councils, or other representative bodies.
  - **Consultation and Communication**: Regular and meaningful consultation with staff on matters affecting them, ensuring transparent and open communication channels.

b) **Opportunity**:
  - **Inclusive Recruitment**: Implementing fair and inclusive recruitment practices to attract a diverse workforce. This includes advertising jobs widely and ensuring selection processes are unbiased.
  - **Career Development**: Providing opportunities for continuous professional development and career progression for all staff members.

c) **Security**:
  - **Stable Employment**: Offering secure contracts and avoiding the use of zero-hour contracts where possible. Ensuring where possible that staff have predictable and stable working hours.
  - **Fair Pay**: Committing to paying at least the real Living Wage to all employees and ensuring pay equity across the institution.

d) **Fulfilment**:
  - **Job Satisfaction**: Creating a positive work environment where staff feel valued, and their contributions are recognised. This includes providing meaningful work and opportunities for staff to use their skills and talents.

- o **Work-Life Balance**: Promoting a healthy work-life balance through flexible working arrangements and support for staff wellbeing.

e) **Respect**:
- o **Dignity at Work**: Ensuring a workplace culture that respects and values all employees, free from discrimination, harassment, and bullying.

- o **Equality and Diversity**: Actively promoting equality and diversity within the college, ensuring that all staff are treated fairly and with respect.

3. D&A Fair Work Statement

To meet the above requirements, D&A has published its statement in respect of Fair Work, supported by some additional information. This information has been shared with our trade unions and will be subject to review and updating as required to ensure that the information and underpinning examples remain up to date and to ensure that the College continues to meet the Fair Work standard as this changes and develops.

The College Fair Work Statement and Information is available here.

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:

2.1   Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding

3.2   Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit

3.4   failure to meet aspirational standards in respect of the health, safety, wellbeing and development of staff and students

3.5   Reputational Risk – Loss of reputation with key stakeholders

3.7   Industrial Relations Problems (including industrial action)

3.12   Failure to attract, engage, retain or develop appropriately qualified staff.

Authors and Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

Human Resources and Development Committee

Thursday 20 February 2025

PAPER E

WORKFORCE PLAN

Workforce Plan 2025 - 2028

College Policy No

Approved by	**Vice Principal Support Services and Operations**
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1. Background

Dundee & Angus College's (D&A's) Workforce Plan provides us with a long term focus regarding our workforce. By taking a strategic view over a longer period, the College can better plan for future challenges and be more agile and flexible when strategies and agendas inevitably change and shift.

Dundee & Angus College has continued to focus on delivering its core educational, organisational, and financial priorities effectively, with strategic workforce planning supporting the College to make sound and appropriately future focused decisions. This cycle of planning, delivering and reflecting allows the College to deliver our outcomes and enhance our services for the benefit of our students.

The College is accountable for the decisions made in relation to our workforce and this plan enables us to nurture a diverse and skilled staff community. As we embark on a range of new Strategy asks, this Workforce Plan ensures we are aligned and ready to support the College's strategic ambitions over the coming years.

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

2. Introduction

Building on the transitions of the 2022 – 2024 plan, Dundee & Angus College has successfully managed a transition into a new era of work.

Whilst much of the College's provision and services are delivered on campus and in person, new flexibilities regarding working location have opened up, with hybrid working arrangements and digital connectivity via laptops and devices growing and embedding.

This has brought with it a relatively intense period of digital upskilling as staff transition to new ways of working with the Microsoft suite of products, as well as piloting Artificial Intelligence (AI) tools to simplify work.

However, during this period, societal and economic shifts have been evident, and the increase in students coming to D&A with additional support needs as well as other notable changes in mindset and resilience is relatively stark.

This plan is designed to capture changes of this type and support the development of a workforce that is equipped to meet the current and future needs of our service.

3. Dundee and Angus Region Workforce Demand

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

Key Areas of Influence

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

- Employability challenges
- Public sector reform
- Tackling Child Poverty
- Dundee Waterfront developments
- Tay Cities Deal projects
- Green skills / clean energy jobs
- Angus food and drink tourism
- Eden Project
- MSIP Projects
- Climate Emergency

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

4. D&A Operating Landscape

The operating landscape for the sector is changing, including some elements of fundamental review around national structures, funding bodies and policies. These changes will impact on the College alongside the changes in student (and staff) demographics.

Within College control is our own strategy and direction, with this refreshed and updated for the period 2025 – 2030.

4.1. The College's 2030 Strategy: Our College

As the College embarks on its *'Our College'* 2030 Strategy, this Workforce Plan must naturally align with the overall goals outlined therein.

The College has also unveiled an ambitious plan for new campuses and campus developments, which will see a range of services coming together to deliver employability support in a new operating model.

Therefore, the College's Workforce Plan must take due cognisance of the 5 year Strategy, and the longer term 10 year estates vision which are inextricably linked to one another.

It is expected incremental adjustments will regularly be required as the target operating model develops alongside the estates vision, however it is essential that the Workforce Plan, 2030 (and following) Strategy and estates plans work together, complementing one another.

The key objectives and actions under the College's 2030 Strategy relating to theme Our People:

Objectives

1. **Champion Professional Development**: Enhance the skills, growth and futures of our people through delivery of comprehensive and career long professional development.
2. **Promote Wellbeing and Support:** Co-create a supportive work environment that prioritises wellbeing and enhances our D&A community.
3. **Role Model Leadership and Culture:** Create and encourage a collaborative, proactive and confident leadership culture that encourages innovation, ownership, accountability and aspiration.

Actions

- Provide and promote effective CPD programmes and development opportunities that meet the needs of the diverse roles and aspirations within our College.
- Engage our people across all parts of our College through cross-College initiatives that provide opportunities to connect, support and develop our College community.
- Deliver leadership programmes within our College that develop future leaders from within our existing people and promotes a value-based ethos and culture.
- Co-create with colleagues a comprehensive wellbeing programme that supports everyone to thrive.

To support this the senior leadership team will undertake a workforce planning exercise annually, reviewing data, workforce trends and demographics, and assess progress towards the actions outlined in this Workforce Plan.

The metrics outlined in the 2030 Strategy provide the ask in terms of the direction of travel:

Our People	7. Staff Satisfaction	81 / 76	*23/24*	85 / 80
	8. Number of CPD Events Supported / Delivered	317	*22/23*	450
	9. Development of a D&A Leadership Programme	-		-
	10. Increase the number of internal D&A Community Events	TBC		TBC

4.2. Infrastructure Vision & Opportunities

The College launched its ambitious Infrastructure Vision in November 2024, with a clear pathway towards the creation of new campuses in the centre of Arbroath and Dundee. As this vision develops into specific projects and campus developments it will give significant opportunities for the engagement of staff in future planning and thinking around learning, teaching and ways of working.

Through this Workforce Plan, opportunities will be created to link teaching and work approaches to the design and specification of our new infrastructure and to use the opportunity that major change of this type brings to reimagine how we work and deliver services.

Our infrastructure vision provides a 'once in a generation' two-way opportunity to redesign how we work within modern spaces, and to redesign spaces to change how we can work.

This activity will include progress on the integrated and people centred delivery of Employability services as a core feature of our new infrastructure and operations.

4.3. D&A Strategic Projects

With increasing project and funding opportunities in a challenging fiscal landscape for the College, D&A's engagement with local and national projects continues to be important for financial, skills development and community reasons.

The College is an essential skills and training partner for businesses, committed to skills development, retraining and upskilling of people in our region. D&A's involvement in strategic projects such as Tay Cities, making use of Levelling Up funding and continued partnerships with local businesses will bring industry partnerships that benefit students and staff via training and skills opportunities, real life work experience for students and future job opportunities for our students and other others in our region.

The College continues to invest in support for businesses and projects through the Business Partnerships Team and our internal Strategic Projects Group. This investment demonstrates the commitment of D&A to these strategic, local developments and our desire to use our skills, abilities, and resources to ensure successes in these projects.

4.4. Curriculum Review

Following the extensive Curriculum Review undertaken during the last Workforce Plan, the underlying approaches of the review continued to support an ongoing portfolio management process focused on developments required two years ahead of time.

In addition, parallel planning must now begin over a longer period of time as the College's 10 year estates vision is underway, with bold plans for new campuses. This will require careful curriculum review and planning to ensure smooth transitions between sites for curriculum areas, as well as industry standard and future-proofed spaces on new campuses.

4.5. Climate Emergency Action Plan

Our commitment to Net Zero and our Climate Emergency Action Plan continues to influence the way in which we work, learn and operate. One of the key drivers for the College's 10 year estates plan is the future sustainability of our current campus estate and the need to make significant improvements to existing buildings, which would not deliver an appropriate return on investment and would not be sustainable.

The College continues its work of embedding of the UN Sustainable Development Global Goals across our workforce and operations. Our focus on Net Zero and the development of sustainable cultures and practices will inform our workforce planning approaches for the duration of this plan.

4.6. D&A Self Evaluation and Action Plan

Under the new tertiary sector quality arrangements, the College produces a detailed annual evaluative report , the Self Evaluation and Action Plan (SEAP). This document summarises progress in respect of quality improvement and enhancement and details a range of annual (or rolling) actions designed to improve overall quality.

The key workforce related actions from the 2024 SEAP are outlined below, and each year the actions arising from the SEAP will be used to directly inform workforce planning and CPD priorities.

Action and Planned Outcome	Milestone(s)
Focused support and Continuing Professional Development (CPD) inputs to be provided for course teams and areas where student outcomes show a trend below national average to align student outcomes with College aspirations	Support plans and CPD inputs identified and provided, with improvement actions showing clear improvement via national PI data at appropriate retention and attainment measurement points
Structured and supportive classroom observation cycle reviewed and reintroduced	System in place and clear rolling (3 year) cycle of observations of learning and teaching enacted
Develop and implement a clear range of staff CPD inputs to address areas of staff 'learning loss' and improve awareness and engagement in quality activities and outcomes	CPD plan in place and delivery being progressed
Develop and implement a clear range of Quality Matters CPD and support to improve procedural compliance and ensure rigorous application of awarding body requirements and academic standards	CPD plan in place and delivery being progressed
Meta skills are mapped well across all curricular areas. However, staff have not yet embedded them consistently in all programmes and are not signposting the development in these skills sufficiently to all learners. Meta-Skills planning to be supported through Quality CPD and support	CPD plan in place and delivery being progressed

Action

- Embed development actions arising through the SEAP within annual CPD priorities and delivery

5. Workforce Analysis

The College staff full time equivalence (FTE) currently sits around the 650 level. As expected, planned and documented in previous Workforce Plans, this total number has contracted over a period of 5+ years to support financial sustainability and reflect changing demographic trends in student numbers.

The reduction in the overall workforce has been managed through Voluntary Severance and non-replacement of roles given the challenging financial climate the College operates within, commensurate with Workforce Plan goals.

Sitting alongside this, the College's 2030 'Our College' Strategy aims to re-balance the overall expenditure on staff costs from 71% to 68% over the five years to 2030. This is in line with the reduction in activity target, College recruitment trends and demographic data available for the Angus and Dundee regions. The Workforce Plan actions reflect this need to balance the College at the 'right size' for our activity and funding levels.

5.1. Recruitment and Retention of Workforce

As a large, multi-site employer in the Dundee and Angus region, our quantity and quality of applicants through recruitment is generally good, despite requiring little direct investment in advertising or promotion of our employer brand beyond our own website and specific social media accounts.

Ongoing monitoring and action will ensure that we continue to attract sufficient high quality applicants for College roles despite changes in recruitment and applicant approaches, demands and expectation.

5.2. Turnover

D&A's non-forced turnover rate has been consistently low for many years. A low turnover rate has both benefits and drawbacks as whilst it is positive that people want to stay at D&A, it is also important that we refresh and update skills and approaches over time.

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

5.3. Retention of Staff

It is anticipated that the college sector will continue to be a financially challenged for the duration of this workforce plan, albeit some flexibilities have been recently afforded to the sector. Whilst this has been helpful, change is expected to come incrementally as opposed to the sector seeing a cash injection, which is one of the key reasons for the College reducing the overall percentage expenditure on staff costs.

D&A is well recognised by staff and more broadly for supportive practices around staff engagement, wellbeing, having a forward thinking and innovative approach to finding solutions for challenges, and having excellent terms and conditions. Our commitment to our staff and student communities has been consistently demonstrated and is once again enshrined in our 2030 strategy under the *Our People* focus. In difficult social and economic times, this continues to mean D&A is an employer of choice and we will continue to build on this, offering fulfilling, flexible work to our staff.

5.4. Voluntary Severance

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

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

5.5. Hybrid and Flexible Working

As the College moved out of pandemic restrictions in 2022/23 new arrangements were developed to inform and support hybrid working for a significant number of staff. These arrangements work well and will continue through the duration of this Workforce Plan, with regular prompts and reminders for staff and managers around the benefits and requirements associated with working on a hybrid basis.

In addition to hybrid working, recent years have also seen a significant increase in other forms of flexible working, including 4-day week arrangements in a number of areas. Similar to hybrid working, these arrangements can bring significant benefits and also challenges. To support the clear and equitable development of arrangements of this type enhanced flexible and 4-day working guidelines will be created and implemented.

Action

- Create and implement clear and equitable guidance on the operation of 4 day week and other flexible working arrangements.

5.6. Succession Planning

As a by-product of the challenges faced over recent years, many roles have expanded and carry additional / mixed responsibilities. Whilst a less than perfect succession planning mechanism, this has successfully prepared a significant number of staff for taking on more senior responsibilities and supported diversification of the workforce.

Whilst significant success has been achieved by developing and promoting from within the College, it is recognised that this is not a systematic nor sustainable method of succession planning. Further development strategies will be developed and embedded during the duration of this plan to enhance succession planning on a sustained and managed basis.

5.7. Academic and Support Roles

Our current balance of Academic (i.e. teaching) and Support (i.e. non-teaching) staff is sitting at 43% to 57%.

Whilst this balance always fluctuates around the 50/50 level, there are evident drivers for the current balance:

1. The College's activity target has reduced by c. 12k credits, or 480,000 hours of learning, but operational requirements have not changed to the same extent.
2. There has been a significant growth in strategic project funding, activities, and staffing to benefit the College and region.
3. Students coming to College require more and more support outwith their classes to effectively engage with learning, including for additional support needs, mental health issues, soft skills and community activities

The College is satisfied that the current percentage balance across staff groups is understandable, however it is a metric that will continue to be reviewed by the Senior Leadership Team to ensure that arrangements remain appropriate.

It is expected this balance will continue to remain close to a 50/50 split over the period of the Workforce Plan, with fluctuations as outlined above.

Further analysis of the workforce as relates to the Gender Pay Gap and Equalities data can be referred to in the College's Gender Pay Gap report and Equalities Mainstreaming Report.

5.8. TQFE Qualified Staff

The College has long prioritised a budget for supporting academic staff through teacher training, beginning on day one of employment and lasting normally 3 years to the sector standard Teaching Qualification in Further Education (TQFE) qualification.

The balance of TQFE qualified staff can fluctuate regularly as new starts join the workforce, staff retire, move on to new opportunities or take Voluntary Severance (VS). Where lecturers take VS, it is likely that they will hold TQFE due to their tenure with the College.

In recent years, the full cost of supporting a member of staff through their TQFE year has risen to over £10k per person under National Bargaining arrangements. As the College has been operating under tight financial constraints with flat cash settlements, a cap of 12 TQFE students per annum was introduced during the last workforce plan.

This number allows us to benefit from a single, dedicated cohort with our TQFE provider and also allows us to continue to ensure reasonable numbers of staff are qualified.

Based on D&A's staffing return to the Scottish Funding Council (SFC) for academic session 2023-24, 75% of teaching staff were TQFE (or equivalent) qualified.

It is an ambition of this Workforce Plan to increase the percentage of TQFE qualified staff as and when budget arrangements allow, recognising this qualification as our industry standard for academic staff.

Action

- Deliver a minimum of 12 funder TQFE places annually

5.9. GTCS Registered Staff

Under national arrangements, all academic staff should be registered (or working towards registration) with the General Teaching Council Scotland (GTCS).

D&A has taken an active national role in supporting the transition to having a registered and regulated workforce and was the first college in Scotland to achieve GTCS validation for career long professional learning and CPD processes and systems.

GTCS registration is delivered through our teacher training pathway to ensure that current and new staff are ready to register as the national arrangements allow. The sector is currently working on the transition to registration for existing staff, in partnership with GTCS and Scottish Government.

The College proportion of GTCS registered staff is c.50% and it is a goal of the Workforce Plan to increase the number of GTCS registered lecturers in line with the national plan and timeline.

6. Training Needs Analysis

Given the nature of the College's work, there are key pillars of our Workforce Plan that are consistent, namely:

- **Learning and Teaching**
- **Digital**
- **Leadership development**
- **Wellbeing**

These areas align with the College 2030 Strategy action to *provide and promote effective CPD programmes and development opportunities that meet the needs of the diverse roles and aspirations within our College.* Further details on the elements of this are explored through this section.

Throughout the period of the College's previous Workforce Plan (2022-2024), a range of work was undertaken on staff and student wellbeing, student behaviour and modernising learning and teaching.

Like many areas of education, a great deal of this effort focused on the increasing needs and challenging behaviour particularly of, but not entirely limited to, younger learners, coupled with a focus on modernising learning by utilising more digital tools.

The current landscape has highlighted significant areas that will continue to be a specific focus for the 2025-2028 Workforce Plan.

6.1. Learning and Teaching

As noted under the section on TQFE and GTCS registration, the College operates a thorough teacher training pathway which commences with employment and is tailored to the individual throughout. The specific pathway taken by a lecturer will be mapped based on existing qualifications and experience, as well as their teaching requirements and specialism, for example, not all lecturers will require L&D Awards, or bridging qualifications, however many do.

The teacher training pathway covers teaching skills, College processes, quality arrangements, professional standards for teaching and registration with GTCS. Primarily the focus is on new lecturers, however all resources and materials are available for use with / by any member of staff.

The learning and teaching observation process in place complements these resources for more established staff, encouraging lecturers to observe one another's practice and provide supported feedback to one another, as well as showcasing their own skills through delivering to their peers. Further formalising these arrangements to create more systematic approach to observation and professional reflection on learning and teaching is an action under the College's SEAP.

As a key area for development over the duration of this Workforce Plan, additional input will be provided to enhance and modernise learning and teaching. This will include development to support and embed the appropriate use of AI within teaching and further enhancing trauma informed teaching practice.   Work will also progress to mainstream sustainability practice in learning, with reference to the UN Sustainable Development Goals.

Annual learning and teaching priorities will inform observation practice and will support greater focusing of learning and teaching CPD for staff.

Opportunities for peer to peer learning and development along with networking and preparation for promotion are undertaken through a range of Forums run by the College. The following Forums support a range of academic staff:

- **Leadership Development Forum**: Heads of Curriculum and Quality connect with support managers and Senior Leadership Team members on College-wide strategy, and undertake leadership development

- **Leading Student Experience Forum**: Heads of Curriculum and Quality and Curriculum and Quality Leaders engage with Directors of Curriculum and Partnerships on quality, L&T, assessment and development matters on any topics, including broader College matters

- **Curriculum and Quality Leader Peer Networks**: These peer to peer networks are coordinated through a lead CQL with support from the Academic Development team and encourage peer learning and support

In addition, a wide range of learning and teaching CPD and career long professional learning is supported through the College's centralised Organisational Development budget, both through the departmentally designated Learning & Teaching Mentor and through the College's CPD application processes.

To support the organisation and reporting of CPD it is recognised that the current arrangements for applying for and recording career long professional learning require improvements, and initial steps have been initiated to improve systems in this area. Further enhancement will be progressed over the course of this Plan.

Actions

- Develop and deliver a clear set of learning and teaching development opportunities to enhance and modernise learning in line with identified annual priorities
- Further develop and embed AI, trauma informed practices and sustainability within learning
- Systems improvements in recording, managing and evaluating / reflecting on development activity

6.2. Industry Skills

Professional skills in relevant industry are a core component of college lecturing roles, and the College recognises the importance of maintaining industry skills whilst in the role of lecturer.

Many departments do this at departmental level and / or informally and do so very successfully. However, the College is keen to ensure that all lecturers have relevant opportunities to maintain and continue to develop their industry skills and will continue to review arrangements and support for this.

This is particularly important as plans become more developed for future campus developments, as a strong understanding of resource and space requirements in new buildings will be crucial to the success of relocations.

Action

- Review guidance and arrangements around industry skills arrangements

6.3. Digital Skills

As expected, digital capability and literacy will continue to play a significant role in the development of the College's workforce.

Whilst there has been a huge amount of digital training and development available and delivered, this advancement for many has made the remaining gap clearer. It is now very difficult to avoid systemised and online processes and tasks in our working environment, and a range of support needs to be put in place to ensure everyone can engage effectively in work.

Digitally Skilled Processes & Operations

The College has invested significantly in 'best of breed' systems on a cloud first basis to align with our Digital Strategy. Whilst a common belief some years ago was that systems would reduce the need for staffing, the reality is the more systems and digital tools available, the more diverse skill sets are required.

An emerging area of focus for the Workforce Plan is therefore skilled administration and operational work. A common occurrence at the College will be a request for a PowerBI dashboard on a bespoke set of data to support a project bid, staffing discussion, systems decision or similar. Repeatedly, we discover outdated processes which we now have tools to streamline and automate, but we require someone with the skills, time and focus to build the solution.

The College has taken steps to address these issues by appointing a Business Transformation Officer role, tasked with refining and improving processes and systems. One of the areas the College needs to consider strategically is effective deployment of digital skills, and how to manage the significant body of work created by increased reliance on systems and data.

Action

- Include digitally skilled administration/operations in strategic workforce review

The Digital Capability Divide

The exponential growth in use of Microsoft Teams and its integration with other MS products as businesses tools from 2020 has either swept people along and increased digital literacy, or it has left people standing and introduced a notable divide.

Changes have been so significant that those who are not regularly on Teams / utilising the MS suite of applications and aware of new features can find the work environment challenging and can quickly fall behind in understanding or accessing the benefits offered by many new technologies.

The growth in the availability and use of Artificial Intelligence, automation and data integration are all indicative of this rapid change

Changes in digital opportunities need to be balanced by support and development to ensure that staff are kept abreast of the opportunities that new technologies bring, alongside the development of their own skills and capacity to harness these opportunities. Through the duration of this Workforce Plan we will support staff to engage with new technologies and to develop their awareness and capacity to use these to enhance learning, teaching and College operations.

Action

- Deliver a range of Digital CPD and on-going practical pedagogical and user support to embed relevant and up-to-date digital use across curriculum and services

Digital Communications

A key and underpinning element of digital training is in the area of communications and workload management. With the growth in use of MS Teams and a relatively organic approach to creation and management of Teams, many staff in the College are now members of many Teams, and juggling notifications and communications across a range of platforms.

The College's Internal Communications policy and guidance was updated between 2021 and 2023, however new needs are emerging. The College has committed to undertaking a Communications Review with an internal focus, which will include a significant component of digital training.

It is the intention to revisit baselining of digital competencies through this work and develop agreed processes and protocols for use of communications platforms internally. This will bring Outlook, Teams and SharePoint usage into scope, with key recommendations for ways of working going forward.

It is expected this piece of work will impact digital skills, communications improvements and staff wellbeing in particular.

Action

- Undertake Communications Review

6.4.   The Changing Learner

The features and impacts of the changing learner cohort coming into the College sector are well documented.

The 2024-25 academic session is the first to welcome Generation Alpha (those born from 2010 onwards) into colleges, and research shows this generation is likely to present with reduced resilience, greater anxiety and shorter attention spans[1].

Staff at the College have recognised this shift in learners in the way behaviour has changed, and teaching has become more challenging. Research undertaken by College Development Network indicates that different skills and approaches are required to support 'the changing learner', from the wrap around support provided to changes in learning and teaching methodologies.

At the College's All Staff Development Day in November 2024, Changing Learner inputs were delivered to 100s of staff. The sessions available covered an introduction to the *changing learner* concept and CDN research, as well as sessions on building effective relationships with students both in and out of the classroom. These inputs encompassed both academic and support staff and will be followed up through a broader Changing Learner theme of future CPD provision.

This work builds on a range of student behaviour and staff wellbeing work which has been ongoing at D&A for a number of years, including a Neurodiversity Special Interest group, wellbeing groups and the College's Positive Behaviour Group.

Action

- Deliver a range of Changing Learner CPD to meet the needs of all staff

6.5. Leadership Development

The importance of effective, innovative and balanced leadership is evident in our challenging social and economic climate, and the College is committed to supporting aspiring leaders and developing existing leaders on an ongoing basis.

The College currently supports leadership development through a variety of in-house and external means, chiefly through bespoke CPD programmes, use of the Insights profiling tool, a range of internal fora and supporting engagement with College Development Network's leadership development offering (with a number based around CMI qualifications and coaching skills).

Whilst the College's rate of internal promotions is high, we regularly receive feedback regarding the induction to a senior role, and support preparing for new tasks at higher levels to be well prepared for opportunities.

The College will continue to utilise the values-based approach to leadership development and the existing activities, but will in addition develop a promoted post induction, role specific where possible, along with reviewing the overall leadership development programmes on offer.

The College's 2030 *Our College* Strategy includes an overarching action related to leadership development, as noted below with additional specific actions relevant to the Workforce Plan.

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[1] See CDN-Changing-Learner-Report.pdf

Leadership Excellence Framework

Having successfully rolled out the College's Leadership Excellence Framework over 5 years ago, it is time to review and renew this key framework for new and existing leaders. Through use of Insights personal development for senior managers, clear leadership expectations and behaviours have been established. To aid succession planning and new leader induction, the key learnings from senior leadership development are being cascaded through the organisation to all those with line management responsibilities.

Actions

- Deliver leadership programmes within our College that develop future leaders from within our existing people and promotes a value-based ethos and culture
- Scope and develop promoted post induction arrangements
- Continue to deliver the Leadership Development and Support Services and Operations For a
- Review and refresh the D&A Leadership Excellence Framework

6.6. Wellbeing

The College has always taken a people-centred approach to supporting individual wellbeing, with the focus being on tools, strategies and opportunities that allow individuals to manage their own wellbeing. The wellbeing of our staff is fundamentally important to our core purpose, as staff are at their best for students when they are effectively managing their own wellbeing and are happy.

The College's 2030 Strategy identifies the key action to support the existing work around staff wellbeing and to support it going forward:

Co-create with colleagues a comprehensive wellbeing programme that supports everyone to thrive.

To achieve this, a subgroup of the College's People Strategy Group will be set up, specifically to deliver the cocreation of the wellbeing programme outlined in the Strategy. This builds on the existing programme of activity that is developed by feedback from staff.

Action

- Set up and run a wellbeing subgroup of the People Strategy Group
- Deliver an annual co-created programme of wellbeing activity for staff

7. Conclusions

Whilst there will always be challenges for the College, embarking upon a new era which is future focused is a refreshing stage of workforce planning. For a sustained period, survival has been the main strategic goal against a backdrop of social, economic and financial challenges.

D&A is always striving to deliver a work-ready and confident student body, prepared for life after College by skilled and dedicated staff.

Working coherently alongside key College plans and strategies such as the 10 year estates vision, Climate Emergency Action Plan and 2030 Our College Strategy, the Workforce Plan completes a suite of optimistic and forward looking ambitions.

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

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

Human Resources and Development Committee

Thursday 20 February 2025

PAPER F

NATIONAL BARGAINING UPDATE

BOARD OF MANAGEMENT
Human Resources and Development Committee

Thursday 20 February 2025

National Bargaining Update

Paper for discussion

1. Introduction & Context

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

Following settlement of the recent pay disputes for academic and support staff groups, national bargaining arrangements have been focused more on resolving and progressing some of the longstanding workplans and areas for discussion.

2. Academic Staff Negotiations

Since the previous update there have been ongoing national discussions between the Colleges Employers Association and EIS-FELA. These discussions have focused on resolving and clarifying arrangements around Transfer to Permanency arrangements (circular 04/18) and the national dispute in respect of the use of instructor roles (circular 02/21). Discussions on these areas are on-going with some progress being made.

Discussions are also on-going in respect of the outcomes of the 'lessons learned' exercise undertaken through the Scottish government. This includes work on culture/behaviours and discussion around possible updating to the national recognition and procedure agreement and ways of working. These discussions are at an early stage and have included engagement with the Minister for FE and HE.

2.1 COVID-19 Guidance (Circular 01/20)

Discussions are progressing nationally regarding disagreement around the status and implementation of the guidance issued in March 2020 in respect of the COVID-19 pandemic. This agreement was implemented at the start of the pandemic to ensure that staff with COVID-19 were not financially disadvantaged as a result.

Current disagreement is in respect of the continuation of this agreement after the pandemic and how arrangements in respect of the normalisation of COVID-19 as an illness sit alongside the conditions of service in place for other illnesses.

Discussions on this remain on-going.

3. Support Staff Negotiations

Since the previous update there have been ongoing national discussions between the Colleges Employers Association and the support unions (Unison, GMB and Unite) in respect of a range of long-standing work. This includes the national job evaluation project, with proposals being developed to seek to get the project back on track and progress outcomes.

Alongside this it is noted that the national funding set aside to fund the implementation of job evaluation outcomes (c.£72 million) has reverted to the Scottish Government and is no longer held by SFC. Discussions around the accounting treatment of this change have been confirmed.

Discussions are also well progressed in respect of a national policy/guidance on consultation, organisational change and job security.

Work has been taken forward to simplify and re-assess the significant range of twenty outstanding working groups and discussions. These discussions have resulted in a reduction to twelve key areas, with work well progressed on around half of these.

Whilst salary arrangements have been settled for academic staff for AY 2025/26, this is not the case for support staff and a two year pay demand for support staff was lodged on 12 February 2025.

4. Unison National Branch Developments

On 7 November 2024, all colleges received the undernoted notification from Unison Scotland via the Regional Organiser advising that the national FE Branch was being put under supervision.

It is understood that this step has been taken as a result of concerns around the operation of the national FE branch, but the College has not been provided with any further information with regard to this.

> **UNISON Scotland FE Branch – Regional Supervision**
>
> I write to advise that our UNISON Scotland Further Education branch has been placed under regional supervision. This means that **all** contact regarding **any** matter relating to UNISON or to further education should be sent to the UNISON regional staff **only**. Contact can be made at FEbranch.staff@unison.co.uk Please do not hesitate to make contact with us if required.

The effect of this step is to remove the previous FE branch elected officers from national engagement. These officers were previously in receipt of national facilities time funded by the sector via College Employers Scotland. These arrangements will cease, and it is understood that the individuals previously holding these roles will return to their substantive college roles. None of the national FE officers were D&A staff.

The above changes have impacted on national bargaining activities, with full-time Unison officers picking up these arrangements on an interim basis.

Unison Scotland have been in touch with the College to advise of the arrangements in place to support local union representatives and the College has reached out to offer to meet with the appropriate full-time officer and our local Unison representative.

A range of national issues have arisen on the back of the steps taken by Unison, including a boycott/strike by some former Unison representatives in colleges from undertaking any union based activities.

The former FE branch elected officers have formed a "Solidarity for FE Reps" group and have raised a number of issues and complaints against Unison. This includes comment regarding "anti-trade union attacks seen in Edinburgh, Dundee, Borders and South Lanarkshire colleges against reps defending you in casework". This claim is at odds with local arrangements and relationships within D&A and it is important to note that Unison have issued a statement to confirm that the communication is not from Unison Scotland and nor was it sent with their authority.

Unison have also publicly advised that the position that the named colleges are 'anti trade union' employers or have made 'anti trade union attacks' is not that of Unison Scotland. It is noted that since this reassurance was provided any reference to individual colleges has been removed.

Within all of the above changes it is important to highlight that local relationships with Unison are positive and that on-going engagement and partnership working will continue. The College has offered support for the local Unison representative and is aware that our other recognised unions have also reached out on a similar basis.

The position of D&A is that these are national issues, and that the College has no locus or input to make with regard to them. Support and access to local and national Unison representation is in place and the College will work as normal to support and address staff needs.

5. GMB representation

The College has been without any local representatives from GMB since spring 2024 and work has progressed with GMB to seek to encourage College staff to take up this role.

To date no new representative has been identified, but this work will continue to encourage local engagement and representation. GMB are our biggest support union in terms of membership, and it is important for staff to have representation of this type.

The offer of support by local EIS/FELA and Unison representatives to provide informal information or input around the role has been welcomed as part of these arrangements.

6. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of the following risk within the Strategic Risk Register.

2.3	National outcomes on salaries and conditions of service outstrip ability to pay
3.6	National bargaining outcomes impact adversely on College operations, activity, and flexibility
3.7	Industrial Relations Problems (including industrial action)
3.12	Failure to attract, engage, retain, or develop appropriately qualified staff.

Author and Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

Human Resources and Development Committee

Thursday 20 February 2025

PAPER G

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT
Human Resource and Development Committee

Thursday 20 February 2025

Strategic Risk Register Update

Paper for approval

1. Allocation of Risks to Board Committees

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

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

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

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

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

2. Consideration of Risks to Board Committees

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

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

The draft March 2025 Strategic Risk Register is enclosed and it is noted that two changes have been made to the scoring of risks allocated to the Human Resource & Development Committee as follows: Risks 3.4 and 3.10. This has arisen because of changes made to the overall Risk Management Policy of the College following on from the audit of spring 2024.

The changes in scoring are a 'technical change' arising through the creation of more detailed guidance on the scoring mechanism, rather than any fundamental change in the areas of activity or mitigations in place in respect of each item. Details of the changes made will be subject to discussion and final approval by the Audit and Risk 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 Support Services and Operations

STRATEGIC RISK REGISTER

2024 - 2025

As at March 2025

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	DirSE	Director of Student Experience		2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance		3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates		4	Major	Probable
	DirInf	Director of Infrastructure	Chair	Chair of the Board of Management		5	Critical	Very Likely

Risk Number & Committee	Risks (POTENTIAL CONTRIBUTING FACTORS)	Impact	Likelihood	Score	Mitigation Actions (TREATMENT)	Impact	Likelihood	Score	Monitoring (POST MITIGATION EVALUATION)	Lead Responsibility
1 **Strategic and Structural**										
1.1 **LT&Q**	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1 2	4 ↓ 8	• Robust monitoring via **OF&AM Framework** • 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	• Effective environmental scanning • Negotiation/influence at national level	4	2 3	8 ↓ 12	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	Principal & Chair
1.3 **Board**	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: • Ability of the College to meet key regional strategies/objectives • Financial loss or unmanageable financial risk • Reputational loss	4	3	12	• 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 ↔	• 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, VPCP

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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 (cont)**									
1.4 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	3 4	3 4	9 ↓ 16	• Negotiation/influence at national level • Review of activities/ projects and response to new opportunities	3 4	1	3 ↓ 4	• Robust monitoring via OA • Amendment of strategic direction/ plans • Rolling curriculum review	Principal
1.5 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	• 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	3 4	2	6 ↓ 8	• Robust monitoring and reporting of CEAP at SLT and Board level • Clear performance metrics • Amendment of strategic direction/ plans • Monitoring of scope 3 emissions	VPSO, DirInf, HoE

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
2 Financial										
2.1 **F&P**	Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding	3	4	12	• Negotiation/influence at national level • Contingency plans for amended funding levels or requirements	3	2 3	8 ↓ 9 ↔	• Advance modelling of new funding requirements, methodologies, and allocations • Monitoring impact of changes • Amendment of strategic or operational direction / plans • Financial strategy sensitivities	VPSO
2.2 **F&P**	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with SFC and SG • Input to create sector 'flexibilities' • Robust annual budget-setting and multi-year financial strategic planning • Effective budgetary control • Where required, swift action to implement savings	4	4	16 ↔	• Monthly monitoring of budgets • Regular review of financial strategy and non-core income sensitivity • Effective use of sector 'flexibilities' to support sustainability • Amendment of strategic priorities and timing to align with funding levels • Review and amendment of activity and budget planning to address over/under performance against activity (credit) target • Detailed monitoring of savings programmes • Detailed monitoring & management of CDEL/RDEL risks	VPSO

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		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**				**POST MITIGATION EVALUATION**	
2 Financial (cont)										
2.3 **F&P**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12 ↔	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities • Workforce planning	VPSO
2.4 **A&R**	Financial Fraud	3 4	3	9 12	• Strong financial controls: segregation of duties and review of transactions. • Review of impact of any changes in structure or duties • Whistleblowing arrangements	2 3	2	4 ↓ 6	• Continuous review of financial controls • Internal Audit programme	VPSO
2.5 **F&P**	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	• On-going dialogue with Foundation Trustees • Appropriate bid arrangements in place	3	2	6 ↔	• Monitor and advise Board of Management	Prin & VPSO
2.6 **F&P**	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	4 3	4 2	16 ↑ 6	• Multi-year estates strategy and capital planning • Lobbying of SFC on capital and backlog maintenance funding • Planning for D&A Foundation bids	4 2	3 2	12 ↑ 4	• Monitoring of capital plans and expenditures • Regular review of capital plans/timescales relative to funds	VPSO

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		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**				**POST MITIGATION EVALUATION**	
3	**People and Performance**									
3.1 **LT&Q**	Failure to reach aspirational standards in learning, teaching, and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	2 3	2	4 ↓ 6	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings	VPCP, VPSO DirC&A
3.2 **LT&Q**	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• 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 ↔	• Effective internal monitoring/review/verification arrangements • External review findings	VPCP, VPSO
3.3 **A&R**	Legal actions; serious accident; incident or civil/criminal breach	4	4 5	16 ↓ 20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6 ↔	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys	Prin, VPSO, HoE

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		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**	**POST MITIGATION EVALUATION**				
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	4 / 3	4	16 ↓ 12	• 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 ↔	• Regular employee engagement monitoring • Open communication with staff • Comprehensive monitoring of key PIs and student/staff feedback • Regular union/management dialogue	VPSO
3.5 **Board**	Reputational Risk – Loss of reputation with key stakeholders	4	2 / 3	8 ↓ 12	• Marketing strategy • Reputation plan • Positive marketing approaches	3 / 4	2 / 3	6 ↓ 12	• Stakeholder engagement • Social media monitoring arrangements	VPCP, DirC&A
3.6 **HR&D**	National bargaining outcomes impact adversely on College operations, activity, and flexibility	4	4	16	• Influence within Employers Association • Management of bargaining outcomes and implementation	4	3	12 ↔	• Positive union relations and staff communication • On-going discussions with staff • Innovation in approaches	VPSO, VPC&A

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		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**	**POST MITIGATION EVALUATION**				
3	**People and Performance (cont.)**									
3.7 **HR&D**	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	2	8 ↔	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • Industrial action continuity planning	VPSO
3.8 **A&R**	Significant Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8 ↔	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan • Staff CPD	VPCP, DirInf
3.9 **HR&D**	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5 ↔	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPCP, VPSO

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 **People and Performance (cont.)**										
3.10 **HR&D**	College arrangements do not minimise risk associated with Modern Slavery	4	2 3	8 ↓ 12	• Clear and compliant procurement arrangements and procedures • Staff identity checking arrangements and use of PVG.	3 4	1	3 ↓ 4	• Annual procurement monitoring/reporting • Regular employee engagement monitoring • Open communication with staff	VPCP, VPSO
3.11 **Board**	Failure to plan or respond adequately to future pandemic illness.	5	3 4	15 ↓ 20	• 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 ↔	• 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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	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
3 **People and Performance (cont.)**										
3.12 **HR&D**	Failure to attract, engage, retain or develop appropriately qualified staff.	4	3	12	• Clear People Strategy and Workforce Planning in place • Positive Union relations and staff communication • Effective management development & CPD programmes • Positive recruitment approaches and monitoring	4	1	4 ↔	• Absence & turnover monitoring • Exit interviews • Regular staff surveys 7 survey responding • Monitoring and responding to staff concerns, union issues and employee relations concerns	VPSO

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	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, RAAC or similar infrastructure failure	5 4	3	15 ↓ 20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5 ↔	• Business Continuity Plan including scenario testing			Principal, VPSO, DirInf
4.2 **F&P**	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements • Clear investment plan	3 4	2	6 ↓ 8	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD			VPSO, DirInf
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	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8 ↔	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan			VPSO, DirInf
4.4 **A&R**	ICT infrastructure fails to support effective data security / data protection	5	3	15	• Effective infrastructure and systems design and implementation • Effective management of ICT arrangements and GDPR compliance	4	2	8 ↔	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing			VPSO, DirInf

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		Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring		
4　　　Infrastructure											
4.5 F&P	Lack of investment in ageing / beyond serviceable life infrastructure (inc RAAC, Asbestos and M&E failure concerns) impacts on financial sustainability and/or delivery of learning and/or services	4	5 4	20 ↑ 16	• Creation of long-term infrastructure principles and vision • Multi-year estates strategy and capital planning • Lobbying of SG and SFC on capital and backlog maintenance funding • Identification of alternative funding routes • Planning for D&A Foundation bids	4 3	4	16 ↑ 12	• Lobbying of SG and SFC on campus vision and needs • Prioritization of capital plans and expenditures • Regular review of capital plans/timescales relative to funds		Principal VPSO

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk.　Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

Human Resources and Development Committee

Thursday 20 February 2025

PAPER H

HR METRICS

BOARD OF MANAGEMENT
Human Resources and Development Committee
Thursday 20 February 2025

HR Metrics

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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

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 618**	**Active Headcount 776**

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	41%
Disability	60.03%
Gender Pay Gap	7%
Diversity Data Gaps	37%

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 2024/25 to improve data recording across the range of protected characteristics.

Staff Absence Data (year to date)

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

	Staff Absence Last Full Quarter	Staff Absence Rolling Year to Start of Last Quarter
Average working days lost per sick headcount	**5.76 days**	**7.22 days**
Working time lost	**2.21%**	**2.73%**
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 End of Last Quarter	Rolling Year to Start of Last Quarter
Long Term Absences (4 weeks or more)	**73**	**66**
Short Term Absences	**887**	**838**
Stress Related Absences – Work related	**12**	**15**
Stress Related Absences – Non-work related	**55**	**53**

Other HR Metrics

	Last Quarter	2023/2024 Full Year
Staff Turnover Rate (non-forced)	**1.1%**	**13.6%**
Employee Hearings		
Discipline	**0**	**1**
Grievance	**1**	**1**
Tribunal Actions	**0**	**0**
Recruitment Exercises	**20**	**64**
Current Vacancies	**4**	

3. OD Metrics

	YTD 2024/25	2022/23 Full Year
Engagement with Leading Learning Academy (per team)	100%	100%
Number of internal CPD events delivered and external events supported	189	317
Number of attendances at internal and external CPD events per employee headcount	1464	1100
Organisational Development budget per employee headcount	-	£110
Engagement survey ratings (annual/periodic)	Engagement Index: 80 Happiness Index: 76	Engagement Index: 80 Happiness Index: 76
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 2024/25	New Starts	Not Started	In progress: On Track	In progress: Behind	Completed	Total
Academic	19	0	19	0	0	0
Support	7	1	6	0	0	0

Training & Development Completion Rates

Activity	2024/25 Completion Rate to date
Development Reviews	62%
Mandatory Training	
#Health & Safety	100%
#Fire Safety	100%
#Display Screen Equipment	100%
*Safeguarding	86%
*Equality & Diversity	93%
*Mental Wellbeing in Children and Young People	91%
**Cyber Security	53%
**GDPR	54%

The above figures represent completion rates in respect of the 3 year rolling mandatory training cycle of courses as follows.

*2022/23 Mandatory Training List
#2023/24 Mandatory Training List.
**2024/25 Mandatory Training List.

4. Link to Strategic Risk Register

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

2.2 – failure to achieve institutional sustainability

3.1 – failure to reach aspirational standards in learning, teaching, and service delivery

3.3 – Legal actions; serious accident; incident or civil/criminal breach

3.4 – failure to meet aspirational standards in respect of the health, safety, wellbeing and development of staff and students

3.9 – failure to meet PREVENT and related obligations

Author: Karen Buchan, HR Manager / Lauren Mowatt, Data Analyst
Executive Sponsor: Steve Taylor, Vice Principal People and Performance

Human Resources and Development Committee

Thursday 20 February 2025

PAPER I

MEETING MINUTES/UPDATES

JOINT CONSULTATION FORUM

Wednesday 25th of September 2024 at 3.00pm

PRESENT:	S Hewitt	R Gordon
	A Ross	K Buchan
	S Oakley	A Mawhirt
	S Toms	D Smith
	J Grace	

Item		Actions
1	**Apologies** Apologies were noted from Steven Taylor.	
2	**Minute of Previous Meeting, from the 15th of May.** Notes approved from previous meeting.	
3	**Matters Arising** SH Noted the mistake made with September's pay date, stating it was an unfortunate human error, and any staff impacted will be supported. SO asked if an update to the Portal post could be considered to say there could be an advance provided. SH noted we have communicated to managers and reinforced the type of support we can provide. DS Commented he had had a few questions about why the error had happened. SH noted it was simply a check that wasn't completed, a human error, there will also be a change of process to ensure it doesn't happen again.	

4	**2023-2024 Student Outcomes and 2024-25 Student Recruitment**	
	SH thanked EIS colleagues for the support to process outstanding student results and minimise impact on students following ASOS pre-summer. SH confirmed there weren't many results still outstanding.	
	SO noted he had reiterated the 10 day deadline with all members.	
	JG confirmed there were 86 results still outstanding.	
	SH highlighted there are 4 or 5 curriculum teams below a 50% pass mark, which is below what we would expect as a college. We are seeing real challenges with certain teams and need to consider how we work together to help these students.	
	JG added that 64% of our course areas are at the national average achievement rate, and in line with our quality processes are asked to complete our student outcome action reports, of which 94 are expected. As part of Quality arrangements, we will look at trend information and then arrange more focused reviews with Exec and SLT. The Board are very keen to see improvement. To help, further learning teaching and assessment CPD will be put on as part of the all-staff development day (14 November).	
	SH reiterated we will be doing some deeper dives which may lead to some uncomfortable conversations, however these will be handled carefully and with the outcomes of students at the centre of discussions.	
	SO highlighted that in his experience, staff have been anxious as a result of previous savings papers and they perhaps recruited people that should never have been on those courses. SO confirmed EIS would of course support the teams as much as possible.	
	SH noted we need to think about the future and learn from this, looking at how we can share good practice across the teams.	
	SO commented we have lost a lot of staff and experience through the savings processes.SH agreed, highlighting he and JG had discussed that, and focusing on some real basics about when to move students over to other codes and a lack of confidence around this.	
	SO noted the concerns from staff about those points and noted if there is anything EIS can do to support they would.	
	JG commented school numbers are now stable, lower than the last two years, and that the process changed this year. We have given school pupils a ten day deadline to attend or the place was withdrawn. The ask now is make sure we support those in the group to achieve and we need to consider how we support the staff group too.	
	SO noted he was glad the conversation had occurred and it was something that was needed for a decade. SO queried how this would be taken forward with staff teams.	

	JG confirmed the meeting held the previous week with HCQs had covered how we give these groups the experience without the taster sessions, and they were asked to think about how we get the message out. When we get the feedback we will go through it and consider what we can do differently. DS noted the curriculum was outdated in some areas and could be redeveloped to make it more engaging for them. JG agreed, noting we can develop our own curriculum. JG noted full time courses are slightly down, with 4391 enrolments, 27 withdrawals and there have been 101 students who have not been in a class since the 13th of September. ST Noted almost all departments have submitted a retention plan which has highlighted the key areas of focus for the teams including: • Inclusivity and engagement • Proactive support for students • Support for absent students • Fees and funding • Promoting the D&A student charter and supportive culture • Early intervention and monitoring, following up reasons and finding out how to support the student SO asked is there any difference between Arbroath and Dundee data, noting 'Friday feeling' and the general buzz around campuses with some days quieter than others. JG confirmed there is no data to suggest there is any real difference between campuses, it's more the differences in the teams. DS noted the behaviours of students coming from Dundee compared to Angus, Dundee is very disruptive. JG noted the schools are working hard to try and engage pupils, they needed to achieve a certain level of attendance to be considered for the placements.	
5	**College Finances & Financial Sustainability Plans** SH noted we are still closing off 2023/24 accounts looking at a £1.3 million surplus, thinking it will land at c.£700k surplus. In terms of credits, we met our credit target and that allows us to step back and look at senior phase and how we use our credits. The SFC have written to us about the 2021/22 credits and have said they will claw back £131k from that, JG has done a lot of work to offset the money against other projects and hopefully it won't have significant impact. We will have a deficit of around £500k in 2024/5 and that takes into account the pay award, which is where we thought we would be. SH highlighted that in terms of looking forward, the Audit Scotland report on the sector is dire and it paints a grim picture with more colleges projecting deficits.	

	SH's concern is 2025/26 whilst we have budgeted for all the pay awards we haven budgeted for the year 4 award, which is the 4.1%. JG noted the projects which have brought in around £1m the funding will end in 2025. SH confirmed we have focused on partnerships and working with the community, this has helped us through the last few years. However, we will need to look at savings and we need to continuously look at costs and how we are doing things. In 2025 we are looking at another £1m to £1.5m of costs which does mean we need to look at everything again. We will do it in a way that will maintain the depth and breadth of learning and teaching. SH confirmed he would update JCF on the plans for how we will review costs. As part of the tripartite meeting discussions it has regularly been raised that we don't always need more money, it's how we can use the money, SG are listening to that, we have asked that they allow us to use the money more strategically, SG want that to be in place by next academic year, with SH noting that he felt we will be best placed to use the funds as we have shaped it. SO asked does that mean moving money from one pot to another? SH confirmed, absolutely, we would need to write a business case and justify the decision. SG are nervous but that's what we are working through these discussions and examples with them. The funding model is broken, they are working with us to shape the long term future. There are still big challenges over the next few months. SO asked if SG has said they would fund what we hadn't budgeted for the pay award in year 4. SH confirmed SG hasn't covered the whole 4.1% and as a College we budgeted 2%, of which SG will provide around 1% so that is still a shortfall. We will continue to do everything we can to make this work behind the scenes, with SH confirming he was keen to outline where we are, but that we can' really communicate anything to staff until we see what comes out of the UK and then the Scottish budget.	
6/7	**D&A Infrastructure Vision Update and Sector Reform** SH noted,in terms of infrastructure that work is still ongoing around the full estates vision, and that SG have been receptive to it. We had hoped to make an announcement in September, but SG wants us to wait until after the October UK budget. We are looking at our own situation regarding RAAC, due to further work over the summer there has been more RAAC discovered and whilst it is a concern it may also help with our overall estates case and our plan for a new campus.	

	SH explained he was on a call with SFC on Monday and the Finance Director felt it wasn't viable to upgrade the campuses. We cannot miss an opportunity; we have gone to our ALF and are asking for 276k to ask for funds to help with the case to build new campuses.	
	SO noted, he was very much behind the whole vision and the future plan and thinks it's a forward thinking plan. Since the last conversation we have seen a decline in student numbers over time it shows a need for change.	
	JG confirmed there has been around a 20% reduction in FT students.	
	SO asked if we will we be able to 'fill the seats' and are we working with a target of 4500 or 5000 students? JG confirmed that we currently have around 4300 students and recruitment is steady at that number.	
	In reference to the estates vision, SH noted the benefit is multiagency approach which means more potential for growth and developing pathways. We need to use the campuses differently.	
	SO asked, if our identify could be lost in that multiagency approach, with SH confirming, D&A needs to be the heart of the project and everyone will not miss our logo or brand, we are central to it in all ways.	
	DS asked whether PT numbers have increased or decreased, and does that make up the drop in FT students?	
	JG confirmed that PT numbers have increased as we have more MAs now, in terms of numbers, yes it gives us more students but in terms of credits no it doesn't replace the drop in FT students, they were worth more in terms of credits.	
	SH noted there will likely be an announcement in October, likely to say there will be more funds aimed at apprenticeships and therefore we do need to consider our portfolio and how we manage the apprenticeships. SH noted he is keen to see the thinking on graduate apprenticeships. In terms of the wider reform the Minister has said they won't tell us what our priorities are but will tell us how we can use your funds differently.	
	SO noted we have had an SNP Government in play for 14 years and they are responsible with what we are seeing.	
	SH noted, we need to be realistic there will be no more money, we need to know how we can use the money.	
8	**Union Items**	
	SO asked if we could reiterate the strike deductions for part time staff and arrange a meeting to discuss the calculations.	**KB**
	SO noted there were lots of queries about H&S which might impact on learning and teaching, SO will pick up a separate conversation with JG.	**SO/JG**
	SO asked about contracted hours, we have had queries about working hours and could we confirm do we work 8.30-4.30 or 9-5 most of the concerns are around staff working and being asked to work later in the day. JG noted that the lecturer working week is 35 hours based on the	

	NWPA and our timetabling guidelines reflect that teaching can take place throughout the week including evening classes.		
	SO asked who is responsible for keeping their practice up to date. JG confirmed that it is individual responsibility. SO requested guidance on this including going into industry. JG advised that guidance on practice placements used to exist and included how to arrange with industry and line manger and had principles like it had to be agreed in advance, arranged for a time that doesn't disrupt classes etc. JG to follow this up	**SO/JG**
	SO asked if it is possible to get full licence for MS packages.	
	AR commented he was aware of an issue that some staff were experiencing and any issue can be raised via an ICT ticket. AR explained that we class staff that use IT as part of their role a certain type of MS licence, there is a review and most of the people concerned should be resolved.	
	SO noted Kerry Smith and Keri Green are a great support for staff, stating the People Team are really supporting some difficult cases, and it's much appreciated.	
	SO noted there is EIS learning reps training taking place and the dates have been sent out for staff who are interested.	
	SO noted there are lots of issues highlighted about toilets and basics in them not being there, is it possible to make sure the basics are available. It seems senior phase toilet use may be an issue, I have been told students not being given access to toilets.	
	SO noted around PPE for students, not all students had PPE to carry out tasks in their first few weeks. JG and SO will discuss.	**SO/JG**
	RG commented, most of the points I have already spoken to KB around RLW and VS payments were a query and KB provided the information. There is also an ongoing issue with Unison, I believe SH will receive an email.	
	SH noted he was pleased to see that communication is happening and we continue to build good relationships with each other.	
	SO asked about the delay with the lifts and asked if we were able to amend the buttons in the ESK lift to match the change in floor numbering. SH noted the issue with Calc lift and the maintenance required, with a 6-8 weeks wait to get it fixed.	
	JG noted if there is an issue with classes or staff let her know and we can adjust the timetable to accommodate for the lifts.	
9	**Confirmation of Term Dates** 2025/26 term dates are we happy to approve, group happy to approve.	

10	**Policy Review**	
	KB confirmed job evaluation process had been submitted to the policy group for review following feedback it had been updated and now published.	
	SO asked if the unions could be kept in the loop regarding changes to policy, noting there had been a change to the Flexible Working Process that he was unaware of.	
	KB confirmed this was a technical change due to the legislation update in April, this wouldn't usually be something shared at policy review, however noted this can be communicated annually when the new legislation comes into force.	
11	**Date of Next Meeting**	
	Wednesday 27 November 2024 at 2.00pm in G-MA-150, Gardyne campus.	

Health, Safety & Wellbeing Committee Meeting Minutes

Wednesday 29th January 2025 at 9am
Gardyne Campus Room G-MA-150

PRESENT:	Steven Taylor (Chair) (ST)	Lauren Simpson (LS)
	Sandy Fowler (SF)	Kichelle Williams-Robinson (KW-R)
	Kenny Watt (KW)	Chloe Hendrie (CH)
	Karen Buchan (KB)	Kara Ramsay (KR)
	Jane Cooper (JC)	Bryan Leonard (BL)
	Lee Lappin (LL)	
PRESENT on TEAMS CALL:	Billy Grace (BG)	
	Ronnie Hamilton (RH)	
APOLOGIES:	Andy Ross (AR)	Zoe Hargraves (ZH)
	Jackie Beresford (JB)	Fi O'Duibhinn (FO)
	Darren Abel (DA)	Amy Monks (AM)
	Sarah Ramminger (SRam)	Richard Gordon (RG)
	Sarah Rennie (SR)	Tom Duncan (TD)
	Lisa Kelbie (LK)	Stephen Oakley (SO)

1. Welcome & Apologies

ST welcomed everyone attending and **SF** confirmed apologies received.

2. Note of Last Meeting

Notes of the previous meeting were agreed as an accurate reflection.

Matters Arising (for information)

Agenda Item No	Owner	Action	Current Status	Open / Closed
3	**KB**	Liaise with People Team and ST to agree relevant ToR reporting headings for Staff Wellbeing.		Closed
4.1	**KB**	To share draft policy on Hybrid Working /Home Working with committee when updated.		Closed
4.2	**SF**	To provide update on the See It, Hear It, Say It Poster progress	Ongoing	Open
4.2	**AR**	To discuss room layouts to what posters are required in each room and communal areas and provide an update	Ongoing	Open
5.1	**SF**	To arrange a HSMS training session for 6 staff who have returned from long term sickness	Ongoing	Open

5.1.4	**SF**	To give an update on the Health & Safety Check Analysis when complete	Agenda	Open
5.1.5	**KB/JC**	To provide an update/clarity to where the Wellbeing Structure should sit		Closed
5.2	**SF**	To provide an update on the progress of the Health & Safety Training course development	Agenda	Open
6.3	**SF**	To remove headed item from meeting agenda	Item Removed	Closed
7.1	**RG**	To provide name of the Union Representative who will attend the next meeting	Ongoing	Open
7.2	**KB**	To provide clarity on First Aid Payments to First Aiders		Closed
10	**SRam**	To clarify with Nikki Anderson Finance Director that the sports union insurance is in place	Ongoing	Open

4.   Sub-Committee Updates:

4.1 DSE Policy Review

SF updated that to support the Policy Review KB had published Hybrid Working Guidelines. **BG** stated and asked the question how we determine that all the DSE Equipment is available when working from home. And how do we know the DSE set up at home is ok. If this is not possible, they should be back on Campus.
Action - KB to look at Hybrid Working Guidelines and DSE to ensure that the working from home information is captured before sending to Policy Review Group

4.2 AINM (See It, Hear It, Say It Poster)

SF provided update that the poster for each Campus was approved. **SF** presented a Draft Near Miss Definition Guidance Sheet which is to be finalised. The Guidance Sheet will provide and give examples of a Near Miss to allow people to understand what they are reporting. Once the posters are ready and through the campaign, we will be encouraging people to report, and consideration will be given to the positioning of the posters in all the rooms and communal areas. The Posters will display the Room Numbers and will be placed in Clip Frames. The Timescale for this to proceed is around August 2025
AR is liaising with the signage committee with reference to the clip frames for the posters.
Action - SF to finalise the Near Miss Definition Guidance Sheet and provide an update when ready
Action - AR to discuss room layouts to what is required in each room and communal areas and provide an update.

5.   Health & Safety Team Update

5.1 **SF** stated that the Health & Safety Officer's Report had been released and is published online, within that report it shows progress over the last year. The report covers from August 2024 to January 2025. In summary it's been quite a busy

department with Safety Checks being one of particular growing development and is providing fantastic results.

5.1.2 Health & Safety Statistics

SF presented the Statistics reports where it is important to understand how we are doing and where we are. Although we share these at committee level, going forward we are looking to share the statistics at team meetings. During the period August 2024 - Jan 2025 there were 60 accidents, 65 Incidents and 27 near misses reported. There were 0 RIDDOR reportable accidents reported during this period.

5.2 Health & Safety Training

SF Stated that the balance of Line Managers to attend the Health & Safety Management Training is being finalised. **SF** has developed a Cleaning Operatives Health & Safety Information Handbook which is to be used for Training All Cleaning Operatives. The course will involve 2 x One Hourly Sessions at each Campus and these courses have been arranged to take place at the End of February beginning March 2025. Going forward the plan is to roll out this course to other Departments i.e. Technicians, Gardeners, Kitchen Staff etc.

KB requested that the People Team are informed of these events so that relevant records can be kept up to date.

Action - SF to finalise the Health & Safety Management Training Course
Action - SF to inform the People Team when these Training events occur.

5.3 Accident Investigations Summary Findings and Lessons Learned

SF Highlighted an incident at Arbroath Campus which involved a tree stump being removed and whilst digging into the ground electric cables were discovered. The outcome of this Incident could have been serious. Going forward **SF** has obtained a C.A.T Tool which takes readings on the depth of the cables and is linked to GPS System. A Permit to Dig document has been produced and will be required before any works/digging can be permitted. It was proposed that SF could attend HCQ/D meetings to share lessons learned

Action - LL to arrange for SF to attend meetings.

6.   People Team Update:

6.1 Absence:

KB confirmed that the reports were uploaded to the Portal and stated that the absence statistics remain low and that there were no significant spikes in absence to be concerned about. They are continuing to monitor long term sickness.

6.2 Wellbeing:

JC confirmed 2 papers uploaded to the Portal and gave an update on activities taking place across the campuses where they have been well, received. It's been a busy period in terms of Wellbeing Activity. The importance of taking an Hour out was highlighted and all Staff are being encouraged to do this. **RH** stated that this subject would be including in the curriculum monthly meetings. There is a Wellbeing group set up which includes JC,JR, LL & ZH which sits across both teams with information uploaded on to the Portal.

7.   Trade Union Update:

7.1 TD was to attend the meeting as Union representative but sent his apologies and was not present at the meeting. JC stated that he was leaving or had left the College.
Action - RG to provide another name for a Union Representative to attend the next Health & Safety Meeting.

8.   **Students Association/Learner Engagement Update:**
   8.1 KR Stated the Learner Engagement Update was available on the Team Portal and there was lots of activity/engagement with students.

9.   **New Issues or Other Reports in Internal & External Health, Safety & Wellbeing:**
   Nothing raised.

10   **AOCB**
   LL Stated that there would be changes in membership of the committee. Gary Gordon, Ronnie Hamilton and Kichelle Williams-Robinson would attend and that Sarah Ramminger and Zoe Hargreaves would no longer attend the meetings
   Action - SF to update the Portal to reflect the changes.

   SF Gave an update about Martyn's Law, Terrorism, (Protection of Premises) Bill 2024 which was announced in the Kings Speech. This Bill is going through parliament with reference to the procedure Under the Terrorism Act. More information guidance will follow when available, with other colleges looking at this through their business continuity plan. **SF** continues to attend various meetings and seminars and is keeping everyone up to date on future developments.
   Action - SF to provide on Martyn's Law through the Business Continuity Group.

   It was stated that **SRam** will no longer be attending these meetings and there was no update on the sports union insurance
   Action: LL to clarify with Nikki Anderson Finance Director that the sports union Insurance in place as SRam is no longer attending these meetings.

11.   **Date of Next Meeting:**
   Wednesday 21st May 2025 at 09.00am Gardyne Campus Room G-MA-150
   (Unless there is a particular requirement for an earlier meeting)

Human Resources and Development Committee

Thursday 20 February 2025

DATE OF NEXT MEETING-

Thursday 9 May 2025 at 5:00pm in Room K-TO-624, Level 6, Kingsway Campus