Wales Negotiating Committee Further Education

Joint Agreement on the Management of Change

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Appendices:

If you or someone you know would like this document in an alternative format please contact:

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1. Context

1.1. *Change (noun)* can be defined as 'an act or process through which something becomes different'. Change is an ever present part of life.

1.2. In a Further Education (FE) context change can range from major changes, e.g. mergers, restructures or the introduction of new employment contracts to minor changes e.g. changes to policies, facilities or training courses.

1.3. Change is often introduced to try and improve an organisation. However the causes of change can be due to both internal and external factors, some of which are not always positive. The FE sector has been subject to a variety of external factors in recent years, these include cuts in funding, merger requirements, changes in technology, curriculum developments, changes in government legislation and priorities. In addition, there are also internal factors influencing change e.g. changing customer requirements, a need to find commercial opportunities to supplement core funding and employee feedback.

1.4. The impact of change can have huge consequences on FE Institutions, it is therefore essential to try and manage change effectively by working with members of staff and their representatives.

2. Status

2.1. This Agreement has been jointly agreed between the trade unions and employers   in the Wales Negotiating Committee Further education

2.2 This agreement is for use by individual Colleges in order to develop policy and procedure for the management of change. In determining local policy, normal consultation arrangements should apply with recognised trade unions in accordance with the terms set out in this collective agreement.

2.3 This document was provisionally impact assessed on a national level to assist organisations in meeting the requirements of the Equality legislation and the Welsh Language Act on **[insert date]**.

2.4 This document was subsequently impact assessed by the organisation on **[insert date]**.

3. Scope

3.1. This nationally agreed Collective Agreement between all Welsh FE Colleges and their recognised trade unions is intended as a framework for developing and implementing proposals to achieve organisational change.

3.2. This Agreement does not replace individual FE colleges' policies on redundancy handling and those detailing the requirements of employment legislation. Where the proposed change relates to a possible redundancy situation or other employment legislation then those policies/processes should be followed. However this Agreement does lay out key principles to be followed as part of any change management process.

4. Policy

4.1. It is acknowledged that organisational change may be necessary in order for the college to continue to deliver excellent teaching and learning for its learners and the community, it serves.

4.2 Although the principles in this Agreement are intended for use in larger change management exercises they should be reflected in all types of change management activity.

4.3 The college values all its employees and is committed to taking every possible step to avoid the need for compulsory redundancies.

4.4 The college and the recognised unions are committed to seeking organisational change through consensus and agreement. To this end consultation and negotiation over any organisational change shall be carried out with the objective of reaching agreement.

5. Principles

To deliver successful change management it is important to develop good formal and informal working relations between college management teams and trade unions that build trust. To facilitate this, all parties should adhere to the following principles when working together.

- All parties should work together to deliver change and have joint ownership of the change process.

- The consultation processes must begin at the earliest possible stage.

- There needs to be openness, honesty and mutual respect in the relationship.

- The provision of a business case for the change

- Full disclosure of the relevant information to enable an informed dialogue with the recognised trade unions

- Where partners provide information in confidence, this confidence will be respected by all other parties.

5.1. Determining the Need for Change

5.1.1. Some requirements for change will be led by certain events and therefore will be easy to identify. However other change will need to be instigated to try and improve the college e.g. higher levels of performance, quality, increased efficiency etc.

5.1.2. When considering change you will need to ask certain key questions.

- What are you thinking of changing?
- Why are you thinking of changing this?
- Who will be affected by the change? Who are the key stakeholders in the change?
- What outcome do you want following the change?
- What would happen if you don't change?

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5.1.3. It is essential that at an early stage the possible need for change is discussed with all of the key stakeholders.

5.1.4. The key stakeholders will be anyone who has a legitimate interest in the activity, whether they are students, staff, Trade Unions, governors, funders or members of the local community.

5.2. Communication and Consultation

5.2.1. People will be responsible for success or failure of a change programme. Engaging stakeholders, involving staff in planning and decision making, and communicating effectively are vital throughout the process.

5.2.2. Being able to set out a compelling vision of the future is crucial, but equally important is the ability to listen respectfully to feedback, and if appropriate modify the vision. Communication is continual, and not one-way.

5.2.3. The single most complained-about aspect of change management is communication, and much of that unhappiness is in response to change that is imposed through impersonal communication channels, rather than developed collaboratively.

5.2.4. It is likely that discussion will not be possible with all of the members of the key stakeholder groups and therefore consultation with representatives is essential. It is important that the representatives have the opportunity to discuss the changes with the members of their groups. This dialogue will help to raise awareness and provide a greater participation in the change process.

5.2.5. Trade unions, working in partnership with college management teams can play a key role in developing communication and consultation channels for successful change management.

5.3. Planning

5.3.1. It is important to develop a plan for change. However forced, imposed or inflexible change plans are less likely to succeed. Have clear ultimate goals, timescales, accountabilities and responsibility, but build in opportunities to review, reflect and modify your aims and plans.

5.3.2. Where there is a gap in the skills or knowledge, build in training and development opportunities for managers and representatives to assist with the change process.

5.3.3. Learning and providing opportunities for feedback will allow a dynamic, emergent approach that is likely to be more successful than one which is rigidly planned and implemented without flexibility.

5.3.4. Ensure that throughout the planning process the key stakeholder are fully involved and have the opportunity to provide input to the plan.

5.3.5. The plan for any change management process should include

- A business plan
- All relevant documentations
- Clear lines of accountability
- Clear time frames
- A clear communication plan
- A process for acting on feedback and making amendments as necessary

5.4. Managing the Process

5.4.1. When managing the change process it is important to realise the impact change has on individuals. In the ACAS Advisory Booklet, How to Manage Change they show the following curve that highlights the journey that employees typically go through during the process of change.

Anxiety   Happiness   Fear   Threat   Guilty   Depression   Gradual acceptance   Change   Moving forward
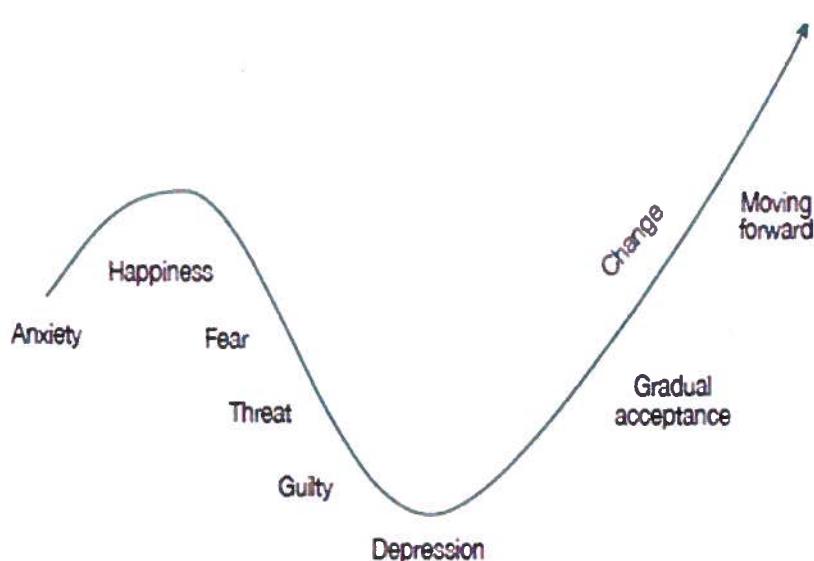
5.4.2. Members of staff will be affected by change in different ways and there are no time constraints on how long the journey may take.

5.4.3. It is therefore important that the impact of change on staff is not underestimated and time is spent to understand and support members of staff that are experiencing change.

5.4.4. During the change process it is also important to motivate members of staff to continue with the 'day to day' role. Communication is again vital to ensuring members of staff are aware of when changes may take place and to understand the impact these may have.

6. Monitoring

6.1. This agreement will be monitored by *to be completed by individual colleges.*

7. Review

7.1. This policy will be reviewed every three years by Wales Negotiating Committee Further Education, to ensure it remains compliant with legislation and is having a beneficial impact on change management.

7.2. Next review date will be in October 2020.

Wales Negotiating Committee Further Education

Joint Agreement on the Management of Change

SIGNATURES OF THE PARTIES TO THIS AGREEMENT

(a) ColegauCymru ....
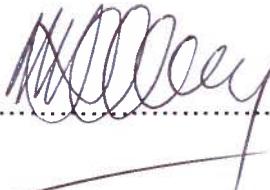
(b) ATL/AMiE ....
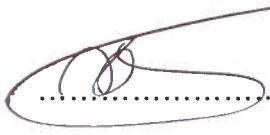
(c) GMB ....
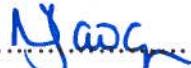
(d) NASUWT ....

(e) UCU ....

(f) Ucac ....

(g) UNISON ....

(h) Unite – the Union ....

Date of Commencement of this Agreement:

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Negotiating Committee of Further Education in Wales

Equality Impact Assessment

Summary

1. **Name of agreement**

   Joint Agreement on the Management of Change

2. **Lead Officer/committee member**

   This Equality Impact Assessment was undertaken by the WNCFE Drafting Group and has been reviewed by the WNCFE Committee.

3. **Main purposes of the policy**

   This nationally agreed Collective Agreement between all Welsh FE Colleges and their recognised trade unions is intended as a framework for developing and implementing proposals to achieve organisational change.

   This Agreement does not replace individual FE colleges' policies on redundancy handling and those detailing the requirements of employment legislation. Where the proposed change relates to a possible redundancy situation or other employment legislation then those policies/processes should be followed. However this Agreement does lay out key principles to be followed as part of any change management process.

4. **Have members been engaged/consulted on proposed changes**

   The WNCFE has engaged with Colleges and Joint Trade Unions in determining any impact on people with protected characteristics.

5. **Have ColegauCymru consulted with senior managers or other networks regarding this agreement?**

   This agreement has been considered by college Principals and HR specialists to consider its impact on members of staff with protected characteristics.

6. **What is being done to limit any negative impact or promote positive impact on protected groups?**

   See Section 2

   How will the proposals help promote equality, eliminate discrimination and promote good relations?

   This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.

7. **Is there an action plan in place?** YES

Name:

Signature:

Job Title:

Version: **FINAL**
Date of Review: October 2020
WNCFE (Adoption and Signature) on 13 October 2017
Approved by College Principals on 18 July 2017
Approved by WNCFE on 21 June 2017
Creation Date: April 2016

Equality Impact Assessment Template

1. Data Collection and Evidence

What evidence e.g. data, research, results of engagement and consultation have you used to consider how this policy might affect people with protected characteristics?
 	
Evidence should be linked clearly to the relevant protected characteristic
 	
Please link to any relevant documents. Describe who you engaged with and the results? (It is a statutory requirement to engage with people with protected characteristics).
 	
The committee in considering the duty in respect of negotiations will want to consider national data as well as data specific to the sector
	In considering relevant data and evidence, the WNCFE Committee have considered the following:
	
	Legislation: The WNCFE has considered the main Acts and Regulations covering change management. As this agreement explicitly excludes redundancy handling there is no legislation that will impact on this agreement.
	
	Literature: Guidance was sought from a variety of sources including:
	
	  • ACAS, How to Manage Change
	
	  • CIPD, Change Management Factsheet
	
	  • University of Bath, Change Management Guidance and Tool Kit
	
	Engagement: The WNCFE has engaged with Colleges and Joint Trade Unions in determining any impact on people with protected characteristics. The feedback highlights that .... The purpose of the agreement is to prevent any less favourable treatment of staff during periods of change. The Agreement aims to ensure that Colleges develop policy and procedure which is inclusive and are set out in a fair and consistent way for all staff employed in FE Colleges in Wales.

What additional research, data or consultation is required to fill any gaps in understanding the effects of the policy?	The WNCFE Committee will review the agreement every three years. Further consultation will take place to inform any developments of the agreement.

2 Assessment of impact and strengthening policy

This section asks you to assess the impact of the policy on each of the protected groups.

Using the information available, identify the effects on this policy on the following groups

Please indicate impact

	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact[1]
Age *Identify the impact/potential impact of the service on older people and younger people.*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff of all ages.	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.
Disability *Identify the impact/potential impact on disabled*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members

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[1] What measures does the policy include to help advance equality, eliminate discrimination and promote good relations?

Characteristic	Y/N	Y/N	Y/N	Details	Impact	Action
people (ensure consideration of a range of impairments, e.g. physical, sensory impairments, learning disabilities, long-term illness).				that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff with a **disability or a disability by association.**		of staff is not underestimated and is addressed appropriately.
Gender Reassignment (GR) *Identify the impact/potential impact of the service on transgender people.*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff who have undertaken or are considering undertaking the process of **gender reassignment**	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.
Marriage and civil partnership (M&CP) *Identify the impact on married people*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.

	Y	N			
or people in civil partnerships			members of staff is not underestimated and provides a fair and consistent approach to change management for staff who are in a **marriage or civil partnership**		
Pregnancy and maternity **(P&M)** *Identify the impact/potential impact of the service on pregnant people or women on maternity leave.*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff who are **pregnant or on maternity leave**	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.
Race *Identify the impact/potential impact of the service on Black and minority ethnic (BME) people.*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff of any **race.**	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.

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Category						
Religion / Belief *Identify the impact/potential impact of the service on people of different religious and faith groups.*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff with any **religious belief**.	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.
Sex *Identify the impact on Men, women, boys ,girls*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff of any **gender**.	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.
Sexual Orientation (SO) *Identify the impact on gay, lesbian and bisexual people*	Y	N	N	The Agreement has been developed to help ensure that any negative impact resulting from changes made within organisations is minimised and that the change is perceived as a positive event. This Agreement requires colleges to ensure that	No negative impact identified	This Agreement requires colleges to ensure that the impact of change on members of staff is not underestimated and is addressed appropriately.

		Y	N		
				the impact of change on members of staff is not underestimated and provides a fair and consistent approach to change management for staff of any **sexual orientation**.	
Other (*additional impacts such as Welsh Language poverty, people living in rural areas*)			N	The agreement sets out the commitment for inclusivity and is applied fairly to all staff. There is a requirement for colleges to consider the requirements under their Welsh Language Scheme concerning any policy development.	No negative impact identified	WNCFE will make arrangements for the agreement to be made available, on request in a range of formats including, large Braille, cassette tape, disk, CD Rom. The agreement will be translated into Welsh (see action plan)

If no action is taken to remove or mitigate/negative./adverse impact please justify why	N/A

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4. Procurement

Is this policy due to be carried out wholly or partly by contractors? If yes, please set out what steps you will take to build into all stages of the procurement process the requirement to consider the equality duty. You will need to think about: • tendering and specifications • awards process • contract clauses • performance measures, and monitoring and performance measures.	No

5. Monitoring, Evaluating and Reviewing

How will you monitor the impact and effectiveness of the new policy? This could include adaptations or extensions to current monitoring systems, relevant timeframes and a commitment to carry out an EIA review once the policy has been in place for one year. List details of any follow-up work that will be undertaken in relation to the policy (e.g. survey, specific monitoring process etc).	This agreement will be monitored and reviewed every three years by the Wales Negotiating Committee Further Education. Should an issue be raised by a College or a Trade union which would require an earlier review of the agreement this will be undertaken.

Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.	The Joint Agreement and the Equality Impact Assessment will be published on the ColegauCymru internet pages and will include details of the arrangements for monitoring.

6. Action Plan

The below provides an opportunity to state how any negative impact will be mitigated. It also allows you to list how you will tackle any gaps in the policy. Look back through steps 1 – 7 of the EIA and include any identified actions in the plan below. Ensure that each action is listed with a target date and assigned to a named member of the committee.

Action	Responsible Person	By When	Progress
ColegauCymru to dedicated page for WNCFE in order to upload documents for public access.	CEO - ColegauCymru	In place	Completed
Publish summary of EIA[2]	CEO - ColegauCymru	30 November 2017	
Welsh translation of the agreement	CEO - ColegauCymru	30 November 2017	
Made arrangements for the agreement to be provided, on request, in different formats including, large Braille, cassette tape, disk, CD Rom.	CEO - ColegauCymru	30 November 2017	

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[2] summaries of EIAs where there is substantial impact will need to be published

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7– Sign-Off

The final stage of the EIA is to formally sign off the document as being a complete, rigorous and robust assessment

The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

The Assessment Team members will comprise of the Drafting Group

Name	Job Title	Organisation