University of the Highlands and Islands
Inverness College

Board of Management

Meeting	Human Resources Committee
Date and time	Thursday 27 May 2021 at 8.30 a.m.
Location	Microsoft Teams, via Calendar Link

Board Secretary

20 May 2021

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
   Meeting of the Human Resources Committee held on 11 March 2021

2. **OUTSTANDING ACTIONS**
   Action List

3. **POLICY FOR APPROVAL**
   Professional Review and Development Policy

ITEMS FOR DISCUSSION

4. **WORKFORCE PLANNING**
   Verbal Update by Assistant Principal – Operations and External Relations & HR Manager

5. **VOLUNTARY SEVERANCE SCHEME – CONFIDENTIAL**
   Report by HR Manager

6. **NATIONAL BARGAINING / JOB EVALUATION – CONFIDENTIAL**
   Report by HR Manager

7. **HYBRID WORKING MODEL - CONFIDENTIAL**
   Joint Report by Assistant Principal – Operations and External Relations and HR Manager

8.   **HUMAN RESOURCES – QUARTER 3 REPORT 2020/21**
     Report by HR Manager

9.   **STAFF DEVELOPMENT UPDATE**
     Report by Assistant Principal – Student Experience & Quality and Professional Development Manager

10. **HALF YEARLY EMPLOYMENT LAW UPDATE**
     Report by HR Manager

11. **UPDATE ON EQUALITY MAINSTREAMING**
     Report by Assistant Principal – Student Experience & Quality

12. **COMMITTEE AND CHAIR EVALUATIONS**
     Report by Board Secretary

ITEMS FOR NOTING

13. **EMPLOYEE RELATIONS**
     a) Minutes of the Meeting of the JCC held on 30 March 2021
     b) Minutes of the Meeting of the JCC held on 20 April 2021
     c) Minutes of the Meeting of the PDC held on 11 February 2021

14. **AOCB**

15. **DATE OF NEXT MEETING – 16 September 2021**

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Board Secretary as soon as possible. Additional items of business willonly be considered for inclusion in the agenda in advance of the start of the meeting.

![University of the Highlands and Islands - Inverness College logo]

Board of Management

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held via Microsoft Teams on Thursday 11 March 2021

PRESENT:	Innis Montgomery, Chris O'Neil, Leanne MacKenzie, Gillian Galloway, Mark Sheridan
CHAIR:	Innis Montgomery
APOLOGIES:	Andy Gray
ATTENDING:	HR Manager
	Board Secretary

The Chair welcomed everyone to the meeting.

There were no declarations of interest.

1. **MINUTES**
   Decision: The Meeting of the Human Resources Committee held on 12 November 2020 was **AGREED** as a correct record and was **APPROVED**.

2. **OUTSTANDING ACTIONS**

   • CipHR Contract – the HR Manager advised that our contract with CipHR had been extended to May 2023. The Committee noted that this extension will allow for us to plan a long term strategy for integrating the HR and Finance systems and will allow sufficient time to undertake a procurement exercise. **Decision:** It was **AGREED** that this item can be removed from the list.

   • Workforce Planning – This will be discussed within the agenda.
   • National Bargaining – This will be discussed within the agenda.
   • Induction – the Board Secretary is progressing this matter, an updated induction pack is being prepared but this has been impacted by the cyber incident.

3. **WORKFORCE PLANNING – BDO WORKFORCE PLANNING AUDIT**

   The HR Manager advised the Committee that the BDO Workforce Planning Audit had been received by the Audit Committee. The audit gave a moderate level of assurance and highlighted that we have a number of good practices being demonstrated. The Committee was advised that there were 6 recommendations within this report (3 medium level risks and 3 low level risks). All recommendations were discussed with the Committee focusing on PDR's. The Committee was provided with the background and context to the PDR process

with the Committee noting that PDR is now being included in all quarterly HR reports.

4.   VOLUNTARY SEVERANCE SCHEME - CONFIDENTIAL

The HR Manager spoke to her report and updated the Committee with regards the progress of the VSS and the FRP. The Committee noted that the FRP has been formally closed with the exception of the closure of the ELCC and the SMT restructure.

The HR Manager provided the Committee with a confidential update on both the closure of the ELCC and the SMT restructure.

The HR Manager advised the Committee that the VSS will remain open until the end of March 2021 and that a further SRP will take place on 24 March 2021. The Committee held a lengthy discussion in respect of furlough, VSS, transition roles for staff as an alternative to furlough and how we are managing the impact of this on the student experience.

5.   NATIONAL BARGAINING/JOB EVALUATION – CONFIDENTIAL

The HR Manager provided the Committee with both a background and an update on the EIS industrial action with the Committee noting the next strike date is 16 March 2021.

With regards the national job evaluation exercise the HR Manager advised the Committee that the second scoring has now commenced however the Committee noted that it is likely that the completion date will extend from April to July 2021 after which the pay and grading exercise will commence.

6.   HUMAN RESOURCES – QUARTER 2 REPORT – 2020/21

The HR Manager spoke to her report highlighting to the Committee staff turnover, staff head count and FTE, leavers and starters, staff changes, furlough, PDR and absence for the quarter.

A lengthy discussion on stress at work and stress and anxiety took place with the Committee discussing how this split is made with, the HSE standards, the coloration with mental health, comparison with last year's figures, possibility of burnout due to Covid-19 working and the impact which overworking can have on staff.

7.   STAFF SURVEY REPORT

The HR Manager advised that her report outlines the high level outputs from the recent staff survey highlighting that this survey had elicited a 68% response rate. The Committee noted that the high level information from this survey has been shared with staff and that the 209 free text comments which were received have been analysed.

The Committee noted that with regards working from home there is a positive lean towards this however the HR Manager highlighted the difficulties that staff are also facing with regards home working and the steps which we are taking to try and combat these difficulties such as Principal talks, online coffee mornings and digital detox days. The Committee noted that from this survey we have now drawn up a Remote Working Charter. This is a draft document which is being shared with staff for their comments.

The Committee commended the work which has been put into both the survey and the analysis of the results and gave their thanks to the HR Team. The Committee discussed how we could take the student experience into account in order to better gauge and balance the results and how we can alter the building to further develop classroom space. It was noted that we could seek student views as part of our Estates Strategy.

8.   **DISCUSSION – FOCUS ON YEAR AHEAD**

The Committee Chair advised that we had factored in time to hold a discussion on the HR Committee's focus for the year ahead. The Committee was advised that all Committees will be looked at over the upcoming months in order to review their functions and Committee Members views on this can be circulated to the Board Secretary out with the meeting.

The Committee noted that a key part of the review of the Committee is to enable us to embed the EMT restructure and ensure that the Committee has a greater understanding of the ongoing challenges which both the EMT, Heads of Schools and Budget Planners are facing. To assist with this regular updates are recommended along with continued updates from other groups such as the Health, Safety and Wellbeing Group. The Committee welcomed the creation of creative time within agendas.

The Committee discussed the recommendation from the External Effectiveness Review that we combine the F&GP Committee and HR Committee into a Finance & Resources Committee. Whilst the Committee could see the logic behind this recommendation after discussion it was felt that these Committees should be kept separate.

Action: The Board Secretary, Committee Chair and HR Manager will begin the review of the Committee and its functions as part of our commitment to the EER Action Plan.

9.   **EMPLOYEE RELATIONS**

The Committee noted the following minutes of meetings:

- Minutes of the Meeting of the JCC – 27 October 2020
- Minutes of the Meeting of the JCC – 08 December 2020
- Minutes of the Meeting of the JCC – 09 February 2021
- Minutes of the Meeting of the PDC – 29 October 2021

10. **AOCB**

The Committee Chair gave his thanks to John Wilson who had departed from the Board of Management on 31 December 2021. The Committee echoed this and gave their thanks to John for all his advice and guidance over the years.

11. **DATE OF NEXT MEETING – Thursday 27 May 2021 at 08.30am.**

Signed by the Chair:

Date:

September 2020				
Workforce Planning	The HR Manager to prepare a paper on the Workforce Plan for the November meeting. This will include how the plan corresponds with the FRP and the TSR, the possible alignment of the HR service with NHC and the methodology which may be used to review the Curriculum Plan.	HR Manager		Nov 20.
Induction Training	The Board Secretary is to ensure that all new Board Members have received their induction.	Board Sec		Nov 20.
March 2021				
Review of Committee Functions	The Board Secretary, Committee Chair and HR Manager will begin the review of the Committee and its functions as part of our commitment to the EER Action Plan.	Board Sec, Chair & HR Manager		May 2021

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Professional Review & Development Policy
Author: [Name and Job title]	Professional Development Manager
Meeting:	BoM HR Committee
Meeting Date:	27th May 2021
Date Paper prepared:	26th April 2021
Brief Summary of the paper:	The draft PRD Policy outlines the new approach to the PRD process for all Inverness College staff. The aim is to support and enhance the continued professional learning of staff by providing opportunity to reflect through self-assessment followed by engagement in professional dialogue. This process will also support lecturing staff with their registration with GTCS. Further information on the PRD form and training for all staff will be provided prior to the implementation of the policy.
Action requested: [Approval, recommendation, discussion, noting]	The Committee are asked to approve the new draft Professional Review & Development Policy. The UHI PRD Framework has been provided for information only.
Link to Strategy: Please highlight how the paper links to, or assists with:**: • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	The Policy, Procedure and Guidance was approved at Scrutiny Panel on 18th February. Staff consultation then took place for 15 working days in May and the JCC gave feedback on 20th April 2021. The EMT Committee approved this Policy on 22nd April 2021.

Status – [Confidential/Non confidential]	Non-Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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University of the Highlands and Islands Partnership

Professional Update / Professional Review and Development Framework

November 2020

1. Professional Update / Review and Development Framework

1.1   The University of the Highlands and Islands partnership seeks to ensure that lecturing staff within the University and its academic partners who are in scope to be registrants of the General Teaching Council for Scotland (GTCS) have an appropriate Professional Update / Professional Review and Development (PRD) Policy and Scheme in place to support the GTCS requirements for professional registration and professional update.

1.2   For GTCS the key purposes of Professional Update are:

1.2.1   To maintain and improve the quality of our teachers and lecturers as outlined in the relevant Professional Standards and to enhance the impact that they have on student learning.

1.2.2   To support, maintain and enhance teachers' and lecturers' continued professionalism and reputation of the teaching and lecturing profession in Scotland.

2. Definitions

2.1   **University partnership**: The University of the Highlands and Islands and the thirteen academic partners.

2.2   **Institution**: Any of the University or thirteen academic partners.

2.3   **Lecturing Staff**: Any member of staff employed under lecturing terms and conditions as set by the National Joint Negotiating Committee and National Recognition and Procedure Agreement.

2.4   **General Teaching Council for Scotland (GTCS)**: This is the professional body given statutory responsibility to promote, support and develop the professional learning of teaching and lecturing staff.

2.5   **Registration**: All 'in scope' lecturing staff employed by University of the Highlands and Islands and the thirteen academic partners are required to maintain registration with GTCS. Timescales for registrations are still to be outlined by GTCS.

2.6   **Professional Update**: An annual process of engagement in the PRD scheme, ongoing professional learning including reflection on own learning and the relevant Professional Standards, as well as an annual update of registration details on MyGTCS. Then on a 5-yearly basis there is a signoff process between the member of staff and line manager confirmed to GTCS through the MyPL recording system.

2.7   **Professional Learning**: In Section 3.1 Ongoing Professional Learning of *Professional Standards for Lecturers in Scotland's Colleges* this is defined as:

3.1.1   Uses the Professional Standard to inform practice and ongoing professional learning and development.

3.1.2   Reflects critically on own practice and engages in professional dialogue with others

3.1.3   Continuously and actively engages with up to date research and developments in learning, teaching and assessment to inform practice.

3.1.4   Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes.

3.1.5   Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.

2.8 **Professional Review and Development Scheme**: A supportive and challenging process of self-evaluation, professional dialogue and recognition of how prior learning has impacted on the lecturer's practice and how future professional learning will enhance the lecturer's professional practice going forward taking cognisance of the relevant Professional Standards.

2.9 **Relevant Professional Standards**: For most lecturing staff in scope this will be the Professional Standards for Lecturers in Scotland's Colleges, however some staff may have other GTCS Professional Standards that they need to self-evaluate against. This will be determined by their type of registration, for example staff teaching on Initial Teacher Education courses or staff who have acquired GTCS registration as part of their route to qualification.

3. Purpose

3.1 The staff of any organisation are their most valuable asset and are key to successful delivery of aims, objectives, strategies and vision. Attracting, retaining, and developing high-quality and creative staff helps to meet the changing requirements of our students, our institutions and our communities.

3.2 A key way to achieve this is to have a PRD scheme that looks to support, challenge and guide lecturing staff, and this is recognised by GTCS as a key part of Professional Update. GTCS requires that these PRD schemes are validated by them at an institutional level.

3.3 As each Academic Partner has a different identity, structures and systems in place a partnership wide framework is being created which outlines the minimum requirements of this PRD scheme. It is then for each Academic Partner to implement their own policy and PRD scheme at a local level ensuring that minimum requirements are met.

3.4 The University partnership is to have one validation event at which time all PRD policies and schemes will be validated. Once validated, individual academic partners should not amend their PRD process without discussing the issue first at Human Resources Practitioners Group (HRPG) as revalidation may be required.

4. Scope

4.1 This framework policy applies to the following academic partners within the university partnership:

Argyll College UHI, Inverness College UHI, Lews Castle College UHI, Moray College UHI, North Highland College UHI, Orkney College UHI, Perth College UHI, Sabhal Mòr Ostaig UHI, Shetland College UHI and West Highland College UHI.

4.2 The University is required to be validated for the purposes of Initial Teacher Education courses only and University-employed lecturing staff are not required to register with GTCS. Any member of staff teaching on an Initial Teacher Education or Teaching Qualification for Further Education course is expected to be GTCS registered.

5.   PRD Policy requirements

5.1   Each academic partner will create their own PRD Policy and associated PRD Scheme which must meet requirements set out by GTCS and be formally validated.

5.2   The policy must set out the academic partner's commitment to supporting GTCS registration and Professional Update for all lecturing staff. Details must be outlined of timelines for the PRD process and the annual update to MyGTCS as well as the 5-yearly sign-off of professional learning to be completed by the lecturing member of staff and their line manager.

5.3   The policy must outline what support/training is available to lecturing staff and line managers to allow them to understand and fully participate in the PRD process and the Professional Update process.

5.4   There must be clarity that lecturing staff must take responsibility for their own development and professional learning as a core component of lecturer professionalism.

5.5   A deferral and appeal process must be built into the policy to allow under exceptional circumstance the five year PRD sign-off to be deferred; this may include secondments, career breaks, extended illness and maternity/paternity/adoption leave. This deferral process must have an escalation route if there is not agreement between the lecturer and their line manager. Approved deferrals must then be notified to GTCS through the MyGTCS portal.

5.6   There must be appropriate consultation with staff associations/unions and employee engagement in the development of this policy and records of this must be provided for the validation event.

5.7   Staff are able to provide feedback on the policy and scheme through their employer HR/personnel service.

6.   PRD Scheme requirements

6.1   The key focus of the PRD scheme is the professional learning and development of the lecturer in line with the relevant Professional Standards, with an emphasis on the quality of the discussion between the reviewer and the reviewee.

6.2   Performance must be managed separately through the academic partner's capability process, conduct process or other relevant procedure, however there is a recognition that a key component of performance management is learning and development so this should be captured in the PRD documentation where it supports the lecturer to meet learning and development targets.

6.3   There must be a minimum of one PRD meeting held for each lecturer per academic year. However, in agreement with lecturers academic partners may wish to consider whether a mid-year review should take place to discuss how professional learning is progressing and whether there needs to be a change of focus to support professional practice. There should also be clarity that this is an ongoing process and not just an annual interview.

6.4   The starting point is for the lecturer to undertake a process of self-evaluation and bringing the outcomes of this reflection for discussion at the PRD meeting.

6.5   The line manager must conduct the PRD meeting in a supportive and challenging way, based on coaching approaches and within an atmosphere of trust and collegiality. There should be professional dialogue to help the lecturer maintain and enhance their knowledge, skills and professional practice.

6.6   There should be cognisance of the relevant Professional Standard throughout the professional dialogue, but this process is not about proving competence. The relevant Professional Standards should be used to inform practice and ongoing professional learning and development.

6.7   The output from the PRD meeting is supportive and challenging professional dialogue between reviewer and reviewee which identifies impactful professional learning that has enhanced professional practice over the review period. The Professional Learning record is there to support the meeting, to act as a summary record of the conversation and to highlight the direction of travel and Professional Learning for the coming year.

6.8   The Learning and Teaching Enhancement Strategy is a key document for the University partnership, and includes skills-mapping of the Professional Standards for Lecturers in Scotland's Colleges, other qualifications and professional recognition.

7.   Coaching Approach

7.1   All PRD discussions should take place using a coaching approach. Guidance must be provided to line managers on the principles of coaching and coaching approaches.

8.   Notification

8.1   All lecturing staff will be made aware of their local policy and PRD scheme as this is critical to ensure there is ongoing reflection and preparation for this process and improving the professional practice of lecturing staff.

9.   Roles and Responsibilities

9.1   Each academic partner is responsible for ensuring that they have a validated PRD Scheme in place and that this is embedded within their institution.

10.   Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0	Dec 2020	Partnership Council	New Professional Review and Development Framework	GTCS PU Project Team
1				
2				
3				
4				

University of the
Highlands and Islands
Inverness College

PROFESSIONAL REVIEW & DEVELOPMENT POLICY

REFERENCE: (will be inserted by Quality Unit)

Lead Officer	
Review Officer	Professional Development Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

Contents

1. Policy Statement

Definition of Professional Review & Development (PRD)

A process of self-evaluation against relevant standards followed by professional dialogue with a line manager to provide support and challenge and to plan further development. The process will include a recognition of how prior professional learning has impacted on practice and how future learning will enhance practice.

All staff

The purpose of the Professional Review & Development policy is to support and enhance the continued professional learning of all Inverness College UHI staff with the aim of attracting, retaining, and developing high-quality and creative staff to meet the changing requirements of our students, our institutions and our communities.

This will be achieved by the provision of ongoing opportunities for staff to

- reflect on their practice and professional learning through self-assessment against relevant standards
- engage in supportive and challenging professional dialogue with their line manager in an atmosphere of trust and collegiality

Lecturing staff

As an institution within the University partnership, Inverness College is committed to supporting lecturers to comply with GTCS requirements for lecturer registration. Therefore, the policy includes the Professional Update process for lecturers which has two key purposes:

i. To maintain and improve the quality of our lecturers as outlined in the Professional Standards for Lecturers in Scotland's Colleges and to enhance the impact they have on student learning.
ii. To support, maintain and enhance lecturers' continued professionalism and the reputation of the lecturing profession in Scotland.

The detailed procedures and guidance notes set out the process to be followed – PDR Procedure & Guidance

Definitions

- **Institution:** Any of the University or thirteen academic partners
- **University partnership:** The University of the Highlands and Islands and the thirteen academic partners

- **Lecturing staff:** Any member of staff employed under lecturing terms and conditions as set by the National Joint Negotiating Committee and National Recognition and Procedure Agreement
- **General Teaching Council for Scotland (GTCS):** This is the professional body given statutory responsibility to promote, support and develop the professional learning of teaching and lecturing staff.
- **Registration:** All 'in scope' lecturing staff employed by University of the Highlands and Islands and the thirteen academic partners are required to maintain registration with GTCS.
- **Professional Update:** An annual process of engagement in the PRD scheme, ongoing professional learning including reflection on own learning and the relevant Professional Standards, as well as an annual update of registration details on MyGTCS. Then on a 5-yearly basis there is a signoff process between the member of staff and line manager confirmed to GTCS through the MyPL recording system.
- **Relevant standards:** These will vary depending on staff role. For lecturing staff these will be the Professional Standards for Lecturers in Scotland's Colleges. For other staff the relevant standards may include those established by professional bodies or other organisations e.g. COSCA.

2. Legislative framework / related policies

2.1. Link to National Agreements https://njncscotlandscolleges.ac.uk/
2.2. Equality, Diversity & Inclusivity Policy
2.3. Performance Improvement Policy
2.4. Professional Development Policy
2.5. Staff Code of Conduct
2.6. Staff Disciplinary
2.7. Staff Grievance
2.8. Staff Recruitment and Selection
2.9. Staff Mediation Policy
2.10. General Data Protection Regulations (GDPR) 2018
2.11. UHI PRD Framework: INSERT HERE
2.12. Link to GTCS registration information https://www.gtcs.org.uk/college-lecturers/college.aspx
2.13. Performance management:
Performance is managed separately to the PRD process, through the Inverness College Performance Improvement policy. However, learning and development captured in the PRD documentation may support staff to meet learning and development targets.

Commented [FG1]: Not linked as currently only available as circulated to individual members of UHI working group, not available yet in a permanent place.

3. Scope

This policy applies to all Inverness College employees regardless of their length of service. It does not apply to agency workers or self-employed contractors.

4. Compliance

This policy is a cross college policy and all staff must work to meet the requirements outlined within the policy. Compliance with the policy will be monitored through regular audits, with outcome reports being reported to the appropriate committee.
This policy should be read in conjunction with the polices listed above.
Changes to this policy or the accompanying procedures should follow the usual Inverness College procedure and should also be discussed with the UHI Human Resources Practitioner Group as any amendments may impact the GTCS validation of the university partnership.

5. Monitoring

This policy will be monitored and its implementation evaluated. PRDs will be included in the annual planning cycle and the number of PRDs conducted will be reported on an bi-annual basis to the Staff Development Committee, SMT Committee, and the Board of Management HR committee.

6. Review

This policy and related procedures will normally be reviewed every three years to ensure it continues to meet College requirements within the legislative framework.

University of the Highlands and Islands
Inverness College

Subject/Title:	Voluntary Severance Scheme
Author: [Name and Job title]	HR Manager
Meeting:	Human Resources Committee
Meeting Date:	27 May 2021
Date Paper prepared:	14 May 2021
Brief Summary of the paper:	The report sets out progress of the College's Voluntary Severance Scheme.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	**Yes**
Risk implications:	Yes **If yes, please specify:** Operational:
Equality and Diversity implications:	
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		<mark>Its disclosure would substantially prejudice the effective conduct of public affairs (S30)</mark>	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

HR Committee

Subject/Title:	National Bargaining
Author: [Name and Job title]	HR Manager
Meeting:	Human Resources Committee
Meeting Date:	27 May 2021
Date Paper prepared:	17 May 2021
Brief Summary of the paper:	To report on the latest developments in pay and conditions collective bargaining.
Action requested: [Approval, recommendation, discussion, noting]	Noting and discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • <mark>risk management</mark> • strategic plan • new opportunity/change	
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation:	

[staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	NO

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University of the Highlands and Islands
Inverness College

Subject/Title:	Hybrid Working Plan
Author: [Name and Job title]	Joint Report by Assistant Principal – Operations and External Relations and HR Manager
Meeting:	Human Resources Committee
Meeting Date:	27 May 2021
Date Paper prepared:	17 May 2021
Brief Summary of the paper:	The report sets out the College's Hybrid Working Plan.
Action requested: [Approval, recommendation, discussion, noting]	Noting and discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	**Yes**
Risk implications:	Yes **If yes, please specify:** Operational:
Equality and Diversity implications:	
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	No

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Inverness College

Board of Management

Subject/Title:	Human Resources Report Quarter 3 2020-21
Author: [Name and Job title]	Nicola Quinn, Human Resources Manager
Meeting:	Human Resources Committee
Meeting Date:	27 May 2021
Date Paper prepared:	17 May 2021
Brief Summary of the paper:	This report presents qualitative analysis of key HR measures surrounding turnover and absence.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Enhancing Performance
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	SMT

Status – [Confidential/Non confidential]	Non-confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]		

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Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
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Human Resources Report Quarter 3 2020-21

Executive summary

The Human Resources Committee is asked to discuss the report.

Background information

This report presents quantitative and qualitative analysis of key HR measures surrounding FTE, turnover and absence.

Main body of information

1.   Turnover

Staff turnover for core staff only (excluding fixed-term contracts) in Q3 2020/21 was 1.9%, a decrease of 1% compared with the previous quarter (2.9% in Q2 2020/21) and a 0.2% decrease when compared with Q2 in 2019/20 (2.1%).

Total staff turnover, including fixed-term contracts coming to an end in Q2 2020/21, was 2.3%, a 1.5% decrease from the previous quarter (3.8% in Q2 2020/21) and a 1% decrease compared with Q3 in 2020/21 (3.3%).

2.   Headcount and FTE

In Q3 2020/21, average headcount was 392.5; 377 being permanent employees, and 15.5 being on fixed-term contracts. Of these fixed-term contracts, 1 began in Q3.

Of the fixed-term contracts remaining at the end of Q3 2020/21, contract end dates are as follows:

Quarter FTC ending	FTE	Headcount
2020-21 Q4	7.55	10
2021-22 Q2	0.20	1
2021-22 Q3	0.56	1
2021-22 Q4	1.00	1
2022-23 Q1	0.40	1
2022-23 Q3	1.00	1
Total	**10.71**	**15**

In Q3 2020/21, average FTE was 322.3, 311.4 being permanent and 10.9 being fixed-term employees. In comparison to Q2 2020/21, this is a decrease of 3.3 FTE, 1.7 being permanent and 1.6 being fixed-term employees.

The proportion of full-time staff in Q2 2020/21 was 56.9% compared to 43.1% part-time which is comparable to previous quarters:
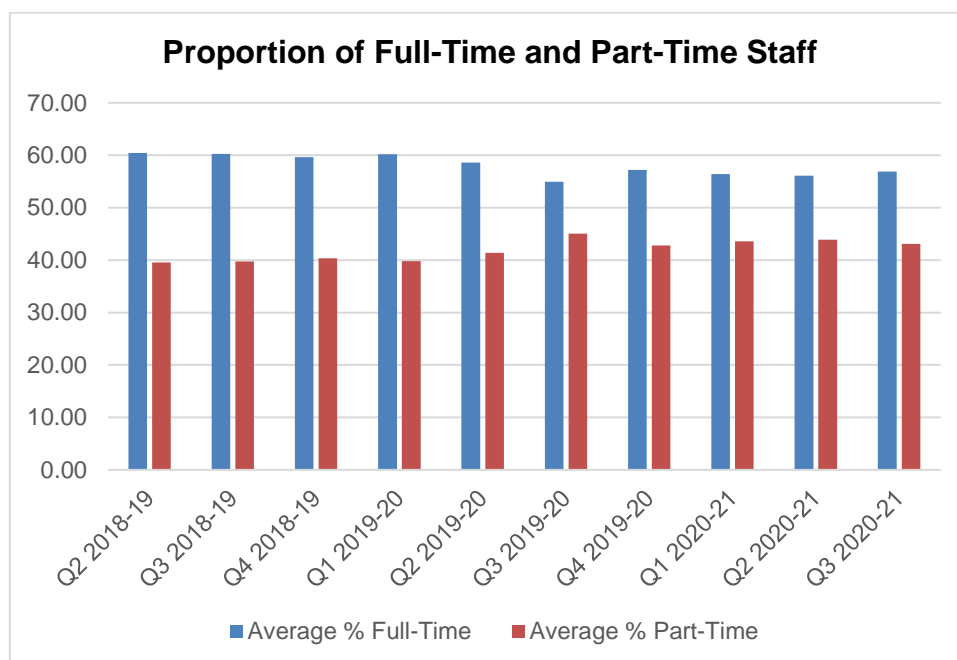
Summary of actual supply FTE in Q3 2020/21 has increased compared with previous quarters as shown in the table below:

(QTR ACTUALS)	Q3 2020/21	Q2 2020/21	Q1 2020/21	Q4 2019/20	Q3 2019/20	Q2 2019/20
Supply Teaching - Planned Activity	**4.4**	**3.2**	**1.5**	4.5	6.8	5.7
Supply Teaching - Sickness Cover	**0.7**	**0.3**	**0.0**	0.1	0	0.2
Supply Support	**0.9**	**0.7**	**1.2**	1.0	1.5	1.4
Supply Assessors	**1.0**	**0.3**	**0.5**	1.1	1.2	1.1
Total	**7**	**4.5**	**3.2**	6.7	9.5	8.4

Summary of teaching staff FTE and contract type in Q3 2020/21 compared with previous quarters, including Teaching Management (Heads of School and Depute Heads of School):

Average FTE (Academic)	Q3 2020/21	Q2 2020/21	Q1 2020/21	Q4 2019/20	Q3 2019/20	Q2 2019/20	Q1 2019/20
Permanent Teaching Staff (Management)	13	13	13	13	13	13	13
Permanent Teaching Staff	136.7	138.0	142.2	145.4	145.6	145.7	147.3
Fixed-Term Teaching Staff	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Total	**149.7**	**151.0**	**155.2**	**158.4**	**158.6**	**158.7**	**160.5**

Summary of support staff FTE and contract type in in Q3 2020/21 compared with previous quarters:

Average FTE (Support)	Q3 2020/21	Q2 2020/21	Q1 2020/21	Q4 2019/20	Q3 2019/20	Q2 2019/20	Q1 2019/20
Permanent Support Staff (Management)	13.05	13.05	12.8	13.5	13.8	14.4	14.9
Permanent Support Staff	134.8	135.2	142.3	144.9	145.9	144.6	144.6
Fixed-Term Support Staff	10.9	12.0	15.4	18.4	20.0	18.4	17.6
Permanent Assessors	13.8	13.8	13.8	14.2	10.5	10.9	8.2
Fixed-Term Assessors	0	1.0	1.0	1.0	1.0	1.0	1.5
Total	**172.6**	**175.05**	**185.3**	**192.0**	**191.2**	**189.3**	**186.8**

3.   Leavers

On 5 May 2020, the RSB approved the Voluntary Severance Scheme (VSS) upon which it was sent to the SFC for approval. Formal approval of the scheme by the SFC was received on Friday 05 June 2020. On Tuesday 09 June 2020, the VSS was launched to all staff. This contributed to increased turnover in Q2 2020/21 when compared with previous quarters.

There were 9 leavers in Q3 2020/21: 3 End of Fixed-Term Contracts, 3 Resignations and 3 Voluntary Severance.

Job Classification Description	Headcount	Total FTE	Reason for leaving
Support Staff Established	5	3.67	3 x Resignations 1 x End of FTC 1 x Vol. Severance
Support Staff Non-Established	2	1	2 x End of FTC
Support Term-Time Only Established	1	0.73	1 x Vol. Severance
Teaching Staff Established	1	1.0	1 x Vol. Severance
Total	**9**	**6.4**	

Of the 3 resignations: 2 were from individuals in an "At Risk" group and 1 was from an individual who moved to an alternative organisation.

The resignations were from the following departments: Early Learning & Childcare Centre (ELCC) and Research.

Of the 3 departures under the VSS, 1 was from an individual "At Risk" (Engineering Technology). The remaining 2 were from Hospitality.

1 backfill has been approved thus far. This will represent an overall reduction of 3 FTE in 2020-21.

Future confirmed reductions in FTE in 2020/2021 **not** being backfilled are as follows:

Job Title	FTE	Reason	Effective Date
FOH & Admin Team Leader	1.0	VSS	31/05/2021
Lecturer – Social Science	0.4	VSS	16/06/2021
Lecturer – Professional cookery	1.0	VSS	25/06/2021
Childcare Practitioner (TTO)	4.02	VSS	30/06/2021
Senior Childcare Practitioner (TTO)	4.02	VSS	30/06/2021
Total	**6.62**		

4.   Starters

There were 9 starters in Q3 2020/21 as outlined in the table below:

Job Classification Description	No. of Starters	Total FTE
Support Staff Established Position	8	7.0
Support Staff TTO Non-Established Position	1	0.56
Total	**9**	**7.56**

Of the 9 **permanent** contracts appointed 4 were backfill for 2 Student Records Officers, a College Support Administrator and a Research Assistant -RLI. The Education Support Advisor and 3 Psychology Graduate Assistants were all new posts. The Psychology Graduate Assistant posts are a requirement of the awarding body and will be partially funded by Academic Partners.

The 1 **fixed-term** contract appointed in Q3 is for a Personal Development Advisor.

5. Staff Changes

In Q3 2020/21, 2 members of staff received temporary promotion to cover shortages in staffing at the Early Learning and Childcare Centre until it is taken over by CALA on 5 July 2021.

There were 2 job changes, 1 was for an individual "At Risk" (Skillzone). 1 member of staff transferred to a new post as Receptionist.

Following the SMT restructure, 4 members of staff attained Assistant Principal posts in the newly formed EMT. There were no flexible working requests which came into effect in Q3 2020/21.

6. Other staff savings – furlough

Due to the ongoing coronavirus pandemic, 28 staff remain on flexible furlough leave until 30 April 2021 as follows:

Department	February	March	April
ELCC (6.94 FTE)	6	4	10
Estates (1 FTE)	1	1	1
Finance (1 FTE)	1	0	0
Hospitality (14.4 FTE)	17	16	17
Research (1 FTE)	1	0	0
Total Headcount	**26**	**21**	**28**

This represents monthly savings as follows:

Month 2020/21	Saving
February	£24,089.13
March	£14,221.12
April	£17,801.99
Total	**£56,112.24**

7.   Performance & Development Reviews (PDRs)

Managers have reported having completed 22% of PDRs for academic year 2020/21. This data tracks only those PDRs which have been uploaded to CIPHR.
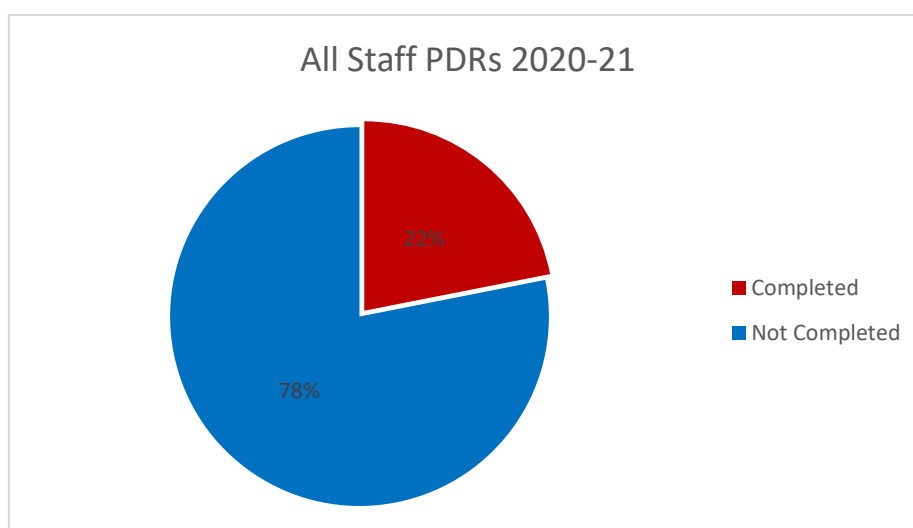

Of those completed, 46% represent those undertaken with support staff and 54% by academic staff.
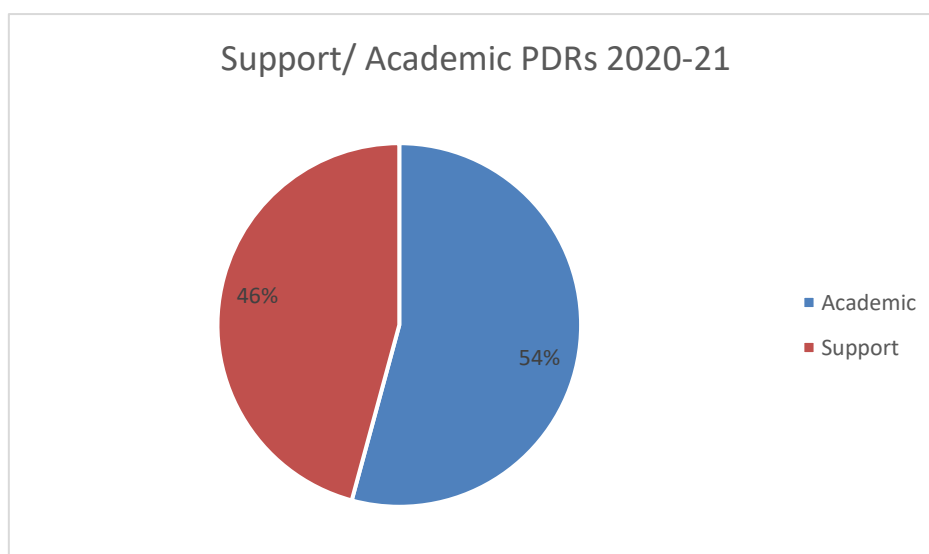
There are only 7 Managers areas complete on CIPHR. Many academic managers have reported they undertake their teams PDRs for April/May each year so have still to complete them.

The Hospitality manager reported that no written individual PDRs have been completed due to the team being furloughed. However, structured meetings have been held with the Head Chef and Food & Beverage Supervisors to agree department objectives which are being reviewed weekly. All Food Service Assistants & Chefs have training objectives agreed which are either underway or complete.

PDRs so far completed represent 22% for permanent staff and 7% for fixed-term staff in 2020-21.
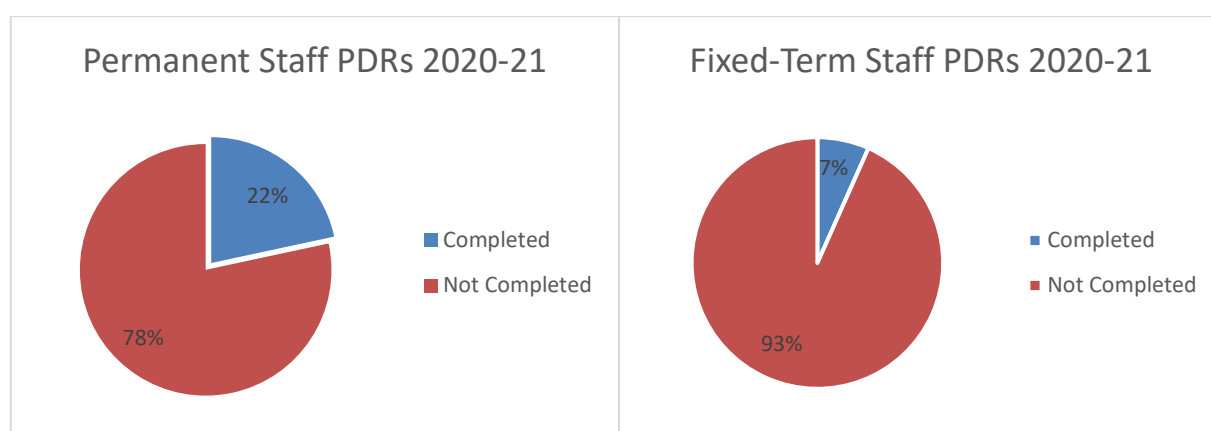
For those staff working full-time hours, 11% of PDRs have been completed in 2020/21. For those staff working part-time hours (i.e., less than 1 FTE), 10% of PDRs have been completed in 2020/21. This does not indicate a significant difference in PDRs completed between full and part-time staff.

8. Absence

Sickness absence in Q3 2020/21 totalled 495 days, equivalent to 2.4%.

This is a 0.2% increase from Q2 2020/21 (2.6%).

Absence Reason		Days lost		Days lost		Days lost
Back Pain	Q3 20/21	2	Q2 20/21	3	Q1 20/21	3
Bacteriological Infection	Q3 20/21		Q2 20/21	19	Q1 20/21	
Bereavement	Q3 20/21		Q2 20/21	4	Q1 20/21	
Cardiac/Circulation	Q3 20/21	2	Q2 20/21	45	Q1 20/21	
Cold/Flu	Q3 20/21	1	Q2 20/21	1.5	Q1 20/21	15
Debility	Q3 20/21		Q2 20/21		Q1 20/21	
Dental	Q3 20/21		Q2 20/21	1	Q1 20/21	3
Diabetes	Q3 20/21		Q2 20/21		Q1 20/21	

Digestive System	Q3 20/21		Q2 20/21	3	Q1 20/21	2.5
Eye Problems	Q3 20/21	2	Q2 20/21		Q1 20/21	
Food Poisoning	Q3 20/21		Q2 20/21		Q1 20/21	
Gastrointestinal	Q3 20/21	1	Q2 20/21		Q1 20/21	6
Genitourinary	Q3 20/21	6	Q2 20/21	8	Q1 20/21	
Gynaecological	Q3 20/21	1	Q2 20/21		Q1 20/21	2
Headaches/Migraine	Q3 20/21	7	Q2 20/21	8.5	Q1 20/21	3
Injury	Q3 20/21	1	Q2 20/21	56	Q1 20/21	38
Mental Health	Q3 20/21	68	Q2 20/21	76	Q1 20/21	64.5
Minor Illness	Q3 20/21	4	Q2 20/21	9	Q1 20/21	3
Multiple Sclerosis	Q3 20/21		Q2 20/21		Q1 20/21	1
Musculoskeletal	Q3 20/21	3	Q2 20/21	1	Q1 20/21	34
Neurological	Q3 20/21	66.5	Q2 20/21	59	Q1 20/21	65
Oncological	Q3 20/21		Q2 20/21		Q1 20/21	
Phased return to work	Q3 20/21		Q2 20/21		Q1 20/21	
Pregnancy Related	Q3 20/21		Q2 20/21	9	Q1 20/21	46
Respiratory	Q3 20/21	7	Q2 20/21		Q1 20/21	13.5
*Stress at Work	Q3 20/21	177.5	Q2 20/21	83	Q1 20/21	
Stress/Anxiety	Q3 20/21	84	Q2 20/21	64	Q1 20/21	65
Surgical	Q3 20/21	30	Q2 20/21	66	Q1 20/21	21
Viral infection	Q3 20/21		Q2 20/21	12	Q1 20/21	9
Unknown	Q3 20/21		Q2 20/21		Q1 20/21	1
COVID-19 (positive test)	Q3 20/21	10	Q2 20/21	20	Q1 20/21	
Self-Isolation (Covid-19)	Q3 20/21	12	Q2 20/21	23	Q1 20/21	
Vaccination Side Effect - COVID-19	Q3 20/21	8	Q2 20/21		Q1 20/21	
Long term absence	Q3 20/21	344	Q2 20/21	388	Q1 20/21	252
Short term absence	Q3 20/21	151	Q2 20/21	160	Q1 20/21	143.5

*From Q2 2020/21 Stress/Anxiety has been split and a new line added for Stress at Work

In Q3 2020/21, 34.4% of absence was attributable to support staff and 65.6% to academic staff. In comparison to Q3 2019/2020, this is a decrease of 28.8% for support staff absence and an increase of 28.8% for academic staff.

Management referrals to Occupational Health (NHS Highland) numbered 8 in Q3 2020/21, relating to employees with long-term sickness absence or ongoing medical conditions and reasonable adjustments in relation to COVID-19 restrictions.

% Absence
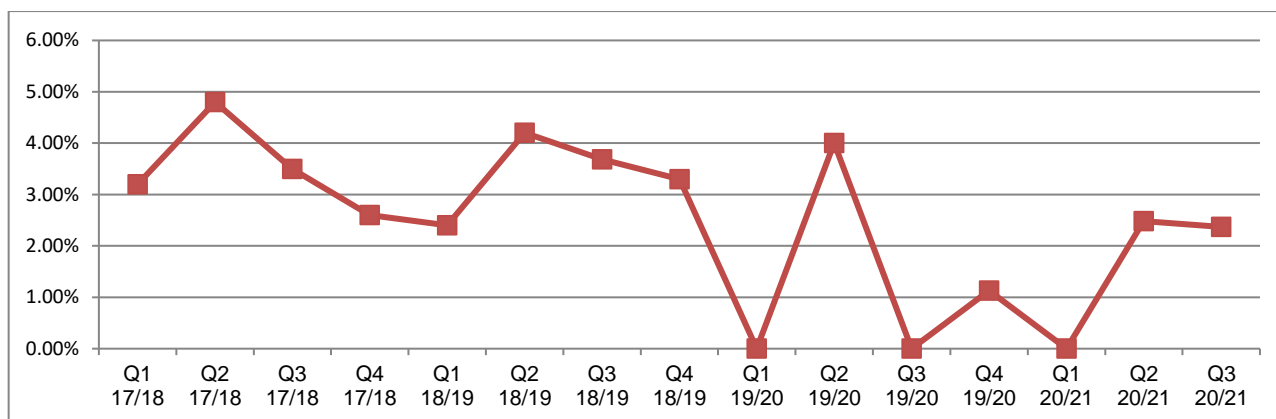
Sickness Absence (Support/Academic)
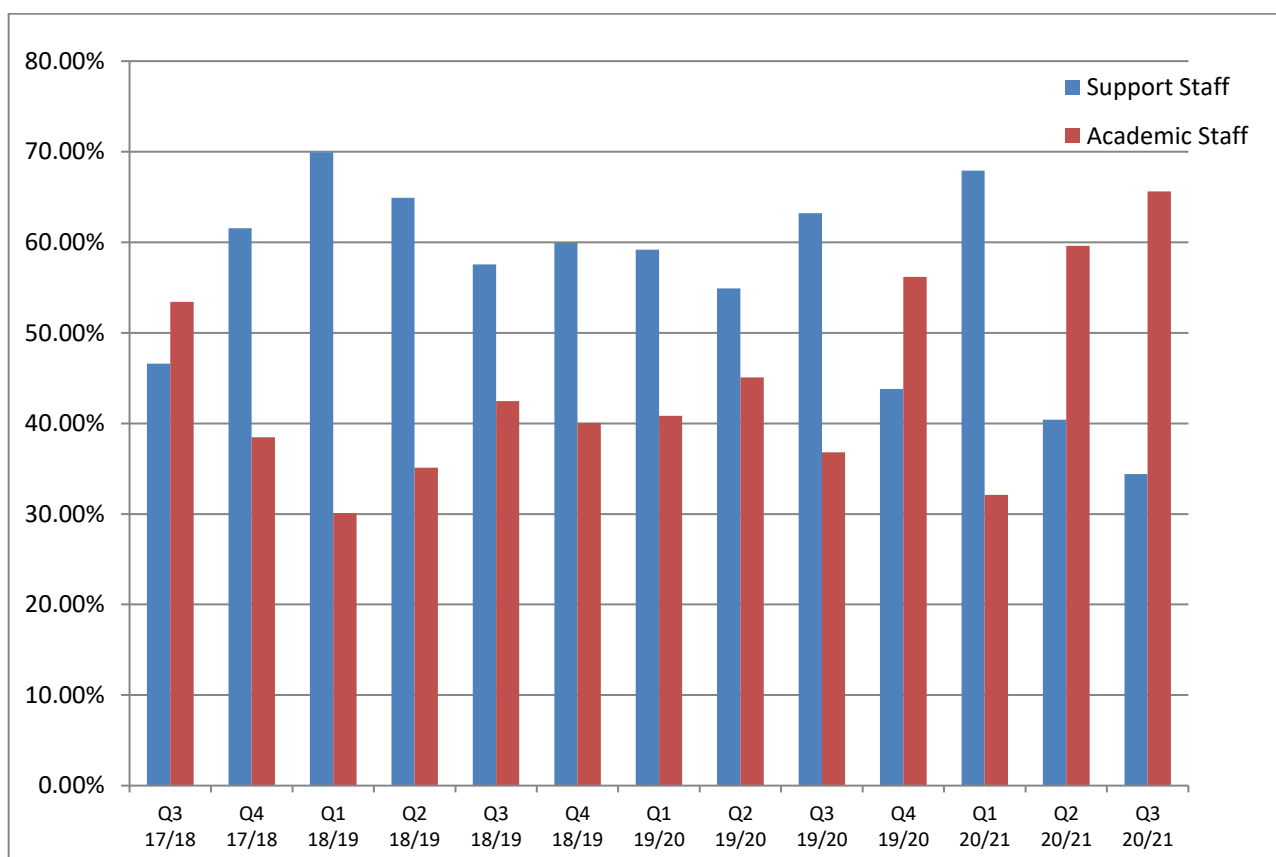
The College's Promoting Attendance Policy defines long term sickness absence as sickness absence for 13 or more consecutive days in relation to stress/anxiety or, for any other condition, 28 days or more (4 weeks).

In Q3 2020/21, out of 6 staff who were long-term absent; 3 were due to stress at work; and 1 each due to stress/anxiety, mental health and neurological. 2 of those staff have since returned to work and 4 remain absent and under the care of Occupational Health.
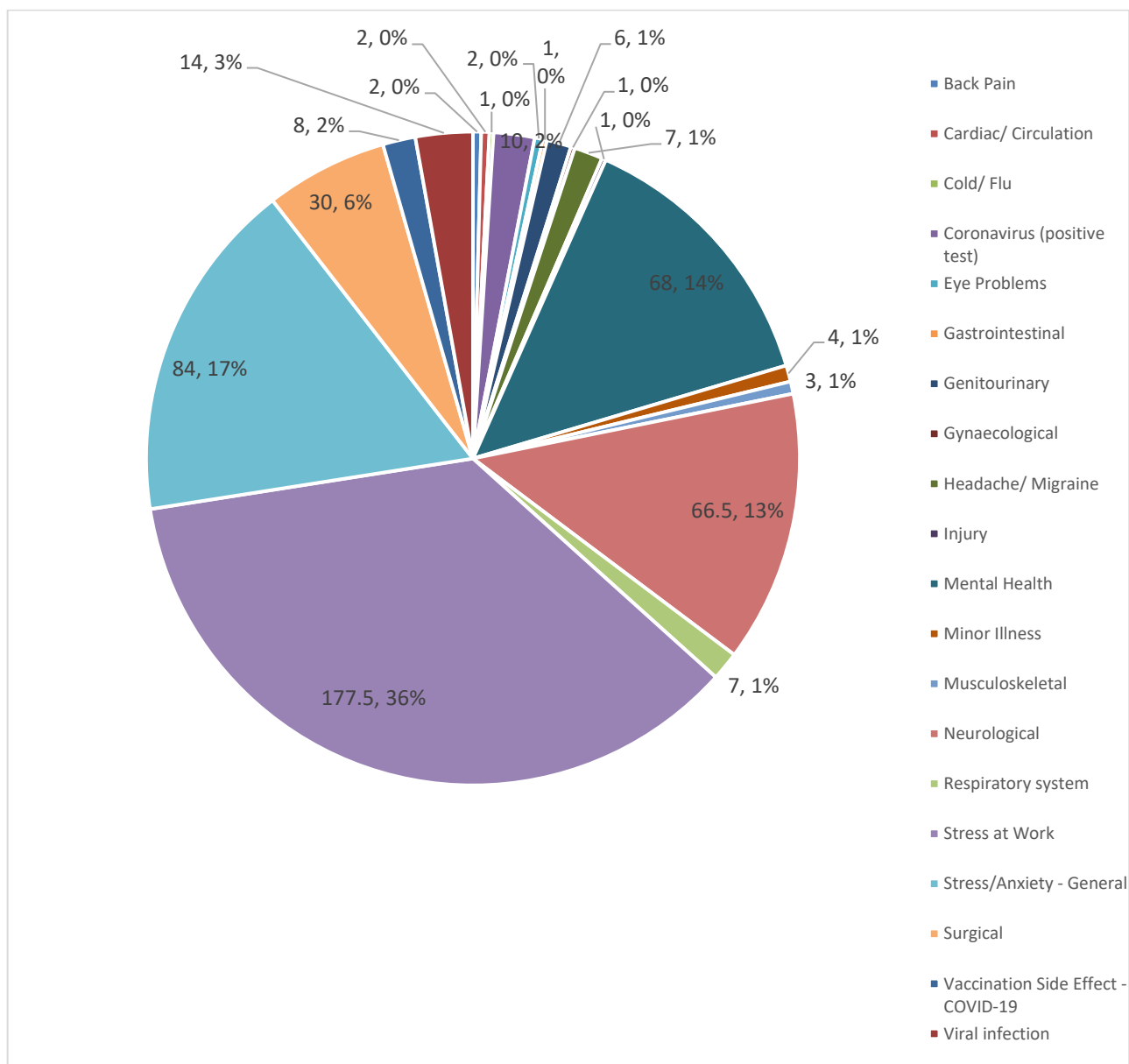
The most common reason for absence in Q3 2020/21, based upon total number of episodes, was jointly for stress at work and stress/anxiety – general, with 7 episodes each, with a total of 261.5 days lost between them (52.9% of total absence and 13 individuals). The second most common reason was for headache/migraine with 5 episodes, with a total of 7 days lost (1.4% of total absence and 5 individuals).
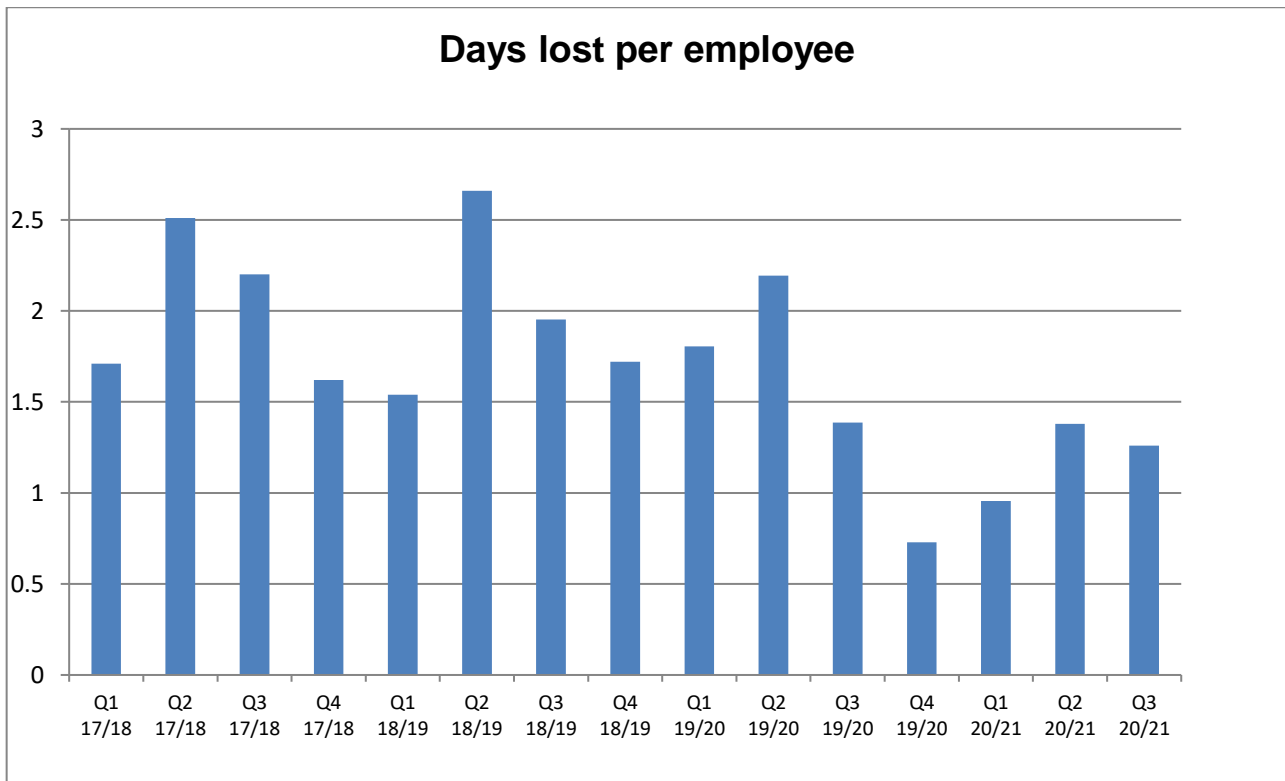
Stress at Work accounted for the greatest proportion of absence in Q3 2020/21, constituting 35.9% of total absence (6 individuals). The second greatest proportion of absence in Q3 2020/21 was attributable to stress/anxiety – general (17% and 7 individuals); followed by mental health (13.7% and 2 individuals).

Since restrictions were put in place to control the spread of the COVID-19 virus on 23 March 2020, 1 individual in Q3 2020/21 was recorded as being absent due to COVID-19. In Q3 2020/21 3 members of staff were recorded as having side effects from the COVID-19 vaccination and 3 other members of staff self-isolated during Q3 2020/21 following direction by NHS Test & Protect Scotland.

The College buildings were opened after the Easter break on a restricted, pre-authorised basis, where deemed essential. The COVID Response team continue to work within the guidance set by the Scottish Government.

Days Lost by Absence Reason (Q3 2020/21)

Legend:
- Back Pain
- Cardiac/ Circulation
- Cold/ Flu
- Coronavirus (positive test)
- Eye Problems
- Gastrointestinal
- Genitourinary
- Gynaecological
- Headache/ Migraine
- Injury
- Mental Health
- Minor Illness
- Musculoskeletal
- Neurological
- Respiratory system
- Stress at Work
- Stress/Anxiety - General
- Surgical
- Vaccination Side Effect - COVID-19
- Viral infection

Data labels:
- 2, 0%
- 14, 3%
- 8, 2%
- 30, 6%
- 2, 0%
- 2, 0%
- 1, 0%
- 10, 2%
- 1, 0%
- 6, 1%
- 1, 0%
- 1, 0%
- 7, 1%
- 68, 14%
- 4, 1%
- 3, 1%
- 66.5, 13%
- 7, 1%
- 177.5, 36%
- 84, 17%

Days Lost Per Employee (Q3 2020/21)

Days lost per employee

 University of the Highlands and Islands
Inverness College

Committee

Subject/Title:	Professional Development Update 2020-21
Author: [Name and Job title]	Professional Development Manager
Meeting:	HR Committee
Meeting Date:	27 May 2021
Date Paper prepared:	24 May 2021
Brief Summary of the paper:	This paper provides details of professional development activities undertaken by staff of Inverness College UHI during the academic year 2020-21.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Strategic plan: To provide opportunities for staff to grow their knowledge and skills in line with organisational need.
Resource implications:	No
Risk implications:	No
Equality and Diversity implications:	No
Consultation: [staff, students, UHI & Partners, External] and provide detail	No

Status – [Confidential/Non confidential]	Non confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	

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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

PROFESSIONAL DEVELOPMENT UPDATE 2020-21

Purpose

This paper provides details of professional development activities undertaken by staff of Inverness College UHI during the academic year 2020-21.

Main body of information

Staff at Inverness College UHI are engaged in a wide range of professional learning activities. These include mandatory training, digital skills training, management and leadership development, teaching qualifications and other additional qualifications.

Impact of Covid pandemic

The number of staff applications for funding to attend external short courses and conferences in 2020-21 is approximately 60% less than at this point in the previous academic year. Most of the events attended have taken place online with very little face to face training available.

However, staff have engaged with an increased number of learning opportunities relating to delivering learning online, digital skills and student support.

Staff wellbeing has been a strong focus in this academic year with weekly wellbeing updates and information provided to staff. Other measures have been put in place in conjunction with the Staff Wellbeing Group including the provision of digital detox days and free lunchtime yoga sessions.

1.   Digital skills training

1.1 Brightspace

The main focus in this academic year was on supporting lecturers to move teaching online and sessions were delivered to individuals and to small groups in curriculum teams.

Total delegates – 156

Total sessions delivered – 137

The main topics covered were

(VLE) Brightspace (General Queries)
Virtual Classroom (VC) Cisco Webex Meeting (General queries)
(VLE) Brightspace Groups and restrictions
(VLE) Brightspace Assignments and Grades
(VLE) Brightspace Quizzes

1.2 Excel training

Inverness College made a successful application to the FWDF and have utilised this funding to enrol staff on a variety of courses provided by our Business Solutions team.

To date 11 professional services staff have completed online courses in Excel Intermediate/Advanced.

2. Leadership and management development

2.1 CMI - First Line Management / Being a Leader / Improving Team Performance

5 staff with line management responsibilities engaged with relevant online CMI courses provided by our Business Solutions team.

2.2 Aurora Leadership Development Programme

In this academic year another member of Inverness College staff participated in the Advance HE Aurora Leadership Development Programme for women, bringing our total to 3 since the inception of the programme in 2018-19.

2.3 Project Management

5 staff completed PRINCE2 foundation courses with 3 of these then going on to achieve practitioner certification.

2.4 IOSH Training

19 staff, including Heads of School and Depute Heads, completed IOSH Managing Safely and Working Safely courses to support our ongoing response to the Covid pandemic.

3. Student support

5 of the Personal Development Advisors (PDAs) undertook training in counselling to complete the Introduction to Counselling evening course.   3 PDAs also undertook Gender Based Violence First Responder training. Other staff engaged with professional learning on trauma, student mental health and specialised aspects of counselling.

4. Teaching qualifications and fellowships

4.1 PDA Teaching Practice in Scotland's Colleges

This course is offered to all teaching staff who do not hold a recognised teaching qualification. 4 lecturers completed their qualification in 2020-21 with observations taking place online for the first time. The award comprises two units at SCQF level 9 and provides the opportunity for teaching staff to broaden their skills base prior to undertaking TQFE.

4.2 TQFE

A decision was taken to pause provision of TQFE in this academic year in recognition of the additional workload experienced by lecturers in moving all learning online at short notice due to the Covid pandemic. TQFE will be offered again in the next academic year and plans for this are covered later in this paper.

4.3 Professional Recognition Awards

As preparation for TQFE studies, 3 lecturers successfully completed Professional Recognition Awards leading to Affiliateship membership of City & Guilds.

4.4 Fellowship of Higher Education Academy (Advance HE)

Lecturers and professional services staff continue to apply for fellowship of the HEA through the UHI ALPINE route. Currently 13 Inverness College staff have been awarded Fellowship and 10 have been awarded Senior Fellowship.

5. Mandatory training

First Aid training and online Health & Safety training has continued through this academic year. Staff have specifically been encouraged to engage with DSE self-assessments as they continue to work from home.

6. Additional Qualifications

Staff have continued to engage in study towards a range of additional qualifications. 34 staff have been supported to study modules at undergraduate and postgraduate level during this academic year.

7. Induction programmes

7.1 Corporate Induction

The Inverness College induction programme for all new staff moved fully online to Brightspace in May 2020. Since then 39 new staff have completed the programme, including the revised Data Protection and Information Security modules.

7.2 Learning & Teaching Induction

There has not been a requirement to run the L&T induction programme this academic year but plans are underway to move aspects of the programme onto Brightspace in preparation for 2021-22.

8. Future plans

8.1 Staff Conference

Plans are underway for a blended staff conference to take place on 28 and 29 June. Staff will be encouraged to engage with online and on campus workshops on the theme of staff resilience.

8.2 Distributed leadership and management development

The topic of distributed leadership will be introduced at staff conference and it is intended to explore this further through a management development programme in the next academic year.

8.3 TQFE

The provision of TQFE for Inverness College staff will now be through a newly developed UHI programme. 10 lecturers will be enrolled on the programme in September with a further 10 in each of the following two academic years.

University of the Highlands and Islands
Inverness College

HR Committee

Subject/Title:	Half Yearly Employment Law Update
Author: [Name and Job title]	HR Manager
Meeting:	Human Resources Committee
Meeting Date:	27 May 2021
Date Paper prepared:	17 May 2021
Brief Summary of the paper:	This paper sets out a summary of the key employment law developments over the last 6 months.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** - compliance - partnership services - risk management - strategic plan - new opportunity/change	Compliance Risk Management
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Non Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

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Half Yearly Employment Law Update

COVID – 19: Furlough extension to September 2021

On 17 December 2020, Chancellor Rishi Sunak announced that the Coronavirus Job Retention Scheme, already extended to the end of March 2021, would be further extended until the end of April. He said the government would continue to contribute 80% towards furloughed workers' pay and would announce its next steps in response to the Coronavirus pandemic in the Budget to be held on 03 March 2021.

On 03 March 2021, the government announce that the Coronavirus Job Retention Scheme has been extended until 30 September 2021 and the level of grant available to employers under the scheme will stay the same until 30 June 2021.

From 01 July 2021, the level of grant will be reduced and employers will be asked to contribute towards the cost of their furloughed employees' wages. To be eligible for the grant, employers must continue to pay their furloughed employees 80% of their wages, up to a cap of £2,500 per month for the time they spend on furlough.

The table below shows the level of government contribution available in the coming months, the required employer contribution and the amount that the employee receives per month where the employee is furloughed 100% of the time.

Wage caps are proportional to the hours not worked.

	May	June	July	August	September
Government contribution: wages for hours not worked	80% up to £2,500	80% up to £2,500	70% up to £2,187.50	60% up to £1,875	60% up to £1,875
Employer contribution: employer National Insurance contributions and pension contributions	Yes	Yes	Yes	Yes	Yes
Employer contribution wages for hours not worked	No	No	10% up to £312.50	20% up to £625	20% up to £625
For hours not worked employee receives	80% up to £2,500 per month	80% up to £2,500 per month	80% up to £2,500 per month	80% up to £2,500 per month	80% up to £2,500 per month

COVID – 19: Job Retention Scheme Bonus

On 31 July 2020, the government announced that it would pay employers a £1,000 one-off taxable payment for every eligible employee that the business had furloughed and kept continuously employed until 31 January 2021. On 05 November 2020, Chancellor Rishi

Sunak announced that the scheme had been scrapped, in view of the Coronavirus Job Retention Scheme having been extended, and that a new retention incentive would be introduced at an appropriate time.

National Living Wage (NLW) – increased and extended

On 25 November 2020, Chancellor Rishi Sunak announced that from April 2021, the National Living Wage would rise to £8.91 an hour (an increase of 2.2%) and be extended to 23 and 24 year olds for the first time (previously the NLW applied only to 25 year olds and older). All other NMW rates will increase at the same time but only the rate for apprentices represents a higher percentage increase (up by 3.6% to £4.30 an hour).

New immigration system opens

The government published a parliamentary statement on 22 October 2020 setting out how the new post-Brexit immigration system will work. Applications for non-EU workers, arriving in the UK to live and work on or after 01 January 2021, opened on 01 December 2020.

There are several changes to the former points-based system, including:

- Replacement of the Tier 2 General category with a Skilled Worker route (requires a job offer in an eligible skilled occupation from an approved sponsoring employer)
- Abolition of maximum six-year stay for workers in this category
- Gross basic salary must be £25,600 or over
- Skill level must be equivalent to A-levels
- Applicants must have an intermediate-level ability to communicate in English.
- EU workers already resident in the UK on 1 December 2020 have until 31 June 2021 to apply for settled status enabling them to remain here.

Public sector exit payment cap revoked

On 21 July 2020, the government confirmed its intention to change the law so that exit payments to public servants in excess of £95,000 could be clawed back if the employee moved into another highly paid public sector job. Consultations on the reform began in 2015 and culminated in a final consultation in September 2020. The Restriction of Public Sector Exit Payments Regulations 2020 were made on 14 October 2020 and came into force on 04 November 2020.

On 12 February 2021, the regulations were revoked on the grounds that a review had indicated unintended consequences arising from them. The government has issued guidance to employers on paying additional sums to employees whose exit payments were capped between 04 November 2020 and 12 February 2021.

Gender pay gap reports (public sector)

Specified public authorities, with 250 or more employees, are required to publish their gender pay gap reports annually by 30 March, based on data gathered on 31 March each year.

The government announced a suspension of enforcement measures on gender pay gap reporting for 2019/20, in view of the unprecedented pressures on businesses caused by the COVID – 19 pandemic. Employers have until 05 October 2021 to report their 2020/21 figures before enforcement measures are taken.

Statutory maternity, adoption, paternity, and shared parental pay rises:

Statutory maternity pay (SMP):

First six weeks – 90 per cent of employee's average weekly earnings. Remaining weeks at the following rates or 90% per cent of earnings if lower.

From 5 April 2020: £151.20.

From 4 April 2021: £151.97.

Statutory adoption pay (SAP):

First six weeks – 90 per cent of employee's average weekly earnings. Remaining weeks at the following rates or 90% per cent of earnings if lower.

From 5 April 2020: £151.20.

From 4 April 2021: £151.97.

Statutory paternity pay (SPP):

Paid for two weeks.

From 5 April 2020: £151.20 or 90 per cent of employee's weekly earnings if this is lower.

From 4 April 2021: £151.97.

Statutory shared parental leave pay:

From 5 April 2020: £151.20 or 90 per cent of employee's weekly earnings if this is lower.

From 4 April 2021: £151.97.

Statutory sick pay rise:

From 6 April 2020: £95.85.

From 5 April 2021: £96.35.

Health and Safety Protection extended to workers

From 31 May 2021, workers will gain the right not to be subjected to detrimental treatment for leaving or refusing to return to work if they believe themselves to be in 'serious and

imminent danger'. Previously the right under s44 of the Employment Rights Act 1996 only applied to employees.

The change follows a High Court decision last autumn in a case involving the gig workers union, the IWGB, that the government had failed to implement the EU Health and Safety Framework Directive properly into UK law by omitting workers from s44 protection. The right is now being used more frequently by employees worried about travelling to or being in work during the COVID – 19 pandemic.

The [Employment Rights Act 1996 (Protection from Detriment in Health and Safety Cases) (Amendment) Order 2021](#) comes into force on 31 May 2021.

University of the Highlands and Islands
Inverness College

Human Resources Committee

Subject/Title:	Update on Equalities Mainstreaming
Author: [Name and Job title]	Lindsay Snodgrass, Assistant Principal Student Experience & Quality
Meeting:	Human Resources Committee
Meeting Date:	27th May 2021
Date Paper prepared:	17th May 2021
Brief Summary of the paper:	To update the committee on the status of the Public Sector Equality Mainstreaming report
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with**:**	- Compliance with equal rights legislative duties - Widening access - Promotion of equality and diversity
Resource implications:	**No**
Risk implications:	**Yes** Organisational: lack of compliance
Equality and Diversity implications:	Yes Lack of compliance and upholding of legislative duties
Consultation:	No

[staff, students, UHI & Partners, External] andprovide detail	
Status – [Confidential/Non confidential]	Non-confidential
Freedom of Information Can this paper be included in"open" business* [Yes/No]	Yes

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Further guidance on application of the exclusions from Freedom of Information legislation is available via

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Background

Annually by the 30 April, relevant Scottish listed Public Bodies are required to publish equality information under the Equality Act 2010 (Specific Duties, Scotland) Regulations 2012 (as amended). This includes University of the Highlands and Islands, and the relevant Academic Partners.
Relevant bodies are required to publish reports on:
- how equality has been made integral to their work ('mainstreaming') across staff and students
- progress to achieve their equality outcomes (2017-21)
- a forward focussed set of Equality Outcomes (2021-25)
- an Equal Pay Statement
- annual Employee Equality Data
- information about Gender Pay Gaps

More information about the requirements of the Scottish specific equality duties can be found on the Equality and Human Rights Commission website.

Delayed publication

Publication of these reports across UHI has been unavoidably delayed due to the cyber incident in March 2021. We continue to keep the Equality and Human Rights Commission informed and will publish the required information and report on our website as soon as possible and are working to June 18th as our deadline.

In the meantime, the UHI Equality leads have agreed the following holding statement which is now on our website until the point of publication -

Cyber incident: March 2021

In March 2021, the University of the Highlands and Islands partnership experienced a cyber incident which caused some disruption to our systems and networks. Our IT team and data security colleagues are working together with external experts and Police Scotland to investigate the full scope of the incident. While we are making good progress restoring our systems, we do not have full access to the information required to publish the Public Sector Equality Duty reports across our university partnership.

This means, we cannot finalise our full suite of reports for these to pass through our committee structure before the deadline. This is key to the success of our strategy at a time of significant strategic and operational change: as we share operations, consensus is required from all Academic Partners.

Partnership wide discussions are underway to explore the potential for future reporting at a university partnership level and a move away from individual academic partner reports. Inverness are represented in these discussions by the Assistant Principal Student Experience and Quality.

University of the
Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Committee & Chair Evaluation
Author: [Name and Job title]	Lisa Ross, Board Secretary
Meeting:	HR Committee
Meeting Date:	27 May 2021
Date Paper prepared:	19 May 2021
Brief Summary of the paper:	Annual HR Committee and Committee Chair Evaluation Exercises
Action requested: [Approval, recommendation, discussion, noting]	The committee is requested to collectively complete the Committee self-evaluation exercise. The Chair will leave the room and the members will complete the committee chair evaluation exercise.
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	The Code of Good Governance for Scotland's Colleges establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. One of the five principles around which the code has been developed is effectiveness. Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"
Resource implications:	
Risk implications:	Yes/No Operational: required for the proper Governance of the College
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Non-Confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	

*If a paper should **not** be included within "open" business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Further guidance on application of the exclusions from Freedom of Information legislation is available via

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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Human Resources Committee Evaluation (to be completed by the HR committee collectively).

Date:

Good Practice	Yes	No	N/A	Comments/Action
Composition, Establishment and Duties of the Committee				
Does the Committee meet regularly in accordance with the Board Standing Orders?				
Does the Committee consistently have a quorum?				
Do all Committee members attend meetings regularly?				
Does the Committee have enough members?				
Does at least one of the Committee members have a background relevant to the remit of the Committee?				
Have new Committee members received all necessary training?				
Does the Committee report regularly to the Board?				

Good Practice	Yes	No	N/A	Comments/Action
Terms of reference				
Does the Committee have written terms of reference?				
Do the terms of reference include all aspects of the Committee's role?				
Does the membership of the Committee need to be changed?				
Are the terms of reference adopted by the full Board and reviewed annually?				

Good Practice	Yes	No	N/A	Comments/Action
Compliance with the Law and Regulations				
Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues?				

Good Practice	Yes	No	N/A	Comments/Action
Internal Control				
Does the Committee monitor to ensure that risk is controlled?				
Does the Committee regularly review relevant strategic plans?				
Does the Committee consider the level of detail and information it receives appropriate?				
Are appropriate internal performance measures monitored by the Committee?				
Is the Committee addressing all matters delegated to it by the Board and under its terms of reference?				

Good Practice	Yes	No	N/A	Comments/Action
Administrative arrangements				
Does the Committee have an independent secretary?				
Are Committee papers distributed in sufficient time for members to give them due consideration?				
Are Committee meetings scheduled prior to important decisions on specific matters being made?				
Is the timing of Committee meetings discussed with all involved?				

Evaluation of Human Resources Committee Chair

Chair being evaluated: Innis Montgomery

Circle to indicate
◄——— Tendency ———►

Keeps members on topic and to the agenda	1	2	3	4	5	6	Tends to criticise the ideas and values of members
Summarises discussions and decisions impartially and confirms action points	1	2	3	4	5	6	Tends to force ideas on to the group
Spots likely problems early and states them in a constructive way	1	2	3	4	5	6	Makes decisions without consulting the group or despite the group's views
Suggests solutions	1	2	3	4	5	6	Leaves decisions 'hanging'
Ensures adequate time is given to the different areas of the agenda	1	2	3	4	5	6	Talks too much and gets too involved
Facilitates the expression of all views and opinions	1	2	3	4	5	6	Allows individuals to dominate discussion
Communicates information to Board members	1	2	3	4	5	6	Fails to inform Board members of important information
Supports individual Board members	1	2	3	4	5	6	Is too distant or directing

Comments

Completed by Human Resources Committee ……………………………………..

Date:…………………………………...