



Meeting	Human Resources Committee
Date and time	Thursday 24 November 2022 at 8.30 a.m.
Location	Virtually – via Microsoft Teams

Board Secretary  
17 November 2021

## **AGENDA**

### **Welcome and Apologies**

**Declaration of Interests and/or any Statement of Connections or Transparency Statements.**

## **ITEMS FOR DECISION**

- 1. MINUTES**  
Meeting of the Human Resources Committee held on 22 September 2022
- 2. OUTSTANDING ACTIONS**  
Action List
- 3. POLICY FOR APPROVAL**
  - Professional Development

## **ITEMS FOR DISCUSSION**

- 4. PROFESSIONAL DEVELOPMENT UPDATE**  
Report by Professional Development Manager
- 5. TALENT MANAGEMENT**  
Verbal Update by Vice Principal – Operations and External Relations
- 6. HYBRID WORKING**  
Report by Vice Principal – Operations and External Relations
- 7. NATIONAL BARGAINING / JOB EVALUATION**  
Report by HR Manager
- 8. HUMAN RESOURCES – QUARTER 1 REPORT 2022/23**  
Report by HR Manager

**9. EMPLOYMENT LAW UPDATE**

Verbal Update from Anderson and Strathern

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**ITEMS FOR NOTING**

**10. EMPLOYEE RELATIONS – CONFIDENTIAL**

a) Minutes of the EDIC held on 26 April 2022.

**11. AOCB**

**12. DATE OF NEXT MEETING – 23 March 2023**

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 will only be considered for inclusion in the agenda in advance of the start of the meeting.



**MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held via Microsoft Teams on Thursday 22 September 2022**

**PRESENT:** Innis Montgomery, Chris O'Neil, Sally Blyth, Donald MacKenzie, Gillian Galloway

**CHAIR:** Innis Montgomery

**APOLOGIES:** Samantha Cribb & Jane Rhodes

**ATTENDING:** Vice Principal – Student Experience and Quality  
Vice Principal – Operations and External Relations  
HR Manager  
Professional Development Manager  
Governance Officer  
Mandy Armstrong, Anderson Strathern

The Governance Officer confirmed that this meeting was quorate.

The Chair welcomed everyone to the meeting.

There were no declarations of interest, statements of connections or transparency statements noted.

The Chair took this opportunity to thank Dee Bird for her contribution to the HR Committee.

**1. MINUTES**

**a.) Minutes of the Meeting of the Human Resources Committee held on 09 June 2022**

**Decision:** The Minutes of the Human Resources Committee held on 09 June 2022 were **AGREED** as a correct record and were **APPROVED**.

**b.) Confidential Note CN-01HC-062022 of the Human Resources Committee held on 09 June 2022**

**Decision:** The Confidential Note (CN-01HC-062022) was **AGREED** as a correct record and was **APPROVED**.

## 2. OUTSTANDING ACTIONS LIST

- Board Induction Training – The Governance Officer advised that induction packs have been circulated to all new members and induction sessions have been scheduled throughout September.
- Shared Finance Service – The Governance Officer advised that due to the change of Audit Chair this meeting has yet to take place. The Committee noted that the Governance Officer will ensure this meeting is scheduled within October 2022.

*The HR Manager joined the meeting.*

## 3. DRAFT TALENT MANAGEMENT STRATEGY

The Vice Principal – Operations and External Relations spoke to the Draft Talent Management Sub Strategy. The Committee noted that it is intended that the strategy will be available on our website. The Committee was advised that staff had been consulted in respect of the Talent Management Framework, which the strategy was framed around.

The Committee discussed the Talent Management Strategy highlighting:

- That it did not identify attracting young talent into the organisation with the Committee being advised that this was a broad strategy and was not aimed at any group.
- How we are communicating with staff who may not be engaging with the strategy or the framework. The Committee noted that the updated PRD process is proving helpful in ensuring that all staff members engage with this at least once a year.
- KPI's and the potential to identify trend and sector data.
- The potential for this progressive talent approach to be rolled out within the partnership. The Committee noted that there has yet to be any discussions around talent management within the partnership.

**Decision:** The Committee **RECOMMENDED** that the Talent Management Strategy be taken to the Board of Management for final approval, pending some amendments in respect of inclusion.

## 4. PROFESSIONAL DEVELOPMENT UPDATE

The Professional Development Manager spoke to her report advising that following the development of the Talent Management Strategy, the Professional Development Team had set strategic objectives and highlighted the work that was being undertaken to achieve these including:

- The secondment of two teaching staff members to the Learning and Teaching Enhancement Project Team and the initiatives that the team are putting in place this year.
- The continued support provided to Lecturers who have begun the registration process with GTCS.
- Development of digital skills for hybrid/blended learning.

The Committee welcomed this work and discussions around the following took place:

- Research activity within teaching staff. The Committee noted that there has been an increase in interest from staff in respect of research. The Committee was advised that there has also been an increase in the number of staff looking to obtain additional qualifications which have an element of research within them. The Committee noted that the Professional Development Team are working with the Research Team to support staff.
- The Committee was advised that we have a Research and Scholarship Scheme, which has not yet opened for this year, which allows staff to bid for funding to undertake research.

*The Vice Principal – Student Experience and Quality left the meeting.*

- Climate change and net zero and how the Professional Development Team are supporting this.
- Virtual learning and the resources available to staff to deliver learning in a new way.

*The Professional Development Manager left the meeting.*

### **5. HYBRID WORKING**

The Vice Principal – Operations and External Relations provided the Committee with an update in respect of the roll out of the Hybrid Working Pilot. The Committee noted that work rooms have begun to be adapted and that this can be reversed at the end of the consultation period if necessary. The Committee noted that offices have been provided with up-to-date flexible equipment, including standing desks and nooks have been installed within workrooms as additional confidential space for staff to use.

The Committee was advised that the pilot is due to move into the evaluation phase with a report expected to be available in the New Year on the consultation.

The Committee welcomed this update and discussed the following:

- The distinction between hybrid and agile working.
- How we meet the needs of both staff and stakeholders with the Committee noting that the student experience is paramount to all.
- The difficulties and benefits which have been encountered during the pilot.
- Costs which staff who are working from home could expect to incur with regards the rising cost of energy with the Committee noting that our Hardship Fund is still in place.

*Vice Principal – Student Experience and Quality joined the meeting.*

### **6. NATIONAL BARGAINING**

The HR Manager spoke to her report advising that we had received the Academic Staff Pay Claim for 22/23. The Committee was advised that the EIS/FELA claim

was for a consolidated flat rated pay rise of £5000 on all national salary scale points which equates to an approximate 9-14% increase. The Committee noted that there is a National Joint Bargaining Meeting being held today and that the sector will be updated following this meeting.

The Committee discussed comparison of salaries between public and private sector, the importance of attracting and retaining quality staff, inflation rises and the values of our organisation.

In respect of the Professional Services Pay Claim the HR Manager advised the Committee that this has yet to be submitted but that it is anticipated that it will mirror the Academic Staff Pay Claim with additional focus on the prospect of a 4-day working week.

The HR Manager reported to the Committee that an update in respect of the National Job Evaluation had been published and advised that the project team are continuing to undertake work on quality reassurance. Following the conclusion of this work rank orders of the evaluation process will be circulated to each HR Dept for feedback and then ratification by the NJNC. The Committee was advised that stage 3 of the project is still behind schedule and will require a robust set of job evaluation outcomes before the pay model can become part of the project. The Committee noted that no updated timelines in respect of this have been provided to the Sector.

The Committee held a further lengthy discussion in respect of budgets, flat funding, rising costs and noted that the UHI Partnership Conference had allowed us to analyse overheads and Executive Office Top Slice.

### **7. SHARED FINANCE SERVICE**

The HR Manager advised that the Shared Finance Team Restructure has been completed. The Committee noted that job descriptions for the team have a focus on progression and the evaluation grades reflect the knowledge and specialisms for each role. The Committee noted that the new structure allowed for more efficient lines of reporting.

The Committee discussed the developments with regards the rural merger and the implications from this in respect of the Shared Finance Team.

### **8. HUMAN RESOURCES – QUARTER 4 REPORT 2021/22**

The HR Manager spoke to her report providing the Committee with an update in respect of staff turnover, average head count, leavers and starters, PRD completion and sickness absence.

The Committee noted that following a CIPHR update there had been some post upgrade issues for the HR Team. The Committee was advised that the HR Team are continuing to liaise with CIPHR Support to correct these issues.

The Committee highlighted that our staff numbers are rising and noted that we have increased the number of permanent assessors as a result of the growth of our apprenticeship programme. The Committee noted that the Staff Resource Panel ensures that a strong business case is made prior to the recruitment of any staff member.

### 9. EXTERNAL SUPPORT ANNUAL REPORT

The HR Manager spoke to her report which provides the Committee with an update in respect of our external support. The following was highlighted to the Committee:

- Our Occupational Health Service has improved with a quicker turnaround time being evidenced.
- That free flu vaccines are not being offered from our Occupational Health Service this year.
- Our formal contract with Anderson Strathern in respect of legal matters has been extended and we are exploring options on how to take this forward.
- That our Employee Assistance Programme continues to be promoted to staff.
- It was reiterated to the Committee that we had undertaken a CIPHR upgrade and that we are currently working through the post upgrade issues. The Committee noted that we are continuing to look at the HR systems available to us and that a possible move to integrate the HR and Payroll system is being considered.

### 10. COMMITTEE AND CHAIR EVALUATION FEEDBACK REPORT

The Governance Officer spoke to her report on the Committee and Chair Evaluation Feedback. The Committee noted that although membership had been boosted through the previous recruitment drive, changes made to the roles of Chairs has meant that we have had two members stand down from the Committee. The Committee was advised that we continue to meet our membership as set out in the Terms of Reference.

**Action:** The Governance Officer will ask for expressions of interest from members to see if anyone would like to join the Committee.

### 11. EMPLOYMENT LAW UPDATE

*Mandy Armstrong, Anderson Strathern joined the meeting*

Mandy joined the meeting to provide the Committee with an update in respect of two issues – gender and holiday pay. The Committee noted that these rulings were likely to have implications for employers in all sectors.

With regards gender, the Committee discussed recognition of gender identity, inclusion within the workplace, key points of the equality act, potential ties into disability provision and use of pronouns.

*Donald MacKenzie left the meeting.*

The Committee welcomed this update and acknowledged the changing landscape around gender.

With regards holiday pay the Committee was advised of a recent ruling in respect of holiday accrual and holiday payments.

*Donald MacKenzie joined the meeting.*

The Committee was provided an update in respect of the formula for working out holiday hours for those who do not work a normal working week, the previous ACAS formula and the outcome of the recent ruling and where and how this is expected to impact the sector.

The Committee discussed retrospective applications for holiday pay and noted that these are capped at 2 years.

The Committee thanked Mandy for this interesting and useful discussion.

**Action:** The HR Manager will liaise with Anderson Strathern over an online training session for staff in relation to gender and for members of the Staff Resource Panel in respect of the implications of holiday pay.

*Mandy Armstrong left the meeting.*

*Donald MacKenzie left the meeting.*

### 12. UPDATE TO COMMITTEE IN RESPECT OF CONFIDENTIAL HR MATTER

The Vice Principal – Operations and External Relations provided the Committee with a confidential update in respect of the HR Matter. The Committee noted that we are in the process of rolling out new fixed term contracts, where appropriate. In respect of the EIS query in relation to our casual contract pay calculation, the Committee noted that we are content that the calculation being used is correct and we will meet with EIS to discuss this further.

### 13. EMPLOYEE RELATIONS – CONFIDENTIAL

The Committee noted the contents of the minutes of the JCC meetings held on 03 May 2022, 31 May 2022 and 21 June 2022.

### 14. DATE OF NEXT MEETING – Thursday 24 November 2022 at 08.30am.

**Signed by the Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Outstanding Actions

<b>September 2020</b>				
Board Induction Training	Induction Sessions are taking place throughout Sept and final dates for October will be arranged.	Gov Officer		October 2022
<b>March 2022</b>				
Shared Finance Service	A meeting of the Chair of the BOM, Audit Chair, F&GP Chair and Principal to be set up to further assess the role of the Shared Finance Service and discuss any further convergence work. The Governance Officer will schedule this for October 22.	Gov Officer		October 2022
<b>September 2022</b>				
Committee and Chair Evaluation Feedback Report	The Governance Officer will seek expressions of interest from members to join the Committee.	Gov Officer		October 2022
Employment Law Update	The HR Manager will liaise with Anderson Strathern over online training sessions for staff in respect of gender and for members of the Staff Resource Panel in respect of the implications of holiday pay.	HR Manager		October 2022

<b>Subject/Title:</b>	Professional Development Policy & Procedure
<b>Author:</b> [Name and Job title]	Fiona Gunn Professional Development Manager
<b>Meeting:</b>	HR Committee
<b>Meeting Date:</b>	24/11/2022
<b>Date Paper prepared:</b>	17/11/2022
<b>Brief Summary of the paper:</b>	The HR Committee is asked to approve the new Professional Development Policy. The Policy was approved at Policy & Procedure Review Panel on 14/10/2022 and EMT Committee on 21/11/2022.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Links to strategic objectives: <ul style="list-style-type: none"> <li>• To ensure professional practice of all staff are aligned to sector standards, industry best practice and our values.</li> <li>• To ensure that our staff have opportunities to develop and maintain their knowledge and skills to the highest industry and professional standards and are equipped for an increasingly digital world.</li> </ul>
<b>Resource implications:</b>	Yes <b>If yes, please specify:</b> <ul style="list-style-type: none"> <li>• Provision of protected time for professional learning.</li> <li>• Professional Development budget.</li> </ul>
<b>Risk implications:</b>	Yes <b>If yes, please specify:</b> <ul style="list-style-type: none"> <li>• Operational: Requirement for staff to be qualified and trained to relevant standards.</li> <li>• Organisational: Ability to maintain and develop our quality culture, including attracting talented employees committed to achieving our shared goals.</li> </ul>
<b>Equality and Diversity implications:</b>	Yes <b>If yes, please specify:</b> <ul style="list-style-type: none"> <li>• Equality of opportunity for all staff to engage with professional learning.</li> </ul>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	Staff consultation: 15 days (feedback noted in appendix) JCC: 24/11/2022

## ITEM 03

<b>Status</b> – [Confidential/Non confidential]	Non-confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

# UHI INVERNESS

## PROFESSIONAL DEVELOPMENT POLICY

### REFERENCE:

Lead Officer	Vice Principal – Student Experience & Quality
Review Officer	Professional Development Manager
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	October 2022
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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## 1. Policy Statement

### Professional Development

UHI Inverness is committed to fostering a culture which actively promotes and values the professional development of all staff to ensure that our staff have opportunities to develop and maintain their knowledge and skills to the highest industry and professional standards and are equipped for an increasingly digital world.

### All staff

UHI Inverness expects all staff to engage in individual professional development relevant to their role. This development is equally valued across all job roles and fairness of opportunity and transparency are embedded into the decision-making processes around funding for development. Development requests are considered within the context of strategic and operational aims and objectives, and within the context of current resources.

### Resources

UHI Inverness requires that resources be deployed efficiently and effectively. Decisions made regarding competing priorities for professional development funding are informed by legislative and contractual obligations and development specifically required to enable staff to comply with their job description.

### Definitions

- **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):** The professional body given statutory responsibility to promote, support and develop the professional learning of teaching and lecturing staff. All lecturing staff employed by UHI Inverness are required to maintain registration with GTCS.
- **Mandatory qualifications and training:** Any qualification or training that a member of staff must hold or work towards to carry out their job role.
- **Development opportunities:** A broad range of activities that contribute to professional development thereby increasing thinking, knowledge and skills. This covers a wide range of formal and informal learning opportunities.

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## 2. Legislative framework / related policies

- 2.1. Professional Review & Development Policy
- 2.2. Equality, Diversity & Inclusivity Policy
- 2.3. Performance Improvement Policy
- 2.4. Staff Code of Conduct
- 2.5. Staff Recruitment and Selection
- 2.6. Staff Mediation Policy
- 2.7. Supporting Probation policy
- 2.8. General Data Protection Regulations (GDPR) 2018
- 2.9. Link to GTCS registration information <https://www.gtcs.org.uk/college-lecturers/college.aspx>
- 2.10. Link to National Agreements <https://njncscotlandscolleges.ac.uk/>
- 2.11. Link to [UHI Learning and Teaching Enhancement Strategy](#)
- 2.12. Talent Management Strategy (to be published)
- 2.13. Digital Transformation Strategy (to be published)

## 3. Scope

This policy applies to all UHI Inverness employees regardless of their role, department, mode of working or length of service. It does not apply to agency workers or self-employed contractors.

## 4. Compliance

### 4.1 All Staff

All staff are expected to take responsibility for their own professional learning. They should work with their line managers, particularly as part of the Professional Review & Development process, to identify relevant development opportunities. All staff are responsible for recording their own professional development.

### 4.2 Lecturing Staff

Lecturing staff are required to obtain and maintain registration with GTCS. This includes a commitment to undertaking and recording ongoing relevant professional development.

### 4.3 Managers

Managers are responsible for supporting their staff to engage in relevant professional development, specifically through the Professional Review & Development process.

### 4.4 Compliance

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 policies listed above.

Changes to this policy or the accompanying procedures should follow the usual UHI Inverness procedures.

## **5. Monitoring**

This policy will be monitored and its implementation evaluated by the Professional Development team. Professional Review & Development meetings will be included in the annual planning cycle and the number conducted will be reported on a bi-annual basis to the Professional Development committee, Executive Management Team committee, and the Board of Management HR committee.

## **6. Review**

This policy and related procedures will normally be reviewed every three years to ensure they continue to meet UHI Inverness requirements within the legislative framework.



# UHI | INVERNESS

## PROFESSIONAL DEVELOPMENT PROCEDURE

### REFERENCE:

Procedure Owner	Vice Principal – Student Experience & Quality
Lead Officer	Professional Development Manager
Review Officer	Professional Development Manager
Date first approved by EMT	
First Review Date	
Date review approved by EMT	
Next Review Date	
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

Procedure	
Name:	Professional Development
Purpose:	To provide guidance on the implementation of the Professional Development Policy.
Resources:	<ul style="list-style-type: none"> <li>Professional development budget, supporting staff participation in both internal and external development opportunities.</li> <li>Research &amp; Scholarship Scheme budget, supporting staff participation in a relevant research project.</li> </ul>
Users:	<ul style="list-style-type: none"> <li>All staff</li> <li>All line managers</li> <li>Professional Development staff</li> </ul>

## 1. Introduction

UHI Inverness is committed to fostering a culture which actively promotes and values the professional development of all staff to ensure that our staff have opportunities to develop and maintain their knowledge and skills to the highest industry and professional standards and are equipped for an increasingly digital world.

We will achieve this by implementing our Talent Management Strategy including:

- Ensuring staff have the appropriate time available for their professional development, in accordance with current contractual provisions (5.7)
- Providing funding for staff to engage in a wide range of relevant learning opportunities both within and outside of UHI (5).
- Supporting staff to undertake relevant research and scholarly activities, including additional qualifications (5.2, 5.3, 5.4, 5.6).
- Ensuring that all managers and team leaders are offered the opportunity to undertake a certified leadership and management training programme (6.12).
- Delivering on our Digital Transformation Strategy (6.2).

## 2. All Staff

**2.1** All staff are expected to take personal responsibility for their individual professional development.

**2.2** All staff are required to work with their line manager, particularly through the Professional Review and Development (PRD) process, to identify and develop the knowledge, skills and behaviours they require for their current role and which they may require in the future.

**2.3** All staff are expected to actively pursue and participate in relevant development opportunities, including those required to maintain the currency of their professional/vocational expertise, for a minimum of six days per year (pro rata).

**2.4** All staff are required to maintain an accurate record of their professional development.

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### 3. Managers

- 3.1 All managers are required to ensure that professional development is integral to their operational/curriculum planning and to support the development of their staff.
- 3.2 All managers are required to engage in the Supporting Probation policy and procedure and the Professional Review and Development (PRD) process with each of their staff members. This includes ensuring that relevant development opportunities are provided and recognising and celebrating the efforts and accomplishments of their staff.
- 3.3 All managers are required to provide an induction for new staff under their line management, and also staff who are appointed to a new role and/or given new responsibilities.

### 4. Identification and Prioritisation of Development Needs

- 4.1 Staff will be recruited in accordance with the UHI Inverness Staff Recruitment and Selection policy, in line with the Talent Management Strategy. Development needs identified during the recruitment or induction processes will be actioned by the line manager, supported by the Professional Development team. Progress will be reviewed by managers and new staff during probation meetings, in line with the UHI Inverness Supporting Probation policy and procedure.
- 4.2 Staff and line managers will identify and agree development needs as part of their annual Professional Review and Development (PRD) meetings. Needs will be recorded as part of the process and actions noted for staff and managers to plan development opportunities in line with strategic and team objectives, with cognisance of operational requirements. Staff and managers will work together to ensure that each staff member engages in development activities for a minimum of six days per year (pro rata).
- 4.3 Development needs may also be identified when staff move into new roles or as part of Performance Improvement procedures. These needs should be actioned by line managers, supported by the Professional Development team.
- 4.4 Managers and staff may discuss development needs with the Professional Development team at any time and request support for the planning and delivery of development opportunities. In cases where funding is required, requests will be considered by the Professional Development Manager within the context of strategic and operational aims and the context of current resources.

## 5. Resourcing of Professional Development

- 5.1** UHI Inverness requires that resources be deployed efficiently and effectively. Decisions made regarding competing priorities for professional development funding will be informed by legislative and contractual obligations and development specifically required to enable staff to comply with their job description. Such decisions will be based upon fairness of opportunity and transparency will be embedded in the decision-making process.
- 5.2** Funding for course fees for additional qualifications will be considered on an individual basis by the UHI Inverness Professional Development Funding panel. All applications must firstly be endorsed by the applicant's line manager who will ensure the qualification is relevant to strategic and team objectives.  
Applications for funding will be considered twice per academic year –
- Applications for semester 1 starts should be received by 1 May in the previous academic year.
  - Applications for semester 2 starts should be received by 1 October in the relevant academic year.
- 5.3** Where funding is awarded, it may be in full or in part and will cover one academic year only. Applicants must re-apply for funding for subsequent academic years and UHI Inverness provides no guarantee that financial support will be available at that time.
- 5.4** Recipients of funding will be required to enter into a Learning Agreement which outlines the requirement for repayment of funding if the recipient leaves employment within a specified timeframe (see appendix 1). Separate Learning Agreements are required for each year of funding provided.
- 5.5** Funding will not be made available for payment of fees or courses leading to professional registration, including registration with General Teaching Council Scotland (GTCS). The only exception to this may be if registration is required to deliver specific qualifications or commercial courses. In such circumstances, a business case must be presented to the UHI Inverness Professional Development Funding panel by the Head of School or Professional Services Manager, and applications will be considered on an individual basis.
- 5.6** UHI Inverness recognises the importance of staff research and scholarly activity and will support and facilitate this where possible. Funding for research activities is provided through the Research and Scholarship Scheme which is available for applications from all staff who wish to undertake research in a relevant area. Successful applicants will receive a specified number of days remitted time and a grant for equipment and travel.
- 5.7** All staff are required to participate in relevant professional development activities for a minimum of six days per academic year, as outlined in the [Staff-Governance-Standard](#) of the Code of Good Governance for Scotland's Colleges . One of these days should be allocated for the UHI Inverness annual Staff Conference and one for a Team Development Day, the remaining days should be agreed between the staff member and line manager. Any further remission of time for professional development activities is at the discretion of the line manager and time will normally require to be made up.
- 5.8** Lecturers undertaking the Teaching Qualification in Further Education (TQFE) course are entitled to 150 hours reduction in class contact time over the academic year. Line managers will ensure that lecturers have one full day with no class contact for the duration of the course. The total remission from class contact will apply regardless of

duration of study period and/or fraction of contract. Staff and line managers should agree the day for application of this remission in line with operational requirements.

## 6. Types of Professional Development

**6.1** It is recognised that professional development covers a wide range of formal and informal activities which vary according to job role.

**6.2** UHI Inverness is committed to a **Digital Transformation Strategy** with the objective to equip all staff with the digital capabilities - knowledge, literacies, skills - and the self-efficacy they need to succeed in life, learning and work. We will achieve this by:

- Recognising the value of individual digital skills development as central to ongoing professional learning that enables all staff to successfully fulfil their individual roles.
- Supporting all staff to access ongoing learning opportunities, in a variety of formats, contextualised to enhance their individual digital capabilities.
- Providing high quality facilities and resources to support staff learning and skills development across the organisation.
- Enabling lecturing staff to continue their journey from *Threshold* to *Exemplar* in their teaching practice on the Brightspace VLE in line with the [LTA Benchmark information](#) by offering a variety of development opportunities.
- Supporting lecturing staff to embed teaching practice that develops students' digital capabilities and subsequently their independence in learning, in line with the [UHI Learning & Teaching Enhancement Strategy](#).

**6.3** UHI Inverness requires all new staff to complete a **mandatory Corporate Induction** programme, provided by the Professional Development team as well as a School/Team induction, provided by their line manager, within one month of appointment. Staff are required to complete and return the relevant checklists associated with these processes. The Corporate Induction programme covers compliance with legislation and awareness of the core values and principles of equality and diversity; the protection of children and vulnerable adults; and health and safety.

**6.4** All staff appointed to a **new role** are required to complete an induction programme, provided by their new line manager, within one month of appointment.

**6.5** All staff are required to complete **ongoing mandatory training** in the following areas:

**6.5.1** UHI training modules provided on the Brightspace VLE. These cover essential topics such as Information Security & GDPR, Safeguarding etc.

**6.5.2** Health & Safety training provided on the IHASCO platform. A selection of short courses are released every academic year and completion is monitored.

**6.5.3** Mandatory training related to specific job roles, examples include minibus driver training, forklift training etc.

**6.6** All new lecturers are required to complete a **mandatory Learning & Teaching Induction** programme, provided by the Professional Development team. This programme is the first stage in the *Professional Development Pathway for Lecturers* (see appendix 2) and should be completed at the earliest possible opportunity following appointment.

**6.7** Lecturers are required to hold a **qualification in their subject area** which is at least one SCQF level higher than the qualification they are delivering, and which is at a level which

meets the entry requirements for the Teaching Qualification in Further Education (TQFE). Where it is appropriate for curriculum delivery or for their entry to the TQFE programme, lecturers will be supported to undertake additional qualifications in their subject area.

- 6.8** It is a requirement for all lecturers to register with the General Teaching Council Scotland (GTCS) and adhere to the [Professional Standards for Lecturers in Scotland's Colleges](#). The UHI Inverness *Professional Development Pathway for Lecturers* (see appendix 2) supports lecturer registration and ongoing professional development. Qualifications and development activities are underpinned by the [UHI Learning and Teaching Enhancement Strategy](#).

**6.8.1** All new lecturers who do not hold a recognised teaching qualification, and have the required number of teaching hours, will be offered the opportunity to undertake the Professional Development Award (**PDA**) **Teaching Practice in Scotland's Colleges** (SCQF level 9). This award is also an entry requirement for the TQFE level 9 course.

**6.8.2** All lecturers holding a permanent contract who do not hold a recognised teaching qualification will be required to undertake the **Teaching Qualification in Further Education (TQFE)**. This qualification supports the development of effective teaching practice and aligns with the aim of continually enhancing learning and teaching at UHI Inverness. The qualification will also allow lecturers to register with the GTCS. This qualification is offered at SCQF level 9 for candidates whose highest level of qualification is HND and at SCQF level 11 for candidates who hold a degree.

- 6.9** Assessors and Lecturers will be supported to achieve **Assessor and Verifier awards** if these are relevant to their teaching area and job role.

**6.10** Lecturers will be supported to engage in the **Learning & Teaching Review programme** as part of the enhancement of learning and teaching at UHI Inverness. Lecturers participating as Reviewers or Reviewees may choose to use their learning from the programme as evidence of professional development for PRD discussions and as part of the GTCS Professional Update process.

**6.11** All staff are encouraged to engage with the **UHI Learning and Teaching Academy**, specifically the mentoring programme and the ALPINE framework for the recognition of good practice in learning and teaching, which allows UHI to award Fellowships of the UK Higher Education Academy (HEA).

**6.12** All new managers who do not hold a management qualification will be offered the opportunity to undertake a **certified leadership and management qualification** as well as participate in internal development opportunities.

**6.13** All staff will be expected to engage in internal development opportunities through the **sharing of best practice** within their areas and across the organisation. Staff will be encouraged to also engage in this way with colleagues across the rest of UHI and other colleges and universities.

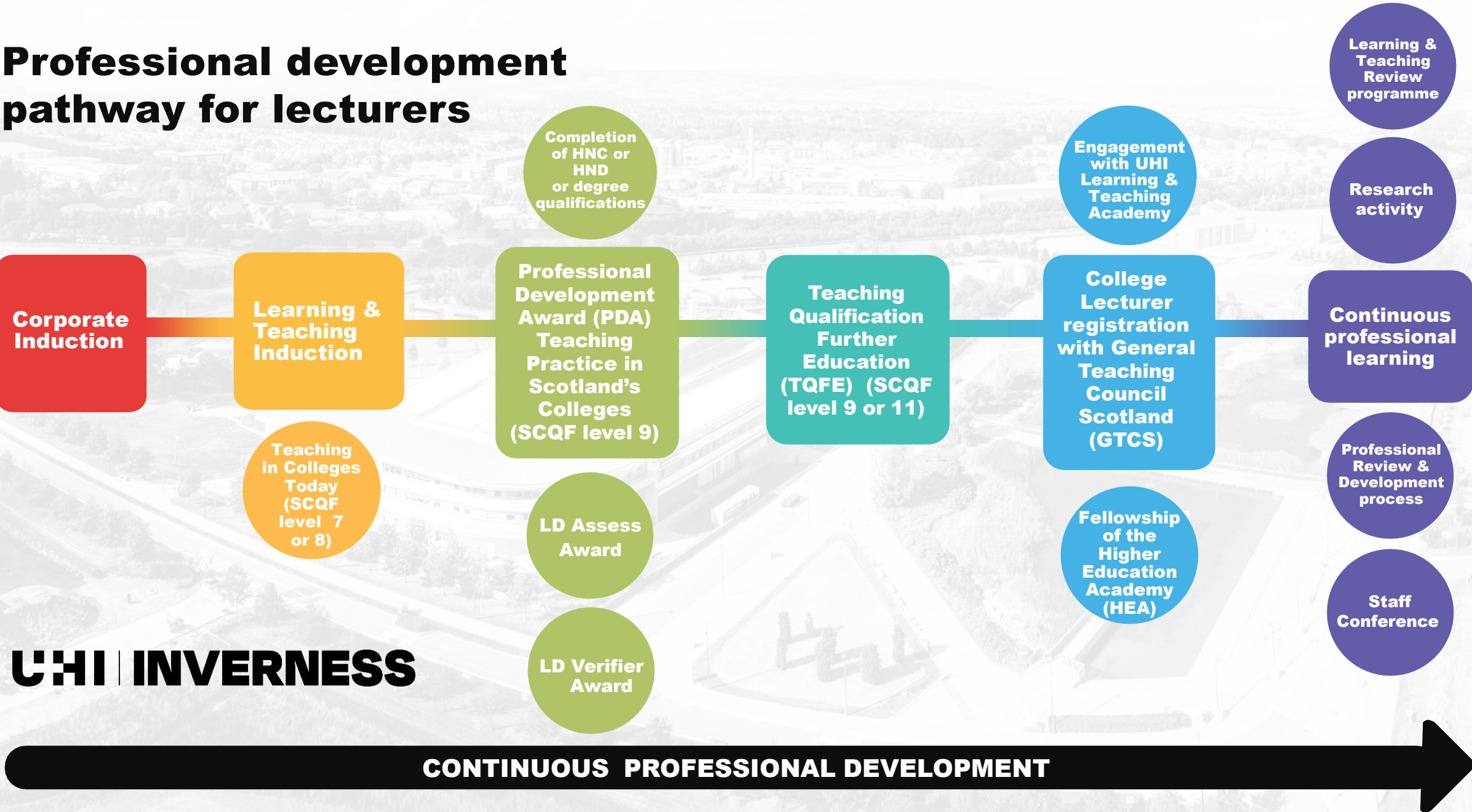
**6.14** All staff will be expected to **maintain the currency** of their vocational/professional qualifications and experience. This may be achieved by various means, examples include work placement, secondment, or attendance at courses.

## **7 Recording, Recognising and Evaluating Professional Development**

- 7.1** All staff are expected to accurately record their professional development on a regular basis, at least once per semester. Formal activities and records of qualifications should be recorded within the Ciphre system, with the support of the Professional Development team. Staff should also record their wider professional development, including informal activities, in their own reflective learning log (see appendix 3 template learning log). Staff are encouraged to reflect upon their learning and consider how it has impacted their practice. This information may be used for discussion with line managers during the Professional Review and Development process.
- 7.2** All lecturers are required to accurately record their professional development for maintenance of their GTCS registration. This information forms a central part of the 5-yearly Professional Update process. Lecturers registered with GTCS may use their *MyGTCS* portal to record and reflect upon their development. The Professional Development team will also provide tools to support this process.
- 7.3** Line managers have a responsibility to recognise the efforts and successes of the staff within their School/Team on an ongoing basis and as part of the PRD process.
- 7.4** The Professional Development team will regularly evaluate both internal and external development activities and staff are expected to engage in this process as appropriate.



# Professional development pathway for lecturers





## Professional Development

### LEARNING AGREEMENT

UHI Inverness has agreed to support you in your continuing professional development as follows:

<b>Name:</b>
<b>Course/Development Activity:</b>
<b>University/College:</b>
<b>Date of Course/Development Activity:</b>

UHI Inverness will fund a total sum of £XXX towards fees in this academic year.

This support is provided on the condition that:

- I understand the commitment of my own time and effort required to complete this course/development activity.
- I agree that, if I choose to withdraw from the course/development activity, or fail to meet the requirements for successful completion, I may be required to repay the fees whole, or in part. \*
- I agree that, if I leave UHI Inverness while undertaking the course/development activity, I will be required to repay the fees in whole, or in part. \*
- I agree that although UHI Inverness can support this activity this academic year, no guarantee is given that financial support will be available in subsequent years and if this is the case, payment of fees will become my responsibility.
- I agree to UHI Inverness deducting any sums due under the terms of this agreement, from my final salary or any outstanding payments due to me. If after such a deduction, there remains a balance payable to UHI Inverness, I agree to pay the final amount to UHI Inverness within one month of termination.
- I agree that if UHI Inverness waives my obligation to repay the costs under this agreement, I will be solely responsible for any income or other tax payable as a result of the waiver and I will indemnify UHI Inverness on a continuing basis in relation to any such tax.

\* Other than in exceptional circumstance, to be determined by members of EMT.

If you cease employment or withdrawn from the Course/Development Activity you will be liable for the following costs:

Prior to commencement – 100% of the costs

Within 12months of commencement – 75% of the costs

Within 18months of commencement – 50% of the costs

Within 24 months of commencement – 25% of the costs

Thereafter, no repayment shall be required

Individual agreement:

I have discussed this with my Line Manager and have read and agree to the conditions of this Learning Agreement

Signed: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

**Line Manager Endorsement:**

I have discussed this Learning Agreement with this staff member.

I am satisfied that they are making a fully informed commitment to this period of study/development.

Signed: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

**PD USE ONLY**

Signed on behalf of UHI Inverness, Fiona Gunn, Professional Development Manager

Signed: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Professional Development – Reflective Learning Log

<b>Name:</b>	<b>Job Title:</b>
<b>School/Team:</b>	<b>Academic year:</b>

[illegible]

**PD USE ONLY**

Signed on behalf of UHI Inverness, Fiona Gunn, Professional Development Manager

Signed: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Board of Management

<b>Subject/Title:</b>	Professional Development update
<b>Author:</b> [Name and Job title]	Fiona Gunn, Professional Development Manager
<b>Meeting:</b>	HR committee
<b>Meeting Date:</b>	24 November 2022
<b>Date Paper prepared:</b>	17 November 2022
<b>Brief Summary of the paper:</b>	This paper provides a brief update on planned Professional Development activities for the second quarter 2022/23, specifically the development of a Collaborative Leadership programme.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	Links to strategic objectives: <ul style="list-style-type: none"> <li>• To ensure professional practice of all staff are aligned to sector standards, industry best practice and our values.</li> <li>• To ensure that our staff have opportunities to develop and maintain their knowledge and skills to the highest industry and professional standards and are equipped for an increasingly digital world.</li> </ul>
<b>Resource implications:</b>	No
<b>Risk implications:</b>	No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	No <b>If yes, please specify:</b>
<b>Student Experience Impact:</b>	Yes/No If yes, please specify:

## ITEM 04

<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail			
<b>Status –</b> [Confidential/Non confidential]	Non confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> 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 confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Purpose

This paper provides a brief update on planned Professional Development activities for the second quarter 2022/23, specifically the development of a Collaborative Leadership programme.

## Main body of information

### 1. Professional Development activities

Staff are engaged in a range of professional development activities including:

- External events & conferences
- PDA *Teaching Practice in Scotland's Colleges* – 14 staff enrolled
- Teaching Qualification Further Education (TQFE) – 11 staff enrolled
- Learning & Teaching Review programme – 26 Reviewers trained and a minimum of 39 staff will be reviewed this academic year
- Digital Skills training, including Brightspace
- 28 staff are being supported to undertake additional qualifications
- Mandatory training, including Health & Safety modules

### 2. Collaborative Leadership programme

A programme of leadership development for managers and team leaders is currently being created by staff from our Management School. The programme will build on our previous distributed leadership events at staff conference but will focus specifically on collaborative leadership.

A questionnaire and subsequent meeting with all members of the EMT provided the following 4 themes to form the basis of the programme:

- Empowerment
- Coaching & Mentoring
- Decision making
- Performance

One day will be allocated to each theme which will be explored from a practical, experiential perspective. Discussions will focus on the behaviours as well as the performance that we wish to establish within our staff culture. Managers from curriculum teams and professional services teams will work through the programme together with a focus on collaboration.

The aim of the programme will be to equip managers and team leaders to lead their teams with confidence in their own roles and responsibilities.

The programme will extend beyond the 4 structured days to include the development of action learning sets to embed the practice of collaborative leadership across the organisation. Managers will meet to discuss specific issues and work together in a safe space to share their expertise in finding solutions.

## Conclusion

UHI Inverness staff continue to engage in a range of professional development activities.

<b>Subject/Title:</b>	Hybrid Working Update
<b>Author:</b> [Name and Job title]	Georgina Parker Vice Principal – Operations & External Relations
<b>Meeting:</b>	HR Committee
<b>Meeting Date:</b>	24 November 2022
<b>Date Paper prepared:</b>	10 November 2022
<b>Brief Summary of the paper:</b>	The purpose of this report is to provide an update on the Hybrid working pilot, which commenced on 28 <sup>th</sup> February 2022
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion.
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	
<b>Resource implications:</b>	Yes / No If yes, please specify:
<b>Risk implications:</b>	Yes / No If yes, please specify: Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No If yes, please specify:
<b>Student Experience Impact:</b>	Yes/No If yes, please specify:
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	Subject to staff consultation



## Item 06

<b>Status</b> – [Confidential/Non confidential]	Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should <b>not</b> 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)	Y	Its disclosure would constitute a breach of confident 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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<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

**UHI | INVERNESS**

<b>Subject/Title:</b>	National Bargaining
<b>Author:</b> [Name and Job title]	Nicola Quinn, HR Manager
<b>Meeting:</b>	HR Committee
<b>Meeting Date:</b>	24 November 2022
<b>Brief Summary of the paper:</b>	To report on the latest developments in pay and conditions collective bargaining.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Noting and discussion.

<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: compliance partnership services <b>risk management</b> strategic plan new opportunity/change			
<b>Resource implications:</b>	Yes / No If yes, please specify:		
<b>Risk implications:</b>	Yes / No If yes, please specify: Operational: Organisational:		
<b>Equality and Diversity implications:</b>	Yes/No If yes, please specify:		
<b>Student Experience Impact:</b>	Yes/No If yes, please specify:		
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail			
<b>Status</b> – [Confidential/Non confidential]	<b>Confidential</b>		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	NO		
*If a paper should <b>not</b> 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 confident 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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<b>Subject/Title:</b>	Human Resources Report Quarter 1 2022/23
<b>Authors:</b> [Name and Job title]	Nicola Quinn, Human Resources Manager Claire Fraser, Human Resources Business Partner
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	24 November 2022
<b>Date Paper prepared:</b>	16 November 2022
<b>Brief Summary of the paper:</b>	This report presents qualitative analysis of key HR measures surrounding turnover and absence.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Enhancing Performance
<b>Resource implications:</b>	No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	EMT

<b>Status –</b> [Confidential/Non confidential]	<b>Confidential</b>		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	<b>No</b>		
*If a paper should <b>not</b> 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)	<b>Y</b>	Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)	<b>Y</b>	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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