



Meeting	Human Resources Committee
Date and time	Friday 08 March 2043 at 8.30 a.m.
Location	Virtually – via Microsoft Teams

Governance Officer

06 March 2023

AGENDA

Welcome and Apologies

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

ITEMS FOR DECISION

1. MINUTES

- a) Draft minutes of the meeting of the Human Resources Committee held on 16 November 2024
- b) Draft Confidential Note of the Human Resources Committee held on 16 November 2024 (CN-HR01-112023)
- c) Draft Confidential Note of the Human Resources Committee held on 16 November 2024 (CN-HR02-112023)
- d) Draft Confidential Note of the Human Resources Committee held on 16 November 2024 (CN-HR03-112023)
- e) Draft Confidential Note of the Human Resources Committee held on 16 November 2024 (CN-HR04-112023)

2. OUTSTANDING ACTIONS

Action List

3. POLICIES FOR APPROVAL

- a) Special Leave Policy

ITEMS FOR DISCUSSION

4. PROFESSIONAL DEVELOPMENT UPDATE

Report by Professional Development Manager

5. NATIONAL BARGAINING / JOB EVALUATION (CONFIDENTIAL)

Report by HR Manager

6. **HUMAN RESOURCES – QUARTER 2 REPORT 2023/24
(CONFIDENTIAL)**
Report by HR Manager
7. **EMPLOYMENT LAW UPDATE**
Verbal Update from Anderson and Strathern

ITEMS FOR NOTING

8. **EMPLOYEE RELATIONS - CONFIDENTIAL**
 - a) Verbal Industrial Action & ASOS
 - b) Minutes from JCC
 - c) Minutes from Equality, Diversity and Inclusion Committee to follow
9. **Vote of no confidence**
10. **AOCB**
11. **DATE OF NEXT MEETING – 06 June 2024**

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer 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.

Outstanding Actions

March 2022				
Shared Finance Service	<p>March 2023 Update: The Committee was advised that the merger college were advertising for a Finance Director and work was being undertaken to identify how this would work in terms of our Shared Financial Service. The Principal to keep the Chair of the Board of Management updated on the situation.</p> <p>June 2023: The Principal is continuing to liaise with the Principal Designate for UHI North, West and Hebrides.</p> <p>The Shared Finance System is back out for procurement.</p> <p>Niall McArthur has been appointed as the new Director of Finance and will start in his role on 15 January 2024.</p>	Principal		September 2023
September 2023				
Review of Talent Management Strategy	Board Members will be given access to the strategy review document.	VP – COER		September 2023

Subject/Title:	Special Leave Policy and Procedure
Meeting and date:	JCC 5 th March and EMT
Author:	Nicola Quinn
Decision, Discussion or Noting:	Decision
Link to Strategic Plan:	N/A

Notes:

The panel are asked to approve the following Policy and Procedure, changes to these include the following:

Policy updates

- Additional UHI Inverness Policies and Procedures.
- Monitoring – to reflect reporting done on SL.
- Review – to reflect wording in other policies.

Procedure Updates:

- Allowance changed to per incident rather than per 12-month rolling period.
- Addition of entitlements in cases of miscarriage or stillbirth.
- Removal of reference to claiming for loss of earnings.
- Removal of additional paid leave for training/ study.
- New provision for those undergoing gender transition.
- New provision for domestic violence victims.
- New provision for religious/ cultural observance.
- New provision for adverse weather disruption.

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SPECIAL LEAVE

REFERENCE: PL/HR/2020/004

Policy Owner	Vice Principal – Curriculum, Operations and External Relations
Lead Officer	Head of Human Resources
Review Officer	HR Business Partner
Date first approved by BoM	06 October 2020
First Review Date	October 2023
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Changes
Nicola Quinn	October 2020	Reviewed by BoM – approved
Head of Human Resources & HR BP	October 2023	<ul style="list-style-type: none">• Additional UHI Inverness Policies and Procedures.• Monitoring – to reflect reporting done on SL.• Review – to reflect wording in other policies.

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1. Policy Statement

UHI Inverness endeavours to grant reasonable paid or unpaid time off for employees as an alternative to annual leave, sickness absence or TOIL, taking into consideration the operational needs of the College. This Policy outlines the types of Special Leave, the parameters for whether leave granted will be paid or unpaid, and the recording arrangements.

This Policy also aims to empower managers to make informed and consistent decisions following requests for Special Leave, and to ensure decision making happens at the appropriate level and with appropriate discretion applied for individual circumstances.

2. Legislative framework/ related policies

Data Protection Act (2018)
Employment Rights Act 1996
Juries Act 1974
Equality Act 2010
Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
Working Time Regulations 1998
Reserve Forces (Safeguard of Employment) Act 1985
Reserve Forces (Call-out and Recall) (Financial Assistance) Regulations 2005
UHI Inverness Staff Code of Conduct Policy and Procedure
UHI Inverness Dignity in the Workplace Policy and Procedure
UHI Inverness Staff Disciplinary Policy and Procedure
UHI Inverness Staff Flexible Working Policy and Procedure.
UHI Inverness Maternity and Parenting Leave Policy and Procedure
UHI Inverness Menopause Policy
UHI Inverness Professional Review and Development Policy and Procedure
UHI Inverness TOIL Policy and Procedure

3. Scope

This Policy applies to all directly employed staff at UHI Inverness.

4. Responsibilities

4.1 Human Resources (HR)

The HR department is responsible for providing advice, guidance and support to managers and staff in relation to Special Leave and for auditing the implementation of the policy and procedure. HR is also responsible for entering Special Leave onto the HR Management System and notifying Payroll of any pay deductions to be applied following approval of Special Unpaid Leave.

4.2 Line Managers

Line managers are responsible for ensuring the consistent, fair and equitable application of this policy and procedure, obtaining advice and guidance from the HR department where necessary. Line managers must also ensure that Special Leave Applications are completed and submitted to the HR department timeously and that holiday, TOIL and sickness absence records are entered onto the HR Management System accurately, consistently, and timeously as detailed in the associated procedures.

Irrespective of duration of Special Leave granted, line managers are responsible for advising staff of any changes which have occurred during their absence, particularly if these have health, safety, or security implications.

4.3 Staff

Individual staff have a responsibility to familiarise themselves with this policy and procedure and to comply with the application and other associated procedures as appropriate. Staff should discuss applications for Special Leave with their manager at the earliest opportunity, noting that the granting of Special Leave is not an automatic entitlement.

5. Monitoring

Each College Policy will be monitored, and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.

6. Review

This policy and related procedure will be reviewed on at least a three yearly basis, to continue to meet College requirements and any legislative changes to ensure currency of content.

This policy must be complied with as outlined above and will be audited regularly with reports going to the appropriate committee.

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Subject/Title:	Professional Development update
Author: [Name and Job title]	Fiona Gunn, Professional Development Manager
Meeting:	HR committee
Meeting Date:	8 March 2024
Date Paper prepared:	4 March 2024
Brief Summary of the paper:	This paper provides a brief update on staff professional development activities in 2023/24, including the focus on supporting staff to engage with AI tools, and workshops on positive classroom management.
Action requested: [Approval, recommendation, discussion, noting]	Discussion

Link to Strategy: 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"> To ensure the professional practice of all staff is aligned to sector standards, industry best practice and our values. 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.
Resource implications:	No
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Student Experience Impact:	Yes If yes, please specify: Staff professional development, GTCS registration and learning & teaching enhancement impact on the student experience.

Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A		
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 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

Purpose

This paper provides a brief update on staff professional development activities in 2023/24, including the focus on supporting staff to engage with AI tools, and workshops on positive classroom management.

Main body of information

1. Supporting staff to engage with AI

1.1 Internal Courses

The Digital Skills Training Officer (DSTO) provided sessions for both teaching and professional services staff on 'Exploring AI Tools' during Staff Conference 2023. Building on this, regular training sessions have been offered to staff during 2023/24 to encourage them to explore how AI tools such as Bing chat and Chat GPT 3.5 can enhance their working practices.

Staff can engage with this training online via MS Teams meetings or face to face on campus. All sessions are based around the most up to date UHI guidelines for the use of AI by staff and the specific tools that staff have permission to access via their work accounts.

Staff engagement with training is rising and the short online guides provided by the DSTO have gained numerous views. To date the '12 days of Bing Chat: Your Secret Santa for AI prompts and Inspiration' has been the most viewed.

The most recent online guide produced for staff is 'AI prompts' and includes the topics

- Create a generic activity
- Creating teaching activity
- Create a lesson plan
- Creating images
- Marketing help & ideas
- Creating draft emails
- Fun ideas

Lecturers have also been provided with a lesson plan template to support them to use AI when creating lesson plans. Recent training sessions and resources have included a focus on producing lesson plans that incorporate meta skills such as critical thinking, creativity and teamwork.

1.2 External courses & meetings

Staff members, including one of the Tertiary Education Leaders and the Digital Skills Training Officer, have been funded to complete relevant AI courses and conferences. Learning from these events has been shared with team members and wider staff and is also used to develop further courses for staff.

Key staff are scheduled to meet with staff from Cap Gemini over the coming months to explore how the use of AI tools has positively impacted the working practices at Cap Gemini. Information gathered will be used to support the promotion of AI tools with staff at UHI Inverness.

1.3 Staff research related to the use of AI

Three of the successful projects in the Enquiring Minds Scheme are exploring the use of AI within our organisation including –

- Examine how AI can be integrated into the classroom to enhance teaching & learning, considering the benefits and drawbacks.
- Functionality of Chatbot - to test, train and assist with queries received by the Digital Skills Training Officer.
- Chatbots – Potential use of AI to assist students find information easily.

Outputs from this research will be shared with all staff through an event in May/June 2024 and recommendations and implementation of innovations will follow.

Supporting staff to engage with AI tools aligns with the objectives of our Digital Transformation strategy, specifically, to equip our staff with the digital capabilities – knowledge, literacies, skills and the self-efficacy they need to succeed in life, learning and their work at UHI Inverness.

2. Workshops for lecturers on positive classroom management

It is recognised that understanding and implementing strategies for positive classroom management is essential for lecturers. The rise in challenging behaviour by some students, particularly since the return to mainly face to face teaching, has been noted throughout the sector.

Our aim is to encourage students to take ownership of their learning and make positive choices in the classroom that are conducive to their learning and that of their classmates. A series of workshops for staff will be offered during March to explore aspects of positive classroom management and research around high impact pedagogy.

Further training will be provided to curriculum teams on a team-by-team basis through the rest of the academic year. Sessions on supporting positive student conduct and behaviours will be led by the Access & Progression Manager. Sessions on ASN and inclusive classroom approaches will be led by members of the Learning Support team. Training on accessibility on the Brightspace VLE will continue to be provided to each curriculum team by the Digital Skills Training Officer.

Conclusion

There is a continued focus on the development of all staff through provision of a wide range of opportunities. These include training courses, leadership development, professional registration and opportunities to engage in research activity.