

Meeting	Human Resources Committee
Date and time	Thursday 28 February 2019 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

College Secretary  
25 February 2019

## **AGENDA**

### **Welcome and Apologies**

### **Declarations of Interest**

### **ITEMS FOR DECISION**

1. **MINUTES**  
Minutes of Meeting of the Human Resources Committee held on 29 November 2018
2. **OUTSTANDING ACTIONS**  
Action List
3. **EARLY LEARNING AND CHILDCARE POLICY**  
Covering report by Early Learning and Childcare Team Leader
4. **EQUALITY OUTCOMES ANNUAL REPORT – APRIL 2018**  
Joint Report by Director of Organisational Development and Head of Student Services
5. **LOCAL GOVERNMENT PENSION SCHEME EMPLOYER DISCRETIONARY POLICY**  
Report by Director of Organisational Development

### **ITEMS FOR DISCUSSION**

6. **IIP GOLD REVIEW / STAFF SURVEY**  
Report by Director of Organisational Development
7. **HUMAN RESOURCES REPORT**
  - a. **QUARTER 1 - 2018/19**  
Report by Director of Organisational Development
  - b. **QUARTER 2 - 2018/19**  
Report by Director of Organisational Development
8. **NATIONAL BARGAINING (Confidential)**  
Report by Director of Organisational Development

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## ITEMS FOR NOTING

9. **HUMAN RESOURCES POLICIES – TIMETABLE FOR REVIEW**  
Report by Human Resources Manager
10. **EXTERNAL SUPPORT CONTRACTS (Confidential)**  
Report by Director of Organisational Development
11. **EMPLOYEE RELATIONS**  
Minutes of the Meeting of the Joint Consultative Committee held on 11 December 2018
12. **AOCB**
13. **DATE OF NEXT MEETING**  
Thursday 30 May 2019 at 8.30 a.m.

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.

## Board of Management

### MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 29 November 2018

**PRESENT:** Carron McDiarmid (by teleconference), Innis Montgomery, Chris O'Neil, Steve Walsh, John Wilson  
**CHAIR:** Steve Walsh  
**APOLOGIES:** Andy Gray  
**ATTENDING:** Director of Organisational Development  
Secretary to the Board of Management

*Carron McDiarmid and Steve Walsh declared an interest in item 8 which referred to Teachers Pay.*

#### 1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 28 September 2018 were **AGREED** as a correct record and were **APPROVED** and signed.

#### 2. OUTSTANDING ACTIONS

The Committee considered each of the actions and **AGREED** that a number of actions had been completed so could be removed from the list.

#### 3. POLICIES

##### a) Relocation & Removal

The policy was discussed at Scrutiny Panel (30<sup>th</sup> May 2018) and SMT (19<sup>th</sup> September 2018) and minor legislative changes were incorporated.

The Committee **AGREED** to recommend the relocation and removal policy to the Board of Management for approval.

##### b) Staff Grievance

The policy was discussed at Scrutiny Panel (30<sup>th</sup> May 2018) and SMT (19<sup>th</sup> September 2018) and minor legislative changes were incorporated.

The Committee **AGREED** to recommend the staff grievance policy to the Board of Management for approval.

This policy was for staff within the negotiated grades so did not include the SMT. The Director of Organisational Development confirmed that there was a separate policy for SMT which would also require to be reviewed.

The Committee

1. **REQUESTED** the Director of Organisational Development to bring the SMT Grievance Policy to a future meeting.

2. **REQUESTED** a list of all Human Resource policies and the timetable for review.
3. **REQUESTED** the Principal and Director of Organisational Development consider how to provide Board Members with access to all Human Resource procedures simply to allow them to understand the level of detail included (all policies were available on the publications page of the College website).

#### 4. **HUMAN RESOURCES ANNUAL REPORT 2017-18 INCLUDING DIVERSITY ANNUAL REPORT**

A report by the Director of Organisational Development provided qualitative analysis of key HR measures surrounding turnover, absence and diversity for the annual year 2017-18

It was noted that only 38% of leavers were aged 50 or over. The final stage of the negotiated pay rise for lecturing staff would be complete in April 2020 and it was anticipated that a large number of this profile of staff would consider retirement at this stage so as take advantage of pension benefits. It was acknowledged that there were a number of succession planning issues and associated risks which would have to be addressed.

A tender had been issued for the occupational health service contract. It was acknowledged that early intervention was required to lower the long term absence rate relating to stress. The college was investing in wellbeing for both staff and students and managers were being encouraged to undertake the mental health first aid course. The Healthy University Strategy highlighted the range of health and wellbeing initiatives being promoted by the College.

The Committee **WELCOMED** the detailed report.

#### 5. **SUCCESSION PLANNING ANNUAL REPORT**

A report by the Director of Organisational Development referred to the importance of succession planning, to the internal audit report on succession planning last year and to the focus in the last year on workforce planning.

A review of the current SMT was almost complete and a review of job titles and alignment with the UHI tertiary and sector norms had been progressed along with a review of relative portfolios.

The curriculum review process was underway and the initial thoughts coming through this process was that the title of Programme Development Manager (PDM) be replaced by “Head of .....”, supported in most cases by a Depute.

The Committee asked whether the current PDM’s would automatically be matched/slotted into to a “Head of....” position. The Committee was assured that an open recruitment exercise was not required and that the process followed would not leave the College open to challenge.

A review of the workplace assessor roles had been undertaken to ensure that they were sufficiently flexible and robust to meet current and future needs in relation to assessment in the workplace. Currently assessors and trainers were recruited and employed on support staff terms and conditions. This provided for greater flexibility in deployment and in productivity aligned to the

role. It was anticipated that the EIS would press that this was lecturer activity. The potential financial implications if this was accepted were substantial and posed a real risk to the College.

The Committee **NOTED** the various workforce planning activities which were being progressed and requested that a report be submitted to the meeting of the Board of Management in March 2019.

## **6. STAFF SURVEY**

A report by the Director of Organisational Development advised that progression beyond IIP Gold to platinum status included a mandatory all staff survey as part of the assessment criteria.

The survey opened on 12 November and would close on 30 November. To date 72% of core staff had completed the survey and around 35% of supply staff. It was likely that reward and recognition would be highlighted as an issue to take forward, and this tied in with the recent request by the committee that the College consider an award for long service.

It was anticipated that the IIP assessor would provide the results of the survey before Christmas and the full survey report would be submitted to the next meeting of the Committee in February 2019.

The Committee recorded their thanks to the PA to the Principal as she had encouraged all teams to complete the survey and her perseverance was evidenced by the exceptionally high percentage return.

## **7. NATIONAL BARGAINING**

A report by the Director of Organisational Development advised that the statutory ballot for industrial action by lecturing staff had been issued today. There was the potential of industrial action taking place as early as 16 January 2019.

The Committee **NOTED** the position.

## **8. HALF YEARLY EMPLOYMENT LAW UPDATE**

A report by the Director of Organisational Development set out a summary of the key employment law developments over the last 6 months and any actions/implications on the college as follows:-

- Employment status
- Gender pay gap statutory reporting
- National Living Wage/National Pay and Conditions
- Removal of employment tribunal fees for claimants
- Public Sector Exit Payments (Limitation) Bill 2017-19
- Trade Union Act 2016

The Committee **NOTED** the report.

*Innis Montgomery left the meeting during consideration of the following item.*

**9. HIGHER MEDIA ACTION PLAN – PDR PROCESS**

A report by the Director of Organisational Development referred to one of the actions within the higher media action plan, namely “refine and enhance the PDR progress”.

Taking note of a number of national developments and a focus on performance measurement, the focus for the PDR process had been the development of the performance reporting hub and the use of this data to support the joint evaluation process between the staff member and the manager.

The Committee **NOTED** the progress being made and looked forward to receiving a report on the amended PDR process at the meeting in May 2019.

*The following item on the agenda was for noting only so no discussion took place at the meeting*

**10. EMPLOYEE RELATIONS**

Minutes of the Meeting of the JCC – 23 October 2018

**11. DATE OF NEXT MEETING**

Thursday 28 February 2019 at 8.30 a.m.

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

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

## Actions from Human Resources Committee

<b>30 May 2018</b>				
<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time line</b>	<b>Actioned</b>
Long Service	Revisit this suggestion when the Organisation and Development strategy was next reviewed / to be taken forward as part of the likely outcomes from the staff survey under reward and recognition	Director of Org Dev	February 2019	
<b>28 September 2018</b>				
<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time line</b>	<b>Actioned</b>
Equality outcomes annual report	Cover sheet summarising the changes in figures year on year ahead of publishing final report in April 2019	Dir of Org Dev	Feb Committee and March BOM	
<b>29 November 2018</b>				
Staff Grievance Policy	Bring updated SMT Grievance policy to a future meeting	Director of Org Dev	May 2019	
	List of all HR policies and a timetable for review	Director of Org Dev	Feb 2019	
	consider how to provide Board Members with access to all Human Resource procedures simply to allow them to understand the level of detail included	Principal and Director of Org Dev	Before Christmas break	
Succession Planning	Report to Board on workforce planning activities	Director of Org Dev	BOM March 2019	
Revised PDR process	Report on amended process	Director of Org Dev	May 2019	

## Board of Management

<b>Subject/Title:</b>	Early Learning & Childcare Policy
<b>Author:</b> [Name and Job title]	Cat MacKenzie, ELCC Team Leader
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	19 February 2019
<b>Brief Summary of the paper:</b>	<p>To inform the HR Committee of the new format for the Early Learning &amp; Childcare Policy.</p> <p>This document will now follow the Colleges approvals process.</p> <p>In future any reviews will include consultation with both ELCC staff and parents of children attending the ELCC.</p>
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	The HR Committee are asked to consider the new Early Learning & Childcare Policy and recommend it to the Board of Management for 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>	
<b>Resource implications:</b>	Yes / 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>	The policy was discussed at Scrutiny Panel (28 February 2018 and 27 November 2018). Following feedback from



[staff, students, UHI & Partners, External] and provide detail	Scrutiny Panel it was proof read by C Hart (Library & LRC Team Leader). It was then presented to SMT (20 December 2018) and approved for progression to the HR Committee. As this is a new policy, following approval by the HR Committee, the policy will be submitted to full BoM for final approval.		
<b>Status – [Confidential/Non confidential]</b>	Non confidential		
<b>Freedom of Information Can this paper be included in “open” business* [Yes/No]</b>	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)



## Early Learning & Childcare Policy

**REFERENCE: (will be inserted by Quality Unit)**

Policy Owner	Director of Organisational Development
Lead Officer	Early Learning & Childcare Manager
Review Officer	Early Learning & Childcare Manager
Date first approved by BoM	
First Review Date	November 2021
Date review approved by BoM	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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## **1. Overarching Statement**

The Early Learning and Childcare Centre aims to create a warm and welcoming environment, which actively responds to the individual needs of children, parents, and staff. We aspire for excellence and work with parents, children and other relevant professionals as an integrated service supporting Inverness College UHI to ensure that all children feel safe, healthy, active, nurtured, achieving, respected and included in line with Scottish Government initiative Getting It Right for Every Child (2006).

As a care and learning provider and employer, the Early Learning and Childcare Centre is committed to developing a culture of competence with continuous improvement in management and practice. This will be achieved at all levels through promotion of positive attitudes and behaviours, which we instill in staff, parents/carers, children and students. Parents/carers are actively encouraged to be fully engaged in all aspects of the centre – particularly in relation to children's learning. An expectation that excellent practice is the norm.

The Early Learning and Childcare Centre acknowledges its statutory and moral obligations to adopt the highest standards for staff, students, parents/carers, children and visitors:

- All staff work within Scottish Social Services Council (SSSC) standards. It is the responsibility of the staff, Manager and the College's Human Resources (H.R.) department to ensure staff are registered.
- Staff adhere to SSSC Codes of Practice, The Health and Social Care Standards and The Standards of Childhood Practice Revised (2015) to ensure excellent practice is delivered to all service users.
- Staff are committed to continued professional development in order to enhance personal skills and knowledge for the benefit of the children in the centre.
- Staff team have a clear understanding of professional frameworks, which influence everyday practice. These include Curriculum for Excellence 3-18, Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families, Building the Ambition, My World Outdoors, Our Creative Journey and the How Good is Our Early Learning & Childcare self-evaluation tool kit.
- The Early Learning and Childcare Centre as a partner centre of the Highland Council delivers an annual Improvement Plan to ensure continuing development and improvement of the service.

The above points enable our staff team to create an environment, which allows all children to become curious, creative and inquisitive within their own learning. We strive to promote the importance of Outdoor Learning for all age groups, enabling

each child to experience the natural environment. We provide the chance for children to access our forest environment on a weekly basis in which they can face challenges, risk take and test their own boundaries whilst developing their resilience. This positive approach to risk also emphasises confidence in Childcare Practitioners who rely on their professional judgement to support, nurture and challenge the children with an understanding of children's individual age and stage abilities. Within the environment, the active use of loose parts is being facilitated for all ages to further enhance children's learning experiences. Loose parts are materials that can be moved, carried, combined, redesigned, lined up and taken apart and put back together in a multiple of ways. They are materials with no specific set of directions that can be used alone or combined with other materials.

In support of this, Early Learning and Childcare Centre staff are committed to:

- Adhering to Confidentiality and Equality in line with the College's procedure.
- Conforming to all laws, regulations, and relevant standards as the minimum accepted behaviour.
- Dealing with Complaints and Grievances in accordance with the Inverness College UHI Complaints Procedure.
- The protection and well-being of all children and staff within the Centre.
- Preventing injury and ill health to all persons under the control of the Early Learning & Childcare Centre.
- Maintaining a secure, safe and healthy working environment
- Identifying all hazards and risks associated with its activities
- Providing suitable controls to mitigate risks arising from its activities to as low as reasonably practicable
- Promoting an incident free work place
- Promoting healthy eating and ensuring all dietary requirements are respected

The Director of Organisational Development sets the overarching strategy for the Early Learning & Childcare Centre and delegates responsibility to the Early Learning and Childcare Centre Manager to ensure the Centre fulfils its responsibilities.

Director of Organisational Development.....Date:

Early Learning & Childcare Manager: .....Date:

## **2. Legislative Framework/Policies and Early Learning Childcare Procedures**

### **2.1. Legislation**

- Equality Act 2010
- Data Protection Act 2018
- General Data Protection Regulation (GDPR) May 2018
- Children & Young People Scotland Act 2014
- Protection of Children (Scotland) Act 2003
- The Children (Scotland) Act 1995
- Scottish Social Service Council (SSSC)
- Codes of Practice
- The Health and Social Care Standards (Scottish Government)
- The Standards of Childhood Practice Revised (2015) (SSSC)
- The Curriculum for Excellence 3-18 (Education Scotland)
- Pre-birth to Three: Positive Outcomes for Scotland's Children and Families (Scottish Government)
- Building the Ambition (Scottish Government)
- My World Outdoors (Care Inspectorate)
- Our Creative Journey (Care Inspectorate)
- How Good is Our Early Learning & Childcare self-evaluation tool kit (Education Scotland)
- United Nations Convention on the Rights of the Child 1989 (Scottish Executive)
- Protecting Children and Young People: Framework for Standards 2004 (Scottish Executive)
- Safe and Well: Handbook for Staff, Schools and Education authorities 2005 (Scottish Government)
- Getting it Right For Every Child (GIRFEC 2006) (Scottish Government)

### **2.2. Policies & Procedures**

- Absence Management Policy/Procedure
- Absence Management Staff Procedure
- Accident/Incident Procedure
- Additional Support Procedure
- Administering Medication Procedure
- Admission and 'Settling In' Procedure
- Behaviour Management Procedure
- Biting Procedure
- Bottle Feeding Procedure
- Child Protection Procedure
- Council Funding Procedure
- Dealing with Bodily Fluids Procedure

- Emergency Closure Procedure
- Equal Opportunities Procedure
- Evacuating Early Learning and Childcare Centre Procedure
- Exclusion for Illness/Communicable Disease Procedure
- First Aid Checks Procedure
- Food Handling and Storage Procedure
- Handling Pets Procedure
- Health and Safety Procedure
- Holiday (Staff) Procedure
- Mini Bus Procedure
- Mobile Phones (Personal) Procedure
- Nappy Changing Procedure
- Outings Procedure
- Overtime and Additional Hours Procedure
- Participation Procedure
- Potty Training Procedure
- Registration Procedure
- Risk Assessment Procedure
- Sleep Procedure
- Social Networking Procedure
- Tooth Brushing Procedure
- Transition Procedure
- Waiting List Procedure

### **3. Scope**

- 3.1. This policy applies to all staff, parents/carers, children, students and visitors within Inverness College UHI, Early Learning and Childcare Centre.

### **4. Organisation and Responsibilities**

To ensure the effective implementation of the Early Learning and Childcare Centre policy, specific responsibilities are detailed below.

#### **4.1. Director of Organisational Development**

- 4.1.1. The Director of Organisational Development will set the strategic direction and will have overall responsibility for ensuring the health, safety and welfare of all staff, parents/carers, children, students, visitors or other persons affected by the organisation's activities.
- 4.1.2. The Director of Organisational Development will ensure systems and standards are monitored regularly to ensure their effectiveness.

## **4.2. The Early Learning and Childcare Centre Manager**

4.2.1. The Early Learning and Childcare Centre Manager will have a responsibility for the activities and functions carried out within the centre. They will have responsibility for motivating the staff in the centre to fulfil their roles.

4.2.2. In order to meet their responsibilities, the Early Learning and Childcare Centre Manager will:

- Liaise with The Director of Organisational Development to establish the principles of continual improvement.
- Be aware and act upon legislation relevant to the activities of the Early Learning & Childcare Centre.
- Allocate sufficient financial resources to allow procedures to be effectively implemented.
- Demonstrate commitment to achieving and maintaining a high standard.
- Ensure monitoring and review of the implementation of the Centre's policy and procedures.

4.2.3. The Early Learning and Childcare Manager will be responsible for:

- Ensuring that the Early Learning and Childcare policy and procedures are explained to employees and they are made aware of their duties and responsibilities and that staff equally convey this to children under their care.
- The training needs of employees are assessed and addressed to include the requirement for role specific induction training for new employees.
- Ensuring that the activities of the Centre's employees do not expose employees, students, parents/carers and children or others to risk.

## **4.3. Staff**

4.3.1. Staff will abide and promote the Early Learning and Childcare Centres' policy and procedures. They will have a shared understanding of the Centre's vision and Improvement plan.

## **4.4. Parents**

4.4.1. Parents are encouraged to:

- engage in the life and work of the Early Learning & Childcare Centre
- abide by the policy and procedures for the Centre as



communicated by the manager and staff.

#### **4.5. Children**

4.5.1. A child shall exercise reasonable care:

- For his or her personal safety and the safety of others, where age appropriate.

### **5. Communication**

5.1. The Policy & Procedures shall be actively communicated throughout the Early Learning and Childcare Centre using a variety of channels; examples of such channels include but are not limited to:

- Via the Procedure folder.
- Inclusion within the new start induction process.
- Provision to all external interested parties upon written request.
- Notice boards.
- Via Working Structures

### **6. Monitoring**

6.1. The Early Learning and Childcare policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the manager. These procedures will be subject to audit by the Quality Unit, HMIE, Highland Council Quality Assurance Team and Care Inspectorate.

### **7. Audit**

7.1. A schedule will be developed and implemented to cover the Policy & Procedures. Scope and criteria for audits will consider (but not be limited to):

- Management system
- The existing policy and/or any existing/new procedures
- Risk assessment and environmental aspects
- Outputs from external audits or previous internal audits

### **8. Review**

8.1. The policy and procedure will be reviewed formally every three years or if legislation requires. It will also be reviewed annually as part of the teams

self-evaluation process to include emerging practice, to ensure currency of content and to provide a framework for the setting and reviewing of procedures.

- 8.2. Revisions will be brought to the attention of staff, parents/carers, children and students through agreed arrangements for consultation and communication.

DRAFT

## Board of Management

<b>Subject/Title:</b>	Draft Equality Outcomes Report 16/17 and 17/18
<b>Author:</b> [Name and Job title]	Lindsay Ferries, Director of OD Lindsay Snodgrass, Head of Student Services
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	22 February 2019
<b>Brief Summary of the paper:</b>	In line with the public sector duty, the attached is presented as the draft statutory report for the 2 year period; 2016/17 and 2017/18, due for publication in April 2019.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Agreement and recommendation to the Board of Management for approval and publication
<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>	
<b>Resource implications:</b>	Yes / 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	Consulted widely, SMT, Board, Student Association, Equality and Diversity Committee.

<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.)			

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## **Equality Outcomes**

### **Background**

#### **The public sector equality duty and specific duties for Scotland**

The Equality Act 2010 replaced previous anti-discrimination law, consolidating it into a single act. It contains a public sector equality duty (PSED) which consists of a general duty supported by specific duties. Scottish colleges and HEIs, and the Scottish Funding Council, are covered by both the general duty and the specific duties.

#### **General duty**

The general duty requires colleges and HEIs to have due regard to the need to:

- = eliminate unlawful discrimination, harassment and victimisation.
- = advance equality of opportunity, considering the need to: remove or minimise disadvantage, meet the needs of people with protected characteristics, and encourage participation where it is low.
- = foster good relations between people from different groups.

#### **Specific duties**

The specific duties aim to help colleges and HEIs to better meet the general duty. They are designed to help develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland. To meet the specific duties, Scottish colleges and HEIs will need to:

- = report on progress on mainstreaming the general duty into all functions.
- = develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered).
- = assess the impact of policies and practices against the needs of the general duty.
- = gather and use information on employees.
- = publish gender pay gap information.
- = publish statements on equal pay for gender, race and disability.
- = have due regard to the general duty in specified procurement practices.
- = publish information in a manner that is accessible.

In Scotland, this has extended to specified amendments to include the composition of Boards of management.

Inverness College UHI Published its mainstreaming report in April 2017 and a review of progress is due for publication by April 2019.

This paper sets out the draft report on progress made in 2016/17 and 2017/18. Further work is required in light of the request by the Board for a summary of year on year progress/rag report in light of the outcomes and this will be presented to the Board of Management for agreement in March 2019.

## **1. Equality Theme – Institutional Leadership and Governance**

### **Outcome – The Board of Management understand their responsibilities in line with the Equality Act.**

The Director of Organisational Development Delivered equalities refresher training to 17 Board members including the College Principal and Chief Executive who is a member of the Board. Equalities training is included in Board member induction.

### **Outcome: College performance in light of equalities outcomes and targets is reported and discussed at Board of Management on an annual basis.**

The Equality Mainstreaming report 2017 to 2021 was presented to the Human Resources Committee in September 2017 and was agreed at Board of Management in the same month. Diversity staffing reports are provided on an annual basis to the HR Committee and the Gender Action Plan and Access and Inclusion strategy and performance in light of these are reported to the Learning, Teaching and Research Committee. These are set within the context of the regional outcome agreement and the SFC's requirement in light of the following specific equality priorities for the sector:

- identifying and addressing underrepresentation issues and differences in retention and attainment of protected characteristic groups
- improving disclosure and data collection
- reducing gender imbalances for learners within particular subject areas
- supporting students and staff who are carers
- working with partners to improve participation and employability for disabled students in particular, and those within other protected characteristic groups, such as black and minority ethnic students
- developing plans to support the British Sign Language (BSL) Act (Scotland)
- consideration of race equality in the context of the government's race equality strategy
- addressing gender equality on boards and at a senior level.
- working towards elimination of the gender pay gap.

### **Outcome – The Board of Management profile is representative of the community it serves**

The SFC has also set priorities for Boards of management to address the gender balance of the regions boards.

Regular recruitment campaigns continue to be far reaching with specific targeting of specific groups.

The gender balance of non-executive members on the Board of Management at the end of 2016/17 was 9 male/4 female which is a poorer position than in previous years. The appointments made following the 2017 campaign started to address this, however at the end of 2017/18 it remained 9 male/4 female. As at the date of this report there has been a slight improvement with 8 male and 5 female non- executive board members. Attracting female board members continues to be a focus for future recruitment. Actions over the period to address this include, gender balanced selection panel and other means to encourage a wide representation of our communities to be engaged. The board have

been successful in the past year in attracting a wider age group and further work is ongoing to attract those with other protected characteristics in particular ethnic minorities.

**Outcome - Work with other UHI partners to standardise equality impact assessment process and review/sharing and implementing best practice.**

Inverness College UHI has a comprehensive schedule in place to review of Policies and Procedures. A UHI Single Policy Environment Project Manager has been appointed for the UHI partnership to work through a schedule of single policies. A shared Equality and Impact Assessments (EIA) process is in development to underpin the development of these single policies and will form part of the schedule of review going forward.

On-line equality impact assessment training was developed and implemented in the latter part of Semester 1 2016-17. A small number of policy and procedure owners engaged with a face to face session, introduced to further enhance the on-line training package. Further EIA training was delivered as part of the staff development sessions during August 2017. The training package is now available to all staff via Blackboard.

## **2. Equality Theme – Curriculum**

**Outcome –** Curriculum choice, design and delivery models offer students access to qualifications that meet their needs and ensure equality of outcome.

The current structure of the Professional Discussion on Learning and Teaching (PDLT) process is linked directly to the Framework for Excellent in Learning and Teaching. The PDLT process is now well embedded, moving through its third year of implementation. Aspects of the Framework serve to actively support the implementation of equality and diversity principles – respect, motivation, high standards, involvement in the learning and teaching journey. Strengths identified since its launch include: positive and respectful relationships in the classroom; collaborative approaches to learning encouraged through the use of peer review; learning encouraged through wide range of methods used to engage all learners. One of the strengths of the process is the direct involvement of students, ensuring reviewer's judgements are validated.

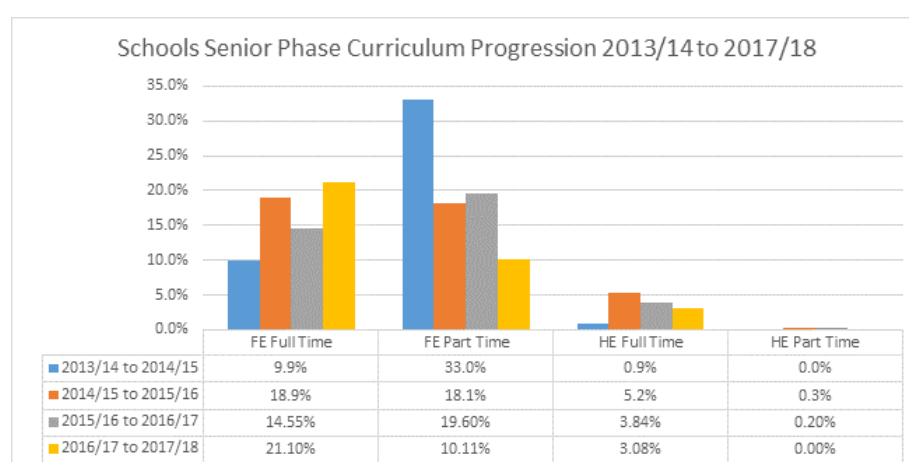
We published our Gender Action Plan in July 2017 with a primary, although not sole, focus on redressing severe gender imbalances in student enrolments in specific programmes and curriculum areas. The action plan gives a clear structure to our work around gender and is reviewed regularly. We have set recruitment targets for these programmes as an interim step to achieving the SFC milestones for 2021. All staff involved in the recruitment and selection of students have undergone staff development on unconscious gender bias. In January 2018 we launched a new pilot project with Inverness High School and its associated school group. The focus on this is twofold – to raise aspirations for pupils and future students in our most deprived local area; and to raise awareness of unconscious gender bias in career choice.

## **3. Equality Theme – Students**

**Outcome: The student journey from enquiry to achievement including all points of transition are supported in line with national and regional priorities and take account of equality and diversity**

We have reviewed the entirety of the student journey and made several enhancements in session 2016-17 and 2017-18. Transition planning for all pupils in the senior phase has been a focus, and in particular for those who present as vulnerable or at risk of not achieving a positive destination. A Transitions Steering group has been established, jointly led by IC UHI and the Highland Council (THC), and attended by all 3 colleges within THC area, school representatives, and colleagues from THC, and by representatives from SDS. The emphasis on supporting transition has been reflected in an upward trend of applications being received for senior phase programmes run by the college and offers of place being made to pupils. Robust transition planning is also evidenced by an upward trend in progression rates for school pupils who progress to enrol on FT FE programmes. This has been evidenced by a 7pp increase in enrolments onto FE FT programmes between 2015-16 to 2016-17.

### School pupils progressing onto further study at IC UHI



In 2017 we established a strategic steering group which comprises of the three colleges who work with Highland Council schools (West Highland, North Highland and Inverness Colleges); key representatives from the Highland Council; and representation from secondary head teachers. The aim of this group is to help shape the strategic direction for the senior phase and the role in which colleges can play.

Partnership working with other agencies is extensive to help us support student transition to college, attendance, finance and reduce barriers to education. Work with various third sector agencies supports those most in need and most at risk of not achieving a positive destination. More specifically, and as part of our Corporate Parenting Plan, we engage with Barnardos and Who Cares Scotland to support care experienced students and Connecting Carers for our student carers. We work with the Highland Food Bank to support students in hardship; Positive Initiatives to support students with Autism to improve attendance and achievement; and RASASH and Women's Aid to support students who have experienced abuse to help them to sustain their studies. We have also strengthened our partnerships with third sector agencies, GPs and the NHS to support students with acute or long term mental health difficulties to provide joined up support.



For students from Price Group 5, we have reviewed our programmes to ensure appropriate entry and exit points and to support appropriate progression. We have also reviewed our support planning for those with complex needs to ensure more flexibility to better meets their needs. The Supported Education team have developed a process to help identify at an early stage when a student is ready to move on from college to other alternatives and actively support students to transition out of college when this is the right progression route for them.

### **Outcome - Students from the most deprived areas in highland are represented in post-school education**

The volume and percentage of credits delivered to learners from the 10% most deprived postcode areas fell in 2016-17 as did enrolments on senior phase programmes from the specific schools within the 10% most deprived areas (Inverness High School; Inverness Royal Academy; and Millburn Academy). However, the level of activity for this learner group reflects well the combined Highland and Inverness population statistics, and is above the regional target for 2017-18.

The Access and Inclusion Strategy sets targets for the college to increase the percentage of activity delivered to this learner group. A structured programme of work with Inverness High School and its Associated Primary Schools Group is underway to promote positive transitions from primary, through secondary to further and higher education.

### **School enrolments**

Year	Total enrolments	Enrolments: most deprived areas	% Enrolments: most deprived areas	School	2012-13	2013-14	2014-15	2015-16	2016-17
2012-13	4449	254	5.7%	IHS	35	44	38	53	42
2013-14	4535	248	5.5%	IRA	48	56	36	54	40
2014-15	4916	296	6.0%	MA	38	37	37	39	27
2015-16	4462	238	5.3%						
2016-17	4309	173	4.0%	<b>Total</b>	<b>121</b>	<b>137</b>	<b>111</b>	<b>146</b>	<b>109</b>

We continue to work closely with Aspire North /Schools into Higher Education Partnership to provide taster events to help further support progression. We also have a well-established programme of school visits to support transition with a programme of three co-ordinated visits to these schools during S3, S4 and S5/6.

### **Outcome – Proactively work towards eliminating occupational segregation through promotion of courses under-represented by one gender and removal of gender bias.**

The publication of our Gender Action Plan in July 2017 provides specific work streams to address occupational segregation and the promotion of courses to under-represented genders. An audit has been done to identify the specific courses / programmes which have a severe gender imbalance and which are included in the super classes outlined by the SFC. Gender recruitment targets have been set for 2018-19 student recruitment for the purpose of improving student enrolments for under-represented genders in the relevant specific courses / programmes.

Work has begun with one of the city secondary schools, Inverness High School, along with the associated school group (ASG) of feeder primary schools. This will be a long term project which has a grounding in the Gender Action Plan but also feeds into our Access and Inclusion Strategy and in raising the aspirations of pupils coming from our most deprived postcodes. The aim of this work is to not only raise aspirations but to also challenge gender stereotype perceptions, among both staff and pupils. Our marketing materials, including but not limited to the Senior Phase Schools and main prospectuses, contain images and case studies which promote males and females working in non-traditional gender roles.

We have also conducted a research project with our five local secondary schools to ascertain the level of stereotype bias and career awareness among S5 pupils and to determine whether an unconscious bias among school leavers contributes to the gender imbalance in applications and enrolments to certain curricular areas. As part of this we are piloting an '*I Don't Know*' application with Culloden Academy school leavers to help support applications into non-traditional gender routes.

Staff development for front facing teams (Admissions, Student Guidance and Front of House) and for those who interview applicants has been rolled out this session ahead of our next recruitment cycle. The focus of this is on raising awareness of unconscious bias and on challenging gender stereotypes.

### **Outcome - Increase retention rates across all programmes, specifically targeting protected characteristics.**

Student retention rates overall have improved by 2pp from 2015-16 to 2016-17.

#### **Overall retention rates for FT and PT**

AC_YEAR	% Retention	Retention Rates					
2014/15	88.15%	Gender	2012/13	2013/14	2014/15	2015/16	2016/17
2015/16	86.47%		83%	85%	85%	85%	85%
2016/17	88.63%		84%	88%	89%	88%	90%

Retention rates by gender are encompassed within the Gender Action Plan and are analysed further as part of course and curriculum evaluations. Retention rates for females have flat lined at 85% since 2013-14 whilst for males retention rates have continued to improve and are 5pp above that for females in 2016-17.

Enrolment and retention rates are analysed annually by gender, age and protected characteristics, at programme and curriculum level and retention rates are analysed monthly at college level.

Pre-entry processes have been enhanced to improve the conversion rate from offer to enrolment and to improve subsequent retention rates. Our Admissions, Student Funding and Additional Support Needs processes and procedures have been refreshed to ensure that students are prepared for study and have the necessary support in place from an early stage. Personal Academic Tutors have been supported through staff development to provide a robust induction.

Individuals who disclose disability or care experience are invited to access additional support from point of application.

Specific groups who pose higher risk of not sustaining studies are flagged on our INSIGHT monitoring and tracking process for PATs to be cognisant of - this includes care experience; disclosed disability; those who have outstanding funding evidence / do not have funding in place yet; SIMD10; and student carers. An effective referral system is in place for PATs to refer students to the relevant student services for specialist support. INSIGHT is utilised at course team and curriculum area level and monitored across college.

Our Access and Inclusion Strategy sets targets for successful completion for:

- SIMD 10
- Care experience
- Disability
- Carers
- Price Group 5 (Supported Education)

Overall student success rates for FT FE programmes have improved by 2pp from 2015-16 to 2016-17. In line with this, success rates for those who disclose disability; SIMD10; and females have also increased.

### Extract from Access and Inclusion Strategy

**Full time FE on recognised qualifications; targets for successful completions by learner group:**

	Actual				Targets		
	2015-16		2016-17				
	ENR	% Success 2015-16	ENR	% Success 2016-17	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	284	61%	317	66%	68	70	72
SIMD 10	92	54%	83	57%	60	65	70
Carers	135	66%	158	69%	70	72	76
Care experienced	52	54%	48	46%	55	58	60
Price Group 5	12	100%	37	81%	80	80	80
Male	797	69%	736	68%			
Female	567	63%	578	68%			
<sup>1</sup> BME	26	73%	27	68%			
All learners	1366	66%	1316	68%	70	72	76

**Part time FE on recognised qualifications; targets for successful completions by learner group:**

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<sup>1</sup> Price Group 5 – Scottish funding council programme classification for those programmes specifically targeting to specified target backgrounds and complex support needs.

Learner Group	Actual				Targets		
	2015-16		2016-17				
	ENR	% Success 2015-16	ENR	% Success 2016-17	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	629	67%	574	69%	71	73	75
SIMD 10	155	68%	106	66%	68	70	72
Carers	324	76%	280	76%	78	80	82
Care experienced	77	50%	78	78%	80	82	84
Price Group 5	264	70%	165	81%	82	84	86
Male	1745	81%	1722	84%			
Female	1625	70%	1411	71%			
BME	61	68%	48	72%			
All learners	3370	79%	3135	81%	82	84	86

#### 4. Equality Theme – Staffing

The College collects information on applicants for vacant posts in terms of Gender, Age, Declared Disability and Ethnicity. Encouraging 100% disclosure of ethnicity, gender and age is something that we continue to address.

The gender balance for 2016/17 remains broadly the same as the previous two years, at 64% female (62% 2015/16) and 36% male (38% 2014/15) workforce. Support staff are made up of 74% female and 26% male. Core teaching staff are 54% female and 46% male.

The percentage figures for 2015/16 were:

- support staff, 71% female and 29% male.
- core teaching staff, 62% female and 38% male.

In relation to ethnicity, the proportion of White Scottish staff has increased slightly to 64% from 61% in 2016/17. White English has remains the same at 14%. 1% of core staff self-declare as black minority ethnic.

Diversity monitoring for starters in 2016/17 shows that 68% of new starters were female, compared to 57% in 2016/17. Starters in relation to declared ethnicity were 38% White Scottish, 7% White English. This needs to be placed in the context of low self-declaration rates.

No new starters declared a disability in 2016/17 which is less than the figure from 2016/17 (2%). The figure for core staff with a disability is 4%, consistent with previous years.

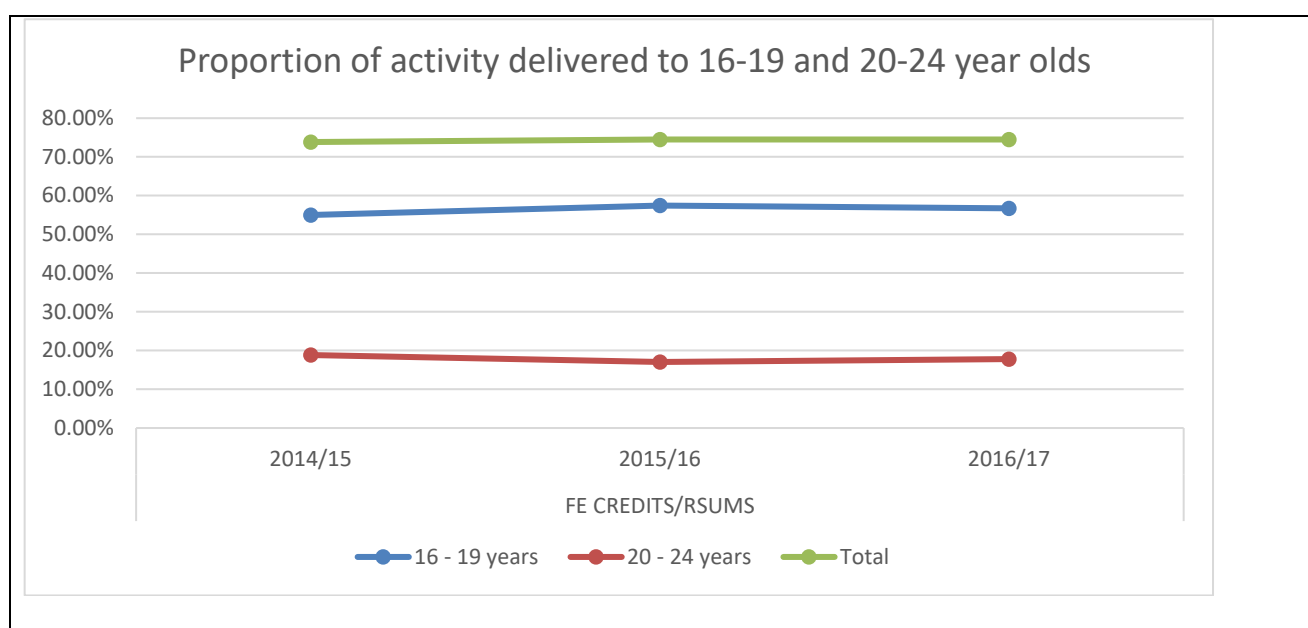
In line with the governments' requirement for all organisations which employ more than 250 staff to publish their gender pay gap figures, the college published theirs on line and can be found by accessing the following link:

<https://gender-pay-gap.service.gov.uk/viewing/employer-details?e=9gFJDrf2qhbin8288rUbxg%21%21>

Women's mean hourly rate is 8.8 per cent lower than mens overall. The distribution in each pay quartile shows that women make up more than 50 per cent of all staff in each of the four pay quartiles including the highest paid top quartile at 58.9 per cent and the lowest paid bottom quartile at 76.6 percent.

## 5. Equality Theme – Performance

The regional outcome agreement covers the 9 colleges that deliver FE provision within the University Partnership. The measures below relate to the overall regional outcome.



**Outcome - Improve the volume and proportion of credits delivered to learners aged 16-19 and 20 – 24 in line with and in contribution to the regional outcome agreement targets**

ROA Age Groups	% FE CREDITS/RSUMS			ROA target		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
16 - 19 years	55.00%	57.43%	56.69%			
20 - 24 years	18.84%	17.05%	17.80%			
Total	<b>73.84%</b>	<b>74.48%</b>	<b>74.50%</b>	<b>70%</b>	<b>71%</b>	<b>72%</b>

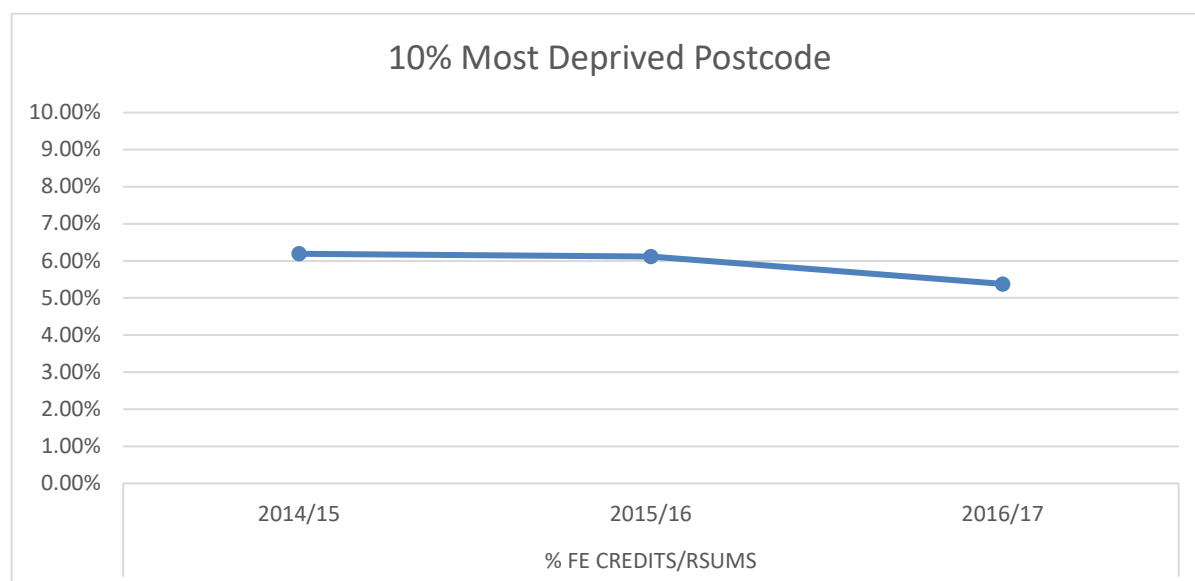
ROA Age Groups	FE CREDITS/RSUMS		
	2014-15	2015-16	2016-17
16 - 19 years	18407.38	18057.97	17437.59
20 - 24 years	6305.322	5360.447	5475.67
Total	<b>24712.7</b>	<b>23418.42</b>	<b>22913.26</b>
All credits/RSUMs	<b>33467.36</b>	<b>31441.24</b>	<b>30757.69</b>

The unit measure of student activity changed from Student Unit of Measurement (SUM) to credits in 2015-16. Therefore, the volume of activity in 2014-15 cannot be directly compared to the volumes in the subsequent years. The college has exceeded its activity targets in each year from and including 2014-15.

The volume of activity delivered to these age groups decreased slightly in 2016-17, in line with an overall reduction in credit activity towards the college's activity target. However, the percentage of activity delivered to these age groups in 2016-17 was maintained and was 4.5 percentage points higher than the regional target for 2017-18.

**Outcome - Improve the volume and proportion of credits delivered to learners in the most deprived 10% postcode areas in in line with and in contribution to the regional outcome agreement targets.**

Credits/RSUMS	% FE CREDITS/RSUMS			ROA target		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage from SIMD10	6.19%	6.12%	5.38%	3.40%	3.45%	3.50%
Credits from SIMD10	2072	1925	1655			



The volume and percentage of credits delivered to learners from the 10% most deprived postcode areas fell in 2016-17. However, the level of activity for this learner group reflects well the combined Highland and Inverness population statistics, and is above the regional target for 2017-18.

The college has implemented plans to increase the percentage of activity delivered to this learner group. These plans include working with a local High School and its Associated Primary Schools Group to promote positive transitions from primary, through secondary to further and higher education.

**Outcome - Improve the volume and proportion of credits relating to learners from different protected characteristics and by care leaver status in line with and in contribution to the regional outcome agreement targets.**

	FE CREDITS						ROA Targets		
	2014-15		2015-16		2016-17		2017-18	2018-19	2019-20
Care Leaver	873.6	2.6%	1112.6	3.5%	1015	3.3%	2.2%	2%	2.24%
Disability	7155.3	21.4%	6619.6	21.1%	7221.8	23.5%	26.5%	26.75%	27%
Mixed Background	188.8	0.56%	160	0.5%	177.1	0.58%	0.42%	0.43%	0.43%
Asian, Asian Scottish or Asian British	337.1	1%	266.1	8.5%	253.8	0.83%	1.73%	1.76%	1.77%
All Students	33467.4		31441.2		30757.7				

**Care leavers:**

The proportion of credits delivered to care leavers has risen slightly over three years and is around 1 point higher than the regional target for 2017-18. The college's extensive work to support care leavers ensures that a range of tailored and bespoke services and approaches are available to students from this group.

**Disability:**

The proportion of credits delivered to learners declaring a disability has risen by 2 points over three years. The college continue to provide a comprehensive range of services to support these students. The college's approach is detailed in its Access and Inclusion Strategy.

**Mixed, Asian, Asian Scottish or Asian British background:**

The proportion of credits delivered to learners from these ethnic backgrounds remains low.

**2.4 Outcome - Carry out an in depth analysis of retention statistics with regard to gender/age/ethnicity by subject area, and through self-evaluation plan for specific and targeted action where identified with the overall impact improving achievement rates.**

Annual analysis of retention and attainment by learner group is carried out at programme level (where numbers are sufficient for a meaningful analysis), at Curriculum Area level and at college level. Actions for improvement are identified at programme and curriculum levels, and monitored through the college's quality monitoring arrangements. Actions at college level are identified and monitored via the Access and Inclusion Strategy.

The following points from the college's *Evaluative Report and Enhancement Plan 2017*<sup>2</sup> provide a summary for 2016-17:

<sup>2</sup> <https://education.gov.scot/other-sectors/further-education/688209>

- Disclosure by care experienced learners is high, based on overall numbers of care experienced young people in the Highland Council area.
- Success rates for care experienced learners on FE programmes have improved and are now above sector levels for this learner group.
- Success rates for learners with a disability on FE programmes have improved and are now the same as the success rates for learners with no disability.
- Success rates on FE programmes continue to improve across the age groups. Success rates for learners aged under 18 years are high and within 1 point of the combined success rates for other age groups.
- Success rates on FE programmes improved overall by 2 points for male and for female learners.
- Success rates on FE programmes for learners from the 10% most deprived postcodes fell slightly in 2016-17 and are below sector levels for this learner group.

### **Further Developments in 2017/18 of note for publication in April 2019**

- Inverness College UHI is one of 5 colleges involved in the Scottish Government's Improvement Project, aimed at improving retention and attainment for learners on full-time further education programmes. The others include Dundee and Angus, Edinburgh, New Lanark and West College. Inverness College UHI's involvement in the project has supported our focus on improving outcomes for further education learners. Attainment rates on full-time further education programmes has improved year-on-year for the last 5 years and are now among the best in the sector. We are now in year two of this project and have utilised the improvement techniques to improve outcomes and are starting on a project to enhance services to support learners during the early part of their programme. It is recognised that improving attainment and transition to HE for this group of learners will address a number of access and inclusion imperatives. The impact of this work is starting to come through in the outcomes for 2017/18 which puts Inverness College in the top three in relation to student FE outcomes.
- Inverness College UHI continues to work with Inverness High School and its associated primary schools to raise aspirations of young people from the city's most deprived postcodes. In particular, we have been working with P7, S1-S3 pupils in Merkinch as they make their transition from primary to secondary and beyond. This is a longitudinal approach, supporting pupils from P7 through to the point of application to college in S4-6. For 2018/19 and to further support Inverness High School we applied a contextualised approach to admissions for pupils applying to our school programmes, with the aim of attracting those furthest from education to apply. The impact of this work will be reported in November 2018.
- We continue to deliver the Community Link for people recovering from mental health difficulties, our Skillsbuilder courses for people with support needs and its Pathways to Study programmes for people who want to return to work or study. It also provides a range of wellbeing services to ensure the right practical, emotional and technological support is in place for all students including self-help tools, one-to-one support and short-term counselling. Earlier this year Inverness College UHI



became the first in the university and college sector in Scotland to sign up to the Charter for Involvement – a commitment listen to and respect the views of those on these supported programmes.

- Inverness College UHI works closely with 3<sup>rd</sup> sector agencies including Barnardos, Connecting Carers and Highland Council to support applications from those furthest from education. Care experienced students, those with care responsibilities, refugees, and single parents are amongst those groups targeted through in-college workshops, tours, and enhanced transition arrangements. We apply a contextualised admissions process to both our further education and higher education applications to support applications from our priority groups and to widen access for to those who face the greatest challenges. Inverness College UHI sits on the Highland Community Planning Partnership, which aims to develop a joined up approach across public bodies in the region to make improvements for people living in the most deprived areas of our communities. Inverness College UHI also has a dedicated resource working on transitions and providing enhanced support to those who need it – from pre-entry throughout the entirety of their student journey.
- In 2018, Inverness College UHI delivered the Prince's Trust TEAM Programme, which aims to tackle youth unemployment by providing new skills and confidence to young people aged 16-25 not in education, employment or training. It is the first time the TEAM Programme has been delivered in the Highlands. All students who completed the course have moved on to positive destinations - either into employment or full-time colleges courses.
- Inverness College UHI has also established an Introduction to Further Education course, run in partnership with The Job Centre and New Start Highland. This course targets older people across the Highlands who have been in long-term unemployment. We have a bi-annual intake and good success rates in providing a stepping stone to positive destinations.
- In our third year of INSIGHT monitoring and tracking process, we are able to flag those who face the greatest challenges and provide further support interventions. Our priority groups include those with an additional learning support need; those from a care experience background; those with outstanding funding evidence; student carers; those from our most deprived postcode areas.
- Inverness College UHI has played a lead role in developing the UHI Regional Strategy for Enhancement of Further Education Attainment. This takes a strategic approach to supporting care experience learners and those from deprived areas with the aim of narrowing the attainment gap and providing parity of opportunity and experience across all partners. This is supplemented by our Corporate Parenting Plan for care experience learners, which provides us with a framework to support individuals. Our work in 2017-18 to support student carers has also accelerated to provide enhanced support for this cohort of students who face additional challenges. This culminated in April 2018 with Inverness College UHI achieving the Going Higher Award. Inverness College UHI is one of the first education institutions in Scotland to receive this award.

## **Conclusion**

Further analysis of the impact of the efforts made at FE on HE is a focus going forward. Transition to HE is a key determinant alongside further performance monitoring in light of the impact of the Gender Equality Action plan and Access and Inclusion Strategy. The Equality and Diversity Committee continue to be the focus for staff and students and the Charter for Involvement has meant a far greater engagement from a wider range of learners.

## Board of Management

<b>Subject/Title:</b>	Local Government Pension Scheme Employer Discretionary Policy
<b>Author:</b> [Name and Job title]	Lindsay Ferries, Director of Organisation Development
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	25 February 2019
<b>Brief Summary of the paper:</b>	The HR Committee are asked to agree the recommended LGPS discretionary policy as attached to this report. On agreement, this will be recommended to the Board of Management for final approval in March and thereafter recorded with Highland Council and the College.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Recommendation for Board 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>	
<b>Resource implications:</b>	Yes / <b>No</b> <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	

<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)

**Purpose of report**

The purpose of this report is to review Inverness College UHI discretionary policies under the Local Government (Scotland) Pension Scheme 2008 and 2015.

**Background**

The Local Government (Scotland) Pension Scheme Regulations provide employers participating in the Highland Council Pension Fund with powers to determine certain policies in respect of the Local Government Pension Scheme to reflect local circumstances.

Discretionary policies fall into two distinct categories.

1) Administering Authority. These policies apply to all employing authorities participating in the Highland Council Pension Fund.

2) Employing Authority. Employers participating in the Highland Council Pension Fund are required to formulate and publish specific policies best suited to their own organisational requirements.

The Highland Council is the administering authority for the Highland Council Pension Fund. Inverness College UHI as the 'employing authority' and in line with the Local Government (Scotland) Pension Regulations has an obligation to publish its own suite of pension employing authority pension discretions.

In 2005 the College reviewed its 'employing authority' discretionary policies in relation to enhanced pension benefits. The college as a matter of routine confirmed that they do not enhance pension benefits for staff in circumstances of redundancy or retirement and continued this policy throughout the college restructure and voluntary severance arrangements in 2011/2012. It was agreed in 2015 (at the last review) that these do not change and it is proposed in light of the current review that this position continues.

Furthermore in 2015, the Board agreed to incorporate into college practice the recovery of sums from the pension scheme in the event that an employee is dismissed for a fraudulent offence or gross misconduct where the college could recover these losses. It is proposed that that in light of the current review that this does not change.

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B4(2) and 4(4) & A51(9)	Determination of annual contribution rate to be paid by active members by reference to pay band and how those rates are to be reassessed	Contributions assessed on 1 <sup>st</sup> April annually	None
B5(1)(b)	Determination of elements of pay on which pension contributions should be assessed	Contractual elements of pay only assessed	None
B11(2)	Final pay period to be used where a member's pay consists of fees	Best average 3 in last 10 years	None
B12(1)	Power to increase membership of an active member.  This provides that the College may increase an employee's Scheme membership of the Local Government Pension Scheme before their employment is terminated. The amount of additional Scheme membership awarded must not exceed 10 years	Not adopted	None
B13	Power to award additional pension to a scheme member only (no survivor benefits can be awarded) of not more than £5,000 per year	Not adopted	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B18(1) & (3)	Flexible retirement – consent to reduction in hours or grade of post (18(1)) and waiving any actuarial reduction that would apply (18(3))	College policy exists with no waiving of actuarial deduction	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B30(2)	<p>Elections for early payment of pension (Member under age 60). This provides that an employee can elect to receive the early payment of their retirement benefits where all of the following conditions are met:-</p> <ul style="list-style-type: none"> <li>• they are either an existing Scheme member, or became a deferred member on or after 1 April 1998</li> <li>• they are aged between 55 and 59, and</li> <li>• the employee has the employers written consent</li> </ul> <p>Certain members will have the benefit of protections enabling them to receive their retirement benefits under this discretion without suffering any early retirement reduction</p>	Not adopted	None



Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
B30(5)	Waive actuarial reduction of pension on compassionate grounds where pension benefits are paid early in accordance with regulation 30(2) of the Benefit Regulations	Not adopted	None
A13(8)(aa)(ii)	Extension of the 12 month option period for aggregation of deferred benefits	Not adopted	None
A19(2)	Late application by member to pay optional contributions for period of absence – the rules of the scheme allow for someone to elect to pay pension contributions to cover a period of absence from duty. The election should be made within 30 days of returning to work, but the employer can extend this time limit if it so wishes	Not adopted	None
A22(3)	Shared cost AVC schemes  This provides for an employer to establish and maintain a shared cost Additional Voluntary Contributions (SCAVC) arrangement to receive contributions by both employee and employer.	Not adopted	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
A40(1)	Method of payment of employee contributions (e.g. an employer may deduct pension contributions from the member's pay)	Contributions deducted through salary	None
A40(2)	Deduction of contributions from relevant Reserve Forces pay	Contributions deducted from Reserve Forces pay	None
A42(2)	Exclusion of right to return of contributions – if employment is terminated due to fraud or grave misconduct. Refunds in such circumstances do not have to be paid to the individual. It is for the employer to decide if this should happen, or if it wishes to reclaim the money (see 66 & 68 below).	Not adopted	Contributions offset against any amount due to be repaid to the College
A66(1)	Forfeiture of pension rights on issue of Secretary of State's certificate following a conviction of a work related offence.	Not adopted (consideration that this is only applicable to elected council members)	None
<b>A66(3)</b>	Where forfeiture certificate is issued, whether to direct that benefits are to be forfeited	Not adopted (consideration that this is only applicable to elected council members)	None

Regulation No- A – Administration Regs B – Benefit Regs	Description of discretion	Current Inverness College UHI practice / discretion	Proposed change
<b>A67(1) &amp; (2)</b>	Where forfeiture certificate is issued, whether to direct interim payments out of Pension Fund until decision is taken to either apply the certificate or to pay benefits	Not adopted (consideration that this is only applicable to elected council members)	None
<b>A68(2)</b>	Recovery of monetary obligation by former employee where employment ceases due to misconduct, negligence or a fraudulent act.	Adopted	None
<b>A70() &amp; (3)</b>	Whether to recover from the Pension Fund any financial loss caused by fraudulent offence or grave misconduct of employee (who has left because of that offence), or amount of refund if less	Not adopted	To adopt practice
<b>A76(1)(b)</b>	Agreement to a bulk transfer	Yes	None

## Board of Management

<b>Subject/Title:</b>	Staff Survey – IIP Gold
<b>Author:</b> [Name and Job title]	Lindsay Ferries, Director of Organisational Development
<b>Meeting:</b>	HR Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	25 February 2019
<b>Brief Summary of the paper:</b>	Staff Survey Report.
<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>• <b>strategic plan</b></li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	Yes / 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	All staff and HISA

<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.)			

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

## Staff Survey

### Background

#### IIP Generation 6 Standards

The Organisation and Professional Development Strategy 2017 – 2020 sets the achievement of IIP Platinum as an objective to achieve. As referenced in the IIP Gold Progress report, the college had made application for assessment in light of IIP Gold Generation 5 Award and was awarded IIP Gold in December 2016. Furthermore we were successful in our reaccreditation in October 2017. Progression beyond IIP Gold to platinum status includes a mandatory all staff survey as part of the assessment criteria. IIP40 Questions are categorised under the following headings:

1. Leading and Inspiring People
2. Living the Organisations values and behaviours
3. Empowering and involving people
4. Managing performance
5. Rewarding and recognising high performance
6. Structuring work
7. Building capability
8. Delivering Continuous improvement
9. Creating sustainable success
10. Maturity levels (overarching statements)

#### IIP Gold Annual Review – Staff Survey

Through the LEAD development sessions we have collectively worked together to define the culture and values to ensure success going forward. Collectively we have developed an 'ABC' model underpinned by our values.



## Staff Survey Plan and Timescales

Pre survey launch communications to managers was facilitated through management meeting and SMT. Frequently asked questions were circulated to managers and staff to help address some questions that might arise and a single point of contact through I-connect. Targeted and periodic communications including information on our workroom screens, response rate information per department also have had an impact on response rates. By the end of the first week more than 50% of staff had completed the survey and the first group to complete; student records and quality team received their prize.

Periodic 'how are we doing' response rate updates progressed through I-connect and targeted reminder e-mails from IIP. The survey closed on Friday 30<sup>th</sup> November 2019 with a 77 per cent staff response rate.

The attached is the resultant report for discussion:

Highlights include:

1. Close correlation with the median score in comparison to all IIP Gold employers who completed the survey.
2. Above average for quality and continuous improvement.
3. Strengths include; structure of work, continuous improvement, values
4. Areas for development; reward and recognition, senior management development.
5. Departmental variances in line with known areas of strength and improvements.

A woman with blonde hair, wearing a black tank top and patterned shorts, is running in a gym. She is looking forward with a determined expression. The background shows gym equipment and other people. The entire image has a teal overlay.

Re:markable

Inverness College - UHI

Investors in People Update

Maria Baxter

February 14<sup>th</sup> 2019



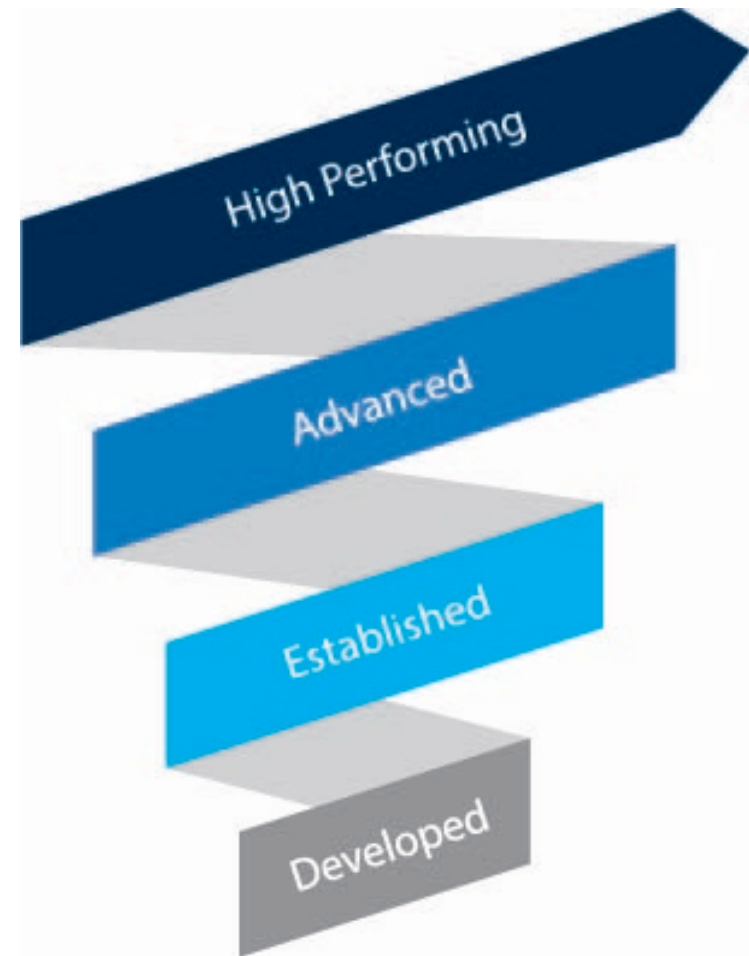


**STAGE ONE Developed** – The appropriate principles and practices are in place and communicated. People and leaders know what is expected of them.

**STAGE TWO Established** – People and leaders are actively engaged in ensuring the appropriateness and consistency of the principles and practices.

**STAGE THREE Advanced** – People and leaders actively drive positive outcomes, taking ownership of the principles and practices.

**STAGE FOUR High Performing** – The principles and practices are fully integrated with other business practices. People and leaders take accountability for delivering consistently positive results, always with an eye on improvement and the future.



### Achieved:

- Year 1: December 2017 - Annual Review Visit
- Year 2: November 12<sup>th</sup> – 30<sup>th</sup> 2018 – IIP Survey

### Next Steps:

Findings to be shared  
Action Plan

- Year 3: December 2019 – three year cycle completes.

## Indicator summary

		Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 1										
Leading and inspiring people	▼	16.8%	30.0%	17.9%	16.0%	7.9%	7.6%	3.8%	4.9	-0.6
INDICATOR 2										
Living the organisation's values and behaviours	▼	20.5%	42.3%	17.4%	12.6%	4.0%	2.6%	0.6%	5.5	-0.4
INDICATOR 3										
Empowering and involving people	▼	23.1%	37.3%	19.1%	6.0%	6.6%	4.9%	3.0%	5.4	-0.4
INDICATOR 4										
Managing performance	▼	27.4%	36.9%	10.8%	10.0%	3.0%	8.4%	3.6%	5.4	-0.4
INDICATOR 5										
Recognising and rewarding high performance	▼	10.0%	24.5%	20.0%	18.8%	7.8%	11.4%	7.5%	4.5	-0.6
INDICATOR 6										
Structuring work	▼	27.1%	39.2%	17.7%	7.7%	4.4%	2.8%	1.1%	5.6	-0.2
INDICATOR 7										
Building capability	▼	19.6%	35.3%	18.6%	13.3%	6.3%	4.0%	3.0%	5.3	-0.2
INDICATOR 8										
Delivering continuous improvement	▼	22.8%	41.8%	19.1%	9.9%	2.4%	2.7%	1.1%	5.6	-0.0
INDICATOR 9										
Creating sustainable success	▼	20.9%	37.0%	21.8%	12.9%	3.9%	1.9%	1.5%	5.5	-0.3

## Highs

<b>Improving through internal and external sources</b> <small>INDICATOR 8: Delivering continuous improvement</small>	31.8%	48.1%	11.9%	7.1%	0.0%	1.2%	0.0%	6	+0.1
<b>Enabling collaborative working</b> <small>INDICATOR 6: Structuring work</small>	27.6%	46.6%	14.2%	6.8%	3.6%	1.2%	0.0%	5.8	-0.0
<b>Understanding the external context</b> <small>INDICATOR 9: Creating sustainable success</small>	28.5%	41.5%	17.5%	10.4%	1.2%	0.9%	0.0%	5.8	-0.0
<b>Designing roles</b> <small>INDICATOR 6: Structuring work</small>	30.9%	34.7%	18.8%	7.7%	3.6%	2.8%	1.5%	5.7	-0.2
<b>Making decisions</b> <small>INDICATOR 3: Empowering and involving people</small>	25.5%	43.9%	16.6%	4.2%	5.6%	2.1%	2.1%	5.7	-0.3

## Lows

<b>Adopting a culture of recognition</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	17.5%	30.0%	22.3%	11.0%	5.0%	8.3%	5.9%	5	-0.5
<b>Deploying the right people at the right time</b> <small>INDICATOR 7: Building capability</small>	12.2%	30.0%	15.7%	20.5%	8.6%	6.2%	6.8%	4.7	-0.6
<b>Recognising and rewarding people</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	8.5%	24.8%	19.9%	20.3%	8.3%	11.3%	7.0%	4.4	-0.5
<b>Developing leadership capability</b> <small>INDICATOR 1: Leading and inspiring people</small>	8.0%	19.0%	17.8%	27.0%	11.3%	11.6%	5.3%	4.3	-0.9
<b>Designing an approach to recognition and reward</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	5.6%	18.4%	17.8%	23.7%	9.5%	14.8%	10.1%	4	-1.0

1	Student Services
2	Business and Computing
3	Business Solutions
4	Care Practice
5	Construction Craft
6	Cultural and Creative Industries
7	Early Years and Childcare Services
8	Education
9	Engineering and Building Technology
10	Engineering Craft
11	Corp Services, Org Dev & Finance
12	Front of House and Administration Services
13	Hairdressing, Beauty and Sport
14	Hospitality
15	Natural and Applied Science
16	SMT
17	Student Records & Quality
18	Research

# Response by Team

Re:markable

## Survey Response Rate

### Overview

TOTAL RESPONSES 337 responses out of 669 (50%)



RESPONSE METHOD



Email link: 335 responses out of 337

Open access: 2 responses out of 337

### By Team

1 20 responses out of 29



10 13 responses out of 20



11 26 responses out of 31



12 13 responses out of 15



13 20 responses out of 23



14 12 responses out of 19



15 18 responses out of 22



16 11 responses out of 12



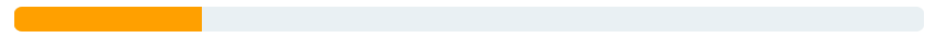
17 10 responses out of 11



18 10 responses out of 12



19 46 responses out of 223



2 22 responses out of 28



3 15 responses out of 18



4 19 responses out of 26



5 13 responses out of 21



6 14 responses out of 19



7 18 responses out of 21



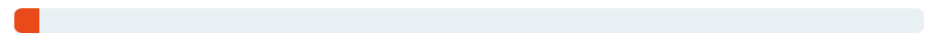
8 16 responses out of 23



9 19 responses out of 24



20 2 responses out of 72

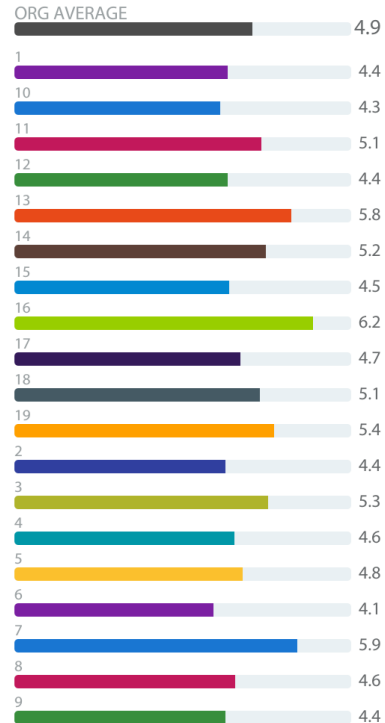




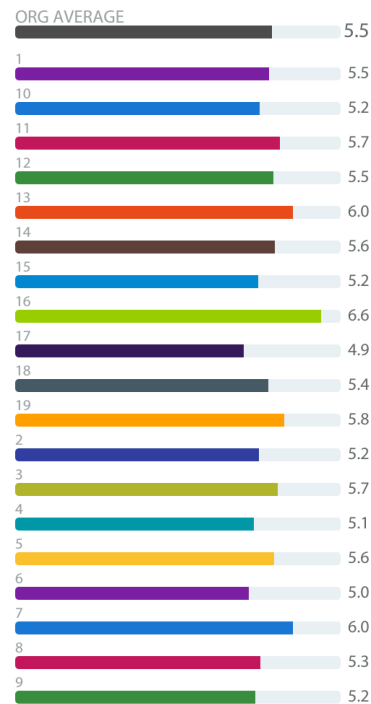
# TEAM SCORES BY INDICATOR

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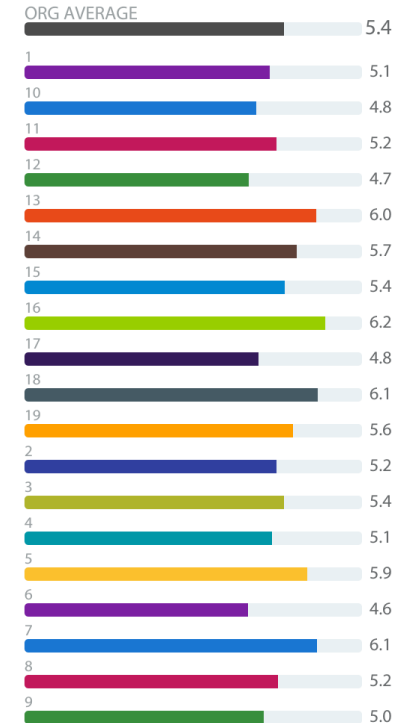
## Indicator 1: Leading and inspiring people



## Indicator 2: Living the organisation's values and behaviours



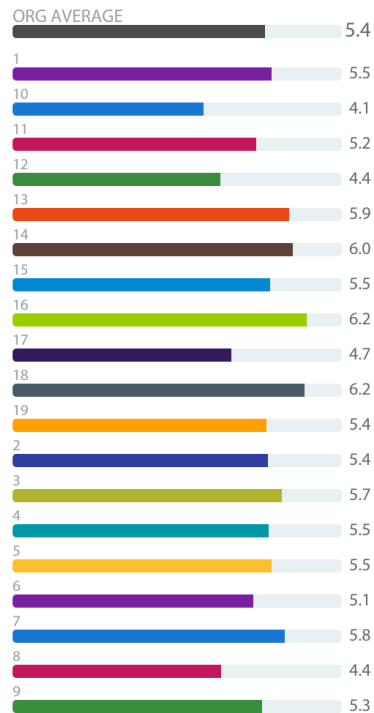
## Indicator 3: Empowering and involving people



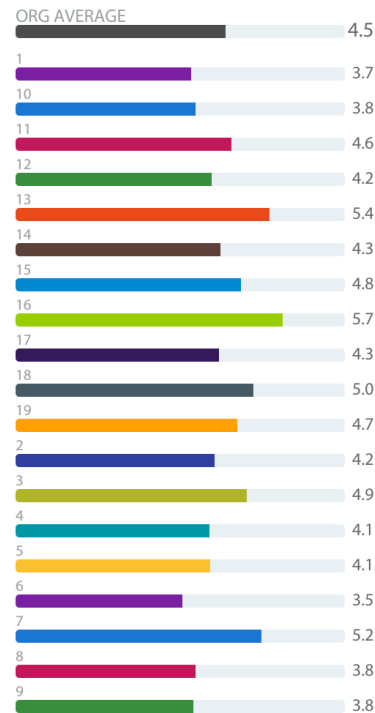
# TEAM SCORES BY INDICATOR

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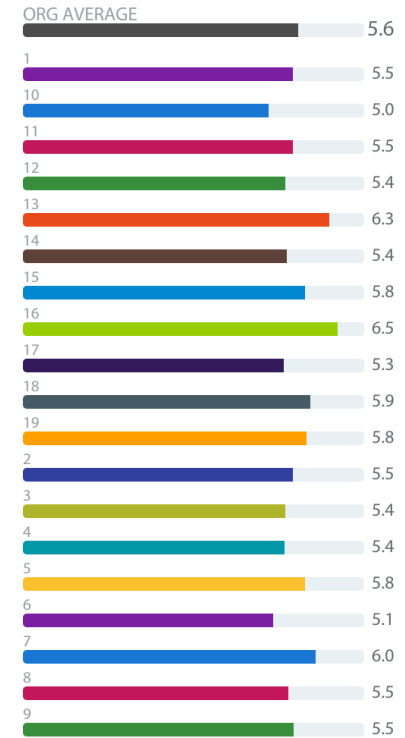
Indicator 4: Managing performance



Indicator 5: Recognising and rewarding high performance



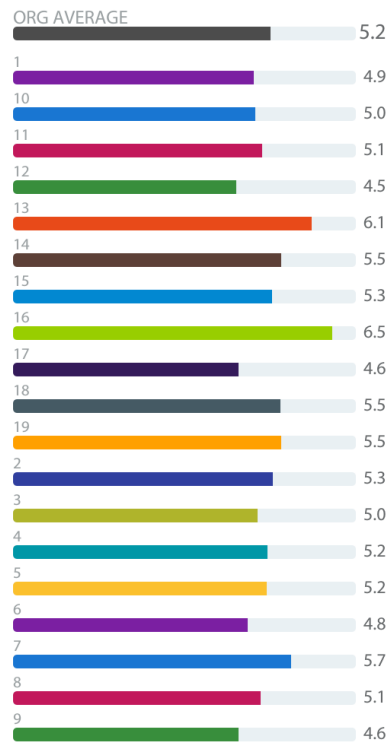
Indicator 6: Structuring work



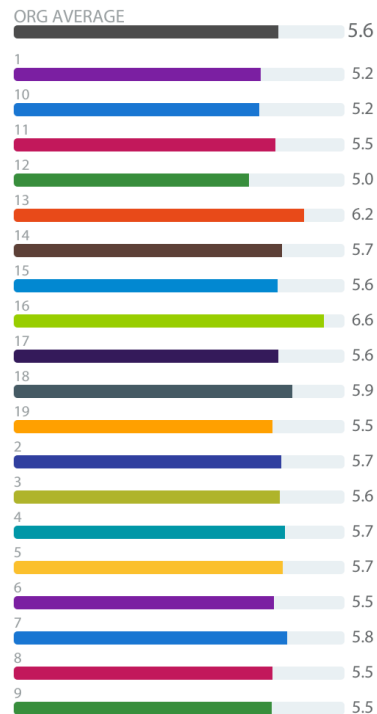
# TEAM SCORES BY INDICATOR

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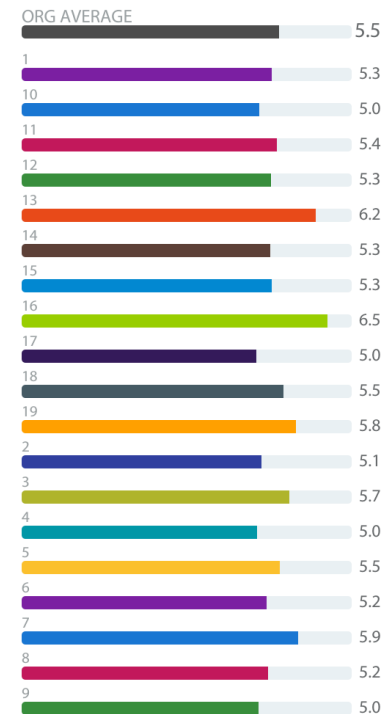
## Indicator 7: Building capability



## Indicator 8: Delivering continuous improvement



## Indicator 9: Creating sustainable success



## Board of Management

<b>Subject/Title:</b>	Human Resources Report Quarter 1 2018-19
<b>Author:</b> [Name and Job title]	Lindsay Ferries, Director of Organisational Development
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	14 February 2019
<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 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>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	SMT

<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)	
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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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## Human Resources Report Quarter 1 2018-19

### Executive summary

The Human Resources Committee is asked to discuss the report.

### Background information

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

### Main body of information

#### 1. Turnover

Staff turnover in Q1 2018/19 was 6.5%, an increase from the previous quarter (2.8% in Q4 2017/18) an increase from quarter 1 in 2017/18 (3.7%).

Staff turnover for core staff only (excluding fixed term contracts) in Q1 2018/19 was 4.9%, an increase from the previous quarter (1.5% in Q4 2017/18) and an increase from quarter 1 in 2017/18 (3.3%).

#### 2. Headcount and FTE

In Q1 2018/19, Average Headcount was 387 of which 346 are permanent employees and 41 are fixed term contracts.

Q1 2018/19 average FTE was 325, 294 permanent and 31 fixed term.

Summary of teaching staff FTE and contract type in in Q1 2018/19 compared with previous quarter and previous years:

Average FTE	Q1 2018/19	Q4 2017/18	Q1 2017/18	Q1 2016/17
Permanent Teaching Staff	148.0	135.9	130	129.7
Fixed Term Teaching Staff	4.2	9.4	11.6	8.8
Supply	4.56	8.18	3.8	4.2
Total	156.76	153.48	145.4	142.7

Total supply FTE in 2017-18 was 30.3FTE compared with 36.97 FTE in 2016-17.

Permanent teaching staff FTE numbers have stabilised as many fixed term contracts due to end in July 2018 where transferred to permanent contracts. As such, there has been a decrease in temporary fte.

### 3. Leavers

There were 24 leavers in Q1 2018/19, 16 resignations, 3 end of fixed term contracts and 5 retirements:

	<b>No. of Leavers</b>	<b>Total FTE</b>	<b>Reason for leaving</b>
Teaching Management permanent position	3	3.00	2 x Resignations 1 x Retirement
Support staff permanent position	3	3.00	3 x Resignations
Support staff fixed term position	5	4.2	2 x Resignation 3 x End of Fixed Term Contract
Support term time only permanent position	3	2.31	3 x Resignations
Support term time only fixed term position	2	1.51	2 x Resignation
Teaching staff permanent position	8	5.6	4 x Resignations 4 x Retirements
<b>Total</b>	<b>24</b>	<b>19.63</b>	

Analysis of destination of leavers will be circulated at the meeting.

### 4. Starters

There were 15 starters in Q4 2017/18.

	<b>No. of Starters</b>	<b>Total FTE</b>
Support staff permanent position	3	2.37
Support staff fixed term position	5	3.84
Support staff term time only permanent position	2	1.17
Support staff term time only fixed term position	2	1.77
Teaching staff permanent position	3	2.50
<b>Total</b>	<b>15</b>	<b>11.64</b>

Of the three support staff permanent contracts appointed, 1 was a direct backfill for internal promotions (Business Solutions Administration Assistant, the previous role holder was successful in their application for the position of Business Solutions Advisor) and the other 2 were direct backfills for leaver (Quality Officer and Classroom Assistant).

Of the five support staff fixed term contracts appointed, 2 were direct backfills for maternity leave: Professional Development Assistant and School Link and Transition Coordinator, 2 were as a result of newly created roles: Research Development Facilitator and Learning Support Assistant (Skillzone). The other was a direct backfill for an internal promotion (SMT Administration).

The two support staff term time only permanent contracts appointed were direct backfills for leavers (Classroom Assistant and Childcare Practitioner).

Of the 2 support staff term time only fixed term contracts appointed, 1 was a direct backfill for internal promotion (Kitchen Porter, the previous role holder was successful in their application for the position of Modern Apprentice) and the other was a backfill for maternity leave Childcare Practitioner.

The 3 teaching staff permanent contracts appointed were all direct backfills for leavers:

- Lecturer - Motor Vehicle Engineering
- Lecturer - Health and Social Care
- Lecturer - Civil Engineering

## 5. Transfers, secondments and flexible working requests

In Quarter 1 2018/19, the Princes Trust Team Leader (secondment in) from the Scottish Fire and Rescue Service to Inverness College UHI came to an end. The role holder returned to their substantive post at the Scottish Fire and Rescue Service.

There were four flexible working requests submitted within Quarter 1 2018/19:

- three female permanent support staff (approved)
- one male permanent academic staff (approved).

## 6. Absence

Sickness absence in Q1 2018/19 totalled 595 days, equivalent to 2.4%.

This is a decrease from Q4 2017/18 (2.6%).

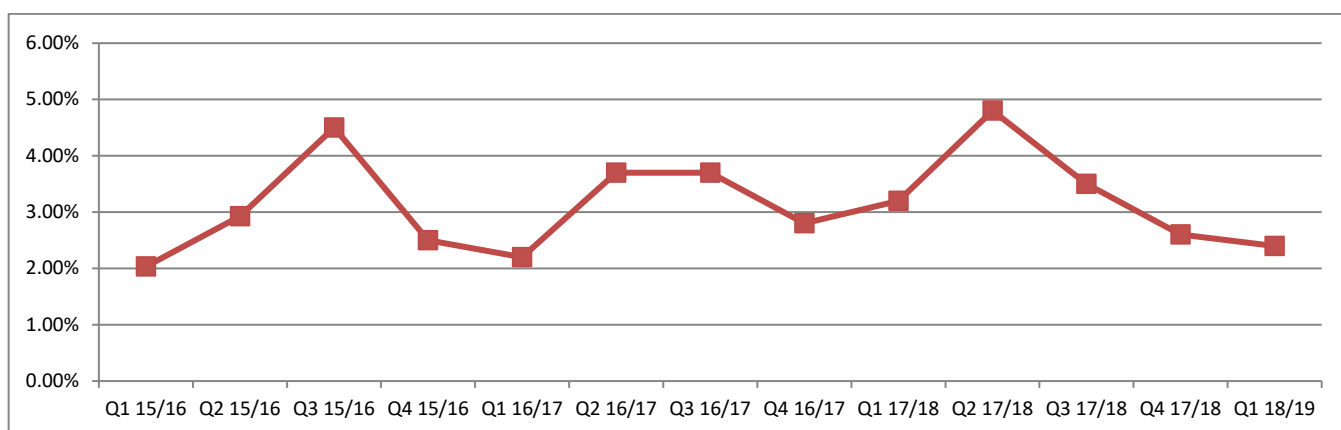
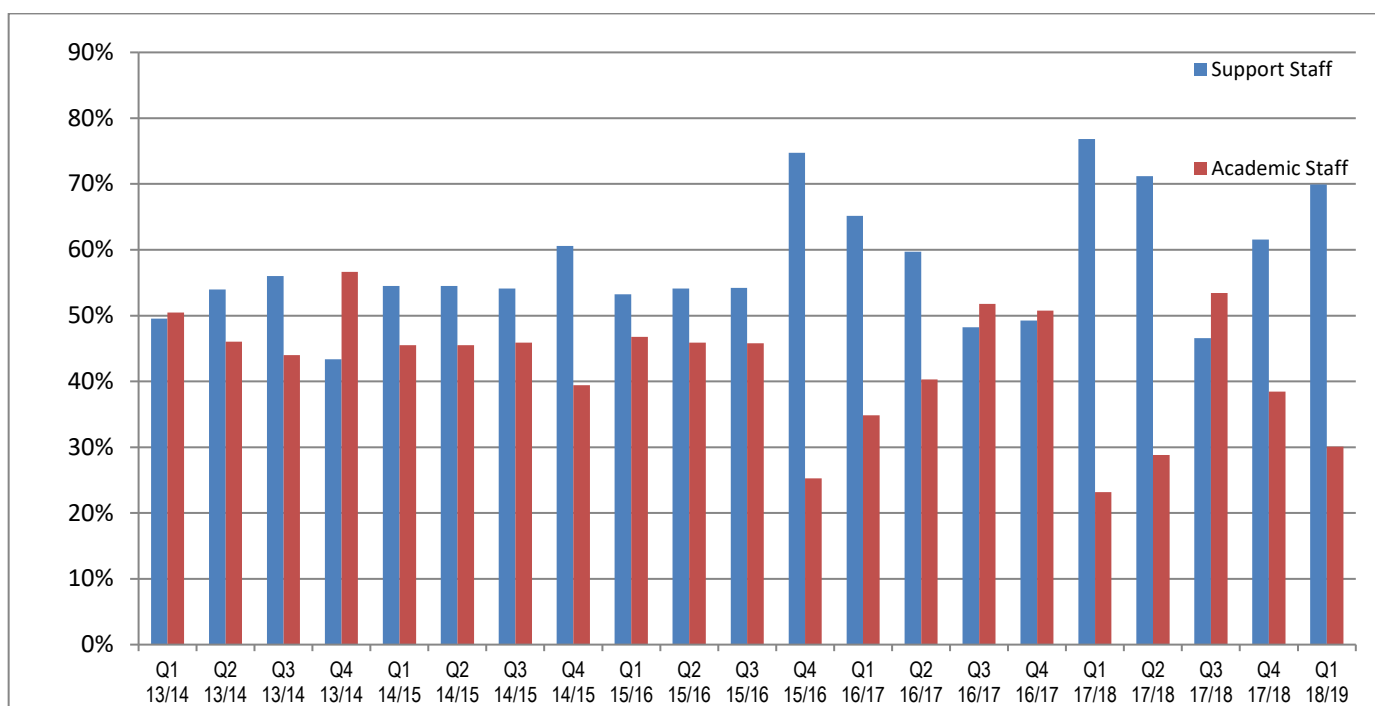
This is also a decrease compared to Q1 2017/18 (3.2%). However, this is a slight increase compared to Q1 2016/17 (2.2%) and Q1 2015/16 (2.0%).

Summary of days lost compared with previous quarter and previous years:

Absence Reason		Days lost		Days lost		Days lost
Digestive System	Q1 18/19	17.5	Q4 17/18	33.5	Q1 17/18	20
Headaches/Migraine	Q1 18/19	14	Q4 17/18	37.5	Q1 17/18	81.5
Mental Health	Q1 18/19	75	Q4 17/18	87.5	Q1 17/18	17
Minor Illness	Q1 18/19	24.5	Q4 17/18	10	Q1 17/18	20
Neurological	Q1 18/19	79	Q4 17/18	66	Q1 17/18	25.5
Respiratory	Q1 18/19	36	Q4 17/18	1.5	Q1 17/18	21
Stress/Anxiety	Q1 18/19	149	Q4 17/18	74.5	Q1 17/18	131
Viral infection	Q1 18/19	72.5	Q4 17/18	55.5	Q1 17/18	61.5
Long term absence	Q1 18/19	265	Q4 17/18	335	Q1 17/18	338
Short term absence	Q1 18/19	330	Q4 17/18	302	Q1 17/18	302.5

In Q1 2018/19, 30.08% of the total absence is attributable to academic staff and 69.92% to support staff compared to the previous quarter's split between academic staff (61.54%) and support (38.46%).



**% Absence****Sickness Absence - Absence by Staff Classification**

The College's Promoting Attendance Policy defines long term sickness absence as sickness absence for 13 or more consecutive days in relation to stress/debility or, for other conditions, 28 days or over.

In Quarter 1 2018/19, out of a total of 6 staff who were long term absent, 4 members of staff met the long term sickness absence trigger for stress/anxiety. Two members of staff returned to work. The other two staff member remain under the care of the College's Occupational Health provider.

Of the 2 other staff who have had an episode of long term absence within this quarter, both staff members have since left the College.

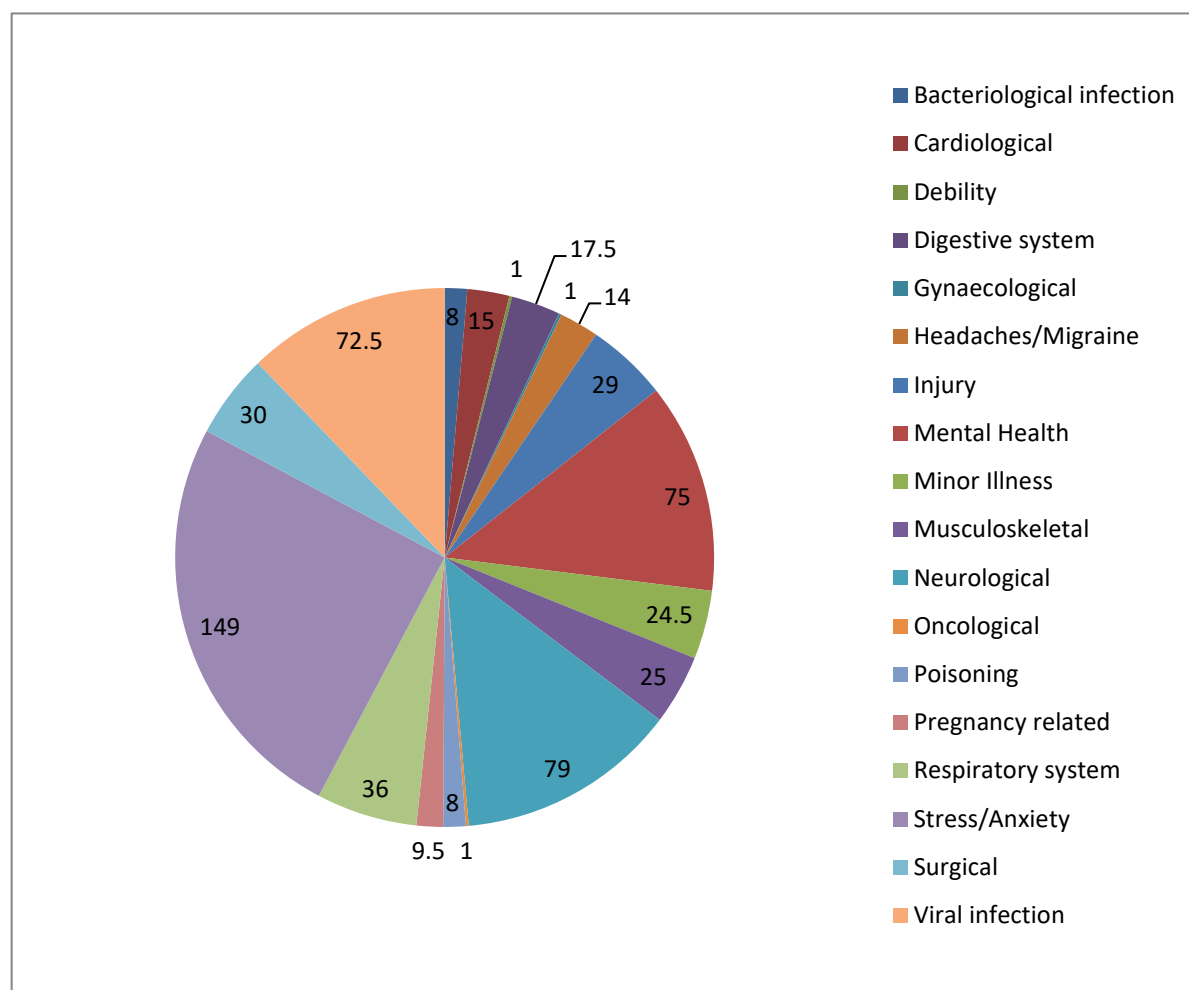
The most common reason for absence in Quarter 1 2018/19 was Stress/Anxiety with a total of 149 days (25.0%) lost across 4 episodes, followed by Neurological with 79 days (13.3%) across 3 episodes and then Mental Health with a total of 75.0 days (12.6%) across 3 episodes.

The HR Manager and the Access and Progression Manager are working together as part of the College's Healthy University Steering Group aimed at tackling mental health and improving wellbeing for both students and staff going forward.

Management referrals to occupational health numbered 15 in Q1 2018/19, relating to employees with long-term sickness absence and to general short-term sickness absence and advice regarding ongoing fitness for work.

### 2018/19 Quarter 1

#### Days lost by Absence Reason



## Board of Management

<b>Subject/Title:</b>	Human Resources Report Quarter 2 2018-19
<b>Author:</b> [Name and Job title]	Lindsay Ferries, Director of Organisational Development
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	21 February 2019
<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	SMT

<b>Status</b> – [Confidential/Non confidential]	Non Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
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## Human Resources Report Quarter 2 2018-19

### Executive summary

The Human Resources Committee is asked to discuss the report.

### Background information

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

### Main body of information

#### 1. Turnover

Staff turnover in Q2 2018/19 was 2.8%, a decrease from the previous quarter (3.7% in Q1 2018/19) an increase from Quarter 2 in 2017/18 (2.1%).

Staff turnover for core staff only (excluding fixed term contracts) in Q2 2018/19 was 2.6%, a decrease from the previous quarter (4.9% in Q1 2018/19) and an increase from Q2 in 2017/18 (1.5%).

#### 2. Headcount and FTE

In Q2 2018/19, Average Headcount was 392 of which 351 are permanent employees and 41 are fixed term contracts.

Q2 2018/19 average FTE was 329, 297 permanent and 32 fixed term.

Summary of teaching staff FTE and contract type in in Q2 2018/19 compared with previous quarter and previous years:

Average FTE	Q2 2018/19	Q4 2017/18	Q4 2017/18	Q1 2017/18
Permanent Teaching Staff	146.9	148.0	135.9	130
Fixed Term Teaching Staff	4.4	4.2	9.4	11.6
Supply	7.9	4.56	8.18	3.8
Total	159.2	156.76	153.48	145.4

Total supply FTE in 2017-18 was 30.3 FTE compared with 36.97 FTE in 2016-17.

### 3. Leavers

There were 11 leavers in Q2 2018/19, 8 resignations, 1 end of fixed term contracts and 2 retirements:

	No. of Leavers	Total FTE	Reason for leaving
Support staff permanent position	1	1	1 x Resignations
Support staff fixed term position	1	1	1x End of Fixed Term Contract
Support term time only permanent position	2	1.4	2 x Resignations
Teaching staff Fixed Term position	1	0.4	1 x Resignation
Teaching staff permanent position	6	4	4 x Resignations 2 x Retirements
<b>Total</b>	<b>11</b>	<b>7.80</b>	

### 4. Starters

There were 15 starters in Q2 2018/19.

	No. of Starters	Total FTE
Support Management SMT permanent position	1	1
Support staff permanent position	7	7
Support staff fixed term position	3	2.4
Support staff term time only permanent position	2	1
Support staff term time only fixed term position	2	1.77
Teaching staff permanent position	4	3.2
Teaching staff fixed term position	1	0.8
<b>Total</b>	<b>20</b>	<b>17.01</b>

Of the seven support staff permanent contracts appointed, 5 were a direct backfill for leavers (Finance Team Leader, HR Business Partner, Technician – Plumbing, Business Solutions Advisor and SVQ Assessor Health) The remaining two positions were as a result of newly created roles (HN Curriculum Development Officer – Land Based and Management Accounting Assistant)

Of the three support staff fixed term contracts appointed, 1 was direct backfill for maternity leave: Researcher, 1 was as a result of newly created role: HR Consultant, the other was a direct backfill for an internal promotion (HR Assistant).

The two support staff term time only permanent contracts appointed were direct backfills for leavers (Childcare Practitioner) the other post was a Student Intern Position for the Library and LRC.

Of the 2 support staff term time only fixed term contracts appointed, 1 was a direct backfill for a leaver (Kitchen Porter) and the other was a backfill for maternity leave Childcare Practitioner.

Of the 4 teaching staff permanent contracts 3 were direct backfills for leavers:

- Lecturer – Engineering Technology
- Lecturer - Psychology
- Lecturer – Art & Design

The other permanent contact was for a newly created position:

- Lecturer - Optometry

## 5. Transfers, secondments and flexible working requests

In Quarter 2 2018/19, there were three internal promotions:

- Senior Finance Officer
- HR Business Partner
- Admissions and Student Funding Team Leader (started and ended in Q2)

## 6. Absence

Sickness absence in Q2 2018/19 totalled 1042.5 days, equivalent to 4.2%.

This is an increase from Q1 2018/19 (1.6%)

However, this is a slight decrease compared to Q2 2017/18 (-0.6%) but an increase compared to Q2 2016/17 (2.0%) and Q2 2015/16 (1.27%).

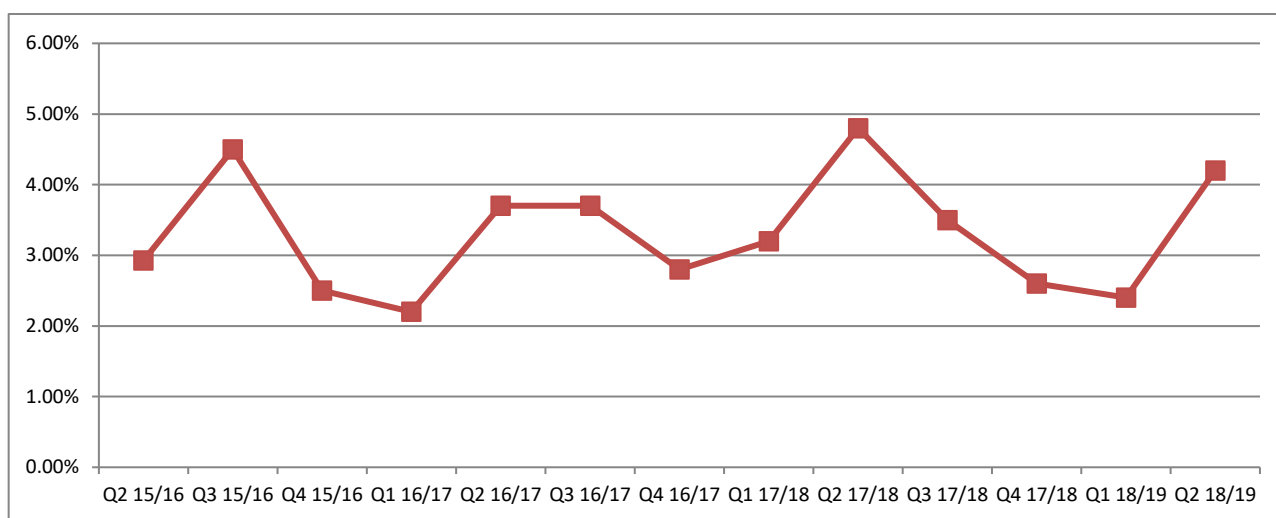
Summary of days lost compared with previous quarter and previous years:

Absence Reason		Days lost		Days lost		Days lost
Digestive System	Q2 18/19	10	Q 18/19	17.5	Q2 17/18	19
Headaches/Migraine	Q2 18/19	21.5	Q1 18/19	14	Q2 17/18	71.5
Mental Health	Q2 18/19	80	Q1 18/19	75	Q2 17/18	26.5
Minor Illness	Q2 18/19	69	Q1 18/19	24.5	Q2 17/18	19
Neurological	Q2 18/19	96.5	Q1 18/19	79	Q2 17/18	18.5
Respiratory	Q2 18/19	72.5	Q1 18/19	36	Q2 17/18	34
Stress/Anxiety	Q2 18/19	287	Q1 18/19	149	Q2 17/18	209
Viral infection	Q2 18/19	129	Q1 18/19	72.5	Q2 17/18	202
Bacteriological infection	Q2 18/19	13	Q1 18/19	8	Q2 17/18	31
Debility	Q2 18/19	10	Q1 18/19	1	Q2 17/18	31
Injury	Q2 18/19	6	Q1 18/19	29	Q2 17/18	74.5
Musculoskeletal	Q2 18/19	29	Q1 18/19	25	Q2 17/18	71.5
Oncological	Q2 18/19	7	Q1 18/19	1	Q2 17/18	36
Poisoning	Q2 18/19	2	Q1 18/19	8	Q2 17/18	0
Pregnancy Related	Q2 18/19	3	Q1 18/19	9.5	Q2 17/18	8.5

Surgical	Q2 18/19	127	Q1 18/19	30	Q2 17/18	55
Unknown	Q2 18/19	7.5	Q1 18/19		Q2 17/18	
Blank	Q2 18/19	13	Q1 18/19		Q2 17/18	
Long term absence	Q2 18/19	689	Q1 18/19	265	Q2 17/18	338
Short term absence	Q2 18/19	499.5	Q1 18/19	330	Q2 17/18	302.5

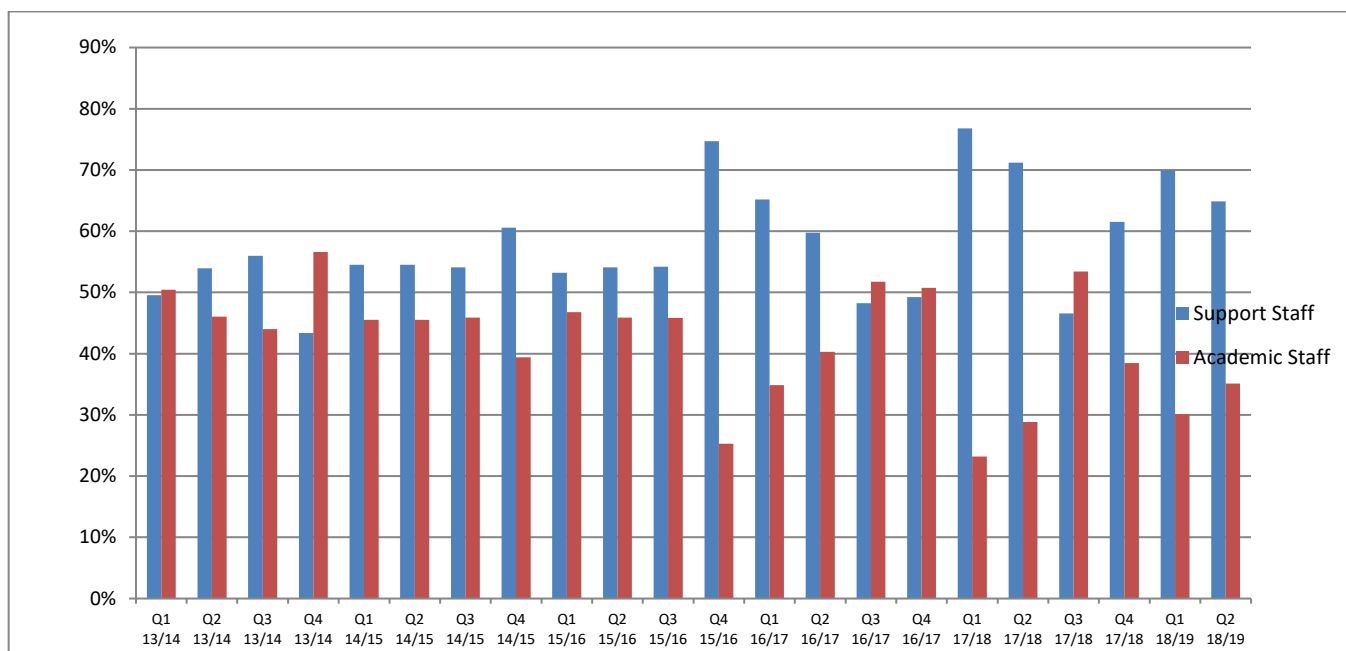
In Q2 2018/19, 35.11% of the total absence is attributable to academic staff and 64.89% to support staff compared to the previous quarter's split between academic staff (30.08%) and support (69.92%).

### % Absence





### Sickness Absence - Absence by Staff Classification



The College's Promoting Attendance Policy defines long term sickness absence as sickness absence for 13 or more consecutive days in relation to stress/debility or, for other conditions, 28 days or over.

In Quarter 2 2018/19, out of a total of 13 staff who were long term absent, 6 members of staff met the long term sickness absence trigger for stress/anxiety. Two members of staff returned to work. The other four staff members remain under the care of the College's Occupational Health provider.

Of the 7 other staff who have had an episode of long term absence within this quarter, two staff members have since left the College.

Of the five long term absence cases remaining, two were neurological, one was due to mental health, two due to surgery, one due to musculoskeletal and one due to digestive system.

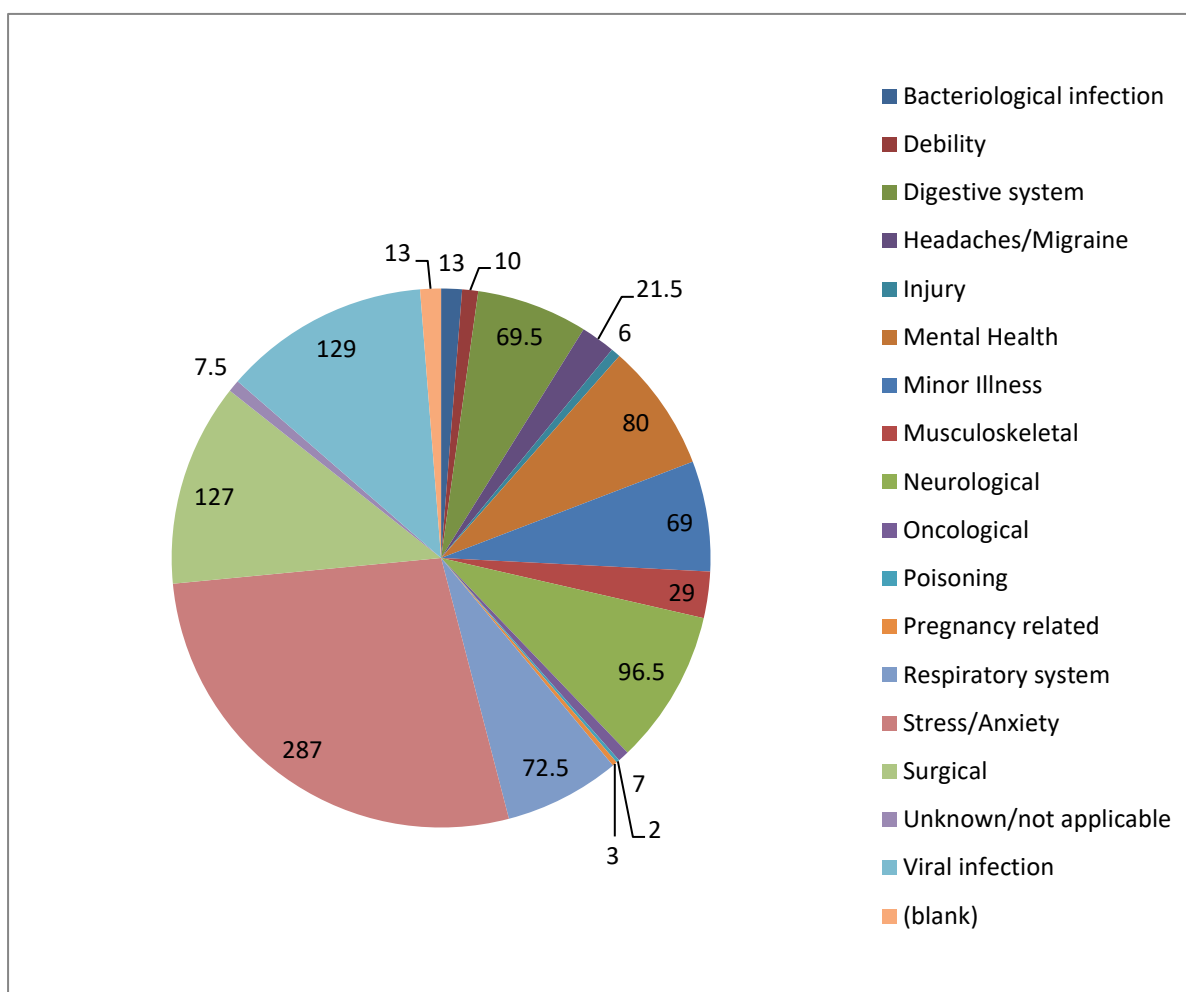
The most common reason for absence in Quarter 2 2018/19 was Stress/Anxiety with a total of 267 days (27.5%) lost across 10 episodes, followed by viral infection with 129 days (12.4%) across 44 episodes and then surgical with a total of 127 days (12.2%) across 6 episodes.

The HR Manager and the Access and Progression Manager are working together as part of the College's Healthy University Steering Group aimed at tackling mental health and improving wellbeing for both students and staff going forward.

Management referrals to occupational health numbered 79 in Q2 2018/19, relating to employees with long-term sickness absence and to general short-term sickness absence and advice regarding ongoing fitness for work.

## 2018/19 Quarter 2

### Days lost by Absence Reason



## Board of Management

<b>Subject/Title:</b>	National Bargaining
<b>Author:</b> [Name and Job title]	Lindsay Ferries, Director of Organisational Development
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	25 February 2019
<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]	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>	
<b>Resource implications:</b>	Yes / 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	

<b>Status</b> – [Confidential/Non confidential]	Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	NO		
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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)	
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## Board of Management

<b>Subject/Title:</b>	HR Policies and Procedures
<b>Author:</b> [Name and Job title]	Nicola Quinn, HR Manager
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	18 February 2019
<b>Brief Summary of the paper:</b>	This report notes the current position and timeline regarding the review of HR Policies and Procedures.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Noting
<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 <b>If yes, please specify:</b> Operational: staff utilisation and productivity Organisational:Reputational
<b>Equality and Diversity implications:</b>	Yes <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	SMT

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## **HR Policy and Procedure Review**

### **Executive summary**

The Human Resources Committee is asked to note the report.

### **Background information**

This report notes the current position and timeline regarding the review of HR Policies and Procedures. Many of the policies are beyond the identified date for review and as a result this needs to be addressed as a matter of urgency. It has not been possible to progress the reviews as planned. This is due, in part, to staffing turnover in the HR department.

To ensure that all policies are reviewed, a decision has been taken to request Harper MacLeod, our legal advisers to review all HR policies and procedures.

As part of the approval process, all policies are considered by the College Scrutiny panel then the SMT before being submitted to the appropriate Board Committee.

The next two scrutiny panels are scheduled for May and August/September. To ensure timely progress, it may be appropriate for Quality to schedule a special meeting of the Scrutiny Panel.

Harper MacLeod will shortly confirm their timescales for completion so we may ascertain when each policy will be submitted to Scrutiny and then SMT and finally to the HR Committee and Board of Management as appropriate.

## HR Policies

Reference No.	Policy Name	Status	Next Review Date
PL/HR/2017/003	Code of Conduct	Policy - Live/Current	Oct-19
PL/HR/2018/004	Dignity in the Workplace	Policy - Review for next Scrutiny Panel	May-11
PL/HR/2016/001	Flexible Working	Policy - Under Review	Aug-18
PL/HR/2012/007	Job Evaluation	Policy - Under Review	Jun-16
PL/HR/2018/003	Leaving Inverness College	Policy - Review for next Scrutiny Panel	Dec-11
PL/HR/2017/001	Maternity & Parenting Leave	Policy - Live/Current	Jun-19
PL/HR/2018/005	Performance Improvement	Policy - Review for next Scrutiny Panel	Sep-16
PL/HR/2018/006	Promoting Attendance	Policy - Review for next Scrutiny Panel	Dec-18
PL/HR/2011/004	Protection of Children and Adults at Risk	Policy - Under Review	Jan-14
PL/HR/2011/005	Recruitment and Selection	Policy - Under Review	Jan-14
PL/HR/2018/002	Relocation and Removal Policy	Policy - Live/Current	Jul-21
PL/HR/2017/004	Staff Disciplinary Policy	Policy - Live/Current	Jun-20
PL/HR/2018/001	Staff Grievance Policy	Policy - Live/Current	Jul-21
PL/HR/2013/006	Staff Mediation Policy and Procedure	Policy - Under Review	Nov-16
PL/HR/2018/007	TOIL	Policy - Review for next Scrutiny Panel	Jun-18



## HR Procedures

Reference No.	Procedure Name	Status	Next Review Date
PR/HR/2017/003	Code of Conduct	Procedure - Live/Current	Oct-19
PR/HR/2016/001	Flexible Working	Procedure - Under Review	Aug-18
PR/HR/2012/007	Job Evaluation	Procedure - Under Review	Jun-16
PR/HR/2018/002	Leaving Inverness College	Procedure - Review for next Scrutiny Panel	Dec-11
PR/HR/2017/001	Maternity & Parenting Leave	Procedure - Live/Current	Jun-19
PR/HR/2011/005	Performance Improvement	Procedure - Under Review	Sep-16
PR/HR/2016/005	Promoting Attendance	Procedure - Under Review	Sep-18
PR/HR/2011/006	Protection of Children and Adults at Risk	Procedure - Under Review	Jan-14
PR/HR/2018/002	PVG Scheme - Staff	Procedure - Live/Current	Jan-21
PR/HR/2011/007	Recruitment and Selection	Procedure - Under Review	Jan-14
PR/HR/2018/001	Relocation and Removal Procedure	Procedure - Live/Current	Jul-16
PR/HR/2017/002	Staff Disciplinary Procedure	Procedure - Live/Current	Jun-20
PR/HR/2018/006	Staff Grievance Procedure	Procedure - Review for next Scrutiny Panel	Dec-16
PL/HR/2013/003	Staff Mediation Procedure	Procedure - Under Review	Nov-16
PR/HR/2018/005	Staff Overseas Travel	Procedure - Review for next Scrutiny Panel	May-17

## Board of Management

<b>Subject/Title:</b>	External Support Report
<b>Author:</b> [Name and Job title]	Lindsay Ferries, Director of Organisational Development
<b>Meeting:</b>	Human Resources Committee
<b>Meeting Date:</b>	28 February 2019
<b>Date Paper prepared:</b>	22 February 2019
<b>Brief Summary of the paper:</b>	This report notes the current position regarding HR External Support from Occupational Health, AXA PPP Healthcare and Harper MacLeod Employment Legal Services
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Noting
<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 <b>If yes, please specify:</b> Operational: staff utilisation and productivity Organisational:Reputational
<b>Equality and Diversity implications:</b>	Yes <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	SMT

<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		
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## Joint Consultative Committee

11<sup>th</sup> December 2018  
1600  
Room 220

<b>Present</b>	Chris O'Neil (Chair), Lindsay Ferries, Andrew Chatterton & Claudia Moir (EIS), David MacLennan (Unison), Lesley Cole (GMB)
<b>Apologies</b>	
<b>In Attendance</b>	Shona MacDonald (Minute)
<b>Status of Minutes</b>	Draft

### Action Points

Action No	Action	Responsibility & Timescale
1	Review HR processes in relation to acknowledgements and requests for additional information. Changes around HR were discussed including HR system network procurement and HR Business Partners. LF to circulate HR BP JD	Lindsay Ferries
2	To discuss using a day from the summer holidays for a long weekend in February with Gill Berkeley	Lindsay Ferries
3	Specify the 62 academic holiday dates	Lindsay Ferries
4	Provide Chris O'Neil with details of any issues with Celcat from the Easter Monday 2018/19.	Claudia Moir
5	Review the job descriptions for the new "Heads of" and "Depute Heads of" posts.	Lindsay Ferries

### 1. WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting.

### 2. MINUTES OF PREVIOUS MEETING 23<sup>rd</sup> OCTOBER 2018

The minutes were reviewed and agreed.

### 3. COLLECTIVE BARGAINING UPDATE

Lindsay Ferries provided a verbal update. There was discussion of the proposed strike action and the Support Staff agreement. Lindsay Ferries advised that she had not received information from the National Negotiating team around rosters and unsociable working to clarify the position. Clarity was required and David MacLennan reflected that this was expected.

The EIS representatives advised that they were aware Support Staff and SMT had received their cost of living wage increase but the Academic Staff had not received their cost of living wage and this was causing bad feeling within the academic staff.

Use of the Arm's Length Foundation (ALF) to provide the cost of living wage increase was suggested by EIS. Chris O'Neil and Lindsay Ferries provided information in relation to the ALF.

As a public company the college are must run at a zero capital. Any money left at the end of a financial year must be put in to the ALF and it is stipulated that this money cannot be used for staffing. It is a capital budget and separate from the resource budget.

The ALF is run from Edinburgh and is controlled by a group of trustees. Funds in the ALF are protected and the college must apply to the trustees to draw the funds down. The college is not able to legally use this for pay rises. This is a clear legal position that Scotland has adopted.

The National Negotiation Employers Association had agreed a 9% pay increase which should cover cost of living increase and the college must adopt this position.

The EIS representatives advised that they did not feel that cost of living was covered by the 9% increase.

There was discussion of job evaluation and job levelling. Job evaluation is not based on no detriment policy.

#### **4. STRATEGIC DIALOGUE UPDATE**

The Chair provided a verbal update. 2 Programme Boards (PB) have been held and the context has been set. Crichton Lang has been appointed as the Chair with Alan Simpson, HISA Regional President, appointed as substitute Chair if required.

The PBs have discussed 3 main areas:-

- Governance
- Finance model
- Staff conditions/development

There was a tangential reference to students and the PB agreed that students and student's experience/entitlement should be added.

The PB then discussed the principals of equity and parity and before the working groups each of the areas were discussed. There was a sense of "buy in" for change but some cynicism.

Working groups would be formed before the Christmas break.

A communications strategy had been agreed and all communications would come "centrally" from Alison Lochhead and Max Brown. All board members agreed that

they would be ensure that when they were talking about their own views they would clarify this.

The PB agreed to hold an away day at the start of January 2019. At this point they would review terminology to ensure all members are “on the same page”

Chris O’Neil suggested that broad recommendations would be ready for presentation to all AP board meetings in June 2019.

## **5. ACADEMIC CALENDAR 2019/20**

Lindsay Ferries presented the proposed academic calendar for 2019/20.

EIS advised that they had suggested a long weekend in February to coincide with schools. Lindsay Ferries advised that we needed to consider working patterns and dates that were out with a “normal” working pattern, including the May Day holiday. Lindsay Ferries would discuss the taking a day from the summer break and adding it to February with Gill Berkeley.

EIS asked that Lindsay Ferries specify the 62 days to provide clarity.

There was also some concern regarding part time staff and work patterns in relation to the 62 days and Lindsay Ferries would also clarify this.

The arrangements around the Easter Monday in 2018/19 needed to be clarified. There had been a situation with a member of academic staff and Celcat in relation to attendance registers. Chris O’Neil asked Claudia Moir to forward details of this to him to so can “work it through”.

**ACTION:** Lindsay Ferries to discuss using a day from the summer holidays for a long weekend in February with Gill Berkeley.

**ACTION:** Lindsay Ferries to specify the 62 academic holiday dates.

**ACTION:** Claudia Moir to provide Chris O’Neil with details of any issues with Celcat from the Easter Monday 2018/19.

## **6. ACADEMIC LEADERSHIP AND MANAGEMENT STRUCTURE**

Lindsay Ferries presented a paper in relation to addressing succession/workforce planning challenges.

The upcoming curriculum review would advise the nature of the academic “families” and allow the Senior Management Team (SMT) to identify posts required.

The role of Depute Head of Schools was discussed and Lindsay Ferries advised that the PDM team were working through the process to establish a job description and specification. From review of the draft job description the post was a clear and substantive role and the recruitment process would begin with all staff.

For the “Head of” roles, the Programme Development Managers (PDMs) had been engaged in reviewing their roles and the draft was presented as the outcome of this review.

The outcome of the curriculum review was due in February 2019 and would allow this process to move forward.

*Lesley Cole & Chris O’Neil left the meeting*

The EIS representatives advised that they had been disappointed that there has been no communication or consultation with staff on the new roles and change of roles.

Lindsay Ferries advised that the purpose of presenting the drafts to the JCC was to commence this consultation.

*David MacLennan left the meeting.*

The EIS representatives advised that they felt that the depute role was heavy and similar to what the PDMs currently do. It was agreed that the process as set out in the NJNC agreement on promoted lecturers would be followed for the head of and deputy head of roles.

The EIS representatives were concerned that there may not be staff currently employed that matched the job description.

Lindsay Ferries advised that the PDMs had advised that individuals may be able to cover areas beyond their natural subject area ie a peripatetic manager. Additionally the college were not ruling out externally advertise posts in the event that internal candidates were not successful in the internal process.

The EIS representatives advised that they had received concerns in relation to one of the curriculum areas regarding high levels of stress, absence and they were concerned that this needed to be resolved.

Lindsay Ferries advised that she would look into this and progress this further with the EIS representatives.

**ACTION:** Lindsay Ferries, an EIS representative and Gill Berkeley review the job descriptions for the new “Heads of” and “Depute Heads of” posts.

## **7. DATE AND TIME OF THE NEXT MEETING**

The date of the next meeting 8<sup>th</sup> February 2019 at 1600.

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

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