University of the Highlands and Islands
Inverness College

Board of Management

Meeting	Human Resources Committee
Date and time	Thursday 1 March 2018 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

College Secretary
26 February 2018

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1.   MINUTES
Minutes of Meeting of the Human Resources Committee held on 30 November 2017

2.   OUTSTANDING ACTIONS
Action List

ITEMS FOR DISCUSSION

3.   EQUALITY OUTCOMES ANNUAL REPORT – APRIL 2018
Report by Director of Organisational Development

4.   IIP GOLD REVIEW
Report by Director of Organisational Development

5.   HUMAN RESOURCES REPORT
    a. QUARTER 1 - 2017/18
    Report by Director of Organisational Development
    b. QUARTER 2 - 2017/18
    Report by Director of Organisational Development

6.   NATIONAL BARGAINING (Confidential)
Report by Director of Organisational Development

7.   EXTERNAL SUPPORT – OCCUPATIONAL HEALTH (Confidential)
Report by Director of Organisational Development

_____

ITEMS FOR NOTING

8. EMPLOYEE RELATIONS
Minutes of Meetings of the Joint Consultative Committee
a. 14 November 2017
b. 16 January 2018

9. AOCB

10. DATE OF NEXT MEETING
Thursday 31 May 2018 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.

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

Board of Management

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 30 November 2017

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

John Wilson referred to the resignation of Lindsay Mitchell from the Board. At a Special Meeting on 27 November, the Board of Management had agreed that Steve Walsh be appointed to the vacant positions of Chair of the Human Resources and Performance, Review and Remuneration Committees.

1. **MINUTES**
   The Minutes of the Meeting of the Human Resources Committee held on 21 September 2017 were **AGREED** as a correct record and were **APPROVED** and signed.

2. **OUTSTANDING ACTIONS**
   The Board Secretary advised that the outstanding actions from previous committee meetings would be discussed at each meeting to ensure that actions had been progressed and that the action list could be updated showing actions completed as appropriate.

   The Committee considered each of the outstanding actions and following assurance by the Director of Organisational Development, **AGREED** that all outstanding actions has been completed and could therefore be deleted from the list.

3. **HUMAN RESOURCES ANNUAL REPORT 2016-17**
   A report by the Director of Organisational Development presented qualitative analysis of key HR measures surrounding turnover, absence and diversity.
   In particular the Committee discussed:-
   - The impact of the recent national bargaining pay awards on turnover would be seen in 2020 once the revised structure had been fully implemented. There were both implications and opportunities in terms of succession planning.
   - The increase in the number of starters in age groups up to 29 and 30 – 49 was welcomed.
   - The highest number of days lost to long term sickness absence in 2016/17 related to stress and anxiety. The college continued to focus on any work related issues and to provide training for line managers to identify early indications of stress.

- The overall percentage of working days lost to sickness absence in 2016/17 equated to 3.1% of working days available for both academic and support staff.
- Reference was made to the Fit for Work Scotland Scheme which was a free advice and assessment service supporting employees, employers and GPs to manage a return to work.

In response to a question, the Director of Organisational Development confirmed that she would include information on the number of grievance (including harassment and bullying) and disciplinary cases in the future.

The Committee **NOTED** the annual report.

4. **SAFEGUARDING ANNUAL REPORT 2016-17**
    A report by the Director of Organisational Development set out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of Multi Agency Public Protection Arrangements (MAPPA).

    The Committee discussed the report and were pleased to **NOTE** that there was a very robust process and methodology in place.

    The Director of Organisational Development suggested that the Human Resources Committee might not be the most appropriate committee on which to report on Safeguarding. It was **AGREED** that this matter be discussed with the Chairs of Human Resources and Learning and Teaching.

5. **STAFF DEVELOPMENT ANNUAL REPORT**
    A report by the Director of Organisational Development set out the staff development activity over the last year in particular:-
    - Leadership and management development
    - Induction
    - Learning and teaching induction
    - Teaching qualifications
    - Framework for excellent learning and teaching
    - Additional qualifications, including PhD level
    - In house training
    - External staff development events
    - Mandatory training including first aid and basic food hygiene.
    - Staff development days

    The Committee **WELCOMED** the positive report.

6. **NATIONAL BARGAINING**
    A report by the Director of Organisational Development provided an update on National Bargaining and actions that the partnership were taking to address the risks.

    Three posts with spot pay points had been agreed to be fully implemented with effect from 1 April 2019 alongside a similar transition arrangement as agreed for lecturers. This related to the Programme Development Manager roles within the college.

Reference was made to the progressive academic structure proposed by the Principal and shared with the partnership council at the beginning of November. A small working group which had been set up would report back to the partnership in January.

It was confirmed that the tender for job evaluation would be issued in January for a preferred supplier. Any job evaluation process would need to reflect the tertiary nature of UHI.

The Committee **NOTED** the current position.

7. **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 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 capped

    The Committee **NOTED** the key employment law developments and the actions and implications for the organisation and welcomed the fact that the College was a living wage employer in relation to its directly employed staff. To receive accreditation the college required a commitment from contractors to 'Work towards the living wage' and to include this provision as part of the procurement processes for external contracts.

8. **IIP ACCREDITATION – COST BENEFIT**
    A report by the Director of Organisational Development set out the arrangements for the annual IIP gold review as well as the benefits of commitment towards IIP and the costs associated with the review process.

    IIP was considered to be a very good investment and the IIP annual assessment process provided a mechanism that gave Board members a qualitative insight into the prevalent organisational culture, and how well the college strategy made its way to day to day working life of all that contribute to the success of the organisation.

    There was a commitment to meeting IIP Platinum by 2020.

    The Committee **NOTED** the report.

9. **EXTERNAL SUPPORT – OCCUPATIONAL HEALTH UPDATE**
    A report by the Director of Organisational Development provided an update on the current position regarding the College occupational health contract.

    Following concerns raised by the College, the contractor had appointed a new medical advisor and while clinical advice had improved, concerns were recently raised regarding a number of administrative processes. A formal performance improvement had been scheduled with the contractor in

December. The focus of the meeting was to set out performance improvement targets and timescales.

The Committee discussed the need for alternative plans to be put in place to secure another occupational health provider if the formal performance improvement targets were not met. Consideration should therefore be given to including this risk within the risk register if it was not already included.

The Committee **NOTED** that an update would be provided to the next meeting at the end of February.

The following item was included in the agenda for noting only and therefore no discussion took place at the meeting.

10.   EMPLOYEE RELATIONS – MINUTES OF THE MEETINGS OF THE JCC
a)   20 September 2017
b)   14 November 2017

11.   DATE OF NEXT MEETING
Thursday 1 March at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Actions from Human Resources Committee

30 November 2017				
Item	**Action**	**Responsibility**	**Time line**	**Actioned**
HR report	Include number of grievance (including harassment and bullying) and disciplinary cases in future	D of Org Dev	Feb 2018	
Safeguarding	Discuss which committee is most appropriate to receive safeguarding reports	Chair L&T and HR	End January	Complete – L&T to receive in future
External Support – Occupational Health	Update report to next meeting	D of Org Dev	Feb 2018	Included in papers

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Equality Outcomes Annual Report
Author: [Name and Job title]	Lindsay Ferries, Director of Organisation Development
Meeting:	HR Committee
Meeting Date:	1 March 2018
Date Paper prepared:	23 February 2018
Brief Summary of the paper:	Outline the main performance in light of equalities and the college outcomes over the past year.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Equality and Diversity Committee which is served by a cross section of staff and the HISA VP equalities. More recently supported education student will attend meetings.

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

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

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

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

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

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

Equality outcomes Draft Annual Report

Executive Summary

The Equality Act 2010 requires the college along with other public bodies to publish equality outcomes. In line with this legislation, we published our equality outcomes in April 2017 along with our employment data and mainstreaming report. We also took the decision to report on progress in meeting our equality outcomes on an annual basis thereafter. These documents are published on the college website.

Attached is the draft report on the Student and Performance Outcomes in light of the Access and Inclusion Strategy and Gender Action Plan.

The Human Resources Committee is asked to discuss the content of this report and recommend the draft annual report to the Board of Management for approval.
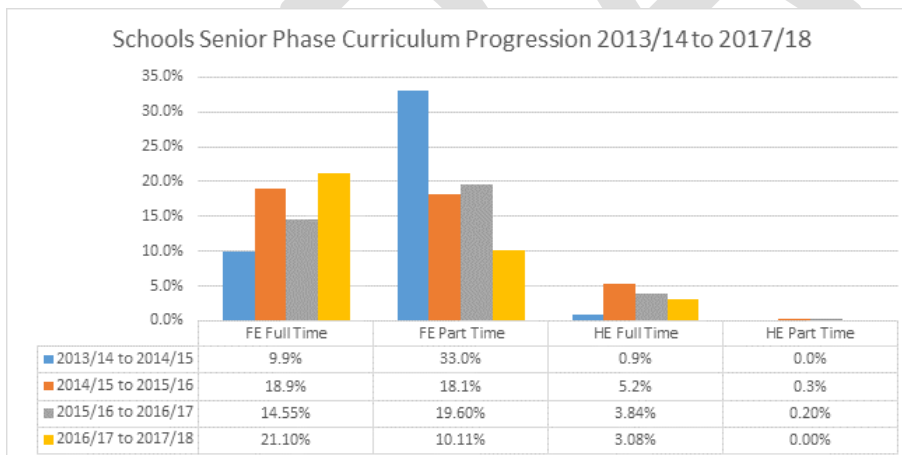
Equality Outcomes Draft Annual Report – April 2018

1.   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, 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

Schools Senior Phase Curriculum Progression 2013/14 to 2017/18

	FE Full Time	FE Part Time	HE Full Time	HE Part Time
2013/14 to 2014/15	9.9%	33.0%	0.9%	0.0%
2014/15 to 2015/16	18.9%	18.1%	5.2%	0.3%
2015/16 to 2016/17	14.55%	19.60%	3.84%	0.20%
2016/17 to 2017/18	21.10%	10.11%	3.08%	0.00%

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.

1.1 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
2012-13	4449	254	5.7%
2013-14	4535	248	5.5%
2014-15	4916	296	6.0%
2015-16	4462	238	5.3%
2016-17	4309	173	4.0%

School	2012-13	2013-14	2014-15	2015-16	2016-17
IHS	35	44	38	53	42
IRA	48	56	36	54	40
MA	38	37	37	39	27
Total	**121**	**137**	**111**	**146**	**109**

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.

1.2 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 was 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.

1.3   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
2014/15	88.15%
2015/16	86.47%
2016/17	88.63%

	Retention Rates				
Gender	2012/13	2013/14	2014/15	2015/16	2016/17
Female	83%	85%	85%	85%	85%
Male	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%			
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:

	Actual				Targets		
	2015-16		2016-17				
Learner Group	**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

2 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.

Proportion of activity delivered to 16-19 and 20-24 year olds

FE CREDITS/RSUMS

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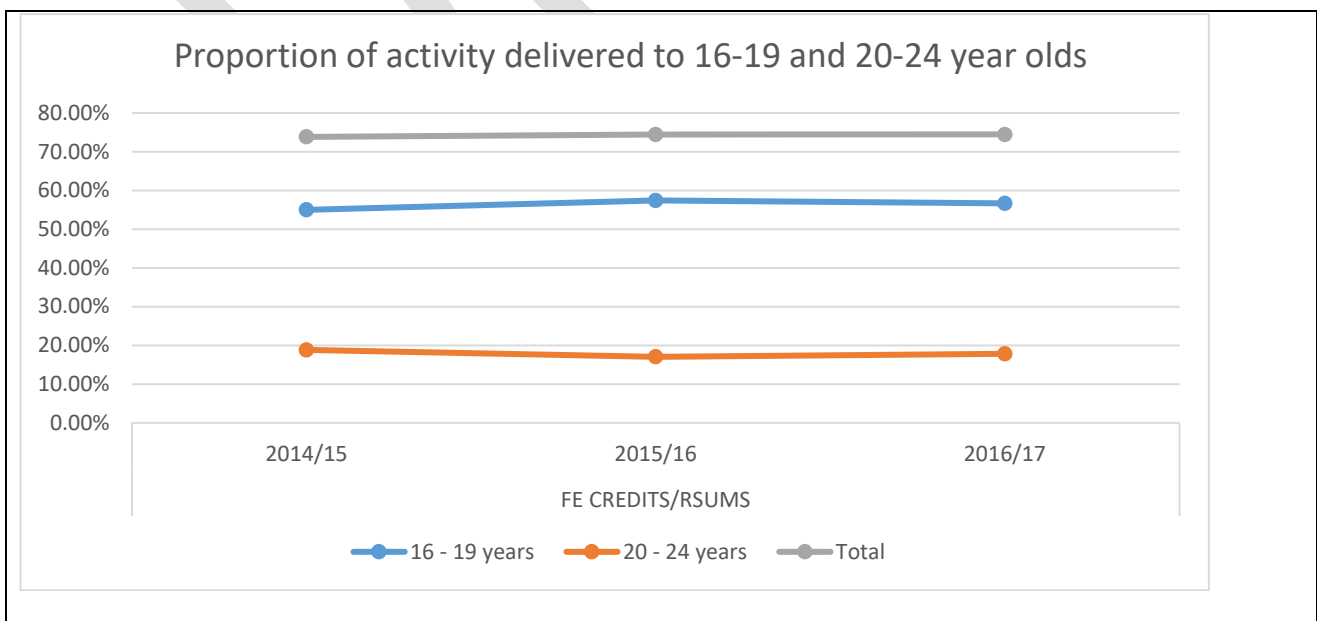
2.1 Outcome - Improve the volume and proportion of credits delivered to learners aged 16-19 and 20 – 24 in line with and in contribution to the regional outcome agreement targets

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	**73.84%**	**74.48%**	**74.50%**	**70%**	**71%**	**72%**

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	**24712.7**	**23418.42**	**22913.26**
All credits/RSUMs	**33467.36**	**31441.24**	**30757.69**

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.

2.2 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			
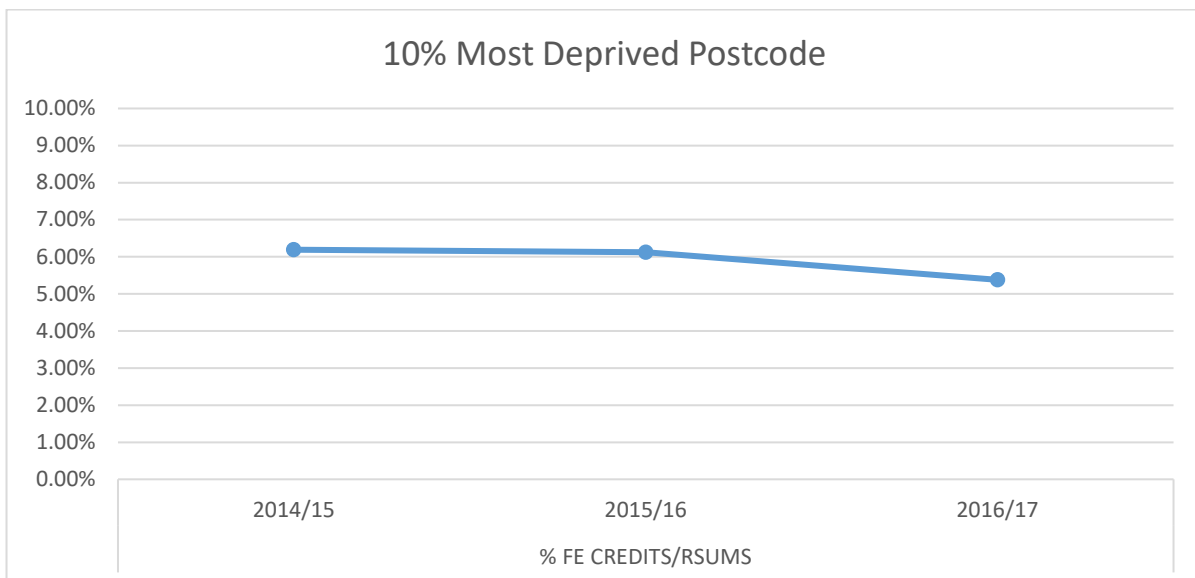
10% Most Deprived Postcode

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.

2.3   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*[1] provide a summary for 2016-17:

• Disclosure by care experienced learners is high, based on overall numbers of care experienced young people in the Highland Council area.

---

[1] https://education.gov.scot/other-sectors/further-education/688209

- Success rates for care experienced learners on FE programmes have improved 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.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	IIP Gold Annual Review
Author: [Name and Job title]	Lindsay Ferries
Meeting:	Human Resources Committee
Meeting Date:	1 March 2018
Date Paper prepared:	26 February 2018
Brief Summary of the paper:	Highlight the main aspects of the IIP Gold Annual Review alongside the report.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff Development Committee and SMT

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

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

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

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

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

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

IIP Gold Annual Review

Background

IIP Generation 6 Platinum Award

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. Our annual review was conducted in December 2017 in light of the Generation 6 framework which incluides:

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

The focus of the annual review in December 2017 was on performance indicators, performance management and excellence.

Our Strategic Plan, Enabling Strategies, Audits, Self-Evaluation, PDRs were reviewed alongside face to face meetings with a cross section of staff. As part of this review however, the assessor has been tasked with producing a gap assessment in light of achieving IIP Platinum. On review of this, it is anticipated that the college will wish to commit to IIP Platinum in 2019/2020.

Key Points of Feedback from Annual Review

Re-engagement with the Professional Development Review process. We have refreshed the process in light of the 2017 – 2020 strategic plan and our commitments going forward. The focus of our development programme is to ensure that continuous structured professional feedback and development as recorded by way of the PDR is a priority. The quality of the PDR is therefore a focus going forward. The January staff development days included a session on 'courageous conversations, PDR training and training on the college HR policies and procedures.

Re-engage with LEAD cross college projects.   We have a number of cross college projects ongoing; however it is clear from Maria Baxter's feedback that there are opportunities for staff to lead further projects that enhance the college and student

experience. We are working through further opportunities. Furthermore we are proposing a further LEAD management development programme to be delivered to all managers after Easter and through to the start of next academic year.

We are also considering further the opportunities /vehicles there are for staff to feed in ideas through their line management/committees/iconnect and other methods. We are currently collating further feedback from staff to help enhance the ways that staff can share their ideas for improvement/recognise effort and achievements.

Feedback Report

Investors in People

Inverness College UHI

Undertaken By: Maria Baxter
On behalf of Remarkable – the home for Investors in People in
Scotland

Project Reference Number: 17/1888

Date: December 2017

Contents

		Page Number
1	**Introduction** - Background - Context and Methodology	3
2	**Summary Findings**	5
3	**Outcome**	6
4	**Findings and Recommendations** - Findings and Recommendations against your business priorities - Summary	6
5	**Next Steps**	21
	Documents to be developed during cycle of review: *Appendix 1: Heatmap – As Is and To Be (post year 1 visit)* *Appendix 2: Survey data (post year 1 visit)*	22

1. Introduction

Background

Inverness College UHI successfully achieved Investors in People Gold level accreditation against the Generation 5 Framework in December 2016. As part of the ongoing continuous improvement journey an annual review is to take place in December 2017. This review will be against the Investors in People Generation 6 Framework.

Inverness College UHI, one of the largest partners in the University of the Highlands and Islands has maintained focus with the strategy for the business set out in the Strategic Plan: 2017 – 2020. The values that underpin the culture of Inverness College UHI are:

- Respect
- Integrity
- Accountability
- Passion

The strategic aim and objectives are stated in these six areas:

- Opportunity and Growth in Student life
- Opportunity and Growth in Curriculum
- Opportunity and Growth in Professional Practice
- Opportunity and Growth in Organisational Development
- Opportunity and Growth in Research & Innovation
- Opportunity and Growth in Sustainability

The College has an income of approximately £25m and provides education and training for approximately 6,500 students, with over 2,600 of them attending on a full-time basis. Higher education provision has grown significantly as the key provider of higher education in the region.

The College's provision however spans all Scottish Credit and Qualification Framework (SCQF) levels from foundation through to doctoral level study.

Since the last review there has been a change in leadership with the external appointment of a new Principal and Chief Executive.

Context and Methodology

Planning of this first annual review visit was undertaken with Lindsay Ferries and included an introduction to the new Principal and Chief Executive.

We discussed the detail of the 6th Generation Framework and how best to use to support your ultimate ambition. We considered your progress and changes since the last visit and planned one to one and

group meetings as a most effective approach for this visit, to capture a breadth of views from across the departments with emphasis on the framework and your priorities as detailed in our agreed plan.

It was agreed that the on-line assessment survey at this time, given the imminent changes, would better serve to inform views if implemented at a later stage during the three-year cycle.

The Heat Map is a topic for future discussion following this visit and in advance of the next on-site annual visit.

A total of 34 people participated in the discussions during the course of this visit. A brief verbal feedback meeting took place with the Principal, Depute Principal and the Director of Organisational Development.

Figure 1: Illustration of activity undertaken

- One to one interviews
- Group interviews
- Use of open discussion and semi structured interview questions used
- Interviews ranged from 45 minutes to 90 minutes based on role and numbers participating

- Dropbox folder used to include access to a range of documentation, including the Staff List, Organisation Charts, Strategic Plan

- General observations, e.g. atrium performance, display screens, informal interactions with people walking in corridors, café and reception

- Desk review of files and folders in Dropbox
- Additional information collected whilst on site

2. Summary Findings

The initial feedback presented to the Principal, Depute Principal and Director of Organisational Development summarised the areas to continue to develop and improve performance with focus on:

PDR: You will be aware from the last visit that this revised process was viewed as an immensely valuable management tool, where consistently utilised as intended. It is my belief from comments made and documents seen that there is clear well documented guidance available in addition to the training that had taken place in advance of the launch, prior to the last visit. You are aware of the merit to be gained through consistent and effective implementation. It is timely to re-engage with the Professional Development Review process.

Continuous professional feedback with recording of development in a structured way, by utilising the PDR process; an effective management tool, is well placed to drive better performance in this area, once implemented and consistently applied.

It was noticeable how well the **LEAD** cross college projects had contributed effectively to performance in support of continuous improvement at the time of the last review. There is no doubt that these projects had a positive impact in gaining both buy-in and in driving ongoing and continuous improvement, hence the encouragement to source further opportunity to engage with your quality enhancement processes.

In addition, you will wish to reinforce participation, by engaging people to contribute and share their improvement suggestions and ideas. At the last review **'add an egg'** attracted positive comments and had a high profile that was noticeably absent during this visit. This approach warrants reflection to determine if reinstatement as was or a refresh as such has potential to support, develop and improve performance. Successful implementation will enhance your ability to share and recognise efforts, achievements and areas of good practice, across all departments in a timely, constructive and meaningful way.

The Principal is pro-active in meeting and interacting with people across the organisation through formal and informal methods, attracting positive remarks, not least for his willingness to listen along with a level of appreciation that he has taken time to visit teams and departments along with the workroom presentations. The people attending these (workroom presentations) demonstrated a better understanding of the strategic direction along with an appreciation of the challenges facing the organisation, in context. You will enhance engagement levels and knowledge sharing by continuing with this approach as well as through the range of meetings and forums in place.

Refresh and review of line manager development will be timely as part of the PDR process discussions to equip them to effectively fulfil their role, leading, managing and developing their team members, to contribute to success, at an individual, team, department and organisation level.

The use of working groups/continuous improvement groups with key people to champion identified topics to achieve positive outcomes and to build on ideas, creativity and innovation is to be encouraged.

3. Outcome

Having carried out this assessment in accordance with the guidelines provided by Investors in People, I am satisfied that you meet the requirements of the Investors in People Standard and as we progress through the annual review cycles, with the final review in December 2019, your accreditation level will be determined.

4. Findings and Recommendations

Findings and Recommendations against Business Priorities - with development areas and suggested actions in **bold**.

PERFORMANCE INDICATORS:

The focus on the 2017-2020 Strategic Plan has played a part in informing and reinforcing awareness and understanding of the required levels of performance; *"focusing on delivering the right thing in the right way to meet the needs of our communities and stakeholders."*

The Principal has presented to all available staff via workroom meetings since his appointment, sharing the current KPIs whilst highlighting areas for improvement; see extract here from PowerPoint presentation - Principals Update 2017-18:

The current KPIs do not measure the student experience, curriculum relevance or added value.

- *Progression – from where to what?*
- *Withdrawal – induction and adaptation*
- *Overall satisfaction – SSES/NSS/TEF*
- *Assessment and feedback – L&T/active learner refection*
- *Academic support*
- *Organisation and management – institutional markers and student experience*
- *Employability – core skills plus DeLHE & College Leaver Destination Survey*
- *Achievement/success - added value/access/distance traveled*
- *Applications*
- *Conversions*
- *Scholarly/research activity*
- *Knowledge transfer*

There was a noticeable difference in the 'understanding' of KPIs and the perception of the 'future', depending on whether people had attended these meetings or not. **Line managers have a role to play in ensuring key messages and communications are shared whilst checking they are received <u>and</u> understood.** The **engagement and consistency of approach** is variable across the departments. This requires further attention, as you seek to fully engage line managers to fulfil their people management role, as for example in this instance, by effective back-up, communication and cascade of key messages, updates and KPI performance. There may be scope for a continuous improvement working group/ continuous improvement group/ committee to develop and enhance performance.

Psychological compact is a term that is not well understood, cited as *"that's a new one"* with a view it's very new as in recently introduced, which shows a low level of understanding, which is an aspect you will wish to improve. It was my observation that those present at the workroom meetings appeared to have a better appreciation but given the **endeavours to increase staff engagement, there is further communication and clarity of expectation required if you are to gain better engagement. Again, line managers have a part to play in supporting this but they themselves may require context and further information if they are to contribute consistently and effectively.**

Many people believe that they and the College overall has been effectively led by the approach of former Principal, in summary, to achieve the mammoth task of the move to the new building with success and for example achieving the positive report following the Education Scotland Review (May 2016). There is a strong belief from many that the incoming Principal is *"right for the job…he's here to further secure the future of the college… I think he'll lead us to a place we're not confident to go to but we'll feel well led."* There is an appreciation of the ongoing changes in the internal and external environment bringing great challenge and uncertainty, such as national pay bargaining, grants and partnerships.

"He is infectiously enthusiastic...very focused and positive...he wants people to engage and he does bring people with him...he was very good at engaging staff at the workroom briefings…he has vision and drive… he's is very visible and sits and chats with folk…"

The majority of people described confidence in the leadership style of the current Principal citing his vision, passion and open style as highly encouraging based on their observations and limited interactions to date. There are positive comments on other members of SMT, *"I observe the way X works and I aim to emulate X…my line manager's behaviour towards me is excellent…I observe and notice the behaviours of other senior managers and it's encouraging…X is really forward looking…passionate….X is clear, concise and correct, so you know where you stand and there's lots of feedback…X keeps me right and that's good as that's what I need…"*

It is with this in mind that you are encouraged to harness and enhance this by **engaging people, through greater pro-activity of line managers, as a stated and integral part of their role. This will entail reinforcing and building on key messages, KPI updates and maintaining open and effective communication with the focus on securing the best outcomes, for all within *UHI Inverness.***

You are encouraged to consider how you can **support leaders** at all levels to fulfil their role, with development where needed to **build the capability** to lead, develop and inspire people.

The application of the PDR process as intended, will serve as an invaluable tool, as you strive to gain better engagement, at all levels.

The recent improved learning and teaching induction is an example of your approach to drive improvement and achieve greater consistency of performance. It is timely **to review how well you are anticipating future needs and enabling leaders to develop the capabilities they require to meet (internal and external) challenges.**

PERFORMANCE MANAGEMENT:

You will be aware from your monitoring process and from the observations made during this visit that the uptake of the PDR interventions lacks consistency of application and uptake. There were disappointing references to the process being a 'tick box' that has little or no value or consequence where it had been undertaken, in the past. This negative view was not noticed during the last visit and I encourage you to explore this to test validity. **A working group/continuous improvement group has merit; capturing a cross-section of people to work on contributing to develop and act as champions supporting a meaningful, value-added approach achieving desired outcomes.**

There are a number of factors to consider in creating a process that is valued and viewed as effective. Line managers have a key role to contribute to the success of this. Is there scope to build on the work of the LEAD project to enhance this further? The aspects you will wish to reflect on includes:

- The role of setting a specific objective - to undertake the discussions
- Monitoring of the *quality* as well as the quantity - successful completion of the paperwork (QA)
- Refresher training for existing line managers may be required
- Training for managers joining or new to role
- Review of the guidance notes
- Modules: objective setting, giving constructive feedback, identifying learning and development needs, understanding the learning and development process, motivation and recognition as topics may enhance knowledge, understanding and lead to better quality of approach and outcomes
- Review of the paperwork – ensure it continues to be fit for purpose

Many people confirmed that they feel clear on their role and responsibilities and cite exactly what they have to do and how they know whether they have achieved what is required; through effective leadership for some and instinctively/intuitively for others, who make comments such as, *"that's what we're here to do… "that's why we're here!"*

The **PDR requires embedding** but as part of the objective setting journey, you have successfully involved people in contributing to and buying-in to organisation objectives, clearly stated in your Strategic Plan.

These have been discussed and as a result of the involvement mainly through the team meetings, the Operational Plans are in place and understood to varying degrees. The 'golden thread' is in place at the top level and the effective discussions via PDR will serve you well to raise the knowledge and understanding of requirements and the performance levels. **There is scope to increase awareness of the link (golden thread) from each level: organisation – department – team – individual, to encourage and focus on objectives to drive improved performance levels.** I believe implementation of the PDR as intended can only support enhanced performance. The role of the PDM is key to success, taking on board the comments and remarks heard during my time on-site. There is a variable level of interaction and many people stressed empathy with PDM's on their view of what is expected of their PDM. This view, cited by some, *"PDM's, they're already stretched with more than enough to be getting on with, without adding to their load."* Valid or perceived, it is imperative that the available tools are used to support individual, team, department and organisation performance which warrants attention throughout the reporting lines.

You will be encouraged to note that many comments during the discussions related to being here to make a difference; to have a positive impact on students and the outcomes. There was a high level of reference and commitment to the role and impact within the wider local community. The conversations did raise some 'concerns' relating to the role of FE and HE and the future of the College/UHI Inverness. There is an appreciation of external factors having an impact on the shape and future of the organisation, not least from the Principal updates/workroom meetings, team meetings and day to day interactions. You are aware of the importance in maintaining the momentum and level of communication whilst checking and reviewing that the message conveyed is the one that is heard as intended, understood and actively reinforced through the tiers and management structure. As a result of the comments made and an appreciation of the level of effort to communicate effectively and consistently, I share with you George Bernard Shaw's quote, *"The single biggest problem in communication is the illusion that it has taken place."*

As you are aware, with the potential of the PDR process yet to be fully realised the opportunity to implement the approach consistently across the organisation, working to meet your strategic plan and operational plans, requires focus in the coming year and beyond. It is my belief that success of this will require the commitment of those in the PDM roles, working in a consistent and systematic way.

There was a level of concern raised by some, regarding their development, with comments such as:

"I'm unsure what to develop in for my role since we're part of the University"
"It's not clear what my CPD should focus on"
"Is there a need to gain different qualifications? I don't know the answer!"
"There is a budget and that's a barrier!"

This requires exploration to test validity in order to influence improvement in activities and/or perception as determined.

On balance, I heard very positive remarks despite the comments above, in relation to the quality of content and value of networking gained from participation at the Staff Conference and from the Staff Development Days.

It is interesting to note remarks, *"they need to include more topics…it needs more time…a different approach would improve it…"* but when probed, there was nothing specific offered and the conclusion was that the events are very well considered, planned and executed.

The Team Marketplace attracted highly favourable comments from people during this visit, with reference to learning, gaining insight to the work of others and how much it presented the opportunity to network, which is highly valued. **Repetition or similar events bode well if captured periodically. Observation of this activity may be valuable. We can determine appropriateness, as we progress our discussion following this report.**

It is good to note the 'fun' element attached to these events. The quiz that you organise around these events, e.g. Team Marketplace, reinforces the learning in a fun way with a small token and recognition. This is commendable. **As we progress through the IIP review cycle we may explore the type and level of activities, in support of higher levels of achievement against IIP indicator 5, 'Recognising and rewarding high performance'.**

The open way in which you work with me, gave me access to the content of these 'sessions' as well as the feedback you capture, share on iConnect and importantly that you take action on, e.g. response to guest speaker and actions arising as a result of Staff Conference feedback. This confirms your pro-active stance, that you listen, act in line with good practice from which lessons are learnt and in the spirit of ongoing and continuous improvement.

Your forward way of working in noting the work to date on the project, Digital Skills Framework, is encouraging. The role of the Staff Development Committee builds on good practice to address CPD needs, which may serve to alleviate some of the uncertainty, as cited above. It is good to note, having discussed the approach and viewing the update document that careful consideration has been given to the process and feedback is being sought to develop the most effective approach to gain buy-in. The areas of focus relates to ensuring universal access and use, alignment to CPD needs and the recording methods appropriate building on the desire for two-way commitment: individual/line manager engagement.

As you progress, there continues to be a need to focus on encouraging engagement with a far greater level of pro-activity in bringing solutions rather than stating/re-stating the challenges (problems). iConnect is a valuable tool and my observation during this visit highlighted that those who access it, appear to be better informed and present a more rounded appreciation of what is going on and why

things are happening as they are. You may be familiar with the work of Simon Sinek already and you may wish to view and share this link http://www.startwithwhy.com as a starting point to support your progress in this area. Reflection on the rationale and an understanding of the key messages, taking account of the graphic 'golden circle' as shown here, has great potential to make a positive difference impacting on engagement and motivation across all areas of the business.
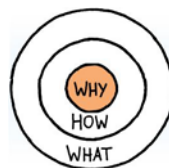
EXCELLENCE:

As referenced earlier the term 'psychological compact' is not a well understood term within the organisation. There was a stronger awareness from those that had attended the Principals update/ workroom meetings.

However, when probing the level of commitment to high standards, excellence, adding value and making a difference people confidently and without hesitation describe the part they play and their contribution to success. They are certain they are here to do a good job. They want to give their best, feel that they do give their best and the strong motivation for this view is that they are here for the benefit of the students, citing *"that's why we're here!"* and for the wider community, stating, *"we are part of the community and we're doing a lot here at this site. People are always impressed when they walk in the front door…we know there's more to do and there always will be, that's how it is."* The challenge is to channel this, to achieve mutual gain; aligned personal/ organisation values, objectives and priorities. This will be successful if backed up with regular messages on the performance and achievements, thorugh a range of mediums, to capture success and motivate ongoing commitment and buy-in.

There is a great deal of pride in contributing to a positive student experience, confirmed consistently. There is a view that whilst people strive to give their best and to do their best, it is not always noticed or acknowledged. Some people described how they believe that they *"do a good job…go above and beyond…do it because it's needed…it's needed but there's no time or proper resource for it".* This approach is said to be based on high personal standards and self-motivation where people strive for excellence, "*doing the right thing*". They feel their efforts are not always supported, encouraged or recognised. **This is an area requiring attention as it is highly variable within and across teams and departments, providing opportunity if addressed to capture and share good practice to raise morale and motivation of individuals across the organisation.**

As part of the document desk based review the importance you place on gaining the buy-in and engagement of people is evident, through a range of activities, forums, committees, projects, meetings, policies and procedures; aligned to your Strategic and Operational Plan objectives. This will continue based on your embedded approach with regard your structured processes and systems.

The level of activity particularly noted with the Learning and Teaching Excellence Framework in progressing a robust, enhanced Learning and Teaching Induction programme has progressed

significantly since the last visit. I was able to speak with people participating; to discuss the approach with those involved in developing this. In addition to the discussions, I was able to peruse the comprehensive supporting documentation.

The level of self-evaluation and review occurring across all services continues. The structured quality arrangements are firmly ingrained. The on-site discussions and perusal of documentation e.g. Evaluative Report and Enhancement Plan confirms the quantitative and qualitative data evidence gathering, reflection and self-evaluation, action plans and ongoing progress monitoring.

This is the first formal visit against the Investors in People Generation 6 Framework and in order to support our approach and emerging action plans each indicator is shown below with confirmation of level noted from this visit which will be 'banked' as we go through the annual review cycle. In order to meet your ambition to maintain Gold level accreditation with potential to progress to Platinum level, suggestions have been added, to support our ongoing discussions.

Indicator 1: Leading and Inspiring People

Leaders make the organisation's objectives clear. They inspire and motivate people to deliver against these objectives and are trusted by people in the organisation.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Creating transparency and trust	Leaders provide clarity around the organisation's purpose, vision and objectives	There is clear and regular two-way communication between leaders and people at all levels	Leaders ensure that there is a consistent level of trust at all levels of the organisation	Leaders are active role models, leading by example and trusted by people in the organisation
Motivating people to deliver the organisations objectives	People understand the organisations objectives	Line managers support people to deliver the organisation's objectives	Leaders are passionate about delivering the organisations objectives and motivating people to deliver against them	Leaders motivate and inspire people to achieve results above and beyond what is expected of them
Developing leadership capability	Line managers know what is expected of them to lead, manage and develop their people effectively	People know what to expect from their line manager and provide feedback on how they are managed and developed	People have confidence in the leadership and management capabilities within the organisation	Future leadership capabilities are defined in line with the organisations values and leaders meet these challenges

Striving to achieve high performing consider:

- The change of Principal and more so the complexity of external environment creates a level of uncertainty. New relationships and structures are evolving. Your current

communication mechanisms reach out to all people. Our approach, planning to launch the recently amended IIP survey in advance of the review in December 2018 will contribute to inform the progress made in building a consistent level of trust, at all levels.

- There are some excellent role models within the organisation. Explore what 'good' looks in the formal setting as well as from team members perspective to align views and performance. This will inform the 'standard' as well as the required development and associated plans, to support the drive for consistency of approach across the organisation.

- You are aware that effective implementation of the performance management process will serve to set the standard of performance required and the actions for 'stretch. It will clarify the objectives and measures, whilst ensuring an ongoing interaction, building in time to review needs, actions, outcomes, success and achievements.

Indicator 2: Living the organisaition's values and behaviours

People and leaders act in line with the organisations values at all times. They have the courage and support to challenge inconsistent behaviours.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Operating in line with the values	Leaders clearly communicate the organisation's core values and how they should be applied	People are led, managed and developed in line with the organisation's values	Leaders consciously consider and act in line with the organisation's values when making decisions	The organisation's values are at the heart of everything it does. They shape the way it operates at every level
Adopting the values	People know and understand what the organisation's values are	People are personally motivated to behave in line with the organisation's values	People do the right thing in accordance with the values, not necessarily the easiest or most convenient thing	People make decisions based on values rather than self interest
Living the values	People understand how to behave in line with the organisations values	People are encouraged to demonstrate the organisation's values in the way they behave	Leaders create a culture of openness and trust where people consistently behave in line with the organisation's values	People feel comfortable challenging behaviours that are not in line with the organisation's values and people are held to account

Striving to achieve high performing consider:

- Continue to reinforce the values in words and deeds, via your presence, presentations, communications and cascade of key messages.

- Review the overall understanding of the organisation's values to build on alignment to people's own values which appear to align well however, clarification and confirmation, explicitly has potential to reinforce and build engagement further.

- Capture and share examples where values have informed actions and decision, to demonstrate and reinforce the values as drivers of behaviours.

- Challenging behaviours may be an area in which an 'on-line' learning module may support and encourage constructive pro-activity in this area

- Review the current methods in place, to encourage people to challenge behaviours that are not in line with the values, to drive performance improvement. Consider the merits of utilising the personal skills framework to support improvement.

Indicator 3: Empowering and involving people

There is a culture of trust and ownership in the organisation where people feel empowered to make decisions and act on them.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Empowering people	People have access to the knowledge and information they need to do their job well	People feel empowered to identify ways to improve how they do their job	People are encouraged to take the lead and have the opportunity to develop their leadership skills	People use their initiative to lead and take ownership over delivering the organisations objectives
Participating and collaborating	People or their representatives are consulted about decisions which have an impact on them	People are involved in decisions that have an impact on them and feel their contribution makes a difference	People consistently participate in decisions and feel their contribution makes a difference	Participation, collaboration and teamwork are at the heart of the organisations' approach to decision-making
Making decisions	Leaders trust and support people to make decisions in line with their level of responsibility	Leaders involve people when establishing their level of decision-making in line with their role	Leaders are open and transparent about sharing information which enables people to make and act on decisions themselves	People are empowered to challenge the status quo to improve the organisation's performance

Striving to achieve high performing consider:

- Performance management discussions have a part to play in providing clarity of purpose through objective setting, utilising the personal skills framework to facilitate engagement and empowerment.

- People are committed to excellence and this is certainly viewed as a matter of certainty within teams. There is opportunity to encourage further collaboration, knowledge sharing, developing skills, cascade of information and capturing experience within and across teams that should be explored.

- As you review your current methods in place, to encourage people to challenge behaviours that are not in line with the values, take account of this in the organisation context as well as the team, department and individual, in order to drive performance improvement consistently at all levels.

Indicator 4: Managing performance

Objectives within the organisation are fully aligned, performance is measures and feedback is used.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Setting objectives	People know what is expected of them and understand how their individual objectives affect the organisation's objectives	Leaders involve people in setting clear and achievable objectives. People are regularly reviewed against these objectives	Stretching individual and team objectives are aligned to the organisation's objectives and performance measures. People take responsibility for monitoring their own performance	People take the lead in setting stretching objectives that support and respond to the organisation's goals and plans for change
Encouraging high performance	Line managers invest time in managing performance and ensure people understand the performance process	Line managers have open and honest conversations with people about their performance	Line managers are highly effective and <u>consistent</u> at supporting high performance and addressing underperformance through effective, constructive and open dialogue	People are expected and actively supported to strive for high performance at all times
Measuring and assessing performance	Peoples' performance is regularly measured and assessed against objectives. People receive feedback on their performance	Peoples' behaviours are assessed against the organisations values	Performance data and evidence of behaviours are captured and used effectively to improve the performance of people and the organisation	Giving and seeking timely feedback on an informal basis, engaging in performance discussions and coaching are all part of the day-to-day running of the organisation

Performance management: covered in Section 2, page 8 of this report

Striving to achieve high performing consider:

- You have a well-defined process (PDR) that you are seeking to consistently implement across the organisation.

- Effective implementation will in turn support engagement and contribute to your succession plans. Soft skills training, for managers, as a refresher and for those new to management is

timely. On-line modules may be a tool to consider, to encourage and support self-directed learning in the pursuit of ongoing personal development; striving for excellence.

- As part of ensuring that your performance management discussions are effective a review/identification of the learning and development needs of those leading the discussion to ensure they have the knowledge and skills to lead the process, will be valuable.

Indicator 5: Recognising and rewarding high performance

Recognition and reward is clear and appropriate, creating a culture of appreciation where people are motivated to perform at their best.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Designing an approach to recognition and reward	The way the organisation recognises and rewards people support its objectives	Leaders continually review how the organisation recognises and rewards its people	The approach taken to recognising and rewarding people is flexible and tailored to meet individual motivations	People are involved in designing the organisation's approach to recognising and rewarding people
Adopting a culture of recognition	The organisation has an appropriate and clear approach to recognition and reward	Individual and team achievements are rewarded and celebrated with financial or non-financial benefits	People feel confident that individual and team achievements are consistently recognised and encouraged across the organisation	There is a culture of appreciation where people feel valued and recognised for their efforts and performance
Recognising and rewarding people	People know how they are recognised and rewarded and the criteria have been clearly communicated	People are recognised for their behaviour as well as their performance on a formal and informal basis	People are motivated to perform at their best as a result of the approach to recognition and reward	High performing people and teams receive greater financial or non-financial recognition and rewards

Striving to achieve high performing consider:

- Your current reward and recognition strategy will benefit from review to complement and to build on it, with consideration as to what 'high performance' looks like.

- There appear to be some instances where people feel that their contribution is not recognised or acknowledged, which requires improvement. As you will note, many people feel that verbal thanks and praise and 'it' being noticed is sufficient for them. Line managers have a role here to strike the balance to meet individual motivations.

- People are aware of the financial constraints within the public sector and of the challenges facing the education sector and the organisation; establishing budgets and national pay

bargaining negotiations are high on the agenda at present. Continue to keep them updated and to capture their views.

- A continuous improvement group to capture views and feedback on what is working well whilst identifying improvements for consideration to build on non-financial recognition and rewards in particular, but not exclusively to motivate teams to perform at their best, may harness ideas and drive improvement.

Indicator 6: Structuring work

The organisation is structured to deliver the organisation's ambition. Roles are designed to deliver organisational objectives and create interesting work for people, while encouraging collaborative ways of working.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Designing roles	Roles are designed to deliver organisational goals by creating clear accountability and avoiding duplication of effort across teams	Roles are designed to create interesting work for people, with skills and capabilities for each role clearly defined	Roles are designed to help people develop the skills and capabilities needed for progression	Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees
Creating autonomy in roles	Each role is designed with clear decision-making authority	Policies and practices across the organisation support people to make the decisions required in their specific roles	Policies and practices are aligned to help people take individual ownership and act quickly and effectively	Policies and practices are regularly reviewed and improved to speed up decision-making and increase individual ownership
Enabling collaborative working	It is clear how roles enable people to work together to achieve the organisation's objectives	People are encouraged to work across the organisation to share information and expertise	Open communication and flexible work practices make collaboration across the organisation easy and effective	The organisation's structure encourages people to create formal and informal networks to maximise collaboration

Striving to achieve high performing consider:

- As referenced earlier in the report the projects arising from the LEAD programmes have worked well and in the spirit of excellence and high performance this approach with relevant topics, will support collaboration to good effect within departments and teams as well as across the organisation, as they are identified and progressed.

- Encourage people to participate in existing formal networks and to set up informal networks with collaboration prominent to ensure key message and outcomes are shared and taken on board, where appropriate.

- The workroom groups have further collaborative potential within and across the organisation to share good practice and to learn from each other.

- The 'add an egg' approach may be worthy of refresh or revision to build on the success and engagement as noted at the last review.

Indicator 7: Building capability

People's capabilities are actively managed and developed. This allows people to realise their full potential and ensures that the organisation has the right people at the right time, for the right roles.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Understanding people's potential	Line managers have development conversations with people to identify their potential and ensure learning and development needs are met	Learning and development opportunities are provided in line with the organisation's objectives and enable people to achieve their full potential	The organisation is flexible in the way it develops people, using innovative solutions that meet learning and development needs	People take ownership of their own learning and development to effectively support the organisation's objectives
Supporting learning and development	Development advice and guidance is well communicated throughout the organisation	People have the opportunity and support to put new skills and knowledge into practice	Investment in learning and development is evaluated to understand the impact on peoples' progression opportunities	Continuous learning is part of the culture of the organisation
Deploying the right people at the right time	Recruitment and selection is fair, efficient and effective and fits with the organisation's objectives	Resource planning is actively managed to support the organisation's objectives	The organisation uses succession planning to ensure critical rules are filled and people can progress	Leaders continually look to the future to identify and plan the capabilities people need to deliver success

Striving to achieve high performing consider:

- As the performance management discussions become routine and your on-line learning topics and modules increase ensure that people's preferred learning styles are accommodated. There may be opportunity to build on distance/on-line learning by setting up informal groups to share and learn together whilst using this approach/system.

- Developing a greater understanding of the softer skills required of line mangers, ensuring any development needs are met, will enhance the support and guidance that people receive.

- Succession planning is an area of focus and improving performance management discussions with consideration to career progression, in relation to future plans and vacancies will enable you to take a more strategic approach in this area.

Indicator 8: Delivering continuous improvement

There is a focus on continuous improvement. People use internal and external sources to come up with new ideas and approaches, supported by a culture that encourages innovation.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Improving internal and external sources	The investment in people is evaluated and the results are used to improve performance	The organisation uses information from internal and external sources to improve how it manages and develops its people	Leaders look beyond the current business environment to learn from the outside world and bring in knowledge to improve the organisation's performance	People take responsibility for continuous improvement. They look to the world around them for new ideas and innovations then deliver change in line with this
Creating a culture of continuous improvement	People are aware of how they can contribute to improving their performance and the ways of working within the organisation	People are encouraged to try new approaches and learn from their efforts, mistakes and successes	People are supported by their leaders to take reasonable risks when trying new and innovative approaches	The organisation nurtures innovation that quickly in response to new ideas and opportunities
Encouraging innovation	People are encouraged to come up with new ideas	People work together to generate new ideas	People are passionate about innovation and volunteer new ideas	New ideas deliver positive outcomes for the organisation

Striving to achieve high performing consider:

- Innovation and good practice is shared with variable levels of engagement. A review of what is shared, what gets noticed and clarity of approach, promoting and sharing is timely. *"75% of people feel more part of an organisation when their ideas are recognised."* Source Wazoku: a copy of the report that I recently noticed, has been uploaded to our shared Dropbox folder.

- There is scope to refresh the agenda for team meetings to include a session on 'ideas', building on the informal mechanisms described. Review of minutes by a continuous improvement group may further support improvement and innovation.

- An ideas board (IT led) sharing platform to reach out and engage people using an alternative approach has potential to facilitate engagement in support of advancing ideas and developing innovative on and ideas.

Indicator 9: Creating sustainable success

The organisation has a focus on the future and is responsive to change. Leaders have a clear understanding of the external environment and the impact this has on the organisation.

Themes	Developed In place and understood	Established Engaging and activating	Advanced Creating positive outcomes	High Performing Embedded and always improving
Focusing on the future	Leaders communicate future priorities	People are actively engaged in both short-term and long-term planning	People believe the organisation is a great place to work and are committed to its future success	Leaders are aware of future challenges for the organisation and consciously develop their own capabilities, and partner with the stakeholders to respond to these
Embracing change	Where change happens, it is communicated in a timely and transparent way across the organisation	Benefits of change are measured and captured. Successes and failures are openly communicated	People that demonstrate optimism and drive are selected to champion change and support others to understand and engage with it	Change is viewed as 'business as usual' where mistakes are accepted and valued, as an opportunity for learning and improvement
Understanding the external context	Leaders have a clear understanding of who are the stakeholders are in the communities and the markets the organisation serves	The workforce is diverse and reflects the communities and market organisation serves*	People understand the relationship between the organisation and the wider community	The organisation has a positive impact on the communities and market it serves

Striving to achieve high performing consider:

- Continue to engage people within the range of projects and working/continuous improvement groups. Ensure cascade and that you set up the system to promote and publicise activities and outcomes across the organisation.

- Champions of best practice for specific areas, with a clear remit to focus on driving improvement will build on your existing good practice.

- An area cited as requiring attention relates to the alignment between business development and other departments that have scope for income generation potential/suggested projects/business development goals/topics that require time and investment/ setting of the level of expected/agreed return on that investment. This is an area where sharing of information within the strategic context, will support understanding, engagement, motivation

and ongoing buy-in to meet organisation targets and priorities, as there is a perception some opportunities are being missed, which you will want to explore and address as appropriate.

- *data to be collected and discussed.

5. Next Steps

We have already agreed to follow up on this report with the date yet to be arranged. The purpose of this meeting is to review the feedback and to start the process of "action planning for further improvement." Following this I can assist you with advice and support to implement further improvements.

An effective way to prioritise actions is to consider the IMPACT to the business verses the EFFORT required to achieve. We can discuss this further at our next meeting, to determine how best to proceed.
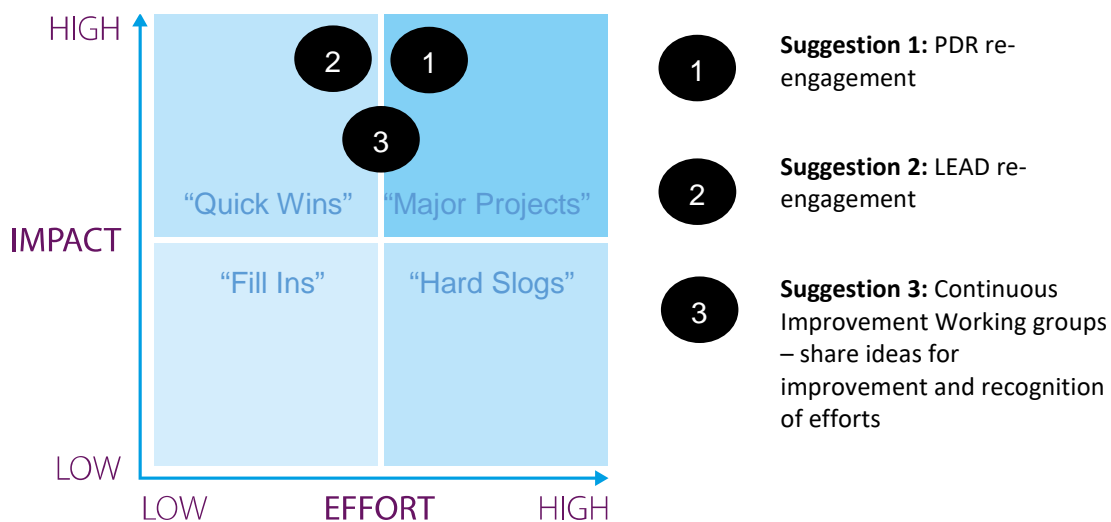
The new 6th Generation of IIP requires formal activity on an annual basis and future diary dates are:

Accreditation (Gen 5)	12-Month Review	24-Month Review	Accreditation Expiry
December 2016 √	December 2017 √	December 2018: tbc	9th December 2019

Maria Baxter
Investors in People Specialist
Telephone: 07770 323 905
Email: maria@mariabaxter.com

Remarkable is a not for profit organisation owned by Scottish Enterprise and Highlands & Islands Enterprise. Remarkable is the exclusive delivery partner for Investors in People in Scotland, and has been since 1991.

Since 1991 Investors in People has set the standard for better people management and is an internationally recognised standard held by 14,000 organisations across the world. The standard defines what is required to lead, manage and support people in order to demonstrate sustainable results.

We strive to deliver value from this assessment but if you are unhappy with any aspect of the service you have received please feedback the details in the questionnaire you will be invited to complete. Alternatively you can feedback to the Remarkable Quality Manager, Alan Gebbie, who presides over Investors in People. His email address is alan.gebbie@thisisremarkable.com

Appendix 1: Heatmap – As Is and To Be

This is an activity we have agreed to progress during 2018. The findings will inform the current position (As Is) and your future ambition (To Be) which will be an integral feature of the next annual review visit, due in December 2018.

Appendix 2: Survey Data

This will from part of the subsequent visits, yet to be agreed. The data will be included upon completion and presented in advance of the full three-year cycle, due to conclude in December 2019.

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Human Resources Report Quarter 1 2017-18
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	01 March 2018
Date Paper prepared:	19 February 2018
Brief Summary of the paper:	This report presents qualitative analysis of key HR measures surrounding turnover and absence.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Enhancing Performance
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	SMT

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

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

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

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

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

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

Human Resources Report Quarter 1 2017-18

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 2017/18 was 3.7%, an increase from the previous quarter (2.1% in Q4 2016/17) and a decrease from in Q1 2016/17 (6.0%).

Staff turnover for core staff only (excluding fixed term contracts) in Q1 2017/18 was 3.3%, an increase from the previous quarter (1.2% in Q4 2016/17) and a decrease from in Q1 2016/17 (5.5%).

2.   Headcount and FTE

In Q1 2017/18, Average Headcount was 374 of which 330 are permanent employees and 44 are fixed term contracts.

Q1 2017/18 average FTE is 317, 285 permanent and 32 fixed term.

Summary of teaching staff FTE and contract type in in Q1 2017/18 compared with previous years:

Average FTE	Q1 2017/18	Q1 2016/17	Q1 2015/16
Permanent Teaching Staff	130	129.7	129.5
Fixed Term Teaching Staff	11.6	8.8	3.4
Supply	3.8	4.2	3.4
Total	145.4	142.7	136.3

Permanent teaching numbers have stabilised while there is an increase in fixed term teaching staff. Hourly paid supply staff has reduced.

The overall increase in temporary fte is due to a number of factors:

1. Year on year growth in HE activity
2. Year on year realisation of FE target

3. Development of HE programmes (releasing core staff to undertake development activity)

We anticipate the resource review this year to firm up on the new HE programmes that have sustainable student numbers.

3. Leavers

There were 14 leavers in Q1 2017/18, 7 resignations 4 retirements and 3 end of fixed term contracts:

	No. of Leavers	Total FTE	Reason for leaving
Support staff permanent position	3	2.6	3 resignations
Support staff fixed term contract	3	2.4	3 end of fixed term contracts
Support Term Time Only permanent position	1	0.53	1 x resignation
Teaching staff permanent position	7	5.9	3 resignations 4 retirements
Total	**14**	**11.43**	

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

4. Starters

	No. of Starters	Total FTE
Support Management permanent position	0	0
Support Management SMT permanent position	1	1
Support Staff permanent position	4	4
Support Staff fixed term contract	4	2.8
Support Term Time Only permanent position	3	2.08
Support Term Time Only fixed term contract	0	0
Teaching Management permanent position	0	0
Teaching staff permanent position	8	6.2
Teaching staff fixed term contract	8	3.9
Total	**28**	**19.98**

One new member of SMT appointed, Principal and Chief Executive as a direct backfill.

All 4 support staff permanent contracts were direct backfills for leavers: Estates and Campus Services Manager, HR Advisor, HR Assistant (internal candidate successful) and Food Services Assistant (internal candidate successful).

4 support staff fixed term contracts were appointed: Hairdresser – Commercial Salon, two SVQ Assessors within Mechanical Manufacturing Engineering and Researcher – Population Genomics.

All 2 support term time only contracts were direct backfills for leavers: Counselling Officer and Childcare Practitioner.

Of the 8 permanent teaching staff appointments, 6 were direct backfills for leavers:

- 4 lecturers were recruited within the Business and Computing department (Accounting and Finance)
- 2 lecturers were recruited within Engineering and Building Technology (Electrical Installation and Civil Engineering

Of the 2 remaining lecturers, one lecturer, due to tenure, was eligible for a permanent contract within Cultural and Creative Industries (ESOL and Languages) and one lecturer was the result of a TUPE transfer in (Geography).

Of the 8 fixed term teaching staff appointments, 6 were filled by internal supply staff who were successful in the recruitment and selection process. There were 3 appointments drawn from external appointments.

This pattern reflects positively on a good succession from supply to fixed term to permanent appointments.

5.   Transfers and secondments

In Quarter 1 2017/18 there were no internal transfers or secondments. There were two flexible working requests submitted within the Quarter 1 2017/18, both of whom are permanent lecturers, one male and one female, both approved.
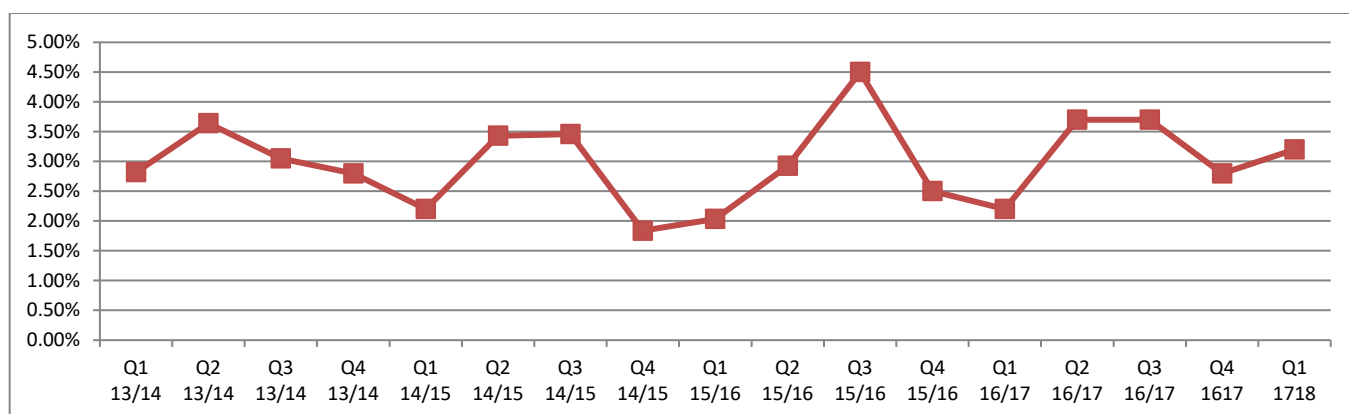
6.   Absence

Sickness absence in Q1 2017/18 totalled 640.5 days, equivalent to 3.2%.

This is an increase from Q1 2016/17 (2.2%) and slightly higher than previous years Q1:
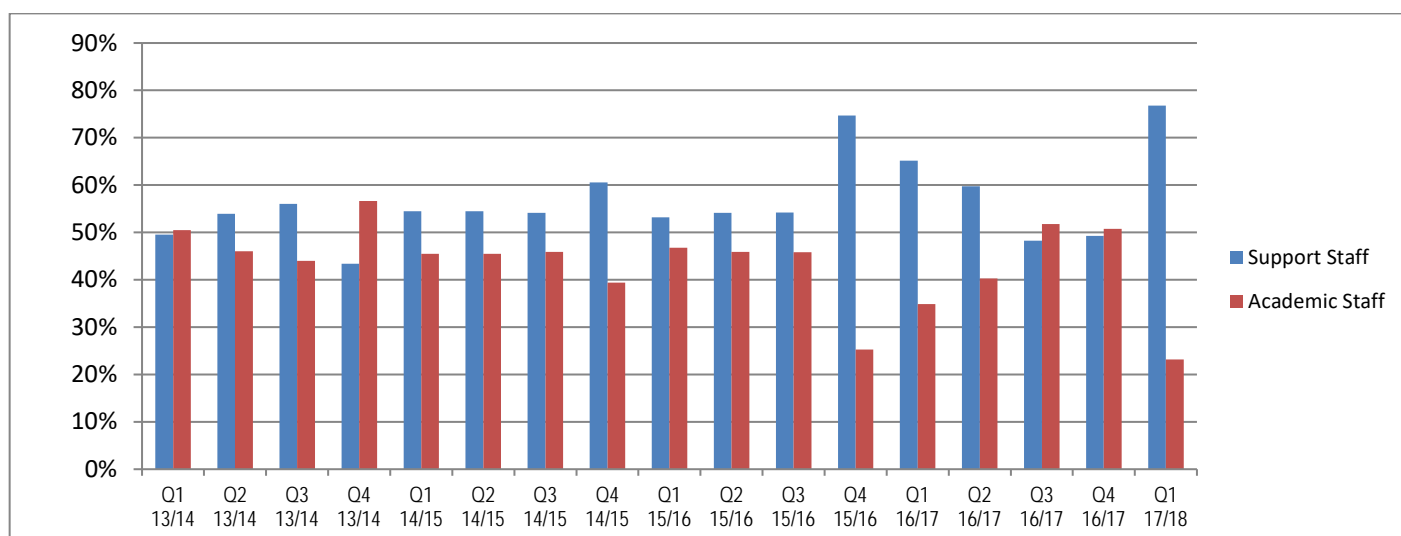
Q1 2015/16   2.0%
Q1 2014/15   2.2%
Q1 2013/14   2.8%

In Q1 2017/18, 76.81% of the total absence is attributable to support staff and 23.19% to academic staff compared to the previous quarter's split between support (49.25%) and academic (50.75%).

% 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 2017/18, out of a total of 6 staff who were long term absent, 2 members of staff met the long term sickness absence trigger for stress/anxiety. One member of staff is due to return to work at the end of February on a phased basis and the other individual has now left the College.

Of the 4 other staff who have had an episode of long term absence within this quarter, 1 member of staff has successfully returned to work, 2 remain absent under the care of the College's Occupational Health provider and the other individual has now left the College.

The most common reason for absence in Quarter 1 2017/18 was stress/anxiety with a total of 131 (20.5%) days lost across 6 separate episodes, followed by headaches/migraines with 81.5 (12.7%) days across 8 episodes.
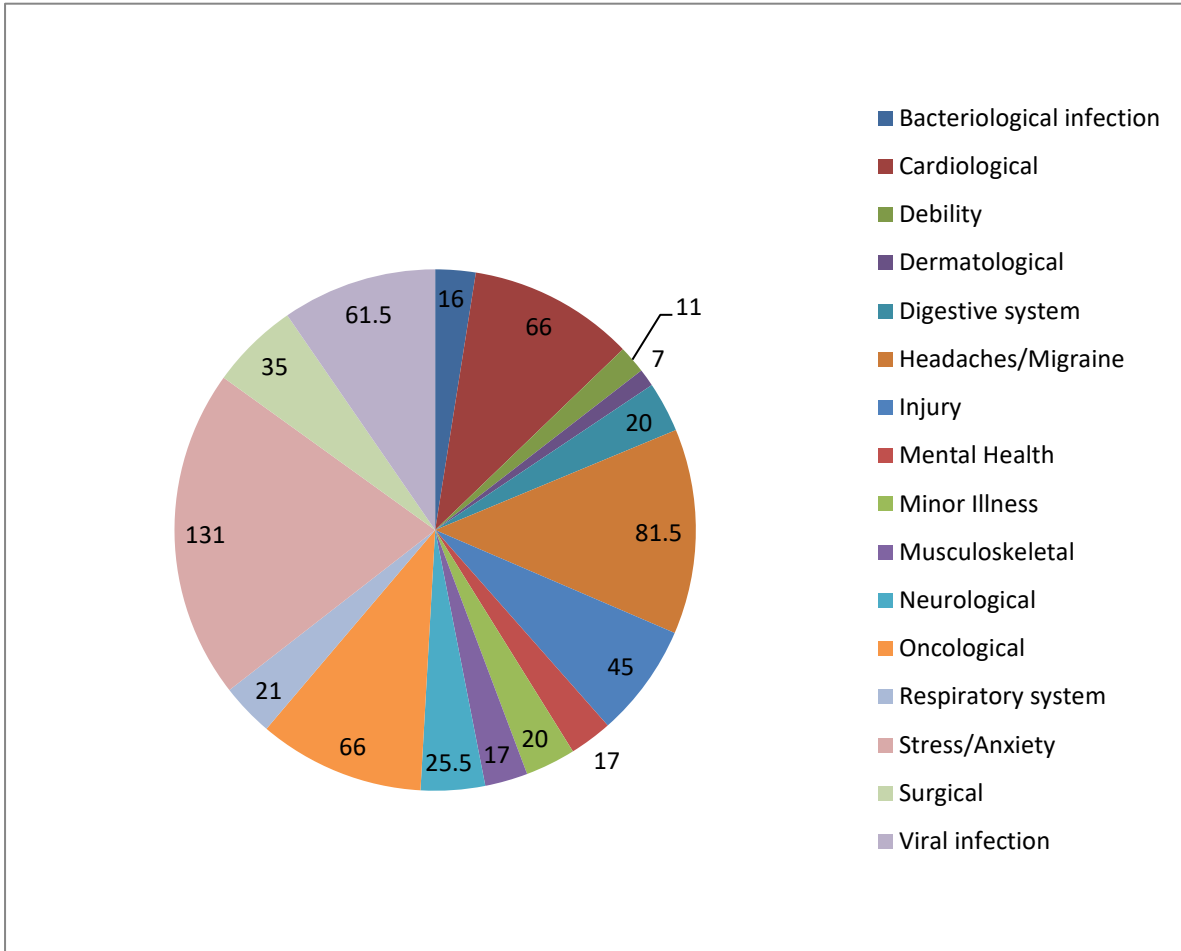
The HR Manager and the Access and Progression are working together on a Healthy University Strategy aimed at tackling mental health and improving wellbeing. This will be a feature for students and staff going forward. In addition the HR Manager is reviewing the Employee Assistance Programme and OH support material.

Management referrals to occupational health numbered 12 in Q1 2017/18. Six of these related to employees with long term sickness absence, the other 6 related to general short term sickness absence and advice regarding ongoing fitness for work.

CBT referral through Occupational Health was progressed for two members of staff over the period.

2017/2018 Quarter 1

Days lost by Absence Reason

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	Human Resources Report Quarter 2 2017-18
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	01 March 2018
Date Paper prepared:	23 February 2018
Brief Summary of the paper:	This report presents qualitative analysis of key HR measures surrounding turnover and absence.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Enhancing Performance
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	SMT

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

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

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

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

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

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

Human Resources Report Quarter 2 2017-18

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 2017/18 was 2.1%, a decrease from the previous quarter (3.7% in Q1 2017/18) and a decrease from in Q2 2016/17 (2.9%).

Staff turnover for core staff only (excluding fixed term contracts) in Q2 2017/18 was 1.5%, a decrease from the previous quarter (3.3% in Q1 2017/18) and a decrease from Q2 2016/17 (3%).

2.   Headcount and FTE

In Q1 2017/18, Average Headcount was 383 of which 331 are permanent employees and 52 are fixed term contracts.

Q2 2017/18 average FTE is 323, 287 permanent and 36 fixed term.

Summary of teaching staff FTE and contract type in in Q2 2017/18 compared with previous quarter and previous years:

Average FTE	Q1 2017/18	Q2 2017/18	Q2 2016/17	Q2 2015/16
Permanent Teaching Staff	130	130.6	129.7	129.3
Fixed Term Teaching Staff	11.6	12.8	13.9	6.9
Supply	3.8	7.9	7.7	3.4
Total	145.4	151.3	151.3	139.6

Permanent teaching numbers have stabilised.

The overall increase in temporary fte is due to a number of factors:

1. Year on year growth in HE activity
2. Year on year realisation of FE target
3. Development of HE programmes (releasing core staff to undertake development activity)

We anticipate the resource review this year to firm up on the new HE programmes that have sustainable student numbers.

3.   Leavers

There were 8 leavers in Q2 2017/18, 5 resignations, 1 retirement, 1 end of fixed term contract and 1 dismissal.

	No. of Leavers	Total FTE	Reason for leaving
Support staff permanent position	3	2.09	1 Retirement 1 Resignation 1 Dismissal
Support staff fixed term position	1	0.50	1 End of fixed term contract
Support Term Time Only permanent position	1	0.56	1 Resignation
Teaching staff permanent position	1	1.0	1 Resignation
Teaching staff fixed term position	2	2.0	2 Resignations
Total	**8**	**6.15**	

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

4.   Starters

	No. of Starters	Total FTE
Support Management permanent position	1	1
Support Management SMT permanent position	0	0
Support Staff permanent position	2	1.0857
Support Staff fixed term contract	7	6.1731
Support Term Time Only permanent position	0	0
Support Term Time Only fixed term contract	1	1
Teaching Management permanent position	0	0
Teaching staff permanent position	2	1.4
Teaching staff fixed term contract	1	0.8
Total	**14**	**11.46**

There was one Support Management permanent contract appointed: Finance Manager as a direct backfill.

Of the 2 support staff permanent contracts appointed, 1 was a direct backfill for a leaver: International Development Executive and the other as a result of an approved flexible working request: Admissions and Student Funding Officer.

The 7 support staff fixed term contracts appointed were:

- 4 Modern Apprentice's - Customer Service
- Professional Development Assistant – a newly created role
- School Link and Transition Coordinator and College Support Administrator as direct backfills for maternity leave

One support staff term time only fixed term contract was appointed: Student Intern – Science.

Of the 2 permanent teaching staff appointments, 1 was a direct backfill for a leaver: Lecturer – Motor Vehicle Engineering and the other as a result of an approved flexible working request: Lecturer – Supported Education.

One fixed term teaching staff was appointed was drawn from an external appointment as a direct backfill: Lecturer – Drama.

5. Transfers and secondments

In Quarter 2 2017/18 there was 1 secondment to UHI: Computing Project Co-ordinator.

There were five flexible working requests submitted within Quarter 2 2017/18:

- three male permanent lecturers (approved subject to backfill)
- one female permanent support staff (approved)
- one female permanent lecturer (further consideration)

6. Absence

Sickness absence in Q2 2017/18 totalled 963 days, equivalent to 4.8%.

This is an increase from Q1 2017/18 (3.2%) and higher than previous years Q2:

Q2 2016/17   3.70%
Q2 2015/16   2.93%
Q2 2014/15   3.43%

This increase in days lost in Q2 is primarily associated with increases in absence due to the following absence reasons:

Absence Reason		Days lost		Days lost
Stress/Anxiety	Q1	131	Q2	209
Viral infection	Q1	61.5	Q2	202
Musculoskeletal	Q1	17.0	Q2	71.5
Long term absence	Q1	372	Q2	511
Short term absence	Q1	268.5	Q2	452

In Q2 2017/18, 71.18% of the total absence is attributable to support staff and 28.82% to academic staff compared to the previous quarter's split between support (76.81%) and academic (23.19%).

% Absence
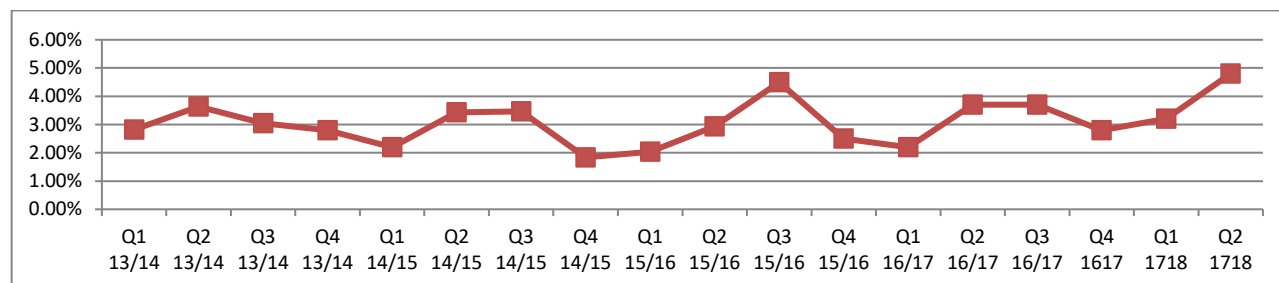
Sickness Absence - Absence by Staff Classification
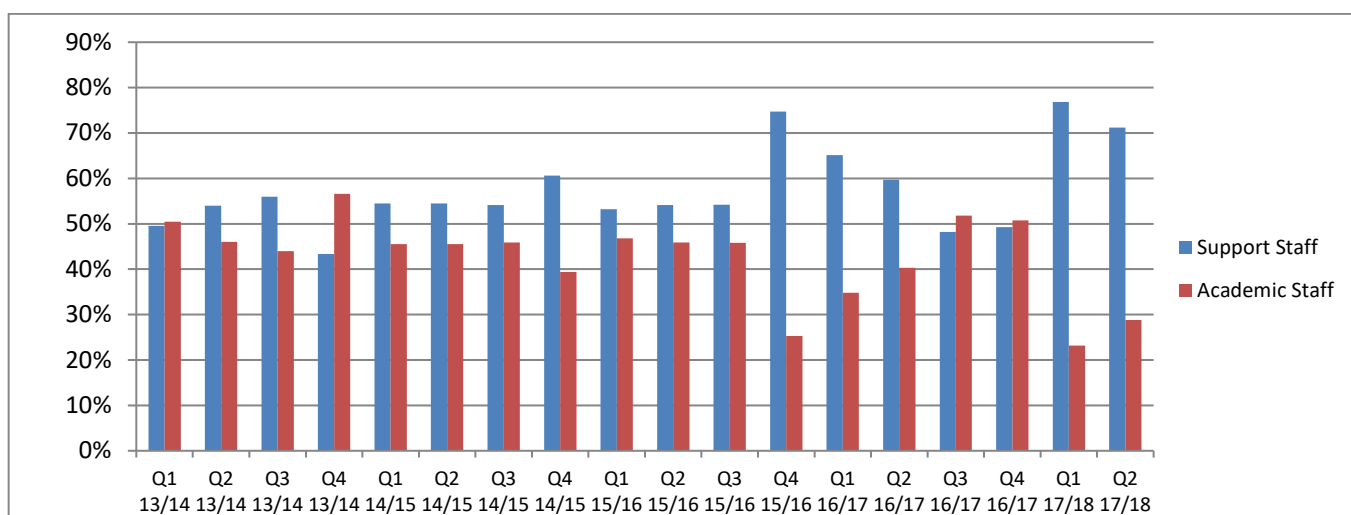
The College's Promoting Attendance Policy defines long term sickness absence as sickness absence for 13 or more consecutive days in relation to stress/debility or, for other conditions, 28 days or over. In Quarter 2 2017/18, out of a total of 11 staff who were long term absent, 5 members of staff met the long term sickness absence trigger for stress/anxiety. One member of staff is due to return to work at the end of February on a phased basis, 2 members of staff remain absent under the care of the College's Occupational Health provider and the other two individuals have now left the College.

Of the 6 other staff who have had an episode of long term absence within this quarter, 4 members of staff have successfully returned to work and 2 remain absent under the care of the College's Occupational Health provider.
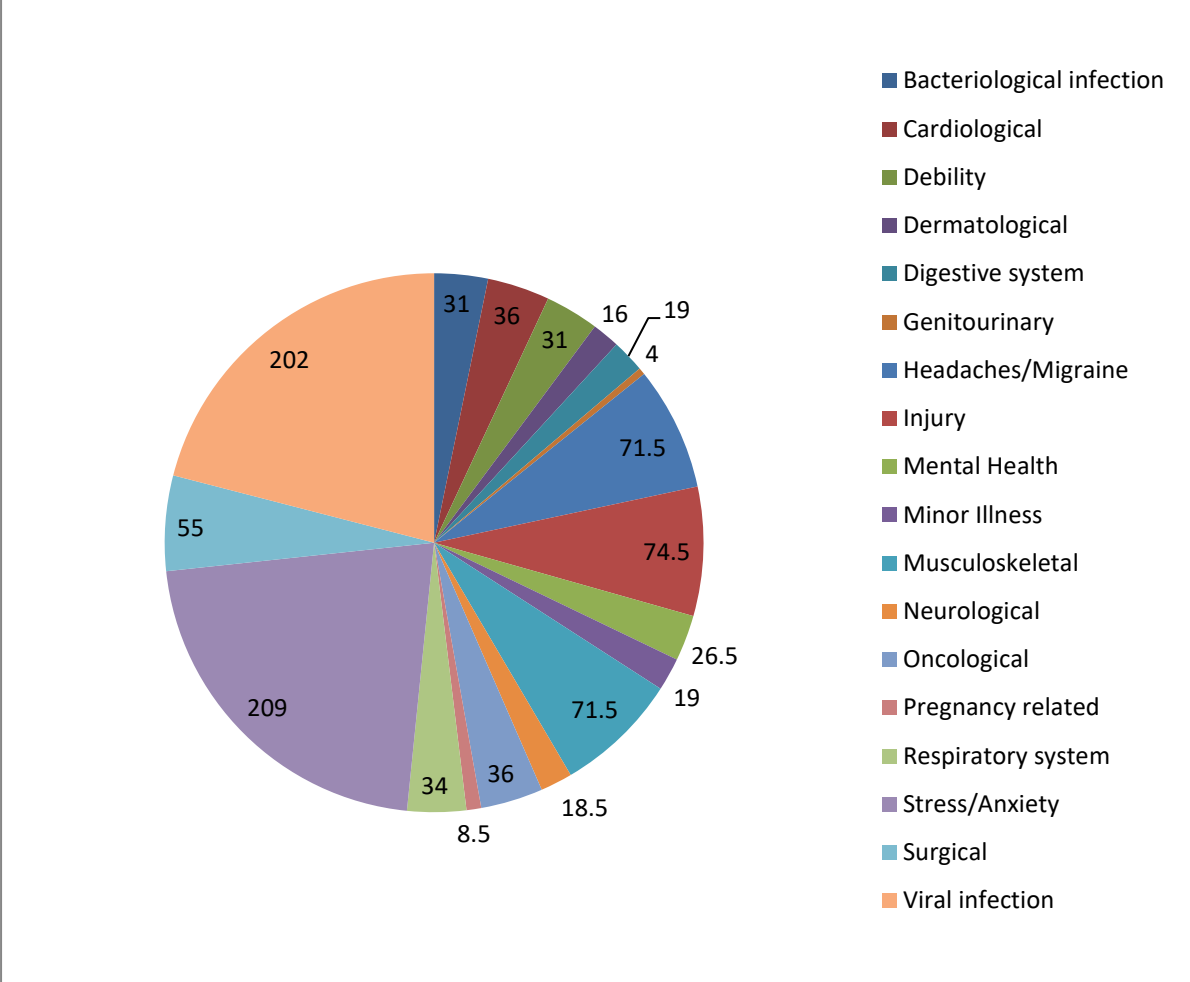
The most common reason for absence in Quarter 2 2017/18 was stress/anxiety with a total of 209 (21.75%) days lost across 7 separate episodes, followed by viral infection with 202 (21%) days across 69 episodes.

The HR Manager and the Access and Progression are working together on a Healthy University Strategy aimed at tackling mental health and improving wellbeing. This will be a feature for students and staff going forward. In addition the HR Manager is reviewing the Employee Assistance Programme and OH support material.

Management referrals to occupational health numbered 10 in Q2 2017/18. Six of these related to employees with long term sickness absence, the other 4 related to general short term sickness absence and advice regarding ongoing fitness for work.

2017/2018 Quarter 2

Days lost by Absence Reason

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	National Bargaining Update
Author: [Name and Job title]	Lindsay Ferries, Director of Organisation Development
Meeting:	Human Resources Committee
Meeting Date:	1 March 2018
Date Paper prepared:	26 February 2018
Brief Summary of the paper:	Update on the current staff side and management side negotiations and agreements to date.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	
Resource implications:	Yes **If yes, please specify**: See paper
Risk implications:	Yes **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff unions and Employers Association.

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

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	x
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)	x	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

University of the Highlands and Islands
Inverness College

Board of Management

Subject/Title:	External Support – Occupational Health Update
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	01 March 2018
Date Paper prepared:	19 February 2018
Brief Summary of the paper:	This report notes the current position regarding HR External Support from Occupational Health.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Enhancing Performance
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: staff utilisation and productivity Organisational:Reputational
Equality and Diversity implications:	Yes **If yes, please specify:**
Consultation: [staff, students, UHI & Partners, External] and provide detail	SMT

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

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

Its disclosure would substantially prejudice a programme of research (S27)		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)	x	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

University of the Highlands and Islands
Inverness College

Joint Consultative Committee

14th November 2017
1600
Room 220

Present	Chris O'Neil (Chair), Lindsay Ferries, Andrew Chatterton & Claudia Moir (EIS), David MacLennan (Unison)
Apologies	None
In Attendance	Shona MacDonald (Minute)
Status of Minutes	Draft

Action Points

Action No	Action	Responsibility & Timescale
1	Make staff contracts available securely to individual members of staff through CIPR NET	Unison to verify
2	Draft an addition to the leavers policy and pass it to the JCC members for consultation	LF
3	Add Strategic Dialogue to the JCC as a standing item	SMD
4	Pass emails to SMD from Celcat which were causing issues	EIS
5	pass email from EO regarding mental health training to the Chair	EIS
6	Clarify the TOIL policy with EIS	LF
7	Include national pay bargaining update as a standing agenda item	SMD

1.   WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting.   It was recorded that Claudia Moir had joined EIS as the conveyor. Thanks was noted to outgoing EIS conveyor Gordon MacPherson. The absence of a GMB representative was noted.

2.   MINUTES OF PREVIOUS MEETING 20th SEPTEMBER 2017

The minutes were reviewed and agreed.

There were 2 items for action still open and these have been added to current open actions.

EIS raised the issues with the laptop trolleys. Lindsay Ferries advised that these had been discussed at the recent ICT steering group. A short-life working group would

begin a feasibility study on "bringing your own device" as a wider solution that had potential for wide reaching benefits. It was agreed that in the meantime where staff required assistance to transport the trolleys, they should book assistance in advance with the Estates Helpdesk.

3.   STRATEGIC DIALOGUE UPDATE

The EIS representatives asked that this item was included as a standing item and this was agreed, the item would be called Strategic Dialogue.

The Chair advised that the information as reflected in the communications was accurate.   The Chairs of the incorporated colleges were meeting to consider ways in which they could alleviate issues around, for example, ONS and VAT.

The Chair advised that this discussion was not around merger and was at a very early stage.

EIS representatives advised no formal position had been established by EIS as yet.

The Chair shared a paper on "Realising the Vision" and set out his 7 key priorities in realising that vision. This included discussion around his expectations for growth including the growth of the capability and capacity of our staff to realise his vision.

ACTION: SMD to add Strategic Dialogue to the JCC as a standing item.

4.   PROPOSED REVISION TO CAR PARKING SYSTEM

EIS representatives raised the issue of recent discussion of a new car parking system. The Chair provided a verbal update in relation to his concerns and there was discussion between all parties of solutions. A full consultation would be undertaken before any changes were made.

5.   TIMETABLING/CELCAT ISSUES

The EIS representative raised concerns regarding the tone of messages received from the Celcat team and advised that this was raising concern. EIS were asked to pass redacted examples to Shona in order for the SMT to address this issue.

ACTION: EIS representatives to pass emails to SMD from Celcat which were causing issues.

6.   PATs ROLE

The EIS representatives advised that an email from Executive Office had been received by all PATs through Programme Leaders asking them to attend mental health training. EIS were asked to forward the email to the Chair for action.

7.   AOCB

EIS representatives requested information regarding travel time within working time. LF referenced the TOIL policy but would clarify this.

EIS asked that a national pay bargaining update was added to the JCC as an agenda standing item.

ACTION: EIS to pass email from EO regarding mental health training to the Chair.

ACTION: LF to clarify the TOIL policy with EIS.

ACTION: SMD to include national pay bargaining update as a standing agenda item.

8.   DATE AND TIME OF THE NEXT MEETING

The date of the next meeting was 9th January 2018.

Signed by the Chair: _____

Date: _____

Joint Consultative Committee

16th January 2018
1600
Room 220

Present	Chris O'Neil (Chair), Lindsay Ferries, Andrew Chatterton & Claudia Moir (EIS), David MacLennan (Unison)
Apologies	None
In Attendance	Shona MacDonald (Minute)
Status of Minutes	Draft

Action Points

Action No	Action	Responsibility & Timescale
1	discuss the dissemination of information in relation to the strategic dialogue with the BOM Chair	Chair
2	Propose February academic holiday to HR Practitioners Group.	Lindsay Ferries
3	Provide a rationalisation for the Easter holiday for staff	Lindsay Ferries
4	Look into providing a provision for students/staff to use to additional childcare provided by IC UHI during the Easter holiday	Lindsay Ferries
5	Review the WLA to ensure clarity.	Lindsay Ferries & Andrew Chatterton
6	Discuss concerns with WLA with relevant PDMs	EIS representatives

1. WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting. The absence of a GMB representative was noted.

2. MINUTES OF PREVIOUS MEETING 14th NOVEMBER 2017

The minutes were reviewed and agreed.

3. STRATEGIC DIALOGUE

The EIS representatives advised that there was some concern within the staff group in relation the ongoing strategic dialogue. They requested that information was shared to reassure staff.

The Chair assured the EIS representatives that there was no reason for staff to be concerned in relation to staffing. The Chair advised that he was happy to provide further information to assure staff. He would discuss an approach with the Chair of the Board of Management and work to re-stress the idea of a tertiary institution.

ACTION: The Chair would discuss the dissemination of information in relation to the strategic dialogue with the BOM Chair.

4. COLLECTIVE BARGAINING

Lindsay Ferries provided an update. LF understood there had been an agreement on terms and conditions and a technical implementation brief would be supplied. She was currently trying to work through the requirements with the limited information. The agreement had impacts on the academic calendar. There were concerns relating to block release classes and the remitted time framework/scholarly activity.

5. ACADEMIC CALENDAR AMEND 2017/18

LF presented an amendment to the calendar for approval from the JCC. The EIS representatives were happy with the suggestion.

6. ACADEMIC CALENDAR 2018/19

LF presented the calendar for approval. LF noted the removal of the reading week and that the Easter Holiday did not match the local school holiday due to an agreement at Planning Partnership Forum.

The EIS representative suggested the 2 extra days which resulted from national bargaining were used to facilitate a long weekend in February as opposed to the beginning and end of year. The Chair and LF agreed that they would propose this update.

LF noted that Good Friday and a week of the school holidays were not encompassed by the Easter closure dates. LF would look into providing a provision for students/staff to use to additional childcare provided by IC UHI. LF to also provide a rationalisation for the Easter week for staff information.

ACTION: LF to propose February academic holiday to HR Practitioners Group.

ACTION: LF to provide a rationalisation for the Easter holiday for staff.

ACTION: LF to look into providing a provision for students/staff to use to additional childcare provided by IC UHI during the Easter holiday.

7. WORKLOAD ANALYSIS (WLA)

The EIS representatives asked about the status and function of the WLA. The Chair advised it was to ensure that staff are working to contact, to requirements of the course and to ensure that the Chair is assured we are working to capacity.

There was concern that the title was misleading and there was uneven workload. The procedure only takes into account the hours not the actual work. There were some instances of members of staff being asked to work over the 24 hours in the second semester as they were "under" in the first semester in order to make up the WLA.

EIS suggested that this was "thrashed" out to ensure staff are not coerced into working over their 24 hours. It was agreed that Andrew Chatterton and LF would work it through. In the meantime EIS were asked to discuss this with the relevant PDM.

ACTION: LF and AC to review the WLA to ensure clarity.

ACTION: EIS representatives to discuss concerns with WLA with relevant PDMs.

8.   PAPER DIARIES

EIS raised a concern as academic staff were no longer provided with paper diaries.

9.   ROOM BOOKINGS

The EIS representatives raised concerns as they had been treated as an external let for booking a room.   LF clarified that this should not be the case and a communication would be made to Celcat.

ACTION: LF to clarify EIS room requirements with the Celcat team.

10.   DATE AND TIME OF THE NEXT MEETING

The date of the next meeting was 27th February 2018.

Signed by the Chair: _____

Date: _____