

Board of Management

Meeting	Human Resources Committee
Date and time	Thursday 12 March 2020 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

College Secretary
6 March 2020

AGENDA**Welcome and Apologies****Declarations of Interest****ITEMS FOR DECISION**

- 1. MINUTES**
Minutes of Meeting of the Human Resources Committee held on 28 November 2019
- 2. OUTSTANDING ACTIONS**
Action List
- 3. POLICIES**
Equality, Diversity & Inclusivity Policy

ITEMS FOR DISCUSSION

- 4. WORKFORCE PLANNING**
Draft Workforce Plan 2020-2025
 - 5. STRATEGY FOR IIP**
Report by Director of Organisational Development
 - 6. HUMAN RESOURCES REPORT - QUARTER 2 - 2019/20**
Report by Director of Organisational Development
 - 7. NATIONAL BARGAINING/JOB EVALUATION (Confidential)**
Report by Director of Organisational Development
-

ITEMS FOR NOTING

8. **MINUTES**
Joint Consultative Committee – 21 January 2020
9. **AOCB**
COVID 19 Report
10. **DATE OF NEXT MEETING**
Thursday 4 June 2020 at 8.30 a.m.

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

Board of Management

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 28 November 2019

PRESENT: Innis Montgomery, Chris O'Neil, John Wilson
CHAIR: Innis Montgomery
APOLOGIES: Andy Gray, Steve Walsh
ATTENDING: Director of Organisational Development
Clerk (Shona MacDonald)

1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 26 June 2019 were **AGREED** as a correct record and were **APPROVED** and signed.

2. OUTSTANDING ACTIONS

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

3. POLICIES

The Director of Organisational Development presented the Relocation and Removal Policy to inform the committee of the changes. The committee **APPROVED** the policy.

The Director of Organisational Development presented the Maternity & Parenting Leave Policy to inform the committee of the changes. The committee **APPROVED** the policy.

4. ORGANISATION AND PROFESSIONAL DEVELOPMENT STRATEGY - REVIEW OF PROGRESS

The Director of Organisational Development presented a paper to outline the progress to date. There was some discussion around workforce planning, Professorships, utilisation of short term staff, UHI Shared Services, appointment of the UHI Vice Chancellor and UHI Common Policies.

The Committee raised concerns around strategic objective number 2, shared services, in that this had not, and would not be, achieved. It was suggested that the Board of Management discuss this at the next Board of Management meeting and perhaps approach other Academic Partners to discuss a way forward. This was **AGREED**.

The Committee **AGREED** to review the proposal from Investors In People (IIP) with regards to reaccreditation going forward.

There was discussion of additional financial training for the Board of Management at the January BOM away day and the committee **AGREED** that this would be useful.

5. HUMAN RESOURCES – QUARTER 1 REPORT 2019/20

A report by the Director of Organisational Development presented qualitative analysis of key HR measures surrounding turnover and absence.

The key issues reported were utilisation of supply staff, a dismissal and the mutual Support SMT resignation.

6. WORKFORCE PLANNING

A report by the Director of Organisational Development presented a paper to detail the work undertaken on building on the Finance Strategy approved at the Finance and General Purposes Committee in February 2019 and the Organisation and Professional Development Strategy 2017 - 2020; this report provides an update on the report to Board in March 2019 and the key areas of focus in the draft workforce plan for 2020-2025.

7. NATIONAL BARGAINING

The Director of Organisational Development provided a report to advise on the latest developments in pay and conditions collective bargaining. The committee noted that the Board could raise concerns and risk levels but were limited in the actions they could undertake.

8. HALF YEARLY EMPLOYMENT LAW UPDATE

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

9. EXTERNAL SUPPORT ANNUAL REPORT

A report by the Director of Organisational Development provided an update regarding the tender and appointment of the College Occupational Health Service and Legal Services. Confidential discussions on this report took place.

10. AOCB

Steve Walsh was thanked for Chairing the Human Resource Committee. It was agreed that further members were required for the committee.

11. DATE OF NEXT MEETING – Thursday 12 March 2020 at 08.30am.

Signed on behalf of the Chair:

Date:

Actions from Human Resources Committee

29 November 2018				
	Consider how to provide Board Members with access to all Human Resource procedures simply to allow them to understand the level of detail included	Lindsay Ferries	March 2020	
26 June 2019				
	Risk Assessment report to be prepared re external support A risk assessment covering a wider remit would be prepared and shared	Human Resources Manager/D of Org Dev	March 2020	Ongoing

Subject/Title:	Equality, Diversity and Inclusivity Policy – UHI Common Policy
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development Lindsay Snodgrass, Director of Student Experience
Meeting:	BoM HR
Meeting Date:	12 March 2020
Date Paper prepared:	11 December 2019
Brief Summary of the paper:	<p>The Equality, Diversity and Inclusivity Policy is a UHI Common Policy.</p> <p>These policies form part of a suite of new policy/procedures to be drafted as part of the new common policy environment.</p> <p>The new policies have been drafted by an across partnership group and have had IC UHI representation and endorsement.</p>
Action requested: [Approval, recommendation, discussion, noting]	<p>The committee is asked to approve the new Equality, Diversity and Inclusivity Policy for progression to the next stage of approval.</p> <p>The LT&R BoM approved this on 3 December 2019 and agreed that it should be forwarded to the HR BoM for approval.</p>
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation:	Following approval from BoM HR committee, the policy will be progressed to full BoM for final approval.

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



Inverness College UHI, University of the Highlands and Islands

Equality, Diversity and Inclusivity Policy

POL

Lead Officer (Post):	Director of Organisational Development
Responsible Office/ Department:	TBC
Responsible Committee:	E&D Committee
Review Officer (Post):	TBC
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	Click or tap to enter a date.

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	This policy shows our commitment to equality for our students, staff, visitors, contractors and others who engage with us through any activity.
Purpose	To specify the Equality, Diversity and Inclusivity Policy of Inverness College UHI identify protected characteristics under the Equality Act (2010); outline the principles, responsibilities and commitments of the institution in realising the statutory obligations of the Equality Act (2010).
Scope	This policy applies to all current and prospective students and employees. This includes temporary staff, agency staff, consultants, Board Members, volunteers and collaborators at the University of the Highlands and Islands and all Academic Partners.
Consultation	The Policy Ownership Group includes representation from all Academic Partners and HISA. The policy received endorsement from Partnership Council prior to approval being sought from (relevant body e.g. Academic Council / Board of Management).
Implementation and Monitoring	The policy will be implemented by all Academic Partners and the University of the Highlands and Islands. The policy will be monitored by relevant local staff on an operational basis and on a strategic basis by the Policy Ownership Group.
Risk Implications	Failure to comply with policy may result in a breach of the Equality Act (2010).
Link with Strategy	Policy relates to statutory compliance and governance arrangements.
Impact Assessment	Equality Impact Assessment: Complete – No further action required.
	Data Protection Impact Assessment: n/a

1. Policy Statement

- 1.1 Inverness College UHI, the University of the Highlands and Islands and all Academic Partners are committed to equality of opportunity and non-discrimination in all aspects of work and study. We recognise that individually we all have differences of some sort, from which we can share and learn. The broader a range of people we employ, the wider a perspective we can adopt; a diverse workforce not only ensures that we are legally compliant, but makes good business sense.
- 1.2 As a provider of education and employment Inverness College UHI values diversity and is committed to encouraging everyone to realise their full potential. To this end, Inverness College UHI continues to work with students, staff, external agencies and the wider community to develop a positive and enabling culture of work and study.
- 1.3 In particular, Inverness College UHI, the University and all Academic Partners strive to ensure that all people engaging with us have the opportunity to:
- Study
 - Take up employment
 - Be actively involved in their community without discrimination
 - Be treated in a courteous, caring and sensitive way in all engagement with us
- We also expect that contractors, businesses and others who engage with us aspire to the same values.
- 1.4 Achievement of the above goals requires the promotion of practices to overcome any existing structural barriers (systems or processes that make entry to education or employment more difficult for a person/group), geographical isolation, and the provision of opportunities which reflect the linguistic and cultural diversity of the region. It also involves continuing to attract new and diverse people to the Highlands and Islands, to add to the culture and economy, and help the University and all Academic Partners reach our full potential.
- 1.5 The Equality, Diversity and Inclusivity Guidelines should be referred to for practical information to support the policy.

2. Definitions

- 2.1 **Protected Characteristics:** the Equality Act (2010) ("the Act") prohibits unfavourable treatment on the basis of the following nine protected characteristics. The University of the Highlands and Islands and all Academic Partners recognise that identity can be complex and fluid and strive to keep up with best practice in supporting individuals and groups.

Age: This refers to a person belonging to a particular age group, which can mean people of the same age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds, or people over 50).

Disability: A person has a disability if they have physical or mental needs which have a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Some disabilities may require reasonable adjustments to be made to remove or minimise barriers to participation (see 2.7: Reasonable Adjustments for Disabled Persons).

Sex: Refers to whether a person is a man or a woman.

Gender Reassignment: Gender reassignment is when a person is proposing to undergo, is

undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Race: Refers to a group of people defined by their race, colour, nationality (including citizenship), ethnic or national origins.

Religion or Belief: Religion has the meaning usually given to it but belief is defined as religious and philosophical beliefs, including lack of belief (e.g. atheism). Generally, a belief should affect your life choices, or the way you live, for it to be included in the definition.

Sexual Orientation: A person's attraction towards their own sex/gender, another sex/gender, all sexes/genders or none.

Marriage and Civil Partnership: In Scotland, marriage is no longer restricted to a union between a man and a woman, but also includes same-sex couples.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples. In society, civil partnership is generally recognised simply as 'marriage'.

Marriage and civil partnership is listed in the Act as a protected characteristic. The Act provides protection against discrimination only in respect of the need to eliminate unlawful discrimination in employment.

Pregnancy and Maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

- 2.2 **Gender Identity and Gender Expression:** The Equality Act recognises sex as a binary characteristic (i.e. Male/ Female), and protects those who undergo or intend to undergo gender reassignment (i.e. from one gender to another). The University/ Inverness College UHI recognises that gender identity and gender expression are not necessarily fixed or binary; we will treat bullying and harassment on these grounds as seriously as if they relate to any protected characteristic as defined in the Act.
- 2.3 **British Sign Language (BSL):** University/ Inverness College UHI recognises that BSL is a language in its own right (with its own vocabulary and syntax), and does not necessarily relate to disability as defined by the Equality Act. We are required to meet the requirements of the Scottish Governments BSL National Plan, to raise awareness of BSL and improve support for BSL users over 2018-30.
- 2.4 **Gaelic Language:** The Gaelic language is indigenous to the Highlands and Islands, among other areas. As such it is not covered under the definition of race/nationality as defined by the Equality Act 2010. University/ Inverness College UHI recognises responsibilities under the Gaelic Language Scotland Act (2005) to ensure that discrimination is not incurred by Gaelic speaking individuals and communities.
- 2.5 **Short term disability:** Students may be eligible for Disabled Students Allowance support due to short term disability that may not fulfil the criteria of the Disability protected characteristic (see 2.1). Students who feel they are affected by a short-term disability should discuss this with

the local student support staff.

Students with a short term disability are not entitled to use the legal powers of the Act in the same way as someone who has a disability as defined by the Act, e.g. in relation to discrimination, harassment and victimisation.

Short term disability example: A student suffers a spinal injury and is expected to make a full recovery, however they will need to use a wheelchair and other assistive measures for 6 months. This may include assistive technology, equipment to study from home and classes scheduled on the ground floor where lifts are unavailable.

2.6 **Discrimination** occurs when prejudices, stereotypes and assumptions prompt actions that result in less favourable treatment of individuals or groups. The Act prohibits discrimination on the grounds of protected characteristics, with types of discrimination listed and described below. There are two different categories of discrimination under the Act, with further sub-categories:

2.6.1 **Direct Discrimination** occurs when someone is treated less favourably than another on grounds of their perceived or actual protected characteristic.

- a. **Associative discrimination** is direct discrimination against someone because they are associated with another person who possesses a particular protected characteristic.
- b. **Direct discrimination by perception** means treating one person less favourably than someone else because you incorrectly think they have a particular protected characteristic.

There are specific criteria for direct discrimination arising from disability, gender reassignment and pregnancy/maternity, which are available in sections 15-18 [here](#).

Direct discrimination example for students: Assuming that a student may not be able to reach a certain level of work because they have a disability, or rejecting a male applicant's application to a childcare course as they do not think it is appropriate for a male to be working with children. In these cases the act itself is unlawful, whether or not someone intended to discriminate.

Direct discrimination example for staff: Deciding not to employ someone, dismissing them, refusing to promote them, denying them training, giving them adverse working conditions or denying them benefits based their perceived or actual protected characteristic.

2.6.2 **Indirect discrimination** occurs when an organisation has rules or policies, conditions or requirements that are applied to everyone but leave a person with a particular protected characteristic at a disadvantage.

Indirect discrimination example for students: A college will only allow students to go on placement if they have more than 95 per cent attendance. A student with a disability has missed a lot of classes for health reasons and are told they cannot go.

Indirect discrimination example for staff: A contract clause which applies to

all employees saying that they could be required to work late or travel away from home for work at short notice. Although this applies to everyone in the same way, this could potentially put parents or those with care responsibilities at a disadvantage, as they would need to make childcare arrangements at unreasonable notice.

- 2.7 **Reasonable Adjustments for Disabled Persons:** When a person requires additional support to participate in an activity due to a disability, public bodies have a duty to make reasonable adjustments to enable participation: this may be to work, study or use facilities.

There is no set definition of 'reasonable': this is relative to an organisation's resources and organisational demands: a large company may be expected to spend extensively, where a smaller company may not. The extent to which an adjustment is reasonable cannot be formally defined outside of a tribunal.

Initial requests for reasonable adjustments should be discussed with your line manager (for staff) or supervisory staff member e.g. Personal Development Advisor or Personal Academic Tutor (for students), and formally made through Occupational Health or Student Services (or equivalent departments). Relevant medical evidence may be requested in support of the request for reasonable adjustments.

Reasonable adjustment examples: Provision of a large screen for a partially sighted staff member; relocation of a class to the ground floor to enable a wheelchair-user to participate; or additional time in assessments for a dyslexic student.

- 2.8 **Positive Action:** Anyone recruiting staff, students or volunteers can legally justify 'positive action' if a particular group is underrepresented, to help ensure that a body is informed by the widest set of circumstances, experiences and identities. This involves taking action to increase the likelihood of underrepresented groups participating.

Positive Action examples: A rural institution may have disproportionately low numbers of Black, Asian and Minority Ethnic staff. In the event of a tied interview result, the interviewer could legally justify recruiting a black candidate over a white candidate, so that the body can make decisions that are less likely to disadvantage or marginalise subsequent black staff.

A college with disproportionately low numbers of female engineering students may target marketing at a certain group, or make amendments to wording to encourage certain applicants e.g. advertising engineering courses at all-female schools, or changing entry requirements to include subjects that are over-represented by female secondary school pupils.

- 2.9 **Prohibited Behaviours:** As well as the above types of discrimination, the Act prohibits other forms of behaviour:

- 2.9.1 **Harassment** denotes unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment can take many forms, including but not limited to: physical contact, offensive language, gossip, slander, graffiti, obscene gestures, exclusion. Harassment

can involve persistent conduct or behaviour that continues after the individual states they want it to stop. A single incident can also constitute harassment if it is sufficiently serious.

- 2.9.2 **Victimisation** is treating someone less favourably because of something they have done under, or in connection with, equalities legislation.

Victimisation examples for students: A member of staff shouts at a student because he thinks she intends to support another student's sexual harassment claim.

A student alleges that they have encountered racism from a member of staff, and as a result of making this allegation are ignored by other staff members.

Victimisation examples for staff: Refusal to promote an employee because he or she has previously invoked a grievance procedure, or given evidence against the employer at a tribunal.

The employer brands an employee as a 'troublemaker' because they raised a lack of job-share opportunities as being potentially discriminatory.

- 2.10 **Public Sector Equality Duty:** as a publicly-funded organisation, University/ Inverness College UHI has a statutory duty to fulfil both General and Specific Public Sector Equality Duties under the Equality Act (2010).

- 2.10.1 **General Duties** direct the way the University/ Inverness College UHI treats its staff, students and visitors and reflect all UK public bodies' responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

- 2.10.2 **Specific Duties:** Section 153 of the Equality Act enables the Welsh and Scottish ministers to impose specific duties on certain domestic public bodies through secondary legislation: Scottish-Specific Duties relate to how public bodies carry out, evidence and present their commitment to enacting General Duties, and responds to ongoing changes identified by the Scottish Government.

Scottish-Specific Duties are listed and linked below. The University and partner Further Education Colleges have duties to:

- [Report progress on mainstreaming the equality duty](#)
- [Publish equality outcomes and report progress](#)
- [Assess and review policies and practices \(complete Equality Impact Assessment\)](#)
- [Gather and use employee information](#)
- [Publish gender pay gap information](#)
- [Publish statements on equal pay, etc.](#)
- [Consider award criteria and conditions in relation to public procurement](#)
- [Publish in a manner that is accessible, etc.](#)

- Consider other matters

- 2.11 **Equality Mainstreaming** aims to ensure that equality perspectives are central to an organisation's culture and operational delivery, by incorporating these into all strategic decision-making processes. This aims to ensure that all areas of an organisation carry out their public sector equality duties when delivering day-to-day functions.

Equality Mainstreaming ensures that the needs of underrepresented groups, as well as those of members of historically marginalised or disenfranchised groups, are pro-actively considered when decisions are made. The experiences of frontline staff and service users should inform the decision making process.

The University/ Inverness College UHI is required to report on its Mainstreaming activities every four years, and to update this every two years.

- 2.12 **Equality Outcome Agreements** set out the equality activities that colleges and universities plan in order to better meet their general duties.

The University/ Inverness College UHI is required to set new Equality Outcomes every four years, and to report on progress every two years.

- 2.13 **Equality Impact Assessment (EIA):** assesses the potential impact of new or revised policies, practices or services against the requirements of general public sector equality duties.

Conducting an EIA is a legal requirement for public bodies in Scotland, and helps to ensure that everybody's needs are taken into account before changes are implemented. This allows University/ Inverness College UHI to proactively identify and mitigate against barriers to participation, attainment or wellbeing, and hopefully avert potentially negative experiences.

Forms to carry out Equality Impact Assessments are available from the Policy and Governance Officer.

3. Purpose

- 3.1 This policy allows the University/ Inverness College UHI to carry out its general and specific public sector equality duties, and work to improve the experience of all staff and students, regardless of an individual's protected characteristics.

- 3.2 We will conduct our statutory duties under the Equality Act 2010 as per section 2.10 of this policy, and demonstrate our commitment to mainstreaming equality and diversity by:

- 3.2.1 Developing policies, procedures and processes to achieve the general and specific public sector duties in accordance with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.
- 3.2.2 Monitoring the potential impact of our policies, procedures and practices on different protected groups to help tackle inequality, promote equality of opportunity and foster good relations. We do this through the process of Equality Impact Assessments.
- 3.2.3 Removing any potential barriers to access, participation, retention and achievement of students and staff by making reasonable adjustments where appropriate.
- 3.2.4 Creating inclusive learning and working environments and practices that promote respect for all. These environments aim to prevent and challenge stereotyping, prejudice, discrimination and harassment and disadvantage.

- 3.2.5 Reasonably anticipating and responding to the needs of students through collaboration with individuals, the student body and Highlands and Islands Students' Association (HISA).
- 3.2.6 Working in conjunction with HISA to take forward their work on equality and diversity and to seek student feedback relevant to equality of opportunity and experience.
- 3.2.7 Involving and consulting within the wider community, particularly those who share particular characteristics and those who represent their interests, to inform policy and practice.
- 3.2.8 Ensuring that equality, diversity and inclusivity are embedded within the Scottish Funding Council Regional Outcome Agreement process through consultation with key stakeholders across the Partnership.
- 3.2.9 Collecting, analysing and reporting on and improving the quality of student and staff protected characteristic data in line with public sector equality duties/sector best practice and Data Protection legislation.
- 3.2.10 Publishing equality outcomes reflecting how we plan to impact positively upon our communities.
- 3.2.11 Publishing a mainstreaming report, demonstrating our progress against our planned outcomes and showing what progress we have made to mainstream equality in our policies, practices and decision-making functions.

4. Scope

- 4.1 This policy applies to all current and prospective students and employees. This includes temporary staff, agency staff, consultants, Board Members, volunteers and collaborators.
- 4.2 The principles of non-discrimination and equality of opportunity apply to the way in which staff and students, as well as visitors, contractors, sub-contractors, temporary and agency staff, service providers, suppliers, former staff and students and any other persons associated with the functions Inverness College UHI treat one another.

5. Exceptions

- 5.1 This policy applies without exceptions, exclusions or restrictions.

6. Notification

- 6.1 This policy will be available on Inverness College UHI's website.
- 6.2 All individuals with responsibilities outlined in Section 7 will be notified of changes.

7. Roles and Responsibilities

- 7.1 ICUHI Board of Management is responsible for approving the policy and for ensuring that Inverness College UHI complies with its statutory obligations in terms of meeting the requirements of the Equality Act 2010 and the Public Sector Equality Duty for Scotland.
- 7.2 The Senior Management Team is responsible for operational oversight of the policy. They must ensure that Managers, Staff and Students operate in an environment where they can fulfil their responsibilities in relation to the policy.
- 7.3 Line Managers are responsible for implementing this policy, ensuring that our commitment to equality is followed through and adequately communicated both internally and externally.

Line Managers are responsible for ensuring selection for recruitment, promotion, training and

work allocation is carried out in a non-discriminatory manner and in accordance with the law.

Line Managers are responsible for ensuring that selection for admission and ongoing assessment of students is carried out in a non-discriminatory manner.

- 7.4 All staff and students have a responsibility to ensure the continuing success of this policy by:
- Treating other people with respect
 - Bringing to the attention of management any suspected breaches of this policy
 - Working together to promote an environment that eliminates discrimination and harassment.
 - Seeking opportunities to identify, implement, share and reflect upon potential improvements to inclusive practice
 - Seeking opportunities to include staff and students who may be or feel peripheral to the University and Academic Partner communities.
- 7.5 Contractors, temporary staff, agency staff, consultants, volunteers, collaborators and providers of services on behalf of Inverness College UHI are responsible for adhering to the principles of this policy in the context of their engagement with Inverness College UHI

8. Legislative Framework

- [British Sign Language \(Scotland\) Act 2015](#)
- [Children and Young People \(Scotland\) Act 2010](#)
- [Counter-Terrorism & Security Act 2015](#)
- [Data Protection Act 2018](#)
- [Equality Act 2010](#)
- [Equality Act 2010 \(Specific Duties\) \(Scotland\) Regulations 2012](#)
- [Gaelic Language \(Scotland\) Act 2005](#)
- [Higher Education Governance \(Scotland\) Act 2016](#)
- [Islands \(Scotland\) Act 2018](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- Local Complaints Policy (SPSO dictated)
- Disciplinary Procedures (Tertiary single document, forthcoming)
- Local Equality, Diversity and Inclusivity Guidelines
- Local Promoting a Positive Learning Environment Policy (Tertiary single policy)
- Local Safeguarding Policy (Tertiary single policy)
- Local Student Code of Conduct (Tertiary single document, forthcoming)

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0			New policy for 2019	Equality, Diversity and Inclusivity Policy Ownership Group
1				
2				
3				
4				

University of the Highlands and Islands – Equality, Diversity and Inclusivity Guidelines

This document should be read in conjunction with Inverness College UHI's Equality, Diversity and Inclusivity Policy. It provides practical advice to students and staff about how the Equality, Diversity and Inclusivity Policy is enforced, and information about how to highlight good practice, suggest changes or report concerns.

All staff and students should be aware of Inverness College UHI's Complaints Policy and Whistleblowing Policy, which they have recourse to should an issue not be resolved using the process outlined below.

Report Concerns	
Staff	Students
AP to insert contact details here e.g. HR department	AP to insert contact details here e.g. Student Services

Suggest Changes	
Staff	Students
AP to insert contact details here e.g. HR department	AP to insert contact details here e.g. Student Services

Highlight Good Practice	
Staff	Students
AP to insert contact details here e.g. HR department	AP to insert contact details here e.g. Student Services

Step 3

Action to be taken:

Summary of EIA Outcome – please tick

- No further action to be carried out☐
- Amendments or changes to be made☐
- Proceed with awareness of adverse impact☐
- Abandon process – Stop and Rethink☐

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.

Subject/Title:	IIP Strategy
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	HR Committee
Meeting Date:	12 March 2020
Date Paper prepared:	4 March 2020
Brief Summary of the paper:	Consult with HR Committee regarding the cost/benefit of continuing with IIP Gold Quality standard.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	All staff and HISA

Status – [Confidential/Non confidential]	Non Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

IIP Gold

IIP Quality Standards

The Organisation and Professional Development Strategy 2017 – 2020 set out our commitment to achieve IIP Gold. We were successful in our mission in 2017/18 and year on year have successfully retained the award by way of our annual reviews, the most recent review being our all staff survey which I reported to Committee in September 2019.

The quality standard is set against the following 10 areas each with criteria to meet:

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)

While the benefits in relation to recognition and external verification of our progress have been beneficial. At our College Management Team Meeting there were questions in light of value for money and the benefits that a full reaccreditation and review would bring, particularly given the current financial challenges.

As background to the charging structure, annual reviews and full reviews are costed on the number of established staff and the number of operating sites. For Inverness College UHI this has meant a full review cost of circa £20,000 for a full week of quality assessments including visits to meetings, meeting with staff, and document review. Annual reassessment has been a mixture of staff survey and more targeted meetings and review of documentary evidence at a cost of £5,000 - £10,000.

We are now in our last year of the IIP Gold Accreditation and therefore it is anticipated that a further full review to maintain the standard will be circa £20,000.

SMT have suggested that we could still utilise the quality standards as part of our quality processes, however that we do not commit to reaccreditation this year.

Board of Management

Subject/Title:	Human Resources Report Quarter 2 2019-20
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	12 March 2020
Date Paper prepared:	27 February 2020
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: <ul style="list-style-type: none"> • 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)	
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<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

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

Human Resources Report Quarter 2 2019-20

Executive summary

The Human Resources Committee is asked to discuss the report.

Background information

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

Main body of information

1. Turnover

Staff turnover for core staff only (excluding fixed-term contracts) in Q2 2019/20 was 2.4%, a decrease of 2% from the previous quarter (4.4% in Q1 2019/20) and a 0.2% decrease when compared with Q2 in 2018/19 (2.6%).

Total staff turnover, including fixed-term contracts coming to an end in Q2 2019/20, was 3.4%, a 2.4% decrease from the previous quarter (5.8% in Q1 2019/20) and an increase of 0.6% compared with Quarter 2 in 2018/19 (2.8%).

2. Headcount and FTE

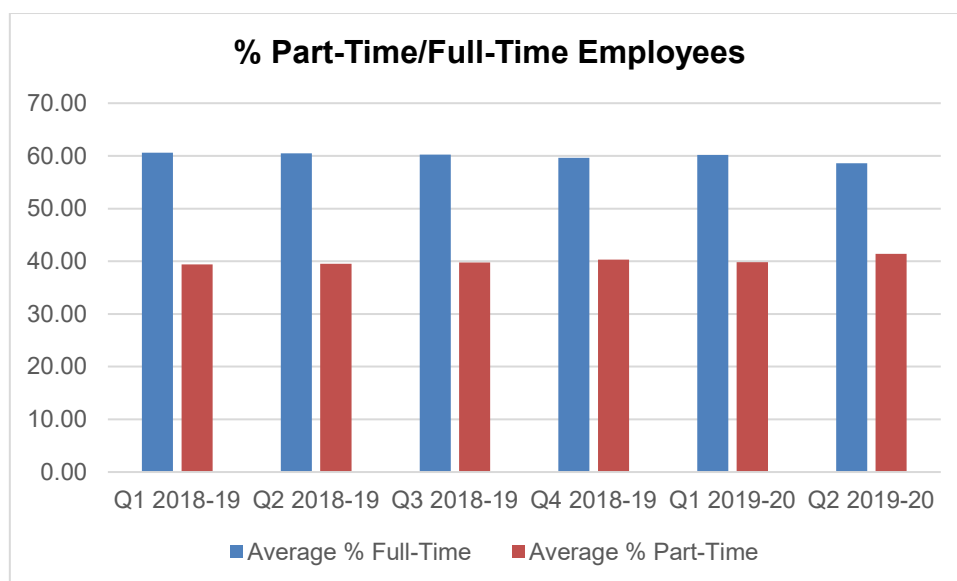
In Q2 2019/20, Average Headcount was 418; 390 being permanent employees, and 28 being on fixed-term contracts. Of these 28 fixed-term contracts, 9 began in Q2.

11 fixed-term contracts are due to end in 2019/20, totalling 6.5 FTE, with the remaining 17 contracts ending as follows:

Quarter FTC ending	FTE	Headcount
Q3 2019-20	0.7	2
Q4 2019-20	5.8	9
Q1 2020-21	2.9	6
Q2 2020-21	4.6	5
Q4 2020-21	2.7	3
Q2 2021-22	1.0	1
Q1 2022-23	0.4	1
Q2 2022-23	1.0	1

In Q2 2019/20, average FTE was 348, 329 FTE being permanent and 19 FTE being fixed-term employees.

The proportion of full-time staff in Q2 2019/20 was 58.6% compared to 41.4% part-time which is comparable to previous quarters:



Summary of actual supply FTE in Q2 2019/20 compared with previous quarters. Supply Teaching has also been split to show planned activity and sickness cover:

Supply FTE (Q ACTUALS)	Q2 2019/20	Q1 2019/20	Q4 2018/19	Q3 2018/19	Q2 2018/19	Q1 2018/19
Supply Teaching - Planned Activity	5.7	3.9	6.9	11.9	9.7	5.2
Supply Teaching - Sickness Cover	0.2	?	?	?	?	?
Supply Support	1.4	1.5	2.1	1.6	1.5	0.8
*Supply Assessors	1.1	0.9	1.3	1.3	1.2	1
Total	8.4	6.3	9.0	14.1	12.4	7

Summary of teaching staff FTE and contract type in Q2 2019/20 compared with previous quarters, including Teaching Management to demonstrate changes to FTE in response to appointment of Depute Heads of School:

Average FTE (Academic)	Q2 2019/20	Q1 2019/20	Q4 2018/19	Q3 2018/19	Q2 2018/19	Q1 2018/19
Permanent Teaching Staff (Management)	13	13	7	7.2	7.7	9
Permanent Teaching Staff	145.7	147.3	151	141.5	139.2	139
Fixed-Term Teaching Staff	0	0.2	1.4	4.1	4.4	4.2
Total	158.7	160.5	159.4	152.8	151.3	152.2

Summary of support staff FTE and contract type in in Q2 2019/20 compared with previous quarters:

Average FTE (Support)	Q2 2019/20	Q1 2019/20	Q4 2018/19	Q3 2018/19	Q2 2018/19	Q1 2018/19
Permanent Support Staff (Management)	14.4	14.9	15.3	15.8	14	13
Permanent Support Staff	144.6	144.6	136.2	135.4	135.9	133.4
Fixed-Term Support Staff	18.4	17.6	23.4	26.8	23.6	23.2
Permanent Assessors	10.9	8.2	5.4	3	1.5	1.5
Fixed-Term Assessors	1	1.5	1.9	3.2	2.6	1.6
Total	189.3	186.8	182.2	184.2	177.6	172.7

3. Leavers

There were 14 leavers in Q2 2019/20; 8 resignations, 4 end of fixed-term contracts, 1 retirement and 1 ill health retiral which became a death in service.

Job Classification Description	Headcount	Total FTE	Reason for leaving
Support Management SMT Established	1	1	1 x Resignation
Support Staff Established	5	4.4	3 x Resignations 1 x End of FTC 1 x Ill Health retiral
Support Staff Non-Established	5	4.6	3 x End of FTC 2 x Resignations
Support Term-Time Only Established	2	1.5	1 x Resignations 1 x Retirement
Teaching Staff Established	1	1	1 x Resignation
Total	14	12.5	

Of the 8 resignations, 3 were due to staff moving onto opportunities with other organisations, including *Connecting Young Carers*; *University of Edinburgh*; and *Unite the Union*.

The remaining 5 resignations were due to relocation, childcare, ill-health, resignation in advance of the end of a fixed-term contract, and moving to full-time employment with another organisation.

There were 2 resignations from within Access and Progression; 1 from Business, Computing and Hospitality; 1 from Early Years and Childcare Services; 1 from Human Resources; 2 from SMT and 1 from Student Records.

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

Job Title (Academic)	FTE	Reason	Effective Date
Lecturer Civil Engineering	1.0	Resignation	01 Mar 2020
Lecturer – Motor Vehicle Eng.	0.2	Flexible Working Request	01 Aug 2020
Total	1.2		

Job Title (Support)	FTE	Reason	Effective Date
Admissions & Stu Funding Off.	0.2	Flexible Working Request	10 Feb 2020
Trainee HR Manager	0.2	Flexible Working Request	01 Mar 2020
Researcher	0.2	Flexible Working Request	01 Mar 2020
Personal Development Advisor	1.0	Resignation	06 Mar 2020
Student Records Officer	0.4	Flexible Working Request	01 Apr 2020
Learning Assistant Supp Ed.	0.1	Flexible Working Request	01 Apr 2020
Total	2.1		

4. Starters

There were 21 starters in Q2 2019/20 as outlined in the table below:

Job Classification Description	No. of Starters	Total FTE
Support Staff Established Position	7	5.4
Assessors Established	1	1
Support Staff Non-Established Position	10	7.3
Support TTO Non-Established	1	0.6
Teaching Staff Established Position	2	2
Total	21	16.3

Of the 7 support staff **permanent** contracts appointed;

2 were new posts:

- Assessor/Trainer – Hairdressing
- Senior Researcher – saving from 0.6 to 0.2 and significant drop in grade.

4 were direct backfills for established posts:

- Business Solutions Advisor
- Health and Safety Manager
- Management Accounting Assistant
- Senior Researcher

Of the 10 support staff **fixed-term** contracts appointed;

6 were new posts:

- Depute PA SMT and Research
- Graduate Counsellor (sickness cover) – funded through UHI
- Digital Marketing Officer
- Modern Apprentice Claims Administrator

- Project Officer – Finance Systems Upgrade
- Project Development Engineer (KTP Associate) – Fully funded

5 were backfills:

- ICT Student Intern (backfill for secondment to Project Officer – Finance)
- Personal Development Advisor (maternity cover – recruited twice following resignation of first candidate appointed)
- Student Intern – Library & LRC (backfill for retirement)
- Learning Support Assistant Skillzone (backfill for resignation) - funded

5. Transfers, secondments and flexible working requests

1 member of staff was seconded to a Role Analyst post with Colleges Scotland as part of the National Job Evaluation project. This is a fully funded secondment.

1 member of staff was internally seconded to the role of Front of House Team Leader to backfill the secondment to Role Analyst. This is a fully funded secondment.

6 flexible working requests were approved without backfill, with an immediate decrease to **FTE of 0.4357** within the quarter.

6. Absence

Sickness absence in Q2 2019/20 totalled 917 days, equivalent to 4%.

This is a 0.75% increase from Q1 2019/20 (3.25%).

This is a decrease compared to Q2 2018/19 (4.2%), a decrease compared to Q2 2017/18 (4.8%), and an increase compared to Q2 2016/17 (3.7%).

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

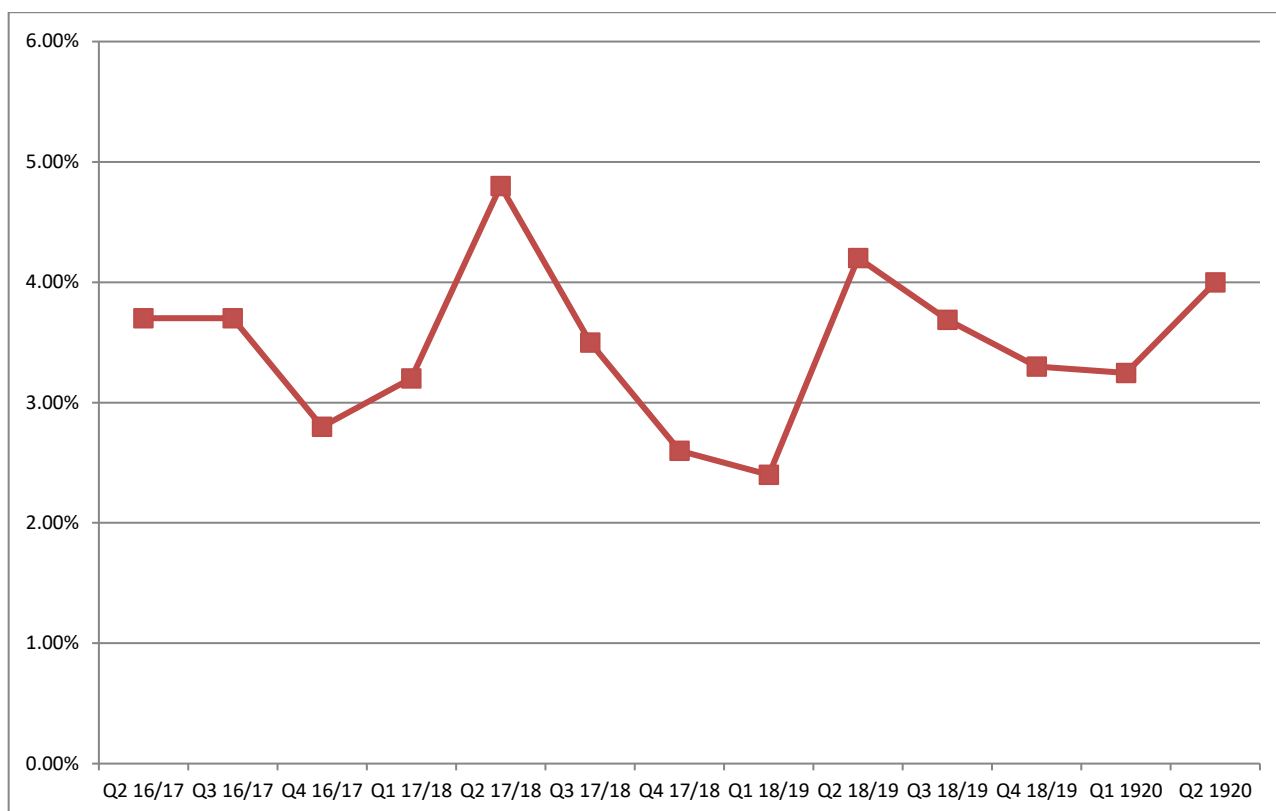
Absence Reason		Days lost		Days lost		Days lost
Back Pain	Q2 19/20	19				
Bacteriological Infection	Q2 19/20	3	Q1 19/20	5	Q4 18/19	10
Bereavement	Q2 19/20	71	Q1 19/20	87	Q4 18/19	-
Cardiac/Circulation	Q2 19/20	66	Q1 19/20	51	Q4 18/19	-
Cold/Flu	Q2 19/20	73.5	Q1 19/20	59	Q4 18/19	4
Debility	Q2 19/20	-	Q1 19/20	7	Q4 18/19	2
Dental	Q2 19/20	2	Q1 19/20	6	Q4 18/19	3
Diabetes	Q2 19/20	3	Q1 19/20	4	Q4 18/19	9
Digestive System	Q2 19/20	13	Q1 19/20	4	Q4 18/19	9
Eye Problems	Q2 19/20	10	Q1 19/20	6	Q4 18/19	-
Food Poisoning	Q2 19/20	-	Q1 19/20	4.5	Q4 18/19	1
Gastrointestinal	Q2 19/20	34.5	Q1 19/20	7.5	Q4 18/19	12
Genitourinary	Q2 19/20	-	Q1 19/20	0	Q4 18/19	2
Gynaecological	Q2 19/20	-	Q1 19/20	-	Q4 18/19	14
Headaches/Migraine	Q2 19/20	30.5	Q1 19/20	5	Q4 18/19	20.5
Injury	Q2 19/20	7.5	Q1 19/20	66.5	Q4 18/19	29
Mental Health	Q2 19/20	20.5	Q1 19/20	57	Q4 18/19	77
Minor Illness	Q2 19/20	52.5	Q1 19/20	21.5	Q4 18/19	48

Multiple Sclerosis	Q2 19/20	28	Q1 19/20	1	Q4 18/19	6
Musculoskeletal	Q2 19/20	41	Q1 19/20	27	Q4 18/19	45
Neurological	Q2 19/20	60	Q1 19/20	-	Q4 18/19	-
Oncological	Q2 19/20	90	Q1 19/20	123	Q4 18/19	66
Phased return to work	Q2 19/20	-	Q1 19/20		Q4 18/19	-
Pregnancy Related	Q2 19/20	1.5	Q1 19/20	16.5	Q4 18/19	2.5
Respiratory	Q2 19/20	45.5	Q1 19/20	16	Q4 18/19	11
Stress/Anxiety	Q2 19/20	103	Q1 19/20	21	Q4 18/19	173.5
Surgical	Q2 19/20	64	Q1 19/20	106	Q4 18/19	145.5
Viral infection	Q2 19/20	77	Q1 19/20	34.5	Q4 18/19	21
Unknown	Q2 19/20	0	Q1 19/20	11.5	Q4 18/19	-
Long term absence	Q2 19/20	302	Q1 19/20	424	Q4 18/19	492
Short term absence	Q2 19/20	615	Q1 19/20	315.5	Q4 18/19	212

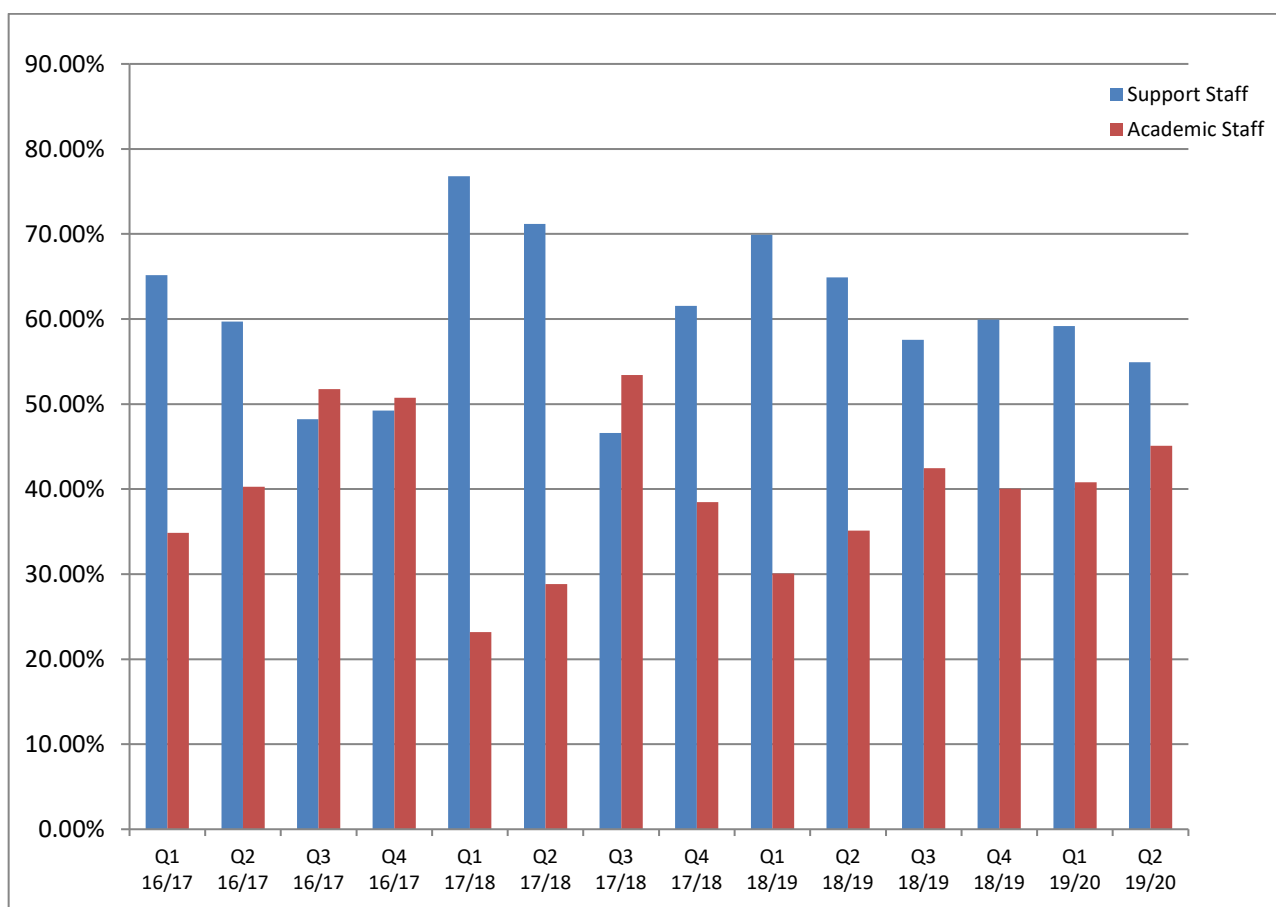
In Q2, 45.09% of absence was attributable to academic staff and 54.91% to support staff. In comparison to Q1, this is an increase of 4.27% for academic staff absence and a decrease of 4.27% for support staff.

Management referrals to Occupational Health (NHS Highland) numbered 14 in Q2 2019/20, relating to employees with long-term sickness absence and general fitness for work, or short-term intermittent absence.

% 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/anxiety or, for other conditions, 28 days or more.

In Q2 2019/20, out of 5 staff who were long-term absent; 1 was due to stress/anxiety; and 1 each was due to bereavement, cardiac/circulation, oncological, and neurological.

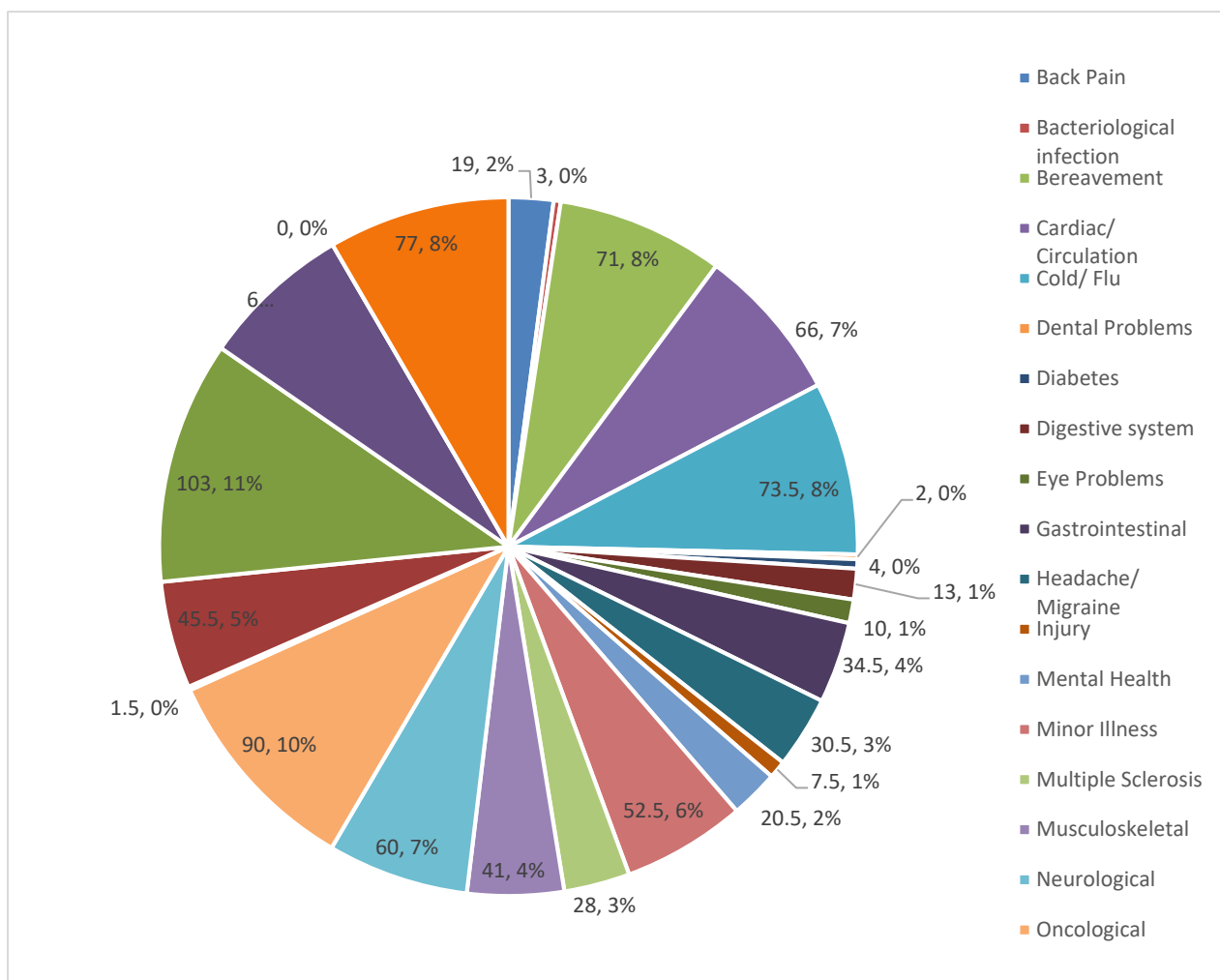
The most common reason for absence in Quarter 2 2019/20, based upon total number of episodes, was cold/flu, with a total of 73.5 days lost across 35 episodes (8% of total absence and 34 individuals). The second most common reason was viral infection, with 77 days lost across 31 episodes (8.4% of total absence and 29 individuals). The third most common reason for absence was minor illness, with a total of 52.5 days lost across 30 episodes (5.7% of total absence and 13 individuals).

The college is currently risk assessing the potential impact of COVID – 19 Virus and the arrangements in place to ensure Business Continuity. From an HR perspective the first consideration is the identification of those staff who have underlying health conditions and particularly susceptible to the virus.

Stress/anxiety accounted for the greatest proportion of absence in Q2 2019/20 (11.2% of total absence and 8 individuals). The second greatest proportion of absence in Q2 2019/20

was attributable to oncological (9.8% and 3 individuals); followed by viral infection (8.4% and 29 individuals).

Days Lost by Absence Reason (Q2 2019/20)



Board of Management

Subject/Title:	National Bargaining
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	12 March 2020
Date Paper prepared:	03 March 2020
Brief Summary of the paper:	To report on the latest developments in pay and conditions collective bargaining.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	
Resource implications:	Yes / No If yes, please specify:
Risk implications:	Yes / No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	Yes/No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

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

Subject/Title:	State of preparedness at Inverness College: Coronavirus (COVID-19)
Author: [Name and Job title]	Ken Russell, Depute Principal (Academic Development) & Allan Kerr, Health and Safety Manager
Meeting:	HR Committee
Meeting Date:	12 th March 2020
Date Paper prepared:	4 th March 2020
Brief Summary of the paper:	This paper outlines the steps that we are taking to prepare for the outbreak and spread of COVID-19 and the sources of guidance that we have been drawing on. Further update reports will be provided to the Board.
Action requested: [Approval, recommendation, discussion, noting]	Noting
Link to Strategy: Please highlight how the paper links to, or assists with:: 1) compliance • partnership services • risk management • strategic plan • new opportunity/change	Key areas are compliance with Government advice and risk management To embed or reflect our values and commitments in all our work and through our processes, procedures and arrangements
Resource implications:	Yes / No If yes, please specify: 1) additional expenditure on alcohol-based hand gels and wipes 2) potential expenditure on deep cleaning of affected areas
Risk implications:	Yes / No If yes, please specify: Operational: potential closure of College to prevent spread of virus; impact will depend on timing with respect to examinations Organisational: Ability to progress students may be impacted and alternative assessment arrangements may be required to avoid any detrimental effects on students' ability to continue their studies
Equality and Diversity implications:	Yes/No If yes, please specify: Will depend on severity and timing of epidemic and the ability of learners to access IC facilities including Brightspace. This will be reviewed on a stakeholder basis.
Consultation: [staff, students, UHI & Partners, External] and provide detail	UHI (Roger Sendall is the lead); Health Protection Scotland; Colleges Scotland; HISA, Marsh (Insurers), Heads of Schools Details of interactions are included in this paper.

Status – [Confidential/Non confidential]			
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Introduction

This update report has been produced to provide the Board with assurance that Inverness College is being vigilant in following best practice guidance as this evolves with the impending spread of the virus and that we are developing contingencies that will be based on the severity of the spread of the virus. The report is structured into three sections:

- 1) Key sources of guidance being utilised to support our actions
- 2) Key actions taken to date in line with the guidance
- 3) Next steps

1. Key sources of guidance being utilised to guide our actions

The SFC dedicated webpage on COVID-19 preparedness is regularly updated with the latest information:

<http://www.sfc.ac.uk/COVID-19/COVID-19.aspx>

Health Protection Scotland has produced: COVID-19 Guidance to educational settings (Version 1.0 published 26 February 2020):

<https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-to-educational-settings/>

Health Protection Scotland's more general guidance and updates can be found at:

<https://www.hps.scot.nhs.uk/a-to-z-of-topics/covid-19/>

NHS Inform Scotland (also contains a downloadable communications kit which we have been utilising)

<https://www.nhsinform.scot/wuhan-novel-coronavirus>

Marsh & McLennan (IC insurers) guidance factsheet:

<https://www.marsh.com/my/insights/research/coronavirus-resilience.html>

UHI website (support for students):

<https://www.uhi.ac.uk/en/students/support/novel-coronavirus/>

UK Government Latest Advice:

<https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public>

World Health Organisation:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

BBC updates on outbreak:

<https://www.bbc.co.uk/news/topics/cyz0z8w0ydw/coronavirus-outbreak>

ACAS advice for employers:

<https://www.acas.org.uk/coronavirus>

At this stage of the outbreak, the main guidance is:

How to avoid catching or spreading coronavirus

Do

- ✓ wash your hands with soap and water often – do this for at least 20 seconds
- ✓ always wash your hands when you get home or into work
- ✓ use hand sanitiser gel if soap and water are not available
- ✓ cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- ✓ put used tissues in the bin straight away and wash your hands afterwards
- ✓ try to avoid close contact with people who are unwell

Don't

- ✗ do not touch your eyes, nose or mouth if your hands are not clean

Source: <https://www.nhs.uk/conditions/coronavirus-covid-19/> {Accessed 04/03/20}

2. Key actions taken to date in line with the guidance

In the recent days, several actions have been undertaken to assist the College in reducing the potential spread of COVID-19 (Coronavirus) in addition to contingency measures for managing confirmed cases of infection. The Senior Management Team has appointed Ken Russell to head up the COVID-19 Contingency Planning Group and is being provided with direct assistance from Allan Kerr (College Health

and Safety Manager). Close liaison is also being maintained with the Principal and Director for Organisational Development. There will be formal weekly updates for the SMT. The Business Continuity Plan is being reviewed and updated where appropriate.

Preparations for infection prevention are already underway through an information campaign providing NHS hygiene guidance posters at strategic locations in addition to the information provided via I.T systems such as iConnect and Myday and the College website. In addition, the Health Promotion Scotland video is running on a loop in the Atrium and on Plasma screens around the College. To mitigate the potential for the spread of infection at the College, orders have been placed for sanitising wipes and gels to be used in communal areas to allow the sanitising of hands and equipment (i.e. desks, keyboards, phones) – however, the emphasis will still be upon maintaining good hygiene practices as advised by the NHS, such as regular washing of hands and disposal of used tissues.

A tracker database has been created to monitor and record COVID-19 related events at the College. At the time of writing, there have been two events recorded on the database, both of which pertain to students who have recently returned from a Category 2 region of Italy – one student has self-isolated following NHS advice due to having potential infection symptoms and has undergone testing for COVID-19 (results pending at time of writing). Prior to this case, a student returned from a Category 2 region of Italy, without any symptoms, however, after discussion with the Principal and Director of Organisational Development, they were asked not to attend College for that day as a precautionary measure to ensure that there was full awareness of the risk potential involved – the student wasn't timetabled to return for classes until Thursday 5 March and is expected to return on that date. There is liaison in place with Health Protection Scotland who are available to advise as required and in the event of a suspected or confirmed infection event. The College is included in regular updates from several organisations, including UHI on the situation, though any decisions related to Coronavirus will be guided by the advice of the NHS.

Key lines of communication and stakeholder consultations being undertaken (will be on-going and may be amplified if the severity of the outbreak increases):

- ✧ Health Protection Scotland (local contact Dr Jenny Wares)
- ✧ Colleges Scotland
- ✧ SDS – funding arrangements for completion – via Business Solutions Team
- ✧ UHI (contact: Roger Sendall)
- ✧ SMT
- ✧ Joint Consultative Committee (Communication with Unions)
- ✧ HISA Student President & HISA Office Manager (support for students)
- ✧ Heads of School (emphasis will be given to those programmes where there is anticipated legitimate physical contact e.g. hairdressing, contact sports, ASN students, students on placement in care homes etc)
- ✧ Events Team (support for members of the public visiting the College)
- ✧ Hair and Beauty Salons
- ✧ Business Solutions Team (visitors on commercial courses and those using Person Vue assessment centre)
- ✧ HR Team (support for staff)

- ◇ Estates Team (cleaning and special measures)
- ◇ International Office (staff and student travellers)
- ◇ IC Quality Unit (key point of contact for external awarding bodies)
- ◇ IC Examinations Officer (commences on 16/03/20)
- ◇ Researchers (KR will raise at Research and Innovation Committee on 05/03/20)
- ◇ Healthy University Team (Health & Well-being Officer)

Other functions such as ICT and Payroll will be consulted following this first wave of engagement.

3. Next steps

We will continue to exercise vigilance in monitoring the outbreak, act in accordance with the latest available guidance and respond to issues raised via communications with our stakeholders. One aspect that we will keep at the forefront of our contingency planning will be the conduct of examinations. The latest intelligence we have for various categories is outlined below.

UHI Higher Education provision

UHI are currently developing detailed protocols in relation to developing contingency arrangements for academic arrangements. This includes identifying mechanisms and responsibilities of Programme Leaders for communicating with students on networked courses and for alerting students to course information updates via the VLE.

Source: email communication from Roger Sendall (Head of Governance and Records Management, UHI) and UHI website

Scottish Qualifications Authority Guidance

“The Scottish Qualifications Authority (SQA) is continuing to monitor the situation regarding Coronavirus closely, in consultation with the Scottish Government, and will provide further guidance if required.

At present, there is no change to the published National Qualifications 2020 examination timetable, and the exam diet remains on track. Current deadlines for coursework, and other assessments, remain in place.”

Source: <https://www.sqa.org.uk/sqa/93361.html> {Accessed 04/03/20}

Examinations totally within the control of IC

A discussion on arrangements for this category will be initiated at the Academic Management and Quality Meeting on Friday 6th March.

Other awarding bodies

A risk assessment will be conducted in collaboration with the IC Quality Unit. Initial scrutiny suggests that the main awarding bodies concerned are City and Guilds and ACCA (Association of Chartered Certified Accountants) – includes internal and external candidates. Bodies such as these will issue their own guidance for examination centres to follow.