

Meeting	Human Resources Committee
Date and time	Friday 28 th September at 3.30 p.m.
Location	Room 220, 1 Inverness Campus

Board Secretary
25 September 2018

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Minutes of Meeting of the Human Resources Committee held on 31 May 2018
2. **OUTSTANDING ACTIONS**
Action List
a) Employment Law – National Living wage accreditation update
3. **EQUALITY OUTCOMES ANNUAL REPORT – 2018**
Report by Director of Organisational Development

ITEMS FOR DISCUSSION

4. **ORGANISATION AND PROFESSIONAL DEVELOPMENT STRATEGY - REVIEW OF PROGRESS**
Report by Director of Organisational Development
5. **HUMAN RESOURCES PERFORMANCE INDICATORS – QUARTER 4 2017/18**
Report by Trainee Human Resources Manager
6. **STRATEGIC DIALOGUE**
Verbal update by Director of Organisational Development
7. **NATIONAL BARGAINING (CONFIDENTIAL)**
Report by Director of Organisational Development
8. **IIP GOLD ANNUAL REVIEW**
Report by Director of Organisational Development
9. **HEALTHY UNIVERSITY**
Report by Trainee Human Resources Manager

- 10. EXTERNAL SUPPORT ANNUAL REPORT**
Report by Trainee Human Resources Manager
-

ITEMS FOR NOTING

- 11. MINUTES**
a. Joint Consultative Committee – 26 June 2018
b. Joint Consultative Committee – 4 September 2018
- 12. AOCB**
- 13. DATE OF NEXT MEETING**
Thursday 29 November 2018 at 8.30 a.m.

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Wednesday 30 May 2018

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

Carron McDiarmid and Steve Walsh declared an interest in items 5 and 8, which referred to teachers pay and Highland Council staff respectively.

1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 1 March 2018 were **AGREED** as a correct record and were **APPROVED** and signed.

2. OUTSTANDING ACTIONS

The Committee considered each of the outstanding actions.

Equality Outcomes Annual report.

The Director of Organisational Development advised that the Equality and Diversity Committee would consider the draft report and the final draft would then be submitted to the next meeting of the Human Resources Committee in September. There was a statutory requirement to publish the outcomes report every two years and the college had fulfilled this requirement last year.

Healthy University Strategy

A report on the collaborative work towards the development of this strategy would be presented to the next meeting in September.

Long Service

The Director of Organisational Development suggested that a long service award did not fit in with the culture and vision of the College and that it was more appropriate to recognise any impact employees made through the PDR process.

The Committee considered that some form of acknowledgement could be given and **AGREED** that this item be revisited when the Organisation and Development Strategy was next reviewed.

The Committee **AGREED** that the outstanding actions be updated accordingly.

3. **HUMAN RESOURCES – QUARTER 3 REPORT 2017/18**

A report by the Director of Organisational Development provided qualitative analysis of key HR measures surrounding turnover and absence for the third quarter of 2017-18. The following key points were **NOTED**:-

- fewer retirement enquiries were being received and this was an effect of national bargaining
- a number of staff who had left the College had opened their own business rather than moving to another employer.
- the development of the Health and Wellbeing strategy had seen closer working between the HR and Student Support teams

4. **RISK REGISTER ANNUAL REVIEW**

A report by the Director of Organisational Development outlined the key risk within the risk register which related to the Human Resources Committee function, namely disruption to services/project and/or partnership working resulting from loss of a key staff member (succession planning)

The Committee discussed the report and were pleased to **NOTE** the range of actions, which were being taken to minimise the risk.

5. **NATIONAL BARGAINING**

A report by the Director of Organisational Development provided an update on National bargaining, confirming the conclusion of negotiations on national terms and conditions as well as providing a progress update in terms of cost of living pay negotiations for 2017/18 and 2018/19. The key points outlined in the report were as follows:-

- NJNC Agreement and Implementation Circular 01/2018
- 2017/18 Lecturer Pay Claim Dispute – 3 Year Final Offer
- 2018/19 – Support Staff Pay Claim Dispute
- Support Staff Conditions of Service
- NJNC Circular 02/18 - City of Glasgow Employment Tribunal.

The Committee discussed the report, **NOTING** in particular

- The unbudgeted provision of cost of living pay rises and the impact of changes to terms and conditions on payroll costs
- The real potential for further industrial action in 2018-19
- That the cost to the college of the recent employment tribunal ruling would be around £45K.

6. **STRATEGIC DIALOGUE**

A report by the Director of Organisational Development provided an update regarding recent developments in relation to UHI Integration.

The Committee **NOTED** the current position.

7. **COMMITTEE EVALUATION**

To comply with the Code of Good Governance for Scotland's Colleges and good governance best practice, an annual evaluation of the Committee and of the Committee Chair required to be undertaken.

As the Chair had only recently been appointed to the position, it was agreed to defer his evaluation to a future meeting.

The Committee completed the annual committee evaluation exercise

8. STAFF DEVELOPMENT

A report by the Director of Organisational Development provided an update on three key developments over the period including, the launch of the LEAD 4 programme, the Staff Development days in January and the Digital Skills LEAD project.

The Committee **NOTED**

1. the range of development programmes being undertaken
2. that an annual Staff Development report would be submitted to the next meeting in September.

9. EMPLOYEE RELATIONS

The Committee **NOTED** the minutes of the following meetings

- a. Minutes of the Meeting of the JCC held on 26 February 2018
- b. Minutes of the Meeting of the JCC held on 8 May 2018

10. 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 (limitation) bill 2017-19
- Trade Union Act 2016

The Committee was pleased to note that the College was seeking accreditation as a living wage employer and **REQUESTED** an update report on this matter for the next meeting.

11. AOCB

a. THE CHERRIES AWARDS 2018 (NATIONAL HR AWARDS)

The Committee were delighted to note that Nicola Quinn, Trainee HR Manager had been shortlisted in the Blossoming Award category. The award ceremony would be held on 1 June.

b. NURSERY MANAGER AWARDS

The Committee were delighted to note that Cat Mackenzie, the Early Learning and Childcare Services Manager had been shortlisted for these national awards and that the ceremony would be held in August 2018.

12. DATE OF NEXT MEETING

20 September 2018 @ 8.30 A.M.

Signed by the Chair: _____

Date: _____

Actions from Human Resources Committee

1 March 2018				
Item	Action	Responsibility	Time line	Actioned
HR Q 1 & 2 Reports	Report on the collaborative work on a healthy university strategy to next meeting	Dir of Org Dev	31 May 2018 September 2018	
30 May 2018				
Item	Action	Responsibility	Time line	Actioned
Equality Actions Annual report	Final report to next meeting.	Director of Org Dev	September 2018	
Healthy University Strategy	Report to next meeting	Director of Org Dev	September 2018	
Long Service	Revisit this suggestion when the Organisation and Development strategy was next reviewed	Director of Org Dev		
National Living wage	Update report to next meeting	Director of Org Dev	September 2018	

Board of Management

Subject/Title:	Equality Outcomes Annual Report
Author: [Name and Job title]	Lindsay Ferries, Director of OD Lindsay Snodgrass, Head of Student Services
Meeting:	HR Committee
Meeting Date:	28 September 2018
Date Paper prepared:	24 September 2018
Brief Summary of the paper:	Outline the main equality progress alongside the annual report for 2016/17 in advance of the April 2019 deadline for the formal 2 year report for the period 2016/17 and 2017/18 in line with the equality Act.
Action requested: [Approval, recommendation, discussion, noting]	Agreement
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	Consulted widely, SMT, Board, Student Association, Equality and Diversity Committee.

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

Background

The public sector equality duty and specific duties for Scotland

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

General duty

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

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

Specific duties

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

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

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

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

This paper sets out the progress made in 2016/17 and developments in 2017/18 in anticipation of formal reporting next year.

Equality Outcomes Annual Report – September 2018 (for the period academic year 2016/17)

1. Equality Theme – Institutional Leadership and Governance

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

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

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

The Equality Mainstreaming report 2017 to 2021 was presented to the Human Resources Committee in September 2017 and was agreed at Board of Management in the same month. Diversity staffing reports are provided on an annual basis to the HR Committee and the Gender Action Plan and Access and Inclusion strategy and performance in light of these are reported to the learning and teaching committee.

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

Regular recruitment campaigns continue to be far reaching with specific targeting of specific groups, for example the Highland Business Women's club. The gender split of non-executive members on the Board of management at the end of 2016/17 was 9 male/4 female which is a poorer position than in previous years. The appointments made following the 2017 campaign start to address this however with a current position at the date of this report being 8 male and 5 female. This will be a regular focus in future recruitments which continue to ensure a gender balanced selection panel and other means to encourage a wide representation of our communities to be engaged. The board have been successful in the past year in attracting a wider age group and further work is ongoing to attract those with other protected characteristics in particular ethnic minorities.

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

ICUHI has a comprehensive schedule in place to review of Policies and Procedures. Individual policies and procedure review dates are tracked by the Quality Department and monitored to ensure that all policy owners review their documents in a timely manner. Equality and Impact Assessments (EIA) form part of the schedule. Policy and procedure owners pay cognisance to EIA as part of the review process.

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

Moving forward consideration will be given to refresher training for all policy and procedure owners; also the relevance and benefit to non-policy owners.

2. Equality Theme –Curriculum

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

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

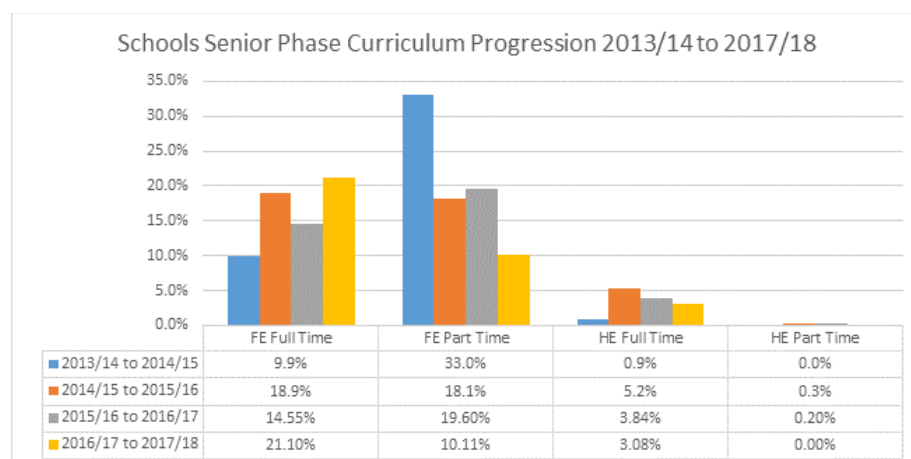
We published our Gender Action Plan in July 2017 with a primary, although not sole, focus on redressing severe gender imbalances in student enrolments in specific programmes and curriculum areas. The action plan gives a clear structure to our work around gender and is reviewed regularly. We have set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

3. Equality Theme – Students

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

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

School pupils progressing onto further study at IC UHI



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

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

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

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

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

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

School enrolments

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

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

The publication of our Gender Action Plan in July 2017 provides specific work streams to address occupational segregation and the promotion of courses to under-represented genders. An audit has been done to identify the specific courses / programmes which have a severe gender imbalance and which are included in the super classes outlined by

the SFC. Gender recruitment targets have been set for 2018-19 student recruitment for the purpose of improving student enrolments for under-represented genders in the relevant specific courses / programmes.

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

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

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

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

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

Overall retention rates for FT and PT

<u>AC_YEAR</u>	<u>% Retention</u>	Retention Rates				
		2012/13	2013/14	2014/15	2015/16	2016/17
2014/15	88.15%					
2015/16	86.47%					
2016/17	88.63%					
Gender						
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:

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

4. Equality Theme – Staffing

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

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

The percentage figures for 2015/16 were:

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

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

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

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

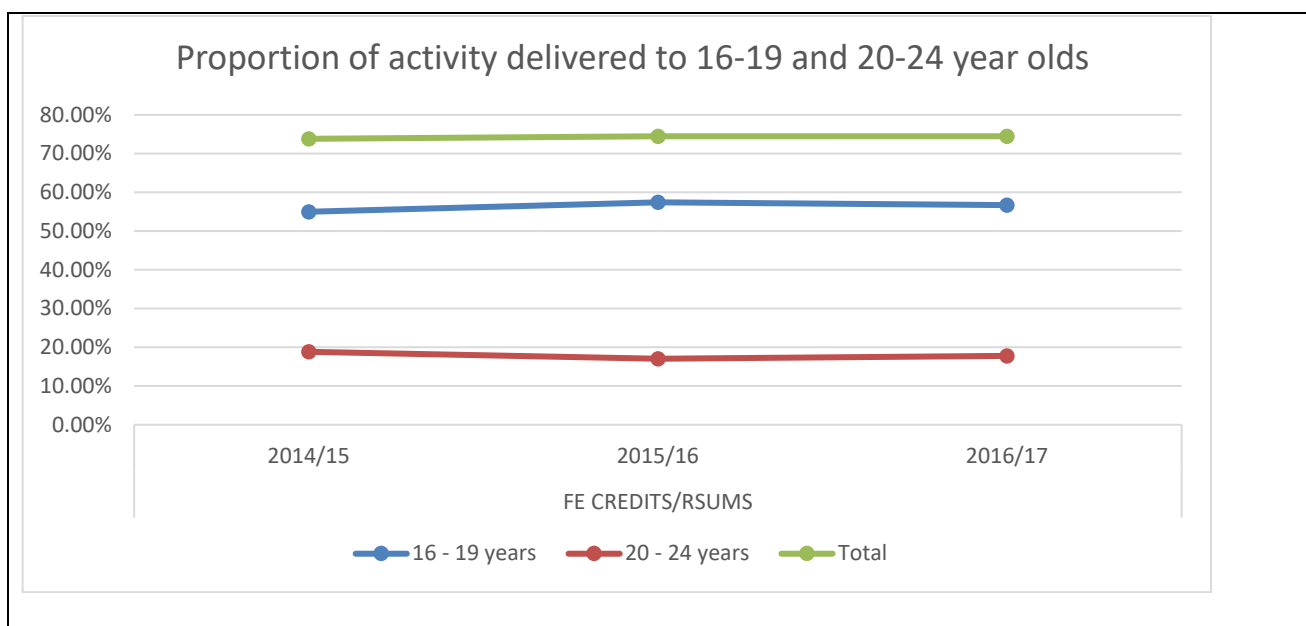
In line with the governments’ requirement for all organisations which employ more than 250 staff to publish their gender pay gap figures, the college published theirs on line and can be found by accessing the following link:

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

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

5. Equality Theme – Performance

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



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

ROA Age Groups	% FE CREDITS/RSUMS			ROA target		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
16 - 19 years	55.00%	57.43%	56.69%			
20 - 24 years	18.84%	17.05%	17.80%			

Total	73.84%	74.48%	74.50%	70%	71%	72%
-------	--------	--------	--------	-----	-----	-----

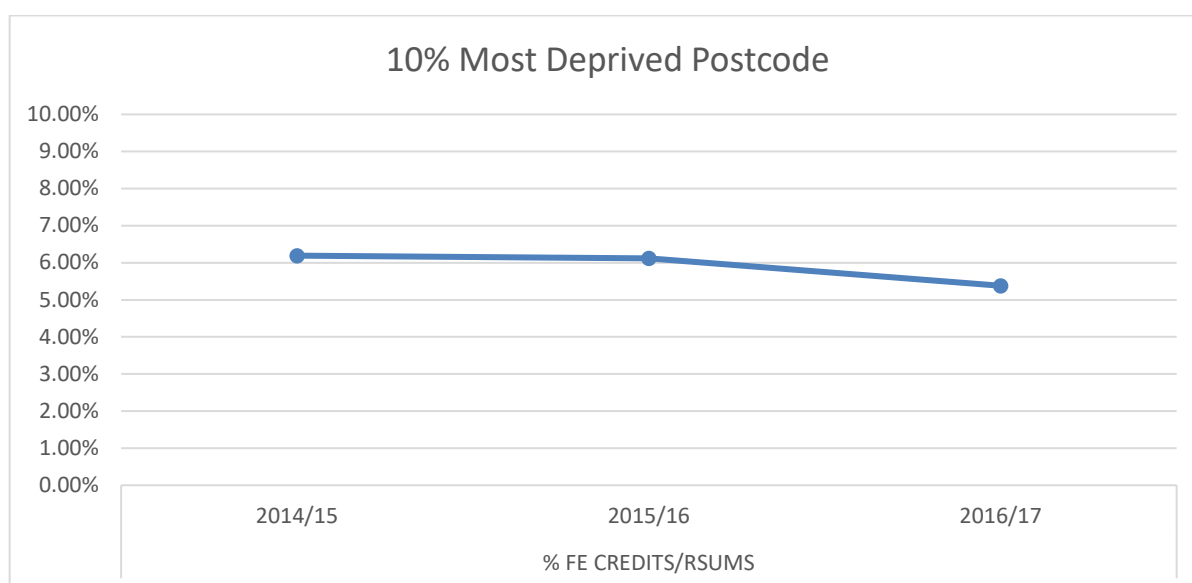
ROA Age Groups	FE CREDITS/RSUMS		
	2014-15	2015-16	2016-17
16 - 19 years	18407.38	18057.97	17437.59
20 - 24 years	6305.322	5360.447	5475.67
Total	24712.7	23418.42	22913.26
All credits/RSUMs	33467.36	31441.24	30757.69

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.

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

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



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

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

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

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

Care leavers:

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

Disability:

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

Mixed, Asian, Asian Scottish or Asian British background:

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

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

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

The following points from the college's *Evaluative Report and Enhancement Plan 2017*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.
- Success rates for care experienced learners on FE programmes have improved and are now above sector levels for this learner group.
- Success rates for learners with a disability on FE programmes have improved and are now the same as the success rates for learners with no disability.
- Success rates on FE programmes continue to improve across the age groups. Success rates for learners aged under 18 years are high and within 1 point of the combined success rates for other age groups.
- Success rates on FE programmes improved overall by 2 points for male and for female learners.
- Success rates on FE programmes for learners from the 10% most deprived postcodes fell slightly in 2016-17 and are below sector levels for this learner group.

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

- Inverness College UHI is one of 5 colleges involved in the Scottish Government's Improvement Project, aimed at improving retention and attainment for learners on full-time further education programmes. The others include Dundee and Angus, Edinburgh, New Lanark and West College. Inverness College UHI's involvement in the project has supported our focus on improving outcomes for further education learners. Attainment rates on full-time further education programmes has improved year-on-year for the last 5 years and are now among the best in the sector. We are now in year two of this project and have utilised the improvement techniques to improve outcomes and are starting on a project to enhance services to support learners during the early part of their programme. It is recognised that improving attainment and transition to HE for this group of learners will address a number of access and inclusion imperatives. The impact of this work is starting to come through in the outcomes for 2017/18 which puts Inverness College in the top three in relation to student FE outcomes.
- Inverness College UHI continues to work with Inverness High School and its associated primary schools to raise aspirations of young people from the city's

¹ <https://education.gov.scot/other-sectors/further-education/688209>

most deprived postcodes. In particular, we have been working with P7, S1-S3 pupils in Merkinch as they make their transition from primary to secondary and beyond. This is a longitudinal approach, supporting pupils from P7 through to the point of application to college in S4-6. For 2018/19 and to further support Inverness High School we applied a contextualised approach to admissions for pupils applying to our school programmes, with the aim of attracting those furthest from education to apply. The impact of this work will be reported in November 2018.

- We continue to deliver the Community Link for people recovering from mental health difficulties, our Skillsbuilder courses for people with support needs and its Pathways to Study programmes for people who want to return to work or study. It also provides a range of wellbeing services to ensure the right practical, emotional and technological support is in place for all students including self-help tools, one-to-one support and short-term counselling. Earlier this year Inverness College UHI became the first in the university and collect sector in Scotland to sign up to the Charter for Involvement – a commitment listen to and respect the views of those on these supported programmes.
- Inverness College UHI works closely with 3rd sector agencies including Barnardos, Connecting Carers and Highland Council to support applications from those furthest from education. Care experienced students, those with care responsibilities, refugees, and single parents are amongst those groups targeted through in-college workshops, tours, and enhanced transition arrangements. We apply a contextualised admissions process to both our further education and higher education applications to support applications from our priority groups and to widen access for to those who face the greatest challenges. Inverness College UHI sits on the Highland Community Planning Partnership, which aims to develop a joined up approach across public bodies in the region to make improvements for people living in the most deprived areas of our communities. Inverness College UHI also has a dedicated resource working on transitions and providing enhanced support to those who need it – from pre-entry throughout the entirety of their student journey.
- In 2018, Inverness College UHI delivered the Prince's Trust TEAM Programme, which aims to tackle youth unemployment by providing new skills and confidence to young people aged 16-25 not in education, employment or training. It is the first time the TEAM Programme has been delivered in the Highlands. All students who completed the course have moved on to positive destinations - either into employment or full-time colleges courses.
- Inverness College UHI has also established an Introduction to Further Education course, run in partnership with The Job Centre and New Start Highland. This course targets older people across the Highlands who have been in long-term unemployment. We have a bi-annual intake and good success rates in providing a stepping stone to positive destinations.
- In our third year of INSIGHT monitoring and tracking process, we are able to flag those who face the greatest challenges and provide further support interventions. Our priority groups include those with an additional learning support need; those

from a care experience background; those with outstanding funding evidence; student carers; those from our most deprived postcode areas.

- Inverness College UHI has played a lead role in developing the UHI Regional Strategy for Enhancement of Further Education Attainment. This takes a strategic approach to supporting care experience learners and those from deprived areas with the aim of narrowing the attainment gap and providing parity of opportunity and experience across all partners. This is supplemented by our Corporate Parenting Plan for care experience learners, which provides us with a framework to support individuals. Our work in 2017-18 to support student carers has also accelerated to provide enhanced support for this cohort of students who face additional challenges. This culminated in April 2018 with Inverness College UHI achieving the Going Higher Award. Inverness College UHI is one of the first education institutions in Scotland to receive this award.

Conclusion

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

Board of Management

Subject/Title:	Organisation and Professional Development Strategy – Review of Progress
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	28 September 2018
Date Paper prepared:	24 September 2018
Brief Summary of the paper:	Outline progress to date
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

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

Organisation and Professional Development Strategy – Review of Progress

Strategic Objective 1:

To engage in proactive workforce planning to attract and equip our staff with the skills and attributes required to meet our ongoing and future needs.

We will achieve this by:

- Developing effective workforce planning processes;
- Developing robust recruitment practice that is closely aligned to organisational values, commitments and workforce planning mechanisms;
- Supporting continued opportunities for professional learning closely aligned to the strategic plan and associated workforce priorities;
- Developing a programme to support the development of those aspiring to future leadership and management roles;
- Promoting development opportunities through secondments, networking and collaborative working with the wider partnership.

What we achieved in 2017/18

We continued to review our management and leadership programmes to equip current and future managers with the skills they need in line with the college culture and values.

Managers have been involved in moulding the management behaviours for the future around the ABC vision. Ambitious, Bold and Creative. The personal skills framework is under review to bring this to life and for managers to use as a tool in discussions with their staff. The barometer has also been a focus for performance management. While in draft form we are engaging with our managers to help them use the barometer to identify development needs areas of focus for their teams.

Staff consultation has continued in light of the vision for an inclusive professional staffing structure built around career progression pathways. The UHI learning teaching and enhancement strategy and scotlands colleges standards for professional lecturers has been mapped in light of the requirements for teaching staff. Further review of this at a UHI level is a focus going forward.

All Programme Development Managers and support managers (total 32) engaged with phase 3 of the LEAD management development programme with RMM UK. This phase of the programme included further management and leadership training and further engagement in cross college LEAD projects. Project groups encouraged collaboration between managers and staff from different areas as they worked on a diverse range of projects including the staff recruitment process, digital skills framework and student life.

LEAD 4 was launched addressing the following areas; management communications, constructive feedback and staff development coaching and mentoring.

In line with our commitment that all line managers (and aspiring managers) should have a minimum level 6 qualification in management, a cohort of six new and aspiring managers undertook the first unit in this qualification in 2017/18 and will complete the second unit in 2018/19.

Furthermore and to develop management capacities further, four of our managers successfully progressed from level 6 to level 8 and completed the CMI qualification in Management and Leadership. They undertook the qualification through CDN and benefitted from both the course learning and the opportunity to work with managers from a range of other institutions.

Lastly and on successful completion of the level 6 and 8 one of our managers successfully completed this level 11 course through CDN and also welcomed the opportunity to learn alongside colleagues from other institutions.

The focus for this year will be greater engagement in the curriculum review process ensuring that the skills and attributes for the workforce for the future are fully captured and that workforce planning aligns to ensure future proofing. Building on the investments we are making which include in the last year 28 staff supported to undertake higher level study; 5 studying at undergraduate level, 19 at postgraduate level and 4 at PhD level. Our teaching qualification programme continues with over 90% of our staff either studying for or having completed a recognised teaching qualification.

Strategic objective 2:

To work with UHI partners to support the implementation of UHI shared Services and collectively influence and develop conditions of service and working practices appropriate for a tertiary organisation in the 21st Century

We will achieve this by:

- Supporting the development of the HR project workstream to delivery UHI shared services;
- Working with UHI, College Principals and recognised trade unions to develop local UHI agreements in keeping with the tertiary needs of the UHI partnership and ensuring a fair and consistent framework for staff;
- Developing consistent staff policies and procedures in keeping with the needs of a modern tertiary organisation;
- Developing cross partnership trade union and employee consultation and engagement arrangements linked to national joint negotiating and consultation mechanisms.

The UHI Human Resource Practitioner Group has had a difficult start to the year and in light of regional and national developments has lost some focus. Partners continue to wish to engage more closely and there have been some successful collaborations for example joint recruitment practices and some sharing of policy development. Further work is required to lead developments in this area.

Strategic objective 3:

To continue to embed our values and commitments in our working practice to develop a distinctive organisational identity and to ensure consistency in culture.

We will achieve this by:

- Refining the college personal skills framework, continuing to utilise the framework to challenge and support behaviours in line with college commitments and values;
- Refining the Professional Development Review Process, ensuring that the process motivates staff to achieve their highest performance in line with strategic and operational objectives and college commitments.
- Continuing to improve and ensure business excellence at a local and partnership level by utilising appropriate recognised quality frameworks that support organisational development and cultural change in line with UHI values and people strategy.
- Maintaining IIP Gold and Customer Service Excellence
- Achieving IIP Platinum

The personal skills framework and PDR are under review. Managers through LEAD 4 have been engaged in defining the skills and behaviours necessary to realise our vision. HASMAP, IIP and customer service excellence and other quality frameworks have been used successfully to guide action and move the college forward.

In the last year the college has been successful in their reaccreditation for IIP Gold and Customer Service Excellence. The IIP review in 2018/19 will include for the first time an all staff survey which again will guide action going forward to IIP Platinum in 2020.

Strategic objective 4:

To create opportunities for leadership at every level empowering individuals and teams to deliver creative solutions.

We will achieve this by:

- Developing an organisational coaching and mentoring programme to develop the capacity for dispersed leadership throughout the organisation;
- Developing opportunities for leadership of cross-college initiatives at all levels within the organisation;
- Providing mechanisms that encourage cross departmental, and cross partnership working and development;
- Recognising and celebrating success and learning in cross college projects;

LEAD 4 sessions have introduced managers to coaching and mentoring techniques. The Head of Research Development has been closely engaged in developing a UHI coaching and mentoring programme and this will be a focus this year.

Staff and Managers have been engaged in a number of cross college and cross network developments. The single policy environment and other activities led by UHI Vice Principal for FE have been welcomed by staff and managers as an opportunity to streamline FE processes. IC UHI staff have led a number of developments including

Student records procedures and at college level environmental and sustainability projects aimed at reducing the colleges carbon footprint but also wider developments. Further projects to work collaboratively to address some process issues are also in development.

Successful project in the last year include, the digital skills framework and the student journey project.

A full programme of digital skills training ran during 2017/18, including the following:

- Introduction to Blackboard
- Introduction to IDB (Smartboards)
- Technology Enhanced Learning
- Building a test in the VLE (Blackboard)
- Blackboard Collaborate
- Recording Video
- Computer Training, IConnect/Office 365
- Using Twitter in Education
- Using PowerPoint to create an engaging presentation
- Using Word part 1

A self diagnostic digital skills tool is in development and further support from UHI EDU has been provided to take it to the next step of development as a UHI resource.

Strategic objective 5:

To develop an effective, motivated and engaged workforce able to support sustained improvement and organisational development

We will achieve this by:

- Reviewing mechanisms for reward, recognition and celebrating success ensuring alignment with college commitments and values;
- Developing a systematic approach to ensuring currency with industry practice to support continued relevance in education and training provision;
- Ensuring effective self-evaluation and peer review processes across all services that inform operational planning for improvement;
- Providing opportunities for staff to initiate and influence developments and improvements;
- Ensuring staff are equipped and supported to deal with internal and external changing environments, enabling them to be resilient and adaptive to change.

We continue to take the opportunity through I-connect and social media to recognise effort and achievement across a range of staff and student achievements not limited to those that are work related. College staff continue to participate in activities which contribute to social and charitable causes. Most recently winning the mens section of the Baxters 10k.

A focus going forward for staff development will be closer engagement with industry practice. The development and growth in workplace assessment and competition from other training providers for Modern Apprenticeship places will put a heavier focus on this activity over the coming year.

Wellbeing and the change in focus for the health and Safety Committee to ensure we continue to provide a supportive working environment is a focus for this year to include a range of services for staff and developments for managers.

Strategic objective 6:

To provide ongoing professional learning and development for all staff that fosters innovation and ensures a productive and appropriate balance between organisational and role specific goals and aspirations

We will achieve this by:

- Developing and implementing staff development opportunities which are closely aligned to the strategic plan and associated workforce development priorities;
- Developing opportunities for leadership of cross-college initiatives at all levels within the organisation;
- Promoting development opportunities through interaction with the wider partnership and external stakeholders;
- Developing a digital skills framework, including role specific training needs assessment and development
- Supporting staff in developing their research and scholarly activity.

What we achieved in 2017/18

2017/18 saw a further increase in the range and number of opportunities provided to staff to engage in CPD and thereby fulfill their commitment to undertake a minimum expectation of 9 days CPD per academic session (pro rata for part-time, fixed term and variable staff) in accordance with our Staff Development Policy (2.5).

Our Corporate Induction programme ran four times in 2017/18, with a total of 62 new staff attending:

August 2017 (19 staff)
 October 2017 (9 staff)
 January 2018 (12 staff)
 May 2018 (22 staff)

We continued to amend our programme in line with organisational priorities and staff feedback. In 2017/18 we introduced new sections on Corporate Parenting, Student Carers and Mental Health Wellbeing.

Our two day learning and teaching induction ran in August 2017 and January 2018 with a total of 26 new teaching staff attending.

In response to feedback from staff, we provided additional time for digital skills development. The programme also included a twilight session to gain feedback and provide support to staff once they had started teaching.

A wide range of mandatory training took place throughout the year including Assessor & Verifier qualifications, first aid training and subject specific training to enable staff to obtain/maintain a variety of registrations.

The UHI Learning & Teaching Enhancement Strategy 2017-2021 was introduced to staff through the Learning and Teaching Induction programme and other development sessions. The 12 core values were promoted and continue to provide a framework for development of excellent teaching practice.

7 staff gained Fellowship of the Higher Education Academy.

6 staff gained Senior Fellowship of the Higher Education Academy.

A total of 159 staff completed digital skills training .

Staff engaged in 303 external development events in 2017/18, an increase of 77 on the previous year. Events covered a diverse range of activities including engagement with SQA standardisation, subject specific training and participation in international conferences.

Opportunities for staff to engage in research were promoted throughout the year and a Research Working Group for all staff met to discuss research ideas and provide support for staff who wished to apply for research funding.

4 development days for all staff took place in 2017/18. A wide variety of workshops and training sessions were available for staff. In particular the sessions on TEF and the NSS were mandatory to bring staff up to speed with development in this area. While there was a strong learning and teaching focus the cross college participation and learning was evident to see.

A successful conference for all staff was held on 29 June 2017. The theme was *Opportunity & Growth* and staff engaged with a number of workshops and events on the day.

Board of Management

Subject/Title:	Human Resources Report Quarter 4 2017-18
Author: [Name and Job title]	Nicola Quinn, Trainee HR Manager
Meeting:	Human Resources Committee
Meeting Date:	28 September 2018
Date Paper prepared:	31 August 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:: <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)	
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 4 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 Q4 2017/18 was 2.8%, an increase from the previous quarter (1.8% in Q3 2017/18) and an increase from quarter 4 in 2016/17 (1.9%).

Staff turnover for core staff only (excluding fixed term contracts) in Q4 2017/18 was 1.5%, a slight decrease from the previous quarter (1.8% in Q3 2017/18) and slight increase from Q4 2016/17 (1.2%).

2. Headcount and FTE

In Q4 2017/18, Average Headcount was 393 of which 347 are permanent employees and 46 are fixed term contracts.

Q4 2017/18 average FTE was 331, 298 permanent and 33 fixed term.

Summary of teaching staff FTE and contract type in in Q4 2017/18 compared with previous quarter and previous years:

Average FTE	Q4 2017/18	Q3 2017/18	Q4 2016/17	Q4 2015/16
Permanent Teaching Staff	135.9	132.0	130.5	128.1
Fixed Term Teaching Staff	9.4	11.70	13.7	8.3
Supply	8.18	10.05	5.8	6.8
Total	153.48	153.75	150	143.2

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

3. Leavers

There were 11 leavers in Q4 2017/18, 6 resignations, 3 end of fixed term contracts and 2 dismissals:

	No. of Leavers	Total FTE	Reason for leaving
Support Management permanent position	1	1.00	1 Resignation
Support staff permanent position	3	2.60	3 x Resignations
Support staff fixed term position	1	0.20	1 Resignation
Support term time only permanent position	1	0.9217	Dismissal
Teaching staff permanent position	1	1	Dismissal
Teaching staff fixed term position	4	1.90	4 x End of Fixed Term Contracts
Total	11	7.62	

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

4. Starters

There were 9 starters in Q4 2017/18.

	No. of Starters	Total FTE
Support management SMT permanent position	1	1.00
Support staff fixed term position	3	3.4
Support staff term time only permanent position	3	2.34
Teaching staff permanent position	2	2.00
Total	9	7.74

One support management SMT permanent contract was appointed: Head of Optometry.

Of the three support staff term time only fixed term contracts appointed: 2 were direct backfills for maternity leave: Admissions and Student Funding Officer and Researcher Molecular Genomics and the other as a result of a newly created role: Student Intern – Marketing.

The 3 support staff term time only permanent contracts appointed were direct backfills for leavers: Chef, Food Service Assistant and Childcare Support Worker.

The 2 teaching staff permanent contracts appointed were:

- Lecturer – Early Years and Education with Gaelic Medium as a newly created role
- Lecturer – Accounting and Finance as a backfill for a leaver

5. Transfers, secondments and flexible working requests

In Quarter 4 2017/18 there were two secondments:

- Computing Project Co-ordinator from Inverness College UHI to UHI
- Prince's Trust Team Leader from the Scottish Fire and Rescue Service to Inverness College UHI.

There were three flexible working requests submitted within Quarter 4 2017/18:

- three female permanent support staff (approved).

6. Absence

Sickness absence in Q4 totalled 367 days, equivalent to 2.6%.

This is a decrease from Q3 2017/18 (3.5%) and compared with previous years Q4:

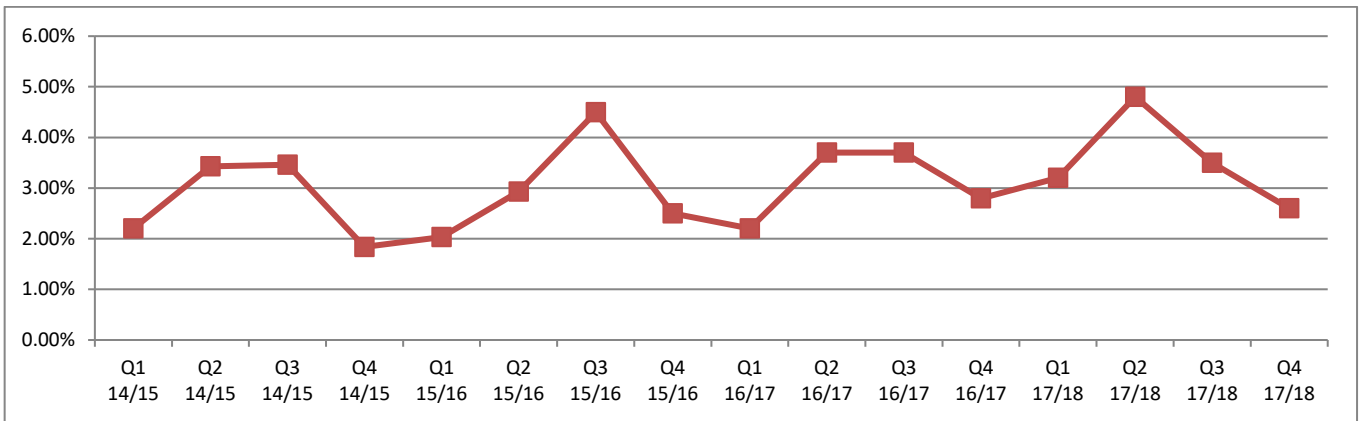
Q4 2016/17	2.8%
Q4 2015/16	2.5%
Q4 2014/15	1.8%

This decrease in days lost in Q4 is primarily associated with absence due to the following reasons:

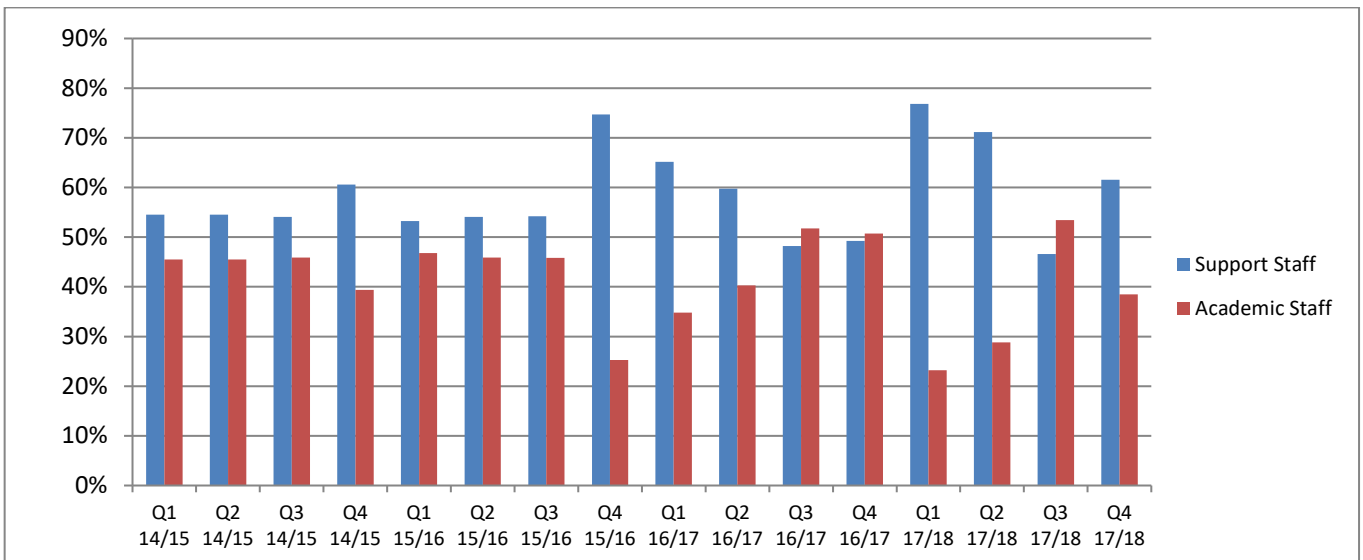
Absence Reason		Days lost		Days lost
Bacteriological infection	Q4	4	Q3	22
Stress/Anxiety	Q4	74.5	Q3	172
Viral infection	Q4	55.5	Q3	126.5
Pregnancy Related	Q4	6	Q3	38
Long term absence	Q4	335	Q3	344
Short term absence	Q4	302	Q3	514.5

In Q4 2017/18, 38.46% of the total absence is attributable to academic staff and 61.54% to support staff compared to the previous quarter's split between academic staff (53.41%) and support (46.59%).

% 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 4 2017/18, out of a total of 9 staff who were long term absent, 3 members of staff met the long term sickness absence trigger for stress/anxiety. The three members of staff returned to work. Of these three staff who returned to work, one has since had a further period of long term absence which remains ongoing. The staff member remains under the care of the College’s Occupational Health provider.

Of the 6 other staff who have had an episode of long term absence within this quarter:

- 3 members of staff have successfully returned to work,
- 1 member of staff have successfully returned to work, however has since had a further period of long term absence which remains ongoing is under the care of the College’s Occupational Health provider
- 1 member of staff remains absent under the care of the College’s Occupational Health provider
- 1 member of staff has since left the College.

ITEM 5

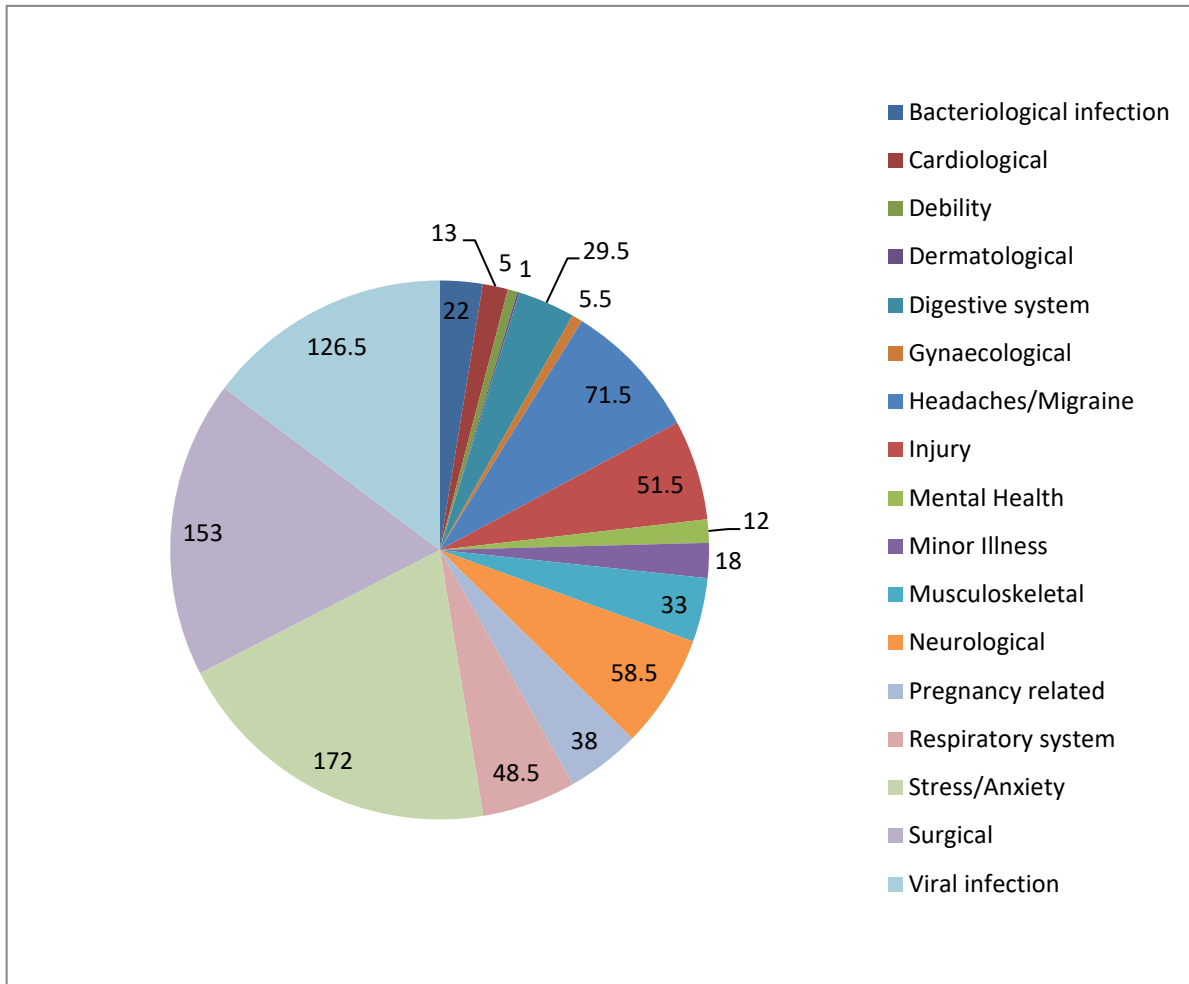
The most common reason for absence in Quarter 4 2017/18 was Surgical with a total of 170 days (26.7%) lost across 6 episodes, followed by Mental Health with 87.5 days (13.7%) across 8 episodes and then Stress/Anxiety with 74.5 days (11.7%).

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

Management referrals to occupational health numbered 20 in Q4 2017/18, relating to employees with long-term sickness absence and to general short-term sickness absence and advice regarding ongoing fitness for work.

2017/2018 Quarter 3

Days lost by Absence Reason



Board of Management

Subject/Title:	National Bargaining
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	28 September 2018
Date Paper prepared:	25 September 2018
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		
*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

Board of Management

Subject/Title:	IIP Gold Annual Review
Author: [Name and Job title]	Lindsay Ferries, Director of Organisational Development
Meeting:	Human Resources Committee
Meeting Date:	28 September 2018
Date Paper prepared:	25 September 2018
Brief Summary of the paper:	To appraise the HR Committee re the IIP Gold Staff Survey which is a focus of the IIP Annual Review this year.
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	

ITEM 8

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

IIP Generation 6 Standards

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

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

The agreed questionnaire is attached. This includes all the core questions as identified in the generation 6 standard.

IIP Gold Annual Review – Staff Survey

Work has been undertaken to bring to life the values associated with ambition, bold and creative. The launch of the survey on the 29th October is an opportunity to further communicate success and emphasise those aspects of our culture that encourage us to continue to develop a learning and culture of continuous improvement.

The question set is seen as a good temperature gauge to realign our people management objectives as required.

The analysis will be undertaken by our IIP assessor and further focus group activity will help to further provide rich information on those areas where staff respond in a largely positive manner and those where development is required. While we have challenged the middle ground and requested a forced response style to the questionnaire this is something that has been agreed nationally and to aid consistency in benchmarking we would have to retain.

Base Questions

Indicator	Question
Leading and inspiring people	I trust the leaders of my organisation
	Management communicates the organisation's ambition
	My manager motivates me to achieve my best
	My organisation develops great leaders
Living the organisation's values and behaviours	The values at my organisation guide the way we work
	I share my organisation's values
	My organisation has clear values
	My behaviour reflects the organisation's values
Empowering and involving people	I challenge behaviours which don't match the organisation's values
	I am encouraged to use initiative in my role
	I have all the information I need to do my job well
	I have a say in decisions that affect my role
Managing performance	I am trusted to make decisions in my role
	I have agreed my objectives with my line manager within the last 12 months
	I feel encouraged to perform to the best of my abilities
	My manager helps me improve my performance
Recognising and rewarding high performance	I have discussed my performance with my manager in the last 6 months
	I am rewarded in ways that match my motivations
	I feel appreciated for the work I do
	I am consistently recognised when I exceed expectations
Structuring work	I get appropriate recognition for the work I do
	My work is interesting
	I am able to develop the skills I need to progress
	I have the right level of responsibility to do my job effectively
Building capability	My role enables me to work well with others
	I make use of my organisation's learning and development opportunities
	I have opportunities to learn at work
	I know how my organisation invests in learning and development
	My manager thinks it is important that I develop my skills
Delivering continuous improvement	People are selected for roles based on their skills and abilities
	I look for improvement ideas from my colleagues
	I am encouraged to improve the way I do things
	I am responsible for improving the way we do things
Creating sustainable success	I am trusted to try new approaches in the way I work
	My organisation has a plan for the future
	My organisation is a great place to work
	My organisation embraces change
	My organisation has a positive impact on society

Board of Management

Subject/Title:	Healthy University
Author: [Name and Job title]	Nicola Quinn, Trainee HR Manager
Meeting:	Human Resources Committee
Meeting Date:	28 September 2018
Date Paper prepared:	12 September 2018
Brief Summary of the paper:	To inform the committee of the concept of Healthy University.
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:	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	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

Healthy University

Executive summary

The Human Resources Committee is asked to discuss the concept of the Healthy University and consider the potential benefits to the organisation.

Background information

Definition: A healthy university aspires to create a learning environment and organisational culture that enhances the health, wellbeing and sustainability of its community and wider society. It incorporates health into everyday operations academic policies and procedure, and business practices (adapted from UK work of healthy universities network defn).

Purpose: To develop, monitor and evaluate a strategy for embedding health and wellbeing, campus safety and sustainability into college ethos and all college practices.

Remit:

- Developing Inverness College UHI, Healthy University/Safe Campus strategy and related policies
- Prioritising work strands for each academic year
- Reviewing and monitoring working group action plans and evaluations.

Membership:

- Member of SMT
- Health University Co-ordinator
- Representative from HR
- Representative from Student Services
- Representative from HISA
- 2 members of cross-college staff
- Representative from ELCC
- Representative from NHS Public Health
- Representative from Police Scotland

Frequency of meetings:

The first steering group meeting re Healthy University/ Safe Campus took place late August 2018. The group will meet no less than twice per year.

Reporting:

The group will report to the Senior Management Forum.

General overview of the concept and benefits of Healthy University/Healthy Campus

Inverness College UHI recognises the wellbeing is one of the most successful contributors to the success of individuals, communities and societies and are therefore committed to ensuring that Inverness College UHI becomes both a healthy university and a safe campus. We believe that working towards this aim will result in the following benefits:

- Improved health outcomes
- Enhanced learning experience
- Increased student and staff satisfaction
- Increased student and staff engagement
- Increased productivity
- Enhanced reputation
- Positive impact on retention and recruitment
- Corporate Social Responsibility
- Greater focus on sustainable development

At the moment, Inverness College UHI already has a wide range of excellent single initiatives lead by a range of different staff, the wellbeing team and students which focus on health in the widest sense. Becoming a Healthy University will mean moving beyond this type of single-issue focus to develop a more coordinated and strategic “whole university” approach. This will be a two-pronged approach looking at both student and staff health and wellbeing.

This change in approach supports the purpose of our institution as stated in the Strategic Plan 2017-2020 “We will inspire each other, and our community, providing a safe and supportive environment within which we nurture ambition at every opportunity”. It also aligns with current work such as our “whole college” approach to mental health, healthy body, healthy mind and IIP.

We have discussed and explored the concept of a whole college approach to health and wellbeing with a focus on embedding health and wellbeing, safety and sustainability within and across the organisation. We have garnered senior management buy in and commitment from staff and the student association. We are therefore now ready to move to the next stage of establishing a cross-college group that will have an overview of the different strands of activities that would fall under the umbrella of Healthy University/Safe Campus.

HR Committee

Subject/Title:	External Support Annual Report
Author: [Name and Job title]	Nicola Quinn, Trainee HR Manager
Meeting:	Human Resources Committee
Meeting Date:	28 September 2018
Date Paper prepared:	12 September 2018
Brief Summary of the paper:	This report notes the current position regarding HR External Support from Occupational Health, AXA PPP Healthcare and Harper MacLeod Employment Legal Services
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 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)		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

External Support Annual Report

Executive summary

The Human Resources Committee is asked to discuss the report.

Background information

This report notes the current position regarding the performance of the College Occupational Health Contract, Employee Assistance Programme (AXA) and Harper MacLeod Employment Legal Services.

Occupational Health Services (Iqarus)

As reported at previous committee meetings, Performance Standards as set out in the specification and as agreed at implementation have been inconsistently applied by Iqarus. Some of the issues include, failure to meet the timescales as specified, quality of reporting, absence of occupational health nurse and failure to follow college instruction for example requesting specialist reports and progress of ill health retirement requests.

Whilst an improvement in the service was achieved, a change in our contract Account Manager saw performance standards slip again. Iqarus advised of various internal changes within Iqarus that have affected this. Iqarus have assured that key measures and processes are being implemented to ensure that an improvement of the service.

The Trainee HR Manager is having monthly meetings with APUC and Iqarus to address these with Iqarus to ensure an improvement of the service.

The current contract expires in March 2019 and the Trainee HR Manager identified a potential opportunity to join in with a collaborative tender exercise with Highland Council (as the lead), Highlife Highland, and some of the wider UHI cohort including Moray College UHI, Perth College UHI, Sabhal Mòr Ostaig, UHI – Executive Office and West Highland College UHI.

The Trainee HR Manager and the College's Procurement Co-ordinator are working collaboratively to drive this forward. The target contract start date will be 01 April 2019.

Employee Assistance Programme (AXA)

This contract has been in place since 2011. The contract is accessed through a Local Government Framework Agreement.

AXA report that 6 calls were made over Academic Year 2017/18. This is an increase on previous years where an average of four calls were received. While encouraging, it is recognised that more promotional activity is required. Access to the service has also been extended from telephone support to online and text support. This has proved popular with 25 hits to the health improvement pages of the 'Be-Supported' web link. The HR Department continue to promote the service to staff and their families.

There have been cases also where professional counselling support has been referred and this has progressed effectively through our occupational health provision. The AXA PPP counselling line has also been helpful as a mechanism to provide support while an appointment for specialist counselling support is confirmed.

While some staff have accessed specialist mental health support through their GP, more often the college has been able to access through OHS, for example CBT support somewhat quicker.

Harper MacLeod Employment Legal Services

The cost of legal services over the last 5 years has triggered a competitive tender requirement. The contract review of legal services is complete and the college contract is out to mini tender utilising the APUC framework agreement. Ongoing casework support will continue to their natural end for those live cases supported by Harper MacLeod. The appointment of the college legal services contractor is anticipated in November.

Joint Consultative Committee

8th May 2018
1600
Room 220

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

Action Points

Action No	Action	Responsibility & Timescale
1	Review the WLA to ensure clarity	Lindsay Ferries & Andrew Chatterton
2	Discuss concerns with WLA with relevant PDMs	EIS representatives
3	Lead a short life working group on Work Load Analysis to agree the position, provide 4-6 exemplars to check consistency and aim to provide training for all.	Gill Berkeley
4	Review HR processes in relation to acknowledgements and requests for additional information	Lindsay Ferries
5	Join a Head of Curriculum and Programme Development Managers (PDM) to discuss culture	Chris O'Neil, scheduled 07-Sep-18
6	Ensure all staff contracts were available on CIPHR	Lindsay Ferries

1. WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting.

2. MINUTES OF PREVIOUS MEETING 8th May 2018

The minutes were reviewed and agreed.

3. COLLECTIVE BARGAINING UPDATE

Lindsay Ferries advised that no formal agreement cost of living pay agreement had been formally agreed for 18/19 for support or academic staff. It was anticipated that a formal dispute would follow, however this had not been progressed as yet and it was still hoped that agreement could be reached. In the event an agreement was not reached it was acknowledged by all parties that we would need to prepare for another year of industrial disruption.

4. STRATEGIC DIALOGUE UPDATE

The Chair advised that the Minister for Further Education, Higher Education and Science, Shirley Anne Somerville, had met with representatives from the University of the Islands & Islands (UHI) Integration Board. The Chair was in attendance representing Academic Partner Principals. The Minister was interested in developing a federal structure and was concerned about the disadvantage to the West of Scotland. The Minister asked for UHI to explore models of a federated structure. A representation of IC UHI staff were meeting with the IC UHI Chair of the Board on the 27th to discuss matters.

The Chair met with Clive Mullholland on the 18th of June and UHI were progressing with the assembly in September 2018 as suggested by Garry Coutts.

5. EASTER HOLIDAY

Lesley Cole advised that she had difficulty in finding information on the discussion and dialogue around the Closure days for 2018/19. Her concern was that it does not include Easter Friday so staff must use flexible allowance.

Lindsay Ferries advised that she had sent the papers and the minute of the JCC when this was discussed earlier that day. LF explained that the UHI partnership HE timetables require the college to be open on Good Friday as a teaching day. This was agreed at PPF and then discussed at JCC. It was acknowledged that the four days including Easter Monday would become the college closure days to account for the timing of the school holidays. The local authority holidays were recognised having to consider 6 different local authority holiday provisions and that not all holidays could be accommodated. For those staff who do not have flexible holidays and to ensure they were not treated any less favourably than those that do it was agreed at the meeting in January that a message would go on I-connect which was agreed with the JCC at that time.

6. £100

EIS asked if the payment would be paid in July 2018 to those staff that qualify in light of the NJNC agreement. Lindsay Ferries advised that there were some complications with the calculation of the part time Supply Full Time Equivalent (FTE) position and that payroll were working through this.

Post Meeting note all staff that qualified including hourly paid staff received their payment in July 2018 salary.

7. NJNC Agreement 01/2018

Lindsay Ferries advised that this was a binary agreement based on the FE sector and did not reflect the tertiary nature of our business.

Staff briefings had been undertaken with those staff groups primarily who deliver block release classes to present the details of the agreement and ask them to work flexibly within the parameters set.

The college in return would ensure that there was fairness and equity to ensure no member of staff was treated more or less favourably in light of the agreement. This included payment for class contact hours at the end of the year for unplanned cover that would take individuals beyond their 860 (FTE) target.

8. DATE AND TIME OF THE NEXT MEETING

The date of the next meeting was 3rd July 2018.

Signed by the Chair: _____

Date: _____

Joint Consultative Committee

4th September 2018
0900
Room 220

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

Action Points

Action No	Action	Responsibility & Timescale
	Review the WLA to ensure clarity CLOSED	Lindsay Ferries & Andrew Chatterton
	Discuss concerns with WLA with relevant PDMs CLOSED	EIS representatives
	Lead a short life working group on Work Load Analysis to agree the position, provide 4-6 exemplars to check consistency and aim to provide training for all. CLOSED	Gill Berkeley
1	Review HR processes in relation to acknowledgements and requests for additional information	Lindsay Ferries
2	Join a Head of Curriculum and Programme Development Managers (PDM) to discuss culture	Chris O'Neil, scheduled 07-Sep-18
3	Ensure all staff contracts were available on CIPHR	Lindsay Ferries

1. WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting.

2. MINUTES OF PREVIOUS MEETING 26th JUNE 2018

The minutes were reviewed and agreed.

3. COLLECTIVE BARGAINING UPDATE

Lindsay Ferries advised there had been no movement since the last meeting in June. The Unions were not aware of any progress.

4. STRATEGIC DIALOGUE UPDATE

The Chair advised that he would be attending the Partnership Council meeting on the 5th September. A further “open” meeting would be held on the 7th of September with the Chair of the Board of Management so that staff can speak to the Chair regarding integration.

The UHI assembly would be held on the 26th of September and representatives from each Union would attend.

5. NRPA FACILITIES

The NRPA does not include details in facilities time. Therefore our local RPA is the document to refer to. LF reported that this document had been circulated to reps for review. In light of this reps were asked to make representatives to the next meeting regarding clarifying facilities time.

6. ESTATES TEAM

There was an understanding that members of the Estates team had filed a grievance in relation to rotas.

LF advised that an equal pay audit had been undertaken and overtime had been recognised as an issue in this area. The number of staff and the utilisation of the service was reviewed in order to provide the best service. There was evidence of staff consultation.

There were concerns that the correct message was not being passed on to the staff.

LF proposed that she would discuss this issue with the Estates Manager and staff as a whole to set out the rationale and explain the decisions that had been made.

7. SUCCESSION PLANNING

EIS raised concern that there was a gap in succession planning and work needed to be done to ensure the service for the students.

The Chair advised that the academic “families” were to be reviewed and areas changed as was required.

The PDMs were aware of this review and would take a critical leadership role in this review.

8. DATE AND TIME OF THE NEXT MEETING

The date of the next meeting 11th December 2018 at 1600.

Signed by the Chair: _____

Date: _____