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| Meeting | Human Resources Committee |
| Date and time | Thursday 29 November 2018 at 8.30 a.m. |
| Location | Room 220, 1 Inverness Campus |

College Secretary
28 November 2018

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Minutes of the Meeting of the Human Resources Committee held on 28 September 2018
2. **OUTSTANDING ACTIONS**
Action List
3. **POLICIES**
 - a) **Relocation & Removal**
Covering report by Policy Officer
 - b) **Staff Grievance**
Covering report by Policy Officer

ITEMS FOR DISCUSSION

4. **HUMAN RESOURCES ANNUAL REPORT 2017-18**
Report by Director of Organisational Development
5. **DIVERSITY ANNUAL REPORT**
Report by Director of Organisational Development
6. **SUCCESSION PLANNING ANNUAL REPORT (CONFIDENTIAL)**
Report by Director of Organisational Development
7. **STAFF SURVEY**
Report by Director of Organisational Development

8. **NATIONAL BARGAINING (CONFIDENTIAL)**
Report by Director of Organisational Development
 9. **HALF YEARLY EMPLOYMENT LAW UPDATE**
Report by Director of Organisational Development
 10. **HIGHER MEDIA ACTION PLAN**
Report by Director of Organisational Development
-

ITEMS FOR NOTING

11. **EMPLOYEE RELATIONS**
Minutes of the Meeting of the JCC – 23 October 2018
12. **AOCB**
13. **DATE OF NEXT MEETING**
Thursday 28 February 2019 at 8.30 a.m.

Board of Management

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Friday 28 September 2018

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

Carron McDiarmid and Steve Walsh declared an interest in item 3 which referred to working with Highland Council.

1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 30 May 2018 were **AGREED** as a correct record and were **APPROVED** and signed.

2. OUTSTANDING ACTIONS

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

Employment Law – National Living Wage accreditation update

The Director of Organisational Development advised that the Cleaning Contractor, Mears, had agreed to move to paying the national living wage so the College was now in a position to make application to become an accredited living wage employer.

3. EQUALITY OUTCOMES ANNUAL REPORT

The Equality Act 2010 replaced previous anti-discrimination law, consolidating it into a single act. It contained a public sector equality duty (PSED) which consisted of a general duty supported by specific duties.

A report by the Director of Organisational Development set out the progress made in 2016/17 and developments in 2017/18 in anticipation of formal reporting by April 2019. The College had published its mainstreaming report in April 2017 and a review of progress was due for publication by April 2019.

The Committee discussed the report in detail and made the following observations:-

- It was pleasing to note that the report showed there was a strong emphasis on partnership working
- Clarity was required on which students fell under the category "Price Group 5"
- Improved attainment rates had been achieved by students from SIMD and care experienced learner groups but enrolment numbers had decreased in 2016-17 from the previous year

- It was acknowledged that it was difficult to show real improvement in some areas because of the demographics and ethnicity of students across the highlands.

The Committee suggested that the College should request the Head of Education Services at Highland Council to encourage greater engagement by all secondary schools and that Inverness High School should be acknowledged as an example of best practice.

The Committee, subject to the amendments referred to above, **AGREED** to recommend the equality outcomes annual report to the Board of Management for approval.

4. ORGANISATION AND PROFESSIONAL DEVELOPMENT STRATEGY - REVIEW OF PROGRESS

A report by the Director of Organisational Development provided a review of the progress made in the organisation and professional development strategy. Some of the key issues to note were that

- Good progress had been made with phase 3 of the LEAD management development programme and LEAD 4 had been launched
- The UHI Human Resource Practitioner group appeared to have lost some focus and as a result, progress with shared services had been disappointing.
- Work was progressing well to embed the College values and commitments into working practices.
- LEAD 4 sessions had introduced managers to coaching and mentoring techniques
- Effort and achievement of staff was recognised across a number of social media platforms
- There was a further increase in the range and number of opportunities provided to staff to engage in CPD.

The Committee **NOTED** the positive report.

5. HUMAN RESOURCES PERFORMANCE INDICATORS – QUARTER 4 2017/18

A report by the Trainee Human Resources Manager provided qualitative analysis of key HR measures during quarter 4, 2017-18 as follows:-

- Turnover
- Absence
- Headcount and FTE
- Leavers
- Starters
- Transfers, secondments and flexible working arrangements.

The Committee **NOTED** that stress and anxiety and mental health accounted for 25% of sickness absence in Q4 but was pleased to note that the HR Manager and Access and Progression Manager were working together as part of the College's healthy University steering group which was aimed at tackling mental health and improving wellbeing for both students and staff going forward.

6. STRATEGIC DIALOGUE

The Director of Organisational Development provided a brief update of the UHI Assembly which had been held on 26th September. The Chair of the UHI Court would be sending out further information in the next few days on the next steps to be taken.

7. NATIONAL BARGAINING

A report by the Director of Organisational Development referred to a number of communications from Scotland's Colleges, the key points being

1. The SFC's position regarding disproportionate impact, affordability and funding of annual pay awards.
2. The management side position for lecturers and support staff and pay deal offered.
3. Rising chance of further dispute from lecturers
4. Impact on the cost of staffing and in particular events and other opportunities for diversification of income.
5. The overall impact on the UHI region.

The Committee discussed the main issues and **NOTED** that a comprehensive report would be submitted to the next meeting of the Board of Management on 11 October.

8. IIP GOLD ANNUAL REVIEW

A report by the Director of Organisational Development updated the Committee on the IIP Gold staff survey which was a focus of the IIP annual review in the current academic year. The survey would be launched on 29 October and the analysis would be undertaken by the IIP assessor. The analysis would show the results by different groups/departments, full time, part time staff etc.

The Committee considered the list of base questions and discussed whether long service would be something which would be covered under the indicator on recognising and rewarding high performance.

The Committee looked forward to discussing the outcomes of the survey at a future meeting.

9. HEALTHY UNIVERSITY STRATEGY

A report by the Trainee Human Resources Manager advised that the College recognised that wellbeing was one of the most successful contributors to the success of individuals, communities and societies. The College was committed to ensuring that it became both a healthy university and a safe campus. By working towards these aims, a number of benefits would result, including, for example, enhanced learning experience, improved health outcomes, increased staff and student satisfaction and engagement and a positive impact on recruitment and retention.

The Committee **NOTED** the positive report.

10. EXTERNAL SUPPORT ANNUAL REPORT

A report by the Trainee Human Resources Manager outlined the current position regarding the three external support contracts in place with the College.

There was a potential opportunity to join in with a collaborative tender exercise with Highland Council and other key partners for the provision of occupational health services when the current contract with Iqarus expired in March 2019.

The level of use of the current employment assistance programme with AXA was very low and required much more promotional activity.

The Legal Services contract was currently out to tender. Harper MacLeod was not part of the APUC framework agreement so they would not be able to tender for the contract. The appointment of the college legal services contactor was anticipated in November.

The Committee **NOTED** the position.

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

11. MINUTES

- a. Joint Consultative Committee – 26 June 2018
- b. Joint Consultative Committee – 4 September 2018

12. DATE OF NEXT MEETING

Thursday 29 November 2018 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

Actions from Human Resources Committee

| 30 May 2018 | | | | |
|---------------------------------|--|---------------------|--|----------|
| Item | Action | Responsibility | Time line | Actioned |
| Long Service | Revisit this suggestion when the Organisation and Development strategy was next reviewed | Director of Org Dev | | |
| 28 September 2018 | | | | |
| Item | Action | Responsibility | Time line | Actioned |
| Equality outcomes annual report | Clarity on which students fell under the category Price 5 group | Director of Org Dev | For issue with Board agenda on 5 th October | COMPLETE |
| | Cover sheet summarising the changes in figures year on year ahead of publishing final report in April 2019 | Dir of Org Dev | April 2019 | |

Board of Management

| | |
|---|--|
| Subject/Title: | Relocation and Removal Scheme Policy |
| Author: [Name and Job title] | Sarah McCarvel HR Advisor |
| Meeting: | Human Resources Committee |
| Meeting Date: | 29 November 2018 |
| Date Paper prepared: | 13 November 2018 |
| Brief Summary of the paper: | <p>Background</p> <p>The policy was discussed at Scrutiny Panel (30th May 2018) and SMT (19th September 2018). As the updates are solely legislative, following approval by the Human Resources Committee, the policy will be published.</p> <p>Main body of information</p> <p><u>Legislative Framework</u></p> <p>Update to current legislation in this area. Namely, to include reference to:</p> <ul style="list-style-type: none"> • Employment Rights Acts 1996 • The General Data Protection Regulation (2016/679 EU). • Income Tax (Earnings and Pensions) Act 2003 • UK Borders Act 2017 |
| Action requested: [Approval, recommendation, discussion, noting] | The Committee is asked to approve the changes to the draft (revised) Relocation and Removal Scheme policy |
| 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] | 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



RELOCATION AND REMOVAL SCHEME POLICY

REFERENCE: PL/HR/2018/002

| | |
|--------------------------------------|--|
| Policy Owner | Director of Organisational Development |
| Lead Officer | HR Manager |
| Review Officer | HR Advisor |
| Date first approved by BoM | 11 October 2010 |
| First Review Date | July 2012 |
| Date review approved by BoM | 20 June 2013 |
| Next Review Date | July 2016 |
| Equality impact assessment | |
| Further information (where relevant) | |

| Reviewer | Date | Review Action/Impact |
|------------|----------|----------------------|
| HR Manager | 20.06.13 | Reviewed by BoM |
| | | |
| | | |

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| 3. Scope | 3 |
| 4. Compliance | 3 |
| 5. Monitoring | 4 |

1. Policy Statement

As part of the College's commitment to securing the services of new staff, the College aims to support eligible employees who are required to move home in order to take up an appointment with Inverness College UHI and are approved for relocation and removal. It addresses relocation, removals, temporary accommodation and allowances. Notification of entitlement to relocation and removal assistance will be confirmed in the post details given to job applicants.

The policy and procedure will only apply where prior agreement is reached when advertising and when a move is of more than fifty miles from the original residence. Consideration may be given to the provision of relocation assistance where a move is less than 50 miles but this would only be in exceptional circumstances. Staff must not use this policy as authority to commit themselves to expenditure. All removal expenses must be authorised in advance. The Policy is intended to support relocation and should not be used by staff for financial gain and staff must not use this policy as authority to commit themselves to expenditure.

2. Legislative framework / related policies

- 2.1. Employment Rights Act 1996
- 2.2. General Data Protection Regulation (2016/679 EU)
- 2.3. Preventing Fraud and Corruption Policy
- 2.4. Income Tax (Earnings and Pensions) Act 2003
- 2.5. The Equal Pay Act 1970 (Amendment) Regulations 2003
- 2.6. The Immigration, Asylum and Nationality Act 2006
- 2.7. Inverness College Staff Recruitment and Selection Policy and Procedure
- 2.8. UK Borders Act 2017

3. Scope

- 3.1. The Relocation and Removal scheme applies to new employees of Inverness College UHI who have been appointed following a successful external recruitment exercise and are eligible for removal allowances as agreed at Staff Resource Panel in advance of advertising.

4. Compliance

- 4.1. This policy must be complied with and it will be audited regularly with reports going to the appropriate committee.

5. Monitoring

5.1. The Relocation and Removal Scheme - Policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.

Further monitoring will be provided to the HR Committee in consideration with College wide recruitment activity and the number of instances whereby Relocation and Removal support is applied.

6. Review

6.1. The Relocation and Removal Scheme Policy and Procedure will be subject to ongoing review in accordance with the development of the College recruitment strategy and normally reviewed every 3 years.

Board of Management

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|--|---|
| Subject/Title: | Staff Grievance Policy |
| Author: [Name and Job title] | Laurie MacLeod HR Advisor |
| Meeting: | Human Resources Committee |
| Meeting Date: | 29 November 2018 |
| Date Paper prepared: | 13 November 2018 |
| Brief Summary of the paper: | <p>Background The policy was discussed at Scrutiny Panel (30th May 2018) and SMT (19th September 2018). As the update is solely legislative, following approval by the Human Resources Committee, the policy will be published.</p> <p>Main body of information</p> <p><u>Legislative Framework</u> Update to current legislation in this area. Namely, to include reference to the General Data Protection Regulation 2016/679 EU</p> |
| Action requested: [Approval, recommendation, discussion, noting] | The Committee is asked to approve the changes to the draft (revised) Staff Grievance policy |
| 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] | 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. | | | |
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| Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33) | | Its disclosure would constitute a breach of confidence actionable in court (S36) | |
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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf



STAFF GRIEVANCE POLICY

REFERENCE: PL/HR/2018/001

| | |
|--------------------------------------|--|
| Policy Owner | Director of Organisational Development and Performance |
| Lead Officer | HR Manager |
| Review Officer | HR Advisor |
| Date first approved by BoM | 9 March 2009 |
| First Review Date | July 2012 |
| Date review approved by BoM | |
| Next Review Date | July 2016 |
| Equality impact assessment | |
| Further information (where relevant) | |

| Reviewer | Date | Review Action/Impact |
|----------|------|------------------------------|
| | 2012 | Review date extended to 2016 |
| | | |
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| 3. Scope | 4 |
| 4. Compliance | 4 |
| 5. Monitoring | 4 |
| 6. Review | 4 |

1. Policy Statement

The College aims to ensure that everything possible is done by managers and staff to encourage and maintain good employee relations, so that each person can fulfil their potential and contribute to the success of the College. The College is committed to dealing promptly, fairly, and consistently with staff grievances or with anyone who feels that they have been treated unfairly. The College will deal with complaints as swiftly as possible ensuring confidentiality is maintained at all times.

The purpose of this policy is to:

- provide a framework within which staff grievance issues can be resolved in a consistent manner, designed to promote fairness in relation to the treatment of all Inverness College UHI employees;
- ensure that grievances are resolved as quickly as possible;
- help maintain strong and supportive professional relationships within the College;
- meet the college statutory responsibilities in line with legislation.

The staff grievance procedure sets out the stages which must be followed.

2. Legislative framework/related policies

- 2.1. General Data Protection Regulation (2016/679 EU)
- 2.2. Public Interest Disclosure Act 1998
- 2.3. Employment Rights Act 1996
- 2.4. Employment Act 2002 (Dispute Resolution) Regulations
- 2.5. Employment Relations Act 1999 and 2004
- 2.6. ACAS Code of Practice on Disciplinary and Grievance Procedure Inverness
- 2.7. College Public Interest Disclosure (Whistle Blowing) Policy
- 2.8. Inverness College Data Protection Policy 2017
- 2.9. Equality Act 2010
- 2.10. Inverness College Staff Disciplinary Policy and Procedure
- 2.11. Inverness College Mediation Policy and Procedure

3. Scope

- 3.1. This policy applies to all Inverness College UHI employees regardless of length of service.

4. Compliance

- 4.1. This policy and associated procedures must be complied with and will be audited regularly with reports going to the appropriate committees.
- 4.2. This document is compliant with the disciplinary, dismissal and grievance regulations as detailed in the 'Legislative framework/related policies' above.

5. Monitoring

- 5.1. Each college policy will be monitored and its implementation evaluated.

6. Review

- 6.1. The policy and related procedures will normally be reviewed every three years to ensure it continues to meet College requirements within the legislative framework.

Board of Management

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|---|--|
| Subject/Title: | Human Resources Annual Report 2017-18 (including Diversity Annual Report) |
| Author: [Name and Job title] | Lindsay Ferries, Director of Organisational Development |
| Meeting: | Human Resources Committee |
| Meeting Date: | 29 November 2018 |
| Date Paper prepared: | 28 November 2018 |
| Brief Summary of the paper: | This report presents qualitative analysis of key HR measures surrounding turnover, absence and diversity. |
| 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: the report also incorporates our annual equality and diversity monitoring |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | SMT |

| | | | |
|---|------------------|--|--|
| Status – [Confidential/Non confidential] | Non Confidential | | |
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Human Resources Annual Report 2017 - 18

Recommendation(s)

The Human Resources Committee is asked to discuss the report.

Background

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

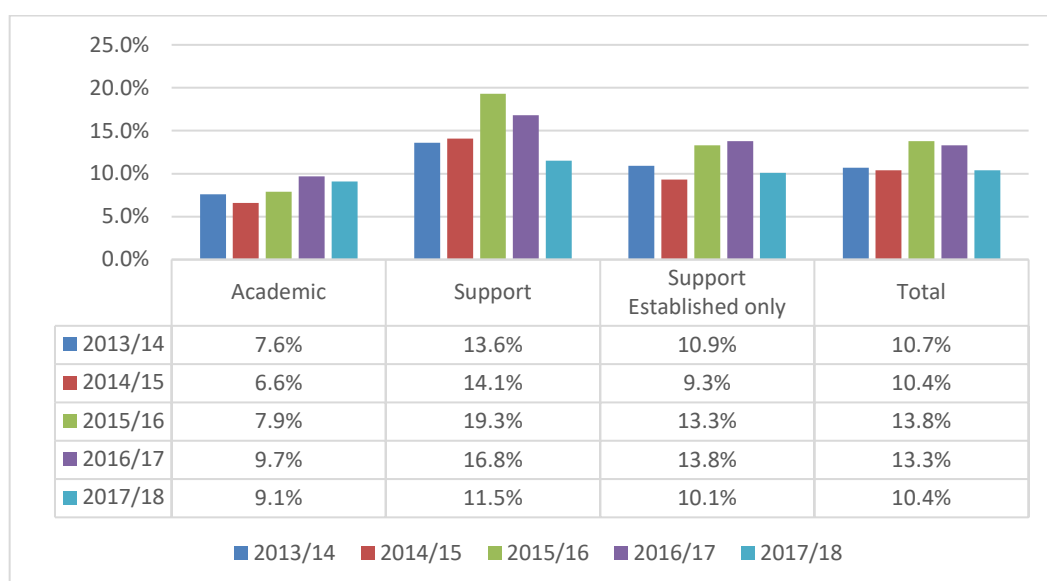
1. Turnover and headcount

Annual core staff turnover in 2017/18 was 10.4% compared with 13.3% in 2016/17, 13.8% in 2015/16, 10.4% in 2014/15 and 10.7% in 2013/14.

The 2017/18 turnover figure for academic staff is 9.1% and for support staff 11.5%. Both figures are down on the previous year (academic 9.7% and support 16.8%).

For established support staff only, the turnover for 2017/18 was 10.1% compared to 13.8% for 2016/17. Therefore the turnover can be attributed largely to the end of fixed term contracts.

Chart showing Trend in Annual Staff Turnover for 5 years to 2017/18

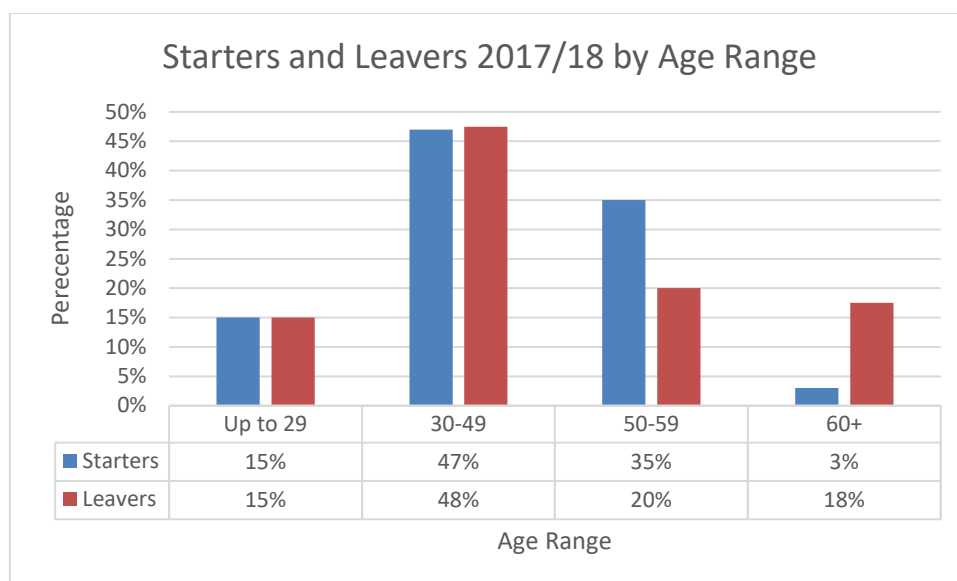


Figures represented are for core staff only including fixed term contracts, and do not consider any supply or agency staff utilised across the College.

The age profile of new starters in 2017/18 demonstrated 62% of starters being aged 49 or younger. 3% of starters in 2017/18 were aged 60 or over. The trend shows the college attracting a younger and more balanced demographic than in previous years.

The age profile for leavers in 2017/18 is notable in that 63% are aged 49 or younger and 18% of leavers are aged 60 or over. This indicates the pension effect on the retention of staff beyond age 50.

The table below shows percentage by age range of starters and leavers for year 2017/18.



Leavers

There were 40 leavers in 2017/18. Reasons for leaving are detailed below:

| Reason for leaving | Total |
|----------------------------|-----------|
| Dismissal | 3 |
| End of Fixed Term Contract | 7 |
| Resignation | 24 |
| Retirement | 6 |
| TOTAL | 40 |

Two dismissals were related to capability (ill health) and one was related to failure to attend work without notification after two months service and therefore a breach of contract.

Starters

There were 60 starters in 2017/18 in the following categories:

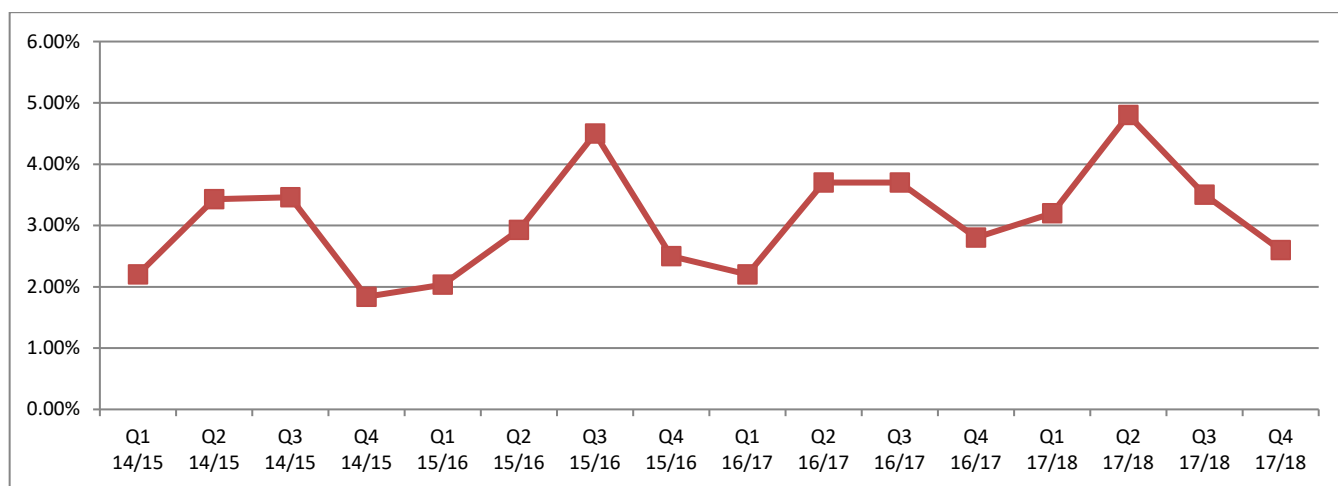
| Category | Total |
|---|-----------|
| Support Management Established Position | 1 |
| Support Staff SMT Established | 2 |
| Support Staff Established Position | 8 |
| Support Staff Non Established Position | 17 |
| Support Term Time Only Established | 7 |
| Support TTO Non Established | 3 |
| Teaching Staff Established Position | 13 |
| Teaching Staff Non Established Position | 9 |
| TOTAL | 60 |

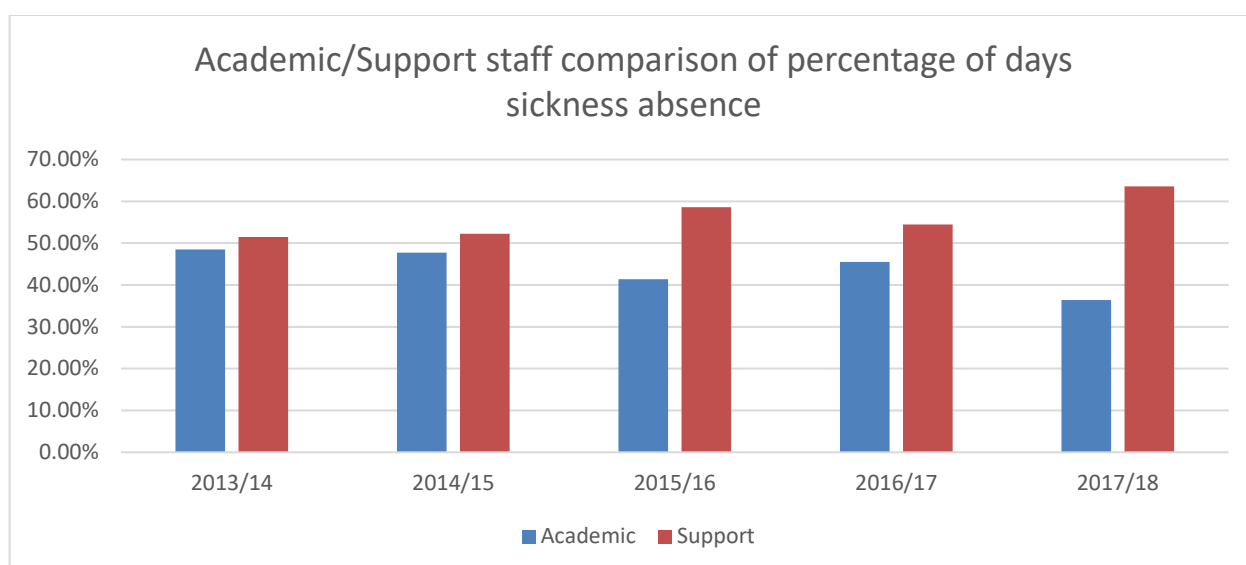
Absence

The overall percentage of working days lost to sickness absence in 2017/18 equates to 3.7% of working days available for both academic and support staff.

As shown in the charts below, this follows a similar pattern to previous years, with support staff percentage of days lost being slightly higher overall than academic staff.

Absence %





The reasons for absence are detailed below for total days lost, short term absence and long term (more than 28 consecutive days). It should be noted that episodes of absence caused by stress/anxiety are deemed to be long term if they last for 13 days or more. Any episodes that meet this criteria are included in the long term absence figures.

Total days lost Sickness Absence Reasons

| Absence Reason | Total Days in 2017-18 | Episodes | Average duration | % of Total Sickness Absence |
|---------------------------|-----------------------|------------|------------------|-----------------------------|
| Bacteriological infection | 73 | 31 | 2.35 | 2% |
| Cardiological | 138 | 7 | 19.71 | 4% |
| Debility | 50 | 8 | 6.25 | 2% |
| Dermatological | 24 | 5 | 4.80 | 1% |
| Digestive system | 102 | 43 | 2.37 | 3% |
| Genitourinary | 7 | 3 | 2.33 | 0% |
| Gynaecological | 6.5 | 3 | 2.17 | 0% |
| Headaches/Migraine | 262 | 29 | 9.03 | 8% |
| Injury | 208 | 26 | 8.00 | 7% |
| Mental Health | 143 | 26 | 5.50 | 5% |
| Minor Illness | 67 | 46 | 1.46 | 2% |
| Musculoskeletal | 145.5 | 26 | 5.60 | 5% |
| Neurological | 168.5 | 20 | 8.43 | 5% |
| Oncological | 102 | 2 | 51.00 | 3% |
| Pregnancy related | 52.5 | 10 | 5.25 | 2% |
| Respiratory system | 105 | 18 | 5.83 | 3% |
| Stress/Anxiety | 586.5 | 27 | 21.72 | 19% |
| Surgical | 413 | 28 | 14.75 | 13% |
| Viral infection | 445.5 | 194 | 2.30 | 14% |
| Total | 3099 | 552 | | 100% |

Short Term Sickness Absence Reasons

| Absence Reason | Total Days in 2017-18 | Episodes | Average duration | % of Short Term Sickness Absence |
|---------------------------|-----------------------|------------|------------------|----------------------------------|
| Bacteriological infection | 73 | 31 | 2.35 | 5% |
| Cardiological | 72 | 6 | 12.00 | 5% |
| Debility | 20 | 7 | 2.86 | 1% |
| Dermatological | 24 | 5 | 4.80 | 2% |
| Digestive system | 102 | 43 | 2.37 | 6% |
| Genitourinary | 7 | 3 | 2.33 | 0% |
| Gynaecological | 6.5 | 3 | 2.17 | 0% |
| Headaches/Migraine | 37 | 25 | 1.48 | 2% |
| Injury | 72 | 23 | 3.13 | 5% |
| Mental Health | 108 | 25 | 4.32 | 7% |
| Minor Illness | 67 | 46 | 1.46 | 4% |
| Musculoskeletal | 80.5 | 25 | 3.22 | 5% |
| Neurological | 102.5 | 19 | 5.39 | 7% |
| Pregnancy related | 24.5 | 9 | 2.72 | 2% |
| Respiratory system | 105 | 18 | 5.83 | 7% |
| Stress/Anxiety | 65.5 | 13 | 5.04 | 4% |
| Surgical | 163 | 22 | 7.41 | 10% |
| Viral infection | 445.5 | 194 | 2.30 | 28% |
| Total | 1575 | 517 | | 100% |

Long Term Sickness Absence Reasons

| Absence Reason | Total Days in 2017-18 | Episodes | Average duration | % of Long Term Sickness Absence |
|--------------------|-----------------------|-----------|------------------|---------------------------------|
| Cardiological | 66 | 1 | 66 | 4% |
| Debility | 30 | 1 | 30 | 2% |
| Headaches/Migraine | 225 | 4 | 56 | 15% |
| Injury | 136 | 3 | 45 | 9% |
| Mental Health | 35 | 1 | 35 | 2% |
| Musculoskeletal | 65 | 1 | 65 | 4% |
| Neurological | 66 | 1 | 66 | 4% |
| Oncological | 102 | 2 | 51 | 7% |
| Pregnancy related | 28 | 1 | 28 | 2% |
| Stress/Anxiety | 521 | 14 | 37 | 34% |
| Surgical | 250 | 6 | 42 | 16% |
| Total | 1524 | 35 | | 100% |

The highest number of days lost to sickness absence in 2017/18 relate to Stress and Anxiety accounting for 19% (4% of short term absence and 34% of long term absence).

This is similar to that in 2016/17, where Stress and Anxiety accounted for 18% of total absence (3% of short term absence and 35% of long term absence).

20 employees suffered long term sickness absence in 2017/18 compared with 19 employees for 2016/17. Of these 12 have returned to work, 5 have left the College and 3 remain absent and under the care of Occupational Health Services.

Viral infection continues to be the most common reason for short term absence.



Diversity

The gender balance for 2017/18 remains broadly the same as the previous two years at 65% female (64% 2016/17 and 62% 2015/16) and 35% male (36% 2016/17 and 38% 2015/16) workforce.

Support staff are made up of 74% female and 26% male. Core teaching staff are 55% female and 45% male.

The percentage figures for 2016/17 were:

- Support staff, 74% female and 26% male.
- Core teaching staff, 54% female and 46% male.

In relation to ethnicity, the proportion of White Scottish staff has decreased slightly to 59% from 64% in 2016/17.

White English has also decreased slightly to 12% from 14% in 2016/17.

1% of core staff are self-declared as black minority ethnic.

Diversity monitoring for starters in 2017/18 shows that 73% of new starters were female, compared to 68% in 2016/17.

Starters in relation to declared ethnicity were 30% White Scottish, 7% White English. This needs to be placed in the context of low self-declaration rates.

3% of new starters declared a disability in 2017/18 which is more than the figure in 2016/17 (0%). The figure for core staff with a disability has increased slightly to 5% from 4% in 2016/17.

Board of Management

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|--|--|
| Subject/Title: | Succession Planning |
| Author: [Name and Job title] | Lindsay Ferries, Director of Organisation Development |
| Meeting: | Human Resources Committee |
| Meeting Date: | 29 November 2018 |
| Date Paper prepared: | 26 November 2018 |
| Brief Summary of the paper: | Building on the internal audit report last year, and ongoing IIP related actions, this report provides an annual report on the key areas of focus over the last year in light of workforce planning. |
| Action requested: [Approval, recommendation, discussion, noting] | Discuss |
| 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 | |

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|---|--------------|--|--|
| Status – [Confidential/Non confidential] | Confidential | | |
| Freedom of Information Can this paper be included in “open” business* [Yes/No] | No | | |
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| Its disclosure would constitute a breach of the Data Protection Act (S38) | X | Other (please give further details) | |
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Board of Management

| | |
|--|--|
| Subject/Title: | Staff Survey – IIP Gold |
| Author: [Name and Job title] | Lindsay Ferries, Director of Organisational Development |
| Meeting: | HR Committee |
| Meeting Date: | Thursday 29 November 2018 |
| Date Paper prepared: | 22 November 2018 |
| Brief Summary of the paper: | ICUHI staff survey along with core questions in light of IIP generation 6 standards for excellence in people management. |
| Action requested: [Approval, recommendation, discussion, noting] | Discussion |
| Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> compliance partnership services risk management strategic plan new opportunity/change | |
| Resource implications: | Yes / No If yes, please specify: |
| Risk implications: | Yes / No If yes, please specify: Operational: Organisational: |
| Equality and Diversity implications: | Yes/No If yes, please specify: |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | All staff and HISA |

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Staff Survey

Background

IIP Generation 6 Standards

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

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

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

IIP Gold Annual Review – Staff Survey

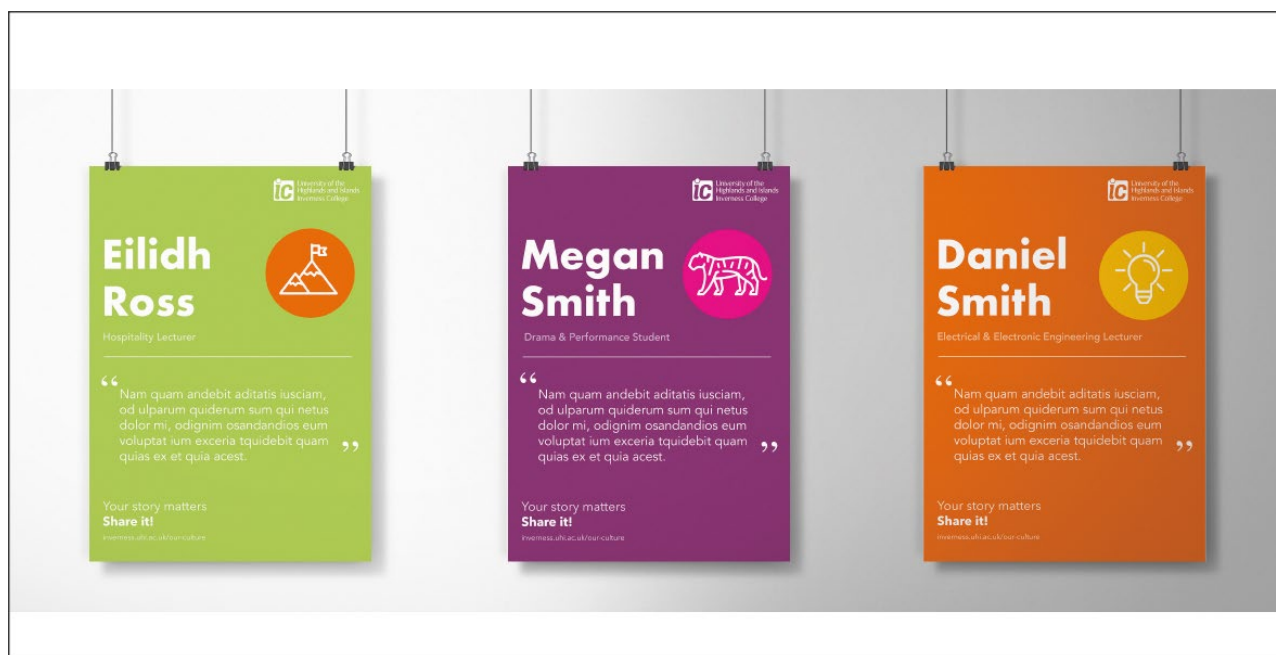
Through the LEAD development sessions we have collectively worked together to define the culture and values to ensure success going forward. Collectively we have developed an 'ABC' model underpinned by our values.



Aligned to our values and commitments in our strategic plan, these are active statements that represent in an inclusive manner our collective culture. As the questionnaire is a method of assessing and collectively understanding our culture we are taking the opportunity in our communication strategy to publicise this further and build on the work already progressed over the last three years.

This will continue after the survey and will underpin the progress of our 2020 future strategic planning process commencing next year and will also inform further work as part of the student partnership agreement.

In particular and responding to the feedback we have had in previous years regards reward and recognition and sharing of success we are proposing a 'your story matters – share it' approach to recognise effort collectively for students and staff. The initial concept looking something like the following:



While this is an aspect of our OD strategy going forward, the question set is seen as a good temperature gauge to realign our people management objectives as required and further develop our OD plan towards platinum status.

The questionnaire will be anonymous and the analysis will be undertaken by our IIP assessor. The SMT will have an opportunity to consider the findings alongside benchmark data with other IIP recognised institutions. We have requested benchmarking in light of the public sector, FE and HE institutions to help us further gauge and inform our collective actions going forward. We will also have an opportunity to engage further in focus group activity, facilitated by IIP in the event that further/richer information would help us.

Staff Survey Plan and Timescales

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

Periodic 'how are we doing' response rate updates have progressed through I-connect and targeted reminder e-mails from IIP. The survey will close on Friday 30th November and a report from IIP will follow before the college breaks up for Christmas

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 |
| | I challenge behaviours which don't match the organisation's values |
| Empowering and involving people | 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 |
| | I am trusted to make decisions in my role |
| Managing performance | 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 |
| | I have discussed my performance with my manager in the last 6 months |
| Recognising and rewarding high performance | 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 |
| | I get appropriate recognition for the work I do |
| Structuring work | 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 |
| | My role enables me to work well with others |
| Building capability | 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 |
| | People are selected for roles based on their skills and abilities |
| Delivering continuous improvement | 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 |
| | I am trusted to try new approaches in the way I work |
| Creating sustainable success | 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

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|--|---|
| Subject/Title: | National Bargaining |
| Author: [Name and Job title] | Lindsay Ferries, Director of Organisational Development |
| Meeting: | Human Resources Committee |
| Meeting Date: | 29 November 2018 |
| Date Paper prepared: | 23 November 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 | |

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Board of Management

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|--|--|
| Subject/Title: | Half Yearly Employment Law Update |
| Author: [Name and Job title] | Lindsay Ferries, Director of Organisational Development |
| Meeting: | Human Resources Committee |
| Meeting Date: | 29 November 2018 |
| Date Paper prepared: | 20 November 2018 |
| Brief Summary of the paper: | This paper sets out a summary of the key employment law developments over the last 6 months and any actions/implications on the college. |
| 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 | Compliance Risk Management |
| Resource implications: | No If yes, please specify: |
| Risk implications: | Yes If yes, please specify: Operational: Organisational: |
| Equality and Diversity implications: | No If yes, please specify: |
| Consultation: [staff, students, UHI & Partners, External] and provide detail | |

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Half Yearly Employment Law Update

| Topic | Impact / Key policy/Procedure | Progress |
|---|---|---|
| <p>Employment Status</p> <p>The last 6 months has seen a considerable amount of activity around the GIG economy and the status of employees, workers and self employed. 'worker by default' and therefore qualification for occupational sickness and holiday entitlement is being considered in a draft bill designed to tackle the perceived exploitation of gig economy workers. The draft bill is wide ranging and also considers guaranteed rights after longer breaks in service beyond 1 week and clearer statutory definitions of status to help alleviate the pressure on employment tribunals. The variability of outcomes of these cases can be seen with the recent Uber and Deliveroo judgements.</p> <p>The NJNC in advance in anticipation of any change in legislation have agreed a 2 year reference period for transfer to permanency for teaching staff effective for those non-permanent lecturers who have 2 years continuous service by 1 April 2019. Refer to circular 01/18 and further circular 04/2018</p> <p>Furthermore a technical implementation briefing note has been issued for support staff in light of the April 2018 to 31 August 2020 pay and conditions deal which further sets out parameters for support staff permanency arrangements.</p> | <p>HMRC considerations and on-costs for interim consultants.</p> <p>Variable/supply contracts and employment status</p> | <p>HMRC review of all interim consultants complete.</p> <p>All new interims and consultant contracts for service to complete HMRC on-line questionnaire.</p> <p>Analysis of staff utilisation on supply contracts and patterns of service.</p> <p>Review of supply contract once further information on the outcome of consultation on the draft bill is complete.</p> <p>Refer to NJNC 01/18, 04/2018 and transfer to permanency.</p> <p>Refer to NJNC STS 05/18</p> |
| <p>Gender Pay Gap Statutory Reporting</p> <p>While the college has published its gender pay gap information on an annual basis through our annual equality outcome reports. This year legislation has been passed to make this mandatory for all employers with more than 250 employees. The deadline for publication is the 4 April 2018.</p> | <p>Review calculations and presentation in line with the guidance</p> <p>Include in Annual Gender Equality Action Plan Reporting Cycle.</p> | <p>Information published on government website as at 4 April 2019.</p> <p>Access through following link:</p> <p>https://gender-pay-gap.service.gov.uk/viewing/employer-details?e=9gFJDrf2qhbin8288rUbxg%21%21</p> |

| Topic | Impact / Key policy/Procedure | Progress |
|--|---|--|
| <p>National Living Wage/ National Pay and Conditions</p> <p>As a result of the collective pay agreement in 18/19 and in line with our contractors' confirmation of 2022 target for application of the living wage, the college made application and joined a number of colleges in Scotland by achieving Living Wage Foundation accreditation.</p> | | <p>Formal accreditation as a living wage employer achieved on 31 October 2018.</p> |
| <p>Removal of Employment Tribunal Fees for Claimants</p> <p>As a result of a case brought by UNISON, the Supreme Court this year ruled that the practice since July 2013 of applying employment tribunal fees to claimants was unlawful as it was argued it denied access to justice for claimants.</p> | | |
| <p>Public Sector Exit Payments (limitation) Bill 2017 - 2019</p> <p>Draft Public Sector Exit Payments Bill is due for its second reading debate in parliament on Friday 23 November 2018. The bill proposes that exit payments to public sector workers are capped. While arrangements have been in place for colleges through the SFC to minimise the impact of redundancy payments through a spend to save approach where the impact of the redundancy pay would be recovered over a reasonable period of time (normally three years). Up until now this has not included pension strain costs associated with early retirement. Pension strain and other contractual entitlements for example notice and holiday accrual will soon be included in the cap.</p> <p>Furthermore public sector workers who do request and are provided voluntary severance will have the liability of repaying their severance payment in the event they secure employment with another public sector employer within 12 months. Further detail is awaited.</p> | <p>Recruitment from other public sector employers/attractiveness of VS packages and the existing moratorium on compulsory redundancies.</p> | <p>Review once the full legislation is published.</p> |
| <p>Trade Union Act 2016</p> <p>Specific and detailed arrangements for balloting, pickets and notification of intended</p> | | <p>In anticipation of further industrial</p> |

| Topic | Impact / Key policy/Procedure | Progress |
|--|-------------------------------|--|
| <p>industrial action. Introduction of certification officer and requirements for publication of facilities time and provision for charging trade unions for the costs of deduction of subscriptions from payroll.</p> <p>Facilities time now presented in annual accounts statements.</p> <p>Formal statutory ballots must now have a minimum of 50% turnout. For important public services including education 40% of those entitled to vote alongside the 50% threshold. This means that if 100 workers are eligible to vote, at least 50 have to vote at least 40 of the 50 have to vote in favour. This is a much higher threshold than previously. It is likely therefore that indicative ballots in advance of statutory ballots will become more prevalent.</p> | | <p>action in semester 2, ensure readiness with points of compliance with legislation at individual employer level.</p> |

Board of Management

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|--|---|
| Subject/Title: | Higher Media Action Plan – Review of PDR |
| Author: [Name and Job title] | Lindsay Ferries, Director of Organisational Development |
| Meeting: | HR Committee |
| Meeting Date: | 29 November 2018 |
| Date Paper prepared: | 27 November 2018 |
| Brief Summary of the paper: | Sets out the link between the PDR process, self evaluation and on further development of the barometer. |
| 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: |
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Higher Media Action Plan – PDR Review

Executive summary

The college PDR process currently directs staff to their departmental operation plan, team self-evaluation and job description to undertake the first review of their performance over the year. It was identified that this process is not always consistent, rigorous or provided managers the information they needed to challenge performance or recognise effective performance.

A further area of development identified is the goal setting process. In some cases this was not always aligned to operational plan objectives and identified improvements and action as stated in the team self evaluation. Furthermore performance monitoring in line with PI's was not always referenced.

Over the period of the year there have also been national developments including the NJNC agreement referencing GTCS lecturer registration and associated PDR arrangements alongside a further review of the Professional Standards for Lecturers and Professional updating arrangements and CPD.

With an eye to these national developments and a focus on performance measurement, the focus for the PDR process has been the development of the performance reporting hub and the use of this data to support the joint evaluation process between the staff member and the manager.

Attached for reference is the most recent presentation to the sector regarding GTCS registration, self evaluation and continuing professional updating and development.



Colleges Scotland

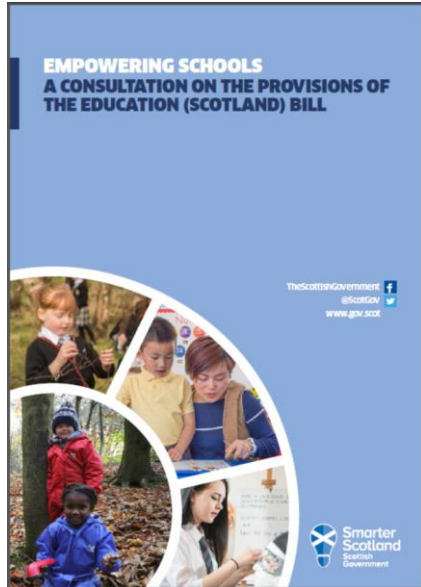
Monday 14 May 2018

Ken Muir, Chief Executive Officer
Vikki Robertson, Senior Education Officer

Session Overview

- Current Education Landscape in Scotland
- Professional Update and College Validation
- Existing GTCS Registration for College Lecturers
- The existing benefits to registration and what GTCS offers

Current Education Landscape in Scotland



GTCS Registration

Draft Education (Scotland) 2019 Bill

Enhancing Professionalism in the College Sector

Professional Standards

Colleges Validated for Professional Update

IN DEPTH FURTHER EDUCATION

FURTHER EDUCATION IN DEPTH

No boundaries to professionalism

More colleges are recognising the many benefits and support that validation offers them and their staff

Background

Before the introduction of Professional Update in 2014 for teachers in schools across Scotland, GTC Scotland validated all 32 local authorities, independent schools and universities delivering teacher education. This was achieved through support visits and a validation panel at which Professional Review and Development (PRD) policy and processes were reviewed against the national criteria for Professional Update. This offered assurance to teachers and the education system that the PRD policy and systems within these organisations met the requirements to support teachers effectively to engage in ongoing career-long professional learning through Professional Update.

Professional Update is not compulsory for colleges – so why have colleges bothered?

For lecturers who are registered with GTC Scotland and who wish to maintain full registration, engagement in Professional Update is a requirement. Lecturers who are working in a college that has not been validated for Professional Update can still submit their professional learning record to

GTC Scotland at their five-yearly sign-off through our Direct Submission process.

It is, however, not compulsory for colleges in Scotland to be validated for Professional Update or for GTC Scotland to review any aspect of policy or process in PRD and professional learning.

GTC Scotland is pleased that seven regional colleges have now been validated for Professional Update and many more are in the process. Going through a validation ensures that lecturers who are registered with GTC Scotland can engage in professional learning through their college PRD process and be signed off at their five-year point by their line manager. However, colleges have found that Professional Update supports not only registered lecturers but all teaching staff and support staff. The process offers an assurance of the quality of the PRD policy and process at the college with a focus on specific areas. Colleges have mentioned a number of benefits to validation. For example, validation:

- is an opportunity for a college to consider whether its current policy and system is contemporary and meets the needs of lecturers and support staff
- provides a chance for a college to

review current recording systems and their fitness for purpose; requires a college to consider how the Professional Standards for Lecturers can be meaningfully used within a reflective system which allows for effective self-evaluation and considers evidence of impact of professional learning. New college standards will be published in June 2018 and colleges that have gone through validation have aligned their policy to ensure professional standards are central to the PRD process, which is a condition of Professional Update.

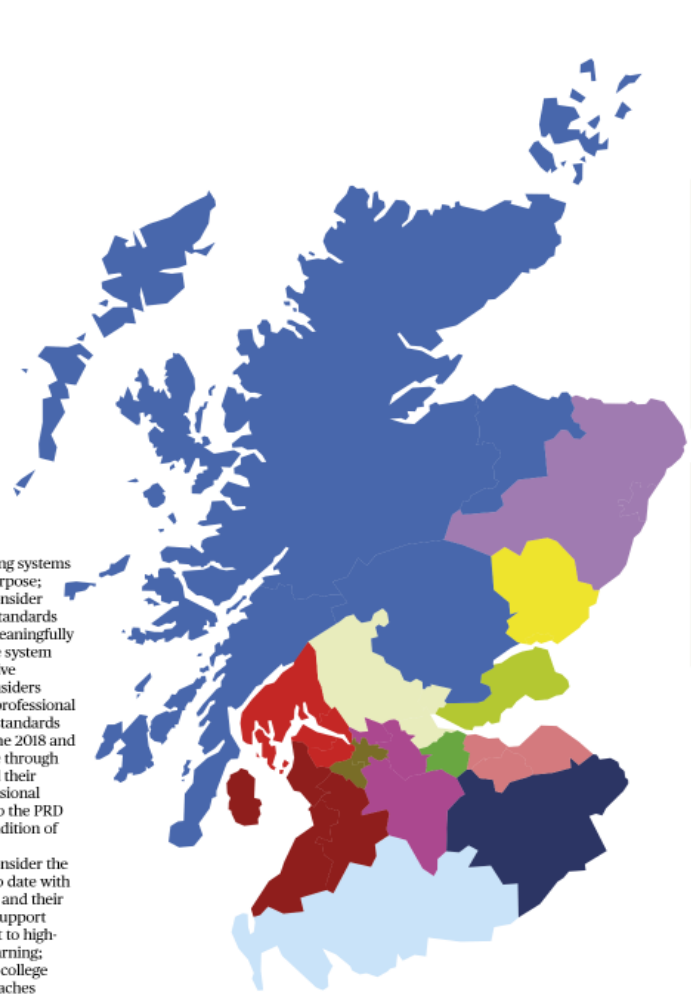
- requires a college to consider the levels of engagement to date with current PRD processes and their fitness for purpose to support a lecturer's entitlement to high-quality professional learning;
- is an opportunity for a college to consider new approaches to support reviewers and reviewees through developing effective coaching and mentoring approaches for high-quality PRD.

Ongoing engagement – a positive picture

The Professional Update validation process is not the end point by any means. The validation lasts for

five years and then an organisation must be revalidated by GTC Scotland. Colleges already validated are still working closely with GTC Scotland to ensure that there is continuity around Professional Update and ongoing support both within the organisation and with teaching staff. (We often use the terms "teacher" and "lecturer"

interchangeably: by this we mean those who work directly with young people and adult learners across Scotland.) This positive picture is an example of how we are supporting teacher professionalism across sectors and boundaries to support teachers and lecturers to deliver high-quality learning and teaching.



| College(s) Validated for Professional Update | Region |
|--|------------------------|
| Dundee & Angus College | Tayside |
| West Lothian College | West Lothian |
| Forth Valley College | Forth Valley |
| Glasgow Kelvin College | Glasgow |
| South Lanarkshire College | Lanarkshire |
| Edinburgh College | Edinburgh and Lothians |
| Fife College | Fife |

| College(s) currently in the process of Professional Update Validation in academic year 2017/18 | Region |
|--|-----------------------|
| New College Lanarkshire | Lanarkshire |
| Ayrshire College | Ayrshire |
| Dumfries and Galloway College | Dumfries and Galloway |
| North East Scotland College | Aberdeen |

GTC Scotland is working with the other remaining colleges in Scotland to support them to gain Professional Update validation

- Ayrshire
- Borders
- Forth Valley
- Dumfries & Galloway
- Edinburgh and Lothians
- Fife
- Glasgow
- Highlands and Islands
- Lanarkshire
- Aberdeen and Aberdeenshire
- Tayside
- West
- West Lothian

This positive picture is an example of how we are supporting teacher professionalism across sectors

Colleges Validated for Professional Update

- **7 regional Colleges Validated** (Dundee and Angus, West Lothian, Forth Valley, Glasgow Kelvin, South Lanarkshire, Fife, Edinburgh)
- **2 validations planned in June 2018** (North East Scotland College, New College Lanarkshire)
- **1 validation planned in Sept 2018** (Dumfries and Galloway)
- Working presently with remaining 5 regional colleges (Ayrshire, Borders, City of Glasgow, Glasgow Clyde and West College Scotland)
- Working with UHI Colleges – to develop a regional approach

Professional Update

Key purposes

- To maintain and improve the quality of our teachers and lecturers as outlined in the relevant Professional Standards and to enhance the **impact that they have on students' learning**
- To support, maintain and **enhance teachers' continued professionalism** and the reputation of the teaching profession in Scotland

Introduced in August 2014 for all GTCS registered teachers in Scotland

Introduced in August 2016 for all GTCS registered lecturers in Scotland

What do lecturers need to do?

A Summary of the Aspects of Professional Update

- On an **ongoing basis**:
 - engage in your staff review (PRD) scheme
 - engage in ongoing professional learning
 - keep a reflective record of PL and evidence of impact on thinking and actions
 - reflect and plan using the Standards
- On an **annual basis**: update registration details on MyGTCS
- On a **5-yearly basis**: sign off to confirm engagement in the process every 5 years with GTC Scotland (lecturer and line manager for Validated Colleges) (Direct Submission if not)

Features of robust self evaluation...

It involves:

- Asking deep and searching questions about your knowledge, understanding skills and professional practice
- Using the Standards to inform and guide your reflections
- Using other influencing factors, such as College aims/improvement plans/course/team plans
- Evidence from your practice should inform and support your self evaluation

Self evaluation should enable you to:

- Identify strengths and areas for development
- Focus on areas for developing expertise
- Plan your Professional Learning
- Consider career planning

Professional Update – Validation for Colleges

The benefits to Colleges of undertaking the PU Validation process are:

1. As an exercise it is incredibly supportive and colleges have commented on how they felt that engaging in the validation as an exercise helped to consolidate existing practice and policy as well as to help identify gaps and consider where things can be improved.
2. The PU validation logo to display on marketing materials which demonstrates that your professional learning (and PRD) in the college is of a high quality and meets the Professional Update quality criteria.
PROFESSIONAL UPDATE IS PROFESSIONAL LEARNING.
3. An opportunity to hear from the GTCS panel what they consider to be your college strengths and may offer recommendations which you may choose to consider.
4. Colleges validated by GTCS or in the process of validation allows GTCS registered lecturers to have their 5 yearly sign-off through the College PRD system, by their current line manager.

PRD Process

- It is not a meeting to PROVE - it is a meeting to support, challenge, celebrate and plan
- Your PL record is there to **support** the meeting, to give it depth and to ensure that you are well informed
- The reviewee /reviewer communication and relationship is key
- The most important part of the PRD process is the quality of the discussion between the reviewer and the reviewee
- This is a professional conversation/dialogue which is based on equality, respect, trust and a coaching conversation

Existing GTCS Registration - Lecturers

Route 1

Full Registration
(in FE sector)

Route 2

Provisional (conditional*)
(in secondary from FE)

Route 3

Provisional (conditional)
(in FE sector)

Required:

TQFE (or equiv.)
190 days teaching
in a college

Required:

Full Registration in FE
Degree in secondary subject
(*condition top up TQ
presently Aberdeen Uni)
within 3 years

Required:

190 days but missing TQFE
(3 years to complete TQFE*)

(This is not live we
currently use TQFE as entry point)

What are the existing benefits of Professional Registration for Lecturers?

- Raise status and standing of Lecturer Professionalism in Scotland's Colleges through Professional Update – Supporting lecturers and Colleges through the process
- “Entitlement model” high quality PRD and Lecturer driven professional learning
- PU is underpinned by coaching/mentoring approaches through professional dialogue - clear focus on professional standards and impact on students and lecturer learning and development needs
- Strongly supporting practitioner enquiry and critical reflection bringing clarity and high quality resources – what?/so what?/now what?
- Professional membership with the Regulatory Body for the Teaching Profession in Scotland - Improve public understanding and perception of the valuable contribution Colleges make to teaching and learning in Scotland
- Online web-based reflective Professional Learning Record (MYGTCS) and soon to be the enhanced MyPL
- Access to over 1700 journals and eBooks through Education HUB (EBSCO) to access professional reading
- Teaching Scotland magazine
- Apply for Professional Recognition in your specific area of expertise

Professional learning is a critical influencer in developing professionalism

What are the existing benefits of Professional Registration for Colleges?

In addition to benefits for Lecturers:

- A clear purpose for the Professional Standards through the Professional Update (PU) process
- PU sets out the expectations of a Lecturer across their career – Focus on Career Long Professional Learning, the Standards and Evidence of Impact of Professional Learning
- Lecturers registered with GTCS (and newly registered lecturers) engaged across a 2 year pilot with 3 Colleges in 2014-2016 with GTCS
- Lecturers on the pilot reported that they liked the centrality of the Professional Standards because they were accountable as Professionals – however Professional Update provided the opportunity to focus on the Standards as developmental as well as to maintain professionalism across their career
- Professional Update became live for College Lectures in August 2016 and those who were not in the pilot say that this is a more rigorous process than existing college PRD demands of them
- GTCS will provide a responsive, high quality service to Lecturers and Colleges to support Lecturer Professionalism
- Regulation of the Profession

Professional learning is a critical influencer in developing professionalism

GTCS sector engagement has informed us:

- That the existing 2012 Lecturer Professional Standards are used (mainly) in:
 - Lecturer Induction* and in the College delivered PDA
 - TQFE (courses accredited by GTCS)
- They are not used in a systematic or reflective way through a lecturers' individual self-evaluation in PL, as part of PRD or across a lecturers' career

*some lecturers on the pilots reported not knowing the lecturers standards (content) prior to Professional Update pilot and existing Lecturers do not know or use them

Professional Standards in Colleges

“any set of standards no matter how well written cannot bring about re-professionalisation in the sector if they lack a sufficient number of people to champion them”.

Tummons, J. (2016). ‘Very positive’ or ‘vague and detached’? Unpacking ambiguities in further education teachers’ responses to professional standards in England. *Research in Post-Compulsory Education*, 21(4), pp.346-359.

GTCS are champions of the Professional Standards and our strong promotion, voice and reach is both across Scotland and internationally

Professional Standards

Professional values
& personal
commitments

The lecturer as
learner – Standards
as provocation and
catalyst for learning

In practice, lecturers as learners will be informed by Professional Standards to:

- Frame & support their thinking and practice
- As a way to signpost and plan their learning (Timperley)
- Develop their teacher agency
- Self evaluate & engage in critically reflective dialogue about practice as part of ongoing PRD process
- Challenge and consider their beliefs, values and professional actions
- Interpret educational policies in action (e.g. GIRFEC, HGIOC, DYW)

A model of professional learning



Professional learning must focus on the teacher-as-learner and how this is related to and impacts upon the learning of children, young people & adult learners.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding (the teacher-as-learner)
- Underpinned by and developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others

Professional learning is informed and supported by Professional Standards and other educational policy.

Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

Getting in Touch

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Joint Consultative Committee

23rd October 2018

1600

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 |
|-----------|--|--------------------------------------|
| 1 | Review HR processes in relation to acknowledgements and requests for additional information. Changes around HR were discussed including HR system network procurement and HR Business Partners. LF to circulate HR BP JD | Lindsay Ferries |
| | Join a Head of Curriculum and Programme Development Managers (PDM) to discuss culture CLOSED | Chris O'Neil, scheduled 07-Sep-18 |
| | Ensure all staff contracts were available on CIPHR CLOSED | Lindsay Ferries |

1. WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting.

2. MINUTES OF PREVIOUS MEETING 4th SEPTEMBER 2018

The minutes were reviewed and agreed.

3. COLLECTIVE BARGAINING UPDATE

Lindsay Ferries provided a verbal update. The support staff pay offer had been accepted and some technical implementation documentation was required. This advice would help to clarify areas and would include shift patterns and the 14 hour reference period. The financial impact of the pay offer on the college was discussed.

The pay offer had been rejected from the teaching side. EIS advised that they were not eager to strike and would like to reach an amicable decision.

4. STRATEGIC DIALOGUE UPDATE

The Chair provided a verbal update. A UHI Assembly had taken place on the 26th of September 2018. A project board would be formed with 3 Academic Partner (AP) Principals, 3 AP Chair of the Board of Management, 2 UHI Court members 2 Executive Office (EO) from the Senior Management Team, 2 Trade Union officials, 4 staff representatives and a number of students.

The Unions expressed desire that the Chair of the project board was not a member of the EO SMT.

There was discussion in relation to the various timetables, concerns, representation, elections etc.

5. UPDATE ON CONSULTATIONS WITH ESTATES TEAM

The Unison representative advised that the Estate Team still had some concerns in relation to Saturday shift pattern. There was a meeting on the 31st of October with the Estates staff, Unison and Lindsay Ferries to move the consultation forward.

6. DATE AND TIME OF THE NEXT MEETING

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

Signed by the Chair: _____

Date: _____