University of the
Highlands and Islands
Moray College

STAFF GOVERNANCE COMMITTEE
Meeting to be held
On 19 February 2019
At 1000 in the Board Room
A G E N D A

Number	Item	Presented By	Action Required:
SG.19.1.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
SG.19.1.02	Apologies for Absence	Clerk	Noting
SG.19.1.03	Any Additional Declarations of Interest including specific items on this Agenda.	Convenor	Noting
SG.19.1.04	Draft Minutes of meeting held on 13 November 2018 *	Convenor	Decision
SG.19.1.05	Matters Arising/Action Sheet from meeting held on 13 November 2018 *	Clerk	Noting
SG.19.1.06	HR Director's Report *	Mrs C Thomson	Discussion
SG.19.1.07	Emerging Issues	Convenor	Noting
	(i) Strategic Objectives for the SGC		
SG.19.1.08	Culture and Values *	Mrs C Thomson	Noting
	(i) Update		
	(ii) Staff Survey 2019 -		
SG.19.1.09	Staff Development Activities 2018/19 *	Mrs C Thomson	Noting
SG.19.1.10	Policies due for Review *	Mrs C Thomson	Decision
	(i) Staff Development Policy and Procedure		
	(ii) Bullying and Harassment Procedure		
	(iii) Capability and Conduct Procedure		
	(iv) Prevention of Alcohol and Drug Misuse Procedure		
	(v) Code of Conduct for Staff		

SG.19.1.11	Health and Safety Update *	Mrs C Thomson	Discussion
	(i) Minutes of Health and Safety Committee 28-11-2018 *		
SG.19.1.12	Review of Terms of Reference of Staff Governance Committee *	Convenor	Discussion
SG.19.1.13	Date of next meeting 14 May 2019	Clerk	Noting
RESERVED ITEMS			
SG.19.1.14	Reserved Minutes of meeting held on 13 November 2018 *	Convenor	Decision

University of the Highlands and Islands Moray College

STAFF GOVERNANCE COMMITTEE
Draft Minutes of Meeting held on
Tuesday 13 November 2018
At 1000 hours in the Boardroom

Present:

Mr David Dalziel (Convenor)	Mrs Patricia Eddie
Mr David Patterson	Mrs Seonaid Mustard
Mrs Rosemary McCormack	

In Attendance:

Mrs Carolyn Thomson
Mr Nick Clinton
Mrs Cathie Fair (Clerk)

Item		Action	Date
SG.18.3.01	**(i) Resignations**		
	There were no resignations		
	(ii) Appointments		
	There were no appointments		
SG.18.3.02	**Apologies for Absence**		
2.1	Apologies for absence were received from Mr J Bodman and Mrs El Melton		
SG.18.3.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	No additional declarations of interest were noted.		
SG.18.3.04	**Draft Minutes of meeting held on 19 June 2018**		
4.1	The Minutes were accepted as an accurate account of the meeting. Proposed: Mrs S Mustard Seconded: Mrs Rosemary McCormack		
SG.18.3.05	**Matters Arising/Action Sheet from meeting held on 19 June 2018**		
5.1	5.1 Remains outstanding as Standing Orders are still under review	**Mrs C Fair Mr D Dalziel**	**May 2019**
	All other actions had been completed		
SG.18.3.06	**HR Director's Report**		
6.1	The HR Director's Report circulated with the papers provided the Committee with an update on current staffing issues including updates on National Bargaining. Circulars on National Bargaining and minutes from JCC had been included for information. Mrs Thomson noted the massive amount of work generated in relation to national bargaining including		

	interpretation, adjustments and increased costs particularly in relation to TQFE. She also highlighted the circular on Transfer to Permanency of teaching staff after 2 year's continuous services. The current pay dispute was also noted by the Committee. The Support staff pay and terms and condition were also discussed and the main points of that were highlighted to the Committee. The Support Staff sector wide job evaluation would be effective from 1 September 2018 and although a process for this has been agreed it is yet to be launched. This will be a massive commitment and the Committee suggested that a contingency for this be included in financial planning. Other issues highlighted to the Committee from the Minutes from JCC included the paper provided by Nikki Yoxall on the current UHI Learning and Teaching review which related to a consistent approach to learning and teaching including classroom observation. The implementation of the Academic Staffing Structure was discussed with levels 3 and 2 now in post and Levels 1 now under consideration although this is fairly complicated but needs to be concluded as soon as possible.		
6.2	A Report on Annual Employment Data for 2016/17 and 2017/18 was also included as part of the HR Director's Report. Headlines were that there is little change year on year. The College has a high disclosure rate on protected characteristics, a high proportion of female employees and the age of the majority of employees is in the age group 45-59.		
Note	***The Committee thanked Mrs Thomson for the amount of information contained within her Report and approved the Annual Employment Data document***		
SG.18.3.07	**Staff Development Audit and Activities**		
7.1	The Committee were presented with a Report which highlighted the main points from a Draft Internal Audit Report on Staff Development. Of 8 Objectives, 7 were Good and one was Satisfactory with 2 priority 3 recommendations relating to Induction and Staff Review. Both of these areas were impacted by current UHI developments and the Committee were requested to extend the procedures in relation to these which are due for review.		
7.2	The second part of the document highlighted staff development activities for 18/19 which had taken place as well as forthcoming opportunities on offer throughout the session. The Committee noted that there are a wide range of opportunities afforded to staff.		
SG.18.3.08	**Workforce Planning and Development Strategy ***		

8.1	A Workforce Planning and Development Strategy, which sets the strategy for the next 3 years was presented for the Committee's approval. Feedback was invited from the Committee.		
Note	**The Committee approved the document.**		
SG.18.3.09	**Emerging Issues**		
	(i) Strategic Objectives for the SGC		
9.1	It was suggested that the Committee takes ownership of two strategic objectives for the current session and after some discussion it was agreed that these should be: • To Champion the 2019 Staff Survey • The Publication on Behavioural indicators for Culture		
Action	The Committee were asked to consider whether they had any other suggestions for strategic objectives and if so, they should contact Mrs Fair (copy to Mr Dalziel).	**Committee**	**Immediate**
SG.18.3.10	**Culture and Values**		
	(i) Update		
10.1	A paper had been circulated for noting which highlighted the progress towards the strategic objectives in relation to the College's Culture and Values which included an update on progress towards meeting those objectives as well as future developments. This was well received by the Committee.		
	(ii) Staff Survey 2019		
10.2	Discussion took place around the plans for a staff survey in 2019 and, as noted under agenda item SG.18.3.09 it was suggested that the Committee champion the 2019 staff survey.		
SG.18.3.11	**Health and Safety Update**		
11.1	Mr Clinton had been invited to provide the Committee with a verbal update on Health and Safety. He explained that Mrs Carter had been working on getting procedural issues up to date as well as dealing with day to day requirements such as PEEPS. As a result of the higher demand in relation to H&S issues at Linkwood, Mrs Carter will be spending regular time there on a weekly basis. Fire Risk Assessment is to be outsourced and the Health and Safety Committee is to be reinstated and a meeting held in November which will report to the December Board. Mr Dalziel stated he is satisfied with the direction of travel.		
11.2	A Draft revised Health and Safety Policy statement was tabled at the meeting and feedback requested		
Action	Feedback to Mr Clinton with copy to Mr Dalziel	**Committee**	**ASAP**

Action	Thereafter feedback to be requested from the Trade Union Health and Safety representatives through the Health and Safety Committee	TU H & S Reps	ASAP
Action	Final document to be presented to December Board and document to be displayed on College website as well as at strategic points throughout the College such as Reception, Refectory, Linkwood and Victoria Art	**Mr Clinton**	**ASAP Dec Board**
SG.18.3.12	**College Policies due for Review**		
	(i) HR Policies and Procedures		
12.1	Mrs Thomson had presented the Committee with a paper on HR Policies and Procedures which was an update from the 19 June Annual Report to the Committee. Of some 30 policies, 3 were due for review in December 2018 and the Committee were asked to approve the following approach: • Regrading and Job Evaluation Procedure – due July 2019– hold review in abeyance pending implementation of a national procedure • Staff Development Procedure – approve a light touch review • Staff Review procedure – hold review of procedure in abeyance pending outcome of national and UHI developments • Staff Induction Procedure – hold review in abeyance pending outcome of national and UHI developments.		
Note	**The Committee approved this approach**		
12.2	Mrs Thomson raised the issue of the Recruitment and Selection procedure and the current practice of HR being involved in every interview. She was considering reviewing this practice to support managers in this process which would remove the need for HR to attend every interview. In principle the Committee were supportive of this approach with appropriate training.		
SG.18.3.13	**Date of Next Meeting – 22 January 2019**		
RESERVED ITEMS			
SG.18.3.14	**Reserved Minutes of meeting held on 19 June 2018**		
14.1	This matter is reserved and the minute held in confidence.		
SG.18.3.15	**Reserved Matters Arising from meeting held on 19 June 2018.**		
15.1	This matter is reserved and the minute held in confidence		
	Meeting closed at 1150		

ACTION SHEET/MATTERS ARISING FROM STAFF GOVERNANCE COMMITTEE HELD ON 13 NOVEMBER 2018

Item		ACTION	DATE	Update
SG.19.1.05	**Matters Arising/Action Sheet from meeting held on 19 June 2018**			
5.1	5.1 - Remains outstanding as Standing Orders are currently under review	Mrs Fair Mr Dalziel	By May 2019	Ongoing – Standing orders due to be refreshed in 2019
SG.18.3.09	**Emerging Issues**			
	(i) **Strategic Objectives for the SGC**			
9.1	The Committee were asked to consider whether they had any other suggestions for strategic objectives and if so, they should contact Mrs Fair (copy to Mr Dalziel).	**Committee**	**Immediate**	Completed and no feedback received
SG.18.3.11	**Health and Safety Update**			
11.1	Feedback on the revised draft Health and Safety Policy Statement to Mr Clinton with copy to Mr Dalziel	**Committee**	**ASAP**	Completed
11.2	Thereafter feedback to be requested from the Trade Union Health and Safety representatives through the Health and Safety Committee	**TU H & S Reps**	**ASAP**	Completed
11.3	Final document to be presented to December Board and document to be displayed on College website as well as at strategic points throughout the College such as Reception, Refectory, Linkwood and Victoria Art	**Mr Clinton**	**ASAP Dec Board**	Completed after minor revision

University of the
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Committee:	Staff Governance Committee
Subject/Issue:	HR Director's Report
Brief summary of the paper:	The attached report is the Human Resources Report covering the period 13 November 2018 to 19 February 2019. This report is prepared for each Staff Governance Committee and includes appropriate issues relating to staffing. Matters arising from the HR Section are also enclosed in this report.
Action requested/decision required:	The attached paper is provided for noting. Where the Committee's approval is being sought, this is identified within the paper.
Status: *(please tick✓)*	**Reserved:**		**Non-reserved:**	✓

Date paper prepared:	12 February 2019
Date of committee meeting:	19 February 2019
Author:	Carolyn Thomson, Director of HR and OD
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	This paper provides an update for the Committee on any significant matters or developments which affect the staff and/or being progressed in relation to employing staff. This may relate to compliance or legislation (for example, PVG, Auto enrolment) or may be in furtherance of objectives within the college's strategic documents. Formal staff consultations and negotiations through the JCC and JNC are also reported upon.
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	This paper reports on the consultations with staff where these have taken place. Minutes of the formal consultations through JCC are provided.
Equality and diversity implications:	Any adjustments to or development of policies, procedures or practices referred to in this paper will be equality impact and risk assessed separately by the relevant party.
Resource implications: *(If yes, please provide detail)*	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.
Risk implications: *(If yes, please provide detail)*	Any risk implications relating to any developments are detailed within the paper or provided to the committee separately.

1.   National Bargaining Update

The following is provided to update on the significant activities which are impacting upon staffing emerging from national bargaining.

Teaching Staff

- **EIS/FELA Industrial Action**
  The EIS/FELA pay dispute was reported to the previous Staff Governance Committee. Since then there has been a ballot for strike action and strike action took place on 16 January 2019 (42 members of staff took part in the strike action) and 5 February 2019 (47 members of staff took part, more members of staff were scheduled to work that day). Further strike action is scheduled for 6 March and 21 March.

- **National Joint Negotiating Committee Circular 04/18 - Transfer to Permanency**
  As was reported at a previous Staff Governance Committee, this circular provides for transfer from temporary to permanent contracts for teaching staff after 2 years continuous service effective from 1 April 2019. The principle of 'no detriment' will apply for those in post at 31 December 2017, and therefore there will require to be a review of all teaching contracts at 1 April 2019, then again as part of the established fractionalisation practice in October 2019. Work is being undertaken throughout February and March in preparation for this.

- **Circular 03/18 Unpromoted Lecturing Staff Salary Placement and Progression**
  We still await further information on the salary placement to the National Pay Scales for new staff starting after 1 April 2019 and also to the registration requirements for all teaching staff.

Support Staff

- **Circular STS 05/18 – Support Staff Pay and Terms and Conditions Agreement 2018-20**
  The majority of the different areas of this circular have been implemented, with some matters such as the implementation of a shift allowance to be resolved.

- **Job Evaluation**
  As the Committee are aware there has already been agreement that a National Job evaluation scheme be implemented for NRPA support staff roles, with an implementation date of 1 Sept 2018. It is understood that a process has been agreed with regard to this but this is yet to be launched.

2.   JCC/JNC Update

No further JCC meetings have been held since the last Staff Governance Committee. The next Joint JCC is scheduled to take place on 26 February 2019.

3.   Academic Staffing Structure

The new Academic Staff Structure has now been fully implemented with the CTL posts being implemented from 1 February 2019. The implementation process was approached is a very constructive way by trade unions, staff reps, affected staff.

A facilitated development event is to be held for all those in promoted academic posts on 1 March 2019 to further support the implementation of the structure and of the new roles.

The following provides a note of the post holders within each area within the promoted academic posts:

Academic Partnerships
Head of Academic Partnerships: Jackie Andrews
Deputy Head of Academic Partnerships: Sam Scott/Allane Hay (job share)

Creative and Professional Industries (CAPRI)
Head of Curriculum: Garry Rendall
Deputy Head of Curriculum: Alistair Fowlie
Curriculum Team Leader: Jane Freeman, Anne Rodda, Stacey Toner, Jane Pickthall (mat cover)

Care, Health, Education and Social Science (CHESS)
Head of Curriculum: Toni McIlwraith
Deputy Head of Curriculum: Lucy Huby
Curriculum Team Leader: Catriona McBain/Susan Martin (job share), Lesley Boddie/Anne Stewart (job share)

HBCT, Sport, Leisure and Core Skills (HBCTSLC)
Head of Curriculum: Rosemary McCormack
Deputy Head of Curriculum: Kelly McLaren
Curriculum Team Leader: Donna Mackie, Vacancy

STEM
Head of Curriculum: Sam Bright
Deputy Head of Curriculum: Gordon McKinnon, Gillian Bain
Curriculum Team Leader: Phil Berrecloth, Audrey Harwell
Level 1 post: Jim MacKinnon

4.   HROD KPIs

The KPIs in relation to the following areas have been agreed by Board for the HROD area and are provided for the Committee's information:

- Understanding and implementation of Core Values
- Training and Development to support the performance of staff role
- Communication, contribution and involvement in decisions
- College staff sickness absence percentage - 3.2%

The evidence first 3 KPIs relates directly to the outcome of the staff survey which is being undertake in Feb/Mar 2019.

The sickness absence rate covering August 2018 to December 2018 averages 2.4%. Past sickness absence rate trends demonstrate an increase in rates during January and February so the expectation is that this average will increase.

5.   Operational Plan – HROD Objectives

The following are the HROD Objectives with the agreed College Operational Plan for session 18/19, with updates provided in *italics*:

- Ensure approval of a Workforce Planning and Development Strategy and plan the implementation of the strategy – Dec 2018

  The Workforce planning and Development Strategy was approved in November 2019. Since then an exercise has been undertaken to ensure that the actions identified have informed the HR Operational Plan.

- Develop a set of behaviours which underpin the College CORE Values and roll these out to all staff – June 2019

  A separate paper provides a further update in activities undertaken in furtherance of the implementation of CORE values. A draft set of behaviours is provided for the Committee's consideration and guidance. Different training activities will be taking place in support of the values throughout the remainder of the session as is reported under item SG.19.1.19.

- Participate in collective UHI activities to review the college Staff Review process to respond to requirements of National Bargaining (timings subject to requirements being clarified) – July 2019

  Progress in relation to this has been limited. As stated above information is awaited in relation to the requirements of professional registration for teaching staff and this will impact upon the process. In the meantime, managers are being supported in relation to the requirements of the current staff review scheme to ensure monitoring and reporting can be improved upon as per the audit recommendation emerging from the Staff Development Audit.

- Undertake activities as required to implement National Bargaining agreements and deadlines – July 2019 (this will be ongoing)

  This work is ongoing. The National JE Project will have a significant additional workload associated with it.

6. Workforce Planning and Development Strategy Actions.

As the committee are aware the implementation of the Workforce Planning and Development Strategy is undertaken through a number of actions (associated with each of the 5 stated aims) and also through the HR and other operational plans. The following provides and update in relation to these actions and aims.

Workforce Profile Aim
To implement effective and proactive workforce planning to attract and retain suitably qualified and skilled staff, with appropriate terms and conditions to meet the current and future needs of the College.

- The Staff Development Procedure has been reviewed and there has been significant focus on staff development activities within session. This has included an increase in budget provision, focus on management development and aligning activities to the CORE values.
- Staff Induction materials have been updated on Blackboard
- There is a project underway to review compliance training with an aspiration to moving all elements to BrightSpace to improve monitoring and reporting.
- Monitoring systems have been implemented within the HR Section to ensure that Staff Induction, Staff Qualifying Periods and Management of Sickness Absence are undertaken in accordance with procedure.
- A review of support staff fixed term contracts has taken place
- A review of teaching staff fixed term contracts will take place over the next two months

Employee Engagement Aim
To develop an engaged and reflective workforce focussing on sustained quality enhancement at all levels.

- A set of positive behaviours to underpin the CORE values have been discussed and are almost finalised
- Training activities have been focused on CORE values
- Senior Management endeavour to ensure that behaviours model CORE values
- Monitoring systems have been implemented within the HR Section to ensure that Staff Induction, Staff Qualifying Periods and Management of Sickness Absence are undertaken in accordance with procedure.
- HR Policies and Procedures are reviewed in accordance with the timetable and with the involvement of staff representatives.
- The meetings structure has been reviewed to endeavour to ensure that staff are advised timeously of issues which affect them
- All staff events have been held within session as reported in paper SG.19.1.09.
- The quality processes have been reviewed and now fully involve all teams (support and teaching) in self evaluation
- A Learning and Teaching Review pilot is underway
- Steps have been taken to share best practice and good news stories, with two stars and a wish and also a newsletter before Christmas.

Leadership Development and Capacity Aim
To implement appropriate structures and development to create opportunities for leadership where individuals and teams feel empowered.

- The Academic Staffing Structure, aligned to national role profiles, is implemented.
- Development events have/are being held for promoted teaching staff on 17 August 2018 and 1 March 2019.
- Management and leadership training events are being provided as per paper SG.19.1.09
- Coaching and mentoring training is being provided for managers.
- Head of Curriculum posts hold a cross college responsibility
- The CMT meeting pulls together all managers in the college

Employee Development and Succession Planning Aim
To provide ongoing professional learning and development for all staff which fosters self-reflection and continuous improvement and aligns to the College objectives.

- The Staff Development Procedure has been reviewed
- Whilst the review of the Staff Review Procedure is held in abeyance (pending national and UHI developments), managers are being reminded of the current staff review process and have been offered support as required. This process provides for both self-reflection and continuous improvement. This process also provides an opportunity to review the service demands moving forward alongside staffing.
- The college is undertaking a pilot in Learning and Teaching Review.
- There have been significant number of opportunities provided in relation to the professional enhancement.

Safe and Supportive Working Environment Aim
To provide a safe, supportive and healthy working environment where diversity is valued and individuals feel supported.

- A set of positive behaviours to underpin the CORE values have been discussed and are almost finalised
- Training activities have been focused on CORE values
- Senior Management endeavour to ensure that behaviours model CORE values
- College has received confirmation of the retention of Healthy Working Lives at bronze level and is working towards attaining silver
- A number of courses in relation to Mental Health have been offered to staff
- Mindfulness Sessions are now being provided each week
- There is a focus on dignity at work and unconscious bias in forthcoming training
- Activities such as 'Time to Talk' 'World Kindness Day' and a weekly lunchtime walk are being supported.
- A new post within the Sport area will allow for longer opening times for the College Gym and Staff discounts for the college gym have been retained

7. Support Staff Fixed Term Contracts

The Committee may recall that a paper was taken to the Joint JCC in October 2018 which proposed to undertake a review of the fixed term support staff contracts in place in advance of the national agreement in relation to transfer to permanency. The purpose of this review was to identify the support staff fixed term contracts in the college, with a view to transferring existing fixed term contracts to permanent where appropriate to do so and also to change the approach to vacancies going forward. At that time, and unlike the teaching staff (where there had been a process in place to review fixed term contracts on an annual basis), there was no existing process in place for support staff contracts (except the legislative arrangements).

Specifically the proposal (which was made as a one off exercise and should not be considered in any 'no detriment' considerations arising from subsequent national agreements) was in three parts:

Recruitment

It was determined that support posts moving forward should be advertised on a permanent basis unless there is a reason that it should be fixed term (such as cover for parental leave, externally funded project work, a post which is heavily dependent on student numbers or individual students, new developments).

It would be expected that permanent posts would be advertised externally.

Additional Hours

Where there are additional hours available which clearly could only be offered to one individual who holds the relevant post on a permanent basis then it was proposed that the approach would be to mutually agree to increase the hours of the individual on a permanent basis or offer an additional fixed term basis contract where the additional hours are for work of a fixed term basis.

Where there are additional hours available which could be undertaken by a number of staff in the relevant post then an expression of interest process can be undertaken.

It is the case that there may be some grey area in relation to when additional hours constitute a post leading to a recruitment need and therefore it was proposed that this be an area which should be kept under review, and there would be a clear requirement upon the line manager to provide a justification for the decisions made with regard to the allocation of additional hours.

Existing fixed term contracts

It was proposed that each existing fixed term contract be reviewed to consider appropriateness for transfer to permanent using a defined process which included the line manager, a review of the reason for the fixed term contract and also whether the individual had completed a Qualifying Period.

The proposal was to implement before the end of the calendar year. The paper found favour with the staff side. It has not been possible to fully complete the process (as a result of the absence of a line manager) but to date approximately half of the existing fixed term contracts have been transferred to permanent as a result of this process (these were communicated to the relevant individuals before the Christmas break).

8. **Equal Pay Statement**

A new Equal Pay Statement will be developed based on the February 2019 payroll data (as has been practice in the past). It will therefore be written within March and will be due for publication before the end of March. Given that the next Staff Governance Committee is not scheduled until May, it is requested that the approval of this document can be done electronically to ensure the most up to date data is used and adherence with deadlines.

Action Required: the Committee are requested to agree an approach to approve the Equal Pay Statement during March 2019.

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Committee:	Staff Governance Committee
Subject/Issue:	Culture and Values
Brief summary of the paper:	The attached report is provided to update the committee on progress towards the stated aim within the Core Strategy to "develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their potential."
Action requested/decision required:	The Committee's feedback is requested in relation to the emerging draft Behavioural Framework.
Status: *(please tick✓)*	Reserved:		Non-reserved:	✓
Date paper prepared:	14 February 2019
Date of committee meeting:	19 February 2019
Author:	Carolyn Thomson, Director of HR and OD
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	As stated above this paper relates specifically to the Moray College UHI Core Strategy
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	This paper reports on the consultations with staff where these have taken place.
Equality and diversity implications:	Any adjustments to or development of policies, procedures or practices referred to in this paper will be equality impact and risk assessed separately by the relevant party.
Resource implications: *(If yes, please provide detail)*	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.
Risk implications: *(If yes, please provide detail)*	Any risk implications relating to any developments are detailed within the paper or provided to the committee separately.

(i)   Culture and Values - Update

Progress towards the Strategic Objective to
- develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their individual potential

The Committee will recall the previous ratification of an approach which would recognise the importance of not only the production of a framework to support the values of the college (essentially a behavioural framework) but also an approach which would see the management and staff 'living the values'. Activities in relation to the 'living the values' approach have been reported upon previously and these and other activities continue such as the introduction of Lunch time walks, support of national campaigns such as 'Time to Talk' and 'World Kindness Day' and the extensive development activities which are reported upon elsewhere within the papers.

In parallel to this discussions have taken place, in different meetings, regarding an appropriate behavioural framework and also where staff members feel that particular challenges to the values occur. This has resulted in the formulation of the attached draft Behavioural Framework and the Committee's feedback is requested in relation to this draft document.

(ii)   Staff Survey 2019

Plans are underway to launch the 2019 Staff Survey towards the end of February 2019. The survey will be issued to staff online and will be live for approximately a month. During that time completion rates can be monitored and reported by the contracted third party. The analysis and report shall be available for the Staff Governance Committee in May 2019. This survey is being undertaken with another Academic Partner, SAMS.

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Collaboration - Openness - Respect – Excellence (CORE) Values – Behavioural Framework

This document is written in the context of the Moray College UHI Strategic Plan and specifically with reference to the stated Organisational Culture Strategic Aim to:

- develop and maintain an organisational culture that promotes the core values of Moray College UHI where people feel safe, valued, supported and able to maximise their individual potential.

Moray College UHI has adopted CORE values which define 'how' we approach our work and complement 'what' we do.

The CORE values are further defined as follows:

Collaboration
- We will encourage working across organisational boundaries and seek to partner with others in order provide the best for our students and our communities.

Openness
- We will be open in our dealings with each other.
- We will be open and welcoming to all who can benefit from what we have to offer.
- We will be open to new ideas and new ways of working to achieve our goals.

Respect
- We will show respect to each other and to others.

Excellence
- We will seek to achieve excellence in everything we do.

This behavioural framework is designed to underpin these CORE values and provide clarity regarding the expectations on the Board and all staff in relation to how they carry out their work, how they treat and interact with others, and how they can be expect to be treated. These behaviours apply to the Board and all staff, regardless of position, and provide baseline which can be used to support reflection upon how we interact with colleagues, customers and the communities of Moray College UHI. The behaviours support discussion about personal competence, where strengths exist and also where development is required to improve and continue to deliver high quality services to our communities.

The framework is structured as positive and negative behaviours which demonstrate Living The Values.

How will this work in practice?

The behaviours framework will be implemented through a number of specific actions as detailed below. In addition, this framework will be incorporated into the Staff Review process where it is anticipated that discussions will be positive, open and frank, giving praise, encouragement and constructive feedback.

Behaviour Framework Actions

- Publication of agreed behaviours that demonstrate living or not living to the core values
- Communication with line managers to ensure that staff review discussions include discussion on the Values
- Delivery of an awareness campaigns and other training events in relation to the CORE values and underpinning behaviours
- Inclusion of the CORE values in college publications
- The Board of Management and Senior Management Team to be positive advocates for the CORE values, leading by example
- Where there are repeated behaviours that demonstrate an individual not living to the core value this will be addressed through support and challenge in the first instance.
- Encouragement and support of those who raise concerns about negative behaviours in an open and supportive way.

The CORE Values Behavioural Framework

Collaboration	
➢ We will encourage working across organisational boundaries and seek to partner with others in order provide the best for our students and our communities.	
Positive Behaviours – Living the Values	Negative Behaviours – Not Living the Values
✓ *Being polite, courteous and professional at all times* ✓ *Helping and supporting team members when they have urgent deadlines and prioritising your work accordingly* ✓ *Identifying opportunities for partnership working* ✓ *Working alongside internal and external colleagues to meet common objectives* ✓ *Promoting a positive team environment with good morale* ✓ *Sharing knowledge, ideas and expertise* ✓ *If a leader, then leading, not filtering* ✓ *Being approachable to those who seek your help, advice or support* ✓ *Valuing the input from others* ✓ *If you are a manager – effectively delegating work, supporting those you work with, actively supporting those that may be struggling, delegating clear and reasonable tasks.* ✓ *Holding people to account in a fair, respectful and supportive way* ✓ *Recognising where a job has been well done*	✘ *Not sharing information with colleagues and not contributing to team efforts* ✘ *Undermining the work of colleagues and the College, creating a negative perception of the College and its employees* ✘ *Not valuing the contribution of others, disregarding the views of others without full consideration* ✘ *Being impolite and discourteous* ✘ *Disregarding the impact of your actions on other teams*

Openness
➢ We will be open in our dealings with each other.

> ➤ We will be open and welcoming to all who can benefit from what we have to offer.
> ➤ We will be open to new ideas and new ways of working to achieve our goals.

Positive Behaviours – Living the Values	Negative Behaviours – Not Living the Values
✓ *Willing to learn new tasks and accepting of new ways of working* ✓ *Acting with honesty and integrity* ✓ *Communicating in an open and honest way* ✓ *Being open but not over sharing – having an awareness that there is a time and place for sharing* ✓ *Being trustworthy with confidential information* ✓ *Willing to be flexible in your approach to work to meet changing service delivery needs, deadlines and urgent priorities.* ✓ *Understanding the need for change and being open to change* ✓ *Anticipating and responding flexibly to changing priorities* ✓ *Modifying practice to meet changing environment* ✓ *Supporting individuals and teams at times of both organisational and personal change* ✓ *Expressing a positive approach to change and promoting the benefits of change to teams and colleagues* ✓ *Actively listening to customer feedback and taking action to improve customer experience* ✓ *Recognising where a job is well done and being honest and supportive when things have not gone so well*	✗ *Discouraging change* ✗ *Being rigid in your approach to work* ✗ *Being reluctant to use new methods/ways of working* ✗ *Being negative in approach to change* ✗ *Ignoring customer feedback or not acting upon it* ✗ *Withholding or being secretive with valid information* ✗ *Gossiping and spreading harmful rumours*

Respect
> ➤ We will show respect to each other and to others.

Positive Behaviours – Living the Values	Negative Behaviours – Not Living the Values
✓ *Treating everyone fairly and understanding that this is not necessarily the same as treating everyone equally* ✓ *Being polite, professional and friendly to colleagues and customers and apply customer care standards and attitudes at all times* ✓ *Being flexible in your approach to work and being responsive to customer demand and service need* ✓ *Avoiding emotional reactions* ✓ *Working safely to maintain the safety of yourself and others, raising concerns about unsafe working practices* ✓ *Having professional relationships with colleagues* ✓ *Actively and respectfully listening to people in order to understand them and their views* ✓ *Questioning not assuming* ✓ *Contributing appropriately in team and other meetings and discussions* ✓ *Present concepts clearly in a way that other people find meaningful.* ✓ *Respecting diversity and promoting equality of opportunity when working with colleagues and members of the public* ✓ *Encouraging colleagues to consider different perspectives in their work* ✓ *Adapting communication to encourage desired behaviour* ✓ *Accepting that people who work for the college come from different walks of life, have different backgrounds and often hold different views from your own. Valuing these differences and treating everyone in a respectful manner.* ✓ *Adopting a fair and ethical approach to others no matter what role they have*	✘ *Being disrespectful, insensitive or unhelpful to colleagues and customers causing upset to others* ✘ *Treating all people the same believing that this is ultimately fair* ✘ *Dismissing some groups because they are small in number* ✘ *Working unsafely* ✘ *Interrupting and talks over others* ✘ *Stopping others from contributing to discussions* ✘ *Reacting emotionally* ✘ *Displaying discriminatory or disrespectful behaviours* ✘ *Not adapting your communication style* ✘ *Not challenging harassment or discriminatory behaviour* ✘ *Being judgemental or expressing stereotypical views, not embracing the diversity and seeing differences in people as being an obstacle to overcome* ✘ *Taking people for granted and not recognising when a good job has been done* ✘ *Not taking into account relevant circumstances which may be impacting on people at work* ✘ *Believing that because there are low numbers form diverse backgrounds that it is political correctness to try and do something different for them* ✘ *Having little understanding of the diversity and not really being interested in improving it* ✘ *Having little appreciation of your own prejudices and how these might impact on your behaviours and judgements* ✘ *Turning a blind eye when others are acting in a discriminatory way* ✘ *Sending emails with negative tones*

✓ Understanding that having a diverse workforce adds value to the way the college works with its communities ✓ Actively taking into account diverse needs when improving or delivering services by taking diverse feedback into account when planning ✓ Encouraging good relationships between diverse groups whenever you can ✓ Being positive about breaking down barriers which may cause a disadvantage to others ✓ Understanding your own prejudices and being careful to ensure that these do not lead to discrimination ✓ Actively challenging discrimination when you see it happening, even though this is sometimes difficult to do ✓ Being careful about the language you use to ensure that, even inadvertently, you don't use discriminating language ✓ Treating others with dignity and respect, understanding and valuing diversity and promoting equality of opportunity.	✘ Cc'ing emails needlessly ✘ Being critical of others by email and in 'public' ✘ Supporting a blame culture or blanket blaming

Excellence We will seek to achieve excellence in everything we do	
Positive Behaviours – Living the Values	Negative Behaviours – Not Living the Values
✓ Contributing to work targets and actions, giving ideas and suggestions as to the best way forward ✓ Being punctual and conscientious in your approach to work ✓ Using college resources efficiently, avoiding waste and unnecessary expense ✓ Identifying inefficiencies in processes and communicating this constructively to your manager	✘ Missing deadlines ✘ Being late for work and appointments ✘ Being disorganised in your approach to tasks ✘ Showing a lack of initiative in seeking work during less busy periods ✘ Not acknowledging and addressing the environmental impact of wasteful practices and attitudes

✓ *Meeting deadlines and targets in your day to day work*	✖ *Not taking responsibility for actions and not learning from mistakes*
✓ *Being accountable and solution focussed*	✖ *Not accepting feedback*
✓ *Using initiative to solve problems and raise potential issues*	✖ *Not being open to change or improvement because it is difficult or might lead to change for you or your team*
✓ *Acknowledging when mistakes are made, understanding the root cause and learning from them*	✖ *Using a blanket approach to all matters because it is convenient*
✓ *Seeking feedback on your performance to learn and improve*	✖ *Unjustifiably blocking progress or change*
✓ *Using information technology to achieve best outcomes*	✖ *Not engaging or involving other people in changes which might affect them*
✓ *Actively seeking solutions to deliver improvements and involving others in the development of solutions and improvements*	✖ *Responding emotionally to challenges*
✓ *Ensuring sustainability and environmental awareness practices are being implemented and that they inform the development of new projects/initiatives*	✖ *Believing targets are aspirational and not really caring whether you achieve them or not*
✓ *Evaluating and reviewing the impact of service improvements from the customers perspective*	✖ *Being resistant to change and finding reasons for things not happening*
✓ *Being aware of and adhering to the College's Code of Conduct*	✖ *Being principally negative with comments looking backwards rather than forward*
✓ *Seeking your own opportunities to improve*	✖ *Being poor at recognising good performance*
✓ *Working conscientiously and proactively to achieve and maintain excellent standard*	✖ *Avoiding unpalatable news or raising issues of poor performance*
✓ *Respond rationally to challenges and avoid emotional responses*	✖ *Over monitoring those that report to you and confusing their responsibilities with your own*
✓ *Supporting decisions made by the organisation to improve services*	
✓ *Being open to change and constructively questioning existing approaches*	
✓ *Responding positively to suggestions or complaints*	
✓ *Being honest and realistic about what can and cannot be achieved*	
✓ *Taking responsibility for your own and your teams performance*	
✓ *Actively listening and valuing what others have to say*	

✓ *Being interested in how other organisations do things and learning from others to improve services* ✓ *Celebrating success*	

Email Etiquette – hints and tips for email use which supports the CORE values

- Do not send messages with which may considered to be offensive, discriminatory, accusatory, sarcastic or threatening
- Always read through an email before sending it
- Always ensure that the email is being sent to the correct person (complete the address box last)
- Avoid any personal content
- Consider how the recipient might interpret the contents of the email
- Be careful when using humour
- Only copy in people who have a need to know the contents of the email – it has been known that some copy in line managers etc to ensure that they receive a response from the recipient. If you have difficulty eliciting a response then this should be dealt with through more open means
- Only use Reply All when it is necessary for all to receive the response
- Take care over the contents of emails, once sent you can lose control over who it is shared with
- Never email when angry
- Remember – Too Long Didn't Read – keep emails concise
- Always use a descriptive subject line
- Don't write in capitals – it comes across as SHOUTING
- Use exclamation points sparingly!!!!
- Provide helpful messages on your Out of Office reply
- Use professional greetings and signatures
- Use a professional font
- If asking for something to be done
    - Be clear about what is needed
    - State why it is needed
    - Explain the format in which it is needed
    - Provide a reasonable timescale
    - Offer to support

University of the Highlands and Islands
Moray College

Committee:	Staff Governance Committee
Subject/Issue:	Staff Development Activities
Brief summary of the paper:	The attached report is provided to update the committee in relation to Staff Development Activities which are taking place and in plan.
Action requested/decision required:	The attached paper is provided for noting, comment and guidance. Where the Committee's approval is being sought, this is identified within the paper.

Status: *(please tick✓)*	**Reserved:**		**Non-reserved:**	✓

Date paper prepared:	12 February 2019
Date of committee meeting:	19 February 2019
Author:	Carolyn Thomson, Director of HR and OD

Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	This paper links to the College CORE Values, Risk Register, Operational and Strategic Plan. The paper also relates to the College's Workforce Development and Planning Strategy.
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	The staff development activities noted emerge from the staff review process, contact with individual line managers, and through consultation with the CMT.
Equality and diversity implications:	Access to staff development activities are considered on an ongoing basis, adjustments to timings and formats being made as necessary.
Resource implications: *(If yes, please provide detail)*	The staff development budget has been reviewed this session and activities are provided within the available budget.
Risk implications: *(If yes, please provide detail)*	The audit report and activities are provided to reduce risk.

Staff Development Activities 18/19

The following is provided as an update to the on staff development activities in session 18/19.

Training already provided

16 and 17 August 2018
Development days for newly appointed Heads of Curriculum/Academic Partnerships and Deputy Heads of Curriculum/Academic Partnerships covering:
- Scene Setting and Priorities
- Support of WLA
- Senior Curriculum Team Meeting
- Team Building
- Values
- Finance Update
- Learning, Teaching, Quality and Curriculum Updates

Staff Development Days: 21 and 23 August 2018
Staff development days for all staff, activities covering:
- Welcome from the Principal
- Student Attendance Update
- Mindfulness Sessions
- Classroom Management
- ADHD Awareness
- HR Policies and Procedures
- GDPR Update
- Mental Health Awareness Training

Staff Development Day: 7 January 2019 (report attached)
- Principal's Update
- L & T Review
- Ethos Training
- Embedding Career Management Standards
- Understanding Self Harm
- Smartboard Training
- New FE Admissions Policy and Procedure
- Assessment is for Learning
- Using support mechanisms to raise standards for all

Throughout the session
The following courses have been advertised to staff
- Stretching and Challenging Learners
- Starter Activities
- Checking Progress – Assessment for Learning
- Differentiation
- Effective Questioning
- Recording Verbal Feedback
- Effective VLE Use
- Learning Environments to Support Students Needs
- Supporting Students with Autism
- Mental Health First Aid Course

- Mental Health First Aid Course – Young People
- Mentally Healthy Workplace for Managers and Supervisors
- Stress Awareness for Managers
- Stress Awareness
- Relaxation
- Promoting Resilience
- Alcohol and Drugs Training for Managers
- CDN Courses including Social Media, making the most of VC)
- Learning and Teaching Academy webinars, meetings and events (including Mentoring Schemes, LTA Connect Webinars, International Women's Day, Digital Education Week (including Gamification for Learning and Teaching))
- Applying Learning Theory to Learning
- Using Student Evaluation and Feedback
- Understanding Self Harm
- Developing Self Awareness
- College Expo19

The following courses are provided online for staff

- Marshall online training (a suite of 9 training modules including Health and Safety, Equality and Diversity, Data Protection, Customer Care, Bullying and Harassment)
- PREVENT training
- Information Security

In addition, staff members can discuss attendance at relevant conferences and seminars with their line managers.

ERASMUS Supported Activities
Thirteen members of staff have or will be undertaking activities supported by ERASMUS within the session, with many more expressing an interest in undertaking an activity.

Individual activities supported by the Staff Development Budget
Given the increased to the staff development budget in 18/19 it has been possible to support many more training activities which mostly emerge from the Staff Review Process, for example, we are supporting approximately 60 staff undertaking activities including:

- 8 teaching staff members to undertake TQFE
- 4 staff at different stages of their PhDs
- 3 staff at different stages of MScs
- And many other courses ranging from 1 day courses to Strategic Leadership courses.

Blue Sky Day
A Blue Sky day was held on 12 October 2018

Plans for future activities

Facilitated Development Event for Promoted Teaching Staff – 1 March 2019
An event is being held on 1 March 2019 to further support the implementation of the structure and of the new roles.

Staff Development Day – 29 March 2019
A staff development day is being held on 29 March 2019. This will largely focus around Bright Space training for teaching staff, coaching skills for line managers and IT and H & S related training for support staff and CORE values.

Specific Role Training
Training on Universal Credit is being held in college for our Student Services and Student Finance staff on 2 April 2019.

Staff Conference
27 June 2019 has been identified as a Staff Conference Day

Flexible Workforce Development Fund –The college bid for funds under the Flexible Workforce Development Fund to support training activities has been submitted. We are now seeking to organise training in the following areas:

- Coaching and Mentoring – on 29 March 2019
- IOSH – Working Safely
- Professional Behaviours at Work – CORE Values (3 sessions)
- Assertiveness Skills and Conflict Management
- Management of Risk
- Unconscious Bias
- Excel (3 sessions, 1 on 29 March)
- Sharepoint (2 sessions, 1 on 29 March)
- IOSH Managing Safely

Mental Health First Aid - This two day course is being delivered in collaboration with the Wellbeing Hub, on 26 and 27th June 2019.

Management and Soft Skills Development
Discussions are underway to have the following management and soft skills development events
- CORE Values: Respect - Dignity at Work (12 March 2019)
- Managing People (28 March 2019)
- CORE Values: Promoting Positive Behaviours and Responding to Conflict (29 March 2019)
- Performance Management (16 April 2019)
- CORE Values: Promoting Positive Behaviours and Improving Working Relationships (17 April 2019)

Mindfulness
We have a member of staff (who is currently being supported through Mindfulness training) who is delivering Mindfulness Sessions on a weekly basis throughout the session.

Skills Network
Preliminary discussions are underway with Skills Network in relation to the provision of fully funded courses in the areas of Health and Social Care, Health, Wellbeing and Awareness and Business and Professional Development.

Evaluation of 7 January 2019 Staff Development Day

The following is a report by Carrie Lynch, HR Advisor, regarding the staff development day held on 7 January 2019.

<u>**Staff Development Day 7th January 2019.**</u>

Introduction:
Our staff development day was held on Monday 7th January 2019.
We began the day with an update and a look ahead with the Principal, where approx. 180 staff attended. All teaching staff then attended a Learning and Teaching review with Nikki Yoxall, Director of Learning and Teaching.
There were 12 events ran throughout the day for both support staff and teaching staff. A total of 189 staff attended the events.
The Programme for the day was issued via email to all staff on 11th December 2018, and all staff were asked to book into events using Microsoft Forms.

<u>Time</u>	<u>Event</u>	<u>Deliverer</u>	<u>Location</u>	<u>Staff</u>	<u>Description</u>	<u>Comments</u>
09.00-09.30	Principals Update	David Patterson	Conference Room	All Staff	Welcome Back and look ahead for the semester.	Seating in rows. Microphone and screens required.
09.45-10.30	Learning and Teaching Review	Nikki Yoxall	Conference Room	All Teaching	**Mandatory session for all teaching and delivery staff. Launch of the learning and teaching review – Part of the regional quality harmonisation project.	All teaching staff to remain after the principals update.
10.30-12.30	Ethos Training	Alan Donnelly	Conference Room	Support	A fun and motivational team build session for support staff.	*Minimum of 18 required
10.30-12.00	Embedding Career Management-Standards	Jackie Andrews	AGBC108	Teaching	This session will focus on ensuring that the entitlements from Career Education and Career Management standards are embedded within our teaching. Staff will complete a CES evaluation tool to determine our starting position and we will collectively carry out a HGIOC reflection activity.	*Max 25
11.00-12.00	Understanding self-harm	Nikki Yoxall	Lecturing Room	All Staff	**TRIGGER WARNING!!** The content of this session may be upsetting, disturbing or potentially traumatising for some staff. To help staff to develop their understanding of what self-harm is, how to support others who may self-harm and develop communication methods to better enable discussion.	*Max 50

Agenda Item: SG.19.1.09

12.00-13.00	Smartboard training	Sam Bright	AGBC108	Teaching	A brief over- view of how smart board can be used to make your lesson more interactive so come along and share ideas with how you use it and find out what else it can do.	Requires a smart board *Max 25
12.00-13.00	Mindfulness	Anne Taylor	AGBC104	All Staff	An Introduction to mindfulness and the opportunity to participate in a meditation.	*Max 12
13.00-14.00	Mindfulness	Anne Taylor	AGBC104	All Staff	An Introduction to mindfulness and the opportunity to participate in a meditation.	*Max 12
13.30-14.00	New FE Admissions policies and Procedures	Stuart Cruickshank	AGBC108	Teaching staff	This 30-minute slot is key for staff who will be conducting interviews to our 2019/20 intake. You will be guided through key changes to the recruitment procedure and introduced to the new interview questions and recording form.	Requires a smart board
14.00-14.30	New FE Admissions policies and Procedures	Stuart Cruickshank	AGBC108	Teaching staff	This 30-minute slot is key for staff who will be conducting interviews to our 2019/20 intake. You will be guided through key changes to the recruitment procedure and introduced to the new interview questions and recording form.	Requires a smart board
14.00-15.00	Assessment is For Learning	Jacqui Bibby	AGBC106	Teaching Staff	Techniques that can be used in the classroom to ensure that all learners are actively engaged in the lesson. The use of AiFL strategies in your lessons will allow you the opportunity to carry out formative assessment of students quickly and easily without any marking as well as encouraging students to take responsibility for their own learning.	*Max 20
14.30-15.00	New FE Admissions policies and Procedures	Stuart Cruickshank	AGBC108	Teaching staff	This 30-minute slot is key for staff who will be conducting interviews to our 2019/20 intake. You will be guided through key changes to the recruitment procedure and introduced to the new interview	Requires a smart board

| 13.30-15.30 | Ethos Training | Alan Donnelly | Conference Room | Support | A fun and motivational team build session for support staff | *Minimum of 18 required |
| 15.00-16.00 | Using Support Mechanisms to raise standards for all. | Nikki Yoxall | AGBC106 | Teaching | 5 ways to make use of support mechanisms to improve the learning experience for all students. | *Max 25 |

Evaluation sheets were then collected at the end of each event.
Feedback from the evaluation forms collected on the day is collated below.
The two Mindfulness events that were due to run on the day were unfortunately cancelled, however arrangements have been made to re run these through the year.

Title	**Ethos Training Session (Ran over 2 sessions)**
Aim	**A Fun and motivational Team Building session.**
No. of attendees	19
% of participants rating the overall value as being good and excellent	100%
Examples of comments about what aspects worked particularly well	'I found this session really enjoyable and I got to know other members from other teams within the college' 'Good fun' 'Mixing with staff I wouldn't normally' 'Got everyone laughing and working well together' 'All the games worked well to bring staff together that you would not normally work with on a daily basis' 'Alan was very enthusiastic which made me want to join in'
Examples of comments about what aspects could have been better	'Could benefit from doing this with colleagues that you work closely with- ie within the team' 'Possibly if we could have been advised to wear more suitable clothing for ease of movement' 'Some of the activities had a physical element which is not necessarily suited to older members of staff' 'A larger group would have been better'
Examples of actions to be taken as a result of the event	'Get fitter' 'Improved communication' 'Good team building exercises to possibly pass onto students' 'Apply what I can to my own team'
Please Quote Me comments	'Good fun and informative, not what I expected but it worked.' 'Good Fun and Energetic.'

Title	**Embedding Career Management Standards**
Aim	**This session will focus on ensuring that the entitlements from career Education and Career management standards are embedded within our teaching. Staff will complete a CES evaluation tool to determine our starting position and we will collectively carry out a HGIOC reflection activity.**
No. of attendees	12

% of participants rating the overall value as being good and excellent	100%
Examples of comments about what aspects worked particularly well	'Good discussions on CMS' 'Was informative and signposted relevant report documentations and linking work skills. Professional dialogue opportunity' 'Trends- Skills and changing workforce.' 'Very informative and interactive' 'General lecture/discussion, not too much detail but enough to hold audience attention' 'Concentration on current practice'
Examples of comments about what aspects could have been better	'A bit rushed.' 'More interactive.' 'FE focused – Add relevance for HE' 'More practical info on how to embed these standards'
Examples of actions to be taken as a result of the event	'Explicit rather than implicit' 'Consider ways of including skills in curriculum' 'Consider change of language to signpost skills' 'To embed CES' 'Team meetings need to have this captured as an agenda item' 'Identify skills learned by students'
Please Quote Me comments	'I found this session very informative.' 'I don't think we can get enough on young people's perceptions and aspirations.'

Title	**Understanding Self Harm**
Aim	**To help staff to develop their understanding of what self-harm is, how to support others who may self-harm and develop communication methods to better enable discussion.**
No. of attendees	50
% of participants rating the overall value as being good and excellent	97%
Examples of comments about what aspects worked particularly well	'Interactive with the group and shared experiences.' 'Good delivery and good time scale' 'Very informative' 'Presenters was engaging and knowledgeable about subject' 'Good balance of discussion and presentation' 'Helped to understand some of the reasons behind it, and know that you do not need to be a 'fixer'' 'Sensitive, informative and very useful'
Examples of comments about what aspects could have been better	'More discussion' 'The layout of the lecture theatre does not allow for someone to easily exit the room if they felt anxious or uncomfortable due to the nature of the session' 'More detail perhaps on what to say/what not to say, make sure you don't make it worse' 'Further discussion small group work (activity)' 'More information/discussion on routes for signposting support within provision available at Moray College UHI' 'It would have been good to have heard how staff coped with situations involving self harm'

Examples of actions to be taken as a result of the event	'General better awareness of self harm' 'Read the updated policy' 'Be aware of coping mechanisms which may be being exhibited' 'Being more aware of triggers in the classroom 'Be better at signposting to support' 'Investigate external organisations' 'Discuss in ELS dept, having a flow chart to show others procedures to respond to need/signpost help' 'Look at available resources'
Please Quote Me comments	'Beneficial, would like to learn more' 'Useful and helpful' 'Very eye opening' 'Very insightful session, which was well presented. Helped further my understanding of self harm so it has definitely achieved its purpose' 'Found it interesting, beneficial for awareness' 'I'm leaving with more knowledge and understanding of self harm. Winner'

Title	Smartboard training
Aim	A brief overview of how smart boards can be used to make your lessons more interactive so come along and share ideas with how you use it and find out what else it can do.
No. of attendees	23
% of participants rating the overall value as being good and excellent	96%
Examples of comments about what aspects worked particularly well	'Very Interactive' 'Staff sharing own ideas and the fact it was an open forum where you could ask questions' 'Hearing how other staff use the Tech'
Examples of comments about what aspects could have been better	'If the board done what was expected' 'I think that a separate session for complete beginners would have been more beneficial for me.'
Examples of actions to be taken as a result of the event	'Use more in class' 'Look at You Tube Tutorials' 'Plan how to make subjects and PowerPoints more interactive' 'Have a go' 'Try incorporating skills into the classroom' 'Use in study bar workshops' 'Use in HNC classes and Degree' 'Learn from others'
Please Quote Me comments	'Sam was very good at making me feel it would be okay' 'A very good practical demo' 'Useful, practical and relevant to teaching'

Title	New FE Admissions Policies and Procedures (Ran over 3 sessions)
Aim	This 30-minute slot is key for staff who will be conducting interviews to our 2019/20 intake. You will be guided through key changes to the recruitment procedure and introduced to the new interview questions and recording form.

No. of attendees	53
% of participants rating the overall value as being good and excellent	100%
Examples of comments about what aspects worked particularly well	'Informed of new process' 'Discussion' 'All info needed provided' 'The subject was directly relevant'
Examples of comments about what aspects could have been better	None Provided
Examples of actions to be taken as a result of the event	'Discuss with interviewers to keep consistent approach' 'Follow new procedure' 'Better planning of our own prestart events' 'Understanding of the FE interview process' 'Review admissions FE Procedures'
Please Quote Me comments	None Provided

Title	**Assessment is For Learning (AiFL)**
Aim	**Techniques that can be used in the classroom to ensure that all learners are actively engaged in the lesson.** **The use of AiFL strategies in your lessons will allow you the opportunity to carry out formative assessment of students quickly and easily without any marking as well as encouraging students to take responsibility for their own learning.**
No. of attendees	16
% of participants rating the overall value as being good and excellent	94%
Examples of comments about what aspects worked particularly well	'Knowledgeable presenter' 'Really good ideas to be used' 'Very approachable, informative and open lesson' 'Lots of new ideas and ways to engage students.'
Examples of comments about what aspects could have been better	'Practical engagement' 'Slow down a bit'
Examples of actions to be taken as a result of the event	'Have a look at teachers toolkit' 'Look into show me boards' 'ABCD Cards' 'Include some techniques in graded unit' 'Make up theory lecturer toolkit' 'Use these ideas in my class' 'Red/Amber/Green cards to monitor understanding/progress'
Please Quote Me comments	'Happy, Useful and Informative' 'Excellent ideas shared' 'A very informative session, which has provided me with some new Learning and Teaching tools to try in S2' 'Really interesting to hear from another lecturer with good expertise in her field'

Title	**Using Support Mechanisms to raise standards for all.**
Aim	**5 ways to make use of support mechanisms to improve the learning experience for all.**

No. of attendees	16
% of participants rating the overall value as being good and excellent	100%
Examples of comments about what aspects worked particularly well	'I found the discussions and sharing of practices interesting' 'Lots of information on support mechanisms' 'The content and examples' 'Identified ways to help improve student learning' 'Interactive. Allowed to give ideas on top of what was presented' 'Interaction from the group with various ideas' 'Discussions with others about learning methods and student accessibility'
Examples of comments about what aspects could have been better	None Provided
Examples of actions to be taken as a result of the event	'Make videos' 'Recording delivery, adjust colour of handouts' 'Adopt different approaches, new techniques, new resources to use' 'Look at changes that can be made' 'Consider room layout' 'Allowing students to record practical sessions to aid them in writing up lab reports'
Please Quote Me comments	'Worthwhile' 'Another fantastic learning experience from Nikki' 'Very informative session'

MORAY COLLEGE UHI

Staff Development
Policy and Procedure

Status	Draft
Version Date and Number	Jan 2019 v0.1
Approved by	Staff Governance Committee
Responsibility for Policy	Director Of HR & OD
Responsibility for Implementation	Director Of HR & OD
Responsibility for Review	Director Of HR & OD
Date for Review	Feb 2023

Please ask if you, or someone you know, would like this document in a different format or language.

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
Feb 2019	Update of Procedure to bring in line with structures and practice as agreed by Staff Governance Committee in November 2018	

Table of Contents

1.   Policy Statement

The pace of change within the further and higher education sectors has never been more rapid. The new challenges and opportunities increasingly demand a range of different skills, knowledge, experience, imagination and creativity. The College therefore affords a high level of commitment to supporting staff development activities, including research and scholarly activity, in order to realise the aspirations expressed in the Mission Statement:

To transform lives and to be at the heart of transformation in Moray, and in the wider region

And our Vision Statement to be famous for:

- *The quality of teaching, learning, and support for students*
- *Our partnership work with stakeholders*
- *The positive impact and outcomes of what we do*
- *Our values and doing the right things in the right way*

Staff development at Moray College is very much provided within the wider context of the college being an Academic Partner of the University of the Highlands and Islands and the UHI Learning and Teaching Enhancement Strategy, Moray College's strategic aims to create and maintain a learning culture which engages, inspires, challenges and supports our whole college community and to develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their individual potential. Staff Development activities are provided in support of the requirements of the Professional Standards for Lecturers in Scotland's Colleges (https://www.cdn.ac.uk/professional-standard) and in support of professional standards emerging from national agreements for support staff.

2.   Introduction

2.1 Scope

This policy applies to all employees of Moray College UHI. The policy covers the expectations, commitment, responsibilities and means by which staff can apply for support to participate in continuing professional development.

In addition to the Teaching and those support staff of levels of Officer and above are expected to undertake 60 hours (pro rata for part time staff) continuous professional development each year in support of their role. Other staff are expected to undertake appropriate CLPL as agreed with their Line Manager and including mandatory training activities.

2.2 Objectives

The objectives of this policy and procedure are to:

- ensure that staff development activities are consistent with the College aims and objectives
- to develop the academic and professional profile of all College staff.
- to promote the advancement and exchange of skills, knowledge and experience among College staff.
- to foster a culture of continuing professional development, including research and scholarship as appropriate
- to inform all staff in relation to the commitment and requirements in relation to staff development activities
- to ensure a consistent approach in relation to the application of staff development activities and funds.

2.3   Definitions

Career-long Professional Learning (CLPL) is the means by which people maintain and enhance their knowledge and skills related to their professional lives.

Staff Development Programme – The range of cross college staff development opportunities which are organised and promoted centrally throughout the academic session.

Line Manager - the manager to whom the employee directly reports.

2.4   Responsibilities

It is the responsibility of all members of staff to maintain currency of knowledge and skills related to their roles, to avail themselves of opportunities to enhance their practice, and to attend staff development events relating to compulsory or compliance training; for example, health and safety, fire training, equality and diversity, protection of vulnerable groups. Additionally, it is each member of staff's responsibility to update their record of CLPL through HR Self Service and to evaluate the impact of any staff development they have undertaken.

It is the responsibility of Line Managers to agree suitable objectives including staff development and CLPL during the annual staff review process and to advise the HR Section of any resulting staff development requirements. It is also Line Managers' responsibility to ensure that an evaluation of CLPL occurs by staff for whom they are responsible.

It is the responsibility of the HR Manager to ensure that this procedure is reviewed and maintained.

It is the responsibility of staff to maintain and enhance their knowledge and skills in accordance with the relevant professional standards.

2.5   References

Staff Review Scheme
Learning and Teaching Review
NJNC Circular 03/18 Unpromoted Lecturing Staff Salary Placement and Progression

2.6 Staff Development Key Priority Areas

Moray College invests heavily into staff development and to ensure that this investment is properly channelled into key areas, the College have set a number of key priority areas for staff development. These are

- Teacher Education
- Professional and Essential Training
- Management and Leadership Development.

2.6.1 Teacher Education

The college is committed to providing learning opportunities of the highest quality and therefore teacher education is a key priority. There is a contractual requirement for any lecturer commencing employment on or after 1 April 2019 and who does not hold a recognised lecturing qualification, to successfully complete such a qualification within two years of taking up a position in any Scottish FE college, subject to local operational requirements. In addition teaching staff are required to undertake 60 hours CLPL, scholarly activity or research each year.

In support of this a number of opportunities are provided. These are monitored, reviewed and supported by a Teacher Education Team, a team of suitably qualified and experienced staff within the college.

Teacher Education is supported by the following:

- Mentoring - for newly appointed lecturers by a member of the Teacher Education Team
- Learning and Teaching Review
- 'Teaching in Colleges Today' College Development Network Activities and events
- UHI Activities through the Learning and Teaching Academy.
- Assessor and Verifier Awards – for staff involved in the delivery of SVQs
- Teaching Qualification in Further Education (TQFE)
- UHI Postgraduate certificate in Professional Development
- Internally delivered learning, teaching and assessment enhancement activity.
- Development through MC and UHI to support Research Impact and Knowledge Exchange.
- Relevant Professional Development Awards

2.6.2 Professional and Essential Training

Training needs relating to professional or subject specific updating are identified by the individual and Line Manager through the Staff Review process. These can range from workshops and seminars to further qualifications. There are legal or priority areas where it has been determined that staff should undertake mandatory training. In support of this, Moray College has invested in a suite of on-line training resources covering:

- Bribery Act
- Safeguarding (Child and Adult)
- Data Protection including Freedom of Information
- Equality and Diversity
- Bullying and Harassment
- Health and Safety
- Customer Service
- Stress Management
- Recruitment and Selection
- Information Security
- PREVENT

In addition other areas have been identified as being mandatory elements such as Fire Training, Sustainability, Copyright and Impact Assessment.

These training modules are offered to staff on a 3 year rolling programme and all staff will be expected to undertake the entire suite of modules within a 3 year cycle.

2.6.3 Management and Leadership Development

Moray College recognises the need to develop staff in management roles who have well developed essential management skills to enable them to function effectively within their role and to manage themselves, the resources for which they are responsible and the teams for which they are accountable.

In recognition of this and to support effective management a number of key management competencies have been identified. These are:

Leading and Managing Staff
Managing Resources
Effective Planning
Leading and Managing Change
Leading and Managing Teams, Partnerships and Collaborations.

These competencies are incorporated into the Recruitment and Selection and Staff Review process and are underpinned by a Management Development activities such as:

- Coaching Skills
- Strategic Management and Leadership

- HR Procedures
- Managing People
- Managing Effective Performance
- Dealing with Conflict
- Budgets, Managing Finance and Resources
- Effective tendering
- Risk Management
- The College Planning Process

Management development activities can also be identified through the staff review process.

2.7   Range and Nature of Support

The College provides appropriate support for staff to undertake courses of study, to attend seminars and workshops, to update skills, knowledge and experience through industrial or commercial links, and to undertake small-scale research projects.

The nature of the support provided may be through: funding the activity; recognition of the time required; the provision of in-house workshop/seminar and other training opportunities; through a mentoring system; the forming of support groups; or other relevant means. The nature of support will be determined with reference to the staff development priorities above and the considerations detailed under Section 3.

It should be noted that support of PhDs and higher level qualifications extending over a number of years where approved, will be restricted to fees support of 5 years maximum, 1 years remission from teaching for MSc qualifications and 3 years remission from teaching for PhD qualifications.

Support may also be available to College staff from UHI and it is important that every opportunity is taken to take as much advantage of the funding and other resources that are made available by UHI.

3.   Staff Development Procedure

Applications for support for a staff development activity that requires to be funded will normally be discussed between the individual and their Line Manager and if agreed to be appropriate, should then be submitted along with the appropriate application form in accordance with the procedures and guidelines set out below.

3.1   Applications for support

The purpose of this section is to assist staff members and Line Managers in the preparation of applications for the consideration of the Director of Human Resources & Organisational Development (HR & OD) and Senior Leadership Team (SLT).

The guidelines provided here do not necessarily cover every potential context for an

application, nor are those listed either exhaustive or absolute. Director of HR & OD and SLT must have the opportunity to exercise judgement in the consideration of applications. Nevertheless, it is expected that the use of guidelines will assist in achieving transparency in the process.

The opportunity exists for College to apply for financial support from UHI resources for staff development activities related to the UHI's existing and developing portfolio. Normally the UHI may provide up to 50% of course fees, the balance must be met by the individual or from College resources. Applications relevant to UHI provision are made via the Director of HR & OD who will forward supported bids to the UHI Staff Development Practitioners' Group Scrutiny. This Panel sits approximately every 6 weeks throughout the academic session. However, as UHI funds are limited, it is advisable to submit applications for support as early as possible.

3.2   Application Procedure

Applications for support to undertake training activities up to 5 days in length should be word processed on Form TRG which can be accessed on the Moray College Staff Intranet. Applications for activities lasting 5 days or more should be made, word processed on Form SD1. Should the proposed activity be eligible for UHI funding then the application should be made on the relevant UHI Staff Development Form. Advice can be sought from the HR Section.

Applicants must ensure that they provide a detailed justification for the proposed activity with a clear indication of the significance of the activity for the achievement of College objectives. Reference might usefully be made to matters such as:

- Staff Review
- Internal or External Audits
- Course Periodic Reviews
- Validation and Approval Events
- External Verifier/Moderator Comments
- Capital or Other Major Projects
- Strategic Plan – UHI and/or Moray College
- Operational Plans
- Academic Plans
- Enhancement of Performance of Duties

All forms must be passed to the relevant Line Manager for approval and their justification before being forwarded, by the Line Manager to the HR Helpdesk (hr-helpline.moray@uhi.ac.uk)

3.3   Guidelines for Allocation of Support

Applications for support will be considered with reference to the following:

- Is the proposed activity consistent with the College's strategy?

- Is the proposed activity consistent with the College's Staff Development Priorities?
- Is the proposed activity value for money and affordable?
- How important is the activity in enabling the individual and the department concerned to provide the required service?
- Is the activity likely to be of long term benefit to the College?
- What priority does the outcome have in the strategic planning framework?
- Are there cross College benefits to be obtained?
- Is the individual likely to benefit in broader terms from the activity?
- Are there sufficient resources available to offer full support, or is partial support an option?

3.4   Outcome and Notification

Applications will be considered with reference to the considerations set out above and also the staff development priorities.

All outcomes to applications will be communicated in writing, by email, to both the applicant and the appropriate Line Manager on the following basis:

- Approved
- Approved – partial payment of fees
- Deferred until a later date
- Referred to applicant or Line Manager for further discussion
- Not approved for the reasons given.

3.5   Conditions of Support

The conditions attached to the provision of support are as follows:

- Any travel and subsistence claims shall be subject to normal College regulations.
- Where the staff development activity involves travel and subsistence, the individual must ascertain whether an opportunity exists to VC into the activity and where this is the case, it will be expected that this option is taken. Certain exceptions to this will be made for example, where practical workshops are involved and VC would not be an equitable experience
- Withdrawal from a supported activity without prior consultation with the Line Manager and the Director of HR & OD may result in the requirement to repay all, or part, of the committed expenditure.
- Where it is appropriate, the member of staff shall disseminate to colleagues new knowledge and skills acquired, including possible presentation at the Staff Conference.
- In the event of the individual leaving the college's employment within 2 years of completing the training the following repayment of training costs shall normally apply (any costs repayable may be deducted from the individual's salary:
  - if the individual ceases employment before attending the training course but the College has already incurred liability for the costs, 100% of the cost

or such proportion of the costs that the College cannot recover from the course provider shall be repaid;

- o if the individual ceases employment during the training course or within 12 months of completing the training course, 75% of the costs shall be repaid;
- o if the individual ceases employment more than 12 months but no more than 24 months after completion of the training course, 50% of the costs shall be repaid;

3.6 Records of Staff Development and Updating of CLPL

Staff members are required to keep a personal record of all CLPL undertaken both structured and unstructured such as Internal Community Engagement, Pedagogy, Curriculum Development, Scholarship, Research and other Professional Development. This should be recorded using HR Self Service. In order to prepare for the Annual Staff Review self-evaluation and reflection on how the CLPL has impacted on the student experience, own professional development and the College should take place and be recorded. Where staff development activities are accessed from the staff development programme or through the application process, the staff members' HR CLPL record will be updated with factual information relating to the activity centrally. The staff member is required to complete the evaluation section in relation to these activities.

MORAY COLLEGE UHI

Bullying and Harassment
Policy and Procedure

Status	For ratification
Version Date and Number	Feb 2019
Approved by	HR Policy Review Group
Responsibility for Policy	HR Manager
Responsibility for Implementation	HR Manager
Responsibility for Review	HR Manager
Date for Review	

Please ask if you, or someone you know, would like this document in a different format or language.

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved

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POLICY STATEMENT

Bullying and harassment are serious offences which will not be tolerated. The Board of Management of Moray College, as an employer, is under a legal obligation of a duty of care to provide both a safe place and a safe system of work for staff and therefore any bullying or harassment that is reported must be investigated, first informally, and later, if appropriate, formally, in order to comply with this duty of care. This duty of care cannot be derogated.

Any allegation of bullying or harassment will be treated with the utmost confidentiality and should not result in any victimisation. Any such victimisation will be regarded as a serious breach of discipline and will automatically result in an investigation which may result in disciplinary action being taken in line with the College Capability and Conduct Procedure. All information will be treated with confidentiality and will not be divulged to any third party unless for authorised business in connection with the allegation.

Where complaints of Bullying and Harassment are found to be intentionally malicious and unsubstantiated it will be regarded as a serious disciplinary offence, which may result in action under the terms of the College Capability and Conduct Procedure.

1.0   INTRODUCTION

1.1   Scope

This policy applies to all employees of Moray College. The policy covers identification of conduct that could be classed as bullying or harassment and the procedure to be followed where an employee feels that he or she has been the victim of such conduct in the course of their work at the College.

1.2 Objective

To describe behaviour that could be construed as bullying or harassment and to provide recourse for employees who feel they have suffered from bullying or harassment.

1.3   Definitions

ACAS A guide for managers and employers - Bullying and harassment at work booklet (June 2014) defines Bullying as "offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient". For the avoidance of doubt, a single instance may be regarded as bullying.

The Equality Act 2010 defines harassment as "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an

individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Some examples of bullying or harassment could be:

- Spreading malicious rumours, or insulting someone by word or behaviour

- verbal or physical threats or intimidation

- ridiculing or demeaning – picking on them or setting them up to fail.

- unjustified, persistent criticism and/or negative comments

- deliberately undermining a competent worker by overloading, constant criticism and setting unattainable targets

- exclusion or victimisation

- belittling someone's opinion

- making false allegations

- unfair treatment

- overbearing supervision or other misuse of power or position

- unwelcome sexual advances – touching, standing too close, display of offensive materials, asking for sexual favours, making decisions on the basis of sexual advances being accepted or rejected.

- preventing individuals progressing by intentionally blocking promotion or training opportunities.

The above list is not intended to be exhaustive, and should not be regarded as such.

1.4   Responsibilities

It is the responsibility of all members of staff to ensure that they treat their colleagues with respect and courtesy, and that they do not engage in any behaviours which could be found to be offensive, intimidating, upsetting, embarrassing or humiliating.

- Every employee has a personal responsibility not to harass or bully other members of staff.
- An employee who becomes aware of harassment or bullying occurring should bring the matter to the attention of their manager. In instances where the line manager is the alleged bully/harasser, the employee should seek guidance from the line managers manager.
- An employee who feels that they have been harassed or bullied has a right to seek redress via the bullying and harassment procedures

It is the responsibility of the HR Manager to ensure the revision and maintenance of this procedure and will be responsible for conducting impact assessments relating to equal opportunities issues.

1.5   References

Moray College Capability and Conduct Policy and Procedure
ACAS, A guide for managers and employers – Bullying and harassment at work (June 2014)
The Equality Act 2010

2.0   THE BULLYING AND HARASSMENT PROCEDURE

An employee who feels that they are being subjected to harassment or bullying may attempt to resolve the matter informally in the first instance. They can seek advice and guidance from the HR Section. It is hoped that it will be possible and sufficient for them to explain clearly to the person(s) engaged in the unwanted activities that the behaviour is unwelcome, that it offends or makes them uncomfortable, to bring about the appropriate adjustments in behaviour and therefore resolve the matter at this stage.

2.1   Stage 1

The complainant should notify their line manager in writing of the complaint. The HR section will provide support and advice to the relevant line manager investigating the complaint. Where appropriate, the HR section will identify an independent line manager to progress with the complaint.

Normally, the investigating line manager, supported by an HR Representative, will investigate the allegations and initially will meet individually with the alleged victim and the alleged bully/harasser to discuss the alleged behaviour. These meetings may then be followed by a mediation meeting attended by all parties, where it is felt that this would be helpful to resolve the issue. Alternatively, the investigating line manager may decide to advise the alleged bully/harasser of the behaviour which is perceived to be unacceptable by the complainant and then notify the complainant of the outcome of the meeting. A file note of the complaint, investigation and meeting will be retained by the HR Section.

The investigating line manager can progress straight to a Stage 2 if it is felt the allegation/s would be more appropriately dealt with at this stage.

Should a member of staff wish to raise a complaint against a member of the Board of Management or the Principal, they should notify the Clerk to the Board of Management.

All steps will be taken to resolve the complaint within 10 working days.

2.2   Stage 2

In cases where the bullying or harassment has not been resolved at Stage 1, the complainant can progress to Stage 2. They should notify the HR representative in writing of their intention to progress to Stage 2.

Stage 2 can also be invoked immediately in cases where the independent line manager considers this stage would be more appropriate due to the allegation/s.

The HR representative will forward the allegations to a Director and appropriate meetings will be arranged where practical within 10 working days after receipt of the allegations. If necessary, the Director will interview relevant parties or witnesses. Any relevant investigation undertaken will be impartial, confidential and undertaken in as short a period as possible. Appropriate measures will be considered to protect the interests of the parties and the impartiality of the investigation.

At all meetings related to the formal procedure both parties to the complaint will be invited to be accompanied by a union representative/colleague of their choice. The Director will notify the parties to the complaint of the outcome of the investigation within 10 working days of the conclusion of the investigation.

If the complaint is considered to be upheld, the College Capability and Conduct Procedure will be invoked.

Where the complaint is against the Principal, the Board of Management will undertake stage 2 of the Procedure.

2.3   External/Independent Intervention

At any stage of the Bullying and Harassment Procedure, the independent line manager/Director may discuss with the HR Section, the benefits of an external/independent consultant assisting with the procedure. The decision on the appropriateness of contacting an external/independent consultant will be made by the HR Section and should be based on the nature and complexity of the case.

2.4   Documentation

Relevant documentation generated through the Bullying and Harassment Procedure may be shared with both parties.

MORAY COLLEGE UHI

Capability and Conduct Procedure

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POLICY STATEMENT

POLICY STATEMENT

Moray College Board of Management recognises that its employees are their most important asset and is committed to ensuring that all employees have the appropriate skills, knowledge, competence and aptitude to undertake their role effectively.

All staff are expected to maintain acceptable standards of conduct in the work they are employed to do, and to show respect to all those with whom they come into contact in the course of their employment.

1.0   INTRODUCTION

1.1   Scope

This policy applies to all employees of Moray College Board of Management.

1.2 Objective

The objectives of the Capability and Conduct Procedure are:

- to support staff to achieve and maintain acceptable performance and conduct standards;

- to ensure consistent and fair treatment and to provide support to any member of staff whose performance and/or conduct is considered to be unsatisfactory so that they may have the opportunity to improve their performance and/or conduct;

- to provide guidance for managers in handling problems relating to conduct and capability issues.

1.3   Definitions

Section 98 (3) of the Employment Rights Act 1996 defines capability as "capability assessed by reference to skill, aptitude, health or any other physical or mental quality."

Within this Capability and Conduct Procedure, the capability element addresses the inability to carry out a job to the required standard (the "can't") as opposed to issues of misconduct (the "won't") which are handled as the conduct element.

Line Manager	The manager to whom the employee directly reports
Independent Line Manager	A manager, who, within the College structure, is at the same level or above as the Line Manager
Investigating Officer	The line manager, independent line manager or

external consultant tasked with conducting the investigation

1.4   Responsibilities

Members of staff are responsible for:

* performing their duties to an acceptable level;
* engaging in any reasonable training and development that will enable them to reach the required level of performance in their job;
* understanding that if their work performance falls below that which is deemed to be acceptable, managers will be obliged to address this;
* responding to corrective measures that are identified;
* informing their managers of any issues which could be affecting their work performance. This could include personal issues outside the work place, health or disability issues;
* adhering to all rules and standards of conduct;
* co-operating with any investigations within the context of this procedure.

Managers are responsible for:

* recruiting, selecting, training and managing staff appropriately thus minimising the risk of poor performance;
* setting standards of performance, and ensuring that these are communicated and understood;
* ensuring that staff have a reasonable work load;
* providing staff with a departmental induction;
* providing feedback on work performance to staff they are responsible for;
* providing appropriate support and assistance to help staff reach and maintain the required standards of work;
* dealing with poor performance as it becomes apparent to avoid this having a detrimental effect on the performance of the Section/Directorate or students;
* ensuring that matters relating to an individual's work performance are dealt with sensitively and consistently, maintaining confidentiality, dignity and equality of opportunity;
* dealing with issues of inappropriate conduct.

It is the responsibility of all employees to familiarise themselves with College rules and standards and to observe them.

It is the responsibility of the HR Manager to ensure the revision and maintenance of this procedure and will be responsible for conducting impact assessments relating to equal opportunities issues.

1.5   References

Employment Rights Act 1996

ACAS Code of Practice on Disciplinary and Grievance Procedures

Moray College Management of Sickness Absence Policy and Procedure

Moray College Rehabilitation Procedure

Moray College Shorter Working Year Initiative

Moray College Bullying and Harassment Procedure

Moray College Computer Network Procedure

Moray College Code of Conduct for Staff

Moray College Equalities Policies

Moray College Freedom of Information Policy

Moray College Staff IT Acceptable Use Policy

2.0   GENERAL PRINCIPLES

The intention of the Capability and Conduct Procedure is to help and encourage improvement among employees whose performance and/or conduct is unacceptable.

Where the performance or conduct of a member of staff causes concern, the Line Manager will take steps to establish all the facts. No formal action will be taken until a full investigation within the context of the Capability and Conduct Procedure has been undertaken, with all relevant factors being considered. The Line Manager will establish if the concerns are as a result of the employee's capability or conduct.

A number of factors may affect an individual's capability to achieve the required standards of performance. The following list, which is not intended to be exhaustive, identifies some of these factors:

- lack of aptitude, skill or experience, which may be the result of inappropriate recruitment, selection, induction or training.
- absence of facilities crucial to the member of staff's performance
- reorganisation or redefinition of role
- poor attendance at work
- lack of motivation to perform role
- changes in the nature and allocation of work, including heavy workload
- changes in technology
- personal/family difficulties
- health problems

The support which is appropriate will vary depending on the circumstances of individual cases; however the following are examples of the types of support which may be considered. This list is not intended to be exhaustive:

- clear job descriptions and person specifications
- clear explanation of standards
- careful monitoring during the qualifying period
- regular communication of standards
- additional supervision
- further or additional training
- coaching and/or mentoring
- counselling
- changes to working patterns (e.g. hours of work; shorter working year)
- reasonable adjustment to duties consistent with the needs of the service which do not change the general character of the job
- provision of written guidance or programmes of work

Where the Line Manager's initial investigation establishes that the nature of the concerns are to be dealt with as a capability issue, and the employee concerned refuses to accept support or to co-operate with the support offered and the level of performance remains unsatisfactory, the matter will be handled as a conduct issue. The Line Manager will also consider the effect that the employee's actions may be having on their area and/or the College.

The existence of a formal Capability and Conduct Procedure does not preclude the possibility of other approaches to resolve issues pertaining to performance and/or conduct; informal meetings may be productive not only before a formal procedure has been initiated, but also once the procedure has been instigated. It is imperative that all persons involved in any meetings are clear as to the status, formal or otherwise, of each meeting.

All participants at a hearing and all persons involved at any stage of a hearing and/or investigation are required to treat all proceedings as confidential information. No such confidential information will be divulged to any third party or be used for any purpose other than authorised business in connection with the hearing.

Should any formal steps take place in the context of the Capability and Conduct Procedure, the employee will be sent two copies of any witness statements which are intended to be used as evidence and two copies of the Capability and Conduct Procedure.

At any stage of the Conduct and Capability Procedure, the line manager may discuss with the HR Section, the benefits of an external/independent consultant assisting with the procedure. The decision on the appropriateness of contacting an external/independent consultant will be made by the HR Section and should be based on the nature and complexity of the case.

3.0   INFORMAL PROCEDURE

When concerns regarding an employee's capability or conduct arise, discussions between the Line Manager and the employee will occur, however it is recognised that

issues of a more serious nature may require the Line Manager to progress straight to the formal procedure.

In the event of minor misconduct being established, the purpose of the discussion is to encourage improvement. The nature of the misconduct will be pointed out, and the employee will be given every opportunity to offer an explanation. The employee will be informed of the required standards and will be advised of the risk of formal proceedings should they fail to achieve the required standards. The agreed actions/standards should be noted by the line manager for clarity for the line manager and the employee.

In the event of poor or unsatisfactory performance being established, the purpose of the discussion is to establish if there are any circumstances which may be work-related or personal that may be impacting on an individual's performance. Wherever possible, managers should seek to address any individual or minor performance issues as they occur, and without the need to implement the formal procedure. Where performance issues are serious, and/or repetitive, and/or frequent, more structured support and assessment over a period of time may be needed, and the formal procedure will be invoked. The procedure provides opportunities for improvement through a series of informal and formal stages.

4.0   FORMAL PROCEDURE

4.1   Investigation

Where the performance or conduct of a member of staff causes concern, the Line Manager will take steps to establish all of the facts. Normally a full investigation will be undertaken, with all relevant factors being considered, including any prior discussions that may have occurred between the line manager and the employee. The Investigating Officer (typically the Line Manager or independent investigator), will gather any evidence and/or interview any witnesses, if appropriate. Signed witness statements will be produced and an HR representative will be in attendance at any Investigatory Meetings. Any member of staff interviewed during an investigation will have the right to be accompanied by a union representative or colleague should they so wish. Staff are required to co-operate by providing a witness statement as part of an investigation, however if any witness has a concern about providing a witness statement, they should consult the HR Section on the most appropriate arrangements.

Following the completion of the investigation, the Investigating Officer, advised by the HR representative, will determine whether or not the concerns regarding the member of staff will be dealt with as a capability or conduct issue. It may be the case that the Investigating Officer concludes that the concerns have elements of both capability and conduct. In this instance the elements will be split into each category and dealt with as per this procedure. Where it is felt necessary to invoke a formal conduct or capability hearing, the employee will be informed of this; and where it is felt unnecessary to invoke a formal conduct or capability hearing, the employee will also be informed.

Where the Investigating Officer determines that there is a case to answer, they will provide a report to the HR Representative stating the facts. This report will include copies of evidence and/or witness statements taken during the investigation.

In cases where the Line Manager is the Principal, an Independent Line Manager will undertake the investigation.

4.2   Suspension

In cases of serious or potentially gross misconduct or incapability a brief period of suspension will be considered whilst investigations take place. An assessment of the risk to the investigation should the employee continue to be at work will be carried out to identify the appropriateness of a period of suspension. Periods of suspension will be with full pay.

Anyone being suspended in this manner will be clearly informed that they are suspended for as short a period as possible, and that they will be called into College to take part in the investigation as required.

4.3   Formal Capability Procedure

The employee can choose to be accompanied by a trade union representative or a colleague at formal meetings under this procedure if they so wish.

Stage 1

Formal Support Meeting

A formal stage 1 support meeting will be attended by an HR representative, the Line Manager, the employee, the employee's union representative / colleague, if desired.

The Line Manager will identify to the employee those areas of performance which are deemed to be unsatisfactory. The employee will be given every opportunity to present their views, and consideration will be given to any extenuating circumstances which may have an impact on performance. A programme of action will be agreed, which will include:

- the improvement required
- the support to be put in place to assist the employee to achieve the required standard
- an assessment period with the timescale within which the improvement is to be effected (this will vary depending on circumstances, but would normally be expected to be between three and six months)
- the likely consequences of failure to achieve the required standard
- referral to Occupational Health if necessary
- counselling, depending on the nature of the problem

Formal Review Meeting

After the time period identified in the programme of action, the formal stage 1 review meeting will be held.

Prior to the review meeting the line manager must ensure that he/she has full information relating to the progress of the employee in relation to the objectives agreed at the support meeting.

The review meeting will be attended by an HR representative, the Line Manager, the employee, the employee's union representative / colleague, if desired.

The employee must be given at least 5 working days written notice of the meeting and confirmation of the nature of the concerns and any accompanying documents that will be referred to at the meeting.

At the meeting the line manager will discuss with the employee their performance during the formal support period and assess the progress, if any, which has been made.

If the employee's performance has reached the required standard following the monitoring and support that has been provided within the formal stage, the line manager will conclude that no further action under the capability procedure will be taken as the performance continues to be satisfactory and has improved sufficiently, the agreed support can still be in place at this time. This decision will be communicated to the employee and the meeting will conclude.

If the employee's performance remains unsatisfactory the line manager will outline the continued concerns. The employee will be given a reasonable opportunity to comment on the concerns and to ask any questions and offer an explanation for any lack of progress.

Following this discussion, a reasonable adjournment will take place in order for the line manager to decide what further action needs to be taken.

Available options could include:

- progression to stage 2 of the capability procedure if no significant improvement is evident and if there are no extenuating circumstances.

- an extension of the stage 1 monitoring stage in exceptional circumstances

Upon reaching the decision, the line manager will reconvene the review meeting and advise the employee of the outcome.

In cases where the matter is to progress to stage 2, the line manager will review and amend the programme of action that was agreed at Stage 1, to include:

- the improvement required
- the support to be put in place to assist the employee to achieve the required standard
- an assessment period with the timescale within which the improvement is to be effected (this will vary depending on circumstances, but would normally be expected to be between three and six months, or when a further incident of concern takes place which requires more immediate action than waiting for the scheduled assessment meeting)
- the likely consequences of failure to achieve the required standard
- referral to Occupational Health if necessary
- counselling/assistance depending on the nature of the problem

The decision will be confirmed in the form of a letter which must state:

- the aspects of the employee's performance that must improve
- the standard of performance required
- the support that will be available
- the timescale for improvement
- the targets and criteria that the employee's performance will be assessed against
- that failure to meet the required standards may lead to further action within the capability procedure which could include dismissal
- the date of the end of the assessment period when a review meeting will be held

The employee will be advised of their right of appeal and a copy of the letter will be placed in the employee's personal file.

Stage 2 - Formal Review Meeting

The format of the Stage 2 meeting will be as set out in Stage 1.

At the expiry of the time period identified, or prior to that if a further incident occurs which causes sufficient concern, the review meeting will take place so that the employee's progress can be assessed.

If the employee's performance has reached the required standard following the monitoring and support that has been provided within the formal stage, the line manager will conclude that no further action under the capability procedure will be taken as the performance continues to be satisfactory and has improved sufficiently. This decision will be communicated to the employee and the meeting will conclude; however if the employee's performance remains unsatisfactory the line manager will outline the continued concerns.

The employee will be given every opportunity to present their views or offer an explanation for any lack of progress.

The employee will be advised of the standard of performance required; the timescale and the consequences of failure to respond appropriately, i.e. the employee could ultimately face redeployment, demotion or dismissal. This information will inform the revision/amending of the programme of action.

Available options could include:

- no further action under the capability procedure as the member of staff's performance has improved sufficiently
- progression to stage 3 of the capability procedure if no significant improvement is evident.

The decision will be confirmed in the form of a letter which must state:

- the aspects of the employee's performance that must improve
- the standard of performance required
- the support that will be available
- the timescale for improvement
- the targets and criteria that the employee's performance will be assessed against
- that failure to meet the required standards may lead to further action within the capability procedure which could include dismissal
- the date of the end of the assessment period when a review meeting will be held

The employee will be advised of their right of appeal and a copy of the letter will be placed in the employee's personal file.

Stage 3 - Formal Review Meeting

The format of the Stage 3 meeting will be as set out in Stage 1, in attendance will be the Line Manager, the employee, the employee's union representative/colleague if desired, an HR representative and the Principal.

The employee will be given every opportunity to present their views or offer an explanation for any lack of progress.

If the required standard has been achieved the process will be considered complete and the employee will be informed of this.

If insufficient progress has been made, the Principal, acting on the details provided in the case thus far and with relevant advice and guidance from HR, will decide on appropriate action which may include redeployment, demotion or dismissal.

The employee will be informed of their right of appeal (see section 5).

4.4   Formal Conduct Procedure

Where it is felt appropriate to convene a conduct hearing, the HR Representative will notify the member of staff in writing/email of the hearing, giving reasonable advance notice. The communication will state that the hearing is convened under the Conduct Procedure and will contain:

- the nature of the allegation
- the date, time and place of the interview
- the employee's right to be accompanied by a union representative or colleague
- witness statements (if applicable)
- a copy of the Capability and Conduct Procedure

The Conduct Hearing will be attended by the employee, the employee's representative if desired, the Investigating Officer, the HR Representative and an Independent Line Manager as Chair of the Hearing. Where the allegation to be considered falls within the definitions of gross misconduct, the Chair of the Hearing will be the Principal.

The HR representative will establish the purpose of the hearing. The Chair of the Hearing will inform the employee of the allegation. The Investigating Officer will present the evidence gathered during the investigation. The employee will then be given every opportunity to state their side of the story fully. Where appropriate, either side may invite witnesses, although it is intended that in most cases the production of signed witness statements will suffice. Should either party request the presence of a witness at the hearing then the witness must be notified in writing to HR 5 working days prior to the hearing. HR will then determine the reasonableness and relevance of the witness. Should the employee wish for a particular witness to be interviewed, they should make the Investigating Officer aware of their request, as all witnesses should be interviewed by the Investigating Officer.

If it becomes clear that the employee has provided a satisfactory explanation, the proceedings will be stopped. If new facts emerge during the hearing which require further investigation, the meeting will adjourn and reconvene on completion of the investigation.

In summing up, the Chair of the Hearing will cover the main points raised by both sides during the Hearing. The Hearing will then adjourn to allow the Chair to reach their conclusion acting on the details provided in the case thus far and with relevant advice and guidance from the HR Representative. All circumstances of each case will be considered on their own merits.

Where the allegation is found to have been confirmed, the following factors will be considered when determining the outcome:

- the gravity of the offence
- the decision applied in similar cases in the past
- the individual's conduct record

- any mitigating circumstances

The Chair will advise the employee of the decision and will explain the right of appeal. The employee will be clearly advised of any improvements expected, how long any warning will last and the possible consequences if any further misconduct occurs. The Chair will confirm this decision in writing within 5 working days.

4.5   Possible Outcomes of Conduct Procedure

Verbal Warning

A verbal warning is a more formal method of dealing with a minor act of misconduct. Although oral, a record of the warning is placed on the employee's file, detailing that a verbal warning has been given, by whom, when and for what reason. This will be confirmed to the employee in writing.

The employee will be advised of the standard of conduct required and the consequences of failure to maintain the standards.

Verbal warnings remain valid for 6 months.

First Written Warning

Where an employee fails to respond to a verbal warning or commits a further breach, a first written warning will be administered. A copy of the written warning will be kept in the employee's personal file, and a copy given to their representative.

The warning will specify the matters of complaint against the employee, the improvements in conduct required, the time scale and the consequence of failure to respond appropriately.

A First Written Warning will also be issued in cases where a first offence is serious enough to warrant such a step.

First Written Warnings are valid for 9 months.

Final Written Warning

Where a First Written Warning fails to bring about the required standard of conduct, or a further breach of rules is committed, a Final Written Warning will be issued.

A Final Written Warning will also be issued in cases where a first offence is serious enough to warrant such a step.

A Final Written Warning will contain details of the offence as in the First Written Warning and will make it clear that any further misconduct could lead to dismissal.

Final Written Warnings remain valid for 12 months.

It may be appropriate where formal action at Final Written Warning level has failed to resolve the problem, or in serious cases of misconduct, to take action short of dismissal which may include redeployment, demotion or withholding an annual increment.

Such action will only be taken with the full knowledge and agreement of the Director of HR and Organisational Development and the Principal and will be confirmed in writing to the employee.

The letter will contain details of the action taken and the right of appeal.

Dismissal

The authority to dismiss rests solely with the Principal acting on the details provided in the case thus far and with relevant advice and guidance from the HR Representative. This will be confirmed to the employee in writing. Dismissal applies to:

- cases where the conduct procedure has failed to elicit acceptable standards of conduct
- cases of gross misconduct or serious breaches of College rules.

The penalty for gross misconduct is summary dismissal without notice or pay in lieu of notice. The following are deemed to be examples of gross misconduct, but this is not intended to be an exhaustive list:

- Defrauding the College, theft, deliberate falsification of records
- Serious breach of Health and Safety and Safety rules
- Serious incapability due to the influence of alcohol, or working whilst under the influence of illegal drugs
- Serious case of insubordination
- Fighting and physical assault of a serious nature
- Acts of gross indecency
- Serious breach of confidence (subject to the Public Interest (Disclosure) Act 1998)
- Deliberate actions or omissions in holding, releasing or destroying information that has been requested under the Freedom of Information Act
- Deliberately accessing inappropriate internet sites e.g. those containing pornographic, offensive or obscene material
- Any form of bullying or harassment as defined in the Bullying and Harassment policy

5.0   RIGHT OF APPEAL

An employee may appeal against the decision reached at any stage of this Capability and Conduct Procedure. Appeals should be presented in writing to the HR

Representative stating clearly the reason for appeal. The letter should be submitted within 10 working days of the meeting. The appeal hearing will be heard as soon as is reasonably practicable and the HR Representative will confirm the time and location of the appeal hearing.

Appeals against a Verbal or First Written Warning within the Formal Conduct Procedure, will be heard by an Independent Line Manager within 10 working days of the appeal being lodged.

Appeals against a Final Written Warning within the Formal Conduct Procedure will be heard by a Director within 15 working days of the appeal being lodged.

Appeals against dismissal within the Formal Conduct Procedure, will be heard by 2 members of the Board of management of Moray College within 15 working days of the appeal being lodged.

An HR representative will be present at all appeals.

The employee may be accompanied by a trade union representative or colleague at any appeal hearing.

Either side may call a witness to give evidence to the appeal hearing. Any witness must be notified in writing to HR 5 working days prior to the appeal hearing. HR will then determine the reasonableness and relevance of the witness.

The employee will be informed in writing of the outcome of the appeal by the Chair of the meeting within 10 working days of the appeal hearing.

University of the Highlands and Islands
Moray College

Appendix 2 – Flowchart for Capability and Conduct Procedure

The performance or conduct of a member of staff causes concern

⇩

Informal discussions have failed to achieve the desired improvement in the employee's performance or conduct

⇩

A full investigation will be undertaken to determine whether the concerns will be dealt with as a capability or conduct issue

⇩ ⇩

CAPABILITY
Stage 1 meeting takes place to agree a programme of action. A timescale is agreed for the improvement to be effected.

CONDUCT
The employee will be invited to a conduct hearing and given the opportunity to respond to the evidence gathered during the investigation.

⇩

Upon completion of timescale, the **Stage 1 formal review meeting** takes place where the employee's progress is assessed. One of the following outcomes is reached:

⇩ ⇩ ⇩

Sufficient improvement No further action taken

No significant improvement. Programme of action revised. Employee given right to appeal. Progress to stage 2

Extension of stage 1 monitoring in exceptional cases

The employee will respond to the allegation/s and where the employee provides a satisfactory explanation, the hearing will be stopped.

No action will be taken

The employee will respond to the allegation/s and the hearing will continue until all evidence has been presented.

The Chair of the Hearing will summarise the main points raised by both sides and adjourn to reach a conclusion

⇩

Upon completion of new timescale, the **Stage 2 formal review meeting** takes place where the employee's progress is assessed against the revised programme of action. One of the following outcomes is reached:

⇩ ⇩

Sufficient improvement. No further action taken

No significant improvement. Programme of action revised. Employee given right to appeal.

⇩

Upon completion of new timescale, the **Stage 3 formal review meeting** takes place where the employee's progress is assessed against the revised programme of action. One of the following outcomes is reached:

⇩ ⇩

Sufficient improvement. Process considered complete.

Insufficient progress made. Action taken i.e. redeployment, demotion or dismissal. Employee given right to appeal.

The Chair will decide on the most appropriate outcome i.e.:
- Verbal warning
- First Written Warning
- Final Written Warning
- Dismissal
- Redeployment
- Demotion
- Withholding an annual increment

Employee given right to appeal against decision.

Where the Capability Procedure is instigated and the employee concerned refuses to accept support or to co-operate with the support offered and the level of performance remains unsatisfactory, the matter will be handled within the Conduct Procedure.

MORAY COLLEGE UHI

Prevention of Alcohol and Drugs Misuse Policy

Status	For ratification
Version Date and Number	Feb 2019
Approved by	HR Policy Review Group
Responsibility for Policy	HR Manager
Responsibility for Implementation	HR Manager
Responsibility for Review	HR Manager
Date for Review	

Please ask if you, or someone you know, would like this document in a different format or language.

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved

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POLICY STATEMENT

As an employer, Moray College Board of Management has a duty of care to all employees of the College. The College also has responsibilities to all students and members of the public using College facilities.

Moray College recognises that dependency on alcohol or drugs is a medical condition which requires treatment in the same way as any other health problem. This policy seeks to encourage staff suffering from an alcohol, controlled drugs or intoxicating substances related problem to seek appropriate help, and to assure members of staff undergoing such treatment of the support of the College.

1.0   INTRODUCTION

1.1   Scope

This policy and procedure applies to all College employees and covers the use and misuse of intoxicating substances, which include alcohol, solvents, legal and illegal drugs, prescription and over-the-counter medicines and other substances that could adversely affect work performance and/or health and safety.

1.2 Objectives

- To help protect employees from the dangers of alcohol or drug misuse and to encourage those with an alcohol or drugs problem, or alcohol or drugs related illness, to seek help at an early stage.

- To meet Moray College Board of Management's duty of care to employees by providing a safe working environment.

- To set out the procedure to be followed where an employee is identified as suffering from a drug or alcohol related illness.

1.3   Definitions

Intoxicating substance – a substance that changes the way the user feels mentally or physically. This includes alcohol, illegal drugs, legal drugs, psychoactive substances, prescription medicines (for example tranquillisers, anti-depressants, over-the-counter medicines), solvents, glue, lighter fuel.

Controlled drugs – these are drugs covered by the Misuse of Drugs Act 1971. They include both drugs with no current medical uses as well as medicinal drugs that are prone to misuse. All are considered likely to result in substantial harm to individuals and society.

Harmful/problematic use or misuse – use of an intoxicating substance or substances that harms health, physical, psychological, social or work performance but without dependency being present.

Dependency – a compulsion to keep taking an intoxicating substance either to avoid effects of withdrawal (physical dependence) or to meet a need for stimulation or tranquillising effects or pleasure (psychological dependence).

Addiction – a state of periodic or chronic intoxication produced by the repeated intake of an intoxicating substance. This means that a dependency has developed to such an extent that it has serious detrimental effects on the user and often their family as well, and the individual has great difficulty discontinuing their use. A state in which the substance has taken over an individual's life.

Line Manager - the Manager to whom the employee directly reports.

1.4   Responsibilities

The College has a responsibility under the Health and Safety at Work Act to ensure, as far as is reasonably practicable, the health, safety and welfare at work of its employees.

The employee also has a responsibility under the Health and Safety at Work Act to take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.

It is the responsibility of the HR Manager to ensure the revision and maintenance of this procedure and will be responsible for conducting impact assessments relating to equal opportunities issues.

1.5   Possible Signs of Alcohol/Drugs Misuse

The following may be some possible signs of the misuse of alcohol or drugs. It should be stressed that the following signs can also be the result of other illnesses, and it should not be assumed that because an employee has one or more of these signs he/she is necessarily abusing alcohol or drugs. Such a diagnosis can only be made formally by the Occupational Health Service.

- Impaired work performance
- Increased absenteeism
- Excessive lateness
- Being accident prone
- Difficulty in concentration
- Confusion

- Mood swings

- Smelling of drink or appearing to be under the influence of alcohol or drugs

- Drowsiness

- Hand tremor, slurred speech, poor personal hygiene.

The above list is not intended to be exhaustive and should not be regarded as such.

1.6   References

Moray College Capability and Conduct Procedure

Moray College Code of Conduct Policy

Misuse of Drugs Act 1971

2.0   THE PROCEDURE

2.1   Confidentiality

At all stages of this procedure confidentiality will be maintained, with information being shared on a need to know basis and with the full knowledge of the employee concerned.

2.2   Occupational Health – self referral via HR

An employee who recognises that they have a problem related to drugs or alcohol will be encouraged to seek specialist help voluntarily. This can be done by requesting a referral to the Occupational Health Service through the HR section.

2.3   Occupational Health - referral by the College

Where an employee is identified through impaired work performance and/or behavioural problems at work or a poor attendance record as possibly having an alcohol or drug related problem, they will be referred to the Occupational Health Service.

2.4   Support During Treatment

The College will offer support and encouragement to employees undergoing treatment for a drug or alcohol related problem as follows:

a)   Employees attending treatment for an alcohol or drug related problem with either the Occupational Health Service or with an agency approved by the Occupational Health Service during their normal working hours will receive

paid leave of absence. Where attendance at a specialist recovery centre is deemed appropriate by the Occupational Health Service, this will be considered to be sick leave.

b)   While an employee is undertaking a recovery programme, or once the recovery programme has been completed, every effort will be made to maintain the employee in their current post with the College, subject to College procedures, unless:

- this is felt by the Occupational Health Service to be likely to exacerbate the employee's illness, or
- if there is a risk of the employee's condition jeopardising the welfare and safety of others.

2.5   Disciplinary Action

Where an employee has conducted him/herself in such a manner as would under normal circumstances render them liable to disciplinary action, but an alcohol or drug misuse problem is identified as being a contributory factor, the formal disciplinary procedure may be held in abeyance on condition that the employee seeks specialist help for their problem.

The College will, however, invoke the Capability and Conduct Procedure in certain circumstances where this is felt to be appropriate, for example:

(a)   Where an employee declines to seek help for a drug/alcohol related problem, but continues to have work related/behavioural problems as a result of such a problem. (Such action would be taken in relation to the work/behavioural problems, not in relation to the refusal to seek help, as a refusal to seek help for an alcohol/drug related problem will not, in itself, be seen as grounds for disciplinary action, and nor would the failure of a recovery programme necessarily be a disciplinary offence.)

(b)   Where gross misconduct is involved, the College may take account of an alcohol/drug problem when determining suitable disciplinary action, but such a problem will not prevent the College from dismissing the employee if this is deemed appropriate under all the circumstances.

2.6   Involvement of the Police

The possession and/or sale of illegal substances is a criminal offence. Any member of staff found to be in possession of such illegal substances, whether or not he/she intends to use or sell these, will immediately and in all cases be reported to the Police.

MORAY COLLEGE UHI

Code of Conduct
for College Employees

Status	For ratification
Version Date and Number	Feb 2019
Approved by	HR Policy Review Group
Responsibility for Policy	HR Manager
Responsibility for Implementation	HR Manager
Responsibility for Review	HR Manager
Date for Review	

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POLICY STATEMENT

This Code incorporates existing policies, regulations and conditions of service and is designed to provide further guidance on the minimum standards of conduct expected of employees of the Board of Management of Moray College. The Code does not affect employee's rights and responsibilities under legislation. Its purpose is to provide clear and helpful advice. A breach of the Code may result in disciplinary action in accordance with the College Capability and Conduct Procedure.

1.0   INTRODUCTION

1.1   Scope

This Code applies to all employees of the Board of Management of Moray College. There is a separate Code of Conduct which applies to members of the Board of Management.

1.2   Definitions

Line Manager –   the manager to whom the employee directly reports.

SLT -   Senior Leadership Team

Whistleblowing -   the disclosure by an employee (or professional) of confidential information which relates to some danger, fraud or other illegal or unethical conduct connected with the workplace, be it of the employer or of his fellow employees.

1.3   Responsibilities

It is the responsibility of the HR Manager to ensure the revision and maintenance of this procedure.

Line Managers are responsible for ensuring employees within their work area are aware of all relevant rules and of this Code of Conduct.

All employees are responsible for familiarising themselves with College rules and standards, and for observing them.

1.4   References

Moray College Capability and Conduct Procedure
Moray College Whistleblowing Procedure
Moray College IT Acceptable Use Policy and Procedure
Moray College Student Confidentiality Procedure
Moray College Recruitment and Selection Procedure
Moray College Prevention of Alcohol and Drugs Misuse

Moray College Disclosure Policy and Procedure
Data Protection Act 2018
Freedom of Information Act 2000
Public Interest Disclosure Act 1998
Equality Act 2010

2.0 CODE OF CONDUCT

2.1 General

Management and staff representatives are agreed that the College must adopt the highest level of ethical and behavioural standards to enable the College to operate as an efficient and effective organisation. Accordingly, it is deemed appropriate to publish a Code of Conduct for all College staff.

Observance of the terms and requirements of this Code will help to ensure that an individual's employment at the College is successful and productive. Staff are required to work to the best of their ability and use their best endeavours to promote, develop and expand the business of the College and its interests generally. It is an implied term of all employment contracts that staff will work honestly, faithfully and loyally for their employer. In turn, the Board of Management has a duty of care towards its employees. Mutual trust and confidence between employer and employee is fundamental to the existence of the employment relationship.

2.2 Key Principles of the Code of Conduct

The general principles of professional conduct upon which this Code of Conduct is based are:

Selflessness

Employees have a duty to take decisions solely based on the needs of the organisation and in terms of public interest. Employees must not act in order to gain financial or other material benefit for self, family or friends.

Integrity

Employees must not allow any financial or other obligation to influence them in the performance of their duties as an employee of the Board of Management.

Objectivity

Employees should make decisions solely on merit when carrying out college business.

Accountability

Employees are accountable for their decisions and actions to the college which may include bringing the college into disrepute. Employees have a duty to consider issues on their merits, taking account of the views of others and must ensure that employees use College resources prudently and in accordance with the law.

Openness

Employees have a duty to be as open as possible about their decisions and actions, giving reasons for their decisions and restricting information only when the wider public interest clearly demands it.

Honesty

Employees have a duty to act honestly. Employees must declare any private interests relating to their college duties and take steps to resolve any conflicts arising in a way that protects the college interest.

Respect

All employees of the College, members of the Board of Management and students should treat each other with respect.

Leadership

Wherever appropriate, employees have a duty to promote and support these principles by leadership and example, to maintain and strengthen the public's trust and confidence in the integrity of the College staff and Board of Management.

Equality and Diversity

All staff have a right to be treated fairly and equally and should not be treated less favourably than others because of **any** factor which may form the basis of discrimination, and specifically their:

- accent
- age
- appearance
- colour
- disability
- gender reassignment
- marital and civil partnership
- national origins
- offending background (having a criminal record does not in itself debar someone from employment. Please refer to the Moray College PVG Scheme Disclosure Policy and Procedure or contact the HR Section for more information.)

- pregnancy and maternity
- race
- religion or belief
- responsibilities for dependents
- sex
- sexual orientation

All staff have a duty to ensure that no person is unlawfully discriminated against.

2.3   Whistleblowing

In the event where a staff member feels that they have been required by a colleague, Board of Management member, student or member of the public to act in a way which might be illegal, improper or unethical; or they have information leading them to believe that a colleague, Board of Management member, student or member of the public is behaving unlawfully or in some other improper manner; then they must follow the College procedures dealing with such matters.

2.4   Openness & Disclosure of Information

The College's Board of Management endeavours to ensure that the decision making process within the College is as transparent and open as possible. The following measures are used to improve openness:

- Board of Management meetings are open to the public and staff
- Board of Management Minutes are made available to staff and students in the Student Services Centre, Staff Intranet and College Website
- Board surgeries are operated for staff
- a Complaints Procedure is in place for members of the public and students
- a Grievance Procedure is in place for all members of staff.

There are exceptions to the principle of openness where confidentiality is involved and information may be withheld if, for example, it would compromise a right to personal or commercial confidentiality or any exemption as detailed in the Freedom of Information Act 2000.

Staff must comply with the Data Protection Act 2018 and the Student Confidentiality Procedure.

The Data Protection Act 2018 requires, among other things, that certain types of personal information on staff/students held must not be disclosed otherwise than in accordance with the relevant registration under the Act.

Should employees receive any information on the College's future plans (not already released for general circulation) that they are unsure if it can be released further,

should first discuss with Principal/Director. This information should always be classed as confidential until advised otherwise.

2.5 Confidentiality (Protectable Interest)

The College or any of its subsidiaries has no wish to impose restrictive covenants on its employees/former employees. However, there are two well established areas of protectable interest:

- Customer connection
- Trade secrets

Accordingly and subject to the provisions of the Public Interest Disclosure Act 1998 staff are not permitted during their employment and subsequently to use for their own personal gain or for any business interests, divulge to any person or organisation information which has been classified as confidential. This restriction shall cease to apply to any information or knowledge which may come into the public domain before or after the termination of an individual's contract of employment, other than as a result of unauthorised disclosure.

Confidential information shall include (but shall not be limited to) the following:

- information concerning the services offered or provided by the College or any subsidiary organisation including the names of any persons, companies, or other organisation to whom such services are provided. Such information shall not be regarded as confidential once it has been published in any prospectus or other document, which is available to members of the public.

- disclosure of draft (unpublished) College marketing strategies and business plans.

- any unpublished information relating to a proposed re-organisation, expansion or contraction of the College's activities or those of any subsidiary, including any such proposal which also involves the activities of any other corporation or organisation.

- financial information relating to the College or any subsidiary except when such information is already in the public domain.

- personal sensitive information relating to employees of the College or any subsidiary.

- any information which it has been stated is confidential.

- any information which has been given to the College or any subsidiary in confidence by students or other persons, companies or organisations.

Any breach of confidentiality will be considered to be a serious breach of discipline and may lead to action being taken under the College Capability and Conduct Procedure.

2.6 Conflict of Interest

Staff should avoid placing themselves in situations where conflict might arise. They must not use their position to further their own private interest or the interests of others who do not have a right to benefit under the College's policies. If in doubt staff should seek guidance from their line manager.

If a staff member has had approval from the Principal to engage in secondary employment they must ensure any secondary employment does not interfere with their normal College duties. If in doubt they should consult their line manager.

If a staff member's duties entail negotiating for certain work on behalf of the College they must ensure that their actions are in line with the College's Financial Regulations. If in any doubt they should contact the Director of Finance.

Where the College is involved in negotiations with a current or potential supplier staff members must not accept any personal gifts, hospitality or entertainment of any kind from the organisation/individuals concerned prior to, during or after negotiations which could be construed as being inappropriate.

2.7 Fairness and Reasonable Treatment at Work

Employees are entitled to fair and reasonable treatment from colleagues, managers and the Board of Management. If a staff member feels that they have been unfairly treated or have been discriminated against they should refer to the College's Grievance Procedure.

2.8 Contact with the Media

Subject to the provisions contained in the section above relating to the Public Interest Disclosure Act, the general policy of the College is that members of Moray College staff should only make contact with the media where this has been authorised by the Principal (or in their absence by a member of the SLT).

As an individual, employees are entitled to express their views about the College, provided they do not make use of any information not in the public domain gained through their work with the College.

2.9 Code of Conduct – IT use and Recruitment of employees

The College acknowledges the importance of promoting an appropriate code of conduct for staff with regards to the use of IT equipment. Staff members are therefore referred to the Moray College IT Acceptable Use Policy.

2.10   Hospitality/Entertainment/Gifts

Employees must not receive gifts, hospitality, entertainment or benefits of any kind from a third party which might be seen to compromise their personal judgement of integrity. Accordingly all gifts valued over £50 must be recorded in the Register held by the Clerk to the Board of Management. Failure to observe this procedure may result in the Capability and Conduct Procedure being invoked.

When a member of staff accepts an invitation to attend an event involving entertainment and/or hospitality by a College supplier or potential supplier this information must be passed to the Clerk to the Board of Management. Information should include the date, venue and from where the invitation has been received. Provision under this clause is subject to the conditions laid down in Conflict of Interest.

It is recognised that there may be occasions when it is appropriate to accept hospitality/entertainment. If in any doubt, contact the Clerk to the Board of Management for guidance.

Title of Paper:	Review of Terms of Reference of Staff Governance Committee
To Committee:	Staff Governance Committee
Subject:	Terms of Reference of Staff Governance Committee
Version number and date:	
Brief summary of the paper:	A review of the Standing Orders of the Board of Management is currently being undertaken. The review is due by the end of 2019. It would seem sensible and timely to also undertake a review of the terms of reference of each of the Board's Standing Committees at the same time.
Recommendations:	Committee is asked to consider the current terms of reference and check if they are still fit for purpose.
Action requested/decision required:	Consider current terms of reference against the work of the Committee and make any recommended changes to be incorporated into the review of the Standing orders.

Status: *(please tick ✓)*	**Reserved:**		**Non-reserved:**	✓

Date paper prepared:	14-2-2019
Date of committee meeting:	19-2-2019
Author:	Cathie Fair
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including - Curriculum - Learning and Teaching - Organisational culture - Partnership - Sustainability	
Equality and diversity implications:	
Resource implications: *(If yes, please provide detail)*	

Risk implications: *(If yes, please provide detail)*	Risk that terms of reference do not accurately reflect the current work of the Audit Committee
Appendices:	Current terms of reference of the Audit Committee and Terms of Reference of Inverness College UHI
References:	*References to anyone else's work, publications or journals*

STAFF GOVERNANCE COMMITTEE

Terms of Reference

Authority

The Staff Governance Committee is accountable to the Board of Management and is

authorised on its behalf to exercise strategic governance arrangements to:

- Ensure that the college delivers efficient and effective human resources provision including staff consultation, negotiation, development and leadership.

- Ensure that employment legislation is being effectively implemented and embedded within College procedures and that areas of best practice are adopted where appropriate.

- Ensure that College policies and procedures are regularly reviewed and updated in line with current legislation, relevant guidance and examples of appropriate best practice.

- Ensure that staff are employed within a safe and supportive working environment supported by a positive, professional culture underpinned by our core values.

- Ensure that an effective performance management system is in place to receive updates on relevant strategic objectives and key performance indicators.

Membership

Membership of the Committee shall be not less than five Board members including the Convener of the Committee, Principal, Director of Human Resources and Organisational Development and both staff representative members. At least one of the members should have knowledge in the area of Human Resources. The Director responsible for Health and Safety shall be in attendance where there are relevant health and safety matters that should be reported.

Board members who are employees of the College may not Chair the Committee.

The Committee may obtain appropriate independent professional advice as and when required.

Quorum

Three members of the Committee entitled to vote on any items being considered by the Committee.

Frequency of Meetings

The Committee shall meet not less than three times each calendar year.

Remit

To ensure an effective corporate system of governance oversight for the management, safety and welfare of the workforce including a strategic workforce planning strategy.

Duties to ensure that staff are:

Well informed through:

Receiving regular information about the College and the wider UHI partnership, with opportunities to contribute ideas. Recognised trade unions and staff representatives should also be part of a meaningful consultation/negotiation system on organisational issues as appropriate and defined within agreed frameworks at all levels.

Appropriately trained and developed through:

CPD at a level appropriate to role for all staff to be delivered and supported in a manner which is meaningful to all staff ensuring that CPD activity adds value at the individual, team and College level.

The wide promotion of training and development opportunities.

Meaningful and appropriate encouragement, opportunity and support for staff to use their skills effectively.

The support of workplace representatives, health and safety representatives and union learning representatives, who are given time off for their respective duties.

Involved in decisions which affect them through:

Working in partnership to enable the involvement of all staff, through recognised trades unions and staff representatives.

Working together by developing an appropriate framework to enable effective involvement in strategic College issues. This framework will also provide for the opportunity to review and evaluate Staff Governance on an on-going basis.

Treated fairly and consistently through:

The implementation of up to date staffing policies, after consultation as appropriate which promote good practice and are communicated to all staff. These policies should include appropriate arrangements to ensure dignity at work, eliminate discrimination and positively promote equality.

Provided with a safe and healthy working environment through ensuring that:

Effective health and safety arrangements are in place, which promote best practice.

The college actively promotes opportunities to encourage healthy working lives.