

**STAFF GOVERNANCE COMMITTEE**

Meeting to be held

On 12 November 2019

At 1000 in the Board Room

A G E N D A

Number	Item	Presented By	Action Required:
SG.19.3.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
SG.19.3.02	Apologies for Absence	Clerk	Noting
SG.19.3.03	Any Additional Declarations of Interest including specific items on this Agenda.	Convenor	Noting
SG.19.3.04	Draft Minutes of meeting held on 25 June 2019*	Convenor	Decision
SG.19.3.05	Matters Arising/Action Sheet from meeting held on 25 June 2019 *	Clerk	Noting
SG.19.3.06	Emerging Issues	Convenor	Discussion
	(i) Strategic Objectives for SGC		
SG.19.3.07	HR Director's Report *	Mrs C Thomson	Discussion
SG.19.3.08	Culture and Values *	Mrs C Thomson	Noting
	(i) Update *		
	(ii) Update on roll out of Staff Survey 2019 Report *		
	(iii) Update on Staffing Matters (Reserved)		
SG.19.3.09	Update on Staff Development Activities 2019/20*	Mrs C Thomson	Noting
SG.19.3.10	Policies due for Review – Annual Update	Mrs C Thomson	Discussion
SG.19.3.11	Health and Safety Update ~	Mr D Patterson	Noting
	(i) Minutes of Health and Safety Committee held on 11-11-2019		

01 Agenda Staff Governance Committee

SG.19.3.12	Date of next meeting 28 January 2020	Clerk	Noting
RESERVED ITEMS			
SG.19.3.13	Reserved Minutes of meeting of SGC held on 25 June 2019 *	Convenor	Decision
SG.19.3.14	Reserved Matters Arising/Action sheet from meeting held on 25 June 2019 *	Clerk	Noting
SG.19.3.15	Report on Whistleblowing cases *	Mrs C Thomson	Noting



STAFF GOVERNANCE COMMITTEE
Minutes of Meeting held on
Tuesday 25 June 2019
At 1000 hours in the Boardroom

Present:

Mr Joe Bodman (Convenor)
Mrs Seonaid Mustard
Mr David Patterson
Mrs Rosemary McCormack

In Attendance:

Mrs Carolyn Thomson
Mrs Cathie Fair (Clerk)
Mrs Eleanor Melton (Minutes Secretary)

Item		Action	Date
SG.19.2.01	(i) Resignations		
	There were resignations received from David Dalziel and Patricia Eddie.		
	(ii) Appointments		
	There were no appointments.		
SG.19.2.02	Apologies for Absence		
2.1	There were no apologies for absence.		
SG.19.2.03	Any Additional Declarations of Interest including specific items on this Agenda		
3.1	No additional declarations of interest were noted.		
SG.19.2.04	Draft Minutes of meeting held on 19 February 2019		
4.1	The Minutes were accepted as an accurate account of the meeting. Proposed: Mrs Seonaid Mustard Seconded: Mrs Rosemary McCormack		

Agenda Item: SG.19.2.04

SG.19.2.05	Matters Arising/Action Sheet from meeting held on 19 February 2019		
5.1	<u>5.1</u> Ongoing – Mr Bodman noted some concern over the addition of union representatives to committees, he wondered if this would change the dynamic going forward and potentially leave the reps in an awkward position during the discussion of highly confidential items. Mrs Fair explained that although they know this is to come in to effect there has been no date as to when this is to happen from.		
5.2	<u>6.1</u> Complete		
5.3	<u>7.1</u> Complete		
5.4	<u>8.1</u> Complete		
5.5	<u>10.1</u> Complete		
5.6	<u>12.1</u> Complete		
SG.19.2.06	Emerging Issues		
	i Strategic Objectives for SGC		
6.1	Previously, Mr Dalziel had suggested the committee revise their objectives. Mrs McCormack stressed that cultures be a strong matter for the committee to consider. Mr Patterson would like to continue working towards the 3 main objectives set out previously. The review of the staff survey recently undertaken will underpin the year coming. Mrs Thomson noted that a lot of people convey inconsistencies as a lack of equality. Moving forward, it would be beneficial to see line managers being supported to in turn enable them to support their own teams.		
ACTION	Mrs Thomson to compile ideas and feedback	CT	Next Meeting
	ii Update to Terms of Reference of SGC		
6.2	Mrs Fair noted a minor change with the ToR being the Director of HR has been changed from a member to an officer. The committee now requires a new member with HR knowledge. Accepted by committee.		
	iii Annual Committee Effectiveness Review of SGC 2018-19		
6.3	From the review it was seen that the committee had a high level of satisfaction and effectiveness of the Chair. Throughout, all positive comments.		
SG.19.2.07	HR Directors Report		
	Mrs Thomson supported the report provided, written by herself. Members of the committee were reminded that if there was anything in particular that they would like to see within the report they were to let Mrs Thomson know and she would endeavour to include if possible.		

Agenda Item: SG.19.2.04

	The committee were guided through the report item by item being given the opportunity to comment or question if required where Mrs Thomson would expand.		
SG.19.2.08	Culture and Values		
	i Update		
8.1	This matter is reserved and the minute held in confidence.		
	ii Staff Survey 2019		
8.2	This matter is reserved and the minute held in confidence.		
SG.19.2.09	Update on Staff Development Activities 2018/19		
9.1	A report had been provided for the committee summarising all staff development activities including activities already undertaken and what is in the pipeline for the 2019/20 session.		
SG.19.2.10	Policies due for Review		
	i Grievance Procedure		
	ii PVG Scheme/Disclosure of Criminal Convictions		
	iii Capability and Conduct Procedure		
10.1	It was explained that there is currently a 4 year rolling programme for the revision of HR policies. These are reviewed at a sub group of the JCC and then presented to SLT. Mrs Thomson has asked for an extension on the review of the IT acceptable use policy, this was accepted by the committee. These policies had been included for Committee approval. Mrs Thomson explained that the Capability and Conduct procedure was back so soon following review and ratification after its use earlier this year. The committee approved all policies.		
SG.19.2.11	Health and Safety Update		
	i Minutes of Health and Safety Committee 30 April 2019		
11.1	Mr Patterson supported the Draft minutes of the Health and Safety Committee which have been included for review and noting.		
	ii Fire Report		
11.2	This matter is reserved and the minute held in confidence.		
SG.19.2.12	Date of Next Meeting – 12 November 2019		

Agenda Item: SG.19.2.04

RESERVED ITEMS			
SG.19.2.13	Reserved Minutes of meeting held on 19 February 2019		
14.1	This matter is reserved and the minute held in confidence.		
SG.19.2.08	Culture and Values		
	i Update		
8.1	This matter is reserved and the minute held in confidence.		
	ii Staff Survey 2019		
8.2	This matter is reserved and the minute held in confidence.		
SG.19.2.11	Health and Safety Update		
	i Fire Report		
	This matter is reserved and the minute held in confidence.		
	<i>Meeting closed at 12.15pm</i>		

Matters Arising Staff Governance Committee 25 June 2019
Agenda Item: SG.19.03-05

ACTION SHEET/MATTERS ARISING FROM STAFF GOVERNANCE COMMITTEE HELD ON 25 JUNE 2019

Item		ACTION	DATE	Update
SG.19.2.05	Matters Arising/Action Sheet from meeting held on 25 June 2019			
5.1	<u>5.1</u> - Standing Orders are still currently under review	Mrs Fair	By 29-10-2019	Completed – to Board meeting 16- 12-2019
SG.19.2.06	Emerging Issues			
	(i) Strategic Objectives for SGC			
6.1	Mrs Thomson to compile ideas and feedback	Mrs C Thomson	Nov meeting	On Agenda

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 26 June 2019 to 7 November 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: <i>(please tick ✓)</i>	Reserved:		Non-reserved:	✓
Date paper prepared:	7 November 2019			
Date of committee meeting:	12 November 2019			
Author:	Carolyn Thomson, Director of HR and OD			
Link with strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • 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? <i>(Summary of response should be included in the paper)</i>	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: <i>(If yes, please provide detail)</i>	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.			
Risk implications: <i>(If yes, please provide detail)</i>	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 ongoing activities which are impacting upon staffing emerging from national bargaining.

Teaching Staff

- **EIS/FELA Industrial Action**

- NWPA

- Applies from 1 August 2019
- Arrangements covering working hours, continuous service, letter of appointment, class contact hours, annual leave, salary conservation, transfer to permanency, sickness allowance, acting appointments, lecturer salary and progression, professional registration, trade union duties, pension, staffing policies.

The process implementation of these arrangements is obviously a significant extra task for the HR and management teams. This has necessitated a communication with existing teaching staff and also update to the lecturer written statement of particulars.

- **Circular 01/19 Staff Salary Placement and Progression**

The attached circular has now been received. There are a number of areas which require clarification and we are taking steps to obtain that clarification. The effect of this circular is to

- define recognised teaching qualification (although more detail is still required in order to implement this)
- implement a counting mechanism of teaching service necessitating close liaison between college and individuals previous employers
- move incremental progression dates from a standard date to an individualised one
- implement matching of salaries within the sector.

Each of these elements add an additional burden and complexity to the work of the HR team.

Support Staff

- **Circular STS 05/18 – Support Staff Pay and Terms and Conditions Agreement 2018-20**

The element with regard to shift allowances has yet to be implemented.

- **Job Evaluation**

The national job evaluation scheme for support staff has now been launched. This process requires the completion and submission of job role questionnaires alongside job descriptions and the coordination of this falls to the HR Section. The validation of job questionnaires is undertaken by the relevant line manager, and the documentation is then checked by the HR team before transmission. This is obviously significant project and task for the college support staff, management and HR team. This element of the process is nearing completion although it is anticipated that there will be a number of posts which are not able to be agreed internally.

2. JCC/JNC Update

A Joint JCC was held on 22 October 2019. The meeting was a particularly challenging one and the agenda was quite lengthy given that the May 2019 meeting required to be cancelled as a result of EIS/FELA strike action. The meeting was adjourned part way through and a date is yet to be identified to reconvene the meeting.

Matters discussed thus far were:

- College Finance Update
- Learning and Teaching Review
- Staff Development/Blue Sky Days
- Job Evaluation
- Notification of Works Over the Summer
- Administration Assistant for Health & Social Care Dept
- Student Classes sent to Library by Lecturers
- Funding for private company for recruitment of Finance Officer
- Staff Survey

The remaining items for reconvened meeting are:

- Programme Board Update
- Regional Outcome Agreement 2020/2021
- Health and Safety Coordinators
- Schools interviews (requested under AOB at Feb meeting)
- Risk Assessments
- Absence Reporting
- Toil Policy
- Resource Decisions
- Fractionalisation
- Workload Analysis
- PLSP process
- Support Staff Transfer to Permanency
- Support Staff Posts
- DYW Staff Integration
- College Laundry
- Refund for Damaged Personal Belongings

3. Organisation Culture KPIs

The following provides an update in relation to the 18/19 Organisational Culture KPIs:

Measured through the 2019 Staff Survey

- Understanding and Implementation of CORE Values: target 3.7, actual 3.6
- Training and Development to Support the Performance of Staff Role: target 3.5, actual 3.3
- Communication: Contribution and involvement in decisions: target 3.8, actual 3.8

Statistical Measurement

- College Staff Sickness Absence Rate: target below 3.2%, actual 2.9%

Therefore two of the four KPIs were met. The two which were not met arose from staff perceptions are captured through the 2019 Staff Survey.

4. Operational Plan – Organisational Culture Objectives

The following are the Organisational Culture Objectives have been included within the College Operational Plan which was considered by the Board of Management at it's meeting on 29 October 2019. Updates relating to those will be provided to the SGC in due course.

KEY TASK	LEAD	ACHIEVE BY END...	STRAT PLAN REF.
Complete full national submission of all agreed support staff Job Evaluation questionnaires	DHROD	November	O.1
Agree a revised Local Recognition and Procedures Agreement with EIS-FELA and UNISON	DHROD	May	O.2
Articulate clear linkages between the Workforce Development Strategy and the college's underpinning processes to deliver it	DHROD	March	O.1
Fully implement the HR Business Partner model to further empower line managers as per the EREP Enhancement Plan	DHROD	January	O.1

5. Funded appointments between 1 August 2019 and 31 October 2019

The following funded posts have been implemented during the period 1/8/19 to 31/10/2019:

- Vocational Training Advisor (s) – Increase in CITB funding
- Academic Lead Developer – UHI (ESIF Funding)
- Moray Growth Deal Project Manager – HIE/UHI Strategic Investment Funding
- Academic Lead Developer – UHI (ESIF funding)
- Programme Manager (DYW) – Scottish Government, see below
- Employer & Schools Liaison Assistant (DYW) – SG, see below

6. Developing the Young Workforce - Moray

As the SGC are aware the College entered into a contract relating to DYW Moray and took over the employment of the two employees (the Programme Manager and Employer & Schools Liaison Assistant) on 1 August 2019.

7. Grievances since the last Staff Governance Committee

There have been two grievances raised since the last Staff Governance Committee. These are both now resolved with some adjustments to process arising.

8. College Occupational Health Service

Moray College has participated in a collaborative procurement exercise (with Inverness College) in relation to Occupational Health Service Provision. This has resulted in a change in our provider from NHS Grampian to NHS Highland which better aligns with procurement frameworks. Whilst this is a recent move, and it is too early to undertake an informed assessment of service, initial indications are that the service has improved.

9. HR Business Partner Model

As a result of an ongoing evaluation of service and in response to matters arising through audit, the HR team have reviewed the provision of HR support to line managers. This has involved identifying a first point of contact (HR Advisor) for each line manager and arranging regular support meetings with the line managers. The objective is that this will provide support to the line managers in achieving proactive line management to the staff they manage, to ensure that responsibilities for matters such as deployment, recruitment, induction, performance and attendance management are clear and in place. It is hoped that this approach will allow the HR Advisors to guide (to a level which is appropriate for them) with an understanding of the area context, and that the line managers will consider this to be of benefit. The first set of one to one meetings are well underway at this time and early anecdotal feedback is positive.

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:	This paper is provided for the Committee’s information.			
Status: <i>(please tick ✓)</i>	Reserved:	<input type="checkbox"/>	Non-reserved:	<input checked="" type="checkbox"/>
Date paper prepared:	7 November 2019			
Date of committee meeting:	12 November 2019			
Author:	Carolyn Thomson, Director of HR and OD			
Link with strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • 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? <i>(Summary of response should be included in the paper)</i>	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: <i>(If yes, please provide detail)</i>	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.			
Risk implications: <i>(If yes, please provide detail)</i>	Any risk implications relating to any developments are detailed within the paper or provided to the committee separately.			

(i) Culture and Values – Update

1.0 Update based on the Strategic Aim and Strategic Objectives, progress in session 19/20 and requested actions.

The following is intended to provide an update in relation to the College Strategic Aim and Objectives regarding Culture and Values and references each area to the outcomes of the staff survey. It should be noted that the view has been expressed, through the Joint JCC, that the staff survey is now out of date and that the level of low morale has been understated within the survey results. As the college is now in a position where financial restrictions are ever increasing and the budgetary position of the college is causing staff concern over perceptions of job security, achieving and maintaining a positive culture is also ever increasing challenge, particularly in a context where attentions are necessarily focussed on cutting costs to mitigate the need to resort to the formal means the staff are concerned with.

The stated strategic aim of Moray College UHI is:

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

This Aim is underpinned by three Strategic Objectives to:

1. *ensure that positive behaviours supporting those core values are embedded across the Moray College community, by:*
 - *ensuring that those behaviours are understood by those who work, study, visit and interact with the college*
 - *ensuring that the college community is treated fairly and consistently through effective and current policies and procedures*
2. *adopt an inclusive, consistent and transparent decision making process, by:*
 - *ensuring that the wider college community and its stakeholders are advised timeously of issues that affect them, are involved as appropriate in the decision making process through meaningful consultation, and are advised of the outcome of that process*
3. *Provide a safe and supportive working environment, by:*
 - *actively promoting appropriate arrangements that ensure dignity at work, the elimination of discrimination and the positive promotion of equality*
 - *ensuring that health, safety and welfare arrangements are in place which promote best practice*

The following details measures which have been taken in furtherance of the strategic aims so far in session 19/20

1. *ensure that positive behaviours supporting those core values are embedded across the Moray College community, by:*

- *ensuring that those behaviours are understood by those who work, study, visit and interact with the college*

Previous reports to the SGC have detailed measures which have taken place with regard to this aim as well as a very initial draft of a Behavioural Framework. The committee will note that training which has been clearly identified as being in furtherance of the CORE values has been poorly attended with one particular session for managers being poorly attended. It can also be noted however that the 2019 Staff Survey states that the highest levels of overall agreement were with the statements, "I am aware of Moray College's values" and "I have a good idea what Moray College is trying to achieve".

Requested Action: The Committee are invited to consider the appropriateness of a Behavioural Framework.

- *ensuring that the college community is treated fairly and consistently through effective and current policies and procedures*

Significant efforts have been made in relation to this objective through review of policies and procedures (including consultation), management development, communication of matters emerging through JCC processes, inclusion of a wider group of managers in the JCC process, notification and support of NJNC circulars. A more recent development is the review and adjustment to the support of line managers in their staffing responsibilities by the HR team. At the time the staff survey was conducted, there were still perceived to be inconsistencies as detailed within the paper below.

2. *adopt an inclusive, consistent and transparent decision making process, by:*

- *ensuring that the wider college community and its stakeholders are advised timeously of issues that affect them, are involved as appropriate in the decision making process through meaningful consultation, and are advised of the outcome of that process*

Again, there have been many steps taken in furtherance of this objective with many of the elements mentioned in 1 above being adopted to underpin this area. These have previously been detailed for the SGC.

As can be seen from the attached Staff Survey overview, there was a 0.3 drop in the score of the question relating to decision making.

3. *Provide a safe and supportive working environment, by:*

- *actively promoting appropriate arrangements that ensure dignity at work, the elimination of discrimination and the positive promotion of equality*

Of all the sections in the staff survey there were fewest comments in relation to Equality and Diversity and there were high levels of agreement with statement that '*I understand my personal responsibilities for ensuring and promoting equality at work*'. Responses to all the other statements regarding equality and diversity were generally positive, with between 60% and 75% of respondents '*strongly agreeing*' and '*agreeing*' with each statement.

- *ensuring that health, safety and welfare arrangements are in place which promote best practice*

As is reported with the Director of HR report the college has contracted with a new OH Service Supplier, and initial experience of this service is positive. The new OH Service provider also provides management training in areas such as the role of OH in Absence Management and Stress Management. Discussions are underway to programme these activities into the monthly management development sessions.

It is the case that, like many other UHI partners, Moray College does not have an inhouse H & S expertise. A H & S consultant have been engaged and is currently supporting the college through a prioritised action plan.

(ii) Culture and Values – Update on roll out of the Staff Survey 2019 Report

The SGC received the Staff Survey Overview at the June meeting at the end of term. At the beginning of the new session the Principal provided an overview at the Welcome session, and thereafter the following paper was provided to managers just before the first meeting of the Joint JCC in October (process would normally be for JCC to have sight of the report before it is shared with the staff). The attached document has now been shared with staff in full. (marked for Internal Use Only)

The 2019 Staff Survey Results – Overview and Comparison with 2016 Results

Introduction

The 2019 Staff Survey Results are summarised below in two sections: a quantitative analysis of the scores submitted; and a qualitative review of the comments made. In terms of scoring the results would suggest that there has been little significant change in staff opinion since the survey conducted in Spring 2016. The tone of many of the comments, however, do not appear to align with the scoring. The survey had a 60% response rate.

Quantitative analysis

Significant changes?

There are a very limited number of significant changes in 2019 from the survey that was conducted in 2016.

- a) Outside of the standard statements where a response is invited on a 5-point scale, the percentage of staff who say they are aware of the college's Strategic Plan has increased strongly from 64% in 2016 to 72% in 2019.
- b) Only the following two statements had a rating difference of more than 0.2 between 2016 and 2019.

	2016	2019
There is consistent decision making at Moray College	3.0	2.7

- i. **Issue:** This is an issue that needs to be investigated and actions taken where necessary to address it. First considerations are that this might be a result of the SLT's attempt to move the college to a more 'distributed' form of management. It might also be symptomatic of tensions across staffing groups that have become evident from the national focus on terms and conditions of employment.

	2016	2019
I would like Moray College to promote and support additional wellbeing activities such as walking clubs, etc.	3.7	3.4

- ii. **Issue:** This statement is neither clearly a positive nor a negative and so has been excluded from the analysis. (It could mean that well-being is

already well-catered for; or that these should not be activities that the college is intervening in; or that the respondents do not like walking. etc.)

Summary changes by category

The average score across the whole survey has dipped very slightly from 2016 to 2019 by a score of 0.016 (a reduction in scoring of 0.4%). Only one category (Morale) has changed by more than a score of 0.1 and the ranking of categories in terms of score has remained unchanged, except for some slight differentiation between the previous joint second highest categories of 'Line Management', 'Equality and Diversity', and 'Communication'. As before, there is a progressive reduction from higher gradings for people with whom staff have the closest working relations (Your Job) down through 'Line Management' to 'SLT' and then to 'Board' where most staff would have least contact.

The changes in average score by category are shown in the table below. Outlier questions within each group indicate possible particular issues with '*decision-making*' and with '*communication of plans and progress of the college*'. These could be key areas to focus on going forward.

Differences in overall and category mean scores

Category	2016	2019	Difference
Aims and Culture Average	3.40	3.34	-0.06
Training & Development Average	3.37	3.33	-0.03
Board Average	3.00	3.00	0.00
SLT Average	3.12	3.08	-0.04
Line Management Average	3.84	3.89	0.04
Your Job Average	3.97	4.03	0.06
Morale Average	3.30	3.15	-0.15
Health, Safety and Well-being Average	3.65	3.57	-0.08
Equality and Diversity Average	3.84	3.83	-0.01
Communication Average	3.84	3.86	0.02
Grand Average	3.61	3.60	-0.016

So what *has* changed?

What *has* changed - and quite dramatically - is the percentage of people not completing the 'Profile of Respondents' questions. This suggests a lack of confidence in the survey's anonymity which is concerning and renders further analysis, particularly by department, problematic. In 2016 there were 11 teams with 9 or more respondents. In 2019, there were only 3.

Failure to respond to profile questions	2016	2019
Job role	1%	7%
Department	10%	30%
Length of Service	5%	18%
Type of contract	5%	15%
Age	17%	37%

i.e. support, teaching or management

i.e. full-time, part-time, or supply

Qualitative results

The survey provides an opportunity to for respondents to add comments at the end of each section then asks respondents to provide three suggestions which would improve the employee experience. Over the 7 Sections there were 261 comments as follows:

Survey Section	No. of comments 2019
Aims and Culture	32
Staff Training and Development	57
Leadership and Management	42
Job	55
Health and Safety	30
Equality and Diversity	12
Communication	33

In addition 79% of respondents (148 staff) took the opportunity to provide suggestions on measures which would improve their experience as an employee.

Comments from each of the sections

It is possible to identify a number of common themes which emerged across some or all of the sections as follows:

Perceived inconsistency in relation to

- the culture across departments and within departments ('right tea group', 'face fits', 'hand picked few')
- The treatment of teaching and support staff (perceptions that teaching staff are more valued)
- Staff development being disproportionately targeted for teaching staff
- Access to staff development ('boss's good books')

- Staff Reviews not being consistently undertaken
- Conduct matters not being addressed
- Inconsistency in addressing timekeeping matters and inconsistency in tea breaks
- Inconsistency in communication, inconsistent messages through the management structure and between departments.
- Operation of team meetings

Perceived Improvements in relation to

- More awareness of values
- A potential centre of excellence but factions
- Culture changing for the better with negatives unfairly being highlighted
- Approach to staff development improved
- Health and wellbeing activities

Perceptions regarding Workload

- Deadlines being too tight
- Additional administration
- Lack of forward planning
- Too much delegation

Perceptions regarding Decision Making

- Decisions regarding staffing need to be made more quickly
- That decisions are taken at senior management level without proper consultation
- The decisions are taken to the benefit of teaching staff and detriment of support staff
- That feedback and suggestions are not taken on board.

Perceptions regarding Communication

- Inconsistent messages being provided to staff through the communication structure
- Suggestions not being considered
- Issues with communication between departments
- Requirement for team meetings
- Ineffective email communication

Suggestions for measures which would improve the employee experience

There were recurrent themes across the suggestions for improvement, of which the most common were:

- More manageable and fairer workloads
- More, regular, and better team meetings
- Proactive line managers visibly addressing staff attendance and performance issues
- The return of a regular college newsletter
- More time for focussed/targeted staff development
- Whole-college Blue Sky Days to develop new ways of thinking/working

- More direct involvement with, and recognition from, senior management
- Improved communication
- Involvement in decision making at levels below senior management

There were also a wide range of individual requests and suggestions for improvements in different aspects of the college facilities and processes.

SCOTINFORM



**Moray College
Staff Survey 2019**

Prepared by Sheena Muncie

SCOTINFORM

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Executive Summary

making at Moray College' with 27% agreeing that this was the case and 41% disagreeing.

1. Research Background

Scotinform was commissioned to analyse the findings from a staff survey distributed by Moray College to its employees in March 2019. The main objectives of the survey were: to explore views on key issues from aims and culture to equality and diversity and to capture staff views on the overall employee experience

The survey was conducted by emailing all staff the link to an online questionnaire. In total, 187 responses were received from Moray College. Based on a sample size of 310, this represents an overall response rate of 60% which is slightly lower than the 68% achieved in 2017.

2. Research Results

2.1 Aims and Culture

- 72% of respondents were aware of Moray College's strategic plan which is higher than the 64% recorded in 2017.
- Responses to the statements on aims and culture suggest that respondents were most likely to agree that they were aware of the College's values, would recommend it as a place to work and had a good idea of what it is trying to achieve. They were less likely to agree, however, that *'there is consistent decision*

2.2 Training and Development

- Scores for the training and development statements tended to be fairly positive although there were high percentage of respondents who neither agreed nor disagreed with each statement ie ranging from 22% to 35%. 54% of respondents agreed that the College is committed to development its employees and 53% agreed that they received training and support to do their job well.

2.3 Leadership and Management

- 61% of respondents were aware when Board of Management meeting were held and 62% knew how to contact the Board. 43% knew where to access the Board of Management agendas and minutes.
- 23% of respondents agreed that the work of the Board is open and transparent but 22% disagreed with the statement. Of note is 44% neither agreed nor disagreed.
- 38% of respondents agreed that they knew where to find contact details of Board members and 35% disagreed. 19% of respondents neither agreed nor disagreed with the statement.
- Across all senior management statements there were high levels of respondents neither agreeing nor disagreeing with each ranging from 34% to 38%.

There were also low levels of 'strongly agree' statements ranging from 5% to 8%. 40% of respondents agreed overall with the statement 'senior management communicate a clear sense of direction for Moray College' in comparison with 22% of respondents who agreed with 'I believe that the SLT/EG is responding positively to important internal issues' and 'Senior managers communicate effectively with the rest of the organisation through the management structure'.

2.4 Line Management

- Agreement with statements relating to line management was high with between 61% and 86% of respondents strongly agreeing and agreeing with the statement.
- The statements that respondents were most likely to agree with were "I can discuss work issues openly with my line manager" and "My line manager encourages initiative" (86% and 75% of respondents respectively agreed with each of these statements).

2.5 Your Job

- Overall, responses to the statements about respondents' jobs were positive. There were particularly high levels of agreement with the statements 'I feel that the work I do in my job is worthwhile' and "I have good relationships with my

immediate colleagues" – 92% of respondents agreed with each of these statements and of note is the high level of respondents who strongly agreed with these statements (48% and 45% respectively).

2.6 Health, Safety and Wellbeing

- Awareness of the College's Health and Safety Policy was high at 85% but this is lower than the 93% reported in 2017.
- Awareness of the College's Confidential Counselling service was lower at 48% and this is lower than in 2017 (58%).
- Responses to statements regarding health, safety and wellbeing were generally fairly positive with 60% of respondents agreeing '*my workplace is well maintained and safe*' and '*I believe that Moray College actively promotes equality of opportunity for all staff*'.

2.7 Equality and Diversity

- Respondents were most likely to agree that they understood their own personal responsibilities for ensuring and promoting equality at work (28% of respondents agreed strongly with this and 61% agreed).
- Responses to all other statements were generally positive with agreement levels (those agreeing strongly and agreeing) ranging from 60% to 75%).

2.8 Communication

- The results suggest that respondents felt that there were good channels of communication with co-workers (33% '*strongly agreed*') and they also agreed (34% '*strongly agreed*') they could communicate their ideas within their team.
- *Whilst 9% of respondents 'strongly agreed' with 'I am provided with sufficient information to keep me appropriately informed about Moray's plans and progress' and 44% 'agreed' with the statement, a further 23% held no view either way and 22% disagreed (20% 'disagreed' and 2% 'strongly disagreed') with the statement.*

2.9 Improving the Employee Experience

The key suggestions for improving the employee experience at Moray College related to improving communication, and a better understand of job roles and how much pressure staff are under.

1. Introduction

1.1 Background

Two UHI partners commissioned Scotinform to carry out a staff survey in June 2019. The organisations involved were:

- Moray College
- SAMS

The partners prepared a draft questionnaire, which was finalised by Scotinform prior to being sent to staff and reflected the survey used in preceding years. The questionnaire covered seven broad topics identified by the partners:

- Aims and Culture
- Staff Training and Development
- Leadership and Management
- Your Job
- Health, Wellbeing and Safety at Work
- Equality and Diversity
- Communication

This report provides the results for Moray College, with a separate report prepared for SAMS.

1.2 Research Objectives

The overall aim of the research was to conduct a survey of staff for Moray College.

Specific research objectives were to:

- provide feedback on each of the topic areas
- identify staff views on the overall employee experience

2. Methodology and Sample

2.1 Methodology

The link to an online self-completion questionnaire was emailed by Moray College to all staff from 7 March 2019 with a closing date of 29 March 2019.

In total, 187 responses were received from staff at Moray College which is less than the 210 received in 2017. Based on a total sample of 310, this represents a reasonable overall response rate of 60% which is less than the 68% reported in 2017.

2.2 Profile of Respondents

2.2.1 Job Role

Members of staff responding to the survey were most likely to work as Support or Teaching staff (53% and 35% of responses came from these groups) with only seven responses received from Management staff.

Table 2.1: Job Role

Base: all respondents

	Number of respondents	%
Support staff	100	53
Teaching staff	66	35
Management staff	7	4
No response	14	7

2.2.2 Department

Twenty-eight departments were represented by respondents but, of note, is that 56 respondents declined to select from a drop-down list in which department they were employed.

Table 2.2: Department

Base: all respondents

	Number of respondents	%
Administration Services (including Student Finance, MIS)	14	7
Estates	11	6
Nursery	12	6
Construction inc Oil & Gas	7	4
Computing and Digital Media	7	4
Social Sciences	7	4
Student Services	7	4
Business, Management, Administration	5	3

	Number of respondents	%
and Accounting		
Engineering	5	3
Hospitality	5	3
Principal's Office, P, Directors, Quality, BOM	5	3
Sport	6	3
Beauty	3	2
Extended Learning Support	3	2
Finance (inc Director of Finance)	4	2
Human Resources (including Director of HR & OD)	3	2
Leisure and Short Courses	3	2
Marketing and Business Development	3	2
Refectory, Aye Pod	3	2
Science	3	2
SVQ Centre	4	2
Art and Performing Arts	2	1
Essential Skills	2	1
Hairdressing	2	1
ICT and Reprographics	2	1
Health and Social Care	1	1
Horticulture	1	1
Skills for Life	1	1
Complementary Therapies	-	-
Academic Partnerships inc Schools, ESOL, FA, Curr Admin	-	-
Counselling	-	-
Child Care, Early Education and	-	-

	Number of respondents	%
Teacher Education		
No reply	56	30

2.2.3 Length of Service

22% of respondents had been employed by Moray College for 6-10 years with 19% having been with the College for 3-5 years and 11-20 years.

Table 2.3: Length of service

Base: all respondents

	Number of respondents	%
0-2 years	26	14
3-5 years	35	19
6-10 years	41	22
11-20 years	36	19
21 plus years	16	9
Prefer not to say	33	18

2.2.4 Contract

45% had a full-time contract with Moray College and a further 37% worked part-time.

Table 2.4: Type of contract

Base: all respondents

	Number of respondents	%
Full-time	85	45
Part-time	69	37
Supply/hourly paid	5	3
No response	28	15

2.2.5 Age

Respondents were most likely aged 25+ with 19% aged 25-40, 18% aged 41-50 and 20% were aged 51-60. It should be noted, however, that a total of 69 respondents selected not to provide their age details.

Table 2.5: Age of respondents

Base: all respondents

	Number of respondents	%
17-24	5	3
25-40	36	19
41-50	34	18
51-60	37	20
60+	6	3
Prefer not to say	46	25

	Number of respondents	%
No response	23	12

2.3 Reporting

The conventions followed in the report are:

- an asterisk (*) denotes less than 1%.
- not all responses add up to 100% due to the exclusion of no replies and don't knows
- the mean scores are based on 1= disagree strongly and 5 = agree strongly, unless otherwise stated
- the mean scores from 2019 are compared with those reported in 2017.

3. Aims and Culture

The first section of the survey featured a series of statements regarding Moray College's aims and culture with respondents asked to what extent they agreed or disagreed with each.

- 72% of respondents were aware of the College's strategic plan.

3.1 Aims and Culture Statements

There were varying levels of agreement with the statements about aims and culture. Highest levels of overall agreement (ie '*strongly agree*' and '*agree*') were with the statements "*I am aware of Moray College's values*" and "*I have a good idea of what Moray College is trying to achieve*". Overall, 84% agreed with the former and 79% with the latter. Of note, however, is that 63% of respondents agreed with the statement '*I would recommend Moray College as a good place to work*' – 18% of respondents '*strongly agreed*' with this statement and a further 45% '*agreed*'. Approximately a quarter (23%), however, '*neither agreed or disagreed*'.

In comparison, just 3% of respondents strongly agreed with the statement '*There is consistent decision making at Moray College*' and 24% agreed. The highest level of '*neither agree nor disagree*' was with the statement '*Moray College has a supportive and participative culture*' with 34% of respondents selecting this option.

Table 3.1: Overall agreement with Aims and Culture statements

Base: all respondents


	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I am aware of Moray College's values	20	64	10	3	2	2	3.8	4.0
I would recommend Moray College as a good place to work	18	45	23	7	5	2	3.7	3.6
I have a good idea of what Moray College is trying to achieve	17	62	11	7	3	1	3.8	3.8
Moray College's values have an impact on how I conduct myself at work	12	49	27	8	3	2	3.6	3.6
I feel that Moray College appreciates its employees	8	31	31	13	13	3	3.1	3.1
Employees have opportunities to make suggestions for change openly	7	43	28	14	8	1	3.3	3.3
Moray College has a supportive and participative culture	6	37	34	15	8	1	3.3	3.2
I have an opportunity to input into Moray College's plans	5	36	32	16	8	3	3.2	3.2
I believe that Moray College's values have an impact on how others conduct themselves at work	5	41	32	11	6	5	3.4	3.3
There is consistent application of policies	5	33	26	18	14	4	3.2	3.0

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
and procedures at Moray College								
There is consistent decision making at Moray College	3	24	29	25	16	4	3.0	2.7


3.2 Comments on Aims and Culture

Thirty respondents (16% of the total) provided feedback to the open-ended question seeking further comments on 'Aims and Culture' at Moray College.


The theme most likely to emerge from analysis of this feedback (mentioned by 6% of total respondents) was that the College's aims and culture on paper were not followed through in practice. Comments included:

 *'There is inconsistency with decision making and the way in which employees are supported at Moray College. There is some excellent stuff happening and some very positive aspects to the culture but it is not a cohesive operation in which everyone is working together.'*

 *'Moray College has aims and objectives however the culture does not follow through.'*

 *'It is my belief that the college has values on paper but don't always portray them to the staff. There is no follow up to 1st CCM new format which was supposed to lend to the college's aims/values. I feel that there is a "face fits" culture in the college.'*

Additional feedback included:

 *'I think there is still a culture of "lip service" at the College. You can suggest what you want but you don't get an answer and you are*

rarely told no, it just doesn't happen or is put off time after time.'



'I feel there is a disconnect between management's aims and the abilities of staff who work really hard in and outside of work to achieve the best they can. Personally I feel unsupported and undervalued.'



'I feel there has been more staff awareness / inclusion on the values and what the college is trying to achieve in the last couple of years.'



'I would recommend Moray College as a good place to work because I think it still has huge potential to be a centre of excellence. But it feels like there are factions pulling in different strategic directions and this is undermining the degree to which change is being perceived as positive.'

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4. Staff Training and Development

4.1 Staff Training and Development Statements

Of note in Table 4.1 is the lower levels of respondents who '*strongly agreed*' with each of the statements relating to staff training and development. The statement with which respondents were most likely to '*strongly agree*' was '*I have a personal development plan which is reviewed with my line manager/s*' (12%) and a further 40% 'agreed with the statement. It should be noted, however, that 20% of respondents '*neither agreed nor disagreed*' with this statement and a further 28% disagreed (ie selected '*disagree*' and '*strongly disagree*').

Table 4.1: Overall agreement with Staff Training and Development statements

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I have a personal development plan which is reviewed with my line manager/s	12	40	20	22	6	-	3.5	3.3
Moray College is committed to developing its employees	11	43	27	16	3	1	3.4	3.4
I have regular meetings with my line manager to monitor my development objectives	11	40	22	20	6	-	3.3	3.3
I receive training and support to do my job well	9	44	30	15	3	-	3.3	3.4
Moray College provides good information	8	40	32	17	3	-	3.4	3.3

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
about the training and development opportunities available to me								
I am encouraged to reflect upon the development of my job skills as a result of the training and development I have received	8	38	35	17	2	1	3.3	3.3

4.2 Comments on Staff Training and Development

Fifty-seven respondents (30% of the total) provided feedback to the open-ended question seeking further comments on 'Staff Training and Development'. The key themes to emerge from analysis of these comments were:

- Academic staff are offered more training than support staff (mentioned by 7%)
- Training is too generic (5%)
- Training is not always offered around staff availability e.g. front of house staff, during events, mid-term time (4%)
- Development is self-led, rather than Management-led (4%)
- Good range of training available (4%)



'While things have improved, most of the staff development and training opportunities still seem more focused on the lecturing staff and not support staff.'



'Most of the Staff Development is geared towards the Lecturing staff with very limited choices for Support Staff.'



'Staff development opportunities have increased but more often than not, the timing of events are scheduled around Academic needs. Support staff peaks/troughs are not taken into consideration.'



'The online training is quite boring and time consuming. More face to face training on days which are specifically designed for that purpose would be beneficial. Online has often been done in our own time eating into our marking, evaluating and preparation time.'



'My line manager has been exceptionally supportive regarding my development however this is driven by myself with her assistance. I don't think I would have any development opportunities if it wasn't self-led or with her support.'



'There is a good deal of opportunity for development as far as pedagogy is concerned, less perhaps for professional / subject matter development.'



'Moray College's approach to staff development has come on in leaps and bounds over the last few years and I now feel that there is a more definite commitment to it.'



'Quality of staff training is poor. CPD is tick box exercise, personal development is a tick box exercise.'

For Internal Moray College Use Only

5. Leadership and Management

5.1 Board of Management

- 61% of respondents were aware when Board of Management meetings were being held.
- 62% of respondents knew how to contact the Board of Management.
- 43% of respondents knew where to access the Board of Management agendas and minutes.

Of note in Table 5.1 is the similar number of respondents who agreed and disagreed with each statement. 23% of respondents agreed (selected '*strongly agree*' and '*agree*') with the statement '*the work of the Board is open and transparent*' but 22% disagreed that this was the case. A further 44% of respondent '*neither agreed nor disagreed*' with this statement and 11% responded '*don't know*'.

Whilst 38% of respondents agreed (selected '*strongly agree*' and '*agree*') with the statement '*I know where to find contact details of Board members*' a further 35% disagreed (selected '*disagree*' and '*strongly disagree*').

Table 5.1: Overall agreement with Board statements

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
The work of the Board is open and transparent	3	20	44	17	5	11	2.9	3.0
I know where to find contact details of board members	3	35	19	30	5	7	3.1	3.0

5.2 Senior Management

Across all senior management statements there were high levels of *'neither agree nor disagree'* with approximately a third of respondents selecting this response for each statement. The highest level of agreement overall (ie selected *'strongly agree'* and *'agree'*) was with *'senior management communicate a clear sense of direction for Moray College'* with 40% agreeing that this was the case. 31% of respondents disagreed overall (selected *'disagree'* and *'strongly disagree'*) with the statement *'senior managers communicate effectively with the rest of the organisation through the management structure'*.

Table 5.2: Overall agreement with Senior Management statements

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I believe that the SLT/EG is responding positively to important external issues	8	23	37	13	6	13	3.2	3.2
Senior management behaviours are consistent with Moray College's values	7	32	34	14	5	9	3.3	3.2
Senior management communicate a clear sense of direction for Moray College	6	34	33	13	7	7	3.1	3.2
I believe that the SLT/EG is responding positively to important internal issues	6	16	38	18	10	12	3.0	2.9
Senior managers communicate effectively with the rest of the organisation through the management structure	5	22	33	23	8	9	3.0	2.9

5.3 Line Management Statements

Agreement with statements relating to line management was high with between 61% and 86% of respondents 'strongly agreeing' or 'agreeing' with the statements. The statements that respondents were most likely to 'strongly agree' with were "I can discuss work issues openly with my line manager" and "My line manager encourages initiative" (41% and 36% of respondents respectively selected 'strongly agree' for each of these statements).

Table 5.3: Overall agreement with Line Management statements

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I can discuss work issues openly with my line manager	41	45	7	5	2	1	4.1	4.2
My line manager encourages initiative	36	39	14	7	1	3	4.0	4.0
My line manager provides me with the resources that allow me to do my job	31	39	20	7	2	1	3.7	3.9
I receive positive recognition from my line manager	30	40	17	10	3	1	3.8	3.8
My line manager keeps me informed about work related issues	30	41	19	8	2	1	3.9	3.9
My line manager delegates work effectively	24	37	22	11	3	3	3.7	3.7
My line manager provides effective feedback	24	38	21	12	3	1	3.7	3.7

5.4 Comments on Leadership and Management

Forty-two respondents (22% of the total) provided feedback via an open-ended question regarding 'Leadership and Management'. Analysis of these comments highlighted the following key themes:

- Poor communication from leadership (mentioned by 9% of all respondents)
- Good communication from leadership (5%)
- Resource constraints (4%)
- Cross departmental communication is poor (3%)
- Favouritism for certain staff members (3%)
- Line manager is overwhelmed with their own workload (3%)
- Inconsistent communication from leadership (2%)
- Budgetary constraints (1%)



'My line manager does not communicate with his staff. He is totally unapproachable.'



'My line manager is so busy running ■■■ own department ■■■ can find it difficult to effectively find time to meet with me although ■■■ does try. I have had no staff appraisal for 5 years.'



'There has been a lot of changes in this restructure some people have adapted better than others. Personally I have welcomed the change and felt informed with any areas that have related to myself.'



'My line manager is very supportive. Impressed with the way the financial situation has been dealt with. But I've been here long enough to experience the repeated knee jerk reactions and changes from the SLT whenever the wind changes.'





'At times deadlines can be extremely tight causing extra pressure for teams.'





'The Senior Leadership team does not communicate on any important external issues like the Moray Growth Deal or Brexit. For

example there has been no communication from HR or Curriculum on how Brexit will impact staff and student numbers, funding etc... I don't even think an impact assessment has been conducted. I feel that, at strategic level, management fails to anticipate issues and are only responding once they are faced with a problem.'

 *'Inconsistent approaches to leadership and Management. There is a clear lack of structure (very flat) in place for support staff, which greatly reduces the ability to delegate due to the huge pay gaps between senior managers, middle managers and teams. There is same level senior curriculum managers making student support decisions without the knowledge of the managers and often direct to their teams.'*

 *'The team I work in is very much split. There is not fairness across the board. There are very clear favourites.'*

 *'The allocation of resources required this session to allow me to do my job is outwith my line manager's control at the moment.'*

 *'There has been a lot of changes in this restructure some people have adapted better than others. Personally I have welcomed the change and felt informed with any areas that have related to myself.'*

 *'The SLT are working hard to support the college in moving forwards. Management are limited by those who consistently look backwards and are focused on the past rather than the present and future.'*

6. Your Job

6.1 Statements about your job

Overall, responses to the statements about respondents' jobs were positive. There were particularly high levels of 'strongly agree' with the statements "I have good relationships with my immediate colleagues" and "I feel that the work I do in my job is worthwhile" – 48% and 45% of respondents 'strongly agreed' with each of these. The lowest level of agreement was with the statement "I am satisfied with my involvement in decisions that affect my work" although 60% of respondents agreed ('strongly agreed' and 'agreed') with this statement.

Table 6.1: Overall agreement with statements about Your Job

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I have good working relationships with my immediate colleagues	48	44	6	1	-	1	4.2	4.4
I feel that the work I do in my job is worthwhile	45	47	3	4	-	1	4.2	4.3
I am clear about my role and responsibilities	37	51	5	6	1	-	4.2	4.2
I understand how my job helps Moray College achieve its objectives	34	50	11	3	1	2	4.1	4.1
I have sufficient variety in my job to make it	33	49	10	8	-	1	4.0	4.1

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
interesting								
My job makes good use of my skills and ability	31	47	13	7	2	1	3.9	4.0
I am free to choose how I do my job	29	47	16	6	2	-	3.8	3.9
I have control over the work I do	26	43	20	9	2	-	3.7	3.8
I can find the information that I need to do my job well	23	50	18	8	1	-	3.9	3.9
I am satisfied with my involvement in decisions that affect my work	21	39	22	13	4	1	3.7	3.6

6.2 Morale

11% of respondents rated their morale as 'very high' with a further 36% selecting 'high'. Over a quarter of respondents (29%), however, felt that their morale was 'neither high nor low'. Team morale was rated slightly lower, with 8% saying this was 'very high' and 28% 'high'. Overall, 23% of respondents described their morale as low ('low' and 'very low') and 27% of respondents felt that the morale of their team was low ('low' and 'very low').

Table 6.2: Overall agreement with morale statements

Base: all respondents


	Very high	High	Neither/Nor	Low	Very low	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
My morale is...	11	36	29	14	9	-	3.4	3.3
The morale of the team I work with is...	8	28	35	15	12	2	3.2	3.0


6.3 Comments on 'Your Job'


Fifty-five respondents (29% of the total) provided comments regarding their job with the following key themes emerging:


- Overall, happy with job (9% of all respondents)
- Low morale (mentioned by 8%)
- Overwhelming workload (7%)
- Weak leadership (5%)
- Tasks outside of core job not taken into account eg admin, computer lab, covering reception etc (5%)
- Too much pressure (4%)
- Undervalued by management (4%)
- Feel valued by management (2%)
- Staff shortages (2%)
- Conflicting approaches to solving staff issues (2%)
- Favouritism for certain staff members (1%)
- Insufficient time outside to teaching to reflect, catch up, achieve a good work/home life balance, etc (1%)


- Academic staff prioritized over support staff (1%)
- Budgetary constraints (1%)
- Insufficient facilities (1%)


 *'I really enjoy my role and feel privileged to do the work I do to contribute to outcomes for staff and students at Moray College and across the UHI.'*


 *'I have autonomy over what I do which keeps it varied however am limited by my position. Outside the department I have no say in my role.'*

 *'My job is rewarding and I enjoy coming in each day. The only issue we have had is not having consistent staff due to people leaving and having to use supply staff.'*

 *'The morale of the college in general appears low.'*

 *'Within the team I find the initial reaction is to take the negative view first before giving the change / task etc. a chance. To see everything as an extra rather than what is within their job role. This only takes one or two members and it can have a knock on effect to the rest of the team.'*

 *'I enjoy my job, love the teaching aspect of it. What I find hard is the stress of short deadlines. Yes sometimes things do come in quickly but I just don't understand why we have such short notice to have things complete. We had a quality cycle calendar at the start of the year which is great but that has now run out but nothing for the remainder of the year.'*

 *'I love my job but I have never had to work so hard in my life. I constantly feel like I am chasing my tail. I feel that my lessons are not as good as they could be due to time restrictions, the network being locked down and constantly having to up skill. Imagine how good this college could be if we were given proper time to up-skill and prepare. Since starting here I have had to learn so much before I could actually teach it due to the nature of my subject area. This has all been done in my own time. Given even 2 hours a week to learn would make life so much easier and improve the college as we would be able to teach up to date, new subjects.'*



'There is far too much to do in the time allotted and accordingly has an effect on morale.'



'Seems a constant battle against new restrictions on the IT infrastructure that creates new headaches. Enjoy the teaching side but can be a huge battle to do simple things in the computer labs.'

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7. Health, wellbeing and safety at work

7.1 Awareness of Health and Safety Policy and Counselling Service

- 85% of respondents were aware of Moray College's Health and Safety Policy
- 48% were aware of the confidential counselling service for staff

7.2 Health, Safety and Wellbeing Statements

The health, safety and wellbeing statement that respondents were most likely to 'strongly agree' with was 'I am provided with the personal protective clothing and safety equipment I need' (19% 'strongly agreed' that this was the case). The statement that respondents were most likely to agree overall with (ie selected 'strongly agree' and 'agree') was 'Moray College provides sufficient information regarding the promotion of health and wellbeing': 64% of respondents agreed with this statement.

Table 7.1: Overall agreement with health, safety and wellbeing statements

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I am provided with the personal protective clothing and safety equipment I need	19	34	39	3	2	4	3.7	3.7

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
My workplace is well maintained and safe	16	44	23	13	3	1	3.7	3.6
All health and safety issues within my area are addressed promptly	16	32	30	14	5	3	3.4	3.4
Moray College provides sufficient information regarding the promotion of health and wellbeing	14	50	25	5	3	2	3.8	3.7
I have received effective Health and Safety training	13	39	23	18	5	1	3.6	3.4
I would like Moray College to promote and support additional wellbeing activities such as walking clubs, etc.	10	35	41	10	3	2	3.7	3.4

7.3 Comments on 'Health, Safety and Wellbeing'

Thirty respondents (16% of the total) provided feedback on health, safety and wellbeing with the following emerging themes from analysis of the comments:

- The building and facilities are not fully fit for purpose (5% of all respondents)
- Health, safety and wellbeing procedures are not properly dealt with (3%)
- Wellbeing activities are often at times when staff cannot attend (3%)
- Positive attitudes to the range of wellbeing activities (3%)
- Not aware to whom health and wellbeing issues should be reported (2%)

- Budget constraints create an obstacle to providing sufficient health and safety measures (1%)
- There is insufficient care offered for employees (1%)



'The toilets are disgusting, and are shared with students morale is low as more as additional duties and tasks such as learning about Brightspace are given without sufficient time to carry them- particularly stressful for module leaders Taking on leadership tasks such as module leadership which should lead to improved self-fulfilment is just not worth it as the additional time given for such a role does not reflect the realities.'



'My workplace is safe but it is not well maintained and requires a significant investment in order to make it so.'



'I think there is a danger that employees will be off work with stress related illnesses if they are undervalued and unappreciated. Investing in health and wellbeing is important to maintain staff morale and health.'



'I think we should be able to make sensible decisions without being made to feel stupid when it comes to health and safety. We are professional people who would not deliberately do things wrong to jeopardise the safety of our staff or students.'



'Yes promote a walking club but what else is there? I'd like to have the time to meet regularly with a team, never mind joining a club.'



'Moray college have implemented new initiatives such as walking and massage however did not take into account those who do not work 9-12 and 1-4 as these were the times when these activities happened. Social activities also do not take into account evening classes being run as well.'



'No one person responsible for Health and Safety since the Estates Manager left. Who signs off Travel R.A's? I have to buy my own PPE. Requested funds for safety equipment has been withheld. Designations about Fire Wardens placed on staff without consultation. Seagull problem worse than ever despite spending thousands on contractors. Trees cut down because their leaves were a nuisance. College vehicles not maintained properly. These are all symptoms of a disorganised and unmanaged department within the College. It is a disgrace.'



'There is a challenge around the want to be health and safety compliant and the budget to actually enable this. Sometimes things can't

be acted upon as there aren't sufficient funds - or if these need to come from department budgets - this leaves a knock on affect for other things.

For Internal Moray College Use Only

8. Equality and diversity

8.1 Equality and diversity statements

There were high levels of agreement with statement that '*I understand my personal responsibilities for ensuring and promoting equality at work*'. This statement had the highest level of '*strongly agree*' at 28% and a further 61% of respondents '*agreed*'. Responses to all the other statements were generally positive, with between 60% and 75% of respondents '*strongly agreeing*' and '*agreeing*' with each statement.

Table 8.1: Overall agreement with Equality and Diversity statements

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I understand my personal responsibilities for ensuring and promoting equality at work	28	61	9	1	1	1	4.1	4.2
I believe that Moray College actively promotes equality of opportunity for all staff	18	42	20	15	2	3	3.7	3.6
I am treated according to my individual needs	18	55	20	5	1	1	3.8	3.9
I know what to do if I am concerned about an equality matter	18	57	16	7	1	2	3.9	3.9
I am aware off Moray College's equality	18	52	19	7	1	3	3.9	3.8

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
objectives in relation to equalities								
I have received effective equality training	17	57	15	8	3	1	3.8	3.8
I am confident that equality concerns within Moray College will be dealt with promptly and appropriately	15	42	27	10	2	4	3.7	3.6

8.2 Comments on 'Equality and Diversity'

Thirty respondents (16% of the total) provided feedback on equality and diversity, with the following themes emerging from analysis of those comments:

- Equality and diversity are not being dealt with properly by Senior Management (8% of all respondents)
- Equality and opportunities for staff differs between departments (3%)
- Equality for students takes precedence over equality for staff (1%)
- Confidentiality leaks (1%)
- Favouritism for certain team members (1%)



'I have been involved in three "equality" investigations in recent years; two regarding sexual discrimination and one regarding racial discrimination. None of these investigations were drawn to a conclusion; in each case, they were simply "left hanging" until they had apparently resolved themselves.'



'I do not feel that equality and diversity is being dealt with in some situations as it should be and senior management are in some cases out of touch and scared to stand up for what is right for fear of reprisal. I think some management only help students they feel are



worthy and make personal rather than objective decisions.'

'No equality of opportunity because of discretionary decision making from senior management.'



'Equality of how support staff are treated differs with department. [REDACTED] have staff who are consistently late every day, have smoking break and two thirty minute breaks per day. This is not addressed even though it has been raised with their line manager. This needs to be addressed as it affects the moral of other members of support staff, who are actually working an additional 3 hours per weeks over what certain members of [REDACTED] do.'



'I think that equality and opportunity for all staff doesn't really exist. I think that some staff have excellent opportunities available to them and others not so much. It is virtually impossible to have genuine equality of opportunity. Equality training took place (online module) but not convinced it is effective.'



'No faith due to confidentiality leaks in the workplace - we often hear information that should be confidential.'

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9. Communication

9.1 Communication statements

Overall, there were high levels of agreement with each of the communication statements. The highest level of 'strongly agree' responses was with 'I have the opportunity to communicate my ideas within the team' and a further 49% 'agreed' that this was the case. In contrast, 9% 'strongly agreed' with 'I am provided with sufficient information to keep me appropriately informed about Moray's plans and progress' and 44% 'agreed' with the statement. A further 23%, however, held no view either way but 22% disagreed (20% 'disagreed' and 2% 'strongly disagreed') with the statement.

Table 9.1: Overall agreement with Communication statements

Base: all respondents

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
	%						Mean score	
I have the opportunity to communicate my ideas within the team	34	48	9	7	1	1	4.0	4.1
There are good channels of communication between me and my co-workers	33	51	9	5	2	1	4.1	4.1
There are good channels of communication between me and my line	27	49	14	6	4	1	3.8	3.9

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
managers								
My section holds regular team meetings	28	44	14	11	3	1	3.9	3.8

	Strongly agree	Agree	Neither/Nor	Disagree	Strongly disagree	Don't know	Moray College average 2017	Moray College average 2019
I am provided with sufficient information to keep me appropriately informed about Moray College's plans and progress	9	44	23	20	2	1	3.4	3.4

9.2 Comments on 'Communications'

Thirty respondents (16% of the total) provided feedback on communications, with the following themes emerging from those comments:

- Poor communication from Management (6% of all respondents)
- Department communication is good (5%)
- Communication across the College is poor (4%)
- Struggle to find time to communicate with whole team on regular basis (2%)
- Decision making is done without the input of staff below management level (2%)
- Favouritism with certain members having their concerns addressed over others (2%)
- Online tools for communication are not enough (2%)

- More feedback and follow up from the outcomes of Senior Management meetings is required (2%)
- Newsletter is an effective form of communication (1%)
- Communication is poor amongst the team (1%)
- Concerns raised are not always dealt with due to a fear of upsetting people (1%)



'Line managers don't reply to emails. But you are expected to reply to their emails.'



'I think communication within the management teams are effective - however, more could be done to bridge that gap between teams and senior management - it still feels like a few steps removed.'



'Good communication within team, but does not seem to be effective from management down. Lots of Chinese whispers due to this.'

'New structure has not provided any new opportunity for improved communication, only made it worse.'



'There is not enough time for me and my teams to have regular team meetings or for me to communicate my ideas to them on a regular basis. Most of my communication happens piecemeal with whoever I can find in the workrooms at the time. I have plenty on 1:1 discussions with staff but not enough as a whole team.'



'No forum for communication with others at my level. Good communication channels between myself and teams and other staff. Don't think there are any effective channels of communication upwards. Communication within the pod is good.'



'Would like to know more about what meetings are being held by senior management and summary of outcomes/discussions. Don't think this should be left to line managers to pass on.'



'Consistently year on year the communication is poor particularly from the top management tier. There is no discussions before implementing policies etc which impact on ground floor staff to hear how positive or negative the impact will be. Time and time again we hear news much later than others. It would be much better to hear things by email at the same time as everyone else direct from the source so that arms and legs are not added.'

10. Improvements to Employee Experience

148 respondents (79% of the total) made further comments on what would improve their experience as employees. Key issues to emerge from analysis of these comments, and mentioned by more than 2% of respondents, were:

- Better communication (mentioned by 17% of respondents)
- Better understanding of each other's job roles and how much pressure staff are under (11%)
- Senior Management should value their employees more (9%)
- Acknowledgement of how much time is take up with additional tasks (9%)
- More opportunities for career progression (9%)
- Improve equal opportunities (6%)
- Manageable workload (6%)
- Clear and consistent operational procedures (6%)
- More support from management (6%)
- More blue sky days separated from staff training days (6%)
- More democratic and open dialogue with management (6%)
- Agreement on improved wages (4%)
- A quick reaction to staff shortages (4%)
- Boost morale and motivation with staff (4%)
- Improve the overall building environment (4%)
- Reassess working hours, flexi time and/or overtime pay (4%)
- More health, wellbeing and social events after work (4%)
- Continue to improve support for students (3%)
- Increased departmental budget (3%)
- Less bureaucracy (2%)

- Better communication from Senior Management about decisions and plans (2%)
- Reintroduce the newsletter or something similar (2%)
- Improve how time is managed to ensure regular meetings can take place (2%)
- Employee performance/rewards management (2%)



'We are not always kept up to date with what is happening within our work department. I think we should be better informed of what is going on.'



'More consistency in team communication.'



'Certain people within our department are better treated than others. I know that will be disputed but it is true. I think everyone should be treated the same.'



'More time and space within the workload to manage staff, plan and be proactive rather than reactive.'



'Recognition from senior management and board of management.'



'Appreciation of what we do. Fed up being shifted around the college as if we don't matter.'



'Management need to value their staff and that means understanding the workload issues.'



'Staff Newsletters were very informative, find out things in newspapers that staff should already know.'



'I would like a more nurturing and trusting culture ie one that lets staff use their initiative and be supported to do things their own way.'

'Senior management being more organised and stop throwing things at staff with unachievable deadlines in the working day, this might reduce the amount of evening and weekend working required.'

The 2019 Staff Survey Results – Open Ended Responses

Aims and Culture

<p>Aims - not something I am explicitly aware of other than from the principal's intro at the start of each year. How are these communicated? Culture - Culture within our department is good but there seems to be many extra demands from above.</p>
<p>Cultures are different within individual department - very dependant on staff.</p>
<p>Departmental aims all differ. standards and procedures vary greatly as a consequence</p>
<p>Employees do have an opportunity to make suggestions for change but these are mostly ignored. Moray College does not appreciate their employees, they see them as PI converters. They consistently bully staff in terms of overloading competent workers. Decision making often involves the wrong staff (academic only), who do not understand the bigger picture or the knock on effect their decision makes. Policies and procedures are not consistently applied, it depends on who you are.</p>
<p>Employees have opportunities to make suggestions but i'm not convinced they are heard</p>
<p>Employees have opportunities to make suggestions for change openly - This can occur but isn't always received well</p>
<p>I do not feel appreciated or valued for all the endless hours of work (not contracted hours) Management basically ignore staff in the corridors and if 'your face fits' and you can offer anything for them then you are ok</p>
<p>I feel there has been more staff awareness / inclusion on the values and what the college is trying to achieve in the last couple of years.</p>
<p>I feel there is a disconnect between management's aims and the abilities of staff who work really hard in and outside of work to achieve the best they can. Personally I feel unsupported and undervalued.</p>
<p>I think it would be helpful to have posters with our aims and core values, as reminders and help visitors/students appreciate what we are about.</p>
<p>I think there is a discrepancy between how people are treated and participation is usual via a hand picked few</p>
<p>I think there is still a culture of "lip service" at the College. You can suggest what you want but you don't get an answer and you are rarely told no, it just doesn't happen or is put off time after time.</p>
<p>I understand what Moray College is trying to achieve on paper but reality it is a paper exercise. Nothing is ever followed up. Still waiting for David's presentation from after the</p>

summer 2017.
I would recommend Moray College as a good place to work because I think it still has huge potential to be a centre of excellence. But it feels like there are factions pulling in different strategic directions and this is undermining the degree to which change is being perceived as positive.
It is becoming more and more apparent that teaching staff are valued much more highly than support staff. Unfortunately at times it support staff seem to be regarded as unimportant, their views are not valued and in fact it feels as if they they are often excluded. But yet support staff are always the first to be hit/put under pressure when last minute solutions are required, budgets have to be cut etc. Whether this is true or not this is how things are perceived by a lot of support staff (I personally have never felt this way before and I hope things can change).
It is my belief that the college has values on paper but dont always portray them to the staff. There is no follow up to 1st CCM new format which was supposed to lend to the college's aims/values. I feel that there is a "face fits" culture in the college.
It would be nice to see more of [REDACTED], [REDACTED] in 'Being there'. [REDACTED] a lovely guy who's personality lends itself to a supportive and participative culture, but we rarely hear or see [REDACTED].
Moray College always has had an excellent culture with values, externals always comment on this it is patronising that someone now has a responsibility to tell us how to behave.
Moray College has aims and objectives however the culture does not follow through
No
Not all staff and departments are treated equally
Recent start, still finding out.
Sad such shortage of staff and so much to do and not enough time to do it all .
Seems to be a culture of if your face fits, are you in the right tea group.
The aims of the college are clear but I am not confident that all staff are aware of them, despite the numerous ways in which information is communicated. The culture of the college seems to be changing for the better, however I have a concern that union reps are unfarily highlighting negatives.
The last two staff surveys asked for things to change. This has not happened. Aims and college values are written down, but the culture is a bullying and intimidating one, not one of respect.

<p>The staff are great, Senior team not so great maybe a lack of management training?</p>
<p>The term Mopray College is to broad a term, some members staff at Moray College Appreciate employees etc</p>
<p>There is inconsistency with decision making and the way in which employees are supported at Moray College. There is some excellent stuff happening and some very positive aspects to the culture but it is not a cohesive operation in which everyone is working together.</p>
<p>They change with the wind.....and who you are!!!</p>
<p>within our department there is consistency about what we are trying to achieve and how we are treated, however the same cannot be said on a wider scale. Most definitely a culture where academics both think they are better and are treated differently than the "lower class" support staff.</p>
<p>Yes, a supportive culture but becoming competitive.</p>

For Internal Moray College Use Only

Staff Development

A lot of the staff development and training we are offered at Moray College is irrelevant to my work or the ones that are has limited spaces and I don't get the opportunity to take them up. Although I have not had regular meetings with my line manager, I know that if I need anything I can approach her.
Again it feels as if it's who is in the boss's good books
Any courses I attended with external agencies have been instigated and arranged either by myself or by a colleague, they were not arranged by Moray College itself. The various hour long sessions we have had more recently - ADHD awareness, Classroom Management etc have been very helpful and beneficial.
At my previous college, I received training in pastoral tutoring, academic guidance techniques and was able to participate on a Master of Education programme with the full support of my managers. The most relevent training I've recieved at Moray college has been with reference to updated IT systems and changes to the attendance regulations; the training and development offered here is sporadic and knee-jerk (remember the "corporate parenting" training? What did that achieve, exactly?) Every day I teach part-time students whose employers are investing in their training and development both financially and by giving them time to attend college; ironic, then, that my employer, an educational establishment, baulks at the idea of doing the same for its own staff.
Development seems more tailored towards academic staff
Everything at Moray College is reactive. Staff appraisals are a tick box exercise and mean nothing.
Good range of formal CPD and other training workshops available.
I see training or conferences that would be good to attend but know that my classes will not be backfilled or no money will be made available
I have not had a staff reveiw in over two academic years
I have not had a staff review at least 2 years.
I have not had a staff review for 2 years therefore I do not have a personal development plan
I think the training is there but very generalised - staff would feel more engaged and valued if there were a scheme that looked at CPD driven by the individual - this is sometimes available within department budgets but it should be a college priority across the board
I would say that most of my Development activities for the past couple of years have been funded by my departmental budget. Is this fair?
If I ask to do something it is generally approved however there is no guidance from line management about opportunities that could help me
In comparison to other colleges, staff are well supported to access external and costly CPD.
lack of opportunities for support staff
limited to what is available to certain sectors of staff...there is a huge difference between asking about Moray College developing their employees and line managers working to aid development, with the latter being more active but struggle due to understaffing.
Moray College's approach ot staff development has come on in leaps and bounds over the last few years and I now feel that there is a more definite commitment to it.
Moray College's training and development is mostly aimed at academic staff and limit for support.
More staff training for support staff, always seems to be heavily focused on teaching staff
Most of the Staff Development is geared towards the Lecturing staff with very limited choices for Support Staff

My line manager has been exceptionally supportive regarding my development however this is driven by myself with her assistance. I dont think I would have any development opportunities if it wasn't self led or with her support
My line manager is overwhelmed with the workload. They are positive toward me but has no resources to provide staffing support for my job. They allow me to manage my time flexibly to allow me to meet the targets set for me. This allows for the job to get done but does not take account of the real staff in resource for the service we provide.The meetings we have are informal.
New departmental procedures not always clear and consistent.
New structure still bedding in.
Next to no training was given to do my job, you are expected to carry out online modules that are totally irrelevant to your post which are basic common sense anyway. Training is considered to be "learn as you go"
no training only negitive feed back
Not all staff get equal support
Not enough money available for an adequate amount of CPD and opportunities that would really provide benefit to employees. Desire is there to make this happen but the money is not backing this up. There is desire in the most part to reflect and encourage and develop staff. However, there is simply not enough time allocated to allow the Line Management system to work properly. This has a negative, knock-on effect to all staff and this feeds the negative culture at times.
Once again Moray College is a broad term, some staff apply to this
Only inhouse training events are advertised. Those that are subject specific are not e.g. SQA Understanding standards events
opportunities for some and not others
Overall the option to carry out staff training is rather poor, blue sky days are a great opportunity for training to be carried out however there are very few times this happens. The last staff development day was really aimed more at teaching staff with very little for support staff to participate in. Front facing staff are also very disadvantaged, on occasion meetings/training takes place when only 1 or 2 maximum members of staff can attend due to being unable to close facilities.
Quality of staff training is poor. CPD is tick box exercise, personal development is a tick box exercise.
Some members of staff are provided with more training opportunities than others
Sometimes the madatory staff training can be imposed with tight deadlines with no thought to that fact we have to teach, evaluate and plan lessons and that there is lack of time to drop everything to do training in middle of term ie bright space
Staff development opportunities have increased but more often than not, the timing of events are scheduled around Academic needs. Support staff peaks/troughs are not taken into consideration.
Staff development provided for support staff is not what it should be - always plenty on offer for teaching staff. Online training is not always possible in front facing jobs and I feel is a waste of time and just a tick box exercise.
support from colleagues and training courses arranged by ourselves.
The biggest change this year is introduction to Brightspace which is a huge transition yet there has only been one day allocated to doing this. Far below the amount of time needed and there is no time within prep time to do this as so much other report writing etc needing done. The staff development have attended this year has been useful for my role as a Lecturer though. No staff review in yaer 17/18 and to date none for 18/19.
the college offers training and updating regularly to keep us all up to date

The generic review questions for staff CPD are too restrictive - they take a significant amount of time to fill-in for every different one-hour CPD event and don't really capture the professional development.
The online training is quite boring and time consuming. More face to face training on days which are specifically designed for that purpose would be beneficial. Online has often been done in our own time eating into our marking, evaluating and preparation time.
The timing of staff development clashes with the busy times of year within different departments.
There is a good deal of opportunity for development as far as pedagogy is concerned, less perhaps for professional / subject matter development
There is an opportunity to attend various workshops which personally I have managed to attend, this isn't always possible dependant on timetable which is understandable but we have tried for one member of the team to attend.
There is no time to develop skills or to reflect.
There is very little time for staff development beyond our 'obligatory' online modules. Staff review is the only real time this is discussed. Very little opportunity for development outside of teaching time.
They too generic. I should be given time to develop relevant skills to my job as it changes quicker than any other area in the college. Given this time I wouldn't be using my own time (nights, weekends, holidays) to learn things for my job.
This has improved a lot since the last survey but i still don't think we have got it just right.
Training is not consistent
Training is required for individuals in promoted positions.
training targetted to academic staff. little available for support staff
Training?????
Very well kept up to date with emails and by [REDACTED].
we need to be given more time to engage in relevant training at a time that suits us- not in the middle of marking
While things have improved, most of the staff development and training opportunities still seem more focused on the lecturing staff and not support staff.

Leadership and Management

At times deadlines can be extremely tight causing extra pressure for teams.
Communication, communication, communication
decision made and jobs allocated to staff by senior management without any consultation with those actually doing the job
Decisions are not made quick enough at senior management level
Department communication is good, but communication across departments is abysmal. Often notified of new courses/initiatives via personal social media rather than via appropriate college communication.
Do as I say.....or else
Don't think my line manager has the time to delegate work effectively or provide effective feedback as there is simply far too much happening at once, at all times. It is just a constant stream of work to be completed and deadlines to be met.
Fab line manager.
Hardly any communication or replies from questions raised in meeting or e mail
I believe the current situation there is a 'them and us' feeling. I feel the pressures and decisions from "above" are making many workloads unmanageable with many vacancies going unfilled and having to be absorbed by those still here. This, in turn, is certainly making myself and others in my position feel very under valued and under appreciated. As a member of support staff I do feel that management make decisions regardless of the effect it may have on support areas, often leaving the feeling that as long as academic staff are 'looked after' then everything else will fall in to place!?
I don't want to appear negative - I think some members of the SLT are very positive & supporting, however I don't feel that can be said for all. Communication from line management is not consistent and can cause stress
I feel supported by my line manager and by others in my pod
Inconsistent approaches to leadership and Management. There is a clear lack of structure (very flat) in place for support staff, which greatly reduces the ability to delegate due to the huge pay gaps between senior managers, middle managers and teams. There is same level senior curriculum managers making student support decisions without the knowledge of the managers and often direct to their teams.
It does have the air of being a little remote still.
It has a bad reputation within UHI for good reason in my experience.
It has been said time and time again with these surveys, the SLT do not communicate with us lecturers. You can be walking down the corridor and they can't even be bothered to say hi:(
It would be good to know more about what Senior Management do on an individual level - some things never seem to get done but perhaps other things are happening instead that we don't hear about.
Last minute deadlines add extreme stress to staff. Have received positive encouragement from █████ which was really nice to hear. Too often you hear how badly things are and the negatives even though your department is trying its absolute best, the negatives are highlighted but never the positives
Leadership is non existant above level 3. Good leadership is not delegate, delegate, delegate. It is about nurturing those below you to help them be the best they can, not dumping on them until they break.

<p>Line Management do a superb job. They have to firefight though because senior management seem to heap everything onto them. There are long-standing issues regarding senior management and some of the decision which have been made, which often seem far from the interests of lecturing staff. There is a strong feeling that senior management have been promoted from within the FE pool and have absolutely no concept of the workload placed upon those who lecture at degree level. A 23 hour teaching week is just about manageable if teaching FE, but look elsewhere, in other universities teaching staff are on a 12-hour a week teaching load. There's a good reason for that. Are we a College or a University? We can't be both! It places way too much pressure on lecturing staff and management are either not bothered about that fact or happy to ignore it.</p>
<p>Line management reactive in decision making. Delegation depends on who you are. Face fits, say no more.</p>
<p>Management at Moray college suffers from a "fire and forget" approach to their work. Managers are keen to take on projects and quickly delegate responsibility, but don't seem to realise that "management" is an on-going process that requires active participation to achieve a positive outcome. I have been repeatedly involved in projects where the "responsible" manager ends their involvement with the project the moment the project team is assembled and then only reappears x weeks down the line, demanding deliverables. Their reliance on assumed knowledge, unwillingness to communicate and preparedness to openly, publically criticise their team(s) makes working under Moray college management an altogether rather unpleasant way of earning a living. If I had a pound for every time I've heard the excuse "but it's on the staff drive" or "but I emailed you about this six months ago" or the perenial favourite "but it's on your workload", I could be comfortably retired by now.</p>
<p>Management of [REDACTED] has ensured that my integration as a new staff member has been smooth, informed and valued. I would certainly recommend Moray College as an excellent place to work.</p>
<p>My line manager does not communicate with his staff. He is totally unapproachable.</p>
<p>My line manager has changed this year - last year it was hopeless, and I would have indicated very differently... This year has been a breath of fresh air in comparison. A reliable line manager makes all the difference and it is so important the right people are in place, and a check is done to ensure they are actually doing their job - and are effective! There is nothing more unsettling than not having that level of support - you feel adrift.</p>
<p>My line manager is overwhelmed with the workload. They are positive toward me but has no resources to provide staffing support for my job. They allow me to manage my time flexibly to allow me to meet the targets set for me. This allows for the job to get done but does not take account of the real staff in resource for the service we provide. I don't see much improvement from the the new structure of SLT.</p>
<p>My line manager is so busy running [REDACTED] own department [REDACTED] can find it difficult to effectively find time to meet with me although [REDACTED] does try. I have had no staff appraisal for 5 years.</p>
<p>my line manager is very approachable and informative</p>
<p>My line manager is very supportive. Impressed with the way the financial situation has been dealt with. But I've been here long enough to experience the repeated knee jerk reactions and changes from the SLT when ever the wind changes.</p>
<p>My manager is exceptional but does not have the time to be as effective as she could be through no fault of her own. If I need her she is wonderful but she is so busy it isn't as smooth as it could be.</p>
<p>Only Interested in £'s and % to the detriment of their staff</p>

<p>Sometimes it is difficult to do your job effectively if the money is not available to support me to attend meetings. Its difficult to tell if i am fully informed about what is going on, sometimes you dont know what you dont know untill someone ask the question</p>
<p>Thankfully I don't rely on re-assurance/confirmation from my LM for validation that I am doing a good job as I have not received this. Neither do I have any expectations that issues I raise will be resolved. As long as my colleagues and Team are happy and I know we have done everything to the best of our ability for our students I am happy.</p>
<p>The allocaton of resources required this session to allow me to do my job is outwith my linemangers control at the moment.</p>
<p>The Senior Leadership team does not communicate on any important external issues like the Moray Growth Deal or Brexit. For example there has been no communication from HR or Curriculum on how Brexit will impact staff and student numbers, funding etc... I don't even think an impact assessment has been conducted. I feel that, at strategic level, management fails to anticipate issues and are only responding once they are faced with a problem.</p>
<p>The SLT are working hard to support the college in moving forwards. Management are limited by those who consistently look backwards and are focused on the past rather than the present and future.</p>
<p>The team I work in is very much split. There is not fairness across the board. The are very clear favourites</p>
<p>There has been a lot of changes in this restructure some people have adapted better than others. Personally I have welcomed the change and felt informed with any areas that have related to myself.</p>
<p>There is no consistency with regard to leadership and management. Some managers are excellent others are poor. There doesn't seem to be a joined up approach to development of management skills.</p>
<p>Too many individuals are allowed to flout the rules and face no repercussions. Management are aware of this, but it continues.</p>
<p>What does SLT and EG stand for?</p>
<p>What's expected of support staff has just increased with no additional resources made available. This is particularly frustrating when other departments seem to get new members of staff whenever they need...massive lack of consistency, and blatant favouritism shown.</p>

My Job

<p>a "them and us" culture has most definitely been created and the gap is widening, with it being abundantly clear that other areas, both support and academic, are treated completely differently. I find it more and more difficult to think it's ok to treat hard working individuals horrendously.</p>
<p>Administrative tasks are always increasing which has a direct impact on the amount of time lecturers can spend developing teaching and learning. I also believe that there are better ways to capture information and data than completing spreadsheets.</p>
<p>Always reacting never enough time to reflect on how to be proactive and be more strategic however it will improve as at the minute do not have a good work / home life balance and this has to change.</p>
<p>Am workin at [REDACTED] as a cleaner, [REDACTED], so I try my best to get every thing done in time..</p>
<p>As a Supply Lecturer, it is concerning that some tutor's BB resources are not complete at the beginning of the year so that anyone can pick up the reins and have all the material ready in weekly folders, along with clear assessment paperwork/dates in relevant folders.</p>
<p>As we are not at our full capacity within the team we often have to take time out from our jobs to cover Reception for holidays etc</p>
<p>Certain team members bring down morale and are allowed to do this by management. Disciplinary procedures do not seem to be utilised.</p>
<p>Don't think the Line manager [REDACTED], very awkward in the office</p>
<p>Feel sometimes i cannnt do my day job (teaching and improving my methods through evaluation) because of increasing amounts of administration and dealing with PAT duties</p>
<p>Feel valued by my line manager and colleagues, but not by Management/Board of the College.</p>
<p>I am very lucky to have such a variety in my day to day job. To see the difference we can make to our students makes it all worthwhile. I feel I have a very rewarding job which I am very passionate about.We all work well in our department.</p>
<p>I cam into teaching to make a difference to students lives but it all seems to be focused on money.</p>
<p>I do enjoy working with the teams I Line Manage but I do find many aspects of my job to be frustrating for a variety of reasons. There are often obstacles in the way of doing what is right asnd necessary (quickly) and the mixed messages and different opinions about how to tackle something are very demoralising. There is a lot of repetition and 'box ticking' which can get in the way of doing the important things and looking after the staff and students that I have reaspinsibility for. Negative (constructive or disagreeing) comments are often taken as moaning instead of being taken as genuine concerns.</p>
<p>I enjoy my job, love the teaching aspect of it. What I find hard is the stress of short deadlines. Yes sometimes things do come in quickly but I just don't understand why we have such short notice to have things complete. We had a quality cycle calendar at the start of the year which is great but that has now run out but nothing for the remainder of the year.</p>
<p>I generally have good morale, however get very frustrated on observing staff from other departments within the College arrive late for work every single day, knowing this doesn't get addressed. I understand it was part of the agenda at a recent JCC meeting but was dismissed as being the responsibility of the particular line manager - who then line manages the particular line manager to do their job and address the issue. Some departments seem to have a free reign when it comes to coffee and lunch breaks but other departments are managed well, resulting in that staff working far longer hours than other staff. This can have a very demoralising effect on hard working, good time-keeping staff!</p>

<p>I have autonomy over what I do which keeps it varied however am limited by my position. Outside the department I have no say in my role</p>
<p>I have not seen morale this low in all the time I have been here.</p>
<p>I have put my morale as "High" because of the positive attitude I actively foster in my life. I see some around me downtrodden or in varying degrees of apathy in their morale status. In the teams I see, the positive morale comes from the "in it together", "carry on regardless" approach. Aspiration for affecting progress is pretty non-existent.</p>
<p>I like my job, but feel there should be more consistency and fairness displayed throughout the team</p>
<p>I love my job but I have never had to work so hard in my life. I constantly feel like I am chasing my tail. I feel that my lessons are not as good as they could be due to time restrictions, the network being locked down and constantly having to up skill. Imagine how good this college could be if we were given proper time to up-skill and and prepare. Since starting here I have had to learn so much before I could actually teach it due to the nature of my subject area. This has all been done in my own time. Given even 2 hours a week to learn would make life so much easier and improve the college as we would be able to teach up to date, new subjects.</p>
<p>I love my job however the whole striking business for the cost of living payrise is demoralising. It affects the staff and more importantly the students. One member of the team, who does not work with the rest of us as part of the team, brings morale down also. Other than that we have a great team and morale would be much higher.</p>
<p>I love my job. I feel demoralised and undervalued by senior management.</p>
<p>I really enjoy my role and feel privileged to do the work I do to contribute to outcomes for staff and students at Moray College and across the UHI.</p>
<p>I think we are a strong team and our morale is generally good but I think we should all be treated fairly, told when we do something wrong and not just let the big egos get all the credit for others hard work</p>
<p>I used to enjoy coming in to work, I used to enjoy the job I do. But due to the many changes, added pressures and constant feeling of disregard I feel I don't have the enthusiasm I used to have when coming in to do the job I used to love.</p>
<p>I was much clearer about my role and its objectives prior to the new struture. However I am still unsure about where I fit in the new structure as I receive varying opinions about what my role involves and what I should be focusing on. There are areas which I believe I should be responsible for but others hold different views. This may change in time hopefully.</p>
<p>Increasing workload</p>
<p>It is everything I hoped it would be and much more. Management and staff very welcoming and supportive. Feel I have been here forever and not just [REDACTED]. Excellent place to work.</p>
<p>Morale is overall good but lots of last minute 'requests' which overload and reduce morale.</p>
<p>Morale low due to work load analysis undermining staff. Morale low due to workload, morale low due to poor senior management.</p>
<p>Morale within the team is high as we are very supportive of eachother. I am unaware of the wider college</p>
<p>Moray College consistently overload, criticise and undervalue support staff. This has got worse in the last two years due to an SLT team who don't value the contribution of their support staff. Academic snobbery is promoted throughout the new multi-layered Academic structure. As a result, more pressure is being applied to support teams to do more for less resource without understanding or caring about the mental health of their staff.</p>
<p>more input about what we teach would be appreciated - variety of classes and courses would make for a more interesting job role</p>

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my job is rewarding and i enjoy coming in each day. the only issue we have had is not having consistent staff due to people leaving and having to use supply staff.
My morale is low because I want to be able to do a better and more strategic job for my departments but I don't have the time because I am continually fire-fighting things that are not directly related to curriculum development or departmental direction
Not all support departments receive the same benefits. Some departments have much more breaks and a laissez fair leadership in place which can lead to resentment as other areas only take breaks which are allowed.
Poor communication regularly makes my job difficult.
Seems a constant battle against new restrictions on the IT infrastructure that creates new headaches. Enjoy the teaching side but can be a huge battle to do simple things in the computer labs.
Senior and middle management need to look at themselves and what they are doing to the "working" staff
Sometimes, the facilities can make teaching and learning difficult i.e. the lack of blackout blinds, proper glazing or ventilation leading to difficulties seeing the projector screen, or a classroom that is freezing/boiling.
staff shortages and sickness for number of months
Team is stressed, over worked and under valued. The current union strike situation and transparency of management pay awards is very bad for morale.
The morale of the college in general appears low
The morale question is difficult. In terms of working with my team and colleagues it is high, however, with regard to how I feel my role and the role of my colleagues is regarded by the SMT it is low. I am generally a positive person and more often than not I can raise my morale and that of my team fairly easily which is just as well.
The question "I am satisfied with my involvement in decisions that affect my work" is, I feel, the crux of the matter; phenomenal changes have been planned to course delivery and programme offerings which affect my working practice, but they've all been made by people who have either never spoken to me, have spoken to me and have dismissed my concerns as white noise or have no interest in speaking to me at all. My job next year will be like no teaching role I've ever held; I don't think the students will enjoy it and I think it devalues education and teaching as a profession, but at SLT levels, presumably a box has been ticked.
the specific requirements of the job are not recognised or accounted for within expectation of additional duties
The teams do not feel valued, there is no time to do extras yet we are expected to just add additional tasks into the workload such as brightspace training, no time is being allocated for this big job but staff are expected to absorb this into their working week. There is no recognition for the amount of marking that staff undertake often after they have finished delivering the subject.
The workload this year has been immense, with 2 new courses to develop. Some inept management compounded the workload and made things more difficult.
There is far too much to do in the time allotted and accordingly has an effect on morale
There is much better team work this year - I know exactly why this is the case, and it boils down to personalities and who is/isn't in the workroom. It drives me mad we are called a 'team' when in effect there is very little encouragement to work as a team, to actually share in goals etc and certainly no help to 'fix' any problems in the team.
To get good morale, you need leadership that warrants respect.
We are short staffed and this places a good deal of stress on those remaining. I feel the college is not responsive enough to replacing absent staff.

We have a great shortage of cleaners thus creating a stressful environment to work in as more areas have to be covered. This was created initially by colleagues leaving and their jobs not immediately being advertised, then colleagues left being run into the ground and going off sick so even more short staffed !

We have too much to do in the time we are allocated. I feel constantly over stretched and stressed as do my team. We have no space to think, reflect or plan. I want to do a good job but sometimes i feel i don't even manage a good enough job.

Within the team I find the initial reaction is to take the negative view first before giving the change / task etc. a chance. To see everthing as an extra rather than what is within their job role. This only takes one or two members and it can have a knock on effect to the rest of the team.

Health and Wellbeing

Additional wellbeing clubs outwith college time, but i do not have time to participate in events that take place at lunch time etc..
Again this is a tick box exercise particularly where wellbeing is concerned. Sessions are offered, but are always at times when majority of staff cannot attend. Some events after work hours would be very useful.
General voluntary check ups would be good from Occupational Health. In my last job OH attended every 6 months and offered blood pressure checks and weigh-ins, then a short discussion took place about general wellbeing. It was very beneficial.
H&S issues are dealt with, but typically slowly and after repeated prompting. Often, H&S issues are blamed on staff working practice, which discourages our reporting them.
I am aware that there is a walking club already set up.
I am currently sitting and frequently work with my jacket on as it is so cold in this building. Then I'll be too hot when the problem is dealt with. Terrible building to work in.
I don't feel there are any safety issues in my workplace however there are issues in my department which never seem to be addressed or taken seriously (the heating!). Staff are expected to work in conditions which are either far too hot or far too cold, there never seems to be any happy medium. Working like this is really not healthy for any of us.
I think Moray College is doing a good job promoting additional wellbeing activities i.e. the lunchtime walks, badminton (though maybe there could be more flexi-time to promote games hall use 4-5pm and Friday afternoons.
I think there is a danger that employees will be off work with stress related illnesses if they are undervalued and unappreciated. Investing in health and wellbeing is important to maintain staff morale and health.
I think we should be able to make sensible decisions without being made to feel stupid when it comes to health and safety. We are professional people who would not deliberately do things wrong to jeopardise the safety of our staff or students.
Issues are raised and not dealt with. Duty of care for employees are not high on the priority list.
moray college have implemented new initiatives such as walking and massage however did not take into account those who do not work 9-12 and 1-4 as these were the times when these activities happened. Social activities also do not take into account evening classes being run as well
More gym classes (outwith working hours) could be great!
My workplace is safe but it is not well maintained and requires a significant investment in order to make it so.
My workroom is a disgrace. It overcrowded and has stuff on shelves above head height. We do our best to keep it as safe as possible but if a real health and safety person came in here it would be condemned.
No H and S officer and often there are potential hazards.
No one person responsible for Health and Safety since the Estates Manager left. Who signs off Travel R.A's? I have to buy my own PPE. Requested funds for safety equipment has been withheld. Designations about Fire Wardens placed on staff without consultation. Seagull problem worse than ever despite spending thousands on contractors. Trees cut down because their leaves were a nuisance. College vehicles not maintained properly. These are all symptoms of a disorganised and unmanaged department within the College. It is a disgrace
Panic buttons are needed in classes due to the increase in mental stability of students. Its just a matter of time before one of us gets attacked by a psychopathic student. Huge rise in challenging students.

Student Services/Library always either freezing or boiling hot. Students forced to work in gloves and hats at times
temperature in work unbearable at times
The college is safe but not all of it is well-maintained!
The lunch time walking session was a great idea, hopefully more ideas to come.
the toilets are disgusting, and are shared with students morale is low as more as additional duties and tasks such as learning about Brightspace are given without sufficient time to carry them- particularly stressful for module leaders Taking on leadership tasks such as module leadership which should lead to improved self fulfilment is just not worth it as the additional time given for such a role des not reflect the realities
There is a challenge around the want to be heath and safety compliant and the budget to actually enable this. Sometimes things can't be acted upon as there aren't sufficient funds - or if these need to come from department budgets - this leaves a knock on affect for other things.
There is plenty of information surrounding health and wellbeing. Unfortunately with regards to Health and Safety I just don't see that there is the resources available to enable staff to ensure we are meeting the Health and Safety requirements of the college.
Trained prior to be employed here
We have had an ongoing issue with the condition of our work room for years. It is never resolved.
Weekly lunchtime walks are brilliant - really enjoy the opportunity to get out with colleagues for some fresh air.
Who is even in charge of Health and Safety as am not aware of how to raise any conerns about this since [REDACTED]?
Yes promote a walking club but what else is there? I'd like to have the time to meet regularly with a team, never mind joining a club.

Equality and Diversity

<p>Equality concerns only seem to transmit if students are the ones with concerns. What about the equality of staff?</p>
<p>Equality of how support staff are treated differs with department. [REDACTED] have staff who are consistently late every day, have smoking break and two thirty minute breaks per day. This is not addressed even though it has been raised with their line manager. This needs to be addressed as it affects the moral of other members of support staff, who are actually working an additional 3 hours per weeks over what certain members of [REDACTED] do. Please take this up with [REDACTED]!</p>
<p>I do not feel that equality and diversity is being dealt with in some situations as it should be and senior management are in some cases out of touch and scared to stand up for what is right for fear of reprisal. I think some management only help students they feel are worthy and make personal rather than objective decisions.</p>
<p>I have been involved in three "equality" investigations in recent years; two regarding sexual discrimination and one regarding racial discrimination. None of these investigations were drawn to a conclusion; in each case, they were simply "left hanging" until they had apparently resolved themselves.</p>
<p>I think that equality and opportunity for all staff doesn't really exist. I think that some staff have excellent opportunities available to them and others not so much. It is virtually impossible to have genuine equality of opportunity. Equality training took place (online module) but not convinced it is effective.</p>
<p>Knowing what to do and actions being carried about by certain departments are 2 completely different things.</p>
<p>No</p>
<p>No equality of opportunity because of discretionary decision making from senior management</p>
<p>No faith due to confidentiality leaks in the workplace - we often hear information that should be confidential</p>
<p>the implementation of a horizontal organisational structure of L1,2 and 3 to me is total inequality. When implementing these roles there should have been a clear definition of role of each level however it appears it differs depending on which group you belong to. This can only lead to confusion and complications in the future and the ones who will be to blame will be the bottom line lecturers</p>
<p>The online training modules are not engaging any any way. Although there is no discrimination re gender etc there is not equality regarding opportunities as there still appears to be favouritism</p>
<p>This doesn't directly affect me, I don't think</p>

Communication

Again, communication in our department is good, but very poor across the college.
Communication from senior management is sorely lacking...it would seem that "they know best", which is grossly inaccurate.
Communication is better since the re-structure, however I think some middle managers struggle with knowing how to effectively communicate with teams.
Consistently year on year the communication is poor particularly from the top management tier. There is no discussions before implementing policies etc which impact on ground floor staff to hear how positive or negative the impact will be. Time and time again we hear news much later than others. Also before the summer break of [REDACTED] informed staff that there would be further discussions regarding the possible integration, this appears to have been shelved? dropped ? Who knows what is going on there has been no follow up. It would be much better to hear things by email at the same time as everyone else direct from the source so that arms and legs are not added
Decision making at Moray College is top down and is not discussed with relevant staff or communicated at all through various channels. This is because decisions are discussed at Academic Manager level with no involvement from the relevant support managers.
Decisions that are made further up the tree often don't get filtered through, the staff on the front line only find out about it when faced with a query. Communication often lacks between different departments as to what is happening.
From level 3 down the communication is fine for me. I don't hear from further up at all and my experience of emailing certain members above level 3 in the past has been met with silence.
good communication between the team
Good communication within team, but does not seem to be effective from management down. Lots of Chinese whispers due to this
I don't feel information is communicated well enough throughout the college, regardless of importance. If you happen to hear something you're lucky (or not) in some cases. Again, working within a support area, information often never makes it "down" to us. I have been in a position more than once where I have received a phone call from a member of the public who has seen an advertisement about a course being offered that we haven't been given any information about.
I think communication within the management teams are effective - however, more could be done to bridge that gap between teams and senior management - it still feels like a few steps removed
I think I communicate within my team pretty well and recognise that perhaps there are times I need to work harder to communicate with some other teams. However, there are barriers created by some line managers who don't get on and don't work to get passed it. Others seem too caught up in their own world. I think this is a symptom of everyone being busy, Support Staff are cut to the bone, and lack of change from previous management styles.
It is forthcoming to some members who are more involved in the right groups in the team. Not everyone gets the same information
Line managers don't reply to emails. But you are expected to reply to their emails. [REDACTED] [REDACTED] has never replied to my emails.
New structure has not provided any new opportunity for improved communication, only made it worse.
Newsletter was a great way to keep us informed
No

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No forum for communication with others at my level. Good communication channels between myself and teams and other staff. Don't think there are any effective channels of communication upwards. Communication within the pod is good.
Not as regular as hoped although I have regular contact with all members of my team in both formal and informal meetings. Time for full team meetings has been an issue due to exams and students taking priority over some team meetings
Often, information is not filtered through to other departments. Some new courses started in January, however the front facing staff were not advised of this. Letters re course offers, graduation etc are sent out but front facing staff are not made aware, making it very difficult when faced with related queries.
Only certain people are listened to
Part of a fantastic, forward planning team
some information not always given to all staff hit or miss
Team meetings have been difficult this year due to timetabling - this needs to be addressed as many things are spoken about with individuals but not death with as a team.
There are good channels of communication between me and my co-workers - apart from one team member.
There are weekly meetings in our area between HoC, DHoC and CTL's this is feedback to the team each week, these are not always read by every member of the team. This in turn results in some members saying the don't know something!!!!
There is not enough time for me and my teams to have regular team meetings or for me to communicate my ideas to them on a regular basis. Most of my communication happens piecemeal with whoever I can find in the workrooms at the time. I have plenty on 1:1 discussions with staff but not enough as a whole team
Two-way communication not just downwards
Very poor communication/response from email communication with Line Manager. Total abdication which is very disappointing. A less confident supply tutor could feel quite demoralised.
We do not have a line 1 that is accessible or able to assist us. The team work such different hours and timetables that we are never all there to discuss key matters. Online tools to communicate make more work. We need a human presence not a communication tool.
What communication?
When concerns are raised they are not always dealt with due to fear of upsetting people. As mentioned earlier it is not fair that some departments arrive late, leave early and spend most of the time in the beechtree
Would like to know more about what meetings are being held by senior management and summary of outcomes/discussions. Don't think this should be left to line managers to pass on.

Three Suggestions To Improve The Employee Experience

A fair wage for the Job that I do	Some type of induction pack to new employees. Maybe with a map of college, description of departments, phone numbers, etc.	
A manageable workload		
A more consistent managemtn approach	keeping on improving support for students, so all are ready to learn in class	sorting out the pay dispute (though I understand only so much can be achieved by College management)
A more dynamic managements approach		
A more informative lets list at reception		
A quicker reaction to staff shortages, it appears to be a fight to recruit staff (in some areas!)		
A supportive senior management team		
Ability to control temperature in our office area		
Approve the cost of living payrise to prevent morale getting any lower and the affect that has on our students. we are only asking for what the support staff have received, and alledgedly what the SLT have received.		
Being left to do the job I have to do	A proper budget for the department that is more than the pitiful £1000 we got this year!	A SLT that are as enthusiastic and motivated as the staff are and focus less on dogma.
better building environment i.e. even planting an improved screen of trees between College and main road		
Better communication		
Better communication between Admin and Student Services	Better communication from management	
Better communication.	management authority	

better parking	Support with class room management	SLT come and teach a class of level 4/5 students so you can truly appreciate what it is like being on the frontline as a teacher.
Better tech to use, more training opportunities and workshops, facilities need decoration and repair. More job security for part time workers and more hours.	A more democratic management style	Moray College to value its employees
Better understanding of strategic plans		
Better understanding of the role of the HE lecturer- particularly an understanding of the greater amount of time spent marking and remediating work	Information to be shared between departments to make the job "at the coal face" much easier	More communication between departments, staff should feel valued if they have points to make/discuss at meetings
Blue sky days to be separate from staff training all STEM staff together		
Bring back the newsletter - it made staff feel part of something bigger.	A hello in the corridor from people would improve morale. Too many people hang their head when they see people, or maybe it's just me?	As a lecturer I work more than 50 hours a week to keep up with my job (prep, marking, up-skilling, meetings, pastoral care) being given the option to work from home when not teaching would be so much better for everyone. There is no risk with this as if we don't do our job the students suffer.
Bring back the newsletter, possibly monthly? It made you feel involved and part of the bigger team.		
clarification of role, extra duties cut into teaching, preparation and marking time.		
Clear and consistent operational procedures		
communication	Line management with subject matter experience	Full time admin support rather than 4 days per week
Confidentiality being adhered to between Staff		

and the Line Manager		
Confirmation of job evaluation to give us better wages for the qualification level we are assessing at.	More team meetings within times I can manage as an employee	
Consistency between Line Managers - all Support Staff to be treated the same ie, if working the same hours, the same length of tea/coffee and lunch breaks.		
Disciplinary proceedings used for staff who continuously do not meet quality requirements		
Effective student and staff induction relating to IT use		
Enough hours to complete my job i.e. planning etc.		
Equal opportunities for promotion for all	feeling of being valued	freedom to get on with my job without being constantly asked to do extra "paperwork"
equality	A permanent contract	To feel valued
Fairer workload spread across the whole team	Blue Sky Day - put more emphasis on new thinking rather than training.	Is there an employee discount card that can be used in local shops/businesses?
Fewer restrictions on the IT infrastructure that would allow us to run the software we need to teach.	To reconsider the WLA system in place.	To be given time to complete work, such as audits and brightspace so that you can do the jobs properly
Flexible working hours - depending on job role		
Get all support staff to work the same hours		
Get rid of Snr Management		
Greater recognition for good work and do not tar everyone with the same brush when some departments do not carry out work on time. Praise those that do.	Communication	Interest from smt

Having a cash machine on campus to save going downtown to get money.	I would like a line manager who was approachable and treated staff fairly	I also like more of the management team to take an interest in their employees
Having a permanent FTE contract and not being worried about whether I will get enough hours at the end of every year		
having line manager and supervisor on better footing would be a bonus	Senior management: a day in the life?/ a typical day perhaps?	
I currently spend approximately £200 a year buying goods to do my job because I cannot get them through the proper channels.I think these should be supplied.	Better / New Building / Better Accommodation	More up to date equipment
I would like the culture to be more consistent ie less 'one rule for one and one rule for another'	New leadership roles made aware of how to acquire equipment and budgetary restrictions we have	
I would like to feel valued by the college	Better communication from managers and directors	More opportunities for progression
If senior management took some time to come and see the department, the work and our successes/challenges		
Improved communication between departments		
Improved lines of internal communication (Updated 'Internal Communication Guide'), reduce email	Better allocation of space so whole team could communicate better rather than being 2 floors apart	Clear co-ordinated strategy for mental health support for students - at present various people provide various support
Information sessions for part time staff- mop up sessions.	Clear boundaries of responsibility regarding tasks	
Keeping lines of communication open		
Less admin duties and repetitive paperwork that ticks a box for someone else	Better planning for dealing with long term sickness ie better "quality" people on the bank who are capable of actually doing the job	

	when they come in to cover.	
Less disdain from senior management towards lecturing staff. I sometimes get the impression that we're considered disposable	Specifically targeted development	Clear and unambiguous information from Management in a timely manner
Line management available on site full time		
Make all SLT employees teach for one day a week.		
Make every member of staff feel that they are valued. Members of staff should not be made to feel lower or higher than any others.		
Management Communication	A more visible/proactive line manager	Recognition and compensation (TOIL) for extra hours worked
Management need to go into the classroom and understand the demands of teaching and supporting students	More staff employed	Better working relationship with line managers
Maybe better staff room facilities - departments are very segregated at the moment and stick to their own groups	Closed off reception	More team meetings
Maybe more feedback on how I am doing	Reintroduce strategic meetings that involve support and academic managers (this is not CMT).	Treat academic and support staff fairly and equally.
Meeting in with other departments to share and discuss experiences	reduction of emails	less administration
Members of staff treating each other with same level of respect.	More recognition for a job well done - a 'well done' or 'good job' from senior management every now and then would make a huge difference to morale	
Moral could be improved		

More appreciation		
More Blue Sky days which encourage the brainstorming of innovative teaching methods		
More consistency across the college regarding workload, support staff not just seen as having limitless capacity	Better recognition for Support staff, we do just as much to support the College as Academic staff sometimes.	
More fairness in team		
More health and wellbeing events after work	More time to do the actual teaching job I am employed to do. More and more time is taken up with admin duties, supporting students outwith classes, pre-starts, taster days etc etc. This all eats into our prep time which results in work having to be taken home to complete in the evenings and weekends frequently.	
More on offer training wise for support staff	Find out what is going on in College to do job properly	
More recognition of what we do	Respect	Listening
More social events		
More staff and time to do the work		
More Team events not staff development but activities		
More time allocated for planning and marking, the contracted hours should more realistically reflect the workload that is expected of teaching staff.	confidentiality	consistence
More timetabled sharing of ideas/good practice with other departments - Blue Sky Days planned sharing has not really happened	Get rid of Mid Management	Give us our payrise
More to be done for the Wellbeing of staff, we are excellent at providing this for the students	A role 1 who is accessible	Time to prepare materials and mark.

Not here long enough to comment.		
Online Vehicle Booking process	Opportunities for staff development appropriate for job role	Recognition that job role is different and therefore cannot always fit in with policies and procedures
Opportunities for promotion	Promoting being proactive rather than reactive	Listen to staff who see patterns emerging year on year to make changes for the better
Opportunity of flexi-time		
Overtime pay		
Questions being asked of members of staff who are continually (annually) off sick causing major problems for the team		
Radical mental health initiatives	More notice when specific pieces of work are passed down - often unrealistic and at the detriment of teaching time	If there significant amounts of time dedicated to department team building during staff development days that were mandatory
Realise there is a problem and act on it	Greater emphasis on what the College is trying to achieve, research is valued but not supported. I feel that there's an FE mentality pervading senior management and that we're always seen by them as a College, not a University at all	There are some amazingly skilled individuals lecturing at the College. they need time and support to update their skills. The training provided tends to focus on the legal and ethical obligations of the College, which is fine, but what about technical skills?
Refectory and Cafe open till 3pm every day.	Funding in order to keep the technology up to date.	
Regular communication of news, events, staff development activities - not necessarily a newsletter but something similar		
regular staff within the building	A College wide Health and Safety budget	
Regular Team meetings & Staff reviews		
Restructure support teams to balance workload and remove flat structure.		
Say it everytime, communication		

Senior management being communicative and at least acknowledge staff and students in the corridor.	No emails after a set time!	Social group set up to organise activities throughout year for all staff
SLT team to gather staff feedback and act on it	Workload being shared fairly between staff in the department	Manager being better at delegating work and addressing staff when they are not pulling their weight
Staff and management should appreciate that we all work for the good of the students		
Staff Newsletters were very informative, find out things in newspapers that staff should already know		
Stop creating extra workloads by replacing systems that already work successfully		
stop doing surveys that are not acted upon	more effective communication	workload more evenly spread
Support staff are given the same recognition as teaching staff for the work they do		
Team _Planning time		
team building exercises on blue sky days ie paintballing or something as a team to achieve		
team meetings	Regular sharing of innovative teaching methods, e.g. online or face-to-face	More time to develop skills in my specialist field
There is no forward thinking. We need to be far more strategic in what we do as we waste a lot of time 'fire-fighting'		
Time to learn new skills and keep up to date with existing skills would make our department 100 times better than it is.	Better communication	

Time to research our professional skills to help improve our own skills and pass this on in our teaching.	More time allocated to candidates as more support is being given to struggling candidates which is adding to current workload and adding pressure on self.	Can't think of a third!
To feel listened to by senior management and for them to support us	fairer salary	
To have an increase in cost of living pay, frustrated that management and support staff have but lecturers have not!		
To have dedicated space to meet with students for planning sessions. Discussion room in LRC is noisy and not private.		
To have very clear instructions for providing supply cover in terms of processes (eg printing, Staff Drive, Master drives etc) and materials (which should all be on BB)		
Training		
Training	More Staff Development opportunities for Support Staff.	
training with all team members (staff development)		
Transparent and open communication to ALL staff		
Trust	Management need to take responsibility for low staff morale	Management need to value their staff and that means understanding the workload issues
	Better working environment	Consistency with policies
	Stability	Promotional opportunity
	I would like a more nurturing and trusting culture ie one that lets staff use their initiative and be supported to do things their own way	I would like SMT to minimise the negative influence of EIS

	Better communication	Better communication
	Senior management stop being defensive and be open minded that they are not perfect, nobody is.	Senior management being more organised and stop throwing things at staff with unachievable deadlines in the working day, this might reduce the amount of evening and weekend working required.
	CPD Opportunities for Support Staff	
	A more open and integrated culture	Staff resource increase
	Section of car park specifically designed for staff and parents to park re -nursery.	All college staff coffee morning to meet those that are interested in finding out about everyones roles.
	That the 'them and us' attitude with staff and management was less prevalent	
	Communication !	Management
	Ask senior management to check with those actually doing the roles before just making the decision and telling them of new procedures	
	Hear the staff voice as much as we now need to hear the student voice. Discuss new procedures/policies with staff before they are decided to see what impact they will have. It should be a dictorial place of work.	Open staff forums to speak freely without line management in place just like the students get to air their views, staff should too.
	team/department leaders? clear and supportive guidance from someone within your own department would be a helpful addition	Time and funding to pursue accademic projects which not only raise the profile of the university but are a great form of personal development for staff members.
	Improve communication between senior management and staff e.g. two-way communication, not just downwards	Anonymize this survey by removing the about you section.
	better soundproofing of workrooms	the occasional thank you wouldnt go amis when we go over and above

	More staff would be a big help	Better communication
	Being allowed one day a week to pursue meaningful CPD.	A philosophy change within the college towards "education" being our core business, not "the support of education".
	Time can be an issue, change requires time to put things in place effectively	
	There should be more opportunity to discuss what you want to teach/what should be on your timetable. Every year I indicate where I believe my strengths are, and I don't think this is ever taken into consideration?	Time - there is so much we are asked to do which there is minimal time allocated to achieve, so things constantly get left to the 1 or 2 (always the same 1 or 2) to complete. Eg - time to come up with workable ideas for Taster Days, time to properly discuss feedback - look at data etc. And not necessarily time in the day, but a collective time where everyone in the team can take part. There is literally no point in the week where everyone is available apart from 'lunch' time.
	non contact time increased	actual blue sky days without children in the nursery.
	employee performance rewards/awards	
	More discussion on Brightspace	
	more events as a college	doing more charity work to raise funds for the local community
	Appreciation of what we do. Fed up being shifted around the college as if we don't matter.	Get proper heating in the LRC. Ridiculous having to sit in my jacket as it is so cold. Then it's too hot in the summer
	Idea of where to see who board members are	More consistency in team communication
	Time to react to requests, can be hard to meet targets depending on teaching commitments	Recognition of positive outcomes

	Fair treatment of all departments, no favouritism shown to certain areas	Ensure staff that undertake staff development/qualifications stay working at college for certain period of time, or pay back cost of course/qualification
	The above information should form part of a folder that anyone can access to help them with finding BB, accessing all resources, including assessment details, how to mark in GC and Turnitin so that valuable hours can be saved trying to work it out for themselves.	Greater prominence of the Line Manager within the department. He is never seen and I think this is a very poor. This is not empowerment, it is abdication and poor management practice.
	Provide regular 'day in the life' of senior management - (not sure what everyone does)	Whole college blue sky day tasks - mixing up departments.
	Recognition from senior management and board of management.	Air conditioning in our office as gets very uncomfortable!
	Being made aware of new procedures more timesously, often very last minute decisions	Uniformity between support staff with regard to working hours, tea breaks etc. Staff arriving late to be dealt with!
	Building and site issues addressed promptly	
	More time for research.	Less bureaucracy/paperwork for the sake of paperwork
	An understanding the HE classes take up much more time than FE especially when it comes to marking load. An FE UASP can take 30 mins whereas a BSc 3000 word project up to 3hours.	A handbook of how to complete various forms, SITs, etc would be useful!
	Modern classes all round college	Quick removal of challenging students
	We are not always kept up to date with what is happening within our work department.I think we should be better informed of what is going on.	Certain people within our department are better treated than others.I know that will be disputed but it is true.I think everyone should be treated the same.

	More time and space within the workload to manage staff, plan and be proactive rather than reactive	Decisions to be made by talking to the people who know best about a given situation, regardless of who they are
	all departments working the hours they should	

For Internal Moray College Use Only

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: <i>(please tick ✓)</i>	Reserved:		Non-reserved:	✓
Date paper prepared:	7 November 2019			
Date of committee meeting:	12 November 2019			
Author:	Carolyn Thomson, Director of HR and OD			
Link with strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • 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? <i>(Summary of response should be included in the paper)</i>	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: <i>(If yes, please provide detail)</i>	The staff development budget has been reviewed this session and activities are provided within the available budget.			
Risk implications: <i>(If yes, please provide detail)</i>	Staff development has been audited within session 18/19 with recommendations made and responded to. The Audit Committee recently undertook a 'Deep Dive' into Staff Training and expressed concern about lack of attendance in compulsory training areas.			

Introduction

Whilst the Staff Governance have received information relating to the provision of staff development activities for staff for some time, a recommendation has emerged from the Audit Committee that the SGC receive an annual update on staff development activities, noting that the Audit Committee would then see the SGC report to the full Board. This has been considered and it is proposed that the SGC receive the ongoing report at each meeting of the staff development activities which have been provided/supported, but that a fuller report, of the format previously provided to the Audit Committee be provided annually.

Action required: The SGC is invited to consider this proposal

1. Staff Development Activities 2019 – Ongoing Activities

Based on the above proposal, the following would be provided at each SGC.

1.1 Staff Development/Blue Sky Days

1.1.1 7 January 2019

- 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

1.1.2 29 March 2019

- All day Bright Space Training for teaching staff
- HR Policies and Procedures – Staff Review
- CORE Values: Promoting Positive Behaviours and Responding to Conflict (29 March 2019)
- CORE Values: Coaching Skills for Managers – cancelled due to low uptake

1.1.3 20th and 22nd August 2019

- Moray College Enhancement Themes
- Influencing and Securing Agreement
- Prepared for Brightspace – cancelled
- Assessment is for Learning
- Educational Visits and Out of College Activities
- Completing Risk Assessments
- Safeguarding Briefing – cancelled
- GDPR and Data Protection
- Learner Support Procedures
- Budget Management
- CRM Software
- Managing Risks – two sessions, second session cancelled
- SWAP (Scottish Wider Access Programme)

1.1.4 10 October 2019 – Blue Sky Day

- Highers at MC event for those delivering

1.1.5 6 January 2020

- Plans are being developed for the staff development day on 6 January 2020.

1.2 Staff Development Activities outwith the Staff Development Days

1.2.1 1 March 2019 - Facilitated Development Event for Promoted Teaching Staff

- A facilitated event was held on 1 March 2019 to further support the implementation of the structure and of the new roles.

1.2.2 2 April 2019 - Specific Role Training

- Training on Universal Credit is being held in college for our Student Services and Student Finance staff

1.2.3 Wellbeing Activities

- Mindfulness Session – 8 weeks programme
- Mental Health First Aid – 26 and 27 June 2019

1.2.4 Management and Soft Skills Development

- 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)
- Implementation of Management Development Activities prior to the monthly CMT session as follows:
 - Pre CMT – Team Leadership (13 Sept 2019)
 - Pre CMT – Staff Deployment (11 Oct 2019)
 - Pre CMT – The Tertiary Context (8 Nov 2019)

1.2.5 IT Skills

- Excel Introductory – 5 Sept 2019
- Excel Intermediate – 12 Sept 2019
- Excel Advanced – 23 Oct 2019

1.3 External Signposting

1.3.1 Throughout the session 18/19 and to date 2019 the following courses have been signposted 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
- CDN Events
- Evidence Based Educational Practice, "The 'Feedback Fallacy' – implications for practice" 1 May 2019.
- Brightspace support including signposting to EDU resources
- CDN events and conferences
- LTA Events including webinars
- JISC webinars and events
- Research, Scholarship & Knowledge Exchange Event
- SQA Understanding Standards Event
- Turning Point – Student Polling Made Simple
- Periodic Table of FE Educators

1.4 Online Training

1.4.1 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

1.5 ERASMUS Supported Activities

- A number of staff have participated in ERASMUS supported activities

1.6 Individual activities supported by the Staff Development Budget in session 19/20

A number of individual activities are being supported through the staff development budget in 19/20. These activities mostly emerge from the Staff Review Process.

- 6 teaching staff members to undertake TQFE
- 6 staff undertaking qualifications above SCQF level 9
- 19 staff undertaking other qualifications

1.7 Development Session for Support Staff Managers

It was intended to hold an event for support staff managers in a similar way as to was provided for Teaching Staff Managers (1.2.1). This was not possible as a result of diary commitments of participants.

1.8 Flexible Workforce Development Fund –The college bid for funds under the Flexible Workforce Development Fund to support training activities in 18/19 is still being progressed. There have been difficulties in the delivery of some of the programmes which have resulted in the benefits of this fund being fully realised. It is important that lessons are learned from this as the 19/20 FWDF bid is developed. The 18/19 bid included the following:

- Coaching and Mentoring –IOSH – Working Safely
- Professional Behaviours at Work – CORE Values
- Assertiveness Skills and Conflict Management
- Management of Risk
- Unconscious Bias
- Excel
- Sharepoint
- IOSH Managing Safely

2. Annual Staff Development Report

Based on the above proposal, the following would be provided annually.

Staff Development Sessions 2019						
Session Title	Date Delivered	Teaching/Support	Mandatory Yes/No	Number of Attendees booked	Actual Number of Attendees	Comments
ETHOS Training	07/01/2019	Support	No		19	
Embedding Career Management Standards	07/01/2019	Teaching	No		12	
Understanding Self-Harm	07/01/2019	All Staff	No		50	
Smartboard Training	07/01/2019	Teaching	No		23	
New FE Admissions Policies and Procedures	07/01/2019	Teaching	No		53	
Assessment if For Learning (AiFL)	07/01/2019	Teaching	No		16	
Using support mechanisms to raise standards for all	07/01/2019	Teaching	No		16	
Mindfulness	11/02/2019-15/04/2019	All Staff	No	13	13	Ran weekly for 8 weeks from 11/02/2019-15/04/2019
Managing People	28/03/2019	Management Staff	No	5	3	Ran external by Elite Training. Max 12.
CORE VAUES: Coaching Skills for Managers	29/03/2019	Management Staff	No			Cancelled. To be rescheduled through FWDF
CORE VAUES: Promoting positive behaviours and responding to conflict	29/03/2019	All Staff	No	5	5	Ran external by Elite Training. Max 12.
Brightspace Overview	29/03/2019	All Staff	No	60		Ran by EDU/LTA. No register received
Brightspace Drop In sessions	29/03/2019	All Staff	No	21		No register received
Brightspace; Quizzes/Assessment/Feedback	29/03/2019	All Staff	No	36		No register received
Brightspace; Migration and Creating Content	29/03/2019	All Staff	No	41		No register received
Brightspace; Templating	29/03/2019	All Staff	No	42		No register received
HR Policies and Staff Review	29/03/2019	Managers	No	5	5	
Universal Credit for Students	02/04/2019	Support	No	11	11	Ran external for Student Services Staff.
Performance Management	16/04/2019	Management Staff	No	5	4	Ran external by Elite Training. Max 12.
CORE VAUES: Promoting positive behaviors and improving working relationships	17/04/2019	All Staff	No	6	5	Ran external by Elite Training. Max 12.
Mental Health First Aid	26/6+27/6/2019	All Staff	No	12	12	2 Day course. Ran external by the Moray Wellbeing Hub. Max 12
Moray College Enhancement Themes	20/8+22/8/2019	Teaching	Yes	189		No register received
Influencing Skills and Securing Agreement	20/8+22/8/2019	All Staff	No	22	14	
Prepared for Brightspace	20/8+22/08/2019	All Staff	No	68		Cancelled.
Assessment if For Learning (AiFL)	22/08/2019	Teaching	No	38	23	
Educational Visits and out of college activities		Staff that are involved with EVOCA	Yes	60	64	
Completing Risk Assessments	22/08/2019	For those that complete Risk Assessments	Yes	33	13	
Safeguarding Briefing	20/8+22/8/2019	All Staff	Yes	182	0	Cancelled - To be rescheduled.
GDPR and Data Protection	20/8+22/8/2019	All Staff	Yes	188	180	Ran by James Nock DPO
Learner Support Procedures	20/8+22/8/2019	LDW's and PAT's	No	29	12	
Budget Management	20/8+22/8/2019	Budget Holders only	Yes	33	17	No register received
CRM Software	20/8+22/8/2019	L1, 2 and 3 Teaching Staff	No	21		No register received
Managing Risks	20/8+22/8/2019	All Staff	No	15	11	2nd session Cancelled.
SWAP (Scottish Wider Access Programme)	22/08/2019	For staff involved in new SWAP programme	Yes	5	8	Ran external by Lesley Dunbar
Excel Introductory	05/09/2019	All Staff	No	12	10	Ran through FWDF. Max 12.
Excel Intermediate	12/09/2019	All Staff	No	13	6	Ran through FWDF. Max 12.
Excel Advanced	23/10/2019	All Staff	No	9	TBC	Ran through FWDF. Max 12.

3. Feedback in relation to Staff Development

3.1 Internal Audit of Staff Development

- The internal auditors undertook a audit into Staff Development in session 18/19, with the final report being issued on 15 November 2018.
- The level of assurance provided as a result of that audit was Satisfactory (meets control objectives with some weaknesses present)
- 2 recommendations were provided and the following actions proposed
 - *That the current induction materials on Blackboard be updated;* - this has been completed and the materials are now on Brightspace
 - *That a review takes place to improve monitoring arrangements;* - this has been completed and, in addition, a new HR support model has been adopted to further support and guide managers in their responsibilities with regard to this
 - *That a request be made to the Staff Governance Committee to extend the review date for the current procedure given the above.* – this has been completed
 - *Due to national bargaining developments and the intention to have a UHI response to these, the Staff Governance Committee have agreed that the review of the Staff Review process should be suspended to allow a collective UHI approach to be progressed.* – this has been completed
 - *It is the intention that the HR Director will begin the process to implement suitable controls and have these in place by 31 March 2019* – Managers were provided with staff review training on 29 March 2019, reminded regarding the requirements of staff review and, in addition, a new HR support model has been adopted to further support and guide managers in their responsibilities with regard to this

3.2 KPIs

- As the SGC are aware, the Moray College KPI Dashboard for 18/19 included a KPI relating to training and development to support the performance of staff role. This was measured through means scores arising from the 2019 survey and therefore was based upon the perceptions of the staff completing the survey. The target set was 3.5 and staff survey score was 3.3. The KPI target was therefore not met in relation to staff development.

3.3 Staff Survey

- As referred to elsewhere within the SGC papers, the results of the 2019 Staff Survey indicate an overall worsening position in the staffs' perception of staff development activities in comparison with the 2016 survey. A small reduction of 0.03 in the mean average score is evident but there were 57 comments which identified:
 - perceived inconsistency in relation to:
 - The treatment of teaching and support staff (perceptions that teaching staff are more valued)
 - Staff development being disproportionately targeted for teaching staff
 - Access to staff development ('boss's good books')
 - Staff Reviews not being consistently undertaken
 - Perceived improvement in the approach to staff development

3.4 Joint JCC

- A concern was raised at the Joint JCC held on 22 October 2019 regarding the timing of the staff development days, indicating that the August days were difficult for the

support services. There was also a suggestion from the support staff representative that Blue Sky days be used for staff development. In the same meeting the teaching representatives were critical of instances where staff development activities had been programmed on Blue Sky days.

Committee:	Staff Governance Committee		
Subject/Issue:	Policies due for Review – Annual Update Paper		
Brief summary of the paper:	It is established practice that HR Policies and Procedures are reviewed on a rolling 4 year programme, with the procedures being considered by the HR Policy Review Group (a subgroup of the Joint JCC) before being considered by the SLT then coming to the Staff Governance Committee for ratification. This paper provides an annual update in relation to the procedures which have been reviewed in session 18/19 and those which are planned to be reviewed in session 19/20.		
Action requested/decision required:	The attached update is provided for information		
Status: <i>(please tick ✓)</i>	Reserved:	<input type="checkbox"/>	Non-reserved: <input checked="" type="checkbox"/>
Date paper prepared:	6 November 2019		
Date of committee meeting:	12 November 2019		
Author:	Carolyn Thomson, Director of HR and OD - covering paper, Clare Lambourne, HR Manager - author of the report.		
Link with strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information. 	HR Policies and Procedures are established and followed to ensure the college's compliance with the requirements of employment legislation and good employment practice. Their operation, therefore, can mitigate risk in terms of potential challenge. HR Policies and Procedures are developed in accordance with the aims, values and strategies of the college.		
Consultation: How has consultation with partners been carried out? <i>(Summary of response should be included in the paper)</i>	HR Policies and Procedures are reviewed by the HR Policy Review Group, a subgroup of the JCC. HR Policies and Procedures are available for all staff on the intranet drive.		
Equality and diversity implications:	Equality Impact Assessments are undertaken as part of the review cycle.		
Resource implications: <i>(If yes, please provide detail)</i>			
Risk implications: <i>(If yes, please provide detail)</i>			



University of the Highlands and Islands Moray College

HR POLICY REVIEW GROUP

This Human Resources report covers the current status of all policies and procedures, and outlines the intentions for the 2019/2020 session.

1. Members

The HR Policy Review Group is attended by:

Chair (Director level)
Senior member of staff (typically Director or Level 3)
EIS representative
UNISON representative
Support Staff Representative
Teaching Staff Representative
HR representative

Current membership is:

Derek Duncan, Director - Chair
Jackie Andrews, Head of Curriculum
Garry Rendall, Head of Curriculum
Catriona McBain, EIS representative
Louise Proctor, UNISON representative
Heather Hagen, Support Staff Representative
Alistair Fowlie, Teaching Staff Representative
Carolyn Thomson, HR representative
Clare Lambourne

This membership has been in place since the start of the 2018/2019 session

2. Meetings in 18/19 session

Meetings took place on the following dates:

18th September 2018

22nd November 2018

4th February 2019

The policies and procedures which were reviewed are:

18th September 2018

Staff Review Scheme

Staff Induction Procedure

Code of Conduct for Staff

Staff Development Procedure

22nd November 2018

Bullying and Harassment Procedure

Capability and Conduct Procedure

Prevention of Alcohol and Drugs Misuse PVG Scheme

4th February 2019

Grievance Procedure

IT Acceptable Use

All were updated (and transferred to the new policy template format where possible) with the exception of:

Staff Development, Induction and Review Procedures

The Staff Development Audit Management response noted that developments emerging through National Bargaining and UHI are impacting upon the Staff Development, Staff Induction and Staff Review Procedures. Specifically, the NJNC agreement with regard to professional registration for teaching staff will have a significant impact upon the College Staff Review Process and the College Staff Development Procedures. There was an intention to address this on a UHI collective basis and a meeting had been arranged by the UHI Vice Principal Further Education to progress this. Whilst this meeting was postponed, it is understood that a collective approach would potentially still be beneficial.

With regard to the Induction Procedure, a number of recommendations emerging from the UHI University Change Programme have been remitted to the UHI HRPG by the Partnership Council. These include 3 recommendations with regard to the development of a common partnership-wide staff induction. It is recognised that these recommendations will impact upon the induction provided to Moray College staff locally and there is an opportunity for a collective approach to many common induction themes. It is also the case that the college

has moved to a new VLE, Brightspace, from Blackboard where the induction materials have previously been held.

For the above reasons it was decided that:

- The review of the Regrading & Job Evaluation Procedure should be held in abeyance pending the implementation of a national procedure
- Approval to give a 'light touch' review to the Staff Development Procedure, permitting updating in relation to job titles and bringing the procedure into line with current practice (which has been adopted consequent upon the implementation of the Academic Structure, national agreements with regard to TQFE and resignation of the Professional Development Officer – review date end Feb 2019). PLEASE NOTE THAT THIS 'LIGHT TOUCH' REVIEW OCCURRED.
- The review of the Staff Review Procedure should be held in abeyance pending the outcome of national and UHI developments, as stated within the audit management response. However, steps should continue to be taken to address matters of completion of paperwork and monitoring.
- The review of the Staff Induction Procedure should be held in abeyance pending the outcome of national and UHI developments, as stated within the audit management response. However, steps to address matters of completion of paperwork and monitoring will continue to take place.

In addition, the **IT Acceptable Use Policy and Procedure**, was discussed by the HR Policy Review Group and it was noted that a partnership IT Acceptable Use Policy as part of the UHI Partnership Information Security Policy suite was being progressed. It was therefore decided to postpone the review of this procedure to the first meeting of 2019/2020 session where more information on this should be available.

Meetings in 19/20 session

Meetings are scheduled to take place in the Board Room on the following dates:

Tuesday 26th November 2019 at 2.00pm

Thursday 16th January 2020 at 9am

Monday 23rd March 2020 at 9am

Wednesday 10th June 2020 at 9am

The distribution and ratification of policies via email for HR Policy Review Group members and Board of Management members is encouraged to accelerate the policy revision process and progress the discussions within the respective meetings, without compromising the content.

Due to the difficulties in achieving full attendance at the meetings, it is the intention to proceed with the planned meetings in instances where full attendance is not attained as it is hoped that the advance notice of meetings will allow for replacement individuals being sought (where appropriate). It is also anticipated that comments can be supplied to the Group before meetings, particularly via email to ensure that all opinions are accounted for during the discussions in the meetings.

The current agendas for the 2019/2020 meetings based on the rolling review timetable are:

26th November 2019

IT Acceptable Use Policy

Long Service Award

Overtime Working Procedure

Qualifying Period

16th January 2020

Stress in the Workplace

Rehabilitation Procedure

Employee Leaving Arrangements

23rd March 2020

Recruitment & Selection

Absence from Work

Relocation Scheme

Any policies requiring updating due to legislative changes or other significant changes in practice will be brought to the Policy Review Group as required.

Below is the policy review timetable showing all College policies to be reviewed and the dates.

4. Policy Review Timetable

Impact Asses	Policy	Last review	Next review	Current status	Risk Status
✓	Absence from Work Procedure	Dec 2016	Nov 2020	23.03.20 meeting	High
✓	Bullying and Harassment Procedure	Feb 2019	Feb 2023		High
✓	Capability and Conduct Procedure	June 2019	July 2023		High
✓	Code of Conduct for Staff	Sept 2018	Sept 2022		Low
✓	Employee Leaving Arrangements	Dec 2016	Nov 2020	16.01.20 meeting	Low
✓	Equal Pay Statement	2017			Med
✓	Flexible Working Policy	Nov 2017	Nov 2021		Med
✓	Grievance Procedure	June 2019	July 2023		High
✓	Internal Disputes Procedure	June 2018	June 2022		Low
	IT Acceptable Use Policy & Procedure	July 2015	July 2019	26.11.19 meeting	
✓	Long Service Award Procedure	July 2016	July 2020	26.11.19 meeting	High
✓	Management of Sickness Absence	March 2017	March 2021		High
✓	Overtime Working Procedure	July 2016	July 2020	26.11.19 meeting	Med
✓	Parental Support Policy	June 2018	June 2022		Med
✓	Prevention of Alcohol and Drugs Misuse	Feb 2019	Feb 2023		Med
✓	PVG Scheme/Disclosure of Criminal Convict.	June 2019	July 2023		High
✓	Qualifying Period Procedure	July 2016	July 2020	26.11.19 meeting	Med
✓	Redundancy Policy and Procedure	April 2017	April 2021		High
✓	Rehabilitation Procedure	July 2016	July 2020	16.01.20 meeting	Med
✓	Relocation Scheme	Nov 2016	Nov 2020	23.03.20 meeting	Med
✓	Shorter Working Year	Nov 2017	Nov 2021		Med
	Staff Development Procedure	Feb 2019	Feb 2023		
✓	Staff Induction Programme		Dec 2018	In abeyance	Med
✓	Staff Recruitment and Selection Procedure	July 2016	July 2020	23.03.20 meeting	High
✓	Staff Review Policy		Dec 2018	In abeyance	Med
✓	Stress in the Workplace	July 2016	July 2020	16.01.20 meeting	Low
✓	Support for Consultation Procedure		In line with RPA		Med
✓	Whistleblowing Procedure	June 2018	June 2022		Low

5. Impact Assessments

All policies indicated on the policy review timetable are impact assessed in line with the potential impact they could have in terms of equality and diversity and are issued to the HR Policy Review Group along with the respective policy.

6. Consultation with staff

Staff are communicated with via email/monthly newsletter to advise them of the policies that the HR Policy Review Group are considering. All policies and procedures are available to staff on the Moray College intranet and from the Human Resources Section.

Clare Lambourne, Human Resources Manager

5th November 2019