

**STAFF GOVERNANCE COMMITTEE**

Meeting to be held

On 10 November 2020

At 1000-1200 By Teams

**A G E N D A**

<b>Number</b>	<b>Item</b>	<b>Presented By</b>	<b>Action Required:</b>
<b>SG.20.03.01</b>	(i) Resignations	Clerk	Noting
	(ii) Appointments		
<b>SG.20.03.02</b>	Apologies for Absence	Clerk	Noting
<b>SG.20.03.03</b>	Any Additional Declarations of Interest including specific items on this Agenda	Convenor	Noting
<b>SG.20.03.04</b>	Draft Minutes of meeting held on 12 May 2020	Convenor	Decision
<b>SG.20.03.05</b>	Matters Arising/Action Sheet from meeting held on 12 May 2020 *	Clerk	Noting
<b>SG.20.03.06</b>	Emerging Issues	Convenor	Noting
	(i) Internal Audit Report on Health and Safety Follow up *		
	(ii) Internal Audit Report on Workforce Planning *		
	(iii) Whistleblowing Report	C Thomson	
<b>SG.20.03.07</b>	HR Director's Report *	Mrs C Thomson	Discussion
<b>SG.20.03.08</b>	Culture and Values *	Mrs C Thomson	Noting
	(i) Update *		
<b>SG.20.03.09</b>	Update on Staff Development Activities 2020-21*	Mrs C Thomson	Noting
<b>SG.20.03.10</b>	Annual Report for HR Policies *	Mrs C Thomson	Discussion
<b>SG.20.03.11</b>	Health and Safety Update *	Mr D Patterson	Noting
	(i) Minutes of Health and Safety Committee held on 7 September 2020 *		

01 Agenda Staff Governance Committee

	(ii) Health and Safety Report	D Duncan	Noting
<b>SG.20.03.12</b>	Date of next meeting – 26-01-2021	Clerk	Noting
<b>RESERVED</b>			
<b>SG.20.03.13</b>	Draft Reserved Minutes of Staff Governance 12-05.2020 *	Convenor	Decision
<b>SG.20.03.14</b>	Staffing Cost Reductions *	C Thomson	Discussion

## 01 Agenda Staff Governance Committee



**STAFF GOVERNANCE COMMITTEE**

**Minutes of Meeting held on**

**Tuesday 12 May 2020**

**At 1000 hours by Skype**

**Present:**

Mrs Seonaid Mustard (Convenor)  
Miss Caroline Webster  
Mr Paul Mitchell  
Mr David Patterson  
Mrs Rosemary McCormack  
Mr Jeremie Fernandes

**In Attendance:**

Mrs Carolyn Thomson  
Mrs Cathie Fair (Clerk)

Item		Action	Date
<b>SG.20.02.01</b>	<b>(i) Resignations</b>		
1.1	There were no resignations.		
	<b>(ii) Appointments</b>		
	There were no appointments.		
<b>SG.20.02.02</b>	<b>Apologies for Absence</b>		
2.1	Apologies were received from Mrs Kelly Strachan		
<b>SG.20.02.03</b>	<b>Any Additional Declarations of Interest including specific items on this Agenda</b>		
3.1	There were no additional declarations of interest.		
<b>SG.20.02.04</b>	<b>Draft Minutes of meeting held on 12 May 2020</b>		
4.1	Subject to a minor amendment, the Minutes were accepted as an accurate account of the meeting. Proposed: Rosemary McCormack Seconded: Caroline Webster		
<b>SG.20.02.05</b>	<b>Matters Arising/Action Sheet from meeting held on 12 May 2020</b>		
5.1	Matters arising had been completed.		
<b>SG.20.02.06</b>	<b>Emerging Issues</b>		
6.1	David advised the Committee that Keith Mitchell, Engineering Lecturer at Linkwood, had sadly passed away the previous week after a long illness. David noted the College's appreciation for Keith's contribution and commitment to the College and dedication to his students over the past years.		

**Agenda Item: SG.19.2.04**

Action	It was suggested that a letter be sent to Keith's family on behalf of the Board expressing their condolences. Cathie to liaise with Peter and Carolyn over this.	<b>Peter Carolyn Cathie</b>	Immediate
6.2 <b>Action</b>	The Committee were advised that the Equalities Annual return on Employment Data were due and were asked to ratify this information via e-mail once completed, which they agreed to.	<b>Committee</b>	<b>When available</b>
6.3	The issue of the Job Evaluation scheme was discussed in that there is a risk that expectations of staff may have been raised in relation to an increase in salary. Committee questioned whether the College would be able to afford this and was advised that the College, like other Colleges in the sector would be very unlikely to be in a position to support any substantial increase in salaries. It was noted that there was an amount of funding available for this from the SFC but that this had not yet been released to colleges. It was unknown whether this funding would cover the costs emerging from the project.		
<b>SG.20.02.07</b>	<b>HR Director's Report</b>		
7.1	<p>The HR Director's Report included updates on the following issues:</p> <ul style="list-style-type: none"> <li>• National Bargaining update</li> <li>• JCC/JNC Updates – Minutes had been included as appendices to the main report: <ul style="list-style-type: none"> <li>○ Joint JCC on 25 February 2020</li> <li>○ JNC Teaching on 17 December 2019</li> <li>○ Joint JNC covering Local Facilities Time arrangements, Local Recognition and Procedure Agreement, Coronavirus Job Retention Scheme</li> <li>○ It was noted that the tone of the most recent meeting on 28 April 2020 had been considerably more constructive</li> </ul> </li> <li>• Organisation Culture KPI's – <ul style="list-style-type: none"> <li>○ Staff Sickness Absence rate – target below 3.2% actual average to end of February is 2.7%.</li> <li>○ A few Job Evaluation Questionnaires remain outstanding although these will be completed shortly.</li> </ul> </li> <li>• Details of the Job Retention Scheme were discussed and despite a slight glitch in the signing of letters of agreement, 87 staff had been identified to be placed on furlough for a period. The first claim was submitted to HMRC the previous day. These are mainly staff who, through no fault of their own, are</li> </ul>		

**Agenda Item: SG.19.2.04**

	<p>unable to work from home. This will be of considerable financial benefit to the College.</p> <ul style="list-style-type: none"> <li>• Updates on objectives of the Operational Plan were provided.</li> <li>• Grievances – there have been none since last meeting.</li> <li>• Moray College staff online induction has now been updated and moved to Brightspace</li> <li>• Workforce Planning and Development Strategy Articulation Paper</li> <li>• The Committee thanked Carolyn for her considerable efforts in producing such a detailed paper.</li> <li>• Covid19 Update – A detailed account of arrangements which have been put in place to support staff and students and it was noted that the staff have really pulled out all the stops to ensure students are being supported at this time.</li> <li>• The Committee questioned whether a policy had existed to support such emergencies and it was confirmed that a Business Continuity Plan had been in place and the Emergency Planning team meetings had taken control of the situation. It was noted that UHI staff were well placed to cope with remote working as many meetings and teaching already took place that way. The Committee were impressed by how well the College staff had adapted and it appeared to a large extent, it is business as usual in the College during this time.</li> </ul>		
<b>SG.20.02.08</b>	<b>Culture and Values</b>		
	<b>i Update</b>		
8.1	<p>Carolyn’s Report outlined measures being taken to address the strategic aims in relation to culture and values. It was noted that the Covid-19 Pandemic is currently at the forefront with a wholesale move to remote working and furloughing of some staff. At the start of the pandemic the primary focus of SLT was to ensure staff and students were safe and to assist staff to move to remote working where this was possible. It was noted that staff are working exceptionally during this period which is evidenced through weekly feedback meeting and feedback from students.</p>		
8.2	<p>In relation to issues emerging from the last Staff Survey, the Committee are aware that a number of SLWGs were being set up to consider areas of Communication, Inconsistency, Workload and Decision Making. Each group was tasked with</p>		

**Agenda Item: SG.19.2.04**

	providing 3 SMART objectives to support an improvement within each area and a deadline had been set to report back on this by the end of March. However, it has been agreed to extend the deadline to the 15 May. The Committee noted that meetings have continued to be held remotely which have been very constructive overall. Since working from home, The Committee were pleased to note that feedback from Unions has been very positive and working relations between Management and staff greatly improved.		
<b>SG.20.02.09</b>	<b>Update on Staff Development Activities 2019-20 *</b>		
9.1	Carolyn had provided report for the committee summarising all staff development activities to date for the current session. It was noted however that future plans have been thwarted to some extent and will very much depend on what the working arrangements will be once the College reopens. It was noted that Line Managers are currently in the process of conducting annual staff reviews and the information emerging from these will very much inform staff development plans going forward. UHI Single Policy group are currently looking at a common staff development policy however this is at an early stage.		
Action	It was suggested including British Sign Language in future staff development plans	<b>Carolyn</b>	<b>ASAP</b>
Action	Audit Committee have requested an Annual Staff Development Report for November meeting	<b>Carolyn</b>	<b>Nov Audit and SGC</b>
Action	Committee suggested running Health and Safety and Wellbeing sessions once the College reopens.	<b>Carolyn</b>	<b>ASAP</b>
<b>SG.20.02.10</b>	<b>Policies due for Review</b>		
10.1	The following procedures were included for the Committee's consideration, feedback and, if considered appropriate, ratification. <ul style="list-style-type: none"> <li>● Rehabilitation Procedure</li> <li>● Employee Leaving Arrangements</li> <li>● Qualifying Period Procedure</li> <li>● The Parental Support Procedure</li> </ul>		
	<b>Noted – the Committee approved the above procedures subject to consideration by SLT as per the request detailed in the paper</b>		
10.2	The following procedure requires some additional discussion before completion and the Committee were requested to agree the review extensions: <ul style="list-style-type: none"> <li>● Stress in the Workplace – Committee agreed to a one-year extension to the review date of this procedure.</li> <li>● Recruitment and Selection – to be approved by e-mail by early August 2020. Should this</li> </ul>		
<b>Action</b>		<b>Carolyn</b>	<b>August 2020</b>

**Agenda Item: SG.19.2.04**

	not be achievable, Carolyn to advise Committee		
<b>SG.20.02.11</b>	<b>Health and Safety Update</b>		
	<b>i Minutes of Health and Safety Committee 7 May 2020</b>		
11.1	<p>David highlighted some of the key issues which had been discussed at the Health and Safety meeting on 7 May 2020 including:</p> <ul style="list-style-type: none"> <li>• Appointment of Health and Safety Officer – an individual has been identified and they will be appointed prior to College reopening. They have been made aware of this.</li> <li>• Smoking Shelters – Once College reopens, it will not be possible to retain smoking shelters due to social distancing and it was agreed that college will trial a Smoke Free Campus for a 6-month period. The impact of this was discussed and Committee were overwhelmingly in favour of this move preferably on a permanent basis.</li> <li>• Update to health and Safety Manual – to be completed on appointment of Health and Safety Officer.</li> <li>• Health and Safety Incidents Report – unable to access the source documents</li> <li>• Incidents with Cladding and Logo had now been dealt with</li> <li>• Carolyn provided an overview of measures taken to support staff working from home.</li> <li>• It was noted that staff had been referred to the DSE self assessments</li> <li>• Committee questioned whether urgent work had been completed on roof and whether a maintenance plan has been developed.</li> <li>• Caroline Webster provided an update on currently situation with contractors who cannot work unless essential. CDM currently looking at adopting working practices of separation but this is very problematic.</li> </ul>		
<b>SG.20.02.12</b>	<b>Date of Next Meeting – 10 November 2020</b>		
<b>RESERVED ITEMS</b>			
<b>SG.20.02.13</b>	<b>Reserved Minutes of Meeting of SGC held on 28 January 2020</b>		
13.1	This item is reserved and the minute held in confidence.		
<b>SG.20.02.14</b>	<b>Reserved Matters Arising/Action sheet from meeting held on 28 January 2020</b>		
14.1	This item is reserved and the minute held in confidence.		
	<i>Meeting closed at 1145 hours</i>		



**Matters Arising Staff Governance Committee 12 May 2020**  
**Agenda Item: SG.20.03.05**

**ACTION SHEET/MATTERS ARISING FROM STAFF GOVERNANCE COMMITTEE HELD ON 28 JANUARY 2020**

<b>Item</b>		<b>ACTION</b>	<b>DATE</b>	<b>Update</b>
<b>SG.20.02.06</b>	<b>Emerging Issues</b>			
6.1	It was suggested that a letter be sent to Keith's family on behalf of the Board expressing their condolences. Cathie to liaise with Peter and Carolyn over this	<b>Peter Carolyn Cathie</b>	Immediate	
6.2	The Committee were advised that the Equalities Annual returns on Employment Data were due and were asked to ratify this information via e-mail once completed which they agreed to.	<b>Committee</b>	When available	
<b>SG.20.02.09</b>	<b>Update on Staff Development Activities</b>			
9.1	It was suggested including British Sign Language in future staff development plans	<b>Carolyn</b>	ASAP	
9.2	Audit Committee have requested an Annual Staff Development Report for November meeting.	<b>Carolyn</b>	Nov Audit and SGC	
9.3	Committee suggested running Health and Safety and Wellbeing sessions once the College reopens.	<b>Carolyn</b>	ASAP	
<b>SG.20.02.10</b>	<b>Policies due for Review</b>			
10.1	Recruitment and Selection – to be approved by e-mail in early August 2020. Should this not be achievable Carolyn to Advise Committee.	<b>Carolyn</b>	August 2020	

# Moray College UHI

Health and Safety

**Internal Audit Report No: 2020/03**

**Draft issued: 28 July 2020**

**Final issued: 10 September 2020**

**LEVEL OF ASSURANCE**

**Satisfactory**

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## Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

<b>Good</b>	System meets control objectives.
<b>Satisfactory</b>	System meets control objectives with some weaknesses present.
<b>Requires improvement</b>	System has weaknesses that could prevent it achieving control objectives.
<b>Unacceptable</b>	System cannot meet control objectives.

## Action Grades

<b>Priority 1</b>	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit Committee.
<b>Priority 2</b>	Issue subjecting the organisation to significant risk and which should be addressed by management.
<b>Priority 3</b>	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.

# Management Summary

## Overall Level of Assurance

**Satisfactory**

System meets control objectives with some weaknesses present.

## Risk Assessment

This review focused on the controls in place to mitigate the following risks on the Moray College UHI ('the College') Strategic Risk Register:

- 4 – Health & Safety non-compliance: risk to students / staff and risk of litigation (risk rating – amber)
- 16 – The College has a poor reputation (risk rating - amber)
- 18 – Non-compliance with relevant statutory regulations (risk rating – amber)
- 33 – Staff confidence in health and safety arrangements for the re-opening of College buildings (risk rating – green)

## Background

As part of the Internal Audit programme at the College for 2019/20 we carried out a review of the College's Health and Safety (H&S) arrangements. Our Audit Needs Assessment identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Within the College sector it is important to demonstrate full implementation and embedding of H&S legislation. It is important that H&S is considered by all students, staff, management, and Board members at the College to reduce the risks related to accidents and occupational health. Furthermore, all staff should understand that H&S is their responsibility, and not only that of management and the Board.

A H&S Policy Statement has been prepared setting out the College's H&S objectives. Management carry out formal risk assessments of activities and work sites as a key part of managing the organisation's risks.

The College has a H&S Committee which monitors H&S and includes members of the Strategic Leadership Team (SLT); and members of staff (both teaching and non-teaching). This framework is supported by an external H&S consultant who provides College staff with ongoing best practice advice.

## Health and Safety

### Scope, Objectives and Overall Findings

The scope of the audit was to review the College's response to the recommendations made in the previous H&S internal audit review performed during 2018/19 (internal audit report 2019/04, issued in May 2019).

The table below notes the objectives for this review and records the results:

Objective	Findings				
	1	2	3	Actions already planned	
<b>The main objective of this audit was to obtain reasonable assurance that the College has implemented the recommendations in the previous internal audit report in the following areas and has:</b>					
1. a H&S training programme which includes induction training, refresher training and training for new equipment or legislation.	Satisfactory	0	0	0	✓
2. regular monitoring of H&S systems to ensure that they are functioning effectively including H&S audits, carried out either internally or by external agencies such as the Health and Safety Executive.	Satisfactory	0	0	0	✓
<b>Overall Level of Assurance</b>	<b>Satisfactory</b>	<b>0</b>	<b>0</b>	<b>0</b>	System meets control objectives with some weaknesses present

### Audit Approach

From discussion with the Director of Human Resources (HR) and Organisational Development and the Director of Information, Planning & Student Support, and review of procedural documentation, we established whether the key recommendations in the previous report had been fully implemented. A walkthrough of key systems was undertaken to confirm our understanding, and this was followed up with compliance testing where considered necessary. We have reported on areas where recommendations have not been implemented or where controls could be further strengthened.

### Summary of Main Findings

#### Strengths

- A H&S training matrix has now been completed. The College HR team has also worked with the external H&S consultant to align the suit of online H&S modules, which are available to staff on the Virtual Learning Environment (VLE), with the newly developed H&S matrix that shows all relevant H&S modules for each type of post.
- We noted that the College has now made a commitment to undertake regular workplace inspections which will be undertaken by H&S Monitors and reviewed by the recently appointed Health, Safety & Wellbeing Officer (HSWO). Since our last audit the College has now reviewed and updated its H&S practices which include H&S Monitors being responsible for ensuring that departmental H&S inspections are conducted, including general environmental safety and that risk assessments are in place. In early 2020 the College issued an updated H&S compliance checklist tailored for each departmental inspection. At the time of audit we noted that the completion of the checklists had been impacted by the closure of the College in response to Covid-19 and we established that a total of 10 checklists out of 39 had been completed across all departments. In addition to the H&S Monitor checks, the HSWO will undertake campus and departmental H&S inspections. The H&S Committee Terms of Reference have been updated to ensure that assurance is provided to the Committee that inspections are being carried out.
- The College's Covid-19 pandemic response plan includes a full H&S inspection of College premises and practices, undertaken as part of a Covid-19 pandemic risk assessment as the College prepares for a phased reopening from August 2020. The requirement to perform a Covid-19 risk assessment is included within UK legislation and the results of the assessment and any required actions are to be reported to the H&S Committee prior to the College reopening.

#### Weaknesses

- Although new VLE, induction and training monitoring processes have now been implemented, which will provide the College HR team with access to clearer data on where induction and training gaps exist, the lack of new starters due to the ongoing Covid-19 situation has meant that HR have not had the opportunity to formally monitor completion rates of the new induction training modules.

#### Acknowledgements

We would like to take this opportunity to thank the staff at the College who helped us during our audit visit.

# Main Findings

### **Objective 1: A H&S training programme which includes induction training, refresher training and training for new equipment or legislation.**

In internal audit report 2019/04, issued in May 2019, we reported that at the time of audit the College did not have a H&S training matrix in place to identify the minimum H&S training requirements for each job role, which could be used to identify gaps in staff H&S training needs and assist in developing job specifications for staff recruitment. However, at that time, the College was working with an external H&S consultant to produce an outline training matrix.

As part of this latest review we noted that the H&S training matrix has now been completed. The College HR team has also worked with the external H&S consultant to align the suite of online H&S modules, which are available to staff on the Virtual Learning Environment (VLE), with the newly developed H&S matrix which shows all relevant H&S modules for each type of post. Going forward, HR staff will monitor training records generated from the VLE to ensure that staff are completing the relevant mandatory H&S induction training and this will be supported by the newly appointed Health, Safety & Wellbeing Officer (HSWO) who took up post in June 2020. In addition to this, line managers continue to identify staff training requirements and ensure that staff complete all training relevant to their role as identified on the H&S training matrix. Confirmation of completion of training and further training requirements is then provided to HR who record and monitor compliance.

In internal audit report 2019/04 we identified that the VLE in use at that time did not provide adequate data on who had completed the mandatory H&S training modules as part of the College staff induction process. A new VLE was implemented across the University of the Highlands and Islands partnership shortly after the Covid-19 lockdown, and revised induction procedures were created in Moray College UHI which will now allow more accurate data capture and reporting of completion of training modules. The new processes will allow the College HR team access to clearer data on where induction training gaps exist. The new induction modules have been rolled out to all staff. At the time of our audit, due to a lack of new staff starting at the College, HR have not had the opportunity to formally monitor completion rates of the new induction training modules.

## Health and Safety

**Objective 2: Regular monitoring of H&S systems to ensure that they are functioning effectively including H&S audits, carried out either internally or by external agencies such as the Health and Safety Executive.**

In internal audit report 2019/04 we highlighted that good practice adopted across the sector includes a system of annual curriculum and support department H&S workplace inspections carried out in conjunction with trade union H&S reps. We noted that there was no such system in place at the College and recommended that consideration should be given to implementing a programme of annual workplace inspections covering all curriculum and support areas on a rotational basis taking account of the assessed risk of each area. This recommendation recognised that, given the resources available, it would not be practical to cover each area of the College on an annual basis.

We noted that the College has now made a commitment to undertake regular workplace inspections which will be undertaken by H&S Monitors and reviewed by the recently appointed HSWO. Since our last audit the College has now reviewed and updated its H&S practices which include H&S Monitors being responsible for ensuring that departmental H&S inspections are conducted, including general environmental safety and that risk assessments are in place. In early 2020 the College issued an updated H&S compliance checklist tailored for each departmental inspection. At the time of our audit we noted that the completion of the checklists had been impacted by the closure of the College in response to Covid-19 and we established that a total of 10 checklists out of 39 had been completed across all departments. In addition to the H&S Monitor checks, the HSWO will undertake campus and departmental H&S inspections.

The College has re-established a H&S Committee, which provides reports and updates on all H&S related matters to the Staff Governance Committee, and the minutes of Staff Governance Committee meetings are tabled at all Board meetings. The H&S Committee Terms of Reference have been updated to ensure that assurance is provided to the Committee that inspections are being carried out.

The College's Covid-19 response plan includes a full H&S inspection of College premises and practices, undertaken as part of a Covid risk assessment as the College prepares for a phased reopening from August 2020. The requirement to perform a Covid risk assessment is included within UK legislation and the results of the assessment and any required actions are to be reported to the H&S Committee prior to the College reopening.

Risk assessments continue to be prepared by relevant staff, but risk assessments must be reviewed and approved by senior College staff before being implemented and activities being undertaken.

An Annual H&S Report, covering academic year 2018/19, was presented to the H&S Committee for the first time in December 2019.



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# Moray College UHI

## Workforce Planning

**Internal Audit Report No: 2020/05**

**Draft issued: 8 September 2020**

**Final issued: 25 September 2020**

**LEVEL OF ASSURANCE**

**Satisfactory**

# Contents

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## Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

<b>Good</b>	System meets control objectives.
<b>Satisfactory</b>	System meets control objectives with some weaknesses present.
<b>Requires improvement</b>	System has weaknesses that could prevent it achieving control objectives.
<b>Unacceptable</b>	System cannot meet control objectives.

## Action Grades

<b>Priority 1</b>	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit Committee.
<b>Priority 2</b>	Issue subjecting the organisation to significant risk and which should be addressed by management.
<b>Priority 3</b>	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.

# Management Summary

## Overall Level of Assurance

<b>Satisfactory</b>	System meets control objectives with some weaknesses present.
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## Risk Assessment

This review focused on the controls in place to mitigate the following risk on the Moray College UHI ('the College') Strategic Risk Register:

- Moray 12 – Failure to attract, develop and retain a workforce fit for the 21st century in a tertiary teaching context and adapting to necessary change (risk rating: amber).

## Background

As part of the Internal Audit programme at the College for 2019/20 we reviewed the systems and key internal controls in place in the College in relation to workforce planning. Our Audit Needs Assessment identified this as an area where risk can arise and where internal audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Workforce planning is the process that organisations utilise to make sure that they have the right people, with the right skills, in the right place, at the right time. The size and structure of the College's workforce should be shaped by a range of internal and external factors, including the College's current and future strategic objectives; the needs of its students, staff and other stakeholders and of potential students over the planning period, the amount and sources of funding available and the wider policy and legislative environment in which it operates.

## Workforce Planning

### Scope, Objectives and Overall Findings

The scope of the audit was to review the College's Workforce Planning arrangements to consider whether these are in line with good practice.

The Chartered Institute of Personnel and Development (CIPD) defines Workforce Planning as: 'a core process of human resource management that is shaped by the organisational strategy and ensures the right number of people with the right skills, in the right place at the right time to deliver short and long-term organisation objectives.'

The table below notes the objectives for this review and records the results:

Objective	Findings				Actions already underway
	1	2	3		
<b>The specific objectives of this audit were to obtain reasonable assurance that:</b>					
1. The College's workforce plans are based on the strategic direction and priorities set out in the Regional Outcome Agreement and linked strategies and plans.	Good	0	0	0	
2. The College has analysed demand – what workforce is needed in the future to deliver the required service.	Satisfactory	0	0	0	✓
3. The College has analysed supply – what workforce is available currently and how it is likely to change.	Good	0	0	0	
4. The College has identified actions that will deliver the future workforce.	Satisfactory	0	0	0	✓
5. These actions are being implemented and outcomes regularly reviewed.	Satisfactory	0	0	1	
<b>Overall Level of Assurance</b>	<b>Satisfactory</b>	<b>0</b>	<b>0</b>	<b>1</b>	
		System meets control objectives with some weaknesses present.			

The ticks shown above signify work which is already underway within the College, but which has still to be completed. Further details of this work are set out in the narrative below under the relevant objective.

### Audit Approach

Through discussions with key staff, including the Principal, Director of Human Resources and Organisational Development, Director of Curriculum & Academic Operations and the Director of Learning & Teaching, we considered whether the above objectives are being met. Comparison of the College's arrangements was made against good practice guidance including the CIPD's 'Workforce planning: Right people, right time, right skills', and 'Scotland's public sector workforce' published by Audit Scotland.

## Workforce Planning

### Summary of Main Findings

#### **Strengths**

- The College has in place a Workforce Planning and Development Strategy ('Workforce Strategy') outlining the aims and objectives for effective workforce and succession planning;
- The Workforce Strategy is aligned to the delivery of the annual operating plans and the College's Strategic Plan 2016-2021;
- The Workforce Strategy aids the College to address the identified regional and national priorities highlighted in the Highlands and Islands Regional Tertiary Outcome Agreement 2019-20;
- The College is a stakeholder in a number of key regional economic and development plans including the Moray Growth Deal;
- The College uses its links in the community, employers and industry contacts to gain insight into current and future employer needs;
- The updated college Curriculum Strategy 2019-21 takes account of these regional and national aims and has identified key priority areas in setting its future academic programme;
- A programme of ongoing teaching assessment and review is in place to ensure attainment of the required Academic Quality Policy, which is supported by training and development to enhance both the skills and flexibility of the current workforce;
- The College continually monitors student numbers to ensure that sufficient staff resources are in place to deliver its academic programme;
- A staffing model is in place which is aligned to the medium-term financial funding for the College.

#### **Weaknesses**

- While the audit did not identify any significant weaknesses in the College's approach to Workforce Planning, in our view the process would be improved if SMART (Specific, Measurable, Attainable, Relevant and Time-bound) objectives were put in place to monitor and report on the success of the current strategy.

### Acknowledgements

We would like to take this opportunity to thank the staff at Moray College UHI who helped us during the course of our audit.

## Main Findings and Action Plan

**Objective 1: The College's workforce plans are based on the strategic direction and priorities set out in the Regional Outcome Agreement and linked strategies and plans.**

The College created a Workforce Planning and Development Strategy ('Workforce Strategy') in November 2018, this was a key requirement of the College's Strategic Plan 2016-2021. The Workforce Strategy is aligned to and supports the delivery of the College's strategic aims and objectives as detailed within:

- Moray College UHI's Learning and Teaching Strategy;
- Moray College UHI's Curriculum Strategy;
- The Highlands and Islands Regional Tertiary Outcome Agreement 2019-20;
- The University of the Highlands and Islands Strategic Vision and Plan 2015-20; and
- Moray College UHI's Annual Operating Plan 2019-20.

The College's 2018-21 Workforce Strategy details the five principles that the College adopts as part of its workforce planning approach, these are:

- Workforce Profile;
- Employee Engagement;
- Leadership Development and Capacity;
- Employee Development and Succession Planning; and
- Safe and Supportive Working Environment.

## Workforce Planning

**Objective 1 (Continued): The College's workforce plans are based on the strategic direction and priorities set out in the Regional Outcome Agreement and linked strategies and plans.**

These principles form the basis of the Moray College UHI Annual Operating Plan 2019-20 and as part of this process there is clear evidence that the following processes were undertaken;

- Consultation with staff, unions and departmental managers;
- Analysis of internal data relating to past curriculum performance, including student outcomes, demands and costs;
- Analysis of data relating to the size and demographics of the workforce and examination of past patterns of change;
- Analysis of internal factors, including identifying any gaps in the skills, knowledge and experience of staff required to deliver the curriculum portfolio over a two-year period, and any impact that ongoing voluntary severance schemes would have on this;
- Analysis of external factors likely to affect curriculum provision and the delivery of support services in the future, including local training and employment priorities and national pay bargaining; and
- Financial impact of the planning needs has been identified within the staffing model and is considered as part of the budget and the College's longer-term financial strategy and the Financial Forecast Return (FFR) submitted to the Scottish Funding Council (SFC).

This approach embeds a culture of workforce planning within the College's operational activities, which underpins the Annual Operating Plan for 2019-20. This approach does take into account accepted best practice (as defined by CIPD and Audit Scotland guidance). In addition, both the annual plan and the Workforce Strategy also require the delivery of the core values of Moray College UHI – collaboration, openness, respect and excellence.



## Workforce Planning

### **Objective 2: The College has analysed demand – what workforce is needed in the future to deliver the required service.**

The strategic direction of the College is outlined within the Highlands and Islands Regional Tertiary Outcome Agreement 2019-20, which details the outcomes and commitments that the College / University has agreed with the SFC as a condition of funding. In addition, the College's Strategic Plan for 2016-2021 also sets out five aims of:

- Curriculum – offer a forward-looking curriculum shaped by local, regional and national priorities, which meets the needs and aspirations of our students, employers and wider communities;
- Learning and Teaching – create and maintain a learning culture which engages, inspires, challenges and supports our whole college community to achieve its full potential;
- Organisation Culture – 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;
- Partnership – cultivate education solutions and learning skills that make Moray College UHI a recognised partner of choice; and
- Sustainability – create and maintain a financial and asset management framework to enable the academic objectives of the College to be delivered within a risk-managed process.

These objectives align with both regional and national priorities. The Workforce Strategy is aligned with several other key strategies and delivery of the Annual Operating Plans which support the achievement of the College's strategic and Regional Outcome Agreement objectives. Required staffing levels are calculated by using a staffing model which factors in national pay bargaining and teaching terms and conditions to deliver the teaching resources to meet the demand for College courses. This model is used to forecast future staffing needs.

Staffing is a significant cost to the College; in the past three years its financial recovery plan has achieved a balanced budget position in terms of the adjusted operating results (i.e. after adding back net depreciation and non-cash pension adjustments etc.). However, current financial forecasts, which have clearly been impacted by the Covid-19 pandemic, are indicating adjusted operating deficits of £0.350m for 2019-20 and £1.0m for the 2020-21 academic year. At the time of our audit fieldwork, the College was developing plans for a three-year balanced budget position which will include a reduction in staffing levels to achieve this financial objective and the 2020 FFR submitted to the SFC showed adjusted operating surpluses of £0.103m and £0.218m for 2021-22 and 2022-23 respectively.

## Workforce Planning

### **Objective 3: The College has analysed supply – what workforce is available currently and how it is likely to change.**

The Workforce Strategy seeks to prioritise development activities and support to ensure that staff skills and experience can respond to the changing profile of the regional economy. The College plays a part in identifying training and workforce needs and shaping plans to address them, it is a key stakeholder within initiatives such as:

- The Moray Growth Deal;
- Moray Skills Investment Plan; and
- Moray Community Planning Partnership.

These initiatives aid the College in identifying future course and student demand. They also provide the College with improved regional and national labour market intelligence data to inform curriculum decisions, including the number of job vacancies by sector and skill; mean earnings by sector and skill; and expected growth in jobs and mean earnings. These information sources will enable the College to continue to access good quality and relevant data to inform future workforce and curriculum planning.

New College courses are approved through the Course Application and Modification Process (CAMP) by March in the calendar year to ensure sufficient marketing and student recruitment is in place for the beginning of the academic year. All courses are monitored during the application and enrolment process to ensure there are sufficient student numbers for the course to run. If there are insufficient numbers to run any course, students will be allocated to another course and the staff redeployed.

The College continually monitors student numbers to ensure that enough staff resources are available to deliver each course. Skills gaps are filled either through redeployment of staff from other areas of the College or by supporting staff through further training. The College has in place its own Academic Quality Policy to ensure staff have the required skills to deliver its academic offering. Staff are able to undertake sufficient training and Continuing Professional Development (CPD) ensuring they maintain and acquire the required skills to teach in the current environment and provide sufficient flexibility to deliver the agreed College prospectus and its curriculum strategy.

## Workforce Planning

### **Objective 4: The College has identified actions that will deliver the future workforce.**

Although we found that there are no formal succession plans in place, we did obtain evidence that confirms that succession planning is being managed across the College. Departments review their own staffing requirements and identify where succession planning is required and take steps to address this. These steps include the use of staff development and additional training to ensure all staff have increased skills and flexibility to take on additional roles. In addition, the College has a leadership programme in place to provide the required developmental and training opportunities to prepare staff for future senior management and leadership roles in the College.

When recruiting for new teaching staff, unqualified successful applicants are required to obtain an appropriate teaching qualification normally within two years, as per the national agreement. The College also has an annual appraisal process in place which includes assessment and identification of individual training needs.

College staff have access to a suite of online training modules and an online corporate induction within the Brightspace page on its intranet. The impact of the current Covid 19 emergency and the required adjustment to deliver teaching online rather than in a classroom environment has required staff to quickly enhance their skills and make use of digital technology. To facilitate this change, the College has increased its support and available training in this area including on-line training courses and granting staff access to Lynda.com, to provide additional training provision and support.

The College continually monitors staff to ensure they have the required skills, and undertake sufficient training and CPD, to ensure they meet the required standards as set within the College's Academic Quality Policy and relevant teaching body to deliver the agreed College prospectus and curriculum strategy. These measures ensure that the following three key elements of the Workforce Strategy are in place:

- Leadership Development and Capacity;
- Employee Development and Succession Planning; and
- Safe and Supportive Working Environment.

When staff vacancies are identified there is an authority to recruit process in place which ensures the College takes a strategic view on all recruitment. An application to recruit is made in line with the process and is considered by the Strategic Leadership Team. A recruitment policy and process is also in place, which requires a review of the vacancy and this is always considered in the first instance when new posts are applied for. The current preference is to redeploy, rather than recruit new staff.

The College has in place a staffing model which calculates the staffing needs and costs. These calculations take account of national agreements around salary levels, annual leave entitlement and the number of contracted hours for teaching staff and the minimum level of qualifications that are needed to deliver the academic programmes. Staff are a significant financial cost to the College which is required to achieve a balanced budget. As highlighted under Objective 2 above, at the time of our audit fieldwork the College was developing a three-year financial plan to attain a balanced budget, in terms of the adjusted operating results, by the end of 2022-23. The current staffing model is being updated based on this assumption as this will involve a degree of reductions in staff from current levels.

## Workforce Planning

### Objective 5: These actions are being implemented and outcomes regularly reviewed.

The Workforce Strategy 2018-2021 was approved by the Staff Governance Committee in November 2018. Progress against the strategy is provided at all Staff Governance Committee meetings by the Director of Human Resources and Organisational Development. The Staff Governance Committee also provides an update to the Board of Management as a standing agenda item.

Observation	Risk	Recommendation	Management Response
Our audit identified that the College has in place an approach to Workforce Planning which is aligned to its strategic objectives and forms part of operational planning and activities. Progress against the strategy was reported to the Staff Governance Committee at its meeting in May 2020, detailing progress made to date (including updating and implementation of new policies and processes in managing Workforce Planning). However, this progress report highlighted the absence of any definitive measures or assessment to demonstrate that the strategy was being successfully delivered; was having the desired impact; and has improved workforce planning within the College.	Without any definitive measures to assess performance of the Workforce Strategy, the College may not have the relevant assurance that the agreed strategy is being delivered.	<b>R1</b> The College should develop and implement SMART (Specific, Measurable, Attainable, Relevant and Time-bound) objectives for the Workforce Strategy to enable ongoing monitoring and effective assessment of its progress. This will enable the College to improve its governance in this area by identifying areas of success and where additional improvement are required which could be factored into future plans and updates of the strategy.	<p>Given that the Workforce Strategy and the College Strategic Plan are due for review in 2021, it is suggested that the review dates are aligned and that SMART objectives be included in the reviewed document.</p> <p><b>To be actioned by:</b> Director of HR &amp; OD and the Principal</p> <p><b>No later than:</b> Timing dependent upon review of the College Strategic Plan – 31 December 2021</p>
			<p><b>Grade</b> <b>3</b></p>

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<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	HR Director's Report			
<b>Brief summary of the paper:</b>	The attached report is the Human Resources Report covering the period 12 May 2020 to 3 November 2020. 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. This report also includes the Equality and Diversity Annual Employment Data and the Equal Pay Statement 2020.			
<b>Action requested/decision required:</b>	The attached paper is provided for noting. Where the Committee's approval is being sought, this is identified within the paper.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	6 November 2020			
<b>Date of committee meeting:</b>	10 November 2020			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	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.			
<b>Consultation:</b> 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.			
<b>Equality and diversity implications:</b>	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.			
<b>Resource implications:</b> <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.			
<b>Risk implications:</b> <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

- The Teaching staff cost of living pay award for the period 1 Sept 2020 to 31 August 2021 has been agreed with the NJNC Circular being provided to colleges on 29 October 2020. This pay award will be implemented through the November 2020 payrun with the relevant backdated payments. The circular can be found at <https://njncscotlandcolleges.ac.uk/about-us/744-njnc-circular-04-20-lecturing-staff-pay-agreement-2020/file.html>
- National Working Practices Arrangements for Teaching Staff: Further to the NWPA, work is underway across UHI to develop UHI partnership framework for GTCS registration. A 3 day workshop took place at the beginning of October with attendance of staff from GTCS, Partner HR, Partner Learning & Teaching, and EIS/FELA. There have been two subsequent feedback meetings and a timeline of work activities is being developed.
- Instructor/Assessor Roles: A dispute had been raised with regard to this and at a meeting held on 10 Sept it was agreed that the Disputes Procedure had been exhausted. The staff side are considering any further intended course of action.

### Support Staff

- Job Evaluation: This national exercise continues. Moray College was advised on 18<sup>th</sup> September that the job evaluation analysts would be making a start on scoring the roles at Moray College. This has resulted in requests for clarification coming through to HR that are being passed to the role holders and their line managers for completion and then subsequently returned to Colleges Scotland to pass onto the analysts to allow the score to be completed. At the same time we are responding to other requests from Colleges Scotland such as identifying posts that will require to be evaluated and scored in phase 2 (which is posts in College after 1<sup>st</sup> September 2018).
- 2020/21 Support Staff Pay Claim: UNISON submitted a pay claim which is attached for the committee's reference, this claim includes £1100 flat rate payment, increased annual leave taking the total to 49 days, 4 days working week and reduction of hours to 32 per week, amongst other homeworking, flexible and environmental arrangements. The management side have provided an offer of a consolidated 2% pay increase effective from 1 September 2020, across all salary points (as they currently stand as at 1 April 2020) with a minimum payment of £400 (FTE). The offer was made on the condition that the dispute (see below) was deemed to be resolved and that there would be no change to the 1 April 2020 salary points. The staff side advised that this was not an acceptable offer. Discussions continue.
- NJNC Circular STS 03/20 Guidance on the Use of the Job Retention Scheme in the College Sector (Support Staff). This guidance was agreed in support of the use of the

furlough scheme. <https://njncscotlandcolleges.ac.uk/njnc/support-staff/731-njnc-circular-03-20-guidance-on-the-use-of-coronavirus-job-retention-scheme-in-the-college-sector/file.html>

- National Dispute on Annual Leave: This was resolved with Circular STS 02/20 – Covid-19 Annual Leave (Support Staff) <https://njncscotlandcolleges.ac.uk/njnc/support-staff/730-njnc-circular-02-20-covid-19-annual-leave-side-table-support-1/file.html>
- National Dispute re implementation of the April 2020 pay award – as stated above there is currently a national dispute regarding the calculation method associated with the April – Aug 2020 pay award.

### **Central Committee – Meeting of 24 Sept 2020, next meeting 18 March 2021**

The Central Committee considered the following:

- NJNC Circular 04/18 Transfer to Permanency: differing opinions and approach to whether the circular applied to additional contracts. It was agreed to record no agreement on this matter at the Central Committee and allow colleges to continue discussions at a local level and any further course of action.
- Policy Working Group: An update was provided on the outstanding business of the Policy Working Group, specifically Grievance and Discipline Policy and a Fair Work Working Group. It was agreed these matters will be progressed between the Joint Secretaries as part of a wider discussion around the existing workplan and prioritising matters.
- Facilities Time Working Group Update: It was agreed that a future meeting of the Facilities Time Working Group would be scheduled in due course, following the submission of separate papers from both the support and lecturing staff sides.
- Circular 01/20 was issued to provide guidance on paid leave related to Covid 19 for lecturing and support staff <https://njncscotlandcolleges.ac.uk/test/726-circular-01-20-covid-19-guidance-on-paid-leave-for-lecturing-and-support-staff/file.html>

### **Employers' Association**

- An Employers Association meeting (held over two days) is being held on Wednesday 11<sup>th</sup> and Thursday 12<sup>th</sup> November 2020. Items for discussion will include Facilities Time and Job Evaluation. The Principal and Dir of HR & OD (whilst a member of the Board is identified to become a member) shall attend the meeting.



## **2. JCC/JNC Update**

### Joint JNC

A Joint JNC was held on 28 April 2020. The minutes were not available for the last Staff Governance Committee and are therefore provided now.

### Joint JCC

2 June 2020: The agreed minutes are attached

25 August 2020: The agreed minutes are attached

29 October 2020: These minutes are not yet available.

### JCC Teaching

19 October 2020: The agreed minutes are attached

### JCC Support

19 October 2020: The agreed minutes are attached

## **3. Organisation Culture KPIs**

The following provides an update in relation to the 19/20 Organisational Culture KPIs:

Only one KPI is relevant in session 19/20.

### Statistical Measurement

- College Staff Sickness Absence Rate: target below 3.2%, actual average to the end of July 2.51%

Therefore, this KPI is has been met.

This is a KPI which will continue to be monitored and reported upon in session 20/21

#### 4. Operational Plan – Organisational Culture Objectives

The following are the Organisational Culture Objectives have been included within the College Operational Plan 19/20. Updates relating to those are provided below:

KEY TASK	LEAD	ACHIEVE BY END...	STRAT PLAN REF.
<p>Complete full national submission of all agreed support staff Job Evaluation questionnaires</p> <p><b>Update: an update is provided earlier on in this paper – at the time of writing 1 questionnaire is outstanding – we will shortly be moving to phase 2 of this project which requires the submission of new posts since Sept 2018.</b></p>	DHROD	November	O.1
<p>Agree a revised Local Recognition and Procedures Agreement with EIS-FELA and UNISON</p> <p><b>Update: This matter is being progressed with a draft document being provided to the JNC Joint on 28 April 2020. The progression of this matter has been impacted by the additional burden of Covid-19, the summer break and, potentially, national discussions.</b></p>	DHROD	May	O.2
<p>Articulate clear linkages between the Workforce Development Strategy and the college’s underpinning processes to deliver it</p> <p><b>Update: Complete and has been subject to audit.</b></p>	DHROD	March	O.1
<p>Fully implement the HR Business Partner model to further empower line managers as per the EREP Enhancement Plan</p> <p><b>Update: This is complete</b></p>	DHROD	January	O.1

The Operational Plan for 20/21, as discussed at Board, contains the following for the area of Organisational Culture.

KEY TASK	LEAD	ACHIEVE BY END...	STRAT PLAN REF.
<p>Prepare, plan for, and support the delivery of a staffing reduction process in response to the colleges financial, curriculum and support services plans</p>	DHROD	July 21	O.2

<b>A separate paper provides an update in relation to this</b>			
Support the progression of the outcomes of the staff survey SLWGs where possible and appropriate.  <b>This is reported upon under Culture and Values</b>	DHROD	Mar	O.1
Support arrangements for the integration of the wellbeing aspects of the H, S and Wellbeing Officer role ensuring appropriate articulation with HR operations.  <b>At this stage the DHROD is working with the H,S&amp;W Officer in relation to H &amp; S Training</b>	DHROD	Mar	O.3

#### 5. Grievances since the last Staff Governance Committee

There have been no grievances received since the last Staff Governance Committee.

#### 6. Covid 19 Update

At the time of the last Staff Governance Committee all learning and teaching and working was being delivered remotely with staff either working at home or being furloughed. The committee received details of the significant efforts being made to support staff and students through this exceptionally challenging time and work and planning was underway in preparation for this session where a blended learning approach would be taken based on a developed risk assessments and ensuring that all guidance is communicated, understood and implemented. It is the case that the majority of our support staff continue to work from home and that practical courses are being delivered in the significantly adapted campus. The Board have previously received reports in relation to the adjustments and safety measures which have been implemented to ensure a safe working and learning environment for our staff and students.

With regard to the support of our staff the following activities are highlighted.

- Arrangements have been put in place to ensure regular contact between staff and their line managers to ensure that any issues and concerns can be highlighted and to support wellbeing
- Line managers are meeting with the SLT weekly as an opportunity to highlight any issues or concerns
- The College CMT has been reinstated as a consequence of line manager feedback and to support cross college collaboration and working
- Regular Principal communications are being provided with updates and guidance
- A Building Re-Opening Arrangements Section has been set up in Sharepoint where staff can access all communications and guidance notes
- Extensive risk assessments have been developed within areas, with templates being provided for more generic activities
- The H,S & W Officer supports individual staff and managers in the development of risk assessments and any relevant matters arising

- SLT surgeries are being maintained
- Information has been shared with staff in relation to wellbeing and the support the college can provide to employees including 24 hour per day access to support through the Big White Wall, now renamed Togetherall, access to OH services and access to counselling where needed.
- Regular meetings have been held with Trade Unions regarding arrangements as an avenue to communicate and discuss decisions and raise issues of concern
- Updates are provided to JCCs, with very positive feedback being provided at the meeting held on 29 October 2020.
- Line managers have been supported to continue contact with furloughed staff (ensuring access to updates) to mitigate feelings of isolation – as at 2 November there were 18 staff on part or full time furlough.

7. **Equal Pay Statement 2020**

The following paper, once considered by the SGC, is published on the staff intranet and college website



# Equal Pay Statement 2020

(Incorporating:

- a statement on equal pay;
- gender, disability and race pay gap information;  
and
- information relating to occupational segregation  
for gender, disability and race)

This report has been produced in Ariel Font (14) and is left aligned with 1.5 line spacing

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

## **Section 1 - Background**

**1.1** The public sector equality duty requires public authorities to take a proactive and organised approach to tackling institutional discrimination, and aims to mainstream equality into public bodies in practical ways. The public sector equality duty covers the following protected characteristics: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and marriage and civil partnership, with regard to eliminating unlawful discrimination in employment.

The public sector equality duty has a general duty which sets out requirements for all public authorities and those bodies exercising a public function, and specific duties, which place additional requirements on listed public authorities. Moray College UHI falls under this category.

### **1.2** General duty

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

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

### 1.3 Specific duties

The specific duties in Scotland were created by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. They came into force on 27 May 2012. Two elements of the specific duties come into force for the first time in 2017. These require that all listed bodies to include race and disability considerations alongside gender in their Equal Pay and Occupational Segregation published information every 4 years.

Therefore, Moray College UHI is required to publish the following every 4 years:

- a statement on equal pay which must have due regard to women and men, people who are disabled and those that are not and people who fall into a minority racial group and those that do not.
- Information on occupational segregation relating to grades and occupations of women and men, people who are disabled and those that are not and people who fall into a minority racial group and those that do not.

Whilst there is no specific legal requirement to publish the above in 2020, Moray College UHI has determined to do so. There is also no specific legal requirement for Moray College to publish pay gap information in relation to the protected characteristics of race and disability. Moray College UHI has determined that the pay gap for these protected characteristics will also be published.

## **Section 2 – Equal Pay Statement**

**2.1** Moray College UHI is committed to the principles of equal pay for all of our employees. We operate a single job evaluation scheme for support staff posts to measure the relative value of all jobs in our pay and grading structures within an overall framework that is consistent, transparent and fair. This is shortly to be replaced by a National Job Evaluation Scheme in furtherance of national bargaining arrangements described in section 2.5, with the outcomes being backdated to 1 September 2018. The College aims to eliminate any bias in our pay systems. Moray College UHI believes males and females, those from different racial groups, those with or without disabilities, those of different sexual orientations, different religions or beliefs and different ages should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

**2.2** We aim to reflect equal pay with respect to remuneration, development and career progression for all staff in ensuring that the level of reward is appropriate to the relative size and content of the job. It is in the interests of the College to ensure that we have fair and just pay systems. The College will continue working with the various stakeholders and the recognised trade unions in particular and as appropriate in taking action to ensure that it provides equal pay.

**2.3** We believe that by eliminating bias from our pay systems, we demonstrate best practice and commitment to our employees and students through equitable, fair and transparent reward



mechanisms whilst effectively managing College finances. We believe these efforts in avoiding unfair discrimination will ultimately improve morale and enhance College effectiveness and efficiency in fulfilling its strategy and contribute to our mission, vision and values.

#### **2.4** Our equal pay objectives are to:

- eliminate any unfair, unjust or unlawful local practices that impact on pay
- take appropriate action to address these accordingly
- regularly monitor and review the application of its policies and procedures and;
- to conduct regular equal pay reviews including gender, race and disability.

#### **2.5** National Bargaining

Moray College UHI became a signatory to the National Joint Negotiating Committee in 2015 and, as such, pay awards and amendments to relevant terms and conditions are now determined through National Bargaining. As the National Bargaining arrangements separate support and teaching negotiations (and consequent agreed pay adjustments), the analysis which follows reflects this.

#### **2.6** Living Wage Accreditation

Whilst Moray College UHI has implemented the Living Wage for employees for some years, the College became an Accredited Living Wage Employer during 2016. The impact of the

implementation of the Living Wage, which to date has ensured a more generous percentage increase to those posts evaluated on the lowest scale point in the salary model than those scale points above, can be seen particularly in relation to the overall gender pay gap of the College, the mean gender pay gap having decreased from 17% in 2015 to 12% in 2017, 9% in 2019 although then increased to 11% in 2020.

### **Section 3 – Equal Pay Audit Background and Methodology**

**3.1** The Equality and Human Rights Commission (EHRC) recommends an equal pay audit as the most effective way of establishing whether an organisation is providing equal pay, rewarding employees fairly in practice and promoting equal pay under the terms of the equality duties. This report provides an overall pay gap by gender, disability status and race then considers these protected characteristics by grade to identify any gaps between staff doing work rated as equivalent in relation to the protected characteristics of gender, disability status and race.

**3.2** A key assumption underpinning this analysis is that staff in the same pay grade are doing equal work or work of equal value. This is based on the fact that support posts have been allocated to pay grades using a job evaluation system. The grade structure was devised following a full job evaluation exercise undertaken over 2010 and 2011 using the NorthgateArinso system, Evaluate – an analytical job evaluation tool. This tool has been utilised on a consistent basis since that time to evaluate any new posts. As national negotiations are undertaken separately for support and

teaching staff, and pay adjustments emerging can be very different, the analysis is provided for all staff then split into teaching and support.

**3.3** The approach taken for this review was to compare average hourly rates firstly across all pay grades then within in each pay grade to identify any pay gaps for all contracted staff. If significant pay gaps were identified, analysis was carried out to identify possible contributory factors. Throughout the report, the term significant is used to mean gaps in excess of 5%.

**3.4** Moray College UHI's system for pay progression within grade is clearly defined and there is limited scope for discretion. The only area where managers have discretion to offer higher salaries than the minimum of the grade is for new appointments or internal promotions and these are determined with reference to a process involving not less than two people, one of which is an HR representative.

**3.5** All contracted staff are considered in this report and information is extracted from data from the March 2020 payroll. Where individuals hold a number of different roles with different grades, they have been counted for each different role.

## **Section 4: Moray College Pay Gap Information**

As stated above this report provides an overall pay gap by gender, disability status and race then considers these protected characteristics by grade to identify any gaps between staff doing work rated as equivalent. Each of the protected characteristics is considered in turn with the overall pay gap then the gap by grade being detailed.

### **4.1 Gender**

**Table 1: Overall Gender Pay Gap**

	<b>Female</b>	<b>Male</b>	<b>2020 Pay Gap %</b>
<b>All Staff</b>	238	102	
<b>Average Hourly Rate</b>	17.29	19.46	11%
<b>Median Hourly Rate</b>	14.04	20.61	32%

Using this formula, the gender pay gap for Moray College UHI when considering all contracted staff across all grades is 11%. Given that this figure exceeds 5% then further investigation is required and the detailed average gender pay gap by grade demonstrates that there are no significant gaps within grade.

**Table 2 – Average Gender Pay Gap by Grade: Support Staff**

		<b>Comments</b>
<b>LW SCP</b>	0%	
<b>Grade 1, SCP 1</b>	0%	
<b>Grade 2, SCP 2 - 5</b>	0.9%	
<b>Grade 3, SCP 6 - 9</b>	0.5%	
<b>Grade 4, SCP 10 - 13</b>	0.2%	
<b>Grade 5, SCP 14 - 17</b>	0.2%	

<b>Grade 6, SCP 18 - 21</b>	0.7%	
<b>Grade 7, SCP 22 - 25</b>	-0.5%	
<b>Grade 8, SCP 26 - 29</b>	0%	
<b>Grade 9, SCP 30</b>	0%	
<b>Grade 10, SCP 31</b>	0%	
<b>Grade 11, SCP 32</b>	0%	
<b>Grade 12, SM3</b>	0%	
<b>Grade 13, SM2</b>	NA	No postholders
<b>Grade 14, SM1</b>	NA	1 postholder

**Table 3 – Average Gender Pay Gap by Grade: Teaching Staff**

		<b>Comments</b>
<b>NPS 1 - 5</b>	-1.8%	
<b>Level 1</b>	0%	
<b>Level 2</b>	0%	
<b>Level 3</b>	0%	

Using this method, it is clear that analysis by grade, split into support and teaching staff, shows that there is little or no pay difference between men and women doing work of equal value. As the maximum variance is -1.8% no further analysis is required.

#### **4.1.1 Changes to the Gender Pay Gap**

The overall average gender pay gap in 2015 was 17%, in 2017 it was 12%, 9% in 2019 then increased to 11% in 2020. This may be due to the difference in pay awards and pay adjustments applied to teaching and support staff, with higher increases being awarded to teaching staff – those of higher salaries. It is interesting to note however that an analysis of the grade which previously aligned between these groups does not show a significant gender pay gap.

### 4.1.2 Comparison with other organisations

The UK gender pay gap for full and part time staff, as reported by ONS, was 17.4% in 2019. The Moray College UHI average pay gap compares exceptionally favourably against this.

### 4.1.3 Causes of remaining gaps

Occupational segregation is one of the main causes of the gender pay gap. Occupational segregation is frequently linked to traditions and stereotypes and also the value which is placed upon work which is traditionally considered to be 'woman's work'.

## 4.2 Race

Table 4: Overall Race Pay Gap

	White British	White Other	Non White	Unknown	Pay Gap (WB/NW)
All Staff	309	24	2	5	
Average Hourly Rate	17.80	19.43	22.81	17.84	-28%
Median Hourly Rate	17.64	20.23	22.81	18.40	-30%

Using this formula, the race pay gap for Moray College UHI when considering all contracted staff across all grades is significant in favour of non white staff, although it is clear that the very low figures of non white call the statistical significance of this in to question. Given that this figure exceeds 5% then further investigation is required as detailed below:

**Table 5 – Average Race Pay Gap by Grade – Support Staff**

	<b>Largest Gap in Grade (not inc NK)</b>	<b>Comments</b>
<b>LW SCP</b>	NA	All White British
<b>Grade 1, SCP 1</b>	0%	
<b>Grade 2, SCP 2 - 5</b>	NA	All White British
<b>Grade 3, SCP 6 - 9</b>	NA	All White British
<b>Grade 4, SCP 10 - 13</b>	-0.2%	
<b>Grade 5, SCP 14 - 17</b>	-0.1%	
<b>Grade 6, SCP 18 - 21</b>	-0.3%	
<b>Grade 7, SCP 22 - 25</b>	-0.5%	
<b>Grade 8, SCP 26 - 29</b>	NA	All White British
<b>Grade 9, SCP 30/L1</b>	-2.6%	
<b>Grade 10, SCP 31/L2</b>	NA	All White British
<b>Grade 11, SCP 32/L3</b>	NA	All White British
<b>Grade 12, SM3</b>	NA	All White British
<b>Grade 13, SM2</b>	NA	No postholders
<b>Grade 14, SM1</b>	NA	1 postholder

**Table 6 – Average Race Pay Gap by Grade: Teaching Staff**

		<b>Comments</b>
<b>NPS 1 - 5</b>	-3.16%	
<b>Level 1</b>	0%	
<b>Level 2</b>	0%	
<b>Level 3</b>	0%	

Using this method, it is clear that analysis by grade shows that there no significant pay difference between individuals of different races doing work of equal value in each staff grouping.

#### **4.2.1 Changes to the Race Pay Gap**

The Moray College Race Pay Gap has very much fluctuated from positive pay gaps to negative pay gaps and this is due to the very

small numbers in the groups considered. This makes quantitative interpretation difficult.

#### **4.2.2 Comparison with other organisations**

Whilst Moray College calculated and published the race pay gap since 2015 it was not a legal requirement to do so and so it is difficult to source comparative data from other organisations. It is also the case that the statistical issues evident in our reporting would impact upon any comparison.

#### **4.2.3 Causes of remaining gaps**

It is considered that occupational segregation has a significant contribution to the race pay gap, with the NW staff being placed in roles (lecturers) which are more highly paid than the average hourly rate. Traditionally, although not evident here, there are other elements which can also contribute to the race pay gap and these can be considered in two forms; minorities entering lower paid occupations or experiencing barriers to higher paid occupations and minorities being paid less for the same work. Within Moray College different processes and procedures are applied on a consistent basis to ensure that any potential barriers to employment are removed. This is considered through the ongoing impact assessment of policies and procedures.

### **4.3 Disability**

**Table 7: Overall Disability Pay Gap**

	<b>No Disability</b>	<b>Disability</b>	<b>Unknown</b>	<b>Pay Gap (ND/D)</b>
<b>All Staff</b>	314	15	11	
<b>Average</b>	17.76	21.09	18.97	-18.8%



<b>hourly rate</b>				
<b>Median hourly rate</b>	17.41	22.81	20.61	-31%

Using this formula, the disability pay gap for Moray College UHI when considering all contracted staff across all grades is -18.8% although small numbers do have an impact of statistical significance. Given that this figure exceeds a 5% difference then further investigation is required as detailed below:

**Table 8 – Average Disability Pay Gap by Grade – Support Staff**

	<b>Disabled/Not Disabled</b>	<b>Comments</b>
<b>LW SCP</b>	NA	All No Disability
<b>Grade 1, SCP 1</b>	NA	All No Disability
<b>Grade 2, SCP 2 - 5</b>	-0.9%	
<b>Grade 3, SCP 6 - 9</b>	-0.2%	
<b>Grade 4, SCP 10 - 13</b>	NA	All No Disability
<b>Grade 5, SCP 14 - 17</b>	-0.1%	
<b>Grade 6, SCP 18 - 21</b>	NA	All No Disability
<b>Grade 7, SCP 22 - 25</b>	NA	All No Disability
<b>Grade 8, SCP 26 - 29</b>	NA	All No Disability
<b>Grade 9, SCP 30</b>	NA	All No Disability
<b>Grade 10, SCP 31</b>	NA	All No Disability
<b>Grade 11, SCP 32</b>	NA	All No Disability
<b>Grade 12, SM3</b>	0%	
<b>Grade 13, SM2</b>	NA	No Postholders
<b>Grade 14, SM1</b>	NA	1 Postholder

**Table 9 – Average Disability Pay Gap by Grade: Teaching Staff**

		<b>Comments</b>

<b>NPS 1 - 5</b>	-3.21%	
<b>Level 1</b>	0%	
<b>Level 2</b>	0%	
<b>Level 3</b>	0%	

Using this method, it is clear that analysis by grade shows that there is little or no pay difference between those individuals who declare a disability and those who do not who are doing work of equal value in each staff grouping.

#### **4.3.1 Changes in the Disability Pay Gap**

Whilst the overall disability pay gap appears to be widening, it is clear that within grade the gap is not significant. In all cases where there is a gap within grade then this is a negative gap in the disabled staff members favour.

#### **4.3.2 Comparison with other organisations**

Again, whilst Moray College UHI calculated and published the disability pay gap since 2015 it was not a legal requirement to do so and so it is difficult to source comparative data from other organisations.

#### **4.3.3 Causes of remaining gaps**

It is clear that there is a highest proportion of disabled staff are within the lecturer role, which has a higher hourly rate than the average for the college, which contributes to the overall negative pay gap.

## **Section 5 – Occupational Segregation**

### **5.1 What is occupational segregation?**

Occupational segregation has been defined as the concentration of men and women, people who are disabled and those that are not or people who fall into a minority racial group and those that do not within (i) different types of roles occupational groups or jobs - this is known as horizontal occupational segregation or, (ii) different grades – this is known as vertical segregation.

Occupational segregation is one of the barriers which prevents women, people who are disabled and people who fall into a minority racial groups from fulfilling their potential in the labour market. It is considered that this can have a damaging effect on the economy by failing to make the most efficient use of the potential workforce, contributing to persistent skills deficits and holding back increased productivity.

### **5.2 Occupational segregation in Moray College UHI, causes and consequences**

#### **5.2.1 Methodology**

Moray College's staffing structure is defined by different specialisms and functions, detailed through published organisational structures. In order to review both horizontal and vertical integration, the published structure has been examined by pay grade and gender, race and disability.

#### **5.2.2 Gender**

It is known that women tend to be concentrated in the lower paid jobs (e.g. caring, catering, cleaning, clerical, cashiering) and the lower grades within an organisation. Occupational segregation contributes to the gender pay gap. Causes of occupational segregation can be gender stereotyping, under-valuing of roles predominately filled by one gender and also the impacts of inflexible working practices.

### **Vertical Integration (the concentration of women in low paid and low status jobs)**

The overall staff population within Moray College is predominantly female with 19/20 monitoring data indicating that 70% of staff are female. This is compared to the local population gender balance of 51% female as detailed in the Moray area 2011 Scotland Census.

Occupational segregation can result in the existence of a 'glass ceiling' where management roles within an institution are predominantly filled by male employees. An investigation carried out in relation to genders and grades within Moray College UHI in 2013 identified that four out of the seven Principal's Planning Group (PPG) members were female and four out of eight Assistant Directors were female. At this time whilst the ratio of females to males (8:7) was determined to be improving in the respect of becoming closer to the staff profile (and was in line with the local population profile as reported in the 2001 census), the 'gender imbalance' (when compared to the staffing profile) had not yet been fully addressed.

The profile at these levels in Feb 2017 is that five out of the nine PPG members are female and five out of the seven Assistant

Directors are female. The ratio has therefore moved closer to the college staffing profile at 10:6.

A new Academic Staffing Structure has subsequently been implemented and in April 2020 the ratio of females to males within the equivalent posts better reflects the college staffing profile at 13:5.

It is a slowly improving picture and the rate of improvement is likely to be contributed to by the small number of posts and level of turnover at that level rather than the existence of barriers, deliberate or otherwise, to the progression of females.

**Table 10 – Gender breakdown as a percentage of support staff in grade**

	Females	Males
<b>LW SCP</b>	1%	1%
<b>Grade 1, SCP 1</b>	10%	2%
<b>Grade 2, SCP 2 - 5</b>	6%	0.5%
<b>Grade 3, SCP 6 - 9</b>	4%	1.5%
<b>Grade 4, SCP 10 - 13</b>	21%	1%
<b>Grade 5, SCP 14 - 17</b>	23%	9%
<b>Grade 6, SCP 18 - 21</b>	2%	3%
<b>Grade 7, SCP 22 - 25</b>	4%	1.5%
<b>Grade 8, SCP 26 – 29</b>	2%	1%
<b>Grade 9, SCP 30</b>	1%	1.5%
<b>Grade 10, SCP 31</b>	0%	0%
<b>Grade 11, SCP 32</b>	0.5%	0%
<b>Grade 12, SM3</b>	2%	0.5%
<b>Grade 13, SM2</b>	0%	0%
<b>Grade 14, SM1</b>	0%	0.5%

**Table 11 – Gender breakdown as a percentage of teaching staff in grade**

	Females	Males
<b>NPS 1 - 5</b>	47%	35%

<b>Level 1</b>	8%	1%
<b>Level 2</b>	3%	1%
<b>Level 3</b>	3%	1%

When comparing the percentages of males and females in each grade it is clear that there are higher percentages of females in all grades except grade 6 (where there are a small proportion of staff and the more traditionally more male dominated posts of Computer Technologists are included), grade 9 (which has very few postholders, and one more male) and grade 14 (where there is one male postholder). There are far fewer postholders above grade 8, but it should be noted that the percentages of females in these grades suggests that an improved picture than previously reported. There are far fewer opportunities above grade 8 and turnover, particularly at that level in Moray College UHI is very low.

### **Horizontal Integration (the occupational segregation of women and men in different occupational groups)**

Women and men tend to work within gender segregated occupations and the jobs that are most likely to be carried out by women, tend to be those associated with low pay. These occupations are often referred to as the '5 Cs (cleaning, clerical, cashiering, catering and caring). When considering the staffing profile in terms of roles, it is notes that all or over 93% of postholders within the following posts are female:

- Cleaner
- Catering Assistant
- Clerical Assistant

- Nursery Assistant
- Nursery Nurse
- Student Services Assistant
- Administration Assistant
- Assistant Finance Officer
- Learner Support Worker
- Vocational Training Adviser

It would appear that like most organisations, the continued existence of gender specific roles prevails.

### **5.2.3 Race**

Whilst the internal statistical information available to Moray College UHI and the small numbers of minority ethnic staff, make it difficult to arrive at firm conclusions on the basis of data, it is important that thorough impact assessments and reviews take place to ensure that the potential barriers to those staff and potential staff are removed.

Race occupational segregation can occur as a result of practices such as poor recruitment practices, for example, when overseas qualifications are not assessed or under assessed, promotions are based on factors other than merit, and there is subjective succession planning. Organisational culture can have a huge impact, particularly in relation to the impact of stereotyping and assumptions about organisational 'fit' and also language difficulties.

**Vertical Integration (the concentration of those of minority ethnicity in low paid and low status jobs)**

Notwithstanding the concerns regarding the statistical relevance of the race pay data, and in common with the findings of the 2019 Equal Pay Statement, it is noted that there are no non white staff members in role which are in the lower grades of the Moray College structure. The small number of ethnic minority staff are most prevalent in the grades where there is a specific qualification or specialism requirement.

### **Horizontal Integration (the occupational segregation of those with different races in different occupational groups)**

When considering the data in relation to grade and ethnicity, it is noted that the distribution of staff with minority ethnicity, as with the White British staff population, shows highest percentage at NPS1-5. This is the grade which contains the post of Lecturer.

It is also noted that there is no Non White staff members in any grades above this, which might suggest that progression above this grade should be examined to ensure that there are no subconscious barriers to progression for those of Non White ethnicity, although again, the low numbers here have a potential impact.

#### **5.2.4 Disability**

Disability occupational segregation can occur as a result of practices such as poor recruitment practices and failures to make reasonable adjustments for those in higher paid jobs. Promotion prospects can be impacted for disabled staff by promotions being based on factors other than merit, and an expectation that those in higher paid posts will work longer hours. Again, organisational



culture can have a significant impact, where the focus should be on positively supporting those with disabilities to attain and retain employment. To this end the College has transitioned from the previous 'Positive About Disabled People' Accreditation to the 'Disability Confident' Scheme. We are therefore committed to demonstrating progression and taking positive action to attract, recruit and retain disabled people.

**Vertical Integration (the concentration of those with disabilities in low paid and low status jobs)**

Again, it is difficult to arrive at firm conclusions in relation to the data given that numbers are low and therefore percentages are low.

**Horizontal Integration (the occupational segregation of those with disabilities in different occupational groups)**

It is not so evident that there is a concentration of those with disabilities in any particular occupational groups in the college. It would be the case that there are roles that may be more difficult to adapt for particular disabilities (for example a disability affecting mobility in the Site Assistant role) but the college is committed to considering reasonable adjustments for both prospective and current staff members with disabilities.

**Section 6. Conclusion**

The Equal Pay Audit clearly shows that staff within Moray College UHI are paid equal pay for work rated as equivalent. It is evident however that the effects of occupational segregation have an impact on the staffing structure and the cross college gender pay gap.

When considering the causes of occupational segregation it is clear that such societal norming will not be addressed to immediate effect.

However, Moray College UHI recognises that equal pay and occupational segregation need to be considered in tandem. The following has already been considered in relation to steps taken to address equal pay:

- Pay Structures: all support posts in the college are subject to Job Evaluation to determine grading. The grading structure has a number of fixed points but also grades which have 4 scale points. This is an area of change however as a result of the separate national bargaining arrangements for teaching and support staff and also the forthcoming implementation of a national job evaluation scheme for support staff posts. These factors are likely to impact upon the data for the next reporting cycle.
- Progression through the grade is very clearly defined and has very limited opportunity to deviate from this process.
- The starting point for new starts onto a grade is subject to a process which involves at least two people.
- The impact of length of service in relation to progression through the grade is limited to 3 years for support staff roles.
- Whilst the opportunity to apply market forces exists, this is not currently in use and, in any event, would require evidential support and authorisation by the Principal.
- There are no PRP provisions in place.

- The college operates a significant number of flexible working practices and a Flexible Working Procedure is in place.
- Many college roles are term time and part time.
- The college operates a Parental Support Procedure.

**8. Annual Employment Data**

The following paper, once considered by the SGC, is published on the staff intranet and college website



University of the  
Highlands and Islands  
Moray College

Annual Employment Data Report  
Sessions 2018/2019 and 2019/2020

July 2020

Please ask if you, or someone known to you, would like this document in a different format

## Annual Employment Data

This report details the Moray College UHI's process to gather, monitor and utilise employee equalities data to better meet the general equality duty. The general equality duty requires the College to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

### 1.1 Moray College UHI Values

The appointment of a new Principal in session 15/16 provided an excellent opportunity to engage staff, students and external stakeholders in full and robust discussions on the mission, vision and values of the organisation. Outcomes of this dialogue has been the development of the following Mission Statement, Vision Statement and College Values as provided below. It was interesting to note throughout the extensive consultation which took place, that there was a very strong feeling that it is not only what we do that's important to our staff but how we do it is equally, if not more, important. It was clear that Values are held as being of prime importance to those that engage with the college.

**Mission Statement** - the purpose of the college is:

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

The college will achieve this mission through activities related to teaching, learning, research and the support of students.

**Vision Statement** - the college's vision is that it will become 'famous' for:

- the high quality of its teaching and learning
- its partnership work with stakeholders: including UHI, schools, employers and the community (through its partnership planning structures)
- the positive impact and outcomes of the work it does
- its values, for "doing the right things in the right way"

**Values Statement** - The college has developed an expression of each of the following values in order to be able to model linked behaviours that will generate the organisational culture that the college seeks to foster.

- Collaboration – We are a friendly college. We work collaboratively in our teams and across teams. We share the best of what we do as part of our interaction with each other. We are part of UHI and it is part of us. We fully play our part in UHI's development. We are generous with

our time. We take time to listen, and to explain. We are always keen to help, to look together for ways of doing things better.

- Openness – We are a local college with an outward-facing perspective. We embrace change. We seek to be innovative in what we do and how we do it, curious to learn from the best in our sector to become the best. We reflect and discuss what we do and how we do it. We are always learning.
- Respect – We are accountable for what we do and how we do it. You can depend on us to do what we say we will. We agree our priorities and stick to them. We make decisions as close to possible to where their impact is. We are considerate, supportive, and caring. People feel valued because we value them
- Excellence – We focus on our strengths, and on what we do well. We take every opportunity to recognise and celebrate our successes. We take pride in our work and seek to inspire and excite others. We are persistent in looking to achieve what is possible. We know our stats and use them to improve. We are driven by our mission and vision though, not our data.

In the 2019 staff survey referred to in section 1.4 below, respondents were most likely to feel that they knew what Moray College is trying to achieve and were aware of the College's values. It is important that the college Values are embedded in all that we do to ensure that behaviours are consistent with those values.

## **1.2 Organisational Structure**

The college offers a very diverse range of employment opportunities with a number of variants to the main terms and conditions (in relation to options for term time working, flexible working, part time and full time working etc). Posts offered range from cleaning, clerical, administration, technical and management to teaching in vocational and academic areas. As is described within the Annual Employment Equalities Data Section below, the college employs a high proportion of female staff, perhaps reflecting the flexibility, part time and term time nature of much of the employment opportunities offered. The college has undergone a period of significant change over the previous 18 months particularly in the implementation of the academic staffing structure due to the introduction of level 1, 2 and 3 posts aligning to national role profiles.

## **1.3 Pay and Grading**

In furtherance of the College's commitment to equal pay and, as reported in previous Mainstreaming Reports, Moray College UHI undertook a job evaluation project which supported the implementation of a new pay and grading structure in January 2011. The most recent equal pay review (undertaken in 2020 and based on March 2020 salary payments), demonstrates that, whilst the college still has an overall gender pay gap across, there are no significant gender pay gaps within grade when

considering grades in relation to gender, disability or race. The College Equal Pay 2020 document provides more information in relation to this.

Moray College UHI became a signatory to the National Joint Negotiating Committee in 2015 and, as such, pay awards and amendments to relevant terms and conditions are now determined through National Bargaining. It is the case that separate agreements emerge from the NJNC for teaching and support staff and this has impacted upon the relative position of these groups. It has also been agreed that a National Job Evaluation Scheme will be applied to NJNC related support staff posts with outcomes backdated to 1 September 2018. This work commenced in 2019 with the production of job evaluation questionnaires for all support staff roles covered by the agreement. This documentation is being evaluated in 2020 and it is likely that the outcome will be communicated and implemented in 2021. This too is likely to impact upon the relative position of our teaching and support staff.

#### **1.4 Staff Survey 2019**

The college has undertaken a staff survey for a number of years. In 2012 a new survey instrument was developed in collaboration with participating Academic Partners of UHI which included aspects of Equality and Diversity. The fourth survey of this type was conducted in 2019. The staff survey has consistently had an impressive response rate and 60% of college staff responded to the 2019 survey. Respondents to the 2019 survey were most likely to agree that they understood their own personal responsibilities for ensuring and promoting equality at work. Responses across this section of the survey were generally positive, with good agreement that respondents had received effective equality training although slightly less confidence that equality concerns would be dealt with promptly and appropriately.

#### **1.5 Staff Development**

Staff development in relation to equalities matters begins at the induction stage of employment at Moray College UHI. Each individual is supported, by their line manager, through the newly reviewed Induction Section of Brightspace. Equality and Diversity is a key element of this. Thereafter, development on equalities issues including equality impact assessment is built into staff development weeks as appropriate and as identified through the Staff Review process or informed through developments such as in response to priorities set at national level or through the Scottish Funding Council. In addition, the College subscribes to Marshall ACM on-line training, ('Diversity in the Workplace'), which allows for comprehensive coverage of staff as well as tracking of completion. Staff are required to undertake this training at least every three years.

As has already been stated, results from the 2019 Staff Survey indicated that a high proportion of respondents (89%) understood their personal responsibilities for ensuring and promoting equality at work and 74% of respondents agreed that that they had received effective equality training.

Staff and students are communicated with via a variety of media including meetings, events, internet, intranet, e-mail and virtual learning environment.

## 1.6 Equalities Data Collection for Staff

The College had an Equality Outcome that, “College data collection and monitoring systems are comprehensive, covering all protected characteristics and are embedded in decision making and actions at all levels” and a commitment, “achieving a 100% response rate of PC data by staff”. Significant progress has been made in relation to this with very high disclosure rates in seven protected characteristics, whilst information is held centrally in relation to one protected characteristic (pregnancy and maternity). Gender reassignment is a protected characteristic which is yet to be rolled out to staff for monitoring purposes.

The table below provides information in relation to the disclosure rates for staff within the relevant periods. It is a positive aspect that disclosure rates in the college are so high, perhaps indicating that staff feel able to disclose data in confidence. It should be noted that where a member of staff has taken the option to decline information then this is considered to be a disclosure.

Table 1: Protected Characteristic Disclosure Rate

Protected Characteristic	Disclosure Rate at March 2019	Disclosure Rate at March 2020
Sex	100%	100%
Race	99%	99%
Disability	98%	98%
Sexual orientation	98%	97%
Religion or belief	85%	84%
Age	100%	100%
Marriage and Civil Partnership	93%	93%

## 1.7 Equality Impact Assessment

All HR Policies and Procedures have been subject to Equality Impact Assessment and have been updated in the 19/20 session in accordance with the HR Policy Review Timetable. The objective is to ensure that the HR Policy Review Group is fully informed when considering new and reviewed HR Policies and Procedures.

## 1.8 Annual Employment Equalities Data – Sessions 18/19 & 19/20

Data has been collected and presented for the above two sessions to allow comparisons and identifications of potential trends. The data covers the following protected characteristics:

- Sex
- Race
- Disability
- Age
- Religion or belief



- Sexual Orientation
- Marital Status

Data arising from the following processes is analysed and reference is made to the college population and 2011 local and national census data (where available).

- New employees
- Internal Appointments
- Recruitment Applications
- Leavers
- Grievances, Capability and Conduct Hearings (given low numbers and the statistical relevance of this data a qualitative review is undertaken during the policy review process rather than the presentation of data for these matters)

The data collected and analysed is based on all staff contracted within the specific academic session (rather than the 'as at' figure recorded in Table 1) and records headcount. Information is held centrally in relation to the protected characteristic Pregnancy and Maternity and it has been identified that a gap exists in the college's central monitoring in relation to gender reassignment.

It should be noted that the census information is based upon the entire population whereas the college staff population is that of working age. Although we are to some extent not comparing like with like, the comparison is considered to be helpful in relation to highlighting some areas which may require may some further investigation.

### 1.8.1 Moray College Staffing Profile

Table 2: Sex

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
<b>Sex</b>				
Male	48.5	49.2	29	30
Female	51.5	50.8	71	70
Not Stated				

Our figures show, as is common with the education sector, that Moray College UHI continues to employ a higher percentage of women than that reflected in both the Scottish and Moray population. The ratio between men and women employed within the College has not significantly altered over an extended period and it is considered that this is perhaps reflective of the types of posts offered and the part time, term time and fixed term nature of many of the college posts, which would traditionally be more suited to those seeking flexibility for caring and other responsibilities. This assertion is supported when considering this data alongside the College Equal Pay Statement where the impact of occupational segregation is apparent.

Table 3: Ethnic Origin

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Ethnic Origin				
White Scottish	84	77.7	71.5	72
White Other British	7.9	18	17	18
White Irish	1.0	0.5	2	1
White Other	3.2	2.8	6	5.5
Asian, Asian Scottish or Asian British	2.7	0.6	0.5	0.5
Other ethnic groups	1.3	0.5	1	1.5
Information refused/NK			2	1.5

The monitoring categories for this protected characteristic have been aligned with the census. The data suggests that the college population has lower proportions of White Scottish and higher proportions of White Other British in the Moray area and in employment at Moray College than national figures. This is perhaps due to the presence of the MOD bases in the area and working populations that these bring to the area.

The proportions of Other ethnic groups nationally and in Moray are low and this is reflected in the college population.

Overall, there is a high level of disclosure for this protected characteristic for the college.

Table 4: Disability

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Disability*				
Info Declined/NK			3.5	4
No	70.1	70.9	90.5	91
Yes			6	5

\* long term health condition in the census

The census is less helpful in relation to benchmarking when considering disability as it focusses on population health rather than disability. There is, again, a high disclosure rate in the college for this protected characteristic. The college had, for a significant time, held the government 'Positive About Disability' double tick symbol and has, on a consistent basis, met the standards applied by that scheme in the attraction, support and retention of disabled staff. The college has now migrated to the new Disability Confident Scheme and has retained that award which is valid until December 2021.

Table 5: Age

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Age				
16-29	18.5	16.1	4	6.5
30-44	20	19	25	27.5
45-59	21.1	21.3	46	47.5
60+	25.3	23.2	25	18.5
Not Stated				

When comparing the ages of the college population with the data in the census it should be noted that the college population only includes those of working age, rather than all ages which are contained in the census. Staff aged between 45 and 59 make up the majority of the College's staff and the proportions of younger staff are relatively low although there has been an increase in this age group in the 19/20 session as apprenticeships have been offered in various areas of the college.

Table 6: Sexual Orientation

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Sexual Orientation	Not recorded	Not recorded		
Heterosexual			87	86
Lesbian			0.5	0.5
Other				
Bisexual			1	1.5
Gay			0.5	1
Unknown/Info declined			11	11

Again, a protected characteristic with a high level of disclosure overall. It is not possible however to compare the college population with census figures for this protected characteristic.

Table 7 Religion or Belief

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Religion or Belief				
Christian	53.8	50	41.5	42
Muslim	1.4	0.3	0.5	0
Other Religions	1.1	0.9	5	4.5
No Religion	36.7	41.2	22	25
Unknown	7.0	7.7	31	28.5

It is interesting to note that the level of No Religion is much lower in the college population than in the Moray and Scottish population. It is difficult however to draw conclusions from this when the unknown level is so high although it should be noted that the levels reported in the previous Moray College data were lower at 13% for 16/17 and 15% for 17/18 compared with

22% for 18/19 and 25% for 19/20 so there appears to be a steady increase in the 'no religion' disclosures.

Table 8: Marital Status

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 18/19	Moray College Profile % of all contracted staff 19/20
Marital Status				
Single	35.4	28.8	14.5	15.5
Married**	45.4	51.8	65	64
Separated	3.2	3.1	2	2
Divorced	8.2	8.5	4	3
Widowed	7.8	7.9	0.5	0.5
Other			6	7
Not Known			8	8

\*\* college figures include cohabiting

The lower proportions of single employees when considered alongside the census figures can be explained when considering that the census covers the whole population.

### Pregnancy and Maternity

Whilst this is a protected characteristic which is not monitored through self disclosure on the HR system, central records are held in relation to those staff who are pregnant or take maternity leave during the period. In the session 18/19 we had four members of staff begin maternity leave and one begin adoption leave and in the session 19/20 we had four members of staff begin maternity leave.

As an organisation with a high proportion of female staff, it is not surprising perhaps that we have a larger number of pregnant staff and maternity periods than might be expected of an organisation of our size. We believe that those staff are well supported with maternity provisions which are more generous than statutory provisions, a positive approach in relation to flexible working and also a specific contact person for those who are embarking on maternity periods and are navigating through the relevant requirements and implications.

It is also worth noting that, as a result of the impact assessment process, it was determined that the college provisions for paternity leave should be improved upon to be more beneficial than that provided by statutory provisions. This is now in place and a similar, more favourable approach is also applied to those undertaking leave for adoption.

### **1.7.2 Recruitment**

Being a process which could be considered to have a high potential for an adverse impact on those in particular groups, the Recruitment and Selection

Procedure is one which has been reviewed and amended in light of previous impact assessments.

The data and statistics are interesting but have their limitations and are therefore used to identify any further investigation. Previous further investigations have demonstrated that the college, like many other organisations, experiences occupational segregation. The terms and conditions which, in large measure, incorporate term time working and do not require weekend work, impact upon the profile of those seeking to work in the college.

In order to monitor this activity, three elements are considered: Applications, how these applications are translated into appointments and internal staff appointments. These have been considered with reference to the Scottish population. This is as a result of the college's move towards recruitment through recruitment websites and social media, which has had a consequent impact on the area from which the college is attracting applications. This is evident through the locations of the applicants for posts. There is caution to be exercised in this comparison with census data however as, as has already been stated, we are reaching out to the working age population rather than the population as a whole

Table 9: Sex

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
<b>Gender</b>							
Male	48.5	29.5	37	44.5	29.5	56	37
Female	51.5	70	62	52.5	70.5	44	63
Not Stated		0.5	1 (agender)	3		0	0

The figures show that we have a higher proportion of applications from females than is represented in the country. This is a trend for the college. It is interesting to note that this has translated through to the appointments made in a greater way than has been the case in previous years (where it appeared that of the lower numbers of males applying for posts, a higher proportion were likely to be appointed). The figures suggest that males are far less likely to be successful for internal appointments however the pool of male candidates is smaller. When considering the posts that were advertised over the corresponding period a large number of those would be posts which are traditionally associated with occupational segregation and would be deemed through this to be mainly undertaken by females (e.g. clerical, cleaning, catering,) and there is little doubt that this has impacted on the figures.

**Table 10: Ethnic Origin**

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
<b>Ethnicity</b>							
White Scottish	84	69	73	59	86	72	89.5
White Other British	7.9	17	17.5	17.5	7	18.5	7
White Irish	1.0	1	1	8.5	3.5	0	3.5
White Other	3.2	8	4.5	6	0	2.5	0
Asian, Asian Scottish or Asian British	2.7	2	0	0	0	0	0
Other ethnic groups	1.3	1	3	6	0	4.5	0
Information refused/NK	0	2	1	3	3.5	2.5	0

We continue to attract applications from a lower proportion of White Scottish candidates to externally advertised posts (this is less marked for internal appointments) This is also reflected when considering those that are appointed. It is considered that this is reflective of the more mobile working population brought with the local MOD bases where the college benefits from the skills and experiences brought with the families moving into the area.

**Table 11: Disability**

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
<b>Disability*</b>							
Info Declined/NK		1	0	3	3.5	0	3.5
No	70.1	89	90	67.5	96.5	77	96.5
Yes		10	10	29.5	0	23	0

\* long term health condition in the census

Again, the census is less helpful in relation to benchmarking when considering disability as it focusses on population health rather than disability. The figures would seem to suggest however that the proportion of those who have declared a disability is lower in both external applications and internal appointments. Within the session the college has retained it's 'Positive About Disabled People' accreditation to the 'Disability Confident' Scheme. We are therefore committed to demonstrating progression and taking positive action to attract, recruit and retain disabled people.

**Table 12: Age**

	Scottish Pop'n Profile %	% of Applications	% of Applications 19/20	% of Internal Staff	% of Internal Staff	% of total New Starts	% of total New Starts
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		18/19 (External Adverts)	(External Adverts)	appointm ents 18/19	appointme nts 19/20	18/19	19/20
<b>Age</b>							
16-29	18.5	30.5	27.5	13	3.5	23.5	18.5
30-44	20	31	44	39.5	28.5	30	41
45-59	21.1	34	26.5	31.5	43	44	33
60+	25.3	4.5	2	13	25	2.5	7.5
Not Stated	0	0	0	3	0	0	0

This protected characteristic is one in which the comparison against the census is impacted as we are comparing total population against working age population. As has been the case in the past, we attract the vast majority of applications from individuals who are over 25 years old. This could be due to qualification and experience requirements of posts advertised however these are reviewed regularly to ensure that post requirements are necessary and justifiable. This is not only necessary to ensure a fair and appropriate process but to attain an adequate pool of applicants in a rural location.

Both our college staff profile and our appointments have a higher representation of higher aged individuals. Again, this may be in part due to the flexible types of working offered by the college which may be more attractive to those groups also the prior experience and qualifications required of our specialised posts.

Table 13: Sexual Orientation

	Scottish Pop'n Profile %	% of Applicati ons 18/19 (External Adverts)	% of Applicati ons 19/20 (External Adverts)	% of Internal Staff appointm ents 18/19	% of Internal Staff appointm ents 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Heterosexual		91	91.5	64.5	78	65	90
Lesbian		0.5	1	0	0	0	0
Other		0,5	2	0	0	0	0
Bisexual		1	0	3	0	4.5	0
Gay		1	3.5	26.5	0	21	0
Unknown/Info declined		6	2	6	22	9.5	10

It is positive to note the improvement in disclosure rates. However, this is an area where there is limited benchmarking information and therefore it is difficult to arrive at any meaningful conclusions.

Table 14: Religion or Belief

	Scottish Pop'n Profile %	% of Applicati ons 18/19 (External Adverts)	% of Applicati ons 19/20 (External Adverts)	% of Internal Staff appointm ents 18/19	% of Internal Staff appointme nts 19/20	% of total New Starts 18/19	% of total New Starts 19/20
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Religion or Belief							
Christian	53.8	37.5	38	41	52	35	34.5
Muslim	1.4	1	1	0	0	0	0
Other Religions	1.1	11	8	6	3.5	2	3.5
No Religion	36.7	32.5	39	29.5	18.5	42	38
Unknown	7.0	18	14	23.5	26	21	24

It is interesting to note that whilst disclosure rates across the protected characteristics are high, this is the protected characteristic which has the highest level of unknown and information declined. There are also higher proportions of applicants and new starts declaring their religion or belief as 'other' than is evident in the Scottish population. It may be that some confusion over reporting categories may be contributing to this.

Table 15: Marital Status

	Scottish Pop'n Profile %	% of Applications 18/19 (External Adverts)	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 18/19	% of Internal Staff appointments 19/20	% of total New Starts 18/19	% of total New Starts 19/20
Marital Status							
Single	35.4	35	37	38	21.5	30.5	36
Married**	45.4	53	56	44	64.5	53.5	61
Separated	3.2	0	0	0	0	0	0
Divorced	8.2	2	1	9	3.5	2	0
Widowed	7.8	0	0	0	0	0	0
Other	0	5.5	2	0	3.5	2	0
Not Known	0	4.5	4	9	7	12	3

\*\* college figures include cohabiting

The figures show that, for this protected characteristic, we attract applications from generally similar proportions of marital status as is reflected in the general population. We do however have a higher level of new starts who have not advised of their marital status. This is a newer area of monitoring for the college.

### 1.7.3 Staff Retention

The college has, for a number of years, monitored, by protected characteristic, not only those that join and progress in the college but also those that leave the college. The leavers data is benchmarked against the college staffing profile as detailed in the tables below although it should be noted that low numbers can affect the statistical relevance.

Table 16: Sex



	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
<b>Gender</b>				
Male	29	40	30	33
Female	71	60	70	67
Not Stated				

After an increase in the proportion of male leavers in 18/19 this has reduced again in 19/20 to better reflect the general college population.

Table 17: Ethnic Origin

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
<b>Ethnicity</b>				
White Scottish	71.5	45	72	75
White Other British	17	15	18	17
White Irish	2	10	1	4
White Other	6	10	5.5	4
Asian, Asian Scottish or Asian British	0.5	5	0.5	0
Other ethnic groups	1	5	1.5	0
Information refused/NK	2	10	1.5	0

Again, the proportions of leavers by this protected characteristic generally reflect the college population figures. As previous monitoring has suggested that new staff are more likely to disclose protected characteristics, and therefore the leavers whose ethnic origin is unknown are likely to be long serving members of staff leaving who have not declared their ethnic origin. The figures would suggest that this is a trend which is improving.

Table 18: Disability

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
<b>Disability*</b>				
Info Declined/NK	3.5	15	4	12.5
No	90.5	75	91	75
Yes	6	10	5	12.5

\* long term health condition in the census

Figures for this protected characteristic support a similar conclusion to that in relation to ethnic origin in the table above in that the leavers whose disability is unknown are likely to be long serving members of staff leaving who have not disclosed their disability status.

Table 19: Age

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
<b>Age</b>				
16-29	4	10	6.5	16.5
30-44	25	25	27.5	16.5
45-59	46	40	47.5	37.5
60+	25	25	18.5	29.5
Not Stated				

It is perhaps expected that the proportion of leavers (compared to the college population) at age 60+ will be higher as shown in 19/20. This trend is also reflected in the younger age group however, perhaps due to a more mobile working age group, where individuals have obtained skills and experience and moved on.

Table 20: Sexual Orientation

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
<b>Sexual Orientation</b>				
Heterosexual	87	80	86	83
Lesbian	0.5	0	0.5	0
Other	0	0	0	0
Bisexual	1	0	1.5	0
Gay	0.5	0	1	0
Unknown/Info declined	11	20	11	17

Again and as is the case with other protected characteristics, previous monitoring has suggested that new staff are more likely to disclose protected characteristics. It is therefore likely to be long serving members of staff leaving who have not declared their sexual orientation.

Table 21: Religion or Belief

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
<b>Religion or Belief</b>				
Christian	46	30	44	41.5
Muslim	0.5	5	0.5	0
Other Religions	9	5	10	0
No Religion	13	5	15	37.5

Unknown	31	55	30	21
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This is the protected characteristic which has the lowest disclosure rate in college and therefore the highest level of 'unknown'.

**Table 22: Marital Status**

	Moray College Profile % of all contracted staff 18/19	% of total Leavers 18/19	Moray College Profile % of all contracted staff 19/20	% of total Leavers 19/20
Marital Status				
Single	15	20	14	21
Married**	70	70	71	75
Separated	1	0	1	0
Divorced	2	0	3	0
Widowed	1	0	1	0
Other	2	0	2	0
Not Known	9	10	8	4

\*\* college figures include cohabiting

When considering the leavers who have declared themselves to be married, it is clear that they are less likely to leave. This may be as a result of this category of staff being less able to move away for work.

#### **1.7.4 Staff Grievance, Capability and Conduct Matters**

The college has considered monitoring data in relation to formal grievances, conduct hearings and capability hearings. It is intended that this data inform the impact assessment process but, fortunately, numbers of these matters in session 18/19 and 19/20 are low and therefore there is no statistical relevance. More valuable to the evaluation and impact assessment process is the experiences obtained from the different perspectives in the utilisation of these procedures and this reflection on the experience of using the procedures contributes to the procedural review process

## **Appendix JCC and JNC minutes**

- **DRAFT JNC(J) 28 April 2020**



### **Joint Negotiating Committee (Joint)**

#### **Minutes of the meeting held on 28 April 2020 at 9.30am via Skype**

##### **Present**

Seonaid Mustard, Board of Management and Chair  
David Patterson, Principal  
Chris Newlands, Director of Curriculum & Academic Operations  
Catriona McBain, EIS/FELA  
Alistair Fowlie, EIS/FELA  
Ken Matthews, UNISON  
Louise Proctor, UNISON

##### **In attendance**

Carolyn Thomson, Director of HR & OD and Clerk

##### **Minutes**

Jacqui Melrose

##### **Welcome and Opening Remarks**

Seonaid welcomed everyone to the meeting and informed members she had received two requests for additions to the Agenda. Ken asked that the minutes silence was observed at 11.00 (to honour of those working on the front line who had died from Covid-19). The other was from David in relation to Furlough.

At this point, Seonaid took the opportunity, on behalf of the BOM, to thank all staff for the very impressive amount of work which had been undertaken since the lockdown. It was recognised that this was above and beyond what would reasonably be expected in terms of supporting students and staff through both communication and action and led to the feeling that everyone was in it together.

##### **JNCJ.20.1.1 Apologies for Absence**

There were no apologies for absence.

##### **JNCJ.20.1.3 Minutes of the JNC (Joint) held on 26 January 2016**

Seonaid advised that, of the current membership of this committee, only Ken and Carolyn had been present at the above meeting and as such the Minutes could not be adopted, only noted. Ken confirmed he was happy for the Minutes to be noted

#### **JNCJ.20.1.2 Minutes of the JNC (Teaching) Meeting held on 17 December 2019**

Louise requested, and Ken agreed that, as this was a JNC Teaching meeting and UNISON had not been required to attend, this be added to the Minutes for clarity. The minutes were otherwise confirmed as an accurate record of the meeting (proposed by Catriona and seconded by Alistair).

<b>Action: Carolyn to add a note regarding UNISON's attendance to the Minutes</b>
---

#### **JNCJ.20.1.5 Matters arising from the meeting held on 26 January 2016**

The Committee noted the following in relation to the matters arising:

- Collective Bargaining      this is complete
- RPA                                      this is on the agenda (JNCJ.20.1.6).

#### **JNCJ.20.1.4 Matters arising from the meeting held on 17 December 2019**

The Committee noted the following in relation to the matters arising:

- Union remission (local)-      this is on the Agenda (JNCJ.20.1.7)
- Risk Assessments-              this is complete
- Class contact -                      this is complete
- Observations-                      this item is outstanding. Following the running of a Pilot, Moray wanted to establish a local agreement on the understanding that any National agreement would supersede it. David confirmed that the pilot had been very well received by participating staff however, Catriona advised that UHI EIS were not in favour of adopting this. Alistair confirmed that Pat Flanagan had been invited to attend a JNC.

<b>Action: Catriona/Alistair to arrange a date for P Flanagan to visit</b>
--

- Local RPA-                              This is on the Agenda (JNCJ.20.1.6). (NB: Meeting arranged for 25 March but postponed due to lockdown.)

#### **JNCJ.20.1.8 Additional Item: Furlough Arrangements**

David apologised for this very late addition to the Agenda. He explained that public sector bodies had previously been excluded from applying to the scheme and that this disadvantaged Colleges, particularly where Colleges tried to support local

employment and services were not outsourced. Following representations made by the College sector it was confirmed at the end of last week that Colleges could now apply for the scheme, with the expectation that employers would make up the 20% deficit in staff salaries and that they would engage with the Unions quickly. He went on to highlight the main points of the paper including financial losses the College was forecast to sustain during lockdown, the fact that some staff had been unable to undertake any work since lockdown while others could only partly carry out their usual tasks and others had issues with providing childcare and working at the same time. He also advised that Line Managers had been asked to provide the SLT with a list of names of staff who they considered would be suitable for furlough and he was seeking the Unions' agreement to take this forward. Timing was fairly critical given that the scheme had been open for applications since the 20<sup>th</sup> April.

Louise confirmed that UNISON wholeheartedly supported the on-going success of the College. She then asked if staff could undertake paid work for a different employer? Carolyn confirmed they could but they must not carry out any work for the College. They would also still be under contract and would require permission from the Principal as normal. Louise also asked whether NI and pension contributions would continue to be paid? David confirmed they would be. Finally, Louise requested that the last sentence of the note, to be issued to staff, referring to annual leave be removed as this was currently in dispute and she would have to take this to the Branch.

Catriona indicated that EIS broadly had no objection. Alistair confirmed he had spoken to Pat Flanagan and they had no issues providing the furlough was by agreement with the staff member and the 20% salary shortfall was made up by the College. He also acknowledged there were some queries around Annual Leave. Alistair advised that there may be concern that this is seen as detrimental to the staff involved and asked that there was clear communication that this was not the case.

Ken confirmed that UNISON had been involved in a number of discussions surrounding furlough arrangements and there had been little objection. He emphasised that it was the employer's responsibility to obtain each member of staff's individual agreement. They also required a regular review to ensure equity of treatment and resolve any issues. He advised that it was critical that staff understood they must not carry out any work for the College otherwise this could impact the College's ability to claim on the scheme. David agreed that this was all reasonable and it would be made clear that the only emails staff would be permitted to read were those relating to their furlough. Ken confirmed that they only had authority to agree in principle but they appreciated the urgency. David advised that they were hoping to brief the Board of Management tomorrow, brief staff as soon as possible and issue letters to affected staff by the end of the week. Ken indicated that previous discussions had been turned around within 3-4 days and he was happy to give this his full attention so would speak to his line manager today and ask Louise to consult with the Branch.

David stated, for clarity, that the paper he had provided today would form part of the briefing to staff and confirmed that he would remove reference to annual leave.

Louise and David discussed various issues around annual leave during furlough. Louise asked if by removing reference to this from the briefing it was confirming staff would not be required to use AL while on furlough and would be able to carry this forward. David confirmed there was clear guidance from the College around this and the College could not afford to pay for AL which either had not been taken or had been carried over. He also advised that ACAS guidance was that staff could be instructed by their employer when to take leave (with sufficient notice) and could take AL during a period of furlough. Louise stated that this contravened the Job Retention Scheme. Ken went on to say that staff could not be forced to take AL and that carrying over AL formed part of a discussion with Ministers in an effort to obtain more funding for Colleges with the overriding principle being to protect pay and jobs. However, he agreed that this was something which could be discussed over the coming days as he did not want to delay this.

David said he was concerned if this issue would stop the College taking part and while he understood staff concerns over carrying over AL, this could prevent the College providing a full service when we returned.

David then raised another concern regarding potential 'furlough envy' and asked that any advice from the Unions would be greatly appreciated.

Finally, David expressed his thanks to the Unions for their help in taking this forward quickly.

<b>Action: Reference to Annual Leave arrangements during Furlough to be adjusted in the information to be sent to staff/BOM (as currently under dispute) at the request of Louise.</b>
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<b>Action: Ken to discuss with Line Manager and Louise to take to Branch for approval.</b>
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<b>Action: UNISON and EIS/FELA to raise any concerns with David asap, given that the scheme is to be progressed to furloughing staff by the end of the week</b>
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#### **JNCJ.20.1.6 Local Recognition and Procedures Agreement**

Carolyn explained that a review of the existing LRPA began in 2016. It had been agreed then that both EIS/FELA and UNISON would consider the proposed changes and that further information from the sector in relation to LRPA's would be gathered. It had unfortunately taken longer than anticipated for all parties to meet again to discuss further.

Carolyn outlined the main differences between the existing and proposed new Agreement which were, removal of the alternating Chair, review of the arrangements for JNC/JCC both separate and joint, a tightening up of arrangements in relation to the Minutes from these meetings and reference to matters which now

formed part of the NRPA. Carolyn offered to take comments now or alternatively was happy to accept them via email

Ken and Louise had reviewed this and had a number of suggestions one of which was the reference to Joint JCC and Joint JNC meetings. Ken advised that it was important to highlight the differences between the two and that the process of negotiation only takes place with recognised Unions. Catriona and Alistair added that they felt the JNC meetings should be separate, as negotiated items were different for each side. Ken agreed but added that for issues which impact on support staff and vice versa it may be more appropriate to have a Joint JNC. Louise agreed that it was useful to have Joint meetings, however she requested that more time was allocated for these meeting when the length of the Agenda warranted it.

David said he was happy to hold joint and separate JNC meetings as required. However, he added that he would prefer that the JCC meetings remained Joint.

Ken confirmed he was happy to circulate an amended document electronically for comment and would do this after the meeting. Carolyn suggested that a return by the end May/beginning June would allow for the LRPA to be in place for the start of the new academic year (although this would be too late to go before the next Staff Governance Committee) and that the sides were not too far apart in their thinking.

It was agreed that this could be carried out via email and David added that another meeting could always be arranged if required.

<b>Action: Carolyn to correct typo</b>
<b>Action: Ken to circulate comments/suggestions electronically to committee members asap with a view to EIS then making comments for SLT consideration.</b>

(At this point Ken and David left the meeting for a short period. Both confirmed they were happy for the meeting to continue in their absence.)

#### **JNCJ.20.1.7                      Facilities Time**

Carolyn confirmed that EIS/FELA had provided comparative data and the formula for calculating remission, she had also included advice supplied by the NJNC. She advised that she had subsequently discussed with Catriona, hand in hand with the RPA and that both sides were not too far apart in terms of what was being requested and offered. However, she added that this was not as prescriptive for UNISON staff.

Carolyn verified that, in terms of EIS/FELA, it is proposed to allocate 12 hours total remission per week, which is a 50% increase on what is currently in place and, in response to the concerns raised at the last JNC (Teaching) meeting with regard to staff having sufficient time for Training, it had been decided that it was reasonable for this to be considered separate to the weekly remission time and that staff should instead complete a LOA.



Catriona agreed that both sides were not too far apart however, L & T representative would require at least 3 hours, that herself and Alistair required a minimum of 4 hours each and the Health & Safety representative also required sufficient time to carry out their duties. Alistair confirmed they were broadly in agreement, subject to some caveats and conditions. He also added that he was appreciative of what has been proposed and the spirit in which this has been done. He requested that consideration could be given to keeping Health & Safety separate. Both Catriona and Alistair requested clarification whether remission time was from all duties or just teaching given that some roles required to provide year round support. Alistair acknowledged there was concern regarding Training, however, if this was to be kept separate, as proposed, they could be in a position to agree.

(David returned to the meeting)

Louise confirmed she was happy with the formula. She advised that currently she was the only trained UNISON representative as, due to difficulties getting time away, training for the other representative had been delayed. There were some on-line courses available but there were others which had to be attended in person (although UNISON was looking to run these more locally if there were sufficient numbers). Carolyn stated that EIS/FELA had remission built in to allow cover, however UNISON did not have this. Louise confirmed that her Line Manager was supportive

(Ken re-joined the meeting)

Seonaid noted that both sides seemed to be on the same track. David asked how far they were away given that there was a 50% increase in remission and Training time would not now be included? Catriona responded that it depended on whether 1 hour was sufficient for her to carry out the H & S representative duties. Alistair suggested that they dealt with this in the same way as was agreed for RPA and that they could deal with it fairly quickly.

<b>ACTION:</b> Alistair and Catriona to discuss revised proposals and respond to Carolyn. Clarification relating to remission from duties to be provided.
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At this point the meeting was stopped to observe the minute's silence

#### **JNCT.19.1.5                      Date of Next Meeting**

Carolyn suggested that, if the resolution to the remaining RPA and Facilities Time issues could be dealt with via email then another meeting may not be required in the near future however, one could be arranged if necessary. Louise proposed that it would be helpful to set an annual date. Catriona commented that it would be difficult to do this now given variances to timetabling year on year and Louise suggested looking at a specific month which was agreed.

<b>ACTION:</b> <b>Next meeting to take place during the last 2 weeks in April 2021. Committee members to be consulted on suitable date Feb 21 and Minutes issued at that point</b>
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David stated that it had been a very constructive and positive meeting and that a few issues had now been moved forward.

Seonaid thanked everyone and brought the meeting to a close.

Meeting closed at 11.05

- **AGREED JCC(J) 2 June 2020**



### **Joint Consultative Committee (Joint)**

#### **Minutes of the meeting held on 2 June 2020 at 10.30 am via Skype**

##### **Present**

David Patterson, Principal and Chair

Alistair Fowlie, EIS/FELA

Catriona McBain, EIS/FELA

Louise Proctor, UNISON

Jane Pickthall, Teaching Staff Representative

Chris Newlands, Director of Curriculum & Academic Operations

Derek Duncan, Director of Information, Planning & Student Support

Nikki Yoxall, Director of Learning & Teaching

Shelly McInnes, Director of Finance

Sam Bright, Head of Curriculum

Toni McIlwraith, Head of Curriculum

##### **In attendance**

Carolyn Thomson, Director of HR & OD and Clerk

##### **Minutes**

Jacqui Melrose

##### **JCCJ.20.2.1 Apologies for Absence**

Apologies were received from Heather Hagen, Support Staff Representative and Ken Matthews, UNISON

##### **JCCJ.20.2.2 Minutes of the Joint JCC Meeting held on 25 February 2020**

Several small amendments were requested and agreed. The minutes were otherwise confirmed as an accurate record of the meeting (proposed by Sam and seconded by Derek).

##### **Action: Carolyn to amend Minutes as follows:**

- JCCJ20.1.4:**
- (i) Para 1, second sentence, remove `the' before `whilst'
  - (ii) Para 2, first sentence, add "asked" after AF
  - (iv) Para 1, second sentence, add `by the VP for FE' after `the request had been made'
  - (v) Para 3, amend wording to reflect that there was just 1 meeting with UHI and the Trade Unions as agreed.

### **JCCJ20.2.3 Matters arising from the meeting held on 25 February 2020**

This was in relation to JCCJ20.1.4 Regional Outcome Agreement 20/21. David advised he had received confirmation that, in light of the COVID-19 pandemic, there would be no further consultation or amendment and the original submission would be used as a working document therefore no further action required.

### **JCCJ20.2.4 Items from Management Side**

#### ii. College Finance Update

Shelly informed members that there would be a £350k deficit (beyond the SFC allowable deficit) for the full year, (down from £700k which was mainly due to the Furlough scheme) and there would also be a cash deficit of £400k by the end of July. In addition, the College was facing clawback of £500k for HE, which is already included in the above figures. David advised this was partly due to this year's sharp reduction in full-time HE students, and partly as a result of the way the MicroRAM had been calculated last year which had adversely affected the College. Discussions with UHI were underway as initial indications were that any clawback would be deferred to 2021/22, however recent communication from UHI suggested this had in fact not been agreed so it is assumed this will have to be repaid this financial year. Shelly also confirmed there may be some additional savings in relation to operational costs, and consultation was underway with SDS regarding an additional grant for Apprentices.

#### iii. Furlough

Carolyn reported that there were 88 (61 FTE) staff on the list although the actual number being furloughed varied each month. She confirmed that 3 claims had been submitted to HMRC to date and acknowledged the exceptional job Line Managers had done in supporting this process. David advised that changes to the Scheme (due to begin 1<sup>st</sup> July) meant that new staff could not be added so there was a very small window to review this. Currently the scheme was providing a maximum 10% reduction in salary costs. 'Alistair asked if consideration would be given with regard to what would happen to staff who were still unable to work once furlough ends.' Carolyn confirmed that consideration could be given to re-deploying staff if deemed appropriate.

#### iv. Staff Survey Update

Carolyn advised that the deadline for submission of objectives by the four SLWGs had been extended to 15<sup>th</sup> May. Following consultation with Alistair and Catriona, additional staff had joined the Workload Group. To date three of the Groups had submitted their objectives (nine in total) one of which could be completed quickly. The plan was that ultimately the CMT would take ownership. Nikki confirmed that the fourth Group was due to meet soon to finalise their objectives as due to

unforeseen circumstances their last meeting was cancelled. However, their previous discussion had been productive and it was hoped they would be able to submit something in the next 2 weeks.

Finally, it was noted that members of these Groups appeared to have enjoyed the process, and in particular the cross-college collaboration. It was suggested that this was something which could be used more in future.

<b>Action: On receipt of objectives from final Group Carolyn to produce a short paper outlining which can be done easily and which require further input. Meet again to discuss in August.</b>
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<b>Action: Jacqui to arrange a meeting of the JCC (Joint) for late August to discuss.</b>
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iv. L & T Review

Nikki asked Alistair/Catriona if they could provide clarification as to why this matter moved from the JCC to the JNC, given that consultation had taken place during the Pilot stage, and why the EIS/FELA had seemed reluctant to discuss it at the JNC. She asked what, given that there was a concern regarding the consultation process, needs to happen and how she could support to progress this. Catriona confirmed that this had to be discussed at the JNC and not the JCC, however EIS did not consider this a priority given the current situation. Alistair offered to clarify, in writing, EIS's position and was happy to attend a JNC later in the year to discuss.

Nikki acknowledged the point made regarding priorities. She advised that LTR was still being offered as staff deemed it to be beneficial, although, nothing had been done during lockdown and staff had no expectation that they would be contacted about this. However, she advised that she would like to be able to start offering this again from January 2021, possibly for Online teaching with support from the Learning Coach, and would like to get something concrete in place. Alistair confirmed that this would be taken forward and Carolyn suggested a JNC could be arranged between August and October. Catriona expressed a preference for October and Nikki requested that this happened before the October break if possible.

<b>Action: Alistair to provide written clarification of the EIS/FELA position as soon as possible.</b>
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<b>Action: Jacqui to arrange a meeting of the JNC (T) prior to the October break to discuss.</b>
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v. LDW

David explained that, although LDW-type support for both FE and HE was in place at other Colleges, this wasn't initially offered at Moray for HE due to the UHI PAT element. However, it was considered that this had been successful at FE as not only had it had taken some of the non-teaching burden away from lecturers, there had been an improvement in outcomes, retention and achievement. As a result, this was now being revisited for HE as retention and achievement at this level were currently

not as good. He confirmed informal conversations had taken place with EIS/FELA and Curriculum Managers and there was recognition of the benefit of and the need for the role.

David indicated that the matter of whether the LDW would take over some or all of the PAT function was still to be agreed and there were other issues to be considered, however, he advised that given there would be additional challenges next year, now was not a good time to make further changes to the existing PAT role and it should be re-visited during session 20/21. All feedback from Managers and the Union would be taken into consideration.

Catriona remarked that the LDW role has been good in terms of pastoral support, however, other matters such as PLSPs, References etc remained with Teaching staff and what were originally tasks dealt with by Studies Advisers had bit by bit been returned to lecturers to deal with. She added though that she was happy for proper consultation to take place. Louise requested that UNISON also be involved in future consultation as LDWs are Support Staff.

<b>ACTION: Any future proposals to be considered by both support and teaching representatives</b>
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vi. College Reopening Arrangements

David provided a paper prior to the meeting giving a high-level overview of the above. He outlined the 5 workstreams and advised that a member of the SLT would lead each one with other staff feeding in. Regular feedback from Managers and Union reps would also be sought. He added that we were also required to maintain a record of costs associated with the implementation of this. Derek advised that while the plan would be constantly evolving in line with Government advice, restrictions for August would be significant.

Alistair requested some clarification on what restricted access would encompass, eg no public access, common areas closed, students by appointment, only essential staff on site? He added that some courses would require face-to-face delivery and could this be organised? He also asked if the infrastructure would be in place to support students in case things went wrong. Derek acknowledged that this was a valid point and it was appreciated that some programmes would be difficult to run on-line, while other students would need face-to-face contact to engage. He advised that every request to be on site would have to be Risk Assessed. Chris added that curriculum teams were currently assessing their programmes and information was being collated with regard to the minimum requirement for courses to run in terms of face-to-face delivery. She also advised that UHI were planning on an assumption of no more than 20% occupancy, including support staff, which would have to be managed across all teams.

Alistair commented that Derek's portrayal of the situation appeared to be more pessimistic than previously depicted and it seemed there was a risk that they may not be able to deliver what/start when they had planned. Derek added that it was

originally thought the process would be similar to schools reopening, but Colleges seemed to be further away and there was huge pressure on everyone. However, the aim was to keep as many courses running as possible while maintaining Health & Safety in line with guidance and meeting challenges arising from Risk Assessments.

Catriona commented that some programmes may have to change eg those where placements were required as this was outwith our control. This could make some courses less attractive. Nikki advised that alternatives may need to be considered and if Course Teams came forward with solutions they would be happy to support these eg placements taking place later, staggered starts etc. She added it was also important that we engage with new students. There needed to be consistency of approach and also flexibility. It was hoped the Curriculum Workstream groups would provide some clarity around this but she appreciated that time was against us.

Alistair raised a further concern around staff and students with school age children which may not be as big an issue for online delivery but could impact on College attendance. It would be helpful to know what was happening with schools and it should be recognised that any plans made may not work (through no-one's fault).

David agreed and acknowledged that this was a huge challenge as no-one had done it before, but, it was intended that we deliver as much of our curriculum as possible. He referred to what had happened since lockdown and the achievements which had been made ie it was originally thought that some courses may not be able to award students but it now looks as if most will which was amazing. The intention, therefore, was to make plans, although these may have to be changed, and to have confidence in our resilience and adaptability based on what has already been accomplished.

Catriona raised a potential challenge as some students may either have poor equipment and/or poor internet access. David advised that this had been discussed and was being looked at.

Louise asked, with regard to the requirement to maintain a record of costs, whether the SFC would cover this? David advised that there was no indication that they would and that the UK Government had not yet provided any additional funding to English colleges (some of which would then flow to Scotland through 'Barnet consequential').

David then raised the matter of Union involvement. The indication was that Unions were keen to assist Colleges with aspects around duty of care and in particular with regard to Health & Safety, and he suggested Reps should be involved in each of the Workstreams. Catriona agreed and also asked when the Health, Safety and Welfare Officer was due to start. Derek advised it was provisionally 8<sup>th</sup> June. Louise queried whether there would be a log of those staff on site daily until things returned to normal. Derek confirmed that he kept a record currently as there were very small numbers but could create a more official record. Jane asked if there had

been any requests for this as part of track and trace and Carolyn advised there had been nothing official but that this information would also be useful for that purpose.

Nikki then asked what the Union engagement with the Workstreams would look like and whether all Reps would attend each one. Louise advised that where Reps would require details of when meetings were to take place and Nikki advised that times and dates vary. Louise inquired whether Ross could be provided with a list of all meeting dates and times and David confirmed he could. Carolyn added that there was no presumption that Teaching Staff would attend these during the summer break. Both Catriona and Alistair indicated they wanted to be involved, along with the need to follow National guidance and requested that they were also given a note of the meeting dates. They would then ask for representatives.

Carolyn stated that she would really welcome sight of anything published by the National offices to help facilitate a partnership approach. Alistair advised that there was an on-going national survey which might help shape some of the undertakings outlined in the paper and he was more than happy to share this. Catriona added that she also happy to share any EIS Health & Safety information (she had assumed this was already being received). David asked if there was anything, Nationally, from UNISON and Louise advised that it all appeared to be around Risk Assessments.

David went on to say that attending Workstream meetings was definitely a way of maximising input from Union Reps, especially those concerning Health & Safety and Welfare. He added that he would leave it up to them to identify which they wanted to attend.

Louise commented that positive marketing was important given that there was so much unknown and some may not want to start/return to college meaning online opportunities may be more attractive. David confirmed that there was close collaboration with the other Academic Partners in terms of marketing, as well as our own local arrangements. He added that more than 1000 people had become unemployed in Moray since lockdown and there may be a requirement for more employability programmes but that this would become clearer as time went on.

<b>ACTION:</b> Derek to create a log of which staff are on site on a daily basis during phased return period
<b>ACTION:</b> Carolyn/Jacqui to provide EIS/FELA/UNISON with a note of the Workstream meeting dates

### **JCCJ.20.2.5 Items from UNISON**

#### **i. Job Evaluation**

Louise requested an update on which Questionnaires had yet to be submitted. Carolyn advised there were 6 still to be sent. Of these, 3 were ready to be submitted and the others still required some work. She also confirmed that it was likely the College would be next on the list to be reviewed. Which, given the current



circumstances was not good timing and if it became too much in terms of additional workload they would discuss this with those involved.

#### ii. Temporary Contracts

Louise requested an update on whether there were currently any Temporary Contracts in place and if so, whether any are approaching end/anniversary dates in the next six months.

Carolyn reported that there were 17 contracts which had end dates falling within the next 6 months and she confirmed that the College was meeting the requirements of the relevant NJNC circular in terms of review. Louise advised that the Branch had requested that this was a standing Agenda item.

#### iii. Annual Leave

Louise asked what the status was of staff who have requested that annual leave they had booked is cancelled but this had been refused. Carolyn confirmed that, as far as she was aware, there were none.

#### iv. Home Working

Louise requested that, following staff feedback, consideration be given to including 'homeworking' in the flexible working arrangements as some staff really liked this way of working and would like the option to continue. She added there had been some unforeseen benefits from this, upskilling and bottoming out Systems protocols to name two, and that if this was implemented it would promote the 'green' Agenda, alleviate pressure on the car park and potentially reduce operational costs.

Carolyn responded that the SLT had not discussed this but she agreed that it should be properly considered as the College had never had a Homeworking Policy. However, she added there were also potential challenges to be considered such as PAT Testing, review of equipment requirements etc and that some staff were currently overwhelmed by it so it may not be something which would be a permanent alternative. Louise agreed and it was more to provide staff with a balance between working from home and working in the College.

<b>Action: SLT to consider adding Homeworking to Flexible Working Arrangements Policy</b>
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#### v. Consultations

Louise commented that there had been 2 short notice closures in the past 6 month – 1 at Christmas and 1 in March (due to Covid-19) which had impacted on members. She requested that, in future, the Unions were consulted as early as possible if this happened again. She also asked if consideration could be given to putting in place an Emergency Closure Policy. David responded that he would not refuse this, however, it would depend on what any consultation would involve.

Louise then discussed action being taken by other Colleges in the Sector to implement changes to the working week with wellbeing in mind (eg one College had introduced no Friday working) and asked if this was something the College would consider. David commented that the feedback from staff was that, currently, there was insufficient time to do what was needed and Carolyn added that staff tended to be working more so introducing this could have a negative impact and actually cause more stress. Nikki suggested that this was more about flexibility. Louise agreed that it was about allowing staff to do what they needed (in terms of balance), however, staff felt guilty if they did not work all day.

Carolyn commented that it had been made clear from the start what expectations were in terms of homeworking and advised that the message Line Managers should be giving their staff is they should only do what they can do. Louise acknowledged that David often mentioned this and how good a job everyone was doing in his weekly briefings, however, the same message was not always passed on to staff, by their Line Managers, in the same way. She suggested it would be helpful if the message came directly from David as the 'corporate line'. David advised that, if Managers were not accurately conveying messages, then this was a concern as the message had to be consistent. Nikki suggested this could also be repeated at the Monday Managers meetings.

<b>Action: SLT to consider introducing an Emergency Closure Policy</b>
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<b>Action: SLT to emphasise to Line Managers the importance of accurately conveying messages to staff and in particular work expectations in the current situation</b>
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#### **JCCJ.20.2.6 Date of Next Meeting**

Meeting to be arranged for late August.

David thanked everyone for their contribution. The meeting closed at 12.35

- **AGREED JCC(J) 25 August 2020**



### **Joint Consultative Committee (Joint)**

#### **Minutes of the meeting held on 25 August 2020 at 10.30 am via MS Teams**

#### **Present**

David Patterson, Principal and Chair

Alistair Fowlie, EIS/FELA

Catriona McBain, EIS/FELA

Louise Proctor, UNISON

Jane Pickthall, Teaching Staff Representative

Chris Newlands, Director of Curriculum & Academic Operations

Derek Duncan, Director of Information, Planning & Student Support

Shelly McInnes, Director of Finance

Sam Bright, Head of Curriculum

Toni McIlwraith, Head of Curriculum

#### **In attendance**

Carolyn Thomson, Clerk and Director of HR and OD

#### **Minutes**

Jacqui Melrose

David welcomed everyone to the meeting then gave a brief update on the Moray Growth Deal following the virtual signing of the Heads of Terms agreement on the 24<sup>th</sup> August. Moray College is leading on 2 projects and involved with a further 4 and will be awarded a share of the capital funding to cover the cost of the projects.

#### **JCCJ.20.3.1 Apologies for Absence**

Apologies were received from Heather Hagen, Support Staff Representative, Ken Matthews, UNISON and Ross McGillivray, UNISON

Carolyn advised that Heather Hagen had resigned as Support Staff member and indicated that, going forward, she would be a representative for UNISON. Louise agreed to let Carolyn know what the arrangements were once this had been decided.

<b>Action: Louise to notify Carolyn of UNISON reps once decided.</b>
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### **JCCJ.20.3.2 Minutes of the Joint JCC Meeting held on 2 June 2020**

Several amendments were requested and agreed. The minutes were otherwise confirmed as an accurate record of the meeting (proposed by Jane and seconded by Chris).

**Action: Jacqui to amend Minutes as follows:**

#### **JCCJ20.2.4:**

- iii. Penultimate sentence, change to 'Alistair asked if consideration would be given with regard to what would happen to staff who were still unable to work once furlough ends.'
- iv. Para 1, third sentence change Branch to 'EIS/FELA'
- v. Para 3, first sentence remove 'that there was unanimous agreement'. Para 3, last sentence add 'as LDWs are Support Staff'
- vi. Change i to vi. Para 3 first sentence change to 'Alistair commented that Derek's portrayal of the situation appeared to be more pessimistic than previously depicted and it seemed there was a risk that they may not be able to deliver what/start when they had planned'. Para 9, last sentence should be 'Barnet consequentials'

### **JCCJ20.3.3 Matters arising from the meeting held on 2 June 2020**

All actions complete other than:

- i. Staff Survey Update - on the Agenda for today's meeting
- ii. Addition of Homeworking to Flexible Working Arrangements Policy:  
Carolyn advised this formed part of the UNISON pay claim under National Bargaining. Louise acknowledged this but requested that it still be considered under work/life balance. David agreed but would have to ensure that this didn't contradict anything agreed under National Bargaining.
- iii. SLT to consider introducing an Emergency Closure Policy:  
Louise confirmed that the intent was for this to apply to all College closures and not just COVID-related. Derek advised that this should be a procedure rather than a Policy and would share this through the Workstreams
- iv. SLT to emphasise to Line Managers the importance of accurately conveying messages to staff and in particular work expectations in the current situation:  
Carolyn confirmed that the importance of accurately conveying messages to staff was highlighted at the Managers meetings which were held weekly. She suggested that line managers would consider that they did accurately convey messages.

### **JCCJ20.3.4 Items from Management Side**

- i. College Reopening Arrangements

Derek confirmed that various arrangements and strategies were now in place which included, Risk Assessments; procedures if a student(s) has to self-isolate; test, track and trace (in line with Public Health Scotland requirements); restricting the number

of students permitted on Campus; signage; any physical changes to the estate eg, one-way systems in corridors etc and staff and student safety briefings. He also advised that items such as hand sanitiser and masks had been procured. Alistair queried the position in terms of ordering specific items of PPE (eg visors). Derek confirmed that orders for these items should be placed as normal (adding COVID 19 to the order description) and he was happy to be involved in discussions relating to this.

David added that he appreciated the collaboration with the Unions, including sharing of information, and felt there had been good engagement. Catriona agreed engagement had been good and it seemed to be successful so far.

## ii. College Finance Update

Shelly informed members that the position provided in June had not changed and a £350k deficit (beyond the SFC allowable deficit) for the full 19/20 year, was still anticipated. There was also a deficit on the cash balance which has resulted in the College requesting a cash advance of £250k from the RSB, this would be subtracted from the 2020/21 funding allocation. She advised that the deficit for 2020/21 was forecast at over £1 million but that the budget required to be balanced by the end of 2022/23 . This would require an aggressive approach towards income generation. She also advised that the College would continue to make use of the furlough scheme where possible and available with the August claim amounting to in the region of £96k.

Alistair asked whether any information was available on what the 'aggressive approach' would involve. Shelly advised that this had still to go to the Board however, the drop in HE numbers was the biggest challenge and that, while COVID had been a problem, it was expected that recovery from this would happen sooner. David added that the approach taken would be positively realistic and that the College would look at all opportunities in terms of offering training/re-skilling courses if and when there was demand.

Louise asked if the measures being considered included a combination of both staffing and non-staffing costs. Shelly confirmed this was the case. There were also assumptions about any additional income through commercial activities and not just through increased HE provision. Louise asked if the Moray Growth Deal would be a factor however Shelly advised this (funding) would be outwith this timescale and David confirmed it was likely that the College would incur MGD related costs during this period.

## iii. Furlough

Shelly advised that the scheme runs until October, however the amount which can be claimed is reduced on a staged basis. Alistair asked how many staff were still being furloughed. Shelly responded that she was not sure of the exact figure given the fluidity of this but at the peak there were 96 staff furloughed at any one time.

Alistair went on to ask if there was an understanding of what the situation has been at other APs. Shelly confirmed that other APs had also used the scheme and in fact it would be frowned upon by the SFC if a deficit was reported and the Scheme hadn't been used. Carolyn added that although this seemed like quite a high head count the college did have a high proportion of part-time staff.

#### iv. Staff Survey Update

It was previously agreed that Carolyn would provide a short paper on the outcomes of each of the 4 Working Groups. Carolyn briefly outlined the content of the paper. She also confirmed that following consultation with Alistair and Catriona it had been agreed to merge another Short Life Working Group with the Workload Group and 2 additional staff were added to the latter. The deadline for submission of objectives had been extended and was now passed. It was noted that 3 of the Groups had submitted their objectives however those from the Workload Group were still outstanding. The paper detailed each of the objectives received and the SLT response. Feedback was requested from Members on each of these to enable a joint JCC response to be given to the Groups. However, there was concern from the union side that, as they were not members of these Groups, they did not feel that a response should come from them, although their view was that there should be a response from the SLT.

#### **Inconsistency SLWG**

- i. Develop a clear terms of reference for Blue Sky Days which respects the need for flexibility and allowing each team to decide their own Blue Sky Day and determine the activity to take place:

Jane noted that there did not appear to be any Blue Sky Days scheduled. Carolyn confirmed that, further to feedback, it was clear that previously scheduled sessions did not suit all Teams and that it was suggested that each Team would arrange their own. Derek added that there were different pressures at different times of the year for different areas. Jane responded that she understood the purpose of these days was collaboration with other areas but how could this be managed if each area was arranging their own? Carolyn responded that each Manager would liaise with the manager of the Team they wanted to collaborate with. David confirmed that it was for Teams and Managers to agree what they wanted to do, however, feedback would be required to ensure any ideas developed as a result of these days are not lost. Louise agreed but advised that it needed the SLT to let staff know what their expectations were, including the system used to feedback. Catriona responded that she felt differently and that in fact the SLT should not be a part of this and that any thoughts and direction should be driven by each Team. Louise asked in that case what were the Terms of Reference as there was a lack of clarity. Carolyn replied that it was up to each Team to establish the most beneficial thing to do. Louise noted that the Working Group could write the Terms of Reference.

- ii. Develop a statement for staff covering decision making and line managers responsibilities linked to college policies and core values recognising individual circumstances. This statement should be included as part of college policy documents and form part of the induction process.

Louise stated that there appears to be a lack of context – did it apply to all College Policies or specific ones? David responded that it seems to be based on the perception that staff within the different Teams are treated differently. Carolyn commented that the Group did not think this was an issue as decisions were based on individual circumstances, however they did agree that there is a framework and Line Managers should work within this. Louise stated that she did not disagree but it required more context. She added that this may have arisen from staff seeing others being treated more favourably and feeling disadvantaged but without any context in the document it was unclear what this was referring to. Carolyn advised that there was no harm in including a statement along the lines that Line Managers were expected to work within the Policies and Procedures, whilst supporting the individual. Jane added that something should be included regarding the individual steps to take if a member of staff feels they haven't been treated fairly.

- iii. Establish a new social activity group to take forward a series of actions for departments to interact, collaborate and engage more effectively to share ideas and understand each area's role within the college.

A social group has already been established. Jane commented that while there was value in the existence of the Group it was unclear how this related to the sharing of ideas and understanding of areas' roles. Louise suggested it possibly covered work meetings with a 'social' element eg like the old College Forum, however it required clear definition that the main objective was 'work' not 'social'.

### **Communication SLWG**

David informed members that he was sitting on this Group but was not leading it.

- i. Clear guidelines should be formulated and published for the use of each method of communication.

David advised that he had found this difficult in terms of producing guidelines and he was not sure that it was the solution. Catriona agreed that it looked like a list of *how* to communicate. She also noted that since homeworking, there were complaints from Teaching staff about the number of emails being sent. Louise added that it was down to the sheer multitude of ways we had to communicate and this would require a multitude of guidelines. There was also the issue of staff having time to learn how to use all of these. Alistair suggested that an element of this could be covered by reminding staff to be considerate of the platform they were using and the intended recipients and that if guidelines were needed then that particular platform shouldn't be being used. Toni added that they keep things as simple as possible for students so surely the same should apply to staff. Louise stated that, again, a bit more context

was needed. David suggested going back to the Group with the suggestion that the intended recipients should be considered regardless of the platform being used to communicate.

- ii. It is recommended SLT surgeries should be offered out to be attended virtually as opposed to only face-to-face going forward.

Virtual surgeries are already in place. David informed members that the group had discussed the possibility of issuing an appointment to all staff to allow them to respond, however, he was advised that this would be too complicated. He also confirmed that surgeries were being used.

- iii. It is recommended that Moray College UHI defines their Consultation Process to Decision Making for all staff members

Louise asked what this actually meant? David commented that the group felt that it was not always clear in some meetings when and where decisions were being made and that these should be logged at the end of meetings. Louise noted that SharePoint was the tool but that the process had to be agreed, however, it appeared that this was moving away from the more relaxed approach adopted. She also noted the reference to the LRPA. Carolyn responded that she had added this as this was the document which underpins the college formal consultation arrangements.

### **Decision Making SLWG**

- i. Defining the boundaries and responsibilities relating to decision making, thus, ensuring decisions made, have ownership and implementation at SLT, SCT, CMT and Area Teams levels.
- ii. The structure and expectations of team meetings to be clear and concise, including actions from team meetings to be documented and accessible, across the board.
- iii. Managers to take responsibility for their collaborative decision making and to have a greater awareness and understanding of processes and procedures.

Alistair commented that a lot of the objectives covered the same thing. Carolyn suggested that this appeared to be about direction on what Teams should be addressing at meetings. Louise added that it was about setting an Agenda, recording outcomes and where to find these. However, she also added that, again, there was not enough context ie who was this aimed at, SLT, Line Managers?

David suggested that if the objectives were straight forward they could agree and implement and if not then more work would be required. Louise replied that they could not go back to Working Groups with a response as there was a lack of context.

### **JCCJ.20.3.5 Items from UNISON**



Carolyn advised that she had received an email from Louise that morning regarding the following:

i. Temporary Contracts

Louise requested an update on the above. Carolyn confirmed that the transfer to permanency arrangements implemented through the NJNC Circular were in place. She did not have the number of current fixed term support contracts to hand that day. Louise asked that this be added as a standing item to the Agenda and that this had been requested at the previous meeting of the JCC J. This was noted.

**Action: `Temporary Contracts` to be added as a standing item to future Agendas.**

ii. Job Evaluation

At the last meeting of this Group it was noted that there were still 6 Support Staff Questionnaires to be submitted. Louise asked how many of these were outstanding. Carolyn advised 3 were still to be sent but this had been held up due to furlough and summer holidays. She confirmed that these were all currently generic Posts however, some of these may be split due to staff and managers considering that their role is specialist. Louise commented that she was surprised that none of the Post Holders had been pursuing a resolution to get these completed. Carolyn confirmed that this had not been raised with her. Louise asked that this also be added as a standing item to the Agenda and that this had also been requested at the previous meeting of the JCC J. This was noted.

**Action: `Job Evaluation` to be added as a standing item to future Agendas.**

**JCCJ.20.3.6 Date of Next Meeting**

The next meeting has been arranged for 14<sup>th</sup> October 20. However, it was pointed out that this fell during the October holidays.

**Action: Jacqui to re-schedule (as close to the original date as possible)**

David thanked everyone for their contribution and asked members to let Jacqui know if there are any issues with the Minutes which can't wait until the next meeting.

The meeting closed at 13.05

- **AGREED JCC(T) 19 October 2020**



## **Joint Consultative Committee (Teaching)**

### **Minutes of the meeting held on 19 October 2020 at 16.00 am via MS Teams**

#### **Present**

David Patterson, Principal and Chair  
Alistair Fowlie, EIS/FELA  
Catriona McBain, EIS/FELA  
Jane Pickthall, Teaching Staff Representative  
Sam Bright, Head of Curriculum  
Toni McIlwraith, Head of Curriculum

#### **In attendance**

Carolyn Thomson, Director of HR & OD and Clerk

#### **Minutes**

Jacqui Melrose

#### **JCCT.20.1.1 Apologies for Absence**

There were no apologies.

#### **JCCT.20.1.2 College Budget - Staffing Reductions**

David welcomed everyone to the meeting. He explained that a meeting with the support staff side had originally been arranged to take place during the October break and this was the reason for separate meetings (however that was delayed and took place that morning). He added that a joint meeting had been arranged for the end of the month.

David then advised that the purpose of this meeting was as detailed in the paper provided and obtain feedback from EIS/FELA for the proposals outlined therein in relation to staff redeployment and the Voluntary Severance (VS) scheme. He went on to outline the timetable for consultation and agreement from all parties involved in the process and submission of the final request to the Scottish Funding Council (SFC). However, he added that there was no commitment from the SFC to fund any VS scheme.

Carolyn advised that the JCC Support were additionally required to consult on the notification of 'at risk' posts as was detailed in the paper. She also informed members that consideration would be given to running the timelines for VS and Compulsory Redundancy as a parallel process. The timescales for the latter would be re-visited to help mitigate any delays with regard to VS. It was noted that no Teaching staff were identified as being 'at risk'

Jane queried whether re-deployment would save money. David confirmed it would, providing it was filling an existing vacancy.

Alistair asked when the paper had been sent to Union Reps. Carolyn confirmed it was following the CMT meeting and that affected staff had been notified in person the day before. Alistair commented that while he was absolutely not questioning that affected staff should have been told first and appreciated that the timing was difficult, it was unfortunate that after the meeting with the staff had taken place, the Unions had not had notification that this was happening, sight of the paper or confirmation that the paper was going to the CMT. This would have enabled them to provide staff with support and answer any questions they may have had. He went on to say that the morning after the meeting he had been approached by a member of staff seeking clarification and at that point the paper had not been sent so he didn't have all the details. Catriona added that some Line Managers had only sent a synopsis of the paper to staff following the CMT.

Carolyn responded that the main concern was to ensure that affected staff were notified first, however, she would also take on board the points raised above.

David added that it had been explained to the affected staff that information would be issued the following day but was also aware that everyone heard something slightly different. He also advised that they were trying to make sure everything was dealt with in the right way but that if Members didn't think this was the case they should let him know.

Alistair queried whether the SFC were aware of the proposal. David had confirmed that he was confident that they were but have not received any detail as yet. Carolyn added that the process was subject to the SFC guidance which included early notification to the SFC.

Catriona asked about National Bargaining and that it been mentioned previously that this had contributed to the current financial deficit. She queried whether additional funding had been provided to cover the cost of this. David explained there had been but the College had not received its full entitlement when the money was being allocated by the Regional Body and this had led to a shortfall of around £100k over the past 3 years. Catriona asked why this had not been rectified and if there was any possibility of this being resolved. David advised that, despite numerous attempts by him to reclaim this he had been unsuccessful and that he considered it would be unlikely to be resolved now.

Catriona then asked for clarification on Page 13 of the paper regarding 'Rationalising the Curriculum' and what this meant as it was quite vague. Carolyn advised that a lot of the statements in the paper were written to ensure the scheme would be open to as many staff as possible who may want to leave. She then went on to explain that the VS package as written is not be as generous as that of 2017. This was based on a consideration of recently agreed VS schemes and the advice provided by SFC as budgeting principles. although they would negotiate for as much money as possible. David agreed that, as long as there was the possibility of having to bring in Compulsory Redundancies, they wanted to leave things as open as possible.

Alistair queried whether there were any long-term plans to offer catering in the building and David confirmed that there were no plans in place at the moment.

Catriona asked that, as the Scheme was much less attractive than the previous one, was it possible that there won't be as many staff coming forward this time? David confirmed that it was.

Carolyn advised that challenge would be obtaining approval from the RSB and SFC for approval and funding. Alistair queried whether the fact that we recently had a VS scheme would work against us? Both Carolyn and David agreed that, as the current financial situation was not of our own making, the fact that the previous scheme had proven to be successful in that we had a balanced budget within the period of the Financial Recovery Plan as required and given that the college is recognised to be successful with regard to student achievement and retention by the SFC then hopefully it shouldn't.

Alistair queried whether, if the further income hoped for in S2 did not materialise, would this mean that the current budget would have to be reviewed or would it carry forward to 2021/22? David confirmed that there was the possibility of a slight downturn and an element of fragility within the budget which was based on Managers continuing to keep costs down, maintaining student numbers and taking advantage of any additional funding which may become available.

Catriona then queried why politicians were in support of Colleges making staff redundant? David explained that he did not think they wanted this outcome but were aware of the financial issues many Colleges had. He added that he had spoken with Richard Lochhead MSP who had made it clear that all steps must be considered and Compulsory Redundancy should be a last resort. David went on to say that given how all staff have responded to the COVID situation and all they had done to keep things going this was an awful situation to be in. However, and recognising the impact on a small number of directly affected staff, this proposal saw the majority of staff not being under threat.

David asked whether Members now had sufficient information to feedback in a fortnight's time with thoughts and comments on the VS scheme and redeployment. Alistair confirmed that they had and while it would be difficult due to the timescale, he would try and seek opinions from staff. He asked whether it would be helpful if

this was submitted prior to the meeting. David confirmed it would be, and if they required any further clarification beforehand to contact Carolyn.

**JCCT.20.1.3 Date of Next Meeting**

Thursday 29<sup>th</sup> October 2020

David thanked everyone for their contribution. The meeting closed at 17.00

- **AGREED JCC(S) 19 October 2020**



## **Joint Consultative Committee (Support)**

### **Minutes of the meeting held on 19 October 2020 at 11.00 am via MS Teams**

#### **Present**

David Patterson, Principal and Chair  
Chris Greenshields, National Branch Secretary (FE), UNISON  
Louise Proctor, UNISON  
Heather Hagan, UNISON (Support Staff adviser)  
Sharon Wood, Support Staff Rep  
Chris Newlands, Director of Curriculum & Academic Operations

#### **In attendance**

Carolyn Thomson, Director of HR & OD and Clerk

#### **Minutes**

Jacqui Melrose

#### **JCCS.20.1.1 Apologies for Absence**

Apologies were received from Ken Matthews, UNISON

#### **JCCS.20.1.2 College Budget - Staffing Reductions**

David welcomed everyone and advised that the purpose of this meeting was as detailed within the paper provided. He advised that he hoped to answer any queries relating to the paper provided and obtain feedback and support from UNISON for the proposals outlined therein in relation to the Voluntary Severance (VS) scheme, Compulsory Redundancy and staff redeployment. In terms of the latter it was hoped to redeploy as many of those staff at risk of redundancy as possible by matching them to any vacancies which may arise in the intervening time with those staff being supported with any appropriate additional training where required. He went on to outline the timetable for consultation and agreement from all parties involved in the process and submission of the final request to the Scottish Funding Council (SFC). He added that, at this stage, there was no commitment from the SFC to fund any VS scheme.

David then advised that a face-to-face meeting had been held with the staff directly at risk of redundancy and it was explained to them that it was a long process with consultation. Managers were then informed the following day.

Referring to the paper, Louise noted that it stated any staff at risk of redundancy would be identified in 2021 and she queried whether they had been formally notified in writing that they were 'at risk'. Carolyn advised that not as yet and the hope was to be able to offer VS and redeployment with redundancy as a last resort. The timetable provided indicated that it would be at the point that affected staff would receive confirmation in writing.

Louise advised that the paper raised a number of questions which would require a response before they could feedback on the proposals. She confirmed that the queries would be sent formally but in the meantime she would list some of these in order to give the SLT an idea of what was to be requested, as follows (this list is not exhaustive):

How long had it (the Refectory) been posting a deficit, how much this was year on year and when was the last time it had made a profit/broke even;  
Details of any plans in place to break even including details of any in-house expertise utilised with regard to this;  
Were Refectory staffing costs apportioned to other areas where appropriate;  
Was the Refectory expenditure affected by PECOS;  
What are the future plans for the service and had it already been determined that this would be outsourced to a 3<sup>rd</sup> party;  
What are the plans for the area and the equipment;  
Was a reduction in weekly hours for the staff affected considered;  
Which other College departments were not breaking even;  
Whether there were other SFC severance packages for Senior Management and if this was being considered as an option.

She also advised there were a number of documents they would like sight of as follows:

Business Plans for the past 3 years;  
Financial Forecasts sent to the Board;  
Report on the Refectory commissioned over the summer and who led this (ie Board or SLT)

With regard to the timescale, Louise and Chris G both confirmed that they wanted to work with the College and it might be possible to provide something in writing within 2 weeks, assuming the responses to the queries they had and the requested documents were received quickly. However, it was unlikely that this would be available for the next meeting on the 29<sup>th</sup> October and they would require longer than 2 weeks to agree the VS Scheme.

Carolyn suggested that consideration could be given to running consultation for VS and redundancy as a parallel process and the timescales for the latter would be re-visited to help mitigate any delays with regard to VS, if it would be helpful. Chris G

agreed it would be but it may still be difficult to meet the 2-week timescale and any response would only be with regard to VS at this stage.

There were various queries regarding the refectory. Louise asked what impact the proposed merger would have on both the staffing structure and alignment of service provision and what were the timescales for this. David replied that there were no merger proposals at this time, although talks were underway between Partners with regard to an options appraisal.

Chris G queried whether any consideration had been given to TUPE, if there were plans to outsource the service to the private sector. He also added that, where outsourcing had happened at other Colleges this was generally disastrous for various reasons including higher prices and a reduction in the service offered. He then asked whether there were plans to put anything in place in the meantime and what was currently happening in terms of catering services.

David replied that Refectory staff had been furloughed since the College closed in March and had been receiving 100% of their salary from the start. The Training restaurant (Beechtree) which is based at the Moray Street Campus and is used to deliver hospitality & catering courses was providing a limited service, however, this is not a commercial service.

He explained that some of the reasons why the Refectory has been making a loss for 3 years included footfall and location, the College was close to town and there were other options available. It was therefore not possible to have a viable service. The hope was for the service just to break-even but it was getting further away from that point. He advised that the Report produced after the summer had been developed by the HOC and then reviewed by the SLT with the Board being advised. David confirmed there were no proposals to outsource the service. Chris G made reference to support areas being subsidised as services to students such as Bursaries officers. He added that National Bargaining was agreed as affordable otherwise it would not have been approved and it was for the colleges to lobby accordingly if there were insufficient funds to meet this.

Chris G commented that, having been to the College several times, he knew that the ethos was everyone was part of one big team which was why it was so disappointing that Moray was the first college to go down the redundancy route. He asked whether this could be removed from the table. David advised that it would not be, but the hope was that it wouldn't get to this stage. Chris G stated that this was a real concern to UNISON and if compulsory redundancy is an action being pursued by Moray College, UNISON would be making representation to the Scottish Government. He added that Government Ministers had already stated that Compulsory Redundancy should be a last resort and Colleges should seek to maintain jobs, in which case consultation regarding redundancy should come after that of VS. He added that he was uncomfortable with Refectory staff being in this position, particularly as some of the reasons for the current financial situation were unrelated to Support Staff.



Carolyn responded that they had tried to be very open with staff about the whole process. The hope was that funding would be provided for the VS scheme and as many staff as possible would be redeployed. However, it was important that all possible options were on the table from the start to ensure staff were fully aware and had all the information upon which to make decisions.

David added that he understood why Chris G was unhappy with the situation and that it was particularly difficult given the brilliant response from staff to the COVID situation. However, having tried to find a solution to avoid losing staff for the past 12 months, it was felt unavoidable, and this proposal did provide a level of assurance to staff other than the Refectory staff. This decision was not taken lightly but seemed to be the least damaging for the College given Moray is not a multi-million pound college in a big city.

Carolyn stated that it was hoped to reach a stage of meaningful consultation to redeploy those staff at risk. Chris G queried whether there was a Policy in place for redeploying staff and if not, how would this work. Carolyn advised that there wasn't and the intention was to try to redeploy those at risk to future appropriate vacancies and that any required training would, of course, also be given. Chris G suggested that they could begin discussions regarding this and it could run in parallel with other consultations. He also asked if some brief guidance could be drawn up with regard to redeployment and Carolyn agreed that this could be done. Chris G advised that he had worked with other Colleges with regard to redeployment and jobs were saved and that he would be happy to work with Moray to find solutions.

David thanked everyone for their contribution and asked Chris G and Louise if they could send their list of questions as soon as possible.

### **JCCS.20.1.3 Date of Next Meeting**

Thursday 29<sup>th</sup> October 2020

The meeting closed at 12.00



## **PAY AND CONDITIONS CLAIM FOR SUPPORT STAFF IN SCOPE OF THE N.J.N.C. IN SCOTTISH FURTHER EDUCATION COLLEGES SUBMITTED BY UNISON, UNITE AND GMB**

A PACKAGE FOR THE 'NEW NORMAL'

### **1. INTRODUCTION**

This package claim is submitted by UNISON on behalf of support staff working for all Further Education Colleges in scope of the NRPA for Scottish Further Education. The claim is set at a level that we believe recognises the following key points:

- Major increases in the cost of living over recent years have significantly reduced the value of staff wages;
- Appropriate reward is needed to sustain the morale and productivity of staff in their crucial role of delivering high quality services;
- Appropriate reward is needed for the increased workload and stress placed on staff against a background of major budget cuts and the impact of the Coronavirus pandemic
- Average pay settlements across the economy have been running ahead of those received by College support staff over recent years.

The accompanying provisions seek to establish new ways of working for support staff to allow for greater home/work balance; flexible working; established home working where appropriate; new ways of travelling to work. The flat rate claim is of lesser value than would be advanced as a standalone financial award as our members place good store in measures that will help protect their wider wellbeing (and that of their family units).

There is an opportunity to be bold and innovative in establishing new patterns of work for the post-covid 'new normal'.

### **2. PACKAGE SUMMARY**

From 1 September 2020:

- (a) Home working provisions backdated to start of homeworking as outlined in **Annex 1**.
- (b) A 4-day working week at no loss of earnings based on a 32-hour week **Annex 2**.
- (c) Establish an urgent joint working group to agree resources and measures to support staff mental health and wellbeing. Outputs to be agreed by end of August 2020. **Annex 3**
- (d) A £1,100 flat rate increase on all salary points from September 2020.
- (e) Levelling of Annual leave entitlement for all colleges to 49 days, an end to annual leave embargoes and a permanent agreement to carry forward 5 days annual leave.
- (f) Payment of £500 allowance to all First Aiders (including on rota's) by September 2020; payment of £750 allowance to trained Mental Health First Aiders.
- (g) Green travel schemes to provide for cycle purchase loans and allowances for cycling to work as outlined in **Annex 4**.
- (h) Breaks of 15 minutes in mornings and afternoons for all staff in sector **Annex 5**.
- (i) Phase 2 of harmonisation of terms and conditions as outlined in **Annex 6**.
- (i) Introduction of a national flexi-time scheme.
- (k) Extension of anti-social payments to apply out with core hours. Namely from 18.00 to 08.00.

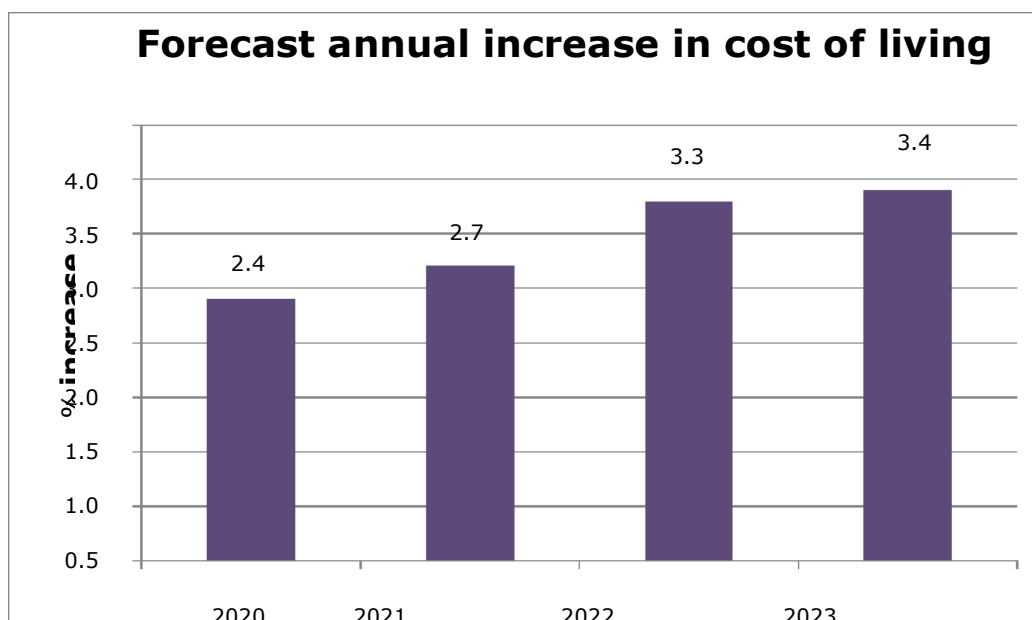
### 3. FALLING VALUE OF PAY

The table below demonstrates the major fall in living standards suffered by staff over recent years.

	<b>[Organisation] pay increases</b>	<b>Rise in cost of living<sup>13</sup> (as measured by Retail Prices Index)</b>
2015	1% or £300	1.0%
2016	1% or £300	1.8%
2017	£425	3.6%
2018/19	2/3% or £650	3.3% (2.5%)

The cost of living has risen by 33.6% over the last ten years. Pay in further education as a consequence of Government policy of pay restraints has meant that thousands of pounds have been cut out of the value of staff wages. For the value of staff wages not to fall back even further, they must at least keep pace with predicted rises in the cost of living, which Treasury forecasts put at 2.4% in 2020, rising to 3.4% by 2023, in line with the graph below. Since COVID-19 the cost of living has increased. It is unlikely that this will reduce and a pay increase will go some way to enabling education workers to contribute to economic recovery.

Source: HM Treasury, *Forecasts for the UK Economy, December 2019*



In this context £1,100 flat rate represents a 5.5 % increase at £20k per annum and 3% at £36.5k. An increase above inflation for College Support Staff in one year after a decade of decline would not be unreasonable. In particular as a reflection of the increased workload and pressures to maintain quality services to students after a decade of staff cuts national and local re-organisation of support services.

The Scottish Government Pay Policy is a significant benchmark when considering the reasonableness of any settlement in Scotland's FE Colleges. With the lifting of the 'pay cap' and the guidance contained in the Ministerial Letter of Guidance to the SFC in terms of senior staff pay, there must now be an acknowledgement that real terms pay cuts are no longer sustainable and expectations are that this will translate into a meaningful pay increase for staff in the sector in line with the £1,100 consolidated flat rated increase which we have submitted here.

Civil servants and employees of NDPBs have already been paid out 3% 'on account' as at 1 April 2020, without prejudice to this year's collective bargaining processes.

#### **4. QUALITY SERVICES/INCREASING WORKLOADS**

The Scottish Government, in its publication 'Scotland's Colleges: Delivering for All', acknowledged that 'the quality of learning at colleges has never been higher' and the correlation between this, better outcomes for students and the positive impact on the Scottish economy as a whole. It is time to acknowledge the pivotal role which **support staff**, as well as lecturing staff, play in delivering improved life chances, generating a more skilled workforce and addressing inequality within society.

In 2018/19 there were 5,548 support staff (51% of total workforce). Demand has not reduced and productivity and quality of services to students has been sustained.

#### **5. NEW WAYS OF WORKING**

The package outlined is designed to enable the Sector to be a leader in new ways of working in the post COVID 'new normal' where more support to students (and teaching and learning) will be established online. Productivity need not suffer by these measures which have inherent efficiencies. Spreading work processes and input over more flexible patterns on a digital platforms will allow many of the benefits born out of necessity in the 'lockdown' period become new established norms.

June 2020  
UNISON, UNITE, GMB

## **ANNEX 1 HOMEWORKING PROVISION**

Her Majesty's Revenue and Customs (HMRC) states that from 6 April 2020 employers can agree to a flat-rate payment of £6 per week or £26 per month for monthly paid employees to an employee working regularly at home without the employer having to justify the amount paid. If the £6 guideline rate is paid the employee does not have to keep any records to demonstrate the additional expenditure. HMRC expects that £6 per week would be sufficient for most cases, particularly where the additional costs are only for heating and lighting the work area (for tax years 2012 to 2020 the guideline rate was £4 per week or £18 per month for monthly paid employees). Further details from the government at [www.gov.uk/expenses-and-benefits-homeworking](http://www.gov.uk/expenses-and-benefits-homeworking)

**Colleges to agree to payment of this tax-free allowance of £6 p/w or £26 per month.**

Workers will not be able to claim tax relief for things that are used for both private and work use, for example, rent or broadband access (unless the employee did not previously have broadband and it has been solely set up for work use). It is possible to seek to negotiate an employer contribution towards internet costs. For example, there is a long-standing Homeworking agreement in the Care Inspectorate which provides for a contributory payment of £18 per month (taxable) towards broadband use at home.

**Colleges to agree to payment £18 per month towards the above expenditure.**

Colleges should fully reimburse all costs associated with any agreed technological equipment or physical aids such as laptop, printer, toner, laptop raiser, mouse mat, stationery, office furniture where staff have had to buy these. Such costs should be reimbursed in full in accordance with local processing timeframes for payroll and payment of expenses. This would include any costs incurred for shipping/delivery or travel where an employee has had to make a journey to purchase/collect homeworking equipment.

**Colleges agree to reimburse staff in full for purchases of this type.**

It is also recognised that staff members may be using personal equipment (e.g. printer/personal laptop) in order to work from home and that increased regular use of these items will mean wear and tear. Where these arrangements apply and where agreed, a contributory payment for maintenance/replacement of £10 per month (taxable) will be paid in accordance with local payroll/expenses processing time-frames.

**Colleges to agree to payment £10 per month for use of the above.**

All costs payable should be backdated to the commencement of homeworking and should be paid for the duration of homeworking.

## **ANNEX 2 - 4 DAY WEEK**

### **History**

Unions have long been at the forefront of campaigning for shorter working time and the fight for decent working hours. The nineteenth century socialist pioneer Robert Owen first popularised the demand for an 8-hour day with the slogan: '*Eight hours' labour, Eight hours' recreation, Eight hours' rest*'.

It was a long, hard fight. The first legislation to put clear limits on the working day didn't arrive until the 1874 Factory Acts – and at ten hours they still fell short of union demands. By 1890, the international trade union movement was calling for 'a great international demonstration' in all countries and cities in favour of an eight-hour day. Hundreds of thousands gathered at Hyde Park that May Day, but workers would have to wait until the early 1900s before it was adopted in some key industries. Yet by the time the International Labour Organisation (ILO) met for the first time in 1919, 'the principle of the 8 hours day or of the 48 hours week' was so widely accepted that it formed the basis for the organisation's first convention. Trade unions had succeeded in changing the argument – and showing that the benefits of new technology could be passed on to workers and employers alike.

### **Present day**

Today we're living through another period of intense technological and social change. And like our predecessors, we demand a fair share for workers. That's why it's time to look at shortening the working week again. Today, people take the five-day working week for granted. But history shows that it was only won by unions standing up against harsh working conditions and a decent work-life balance.

Today, 63 per cent of Britons support a four-day full-time working week, according to YouGov data. People in the UK have the most enthusiasm for a four-day week out of seven nations surveyed, including France, Germany, Denmark, Norway, Finland and Sweden. But the UK also works longer hours than anywhere else in the EU, according to the TUC, and productivity has slumped since the financial crisis, with workers producing 16 per cent less on average than counterparts in other members of the Group of Seven leading economies in 2016, according to data from the ONS.

The SNP had a motion tabled at National Conference to implement review of working practices including 4DWW. The Green Party called for a 4DWW in its election campaign and the Official Labour Party Policy supports a 4DWW

### **Productivity**

<https://time.com/4621185/worker-productivity-countries/>

<https://www.scotsman.com/business/four-day-working-week-way-ahead-256151>

Not only does a 4-day work week increase employee satisfaction, company commitment and teamwork, but it also decreases stress levels. Even better, reducing employees' work schedules to a 4-day work week doesn't harm their productivity or company output.

Gothenburg's Toyota factory moved mechanics to a six-hour day, resulting in a cut in the working week from 40 hours to 30 hours. The company found that output rose by 14% and profits by 25%, while a spokesperson note that "staff feel better, there is lower turnover and it is easier to recruit new people.

### **Health / Wellbeing**

Benefits obvious again from Perpetual Guardian study:

<https://outlook.office.com/mail/AAMkAGM3ZjllZmYzLTRIMTItNDk5YS05N2M4LWQxNzg3NWFmYjYwYgAuAAAAADTa5x%2BgcoFQZ2EXriv3TZtAQCQmXYmwWUfQaodveypkqacAAU3GPMkAAA%3D/id/AAQkAGM3ZjllZmYzLTRIMTItNDk5YS05N2M4LWQxNzg3NWFmYjYwYgAQAH%2FR0BOPc1hMv6AITvrNVZ0%3D>

A 4-day week can lead to happier and more committed employees. Employees are less likely to be stressed or take sick leave as they have plenty of time to rest and recover. As a result, they return to work feeling ready to take on new challenges.

From 2015 to 2017, Sweden conducted a trial study into a shorter work week. Nurses at a care home worked only 6 hours for five days a week. Results were largely positive with nurses logging less sick hours, reporting better health and mental wellbeing and greater engagement as they arranged 85% more activities for patients in their care.

Importance of non-work time for our mental and physical health and for our sense of wellbeing in general and is a positive action for Scottish Govt Wellbeing Strategy

The City of Reykavik and the BSRD union reached an agreement to launch a trial in 2015 with over 300 local authority employees reducing their work by four or five hours a week. A report into the impact found that sickness had declined, and employee satisfaction had risen, with no loss in overall productivity. As a result, the trial was made permanent and extended to 2,200 workers.

## **Social / Gender Equality**

Research on the Gender Pay Gap from the Government Equalities Office shows that roughly two million British people are not currently in employment due to childcare responsibilities and 89% of these people are women. A 4-day work week would promote a more equal workplace as employees would be able to spend more time with their families and better juggle care and work commitments.

Women are burdened with the vast amount of familial care and housework still to this day. In an age when dual-income households are common, this effectively constitutes a 'second shift'. Sedimented family obligations often mean that women are in more part-time jobs than men, which typically pay less relatively and offer fewer opportunities for career progression than fulltime work. A shorter working waged week is a necessary (if not sufficient) condition for time equality between the genders, which in turn lays the groundwork for the possible transformation of some of these tendencies.

## **Environmental**

Countries with shorter working hours typically have a smaller carbon footprint so reducing our work week from 5 to 4 days could have an environmental benefit too. Shortening our working week means that employees don't need to commute as much and large office buildings are only in use four days a week.

A trial conducted by the US state of Utah for government employees showed a significant ecological impact from reducing the average work week from five to four days using a compressed work schedule. During the first ten months, the project saved over US\$1.8m (£1.36m) in energy costs and a reduction of at least 6,000 metric tons of carbon dioxide emissions from closing the large office building on Fridays. If employees' commutes are also included, Utah estimated that it could save 12,000 metric tons of CO<sub>2</sub>, the equivalent of removing 2,300 cars off the road for one year, simply by working one day less a week!

Climate Emergency – Glasgow COP 26. Real tangible action.

## **Industry 4.0**

AI technology will significantly disrupt every aspect of every industry in every country including how and when we work. Within the near future, we're likely to see an increase in remote and more flexible work schedules like the 4-day work week. In fact, the TUC thinks that a 4-day work week could become a reality within this century if businesses are forced to share the benefits of new technology with their employees.

## **Recruitment / Retention**

The F.E. sector as an exemplar of modern working practices could find it easier to recruit and retain top talent.

## Conclusion

It has been evidenced that not only does a 4-day work week increase employee satisfaction, company commitment and teamwork, but it also decreases stress levels. Furthermore, reducing employees' work schedules to a 4-day work week doesn't diminish their productivity or company output.

*"This report is part of an important and growing body of research that is steadfastly putting paid to the idea that the length of the working week is set in stone. It's increasingly clear it is not. In fact, as this report demonstrates, working less may actually be the key to better distributed, sustainable economic prosperity. Whether the 4th industrial revolution and its implications for the future of labour happen as many predict or not, the issue of catastrophic climate and ecosystem breakdown is real and upon us now. The science tells we have around a decade to take radical action. Fail to do so and the implications for global civilisation are grim. Working fewer hours, reducing consumption for its own sake, expanding our free time, improving ourselves and moving towards a more post-material society maybe all that stands between a prosperous future and a dark, dystopian one."*

**Clive Lewis MP, for Norwich South**

[https://progressiveeconomyforum.com/wp-content/uploads/2019/08/PEF\\_Skidelsky\\_How\\_to\\_achieve\\_shorter\\_working\\_hours.pdf](https://progressiveeconomyforum.com/wp-content/uploads/2019/08/PEF_Skidelsky_How_to_achieve_shorter_working_hours.pdf) - In depth report on shorter working hours

<https://autonomy.work/portfolio/the-shorter-working-week-a-report-from-autonomy-in-collaboration-with-members-of-the-4-day-week-campaign/> - Comprehensive coverage of the benefits of a 4DWW

<https://www.tuc.org.uk/blogs/four-day-week-decent-pay-all-its-future> - TUC Perspective

<https://www.insurancetimes.co.uk/news/simply-business-to-trial-four-day-working-week/1430258.article> - UK Example

<https://www.theguardian.com/technology/2019/nov/04/microsoft-japan-four-day-work-week-productivity> – International Example

<https://www.thenational.scot/news/18138813.scots-firm-hails-new-four-day-work-week/> - Recent Scottish example of implementation of 4DWW



### **ANNEX 3 – MENTAL HEALTH & WELLBEING GROUP**

The good mental health and wellbeing of all staff is essential. The outcomes of a survey of Unite reps across multiple sectors has indicated that this is one of their key concerns. Measures and resources to allow them to support members are therefore vital. The WHO has also advised that the impacts of COVID-19 will have a significant detrimental impact on the health and wellbeing of the population. We would request that a joint working group is established to agree resources and measures to support staff mental health and wellbeing, both to address the immediate aftermath of COVID-19 and ensure longer term support. Many staff in Colleges are also directly involved in supporting student wellbeing, it is equally vital therefore that staff themselves are provided with proper support. This will have a positive impact in a number of ways including reduction in sickness absence and an overall healthier workforce and college environment.

## **ANNEX 4 - SUBSIDISED TRANSPORT**

### **Outline**

*We invite the SFC to work with universities and colleges to develop a more ambitious agenda on climate change... With the SFC's support, Scotland has already almost halved emissions since 1990 while growing the economy, increasing employment and productivity. It is important that we continue in this vein **and I expect you to play a central role in achieving that.*** (Ministerial letter of guidance to colleges 2019 2020 [http://www.sfc.ac.uk/web/FILES/AboutUs/SFC\\_Letter\\_of\\_Guidance\\_2019-20.pdf](http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_Letter_of_Guidance_2019-20.pdf))

*We will publish a new National Transport Strategy later this year which will redefine investment priorities to put sustainable transport at the heart of decision-making and ensure that transport plays a key role in delivering net zero emissions by 2045.* (Protecting Scotland's Future: the Government's Programme for Scotland 2019-2020, <https://www.gov.scot/publications/protecting-scotlands-future-governments-programme-scotland-2019-20/pages/2/>)

*Developing sustainable travel options which are accessible to everyone is essential to creating a low-carbon future and reducing the impacts of climate change. Currently two-thirds of all commuting is done by car; this is not sustainable. **This is also an equality issue – women and people from deprived areas disproportionately rely on public transport.*** (<https://greens.scot/scotland-can/connect-people>)

When announcing this year's SNP-Green budget deal, finance Secretary Kate Forbes said that free bus travel would provide a step change in helping tackle change.

A subsidy from F.E. employers for the costs of public transport would encourage some support staff to travel by more sustainable methods instead of their cars, while also assisting lower paid workers who already take public transport with saving money. This would be a positive, progressive move for the sector and would be among the first to include environmental proposals within a national pay offer. This proposal could and should be employer friendly, as it would be consistent with the Scottish Government's agenda on sustainability. We believe there would be a gradual take up of this offer and is then easily affordable, as well as having the potential to be a good news story for both the sector and the union.

### **Proposal**

- **One third proportion of a year's bus pass is paid for in advance by the college.**

Or

- **If a member of staff can prove they have bought 3 monthly passes in a row, they will receive one month's equivalent in next pay slip.**
- **Introduction of £0.20 per mile expenses rate for every cycle user for cycle wear and tear.**
- **Introduction of UK Cycle to Work scheme in all Colleges for all support staff**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/845725/cycle-to-work-guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/845725/cycle-to-work-guidance.pdf)

## **ANNEX 5 – SUPPORT STAFF BREAKS**

UNISON recently conducted a Freedom of Information survey across the sector to ascertain arrangements for support staff breaks across the sector. As expected, the results reveal a variable picture. The sectoral norm is that staff are being given paid breaks as part of their terms and conditions of employment and UNISON welcomes these findings.

Responses from 12 of 21 colleges indicated clearly defined arrangements for paid breaks with others pointing to a less clear position whereby the taking of breaks was a discretionary matter. A further handful of colleges do not offer support staff paid tea breaks at all. Members at one of these colleges in particular, in a separate member survey, indicated that they do not regularly get breaks at all or that they get breaks only at their workstations. 47% of respondents at the same college said they were not allowed to have breaks. An overwhelming 96% of respondents there were in agreement that support staff should receive paid tea breaks as part of their terms and conditions of employment, as is the case for their lecturing colleagues there and across Scotland.

**As breaks are crucial to staff wellbeing, we include a claim for a 15-minute paid morning and a 15 minute paid afternoon tea break for all support staff additional to current local provisions for lunch breaks.**

The UNISON paper SOS Stressed Out Staff in Scotland's Colleges would lend weight to the notion that the sector should seek to harmonise arrangements to formally establish the sectoral norm. Between April 2014 and March 2017 over 1500 staff members (the majority support staff) listed stress as one of the reasons for sickness with a 37% rise in numbers over three years up to March 2017. In a national member survey conducted in 2018, almost 69% of respondents felt that their stress issues were not dealt with by the Colleges in a satisfactory way. UNISON has called on a number of measures to date to address the published findings of the 2019 SOS paper and Colleges Scotland has publicly indicated by way of response that discussions would be taken forward regarding these matters but to date, these actions remain outstanding. We believe formalisation of paid tea breaks would be a small step towards alleviating support staff stress.

## ANNEX 6 – PHASE 2 Terms and Conditions harmonisation

### MISCELLANEOUS LEAVE

Parental Leave	A maximum of 15 working days will be paid and 75 days unpaid per child pro rata. Entitlement is based on children's age. A maximum of 20 days, (five days paid) can be taken per academic year.
Dependant Leave	A maximum of 3 working days per academic year
Bereavement Leave	5 days leave.
Time of to cope with personal or family difficulties	Maximum of 3 days
Domestic Emergencies	Maximum of 3 days
Leave for medical or dental treatment	Out with normal working hours where reasonably practicable but where this is impractical reasonable leave with pay will be granted
Examination and study leave	5 days
Moving House / Wedding	1 Day / 1 Day
Religious and Cultural Observance	Employees who require time off for religious or cultural observance may receive the following – annual leave, unpaid leave, flexibility in hours
Jury Duty	Paid time off is granted when relevant paperwork is completed by the HR/ Payroll section
I.V.F.	2 days.

<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	Culture and Values			
<b>Brief summary of the paper:</b>	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.”			
<b>Action requested/decision required:</b>	This paper is provided for the Committee’s information.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	4 November 2020			
<b>Date of committee meeting:</b>	10 November 2020			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	As stated above this paper relates specifically to the Moray College UHI Core Strategy			
<b>Consultation:</b> 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.			
<b>Equality and diversity implications:</b>	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.			
<b>Resource implications:</b> <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.			
<b>Risk implications:</b>	Any risk implications relating to any developments are detailed within the			

*(If yes, please provide detail)*

paper or provided to the committee separately.

## **Culture and Values**

The committee have previously received detailed updates in relation to the actions undertaken in furtherance of the college strategic aim:

*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*

and particularly in relation to the underpinning objectives as follows:

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*

A number of actions have taken place as previously reported, but it still continues to be the case that the context within which these objectives sit has very much changed with a move to remote working by the majority and furloughing for some as a consequence of the Covid-19 pandemic.

Two areas which were being addressed prior to the closure of the college buildings were in relation to the progressing the outcomes of the staff survey and also the outcomes of a facilitated meeting between the promoted teaching staff and SLT which was held at the beginning of March. Since the last meeting of the Staff Governance Committee, providing a safe working and learning environment for our staff and students in the context of Covid-19 has been a significant priority and the Board have previously been provided with details of activities in furtherance of this.

The following focussed and provides an update in relation to the actions emerging from the Staff Survey and also the facilitated meeting with the promoted teaching staff.

## **Actions arising from the facilitated meeting with promoted teaching staff.**

Further to the facilitated meeting the following actions (updated as a consequence of covid-19 as agreed by EIS/FELA) were agreed (with updates provided below in blue):

1. Catriona and Carolyn to meet to allow Catriona to provide recent and specific examples of disrespectful behaviour to allow the matters to be taken forward in a constructive and sensitive way. Discussion to take place on measures which can be reasonably adopted to impact thanks and appreciation – meeting (s) to take place by end of Mar 2020.

A meeting has taken place and discussion took place in general terms. There was then also a discussion with the Principal. It is recognised by all that Covid-19 and working arrangements have had an impact here and this will be revisited if required.

The SGC will have had sight of the extension communications extending thanks and appreciation to the staff over the period since March 2020. This has extended to articles in the local press and reports to the Board of Management.

Reporting arrangements are in place through the management structure to provide an avenue for concerns to be raised and addressed and SLT surgeries continue, in person or remotely.

2. A SLWG to be established with promoted lecturers and SLT in membership to identify duplication in process and explore ways of removing duplication.  
Recommendations to be made by the group by end May 2020

A number of promoted staff, nominated by EIS/FELA, joined the Workload SLWG to take this matter forward. Unfortunately this is the SLWG who have not returned objectives as requested.

CMT Activity to be to extend the Quality Calendar to include requirements for different areas, resulting calendar to be shared on the college intranet. – mid April

This is being undertaken by the Quality Officer. The Quality Calendar (as published on the college sharepoint intranet) HE and FE Progression Boards, Approvals and Modifications, EV Visits, Academic Operations, Course Reviews, MORAGAA, CCMs, Course Reviews.

3. Action note to be provided following each CMT meeting – from the next CMT meeting

For a period during lockdown there were no CMT meetings, rather there were weekly update meetings with support managers and curriculum managers. This was to ensure the flows of communication for any issues or concerns arising but remove a formal meeting and support workload. Since the start of the new session the CMT meetings have been reinstated (at the request of the managers who considered, on balance, that they were helpful). The notes taken at all meetings are available very

quickly on sharepoint. Additionally, the agenda is located within the CMT Team so that any individual manager can add to the agenda for the next meeting.

4. Action note to be provided following each CMT meeting – from the next CMT meeting

As above.

5. A SLWG to be established with promoted lecturers and SLT in membership to explore the impacts and solutions listed in the document - recommendations by the end of April 2020 would allow reporting to the Staff Governance Committee in May.

It has been agreed that this action be placed on hold as it was considered that if the matters above are responded to, and the work undertaken by the Staff Survey SLWGs is completed and implemented, then the matters raised here will be resolved.

### **Actions arising from the Staff Survey**

As the committee are aware, a number of SLWGs were set up to consider the areas of Communication, Inconsistency, Workload and Decision Making. Each group were asked provide 3 SMART objectives to support an improvement within each area and a deadline had been set for reporting back on this by the end of March. This, of course, was prior to the building closure and whilst the groups were still meeting, it was considered appropriate, and was agreed, to extend the deadline for the groups to the middle of May.

The following is the paper (without the covering sheet) presented to the Joint JCC held on 29 October 2020 provides an update (this is the second paper presented to the JCC subsequent to the objectives presented by 3 of the 4 groups. The committee will note that the TU and Staff representatives were invited to consider and feedback upon the representation of their views and also the proposed next steps. No feedback was forthcoming at the meeting although subsequently feedback has been received from UNISON -this feedback is yet to be considered.

### **JCC Staff Survey Update**

As the committee are aware four SLWGs had been working on developing 3 SMART objectives to bring about improvements in the areas of:

Inconsistency  
Communication  
Workload  
Decision Making

The SLWG were comprised of staff members who put themselves forward to participate, the membership of the Workload Group being augmented by members of another SLWG (arising from the 1,2,3, discussions) following agreement with the Teaching Trade Union Reps, to streamline the obvious overlaps in this work of the groups. This group is yet to submit SMART objectives.



The reported success of some of the groups is worth noting, with some continuing to meet and activities such as the end of term quiz and the formulation of a Social Activities group (SNAG) arising from the Inconsistency SLWG.

A paper was provided to the last Joint JCC which provided the objectives and the management response, and sought the TU and Staff Representatives response. In general the staff side felt unable to contribute to a response as they considered there was a lack of context. Specific noted comments are referred to below.

SLWG	Recommendation	SLT Response	25 August 2020 Staff Side Comments	Proposed Next Steps
Inconsistency	Develop a clear terms of reference for Blue Sky Days which respects the need for flexibility and allowing each team to decide their own Blue Sky Day and determine the activity to take place.	This would be useful, would welcome reporting from Blue Sky Days as part of the terms of reference.	It was noted that the Working Group could write the Terms of Reference	Refer back to the inconsistency SLWG to develop the Terms of Reference. Thereafter publish ToR via CMT on Sharepoint and Induction materials. ToR to include the arrangement, by line managers, of a number of BSD per year, collaborating as appropriate and reporting via the EREP process
	Develop a statement for staff covering decision making and line managers responsibilities linked to college policies and core values recognising individual circumstances. This statement should be included as part of college policy documents and form part of the induction process.	A statement about consistency of approach and individual consideration could be drafted and added to Recruitment or Induction materials	There was a concern regarding a lack of context, and a suggestion that the steps an individual can take if they feel disadvantaged could be laid out	-Update the Working at Moray College UHI Statement and Induction to include <i>"We implement a broad range of up to date staffing policies, which promote good practice and provide a framework for the support of the individual needs of our employees, including appropriate arrangements for dignity at work, and promotion of equality. Our aim is that, through strong people management practices, our staff feel supported and treated equitably, with respect, and individually, within the context of college procedures. We welcome feedback in relation to this and have a number of feedback avenues, including via line managers, Board and SLT surgeries, TU and Staff representatives, and</i>

	Establish a new social activity group to take forward a series of actions for departments to interact, collaborate and engage more effectively to share ideas and understand each areas role within the college.	This is already in place	There was a suggestion that there required to be a clarification as it was not apparent how the group social activities, whilst valued, would impact on the sharing of ideas and understanding of areas in a work context.	<i>college procedures"</i> Refer back to the Inconsistency SLWG, social activity group is welcome, but perhaps reframe the aim of the group.
Communication	<p>Clear guidelines should be formulated and published for the use of each method of communication.</p> <ul style="list-style-type: none"> <li>• Yammer – updates – 2-way communication</li> <li>• Email – formal communication</li> <li>• Newsletter – informal updates and social updates including staff/student achievements</li> <li>• SLT Surgery – informal 2-way communication of issues</li> <li>• Chain of management</li> <li>• Skype for Business/Teams – teams communication</li> <li>• Webex Teams – communication with Externals</li> <li>• Clarity of terms – Glossary – ensure everyone knows what each term means (particularly acronyms/initialisms)</li> <li>• Review terms for ease of use/understanding/accessibility</li> </ul>	This would be a large and complex task requiring significant constructive input to arrive at a comprehensive output.	There was concern that this objective may result in a multitude of guidelines to cover the multitude of communication methods, and a suggestion that staff be reminded to be considerate of the platform they are using and the intended recipient.	<p>Refer back to the SLWG and request that they add to the document provided outlining communication method, examples of where each is appropriate, where these are published (if relevant) for issuing to all staff and publication on Sharepoint and Induction.</p> <p>Message to staff to include a request to be mindful of working arrangements of others, number of communications, tone of communication, potential impact on the recipient.</p>
	It is recommended SLT surgeries should be offered out to be attended virtually as	This is already in place		No further action required

	opposed to only face-to-face going forward.			
	It is recommended that Moray College UHI defines their Consultation Process to Decision Making for all staff members	During lockdown sharepoint has been used to communicate what has been agreed and decisions taken from meetings, LRPA defines the formal consultation process.	It was noted that Sharepoint is a tool for recording where decisions are made but that this was moving away from a more relaxed approach, and a suggestion that more work was required to address this objective.	Produce a document to be published on Sharepoint and the Intranet detailing meeting structure, membership of meetings, range of matters considered, communication flow and publication arrangements – Request that the Communication and Decision Making groups contribute to the document.
Decision Making	Defining the boundaries and responsibilities relating to decision making, thus, ensuring decisions made, have ownership and implementation at SLT, SCT, CMT and Area Teams levels.	This would be helpful but requires significant constructive input to be as comprehensive as possible. Decisions should be taken at the appropriate level as determined by the job description and any relevant procedure etc.	It was considered that the objectives overlapped and that this was regarding agenda setting, recording outcomes and publishing these.	The above would support this although it is unlikely to be able to fully comprehensively detail all decision making in the college.
	The structure and expectations of team meetings to be clear and concise, including actions from team meetings to be documented and accessible, across the board.	This was suggested to CMT members previously but the suggestion did not find favour. Revisit?	As above	As above
	Managers to take responsibility for their collaborative decision making and to have a greater awareness and understanding of processes and procedures.	Agreed, welcome feedback on how to implement	As above	As above

### Action Requested

The Trade Union and Staff Representatives are invited to consider and feedback upon the representation of their views and also the proposed next steps.

<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	Staff Development Activities 20/21			
<b>Brief summary of the paper:</b>	The attached report is provided to update the committee in relation to Staff Development Activities which are taking place and in plan. It must be highlighted that the plans in relation to the provision of training for this session have been impacted by Covid-19.			
<b>Action requested/decision required:</b>	The attached paper is provided for noting, comment and guidance. Where the Committee's approval is being sought, this is identified within the paper.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	4 November 2020			
<b>Date of committee meeting:</b>	10 November 2020			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	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.			
<b>Consultation:</b> 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.			
<b>Equality and diversity implications:</b>	Access to staff development activities are considered on an ongoing basis, adjustments to timings and formats being made as necessary.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	The staff development budget has been reviewed this session and activities are provided within the available budget.			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>				

## 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.

This paper is the ongoing report and the annual report will be provided at a meeting following the completion of session 2019/2020. Given that the paper reports annually on staff development by session then it is suggested that this be provided at the meeting held in the later part of the session.

It is the case that the plans for training have been impacted by the current Covid-19 crisis. However, the college has undertaken a review of the mandatory Moray College Training Modules which are in place for staff and all staff have been signposted to complete these where they can. It is also the case that the College Online Induction has been reviewed and updated and this too has been provided to all staff.

## Staff Development Activities from Aug 2020 – Ongoing Activities

### 1.1 Staff Development/Blue Sky Days

1.1.1 Staff Development Days (this year the August programme was spread over a three week period to maximise access – the evaluation of this programme is provided below)

Monday 17/8/20	10-11am	Brightspace Enrolling Students and Groups	Mike McGlynn
Tuesday 18/8/20	11-12pm	Brightspace Release Conditions	Mike McGlynn
Tuesday 18/8/20	2-3pm	Making Digital Learning Interactive and Engaging	Jodie Salmon
Wednesday 19/8/20	12-1pm	How to Make Effective Use of Learning Resources Online	Jodie Salmon
Wednesday 19/8/20	3-4pm	Brightspace Quizzes	Mike McGlynn
Thursday 20/8/20	2-3pm	Brightspace Assignments and Grades	Mike McGlynn
Thursday 20/8/20	3-4pm	Making Digital Learning Interactive and Engaging (repeat)	Jodie Salmon
Friday 21/8/20	10-11am	How to Make Effective Use of Learning Resources Online (repeat)	Jodie Salmon
Friday 21/8/20	1-2pm	Brightspace Surgery – please email in questions.	Mike McGlynn

Week Commencing 24 <sup>th</sup> August			
	Time	Session	Facilitator
Monday 24/8/20	10-11.30	Microsoft Teams	Louisa Thain
Monday 24/8/20	11-12pm	Brightspace Discussions	Mike McGlynn
Tuesday 25/8/20	9-10am	Brightspace Checklists	Mike McGlynn
Wednesday 26/8/20	10.30-12	Microsoft Teams	Louisa Thain
Wednesday 26/8/20	12-1pm	Brightspace Structure and Visual ToC	Mike McGlynn
Thursday 27/8/20	9.30-11	Microsoft Teams	Louisa Thain
Thursday 27/8/20	12-1pm	Brightspace Virtual Classroom	Mike McGlynn

Friday 28/8/20	1-2pm	Brightspace Surgery – please email in questions.	Mike McGlynn
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Week Commencing 31 <sup>st</sup> August			
	Time	Session	Facilitator
Monday 31/8/20	10-11am	Brightspace ePortfolio	Mike McGlynn
Tuesday 1/9/20	3-4pm	Brightspace Marking	Mike McGlynn
Wednesday 2/9/20	9-10am	Brightspace Badges and Awards	Mike McGlynn
Thursday 3/9/20	12-1pm	Brightspace Uploading HTML Packages (e.g. Forge)	Mike McGlynn
Friday 4/9/20	1-2pm	Brightspace Surgery – please email in questions.	Mike McGlynn

### 1.1.2 Blue Sky Days

There has been varied feedback in relation to the operation of the Blue Sky days with the Inconsistency SLWG (which emerged from the consideration of the Staff Survey results) considering the Blue Sky days most recently and providing an objective to, *“Develop a clear terms of reference for Blue Sky Days which respects the need for flexibility and allowing each team to decide their own Blue Sky Day and determine the activity to take place”*. The proposed next steps in relation to this were presented at the most recent JCC on 29 October 2020 (there is no feedback as yet) to be, *“Refer back to the inconsistency SLWG to develop the Terms of Reference. Thereafter publish ToR via CMT on Sharepoint and Induction materials. ToR to include the arrangement, by line managers, of a number of BSD per year, collaborating as appropriate and reporting via the EREP process”*. In the absence of any feedback then this will be progressed.

## 1.2 Staff Development Activities outwith the Staff Development Days

Significant support is being provided to staff by the Learning Coach and Brightspace Champion including the following:

- Learning and Teaching Forum: A Learning and Teaching Forum has been established provide weekly posts including advice, news and/or resources to support learning and teaching throughout the year
- Weekly Updates from the Brightspace Champion including:
  - Support of the use of Webex
  - Links to Brightspace Tutorials
  - Using Yammer
  - Supporting Learning Online Courses using Brightspace
  - Ways to track student engagement and progress
  - Recording attendance
  - Intelligent Agents
  - Quizzes
  - Module Reading Lists
  - Consistency of experience across a programme
  - - and more

## 1.3 External Signposting

A number of training courses, webinars and seminars are signposted to the staff throughout the session.

- Through the Learning and Teaching Academy:
  - National Teaching Fellowship Scheme
  - Collaborative Award for Teaching Excellence
  - ALPINE
  - Educational Leadership Symposium
  - Condensed learning diaries for reflective development
  - All about Aurora
  - Student surveys, what do they tell us?
  - Evaluating the longitudinal impacts of the Integrated Land Use Conference: are we influencing mindsets of current and future land managers?
  - Wikimedia in Education - Write it, don't Cite it:
  - Going Digital in the Creative Arts
  - First steps to conference presentation
  - Introduction to digital scholarship
  - ALPINE: Seeking Professional Recognition through ALPINE: An Introduction
  - Mentoring: an Introduction to the University Mentoring Scheme:
  - Assessment and Feedback Symposium
  - International Women's Day
- Promoting a Positive Learning Environment Webinar

#### 1.4 Online Training

##### 1.4.1 The following courses are provided online for staff

- As stated above the suite of 9 training modules including Health and Safety, Equality and Diversity, Data Protection, Customer Care, Bullying and Harassment have been updated and provided to staff during the Covid-19 crisis.
- PREVENT training (government training)
- Information Security (UHI Brightspace)
- Data Protection and GDPR (UHI Brightspace)
- Equalities Impact Assessment (UHI Brightspace)
- Freedom of Information (UHI Brightspace)
- Bribery Act (UHI Brightspace)
- Corporate Parenting (UHI Brightspace)
- Student Carers (UHI Brightspace)
- HEIful Tool: To support staff confidence in supporting students around mental health (signposted by Student Advice Manager)

#### 1.5 ERASMUS Supported Activities

- These have been impacted by Covid 19 – there will be no ERASMUS supported trips in session 20/21

#### 1.6 Individual activities supported by the Staff Development Budget in session 20/21

A number of individual activities are being supported through the staff development budget in 20/21. These activities mostly emerge from the Staff Review Process.

- 8 teaching staff members are undertaking TQFE
- 7 staff undertaking qualifications at or above SCQF level 9
- 13 staff undertaking other qualifications/courses
- 7 staff undertaking assessor or verifier awards

#### 1.7 Flexible Workforce Development Fund

The college bid for funds under the Flexible Workforce Development Fund to support training activities. The 19/20 bid was being developed although there was limited feedback regarding what that might contain. Prior to the closure of the buildings indications were that the training programme would include the following (although this is obviously on hold now). It is considered that a new bid should be developed and this is likely to include items such as:

- Specific H & S Training following the extensive training needs analysis undertaken
- Mental Health Training
- Using technology to enhance efficiency

### 1.8 Health and Safety Training

A training needs assessment has been undertaken to inform a training plan for when the college building reopen. This covers a large number of common and specific health and safety training areas and now that the H,S&W Officer is in post, plans are being developed to develop and delivery this training. The areas covered in this matrix are as follows:

- Induction H & S
- Online H & S Module 1
- Online H & S Module 2
- IOSH Managing Safely
- IOSH Working Safely
- COSHH Awareness
- COSHH Assessor
- DSE Awareness
- DSEAR Awareness
- Fire Safety Awareness
- Fire Warden
- First Aid
- Food Safety/Hygiene
- Ladder Safety
- LOLER Awareness
- Manual Handling
- Noise Awareness
- Office Safety
- PPE
- Pressure Systems
- PUWER
- Risk Assessment
- Vibration Awareness
- Work At Heights
- Abrasive Wheels
- Bandsaw
- Machining
- Pedestal Drill
- Welding



- Woodworking
- Fork Lift Driving
- Minibus Driving

## Evaluation of August Staff Development Activities (provided by HR Advisor)

### **Introduction:**

The staff development sessions took on a new format this Academic session due to the pandemic of COVID-19.

Sessions were delivered virtually via Microsoft Teams and were held over the 3 weeks beginning Monday 17<sup>th</sup> August, by Internal Trainers, Jodie Salmon – Learning Coach, Mike McGlynn – Brightspace Champion and Complementary Therapies Lecturer and Louisa Thain – IT Trainer. The focus for the staff development sessions was to upskill staff on a Blended and Online delivery approach to teaching this semester.

There were 22 sessions held in total, with some extra sessions on Brightspace held at later dates to ensure all staff were given the opportunity to attend and to cover parts that had come out of the Brightspace Surgery Question and Answer sessions.

A 'Welcome Back' communication was sent to all staff on 14<sup>th</sup> August 2020 from the principal, David Patterson to provide staff his usual update to start the Semester, which also included the programme of events and to encourage bookings through Microsoft Forms. Sessions were well attended in the first 2 weeks, however the third weeks Brightspace sessions were not as well attended.

Evaluation sheets were sent out to all staff that attended sessions via email, however this did have an impact to the amount of evaluations that were returned, in turn the data collated below. Feedback from the evaluation forms returned is collated below.

### **Staff Development Programme of Events**

#### **Week Commencing 17<sup>th</sup> August 2020**

<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Description</u></b>	<b><u>Facilitator</u></b>
Monday 17 <sup>th</sup> August	10.00-11.00am	Brightspace - Enrolling Students and Groups	Mike McGlynn
Tuesday 18 <sup>th</sup> August	11.00-12.00pm	Brightspace – Release Conditions	Mike McGlynn
Tuesday 18 <sup>th</sup> August	14.00-15.00pm	Making Digital Learning Interactive	Jodie Salmon
Wednesday 19 <sup>th</sup> August	12.00-13.00pm	Effective Use of Online Resources	Jodie Salmon
Wednesday 19 <sup>th</sup> August	15.00-16.00pm	Brightspace – Quizzes	Mike McGlynn
Thursday 20 <sup>th</sup> August	14.00-15.00pm	Brightspace – Assignments and Grades	Mike McGlynn
Thursday 20 <sup>th</sup> August	15.00-16.00pm	Making Digital Learning Interactive (repeat)	Jodie Salmon
Friday 21 <sup>st</sup> August	10.00-11.00am	Effective Use of Online Resources (repeat)	Jodie Salmon

Friday 21 <sup>st</sup> August	13.00-14.00pm	Brightspace Surgery – Q & A on Brightspace	Mike McGlynn
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#### **Week Commencing 24<sup>th</sup> August 2020**

<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Description</u></b>	<b><u>Facilitator</u></b>
Monday 24 <sup>th</sup> August	10.00-11.30am	Microsoft Teams – The Basics	Louisa Thain
Monday 24 <sup>th</sup> August	11.00-12.00pm	Brightspace – Discussions	Mike McGlynn
Tuesday 25 <sup>th</sup> August	9.00-10.00am	Brightspace – Checklists	Mike McGlynn
Wednesday 26 <sup>th</sup> August	10.20-12.00pm	Microsoft Teams – The Basics	Louisa Thain
Wednesday 26 <sup>th</sup> August	12.00-13.00pm	Brightspace – Structure and Visual ToC.	Mike McGlynn
Thursday 27 <sup>th</sup> August	9.30-11.00am	Microsoft Teams – The Basics	Louisa Thain
Thursday 27 <sup>th</sup> August	12.00-13.00pm	Brightspace – Virtual Classrooms	Mike McGlynn
Friday 28 <sup>th</sup> August	13.00-14.00pm	Brightspace Surgery – Q&A on Brightspace	Mike McGlynn

#### **Week Commencing 31<sup>st</sup> August 2020**

<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Description</u></b>	<b><u>Facilitator</u></b>
Monday 31 <sup>st</sup> August	10.00-11.00am	Brightspace – Portfolio	Mike McGlynn
Tuesday 1 <sup>st</sup> September	15.00-16.00pm	Brightspace – Marking	Mike McGlynn
Wednesday 2 <sup>nd</sup> September	9.00-10.00am	Brightspace – Badges and Awards	Mike McGlynn
Thursday 3 <sup>rd</sup> September	12.00-13.00pm	Brightspace – Uploading HTML	Mike McGlynn
Friday 4 <sup>th</sup> September	13.00-14.00pm	Brightspace Surgery – Q&A on Brightspace	Mike McGlynn

#### **Data collated from Event Evaluation Forms**

<b>Title</b>	<b>Brightspace Enrolling Students and Groups</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• Enrolling students using student numbers from the enrolment report</li> <li>• Creating Groups – functions, settings and uses</li> <li>• Basic Groups Release Conditions to tailor the learning pathway</li> </ul>
<b>No. of attendees</b>	<b>Booked: 41 Attended: 38</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Length of time</li> <li>• Focus of Content</li> <li>• Interactive speaker and explains well</li> <li>• Good pace of delivery</li> </ul>

	<ul style="list-style-type: none"> <li>• Mike is a very good tutor, who explains learning very clearly and goes at a pace that suits the learners. He is very adaptable, should a learner ask a question.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• Touching upon the difference to process of enrolling staff</li> <li>• Can go over things a little too quickly</li> <li>• Possibly a slower delivery for new people to Brightspace</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Practical 'how's' of how to enrol students</li> <li>• How to access different info re your unit/module</li> <li>• That you can utilise group access functionalities to areas in Brightspace</li> <li>• Can now Enrol Students</li> <li>• Can do as one large group</li> <li>• Clearer understanding of procedure</li> <li>• I can make the BS space 'inactive' and then change to 'active' when the content is ready for students</li> <li>• I will check to see if students aren't already enrolled prior to enrolling anyone manually</li> </ul>
<b>Please Quote Me comments</b>	<p>'Mike has been fab – So accessible and helpful, even out with the scheduled sessions'</p> <p>'Excellent Brightspace training with experienced lecturer'</p> <p>'Clear explanation, easy to follow'</p> <p>'This will enhance the student experience by making me more efficient in the know how of working with Brightspace'</p> <p>'Very well organised and run event, full of tips, knowledge and how to achieve with using Brightspace'</p> <p>'Mike is a godsend – Give him an Award'</p>

<b>Title</b>	<b>Brightspace Release Conditions</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• What are Release Conditions <ul style="list-style-type: none"> <li>○ Definition,</li> <li>○ Functions,</li> <li>○ Uses,</li> <li>○ Application</li> <li>○ Tailoring the learning pathway</li> </ul> </li> </ul>
<b>No. of attendees</b>	<b>Booked: 42 Attended: 35</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• All of it</li> <li>• Mike is a very good tutor, who explains learning very clearly and goes at a pace that suits the</li> </ul>

	learners. He is very adaptable, should a learner ask a question.
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• More time</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• I plan to use release conditions with checklists</li> <li>• I will also use them with Awards and Badges</li> <li>• I will link with a digital checklist version of the UHI Undergraduate Assessment Cover Sheet</li> </ul>
<b>Please Quote Me comments</b>	<p>‘Just will take time till one gets used to BS and all it advantages.’</p> <p>‘This event will enable me to design the flow of learning resources on BS for sequential learning.’</p>

<b>Title</b>	<b>Making Digital Learning Interactive</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• The Main concerns and potential obstacles of engaging students in online learning</li> <li>• Top 10 tips on how to enhance engagement with online learning and how to implement them</li> <li>• A Professional discussion on overcoming obstacles and fears with online teaching and engaging students</li> </ul>
<b>No. of attendees</b>	<b>Booked:</b> 77 Over 2 Sessions <b>Attended:</b> 55 Over 2 Sessions
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Presenter was clear and enthusiastic</li> <li>• Some very helpful ideas for using in the virtual classroom and Jodie showed us exactly how to implement them.</li> <li>• Jodie’s ten tips and trying-out the engagement from a student perspective (i.e. three words to share how you are feeling about the course and drawing a picture of your concerns for students)</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• As I’m still at beginner level, would have been helpful to have more slowly stepped through basics of how to make .PPT more visual/how to share screen smoothly</li> <li>• It would have been interesting to understand how you can better share a screen with students and see their “chat” feedback at the same time.</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Important to try and get to know your group of students – use chat facility</li> <li>• Need to set up virtual classroom and practise before doing workshops live with students</li> <li>• Experiment with more visual aspects of .PPT</li> <li>• Tweak lessons to incorporate Jodie’s suggestions</li> </ul>

	<ul style="list-style-type: none"> <li>• Better balance talking &amp; tasks to prevent students' zoning out</li> <li>• Use breakout rooms when these become available</li> </ul>
<b>Please Quote Me comments</b>	<p>'Online learning experience is not just doing same as in-class – approach needs to be adapted'</p> <p>'Jodie's a great example of an approachable, effective College lecturer who is an inspiration due to her passion for engaging with students.'</p>

<b>Title</b>	<b>Effective Use of Online Resources</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• The Main learning resources used in face to face learning and teaching and how they are used</li> <li>• Top 10 tips on how to make teaching materials more interactive and a great virtual learning resource</li> <li>• A Professional discussion on how to make learning resources more interactive and engaging, whilst speaking about the different technologies available to use through UHI.</li> </ul>
<b>No. of attendees</b>	<b>Booked:</b> 64 Over 2 Sessions <b>Attended:</b> 34 Over 2 Sessions
<b>% of participants rating the overall value as being good and excellent</b>	86%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Good range of ideas to present content</li> <li>• Really useful session, considering that we will be remote teaching and delivering to students online. Good ideas for different resources.</li> <li>• I enjoyed the breakdown of the topics. 4 resources to focus on. It was simple but gave lots of ideas.</li> <li>• Liked how Jodie had divided session into main ways in which content is delivered physically and then gave practical examples as to how that could translate online.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• Could include more information about accessible resources (e.g. for those with dyslexia)</li> <li>• Instructions on joining the session could have been clearer – it would have been good had we had training on WebEx prior to attending training being delivered on the platform. It was difficult to access.</li> <li>• Jodie mentioned so many good examples/approaches, many of which I do not have tech ability in at present and there wasn't time to go through the 'how do I actually do that' part.</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Confirmed key aspects of sharing visuals in a way that keeps the learner engaged.</li> <li>• Encourage the chat and hand up facility more.</li> <li>• To take a multi-faceted approach to delivering online resources.</li> </ul>

	<ul style="list-style-type: none"> <li>• Simplifying PowerPoint slides</li> <li>• Making learning materials and links catchy and bright</li> <li>• Workbooks and checklists will be effective</li> <li>• Need to find time to invest in mastering whatever 'digital tools' are going to be most appropriate.</li> <li>• Try and find out what approaches different lecturers are taking so that study skills can fit with their approach</li> </ul>
<b>Please Quote Me comments</b>	<p>'Highlighted for me the need to form and develop engagement of the learner for my PAT role quickly on 1-1 to get all individuals settled and reinforce and respond to their concerns as I would face to face but probably more.'</p> <p>'Clear and Engaging'</p> <p>'The event made me consider how I deliver during my lessons.'</p> <p>'I think students will benefit from clear guidance, more catchy presentations and clear guidance on web links which will provide a better experience.'</p>

<b>Title</b>	<b>Brightspace Quizzes</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• Creating Quizzes</li> <li>• Student access</li> <li>• Creating Questions</li> <li>• Types</li> <li>• Sections</li> <li>• Assigning Marks</li> <li>• Marking Automatically/manually</li> <li>• Setting up Submission views, reports, and Creating a grade item for the quiz.</li> </ul>
<b>No. of attendees</b>	<b>Booked: 52 Attended: 35</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Being able to ask any questions as they arise.</li> <li>• Sharing screen and taking us through setup and options</li> <li>• We were encouraged to use the chat tool down the side for any questions, so it was interactive between all the staff as well as Mike, so a lot of information was passed on.</li> <li>• Demo of how to build quizzes and then also how students would view and answer quiz themselves.</li> <li>• Being shown how to do the different types of question.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• BS is such a huge resource, so perhaps the session could have been split as beginners/intermediate so we could develop go over lots more new info too.</li> </ul>

	<ul style="list-style-type: none"> <li>• Only that it ran over and a few of us had to leave for other meetings so missed the marking guidance.</li> <li>• Some lecturers have more experience using Brightspace than others, so if you are up to speed on something you can lose focus on information that you know already. Maybe splitting sessions – new Brightspace users, more experienced users etc.</li> <li>• Timing needs to be more realistic.</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• I am planning to set up quizzes for all units I am teaching</li> <li>• Make more use of quizzes to gauge student understanding.</li> <li>• Add in video quizzes to some of my delivery.</li> <li>• Need to practice with tool</li> <li>• Need to find out how quiz created in one Brightspace module could be shared with another</li> <li>• have already started making quizzes.</li> <li>• I will use the info from the quizzes to appropriately support the student.</li> </ul>
<b>Please Quote Me comments</b>	<p>‘With so much moving online, this will help us keep students’ progress up to date and more engaging than word documents.’</p> <p>‘The session was useful, especially during remote working and online delivery.’</p> <p>‘Mike’s enthusiasm for Brightspace is infectious!’</p> <p>‘Staff are more aware of what students know or still need to know and can plan appropriately. It can provide evidence.’</p>

<b>Title</b>	<b>Brightspace Assignments and Grades</b>
<b>Aim</b>	The Assignments tool is used to create and track formative and summative Assessment submissions, and the Grades tool both enhances this and allows learners to keep track of their progress and access feedback all in one place.
<b>No. of attendees</b>	<b>Booked: 51 Attended: 35</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Mike is a very good tutor, who explains learning very clearly and goes at a pace that suits the learners. He is very adaptable, should a learner ask a question.</li> <li>• Lots of questions, was able to “see” how to set up the grade book, how it looked from a student’s view etc.</li> <li>• Learning procedures how to do this topic.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• More time allocated to the session.</li> </ul>

<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• I will need to setup a Grades Book for this new session, for each degree module.</li> <li>• I will need to setup a Grade Scheme for this new session, for each degree module.</li> <li>• I'm going to revise how I setup Rubrics last session.</li> <li>• I will use the grade book function.</li> </ul>
<b>Please Quote Me comments</b>	<p>'This event will enable me to create Grades and Assignments for my degree modules on Brightspace, keeping all learning online.'</p> <p>'I thought this session was helpful. Needed more time, as there was a huge amount of information to get through.'</p> <p>'First time using this, so all informative.'</p>

<b>Title</b>	<b>Microsoft Teams – the Basics</b>
<b>Aim</b>	<p>How to:</p> <ul style="list-style-type: none"> <li>• Download Teams on to different devices</li> <li>• Activity</li> <li>• Chat</li> <li>• Calendar</li> <li>• Create a Meeting using the Calendar</li> <li>• Search Contacts</li> <li>• Make a Call</li> <li>• Change your status</li> </ul>
<b>No. of attendees</b>	<b>Booked:</b> 136 Over 3 Sessions <b>Attended:</b> 73 Over 3 Sessions
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• The presenter covered all the aims of the session in a timely manner. They explained the workspace, tools and different features very clearly and asked for questions from the attendees.</li> <li>• Relaxed atmosphere. Felt you could ask things.</li> <li>• Clear delivery and use of screen share.</li> <li>• Was able to read the items on screen which is sometimes more difficult in a classroom situation trying to read from a whiteboard screen especially if you are at the back of a room.</li> <li>• Good to see demo of basics of how Microsoft Teams works as communication tool.</li> <li>• Louise worked through the aims and answered questions as we went along.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• Hard to say because you only know once you start practising for real.</li> <li>• Not all functions attempted could be demonstrated.</li> <li>• Might have been better for interaction if it had been a face to face training session. Some things seemed to have changed since Louisa's previous</li> </ul>



	<p>session so she was a bit thrown when demonstrating some parts.</p> <ul style="list-style-type: none"> <li>• Presenter should have been given clearer guidelines from UHI as to when Teams is rolling out, who is to use it and how. Lack of clarity about use of different platforms is confusing for staff, and will be even more so for students.</li> <li>• Possibly a faster pace but I appreciate that others might have been seeing Teams for the first time</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• I plan to use Teams more, in order to learn about the workspace, tools and features.</li> <li>• I have already used it to video call a colleague and we shared each other's screens.</li> <li>• Keep up to date with any changes, before students are given access.</li> <li>• Need to practise.</li> <li>• Use the calendar feature for scheduling</li> <li>• Be aware of GDPR issues when sharing screens/recording sessions become routine</li> <li>• Request meetings with confidence when chat/email are not the most suitable mode of communication</li> <li>• Not try to use Teams yet for teaching (this was a useful point of clarification)</li> </ul>
<b>Please Quote Me comments</b>	<p>'This event may enhance the student experience, when students are given access to use it, then I may use it as a communication tool.'</p> <p>'Thank you very much. Keep sharing all your knowledge – super helpful.'</p> <p>'I know I didn't take it all in but I do know who to go to for advice.'</p> <p>'Excellent session as explained well.'</p> <p>'Staff are trained and look professional. Online experience will be better for students.'</p> <p>'MS Teams can run quietly in the background and easily notify you of any communication that you receive – we should use it more.'</p> <p>'Learned much from this tutorial and hope to use this platform in the future.'</p> <p>'Better connected teams should work more effectively to delivery for students.'</p>

<b>Title</b>	<b>Brightspace Discussions – No Evaluations received</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• What are Brightspace Discussions?</li> <li>• How do you access Brightspace Discussions?</li> <li>• How do you create Brightspace Discussions? (including group discussions)</li> <li>• How to place discussions so they are meaningful to learners</li> </ul>

	<ul style="list-style-type: none"> <li>• Grading Discussions</li> <li>• Using Release Conditions with Discussions</li> </ul>
<b>No. of attendees</b>	<b>Booked: 28 Attended: 20</b>

<b>Title</b>	<b>Brightspace Checklists</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• What are Brightspace Checklists?</li> <li>• How do you access Brightspace Checklists?</li> <li>• How do you create Brightspace Checklists?</li> <li>• Using Release Conditions with Brightspace Checklists</li> <li>• Placing Checklists to make them meaningful to learners</li> </ul>
<b>No. of attendees</b>	<b>Booked: 26 Attended: 18</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• The flexibility of the flow from various Q&amp;A's.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Design a checklist for each course area that I cover</li> <li>• Become more familiar with Brightspace and its capabilities</li> </ul>
<b>Please Quote Me comments</b>	'It's great to know that these tools exist and be able to have face to face (virtual) training to explain it fully.'

<b>Title</b>	<b>Brightspace Structure and Visual ToC – Only 1 Evaluation received</b>
<b>Aim</b>	<p>Structuring and laying out content</p> <ul style="list-style-type: none"> <li>• Using the Course Builder tool</li> <li>• Modules, submodules and hierarchy</li> <li>• Placing and moving content in modules and submodules</li> <li>• Making content visible/invisible</li> <li>• Placing other tools in Content to make it easy to access (Discussions, Assessments, Quizzes etc.)</li> <li>• Examples of Weekly layouts and Topic/LO layouts</li> </ul> <p>Structuring the Visual Table of Contents</p> <ul style="list-style-type: none"> <li>• Consistency</li> <li>• Visual changes</li> <li>• Flip over Content descriptions</li> </ul>
<b>No. of attendees</b>	<b>Booked: 25 Attended: 14</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Gaining knowledge and how to best get the use from this</li> </ul>

Examples of comments about what aspects could have been better	<ul style="list-style-type: none"> <li>All new to me</li> </ul>
Examples of actions to be taken as a result of the event	
Please Quote Me comments	

<b>Title</b>	<b>Brightspace Virtual Classrooms</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>Using Webex Meetings <ul style="list-style-type: none"> <li>Setting up and scheduling Meetings through Brightspace</li> <li>Accessing uhi.webex.com to change meeting settings and invite attendees</li> <li>Sharing your screen</li> <li>Using the Whiteboard</li> </ul> </li> </ul>
<b>No. of attendees</b>	<b>Booked: 72 Attended: 48</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>Mike was very knowledgeable and answered all questions, him sharing his screen to show us around Brightspace was helpful.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>This isn't a criticism, but it's difficult to follow what is being said in the meeting AND the chat. And you feel there could be vital info covered in both, but you might miss one in focussing on the other.</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>Create a Webex meeting for my LDW sessions</li> <li>Continue to play about with Brightspace to become more familiar with it.</li> <li>Record videos for uploading via webex.com</li> <li>Not use 'training', stick to 'meeting'</li> </ul>
<b>Please Quote Me comments</b>	

<b>Title</b>	<b>Brightspace ePortfolio</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>Basics of Brightspace ePortfolio</li> <li>How to access the ePortfolio</li> <li>Where you find the ePortfolio</li> <li>What you can do with ePortfolio</li> <li>Sharing ePortfolio items with the instructor and other people.</li> </ul>
<b>No. of attendees</b>	<b>Booked: 39 Attended: 20</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>Seeing the different pieces of work, you can put into the e-portfolio</li> </ul>

	<ul style="list-style-type: none"> <li>• Covering the basics of creating a new presentation.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• Maybe a slower delivery for novices that are new to this.</li> <li>• How to support students to set up a portfolio for themselves.</li> <li>• Identifying how I can incorporate it into my delivery.</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Encourage Students to use it and reflect in e-portfolio during activities, videos etc.</li> <li>• See if I can use it as a way of gathering holistic evidence.</li> <li>• I will investigate this feature and see how I can use it in my delivery and how the students could use it for reflection</li> </ul>
<b>Please Quote Me comments</b>	‘A follow up event on the e-portfolio would be good, once we have started using it with students.’

<b>Title</b>	<b>Brightspace Marking – No Evaluations Received</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• Ways to mark in Brightspace</li> <li>• Marking anonymously</li> <li>• Brightspace Annotation Tools</li> <li>• Adding Marks through Grades</li> <li>• Marking Discussions</li> </ul>
<b>No. of attendees</b>	<b>Booked: 43 Attended: 9</b>

<b>Title</b>	<b>Brightspace Badges and Awards – Only 1 Evaluation received with no comments.</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• What are BS Badges and Awards?</li> <li>• How do you create badges and awards?</li> <li>• How do you set conditions for release of awards?</li> <li>• What sort of things do you want to associate badges and awards with?</li> <li>• Examples</li> </ul>
<b>No. of attendees</b>	<b>Booked: 22 Attended: 6</b>

<b>Title</b>	<b>Uploading HTML e.g. Forge – No Evaluations Received</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• Uploading HTML objects (e.g. Forge files – designed for the web and/or designed for Brightspace)</li> <li>• Uploading SCORM objects (e.g. Wimba)</li> <li>• Adding the objects to Content in Brightspace</li> <li>• Navigating the objects in Brightspace</li> </ul>
<b>No. of attendees</b>	<b>Booked: 21 Attended: 4</b>

### Single Policy Environment

The Dir of HR & OD is a member of a SLWG considering a single policy for staff development. This is likely to be an overarching policy with procedures and activities being undertaken locally. It is an opportunity however to work collaboratively on compulsory training and staff development days, perhaps for development such as supporting our managers to develop the coaching approaches required of the GTCS framework.

<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	Policies due for Review			
<b>Brief summary of the paper:</b>	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. The SGC also receive an annual report on progress provided the HR Manager, this paper includes this report.			
<b>Action requested/decision required:</b>	The attached procedure(s) have been considered by the HR Policy Review Group and, where noted, SLT and are provided for comment and ratification (if considered appropriate). Those that have not yet been considered by the SLT will be provided to the SLT for their consideration and the SGC are asked to ratify subject to agreement by the SLT.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	4 November 2020			
<b>Date of committee meeting:</b>	10 November 2020			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	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.			
<b>Consultation:</b> 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 college intranet. Staff are signposted to reviewed procedures by email.			
<b>Equality and diversity implications:</b>	Equality Impact Assessments are undertaken as part of the review cycle.			
<b>Resource implications:</b>				

<i>(If yes, please provide detail)</i>	
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	

## 1. HR Policy Review - Annual Report

The following is the annual report provided by the HR Manager. The committee are asked to note in particular the two highlighted **red** elements. The development of a framework for registration of lecturing staff by GTCs (as per the National Working Practices Arrangements), is underway on a UHI Partnership basis. This will necessitate a complete and significant review of the College Staff Review Scheme and therefore this procedure has been added to those requiring review this session.



### HR POLICY REVIEW GROUP

**This Human Resources report covers the current status of all policies and procedures, provides an update on the developments within the 2019/2020 session and outlines the intentions for the 2020/2021 session.**

#### Members

The HR Policy Review Group is attended by:

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

Current membership is:

- Nikki Yoxall, Director – Chair
- Shelly McInnes, Director of Finance

Jackie Andrews, Head of Academic P'ships  
Garry Rendall, Head of Curriculum  
Alistair Fowlie, EIS/FELA representative  
Louise Proctor, UNISON representative  
Heather Hagen, Support Staff Representative  
Jane Pickthall, Teaching Staff Representative  
Carolyn Thomson, HR representative  
Clare Alexander, HR Manager

This membership has been in place since April 2020 and will continue into the new session with the exception of Heather Hagen who is no longer in the support staff representative role, and is replaced by Sharon Wood.

The membership to April 2020 was:

Derek Duncan, Director – Chair  
Jackie Andrews, Head of Academic P'ships  
Garry Rendall, Head of Curriculum  
Catriona McBain, EIS/FELA representative  
Louise Proctor, UNISON representative  
Heather Hagen, Support Staff Representative  
Alistair Fowlie, Teaching Staff Representative  
Carolyn Thomson, HR representative  
Clare Alexander, HR Manager

### **Meetings in 19/20 session**

Meetings took place on the following dates:

26<sup>th</sup> November 2019  
16<sup>th</sup> January 2020  
23<sup>rd</sup> April 2020

The policies and procedures reviewed were:

<u>26<sup>th</sup> November 2019</u>	<u>16<sup>th</sup> January 2020</u>	<u>23<sup>rd</sup> April 2020</u>
IT Acceptable Use Policy	Stress in the Workplace	Recruitment and
Selection		
Long Service Award	Rehabilitation Procedure	Absence from
Work Procedure		



Overtime Working Procedure      Employee Leaving Arrangements      Relocation  
Scheme  
Qualifying Period

A meeting was scheduled for 10<sup>th</sup> June however due to the demands and disruption caused by the impact of COVID-19 this was cancelled to enable the members to concentrate on more pressing matters. This led to the Recruitment and Selection Procedure being behind schedule and a request to extend the revision date for several months was made to the Staff Governance Committee. The procedure was reviewed by the Group in September and sent to the Staff Governance Committee in November for ratification, ensuring that that all policies and procedures are within the review dates timetabled.

The following policies/procedures were ratified by the Staff Governance Committee in the 2019/2020 session and are now active:

Long Service Award  
Overtime Working Procedure  
Qualifying Period  
Employee's Leaving Arrangements  
Rehabilitation Procedure  
Parental Support Policy and Procedure

The following procedures were considered by the Staff Governance Committee in the 2019/2020 session and short extensions were approved:

Stress in the Workplace – an extension to the review date of this procedure was requested until a decision on the staff survey is made as the stress risk assessment process is informed by the staff survey. The recent appointment of a Health, Safety and Wellbeing Officer will also enable his contribution to be considered.

Recruitment and Selection – there was such significant discussion around proposed changes that it was not possible to agree these in the scheduled meeting. It was decided that the proposed changes would be communicated to the HR Manager to draft a revised procedure which would be sent to the HR Policy Review Group members for comment and agreement out with the meeting. Approval was requested from the Staff Governance Committee to extend the review date of the Recruitment and Selection procedure by a few

months to allow this to occur. The review has now occurred and the Recruitment and Selection procedure is ready for ratification by the Staff Governance Committee.

For clarity, the actions noted below are still relevant for the following policies/procedures:

- The Regrading & Job Evaluation Procedure review and any regrading applications are held in abeyance pending the implementation of a national procedure.
- The Staff Development Procedure is being considered by an external group to produce a single policy for UHI Partners which the HR Policy Review Group at Moray will support.
- The IT Acceptable Use Policy and Procedure is already part of the UHI Partnership Single Policy Review.
- **The Staff Review Procedure is held in abeyance pending the outcome of national and UHI developments, as stated within the audit management response.**
- The Staff Induction Procedure is held in abeyance pending the outcome of national and UHI developments, as stated within the audit management response.

### **Meetings in 20/21 session**

Meetings are scheduled to take place via Microsoft Teams on the following dates:

Tuesday 22<sup>nd</sup> September 2020 at 2pm

Tuesday 1<sup>st</sup> December 2020 at 2pm

Monday 22<sup>nd</sup> March 2021 at 2pm

Tuesday 25<sup>th</sup> May 2021 at 2pm

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 continues to be 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 meeting of 22<sup>nd</sup> September 2020 has taken place with the following actions emerging:

Relocation Procedure – the group debated the requirement for a relocation procedure given the current financial difficulties and the working environment with COVID-19. After discussion it was decided that the HR Manager would advise the Strategic Leadership Team of the HR Policy Review Group views and intends to feedback to the next HR PRG meeting on 1<sup>st</sup> December 2020.

Absence from Work Procedure and Management of Sickness Absence Policy and Procedure – there was some overlapping content within these procedures since the Absence from Work Procedure concerns time away from work of which sickness absence is one reason. It was therefore decided that both procedures should be reviewed simultaneously, taking on board the significant discussion points that emerged in the meeting. The HR Manager will work on preparing updated versions of both procedures to return to the group at the next meeting for consideration.

The current agendas for the forthcoming 2020/2021 meetings based on the rolling review timetable are:

<u>1<sup>st</sup> December 2020</u>	<u>22<sup>nd</sup> March 2021</u>	<u>25<sup>th</sup> May</u>
<u>2021</u>		
Mgt of Sickness Absence (returning) Working Policy	Redundancy Policy and Proced.	Flexible
Absence from Work Proced. (returning) Working Year	Stress in the Workplace	Shorter
Relocation Scheme (returning)		
Staff Review Procedure *		

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 as at November 2020

Impact Assessed	Policy	Last review	Next review	Current status	Risk Status
✓	Absence from Work Procedure	Dec 2016	Nov 2020	22.09.20 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	May 2020	May 2024		Low
✓	Equal Pay Statement	2020			Med
✓	Flexible Working Policy	Nov 2017	Nov 2021	25.05.21 meeting	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	UHI shared policy	
✓	Long Service Award Procedure	Jan 2020	Jan 2024		High
✓	Management of Sickness Absence	March 2017	March 2021	22.09.20 meeting	High
✓	Overtime Working Procedure	Jan 2020	Jan 2024		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	May 2020	May 2024		Med
✓	Redundancy Policy and Procedure	April 2017	April 2021	22.03.21 meeting	High
✓	Rehabilitation Procedure	Jan 2020	Jan 2024		Med
✓	Relocation Scheme	Nov 2016	Nov 2020	22.09.20 meeting	Med
✓	Shorter Working Year	Nov 2017	Nov 2021	25.05.21 meeting	Med
	Staff Development Procedure	Feb 2019	Feb 2023	UHI shared policy in development	
✓	Staff Induction Programme		Dec 2018	In abeyance	Med
✓	Staff Recruitment and Selection Procedure	July 2016	Dec 2020 - extension given	Awaiting ratification	High
✓	Staff Review Policy		Dec 2018	01.12.20 meeting	Med
✓	Stress in the Workplace	July 2016	July 2021 – 1yr extension given	22.03.21 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 at the time of review.

## 6. Consultation with staff

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

**Clare Alexander, Human Resources Manager**

**2<sup>nd</sup> November 2020**

## 2. Policies due for Review

The committee agreed an extension to the review of the Recruitment and Selection Procedure at it's last meeting. The Procedure is now provided for the committee's ratification. The changes to procedures are noted within the Revision Date and Change Log in this new format.



# MORAY COLLEGE UHI

## Recruitment and Selection Policy for Staff

<i>Update</i>	
<i>Version Date and Number</i>	September 2020
<i>Approved by</i>	Staff Governance Committee
<i>Responsibility for Policy</i>	HR Manager
<i>Responsibility for</i>	HR Manager

<i>Implementation</i>	
<i>Responsibility for Review</i>	HR Manager
<i>Date for Review</i>	September 2024

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

## Revision Date & Change Log

<b>Date of Revision</b>	<b>Brief Description of Change</b>	<b>Date Approved</b>
September 2020	Addition of – Where bids to secure development work are successful, it may be justifiable for the employee who undertook the bid request to carry out any additional work associated with the bid without the need for a full recruitment process. This course of action would be at the discretion of the line manager with the advice and guidance of the HR Section.	



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## **POLICY STATEMENT**

Moray College UHI recognises the importance of implementing a standard procedure in the recruitment of staff. This policy details the process with regards to specification, recruitment, selection and appointment of all staff, which results in a transparent, consistent and fair recruitment process.

### **1.0 INTRODUCTION**

#### **1.1 Scope**

This policy contains details of the processes and procedures that are involved in the specification, recruitment, selection and appointment of all employees, to be employed by The Board of Management of Moray College.

#### **1.2 Definitions**

Line Manager           The manager to whom the employee directly reports.

#### **1.3 Responsibilities**

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

It is the responsibility of everyone involved in the recruitment process to familiarise themselves with the procedure and adhere to its principles.

#### **1.4 References**

Relocation Scheme  
Re-grading and Job Evaluation Procedure  
Staff Induction Procedure  
PVG Disclosure Policy and Procedure  
Equality Act 2010  
General Data Protection Regulation (GDPR) Legislation  
ATR/ATD guidance

### **2.0 Analysing the Job Vacancy**

When a vacancy occurs it provides an opportunity to consider whether the job is required in its current form or whether changes that have taken place since the job was first created mean that the work can be carried out in a different way. It may be that the work could be divided up amongst others who have the capacity to undertake this work, or the post could now become part time. Alternatively it could be that changes have taken place regarding the knowledge or skill required to carry out the job, or that it is desirable that additional duties are carried out by the new post holder.

After analysis, if the post is a straightforward replacement and there are no changes required, other than a general update of terminology for example, then the Line

Manager needs to confirm to the HR Section that the existing Job Description and Person Specification will be used.

However if analysis of the post reveals the need for a revised Job Description then the relevant Line Manager shall make these revisions with the advice of the HR Section. A revised Person Specification will also have to be prepared.

Support staff job descriptions will be subject to job evaluation in accordance with the Job Evaluation Procedure.

## **2.1 The Authority to Recruit**

In the first instance, the relevant Line Manager must establish that the position is provided for within the agreed establishment and has been budgeted for. It is also expected that prior to advertising an existing post that the relevant Line Manager will undertake the analysis set out in section 2.3 below.

The relevant Line Manager must then complete an Authority to Recruit (ATR) form, referring to the ATR/ATD guidance, and upon discussion with their line manager it should be submitted to the HR Section Helpdesk. Where this is a new post or a revised post the ATR should be accompanied by the proposed (or revised) Job Description and Person Specification.

Care should be taken by the Line Manager to complete the ATR correctly as any resulting recruitment advertisement and offer of employment will be based on the information noted on the ATR. Line Managers should also ensure that the correct cost-code is provided.

In exceptional circumstances, where a resource is required for less than 12 weeks duration and/or for less than 7 hours per week on a fixed term basis, it may be justifiable to identify an existing employee to carry out this work, without the need for a full recruitment process. This course of action would be at the discretion of the line manager with the advice and guidance of the HR Section.

There are also instances where specific employees undertake bids to secure development work. Where the bids are successful, it may be justifiable for that employee to carry out any additional work associated with the bid without the need for a full recruitment process. This course of action would be at the discretion of the line manager with the advice and guidance of the HR Section.

## **2.2 The Person Specification**

The Person Specification sets out what will be looked for in those who apply for any particular position, based on a clear and close understanding of the specific nature of that position. Considerable care must be exercised at this stage in ensuring that any criteria deemed to be “essential” are so fundamental that it is difficult to conceive of anyone coping with the demands of the position unless they meet all such criteria.

The Person Specification also requires that the “method of assessment” be identified for each of the criteria identified. It is again of paramount importance that

considerable care is taken in drawing this up and in particular that a realistic assessment is taken of which of the criterion can credibly be ascertained by way of consideration of an Application Form and those which can only be met by way of an interview.

### **2.3 Recruitment Sources**

All advertisements will be based on the job description and person specification and, as a minimum, include the following information:-

- Job title
- Salary Scale
- Closing date (normally two weeks after the post is advertised)
- Interview date (where possible)
- Details of College website and recruitment telephone number

Consideration will be given to ensure that no particular group is disadvantaged by the chosen advertising method.

Moray College is proactive in providing opportunities for staff member development and as such considerations will be made whether vacancies are advertised Externally or Internal only. Such considerations would be:

- Cost (for example - advertising, interview expenses, relocation expenses)
- Whether similar positions have been successfully filled by internal staff
- Difficulty to recruit into a specific role
- Time restraints
- Staff development
- Colleges financial position particularly in times of financial difficulty

### **2.4 The Shortlisting Process**

Only applications on a College application form will be considered. CVs will not be considered. Applications will be considered by a Shortlisting Panel. Where possible, the composition of the panel will be of mixed gender and will consist of the Line Manager and an HR Representative as a minimum. Where required a subject specialist will join the panel as a third panel member.

Arrangements for the recruitment and selection of Principal and Director posts will be agreed by the Board of Management. However it is recommended that the Shortlisting and Interview Panel will be made up as follows:-

Director	Principal 2 Board of Management Members HR Representative
Principal	5 Board of Management Members (to include at least

one of the staff members)

Board of Management Members on the Appointments Panel will be agreed by the Board.

### The Shortlisting Panel

For all appointments the Panel may, as appropriate, be supplemented by other staff, students, external assessor or Members of the Board of Management.

Members of staff or the Board of Management are ineligible from taking part in any part of the processes described within this policy in respect of any appointments where they are related to an applicant.

All members of the Shortlisting Panel should remain the same at each stage of the Recruitment process. They will be provided with the following documents ahead of the Shortlisting meeting:

- Job description
- Person spec
- A copy of all applications (with personal details removed)
- Shortlisting sheet and advertisement – HR only

The short list is drawn up by comparing each applicant's suitability for the post against the Job Description and Person Specification. The panel's views will be recorded on the Shortlisting Sheet which refers directly back to the person specification.

Applications should be assessed on the content and presentation of their written application only. Personal knowledge, implied knowledge, or reputation must not be considered.

On completion of the shortlisting process, a summary sheet reflecting the overall views of the Shortlisting Panel will be completed by the HR representative and signed by all panel members for retention.

Applicants who are not successful in reaching the shortlisting stage will be notified by the HR Section in writing.

## **2.5 Interview Process**

It is expected that the interview panel will have the same composition as the shortlisting panel however it is recognised that in exceptional circumstances this may not be possible.

Before the interview, each panel member will be provided with interview packs containing the following documents:

- Copies of the shortlisted applications
- Job advertisement

- Job description
- Person Specification
- Interview Schedule
- Interview Summary Sheets (HR only)
- In addition the HR representative will hold any references received.

### Pre-interview meeting

Panel members will be invited to a pre-meeting before the interview takes place to discuss the interview format and content and to arrive at a clear understanding of the basis upon which the decision to appoint will be taken, e.g. it may be deemed to be appropriate to employ a scoring system to inform the appointment decision where more than one of the interviewed candidates is deemed to be appointable.

### Interview

During the interview each candidate should be asked the same range and type of questions, although the pattern of the interview may preclude exactly the same questions being asked.

Each interview for the same appointment should aim to be of about the same length and conducted in the same general surroundings. Any physical/aptitude or other test should be applied equally and at the same point of the interview process as far as possible.

Following the interview an Interview Summary Sheet will be completed and recommendation given. Reasons for appointing or not appointing a particular candidate will be made clear. The Interview Summary Sheet will be signed by all the panel members and retained within the job file. All declarations and decisions of appointment panels will be strictly confidential.

The successful applicant will be contacted by telephone by an HR representative. The HR Section shall notify unsuccessful candidates firstly by telephone and then followed up in writing, of the panel's decision.

Feedback will be offered to all candidates interviewed. The feedback will be provided by the HR Section, and will be taken from the relevant Interview Summary Sheet.

### Eligibility to Work

All applicants invited to interview are asked to bring with them the following documentation:

- Evidence of their eligibility to work in the UK.
- Photographic ID
- Proof of address
- Proof of any relevant qualifications
- Completed PVG form

(Lists of acceptable documents are sent with the interview letter)

## References

References will be requested in writing from previous employers once a candidate has verbally accepted a position. All applications and references shall be treated as confidential. For new employees of the nursery, no candidate can begin employment prior to both references being returned.

## Disclosure

Applicants shall be requested to disclose any relationships to a College Employee or Board Member on the application form. Applicants shall also be required to disclose any criminal convictions on the application form. Deliberate omission of such a disclosure shall disqualify the candidate. Discovery after appointment of a deliberate omission shall make the person liable to immediate dismissal.

Canvassing in connection with any appointment shall disqualify the applicant.

## **2.6 Authentication of Qualifications**

Where the position necessitates formal qualifications as indicated on the Person Specification, these shall be verified by the HR Section prior to commencement of employment with the College. Interview candidates will be asked to bring original certificates to the interview with them. An authenticated copy of the original shall be retained in the individual's personal file.

If an individual cannot produce original certificates, written confirmation of qualifications should be sought from the education establishment or training organisation.

## **2.7 Appointment**

The successful applicant is issued with an offer letter and a new start pack including a Starter Declaration Form. The Starter Declaration Form requires completion where an employee cannot produce a P45. The employee will be taxed on the emergency code until notification is received from HM Revenue and Customs. Employees who cannot produce a P45 and who do not complete a Starter Declaration Form will be taxed on all earnings at the basic rate.

No new employee will be permitted to commence work until the relevant membership/clearance from Disclosure Scotland (Police Act Disclosure/Protection of Vulnerable Groups) has been received. Occasionally there may be a requirement to start an employee pending their clearance/membership and permission must always be sought from the Principal in this situation.

All Nursery appointments are subject to candidates being able to achieve full SSSC membership. Membership with clauses attached does not meet the standards of the Nursery and will not be accepted.

Upon receipt of the signed offer the HR Section shall ensure that an HR file is established, the personal details of the new employee are entered into the HR database, and that payroll are notified of all relevant details. Terms and conditions of employment will then be issued to the employee.

All new employees will be invited to complete an induction which is available online in accordance with the Induction Procedure. Line Managers will be responsible for the work area Induction.

## **2.8 Job Files**

On completion of the interview process the HR Representative shall ensure that each job file is closed off. This will include completion of an interview summary form. Each Job File will be box filed with the unique job number. Job files will be retained within the HR Section for a maximum of 1 year following which sensitive data will be removed and destroyed in accordance with the Records Retention Policy.





**Minutes of Health & Safety Committee Meeting  
held on  
Tuesday 7<sup>th</sup> September 2020  
at 14.00pm via VC**

Present:                    Mr D Patterson (Chair)                    Mrs L Proctor  
                                 Mrs M Smith                                    Mr D Duncan  
                                 Mr S Cruickshank                           Mrs H Henderson  
                                 Mrs C McBain                                Mr S Sinclair  
                                 Mr B Dundas                                 Mrs S Wood  
                                 Mrs C Thomson                                Mr K Beaton

Apologies:                Mrs J Andrews

In attendance:         Ms E Melton (Minutes)

		<b>ACTION</b>	<b>DATE</b>
<b>HS.20.3.01</b>	<b>Principal's Introduction/Update</b>		
2.1	Mr D Patterson welcomed all to meeting, following this he introduced Mr Brian Dundas to the committee who has taken the role of Health, Safety and Wellbeing Officer for Moray College. Mr Dundas provided a brief introduction about himself and his work history. The staff followed by introducing themselves in turn.		
<b>HS.20.3.02</b>	<b>Minutes of the meeting held on 7 May 2020</b>		
2.1	The Minutes were accepted as an accurate record of the meeting following 1 minor amendment: Proposed: Mr S Sinclair Seconded: Mr D Duncan	<b>Amendment item 6.9</b>	Complete
<b>HS.20.3.03</b>	<b>Matters Arising from meeting held 7 May 2020</b>		
3.1	<u>6.3</u> Complete		
3.2	<u>6.9</u> Complete		
3.3	<u>8.1</u> On agenda – Most recent reports will be circulated once they have been reviewed by Mr Duncan and Mr Dundas as they were only received this morning.		

<b>HS.20.3.04</b>	<b>HSPM – Policies/Procedures Review Timetable</b>		
4.1	Mr Duncan, supported by Mr Dundas provided a brief overview of the current status. It was explained that once policies and procedures are agreed, the final draft will be made available via Sharepoint.		
<b>ACTION</b>	<b>Timetable of review dates to be provided</b>	DD/BD	02/12/2020
<b>HS.20.3.05</b>	<b>HSPM – Reviewed /Updated Procedures</b>		
5.1	Mr Duncan explained that although no procedures have been updated, they are currently looking at the arrangements for new and expectant mother re. Covid-19. Do we change what is already in place or monitor on a case by case basis. Mr Duncan suggested that he is continually reviewing based on government guidelines. He added that areas within the college have begun temperature checks on arrival.		
<b>HS.20.3.06</b>	<b>Covid-19 Readiness Update</b>		
6.1	<p>Prior to Mr Duncan briefing the committee, Mr Patterson thanked Mr Duncan for the report provided. Stating that it highlights the volume of work that has been carried out in preparation of the campus reopening.</p> <p>Mr Duncan supported the report he provided by providing a brief outline of its content. The main points being;</p> <p>Statutory Testing – ensuring testing that had been delayed, such as water hygiene and PAT testing were up to date.</p> <p>Building Maintenance – ensuring delayed and new essential maintenance tasks were completed.</p> <p>Covid-19 Risk Mitigation – huge amount of effort by all staff involved to ensure all actions carried out to mitigate the risk of transmission of Covid-19.</p> <p>Services – organisation of key services to resume to aid the re-start of the College i.e. waste collection.</p> <p>The college is currently at a 20% capacity, however this is at constant review. Only the programmes that are required to be within the building are being timetabled within the building currently. This will be continually reported on to the committee.</p>		

	<p>Mrs Henderson questioned the implementation of no smoking signage around the campus.</p> <p>Mr Duncan explained that the signs have been designed and finalised, they are now waiting to go for printing once the supplier has been agreed.</p>		
<b>HS.20.3.07</b>	<b>Health, Safety and Wellbeing Officer Report</b>		
	<ul style="list-style-type: none"> <li>I. H &amp; S Issues or Concerns</li> <li>II. Risk Assessment Activity Report</li> <li>III. Workplace Safety Activity Report</li> <li>IV. H &amp; S Coordinator and Checksheet Activity Report</li> <li>V. Fire Warden Report</li> <li>VI. First Aider Report</li> <li>VII. H &amp; S Training</li> </ul>		
7.1	<p>Mr Duncan covered the items to be discussed stating that the main point of discussion is the Covid-19 response including the Health and Safety of both the staff and students and those at higher risk of Covid-19. The majority of staff are working from home along with most programmes being taught virtually. However, everything is being done to ensure risk is mitigated for people whilst on site.</p> <p>Mr Dundas added that it is important for staff to undertake a DSC assessment for home working especially as this will be the way of working for the foreseeable future.</p> <p>Mr Patterson advised that very specific guidance has been released by Health Protection Scotland highlighting that unless you are specifically contacted by Track and Trace then there is no requirement to self isolate.</p> <p>Mr Duncan supported this by adding that all efforts are being made to ensure staff and students alike are being signposted to the correct and most up to date guidance published.</p> <p>Mr Dundas has observed the current arrangements for the school buses dropping of students and has noted concerns that he briefly explained to the committee. Going forward he will be looking at effective strategies, options and budgetary estimates.</p> <p>IWS – Integrated water Systems have been back on site to conduct testing for Legionnaires. Any/All issues found</p>		

	<p>were mitigated and monthly check are now being carried out again.</p> <p>Asbestos testing has been carried out in C block which was reported as a negative result.</p> <p>The air quality report has been included within the papers provided. This showed elevated readings. Mitigation has been put in place, however, this will need to be retested. The fitness suite along with several other rooms are to remain closed due to there being no air circulation.</p>		
<p>7.2</p>	<p>Mr Duncan thanked staff for their Covid-19 risk assessments that were carried out, especially the work carried out at Linkwood campus.</p> <p>Mr Dundas added that although he is yet to find the time to review the work carried out, the work submitted was of a very high standard.</p> <p>We are ensuring all work carried out has all areas covered in line with the relevant governing bodies.</p> <p>Mrs Proctor questioned if it was common practice for a report to include 'no significant changes since last report' Mr Dundas explained that without knowing what was written previously, he is unable to say.</p> <p>All Fire Risk assessments have been completed and included within the papers. The campus has been deemed as tolerable. Now its about ensuring the priorities are looked at and changes implemented.</p>		
<p>7.3</p>	<p>The Covid-19 response paper has provided the estates perspective. The details provided within the report are for information. There is good stock of Anti-bacterial hand gel/wipes and constant , monitering of social distancing. All details will be included within the Operational plan.</p>		
<p>7.4</p>	<p>There is nothing to report as the staff have been working from home. However, these will need to be completed going forward.</p> <p>Mr Beaton queried if there was any update on this role being included in peoples contracts.</p> <p>This has been looked at with Mrs Thomson explaining that there will be no contractual changes.</p> <p>Mrs McBain wanted to inform the committee that EIS had agreed this would be a voluntary position and not a contractual obligation.</p>		

	Mrs Proctor added that UNISONS position is that it is the job of a line manager.		
7.5	Due to the current situation there are a lot less people on site therefore not requiring as many fire wardens on site. However, this will need to be reviewed as numbers on site start to increase.		
7.6	During lockdown there was a number of staff whose first aid qualifications expired. These are being reviewed and subsequently organised for renewal. The team of first may also have to return to onsite working on a rota basis.		
7.7	Mrs Thomson explained to the committee what has been updated for Health and safety training. This has been communicated to all staff.		
<b>HS.20.3.08</b>	<b>I. Reportable Accidents/Incidents/Near Misses</b> <b>II. SHE Replacement System Update</b>		
8.1	There was one incident during the closure of the campus involving an external contractor. This resulted in around £2000 orth of damage to the outside of the AGBC building.		
8.2	Mr Duncan supported the report provided on the situation regarding the SHE Health and Safety reporting system. This is due to go out to tender in January 2021. We will be continuing to work with the health and safety practitioners group to find a new system. Mr Dundas added that he had attended a meeting with UHI this morning so now has a much better understanding of SHE. It has been communicated by Stephen Grieg that all partners will go forward individually at a minor cost.		
<b>HS.20.3.09</b>	<b>Internal Hazard Spotting Inspections</b>		
	I. Report on inspections and actions II. Notification on planned inspections		
9.1	Anything that was scheduled to be carried out in the period that we were in lockdown has now been completed apart from a small amount of PAT testing due to the equipment being locked away.		
9.2	This is being monitored continuously		
<b>HS.20.3.10</b>	<b>Report of Health and Safety Checks and Reports</b>		
10.1	These are monitored continuously by Angela Murphy		

<b>HS.20.3.11</b>	<b>Update on Health and Safety Regulations</b>		
11.1	Nothing to report		
<b>HS.20.3.12</b>	<b>AOB</b>		
12.1	<p>There have been a couple of “screen casualties”.</p> <p>However, there is concern that there may be more that haven’t been reported.</p> <p>Mr Dundas explained that hes hoping people will report any issues so we can help alleviate any problems.</p> <p>Mrs Thomson added that measures have been taken although these will not be fool proof.</p>		
<b>HS.20.3.13</b>	<b>Date of Next Meeting</b>		
13.1	The date of the next meeting has been scheduled for 2 <sup>nd</sup> December 2020.		
	<i>Meeting closed at 15.55pm</i>		