Meeting of Staff Governance Committee
On Tuesday 1 June 2021
At 1000 by Teams
A G E N D A

Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
SG.21.02.01	(i) Resignations (ii) Appointments	Clerk	Noting
SG.21.02.02	Apologies for Absence	Clerk	Noting
SG.21.02.03	Any Additional Declarations of Interest including specific items on this Agenda	Convenor	Noting
SG.21.02.04	Draft Minutes of Staff Governance Committee meeting held on 26 January 2021	Convenor	Decision
SG.21.02.05	Draft Matters Arising of Staff Governance Committee meeting held on 26 January 2021	Convener	Decision
SG.21.02.06	Emerging Issues	Convener	Noting/Discussion
SG.21.02.07	HR Directors Report*	Carolyn	Noting
SG.21.02.08	Culture and Values *	Carolyn	Noting
SG.21.02.09	Update on Staff Development Activities 2020-21*	Carolyn	Noting
SG.22.02.10	HR Policies due for review	Carolyn	Noting
	(i) Relocation Scheme (ii) Attendance at Work (iii) Professional Review and Development – Policy, Procedure and Guidance notes		

SG.21.02.11	Health and Safety Update	David	Noting
	(i) Draft Minutes of Health and Safety Committee Meeting held on 21 April 2021		
SG.21.02.12	Date of next Meeting	Clerk	Noting
	Reserved Items		
SG.21.02.13	Draft Reserved Minutes of Staff Governance Committee Meeting held on 26 January 2021	Clerk	Decision

ACTION SHEET/MATTERS ARISING FROM STAFF GOVERNANCE COMMITTEE HELD ON 26 JANUARY 2021

Item		ACTION	DATE	Update
SG.21.01.07	**HR Director's Report**			
	(Covid-19 Update)			
7.7	David agreed to raise the issue of Inspectors not being allowed on site with the relevant people adding that we are currently in the process of recruiting workplace assessors.	**DP**	ASAP	
SG.21.01.08	**Culture and Values**			
8.1	The Committee noted the large number of acronyms used within Committee papers and wondered whether it was possible to find a way to include the full meaning at some point (at first mention/glossary?) To be discussed offline. It was subsequently suggested that this be discussed under Emerging Issues at the March Board meeting.	**SM/CF**	24.3.2021	
SG.21.01.10	**HR Policies due for Review**			
10.1	Carolyn to keep Committee informed of decision of HR Policy Review Group to consider reviewing timetable and prioritise accordingly. Thereafter to e-mail Committee with suggestions.	**CT**	By end Feb 2021	

Committee:	Staff Governance Committee
Subject/Issue:	HR Director's Report
Brief summary of the paper:	The attached report is the Human Resources Report covering the period 15 January 2021 to 20 May 2021. This report is prepared for each Staff Governance Committee and includes appropriate issues relating to staffing. Matters arising from the HR Section are also enclosed in this report.
Action requested/decision required:	The attached paper is provided for noting. Where the Committee's approval is being sought, this is identified within the paper.

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

Date paper prepared:	20 May 2021
Date of committee meeting:	1 June 2021
Author:	Carolyn Thomson, Director of HR and OD
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	This paper provides an update for the Committee on any significant matters or developments which affect the staff and/or being progressed in relation to employing staff. This may relate to compliance or legislation (for example, PVG, Auto enrolment) or may be in furtherance of objectives within the college's strategic documents. Formal staff consultations and negotiations through the JCC and JNC are also reported upon.
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	This paper reports on the consultations with staff where these have taken place. Minutes of the formal consultations through JCC are provided.
Equality and diversity implications:	Any adjustments to or development of policies, procedures or practices referred to in this paper will be equality impact and risk assessed separately by the relevant party.
Resource implications: *(If yes, please provide detail)*	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.
Risk implications: *(If yes, please provide detail)*	Any risk implications relating to any developments are detailed within the paper or provided to the committee separately.

1. **National Bargaining Update**

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

Central Committee (both teaching and support staff)
- The National Joint Negotiating Committee (NJNC) – Central Committee met on Thursday 18 March 2021). The key areas of the meeting were:

  Policy Working Group The Central Committee was updated on the current status of the Policy Working Group. It was reported that there has been limited progress made on the policies to date. This is due to lack of agreement by working group members on a Terms of Reference.

  Fair Work Statement Terms of Reference and a workplan schedule to progress the sector's draft Fair Work statement is being drafted to commence the work.

Teaching Staff
- National Working Practices Arrangements for Teaching Staff: Further to the National Working Practices Arrangements (NWPA), and the work undertaken across UHI to develop UHI partnership framework for GTCS registration, it is now necessary to ensure that an appropriate Professional Review and Development (PRD) Scheme is in place to support professional registration of lecturers. The documentation is provided for the committee's ratification but there remains to be significant work to be undertaken in relation to the development of reporting arrangements and software.

- Instructor/Assessor Roles: After three days of strike action (in Moray College UHI as two days of action took place during the college holidays), the national dispute has been resolved. The numbers of staff who took strike action were 40, 25 and 25 over the three days.

Support Staff
- Job Evaluation: This national exercise continues and whilst we understand that the project is well into the second marking phase.

- 2020/21 Support Staff Pay Claim: the support staff pay award has been agreed and implemented. The agreement of this claim also settled the national dispute which was raised in the context if the calculation method associated with the April – Aug 2020 pay award.

Employers Association
- The Employers Association Business Meeting took place on 13 May 2021. Items for discussion were:
  - Facilities time
  - Job Evaluation/Pay and Grading
  - Establishing a college sector strategic partnership forum
  - Fair work statement
  - National Recognition and Procedures Agreement (NRPA) Working Group

2.	**JCC/JNC Update**

The following JCC and JNC meetings have taken place since the last Staff Governance Committee

- JNC Teaching 27 Jan 2021: To consider Learning and Teaching Review
- JNC Joint 2 February 2021: To consider LRPA
- JCC Joint 24 February 2021
- JCC Joint Special 15 April 2021

3.	**Organisation Culture KPIs**

The following provides an update in relation to the 20/21 Organisational Culture KPIs:

Only one KPI is relevant in session 20/21.

Statistical Measurement
- College Staff Sickness Absence Rate: target below 3.2%, actual average to the end of Dec 20: 2.51%

Therefore, this KPI is on track to be met.

This is a KPI which will continue to be monitored and reported upon.

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

The following are the Organisational Culture Objectives have been included within the College Operational Plan 20/21. Updates relating to those are provided below:

KEY TASK	LEAD	ACHIEVE BY END…	STRAT PLAN REF.
Prepare, plan for, and support the delivery of a staffing reduction process in response to the colleges financial, curriculum and support services plans **Staffing meetings have taken place with Heads of Curriculum to identify staffing requirement for session 21/22.** **Staffing level control measures continue to be in place** **Updates have been provided to the Board and SGC in relation to the progression of measures to reduce staffing costs**	DHROD	July 21	O.2
Support the progression of the outcomes of the staff survey SLWGs where possible and appropriate. **This is reported upon under Culture and Values**	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. **Previous work related to H & S training and involvement in occupational health provision.**	DHROD	Mar	O.3

5.   Grievances since the last Staff Governance Committee

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

University of the
Highlands and Islands
Moray College

Joint Negotiating Committee (Teaching)

Minutes of the meeting held on 27 January 2021 at 15.00 am via MS Teams

Present
Seonaid Mustard, Board of Management and Chair
David Patterson, Principal & CEO
Nikki Yoxall, Director of Learning and Teaching
Alistair Fowlie, EIS/FELA
Catriona McBain, EIS/FELA

In attendance
Carolyn Thomson, Director of HR & OD and Clerk

Minutes
Jacqui Melrose

JNCT.21.1.1   Apologies for Absence

There were no apologies.

JNCT.21.1.2   Minutes of the JNC Meeting held on 17 December 2019

These were considered and agreed at the Joint JNC held on 28 April 2020

JNCT.21.1.3   Matters arising from the meeting held on 17 December 2019

These were considered at the Joint JNC held on 28 April 2020

JNCT.21.1.4   Learning and Teaching Review

Seonaid referred to the Actions from the previous meeting (17th December 2019) and queried whether these had been completed. Carolyn explained that matters had moved on considerably since then. This information was historical and much had been superseded but she had included it for background and context purposes. The papers issued prior to the meeting provided detail on where things currently stand and Alistair had helpfully provided a paper regarding EIS' current position.

Seonaid acknowledged this and added that she hoped a resolution could be reached by the end of the meeting.

Nikki agreed that the paper provided by Alistair was really helpful and suggested that the discussion was framed around this and further clarification could then be provided where required. All parties agreed. The following numbered points correlate to those in the paper provided.

1. `EIS-FELA Policy ("Classroom observation is only acceptable if conducted for the purposes of HMI inspection by HMI inspectors, or for TQ(FE) observation.")'

   Nikki indicted that her understanding was that this had been superseded by one of the JNC Circulars. Alistair queried which one, Nikki confirmed it was 03/19 and understood that within this context, this LTR process would be classed as local college procedure and therefore replaced the previous directive that observation only applied to HMI or for TQFE purposes.

   Alistair advised that the argument was not that the Circulars apply but with the designations `observation of teaching' and `observation of learning'. David asked if the EIS view was that the proposed LTR scheme relates to observation of learning and not observation of teaching and Catriona confirmed it was as GTCS differentiates between the two.

   Nikki queried what their concern was and Alistair responded that the title of the process is LTR, which refers to teaching. He added that there was no argument at all that observation of learning was required but the concern was with who controls the information, who is in charge of the process and that the lecturer should be taking control. Nikki advised that the handbook could be adjusted.

   Seonaid commented that who is observing and who is observed might be covered later and it was agreed to revisit this point once all the others had been discussed.

2. `If we are being asked to agree a local procedure, why was a request submitted to include LTR in the UHI Framework?'

   Nikki confirmed that she hadn't made a formal request for this to be included in the UHI Framework and that her focus was on having a local Moray College Framework. Any reference to the UHI Framework was about signposting so that it was useful for staff.

   Alistair advised that there was concern that anything agreed locally may be adopted regionally and that local should remain local. Nikki responded that it could be made clear in the Handbook that these were specifically local arrangements. Catriona agreed that this should be made clear.

3. `How can we agree a mandatory classroom Observation scheme when mandatory observations are not required by GTCS and are opposed by EIS?'

Nikki indicated that it was helpful that Alistair and Catriona had listed professional learning activities (under Point 7) and that Observation of Learning was included. This should be seen as a learning opportunity and for sharing good practice and that while we already had a Peer Review Scheme, this was not arranged in a way to allow the impact to be identified. It was now part of the Strategic Plan to make this more visible. She added that she wanted to be confident that staff had the opportunity to observe/be observed and it was very much a learning process. She agreed that it was not required by GTCS, however, it was encouraged and the research suggested that the benefits to all parties far outweigh the benefits derived by other means.

Catriona commented that lecturers should be able to choose what is observed rather than a Team telling them what they should be doing. It should be about what is most beneficial to them. Alistair added that he completely agreed with what Nikki had said in terms of sharing best practice, however, he disagreed with how it is dealt with.

Seonaid commented that it appeared that the word `observation' had negative connotations and perhaps another word should be considered. Catriona agreed and stated that it was Professional Dialogue.

Alistair commented that there were many instances when sharing best practice happened organically (he gave an example from his own experience), but the issue was how to capture this. Nikki advised that the Handbook referred to `review'. She added that while many lecturers were aware of their own development requirements, others didn't have the capacity for this for many reasons. This is a Learning and Teaching Review process which is about development of the individual of which Peer Review is a part. It offers the opportunity for validation of practice by having a trained and qualified observer help with this, empowering the reviewee to decide, with regard to the observation, when, how long for, how and what.

David commented that he was happy that both sides were trying to reach a common understanding and suggested that the issues causing division might be misconceptions.

4. *`Why is this Scheme being managed and controlled by the Director of Learning & Teaching and the Quality Officer? GTCS Workshops provided much information about the direction of travel, including the fact that the process should not be a top-down system. This should be Lecturer-driven and the dialogue should be between Line Manager (LM) and Lecturer.'*

Nikki advised that she did not manage or control this scheme rather this was undertaken by the Quality Officer and LTR Co-ordinator, in line with the LTR Handbook, so that elements such as good practice, improvement and support can be fed back to the BOM and Education Scotland (ES). She added that her

involvement in the process was as a user of data and the Co-ordinator managed the data flow.

Catriona queried whether the data came from the LM who was critical to the process. Nikki advised it didn't as research suggested that if a LM undertook observation it became more of an appraisal and therefore linked to capability. It would be the trained members of the LTR Team who undertook Professional Dialogue. Historically it had been discussed that, as an option, the LM would be involved with what was undertaken and who carried this out. However, Nikki queried if this needed to be changed. Both Catriona and Alistair agreed that it should due to GTCS requirements.

Alistair added that previously, the process wasn't clear, however, now GTCS requirements revolve around what works. Everything should be recorded but kept confidential and owned by the member of staff. He indicated that there was some scepticism as to why the information needs to be seen by anyone else. Nikki advised this was required for ES etc. Alistair queried whether this process needed to be in place for that information to be available? Nikki replied that there was a need for some form of record keeping which can be produced and collated in order to support staff and inform strategy and staff development themes. She added that the risk with Professional Registration/Development (PRD) is whether this information can be obtained. David commented that he was not concerned with who had done what but was only interested in the trends. He added that he was surprised with the change to LM involvement but would be happy for them to have access if this was agreed. Alistair remarked that, from his point of view, this was no longer an option with GTCS, LMs involvement is required. However, he was concerned by how this would be handled by the LM. He acknowledged that it was a trust issue and that the more people who see/handle the data the bigger the risk. He added that it must be absolutely obvious that the data is anonymous. David agreed that, while the data was required it had to be anonymous.

Catriona queried whether reporting from this went through the PRD System as it is only possible to record on the MyGTCS system if you are registered with GTCS.

Alistair suggested that the lecturer identifies what they required for development that year and logged this on MyGTCS etc but they would also need to share this with their LM and they would have to justify any gaps – so Observation would not be mandatory.

Nikki then advised members that, during this conversation, she had very roughly drawn up an alternative format to the Professional Learning activities which would provide a toolkit containing various CPD options. This would require reformatting the LTR and overhauling the Handbook. The outline was to have 5 `pillars' each of which contained 5 activities of which LTR was one. She added she would be comfortable with staff taking one activity from each column but with some structure.

Alistair remarked that this was beginning to sound better. He added that some flexibility was needed so staff could decide what they wanted to do and not be forced down any particular route. These decisions could be challenged by their LM. Catriona added that with reference to inexperienced staff, the option for Observation should be available to them. Nikki commented that supportive engagement was most important and, from her own experience, she believed that observation of learning was extremely useful. She also highlighted that 100% of the staff who took part in the Pilot found it a positive, useful experience but acknowledged that there needed to be trust and hopefully the more staff who take it up the more it would encourage others to do the same.

Alistair agreed that it (Observation) was useful to have and that those he had spoken to had found it so. He added that it needed to be an option but one of many. Catriona agreed that it definitely needed to be available as a choice, however, the reviewer could be the sticking point and she queried whether it would be possible to build in a choice of reviewer. Nikki confirmed that she had tried to build a broad range of reviewers and she would be keen to keep the existing Team. She discussed how they could be used along with potential issues including the amount of remittance time to allocate.

Alistair remarked that the paperwork for annual staff review was the responsibility of the Line Manager but that the GTCS model was the opposite with less onus on the reviewer. He queried whether a similar approach could be used for this, negating the need for a team to deal with paperwork. Nikki advised that there were many on the Teaching Mentoring Team who had phenomenal skills and should be leading the work. She added that this was also about highlighting their skills and providing development for them leading to career benefits. Alistair said he agreed but the issue raised was with regard to remittance.

5. `GTCS Workshops also highlighted the fact that in terms of Professional Standards, there should be a focus on an area of the standards and not all of them.'

   Nikki agreed with this and asked whether something different had been suggested elsewhere. Alistair advised that it was more of an emphasis than a challenge.

6. `GTCS Registration puts the Lecturer at the heart of the process of PRD and it is the Lecturer who should have control over their activity following self-evaluation. This scheme imposes something on the Lecturer and does not accord with GTCS Registration requirements on many aspects.'

   Nikki remarked that she hoped the new framework would allay these fears. Catriona and Alistair agreed as it gave lecturers a choice.

7. `Observation of Learning could take many different forms. (GTCS examples of learning activities provided.)'

Nikki confirmed that she totally agreed and that the new Framework, containing multiple columns, would cover this. David indicated that, from his point of view, it was about supporting staff and developing their skills using competence-based procedures and that review and observation should be separate processes. He added that his interest lay in what was achieved and not how, as long as it was possible to report, anonymously, on issues regarding support, what we're doing well etc. He noted that staff did not seem to engage with Professional Dialogue, and if they did it wasn't evidenced and that he didn't want to go back to that.

Carolyn noted that given that only GTCS members can access MyGTCS and GTCS are not yet recognising qualifications or professional membership as equivalent at this stage to allow more staff to become members, then it is unlikely that My GTCS will be able to be the recording system for some time, and perhaps more likely that for a period at least the data recording side of PRD and LTR would become a HR rather than a Quality function, perhaps through the HRWS system. She added that it was important to retain the ability to identify staff development requirements through the emerging PRD system

Alistair agreed that things were on the right track. He added that it would depend on putting a PRD system in place to capture what was required and that it was likely staff would be eager to share best practice and also submit their CPD requests. Alistair indicated that there were a couple of holes which left the current system open to abuse, however, the new process should remove these.

Finally, Nikki suggested that how the new `pillar' system aligns with the PRD system in terms of obtaining anonymised data should be explored. She added that she was concerned about the financial and technical commitment required to get to that point.

8. `The Lecturer should be the one who uses the self-evaluation to determine their activity for the year. If they wish to request a classroom observation then they should have that available to them. If they wish to pursue other ways of achieving this then that is fine too.'

All present agreed on this.

9. `The record of activity, evaluation and reflection should be maintained by the individual Lecturer using a system such as MyGTCS. This is then used to shape the review discussion between Lecturer and LM. This info should not be stored or controlled centrally.'
Nikki advised this was part of a discussion which had taken place regarding the HRWS system. Alistair commented that the challenge would be to ensure it was possible without double entry. Carolyn agreed.

10. `There is nothing in the Professional Learning Planning Cycle that would indicate that this type of approach (LTR) is necessary.'

Nikki suggested that the new Toolkit should cover this.

11. `The UHI PRD Framework Document (v5) also does not indicate that this approach is necessary.'

As Point 10 above.

A short discussion then took place regarding the proposed new Framework. Nikki queried whether weighting activities based on professional importance should be considered. Alistair added that other informal/unplanned options should be included providing they could be captured. Catriona referred to David's previous point regarding the lack of engagement with Professional Dialogue. She suggested that this was due to a lack of choice and it was likely that there would be greater engagement with the new system.

Seonaid then reminded the group that Points 1 and 3 had still to be revisited.

With regard to Point 1, Nikki suggested that this had now been covered.

With regard to Point 3, Nikki commented that there was general agreement with regard to the new Toolkit which would run in parallel with PDR. She added that what had been discussed at this meeting would need to be reviewed and that guidance on expectations would be required. She suggested that a different group to the one reviewing PDR should be set up to do this and she would like to allocate a reasonable amount of time to meet. It was proposed that membership should include herself, Alistair, Catriona, Jane Pickthall (as she was GTCS registered), Jodie Salmon, Heather Sharp and she asked Alistair/Catriona to invite other members (3) of (non-promoted) teaching staff to be part of the Group. Catriona confirmed that herself and Alistair would do this. Carolyn confirmed she did not need to attend but did suggest it should take place ahead of the next PDR meeting.

ACTION: Jacqui to arrange meeting for the 18th February. Alistair and Catriona to invite 3 (non-promoted) lecturers to attend.

Seonaid queried when our IT team would need to become involved. Carolyn advised that it would require an adjustment to the HRWS system which only the providers could make and HR would be required to maintain. She added that, as she was involved in the PDR process, she would be able to monitor developments.

David had to leave due to another appointment but thanked everyone for the very constructive discussion and confirmed he was happy with what had been agreed to date.

David left the meeting at 16.35

Alistair queried whether, if all went well, he was right in assuming that another JNC meeting would be required. Carolyn confirmed there would. Catriona added to `rubber stamp' it.

Seonaid thanked everyone and added that there were now some solutions and a way forward.

The meeting closed at 16.40

JNCT.21.1.5   Date of Next Meeting

To be agreed.

Joint Negotiating Committee (Joint)

Minutes of the meeting held on 2 February 2021 at 2.00am via MS Teams

Present
Seonaid Mustard, Board of Management and Chair
David Patterson, Principal
Chris Newlands, Director of Curriculum & Academic Operations
Derek Duncan, Director of Information, Planning and Student Support
Nikki Yoxall, Director of Learning & Teaching
Alistair Fowlie, EIS/FELA
Catriona McBain, EIS/FELA
Chris Greenshields, UNISON
Heather Hagan, UNISON
Louise Proctor, UNISON

In attendance
Carolyn Thomson, Director of HR & OD and Clerk

Minutes
Derek Duncan, Jacqui Melrose

Seonaid welcomed everyone to the meeting.

JNCJ.21.1.1   Apologies for Absence

There were no apologies for absence.

JNCJ.21.1.2   Minutes of the JNC (Joint) Meeting held on 28 April 2020

Two typos were identified under items JNCJ.20.1.5 and JNCJ.20.1.4. The minutes were otherwise confirmed as an accurate record of the meeting (proposed by Catriona and seconded by Louise).

Action: Jacqui to make the necessary corrections

JNCJ.21.1.3   Matters arising from the meeting held on 28 April 2020

Other than the Local RPA which is the subject of today's meeting, all Actions have either been completed or superseded.

JNCJ.21.1.4   Local Recognition and Procedures Agreement

Carolyn referred to the paper she had provided and advised that, as there had been long gaps between discussions, she had pulled together all the information relating to this.

The Local Recognition and Procedures Agreement (LRPA) was then discussed (to provide context the equivalent paragraph in the document and the amendments requested (UNISON, shown in red and EIS/FELA shown in blue) are referenced.

1 - Interpretation

"Staff Representative" means the member of staff elected by the relevant staff group to represent the views of this group in the context of consultation only.

"Committee" means the Joint Consultative Committee or Joint Negotiating Committee established by this agreement.

"Negotiation" means the exchange of relevant information and the joint consideration of issues and proposals with a view to reaching compromise or agreement where possible.

Carolyn confirmed that the suggested amendments had been applied. Seonaid asked Louise if she was happy with this and Louise confirmed she was

Outcome: Agreed and adjusted

2 - National Recognition and Procedures Agreement (NRPA)

Pay and grading

Carolyn advised she had left the list as it was. Chris G agreed as this was lifted directly from the NRPA, however, he added that nationally some additional policies had been added e.g. bullying and he queried whether there was flexibility to add more to the LRPA?

Seonaid queried whether he had seen this approach elsewhere? Chris G confirmed he had and it just required a line or two to be added to give some flexibility, for example, job re-grading policy is important to support staff and could also be for a factor yet to be determined.   He added that the LRPA should remain accurate and proper.

Carolyn advised that additional terms and agreements can be added at future JNCs and that a form of words could be agreed to include changes to the NRPA as they take place. Chris G responded that the remit was to look at a wider range of policies and there was some doubt as to whether or not the list is appropriate now.

David suggested that it should remain as is with the NRPA list, but others could be incorporated later, by negotiation, as the NRPA is updated. Seonaid asked Louise if

she was happy with that approach? Louise responded that if Chris G was happy then that was fine.

Chris G added that it meant if there were any adjustments e.g. pay and grading to the NRPA then with agreement, the LRPA could also be revised

Outcome: Leave as current on the basis that this is a direct copy of the current NRPA. Agree to change as the NRPA changes

3.2 (Purpose)

The purpose of this agreement is to establish procedures whereby Moray College, the Institute and UNISON and staff representatives can consult and negotiate as appropriate ….

Staff representatives are also party to consultation arrangements only in the terms of this agreement where appropriate.

Outcome: Agreed and adjusted

3.4 (New)

Support the aims of the Fair Work Convention, ensuring employees have an effective voice, opportunity, security, fulfilment and respect.

3.4   The purpose of this agreement is to support the aims of the Staff Governance Standards, entitling staff to be well informed, appropriately trained, involved in decisions which affect them, treated fairly and consistently and provided with a safe working environment

Seonaid confirmed this had been adjusted to reflect staff governance terms of reference
Louise queried why the wording was different to that highlighted by UNISON.
Carolyn advised that the Scottish Government and STUC standards were referred to which is very much about consultation and involving staff. It was felt that it was underpinning the staff governance approach and was the most relevant. It also provided clear opportunity for feedback, consultation and a safe working environment. Chris G commented that referring to the Fair Work Convention, ensured employees have an effective voice, opportunity, security, fulfilment and respect. Carolyn responded that if the staff governance standard was retained reference to the Fair Work Convention could also be made.

Outcome: Adjusted to refer to the Staff Governance Standards, as per Staff Governance terms of reference. **Add reference to the Fair Work Convention**

5.1.1 - Scope

The committee~~s~~ provides …..

Outcome: Agreed and adjusted

5.1.3 - Committee Meetings

Employees wishing to raise appropriate items for discussion ……

Outcome: Agreed and adjusted

5.2 - Joint Negotiating Committees

A Joint Negotiating Committee is established to provide a system of negotiation between management of Moray College and trade union representatives in order to establish agreed terms and conditions, policies and procedures outwith the scope of the NRPA.
To consult, negotiate and agree on local procedures to support what is agreed at the National Joint Negotiating Committee (NJNC).

To consider references from the College or Trade Unions and make recommendations to the appropriate Board Committee, where relevant.

Seonaid advised that there was concern about the time required to negotiate all 37 policies. Those within the scope of the NRPA were fine, but not all policies and procedures.

Louise requested that the Disputes Procedure and Facilities Time Procedure, procedures outwith the National negotiations be added to the JNC matters.
Carolyn responded that she recalled that those two policies were part of a previous RPA. Chris G suggested that Disputes and Facilities Time were added as an appendix to the LRPA. He confirmed that this had been done elsewhere and it should not prevent progress today. Carolyn added that support for consultation covers facilities and that facilities time has been discussed and agreed at the last meeting. However, as the procedure covers much more than facilities time it had been agreed that the HR Policy Review Group (HRPG) would look consider the remaining provisions. She confirmed that this could still be done and it could then be appended to the LRPA once it had been considered through the normal policy/procedure review process.

Outcome: References from College or Trade Unions added. Consider adding Disputes Procedure and Support for Consultation as an appendix to the LRPA

Paragraph 5.2.2 - Committee Meetings

Meetings will be held at least twice per year or as required and a request for a meeting can be raised by either party. It is recognised that from time to time there may be necessity to meet outwith the normal timescales where circumstances require. This includes but is not limited to reaching agreement on national circulars,

briefing on proposed structural changes affecting staffing and updates to policies and procedures which are required prior to the next scheduled meeting.

We would propose that the default position is for separate JNCs, with the option being there for either side to call for a joint JNC for matters which are deemed to affect everyone.

We are happy to have a default position of holding joint JCC meetings but with a condition that these are allocated a suitable amount of time to properly consult on the agenda items.

Carolyn confirmed that, as per the recent discussion at the last JNC, this should remain at `once per year' on the basis that the opportunity exists to request meetings where necessary.

Seonaid noted that separate JNCs had been requested. Louise advised that the default position of Unison is that the meetings are joint but that the right to have separate JNCs when required was reserved. She confirmed had met with EIS and had put forward this default position. She added that EIS are aware of a range of issues which have no impact on the support side, ie issues not commonly shared. Chris G added that the National group comprises all staff reps and employer groups, which splits into smaller tables where required. However, when a range of matters were raised at one table then it is found they should be discussed at both. He suggested that a joint meeting is held but can break into a sub-group to discuss specific areas as required.

Alistair advised that EIS/FELA had not had an opportunity to discuss this, but that things had changed since the feedback given in April 2020 and they would now support a joint meeting as long as separate time was allocated for specific items i.e. retain the right to a separate meeting.

Seonaid asked whether this was acceptable. Catriona confirmed it was but wanted to retain separate decisions and separate consultations for things which only involve the teaching staff. Seonaid suggested this could be agreed when the Agenda was being prepared. Catriona noted as an example that they were heading to national dispute which covers both staff groups.

David commented that his preference was for a joint committee to ensure everyone heard the same message, but he did recognise that there are separate issues which require separate meetings. He added he supported the joint meeting as default and for side JNCs to be arranged where that is appropriate.

Alistair also mentioned that one of their issues was the potential length of time the joint meetings would take, and that this needs to be considered when arranging these.

Outcome: Was adjusted to reflect separate JNCs as originally requested by EIS/FELA

but should revert to joint JNCs with the ability to have separate meetings if required

6.1 (Status)

Moray College, staff and union representatives acknowledge the importance of establishing and maintaining confidence in the consultation and negotiating arrangements voluntarily established ……. Each party to this document agrees to abide by any agreements reached through local consultation and negotiation.

Outcome: Agreed and adjusted.

10.4 - Election and Role of Trade Union Representatives

Consult and negotiate with the College on local ~~consultative~~ issues.

Outcome: Agreed and adjusted.

12.1 - Organisational Change

... alterations to established work practices or `significant' changes to the College structure, Moray College shall consult and negotiate with the representatives of the JNC before implementation. ~~to the extent that it is considered appropriate or required by law.~~

Chris G advised that while this was not included in their original feedback, they had an issue with the word "significant" as small changes can have a significant impact on support staff members. He asked whether this word could be removed adding that they would not want a full consultation for small changes, but it would allow for an element of consultation.
Carolyn asked whether he had an example of alternative wording and Chris G replied just to remove the word "significant" as done elsewhere. Carolyn asked whether, for example, adding a post would be a consultation issue? Chris G responded that they would need to see the impact of changes given the job evaluation scheme. It would not necessarily require consultation, but they would need to be made aware.
Carolyn advised that the SLT would need time to discuss this first. Louise added that `significant' is important but insignificant changes can impact on individuals, so it would be good practice to discuss.

Seonaid asked Chris G that, having seen the word taken out elsewhere, whether anyone used anything different? Chris G responded that he would have to check but they just needed an assurance that they are informed, and reserve the right to consult if they feel it's required.   He suggested that they should be able to resolve this via email. Carolyn confirmed she would be happy to receive wording from Chris G.

Louise added that, in the current economic client and financial position of the College, staff have an interest in changes and even small changes can have an impact on individuals.

Seonaid replied that `significant' can have different interpretations.

> **Outcome:**   Chris G will provide a form of words for the management side's consideration.

This completed discussion regarding the requested changes to the document

Seonaid suggested that they move to the next stage. Carolyn advised that while they were close it wasn't possible to sign the LRPA off yet. She then recapped what the main changes were, the NRPA statement would be left as it was but agreed this would change in line with changes made to the NRPA; the insertion of reference to the Fair Work Convention in addition to Staff Governance Standards; consideration of inclusion of Dispute and Facilities Time as an appendix of the LRPA; revert to joint JNC as a default and resolve the word "significant" under Consultation.

Seonaid asked whether the agreement could also be done through email. Carolyn confirmed it could and she would issue the relevant information with the elements highlighted and then it could be signed off. Seonaid asked whether it had to be unanimous and Carolyn confirmed that EIS, Unison and Moray College have to sign, so all parties have to agree (to be signed by David (MC), Louise (Unison) and either Alistair or Catriona (EIS/FELA).

JNCJ.21.1.5   **Date of the next meeting**

Carolyn advised that as agreed previously a meeting should be held once per year in April. This meeting replaces the one for this year therefore that would make the next planned meeting date April 2022. Seonaid agreed.

<div align="center">Meeting ended at 2.53</div>

Joint Consultative Committee (Joint)

Minutes of the meeting held on 24 February 2021 at 2.00 pm via MS Teams

Present
David Patterson, Principal and Chair
Alistair Fowlie, EIS/FELA
Catriona McBain, EIS/FELA
Louise Proctor, UNISON
Heather Hagan, UNISON
Jane Pickthall, Teaching Staff Rep
Sharon Wood, Support Staff Rep
Derek Duncan, Director of Information, Planning & Student Support
Shelly McInnes, Director of Finance
Chris Newlands, Director of Curriculum and Academic Operations
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.

JCCJ.21.1.1   Apologies for Absence

Apologies were received from Nikki Yoxall, Director of Learning and Teaching

JCCJ.21.1.2   Minutes of the Joint JCC Meeting held on 29 October 2020

One amendment was requested and agreed. The minutes were otherwise confirmed
as an accurate record of the meeting (proposed by Louise and seconded by Sam).

Action: Jacqui to amend Minutes as follows:

JCCJ.20.4.10: ii. Job Evaluation. Amendment to 3rd paragraph. Wording provided by Louise
Proctor.

JCCJ.21.1.3   Actions arising from the JCC Joint meeting held on 29 October 2020

David confirmed that, other than the 2 items on the Agenda (JCCJ.21.1.4 and JCCJ.21.1.5.iv), all actions were complete.

JCCJ.21.1.4   College Budget – Staffing Reductions

David referred to his previous communications regarding the college's application for approval and funding to implement a Voluntary Severance Scheme (VS), confirming that the application had been approved by the Scottish Funding Council (SFC) on the basis of the application which detailed that, at that time, savings made would be greater than the cost of the Scheme. However, the SFC had had not provided funding in support of the VS and while there had been recent announcements with regard to additional funding for Colleges, none of these had been confirmed as being specifically in relation to support of VS.

David advised that the Q2 accounts were due to be considered by the F & GP committee soon. These showed that staffing costs continued to be well controlled during this period but there was a requirement to consider the sustainability of this going forward, given that the college is operating in exceptional circumstances. Also, he confirmed that the Region has decided to return to 18 credits next year and consideration would have to be given to the impact this will have on staffing.

In terms of the staff at risk of redundancy, to date 4 had been redeployed and 1 had found alternative employment. In light of this and the consequent impact on the savings versus costs for VS for the remaining at risk staff, changing the underpinning principle of the application to SFC, it is likely to be necessary to return to the SFC prior to the launch of the VSS. This was due to the strain on the pension fund costs of the remaining at risk staff members. David advised that it was also the case that a proposal had been received from the hospitality team for use of the refectory space which may provide for one or more potential redeployment opportunities as well as provide for an outlet for the sale of food products from the hospitality area. These matters, and the potential extension to furlough, had to be carefully considered before progressing to the next stage of the process to reduce staffing costs. It would also be the case that the Board would require to approve any revised proposal before submission to the RSB and SFC. It was confirmed that a special JCC meeting would be convened if and when a further proposal was arrived at.

Alistair queried whether any of this would necessitate a change to the timeline and Carolyn confirmed it would as the remainder of the plan was dependent on funding approval, and that had not been obtained. However, this would also provide further opportunity to manage staff costs and allow more time for continuation of seeking redeployment opportunities for the remaining at risk staff. The timeline provided gave the stages for Compulsory Redundancy (CR) and Carolyn advised that by `pausing' this they were trying to protect staff.

Louise then asked how much income the College had obtained from furlough and what the impact of this and the management of staffing costs was on the forecast deficit. Shelly advised that the income from furlough was forecast to be £500k over

2 financial years. David added that, while furlough had been helpful in closing the gap this was unsustainable. Lost income also had to be taken into consideration. Louise queried what the current deficit was and Shelly responded that, as it stood today, it was around £300k and that £200k of furlough income had been budgeted for pre-Q2 accounts.

Louise requested that, given the length of time this process had been underway, the affected staff were kept up to date. Carolyn confirmed that they had weekly contact with them in relation to advertised vacancies and other contract in relation to support as well as any training and redeployment opportunities

JCCJ.21.1.5   Items from Management Side

i.   Academic Calendar 2021/22

Derek advised that there was better alignment with both the Moray schools and UHI calendar this time however, 2 closure days were still to be agreed. It was proposed that these were 11 October 21 and 18 April 22. There were no objections.
Jane noted that there was talk of a 4-day bank holiday being created in 2022 for the Jubilee. Derek responded that he didn't have any information regarding this but it would be adopted if agreed when details were available.

ii. Covid Campus Update

Derek reported that the nursery, NHS Grampian and Ambulance staff were currently on site. Site Assistants had also been in College to deal with contractors and maintain H & S measures eg running taps etc as well as a cleaner who carried out essential daily cleaning.

He advised that, following the guidelines announced recently, with effect from the 1st March, a limited number of students (5% which equates to 100 in the Main Campus and 30 at the Technology Centre) would be permitted to be on site for classes. This would mean that a very small number of support staff would be required too. To accommodate this, Risk Assessments were being created/reviewed and he acknowledged the excellent support from the Course Teams in undertaking this. Jane queried whether the one way system was still in place. Derek confirmed it was and also that face coverings would now be required to be worn in all areas and testing for Nursery and some other staff was being carried out twice weekly. David commented that the Colleges Scotland Principals' Group had constantly requested testing and vaccination for teaching staff. He added that some decisions with regard to the return to Campus had been delayed to await the outcome of the Scottish Government's guidance

iii. Furlough Arrangements Update

Carolyn confirmed that part of the update had been covered (under item 21.1.4). She advised that 65 members of staff had been included in the January return, covering everything from full time to 2 or 3 hours of furlough, and that this provided

the College with just under £54k of income in January 21. She then mentioned to Louise that it would be useful to understand what UNISON was looking for in terms of this information. Louise replied that it wasn't being used for sector-wide comparison but to gauge the impact on the College deficit and, following a query from Carolyn, confirmed that she had received sufficient information.

iv. Staff Survey Update

Carolyn referred to the paper she had prepared for the meeting which gave an update on the progress made by each Working Group all of which had been meeting since the last JCC. She reported that the Group looking at Inconsistency was almost ready to publish their documentation and complete their work. With regard to Communication and Decision Making, Carolyn advised that, due to the similarities/cross over between these areas the Groups had been meeting jointly and work was well underway in preparing their output.
Finally, she was still waiting for the objectives from the Workload Group but understood that these were being worked on.
She acknowledged that all of the Groups had been progressing positively and doing a great job.

Louise added that she was appreciative of the tremendous amount of work being done by the Groups. She also queried whether there were any plans to review each action once implemented to ensure the appropriateness/added value of each. Carolyn thanked Louise for her suggestion and agreed to consider how these could be reviewed.

Louise also mentioned that on Page 4 of the paper, reference was made to `Jacqui's Team' and suggested that, given there were so many Jacquis/Jackies it would be useful for succession purposes if a surname was added. Carolyn agreed to add this.
Alistair queried whether there was any intention of having a Staff Survey again. Carolyn responded that this would need to be taken to the Board (Staff Governance Committee) who would decide this, but it would be unlikely in the near future given that matters were still be progressed from the last survey.

v. ROA 20/21

David reported that the final version had been received just recently. He added that the college had been involved in the Consultation process and this was just for info.

vi. Transfer to Permanency

Carolyn referred to the paper she had provided prior to the meeting which outlined the proposals for revision to transfer to permanency and the completion of fractionalisation arrangements which had been discussed with both SLT and SCT. The proposals encompass relevant NJNC Circulars and Employment Legislation, with separate arrangements for Teaching and Support staff.

In terms of Support staff, there is no proposed change to the existing arrangements ie transfer to permanency following 2 years continuous service in accordance with the circular. However, in terms of Teaching staff, the application of fractionalisation through no detriment was coming to an end with contracts for relevant staff becoming permanent, and the circular provisions applying to other teaching staff. She advised that the proposals contained within the paper would see a greater emphasis and decisions arising from the May staffing meetings.

Carolyn advised that the new process carried a small number of risks but that the process required to change as outlined in the paper. She also mentioned that HoCs had been concerned about being notified when temporary contracts are coming to an end, however, she confirmed that HR advisers will continue to do this.

Louise asked what controls were in place to ensure contracts did not exceed 2-years. Carolyn responded that HR had controls in place to manage this. Alistair queried whether there was still time to provide feedback on the paper. Carolyn advised there was and that it was the intention to take this to the next CMT meeting. Alistair confirmed he would get something to her before then if he had feedback.

Action: Alistair to provide any feedback he had to Carolyn on the Transfer to Permanency paper before 8th March.

Given that this was the conclusion of the management matters, David took the opportunity to acknowledge the work Louise had done with regard to the use of student support funds. She had established a method of processing applications with the minimum bureaucracy, ensuring the funds reached those students who needed them as quickly as possible. This had been mentioned at the Crisis Management Group meetings and had been adopted by most Academic Partners. David expressed his own thanks to Louise for this.

JCCJ.21.1.6   Standing Items from UNISON

i.   Temporary Contracts

Carolyn commented that this information was shown on the Agenda ie there are 11 fixed term support contracts with expiry before or at 31 July 2021. She added that this was a slightly higher number this meeting as it covered up to the end of the session.

ii.   Job Evaluation

Louise asked how the process was going and whether Moray College posts had gone through the 1st stage. Carolyn confirmed that all Questionnaires had now been submitted and it had been reported that 90% of all the relevant colleges' posts, in place at 1st September 2018, had been through the first scoring. Moray College was receiving and progressing a number of follow up questions just now. The posts implemented or reviewed after this date were still to be analysed and salary

modelling still had to be negotiated at so it would be some time yet before this was complete.

David asked Louise if there had been any feedback nationally. Louise responded that there hadn't been but added that the biggest issue for UNISON and GMB was the work to be done on setting the scale points. David commented that funding would also have to be found as the initial allocation was 3 years ago.

JCC.21.1.7   Items from EIS/FELA

i.   On-line Student Conduct

Catriona advised there had been concerns raised by teaching staff, although she was aware that other staff had also had similar experiences, regarding the challenging behaviour of some students while being taught on-line/remotely as students were much bolder sitting behind a keyboard. She added that some students were also commenting/venting frustrations on social media which wasn't good for the College's reputation.

David asked if there was anything currently in place which would help. Catriona responded that students generally didn't read Policies, however, they needed to be reminded and the message had to be re-enforced that lecturers were working from their own homes and some had small children. She suggested that HISA/Class Reps could be asked to remind students about acceptable behaviour.

Alistair added it was trying to find a way to continuously remind students of the Code of Conduct and centrally issued communication to all students on how they should behave would help as staff currently feel unsupported. Sam reported that this had been raised at a recent Faculty meeting which HISA attended and they had been given an action to remind students. She added that is would be useful to inform staff that this was happening. Catriona replied that this was good to hear. Louise commented that we already had Disciplinary Procedures in place and what is/isn't acceptable could also be included the student Induction process.

Both Catriona and Alistair suggested that it could be considered as a potential training opportunity for staff to ensure they had the necessary tools to deal with these situations.

David responded that this was clearly impacting on staff and, while this was not the correct forum, it was important to find a resolution. He agreed that staff development would be helpful but it would be inappropriate for him to send out a `blanket' message. Alistair agreed that it should be taken to a different forum where options could be discussed. He suggested one option could be pop-up reminder messages on My Day.

Action: Derek to consider appropriate communications with students regarding conduct

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ii. Staff Support

Catriona said she knew that the will was there to provide support for staff, however, there was concern that some current remote working practices were damaging to staff well-being and that clear guidelines for both managers and staff was needed. She referred to a paper from Aberdeen University (AU) and another written by Fiona Skinner (FS UHI Subject Network Leader), both of which provided useful guidance eg, no scheduled meetings between 12.00-2.00, digital detox afternoon, increase in the turnaround time for marking, although he appreciated that this was directed by UHI. Carolyn confirmed that she had seen the AU paper but not FS's and this issue had been discussed at the Crisis Management Group and was subsequently referred to the HR Practitioners' Group and it was a case of pulling everything into one document for issue. Catriona remarked that this was good news. She also mentioned that the FS paper was not exactly the same and covered quite a few additional issues. Carolyn asked if it would be possible to see the paper.

A discussion then took place regarding the increase in the number of meetings being held. Alistair commented that he knew some meetings had to take place over lunch-time due to the pressure on SLT diaries, however, perhaps it could be agreed that no meetings would be scheduled between eg 12.00-1.00. David acknowledged that the SLT were being bombarded with meetings, many of which were external. Chris added that they were trying to `strip' out the number of internal meetings but external meetings had exploded and she appreciated that this also impacted on Teaching staff. Catriona commented on the impact this had on Teaching staff ie they very often had a week full of teaching which meant they had to work through the weekend and this was coupled with having to attend meetings during lunch breaks. On top of this was the large number of emails being received and the knock-on effect was quite serious.

David agreed with Catriona and advised that, given we had been in this situation for 12 months, there was a plan to look at the lessons learned. He advised that the SLT had reflected on how this could be done and it was proposed to issue a survey/questionnaire to staff (possibly via Scotinform) to obtain both qualitative and quantitative feedback on what has worked well/what hasn't, what staff members views were in relation to their future working arrangements plus space to allow for comments. Unlike the main Staff Survey this wouldn't be anonymous so it was possible to gauge the preference of different Teams. The survey would be issued directly to staff and any follow up would be through Line Managers.

Louise confirmed that she had no objection to this, including the removal of anonymity. She also asked whether input from students had been considered. This would be a valuable tool given that they had also been impacted. David suggested that questions could be added to the Student Survey which was due at the end of June. Louise suggested including a question regarding whether they had adequate childcare in place.

Alistair agreed that this (survey) was a good idea. He added it would be good to make it clear how this information will be used. David commented that the ability to put in place what staff wanted would be dependent on several factors, however, this would give everyone the opportunity to have their say.

Action: The matter would next be discussed at CMT then progressed based on all the feedback.

JCCJ.21.1.8   Date of Next Meeting

David then thanked everyone for the constructive and wide-ranging meeting.

The next meeting will take place on 19th May 2021.

The meeting closed at 15.50

Joint Consultative Committee (Joint)

Minutes of the Special meeting held on 15 April 2021 at 2.00 pm via MS Teams

Present
David Patterson, Principal and Chair
Alistair Fowlie, EIS/FELA
Catriona McBain, EIS/FELA
Louise Proctor, UNISON
Heather Hagan, UNISON
Jane Pickthall, Teaching Staff Rep
Sharon Wood, Support Staff Rep
Derek Duncan, Director of Information, Planning & Student Support
Shelly McInnes, Director of Finance
Nikki Yoxall, Director of Learning and Teaching
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 and explained the reason it was called at relatively short notice was to provide an update on the Voluntary Severance Scheme (VSS).   It had not been possible to do this before the Easter break and he was aware that it had been quite some time since approval was given by the SFC.

JCCJ.21.2.1   Apologies for Absence

Apologies were received from Chris Newlands, Director of Curriculum and Academic Operations

JCCJ.21.2.2   Minutes of the Joint JCC Meeting held on 24 February 2021

Two changes were requested. One amendment which was agreed and one correction. The minutes were otherwise confirmed as an accurate record of the meeting.

Action: Jacqui to amend Minutes as follows:

JCCJ.21.1.4: Last paragraph change `contract' to `contact'
JCC.21.1.7: i. On-line Student Conduct (top of Page 6) `and the LDW briefings' to be added to last sentence.

JCCJ.21.2.3   Actions arising from the JCC Joint meeting held on 24 February 2021

JCCJ.21.1.2 was complete. JCCJ.21.1.5, no feedback was received, revised process being taken forward. JCCJ.21.1.7 (On-line student conduct), Derek advised that, as this was likely to be required long term, he intended to work with Class Reps for a more collaborative approach to ensure everyone knew what was expected. Nikki agreed that it was the responsibility of all those involved ie lecturers, LDWs, VTAs to remind students and that if training was required this could be arranged. Derek added he was also happy to accept ideas (in writing) from members for consideration at the next Joint JCC meeting in May. JCCJ.21.1.7 (Staff support), Carolyn confirmed that the draft survey was considered by the CMT at the meeting on 8th March and substantial feedback had been received. A tender process was now underway and the intention was to issue the survey to staff by the end of April to be returned by the end May. The remote Working Toolkit was also considered by the CMT at the meeting on 8th March and while there had been limited feedback other information regarding the toolkit had been sourced.   Carolyn added that although this was currently aimed at remote working, it could be future proofed. A subsequent version will be provided for the May meeting. Louise queried whether a copy of the survey would be issued to JCC members. Carolyn confirmed that this could be done but it was likely it would have to be restructured. Louise agreed that she was happy to wait until this had happened.

JCCJ.21.2.4   College Budget – Staffing Reductions Update

Carolyn summarised what the current position was in terms of the VSS. Approval from the Scottish Funding Council (SFC) was received on the 26th February 2021 on the basis that savings made would be greater than the cost of the Scheme and that any payment would not exceed 6 months' salary per individual. The SFC had not provided funding and while there had been notifications with regard to additional funds for Colleges, it had not been confirmed what amounts the college would receive and that these could be used to support Voluntary Severance (VS).

Since then, the College has continued to manage staffing costs and 5 of the staff `at risk' have been redeployed, with 1 further member of staff sourcing alternative employment (this was re-confirmed by Carolyn later in the meeting following a query from Louise). Further redeployment opportunities will be reviewed and the SLT and the Hospitality Team have also been considering ways to utilise the Refectory space

At the time of the original application we advised we would require £400k of funding to achieve £400k of savings. However, given the changes, due to the strain on the pension fund it will now cost more than we would save and the VSS costs per individual, in most cases, will exceed 6 months meaning that what was requested in our original application has changed. The SFC have advised that we will be required

to submit a revised business case and a separate business case for each individual where the cost exceeds 6 months' salary.

In terms of the current financial position, it is predicted that we will be break even (cash position), although there will still be a deficit. The College also received an additional grant of £215k with specific conditions attached to it, one of which allows the funds to be used to support the VSS.

The Board of Management (BOM) considered the improved financial position at their meeting at the end of March and approved a new proposal to ring-fence the VSS so it will only be open to the staff `at risk'.
The next step is to re-write the application, proposing that the VSS will only be open to `at risk' staff which would then be submitted to the Regional Strategic Body (RSC) and the SFC for approval. Business cases would also have to be written and submitted for those staff requiring more than 6 months' funding.

Shelly added that although the cash position was showing a potential break-even (in line with SFC's definition), the income position had worsened, even more than anticipated. Also, although income from furlough had increased by £100k, this was unsustainable so the financial issues the College had at the start of the financial year were still there.

David also advised that that we would not deliver our credit target, although the funding for this year was guaranteed. However, when we returned to funding based on delivery this could be difficult.

Louise raised the following queries with regard to the additional funding:

- what the other conditions were in relation to the additional funding and whether we had applied for this. Shelly advised that these were, to support students in finishing their courses and achieving their qualifications, minimising deferrals; to maintain coherent provision and maximise the alignment of skills provision with the needs of the economy and society; and wherever possible, sustain existing capacity for the future delivery of education that Scotland will need. David added that these funds had been allocated in proportion to our teaching grant.

- whether it would be detrimental to the College to use these funds for VS rather than any of the other options and whether it was needed for any of these. Shelly confirmed that if required these activities would have to be funded anyway, including any increase in teaching to avoid deferrals. Louise mentioned that she had understood teaching would not be extended. Nikki advised that they were currently undertaking a piece of work to look at this. It was envisaged there would be few cohorts requiring additional teaching hours due to the rate things were progressing, however, it was possible that apprentices may require additional time to avoid a backlog next year, and also some courses with practical elements (eg beauty) which are currently restricted by government guidelines

- if the of `break-even' position as defined by SFC was unsustainable what was the projection for 2021/22? Shelly advised it was not possible to provide this information yet, however, nothing pre-Covid-19 (C-19) had changed. David added that while additional funding/income had been provided to assist with the impact of C-19, these were one-off payments and would not be available next year.

Alistair queried whether there was an awareness of what the revised timeline would be. Carolyn advised that the writing of the amended application would take around 2 weeks, however, she had not worked out a revised week by week timetable as yet. Louise then asked how far matters had progressed with the hospitality business proposal for the refectory.   Carolyn confirmed that meetings had already taken place. Alistair advised that there were a number of variables to be considered but it was hoped that a decision to either confirm or reject the proposal would be made within the next fortnight. Louise queried how many of the `at risk' staff would be saved if the proposal was approved and Carolyn and Alistair confirmed there was the potential to retain 1 post. She then asked Carolyn whether there were likely to be any Posts becoming available in the foreseeable future.
Carolyn advised that she was not aware of any but they would continue to review every opportunity. Louise then raised the following queries:

- based on the current information, it appeared that the worst case scenario was likely to be 8 Posts `at risk' with potentially 1 re-deployment. Given the funding available, what would happen if the revised proposal/business cases were rejected? Carolyn confirmed that advice would be sought from SFC as to next steps.

- did this also mean there would be no funding for Compulsory Redundancies (CR)? Carolyn advised this was the case, however, it would be pointed out to the SFC that the strain on the pension fund would still have to be paid.

- if all 8 staff were granted VS, would this exceed the £215k funding? Carolyn confirmed it wouldn't.

- would the strain reduce over time? Carolyn replied she understood this would normally happen.

Alistair enquired whether it was possible that this situation would continue into the next Academic Year (AY). Carolyn advised that, if the revised VSS application was approved it should be completed this AY but, if CR was to be implemented, due to required consultation etc, it would run into next. Alistair then asked how the change was being communicated to the staff `at risk'. Carolyn advised that currently there was no change to the impact on them, however, if individual Business Cases were required, they would be contacted to discuss. Alistair commented that, as there was no scheme available yet, he assumed the staff would have to be notified. Carolyn agreed and it was likely they would be met with individually given the small number.

Following a query from Louise, Carolyn confirmed that for 2 members of staff CR, as opposed to VS, would be a better option and that it had been written into the VS Policy that staff would receive whichever payment was the higher. Louise asked whether there were systems and controls in place to ensure this happened. David replied that, for the avoidance of doubt, this had formed part of the original scheme proposal approved by the SFC.

Discussion then took place regarding Academic Year 2021/22 with Louise querying whether there was any guidance available for students yet; what the effect on footfall would be and what would be offered in terms of refreshments etc. Derek responded that planning was underway and it was likely that there would still be some C-19 restrictions which would impact on the number of students and staff on site. A Partnership approach would be taken for consistency. David added that no-one was expecting 2021/22 to be a `normal' year and they had been advised that non-pharmaceutical contingencies were likely to be in place for some time so we would not be back to a full compliment of students on site next year. it was likely that whatever worked well this year in terms of teaching would continue.

JCCJ.21.2.5   Date of Next Meeting

The next meeting will take place on 19th May 2021.

The meeting closed at 2.55 pm

Committee:	Staff Governance Committee
Subject/Issue:	Culture and Values
Brief summary of the paper:	The attached report is provided to update the committee on progress towards the stated aim within the Core Strategy to "develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their potential."
Action requested/decision required:	This paper is provided for the Committee's information.

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

Date paper prepared:	20 May 2021
Date of committee meeting:	1 June 2021
Author:	Carolyn Thomson, Director of HR and OD

Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	As stated above this paper relates specifically to the Moray College UHI Core Strategy
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	This paper reports on the consultations with staff where these have taken place.
Equality and diversity implications:	Any adjustments to or development of policies, procedures or practices referred to in this paper will be equality impact and risk assessed separately by the relevant party.
Resource implications: *(If yes, please provide detail)*	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.
Risk implications: *(If yes, please provide detail)*	Any risk implications relating to any developments are detailed within the paper or provided to the committee separately.

Culture and Values

The committee have previously received detailed updates in relation to the actions undertaken in furtherance of the college strategic aim. The following provides an update in relation to the actions emerging from the 2019 staff survey and other areas of staff feedback.

Staff Survey and other Feedback

Feedback/Objective	Origin of Feedback/Objective	Latest Actions	Status
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.	Staff Survey – Inconsistency SLWG	ToR developed and agreed, provided to all line managers at CMT on 8 March 2021, provided to IT for sharepoint and ITU are developing a sharepoint recording form when the cyber incident work allows.	Very nearly complete
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.	Staff Survey – Inconsistency SLWG	Statement developed and agreed and published on college website and induction	Complete
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	Staff Survey – Inconsistency SLWG	1) Jacqui Taylor's team will ask a department or section to contribute a Spotlight for each newsletter, (2) the purpose of the social activity group (SNAG) is as follows "the new social activity group	Complete

college		organises a series of events and activities to support social interactions of staff, encouraging cross interaction and collaboration of teams and departments in a more social setting. Details of group are published on website. Reminders have been provided to line managers re spotlight	
It is recommended SLT surgeries should be offered out to be attended virtually as opposed to only face-to-face going forward.	Staff Survey – Communication SLWG	Complete	Complete
The combined Communication and Decision Making SLWGs will: -develop a flow chart showing the different groups within the college, where they sit in the structure, and a short statement outlining the group's roles and responsibilities	Staff Survey – Communication & Decision Making SLWGs	Underway	Underway
The combined Communication and Decision Making SLWGs will develop a template for recording actions/decisions taken within the various meetings	Staff Survey – Communication & Decision Making SLWGs	Underway	Underway
The combined Communication and Decision Making SLWGs will develop a template for groups such as SLT, SCT and CMT to complete outlining their terms of reference.	Staff Survey – Communication & Decision Making SLWGs	Require to request that the groups undertake this	Underway

The combined Communication and Decision Making SLWGs will consider how SharePoint can be used to make the information gathered available to all staff in a format that is easily referred to when required	Staff Survey – Communication & Decision Making SLWGs	Impacted by the cyber incident and sharepoint sites in development	Underway
Develop Remote working toolkit in support of staff	EIS/FELA via JCC	Toolkit developed and published	Complete
Proposal: to make use of Sharepoint Workflow for all administrative approvals processes	Staff Survey – Workload SLWG	The use if sharepoint is increasing and will continue to do so since the cyber incident. Training on using sharepoint to support business processes has been requested for the college, to be delivered by the college, as part of the FWDF bid – we await dates from the college	Underway
Proposal: business process training to support teams to review their processes	Staff Survey – Workload SLWG	As above	Underway
Proposal: establish a taskforce to support departments to implement changes	Staff Survey – Workload SLWG	Require to consider who should be involved and how this can be achieved. It is noted that all departments participate in SCMs to support the reflection and evaluation of services	To be further considered
Meeting to take place to consider examples of disrespectful behaviour	1,2,3 meeting	Meeting took place and channels of communication are being utilised	Complete and ongoing
A SLWG to be established with promoted lecturers and SLT in membership to identify duplication in process and explore ways of removing duplication	1,2,3 meeting	Undertaken through Staff Survey – Workload SLWG	Complete, actions underway

March CMT Activity to be to extend the Quality Calendar to include requirements for different areas. The resulting calendar to be shared on the college intranet	1,2,3 meeting	Comprehensive Quality Sharepoint site in place	Complete
Action note to be provided following each CMT meeting – from the next CMT meeting	1,2,3 meeting	In place	Complete
A SLWG to be established with promoted lecturers and SLT in membership to explore the impacts and solutions listed in the document	1,2,3 meeting	It was agreed with EIS/FELA 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 completed and implemented, then the matters raised here will be resolved.	Complete

The Committee are asked to note the considerable progress made.

University of the Highlands and Islands
Moray College

Committee:	Staff Governance Committee
Subject/Issue:	Staff Development Activities 20/21
Brief summary of the paper:	The attached report is provided to update the committee in relation to Staff Development Activities which are taking place and in plan. It must be highlighted that the plans in relation to the provision of training for this session have been impacted by Covid-19.
Action requested/decision required:	The attached paper is provided for noting, comment and guidance. Where the Committee's approval is being sought, this is identified within the paper.

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

Date paper prepared:	26 May 2021
Date of committee meeting:	1 June 2021
Author:	Carolyn Thomson, Director of HR and OD
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	This paper links to the College CORE Values, Risk Register, Operational and Strategic Plan. The paper also relates to the College's Workforce Development and Planning Strategy.
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	The staff development activities noted emerge from the staff review process, contact with individual line managers, and through consultation with the CMT.
Equality and diversity implications:	Access to staff development activities are considered on an ongoing basis, adjustments to timings and formats being made as necessary.
Resource implications: *(If yes, please provide detail)*	The staff development budget has been reviewed this session and activities are provided within the available budget.
Risk implications: *(If yes, please provide detail)*	

Introduction

As was reported to the last Staff Governance Committee, the SGC have received information relating to the provision of staff development activities for staff for some time, but a recommendation following a deep dive by the Audit Committee was that the Audit Committee also receive an annual report in relation to quantitative aspects of staff development.   This has necessitated an amendment to the information provided to the SGC.

It continues to be the case that the plans for training have been impacted by the current Covid-19 crisis.

Staff Development Activities from Aug 2020 – Ongoing Activities

<u>1.1   Staff Development/Blue Sky Days</u>

1.1.1   August 2020 Staff Development Days (this year the August programme was spread over a three week period to maximise access – the evaluation of this programme was provided to the Nov 20 SGC)

Activity	Facilitator	Mandatory Y/N	No. booked	No. attended
Brightspace Enrolling Students and Groups	Mike McGlynn	No, sessions provided in support of online delivery	41	38
Brightspace Release Conditions	Mike McGlynn	No, sessions provided in support of online delivery	42	35
Making Digital Learning Interactive and Engaging	Jodie Salmon	No, sessions provided in support of online delivery	77	55
How to Make Effective Use of Learning Resources Online	Jodie Salmon	No, sessions provided in support of online delivery	64	34
Brightspace Quizzes	Mike McGlynn	No, sessions provided in support of online delivery	52	35
Brightspace Assignments and Grades	Mike McGlynn	No, sessions provided in support of online delivery	51	35

Activity	Facilitator	Mandatory Y/N	No. booked	No. attended
Microsoft Teams	Louisa Thain	No, sessions provided in support of remote working	136	73
Brightspace Discussions	Mike McGlynn	No, sessions provided in support of online delivery	28	20

Brightspace Checklists	Mike McGlynn	No, sessions provided in support of online delivery	26	18
Brightspace Structure and Visual ToC	Mike McGlynn	No, sessions provided in support of online delivery	25	14
Brightspace Virtual Classroom	Mike McGlynn	No, sessions provided in support of online delivery	72	48

Brightspace ePortfolio	Mike McGlynn	No, sessions provided in support of online delivery	39	20
Brightspace Marking	Mike McGlynn	No, sessions provided in support of online delivery	43	9
Brightspace Badges and Awards	Mike McGlynn	No, sessions provided in support of online delivery	22	6
Brightspace Uploading HTML Packages (e.g. Forge)	Mike McGlynn	No, sessions provided in support of online delivery	21	4

1.1.2   Blue Sky Days

As the committee are aware, new terms of reference have been determined for Blue Sky days which are now led by departments to ensure relevance. These terms of reference emerged from the Inconsistency Staff Survey Working Group and have now been presented to the College Management Team. The development of the recording mechanism has been held up due to the cyber incident.

1.2   Staff Development Activities outwith the Staff Development Days

As reported at the last SGC, 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 and Learning Coach including:
  - Support Session on MediaL
  - 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

- o Quizzes
- o Module Reading Lists
- o Consistency of experience across a programme
- o New Assignment Creation Experience
- o New Assignment Grading View
- o and more…..
- The Brightspace Champion is currently surveying staff in relation to what support they would benefit from on 2021
- The Learning Coach and Brightspace Champion have indicated that they will provide attendance details at any sessions run on a monthly basis.

1.3   External and UHI related Signposting

A number of training courses, webinars and seminars are signposted to the staff throughout the session.
- Through the Learning and Teaching Academy:
  - o National Teaching Fellowship Scheme
  - o Collaborative Award for Teaching Excellence
  - o ALPINE – further internal signposting 30 Nov 2020
  - o Educational Leadership Symposium
  - o Condensed learning diaries for reflective development
  - o All about Aurora
  - o Student surveys, what do they tell us?
  - o Evaluating the longitudinal impacts of the Integrated Land Use Conference: are we influencing mindsets of current and future land managers?
  - o Wikimedia in Education - Write it, don't Cite it:
  - o Going Digital in the Creative Arts
  - o First steps to conference presentation
  - o Introduction to digital scholarship
  - o ALPINE: Seeking Professional Recognition through ALPINE: An Introduction
  - o Mentoring: an Introduction to the University Mentoring Scheme:
  - o Assessment and Feedback Symposium
  - o International Women's Day
  - o Post-normal learning and teaching: what lessons have we learned
  - o Preparing for uncertainty? Investigating the development of criticality among master's students
  - o Low Fidelity Simulation on Sensory Impairments in Older Adults: Undergraduate Nursing Students' Self-Reported Perceptions on Learning
  - o Mentoring: an Introduction to the University Mentoring Scheme
  - o An Introduction to teaching excellence awards in Higher Education: NTFs and CATE

- Promoting a Positive Learning Environment Webinar
- Workforce upskilling and reskilling – Upskilling modules
- Unconscious Bias Training

1.4   Online Training

1.4.1   The following courses are provided online for staff. Given the different methods of provision of these courses, the monitoring of completion is challenging. A request has been made to UHI LIS to consider the development and placement of compliance modules on Brightspace and a revised

approach to enrolment and reporting. This would require resource however and an update in relation to the response to this request can be provided once it has been received. In the meantime, line managers report on completion through the staff review process, in April/May each year and this will be reported to the Audit Committee. The work in relation to the development and placement of compliance modules on Brightspace has been stalled given the cyber incident.

- 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)
- HElpful Tool: To support staff confidence in supporting students around mental health (signposted by Student Advice Manager)

The college has secured significant **online Health and Safety Training** since the last SGC and Fire Training is being rolled out in the first instance. The training is being mapped against the H & S training matrix and the intention is that the Flexible Workforce Development Fund is used to source any remaining training required.

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 and progress will be included in the report to the Audit Committee.

- 8 teaching staff members are undertaking TQFE
- 7 staff undertaking qualifications at or above SCQF level 9
- 14 staff undertaking other qualifications/courses
- 8 staff undertaking assessor or verifier awards
- 3 staff undertaking CDN Leadership/Management Courses
- 2 staff undertaking qualifications consequent upon redeployment
- Nursery staff undertaking food hygiene

Work is underway to determine the individual activities which will be supported by the college in session 21/22. At the time of writing this will include 5 staff being supported through TQFE.

1.7   Flexible Workforce Development Fund

Since the last SGC the college's 19/20 FWDF application has been submitted. The following training is included within this bid and we are taking steps to have the training developed where necessary and delivered:
- IOSH Training:

- o IOSH Train the Trainer to develop in-house capacity for further delivery in the future. An individual has been identified to undertake this training which should commence in June/July 21.

- Using IT to support efficient business processes and working.
    - o Short responsive courses to upskill administrative and clerical staff in Excel, Word and Visio – these are being arranged over the next few weeks
    - o SharePoint training both for development of spaces and use of SharePoint features to complement the move to SharePoint of all Learning, Teaching and Quality, records management processes and supporting documentation – college is currently identifying a resource to deliver this

- Social Media Training:
  4.1 Short courses for use of social media for story telling and brand awareness.

- REHIS Intermediate Food Hygiene (this was intended to be run wc 5 Jan 2021 but had to be postponed due to Covid restrictions – it was hoped this could be arranged for March 2021 but it is now likely this will take place in July/August)

1.8   Support of At Risk Staff

As reported previously, we have two members of staff undertaking qualifications in furtherance of their redeployment to other positions in the college. In addition, IT training was provided to at risk staff and steps are being taken to develop and deliver training in relation to confidence building, transferable skills, and resilience for our at risk staff.

Committee:	Staff Governance Committee
Subject/Issue:	Policies due for Review
Brief summary of the paper:	It is established practice that HR Policies and Procedures are reviewed on a rolling 4 year programme, with the procedures being considered by the HR Policy Review Group (a subgroup of the Joint JCC) before being considered by the SLT then coming to the Staff Governance Committee for ratification. The SGC also receive an annual report on progress provided the HR Manager. This report was provided to the November meeting.
Action requested/decision required:	The following procedures have been reviewed as per the policy review timetable and are provided for the committee's ratification: Relocation Scheme Attendance At Work The policy and procedure for Professional Review and Development is provided for ratification, along with guidance notes for staff and line managers. This Policy and Procedure will replace the current college Staff Review Scheme and has been developed to support professional registration for teaching staff. This Policy and Procedure will also require an amendment to the Staff Development Policy in relation to the number of CLPL hours required of teaching staff (adjusting this from 60 to 30 hours per year and the Staff Governance Committee are also requested to approve this adjustment.

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

Date paper prepared:	20 May 2021
Date of committee meeting:	1 June 2021
Author:	Carolyn Thomson, Director of HR and OD
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please	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.

provide further information.	
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	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.
Equality and diversity implications:	Equality Impact Assessments are undertaken as part of the review cycle.
Resource implications: *(If yes, please provide detail)*	
Risk implications: *(If yes, please provide detail)*	

MORAY COLLEGE UHI

Relocation Scheme

Status	Approved
Version Date and Number	March 2021
Approved by	Staff Governance Committee
Responsibility for Policy	HR Manager
Responsibility for Implementation	HR Manager
Responsibility for Review	HR Manager
Date for Review	March 2025

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
March 2021	Requirement for line manager to put forward a case to support relocation through the ATR process to the SLT for approval Adjustment of eligible distance for relocation to be considered from 40 miles to 75 miles from Elgin by road	

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POLICY STATEMENT

POLICY STATEMENT

Moray College UHI recognises the importance of recruiting the best candidate to the organisation and will support and assist them to ensure that they settle into the new role and the area positively.

1.0   INTRODUCTION

1.1   Scope

The Relocation Scheme will be considered for all eligible permanent (full time and part time) employees of Moray College UHI Board of Management who take up post with Moray College UHI from, normally, more than 75 miles by road from Elgin, and who move or are thereby required to move their homes to a commutable distance from the college. It covers employee entitlements in respect of removal, legal and other fees, travel and accommodation.

1.2   Objective

This document has been prepared to assist new employees who are entitled to claim assistance under the Relocation Scheme.   It details the rules governing claiming relocation expenses.

1.3   Responsibilities

The Director of Finance is responsible for ensuring that all claims submitted under this scheme are within the permitted allowances of the scheme.

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

1.4   Definitions

Immediate Family: Those members of the eligible employee's immediate household who would require to relocate with the member of staff, eg spouse and dependant children

Eligible employee: Permanent (full time and part time) employees who take up post with Moray College UHI from, normally, more than 100 miles by road from Elgin, and who move or are thereby required to move their homes to a commutable distance from the college, AND where the line manager of the postholder has successfully put forward a case for relocation to the SLT for approval.

Line Manager: The manager to whom the employee directly reports.

Senior Leadership Team (SLT):   The Principal and Directors.

2.0   THE RELOCATION SCHEME

2.1   General

A maximum allowance of £5,200 excluding VAT is allowed under the scheme for a new employee. This figure is set by the Board of Management. The power to vary this amount in exceptional circumstances rests with the Board of Management. These allowances are intended to assist with the actual costs of relocating to the area and obtaining reasonably equivalent accommodation.

With the exception of the travel costs covered by paragraph 2.5, the employee will be required to submit receipted accounts, acceptable to HM Revenue Customs and Excise for VAT purposes where appropriate, before reimbursement will be made by the College.

In the case of travel costs, reimbursement will be at published National Rail standard class fares or at the appropriate car mileage allowance for interviewees, on submission of a signed claim from the employee.

2.2   Removal

The cost of removal of furniture and effects including insurance during transit. Reimbursement under this heading will be made for one move, where the move is direct from former principle place of residence to new place of residence, or for two moves where the employee is required to live for a period in temporary accommodation, or to put furniture into store.   Employees are required to submit two quotations for removal costs to the Director of Finance for approval.

2.3   Legal and Other Fees

The reimbursement of advertising costs, legal, estate agent, mortgage redemption fees and stamp duty directly associated with the sale and/or purchase of a residence.

2.4   Temporary Accommodation Allowance

The costs of temporary accommodation, from the date the employee starts maintaining two homes. The employee is required to provide evidence of the fact that they are maintaining two homes.

2.5   **Travel**

a)   The travelling costs of the employee and immediate family for one visit to the area to seek housing, prior to taking up the appointment. Where an overnight stay is required, reasonable expenses will also be reimbursed.

b)   One return journey per month following appointment, to the employee's previous permanent place of residence to visit members of the family still living at the previous address and/or to supervise the disposal of the property until moving into permanent accommodation in the Moray area.

2.6   **Conditions**

Reimbursement of Relocation Allowances will be subject to the following conditions:

a)   The offer of relocation assistance will only remain valid for a period of 12 months, unless in exceptional circumstances the Principal has authorised an extension of the offer. The payment of the temporary accommodation allowance will apply for a period not longer than 6 months unless in exceptional circumstances the Principal has authorised an extension.

b)   Any assistance with relocation costs for which the employee's spouse will be eligible from another employer or relocation assistance from any other source must be declared when these allowances are claimed and will be offset against any payments to be made by the College.

c)   The full amount of reimbursement under Paragraph 2.2, and 2.3 or such proportion as is thought appropriate by the Principal, will be repayable should the employee leave the College's service within 2 years of taking up the appointment. Any queries regarding this should be referred to the Director of HR and Organisational Development.

d)   All claims in respect of these allowances must be supported by statements of costs and receipts, and should be submitted as soon as possible to the Director of Finance for approval. Relevant claim forms are available from the Finance Section.   Quotations (at least 2) must be obtained in advance in the case of legal fees and removal costs, in line with procurement policies.

e)   Any queries regarding eligibility for these allowances should be referred to the Director of Finance before any commitment is undertaken.

MORAY COLLEGE UHI

Attendance at Work Policy
(incorporating previous 'Absence from Work' and 'Management of Sickness Absence' policies)

Status	
Version Date and Number	May 2021
Approved by	Staff Governance Committee
Responsibility for Policy	HR Manager
Responsibility for Implementation	HR Manager
Responsibility for Review	HR Manager
Date for Review	May 2025

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
May 2021	Incorporation of Management of Sickness Absence policy and procedure, and Absence from Work procedure, to create merged 'Attendance at Work' policy and procedure	

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POLICY STATEMENT

Moray College UHI is committed to providing a safe and healthy environment for all its employees and creating a culture and working environment that encourages a high level of attendance and maintains a healthy workforce. Where attendance falls short of the standards expected, the College has a responsibility to address this by following procedures which are fair, transparent and supportive.

The College recognises its responsibility for the health, safety and welfare, mental health and the well-being of its staff, and in conjunction with its other policies, this policy places great emphasis on the range of support mechanisms and services established to provide assistance and support.

1 INTRODUCTION

1.1 Scope

This Policy and Procedure applies to all employees of Moray College UHI Board of Management. It details the procedure for employees and managers to follow in cases of absence from work due to holiday, leave of absence, accrued time in lieu and sickness absence.

1.2 Definitions

Line Manager   the Manager to whom the employee directly reports.

Rolling year   a 12 month period measured backward from the date an employee is first absent from work

Long Term Absence   absence in excess of 4 weeks.

Attendance Standards   for short term absence the standard that would normally be regarded as exceptional is 3 occasions of absence or total absences exceeding 5 consecutive days in any 12 month period. The standard is applied pro rata for part time staff based on the number of days they work in a week. Consideration should be given to instances where absences may be linked.

Occupational Health   An Occupational Health Service is contracted by the College to manage occupational health and will assist in the following (non-exhaustive) areas:

- The provision of occupational health advice in relation to employees who declare a disability (at the point of recruitment or whilst in employment)

- The assessment of employees who are absent from work, and to provide advice on reasonable adjustments that may be considered to encourage a return to work or improve attendance levels

- The provision of advice about whether ill-health retirement may be appropriate for employees who are on long term absence and who are unable to return to work within a reasonable time-scale

	- Training of managers and staff in relation to appropriate occupational health or related issues, including assistance with environmental assessments where required
Phased return to work	A phased return to work is a formal arrangement which may support an employee to return to work after a long or serious illness, and is outlined in detail in the Moray College UHI Rehabilitation Policy.
NJNC	National Joint Negotiating Committee.

1.3   Responsibilities

Individual employees have a responsibility to ensure that they communicate with their line manager regarding instances of leave of absence. Where this is planned leave of absence, the necessary form should be completed and the approval sought from the line manager before commencing leave plans. Where the absence is unplanned, for example due to sickness absence, the employee must arrange for the HR Section to be informed, as soon as possible and always before their due start time, when they are unable to come to work, and to keep the College regularly informed as to the length of time they expect to be absent (see section 5.1).

Line managers have a responsibility to make fair, informed and consistent decisions about requests for leave, and in the management of sickness absence, and to undertake supportive actions during periods of absence and following the employee's return to work as required.

The HR Section will maintain accurate records and monitor absences to ensure the successful management of all forms of absence from work. The HR Section is also responsible for providing advice and guidance to managers and staff, developing appropriate policy and practices, and monitoring the implementation of these.

The Occupational Health Service is responsible for undertaking health assessments on individuals who are referred, supporting clients in working towards a return to appropriate employment and ensuring effective communication with managers, HR and general practitioners to achieve a constructive outcome that meets the needs of the College and the individual and achieves improved attendance levels.

Any absence for which the above requirements are not met will be regarded as unauthorised absence, and will be subject to the College's Capability and Conduct Procedure.

1.4   References

Moray College UHI Capability and Conduct Procedure
Moray College UHI Rehabilitation Procedure
Moray College UHI Stress in the Workplace Procedure
Moray College UHI Parental Support Procedure
Recognition and Procedures Agreement
Employment Rights Act 1996
Equality Act 2010
General Data Protection Regulation (GDPR)

2.0   HOLIDAY - SUPPORT STAFF

Detailed information on holiday entitlement for support staff can be found within the NJNC circular STS 05/18 – Support Staff Pay and Terms and Conditions Agreement 2018-2020, which is available on the Moray College UHI Intranet.

2.1   Public Holidays

15 closure and public holidays shall be granted as holidays with pay.

All employees who are requested to work on a closure or public holiday are entitled to be paid at double time for all hours worked (normal hours or overtime).
In addition, the member of staff is entitled to time off with pay at a later date as follows: -
less than 3.5 hours this will equate to a half day off
more than 3.5 hours this will be a full day off.

A general or public holiday which falls within a period of annual leave shall not count as part of that annual leave.

2.2   Annual holiday – Support Staff

The leave year runs from 1 September to 31 August.

Annual leave entitlement is currently 30 days, pro rata, per annum. Part-time employees are granted leave on a proportionate basis as outlined in appendix 1.

Leave shall not normally be carried over from one leave year to another.

Where a period of certificated (Medical Certificate) sickness absence falls within a pre-arranged holiday period, the holiday period will only be reimbursed where an individual has notified the HR section of their sickness absence on the first day of absence.

Absence during College closure or public days shall not be reimbursed and any reimbursement of leave shall be subject to the statutory maximum annual leave entitlement. Information regarding this can be provided from the HR Section.

In order to obtain approval for a holiday, a Holiday Request form (Appendix 2) should be completed by the employee and signed by the Line Manager.

It is the responsibility of Line Managers to ensure that holidays are scheduled within the section to minimise the disruption of the Section's operations and to ensure adequate cover is provided as required.

3.0   HOLIDAY - LECTURING STAFF

Annual leave provisions applicable to both unpromoted and promoted lecturing staff are set out in the November 2017 NJNC Agreement and NJNC Circular 01/18, which are available on the Moray College UHI Intranet.

3.1   Annual Holiday

The leave year runs from 1st September to 31st August.

Annual leave entitlement is currently:

Unpromoted lecturers -   62 fixed days
Level 1 promoted staff -   62 fixed days
Level 2 promoted staff -   60 days (up to 5 days can be taken flexibly, subject to agreement)
Level 3 promoted staff -   55 days (the timing of which will be determined by agreement)

These days are inclusive of all scheduled college closure days and the timing of the leave will be determined according to local arrangements.

Leave shall not normally be carried over from one year to another.

Leave for full time staff shall accrue as noted in the following table:

Lecturer												
Completed months of service	1	2	3	4	5	6	7	8	9	10	11	12
Leave entitlement in days – Unpromoted and Level 1 Promoted	5	10	16	21	26	31	36	42	46	52	57	62
Level 2 Promoted	5	10	15	20	25	30	35	40	45	50	55	60
Level 3 Promoted	5	9	14	19	23	27	32	37	41	45	50	55

Part-time employees are granted leave on a pro-rata basis.

Leave entitlements shall not normally be carried over from one leave year to the next. A lecturer who wishes to request an adjustment of leave dates must submit a Request for Leave of Absence form (Appendix 3) to their Line Manager who will advise the member of staff whether or not the request has been approved and whether it will be paid or unpaid in accordance with the terms and conditions of employment. The form is forwarded to the HR Section for processing.

A lecturer leaving employment for reasons other than dismissal for misconduct shall be granted the balance of accrued holiday entitlement as shown in the table, before the date of termination unless, at the requirement of the college or through unavoidable circumstances, such leave cannot be granted. If the balance of leave cannot be taken, the lecturer shall receive one day's pay for each full day of unused accrued leave. Where a lecturer has received more than the accrued entitlement prior to the date of termination of employment, one day's pay for each day's leave received in excess of entitlement will be recovered, subject to meeting minimum statutory leave entitlements.

4.0   LEAVE OF ABSENCE

Requests for leave of absence for any of the reasons detailed below should be made on a Leave of Absence Request Form, available from the Moray College UHI Intranet (see appendix 3). Leave of Absence for up to 5 days whether paid or unpaid, may be authorised by the Line Manager. Any requests for Leave of Absence for more than 5 days whether paid or unpaid, must be authorised by the Principal.

These arrangements do not preclude suitable arrangements being made between the individual and the line manager, eg making up lost hours or, if appropriate to their jobs, working from home.

4.1 Bereavement - Family

Such leave should reflect the closeness of the family relationship and the extent to which related legal and family responsibilities exist.

Paid leave of up to 5 days will be allowed following the death of a family member. In circumstances where more time is required, appropriate medical certification should be provided.

Allowance should additionally be made where appropriate for travelling.

4.2 Bereavement - Other

Up to 1 day paid leave can be approved by the line manager.

4.3 Other Reasons

The following guidelines have been approved to supplement the provisions of the national schemes: in all cases the entitlement is to be paid leave of absence.

Family Illness: The normal need for immediate attention, to allow for medical advice and to make special arrangements – 1 day.

The employee is expected to use the day to find alternative arrangements for the family member, so that the employee is not absent from work for a longer period of time.

4.4 Special Leave

Line Managers may grant Special Leave, such leave is normally unpaid but in special circumstances may be authorised with pay. Usually special leave arises in connection with an emergency situation or unexpected events, when the personal presence of the employee is required. Other reasonable requests for leave will be considered.

(a) Service in non-regular services e.g. retained firefighter, TA

(b) Sitting examinations for CPD activities approved through the college.

(c) Preventative medical examinations

(d) Medical treatment

(e) Time Off for Religious Observance

(f) Jury Duty/JP Duty

If employees are required to serve on a jury, please consult the HR Section for the correct procedure to follow.

(g) Moving House
One day with salary will be granted for moving house. In special circumstances, one additional day without salary may be approved.

On a new appointment one day with salary will be granted. In special cases, eg where distance is involved, that period may be extended.

4.5   Medical and Dental Appointments

Every effort should be made to make routine medical and dental appointments outside of regular hours of work. Appointment cards and letters should be submitted to support any Leave of Absence requests for such appointments.

5.0   SICKNESS ABSENCE PROCEDURE

5.1   Notification

All employees who are absent from work due to sickness must arrange for the HR Section to be notified by phoning the HR sickness absence telephone line on 01343 576250, as soon as possible and always before the start of their regular hours of work.
Employees should:
- confirm the reason they are absent,
- the length of time they expect to be absent,
- the expected return date if known (where this is not known, the employee should contact the HR Section daily to update),
- whether medical advice is being sought
- whether there is anything the line manager will need to do to reassign work for the duration of the absence
- and whether there are any other individuals who should be informed of the absence.

All sickness periods of less than 7 calendar days shall be reported on the College's self-certification form on return to work. This form is available on Moray College UHI Intranet, in the mail room and from the HR Section. Where the period of absence is likely to continue beyond 7 calendar days, the employee shall inform the HR Section who will arrange for a self-certificate to be sent to the employee to complete and return.

Sickness periods of over 7 calendar days require to be covered by a medical certificate from the doctor or hospital. Where the employee has been absent for more than 7 calendar days the first medical certificate shall be submitted as well as the self certificate. It is the employees responsibility to ensure that the correct forms are submitted as soon as is possible to the HR Section.

Where an employee fails to comply with these requirements in respect of sickness or incapacity for work, entitlement in respect of that day to either SSP or Sickness allowance shall cease.

The employee must keep the College informed of any updates regarding their absence and to provide the appropriate medical certification. If an employee fails to provide appropriate medical certification to cover their period of absence, their absence is deemed to be unauthorised and the College reserves the right to withhold payment for the period of absence. The employee may be invited to attend a meeting within the context of the Capability and Conduct Procedure for failing to adhere to this request or if there is a failure to participate in any agreed support measures designed to assist the employee to attend work.

An employee may be required to submit to an examination by a medical officer appointed by the College for this purpose. This would occur when the line manager considered it necessary on the advice of the HR Section and subject to the provisions of the Access to Medical Reports Act 1988.

If an employee becomes ill during the course of the day they should not leave place of work (i.e. to go home) without notifying the line manager/supervisor so that cover can be arranged (if required).

The employee or the manager/supervisor should notify the HR Section so that the absence can be recorded.

5.2   Payment

An employee absent from work on account of sickness or injury shall receive, in any one period of 12 months, sickness allowance at full or half pay as appropriate (pro-rata), in accordance with the following scale:-

Service at Start of Sickness Absence	Full Allowance	Half Allowance
Less than 1 year	5 weeks	5 weeks
1 year but less than 2 years	9 weeks	9 weeks
2 years but less than 3 years	18 weeks	18 weeks
3 years but less than 5 years	22 weeks	22 weeks
5 years or more	26 weeks	26 weeks

Service shall be assessed for the purpose of qualifying for entitlement to sickness allowance as all previous service with any local authority or Corporate College. For these purposes a local authority or corporate college is one of the employers listed in the Redundancy Payments (Local Government) (Modification) Order 1983.

Sickness allowance will include any entitlement to statutory sick pay for the first 28 weeks of absence in any tax year. Thereafter, or if an employee is excluded from SSP, sickness allowance will be paid after deduction of benefits received or receivable, under the National Insurance Acts.

The half pay allowance will be in addition to any SSP or NI sickness benefit, provided that the combined payment does not exceed full normal pay.

Payment of sickness allowance ceases when:-

a)   an employee is no longer incapable of work under the contract of employment.

b)   an employee fails to satisfy or to continue to satisfy the notification or certification requirements.

c)   an employee exhausts the entitlement as specified above.

d)   an employee is on maternity leave.

e)   an employee's contract of employment is terminated.

f)   an employee is taken into legal custody.

It is recognised that staff may become unwell whilst in the employment of the College. It is therefore important to have a procedure in place which ensures a positive approach in the management of sickness absence, which assists the organisation to operate effectively, provides the necessary support to staff and ensures that staff are treated in a consistently fair manner.

The following guidelines are in place to ensure there is an effective balance between the operational requirements of the College and the need for an employee who is on sickness absence to take time to recover from illness.

5.3   Keeping in Touch

During periods of sickness absence, line managers are expected to keep in touch with the employee as a supportive measure and as is necessary. If this is not appropriate, then an appropriate individual will be identified. Keeping in touch arrangements will depend on the circumstances of the absence, but it may mean agreeing that phonecalls will take place on a weekly basis to update the manager and maintain familiarisation in the work environment, if appropriate.

Line managers should monitor sickness absence with a view to taking supportive action if appropriate in order to minimise the impact of sickness absence on service delivery and take measures to rectify this. Each case should be dealt with individually having regard to the person concerned and the nature of the illness.

5.4   Cause for Concern Discussion

If there is concern regarding attendance levels, or that absences appear to display an unusual pattern, the line manager should arrange an informal cause for concern discussion with the employee. This would typically be after a second instance of absence. The discussion is designed to provide an opportunity to discuss any health issues which may be affecting the ability of the individual to attend work satisfactorily and make the employee aware that they may be approaching a point where formal action will be appropriate.

5.5   Return to Work Interview

Each employee shall meet with their line manager upon return to work in line with the following; where a member of staff has had sick leave lasting for more than 5 consecutive days, or where the absence is the third cumulative absence in a rolling year and a pattern of short term sickness absence is emerging.

This meeting should be held in a private setting and should be supportive in nature. Where possible the meeting should be undertaken face to face but managers may use their discretion to conduct it over an alternative means such as the telephone or another appropriate means if they judge the circumstances to be appropriate. Advice on conducting this meeting is available from the HR section (see appendix 5). Following the meeting, the manager will submit the Return to Work Form (see appendix 4) to the HR section to confirm that the meeting has taken place and to identify any areas of concern.

The objectives of this meeting are:

- to review the reasons for the absence and confirm that they are now fit for work.

- to identify at an early stage any underlying reasons for absence and ensure that appropriate assistance is given.

- to assist in the monitoring of an individual's sickness record and identify at an early stage any developing patterns of sickness absence.

- to ensure that any necessary action is taken at the appropriate time.

Short term absence

Moray College's standard with regard to short-term sickness absence is that it would normally be regarded as exceptional if during any 12 month period an employee incurs 3 occasions of absence. Where an employee incurs a 4th occasion of absence in a 12 month period, the employee will be referred to the Occupational Health Service.

Long term absence

Long term absence is defined as absence in excess of 4 weeks. When dealing with long term absences, managers should be conscious of their obligation to act reasonably; advice can be sought from the HR Section. The Payroll Section will inform the HR Section of when an employee is due to go on half sick pay and when sick pay will expire, and HR will inform the employee accordingly.

Where an employee is absent from work on a long term basis, the employee will be referred to the Occupational Health Service

In instances where employee's wish to carry out limited duties at home whilst certified as sick i.e. marking of assessments, the employee should request permission from their GP. A fit note detailing the fitness to undertake this work will be required as the nature of the work will need to considered in the context of the reason for the employee's absence from work. Such circumstances will be considered under the Rehabilitation Procedure.

Employees who feel well enough and wish to participate in a particular College event of activity should check with their line manager that their presence is permitted as it is expected that employees who are absent from work due to sickness absence will not be in College or attend planned activities eg staff development or courses of study without bringing this to the attention of their line manager or upon medical advice. The exceptions to this would be the submission of medical certificates, rehabilitation, counselling meetings or when the activities are being undertaken under the advice of the Occupational Health Service.

Where an employee identifies stress or a stress-related reason as the reason for their absence from work, a referral to the Occupational Health Service will be initiated. See Moray College UHI Stress in the Workplace Policy and Procedure for more information.

6.0   ATTENDANCE MANAGEMENT PROCEDURE

6.1   Capability Procedure for Frequent Absence

Where an employee incurs a 4th occasion of absence in a 12 month period, or a pattern or level of absence is emerging, despite implementation of the guidelines laid out above, the employee will be invited to attend a Stage 1 standard setting meeting within the context of the Capability Procedure for Frequent Absence.

Stage 1 – Standard Setting
Upon receipt of an Occupational Health report, a Stage 1 meeting will be arranged with the employee, the line manager, an HR representative and the employee's union representative/colleague, if desired.

The line manager will identify to the employee the unacceptable pattern or level of attendance which is a matter of concern. The employee will be given every opportunity to present their views, and consideration will be given to any extenuating circumstances which may have an impact on attendance. Consideration of any measures that might improve the employee's health and/or

attendance at work, and discussion about the impact that the absences are having on the College should be explored.

A programme of action will be agreed, which will include:
- the required standard (including a suitable timescale within which the standard is to be effected, as this will vary depending on the individual circumstances)
- the support to be put in place to assist the employee to achieve the required standard
- the likely consequences of failure to achieve the required standard

A record of the meeting is placed on the employee's file, detailing the programme of action that is agreed.

Review Point (Stage 1)
At the end of the agreed review period, the line manager will advise the HR representative of the employee's absence record. If a suitable improvement has been noted, the matter will end and the employee will be advised of this decision. If the line manager considers that there has not been a suitable improvement then they will advise the HR representative that the matter should progress to the next stage.

Stage 2
The employee will be advised that there has not been a suitable improvement in their attendance levels, and they will be invited to attend a Stage 2 meeting within the context of the Capability Procedure for Frequent Absence. The format of this meeting will be as set out in Stage 1, with the meeting being attended by an independent line manager, an HR representative, the employee and the employee's union representative/colleague, if desired.

The programme of action agreed at Stage 1 will be reviewed and the employee will be given every opportunity to present their views or offer an explanation for their continued poor attendance.

If it is agreed that there are extenuating circumstances for the absence, no warning will be issued. If it is agreed that there are no extenuating circumstances, a verbal warning will be issued.

A copy of the verbal warning will be kept in the employee's personal file, and a copy given to their representative. The warning will specify the matters of concern, the improvements in attendance required, the timescale and the consequence of failure to respond appropriately.

Verbal warnings are valid for 6 months. The employee will be advised of their right of appeal.

Review Point (Stage 2)
At the end of the agreed review period, the line manager will advise the HR representative of the employee's absence record. If it is considered that a suitable improvement has been noted, the matter will end and the employee will be advised of this decision. If it is considered that there has not been a suitable improvement then the matter will progress to the next stage.

Stage 3
The employee will be advised that there has not been a suitable improvement in their attendance levels, and they will be invited to attend a Stage 3 meeting within the context of the Capability Procedure for Frequent Absence. The format of this meeting will be as set out in previous stages, with the meeting being attended by another independent line manager, an HR representative, the employee and the employee's union representative/colleague, if desired.

The employee will be given every opportunity to present their views or offer an explanation for their continued poor attendance.

If it is agreed that there are extenuating circumstances for the absence, no warning will be issued. If it is agreed that there are no extenuating circumstances, a written warning will be issued.

A copy of the written warning will be kept in the employee's personal file, and a copy given to their representative. The warning will specify the matters of concern, the improvements in attendance required, the timescale and the consequence of failure to respond appropriately.

Written warnings are valid for 12 months. The employee will be advised of their right of appeal.

Review Point (Stage 3)
At the end of the agreed review period, the line manager will advise the HR representative of the employee's absence record. If it is considered that a suitable improvement has been noted, the matter will end and the employee will be advised of this decision. If it is considered that there has not been a suitable improvement then the matter will progress to the next stage.

Stage 4
The employee will be advised that there has not been a suitable improvement in their attendance levels, and they will be invited to attend a Stage 4 meeting within the context of the Capability Procedure for Frequent Absence. This meeting will be attended by the Principal, an HR representative, the employee and the employee's union representative/colleague, if desired.

The employee will be given every opportunity to present their views or offer an explanation for their continued poor attendance.

If it is agreed that there are extenuating circumstances for the absence, no action will be taken. If it is agreed that there are no extenuating circumstances, acting on the advice of the HR representative, the Principal will decide on appropriate action which may include redeployment, demotion or dismissal.

A copy of the agreed action will be kept in the employee's personal file, and a copy given to their representative.

The employee will be advised of their right of appeal.

Continuous action
This process is intended to remind staff of the importance of good attendance and to ensure staff are supported during any periods of ill health. Poor attendance has a significant impact on the College, it puts pressure on colleagues having to cover extra work and also has a detrimental effect on the student experience and the service the College can provide.

Staff who have been part of this process previously and whose absence rates begin to rise again or who have a sustained pattern to their absences, may, taking in all circumstances, be entered into the process again at the appropriate stage, not necessarily from Stage 1.

6.2 Capability Procedure for Long Term Absence

Where an employee incurs an absence in excess of 4 weeks, the employee will be referred to the Occupational Health Service.

The employee may be invited to attend meetings which will be attended by an HR representative, the employee, the line manager and the employee's union representative or colleague, if desired. The meetings will take place within the College unless this is not appropriate.

The purpose of the meetings will be to offer support to the employee, to explore the possibility of a return to work, to consider reasonable adjustments that may be made to assist the employee to return to work and to discuss any possible actions i.e. redeployment, ill-health retirement or their continued employment with the College in cases where there does not appear to be a good prospect of the employee returning to work.

Return to Work
A return to work date should be communicated to the line manager as soon as practicable. Discussion of a suitable plan to facilitate a return to work should take place with realistic timescales and giving consideration to any additional support or training that may be required to help the employee reintegrate into the workplace as smoothly as possible.

Phased Return to Work
Requests for a phased return to work must be supported by information from Occupational Health and/or statement of fitness for work from a GP. A phased return should be designed to meet the health related needs of the employee, depending on the circumstances e.g. gradual increase in hours building up the time and days until working normal hours (see Rehabilitation Policy).

Redeployment
If the employee is unable to continue to fulfil their current role to an appropriate level but are considered fit for other types of work, the suitability of any available alternative employment will be considered.

Ill-health retirement
Retirement on the grounds of ill health may be a possible outcome if a satisfactory return to the employee's full role is unlikely. This will be managed within the relevant guidelines of the LGPS or SPPA. The decision on whether an employee is eligible for retirement on the grounds of ill health rests with the relevant Pension Scheme. Medical information from Occupational Health and/or GP will provide an indication as to whether this is likely to be pursued.

Termination of employment on health grounds
Where the relevant procedures outlined above have been exhausted termination can occur in the following circumstances:

i.   The Occupational Health Service has confirmed that the employee is no longer fit to carry out duties for which they were employed and there are no additional reasonable adjustments

ii.   The employee is deemed fit by the Occupational Health Service to undertake the duties for which they were employed but their absence record remains unacceptable

iii.   The employee has exhausted the capability procedure and attendance remains unsatisfactory.

7   Right of Appeal

An employee may appeal against the decision reached at any stage of the Capability Procedure for Frequent Absence and Long Term Absence. Appeals should be presented in writing to the HR Section, stating the grounds for the appeal, within 10 working days of the meeting.

Appeals against Stage 2 or Stage 3 warnings will be heard by an independent line manager within 10 working days of the appeal being lodged.

Appeals against Stage 4 actions will be heard by the Convener of the Staff Governance Committee and one other member of the Staff Governance Committee within 15 working days of the appeal being lodged.

An HR representative will be present at all appeals.

The employee may be accompanied by a trade union representative or colleague at any appeal hearing. Either side may call witnesses during the appeal hearing to give evidence.

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

8.   Sickness Absence during holiday periods

Where a period of sickness absence falls within a pre-arranged holiday period, the holiday period will only be reimbursed where an individual has notified the College of their sickness absence on the first day of absence, and any reimbursement of leave shall be subject to the statutory maximum annual leave entitlement (currently 28 days pro rata).

Any accrued leave should be mutually agreed between the line manager and employee, with a suitable arrangement being sought to take the leave where it has minimum impact on the College business.

Absence during College closure days and public holidays shall not be reimbursed.

APPENDIX 1   Pro-rata holiday calculation for support staff

Annual Leave Entitlement (for complete years) based on weekly basic contracted hours

(hours worked per week / full time hours per week x annual leave entitlement (in days) x full time hours in a standard day = personal entitlement (rounded up to the nearest half hour).

Weekly basic contracted hours		Hours equivalent		Weekly basic contracted hours		Hours equivalent
35		(30 days)		19.5		117
34.5		207		19		114
34		204		18.5		111
33.5		201		18		108
33		198		17.5		105
32.5		195		17		102
32		192		16.5		99
31.5		189		16		96
31		186		15.5		93
30.5		183		15		90
30		180		14.5		87
29.5		177		14		84
29		174		13.5		81
28.5		171		13		78
28		168		12.5		75
27.5		165		12		72
27		162		11.5		69
26.5		159		11		66
26		156		10.5		63
25.5		153		10		60
25		150		9.5		57
24.5		147		9		54
24		144		8.5		51
23.5		141		8		48
23		138		7.5		45
22.5		135		7		42
22		132		6.5		39
21.5		129		6		36
21		126		5.5		33
20.5		123		5		30
20		120		4.5		27

Moray College UHI

HOLIDAY REQUEST FORM

Name:

Section:

Line Manager:

Holiday Balance for Year 2021/2022:

Date of request	Leave date - From	Leave date - To	No. of days/hours requested	Line Manager Authorisation	New Balance

APPENDIX 3

University of the Highlands and Islands Moray College

Request for Leave of Absence

Name:………………………………………… Directorate/Section:…………………………………..

Leave of Absence requested for Date (s): …………………………………Time……………………………

Reason for Request:…………………………………………………………………………………………..

……………………………………………………………………………………………………..………

………

Approved by Section Manager/Director - YES/NO   With Pay/Without Pay

Comments………………………………………………………………………………………..

Signature……………………………………………..   Date ……………………….

Please note: Pension contributions shall apply during periods of unpaid leave up to 31 days for members of the North East Scotland Pension Fund.   Please see Payroll for further details.

Please refer to the College Attendance at Work Procedure for guidance. Copies are available on the intranet.

Appendix 4

EMPLOYEE DETAILS

Employee Name:	Line Manager:	Date of meeting:

RETURN TO WORK INTERVIEW

Self Certificate completed (up to 7 days) ☐   Fit note received (required after 7 days) ☐

Dates of sickness absence in the previous 12 month rolling period	No. of days	Reason	Action taken at that time

To assist with the RTW discussion: (establish the reason for the absence. Consider whether or not the reasons vary or if there is a pattern, if the absences are regular or erratic, whether the absences occur on the same day of the week, or precede or follow annual leave. Discuss the impact their absence record has on the working area and others in the College. Consider how the absence record compares with the College standards etc.)

What concerns were noted:
_____
_____
_____
_____
_____

Action required (please tick box). Please note that an employee must be referred to Occupational Health upon their fourth occasion of absence.

None ☐   Refer to OH   ☐   Formal Action ☐   Other ☐

If action required, please detail:
_____
_____
_____

Employee's comments:
_____
_____
_____
_____

Is there anything the College can reasonably do to improve attendance levels? _____

To be signed on completion of RTW Interview:

Employee signature   _____   Date of Interview   _____

Line Manager Signature _____   **Please send completed form to HR**

Appendix 5

University of the
Highlands and Islands
Moray College

RETURN TO WORK INTERVIEW - GUIDANCE FOR MANAGERS

When? - A Return to Work interview should take place when an employee returns to work from sick leave which lasted more than 5 consecutive days, or where the absence is the third cumulative absence in a 12 month period and a pattern of short term sickness absence is emerging.

Who? – The interview should be conducted by the employees immediate Line Manager on the employee's first day back at work. It should be a confidential discussion.

Why? – The interview is important and assists employees to come back to work; employees should feel after the interview that their Manager has supported them therefore it is important to demonstrate interest and concern for the employee. The interview allows the Manager to identify at an early stage any underlying reasons for absence. By meeting the employee face-to-face, you can also consider whether or not they are physically and mentally fit to be back at work and establish if there are any work related issues affecting them.

By referring the employee to the Occupational Health Service, a full assessment of their absence history can be obtained.

Preparing for the Interview – Gather a history of absences and give consideration to the following factors:

• Are the absences regular or erratic?	• Does the absence precede or follow annual leave?
• Do the absences occur on the same day of the week – is there a pattern?	• How does their absence record compare with the College standards?
• What is the reason (or reasons) for the absence?	• Are the reasons varied or is there a pattern?

Structure of the Interview – Managers should begin the interview by welcoming the employee back to work. Explain the purpose of the interview (to ensure the employee is fit to return and the employee is supported in their return to work) and make it clear it is procedure to conduct Return to Work interviews with employees who have been absent from work for more than 5 consecutive days or 3 occasions in 12 months.

Absence – The Line Manager should sensitively enquire about the reasons for absence - if it is sickness absence the following information needs to be gained in a caring and concerned manner:

- Whether the employee is fit to resume their duties
- Whether the absence was work related
- What steps the employee has taken toward their recovery
- What preventative measures they are taking to reduce the likelihood of such absence occurring in the future

If there is an underlying reason for the absences, the Manager should consider the benefits of Occupational Health advice or Health and Safety involvement (e.g. to carry out a risk assessment). Check that the employee has completed either a Self Certificate form or obtained a Doctor's certificate to cover their period of absence.   If the employee fails to provide these certificates they may not be paid the appropriate sick pay.

In cases of persistent absence, the Manager must remind the employee of the importance of full attendance wherever possible. The Manager should tell them if they notice a pattern to the absences and should explore ways in which they can help the employee to improve their attendance at work. The employee should be reminded of what the College considers to be unacceptable attendance and their attendance record should be compared with the College standards.

Finally, the Manager should remind the employee that they have a responsibility to attend work as contractually required and although it is recognised that this is not always possible, the employee should be advised that frequent or persistent absence from work will lead to formal action being taken.

The Manager should ensure that the Return to Work form has been fully completed, signed by both the manager and the employee and sent to the HR Section. Managers should consult with the HR Section prior to considering any formal action or if any additional guidance is required.

Professional Review
and Development
Policy and Procedure

Update	
Version Date and Number	V1
Approved by	Staff Governance Committee
Responsibility for Policy	HR Manager
Responsibility for Implementation	Line Managers
Responsibility for Review	HR Manager
Date for Review	

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved

Table of Contents

POLICY STATEMENT

1.0 Introduction

2.0 The Professional Review and Development (PRD) Procedure

3.0 Appendices

POLICY STATEMENT

The purpose of the Professional Review & Development Policy and Procedure is to support and enhance the continued professional learning of all Moray College UHI staff with the aim of attracting, retaining, and developing high-quality and creative staff to meet the changing requirements of our students, our institutions and our communities.

This will be achieved by the provision of ongoing opportunities for staff to:

- reflect on their practice and professional learning through self-evaluation against relevant standards
- engage in supportive and challenging professional dialogue with their line manager in an atmosphere of trust and collaboration

As a signatory to the National Recognition and Procedures Agreement between Scottish FE Colleges and the Educational Institute of Scotland (EIS), General Municipal & Boilermakers Union (GMB,) UNISON and UNITE the Union, Moray College UHI is committed to supporting lecturers to comply with GTCS requirements for lecturer registration. Therefore, the policy includes the Professional Update process for lecturers which has two key purposes:

1. to support the opportunities for enhancement of our lecturers and the impact they have on student learning as outlined in the [Professional Standards for Lecturers in Scotland's Colleges](#) .
2. to support, maintain and enhance lecturers' continued professionalism and the reputation of the lecturing profession in Scotland.

1.0   Introduction

1.1 Scope

This policy applies to all Moray College UHI employees. Implementation of the policy and procedure is monitored and subject to audit. In addition to the College HR policy review arrangements, any review of this Policy and Procedure requires to be considered by the UHI HR Practitioners Group to ensure maintenance of the UHI University Partnership GTCS validation. The arrangements in relation to shared or seconded lecturing staff will be as determined between the employing authorities and in accordance with the requirements of GTCS registration.

1.2 Definition

Line Manager: The manager to whom the employee directly reports.

Lecturing staff: Any member of staff employed under lecturing terms and conditions as set by the National Joint Negotiating Committee and National Recognition and Procedure Agreement

General Teaching Council for Scotland (GTCS): The professional body given statutory responsibility to promote, support and develop the professional learning of teaching and lecturing staff.

Registration: All 'in scope' lecturing staff employed by Moray College UHI are contractually required to obtain and maintain registration with GTCS.

Professional Update: An annual process of engagement in the PRD scheme, ongoing professional learning including reflection on own learning and the relevant Professional Standards, as well as an annual update of registration details on MyGTCS. In addition, on a 5-yearly basis there is a signoff process between the member of staff and line manager confirmed to GTCS through the MyPL recording system.

Career Long Professional Learning (CLPL) (All staff): Professional learning is meaningful learning which develops thinking, knowledge and skills. It often involves learning with and from others and is aligned to the requirements of a job role. It covers a wide range of formal and informal learning opportunities. The means by which people maintain and enhance their knowledge and skills related to their professional lives

Career Long Professional Learning (CLPL) (Lecturing Staff): As above, is additionally referred to as Continuous Professional Development in the *Professional Standards for Lecturers in Scotland's Colleges* and defined as:

- Reflects critically on, and evaluates professional values, practice and contribution to student success.
- Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning. 1
- Participates actively in continuous career long development of professional knowledge, understanding and practice.
- Embraces change and emerging practices and developments.
- Promotes and supports a culture of quality improvement.

1.3 Responsibilities

It is the responsibility of all staff members to undertake professional update including reflection on learning and development undertaken and to provide any feedback they have in relation to the PRD process through their line manager, staff or Trade Union representative or the HR team.

It is the responsibility of the line manager to hold at least one PRD meeting with each member of staff reporting to them each academic year and engage with the 5 yearly sign off. It is the responsibility of the line manager to undertake this in a supportive and challenging way, based on coaching approaches and within an atmosphere of trust and collaboration.

All lecturing staff must take responsibility for their own development and professional learning as a core component of lecturer professionalism, and engage in the PRD process including the 5 yearly sign off.

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

1.4 References

Moray College UHI CORE values

National Working Practices for Lecturing Staff (NWPA)

Staff Development Policy and Procedure

Professional Standards for Lecturers in Scotland's Colleges

Management Competencies

Moray College UHI Staff Induction

Moray College UHI Online Training

Moray College UHI Teaching CLPL Toolkit

2.0 The Professional Review and Development Procedure

2.1 Introduction

The following procedures outline the arrangements for both aspects of staff Professional Review & Development policy (PRD), that is

- staff reflection on their practice and professional learning through self- evaluation against relevant standards. This is in line with the requirement that all staff take responsibility for their own development and professional learning as a core component of their professionalism.
- a professional dialogue with a line manager in an atmosphere of trust and collaboration which provides support and challenge in planning further development and enhancement, as well as an opportunity for upward evaluation of communication, feedback and support provided by the line manager.

2.2 Timelines

2.2.1   All Staff: All staff should recognise that their professional learning is an ongoing process, rather than a single annual meeting. To support this ongoing process, each staff member will undertake a PRD once every academic year, with an option of ongoing discussion and support at the request of the staff member.

2.2.2   Lecturing staff: As part of the requirement outlined within the NWPA to obtain and maintain professional registration, lecturing staff must update their registration details on MyGTCS annually. In addition, at 5 yearly intervals, lecturing staff and their line managers must undertake a sign off of professional learning over the preceding period. This is recorded through the GTCS MyPL recording system. In circumstances where the line manager is not GTCS registered then an alternative line manager will be nominated by the relevant Director to undertake this sign off activity with the member of lecturing staff.

2.3   Engagement with relevant standards

Self-evaluation against relevant standards is central to the PRD process for all staff. Staff are not expected to engage with every aspect of these standards at one time but to focus their development and professional learning on specific aspects each year, to be discussed during the PRD meeting.

2.3.1   Self Evaluation against the Moray College UHI Core Values (all staff)

Moray College UHI is committed to CORE values as the basis upon which we conduct our work activities and interact with others. All staff are required to self evaluate their own work activities and professional behaviours in relation to these values and the statements below:

Collaboration

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

Openness

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

Respect

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

Excellence

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

2.3.2 Self Evaluation against the Professional Standards for Lecturers in Scotland's Colleges (Lecturing staff)

The Professional Standards support the achievement of the vision to make Scotland a great place to live, learn and work by transforming lives through high quality learning, by providing a clear description of the professional practice, knowledge, behaviours, qualities, and capabilities that lecturers in colleges are expected to develop, maintain and enhance throughout their careers. These Standards are used for a range of purposes including

- Underpinning professional teaching qualifications for lecturers in Scotland's colleges;
- Developing critically reflective and evaluative practitioners;
- Supporting professional dialogue and collaborative working;
- Supporting professional development; and
- Contributing to ongoing developments across the sector.

2.3.3 Self Evaluation against the Moray College Management Competencies (Line managers)

The college has developed a number of Management Competencies and indicators to provide a clear description of the professional practices, skills and activities managers are expected to develop, maintain and enhance, covering:

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

2.4   Staff Development Support for CLPL

Support for Professional Learning is provided through the College Staff Development Policy and Procedure and Teaching CLPL Toolkit.

Staff development at Moray College is very much provided within the wider context of the college being an Academic Partner of the University of the Highlands and Islands and the UHI Learning and Teaching Enhancement Strategy. Moray College's Strategic Aims seek to create and maintain a learning culture which engages, inspires, challenges and supports our whole college community and to develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their individual potential.

Lecturing staff and those support staff of levels of Officer and above are expected to undertake 30 hours (pro rata for part time staff) continuous professional development each year in support of their role. Other staff are expected to undertake appropriate CLPL as agreed with their Line Manager and including mandatory training activities. Where staff are required to undertake additional CLPL activity as required by their professional bodies this should be discussed with their line manager.

2.5   Recording of Professional Learning

All staff: Staff are required to record their professional learning as specific learning events and to maintain a reflective record of that learning and its impact. Staff should record this on their CPD record on HR Self Service and should ensure that this is updated in advance of the PRD meeting.

Lecturing staff holding GTCS registration: those lecturing staff holding professional registration with the GTCS are required to download their CPD record from HR Self Service and upload to the MyPL area of the GTCS portal.

Lecturer staff not yet holding GTCS registration: those lecturing staff not yet holding professional registration with GTCS should record their professional learning on HR Self Service and upload to MyPL once registration is achieved.

2.6   PRD meetings: Scheduling and Deferral

PRD meetings should take place at least once every academic year with line managers scheduling them at the start of each academic year. If the staff member requires to re-arrange the date/time of the PRD meeting for operational reasons they should immediately contact their line manager and agree a new meeting date within two weeks of the original date.

Should a PRD meeting require to be deferred due to exceptional circumstances e.g. secondment, extended illness or maternity/paternity/adoption leave, the staff member and their line manager should agree a new date for the PRD as soon as is practical. The line manager should inform HR, through the HR Helpline of the reason for the deferral and provide an indication of when the PRD is likely to take place.

In the case of lecturing staff, approved deferrals of the 5 yearly sign off must also be notified to GTCS by staff members through their MyGTCS portal.

2.7   PRD meetings: Appeals

It is intended that all aspects of the PRD process are undertaken in an atmosphere of trust and collaboration and most issues should be informally resolved between staff and their line manager.

However, staff members can lodge an appeal to an appropriate line manager in the following circumstances:

- where staff member and line manager are not be able to agree on the deferral of a PRD meeting,
- where staff member and line manager are not be able to agree on the outcome of the PRD meeting
- where staff member and line manager are not be able to agree on any other aspect of the process,

All appeals should be directed to the HR Section in the first instance using the PRD Appeal Form, stating the grounds for the appeal. An appeal hearing will then be arranged to take place, normally within 10 working days of the appeal being lodged.

The appeal will be heard by the appropriate line manager, with the staff member, their line manager and an HR representative in attendance.

Required forms – to be developed, ideally, on HR self service

- PRD form A – Support Staff
- PRD form B – Support Line Managers
- PRD form C – Lecturers and CTLs
- PRD form D – Curriculum Line Managers
- PRD Appeal Form

PRD forms A – D have 3 parts

Self-evaluation and Upward-evaluation tool
A self-evaluation tool and reflective questions are found in the relevant PRD form, the staff member must complete section 1 of this form at least one week in advance of the PRD meeting.

Reflective record
Staff should review their personal reflective record of professional learning, the staff member must complete section 2 of the relevant PRD form at least one week in advance of the PRD meeting

Future Objectives
Staff should also consider College plans and departmental plans including relevant objectives, targets and performance indicators. Section 3 of the relevant PRD form will be completed by the staff member and be reviewed by the line manager within 2 weeks of the PRD meeting

Professional Review and Development Guidance for Staff

Update	
Version Date and Number	V1
Approved by	Staff Governance Committee
Responsibility for Policy	HR Manager
Responsibility for Implementation	Line Managers
Responsibility for Review	HR Manager
Date for Review	

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved

Purpose

The purpose of this guidance is to provide an outline of the Professional Review & Development (PRD) process for staff of Moray College UHI. All staff should familiarise themselves with the content of these guidance notes prior to their PRD meeting. If clarification or support is required regarding an aspect of the PRD staff members should contact their line manager in the first instance. The Board of Management determines arrangements for the Principal PRD in accordance with the Code of Good Governance.

Responsibilities

It is the responsibility of all staff members to undertake professional update including reflection on learning and development undertaken. Staff members must take responsibility for their own professional development and learning as a core component of their professionalism and undertake an annual self-evaluation using a set of relevant standards and plans, sharing their reflections with their line manager.

Staff are required to record their professional learning as specific learning events and to maintain a reflective record of that learning and its impact. Staff should record this on their CPD record on HR Self Service and should ensure that this is updated in advance of the PRD meeting.

Lecturing staff holding GTCS registration: those lecturing staff holding professional registration with the GTCS are required to download their CPD record from HR Self Service and upload to the MyPL area of the GTCS portal. Those lecturing staff must also work with their line manager or suitable person to complete a 5-yearly sign off on the GTCS MyPL recording system.

Lecturer staff not yet holding GTCS registration: those lecturing staff not yet holding professional registration with GTCS should record their professional learning on HR Self Service and upload to MyPL once registration is achieved.

Documents to support PRD

Standards

Self-evaluation against relevant standards is central to the PRD process for all staff. Staff are not expected to engage with every aspect of these standards at one time but to focus their development and professional learning on specific aspects each year, to be discussed during the PRD meeting.

All staff must self evaluate against the Moray College UHI CORE values: Collaboration, Openness, Respect, Excellence

Lecturing staff must self evaluate against the Professional Standards for Lecturers in Scotland's Colleges

Line Managers must self evaluate against the Moray College Management Competencies

PRD Process and Recording

The PRD process covers a number of aspects and is recorded as detailed below:

Self-evaluation and Upward-evaluation tool
A self-evaluation tool and reflective questions are found in the relevant PRD form, the staff member must complete section 1 of this form at least one week in advance of the PRD meeting.

Reflective record
Staff should review their personal reflective record of professional learning, the staff member must complete section 2 of the relevant PRD form at least one week in advance of the PRD meeting

Future Objectives
Staff should also consider College plans and departmental plans including relevant objectives, targets and performance indicators. Section 3 of the relevant PRD form will be completed by the staff member and be reviewed by the line manager within 2 weeks of the PRD meeting

The following tables details the relevant form to be selected and completed.

Staff Category	PRD Form
Support staff	PRD form A (CORE Values)
Support staff line manager	PRD form B (CORE Values, Moray College Management Competencies)
Lecturing staff	PRD Form C (CORE Values, Professional Standards for Lecturers in Scotland's Colleges)
Lecturing staff line manager	PRD Form D (CORE Values, Professional Standards for Lecturers in Scotland's Colleges, Moray College Management Competencies)

Professional Review and Development Guidance for Line Managers

Update	
Version Date and Number	V1
Approved by	Staff Governance Committee
Responsibility for Policy	HR Manager
Responsibility for Implementation	Line Managers
Responsibility for Review	HR Manager
Date for Review	

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

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved

Revision Date & Change Log

Purpose

The purpose of this guidance is to provide an outline of the Professional Review & Development (PRD) process for line managers of Moray College UHI. All line managers should familiarise themselves with the content of these guidance notes prior to holding a PRD meeting with their team member. If clarification or support is required regarding an aspect of the PRD line managers should contact their line manager in the first instance. The Board of Management determines arrangements for the Principal's PRD in accordance with the Code of Good Governance.

Responsibilities

The responsibilities of line managers are as below:

All Line Managers

- To oversee the PRD arrangements for all line managed staff.
- To arrange scheduling of an annual PRD meeting with each staff member at the start of each academic year, providing at least 4 weeks notice to the staff member.
- To prepare to engage in a professional dialogue with each staff member by reviewing principles of coaching and sections 1 and 2 of the PRD form sent to you by the staff member at least 1 week before the meeting.
- To conduct the PRD meeting in a supportive and challenging way based on coaching approaches, and within an atmosphere of trust and collaboration.
- To take cognisance of the relevant Professional Standards throughout the professional dialogue
- To review section 3 of the PRD form upon receipt of it, providing feedback to the staff member within 2 weeks of the PRD meeting.
- To engage with the staff member, and HR if required, to resolve any queries regarding any aspect of the PRD process, including deferrals.
- To ensure that the staff member records their professional learning as specific learning events and to maintain a reflective record of that learning and its impact. Staff should record this on their CPD record on HR Self Service and should ensure that this is updated in advance of the PRD meeting.

Curriculum Line Managers
In addition to the above

- For staff members reporting to them who hold GTCS registration: to engage with the member of staff to complete a 5-yearly sign off on the GTCS MyPL recording system.

Documents to support PRD

Standards

Self-evaluation against relevant standards is central to the PRD process for all staff. Staff are not expected to engage with every aspect of these standards at one time

but to focus their development and professional learning on specific aspects each year, to be discussed during the PRD meeting.

All staff must self evaluate against the Moray College UHI CORE values: Collaboration Openness, Respect, Excellence

Lecturing staff must self evaluate against the Professional Standards for Lecturers in Scotland's Colleges

Line Managers must self evaluate against the Moray College Management Competencies

PRD Process and Recording

The PRD process covers a number of aspects and is recorded as detailed below:

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Lecturing staff line manager	PRD Form D (CORE Values, Professional Standards for Lecturers in Scotland's Colleges, Moray College Management Competencies)

University of the
Highlands and Islands
Moray College

Health and Safety Committee
Minutes of Meeting held on
Wednesday 21 April 2021
At 1400 hours by Teams

Present:

David Patterson (Chair)	Ross McGillivary
Derek Duncan	Heather Henderson
Brian Dundas	Michele Smith
Stuart Cruickshank	Carolyn Thomson
Jackie Andrews	

In Attendance:
Eleanor Melton (Minutes Secretary)

Item		Action	Date
HS.21.01.01	**Principals Introduction/Update**		
1.1	David welcomed all to the meeting and apologised for the rearrangement from the previous week. Apologies have been received from Kenny Beaton and Sharon Wood.		
HS.21.01.02	**DRAFT minutes of the meeting held on 2nd December 2020**		
2.1	The minutes were accepted as a true and accurate representation of the meeting: Proposed: Heather Henderson Seconded: Brian Dundas		
HS.21.01.03	**Matters Arising of the meeting held on 2nd December 2020**		
3.1	There were no matters arising to discuss.		
HS.21.01.04	**Proposed changes to the Health and Safety Procedures manual**		
4.1	Brian informed the committee that the Health and Safety Procedures manual had not been affected by the recent cyber incident. Brian explained that driving safely is missing and due to be input within 4-5 weeks.		
ACTION	Brian to update driving safely and circulate to committee members.		
HS.21.01.05	**HSE Accidents recorded in the period since December 2020**		
5.1	There have been 2 accidents/incidents recorded since December 2020. All aspects of the incidents have been recorded including what happened? Where? When? And person/s involved. Brian briefly explained both incidents that have been recorded. One incident has been fully investigated and closed. The investigation is still being completed for the second incident although there are no further concerns. It was explained that one of the main issues was that the fire doors had been jammed open for ventilation. Following discussion, it was agreed that further guidance is required regarding fire doors being propped open.		

ACTION	Derek to issue further guidance on fire door usage.		
HS.21.01.06	**Health and Safety Officers Report**		
	i. **Health and safety Issues/Concerns**		
6.1	Brian updated members on the baseline air quality surveys that had been carried out in January/February. This was to identify areas of poor air quality. Surveys are to be carried out following the easter break once staff and students have started returning. Carolyn raised concern about the low temperature with increased ventilation through the use of open windows and doors. More specifically within the HBCT salons. Jackie added that this was especially a concern due to them being open to the public. There are currently ongoing discussions to ascertain if this is purely covid related. iHASCO Health and Safety training (E-Training), selected through the tender process. Training is currently being trialled by a limited number of senior managers. Brian is currently awaiting email contacts to set up individual accounts for all staff with a communication pack ready to be sent out.		
	ii. **Risk Assessment Activity Report**		
6.2	Brian explained that access is unavailable due to it being located within the staff drive. Brian has produced a generic risk assessment which details covid controls and air quality controls deemed necessary to deal with increased capacity. Risk assessment is based on government guidelines.		
	iii. **Workplace Safety Activity Report**		
6.3	There was concern raised around the number of staff not following the covid guidelines set throughout the college. The committee discussed how this can be rectified.		
	iv. **Health and Safety Coordinator and Checklist Activity Report**		
6.4	Brian raised the lack of checklist being completed. It was questioned whether this could be completed on a monthly basis alongside iHASCO e-training.		
ACTION	Brian to meet with H&S coordinators to discuss any updates and processes moving forward.		
	v. **Fire warden Report**		
6.5	There was no report due to remote working and covid pandemic control measures.		
ACTION	Brian to meet with Fire wardens to discuss any changes with procedures moving forward.		
	vi. **First Aider Report**		
6.6	At times where the college has been open during the pandemic, any first aid incidents have been attended to by the estates staff. With the increase in capacity there will shortly be the need for more first aiders on site. Currently all first aiders certifications were extended due to Covid but these will need to be scheduled in for re-certification.		

	First aiders have began receiving potential dates for them to attend. Discussions will also need to be held to arrange the replacement of first aiders who have left or no longer wish to be in the role.		
	vii. Health and Safety Training		
6.7	This item was discussed earlier in the meeting. Brian added, currently in the process of identifying suppliers of Lift truck driver training to be conducted on site. Information has been requested to identify members of staff who are Lift truck drivers.		
	Brian also requested help to identify any pressurised systems and if there is register? Requirements of this were discussed further.		
	Break 15.05 – 15.10		
HS.21.01.07	**Rep0rtable Accidents/Incidents/Near misses**		
7.1	These had been discussed during item HS.21.01.05.		
HS.21.01.08	**Programme of Health and Safety Checks and Reports**		
8.1	This was discussed during item HS.21.01.06		
HS.21.01.09	**Update on Health and Safety Regulations**		
9.1	There were no new regulations to be discussed.		
HS.21.01.10	**AOB**		
10.1	Derek mentioned that all estates and nursery staff have started Covid testing. The college will shortly be able to begin issuing testing kits to all those staff and students who are due to be on site. Although this is voluntary, it is advised.		
10.2	Stuart raised that the timing of the meetings meant that the estates admin was unable to attend and record the minutes. It was agreed that it would be beneficial for Angela to attend the meetings.		
ACTION	Stuart to advise Angela to schedule the meetings and to circulate dates/times to committee members.		
10.3	Jackie mentioned the Inchendown tunnels research project and queried whether a discussion could be had regarding public liability insurance. It was agreed that this should be discussed out with the meeting.		
10.4	Michele advised that she had this week undertaken an ergonomic furniture assessment which had been easy to arrange and partake in. She is currently awaiting the results.		
HS.21.01.11	**Date of next meeting**		
11.1	TBC		
	Meeting closed at 15.30pm		