

### Meeting of Staff Governance Committee

On Thursday 18 November 2021

Commencing 1030 by MS Teams

#### A G E N D A

Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
<b>SG.21.03.01</b>	(i) Resignations	Clerk	Noting
	(ii) Appointments		
<b>SG.21.03.02</b>	Apologies for Absence	Clerk	Noting
<b>SG.21.03.03</b>	Any Additional Declarations of Interest including specific items on this Agenda	Convenor	Noting
<b>SG.21.03.04</b>	Draft Minutes of Staff Governance Committee meeting held on 1 June 2021 *	Convenor	Decision
<b>SG.21.03.05</b>	Draft Matters Arising of Staff Governance Committee meeting held on 1 June 2021 *	Convener	Decision
<b>SG.21.03.06</b>	Emerging Issues	Convener	Noting/Discussion
<b>SG.21.03.07</b>	HR Directors Report*	Carolyn	Noting
<b>SG.21.03.08</b>	Culture and Values *	Carolyn	Noting
<b>SG.21.03.09</b>	Update on Staff Development Activities 2021-22*	Carolyn	Noting
<b>SG.22.03.10</b>	HR Policies due for review	Carolyn	Noting
	HR Policy Review Group Annual Report*		
<b>SG.22.03.11</b>	Workforce Planning and Development Strategy 2018-2021 Update*	Carolyn	Noting/Discussion
<b>SG.21.03.12</b>	Health and Safety Update	David	Noting

	(i) Draft Minutes of Health and Safety Committee Meeting held on 5 October 2021*		
<b>SG.21.03.13</b>	Date of next Meeting: 27 January 2022	Clerk	Noting
<b>Reserved Items</b>			
<b>SG.21.03.14</b>	Draft Reserved Minutes of Staff Governance Committee Meeting held on 1 June 2021	Clerk	Decision



University of the  
Highlands and Islands  
Moray College

**STAFF GOVERNANCE COMMITTEE**

**Minutes of Meeting held on**

**Tuesday 1 June 2021**

**At 1000 hours by Teams**

**Present:**

Seonaid Mustard (Convenor)

David Patterson

Paul Mitchell

Hugh Hamilton

Rosemary McCormack

Caroline Webster

**In Attendance:**

Mrs Carolyn Thomson

Mrs Eleanor Melton (Minute Secretary)

Item		Action	Date
<b>SG.21.02.01</b>	<b>(i) Resignations</b>		
1.1	There have been no resignations.		
	<b>(ii) Appointments</b>		
	There have been no new appointments.		
<b>SG.21.02.02</b>	<b>Apologies for Absence</b>		
2.1	There were no apologies for absence.		
<b>SG.21.02.03</b>	<b>Any Additional Declarations of Interest including specific items on this Agenda</b>		
3.1	There were no additional declarations of interest.		
<b>SG.21.02.04</b>	<b>Draft Minutes of meeting held on 26 January 2021</b>		
4.1	The Minutes were accepted as an accurate account of the meeting. Proposed: Rosemary McCormack Seconded: Hugh Hamilton		
<b>SG.21.02.05</b>	<b>Matters Arising/Action Sheet from meeting held on 26 January 2021</b>		
5.1	Members were updated on the status of the actions taken from the previous meeting, 7.7 is ongoing. 1.10 and 8.1 are complete.		
<b>SG.21.02.06</b>	<b>Emerging Issues</b>		
6.1	Carolyn updated members on the imminent departure of Nikki and Chris. There has been a job advertised, Director of Curriculum and Learning. This followed the procurement of Aspen to aid in the recruitment process. The closing date for this post is 7 June. Once shortlisted, dates will be set for		

	<p>candidates' interviews. The process is hoping to be complete by the end of June.</p>		
6.2	<p>Carolyn provided a brief update on her experiences throughout the Cyber incident. We are now within the recovery phase, with most staff regaining access to files and software. However, there has been significant changes to the way we now gain access to these files and software which has raised its own challenges.</p> <p>Carolyn felt it was appropriate to highlight some of the additional challenges being felt by staff.</p> <p>Rosemary agreed with Carolyn regarding the challenges faced, adding that there is still no access to some important documents. The process has been frustrating for all staff, regardless of job role.</p> <p>David supported both Carolyn and Rosemary, adding that there is currently no access to the H drive.</p> <p>The ongoing impact on staff is significant. As an example, explaining the difference in producing reports for an individual, it is clear that the additional processes have increased his workload.</p> <p>David raised the concerns brought to his attention my MCs IT Team, there is a feeling that their jobs are being rewritten in front of them but without them as changes are being made centrally without consultation.</p> <p>Paul thanked Carolyn, Rosemary and David for their input, adding it is good to understand the broader context of what has/is happening.</p> <p>Is there an estimated ETA of when services should return to "normal"?</p> <p>This is not something that has been communicated as yet.</p> <p>Rosemary praised staff for the seamless continuity of Learning and Teaching regardless of issues faced.</p> <p>David agreed with Rosemary. However, he felt it necessary to highlight that this year's results may not be on a par with the previous year. This is due to both the Cyber incident and Covid. There are plans and funding in place to support those students who may have to continue into next year to complete their programme.</p> <p>Seonaid suggested speaking with Peter to discuss how the board can show the staff their awareness of the challenges faced.</p>		
6.3	<p>Carolyn made the committee aware of the recent Remote Working survey circulated to all staff. This had been carried out by ScotInform following procurement. The survey results have been circulated to all staff and board members.</p>		

	<p>This has highlighted the feelings of staff over the past year and their preferences going forward.</p> <p>The platform had also been utilised to ask the staff for their contributions toward the strategic plan. It was felt there had been a positive and constructive response to this.</p> <p>Paul suggested that he would be really interested to hear any further thoughts on this.</p> <p>David added that both academic and support teams have been tasked with determining how their services or curriculum may be delivered over the next academic year. The results of this survey will inform this. There will then be some work to ensure that these plans work across college.</p>		
<b>SG.21.02.07</b>	<b>HR Director's Report</b>		
7.1	Carolyn supported the report, provided in the usual format.		
7.2	<p><b>Support Staff</b></p> <p>Job Evaluation is still ongoing. They are still currently within the second scoring phase. The next stage to begin will be the negotiation of the salary model.</p> <p>The 2020/21 pay claim has now been agreed and paid.</p>		
7.3	<p><b>JCC/JNC Update</b></p> <p>The minutes of both committees have been included and Carolyn provided any clarification required and topics being raised at upcoming meetings.</p>		
7.4	<p><b>Organisational Culture KPIs</b></p> <p>It was positively noted that the sickness absence rate is below target, currently at 2.51% with the national average being 3.2%.</p> <p>This KPI is continually monitored.</p>		
	<p>Seonaid raised a question on student conduct during online learning, have there been any challenges faced?</p> <p>Rosemary advised that within her own areas there had been no conduct issues raised and that staff have found the work has been very productive.</p>		
7.5	<p><b>Operational Plan – Organisational Culture Objectives</b></p> <p>It has been proposed that the VSS plan be ringfenced to the 8 remaining refectory staff who have not managed to be redeployed within the college.</p> <p>David explained a response is now being awaited from the SFC.</p> <p>An informal meeting with these members of staff is due to take place next week to update them on the current situation.</p> <p>Redeployment efforts will still continue.</p>		
<b>SG.21.02.08</b>	<b>Culture and Values</b>		

8.1	Objectives that have emerged from the staff survey short life working groups have been noted. Actions taken have been recorded and current status noted. It was agreed how interesting it is to see all the feedback from the staff survey being highlighted in concise actions and subsequently updated as complete.		
<b>SG.21.02.09</b>	<b>Update on Staff Development Activities 2020-21 *</b>		
9.1	Carolyn supported the paper provided by herself, highlighting key points within. Staff reviews are now well underway throughout the college teams, now is the time that staff development requests are submitted. Carolyn has previously updated members on the new iHasco training portal being rolled out for all Health and Safety training. Paul supported the roll out of the new training portal, adding he feels this is the perfect opportunity for it to be rolled out with everything being Health and Safety orientated just now.		
<b>SG.21.02.10</b>	<b>HR Policies due for Review</b>		
10.1	<b>i. Relocation Scheme</b> Carolyn advised that this policy had recently been updated by the HR policy review group (HRPRG). There was a view that a relocation fee should not be offered. However, following discussion with SLT it was agreed that we should still offer this. The distance was increased from 50 to 75 miles. Hugh queried the amount offered as being low in comparison. Carolyn explained that it has been set at this amount for some time now although it was agreed as a reasonable contribution.		
10.2	<b>ii. Attendance at Work</b> Feedback received was that some staff were unsure of which policy to consult in some cases. The HRPRG had also raised a concern around the wording as it was felt to be on the negative side previously.		
10.3	<b>iii. Professional Review and Development – Policy, Procedure and Guidance notes</b> This policy has been reviewed several times to ensure it is correct and contains the set elements required. This policy covers both teaching and support staff. The general feeling is that the guidance is easy to follow to enable the user to complete the necessary forms.		

<b>SG.21.02.11</b>	<b>Health and Safety Update</b>		
	<b>i. Minutes of Health and Safety Committee held on 21 April 2021</b>		
<b>11.1</b>	The minutes of the Health and Safety Committee were provided. David highlighted key points and any issues that had been raised.		
<b>SG.21.02.12</b>	<b>Date of Next Meeting</b>		
<b>12.1</b>	11 November 2021 - The date of the next meeting was raised as being 11 November, it was agreed that a break would be held to enable members to partake in the silence. It was then noted that both David and Carolyn would not be able to attend on that day.		
<b>ACTION</b>	It was agreed that an alternative date should be sought.	<b>EM</b>	
<b>RESERVED ITEMS</b>			
<b>SG.21.02.13</b>	<b>Draft Reserved Minutes of Staff Governance 26 January 2021</b>		
<b>13.1</b>	This item is reserved and the minute held in confidence.		
	<i>Meeting closed at 12.00pm</i>		

Matters Arising from Staff Governance Committee on 1 June 2021  
 Agenda item: 21.03.05

		<b>ACTION</b>	<b>DATE</b>	<b>Update</b>
<b>SG.21.02.12</b>	<b>Date of Next Meeting</b>			
<b>12.1</b>	11 November 2021 - The date of the next meeting was raised as being 11 November, it was agreed that a break would be held to enable members to partake in the silence. It was then noted that both David and Carolyn would not be able to attend on that day. It was agreed that an alternative date should be sought.	EM	Immediate	



<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	HR Director's Report			
<b>Brief summary of the paper:</b>	The attached report is the Human Resources Report covering the period 1 June 2021 to 21 October 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.			
<b>Action requested/decision required:</b>	The attached paper is provided for noting. Where the Committee's approval is being sought, this is identified within the paper.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	10 November 2021			
<b>Date of committee meeting:</b>	18 November 2021			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	This paper provides an update for the Committee on any significant matters or developments which affect the staff and/or being progressed in relation to employing staff. This may relate to compliance or legislation or may be in furtherance of objectives within the college's strategic documents. Formal staff consultations and negotiations through the JCC and JNC are also reported upon.			
<b>Consultation:</b> How has consultation with partners been carried out? <i>(Summary of response should be included in the paper)</i>	This paper reports on the consultations with staff where these have taken place. Minutes of the formal consultations through JCC are provided.			
<b>Equality and diversity implications:</b>	Any adjustments to or development of policies, procedures or practices referred to in this paper will be equality impact and risk assessed separately by the relevant party.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	Any risk implications relating to any developments are detailed within the paper or provided to the committee separately.			

## 1. National Bargaining Update

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

Heather Stevenson, Colleges Scotland's Director of Employment Services, retired at the end of September 2021. In addition, Andy Lawson, Project Lead for Pay and Grading also left at that time. Interim arrangements have been implemented as follows for these national committee.

- Evan Williams – Interim Employers Secretary – Lecturing and Central Committee (0.5 FTE) (currently employed by Association of Colleges)
- Zelda Franklin-Hills – Interim Employers Secretary – Support (0.5 FTE) (Director of OD and HR at Fife College)
- Paul McGowan – Project Lead – Pay and Grading (Colleges Scotland)

### **Central Committee (both teaching and support staff)**

- An extraordinary meeting of the National Joint Negotiating Committee (NJNC) – Central Committee took place today (Thursday 3 June 2021). The meeting focussed on the establishment of a College Sector Strategic Partnership Forum following a request made by the staff side at the Central Committee meeting in March 2021.

The committee agreed that this forum is not a decision making body and the immediate focus would be on the return to campuses in August 2021 and managing ongoing recovery in the sector. It also agreed an initial membership of the group to allow a meeting to be scheduled as soon as possible to enable initial discussions to commence around protocols.

This new forum is not related to National Bargaining or the national machinery.

- The NJNC – Central Committee also met on 30 September and discussed the following items:
  - Policy Working Group Updates
  - Fair Work Working Group
  - Health and Safety

### **Teaching Staff**

- EIS/FELA submitted their pay claim for 2021/22 on 17 June 2021. The claim is for a consolidated flat-rated pay rise of £2,000 on all national salary scale points for unpromoted and promoted lecturers, effective from 1 September 2021, and provided a rationale for that claim.

At an NJNC -Side Table (Lecturing) meeting on 5 August 2021, the management side tabled an offer based on the Public Sector Pay Policy for 2021/22 for all promoted and unpromoted teaching staff as follows:

- a cash underpin of £800 for those earning £25,000 or less

- a two per cent pay increase for those earning more than £25,000 and up to £40,000
  - a one per cent pay increase for those earning more than £40,000 and up to £80,000
  - a maximum pay increase of £800 for those earning £80,000 or more.
- On 19 August 2021 the EIS/FELA advised that they could not recommend this offer and submitted a revised claim of £1600 on all teaching scale points. Since then revised claims and offers have been made by both parties and no agreement has been reached.

- The national dispute into the use of instructors and other roles instead of lecturers was resolved and consequent circular [STL02/21](#) issued.
- 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, eligible staff are now going through the process of becoming registered. There is much to be done both locally (in terms of a reporting, monitoring and supporting) and nationally in terms of registration categories. A validation event in relation to GTCS is being held at the beginning of November 2021. The committee will recall that this is being progressed on a regional basis. The College involvement in this validation event happened on 9 November 2021 with the Dir of HR being involved in one meeting and 4 each of promoted and non promoted teaching staff being involved in other meetings. We have been advised informally that the college has 'passed' this element but that there will be conditions and feedback to be acted upon.

### Support Staff

- Job Evaluation: There have been two national updates provided in relation to this project. There are provided [here](#) and have been provided to staff.
- The support staff Pay Claim for 2021/22 was received at the beginning of August. The claim sought a consolidated flat rate payment added to all Support Staff Salary points with effect from 1 September 2021 plus
  - Pursuance of negotiations on a strategy to achieve a four-day week for all Support Staff
  - Payment of homeworking allowances
  - Two additional support staff career development days per year for self directed career development planning and research
  - Two flexible days per year wellbeing days
  - Agreement on national pay and grading for support staff (emerging from JE)
  - Immediate discussions to progress the following from last years pay claim:
    - Establish an urgent joint working group to agree resources and measures to support staff mental health and wellbeing
    - Levelling of Annual leave entitlement for all colleges to 49 days, an end to annual 4 leave embargoes and a permanent agreement to carry forward 5 days annual leave.
    - £750 allowance to trained Mental Health First Aiders.

- Green travel schemes to provide for cycle purchase loans and allowances for cycling to work. .
- Phase 2 of harmonisation of terms and conditions.
- Introduction of a national flexi-time scheme.
- Extension of anti-social payments to apply out with core hours. Namely from 18.00 to 08.00.

On 18 August 2021 the management side responded to the pay element of the claim and made the following offer (the same offer made to the teaching staff) . An offer based on the Public Sector Pay Policy for 2021/22 for all promoted and unpromoted teaching staff as follows:

- a cash underpin of £800 for those earning £25,000 or less
- a two per cent pay increase for those earning more than £25,000 and up to £40,000
- a one per cent pay increase for those earning more than £40,000 and up to £80,000
- a maximum pay increase of £800 for those earning £80,000 or more.

Agreement has not yet been reached.

### **Employers Association**

The Employers Association Extraordinary Meeting took place on 27 July 2021 and further meetings are scheduled for 10<sup>th</sup> and 11<sup>th</sup> November 2021.

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

The following JCC meeting has taken place since the last Staff Governance Committee

- JCC Joint 9 June 2021 (DRAFT minutes attached at Appendix 1)

The next Joint JCC meeting is scheduled for 17 November 2021

## **3. Organisation Culture KPIs 20/21**

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 July 21 was 2.17%

Therefore, this KPI was met.

## **4. Operational Plan – 20/21 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.
<p>Prepare, plan for, and support the delivery of a staffing reduction process in response to the colleges financial, curriculum and support services plans</p> <p><b>Staffing meetings have taken place with Heads of Curriculum to identify staffing requirement for session 21/22.</b></p> <p><b>Staffing level control measures continue to be in place</b></p> <p><b>Updates have been provided to the Board and SGC in relation to the progression of measures to reduce staffing costs</b></p> <p><b>This process for 20/21 is now concluded with the remaining staff identified as being at risk leaving the employment of Moray College UHI on 17 September 2021</b></p> <p><b>Status: Complete</b></p>	DHROD	July 21	O.2
<p>Support the progression of the outcomes of the staff survey SLWGs where possible and appropriate.</p> <p><b>This is reported upon under Culture and Values</b></p> <p><b>Status: Being finalised</b></p>	DHROD	Mar	O.1
<p>Support arrangements for the integration of the wellbeing aspects of the H, S and Wellbeing Officer role ensuring appropriate articulation with HR operations.</p> <p>Previous work related to H &amp; S training and involvement in occupational health provision. A staff development day was held on 17 August 2021 and line managers reminded at meetings to ensure that staff undertake the staff development training provided through iHASCO. The Director of HR &amp; OD is working closely with the Health, Safety and Wellbeing Officer to identify and progress areas of non compliance. The HR Manager and HSW Officer worked with each other in support of the provision of the recently launched Access to Work Mental Health Support Service. The HSW Officer continues to support staff in relation to DSE assessments, return to work assessments, and maternity risk assessments.</p> <p><b>Status: Complete but will be ongoing</b></p>	DHROD	Mar	O.3

## 5. Grievances since the last Staff Governance Committee

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

## 6. Annual Employment Data report

This report is provided to the committee annually before being published on the college website as well as being used to inform the College Mainstreaming Report and Equality Outcomes - See Appendix 2

## 7. Equal Pay Statement

This report is provided to the committee annually before being published on the college website as well as being used to inform the College Mainstreaming Report and Equality Outcomes - See Appendix 3

## 8. My Lifestyle – Employee Benefit Scheme Provided by Edenred

We launched the above employee benefits scheme in October 2021 – this replaced our previous provision through Reward Gateway (entitled Moray Rewards). The scheme gives staff access to discounts on many big brands and supermarkets, online shops and on the high street, as well as Cycle to Work and Payroll Giving. The scheme was launched through direct email and newsletter and is highlighted as part of the college Brightspace Induction.

In terms of discount cards, it is reported that staff have used the service to obtain savings ranging from 3% to 7.5% in Argos, ASDA, B & Q, Halfords, JD Sports, Marks and Spencers and PC World/Currys. The biggest spend was in February and March and largest number of joiners to the scheme in July 21. There are currently 83 members of staff enrolled and 4 members of staff who are currently repaying bicycles through the Cycle to Work Scheme..

## 9. Able Futures

This month we have entered into partnership with Able Futures to deliver one-to-one support sessions, provided by **The Better Health Generation's** Mental Health Nurses, Occupational Therapists and Counsellors, to staff who feel they need Mental Health Support.

Able Futures delivers the Access to Work Mental Health Support Service which can give staff a mental health professional to talk to about whatever is playing on their mind at work.

There's no charge to use the service and over nine months support from Able Futures can help build self-care and wellbeing routines to support staff to learn new ways to manage their mental health throughout the ups and downs of life.

Support from Able Futures is available over the phone, video calls and through email at a time to suits the member of staff. It's a completely confidential service and Able Futures won't inform the employer that the member of staff has accessed the service.

The service is provided in addition to the arrangements already in place to support staff (TogetherAll, Mental Health Modules, Occupational Health Provision, Inhouse Counselling) and further information can be obtained here <https://able-futures.co.uk/individuals>, <https://able-futures.co.uk/mental-health-support>

**10. Whistleblowing cases 20/21**

There have been no cases of whistleblowing over the last academic session.

**Appendix 1 DRAFT JCC minutes**



**Joint Consultative Committee (Joint)**

**Minutes of the meeting held on 9 June 2021 at 2.00 pm via MS Teams**

**Present**

David Patterson, Principal and Chair  
Alistair Fowlie, EIS/FELA  
Catriona McBain, EIS/FELA  
Heather Hagan, UNISON  
Ross McGillivray, UNISON  
Chris Greenshields, 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 & 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

**JCCJ.21.3.1 Apologies for Absence**

Apologies were received from Nikki Yoxall, Director of Learning & Teaching. It was noted that there was an additional UNISON representative present.

It was also noted that Louise Proctor has stepped down from her role as UNISON rep. David thanked Louise for her fantastic contribution to both the JCC and JNC meetings, as well as her support for UNISON members and the College in general over the past few years. He was also appreciative of her help in ensuring the Minutes of these meetings were accurate.

**JCCJ.21.2.2 Minutes of the Joint JCC Meeting held on 15 April 2021**

No changes were requested and the minutes were confirmed as an accurate record of the meeting (proposed by Heather and seconded by Catriona).



### **JCCJ.21.2.3 Actions outstanding from the JCC Joint meeting held on 24 February 2021**

JCCJ.21.1.7 (On-line student conduct). Derek advised that ensuring students knew what their obligations were in relation to on-line conduct would be an important part of the Student Induction process. He added that it would also be helpful if staff regularly reminded students at the start of class, particularly when delivery was blended.

It was intended that the Student handbook would contain clear protocols regarding expectations and requirements, and he would welcome the support of lecturers to create/progress this. Catriona commented that this was a sensible and acceptable approach, and she would be happy to be involved in the development of the guidance.

**Action: Derek with input from Catriona to produce guidance in relation to on-line student conduct to be developed for inclusion in the Student Handbook (contributions from other teaching staff also welcomed).**

JCCJ.21.1.7 Staff support (Toolkit). Carolyn confirmed that with input from staff members, a Remote Working Toolkit had been developed and issued to staff. She has also requested that this be added to SharePoint. This Action is now complete. The Remote Working Survey was on the Agenda for discussion. Alistair commented that the message from staff, regarding the survey, is that it was meant in the right way. However, he has also had reports that some staff are under pressure from line managers to keep to how things were.

### **JCCJ.21.2.4 Actions outstanding from the JCC Joint meeting held on 15 April 2021**

All Actions have been completed.

### **JCCJ.21.2.5 Items from Management Side**

#### **i. College Finances**

Shelly reported that the College still showed an accounting deficit, but also a small cash surplus for this year. In terms of the budget for 2021/22, the plan was to break-even (cash) but still with an accounting deficit, however, some funding variables were still to be confirmed and strict control of staff and non-staff costs would still be required.

Chris G queried what the variables were. Shelly advised these were HE & FE funding and maintenance income. There was also some assumed expenditure regarding staff Pay Awards (2%) although it was emphasised that this was for illustrative purposes and did not constitute an agreement.

David then provided an update on the current position in relation to VS. Carolyn confirmed there are currently 8 staff at risk but redeployment opportunities were still being considered and staff were also being sent details of local vacancies as they arose. She added that there was provision within the VS application which allowed a staff member to receive a payment equivalent to compulsory redundancy pay if this was more beneficial to them than VS. She advised that individual Business Cases had been submitted for some staff as the cost of VS would exceed the 12-month salary costs limit set by the SFC. Staff have also been offered the option of independent financial advice.

Carolyn reported that David and herself had recently met with the affected staff (7 attended) and they both felt it was an open meeting. Chris G then asked several questions relating to this as follows:

- the timeframe for discussion in relation to redundancy and the number of staff who had indicated an interest in VS.  
In terms of the latter, Carolyn advised staff had not yet been asked this question. Regarding the timetable, this had been 'paused' and an update would be provided once it had re-started.
- the Hospitality proposal and the potential for a further redeployment opportunity emerging from this. Carolyn confirmed this should be clearer within the next 7-10 days and it was likely there would be 1 post available if it was progressed.
- whether there was any possibility that the BOM decision not to offer VS to all staff would change. Carolyn advised it wouldn't as the decision was based not only on the need to provide staff with some stability, but also the SFC requirement to manage costs including strain on the pension fund, which would mean it was unlikely other applications would be accepted.
- whether there were likely to be further redeployment opportunities. Carolyn confirmed there were only likely to be cleaning Posts in the near future but the staff had indicated previously they were not interested in these (Derek advised there would be 2 or potentially 3 posts). The would of course be offered to the affected staff if they arose.

Alistair queried if there was a cut-off point where vacancies would not be considered as redeployment opportunities. Carolyn confirmed this would only be on the departure of staff. Alistair also asked whether there would be written confirmation of the face-to-face meeting and Carolyn confirmed this was currently being drafted.

## ii. Covid Campus Update

Derek reported that there had not been any instances of person-to-person transmission on Campus. He added that the current Risk Assessment is due to be reviewed on 3<sup>rd</sup> August 2021 when new Regulations are expected and are

anticipated to be more relaxed. It was decided not to make any changes to the current measures despite the drop in 'Level' as it was deemed there was no need to do this given the time of year (ie near the end of term).

#### iii. Furlough Arrangements Update

Shelly reported that payments are still being claimed, although there are fewer staff now on furlough and it is anticipated that numbers will fall again from next month. The Scheme has been extended to the end of September. Shelly also confirmed that the College was not claiming furlough payments for staff on leave.

#### iv. Remote Working Survey

Carolyn confirmed that this had been completed by 200 staff and 80% had confirmed they were happy for their names to be forwarded line manager to help planning for next academic session. In relation to the questions regarding the Strategic Plan around 50% had indicated they were happy to be contacted and the consensus was that the 5 strategic aims currently in place had served well.

The departmental results had now been issued to Line Managers for discussion with their staff. David pointed out that each Team knew what would work best for them, whether that was staff on/off campus or a blend of both depending on teaching requirements and service provision. The challenge would be to ensure that the needs of the College were also met (eg Health & Safety) while considering the preference of individual staff members.

Alistair mentioned that he had been on Campus recently when the fire alarm went off and commented that things didn't seem to go as well as normal. He queried whether this had been planned. Derek confirmed that it had been a drill and agreed there were one or two issues which had been communicated to the SLT and Health & Safety Officer. There were no classes timetabled so he was unsure why the issues arose. Ross suggested that it could be down to lack of Fire Wardens on site. He added that a drill had also taken place at the Technology Centre which had gone well. Another drill was planned and he was hopeful there would be an improvement, however, he was comfortable with the current arrangements although these would have to be reviewed in advance of more classes returning next session.

#### v. Staff Survey Update

Carolyn reported that, many of the objectives/actions were now complete including all of those that emerged following the 1, 2, 3 meeting in March 2020, while some of those identified from the Staff Survey were still being worked on. The proposal to establish a taskforce to support departments to implement changes required further consideration. The importance of this was recognised and it was currently being looked at. It was envisaged that all actions/objectives would be completed shortly.

**JCCJ.21.3.6 Standing Items from UNISON**

Carolyn provided an update on the following items:

i. Temporary contracts

There were 20 fixed term contracts with expiry before or at 31 Nov 2021 although it was expected that this will come down significantly. Chris G queried how many of these were likely to be made permanent. Carolyn responded that she did not have exact numbers but they would roll forward and become permanent after 2 years if appropriate in accordance with the circular. Chris G then asked if the FT contracts would go and Carolyn responded that the same would apply ie permanency after 2 years if appropriate.

ii. Job Evaluation

The NJNC update was sent to all staff on 29 April 21.

**JCCJ.21.3.7 Date of Next Meeting**

To be confirmed

<b>Action:</b> Jacqui to arrange meetings for session 2021/22
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Before the meeting closed David thanked all of the Reps for everything they had done over the past year. He was particularly appreciative of their contribution when changes had to be made at short notice.

The meeting closed at 2.55 pm

Appendix 2 Annual Employment Data report



University of the  
Highlands and Islands  
Moray College

Annual Employment Data Report  
Session 20/21

November 2021

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

## Annual Employment Data

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

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

### 1.1 Moray College UHI Mission, Vision and Values

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

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

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

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

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

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

- **Collaboration** – We are a friendly college. We work collaboratively in our teams and across teams. We share the best of what we do as part of our interaction with each other. We are part of UHI and it is part of us. We fully play our part in UHI's development. We are generous with our time. We take time to listen, and to explain. We are always keen to help, to look together for ways of doing things better.
- **Openness** – We are a local college with an outward-facing perspective. We embrace change. We seek to be innovative in what we do and how we do it, curious to learn from the best in our sector to become the best. We reflect and discuss what we do and how we do it. We are always learning.
- **Respect** – We are accountable for what we do and how we do it. You can depend on us to do what we say we will. We agree our priorities and stick to them. We make decisions as close to possible to where

their impact is. We are considerate, supportive, and caring. People feel valued because we value them

- Excellence – We focus on our strengths, and on what we do well. We take every opportunity to recognise and celebrate our successes. We take pride in our work and seek to inspire and excite others. We are persistent in looking to achieve what is possible. We know our stats and use them to improve. We are driven by our mission and vision though, not our data.

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

## **1.2 Organisational Structure**

The college offers a very diverse range of employment opportunities with a number of variants to the main terms and conditions (in relation to options for term time working, flexible working, part time and full time working etc). Posts offered range from cleaning, clerical, administration, technical and management to teaching in vocational and academic areas. As is described within the Annual Employment Equalities Data Section below, the college employs a high proportion of female staff, perhaps reflecting the flexibility, part time and term time nature of much of the employment opportunities offered. The college has undergone a period of significant change over the previous 12 months particularly in relation to working arrangements during the ongoing covid pandemic.

## **1.3 Pay and Grading**

In furtherance of the College's commitment to equal pay and, as reported in previous Mainstreaming Reports, Moray College UHI undertook a job evaluation project which supported the implementation of a new pay and grading structure in January 2011. The most recent equal pay review (undertaken in 2021 and based on March 2021 salary payments), demonstrates that, whilst the college still has an overall gender pay gap, there are no significant gender pay gaps within grade when considering grades in relation to gender, disability or race. The College Equal Pay 2021 document provides more information in relation to this.

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

documentation has been evaluated in 2020 and 2021 and it is intended that the outcome will be communicated and implemented in 2022. This too is likely to impact upon the relative position of our teaching and support staff.

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

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

#### **1.5 Staff Development**

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

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

Staff and students are communicated with via a variety of media including newsletters, meetings, through the management structure, events, internet, the Moray Hub on sharepoint, e-mail and virtual learning environment.

#### **1.6 Equalities Data Collection for Staff**

The College had an Equality Outcome that, "College data collection and monitoring systems are comprehensive, covering all protected characteristics and are embedded in decision making and actions at all levels" and a commitment, "achieving a 100% response rate of PC data by staff".



Significant progress has been made in relation to this with very high disclosure rates in seven protected characteristics, whilst information is held centrally in relation to one protected characteristic (pregnancy and maternity). Gender reassignment is a protected characteristic which is yet to be rolled out to staff for monitoring purposes.

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

**Table 1: Protected Characteristic Disclosure Rate**

Protected Characteristic	Disclosure Rate at March 2020	Disclosure Rate at March 2021
Sex	100%	100%
Race	99%	99%
Disability	98%	97%
Sexual orientation	97%	97%
Religion or belief	84%	84%
Age	100%	100%
Marriage and Civil Partnership	93%	93%

## 1.7 Equality Impact Assessment

All HR Policies and Procedures have been subject to Equality Impact Assessment. HR Policies and Procedures were updated in the 20/21 session in accordance with the HR Policy Review Timetable. The objective is to ensure that the HR Policy Review Group is fully informed when considering new and reviewed HR Policies and Procedures.

## 1.8 Annual Employment Equalities Data – Sessions 20/21

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

- Sex
- Race
- Disability
- Age
- Religion or belief
- Sexual Orientation
- Marital Status

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

- New employees
- Internal Appointments
- Recruitment Applications
- Leavers

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

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

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

### 1.8.1 Moray College Staffing Profile

Table 2: Sex

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
<b>Sex</b>			
Male	48.5	49.2	30%
Female	51.5	50.8	70%
Not Stated			

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

Table 3: Ethnic Origin

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
<b>Ethnic Origin</b>			
White Scottish	84	77.7	73.6%
White Other British	7.9	18	16.4%
White Irish	1.0	0.5	0.6%
White Other	3.2	2.8	6.7%
Asian, Asian Scottish or	2.7	0.6	0.3%

Asian British			
Other ethnic groups	1.3	0.5	1.2%
Information refused/NK			1.2%

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

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

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

Table 4: Disability

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Disability*			
Info Declined/NK			2.4%
No	70.1	70.9	91.8%
Yes			5.8%

\* long term health condition in the census

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

Table 5: Age

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Age			
16-29	18.5	16.1	5.8%
30-44	20	19	27.9%
45-59	21.1	21.3	47.3%
60+	25.3	23.2	19.1%
Not Stated			

When comparing the ages of the college population with the data in the census it should be noted that the college population only includes those of working age, rather than all ages which are contained in the census. Staff aged between 45 and 59 make up the majority of the College's staff and the proportions of younger staff are relatively low.

Table 6: Sexual Orientation

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Sexual Orientation	Not recorded	Not recorded	
Heterosexual			87%
Lesbian			0.6%
Other			0%
Bisexual			1.5%
Gay			0.3%
Unknown/Info declined			10.6%

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

Table 7 Religion or Belief

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Religion or Belief			
Christian	53.8	50	43%
Muslim	1.4	0.3	0%
Other Religions	1.1	0.9	12.4% inc AGN
No Religion	36.7	41.2	16.1%
Unknown	7.0	7.7	28.5%

It is interesting to note that the level of No Religion is much lower in the college population than in the Moray and Scottish population. It is difficult however to draw conclusions from this when the unknown level is so high.

Table 8: Marital Status

	Scottish Pop'n Profile %	Moray Area Profile %	Moray College Profile % of all contracted staff 20/21
Marital Status			
Single	35.4	28.8	14.2%
Married**	45.4	51.8	69.5%
Separated	3.2	3.1	2.7%
Divorced	8.2	8.5	3.6%
Widowed	7.8	7.9	0.6%
Other			2.1%
Not Known			7.3%

\*\* college figures include cohabiting

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

### Pregnancy and Maternity

Whilst this is a protected characteristic which is not monitored through self disclosure on the HR system, central records are held in relation to those staff who are pregnant or take maternity leave during the period. In the session 20/21 we had five members of staff begin maternity leave.

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

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

### 1.7.2 Recruitment

Being a process which could be considered to have a high potential for an adverse impact on those in particular groups, the Recruitment and Selection Procedure is one which has been reviewed and amended in light of previous impact assessments.

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

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

Table 9: Sex

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21

Gender				
Male	48.5	32.8%	15.7%	33%
Female	51.5	67.2%	84.3%	67%
Not Stated				

The figures show that we have a higher proportion of applications from females than is represented in the country. This is a trend for the college which tends to attract a greater number of female applicants due to the flexible working practices and the family friendly policies and procedures which can appeal to females who may be carers within the family. The nature of many of the College vacancies which can be advertised more frequently can be female orientated roles too, such as administration, clerical and cleaning.

Table 10: Ethnic Origin

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
<b>Ethnicity</b>				
White Scottish	84	62.2%	66.7%	47%
White Other British	7.9	22.7%	23.5%	26.7%
White Irish	1.0	1.7%	0%	6.7%
White Other	3.2	6.7%	9.8%	6.7%
Asian, Asian Scottish or Asian British	2.7	4.2%	0%	13%
Other ethnic groups	1.3	2.5%	0%	0%
Information refused/NK	0	0%	0%	0%

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

Table 11: Disability

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
<b>Disability*</b>				
Info Declined/NK		6.8%	5.9%	0%
No	70.1	87.2%	88.2%	93.3%
Yes		6%	5.9%	6.7%

\* long term health condition in the census

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

Table 12: Age

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
<b>Age</b>				
16-29	18.5	16.8%	2%	20%
30-44	20	26.9%	33.3%	40%
45-59	21.1	31.1%	41.2%	26.6%
60+	25.3	23.5%	21.5%	13.4%
Not Stated	0	1.7%	2%	0%

This protected characteristic is one in which the comparison against the census is impacted as we are comparing total population against working age population. The trend over the years has been that we attract the vast majority of applications from individuals who are over 29 years old which could be due to qualification and experience requirements of posts advertised.

Table 13: Sexual Orientation

	Scottish Pop'n Profile %	% of Applications 20/21 (External Adverts)	% of Internal Staff appointments 20/21	% of total New Starts 20/21
Heterosexual		95.8%	92.1%	86.6%
Lesbian		0%	0%	0%
Other		0%	0%	0%
Bisexual		1.7%	0%	6.7%
Gay		0%	2%	0%
Unknown/Info declined		2.5%	5.9%	6.7%

It is positive to note the improvement in disclosure rates as a percentage of external applications received. Although this translates through to the percentage of new starts who do not disclose (1 individual), the relatively low numbers being considered in this category inflate this percentage. However, this is an area where there is limited benchmarking information and therefore it is difficult to arrive at any meaningful conclusions.

Table 14: Religion or Belief

	Scottish	% of Applications	% of Internal Staff	% of total New Starts
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	Pop'n Profile %	20/21 (External Adverts)	appointments 20/21	20/21
<b>Religion or Belief</b>				
Christian	53.8	46.5%	55%	40%
Muslim	1.4	0%	0%	0%
Other Religions	1.1	6.2%	0%	6.7%
No Religion	36.7	20.5%	6%	20%
Unknown	7.0	26.8%	39%	33.3%

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

Table 15: Marital Status

	Scottish Pop'n Profile %	% of Applications 19/20 (External Adverts)	% of Internal Staff appointments 19/20	% of total New Starts 19/20
<b>Marital Status</b>				
Single	35.4	33.6%	9.8%	20%
Married**	45.4	51.3%	70.5%	53.4%
Separated	3.2	0%	4%	0%
Divorced	8.2	0.8%	0%	0%
Widowed	7.8	0.8%	2%	0%
Other	0	2.5%	0%	6.6%
Not Known	0	11%	13.7%	20%

\*\* college figures include cohabiting and civil partnership

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

### **1.7.3 Staff Retention**

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

Table 16: Sex



	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
<b>Gender</b>		
Male	30%	16.7%
Female	70%	83.3%
Not Stated		

There are a greater number of females leaving the employment of the College compared with profile of staff. This may be because of the impact that covid-19 has had on particular professions, such as the Nursery, where the staff tend to be female and there were a greater number of leavers from this area of the College than any other. It may also be the case that females have re-evaluated their position in the workplace as a result of covid-19 implications due to caring responsibilities that can be associated with their sex, i.e. home-schooling, isolating with elderly relatives, and chosen to leave employment.

Table 17: Ethnic Origin

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
<b>Ethnicity</b>		
White Scottish	73.6%	70.8%
White Other British	16.4%	20.8%
White Irish	0.6%	0%
White Other	6.7%	0%
Asian, Asian Scottish or Asian British	0.3%	0%
Other ethnic groups	1.2%	4.2%
Information refused/NK	1.2%	4.2%

The proportions of leavers by this protected characteristic generally reflect the college population figures. In this session there have been no leavers who are categorised as 'unknown' ethnic origin. The 4.2% against 'information refused/NK' here, is for one individual who has selected 'prefer not to say' as ethnic origin. This is positive to know that the disclosure rate for this characteristic is improving year on year.

Table 18: Disability

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
<b>Disability*</b>		
Info Declined/NK	2.4%	4.2%
No	91.8%	95.8%
Yes	5.8%	0%

\* long term health condition in the census

Figures for this protected characteristic support a similar conclusion to that in relation to ethnic origin in the table above in that the leavers whose disability status is noted as 'info declines/unknown' relates to one individual who has

selected 'prefer not to say' as disability status. No employee who declared a disability left the employment of the College in the 20/21 session.

Table 19: Age

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
<b>Age</b>		
16-29	5.8%	4.2%
30-44	27.9%	29.2%
45-59	47.3%	41.6%
60+	19.1%	25%
Not Stated		

It is perhaps expected that the proportion of leavers (compared to the college population) at age 60+ will be higher as shown in 20/21. The other categories are consistent with the profile which may indicate there was less 'movement' of employees due to the difficult employment market and recruiting environment caused by the impact of covid-19.

Table 20: Sexual Orientation

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
<b>Sexual Orientation</b>		
Heterosexual	87%	91.7%
Lesbian	0.6%	0
Other		0
Bisexual	1.5%	0
Gay	0.3%	0
Unknown/Info declined	10.6%	8.3%

Again these are relatively low numbers to be considering, so there are two individuals who are counted in the 'unknown/info declined' category, one of which has elected 'not to say' their sexual orientation and the other is 'unknown'.

Table 21: Religion or Belief

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
<b>Religion or Belief</b>		
Christian	43%	50%
Muslim		0
Other Religions	12.4% inc AGN	0%
No Religion	16.1%	33.3%
Unknown	28.5%	16.7%

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

Table 22: Marital Status

	Moray College Profile % of all contracted staff 20/21	% of total Leavers 20/21
Marital Status		
Single	14.2%	12.5%
Married**	69.5%	62.5%
Separated	2.7%	0
Divorced	3.6%	0
Widowed	0.6%	0
Other	2.1%	0
Not Known	7.3%	25%

\*\* college figures include cohabiting

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

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

The college has considered monitoring data in relation to formal grievances, conduct hearings and capability hearings. It is intended that this data inform the impact assessment process but, fortunately, numbers of these matters in session 20/21 are low and therefore there is no statistical relevance. More valuable to the evaluation and impact assessment process is the experiences obtained from the different perspectives in the utilisation of these procedures and this reflection on the experience of using the procedures contributes to the procedural review process

Appendix 3    Equal Pay Statement



## **Equal Pay Statement 2021**

**(Incorporating:**

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

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## **Section 1 - Background**

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

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

### **1.2** General duty

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

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

### 1.3 Specific duties

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

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

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

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

**2.1** Moray College UHI is committed to the principles of equal pay for all of our employees. We operate a single job evaluation scheme for support staff posts to measure the relative value of all jobs in our pay and grading structures within an overall framework that is consistent, transparent and fair. This is shortly to be

replaced by a National Job Evaluation Scheme in furtherance of national bargaining arrangements described in section 2.5, with the outcomes being backdated to 1 September 2018. The College aims to eliminate any bias in our pay systems. Moray College UHI believes males and females, those from different racial groups, those with or without disabilities, those of different sexual orientations, different religions or beliefs and different ages should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

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

**2.3** We believe that by eliminating bias from our pay systems, we demonstrate best practice and commitment to our employees and students through equitable, fair and transparent reward mechanisms whilst effectively managing College finances. We believe these efforts in avoiding unfair discrimination will ultimately improve morale and enhance College effectiveness and efficiency in fulfilling its strategy and contribute to our mission, vision and values.

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

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

## 2.5 National Bargaining

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

## 2.6 Living Wage Accreditation

Whilst Moray College UHI has implemented the Living Wage for employees for some years, the College became an Accredited Living Wage Employer during 2016. The impact of the implementation of the Living Wage has, to date, ensured a more generous percentage increase to those posts evaluated on the lowest scale point in the salary model than those scale points above.

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



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

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

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

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

**3.5** All contracted staff are considered in this report and information is extracted from data from the March 2021 payroll. Where individuals hold a number of different roles with different grades, they have been counted for each different role.

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

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

### **4.1 Gender**

**Table 1: Overall Gender Pay Gap**

	<b>Female</b>	<b>Male</b>	<b>2021 Pay Gap %</b>
<b>All Staff</b>			
<b>Average Hourly Rate</b>	17.77	20.33	12.59%
<b>Median Hourly Rate</b>	14.21	22.15	35.58%

Using this formula, the gender pay gap for Moray College UHI when considering all contracted staff across all grades is 12.59%. Given that this figure exceeds 5% then further investigation is required and the detailed average gender pay gap by grade demonstrates that there are no significant gaps within grade.

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

		<b>Comments</b>
<b>LW SCP</b>	-	One postholder
<b>Grade 1, SCP 1</b>	0%	Fixed point
<b>Grade 2, SCP 2 - 5</b>	1%	
<b>Grade 3, SCP 6 - 9</b>	0%	
<b>Grade 4, SCP 10 - 13</b>	0.47%	
<b>Grade 5, SCP 14 - 17</b>	0%	

<b>Grade 6, SCP 18 - 21</b>	0%	
<b>Grade 7, SCP 22 - 25</b>	0.56%	
<b>Grade 8, SCP 26 - 29</b>	0%	
<b>Grade 9, SCP 30</b>	0%	Fixed point
<b>Grade 10, SCP 31</b>	-	No postholders
<b>Grade 11, SCP 32</b>	-	One postholder
<b>Grade 12, SM3</b>	0%	Fixed point
<b>Grade 13, SM2</b>	-	No postholders
<b>Grade 14, SM1</b>	-	One postholder

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

		<b>Comments</b>
<b>NPS 1 - 5</b>	-0.99%	
<b>Level 1</b>	0%	Fixed point
<b>Level 2</b>	0%	Fixed point
<b>Level 3</b>	0%	Fixed point

Using this method, it is clear that analysis by grade, split into support and teaching staff, shows that there is little or no pay difference between men and women doing work of equal value. As the maximum variance is 1% no further analysis is required.

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

The overall average gender pay gap in 2017 was 12%. This is now 12.59% in 2021. This may be due to percentage pay awards being applied to teaching and support staff with higher monetary increases being awarded to teaching staff– those of higher salaries.

#### **4.1.2 Comparison with other organisations**

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

#### 4.1.3 Causes of remaining gaps

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

## 4.2 Race

**Table 4: Overall Race Pay Gap**

	White British	White Other	Non White	Unknown	Pay Gap (WB/NW)
<b>All Staff</b>					
<b>Average Hourly Rate</b>	18.53	23.14	18.75	20.11	-1.19%
<b>Median Hourly Rate</b>	19.90	23.27	18.75	21.02	5.78%

Using this formula, the race pay gap for Moray College UHI when considering all contracted staff across all grades is significant in favour of White British staff. Given that this figure exceeds 5% then further detail is provided below.

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

	Largest Gap in Grade (not inc NK)	Comments
<b>LW SCP</b>	-	One postholder

<b>Grade 1, SCP 1</b>	0%	Fixed point
<b>Grade 2, SCP 2 - 5</b>	0%	
<b>Grade 3, SCP 6 - 9</b>	0%	
<b>Grade 4, SCP 10 - 13</b>	4.1%	
<b>Grade 5, SCP 14 - 17</b>	0%	
<b>Grade 6, SCP 18 - 21</b>	0%	
<b>Grade 7, SCP 22 - 25</b>	0.45%	
<b>Grade 8, SCP 26 - 29</b>	0%	
<b>Grade 9, SCP 30</b>	0%	Fixed Point
<b>Grade 10, SCP 31</b>	-	No postholders
<b>Grade 11, SCP 32</b>	-	One postholder
<b>Grade 12, SM3</b>	0%	Fixed point
<b>Grade 13, SM2</b>	-	No postholders
<b>Grade 14, SM1</b>	-	One postholder

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

		Comments
NPS 1 - 5	-3.01%	
Level 1	-	Fixed point
Level 2	-	Fixed point
Level 3	-	Fixed point

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

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

The Moray College Race Pay Gap has very much fluctuated from positive pay gaps to negative pay gaps and this is due to the very small numbers in the groups considered. This makes quantitative interpretation difficult.

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

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

#### 4.2.3 Causes of remaining gaps

Traditionally elements which can contribute to the race pay gap can be considered in two forms; minorities entering lower paid occupations or experiencing barriers to higher paid occupations and minorities being paid less for the same work. The table above would demonstrate that minorities are not paid less for the same work. Also, within Moray College different processes and procedures are applied on a consistent basis to ensure that any potential barriers to employment are removed. This is considered through the ongoing impact assessment of policies and procedures.

### 4.3 Disability

**Table 7: Overall Disability Pay Gap**

	No Disability	Disability	Unknown	Pay Gap (ND/D)
<b>All Staff</b>				
<b>Average hourly rate</b>	18.29	21.15	21.23	-15.6%
<b>Median hourly rate</b>	17.86	23.27	23.27	-30.29%

Using this formula, the disability pay gap for Moray College UHI when considering all contracted staff across all grades is -15.6% although it must be noted that small numbers do have an impact of

statistical significance. Given that this figure exceeds a 5% difference then further investigation is required as detailed below:

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

	Disabled/Not Disabled	Comments
<b>LW SCP</b>	-	One postholder
<b>Grade 1, SCP 1</b>	0%	Fixed point
<b>Grade 2, SCP 2 - 5</b>	-0.84%	
<b>Grade 3, SCP 6 - 9</b>	0%	
<b>Grade 4, SCP 10 - 13</b>	-0.47%	
<b>Grade 5, SCP 14 - 17</b>	0%	
<b>Grade 6, SCP 18 - 21</b>	0%	
<b>Grade 7, SCP 22 - 25</b>	0%	
<b>Grade 8, SCP 26 - 29</b>	0%	
<b>Grade 9, SCP 30</b>	0%	Fixed Point
<b>Grade 10, SCP 31</b>	-	No postholders
<b>Grade 11, SCP 32</b>	-	One postholder
<b>Grade 12, SM3</b>	0%	Fixed point
<b>Grade 13, SM2</b>	-	No postholders
<b>Grade 14, SM1</b>	-	One postholder

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

		Comments
<b>NPS 1 - 5</b>	-2.48%	
<b>Level 1</b>	-	Fixed point
<b>Level 2</b>	-	Fixed point
<b>Level 3</b>	-	Fixed point

Using this method, it is clear that analysis by grade shows that there is little or no pay difference between those individuals who



declare a disability and those who do not who are doing work of equal value in each staff grouping.

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

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

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

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

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

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

### **Section 5 – Occupational Segregation**

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

Occupational segregation has been defined as the concentration of men and women, people who are disabled and those that are not or people who fall into a minority racial group and those that do

not within (i) different types of roles occupational groups or jobs - this is known as horizontal occupational segregation or, (ii) different grades – this is known as vertical segregation.

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

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

### **5.2.1 Methodology**

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

### **5.2.2 Gender**

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

predominately filled by one gender and also the impacts of inflexible working practices.

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

The overall staff population within Moray College is predominantly female with 20/21 monitoring data indicating that 70% of staff are female. This is compared to the local population gender balance of 51% female as detailed in the Moray area 2011 Scotland Census.

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

The profile at these levels in Feb 2017 is that five out of the nine PPG members are female and five out of the seven Assistant Directors are female. The ratio has therefore moved closer to the college staffing profile at 10:6.

The latest Academic Staffing Structure that has been implemented, shows that in April 2020 the ratio of females to males within the equivalent posts better reflects the college staffing profile at 13:5.

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

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

	Females	Males
<b>LW SCP</b>		100%
<b>Grade 1, SCP 1</b>	80%	20%
<b>Grade 2, SCP 2 - 5</b>	93%	7%
<b>Grade 3, SCP 6 - 9</b>	82%	18%
<b>Grade 4, SCP 10 - 13</b>	95%	5%
<b>Grade 5, SCP 14 - 17</b>	72%	28%
<b>Grade 6, SCP 18 - 21</b>	67%	33%
<b>Grade 7, SCP 22 - 25</b>	69%	31%
<b>Grade 8, SCP 26 – 29</b>	67%	33%
<b>Grade 9, SCP 30</b>	25%	75%
<b>Grade 10, SCP 31</b>	-	-
<b>Grade 11, SCP 32</b>	100%	
<b>Grade 12, SM3</b>	80%	20%
<b>Grade 13, SM2</b>	-	-
<b>Grade 14, SM1</b>		100%

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

	Females	Males
<b>NPS 1 - 5</b>	55%	45%
<b>Level 1</b>	80%	20%
<b>Level 2</b>	83%	17%
<b>Level 3</b>	80%	20%

When comparing the percentages of males and females in each grade it is clear that there are higher percentages of females in all grades except LW SCP (where there is 1 male employed through the developing the young workforce 'kickstart' programme), grade

9 (which has very few postholders, and two more males) and grade 14 (where there is one male postholder). There are far fewer postholders above grade 8, but it should be noted that the percentages of females in these grades suggests that an improved picture than previously reported. There are far fewer opportunities above grade 8 and turnover, particularly at that level in Moray College UHI, is very low.

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

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

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

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

### **5.2.3 Race**

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

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

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

Notwithstanding the concerns regarding the statistical relevance of the race pay data, and in common with the findings of the 2020 Equal Pay Statement, it is noted that there are no non white staff members in role which are in the lower grades of the Moray College structure. The small number of ethnic minority staff are most prevalent in the grades where there is a specific qualification or specialism requirement.

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

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

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

#### **5.2.4 Disability**

Disability occupational segregation can occur as a result of practices such as poor recruitment practices and failures to make reasonable adjustments for those in higher paid jobs. Promotion prospects can be impacted for disabled staff by promotions being based on factors other than merit, and an expectation that those in higher paid posts will work longer hours. Again, organisational culture can have a significant impact, where the focus should be on positively supporting those with disabilities to attain and retain employment. To this end the College has transitioned from the previous 'Positive About Disabled People' Accreditation to the 'Disability Confident' Scheme. We are therefore committed to demonstrating progression and taking positive action to attract, recruit and retain disabled people.

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

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

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

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

**Section 6. Conclusion**

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

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

However, Moray College UHI recognises that equal pay and occupational segregation need to be considered in tandem. The



following has already been considered in relation to steps taken to address equal pay:

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

<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	Culture and Values			
<b>Brief summary of the paper:</b>	The attached report is provided to update the committee on progress towards the stated aim within the Core Strategy to “develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their potential.”			
<b>Action requested/decision required:</b>	This paper is provided for the Committee’s information.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	12 November 2021			
<b>Date of committee meeting:</b>	18 November 2021			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	As stated above this paper relates specifically to the Moray College UHI Core Strategy			
<b>Consultation:</b> How has consultation with partners been carried out? <i>(Summary of response should be included in the paper)</i>	This paper reports on the consultations with staff where these have taken place.			
<b>Equality and diversity implications:</b>	Any adjustments to or development of policies, procedures or practices referred to in this paper will be equality impact and risk assessed separately by the relevant party.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	Any resource implications relating to any developments are detailed within the paper or provided to the committee separately.			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>	Any risk implications relating to any developments are detailed within the paper or provided to the committee separately.			

## 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 (ToR) 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.  Final progress has been impacted by workload issues associated by the cyber incident	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	Staff Survey – Inconsistency SLWG	1) Jacqui Taylor’s team will ask a department or section to contribute a	Complete

departments to interact, collaborate and engage more effectively to share ideas and understand each areas role within the college		Spotlight for each newsletter, (2) the purpose of the social activity group (SNAG) is as follows “the new social activity group 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, although it should be noted that sharepoint is used to record outcomes from SCT and CMT, other minutes are drafted within the timescales for the relevant committees. JCC minutes are published on the Moray Hub	Underway
The combined Communication and	Staff Survey –	Require to request that the groups	This has been held back given the

Decision Making SLWGs will develop a template for groups such as SLT, SCT and CMT to complete outlining their terms of reference.	Communication & Decision Making SLWGs	undertake this This has been held back given the workload of these committees which are operating in any event	workload of these committees which are operating in any event. To be completed.
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  The Moray Hub has been created as a central point for relevant documents, calendars, minutes of meetings, circulars, guides, resources	Complete
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	Sharepoint training has been provided although further training has been requested. The use of sharepoint to support business processes was included in the college Flexible Workforce Development Bid but as yet the college has been unable to provide this training.	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	1,2,3 meeting	Meeting took place and channels of	Complete

examples of disrespectful behaviour		communication are being utilised	
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
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

Many further actions, some of which are reported within other SGC papers, have been taken in support of 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.” Some examples are provided below, this list is provided for illustrative purposes and is not an exhaustive list

**Safe:** Remote Working Toolkit, appointment of Health, Safety and Wellbeing Officer, significant covid arrangements, provision of significant support for Mental Health issues, training and development, implementation of iHASCO training, identification of time to review risk assessments, the work of the H &

S Committee, focus on Display Screen Equipment training and support, comprehensive review of the Health and Safety Procedural Manual, relaunch of the H & S Monitor scheme, review of first aid provision. Implementation of CORE values, guidance notes issued during pandemic

**Valued:** Many communications of thanks and appreciation, Staff Awards, Rewards and Benefits packages, extra days annual leave, reviewed PRD procedure, flexible working, implementation of national arrangements, feedback from line managers

**Supported:** training and development, regular catch up and team meetings (increased over the last period), implementation of CORE values, extensive supportive messages, individual support in times of need, generous provisions for sick pay etc, focus on support for mental health, staff awards, HR business partner model, SLT surgeries, guidance notes issued during pandemic

**The Committee are asked to note the considerable progress made**



<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	Staff Development Activities 21/22			
<b>Brief summary of the paper:</b>	The attached report is provided to update the committee in relation to Staff Development Activities which are taking place and in plan. It must be highlighted that the plans in relation to the provision of training for this session have been impacted by Covid-19.			
<b>Action requested/decision required:</b>	The attached paper is provided for noting, comment and guidance. Where the Committee's approval is being sought, this is identified within the paper.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>		<b>Non-reserved:</b>	✓
<b>Date paper prepared:</b>	11 November 2021			
<b>Date of committee meeting:</b>	18 November 2021			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	This paper links to the College CORE Values, Risk Register, Operational and Strategic Plan. The paper also relates to the College's Workforce Development and Planning Strategy.			
<b>Consultation:</b> How has consultation with partners been carried out? <i>(Summary of response should be included in the paper)</i>	The staff development activities noted emerge from the staff review process, contact with individual line managers, in response to operational and strategic priorities and through consultation with the CMT.			
<b>Equality and diversity implications:</b>	Access to staff development activities are considered on an ongoing basis, adjustments to timings and formats being made as necessary.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>	The staff development budget has been reviewed this session and activities are provided within the available budget.			
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>				



## Introduction

As was reported to previous 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. Due to the continued difficulties reporting from HRWS, the very recent efforts to gain staff engagement with the recently procured iHASCO training and workload issues, this report will require to follow.

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 2021 – Ongoing Activities

### 1.1 Staff Development/Blue Sky Days

1.1.1 August 2021 Staff Development Days took place on 17, 18 and 19 August 2021 (an evaluation report of these days, compiled by Carrie Lynch HR Advisor, is provided at Appendix A)

17<sup>th</sup> and 18<sup>th</sup> August were allocated as providing an opportunity for all staff to undertake the mandatory training.

- 17 August 2021: Mandatory training on Fire Awareness iHASCO, other allocated H & S training and those responsible for risk assessments were required to update these risk assessments
- 18 August 2021: Outstanding Mandatory Learn Upon training, completion of staff induction (for recently joined staff members) and compliance training detailed on Brightspace

19 August 2021: bookable development events:

- Video Production Skills
- Learning and Teaching Reflection
- Attendance at Work Procedure (reviewed HR Procedure)
- Coaching Skills for line managers
- Sharepoint drop in sessions (these had also been provided to staff before the summer break)

### 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 but this should not prevent the managers from holding the Blue Sky days.

### 1.2 Staff Development Activities outwith the Staff Development Days

The following additional staff development activities have been provided:

- Mandatory Coaching Skills Training for Managers (4 sessions over 24<sup>th</sup> and 26<sup>th</sup> August 2021)
- GTC Scotland Guidance Session (15 November 2021)

- Budget holder training (17 November, 19 November, 23 November)

Significant support continues to be 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
- Updates from the Brightspace Champion and Learning Coach including:
  - How to change images on visual table of contents
  - Module reading list software
  - Staff guide to module reading lists
  - Getting started with module reading lists
  - Setting up grades and assignments for degree programmes
  - Setting up grades and assignments for FE and HN Programmes
- The Learning Coach surveyed staff in June in relation to what support they would benefit from on 2021, this information will be used to inform further activities.

### 1.3 Events available through Learning and Teaching Academy

The following events have been provided through the Learning and Teaching Academy of UHI

Scholarship Development: Reflective Writing for Personal and Professional Development	11/11/2021
LTA Connect: The UHI Careers Centre – helping our students and graduates be ‘FutureFit’	04/11/2021
Educational Leadership Symposium	28/10/2021
LTA Connect: How do we reflect? The Reflective Practice at UHI research project	07/10/2021
LTA Connect: Off-campus Videoconference Teaching at UHI during the Covid19 Emergency	30/09/2021
An Introduction to teaching excellence awards in Higher Education: NTFs and CATE	28/09/2021
An Introduction to teaching excellence awards in Higher Education: NTFs and CATE	27/09/2021
UHI Staff Development Fund: Want to know more?	23/09/2021
An Introduction to teaching excellence awards in Higher Education: NTFs and CATE	22/09/2021
LTA Connect: The People, Progress, and Partnership of the Student Voice Rep System	09/09/2021
LTA Connect: All about Aurora	02/09/2021
LTA Connect: Graduate Attributes Portfolio	19/08/2021

### 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 have been tasked with reporting 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.
- A further 5 training modules in support of mental health
- 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)
- HEHelpful 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** and Fire Training has been 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 21/22

#### 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 21/22. These activities mostly emerge from the Staff Review Process and progress will be included in the report to the Audit Committee.

- 5 teaching staff members are undertaking TQFE
- 13 staff undertaking qualifications/modules at or above SCQF level 9
- 14 staff undertaking other qualifications/courses
- 9 staff undertaking assessor or verifier awards
- 2 staff undertaking qualifications consequent upon redeployment, with a further application to be considered

#### 1.7 Flexible Workforce Development Fund

Since the last SGC the following training has taken place with regard to the college 19/20 FWDF application:

- IOSH Train the Trainer

- Excel training
- Social Media Training:
- REHIS Intermediate Food Hygiene

Appendix A**Staff Development Event Report August 2021****Introduction:**

Staff development events took place week commencing 16<sup>th</sup> August, with days set aside for staff to complete any outstanding mandatory E learning training modules on iHASCO, Learn Upon, and Brightspace, and a separate day for bookable staff development sessions.

**Tuesday 17<sup>th</sup> August** – Health and Safety. All staff were requested to complete any outstanding iHASCO E-Learning modules. Staff members responsible for completing risk assessments, were also asked to use this day to refresh risk assessments in their departments.

**Wednesday 18<sup>th</sup> August** – Mandatory compliance E-Learning modules. All staff were requested to complete any outstanding mandatory E-Learning modules upon Learn Upon, Brightspace (inc. Staff Induction and LIST modules) and the government online PREVENT training.

**Thursday 19<sup>th</sup> August** – A total of 12 Bookable sessions offered to all staff (See programme of events below). Due to ongoing COVID restrictions and government guidelines the majority of the bookable sessions, with the exception of one were delivered online.

Staff were sent an email on the 10<sup>th</sup> of August, detailing the staff development event and additional applicable information, the staff development programme of events was attached and a link included to book onto the sessions via Microsoft Forms. Bookable sessions were on the whole were well attended, specifically sessions designed around providing our staff members with the basics of and navigation of SharePoint.

Sessions were delivered by internal trainers;

- Anna McPherson – Lecturer Computing
- Jodie Salmon – Learning Coach
- Heather Sharp – Quality Officer
- Clare Alexander – Human Resources Manager
- Alistair Blackburn – IT Technician

A training session also took place for Coaching Techniques for Professional Review and Performance Management on the Thursday and was delivered virtually by the Learning and Teaching Academy (LTA). This session was part of a series of sessions offered by the LTA over August, for those that will be leading the professional review of their staff, to support with the new PRD and GTCS processes. Evaluation sheets were sent out to all staff that attended sessions via email, however this did have an impact on the number of evaluations that were returned, in turn the data and feedback is collated below.

## Staff Development Programme of Events W/B 16<sup>th</sup> August 2021

### Tuesday 17<sup>th</sup> August 2021

***Staff are expected to use this day to complete Mandatory compliance Health and Safety training online modules via iHASCO and all staff members who are responsible for completing risk assessments should also use this day to update and refresh departmental risk assessments.***

<u>Event</u>	<u>Description</u>
iHASCO Training	<b>Mandatory training for all staff</b> - All staff are expected to take time out of this allocated day to undertake Fire Safety Awareness Training and any other iHASCO training currently available.
Risk Assessments	Staff members responsible for completing risk assessments must use this day to refresh departmental risk assessments. Please note if you require further guidance on completing departmental risk assessments, please contact Brian Dundas, Health, Safety and Well Being Officer at <a href="mailto:brian.dundas.moray@uhi.ac.uk">brian.dundas.moray@uhi.ac.uk</a>

### Wednesday 18<sup>th</sup> August 2021

***Staff are expected to use this day to complete all Mandatory compliance training modules online via Learn Upon and under the LIST tile on Brightspace. All staff members who have joined the College in the last year (who have not already done so) MUST also complete and submit confirmation of the Moray College Induction also available via Brightspace.***

<u>Event</u>	<u>Description</u>				
Learn Upon Training	<p><b>Mandatory Compliance training for all staff</b> – All staff are expected to complete all enrolled and outstanding online courses available on Learn Upon <a href="#">Moray College Training Courses</a>. If you require further guidance on how to access, please contact the HR section at <a href="mailto:hr-helpline.moray@uhi.ac.uk">hr-helpline.moray@uhi.ac.uk</a></p> <p>Outstanding online courses can be determined with reference to the following table and your employment start date:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><a href="#">When to complete within your employment</a></td> <td style="text-align: center;"><a href="#">Learn Upon Training Module</a></td> </tr> <tr> <td style="text-align: center;">LATEST</td> <td></td> </tr> </table>	<a href="#">When to complete within your employment</a>	<a href="#">Learn Upon Training Module</a>	LATEST	
<a href="#">When to complete within your employment</a>	<a href="#">Learn Upon Training Module</a>				
LATEST					

	First Week	<ul style="list-style-type: none"> <li>Safeguarding (Child &amp; Adult)</li> <li>Health and Safety 1 &amp; 2</li> </ul>
	First Academic Year	<ul style="list-style-type: none"> <li>Data Protection including Freedom of Information</li> </ul>
	By the end of your second academic year	<ul style="list-style-type: none"> <li>Bribery Act</li> <li>Equality and Diversity</li> <li>Bullying and Harassment</li> </ul>
	By the end of your third academic year	<ul style="list-style-type: none"> <li>Customer Service</li> <li>Stress Management</li> <li>Recruitment and Selection (if recruiting)</li> <li>Mental Health in the Workplace</li> <li>Mental Wellbeing and Resilience</li> <li>Supporting others</li> <li>The law and wellbeing conversations</li> <li>Managing your own self-care and wellbeing</li> </ul>
Brightspace Induction/LIST training	Completion of Moray College Staff Induction Modules on Brightspace for any new staff members, or staff that have joined the College in the last year. <b>Mandatory Compliance training for all staff</b> – All staff are expected to complete the online mandatory compliance modules on Brightspace under the <b>LIST</b> tile inc. Gender Based Violence. If you are having difficulty accessing LIST or need further guidance, please contact the HR Section at <a href="mailto:hr-helpline.moray@uhi.ac.uk">hr-helpline.moray@uhi.ac.uk</a>	
PREVENT training	<b>Mandatory Compliance training for all staff</b> - All staff are expected to complete the online mandatory compliance government training module found at <a href="https://www.elearning.prevent.homeoffice.gov.uk">https://www.elearning.prevent.homeoffice.gov.uk</a>	

### Thursday 19<sup>th</sup> August 2021

#### **Bookable Training Sessions \*Please use link to book**

<u>Time</u>	<u>Event</u>	<u>Deliverer</u>	<u>Location</u>	<u>Description</u>	<u>Comments</u>
9.00-11.00	Video Production Skills	Anna MacPherson	C101 *12 Max	<p>Tips for creating simple and sustainable educational videos. Online learning works best when course areas build regular, positive, and interactive relationships with students. Instructor-generated videos increase student satisfaction and course engagement levels.</p> <p>This first session is an introduction, participants would then be required to create content and return in the afternoon for a session on editing their video content.</p>	This course will be supported throughout the session

10.00-10.15	Learning and teaching reflection	Jodie Salmon	Microsoft Teams	Dedicated time to allow teaching staff to complete the learning and teaching reflection document. A short online briefing of the document and how to complete it will be provided at the start of the session for those wishing to attend.	*See additional description below
10.00-11.00	SharePoint Master files	Heather Sharp	Microsoft Teams	An Introduction for users of the new Master Files SharePoint site. The session will include; <ul style="list-style-type: none"> <li>• Navigating to the site.</li> <li>• Finding your library.</li> <li>• Finding files.</li> <li>• Creating document sets; and</li> <li>• Uploading files.</li> </ul>	
10.30-11.30	New Attendance at Work Procedure	Clare Alexander	Microsoft Teams	The HR Policy Review Group recently took the decision to combine the 'Management of Sickness Absence Procedure' and the 'Absence from Work Procedure' to create the new ' <b>Attendance at Work</b> ' procedure. In this 1 hour session we will discuss the principles of the procedure and the importance of adopting it as a line management tool, and ensure the recent updates and changes are understood.	For Line Managers
12.00-12.15	Learning and teaching reflection	Jodie Salmon	Microsoft Teams	Dedicated time to allow teaching staff to complete the learning and teaching reflection document. A short online briefing of the document and how to complete it will be provided at the start of the session for those wishing to attend.	*See additional description below
13.00-14.00	SharePoint 'Getting Started'	Alistair Blackburn	Microsoft Teams	<ul style="list-style-type: none"> <li>• What is SharePoint</li> <li>• How to access, navigate and search content</li> <li>• How to access and work with existing documents</li> <li>• How to upload existing documents/folders</li> <li>• How to create and edit new documents/folders</li> <li>• How to move documents and folders</li> <li>• How to add attachments from Outlook</li> <li>• Overview of OneDrive and OneDrive Sync Client</li> <li>• Q&amp;A</li> </ul>	Further sessions may be delivered in the near future if required.



13.30-16.30	Coaching Skills	External/LTA	Online (Platform TBC)	<p>The coaching skills session is to serve as an introduction to coaching conversations and techniques for those <b>who will lead the professional review for their staff including those</b> who are engaged in seeking/requiring to maintain GTCS registration.</p> <p>This session will cover issues/approaches including Active listening strategies; Interview planning; Managing underperformance; Question models (GROW, CIGAR, COACH, CUDSA); Feedback strategies including clean feedback models; and types of questions that could be asked in relation to GTCS and maintaining of GTCS standards.</p>	**Line managers are required to attend due to the introduction of the new Professional Review and Development scheme.
14.00-14.15	Learning and teaching reflection	Jodie Salmon	Microsoft Teams	Dedicated time to allow teaching staff to complete the learning and teaching reflection document. A short online briefing of the document and how to complete it will be provided at the start of the session for those wishing to attend.	*See additional description below
14.00-16.00	Video Production Skills	Anna MacPherson	C101 *12 Max	<p>Tips for creating simple and sustainable educational videos. Online learning works best when course areas build regular, positive, and interactive relationships with students. Instructor-generated videos increase student satisfaction and course engagement levels.</p> <p>This session is for returning participants from the morning session to learn how to edit their video content, created throughout the day.</p>	This course will be supported throughout the session
14.30-15.30	New Attendance at Work Procedure	Clare Alexander	Microsoft Teams	The HR Policy Review Group recently took the decision to combine the 'Management of Sickness Absence Procedure' and the 'Absence from Work Procedure' to create the new ' <b>Attendance at Work</b> ' procedure. In this 1 hour session we will discuss the principles of the procedure and the importance of adopting it as a line management tool, and ensure the recent updates and changes are understood.	For Line Managers
15.00-15.15	Learning and teaching reflection	Jodie Salmon	Microsoft Teams	Dedicated time to allow teaching staff to complete the learning and teaching reflection document. A short online briefing of the document and how to complete it will be provided at the start of the session for those wishing to attend.	*See additional description below

15.00-16.00	SharePoint Master files	Heather Sharp	Microsoft Teams	<p>An Introduction for users of the new Master Files SharePoint site. The session will include;</p> <ul style="list-style-type: none"> <li>• Navigating to the site.</li> <li>• Finding your library.</li> <li>• Finding files.</li> <li>• Creating document sets; and</li> <li>• Uploading files.</li> </ul>	
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*\*The evaluation document has been created to allow staff to take a moment to reflect on teaching practice over the last academic year. As we know this last academic year has been extremely challenging for all and we have had to overcome many obstacles to help the students achieve success. However, what this has proved is how adaptive we all are in our profession. Reflecting on the last year of teaching will help us progress and learn from our own experiences. Reflective practice as we know is proven to enhance the quality of learning and teaching. The completed documents will help feed into the wider EREP document and will be used to inform future CPDS in the new academic year. Staff can use the completed document to help inform future staff reviews, development needs and can also help provide reflective evidence for GTCS registration, ALPINE application and to show dedication towards LTES Values and the Professional Standards for Lecturers in Scotland's Colleges.*

*\*\*The coaching skills session will also take place on the 18<sup>th</sup>, 23<sup>rd</sup> and 24<sup>th</sup> 1.30pm-4.30pm and 23<sup>rd</sup> and 24<sup>th</sup> August 9.30-12.30. **Please note** there is only a requirement for each member of staff with the responsibility for leading professional review to attend 1 session.*

## Data collated from Event Evaluation Forms

<b>Title</b>	<b>Video Production Skills</b>
<b>Aim</b>	Tips for creating simple and sustainable educational videos. Online learning works best when course areas build regular, positive, and interactive relationships with students. Instructor-generated videos increase student satisfaction and course engagement levels.
<b>No. of attendees</b>	<b>Booked: 5 Attended: 3</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Learning how to edit</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Practice Filming and Editing.</li> <li>• Attempt Voice over slides for Brightspace</li> </ul>
<b>Please Quote Me comments</b>	'Thanks to Anna for an informative session'

<b>Title</b>	<b>Learning and Teaching reflection</b>
<b>Aim</b>	Dedicated time to allow teaching staff to complete the learning and teaching reflection document. A short online briefing of the document and how to complete it will be provided at the start of the session for those wishing to attend.
<b>No. of attendees</b>	<b>Booked: 28 over 4 sessions Attended: 26</b>
<b>% of participants rating the overall value as being good and excellent</b>	75%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Online, and Jodie was confident in delivery.</li> <li>• Jodie sharing her screen and her pace was easy to follow. She also provided example answer ideas.</li> <li>• Online delivery suited. It was great to get the time to reflect on your practice.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• 'I personally found very little benefit in attending this session – Jodie concentrated on familiarising the attendees with the contents of the reflection document by reading each of the questions out – I was hoping for more focus on the desired bias/trend of the responses to be given.'</li> <li>• When I completed the form, some of my answers were long. When you look at the PDF, you can't see all of what you have typed, so although it was aimed for staff to be able to take it to their staff reviews, my manager won't be able to see all of what I have written.</li> </ul>

	<ul style="list-style-type: none"> <li>• It would have been better suited perhaps half way through academic year, when events are fresh in your mind.</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Consult with my colleagues on how best to attempt the reflection document.</li> <li>• Look at cooperative learning to encourage student engagement and mixing earlier on such as the “dinner plate”</li> <li>• Look at course specific interactive learning videos for the VLE</li> <li>• Encourage others in the team to develop their own IT skills</li> <li>• Complete the document.</li> <li>• Implement new teaching methodologies, which helped to engage students from last year.</li> <li>• Improvements to be made in my teaching and learning practice.</li> </ul>
<b>Please Quote Me comments</b>	‘It has made me reflect on my teaching practice from last year and identify strengths and areas to work on and develop.’

<b>Title</b>	<b>SharePoint Master Files</b>
<b>Aim</b>	An Introduction for users of the new Master Files SharePoint site. The session will include; <ul style="list-style-type: none"> <li>• Navigating to the site.</li> <li>• Finding your library.</li> <li>• Finding files.</li> <li>• Creating document sets; and</li> <li>• Uploading files.</li> </ul>
<b>No. of attendees</b>	<b>Booked: 46 over 2 sessions Attended: 38</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Sharing screen and having time to ask Questions</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• ‘I thought that there was a lot of good information. However a follow up once we have tried out more of the system may be useful.’</li> <li>• Perhaps a PowerPoint of the main ways to use SharePoint may be useful if this does not already exist</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• Spend some time to understand how to operate things.</li> <li>• I have never got to grips with “Cloud” computing</li> <li>• I got help to access department SharePoint files</li> </ul>
<b>Please Quote Me comments</b>	

<b>Title</b>	<b>New Attendance at Work Procedure</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>The HR Policy Review Group recently took the decision to combine the 'Management of Sickness Absence Procedure' and the 'Absence from Work Procedure' to create the new '<b>Attendance at Work</b>' procedure. In this 1 hour session we will discuss the principles of the procedure and the importance of adopting it as a line management tool, and ensure the recent updates and changes are understood.</li> </ul>
<b>No. of attendees</b>	<b>Booked: 14 over 2 sessions Attended: 10</b>
<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>As a new manager at the College I found the training informative and easy to follow. This training will allow me to cascade the policy down to my Team allowing them to be informed.</li> <li>Being able to interact/ask questions meant that I was able to leave the training session with no concerns/queries</li> <li>Clare kept to the areas she needed to cover and gave some real examples.</li> <li>Online delivery</li> <li>Having access to the document to read through before event</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>Possibly more attending?</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>Provide toolbox training session with staff on their roles and responsibilities as set out in the policy</li> <li>Review regularly to ensure up to date if required to apply</li> <li>To ensure I am familiar with the full policy.</li> </ul>
<b>Please Quote Me comments</b>	<p>'As a new manager it was beneficial to attend training on a subject that can be tricky within any organisation. The presentation of the information was clear, informative and covered the subject from all parties' perspectives.'</p> <p>'A brief overview of the procedure – all I needed to know.'</p> <p>'I was really only there to observe and note as the event was geared towards Line Managers who deal with Attendance at Work procedures and I deal with processing absence.'</p>

<b>Title</b>	<b>SharePoint Getting Started</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>What is SharePoint</li> <li>How to access, navigate and search content</li> <li>How to access and work with existing documents</li> <li>How to upload existing documents/folders</li> <li>How to create and edit new documents/folders</li> <li>How to move documents and folders</li> <li>How to add attachments from Outlook</li> <li>Overview of OneDrive and OneDrive Sync Client</li> <li>Q&amp;A</li> </ul>
<b>No. of attendees</b>	<b>Booked: 50 Attended: 39</b>

<b>% of participants rating the overall value as being good and excellent</b>	100%
<b>Examples of comments about what aspects worked particularly well</b>	<ul style="list-style-type: none"> <li>• Ali sharing his screen and his pace was easy to follow.</li> <li>• The ability to interact and discuss any questions as we went along made following the training easier</li> <li>• Being online</li> <li>• It met some of my expectations</li> <li>• Explanation of how to use the share point was good, broken down simply for users who don't get a lot of access to computers.</li> </ul>
<b>Examples of comments about what aspects could have been better</b>	<ul style="list-style-type: none"> <li>• Make the information on screens to be shared larger before sharing.</li> <li>• A bit more time in describing the processes as they are 'clicked' and not just 'clickclickclickclickdone'.</li> </ul>
<b>Examples of actions to be taken as a result of the event</b>	<ul style="list-style-type: none"> <li>• My department are planning how to organise our folders</li> <li>• Ensure that all my Staff receive appropriate guidance/training in using SharePoint</li> <li>• Ensure that all Estates information is stored on SharePoint</li> <li>• More practice</li> <li>• Attend further training sessions</li> <li>• Continue to work away on my own when I have the time.</li> <li>• Ask for help when I need it</li> <li>• Navigate and search content and work with existing documents</li> <li>• Add attachments from Outlook</li> <li>• upload existing documents/folders and edit new documents/folders</li> </ul>
<b>Please Quote Me comments</b>	<p>'I found the SharePoint training easy to follow, informative and well delivered.'</p> <p>'More events like this are required throughout the year.'</p> <p>'Was explained very well and I got a lot from it to work the new system.'</p>



<b>Committee:</b>	Staff Governance Committee			
<b>Subject/Issue:</b>	Policies due for Review			
<b>Brief summary of the paper:</b>	It is established practice that HR Policies and Procedures are reviewed on a rolling 4 year programme, with the procedures being considered by the HR Policy Review Group (a subgroup of the Joint JCC) before being considered by the SLT then coming to the Staff Governance Committee for ratification. The SGC and JCC also receive an annual report on progress provided the HR Manager. This report is attached.			
<b>Action requested/decision required:</b>	The Committee is invited to note the contents of the annual report.			
<b>Status:</b> <i>(please tick ✓)</i>	<b>Reserved:</b>	<input type="checkbox"/>	<b>Non-reserved:</b>	<input checked="" type="checkbox"/>
<b>Date paper prepared:</b>	21 October 2021			
<b>Date of committee meeting:</b>	18 November 2021			
<b>Author:</b>	Carolyn Thomson, Director of HR and OD			
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	HR Policies and Procedures are established and implemented to ensure the college's compliance with the requirements of employment legislation and good employment practice. Their operation, therefore, can mitigate risk in terms of potential challenge. HR Policies and Procedures are developed in accordance with the aims, values and strategies of the college.			
<b>Consultation:</b> How has consultation with partners been carried out? <i>(Summary of response should be included in the paper)</i>	HR Policies and Procedures are reviewed by the HR Policy Review Group, a subgroup of the JCC. HR Policies and Procedures are available for all staff on the college sharepoint. Staff are signposted to reviewed procedures by email.			
<b>Equality and diversity implications:</b>	Equality Impact Assessments are undertaken as part of the review cycle.			
<b>Resource implications:</b> <i>(If yes, please provide detail)</i>				
<b>Risk implications:</b> <i>(If yes, please provide detail)</i>				





## HR POLICY REVIEW GROUP

This Human Resources report covers the current status of all policies and procedures, provides an update on the developments within the 2020/2021 session and outlines the intentions for the 2021/2022 session.

### 1. Members

The HR Policy Review Group is attended by:

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

Membership for last session was:

Nikki Yoxall, Director – Chair  
Shelly McInnes, Director of Finance  
Jackie Andrews, Head of Academic Partnerships  
Garry Rendall, Head of Curriculum  
Alistair Fowlie, EIS/FELA representative  
Louise Proctor, UNISON representative  
Heather Hagen, Support Staff Representative  
Jane Pickthall, Teaching Staff Representative  
Carolyn Thomson, Dir of HR & OD  
Clare Alexander, HR representative

This membership will change in the new 2021/2022 session as below:

arrangement)

Derek Duncan, Director – Chair (interim  
Shelly McInnes, Director of Finance  
Jackie Andrews, Head of Academic Partnerships  
Garry Rendall, Head of Curriculum  
Alistair Fowlie, EIS/FELA representative



Relocation Procedure

Attendance at Work (new)

Staff Development Policy and Procedure (reduction of PDR hours)

Separately the Professional Review and Development Policy was developed and approved, which replaces the Staff Review Scheme

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

- An extension to the review date of the Stress in the Workplace Procedure was approved by the SGC, until a decision on the staff survey is made as the stress risk assessment process is informed by the staff survey. The appointment of the Health, Safety and Wellbeing Officer last year will also enable his contribution to be considered.
- The Regrading & Job Evaluation Procedure review and any regrading applications are held in abeyance pending the implementation of a national procedure.
- The Staff Development Procedure is being considered by an external group to produce a single policy for UHI Partners which the HR Policy Review Group at Moray will support.
- The IT Acceptable Use Policy and Procedure is already part of the UHI Partnership Single Policy Review.
- The Staff Review Procedure now replaced by the Professional Review and Development Procedure

### 3. Meetings in 21/22 session

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

Friday 1<sup>st</sup> October 2021 at 2pm

Friday 29<sup>th</sup> October 2021 at 9.30am

Wednesday 26<sup>th</sup> January 2022 at 9.30am

Tuesday 29<sup>th</sup> March 2022 at 9.30am

Wednesday 25<sup>th</sup> May 2022 at 1.30pm

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

Due to the difficulties in achieving full attendance at the meetings, it continues to be the intention to proceed with the planned meetings in instances where full attendance is not attained as it is hoped that the advance notice of meetings will allow for replacement individuals being sought (where

appropriate). It is also anticipated that comments can be supplied to the Group before meetings, particularly via email to ensure that all opinions are accounted for during the discussions in the meetings.

The 1<sup>st</sup> October 2021 meeting has taken place with the following actions emerging:

Flexible Working Procedure – it was agreed that the content is still applicable, so general updating was required. More emphasis on home working as a means of flexible working should be included given the relevance of this with recent COVID-19 guidelines.

Shorter Working Year Procedure – it was agreed that the content is still applicable, so general updating was required.

It was agreed that the Shorter Working Year Procedure should be merged with the Flexible Working Procedure since it is a means of flexible working. The two procedures are to become incorporated into a new Flexible Working Procedure and return to the group for consideration in the next scheduled meeting.

Staff Development Procedure – whilst not due for review, it was brought to the meeting to advise that there is a shared policy approach being taken across UHI, and the HR Policy Review Group will be asked to feed into this in due course.

The current agendas for the forthcoming 2021/2022 meetings based on the updated rolling review timetable are:

**HR Policy Review Group agendas for 2021/2022 session**

**September 2021**

Flexible Working

Shorter Working Year

Staff Development (if available)

**October 2021**

Flexible Working

Shorter Working Year

Redundancy

**January 2022**

Redundancy

Internal Disputes

Support for Consultation

**March 2022**

Stress in the Workplace

Internal Disputes

Support for Consultation

**May 2022**

Stress in the Workplace

Code of Conduct for Staff

**To be reviewed by the SLT in the 2021/2022 session meetings**

**November 2021**

Flexible Working

**March 2022**

Redundancy

**April 2022**

Internal Disputes

Shorter Working Year  
Staff Development (if available)

Support for Consultation

**To be review by the SGC in the 2021/2022 session meetings**

**January 2022**

Flexible Working

Shorter Working Year

Staff Development (if available)

**May 2022**

Redundancy

Internal Disputes

Support for Consultation

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

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

**4. Policy Review Timetable as at March 2021**

<b>POLICY</b>	<b>Reviewed</b>	<b>Next review</b>	<b>HRPRG meeting 1</b>	<b>HRPRG meeting 2</b>	<b>SLT meeting</b>	<b>Staff Governance meeting</b>
Attendance at Work	May-21	May-25	Sep-24	Oct-24	Nov-24	Jan-25
Bullying and Harassment	Feb-19	Feb-23	Sep-22	Oct-22	Nov-22	Jan-23
Capability and Conduct	Jun-19	Jul-23	Mar-23	May-23	Sep-23	Nov-23
Code of Conduct for Staff	Sep-18	Sep-22	May-22	Sep-22	Oct-22	Nov-22
Employee Leaving Arrangements	May-20	May-24	Jan-24	Mar-24	Apr-24	May-24
Flexible Working	Nov-17	Nov-21	Sep-21	Oct-21	Nov-21	Jan-22
Grievance	Jun-19	Jul-23	Mar-23	May-23	Sep-23	Nov-23
Internal Disputes	Jun-18	May-22	Jan-22	Mar-22	Apr-22	May-22
IT Acceptable Use	UHI shared					
Long Service Award	Jan-20	Jan-24	Sep-23	Oct-23	Nov-23	Jan-24
Overtime Working	Jan-20	Jan-24	Sep-23	Oct-23	Nov-23	Jan-24
Parental Support	Jun-18	Jun-23	Jan-23	Mar-23	Apr-23	May-23
Prevention of Alcohol and Drugs Misuse	Feb-19	Feb-24	Oct-23	Jan-24	Mar-24	May-24
PVG Scheme/Disclosure of Convictions	Jun-19	Jul-24	Mar-24	May-24	Sep-24	Nov-24
Qualifying Period	May-20	May-24	Jan-24	Mar-24	Apr-24	May-24
Redundancy	Apr-17	Feb-22	Oct-21	Jan-22	Mar-22	May-22
Rehabilitation	Jan-20	Jan-24	Oct-23	Jan-24	Mar-24	May-24
Relocation Scheme	Nov-16	In hand	22.09.2020	22.03.2021	Apr-21	May-21
Shorter Working Year	Nov-17	Nov-21	Sep-21	Oct-21	Nov-21	Jan-22
Staff Development	Feb-19	Feb-23	Sep-22	Oct-22	Nov-22	Jan-23
Staff Induction Programme			Oct-22	Jan-23	Apr-23	May-23
Staff Recruitment and Selection	Sep-20	Sep-24	May-24	Sep-24	Oct-24	Nov-24
Staff Review	Short Life WG					
Stress in the Workplace	Jul-16	May-22	Mar-22	May-22	Sep-22	Nov-22
Support for Consultation		May-22	Jan-22	Mar-22	Apr-22	May-22
Whistleblowing	Jun-18	Jun-23	Jan-23	Mar-23	Apr-23	May-23

HR Meetings to be scheduled for: September, October, January, March (and May)

SLT meeting are scheduled: monthly

Staff Governance meetings are: November, Late January and May

**5. Impact Assessments**

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

**6. Consultation with staff**

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

A monthly HR Section newsletter is emailed to all staff with new and relevant information such as rewards and benefits, which also includes a policy/procedure as a focus in each edition.

**Clare Alexander, Human Resources Manager**

**25<sup>th</sup> October 2021**

<b>Committee:</b>	Staff Governance Committee		
<b>Subject/Issue:</b>	Workforce Planning and Development Strategy		
<b>Brief summary of the paper:</b>	<p>(1) The Staff Governance Committee approved a 3 year Workforce Planning and Development Strategy (which was derived from the College Strategic Plan) at its meeting in November 2018. This strategy is approaching the end of its time period and therefore a review of the actions identified to meet the 5 Workforce Planning and Development Aims is provided for the Committee's information.</p> <p>(2) Following the audit of Workforce Planning, it is the case that an audit recommendation exists (with a current completion deadline of 31 December 2021) as follows: <i>"The College should develop and implement SMART (Specific, Measureable, Attainable, Relevant and Time-Bound) objectives for the Workforce Strategy to enable ongoing monitoring and effective assessment of its progress. This will enable the College to improve its governance in this area by identifying areas of success and where additional improvement are required which could be facotred into future plans and updates of the strategy."</i> The most recent position with regard to this recommendation is, <i>"Given that the Workforce Strategy and the College Strategic Plan are due for review in 2021, it is suggested that the review dates are aligned and that SMART objectives be included in the reviewed document"</i></p>		
<b>Action requested/decision required:</b>	<p>(1) The attached update is provided for noting.</p> <p>(2) The committee are invited to support the most recent position as currently stated within the Audit Register.</p>		
<b>Status:</b> (please tick ✓)	<b>Reserved:</b>		<b>Non-reserved:</b> ✓
<b>Date paper prepared:</b>	11 November 2021		
<b>Date of committee meeting:</b>	18 November 2021		
<b>Author:</b>	Carolyn Thomson, Director of HR and OD		
<b>Link with strategy:</b> Please highlight how the paper links to, or assists with:	The Workforce Planning and Development Strategy links directly to the College Strategic Plan. It also links to various nationally agreed circulars, risk management and compliance.		



<ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan/enabler</li> <li>• other activity (eg new opportunity) – please provide further information.</li> </ul>	
<p><b>Consultation:</b> How has consultation with partners been carried out? <i>(Summary of response should be included in the paper)</i></p>	<p>The Workforce Planning and Development Strategy is informed by national and local negotiations as well as matters raised through national, regional and local developments, legislative requirements, management structures and other feedback mechanisms such as surveys</p>
<p><b>Equality and diversity implications:</b></p>	
<p><b>Resource implications:</b> <i>(If yes, please provide detail)</i></p>	
<p><b>Risk implications:</b> <i>(If yes, please provide detail)</i></p>	

## 1. 2018-2021 Workforce Planning and Development Strategy Update

The Workforce Planning and Development Strategy contains 5 Aims with actions defined to meet those Aims. The Aims are:

### **Workforce Profile Aim**

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

We will achieve this by....

### **Employee Engagement Aim**

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

### **Leadership Development and Capacity Aim**

*To implement appropriate structures and development to create opportunities for leadership where individuals and teams feel empowered.*

### **Employee Development and Succession Planning Aim**

*To provide ongoing professional learning and development for all staff which fosters self-reflection and continuous improvement and aligns to the College objectives.*

### **Safe and Supportive Working Environment Aim**

*To provide a safe, supportive and healthy working environment where diversity is valued and individuals feel supported.*

### **Update**

The following provides an update in relation to the actions derived to meet the above aims:

<b>Workforce Profile Aim</b> <i>To implement effective and proactive workforce planning to attract and retain suitably qualified and skilled staff, with appropriate terms and conditions to meet the current and future needs of the College.</i>	
<b>Action</b>	<b>Update</b>
Reviewing the staff review and staff development procedures to ensure a close articulation with planning processes and identification of development requirements to ensure staff are developed to meet future needs	<ul style="list-style-type: none"> <li>• A new Professional Review and Development Policy and Procedure has been developed and implemented from August 2021. This PRD aligns with CORE Values, Management Competencies and Professional Standards for Lecturers.</li> <li>• The Staff Development Procedure was reviewed in Feb 2019 and adjusted to align with the PRD in June 2021.</li> <li>• A single policy is being developed for Staff Development in the UHI context.</li> </ul>
Review the provision of management information and work more closely with department heads to inform	<ul style="list-style-type: none"> <li>• An HR Business Partner model has been implemented where each manager has a dedicated HR Advisor to work alongside in</li> </ul>

<p>workforce planning within the departments.</p>	<p>relation to staffing matters.</p> <ul style="list-style-type: none"> <li>• Staffing information is provided to academic managers in advance of the three meetings held each session in relation to planning staffing.</li> <li>• All circulars are held centrally on the Moray Hub</li> <li>• All HR Policies and Procedures are held centrally on the Moray Hub</li> <li>• All JCC and JNC minutes are held centrally on the Moray Hub</li> <li>• Information is shared and signposted to department heads through catch up and CMT meetings</li> </ul>
<p>Reviewing deployment practices across the college with an aim to increase the proportion of full time opportunities within the staffing compliment, and reduce reliance on supply working.</p>	<ul style="list-style-type: none"> <li>• Deployment of supply staff has decreased over the most recent session although this has been in part as a result of covid impacts</li> <li>• Reviews of the deployment of supply staff within areas has been undertaken with more sustainable arrangements being implemented (eg ELS and SFL)</li> <li>• Meetings take place with Academic Heads 3 times per year in relation to staffing deployment matters</li> </ul>
<p>Working with UHI partners in furtherance of collaborative models aligned to the tertiary nature of UHI</p>	<ul style="list-style-type: none"> <li>• This is ongoing with partnership approaches being taken as appropriate 0 eg GTCS Validation and projects in relation to mandatory training and management of IT user profiles,</li> </ul>
<p>Influence national bargaining developments to ensure that the tertiary nature of the organisation is reflected in emerging agreements where possible</p>	<ul style="list-style-type: none"> <li>• Board and SLT representation on the Employers Association</li> <li>• Employers Association Executive Group has a UHI representative</li> </ul>

<p><b>Employee Engagement Aim</b> <i>To develop an engaged and reflective workforce focussing on sustained quality enhancement at all levels.</i></p>	
<p><b>Action</b></p>	<p><b>Update</b></p>
<p>Developing, communicating and supporting positive behaviours to underpin the CORE values to those who work, study, visit and interact with the College</p>	<ul style="list-style-type: none"> <li>• CORE Values have been imbedded in many areas of strategic and operational documentation</li> <li>• The induction process has been reviewed with CORE values being a Day 1 module to be completed</li> <li>• Branded training has been provided (although take up was not high)</li> <li>• CORE values are referred to in staff presentations</li> <li>• CORE values are imbedded in the new PRD procedure</li> </ul>

	<ul style="list-style-type: none"> <li>• Numerous communications have been issued about being kind and respectful</li> <li>• World Kindness Week and Random Acts of Kindness have been supported</li> <li>• Staff awards have been implemented</li> <li>• In the 2019 Staff Survey the highest levels of agreement were with the statement “I am aware of the college values”</li> <li>• Through interactions with staff it is clear that the CORE values are part of the vocabulary of staff</li> <li>• Equality and diversity training is provided and begins at induction</li> <li>• College advises that it is an equal opps employer to prospective employees</li> <li>• Catch up meetings have been implemented in addition to formal management meetings</li> <li>• The Principal provides a weekly newsletter</li> <li>• A formal monthly newsletter is provided</li> <li>• The SGC receives a report on culture and values at each meeting</li> </ul>
<p>Ensuring fair and consistent treatment through effective and current procedures</p>	<ul style="list-style-type: none"> <li>• HR policies and procedures are reviewed by the HR Policy Review Group (including staff representation) on a rolling programme</li> <li>• The HR newsletter provides a policy focus</li> <li>• All HR procedures are available in the Moray hub</li> <li>• Procedures are in place where inconsistency is perceived</li> <li>• An HR Business Partner model has been implemented where each manager has a dedicated HR Advisor to work alongside in relation to staffing matters.</li> <li>• A SLWG considered the matter of inconsistency – the actions emerging from that group are complete.</li> </ul>
<p>Reviewing communication channels through the meetings structure and other methods to ensure that staff are advised timeously of issues that affect them, and are involved as appropriate in decision making through meaningful consultation.</p>	<ul style="list-style-type: none"> <li>• A well established framework is in place for formal consultation and negotiation</li> <li>• CMT meetings involve all line managers</li> <li>• A weekly newsletter is provided by the Principal</li> <li>• A monthly newsletter is issued</li> <li>• All staff emails are used when required</li> <li>• Team meetings take place</li> <li>• SLT surgeries are in place</li> <li>• SCT meetings take place</li> <li>• Notes and agendas are stored on Sharepoint</li> <li>• College information, policies and procedures, circulars, updates are stored on sharepoint</li> <li>• SLWG are established as necessary (eg Staff</li> </ul>

	Survey and PRD)
Ensuring effective self-evaluation and peer review processes to inform continuous improvement	<ul style="list-style-type: none"> <li>• All college areas participate in self evaluation meetings leading to the college EREP</li> <li>• A Learning Coach and HoC support learning and teaching enhancement</li> <li>• A L &amp; T Toolkit is in development</li> <li>• The new PRD procedure provides for self evaluation</li> <li>• CMT meetings involve managers across all areas</li> </ul>
Sharing best practice and good news stories, recognising and celebrating success.	<ul style="list-style-type: none"> <li>• CMT meetings involve all line managers and good news stories are shared here</li> <li>• A weekly newsletter is provided by the Principal</li> <li>• A monthly newsletter is issued</li> <li>• Staff Awards have been implemented</li> <li>• The Principal contributes to the local newspaper</li> <li>• Staff have been awarded additional days leave in recognition of efforts</li> <li>• The college 50<sup>th</sup> birthday celebrations are underway</li> <li>• Support Managers and Academic Managers are brought together to share best practice (eg SCT and 10 point plan)</li> </ul>

**Leadership Development and Capacity Aim**

*To implement appropriate structures and development to create opportunities for leadership where individuals and teams feel empowered.*

Action	Update
Fully implementing an Academic Staffing Structure	<ul style="list-style-type: none"> <li>• Teaching posts are aligned to national profiles</li> <li>• The Academic Structure has been reviewed and is in place</li> <li>• A facilitated event was held in support of the implementation of the structure.</li> </ul>
Developing and delivering a management and leadership development programme	<ul style="list-style-type: none"> <li>• Management Development was added to monthly CMT meetings (although this has been impacted by lockdown arrangements)</li> <li>• A number of staff have been supported through leadership training (inhouse provision, UHI provision, CDN provision)</li> <li>• Coaching training has been provided for all line managers (although not all attended)</li> <li>• The new PRD procedure contains a self evaluation against management and leadership competencies</li> <li>• HoCs have cross college responsibilities</li> <li>• Management training has been provided outwith staff development days</li> </ul>

Supporting a coaching approach as a key management skill. .	<ul style="list-style-type: none"> <li>• Coaching training has previously been provided to staff</li> <li>• Coaching skills training was held in August 2021 for managers</li> <li>• Skills in support of coaching are part of the management competencies</li> </ul>
Providing opportunities for cross college/departmental working at all levels to develop opportunities for leadership.	<ul style="list-style-type: none"> <li>• SLWG are set up to consider particular matters</li> <li>• CMT meetings include all managers</li> <li>• Blue Sky days are flexible and controlled by line managers to allow collaborative working</li> <li>• HoCs have cross college responsibilities</li> </ul>

**Employee Development and Succession Planning Aim**

*To provide ongoing professional learning and development for all staff which fosters self-reflection and continuous improvement and aligns to the College objectives*

Action	Update
Reviewing the staff review and staff development procedures to ensure a close articulation with planning processes and identification of development requirements to ensure staff are developed to meet future needs	<ul style="list-style-type: none"> <li>• A new Professional Review and Development Policy and Procedure has been developed and implemented from August 2021. This PRD aligns with CORE Values, Management Competencies and Professional Standards for Lecturers.</li> <li>• The Staff Development Procedure was reviewed in Feb 2019 and adjusted to align with the PRD in June 2021.</li> <li>• A single policy is being developed for Staff Development in the UHI context.</li> </ul>
Supporting continued opportunities for professional learning closely aligned to the strategic plan and associated priorities and developments	<ul style="list-style-type: none"> <li>• Opportunities for professional learning and provided through staff development days (themes based on strategic and operational priorities), Blue Sky days, Staff development opportunities throughout the session, opportunities supported by the Learning Coach and Brightspace Champion, opportunities provided in relation to Sharepoint, through the Learning and Teaching Academy, through CDN, online, through FWDF and through individual application – individual applications are assessed with reference to strategic and operational priorities.</li> </ul>
Developing competency sets and associated development to support the progression of those aspiring to future leadership and management roles;	<ul style="list-style-type: none"> <li>• Management competencies are established and considered through the staff review process (previously) and now through the new PRD procedure.</li> <li>• Management Development was added to monthly CMT meetings (although this has been impacted by lockdown arrangements)</li> <li>• A number of staff have been supported through leadership training (inhouse provision,</li> </ul>

	<p>UHI provision, CDN provision)</p> <ul style="list-style-type: none"> <li>• Coaching training has been provided for all line managers (although not all attended)</li> <li>• HoCs have cross college responsibilities</li> <li>• Management training has been provided outwith staff development days</li> </ul>
Promoting development opportunities through secondments, networking and collaborative working with the wider UHI partnership	<ul style="list-style-type: none"> <li>• Staff participate in subject networks, practitioner groups, cross UHI meetings, cross UHI training, SLWGs.</li> </ul>

<p><b>Safe and Supportive Working Environment Aim</b>  <i>To provide a safe, supportive and healthy working environment where diversity is valued and individuals feel supported</i></p>	
Action	Update
<p>Developing, communicating and supporting positive behaviours to underpin the CORE values to those who work, study, visit and interact with the college</p>	<ul style="list-style-type: none"> <li>• CORE Values have been imbedded in many areas of strategic and operational documentation</li> <li>• The induction process has been reviewed with CORE values being a Day 1 module to be completed</li> <li>• Branded training has been provided (although take up was not high)</li> <li>• CORE values are referred to in staff presentations</li> <li>• CORE values are imbedded in the new PRD procedure</li> <li>• Numerous communications have been issued about being kind and respectful</li> <li>• World Kindness Week and Random Acts of Kindness have been supported</li> <li>• Staff awards have been implemented</li> <li>• In the 2019 Staff Survey the highest levels of agreement were with the statement “I am aware of the college values”</li> <li>• Through interactions with staff it is clear that the CORE values are part of the vocabulary of staff</li> <li>• Equality and diversity training is provided</li> <li>• Catch up meetings have been implemented in addition to formal management meetings</li> <li>• The Principal provides a weekly newsletter</li> <li>• A formal monthly newsletter is provided</li> <li>• The SGC receives a report on culture and values at each meeting</li> </ul>
<p>Ensuring the provision of a healthy working environment as evidenced by achievement of Healthy Working Lives Silver Award</p>	<ul style="list-style-type: none"> <li>• Moray College has attained and retained the Bronze Award</li> <li>• Progression to silver has been impacted by the covid pandemic (for college and the NHS)</li> <li>• There has been significant efforts in support of</li> </ul>

	<p>mental health (Togetherall, training modules, inhouse counselling provision, staff development events, occupational health support, signposting, Able Futures</p> <ul style="list-style-type: none"> <li>• A remote working toolkit has been developed and issue</li> <li>• Supportive approaches are taken particularly during the lockdown period</li> <li>• Covid arrangements have been implemented and continue, including adjustments to building and enhancements in cleaning</li> <li>• Initiative such as Step Challenges have been implemented</li> <li>• Workload has been adjusted where possible</li> </ul>
<p>Actively promoting appropriate arrangements that ensure dignity at work, the elimination of discrimination and the positive promotion of equality</p>	<ul style="list-style-type: none"> <li>• CORE values are implemented and inform the behaviours and approach as above</li> <li>• Through interactions with staff it is clear that the CORE values are part of the vocabulary of staff</li> <li>• Equality and diversity training is provided and begins at induction</li> <li>• College advises that it is an equal opps employer to prospective employees</li> <li>• College is a Disability Confident Employer</li> <li>• Processes and procedures are in place with regard to salary determination, placement, progression as detailed in the College Equal Pay Statement</li> <li>• Policies and procedures are Equality Impact Assessed</li> <li>• Equalities monitoring is undertaken on an annual basis</li> </ul>
<p>Undertake the actions identified within the published equalities documentation.</p>	<ul style="list-style-type: none"> <li>• The Equal Pay Statement and Annual Employment Monitoring documents are updated on an annual basis.</li> </ul>

## 2. Audit Recommendation

Following the audit of Workforce Planning, it is the case that an audit recommendation exists (with a current completion deadline of 31 December 2021) as follows:

*“The College should develop and implement SMART (Specific, Measureable, Attainable, Relevant and Time-Bound) objectives for the Workforce Strategy to enable ongoing monitoring and effective assessment of its progress. This will enable the College to improve its governance in this area by identifying areas of success and where additional improvement are required which could be factored into future plans and updates of the strategy.”*



The most recent position with regard to this recommendation is:

*“Given that the Workforce Strategy and the College Strategic Plan are due for review in 2021, it is suggested that the review dates are aligned and that SMART objectives be included in the reviewed document”*

**The committee are invited to support this approach.**



**Health and Safety Committee**  
**Minutes of Meeting held on**  
**Tuesday 5<sup>th</sup> October 2021**  
**At 1000 hours by Teams**

**Present:**

David Patterson (Chair)	Michele Smith
Derek Duncan	Stuart Cruickshank
Brian Dundas (Officer to Committee)	Catriona McBain
Colin Watson	Jim MacKinnon
Carolyn Thomson	Sandy Sinclair
Sharon Wood	

**In Attendance:**

Angela Murphy (Minutes)

Item		Action	Date
<b>HS.21.02.01</b>	<b>Principals Introduction/Update</b>		
1.1	<p>David Patterson welcomed all to the meeting. He stressed again the importance of this committee to ensuring the safe operations in the college. David thanked Angela and Brian for the papers provided and advised that, having read through the papers, he had identified 4 areas he considered the committee would like to examine in detail further and have further assurance on; H &amp; S Monitors, Fire Wardens, First Aiders, and Analysis of reporting and reported incidents.</p> <p>Apologies have been received from Kenny Beaton, Jackie Andrews, Heather Hagan, Heather Henderson, Sam Bright, and Ross McGillivray.</p> <p>It was suggested that there had been a change in responsibilities within UNISON that the membership of the committee be checked against the terms of reference.</p>		
	ACTION: Angela to check the current membership of the committee against the terms of reference and report.	AM	<b>For the next meeting</b>
<b>HS.21.02.02</b>	<b>DRAFT minutes of the meeting held on 14<sup>th</sup> April 2021</b>		
2.1	<p>The minutes were accepted as a true and accurate representation of the meeting:</p> <p>Proposed: Derek Duncan</p> <p>Seconded: Brian Dundas</p>		
<b>HS.21.02.03</b>	<b>Matters Arising of the meeting held on 14<sup>th</sup> April 2021</b>		

3.1	<p>Brian was to update the Driving Safely Procedures and circulate to committee members.</p> <p>Update: Brian advised that 2 members of staff have now completed and passed the forklift driver training. The HSMS document has not yet been updated. Derek mentioned to Jim that there needs more trained forklift driver staff at the Technology Centre ensuring compliance and suggested Jim encourage more staff to volunteer. It was emphasised to Jim, as a DHoC at the Technology Centre, that only qualified persons should drive the forklift truck.</p>		
<b>ACTION</b>	Jim to speak to Kenny (absent from meeting) to collectively encourage more staff to take up the forklift driver training and pass any names on to Brian Dundas.	<b>JMac</b>	<b>Immediately</b>
3.2	<p>Derek was to issue further guidance on fire door usage.</p> <p>Update: Derek informed the group the college has procured an external contractor to complete fire surveys across site which will include fire doors, ducts, and gaps in ceilings to identify any inadequacies for remedial work funded by Backlog Maintenance.</p>		
3.3	<p>Brian was to meet with H&amp;S Monitors to discuss updates and plans moving forward.</p> <p>Update: It was noted that the correct title was Monitor rather than Co-ordinator (which had appeared in some documentation). Brian advised he contacted the line managers on 11.08.21 regarding the relaunch of HS Monitor Activity. He received a few responses but not sufficient to re-launch. Carolyn advised that she had previously supplied a list of Monitors, mostly line managers, who had this role identified as part of their role (confirmed either through the job description or Job Evaluation questionnaire). She suggested that those staff be contacted and brought together as she was of the view that the staff required more support, perhaps a session talking through the forms and procedure and 'work shadow' would aid understanding of and engagement in the role. Carolyn indicated that she considered that this was key to facilitating a Health and Safety Culture. Derek agreed and suggested meetings in small groups would help to target specific areas and engage staff. David reminded the meeting that these monthly reviews were at the heart of our HSMS preventative assurance work and will raise the issue at the next CMT meeting and asked Brian to use this to advise staff what needs to happen next and review progress.</p>		
<b>ACTION</b>	Brian to attend next CMT to discuss/advise with Managers the best way to re-establish the reporting successfully with his support.	<b>BD</b>	<b>Next CMT</b>
3.4	<p>Brian was to meet with Fire Wardens to discuss procedures moving forward.</p> <p>Update: This was a complex task due to on-going covid arrangements; all staff have been enrolled on iHASCO eTraining modules which cover general fire training. Once the Fire Wardens are identified they will be offered an additional iHASCO training course specifically for Fire Wardens.</p>		

	<p>David asked for an update of lessons learned from the recent fire drill. Derek said more work is required to ensure all areas are covered as appropriate by Fire Wardens as some are not always staffed. An issue was identified with North side of the Moray Street campus as there was no Person in Charge (PIC) in place at this side. This requires to be remedied with a PIC being in place.</p> <p>It was also noted that the sounders did not go off in Birnie and Pluscarden Wing. This was due to an operational rather than technical issue, and again, required to be remedied.</p> <p>Derek advised that there was also an issue regarding the presence of Fire Wardens and noted that this was a voluntary role. Carolyn clarified that she had noted that some individuals and line managers had agreed this within their roles and to that extent this was part of certainly some support staff duties. It was also noted that this was not something which could be undertaken working at home by those individuals and therefore these staff members could be called upon to undertake the role of Fire Warden. Carolyn advised that she could audit the documentation to determine the number of staff available to undertake this.</p> <p>Despite these issues identified from the drill above, Brian advised the drill emptied the building in under 3 minutes which was good.</p>		
<b>ACTION</b>	<p>Stuart to work with Brian to ensure PIC in place for North side of the building.</p> <p>Brian to ensure that operations are adjusted to address the sound matter in Pluscarden Wing</p> <p>Derek to provide Carolyn with a list of Fire Wardens as a focus for Carolyn’s review of where individuals and line managers have included this in job roles</p> <p>Fire Warden provision to be reviewed to ensure adequacy</p>	<p><b>SC/BD</b></p> <p><b>BD</b></p> <p><b>DD</b> <b>CT</b></p> <p><b>BD</b></p>	<p><b>Immediately</b></p> <p><b>Immediately</b></p> <p><b>Immediately</b> <b>ASAP</b> <b>thereafter</b></p> <p><b>Immediately</b></p>
<b>HS.21.02.04</b>	<b>Proposed changes to the Health and Safety Procedures manual</b>		
4.1	<p>Brian advised the committee of a change to The Accident Reporting and Investigating Policy as follows; “In the event of a major or unusual incident, the Principal should take advice from the HS&amp;W Officer on whether or not external expertise should be sought to help identify the root cause of the incident. “</p>		
4.2	<p>Brian proposed to the committee that he intends to add a new section to the HSPM to mandate LOLER 1998 training for designated lift truck drivers and barring others from using the machine.</p>		
4.3	<p>Brian informed the committee of the need for a new procedure to be in place for the HNC Administration Practice Students training for the NHS in relation to hand inspection for those who wash their hands 40+ times per day. Brian advised he will lead on this investigating legislation and content and add to the procedure manual.</p>		

<b>ACTION</b>	Brian to update the H&S Procedures manual with the proposed changes to the Major Incident Policy and the additions of LOLER 1998 Training Policy and Hand Inspection Policy for the discussed HNC Practice Medical Students.	<b>BD</b>	<b>By next committee</b>
<b>HS.21.02.05</b>	<b>HSE Accidents recorded in the period since April 2021</b>		
5.1	<p>There have been 21 accidents/incidents recorded since April 2021 and one near miss. All details have been recorded within the SHE system.</p> <p>Derek and Brian discussed the need for staff to be encouraged to report all near misses enabling trends or recurring issues to be identified and rectified as well as to establish a true reflection of what occurs around site.</p>		
<b>ACTION</b>	Brian to raise at the next CMT meeting	<b>BD</b>	<b>Next CMT</b>
<b>HS.21.02.06</b>	<b>Health and Safety Officers Report</b>		
	<b>i. Health and safety Issues/Concerns</b>		
6.1	<p>Following on from the update Brian gave at the last committee meeting on air quality surveys completed by our contractor, he informed that Estates have since purchased 2x CO2 monitors and 2x Data Monitors to continually track the air quality in areas identified as showing higher readings. This has been going well and some more of these units are on order.</p> <p>The college has also purchased an Air Purification Unit for Victoria Art dark room where students and staff must work closely in a small, enclosed space. This unit only arrived this morning so the effectiveness of this is yet to be recorded but will be monitored going forward by Brian.</p> <p>Caitriona informed the group that whilst in an EIS meeting they advised they were looking to challenge the government as colleges were given no funding towards the costs of installing new ventilation systems whilst schools were awarded £10million in funding. EIS are looking to push for more support for colleges.</p> <p>Brian identified that Winter 2021/22 represents anxieties for some staff returning to work over safety in relation to covid. Brian is spending a lot of time communicating to staff all the work and procedures that have gone into making the environment as safe as possible in line with Scottish Government guidance.</p> <p>Brian mentioned some staff are concerned coming into Winter working in rooms with open windows in the colder weather. He advised it will be a fine balance of cold/hot air circulating and rather than fully open windows staff should open their windows “a crack” allowing air flow without dropping the temperature of the room too much.</p> <p>Caitriona mentioned EIS approach to ventilation during Winter in supplying corporate jumpers/fleeces for students to wear although EIS received funding for this.</p>		

	<p>Brian expressed concerns around the performance of our major subcontractors who are themselves struggling to cope with recovering from Brexit/staff shortages/backlogs of work due to furlough and lockdowns and supply chain issues. Derek advised we must work together with our contractors prioritising work and meeting our contracted targets as best we can with the knowledge that contractors are experiencing these issues to mitigate risks. Derek is happy that overall, we are in a good place H&amp;S wise in this area.</p>		
	<b>ii. Risk Assessment Activity Report</b>		
6.2	<p>Brian informed the committee that 5 UHI partners are working together to agree a new H&amp;S recording system to replace SHE which will be phased out in Feb 2022. This is in the final stages of procurement currently narrowed down to 2 suppliers and will be awarded soon. Brian advised when it launches all staff will be trained in Risk Assessment Reporting and the new database.</p>		
	<b>iii. Workplace Safety Activity Report</b>		
6.3	<p>There was concern raised around students not wearing facemasks and the legislation/guidelines around this. Derek advised he has been dealing with various instances of this with individual students and their employers. The wearing of masks may soon be lifted altogether circumstances permitting. Mask wearing would then become optional.</p> <p>Catriona suggested in the meantime spot checks on classes might help with the issue if students are aware they are being monitored. Caitriona also suggested that if students say they are exempt from wearing masks they could wear a visor instead.</p> <p>Derek advised there are issues with enforcing students to wear masks as we are not permitted to ask for proof of exemption and continued interrogation of this could be seen as harassment. Better to continue encouraging students to comply.</p>		
	<b>iv. Health and Safety Coordinator and Checklist Activity Report</b>		
6.4	Covered under item 3.3 above		
<b>ACTION</b>	Brian to attend next CMT to discuss/advise with Managers the best way to re-establish the reporting successfully with his support.	<b>BD</b>	<b>Next CMT</b>
	<b>v. Fire warden Report</b>		
6.5	This has been discussed in item 3.4		
	<b>vi. First Aider Report</b>		
6.6	<p>Currently all First Aid incidents are being managed by Estates Site Staff. As capacity increases with the gradual return of staff and students to site the rota system needs to be looked at again. It was noted that the college continued to pay a first aid allowance to a number of staff throughout lockdown and that some of those staff members First Aid training had expired. Training had previously been arranged for relevant staff at the Technology Centre but those staff did not attend. Brian asked the H &amp; S</p>		

	Committee members to consider a different approach to First Aid provision restricting the training and rota to the Site Assistants. The H & S Committee expressed concern that this would provide sufficient coverage and considered that contact should be made with those in receipt of the allowance in the first instance to establish their intentions. Carolyn had already requested a note of those staff.		
<b>ACTION</b>	Angela to supply Carolyn with a list of Rota and Area First Aiders to establish certification status. Brian to ensure appropriate first aid cover following receipt of further information.	<b>AM CT BD</b>	<b>Immediately ASAP thereafter ASAP thereafter</b>
	<b>vii. Health and Safety Training</b>		
6.7	Brian informed the Committee that the iHASCO H&S Training programme introduced to staff is going well. To date 906 certificates have been issued although uptake could be better as some staff have not accessed it <b>yet</b> despite having a Training Day set aside for all staff at the start of term to complete this. Carolyn asked Brian to supply her with a report on who has and hasn't completed the training so this could be followed up with relevant staff.		
<b>ACTION</b>	Brian to supply Carolyn with iHASCO report for completed and uncompleted staff for she and Brian follow up with their Line Managers.	<b>BD CT/BD</b>	<b>Immediately ASAP thereafter</b>
<b>HS.21.02.07</b>	<b>Reportable Accidents/Incidents/Near misses</b>		
<b>7.1</b>	These had been discussed during item <b>HS.21.2.05</b>		
<b>HS.21.02.08</b>	<b>Programme of Health and Safety Checks and Reports</b>		
<b>8.1</b>	This was discussed during item <b>HS.21.2.06</b>		
<b>HS.21.02.09</b>	<b>Update on Health and Safety Regulations</b>		
9.1	<p>Brian advised of regular updates to Coronavirus regulations and guidelines for Universities and Colleges that he monitors and can be found at the following website</p> <ul style="list-style-type: none"> <li><a href="https://www.gov.scot/publications/coronavirus-covid-19-universities-colleges-and-community-learning-and-development-providers/">https://www.gov.scot/publications/coronavirus-covid-19-universities-colleges-and-community-learning-and-development-providers/</a></li> </ul> <p>Brian advised the last update was on 10<sup>th</sup> August 2021 'Guidance for operations in the academic year 2021 to 2022.' Brian said both he and Derek had reviewed this guidance and collaborated before the return to campus advice was issued to staff in the email of 20<sup>th</sup> August: 'Covid-19 Update for new Session' Despite several documents which have arrived since, our MC guidance reflects on the last SCOT GOV published advice.</p>		
<b>ACTION</b>	Brian and Derek to discuss and review updates that could be made to the College Guidance Policy.	<b>BD/DD</b>	<b>Ongoing</b>
<b>HS.21.02.10</b>	<b>AOB</b>		
10.1	The topic of First Aid was discussed again. Brian advised he tried several times to agree a date of training for Tech Centre staff as they only have 2 trained First Aiders and due to the nature of work there should be significantly more.		

<b>ACTION</b>	Jim and Kenny are to encourage more staff to take up the training as there should be at least one trained member in each work area.	<b>JMaC/KB</b>	<b>Immediately</b>
10.2	Brian informed that on occasion he is not receiving incident reports in a timely manner, one took as long as 3 weeks to reach him which when he investigated had not been followed up. This has since been rectified but staff should be reminded of the procedures to report an incident. It was noted that when the new reporting system is introduced in Feb 2022 and all relevant staff are trained, this should alleviate this issue as staff can enter the details on an app direct from their phone if access to a PC/laptop is prevented for any reason. Stuart suggested the creation of a SharePoint system where staff can upload reports, it was suggested this could create confidentiality issues with staff accessing other reports. Brian said more input from HOCS and DHOCS to investigate incidents is needed and a collective approach from all managers to engage in H&S. David agreed and said we need to better understand incidents that occur in order to prevent them from reoccurring, he suggested this was taken to the next JCC meeting to discuss and ensure an agreement is reached and implemented.		
<b>ACTION</b>	Incident reporting procedures to be notified at the next JCC meeting.	<b>CT</b>	<b>Next JCC</b>
10.3	Derek provided an update in relation to an incident where a student required transportation to hospital, but this was more complex due to Covid guidance. It was noted that navigating these different requirements was more complicated at this time and that staff can seek support from the H & S & W Officer and Director IPSS in his absence.		
<b>HS.21.02.11</b>	<b>Date of next meeting</b>		
11.1	December 6 <sup>th</sup> at 1030 via Teams		
	<b><i>Meeting closed at 12.10</i></b>		