

## HUMAN RESOURCES COMMITTEE

### NOTICE

There will be a meeting of the Human Resources Committee on 23<sup>rd</sup> February 2023 at 17:30 hours.

### AGENDA

Agenda Item		Paper (Y/N)
01	Apologies for Absence	N
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	N
03	Minutes of Previous Meeting	Y
04	Matters Arising from the Previous Meeting	Y
	<b>Matters for Decision</b>	
05	Code of Conduct	Y
06	Gender Pay Gap Report	Y
07	Public Sector Equality Duty Interim Report	Y
	<b>Matters for Discussion</b>	
08	Job Evaluation Pay and Grading	Y
09	Investors in People – We Invest in People	Y
10	Equality Outcomes	Y
	<b>Matters for Information</b>	
11	Quarterly HR Report	Y
12	Quarterly Health & Safety Report	Y
13	Absence Management	Y
14	SPPA Pension Reporting Status Update	Y
15	Employment Tribunal	Y
16	HR System	Y
17	Long-Term Absence Management	Y
	<b>Reserved Items of Business</b>	
18	Pension Contribution	Y
17	<b>Any Other Business</b>	N
18	<b>Summation of Actions and Date of Next Meeting</b>	N

## HUMAN RESOURCES COMMITTEE

### Minutes

Meeting of the Human Resources Committee on 21<sup>ST</sup> November 2022 at 17:30 hours in Board Room and via teams

Attendance		In Attendance
C McDowall (Committee Chair) A Doherty A Sherry (Acting Principal) F Whittaker  P Scott (Acting Clerk)		G McIntosh (Head of HR) S McManus (Depute Principal)  Also Present P Hutchinson (Chairing Member)
Agenda Item		
01	Apologies for Absence  D Morrison	
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items  The Acting Principal and A Doherty asked their Union membership to be noted in respect of Item 08	
03	Minutes of Previous Meeting  These were unanimously approved	
04	Matters Arising from the Previous Meeting  On the matter of the proposed HR System and at the request of the Committee Chair, the Acting Principal clarified the matter of system cost – which was considered to be excellent value for money by comparison with other equivalent systems. There were matters of detail still under consideration but it was expected that the contract would be ready for signing in early course. In response to further questioning, The Acting Principal confirmed that all Board Members would be invited to a presentation once the system is fully operational	
	<b>Matters for Decision</b>	
05	Menopause Policy  The Committee considered the Policy as presented and which is referred to for its detailed terms. The Committee noted in course of discussion that this was in line with a nationally agreed approach The Acting Principal suggested that it might be possible to separate out other nationally agreed policies so as to reduce the burden on Committee time but the view of the Committee Members was they found it useful to have oversight of all such policies even if adoption was a matter of form The Committee duly approved the Policy and requested as an action point that it be presented to the Board for their approval	

	<b>Matters for Discussion</b>
06	<p>Employee Code of Conduct</p> <p>The draft Code as presented was discussed and considered .</p> <p>On a ruling from the Acting Clerk it was noted that as the draft had not been approved by the Unions this item was <b>not publishable</b> until such time as a draft had been seen and agreed with the Unions</p> <p>The Head of HR noted the views of the Committee and would ensure that these were reflected in discussions with the Unions.</p>
07	<p>Support Staff Pay Claim</p> <p>Committee considered the Paper as submitted and as referred to for its terms. This was clearly an ongoing matter and as an Action Point the Head of HR was requested to bring this back to the Committee at an appropriate time when matters were further advanced.</p> <p>On a point of order, the interest of A Doherty as a member of the support staff was noted but required no special disclosure – given her status as Support Staff Member</p>
08	<p>Job Evaluation Pay and Grading</p> <p>The declarations of interest had been duly noted but it was ruled that there would be no bar to their contributing to the discussion and their input would be welcomed.</p> <p>The Committee discussed the paper as presented and which is referred to for its terms and in course of discussion the Committee was updated on the reported views of College Employers Scotland.</p> <p>The Committee also noted that at this time there was no proposal to enter into a National Agreement but rather the outcome should reflect the needs of colleges with similar characteristics</p> <p>It was noted that this was work in hand and as an Action Point the Head of HR was requested to report back to the Committee at an appropriate time as matters progressed</p>
09	<p>Equality Outcomes</p> <p>The Committee considered the very detailed Paper as presented and which is referred to for its detailed terms.</p> <p>The committee was pleased to note that the Public Sector Equality Duty Outcomes were well on track for implementation by the 2024 deadline</p>
10	<p>Employee Benefits – Retail Discounts, Edenred</p> <p>The Committee noted that the College had signed up for an additional employee benefit with Edenred a registered APUC Supplier.</p> <p>Although there were three available options, the college had adopted only the discount provision at this stage as it was risk free to the College and place dno demands on stretched college resources. The other options would be considered at a later date after the new HR System has been put in place .</p> <p>Committee applauded this initiative – which they noted had been fully discussed with and welcomed by Trade Union representatives</p>

	<b>Matters for Information</b>
11	<p>Quarterly HR Report</p> <p>The Committee noted the detailed Report which is referred to for its detailed terms.</p> <p>The Committee commented favourably, in particular, on the work of the Mental Health Working Group which included a plan to provide a replica hospital clinic on campus to provide students with vital workplace-relevant experience</p> <p>The Committee was also pleased to note that following a review of mandatory e-learning to employees, the College had been able to provide 30 additional courses and at the same time had achieved a potential saving of around 45%</p>
12	<p>Quarterly Health &amp; Safety Report</p> <p>The Depute Principal spoke to the Report which is referred to for its terms.</p> <p>The Committee was pleased to note the satisfactory nature of its content.</p> <p>In response to questioning the Committee was advised as to the nature of the intrusive survey referred to in the Report. This was perfectly normal for buildings of the age of the college estate and considerable expertise in this matter resided within the Board – so this should not be a matter for concern.</p>
13	<p>Absence Management</p> <p>The Committee noted the terms of the Report which is referred to for its detailed terms. The Head of HR, by way of explanation, informed the Committee that Attendance Management Training is being rolled out in a timely fashion and drew attention to changes in reporting as a result of recent curriculum changes .</p> <p>The Committee welcomed the new reporting procedures which they found helpful.</p>
14	<p>SPPA Pension Reporting Status Update</p> <p>The update was duly noted – in particular that an Action Point regarding reporting had now been overtaken and that the College was now well on top of reporting deadlines</p>
15	<p>SFC Staffing Return</p> <p>This was felt to be an informative paper with no real surprises</p>
16	<p>CIPD Report on 4-Day Week</p> <p>This was considered to be a sound overview of a UK wide review. This would inform future conversations with staff but would undeniably present challenges.</p>
	<b>Reserved Items of Business</b>
	<p>There were no reserved items of business but Item 6 was considered unpublishable – not for reasons of confidentiality but in recognition that it would not be publishable until the Policy had been discussed with and agreed by the Unions</p>
17	<p><b>Any Other Business</b></p> <p>The Committee was delighted to note that the College has now achieved Platinum Accreditation in “We invest in Wellbeing”</p> <p>This was a considerable honour and credit to all concerned – and it was especially noteworthy that no other College in Scotland had achieved this level.</p>



18	<p><b>Summation of Actions and Date of Next Meeting</b></p> <p>The Clerk summarised the Actions identified and which are individually Minuted under each Agenda item.</p> <p>The date of the next meeting would be advised as the Clerk is currently working with the Clerk of the Regional Board to synchronise timetables. It would however most likely be in the latter half of February 2023</p>

## HR COMMITTEE

<b>DATE:</b>	February 2023
<b>TITLE OF REPORT:</b>	Draft Employee Code of Conduct
<b>REFERENCE:</b>	05
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	Discussion and approval of the draft Employee Code of Conduct.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	<p><i>Members are recommended to:</i></p> <ul style="list-style-type: none"> <li>• note content of the draft Employee Code of Conduct;</li> <li>• review and endorse the draft Code; and</li> <li>• require the Head of HR to place the endorsed draft Code on the agenda of the March 2023 Board of Management meeting. for progression to subsequent Board approval.</li> </ul>
<b>RISK</b>	Implementing an Employee Code of Conduct was a recommendation from the Azets report and subsequently an action on the Governance Improvement Plan.
<b>RELEVANT STRATEGIC AIM:</b>	<p>Highest Quality Education &amp; Support – Valued &amp; enthusiastic staff; high-quality support services; productive partnerships</p> <p>Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management</p>
<b>SUMMARY OF REPORT:</b>	The following is the draft Employee Code of Conduct which takes account of the revision proposed members at the meeting held on 21 <sup>st</sup> November 2022 and following consultation with local Trade Union representatives.



South  
Lanarkshire  
College  

---

East Kilbride

# **EMPLOYEE CODE OF CONDUCT**

**The values, standards  
and behaviours we  
expect from you**

Version Number: 1.0

## Document Information

<b>Procedure Published/Created:</b>	February 2023
<b>Reviewed Date:</b>	n/a
<b>Owner:</b>	Human Resources
<b>Approved by:</b>	Board of Management
<b>Equality Impact Assessment:</b>	TBC
<b>Next Review Date:</b>	February 2026

## Version History

Version Number	Date	Author	Rationale
1.1	February 2023	G McIntosh	

## Quick Links

We are inclusive and diverse, and this is one of our values.

We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.



To find out more about FREDIE click [HERE](#)

To find out more about our Vision, Mission and Values click [HERE](#)



Need help with accessibility? Click [HERE](#) to view our accessibility pages.

# Table of Contents

<b>1.0 Introduction.....</b>	<b>6</b>
<b>2.0 Objectives.....</b>	<b>6</b>
<b>3.0 Scope .....</b>	<b>6</b>
<b>4.0 Governance .....</b>	<b>7</b>
4.1 Board of Management.....	7
4.2 Nolan Principles – The Principles of Public Life .....	8
4.3 Code of Good Governance for Scotland’s Colleges.....	8
4.4 Safeguarding Responsibilities .....	8
4.5 Corporate Parenting .....	9
<b>5.0 Standards at Work .....</b>	<b>10</b>
5.1 Attendance and Timekeeping .....	10
5.2 Leave Requests .....	10
5.3 Alcohol, Drug and Substance Abuse .....	11
5.4 Bullying and Harassment.....	11
5.5 Personal Relationships at Work.....	12
5.6 Equality, Diversity and Inclusion .....	13
5.7 Protecting Vulnerable Groups.....	14
5.8 Allegations against Staff (Safeguarding).....	15
5.9 Dress Code .....	16
5.10 No Smoking.....	17
5.11 Outside Employment .....	17
5.12 Jury and Witness Service .....	17
<b>6.0 Information Technology (IT) and Data Security .....</b>	<b>18</b>
6.1 Non-Permitted Use .....	18
6.2 Personal Data .....	19

6.3 Accuracy and Confidentiality information .....	20
6.4 Introduction of Viruses.....	20
6.5 Data Retention & Disposal .....	20
6.6 Social Media.....	21
6.7 Prohibited Activities .....	21
<b>7.0 Compliance Matters.....</b>	<b>22</b>
7.1 Bribery and Corruption .....	22
7.2 Gifts and Hospitality .....	23
7.3 Money Laundering.....	23
7.4 Fraud.....	23
7.5 Trafficking and Modern Slavery .....	24
<b>8.0 Health, Safety and Wellbeing .....</b>	<b>25</b>
<b>9.0 Raising Concerns .....</b>	<b>25</b>
<b>10.0 Concerns About You.....</b>	<b>26</b>
<b>11.0 Leaving our Employment .....</b>	<b>26</b>
<b>12.0 Further Guidance .....</b>	<b>27</b>

## 1.0 Introduction

This document outlines the values, standards and behaviours we expect of South Lanarkshire College (the College) working community and is not intended as a complete listing of all the College policies, procedures, regulations and standards.

The relationship between the College and its employees is based upon mutual respect, trust and confidence. This Code of Conduct sets out the standards upon which this relationship is to be based. Employees are expected to behave in a way that demonstrates the College values. This includes being professional at all times, treating students, colleagues and stakeholders with respect while taking responsibility for their own behaviour and actions.

## 2.0 Objectives

The objectives of this Code are to:

- provide transparency on the values, standards and behaviours we expect of our working community.
- ensure everyone demonstrates these expectations in their work.
- clarify implications for non-compliance.

## 3.0 Scope

This Code of Conduct applies to all employees of the College and anyone working within it on a voluntary or placement basis.

It is the responsibility of all members of the College working community to familiarise themselves with, and adhere to, all the College policies and procedures.

Failure to comply with the standards of performance and behaviour outlined in this document may result in disciplinary action in accordance with the College disciplinary procedure. Such disciplinary action may include dismissal depending on the circumstances.

All employees will be made aware of the Code of Conduct and will sign to confirm their understanding and acceptance of the standards set out within it.

## **4.0 Governance**

The College is a public body and a registered charity, with a Board of Management who are responsible for setting the strategic direction, vision and values for the College. The Board is responsible for all aspects of Corporate Governance. The College Values are:

- Inclusive and diverse
- Passionate about our roles and responsibilities
- Continually improving
- High achieving
- Reducing our environmental impact
- Delivering community and social value
- Committed to health, safety and wellbeing
- Creative and innovative
- A listening organisation

### **4.1 Board of Management**

The Board of Management is composed of twelve non-executive members who are appointed through open application, the Chair of the Lanarkshire Regional Strategic Body two elected staff members, two elected student members and the Principal. The Board meets a minimum six times per year and each of its 4 committees meet a minimum four times per year. The Committees are:

- Audit & Risk Committee
- Curriculum, Quality & Development Committee
- Finance & Resources Committee
- Human Resources Committee

In addition, there is a Remuneration Committee, which meets on an ad-hoc, as-required basis for those staff not included in the current national collective bargaining arrangements.



The Board employs an independent Clerk who provides advice and support to all members on Corporate Governance and other matters relating to its work.

For further information about the Board and its committees, employees are encouraged to review the Board section on the College website which contains information on members and papers from all meetings.

## **4.2 Nolan Principles – The Principles of Public Life**

Members of the Board of Management are expected to uphold the *Seven Principles of Public Life* (often referred to as the “Nolan Principles”) as set out by the Committee on Standards in Public Life (the Nolan Committee).

## **4.3 Code of Good Governance for Scotland’s Colleges**

A Code of Good Governance was published in December 2014 for Scotland’s Colleges, and was further reviewed and updated in 2016, by the Good Governance Steering Group. A further updated version was published in September 2022.

The College complies fully with the Code and promotes good governance, accountabilities and continuous improvement as detailed in this Code, including the Staff Governance Standard, which is acknowledged by Scotlands Colleges and the Scottish Trade Union Congress (STUC).

A copy of the Code is available on the College Development Network website.

## **4.4 Safeguarding Responsibilities**

The Board has put in place policies and procedures to safeguard the welfare of the children, young people and vulnerable adults who attend the College. Members of staff have a duty of care to prevent physical, sexual or emotional abuse and to report any suspicion of abuse. All staff undergo enhanced Protecting Vulnerable Group (PVG) disclosure and undertake mandatory safeguarding and child protection training.

## 4.5 Corporate Parenting

The College offers a broad curriculum and works in partnership with many employers in the region, as well as other colleges and universities throughout Scotland.

College courses can be studied on a full-time, part-time, day release and evening basis with around 5,500 students accessing programmes in outstanding facilities, delivered by well qualified, highly trained staff.

Care experienced students often face barriers which prevent them from accessing College or from successfully completing their courses for example, financial and housing issues and challenges around emotional health and wellbeing. The College recognises the needs of care experienced students and provides various services to help students achieve their goals.

Therefore, it is vital that the College is able to identify who care experienced learners are to ensure they are aware of the range of services on offer and how to access this support.

As a Corporate Parent, the College evaluates how well it has discharged its duties under the Children and Young People (Scotland) Act 2014. The needs of care experienced young people have been formally recognised by Sections 58 to 65 of the Act and in particular Section 58: Part 9 which came into effect on 1st April 2015. This legislation outlines the duties which should be undertaken by Scotland's 'Corporate Parents' who are expected "... to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted". (Scottish Government, August 2015).

The term 'wellbeing' within the Act is defined using eight 'SHANARRI'<sup>1</sup> indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

---

<sup>1</sup> <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

The College is aware that our success as a corporate parent is dependent on our duty to collaborate with other corporate parents to ensure that care experienced young people achieve the same positive outcomes as their peers.

## **5.0 Standards at Work**

In order to maintain a professional, supportive and respectful working environment, the following sections set out expectations of what will ensure a positive working environment.

### **5.1 Attendance and Timekeeping**

Employee attendance at work is expected to be punctual. Instances of lateness should be explained by the employee concerned with their Line Manager, who will monitor the situation and take action as appropriate in accordance with College procedures.

It is the responsibility of Line Managers to agree and approve any variations (including any short-term variations) to normal hours of work in consultation with the employee. Individuals should not vary their normal hours of work without prior, written management approval. Guidance is available within the Flexible Working Policy and the Reasonable Adjustments policy.

The College's Attendance Management and Support Procedure outlines the standards that are expected of all employees and the procedures that should be followed during any period of absence. It also provides details of how the College will address and manage all issues related to employee absence.

### **5.2 Leave Requests**

Annual Leave periods for those teaching staff covered by national collective bargaining arrangements are agreed within the College Joint Negotiating Committee.

All staff are required to follow the procedures detailed in the Annual Leave Policy (add link to policy) for requesting annual leave or time off in emergency circumstances. Staff are required to provide Management with appropriate notice (minimum 2 weeks) of any leave request. All leave will be subject to ensuring operational requirements are met.

In addition to annual leave, the College has a comprehensive and supportive range of leave options which are detailed in the Adoption Policy, New & Expectant Mothers Policy, Parental & Family Leave Policy and the Personal & Domestic Leave Policy.

### **5.3 Alcohol, Drug and Substance Abuse**

Employees must not attend work under the influence of any substance, including alcohol, illegal drugs and/or solvents. Employees who have been prescribed medication by a healthcare professional must inform their Line Manager immediately if that medication has, or could, have an adverse effect on the employee's ability to carry out their duties or may have implications with regard to the health and Safety of themselves or others.

The Alcohol, Drug & Substance Abuse policy outlines the standards expected of the working community in relation to alcohol, drug and substance use and abuse, and provides guidance on managing issues related to such use and abuse, including and the action that will be taken by the College in instances of non- compliance.

### **5.4 Bullying and Harassment**

The College is committed to creating and maintaining a working environment free from discrimination, harassment, bullying, intimidation and victimisation.

To clarify, bullying and/or harassment is verbal, non-verbal or physical conduct which is unsolicited or unwelcome and which another individual considers violates their dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Instances of bullying and or harassment at work, or outside work if it has a bearing on the working relationship, is unacceptable and will not be tolerated. All instances of bullying and/or harassment will be managed through the Dignity at Work Policy and the Disciplinary Procedure, as appropriate.

Examples of bullying / harassing behaviour could include:

- spreading malicious rumours, or insulting someone
- exclusion or victimisation
- unfair treatment
- deliberately undermining a competent worker by constant criticism.

Under the Equality Act 2010, harassment is unwanted conduct which is related to one of the following: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation and is therefore unlawful.

## **5.5 Personal Relationships at Work**

The College recognises that employees who work together may form personal friendships and, in some cases, close personal relationships. The College acknowledges that personal relationships are a normal part of working life and it does not wish to interfere with the personal lives of its employees. However, it does encourage employees to be open and honest about them for the protection of the employees themselves and the organisation.

Whilst the College does not wish to prevent or deter personal relationships at work, the organisation is required to protect its interests and minimise any risks. For example, there may be a potential for a conflict of interest, including favourable treatment where there is a manager and direct report relationship, or unfavourable treatment where a relationship breaks up.

The College also requires to minimise the potential risk of any breach of trust and confidentiality or fraudulent activity where the individuals have access to confidential

information and there may be a risk of this being revealed as a result of a close personal relationship.

The following principles apply to all employees regardless of their job or level of seniority:

- A confidential declaration must be made by each employee to their respective line managers where such a close personal relationship exists or develops between employees who either work together in the same department or location or, where one employee is in a position of managerial authority.
- A meeting with each employee and their line manager will be held to determine whether there is a potential or actual conflict of interest and if so, to determine what, if any, steps may need to be taken to mitigate any organisational risk or potential conflict of interest. Managers are asked to liaise with the Human Resources department in these circumstances.

In the unlikely event that a potential risk or conflict is determined, the College will take a consultative approach with the parties involved to reach an amicable solution that respects the employees' privacy whilst protecting the interests of the College.

The College will explore all options, such as a change in reporting/line management arrangements, or agreement to transfer one or both of the employees involved in the relationship to a post in another department or location.

## **5.6 Equality, Diversity and Inclusion**

The College is committed to ensuring equality of opportunity for its employees and learners alike. The College has a responsibility under the public sector equality duty, an outcome of the Equality Act 2010.

The general duty requires the College to have due regard in decision-making to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups.

The public sector equality duty covers those with "relevant protected characteristics" which are:

- Age
- Disability

- Sex
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

The specific duties for the College are:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress
- assess and review policies and practices
- gather and use employee information
- publish information on board diversity and succession planning
- publish gender pay gap information
- publish statements on equal pay
- consider award criteria and conditions in relation to public procurement
- publish required information in a manner that is accessible.

All employees have an individual responsibility to uphold and apply in practice the Equality Policy, the public sector equality duty, and to conduct themselves in a manner consistent with that Policy and with relevant legislation.

Discrimination and prejudice will not be tolerated by the College and such conduct may result in disciplinary action being taken in accordance with its disciplinary procedure.

## **5.7 Protecting Vulnerable Groups**

As part of your employment with the College, you will require to join the Protecting Vulnerable Groups (PVG) scheme, which is managed by Disclosure Scotland. The PVG scheme helps to ensure that people who are unsuitable to work with children and protected adults cannot undertake regulated work with these vulnerable groups.

Disclosure Scotland carries out criminal record checks and will shared these with the College. Disclosure Scotland also keeps a list of people who are barred from working with children and protected adults.

Disclosure Scotland reviews routinely suitability of all on its register to continue work with children or protected adults. If in the unlikely case Disclosure Scotland acquire new information with regard to a College employee which results in that individual being deemed unsuitable to work with children or protected adults that person will be disqualified from regulated work. Disclosure Scotland are required to inform the employer of any individual removed from the PVG scheme.

Should a staff member be removed from the PVG scheme the College will undertake appropriate action within its Disciplinary Procedures.

The College also has a duty to report harmful behaviour to Disclosure Scotland.

The PVG Scheme Records includes the following details:

- Convictions – certain spent convictions and any unspent convictions including the date of conviction and the sentence you received.
- Cautions – unspent cautions.
- Court Orders & Notification.

## **5.8 Allegations against Staff (Safeguarding)**

Any allegations of abuse against staff (to students, other staff or people in the community) must immediately refer to the disciplinary procedure. In addition, the Depute Principal must immediately be informed, as the Lead Safeguarding Officer for the College.

In line with the College Disciplinary Procedure, Police Scotland and/or other local authorities may be informed where appropriate.



If the person against whom allegations have been made resigns or ceases to provide their services, this will not prevent the College from taking any action it deems necessary in accordance with the appropriate legislation.

## **5.9 Dress Code**

The College requires employees to dress in a professional manner which is appropriate to their role and upholds the image of the College as a high-quality learning institution. As a minimum, employees are expected to dress in a manner that is commonly referred to as “business like” i.e. a relaxed version of formal wear e.g. business attire but without a tie, suit jacket, etc. This ensures that all employees still look professional and appropriate for our work environment, whilst being cognisant of comfort, individuality, time and money.

Should there be a specific reason (e.g. a formal meeting), you are expected to dress in line with those requirements, such as in business professional attire or formal wear.

Clothing should be solid colours, subtle patterns or designs and should not contain distracting or offensive images or words. Other items, such as visible tattoos and jewellery should also not cause reasonable offense to others.

Sports-related clothing is not permitted other than for the purpose of participating in sporting activities. Clothing should also support the College Values and not breach the Equality Policy.

Employees should inform their manager if there are legitimate reasons requiring the wearing of certain garments/jewellery e.g. on the grounds of medical or religious reasons particularly if the wearing of such items may have implications for Health and Safety of the individual or others.

Some roles necessitate employees to wear items of protective clothing in the interests of health and safety. Such items should be worn at all times when required.

## **5.10 No Smoking**

The College does not allow smoking within its premises and vehicles, outwith designated smoking and vaping areas.

For the avoidance of doubt, smoking includes tobacco, e-cigarettes, personal vaporisers (PVs) and electronic nicotine delivery systems (ENDS).

Any breach of this will be dealt with under the College Disciplinary Procedure and, in serious cases, may be treated as gross misconduct, leading to summary dismissal.

## **5.11 Outside Employment**

The College understands that some employees may have additional employment, outside of the College. To ensure the legitimate, business interests of the College, employees are prohibited from engaging in any activity which interferes with their performance or responsibilities at the College or is otherwise in conflict with or prejudicial to the College. If an employee has any concerns about the potentially impact of additional employment, including on health & safety and working time considerations, on their College role they should contact the Human Resource department. The College recognises that some employees may gain “industry upskilling” through additional employment.

## **5.12 Jury and Witness Service**

From time to time, the College recognises that employees may be required to attend jury or witness service. In order to support this civic duty, the College requires that employees provide as much advance notification as possible to your line manager.

This is important as there are some circumstances in which jury service may be deferred for business reasons. If it is possible employees should seek to schedule the giving of evidence for a time which fits in with work commitments. Where required the College will make arrangements to cover your work in your absence.

It is necessary liaise with Payroll in order to manage your salary payment during periods of jury or witness service.

## 6.0 Information Technology (IT) and Data Security

College systems are intended to promote effective communication, learning and working practices, as well as to support effective data security. The College relies on the integrity and availability of its IT systems and infrastructure to support data security and meet its legitimate business and commercial needs. Improper use of IT systems and/or failure to adhere to College policies and procedures may have an adverse impact on systems, time and resources in addition to increase the risk of data breaches which may result in legal liability, potential reputational and negative financial impact for the College and employees.

All employees are required to be familiar with all College IT policies and procedures, and to adhere to these.

### 6.1 Non-Permitted Use

The following table provides three areas of non-permitted use of College IT systems, including those not owned by the College but are used for College business and/or which the College may carry vicarious liability. This is indicative and not an exhaustive list.

Inappropriate Material	Employees should be aware that any person loading, downloading, printing, storing or receiving (without reporting to their Line Manager), any material of a sexual, abusive or potentially discriminatory or lewd nature, or which is otherwise offensive via electronic means or otherwise, may be subject to disciplinary action including summary dismissal for gross misconduct.
Discrimination & Harassment	Employees must not use the College computer systems in any way that may be considered detrimental or offensive to others. Rude, offensive and detrimental messages and files can have a

	<p>serious impact on the recipient and may constitute harassment or discrimination under local employment legislation relating to equality and discrimination.</p> <p>The College will investigate any complaint of harassment or discrimination, including invoking the Disciplinary Procedure, up to and including dismissal.</p>
Electronic Games, Jokes and Similar Material	<p>Electronic games, jokes, greeting cards, chain letters, non-work-related videos and pictures can take up large amounts of server space and adversely impact the College's systems. Accessing such material also increases the risk of introducing computer viruses.</p> <p>For these reasons, the College regards the loading, downloading, sending, storing, printing or receiving without deleting of electronic games, jokes, chain letters, executables, non-work-related videos and pictures as a violation of this Code.</p>

## 6.2 Personal Data

Data protection legislation aims to control personal data relating to individuals by ensuring it is used only for the specific purposes it was collected and is accurate, kept up-to-date and, above all, is secure.

Any data which refers to an individual by name or provides enough information to enable an individual to be identified may be subject to data protection legislation. Employees must adhere to data protection legislation and ensure that all personal data is safeguarded against loss or disclosure to unauthorised parties. Employees must follow the data protection requirements as highlighted in College Policies and Procedures.

The College will provide regular updates on data protection matters including appropriate Continuous Professional Development sessions.

### **6.3 Accuracy and Confidentiality information**

All information that relates to individuals, the College, firms or companies, including other Colleges and clients, must be recorded accurately. Employees must not breach any confidentiality obligations regarding information.

Employees should not use College systems to disclose to unauthorised parties confidential information, trade secrets, patents and other restrictive documents which either belong to or are the property of the College, other Colleges or a client, contractor or any consultant.

Whilst maintaining the confidentiality of information is paramount, there will be situations in which information is shared with trusted third parties, who also have obligations to treat information confidentially. Information may be shared, or made available, in restricted circumstances, according to the necessary purpose and in line with the law and College policy.

### **6.4 Introduction of Viruses**

The malicious spreading of computer viruses is subject to prosecution under the Computer Misuse Act 1990. The greatest risk from viruses lies in downloaded programmes, executable and files. Employees must not, therefore, copy or download software without prior written approval of their Line Manager.

Line Managers should seek approval from the Head of Management and Information Systems before agreeing to the downloading of any software not provided by the College IT Team.

### **6.5 Data Retention & Disposal**

All employees are responsible for the retention and disposal of personal data they handle, in accordance with data protection legislation. Employees should follow the relevant College data protection policies and procedures.

## **6.6 Social Media**

Employees may use social media, which directly and/or indirectly reflects their role at the College. In terms of definition, social media includes, but is not limited to, Facebook, LinkedIn, Twitter, Google+, Wikipedia, Instagram, Vine, Tumblr, WhatsApp, Snapchat and all other social networking sites, internet postings and blogs.

The College recognises the important role of social media in promoting ideas, information and comment. However the use of unprofessional or inappropriate content, may not comply with College Policies and Procedures and may result in disciplinary action.

Inappropriate use of social media sites can pose risks to College confidential data, reputation and can jeopardise compliance with its legal obligations. The following, non-exhaustive list, details prohibited use of social media:

- You must not post any social media communications that could damage College interests or reputation, directly or indirectly;
- You must not use social media to defame or disparage the College, its Board, learners, staff or any third party; to harass, bully or unlawfully discriminate against the Board, learners, staff or third parties; to make false or misleading statements; or to impersonate colleagues or third parties; and
- You must not express opinions on behalf of the College via social media, unless authorised to do so by the Principal.

Breach of these may result in disciplinary action up to and including summary dismissal.

## **6.7 Prohibited Activities**

The following uses of the College Systems are expressly prohibited. This list is not exhaustive:

- Engaging in defamatory, illegal, fraudulent or malicious conduct;
- Loading, downloading, sending, storing, printing or receiving without reporting any offensive, obscene, indecent or defamatory material including any sexual material such as sexually explicit images, messages

or cartoons and any material which amounts to harassment or discrimination on the grounds of protected characteristics;

- Loading, downloading, sending, storing, printing or receiving without deleting any electronic games, jokes, chain letters, executables, non-work-related videos and pictures;
- Engaging in unauthorised monitoring, hacking, or intercepting of files or electronic communications of workers or other parties;
- Using another user's login ID and password;
- Obtaining unauthorised access to any Computer System; and
- Attempting to test and circumvent or defeat security or auditing systems of the College or any other organisation.

## **7.0 Compliance Matters**

The following sections details the matters of compliance that all our employees must adhere with in order to ensure we conduct our business in an honest and ethical manner. There are underlying policies and/or procedures for all of these items, which you must become familiar with.

### **7.1 Bribery and Corruption**

The College takes a zero-tolerance approach to bribery and corruption, and we are committed to acting professionally, fairly and with integrity in all our business dealings and relationships.

Specifically, no colleague should:

- give or offer any payment, gift, hospitality or other benefit in the expectation that a business advantage will be received in return, or to reward any business received;
- accept any offer from a third party that you know, or suspect, is made with the expectation that we will provide a business advantage for them or anyone else;
- give or offer any payment (sometimes called a facilitation payment) to a government official in any country to facilitate or speed up a routine or necessary procedure; or
- threaten or retaliate against another person who has refused to offer or accept a bribe or who has raised concerns about possible bribery or corruption.

## **7.2 Gifts and Hospitality**

The College understands that giving or accepting of reasonable and appropriate hospitality for legitimate purposes such as building relationships, maintaining our image or reputation, or marketing our products and services.

A gift or hospitality will not be appropriate if it is unduly lavish or extravagant or could be seen as an inducement or reward for any preferential treatment e.g. during contractual negotiations or a tender process.

## **7.3 Money Laundering**

Money laundering is the processing of concealing the origin of money, obtained from illicit activities such as drug trafficking, corruption, etc. The College has in place a comprehensive and robust financial management approach to manage and mitigate risks of money laundering.

Any employee, directly or indirectly, who have been involved in actual or suspected money laundering will be investigated and appropriate action will be taken, which could include informing Police Scotland. In addition, disciplinary action may be considered against those involved in the matter and well as those whose negligence has aided the facilitation of money laundering. Both categories of offence may be held to constitute gross misconduct and lead to disciplinary action, up to and including summary dismissal.

## **7.4 Fraud**

Fraud is commonly used to describe a wide variety of dishonest behaviour such as deception forgery, false representation and concealment of material facts. It is usually used to describe the act of depriving a person or organisation of something by deceit, which may involve the misuse of funds or other resources, or the supply of false information.

All employees must be familiar with the College's Policy regarding Fraud and report signs of fraud, theft or corruption to their line manager.



All cases of actual and suspected fraud will be investigated and appropriate action will be taken, which could include informing Police Scotland. In addition, disciplinary action may be considered against those who may have perpetrated fraud and also against managers whose negligence is held to have facilitated the fraud. Both categories of offence may be held to constitute gross misconduct and lead to disciplinary action, up to and including summary dismissal.

## **7.5 Trafficking and Modern Slavery**

The College is committed to carrying out the procurement of goods and services in an environmentally, socially, ethically and economically responsible manner and to enter into agreements and contracts with suppliers that share and adhere to this commitment.

The College will use best endeavours to ensure the procurement of goods and services is carried out through APUC Ltd of which they are members.

APUC leads collaborative tendering activity and has a wide range of framework agreements across a variety of category areas. All the categories for APUC frameworks that the Colleges has used have already undergone an analysis of the specific commodity areas and supply chains to assess potential risks of modern slavery.

Where it is not possible to use a collaborative framework agreement, a standard Invitation to Tender template is used with applicable terms and conditions requiring contractors to comply with current legislation in relation to the Equality Act 2010, National Minimum Wage Act 1998 (as amended), Health & Safety at Work Act 1974 (as amended) and the Modern Slavery Act 2015.

Recruitment checks are carried out by Human Resources to ensure that the College adhere to the provisions of the Immigration, Asylum and Nationality Act 2006, which state that at the time of recruitment an employer must be able to demonstrate that

the person to be appointed has permission to work in this country. Therefore, all external candidates invited to attend interview for a post in the Colleges must produce evidence of their entitlement to work in the United Kingdom.

Offers of employment are also subject to a satisfactory PVG Scheme Record and references satisfactory to the College.

## **8.0 Health, Safety and Wellbeing**

The College is committed to promoting and implementing all relevant health, safety and wellbeing legislation and recognises that the highest priority must be given to safe methods of work at all times.

Employees must familiarise themselves with the Health and Safety Policy approved by the Board of Management annually and the specific health and safety procedures, including risk assessments relating to their role. Employees must not, under any circumstances, behave in a way which could endanger their own health and safety or the health and safety of others.

Any breach of College Health and Safety Policy and procedures will be viewed extremely seriously and may constitute gross misconduct in accordance with its disciplinary policy and procedures.

## **9.0 Raising Concerns**

Should you have any concerns during your employment with the College, you are encouraged to initially raise this with your line manager or with an appropriate department.

Should you wish to formalise your concerns or progress them further, you are able to do so through the Grievance Procedure.

In certain circumstances, the Whistleblowing Policy and Procedure may be the appropriate route to make a disclosure. Employees should refer to the Whistleblowing Policy and Procedure for full information on making a disclosure and, if required, obtain advice from the Clerk to the Board.

If you believe that you or another employee's behaviour contravenes the Code of Conduct, it is vital that you raise the issue with your line manager or another senior manager.

## **10.0 Concerns About You**

Should the College have any concerns about your performance, capability or conduct, we will initially address these with line management interventions. We recognise that this may not always be successful or appropriate, and therefore we may need to invoke the Capability Procedure for performance-related matters or the Disciplinary Procedure for conduct-related matters.

You should refer to these procedures to gain further understanding or speak with your line manager or a member of the human resources team.

## **11.0 Leaving our Employment**

Employees should continue to observe their duties of confidentiality after they leave the employment of the College. All documents, materials, resources and property of the College must be returned when leaving our employment.

## 12.0 Further Guidance

No code of conduct can hope to spell out the appropriate behaviour for every situation, nor should it seek to do so. The College relies on each member of staff to make a judgement of what is right and good practice in any particular situation. The College also requires all employees to comply with all policies and procedures and to follow reasonable management instruction(s).

If an employee is unsure determining what action is appropriate in any given situation, they should seek clarification their Line Manager.

An individual who is not satisfied with an outcome arising from a decision reached in relation to their employment has the right to appeal using the stages outlined in the grievance procedure.



South  
Lanarkshire  
College

---

East Kilbride

## HR COMMITTEE

<b>DATE</b>	February 2023
<b>TITLE OF REPORT</b>	Gender Pay Gap Report
<b>REFERENCE</b>	06
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a> Elaine Ballantyne, Equality Officer <a href="mailto:elaine.ballantyne@slc.ac.uk">elaine.ballantyne@slc.ac.uk</a>
<b>PURPOSE:</b>	For members to review and approve the Gender Pay Gap Report.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"> <li>• note the content of the Gender Pay Gap Report;</li> <li>• endorse the Gender Pay Gap Report; and</li> <li>• refer the Gender Pay Gap Report to the Board of Management for information.</li> </ul>
<b>RISK</b>	The College is required to publish the Gender Pay Gap Report.
<b>RELEVANT STRATEGIC AIM:</b>	Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional appropriate risk management
<b>SUMMARY OF REPORT:</b>	The Gender Pay Gap Report.

# Gender Pay Gap

2023

## Document Information

<b>Procedure Published/Created:</b>	30 March 2023
<b>Reviewed Date:</b>	Not Applicable
<b>Owner:</b>	Human Resources Team
<b>Approved by:</b>	
<b>Equality Impact Assessment:</b>	
<b>Next Review Date:</b>	March 30 <sup>th</sup> 2025

## Version History

<b>Version Number</b>	<b>Date</b>	<b>Author</b>	<b>Rationale</b>
1.0	30 March 2023	Human Resources	

## Quick Links

What is FREDIE? Click [HERE](#) to find out.

Need help with accessibility, click [HERE](#) to view our accessibility pages.



## Table of Contents

Foreword by Acting Principal and Chief Executive.....	4
1.0 Introduction.....	5
2.0 Gender Pay Gap – Overview .....	6
3.1 Gender Pay Gap.....	7
3.2 Gender Pay Bonus Gap.....	7
3.3 Quarter Pay Bands.....	8
3.4 Gender Balance Action Plan.....	9

## Foreword by Acting Principal and Chief Executive

As one of Scotland's top performing Colleges, South Lanarkshire College is proud to be an organisation that values equality, diversity and inclusion. This is reflected in our impressive collection of accreditations in recent years, including:

- Leaders in Diversity
- Disability Confident Employer
- LGBT Youth Charter Silver
- Carer Positive Engaged Employer
- We Invest in Wellbeing Platinum
- We Invest in People Standard

Our key values guide us daily, and our “we are inclusive and diverse” value extends to ensuring equality across our remuneration practices, and minimising or mitigating bias in our pay systems on the grounds of protected characteristics including gender.

We recognise that it is good business practice and in the best interests of the College to ensure that there are fair and just pay systems in place. It is important that staff are aware of our commitment to ensuring that there is no bias in the pay systems.

Finally, we are committed to making full use of this Gender Pay gap report, to help us understand the size and causes of pay gaps, to identify any issues that need to be addressed.

Alan Sherry  
**Acting Principal and Chief Executive**



Leaders  
in Diversity  
Award

Achieved.  
Valid Until  
December 2023

## 1.0 Introduction

South Lanarkshire College is committed to the provisions of the Equality Act 2010 and aims to constantly promote equality in its work. The College strives to eliminate any gender bias or discrimination of any kind in its pay and grading structure. We recognise that equal pay across gender, race and disability is a legal right under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

The objectives of South Lanarkshire College are to:

- Eliminate any unfair, unjust or unlawful practices that impact on pay
- Reduce the gender pay gap
- Ensure that all staff have fair access and opportunities in relation to recruitment, training and development

The purpose of this report is to outline the progress South Lanarkshire College has made in meeting the specific duties to publish an update on our gender pay gap information.

The College notes increasing under-representation of males across the national Further-Education College sector.

The requirements to report progress on mainstreaming equality can be found in the Public Sector Equality Duty, Interim Equality Mainstreaming Report 2023, within the Equality section of the College website.

## 2.0 Gender Pay Gap – Overview

The gender pay gap differs from equal pay. Equal pay deals with the pay differences between men and women who carry out the same jobs, similar jobs or work of equal value.

South Lanarkshire College understands the importance of gender pay gap reporting in assessing levels of equality within the workplace. The six measures of the Gender Pay Gap are:

### Mean Gender Pay Gap

- The difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees

### Median Gender Pay Gap

- The difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.

### Mean Bonus Gap

- The difference between the mean bonus pay paid to male relevant employees and that paid to female relevant employees.

### Median Bonus Gap

- The difference between the median bonus pay paid to male relevant employees and that paid to female relevant employees.

### Bonus Proportions

- The proportions of male and female relevant employees who were paid bonus pay during the relevant period

### Quarter Pay Bands

- The proportions of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quarter pay bands

### 3.1 Gender Pay Gap

The table below shows the difference in the Mean and Median Gender Pay Gaps.

<b>Difference between men and women</b>	<b>Mean (Average)</b>	<b>Median (Middle)</b>
Gender Pay Gap 2023	9.30%	4.72%
Gender Pay Gap 2021	9.48 %	9.65 %
Gender Pay Gap 2019	13.24 %	6.04 %
Gender Pay Gap 2017	16.67 %	27.63 %

The table above shows our overall mean and median gender pay gap based on hourly rates of pay as at the snapshot date (31 March 2022) for 352 staff within our workforce: 216 women (61%) and 136 men (39%)

The mean provides the overall indication of the size of the gender pay gap. This is our fourth report which shows a continuous improvement in the Mean Gender Pay Gap.

The median pay gap is the difference between the midpoints in the ranges of hourly earnings of females and males. It takes all salaries in the sample, lines them up in order from lowest to highest, and picks the middle salary.

The main reason for the difference between the mean and median pay gap is that on the snapshot date there was a shift in gender, with a proportion of males replacing female roles in the upper quarter and upper middle quarters, compared to previous years. In addition, we continue to have a high percentage of females in the lower quarter pay band.

### 3.2 Gender Pay Bonus Gap

The table below shows the difference in the Mean and Median Gender Bonus Gaps.

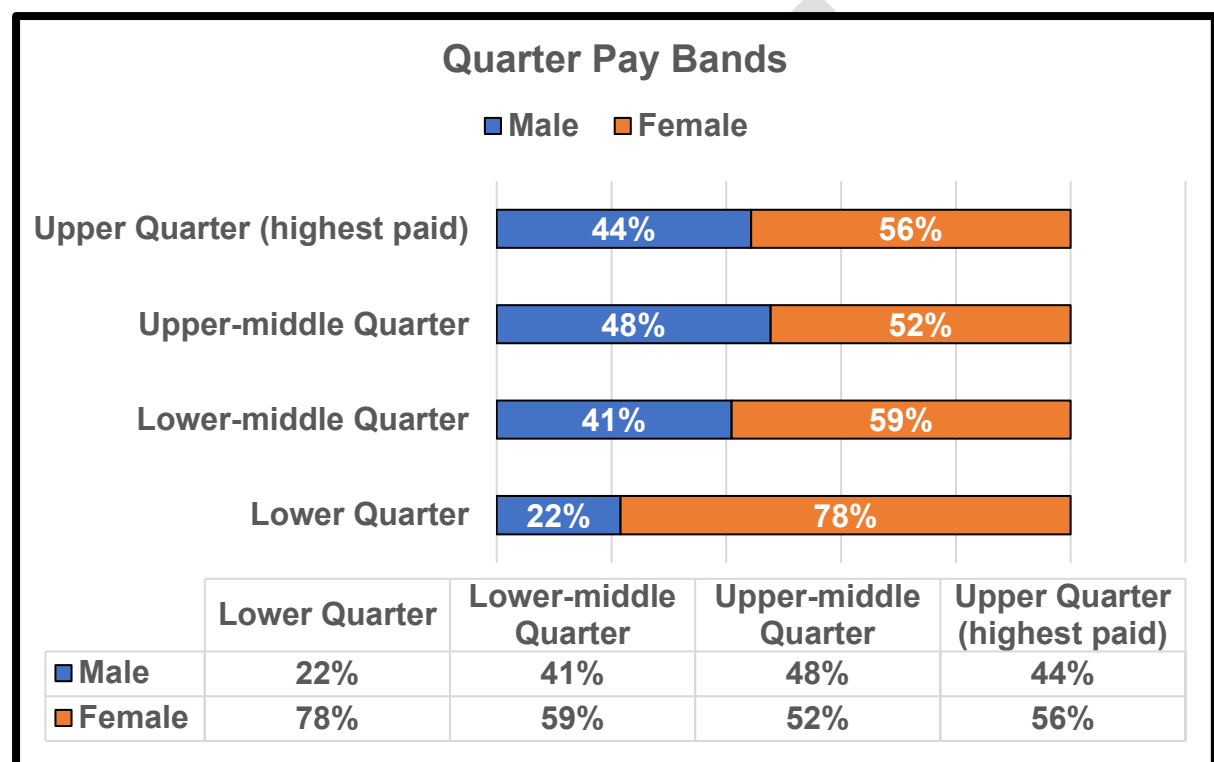
<b>Difference between men and women</b>	<b>Mean (Average)</b>	<b>Median (Middle)</b>
Gender Bonus Gap 2023	0%	0%

The College does not make bonus payments and therefore this gap is zero, including the Bonus Proportions between men and women.

### 3.3 Quarter Pay Bands

The College Quarter Pay Bands are the proportion of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quarter pay bands. Each pay quarter represents 25% of our total workforce ranked by pay.

The relative proportions of male and female employees in each quarter pay band is demonstrated below:



The graphs and table show what males and females are paid across the College-wide salary range. This includes women representing 56% of employees in the highest salary quarter across the College highlighting that there is no glass ceiling for the earning of females within the College.

The College fixed salary points for Lecturing staff have a significant number of Lecturing staff on the same salary point, due to tenure and experience in the Upper Quarter and Upper Middle Quarter. Upon examination of this, there is no disadvantage to female colleagues at either of these salary bandings.

The lower quarter has a significant proportion of female colleagues. This quarter has impacted the overall mean and median scores and has resulted in lower rates for female employees for both metrics.

Therefore, we know that our gender pay gap is not a pay issue but rather down to occupational segregation, caused by a lack of representation in certain roles.

### 3.4 Gender Balance Action Plan

Attract & nurture the widest possible gender talent pool:

- Continue to attract women into the Construction Faculty.
- Seek to diversify further in roles where there is a gender imbalance through positive recruitment steps.

Continue to reinforce “diversity & inclusion” as key values of the College:

- Continued collaboration with employment & diversity partnerships.
- Ensure “diversity & inclusion” are embedded across all conversations and throughout the employee journey.
- Continue to Equality Impact Assess all policies, procedures and processes across the College.





## HR COMMITTEE

<b>DATE</b>	February 2023
<b>TITLE OF REPORT</b>	Public Sector Equality Duty Interim Report
<b>REFERENCE</b>	07
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a> Elaine Ballantyne, Equality Officer <a href="mailto:elaine.ballantyne@slc.ac.uk">elaine.ballantyne@slc.ac.uk</a>
<b>PURPOSE:</b>	For members to review and approve the Public Sector Equality Duty Interim Report.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"> <li>• note the content of the Public Sector Equality Duty Interim Report;</li> <li>• endorse the Public Sector Equality Duty Interim Report; and</li> <li>• refer the Public Sector Equality Duty Interim Report to the Board of Management for information.</li> </ul>
<b>RISK</b>	The College is required to publish the Public Sector Equality Duty Interim Report failure to do would be a statutory breach.
<b>RELEVANT STRATEGIC AIM:</b>	Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional appropriate risk management
<b>SUMMARY OF REPORT:</b>	The Public Sector Equality Duty Interim Report

# Public Sector Equality Duty

Equality Mainstreaming Report  
April 2023

## **Executive Summary**

The Board is proud of its commitment to, and progress of, Equality as a core value. This interim report is designed to meet the legal responsibilities under the Equality Act 2010 meeting the requirements of the Public Sector Equality Duty. This report should be read in conjunction with the Gender Pay Gap Report and the Equality Outcomes for the period 2021-2025.

The Board has sought to embed equality across all aspects of its work through its strategy, leadership and values. The 3 General Duties are embedded in College working practices. These duties are:

- General Duty 1: Eliminate Unlawful Discrimination, Harassment and Victimisation;
- General Duty 2: Advance Equality of Opportunity; and
- General Duty 3: Foster Good Relations

Work is ongoing to progress the 4 Equality Outcomes with the support of the Equality Group.

The College reviews routinely employee data, as well as data for job applicants, those who progressed to employment and for people who left employment during this period. The College equality data demonstrates that people across all protected characteristic groups have equality of opportunity for gaining employment and developing their careers with the College.

The College recognise the potential for further developments to meet the needs of both our employee and student populations and, therefore, the Outcomes set for 2021-2025 are focussed on this ambition.

## **Table of Contents**

<b>1.0 Introduction</b>	<b>1</b>
<b>2.0 The Legal Context</b>	<b>1</b>
2.1 The Equality Act 2010	2
2.2 The Public Sector Equality Duty	2
2.3 Protected Characteristics Defined	3
<b>3.0 Equality Mainstreaming</b>	<b>3</b>
3.1 Equality from our Strategy, Leadership, Policies, Procedures	4
3.1.1 Equality from our Strategy	4
3.1.2 Equality from Leadership	6
3.1.3. Equality from Policies and Procedures	6
3.1.4. Equality Impact Assessments	7
3.1.5 Equality from our plans and strategies	7
3.1.6 Communication and Involvement	8
3.2 Eliminate Unlawful Discrimination, Harassment and Victimisation	9
3.3 Advance Equality of Opportunity	9
3.4 Foster Good Relations	10
<b>4.0 Progress of Equality Outcomes</b>	<b>11</b>
<b>5.0 Employee Information</b>	<b>14</b>
5.1 Board of Management Equality	14
5.2 Staff Equality Data	14
5.3 Recruitment Equality Data	22
5.4 Development Equality Data	26
5.5 Staff Retention Equality Data	30
<b>6.0 Gender Pay Gap</b>	<b>35</b>
<b>Appendix A</b>	<b>36</b>
<b>Equality Outcomes 2021 - 2025</b>	<b>36</b>
7.1 Outcome 1	37
7.2 Outcome 2	38
7.3 Outcome 3	39
7.4 Outcome 4	40

## 1.0 Introduction

At South Lanarkshire College, we are proud of our commitment to ensuring equality, diversity and inclusion for our entire College community and for this to be enshrined in our core values. This interim report provides the opportunity for the College to articulate that commitment, demonstrate our equality outcomes progression, and to outline how it meets the general and specific duties of the Public Sector Equality Duty (PSED) of the Equality Act 2010.

This report provides information on the Public Sector statutory reporting duties and equality activities as an employer, education provider and member of our community.

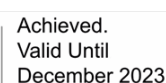
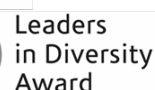
The report contains the following sections:

- The legal context
- Equality mainstreaming
- Progress of equality outcomes
- Employee information

Copies of this report are available via:

- The College website: <https://www.slc.ac.uk/about-us/equality-and-inclusion/>

To request this document in an alternative format please contact: [equality@slc.ac.uk](mailto:equality@slc.ac.uk) or Equality Officer – 01355 807382.



## 2.0 The Legal Context

The following sections details the legal context of this report.

### 2.1 The Equality Act 2010

The Equality Act 2010 came into force in October 2010 to protect legally people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with one single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.

The Equality Act 2010 requires all public authorities to fulfil the requirements set out in the Act in the Public Sector Equality Duty (PSED).

### 2.2 The Public Sector Equality Duty

The Public Sector Equality Duty, created as part of the Equality Act 2010, consists of a general duty and specific duties. The PSED came into force in April 2011, replacing previous separate equality duties for disability, gender and race. It 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 from different protected characteristic<sup>1</sup> groups, considering the need to:
  - Remove or minimise disadvantages suffered by people due to their protected characteristics
  - Meet the needs of people with protected characteristics
  - Encourage people with protected characteristics to participate in public life or other activities where their participation is low
- Foster good relations between people from different protected characteristics groups, tackling prejudice between people from different groups

The PSED has specific duties for the College to better meet the general duties. They are:

1. Report on progress on mainstreaming the general duty into all functions every two years
2. Publish and deliver a set of equality outcomes that cover all protected characteristics every four years
3. Assess the impact of new and revised policies and practices against the needs of the general duty on an ongoing basis
4. Gather and publish information on the protected characteristics of employees to inform progress and action towards the mainstreaming duty every two years
5. Publish gender composition of the governing body and the steps taken towards diversity among the governing body members as part of the mainstreaming duty every two years
6. Publish gender pay gap information every two years
7. Publish statements on equal pay for gender, race and disability every four years
8. Have due regard to the general duty of procurement
9. Publish the above information in a manner that is accessible

---

<sup>1</sup> Protected characteristics from the Equality Act are: age, disability, gender reassignment, marriage and civil partnership (in employment), pregnancy and maternity, races (includes nationality), religion and belief (including no religion or belief), sex & sexual orientation.

## 2.3 Protected Characteristics Defined

South Lanarkshire College takes full account of the protected characteristics as defined in the Equality Act 2010.

It is against the law to discriminate against someone because of any of the following nine protected characteristics:



- **Age** - A person belonging to a particular age (for example 32-year-olds) or range of ages (for example 18 to 30 year olds).
- **Disability** - A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- **Gender reassignment** - The process of transitioning from one gender to another.
- **Marriage and civil partnership** – Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- **Pregnancy and maternity** - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- **Race** - Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- **Religion and belief** - Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex** – A man or a woman.
- **Sexual Orientation** - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Further information on Protected Characteristics can be found on the Equality and Human Rights Commission website: <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

## 3.0 Equality Mainstreaming

Mainstreaming equality within the College is how the approach to equality, diversity and inclusion are included with everyday activities and processes. The College community seeks to embrace equality in all aspects of its work. This is evidenced in the following sections:

- Equality from our Strategy, Leadership and Values
- General Duty 1: Eliminate Unlawful Discrimination, Harassment and Victimisation
- General Duty 2: Advance Equality of Opportunity
- General Duty 3: Foster Good Relations

### 3.1 Equality from our Strategy, Leadership, Policies, Procedures

This section reviews the impact of Equality across Strategy, Leadership, Policies and Procedures.

#### 3.1.1 Equality from our Strategy

The Vision and Mission statements set out the high level ambitions for the College Community, how approaches to promote student success are planned and engagement with the wider College Community. These statements are supported by a set of Values which govern outline expected behaviours.

These are shown below:

##### Vision

- To be Scotland's leading college delivering excellence

##### Mission

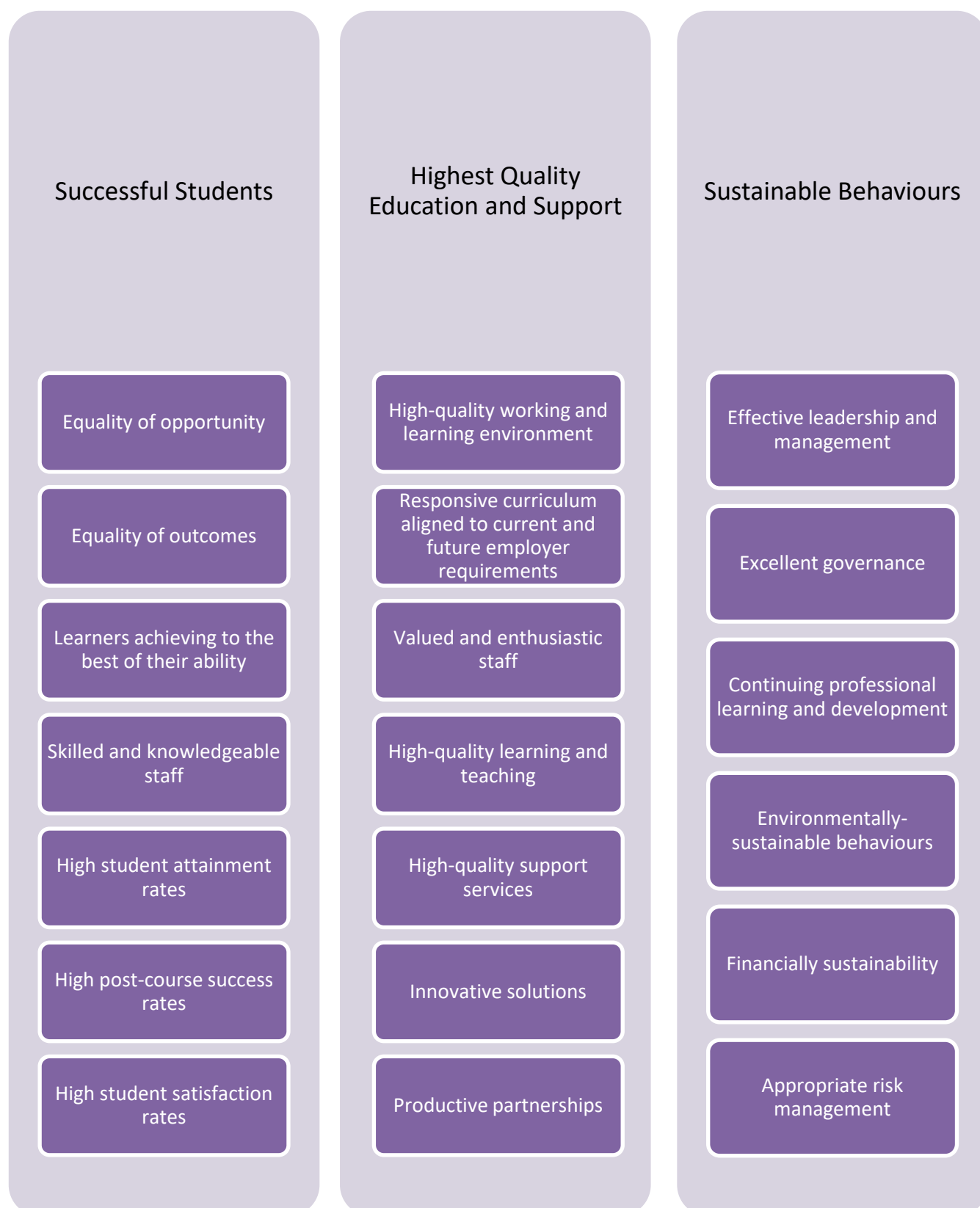
- Preparing learners well for their future, in an outstanding learning environment and inclusive community

##### Values

- Inclusive and diverse
- Passionate about our roles and responsibilities
- Continually improving
- High achieving
- Reducing our environmental impact
- Delivering community and social value
- Committed to health, safety and wellbeing
- Creative and innovative
- A listening organisation



The Value of being “*inclusive and diverse*” is central to all College activities and to the achievement of the three strategic priorities below:



The strategic priorities seek to ensure that College values are central to creating equality of opportunity and outcomes for our student and employees, recognising the importance of inclusive student support; of effective stakeholder engagement and of effective leadership and management.

<https://www.slc.ac.uk/media/hwjea2tq/strategy-2020-25.pdf>

### 3.1.2 Equality from Leadership

The approach to Equality is empowered by Leadership as follows:

- The Board of Management has an integral role in ensuring that the College fulfils the requirements set for all public authorities by the Equality Act 2010, including the Public Sector Equality Duty and Scottish specific duties. The Board of Management includes voluntary commitment of 16 members, plus a co-opted member, with a wealth of experience from the public, private and third sectors. <https://www.slc.ac.uk/about-us/our-board/>
- The Board of Management has an integral role in supporting equality and diversity in the College, by ensuring the College meets its legal responsibilities and in helping to build a diverse and representative governing body.
- The Principal, as the Chair of the College Equality Group, has delegated authority from the Board for the executive responsibility for equality, diversity and inclusion and is responsible for ensuring that all staff across the College understand their important responsibilities in terms of equality.
- The Equality Group incorporates members from across the College, inclusive of employees and our student body. The Group meets on a regular basis to examine and consider equality related issues. This Group also provides a central focus for distributing information to appropriate groups for dissemination and action.
- The Equality Officer supports and promotes the integration of equality and diversity initiatives into the provision of all services by liaising with internal and external partners.

### 3.1.3. Equality from Policies and Procedures

The Board has the following policies that provide the framework for equality:

- Attendance Management and Support Procedure
- Admissions Policy and Procedure
- Adoption Policy
- Bursary Appeals Policy
- Capability Procedure
- Caring for Carers Guidance
- Carers Policy
- Code of Practice on Whistleblowing
- Dignity at Work Policy
- Disciplinary Procedure
- Employee Wellbeing Policy
- Equality Policy
- Further Education Bursary/Educational Maintenance Allowance Guidelines
- Gender-Based Violence Prevention and Support Policy
- Grievance Procedure
- Induction Policy
- Managers Charter
- Maternity, Paternity and Adoption Policy
- Menopause Policy
- New and Expectant Mothers Policy
- Parental and Family Leave Policy
- Personal & Domestic Leave Policy
- Protecting and Safeguarding Policy
- Retirement Policy

- Shared Parental Leave Policy
- Student Mental Health Agreement
- Whistleblowing Policy



### 3.1.4. Equality Impact Assessments

All policies, processes and plans within the College are Equality Impact Assessed to ensure that they support those with protected characteristics. A full list of these is available on the Equality Section of the College Website:

<https://www.south-lanarkshire-college.ac.uk/about-us/equality/>

The College meets the requirements of the Duty to mainstream equality by continuing to assess the impact of policies, practices and plans. The College continually gathers and considers evidence relating to different equality groups and ensures that, through consultations and involvement, that plans are progressed based on evidence. The College provides staff training on conducting impact assessments and hosts briefing and feedback sessions.

### 3.1.5 Equality from our plans and strategies

#### Access and Inclusion Strategy

- The Access and Inclusion Strategy outlines the steps taken, and will continue to take, to demonstrate the Board's commitment to ensuring equalities remains an integral part of College life. The College is committed to reviewing regularly and refocusing priorities to ensure that they continue to support progress in this key area. The Strategy was last reviewed and updated in 2020 and due for review during 2023.
- <https://www.south-lanarkshire-college.ac.uk/about-us/equality/access-inclusion/>

#### British Sign Language Plan

- In accordance with the BSL (Scotland) Act 2015, all colleges, universities, NHS Boards, local authorities and other public bodies, were required to publish their own BSL Plans by October 2018.
- The plan for South Lanarkshire College aligns with the current BSL National Plan 2017 – 2023 and supports our 20/20 vision.
- [British Sign Language Plan](#)

#### Carers

- South Lanarkshire College works to ensure that student carers can gain qualifications in a learning environment that is rewarding and ensures equal opportunities with no barriers to entitlement or success. To support the commitment to taking the necessary steps to identify, support and report on student carers, the Board has put in place a Student Carers Policy and Student Care Support Plan which outlines the support available. The College is a 'Carer Positive' Engaged Employer. And, in 2020, the College was awarded *the Going Further for Student Carers: Recognition Award*, in recognition of the significant effort and energy which is invested to support our student carers to achieve their full potential.
- [Student Carers Policy](#)
- [Carer Support Plan](#)
- [SLC Statement of Intent](#)
- [Supporting our Student Carers](#)
- [Strategic Outcomes](#)
- [Supporting our Student Carers – Action Plan](#)

## Corporate Parenting Plan

As part of the Children and Young People (Scotland) Act 2014 Part 9, the College is identified as a 'corporate parent'. These duties and responsibilities ensure the attention and resources of the College are focused on the supporting, promoting and the wellbeing of looked after children and young people. A college-wide approach to supporting all students is promoted and the necessary actions are taken to support the health and wellbeing of this student group to ensure they can fulfil their potential and move to a positive outcome.

The College has developed a strategy and action plan to facilitate this support and has reporting measures in place to allow for performance review, including by the Safeguarding Group, which is responsible for review of the Corporate Parenting Plan.

- [Corporate Parenting Plan](#)
- [Corporate Parenting Action Plan](#)

## Gender Based Violence

As part of the vision for all staff and students to prosper and flourish in a safe, supportive, inclusive learning environment. The has approved a Gender Based Violence Prevention & Support Policy, Strategy and Action Plan to underpin activity in this area. These documents are available on the dedicated GBV webpage: <https://www.slc.ac.uk/students/www-slc-ac-uk-support/gender-based-violence/>

- [Gender-based Violence Prevention Strategy](#)
- [Gender-based Violence Prevention Action Plan](#)
- [Student & Staff Gender-based Violence Prevention & Support Policy](#)

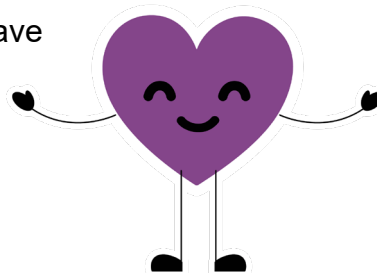
College work in this area has been recognised by its inclusion as one of only 4 Scottish institutions to take part in the Emily Test GBV Charter Pilot. Following on from the completed Pilot, the College successfully applied to undertake the full Emily Test Charter and is currently working towards this standard. To date the College has implemented a range of actions and will continue to review these as part of the Charter process.

In addition, the College has recently engaged with White Ribbon Scotland as it seeks to develop its approach to tackling GVB.

### 3.1.6 Communication and Involvement

The College has launched two enabling resources to encourage understanding, engagement and commitment to equality, diversity and inclusion. These are:

- Data disclosure animation: video animation strategically placed to capture both student and staff protected characteristics, ensuring that they understand why we collect this information. [FREDIE - Equality for all](#)
- FREDIE icon: as a Leader in Diversity accredited organisation, we have embraced the six FREDIE principles: Fairness, Respect, Equality, Diversity, Inclusion and Engagement. We have created an icon to promote these principles across the employee and student journeys.



### **3.2 Eliminate Unlawful Discrimination, Harassment and Victimisation**

The general duty to eliminate unlawful discrimination, harassment and victimisation is fundamental to the way we operate as an employer, education provider and member of community.

The College continues to meet this duty through:

#### **Training:**

- To ensure all staff fully understand, comply and engage with the College policy in relation to equalities, equality, diversity and inclusion focused training plays a key part of our continuous professional development.
- There are five staff development days delivered in each academic year that all staff are invited to attend.
- Continuing professional development opportunities are regularly offered.
- In addition, the College introduced an online mandatory training package which includes Equality and Diversity Training.

#### **Communication**

- The College uses various forms of communication to highlight the importance of prevention in relation to discrimination, harassment, and victimisation.
- To ensure the College community can recognise and challenge injustice, promotional and awareness campaigns are provided on social media, electronic screens, and posters throughout campus and on toilet doors.
- These campaigns provide an opportunity to raise awareness and to signpost to external organisations.

Examples include:

- Covid Respect Campaign
- Mental Health Awareness
- Scotblood Blood Donation
- LGBT Helpline (confidential information and support)
- LGBT Youth Scotland – Stand up, speak out! (silence helps homophobia)
- The College is a third-party Hate Crime Reporting Centre with staff trained in supporting people to report crimes if they do not want to go to the police.

### **3.3 Advance Equality of Opportunity**

The general duty of advancing equality of opportunity is important to both students and employees. This is identified at a strategic level within the College and is cascaded throughout its activities

- The College has implemented a range of approaches and assistive technologies to support equality of opportunity, including: Reachdeck – adds text to speech functionality to web-sites
- ClaroRead – helps with reading, writing, studying
- Induction loops to support hearing

The College has received a number of accreditations and accolades in recognition of our efforts to advance equality of opportunity including:

- LGBT Youth Scotland Silver Award
- Leaders in Diversity Accreditation
- Investors in People Accreditation
- We Invest in Wellbeing Platinum Accreditation
- Carer Positive Engaged Employer

- Disability Confident Employer

### **3.4 Foster Good Relations**

The general duty of fostering good relations is part of how the College conducts its daily business.

All protected characteristics are taken into consideration during the creation, development, and evaluation of the curriculum to ensure the three needs of the general duty are considered. This includes an analysis of the protected characteristics in relation to enrolment, early withdrawal, further withdrawal, partial success and completed successfully.

The College organises regularly community events in partnership with a wide range of community organisations. These events provide the College with opportunities has to continue to promote awareness and understanding between people with different protected characteristics.

- Freshers and Refreshers
- World Mental Health Day – PostiviTea Event
- Mental Health Awareness Week
- Health & Wellbeing Event
- Promoting Positive MENTal Health Campaign
- LGBT History Month and Purple Friday
- Equality & Choices Event
- Switching Gears Festival – Inclusive Cycling Event
- Regular student care-experienced lunches
- 16 Days of Action against GBV
- Movember
- Estranged Students Solidarity Week
- Care Experienced Week
- Carers Week
- Loaves and Fishes Foodbank Collection

## 4.0 Progress of Equality Outcomes

South Lanarkshire College has made progress with the implementation of our Equality Outcomes for 2021 – 2025. This section details progress made by the College.

### 4.1 Overview of Equality Outcomes

The Board of Management approved four equality outcomes to be achieved by 2025 (see Appendix A). The Equality Group manages the progression of these outcomes which are regularly reviewed by Human Resources Committee (a sub-committee of the Board of Management).

The Equality Group, through workshops, considered each of the equality outcomes and identified key milestones for each. These are shown below.

The following identifies colour-coded key represent the progress status for each equality outcomes.

	On Track
	Not started
	Behind schedule / Concern

The following is a status update on each of the equality outcomes:

Status	Outcome
	Outcome 1 – Develop the engagement of underrepresented students and staff groups through an increase in tailored peer support groups.
	Outcome 2 - Annual engagement with three organisations to enable and progress our recruitment and management of employee and students across identified underrepresented groups.
	Outcome 3 – Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity. Ensure that at least 90% of these populations have awareness of equality and diversity practices.
	Outcome 4 – Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community.

#### 4.2 Develop the engagement of underrepresented student and staff groups through an increase in tailored peer support groups

The following is a status update on each of the milestones for this equality outcome:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify peer support groups for employees	Already identified and established needs for each group
	Identify peer support groups for students including: understanding the greatest support requirements for disabled people; and support for ESOL (English to speakers of other languages) students	Already identified and established needs for each group
	Regular peer support group activities for employees	
	Regular peer support group activities for students	

#### 4.3 Annual engagement with three organisations to enable and progress our recruitment and management of employees and students across identified underrepresented groups

The following is a status update on each of the milestones for this equality outcome:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify organisations to partner with to improve our recruitment and management of employees	Already identified
	Identify organisations to partner with to improve our recruitment and management of students	Already identified
	Implement action plans to improve our recruitment and management of employees in the identified, underrepresented groups	
	Implement action plans to improve our recruitment and management of Students in the identified, underrepresented groups	



4.4 Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity

The following is a status update on each of the milestones for this equality outcome:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Create and implement a marketing and communication plan for students and employees to ensure an awareness of our Equality and Diversity practices, including the updating of employee and student induction material and implementing a FREDIE calendar	Marketing plan in progress.  Employee and student journeys are being redesigned to capture this outcome.  FREDIE calendar in progress.
	Measure the awareness and understanding of employees around our Equality and Diversity practices	
	Measure the awareness and understanding of students around our Equality and Diversity practices	

4.5 Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community

The following is a status update on each of the milestones for this equality outcome:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify training solution for employees	Training identified and purchased.
	Identify training solution for students	Training option being reviewed
	Include tailored training to the Learning Management System and communicate the learning requirement to all employees	In progress, working with vendors and internal colleagues
	Include tailored training to the Learning Management System and communicate the optional learning requirement to all student	
	Promotion of training courses throughout the year	
	Review the completion rates and achievement levels for all employees	
	Review the completion rates and achievement levels for all students	

## 5.0 Employee Information

To give full consideration to equality related issues, the College systematically gathers data relating to all protected characteristics<sup>2</sup> for staff, as well as during the recruitment, development and retention stages. This is split into the following sections, starting with the Board of Management Equality Data, then into Staff, Recruitment, Development and Retention data.

Note that the Gender Pay Gap Report is published separately on our website at:

<https://www.slc.ac.uk/about-us/equality-and-inclusion/>

Copies can also be obtained from: [equality@slc.ac.uk](mailto:equality@slc.ac.uk) or by contacting the Equality Officer on 01355 807382.

Recognising the sensitivity of the data, employees always have an option to “*not declare*” any or all of their protected characteristics during any data gathering milestone.

During the data collection stage this year the response rate of staff submitting equality data remained high at 72%.

### 5.1 Board of Management Equality

The Board of Management has a voluntary commitment of 16 members, plus a co-opted member, including two staff representatives, two student representatives and the Principal. Further information on the Board of Management can be found on the College website: <https://www.south-lanarkshire-college.ac.uk/about-us/about-the-board-of-management/>

The College gathers anonymised equality data from the Board across all protected characteristics. Collecting this data helps to support future diversity as part of workforce planning.

The Board gender balance is currently 50% female and 50% male which support the Scottish Government policy of promoting greater boardroom diversity.

### 5.2 Staff Equality Data

As at 31<sup>st</sup> March 2022, the College employed 352 staff in a range of lecturing and support roles. This is an increase in headcount of 6 staff since 31<sup>st</sup> March 2021. Staff are employed, as required, on a full-time, part-time, permanent or temporary basis and a significant range of flexible working arrangements are provided.

Staff equality data is collected for the full range of protected characteristics. Some technical challenges with our monitoring system have resulted in higher levels of non-disclosure. The College is aware of these issues and is taking action to improve data recording and processing. Overall, the College is encouraged by the level of response and disclosure.

The data below provides an overview the two-year period: 2020 – 2022. This data is an analysis of responses to the annual staff equality monitoring process.

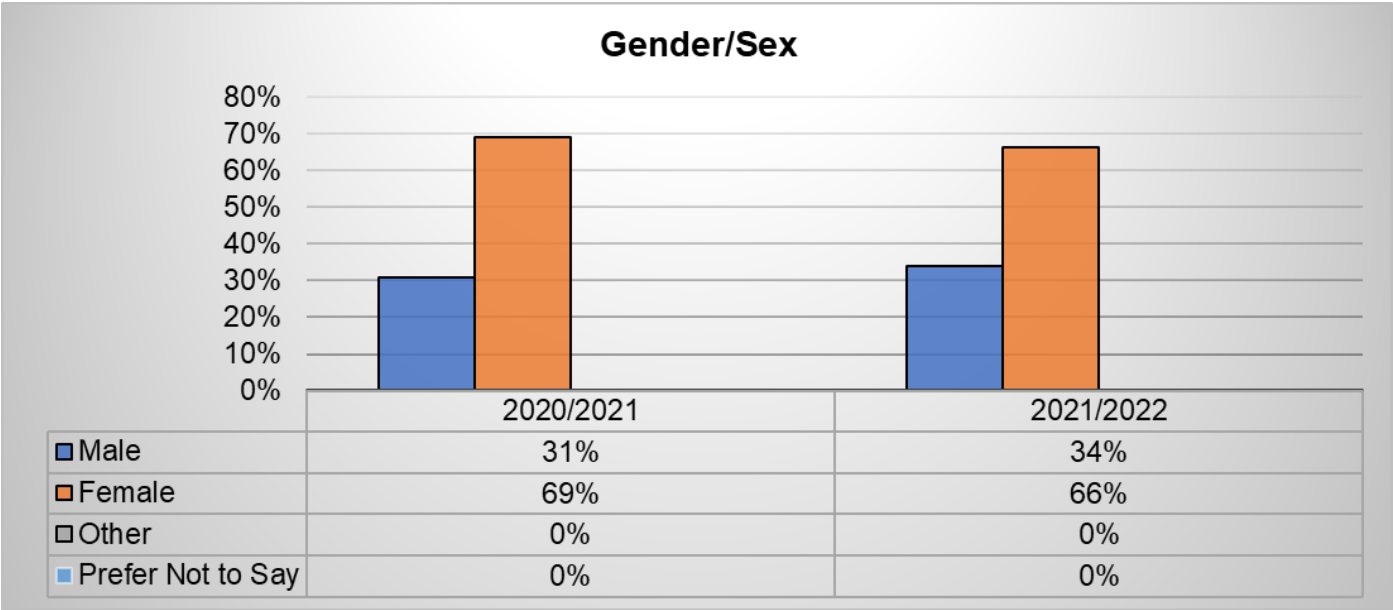
---

<sup>2</sup> Protected Characteristics as per the Equality Act 2010 and the Public Sector Equality Duty are: Age; Disability; Gender Reassignment; Marriage & Civil Partnership; Pregnancy & Maternity; Race / Ethnicity; Religion or Belief; Sex / Gender; and Sexual Orientation

To ensure confidentiality, where the number of staff with a particular protected characteristic is numerically low, we have chosen to replace the chart and table with a statement. This will be highlighted by FREDIE.



1: Staff Gender/Sex



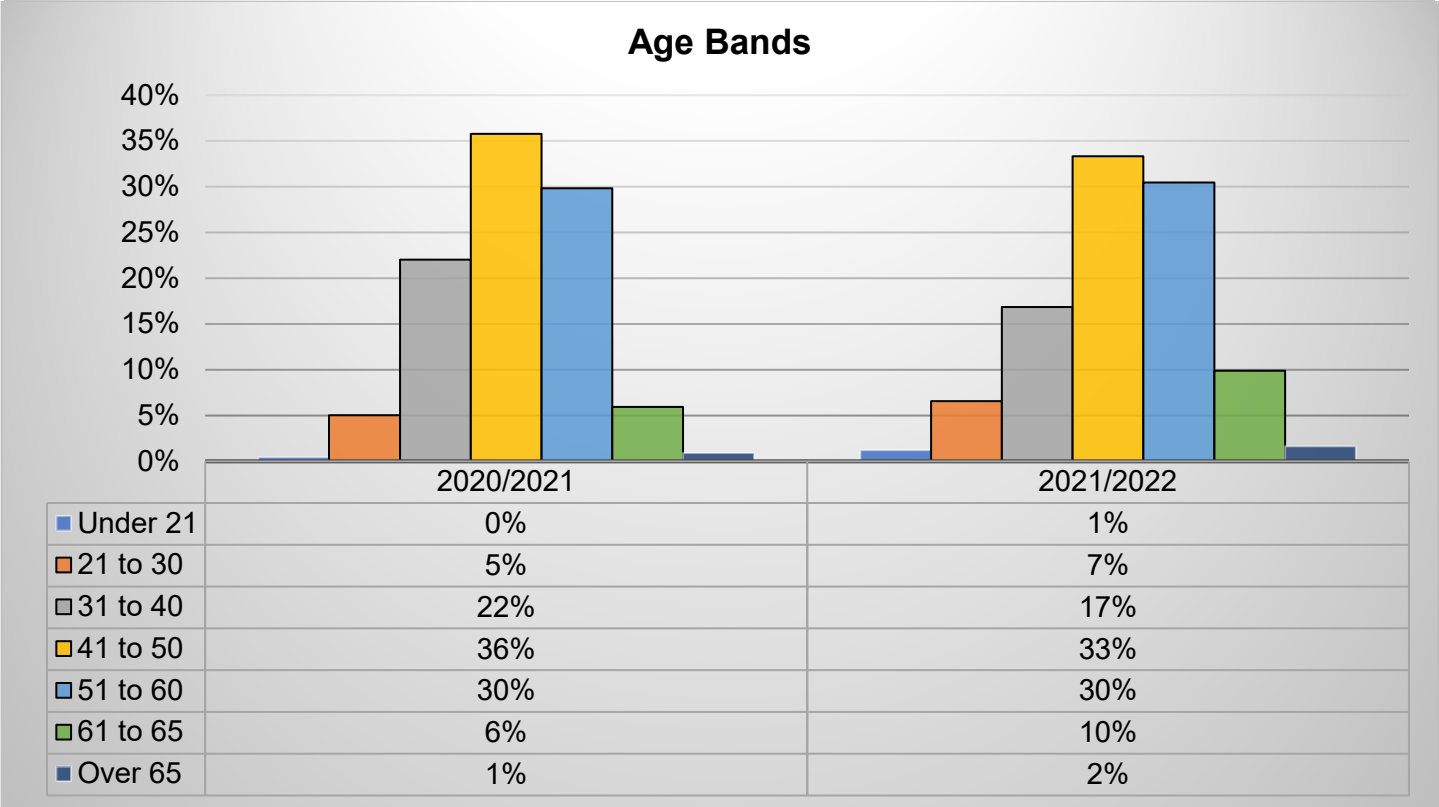
Two-thirds of staff continue to be female, which is driven by occupational segregation and the nature of courses run by the College.

2: Staff Gender – Same as Assigned at Birth

Almost all staff disclosed that their gender was the same as assigned at birth. There continues to be around one-fifth choosing to prefer not to say.



3: Staff Age Bands



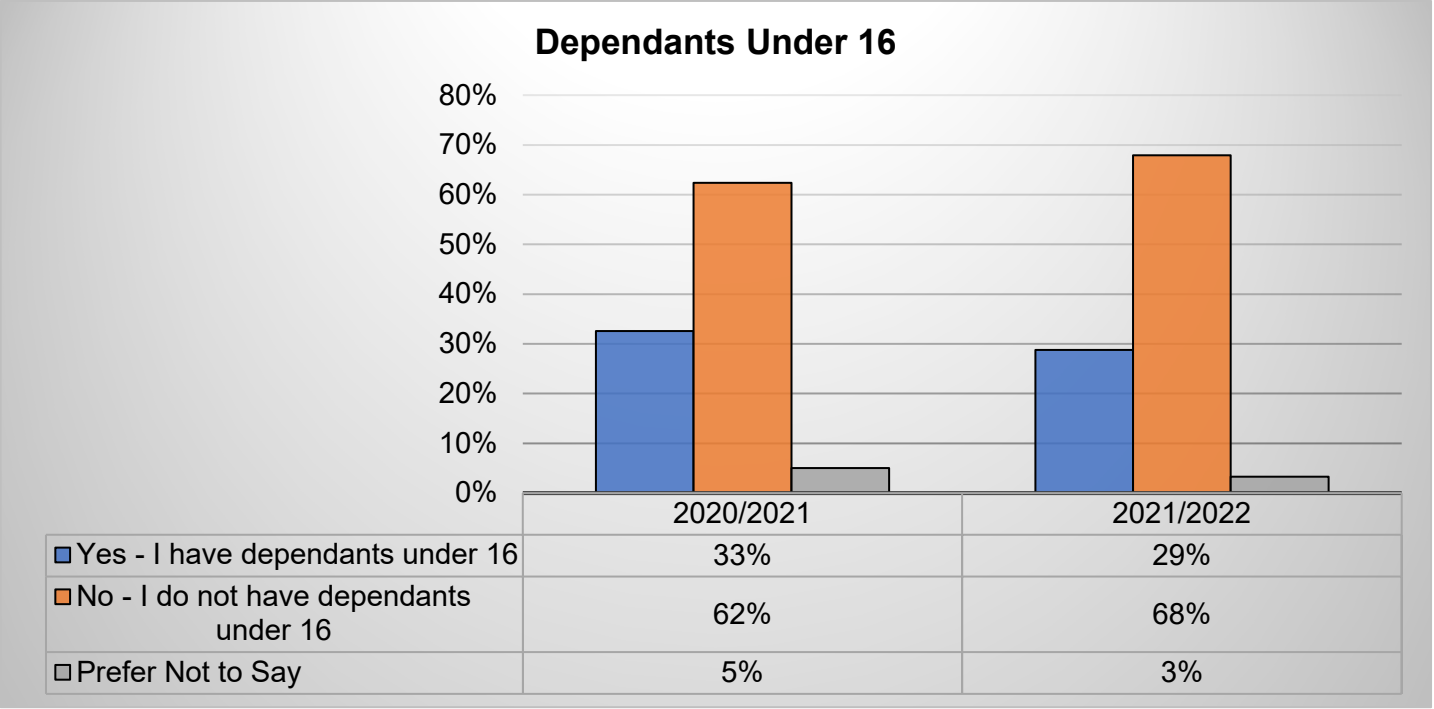
The significant majority of employees are in the 31 to 60 age categories.

4: Staff Sexual Orientation

Most employees are heterosexual, with a small number of LGBTI+ colleagues.

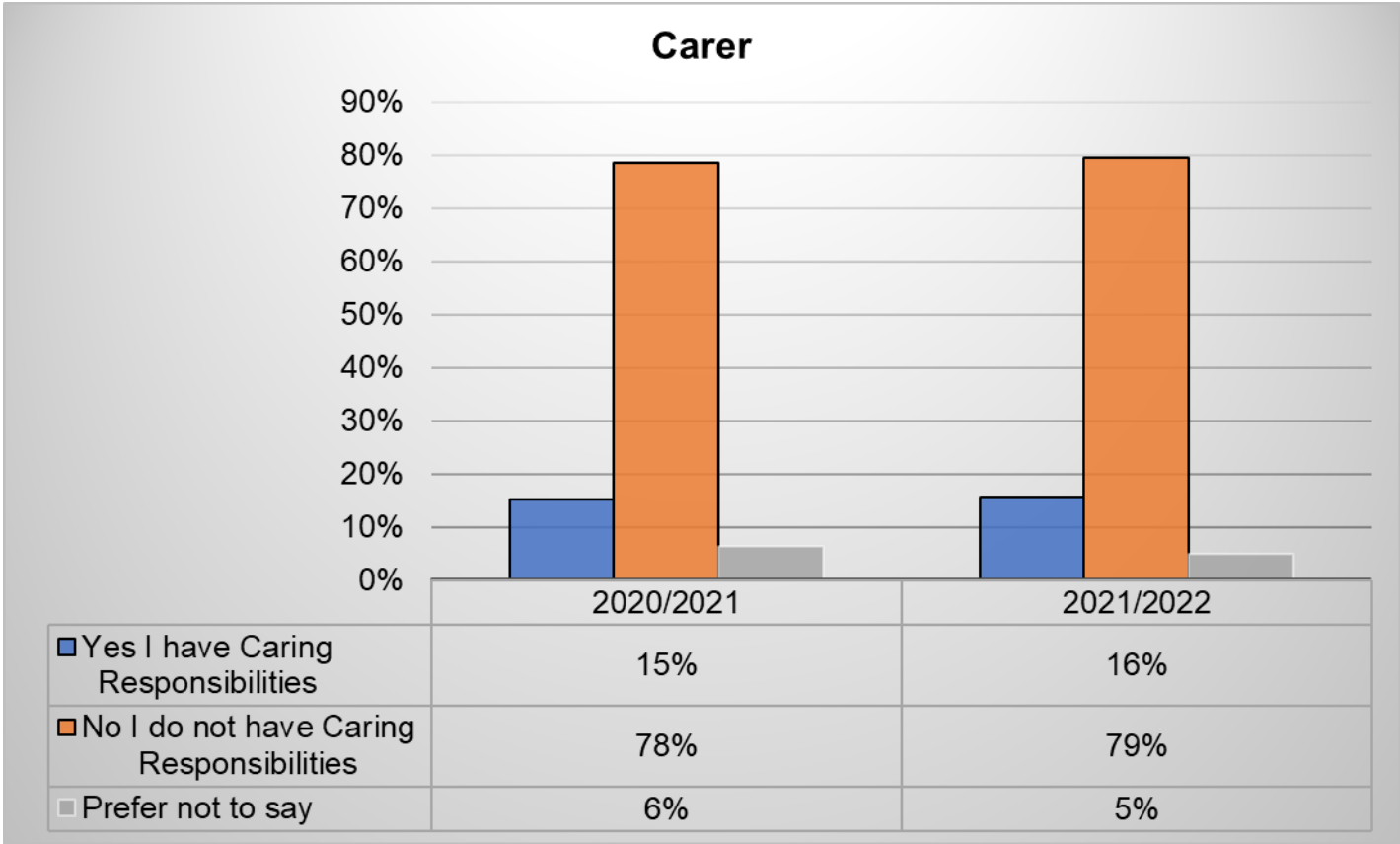


5: Staff with Dependents Under 16-Years Old



One-third of employees are either a parent or guardian with a child under the age of 16. A small number of respondents preferred not to say.

6: Staff with Caring Responsibilities



Sixteen percent of employees have Caring responsibilities. As a Carer Positive employer, we will continue to raise awareness of the definition of a ‘carer’ and support offered by the College.

7: Staff Pregnancy

At the time of completion, a small number of staff reported that they were pregnant.



8: Given Birth – in the Last Year

At the time of completion and over consecutive years, a small number of staff reported that they had given birth in the last year.

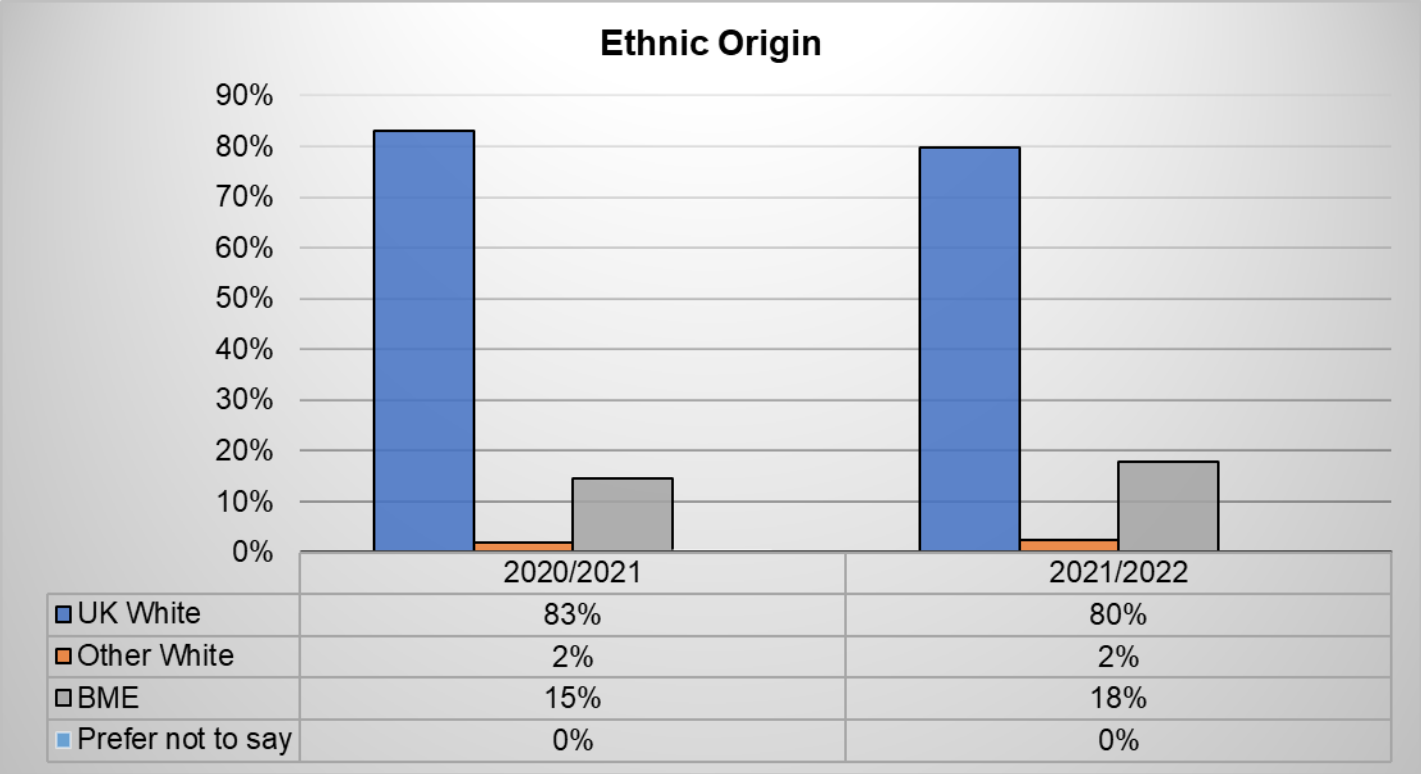


9: Staff Family Leave – Past 12 Months

Less than 4% of staff reported that they had taken family leave in the last 12 months including maternity, maternity support and shared parental leave. We will continue to ensure staff are aware of their parental rights at work.



10: Staff Ethnic Origin



The data across the two reporting periods demonstrate around 80% of employees have a “UK White” ethnic origin, with 2% and 15% respectively identifying as “other white” and “BAME”<sup>3</sup>

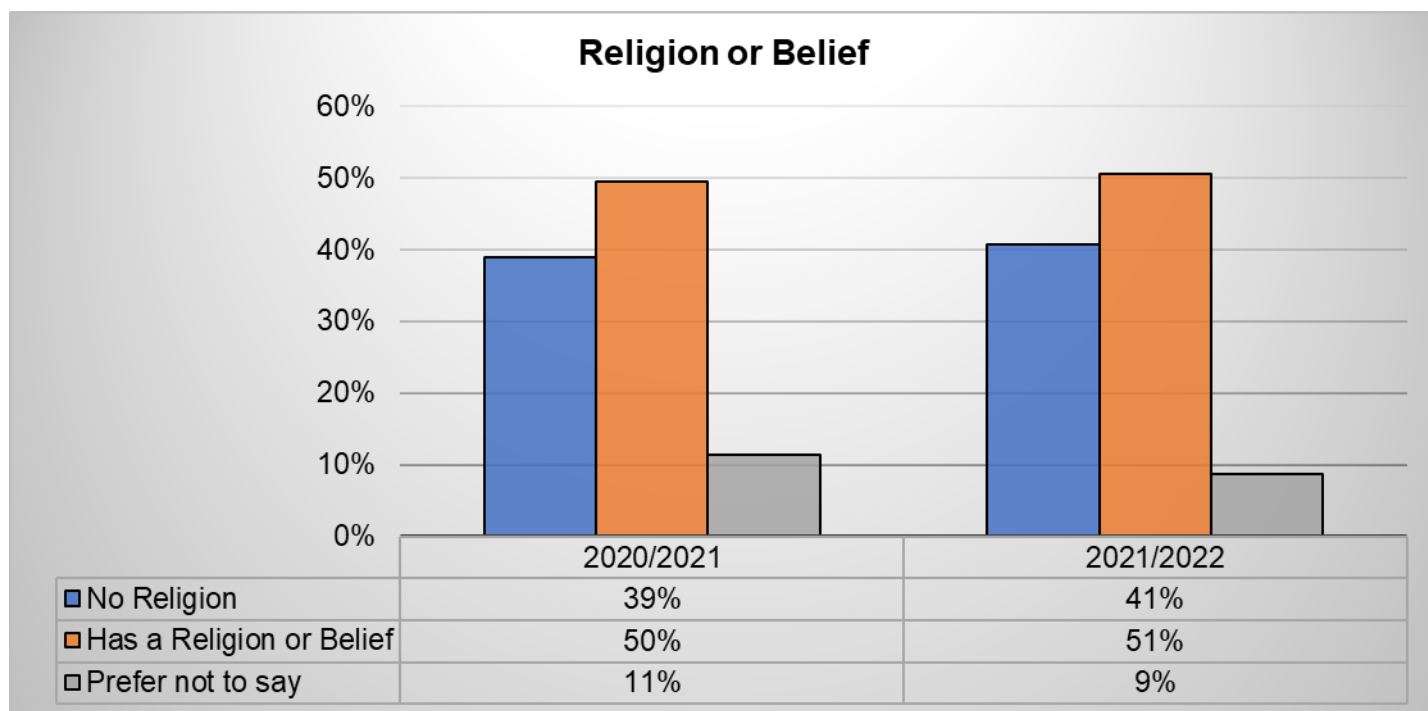
11: Staff Nationality

The majority proportion of College staff by nationality is 69% Scottish followed by 19% British



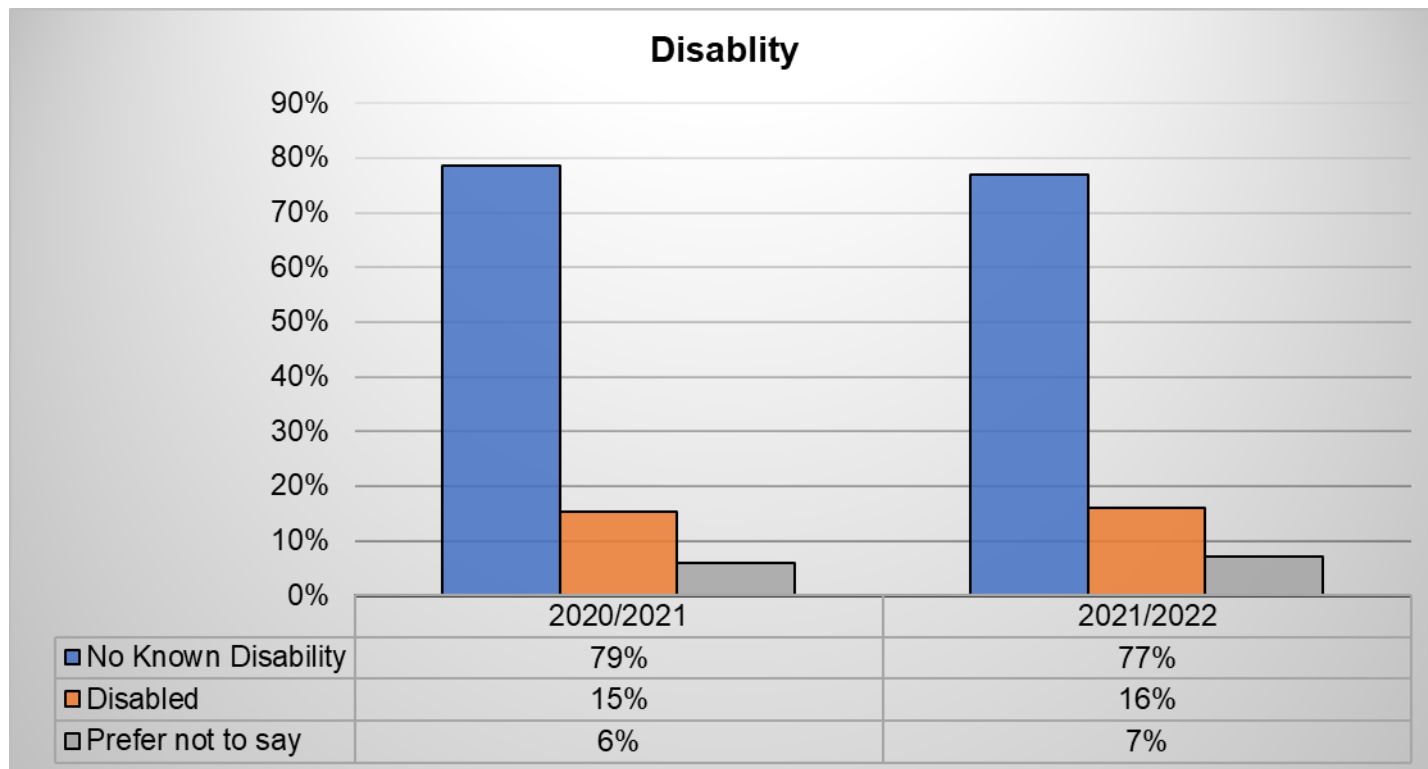
<sup>3</sup> The acronym BAME stands for Black, Asian and Minority Ethnic (BAME) and is an umbrella term used to incorporate a range of minority communities living in the UK.

## 12: Staff Religion or Belief



Over 50% of staff identify themselves as having a Religion and/or Belief. There were 41% of staff who did not identify with a Religion and/or Belief.

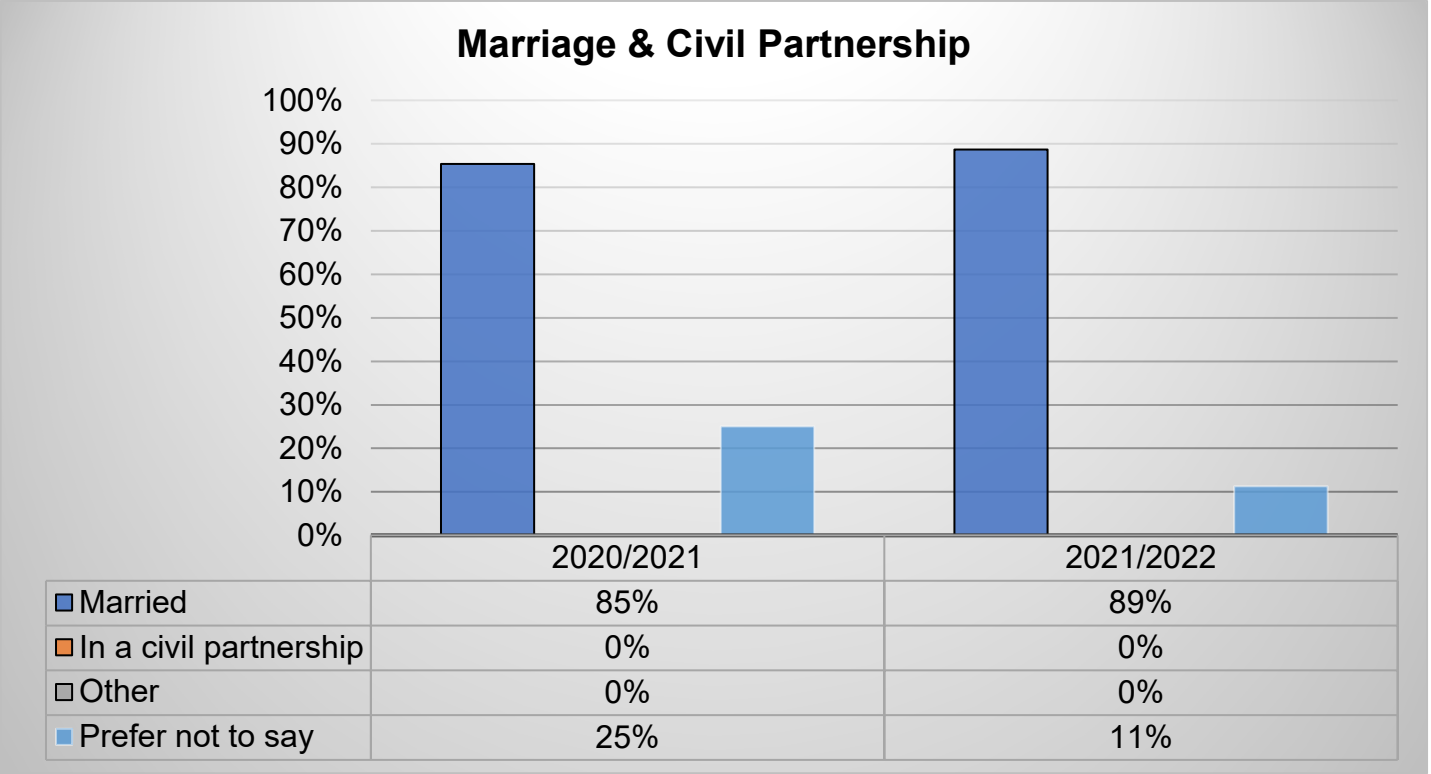
## 13: Staff Disability



Currently 16% of staff have disclosed at least one disability. As a Disability Confident Employer, the College is committed to recruiting and retaining disabled people.



14: Staff Marriage and Civil Partnership



89% of staff are married.

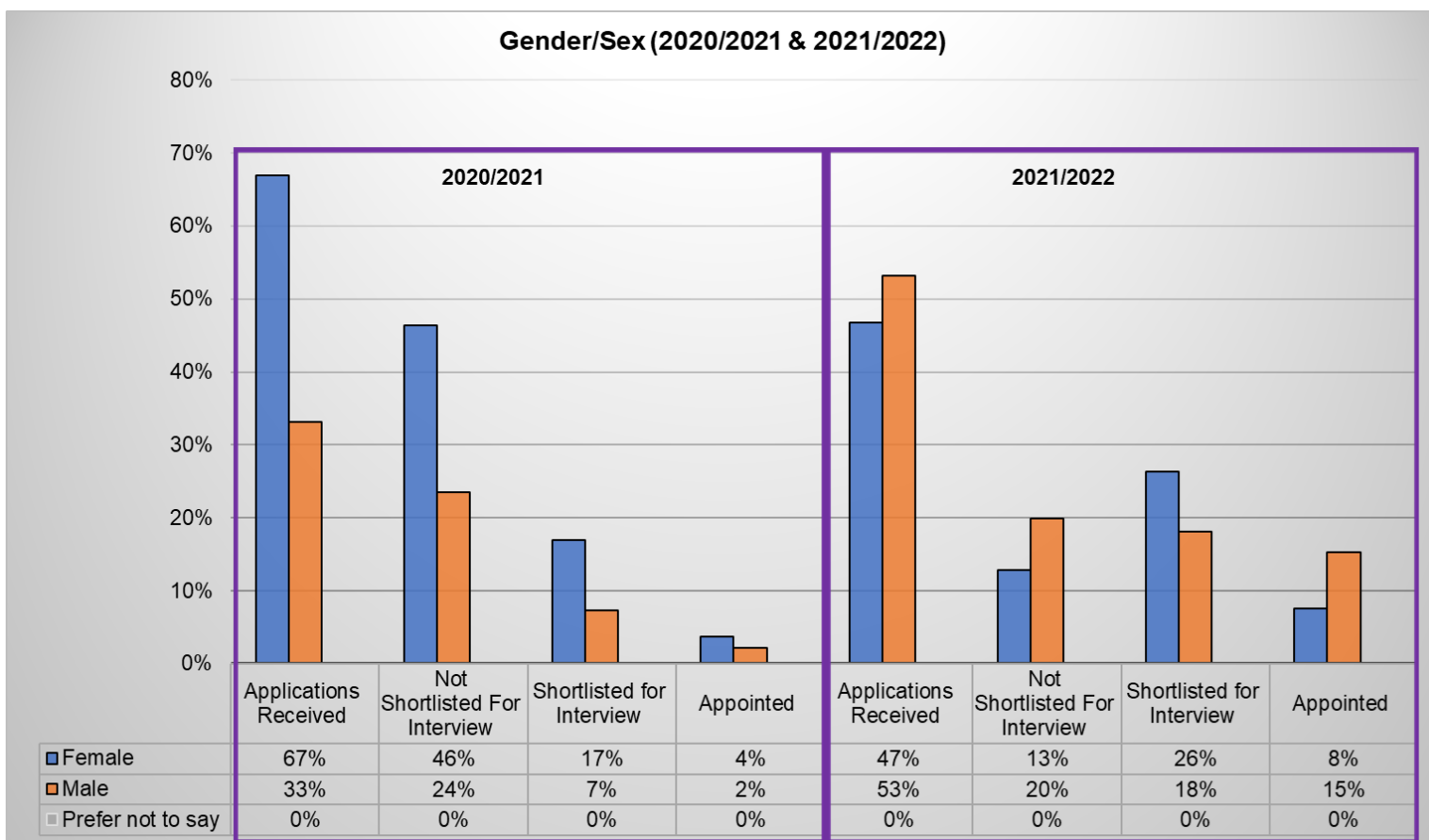
### 5.3 Recruitment Equality Data

The recruitment equality data is based on externally and/or internally advertised vacancies for roles across all college faculties and departments and contract types.

The disclosure of equality monitoring information takes place at the stage of application. South Lanarkshire College operates an equal opportunities approach to recruitment through the process of blind recruitment by removing any and all identification details at the application stage. Whilst this does not guarantee a more diverse workforce, it is a step to eliminate possible bias.

The data below provides an overview of the two -year period from 2020 – 2022.

#### 15: Staff Recruitment – Gender/Sex

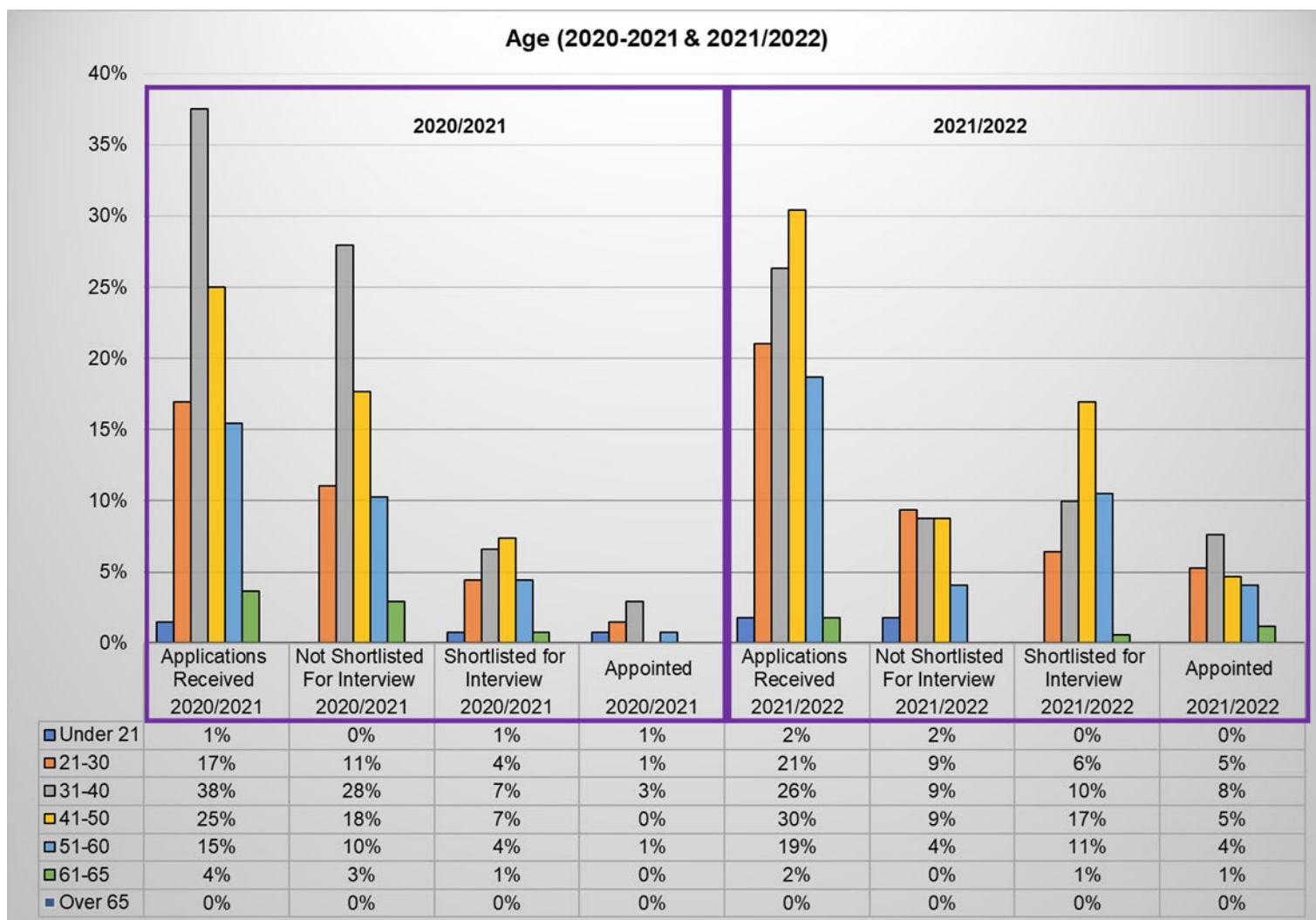


#### 16: Staff Recruitment – Gender Identity

The majority of applicants identify with the same gender as is assigned at birth. Some applicants did not disclose this information.



## 17: Staff Recruitment – Age Bands



A small number of applications were received from people in the under 21 category and those aged 61 and over. A high percentage of appointments from the 31 – 40 and 41 – 50 categories.

## 18: Staff Recruitment Sexual Orientation

Whilst the majority of applicants are Heterosexual, the College has continued to attract a similar number of LGBTQ+ applicants to previous years.



## 19: Staff Recruitment Pregnancy

No applicants disclosed that they were currently pregnant. There were a high number of non-disclosures for this question.



## 20: Staff Recruitment Maternity – Given birth in the last year

No applicants disclosed that they had given birth in the last year. There were a high number of non-disclosures for this question.

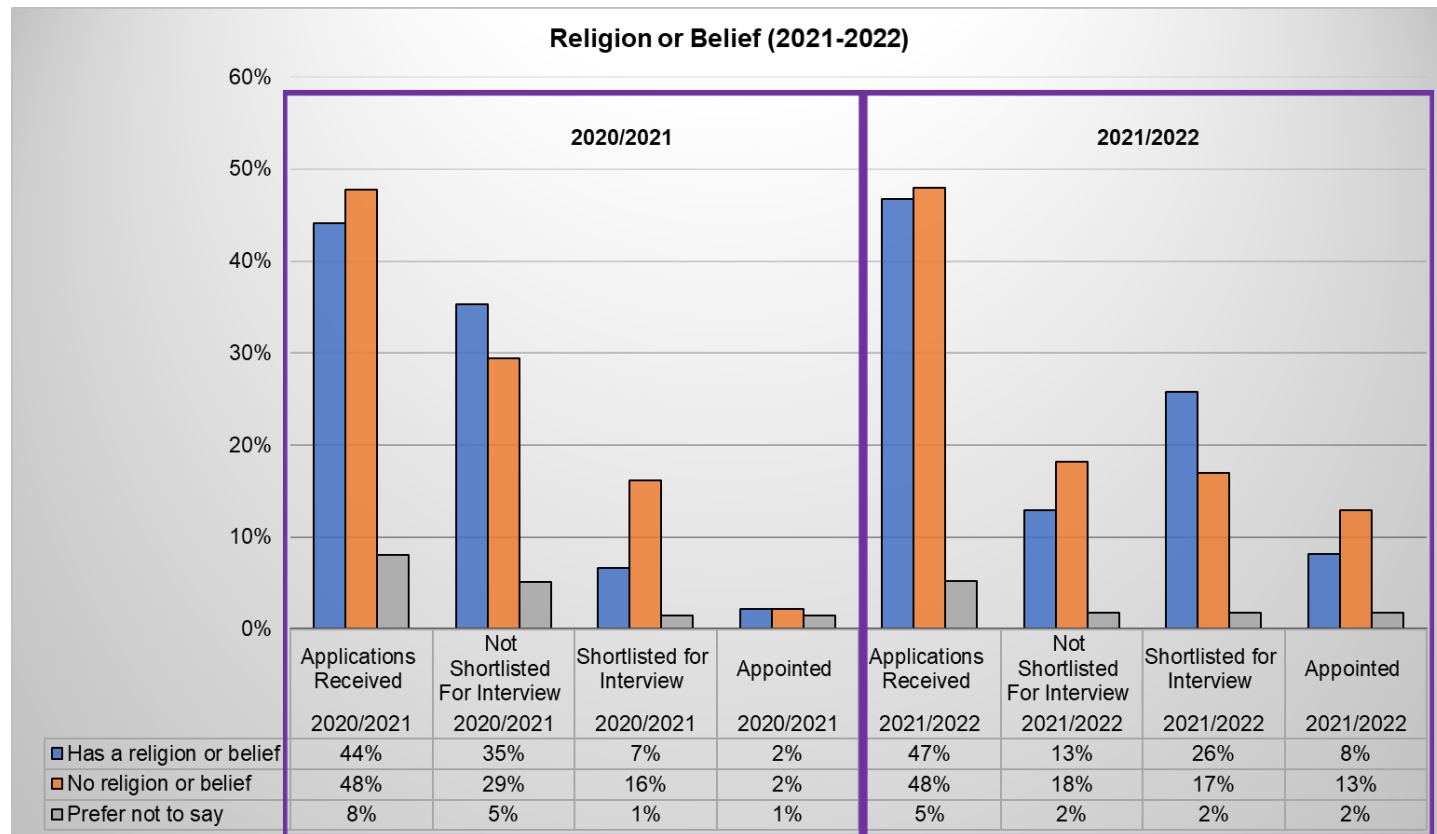


## 21: Staff Recruitment Ethnicity

The majority of applicants are UK White. The gap between application and appointment for BAME candidates was wider than other ethnicities.

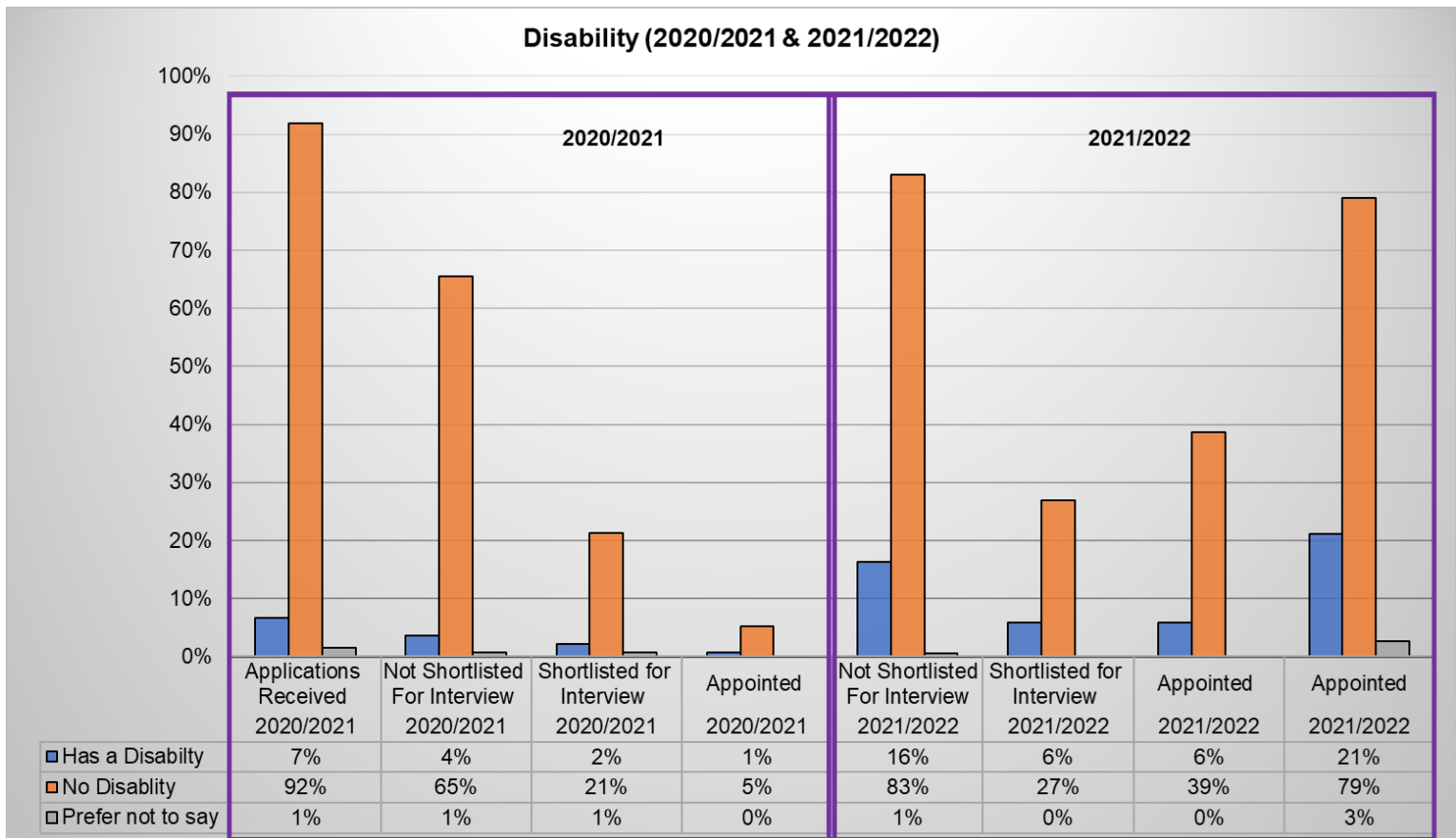


## 22: Staff Recruitment Religion or Belief



There continues to be a high percentage of applicants and people appointed who have and do not have a religion of belief. There is a slight skew towards the appointment of people with no religion or belief in 2021/22.

## 23: Staff Recruitment Disability



The College commits to offering disabled people an interview if they meet the minimum criteria for the role applied for. Disclosure rates for disability are high. Six percent of people appointed had a disability compared with the higher figure of 13% of applicants and the workforce. As a Disability Confident Employer, the College is committed to continue recruiting and retaining disabled.

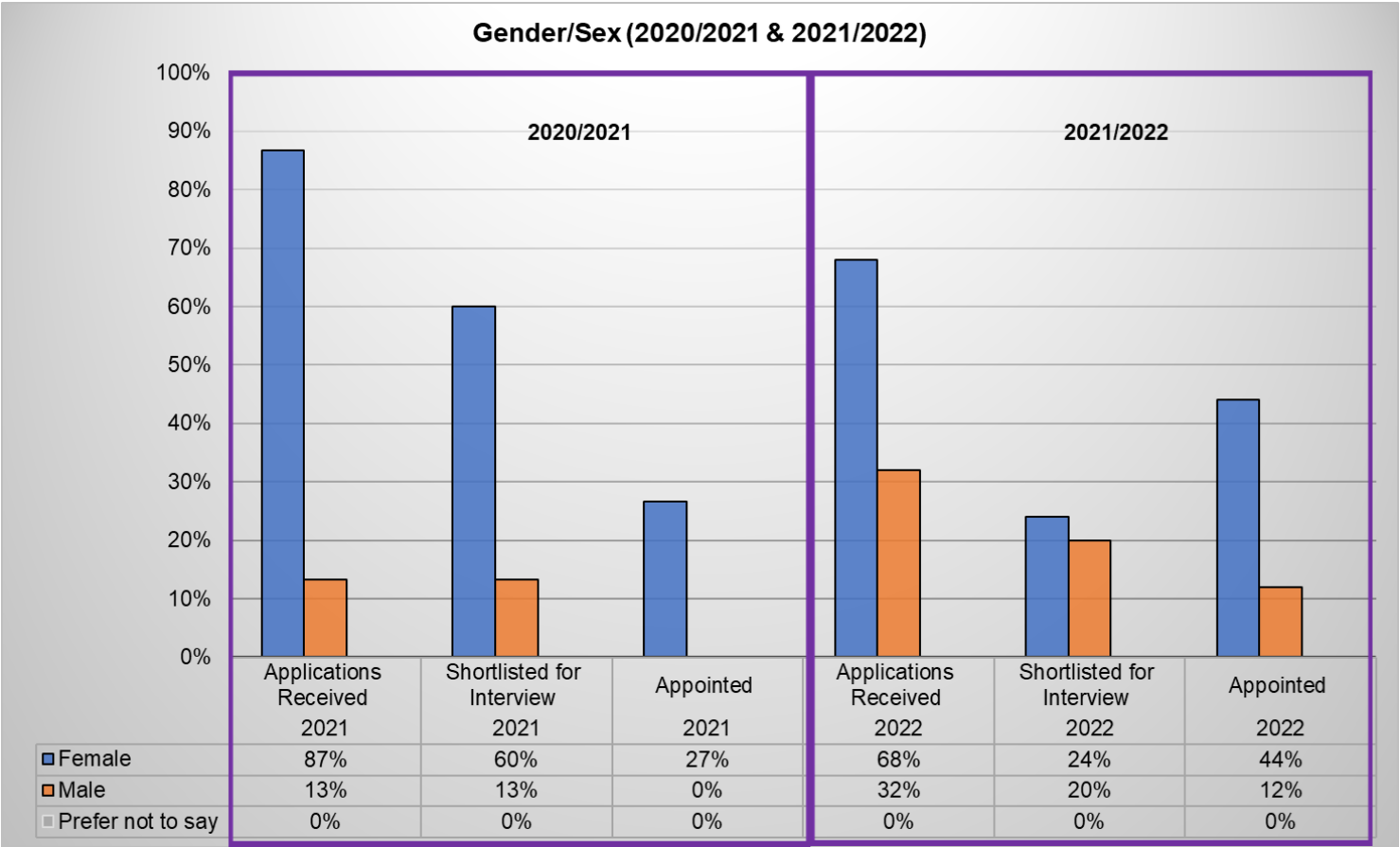
5.4 Development Equality Data

Development equality data relates to information about staff development and career progression.

The tables represent internal applicants and appointments for roles across all college departments and faculties. The information relates to both horizontal and vertical progression.

The data below provides a snapshot update over a two-year period: 2020 and 2022.

24: Staff Development Gender/Sex



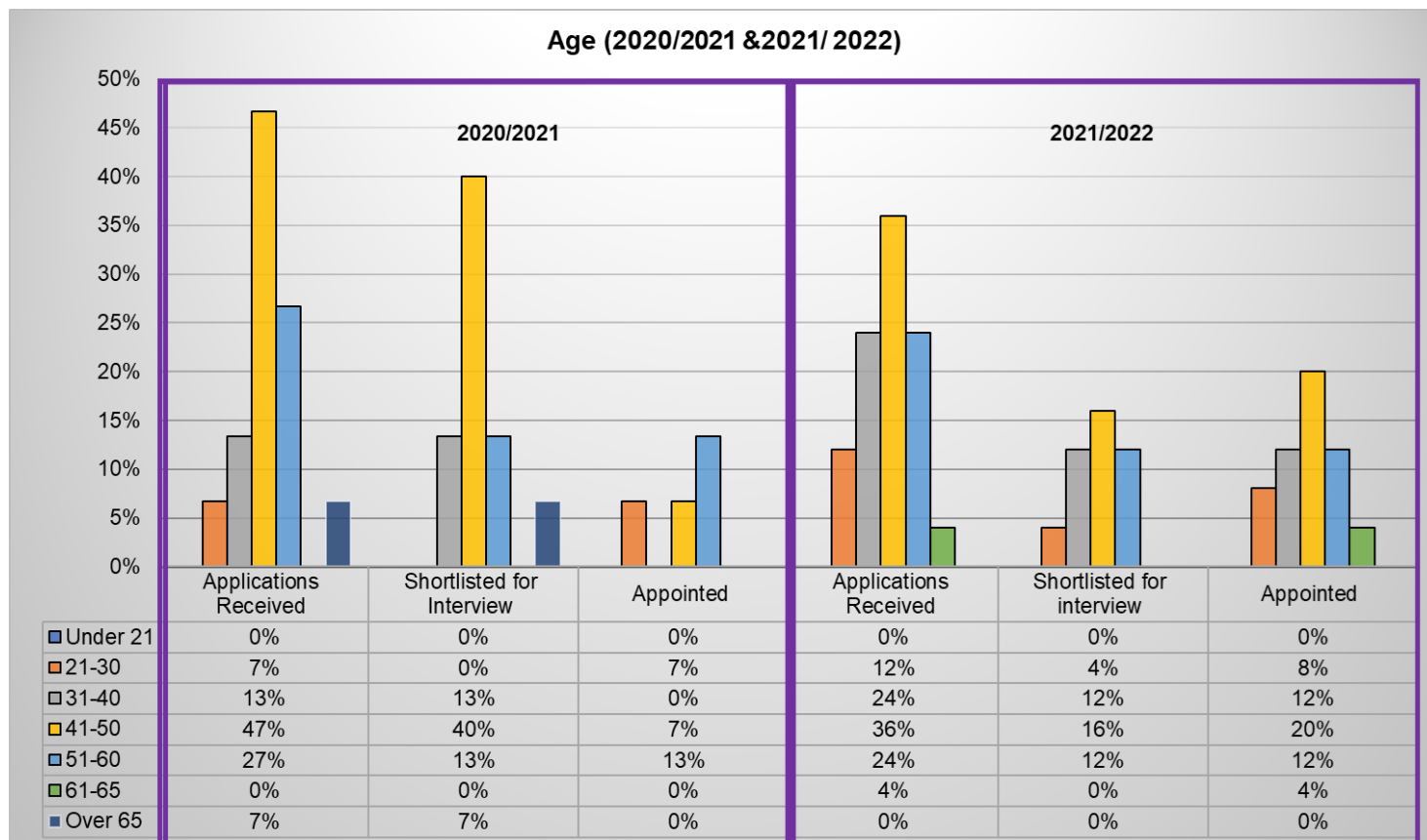
There is a significantly higher number of females who have progressed. The figure relates to occupational segregation that results in females having a higher number of progression opportunities

25: Staff Development Gender – Same as Assigned at Birth

The majority of applicants identify with the same gender as is assigned at birth. Some applicants did not disclose this information.



## 26: Staff Development Age Bands



No applications received in the under 21 age category. A high percentage of appointments from people in the 31 - 60 categories.

## 27: Staff Development Sexual Orientation

Most applicants disclosed that they were Heterosexual. There were a high number of Prefer not to say for this question.



## 28: Staff Development Pregnancy

No applicants disclosed that they were currently pregnant. There were a high number of Prefer not to say for this question.

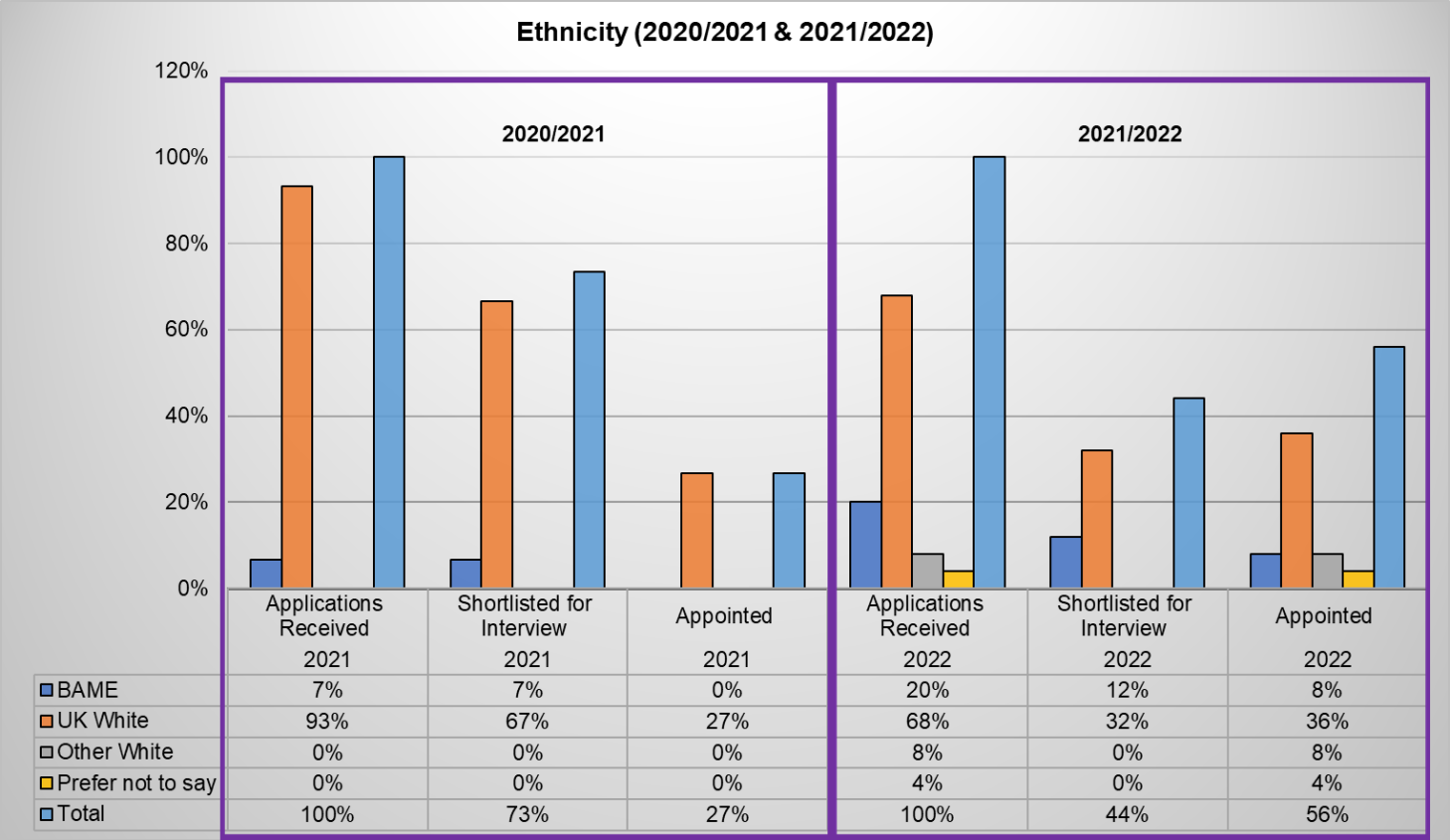


## 29: Staff Development – Given Birth in the last year

No applicants disclosed that they had given birth in the last year. There were a high number of non-disclosures for this question.



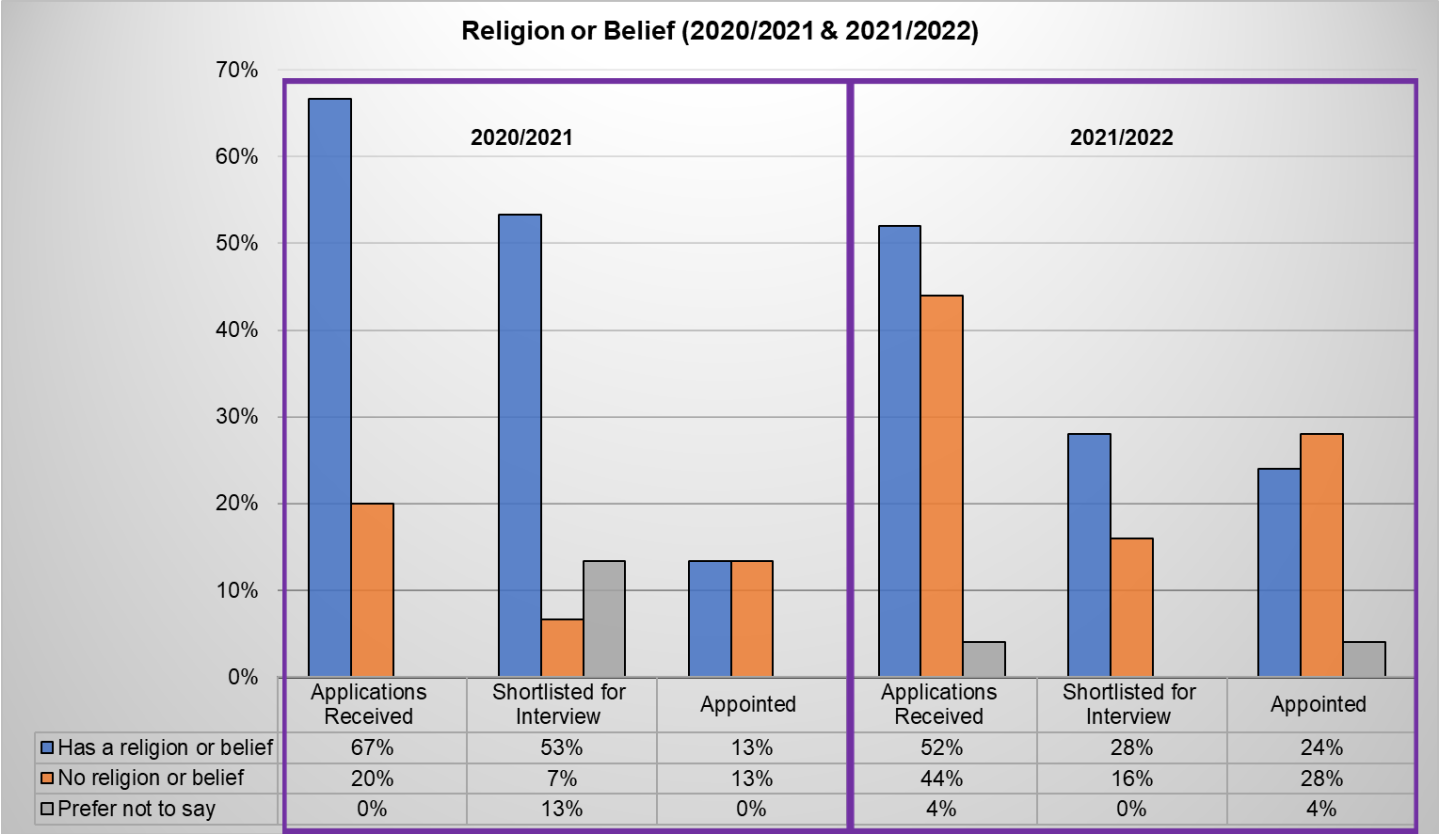
30: Staff Development Ethnicity



A large proportion of staff progression were UK White. There was an increase in progression of BAME and Other White staff from previous years.



31: Staff Development Religion or Belief



There was a similar level of progression for staff with and without a religion or belief.

32: Staff Development: Disability

The data highlights that disabled staff have progressed, the gap between those progressing who have a disability and those who have not widened in 2021/2022. As a Disability Confident Employer the College is committed to ensuring that there are no barriers to the development and progression of disabled staff, therefore we will continue to monitor the data closely.

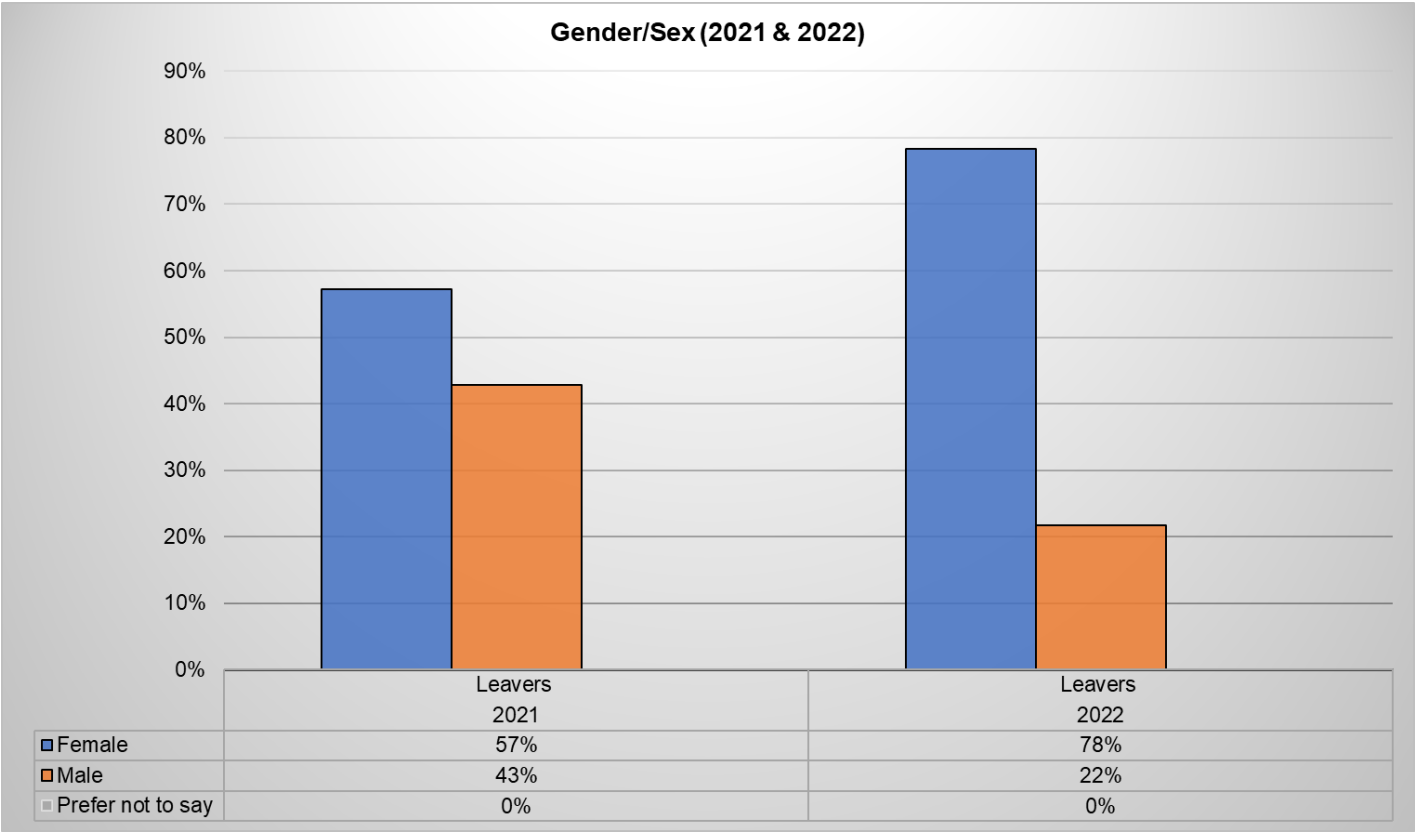


5.5 Staff Retention Equality Data

The data includes those who left voluntary as a result of alternative employment and personal circumstances as well as staff who intended to access their pension income. Information is gathered from staff equality data.

The data below provides an overview of the two-year period 2021 ~2022.

33: Staff Retention Gender/Sex



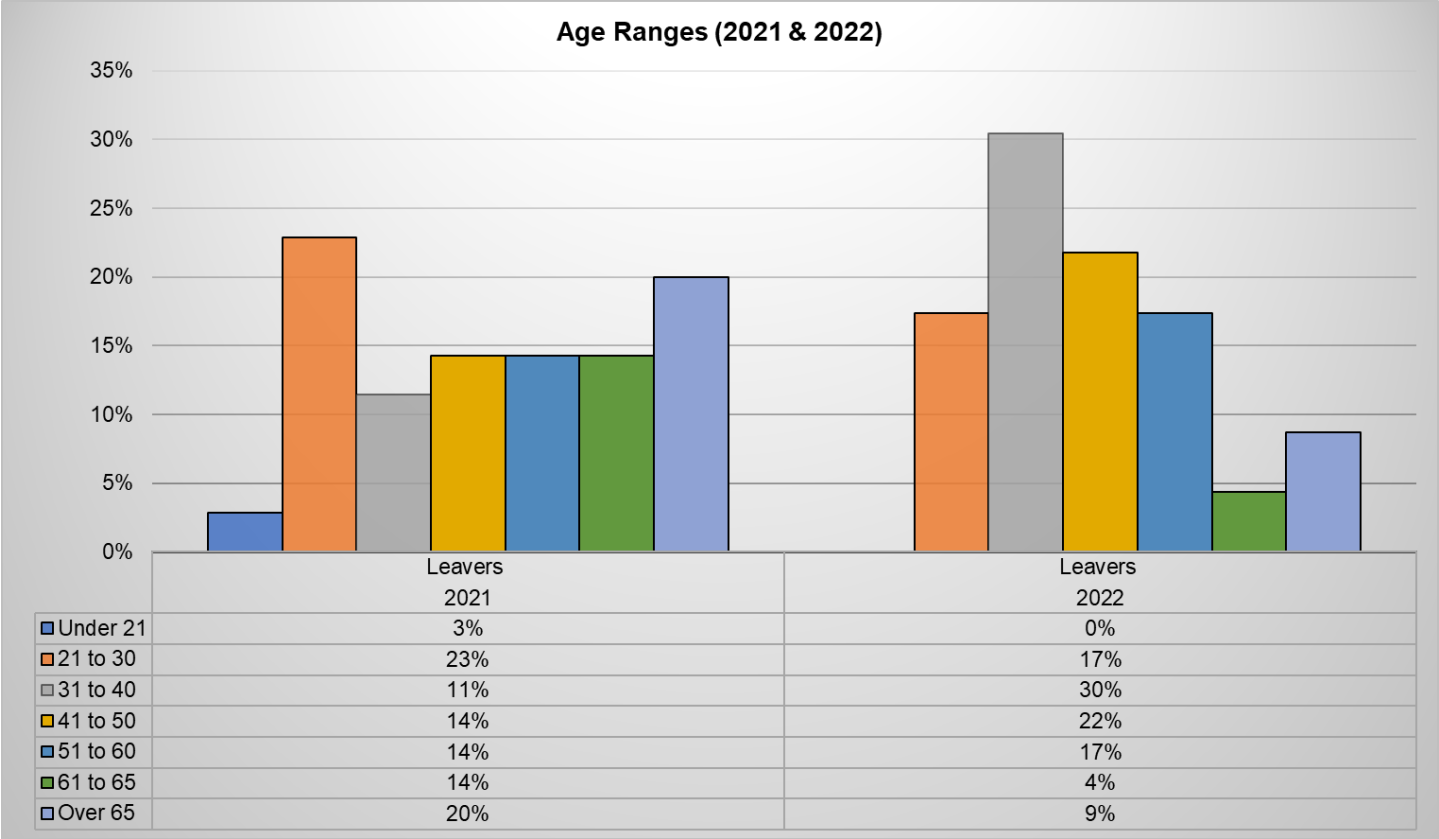
Retention Equality data based on gender recognises the higher proportion of female to male colleagues who remain with the College.

34: Staff Retention Gender Identity

Most staff disclosed that their gender was the same as assigned at birth.



35: Staff Retention Age



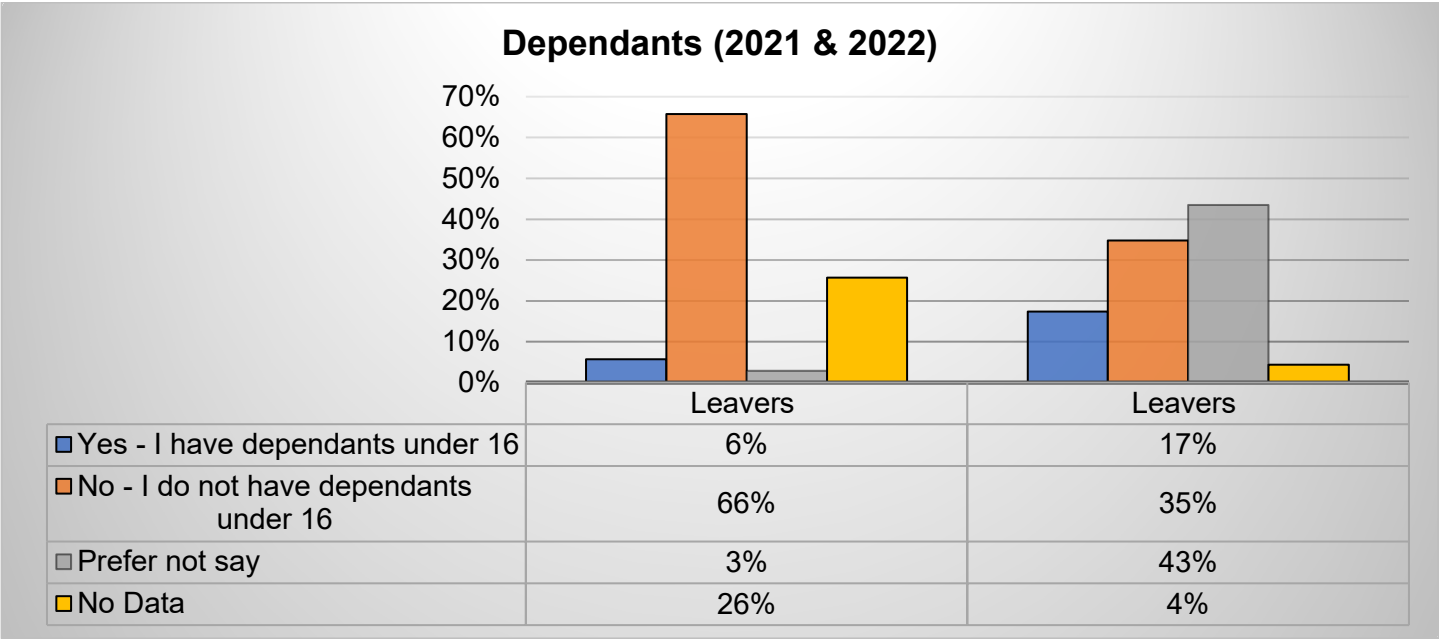
The highest percentage of leavers in 2021 was from the 21-30 age group. In 2022 this was the 31-40 age group.

36: Staff Retention Sexual Orientation

Most leavers were Heterosexual, with a small number of LGBTI+ leavers.

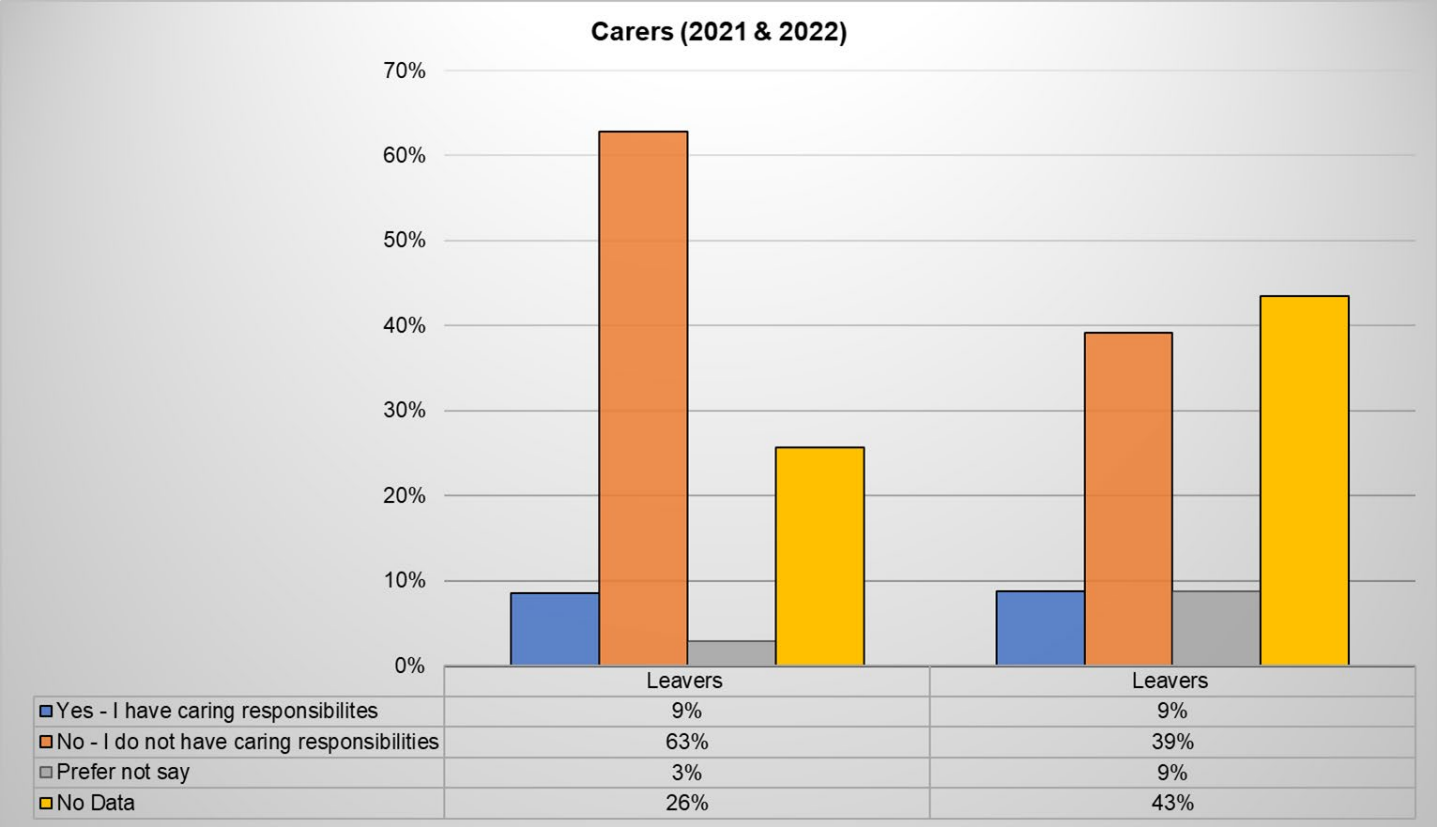


37: Staff Retention Dependants



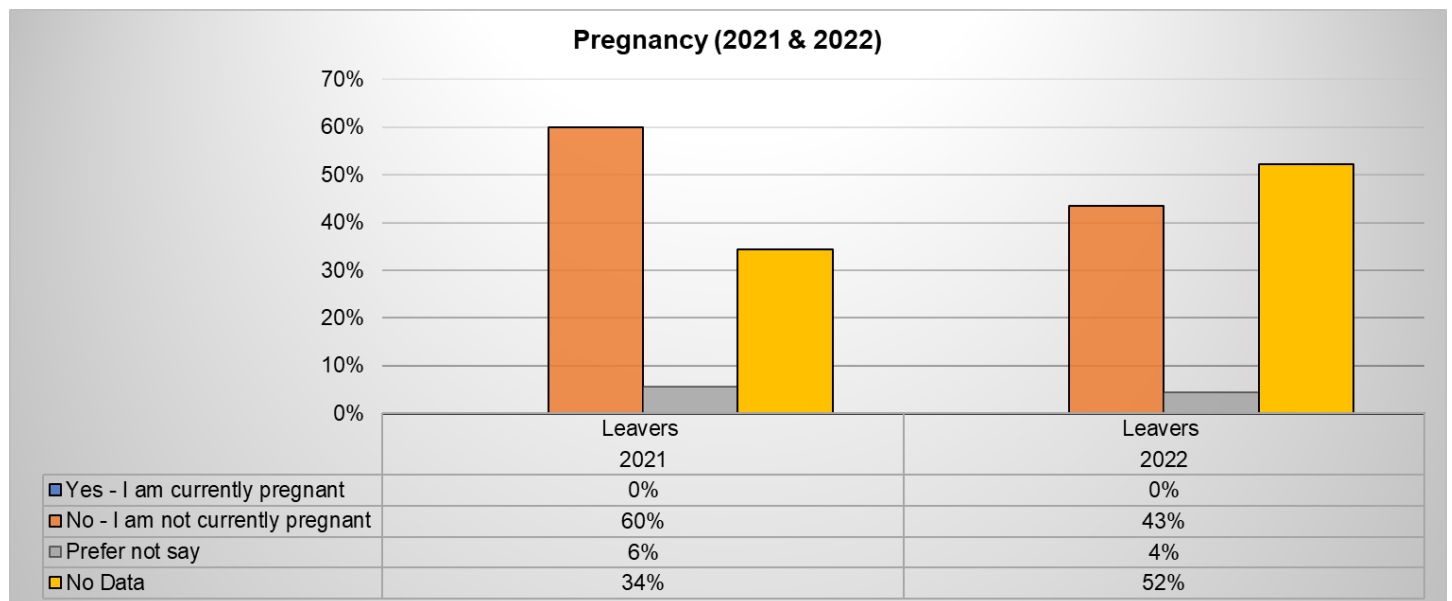
The majority of leavers do not have dependants under 16 years of age. Some technical challenges with our monitoring system have resulted in higher levels of non-disclosure for this category. The College is aware of these issues and is taking action to improve data recording and processing.

38: Staff Retention Carers



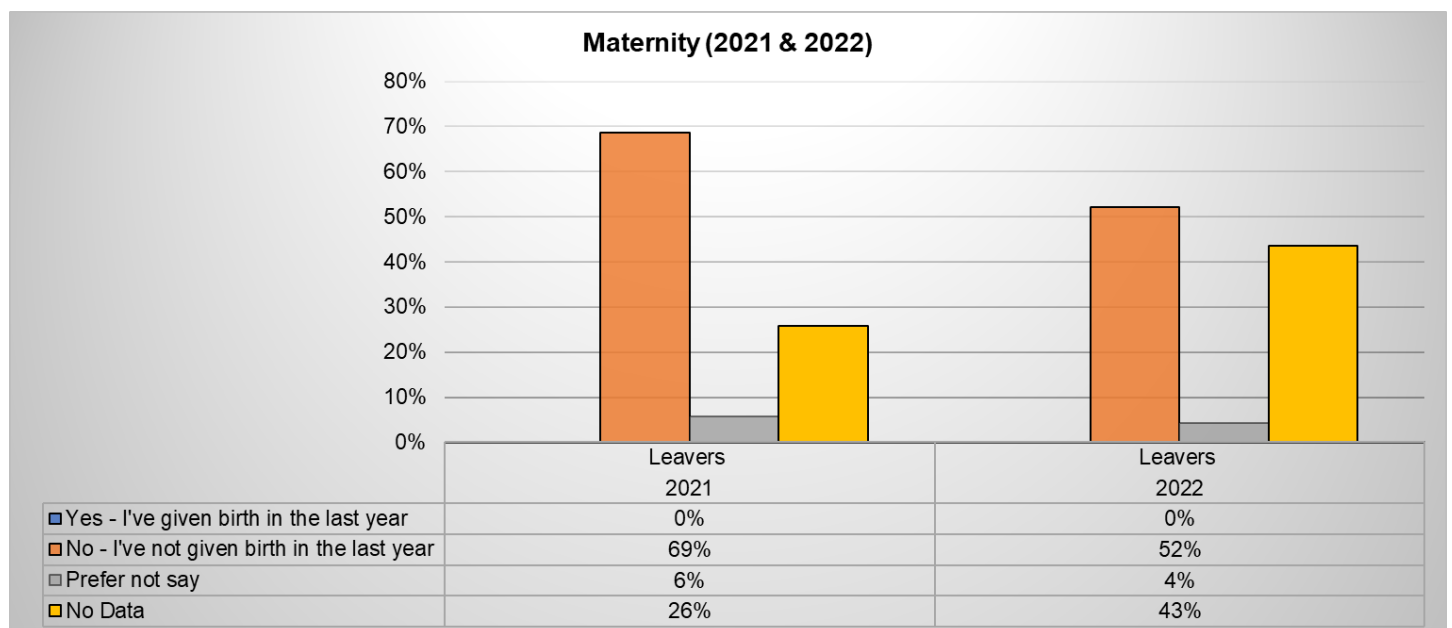
A larger proportion of leavers did not have caring responsibilities. As a Carer Positive employer, the College will continue to raise awareness of the definition of a ‘carer’ and of the support available. Some technical challenges with the monitoring system have resulted in higher levels of non-disclosure for this category. The College is aware of these issues and is taking action to improve data recording and processing.

### 39: Staff Retention Pregnancy



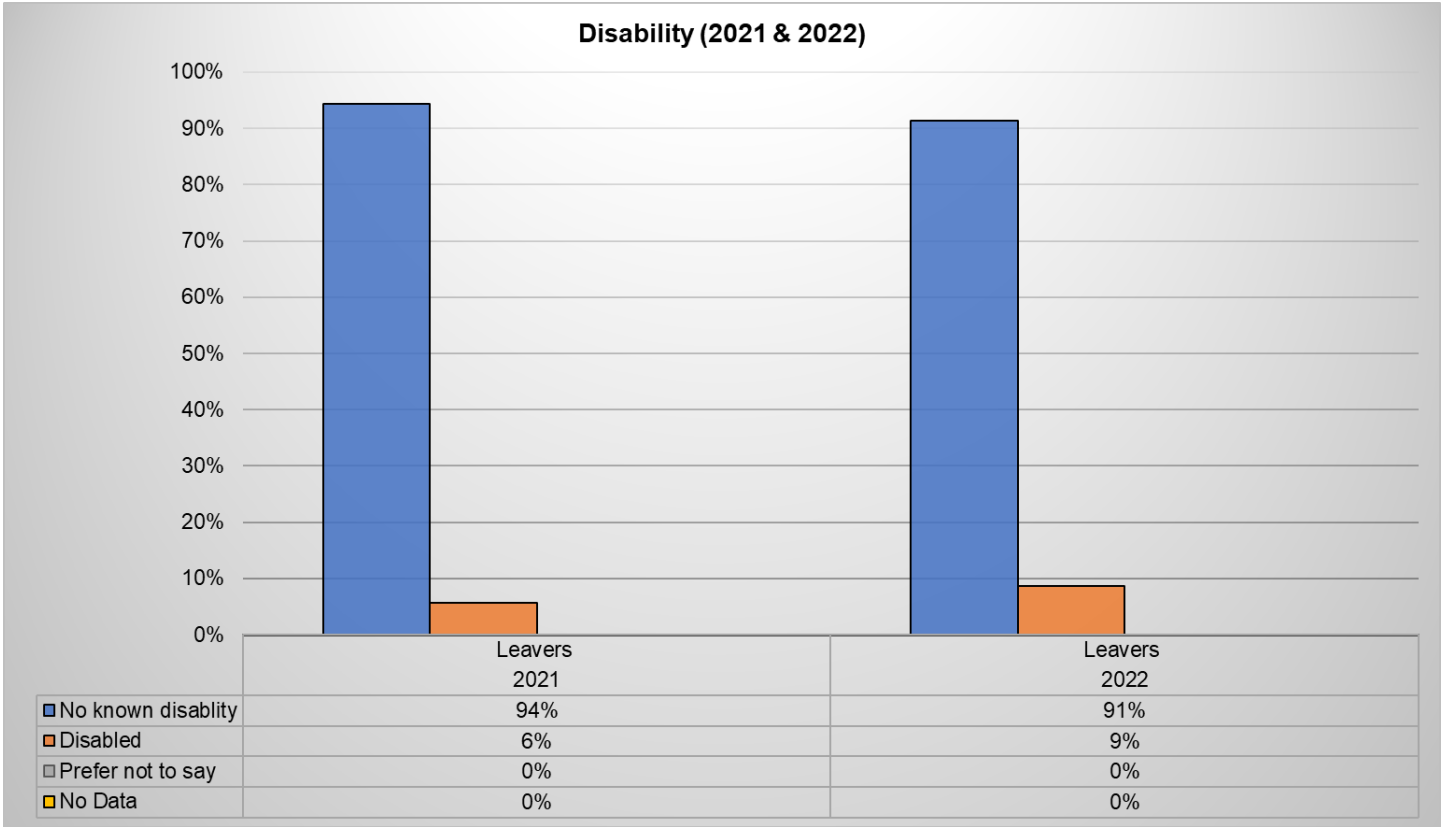
At the time of completion no leavers reported that they were pregnant.

### 40: Staff Retention Maternity



At the time of completion no leavers reported that they were had given birth in the last year.

41: Staff Retention Disability



A high proportion of leavers did not have a disability. There was a higher proportion of leavers who were disabled in 2022 than 2021. As a Disability Confident Employer, the College is committed to recruiting and retaining disabled people and will continue to monitor this data closely.

42: Staff Retention Ethnic Origin

The data across the two reporting periods reports that 89% and 87% respectively were UK White. A smaller proportion of leavers were BAME and Other White.



6.0 Gender Pay Gap

South Lanarkshire College understands the importance of gender pay gap reporting in assessing levels of equality within the workplace. A full report on the gender pay gap at South Lanarkshire College can be found in the Equality section of the College website and is published on an annual basis as required by regulations. Further information is available on the College website. <https://www.slc.ac.uk/about-us/equality-and-inclusion/>

## **Appendix A**

### **Equality Outcomes 2021 - 2025**

The current Equality Outcomes are:

1. Develop the engagement of underrepresented student and staff groups through an increase in tailored peer support groups.
2. Annual engagement with three organisations to enable and progress our recruitment and management of employees and students across identified underrepresented groups.
3. Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity, ensuring that at least 90% of these populations have awareness of our Equality and Diversity practices.
4. Ensure at least 90% of staff undertake training and that all students are offered training on Equality, Diversity and Inclusion to ensure awareness and understanding of legal and College expectations for everyone in our community.

The following sections provide further insight into each of these Equality Outcomes.



## 7.1 Outcome 1

<b>Equality Outcome 1</b>	<b>Develop the engagement of underrepresented student and staff groups through an increase in tailored peer support groups.</b>
Evidence of need (baseline position)	Underrepresentation of specific protected characteristics of students and staff during recruitment, progression and retention stages of their journey with the College.
Indicators of success and how progress will be measured, including short, medium and long-term	Short term – identify specific groups and get them established.  Medium term/Long term – regular activities within each group to increase engagement.
Which part/s of the PSED is covered?	Advance Opportunity Between Different Groups
Which protected characteristics are covered?	Disability, Gender, Sexual Orientation, Age, Ethnicity
How it aligns with institutional priorities (e.g. outcome agreement and strategic plan)	This outcome relates directly to our 3 strategic priorities: 1. Successful Students 2. Highest Quality Education and Support 3. Sustainable Behaviours
Summary of planned action and who will lead on each action	1. Identify peer support groups for employees – Human Resources 2. Identify peer support groups for students – Student Services 3. Regular peer support group activities for employees – Human Resources 4. Regular peer support group activities for students – Student Services
Who is responsible for overseeing its delivery?	Equality Officer

## 7.2 Outcome 2

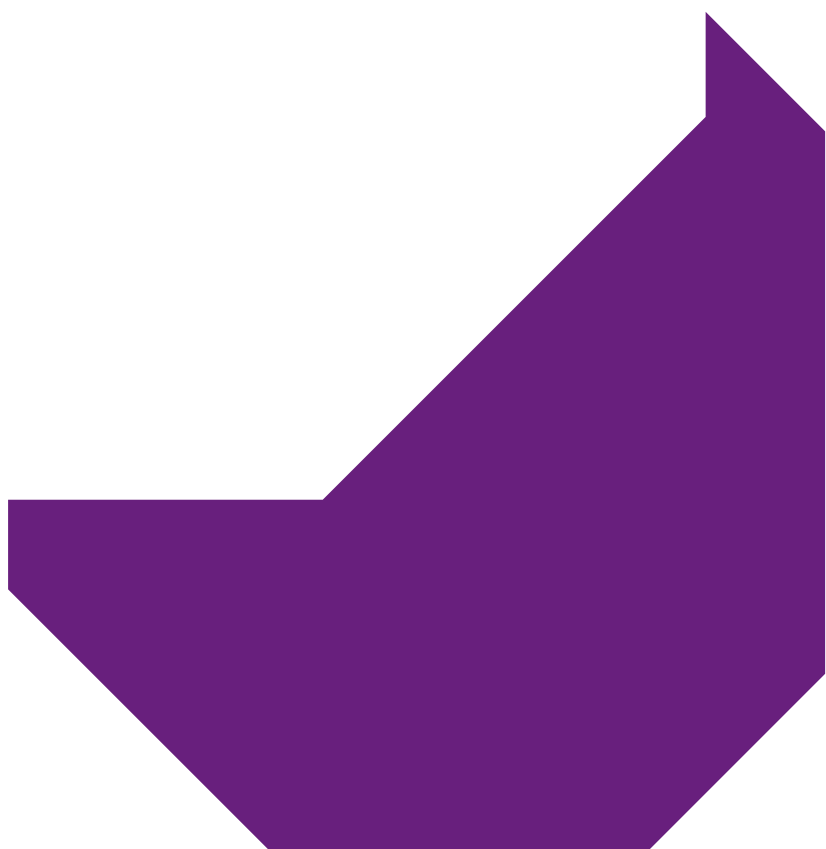
<b>Equality Outcome 2</b>	Annual engagement with three organisations to enable and progress our recruitment and management of employees and students across identified underrepresented groups.
Evidence of need (baseline position)	Lack of representation across certain protected characteristics during recruitment, progression and retention during both the employee and student journeys with the College.
Indicators of success and how progress will be measured, including short, medium and long-term	<p>Short term – identify organisations to partner with to improve our recruitment and management of employees and students.</p> <p>Medium term/Long term – agree an action plan to improve our recruitment and management of employees and students in the identified, underrepresented groups.</p>
Which part/s of the PSED is covered?	Advance Opportunity Between Different Groups
Which protected characteristics are covered?	Disability, Gender, Sexual Orientation, Ethnicity
How it aligns with institutional priorities (e.g. outcome agreement and strategic plan)	<p>This outcome relates directly to our 3 strategic priorities:</p> <ol style="list-style-type: none"> <li>1. Successful Students</li> <li>2. Highest Quality Education and Support</li> <li>3. Sustainable Behaviours</li> </ol>
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> <li>1. Identify organisations to partner with to improve our recruitment and management of employees – Human Resources</li> <li>2. Identify organisations to partner with to improve our recruitment and management of students – Student Services</li> <li>3. Implement action plans to improve our recruitment and management of employees in the identified, underrepresented groups – Human Resources</li> <li>4. Implement action plans to improve our recruitment and management of Students in the identified, underrepresented groups – Student Services</li> </ol>
Who is responsible for overseeing its delivery?	Equality Officer

### 7.3 Outcome 3

<b>Equality Outcome 3</b>	Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity, ensuring that at least 90% of these populations have awareness of our Equality and Diversity practices.
Evidence of need (baseline position)	There is a natural, potential gap in awareness of Equality and Diversity practices for our students and also a need to ensure new and existing employees retain an awareness of our practices.
Indicators of success and how progress will be measured, including short, medium and long-term	<p>Short term – create a marketing and communication plan for students and employees</p> <p>Medium term – implement the marketing and communication plan across the student and employee journeys to increase awareness</p> <p>Long term – feedback confirming awareness and understanding of our Equality and Diversity practices from students and employees.</p>
Which part/s of the PSED is covered?	Fostering good relations & Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
Which protected characteristics are covered?	All protected characteristics
How it aligns with institutional priorities (e.g. outcome agreement and strategic plan)	This outcome relates directly to our 3 strategic priorities: <ol style="list-style-type: none"> <li>1. Successful Students</li> <li>2. Highest Quality Education and Support</li> <li>3. Sustainable Behaviours</li> </ol>
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> <li>1. Create and implement a marketing and communication plan for students and employees to ensure an awareness of our Equality and Diversity practices – Marketing &amp; Communications.</li> <li>2. Measure the awareness and understanding of employees around our Equality and Diversity practices – Human Resources.</li> <li>3. Measure the awareness and understanding of students around our Equality and Diversity practices – Student Services.</li> </ol>
Who is responsible for overseeing its delivery?	Equality Officer

## 7.4 Outcome 4

Equality Outcome 4	Ensure at least 90% of staff undertake training and that all students are offered training on Equality, Diversity and Inclusion to ensure awareness and understanding of legal and College expectations for everyone in our community.
Evidence of need (baseline position)	There is a natural, potential gap in awareness of Equality and Diversity practices for our students and also a need to ensure new and existing employees retain an awareness of Equality, Diversity and Inclusion in the College.
Indicators of success and how progress will be measured, including short, medium and long-term	<p>Short term – Ensure training is tailored and available for both students and staff</p> <p>Medium term – Ensure training is available</p> <p>Long term – Completion of Equality, Diversity and Inclusive training and therefore a good understanding of the impact of this on their role within the College community.</p>
Which part/s of the PSED is covered?	<p>Fostering good relations &amp; Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act</p>
Which protected characteristics are covered?	All protected characteristics
How it aligns with institutional priorities (e.g. outcome agreement and strategic plan)	<p>This outcome relates directly to our 3 strategic priorities:</p> <ol style="list-style-type: none"> <li>1. Successful Students</li> <li>2. Highest Quality Education and Support</li> <li>3. Sustainable Behaviours</li> </ol>
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> <li>1. Include tailored training to the Learning Management System and communicate the learning requirement to all employees – Human Resources.</li> <li>2. Include tailored training to the Learning Management System and communicate the learning requirement to all student – Student Services.</li> <li>3. Review the completion rates and achievement levels for all employees – Human Resources.</li> <li>4. Review the completion rates and achievement levels for all students – Student Services.</li> </ol>
Who is responsible for overseeing its delivery?	Equality Officer



## HR COMMITTEE

<b>DATE</b>	February 2023
<b>TITLE OF REPORT</b>	Job Evaluation, Pay & Grading
<b>REFERENCE</b>	08
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	Provide the HR Committee with an update on the Job Evaluation, Pay & Grading activities.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"> <li>• note the updates;</li> <li>• note the progress to date made with the national job evaluation scheme;</li> <li>• note the engagement of ECC to support the College to develop a job evaluation scheme and pay and grading structure; and</li> <li>• note the potential financial impact on College revenue funding from the outcome of the national job evaluation scheme.</li> </ul>
<b>RISK</b>	The following risks apply in consideration of this paper: <ul style="list-style-type: none"> <li>• Employee disengagement, trade union activity and staff turnover; and</li> <li>• Financial impact of the outcome.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	Successful Students – skilled & knowledgeable staff  Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• Update on Job Evaluation project</li> <li>• Update on pay &amp; grading activities</li> </ul>

## **1. INTRODUCTION**

- 1.1. This paper seeks to provide members with an update on the support staff job evaluation process as well as the associated pay and grading implications.

## **2 JOB EVALUATION**

2.1 College Employers Scotland reported recently on the current status of the job evaluation process on the NJNC website. A copy of this update is in appendix A. In summary, the update highlights the following stage which the College has now participated in:

- Work has progressed on the final quality assurance checks as part of Stage Two (evaluation of roles);
- College Employers Scotland issued the initial outcomes to each College before the festive break. The College received its information on 15<sup>th</sup> December 2022;
- Feedback from each College on this information was returned to College Employers Scotland in line with the January 2023 deadline.; and
- The job evaluation project team are now considering the feedback from all colleges and will finalise the outcomes from the evaluation process in early Spring 2023.

## **3 PAY AND GRADING**

3.1 The College has agreed terms and conditions with Education Competencies Consortium (ECC) to develop a pay and grading system for employees.

3.2 Initial review work has taken place by ECC for roles not included in the national job evaluation project.

3.3 The College now requires conclusion of the national job evaluation exercise in order to finalise a revised pay and grading system for the College.

3.4 ECC will conduct job evaluation of new roles on an interim basis until the HR Department has sufficient capacity and training to conduct them in-house.

## **4 EQUALITIES**

The job evaluation and the pay and grading activities will support positively employees across all protected characteristics.

## **5 RISK AND ASSURANCE**

The following risks apply in consideration of this paper:

- Failure to have an appropriate job evaluation process may lead to claims of unfair discrimination.
- Failure to complete the national job evaluation scheme may lead to industrial unrest with support staff unions; and
- It is anticipated that the on-going financial implications from the outcome of the national job evaluation will not be resourced by an increase in the revenue funding available to the College.

## **6 RECOMMENDATIONS**

Members are recommended to:

- note the updates;
- note the progress to date made with the national job evaluation scheme;
- note the engagement of ECC to support the College to develop a job evaluation scheme and pay and grading structure; and

note the potential financial impact on College revenue funding from the outcome of the national job evaluation scheme.



## **Appendix A – Update on Job Evaluation – NJNC**

### **December 2022 Update (13 December 2022)**

*Following our update at the end of October 2022, we can now report that work on the final quality assurance checks, as part of Stage Two (evaluation of roles), has been progressing well over the past few months and all 22 college HR departments are due to receive the initial outcomes from the evaluation process for feedback ahead of the festive break. Next steps will be for the project team to consider this feedback and finalise the outcomes from the evaluation process ready for ratification from the NJNC Job Evaluation Working Group and subsequently to the full NJNC in early 2023 and therefore, conclude this stage of the project.*

*A project update was provided at the recent NJNC Side Table (Support) meeting on Wednesday 7 December 2022 and further key meetings will be scheduled for early 2023 to allow further discussions to take place between the support staff and management sides on taking forward the remaining stages of the project which includes Stage Three (development of pay and grading options) and Stage Four (Appeals Process).*

*Once these discussions have taken place, the project team will be able firm up the details around timescales for final implementation, and we will aim to provide a further update in February 2023.*

### HR COMMITTEE

<b>DATE</b>	February 2023
<b>TITLE OF REPORT</b>	Investors in People (IiP) – We Invest in People
<b>REFERENCE</b>	09
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide the HR Committee with an update on the re-accreditation of “We Invest in People”.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"> <li>• Note the content of the report;</li> <li>• Note the outcome of the outcome of the IiP audit;</li> <li>• Note that College has achieved at the Standard level;</li> <li>• Request that the Head of HR develops an action plan to address the recommendations set out in the IiP report; and</li> <li>• Request the Head of HR to provide the Committee with regular updates on progress against this action plan.</li> </ul>
<b>RISK</b>	The following risks may apply: <ul style="list-style-type: none"> <li>• Reputational impact for the College stakeholders;</li> <li>• Candidate attraction; and</li> <li>• Employee morale</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	Successful Students – skilled & knowledgeable staff  Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional learning and development; appropriate risk management
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• Background of College engagement with the <i>We Invest in People</i> accreditation</li> <li>• Outcome of the We Invest in People re-accreditation</li> </ul>

## 1. INTRODUCTION

- 1.1. This paper provides an update on the re-accreditation of “*We Invest in People*” undertaken in December 2022.

## 2 BACKGROUND

- 2.1 The College has participated in the Investors in People “*We Invest in People*” accreditation for 12 years, achieving Gold status in 2010 and Platinum status, the highest level of accreditation, in 2016 and again in 2019.
- 2.2 Investors in People appointed a new Lead Specialist for this review which was conducted during December 2022. The College considered that it was essential to progress with the review at this while aware of the changing environment which staff were experiencing at this time.
- 2.3 The Lead Assessor noted the considerable challenge for all colleagues recently, with reference to the suspensions and investigations, and anticipated that this was likely to be reflected in survey responses, focus group and interview responses.
- 2.4 A high engagement score, and high, positive responses are essential in renewing the accreditation at the same level.
- 2.5 At the beginning of the review, the Lead Assessor was concerned that there were a number of policies, procedures and practices, which have historically not been implemented, which could result in the College dropping from Platinum to Standard level. These are referenced in section 3.1.

## 3 RE-ACCREDITATION OUTCOME

- 3.1 Following the review activity the College has dropped from Platinum status to the Standard level. This was as a result of:
- the response rate, which is viewed as a key indicator of engagement, was only 68% (229 employees, after excluding those absent from the College). For Platinum, the Lead Specialist advised that this required to be 90%;
  - there were many “disagree” responses to positive statements, in some cases up to a third of respondents disagreeing. An analysis of the survey results demonstrated inconsistent views across departments and a correlation between “disagree” responses with increased tenure;
  - there were a number of gaps between policies, procedures and practices compared to the requirements of achieving accreditation beyond the standard level, including:
    - *Managing Performance* - feedback concluded that Career Reviews were not yet consistently taking place across all teams and that timely feedback is not regularly provided to employees;
    - *Recognising & Rewarding High Performance* – the College does not have the ability to provide performance-related incentives nor benefits and is therefore restricted with non-financial options;
    - *Structuring Work* – there is limited scope for autonomy of work for certain items, such as class time, break times and the nature of the academic year. The College is also undertaking a comprehensive policy and procedure refresh which has meant that staff have received considerable information in a relatively short timeframe;
    - It was noted that several Lecturing colleagues raised concern that their non-contact time was predominantly worked on campus whereas they would like to do this remotely;

- *Building Capability* – The College has not historically implemented workforce planning that includes talent management and succession planning. A pilot is currently in place. Concern was also raised about the College not filling roles with people who are “capable” of performing the role.

A copy of the report is in the appendix.

#### **4. Next Steps**

The College will consider the findings of the liP report and produce an action plan to address its key recommendations. It will consult with staff on the proposed action plan and seek the endorsement of the Committee before implementation.

#### **4 EQUALITIES**

There are no new matters for people with protected characteristics which arise from consideration of the report.

#### **5 RISK AND ASSURANCE**

The following risks may apply:

- Reputational impact for the College stakeholders;
- Candidate attraction; and
- Employee morale

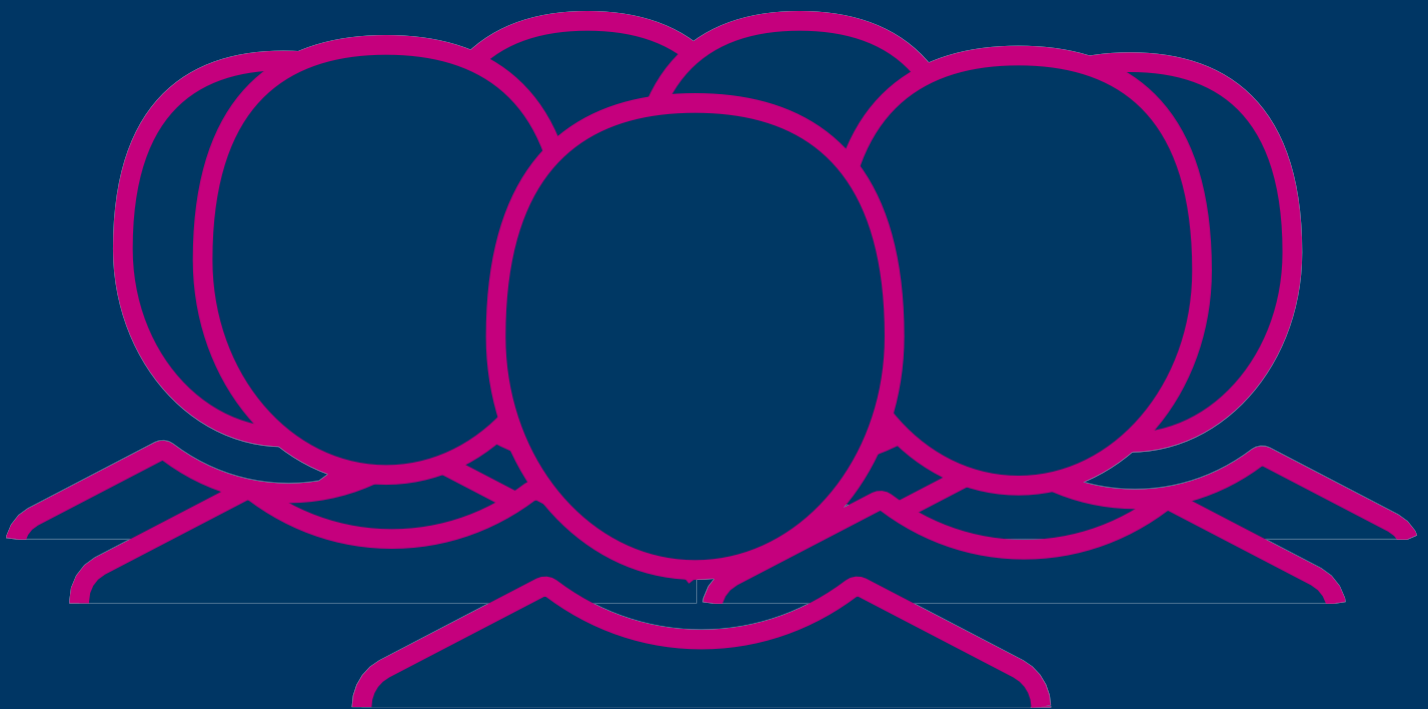
#### **6 RECOMMENDATIONS**

Members are recommended to:

- Note the content of the report;
- Note the outcome of the outcome of the liP audit;
- Note that College has achieved at the Standard level;
- Request that the Head of HR develops an action plan to address the recommendations set out in the liP report; and
- Request the Head of HR to provide the Committee with regular updates on progress against this action plan..

# INVESTORS IN PEOPLE®

We invest in people



## Feedback South Lanarkshire College

Project number: IIP/22/6144  
Practitioner: Mary Leishman  
Date: 9 December 2022



Investors in People  
3 Lloyd's Avenue,  
London, EC3N 3DS  
+44 (0) 300 303 3033

The Investors in People brand, trademarks, methodology, products and logo are owned by Investors in People and are protected by copyright and trademark law.

The Investors in People identity is strong, simple, powerful and instantly recognisable. It is therefore important that only organisations that are accredited as Investors in People can use our mark.

©2020 The contents of this report should be considered commercial in confidence.

# You did it!



You're at the standard level of our We invest in people accreditation.

## Detailed feedback and recommendations inside...

- What to be proud of
- What to work on
- Our recommendations
- What's next

## Key dates

Accreditation date	12-month meeting	24-month meeting	Accreditation expiry
December 22	December 23	December 24	December 25

# At a glance

## Background

You have been an Investors in People organisation since 1999 and in 2016 you achieved the Platinum level of the Investors in People award and were reaccredited at that level in 2019. In November 2021 your Principal and the Clerk to your Board were suspended. An investigation has been in progress since that time and is still not concluded. You were due your three-year assessment at the end of 2021 and it was decided that the best option would be to put you into retaining recognition, which gave you an extra year to come forward for reaccreditation. An IIP survey was undertaken from 7-25 November with a 68% response rate. A full assessment was carried out onsite in November and December 2022. I interviewed the Chair of your Board, two Board members, your Principal, three representatives from your trades unions and 32 members of staff from across all areas of your college. This equated to a sample size of 17%, which was well above the minimum sample size of 3.8%. I agreed to write a short report and will give presentations to your Senior Management Team and to your Board in January 2023, at which I will discuss your report and answer any questions you may have. I also confirmed that I will spend time helping you to write an Action Plan outlining what you need to do to achieve Platinum again at your next assessment, when you will have a new IIP Practitioner.

## Executive Summary

This has been a very difficult year for you and I believe that the ongoing investigation into your suspended Principal and your Clerk to your Board had a profound impact on your assessment. Members of staff were concerned that the investigation had been going on for some time and told me that they felt that morale was low and that nothing would move forward until the investigation is concluded. Your survey scores were all well below the IIP average for every indicator and it was also disappointing that 107 members of staff did not complete the survey.

You as the College Management Team have worked hard to ensure that a business as usual attitude is in force and this has worked well for you. You have made huge strides in the way you communicate to all members of staff as to how your college is performing and excellent feedback was received on the Principal's two-weekly email newsletter, which members of staff found to be interesting and informative. You are to be commended for the work you are currently undertaking to upskill your curriculum managers and I believe that in the long term this will have a very positive impact not only on the managers themselves but also on the members of staff in their teams. This also links in very well to the ongoing work you are doing on your Succession Plan and I was pleased to see the substantial progress you have made with this plan since the last assessment. Your values are very important to you and I am sure that you will be disappointed with the low scores to the survey questions. However, interview evidence was quite positive about the values with members of staff seeing the most important values as being inclusive and diverse, and high achieving for your students. I believe you have made progress regarding giving members of staff more autonomy and responsibility, and they welcome this but are still gaining confidence in taking decisions as can be seen by the high disagreement scores in the two survey



questions on decisions. Your new Career Review process received good feedback but I believe it is still being embedded across all departments. You remain fully committed to college and professional standards for all members of staff, and you are to be highly commended for all the work you put in to develop your new Learning, Teaching and Assessment strategy, which was launched in August 2022.

You are working hard at reward and recognition, and interview evidence confirmed that you have made good progress on recognition since the last assessment. Your ongoing review of policies and procedures has been welcomed, and I received positive feedback from new members of staff as to how policies and procedures are explained in depth through your very thorough Induction process. I was delighted to see the work you are doing on Career and Talent Management, and members of staff are very pleased that this important area is being addressed. You are, through your range of Working Groups, continually striving to improve systems and procedures, and look at new ideas from members of staff who believe they are being listened to now in this area. Your work in the community and your charity work as ever is superb and this shown by the theme 'Understanding the external context' being your fourth highest theme score.

# What to be proud of

- How proud members of staff are of the college's reputation and the success of their students.
- How you focus on your students and build good relationships with them.
- How you support your students, especially with personal problems.
- How good your results are in the sector.
- How you get good feedback from employers on your courses.
- How you are proud to help unemployed people better their lives.
- How there is a sense of community in the college.
- How your culture is a supportive one, with members of staff readily sharing knowledge and information with each other.
- How forward thinking you were at the beginning of the pandemic, moving swiftly to ensure members of staff were able to work from home.
- How using Microsoft Teams for every day communication has enabled members of staff to meet with each other digitally.
- How members of staff are now much more commercially aware.
- How your communication, both formal and informal, is now stronger and has improved since the last assessment.
- How you recruit to your values, thus ensuring that new members of staff fit in with your culture and values.
- How your members of staff behave in line with your culture and your values.
- How your Induction programme is well planned and structured.

# What to work on

- It would be beneficial to put an Action Plan in place to work towards meeting again the Platinum Standard of the Investors in People framework in December 2025.

# Congratulations on achieving We invest in people accreditation!

You care about your people, and we know you're ambitious to do even more for them.

Our feedback focuses on what you need to do to keep improving.

## Our recommendations

We've considered **who you are** and **where you're at** as an organisation. Our recommendations are designed to get you **where you want to be**.

I suggested at our initial feedback meeting on 16 December that you put in place a new IIP team and that I will give a presentation to them week commencing 16 January on the report and the IIP Framework. An Action plan can then be put in place to enable you to achieve the Platinum Standard at your next assessment with your new Practitioner in December 2025.

- Consider revising and refreshing your Vision, Mission and Values.
- Consider looking at how you could restructure your support members of staff to enable them to achieve their potential.
- It would be beneficial to define your leadership capabilities in line with your values and create a competency framework for all your managers.
- Look at how you continue to empower and give members of staff the authority to take decisions.
- Ensure your new Career Review process is implemented in all areas of your college and that all members of staff have an individual learning and development plan.
- Look at introducing a 360° appraisal process.
- Continue your work on Reward and Recognition, and develop a new strategy involving all members of staff in this process.
- Consider conducting a Training Needs Analysis and an IT Needs Analysis through the Digital Capability Tool for all members of staff.
- Consider introducing a Talent Management Strategy linking to your Career Review Process.
- Continue your work on your Succession Plan.
- Develop and enhance your work on the return on investment in learning and development.
- Look at how you measure the benefits of change in your organisation.
- Consider how you measure your positive impact on the communities you serve.

# What's next?

When you've had a chance to read this report, we'll explain your results in our **feedback meeting**.

## WHO?

The meeting will include: Mary Leishman and members of the HR Team.

## WHEN?

The feedback meeting is scheduled for **11 January**.

## WHERE?

We'll meet at **East Kilbride**.

## WHAT?

Together, we'll...

- **discuss your result** and our recommendations in detail.
- brainstorm how to turn our recommendations into **tangible activities**.
- develop an **action plan**, which we'll be able to review one and two years on.

# To keep your accreditation, you need to:

- keep meeting (or exceed!) the **requirements** of your award.
- meet us **12 and 24 months** down the line. We won't be assessing you again, but it'll give us the chance to **chat through your progress** against your action plan.
- be **reassessed** no more than three years on from this assessment.

# Don't forget to celebrate!

**Let your people know** how you did. **Reward them** for their hard work and **include them** in the journey you're on.

# Assessment results

## Your results by indicator and theme

INDICATOR	THEME	DEVELOPED	ESTABLISHED	ADVANCED	HIGH PERFORMING
LEADING AND INSPIRING PEOPLE	Creating transparency and trust	✓	✓		
	Motivating people to deliver the organisations objectives	✓	✓		
	Developing leadership capability	✓			
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS	Operating in line with the values	✓	✓		
	Adopting the values	✓			
	Living the values	✓			
EMPOWERING AND INVOLVING PEOPLE	Empowering people	✓			
	Participating and collaborating	✓			
	Making decisions	✓	✓		
MANAGING PERFORMANCE	Setting objectives	✓			
	Encouraging high performance	✓			
	Measuring and assessing performance	✓			
RECOGNISING AND REWARDING HIGH PERFORMANCE	Designing an approach to recognition and reward	✓			
	Adopting a culture of recognition	✓			
	Recognising and rewarding people	✓			
STRUCTURING WORK	Designing roles	✓	✓		
	Creating autonomy in roles	✓	✓		
	Enabling collaborative working	✓	✓		
BUILDING CAPABILITY	Understanding people's potential	✓			
	Supporting learning and development	✓			
	Deploying the right people at the right time	✓			
DELIVERING CONTINUOUS IMPROVEMENT	Improving through internal and external sources	✓			
	Creating a culture of continuous improvement	✓			
	Encouraging innovation	✓	✓		
CREATING SUSTAINABLE SUCCESS	Focusing on the future	✓	✓		
	Embracing change	✓	✓		
	Understanding the external context	✓	✓		

# Survey highlights

## Your overall survey score

### Benchmark



YOUR BENCHMARK

- **636**

AVERAGE IIP BENCHMARK \*

- **728**

AVERAGE INDUSTRY BENCHMARK

- **705**

Showing results for Higher Education

\* This reveals the average IIP Benchmark for all organisations who have undertaken the survey.

Your Benchmark is unfortunately very low and does not even meet both your Average Industry and your Average IIP Benchmark.

## Who took the survey?

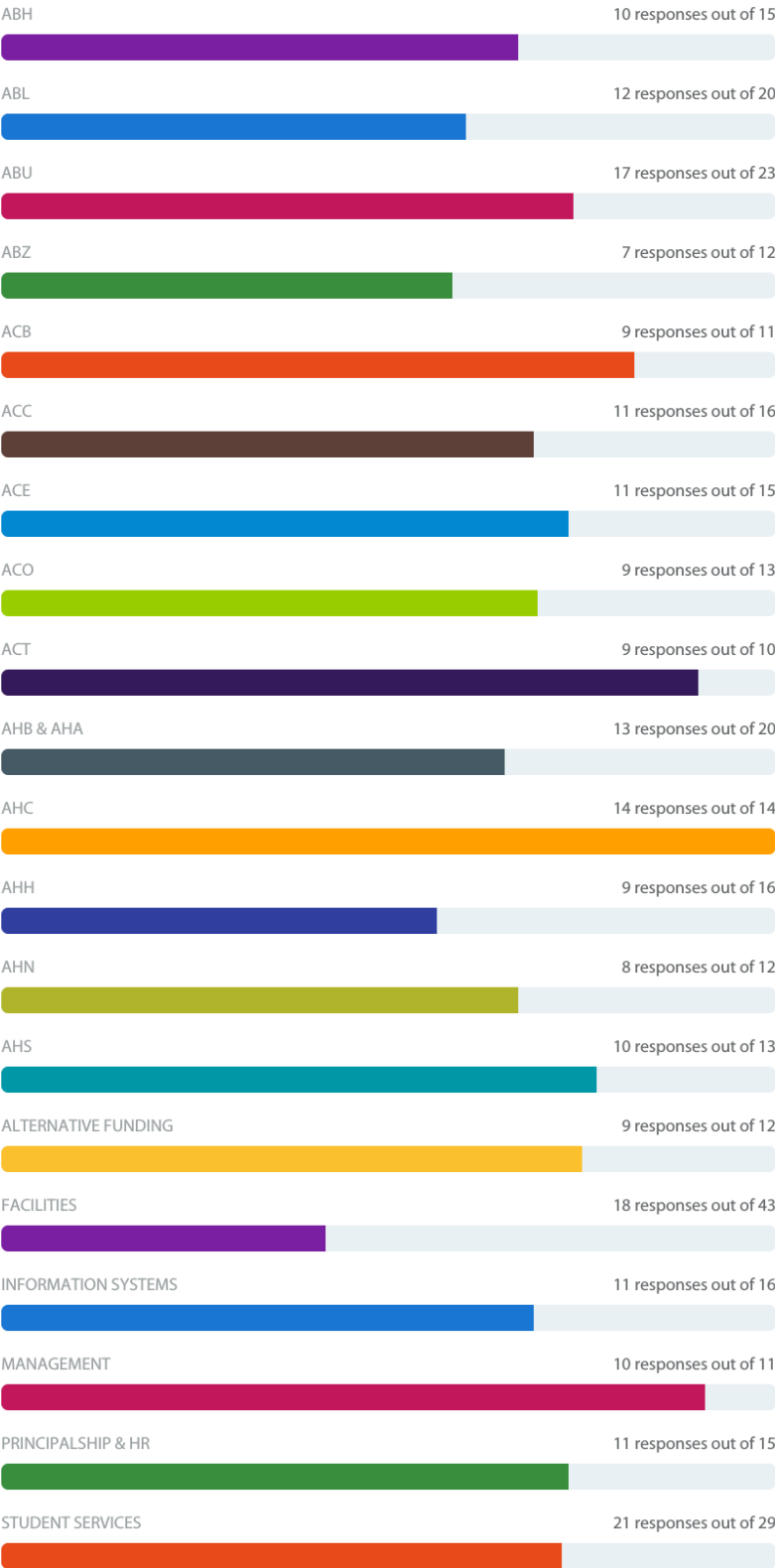
The survey response rate is shown overleaf.

# Survey Response Rate

## Overview



## By Team



# Your survey results by indicator

## Indicator summary

		Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 1										
Leading and inspiring people	▼	14.1%	21.7%	17.5%	13.0%	12.0%	10.9%	10.8%	4.4	-1.2
INDICATOR 2										
Living the organisation's values and behaviours	▼	24.8%	32.3%	16.0%	15.4%	4.7%	3.5%	3.3%	5.3	-0.6
INDICATOR 3										
Empowering and involving people	▼	20.3%	32.0%	18.7%	5.7%	9.0%	6.8%	7.6%	5	-0.8
INDICATOR 4										
Managing performance	▼	25.2%	29.7%	15.6%	9.6%	4.7%	6.4%	8.7%	5.1	-0.7
INDICATOR 5										
Recognising and rewarding high performance	▼	11.8%	21.7%	17.2%	14.8%	9.7%	10.9%	13.8%	4.2	-0.9
INDICATOR 6										
Structuring work	▼	24.0%	39.4%	18.3%	7.5%	3.8%	3.7%	3.2%	5.5	-0.4
INDICATOR 7										
Building capability	▼	16.1%	30.6%	20.2%	13.4%	6.9%	6.6%	6.3%	4.9	-0.6
INDICATOR 8										
Delivering continuous improvement	▼	19.2%	33.8%	20.7%	13.8%	3.6%	3.9%	4.9%	5.2	-0.5
INDICATOR 9										
Creating sustainable success	▼	18.2%	29.7%	18.7%	15.0%	6.1%	5.8%	6.6%	5	-0.8



## Themes (Highs and lows)

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Score	Difference from IIP Average
--	----------------	-------	----------------	----------------------------	-------------------	----------	-------------------	---------------	-----------------------------

### Highs

<b>Enabling collaborative working</b> <small>INDICATOR 6: Structuring work</small>	28.4%	46.7%	17.0%	5.2%	1.3%	0.4%	0.9%	5.9	-0.1
<b>Improving through internal and external sources</b> <small>INDICATOR 8: Delivering continuous improvement</small>	26.6%	42.8%	18.8%	8.3%	1.3%	0.9%	1.3%	5.8	-0.1
<b>Living the values</b> <small>INDICATOR 2: Living the organisation's values and behaviours</small>	29.3%	31.2%	14.4%	18.1%	2.6%	1.7%	2.6%	5.5	-0.3
<b>Understanding the external context</b> <small>INDICATOR 9: Creating sustainable success</small>	24.0%	36.7%	16.2%	14.4%	3.5%	2.2%	3.1%	5.5	-0.4
<b>Designing roles</b> <small>INDICATOR 6: Structuring work</small>	23.4%	36.5%	19.9%	8.3%	4.1%	4.1%	3.7%	5.4	-0.5

### Lows

<b>Deploying the right people at the right time</b> <small>INDICATOR 7: Building capability</small>	9.6%	23.6%	18.8%	17.0%	12.7%	7.9%	10.5%	4.4	-1.0
<b>Creating transparency and trust</b> <small>INDICATOR 1: Leading and inspiring people</small>	12.0%	22.7%	17.9%	11.6%	13.5%	10.7%	11.6%	4.3	-1.4
<b>Recognising and rewarding people</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	11.6%	21.0%	18.1%	14.6%	9.8%	10.9%	14.0%	4.2	-0.9
<b>Designing an approach to recognition and reward</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	9.2%	17.0%	15.3%	19.7%	10.0%	14.8%	14.0%	4	-1.0
<b>Developing leadership capability</b> <small>INDICATOR 1: Leading and inspiring people</small>	4.8%	16.2%	17.9%	18.8%	12.7%	16.2%	13.5%	3.8	-1.4

# What your people told us

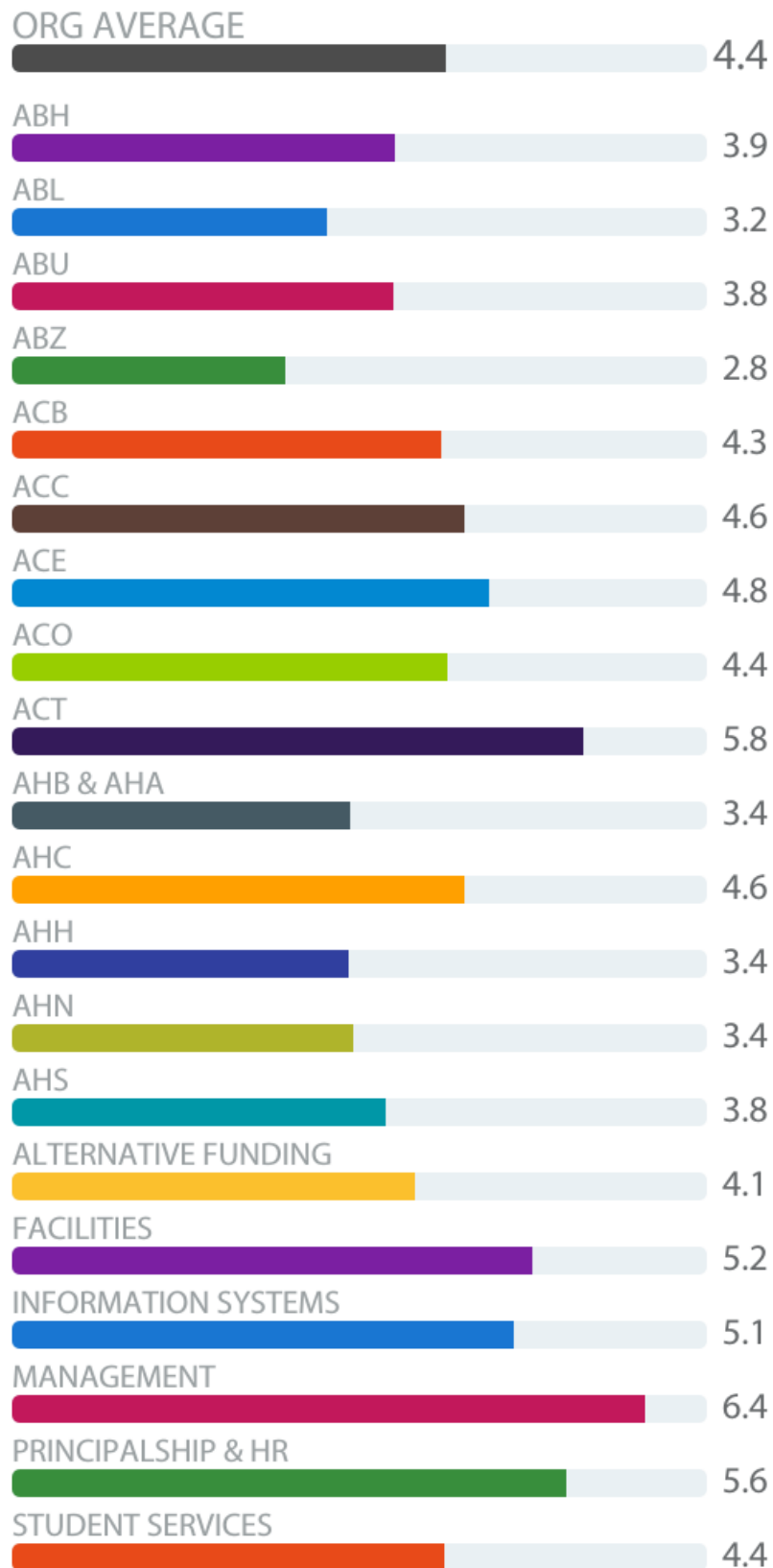
## Leading

### Indicator 1: Leading and inspiring people

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
Management communicates the organisation's ambition	13.1%	25.8%	22.3%	13.1%	10.9%	6.6%	8.3%
I trust the leaders of my organisation	10.9%	19.7%	13.5%	10.0%	16.2%	14.8%	14.8%
My manager motivates me to achieve my best	27.5%	25.3%	16.2%	10.0%	8.3%	6.1%	6.6%
My organisation develops great leaders	4.8%	16.2%	17.9%	18.8%	12.7%	16.2%	13.5%

Your survey scores were, as to be expected, low for this indicator. This was your second lowest scoring indicator and the disagreement scores for all four base questions were very high.

## Indicator 1: Leading and inspiring people



## LEADING AND INSPIRING PEOPLE

Your Strategic Framework 2020-2025, Delivering Excellence, sets out your Mission, Vision and Key Performance Measures. Members of staff talked about having been consulted in the development of this document through your annual Staff Conference and Staff Development days. Good feedback was received on the two-weekly newsletter updates which the Principal produces on the progress of this plan. Mention was made also of the new Learning, Teaching and Assessment Strategy, which was launched in August 2022. Communication has definitely improved since the last assessment with members of staff using Teams effectively both for working for home and at the college, as well as data being in the one place now so that analysis can be more effective.

You have restructured your Management Team since the last assessment and now have two management teams which are working well. You have recently invested in tailored training and development for your Curriculum Managers and I received excellent feedback on this new initiative. This is being supplemented by a Curriculum Review which each Curriculum Manager is undertaking with the Principal and the Deputy Principal.

It was clear that all managers have a business as usual attitude and members of staff are focused on working in their teams to meet your students' needs. The survey results were disappointing regarding the question "I trust the leaders of my organisation" but interview evidence was quite positive regarding managers being more open and being prepared to listen to staff members' suggestions and ideas for improvement.

Comments included:

"There is a more open culture for difficult conversations now."

"Our students are at the forefront of everything we do."

"We have been focusing on the long term message regarding our college."

"We are all working from the same page now."

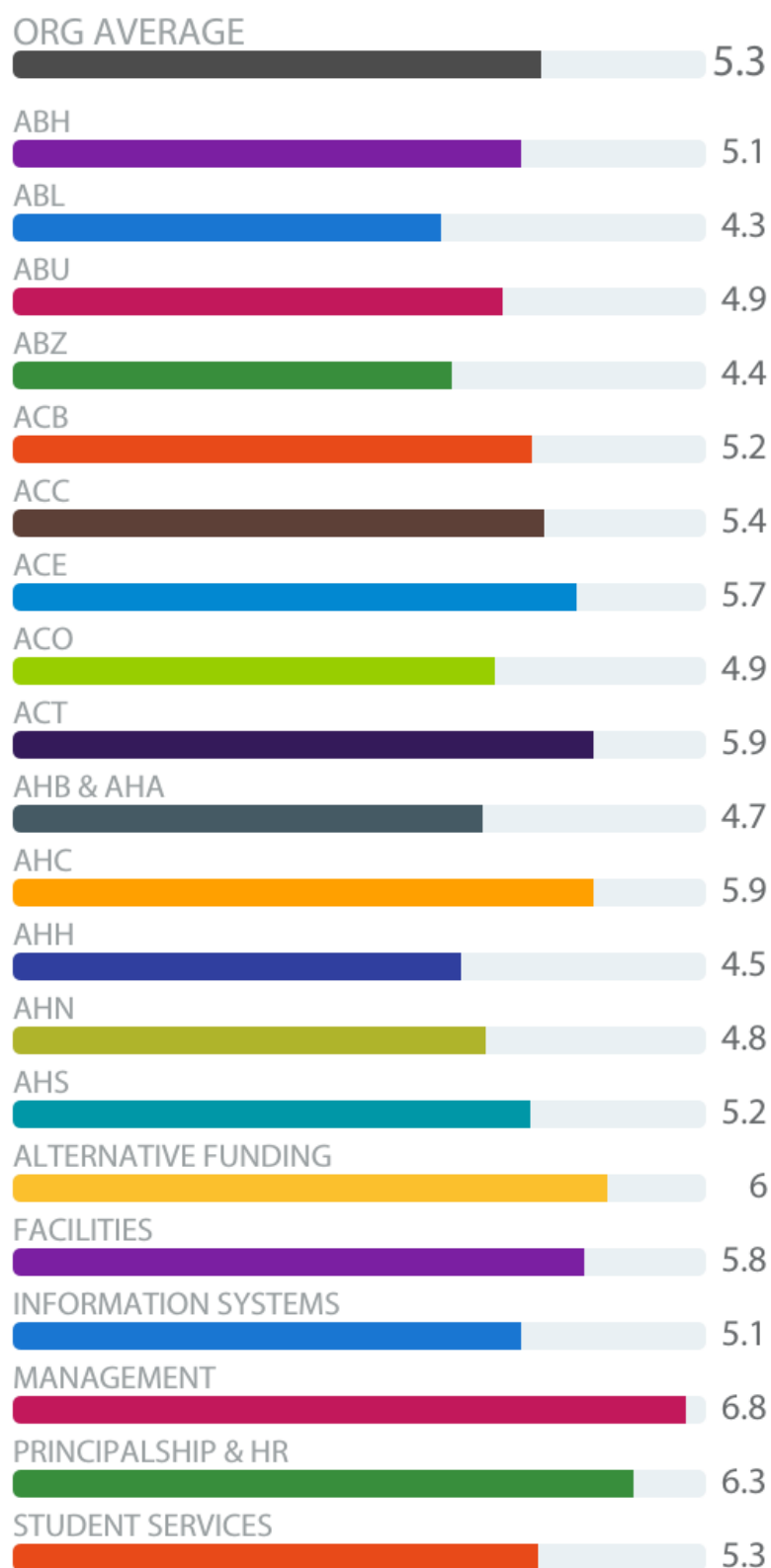
"Communication is better between departments now and we can have good conversations."

## Indicator 2: Living the organisation's values and behaviours

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
The values at my organisation guide the way we work	15.7%	30.6%	19.2%	14.4%	7.4%	7.4%	5.2%
My organisation has clear values	22.7%	33.2%	17.5%	11.8%	7.0%	4.4%	3.5%
I share my organisation's values	27.1%	35.4%	14.4%	14.4%	3.9%	2.2%	2.6%
My behaviour reflects the organisation's values	38.0%	31.9%	11.4%	13.1%	3.1%	0.4%	2.2%
I challenge behaviours which don't match the organisation's values	20.5%	30.6%	17.5%	23.1%	2.2%	3.1%	3.1%
<b>Optional Questions</b>							
I get feedback on how I behave in line with the organisation's values	7.0%	21.8%	19.2%	21.4%	8.3%	12.2%	10.0%

This was your second highest scoring indicator at 5.3. However, it was disappointing to see high disagreement scores for the question, “The values at my organisation guide the way we work” of 20%, “My organisation has clear values” of 14.9% and for the optional question of “I get feedback on how I behave in line with the organisation’s values” of 30.5%.

## Indicator 2: Living the organisation's values and behaviours



## LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS

You are very proud of your values which are embedded in your strategy and your quality framework and so you will have been disappointed in the survey results. You recruit to your values and your values are promoted in your Induction for new members of staff, and are also part of your Career Review process. Members of staff talked about the values being discussed at the Annual Staff conference and that they found the breakout sessions on the values to be very beneficial. Your launch of your equality, diversity and inclusion icon, FREDIE, has been successful and you are very strong in the field of diversity and inclusion. Particular mention was made of your value of delivering community and social value. Interview evidence confirmed that members of staff take the values into account when making decisions and examples were given of listening to students, changing the curriculum for employers and supporting the community at your recent Open Day.

Comments included:

“We have reworded and revised our values.”

“They do promote our values.”

“My manager displays the values.”

“We are better at challenging members of staff who are not living the values now.”

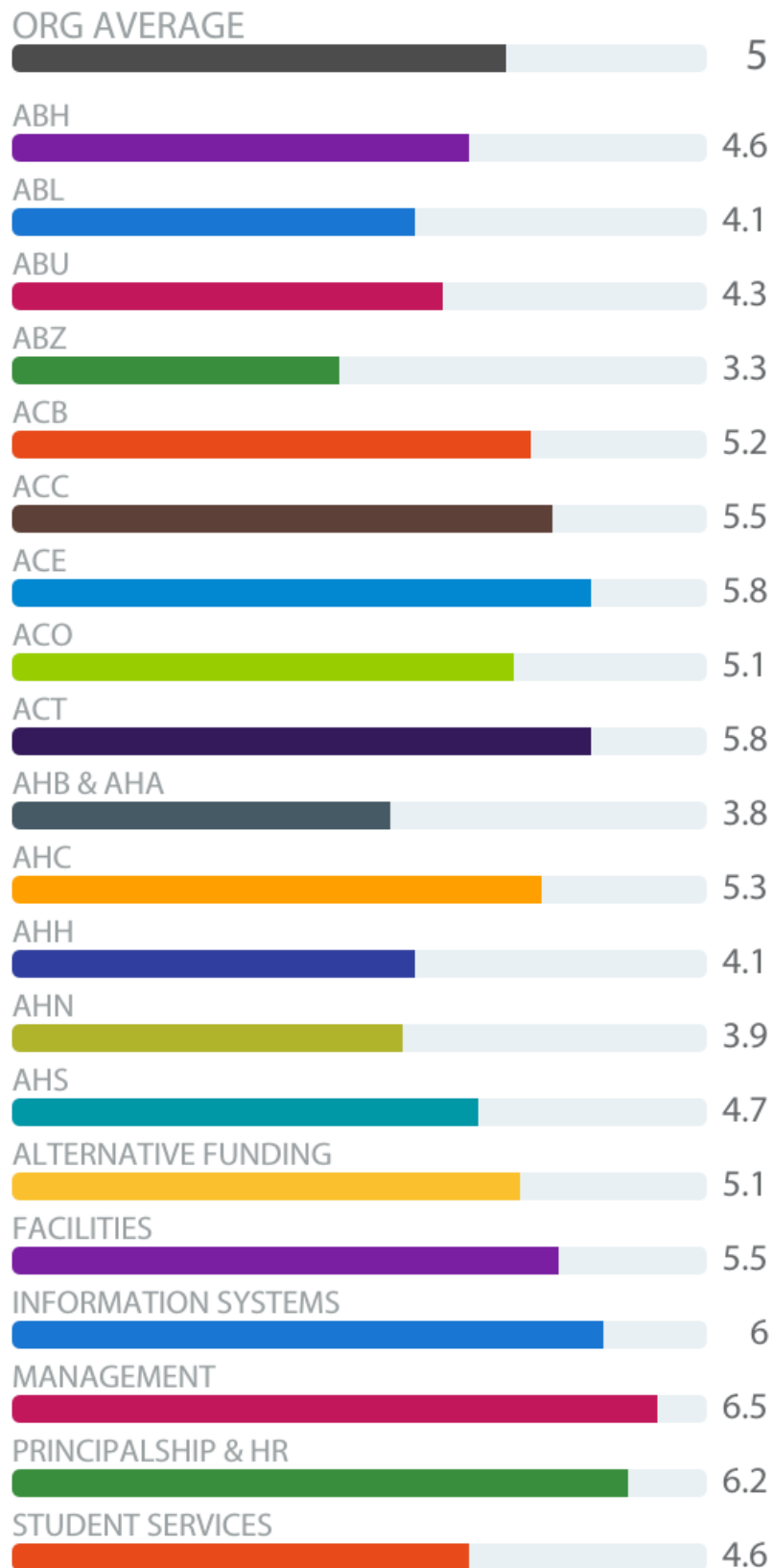
“Inclusiveness is part of what we do every day.”

### Indicator 3: Empowering and involving people

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I have all the information I need to do my job well	15.3%	31.9%	21.8%	7.0%	12.7%	5.2%	6.1%
I am encouraged to use initiative in my role	29.7%	33.2%	15.7%	5.7%	3.9%	5.2%	6.6%
I have a say in decisions that affect my role	12.2%	24.9%	21.4%	7.4%	12.7%	11.4%	10.0%
I am trusted to make decisions in my role	24.0%	38.0%	15.7%	2.6%	6.6%	5.2%	7.9%

All four base questions had high disagreement scores, especially “I have a say in decisions that affect my role” which had a disagreement score of 34.1%.

## Indicator 3: Empowering and involving people





## EMPOWERING AND INVOLVING PEOPLE

Members of staff confirmed that they have access to knowledge and information to do their job well, not only through your continuous learning and development offerings but also through the more effective sharing of knowledge and information within teams, which they found to be very beneficial.

You have been working very hard over the past year to give managers and members of staff more autonomy, and the confidence to take decisions appropriate to their role in your college. There is no doubt that you are endeavouring to create a culture of clear ownership and accountability. This has definitely improved since the last assessment and members of staff told me that there was a much greater sense of ownership at all levels.

Members of staff stated that working from home during the pandemic had enhanced and honed their decision making skills, and that they were clearer now as to the level of decision that they could take appropriate to their role.

You have nine cross college working groups and the way you involve different members of staff in these group is excellent. I also had good feedback about your Digital Working group, which has made great strides in making IT more efficient and user friendly for everyone. You have good working relationships with your trades union representatives and I was pleased to interview them as group at this assessment

Comments included:

“We challenged a new policy at our team meeting.”

“I put forward ideas as to how our processes could be better, which would help resources and improve efficiency.”

“My Manager trusts me to make decisions.”

“We could be included more in decision making.”

“I feel really listened to and I have ownership of my tasks.”

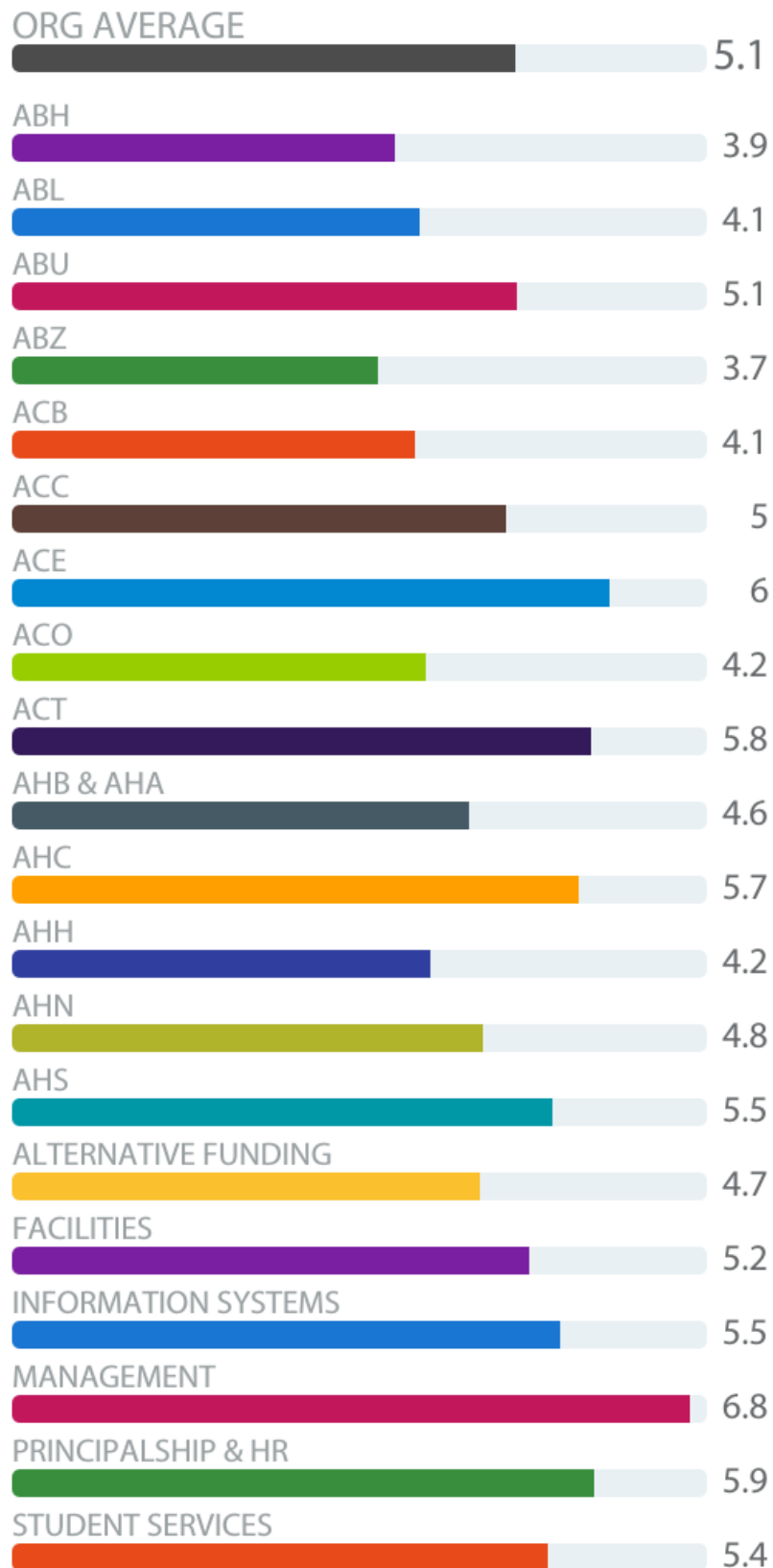
# Supporting

## Indicator 4: Managing performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I have agreed my objectives with my line manager within the last 12 months	27.1%	32.3%	13.1%	10.0%	2.2%	5.7%	9.6%
I feel encouraged to perform to the best of my abilities	23.1%	30.1%	19.2%	7.9%	6.6%	4.8%	8.3%
My manager helps me improve my performance	24.5%	26.6%	16.2%	13.5%	6.6%	6.1%	6.6%
I have discussed my performance with my manager in the last 6 months	26.2%	29.7%	14.0%	7.0%	3.5%	9.2%	10.5%
<b>Optional Questions</b>							
My manager provides me with feedback	17.0%	34.1%	17.9%	10.0%	7.4%	6.6%	7.0%
At my organisation, poor performance is addressed by managers	7.0%	14.4%	22.3%	20.1%	12.2%	9.6%	14.4%
The feedback my manager gives me is helpful	20.5%	32.8%	11.8%	20.1%	4.4%	5.2%	5.2%

The base and the optional questions both had high disagreement scores. The disagreement score for the question “At my organisation poor performance is addressed by managers” had a very high disagreement score of 36.2%.

## Indicator 4: Managing performance



## MANAGING PERFORMANCE

You have recently revised and refreshed your performance Review process, which has been renamed as Career Review. Training on how to conduct the reviews has been carried out with your managers and this was well received. Feedback was very positive from members of staff I interviewed, especially regarding the process being automated, doing away with paperwork and easier to fill in. However, I did find that not all members of staff have had a Career Review. Many had not even had an appraisal under your old scheme. I believe that this is a development area for you. This is confirmed by a high disagreement score of 23.2% to the question “I have discussed performance with my manager in the last six months.”

Coaching and Mentoring continues to be very strong across your organisation and is one of the ways in which members of staff continue to learn and develop.

Comments included:

“Our Career Reviews are now automated.”

“The Career Reviews are much better.”

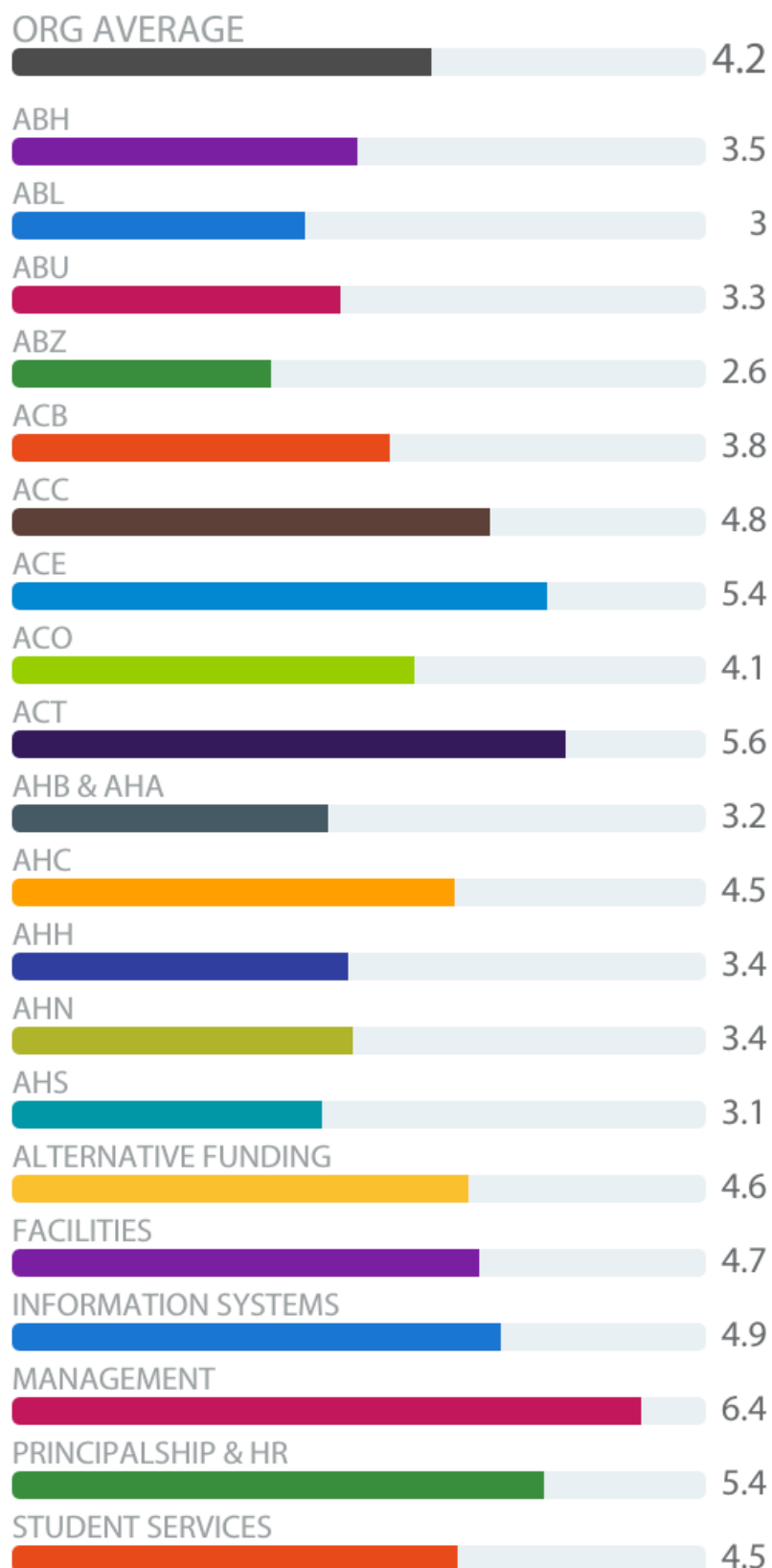
“I have not had any feedback for some time.”

### Indicator 5: Recognising and rewarding high performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I am consistently recognised when I exceed expectations	11.8%	21.0%	16.2%	16.2%	8.3%	12.2%	14.4%
I get appropriate recognition for the work I do	11.4%	21.0%	20.1%	13.1%	11.4%	9.6%	13.5%
I feel appreciated for the work I do	14.8%	27.9%	17.5%	10.5%	9.2%	7.0%	13.1%
I am rewarded in ways that match my motivations	9.2%	17.0%	15.3%	19.7%	10.0%	14.8%	14.0%

This was your lowest scoring indicator on the survey with high disagreement scores on all four base questions. The question “I am rewarded in ways that match my motivations” had a very high disagreement score of 38.8%.

## Indicator 5: Recognising and rewarding high performance



## RECOGNISING AND REWARDING HIGH PERFORMANCE

I am aware that you have been working hard on your Reward and Recognition Strategy since your last assessment and I believe that you have made great strides forward in the way you recognise members of staff for the work they do in your college. You have set up a cross-departmental group to work on developing a Recognition Framework. Mention was made of members of staff being appreciated in newsletters as well as on Facebook and Twitter. Progress has been made in ensuring managers appreciate, praise and thank members of staff for work carried out, and members of staff appreciate this immensely. Your work in the field of Health and Wellbeing is superb and this was rewarded by your achievement of the Investors in People Platinum Award for Health and Wellbeing in September 2022.

I believe that the low scores in the survey are partly due to the ongoing national pay negotiations with your teaching staff and also the protected time arrangements for working at home and at the college, which at the time of my interviews were uppermost in staff members' minds. There was mixed evidence regarding morale. Some felt it was low and others thought it was relatively good.

Comments included:

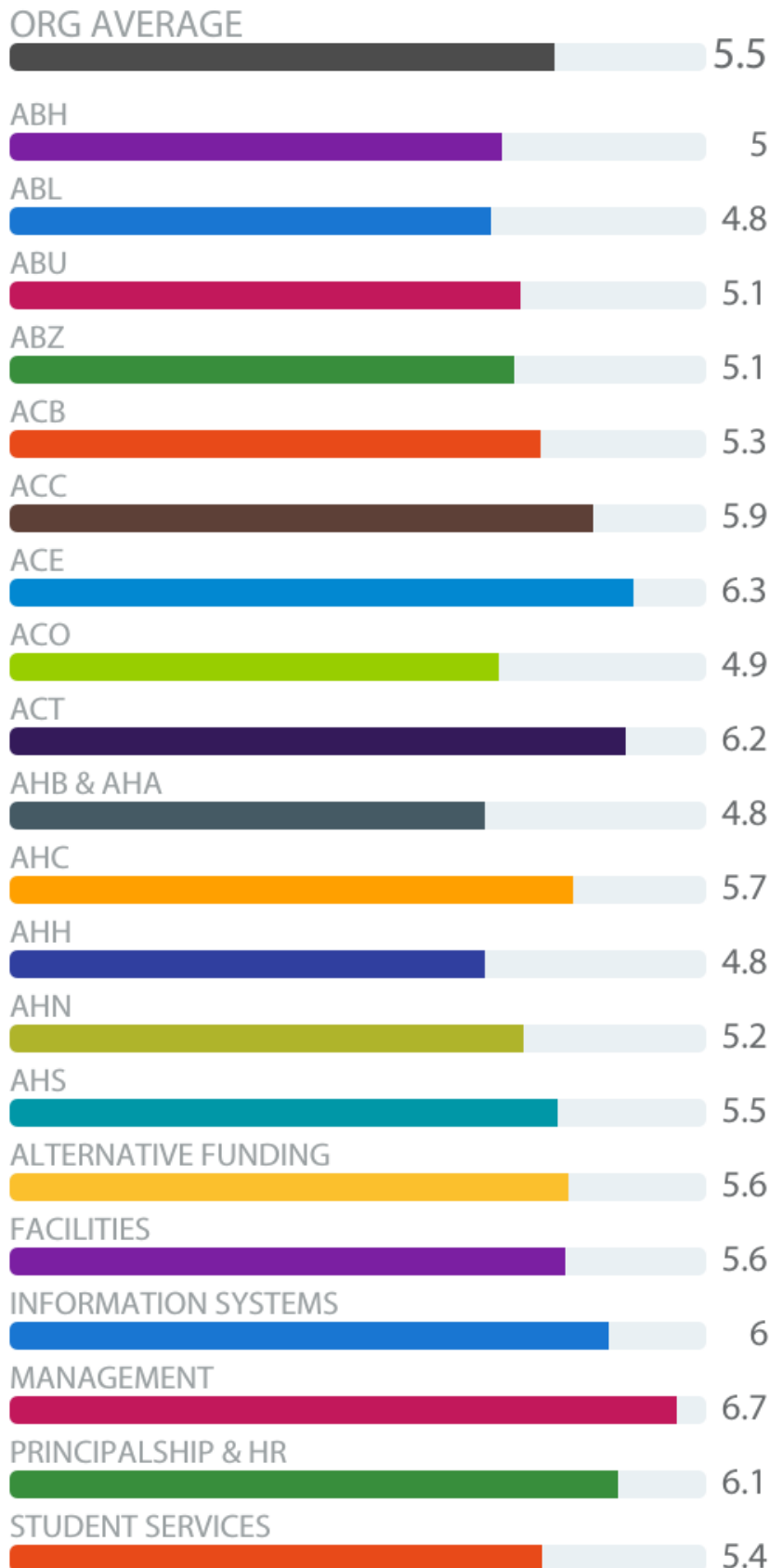
- “There is work being done to give members of staff the opportunity to shine and come forward to show they are valued.”
- “We are working on our Recognition Framework.”
- “My Manager appreciates what I do.”
- “Our college benefits have been revised and updated.”
- “We do get thanked.”
- “Our college benefits are really good here.”

## Indicator 6: Structuring work

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
My work is interesting	33.2%	41.0%	16.6%	3.9%	2.6%	0.9%	1.7%
I am able to develop the skills I need to progress	13.5%	31.9%	23.1%	12.7%	5.7%	7.4%	5.7%
I have the right level of responsibility to do my job effectively	21.0%	38.0%	16.6%	8.3%	5.7%	6.1%	4.4%
My role enables me to work well with others	28.4%	46.7%	17.0%	5.2%	1.3%	0.4%	0.9%
<b>Optional Questions</b>							
My role enables me to work collaboratively with other teams	21.4%	33.6%	22.7%	9.2%	5.2%	5.2%	2.6%

This was your highest scoring indicator in the survey but disagreement scores in this indicator were still high, with a disagreement score of 18.8 % in answer to the question “I am able to develop the skills I need to progress.”

## Indicator 6: Structuring work





## STRUCTURING WORK

You have introduced a new organisational structure since the last assessment and this is embedding well.

Members of staff I talked to confirmed that they are clear about their roles and responsibilities, and the standards expected of them. Job descriptions have been revised and updated, if necessary. You have carried out a lot of work on the Professional Standards for Lecturers in Scotland's Colleges, which is linked to GTC Registration, and I received good feedback on this work.

You have been revising and refreshing your policies, and this has been very successful. Good feedback was received from new members of staff on your Induction process and how they were told about your policies and procedures.

Members of staff work within specific teams but there is a strong sense of collaborative working now across your organisation and I was impressed to see how hard all members of staff are working together to achieve your Vision, Mission and Strategic Objectives.

Comments included:

“New policies have been developed which is good.”

“Policies are on our portal.”

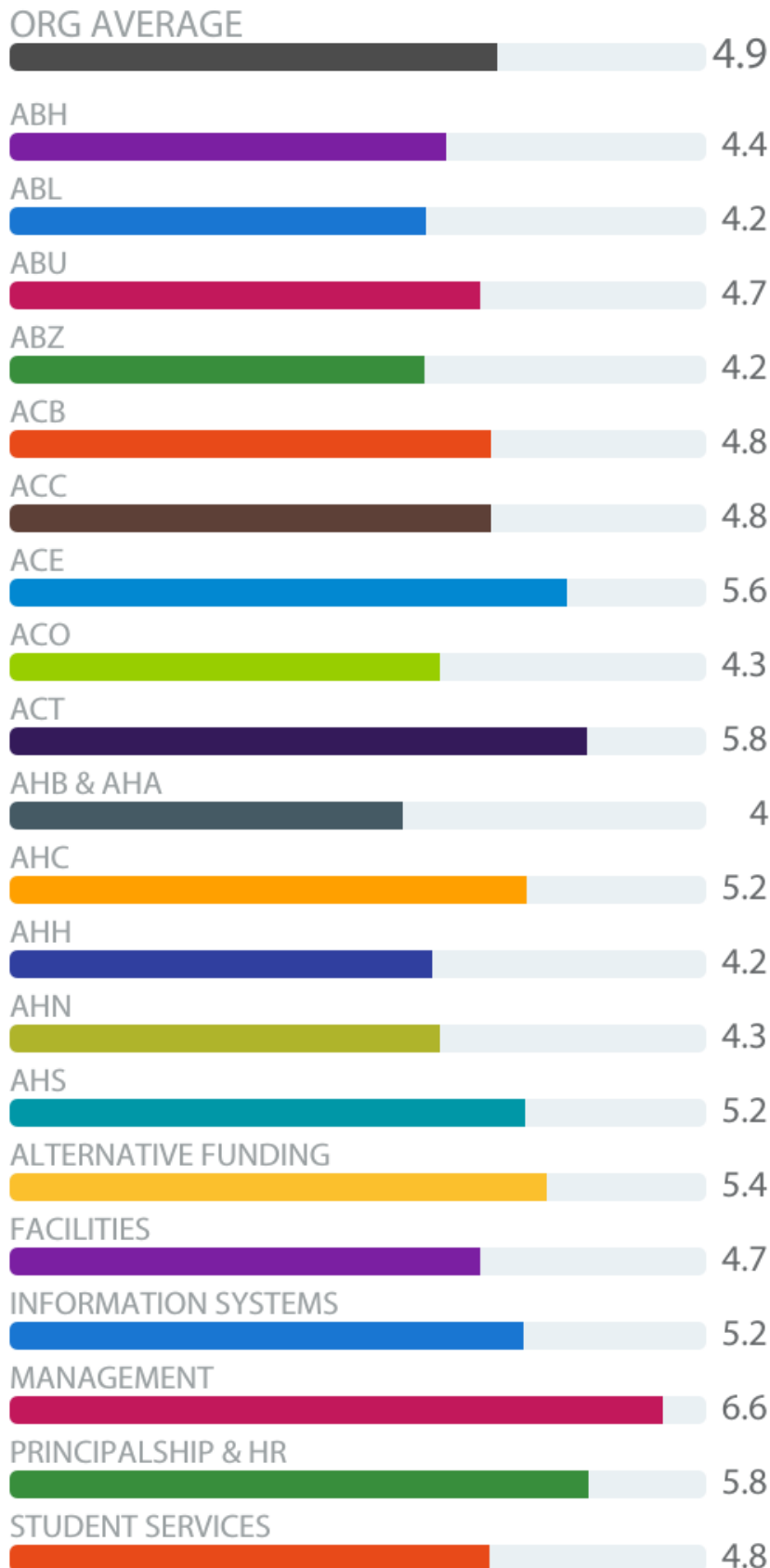
# Improving

## Indicator 7: Building capability

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
My manager thinks it is important that I develop my skills	24.9%	32.3%	16.2%	12.2%	5.2%	4.4%	4.8%
I have opportunities to learn at work	15.3%	37.1%	21.8%	9.2%	5.7%	5.7%	5.2%
I make use of my organisation's learning and development opportunities	15.7%	34.5%	23.1%	14.4%	3.1%	5.2%	3.9%
I know how my organisation invests in learning and development	14.8%	25.3%	21.0%	14.0%	7.9%	10.0%	7.0%
People are selected for roles based on their skills and abilities	9.6%	23.6%	18.8%	17.0%	12.7%	7.9%	10.5%

The disagreement scores are again high, which will be disappointing for you as you believe that you invest a great deal in the learning and development of your members of staff. The question “I know how my organisation invests in learning and development” had a disagreement score of 24.9% and the question “People are selected for roles based on their skills and capabilities” had a disagreement score of 31.1%.

## Indicator 7: Building capability



## BUILDING CAPABILITY

I was very impressed with the amount of investment you have put into learning and development since the last assessment and so I know that you will be very disappointed with the low survey scores. You have a detailed Employee Training Plan for the Academic Year, which details how training will be carried out in six areas, and a budget is allocated to each area. Members of staff talked about training being received through the Annual Staff Conference Day and also through Staff Development days tailored to the department they work in. Good feedback was received on both these set training days.

You are working on a Talent Management Strategy to cover both Academic and Support members of staff, and I believe that this will have a positive effect on your staff retention rate. It will also help to attract new members of staff to your college.

Your recruitment and selection procedures are very fair, efficient and effective, and you use your Values as the basis of your recruitment.

Your Succession Plan continues to be a work in progress, and I believe that you have worked very hard on this plan since your last assessment.

Comments included:

“Staff CPD is better now.”

“Our Succession Plan continues to be a work in progress.”

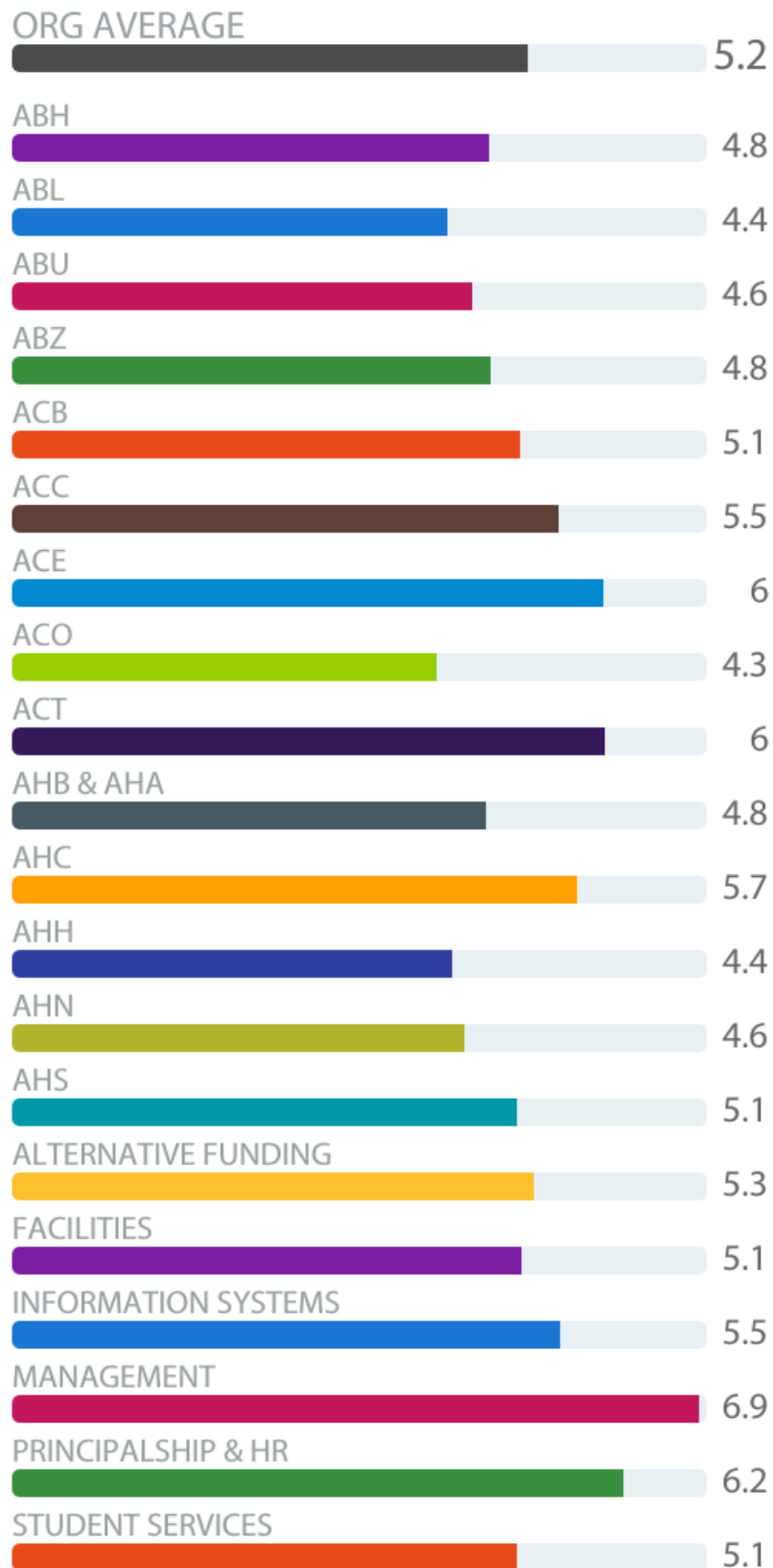
“Our recruitment and selection procedures are very good.”

## Indicator 8: Delivering continuous improvement

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I look for improvement ideas from my colleagues	26.6%	42.8%	18.8%	8.3%	1.3%	0.9%	1.3%
I am encouraged to improve the way I do things	15.7%	33.2%	20.1%	16.6%	3.5%	5.2%	5.7%
I am responsible for improving the way we do things	16.2%	27.9%	21.8%	15.3%	6.6%	5.7%	6.6%
I am trusted to try new approaches in the way I work	18.3%	31.4%	22.3%	14.8%	3.1%	3.9%	6.1%
<b>Optional Questions</b>							
I am not blamed if I make an honest mistake	17.9%	35.4%	13.5%	19.7%	7.4%	3.9%	2.2%

This was your third highest scoring indicator in the survey but the disagreement score to the question “I am responsible for improving the way we do things” was high at 18.9%.

## Indicator 8: Delivering continuous improvement



## DELIVERING CONTINUOUS IMPROVEMENT

This report already shows how much you continue to encourage continuous improvement and you measure the impact of your investment in members of staff by linking it specifically to achieving your Strategic Objectives. You are very strong in bringing in knowledge externally to improve your organisation's performance and have worked hard in this area since the last assessment. Mention was made of forming partnerships with local employers, of working, to name but a few, with Skills Development Scotland, the Scottish Funding Council, Education Scotland, Scottish Government, the College Development Network, Fearless Glasgow and Quality Forum groups.

Members of staff I believe are more commercially aware now of the need to ensure their courses are filled and that their students complete the courses and, as mentioned earlier, a Curriculum Review is being carried out at present to address this area.

New ideas and suggestions from members of staff are being welcomed now by Management and members of staff are pleased that this is happening. Mention was specifically made of the new CPD tracking log, the protected time for Curriculum Managers, new ways of working, more consultation with external bodies and the work you are undertaking on the environment and sustainability.

Comments included:

“Barriers have been removed in the college and we are able to suggest new ideas now.”

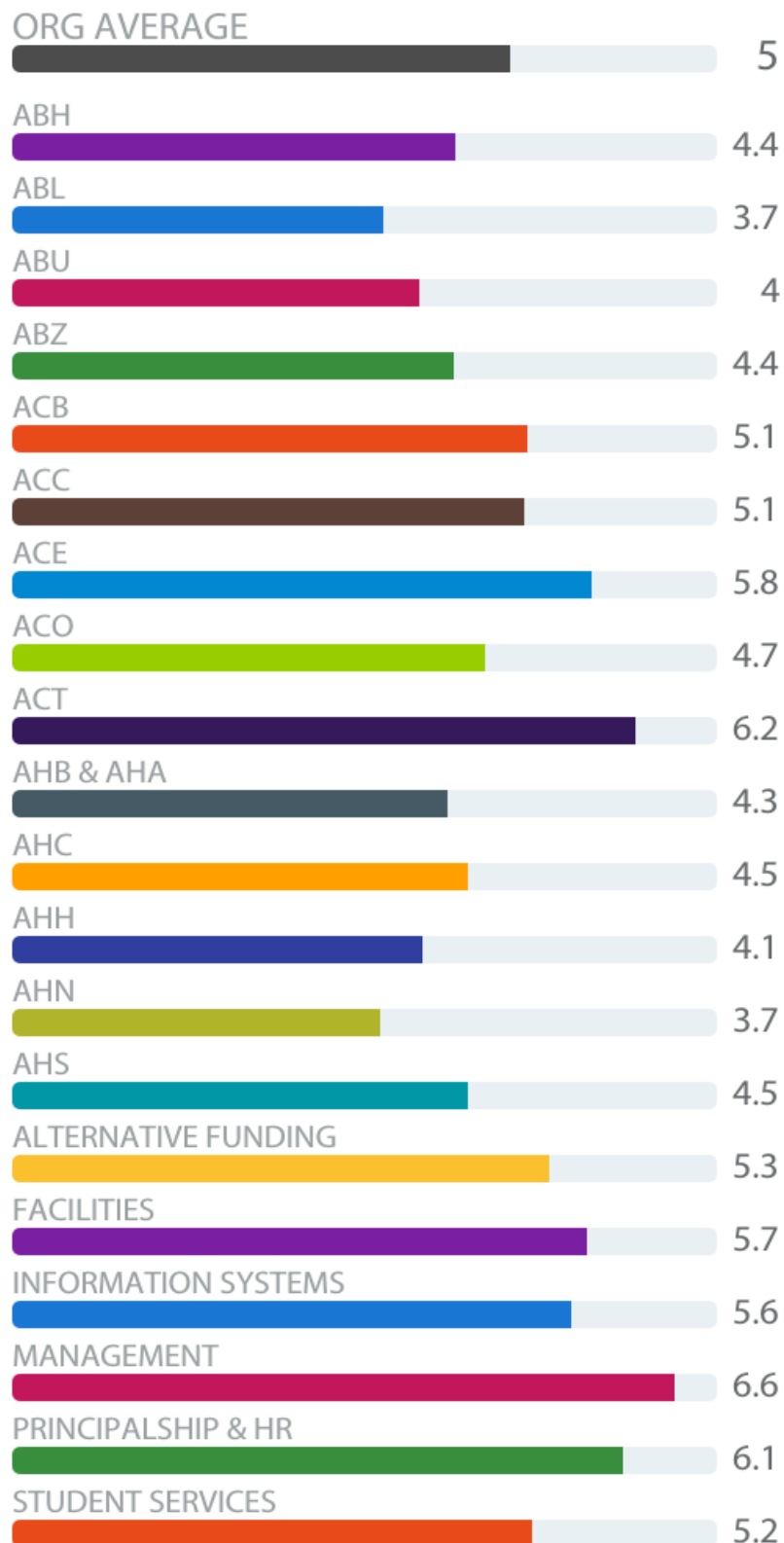
“We work with many external agencies.”

## Indicator 9: Creating sustainable success

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
My organisation is a great place to work	18.8%	23.6%	22.7%	10.9%	9.2%	7.0%	7.9%
My organisation has a plan for the future	16.2%	31.4%	14.8%	21.0%	4.8%	3.9%	7.9%
My organisation embraces change	14.0%	27.1%	21.0%	13.5%	7.0%	10.0%	7.4%
My organisation has a positive impact on society	24.0%	36.7%	16.2%	14.4%	3.5%	2.2%	3.1%

Your scores in this indicator are also low, especially to the question “My organisation is a great place to work” with a disagreement score of 24.1% and a disagreement score of 24.4% to the question “My organisation embraces change.”

## Indicator 9: Creating sustainable success





## CREATING SUSTAINABLE SUCCESS

You are very clear on your future priorities and I believe that members of staff are now much more involved in the development of your future plans and the part they have to play in ensuring that your organisation thrives and continues to move forward and be successful. Members of staff are very aware of the future challenges for your organisation and cited the college's reputation, recovery from Covid 19, student funding, recruiting and retaining students, students' resilience and wellbeing, diversifying courses to suit what industry wants, recruiting and retaining members of staff, inflation, the pace of digital change, rising energy costs and the increased cost of living.

You have dealt with a great deal of change since your last assessment and continue to do so, and you are to be commended for the way you have handled this. The changes are detailed earlier in my report but you believe the biggest changes have been around your organisation's restructure, your new Teaching, Learning and Assessment Strategy, the work you are doing to upskill your Curriculum Managers, the refreshing and revising of all your policies, and your ongoing work on innovation.

You are clear on who your stakeholders are and have worked hard over the last couple of years to enhance and develop these partnerships. Your partnership work is very strong, and all members of staff are aware of the importance of this work to promote your college.

Your work in the community remains very strong and your recent community open day was a great success. Your charity work is outstanding and your support for both local and national charities is immense. You are also to be commended for the work you do with ESOL students.

Comments included:

"Our challenge is to attract students to our courses."

"Funding is a big challenge for us."

"Staff morale is a challenge."



Want to get in touch?

[info@investorsinpeople.com](mailto:info@investorsinpeople.com)

## HR COMMITTEE

<b>DATE:</b>	February 2023
<b>TITLE OF REPORT:</b>	10
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	Discussion to review the progression of the Equality Outcomes
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ol style="list-style-type: none"> <li>1. note the status and progress of the current equality outcomes; and</li> <li>2. request the Head of HR to bring forward an update report to an appropriate future meeting of the Committee.</li> </ol>
<b>RISK</b>	The following risks have been identified: <ol style="list-style-type: none"> <li>1. not achieving the equality outcomes agreed as part of the Public Sector Equality Duty; and</li> <li>2. non-compliance with the Public Sector Equality Duty.</li> </ol>
<b>RELEVANT STRATEGIC AIM:</b>	Successful Students – skilled & knowledgeable staff  Highest Quality Education & Support – productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management
<b>SUMMARY OF REPORT:</b>	The report will provide insight into each of the following areas: <ul style="list-style-type: none"> <li>• Status of each equality outcome</li> </ul>




## 1 INTRODUCTION

As members will be aware, under the Public Sector Equality Duty the Board of Management has agreed to four equality outcomes to be delivered by 2025.


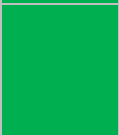
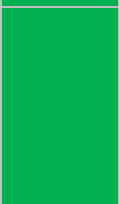

As previously agreed with the HR Committee, an update will be provided to members on a periodic basis. The HR Committee had approved previously the following reporting format for such a report.

## 2 EQUALITY OUTCOMES STATUS

The following shows identifies the key for each colour code used within the report.

	On Track
	Not started
	Behind schedule / Concern

2.1 The following is a status update on each of the equality outcomes:

Status	Outcome
	Outcome 1 – Develop the engagement of underrepresented students and staff groups through an increase in tailored peer support groups.
	Outcome 2 - Annual engagement with three organisations to enable and progress our recruitment and management of employee and students across identified underrepresented groups.
	Outcome 3 – Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity. Ensure that at least 90% of these populations have awareness of equality and diversity practices.
	Outcome 4 – Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community.

2.2 The following is a status update on actions for Outcome 1 - Develop the engagement of underrepresented students and staff groups through an increase in tailored peer support groups:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify peer support groups for employees	Already identified and established needs for each group
	Identify peer support groups for students including: understanding the greatest support requirements for disabled people; and support for ESOL (English to speakers of other languages) students	Already identified and established needs for each group
	Regular peer support group activities for employees	
	Regular peer support group activities for students	

2.3 The following is a status update on actions for Outcome 2 - Annual engagement with three organisations to enable and progress our recruitment and management of employee and students across identified underrepresented groups:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify organisations to partner with to improve our recruitment and management of employees	Already identified
	Identify organisations to partner with to improve our recruitment and management of students	Already identified
	Implement action plans to improve our recruitment and management of employees in the identified, underrepresented groups	
	Implement action plans to improve our recruitment and management of Students in the identified, underrepresented groups	

2.4 The following is a status update on actions for Outcome 3 - Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity. Ensure that at least 90% of these populations have awareness of equality and diversity practices:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Create and implement a marketing and communication plan for students and employees to ensure an awareness of our Equality and Diversity practices, including the updating of employee and student induction material and implementing a FREDIE calendar	Marketing plan in progress.  Employee and student journeys are being redesigned to capture this outcome.  FREDIE calendar in progress.
	Measure the awareness and understanding of employees around our Equality and Diversity practices	
	Measure the awareness and understanding of students around our Equality and Diversity practices	

2.5 The following is a status update on actions for Outcome 4 - Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify training solution for employees	Training identified and purchased.
	Identify training solution for students	Training option being reviewed
	Include tailored training to the Learning Management System and communicate the learning requirement to all employees	In progress, working with vendors and internal colleagues
	Include tailored training to the Learning Management System and communicate the optional learning requirement to all student	
	Promotion of training courses throughout the year	
	Review the completion rates and achievement levels for all employees	
	Review the completion rates and achievement levels for all students	

### 3 EQUALITIES

The approach set out in this paper are designed to promote and support those with protected characteristics.

#### **4 RISK**

The following risks have been identified:

- i. not achieving the equality outcomes agreed as part of the Public Sector Equality Duty;  
and
- ii. non-compliance with the Public Sector Equality Duty.

#### **5 RECOMMENDATIONS**

Members are recommended to:

- 1. note the status and progress of the current equality outcomes; and
- 2. request the Head of HR to bring forward an update report to an appropriate future meeting of the Committee.





#### HR COMMITTEE

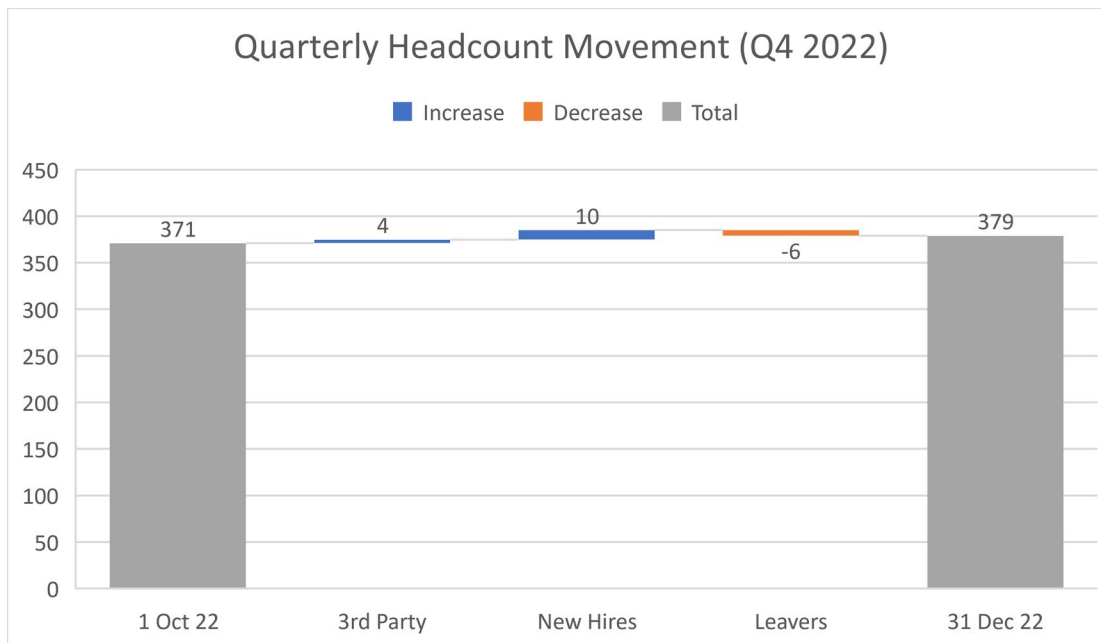
<b>DATE:</b>	February 2023
<b>TITLE OF REPORT:</b>	Quarterly HR Report
<b>REFERENCE:</b>	11
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	Provide the HR Committee with a quarterly update on HR matters.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to note the updates relating to staff.
<b>RISK</b>	
<b>RELEVANT STRATEGIC AIM:</b>	Successful Students – skilled & knowledgeable staff  Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional learning and development; appropriate risk management
<b>SUMMARY OF REPORT:</b>	The report will provide insight into each of the following areas: <ul style="list-style-type: none"><li>• Headcount Management.</li><li>• Health &amp; Wellbeing.</li><li>• Employee Engagement.</li><li>• Learning &amp; Development.</li><li>• Employee Relations.</li></ul>

## 1 INTRODUCTION

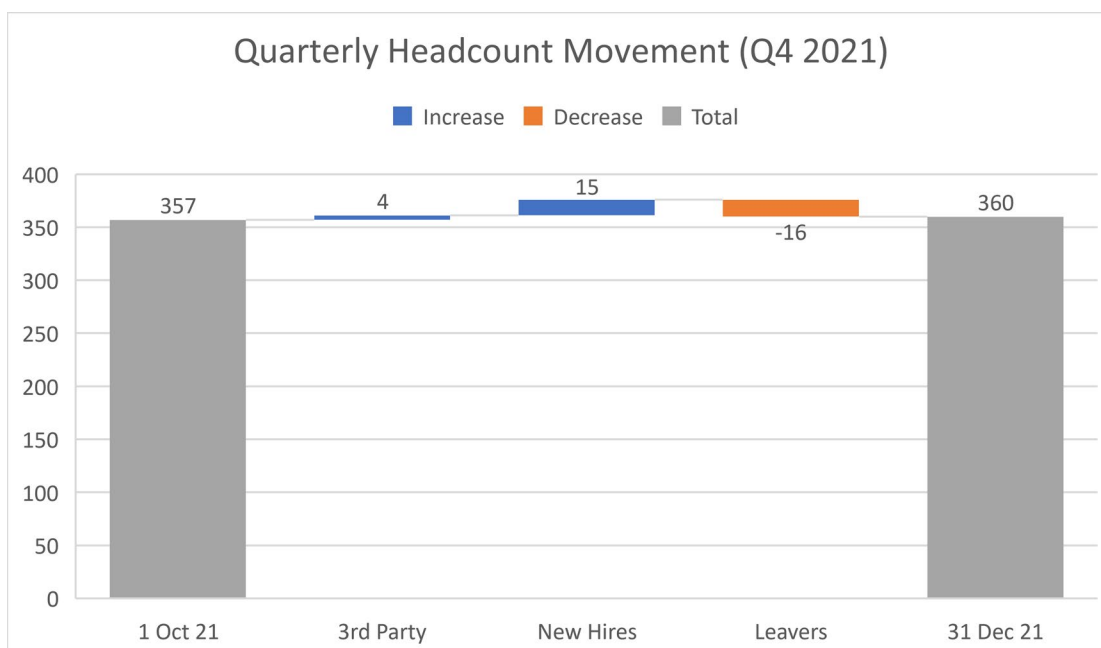
1.1 This paper seeks to provide members with an overview of HR matters for the College for the period of 1<sup>st</sup> October to 31<sup>st</sup> December 2022.

## 2 HEADCOUNT MANAGEMENT

2.1 The quarterly headcount movement is shown in the graph below, which demonstrates a slight movement in headcount over the period, with 3 x 3<sup>rd</sup> party contractors, 16 new hires and 15 leavers.



The following graph shows a comparison to the prior year which has slightly less activity.

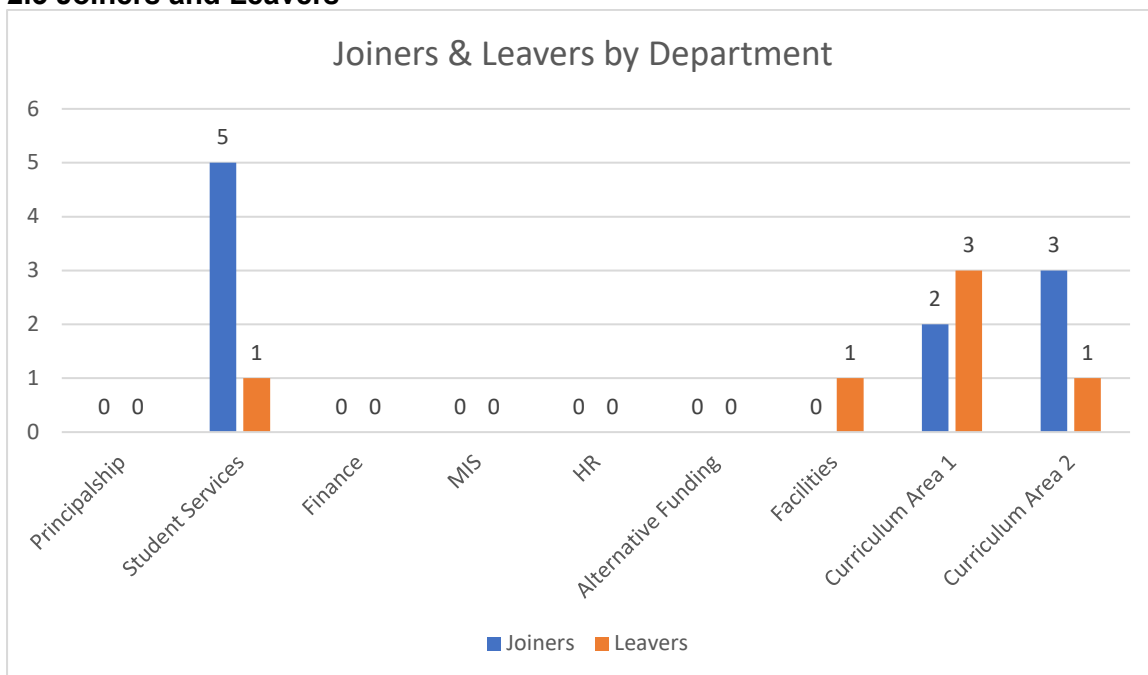


## 2.2 Recruitment

Recruitment activities during the period are shown below:

Position	Reason	Status
Technical Administrative Assistant	Previously agreed	Appointment made
Financial Accountant	Previously agreed	Appointment made
Student Counsellor	Previously agreed	Appointment made
Student Counsellor (Placement)	Previously agreed	Appointment made
Lecturer - Health and Social Care (1 FTE Full Time)	Previously agreed	Appointment made

## 2.3 Joiners and Leavers



## 3 HEALTH & WELLBEING

COVID-19 and mental health initiatives continue to be at the forefront of College Health & Wellbeing efforts.

### 3.1 COVID

In line with Scottish Government guidance, the College has returned to on-campus teaching without requirements with regard to mask wearing and social distancing. The College continues to offer hand sanitising stations and has a “*respect*” campaign for anyone who chooses to social distance, wear a mask or take any other reasonable actions which they wish to do in order to feel safe. Members should note that the College will continue to update its COVID procedures in line with Scottish Government guidance.

## 3.2 Mental Health

### Mental Health Working Group

The Group continues to meet on a regular basis to review and offer solutions to support positive mental health. The following sections are updates from this meeting:

#### Increasing Membership

Several members of the Group have left recently for varying reasons. The group is actively recruiting new members from the College community who have an interest in mental health and can bring their own skills and experience.

The next meeting of the group is scheduled for Thursday 9<sup>th</sup> March 2023.

## 3.3. Wellbeing Initiatives

### Wellbeing Initiatives

#### Chiropodist

The onsite Chiropodist remains a popular service, following visits in October, November, and January where sessions continue to be in demand. With the use of Microsoft bookings staff are able to select and manage appointments with the Chiropodist reducing the administrative involvement from Human Resources.

#### Support Services

The College provides support to employees through partnerships with PAM Assist (our employee assistance programme) and Access to Work (a mental health support service).

The following table shows quarterly employee engagement with the support:

	Number of Employees
PAM Assist – Employee Assistance Programme Appointment Services	Telephone Counselling/Advice – 14 Telephone Appointment 1 <sup>st</sup> Session – 6 Telephone Appointment Additional Session – 28 Total – 48
Pam Assist Web Analysis	Web Analysis Total – 126 Top Topics Searched for: Community – 31% Stress and Anxiety – 19%
Access to Work Mental Health Support Service	Total Referrals - 10
Referral Source	Virtual Appointment Day – 6 Employer Referral – 3 Maximus Website - 1

During this reporting period, support was provided for the following conditions: anxiety, depression, stress, financial, bereavement, relationships and general family issues.

## **4 EMPLOYEE ENGAGEMENT**

The College is progressing the review of the employee journey and underlying processes, in order to enhance the employee experience and engagement. Each part of the employee journey is being managed as a “*process sprint*” in order to promptly prepare these for automation. The process sprints currently being progressed are: payroll; recruitment; induction; contractual amendments; attendance and annual leave.

### **4.1 Employee Engagement & Internal Communications**

The College continues to issue fortnightly updates to all colleagues, to provide a platform to raise awareness of College-wide activities. This approach has received positive feedback from staff.

### **4.2 Equality, Diversity & Inclusion**

#### **Equality Mainstreaming Interim Report 2023**

This Equality Mainstreaming Interim Report 2023, reports on the progress on mainstreaming the general duty of the Public Sector Equality Duty into all College functions.

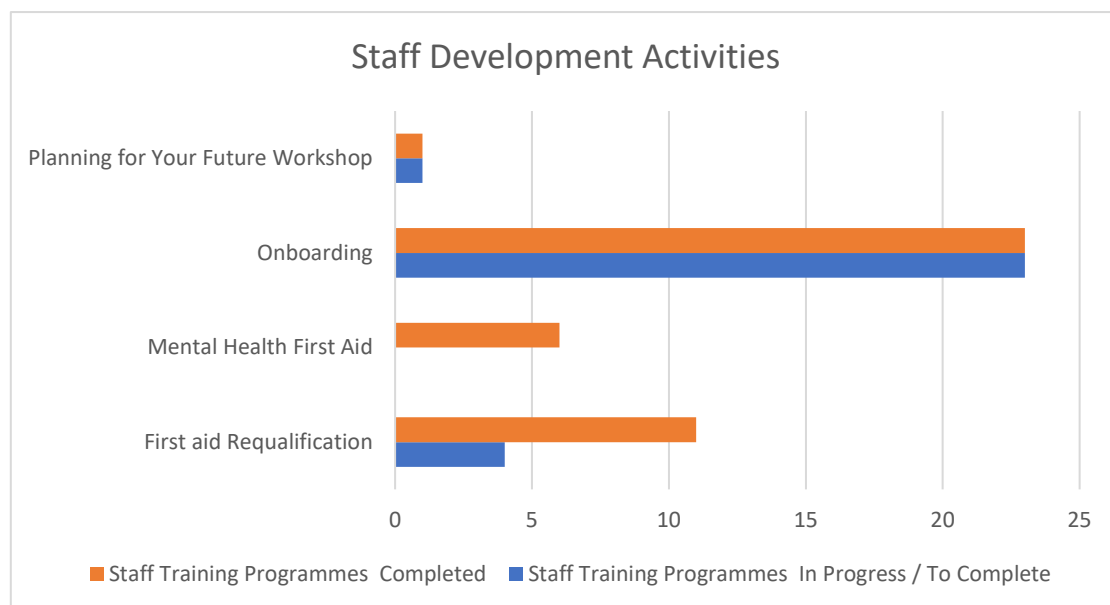
The report also provides an update on the progress made against the Equality Outcomes set in 2021.

## **5 LEARNING & DEVELOPMENT**

### **5.1 Staff Development Activities**

The Staff Development Day on the 6<sup>th</sup> of January 2023 provided an opportunity for staff take part in departmental training sessions. Each department arranged specific training for their area providing time of any mandatory training to also be carried out.

The following graph shows the current learning and development activities across the College. The graph does not include all individual CPD requests which are reviewed and undertaken on an ongoing basis, including specific sessions from the staff development day.



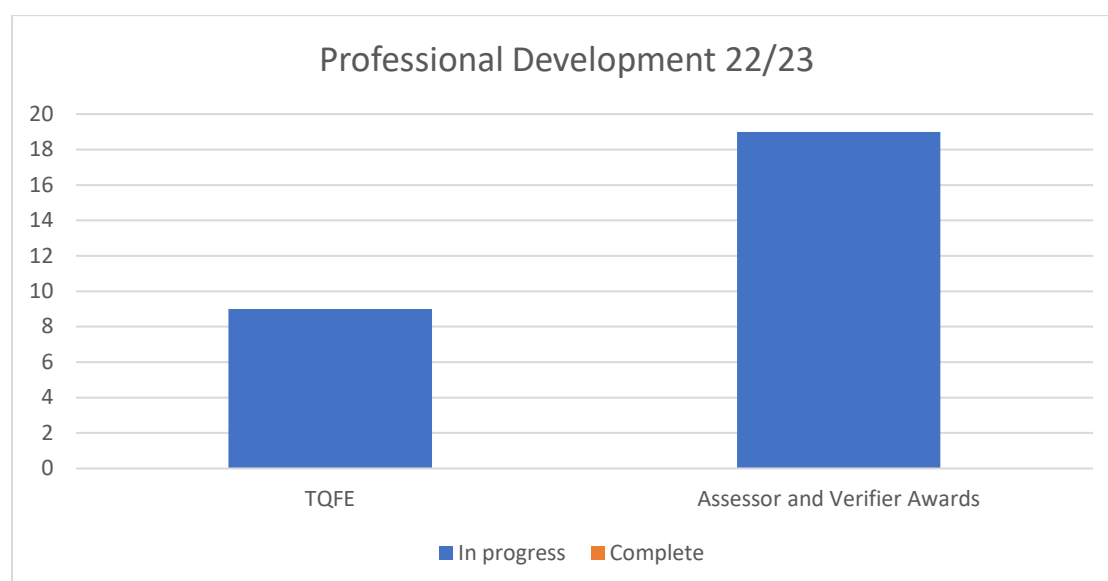
## 5.2 Professional Qualifications

The new TQFE cohort commenced in September 2022. There is no PDA cohort planned for 2022/23 as the College is working to review, renew and develop more personalised support pathways for staff on their journey to TQFE. There are currently 19 staff undertaking the Assessor and Verifier Awards. An update on this will be provided at the next scheduled meeting of the Committee.

A brief explanation of each qualification is noted below:

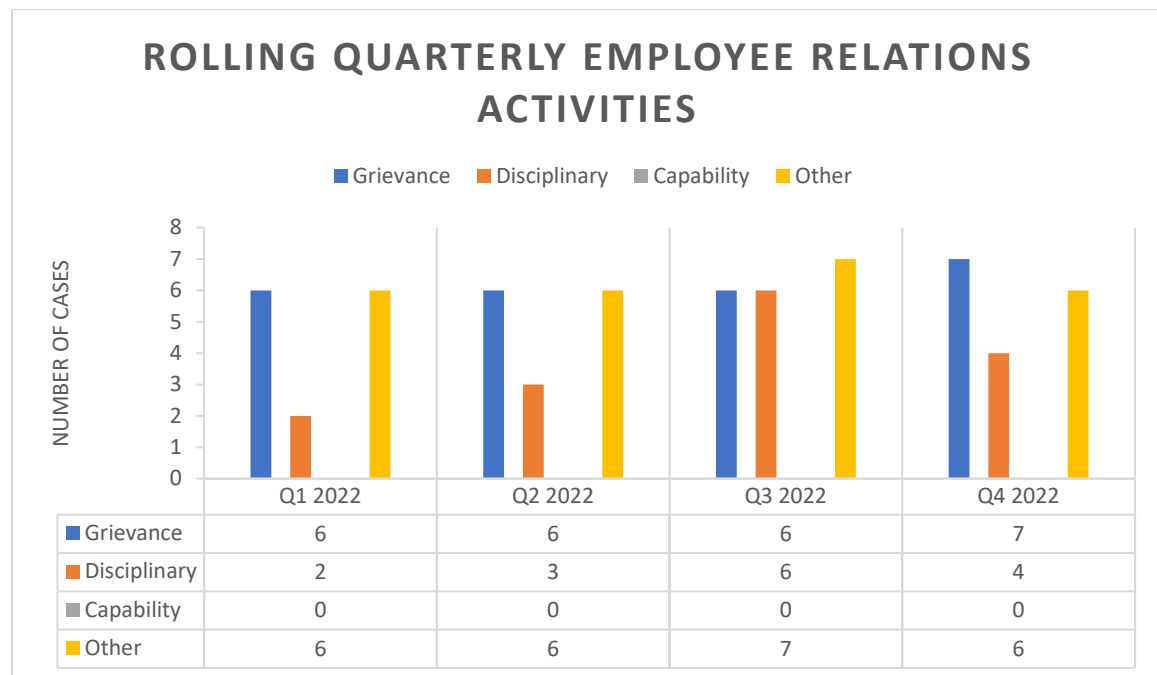
**TQFE** – The Teaching Qualification in Further Education is the recognised in-service teaching qualification for FE lecturers in Scotland. The qualification is completed at Degree (SCQF 9) or Postgraduate (SCQF 11) level.

**Assessor and Verifier Awards** – Qualifications for assessors and verifiers of regulated, taught qualifications. Ensures consistency in application of quality assurance and that occupational competence requirements of lecturers are met.



## 6 EMPLOYEE & INDUSTRIAL RELATIONS

### 6.1 Employee Relations



Several employee relations activities are delayed beyond policy and procedure due to governance intervention and involvement.

## 7 EQUALITIES

There are no new matters for people with protected characteristics which arise from consideration of this report.

## 10. RISK

There are no new risks arising from consideration of this report.

## 8 RECOMMENDATIONS

Members are recommended to note the updates contained in this report.

## HUMAN RESOURCES COMMITTEE

<b>DATE:</b>	23 February 2023
<b>TITLE OF REPORT:</b>	Health and Safety Update Reporting Period Oct – Dec 2022
<b>REFERENCE</b>	12
<b>AUTHOR AND CONTACT DETAILS</b>	Stella McManus <a href="mailto:Stella.mcmanus@slc.ac.uk">Stella.mcmanus@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide the Human Resources Committee with a summary of in-year performance to date.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"> <li>• note progress made against the Health and Safety Audit actions;</li> <li>• note the training that continues to take place especially additional sessions for fire wardens and the updated First Aid procedures;</li> <li>• consider and note the increase in the number of minor accidents;</li> <li>• consider and note the fire safety and alarm testing update and</li> <li>• consider and note the minutes of the Health and Safety Committee which took place on 22 November 2022.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That there is a failure to adhere to statutory and legislative health and safety requirements</li> </ul>
<b>RELEVANT STRATEGIC AIMS:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• Progress has been made against the Health and Safety Audit actions, with the launch of the updated policy.</li> <li>• Training continues to be run especially for fire wardens, the new First Aid Procedures and the new Health and Safety Policy.</li> <li>• There has been an increase in the volume of minor accidents, largely in part due to an increase in cuts and one student who has had seizures caused by medication changes.</li> <li>• There have only been two unplanned fire evacuations in this reporting period.</li> </ul>



## 1. INTRODUCTION

1.1 This paper provides an overview of health and safety activity since the November 2022 Committee meeting and covers the October 2022 – December 2022 reporting period.

## 2 RECRUITMENT

2.1 The College has appointed an Administrator within the Facilities office to support the ongoing work of the Health and Safety team, and which will complete the full staffing team.

## 3 HEALTH AND SAFETY AUDIT

3.1 An update on progress against the health and safety audit actions can be found in the table below.

3.2 Table 1: Health and Safety Audit Progress

Audit Action	Progress
Launch the new Health and Safety Policy, establish a communication plan to brief staff.	The Health and Safety Policy was approved by the Board of Management in November 2022. The policy is now live, and all staff are required to read and accept the policy upon log-in. The Health and Safety Coordinator is developing a series of briefing sessions to advise staff of the main changes
The wording around the reporting of near misses in the new Policy should include specific wording which clearly defines the types of near misses which should be reported and those which do not need to be reported.	This has been added to the revised First Aid Procedures, and training to support this is being rolled out.
We recommend that a programme of refresher training for staff should be developed to coincide with the launch of the revised Occupational Health and Safety Policy and associated procedures. Attendance at this refresher training should be mandatory for all members of staff and completion of the training should be monitored by HR to ensure full attendance.	This is being carried out in association with the Health and Safety team as per the launch of the policy, with attendance recorded at sessions as well as at online sign in to say the policy has been read and accepted.  HR will provide generic H&S training as part of the e-learning suite.
An exercise should be completed to update the master spreadsheet to demonstrate the number of issues identified and to record the remedial action taken. Once the master spreadsheet has been updated, the location of the master document on the server should be communicated to managers so that they can review and provide updates on any remedial action taken.	The master log is being updated routinely and any outstanding items pursued to provide an update. This log is now shared with all managers.
We recommend the reporting of an Annual Health and Safety Report be incorporated into	An annual report will be produced for the first Board meeting of each academic year reviewing

the forward workplan for the Human Resources Committee to ensure that Board Members have the opportunity to consider and approve the annual report and the forward workplan for health and safety activity for the coming year.	all aspects of health and safety. en and to establish priorities and targets for the academic year.
---	---

## **4 TRAINING**

4.1 The Health and Safety team have been conducting routine training for staff. These include:

- 4.1.1 Health and Safety Induction training;
- 4.1.2 Fire Warden training
- 4.1.3 First Aid Procedures
- 4.1.4 Building Supervisors attended bespoke Health and Safety Awareness training.

4.2 There is further training planned which includes additional fire warden and first aid procedure training. All staff are undergoing refresher training on risk assessments and the revised approach to the control of substances hazardous to health (CoSHH). This is in addition to the all-staff training on the new Health and Safety Policy.

## **5 ACCIDENTS AND FIRST AID**

5.1 The accident reporting period is from October - December 2022. During this period there were forty-one minor accidents reported, which is an increase of approximately a third from the previous quarter. Members should note that there were no RIDDOR incidents.

5.2 There was a marked increase in the number of minor accidents, due to an increase in cuts and seizures in particular. All these injuries were minor or superficial and the College is investigating solutions for these including the use of cut proof gloves. In addition, action is being taken to ascertain if these incidents are more likely to occur with specific student cohorts such as school groups or new students. Should this prove to be the case, the identified groups will be provided with additional training or enhanced personal protective equipment (PPE).

5.3 The seizure incidents are all from one student and this is due to issues with the management of epilepsy medication. A risk assessment has been put in place for this student to support both them and the staff.

#### 5.4 Table 1: Minor Accident Report

Incident Type	Oct – Dec 2022	Previous Quarter
Allergic reaction	2	1
Cuts	12	5
Burns	4	0
Chest/ Back Pain	2	1
Sick/Faint	7	3
Bang/Fall	7	3
Seizure	7	1
<b>Total</b>	<b>41</b>	<b>14</b>

## 6 FIRE SAFETY AND ALARM TESTING

6.1 Fire Warden refresher training has been carried out to ensure Fire Wardens are aware of their duties during emergency evacuations of the College. This has included a practical demonstration on the use of fire extinguishers. Future sessions are being planned.

6.2 The fire alarm continues to be tested weekly recording outcomes. All activation points are tested on a cyclical basis to ensure break glass activations are checked as part of these tests

6.3 During the October – December 2022 period there were two unplanned fire evacuations, these were accidental and were caused by maintenance works by the alarm company engineer and the unauthorised removal of a dust cover. All staff exited the building in a timely manner on both occasions, and Fire and Rescue Scotland were in attendance. Actions have been taken to help to reduce the risk of the same issues re occurring.

## 7 EQUALITIES

7.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report.

## 8 RISK

8.1 That there is a failure to adhere to statutory and legislative health and safety requirements

## 9 RECOMMENDATIONS

9.1 Members are recommended to:

- note progress made against the Health and Safety Audit actions;
- note the training that continues to take place especially additional sessions for fire wardens and the updated First Aid procedures;
- consider and note the increase in the number of minor accidents;
- consider and note the fire safety and alarm testing update and

- consider and note the minutes of the Health and Safety Committee which took place on 22 November 2022.

## **ANNEX A: HEALTH AND SAFETY MEETING MINUTES 22 NOVEMBER 2022**

### **Attendees**

Present: Alan Sherry, Stella McManus, Craig Ferguson, Neill Gillespie, Fraser McCormick, Alisdair McTavish, Mandy Murray, Fiona MacCormick, Susan Thorburn, Margaret Campbell, Deborah Lawson.

#### **1. Apologies**

Rhona Keys, Gary McIntosh, Davis Auchie, John Dick

#### **2. Minutes of Previous Meeting**

Minutes of previous meeting were reviewed by the Committee with no issues outstanding.

#### **3. Accident Report (Quarter Figures)**

The Committee reviewed the latest accident report. There are no discernible patterns on types of accidents. One is a reportable RIDDOR incident but relates to a chronic illness and is not caused by any estates issues. AS asked that his thanks be noted for the two First Aiders who attended for their calm and reassuring manner

#### **4. Fire Report (Quarter Figures)**

CF spoke about the new Fire Log which is to be implemented shortly. This collates all information relating to inspections, training, evacuations, maintenance, and day to day activities relevant to our Fire Procedure. SM asked that JD circulate the figure for unplanned evacuations for the most recent quarter to the committee. It was suggested that there be additional training for Fire Wardens about stopping all vehicles either entering or leaving the car park in the event of a fire evacuation. JD will also look at designating additional staff to be responsible for the use of the Fire Evacuation Chairs  
Actions To Be Completed In Advance of Next Meeting:

- Circulate figure for unplanned fire evacuations for last quarter.
- Review fire warden training to include additional training for monitoring traffic, and to designate staff to be responsible for fire evacuation chairs.

#### **5. Risk Improvement Report**

The committee reviewed the report and noted the actions taken to resolve any issues. Recommendations have been signed off by CF.

#### **6. First Aid Procedure**

The committee have been asked to review this document and pass any comments to CF before 02/12/22. The First Aid Rota is now in place which will be monitored for its effectiveness. JD will share the rota with HR Dept.

ST commented that some of the phone extensions were either not working or missing. NG will contact all First Aiders to confirm availability of phones.

**Actions To Be Completed In Advance of Next Meeting**

- The Health and Safety Team to check phone extensions, availability of phones and / or to provide “walkie talkies”.
- First Aid Procedure to be edited and reviewed before going to SLT for approval prior to the Christmas break.

## **7. Health & Safety Training**

Several training sessions have been conducted since the last meeting including Fire Wardens, New Start Inductions, Completing Risk Assessments and COSHH Training. Refresher training for forklift drivers will be recorded through both Facilities and HR. NG will check if all departments are using the same form for COSHH.

**Actions To Be Completed In Advance of Next Meeting**

- Health and Safety Team to check if all areas are using the same COSHH form.

## **8. Risk Assessments Update**

Following on from the previous point, room risk assessments are continuously being reviewed with a new traffic light system in place to highlight when reviews are required. All reviews will be completed before the next scheduled meeting.

## **9. Health and Well Being**

HR will be promoting the Access to Work Mental Health Service through the online newsletter. The Flu Vaccination programme has been run although the uptake number was down on last year. Staff circuit class will be resuming shortly after the risk assessment has been done for it.

## **10. A.O.C.B.**

CF commented on the number of students smoking and vaping in prohibited areas directly outside the main building and what deterrents should be in place. It was suggested that the curriculum teams reiterate our policy to the students and issue the Code of Behaviour to them. Regular offenders may be disciplined. JD will also speak to the Student Association on this matter.

**Actions To Be Completed In Advance of Next Meeting**

- Health and Safety Team to work with the Student Association.

## **DATE OF NEXT MEETING**

TUESDAY 7 FEBRUARY

## HR COMMITTEE

<b>DATE:</b>	February 2023
<b>TITLE OF REPORT:</b>	Absence Management
<b>REFERENCE:</b>	13
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	Provide the HR Committee with a quarterly update on Absence Management.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ol style="list-style-type: none"> <li>1. note the contents of this report; and</li> <li>2. note the additional information provided in the appendix.</li> </ol>
<b>RISK</b>	The following risks are identified: <ol style="list-style-type: none"> <li>1. adverse business, employee and student impact of long term and/or frequent absence; and</li> <li>2. financial impact of absences.</li> </ol>
<b>RELEVANT STRATEGIC AIM:</b>	<p>Successful Students – skilled &amp; knowledgeable staff</p> <p>Highest Quality Education &amp; Support – valued &amp; enthusiastic staff; high-quality support services; productive partnerships</p> <p>Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management</p>
<b>SUMMARY OF REPORT:</b>	<p>The report will provide insight into each of the following areas:</p> <ul style="list-style-type: none"> <li>• 5-year Rolling Absence Trend.</li> <li>• Departmental Absence Data.</li> <li>• Staff Absence Figures (in appendix)</li> </ul>

## 1 INTRODUCTION

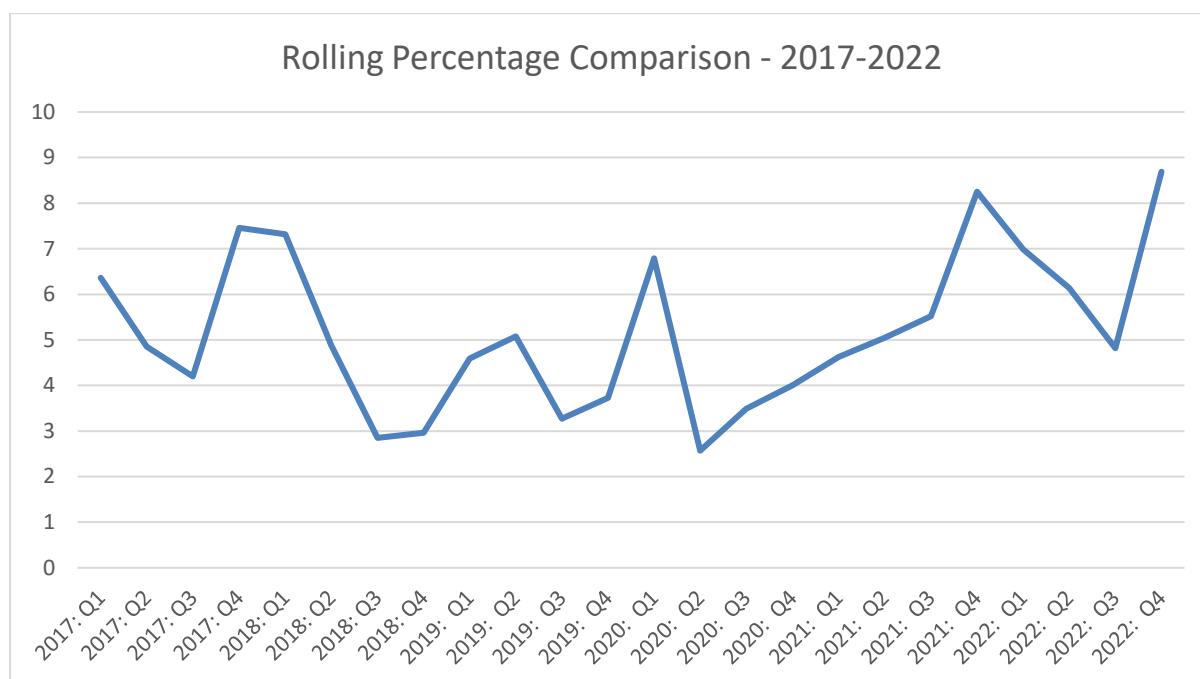
1.1 This paper seeks to provide members with an overview of Absence Management for South Lanarkshire College for the period of 1<sup>st</sup> October to 31<sup>st</sup> December 2022.

### 1.2 Five-Year Rolling Absence Trend

The College rolling absence percentages are shown in the graph below. The current absence rate has increased to 8.69%, the highest point in the trend. Absence rates remain above the official average data from the Office for National Statistics (ONS). The table below is updated with the ONS 2021 Absence Rates data:

UK	Scotland	Public Sector	Education
2.2%	2.1%	3.0%	2.2%

Unofficial Scotland Colleges data highlights an average range of between 1.4% and 3.6% for academic year 2020-2021 versus the College average of 4.2%. The average range for academic year 2021-2022 being between 3.13% and 5.5% versus the South Lanarkshire College average of 6.7%. The College anticipates that the introduction of the new Attendance Management Policy will provide appropriate support for employees and will have a positive impact on these figures.



### 1.3 Departmental Absence Data

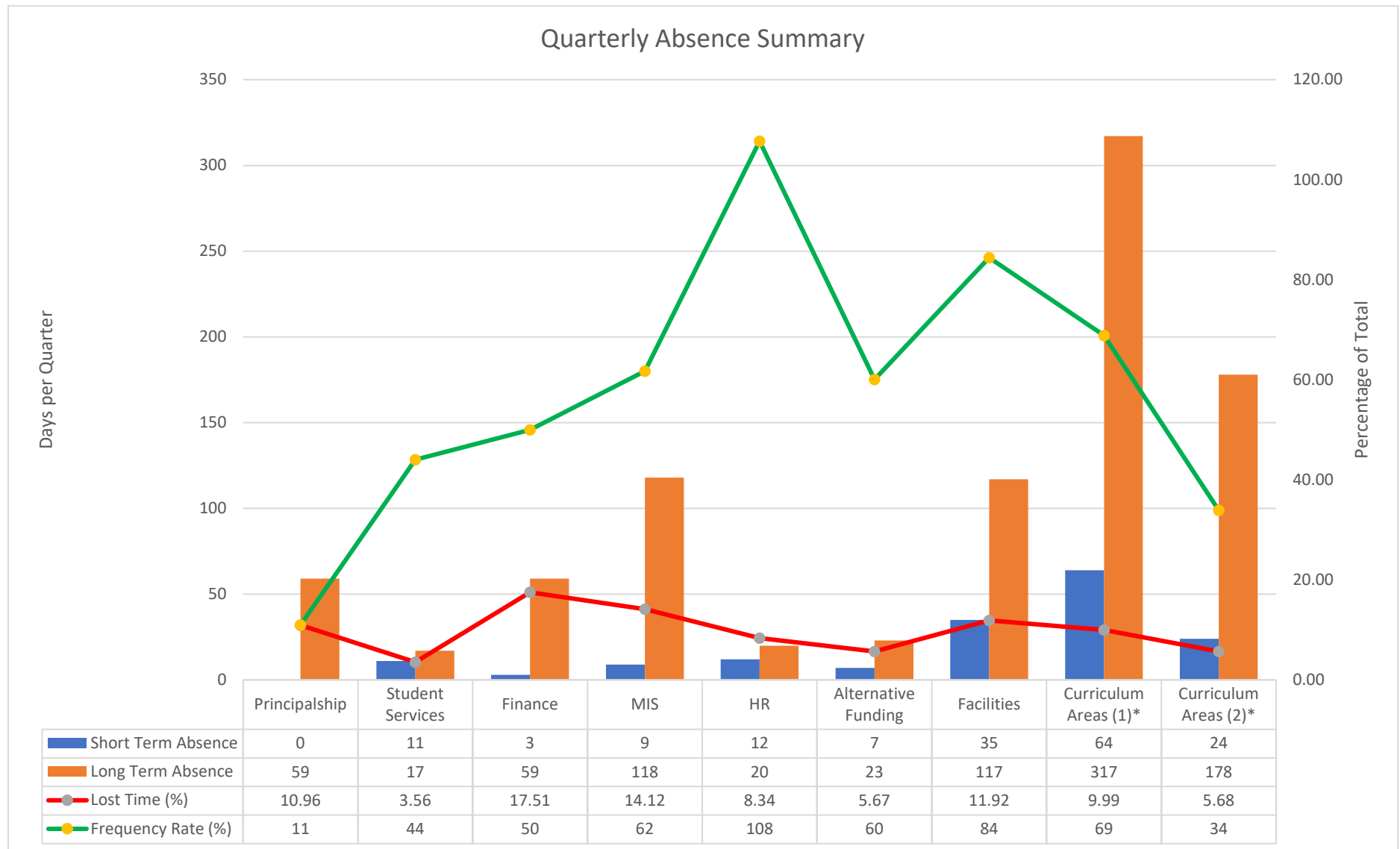
The following graph shows that long-term sickness is no longer the key driver of overall absence figures, with 38.3% absences being longer than three weeks.

Comparative data from Office of National Statistics 2021 Absence report highlights that similar absence categories that are comparable to College Long-Term Absences (categories of “mental health conditions” and “musculoskeletal problems”) are 27.6% of total absences.



The graph below also highlights the following:

- Lost time (%) per department which expresses the percentage of total time available which has been lost due to absence. The College has lost 8.52% of available working days to absences. The Information Systems and the Finance teams have higher lost time rates than other areas of the College. The approximate salary cost of lost time is £123,794.51. This does not consider the costs of overtime, replacements, impact of service and salary oncosts.
- Frequency rate (%) per department, which is measured as the average number of absences per employee, based on the department headcount and the number of days absence in the department, expressed as a percentage. HR and the Facilities teams have higher frequency rates of absence based on headcount.



**\*Breakdown of Curriculum Areas**

Curriculum Areas (1):	Accounting and Legal Beauty Therapy and Sport Early Education and Childcare Hairdressing and Make Up Artistry Health and Social Care Learning Development Life Science
Curriculum Areas (2):	Building Services Built Environment Business, Management and Media Carpentry and Joinery Hospitality, Events and Tourism (inc Horticulture) Wet Trades

## **Absence Management Appendix**

### **Staff Absence Figures**

## 2 STAFF ABSENCE FIGURES

### 2.1 Summary

Department	FTE	Instances	Days Available	Days Lost	% Lost	Instances per FTE	Days Lost per FTE
Principalship	9.12	1	538.08	59	10.96	11%	6.47
Student Services	25.22	11	1487.98	53	3.56	44%	2.10
Finance	6	3	354	62	17.51	50%	10.33
CMIS	16.2	10	955.8	135	14.12	62%	8.33
HR	6.5	7	383.5	32	8.34	108%	4.92
Alternative Funding	11.65	7	687.35	39	5.67	60%	3.35
Facilities	28.44	24	1677.96	200	11.92	84%	7.03
Curriculum Areas (1)*	76.99	53	4542.41	454	9.99	69%	5.90
Curriculum Areas (2)*	76.64	26	4521.76	257	5.68	34%	3.35
<b>TOTALS:</b>	<b>256.76</b>	<b>142</b>	<b>15148.84</b>	<b>1291</b>	8.52	55%	5.03

#### APPROXIMATE SALARY COST OF STAFF ABSENCE:

(Based on an average salary of £35,000 per annum)

**£123,794.51**

## 2.2 Long Term Sickness (any absence over 3 weeks)

### LONG-TERM SICKNESS (any absence over 3 weeks)

Department	FTE	Days Available	Days Lost	% long-term sickness	No staff long-term sickness
Principalship	9.12	538.08	59	10.96	1
Student Services	25.22	1487.98	17	1.14	1
Finance	6	354	59	16.67	1
CMIS	16.2	955.8	118	12.35	3
HR	6.5	383.5	20	5.22	1
Alternative Funding	11.65	687.35	23	3.35	1
Facilities	28.44	1677.96	117	6.97	3
Curriculum Areas (1)*	76.99	4542.41	317	6.98	9
Curriculum Areas (2)*	76.64	4521.76	178	3.94	5
<b>TOTALS:</b>	<b>256.76</b>	<b>15148.84</b>	<b>908</b>	<b>5.99</b>	<b>25</b>

## 2.3 Short Term Sickness

Department	FTE	Days Available	Days Lost	% short-term sickness	No. staff short-term sickness
Principalship	9.12	538.08	0	0.00	0
Student Services	25.22	1487.98	11	0.74	6
Finance	6	354	3	0.85	2
CMIS	16.2	955.8	9	0.94	4
HR	6.5	383.5	12	3.13	4
Alternative Funding	11.65	687.35	7	1.02	4
Facilities	28.44	1677.96	35	2.09	13
Curriculum Areas (1)	76.99	4542.41	64	1.41	35
Curriculum Areas (2)	76.64	4521.76	24	0.53	14
<b>TOTALS:</b>	<b>256.76</b>	<b>15148.84</b>	<b>165</b>	<b>1.09</b>	<b>82</b>



## HR COMMITTEE

<b>DATE:</b>	February 2023
<b>TITLE OF REPORT:</b>	SPPA Pension Return Status Update
<b>REFERENCE:</b>	14
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	Provide the HR Committee with an update on SPPA Pension Reporting.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to note the contents of the status update.
<b>RISK</b>	The following risks are recognised: <ol style="list-style-type: none"><li>1. delay in annual pension reports to our employees; and</li><li>2. the continued failure to submit data by the deadline required by external bodies presents a reputational risk to the College.</li></ol>
<b>RELEVANT STRATEGIC AIM:</b>	Highest Quality Education & Support – Valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional learning and development; appropriate risk management
<b>SUMMARY OF REPORT:</b>	The report will provide a status update on the action plan for SPPA pension reporting.



## 1. INTRODUCTION

As agreed at the HR Committee Meeting in September 2022, the following steps are being implemented in order to mitigate the risk of late data reporting to SPPA of Pension Data.

## 2. STATUS UPDATE

Action No.	Action	Due	Status
1	Complete Return 2022	19 Sept 2022	
2	Create Internal Monthly Reporting System	28 Oct 2022	
3	Return Overdue Leavers Forms	29 Nov 2022	
4	Monthly Pension Data Collation (Apr – Oct)	15 Dec 2022	
5	Ongoing Monthly Pension Data Collation	15-days after month	
6	Quarterly Pension Meeting with SPPA	Commencing January 2023	
7	Ongoing Leavers Forms	15-days after month	
8	Official Annual Pension Report	31 May (will target 15 April)	
9	Automate Process with new HR System	TBC	

### KEY:

	Completed
	Started & On Target
	Risk of Not Achieving Deadline
	Not Started

## 3 EQUALITIES

The timely return of pension data reporting positively impacts people with protected characteristics.

## 4 RECOMMENDATION

Members are recommended to note the contents of the status update.

## 5 RISKS

The following risks are recognised:

1. delay in annual pension reports to our employees; and
2. the continued failure to submit data by the deadline required by external bodies presents a reputational risk to the College.

## HR COMMITTEE

<b>DATE</b>	February 2023
<b>TITLE OF REPORT</b>	Employment Tribunal
<b>REFERENCE</b>	15
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	To inform members of an upcoming employment tribunal.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to note the contents of this paper.
<b>RISK</b>	The following risks apply: <ul style="list-style-type: none"> <li>• cost of legal fees and participation in the employment tribunal process; and</li> <li>• reputational damage.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• Background to the employment tribunal claim; and</li> <li>• Update of employment tribunal claim progress.</li> </ul>

## **1. INTRODUCTION**

1.1. This paper provides an overview of a potential employment tribunal.

## **2 BACKGROUND**

2.1 Members were informed of the outcome of a disciplinary matter at the September 2022 HR Committee meeting.

2.2 The College adhered to the Disciplinary Procedure, including through to the Appeal stage.

2.3 The College had evidence for each count of gross misconduct which resulted in immediate dismissal of the employee.

## **3 UPDATE**

3.1 During December 2022, the College engaged in an early conciliation dialogue, facilitated by ACAS.

3.2 ACAS stated that the claimant was seeking reinstatement or an agreed reference. Due to the significance of the Disciplinary findings, the College did not accept reinstatement request however it did agree to discuss the reference option.

3.3 Subsequently, ACAS advised that the claimant changed their request and is now seeking compensation.

3.4 Both parties were unable to agree to early conciliation.

3.5 Employment Tribunals (Scotland) have issued a Notice of Claim.

3.6 Following the Notice of Claim, ACAS asked again if the College can negotiate on a settlement.

3.7 The College is currently concluding its Response Form to Employment Tribunals (Scotland) with assistance from its legal advisors.

## **4 EQUALITIES**

There are no new matters for people with protected characteristics which arise from consideration of the report.

## **5 RISK**

The following risks apply:

- Cost of legal fees and participation in the employment tribunal process; and
- Reputational damage.

## **6 RECOMMENDATIONS**

Members are recommended to note the contents of this paper.

## **7. DECLARATION OF INTEREST**

This paper contains a declaration of interest on behalf of the chair as a consequence of his employment with Anderson Strathearn the College legal advisors. It should be noted that the chair does not participate in the development any legal advice provided to the College.

## HR COMMITTEE

<b>DATE</b>	February 2023
<b>TITLE OF REPORT</b>	HR System
<b>REFERENCE</b>	16
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	To update members on the HR System.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to note the contents of this paper.
<b>RISK</b>	<p>The following risks apply:</p> <ul style="list-style-type: none"> <li>• failure to automate HR procedures will impact adversely on the ability of the College to implement successfully the Board's HR &amp; People Strategy and Strategic Priorities;</li> <li>• additional staff may be required to continue with manual procedures at a time of budget reductions; and</li> <li>• automation will contribute to compliance with Data Protection legislation and reduce the possibility of a data breach.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<p>Successful Students – skilled &amp; knowledgeable staff</p> <p>Highest Quality Education &amp; Support – valued &amp; enthusiastic staff; high-quality support services; productive partnerships</p> <p>Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional learning and development; appropriate risk management</p>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• Update on HR System</li> </ul>

## **1. INTRODUCTION**

- 1.1. As members will recall the College engaged in a tender exercise using the procurement framework provided by APUC and concluded on a new software system to replace the existing HR and Payroll systems.
- 1.2. Following approval from the Board of Management, the College has progressed contractual discussions with the vendor of the software.

## **2 CURRENT SITUATION**

- 2.1 The College, with guidance from its legal advisers and APUC, have engaged actively with the software provider on contractual discussions.
- 2.2 College Management, the College's legal advisers and the vendor had a meeting on 1<sup>st</sup> February 2023 in order to discuss the final discussions points, including warranty, remedial action and TUPE.
- 2.3 The software provider has committed to respond to the College during week commencing 6<sup>th</sup> February 2022, to advise if the content and actions agreed during the earlier meeting would be acceptable.
- 2.4 Once the contractual terms are agreed and the contract signed, the College will then agree with the software provider on a project initiation meeting.

## **3 EQUALITIES**

There are no new matters for people with protected characteristics which arise from consideration of the report.

## **4 RISK**

The following risks apply:

- failure to automate HR procedures will impact adversely on the ability of the College to implement successfully the Board's HR & People Strategy and Strategic Priorities;
- additional staff may be required to continue with manual procedures at a time of budget reductions; and
- automation will contribute to compliance with Data Protection legislation and reduce the possibility of a data breach.

## **5 RECOMMENDATIONS**

Members are recommended to note the contents of this paper.

### HR COMMITTEE

<b>DATE</b>	February 2023
<b>TITLE OF REPORT</b>	Long-Term Absence Management
<b>REFERENCE</b>	17
<b>AUTHOR AND CONTACT DETAILS</b>	Gary McIntosh, Head of Human Resources <a href="mailto:gary.mcintosh@slc.ac.uk">gary.mcintosh@slc.ac.uk</a>
<b>PURPOSE:</b>	To update members on the management of long-term absence.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to note the contents of this paper.
<b>RISK</b>	There are no identified risks.
<b>RELEVANT STRATEGIC AIM:</b>	Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships  Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional learning and development; appropriate risk management
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>Update on long-term absence management.</li> </ul>

## **1. INTRODUCTION**

- 1.1. The College has three cases of long-term absences which exceed a 12-month duration.
- 1.2. The College introduced an Attendance Procedure in October 2022 which replaced the Absence Policy and Procedure, implemented in 2014.

## **2 IMPACT OF PROCEDURE CHANGE**

- 2.1 Due to the long-term duration of three absences, the College will continue to apply the Absence Procedure that was applicable at the date of them commencing the absence, i.e. the Absence Policy and Procedure dated August 2014.
- 2.2 The relevant clauses and practices from this Procedure will therefore apply to the three employees.
- 2.3 The College anticipates concluding all three long-term absences over the next month.

## **3 EQUALITIES**

There are no new matters for people with protected characteristics which arise from consideration of the report.

## **4 RISK**

There are no identified risks.

## **5 RECOMMENDATIONS**

Members are recommended to note the contents of this paper.