

Human Resources and Remuneration Committee

Shetland UHI

BOM-HRR-2022-04

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| Committee | HR & R | | |
| Agenda Item | 8 | | |
| Date paper prepared | 05/09/2022 | Date of committee meeting | 14/09/2022 |
| Subject | Staff Governance Standard – Shetland UHI Alignment | | |
| Author | Judith Fenton, HR & OD Lead | | |
| Action requested | The Committee are asked to review the evidence presented and confirm whether or not they are satisfied that we can demonstrate our compliance | | |
| Purpose of the paper | To outline how and where Shetland UHI demonstrates compliance with the Staff Governance Standard. | | |
| Brief summary of the paper | This paper seeks to demonstrate the evidence to support our view that Shetland UHI complies with the Staff Governance Standard which we are required to adhere to as part of the expectations in achieving accreditation. | | |
| Consultation | SMG | | |
| Resource implications | N/A | | |
| Risk implications | Failure to comply will impact our aspiration to become assigned. | | |

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| <p>Link with strategy</p> | <p>The activities align with the 'Engagement' strand of our strategy, particularly:</p> <p>To build on our existing student support systems to offer excellent tailored support for any student who needs it; and,</p> <p>To value, encourage and invest in our staff; support their professional development; and promote collaborative working with internal and external colleagues.</p> |
| <p><u>Equality, Diversity and Inclusion</u></p> | <p>Achieving compliance demonstrates our commitment to promoting equality, diversity and inclusion and aligns with our policies and position.</p> |
| <p>Island Community Impact</p> | <p>N/A</p> |
| <p>Paper status</p> | <p><input checked="" type="checkbox"/> Open – The paper may be circulated to non-members of the committee and published online without restriction.</p> <p><input type="checkbox"/> Restricted – The paper must not be circulated to non-members or published online until after the committee meeting.</p> <p><input type="checkbox"/> Confidential - The paper must not be circulated beyond the committee members and should not be published online. [Please note papers may still be subject to Freedom of Information requests – see below].</p> |
| <p><u>Freedom of information</u></p> | <p>Open</p> <p>If closed/ withheld, select date this will become 'open': Enter a date.</p> |

The Staff Governance Standard (available [here](#)) states as follows:

Staff Governance is defined as a system of corporate accountability for the fair and effective management of all staff. Implicit in the Standard is that all legal obligations are met and that all policies and agreements are implemented.

The Standard focuses on how staff in Scotland's colleges are managed and feel they are managed. It recognises the pivotal role of staff in providing education and support services within Scotland's colleges. The Standard assists colleges to demonstrate that they are exemplary employers, and have systems in place to identify areas that require improvement and to develop action plans to address the issues.

A Staff Governance Standard is a strategic framework of minimum standards, continuous improvement, and ongoing consultation and negotiation between the College Board, management, staff, recognised trades unions.

It is expected that all colleges implement a broad range of up to date staffing policies negotiated/consulted, as appropriate, with recognised Trade Unions which reflect current good practice and which provide a positive platform and framework for the effective management, engagement and governance of all staff.

In addition to this, the Standard, in accordance with the Information and Consultation Regulations (ICE), entitles all staff to be:

- 1. well informed*
- 2. appropriately trained*
- 3. involved in decisions which affect them*
- 4. treated fairly and consistently*
- 5. provided with a safe working environment.*

This paper seeks to demonstrate how we align with those requirements at Shetland UHI. Our alignment is achieved via the following threads of activity and internal processes:

1. Trade Union Consultation via our LNCC (see appendix 1)
2. Operational Plan Commitments for HR&OD (see appendix 2)
3. Staff Development Activity (see appendix 3)
4. PDR Process (see appendix 4)

The overarching Standard:

Shetland UHI recognises and complies with the standard. We achieve this via various mechanisms. Via our LNCC we are committed to:

Within the operational plan, the commitments for HR&OD align with the governance standards, particularly in relation to staff development and training. Additionally, we have committed to ensuring communication and team development which we feel is an essential part of our restructuring journey and will provide additional and meaningful opportunities for

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a staff voice to be heard and listened to in relation to restructuring, fostering a sense of 'oneness' and identifying challenges or areas where staff have concern.

In addition, our Staff Development Commitment supports our compliance in relation to staff development and training, and the PDR process sits within this.

ICE Standards

In relation to the ICE Standards, Shetland uHI can demonstrate our achievement in this as follows:

Well Informed:

Shetland UHI distributes College News on a weekly basis to also staff to ensure staff are receiving regular information about their college. The restructure will improve our opportunities to contribute ideas via their team meetings, and our Principal is always able and willing to engage with staff directly.

Through our LNCC, our recognised trade unions, are part of a meaningful consultation/negotiation system on organisational issues such as policy and procedural development; restructuring and organisational development; and the factors relating our commitment to becoming a signatory and therefore implemented the national terms and conditions negotiated via the NJNC, for all employees.

HR also meets with the trade unions as and when requested to do so to engage in informal discussion on matters arising.

Shetland UHI uses staff survey to seek staff input on matters such as hybrid working, annual leave dates, stress, and is committed to using this method of engagement going forward.

Appropriately trained and developed:

Our strategy, and the operation plan commitments for HR (see appendix 2) demonstrate our commitment to staff training and development and the mechanism for insuring this is via the PDR Process. Additionally, Shetland UHI is committed to offering staff development days, and in the future this will also incorporate 'Career Development' opportunities as required via the NJNC.

The Standard states a minimum entitlement of 6 days pro rata CPD to all staff, to be delivered and supported. At this time, Shetland UHI seeks to identify a Staff Development Lead so that we may outline how this is achieved, and how we evidence this.

Training and Development opportunities are promoted widely via our college news and through the dissemination of information received via our Academic Partners, the GTC Scotland, and other national stakeholders.

HR is committed this year to further developing our staff database to ensure we can utilise staff skills more efficiently. This will enable us to deploy skills across the organisation, with a commitment to using the skills we already have when we are considering recruitment or project delivery activity.

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Shetland UHI is complicit in relation to the support of Union Workplace Representatives, Health & Safety Representatives and Union Learning Representatives, who are given reasonable time off for their respective duties.

Involved in decisions which affect them:

This is covered above, but we comply via our LNCC, our open-door approach to receiving staff input, and our principle that restructuring will foster opportunities for staff input and discussion in a more organised and valuable manner, particularly in relation to the Professional areas of the organisation.

Treated fairly and consistently

Via the LNCC, the HR&R Sub-Committee, team meetings, the use of informal 1:1s we are compliant in the requirement to implement of up to date staffing policies, after negotiation/consultation as appropriate with the recognised trade unions, which promote good practice and which are communicated to all staff (including through recognised trades unions). As a merger organisation, there are differentials between our policies and procedures but we address these to ensure consistency and fairness, despite the differences.

We have in place a dignity at work policy which echoes the requirements of the UHI equality, diversity and inclusivity policy and procedures. We have taken steps to ensure explicit compliance with regard to our recruitment policy and procedure, and our leaver questionnaire – which are both anonymous.

Provided with a safe working environment.

Shetland UHI has a health and safety lead to ensure that we have effective Health & Safety arrangements in place, which promote good practice and working, and we use Peninsula to support this, and for auditing purposes.

Conclusion

It is the view of the SMT and HR&OD Lead that Shetland UHI does comply with the Standard, and we have mechanisms in place to review our alignment to ensure ongoing compliance.

Next Steps

The HR&R Sub-Committee are asked to review this document and the attached appendices and assess whether it is satisfied that Shetland UHI complies.

Appendix 1: Trade Union Consultation via our LNCC**MEMORANDUM OF AGREEMENT AND UNDERSTANDING****RECOGNITION AND PROCEDURES AGREEMENT****between****THE BOARD OF MANAGEMENT OF SHETLAND UHI****and****THE EDUCATIONAL INSTITUTE OF SCOTLAND;
FURTHER EDUCATION LECTURERS' ASSOCIATION****and****UNISON****Background**

1. This agreement is between the Board of Management of Shetland UHI (the college), the Educational Institute of Scotland – Further Education Lecturers Association (EIS-FELA) and UNISON. This agreement complements the National Recognition and Procedures Agreement (NRPA), negotiated within the National Joint Negotiating Committee (NJNC), which are:
 - Pay
 - Working hours
 - Class contact hours
 - Sick pay
 - Annual Leave
 - Maternity Policy
 - Paternity Policy
 - Family Friendly Policies
 - Transfer to permanent status
 - Grievance and disciplinary Policies

2. The college recognises EIS-FELA and UNISON for the purposes of consultation and local negotiations where such negotiations;
 - Fall outwith the scope of the NRPA; or

 - Where either party wishes to explore a local agreement to implement any nationally agreed provisions which require local discussion, as agreed at NJNC. Any such agreement requires the consent of all affected parties.

3. All parties acknowledge the need to establish and maintain confidence and trust in the negotiating and consultation arrangements and jointly affirm to adhere to professional standards of behaviour and engagement in all discussions and communications. This may include, on occasion, maintenance of confidentiality. However, the EIS-FELA branch and UNISON branch reserve the right to seek members' views when appropriate, openly and fully consult with members, and seek advice from EIS-FELA and UNISON full time officials.

Equality, Diversity and Inclusivity Statement

The college will promote diversity, uphold equality of opportunity and ensure inclusivity. The college will respond to the needs of learners, staff and other stakeholders irrespective of age, disability, gender, gender reassignment, race, sexual orientation, religion or belief, marital/civil partnership status or pregnancy / maternity. The college will be a diverse community and the college will value this variety and the benefits it brings to the working and learning environment.

1. STATEMENT OF RECOGNITION

- 1.1 The college agrees to representation from all trade unions recognised in the National Recognition and Procedures Agreement (NRPA). This is only EIS/FELA, UNISON, Unite and GMB at present. Locally employees are members of EIS-FELA and UNISON. Should college staff membership of trade unions change from the current position, then the membership of the Local Negotiating & Consultation Committee (LNCC) will be reviewed.
- 1.2 The Board of Management of Shetland UHI therefore hereby recognises The Educational Institute of Scotland, Further Education Lecturers' Association (EIS-FELA) as presently the sole representatives of lecturing staff employed by Shetland UHI and UNISON as presently the sole representatives of non-lecturing staff, in respect of terms and conditions of employment that fall within the scope of the Local Recognition and Procedures Agreement (LRPA) and the NRPA.
- 1.3 Any mutually agreed changes to terms and conditions will also apply to lecturing and non-lecturing staff within the collective bargaining process, who are not trade union members and will become applicable as agreed and, if required, be incorporated into their contracts of employment as soon as is reasonably practicable.
- 1.4 The parties to this LRPA recognise that contracts of employment will be subject to variation by the terms of any collective agreements made by the signatory parties to this agreement. Such variation is applicable to individual members of college staff who are not members of trade unions.
- 1.5 The college and the recognised unions jointly affirm their commitment to the maintenance of good industrial relations and accept that this Recognition and

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Procedures Agreement, and any formal agreements which may arise from it, will be binding on the signatory parties.

2. TRADE UNION MEMBERSHIP

- 2.1 Shetland UHI recognises that it is desirable for staff to be members of a trade union. Staff are free, if they so wish, to join and remain in membership of a trade union, subject to the rules of that trade union.
- 2.2 The written statement of Particulars of Employment will include a statement indicating the collective bargaining arrangements and the opportunity for all staff to join a trade union.
- 2.3 The college trade union representatives will be included in the relevant staff induction process to promote the benefits of membership.

3. SCOPE OF RECOGNITION

- 3.1 This agreement is intended to provide formal recognition between the parties for the following matters:
 - (a) Determination and negotiation of all staffing policies, procedures and work outwith the scope of the National Recognition and Procedures Agreement (NRPA);
 - (b) Determination and negotiation on terms and conditions of employment outwith the scope of the National Recognition and Procedures Agreement (NRPA);
 - (c) Arrangements for local implementation of NRPA and NJNC agreements;
 - (d) Consideration of and recommendations on any structural re-organisation proposals requiring a Board decision, which affect the conditions of employment of the employees represented by the staff side of the committee;
 - (e) Provision of a mechanism for reviewing the implementation of elements of Shetland UHI's corporate plan which have human resource implications;
 - (f) Facilities for trade union officials, trade union health & safety representatives and trade union learning representatives as set out in Clause 10 and the Learning Agreement in Appendix 1;
 - (g) Consultation on matters pertaining to health, safety and wellbeing.

4. STATEMENT OF INTENT

- 4.1 This Recognition and Procedures Agreement is designed to promote the development of good relations between the Board of Management and its employees.
- 4.2 This will be achieved by open and constructive discussion between all parties to create good employee relations and facilitate the development of the college to the mutual benefit of all concerned.
- 4.3 This will promote co-operation and informal processes already established between officers and trade union representatives, including information sharing, negotiation and consultation.
- 4.4 The Board of Management of Shetland UHI, the UNISON Branch and the EIS-FELA Branch jointly affirm their commitment to the maintenance of good employee relations and make this agreement voluntarily and in good faith.

5. LEGAL POSITION

- 5.1 This Recognition and Procedures Agreement is designed to facilitate voluntary local negotiation on appropriate matters. The agreement is not legally binding.

6. AMENDMENTS TO THIS AGREEMENT

- 6.1 All parties agree to review this agreement when required to ensure that it continues to meet the needs of the college and the unions. Amendments to this agreement may be made by the mutual and written agreement of all parties.

7. WITHDRAWAL FROM THE AGREEMENT

- 7.1 The Recognition and Procedures Agreement should operate in a spirit of co-operation. However, any party may withdraw from the agreement after giving six months' notice of their intention.

8. LOCAL CONSULTATION AND NEGOTIATING MACHINERY

- 8.1 Consultation and negotiation between management and the trade unions will be conducted in accordance with the following procedure:
 - 8.1.1 Negotiation and consultation on employment matters which relate to staff shall be conducted within a committee to be known as the Local Negotiating & Consultation Committee (LNCC).
 - 8.1.2 Separate meetings and consultations between representatives of management and a specific trade union may also be arranged as deemed necessary and appropriate, and at such times as may be mutually convenient, to discuss specific matters relating specifically to lecturing or non-lecturing staff.

- 8.1.3 Any agreements reached relevant to solely lecturing or non-lecturing staff just require the agreement of the specific union affected.
- 8.2 The composition of the LNCC shall be a minimum of four members from management, two from EIS-FELA and two from UNISON, with appropriate representation from Human Resources, acting in an advisory capacity. Where local representatives believe that it is required, they may, with appropriate notice in advance of the meeting, make a request to substitute one of their local representatives with an Area Officer, or other full time union official. Management will view such requests sympathetically in all the circumstances and acknowledge that where union structure requires input to particular matters, an external union official may attend. Both sides acknowledge that regular external attendance should not be viewed as usual practice.
- 8.3 The quorum for a meeting of the LNCC shall be three from management, to include the Principal (or their nominated deputy) and three from EIS-FELA / UNISON (both unions must be represented).
- 8.4 Meetings will take place quarterly, or more frequently if required. Normally, meetings will be timetabled to occur within the academic year.
- 8.5 Extra-ordinary meetings will normally be held within 14 calendar days of a request being made by any of the involved parties. This timescale may be extended by mutual agreement.
- 8.6 Management and unions will each appoint a committee secretary. A senior representative and the trade union's branch secretaries will jointly be responsible for arrangements for any meeting and items for inclusion on the agenda. The agenda (and any associated papers) for any meeting will normally be circulated at least seven calendar days prior to the meeting. The LNCC will have responsibility for formally agreeing the minute of any meeting. Agreed minutes will be submitted to the Board of Management of Shetland UHI for information.
- 8.7 A Chairperson and Vice-Chairperson shall be appointed each year by the LNCC at the start of the first meeting in each academic year. If the Chairperson appointed is a Director of Shetland UHI, the Vice-Chairperson shall be appointed from the staff side and *vice versa*. The Chair will rotate on an annual basis. When neither the Chairperson nor the Vice-Chairperson is present, the Committee shall appoint an appropriate Committee member to act as Chairperson at the meeting. The Chairperson of a meeting will not have a casting vote in the appointment of office bearers.
- 8.8 A statement of outcome will be agreed between both parties as soon as possible, but normally no later than three working days, after the conclusion of the meeting.

- 8.9 Collective agreements reached shall be binding on the college and the trade unions through the signatures of the authorised persons. The wording of collective agreements shall be agreed between both parties prior to signing. Formal agreements will be signed by the Principal (or their designated deputy) and the appropriate officer from EIS-FELA and UNISON. The Board of Management will homologate agreements reached at LNCC.
- 8.10 This Recognition and Procedures Agreement shall not detract from the right of communication between the Board of Management and their employees and between the trade unions and their members.

9. RESOLUTION OF COLLECTIVE DISPUTES

- 9.1 In the event of any dispute arising that falls within the scope of this agreement, it will be the intention to resolve the dispute without delay by discussion through the local negotiation machinery.
- 9.2 If a collective dispute arises relating to terms and conditions of employment, then the following procedure shall be followed:
- 9.2.1 The elected officers of the trade union shall formally advise, in writing, the Principal, or in their absence, the designated deputy of the nature of the dispute and if possible, a proposed resolution. If the dispute involves more than one recognised trade union, the notification in writing must come from each union involved.
- 9.2.2 A meeting shall be arranged between college management and the trade union officials of each union who have notified a dispute, normally within three working days or by mutual agreement.
- 9.2.3 The meeting may adjourn for further discussion or investigation by mutual agreement but otherwise agreement of failure to agree shall be recorded.
- 9.2.4 The college management will refrain from implementing any change to terms and conditions which are subject to dispute and the trade unions who have lodged the dispute will refrain from industrial action until the disputes procedure has been followed and all practicable resolutions have been exhausted.

10. TIME OFF FOR TRADE UNION DUTIES AND ACTIVITIES

- 10.1 Accredited representatives will be permitted a reasonable amount of paid time off during working hours to carry out duties that are concerned with any aspect of collective bargaining and representation of individual members, including:
- terms and conditions of employment, including physical working conditions;

- engagement, termination or suspension of employment and the duties of employment;
 - allocation of work or the duties of employment as between employees or groups of employees;
 - discipline and grievance;
 - activities associated with trade union membership;
 - facilities for representatives of the trade union; and
 - machinery for negotiation or consultation and other procedures, for example arrangements for collective bargaining, disputes, joint consultation, communicating with members and other trade union branch officers;
 - performing their functions under health and safety legislation;
 - accredited learning representatives' duties;
 - accredited equalities representatives' duties.
- 10.2 A request for paid time off should be made in writing to the appropriate line manager. The granting of paid time off will not normally be refused but will be subject to the exigencies of the service and should not adversely affect service provision. The appropriate line manager must consider this and the reasonableness of any such request.
- 10.3 The trade union shall advise the Principal of the names of their representatives and their status.
- 10.4 To ensure that workplace meetings are fully representative, paid time off for trade union representatives and members **will be considered** for:
- attending workplace meetings to discuss employment related matters and to vote on the outcome of negotiations;
 - meeting full time representatives to discuss issues relevant to the workplace; and
 - conducting trade union elections.
- 10.5 The college and the trade unions also recognise that it is in the interests of the effective and democratic operation of the trade unions that representatives participate in other activities of the trade unions. Reasonable time off during working hours may be granted for these purposes, which may include:
- Participation, as a representative, in meetings of official policy making and consultative bodies of the trade unions, such as annual conferences or regional meetings;
 - Representing the trade unions on external bodies such as committees or working parties within the official structures of the trade unions;
 - Holding office on official bodies of the trade unions.
- 10.6 Class Contact Remission relates to lecturing staff only and details of the agreement are included in Appendix 2.

11. TRADE UNION FACILITIES

11.1 In order to allow trade union representatives to conduct their trade union duties efficiently and effectively, whenever practicable, where requested and with reasonable notice, the college will provide:

- Accommodation for meetings;
- Access to telephone, email, photocopying, intranet, internet and notice board facilities;
- Confidential space where an employee involved in a grievance or disciplinary matter, or who needs to discuss other confidential matters, can meet their representative.

APPENDIX 1

**LEARNING AGREEMENT BETWEEN
SHETLAND UHI AND
THE EDUCATIONAL INSTITUTE OF SCOTLAND:
FURTHER EDUCATION LECTURERS' ASSOCIATION (EIS-FELA) AND
UNISON**

1. The college agrees to promote lifelong learning opportunities for all members of staff. The college will put in place the arrangements necessary to identify learning needs and will work towards meeting those needs through agreed access and funding arrangements. The college will consult with and involve the relevant trade union representative(s) with these arrangements where appropriate.
2. The college acknowledges the potential benefits to both individual staff members and to the college in the provision of lifelong learning opportunities. The college will ensure that all staff groups are equally aware of the learning opportunities available to them and that they are offered equal access to them.
3. The college recognises that a commitment to lifelong learning may include the identification of a range of individual learning needs which are not necessarily in line with the college's requirements in terms of ongoing staff development. However, the college gives a commitment that wherever possible and practicable, the identified learning requirements of individual members of staff will be met.
4. The college agrees to support the training and operation within the college of trade union representatives with learning support responsibilities and agrees to adopt the following guidelines as a minimum requirement.
 - 4.1 The college will allow reasonable paid time off for those trade union members (identified in advance by the trade unions) wishing to undertake the recognised training course to enable them to carry out duties associated with supporting the learning needs of staff.
 - 4.2 It is recognised that the EIS-FELA and UNISON may each have union representatives with learning responsibilities as part of their representation role.
 - 4.3 The college will provide staff members with reasonable paid time off in which to consult a trade union representative in relation to their learning needs.
 - 4.4 The college will establish ongoing arrangements to allow trade union representative(s) to liaise and share information on training and funding opportunities with college management in relation to lifelong learning/staff development.

- 4.5 The college will facilitate the inclusion of trade union representatives in appropriate committees and/or working groups within existing college structures that relate to staff learning and development.

- 4.6 The college will assist in the promotion of the role of the trade union representative(s) in the learning needs of staff among all staff groups.

APPENDIX 2**Class Contact Remission**

- Trade union representatives will be given reasonable paid time off to carry out trade union duties and activities as class contact remission. Total weekly hours teaching remission will be agreed in consultation with the Principal. Additional remission may be agreed in consultation with the Principal.
- The EIS-FELA Branch Secretary will indicate to the Principal the distribution of remission time amongst branch officials and these will be incorporated into timetabling arrangements as soon as is possible. Additional / alternative arrangements will be agreed if trade union branch officials change mid-session.
- Timetables will attempt to arrange common non-teaching time for elected branch officials to assist working arrangements.
- Trade union officials may request paid time off for the purposes of urgent staff meetings.

Appendix 2: Operational Plan Commitments for HR&OD

| Strategy | Strategy SubHead | What | How | Cost | Who | Deadline |
|------------|--|--|---|---|---|-----------|
| Engagement | To build on our existing student support systems to offer excellent tailored support for any student who needs it. | To embed our wellbeing strategy with opportunities for staff training, awareness raising, and resilience training to ensure our staff are able to support students and colleagues appropriately and confidently. | Training attendance numbers; staff survey engagement, stress indicators. | Training budget, staff time | HR&OD Lead, Operations Manager | June 2023 |
| Engagement | To value, encourage and invest in our staff; support their professional development; and promote collaborative working with internal and external colleagues | To continue to support line managers to use our PDR process effectively and successfully with focus on staff development, and create a cross college champion for staff development to ensure we deliver on our requirements | Through qualitative feedback on PRD process and collating training events our staff engage in centrally, and reporting on engagement. | HR&OD Lead, SMG, Line Managers, Cross College Lead | Staff time, Access to training budget | ongoing |
| Engagement | To value, encourage and invest in our staff; support their professional development; and promote collaborative working with internal | To enhance our existing Employee Data System to capture key information centrally, enabling Shetland UHI to be agile in responding to business needs through maximising and/or enhancing | Further development of an Employee Data System. | HR&OD Lead, SMG, Research colleagues, business development colleagues | Development time, potential software development costs (Breathe HR licence) | June 2023 |

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| | and external colleagues | skills of existing staff and to ensure this information correlates and is accessible to Business Development activity. | | | | |
| Engagement | To value, encourage and invest in our staff; support their professional development; and promote collaborative working with internal and external colleagues | Research and develop a line manager development programme to ensure line managers have the tools required to manage their teams and the changes faced as part of our restructure | Research options, facilitate sessions with managers to get their input and identify needs and expectations. Research delivery options, explore UHI support | HR&OD Lead, SMG, Line managers | Development time, potential trainer costs | January 2023 |
| Engagement | To value, encourage and invest in our staff; support their professional development; and promote collaborative working with internal and external colleagues | Support staff to access networking opportunities both virtual and in-person, that promote collaborative working and learning opportunities. | Through centrally logging events/opportunities attended by our staff | HR&OD Lead, SMG | Staff time to attend events, training budget | ongoing |
| Engagement | To value, encourage and invest in our staff; support their professional development; and promote collaborative working with internal | Ensure our SMG promote and prioritise support mechanisms and opportunities for existing and newly formed teams, created through our restructuring, to come together. Invest in our line | Through providing opportunities for teams to come together to focus on developing their relationships and priorities; to involve all staff in decisions that impact upon ways of working and achieving our strategic vision; active management to enable | HR&OD; SMT; Line Managers; all staff | Staff time created and protected to allow opportunities | June 2023 |

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| | and external colleagues | managers to enable teams to develop and grow in strength, resilience and nurture relationships within and between teams | teams to come together across the organisation to learn and grow from one another | | |

| Appendix 3: Staff Development Activity | | | | | |
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| Activity | Staff Involved | Detail | Considerations | Deadlines | Progress |
| Staff Development Days | Kevin Briggs | Planned for next year; exploring half day and full day options and alignment with Staff Governance; NJNC terms; GTC Scotland Staff Development requirements, as well as opportunities to develop staff awareness of internal policies, procedures and strategic opportunities (Research, for example) | National agenda in relation to planned activities; use of partners to deliver sessions and opportunities – e.g., Education Scotland; Safeguarding; Wellbeing; need to allow staff learning and interaction and staff development in broadest sense. | Dates set for this year | Complete |
| | Staff Dev Day Planning Team | | | June 2022 | |
| Recognition of Career Development Days | Judith Fenton LNCC SMG | SUHI will need to recognise this as part of our ongoing commitment to recognising NJNC T&Cs for all staff. This applies to Support Staff. | Researching offer in other colleges to benchmark our approach; report writing requirement – how is this acquired. Aligning into existing policies. | June 2023 | Ongoing |
| PRD – Training Requests | HR&OD SMG / SMT Kevin Briggs | Training Requirements and Requests stemming from PDR are now logged by HR and submitted to SMT for approval / rejection. Transparency of process for staff, standardise form | Previous lack of process for this; a need to prioritise staff training aspirations and requirements consistently; budget constraints factored in. | July 2022 | Complete |
| PRD ‘train the trainer’ | Kevin Briggs | Opportunity to deliver sessions in house that seek to support line managers to carry out PDR successful and in a coaching style | New development, Kevin Briggs has been trained | Training Sept 2022 In-house session tbc | Complete Before next round of PDRs |

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| | | | | | March/April 2023 latest |
| Staff Development Lead | HR&R LNCC SMG Staff Dev Lead (tbc) | Strategic vision to create opportunities for line managers to participate in cross college activity, Staff Dev one such area; still in progress | Central lead for opportunities, provides accountability and demonstrates commitment, provides staff with a 'go to' person to share ideas and concerns | July 2023 | In progress – early stages; lead to be identified post management restructure |

Appendix 4: PDR Policy

1. Introduction

These procedures outline the arrangements for both aspects of Staff Professional Review & Development (PRD) policy:

- 1.1. Staff to keep a continuous log of CPD/Reflective activity
- 1.2. Staff reflection on their practice and professional learning through self- evaluation against relevant standards. This is in line with the requirement that all staff take responsibility for their own development and professional learning as a core component of their professionalism.
- 1.3. A professional dialogue with a line manager (reviewer) in an atmosphere of trust and collegiality that provides support and challenge in planning further development. The key focus of the PRD process is an emphasis on the quality of the discussion between the reviewer and the reviewee.

2. Guidance

These procedures provide a general outline; detailed guidance for staff and managers is found in supplementary documents:

- 2.1. Guidelines for managers (reviewer) (app1)
- 2.2. Guidelines for staff (reviewee) (app2)

3. Training on PRD process

Reviewee

- 3.1 Guidance notes for staff will provide an outline to the PRD process and links to the relevant documents. Staff will be supported by their line managers to understand and fully engage with the process.

Reviewer

- 3.2 Training will be provided for line managers to ensure they understand the process, and specifically on the principles of coaching to support them to develop approaches to professional dialogue. Guidance notes for managers will provide an outline of the PRD process and links to relevant documents.

4. Timelines

All Staff

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- 4.1. All staff should recognise that their professional learning is an ongoing process, rather than a single annual meeting. To support this ongoing process, each staff member will undertake a PRD meeting or review once every academic year, with an option of additional reviews where appropriate.

Lecturing Staff

- 4.2. As part of the annual PRD process for lecturing staff, there is a requirement to update their registration details in MyGTCS. Then on a 5-yearly basis there is a sign-off process between the member of staff and line manager confirmed to GTCS through the MyPL recording system. This is in line with GTCS registration requirements found at [College Lecturer - Registration | General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk/College-Lecturer-Registration)

5. Engagement with relevant standards

All Staff

- 5.1. Self-evaluation against operational goals and/ or relevant standards where appropriate to staff members' role is central to the PRD process.

Lecturing Staff

- 5.2. Engagement with [Professional Standards for Lecturers in Scotland's Colleges](#) is central to the PRD process.

Staff are not expected to engage with every aspect of these standards at one time but to focus their development and professional learning on specific aspects each year, with a view to covering all standards within a 5-year period.

The [Learning and Teaching Enhancement Strategy](#) is another key document for the University partnership, and includes skills-mapping of the Professional Standards for Lecturers in Scotland's Colleges, other qualifications and professional recognition.

6. Professional learning

All Staff

- 6.1. Professional learning develops thinking, knowledge, and skills. It often involves working with others and is aligned to the requirements of a job role. It covers a wide range of formal and informal learning opportunities.

Lecturing Staff

6.1.1. Professional Update

Shetland UHI seeks to ensure that lecturing staff have an appropriate Professional Update scheme in place to support the GTCS requirements for registration.

6.1.2. Definition of professional learning for lecturing staff

In Section 3.1 Ongoing Professional Learning of [Professional Standards for Lecturers in Scotland's Colleges](#) is defined as:

- Using the Professional Standard to inform practice and ongoing professional learning and development.
- Reflecting on own practice and engages in professional dialogue with others
- Continuously and actively engaging with up-to-date research and developments in learning, teaching and assessment to inform practice.
- Engaging in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes.
- Engaging with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.

7. Support for professional learning

7.1 Shetland UHI

Human Resources and Remuneration Committee Shetland UHI

BOM-HRR-2022-04

In accordance with the Staff Learning and Development Policy, all staff will be supported to develop appropriately in order to maximise their individual potential and to meet the changing needs of our students, stakeholders and communities.

Shetland UHI is committed to providing relevant internal professional development opportunities for staff.

Staff may also apply to the Staff Development fund for funding to undertake relevant external development opportunities and additional qualifications.

7.2 UHI

UHI provides a range of development opportunities for staff through the Learning and Teaching Academy.

The UHI Staff Development fund is available to supplement funding of additional qualifications for staff who teach or support higher education students. Staff may apply to this fund through the Staff Development Officer.

8. Recording of professional development

8.1. All staff

Staff are required to record their professional development as specific learning events and to maintain a reflective record of that learning and its impact. There are a variety of tools available to staff for their reflective record including those offered by their own professional bodies. This is to be completed alongside QF28a and b as relevant.

8.2. Lecturing staff

GTCS provides an area (myPL) for staff registered with them to record their ongoing professional learning.

Lecturing staff not yet registered with GTCS should record their professional learning by using QF28a.

9. Scheduling, Deferral and Appeals process

9.1. Scheduling:

PRD meetings should take place at least annually and it is expected that line managers will schedule them to be completed by the end of each academic year. Line manager to contact staff member to agree a suitable date. If meeting has to be delayed it should be re-arranged as soon possible.

9.2. Exceptional Circumstances

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

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

9.3. Appeals process:

It is intended that all aspects of the PRD process are undertaken in an atmosphere of trust and collegiality and most issues should be informally resolved between staff and their line manager. However, should a staff member and line manager not be able to agree on the deferral of a PRD, the outcome, or any other aspect of the process, this should be referred to HR. Where this is in relation to the Principal or the Senior Management Team, the Board of Management will determine the action to be followed.

10. Feedback

- 10.1. Staff and managers can provide feedback on any aspect of the PRD process at any time by contacting HR.