

HUMAN RESOURCES COMMITTEE

NOTICE

There will be a meeting of the Human Resources Committee on 14th November 2024 at 17:30 hours.

AGENDA			
Agenda Item		Presented By	Paper (Y/N)
01	Apologies for Absence	GP	N
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	GP	N
03	Minutes of Previous Meeting	GP	Y
04	Matters Arising from the Previous Meeting	GP	Y
	Reserved Item		
05	Payroll and Pensions Audit – Reserved due to commercially sensitive information.	GM	Y
	Matters for Discussion		
06	Employee Engagement Progress (Also note paper 6a)	AP	Y
07	Worker Protection (Amendment of Equality Act 2010) Bill	GM	Y
	Matters for Information		
08	Quarterly HR Report	GM	Y
09	Quarterly Health & Safety Report	SM	Y
10	Any Other Business		N
11	Summation of Actions and Date of Next Meeting		N

Initials	Committee Member
PS	Peter Sweeney – Interim HR Committee Chair
DM	Douglas Morrison – Board of Management Chair
HA	Heather Anderson – Board of Management Vice Chair
PB	Paul Brodie
AS	Andriy Strehaliuk
SM	Stella McManus – Principal & Chief Executive
AD	Anne Doherty – Head of Alternative Funding
JW	Jack Whyte – Student Vice President – Student Association
GF	Graeme Forrester – Bursary Officer, UNISON Representative

Initials	In attendance
GP	Vari Anderson / Peter Scott – Governance Professional
AP	Angela Pignatelli – Vice Principal Learning, Teaching and the Student Experience
GM	Gary McIntosh – Head of Human Resources

UNCONFIRMED HR MINUTES

HUMAN RESOURCES COMMITTEE

MINUTES

HR Committee on 5 September 2024 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

<p>Present Peter Sweeney (Interim Chair HRC) Stella McManus (Principal) Paul Brodie Graeme Forrester (TU Member) Douglas Morrison (Chair of the Board) Andriy Strehaliuk Fiona Whittaker (Senior Independent Member) Anne Doherty (Academic Staff Member) Jack Whyte (SA Vice President)</p>	<p>In Attendance Gary McIntosh (Head of HR) Angela Pignatelli (VP Learning, Teaching & Student Experience)</p>
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Peter Scott as Governance Professional
 Vari Anderson as Minute Taker

AGENDA ITEM	
01	Apologies for Absence None.
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items None.
03	Minutes of Previous Meeting - 16 May 2024 The previous minutes were duly approved .
04	Matters Arising from the Previous Meeting Item 14 – Local Recognition and Procedure Agreement (LRPA) Trade Unions to provide feedback on the LRPA Due to industrial action, feedback has yet to be provided, this action point will be carried forward.
	Reserved Items of Business and Matters for Discussion
05a	Business Case for Voluntary Severance The Committee considered and fully discussed the paper. The Committee noted that a Voluntary Severance Scheme is a last resort and is a long-term solution in response to the funding changes in the sector. It was noted that the expectations of staff applying will have to be managed as the student experience is paramount. The Committee were reassured that the College will undertake a fair and transparent voluntary redundancy process in consultation with Trade Unions and that management will be sensitive in respect of any staff

	<p>concerns and be conscious of their obligation to staff. It was noted by the Governance Professional that this report along with the following two papers were fully code compliant.</p> <p>The Committee approved the terms of the Voluntary Severance Scheme and remitted to the Board for approval.</p> <p>The details cannot be published due to being of a commercially sensitive nature.</p>
05b	<p>Scottish Funding Council Application for Voluntary Severance The Committee noted that due process is being followed.</p> <p>The details cannot be published due to being of a commercially sensitive nature.</p>
05c	<p>Key Messages and Q&A The Committee noted that the Q&As are very comprehensive and dynamic and are focused on staff.</p> <p>The details cannot be published due to being of a commercially sensitive nature.</p>
	Matters for Decision
06	<p>Human Resources Committee Remit The Committee considered and approved the terms of reference to be remitted to the Board.</p>
	Matters for Discussion
07	<p>2022-2025 HR & People Strategy Status The Committee noted the terms of the report and the progress made towards the People Strategy's journey.</p>
08	<p>Employee Engagement The Committee noted the terms of the paper and were encouraged to hear that engagement scores are increasing and that there was a positive and engaging atmosphere on the day. The Committee noted that it was important to maintain momentum and wished to be kept advised as to progress.</p>
	Matters for Information
09	<p>Quarterly HR Report The Committee noted the terms of the report. The Committee noted that a small number of staff had yet to complete the mandatory online training and this was perfectly understandable but it might have been helpful to have put a percentage to this so as to give a better perspective.</p>
10	<p>Quarterly Health and Safety Report The Committee noted the terms of the report.</p>
11	<p>Any Other Business There being no other business the meeting was declared closed.</p>
12	Summation of Actions and Date of Next Meeting

	<p>The Clerk summarised the actions and decisions and the action points are noted below.</p> <p>Local Recognition and Procedure Agreement (LRPA) - Trade Unions to provide feedback on the LRPA</p> <p>The next scheduled Committee meeting was set for 14 November 2024</p>
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HUMAN RESOURCES COMMITTEE

DATE	14 November 2024
TITLE OF REPORT	Employee Engagement Progress
REFERENCE	06
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning, Teaching and the Student Experience angela.pignatelli@slc.ac.uk
PURPOSE:	To update members on the progress made with the implementation of the employee engagement framework.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the contents of this report; and • Discuss and share ideas to further enhance the employee engagement of employees.
RISK	<ul style="list-style-type: none"> • Failure to achieve a highly engaged workforce will negatively impact on productivity and satisfaction of employees and, therefore, impact on the student experience; and • Failure to retain capable employees will impact negatively on the College's ability to facilitate learning experiences.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The report provides progress on the employee engagement framework being implemented across the College. • A high-level assessment of the employee engagement drivers at department levels demonstrates that the overall college scores are around the average score, leaving room for further improvement. • Motivating Work is scored the highest for the majority of teams, with teams recognising that they work in a meaningful environment that helps students every day. • The College has implemented a cross-college network event and is about to implement a cross-college employee engagement group, to support and enable College actions to enhance employee engagement. • Each department is also receiving their local responses for departmental suggestions raised.

1. INTRODUCTION

1.1. This paper provides an update on progress made on the implementation of the College's new employee engagement framework.

2 BACKGROUND

2.1 The College implemented its first employee engagement framework during the start of this academic year, at the staff conference.

2.2 During the conference, at department level, each employee participated in discussions around scoring each of the five employee engagement drivers, and then proposed actionable recommendations on how the College can enhance each employee engagement driver.

2.3 Table 1: Employee Engagement Driver Average Scores

Engagement Drivers	Mean Average (out of 5)	Mode Average (out of 5)
Togetherness <ul style="list-style-type: none">• Visionary and transparent leadership• Common purposeful goals• Build on values	3	2
Connectedness <ul style="list-style-type: none">• Meaningful participation in decision making• Listening organisation• Developing collaboration	3	3
Recognition <ul style="list-style-type: none">• Culture of values-based recognition• Celebration of individual and team contribution• Effective, frequent praise	3	3
Enablement <ul style="list-style-type: none">• Providing valuable feedback• Developing manager effectiveness• Individualised training and development	2	2
Motivating Work <ul style="list-style-type: none">• Autonomous working• Learning organisation• Meaningful work	4	4

2.4 The College received a total of 370 recommendations from departments.

3 DISCUSSION

3.1 The Senior Leadership Team conducted a thematic review of these recommendations and provided feedback to each department manager for them to subsequently share with their team.

3.2 In addition, for items that were cross-college, a thematic communication was created and shared with all employees, to share the College's commitment to these and also clarify, if appropriate, what the next steps are.

3.3 On 1 November 2024, the College implemented the pilot of an employee's suggestion of "Pastry with a Purpose" – a cross-college networking event, with pastries and hot/cold

drinks, to be held monthly during the academic year. Each department will nominate a number of people to each event.

- 3.4 The College is continuing to work on implementing solutions to enhance the employee engagement drivers and, therefore, employee engagement overall. Part of this solution is to establish a cross-college working group to shape and drive cross-college solutions.

4 NEXT STEPS

- 4.1 The next steps will be to establish an employee engagement group consisting of staff volunteers from across the College, who will support with the implementation of an employee engagement action plan ensuring that staff voice continues to be heard.

5 EQUALITIES

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

6 RISK

6.1 The following risks apply:

- 6.1.1 Failure to achieve a highly engaged workforce will negatively impact on productivity and satisfaction of employees and, therefore, impact on the student experience; and
- 6.1.2 Failure to retain capable employees will impact negatively on the College's ability to facilitate learning experiences.

7 RECOMMENDATIONS

7.1 Members are recommended to:

- 7.1.1 Note the contents of this report; and
- 7.1.2 Discuss and share ideas to further enhance the employee engagement of employees.



Employee Engagement



You said, we did



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You said, we did

Introduction



The College has reviewed all contributions and suggestions made from the Staff Conference 2024-25, during the workshop sessions on employee engagement. In many cases, the actions will be dealt with locally, and feedback is being given to each team, through your manager, on these topics.

In addition, there were many suggestions which captures cross-College activities and actions that require Leadership involvement. These have been captured and been part of a thematic review by the Senior Leadership Team.

The following pages will highlight many of these, with one theme per page.

Thank you for your participation and contribution on the Staff Conference Day, to allow the College to enhance it's employee engagement. This is helping to shape the workplace for all of us.

You said, we did

Theme 1: Meetings



Purpose

Department meetings and one-to-one meetings are opportunities to ensure people are engaging and sharing information, that departments and individuals are involved and consulted, and that everyone has dedicated time to support their department and individual requirements.

The agenda should be developed, owned by the team and evolve over time.

Personal

One-to-one meetings are a chance to discuss any matters of interest, progress, concerns and are an opportunity to seek coaching and guidance from your manager, as well as support with scheduling your time. They are also a platform to discuss progressional growth and the progress of objectives from Career Reviews.

One-to-one meetings are also a chance to discuss personal matters and to seek guidance from your manager on any support or adjustments the College can make for you.

How Often

All departments must have routine department meetings and regular one-to-one meetings between managers and their direct reports.

Department meetings must take place at least fortnightly, with scope for additional meetings with sub-sections in the department, if appropriate.

One-to-one meetings must take place at least on a monthly basis, although more routinely where possible, based on the number of direct reports and the workload.

Team Development

Department meetings are an opportunity to grow and develop as a team, as well as share & cascade updates and engage in conversation.

Teams should agree and invite people along to department meetings, if they would like to include appropriate guests e.g. Quality, IT, Principalship, etc. Remember to share any expectations to allow the guest to be prepared.

Meetings should include open discussions, recognition of good work and the sharing of relevant matters.

You said, we did



Theme 2: Career Reviews



Purpose

All College employees should have a current career review, unless they are seconded to another organisation.

The Career Review is the College name for the process which supports career discussions, managing objectives each year and to have a development plan, based on the discussion.

Personal

Career Reviews are personal to each employee. This is why the process starts with you reflecting and proposing objectives and development steps, based on your personal needs and business requirements.

You are responsible for achieving your objectives and ensuring that any agreed, approved learning activities take place. You should regularly engage with your manager during one-to-one meetings, to discuss your progress and to seek any support, guidance or coaching to successfully achieve what is agreed in your Career Review.

You should also consider the College's strategic priorities and your department's plan, to ensure that the objectives and development plan align with the overall strategy.

Plans sometimes change. So remember to capture details of any changes, which have been agreed with your line manager.

Learning Opportunities

Keep in mind that Learning can take place in many ways, when planning the development activities of your Career Review. These include job shadowing of other roles, on-the-job learning, social learning by asking those around you, reading, training courses, coaching and mentoring opportunities, etc. The College has a network of resources and expertise, so keep this in mind when creating your Career Review.

Learning Costs

As detailed above, there are many ways to learn things. And many of these options do not have direct, financial costs attached to them.

The College allocates a training budget to fund learning, that is related to your job role, that is approved and has associated costs.

There are a range of online options too, including Massive Open Online Courses (MOOCs) and some free options, such as Alison (www.alison.com).

You may also gain learning through suppliers and other third parties that you deal with, as part of the agreement they have with the College.

You said, we did

Theme 3: Training



Purpose

The learning & development of employees is important to ensure continual professional development, as well as enhanced engagement and managing mandatory obligations.

The College requires all employees to have an annual Career Review, including a development plan, in order to ensure personalised development takes place.

Personal

The College will continue to organise staff conference and development days. By the nature of these, the content will be relevant to all employees and, by default, not personalised to every individual.

In addition to these days, employees have development time that you can allocate to achieve your development plans, agreed during your Career Reviews and updated through one-to-one conversations.

Make sure that you capture your development goals on your personal development plan, to ensure that your personal training goals are captured and delivered.

You are responsible for your own development and should take into account your learning styles and preferences. And remember to engage with your manager on your personal development during Career Review and one-to-one conversations.

Learning Opportunities

The College has many opportunities to get involved with training activities, including through a suite of modules on TES for mandatory and optional modules (ensuring you meet regulatory requirements), job shadowing of other roles, on-the-job learning, social learning by asking those around you, reading, training courses, coaching and mentoring opportunities, etc.

There are a range of other online resources, some without cost, which can also support your training plan.

Training Budget

The College has an annual budget which is allocated to training costs. This budget covers mandatory training, management development, staff conference and development day costs, compliance training (e.g. First Aid training), personalised training courses, etc.

Following feedback from various departments, the College is working on re-allocating the budget to respective teams, so that there is budget for each team, a budget for compliance training, and also a centralised budget for college-wide activities. Department training budgets is where your Manager, following on from career reviews, will have training plans for individuals and the wider team to support things like industry upskilling, new qualifications, etc.

You said, we did



Theme 4: Communication



Purpose

Communication is a critical element of employee engagement. This includes communication between individuals, at team level, cross-college communications and others.

All employees are encouraged to proactively engage in College communications to ensure your ideas and voice is heard, and that you hear from others too.

Newsletter

It is heart-warming to see how many teams are keen to see enhancements in Newsletter content. Several teams mentioned including additional good news stories and also articles that enable the sharing of what each department does e.g. "a day in the life of..." and "Spotlight on...".

All employees are responsible for ensuring that relevant communications are captured in the Newsletters, as well as through the other channels. Therefore, at department level, you should engage in submitting proposed articles to Marketing in advance of Newsletters being issued. This would help to enhance the content further and also ensure that no relevant content is missed.

Based on feedback and data available, the Senior Leadership Team is reviewing the frequency of the Newsletter in order to ensure it gets the right balance.

Communication Opportunities

The College's main internal communication includes conversations between individuals, meetings, cross College updates in Newsletters and emails, and also updates & communication through Teams.

In addition, communication updates are shared during the Staff Conference and other planned, verbal updates for all employees. Keep in mind and, where possible, engage with the different communication channels available to enhance your experience and employee engagement.

Presence

Several teams mentioned about presence of other colleagues - other departments, managers and also the Senior Leadership Team members.

All employees are responsible and empowered to interact with individuals or groups, and invite them into a communication, as appropriate. Please keep this in mind, including inviting guests to department meetings. You are responsible for initiating communication that you wish to have, including through attendance at "Pastries with a Purpose".

The Senior Leadership Team are also seeking specifics on what is being asked around its presence and that of the management team. Make sure to inform your manager about both what your expectations are for them and the Senior Leadership Team's presence, as well as the reason(s) for it so we can seek to get the right balance.

You said, we did



Theme 5: Communities of Practice



Purpose

Many teams proposed opportunities to learn, share best practice, support and enhance integration across the College, recognising the broad range of skills and knowledge people have, as well as the opportunity to engage with others across the College.

As such, the Senior Leadership Team are reflecting on the best approach for enabling a community of practice approach.

Personal

This theme matches with some of the previous themes, around engaging and interacting with people, in order to enable and develop yourself and provide support to others.

If there are opportunities for Communities of Practice to support you and/or your colleagues, discuss this with your line manager, including how this may be enabled. Your manager will recommend relevant, cross-college opportunities to the Senior Leadership Team for its consideration.

Likewise, if you have skills and/or knowledge that you know will benefit others, and is in demand, consider offering this through Communities of Practice and discuss it with your line manager.

Please feel encouraged and empowered to enhance and enable yourself and colleagues by taking ownership of suitable ideas and engaging with your line manager on implementation.

Opportunities

In advance of implementing any formal approach to Communities of Practice across the College, employees are encouraged to engage with other to enable the requirements they have. This could be related to anything work-related, including IT skills, professional practice (e.g. pedagogy, finance, etc), meta skills, skills, knowledge and lived experience. Based on the recommendations, some of these could be at department level, and some cross-college, to ensure the appropriate people are involved.

One team

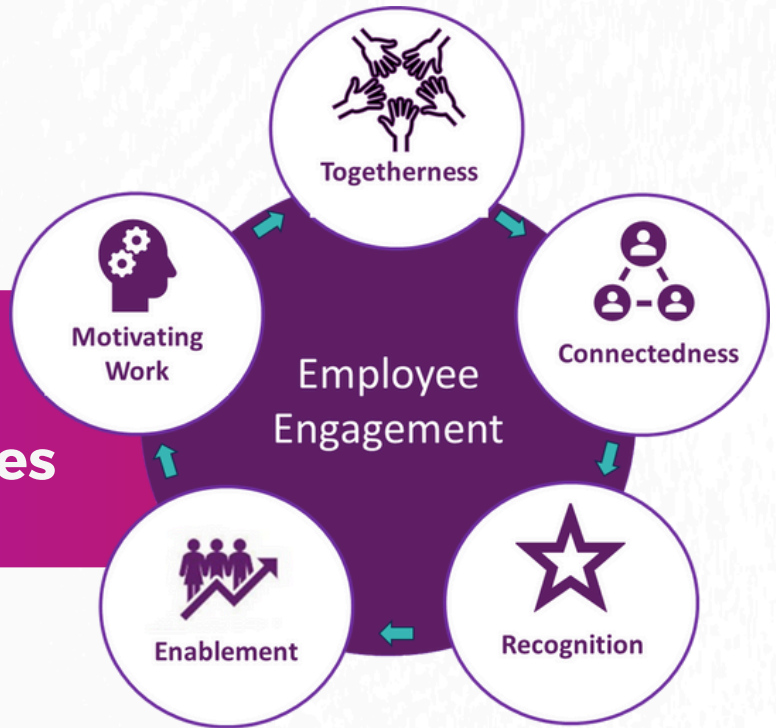
We are all one team. By working together and supporting each other, this can only be beneficial to achieving student success, employee engagement and business success.

To support this, the College will facilitate learning and development that focusses on best practice approaches.

Take time to get to know colleagues and learn how engagement cross-college can further develop the College and enhance our satisfaction and that of our students.

You said, we did

Theme 6: External Communities



Purpose

Many teams made suggestions about how we engage with the different communities that we operate within, including geographical (our neighbourhood, the region, Scotland and the UK), sectors (the areas of specialist curriculums), education (schools, other colleges and universities) and other public and charitable bodies.

Community Member

The College is a key member of our communities, and benefits from engagement with and contributions to others in these communities.

Ensuring that the College is appropriately placed in our communities further enables the student experience on their own, individual journeys, whether that is through continuation of education, employment, or other community engagement.

Engaging in community activities and developing opportunities for the journey of others enhances the meaning of our work, and gives more opportunities to make a real difference to many people.

Community Opportunities

Opportunities of engagement within our communities may possibly be endless, however some of the good suggestions include: employer engagement to increase work placements & guaranteed interviews, supporting events within our communities, a refreshed approach on school and university engagement, engagement with employers across sectors, and enhancing relationships with external partners.

The College is currently reviewing which colleagues attend external groups. Make sure to inform your manager of areas of interest and groups you would like to join, e.g. Community Learning & Development, so that you can be involved in shaping activities in the community.

Personal

Engaging with external communities brings many benefits for you too, including enhanced opportunities for your learning & growth, opportunities to give back to society, understanding the challenges & opportunities for others in society, and directly shaping improved journeys for people.

You are empowered to drive meaningful community engagement. Speak with your line manager during one-to-one meetings to discuss enabling community engagement ideas.

You said, we did



Theme 7: Flexible Working



Purpose

Flexible Working offers employees and employers increased flexibility on when and where work takes place, allowing employees to enhance their work-life balance, as well as other associated benefits.

The College is keen to support employees, where appropriate, to improve their work-life balance.

Personal

Life outside of work can require our personal time and commitment. Sometimes these overlap with the time and commitment we have at work. The College recognises and supports you achieving a way of working that best suits you, to balance your work and life responsibilities, and your wellbeing.

Speak with your line manager, during one-to-one meetings, to discuss any challenges or opportunities you have and share opportunities for the College to support you.

Current Progress

The College is currently developing guidance around a hybrid working approach, time-off-in-lieu process and also a process and documentation to support requests for adjustments in the workplace, including working hours.

In addition, the College previously announced the introduction of the Employment Relations (Flexible Working) Act, which provides further support and guidance for employees.

Considerations

While the College seeks to support employees in managing their work-life balance, there is also consideration for the business needs.

Keep this in mind, and bring forward some solutions, if possible, when asking for support, to increase the likelihood of the College approving the request.

You said, we did



Theme 8: Planning and Scheduling



Purpose

Planning and schedule is critical for the running of a successful college. The combination of time, students, classrooms, money, resources, business plans, strategy and others is essential to ensuring the college is efficient and effective at delivering for students, while also supporting the requirements and availability of employees.

Personal

Having a plan in place for ourself, allows us to plan our workload, holidays, and also our life outside of work.

Make sure you know what is expected of you, and the team around you, and use this to to benefit your work-related tasks and also your personal needs .

Sometimes things change in your life and you may benefit from a change to something already planned at work. In such circumstances, speak with your manager to explain what you need, the rationale and also, if possible, any solutions that would enable your request to be approved.

Department Opportunities

Each department should have a known business plan, aligned to the College’s strategy, that then results in a budget and the planning and scheduling of people, and resources.

These should be planned and discussed at department level, on a routine basis, including any progress and changes to plans.

Resources

The College has many resources, collectively, to support people in managing plans and schedules, including IT systems, line management resources and project planning material. Reach out to your line manager to seek guidance and support in finding and utilising the resources available.

Projects Scheduling, Risk Management and Cost Planning templates are available and should be used for all projects, to ensure good governance, tracking and management of schedules. The templates are also useful in supporting you to manage projects that you are responsible for.

You said, we did

Theme 9: Recognition



Purpose

Recognition is one of the five employee engagement drivers recognised in the College’s framework, and which many teams made suggestions about.

It is important that the Colleges continues to improve and enhance its approach to recognising employees, and students, to ensure the best possible culture across the College.

Personal

Recognising people successfully is a very personal action, some like their recognition to be private and others enjoy a more public recognition.

Discuss your preferences with your Line Manager, so that they can identify suitable ways to recognise you and that they can keep this in mind for any recognition opportunities that are broader and more public too.

Opportunities

Many opportunities were highlighted across the teams, in terms of how this can be enhanced. for employees. Some of these include: peer recognition, feedback on work (including after verifications or other reviews), verbal acknowledgement / praise from managers and colleagues, and extending this to formal award ceremonies.

A balanced approach was also raised, recognising that some people may prefer discretion with any recognition.

Actions

The Senior Leadership Team will bring the creation and implementation of a recognition framework for employees to a cross-college working group, who will take onboard the helpful suggestions from each department and use this to shape a recognition framework appropriate for the College.

You said, we did



Theme 10: Students



Purpose

Enabling students on their individual journeys is the main purpose of the College. This is something the College thrives in, and this is down to the commitment, hard work and dedication of all employees, who shape student success either directly or indirectly.

As with everything the College does, continuous improvement on the student experience and their journey is critical to our success.

Personal

Every employee is essential for the student experience to be successful. Please continue to raise suggestions and ideas when engaging in one-to-one meetings and department meetings, as appropriate, to get guidance and advice on enabling your thoughts and ideas from your manager. And use these forums to bridge knowledge gaps around student numbers, survey feedback and approaches for scheduling time to have one-to-one sessions with students.

Also, provide input and support into other forums and activities, as they happen across the College, such as getting involved in project activities for STEM, and student association activities.

The unique perspectives from every employee is what will continue to make the College an excellent option for students. Make sure you continue to share ideas, take them forward, and contribute to enhancing the experience and success of our students.

Opportunities

Some of the opportunities shared by departments on enhancing employee engagement, in relation to students, includes: enhanced shared feedback and engagement on student surveys and feedback, proactive scheduling of time for student engagement activities, collaboration around student trips, recognising students in additional ways, and enhancing the student experience through automation and technology.

Next Steps

As well as bringing your ideas forward and shaping the future for our students, the Senior Leadership Team will also be considering suggestions around the reinstatement of student recognition activities.

Curriculum Managers will also be reviewing student data and insights currently received, to enhance these to be more actionable, thereby supporting both employee and student experience further.

Our Associate Principals will also review the helpful feedback on student recognition, and progress feasible opportunities.

You said, we did



Theme 11: Working Groups



Purpose

Cross-college working groups are collaborative and effective in achieving a diversity of thought and decision for enabling activities. The College is keen to continue to enable these, and note from department feedback that there is additional opportunities for these.

Personal

Working groups are an excellent way of developing projects, bringing in helpful diversity of thoughts and decisions. Whenever you see an opportunity for additional working groups, bring these to your manager during your one-to-one discussions and discuss options for their possible implementation. These can sometime be short-term and may even be within a department or across a few departments.

With your line management agreement, you are empowered to implement working groups that enable helpful benefits for the College, employees and/or students. Please share your ideas proactively and also support other working groups, ensuring that your thoughts and views are captured in other working groups.

Opportunities

In addition to the neurodiverse working group, set-up to create resources and provide support for employees and students, your feedback recognised opportunities for working groups to deal with employee engagement (including recognition and employee suggestions), and re-establishing the wellbeing working group.

The Senior Leadership Team has agreed to the implementation of these working groups.

What Next

In addition to your efforts to share, progress and participate in additional working groups, the College will be implementing the employee engagement group to support with driving forward an action plan arising from your feedback and these themes.

The wellbeing working group will be re-established, with communication to follow on this.

The neurodiverse working group will build on the foundation work it has delivered and will be focussed on the building of scalable resources for employees and students.

You said, we did

Human Resources Committee

DATE	14 November 2024
TITLE OF REPORT	Worker Protection (Amendment of Equality Act 2010) Bill
REFERENCE	07
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	To update members on the new Worker Protection (Amendment of Equality Act 2010) Bill
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note the contents of this report; and • discuss the approach being taken by the College.
RISK	<ul style="list-style-type: none"> • Potential incidents of sexual harassment; and • Breach of legislation, including potential financial and reputational damages.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Explanation of the new Worker Protection (Amendment to Equality Act 2010) Bill being implemented in October 2024, which strengthens the employer's duty to take reasonable steps to prevent sexual harassment of workers. • A review of the employer's 8-step guide for implementing the requirements of the new Bill, and the College's approach to them, which cover: policies; staff engagement; risk assessment; reporting; training; complaint handling; third parties; and monitoring & reporting. • The College is in a good place with all aspects of the 8-stages and will further enhance its position through policy enhancement, training, communication and third-party engagement. • The College is enhancing its 3rd party briefings to capture this and the new Acceptable Engagement Procedure. • The College will implement annual risk assessments and routing reviews in recognition of the legislation.

1. INTRODUCTION

1.1. This paper provides members with an overview of the Worker Protection (Amendment of Equality Act 2010) Bill implemented in October 2024. This new Bill will strengthen existing protection for workers against sexual harassment. The new law will place a new duty on employers to take “reasonable steps” to prevent sexual harassment. This includes sexual harassment from a third party.

2 BACKGROUND

2.1 The College already has a number of policies, procedures, codes of conduct (one for staff and one for students) and practices to demonstrate a zero-tolerance approach to harassment, as well as guidance on how these are to be managed.

2.2 Regarding this new Bill, employers must understand what sexual harassment is and educate their workforce. Harassment covers unwanted conduct related to a protected characteristic which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Sexual harassment is unwanted conduct of a sexual nature that has that effect.

3 DISCUSSION

3.1 The Equality and Human Rights Commission (EHRC) has published an [8-step guide](#) for employers, to clarify expectations on how an employer can comply with its positive legal duty to take reasonable steps to prevent sexual harassment of their workers.

3.2 The following table demonstrates each of these 8 items, along with comments on the College’s position:

EHRC Steps	Comments
1. Develop an effective anti-harassment policy	<ul style="list-style-type: none">• The College already has a Dignity at Work Policy, an Equality Policy, a Disciplinary Procedure and an employee Code of Conduct which cover anti-harassment guidelines.• In addition, the College has similar Policies and Procedures in place for Students, ensuring a cross-college awareness.• The new Acceptable Engagement Policy captures this for other third parties.• The Grievance Procedure and the Dignity at Work Policy describe an informal and formal procedure for employees to follow.• A review of the Dignity at Work Policy will take place during the current academic year, for any opportunities to enhance this.
2. Engage your staff	<ul style="list-style-type: none">• An all-employee communication announcing the new legislation. Draft included in Appendix A.• All employees should now engage in routine one-to-one meetings and department meetings. These must be used to capture and cascade the communication of the new Bill. During these

	<p>sessions, seek input from each employee on where potential issues exist and whether the steps taken are working.</p> <ul style="list-style-type: none"> • Line Managers should make sure their workers (including non-College-employees in their team) are aware of: • <i>How they can report sexual harassment (e.g. Grievance Procedure, Dignity at Work Policy, speak to their line manager, etc.);</i> • <i>Dignity at Work Policy, Equality Policy and Code of Conduct; and</i> • <i>the consequences of breaching the policy, including reference to the Disciplinary Procedure.</i>
<p>3. Assess and take steps to reduce risk in your workplace</p>	<ul style="list-style-type: none"> • A key requirement of the Bill is for Risk Assessments to be conducted that will help comply with the preventative duty. • When doing a risk assessment, consider factors that might increase the likelihood of sexual harassment and the steps that can be taken to minimise them. • Examples include: power imbalances; lack of diversity; job insecurity (e.g. temporary contracts); staff working alone and/or at night; customer-facing duties; staff socialising and staff alcohol consumption (e.g. team social events); staff attending external events & conferences; staff attending external training; staff engaging in crude or disrespectful behaviour at work. • Each Senior Leadership Team member to assess their area. As a support mechanism, Appendix B is based on a “best practice” approach to do this, currently. • Assessment should be conducted for all areas at the start of each Academic Year.
<p>4. Reporting</p>	<ul style="list-style-type: none"> • Consider reporting mechanisms e.g. online, independent phone system, etc. to allow anonymous raising of incidents. • Keep centralised, confidential records of all records raised, formal and informal. This enables trends to be identified. • Propose that all incidents continue to be report to HR, to allow this to be captured. These should be entered into the new HR System, once launched.

	<ul style="list-style-type: none"> • Also propose that the HR Committee Papers captures this, alongside the existing data on employee relations matters.
5. Training	<ul style="list-style-type: none"> • Workers should be trained on “what sexual harassment in the workplace looks like; what to do if they experience or witness it; and how to handle any complaints of harassment. • All employees now go through a series of mandatory training, including safeguarding, bullying, equality, etc. • The Mandatory Training modules for Bullying & Harassment and Equality have been updated to comply with the new Bill, therefore all workers should complete these courses during the current academic year. • Currently enhancing how third parties are briefed on these matters, including reference to the College’s new Acceptable Engagement Procedure.
6. What to do when a harassment complaint is made	<ul style="list-style-type: none"> • The College has procedures in place, including these being confidential, potential police engagement and for interactions to be respectful. • Ensure Line Managers communicate these with all workers (current and new).
7. Dealing with harassment by third parties	<ul style="list-style-type: none"> • Harassment by a third party, such as a customer, client, student, or supplier, should be treated just as seriously as that by a colleague. • Employers should take steps to prevent this type of harassment, including putting reporting mechanisms in place or assessing high-risk workplaces where staff might be left alone with customers. • Marketing to create and produce posters for display in classrooms, reception, toilets, etc., with wording shared from HR.
8. Monitor and evaluate your actions	<ul style="list-style-type: none"> • It is important to regularly evaluate the effectiveness of the steps you put in place to prevent sexual harassment in your workplace and implement any changes arising from that. This will help you comply with the preventative duty and protect your staff from sexual harassment. • You should also review policies, procedures and training regularly. It is important to seek input from workers or their representatives,

	<p>such as staff networks or trade unions, to consider whether any changes are needed. These changes should then be implemented, where appropriate.</p> <ul style="list-style-type: none">• Reporting is proposed to be done through the HR Committee reporting framework, also shared with the Senior Leadership Team.
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4 EQUALITIES

4.1 Some research suggests that certain protected characteristics are more prone to being victims of sexual harassment. However, the College has no such evidence from its internal data. Therefore, there are no new matters for people with protected characteristics which arise from consideration of the report.

5 RISK

5.1 By not implementing the recommendations from this report, the College is at risk of:

- Potential incidents of sexual harassment; and
- Breach of legislation, including potential financial and reputational damages.

6 RECOMMENDATIONS

6.1 Members are recommended to:

6.1.1 note the contents of this report; and

6.1.2 discuss the approach being taken by the College.

Appendix A – All Staff Communication (Newsletter)

Following the introduction of the Worker Protection (Amendment to Equality Act 2010) Bill, which has recently come into effect. This new legislation strengthens the College's duty around preventing sexual harassment for workers, including by third parties.

As an organisation, it's crucial that we stay in line with these changes. Our key employee documents around this are:

- Dignity at Work Policy
- Equality Policy
- Grievance Procedure
- Disciplinary Procedure
- Code of Conduct

Students have similar policies and procedures to support their awareness.

We're also introducing a new Acceptable Engagement Policy for third parties, ensuring that anyone we work with is aware of their responsibilities under this new law.

What we need from you:

1. **Speak with Your Line Managers.** Please take time to talk to your line manager about the steps we can take to prevent any issues before they arise. Open dialogue will help us keep our workplace a safe and positive environment for everyone.
2. **Complete the Updated Online Training.** You will soon receive access to refreshed online training on Equality and Bullying & Harassment. It's important that everyone completes this, as it'll help you understand how the new legislation affects us and what we can all do to support it.
3. **Informing Third Parties.** If you work with external contractors, students, suppliers, or members of the public, please ensure they are aware of the new legislation and our updated policies. We want to make sure everyone we work with shares our zero-tolerance commitment.
4. **Report Incidents.** If you see or experience anything that doesn't feel right—whether it's harassment, bullying, discrimination, or anything else—please make sure it's reported and handled through the proper channels. Our policies are there to support you, and we take these matters seriously to ensure they're resolved fairly and swiftly.

As a reminder, we're proud to be part of the Emily Test Charter, which reflects our strong stance against gender-based violence and our commitment to creating a safe, inclusive workplace.

Thank you for your attention to this, and for helping us stay true to our values. If you have any questions, or if something's unclear, your line manager is the best point of contact.

Appendix B – Sexual Harassment Preventative Assessment

Name of Assessor: _____ Area Assessed: _____

Job Title: _____ Date of Assessment: _____

Section 1 – Working Environment

Question to consider	Yes	No	Level of risk			Possible preventative action
			Low	Medium	High	
Do staff report a culture of banter or casual sexism which is hard to challenge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do members of staff work alone, or in isolated placed, including at night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do staff interact with third parties (e.g. contractors or members of the public) at work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are staff expected to work with third parties alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do members of staff have to leave their main place of work often for work-related activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there certain members of staff who are often placed on night shift or lone shift or shifts with only one other member of staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do staff members work in high-pressured, competitive or stressful environments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is alcohol consumed while staff are working (by staff or by third parties)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are members of staff expected to socialise with third parties e.g. at events,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

conferences, with contractors or clients?						
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Section 2 – People

Are there any groups of people being placed in certain work environments or situations detailed above e.g. gender, sexual orientation, people in temporary contracts, people who lack confidence in reporting incidents in English, etc.? If so, what groups and should additional action be taken to support them?

Section 3 – Outside of the Working Environment

Question to consider	Yes	No	Level of risk			Possible preventative action
			Low	Medium	High	
Do staff often socialise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is alcohol, or other substances, present when staff socialise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 4 – Management Structure and Reporting Process

Question to consider	Yes	No	Level of risk			Possible preventative action
			Low	Medium	High	
Thinking about your structures and processes:						
Are there strong hierarchies in the workplace, with some people who have a lot more power than others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do staff members have limited networks or not many ways of interacting with more than one line manager?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the workforce have a lack of diversity? Or is it segregated amongst vertical and horizontal occupations and levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the leadership and management of your organisation have a lack of diversity? Think of key characteristics such as ethnicity, disability and gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How are decisions regarding ways of working, working patterns, shifts etc. decided across your organisation? Is there a consistent and/or formal approach across different teams or is the approach more informal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there clear signposting to staff on who they can talk to, besides their line manager, if they are having issues at work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do staff members know who the trained people are that they can report an incident of sexual harassment to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do staff members know the informal reporting process for sexual harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do freelancers, agency workers and self-employed contractors have access to safe reporting mechanisms and know who they can report directly to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do staff members know what sexual harassment is?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do informal and anonymous reports of sexual harassment outnumber formal reports made to the management team? Low rates of formal reporting can be a sign of distrust in management and in the reporting measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Within the organisation, how many reports of sexual harassment are the management team aware of in the last three years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there any trends or hotspots in the management team's records of sexual harassment reports over the last three years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 5 – Preventative Action

What steps should be taken, in order of priority, as prevention action for the area assessed?

HUMAN RESOURCES COMMITTEE

DATE:	14 November 2024
TITLE OF REPORT:	Quarterly HR Report
REFERENCE:	08
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with a quarterly update on HR matters.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note and question the updates relating to Headcount Management, Health and Wellbeing, Employee Engagement, Learning and Development and Employee & Industrial Relations.
RISK	The following risk is identified: <ul style="list-style-type: none"> • Failure to manage: the headcount; employee health and wellbeing; employee engagement; learning & development; and employee relations, could result in poor delivery for students.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education & Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College's headcount movement remains stable and consistent with the previous year, and all vacancies continue to be filled within a reasonable period of time. • The College continues to support staff health and wellbeing, including ongoing support from Maximus' Access to Work, Mental Health, and offering flu vaccinations. • The staff sickness absence rate has been on a downward trend since the first quarter of 2024. • College employees continue to work through mandatory training which was launched in this academic year.

1 INTRODUCTION

1.1 This paper seeks to provide members with an overview of HR matters for the College for the period of 1 July to 30 September 2024.

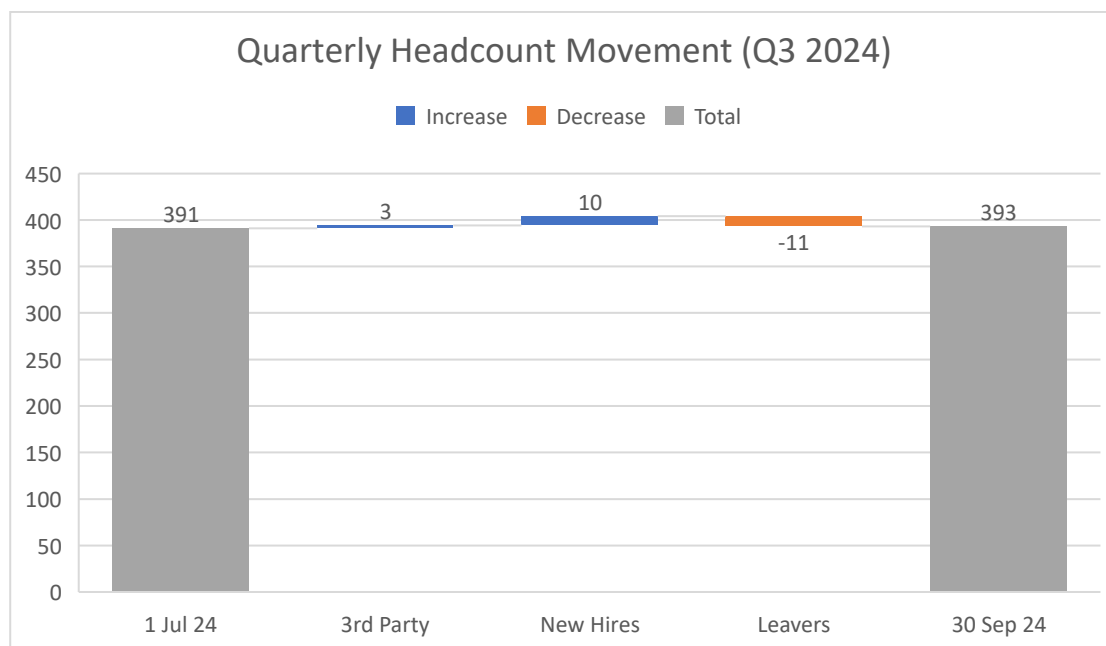
2 HEADCOUNT MANAGEMENT

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 3rd party contractors, 10 new hires and 11 leavers.

2.2 Four out of the ten new hires in Q3 2024 were appointed to vacancies that were advertised in a previous quarter and interviewed in Q3 2024.

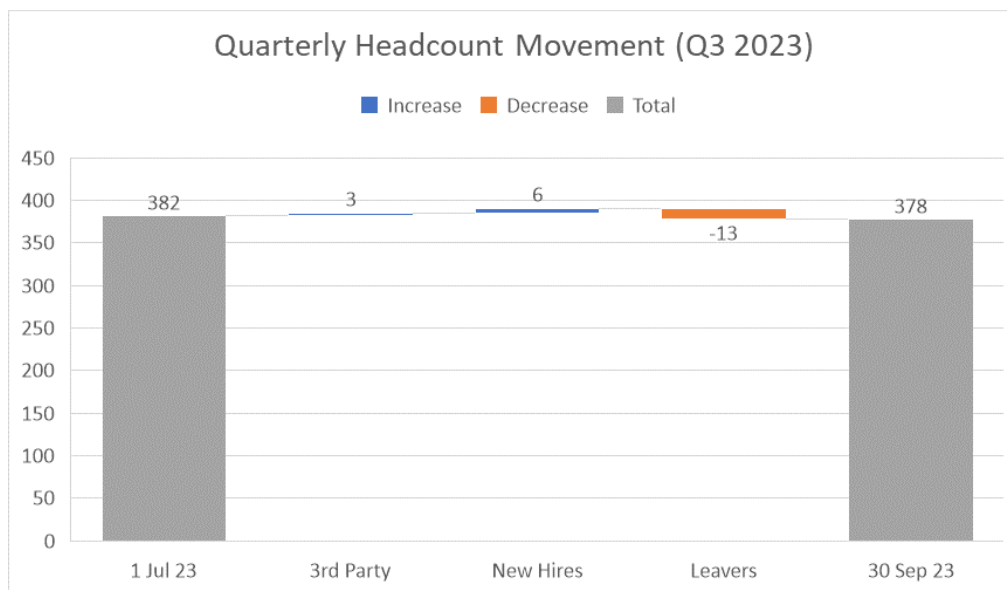
2.3 Six out of the ten new hires in Q3 2024 were appointed to vacancies that were advertised and interviewed in a previous quarter.

2.4 *Chart 1: Quarterly Headcount Movement 2024*



2.5 The following graph shows a comparison to the prior year.

2.6 Chart 2: Quarterly Headcount Movement 2023



2.7 Recruitment

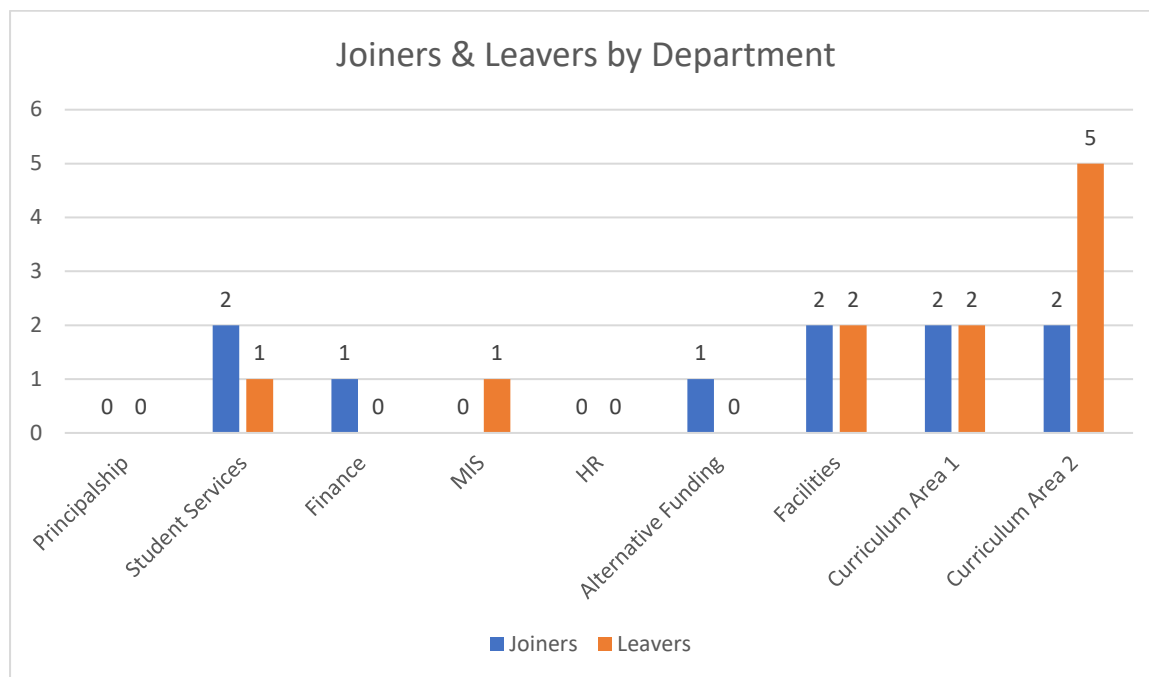
2.8 Recruitment activities during the period are shown below:

2.9 Table 1: Recruitment

Position	Status
Alternative Funding Assistant – Employability*	Appointment made
Lecturer – Accounting*	Appointment made
Kitchen Assistant	Appointment made
Lecturer - Health and Social Care	No appointment made
Lecturer - BSL	Appointment made
Support for Learning Assistant*	Internal appointment made
Governance Professional*	Internal appointment made
Temporary Bursaries Officer*	Internal appointment made
Head of Finance	No appointment made
Lecturer - Plumbing and Gas	Appointment made
Temporary Lecturer - Plumbing and Gas	Internal appointment made
Curriculum Manager - Life Science*	Internal appointment made
Curriculum Manager – Built Environment*	Internal appointment made

* started during this quarter

2.10 Chart 3: Joiners and Leavers



3 HEALTH & WELLBEING

3.1 Mental health initiatives continue to be at the forefront of College Health and Wellbeing efforts. The College continues to raise awareness of the Access to Work Mental Health Support Service. This service, delivered by Maximus, offers support to employees who feel their wellbeing is impacting on their work, or stopping them from attending work. It is open to all employees, including apprentices, at South Lanarkshire College. Each month, the Access to Work Mental Health Support Service have designated days for one to one, virtual confidential appointments for the College.

3.2 Employees are informed about these sessions through the Microsoft Teams Wellbeing Activities page. Additionally, an animation explaining the Access to Work Support Service is promoted via Teams. <https://vimeo.com/875592584>

3.3 Wellbeing Initiatives

3.3.1 The College continues to Work with Access to Work to ensure employees are aware of the grant that funds practical support for those who have a disability, health or mental health condition. This support accommodates individual needs and ensures all the reasonable adjustments are in place so that the employee can do their job to the best of their ability.

3.3.2 The College provides support services to employees through partnerships with PAM Assist (the employee assistance programme) and the Access to Work Mental Health support service. The employee assistance programme is in the process of going out to tender. We look forward to engaging with potential service providers to explore innovative and effective solutions that will enhance the well-being of employees.

3.3.3 The College is once again offering flu vaccinations to employees through Boots corporate vaccine programme. Each employee who requests a vaccination will receive a flu vaccination voucher which can be redeemed at their nearest Boots. In 2023, 43 vaccination vouchers were purchased for staff and 43 vouchers were used.

3.3.4 Staff and students have access to lunchtime mindfulness classes every Tuesday in the Library Group Study Room.

4 EMPLOYEE ENGAGEMENT

4.1 Employee Engagement and Internal Communications

4.1.1 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.

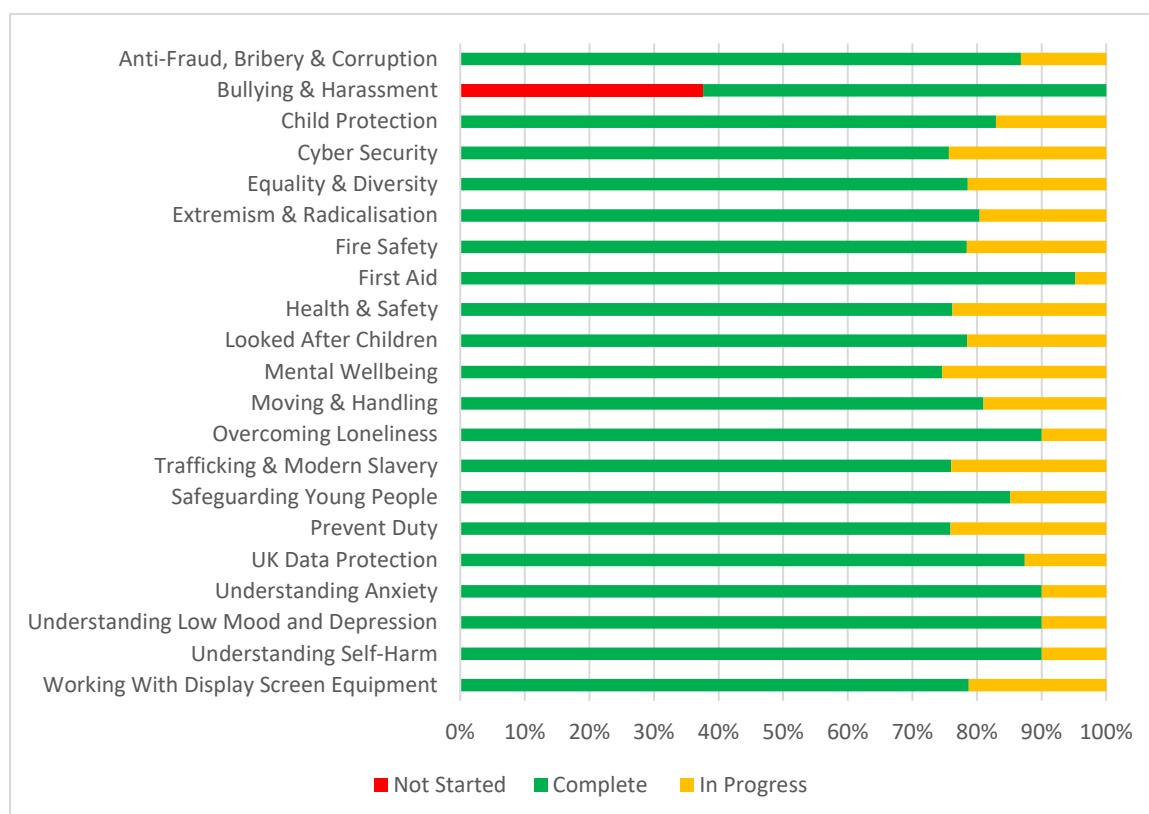
4.2 Equality, Diversity and Inclusion (EDI)

4.2.1 The College is progressing its duty for annual reporting, under the Public Sector Equality Duty and will bring the final, proposed report to a future Human Resources Committee for review and approval.

5 STAFF DEVELOPMENT

5.1 College employees are continuing to work through the mandatory training which was launched in the current academic year. The status of each program is shown below:

5.2 Graph 3: Mandatory Training – 22nd October 2024

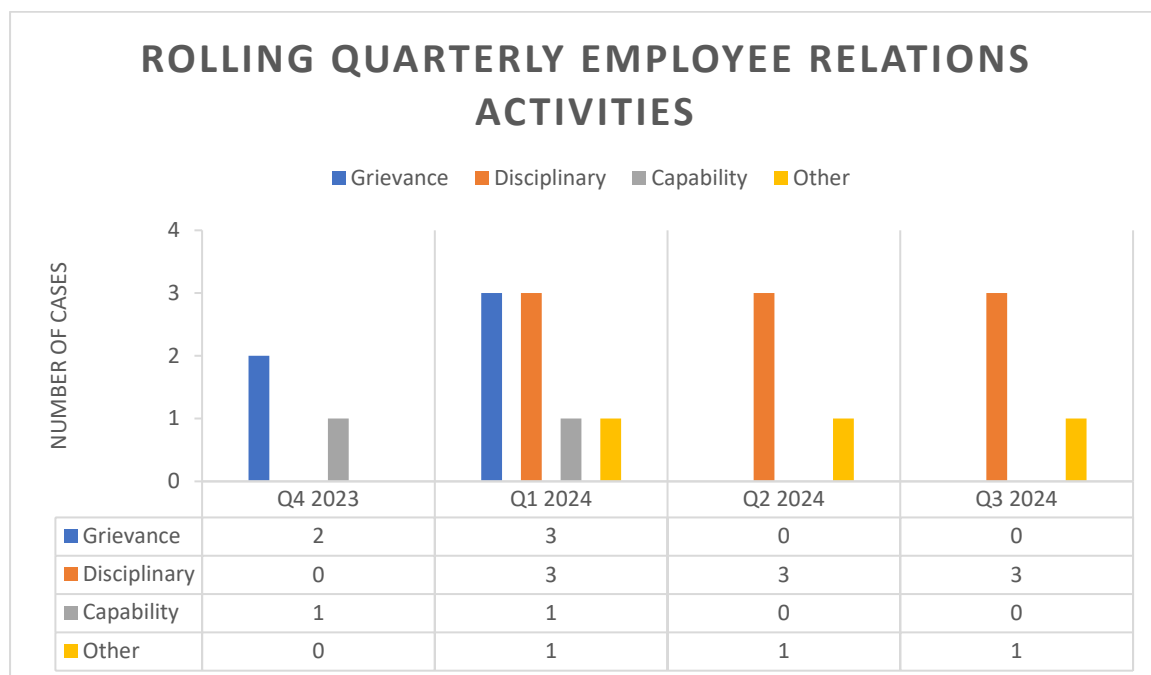


6. EMPLOYEE & INDUSTRIAL RELATIONS

6.1. Employee Relations

6.2. The following graph demonstrates a drop in grievances, disciplinarys and other employee relations matters.

6.3. Graph 3: Employee Relations Activity



6.4. Industrial Relations

6.4.1 In September 2024 the college received formal notification from NJNC regarding the lecturing staff pay award for period 2022-26 and the pay award is planned for implementation through payroll as follows:

- October 2024 Pay – New salaries and backdated pay issued for fixed salary payments
- November 2024 Pay – New salaries and backdated pay issued for non-fixed salary payments

7 HR PROJECTS

7.1 Pensions Contributions Project

7.1.1 The project continues to be on track for completion in line with the baseline project plan, by February 2025, with employees receiving results each month until then. On completion of the review, the College will provide an overview of results of the re-calculations.

7.2 HR System Project

7.2.1 The College is continuing to parallel run the new payroll module of iTrent alongside its legacy system. The SLC project team continues to meet on a weekly basis with the software provider to work through any outstanding issues.

8. ABSENCES

8.1 *Five Year Rolling Absence Data*

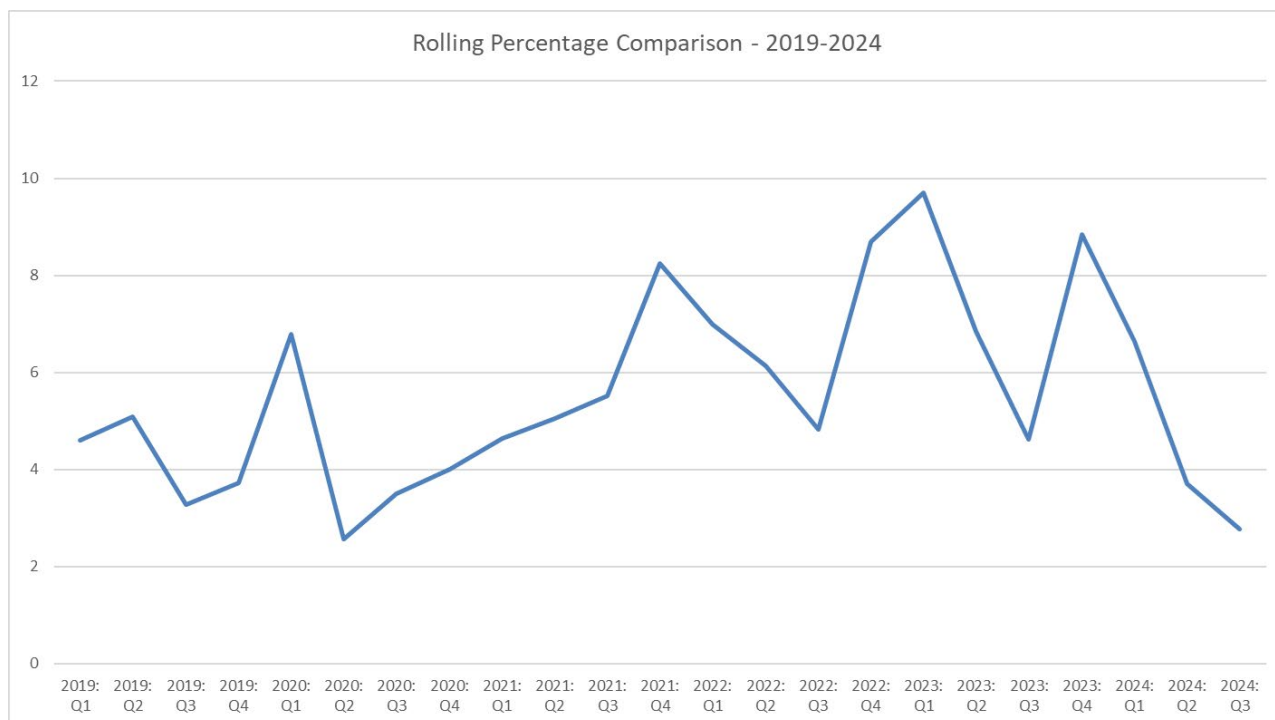
8.2 The College rolling absence percentages are shown in Chart 1. The current absence rate has decreased to 2.77%. Absence rates remain above the official average data from the Office for National Statistics (ONS). The table below is updated with the ONS 2022 Absence Rates data:

8.3 *Table 1: ONS 2022 Absence Rates*

UK	Scotland	Public Sector	Education
2.7%	3.15%	3.6%	3.0%

8.4 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 is 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 and the HR & Payroll System will provide appropriate support for employees and will have a positive impact on these figures.

8.5 Chart 1: Rolling Percentage Comparison



8.6 Departmental Absence Data

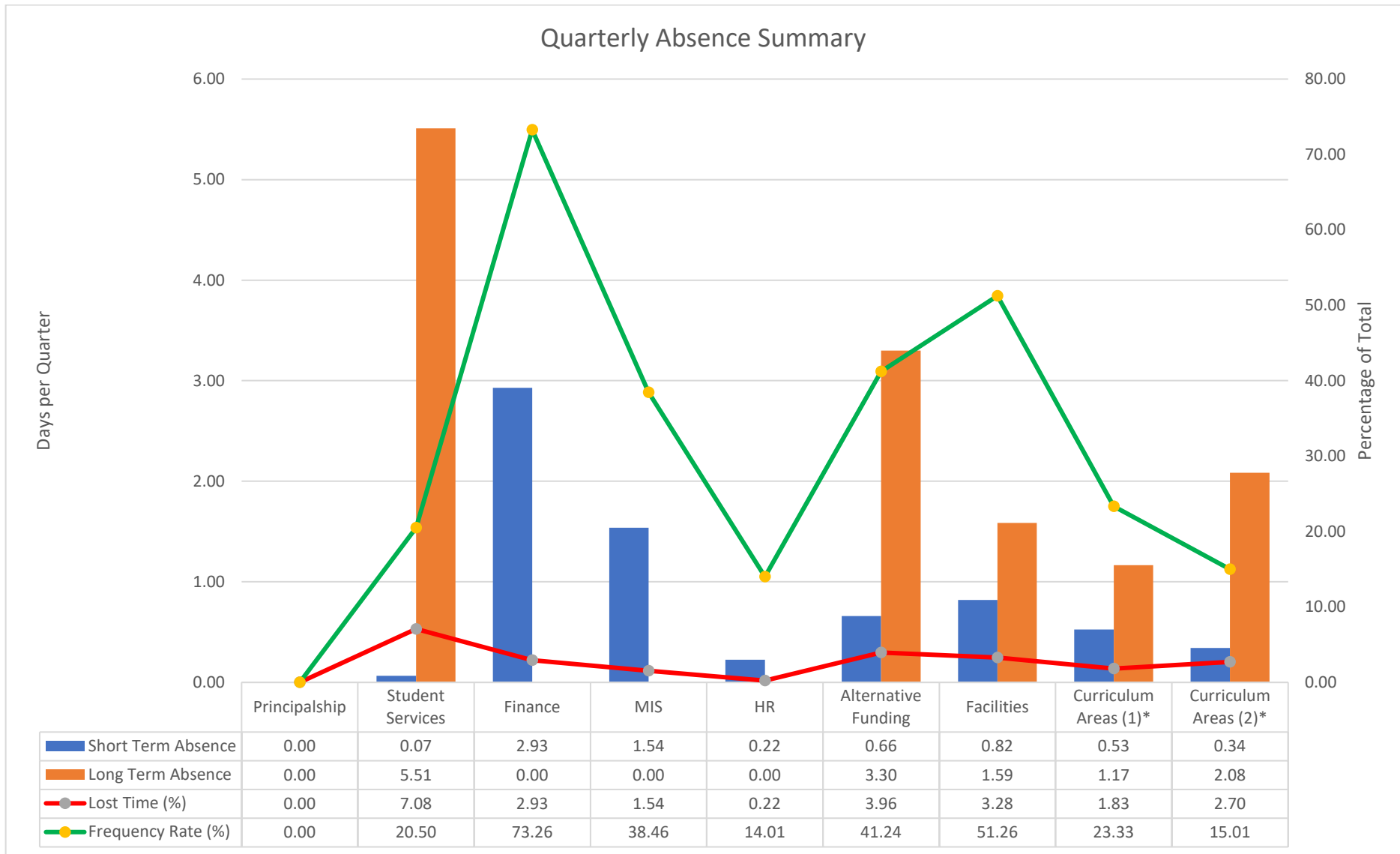
8.7 The following graph shows that long-term sickness (absences longer than 3 weeks) accounts for 19.49% of all absences. Comparative data from the Office of National Statistics 2021 Absence report highlights that similar absence categories that are comparable to College Long-Term Absences (categories of “mental health conditions” and “musculoskeletal problems”) are 27.6% of total absences.

8.8 The graph below also highlights the following:

8.8.1 Lost time (%) per department which expresses the percentage of total time available which has been lost due to absence. The College has lost 2.77% of available working days to absences. The Student Services and Alternative Funding teams have higher lost time rates than other areas of the College. The approximate salary cost of lost time is £43,534.25. This does not consider the costs of overtime, replacements, impact of service and salary oncosts.

8.8.2 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. Finance and Facilities teams have higher frequency rates of absence based on headcount due to an increase in the proportionate number sickness instances.

8.9 Chart 2: Quarterly Absence Summary



***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 (incl. Horticulture)
Wet Trades

9. EQUALITIES

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

10. RISK

10.1. The following risk is identified:

10.2. Failure to manage: the headcount; employee health and wellbeing; employee engagement; learning & development; and employee relations, could result in poor delivery for students.

11. RECOMMENDATIONS

11.1. Members are recommended to:

11.2. note and question the updates relating to Headcount Management, Health and Wellbeing, Employee Engagement, Learning and Development and Employee Relations.

HUMAN RESOURCES COMMITTEE

DATE:	14 th November 2024
TITLE OF REPORT:	Quarterly Health and Safety Report
REFERENCE	09
AUTHOR AND CONTACT DETAILS	Craig Ferguson; Head of Facilities and Health & Safety Craig.Ferguson@slc.ac.uk
PURPOSE:	To provide the Human Resources Committee with a summary of in-year performance to date.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to note: <ul style="list-style-type: none"> • internal Health and Safety Committee postponement. • the accident reporting period and an increase of 7 from the previous quarter. • the first aid update and near miss report. • the housekeeping update; and • the fire activation update.
RISK	<ul style="list-style-type: none"> • That there is a failure to adhere to statutory and legislative health and safety requirements • That a lack of staffing impacts on the service the area can provide.
RELEVANT STRATEGIC AIMS:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Ventilation issues were raised in the Painting and Decorating workshops. Upgrade works were successfully completed. • The College is continuing to monitor the number of staff undertaking the mandatory training. All are now completed. • Housekeeping inspections continue routinely in conjunction with union representatives. • There has been an increase in the number of accidents for this reporting period, which would be expected at the start of a new term. • There were three fire alarm activation over the reporting period.

1 INTRODUCTION

1.1 This paper provides an overview of health and safety activity from July 2024 to September 2024 reporting period. is scheduled for

2 COMPLIANCE

2.1 The planned Health and Safety Committee meeting planned for August 2024 was postponed due to there being no reportable activity over the summer break. The next one will be on 26 November 2024 and will be included in the next committee report. Note that usual practice such as risk assessments and normal health and safety activities in preparation for the start of term were completed.

2.2 An example of this is the works to upgrade the extract system in the painting workshops being successfully completed and is much improved. The College is awaiting a monitoring report from the specialist occupational health contractor to assess the work, and this is expected over the next few weeks.

3 TRAINING

3.1 The College launched online courses for mandatory training for all staff back in August 2023. An extension to completion dates was provided and all are now completed.

3.2 Health and Safety specific training is ongoing which includes new staff inductions, First Aid training and refresher training, Fire Wardens, COSHH awareness training etc.

4 ACCIDENTS AND FIRST AID AND NEAR MISSES (INCIDENT REPORTS)

4.1 The accident reporting period is from July to September 2024. During this period there were 26 minor accidents reported, which is an increase of 7 from the previous quarter. (Annex A) Members should note that there were no RIDDOR incidents. The increase is as would be expected at the start of term or this reporting period.

4.2 Near misses reporting is now included in this report. (Annex B) During this period there were 3 reported incidents, none of which were medical. Incident reporting captures all issues of note/concern. Further work continues with staff teams to support them with reporting near misses.

5 HOUSEKEEPING

5.1 The Health and Safety Housekeeping inspections continue, and reports for the reporting period include any potential health and safety issues as well as any estates work. The inspections are carried out in conjunction with union representatives. Tickets which are opened and are expected to be completed within a given time frame.

6 FIRE ALARM ACTIVATION

6.1 There were three fire alarm activations over the reporting period, one was caused by the alarm engineer working on a ventilation system, another was a faulty call point and the third was during cleaning operations causing dust. (Annex C)

6.2 All Fire Warden positions are now filled ensuring complete coverage. Training has been provided to these individuals.

7 RISK

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

7.2 That a lack of staffing impacts on the service the area can provide.

8 EQUALITIES

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

9 RECOMMENDATIONS

9.1 Members are recommended to note:

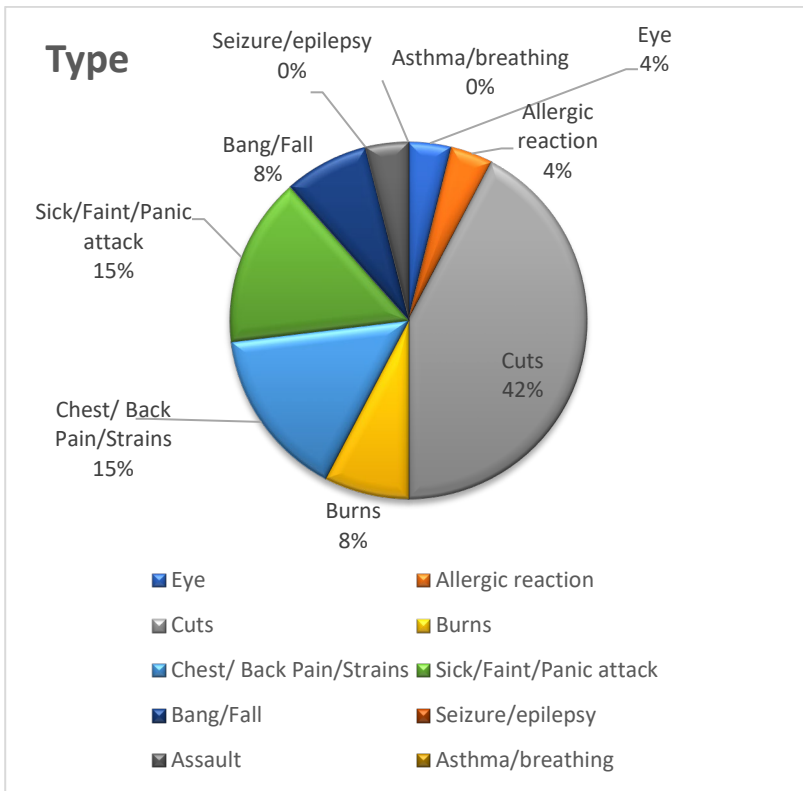
9.1.1 the accident reporting period and a increase from the previous quarter;

9.1.2 the first aid update and new near miss report

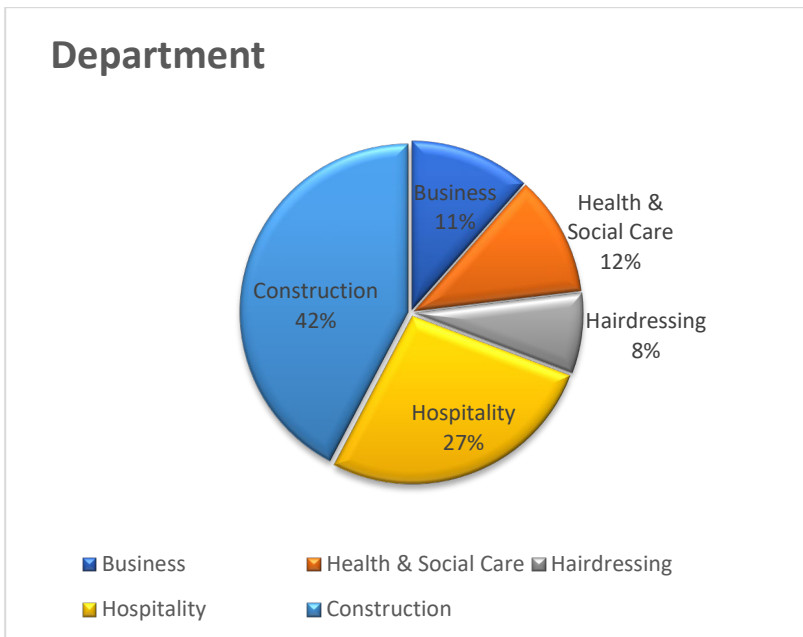
9.1.3 the housekeeping update

9.1.4 the fire activation update

ANNEX A REPORTING ANALYSIS: ACCIDENTS



		Prev period
Eye	1	1
Allergic reaction	1	0
Cuts	11	5
Burns	2	3
Chest/ Back Pain/Strains	4	2
Sick/Faint/Panic attack	4	4
Bang/Fall	2	0
Seizure/epilepsy	0	3
Assault	1	0
Asthma/breathing	0	1
Total	26	19



Business	3	2
Health & Social Care	3	3
Hairdressing	2	4
Hospitality	7	7
Construction	11	3
Total	26	19

ANNEX B: NEAR MISSES OR REPORTING INCIDENTS JULY – SEPT 2024

ID	DATE	LOCATION	DESCRIPTION	OUTCOME
021	28/08/24	Car Park	Student accused other student for scratches to car	Student withdrew complaint. Student reminded that parking is at owner's risk.
022	28/08/24	Car Park	Student accused other student of damaging his bike(cracking his mud guard) when trying to manoeuvre out of car park space. Student moved bike which had disc lock on it. When roiled back disc lock damaged mud guard.	Student withdrew complaint. Student reminded that parking is at owner's risk.
021	28/08/24	Car Park	Student reported damage to her car but didn't know when?	No action req'd Student reminded that parking is at owner's risk.

ANNEX C: UNPLANNED FIRE EVACUATIONS 1 JULY to 30 SEPT 2024

Date of Fire Drill	04/07/2024			
Weather Conditions	Dry			
Time Alarm Activated	09:51			
Duration to clear building	3mins			
Name of Fire Drill Supervisors	1. Jean Cooper			
	2. Gillain Barclay			
	3.			
	4.			
Overall Standard of Drill	Unsatisfactory	Satisfactory	Good	Very Good
Tick -			<input type="checkbox"/>	
Comments or actions to be taken.	Alarm engineer working on ventilation system in G11 accidentally triggered alarm			

Date of Fire Drill	10/09/2024			
Weather Conditions	Dry			
Time Alarm Activated	16:03			
Duration to clear building	3mins			
Name of Fire Drill Supervisors	1. Jean Cooper			
	2. Mariusz			
	3.			
	4.			
Overall Standard of Drill	Unsatisfactory	Satisfactory	Good	Very Good
Tick -			<input type="checkbox"/>	
Comments or actions to be taken.	Faulty call point in G13, alarm would not reset, engineer called and call point replaced.			

Date of Fire Drill	18/09/2024			
Weather Conditions	Dry			
Time Alarm Activated	16:30			
Duration to clear building	3mins			
Name of Fire Drill Supervisors	1. Christina McMahon			
	2. Gillain Barclay			
	3. Kirsty Taylor			
	4.			
Overall Standard of Drill	Unsatisfactory	Satisfactory	Good	Very Good
Tick -			<input type="checkbox"/>	
Comments or actions to be taken.	Dust created from cleaner shaking out floor rugs in construction corridor instead of hoovering.			