HUMAN RESOURCES COMMITTEE

NOTICE
There will be a meeting of the Human Resources Committee on 13th February 2025 at 17:30 hours.

AGENDA			
Agenda Item		**Presented By**	**Paper (Y/N)**
01	Apologies for Absence	**VA**	**N**
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	**VA**	**N**
03	Minutes of Previous Meeting	**PS**	**Y**
04	Matters Arising from the Previous Meeting	**PS**	**Y**
	Reserved Item – Commercially Sensitive		
05	Payroll and Pensions Audit	**GM**	**Y**
	Matters for Decision		
06	Hybrid Working Procedure	**AP**	**Y**
07	Public Sector Equality Duty Reporting	**GM**	**Y**
	Matters for Discussion		
08	Recruitment Refresh	**GM**	**Y**
	Matters for Information		
09	Quarterly HR Report	**GM**	**Y**
10	Quarterly Health & Safety Report	**SM**	**Y**
11	Reserved Item, Commercially Sensitive Investigation Update	**GM**	**Y**
12	Reserved Item, Commercially Sensitive Consultation Update	**GM**	**Y**
13	**Any Other Business**	**ALL**	**N**
14	**Summation of Actions and Date of Next Meeting**	**VA**	**N**

Initials	Committee Member
PS	Peter Sweeney – Interim HR Committee Chair
DM	Douglas Morrison – Board of Management Chair
FW	Fiona Whittaker – Senior Independent Member
AS	Andriy Strekhaliuk
KP	Kirsty Pinnell
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
VA	Vari Anderson – Governance Professional
AP	Angela Pignatelli – Vice Principal Learning, Teaching and the Student Experience
GM	Gary McIntosh – Head of Human Resources

UNCONFIRMED HR MINUTES

<table>
<tr><td colspan="2" align="center">**HUMAN RESOURCES COMMITTEE**</td></tr>
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<table>
<tr><td colspan="2">**MINUTES**</td></tr>
<tr><td colspan="2">Meeting of the Human Resources Committee on 14 November 2024 at 17:30 hours in the Board Room at South Lanarkshire College and on TEAMS</td></tr>
<tr><td>**Present**
Peter Sweeney, Chair
Stella McManus, Principal
Douglas Morrison
Anne Doherty, Support Staff Member
Jack Whyte, SA Vice Principal
Andriy Strekhaliuk</td><td>**In Attendance**
Gary McIntosh
Angela Pignatelli
Scott Gray</td></tr>
<tr><td colspan="2">Vari Anderson, Governance Professional
Peter Scott, Consultant Governance Professional</td></tr>
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<table>
<tr><td>**AGENDA ITEM**</td><td></td></tr>
<tr><td>01</td><td>**Apologies for Absence**
Fiona Whittaker Graeme Forrester</td></tr>
<tr><td>02</td><td>**Declaration of any potential Conflicts of Interest in relation to any Agenda items**
None made.</td></tr>
<tr><td>03</td><td>**Minutes of Previous Meeting – 5 September 2023**
Duly adopted.</td></tr>
<tr><td>04</td><td>**Matters Arising from the Previous Meeting**
Item 14 – SM provided an update regarding the TU input to the LRPA.</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td>**Reserved Items of Business**</td></tr>
<tr><td>05</td><td>**Payroll and Pensions Audit**
The Committee noted the contents of the report and were reassured that progress is being made.

The details could not be published due to being commercially sensitive.</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td>**Matters for Discussion**</td></tr>
<tr><td>06</td><td>**Employee Engagement Progress**
The Committee considered and fully discussed the paper.

The Committee were advised that 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</td></tr>
</table>

	year. Each department will nominate attendees to ensure that colleagues across departments can network. As an **action point,** VA to provide Board Members with future dates. The Committee congratulated and thanked the HR team for the creation of the document. As an **action point**, GMI to provide an update in respect of employee engagement with a focus on health and wellbeing.
07	**Worker Protection (Amendment of Equality Act 2010) Bill** The Committee noted the contents of the report and discussed the approach being taken by the College. The Committee were reassured that the College is in a good place with all aspects of the 8-step guide produced by the Equality and Human Rights Commission (EHRC) and will further enhance its position through policy enhancement, training, communication and third-party engagement. It was confirmed to the Committee that there is Trade Union support for this and a TU template is being used for certain elements of the approach. As an **action point**, Executive Team to check insurance liabilities.
	Matters for Information
08	**Quarterly HR Report** The Committee noted the terms of the Health and Safety report. It was noted that the staff sickness absence rate has been on a downward trend since the first quarter of 2024. The Committee were advised that this may be the result of more consistent reporting. The Committee noted that this was a positive improvement.
09	**Quarterly Health and Safety Report** The Committee considered the terms of the Health and Safety Report. The Committee noted that 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. The Committee were reassured that 'near misses' are now being reported and as an **action point** consideration should be given to reporting on 'undesirable circumstances' and including lessons learned.
10	**Any Other Business** **Employment Tribunal Update** A verbal update was provided regarding the employment tribunal. As these are live cases, this was treated as a Reserved Item and as such is not publishable. **Unison** Whilst Unison's support staff representative is on strike, there is a duty of care to staff. The Unison branch have contact details for representation, if needed. EIS representatives are happy to offer support to staff but will not take on case work. There being no other competent business the meeting was declared closed.

11	**Summation of Actions and Date of Next Meeting – 13 February 2025** • Item 6 – VA to provide board members with future dates of 'Pastries with a Purpose' • Item 6 - GMI to provide an update in respect of employee engagement with a focus on health and wellbeing. • Item 7 – executive team to check insurance liabilities • Item 9 – consideration be given to including 'undesirable circumstance' and lessons learned to be included in H&S report.

Human Resources Committee

DATE	13 February 2025
TITLE OF REPORT	Hybrid Working Procedure
REFERENCE	06
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience. apignatelli@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the Hybrid Working Procedure and outline the approach to working in a hybrid manner.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to • recommend the Hybrid Working Procedure for approval to the Board of Management.
RISK	• That some staff do not prioritise the needs of the business first in the roll out of hybrid working; • That some managers do not operate in the spirit of trust and innovative thinking in the roll out of hybrid working;
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	This report sets out: • the aims of the procedure and the definition of Hybrid Working; • guidelines for staff are provided in managing Hybrid Working; • a consistent approach to enable equity and parity in treatment and opportunity; • the benefits in productivity, wellbeing and culture in the adoption of Hybrid Working; • the areas to avoid in ensuring business operations and the quality of the student experience are not adversely affected.

1. INTRODUCTION

1.1. This paper provides an overview of the College's Hybrid Working Procedure and outlines the College's approach to managing Hybrid Working arrangements.

2 PROCEDURE AND APPROACH

2.1 The aims of the Procedure are to:

- to deal fairly, honestly, consistently, and appropriately with all staff in the roll out of Hybrid Working;
- to provide a high-quality service, which is focussed on productivity and outputs, whilst implementing Hybrid Working arrangements for the benefit of the College, the staff and the students;
- to ensure that SLC's effectiveness, rather than being compromised by Hybrid Working arrangements, grows and explores innovative solutions and digital technologies to produce enhanced experiences for all;
- to encourage creative, innovative and digital thinking in how the College operates and see through refreshed eyes;
- to provide a safe working environment for staff, where they are able to thrive and operate in a manner which enables productivity and wellbeing in a modern-day workplace which prioritises employee wellbeing and demonstrating mutual respect and trust.

3 EQUALITIES

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

4 RISK AND ASSURANCE

4.1 That some staff do not prioritise the needs of the business first in the roll out of hybrid working; and

4.2 That some managers do not operate in the spirit of trust and innovative thinking in the roll out of hybrid working.

5 RECOMMENDATIONS

5.1 Members are requested to:
- recommend the Hybrid Working Procedure for approval to the Board of Management.

Human Resources Committee

DATE	13th February 2025
TITLE OF REPORT	Public Sector Equality Duty Reporting
REFERENCE	07
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	To update members of the content of the public sector equality duty findings and seek approval to issue the reporting duties in the proposed format.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the findings from the public sector equality duty; and • approve the issuing of reporting in the proposed format.
RISK	• breaching the College's specific and general duties under the Public Sector Equality Duty; and • lack of progression in developing the experiences of protected characteristic groups.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The College has various duties under Public Sector Equality Duty requirements. • To enhance the accessibility of its reporting obligations, the College has refreshed its documentation and is splitting the content across several, specific documents. • The College achieved good progress under the 4-year objectives, achieving improvements in: peer support and working groups; procedures and resources; and training. • For the upcoming four-year cycle, the College will be continuing with the national Equality Outcomes, established by the Scottish Funding Council. • Diversity continues in relation to gender, age and disabilities. • There remains limited diversity with ethnicity and sexual orientation. • The gender pay gap has reduced from 9.30% to 5.07%.

1. INTRODUCTION

1.1. This paper provides an overview of the findings from the College's public sector equality duty obligations and seeks approval on the proposed reporting approach for issuing these papers in 2025. The College previously issued one large report (available [here](#)) capturing it's reporting obligations, and has now progress with multiple, smaller documents which are deemed to be more professional, accessible, easier to understand, while still presenting an accurate summary of the College.

2 BACKGROUND

2.1 The Public Sector Equality Duty (PSED), established under the Equality Act 2010, requires public bodies, including colleges, to: eliminate unlawful discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations.

2.2 In Scotland, the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 set out additional requirements for compliance. These include:

2.2.1 Equality Outcomes:
2.2.1.1 Colleges must publish equality outcomes at least every four years, demonstrating how they will further the aims of the PSED.
2.2.1.2 These outcomes must be based on evidence and engagement with stakeholders.

2.2.2 Mainstreaming Reports:
2.2.2.1 A report on how equality is being integrated into the College's core functions must be published at least every two years.
2.2.2.2 This includes demonstrating progress on equality outcomes and embedding equality considerations in decision-making.

2.2.3 Employee Data Collection & Reporting:
2.2.3.1 Colleges must gather and publish data on the protected characteristics of their workforce.
2.2.3.2 This includes recruitment, development, and retention data.
2.2.3.3 If the data is insufficient, steps must be taken to improve collection and analysis.

2.2.4 Equal Pay & Gender Pay Gap Reporting:
2.2.4.1 Every four years, colleges must publish an equal pay statement and occupational segregation for gender, race and disability.
2.2.4.2 Gender pay gap information must be published every two years and identify any disparities and actions to address them.

2.2.5 Impact Assessments:
2.2.5.1 Colleges must assess the equality impact of policies and decisions to ensure they do not disadvantage protected groups.
2.2.5.2 Findings should be documented and available for public scrutiny.

2.2.6 Public Accessibility of Reports
2.2.6.1 All required reports and data must be made publicly available, ensuring transparency and accountability.

2.2.6.2 Reports should be easily accessible, using clear and inclusive language.

3 DISCUSSION

3.1 The College's concluding outcomes and status are summarised below.

3.1.1 Table: Concluding Equality Outcomes and Status:

Outcome	Status
1. Develop the engagement of underrepresented student and staff groups through an increase in tailored peer support groups.	Action complete, with the implementation of the "Neurospicys" Teams peer support group, Neurodiversity Working Group, and the Wellbeing Activities Teams group. Ongoing actions will continue with these teams.
2. Annual engagement with three organisations to enable and progress our recruitment and management of employees and students across identified underrepresented groups.	The College has engaged with the Further Education British Sign Language Group, College Development Network EDI Disability & Neurodiversity Group, and the anti-Racist Education Network, and has used their expertise to develop a Considering Adjustments Guidance and Procedure, Fitness to Study policy and a Disability Audit created by Your Options Understood.
3. Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity, ensuring that at least 90% of these populations have awareness of our Equality and Diversity practices.	The College created and implemented its British Sign Language plan, along with a video of the plan in British Sign Language. Various diversity themes are promoted on social media and, where appropriate, embedded in curriculum. A College Equality Calendar is planned to be developed in 2025-26 Academic Year. The new HR & Payroll system, and Student System will allow increased accuracy on diversity data.
4. Ensure at least 90% of staff undertake training and that all students are offered training on Equality, Diversity and Inclusion to ensure awareness and understanding of legal and College expectations for everyone in our community	Refreshed Equality training was rolled out to all employees for the 2023-24 academic year, completed by 77% having completed the training – this considers the significant industrial action, including Strike action, resulting in employees being unavailable for training. This is being repeated in the current Academic Year, as it extends to capture duties under the enhanced Sexual Harassment legislation. The College is currently running a pilot session for students, where they are participating in the ACAS Equality, Diversity & Inclusion Training. Once reviewed, the intention is to promote this to all future students.

3.1.2   These outcomes and status will be produced in a stand-alone report, using the template in the appendix, and published on the College's website.

3.2 In addition to these, the Scottish Funding Council have requested each College to have a write up commentary against the national outcomes they recently published – outside of the reporting cycle. The Scottish Funding Council's (SFC) National Outcomes and the commentary to be reported on are:

3.2.1   Table: SFC's National Equality Outcomes and Commentary

Outcome	Commentary
Objective 1: Improving Retention Outcomes for University Students Aged 25 and Over	As the College is not a University this objective does not apply.
Objective 2: Enhancing Success Rates for College Students Aged Under 19	Younger students may face challenges such as adapting to college life, academic pressure, non-academic barriers, and lack of career direction. Collect and analyse student data on success rates of Students aged under 19 versus students aged 19 and above. Understanding contributory factors for this objective.
Objective 3: Improving Outcomes for Students Declaring a Mental Health Condition	Mental health challenges may impact retention and success rates in tertiary education. Collate and analyse student data on the success of students declaring a mental health condition versus those not declaring a mental health condition. Add additional insights from Student Services e.g. Counselling & Guidance data, such as the success rate impact following counselling interventions. Consider intervention resources and their impact available for students, in regard to mental health, such as mindfulness, yoga, etc. Consider the benefits of staff development, to enhance their knowledge & skills around mental health conditions.
Objective 4: Satisfaction of Disabled Students with Support and Adjustments	Disabled students may face barriers to accessing required support and adjustments to enable their studies. Capture and implement findings from the College's recent Disability Audit. Collate and analyse the number of disabled students and the approach the College has for accessing available support and adjustments. Check support provided from ELS, and for current interventions implemented via Student Services, Health & Safety, and the Curriculum.

Objective 5: Safety for Disabled Students and Staff	The College currently has no measure for Disabled Students feeling "safe".
	The College Development Network EDI group has fed back on this measure, and suggested the a "belonging" metric would be more appropriate, as this is more than simply feeling safe and is common for equality metrics.
	The College will implement measurements on staff and students feeling like they belong and implement opportunities to enhance this, as appropriate.
	In addition, the College can review its complaints procedure and any findings from Report & Support to identify if people are feeling unsafe.
Objective 6: Proportionate Representation of Disabled Students to Staff and Board Members	As student population metrics change every 6-12 months, the College has shared that this is not in keeping with employee and Board Member tenures.
	The discussed solution with the Scottish Funding Council is to have a long-term view and to aim to close the gaps, through ensuring equality of opportunity for employee and Board positions.
Objective 7: Ensuring Safety for Trans Staff and Students	The College currently has no measure for Trans Staff and Students feeling "safe".
	The College Development Network EDI group has fed back on this measure, and suggested the a "belonging" metric would be more appropriate, as this is more than simply feeling safe and is common for equality metrics
	The College will implement measurements on staff and students feeling like they belong and implement opportunities to enhance this, as appropriate.
	In addition, the College can review its complaints procedure, grievance procedure and any findings from Report & Support to identify if people are feeling unsafe.
Objective 8: Addressing Harassment and Bias on the Grounds of Race	The College has a zero tolerance for discrimination and/or harassment on the grounds of race or any other protected characteristic.
	The zero tolerance is communicated through various policies, procedures, professional standards, and Codes of Conduct.
	The College will review data from complaints, grievances, disciplinaries, etc. of harassment on the grounds of race and implement opportunities to enhance this, as appropriate.
Objective 9: Enhancing Attainment Levels by Racial Groups	The College will assess student data on attainment levels against racial groups and

	implement opportunities to enhance this, as appropriate.
Objective 10: Proportionate Racial Diversity on Governance Boards and Leadership Position to Reflect Student Racial Diversity	As student population metrics change every 6-12 months, the College has shared that this is not in keeping with employee and Board Member tenures. The discussed solution with the Scottish Funding Council is to have a long-term view and to aim to close the gaps, through ensuring equality of opportunity for employee and Board positions.
Objective 11: Proportionate Racial Diversity Among Teaching and Non-Teaching Staff	As student population metrics change every 6-12 months, the College has shared that this is not in keeping with employee and Board Member tenures. The discussed solution with the Scottish Funding Council is to have a long-term view and to aim to close the gaps, through ensuring equality of opportunity for employee and Board positions.
Objective 12: Confidence in Reporting and Support Mechanisms	Continue to embed and gauge confidence of staff and students with grievance and complaints procedures, as well as the Report & Support system.
Objective 13: Support for Reporting Violence, Harassment, and Abuse	People who are victims, or witnesses, of violence, harassment and abuse may hesitate to report due to fear of retaliation or inadequate support. The College will ensure support services are accessible, inclusive, and trauma informed. Regular safeguarding training will continue, for staff handling reports to ensure sensitivity and professionalism.
Objective 14: Preventing and Responding to Violence, Harassment, and Abuse	The College will continue to take proactive steps to create a safe environment, preventing and responding to violence, harassment and abuse. College policies, procedures and resources will continue to be adapted to support this.
Objective 15: Mental Health Support for Men (Staff and Students)	Men may be less likely to seek mental health support due to societal stigma and cultural norms. Increase awareness of mental health resources through targeted campaigns. Obtain feedback and guidance on the development of support tailored to the unique needs of men.
Objective 16: Addressing Gender Imbalances in Courses	Significant gender imbalances exist in certain fields e.g. Roofing, Hairdressing, etc.

	Implement initiatives to encourage underrepresented genders to consider nontraditional fields.
	Review curricula and marketing materials to avoid reinforcing stereotypes.
Objective 17: Safety for Lesbian, Gay, and Bisexual Staff and Students	The College currently has no measure for Trans Staff and Students feeling "safe".
	The College Development Network EDI group has fed back on this measure, and suggested the a "belonging" metric would be more appropriate, as this is more than simply feeling safe and is common for equality metrics
	The College will implement measurements on staff and students feeling like they belong and implement opportunities to enhance this, as appropriate.
	In addition, the College can review its complaints procedure, grievance procedure and any findings from Report & Support to identify if people are feeling unsafe.

3.2.2 These outcomes and their status will be produced in a stand-alone report, using the College's new template, and published on the College's website. The College will implement these as its outcomes for the next four-year period.

3.3 The College's equality mainstreaming report will capture:

3.3.1 The College's strategy, and relevant policies & procedures;

3.3.2 Plans & strategies: British Sign Language Plan, Caring Support, Considering Adjustments, corporate parenting plan, and equally safe strategy, enhanced sexual harassment risk assessment.

3.3.3 Evidenced implementation of the 3 PSED general duties: eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

3.4 The Employee Data has been collected, analysed and is reported on in appendices A and B. These will be published on the College's website, in their new format.

3.5 Equal Pay Statement, Occupational Segregation and Gender Pay Gap Reporting has been captured, analysed and is reported on in appendices C-E. These will be published on the College's website, in their new format.

3.6 The College will also provide an update of its Equality Impact Assessments on the website, in the new format.

4   RESOURCE IMPLICATIONS

4.1 The collation of the public sector equality duty data and the reporting of the data is currently still manual and resource heavy. The College is working on the automation on more of the data, through the utilisation of the new HR & Payroll System.

5   EQUALITIES

5.1 The analysis of the data identified that the College:
- embeds equality across everything is does, including policies, procedures, and work practices.
- achieves diversity in terms of gender, age and disabilities.
- has limited diversity with ethnicity and sexual orientation.
- has a majority (68%) of female staff across the College, employed at all levels, however due to occupational segregation, the gender pay gap has reduced from 9.30% to 5.07%.

6   RISK

6.1 The following risks may apply:
- breaching the College's specific and general duties under the Public Sector Equality Duty; and
- lack of progression in developing the experiences of protected characteristic groups.

7   COMMUNICATIONS

7.1 The College will upload all of its reporting obligations to the Equality section of the college website;

7.2 The College will share the report findings to the Senior Leadership Team, the Equality Group, and the Joint Negotiating Committee ("JNC"), as well as issue a communication within the staff newsletter when the reports are on the website.

8   RECOMMENDATIONS

8.1 Members are recommended to:
- note the findings from the public sector equality duty; and
- approve the issuing of reporting in the proposed format.

Appendix A

2025

Employee Data
Equality Mainstreaming Report

Contact Details

We are inclusive and diverse, and this is one of our values.
We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.

To find out more about our Vision, Mission & Values click HERE

If you require this document in an alternative format please get in touch.

📞 Equality Officer 01355 8074382

✉ humanresources@slc.ac.uk
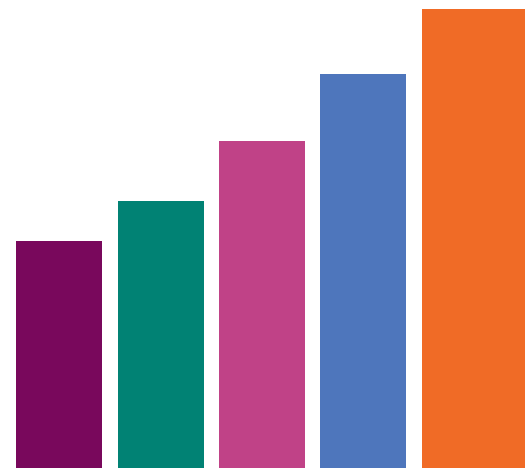
Equality Data

Employee Information

South Lanarkshire College collects data on the nine protected characteristics (Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race/Ethnicity, Religion or Belief, Sex/Gender, and Sexual Orientation) to address equality issues, as required by the Equality Act 2010 and the Public Sector Equality Duty. This data is gathered annually from the Board of Management and employees. The report covers equality data from 2022 to 2024 for the Board of Management and employees. It also includes information on staff retention and continuous professional development.

In 2024, 47% of employees submitted equality data, a decrease from previous years. The new iTrent Human Resources system, launching in 2025, aims to simplify data submission.

We have also observed a slight increase in the number of employees who prefer not to disclose certain information. To address this, we will implement initiatives to foster a more open and supportive environment, encouraging staff to feel comfortable sharing their information.

Board of Management Information

The South Lanarkshire College Board has 20 members, including staff and student representatives, and the Principal. They aim for a 50% gender balance, in line with the Gender Representation on Public Boards (Scotland) Act 2018. At December 2024, the Board was made up of 55% women and 45% men. The Board meets four times a year, with its four sub-committees meeting four times annually. Members also attend various college events. The College collects anonymised equality data to support diversity in workforce planning, aligning with the Scottish Government's diversity policy to increase diversity in Boardrooms.

2024
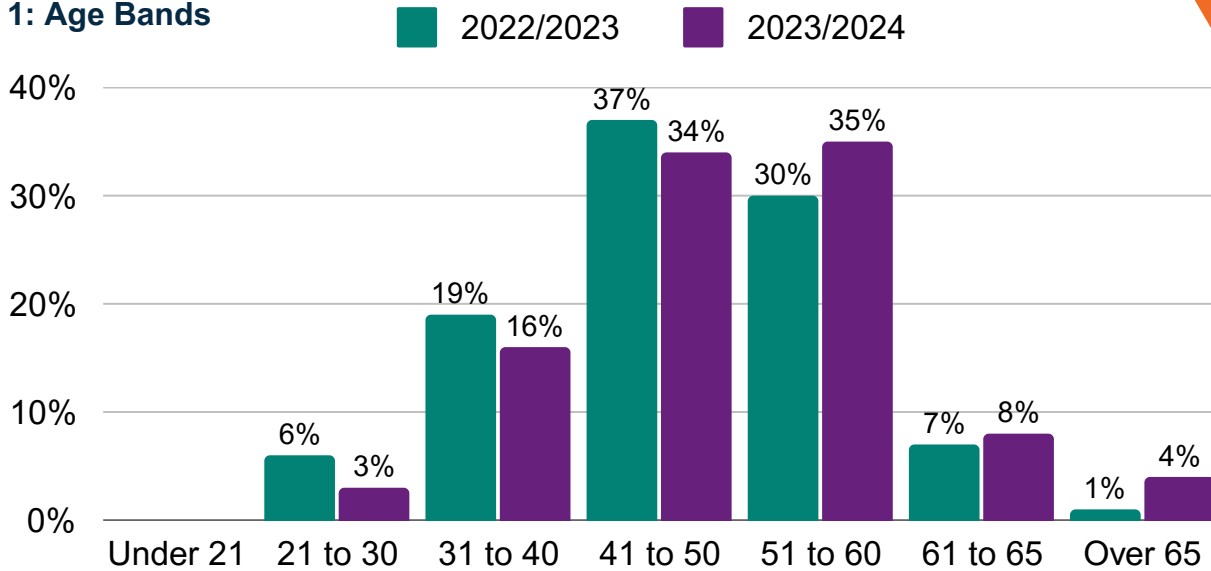

Male 45%

Female 55%

Board of Management
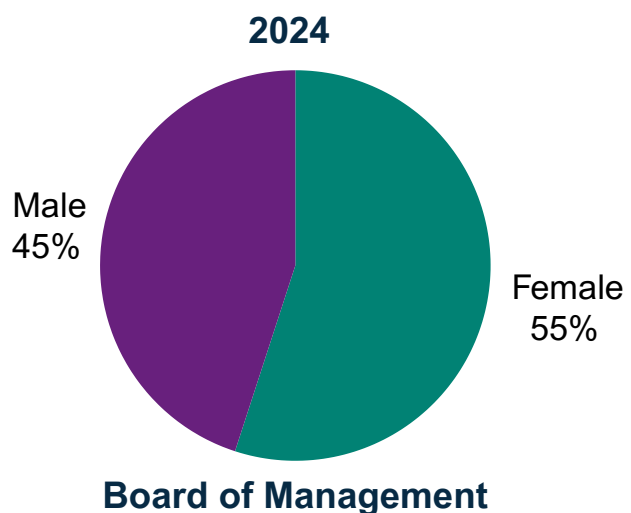
FREDIE

To maintain confidentiality, when the number of staff with a specific protected characteristic is low, we have opted to replace charts with a statement, as highlighted by FREDIE.

Employee Data

1: Age Bands

Legend: ■ 2022/2023 ■ 2023/2024

| Age Band	2022/2023	2023/2024
Under 21	0%	0%
21 to 30	6%	3%
31 to 40	19%	16%
41 to 50	37%	34%
51 to 60	30%	35%
61 to 65	7%	8%
Over 65	1%	4%

- The percentage of staff in the 'Under 21' age band remained at 0% for both years.
- The percentage of staff in the '21 to 30' age band decreased from 6% to 3%.
- The percentage of staff in the '31 to 40' age band decreased from 19% to 16%.
- The percentage of staff in the '41 to 50' age band decreased from 37% to 34%.
- The percentage of staff in the '51 to 60' age band increased from 30% to 35%.
- The percentage of staff in the '61 to 65' age band increased from 7% to 8%.
- The percentage of staff in the 'Over 65' age band increased from 1% to 4%.

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

3. Sex.

2022/2023
Male 35%
Female 65%

2023/2024
Male 32%
Female 68%
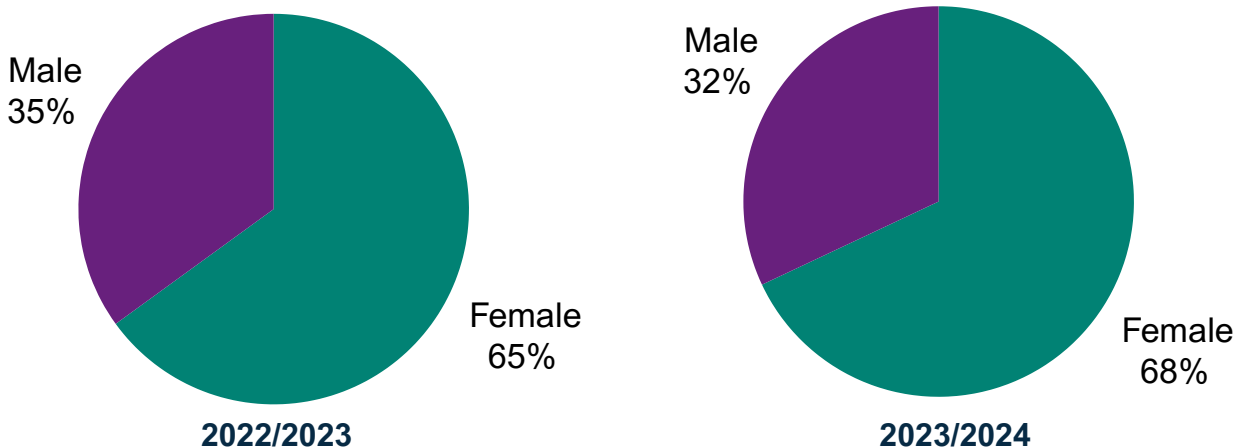
Over 65% or staff are female. This is driven by occupational segregation and the nature of courses run by the College.

Employee Data

4. Disability

Legend: 2022/2023 (teal) — 2023/2024 (purple)

Category	2022/2023	2023/2024
No Known Disability	71%	73%
Has a Disability	13%	22%
Prefer not to say	3%	4%
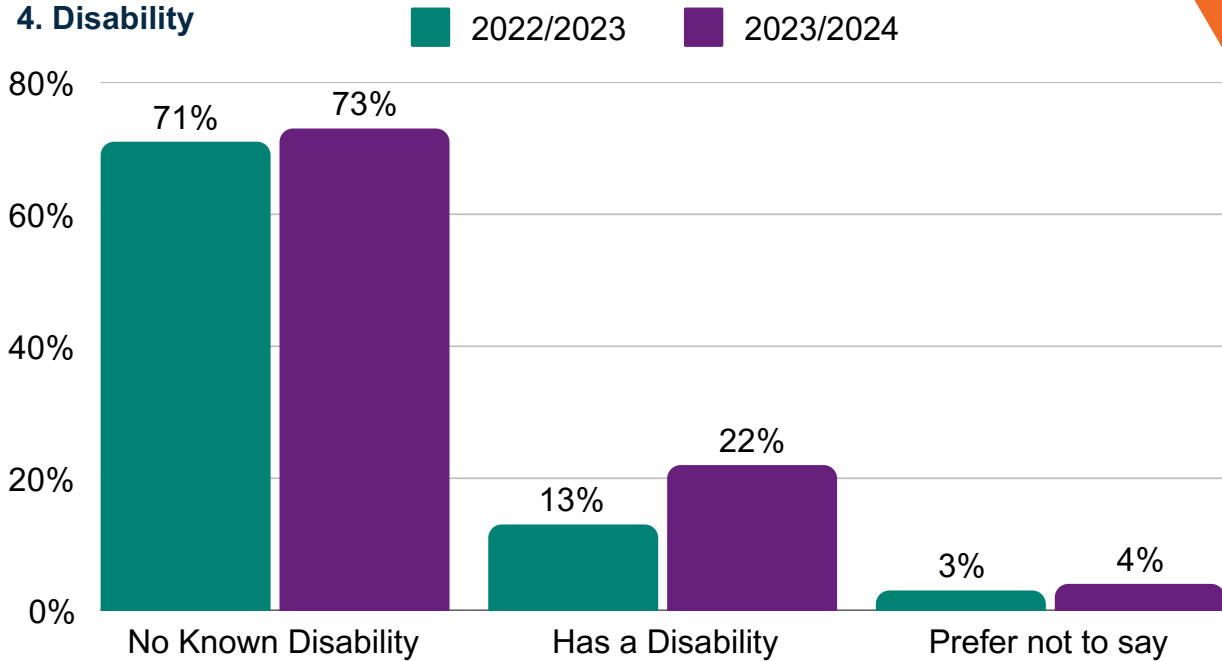
Currently, 22% of staff have disclosed at least one disability. The College, as a Disability Confident Employer, is dedicated to recruiting and retaining disabled individuals. The College has introduced a 'Considering Adjustment Procedure' to facilitate tailored discussions between employees and their managers about potential work adjustments.

5. Ethnicity

Legend: 2022/2023 (teal) — 2023/2024 (purple)

Category	2022/2023	2023/2024
UK White	82%	93%
Other White	2%	2%
BAME	17%	1%
Prefer not to say	1%	1%
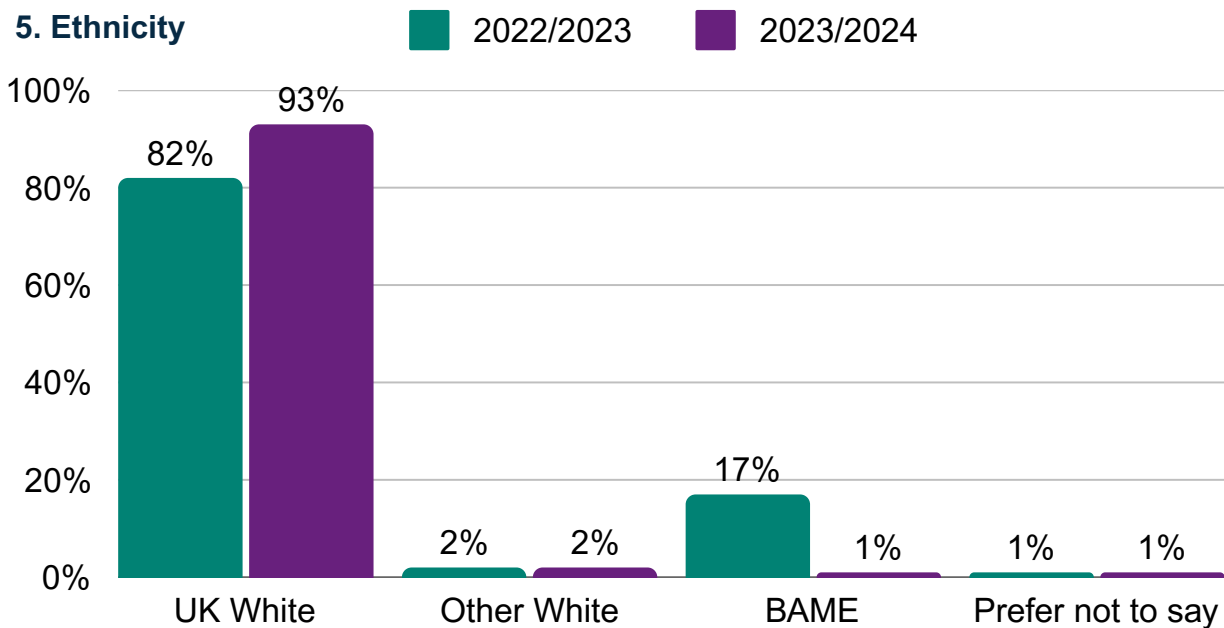
The summary of the data from the two reporting periods is as follows:

- Over 80% of employees identify as "UK White."
- 2% of employees identify as "Other White," including White Irish, Polish, and other white backgrounds.
- The term BAME (Black, Asian, and Minority Ethnic) is used to describe various minority communities in the UK.
- There has been a notable decrease in the number of employees identifying as BAME, possibly due to a lower response rate in the annual equality data collection.

6. Carer

Legend: ■ 2022/2023 ■ 2023/2024

Chart showing percentages by response category:

Response	2022/2023	2023/2024
Yes	17%	36%
No	88%	72%
I prefer not to say	5%	7%
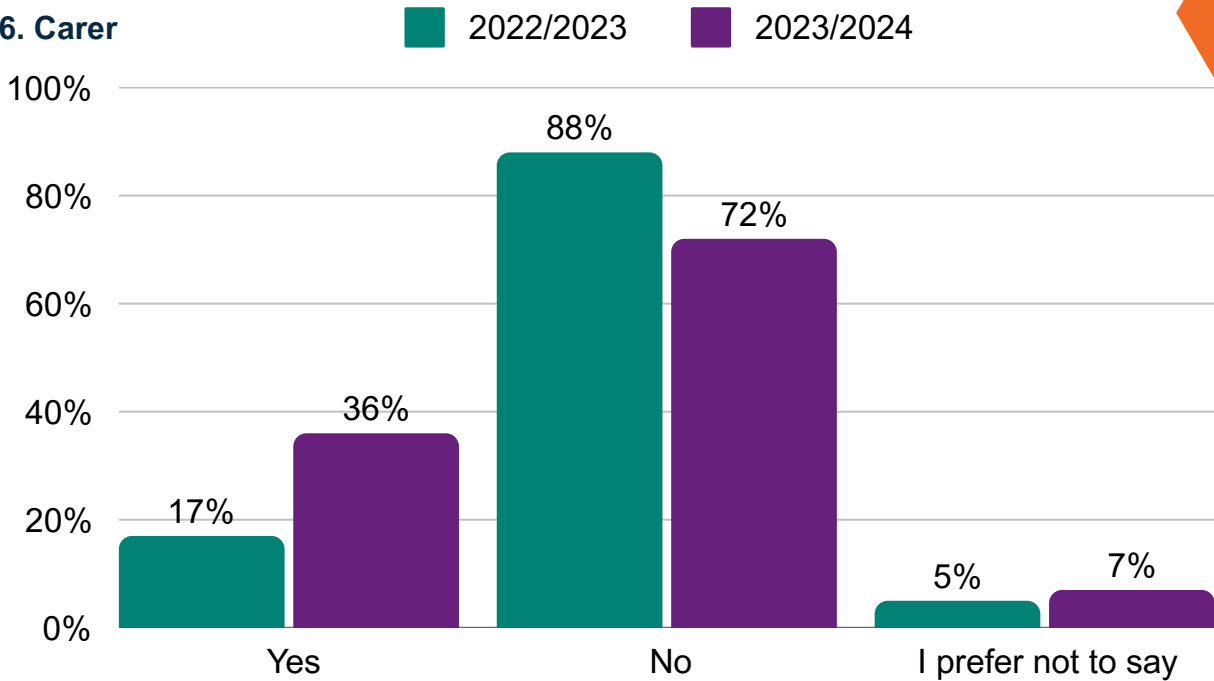
The percentage of employees disclosing caring responsibilities has increased from 17% in 2022 to 36%, likely due to the College's initiatives as a Carer Positive Employer. The College plans to continue raising awareness about the role of carers and the support available to them.

7. Pregnancy

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

8. Given birth-in the Last Year

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

9. Family Leave

Less than 2% of employees reported that they had taken family leave in the last 12 months including maternity, maternity support and shared parental leave. We will continue to ensure that employees are aware of their parental rights at work through the promotion of relevant policies.
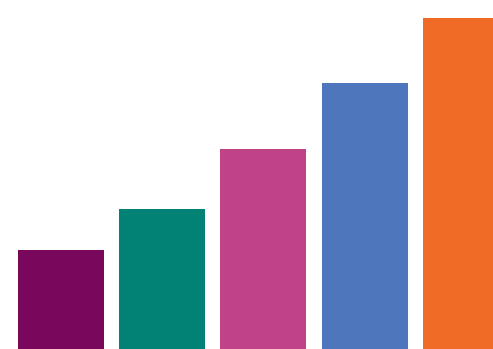
10. Religion & Belief

■ 2022/2023   ■ 2023/2024
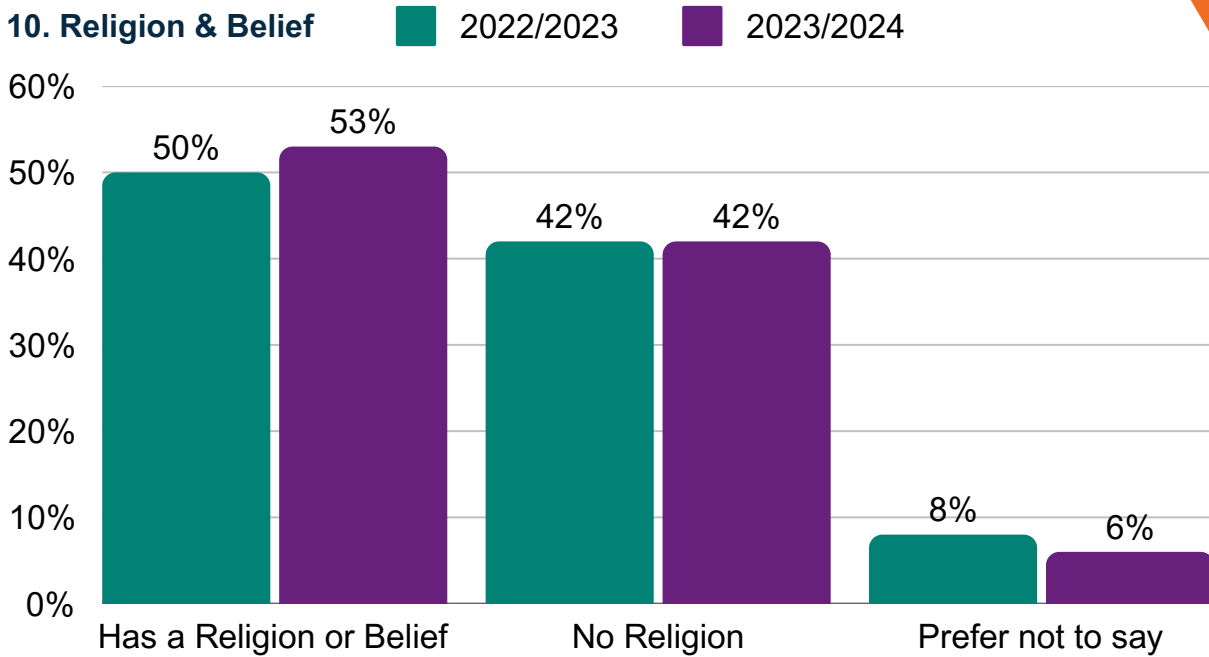
More than half of the employees identify with a religion or belief, while over 40% do not. Fewer people selected "prefer not to say" compared to 2022/2023.

11. Marriage & Civil Partnership

■ 2022/2023   ■ 2023/2024
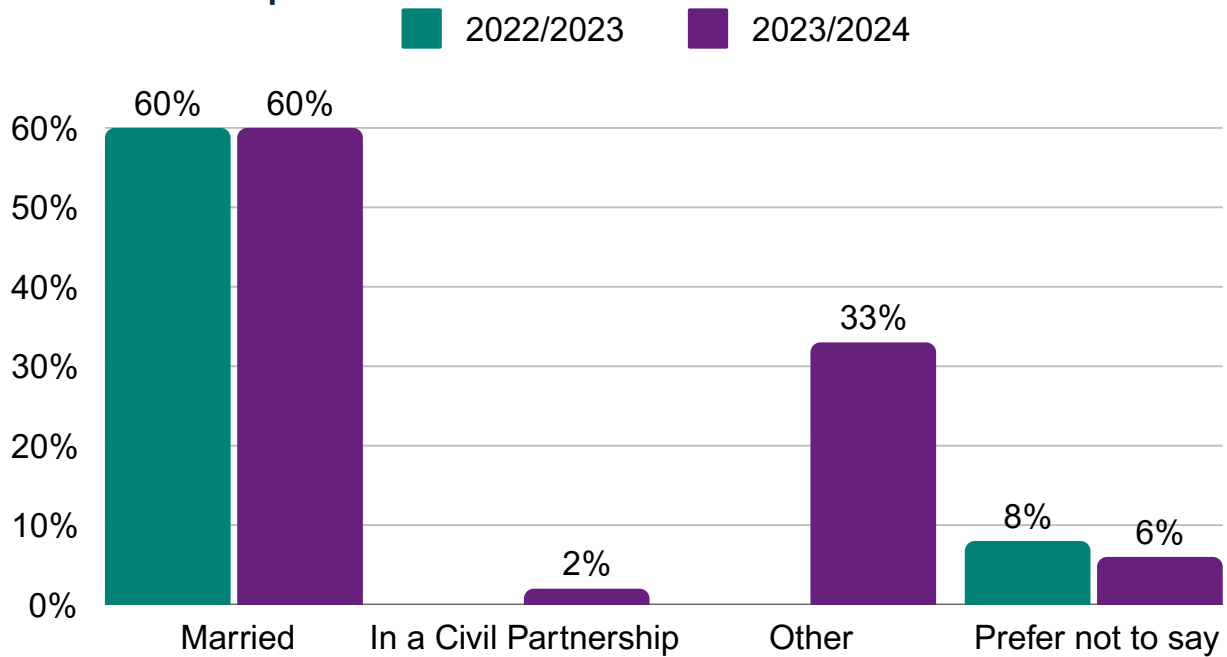
60% of staff reported being married, a small number are in a civil partnership, and 33% chose other. Fewer people selected "prefer not to say" compared to 2022/2023.

Retention of Employees

The retention of staff at the College aligns with its demographic profile. Over the two-year period from 2022 to 2024, the College experienced 100 staff departures. The primary reasons for leaving included retirement, which is consistent with the College's demographic, characterised by many long-term staff and a significant number of employees in the 41- 60 age categories. Other reasons for leaving were the end of fixed-term contracts and seeking alternative employment. Of those who left, 36% were male and 64% were female, reflecting the College's demographic distribution. When examining all protected characteristics, the trends were also consistent with the College's demographic.

Male 36%

Female 64%
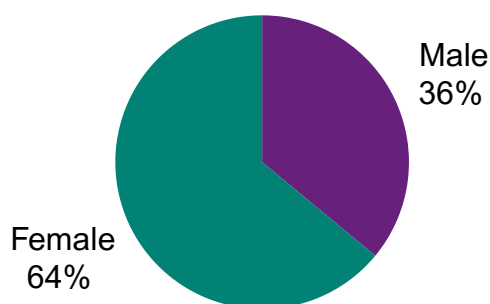
Continuous Professional Development

South Lanarkshire College provides a range of Continuing Professional Development opportunities throughout the academic year. This includes mandatory courses such as the Teaching Qualification in Further Education, where eight staff members were enrolled in the 2024/25 programme, Teaching in Colleges Today, Assessor and Verifier qualifications for lecturing staff, and employee-identified training needs to help staff develop and progress within their roles at the College.

Over the last year, the College has provided training on Wella Seminars and Workshops to help support staff within the Hair and Beauty department maintain and develop their skills. British Sign Language courses are available to staff across the College to provide a more inclusive environment. Additionally, the Colllege offers an Introduction to Psychology and Counselling for staff who identified an increase in the support required for students, allowing them a better understanding and ability to signpost.

Alongside these formal qualifications and training, the College also provides employees with a series of mandatory online training modules they are required to complete.
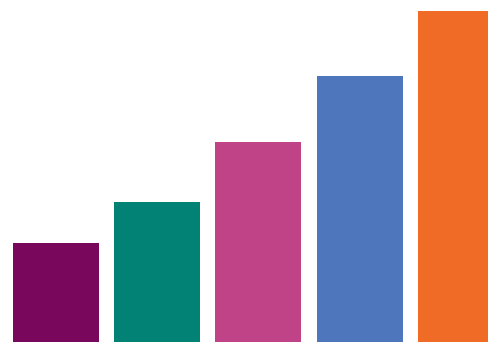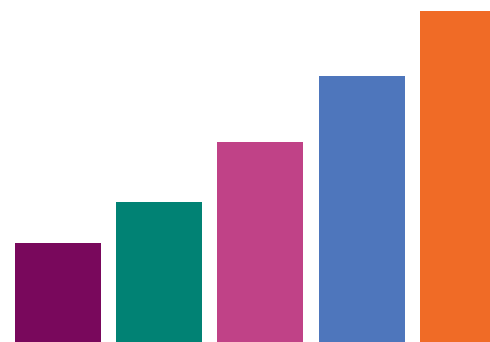
2025

Employee Recruitment Data Equality Mainstreaming Report

Contact Details

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To find out more about our Vision, Mission & Values click HERE

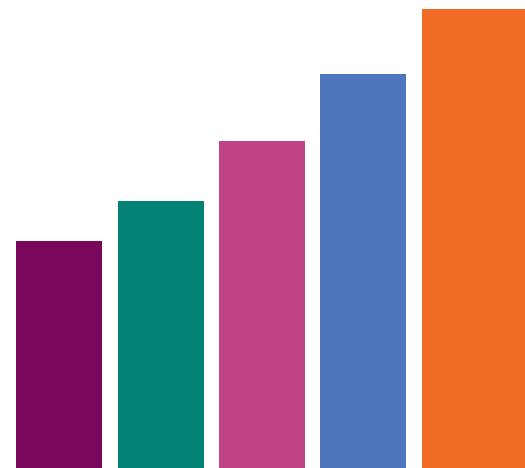If you require this document in an alternative format please get in touch.

Equality Officer 01355 8074382

humanresources@slc.ac.uk

Recruitment Equality Data

The recruitment equality data in this report covers vacancies advertised both externally and internally across all curriculum areas, departments, and contract types.

All job applicants at South Lanarkshire College are encouraged to provide their equality monitoring information during the application stage. A short video available on the College's recruitment section of the website, featuring British Sign Language (BSL) interpretation and subtitles, explains the importance of collecting this personal information. https://youtu.be/f4rAGnctgy8
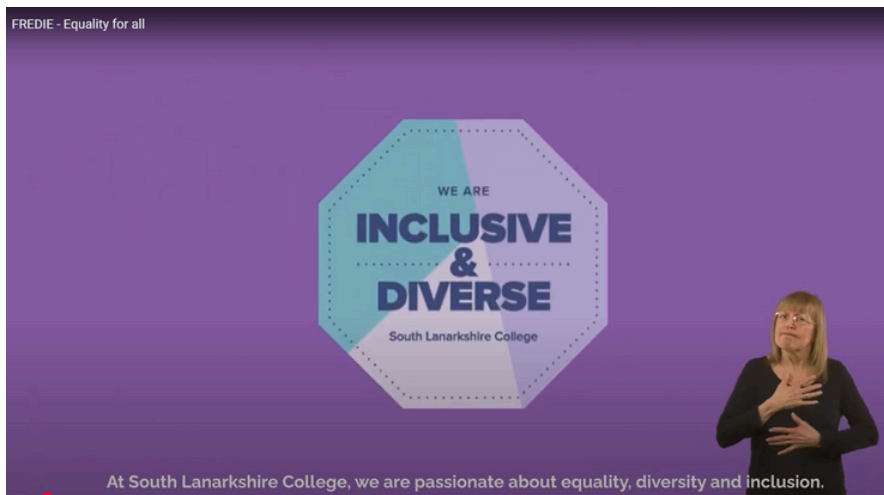
The College is dedicated to promoting equal opportunities in recruitment by using an anonymous process that omits all identification details from applications. Although this method does not ensure a more diverse workforce, it strives to eliminate potential bias.

Currently, the College is reviewing its recruitment process to enhance fairness and inclusivity for all protected characteristics. Based on recent data, the College intends to implement measures to improve the recruitment process. The aim is to foster a more diverse and supportive recruitment environment.

This report provides an update for the years 2022 to 2024 and is based on the total number of applicants.
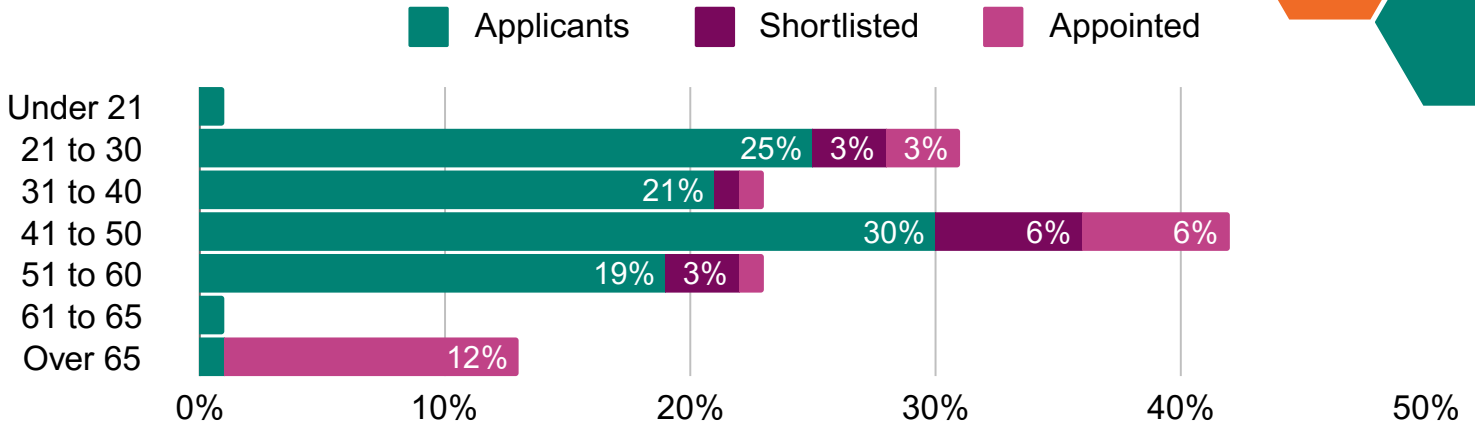
FREDIE

To maintain confidentiality, when the number of applicants with a specific protected characteristic is low, we have opted to replace the chart with a statement, as highlighted by FREDIE.
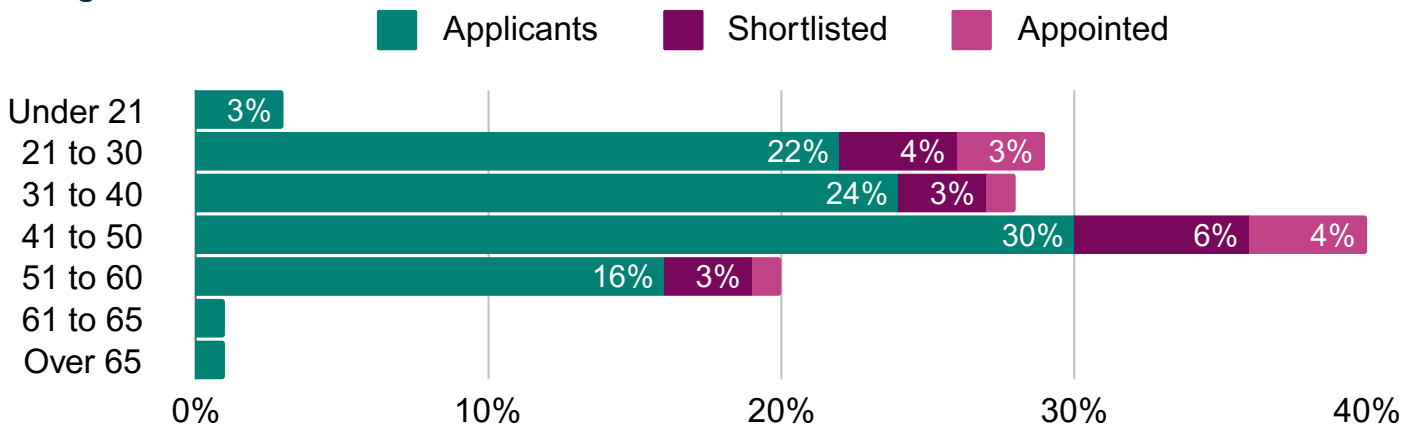
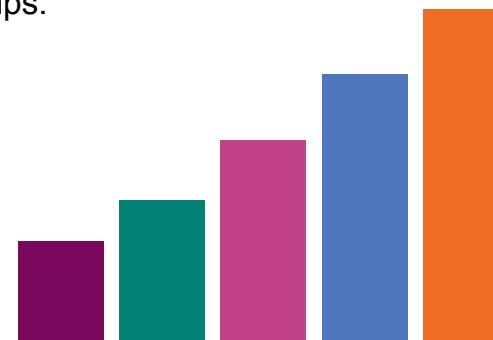# Employee Recruitment Data

1: Age Bands 2022/2023

Applicants ■ **Shortlisted** ■ **Appointed**

Age Band	
Under 21	
21 to 30	25% 3% 3%
31 to 40	21%
41 to 50	30% 6% 6%
51 to 60	19% 3%
61 to 65	
Over 65	12%

0%   10%   20%   30%   40%   50%

2: Age Bands 2023/2024

Applicants ■ **Shortlisted** ■ **Appointed**

Age Band	
Under 21	3%
21 to 30	22% 4% 3%
31 to 40	24% 3%
41 to 50	30% 6% 4%
51 to 60	16% 3%
61 to 65	
Over 65	

0%   10%   20%   30%   40%

Summary:

- Applicants under 21 rose from 1% to 3%, showing growing interest from younger individuals.

- Shortlisting for the '21 to 30' age group improved from 3% to 4%, while '31 to 40' remained low at 1-3%.

- The '41 to 50' age group maintained a stable applicant percentage of around 30%, with consistent shortlisting and appointment rates.

- Applicants aged '61 to 65' increased from 1% to 3%, reflecting inclusivity, but shortlisting and appointment rates remained at zero.
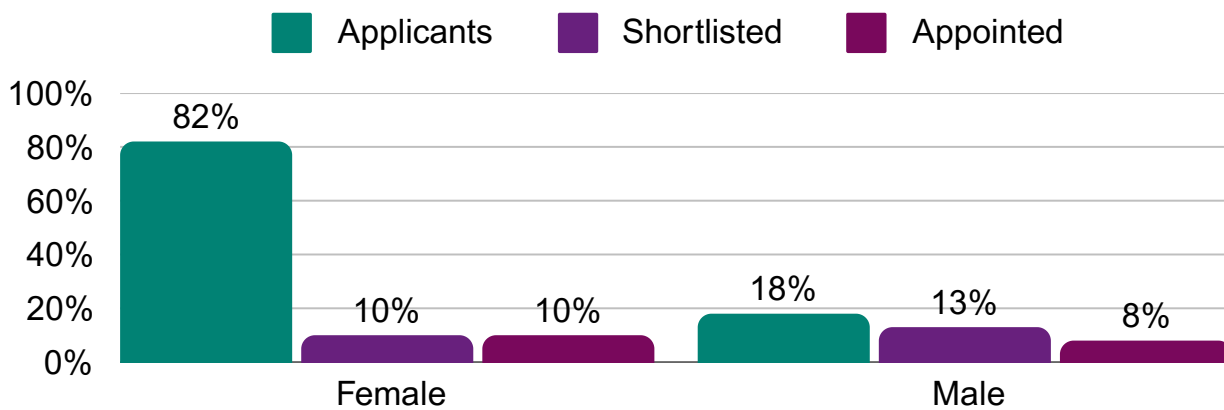
Progress is being made in age diversity and inclusivity, but there is room for improvement in shortlisting and hiring rates across various age groups.
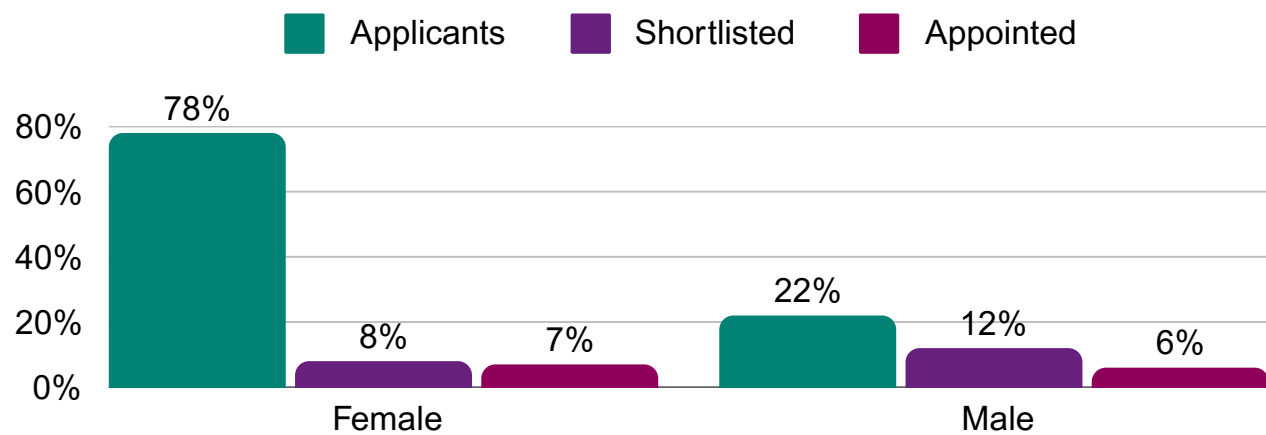
3. Gender 2022/2023

4. Gender 2023/2024

Summary:

- Women made up 82% of applicants in 2022/2023 and 78% in 2023/2024, showing high interest.

- Women shortlisted decreased slightly from 10% to 8%.

- Hiring rates for women and men were close but decreased for both genders.

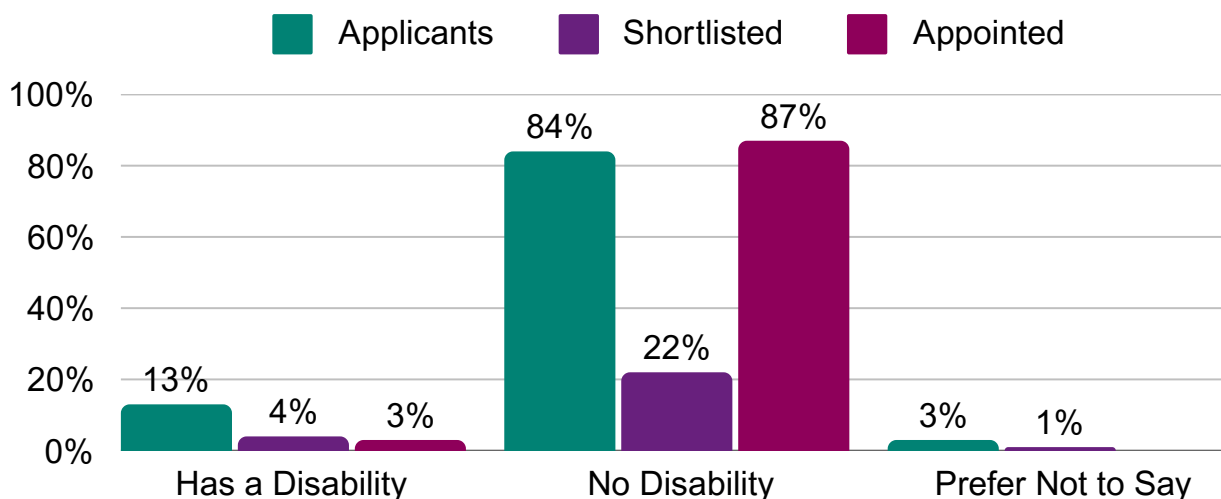- Men had higher shortlisting rates, though it decreased slightly from 13% to 12%.

The College is progressing towards a balanced and inclusive workforce and will continue to monitor and develop an inclusive recruitment process.
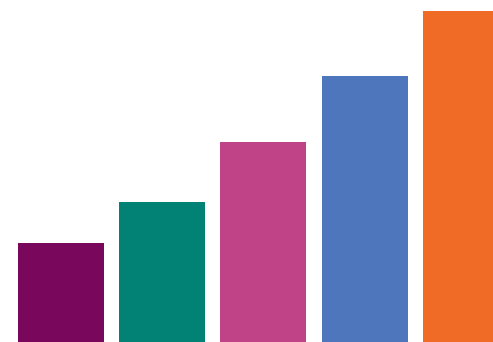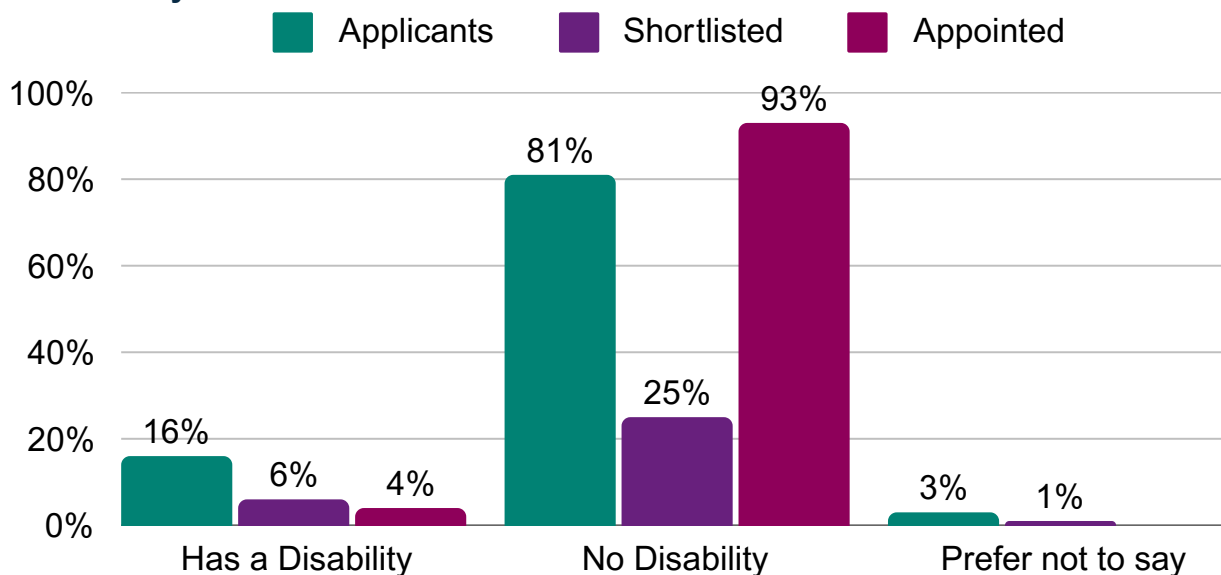
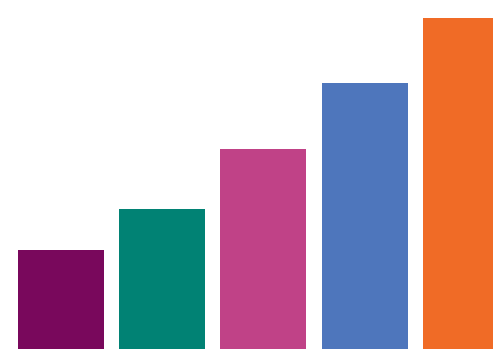# Employee Recruitment Data

4: Disability 2022/2023


5: Disability 2023/2024

Summary:

- The percentage of applicants with disabilities rose from 13% to 16%, showing increased interest.

- Shortlisting for applicants with disabilities improved from 4% to 6%, though still relatively low.

- Hiring of individuals with disabilities increased from 3% to 4%, but remains modest.

In summary, the College is making progress towards inclusivity, but there's still room for improvement.
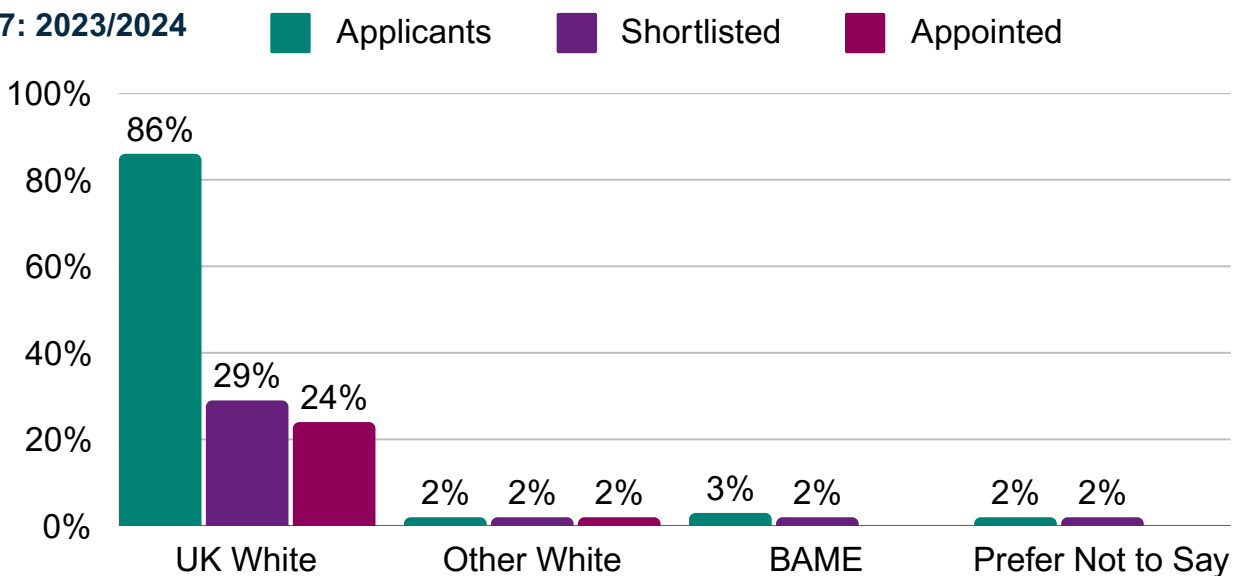
Employee Recruiment Data

6: Ethnicity 2022/2023
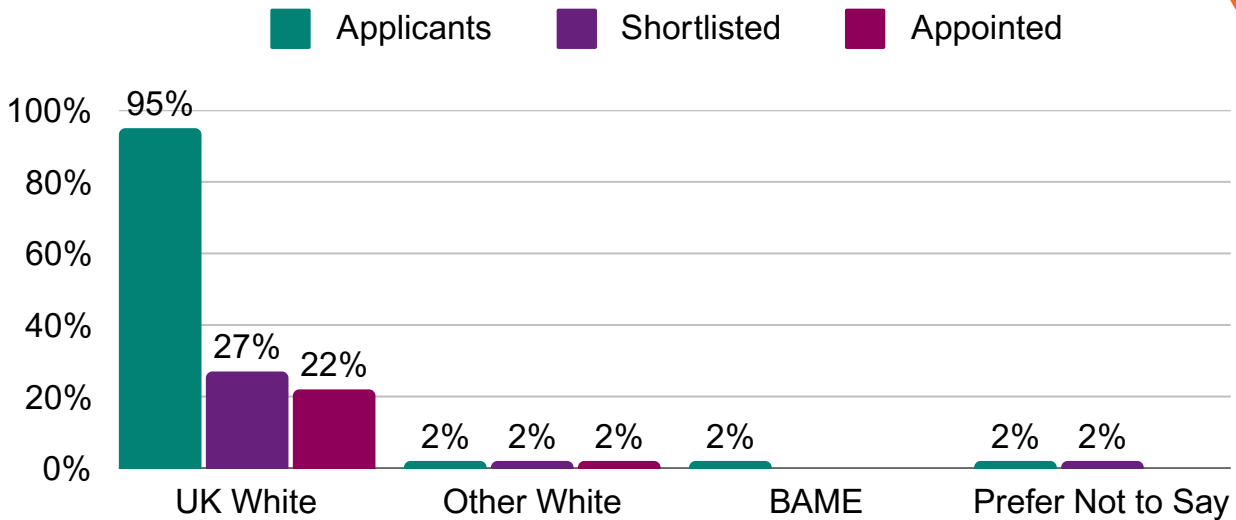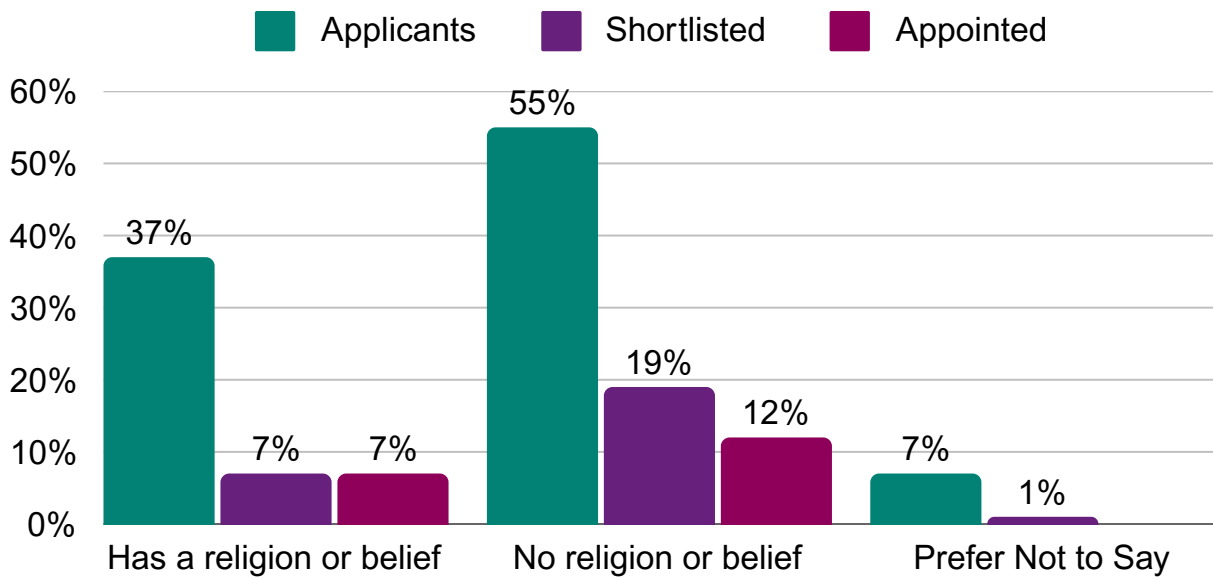

7: 2023/2024

Summary:

- UK White Applicants: Majority with 95% in 2022/2023 and 86% in 2023/2024. Shortlisting rates increased from 27% to 29%, and hiring rates from 22% to 24%.

- BAME Applicants: Shortlisting improved from 0% to 2%, but no appointments in both years, indicating a need for improvement.

- Other Categories: Other White and Prefer Not to Say categories remained stable.

The College is progressing towards ethnic diversity and will look at ways of improving hiring rates for BAME applicants.
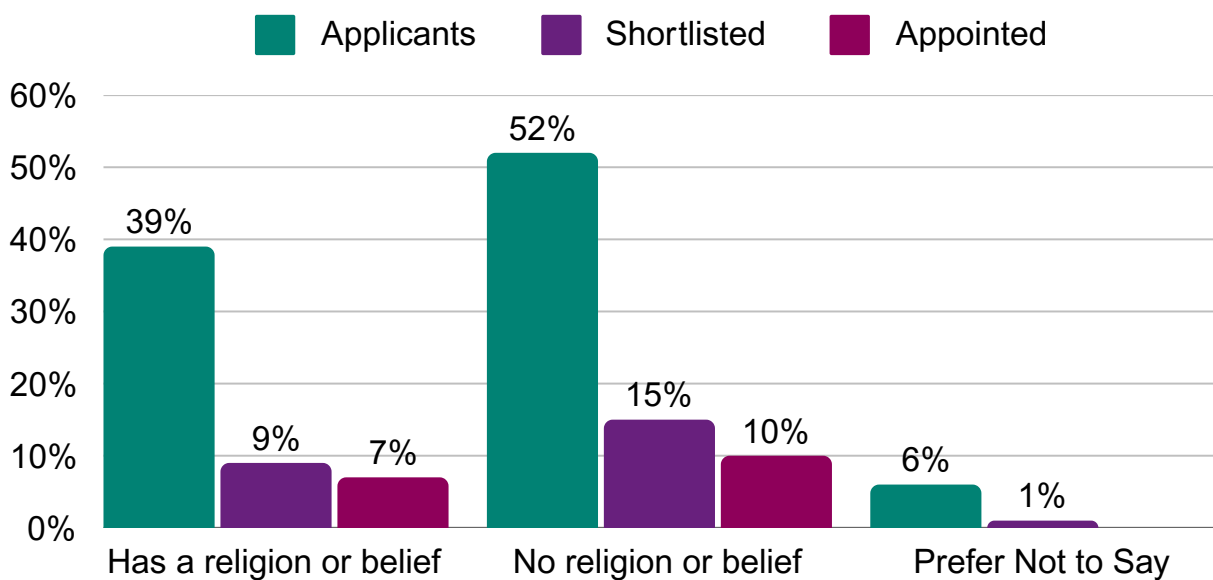
Employee Recruitment Data

8: Religion & Belief 2022/2023

9: Religion & Belief 2023/2024

Summary:

- Shortlisting for those with a religion or belief improved from 7% to 9%, but decreased for those with no religion from 19% to 15%.

- Hiring rates for those with a religion or belief stayed at 7%, while those with no religion dropped from 12% to 10%.

- Applicants preferring not to disclose their religion remained stable at around 6-7%.

Progress is being made, but there is room for improvement in shortlisting and hiring rates for all groups.

Employee Recruitment Data

10. Gender Identity

Almost all staff disclosed that their gender was the same as assigned at birth with a small number choosing not to say.
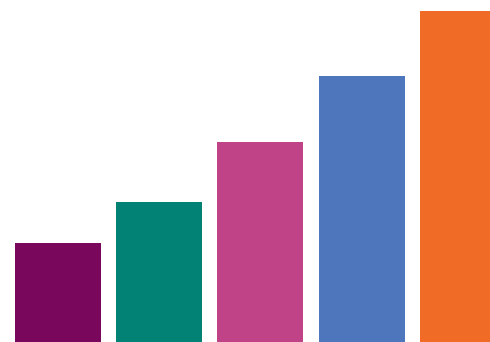
11. Pregnancy and Maternity

At the time of completion, no applicants reported that they were pregnant or had given birth in the last 26 weeks.

12. Sexual Orientation

Most applicants were heterosexual, with a small number of LGBTI+ applicants.
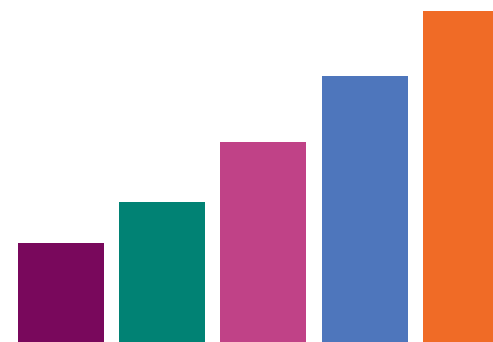
Appendix C

2025

Equal Pay Statement
Equality Mainstreaming Report

Contact Details

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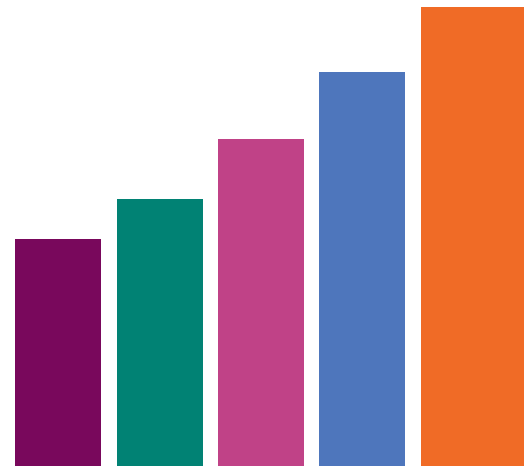If you require this document in an alternative format please get in touch.

Equality Officer 01355 8074382

humanresources@slc.ac.uk

Introduction

Equal Pay Statement

South Lanarkshire College is committed to equality in employment and the principle of equal pay for all our staff. We aim to eliminate any bias in our pay systems on the grounds of all protected characteristics.

Equal Pay is the payment to employees for the same or broadly similar roles, work rated as equivalent and for work of equal value.

The College recognises that equal pay between men and women is a legal right and that the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2010 covers equal pay for Race, Disability and Gender.

It is important that our employees are aware of our commitment to ensure that there is no bias in the pay systems. We are committed to working in partnership with our recognised Trade Unions, EIS-FELA and Unison, to ensure that we provide equal pay.

The College has concluded an analysis of Occupational Segregation across Gender, Disability and Race, and Gender Pay.
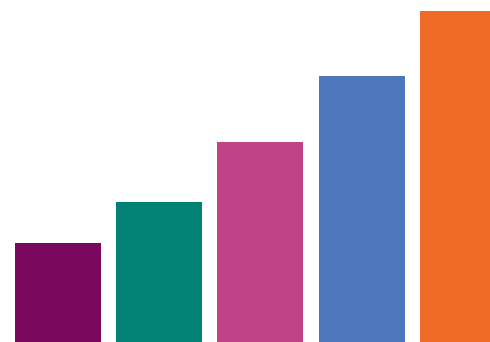
Equal Pay Objectives:

The College Equal Pay Objectives are to:

- Eliminate any unfair, unjust or unlawful practices and other discrimination that impact on pay equality.
- Advance equality of opportunity and the principles of equal pay for all employees.
- Foster good relations with employees and recognised Trade Unions to ensure Equal Pay.

The Nine Protected characteristics from the Equality Act are: age, disability, gender reassignment, marriage and civil partnership (in employment), pregnancy and maternity, race, religion and belief (including no religion or belief), sex and sexual orientation.
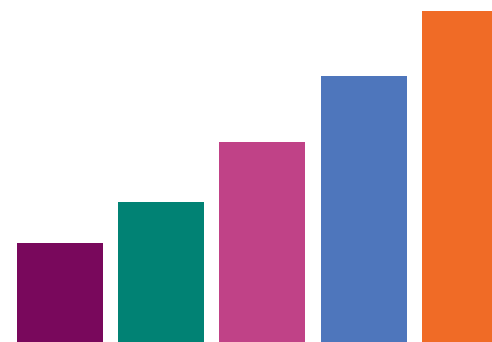
Appendix D

2025

Gender Pay Gap
Equality Mainstreaming Report

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Gender Pay Gap

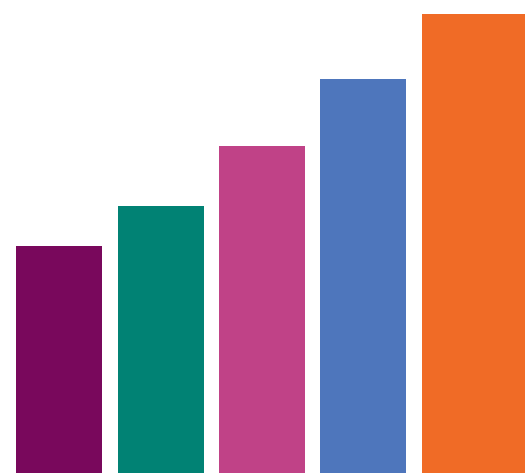South Lanarkshire College is committed to the Equality Act 2010, aiming to eliminate gender bias and discrimination in pay. The College recognises equal pay as a legal right and strives to:

- Eliminate unfair pay practices
- Reduce the gender pay gap
- Ensure fair access to recruitment, training, and development

This report outlines the College's progress in meeting its gender pay gap reporting duties, as required by the Public Sector Equality Duty, Equality Mainstreaming Report 2025, available on the College website.

Mean Gender Pay Gap
The difference between the mean hourly rates of male and female full-pay relevant employees.

Median Gender Pay Gap
The difference between the median hourly rates of male and female full-pay relevant employees.

Mean Bonus Gap
The difference between the mean bonus pay paid to male and female full-pay relevant employees.

Median Bonus Gap
The difference between the median bonus pay paid to male and female full-pay relevant employees.

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

Quarter Pay Bands
The proportions of male and female relevant employees in the lower, lower middle, upper middle and upper quarter pay bands.

Bonus Pay

The College does not offer bonus payments to any staff members. This ensures our gender pay gap reporting reflects only base salaries, demonstrating our commitment to fair and equitable compensation for all.
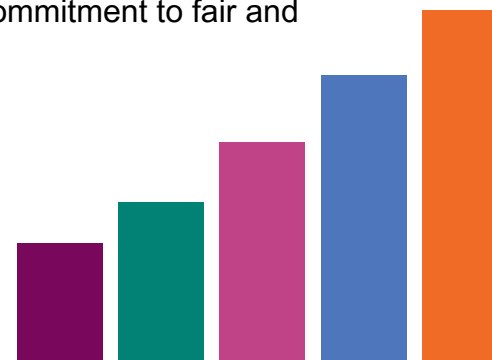
Gender Pay Gap

Mean and Median Pay Gaps

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

Gender Pay Gap	Mean (Average)	Median (Middle)
Gender Pay Gap 2025	5.07%	4.96%
Gender Pay Gap 2023	9.30%	4.72%
Gender Pay Gap 2021	9.48%	9.65%
Gender Pay Gap 2019	13.24%	6.04%
Gender Pay Gap 2017	16.67%	27.63%

The table above shows our overall mean and median gender pay gap based on hourly rates of pay as at the snapshot date (31 March 2023) for 336 staff within our workforce: 213 women (63%) and 123 men (37%)

The mean provides the overall indication of the size of the gender pay gap. This is the fifth report that shows a continuous improvement in the mean gender pay gap.

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

The main reason for the difference between the mean and median pay gap is that on the snapshot date there was a shift in gender, with a proportion of females replacing male roles in the upper quarter and upper middle quarters, compared to previous years.
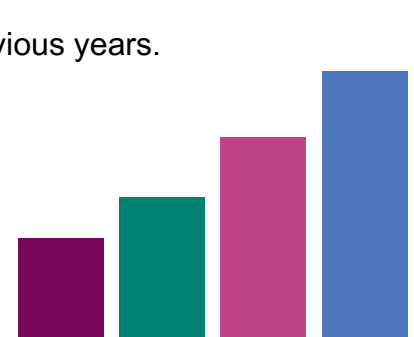
Gender Pay Gap

Quarter Pay Bands

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

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

Pay Band	Female	Male
Upper Quarter (Highest Paid)	64%	36%
Upper - Middle Quarter	60%	40%
Lower - Middle Quarter	60%	40%
Lower Quarter	71%	29%
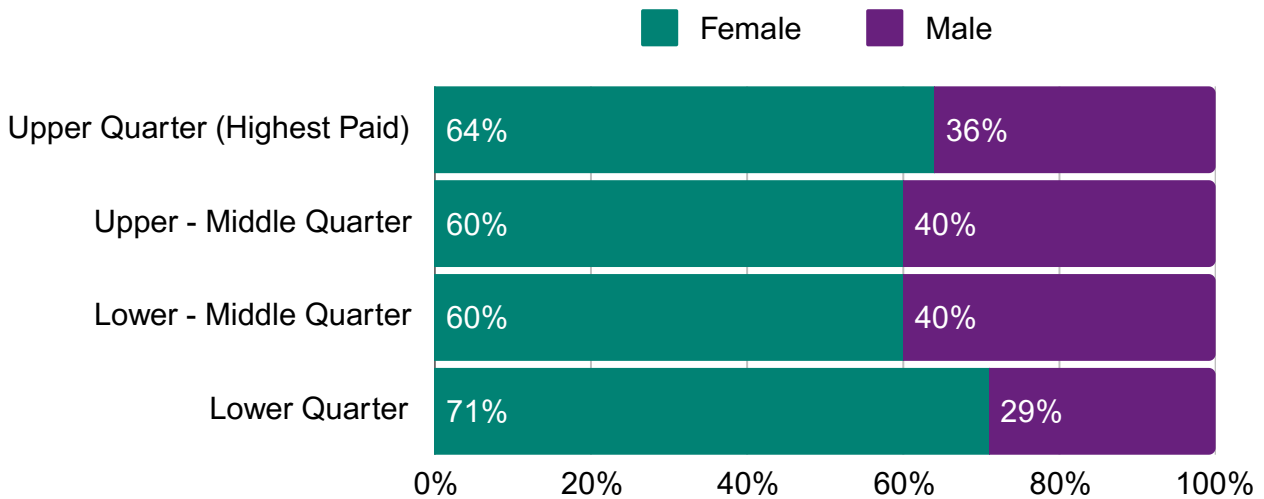
The graph shows what males and females are paid across the College-wide salary range. This includes women representing 64% of employees in the highest salary quarter across the College highlighting that there is no glass ceiling for the earning of females within the College.

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

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

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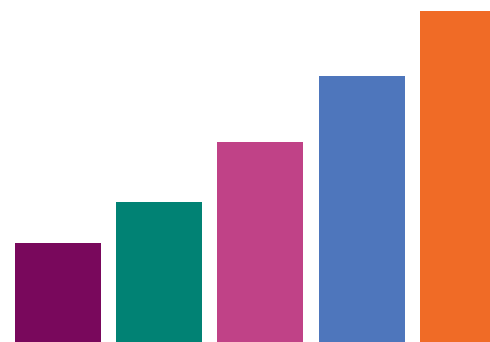
Appendix E

2025

Occupational Segregation
Equality Mainstreaming Report

Contact Details

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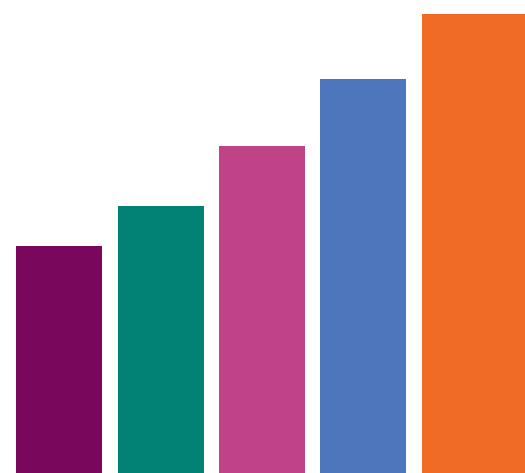
Occupational Segregation

Introduction

Occupational segregation describes the varying distribution of individuals based on gender, ethnicity and disability status across different job categories and types. This segregation significantly contributes to pay disparities. It occurs when people with certain protected characteristics are concentrated in specific job types (horizontal segregation) or positions (vertical segregation). At South Lanarkshire College, occupational segregation is evident when analysing grades, job categories, and work areas. The data in this report is divided into Senior Leadership Team, Teaching Staff, and Support Staff. However, further grade breakdowns are not provided due to the complexity of the salary structure, which makes anonymising data challenging.

The College is currently reviewing its recruitment practices to identify opportunities for minimising occupational segregation. We are committed to implementing innovative and ongoing approaches in our recruitment and selection processes to enhance staff diversity. Our strategies include modifying job titles to address occupational stereotyping.
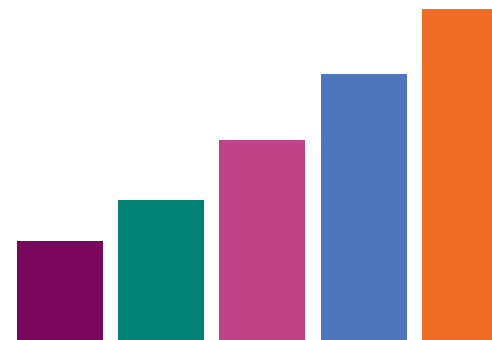
Occupational Segregation

1. Sex: All Staff
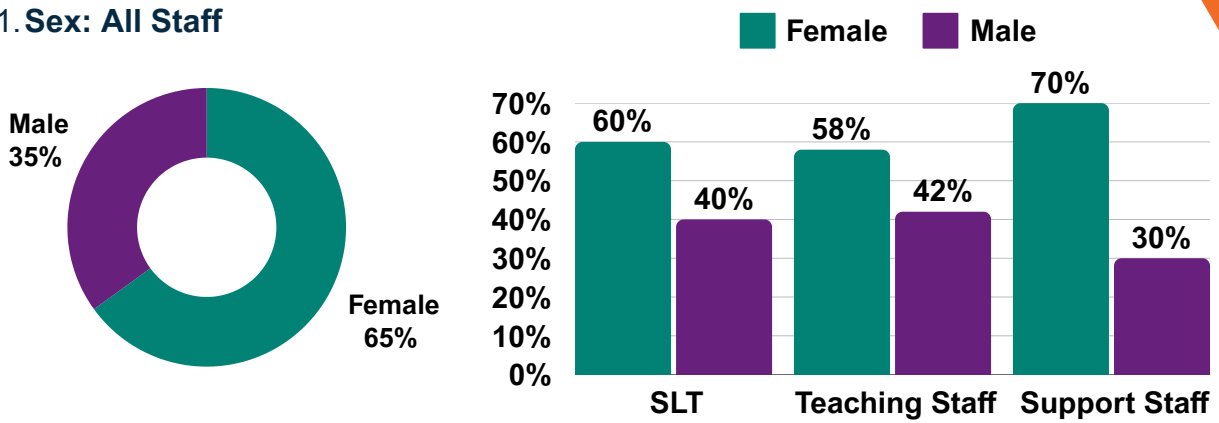
Summary

South Lanarkshire College's staff consists of 65% women and 35% men. The Senior Leadership Team (SLT) comprises 60% women and 40% men, reflecting a vertical distribution that aligns with the overall workforce, suggesting no obstacles to advancement or senior appointments. Teaching staff are 58% women and 42% men, while support staff are 70% women and 30% men.

2. Sex: Support Staff
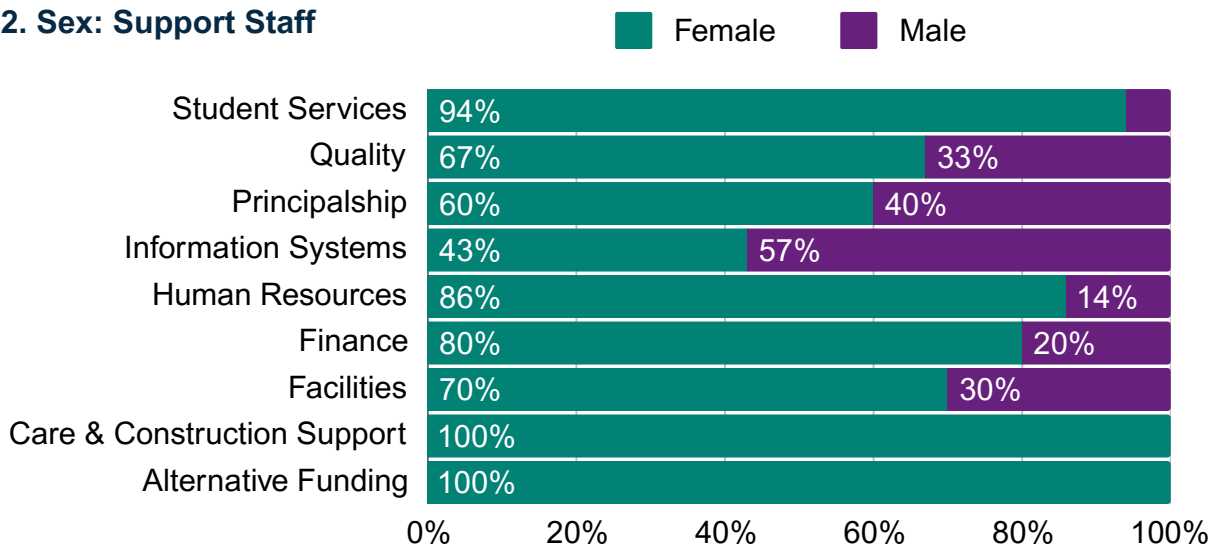
Summary

The support staff chart shows a significant number of women in Administrative and Facilities roles, indicating horizontal segregation. Information Systems is an exception, with more males, reflecting broader societal patterns of uneven gender distribution across sectors.
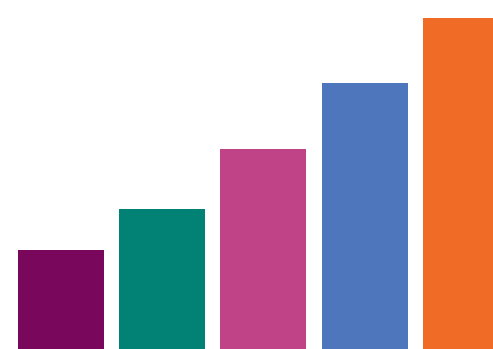
Occupational Segregation

3. Sex: Curriculum Area 1

Female   Male

Curriculum Area	Female	Male
Life Science	67%	33%
Inclusive Learning, Esol & Counselling	80%	20%
Health and Social Care	100%	
Hairdressing, Beauty & Make Up	95%	
Early Education & Childcare	100%	

0% 20% 40% 60% 80% 100%

4. Sex : Curriculum Area 2

Female   Male

Curriculum Area	Female	Male
Wet Trades		93%
Hospitality, Events, Police & Legal Studies	41%	59%
Carpentry & Joinery		100%
Business, Management, Media & Tourism	30%	70%
Built Environment	20%	80%
Built Service Engineering		100%

0% 20% 40% 60% 80% 100%

Summary

The Curriculum Area Charts above show that a large proportion of teaching staff at South Lanarkshire College are female. This pattern may be influenced by the specific curriculum areas and departments. For example, in Curriculum Area 1, where a high proportion of courses are related to Care, the majority of staff members are female. On the other hand, in Curriculum Area 2, where a high proportion of courses are related to Construction, most staff members are male. This distribution highlights how certain job roles and departments can attract different genders, contributing to occupational segregation.
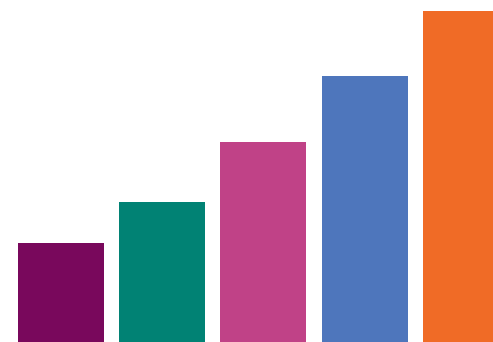
Occupational Segregation

5. Disability: All Staff

Legend: ■ No Disability ■ Has a Disability

	No Disability	Has a Disability
Senior Leadership Team	90%	10%
Curriculum Area 1	91%	9%
Curriculum Area 2	89%	11%
Facilities	78%	22%
Student Services	90%	10%
Other Support	86%	14%

0%   20%   40%   60%   80%   100%
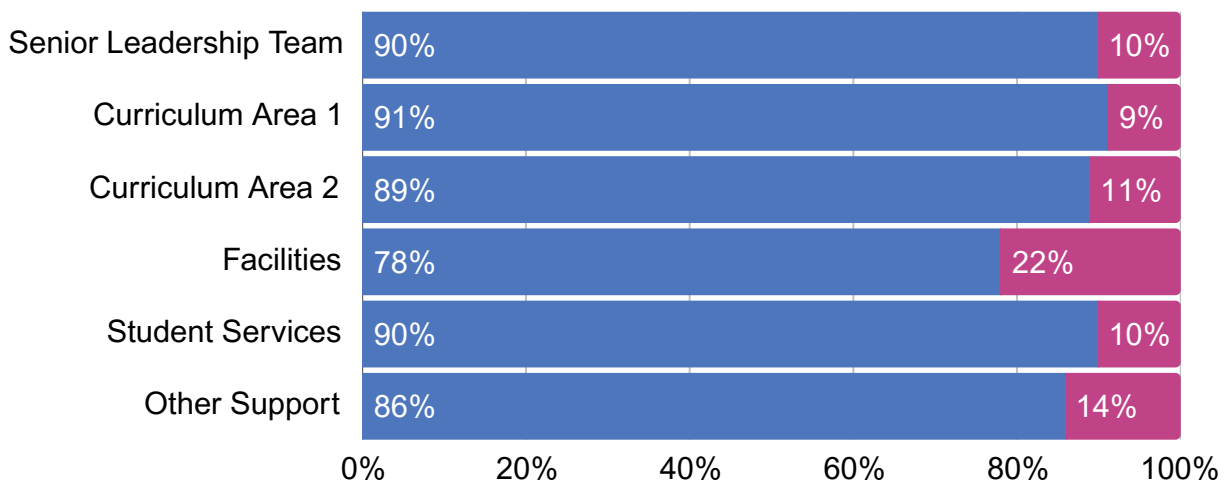
Summary

The Disability All Staff chart highlights a commendable step towards inclusivity, with 10% of the Senior Leadership Team disclosing a disability. This transparency sets a strong example for the entire organisation. While there is some variation in the proportion of staff with disabilities across Curriculum areas 1 and 2, the support staff, particularly in Facilities and other support areas, show higher disclosure rates. This demonstrates a supportive environment where employees feel comfortable sharing their disabilities, fostering a culture of openness and diversity.

Occupational Segregation

6. Ethnicity: All Staff

Legend: White (blue), BAME (orange), Other White (purple)

Department	White
Senior Leadership Team	100%
Curriculum Area 1	96%
Curriculum Area 2	98%
Facilities	92%
Student Services	100%
Other Support	96%

X-axis: 0%, 20%, 40%, 60%, 80%, 100%
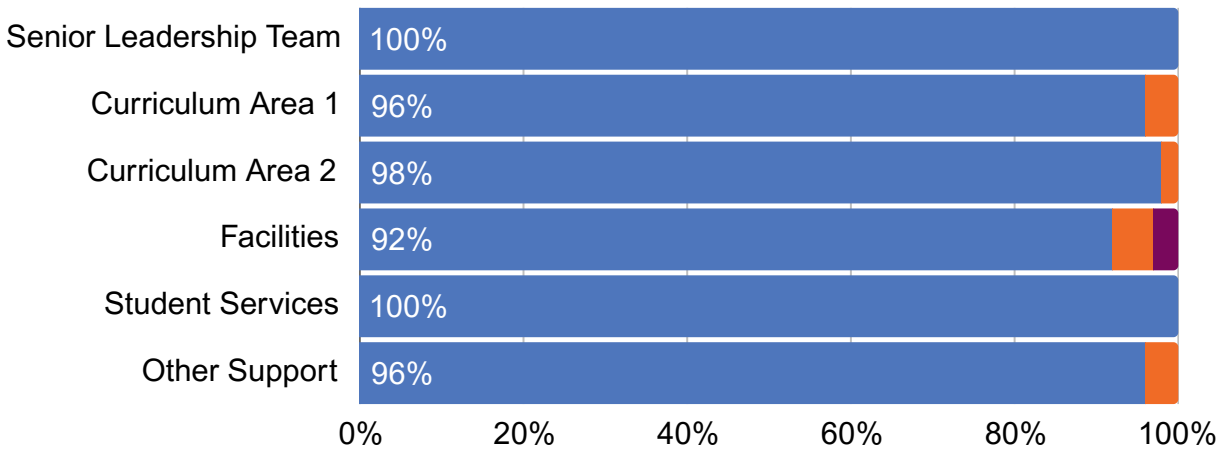
Summary

The Ethnicity Chart reveals that the College's Senior Leadership Team is composed of white members. In contrast, the teaching staff shows some diversity, though the majority are white. The support departments, especially, have a higher representation of BAME and Other White backgrounds than both Teaching staff and Senior Leadership. Specifically, BAME individuals constitute 5% of Facilities roles and 4% of Other Support roles, while those from Other White backgrounds make up 3% of Facilities roles. This suggests a positive trend towards increased diversity in certain areas of the College.

Human Resources Committee

DATE	13ᵗʰ February 2025
TITLE OF REPORT	Recruitment Refresh
REFERENCE	08
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	To discuss with, and involve members, in the development of the College's approach to recruitment, to enable the College's first Policy and Procedure for recruitment.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the content of the paper; and • discuss and agree on potential improvements to the College's recruitment approach, based on its understanding, and on their own knowledge and experience; • require the College to create a recruitment policy, capturing the discussions of members; • require the College to create a recruitment procedure, once iTrent recruitment module is implemented, and capturing the content of the discussions; and • require the College to review recruitment materials and processes, in relation to the discussion.
RISK	• Failure to develop recruitment practices may result in a lack of workforce diversity, impacting innovation and performance; and • Poor job role predictability can lead to increased staff turnover, recruitment costs, and lower staff satisfaction.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• This paper explores advancements in recruitment practices to support the development of the College's first recruitment policy and procedure. • Key areas of focus may include promoting inclusivity through the 'No Wrong Path' approach, improving job role predictability, and enhancing transparency by sharing interview questions in advance. • Strengthening employer branding is also highlighted as a means to attract a diverse talent pool.

	• The report emphasises the importance of equality, mitigating recruitment risks, and ensuring compliance with legal obligations.

1. INTRODUCTION

1.1. This report seeks to engage members in a discussion on advances in recruitment practices to inform the development of the College's first recruitment policy and procedure.
1.2. The focus will be on modernising recruitment by implementing inclusive practices, improving job role predictability, and adopting principles such as 'No Wrong Path' to widen access to opportunities.
1.3. The recommendations outlined in this report will support a fairer, transparent, and effective approach to recruitment, where roles will be filled by the most suitable talent.

2 BACKGROUND

2.1 The College aims to attract, recruit, and retain a diverse and highly skilled workforce. However, current recruitment practices require a refresh to align with best practice in inclusivity, equality of opportunity, and predictability of success in the role.
2.2 Emerging trends highlight the importance of structured recruitment processes that support individuals from all backgrounds.
2.3 Ensuring a fair and accurate representation of job roles will allow prospective candidates to make informed decisions about their suitability for roles, reducing turnover and increasing retention.

3 DISCUSSION

3.1 'No Wrong Path' – Adopting a 'No Wrong Path' approach ensures candidates are not disadvantaged by non-traditional career journeys. This principle acknowledges varied career routes and encourages a broader talent pool. Person Specifications which are not updated or are based on either the last role incumbent or the "ideal" background, are more likely to not provide a 'no wrong path' approach.
3.2 Inclusive Practices – Advancing equality of opportunity can be achieved by challenging current practices and offering alternative approaches, such as providing interview questions in advance, offering alternative assessment methods, and consideration on assessments, where assessment expectations may disadvantage people with certain protected characteristics.
3.3 Job Role Predictability – Clear and accurate job descriptions, including well-defined career progression pathways, are essential to attracting and retaining the right talent.
3.4 Recruitment Policy and Procedure – Establishing a formalised recruitment policy and a recruitment procedure will provide clarity and consistency, ensuring a structured, supportive and compliant approach to hiring.
3.5 Employer Branding – Strengthening the College's employer brand will enhance its reputation as an inclusive and attractive place to work. This includes highlighting workplace culture, values, employee experiences, and career development opportunities to appeal to a diverse talent pool. By strengthening this brand, the College will likely attract a more diverse applicant pool over time. The College's HR and Marketing teams would work together to operationalise this item.

4 EQUALITIES

4.1 The College has a legal and ethical duty to promote equality, diversity, and inclusion in recruitment practices.

4.2 Removing barriers to employment for underrepresented groups, including disabled applicants and those from ethnic minority backgrounds, is essential.

4.3 Ensuring that recruitment materials and processes are accessible to all, including the use of inclusive language and varied assessment formats, will support equality of opportunity.

5   RISK

5.1 Failure to develop recruitment practices may result in a lack of workforce diversity, impacting innovation and performance; and

5.2 Poor job role predictability can lead to increased staff turnover, recruitment costs, and lower staff satisfaction.

6   RECOMMENDATIONS

6.1 Members are recommended to:

6.1.1   note the content of the paper;

6.1.2   discuss and agree on potential improvements to the College's recruitment approach, based on its understanding, and on their own knowledge and experience;

6.1.3   require the College to create a recruitment policy, capturing the discussions of members;

6.1.4   require the College to create a recruitment procedure, once iTrent recruitment module is implemented, and capturing the content of the discussions; and

6.1.5   require the College to review recruitment materials and processes, in relation to the discussion.

Human Resources Committee

DATE:	13th November 2024
TITLE OF REPORT:	Quarterly HR Report
REFERENCE:	09
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: • 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: • 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:	• Successful Students • Highest Quality Education & Support • Sustainable Behaviours
SUMMARY OF REPORT:	• 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 increased slightly at the end of 2024. • UNISON Further Education Branch is under regional supervision.

1   INTRODUCTION

1.1 This paper seeks to provide members with an overview of HR matters for the College for the period of 1 October to 31 December 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, 4 new hires and 2 leavers.

2.2 Two out of the four new hires in Q4 2024 were appointed to vacancies that were advertised in a previous quarter and interviewed in Q4 2024.

2.3 Two out of the four new hires in Q4 2024 were appointed to vacancies that were advertised and interviewed in a previous quarter.

2.4 *Chart 1: Quarterly Headcount Movement 2024*
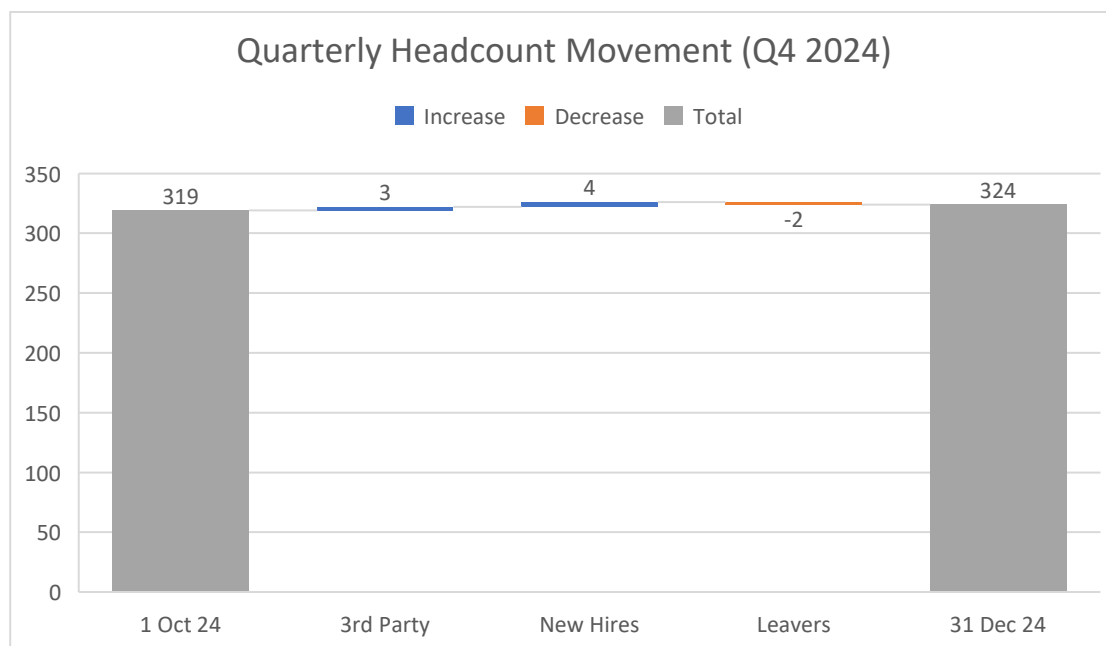
2.5 The following graph shows a comparison to the prior year.

2.6 *Chart 2: Quarterly Headcount Movement 2023*

Quarterly Headcount Movement (Q4 2023)

■ Increase ■ Decrease ■ Total

	1 Oct 23	3rd Party	New Hires	Leavers	31 Dec 23
	382	3	8	-7	386
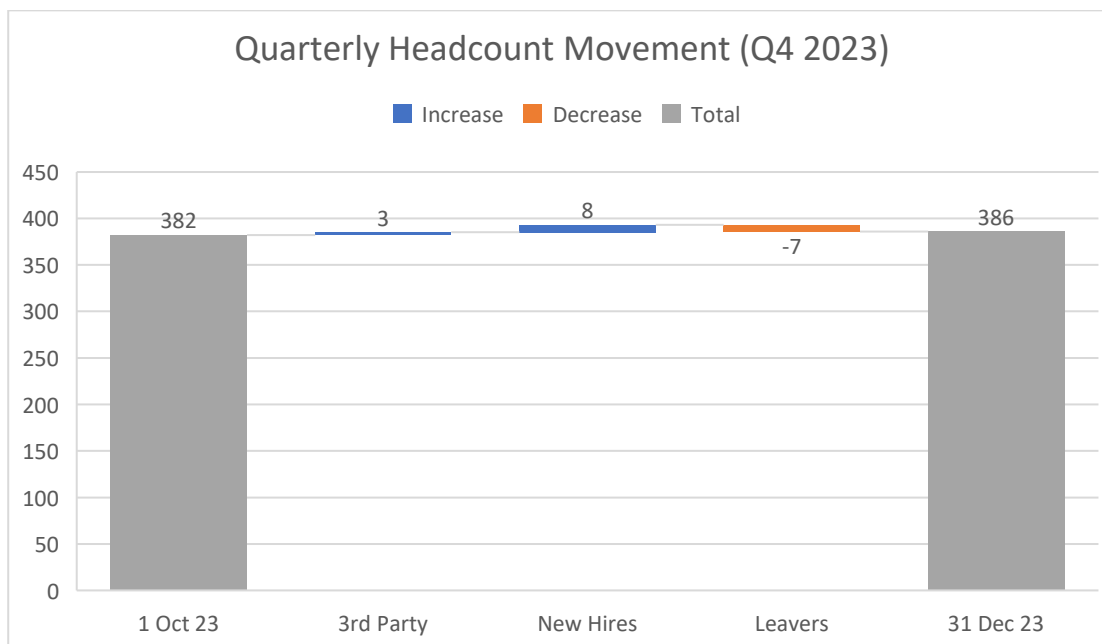
2.7 Recruitment

2.8 Recruitment activities during the period are shown below:

2.9 *Table 1: Recruitment*

Position	Status
Interim CM - Early Education and Childcare*	Internal Appointment made
Administrative Support – Human Resources*	Appointment made
Painting and Decorating Technician*	Internal Appointment made
Lecturer - Plastering (0.5fte FT)	Appointment made
Temporary Lecturer - Roof Slating and Tiling*	Appointment made
Evening Class Co-ordinator*	Internal Appointment made
CM - Business Management Media Tourism*	Internal Appointment made
Lecturer - Life Science (0.7 FTE Fixed Term June 2024)	Internal Appointment made
Lecturer - Healthcare and Allied Health	Appointment made
Executive and Governance Administrator	Appointment made
Head of Finance	Appointment made

* started during this quarter

2.10   *Chart 3: Joiners and Leavers*

Joiners & Leavers by Department

Legend: ■ Joiners ■ Leavers
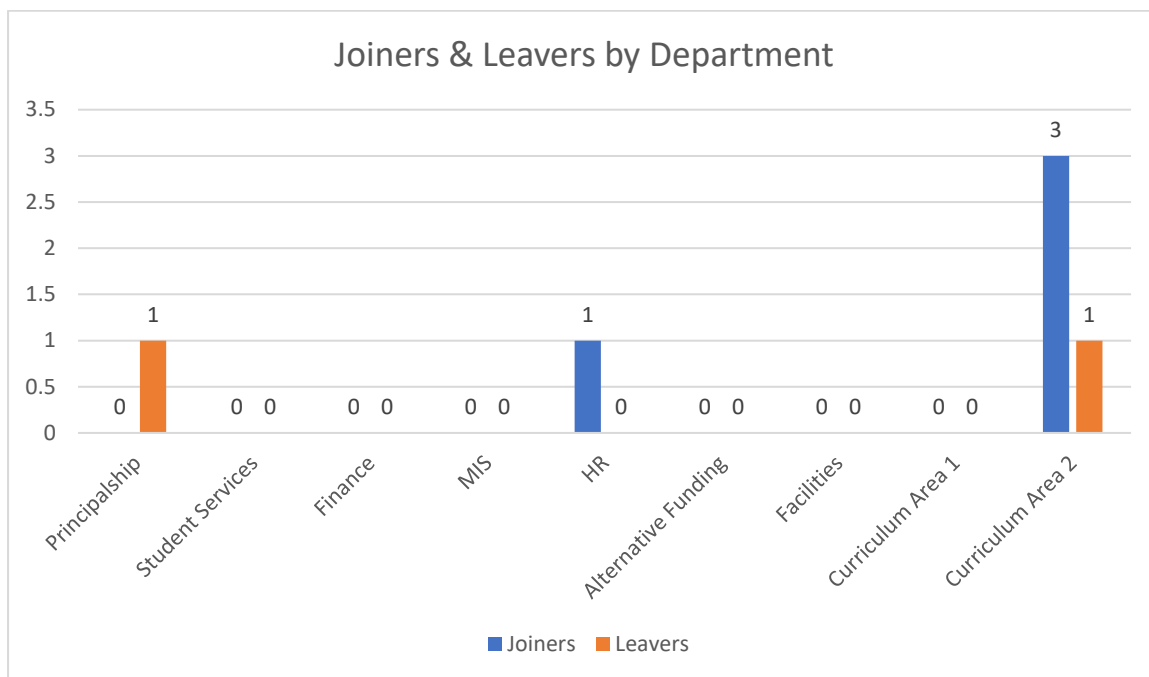
3   HEALTH & WELLBEING

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 reporting, under the Public Sector Equality Duty.

5.   EMPLOYEE & INDUSTRIAL RELATIONS

5.1. Employee Relations

5.2.   The following graph demonstrates a drop in grievances, disciplinaries and other employee relations matters.

5.3. Graph 3: Employee Relations Activity

ROLLING QUARTERLY EMPLOYEE RELATIONS ACTIVITIES

■ Grievance   ■ Disciplinary   ■ Capability   ■ Other

NUMBER OF CASES

	Q1 2024	Q2 2024	Q3 2024	Q4 2024
■ Grievance	3	0	0	3
■ Disciplinary	3	3	3	2
■ Capability	1	0	0	2
■ Other	1	1	1	1
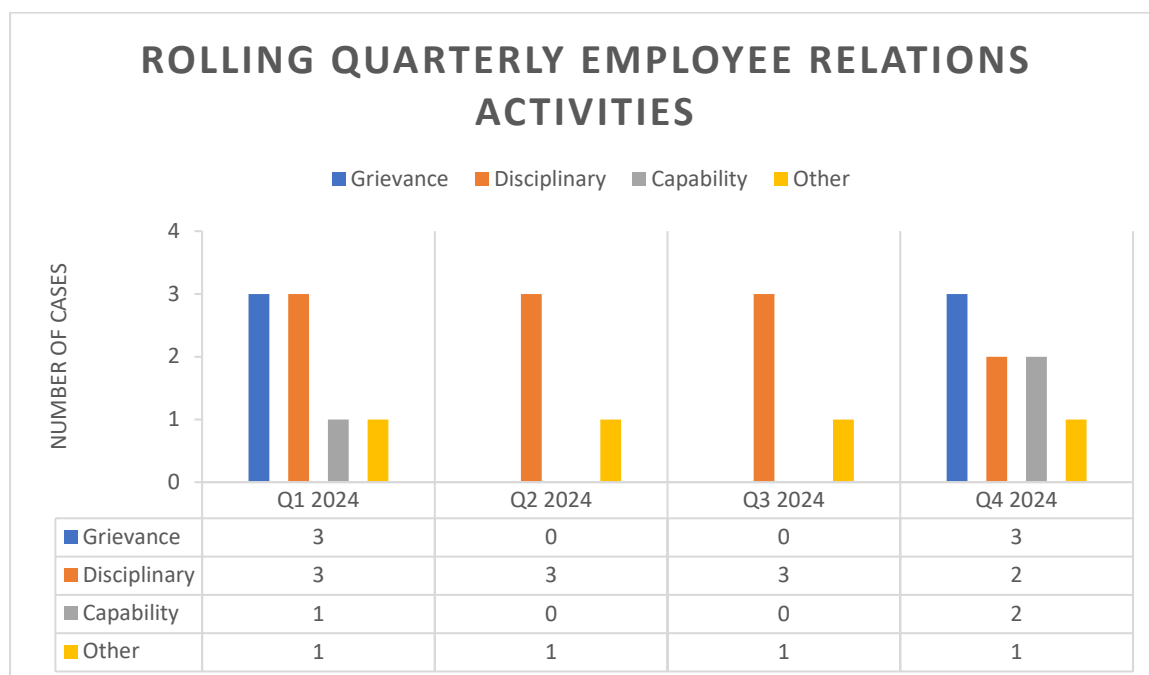
5.4. Industrial Relations

6.4.1   The UNISON branch remains under regional supervision. Some of UNISON lay activist colleagues have presented themselves as being 'on strike against UNISON'. UNISON has advised that there is no capacity within their rules which provides for lay activists to be 'on strike'; UNISON is not the activists' employer. The position currently taken by their lay colleagues is that they are not currently UNISON representatives.

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. iTrent Payroll requires resolution of sick pay calculations and also the setting up of maternity leave, in order to stop the parallel running. 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 4.63%. 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 & Support Procedure 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

Rolling Percentage Comparison - 2019-2024
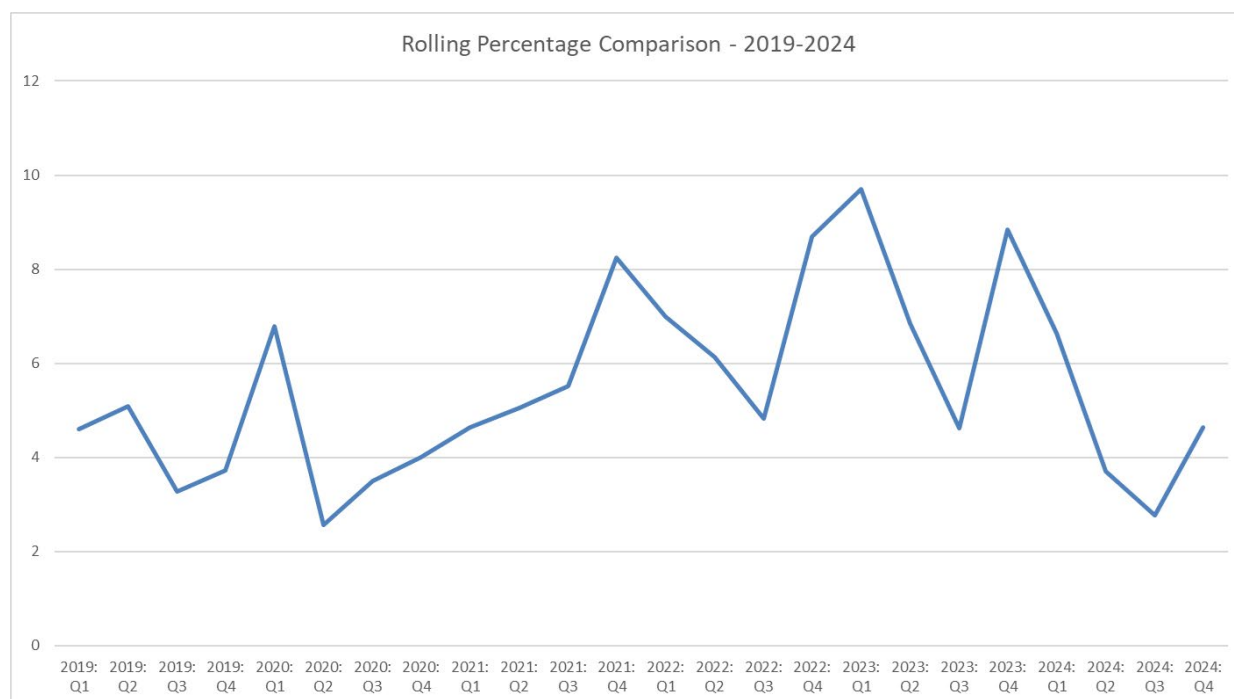
8.6 **Departmental Absence Data**

8.7 The following graph shows that long-term sickness (absences longer than 3 weeks) accounts for 54.3% 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 4.63% of available working days to absences. The Finance and Curriculum Areas (1) teams have higher lost time rates than other areas of the College. The approximate salary cost of lost time is £68,513.70. 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. Alternative Funding and Human Resources teams have higher frequency rates of absence based on headcount due to an increase in the proportionate number of sickness instances.

8.9 *Chart 2: Quarterly Absence Summary*

Quarterly Absence Summary

	Principalship	Student Services	Finance	MIS	HR	Alternative Funding	Facilities	Curriculum Areas (1)*	Curriculum Areas (2)*
Short Term Absence	0.20	1.32	1.24	1.20	2.61	2.10	2.09	1.26	0.73
Long Term Absence	0.00	3.06	6.21	0.00	0.00	0.00	1.56	5.59	1.29
Lost Time (%)	0.20	5.42	7.45	2.66	2.61	2.97	5.39	7.64	2.85
Frequency Rate (%)	11.86	45.10	36.63	44.87	70.03	92.78	64.94	56.88	35.39
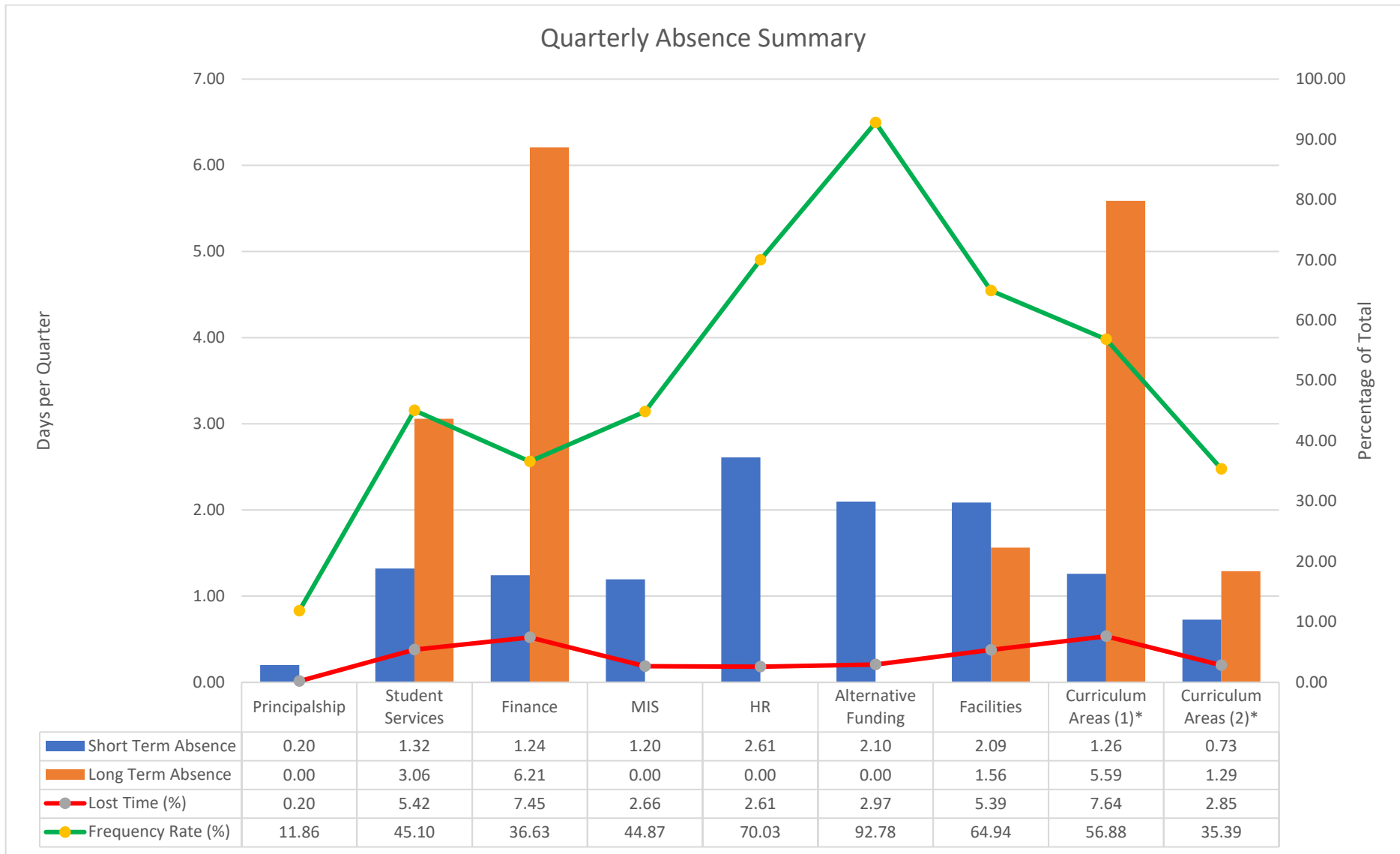
*Breakdown of Curriculum Areas

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.

DATE:	13 February 2025 (Reporting period October – December 2024)
TITLE OF REPORT:	Quarterly Health and Safety Report
REFERENCE	10
AUTHOR AND CONTACT DETAILS	Craig Ferguson; Head of Facilities and Health & Safety Craig.Ferguson@slc.ac.uk
PURPOSE:	To provide the members with a summary of in-year performance to date.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to note: - the update from the internal Health and Safety Committee reinstated; - the accident reporting period and an increase of 11 from the previous quarter; - the first aid update and near miss report; - the housekeeping update; - the fire activation update; and - the training record update.
RISK	That there is a failure to adhere to statutory and legislative health and safety requirements
RELEVANT STRATEGIC AIMS:	- Successful Students - Highest Quality Education and Support - Sustainable Behaviours
SUMMARY OF REPORT:	- Ventilation works were completed in the Painting and Decorating workshops. An updated occupational hygienist report is expected in January 2025. - The College continues to monitor staff undertaking mandatory training, however this now includes new starts and is a rolling figure. - Housekeeping inspections continue routinely in conjunction with union representatives, excluding December. - There has been an increase in the number of accidents for this reporting period - There were two fire alarm activations over the reporting period.

1   INTRODUCTION

1.1 This paper provides an overview of health and safety activity for the reporting period of October 2024 to December 2024.

2   COMPLIANCE

2.1 The planned Health and Safety Committee meeting planned for August 2024 was postponed. The next one was planned for the 26 November 2024. This took place and minutes are included at Annex A. This brings the committee back into routine.

2.2 The extract system in the painting workshops has been updated successfully. The College is expecting another Occupational Hygienist report in January 2025 to check if the updated system has reduced the risk and to understand if any further controls are needed.

3   TRAINING

3.1 The College launched online courses for mandatory training for all staff back in August 2023, which included Health and Safety. An extension to completion dates was provided, and established staff are now up to date. The non completers are now new starters.

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. The Health and Safety Advisor also provided health and safety training to two class groups. Even though this is not the normal remit, it was beneficial to both the Lecturer and the students. The full training included:

3.2.1   Health and Safety Inductions - A total of 7 Health and Safety inductions took place. Ongoing sessions will continue with 1 session per month.

3.2.2   Fire warden training – A total of 8 staff were trained during this period. All training has now been completed and updated procedures for fire warden duties/responsibilities during evacuations issued.

3.2.3   Control of Substances Hazardous to Health (CoSHH) Training – A total of 22 staff were trained during this period who currently complete CoSHH assessments. Further training awareness sessions will be available to help staff complete the new CoSHH form.

3.2.4   First Aid: Training took place for all the new first aiders and to run through first aid procedures.

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

4.1 The accident reporting period is from October to December 2024. During this period there were 37 minor accidents reported, which is an increase of 11 from the previous quarter. Members should note that there were no RIDDOR incidents. The increase is unusually high, and the Team attributes this to fewer accidents going unreported and people feeling unwell, fainting etc. This could be due to the winter weather and adversity to the sight of blood.

4.2 Near misses reporting is now included in this report. During this period there was only 1 reported near miss incident, 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. This is now broken down into inspections separately and there are a total of 26 items, 20 of which are closed.

6   FIRE ALARM ACTIVATION

6.1 There were two fire alarm activations over the reporting period, one was caused by an aerosol being sprayed in a toilet. The other was due to smoke from the Pizza Oven.

7   RISK

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

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 an 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: HEALTH AND SAFETY MINUTES

MINUTES OF HEALTH AND SAFETY MEETING
26.11.24 11.30am

Attendees

Present: Stella McManus, Elaine McKechnie, Angela Pignatelli, Deborah Lawson, John Dick, Richard Lawton, Chelsea Coleman, Alisdair McTavish, Joanne Warwick, Mandy Murray, Fraser McCormack

1. **Apologies**
   ➤ Craig Ferguson, Gary McIntosh and Susan Thorburn
2. **AIR Log Operational**
   ➤ AIR log reviewed and updated (please see separate document in Teams Folder)
3. **Minutes of Previous Meeting (23.04.24)**
   ➤ Committee members agreed previous meeting minutes satisfactory.
4. **Accident Report (inc. Minor Accidents report) (Quarter figures)**
   ➤ JD reported main types of injuries during this reporting period were from Built Environment / Construction
   ➤ 3 Near Misses which were from damage in car park
   ➤ New digital version of Near Misses reporting form in Staff Portal and paper copies at reception
   ➤ Action JD to monitor Near Misses Reports as submitted and monitor any patterns in when or how things go wrong.

5. **Fire Report (inc. Fire Alarm Records) (Quarter figures)**
   ➤ 3 fire alarm activations during period July to September
   ➤ Joanne Warwick to be allocated a new fire zone as now based in 105 – JD action
   ➤ Additional communication required for students about what do in a fire evacuation – Action JD to do a piece for Students newsletter
   ➤ Fire Warden Sessions – Action JD to organise drop in sessions

6. **H&S Training Report (Quarter figures)**
   ➤ **Inductions** - A total of 6 H&S inductions has taken place within period July to September.
   ➤ **Respirator Training** – all completed on relevant staff
   ➤ **Fire warden training** – all completed on relevant staff
   ➤ **CoSHH Training –** JD will be delivering training awareness sessions in December 2024 to staff who currently complete CoSHH assessments.
   ➤ **H&S Training with students** – John has delivered H&S training to students requested by Lecturing staff
7. **Health & Safety Update**
   ➤ **Risk Assessments** still outstanding for classroom - Action JD follow up
   ➤ **Digital H&S Campaign** in Construction area. John Dick and Alisdair McTavish working in partnership to deliver this campaign.
   ➤ **Notice Boards** - Alisdair McTavish highlighted there was out of date H&S material on notice boards. Action for Deborah Lawson to organise removing material

8. **Housekeeping Inspections (Joint H&S & Union Rep.)**

H&S Housekeeping Report July – September 2024

➢ A total of 3 housekeeping audits have been carried out to date in conjunction with the trade unions. These audits are carried out on a Friday morning between 7 & 8am to minimise disruption to classes.

➢ During this period a total of 25 actions were noted with 24 having been completed to date. H&S Housekeeping audits will continue weekly where practicable until all areas of the college have been covered. After that a short break will take place so that actions can be completed and then the weekly cycle will start again.

9. **Ground Floor, external fire doors &workshop ventilation**

➢ **Fire doors** - Fraser McCormack advised new fire doors still leak when raining. Deborah has spoken with contractor and ordered weather protection strips for all doors. Installation due next 2 weeks. Action Fraser McCormack, Alisdair McTavish and Deborah Lawson to meet to discuss further weather proofing with contractor

➢ **Heating & Ventilation** – Construction area suffers from being too cold and too warm. Looking to get a plan in action to resolve this long term. Action Craig Ferguson get advice from Dalkia

10. **Facilities Update (July to September 2024)**

➢ Dalkia, new M&E contractor, carried out full PPM of all plant and equipment

➢ Completed works including Installation of strike taps, Installation of new access to assembly point for G17, Bistro refurbishment, Relocation of Staff Canteen to 108, Deep clean of all kitchen areas¸ Refit of MIS to create new office space

➢ **Deep Fat Fryer** – To meet new H&S legislation our insurers monitored that we use our deep fat fryer more than the recommended daily amount of 2 hours. Action – Installation of suppressant system – Craig & John to follow up

11. **HR update (Flu vaccine)**

➢ Chelsea updated the on-campus flu vaccination programme for all staff.   Last 3 years opted to use Boots Pharmacy who offer Flu Vaccination vouchers which has resulted in the exact number of vaccines being order reducing waste and additional costs. Overall, there was a very positive reaction from staff regarding the Boots flu vaccine services, the flexibility the vouchers offered allowing staff to book appointments out with their working days alongside the high volume of locations that the vaccines are available.

12. **A.O.C.B.**

Over heaters above main doors

➢ Current heaters in inside door are at main entrance are obsolete and no longer work. They are beyond economical repair. Action Deborah to see about removal

Internal extraction system

➢ Alisdair McTavish brought to our attention the current labels on the extraction system are from Zurich Insurance who check the flow, and they are out of date. Action Elaine McKechnie will investigate this

McLuckie Engineering Ltd
➢ Alisdair McTavish said historically Construction faculty responsible for maintenance of external extraction system. Stella suggested this should be considered to come under Facilities & Estates responsibility. Action Craig to take forward with Stella

Security Guards
➢ Stella informed the committee they planning to recruit Security Guards to help keeping the college students and staff safe on campus

College Main Entrance
➢ As part of Martyn's Law, improving heating in reception and adding security guards looking to re-visit implementing a more secure entrance into the college with parameters of cost and fire evacuation. Action Craig to take forward with Stella

ANNEX 2 MINOR ACCIDENT REPORTING BREAKDOWN

1st Oct-31st Dec 2024
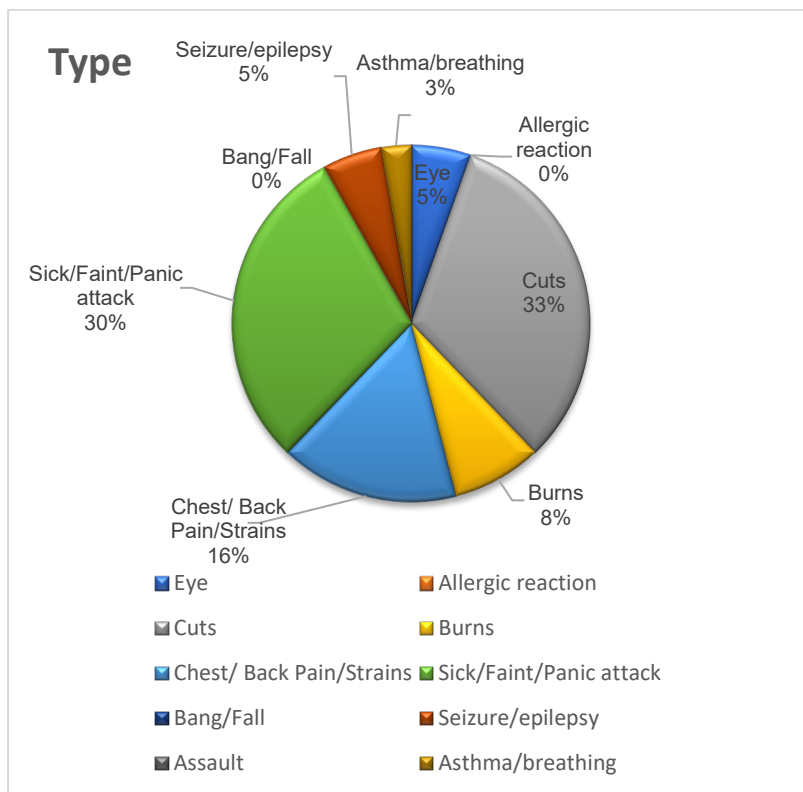
Issue	Oct -Dec 2024	Previous Quarter
Eye	2	1
Allergic reaction	0	1
Cuts	12	11
Burns	3	2
Chest/ Back Pain/Strains	6	4
Sick/Faint/Panic attack	11	4
Bang/Fall	0	2
Seizure/epilepsy	2	0
Assault	0	1
Asthma/breathing	1	0
Total	**37**	**26**

By Department
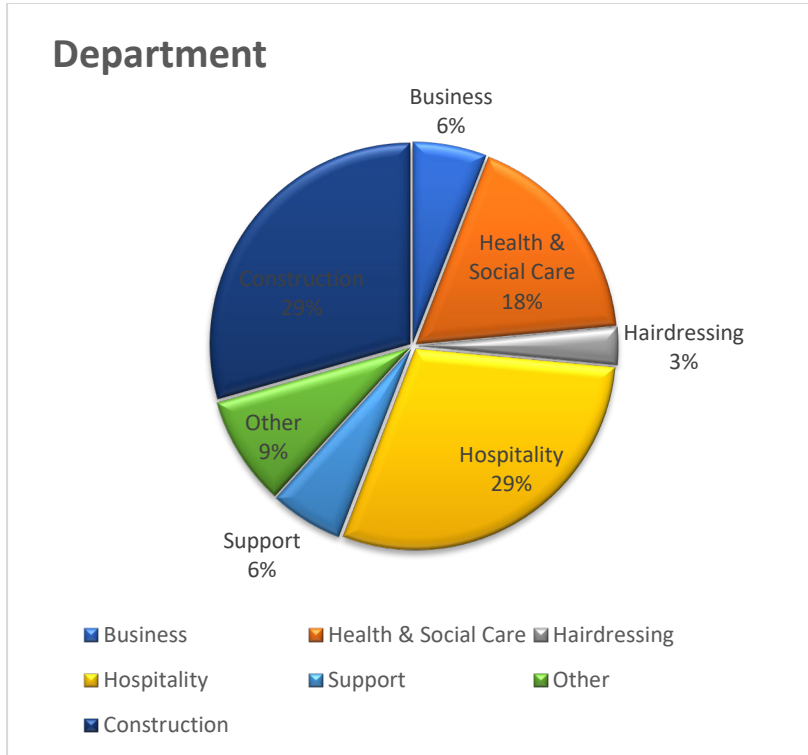
Department	Oct -Dec 2024	Previous Quarter
Early Education & Childcare	3	0
Business	2	3
Health & Social Care	6	3
Hairdressing	1	2
Hospitality	10	7
Support	2	0
Other	3	0
Construction	10	11
Total	**37**	**26**

ID	Accident Date	Location	Accident Description	First Aid/Hospital
118	01/10/24 (pm)	AG03	Male Student, cut finger on knife when putting scales back in box, knife had no protective covering.	First aid only, cut cleaned and plaster applied.
119	02/10/24 (am)	SLC Kitchens	Male Student, cut to finger on left hand when cutting tomatoes with new knife.	First aid only, cut cleaned and plaster applied.
120	02/10/24 (am)	Training Kitchen	Female Student feeling faint and dizzy, possible viral infection, parent called who came and collected	No First aid given
121	02/10/24 (am)	243	Female Student, cut to thumb on left hand when using new knife.	First aid only, cut cleaned and plaster applied.
122	03/10/24 (am)	Training Kitchen	Female Student feeling faint.	First aid only, elevated legs and gave drink of water, taken to Lower ground first aid room to lay down for 15mins to recover.
123	11/10/24(am)	229	Female Staff member accidently stabbed themselves with adrenaline from an Epipen on palm of right hand	Taken to hospital to get checked out
124	11/10/24 (pm)	215 disabled toilet	Female Student found unconscious on the floor, regained consciousness within a minute, she was distressed and unable to communicate well	Ambulance called but none available.

125	11/10/2024 (pm)	G69	Male apprentice accidently leaned on sliding bevel causing a piercing to his left wrist	First aid only, cut cleaned and plaster applied.
126	21/10/2024 (am)	G16	Female school student had a Pre-seizure episode. Pre-Seizure lasted 25 mins. Breathing monitored.	First aid as per seizure plan, ambulance called. Taken home by parent
127	23/10/2024 (am)	LG72	Male student felt faint after witnessing other student faint.	First aid only, can of fizzy juice given as requested by student, parent called who came and collected.
128	23/10/2024 (am)	LG72	Male student felt unwell in class and fainted, fell to floor hitting his face and knocking one of his teeth out	First aid only, Ice pack applied and blood cleaned from mouth area, advised student to attend doctors & dentist. Taken home by taxi.
129	24/10/2024 (am)	Bistro	Male student had burn to right leg shinbone area from incident at home with hot water bottle, 2months previous. Forgot to bring replacement patched to college.	First aid only, new patch applied to burn and bandage applied.
130	24/10/2024 (am)	218	Female staff feeling faint and dizzy, had red face and high blood pressure	First aid, blood pressure monitored, sugary drink and food given. Advised to seek medical help if symptoms persist.
131	25/10/2024 (pm)	Out with college	Male student burnt arm at home, knocked blister off whilst in college.	First aid, cleaned wound and applied loose dressing to protect open wound.
132	28/10/2024 (pm)	Out with college	Male student twisted and sprained ankle on college day trip	First aid, checked ankle, raised and applied cold pack.
133	29/10/2024 (pm)	328	Male student feeling lightheaded, sick and shaky, hadn't eaten in 14 hours and on new medication ??	First aid, got him some food and he went out for some fresh air.

134	31/10/2024 (am)	Student services reception area	Female staff felt ill, faint, clammy and extreme chest pains, shortness of breath, suspected heart attack.	First aid, defib on hand, Ambulance called and taken to hospital
135	31/10/2024 (am)	LG89	Male apprentice, started to feel unwell with racing heartbeat.	First aid, heartbeat monitored 140 rising to 170. Taken to Hospital A&E
136	31/10/2024 (am)	G79	Male apprentice cut finger using Stanley knife. Couldn't get blood to stop.	First aid, cleaned wound, sterile swab applied with pressure and sent to A&E
137	31/10/2024 (am)	229	Female Student had bad asthma attack could not catch her breath, inhaler used.	First aid, defib made available ambulance called, attended hospital.
138	5/11/2024 (PM)	Canteen 2nd floor	Female Staff member caught finger on rubbish chute lid resulting in cut to fore finger on left hand	First aid, cleaned wound and bandaged finger, advised it would need stitches sent to hospital
139	6/11/2024 (AM)	LG78	Male apprentice, recurring injury (knee dislocation) awaiting medical intervention.	No First aid taken to A&E
140	6/11/2024 (PM)	At home	Female student with Pre-existing ankle injury from a week ago complaining of severe pain	Ice pack and sent to A&E
141	6/11/2024 (PM)	Canteen 2nd Floor	Male student feeling dizzy & faint (type 1 diabetic)	First aid, arranged with canteen to get him something to eat and drink
142	7/11/2024(pm)	Not in college	Female student burnt hand at bonfire night	No first aid given advised to go to doctors for anti-biotics
143	7/11/2024(pm)	1st floor lift area	Female student feeling anxious, dizzy and faint	First aid cool pack applied, advised breathing exercises, recovered and went home

144	8/11/2024(am)	Bistro	Male student cut finger, left hand whilst preparing vegetables	First aid, cleaned wound and applied plaster
145	14/11/2024 (pm)	College way Market	Female student dislocated knee	No first aid, knee popped back in, mother collected
146	18/11/2024(pm)	G11	Male student got dust in his eye whilst sanding	First aid, eye bathed in Eye bath
147	20/11/2024(pm)	329	Male student cut finger on can of juice	First aid, cleaned wound and applied plaster
148	20/11/2024(am)	134	Male student complaining of headaches, nausea, sweating.	Parents came in and took him to hospital for checkup
149	20/11/2024(pm)	G11	Male student Cut finger on locker door	First aid cleaned wound and applied plaster
150	28/11/2024(am)	1st floor toilets	Male student feeling sick, shaky and generally unwell.	Parents contacted advise to go home
151	29/11/2024(am)	G53	Female staff, scratched arm on edge of bench, swollen.	First aid , cleaned wound applied ice pack and advised to attend GP
152	10/12/2024(am)	LG70	Male student tapping down brick and a piece of mortar entered eye	First aid, bathed eye in eye bath
153	12/12/2024(am)	145	Female staff trapped finger in cupboard doors, bruising to finger.	First aid, ice pack applied to reduce swelling

154	17/12/2024(pm)	130	Female staff feeling unwell, dizzy and sick. Felt better after being sick.	First aid, gave water to sip and monitored recovery.