

# UHI | INVERNESS

Meeting	Human Resources Committee
Date and time	Friday 05 June 2025 at 8.30 a.m.
Location	Virtually – via Microsoft Teams

Governance Officer  
28 May 2025

## AGENDA

### Welcome and Apologies

Declaration of Interests and/or any Statement of Connections or  
Transparency Statements.

## CREATIVE SESSION COLLABORATIVE LEADERSHIP PRESENTATION

### ITEMS FOR DECISION

1. **MINUTES**
  - a) Meeting of the Human Resources Committee held on 13 March 2025
  - b) Confidential Note of the Human Resources Committee (CN-HR-01-032025) held on 13 March 2025
  - c) Confidential Note of the Human Resources Committee (CN-HR-02-032025) held on 13 March 2025
  - d) Confidential Note of the Human Resources Committee (CN-HR-03-032025) held on 13 March 2025
  - e) Confidential Note of the Human Resources Committee (CN-HR-04-032025) held on 13 March 2025
2. **OUTSTANDING ACTIONS - none**  
Action List
3. **POLICIES FOR APPROVAL**  
Report by HR Manager
  - a) Reviewed Maternity & Parenting Leave Policy
  - b) New National Staff Disciplinary Policy

**ITEMS FOR DISCUSSION**

- 4. PROFESSIONAL DEVELOPMENT UPDATE**  
Report by Professional Development Manager
  - 5. NATIONAL BARGAINING / JOB EVALUATION (CONFIDENTIAL)**  
Report by HR Manager
  - 6. HUMAN RESOURCES – QUARTER 3 REPORT 2024/25 (CONFIDENTIAL)**  
Report by HR Manager
    - a) KPI Matrix
  - 7. TALENT MANAGEMENT – SKILLS PROFILES**  
Report by Professional Development Manager and HR Manager
  - 8. PUBLIC SECTOR EQUALITY DUTY REPORT & AND NATIONAL EQUALITY OUTCOMES 2025-2029**  
Report by Vice Principal – Curriculum, Student Experience and Quality and HR Manager
  - 9. COMMITTEE AND CHAIR EVALUATION**  
Report by Governance Officer
  - 10. EMPLOYMENT LAW UPDATE**  
Report by Anderson and Strathern
    - a) Supreme Court Ruling
- 

**ITEMS FOR NOTING**

- 11. EMPLOYEE RELATIONS - CONFIDENTIAL**
  - a) Minutes from Equality, Diversity, and Inclusion Committee – **to follow**
  - b) Minutes from JCC Meeting held on 25<sup>th</sup> March 2025
- 12. AOCB**
- 13. DATE OF NEXT MEETING – 04 September 2025 at 8.30 a.m.**

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer as soon as possible. Additional items of business will only be considered for inclusion in the agenda in advance of the start of the meeting.

### Outstanding Actions

<b>Subject/Title:</b>	Policy Approvals
<b>Author:</b> [Name and Job title]	Quality
<b>Meeting:</b>	HR Committee
<b>Meeting Date:</b>	5 <sup>th</sup> June 25
<b>Date Paper prepared:</b>	29/05/2025
<b>Brief Summary of the paper:</b>	<p>The HR Committee is asked to approve the following:</p> <p><b>Reviewed Maternity &amp; Parenting Leave Policy</b></p> <ul style="list-style-type: none"> <li>• Updated in line with legislations changes to Paternity &amp; Neonatal Leave.</li> <li>• PPRP 3<sup>rd</sup> March, Staff Consultation 4-25<sup>th</sup> March, JCC 25<sup>th</sup> March, EMT Approval 1<sup>st</sup> April.</li> </ul> <p><b>New National Staff Disciplinary Policy</b></p> <ul style="list-style-type: none"> <li>• National Agreements reached on National Disciplinary Policy and Model Disciplinary Procedure for Support Staff and Lecturing Staff.</li> <li>• The National Disciplinary Policy and Model Disciplinary Procedure will apply from 1 August 2025.</li> <li>• The Circular has been agreed between the Joint Secretaries.</li> <li>• The agreed EIA has also been attached.</li> <li>• Whilst we have scope to reference our own UHI Inverness related Policy and Procedures as this a nationally agreed Policy, we are unable to change any of the content/wording.</li> <li>• We will be developing a local UHI Inverness Staff Disciplinary Procedure, which should be ready for PPRP in July.</li> <li>• PPRP May 2025, EMT Approval May 2025. Not been out for staff consultation or JCC as no flexibility to change content.</li> </ul>
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with::	Compliance
<ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> </ul>	

<ul style="list-style-type: none"> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	
<b>Resource implications:</b>	No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes <b>If yes, please specify:</b> Operational: Organisational: Policy review and development required to ensure compliance with legislation and regulations.
<b>Equality and Diversity implications:</b>	Yes <b>If yes, please specify:</b> Completed Equalities Impact Assessment included.
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	
<b>Status</b> – [Confidential/Non confidential]	Non-confidential
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.	
Its disclosure would substantially prejudice a programme of research (S27)	Its disclosure would substantially prejudice the effective conduct of public affairs (S30)
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)	Its disclosure would constitute a breach of confidence actionable in court (S36)
Its disclosure would constitute a breach of the Data Protection Act (S38)	Other (please give further details)
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	

Further guidance on application of the exclusions from Freedom of Information legislation is available via

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

# UHI | INVERNESS

## MATERNITY & PARENTING LEAVE POLICY REFERENCE PL/HR/2024/001

Policy Owner	Vice Principal – <a href="#">Curriculum</a> , Operations and External Relations
Lead Officer	Head of HR
Review Officer	HR Business Partner
Date first approved by BoM	9 June 2008
First Review Date	26 March 2012
Date review approved by BoM	30 April 2020
Next Review Date	April 2023
Equality impact assessment	11 April 2012, 3 February 2017
Further information (where relevant)	

Reviewer	Date	Review Action/Impact
HR Manager	09/06/2008	Review approved by BoM
HR Manager	26/03/2012	Review approved by BoM
HR Manager	28/03/2017	Review approved by BoM
HR Manager	30/04/2020	Review approved by BoM

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**Commented [EB1]:** Update once track changes accepted

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## 1. Policy Statement

UHI Inverness recognises the importance of a positive approach to ensuring that, as far as reasonably practicable, employees are able to combine their career and family responsibilities, maintaining a healthy work-life balance. This will assist UHI Inverness in operating effectively through retaining a valued subset of the workforce, providing the necessary support to employees and ensuring that all employees are treated in a consistent and fair manner and in accordance with relevant legislation.

This policy sets out the arrangements for:

- Maternity leave and pay
- Adoption leave and pay
- Paternity leave and pay
- Fertility leave and pay
- [Shared parental leave and pay](#)
- [Neonatal leave and pay](#)

UHI Inverness is committed to supporting and maintaining a family-friendly environment that encourages individuals in their ongoing contribution to the organisation whilst supporting or starting a family.

The aim of this policy, and the supporting procedures, is to provide employees, line managers and HR staff with important information regarding:

- Working whilst pregnant.
- Eligibility and applying for maternity or other forms of parenting leave.
- What happens during maternity or other parenting leave.
- The assistance available.
- Rights regarding returning to work.
- Requests for Fertility Leave.

In addition, this policy aims to ensure consistency of approach in line with employment legislation and UHI Inverness' commitment to good employment practices.

## 2. Legislative framework/related policies

- The Employment Relations Act 1999
- The Maternity and Parental Leave (Amendment) Regulations 2002
- Additional Statutory Paternity Pay (weekly rates) Regulations 2010
- [Additional Paternity Leave Regulations 2010](#)
- [The Paternity Leave \(Amendment\) Regulations 2024](#)
- Shared Parental Leave Regulations 2014
- Parental Bereavement Leave Regulations 2020
- The Employment Act 2002
- The Employment Rights Act 1996
- The Equality Act 2010
- [UHI Inverness Special Leave Policy and Procedure](#)
- [The Neonatal Care \(Leave and Pay\) Act 2023](#)

Any circular which is issued under the provisions of the National Joint Negotiating Committee (NJNC) is binding on Inverness College UHI as a signatory of the National Recognition and Procedures Agreement.

## 3. Scope

This policy applies to all staff employed at UHI Inverness who qualify under the various eligibility criteria for the different types of parenting leave, as outlined in the Maternity & Parenting Leave Procedure.

## 4. Definitions

Type of Leave	Definition
Maternity Leave	A period of absence from work granted to a mother before and after the birth of her child.
Adoption Leave	A period of absence from work granted to a primary adopter before and after the adoption of their child.
Shared Parental Leave	Allows birth mothers to share a portion of maternity leave with their partners to care for a child from two weeks after birth until their first birthday.
Paternity Leave	A period of absence from work granted to a biological/adoptive father after or shortly before the birth of their child.

<a href="#">Neonatal Care Leave</a>	<a href="#">Allows parents up to 12 weeks leave to support employees whose baby is receiving, or has received, neonatal care within the first 28 days of birth and care has continued for a period of 7 consecutive days.</a>
Ordinary Parental Leave	Up to 18 weeks unpaid leave from work per child until the child is 18, up to a maximum of 4 weeks per year.
Fertility Leave	Paid time off to undergo fertility treatment.
KIT/SPLIT	"Keeping in Touch" Days or "Shared Parental Leave in Touch" Days.

## 5. Responsibilities

### 5.1. Human Resources (HR)

- Provide advice, guidance and support to managers and staff on parenting leave eligibility, application process, support available and return to work.
- Process applications for parenting leave, confirming eligibility to staff within a timely manner.
- Notify payroll of parental leave arrangements in a timely manner.
- Process KIT/SPLIT forms submitted following parenting leave, notifying payroll of hours to be paid.
- Enter parenting leave absences in the HR system to ensure accurate recording.

### 5.2. Line Managers

- Discuss with staff their plans to take parenting leave, negotiating dates for periods of leave where necessary and applicable and maintaining a supportive and family-friendly approach to requests.
- Implement risk assessment protocols and recommendations for pregnant employees.
- Refer pregnant employees to Occupational Health (OH) as required, where pregnancy is affecting attendance or performance at work.
- Progress OH recommendations as required for pregnant employees.
- Review and sign applications for parenting leave, before submitting to HR for processing.
- Maintain contact with employees during periods of parenting leave, ensuring they are kept informed of organisational updates or changes, particularly those affecting their contract of employment (e.g., staff consultation and national bargaining), or in relation to health & safety, or security.
- Respond to staff requests to take KIT/SPLIT Days.
- Review and sign KIT/SPLIT forms, submitting to HR once approved.
- Liaise with staff around return-to-work arrangements, ensuring HR are kept informed in advance of any return to work.

### 5.3. Staff

- Read this policy and associated procedure thoroughly prior to applying for a period of parenting leave.
- Follow notification requirements for parenting leave.
- Complete the appropriate form(s) when applying for parenting leave, submitting to the line manager for review in line with notification timescales.
- Complete pregnancy risk assessment, as applicable, in conjunction with the Health & Safety Manager.
- Agree arrangements for keeping in contact with line manager during periods of parenting leave.
- Follow notification requirements for amending leave dates or ending a period of leave early.
- Liaise with line manager about KIT/SPLIT days to be worked.
- Record KIT/SPLIT Days worked on the appropriate form, submitting to the line manager in a timely manner.

### 6. Compliance

This policy and associated procedure must be complied with and will be audited regularly with reports going to the appropriate committees.

This document is compliant with the statutory provisions outlined in the Maternity, Adoption, Ordinary Parental Leave and Shared Parental Leave Regulations as detailed in the 'Legislative framework/related polices' above.

### 7. Monitoring

Each College policy will be monitored, and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.

The following maternity or adoption Performance Indicators will be used to monitor implementation:

- Quarterly reporting of numbers of employees on maternity, paternity, fertility or adoption leave with associated data analysis.
- Utilisation of 'Keeping in Touch' Days.
- Average number of sick days per employee.
- Breakdowns will be by department.

### **8. Review**

This policy will be reviewed on a 3 yearly basis to ensure currency of content, or sooner if legislative change requires, and will be amended as a result of any agreed changes to the terms and conditions of academic and/or support staff as a result of agreements reached at National Joint Negotiating Committee.

Policy/Procedure/Strategy: Maternity & Parenting Leave policy

Author/Owner: Nicola Quinn/ Claire Barnett

Signature: 

Review Due: December 2026

Department/Section: Human Resources

Date of Assessment: February 2025

Date: 26/02/2025

## Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

UHI Inverness recognises the importance of a positive approach to ensuring that, as far as reasonably practicable, employees are able to combine their career and family responsibilities, maintaining a healthy work-life balance. This will assist UHI Inverness in operating effectively through retaining a valued subset of the workforce, providing the necessary support to employees and ensuring that all employees are treated in a consistent and fair manner and in accordance with relevant legislation.

This policy sets out the arrangements for:

- Maternity leave and pay
- Adoption leave and pay
- Paternity leave and pay
- Fertility leave and pay
- Shared parental leave and pay

It has been updated to include arrangements for Neonatal leave and pay, along with two additional legislative changes:

- The Paternity Leave (Amendment) Regulations 2024
- The Neonatal Care (Leave and Pay) Act 2023

Who will be affected?	Who will be consulted?	Evidence available:
This policy applies to all staff at UHI Inverness.	<ul style="list-style-type: none"> <li>• All staff at UHI Inverness.</li> <li>• 3 recognised Trade Unions – EIS, UNISON and GMB.</li> <li>• UHI Inverness’s EMT and Board of Management.</li> </ul>	

Potential Positive/Negative/Neutral Impact Identified. <b>P, N, N/I</b>	Age	Disability	Gender Reassignment	Marriage/Civil Partnership	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination	N/I	N/I	N/I	N/I	P	N/I	N/I	P	N/I
Advancing Equality of Opportunity	N/I	N/I	N/I	N/I	P	N/I	N/I	P	N/I
Promoting Good Relations.	N/I	N/I	N/I	P	P	N/I	N/I	P	N/I

### Step 3

Sustainability	Neutral Impact.
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### Step 4

No further action to be taken

Summary of EIA Outcome – please tick

- No further action to be carried out
- Amendments or changes to be made
- Proceed with awareness of adverse impact
- Abandon process – Stop and Rethink

Please forward completed EIA forms to the Quality Unit

# UHI | INVERNESS

## STAFF DISCIPLINARY POLICY

**REFERENCE: (will be inserted by Quality)**

Lead Officer	Vice Principal – Curriculum, Operations & External Relations
Review Officer	Head of Human Resource
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	May 2025
Further information (where relevant)	National Policy which replaces local UHI Inverness Staff Disciplinary Policy.

Reviewer	Date	Review Action/Impact
HOHR	May 25	National Policy reviewed and related policies added.

Guidance,  
Empowering, Principles,  
Trade Unions  
National Bargaining,  
Scope,  
Employee Relations  
Resilient,  
Flexible, Staff Development  
Values, Fairness  
Communication, Purpose,  
Policies, Trust, Review,

**National Disciplinary Policy**  
**Effective from 1 August 2025**

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## 1. Introduction

This policy is designed to help and encourage all employees to achieve and maintain appropriate standards of behaviour and conduct for their, and their colleagues' safety and well-being. The policy provides a framework for dealing with potential misconduct with the focus on encouraging an employee whose conduct is unsatisfactory to improve.

The policy will be applied consistently and fairly to all employees, based on the circumstances of their case. Every case will be dealt with in a fair, transparent, reasonable, equitable and supportive way. This approach should allow employees to feel confident to have open and frank conversations with their manager if there is a concern, rather than fearing blame or repercussions. All disciplinary matters will be dealt in a sensitive and respectful manner, with the confidentiality of those involved maintained.

This policy should be read in conjunction with the model Disciplinary Procedure to fully understand the whole disciplinary process that provides a framework and minimum standards for the colleges to follow.

This policy was developed in partnership and agreement with the College Employers Scotland representatives and recognised trade unions. This policy and model procedure will be reviewed one year from launch date and thereafter every three years or earlier if required under legislative changes.

## 2. Scope

This policy applies to all employees.

In the event of an alleged disciplinary breach by a recognised trade union representative, formal disciplinary action will not be taken until the circumstances have been discussed with a full-time officer of the relevant union.

This policy does not apply where there is:

- An issue of competence or capability, this will be dealt with under the Performance Improvement Policy or equivalent.
- Ill health, this will be dealt with under the Sickness Absence policy or equivalent.

## 3. Key Principles

The following key principles will be applied in each situation and will be reflected in college procedures and practices:

- Disciplinary cases must be dealt with promptly without unnecessary delay, sensitively and respect the privacy of those involved.
- Many potential disciplinary issues can be resolved informally with appropriate, suitable support, counselling, or another approach, such as further training, to resolve problems. Managers should seek to resolve misconduct issues at the lowest possible level, and consider informal action, when appropriate, to resolve issues.

- Where an issue cannot be resolved informally, or it is not appropriate to do so, the disciplinary procedure must be followed. An employee will be:
  - Informed in writing, that they are the subject of a disciplinary investigation and advised of the disciplinary allegation(s).
  - Provided with a copy and/or link to this policy and to the procedure that will be applied.
  - Provided details of any Employee Assistance or counselling services available, as well as reviewing and considering the wellbeing of the employee throughout the process.
  - Given information on the next steps and indicative timescales for investigation to be completed.
- An investigation will be undertaken by an Investigating Officer who will be objective and impartial, to establish the facts relating to the disciplinary allegation(s).
- Following conclusion of the investigation, an appointed Nominated Officer will consider the investigation report and decide if a formal disciplinary hearing is required or no case to answer. In any event mutually agreed additional support may be required.
- An employee will be informed in writing of the disciplinary allegation(s) against them, along with a copy of the investigation (including statements and any other material information considered) in advance of the hearing.
- Employees have the right to be accompanied by: (1) an accredited representative of a trade union; (2) a work colleague; or (3) an official employed by a trade union. All the above will be referred to in the policy and accompanying procedure as the 'companion'.
- At the disciplinary hearing, the disciplinary allegations will be outlined (in the invite to the disciplinary hearing). The investigation will be presented, and the employee will be provided with the opportunity to state their case and respond to the investigation before a final decision is made.
- Employees will not normally be dismissed for a first offence except in cases of gross misconduct/negligence.
- Employees will have the right of appeal against any formal disciplinary action.
- Information relating to disciplinaries will be destroyed in line with colleges data retention schedule, subject to related legal requirements.
- When an employee raises a grievance during a disciplinary process, the disciplinary process may be suspended to allow the grievance to be heard. Where the grievance and disciplinary cases are related, it may be appropriate to deal with both issues concurrently. Each case will be considered on its own merits.
- The college will ensure managers have the appropriate training to undertake the roles described in this policy.

### 3.1 Reasonable Adjustments

Colleges will ensure throughout the disciplinary that they do not discriminate against anyone because of a protected characteristic. For example, adapting procedures to accommodate if required or making reasonable adjustments to procedures to ensure that they do not put anyone with a protected characteristic at a substantial disadvantage. This might mean someone else attending the disciplinary process meetings in addition to the companion (see section 3). For example, a British Sign Language signer, a translator or a support worker or someone with knowledge of the employee's specific needs.

## 4. Roles and Responsibilities

### 4.1 All Employees will:

- Ensure they are familiar with the standards of conduct expected by the college. This may include reviewing the following policies, or their equivalents. For example: Code of Conduct for Employees, Internet, Social Media, and Email Policies (to be reviewed at a local level).
- Consider seeking advice and support from their trade union representatives at any point of the disciplinary process.
- Treat any information shared with them as part of a disciplinary investigation or part of the disciplinary process as confidential, except for discussing matters with their companion or trade union.

### 4.2 Managers will:

- Ensure that they and their staff are fully conversant with the disciplinary rules and procedures in place and can act in line with the procedures. Managers will make full use of the informal disciplinary stages, when possible, to prevent minor disciplinary problems from escalating unnecessarily.
- Always act promptly to deal with any misconduct on the part of employees. A failure to communicate to an employee that they do not meet the required standards may lead the employee to assume that their conduct is satisfactory.
- Ensure that they undertake appropriate training relevant to their role in the disciplinary process.
- Seek advice from Human Resources (HR) if they are unclear on a potential disciplinary issue.

### 4.3 HR Representatives will:

- Provide advice and support to managers and employees on the application of this Policy and on all stages of the disciplinary procedure.
- Provide advice and support to Nominated Officer on the processes and legal compliance on employment matters.
- Provide advice and support on consistency of application of the Policy and Procedure.
- Monitor formal disciplinary activity across the college.
- Inform the College Leadership/Management Team if there are areas of concern in relation to the application of this Policy and Procedure.

### 4.4 Trade Union Representatives/companion will:

- Provide advice and support to the employee throughout the disciplinary process.

## 5. Links to Other Policies/Documents

### Legislative framework/related policies

- Data Protection Act 2018
- General Data Protection Regulations (GDPR)
- Public Interest Disclosure Act 1998
- Employment Relations Act 2004
- Employment Rights Act 1996
- Employment Act 2002 (Dispute Resolution) Regulations
- Equality Act 2010
- Health & Safety at Work 1974
- General Teaching Council Scotland Code of Professionalism and Conduct
- Inverness College UHI Promoting Attendance Policy & Procedure
- Inverness College UHI Staff Code of Conduct Policy & Procedure
- Inverness College UHI Dignity in the Workplace Policy and Procedure
- Inverness College UHI Supporting Probation Policy & Procedure
- Inverness College UHI Professional Development Policy & Procedure
- Inverness College UHI Financial Regulations
- Inverness College UHI Protection Vulnerable Groups Scheme (PVG) for Staff Procedure
- Inverness College UHI Public Interest Disclosure (Whistle Blowing) Policy & Procedure
- Inverness College UHI Data Protection Policy & Procedure
- Inverness College UHI Health and Safety Policy & Procedure
- Inverness College UHI Information Security Policy & Procedure
- UHI Partnership Information Security Acceptable Use Policy
- Inverness College UHI Use of College Equipment and Network Access Outwith the UK Policy
- Inverness College UHI Professional Review and Development Policy & Procedure
- Inverness College UHI Staff Grievance Policy & Procedure
- UHI Equality, Diversity and Inclusivity Policy & Procedure
- UHI Safeguarding Policy & Procedure
- Inverness College UHI Anti-Fraud and Corruption Policy
- UHI Higher Education Academic Standards and Quality Regulations
- Inverness College UHI Further Education Academic Standards and Quality Regulations
- Inverness College UHI Higher Education Academic Standards and Quality Regulations
- Staff Contract of Employment
- ACAS Code of Conduct

## 5. Further Sources of Information

- a) All employees can access counselling if needed via <https://sgframework.eap.workplacewellbeing.com/>.
- b) Further information can be found here:
  - [Acas Code of Practice on disciplinary and grievance procedures | Acas](#)
  - [Dealing with problems at work | TUC](#)
  - [The Model Complaints Handling Procedures | SPSO](#)

## **Equality Impact Assessment – Disciplinary Policy and Procedure**

This document provides guidance when completing an Equality Impact Assessment (EIA). The completed EIA for the National Disciplinary Policy and Procedure can be found at the end of this document.

The National Joint Negotiating Committee for Colleges is committed to promoting equality and participation in all its activities.

We require to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations when making decisions and developing policies. To do this, it is necessary to understand the potential impacts of the range of internal and external activities on different groups of people.

### **What is an Equality Impact Assessment (EIA) and why do we need to complete one?**

An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities.

The EIA will help to ensure that:

- we understand the potential effects of the policy and procedure by assessing the impacts on different groups both external and internal
- any adverse impacts are identified, and actions identified to remove or mitigate them
- decisions are transparent and based on evidence with clear reasoning.

### **Who is responsible for completing and signing off the EIA?**

This EQIA was completed collaboratively with involvement of all members of the policy subgroup. Ultimate responsibility on whether an EIA is required and the evaluation decision(s) made after completing the EIA lies with the Central Committee.

## Evaluation Decision

There are four options open:

1. No barriers or impact identified, therefore activity will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

In most cases, where disproportionate disadvantage is found by carrying out EIAs, policies and practices are usually changed or adapted. In these cases, or when a change has been justified you should consider making a record on the project risk register.

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<sup>1</sup> [http://www.acas.org.uk/media/pdf/s/n/Acas\\_managers\\_guide\\_to\\_equality\\_assessments.pdf](http://www.acas.org.uk/media/pdf/s/n/Acas_managers_guide_to_equality_assessments.pdf)

## Equality Impact Assessment

This is an assessment based on agreed policy and draft procedure (January 2025)

Question	Response
1. Name of policy and procedure being assessed	Disciplinary policy and procedure.
2. Summary of aims and objectives of the policy and procedure	<p>This is a disciplinary policy to be used as the minimum standard for all National Joint Negotiating Committee (NJNC) colleges. There is also a model procedure which NJNC colleges can use, however, colleges can choose to continue to use their own procedure if they wish, providing it meets the minimum standard set out in the model procedure.</p> <p>The policy and procedure provide a framework for dealing with potential misconduct, with the focus to encourage an employee whose conduct is unsatisfactory to improve.</p> <p>A disciplinary policy and procedure are required as employers are legally obliged to have disciplinary procedures in place. It is the employer's responsibility to set and maintain standards of behaviour within the organisation and to put in place disciplinary rules and procedures to address instances of misconduct.</p> <p>Further, an effective disciplinary policy and procedure is key to good employment relations and to ensure that individuals are treated fairly and consistently in cases where standards of conduct and behaviour fall below an acceptable level.</p> <p>The policy and accompanying procedure comply with the Advisory, Conciliation and Arbitration Service (ACAS) Code of Practice on Disciplinary and Grievance Procedures and meet all current relevant legislation.</p>

<p>3. What involvement and consultation has been done in relation to this policy and procedure? (e.g. with relevant groups and stakeholders)</p>	<p>The development of this policy and procedure originated from the objectives and direction of the NJNC for colleges. A national policy working group subsequently formed a subgroup to progress the development of this policy and procedure.</p> <p>The subgroup has equal representation from management and staff side with secretariat support and input provided by College Employers Scotland. The subgroup has met a number of times from January 2022 to November 2024 to develop the policy, procedure and all related documents collaboratively.</p> <p>Evidence of all national working group meeting minutes, actions and consultation undertaken are available from College Employers Scotland.</p>
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<p>4. Who is affected by the policy and procedure?</p>	<p>The policy and, where adopted by a relevant college, the procedure, applies to all college employees covered by the National Recognition and Procedures Agreement (NRPA).</p> <p>There are circumstances where individuals not employed by a college may be impacted by the policy and procedure, for example an external witness or a companion asked to attend a disciplinary hearing.</p>
<p>5. What are the arrangements for monitoring and reviewing the actual impact of the policy and procedure?</p>	<p>The policy and procedure will be formally reviewed after 1 year by the Policy Working Group and thereafter every 3 years by the Policy Working Group. They will be actively considered for review if there are related employment legislation changes.</p>

Protected Characteristic Group	Potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	Potentially negative	<p>It is possible that an employee's disability could impact on their behaviour at work and result in them facing disciplinary allegations.</p> <p>For example, the appendix of the procedure provides examples of behaviour viewed as misconduct/gross misconduct. The list is not exhaustive but could be taken subjectively. This may cause misunderstanding for example for a person with a neurodiverse disability considers to be obscene, offensive, or reasonable.</p> <p>Articles such as this in <a href="#">Personnel Today</a> highlight employment tribunal cases where <b>employers were shown not to have fully understood the nature of a person's disability before launching disciplinary proceedings that may lead to dismissal.</b></p>	<p>This potential negative impact has been addressed by inclusion of wording in the policy specifically stating that colleges will not discriminate against employees because of a protected characteristic and will make any reasonable adjustments to the process to remove any disadvantage faced by an employee with a disability. This places a positive obligation on colleges to consider protected characteristics, including disabilities, throughout the procedure and to take appropriate steps to address any potential disadvantage.</p> <p>It is recommended that ongoing and relevant Equality Inclusion and Diversity training is provided for managers involved in disciplinary matters to ensure that they are aware of their role and responsibilities under the Equality Act 2010. This will also assist managers in identifying any mitigating factors arising from disability which should be taken into account throughout the disciplinary process and to identify any required reasonable adjustments. This should further assist in addressing any potential negative impact.</p> <p>Careful monitoring on cases within colleges will be carried out and reported back to NJNC to enable this potential negative impact to be kept under review.</p>

<b>Gender reassignment*</b>	No known negative impact	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Marriage or civil partnership</b>	No known negative impact	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Pregnancy and maternity</b>	No known negative impact	While research <a href="#">Pregnancy and maternity discrimination research findings   EHRC (equalityhumanrights.com)</a> found evidence of unfair treatment during pregnancy there is no evidence to show there is a direct link to disciplinary action.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act

			2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Race</b>	No known negative impact*	We have not identified any evidence that the policy could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Religion or belief</b>	No known negative impact*	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.

<b>Sexual orientation</b>	No known negative impact*	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Sex (gender)</b>	No known negative impact*	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Age</b>	No known negative impact	We have not identified any evidence that the policy or procedure could disproportionately impact a person on the grounds of this Protected Characteristic.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act

			2010 when dealing with disciplinary matters. This will also assist managers in identifying in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.
<b>Other (caring responsibilities)</b>	No known negative Impact*	We have not identified any evidence that the policy could disproportionately impact a person on the grounds of caring responsibilities.	Whilst no specific potential negative impact has been identified here, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers to ensure that they are aware of their role and responsibilities under the Equality Act 2010 when dealing with disciplinary matters. This will also assist managers in identifying in identifying any mitigating factors arising from this protected characteristic which should be taken into account throughout the disciplinary process.

\*Overall recommendation that equality data is collected from all those undergoing the disciplinary procedure within each college and that this data is analysed on a regular basis to highlight any negative impacts this policy and procedure may have on protected characteristic groups.

## Evaluation

Question	Explanation / justification
Is it possible the proposed policy and procedure could discriminate or unfairly disadvantage people?	<p>From our review there is limited evidence to show that application of the policy and/or the procedure could discriminate against or unfairly disadvantage employees with a protected characteristic.</p> <p>However, in order to reduce the risk of discrimination based on protected characteristics, it is recommended that ongoing and relevant Equality, Diversity and Inclusion training is provided for all managers. This will help ensure that managers are aware of their role and responsibilities under the Equality Act 2010 when addressing disciplinary issues. It will also assist in identifying any mitigating factors arising from protected characteristics which should be taken into account throughout the disciplinary process.</p>

	<p>Those subject to disciplinary action are entitled to be represented by a colleague or trade union representative throughout the process. This can help them during stressful situations, and also ensure there is someone else with them to help them understand the process, and aid their communication if needed by reading statements or helping them understand the questions.</p> <p>The policy also explicitly sets out colleges' responsibilities in terms of making reasonable adjustments due to personal circumstances or protected characteristics. For example, the presence of a translator or sign interpreter at formal meetings, or a change to timescales to better accommodate an employee's health.</p>	
<b>Final Decision:</b>	<b>Tick the relevant box</b>	<b>Include any explanation / justification required</b>
1. No barriers identified, therefore activity will proceed.	x	Consider suggested monitoring of disciplinary cases and ongoing training for managers involved.
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events:	Yes
Date completed:	
Review date (if applicable):	

## Change log

Name	Date	Version	Change
	When published	1	January 2025

# UHI | INVERNESS

<b>Subject/Title:</b>	Professional Development update
<b>Author:</b> [Name and Job title]	Fiona Gunn, Head of Professional Development
<b>Meeting:</b>	HR committee
<b>Meeting Date:</b>	5 June 2025
<b>Date Paper prepared:</b>	27 May 2025
<b>Brief Summary of the paper:</b>	This paper provides a brief update on staff professional development activities in the second semester of academic year 2024/25, including aspects of the implementation of the Talent Management strategy.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion

<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with: <input type="checkbox"/> compliance <input type="checkbox"/> partnership services <input type="checkbox"/> risk management <input type="checkbox"/> strategic plan <input type="checkbox"/> new opportunity/change	Links to strategic objectives:  <ul style="list-style-type: none"> <li>To ensure the professional practice of all staff is aligned to sector standards, industry best practice and our values.</li> <li>To ensure that our staff have opportunities to develop and maintain their knowledge and skills to the highest industry and professional standards and are equipped for an increasingly digital world.</li> </ul>
<b>Resource implications:</b>	No
<b>Risk implications:</b>	No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	No <b>If yes, please specify:</b>
<b>Student Experience Impact:</b>	Yes If yes, please specify: Staff professional development, GTCS registration and learning & teaching enhancement impact on the student experience.

<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	N/A		
<b>Status –</b> [Confidential/Non confidential]	Non confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

Further guidance on application of the exclusions from Freedom of Information legislation is available via

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Purpose

To provide a brief update on staff professional development activities in the second semester of academic year 2024/25. This includes aspects of the implementation of the Talent Management strategy.

## Main body of information

### 1. Staff development days – 16 & 17 June

In response to staff feedback, two staff development days are planned for June, in place of our usual one-day staff conference. The [programme](#) for both days is attached as an appendix. Over twenty different workshops will run each day, covering a very wide range of topics to ensure all staff can engage with relevant content. Most sessions will last for 1 hour to enable staff to have the opportunity to attend as many workshops as possible. Workshops will be facilitated by UHI Inverness staff as well as thirteen different external organisations.

Key workshops will be provided by College Development Network and one of their partner organisations –

- approaches to behaviour management (for those in the classroom)
- challenging conversations and resolving conflict (for all staff)

Workshops on these topics have been requested by staff and are part of wider initiatives to support staff to deal with potentially challenging behaviour.

There will be a focus on staff wellbeing in the programme with workshops on financial wellbeing, managing stress, sexual harassment prevention, gender-based violence, neurodiversity and navigating menopause.

EMT will provide staff briefings as part of the programme and all staff have been requested to attend one of these.

All staff are also invited to attend a social lunch in the Atrium on Wednesday 18 June to celebrate the close of the academic year.

### 2. Research schemes

Four staff have successfully participated in the **Enquiring Minds Scheme** this academic year. These staff will share their research outputs with other staff at a workshop on staff development days. They will also present their findings to the EMT Leadership Forum on 25 June.

Five staff are currently engaged in the two-year **Research Connect Scheme**. These staff have completed the first year of their projects, including undertaking the UHI research ethics training and applying for ethical approval to conduct their research next academic year.

The Enquiring Minds Scheme for 2025/26 will be launched to staff shortly and the Research Connect Scheme will be launched at the start of next academic year for a small number of participants to join year 1 of the programme.

### 3. Implementation of the [Talent Management Strategy](#)

Strategic objective six of the Talent Management Strategy relates to skills and succession planning to support our organisational resilience.

Two key factors to accomplish this are

- Developing and implementing departmental succession plans, including **skills matrices**.
- Continuing the roll-out of a more collaborative model of leadership, including a **Future Leaders programme**.

#### 3.1 Skills matrices project

Last semester the Professional Development team and Human Resources team began work with the Head of Registry & Quality on a project to introduce the use of skills matrices in professional services teams.

The advantages of using a skills matrix were identified as:

1. It supports the **professional development of individual staff**. Staff use their matrix to self-assess prior to discussion with their line manager about their training needs.
2. It enables managers to **identify skills gaps** within their teams and support developing **more resilient teams** through training and sharing practice.
3. It informs the **recruitment** process and the **ongoing review** of individual job roles.

The project group created a number of sample skills matrices as well as guidance documents for managers and staff. The project was discussed at a Leadership Forum and at JCC in March, to ensure support across the organisation. Nine professional services managers have now been identified to pilot the use of skills matrices with their teams and training sessions for the managers have started. Feedback from the pilot will be used to shape communication and training with the remaining fifteen managers at the start of next academic year.

#### 3.2 Collaborative model of leadership, including a Future Leaders programme

The final session of the collaborative leadership programme for this year took place in April. Topics covered so far are –

- Collaborative leadership
- Performance
- Coaching & Mentoring
- Decision making
- Managing hybrid teams
- Managing neurodiverse teams

A report on the collaborative leadership programme will be provided during the creative space at the start of the HR committee meeting on 5 June 2025.

Plans are underway for the development of a future leaders programme to be rolled out to staff in semester 2 of next academic year. The programme will comprise four full-day sessions covering topics including - introduction to leadership and management; leadership skills & behaviours; problem solving. The participants will also be supported to engage in a sector visit relevant to their curriculum or professional services area.

## Conclusion

There is a continued focus on the development of all staff through provision of a wide range of opportunities. These include training courses, workshops, leadership development, and opportunities to engage in research activity. A report will be provided to the HR committee in September 2025 reviewing all professional development activities undertaken by staff in 2024/25.

## Staff Development Days 2025

Please attend as many workshops as possible, bookings will be on a first come, first served basis.

Please prioritise attendance at one of the EMT staff briefings in the lecture theatre.

Tickets will be available to book from 9am on Tuesday 3 June and will close at 5pm on Wednesday 11 June via [Eventbrite](#)

### Day 1: Monday 16 June 2025

Monday 16 June	Room	Time	Description
Active Listening	112	1500-1600	Based on the active listening skills used at Samaritans to support people in distress and crisis, this workshop will explore how we can use active listening to offer emotional support. Together we will look at how to start difficult conversations, focus on the emotions behind the issues, manage them, bring them to an end safely and consider what comes next.
ALPINE- Aligning practice to the Advance HE Professional Standards Framework	142	1000-1130	This session will outline the <a href="#">UHI ALPINE scheme</a> for recognising staff with Advance HE Fellowships, for colleagues working at SCQF level 7 and above, who are in a supporting learning and teaching role, learning and teaching related role, or leadership role that is Higher Education focused. The session will also provide some practical applications of the <a href="#">PSF 2023</a> to individuals' practice by using flashcards to prompt reflection and understanding of how practice aligns to the different PSF Dimensions. Delivered by Alex Walker and Wendy Jessiman <a href="#">meet the team page</a>
CDN	205	1000-1200 OR 1400-1600	From Reaction to Reflection to Action: Preventative Approaches to Behaviour Management Imagine a classroom where minor disruptions are like tiny sparks. If left unchecked, these sparks can ignite into full-blown fires, diverting student attention from learning and making it challenging to cover all necessary material. Addressing these sparks early and responding in a considered way is crucial for both your students' success and your teaching effectiveness. In this 2-hour workshop, we will be: <ul style="list-style-type: none"> <li>Reflecting on Stressors: Identifying common stressors for students in the learning environment and reflecting on how these and other underlying factors drive student emotions, behaviour and actions.</li> <li>Exploring Proactive Strategies: Revisiting some key principles of preventative behaviour management that are part of effective teaching practice and identifying ways to help you create more harmonious and productive classroom environments for both you and your students.</li> </ul>
Enquiring Minds Scheme	221	1000-1100	The <a href="#">UHI Inverness Enquiring Minds Scheme 2024-25</a> , was opened to all staff at the start of the academic year and we are delighted that our participants are now ready to share their learning and outcomes. Come along to our interactive workshop and find out about the amazing projects completed and how these will be influencing our curriculum content and professional services. We will also be launching the 25/26 EMS - are you our next participant?
Evidencing your GTCS Profile	143	1100-1200	Unlock your teaching potential with this interactive workshop designed to help you master the <a href="#">GTCS Professional Standards for Lecturers</a> . Experience hands-on practical activities and share professional insights that will allow you to demonstrate your professional growth and elevate your teaching practice. Join us and take the next step in your journey towards evidencing your GTCS profile.

Exploring new connections – youth, entrepreneurialism, and sustainability: Visiting PhD researchers from South Africa	144	1230-1330	<p>Three visiting PhD students from the University of the Free State and University of Venda will present their doctoral research projects. The students' visit is part of the South African Government and British Council Funded University Staff Doctoral Programme.</p> <p>Nkopane Miya will present his PhD research which explores how personality traits influence entrepreneurial success, with a particular focus on how cultural contexts shape and mediate this relationship.</p> <p>Gcina Mtengwane will present his PhD research examining pathways to successful youth transitions in the African Mountain former homeland of QwaQwa, Free State Province, South Africa.</p> <p>Magdeline Segooa-Maombe's PhD research – "Community-based adventure tourism as a framework for sustainable rural development: A case of Vhembe Biosphere Reserve of Limpopo Province, South Africa" – aims to develop a framework for sustainable adventure tourism within the borders of Vhembe Biosphere Reserve (VBR).</p>
HR- Sexual Harassment Prevention Training	203/204	1100-1200	This workshop will explore the duty for employers to prevent sexual harassment of employees. Managers and staff will be provided with information and practical approaches to mitigating risks of sexual harassment in the workplace, in line with our commitment to equality & diversity as outlined in our <a href="#">PDF Dignity in the Workplace Procedure.pdf</a>
Inclusive Classroom	113	1300-1400	An interactive workshop to support lecturers and professional services staff to meet the needs of our students.
Managing your Stress	The Bothy	1400-1500	Manage your stress with this guided hypnotic relaxation exercise taking you to a calm, safe or peaceful place. Just relax and rest. Please bring a yoga mat, and a blanket or big scarf although some are provided if you are not able to.
Neurodiversity & Building Better Workplaces	114	1100-1200 OR 1400-1500	Jill McAlpine, founder of <a href="http://www.inpurpose.co.uk">www.inpurpose.co.uk</a> , will lead this workshop, drawing on over 20 years of leading teams in business, politics and projects - and her experience as a neurodivergent leader - to share the Working With Me™ approach. The session will explore how small, people-focused changes can make work better for everyone, including neurodivergent people.
Police Scotland- ACT Awareness	143	1400-1600	Police Scotland will deliver an informative session on ACT Awareness (Action Counters Terrorism), covering: explanation of the terrorist threat, identifying and responding to suspicious activity, identifying and dealing with a suspicious item, bomb threats, responding to a marauding attacker.
PSE- Challenging conversations: practical steps for improving difficult interactions with more confidence and efficiency	146/147	1000-1200  OR  1400-1600	<p>In an ideal world, our difficult conversations would go smoothly, good intention would be appreciated and support for outcomes would be clear. The reality is that these interactions can be imposing to start, uncomfortable during and even harder to close safely.</p> <p>In this 2-hour space we will consider how we can aim to resolve conflict before it even begins and promote positive behaviours all round. We will look at how we show up, what practical tools we can bring to the discussions, a framework to support bringing them to an end and where to look at next.</p>
Secure Assessment Training	112	1200-1300	<p>A dynamic session designed to refresh your knowledge on secure assessments. Discover the importance and best practices for obtaining, transferring, storing, and using assessments in our collaborative workshop.</p> <p>We'll focus on the assessments that you frequently access and store in the Master Folder, covering both Further Education and Higher Education. Don't miss this opportunity to enhance your skills and ensure the security of our valuable assessments!</p>
Skills Matrix Writing	144	1500-1600	<p>This face-to-face session will support Professional Services Managers to create and implement a skills matrix for their team members. Skills matrices can be used to aid professional development discussions with team members, as well as identifying any skills gaps within teams to build greater resilience across the team.</p> <p>This will be an interactive session to help managers develop their skills matrices and talk through the benefits of introducing these, plus how to overcome any challenges.</p>
Staff Briefings	Lecture Theatre	1000-1100 OR 1400-1500	EMT will be delivering staff briefings covering student measures, KPIs, a finance update, campus update and looking ahead. Please ensure you prioritise attendance at <u>one</u> of the sessions available on Monday or Tuesday.
Staff Wellbeing	140	0900-1000	<p>Patrick from the James Support Group will lead this session which will focus on staff wellbeing, including the self-help guide points; Talking, Laughter, Breathing, Exercise &amp; Volunteering.</p> <p>There will be lots of examples and time for questions at the end.</p>

Sustainability	209	1100-1200	Share in a discussion about UHI Inverness' Greenhouse Gas Emissions and our journey towards Net Zero. We'll look to GHG literacy, scopes of reporting and hopes for the future. There will be short presentations with activities that involve sharing ideas and thinking through the complex balance of essential needs, equitable opportunities and luxury.
Trafficking Awareness- Raising Alliance	Online	1000-1100	The TARA Service provides awareness and training for all sectors, frontline professionals and community groups to increase awareness of the indicators, impact and complex support needs that human trafficking causes to potential victims of trafficking and to society overall.  TARA website: <a href="https://www.tarascotland.org.uk/">https://www.tarascotland.org.uk/</a>
UHI digital practices: How to do digital belonging in a time of weaponization	140	1430-1530	This one-hour session brings Visiting Fellow Bonnie Stewart, from Canada, back to Inverness to overview her 2024-2025 research study on belonging at UHI. This strengths-based case study, undertaken with the support of the Learning & Teaching Academy and many UHI staff participants, explores how digital practices and concepts of place and culture intersect to shape the ways belonging is cultivated across UHI's distributed federation. The session will be set against the backdrop of this particularly challenging time in global higher education, and a turn to belonging that threatens familiar understandings of the term. The talk will explore findings and challenges that staff participants identified, and will highlight specifics of how UHI can serve as an exemplar in its approach to digital and distributed education. It will also explore why smaller, place-based institutions make great exemplars for this moment. Whether you were involved in the fall 2024 data collection or not, come out and participate in this interactive overview of the project's key findings, and think aloud with Bonnie about ways to continue building belonging across UHI.
Using AI with Confidence: Tools, Policies & Practice for Professional Services Managers	116	1000-1100	Explore the possibilities and pitfalls of using generative AI in your professional role at UHI Inverness. Tailored for Professional Services Managers, this interactive 1-hour session will introduce you to approved AI tools, institutional guidance, and real-world examples of AI. The session is underpinned by the UHI Inverness Generative AI Policy, Staff Guidance, and the list of approved tools, helping you navigate safe, appropriate, and effective use of AI at work. We'll also explore data privacy and ethical considerations relevant to your role and show you how to make informed decisions about when and how to use AI responsibly. Plus, you'll be the first to preview the Professional Services Prompt Portal, with some ready-made, job-specific prompts for managers working across HR, admin, operations, and more. Whether you're AI-curious or already experimenting with tools like ChatGPT, this session will support your digital confidence and help align your use of AI with policy and best practice. NB for booking: this session will appear as 'Prof. Srv. Mngrs AI' on Eventbrite
Your financial wellbeing- Local Government	Online	1300-1430	This course is designed to help employees clearly identify the 4 steps towards becoming financially well that can support them through working life and beyond. It will provide information to support informed financial decision making. Suitable for all employees wishing to take control of their finances. NB for booking: this workshop is via this link not Eventbrite- <a href="https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/your-financial-wellbeing/1-hour-30-minute-course-online">https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/your-financial-wellbeing/1-hour-30-minute-course-online</a>
Your financial wellbeing- Scottish teachers	Online	0930-1100	This course is designed to help employees clearly identify the 4 steps towards becoming financially well that can support them through working life and beyond. It will provide information to support informed financial decision making. Suitable for all employees on the Scottish teachers' pension scheme, wishing to take control of their finances. NB for booking: this workshop is via this link not Eventbrite - <a href="https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/your-financial-wellbeing/1-hour-30-minute-course-online">https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/your-financial-wellbeing/1-hour-30-minute-course-online</a>

## Day 2: Tuesday 17 June 2025

Tuesday 17 June	Room	Time	Description
Active Listening	112	0900-1000	Based on the active listening skills used at Samaritans to support people in distress and crisis, this workshop will explore how we can use active listening to offer emotional support. Together we will look at how to start difficult conversations, focus on the emotions behind the issues, manage them, bring them to an end safely and consider what comes next.
CDN- From Reaction to Reflection to Action: Preventative Approaches to Behaviour Management	205	1000-1200 OR 1400-1600	Imagine a classroom where minor disruptions are like tiny sparks. If left unchecked, these sparks can ignite into full-blown fires, diverting student attention from learning and making it challenging to cover all necessary material. Addressing these sparks early and responding in a considered way is crucial for both your students' success and your teaching effectiveness. In this 2-hour workshop, we will be: <ul style="list-style-type: none"> <li>• Reflecting on Stressors: Identifying common stressors for students in the learning environment and reflecting on how these and other underlying factors drive student emotions, behaviour and actions.</li> <li>• Exploring Proactive Strategies: Revisiting some key principles of preventative behaviour management that are part of effective teaching practice and identifying ways to help you create more harmonious and productive classroom environments for both you and your students.</li> </ul>
Enquiring Minds Scheme	221	1400-1500	The <a href="#">UHI Inverness Enquiring Minds Scheme 2024-25</a> , was opened to all staff at the start of the academic year and we are delighted that our participants are now ready to share their learning and outcomes. Come along to our interactive workshop and find out about the amazing projects completed and how these will be influencing our curriculum content and professional services. We will also be launching the 25/26 EMS - are you our next participant?
Evidencing your GTCS Profile	143	1500-1600	Unlock your teaching potential with this interactive workshop designed to help you master the <a href="#">GTCS Professional Standards for Lecturers</a> . Experience hands-on practical activities and share professional insights that will allow you to demonstrate your professional growth and elevate your teaching practice. Join us and take the next step in your journey towards evidencing your GTCS profile.
HR- Sexual Harassment Prevention Training	203/204	1100-1200	This workshop will explore the duty for employers to prevent sexual harassment of employees. Managers and staff will be provided with information and practical approaches to mitigating risks of sexual harassment in the workplace, in line with our commitment to equality & diversity as outlined in our <a href="#">Dignity in the Workplace Procedure.pdf</a>
Inclusive Classroom	140	0930-1100	An interactive workshop to support lecturers and professional services staff to meet the needs of our students.
LISTEN GBV	142	1000-1200	This toolkit and training programme aims to equip all staff with the skills to respond safely and responsibly to students disclosing Gender Based Violence (GBV). It has been designed as an easy-to-follow conversation guide that can be applied by any individual, regardless of their understanding and knowledge of GBV. The session is underpinned by UHI Inverness specific procedures and safeguarding policies. Suitable for any individual working in a university or college, including staff members and students in leadership positions.
Managing your Stress	The Bothy	0900-1000	Manage your stress with this guided hypnotic relaxation exercise taking you to a calm, safe or peaceful place. Just relax and rest. Please bring a yoga mat, and a blanket or big scarf although some are provided if you are not able to.
Neurodiversity & Building Better Workplaces	114	1100-1200	Jill McAlpine, founder of <a href="http://www.inpurpose.co.uk">www.inpurpose.co.uk</a> , will lead this workshop, drawing on over 20 years of leading teams in business, politics and projects - and her experience as a neurodivergent leader - to share the Working With Me™ approach. The session will explore how small, people-focused changes can make work better for everyone, including neurodivergent people.

Planning for retirement- Local Government	144	0900-1200	This workshop encourages a positive and realistic approach to a financially secure retirement and supports employees to make informed choices about retirement. Aimed at: Employees, regardless of grade, considering retirement or for those who have just started thinking about retirement plans NB: Booking for this workshop is via the link not on Eventbrite- <a href="https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/retirement/half-day-course">https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/retirement/half-day-course</a>
Planning for retirement- Scottish Teachers	144	1300-1600	This workshop encourages a positive and realistic approach to a financially secure retirement and supports employees to make informed choices about retirement. Aimed at: Employees on the Scottish Teachers' pension scheme, regardless of grade, considering retirement or for those who have just started thinking about retirement plans. NB : Booking for this workshop is via the link not on Eventbrite- <a href="https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/retirement/half-day-course">https://affinityconnect.event-registration.co.uk/events/uhi-inverness-college/retirement/half-day-course</a>
Police Scotland- ACT Awareness	143	1000-1200	Police Scotland will deliver an informative session on ACT Awareness (Action Counters Terrorism), covering: explanation of the terrorist threat, identifying and responding to suspicious activity, identifying and dealing with a suspicious item, bomb threats, responding to a marauding attacker.
Practical Tools, Tips & Support for Professional Services Staff, in using AI	116	1000-1100	Already using AI at work — or thinking about it? This 1-hour session is designed for professional services staff to explore the approved ways AI can support your day-to-day role. Whether you're in admin, HR, estates, marketing, or finance, we'll show you practical examples of how tools like ChatGPT can help with idea generation, drafting starting points, and creative problem-solving — all underpinned by our UHI Inverness Staff AI Policy and Guidance. You'll also be introduced to our new Professional Services Prompt Portal, featuring fun ideas to get you started, including some job-specific prompts tailored to safe, effective, and supported use. NB for booking: this session will appear as 'Prof. Serv. Staff AI' on Eventbrite
PSE- Challenging conversations – practical steps for improving difficult interactions with more confidence and efficiency	146/147	1000-1200 OR 1400-1600	In an ideal world, our difficult conversations would go smoothly, good intention would be appreciated and support for outcomes would be clear. The reality is that these interactions can be imposing to start, uncomfortable during and even harder to close safely.  In this 2-hour space we will consider how we can aim to resolve conflict before it even begins and promote positive behaviours all round. We will look at how we show up, what practical tools we can bring to the discussions, a framework to support bringing them to an end and where to look at next.
Secure Assessments Training	112	1500-1600	A dynamic session designed to refresh your knowledge on secure assessments. Discover the importance and best practices for obtaining, transferring, storing, and using assessments in our collaborative workshop. We'll focus on the assessments that you frequently access and store in the Master Folder, covering both Further Education and Higher Education. Don't miss this opportunity to enhance your skills and ensure the security of our valuable assessments
Staff Briefings	Lecture Theatre	0900-1000 OR 1500-1600	EMT will be delivering staff briefings covering student measures, KPIs, a finance update, campus update and looking ahead. Please ensure you prioritise attendance at <u>one</u> of the sessions available on Monday or Tuesday.
Staff Wellbeing	140	1300-1400	Patrick from the James Support Group will lead this session which will focus on staff wellbeing, including the self-help guide points; Talking, Laughter, Breathing, Exercise & Volunteering. There will be lots of examples and time for questions at the end.
Taster on Community Engaged Research	210	1400-1600	This engaging and interactive session will provide an initial introduction to co-created community research. You will be introduced to concepts of participation, learn about some case study examples, and will have opportunity to engage in participatory approaches, trying out visual and interactive methods. This session provides a taster, introducing you to concepts and methods that will be covered in an upcoming CPD module delivered by the Centre for Living Sustainability – 'Participatory social research and sustainability: Concepts, methods and practice' (pending approval).
The Simple Approach to Navigating Menopause	113	1100-1200 OR	Menopause can impact you, your family, your relationships and your work in so many ways. Did you know that 9/10 women experience physical and mental health concerns during menopause? This workshop explores 'different approach to menopause'. Come and join Maria Anderson, a local award-winning menopause improvement specialist, to develop your understanding.

		1300-1400	
Trafficking Awareness-Raising Alliance	Online	1300-1400	The TARA Service provides awareness and training for all sectors, frontline professionals and community groups to increase awareness of the indicators, impact and complex support needs that human trafficking causes to potential victims of trafficking and to society overall. TARA website: <a href="https://www.tarascotland.org.uk/">https://www.tarascotland.org.uk/</a>
UHI Mentoring Scheme	142	1400-1530	This session will begin by outlining the <a href="#">UHI Mentoring Scheme</a> which supports colleagues to engage in mentoring for Learning and Teaching Enhancement; Professional Recognition; Research; Scholarship; The session will also provide an opportunity to experiment with some mentoring and coaching techniques to practice Active Listening. Delivered by Alex Walker and Wendy Jessiman, <a href="#">meet the team page</a>

Wednesday 18 June 2025: 1200 – 1330



All staff are invited to a free social lunch in the Atrium. Please take the opportunity to catch up with other staff and enjoy a display of photos from our last 10 years on campus.

Please let Hospitality know if you have any dietary requirements by emailing [sarah.mackay.ic@uhi.ac.uk](mailto:sarah.mackay.ic@uhi.ac.uk)

## HR committee

<b>Subject/Title:</b>	<b>Public Sector Equality Duty Report &amp; Gender Pay Gap</b>
<b>Author:</b> [Name and Job title]	Lindsay Snodgrass, Vice Principal Curriculum, Student Experience & Quality & Nicola Quinn, Head of HR
<b>Meeting:</b>	HR committee
<b>Meeting Date:</b>	05.05.25
<b>Date Paper prepared:</b>	28.05.25
<b>Brief Summary of the paper:</b>	To provide an overview of our PSED report, the new national equality outcomes and our gender pay gap report
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Discussion
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	Strategic Plan – Student Experience & Organisation Development
<b>Resource implications:</b>	No
<b>Risk implications:</b>	Yes <b>If yes, please specify:</b> Organisational and reputational: risk to organisational reputation if, as a public sector institution, UHI Inverness do not uphold the Public Sector Equality Duty (PSED) under the Equality Act 2010 by: <ul style="list-style-type: none"> <li>- eliminating unlawful discrimination</li> <li>- promoting equality of opportunity</li> <li>- fostering good relations between people who share protected characteristics and those who do not.</li> <li>- Adopt the new national equality outcomes</li> </ul> Financial risk – equalities legislation claims
<b>Equality and Diversity implications:</b>	Yes Reference to student outcomes across priority groups/sector benchmarking; published staff gender pay gap data
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	EDI committee input into reporting

ITEM 08.

<b>Status</b> – [Non confidential]	Non-confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes]	Yes		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S28)	
Its disclosure would substantially prejudice the commercial interests of the Crown (S29)		Its disclosure would constitute a breach of confidence actionable in law (S30)	
Its disclosure would constitute a breach of the Data Protection Act (S31)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Further guidance on application of the exclusions from Freedom of Information legislation is available via

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## Executive summary

This report provides a brief overview of our public sector equality duty reporting and introduces the publication of our most [recent mainstreaming report](#). UHI Inverness, as a public sector institution, is legally obligated to uphold the Public Sector Equality Duty (PSED) under the Equality Act 2010. This duty requires the college to eliminate unlawful discrimination, promote equality of opportunity, and foster good relations between people who share protected characteristics and those who do not.

The publication of the new National Equality Outcomes (NEOs) by the Scottish Funding Council and the Equality and Human Rights Commission in November 2024 identified the most persistent inequalities which affect both students and staff in Scotland's tertiary education sector. Our report has taken full account of these and addresses how we plan to tackle these.

The purpose of the NEOs is to address the persistent inequalities across the key themes of:

- Age
- Disability
- Gender re-assignment
- Race
- Religion or belief
- Sex
- Sexual orientation

The NEOs will help to provide a more granular focus across issues which affect both our staff and students, such as:

- Mental health and wellbeing of our staff and students
- Safety of our students and staff
- Proportionate representation of our staff and Board of Management, particularly in relation to gender, race and disability
- Success and retention rates of students across certain protected characteristic groups
- Satisfaction levels of certain protected characteristic student groups
- Gender imbalance on courses

Our report is in two parts:

1. Reflections on the progress made since 2023 and our last published report and an overview of our gender pay gap reporting (AY 2022/23 - 2023/24). This section details the significant progress has been made since 2023 across the 6 equality outcomes which were adopted, and the gender pay gap.
2. Part 2 details the NEOs which have been adopted and the specific action areas for the next reporting period, 2025-27. A forward-looking action plan is presented.

The action plan will be monitored through the relevant committees in an on-going way.

## UHI | INVERNESS

<b>Subject/Title:</b>	Committee & Chair Evaluation
<b>Author:</b> [Name and Job title]	Ludka Orłowska-Kowal Governance Officer
<b>Meeting:</b>	HR Committee
<b>Meeting Date:</b>	05 June 2025
<b>Date Paper prepared:</b>	28 May 2025
<b>Brief Summary of the paper:</b>	Annual HR Committee and Chair Evaluation Exercise
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	
<b>Link to Strategy:</b> Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> <li>• compliance</li> <li>• partnership services</li> <li>• risk management</li> <li>• strategic plan</li> <li>• new opportunity/change</li> </ul>	<p>The Code of Good Governance for Scotland's Colleges establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. One of the five principles around which the code has been developed is effectiveness.</p> <p>Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"</p>
<b>Resource implications:</b>	
<b>Risk implications:</b>	Yes/No Operational: required for the proper Governance of the College
<b>Equality and Diversity implications:</b>	N/A
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

<b>Status</b> – [Confidential/Non confidential]	Non-Confidential		
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should <b>not</b> be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Further guidance on application of the exclusions from Freedom of Information legislation is available via <http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and [http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

In October/November 2025 UHI Inverness Board of Management will be undergoing an Externally Facilitated Effectiveness Review conducted by CDN. The review takes place every 3-5 years and the latest took place in autumn 2020. The CDN confirmed that the Board does not need to conduct its annual Internal Evaluation Process in the year the external review takes place.

The Governance Officer will contact other Governance Professionals within the partnership and wider network to ask for examples of best practice being used by other institutions when it comes to internal reviews in order to plan for 2025/26 process.

## **For Women Scotland Ltd v The Scottish Ministers [2025] UKSC 16**

### **Key points of the decision**

The judgement clarifies the position in respect of sex-based rights and protections in relation to the Equality Act 2010.

The Court held the following:

- It was determined that the definitions of “sex,” “man,” and “woman” in the EA 2010, refer to biological sex only.
- If sex through a gender recognition certificate counted as ‘sex’ under the Equality Act 2010, this would make the legislation less coherent, especially in areas like pregnancy-related rights, maternity and sex-based protections.
- If gender recognition certificate holders were given more rights than trans people without such certificates, the trans community would be unfairly divided, and it would create issues for service providers who cannot lawfully ask if someone holds a gender recognition certificate.
- Protections for others such as lesbian only spaces and associations would be eroded.
- Legal provisions must rely on a consistent biological definition of sex. For example, those concerning single-sex services, communal accommodation and medical care.

The ruling does not invalidate or impinge upon the Gender Recognition Act 2004, however, it outlines that such recognition does not alter the interpretation of “sex” under the Equality Act.

Transgender individuals will remain protected from discrimination based on gender reassignment and can still bring claims for direct and indirect discrimination, harassment, and victimisation in reliance on principles such as associative and perceived discrimination.

### **Implications**

Although this case was decided as a matter of statutory interpretation, the court recognised that it concerned issues about which individuals and organisations hold firm views and over which there is intense public debate.

The court considered its decision to not be a victory for one group over another, but a clarification aimed at supporting fairness, legal consistency and better policy implication across workplaces. The decision will have wide-ranging implications for employers, service providers, associations and charities, as well as women and trans people.

### **What next?**

Consultations are expected over the next few months that will seek views from affected stakeholders, and the EHRC has said it aims to provide an updated code of practice to the government by the end of June. This will subsequently need to be approved by ministers.