

# UHI | INVERNESS

Meeting	Human Resources Committee
Date and time	Friday 14 June 2024 at 8.30 a.m.
Location	Virtually – via Microsoft Teams

Governance Officer

31 May 2024

## AGENDA

### Welcome and Apologies

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

## ITEMS FOR DECISION

### 1. MINUTES

- a) Meeting of the Human Resources Committee held on 08 March 2024
- b) Confidential Note of the Human Resources Committee (CN-HR-01-032024) held on 08 March 2024
- c) Confidential Note of the Human Resources Committee (CN-HR-02-032024) held on 08 March 2024
- d) Confidential Note of the Human Resources Committee (CN-HR-03-032024) held on 08 March 2024
- e) Confidential Note of the Human Resources Committee (CN-HR-04-032024) held on 08 March 2024

### 2. OUTSTANDING ACTIONS

Action List

### 3. POLICIES FOR APPROVAL

- a) Staff Wellbeing 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 2023/24 (CONFIDENTIAL)**  
Report by HR Manager
    - a) KPI Matrix
  7. **PAY CONVERSATION**  
Verbal Report by Principal
    - a) Questionnaire Summary
    - b) Response to Advocacy Group 29-05-2024
  8. **COMMITTEE AND CHAIR EVALUATION**  
Report by Governance Officer
  9. **EMPLOYMENT LAW UPDATE**  
Verbal Update from Anderson and Strathern
    - a) Hybrid Working
- 

**ITEMS FOR NOTING**

10. **EMPLOYEE RELATIONS - CONFIDENTIAL**
  - a) Minutes from Equality, Diversity, and Inclusion Committee
11. **AOCB**
12. **DATE OF NEXT MEETING – 19 September 2024 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

08 March 2024				
<b>Special Leave Policy</b>	Clarification has been requested in regard to financial implications and the confirmation that budget adjustments had been factored in.	HR Manager	March 2024	Complete
<b>AI risk implications</b>	AI risk implications to be monitored by Audit Committee.	Gov Officer and Audit Committee	March 2024	Complete
<b>Sexual Harassment Risk</b>	Sexual harassment risk to be added to the Risk Register.	Gov Officer and Director of Finance & Estates	March 2024	Complete

<b>Subject/Title:</b>	Staff Wellbeing Policy and Guidance
<b>Author:</b> [Name and Job title]	Nicola Quinn/ Jo Fanning
<b>Meeting:</b>	HR Committee
<b>Meeting Date:</b>	June 2024
<b>Date Paper prepared:</b>	03/06/2024
<b>Brief Summary of the paper:</b>	New Policy document with accompanying Guidance for staff around Staff Wellbeing and the variety of support mechanisms and groups available.
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	Approval
<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>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	UHI Staff Wellbeing Group

<b>Status</b> – [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
*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)



Step 3

Sustainability	
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Step 4

No 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

## GUIDANCE DOCUMENT

### STAFF WELLBEING GUIDANCE DOCUMENT FOR STAFF

Lead Officer	Head of HR
Review Officer	HR Business Partner
Date first approved by EMT	
First Review Date	
Date review approved by EMT	
Next Review Date	
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

## 1. Introduction

UHI Inverness is committed to creating a workplace culture which promotes physical and mental health, whilst being supportive, inclusive, and engaging, and where wellbeing is embedded across working practices. The College aims to build resilience by enabling and empowering employees to take ownership of their own physical and mental health, recognising that additional support may be required when staff are experiencing negative effects on their health and wellbeing.

UHI Inverness acknowledges that good health and wellbeing are vital to our success and happiness, and that there is much we can do to facilitate this amongst our staff.

This guidance document should be read in conjunction with the Staff Wellbeing Policy. It provides guidance on those wellbeing initiatives which underpin our organisational values and helps managers to understand and manage both the physical and psychological aspects of work to reduce workplace stress.

## 2. Definitions

Term	Definition
Physical Health	This describes the condition of your body including how fit you are, but also how well the systems and organs of the body function (e.g., digestive system, nervous system, eyesight, heart, etc.). Physical health is not merely about the absence of disease, or infirmity.
Mental Health	Described by the World Health Organisation (WHO) as a state of wellbeing that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.
Wellbeing	Wellbeing, or wellness, describes our ability to cope with life on a daily basis, including on a personal, social, economic and environmental level. Positive wellbeing enables people to contribute to the world with a sense of meaning and purpose, which will be individual to each person. See Appendix I for the Dimensions of Wellness.
Stress	Described by the Health and Safety Executive (HSE) as an adverse reaction to excessive pressures or demands (from either work or personal life). Stress may manifest differently from person to person, affecting either physical or mental health and overall wellbeing.
Core Values	Collaboration, Openness, Respect, Excellence.

### 3. Our Wellbeing Initiatives

The College has invested in a range of wellbeing initiatives to support staff in maintaining positive health and wellbeing.

#### *The Employee Assistance Programme - AXA*

As part of our commitment to wellbeing, support and guidance is available from AXA Be Supported, 24 hours a day, 7 days a week to provide professional support in dealing with work or personal issues.

Staff wishing to access this service, can do so by calling 0800 072 7072 or visiting the website at [www.axabesupported.co.uk](http://www.axabesupported.co.uk) (Username: *employee*; Password: *supported*). There is no charge to employees for this service and any contact will be completely impartial and confidential.

#### *Access to Work's Mental Health Support Service delivered by Able Futures*

UHI Inverness has partnered with Able Futures who deliver Access to Work's Mental Health Support Service. Able Futures can support staff experiencing difficulties including anxiety, depression, grief or stress, or who are struggling to deal with problems such as debt, disrupted sleep or relationships that may be affecting their mental health.

Support is available through Able Futures from a mental health professional who will work with staff to create a support plan to help improve their mental health over a period of up to 9 months.

There is no charge for this confidential service, which can support individuals to take care of themselves so they can feel better prepared to manage their mental health with life's ups and downs.

Staff wishing to access this service can do so by calling 0800 321 3137 or visiting <http://able-futures.co.uk/mental-health-support>.

#### *Trade Unions and the Staff Consultation Group*

The College recognises that employee wellbeing and productivity are intrinsically linked to staff feeling in control and having a say in the things that directly affect their employment.

**Trade Unions** - UHI Inverness recognises three trade unions:

- UNISON (professional services staff) – Unison is one of the UK's largest Trade Unions, with more than 1.3 million members, representing both full and part-time staff who provide public services. To find out more, visit: <https://www.unison.org.uk/>

- GMB (professional services staff) – GMB union has more than 630,000 members in UK and Ireland in both full and part-time roles working across a range of sectors <https://www.gmb.org.uk/>
- EIS-FELA (academic staff) – The Educational Institute of Scotland is the largest teaching union in Scotland. Founded in 1847, the EIS is the oldest teaching union in the world. To find out more, visit: <https://www.eis.org.uk/fela/fela-home>

Together, local representatives from the recognised trade unions contribute to the Joint Consultative Committee (JCC), to speak on behalf of staff with the aim of ensuring fair practices and building more positive relationships between UHI Inverness management and trade union colleagues.

In addition, the unions negotiate collectively at a national level with the representative body for college employers in Scotland, College Employers Scotland (CES), as part of the National Joint Negotiating Committee (NJNC), to jointly agree terms on issues such as pay and terms and conditions of employment.

To find out who your local trade union representative is, please visit: [IC HR - Home \(sharepoint.com\)](#).

~~**Staff Consultation Group** – UHI Inverness recognises that not all staff will wish to become members of one of the recognised trade unions but would still value having their say on issues affecting them at work.~~

~~The Staff Consultation Group was established to enable such employees to have a voice and, although not involved in national negotiations or collective bargaining, the Staff Consultation Group is provided the opportunity to consult on a range of local issues affecting staff at UHI Inverness.~~

~~More information about the Staff Consultation Group and how to get involved can be found at [LINK].~~

### *Other Wellbeing Initiatives*

In addition to those listed above, there are a series of other initiatives and resources available, aimed at raising awareness about health and lifestyle issues affecting mental health and wellbeing. Information about these can be found on the Staff Wellbeing SharePoint site [\[LINK\]](#) and staff are encouraged to be proactive in utilising these resources in any way they may find supportive.

In addition, staff are encouraged to make suggestions of any other wellbeing activities which could be initiated under this policy by making suggestions to the HR department at [HR.ic@uhi.ac.uk](mailto:HR.ic@uhi.ac.uk) or the Staff Wellbeing Group at [EMAIL].

## 4. Managing Workplace Stress

Stress is a natural part of life, and a small amount of stress/pressure can enable us to better focus or get things done. However, too much stress, or chronic stress, can make us feel out of control and affect our mood, relationships and body, as well as overall wellbeing.

According to the NHS, symptoms of stress may include:

- Irritability, anger, or tearfulness.
- Anxiety, worry or hopelessness.
- Inability/reluctance to make decisions.
- Avoidance of people or social situations.
- Eating more or less than usual.
- Stomach or digestive problems, headaches, muscle/other pains.
- Rashes or hives.
- Feeling dizzy, sick, or faint.

A small amount of stress in the workplace can be healthy and may even lead to greater productivity. However, when stress at work becomes chronic (long-term and continuous), this may lead to a reduction in productivity or potentially absence from work.

Workplace stress may be triggered by a variety of things including the introduction of new processes or tasks, changes in staffing, increases in workload, or interpersonal difficulties. It should also be recognised that, what triggers stress for one person, may not for another, and the levels of stress one person may be comfortable with may be very different to that of others.

Managers should be aware of any changes being implemented or proposed which could impact on employee stress levels, being proactive in offering support pre-emptively, and sympathetic to the differing needs and reactions of their staff.

Where symptoms of stress are identified by the individual or the line manager, the line manager should meet with the employee at the earliest opportunity to discuss the potential triggers and what can be reasonably implemented to try and alleviate these. To facilitate this discussion, the Health and Wellbeing Risk Assessment (Appendix II) should be completed to identify any potential stress triggers. Once complete, the line manager should assign actions which will endeavour to eliminate or minimise these stressors, scheduling a review with the employee within a realistic timeframe to reassess stress levels and make any adjustments to the assessment and actions.

Where stress leads to sickness absence, the Promoting Attendance Policy and Procedure should be referred to for guidance.

## **5. Requesting Support**

Employees who believe that their work, or an aspect of it, is impacting negatively on their wellbeing (e.g., environmental, intellectual, occupational, etc.), are encouraged to speak to their line manager or the Human Resources department at the earliest opportunity.

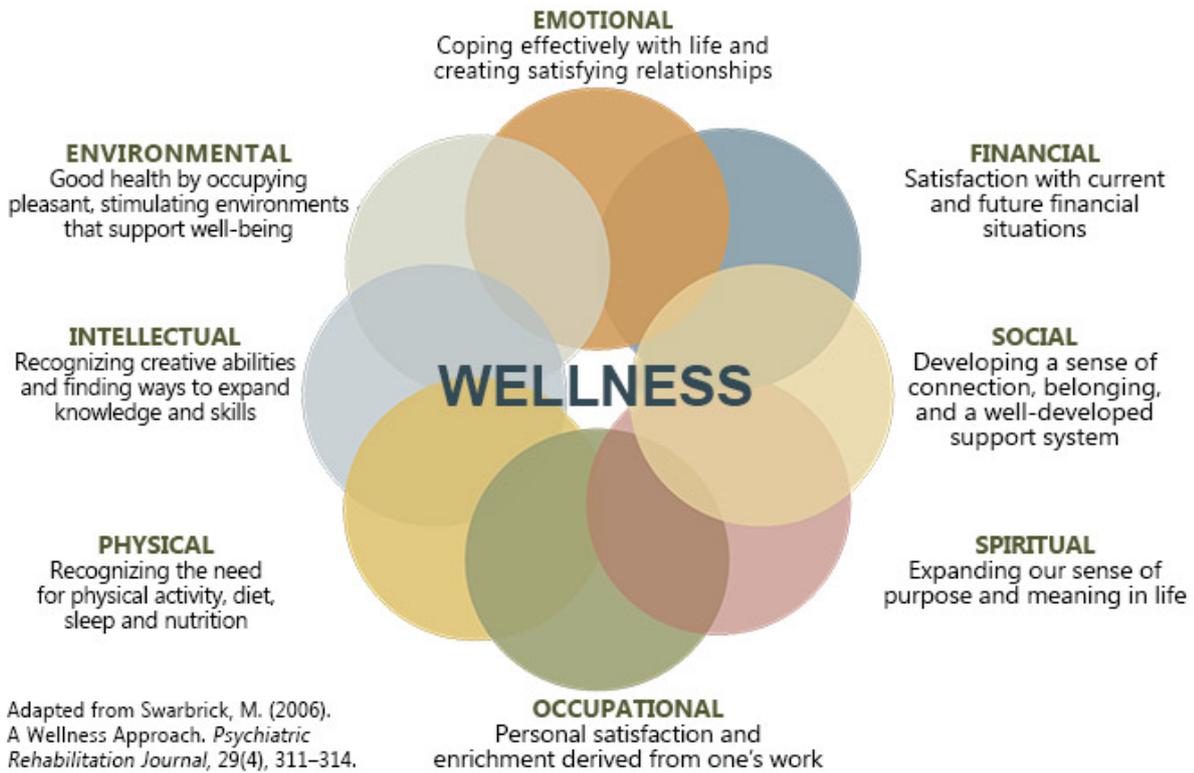
Staff are urged to be as honest and open as possible about their needs so that adjustments to the work or workplace can be explored and the right level of support provided.

Any health-related information disclosed in such discussions will be treated with the utmost sensitivity, understanding and confidentiality.

Where it is appropriate to make a referral to Occupational Health for further advice on the type of support required, this will be discussed with the staff member in the first instance. Occupational Health may also signpost employees to additional sources of help and advice as part of the referral process.

Employees requiring support with any of the 8 Dimensions of Wellness, whether work-related or not, are encouraged to speak to the HR department or their line manager for more information on the resources and support mechanisms available to them.

## Appendix I – The Dimensions of Wellness



Source: <https://workplacewellnesslab.com/>

## Appendix II - Health and Wellbeing Risk Assessment Form

Subject of risk assessment: i.e.role/team/individual .....

Name of person completing Risk Assessment: ..... Signature: ..... Date: .....

Signature of individual or representative of who/what is being assessed: ..... Date: .....

This risk assessment will be reviewed on: .....

Stressor to consider	Problems identified	Risk controls	Risk (H,M,L)	Action taken/by whom/date
<b>DEMANDS</b>				
<ul style="list-style-type: none"> <li>• Struggling to cope with workloads.</li> <li>• Long hours.</li> <li>• Improper rest and holidays being taken.</li> <li>• Working with demanding client group.</li> <li>• Inadequate staffing.</li> </ul>		<ul style="list-style-type: none"> <li>• Prioritise tasks.</li> <li>• Look at job design and working practices.</li> <li>• Check leave is being properly taken.</li> <li>• Is work being taken home?</li> <li>• Cut out unnecessary work and communications.</li> <li>• Review workloads and staffing and enable individuals to plan their work.</li> <li>• Review workloads and arrive at mutually agreed and achievable deadlines.</li> </ul>		
<ul style="list-style-type: none"> <li>• Inappropriately qualified for the job.</li> <li>• Skills not recognised - promotion prospects not fulfilled.</li> </ul>		<ul style="list-style-type: none"> <li>• Make sure individuals are matched to jobs -people can be over and under qualified.</li> <li>• Analyse skills alongside the tasks.</li> <li>• Review training needs of staff, for example, when introducing new technology or systems.</li> </ul>		

Stressor to consider	Problems identified	Risk controls	Risk (H,M,L)	Action taken/by whom/date
		<ul style="list-style-type: none"> <li>Monitor workplace policies in practice.</li> </ul>		
<ul style="list-style-type: none"> <li>Inadequate resources for task.</li> </ul>		Analyse requirements for any project/task: <ul style="list-style-type: none"> <li>equipment.</li> <li>staffing.</li> <li>priorities; and</li> <li>deadlines;</li> </ul>		
The physical working environment: <ul style="list-style-type: none"> <li>poor temperature control.</li> <li>noise.</li> <li>lack of facilities for rest/breaks.</li> <li>poor lighting.</li> <li>poor ventilation.</li> <li>badly placed or designed workstations; and/or inadequate technology provision or persistent failure of technology equipment.</li> </ul>		<ul style="list-style-type: none"> <li>Make sure workplace hazards are properly controlled.</li> <li>Undertake risk assessments of workspace and significant tasks.</li> <li>Encourage regular lunch breaks.</li> <li>Ensure staff complete DSE assessment at least annually.</li> <li>Raise working environment related concerns with Estates.</li> </ul>		

Stressor to consider	Problems identified	Risk controls	Risk (H,M,L)	Action taken/by whom/date
<p>The psychological working environment:</p> <ul style="list-style-type: none"> <li>• threat of aggression or violence; and/or</li> <li>• verbal abuse.</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure all incidents are reported and suitable controls are implemented.</li> <li>• Read Dignity in the Workplace Policy and Procedure.</li> <li>• Review training needs of individual (i.e., has individual completed training in Gender Based Violence).</li> <li>• Consider any individual risk factors that apply to this particular person.</li> </ul>		
<b>2. CONTROL</b>				
<ul style="list-style-type: none"> <li>• Rigid work patterns and breaks.</li> <li>• Fixed deadlines occurring in different parts of the year.</li> <li>• Lack of control over work.</li> </ul>		<ul style="list-style-type: none"> <li>• Try to provide some scope for varying working conditions and flexible work schedules (for example, flexible working hours, hybrid working).</li> <li>• Consult with staff to allow them to influence the way their jobs are done, what the real deadlines are and what the priorities are.</li> </ul>		
<ul style="list-style-type: none"> <li>• Conflicting work demands.</li> </ul>		<ul style="list-style-type: none"> <li>• Set realistic deadlines for tasks.</li> <li>• Take into account that individuals are different and try to allocate work so that everyone is working in the way that helps them work best, takes account of their</li> </ul>		

Stressor to consider	Problems identified	Risk controls	Risk (H,M,L)	Action taken/by whom/date
		home obligations, and makes best use of their skills. <ul style="list-style-type: none"> <li>Encourage the development of new skills and ideas from staff at team meetings.</li> </ul>		
<b>3. SUPPORT</b>				
<ul style="list-style-type: none"> <li>Staff do not feel supported.</li> <li>Lack of encouragement from management, or colleagues.</li> <li>A culture of blame when things go wrong, denial of potential problems.</li> </ul>		<ul style="list-style-type: none"> <li>Give encouragement and support to staff even when things go wrong.</li> <li>Work closely with HR on strategies to address any performance concerns.</li> <li>Ensure people have the support they require and access to any specialist advice.</li> <li>Give regular constructive feedback.</li> <li>Be honest, set a good example, and listen to and respect others.</li> </ul>		
<b>4. RELATIONSHIPS</b>				
<ul style="list-style-type: none"> <li>Difficult relationships with others (colleagues, manager, clients).</li> <li>Combative or confrontational communication styles.</li> </ul>		<ul style="list-style-type: none"> <li>Ensure that relevant policies and procedures (i.e., Dignity in the Workplace, Code of Conduct) are communicated to team members.</li> <li>Create a culture of openness within a team where issues can be freely discussed.</li> </ul>		

Stressor to consider	Problems identified	Risk controls	Risk (H,M,L)	Action taken/by whom/date
		<ul style="list-style-type: none"> <li>• Encourage staff to recognise and respect all team members contributions.</li> <li>• Consider whether training in interpersonal skills or mediation is required.</li> <li>• Lead by example and make it clear what behaviours are not acceptable.</li> </ul>		
<b>5. ROLE</b>				
<ul style="list-style-type: none"> <li>• Lack of clarity about job role.</li> <li>• Conflicting job demands.</li> </ul>		<ul style="list-style-type: none"> <li>• Set clear objectives and make sure staff are properly trained and able to carry out their duties.</li> <li>• Ensure good two-way communication is in place.</li> <li>• Ensure staff have clearly defined, up to date job descriptions.</li> <li>• Clearly communicate team business objectives.</li> <li>• Ensure new members of staff receive proper induction.</li> </ul>		
<b>6. CHANGE</b>				

Stressor to consider	Problems identified	Risk controls	Risk (H,M,L)	Action taken/by whom/date
<ul style="list-style-type: none"> <li>• Fears about job security/status.</li> <li>• Poor communication - uncertainty about what is happening.</li> <li>• Not enough time allowed to implement change.</li> <li>• Inexperience/fear of new technology.</li> <li>• Lack of skills for new tasks.</li> <li>• Not enough resource allocated for change process.</li> <li>• Other personal fears, relocation.</li> <li>• Dysfunctional teams following change.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide effective support for staff throughout the change.</li> <li>• Ensure messages to be communicated to staff are done so in a timely manner and sensitively.</li> <li>• Consult with staff likely to be affected, face to face where possible.</li> <li>• Maintain regular team meetings and joint reviews.</li> <li>• Ensure effective two-way communication throughout change.</li> <li>• Review team objectives and priorities of individuals after change has taken place.</li> <li>• Consider training needs - do people have the tools and skills to effect change?</li> <li>• Consider changes in teams or work environment.</li> </ul>		

# UHI | INVERNESS

## Staff Wellbeing Policy

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

Lead Officer	Head of Human Resources
Review Officer	HR Business Partner
Date first approved by BoM	
First Review Date	
Date review approved by BoM	
Next Review Date	
Equality impact assessment	Yes
Further information (where relevant)	

Reviewer	Date	Review Action/Impact

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DRAFT

## 1. Policy Statement

This policy outlines UHI Inverness's commitment to creating a workplace culture which promotes physical and mental health, whilst being supportive, inclusive, and engaging, and where wellbeing is embedded across working practices. It aims to build resilience by enabling and empowering employees to take ownership of their own physical and mental health, recognising that additional support may be required when staff are experiencing negative effects on their health and wellbeing.

UHI Inverness acknowledges that good health and wellbeing are vital to our success and happiness, and that there is much UHI Inverness can do to facilitate this amongst our staff. This policy provides guidance for managers on how to manage both the physical and psychological aspects of work, and to embed wellbeing initiatives which underpin our organisational values and the 8 Dimensions of Wellness (Appendix I).

This policy should be used in conjunction with the Health & Safety Policy.

## 2. Legislative Framework/ Related Policies

- Employment Rights Act 1996
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work Act 1974
- Working Time Regulations 1998
- Dignity in the Workplace Policy and Procedure
- Equality, Diversity and Inclusivity Policy
- Health and Safety Policy
- Hybrid Working Guidance
- Maternity and Parenting Leave Policy and Procedure
- Menopause Policy
- Professional Development Policy and Procedure
- Professional, Review and Development Policy and Procedure
- Promoting Attendance Policy and Procedure
- Reasonable Adjustments Guidance for Staff
- Special Leave Policy and Procedure
- Staff Flexible Working Policy and Procedure
- Staff Grievance Policy and Procedure
- [Staff Wellbeing Guidance Document for Staff](#)
- Supporting Probation Policy and Procedure
- Supporting and Managing Performance Policy and Procedure

### 3. Scope

This Policy applies to all staff at UHI Inverness.

### 4. Definitions

Term	Definition
Physical Health	This describes the condition of your body including how fit you are, but also how well the systems and organs of the body function (e.g., digestive system, nervous system, eyesight, heart, etc.). Physical health is not merely about the absence of disease, or infirmity.
Mental Health	Described by the World Health Organisation (WHO) as a state of wellbeing that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.
Wellbeing	Wellbeing, or wellness, describes our ability to cope with life on a daily basis, including on a personal, social, economic and environmental level. Positive wellbeing enables people to contribute to the world with a sense of meaning and purpose, which will be individual to each person. See Appendix 1 for the Dimensions of Wellness.
Stress	Described by the Health and Safety Executive (HSE) as an adverse reaction to excessive pressures or demands (from either work or personal life). Stress may manifest differently from person to person, affecting either physical or mental health and overall wellbeing.
Core Values	Collaboration, Openness, Respect, Excellence.

### 5. Roles and Responsibilities

#### 5.1. Executive Management Team and Board of Management

The Executive Management Team and Board of Management at UHI Inverness will promote and enable employee wellbeing by:

- Ensuring the health, safety, and welfare of all employees, in so far as is reasonably practicable.

- Meeting obligations to taking reasonable care of anyone affected by our work, by reducing safety risks and operating the business in a way that minimises stress.
- Providing opportunities for staff to have a say in the work that they do, through the use of consultation, staff surveys and questionnaires as appropriate.
- Providing adequate resources for staff training, development, and support.
- Providing adequate resources to ensure reasonable workloads and a good work-life balance can be achieved by staff.
- Empowering staff to respond positively to change.
- Fostering a culture of mutual respect and dignity in the workplace.
- Providing good working conditions and a positive working environment.
- Being open and transparent with staff during periods of uncertainty and change through regular channels of communication.

## 5.2. Line managers

Line managers will support their staff to achieve positive wellbeing by:

- Monitoring workloads and planning work effectively to ensure it remains manageable.
- Monitoring working hours and annual leave to ensure staff are taking adequate time off to decompress from work.
- Consulting individuals as early as is reasonably practicable on changes which may affect their wellbeing.
- Encouraging staff to take ownership of their own wellbeing through signposting to support services, including the Employee Assistance Programme, and Access to Work's Mental Health Support Service delivered by Able Futures.
- Completing Occupational Health referrals as necessary to facilitate rehabilitation.
- Ensuring they are familiar with organisational policies and procedures which affect wellbeing, e.g., Dignity at Work, Special Leave, and Menopause Policies and Procedures.
- Supporting staff who are absent from work due to sickness, through regular communication, liaising with relevant professionals for advice at an early stage (e.g., HR and Occupational Health), and a supportive return-to-work plan.
- Maintaining confidentiality of staff, only disclosing details to others with the individual's consent or where the employee is deemed at risk of harm.
- Challenging ways of working that impact wellbeing negatively and being an advocate for wellbeing within the team and department.
- Encouraging and facilitating learning and development activities, and routes to progression to support occupational wellbeing.
- Offering support to staff who experience potentially traumatic events whilst at work.

### 5.3. Employees

Employees are responsible for:

- Taking ownership of their own wellbeing and seeking support from their line manager, Human Resources, or the Employee Assistance Programme/ Access to Work's Mental Health Support Service delivered by Able Futures at an early stage if required.
- Taking reasonable care of their own health and wellbeing whilst at work, including participating in Occupational Health referrals as required and adhering to their obligations as set out in the Health and Safety Policy.
- Taking reasonable care of the health and wellbeing of the people with whom they come into contact whilst at work, practicing respect and understanding for others at all times.
- Working appropriate hours, ensuring rest breaks and annual leave are utilised effectively and building healthy work habits.
- Raising any wellbeing concerns with the line manager at the earliest opportunity.
- Taking advantage of wellbeing initiatives, and training and development opportunities.

### 5.4. Human Resources (HR)

The HR department will provide guidance to managers and staff on the application of the Staff Wellbeing Policy and:

- Promote the services provided by the Employee Assistance Programme and Access to Work's Mental Health Support Service delivered by Able Futures.
- Incorporate considerations for wellbeing into HR policies, procedures, and guidance documents wherever appropriate.
- Make Occupational Health referrals in conjunction with the line manager and employee as required.

### 5.5. Staff Wellbeing Group

The Staff Wellbeing Group, established to advise the Principal and the Health, Safety & Wellbeing Committee on the wellbeing of UHI Inverness staff, promotes formal communication and informal dialogue with staff. The group is cross-college and cross-level in its membership with no hierarchy and membership includes local trade union representatives.

The Staff Wellbeing Group is made up of volunteers from both academic and professional services staff and will contribute to wellbeing by:

- Promoting wellbeing initiatives to staff, and signposting to resources and support mechanisms as required.
- Supporting the development and maintenance of Staff Wellbeing pages published on the College intranet.
- Encouraging employee champions to promote health and wellbeing activities related to the 8 Dimensions of Wellness (Appendix 1).
- Assisting the HR department in reviewing the Staff Wellbeing Policy as required to ensure relevant and appropriate.

## **6. Compliance**

This policy applies to all staff, including supply, fixed-term and agency workers, who must endeavour to meet the requirements outlined within it.

Compliance with the policy will be monitored through regular audits, with reports going to the appropriate committee.

## **7. Monitoring**

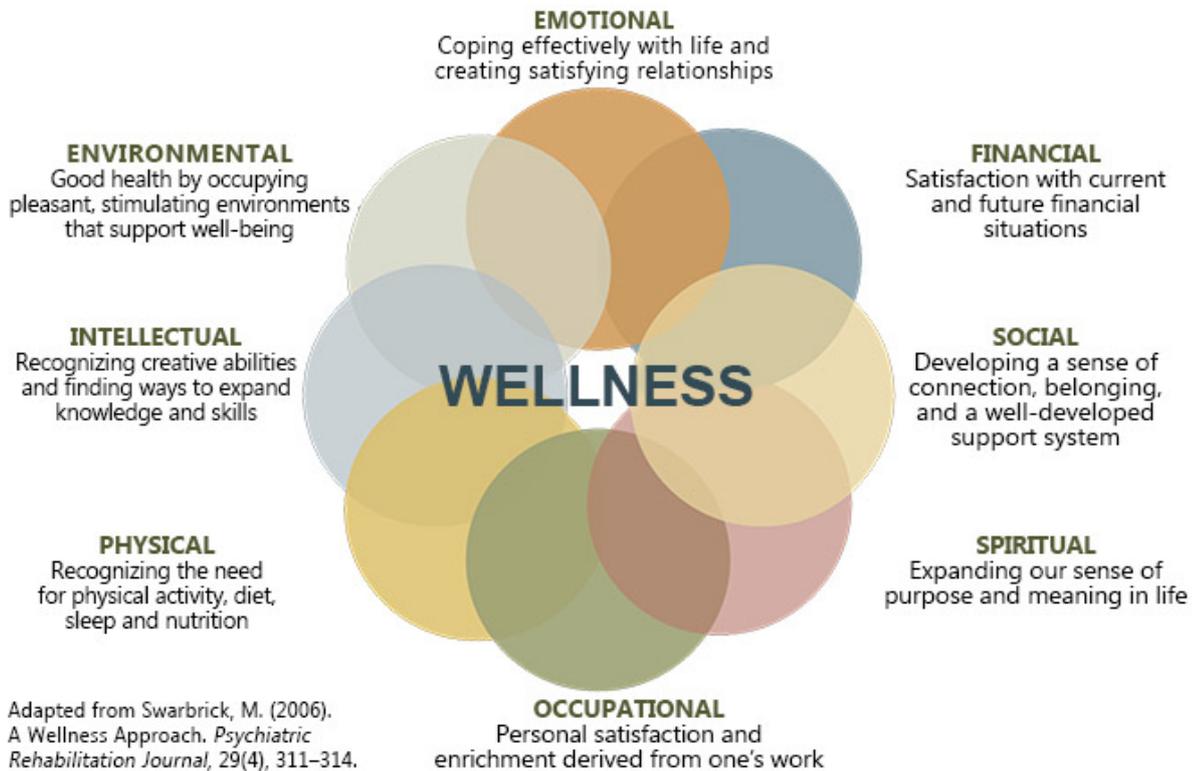
Each College policy will be monitored, and its implementation and effectiveness evaluated. Appropriate procedures for reviewing and monitoring are the responsibility of the policy lead officer. ~~These procedures will be subject to audit by the Quality department.~~

The effectiveness of this Policy will be evaluated by monitoring sickness absence KPI data as part of the HR quarterly reporting cycle.

## **8. Review**

This Policy will be reviewed on a at least a 3-yearly basis, to ensure it continues to meet College requirements within the legislative frameworks and ACAS best practice.

## Appendix 1 – The Dimensions of Wellness



Source: <https://workplacewellnesslab.com/>

# UHI | INVERNESS

<b>Subject/Title:</b>	Professional Development update
<b>Author:</b> [Name and Job title]	Fiona Gunn, Professional Development Manager
<b>Meeting:</b>	HR committee
<b>Meeting Date:</b>	14 June 2024
<b>Date Paper prepared:</b>	29 May 2024
<b>Brief Summary of the paper:</b>	This paper provides a brief update on staff professional development activities in 2023/24 and plans for 2024/25 including investment in TQFE qualifications, revised arrangements for funding staff qualifications and a new research scheme for staff.
<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

This paper provides a brief update on staff professional development activities in 2023/24 and plans for 2024/25, including investment in TQFE qualifications, revised arrangements for funding staff qualifications and a new research scheme for staff.

## Main body of information

### 1. Feedback from Education Scotland

Staff have engaged in a wide range of professional development activities during 2023/24 including mandatory training, additional qualifications, and short courses.

Feedback from the Education Scotland visit on 30 April included the following points:

- Positive culture across the college and a tangible appetite for professional development across the staff – this is evidenced by sector leading TQFE completion and GTCS registration as well as a high level of engagement in programmes such as Enquiring Minds Scheme and uptake of additional qualifications.
- The Learning and Teaching Review programme is unique and felt to be sector leading in its focus on peer review. This is felt to be hugely beneficial to both reviewer and reviewee and staff engage well with this as part of their ongoing professional development.

Both of these have been chosen by Education Scotland as aspects of '*highly effective practice*' which are recognised as sector leading and will be shared with other colleges during their own reviews and to support their own enhancement activities.

### 2. Teaching Qualification in Further Education (TQFE) qualifications 2024/25

Six lecturers are due to complete the TQFE programme provided by UHI in June 2024. This was a slightly smaller cohort than our usual annual enrolments, due to the financial costs associated with providing the required remission of time from teaching. We have committed to supporting twelve lecturers on the programme in 2024/25, representing a significant increase in numbers which aligns with our level of enrolments in previous years. We have been able to commit to this higher number due to backfill not being required for these staff, which decreases the overall costs to the organisation.

The fee per staff member is £1,500 (minus 20% staff discount as this is a UHI programme) so this is a significant investment in our staff professional development. The total cost of £14,400 (£1,200 x 12) will be met from the Professional Development budget and we view this as a priority in relation to delivering excellent learning and teaching and student experience.

Achieving TQFE will develop the pedagogical skills of these lecturers and enable them to obtain full registration with GTCS.

### 3. Revised arrangements for funding staff additional qualifications

EMT approved changes to funding of additional qualifications for staff on 2 May 2024.

Changes were approved due to the requirement to maintain a sustainable professional development budget for all staff. The changes also bring UHI Inverness into closer alignment with other colleges and universities in Scotland where 100% funding is not the norm.

The current application procedure and criteria for approval of applications remains the same, and applicants must apply annually for funding for the next academic year. Funding is approved only for courses that meet the criteria outlined below and 'nice to have' or personal interest courses are not approved:

- Relevance of course to current job role
- Number of similar qualifications currently within the team/area/organisation
- Necessity of the course for current or future delivery of curriculum or service
- Succession planning & future career progression of the applicant
- The level of commitment to study expressed by the applicant
- If the application is for a course at an external provider, consider an alternative UHI course

The changes will apply **only to new applications for funding from May 2024 onwards**. Staff currently receiving funding will retain the percentage of funding previously agreed.

The qualifications covered by the arrangements do not include the PDA Teaching in Colleges Today, TQFE or any other mandatory qualification.

**UHI Inverness courses will be 100% funded** as internal cross charging no longer occurs so these courses do not impact the Professional Development budget. Staff members will pay any additional costs e.g. course materials, field trips.

**UHI partner courses will be funded at 70%** as these courses allow a 20% staff discount and so represent good value for money. Staff will be required to fund 30% of the cost of fees.

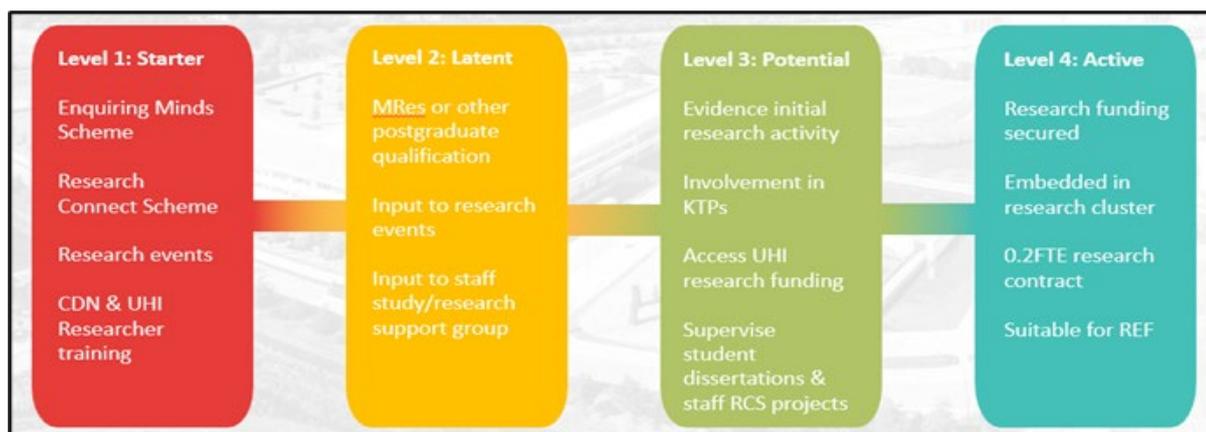
**External courses will be funded at 60%** as these courses are most costly. Staff will be required to fund 40% of the cost of fees.

Staff will be offered a **payment plan** to enable them to pay their fee contributions over a period of one academic year, rather than as a one-off payment. Staff will still be required to enter into the usual **Learning Agreement** to cover repayment of the amount contributed by UHI Inverness, should they leave employment.

The Professional Development Manager will continue to seek contributions towards fee costs from the UHI Staff Development Fund. Recent changes to criteria for application to this fund mean that from 2024/25 onwards, applications from staff teaching or supporting FE students will now be considered, along with those from staff teaching or supporting HE students.

### 4. Introduction of new research scheme for staff

A research pathway for staff was launched at UHI Inverness in 2023/24 to support our research culture and build capacity.



Staff may enter the pathway at the level that matches their individual knowledge and experience.

The *Enquiring Minds* scheme successfully supported nine projects in 2023/24 and the scheme will run again in 2024/25. In addition to this, the new *Research Connect* scheme will be launched this month with participants starting the programme in the new academic year.

The *Research Connect* scheme will offer staff the opportunity to undertake research and scholarly activity within their current roles. The aim is to build research skills such as creativity, critical thinking and problem-solving in an interesting and engaging way. Participants will design a research proposal and undertake research that will have outputs relevant to the enhancement of the student and/or staff experience at UHI Inverness.

The *Research Connect* scheme will run over two academic years with the focus of the first year on developing research knowledge and skills. Participants will engage in training provided by UHI and CDN and link with other staff undertaking research. During this year, participants will design their research proposal and prepare to undertake their research. In the second year, participants will undertake their research and write up their findings. Support will be provided to staff throughout the process. Participants will present their findings towards the end of semester two.

Three places will be available on the *Research Connect* scheme and application will be open to all staff who would like to connect their role with research. Staff must be able to participate in the scheme in their own time, outside of their working hours, in recognition of the challenges in providing remitted time equitably for teaching and professional services staff. Participants will receive a payment of £1,000 upon successful completion of the first year and a further £2,000 at the end of year two, on submission of their final research findings.

The scheme aligns with the strategic objectives of the UHI Inverness Research & Innovation Strategy 2023-2027, specifically objective 4 'to provide opportunities and a supportive environment for staff to develop their research and scholarship activity.' It aims to support a wider research culture at UHI Inverness and to facilitate the impact of research upon the curriculum, students, and staff.

## Conclusion

There is a continued focus on the development of all staff through provision of a wide range of opportunities. These include training courses, leadership development, professional registration, and opportunities to engage in research activity.

<b>Subject/Title:</b>	Pay Conversation
<b>Author:</b> [Name and Job title]	Heather Corpe & Emma Baillie
<b>Meeting:</b>	<b>Board of Management HR Committee</b>
<b>Meeting Date:</b>	Friday 14 <sup>th</sup> June 2024 at 8.30 a.m.
<b>Date Paper prepared:</b>	4 <sup>th</sup> June 2024
<b>Brief Summary of the paper:</b>	Following the Principals Briefings in May, where the topic of the ongoing pay dispute was raised, advice was sought on the matter, and individual staff who felt that their views were not being represented gathered a group of staff who felt similarly. The aim was to collate the views of those staff and to deliver them to EMT. The paper shows the responses to a staff questionnaire on the matter along with EMT's responses to questions posed, which were discussed with the staff group on Thursday 30 <sup>th</sup> May 2024.
<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>	
<b>Resource implications:</b>	Yes / No <b>If yes, please specify:</b>
<b>Risk implications:</b>	Yes / No <b>If yes, please specify:</b> Operational: Organisational:
<b>Equality and Diversity implications:</b>	Yes/No <b>If yes, please specify:</b>
<b>Consultation:</b> [staff, students, UHI & Partners, External] and provide detail	

<b>Status</b> – [Confidential/Non confidential]			
<b>Freedom of Information</b> Can this paper be included in “open” business* [Yes/No]			
*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)	
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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.)			

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## Informal Pay Conversations

May 2024

"In collective advocacy, groups of people speak out to attempt to improve the way their community is treated and included in society."

## **Aim:**

To collate the views of Inverness College staff who do not feel that their views are being represented during the on-going pay dispute.

## **Introduction:**

Following the Principals Briefings in May, where the topic of the ongoing pay dispute was raised, advice was sought on the matter, and individual staff who felt that their views were not being represented gathered a group of staff who felt similarly. The aim was to collate the views of those staff and to deliver them to EMT.

## **Methodology:**

- Staff who had expressed concern about having a lack of say in the on-going pay dispute and/or had expressed a desire to accept the pay settlement on offer were invited to complete a short anonymous questionnaire and to share the questionnaire with colleagues who were feeling the same way.
- Staff were invited to add their names to a list of people who would be kept updated and subsequently invited to a meeting with EMT.
- Other staff preferred to remain anonymous and just complete the questionnaire
- The principle behind the whole process was one of collective advocacy. The aim was to give voice to those who felt unheard or who felt that there was no option for them to voice their opinion. Collective Advocacy strengthens the voices of those individuals by bringing them together.
- In total 88 staff members completed the questionnaire, which was completely anonymous. Staff were not asked to identify their role within the organisation.
- The responses of all 88 participants were collated in this report.
- On advice, it was decided not to share the questionnaire with all staff in order to minimise conflict and antagonism. However, it was possible for all staff to complete the questionnaire and it became clear that a handful of staff who appeared to support current action in rejecting the pay offer had completed the questionnaire. This was apparent from their answers, one of which was a direct criticism of the

questionnaire and this process. Their responses to the questionnaire are included in this report.

- A preliminary thematic analysis of the questionnaire responses was carried out. This is presented below. The aim of this process was to collate the voices of those do not feel that their views are being represented during the on-going pay dispute. Therefore those questionnaires completed by staff in support of the current rejection of the pay offer were excluded from the preliminary analysis.
- This preliminary analysis was carried out to establish a starting point for 'Pay Conversations' between EMT and staff who do not feel that their views are being represented during the on-going pay dispute.

## Evaluation of methodology

- In hindsight, the questionnaire should have contained wording that clearly stated the aims of this process ie that it was to gather the voices of those who do not feel their views are being represented during the on-going pay dispute. This was included in the accompanying e-mail but some staff may have come across the questionnaire without the accompanying explanation.
- It is recommended that more detailed thematic analysis of the questionnaire responses be carried out by someone with experience in this technique.
- It is also important to note that everyone's voice is important in collective advocacy and that the individual questionnaire responses should be considered when making decisions based upon this process.
- It is recognised that not all staff had the opportunity to complete the questionnaire. This report and its contents should therefore be treated as a starting point for further discussion. One of the requests made several times in the questionnaire responses was that all staff be surveyed to determine what proportion would like to accept the current pay offer.

## Preliminary Thematic Analysis:

### Concerns:

- Lack of representation:
  - Some staff feel that the pay offer is generous/acceptable and would like to accept it
  - Some staff believe that the majority of staff would like to accept the pay offer
  - Some staff believe that there is no more money
  - Some staff are concerned that their views are not being represented
  - Some staff are concerned that not all staff have a say in decisions regarding the pay offer
  - Some staff are concerned that local decisions are being affected by ties to other colleges
  
- The time that it is taking to reach an agreement - financial impacts:
  - Some staff are experiencing financial hardship
  - Some staff are accruing debt
  - Some staff are concerned about the increased cost of living
  - Some staff are concerned that they will be heavily taxed on the back pay
  - Some staff are concerned that there will be no resolution
  
- Impact on students:
  - Some staff feel the ability to do their job is affected
  - Some staff feel students are angered
  - Some staff feel that students education and futures are being impacted
  
- Impact on staff morale:
  - Some staff feel that staff relations are deteriorating

- Some staff feel that the workplace is becoming polarised
- Some staff are leaving

### **Potential Outcomes:**

- Pay the first 2 years and negotiate the rest?
- Accept the pay offer and pay staff and move on?
- Allow all staff to vote for the pay offer?
- Allow individual staff to accept the pay offer?
- Staff representation that represents all staff?
- Change pay bargaining so that individual colleges can make local decisions?
- Alternative representation for teaching staff?

### **Potential Actions:**

- Can EMT put out a pulse question to all staff to determine what proportion want to accept the existing pay offer?
- Can EMT do all they can to challenge the existing process for accepting pay offers?
- Can EMT agree to pay those people who want to accept the pay deal?
- Can EMT advise staff of what we can do to move things forward with acceptance of the pay offer?
- Can EMT provide independent advocacy to facilitate conversations between union and non-union staff?
- Can EMT explain the process and implications of leaving National Pay Bargaining?
- Can EMT report to the Board and Executive Office that some staff are unhappy with the current situation and the way that decisions are taken regarding the pay offer?
- Can EMT speak to Scotland's Colleges about a vote on the pay offer for all College Staff across Scotland?
- Can EMT create a platform where everyone has a say?
- Can EMT take the voices of non-union staff to the unions?
- Can EMT extend the loans for staff until the pay offer has been accepted so that staff have the money to pay them back?

## Summary of Participant Responses

### What are your main concerns regarding the pay offer and pay bargaining?

- The length of time taking to settle the dispute
- I feel the majority of us at UHI Inverness are happy to take the offer and feel we are being dragged into other partners/ or colleges issues that do not concern us.
- That this will go on indefinitely with no resolution. The pay offer is excellent and there is no more money. That some staff are struggling to make ends meet. That staff morale is dropping. We work hard for a good salary but we can't access it because of a minority
- My main concern is the amount of time this has gone on for, whilst cost of living continues to rise. I feel that the Union members believe they are speaking for everyone, however I do not share their views on pay and would prefer the payrise instead as even a slight increase would go a long way to reducing stress and financial concerns.
- My main concern is the rising financial costings and that we have not received any pay rises in the past 2.5 years. I understand that initial bargaining is inevitable with the unions, however Colleges do not have the finances to pay out any more without significant job losses. We are already seeing job losses from fellow colleagues throughout the partnership and I for one feel the pay offer is valid and fair for the current climate the colleges sector is in.
- The length of time it is taking for it to come to an agreement. Inflation has not stopped, the cost of living keeps increasing yet our pays have not moved for 2 years.
- Delay in the offer being settled. When the pay arrears do eventually get paid staff will be heavily taxed on the back pay
- The delay in getting a conclusion on the offer.
- It is not practical and is taking too long
- The majority of staff (at UHI Inverness at least) have no say in all this, many of us are not in a union, and do not wish to be. I firmly believe that the vast majority of staff would accept the current pay offer, if everyone was polled. The low strike-day numbers speak volumes.
- Views being expressed by the EIS are not representative of ALL members. Conduct is nasty and unprofessional.
- the length of time i may go on for - not having additional pay currently in line with inflation and the impacts of this

<ul style="list-style-type: none"> <li>• It's gone on far too long, my union has agreed to all the pay deals!</li> </ul>
<ul style="list-style-type: none"> <li>• big tax, long delays, not being represented properly</li> </ul>
<ul style="list-style-type: none"> <li>• That we don't get a backdated figure of money.</li> </ul>
<ul style="list-style-type: none"> <li>• I have no say in accepting the offer already in existence.</li> </ul>
<ul style="list-style-type: none"> <li>• The pay offer is good and we should accept it.</li> </ul>
<ul style="list-style-type: none"> <li>• There seems to be no end to the strike action and offer from the employers. Some staff are struggling financially. The ongoing industrial action is leading to antagonism and poorer relations between staff and also some staff are choosing to leave their posts to seek employment in an entirely different sector.</li> </ul>
<ul style="list-style-type: none"> <li>• It's protracted nature and adversarial narrative. Polarising impact on workplace.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff have been very patient for the past 2 years waiting on increases yet, still give their 100% to their work. Whilst this debacle continues, some people are forced into debt to cover the cost of living which is extremely unfair considering they are waiting for monies which was due to them months ago</li> </ul>
<ul style="list-style-type: none"> <li>• I am currently in financial hardship, and I did not vote for strike action. I voted in the Union ballot to accept the pay offer, as I'm aware there is no more money available. I am in real financial difficulty at this time due to circumstances out with my control, so would appreciate the pay award as soon as possible. The Pay Advancement Scheme is not something I can consider.</li> </ul>
<ul style="list-style-type: none"> <li>• the union are one sided in their view point and arent listening to ALL members and their emails are becoming more and more biased and offensive</li> </ul>
<ul style="list-style-type: none"> <li>• It is taking far too long.</li> </ul>
<ul style="list-style-type: none"> <li>• I feel that it's all dependant on other institutions, that proposed offer would help with current financial issues as the price of everything has gone up and the longer we don't have a settlement the longer we are going to struggle</li> </ul>
<ul style="list-style-type: none"> <li>• As a new member of staff, I don't know if I'm entitled to anything but strikes are massively impacting my ability to do my job. I can't schedule time to meet my students, I have specific tasks I need to do at the moment and among all the ongoing strikes are making that difficult. I don't believe in taking that right away from anyone, however, I feel this needed to be better planned. I fully understand the point is to have an impact, but all we're doing is angering students who need help, support and education right now. We're not just impacting their studies, we're impacting their futures and (if you want to go down this route) the KPIs.</li> </ul>
<ul style="list-style-type: none"> <li>• My main concerns are that whilst the offer seems fair and reasonable that continued strike action is having detrimental impacts on our students. The majority of teaching staff seem</li> </ul>

<p>happy with the offer but have no way of communicating this with the union if they do not want to become a member of it.</p>
<ul style="list-style-type: none"> <li>• It's dragging out, the offer is generous and needs to be accepted. As non Union Members, we should have a say</li> </ul>
<ul style="list-style-type: none"> <li>• I am a single parent and really struggling with the cost of living.</li> </ul>
<ul style="list-style-type: none"> <li>• I need the money. I don't think we will ever get our pay rise, and as soon as we do, EIS will start fighting for another one. The Scottish Government have no money to spare - they have made that clear. Money does not grow on trees and I think the EIS need to be aware of that.</li> </ul>
<ul style="list-style-type: none"> <li>• The unions are making the decision not to accept it, for everyone including non union members.</li> </ul>
<ul style="list-style-type: none"> <li>• Taking far too long. How much has it cost to get this far in negotiations.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff who are not members of the union do not get their voices heard.</li> </ul>
<ul style="list-style-type: none"> <li>• Main concern is that I am happy with the pay offer, but me getting this money is being delayed by those in the unions striking and not accepting the pay offer. I am also concerned at the lack of consultation from the unions, i.e. if you aren't in the union you have no voice. The unions are effectively dictating to the rest of us how our pay is impacted. They seem to show no consideration to how this is affecting the rest of us and that we need that money.</li> </ul>
<ul style="list-style-type: none"> <li>• That those staff that do not agree with the EIS strategy are being denied their pay offer</li> </ul>
<ul style="list-style-type: none"> <li>• Not getting it</li> </ul>
<ul style="list-style-type: none"> <li>• I am not in the union and I am the unrepresented majority. That a handful of die hard union members are stopping the pay rise for the majority.</li> </ul>
<ul style="list-style-type: none"> <li>• I do not take part in the strikes and am happy with the pay offer, I feel there are a lot of staff who would like to receive they work hard for and from my perspective I currently sit at the lower end of the pay scale and cost of living has increased and some months can be difficult to make ends meet , I have heard of staff seeking support because of their financial situation</li> </ul>
<ul style="list-style-type: none"> <li>• The fact that I am not a member of the EIS, but nevertheless the EIS gets to decide on this matter on my behalf. This is all the more objectionable as I strongly disagree with the EIS leadership's comments and actions.</li> </ul>
<ul style="list-style-type: none"> <li>• If people continue to get pay rises there might be redundancies</li> </ul>
<ul style="list-style-type: none"> <li>• I haven't got any concerns at the moment.</li> </ul>

<ul style="list-style-type: none"> <li>• There is no resolution in sight and this affecting our students. Lack of union consultation with staff.</li> </ul>
<ul style="list-style-type: none"> <li>• My concern is that we don't get a resolution and this just goes on and on! It is clear this is the best offer that can be put together and for someone that has spent the majority of their career in the private sector I am massively shocked at the rejection to this good offer. It is now massively affecting decisions for me and my family when it comes to moving house and childcare costs. I am just at a loss as to why this increase has not been accepted.</li> </ul>
<ul style="list-style-type: none"> <li>• The pay offer is great and there is no more money and it's taking too long</li> </ul>
<ul style="list-style-type: none"> <li>• It's taken far too long. Should have a pay rise years ago.</li> </ul>
<ul style="list-style-type: none"> <li>• Length of time this dispute has been going on for</li> </ul>
<ul style="list-style-type: none"> <li>• The Time it's all taking...could've done with a pay rise 2 years ago!</li> </ul>
<ul style="list-style-type: none"> <li>• In the current financial climate I do not see us being offered anymore. and yet it is dragging on.</li> </ul>
<ul style="list-style-type: none"> <li>• the length of time it is taking and the impact this delay in receiving an increase is having on me and my family</li> </ul>
<ul style="list-style-type: none"> <li>• The length of time it is taking along with the fact that there is no available movement on the offer.</li> </ul>
<ul style="list-style-type: none"> <li>• The length of time it has taken to resolve</li> </ul>
<ul style="list-style-type: none"> <li>• That we aren't going to receive the pay rise any time soon because a small number of people are continuing to say I to a good offer</li> </ul>
<ul style="list-style-type: none"> <li>• That the pay offer is reasonable and will not be increased. The longer it is not accepted, the worse my credit card debt</li> </ul>
<ul style="list-style-type: none"> <li>• Pay offer - being put to vote. Pay bargaining - finding alternatives to striking as it makes more work for us all in the end - in our Education sector.</li> </ul>
<ul style="list-style-type: none"> <li>• length of time for this to be accepted</li> </ul>
<ul style="list-style-type: none"> <li>• we are still on 2021 wages and the cost of living has risen significantly. it's not fair that the unions are blocking our pay rise</li> </ul>
<ul style="list-style-type: none"> <li>• There doesn't seem to be any process/ plan in place for what happens when there is no agreement reached. I don't believe pay should be negotiated by the unions as a whole it should just be a part of it (if even!) . Union membership cannot outweigh the staff who are not union members surely?</li> </ul>
<ul style="list-style-type: none"> <li>• My main concern is how long this could last.</li> </ul>

<ul style="list-style-type: none"> <li>I was in the union for 14 years and left at the beginning of the year because of the pay disputes. With the cost of living, working part time and having a young family - I would gratefully accept the pay offer.</li> </ul>
<ul style="list-style-type: none"> <li>I am satisfied with the offer and feel that the unions are digging their heels in for something that is unrealistic</li> </ul>
<ul style="list-style-type: none"> <li>I do not want to feel pushed into strike action as at this time I want to protect jobs for all and prevent losses</li> </ul>
<ul style="list-style-type: none"> <li>The union not accepting the offer despite representing less than half of the staff it is being offered to.</li> </ul>
<ul style="list-style-type: none"> <li>The time it's taking and the disruption to the students.</li> </ul>
<ul style="list-style-type: none"> <li>Continual striking is too disruptive to staff and students and I feel it is time to stop this action</li> </ul>
<ul style="list-style-type: none"> <li>It's taking so long!</li> </ul>
<ul style="list-style-type: none"> <li>That the majority wish to get the pay offer but are unable to.</li> </ul>
<ul style="list-style-type: none"> <li>The detrimental effect this delay is having on my moral, mental health and finances.</li> </ul>
<ul style="list-style-type: none"> <li>I'm concerned this will not apply to Modern Apprentices as this is not made clear</li> </ul>
<ul style="list-style-type: none"> <li>it will go on and on</li> </ul>
<ul style="list-style-type: none"> <li>The length of time is taking for negotiations to be finalised.</li> </ul>
<ul style="list-style-type: none"> <li>That it's taking so long to sort out.</li> </ul>
<ul style="list-style-type: none"> <li>That not all staff get to vote on this and that the union members are the only ones who get say.</li> </ul>
<ul style="list-style-type: none"> <li>That we will not get the money that we are due.</li> </ul>
<ul style="list-style-type: none"> <li>The length of time it is taking! Right now the FTE pay for a lecturer feels low and we are due an increase.</li> </ul>
<ul style="list-style-type: none"> <li>The time that it is taking for an agreement to be reached. I am happy with what has been offered, and would like to see the pay offer put in place as soon as possible.</li> </ul>
<ul style="list-style-type: none"> <li>Taking too long to be resolved and situation is different in Highland to the central belt in terms of support for striking.</li> </ul>
<ul style="list-style-type: none"> <li>It's not happening fast enough, and the scottish governement don't seem to care.</li> </ul>
<ul style="list-style-type: none"> <li>I have no major concerns about the pay offer</li> </ul>

<ul style="list-style-type: none"> <li>The complete impasse between both sides will result in an eventual pay increase that is not kept up with inflation and hence reduced offer.</li> </ul>
<ul style="list-style-type: none"> <li>That it has taken so long and such a fight has had to be made to secure it. Although I haven't taken part in industrial action, I appreciate those who have. However, I am dismayed that year on year, this action has to be resorted to to get this moving in the right direction.</li> </ul>
<ul style="list-style-type: none"> <li>Excellent offer.</li> </ul>
<ul style="list-style-type: none"> <li>I think, given the current economic climate the pay offer is very good</li> </ul>
<ul style="list-style-type: none"> <li>The unreasonable and unrealistic stance taken by the unions. Their expectation that more money will be available when that is clearly not the case.</li> </ul>
<ul style="list-style-type: none"> <li>It's a reasonable offer but I have no say in accepting it as a non-union member, and this is delaying my own payrise.</li> </ul>
<p>5 Questionnaires were not included in the preliminary analysis:</p>
<ul style="list-style-type: none"> <li>no resolution, active union breaking activities, change of government and this will be kicked into long grass.</li> </ul>
<ul style="list-style-type: none"> <li>The pay offer will lead to redundancies and that it does not offer job security.</li> </ul>
<ul style="list-style-type: none"> <li>That management demonstrably treat workforce and unions with contempt. It's clear how little value management place on the work force. The unpaid extra everyone does is huge . The lack of understanding over real living wage, the cost of living crisis result in a pay cut for support staff. It's staggering that the Management are unaware or don't care. The main concerns for many is actually to be able to make rent, pay bills feed themselves and family. Has any of this been considered when this ridiculous survey was proposed? Or was it just the product of an inane brain storming session of the privileged and tone deaf when dreaming up insulting ways to stick it to the unions and the plebs they employ. My main concern is that the management of this establishment undervalue and have contempt for me and the workforce. This Questionnaire has led me to conclude my concerns are founded.</li> </ul>
<ul style="list-style-type: none"> <li>Lack of an offer which reflects inflation</li> </ul>
<ul style="list-style-type: none"> <li>The offer from management is well below inflation over the 3 year period. Management are not negotiating meaningfully with unions.</li> </ul>

**What would you like to see happen regarding the pay offer and pay bargaining?**

<ul style="list-style-type: none"> <li>I would like to see the first two years' pay awards given to staff and the rest negotiated</li> </ul>
<ul style="list-style-type: none"> <li>I would like to see agreement reached and pay out made, then lets move on. It's been 3 years enough is enough.</li> </ul>
<ul style="list-style-type: none"> <li>I would like to see the pay offer accepted. If the Unions continue to block this I would like to see the option for individuals to accept. I would like to see management do what they can to challenge the existing agreements that are preventing us from accepting the pay offer.m</li> </ul>
<ul style="list-style-type: none"> <li>Preferably, I would like to receive the pay rise proposed for the last 2 years and let the Union members continue to argue the case for this year's pay rise.</li> </ul>
<ul style="list-style-type: none"> <li>I feel the overall £5000 pay offer is acceptable and I feel that all colleges across Scotland should be putting out a vote to ALL staff to get an overall opinion of the whole workforce.</li> </ul>
<ul style="list-style-type: none"> <li>An agreement/settlement on current offer to be made, although I have a feeling that this will continue on into the new academic year.</li> </ul>
<ul style="list-style-type: none"> <li>I'd like there to be a pulse question to ask staff anonymously (yes no question) if they are happy to settle for the pay offer. If the majority say yes, I'd like the offer to be implemented</li> </ul>
<ul style="list-style-type: none"> <li>I would like this concluded as soon as possible, the cost of living increase is having a negative impact on our finances so this lift would help.</li> </ul>
<ul style="list-style-type: none"> <li>To accept the offer</li> </ul>
<ul style="list-style-type: none"> <li>The pay offer is perfectly acceptable and should be agreed and enacted. The cost of living has spiralled in recent years, and some of us really need that money, and the back-dated pay, right now. The whole sorry saga has gone on for far too long, and is hurting too many people, particularly those on lower wages.</li> </ul>
<ul style="list-style-type: none"> <li>Accept the offer and end all the strike action nonsense.</li> </ul>
<ul style="list-style-type: none"> <li>at the very least - that the back dated pay is paid to us asap</li> </ul>
<ul style="list-style-type: none"> <li>For at least the last 2 years pay deals to be given to everyone (and not all in one pay packet!), and as the other unions have not agreed on one of the deals let them fight over it!</li> </ul>
<ul style="list-style-type: none"> <li>3rd party being included that actually speaks for the majority of staff who are not union members</li> </ul>
<ul style="list-style-type: none"> <li>The dispute is settled, pay is backdated and we are allocated a higher yearly figure to reflect job description and other education sectors.</li> </ul>
<ul style="list-style-type: none"> <li>A fair and equal platform for opinions to say what they want, and not be 'frozen' by a minority group.</li> </ul>

<ul style="list-style-type: none"> <li>• Pay bargaining to stop and the Pay Offer accepted</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to receive the offer as posted and end the strike action.</li> </ul>
<ul style="list-style-type: none"> <li>• The EIS ballot members as to whether they would accept the offer rather than ballot regarding strike action</li> </ul>
<ul style="list-style-type: none"> <li>• Ask which staff would like their increases now and allow them that. Staff who are part of the union and happy to continue waiting for one union to make a decision, can wait for the outcome.</li> </ul>
<ul style="list-style-type: none"> <li>• For the Unions to stop penalising those who are in agreement of it, and pay us the award.</li> </ul>
<ul style="list-style-type: none"> <li>• it to be agreed upon with a UHI Inverness staff wide vote to over ride the unions</li> </ul>
<ul style="list-style-type: none"> <li>• A final agreement with all parties.</li> </ul>
<ul style="list-style-type: none"> <li>• Honestly, i wish that we could just accept it and also not be so dependant on 3rd parties</li> </ul>
<ul style="list-style-type: none"> <li>• I don't know that this will directly impact me but I know so many of my colleagues are just desperate for it to be settled.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see the pay offer accepted.</li> </ul>
<ul style="list-style-type: none"> <li>• It's dragging out, the offer is generous and needs to be accepted</li> </ul>
<ul style="list-style-type: none"> <li>• For us to agree the offer and get an increase in pay/back pay that could help me hugely.</li> </ul>
<ul style="list-style-type: none"> <li>• I want my money.</li> </ul>
<ul style="list-style-type: none"> <li>• It is accepted and people.can move forward with their lives with a little more in their pockets.</li> </ul>
<ul style="list-style-type: none"> <li>• The bargaining could be broken down to areas but with some national influence too. One area may accept and another not.</li> </ul>
<ul style="list-style-type: none"> <li>• All staff to be given the choice if they want to accept the offer or not.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see an agreement reached or at least those of us not in the union paid the money that we are due.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see staff asked if they are willing to accept the pay offer</li> </ul>
<ul style="list-style-type: none"> <li>• Get it ASAP</li> </ul>
<ul style="list-style-type: none"> <li>• I would like the college to ballot the whole staff, as most of us are not in the union. I want to accept the pay offer</li> </ul>

<ul style="list-style-type: none"> <li>• That it is resolved fairly but not to the detriment of those who are happy with what is being offered</li> </ul>
<ul style="list-style-type: none"> <li>• I would like the college to come to a separate settlement with members of teaching staff who are not in the EIS. If I had been asked, I would have accepted Chris's fair and reasonable pay offer on day one.</li> </ul>
<ul style="list-style-type: none"> <li>• Not sure</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see it accepted.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• A resolution and removal of strike action as a gesture of goodwill. The EIS should accept the terms offered.</li> </ul>
<ul style="list-style-type: none"> <li>• Obviously a resolution quickly but I actually don't know why the union's are not accepting the offer and I would like the opportunity to explain to those involved why they need to look beyond their own, for want of a better word, greed and look at the bigger picture</li> </ul>
<ul style="list-style-type: none"> <li>• Bored of this now let's get the money. I have left the union as I don't feel they are listening to us.</li> </ul>
<ul style="list-style-type: none"> <li>• Accept current offer.</li> </ul>
<ul style="list-style-type: none"> <li>• Early settlement</li> </ul>
<ul style="list-style-type: none"> <li>• I would just like it all resolved</li> </ul>
<ul style="list-style-type: none"> <li>• The current offer is accepted.</li> </ul>
<ul style="list-style-type: none"> <li>• would like to see a national agreement reached that meant staff could receive the pay rise asap or a decisions and rise made locally within UHI Inverness if this could not be reached</li> </ul>
<ul style="list-style-type: none"> <li>• Take the offer given.</li> </ul>
<ul style="list-style-type: none"> <li>• That it is accepted</li> </ul>
<ul style="list-style-type: none"> <li>• I would like the small minority that's left who are refusing the current offer to accept it</li> </ul>
<ul style="list-style-type: none"> <li>• I would like the offer to be accepted.</li> </ul>
<ul style="list-style-type: none"> <li>• Pay offer - being put to vote. Pay bargaining - find another union to join (not an in-college group). UHI is not only an FE college anymore.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see CES and Principals make themselves available for negotiations with the EIS</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• unions to accept</li> </ul>

<ul style="list-style-type: none"> <li>• The offer of £3,500 for the last 2 years to be accepted and paid to us in May's payroll</li> </ul>
<ul style="list-style-type: none"> <li>• I would like the offer to be accepted before it is taken away due to limited funds.</li> </ul>
<ul style="list-style-type: none"> <li>• For it to come to a conclusion.</li> </ul>
<ul style="list-style-type: none"> <li>• The unions to accept the offer asap</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see the offer accepted</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see an offer that is realistic but does not risk job losses</li> </ul>
<ul style="list-style-type: none"> <li>• The deal accepted.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like it to be accepted.</li> </ul>
<ul style="list-style-type: none"> <li>• I want the opportunity to accept it</li> </ul>
<ul style="list-style-type: none"> <li>• I don't know. I can see both sides of the argument.</li> </ul>
<ul style="list-style-type: none"> <li>• Those who are not in the union to be able to get the pay offer.</li> </ul>
<ul style="list-style-type: none"> <li>• To be able to have a voice in these discussions and for awareness of the impact of striking has on staff who want to accept the deal.</li> </ul>
<ul style="list-style-type: none"> <li>• A swift conclusion to a dragged out negotiation and for this to be applied to the lowest earners in the college who are most in need for this.</li> </ul>
<ul style="list-style-type: none"> <li>• Settled</li> </ul>
<ul style="list-style-type: none"> <li>• Pay the agreed increase for the past two years.</li> </ul>
<ul style="list-style-type: none"> <li>• For us to get the back pay due &amp; if they want to keep fighting about 2024/25 then let that be the only thing.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see the parties involved have more efficient and equitable talk to get to an agreed pay deal.</li> </ul>
<ul style="list-style-type: none"> <li>• That it would be accepted and that we would at last receive the money that we are due.</li> </ul>
<ul style="list-style-type: none"> <li>• For it to be resolved! I want the pay rise on offer. I think it's fair. It's quite frankly ridiculous and I strongly disagree with the union.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see the pay offer put in place as soon as possible.</li> </ul>
<ul style="list-style-type: none"> <li>• Resolve it as soon as possible.</li> </ul>

<ul style="list-style-type: none"> <li>The colleges to make more noise so that the scottish government hear what is going on. I would like people to see the value of lecturers, and understand that they deserve the same pay deals as the rest of the public sector.</li> </ul>
<ul style="list-style-type: none"> <li>I would like to see it resolved as soon as possible</li> </ul>
<ul style="list-style-type: none"> <li>Pay the increase with the negotiated element to staff not partaking in action or non union staff</li> </ul>
<ul style="list-style-type: none"> <li>I would hope that my colleagues will accept this offer but I am concerned that my teaching colleagues will secure a better offer. The disparity of salary between Professional and Teaching staff means that the latter can 'afford' to wait longer for a pay rise whereas the former, cannot.</li> </ul>
<ul style="list-style-type: none"> <li>That the situation is resolved.</li> </ul>
<ul style="list-style-type: none"> <li>That this situation is now resolved as soon as possible</li> </ul>
<ul style="list-style-type: none"> <li>Staff need this pay offer to be accepted so they can access their pay offer. National bargaining is not doing us any favours and the staff who do not wish to be part of a union have no opportunity to have their voice heard. The strong central belt unions seem to have all the influence.</li> </ul>
<ul style="list-style-type: none"> <li>That minority union members' actions stop being allowed to impact on all employees.</li> </ul>
<p>5 Questionnaires were not included in the preliminary analysis:</p>
<ul style="list-style-type: none"> <li>Award in line with other public sector pay offers or a reduction in working hours to compensate for the current offer</li> </ul>
<ul style="list-style-type: none"> <li>Offer job security and guarantee no job losses</li> </ul>
<ul style="list-style-type: none"> <li>Less cheap tricks like this questionnaire. Discuss with the unions engage with them. This questionnaire is further proof that you will not discuss and engage with the unions and the process.</li> </ul>
<ul style="list-style-type: none"> <li>Lack of an offer which reflects inflation.</li> </ul>
<ul style="list-style-type: none"> <li>Principals agreeing to increase the offer and CES/Principals to actually negotiate meaningfully with Unions</li> </ul>
<p><b>What would you like to ask management to do regarding the pay offer and pay bargaining?</b></p>

<ul style="list-style-type: none"> <li>• (as above) I would like to see the first two years' pay awards given to staff and the rest negotiated</li> </ul>
<ul style="list-style-type: none"> <li>• What can we do to move the pay offer and bargaining to finalisation at UHI Inverness. Do we have to remain part of the UHI broader collective?</li> </ul>
<ul style="list-style-type: none"> <li>• Some advocacy please - facilitated conversation between union and non-union members; provide clear information about our options and about the implications eg what would it mean if we left national pay bargaining. Management to go to the Board or Executive etc and report that staff are not happy.</li> </ul>
<ul style="list-style-type: none"> <li>• Do not tar all staff with the same brush, as we do not all share the views of the Union members rejecting the pay deal. If they continue to reject the pay deal then that is their choice, however if other staff not represented by the union want/need the pay rise sooner then it should be allowed.</li> </ul>
<ul style="list-style-type: none"> <li>• To speak to Colleges Scotland about getting a vote out to all employees across Scotland's colleges to see if the majority wish to accept the pay award, if the vote is not in favour of this then I would accept that, but I feel ALL voices should be heard.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't think there is much they can do except listen to our concerns.</li> </ul>
<ul style="list-style-type: none"> <li>• I'm not sure about opting out of national bargaining, I think it's fine whilst we have the current Principal in post but a change of Principal could lead to disadvantage with future pay negotiations.</li> </ul>
<ul style="list-style-type: none"> <li>• Ideally a date on when we should see a conclusion but I am aware that is not possible.</li> </ul>
<ul style="list-style-type: none"> <li>• To pay out the offer to all who have indicated they do not agree with the union as soon as possible</li> </ul>
<ul style="list-style-type: none"> <li>• To help us have our voices heard.</li> </ul>
<ul style="list-style-type: none"> <li>• Tell the press the real story</li> </ul>
<ul style="list-style-type: none"> <li>• is there anything they can go to support us further?</li> </ul>
<ul style="list-style-type: none"> <li>• For consideration to be given to release the money for the pay deals that have already been agreed (and not all in one pay packet!)</li> </ul>
<ul style="list-style-type: none"> <li>• to listen to the silent majority not the very few loud ones striking when they feel like it</li> </ul>
<ul style="list-style-type: none"> <li>• Please provide a route to accept a pay deal for UHI Inverness.</li> </ul>
<ul style="list-style-type: none"> <li>• Either create a space where the national union body has to ballot for rejection/acceptance or create a platform where everyone can have a say.</li> </ul>

<ul style="list-style-type: none"> <li>To allow there to be a ballot of lecturers not in the union and for it to matter. Just because we don't agree with union politics doesn't mean that our opinion doesn't matter. I should not need to be in the Union to have my voice heard.</li> </ul>
<ul style="list-style-type: none"> <li>Ballot all staff, regardless of union membership, on if they would like to receive the pay offer or not.</li> </ul>
<ul style="list-style-type: none"> <li>Can individuals receive and accept the offer, specifically those who are either not in a union, or those in a union who have accepted the offer.</li> </ul>
<ul style="list-style-type: none"> <li>Consider the individuals who have opted to not join a union and allow them their increases</li> </ul>
<ul style="list-style-type: none"> <li>Encourage the Unions to accept it on our behalf. My Union is not listening to me</li> </ul>
<ul style="list-style-type: none"> <li>take a staff vote or listen to a staff vote and agree the pay award with the majority</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Why is it taking so long.</li> </ul>
<ul style="list-style-type: none"> <li>I'm not sure they can do much but maybe challenge why we are tied to the decisions of other institutions</li> </ul>
<ul style="list-style-type: none"> <li>What are we doing to make this up to our students?</li> </ul>
<ul style="list-style-type: none"> <li>I would like to ask management to do everything they can to facilitate communication between the non-union teaching staff and the unions so that all viewpoints can be heard and understood.</li> </ul>
<ul style="list-style-type: none"> <li>Has the mediator been used?</li> </ul>
<ul style="list-style-type: none"> <li>Please know a large amount of us want to take the deal/ get the offered wage increase.</li> </ul>
<ul style="list-style-type: none"> <li>I know this is not managements fault and they are doing everything they can to support us. Some of us have taken out a staff loan - can that be extended until the pay award is settled and we have the extra cash?</li> </ul>
<ul style="list-style-type: none"> <li>Individuals should have a voice, if I chose to accept the offer then that is my choice which I then can't change if the unions are eventually offered more. Management are doing a lot, but the cost of living is crippling many. They need to take our voices to the unions. We are bigger united</li> </ul>
<ul style="list-style-type: none"> <li>Do a survey with the staff on who would accept the pay rise.</li> </ul>
<ul style="list-style-type: none"> <li>Give all staff the choice to accept the offer or not.</li> </ul>
<ul style="list-style-type: none"> <li>I appreciate that there seems to be little management to do as they are also being dictated to by the unions but if they can support our plight to get our pay then anything would be appreciated. If they could speak for us that aren't in the union and support our cause.</li> </ul>

<ul style="list-style-type: none"> <li>I would like management to accept the majority vote of staff members regarding acceptance of the pay offer</li> </ul>
<ul style="list-style-type: none"> <li>Give us the pay offer</li> </ul>
<ul style="list-style-type: none"> <li>That the majority of lecturers who want the pay offer are listened to</li> </ul>
<ul style="list-style-type: none"> <li>When will this come to an end? The action that is taking place doesn't appear to be impacting as far as those who wish to strike as a lot of us are still performing duties and love our jobs</li> </ul>
<ul style="list-style-type: none"> <li>Call an end to collective bargaining. The EIS should not have the power to control our lives like this. Colleges Scotland has effectively entered into a form of closed shop with the EIS. While membership of the EIS is not a condition of employment (which it can't be, post-1990), it remains the case that we are all treated as if we were members of the EIS. This is not right.</li> </ul>
<ul style="list-style-type: none"> <li>Not sure</li> </ul>
<ul style="list-style-type: none"> <li>Sort it out as there might be more staff not in the union than is.</li> </ul>
<ul style="list-style-type: none"> <li>Communicate with the EIS and make it clear the management have limited local locus in this regard.</li> </ul>
<ul style="list-style-type: none"> <li>To date I think Chris is being more that fair with his encouragement to accept the offer and I think any comments around him being a bully are totally unfair. I don't think there is anything they can do than what all they are doing to offer support to those who find themselves in financial difficulty due to this</li> </ul>
<ul style="list-style-type: none"> <li>take a staff vote and start discussions with a mediator</li> </ul>
<ul style="list-style-type: none"> <li>Give the offer to staff who are happy with it at present without anymore disruption.</li> </ul>
<ul style="list-style-type: none"> <li>have more respect for the work that we do</li> </ul>
<ul style="list-style-type: none"> <li>Please action any payments before the summer holidays</li> </ul>
<ul style="list-style-type: none"> <li>What can they do? Highlight the quantity of people who are unhappy with the current situation?</li> </ul>
<ul style="list-style-type: none"> <li>progress a local arrangement of pay rise from the current offer on the table to ensure staff are no longer facing financial crisis</li> </ul>
<ul style="list-style-type: none"> <li>Enter talks to show that there is no room for movement. Possibly remove themselves from national pay bargaining so the individual organisations/colleges can vote on wage acceptance.</li> </ul>
<ul style="list-style-type: none"> <li>Give people the opportunity to accept the offer</li> </ul>

<ul style="list-style-type: none"> <li>I'm not sure what management can really do , but anything that's in their power to stop the strike actions for students benefit and make unison accept</li> </ul>
<ul style="list-style-type: none"> <li>I don't what they can do unilaterally. Possibly introduce the concept of a longer term deal with an enhanced offer?</li> </ul>
<ul style="list-style-type: none"> <li>Negotiate with union and come to an agreement. Put pressure on Scottish government to get involved.</li> </ul>
<ul style="list-style-type: none"> <li>impress upon the unions the needs of the many against those of the few in the union</li> </ul>
<ul style="list-style-type: none"> <li>Remove ourselves from national bargaining and pay staff the backdated pay</li> </ul>
<ul style="list-style-type: none"> <li>I don't believe there is anything they can do but pull out of national bargaining?</li> </ul>
<ul style="list-style-type: none"> <li>Do they know if there is a time restraint on how long the pay bargaining could go on for?</li> </ul>
<ul style="list-style-type: none"> <li>Is there a way that non union members can accept the offer to help with the current costs of living?</li> </ul>
<ul style="list-style-type: none"> <li>I feel the offer is fair so I agree with managements stance on the final offer</li> </ul>
<ul style="list-style-type: none"> <li>Communicate with staff what a realistic amount would be that will not put the college at a risk of financial ruin</li> </ul>
<ul style="list-style-type: none"> <li>I am not sure how they can do anything more.</li> </ul>
<ul style="list-style-type: none"> <li>Accept the offer on the table</li> </ul>
<ul style="list-style-type: none"> <li>Give staff the opportunity to accept this offer</li> </ul>
<ul style="list-style-type: none"> <li>Settle with the union, stay in a locked room until there is an agreement, get mediation, get the government in the room, do anything necessary to get an agreement.</li> </ul>
<ul style="list-style-type: none"> <li>I'm not sure what they are able to do but understand they are keen to move forward also.</li> </ul>
<ul style="list-style-type: none"> <li>Please can we get the backdated pay rise as soon as possible</li> </ul>
<ul style="list-style-type: none"> <li>(As above) A swift conclusion to a dragged out negotiation and for this to be applied to the lowest earners in the college who are most in need for this.</li> </ul>
<ul style="list-style-type: none"> <li>Settle</li> </ul>
<ul style="list-style-type: none"> <li>Pay part of the increase that's been offered as the cost of living isn't coming down as predicated.</li> </ul>
<ul style="list-style-type: none"> <li>Put it to the unions to only focus on 2024/25</li> </ul>

<ul style="list-style-type: none"> <li>I think it is difficult as we have such an archaic system to get things agreed. I would like to see the original 5K that was agreed to be paid and then a timescale put in place for the remainder.</li> </ul>
<ul style="list-style-type: none"> <li>To advocate on our behalf.</li> </ul>
<ul style="list-style-type: none"> <li>I'm not sure what they can do but anything they can do to move it along would be good. I'm also not sure national bargaining is right for UHI Inverness. There are home grown issues/blunders like the reduction to ML and PL hours which are more pressing.</li> </ul>
<ul style="list-style-type: none"> <li>I feel they are already doing what they can, but would encourage an agreement to be arranged as soon as possible.</li> </ul>
<ul style="list-style-type: none"> <li>Try and bring it to a satisfactory conclusion.</li> </ul>
<ul style="list-style-type: none"> <li>I can't see what they can do, apart from apply pressure for the negotiations to happen.</li> </ul>
<ul style="list-style-type: none"> <li>I don't feel that there is anything that I would ask the management to do</li> </ul>
<ul style="list-style-type: none"> <li>Pay the increase with the negotiated element to staff not partaking in action or non union staff</li> </ul>
<ul style="list-style-type: none"> <li>Please work with the Unions to settle this. Be clear and transparent at all times. Please endeavour to avoid this situation occurring again.</li> </ul>
<ul style="list-style-type: none"> <li>Remind staff that although we are paid to do a job, first and foremost we are here for the students. The students should come first therefore no more striking or disruptions to the students journey.</li> </ul>
<ul style="list-style-type: none"> <li>To remind people of our commitment to our students and their journey, and to reiterate that we are here for the students and this ongoing saga is unnecessarily disruptive.</li> </ul>
<ul style="list-style-type: none"> <li>To continue to keep staff fully informed (doing an excellent job so far). (2) To support staff to find a way to get their voices heard apart from via union membership. (3) To explore the value of national bargaining to our staff and the potential consequences if we decided to pull out.</li> </ul>
<ul style="list-style-type: none"> <li>I doubt they have legal ground to do much. It would be good if the staff body as a whole got to vote in these matters instead of the unions 'speaking for everybody' when this is not welcomed.</li> </ul>
<p>5 questionnaires were not included in the preliminary analysis:</p>
<ul style="list-style-type: none"> <li>employers get round the negotiating table again and start a conversation. They are deliberately not negotiating and causing disruption.</li> </ul>
<ul style="list-style-type: none"> <li>Meet with College Scotland and ask the other colleges to guarantee job security for three years as part of the offer.</li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"><li>• More respect for unions and end to the disingenuous propaganda and underhand tactics such as putting out this questionnaire in a desperate attempt to legitimise its lack of engagement with the unions. An end to contempt for workforce and unions. An end to gaslighting the workforce and toxic positivity. Rather than ticking boxes by rolling out off the peg awareness training and making empty platitudes to mental health and a happy workforce why not actually tackle the root causes. Try treating the workforce fairly. "Working Together is our Strength" lets work together then and solve it then. We have unions to do this. Engage. Compromise. An end to empty sloganeering. It's a minter. Lead by example. The union are there to discuss this. Why are you trying to undermine the process?</li></ul> |
| <ul style="list-style-type: none"><li>• I would like them to make themselves available for negotiations with the EIS. If the principal has time to patrol the car park and smoking area then he has time to negotiate.</li></ul>  |
| <ul style="list-style-type: none"><li>• Push for and agree an increased offer inline with inflation over the period. To actually negotiate meaningfully with Unions. Rule out compulsory redundancies. Honesty around staffing/job losses</li></ul>   |

## RESPONSES TO ADVOCACY GROUP

### Potential Outcomes:

#### 1. Pay the first 2 years and negotiate the rest?

Not possible under NJNC terms, as it is a 3 year offer that has not been agreed by all of the unions. The formal ballot on the current offer has been undertaken by Unison and GMB, both of which are due to close by 30/5/24. If the ballot for both unions achieve the threshold, the NJNC would draft a circular and technical implementation note for colleges to proceed to implementation.

Note: The National Joint Negotiating Committee (NJNC) was established to jointly agree terms on issues, such as pay and terms and conditions of employment in Scotland's colleges in partnership with the trade unions (EIS, GMB, UNISON and UNITE).

#### 2. Accept the pay offer and pay staff and move on? As above.

#### 3. Allow all staff to vote for the pay offer?

There is no mechanism for this under the NJNC terms, except that outlined above for the recognised unions.

#### 4. Allow individual staff to accept the pay offer? See question 1.

#### 5. Staff representation that represents all staff?

We will be introducing a Staff Engagement Group as an additional way through which our staff can receive information and provide feedback and participate to contribute to our success. Whilst UHI Inverness has formal working relationships with the officially recognised trade unions, and negotiation on matters relating to terms and conditions of employment would not be within the remit of this Group, we also recognise that effective partnership working with informal staff groups is crucial to the delivery of our strategy and to informing those formal consultative processes.

Representations from the Staff Engagement Group or any other staff group could be shared with union officials via our JCC (Joint Consultative Committee).

#### 6. Change pay bargaining so that individual colleges can make local decisions?

College Employers Scotland (formerly the Employers' Association) was established in 2016. It is the body through which the Scottish Government's Policy of National Bargaining is delivered and implemented by employers in the college sector, in partnership with the trade unions (EIS-FELA, GMB, UNISON and UNITE). Membership of College Employers Scotland is made up of senior leaders from colleges across Scotland. Negotiations take place via the National Joint Negotiating Committee (NJNC) which is the established forum for employers and trade unions jointly agreeing issues such as pay, and terms and conditions of employment in Scotland's colleges.

The only way to change national bargaining would be for an institution to move out of national bargaining completely. It would be up to any Board to discuss and consider this. The Board would need to give due consideration to any replacement for national pay bargaining and would need to provide 12-months notice of its wish to withdraw. Colleges

outside of pay bargaining are encouraged to 'shadow' pay bargaining, which might limit any flexibility that a Board would have in developing a new process.

## **7. Alternative representation for teaching staff?**

The National Recognition and Procedure agreement for Scotland's Colleges is with EIS, GMB, Unison and Unite.

### **Potential Actions:**

## **8. Can EMT put out a pulse question to all staff to determine what proportion want to accept the existing pay offer?**

Such an action by EMT could be regarded as divisive and may undermine our recognition of unions and The National Recognition and Procedure agreement for Scotland's Colleges of which IC UHI is a signatory. *Chris undertook in the meeting to take legal advice in relation to this.*

## **9. Can EMT do all they can to challenge the existing process for accepting pay offers?**

Our Principal is part of the national negotiating team for NJNC, representing our position as an employer. As outlined above, any move away from this process would be subject to a review and decision of our Board. EMT is prepared to share the views communicated by all staff and groups of staff with the Board in this matter, as it is with any other matter.

## **10. Can EMT agree to pay those people who want to accept the pay deal?**

See question 1 above

## **11. Can EMT advise staff of what we can do to move things forward with acceptance of the pay offer?**

Although as described above there is currently no mechanism for staff to accept the offer, unless and until the offer is made to them by a recognised union. However, as with any matter, we are happy to discuss this question in any forum with staff, collectively or individually.

## **12. Can EMT provide independent advocacy to facilitate conversations between union and non-union staff?**

Yes, we have put this request to JCC who have agreed to participate in a facilitated conversation.

## **13. Can EMT explain the process and implications of leaving National Pay Bargaining?**

Please see the response to question 6 above

## **14. Can EMT report to the Board and Executive Office that some staff are unhappy with the current situation and the way that decisions are taken regarding the pay offer?**

Yes, we are happy to share the report provided either in its entirety or in summary with the HR committee and on to the Board.

**15. Can EMT speak to Scotland's Colleges about a vote on the pay offer for all College Staff across Scotland?**

CES has repeatedly urged the unions to ballot their members, so that they have the opportunity to consider and accept or decline the offer. As above, GMB and Unison have both balloted their members and a response is anticipated shortly.

**16. Can EMT create a platform where everyone has a say?**

See the answer to question 5 above. In addition, there are a variety of ways that staff can provide feedback: staff briefings, Principal's briefings, coffee with Chris, staff wellbeing group, via union representatives and shortly the Staff Engagement Group. It is hoped that the Staff Engagement Group will be constituted by the end of the academic year for commencement in the 2024/25 academic year.

Feedback is welcome on options for the constitution of the group.

**17. Can EMT take the voices of non-union staff to the unions?**

Yes. We are happy to take voices/feedback from staff to the unions via JCC.

**18. Can EMT extend the loans for staff until the pay offer has been accepted so that staff have the money to pay them back?**

The salary advance scheme is not connected to the pay offer.

We have recently changed the terms of the Salary Advance Scheme to extend the period between receiving the advance and the first repayment. The first repayment will now be taken on the ninth month following payment of the salary advance, not the sixth month. Any colleagues who have already received a salary advance payment will be sent an updated letter to reflect the change of date for their first repayment from the sixth to the ninth month.

We are happy to take representations from staff as to any changes that they would like to see to the terms of the scheme. We will always be as flexible as we can to meet the changing needs of staff.

**Data re Union membership:**

102 out of 205 teaching staff are EIS members <50

36 Unison and circa 10 GMB out of 207

148 union members out of 412 staff.

12.7% of EIS members were on strike on 30/5/24

(6% of total lecturing staff headcount)

# 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>	14 June 2024
<b>Date Paper prepared:</b>	03 June 2024
<b>Brief Summary of the paper:</b>	Annual HR Committee and Chair Evaluation Exercise
<b>Action requested:</b> [Approval, recommendation, discussion, noting]	The Committee is requested to individually undertake the Committee and Chair Evaluation Exercises which be made available to them via JISC Survey from beginning of July 2024.
<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>	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.  Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"
<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)

As previously agreed, all future evaluations will be completed individually via an online survey. Members of the HR Committee will be provided with access to these evaluations via the confidential JISC Survey with emails being sent beginning of July 2024 due to JISC undergoing an upgrade process. Members are requested to complete this process by **5.00 p.m. on Friday 30 August 2024.**

Any actions highlighted as part of these evaluations will be brought to the Board of Management and feedback on the Chair will be discussed as part of the separate Board Member Evaluation Process.